



TEACHER'S BOOK

For

English
(Communicative)



Class
X

CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 301 India

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नया आगाज़

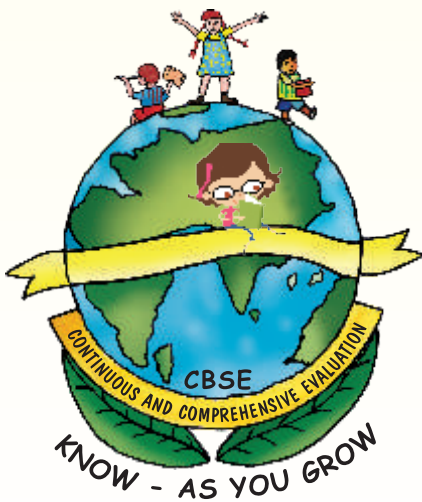
आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....



Interact in English

TEACHER'S BOOK for English (Literature)

CLASS
X



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 301 India

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण 'प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए
तथा उन सब में व्यक्ति की गरिमा

¹और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **'SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC'** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Foreword

It its progressive approach in academic reforms which constitute the teaching methodologies, development of curriculum, pedagogy and the examination reforms, the transformation in the teaching of English has undergone a number of changes. After the introduction of the English Communicative Course in 1993-94 in the CBSE affiliated schools, teaching and learning underwent a constructive change wherein the classrooms saw more student-centric and interactive activities add more learning taking place. The communicative approach introduced through the course 'Interact in English' stressed the teaching of skills of English. Though the teaching activities focused on all the four skills, the assessment at the term-end examination was done only for reading and writing skills, along with grammar and literature. Therefore, the teaching and assessment in Speaking and Listening skills did not take a formal position. Considering the ever-increasing demand and responding to the needs of students the CBSE has made it mandatory to assess the oral and aural skills in the term end examination since 2012-13, carrying a weightage of 20% marks.

A) An Overview of the Course “Interact In English”

'Interact in English' the revised books in the series is based upon an approach to course design which recognizes the importance of developing students' communicative competence. The selection of contents has been determined by the students' present and future academic, social and professional needs. The course prepares them for real-life situations in which they require to use English.

The overall aims of the course are:

- a) To enable the learner to communicate effectively and appropriately in real-life situations
- b) To use English effectively for study purposes across the curriculum
- c) To develop and integrate the use of the four language skills, i.e. listening, speaking, reading and writing
- d) To develop an interest in and appreciation of literature
- e) To recycle and reinforce structures already learnt

Apart from helping students to achieve these overall aims, the teacher has an important role to play in improving the linguistic competence of the students. The underlying principles of course design, which help towards this end, are:

Creativity: Students should be encouraged to take responsibility for their own learning so that they can move from dependence on the teacher to a level of autonomy where they can monitor their own learning.

Self-monitoring: Students should be encouraged to take responsibility for their own learning, so that they can move from dependence on the teacher to a level of autonomy where they can monitor their own learning.

Liberal education: Language should be seen, not merely as a functional tool, but also as an important part of personal development, and inculcation of values.

B) The Communicative Approach to Language Teaching

B.1 What is the communicative approach?

Interact in English adopted a predominantly “communicative” approach to the teaching of English. As its name suggests, the Communicative Approach is based on the belief that acquiring a language means, above all, acquiring a means to communicate confidently and naturally. In other words, in order to communicate effectively in real life, students need more than mere knowledge about the language in addition; they must be able to use English effectively, with confidence and fluency. Interact in English is therefore not content-based (except in so far as literary pieces have been selected for inclusion in the Literature Reader). Instead, its over-riding goal is to develop the practical language skills needed for academic study and subsequent adult life.

The approach brings together a number of ideas about the nature of language and language learning.

- **Knowledge and Skill**

One of the tenets of the communicative approach is the idea that language is a skill to be acquired, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only theoretical knowledge of how an engine works: you must know how to use the gears and (crucially) how to interact with other road users. Similarly, simply knowing parts of speech or how to convert the active into the passive does not mean you are proficient in a language. You must be able to put knowledge into practice in natural use. Of course, we do not expect a novice driver to move off without preparation: he has rules of the highway which he must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions

of a deserted road at slow speeds. Equally in language learning there are some 'rules to be learnt' but there is no substitute for learning by doing. In good teaching, this experience is supported by carefully-graded contextualized exercises.

- **Structure and Function**

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

- a) "Can I open that window?"
- b) "Can I carry that case?"

We could say that a) and b) have the same grammatical structure: they are both interrogative. We should also recognize that they perform different functions: a) is a 'request' and b) is an 'offer'.

The communicative approach recognizes the use to which language is put, and encourages pupils to be aware of the relationship between structure and function.

- **Appropriacy**

Another related issue is that of appropriacy. We all speak different types of language in different circumstances to different people. For example, suppose a boy wants to open a window. To his friend he might say: "Hot in here, isn't it? Mind if I open the window?" However, to his teacher he might say: "I'm feeling rather hot. Would you mind if I opened the window?"

Using language inappropriately is just as incorrect as making an error of structure or of spelling. The Communicative Approach therefore lays stress on language appropriacy.

- **Accuracy and Fluency**

Traditional language teaching lays greatest stress on accuracy – using the language correctly and without error, usually in short, de-contextualized work such as a grammar transformation exercise. The communicative approach to language teaching emphasizes both accuracy and fluency. The communicative approach recognizes the importance of accuracy, but contends that learners should use English easily, smoothly, at a reasonable pace, with little hesitation – i.e. with fluency.

In Interact in English, certain activities are designed to promote accuracy, e.g. the grammar exercises in the Workbook, and the punctuation and vocabulary exercises in the Main Course book that develop students' skills in reading, writing, listening and speaking. In fluency-based activities, excessive correction of errors is counter-productive, it will damage students' confidence, and so will make them unwilling to use English.

B.2 The Role of the Teacher

Most teachers are familiar with a teacher-centered classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole. However, in the communicative approach the teachers will need to adopt a variety of roles.

Littlewood sets out these roles:

- As a general overseer of his students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression leading towards greater communicative ability.
- As a classroom manager, he is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organized at a practical level.
- In many activities, he may perform the familiar role of a language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on.
- In other, he will not intervene after initiating the proceedings, but will let learning take place through independent activity or pair and group work.
- When such an activity is in progress, he may act as a consultant or adviser, helping where necessary. He may also about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he can stimulate and present new language without taking the main initiative for learning away from the learners themselves.

B.3 Classroom Procedures

In many traditional classrooms, the most common classroom procedure is whole-class work, in which students all face front with the teacher communicating with the

class as a whole. Interact in English does use whole-class procedures at times, but it also uses other types of classroom organization. The detailed notes in this Teacher's Book suggest appropriate procedures. The main types of organization recommended are individual work, pair work, small group work and whole class work. It has been the experiences of teachers who have trailed Interact in English that student adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. Though, over the years, teachers would have used various classroom management techniques and jog the memory that

The following sections give practical advice on the organization of different types of classroom activities:

- **Individual Work**

When an activity is designed for individual work, students will be working mainly on their own. First, ask students to read the instructions (or read them yourself to the students). Make sure that students understand what they are expected to do, if necessary by giving an example or (preferably) asking one of the students to give an example. Then set them to do the activity.

While the students are working, the teacher can move around the classroom, making sure that everything is going smoothly and giving individual help where it is needed. Do not interfere too much; remember that too much interruption and correction may discourage students.

Students will work at different speeds, so they will not finish at the same time. The easiest solution to this is to ask students who have finished to compare their answer with their neighbors. Call the class together again when the majority of them have finished the activity, even if some are still working on it. The activity can then be checked by asking students to give their answers. The teacher needn't act as the 'judge', but instead can ask other students whether they agree. This checking procedure keeps all students involved, and gives the slower ones a chance to catch up.

- **Pair Work**

As with individual work, you first need to make sure that students understand the instructions. Once the activity is clear, you will then have to arrange the class in pairs. Usually it is easiest if a student pairs up with the person sitting at the

same desk. (You may have to move one or two if they are on their own.)

Sometimes it will be necessary to have three working together, but this should not seriously affect their work.

If your class is very crowded, with most students sitting three to a desk, one row may turn to face those behind to form three pairs.

Once students have settled down to work, circulate round the classroom, observing and listening to them, and giving help to those who need it. As with individual work, resist the temptation to interfere too much!

You may find it useful to set a time limit for a pair work activity. This can help to focus the students' attention and provide a challenge, as well as simplifying management of the class. If you wish to do this, tell them the time limit before they begin, and be prepared to extend or reduce it if you find you have misjudged the time required.

In many pair work tasks, checking can be carried out in the same way as for individual work, by the teacher eliciting answers from the students. Sometimes, though, it may be better for one or more pairs of students to report back their conclusions to the rest of the class, possibly with class discussion.

- **Group Work**

Usually, group work involves four students but at times it may extend to five or six or even more. Four, however, is a more convenient number for most classroom situations.

The general procedure for group work is the same as for pair work, that is:

- Instructions for the whole class
- Organization of the groups
- Group activity while the teacher circulates
- Feedback and checking for the whole class

The major difference is that the organization of the groups needs more care. It is fairly simple to form groups of four by asking students to turn and face those behind.

However, you may feel that some changes are required to achieve a balance in some of the groups. In this case, move only a few students from one group to another. When the groups move over to the feedback and checking stage, you

may make it more interesting by asking a student to chair inter-group discussion.

The active interaction which the materials demand will lead to an increase in noise level of the classroom. Noise in a language classroom is a very positive indication of communication taking place!

- **Whole Class Work**

Whole class work, of course, is necessary for matters such as formal instruction (e.g. the format of formal and informal letters), for “warm-up” activities, for class discussion, for “class review” sessions at the close of pair work or group work. In whole class work, the teacher is in her traditional role.

B.4 Handling Pair work and Small group Work (P/SGW)

The previous Section has outlined the alternative classroom procedures. The following are guidelines for introducing/ demonstrating, organizing, managing and concluding P/SGW:

- **Introducing and Demonstrating**

After a brief explanation of what is to be done, always demonstrate the activity. You have these options:

- The teacher takes both (or all) parts.
- The teacher takes one part, while one or more students take the other parts.
- Two or more students take different parts.

In selecting students to help demonstrate an activity, always select those who will demonstrate it well. Also, choose students from different parts of the classroom (particularly from the back), so that they will have to speak loudly in order to be heard. (Don't choose students sitting side-by-side, or they will speak so softly to each other that nobody else will hear!) Don't allow this phase to take too much time. Two or three minutes is usually enough.

- **Organizing**

This has largely been covered in above. A few additional points:

- There is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.

- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, or the result will be confusion.)
- You may also prefer to allocate roles yourself, e.g. "Within pairs, the one nearest the window is A, the other is B".
- If you have not use P/SGW before, expect a little noise and excitement at first! But students quickly get used to the new procedures, and soon settle down with minimum noise and fuss.

- **Managing**

While students are actually doing the P/SGW activity, the teacher has an important role to play. It is vital to circulate round the class, listening in on P/SGW and helping/advising where necessary. Be careful, of course, not to "take over" the activity by intervening too strongly. (Students need the English practice, not you!) Sometimes it is advisable to just 'hover' at a distance while moving round the class, simply checking that students are actually doing the activity. Make sure that you distribute your attention evenly over the course of a term; and give particular help and attention to weaker students through formative activities

- **Conclusion**

At the close of a P/SGW activity, bring the whole class together. You may wish to ask a pair or group to demonstrate at the front of the class. (Ask weaker pairs or groups to demonstrate, too. This can be a powerful confidence-builder.) Alternatively, you may find a brief class discussion profitable, in which students exchange experiences that have arisen from the activity itself, e.g. a problem they have encountered, a good idea someone came up with, something they did not understand. Be careful not to allow this conclusion phase to take too much time. 5 minutes is enough.

B.5 Some Questions and Answers about Pair Work and Small Group Work

For many teachers, the prospect of P/SGW with large numbers of students in a class is viewed with alarm. To help such teachers, the following are concerns commonly expressed, followed by responses that have been given by other teachers.

- **Teachers' Concerns about P/SGW**

- It is difficult for the teacher to check whether all students are doing the activity, and (if so) whether they are producing correct and suitable English.

- More proficient pupils are held back by weaker pupils.
- Noise levels are high.
- It is not right for the teacher to withdraw from a position of “central control”.
- P/SGW will be rejected by other teachers, parents and by the students themselves as time wasting and frivolous.
- **Responses to these concerns**
 - In traditional teacher-led classes, often individual students do not participate actively, but the teacher remains unaware of this if a sufficient number seem to be 'following the lesson'.
 - Noise is a necessary element of good language learning – as it is in a Music lesson. It is not so much noise itself that some teachers are concerned about, but the amount of noise. There is no easy answer to this question since a lot depends on the individual teacher's relationship with the class. Certainly a clear introduction to and demonstration of the task will ensure that P/SGW gets off to a good start, with no fuss and confusion and the challenge of the task itself should ensure that the students are busily engaged in English. It is for the teacher herself to make it quite clear to the class what amount of noise is acceptable, and to make sure that noise is kept to that level. If noise levels do get too high for comfort, the “noisy approach” (i.e. the teacher shouting to get less noise) is unlikely to work for any more than a short while. Instead, try the “quiet approach”, i.e. train your students to recognize that when your hand is raised, they must raise theirs and be quieter. On occasions, you may have to speak to particularly noisy and excited groups. Please do not let the prospect of some degree of noise put you off P/SGW. If students are to learn to use English, then they must communicate with each other, not just you. And if they are to communicate, then there will be a certain amount of positive, beneficial noise. Welcome it as a sign that your students are growing in confidence and fluency in English.
 - It is perfectly true that in P/SGW the teacher cannot judge whether all students are producing correct and suitable English. (Of course, this is equally true of a teacher-led classroom where one student is speaking (to you), and all the others are silent.) But we need to accept that making mistakes in language is not only normal, but is actually necessary if a learner is to make progress. Advice on what to do about students' mistakes when speaking in P/SGW is given in Section C.6.

- P/SGW encourages all students, even the shy ones, to participate actively. Because they feel they are not “on slow” in front of the whole class, they feel free to experiment with the language, trying out newly-acquired forms.
- Much research in psycholinguistics in recent years has indicated that peer interaction of this kind in language classes is frequently highly successful. Not all students, even those in the same class, have precisely the same stock of knowledge and understanding of the language. Students can pool ideas and often perform a task better together than they can alone. As they become more familiar with P/SGW, they learn to handle activities in a mature manner, sensitively correcting each other's work. In fact, research shows that appropriate error correction in well-graded activities is just as likely to occur between students as by the teacher in a teacher-led mode.
- If a good student is paired with a less able one, the former is likely to assume the role of a 'teacher'. This experience is often fruitful for both. The less able student has a 'personal tutor', and the good student also improves: having to explain something in simple terms is often an excellent learning experience in itself.
- If a task is well-constructed and the students appropriately prepared, the activity is often 'peer pressure' to induce reluctant group members to participate.

It is recognized that some people will distrust the approach, perhaps even accusing the teacher of evading her responsibilities. However, P/SGW is an attempt to encourage students to accept some of the responsibility for learning themselves. The only truly successful students are the ones who can do this. If the technique is handled well, it will soon become evident that the teacher is working just as hard as she does in a teacher-led mode. P/SGW is one of a number of different techniques which a teacher can employ to accommodate students with different learning styles and for activities with different goals.

Acknowledgement

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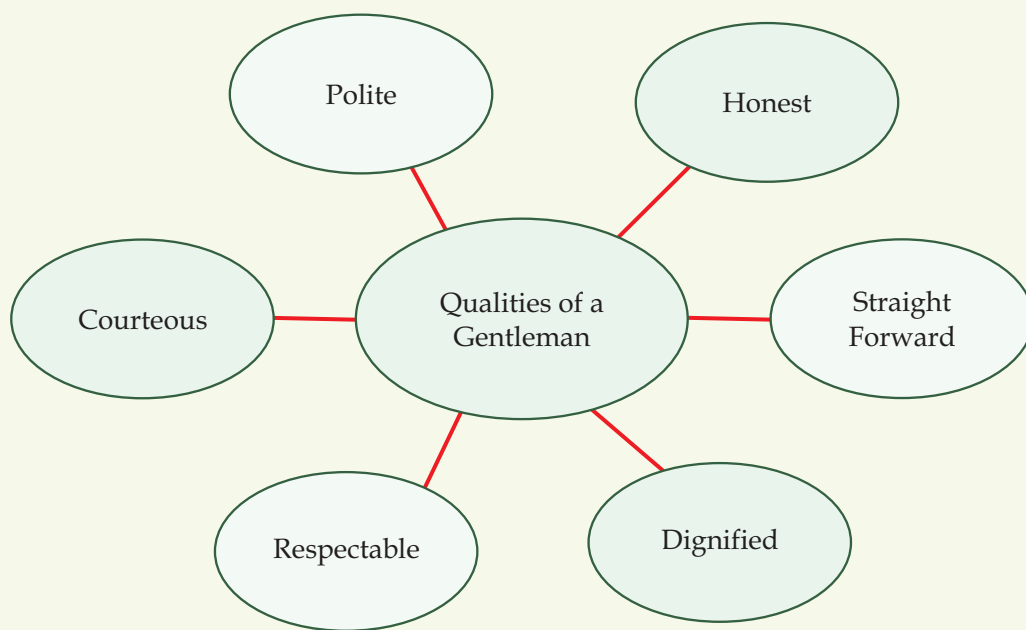


Unit - 1

Two Gentlemen of Verona

A. J. Cronin

1. Warm up for the story. What are the qualities of a gentleman? Ask the students to work in pairs and complete the chart.



2. Ask the students what the story could be about. There will be varied answers.
3. Read the story.
4. Based on the story answer the questions:
1) a 2) c 3) c 4) a 5) d 6) a
5.
 - a) Nicola answered that they did many types of tasks and looked eagerly if the narrator had some job for them.
 - b) He blushed with embarrassment and did not know what to answer.
 - c) He smiled uncomfortably because he did not quite know whether he would really be able to fulfill his desire.
 - d) Though they were young boys they had the seriousness of an adult and they could think beyond their age.

6. Answer the following:

- a) Luigi the driver did not approve of the boys because they looked untidy and poorly dressed.
- b) The narrator and his companion were impressed by the two boys because they were eager and enthusiastic to do any type of job and had the ability to perform many tasks.
- c) They were surprised to see them because they had seen them selling fruits a few hours back and later they were polishing shoes.
- d) The boys did odd jobs for the author. Jobs like buying a pack of American cigarettes, booking seats for the opera or names a good restaurant.
- e) When asked why they were out at night, they said that they were waiting for the last bus to arrive when they could sell the last of their newspapers. They wanted to earn every penny.
- f) It shows that they have determination and courage to face the difficulties of life, and also they did not want others to sympathise with them.
- g) They don't like to disclose their secrets to anyone. They want to face the ordeals themselves without letting other people know.

7. a) The boys appeared to be shabbily dressed, one with a worn out jersey and cut off khaki pants and the other, a shortened tunic. Yet, their faces looked honest. When the narrator and his companion saw them again they were shining shoes. They even took them site seeing, bought American cigarettes, booked seats for the Opera, named a good restaurant and ran small errands for them. Once when the author took them to see their sister, who was sick, he was able to see their love, devotion, care and responsibility for the sister. This clearly shows that appearances are deceptive. They actually turned out to be such dignified responsible young gentlemen. The visit to see Lucia answered many questions.

- b) Yes, ofcourse. They did take care of her willingly. The moment they came to know that she was suffering from T.B., they immediately shifted her to a hospital where she could be treated. They then did all sorts of jobs, worked hard from selling fruits, shoe shining, running errands, acting as guides, to selling newspapers. Whatever was earned by them was spent on the sister's treatment. Obviously they wanted to see her well again.

- c) When we read the story 'Two gentlemen of Verona' , we still have hopes for society, where people still care for one another, have dignity of labour, and go to any extent and work hard in order to see their loved ones well again. There is still love, care and devotion in the society, if people like the two boys exist. It shows that love means making sacrifices for our kith and kin.

8. Match the following:

1. set up	To start/ establish a company
2. break down	To lose control of your feelings & start crying
3. set off	To start on a journey
4. put up with	To tolerate a situation/ / person
5. put off	To postpone
6. put on	To wear
7. come in	To enter
8. come across	To meet/find by chance
9. come up against	To be faced with/ opposed by
10. turn down	To refuse/reject
11. turn in	To inform on/ deliver up
12. turn to	To try to get help/ advice

Use the phrase:

1. turned them in
 2. set off
 3. came across
 4. set up
 5. turned down
 6. came up against
9. Ask the students to write the story in the third person. Varied answers.
 10. Have a class discussion. Varied answers after group discussion.
 11. Writing task.
Write an article giving evidences from the lesson.
Heading

Name of the writer

Content

Suggested Value Points:

- care for the country
- love for the sister
- faith in themselves
- trust in the narrator
- faith in ensuring the sister's well being/ faith in reviving sister's health
- trust that someday they will go back and set up their own homes.

12. Diary Entry

Day, date

Suggested Value Points:

- wanted to become a singer
- a loving father and two brothers
- the war – Germans destroyed their home
- became sick- with T.B. –admitted in hospital
- grateful to brothers for taking care of her
- hopes to get well soon and later take care of her brothers
- become a singer someday

13. Listening task

1. People leaving Sarajevo
2. They heard the shooting around afternoon
3. That could save their lives
4. Piece of shrapnel lodged in her brain
5. She had not come back from the market where a bomb had exploded.

Mrs. Packletide's Tiger

:- By Saki

Q.1 Thrill, provides excitement, show off of power, Trading animal parts, Money etc.
(Accept varied answers)

- Q.2
- a) To out do Loona Bimberton
 - b) She is governed by jealousy
 - c) Sarcastic
 - d) Yes
 - e) Tiger hunting to outshine Loona Bimberton

Q.3 The children will read the story.

Q.4. Answer the following questions in your own words:

- (a) Why did Mrs. Packletide wish to kill a tiger?

Ans. Mrs. Packletide's movements and motives were largely governed by her dislike for Loona Bimberton. Loona had recently been carried eleven miles in an aeroplane by an Algerian pilot. Now Mrs. Packletide wanted to do something more exciting and more sensational than what Miss Bimberton had done. So she decided to kill a tiger to prove herself more adventurous and daring than Loona.

- (b) What made her decide to give a party in Loona Bimberton's honour? What did she intend to give Loona on her birthday?

Ans. Outwardly, Mrs. Packletide wanted to give a party in Loona Bimberton's honour. But her real aim was to show Loona that she had done a more exciting, daring and sensational act of killing a tiger. She wanted to show a tiger skin rug and present a tiger claw brooch on her birthday.

- (c) How was the tiger shooting arranged? What kind of a tiger was chosen for the purpose?

Ans. Mrs. Packletide came to know that a neighbouring village was a favourite haunt of a tiger. Grabbing the opportunity, she bribed the villagers by giving a thousand rupees for the safe and convenient opportunity of hunting a tiger. For this purpose they identified an old and senile tiger who could be hunted down easily.

- (d) In what way did the villagers help Mrs. Packletide shoot the tiger?

Ans. A reward of one thousand rupees aroused the greed of the villagers. They gave all help to Mrs. Packletide to arrange for the safe and easy hunt of a tiger. They

managed to keep the tiger confined to his present quarters. They posted boys to prevent the tiger from going away to other fresh hunting grounds. Mothers kept their babies quiet and hushed their singing so as not to disturb the restful sleep of the venerable herd robber.

- (e) Who was Miss Mebbin? Was she really devoted to Mrs. Packletide? How did she behave during the tiger shooting?

Ans. Miss. Mebbin was a paid companion to Mrs. Packletide. She was not at all devoted to Mrs. Packletide. She only pretended to adopt a protective elder sister attitude towards her but in reality was more protective towards her money. She tried to show that they had paid a higher price for an old tiger.

- (f) Mrs. Packletide was a good shot. Discuss.

Ans. Mrs. Packletide was not at all a good shot. She was not an established hunter. She proved to be a bad shot as she killed the goat meant to be a bait instead of the tiger. The wrong animal was shot. The tiger seemed to have died of heart failure caused by the loud report of the rifle. This is intended to be a satirical remark.

- (g) What comment did Miss Mebbin make after Mrs. Packletide had fired the shot? Why did Miss Mebbin make this comment? How did Mrs. Packletide react to this comment?

Ans. After Mrs. Packletide had fired the shot, Miss Mebbin drew her attention to the goat that was in its death-throes, much to the chagrin of Mrs. Packletide. A mortal bullet had hit the goat. There was no trace of the rifle's deadly work on the tiger. Evidently the wrong animal had been shot down. The tiger, it appeared, had died of heart failure caused by the sudden report of the rifle. The remark by Louisa Mebbin annoyed Mrs. Packletide.

- (h) How did the villagers react to the tiger's death?

Ans. The villagers were anxious to get their reward. Mrs. Packletide had promised them a thousand rupees for the convenient hunt of a tiger. They gladly connived at the false story. They celebrated the hunting down of the tiger by thumping the tom toms that Mrs. Packletide had really shot the beast dead. Understandably, Mrs. Packletide was glad of their stand.

- (i) Do you think Mrs. Packletide was able to achieve her heart's desire? Give reasons for your answer.

Ans. Mrs. Packletide was not able to achieve her heart's desire completely. No doubt, she had a dead tiger in her possession. But Miss Mebbin threatened to give the secret

away to Loona Bimberton, blackmailing her and forcing her to buy a week-end cottage for her at Darking. She was constantly under the threat of Miss Mebbin divulging the truth and hence couldn't celebrate the victory completely.

- (j) How did Miss Mebbin manage to get her week-end cottage? Why did she plant so many tiger lilies in her garden?

Ans. Miss Mebbin managed to get her week-end cottage only by blackmailing Mrs. Packletide. She threatened that the secret of the tiger's death could be revealed to Loona Bimberton. She extorted a heavy price and forced Mrs. Packletide to get her the week-end cottage at Darking. She planted so many tiger lilies in the garden as a tribute to the tiger which had helped her to procure the cottage.

- (k) "The incidental expenses are so heavy," she confides to inquiring friends. Who is the speaker? What is she referring to here?

Ans. The speaker is Mrs. Packletide. She gave up big game hunting because it turned out to be very expensive. No doubt, she was the possessor of a dead tiger. But she had to pay one thousand rupees to the villagers to arrange for an old tiger and a convenient hunting ground. The tiger also didn't die of her gunshot but due to heart failure. Moreover, Miss Mebbin her companion during tiger hunting blackmailed her into buying a weekend cottage for.

Q5. Discuss the following questions in detail and write the answers in your notebooks:

- (a) Do you think the tiger shooting organized by the villagers was a serious affair? Give reasons for your answer.

Ans. (a) The villagers seemed to be quite serious and sincere in providing the best opportunities to Mrs. Packletide for a safe and convenient tiger shooting. The reward of a thousand rupees stimulated their sporting and commercial instinct. They posted children night and day on the outskirts of the local jungle. The idea was to hold the tiger back if he tried to roam away to fresh hunting grounds. Some cheaper kinds of goats were left around deliberately to keep him satisfied with his present quarters. Since the tiger was old, safety measures were taken to keep him alive till the day of shooting. Mothers returning home hushed their singing lest it should disturb the restful sleep of the old tiger. The villagers constructed a special platform for Mrs. Packletide in a comfortable and conveniently placed tree. A goat gifted with a persistent bleat was tied at the correct distance so that its loud bleating could be heard even by a partially deaf tiger. When the entire village waited with bated breath, there on the tree sat Mrs. Packletide with a rifle, ready to shoot the tiger.

- (b) Do you think the writer is trying to make fun of the main characters in the story i.e. Mrs. Packletide, Miss Mebbin and Loona Bimberton? Pick out instances from the story that point to this fact.

Ans. Saki uses the technique of satire, irony and humour to expose the three characters in the story. All the three main characters in the story are hypocrites jealous and vain. Mrs. Packletide's movements and motives are driven by her hatred for Loona Bimberton. Her aim is only to outdo and outshine her rival Loona Bimberton who had performed a great feat of having a joy-ride in an aeroplane with an Algerian pilot. She wants to perform something more exciting and adventurous. Hence, her idea of killing a tiger. Loona Bimberton and Mrs. Packletide excel in pretense, hypocrisy and competitive rivalry. The author has a dig looking at their affection with inner agenda and hypocrisy. He simply laughs at the way the whole stage-managed drama of the tiger shooting is arranged. He also satirises Loona's reaction at her rival's shooting of a tiger. She abstained from looking at newspapers carrying photographs and write ups about Mrs. Packletide. Saki's sarcasm is shown for Louisa Mebbin when she says, "she adopted a protective attitude towards Mrs. Packletide and her elder sister attitude to money irrespective of denomination and currency." Her miserliness, materialistic attitude and manipulative qualities are the author's point of ridicule.

- (c) A person who is vain is full of self-importance and can only think of himself/herself and can go to great lengths to prove his/her superiority. Do you think Mrs. Packletide is vain? Give reasons in support of your answer.

Ans. Certainly, yes. Mrs Packletide is indeed vain with a bloated sense of ego. Such a person would go to any extent to prove her superiority. Mrs. Packletide considers herself so important that she wants to remain in the limelight. She wants to outshine her rival Loona Bimberton's feat of having a joy-ride in an aeroplane with an Algerian pilot brought her in the limelight. Loona would not talk of anything else for weeks. All movements and motives of Mrs. Packletide were controlled and directed by her utter dislike of Loona Bimberton. Hence, emerged the idea of shooting a tiger. Unmindful of the expenses she offered a reward of one thousand rupees to all the villagers for arranging a safe and convenient stage-managed tiger shooting. Her paid companion Miss Mebbin threatened to tell Loona the secret of the tiger's death and Mrs. Packletide did not mind being black mailed and ultimately paid a huge price for buying a week-end cottage for the wily Miss Mebbin.

- (d) Sometimes writers highlight certain negative aspects in society or human beings by making fun of it. This is called satire. In your groups, discuss whether you would

classify this story as a satire. Give reasons to support your answer.

Ans. The author mocks at society and the people who lead a luxurious and extravagant type of life. Loona Bimberton and Mrs. Packletide are vain, callous, jealous and superficial. Miss Mebbin is a human being but devoid of human qualities. She is shrewd, selfish, opportunistic and a go getter. These three women display negative traits of man's personality. Strangely enough the possessors of these traits think they are a storehouse of good qualities. The author highlights these negative points and arrives at the conclusion that these ladies are in reality, shallow, baseless, stupid, vain and fail to see the futility of their actions. The author simply makes fun of these vain women who resort to any means to maintain their snobbish status in society. He satirizes their actions and tries to convince the world that man should not become addicted to such vices but rather lead a smooth and pious life. Loona Bimberton and Mrs. Packletide, mutually, contend with each other and they are intended to be laughed at. By satirizing their negative traits the writer warns us not to be so.

(e) How does the writer create humour in this story?

Ans. Humour is the ability to laugh at persons or things that are amusing. Hector Hugh Munro or Saki was a master of stories that excel in humorous situations. His characters, through their follies or weaknesses create amusing situations. The very idea of Mrs. Packletide to shoot a tiger to outdo her rival was quite amusing. She walked towards the footsteps of Nimrod not because of her lust to kill animals. Nor did she feel that she would leave India 'safer and more wholesome by killing a tiger. Saki in his inimitable humour discloses the real reason of Mrs. Packletide's misadventure. 'Her movements and motives were largely governed by dislike of Loona Bimberton'. The description of the tiger is equally humorous. 'The one great anxiety was lest he should die of old age before the date...'. Mrs. Packletide's tiger was not a ferocious beast but one who needed a short rest before commencing the grand attack.' Saki uses satire to heighten the effect. Louisa Mebbin adopted a protective elder-sister attitude towards Mrs. Packletide especially in money matters. Her miserliness is highlighted frequently. '.....' if one doesn't touch the goat one needn't pay for it.' Saki ends the story with a stroke of masterly humour blended with irony. Mrs. Packletide gives up big game shooting because "the incidental expenses are so heavy".

Q6. Choose extracts from the story that illustrate the character of the people listed in the table given below. There are some words given to help you. You may add words of your own. One has been done as an example:

vain, jealous, competitive, shrewd, manipulative, stingy, materialistic, spiteful

Character	Extract from the story	What this tells us about the character
Mrs. Packletide	(i) The compelling motive for her sudden deviation towards the footsteps of Nimrod was the fact that Loona Bimberton had recently been carried eleven miles in an aeroplane by an Algerian aviator, and talked of nothing else; only a personally procured tiger-skin and a heavy harvest of Press photographs could successfully counter that sort of thing.	Competitive
	(ii) Mrs. Packletide had offered a thousand rupees for the opportunity of shooting a tiger without over-much risk or exertion.	Shrewd
	(iii) Mrs. Packletide faced the cameras with a light heart, and her pictured fame reached from the pages of the Texas Weekly Snapshot to the illustrated Monday supplement of the Novoe Vremya.	Egoistic/ Manipulative
Louisa Mebbin	(i) "If it's an old tiger I think you ought to get it cheaper. A thousand rupees is a lot of money."	Stingy
	(ii) Louisa Mebbin adopted a protective elder-sister attitude towards money in general, irrespective of nationality or denomination	Materialistic
	(iii) "How amused everyone would be if they knew what really happened," said Louisa Mebbin in a few days after the ball.	Spiteful/Manipulative
	(iv) Louisa Mebbin's pretty week-end	

	cottage, christened by her "Les Fauves," and gay in summer-time with its garden borders of tiger-lilies, is the wonder and admiration of her friends.	Cunning/ Manipulative
Loona Bimberton	(i) As for Loona Bimberton, she refused to look at an illustrated paper for weeks, and her letter of thanks for the gift of a tiger-claw brooch was a model of repressed emotions. (ii) there are limits beyond which repressed emotions become dangerous.	Jealous Jealous

Q7. There are many amusing lines in the story. Here are a few of them. Rewrite each one in ordinary prose so that the meaning is retained. One has been done for you as an example:

- (a) It was Mrs. Packletide's pleasure and intention that she should shoot a tiger.
Mrs. Packletide wanted to shoot a tiger.
- (b) Mrs. Packletide had already arranged in her mind the lunch she would give at her house in Curzon Street, ostensibly in Loona Bimberton's honour, with a tiger-skin rug occupying most of the foreground and all of the conversation.

- Ans. (a) Mrs. Packletide had already decided that she would host a lunch in Loona Bimberton's honour in Curzon Street. She wanted to show off the tiger-skin and wanted the people to talk about it.
- (b) Mothers carrying their babies home through the jungle after the day's work in the fields hushed their singing lest they might curtail the restful sleep of the venerable herd-robber.
- (c) Mothers coming home through the jungle hushed their singing so that it might not disturb the restful sleep of the old tiger.
- (d) Louisa Mebbin adopted a protective elder-sister attitude towards money in general, irrespective of nationality or denomination.
- (e) Louisa Mebbin was zealously protective towards money irrespective of currency and denomination.

- (f) Evidently the wrong animal had been hit, and the beast of prey had succumbed to heart-failure, caused by the sudden report of the rifle, accelerated by senile decay.
- (g) Clearly, Mrs. Packletide had hit the wrong animal. The tiger didn't die of the bullet wound but due to heart failure. His death was caused by the sudden loud noise of the rifle and death came sooner because of his weakness and old age.
- (h) As for Loona Bimberton, she refused to look at an illustrated paper for weeks, and her letter of thanks for the gift of a tiger-claw brooch was a model of repressed emotions.

(Out of jealousy) Loona Bimberton refused to even look at newspapers and magazines. Her thanks for the gift of a tiger-claw brooch was just a formality but had craftily hidden her real and repressed feelings.

Q8. An oxymoron is a figure of speech that combines normally contradictory terms. The most common form of oxymoron involves an adjective-noun combination of two words like-‘failed success’.

Writers often use an oxymoron to call attention to an apparent contradiction. For example, Wilfred Owen’s poem ‘The Send-Off’, refers to soldiers leaving for the frontline, who "lined the train with faces grimly gay." The oxymoron 'grimly gay' highlights the contradiction between how the soldiers feel and how they act: though they put on a brave face and act cheerful, they feel grim. Some examples of oxymorons are-dark sunshine, cold sun, living dead, screeching silence, almost exactly etc.

The story Mrs. Packletide's Tiger has a number of oxymorons. Can you identify them and write them down in your notebooks?

- Ans.
1. hunger and love
 2. sporting and commercial
 3. elaborate carelessness
 4. repressed emotions
 5. seeming irrelevance.

- Q9.
- a) Accept varied answers written in first person.
 - b) Enactment in groups.

Q10. Listening Task

- | | | | | | |
|----|------|--------------------|----|------|-------------|
| 1. | (ii) | they view it | 4. | (iv) | frighten it |
| 2. | (ii) | of the population | 5. | (i) | |
| 3. | (i) | they bear the cubs | 6. | (i) | |

The Letter – Dhumaketu

1. The students give their own answers about the feelings of the old man—sad, neglected, dejected, upset, thoughtful etc. Accept varied answers.
2. They give their own reasons like- he is unwell, neglected by his own children, has no one. Accept varied answers.
3. The students read the lesson in class. It may be divided into parts.
4.
 - a) iv/ii
 - b) iii
 - c) i
 - d) iii
 - e) ii
5.
 - a) Ali was an old man whose only daughter had got married and gone away to Punjab. He had been a shikari in his youth-but later gave it up when he realized the meaning of love and separation when his daughter got married and had to go away to Punjab. He went every day to the post office hoping that he would get a letter from her. He had been waiting for 5 long years.
 - b) Love- his affection for his daughter. Patience—He exhibited tremendous patience waiting for his daughter's letter for 5 long years.
 - c) came everyday- sat at the same place- people made fun of him-called his name for fun and laughed when he eagerly jumped up .
 - d) After his daughter got married and went away to Punjab he understood the grief of love and separation from the dear ones.
 - e) Initially- pumpkin faced – expressionless- grumpy- rude- lack of empathy. Later when his own daughter was unwell and he awaited news from her, he mellowed down, understood Ali's anxiety and a father's heart.
 - f) No- Ali came in hope of receiving a letter from his daughter.
 - g) He felt helpless that he may not be able to come to the post office again as he was unwell. — He knew he was dying—his patience was exhausted but he still had faith that his daughter would write a letter.

- h) The postmaster –doubt—he did not know who had come earlier that morning— whether it was Ali who had come or his ghost or had he been hallucinating. Remorse- at the nasty way he had behaved towards Ali and at his own insensitivity.

6. Loneliness	Grief
Such loneliness had come into his life since the day Miriam had gone away	He dragged along a cheerless existence. He sat down under a tree and wept bitterly Eyes filled with tears of helplessness. There were tears in Ali's eyes.

- 7.
1. memories of happy events cheer people nearing their end.
 2. The familiar sounds were reassuring and comforting.
 3. Just as a false friend lures his victim away from what is right with his smiles, the cold too tempts people to sleep and keeps them from their duty.
 4. As he became older, things suddenly changed.
 5. Everything in life depended on love and separation from the dear ones.
 6. The post master had an expressionless face, and rarely reacted to anything.
 7. The clerk called out the names on the letters in the same way as a man who worships Vishnu. Chants his thousand names.
 8. The official's arrogance deserted him when faced with sorrow and worry about his daughter and now he became more empathetic. Miriam's letter laid out his human heart.

8. **LISTENING TASK:**

- Break up of the joint family
- Pressure of modern life
- Individualistic aspirations
- Poverty and search for work; affects rural elders

9. **WRITING TASKS; Diary Entry: Varied answers**

Value Points:

- Don't know how things are with my daughter
- Hope she is fine
- Now I understand old man Ali's feelings
- Ali waited patiently for 5 long years- I am unable to bear the suspense even for a day.
- What grief he must have gone through
- I am also confused- whom did I see – Lakshmidas tells me he died some time ago.
- Sure I saw him early this morning and gave the letter to him. I realized that a letter is not a piece of paper but a warm beating heart.

10. SPEAKING TASKS;

- a) Varied answers – may have imagined it as he had been continuously thinking of him. Discussion with partner.
 - It really was Ali –when people die with an unfulfilled desire they roam around the earth as ghosts till it is fulfilled.
- b) Varied answers (Dialogue between the postmaster and his daughter and enrolment)

A Shady Plot

:- By Elsie Brown

- Q1.
- | | | | |
|----|----------------|-------|---|
| a) | Apparition | vii) | a supernatural |
| b) | Poltergeist | xiv) | German word, meaning noisy |
| c) | Clairvoyance | ix) | the supposed power |
| d) | Crystal Ball | xi) | a globe of |
| e) | Eerie | viii) | So mysterious |
| f) | Medium | x) | a person through whom |
| g) | Transmigration | xii) | to pass into another body after death |
| h) | Psychic | xiii) | capable of extraordinary mental processes |
| i) | Ouija Board | iv) | a spelling board dence |
| j) | Exorcist | iii) | a conjurer who expels |
| k) | Premonition | i) | a feeling of anticipation |
| l) | Paranormal | v) | beyond the range of normal experience or scientific |
| m) | Tarot card | vi) | any of a set of 22 playing cards bearing |
| n) | Vampire | ii) | a reanimated corpse |

Q2. Accept varied answers.

Q3. Reading of the story

Q4. Based on your reading of the story above, answer the following questions by ticking the correct options.

1. The narrator earns his living by
- writing ghost stories
 - working as a reader for a magazine
 - working as a stenographer
 - working as an accountant in a lumber company

ANS: (d) working as an accountant in a lumber company.

2. The writer was overconfident about his ability to write stories because.....

- (a) whenever magazines wanted a ghost story, they got in touch with him
- (b) he was always able to write a ghost story whenever he had to write one
- (c) the readers appreciated his ghost stories
- (d) he knew the ghost lady would help him write a good ghost story

ANS: (b) he was always able to write a ghost story whenever he had to write one

3. The sight of the ghost materialising in his room filled the narrator with.....

- (a) fear
- (b) excitement
- (c) joy
- (d) anticipation

ANS: (d) anticipation

4. The ghost wanted John to

- (a) stop his wife from using the Ouija board
- (b) stop using the Ouija board himself
- (c) stop his guests from using the Ouija board
- (d) stop people from using the Ouija board

ANS: (d) stop people from using the Ouija board

5. John wants the ghost to disappear before his wife enters the room and waves his arms at the ghost with something of the motion of a beginner when learning to swim. His movement shows his

- (a) fear
- (b) amusement
- (c) desperation
- (d) anxiety

ANS: (c) desperation

6. When the narrator says his wife is never so pretty as when she's doing something she knows he disapproves of, his tone is.....

- (a) amused
- (b) ironic
- (c) angry
- (d) irritated

ANS: (b) ironic

7. The ghost says "It's all your fault." 'It' here refers to.....

- (a) the narrator's wife's anger
- (b) the ghost's anger
- (c) the narrator's wife leaving him
- (d) the ghost materialising in sections.

ANS: (d) the ghost materialising in sections

8. Gladolia wishes to leave the narrator's house as.....

- (a) she does not like the Ouija boards
- (b) she is afraid of the ghost
- (c) she is afraid of magic and hoodoo
- (d) she likes Ouija boards and hoodoo.

ANS: (c) she is afraid of magic and hoodoo.

Q5. Answer the following questions briefly.

- (a) What genre of stories does Jenkins want the narrator to write? Why?

ANS: Jenkins wanted the narrator to write a ghost story for his magazine. He wanted the narrator to give the readers a story based on the supernatural. He wanted him to give the readers real 'horror' stories and not the type of live ghosts which he had presented in his earlier stories. He should write what the public wanted.

- (b) Does the narrator like writing ghost stories? Support your answer with evidence from the story.

ANS: The narrator honestly confesses that he doesn't 'specialize in ghost stories'. But they seemed to 'specialise' in him. He writes ghost stories at the request of Jenkins. Jenkins wants him to write 'horror' stories based on the 'supernatural'. That's what the public wants. Whenever, Jenkins wanted a ghost story, the narrator couldn't refuse. He did not really like writing ghost stories. Circumstances made him do so.

- (c) What makes Helen, the ghost, and her other co-ghosts organize The Writer's Inspiration Bureau?

ANS: Helen, the ghost and her other co-ghosts organized The Writer's Inspiration Bureau as in the other life she used to write and couldn't have judged things rationally. After attaining the present form, she decided to do something with the help of those who suffered similarly like her. They organized The Writer's Inspiration Bureau to help those writers who were without ideas and with minds soft enough to accept impression.

- (d) Why had Helen, the ghost been helping the narrator write ghost stories? Why was she going on strike? What condition did she place for providing continued help?

ANS: Helen, the ghost had been helping the narrator write ghost stories. She was assigned this job by the main office of The Writer's Inspiration Bureau to help him. She was going on strike because of Ouija board fanatics. They kept them busy with their

questions. She laid a condition that he was to exert his influence to make his friends and acquaintances stop using the Ouija board. Only then she would start helping him.

- (e) How does the ghost undermine the narrator's faith in his ability to write ghost stories?

ANS: Helen, the ghost undermines the narrator's faith in his ability to write ghost stories. She threatens to go on strike. It means that he will not get any help from The Writer's Inspiration Bureau to get another plot for writing a ghost story. The narrator asks, "Is-is that where they've been coming from?" Helen replies "Of course. Where else?" She makes it clear that the narrator can't write without their help.

- (f) Why does John want the ghost to disappear before his wife appears on the scene? What impression of his wife's character do you form from his words?

ANS: John wants Helen, the ghost to disappear before his wife appears on the scene. Seeing Helen with the author, his wife could create trouble for him. His wife Lavinia was subject to hysterics. She would start laughing and crying loudly on seeing the ghost with her husband. These words suggest that Lavinia was a woman who would burst into hysterics if things didn't happen according to her liking.

- (g) Why does the narrator hesitate to be a partner to Laura Hinkle during the Ouija board Party?

ANS: John was requested by his wife Lavinia to help Laura Hinkle work on an Ouija Board. Laura was without a partner. She couldn't work on the Ouija by herself. John was reluctant to be a partner to Laura Hinkle as she was a 'flirtatious crocodile'. She grinned in his face like a flirtatious crocodile. She leaned forward and held his hands coyly. John didn't feel comfortable with a flirtatious lady like Laura Hinkle.

- (h) What message does the ghost convey to the group that had assembled in the narrator's house? What is their reaction to the message?

ANS: Miss Laura Hinkle asked, "Ouija, dear, won't you tell us something?" In an instant, the Ouija-board spelled: "T-r-a-i-t-o-r". Miss Laura asked what that meant and it pointed out towards John. Then Laura asked who was talking on the board. The answer came "H-e-l-e-n. Helen!" Soon all the ladies in the room told Lavinia that some Helen had been calling for her husband on all the five Ouija boards. John felt his ears grow crimson and purple. He was suspected of flirting with a woman on the Ouija board.

- (i) Do you agree with the narrator calling the assembly of women "manipulators?" Give reasons.

ANS: The narrator rightly calls the assembly of women "manipulators". The word 'manipulators' here means two things. The women were 'manipulators' in the sense that they were operating or manipulating Ouija Boards. The other meaning is equally appropriate. Ladies like Miss Laura Hinkle are skillful at influencing people or situations in order to get what they want. They are flirtatious and manipulative.

- (j) Why is John's wife angry? What does she decide to do?

ANS: All the five Ouija boards start calling John by name. The ladies were in a mischievous mood. They want to know from Lavinia about Helen who has been calling John on Ouija-boards. John feels his ears grow crimson. Lavinia thought John was flirting with Helen. His wife looks angrily at him as though he were some peculiar insect. She decides to go back to her grandmother. She threatens that her lawyer would communicate with him later.

- (k) Why does John wish he were dead?

ANS: The ladies at the Book club created a very awkward situation for John. The squeak of Ouija boards and the loud conversation of the ladies made his ears grow crimson. His wife suspected that he was flirting with Helen on the Ouija board. She looked at him as if he were some peculiar insect. Next morning Lavinia left a message that she was going back to her grandmother. She also threatened that her lawyer would communicate with him later. He felt that he had lost his wife, his home and happiness. He wished he were dead.

- (l) When confronted by Lavinia about his flirtations over the Ouija board, John insists that 'the affair was quite above-board, I assure you, my love'. Bring out the pun in John's statement.

Ans: Elsie Brown makes a beautiful use of 'pun' in John's statement. Through the clever or humorous use of the word 'above-board' that has more than one meaning, the author explains John's stand. When confronted by Lavinia about his flirtations over the Ouija board, John insists that the affair was quite 'above-board'. It means that he didn't hide or conceal anything from his wife. The second meaning relates to the actual use of the Ouija board.

- (m) John's apprehensions about his wife's reaction to her encounter with the ghost are unfounded. Justify.

Ans: John's apprehensions about his wife's reaction to her encounter with the ghost are mostly unfounded. Repeatedly he asks Helen, the ghost to disappear before his wife comes. He believes that anything would be better than having Lavinia see a ghost. That sensitive woman wouldn't be able to bear to have a mouse say boo to her. The sight of a ghost in her own living-room would be unbearable for her. But Lavinia looks at the 'Owl-eyed phantom' and finds that she is not the beautiful 'Helen of Troy'. She doesn't swoon but a satisfied smile spreads over her face. She starts a conversation with Helen.

Q6. Answer the following questions in detail:

- (a) After her reconciliation with her husband, John Hallock, Lavinia writes a letter to her friend expressing how her relationship with him had almost been on the verge of breaking and what saved it. Write her letter.

Ans:

12, Hudson Avenue

New York

20 April

Dear Pamela

You never know what is in store for you in life. It can throw unexpected surprises at any time. O God, what a party it was! It was an Ouija board party. All the ladies were sitting in pairs and in between each couple was an Ouija board. I persuaded my husband to help Miss Laura Hinkle. She was without a partner. John didn't like the idea. However, flirtatious Laura took his hands. She was coyly holding them to operate the Ouija board. A strange thing happened. The board spelled "T-r-a-i-t-o-r". The board was pointing an accusing finger at John. When Laura Hinkle asked who was talking from the Ouija board, the reply came, "Helen". Soon all the five boards started calling my husband's name. The ladies were amused. The rumour in the room was that John was flirting with someone named Helen. I looked angrily at John and he looked miserable. Next morning, I left a note for John that I was going back to my grandmother. I threatened that my lawyer would communicate with him later. The end of our family peace and bliss seemed to have come.

Then the most unexpected thing happened. I entered the room to tell John that I was going. He seemed to be hiding something behind his back. I accused him of flirting on the Ouija board with Helen. And lo! The hussy was standing there. I looked at

her owl-faced unattractive figure. Certainly she was not the Helen of Troy. Soon she disappeared leaving us alone. I didn't have to worry about such a woman. I felt satisfied and fell into John's arms. He kissed me passionately twice. Now I realized that John and Helen's affair was quite above-board. The relationship which was on the verge of breaking, was saved.

Yours sincerely

Lavinia

- (b) John Hallock reflects upon his experience with Helen's ghost and in retrospect he finds it quite amusing. All the same he is relieved that he is no longer plagued by it. Ironically, the self same ghost inspires his creativity and he writes a diary entry reflecting upon the comical aspects of his experience. Write his diary entry.

Ans:

New York

18 May

Jenkins had asked me to write a real ghost story on the supernatural that may give people the 'horrors they want'. I had chased inspiration in vain for months! So I went home and sat down before my desk waiting for the inspiration. I heard a voice at the other end. I looked around and, saw a figure taking shape, part by part, it was Helen's ghost. She told me that she had come from 'The Writer's Bureau'. The members of the Bureau scout around to find a writer without ideas and with a mind soft enough to accept impression. She told me that I would not get any help in future from her as they had gone on strike. The reason was the trouble created for the ghosts or spirits by Ouija board fanatics. She warned that she would not help me till I get all my friends and acquaintances to stop using the Ouija board. A shocking incident at the Ouija board party brought my relationship with my wife on the verge of breaking. My wife asked me to partner Miss Laura Hinkle. I was reluctant but the flirtatious lady took my hands and started operating the Ouija board. Shockingly the board spelled 't-r-a-i-t-o-r' and pointed an accusing finger towards me. The ghost disclosed her identity as 'Helen'. Soon all the five boards were calling my name. There were rumours going around among the ladies that I was flirting with Helen on the Ouija board. My wife looked at me angrily as if I were an insect. Next morning, Lavinia left a note for me. She wrote that she was going back to her grandmother. Her lawyer would communicate with me later. That seemed to be the end of my married life. However, the shocking situation turned into a comic ending.

I was trying my best to prevent Lavinia from seeing the ghost in her room. She would faint if she saw the ghost of Helen. However, my wife returned. She sensed that I was trying to hide someone behind my back. She accused me of flirting with Helen on the Ouija board. Then appeared Helen's ghost. But my wife didn't faint. She saw the owl-faced unattractive ghost of Helen. She smiled with satisfaction and Helen's ghost disappeared. I got my loving wife back. She fell into my arms and I kissed her passionately. I was finally relieved. I was not to be plagued by Helen's ghost anymore. And in the bargain I had got an excellent plot for a ghost story.

- Q7. The narrator and his wife reveal something about their character in their words and actions. We also learn about them from what other people say. Can you pick out the words that describe them from the box given below? Also, pick out lines and instances from the story to illustrate your choice.

Shy arrogant loyal clever overconfident manipulative
 Protective self-disparaging suspicious skeptical jealous
 fearless
 firm shrewd strong gullible sly creative
 loves novelty and thrills

Person	Extract from the story	What this tells us about the character
John Hallock	<p>1. ...in the end things had always come my way..... somehow I'd always been able to dig one (plot) up for him, so I'd begun to get a bit cocky as to my ability (to write stories).</p> <p>Ans: 1. overconfident</p> <p>2. "But my ghosts aren't a bit like you...."</p> <p>3. We scout around until we find a writer without ideas and with a mind soft enough to accept impression.</p> <p>4. _____</p>	<p>1. _____</p> <p>2. Skeptical</p> <p>3. Gullible</p> <p>4. Creative</p>

Person	Extract from the story	What this tells us about the character
Lavinia Hallock	5. _____ _____	5. Protective
	Ans: 4. "I've got the bulliest plot for a ghost story." I cried.	
	5. I threw a protective husbandly arm about her to catch her when she should faint.	
	1. _____ _____	1. Loves Novelty and thrills
	2. _____ _____	2. Spendthrift
Answers	3. _____ _____	3. Suspicious
	4. _____ _____	4. Jealous
	5. Buys the Ouija board but says it is for John's research	5. Manipulative
	6. Does not flinch when she meets the ghost but talks to her casually.	6. Strong
	1. "You know I bought the loveliest thing this afternoon. Everybody's wild over them!"	and thrills
	2. '...being bookkeeper for a lumber company does help with the grocery bills and pay for Lavinia's fancy shopping.'	
	3. "I will see who's behind you."	
	4. "It's bad enough to have you flirt over the Ouija board with that hussy..."	

- Q8. Gladolia, the narrator's cook, is an African. The language she speaks is different from the others. This is known as Dialect. A dialect consists of words or phrases that reflect the regional variety of a language. An author often uses a regional dialect to make the dialogue more authentic. Initially a dialogue may seem a little difficult to understand. However, as you continue reading, the language will become more comprehensible.

Working in groups, write what Gladolia's words mean as shown.

Column A

Misto Hallock
de Missus
sho t'inks you's lost!
she done 'phone you dis mawnin'
fo'de lawd's sake
not to stop to argify now
I's gwine t' quit.
I don't like no hoodoos.
I'se done lef' dis place
I is

Ans.

Column A

Misto Hallock
de Missus
sho t'inks you's lost!
she done 'phone you dis mawnin'
fo'de lawd's sake
not to stop to argify now
I's giwine t' quit.
I don't like no hoodoos.
I'se done lef dis place
I is .

Column B

Mister Hallock

Column B

Mister Hallock
The Mrs.
she thinks you have lost!
she did phone you this morning
for the Lord's sake
not to stop to argue now
I am going to quit.
I don't like any hoodoos.
I have decided to leave this place
I am/I have

Q9. Read and understand the following ghost phrases and expressions:

- (a) To give up the ghost-to die or to stop trying
- (b) A ghost of a chance-a poor chance, not likely to happen
- (c) The ghost at the feast-something or someone that spoils your enjoyment by reminding you of something unpleasant.
- (d) Ghost town--a town where most people have left- abandoned and deserted.
- (e) Ghost-write-to write for someone else.
- (f) Lay the ghost of something/somebody (to rest)--to finally stop being worried or upset by something or someone that has worried or upset you for a long time
- (g) Ghost image- secondary image, esp. one appearing on a television screen as a white shadow, caused by poor or double reception or by a defect in the receiver
- (h) the ghost of a smile-faint trace of a smile
- (i) As white as a ghost-very pale or white in the face

Now complete the following story by using the appropriate phrases in the blanks given below:

I was alone in a place that bore a deserted look like that of a (a)_____. I increased the pace of my footsteps as I walked through the dark forest. I felt someone walking behind me. I turned immediately and spotted the contour of a figure in the form of a (b)_____. It smiled at me wickedly. I started shaking with fear and perspiring profusely when I felt its skeletal hand upon my neck. I woke up with a start, relieved that it was only a nightmare.

This was not the first time I had had one. It had all started when I had watched the horrendous horror film with an eerie ghost character that had a scary ghost of a smile on its face. It had been almost a month. The strange thing was that I saw a similar face at the station the next morning. That was uncanny.

I was to attend a dinner at my friend's at Northanger Abbey that night. I had decided to narrate my experience to the group that would assemble there although knew there was (c) _____ that they would be convinced.

After everyone had finished pouring their drinks to themselves, I cleared my throat and started narrating my spooky experience. However, every one of the group started accusing me of being (d)_____ and held me responsible for spoiling the spirit of revelry. I

gave up the ghost and sat quietly waiting for the party to be over. Back at home, the fears returned. I knew I had to talk about my experience to somebody to feel better. I have now decided to (e)_____ and-publish my experience under a pseudonym. Only then can I (f)_____.

- Ans. (a) ghost town
(b) ghost image
(c) a ghost of a chance
(d) the ghost at the feast
(e) ghost-write
(f) lay the ghost.

Q10. Speaking

Accept varied answers. Children will narrate the most fascinating anecdotes they have gathered with the class.

Q11. Writing a Ghost Story

Children will write a Ghost Story on the basis of the hints provided.

Q12. Speaking - Class discussions

Q13. Listening Task

1. d)
2. he knew that it was Washington who kept on removing the famous canterville blood stain (by using Pinkertons Paragon Detergent).
3. She had never insulted him/ she was pretty and gentle.
4. d) The Twins
5. a) Vindictive b) Strategist / any other suitable answer

Patol Babu, Film Star

Q1. Students talk about their strengths- each one makes a list of two strengths and shares it with the class. The student also shares why he feels so.

The students are then asked to choose their dream career.

They are then asked to connect their dreams and aspirations and then see if they are related.

Q2. The text is read in class, by the students and teacher.

Q3. Answer the following questions briefly.

- a) Nishikanto Babu's brother-in-law in film business-in the production department-was looking for an actor- description filled Patol Babu- Nishikanto babu had suggested Patol Babu's name – given him his address.
- b) Tried to sound calm- said he would decide about taking up the offer after talking to the brother-in-law.
- c) First job in 1934 in Hudson and Kimberly in Calcutta – In 1943 sudden retrenchment in his office due to the war cost him his job.
- d) We initially felt they were joking with him and just being cruel – then later he decided to make it as effective as possible and even rehearsed different way of saying 'Oh!.'
- e) Gogon Pakrashi was Patol Babu's mentor. A wonderful actor, without a trait of vanity in him – a saintly person and an actor in a million- He had said that each word spoken in a play is like a fruit on a tree – the actor must know how to pluck it, get at its essence and serve it to the audience for their education.
- f) Though he had only one word to say he meticulously practiced how to say it.
- g) Mr. Mullick was busy- there was a patch of cloud approaching the sun- he wanted to shoot the scene in sunlight.
- h) Practiced different ways of saying Oh! Wanted to have a newspaper in his hand. Though in pain after banging his head he managed to say the Oh! with great expression.

Q4. Discuss the following questions in detail.....

- a) Patol Babu says this to Naresh Dutta who had come to ask Patol Babu to act in the film- he tells him he has to play the part of a pedestrian, an absent minded person, to wear a coat and report at 8.30 sharp . Patol Babu then thinks and asks Naresh Dutta whether he will have a dialogue or not.
- b) Patol Babu goes for shooting the next day with great enthusiasm- brags to his wife about it- thinks of the times he was appreciated on stage- the silver medal he won – feels very sad when he comes to know he has a single word to say.
- c). He is very upset initially when he hears that it is a single word ‘Oh’ that he has to say. But then thinks of his mentor Pakrashi Babu’s words, who had told him that it is in the hands of an actor to extract the maximum from the dialogue and give it to the audience – He then practices how to say it in different ways and plays his part with sincerity and passion.
- d. Yes – When he lost his job in Calcutta did not lose heart – opened a variety shop – then worked in a Bengali film and gave up the job as his boss was very high headed – never let circumstances pull him down even – when he went to act in the film – though he was initially dejected but he made the best of it by practicing the part and doing it well.
- e. accept varied answers
- f. the students express their opinions and have a discussion.

- Q5.
- a. unassuming, modest
 - b. talented
 - c. meticulous
 - d. unassuming, passionate actor
 - e. humble

Q6. Match the meanings

- a. - to surrender or relinquish
- b. - stimulate the imagination
- c. - shut down

- d. - staged
- e. - stopped
- f. - to gain control over one's actions

Q7. Patol Babu recounts his experience. This may be written by the students in any way they want in the form of a dialogue. The students express his initial disappointment and later his acceptance of the situation.

Q8. The activity is done in class. The teacher divides the class into groups of four. Each group enacts the word, the other groups guess the emotion being expressed.

Q9. Writing Task

Patol Babu's letter to Nishokanto – Informal letter. Sharing his experiences.

- how difficult and different a film shoot is
- his part
- initial dejection
- remembered his mentor Pakrashi Babu.
- tried to do his best
- Practised – suggested he carry a newspaper was given a moustache
- the way it ended
- his payment – the deep satisfaction and pride he derived, didn't wait to collect money

The experience – his work is more important than the money.

Q10. Listening Task

- 1. a) T
- 2. b)
- 3. d)
- 4. c)
- 5. a)

Virtually True

:- By Paul Stewart

EXERCISES

1. According to the newspaper, what had happened to Sebastian Shultz?
According to the newspaper, six weeks ago, Sebastian Shultz was badly injured in a motorway accident. His condition on arrival at the General Hospital was described as critical though stable. The boy didn't regain consciousness in spite of the doctor's hopes. His parents were informed that he was in a coma.
2. 'Dad's nutty about computers.' What evidence is there to support this statement?
Michael's dad is nutty and crazy about computers. He has a Pentium 150 MHz processor, with 256 of RAM, a 1.2 Gb hard disk drive and 16 speed CD ROM, complete with speakers, printer, modem and scanner. It can paint, play music and create displays. He couldn't resist buying any of the new gadgets or gizmos that came in the market.
3. In what way did the second game seem very real?
The second game 'Dragonquest' seemed very real to Michael. It was based on the popular folktale 'A Princess and the Wicked Dragon'. He wanted to go straight into the game as Sebastian had suggested. Next morning, when he was back at the computer, he at once found him walking through the big studded doors of the dragon's castle. He had to rescue the fair princess Aurora from the wicked dragon. The scenes of running down a spiral staircase and swinging of the sword looked very real. Michael could even hear and feel and smell the evil dragon following them. Everything looked so real and life-like.
4. The last game has tanks, jeeps, helicopters, guns and headings. Under what would you put this and the other games?
The last game 'War zone' has tanks, jeeps, helicopters. All these games can be put broadly under 'Interactive Psycho-drive Games'.
5. What was Michael's theory about how Sebastian had entered the games?
At the time of the accident, Sebastian was using his laptop to play one of the same psycho-drive games that Michael had got. Michael thought it possible that Sebastian had been plugged into the computer when he banged his head in the accident. The computer had saved his memory in its own. And it was possible that the strange versions of the games, he had been drawn into, had all been attempts to retrieve Sebastian's memory.

B. REFERENCE TO CONTEXT

Read these lines from the story, then answer the questions.

That was my idea' said Sebastian excitedly. 'If only it would go a bit faster.'

1. Where was Sebastian when he spoke these words?

Sebastian was on the roof of the prison when he spoke these words.

2. What was his idea, and what was he referring to?

His idea was to be rescued from there only by a helicopter. He was referring to a helicopter that was coming to their rescue.

3. Was the idea a good one, and did it eventually succeed? How?

The idea was quite good but it did not succeed. Sebastian had slipped and had come tumbling down from the roof to the concrete below.

- Q 3. Answer the following questions briefly.

- (a) Why did the news of the 'miracle recovery' shock Michael?

The news of the 'miracle recovery' shocked Michael. The news was about a 14 year old boy Sebastian Shultz from South London. The photograph of Sebastian that appeared in the newspaper resembled the face of the character in the game he played. Sebastian had awakened from a coma that doctors feared might last forever.

Michael had known the boy very well recently in interactive psycho-drive games.

He felt nervous and shivery that the boy had been in a coma for all that time.

It didn't make any sense at all.

- (b) Michael's meeting with Sebastian Shultz had been a chance meeting. Where had it taken place and how?

Michael's meeting with Sebastian Shultz had been a chance meeting. It all started a month ago at the Computer Fair where Michael had gone with his father. When he launched himself off into the first psycho-drive game, 'Wildwest', he saw Sebastian Shultz. He was about Michael's age and looked like a computer image as the second sheriff to save him. Sebastian was playing the second sheriff in the game.

- (c) What kind of computers fascinated Michael and his dad? Why?

Michael's dad was crazy about computers like him. He had a Pentium 150 Mhz

processor with all equipment. Michael and his dad enjoyed games like Tornado, Me babash, Black Belt etc. They could not resist any of the new gadgets or gizmos that came into the market. They bought a handful of the latest interactive psycho-drive games.

- (d) Describe the first place where Michael was virtually transported.

The first place where Michael was 'virtually' transported was a dusty town of the 'Wildwest'. He was not standing on the converted loft but striding down the dusty track through the centre of the town. There was a sheriff's badge pinned to his shirt. He burst in through the swing doors of a saloon, went over to the bar and ordered for a glass of 'Sarsaparilla'.

- (e) What help did Sebastian Shultz ask Michael for? How did he convey this message?

After being shot in the first game 'Wildwest', the second sheriff or Sebastian Shultz groaned and slumped back against Michael. The game was over.

Michael noticed the printer had come on. He picked up a piece of paper from the tray. Printed over the bottom was this message. I'M STUCK. PLEASE HELP TO RETRIEVE ME. TRY 'DRAGONQUEST' Sebastian Shultz.

- (f) Why did Michael fail in rescuing Sebastian Shultz the first time?

Michael was to 'help' Sebastian Shultz and to 'retrieve' him. For this, he was asked to try the game 'Dragonquest'. Next morning, he was back at the computer, and was soon walking through the massive studied doors of the dragon's castle lair. He had to rescue a fair princess from a wicked dragon. After leaping from the window and passing through a secret passage, they were going down to the dungeon. The dragon appeared at once and pounced on them. Michael swung his sword but in vain. The dragon was only interested in Sebastian. Poor Michael could do nothing to save Sebastian Shultz.

- (g) The second attempt to rescue Sebastian Shultz too was disastrous. Give reasons.

The second attempt to rescue Sebastian Shultz too was disastrous. This time the message in the printer said. 'TRY JAIL BREAK'. Michael was on the computer again and soon was transported to the dungeon cell where his mate was prisoner 02478. Sebastian Shultz. With the help of a swipe-card, they were soon out of the cell. They dodged the guards and went towards the roof. On the roof, Sebastian pointed towards a helicopter. Sebastian took a step backwards. Sebastian fell down and came tumbling down to the concrete below

- (h) Narrate the accident that injured Sebastian Shultz.

While travelling, Sebastian was busy playing a psycho-drive game on his laptop. He was totally absorbed in it. A motorway accident occurred. Sebastian was plugged into the computer when he banged his head against it. He was badly injured and no medical aid could save him from slipping into a coma.

- (i) How had Sebastian Shultz entered the games?

At the time of his accident, Sebastian was using his laptop. He was playing one of the same psycho-drive games that Michael had got. It could be possible that he had been plugged into the computer. When he banged his head during the accident, the computer had saved his memory in its own. The strange versions of the game Michael had been drawn into had all been attempts to retrieve his memory. It was possible that Sebastian's memory had been stored on the disk. Hence, he entered the games. They were stolen while Sebastian was in hospital. And they were bought by Michael at the Computer Fair.

- (j) How was Sebastian Shultz's memory stored on Michael's disk? Did Michael discover that?

Sebastian was perhaps plugged into the computer when he banged his head in the accident. The computer stored and saved Sebastian Shultz's memory in its own. It was also possible that Sebastian's memory had been stored on interactive psycho-driven disks. Those disks were stolen from Sebastian's house when he was in hospital. When Michael was playing, the weird versions of the psycho-driven games, he was actually retrieving that memory. Thus, Sebastian entered the games.

Q4. Accept varied answer - I person narrative.

Q5. Children may be allowed to choose any option and justify it.

Q6. Put the following sentences in a sequential order to complete the story.

- (a) Sebastian Shultz was badly injured in a motorway accident and went into a coma.
- (b) Sebastian's memory was saved in the computer when he banged his head on it during the accident.
- (c) When Michael played the game, he entered Sebastian's memory.
- (d) Michael bought the latest psycho-drive games from the computer fair.
- (e) Sebastian Shultz was the second knight in the 'Dragonquest'.

- (f) Michael pulled Sebastian into the helicopter and the screen flashed a score of 40,000,000.
 - (g) Sebastian requested Michael to try 'Jailbreak'.
 - (h) Michael failed to save the boy who fell through the air.
 - (i) Sebastian thought the helicopter was the right idea and they should go into the 'Warzone'.
 - (j) The games were stolen from Shultz's house.
 - (k) Sebastian thanks Michael for saving his life and asks him to keep the games.
- Ans. (a) Sebastian Shultz was badly injured in a motorway accident and went into a coma.
- (b) Sebastian's memory was saved in the computer when he banged his head on it during the accident.
- (c) Michael bought the latest psycho-drive games from the Computer Fair.
- (d) When Michael played the game, he entered Sebastian's memory.
- (e) Sebastian Shultz was the second knight in the 'Dragonquest'.
- (f) Michael pulled Sebastian into the helicopter and the screen flashed a score of 40,000,000
- (g) Sebastian requested Michael to try 'Jailbreak'.
- (h) Michael failed to save the boy who fell through the air.
- (i) Sebastian thought the helicopter was the right idea and they should go into the War-zone'
- (j) The games were stolen from Shultz's house.
- (k) Sebastian thanks Michael for saving his life and asks him to keep the games.

Q7. Accept the opinion of children as far as they can justify them.

Q8. Students will justify their stance.

Q9. Group work - accept varied answers.

Q10. Listening

- | | | |
|-------|---------|-------|
| 1. b) | a three | 4. d) |
| 2. c) | | 5. a) |
| 3. a) | | 6. c) |

The Frog and the Nightingale

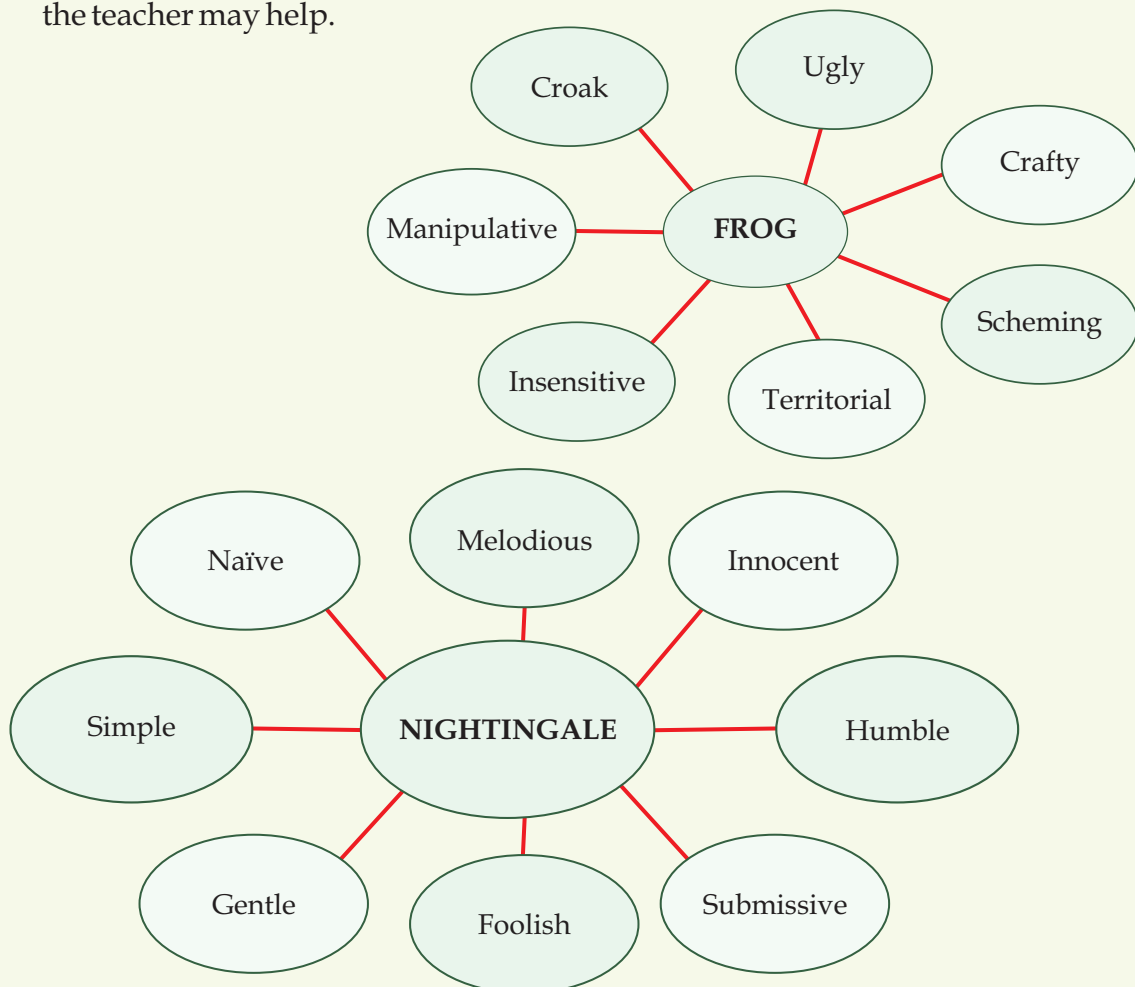
Q1. Ask the students to write the desirable qualities in a person.

- | | |
|---------------|--------------|
| 1. Humorous | 7. Helpful |
| 2. Creative | 8. Wise |
| 3. Benevolent | 9. Generous |
| 4. Simple | 10. Gentle |
| 5. Humble | 11. Innocent |
| 6. Original | |

Q2. Have a class discussion to find out if students can identify people who are extremely friendly and helpful but not very comfortable to be with. Why does this happen?

Q3. Complete the word web before you start the lesson --- the words we can associate with a frog and a nightingale.

Some of these words they will be able to suggest only after reading the poem. If not, the teacher may help.



- Q4. Read the poem aloud and let the students get the feel of the poem. Then it can be explained in detail, asking short questions in between, to reinforce the meaning.
- Q5. h) j)
c) f)
d) b)
g) a)
i) k)
e)
- Q6. Some of the characteristic personality traits are as follows: (Pg. 92)
- | | | |
|-------------|---|---|
| Frog | - | Territorial Possessiveness |
| Nightingale | - | Nervous / Timid |
| Frog | - | Dismissive, Superior |
| Frog | - | Manipulative, Superior, Dominating, Cruel, Presumptuous |
| Nightingale | - | Nervous |
| Nightingale | - | Polite, Fawning |
| Frog | - | Dominating |
| Frog | - | Mercenary |
| Frog | - | Dominating, Superior |
| Frog | - | Dismissive |
- Q7. Situations should be given to the groups in the class and the representatives asked to create imaginary dialogues and share them with the class.
- Q8. Complete the sentences:
1. The frog's main aim was to
(c) maintain his supremacy in the bog
 2. The animals reacted to the nightingale's song with
(b) admiration
 3. The nightingale accepted the frog's tutelage as she
(a) was not confident of herself.

Q 9. Read the stanza and complete the sentences by choosing the appropriate option:

- i) The nightingale was sorrowful and pale because
(3) she was losing confidence in herself.
- ii) The audience was tired of her song because
(2) it had become mechanical.
- iii) She no longer enjoyed singing alone as
(2) she was now used to the appreciation she got.

Q 10. Answer the following questions:

- 1) The creatures of the Bingle Bog admired nightingale's song. They were spellbound by her melodious and sweet song.
- 2) The frog claimed to be the owner of the Sumac Tree. He showed off his ability by boasting about his music. He also claimed deep knowledge of music and said that he was a critic with Big Trumpet.
- 3) The Frog's joy was 'sweet as' he was charging money as tuition fee from the nightingale as well as from the creatures of the Bingle Bog who came to hear her song. At the same time he was 'bitter' because the audience grew in number and that left him jealous, for the same ones had insulted him when he used to sing and they loved the nightingale's voice.
- 4) The frog was angry because the nightingale's voice had lost all its melody and it failed to attract a crowd as the creatures of the Bingle Bog were not attracted to her song anymore. So his earnings had dropped.
- 5) The frog asked the nightingale to puff out her lungs with passion and sing. The nightingale while trying to follow his advice, burst a vein and died. So once again the frog became the unrivalled King of the Bog and resumed singing.

Q 11. Discuss the questions and write the answers:

- a) The frog's statement _____ "Your song must be your own" is ironical as he had once told the nightingale that there was nothing to boast about even if the song was her own. Later though he comments that the song must be her own, yet his dominating nature never let her song be her own.

b) Yes ---- No. (any of answer).

Yes. The bird was too brainless, she should have understood the ulterior motive of the frog specially when other creatures appreciated her song so much and came to hear her in large numbers. Moreover, she should not have believed the frog to such an extent without any proofs.

No. The nightingale was too simple and so was exploited by the cunning frog who was determined to destroy her.

c) The nightingale was indeed brainless. Even if the frog was too cunning for her she should have understood her position and popularity after seeing such a large appreciative audience.

d) The nightingale was far too gullible and never realized her own talents, nor the appreciation that she received from the audience. She blindly followed the frog and changed her song. She should have realized the results of such strenuous practice. So, she is solely responsible for her own downfall.

e) Yes. She was indeed a stupid and brainless bird who should not have allowed the frog to influence her to the extent of getting herself destroyed. She was also unnecessarily nervous and tense and followed the frog's instructions blindly. She should have also realized the importance of the applause she received from the audience and maintained her originality. So the frog had correctly inferred about her character.

Q12. Divide the class into 5 groups and give them the topics to discuss and then speak to the class :

Shallow Thinking	Fickle Minded	Materialistic Society
a) narrow thoughts	a) Keeps changing	a) only wrong gain
b) self centred	b) unsure	b) no values
c) no logic	c) not confident	c) no humanness
d) restricted thoughts	d) bends easily to others view	d) acquiring material goods

Instant Success

Commercialisation of Art

Results at any cost

- First as a teacher you can do model reading of the poem
- You may then ask some of the students to read the same
- If it is a short poem like this one then you can have 3-4 students reading each of the stanzas.
- If the CD of the recording is available then you can play that as well.
- Ask students to listen the poem with their books closed. This will help them focus on the pronunciation of words as well as understanding the poem.

Answers

Q.3

- | | | | | | |
|----|----|----|----|----|----|
| a. | ii | b. | ii | c. | i |
| d. | ii | e. | ii | f. | ii |
| g. | i | | | | |

Q.4

- (a) The poetic device used is personification. The mirror means to say that it accepts the reality as it is seen. But the human beings find it difficult to accept the reality shown by the mirror.
- (b) The mirror usually passes its time by looking at the wall continuously and steadily. But the mirror's contemplation is disturbed when somebody passes by between the mirror and the wall. The mirror's meditation is broken for sometime. The wall with pink speckles has become a part of the mirror's heart.
- (c) The mirror's contemplation on the opposite wall is disturbed when somebody passes by between the mirror and the wall. The darkness or night is also the time when the view of the wall is not available to the mirror. The wall has become an integral part of mirror's existence.
- (d) The mirror appears to be a lake in the second stanza because it acts like a mirror. The mirror reflects images just like the lake. The woman bends over the lake also to have a clear picture of herself like she does in the mirror. But the image reflected in the lake may be hazy because of the waves.
- (e) The woman is trying to look for her youth which is lost. She is also trying to look for her beauty. The woman looks at herself in the mirror everyday. She is not satisfied with her looks in the mirror as it shows her speckled looks and

her wrinkles too. She turns to the lake so that she may find her beautiful looks in the depth of the lake.

- (f) The woman looking at her reflection in the lake is deeply distressed because it also reflects her true image. She again meets the same reality that her face has become ugly; full of speckles and wrinkles so she turns to liars like the candles or the moon which hide the reality and satisfy her vanity.
- (g) The woman starts crying because she is bemoaning her lost beauty. She knows the truth that with passage of time she has grown old and ugly. Though she tries to satisfy her vanity by looking at herself in the light of candles or moon but the ultimate truth is that she is not as beautiful as she used to be in her youth. So, when this realisation dawns upon her she frets and fumes and bursts into tears.
- (h) The terrible fish in the last line refers to the fretting and fuming woman who has lost her beauty. It can also refer to the terrible looks of the lady with speckles and wrinkles. The agitation on her face and anger reflected in her behaviour may also be one of the reasons that the poet has used the phrase 'terrible fish' for the woman. Simile - 'like a terrible fish'.

Q5. (a) silver, exact, unmisted, truthful, not cruel, little god, four-cornered,
Few more adjectives: unbiased, omniscient, virtual, fair.

- b) The lady perhaps wants to satiate her vanity. When she is not satisfied with her looks in the mirror, she looks into the lake.

Q6. Instances of personification:

- | | |
|--------------------------|---------------------------------|
| a. I am silver and exact | b. I swallow |
| c. I meditate | d. unmisted by love and dislike |
| e. I am not cruel | |

Q7. (a) (ii) the lake

- (b) (iii) they hide the blemishes and make people look beautiful in their soft glow.

- (c) (iv) she can hide her signs of graying ageing in their light.

Q8. Good Morning Dear Humans

I feel honoured to have been given the opportunity to express my feelings and share

my thoughts with you. As you know, all my life is spent in faithfully reflecting all that comes before my eyes. Everyone lives in illusions and tries to run away from reality. Human beings live in a world of fantasy and falsehood. They really find it hard to face the truth and reality. But I do not tint or distort the reality; I adopt an objective view of a thing. I have no preconceptions against anyone. I have no prejudices or likes or dislikes for anyone. Most of the humans are afraid of ageing and graying, so they do not accept the true image and reality. For them the mirror should reflect them as beautiful and young always. But I am not worried by your anxieties and worries; I will continue to reflect what I see.

Thank you

Q9. Allow children to discuss and accept varied answers

1. Accept various interpretations
2.
 - a) Mountains, books, heavenly bodies, seas, bays, gulfs, memories, monuments, heritage sites etc.
 - b) Some monuments, cities, civilisations, manmade goods, mountains, lakes, rivers etc.
3. Generate reading.
4. Listening to the poem.
5. Reading the sonnet.

~~~~~

### Answers to Not Marble, nor Gilded Mountains - Poem 3

Q.6

- |    |    |    |     |    |   |
|----|----|----|-----|----|---|
| a. | iv | b. | iii | c. | i |
| d. | ii | e. | iv  |    |   |

- Q.7
- a. The Rich and powerful believe that by erecting statues and monuments people will remember them even after their death. They do not realize that people will remember them for their deeds and not for huge structures. It is their pride and ego which makes them do all this.
  - b. Monuments and statues are made of stone and cement which are strong and structures constructed with these can stay for centuries. They can withstand extreme weather conditions such as rain, storm severe heat etc.

- c. Time has been referred to as 'sluttish' because time waits for no one. It passes by. We have to learn to value time. Time treats everyone in the same way. It does not treat a rich and poor man differently. "Sluttish" can also mean whorish as time cares for no individual; it is immoral and will finally pass.
- d. The poet is an optimistic individual. He has immense confidence in himself as well as in his ability to write poems which will be remembered till eternity. We also see his confidence in these lines- When marble statues topple and stone buildings and other "works of masonry" are destroyed, the poetry will live on.

Q.8

|            |      |                                                            |
|------------|------|------------------------------------------------------------|
| Quatrain 1 | abab |                                                            |
| Quatrain 2 | abab | the timelessness of his poetry which no one can destroy    |
| Quatrain 3 | abab | the person will remain in the form of poetry for posterity |
| Couplet    | aa   |                                                            |

Q.9

**a. alliterations in the poem-**

- i Quatrain-1 shall shine
- ii Quatrain-2 wasteful war

**b. Personification in the poem-**

- Shakespeare personifies time by assigning gender to it. The effect of time, personified as a whore, on the hypothetical stone statue of the young man, is identified in metaphor with the effect of diseases on the body – the statue will be besmeared, that is, covered, with metaphoric lesions, and scars."
- In the couplet Shakespeare seems to consider the subject so lovely that he is a personification of Love, which cannot be conquered and to which no poetry can do justice.

~~~~~

OZYMANDIAS – Poem 4

- Q1. a) The students are asked to look at the picture and give their impression.
- b) Ask them to note down what they might have noticed about the people, the place, the ruler.

Statue - face rolling in the dust. (due to the passage of time, anger of the people)

The teacher then reads the poem aloud and explains in detail.

e) The narrator means to say that kingly pride was shattered and the Colossal statue was broken apart and now only the sand remains.

- f) Ozymandias was a powerful ruler who was arrogant and contemptuous by nature. The expression on the face of his statue reveals this.
- g) Power or might turns out to be futile with the passage of time. Even the power of Ozymandias could not withstand the ravages of time.
6. Identify and write the lines from the poem spoken by the narrator, the traveller and Ozymandias.
- The Narrator : I met a Said
- The traveller : Two vast appear.
- Ozymandias : My name despair.
- The traveller : Nothing far away.
7. Shelley's sonnet follows the traditional structure of the fourteen line Italian sonnet, featuring an opening octave or set of eight lines; that presents a conflict or dilemma followed by a sestet or set of six lines, that offers some resolution or commentary upon the proposition introduced in the octave. Read the poem carefully and complete the following table on the structure of the poem.

	Rhyme Scheme	Theme
Octave	a b a b a b a b	Conflict
Sestet	c d c e c e	Resolution

8. Complete the table by listing the poetic devices used by Shelley
- | | |
|---------------|-----------------------|
| Poetic Device | Lines from the poem |
| Alliteration | 'cold command' |
| | a) an antique |
| | b) boundless and bare |
| | c) love and level |
9. Imagine that Ozymandias comes back to life and as he sees the condition of his statue realization dawns on him and he pens his thoughts in a diary. As Ozymandias make this diary entry in about 150 words. You could begin like this.
- I thought I was the mightiest of all but –
- sees the broken statue
 - realizes the truth

- not mighty any more
 - sneer on the face of his statue
 - reflects the sculptor's feelings about him
 - feels sad
 - realizes his folly
 - nature is immortal man is mortal
10. 'Ozymandias' and 'Not Marble nor the gilded Monuments' are based on the theme of Time. Compare the two sonnets in terms of the way in which Time is treated by the poets. Write your answer in about 150 words.
- Statues and monuments constructed for powerful kings.
 - Time is powerful.
 - In 'Not Marble nor Gilded monuments' poet's creation will survive.
 - In 'Ozymandias' it is destroyed.
 - In both the poems time destroys structure but art lives.
 - Poetry is immortal and the expression on the face of the statue remains – thus art survives.
 - In spite of being mighty, monuments may not survive with the powerful passage of time.

~~~~~

### THE RIME OF THE ANCIENT MARINER - Poem 5

- I.
1. Observe the picture.  
A picture of a man with a bird hanging round his neck. No the man does not look happy, because he seems to be upset about something.
2. Different answers can be expected from the students as they have yet to read the poem. After explaining the poem, come back to the question and the answer would be that as a punishment for his thoughtless act, the other sailors hung it round his neck.
3. Something that is with you all the time as a reminder that you have done something wrong – a burden of guilt.
4. It is a bird exclusively found in the polar region.

## II.

1. Now read the poem slowly with expression. Then explain verbatim. When the 1st part has been explained and understood and the questions answered, ask the students to read the 2nd part of the poem in silence.
2. Short questions may be asked to find out what might happen in the II part of the poem.
3. Explain the poem in detail.
4.
 

|        |        |
|--------|--------|
| 1. c)  | 12. u) |
| 2. r)  | 13. k) |
| 3. a)  | 14. b) |
| 4. j)  | 15. l) |
| 5. d)  | 16. m) |
| 6. i)  | 17. n) |
| 7. s)  | 18. g) |
| 8. e)  | 19. o) |
| 9. f)  | 20. p) |
| 10. t) | 21. q) |
| 11. h) |        |
5. Accept varied answers

## Part I

6.
 

|        |       |        |       |
|--------|-------|--------|-------|
| a) iii | b) i  | c) ii  | d) iv |
| e) iii | f) ii | g) iii | h) i  |
| i) ii  | j) ii | k) ii  |       |
7.
  - a) The Mariner stopped the wedding guest by holding him with his skinny hand. When he wanted to leave, he mesmerized him with his eyes.
  - b) The wedding guest was not happy to be stopped. He was angry and insisted that he be left free to attend the wedding.
  - c) The Ancient Mariner had grey beard and glittering eyes. He was lean with skinny hands.
  - d) The ship left the harbour on a cheerful note.

- e) The sailors enjoyed fair weather at the beginning of the journey “ The sun came up upon the left, out of the sea came he! And he shone bright!” – These lines suggest the weather was perfect.
- f) The sailors were sailing when suddenly a tyrannous storm came chasing them and derailed them and they were pushed into the land of mist and snow.
- g) He says that ‘the ice was here and ice was there and ice was all around.’ This suggests that they were surrounded by icebergs – they were isolated and helpless.
- h) The Albatross responded to the call of the sailors, sat on the deck along with them thus signifying that the albatross was not afraid of the human. The albatross brought hope and it was the first sign of life in the land of mist and snow. So they hailed it in God’s name.
- i) The ancient mariner killed the albatross without any provocation so it was a terrible deed. He did it without any reason – on impulse.

8. The poetic devices

- 2. repetition - draws attention to scene / emotion / mood
- 3. personification - personifies the sun to show the movement - direction
- 4. Simile / hyperbole - the blushing bride compared to the red rose,  
(exaggerated description)
- 5. personification - the storm personified as a tyrant.
- 6. personification - the storm is personified as an enemy chasing.
- 7. repetition - the ice was here, ice was there ----- explains that  
ice is everywhere – draw attention to the scene

9. Class discussion.

10. Reading by the teacher and the students.

Part II

Answer the following questions

- a) The ship started moving in the northern direction. The sun goes up upon the right.
- b) The mariner had killed the albatross, and thus no bird followed the ship.
- c) At first the other mariners blamed the ancient mariner for killing the albatross

saying that it was a bad omen. They changed their minds twice after this. This tells us that they were fickle minded and superstitious.

- d) After the ship sailed out of the land of mist and snow, the conditions became better, with a fair breeze blowing and the glorious sun shining like God's own head. The mariner was then praised for killing the albatross.
- e) The weather was very hot and unfavourable with the scorching heat of the midday sun – this is what was indicated.
- f) The mariner uses a simile to describe the fact that they were stranded in the middle of the sea -- as idle as a painted ship upon a painted ocean because there are no wind and no motion.
- g) Water was everywhere around them, yet they could not drink a single drop because it was saline.
- h) The narrator tries to convey the gloomy mood of the sailors that continues in the 10th and 11th stanza. They were hallucinating about the imminent danger. The poet gives us supernatural images.
- i) The mariners felt that the ancient mariner was the reason for all the suffering, as he had killed the innocent bird without any provocation.
- j) They were thirsty, they could not speak, the very thought of some bad omen staring at them made them feel weak. Moreover, their throats were parched & tongues dried up. They were hallucinating.
- k) The mariners hung the albatross around the neck of the Ancient Mariner, to remind him of the sin he had committed and to make him feel guilty.

- |     |                                                                            |                                              |
|-----|----------------------------------------------------------------------------|----------------------------------------------|
| 12. | 1. The sun now rose upon the right<br>Out of the sea came he               | Personification: The sun is personified      |
|     | 2. breeze to blow                                                          | alliteration                                 |
|     | 3. like God's own head                                                     | Simile – Comparing the sun to God's own head |
|     | 4. The fair breeze blew<br>The white foam flew<br>The furrow followed free | alliteration to show lyrical quality         |
|     | 5. 't was sad as sad could be                                              | Simile and repetition                        |
|     | 6. hot and copper sky                                                      | imagery                                      |
|     | 7. bloody sun                                                              | metaphor                                     |

- ~~~~~

1. Snakes generate horror and fascination.  
When we look at the snake, the first reaction is that of fear because we have learnt that reptiles can be poisonous and dangerous. But at the same, snakes fascinate us because of their colour, stripes, movement and grace (Before giving the adjective, elicit the answer from the students)

2. Now ask them to read the poem silently and fill in the table given below. Make them read it aloud.

| What is the snake doing                                                                                                                                                | Words which describe the snake       | Poet's plea                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>trying to escape the pursuing stick.</li> <li>glides through the water way</li> <li>Vanishes among green slim reeds.</li> </ul> | beautiful, graceful,<br>small, green | Let him go over the water into the reeds to hide.<br>not to hurt him<br>as he is harmless |

- 3
- Read the poem by D.H. Lawrence aloud, Let the students get the feel of the poem.
  - Ask them short questions to gauge their understanding.
  - Then explain the poem in detail.

4. Given below is the summary of the poem 'Snake' in short paragraphs. However they are jumbled.

Work in pairs and put the summary into a logical sequence.

Ans. d - g - a - e - j - h - c --i --f --b

5. Based on the reading of the poem answer the following questions by ticking the correct options.

1. 'he lifted his head from his drinking as cattle do - The poet wants to convey that the snake.
- is domesticated
  - is innocent
  - is as harmless as cattle
  - drinks water just like cattle

Ans. - c

2. 'Sicilian July', 'Etna smoking' and 'burning bowels of the earth' are images that convey that-----
- there are snakes in volcanic areas
  - the poet lived in a hot area
  - it was a really hot day when the snake came

- d) Sicilian snakes are dangerous

Anc. - c

3. A sort of horror, a sort of protest overcame me' - The poet is filled with protest because -----
- a) he doesn't want to let the snake remain alive.
  - b) he fears the snake
  - c) he doesn't want the snake to recede into darkness
  - d) he wants to kill it so that it doesn't return.

Ans. - c

4. In the line 'And as he slowly drew up snake - 'easing his shoulders and entered farther' the phrase 'Snake - easing his shoulders' means
- a) loosening its shoulders
  - b) slipping in with majestic grace
  - c) moving slowly
  - d) moving fast

Ans. - b

5. 'He seemed to me like a King in exile -----'
- The poet refers to the snake as such to emphasise that the snake
- a) is like a King enduring banishment
  - b) is like a King due to be crowned
  - c) is a majestic King who came for a while on earth
  - d) is a majestic creature forced to go into exile by man

Ans. - d

6. 'I thought how paltry how vulgar what a mean act' The poet is referring to -----
- a) the snake going into dreadful hole
  - b) the accursed modern education
  - c) the act of throwing a log of wood at the snake
  - d) the act of killing the snake.

Ans. - c



6. a) Why does the poet decide to stand and wait till the snake has finished drinking? What does this tell you about the poet?

Ans. The poet feels that the snake was an honoured guest. It was a hot day and the snake had come to the trough of water before him. So the poet decides to wait. The poet was courteous.

b) In stanzas 2 and 3 the poet gives a vivid description of the snake by using suggestive expressions. What picture of the snake do you form on the basis of this description?

Ans. The snake's skin is of yellow – brown colour. It has a 'slack long body'. It has a forked tongue. With a soft belly it looks beautiful and majestic with a grace of its own.

c) How does the poet describe the day and the atmosphere when he saw the snake?

Ans. The poet describes the day as being a very hot day in July in Sicily with Mount Etna smoking

- On a hot, hot day and I in Pyjama for the heat.

- From the burning bowels of the earth

On the day of Sicilian July, with Etna smoking

d) What does the poet want to convey by saying that the snake emerges from the burning bowels of the earth?

Ans. The poet wants to convey that even within the earth it was as hot as it was outside. It was the intensity of the heat that had forced the snake to come out of its hole.

e) Do you think the snake was conscious of the poet's presence? How do you know?

Ans. The snake does not seem to be conscious of the poet's presence. Had it known that the poet was there it would have shown some reaction. The leisurely and unhurried movements of the snake are indicative of this. It drank the water as cattle did and looked at the poet vaguely.

f) How do we know that the snake's thirst was satiated? Pick out the expressions that convey this.

Ans. The following lines show that the Snake's thirst was satiated.

He drank enough

And lifted his head, dreamily, as one who has drunken

And flickered his tongue like a forked  
 night on the air, so black  
 Seeming to lick his lips

- g) The poet has a dual attitude towards the snake. Why does the poet experience conflicting emotions on seeing the snake?

Ans. The poet instinctively admires the majestic look and beauty of the snake and treats him like an honoured guest. That is why he does not want to disturb it. But his voice of education and civilization tells him that golden snakes are poisonous. The poet experiences conflicting emotions and questions himself whether it was his cowardice that stopped him from killing the snake.

- h) The poet is filled with horror and protest when the snake prepares to retreat and busy itself in the 'horrid black' 'dreadful' hole. In the light of this statement bring out the irony of his act of throwing a log at the snake.

Ans. Initially the poet admires the snake's graceful movements. He treats the snake as his guest and waits patiently till it quenches its thirst at his place. When the voice of education tells him that it is a poisonous snake and it must be killed he picks up a stick and hurls it at the snake and this made the snake hurry into the hole. He could not accept the majestic snake's hasty retreat into the horrid black hole. The poet admired the snake but tried to kill it. This is ironical.

- i) The poet seems to be full of admiration and respect for the snake. He almost regards him like a majestic god. Pick out at least four expressions from the poem that reflect these emotions.

Ans. The following expressions show the poet's admiration for the snake

- But even so, honoured still more
- That he should seek my hospitality.
- And looked around like a god,
- For he seemed to me like a king
- But must I confess how I liked him
- I missed my chance of life -----

- j) What is the difference between the snake's movement at the beginning of the poem and later when the poet strikes it with a log of wood? You may use relevant vocabulary from the poem to highlight the difference.

Ans. In the beginning, it moves slowly in a leisurely manner – the body is slack – When he had drunk the water, he moves unhurriedly towards the hole. But when the poet throws a log at it, he moves ‘in undignified haste’ and making it writhe ‘like lightning’ and enter the hole in the ground swiftly.

k) The poet experiences feelings of self derision, guilt and regret after hitting the snake. Pick out expressions that suggest this. Why does he feel like this?

Ans. I. “And immediately I regretted it.

I thought how paltry, how vulgar, what a mean act

I despised myself and the voices of my accursed human education

II. I have something to expiate

A pettiness

The poet feels so because he threw the stick and scared the snake away, even though it had not harmed in any manner. He is filled with regret and guilt.

l) You have already read Coleridge’s poem ‘The Rime of the Ancient Mariner’ in which an albatross is killed by the Mariner. Why does the poet make an allusion to the albatross?

Ans. The poet makes an allusion to the albatross because his act was similar to the Mariner’s.

The Mariner killed the albatross without provocation and here the Poet scared away the snake needlessly. Both regret the act and the poet is scared that for this sinful act he might have to face troubles similar to those faced by the mariner.

m) “I have something to expiate.” Explain.

Ans. The poet feels he has done wrong in trying to hit the snake and is filled with remorse and sorrows as he has committed a sin and needs to pay for his pettiness. He is keen to make amends for his act.

7. The encounter with the snake and the dual response of the poet to his presence at the water trough reflect a conflict between civilized social education and natural human instincts. The poet writes a diary entry highlighting how he was torn between the two voices. Write his diary.

Ans. Value points

- ponder over the incident

- upset – threw a stick at the snake
- had come to drink water – hot day
- was watching it – looked harmless
- waited for it to go
- was going back – voice of education
- thought the snake was poisonous
- hit it with a stick
- ashamed of myself – was I right in hitting it – feels for it
- henceforth try to avoid such acts
- man and nature must live in harmony
- must not be cruel to animals.

8. Notice how D.H. Lawrence uses Alliteration and Onomatopoeia effectively in the following stanza.

He reached down from a fissure in the earth wall in a gloom

And trailed his yellow brown slackness soft bellied down over the edge of  
the stone trough

And vested his throat upon the stone bottom

And where the water had dipped from the tap, in a small clearness

He sipped with his straight mouth

Softly drank through his straight gums, into his slack long body

Silently.

To what effect has the poet used these devices? How has it added to your understanding of the subject of the poem? You may record your understanding of the snake characteristics under the following headings:

- Ans. a) Sound :
1. He sipped from his straight mouth
  2. Softly drank through his straight gums -----
- b) Movement :
1. And trailed his yellow – brown slackness soft – bellied down
  2. Seeming to lick his lips
  3. And as he put his head into that dreadful hole -----
  4. And climb again the broken bank of my wall – face
  5. And flickered his two forked tongue from his lips
- c) Shape
1. ----- soft bellied

2. straight mouth
3. ----- into his slack long body

9. The poet has also used both repetition and similes in the poem. For example must wait, must stand and wait (repetition) and looked at me vaguely as cattle do (simile) Pick out examples of both and make a list of them in your note books. Give reasons why the poet uses these literary devices.

Ans. A) Examples of Repetition

- 1) On a hot, hot day
- 2) And slowly, very slowly
- 3) A sort of horror, a sort of protest

B) Examples of Simile

- 1) He lifted his head from drinking, as cattle do
- 2) And looked around like a god
- 3) Like a King in exile

10. A Calligram is a poem, phrase, or word in which the handwriting is arranged in a way that creates a visual image. The image created by the words expresses visually what the word or words say. In a poem it manifests visually the theme presented by the text of the poem. Read the poem given below. Try to compose a calligram. You could pick a subject of your choice.

Ans: Suggestions: flower / river / bird

### The Dear Departed

Warm-up :

Q1. The teacher reads the diary extract aloud or asks a student to do the same. Elicits answers from the students for the three questions.

Then the teacher has a class discussion on the plight of the old people in today's fast-paced world.

Q2. Ask students to read the news story individually. Divide the class into groups of four. Ask the students to discuss the answers for a) and b) and complete the web.

Q3. The teacher organizes a dramatized reading of the play assigning roles to the students. Students can read their dialogues loud and clear with emotions. The reading of the play can go on till page 141 ..... inspects the new mourning.

While the students read the teacher can interrupt once or twice to explain words like daft, pinching etc. The teacher can put forth some questions to check the students' understanding.

- (i) What were Mr. & Mrs. Slater doing before the arrival of Mrs. Elizabeth.

A few questions can be asked.

Eg. What do you think will happen now?

In the next period a few other students can perform the dramatized reading.

From page 141 – 146 Victoria .....

Grandpa's getting up.

In the third period page 147 – 154 can be read aloud. In pairs students are asked to work out the answer for

- Q4. Rearranging the jumbled sentences.

Answers – 3, 2, 6, 4, 11, 5, 10, 1, 9, 7, 8

- Q.5 The teacher discusses the answers with the students.

Written work can be assigned as Home work.

#### Answers

- 5.1. Mrs. Slater is dressed in black but is not in complete mourning. She makes her husband wear a black tail coat, gray trousers, a black tie and a bowler hat. She instructs Victoria to wear a white frock with a black sash. She thinks the Jordans would not have thought about mourning yet.
2. Mrs. Slater decides to shift the bureau so that she can take possession of it before her sister arrives. It was purchased recently and Mrs. Jordan is unaware of it. Henry does not approve of it.
3. The Jordans were delayed because they had to buy new mourning clothes. This shows the rivalry between the sisters. One wanted to out do the other at all times.
4. Not calling in a doctor is a fatal mistake. The irony is that Abel Merry Weathers is very much alive and nothing 'fatal' has happened.
5. Initially Ben praises Abel Merry weather because he thinks the old man has paid his insurance premium that morning and they could claim his insurance. Later Victoria Slater tells them that grandfather had not gone to pay the premium that morning.

Instead he had been to a restaurant Ben is angry and calls him a drunkard. The policy might have lapsed and he would not be benefitted in anyway.

6. Grandfather says he will make changes in his will stating that his money and his belongings will be given to the person who lives with him at the time of his death

The daughters quarrel as each one wanted to keep him with her.

7. Grandfather plans to

- (i) Alter his will after consulting a lawyer.
- (ii) Go to the Insurance officer and pay his premium
- (iii) Go to St. Philip's Church and get married.

8. Irony in the title

- (i) When the grandfather is (presumed) dead (departed) he is dear as his belongings are only dear to his daughters. The grandfather was neither dear, nor did he depart.
- (ii) When the two sisters quarrel, Abel gets up
  - (a) Elizabeth shows him the bureau and the clock grabbed by Amelia.
  - (b) Amelia retaliates—talks about the gold watch promised to her son.
  - (c) The truth that neither of them wants to keep him – comes out.

- |    |                                             |                                            |
|----|---------------------------------------------|--------------------------------------------|
| 3. | Henry                                       | His wife                                   |
| 1. | Sensitive                                   | greedy                                     |
| 2. | Allows himself to be<br>Dominated by Amelia | over powering<br>impolite<br>lacks finesse |
| 3. | Evasive                                     | insensitive                                |

- 8.1.

- (a) The bureau
- (b) they are taking the bureau before the arrival of the Jordans
- (c) Mrs. Slater always wanted it. Her sister would drive a hard bargain if she sees it
- (d) Victoria's value systems are intact. She goes by her conscience while the elders have no integrity



2. (a) Mrs. Jordan (b) She sees Henry wearing Abel's slippers  
(c) It was unethical to grab the things in such haste when one is dead
3. 'Now Amelia ..... worse.  
(a) Ben Jordan (b) Amelia expresses her grief  
(c) Death could have come to any one of them  
(d) He says this chirpily – so he is quite callous and insensitive
9. Diary Entry : As a pre-writing task have a class discussion on Victoria Slater's reaction to the elder's behaviour.  
  
Elicit words denoting feeling.  
  
The diary entry is an individual work. Can be assigned as home work. The teacher can evaluate the diary entries.
10. Speaking : Organise a class discussion for 30 min. In the following period each group can express their views to the whole class.

### Julius Caesar – Drama 2

Warm Up: Teacher elicits answers to bring out the difference among the three words

Killing

Murder

Assassination

2. Names of leaders assassinated  
Gandhi, Rajiv Gandhi, J.F. Kennedy, Benazir Bhutto etc.
3. Group discussion on why political leaders are assassinated is organized by the teacher.  
Plenary follows:  
The film Julius Caesar can be played before reading the play.  
Dramatized reading of the whole play in 4 – 5 periods is suggested
4. Stage performance if decided.

Answers:

5.1 (a) 2 (a) 3 (a) 4 (c) 5 (d) 6 (b) 7 (a) 8 (d) 9 (a) 10 (a)

Suggested value points

6. (a) Calpurnia's dream – a lioness whelping – graves opening dead bodies strewn around – drizzling blood upon the Capitol.
- (b) not to go to the Capitol.
- (c) over-confidence clouds his wisdom
- (d) Caesar's statue spouting blood like a fountain and Romans dipping their hands in it. Decius says that Rome shall imbibe fresh life – it is an honour for the Roman to be blessed by Caesar's blood.
- (e) the senate has decided to offer a crown to Caesar
- (f) Decius interpretation of the dream appeals to Caesar's ambition and vanity.
- (g) The conspirators want the petition against Metellus Cimber to be withdrawn. He rejects it.
- (h) Caesar – when he is stabbed by Brutus also, he loved Brutus and he could not believe Brutus ungrateful act.
- (i) They shout 'Liberty, freedom and enfranchisement'.
- (j) Antony is saddened that a mighty conqueror is just reduced to a corpse. He wants to die at the conspirator's hand.
- (k) Conspirators. He is sarcastic
- (l) Brutus tells Antony not to ask for Death at their hands Cassius appeals to Antony's greed.
- (m) Cassius fears Antony's ability as an orator. Brutus says he will speak first and Antony will speak after him. Antony will tell the audience he was speaking with the permission of the conspirators.
- (n) Antony must not blame the conspirators. He must say he has been permitted to speak. He will speak from the same pulpit as Brutus.
- (o) Butchers
- (p) Civil war will break out, blood shed and destruction will be common, Caesar's spirit shall crave for revenge. No pity anywhere
- (q) Caesar was ambitious
- (r) The third citizen he has not understood the reaction given by Brutus.
- (s) Antony's speech appeals to the emotions. He is sarcastic, uses visual effects, rhetoric etc.
- (t) Brutus and Cassius are attacked by the mob

| Person        | Extract From Play                                                                                                                                                                                                                                                                                                                             | What this tells us about the character |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Julius Caesar | 1. The things that threaten'd me<br>Ne'er look'd but on my back ;<br>when they shall see the face of<br>Caesar, they are vanished.'                                                                                                                                                                                                           | Arrogant                               |
|               | 2. 'Alas, my lord, Your wisdom is<br>consumed in confidence'.                                                                                                                                                                                                                                                                                 | Over-confident                         |
|               | 3. Have I in conquest stretch'd mine<br>arm so far, To be afraid to tell<br>graybeards the truth?'                                                                                                                                                                                                                                            | Great conqueror                        |
|               | 4. 'To every Roman citizen he gives,<br>To every several man, seventy-<br>five drachmas ..... Moreover, he<br>hath left you all his walks. His<br>private arbours and new planted<br>orchards. On this side Tiber, he<br>hath left them you, And to your<br>heirs for ever, common pleasures,<br>To walk abroad, and recreate<br>yourselves.' | Generous                               |
|               | 5. 'Calpurnia here, my wife , stays<br>me at home : She dreamt to-night<br>she saw my statue, which, like a<br>fountain with an hundred spouts,<br>Did run pure blood ..... And these<br>does she apply for warnings, and<br>portents, And evils imminent.'                                                                                   | Superstitious                          |
|               | 6. Agrees to go to the senate when<br>Decius Brutus says : 'the senate<br>have concluded. To give this day a<br>crown to mighty Caesar. If you<br>shall send them word you will not<br>come, Their minds may change                                                                                                                           | Ambitious, loves into<br>flattery      |

|             |                                                                                                                                                               |                                                   |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Mark Antony | 1. Defends Caesar after his death: 'Thou art the ruins of the noblest man That ever lived in the tide of times. Woe to the hand that shed this costly blood!. | Loyal                                             |
|             | 2. Makes peace with Caesar's enemies : 'Friends am I with you all and love you all.'                                                                          | Clever ; shrewd                                   |
|             | 3. Sways the crowd by his speech                                                                                                                              | Manipulative, good orator                         |
|             | 4. Moves Romans to revolt                                                                                                                                     | Good orator, instigates them against conspirators |
|             | 5. Antony's appeal to emotion through the use of irony, sarcasm, reiteration and figurative language, creating images in the listeners' minds                 | Shrewd, manipulative                              |

|    | Words/ actions of the mob                                                              | Characteristics                             |
|----|----------------------------------------------------------------------------------------|---------------------------------------------|
| 1. | Believes whoever speaks to them                                                        | Foolish                                     |
| 2. | THIRD CITIZEN Let him (Brutus) be Caesar. FOURTH                                       | Does not understand the ideals of democracy |
| 3. | Touched by the sight of Caesar's bleeding body and his mantle                          | Emotional                                   |
| 4. | Change their mind about Caesar's killing after hearing the will                        | Greedy                                      |
| 5. | SECOND CITIZEN if thou consider rightly of the matter, Caesar has had great wrong      | Fickle minded                               |
| 6. | ALL Revenge ! About ! Seek !<br>Burn ! Fire ! Kill ! Say !<br>Let not a traitor live ! | Violent, seeking revenge                    |

| Antony's words                                                                                              | Argument                                                                                       |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1. 'I come to bury Caesar, not to praise him.'                                                              | Does not wish to eulogize Caesar                                                               |
| 2. 'The noble Brutus<br>Hath told you Caesar was ambitious :<br>and grievously hath Caesar<br>answer'd it'. | Seemingly agrees with Brutus                                                                   |
| 3. 'You all did see that on the Lupercal                                                                    | Disproves Brutus' argument<br>about ambition with examples                                     |
| 4. 'Bear with me ;<br>And I must pause till it come back to me.'                                            | Appeals to the emotions of the<br>crowd                                                        |
| 5. 'But yesterday the word of Caesar<br>might Have stood against the world'.                                | Reminds them of Caesar as a<br>great conqueror and a man who<br>is not alive to defend himself |
| 6. Repeatedly calls the conspirators<br>'honourable'                                                        | Use of irony, sarcasm                                                                          |
| 7. 'Look, in this place ran Cassius' dagger<br>through :<br>Mark how the blood of Caesar<br>follow'd it'.   | Exploits the sympathy of the mob<br>by naming the conspirators<br>showing the wounds           |
| 8. 'Here is the will, and under Caesar's<br>seal.                                                           | Appeals to the mob's greed                                                                     |

- Q.10. (a) Calpurnia : Calpurnia forbids him from going to the Capitol, so he says so  
 (b) The dream that she had was full of bad omens that portend the death of Caesar  
 (c) The dream that she had the previous night and the report by the watchmen
2. (a) Antony near Caesar's body addressing the citizens  
 (b) he has bequeathed his walks, private harbour and orchards to the people

- (c) To make them realize that Caesar was not ambitious
- (d) They are instigated against the conspirators.

### Role Play

11. In groups students hold a press conference.
12. The teacher will elicit responses based on class discussion.

### Scholastic Assessment

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creativity in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain.

In order to improve the teaching learning process, Assessment should be both Formative and Summative.

### Formative Assessment

Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non threatening, supportive environment. It involves regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

### Features of Formative Assessment

- is diagnostic and remedial
- makes the provision for effective feedback
- provides the platform for the active involvement of students in their own learning.
- enables teachers to adjust teaching to take into account the results of assessment
- recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- recognizes the need for students to be able to assess themselves and understand how to improve
- builds on students' prior knowledge and experience in designing what is taught.
- incorporates varied learning styles into deciding how and what to teach.

- encourages students to understand the criteria that will be used to judge their work
  - offers an opportunity to students to improve their work after feedback,
  - helps students to support their peers, and expect to be supported by them.

### Overall Framework of Formative Assessment in classes IX & X – Scholastic Areas

#### Scholastic Part 1 (A)

#### Evaluation of Academic Subjects in Class IX & Class X

Six assessments are proposed. These are valid for most schools, however they can be varied or adapted with written communication to the Board.

| Type of Assessment                                        | Percentage of weightage in academic session | Month       | Term Wise Weightage |
|-----------------------------------------------------------|---------------------------------------------|-------------|---------------------|
| FIRST TERM                                                |                                             |             |                     |
| Formative Assessment – 1                                  | 10%                                         | April - May | FA1 + 2 = 20%       |
| Formative Assessment – 2                                  | 10%                                         | July-August |                     |
| Summative Assessment – 1                                  | 30%                                         | September   | SA1 = 30%           |
| SECOND TERM                                               |                                             |             |                     |
| Formative Assessment – 3                                  | 10%                                         | Oct. - Nov. | FA3 + 4 = 20%       |
| Formative Assessment – 4                                  | 10%                                         | Jan.- Feb.  |                     |
| Summative Assessment – 2                                  | 30%                                         | March       | SA2 = 30%           |
| Total Formative Assessments = FA1 + FA2 + FA3 + FA4 = 40% |                                             |             |                     |
| Summative Assessments = SA1 + SA2 = 50%                   |                                             |             |                     |

The following points have to be noted by teachers and students (For Classes IX & X).

- There are two formative assessments each in the first and second term.
- Each Formative Assessment is again divided into smaller assessments (class assignments, quiz, projects, written tests) which can carry different marks.
- Each formative assessment has a weightage of 10% which can be arrived at by taking an average of all tasks or the best three or four.
- The total weightage of all the four formative assessments is 50%.

#### Task Types Appropriate for Formative Assessment

- Formal Paper Pencil tests are not always suitable for formative assessment because



schools tend to make use of them more for summative rather than for formative purpose.

- Similarly, Projects and Assignments that need much work outside the school and class hours also may not be ideal for formative assessment.

### **Suggested Tools for Formative Assessment.**

#### **Language**

- Listening Comprehension
- Reading Comprehension
- Debate/ speech/ Group Discussion/ Role Play /Presentation
- Dramatization/ Dialogue/ Conversation/ Commentary
- MCQs/ Quiz
- Grammar Exercises.
- Writing/ Completing a poem, story, script, play, diary entry etc.
- Web Charts, Concept Mapping
- Visual Representation
- Letter, E-mail, data interpretation, article, bio sketch and dialogue completion

It is suggested that at least one out of four tasks should be used for assessing conversation skills in the form of listening comprehension or conversation.

The most important aspect to be kept in mind is that these tasks are meant to be integrated with the teaching-learning process, i.e. while teaching a unit/ lesson (and NOT after). Also the follow up in terms of providing further help to clear doubts, remove problems faced by

learners and make modifications in teaching methods and strategies has to be given utmost importance. Hence FA tasks will figure in the teaching plans developed by teachers.

**Summative Assessment** is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point

of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on them to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

### **Features of Summative Assessment**

- Assessment of learning
- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.
- Summative assessment methods are the most traditional way of evaluating student work.

### **Summative Assessment**

- Summative Assessments are given periodically to determine at a particular point in time what students know and do not know.
- Summative Assessments are usually associated with standardized tests such as Board

Examination, Half-yearly and Annual Examination and even Unit Tests.

- They are spread out and occur after instruction every few weeks, months or once a year.
- Hence they are tools to help evaluate the effectiveness of programmes, school improvement goals, alignment of curriculum and student placement.
- Since they are used to 'sum up' learning they are called Summative Assessments.
- They are always formal in nature.
- These assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process.

A good comprehensive assessment programme balances formative and summative assessments.

Further reading

Leo Jones has published the following titles with Cambridge University Press:

Adult Courses

J Let's Talk, Second Edition

J New Cambridge Advanced Engli

The Student-Centered

Classroom

Leo Jones

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## E. LITERATURE READER

### Introduction

#### Aims

The over-riding aim of the Literature Reader is to promote students' understanding, appreciation and enjoyment of literary texts. A further aim is to represent different types of literature, and so the three main genres of poetry, fiction and drama are included.

A third aim is to introduce certain basic elements of literary analysis and evaluation, so that students develop an awareness of what distinguishes literature from other forms of writing. For example, activities explore feature of character, the development of plot, and "what makes poetry" poetry

Other activities aim to encourage students to engage with and personally respond to the literature they read, and so link their reading of literature with other experiences (both in learning English and in their day-to-day lives).

The Literature Reader – like the Main Course book – also aims to provide a moral and social dimension to the teaching of English. Texts have therefore been chosen with this in view.

It is hoped that the content and learning experience of the Literature Reader will stimulate students to read further in these genres – both as students and in the adult world.

#### Format and Sequencing

The Literature Reader is divided into three sections:

- Fiction - Six short stories
- Poetry - Six Poems
- Drama - Two Plays

### HANDLING LITERATURE

#### Fiction

- Selection of Stories

Stories by Indian and non-Indian writers have been chosen. The predominant criterion in selection has been whether the stories will interest and motivate pupils at Class X level, rather than whether the stories are 'great Literature'.

There is, loosely speaking, a common thread running through these stories with regard to their over-riding concerns or themes. They all deal in varying ways with

aspects of honesty and deception. This is in line with one of the aims of the new course; to provide a moral and social as well as a linguistic dimension to the learning of English. These stories do not, of course, provide ready-made answers but they do function as a forum in which such issues can be raised and discussed.

- **Reading the Stories**

The notes accompanying the texts give advice on how each should be read. In general, since the texts are mostly lengthy, students should be asked to read for homework that part of the text that will next be dealt with in class. In class, you will need to choose from:

- ❁ Silent Reading
- ❁ Reading aloud (quietly) in pairs or small groups
- ❁ “Dramatizing” certain parts of the story, with students taking assigned roles
- ❁ the teacher reading aloud certain parts of the text

In connection with reading, three points are important:

- Use a variety of reading techniques within any one story, and within any one lesson.  
This will provide a welcome change in treatment and pace.
- Concentrate on the literary content of the story (plot, characterization, imaginative use of language etc.), rather than treating the story as a vehicle for teaching vocabulary and grammar.
- Do not “explain the story”. Instead, use the associated questions and activities to lead students to their own understanding, appreciation and enjoyment.

- **Reading Aloud**

The audio-cassette tape that forms part of Interact in English contains a professional recording of all the poems. Schools are strongly advised to buy the tape. Poems are, after all, intended to be read aloud and listened to. In this way, the effect is more striking and is longer-lasting; and poetic features such as rhythm, rhyme, alliteration etc. are more strongly experienced by the listener. After listening to the tape, students should themselves read the poem aloud, modeling their delivery on what they have heard.

## DRAMA

Drama has assumed great importance in today's India, where TV and video are now as widely viewed as books are read, i.e. – in respect of drama – if the Class X Literature reader is to achieve the aims set out above, we must firstly identify the essential characteristics of drama.

Drama has three distinguishing characteristics – the oral, the mobile and the visual.

- THE ORAL ELEMENT IN DRAMA

Since a play is intended to be spoken aloud, it is important that our students become aware of the importance of voice in drama. For example, emotions are expressed by varying the tone and pitch of one's voice. And the way in which players deliver their lines helps to portray the characters they are acting out. Before parts are allocated, it is important for students to become aware of the essential nature and personality of each character in the play, as seen through what each says and does, and the inter-relationship between characters.

It is also important for students to become aware of the specific ways in which the dramatist intends a character to act at particular stages of the play – normally indicated by directions such as in great excitement, mystified, trying to console her etc.

- THE MOBILE ELEMENT IN DRAMA

A play usually involves considerable movement. Players enter, leave, sit down, move from one side of the stage to another etc. Objects ("Props") also form an important part of such mobility, eg Silver Candlesticks, in which the convict takes away the Bishop's candlesticks.

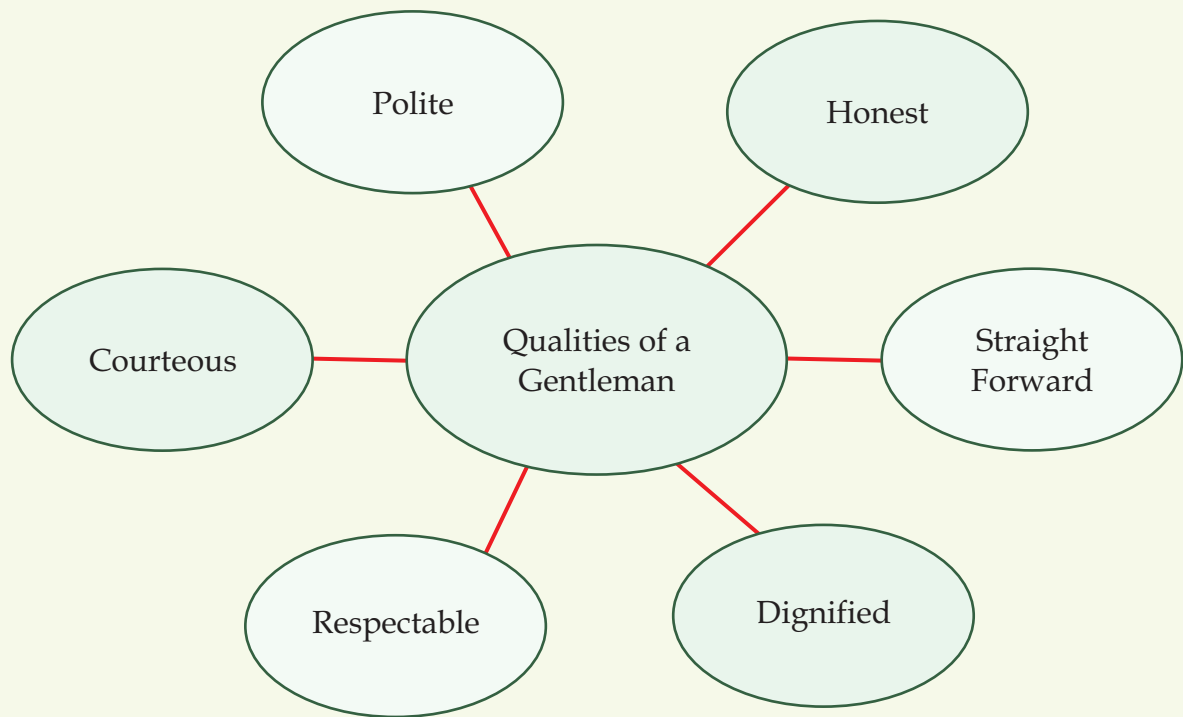
- such mobility of players and props must be done in as natural a manner as possible;
- in particular, exits and entrances should follow stage directions;
- other stage directions, too, should be studied and understood in advance.

- THE VISUAL ELEMENT IN DRAMA

In a real performance of a play, clothes, props, make-up, lighting etc., all enhance realism. In classroom treatment of dramas, of course, such visual elements are less

possible. But even simple clothes and props can make a significant contribution towards the play's realism.

From these three distinguishing characteristics of drama – the oral, the mobile and the visual – it is clear that the two plays in the Literature Reader must not only be studied but acted out, at the front of the class or in the school hall. In other words, drama teaching must be activity-centered, with students identifying themselves as closely as possible with the characters whose roles they are enacting. An important task of the teacher is to help students in their acting to a firmer grasp of reality (the reality of human speech, behaviour, emotions, movement etc.)



2. Ask the students what the story could be about. There will be varied answers.
3. Read the story.
4. Based on the story answer the questions:  
1) a,            2) c,            3) c,            4) a,            5) d,            6) a
5. a) Nicola answered that they did many types of tasks and looked eagerly if the narrator had some job for them.  
b) he blushed with embarrassment and did not know what to answer.



- c) He smiled uncomfortably because he did not quite know whether he would really be to fulfill his desire.
- d) Though they were young boys they had the seriousness of an adult and they could think beyond their age.

6. Answer the following:

- a) Luigi the driver did not approve of the boys because they looked untidy and poorly dressed.
- b) The narrator and his companion were impressed by the two boys because they were eager and enthusiastic to do any type of job and had the ability to perform many tasks.
- c) They were surprised to see them because they had seen them selling fruits some hours back and later they were polishing shoes.
- d) The boys did odd jobs for the author. Jobs like buying a pack of American cigarettes, booking seats for the opera or name a good restaurant.
- e) when asked why they were out at night, they said that they were waiting for the last bus to arrive when they could sell the last of their newspapers. They wanted to earn every penny.
- f) It shows that they have determination and courage to face the difficulties of life and also they did not want other to sympathise with them.
- g) They don't like to disclose their secrets to anyone. They want to face the ordeals themselves without letting other people know.

7. a) The boys appeared to be shabbily dressed, one with a worn out jersey and cut off khaki pants and the other, a shortened tunic. Yet, their faces looked honest. When the narrator and his companion saw them again they were shoe shining. They even took the time seeing, bought American cigarettes, booked seats for the Opera, named a good restaurant and such small errands for them. Once when the author took them to see their sister, who was sick, he was able to see their love, devotion, care and responsibility for the sister. This clearly shows that appearances are deceptive. They actually turned out to be such dignified responsible young gentlemen.
- b) Yes, of course. They did take care of her willingly. The moment they came to know that she was suffering from T.B. they immediately shifted her to a

hospital where she could be treated. They then did all sorts of jobs, worked hard from selling fruits , shoe shining, running errands, acting as guides, to selling newspapers. whatever was earned by them was spent on the sister's treatment. Obviously they wanted to see her well again.

- c) when we read the story 'Two gentlemen of Verona' , we still have hopes for society, where people still care for one another, have dignity of labour, and go to any extent and work hard in order to see their loved ones well again . There is still love, care and devotion in society, if people like the two boys exist

8) Match the following:

|     |                 |                                                 |
|-----|-----------------|-------------------------------------------------|
| 1.  | set up          | To star/ establish a company                    |
| 2.  | break down      | To lose control of your feelings & start crying |
| 3.  | set off         | To start on a journey                           |
| 4.  | put up with     | To tolerate a situation / person                |
| 5.  | put off         | To postpone                                     |
| 6.  | Put on          | To wear                                         |
| 7.  | come in         | To enter                                        |
| 8.  | come across     | To meet/find by chance                          |
| 9.  | come up against | To be faced with/opposed by                     |
| 10. | turn down       | To refuse/reject                                |
| 11. | turn in         | To inform on/ deliver up                        |
| 12. | turn to         | To try to get help/advice                       |

Use the phrase:

1. turne them in
2. set off
3. came across
4. set up

5. turned down
6. come up against
7. Ask the students to write the story in the third person.
8. Have a class discussion.

Writing task;

9. write an article---giving evidence from the lesson.

**Value Points:**

- Care for the country
  - Love for the sister
  - Faith in themselves
  - Trust in the narrator
  - Faith in making the sister well again
  - Trust that some day they will go back and set up their own homes.
10. Diary entry

Day                      date

**Value Points:**

- Wanted to become a singer
- A loving father and two brothers
- The war – Germans destroyed their home
- Became sick- with T.B. –admitted in hospital
- Grateful to brother for taking care of her
- Hopes to get well soon and later take care of her brothers
- Become a singer someday

**LISTENING TASK**

1. people leaving Sarajevo
2. They heard the shooting around afternoon
3. that could save their lives
4. a piece of shrapnel lodged in her brain
5. she had not come back from the market where a bomb had exploded.

**CHAPTER ;****Patol Babu, Film Star**

1. Students talk about their strengths- each one makes a list of two strength and shares it with the class. The student also shares it with the class. The student also shares why he feels so.

The students are then asked to choice their dream career.

They are then asked to connect their dreams and aspiration and then see if they are related.

2. The text is read in class, by the students and teacher.
3. Answer the following questions briefly.
  - a) Nishikanto Babu's brother-in-law in film business-in the production department-was looking for an actor- description filled Patol Babu- Nishikanto babu had suggested patol babu's name – given him his address.
  - b) Tried to sound calm- said he would decide about taking up the offer after talking to the brother-in-law.
  - c) First job in 1934 in Hudson and Kimberly in Calcutta – In 1943 sudden retrenchment in his office due to the war cast him his job.
  - d) We initially felt they were joking with him and just being cruel – then later he decided to make it as effective as possible and even rehearsed different way of saying 'on'.
  - e) Gogon pakrshi was Patol Babu's mentor. A wonderful actor, without a trait of vanity in him – a saint's person and an actor in a million- He had said that each word spoken in a play is like a fruit in a tree – the actor must know how to pluck it, get at its essence and serve it to the audience for their education.
  - f) Though he had only one word to say he meticulously practiced how to say it.
  - g) Mr.Mullick was busy- there was a patch of cloud approaching the sun- he wanted to shoot the scene in sunlight.
  - h) Practiced different ways of saying oh! Wanted to have a newspaper in his hand. Though in pain after banging his head he managed to say the Oh with great expression.

4. a) Patol Babu says this to Naresh Dutta who had come to ask Patol Babu to act in the film- he tells him he has to play the part of a pedestrian and absent to wear a coat and report at 8.30 sharp to for a day hours. Patol Babu then thinks and asks Naresh Dutta whether he will have a dialogue or not.
- b) Patol Babu goes for shooting the next day with great enthusiasm- brags to his wife about it- thinks of the times he was appreciated on stage- the silver medal he won – feel very sad when he comes to know he has a single word to say.
- c) He is very upset initially when he hears that it is a single word 'oh' that he has to say. But then thinks of his mentor Pakrashi Babu's word who had told him that it is in the hands of an actor to extract the maximum from the dialogue and give it to the audience – He then practices how to say it in different ways and plays his part with sincerity and passion.
- d). Yes – When he lost his job in Calcutta did not lose heart – opened a variety shop – then worked in a Bengali film and gave up the job as his boss was very high handed – never let circumstances pull him down even – when he went to act in the film – though he was initially dejected but he made the best of it by practicing the part and doing it well.
- e). accept varied answers
- f). the students express their opinions and have a discussion.
5. a. talented
- b. diligent
- d. humble
- e. humble, unassuming
- f. meticulous
6. Match the meanings
- a. - to surrender or relinquish
- b. - stimulate the imagination
- c. - shut down
- d. - staged
- e. - stopped
- f. - to gain control over one's actions

7. Patol Babu recounts his experience. This may be written by the students in any way they want in the form of a dialogue. The students express his initial disappointment and later his acceptance of the situation.
8. The activity is done in class. The teacher divides the class into groups of four. Each group enacts the ward, the other groups guess the emotion being expressed.
9. Writing Task

Patol Babu's letter to Nishekanto – Informal letter. Sharing his experiences.

- how difficult and different a film shoot is
- his part
- initial dejection
- remembered his mentor Pakrashi Babu.
- tried to do his best
- Practised – suggested he carry a newspaper was given a moustache
- the way it ended
- his payment – the deep satisfaction and pride he derived.

## CHAPTER 5-

## THE LETTER - DHUMAKETU

1. The students give their own answers about the feelings of the old man – sad, neglected, dejected, upset, thoughtful etc.
2. They give their own reasons like- he is unwell, neglected by his own children, has no one.
3. The students read the lessons in class. It may be divided into parts.
4. a) iv/ii                      b) iii                      c) -i                      d) iii                      e) ii
5. a) Ali was an old man whose only daughter had got married and gone away to Punjab. He had been a shikari in his youth-but later gave it up when he realize the meaning of love and separation when his daughter got married and had to go away to Punjab.. He went every day to the post office hoping that he would get a letter from her. He had been waiting for 5 long years.

- b) Love- his affection for his daughter patience—He exhibited tremendous patience waiting for the daughter's letter for 5 long years.
- c) came everyday- sat at the same place- people made fun of him-called his name for fun and laughed when he eagerly jumped up .
- d) After his daughter got married and went away to Punjab he understood the grief of love and separation from the dear ones.
- e) Initially- pumpkin faced – expressionless- grumpy- rude- lack of empathy. Later when his own his daughter was unwell and he awaited news from her, mellowed down, understood Ali's anxiety- a father's heart.
- f) No- own reason
- g) He felt helpless that he may be unable to come to the post office again as he was unwell. — He knew he was dying — his patience was exhausted but he still had faith that his daughter would write a letter.
- h) The postmaster –doubt—he did not know who had come earlier that morning— whether it was Ali who had come or his ghost or had he been hallucinating. Remorse- at the nasty way he had behaved towards Ali.

6.

**Loneliness****Grief**

|                                                                           |                                                                                                                                                                     |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Such loneliness had come into his life since the day Miriam had gone away | He dragged along a cheerless existence.<br>He sat down under a tree and wept bitterly<br>Eyes filled with tears of helplessness.<br>There were tears in Ali's eyes. |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 7. 1) memories of happy events cheer people nearing their end.
- 2. The familiar sounds were reassuring and comforting.
- 3. Just as a false friend lures his victim away from what is right with his smiles, the cold too tempts people to sleep and keeps them from their duty.
- 4. As he became older things suddenly changed.
- 5. Everything in life depended on love as separation from the dear ones.
- 6. The post master had an expressionless face, And rarely reacted to anything.

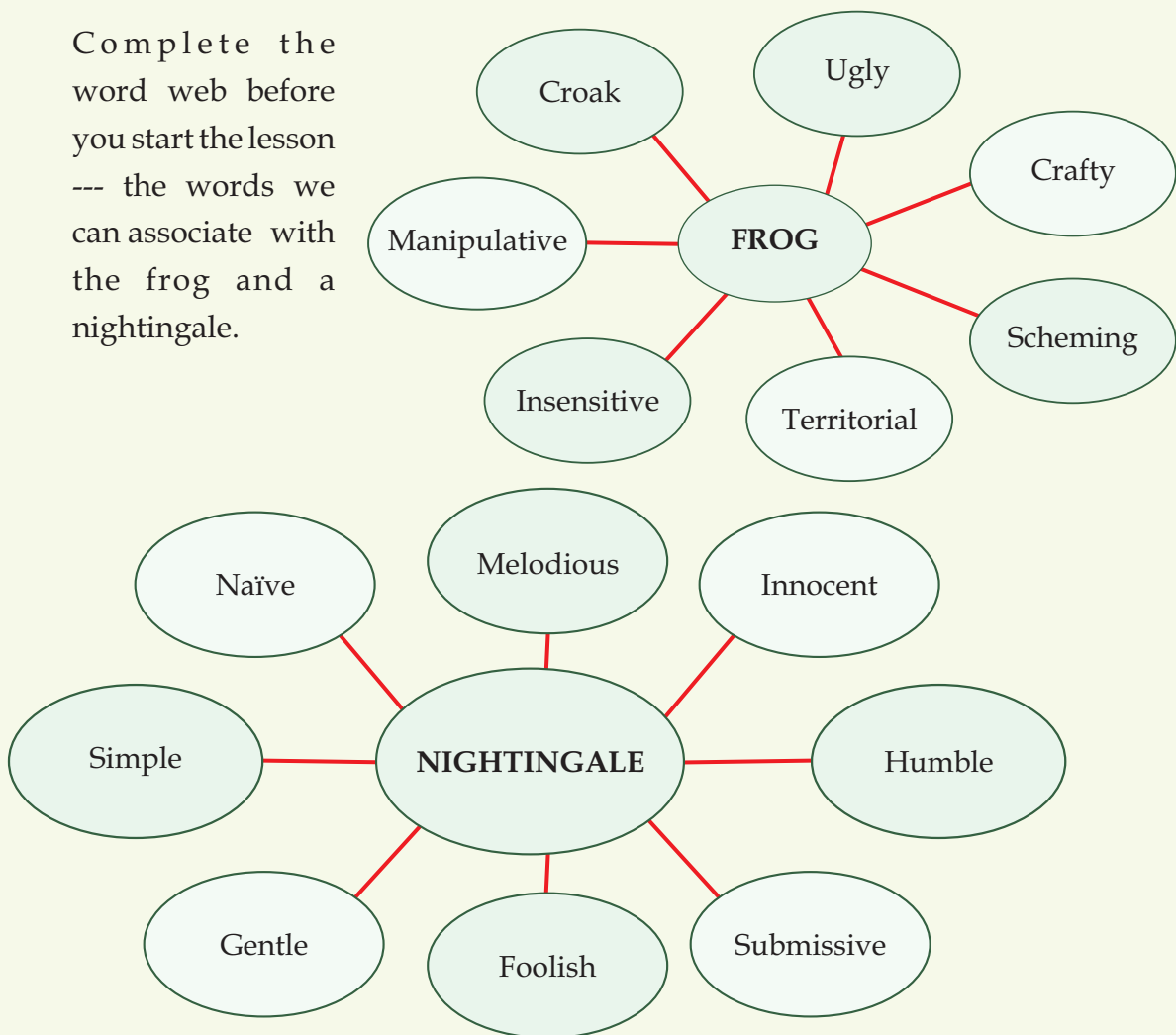


7. The clerk called out the names on the letters in the same way as a man who worships Vishnu. Chants his thousand names
8. The official's arrogance deserted him when faced with sorrow and worry about his daughter and now he became more empathetic..
8. LISTENING TASK:
  - Break up of the joint family
  - Pressure of modern life
  - Individualistic aspirations
  - Poverty and search for work ; affects rural elders
9. WRITING TASKS; Diary Entry : Varied answers  
Value Points:
  - Don't know how things are with my daughter
  - Hope she is fine
  - Now understand old man Ali's feelings
  - Ali waited patiently for 5 long years- I am unable to bear the suspense even for a day.
  - What grief he must have gone through
  - I am also confused- whom did he see — Lakshmidas tell me he died some time ago.
  - Sure I saw him early this morning and gave the letter to him.
10. SPEAKING TASKS;
  - Varied answers — may have imagined it as he had been continuously thinking of him
  - It really was Ali — when people die with an unfulfilled desire they roam around earth as ghosts till it is fulfilled.
  - Varied answers

**POETRY:****CHAPTER: 7 - THE FROG AND THE NIGHTINGALE**

1. Ask the students to write the describe qualities in a person.
 

|               |                |
|---------------|----------------|
| 1. Humorous   | 7. Helpful     |
| 2. Creative   | 8. Calculative |
| 3. Benevolent | 9. Wise        |
| 4. Simple     | 10. Generous   |
| 5. Humble     | 11. Gentle     |
| 6. Original   | 12. Innocent   |
2. Have a class discussion to find out if students can identify people who are extremely friendly and helpful but not very comfortable to be with. Why this happens?
3. Complete the word web before you start the lesson --- the words we can associate with the frog and a nightingale.



Some of these words they will be able to suggest only after reading the poem. If not, the teacher may help.

4. Read the poem aloud and let the students get the feel of the poem. Then it can be explained in detail, asking short questions in between, to reinforce the meaning.

5. Some of the characteristic personality traits are as follows: (Pg. 92)

Frog - territorial possessiveness.

Nightingale - nervous / timid

Frog - dismissive, superior

Frog - superior, dominative, presumptuous

Nightingale - nervous

Nightingale - polite, fawning

Frog - dominating

Frog - mercenary

Frog - dominating, superior

Frog - dismissive

7. Situations to be given to the groups in the class and ask them to create imaginary dialogues and share them with the class.

8. Complete the sentences:

1. The frog's main aim was to

(c) maintain his supremacy in the bog

2. The animals reacted to the nightingale's song with

(b) admiration

3. The nightingale accepted the frog's tutelage as she

(a) was not confident of herself.

9. Read the stanza and complete the sentences by choosing the appropriate option:

i) The nightingale was sorrowful and pale because

- (3) she was losing confidence.
- ii) The audience was tired of her song because
  - (2) it had become mechanical.
- iii) She no longer enjoyed singing alone as
  - (3) she was now used to the appreciation she got.

10. Answer the following questions:

- 1) The creatures of the Bingle Bog hated his voice. They requested him to stop singing. They threw stones and sticks at him and even insulted him, but he continued to sing.
- 2) The frog claimed to be the owner of the Sumac Tree. He showed off his ability by boasting about his music. He also claimed deep knowledge of music and said that he was a critic with Big Trumpet.
- 3) The Frog's joy was sweet as he was charging money as tuition fee from the creatures of the Bingle Bog who came to hear her song. At the same time he was bitter because the audience grew in number and that left him jealous, for the same ones had insulted him when he used to sing.
- 4) The frog was angry because the nightingale's voice had lost all its melody and it failed to attract a crowd as the creatures of the Bingle Bog were not attracted to her song anymore. So his earnings had dropped.
- 5) The frog asked the nightingale to puff out her lungs with passion and sing. The nightingale while trying to follow his advice, burst a vein and died. So once again the frog became the unrivalled King of the Bog and resumed singing.

11. Discuss the questions and write the answers:

- a) The frog's statement \_\_\_\_\_ "Your song must be your own" is ironical as he had once told the nightingale that there was nothing to boast about even if the song was her own. Later though he comments that the song must be her own, yet his dominating nature never let her song be her own.
- b) Yes ---- No. (any of answer)

Yes. The bird was too brainless, she should have understood the ulterior motive of the frog specially when other creatures appreciated her song so much and came to hear her in large numbers. Moreover she should not have believed the frog to such an extent without any proofs.

No --- The nightingale was too simple and so was exploited by the cunning frog who was determined to destroy her.

- c) The nightingale was indeed brainless. Even if the frog was too cunning for her she should have felt something after seeing such a large appreciative audience.
  - d) The nightingale was far too gullible and never realized her own talents, nor the appreciation that she received from the audience. She blindly followed the frog and changed her song. She should have realized the results of such strenuous practice. So, she is solely responsible for her own downfall.
  - e) Yes. She was indeed a stupid and brainless bird who should not have allowed the frog to influence her to the extent of getting herself destroyed. She was also unnecessarily nervous and tense and followed the frog's instructions blindly. She should have also realized the importance of the applause she received from the audience and maintained her originality. So the frog had correctly inferred about her character.
12. Divide the class into 5 groups and give them the topics to discuss and then speak to the class :

| Shallow Thinking       | Fickle Minded                  | Materialistic Society       |
|------------------------|--------------------------------|-----------------------------|
| a) narrow thoughts     | a) Keeps changing              | a) only wrong gain          |
| b) self centred        | b) unsure                      | b) no values                |
| c) no logic            | c) not confident               | c) no humanness             |
| d) restricted thoughts | d) bends easily to others view | d) acquiring material goods |

#### Instant Success

#### Results at any cost

- a) no patience
- b) no indepth learning

#### Commercialisation of Art

- a) selling art for money
- b) Loss of ingenuity

- c) Competition – not healthy
- d) results ever at the cost of values

- c) no recognition for talent
- d) no appreciation for real art

13. Diary Entry of the Nightingale.

Value Points:

- frog unhappy, reprimands
- am exhausted
- Scared of the frog
- Why does he torture?
- The audience is happy
- losing my confidence
- what should I do

14. Obituary

May the kind soul of the  
 nightingale lie in peace  
 She was the best singer  
 and lived her life for others.

### Chapter 8: 'Mirror'

Q.1

**Teacher's notes:**

- Ask students to get into pairs and discuss the three questions a-c.
- You can move around the class and facilitate these discussions

Answers for part-c

i                                      iii                                      iv                                      v

As a teacher you can use multiple strategies for the poem.

- First as a teacher you can do model reading of the poem
- You may then ask some of the students to read the same
- If it is a short poem like this one then you can have 3-4 students reading each of the stanzas.

- If the CD of the recording is available then you can play that as well.
- Ask students to listen the poem with their books closed. This will help them focus on the pronunciation of words as well as understanding the poem.

#### Answers

Q.3 a. ii                      b. ii                      c. I                      d. ii                      e. ii                      f. ii                      g. i

#### Q.4

- The poetic device used is personification. The mirror means to say that its accept the reality as it is seen. But the human beings find it difficult to accept the reality shown by the mirror.
- The mirror usually passes his time by looking at the wall continuously and steadily. But the mirror's contemplation is disturbed when somebody passes by between the mirror and the wall. The mirror's meditation is broken for sometime. The wall with pink speckles has become a part of the mirror's heart.
- The mirror's contemplation on the opposite wall is disturbed when somebody passes by between the mirror and the wall. The darkness or night is also the time when the view of the wall is not available to the mirror. The wall has become an integral part of mirror's existence.
- The mirror appears to be a lake in the second stanza because it acts like a mirror. The mirror reflects images just like the lake. The woman bends over the lake also to have a clear picture of herself like she does in the mirror. But the image reflected in the lake is unclear because of the waves.
- The woman is trying to look for her youth which is lost. She is also trying to look for her beauty. The woman looks at herself in the mirror everyday. She is not satisfied with her looks in the mirror as it shows her speckled looks and her wrinkles too. She turns to the lake so that she may find her beautiful looks in the depth of the lake.
- The woman looking at her reflection in the lake is deeply distressed because it also reflects her true image. She again meets the same reality that her face has become ugly; full of speckles and wrinkles so she turns to liars like the candles or the moon which hide the reality and satisfy her vanity.
- The woman starts crying because she is bemoaning her lost beauty. She knows the truth that with passage of time she has grown old and ugly. Though she tries to



satisfy her vanity by looking at herself in the light of candles or moon but the ultimate truth is that she is not as beautiful as she used to be in her youth. So, when this realisation dawns upon her she frets and fumes and bursts into tears.

- (h) The terrible fish in the last line refers to the fretting and fuming woman who has lost her beauty. It can also refer to the terrible looks of the lady with speckles and wrinkles. The agitation on her face and anger reflected in her behaviour may also be one of the reasons that the poet has used the phrase 'terrible fish' for the woman.

5. (a) silver, exact, unmisted, truthful, not cruel, little god, four-cornered,

Few more adjectives: unbiased, omniscient, virtual, fair.

6. Instances of personification:

- a. I am silver and exact  
b. I am a lake

7. (a) (ii) the lake

- (b) (iii) they hide the blemishes and make people look beautiful in their soft glow.

- (c) (iv) she can hide her signs of graying in their light.

8. Good Morning Dear Humans

I feel honoured to have been given the opportunity to express my feelings and share my thoughts with you. As you know, all my life is spent in faithfully reflecting all that comes before my eyes. Everyone lives in illusions and tries to run away from reality. Human beings live in a world of fantasy and falsehood. They really find it hard to face the truth and reality. But I do not tint or distort the reality; I adopt an objective view of a thing. I have no preconceptions against anyone. I have no prejudices or likes or dislikes for anyone. Most of the humans are afraid of ageing and graying, so they do not accept the true image and reality. For them the mirror should reflect them as beautiful and young always. But I am not worried by your anxieties and worries; I will continue to reflect what I see.

### Chapter:9 Not Marble, nor Gilded Mountains

- Q.6 a. iv b. iii c. i d. ii e. iv

- Q.7 a. Rich and powerful believe that by erecting statues and monuments people

will remember them even after their death. They do not realize that people will remember them for their deeds and not for huge structures. It is their pride and ego which makes them do all this.

- b. Monuments and statues are made of stone and cement which are strong and structures constructed with these can stay for centuries. They can withstand extreme weather conditions such as rain, storm severe heat etc.
- c. Time has been referred to as 'sluttish' because time waits for no one. It passes by. We have to learn to value time. Time treats everyone in the same way. It does not treat a rich and poor man differently. "Sluttish" can also mean whorish as time cares for no individual; it is immoral and will finally pass. The grand memorials will become eroded, and the people memorialized will eventually be forgotten.
- d. The poet is an optimistic individual. He has immense confidence in himself as well as in his ability to write poems which will be remembered till eternity. We also see his confidence in these lines- When marble statues topple and stone buildings and other "works of masonry" are destroyed, the poetry will live on.

Q.8

Quatrain 1          abab

Quatrain 2          abab          the timelessness of his poetry which no one can destroy

Quatrain 3          abab          the person will remain in the form of poetry for posterity

Couplet              aa

Q.9    a.    **alliterations in the poem-**

i          Quatrain-1   shall shine

ii        Quatrain-2   wasteful war

b.    **Personification in the poem-**

-Shakespeare personifies time by assigning gender to it. The effect of time, personified as a whore, on the hypothetical stone statue of the young man, is identified in metaphor with the effect of diseases on the body – the statue will be besmeared, that is, covered, with metaphoric lesions, and scars."

-In the couplet Shakespeare seems to consider the subject so lovely that he is a personification of Love, which cannot be conquered and to which no poetry can do justice.

### Chapter:10

### OZYMANDIAS

1.
  - a) The students are asked to look at the picture and give their impression.
  - b) Ask them to note down what they might have noticed about the people the place the ruler.  
 People - Might have rented their anger by pulling down the statue.  
 Place - a desert now, perhaps it had been a township before  
 Ruler - must have been a cruel person - the expression on the face reveals
  - c) Ask the students to write their observation in the form of a letter to a friend.
  - d) The students should now read the poem in silence.
  - e) Short questions may be asked to find out how much the students have understood.
  - f) The teacher then reads the poem aloud and explains in detail.

### ANSWER

4.
  - a) iv
  - b) iv
  - c) ii
  - d) iii
  - e) i
5.
  - a) The hand is that of the sculptor and the heart is that of Ozymandias. The expression on the face of the statue is one of contempt, we can understand that the sculptor must have understood the contemptuous feelings that the king bred in his heart.
  - b) Or refers to himself as King of Kings to show his power. The King's arrogance and his contempt for others are revealed through this statement.
  - c) Ozymandias refers to the general public and the passers by, who see his statue. He considers himself to be more powerful than God and challenges even God. 'They' should despair or feel helpless as 'they' are unable to meet the power and the challenge of Ozymandias.
  - d) The poem has a deep rooted irony. Ozymandias had commissioned a sculptor to build the enormous statue of himself that represented his

enduring power. But due to the ravages of time only a broken heap of stone remains; the face of the statue which reveal his sneer of cold command no longer commanded anyone or anything. In the end instead of 'despair', he was pitied and disdained.

- e) The narrator means to say that kingly pride was shattered and the Colossal statue was broken apart and now only the sand remains.
- f) Ozymandias was a powerful ruler who was arrogant and contemptuous by nature. The expression on the face of his statue reveals this.
- g) Power or might turns out to be futile on the face of time. Even the power of Ozymandias could not withstand the ravages of time.
6. Identify and write the lines from the poem spoken by the narrator, the traveller and Ozymandias.
- The Narrator : I met a ..... Said
- The traveller : Two vast ..... appear.
- Ozymandias : My name ..... despair.
- The traveller : Nothing ..... far away.
7. Shelley's sonnet follows the traditional structure of the fourteen line Italian sonnet, featuring an opening octave or set of eight lines; that presents a conflict or dilemma followed by a sestet or set of six lines, that offers some resolution or commentary upon the proposition introduced in the octave. Read the poem carefully and complete the following table on the structure of the poem.

|        | Rhyme Scheme    | Theme      |
|--------|-----------------|------------|
| Octave | a b a b a b a b | Conflict   |
| Sestet | c d c e c e     | Resolution |

8. Complete the table by listing the poetic devices used by Shelley
- |               |                           |
|---------------|---------------------------|
| Poetic Device | Lines from the poem       |
| Alliteration  | love and level sand       |
| Alliteration  | which yet survive stamped |
9. Imagine that Ozymandias comes back to life and as he sees the condition of his

statue realization dawns on him and he pens his thoughts in a diary. As Ozymandias make this diary entry in about 150 words. You could begin like this.

I thought I was the mightiest of all but –

- sees the broken statue
- realizes the truth
- not mighty any more
- sneer on the face of his statue
- reflects the sculptor's feelings about him
- feels bad
- realizes his folly

10. 'Ozymandias' and 'Not Marble nor the gilded Monuments' base the theme of Time. Compare the two sonnets in terms of the way in which Time is treated by the poets. Write your answer in about 150 words.

- Statues and monuments constructed for powerful kings.
- Time is powerful.
- In 'Not Marble nor Gilded monuments' poet's creation will survive.
- In 'Ozymandias' it is destroyed.
- In both the poems time destroys structure but art lives.
- Poetry is immortal and the expression on the face of the statue remains – thus art survives.
- In spite of being mighty monuments may not survive with the powerful passage of time.

### **Chapter 10: THE RIME OF THE ANCIENT MARINER**

1. a) Observe the picture.

A picture of a man with a bird hanging round his neck. No the man does not look happy, because he seems to be upset about something.

- b) Different answers can be expected from the students as they have yet to read the poem.

After explaining the poem, come back to the question and the answer would be that as a punishment for his thoughtless act, the other sailors hung it round his neck.

- c) Something that is with you all the time as a reminder that you have done something wrong.
- d) It is a bird exclusively found in the polar region.
- e) Now read the poem slowly with expression. Then explain verbatim.

When the 1st part has been explained and understood and the questions answered, ask the students to read the 2nd part of the poem in silence.

- f) Short questions may be asked to find out what might happen in the II part of the poem.

2. Explain the poem in detail.

Part I

6. a) iii              b) i              c) ii              d) iv              e) iii              f) ii  
      g) iii              h) i              I) ii              j) ii              k) ii

7. a) The Mariner stopped the wedding guest by holding him with his skinny hand.

When he wanted to leave, he mesmerized him with his eyes.

- b) The wedding guest was not happy to be stopped. He was angry and insisted that he be left free to attend the wedding.
- c) The Ancient Mariner had grey beard and glittering eyes. He was lean with skinny hands.
- d) The ship left the harbour on a cheerful note.
- e) The sailors enjoyed fair weather at the beginning of the journey “ The sun came up upon the left, out of the sea came he! And he show bright!” – These lines suggest the weather was perfect
- f) The sailors were sailing when suddenly a tyrannous storm came chasing them and derailed them and they were pushed into the land of mist and snow.
- g) He says that ‘the ice was here and ice was there and ice was all around.’ This suggests that they were surrounded by icebergs.

- h) The Albatross responded to the call of the sailors, sat on the deck along with them thus signifying that the albatross was not afraid of the human. The albatross brought hope and it was the first sign of life in the land of mist and snow. So they hailed it in God's name.
- i) The ancient mariner killed the albatross without any provocation so it was a terrible deed. He did it without any reason.

8. The poetic devices

- 2. repetition - to insist on the exact place
- 3. personification - personifies the sun to show the movement
- 4. Simile / hyperbole - the blushing bride compared to the red rose, (exaggerated description)
- 5. personification - the storm personified as a tyrant.
- 6. personification - the storm is personified as enemy chasing.
- 7. repetition - the ice was here, ice was there ----- explains that ice is everywhere.

Part II

Answer the following questions

- a) The ship started moving in the northern direction. The sun goes up upon the right.
- b) The mariner had killed the albatross, and thus no bird followed the ship.
- c) At first the other mariners blamed the ancient mariner for killing the albatross saying that it was a bad omen. They changed their minds twice after this.  
This tells us that they were fickle minded and superstitious.
- d) After the ship sailed out of the land of mist and snow, the conditions became better, with a fair breeze blowing and the glorious sun shining like God's own head. The mariner was then praised for killing the albatross.
- e) The weather was very hot and unfavorable with the scorching heat of the midday sun – this is what was indicated.
- f) The mariner uses a simile to describe the fact they were stranded in the middle of the



sea -- as idle as a painted ship upon a painted ocean.

- g) Water was everywhere around them, yet they could not drink a single drop -----  
'water water everywhere nor any drop to drink'.
- h) The narrator tries to convey the gloomy mood of the sailors that continues in the 10th and 11th stanza. They were hallucinating about the imminent danger.
- i) The mariners felt that the ancient mariner was the reason for all the suffering, as he had killed the innocent bird without any provocation.
- j) They were thirsty, they could not speak the very thought of some bad omen staring at them made them feel weak ----- they were hallucinating.
- k) The mariners hung the albatross around the neck of the Ancient Mariner, to remind him of the sin he had committed and to make him feel guilty.

- |        |                                                                         |                                                                             |
|--------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 12. 1. | The sun now rose upon the right<br>Out of the sea came be.              | personification: The sun is personified                                     |
| 2.     | breeze to blow                                                          | alliteration                                                                |
| 3.     | like God's own head                                                     | Simile - Comparing the God's own head                                       |
| 4.     | The fair breeze flew<br>The white foam flew<br>The furrow followed free | alliteration                                                                |
| 5.     | 't was sad as sad could be                                              | Simile                                                                      |
| 6.     | hot and copper sky                                                      | imagery                                                                     |
| 7.     | bloody sun                                                              | metaphor                                                                    |
| 8.     | water water everywhere                                                  | hyperbole - exaggerated<br>repetition - to insist that water was everywhere |
| 9.     | deep did rot                                                            | alliteration                                                                |
| 10.    | death fires danced at night                                             | metaphor                                                                    |
| 11.    | like a witches oils<br>Burnt green and blue and white                   | Simile<br>imagery                                                           |

12. Rhyme Scheme  
a b c b

13. I) He stopped the wedding guest to make a confession.

- ii) to redeem himself
- iii) Do not harm nature -----  
As you sow, so shall you reap.

## Chapter: 12

## SNAKE

1. Snakes generate horror and fascination.

When we look at the snake, the first reaction is that of fear because we have learnt that reptiles can be poisonous and dangerous. But at the same, snakes fascinate us because of their colour, stripes, movement and grace

(Before giving the adjective, elicit the answer from the students)

2. Now ask them to read the poem by Ross silently and fill in the table given below.

Make them read it aloud.

| What is the snake doing                                                                                                                                                | Words which describe the snake       | Poet's plea                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>trying to escape the pursuing stick.</li> <li>glides through the water way</li> <li>Vanishes among green slim reeds.</li> </ul> | beautiful, graceful,<br>small, green | Let him go over the<br>water into the reeds<br>to hide.<br>not to hurt him<br>as he is harmless |

3. a. Read the poem by Lawrence aloud, Let the students get the feel of the poem.  
b. Ask them short questions to gauge their understanding.  
c. Then explain the poem in detail.

4. Given below is the summary of the poem 'Snake' in short paragraphs. However they are jumbled.

Work in pairs and put the summary into a logical sequence.

Ans. d g a e j h c I f b

5. Based on the reading of the poem answer the following questions by ticking the correct options.

1. 'he lifted his head from his drinking as cattle do - The poet wants to convey that the snake.
- a) is domesticated
  - b) is innocent
  - c) is as harmless as cattle
  - d) drinks water just like cattle

Ans. - c

2. 'Sicilian July', 'Etna smoking' and 'burning bowels of the earth' are images that convey that -----
- a) there are snakes in volcanic areas
  - b) the poet lived in a hot area
  - c) it was a really hot day when the snake came
  - d) Sicilian snakes are dangerous

Anc. - c

3. A sort of horror, a sort of protest overcame me' - The poet is filled with protest because -----
- a) he doesn't want to let the snake remain alive.
  - b) he fears the snake
  - c) he doesn't want the snake to recede into darkness
  - d) he wants to kill it so that it doesn't return.

Ans. - c

4. In the line 'And as he slowly drew up snake - 'easing his shoulders and entered farther' the phrase 'Snake - easing his shoulders' means
- a) loosening its shoulders
  - b) slipping in with majestic grace
  - c) moving slowly
  - d) moving fast

Ans. - b

5. 'He seemed to me like a King in exits -----'

The poet refers to the snake as such to emphasise that the snake

- a) is like a King enduring banishment
- b) is like a King due to be crowned
- c) is a majestic King who came for a while on earth
- d) is a majestic creature forced to go into exile by man

Ans. - d

6. 'I thought how paltry how vulgar what a mean act' The poet is referring to -----

- a) the snake going into dreadful hole
- b) the accursed modern education
- c) the act of throwing a log of wood at the snake
- d) the act of killing the snake.

Ans. - c

6. a) Why does the poet decide to stand and wait till the snake has finished drinking?

What does this tell you about the poet?

Ans. The poet feels that the snake was an honoured guest. It was a hot day and the snake had come to the through of water before him. So the poet decides to wait. The poet was courteous.

b) In stanzas 2 and 3 the poet gives a vivid description of the snake by using suggestive expressions. What picture of the snake do you form on the basis of this description?

Ans

a) The snake's skin is of yellow - brown colour. It has a 'slack long body'. It has a forked tongue. With a soft belly it looks beautiful and majestic with a grace of its own.

b) How does the poet describe the day and the atmosphere when he saw the snake?

Ans. The poet describes the day as being a very hot day in July in Sicily with Mount Etna smoking

- On a hot, hot day and I in Pyjama for the heat.
- From the burning towels of the earth

On the day of Sicilian July, with Etna smoking

- c) What does the poet want to convey by saying that the snake emerges from the burning bowels of the earth?

Ans. The poet wants to convey that even within the earth it was as hot as it was outside. It was the intensity of the heat that had forced the snake to come out of its hole.

- d) Do you think the snake was conscious of the poet's presence? How do you know?

Ans. The snake does not seem to be conscious of the poet's presence. Had it known that the poet was there it would have shown some reaction. The leisurely and unhurried movements of the snake are indicative of this.

It drank the water as cattle did and looked at the poet vaguely.

- e) How do we know that the snake's thirst was satiated? Pick out the expressions that convey this.

Ans. The following lines show that the Snake's thirst was satiated.

He drank enough and lifted his head, dreamily, as one who was drunk and flickered his tongue like night on the air, so black seeming to lick his lips.

- f) The poet has a dual attitude towards the snake. Why does the poet experience conflicting emotions on seeing the snake?

Ans. The poet instinctively admires the majestic look and beauty of the snake and treats him like an honoured guest. That is why he does not want to disturb it. But his voice of education and civilization tells him that golden snakes are poisonous. The poet experiences conflicting emotion and questions himself whether it was his cowardice that stopped him from killing the snake.

- g) The poet is filled with horror and protest when the snake prepares to retreat and busy itself in the 'horrid black' 'dreadful' hole. In the light of this statement bring out the irony of his act of throwing a log at the snake.

Ans. Initially the poet admires the snake's graceful movements. He treats the snake as his guest and waits patiently till it quenches its thirst at his place. When the voice of education tells him that it is a poisonous snake and it must be killed, he picks up a stick and hurls it at the snake and this made the snake hurry into the hole. He could not accept the majestic snake's hasty retreat into the horrid black hole. The poet admired the snake but tried to kill it. This is ironical.

- h) The poet seems to be full of admiration and respect for the snake. He almost regards him like a majestic god. Pick out at least four expressions from the poem that reflect these emotions.

Ans. The following expressions show the poet's admiration for the snake

- But even so, honoured still more
- That he should seek my hospitality.
- And looked around like a god,
- For he seemed to me like a king
- But must I confess how I liked him
- I missed my chance of life -----

- i) What is the difference between the snake's movement at the beginning of the poem and later when the poet strikes it with a log of wood? You may use relevant vocabulary from the poem to highlight the difference.

Ans. In the beginning it moves slowly in a leisurely manner – the body is slack. When it had drunk the water he moves unhurriedly towards the hole. But when the poet throws a log at it, it moves 'in undignified haste' and making it writhe 'like lightning' and enter the hole in the ground swiftly.

- j) The poet experiences feelings of self derision, guilt and regret after hitting the snake. Pick out expressions that suggest this. Why does he feel like this?

Ans. "And immediately I regretted it.

I thought how paltry, how vulgar,  
what a mean act

I despised myself and the voices of my  
accursed human education

I have something to expiate – a – pettiness.

The poet feels so because he threw the stick and scared the snake away, even though it had not harmed in any manner. He is filled with regret.

- k) You have already read Coleridge's poem 'The Rime of the Ancient Mariner' in which an albatross is killed by the Mariner. Why does the poet make an allusion to the albatross?

Ans. The poet makes an allusion to the albatross because his act was similar to the Mariner's.

The Mariner killed the albatross without provocation and here the Poet scared away the snake needlessly. Both regret the act and the poet is scared that for this sinful act he might have to face troubles similar to those faced by the mariner.

- l) "I have something to expiate." Explain.

Ans. The poet feels he has done wrong in trying to hit the snake and is filled with remorse and sorrows as he has committed a sin and needs to pay for his pettiness. He is keen to make amends for his act.

7. The encounter with the snake and the dual response of the poet to his presence at the water trough reflect a conflict between civilized social education and natural human instincts. The poet writes a diary entry highlighting how he was torn between the two voices. Write his diary.

Ans. Value points

- ponder over the incident
- upset – threw a stick at the snake
- had come to drink water – hot day
- was watching it – looked harmless
- waited for it to go
- was going back – voice of education
- thought the snake was poisonous
- hit it with a stick
- ashamed of myself – was I right in hitting it – feels for it
- henceforth try to avoid such acts

8. Notice how D.H. Lawrence uses Alliteration and Onomatopoeia effectively in the following stanza.

He reached down from a fissure in the earth wall in a gloom

And trailed his yellow brown slackness soft bellied down



Over the edge of the stone trough

And vested his throat upon the stone bottom

And where the water had dipped from the tap , in a small clearness

He sipped with his straight mouth

Softly drank through his straight gums, into his slack tong body

Silently.

To what effect has the poet used these devices? How has it added to your understanding of the subject of the poem? You may record of the poem? You may record your understanding of the snake characteristics under the following headings:

- Ans. a) Sound :
1. He sipped from his straight mouth
  2. Softly drank through his straight gums -----
- b) Movement :
1. And trailed his yellow-brown slackness soft-bellied down
  2. Seeming to lick his lips
  3. And as he put his head into that dreadful hole -----
  4. And climb again the broken bank of my wall-face
  5. And flickered his two-faked tongue from his lips
- c) Shape
1. \_\_\_\_\_ soft bellied
  2. straight mouth
  3. \_\_\_\_\_ into his slack long body
9. The poet has also used both repetition and similes in the poem. For example must wait, must stand and wait (repetition) and looked at me vaguely as cattle do (simile) Pick out examples of both and make a list of them in your note books. Give reasons why the poet uses these literary devices.

- Ans. A) Examples of Repetition
- 1) On a hot, hot day
  - 2) And slowly, very slowly

3) A sort of horror, a sort of protest

B) Examples of Simile

1) He lifted his head from drinking, as cattle do

2) And looked around like a god

3) Like a King in exile

10. A Calligram is a poem, phrase, or word in which the handwriting is arranged in a way that creates a visual image. The image created by the words expresses visually what the word or words say. In a poem it manifests visually the theme presented by the text of the poem. Read the poem given below. Try to compose a calligram. You could pick on subject of your choice.

Ans: Suggestions: flower / river / bird

**CBSE CLASS X COMMUNICATIVE ENGLISH  
TEACHERS' MANUAL**

**DRAMA**

**The Dear Departed**

**Warm-up :**

1. The teacher reads the diary extract aloud. Elicits answers from the students for the three questions.

Then the teacher has a class discussion on the plight of the old people in today's fast-paced world.

2. Ask students to read the news story individually. Divide the class into groups of four. Ask the students to discuss the answers for a) and b) and complete the web.

Teacher organizes a dramatized reading of the play assigning roles to the students. Students can read their dialogues loud and clear with emotions. The reading of the play can go on till page 141 ..... inspects the new mourning.

While the students read the teacher can interrupt once or twice to explain words like daft, pinching etc. The teacher can put forth some questions to check the students' understanding.

- (i) What were Mr. & Mrs. Slator doing before the arrival of Mrs. Elizabeth.

A few questions can be asked.

Eg. What do you think will happen now?

In the next period a few other students can perform the dramatized reading.

From page 141 - 146 Victoria .....

Grandpa's getting up.

In the third period page 147 - 154 can be read aloud. In pairs students are asked to work out the answer for Q4 - Rearranging the jumbled sentences.

Answers - 3, 2, 6, 4, 11, 5, 10, 1, 9, 7, 8

- Q.5 The teacher discusses the answers with the students.

Q.7. Written work can be assigned as Home work.

Answers

- 5.1. Mrs. Slater is dressed in black but is not in complete mourning. She makes her husband wear a black tail coat, gray trousers, a black tie and a bowler hat. She instructs Victoria to wear a white frock with a black sash. She thinks the Jordans would not have thought about mourning yet.
2. Mrs. Slater decides to shift the bureau so that she can take possession of it before her sister arrives. It was purchased recently and Mrs. Jordan is unaware of it. Henry does not approve of it.
3. The Jordans were delayed because they had to buy new mourning clothes. This shows the rivalry between the sisters. One wanted to out do the other at all times.
4. Not calling in a doctor is a fatal mistake. The irony is that Abel Merry Weather is very much alive and nothing 'fatal' has happened.
5. Initially Ben praises Abel Merry weather because he thinks the old man has paid his insurance premium that morning and they could claim his insurance. Later Victoria Slater tells them that grandfather had not gone to pay the premium that morning. Instead he had been to a restaurant Ben is angry and calls him a drunkard. The policy might have lapsed and he would not be benefited in anyway.
6. Grandfather says he will make changes in his will stating that his money and his belongings will be given to the person who lives with him at the time of his death  
The daughter quarrel as each one wanted to keep him with her.
7. Grandfather plans to alter his will after consulting a lawyer.
  - (ii) Go to the Insurance officer and pay his premium
  - (iii) Go to St. Philip's church and get married.
8. Irony in the title
  - (i) When the grandfather is (presumed) dead (departed) he is dear as his belonging are only dear to his daughters.
  - (ii) When the two sisters quarrel Abel gets up
    - (a) Elizabeth shows him the bureau and the clock grabbed by Amelia
    - (b) Amelia retaliates – talks about the gold watch promised to her

husband

(c) The truth that neither of them wants to keep him – comes out.

- |    |                      |               |
|----|----------------------|---------------|
| 3. | Henry                | His wife      |
|    | Sensitive            | greedy        |
|    | Allows himself to be | over powering |
|    | Dominated by         | impolite      |
|    | Amelia evasive       | lacks finesse |

- 8.1. (a) The bureau  
 (b) they are taking the bureau before the arrival of the Jordans  
 (c) Mrs. Slater always wanted it. Her sister would drive a hard bargain if she sees it  
 (d) Victoria's value systems are intact. She goes by her conscience while the elders have no integrity
2. (a) Mrs. Jordan  
 (b) She sees Henry wearing Abel's slippers  
 (c) It was unethical to grab the things in such haste when one is dead  
 'Now Amelia ..... worse.  
 (a) Ben Jordan (b) Amelia expresses her grief  
 (c) Death could have come to any one of them  
 (d) He says this chirpily – so he is quite callous

9. Diary Entry : As a pre-writing task have a class discussion on Victoria Slater's reaction to the elder's behaviour.

Elicits words denoting feeling.

The diary entry is an individual work. Can be assigned as home work. Teacher can evaluate the diary entries.

10. Speaking : Organise a class discussion for 30 min. In the following period each group can express their views to the whole class.

**Drama****JULIUS CAESAR**

Warm Up : Teacher elicits answers to bring out the difference among the three words

Killing

Murder

Assassination

2. Names of leaders assassinated  
Gandhi, Rajiv Gandhi, J.F. Kennedy  
Benazir Bhutto etc.
3. Group discussion on why political leaders are assassinated is organized by the teacher .  
Plenary follows :  
The film Julius Caesar can be played before reading the play.  
Dramatized reading of the whole play in 4 – 5 periods is suggested

Answers :

- 5.1 (a) 2 (a) 3 (a) 4 (c) 5 (d) 6 (b) 7 (a) 8 (d) 9 (a) 10 (a)
6. (a) Calpurnia's dream – a lioness whelping – graves opening dead bodies strewn around – drizzling blood upon the Capitol.
  - (b) no to go to the Capitol.
  - (c) over-confidence clouds his wisdom
  - (d) Caesar's statue spouting blood like a fountain and Romans dipping their hands in it. Decius says that Rome shall imbibe fresh life – it is an honour for the Roman to be blessed by Caesar's blood.
  - (e) the senate has decided to offer a crown to Caesar
  - (f) Decius interpretation of the dream appeals to Caesar's ambition and vanity.
  - (g) The conspirators want the petition against Metellus Cimber to be withdrawn
  - (h) Caesar – he loved Brutus and he could not believe Brutus; ungrateful act.
  - (i) They shout 'Liberty, freedom and enfranchisement'.
  - (j) Antony is saddened that a mighty conqueror is just reduced to a corpse. He wants to die at the conspirator's hand.
  - (k) Conspirators. He is sarcastic

- (l) Brutus tells Antony not to ask for Death at their hands. Cassius appeals to Antony's greed.
- (m) Cassius fears Antony's ability as an orator. Brutus says he will speak first and Antony will speak after him. Antony will tell the audience he was speaking with the permission of the conspirators.
- (n) Antony must not blame the conspirators. He must say he has been permitted to speak. He will speak from the same pulpit as Brutus.
- (o) Butchers
- (p) Civil war will break out blood shed and destruction will be common, Caesar's spirit shall crave for revenge. No pity anywhere
- (q) Caesar was ambitious
- (r) he has not understood the reaction given by Brutus.
- (s) Antony's speech appeals to the emotions. He is sarcastic
- (t) Brutus and Cassius are attacked by the mob

| Person        | Extract From Play                                                                                                                                                                                                                                                                             | What this tells us about the character            |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Julius Caesar | 1. The things that threaten'd me<br>Ne'er look'd but on my back ;<br>when they shall see the face of<br>Caesar, they are vanished.'                                                                                                                                                           | Arrogant                                          |
|               | 2. 'Alas, my lord, Your wisdom is<br>consumed in confidence'.                                                                                                                                                                                                                                 | Over-confident                                    |
|               | 3. Have I in conquest stretch'd mine<br>arm so far, To be afraid to tell<br>graybeards the truth?'                                                                                                                                                                                            | Great conqueror                                   |
|               | 4. 'To every Roman citizen he gives,<br>To every several man, seventy-<br>five drachmas ..... Moreover, he<br>hath left you all his walks. His<br>private arbours and new planted<br>orchards. On this side Tiber, he<br>hath left them you, And to your<br>heirs for ever, common pleasures, | Generous, cared about<br>welfare of his citizens. |



|             |                                                                                                                                                                                                                                          |                                |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|             | To walk abroad, and recreate yourselves.'                                                                                                                                                                                                |                                |
|             | 5. 'Calpurnia here, my wife , stays me at home : She dream to-night she saw my statue, which, like a fountain with an hundred spouts, Did run pure blood ..... And these does she apply for warnings, and portents, And evils imminent.' | Superstitious                  |
|             | 6. Agrees to go to the senate when Decius Brutus says : 'the senate have concluded. To give this day a crown to mighty Caesar. If you shall send them word you will not come, Their minds may change                                     | Ambitious, given into flattery |
|             | 1. Defends Caesar after his death: 'Thou art the ruins of the noblest man That ever lived in the tide of times. Woe to the hand that shed this costly blood!.                                                                            | Loyal friend                   |
| Mark Antony | 2. Makes peace with Caesar's enemies : 'Friends am I with you all and love you all.'                                                                                                                                                     | Clever ; tactical              |

|  | Words/actions of the mob                                         | Characteristics                             |
|--|------------------------------------------------------------------|---------------------------------------------|
|  | 1. Believes whoever speaks to them                               | Foolish                                     |
|  | 2. THIRD CITIZEN Let him (Brutus) be Caesar. FOURTH              | Does not understand the ideals of democracy |
|  | 3. Touched by the sight of Caesar's bleeding body and his mantle | Emotional                                   |

|                                                                                      |         |
|--------------------------------------------------------------------------------------|---------|
| 4. Change their mind about Caesar's killing after hearing the will                   | Greedy  |
| 5. SECOND CITIZEN if thou consider rightly of the matter, Caesar he had great wrong  | Fickle  |
| 6. ALL Revenge ! About ! Seek ! Burn ! Fire ! Kill ! Stay ! Let not a traitor live ! | Violent |

| Antony's words                                                                                           | Argument                                    |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1. 'I come to bury Caesar, not to praise him.'                                                           | Does not wish to eulogize Caesar            |
| 2. 'The noble Brutus<br>Hath told you Caesar was ambitious :<br>And grievously hath Caesar answer'd it'. | Seemingly agrees with Brutus                |
| 3. 'You all did see that on the Lupercal                                                                 | Disproves Brutus' argument about ambition   |
| 4. 'Bear with me ;<br>And I must pause till it come back to me.'                                         | Appeals to emotion                          |
| 5. 'But yesterday the word of Caesar might Have stood against the world'.                                | Reminds them of Caesar as a great conqueror |
| 6. Repeatedly calls the conspirators                                                                     | Use of irony                                |
| 7. 'Look, in this place ran Cassius' dagger through :<br>Mark how the blood of Caesar follow'd it'.      | Exploits the sympathy of the mob            |
| 8. 'Here is the will, and under Caesar's seal.                                                           | Appeals to the mob's greed                  |

Q.10.

- (a) To Calpurnia : When Calpurnia forbid him from going to the Capitol he says so
  - (b) The dream that she had was full of bad omen that portend the death of Caesar
  - (c) The dream that she had the previous night
- 2.
- (a) Antony near Caesar's body addressing the citizen
  - (b) he has bequeathed his walks, private arbour and orchards to the people
  - (c) To make them realize that Caesar was not ambitious
  - (d) They are instigated against the conspirators.

Role Play

11. In groups students hold a press conference

# The Main Course Book

## Introduction

The Main Course Book develops students Skills in reading for understanding, writing, listening and speaking and extends their vocabulary. The book is centered around themes chosen for their high interest level with class X students ----- Health and Medicine, Education, Science, Environment, Travel and Tourism, National Integration.

Activities are ' skill based' i.e, they seek to develop skills in reading, writing, listening and speaking as set out in the teaching/ testing objectives. A wide variety of ( written and oral) texts are used, to represent those met by students both in and out of school. Each unit also focuses on certain functions of English (eg agreeing, disagreeing: expressing opinion, describing a place or person) – in other words, what people do in a language.

The Main Course Book is intended to provide work for about 5-6 sections in a unit and about 6-8 sub divisions in a section. You are therefore advised to work through the activities briskly. If with weaker classes, you are unlikely to complete the whole book, then you will need to decide in advance which units and sections you plan to cover so as to ensure that you meet the criteria for continuous assessment, and adequately prepare your students for the examination.

# HEALTH AND MEDICINE

## (SUMMARY)

| SECTION                                 | In this UNIT you will develop your                                                                                                                                                                                    |                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                                                             |                                                                                                                                         |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|                                         | READING SKILLS                                                                                                                                                                                                        | WRITING SKILLS                                                                                                                                                                                              | SPEAKING SKILLS                                                                                                                                                                       | LISTENING SKILLS                                                                                                                                                                                                                                            | VOCABULARY                                                                                                                              |
| <b>Introduction</b>                     | <ul style="list-style-type: none"> <li>• Identifying the main points of a text.</li> <li>• Analysing, interpreting and inferring the ideas in a text.</li> <li>• Deducing the meaning of unfamiliar words.</li> </ul> | <ul style="list-style-type: none"> <li>• Listing factors contributing to good health</li> <li>• Writing an informal letter</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Group discussion on good health</li> </ul>                                                                                                   |                                                                                                                                                                                                                                                             |                                                                                                                                         |
| <b>(A) Do Indians get enough sleep?</b> | <ul style="list-style-type: none"> <li>• Identifying the main points of a text.</li> <li>• Analysing, interpreting and inferring the ideas in a text.</li> <li>• Deducing the meaning of unfamiliar words.</li> </ul> | <ul style="list-style-type: none"> <li>• Writing an informal letter</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>• Learning to present your views in a group discussion</li> <li>• Expressing opinion</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Listening to a conversation/feature and understanding the topic and main points.</li> <li>• Listening for information required.</li> <li>• Understanding and interpreting spontaneous spoken discourse.</li> </ul> | <ul style="list-style-type: none"> <li>• Phrasal Verbs</li> <li>• Understanding and using words related to health and sleep.</li> </ul> |
| <b>(B) Laughter the Best Medicine.</b>  | <ul style="list-style-type: none"> <li>• Reading a poem for global and local comprehension and appreciation.</li> <li>• Recognizing the organization of a prose text.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Planning and organizing ideas</li> <li>• Subtitling paragraphs</li> <li>• Writing an e-mail.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>• Expressing and responding to personal feelings, opinions and attitudes.</li> <li>• Participating in spontaneous spoken discourse.</li> </ul> |                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Words related to benefits of laughter yoga.</li> </ul>                                         |
| <b>(C) Whopping Walter Hudson</b>       | <ul style="list-style-type: none"> <li>• Identifying the main points of a text</li> <li>• Deducing the meaning of unfamiliar lexical items in a given context.</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Adopting different strategies to convey ideas effectively according to purpose, topic and audience</li> <li>• Taking active part in a group discussion.</li> </ul> |                                                                                                                                                                                       |                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Word extension - using vocabulary related to eating and build.</li> </ul>                      |

| SECTION                         | In this UNIT you will develop your                                                                                                                                                                |                                                                                                                                              |                                                                                                                                                        |                  |                                                                                                                                                                                            |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | READING SKILLS                                                                                                                                                                                    | WRITING SKILLS                                                                                                                               | SPEAKING SKILLS                                                                                                                                        | LISTENING SKILLS | VOCABULARY                                                                                                                                                                                 |
| <b>(D) The World of Sports.</b> | <ul style="list-style-type: none"> <li>Selecting and extracting information from a text for a specific purpose .</li> <li>Categorizing sports activities.</li> </ul>                              | <ul style="list-style-type: none"> <li>Writing a coherent paragraph</li> <li>Writing a diary entry.</li> </ul>                               | <ul style="list-style-type: none"> <li>Presenting opinions, supporting them with reasons.</li> <li>Taking active part in a group discussion</li> </ul> |                  | <ul style="list-style-type: none"> <li>Punctuation</li> <li>Words related to Sports and games.</li> <li>Inferring the meaning of Words and phrases and using them in sentences.</li> </ul> |
| <b>(E) Nature's Medicines.</b>  | <ul style="list-style-type: none"> <li>Recognizing the organization of a text</li> <li>Deducing the meaning of unfamiliar lexical items</li> <li>Identifying the main points of a text</li> </ul> | <ul style="list-style-type: none"> <li>Subtitling paragraphs</li> <li>Sentence completion</li> <li>Class project and presentation</li> </ul> | <ul style="list-style-type: none"> <li>Making a power point presentation</li> </ul>                                                                    |                  | <ul style="list-style-type: none"> <li>Words related to herbal medicine and health.</li> </ul>                                                                                             |

# Unit – 1

## Health and Medicine

### Introduction

Warm up of the whole unit. Students will discuss and make a list of things, that according to you, contribute towards good health and wellness in an individual in groups of 4-5.

- a) a balanced diet
- b) exercise
- c) games
- d) good sleep
- e) regular routine
- f) greens
- g) fruits
- h) Pollution free environment
- i) Not medicating yourself too much
- j) nature cure
- k) laughter

A.1 Ask the students to read the article on 'Do Indians get enough sleep?' silently. And then do the exercises given at the end of the lesson. This is a reading strategy.

- A.2
- a) exhaustion
  - b) consistent deficit of sleep
  - c) people recovering from jet lag force themselves to be awake during the day so that they may sleep at night
  - d) Indians are basically compulsive early risers
  - e) Seen to have cups of coffee to avoid sleep.

- A.3)
- a) Lack of concentration
  - b) need of the hour- to help patients to overcome exhaustion.
  - c) Insufficient sleep – work habits differ, age – helps to relax the brain and physically rejuvenate the person .
  - d) Since people believe in rising early, the writer feels that to get the right amount of sleep, one must sleep early as well.



A 4. Format of an informal letter.

From address :

Date

Dear ....

Subject : Matter

Yours affectionately

Name

Follow the code (collect organize draft, edit, review) Use the imperative form of the sentence.

- Drink a lot of water and take a fifteen minutes stroke after dinner on a regular basic.
- Eat proper nutritious food
- Avoid late dinners
- Strictly follow the routine
- Do not stay awake late in the night during exams
- Have a glass of warm milk before you go to bed

For the sake of introducing variety into your writing, refer to the ACB text on page 6.

A 5. a) Phrasal verbs or multi word verbs consist of a basic verb \_ another word or words. Explain this in detail giving the examples from the book .

- |       |             |     |            |
|-------|-------------|-----|------------|
| b) i) | forced      | ii) | elude      |
| iii)  | invigorated | iv) | accumulate |
| v)    | counter     | vi) | reiterate  |

A 6. Reading Skills

Ask the students read the concluding part of the article on whether we get enough sleep these days & then answer the questions.

- A 7. a) Crucial  
b) susceptibility  
c) array  
d) adversely  
e) Chronic

A 8. 1)b                                  2)c                                  3)b                                  4)c

|      |                              |                                                             |                                                 |
|------|------------------------------|-------------------------------------------------------------|-------------------------------------------------|
| A 9. | <b>Lack of sleep</b>         | <b>Effect on the production of</b>                          | <b>Ultimate effect on us</b>                    |
|      | a) Leptin                    | appetite suppressing hormone                                | fat tissues                                     |
|      | b) Ghrelin                   | hormone controlling hunger                                  | Causing greater feelings of hunger              |
|      | c) Cortisol                  | increases stress hormone                                    | fatigued and weak                               |
|      | d) Brain neuron Transmitters | the chemicals that delivers the message between nerve cells | emotional destruction like depression / anxiety |

### Listening Skill

A 10. Make them listen to the tape and then answer the question:

- 1) iii      2) ii      3) i      4) iii      5) i      6) iv

A 11. The teacher allows the students to have a group discussion and one person from each group is asked to share the decision of the group with the class.

### Section B : Laughter - The Best Medicine

- B1. The teachers read the poem aloud so that the students listen to the correct voice modulation. Then the exercises are done as per direction.
- B2. Ask the students to have a discussion and find out which part of the poem they like the most and why.
- B3. The students should read the article silently and then try to answer the questions.

Read aloud the statements and ask the students to complete the table by putting them in the relevant column.

The benefit of laughter

| Physical Health Benefit                                                                                                                                                                            | Mental Health Benefit                                                                                                                                                                               | Social Benefit                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Boosts immunity</li> <li>• Lowers stress hormones</li> <li>• Decreases resistance</li> <li>• relaxes muscles</li> <li>• prevents heart disease</li> </ul> | <ul style="list-style-type: none"> <li>• Relieves stress</li> <li>• Help defuse conflicts</li> <li>• eases anxiety and fear</li> <li>• Improves mood</li> <li>• Add joy and zest to life</li> </ul> | <ul style="list-style-type: none"> <li>• Strength relationships</li> <li>• enhances team work</li> <li>• promotes group bonding</li> <li>• attracts others to us</li> </ul> |

B4. Students will now read the article: 'Fundamentals of Laughter Yoga'.

B5. Para 1: - The link between body and mind

Para 2: - Laughter positive impact making members refreshed.

Para 3: - Spontaneous laughter

Para 4: - The unconditional nature of joy

Para 5: - The conditional mind

Para 6: - Healing power of laughter yoga .

B6. Email Format.

Date

To

From

Subject

Subject Matter

Your .....

Ask the students to write an e-mail using the format and value points given in the book .

### Section C :- C1

Read the article silently and answer the questions given below.

Workaholic – addicted to work

Foodaholic – addicted to food

| C2 | Year    | What Happened                                                                                | Weight |
|----|---------|----------------------------------------------------------------------------------------------|--------|
|    | 1945    | Born un Brooklyn                                                                             | X      |
|    | 1951    | Began gorging                                                                                | X      |
|    | 1960    | Very obese, legs collapsed and he was confined to bed                                        | X      |
|    | 1970    | Family moved to Hempstead, New York, broke the motor car seat                                | 266 kg |
|    | 1987    | was stuck in bedroom door for four hours, eight firemen had to free him went on a diet; lost | 540 kg |
|    | 1987/88 | 178 kg in 3 months.                                                                          | 362 kg |
|    | 1991    | Died                                                                                         | 50 kg  |

- C3. 1. Devoted  
2. Notoriety  
3. copious  
4. penchant  
5. obese  
6. negotiate  
7. envisaged
- C4. a) peck nibble  
bite eat  
hog gobble  
gorge  
b) Skinny thin  
healthy strong  
fat bulky  
obese
- C5. 1) Routine dull life – tried to be happy , No he did not have many friends. The things we do work, play, go out, meet friends, Walter did not have different types of clothes, furniture, big bed difficult to wash himself.  
2) He loved eating and could not resist eating – foodaholic  
3) He should have started on salads and fruit juice & diverted his attention to something else.  
4) His family members supplied all the food, by himself he has no money.  
5) His relatives – Yes they were responsible because they need not have given him so much to eat.
- C6. Make the students write this in the form of a diary entry. Ask them to put the entry in a box.
- |                 |      |
|-----------------|------|
| Day and time    | Time |
| Subject Matter  |      |
| Various answers |      |
- C7. Writing of a message – The format has been given . Explain in detail.
- C8. Message to be written in the notebook in the proper format .

D. The World of Sports.

D1. Ask the students to read the passage silently and ask them to answer the questions. They can discuss in small groups .

Physically : Badminton and tennis

Reason - Vigorous – lot of exercise – before the game and also build the body to withstand the rigors of the game.

Mentally – chess and scrabble. Reason – Ones thinking and logical skills.

Socially - Cricket and football

Reason – It is a team game0 It involves the cooperation and coordination of the players. It brings them close to one another. Improving social relationships.

D2. Various sports can be put under different categories.

D3. Ask the students to work in groups.

| Adventure                   | Motor                     | Team                                        | Water                      | Combat                                                         |
|-----------------------------|---------------------------|---------------------------------------------|----------------------------|----------------------------------------------------------------|
| Paragliding<br>Wind surfing | Go Karting<br>Formula One | Basket ball<br>Cricket<br>Kho-Kho<br>Soccer | Swimming<br>Kayaking       | Judo<br>Fencing<br>Kabbadi<br>Kick boxing<br>Combat<br>Kung fu |
| Racquet                     | Athletics                 | Target                                      | Gymnastics                 |                                                                |
| Squash                      | Hurdles<br>Decathlon      | Golf<br>Snow bowling<br>Snooker             | Pole vaulting<br>walk hang |                                                                |

D3. Punctuate the following.

A new age cycle rickshaw, that is light on both the pockets and the calf muscles of the rickshaw pullers, mobile games designed to battle life threatening diseases , like HIV AIDS and TB, and a low cost computer, that enables visually challenged students to read the textbook-- these are all the new inventions. These are not innovations designed by Phunjsuk Wanngduaka Ranchhoddas Shamaldas of Chanchod of 3 Idiots fame. Much

before Aamis Khan's, Rancho made innovation, a house hold word, these simple but powerful ideas were being quietly conceptualized and put to practice by enterprising Indians, in various corners of the country.

- D4. Ask the students to read the article silently and answer the questions.
- D5. Using the words ask the students to write a paragraph on Ashok Kumar .

Humanity, perseverance, goal orientation

Before the students begin to write, discuss the story of Ashok Kumar. Then each one writes a paragraph.

- D6. 1 - Fashionable and expensive
- 2 - Frankness
- 3 - Very different
- 4 - Highly unbelievable
- 5 - A return to original situation from where one started
- 6 - Very quickly or in large amounts
- 7 - Pertaining to a natural quality that cant be removed.
- 8 - A great performance

D7. Own sentences .

D8. Format of a diary entry.

| Day                                  | Date | Time |
|--------------------------------------|------|------|
| Value Points                         |      |      |
| • Watched him                        |      |      |
| • fascinated                         |      |      |
| • got a sponsor                      |      |      |
| • trained him                        |      |      |
| • allowed him to play at state level |      |      |
| • Happy to see him do well .         |      |      |

### Section E: Natural Medicines

E1. The student needs to read the article silently and do the exercises given

E2 Subtitles Paragraph Number

|   |   |
|---|---|
| - | 7 |
| - | 1 |
| - | 3 |
| - | 5 |
| - | 8 |
| - | 4 |
| - | 6 |
| - | 2 |

- E3
- a) imbued
  - b) aromatic
  - c) treatise
  - d) contemporaries
  - e) considerable .

- E4
- a) discoveries and inventions came to the fore rejecting magical cures.
  - b) technique that Carl Witheim Scheele obtained.

- E5)
- b) In 1838, obtained Salicylic acid from the bark.
  - c) 1853, synthesized a modified form of Salicytic acid- acetyl salicylic acid .
  - e) Which helped his father to get relief from arthritis.

E6. Students may choose any two of the given plants. They will work together in groups of 6-8. Ask them to prepare a power point presentation or charts and posters by referring to the internet or encyclopaedia.

# EDUCATION

## (SUMMARY)

| SECTION                                 | In this UNIT you will develop your                                                                                                                |                                                                           |                                                                                                                                                                                                                                                                                                                                                                |                  |                                                                                                                                      |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|                                         | READING SKILLS                                                                                                                                    | WRITING SKILLS                                                            | SPEAKING SKILLS                                                                                                                                                                                                                                                                                                                                                | LISTENING SKILLS | VOCABULARY                                                                                                                           |
| <b>Introduction</b>                     |                                                                                                                                                   | <ul style="list-style-type: none"> <li>Completing a web chart.</li> </ul> | <ul style="list-style-type: none"> <li>Taking active part in a group discussion</li> <li>Narrating incidents and events and expressing opinions.</li> </ul>                                                                                                                                                                                                    |                  |                                                                                                                                      |
| <b>(A) My struggle for an Education</b> | <ul style="list-style-type: none"> <li>Identifying the main points of a text</li> <li>Deducing the meaning of unfamiliar lexical items</li> </ul> | <ul style="list-style-type: none"> <li>Writing a conversation</li> </ul>  | <ul style="list-style-type: none"> <li>Taking active part in a group discussion</li> <li>Expressing personal feelings, opinions and attitudes.</li> <li>Making a short speech clearly and confidently</li> <li>Participating in a debate, expressing and arguing a point of view clearly and effectively</li> <li>Role play involving conversation.</li> </ul> |                  | <ul style="list-style-type: none"> <li>Words to describe a person's character</li> <li>Words and phrases used in a debate</li> </ul> |



| SECTION                              | In this UNIT you will develop your                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                              |                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                                      | READING SKILLS                                                                                                                                                                                                                                                             | WRITING SKILLS                                                                                                                                                                                                                             | SPEAKING SKILLS                                                                                                                                                                                                                                               | LISTENING SKILLS                                                                                                                                                             | VOCABULARY                                                                                                       |
| <b>(B) Educating the Girl Child.</b> | <ul style="list-style-type: none"> <li>Analysing, interpreting and inferring the ideas in a text.</li> <li>Retrieving and synthesising information from a range of material using study skills.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Transcoding information from one text type to another</li> <li>Writing a letter to the editor.</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Taking active part in a group/class discussion</li> <li>Expressing opinions and giving reasons</li> <li>Adopting different strategies to convey ideas effectively according to purpose, topic and audience.</li> </ul> |                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Words and phrases related to education.</li> </ul>                        |
| <b>(C) Inclusive Education</b>       | <ul style="list-style-type: none"> <li>Identifying the main points of a text</li> <li>Analysing, interpreting and inferring the ideas in the text</li> <li>Local and global comprehension of a poem.</li> <li>Deducing the meaning of unfamiliar lexical items.</li> </ul> | <ul style="list-style-type: none"> <li>Making an oral presentation, expressing opinions and feelings</li> <li>Illustrating a poem</li> <li>Writing a formal letter.</li> <li>Writing a bio-sketch.</li> <li>Writing an article.</li> </ul> | <ul style="list-style-type: none"> <li>Taking active part in a group discussion</li> <li>Expressing and arguing a point of view clearly and effectively.</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Listening to a talk and understanding the topic and main points</li> <li>Understanding and interpreting message in a talk.</li> </ul> | <ul style="list-style-type: none"> <li>Words and phrases occurring in news reports of human interest.</li> </ul> |
| <b>(D) Vocational Education</b>      | <ul style="list-style-type: none"> <li>Identifying the main points and supporting details and making notes.</li> <li>Reading a story and appreciating the main idea conveyed by the story</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Writing an article</li> <li>Writing a narrative piece.</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Participating in a debate and expressing and arguing a point of view clearly and effectively.</li> <li>Role playing and participating in spontaneous spoken discourse.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Listening to a talk and understanding the topic and main points</li> <li>Understanding and interpreting message in a talk.</li> </ul> | <ul style="list-style-type: none"> <li>Names of professional courses</li> <li>Names of vocations</li> </ul>      |

## Unit – 2

# Education

### Introduction

Before starting the lesson, just talk to the students about Education and its importance in day to day life. Then discuss the following questions in groups of four. Share their views with the class.

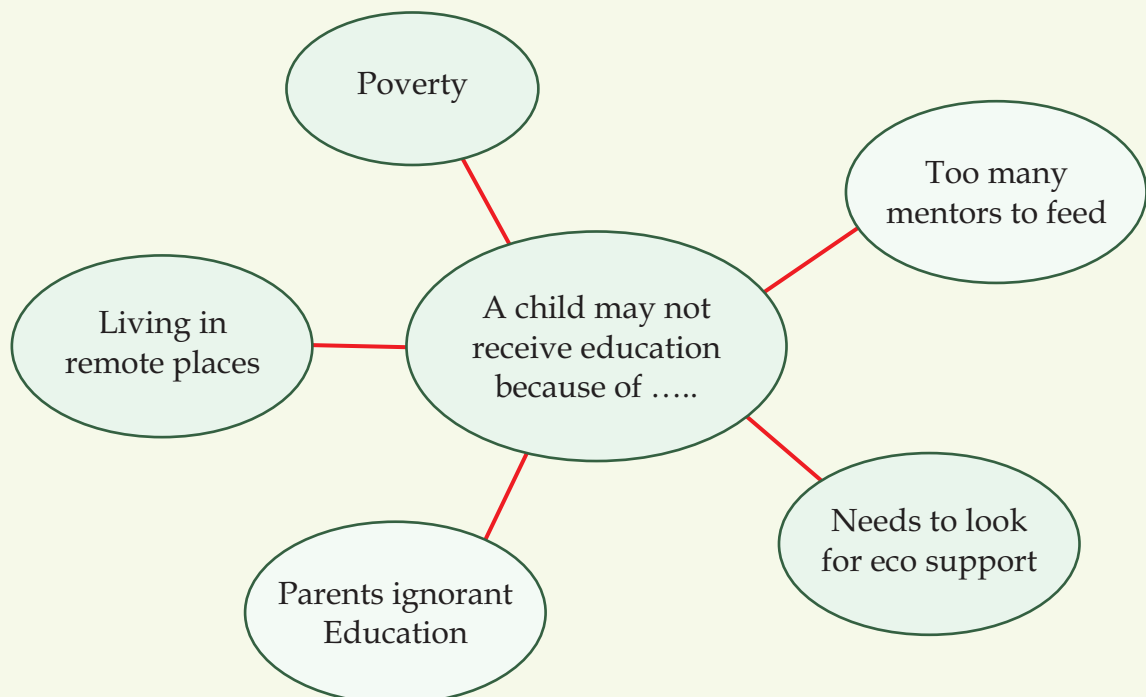
Why do you come to school?

Why is it necessary to receive an education?

- a) To be educated and become literate.
- b) To learn along with the peer group.
- c) To become aware of the things around you.
- d) To become confident about whatever you do.

Make the students do the questions on their own.

Complete the web chart given below:



### Section A: My struggle for an Education

A1. Reading skill: Ask the students to read the article silently, contemplate and then answer the questions given at the end of the lesson

- A2
1. The opportunities provided to members of the race but also the poor and the worthy could be given the opportunity to work.
  2. The household of Gen. Lewis Ruffner, learnt that there should be cleanliness, everything should be done promptly and systematically and be honest and frankly.
  3. consumed by his step father and the rest of the family.---very few dollars were left to buy clothes and travelling expense.
  4. 500 miles, he walked, begged rides, in wagons and in cars, finally reached Richmond, Virginia. -82 miles from Hampton. By then he was totally tired and hungry.
  5. He slept on the sidewalk, worked on a ship unloading it. The captain gave him place to sleep on the ship and thus he was able to travel to Hampton.
  6. He had no food , proper bath or clothing.
  7. He had to sweep the recitation room 3 times, dusted it 4 times every furniture, closet, nook and corner had to be cleaned. Then the teacher came and inspected the floor and he was given admission.
  8.
    - a) got admission to the institute
    - b) job as a house cleaner
    - c) got his first job
    - d) worked on a ship to earn money for food and then went to Hampton.

A3. Ask the students to select the best qualities of the boy. Give evidence from the story.

| Quality        | Evidence from the story                                                               |
|----------------|---------------------------------------------------------------------------------------|
| Hardworking    | Cleaned every nook and corner                                                         |
| Honest         | Worked on the ship for a small amount                                                 |
| Eager to learn | Did all the work on the school to impress the teacher to get admission to the Hampton |

A4. Match the following

| Phrases            | Meanings                                    |
|--------------------|---------------------------------------------|
| At work            | To be working                               |
| Work out           | Pay off the cost of doing some work in lieu |
| To be on fire      | Excited                                     |
| The great day      | A day one has been waiting for              |
| To be out of money | Not having any money                        |
| Not one bit of     | Not at all                                  |

A5. Make the students read the story silently . Based on that divide the class into groups

A6. Make groups of 6 and each student could respond to one statement as a role play.-  
Statements given in the text.

A7. Dialogue Writing should be done between Mrs. Mini, Rahul's mother and Rahul. In groups of 3 ask the students to present the conversation.

The teacher reads the passage aloud in class on "Right to Education is a Reality" and the students then answer the questions given .

- A8. 1. Right to education means ensure compulsory admission, attendance and completion of elementary education by every child of 6 to 14 years- The state government needs to ensure this.
2. a) Bring marginalized section into the ambit of school education.  
b) Ensuring that all students and teachers meet some specified norm.  
c) Ensuring the all children receive quality schooling free without discrimination.
3. Financial constraints should not stop the child from being educated. Transport should be provided for the child to commute.
4. The parents will be given incentives and will be persuaded to send the children to school.
5. No, other segments of society as well.
6. Yes
7. Will be given admission to schools.

8. They will still continue till they finish their elementary education.
  9. No.
  10. Involve NGO's and private agencies.
- A9. After the discussion a one minute presentation is given on RTE by selecting any one students at random.
- A10. Divide the class into 2 groups and hold the debate on the following notion:  
"The Right to education act is a realistic and achievable goal that will change the face of education India".
- Format of the debate is as follows.
- Honorable judges / Members of the jury and dear friends. The topic of today's debate is "The Right to education act "is a realistic and achievable goal that will change the face of education India.
- And I stand here to speak for / against the topic.
- The students are advised to use the phrases given in the book.
- B. Educating the Girl Child
- B1. Mark the map
- B2. Work in pairs to answer the questions
1. Bihar, Jharkhand
  2. Kerala, Miso rum
  3. Goa, Delhi
- B3. Causes of Female illiteracy.
1. Poverty
  2. Over population
  3. Family commitment
  4. Boys given more importance over girls.
- B4. Ask the students to read the short story:
- B5. On the basis of reading of the story, have a discussion on The Need to Recognize and Empower the Girl Child.

- B6. Ask the students to read the given extract.
- B7. The students should prepare the speech following the guide lines given. And also with references to the text.

Format of the speech

Good Morning , respected Principal, Teachers and dear friends.

Introduction to the topic “ Empowering the girl child is the best way to empower the nation”.

Facts and examples to be given.

Solutions and suggestions to be given.

Thank you.

- B8. The students should study the data given in the text.
- B9. The students should write a letter to the editor of a national daily expressing their concern after going through the statistics given in B8.

Format of the letter to the Editor.

From (Sender’s address)

Date

To (Receiver’s address)

Subject

Dear Sir

Define the problem                      ] Reference to the data

Cause of the problem

Effect of the problem

Solution to the problem

Yours faithfully

Signature

C. Inclusive Education

C1. Ask the students to read the passage silently and answer the questions given.

1. Initially, fox's school had a variety of activities which every student was supposed to take part in. This was not appealing to all the students and they did not do well.
2. The new curriculum helped the students to take up what they wanted and so they did much better.
3. Yes, most schools do. Apart from academics they have a lot of other extracurricular activities.
4. Yes, it can be. The students should be allowed to take up the courses they wanted to and then the exams should be conducted, the results will be very good.

C2. Have a discussion in groups on whether Fox's school curriculum will be successful in your class room e.g. Students with different abilities will be able to find the course of their interest and excel.

C3. Inclusive education means children of different abilities are included along with the normal children on the same platform.

C4. The students are requested to read the poem "I am Special, and So are You".

C5. Divide the class into groups and let them discuss about the topic "Inclusion means acceptance the diversity in the class room". A member of each group will present before the class the results of the discussion in his/ her group.

C6. Let the groups make some illustrations with catchy titles and let them put them up on the notice board.

C7. The teacher should read a loud the story given.

C8. Students should complete the given sentences.

1. That even as a student he is able to educate and care for hundreds of others who are unable to go to school.
2. The fact that he is attending school with regularity inspite of the distance and teaching the same to the others.
3.
  - a) He has to travel the great distance.
  - b) He still needs money for his uniform and books, which is not easy for him to get.

4. a) A nurse  
b) a good eager learner
5. The fact that they sit on the ground, on broken benches, in all types of weather conditions.
6. They are not able to go to school.
- C9. a) Direst  
b) Dedicated  
c) Tall and thin  
d) Heads off  
e) Rickety  
f) Scribbling  
g) Incredible  
h) Scurry  
i) Down pour
- C10. Students have to write a formal letter of appreciation to Babar Ali from Smt. Anju Kar, Minister mass Education West Bengal.- Praising him for his extra ordinary efforts and undeterred spirit of reform in the face of adversity- promising him financial and academic support. Format of a formal letter .
- Smt. Anju Kar  
Minister (Mass Education)  
West Bengal  
Date  
Babar Ali  
2/4 Murshidabad  
West Bengal  
Dear Babar  
Body of the letter  
Yours faithfully  
Anju Kar
- C11. The format of the bio sketch has already explained in the text. The teacher needs to explain it to the students. The students will then complete the given exercise.



C12. To develop the listening skills make the students listen to what is being read and answer the question given in the text.

1. C
2. C
3. A
4. C

C13. Conduct a class discussion and note down the points on the board. The students should further discuss how some of the things they learn in school would be useful in future. Ask them to design a poster to be put up in the class.

C14. Make the students read the poem and ask them to draw out a parallel, between the poem and the speech of Jobs.

C15. The students should write an article on “ Inclusive Education is not an alternative but an inevitability “ for the school magazine. They could take the help of the hints given.

(Format of the Article)

Title

By line

Introduction

Paragraphs (3-4)

D1. The students will work in pairs and find out some courses

1. Electrician
2. Machinist
3. Welder
4. Foundry
5. Beautician
6. Insurance
7. Tailoring
8. Plumbing
9. Fitter
10. Publisher
11. Librarian

D2. The students will work in pairs to match column A with B and C.

| S. No | Job A                      | Profile B                                                                                                     | Category C   |
|-------|----------------------------|---------------------------------------------------------------------------------------------------------------|--------------|
| 1.    | Fitter                     | A person who works in a factory that produces metal casting                                                   | Technology   |
| 2.    | Machinist                  | A person who uses machine to make or modify parts                                                             | Technology   |
| 3.    | Foundry Man                | A person who uses machine tools to make modified parts, primarily metal parts                                 | Technology   |
| 4.    | Electrician                | A trades man specializing in electrical wiring of buildings, stationary machines and related equipment.       | Commerce     |
| 5.    | Welder                     | A person who joins two or more piece of metal together                                                        | Commerce     |
| 6.    | Typist                     | A person who types specially for the living                                                                   | Technology   |
| 7.    | Retailer                   | Is a person who sale the goods directly to the customer.                                                      | Commerce     |
| 8.    | Publisher                  | A person who is in the business of production and dissemination of literature or information.                 | Humanities.  |
| 9.    | Insurance Service provider | A person who provides coverage for life and property                                                          | Commerce     |
| 10.   | Plumber                    | A trades man who specializes in installing and maintain systems used for portable water, sewage and drainage. | Commerce     |
| 11.   | Designer                   | A person who craft clothes and furniture's, property, etc                                                     | Home Science |
| 12.   | Beautician                 | A person who skilled in adornment of body.                                                                    | Home Science |
| 13.   | Librarian                  | An information professional trained in the organization and management                                        | Technology   |

| S. No | Job A              | Profile B<br>of information and services or material for those with information needs                                 | Category C   |
|-------|--------------------|-----------------------------------------------------------------------------------------------------------------------|--------------|
| 14.   | Tailor             | A person who makes repairs and alter clothing professionally specially suits and men clothing                         | Home Science |
| 15.   | Sheet metal worker | A person who manufactures various types of article out of sheet metal                                                 | Technology   |
| 16.   | Seri culturist     | A person who is in the business of rearing silk warms for the production of raw silk.                                 | Agriculture  |
| 17.   | Horticulturist     | A science of plant cultivation including the process of preparing soil for the planting of seeds, tubers or cuttings. | Agriculture  |

D3. Read the article aloud and let the students think and answer the questions.

- D4.
1. Vocational Education
    - 1.1 for practical work.
    - 1.2 Specific trade , occupation or vocation
    - 1.3 Secondary or post secondary
    - 1.4 Development of skills and specific trade.
  2. Need of VE
    - 2.1 Economy
    - 2.2 Employment
    - 2.3 Employment opportunity by equipping learners with Entrepreneur skills.
    - 2.4 The changing face of technology through diversified course.
  3. Concerns:
    - 3.1 Motivation among students.
    - 3.2 Mindset of parents and education
    - 3.3 Vocational courses offered
    - 3.4 Between institutions offering vocational courses and private sector.
  4. Emerging fields:
    - 4.1 Opening of new sections in both manufacturing and service industries.

#### 4.2 New fields of employment :

- Hospitality
- Fashion Technology
- Information Technology
- Retail
- Health Care
- Mechanics
- Catering

- D5. Make the students write an article on “The growing need for vocational education” / “Education curriculum requires fresh perspective”- Write the article with the inputs given and follow the format discussed earlier.
- D6. Conduct a debate by dividing the class into 2 teams using the debate format as discussed earlier. Hold the class debate as given in the text.
- D7. After reading the following ask the students to discuss the issue in groups of 4. Role plays can be done as per instruction given in the text.
- D8. Discuss the importance of mass media studies under the vocational stream with the students. The students must write a notice to be put up on the notice board inviting students who want to pursue a career in films, its production and other attached fields. They should be asked to follow the format given in the text.
- D9. The students are advised to write a narrative on Rahul’s journey.....  
format of the narrative is as follows.
- Topic  
Paragraph  
Introduction  
Interested in Machines  
Father against it  
But he was focused  
Helped by friend  
Successful machinist

D10. Ask the students to read and ponder over the given story silently.

# SCIENCE

## (SUMMARY)

| SECTION                                             | In this UNIT you will develop your                                                                                                                                                                                                                       |                                                                                                                         |                                                                                                                                                                        |                                                                                                                                                                       |                                                                                          |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                                                     | READING SKILLS                                                                                                                                                                                                                                           | WRITING SKILLS                                                                                                          | SPEAKING SKILLS                                                                                                                                                        | LISTENING SKILLS                                                                                                                                                      | VOCABULARY                                                                               |
| <b>Introduction</b>                                 | <ul style="list-style-type: none"> <li>Understanding written instructions</li> <li>Transcoding information from verbal to diagrammatic form</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Completing a table</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Interviewing people</li> <li>Framing questions to elicit desired response and responding to questions appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>Listening to answers and comprehending them in a natural setting</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Words related to travel and pollution.</li> </ul> |
| <b>(A) Promise for the future: Renewable Energy</b> | <ul style="list-style-type: none"> <li>Identifying the main points of a text</li> <li>Analysing, interpreting and inferring the ideas in a text.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Writing a description of a process</li> <li>Writing an e-mail</li> </ul>         | <ul style="list-style-type: none"> <li>Making an oral presentation clearly and confidently</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Listening to an oral presentation for information required for a specific purpose</li> <li>Listening to take notes.</li> </ul> | <ul style="list-style-type: none"> <li>Words related to new inventions</li> </ul>        |
| <b>(B) Plugging into future</b>                     | <ul style="list-style-type: none"> <li>Reading to extract information for a specific purpose</li> <li>Analysing and evaluating the ideas in a text.</li> <li>Interpreting texts by relating the information in them to the objects described.</li> </ul> | <ul style="list-style-type: none"> <li>Writing an advertisement</li> <li>Writing a description of an object.</li> </ul> | <ul style="list-style-type: none"> <li>Presentation: Making an oral presentation clearly and confidently</li> <li>Presenting an advertisement effectively.</li> </ul>  |                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Words related to gizmos.</li> </ul>               |

| SECTION                                       | In this UNIT you will develop your                                                                                                                                                                                              |                                                                                                                        |                                                                                                                                      |                                                                                                                |                                                                                  |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                                               | READING SKILLS                                                                                                                                                                                                                  | WRITING SKILLS                                                                                                         | SPEAKING SKILLS                                                                                                                      | LISTENING SKILLS                                                                                               | VOCABULARY                                                                       |
| <b>(C) Space Travel</b>                       | <ul style="list-style-type: none"> <li>Identifying the main points of a text.</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Writing a speech.</li> <li>Writing a report</li> </ul>                          | <ul style="list-style-type: none"> <li>Speaking intelligibly using appropriate word stress, sentence intonation patterns.</li> </ul> |                                                                                                                | <ul style="list-style-type: none"> <li>Words related to space travel.</li> </ul> |
| <b>(D) Letters from the Planet Aurigae II</b> | <ul style="list-style-type: none"> <li>Identifying the main points of a text</li> <li>Anticipating and predicting what will come next in a text.</li> <li>Analysing, inferring and evaluating the ideas in the text.</li> </ul> | <ul style="list-style-type: none"> <li>Writing an informal letter.</li> <li>Writing a science fiction story</li> </ul> | <ul style="list-style-type: none"> <li>Group/Class discussion</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Understanding and interpreting spontaneous spoken discourse.</li> </ul> | Words related to life on alien planets.                                          |

# Unit – 3

## Science

### Introduction

Introduction: Instruct the students to conduct a survey and tabulate the results given on page 87.

Give the students a week's time for this activity. Discuss the highlights of the survey as a 'whole – class' activity.

A1: Accept individual responses.

A2: Ask students to take turns and read the article aloud.

A3: Ask students to go back to A1 and complete column B.

A4: (a) India receives solar energy equivalent to more than 5000 trillion KWH per year which means it is far more than its total annual energy consumption.

(b) cheaper

(c) the population is increasing and there is a rise in economic activity.

(d) promote the EV industry

(e) educating the public on alternate fuel vehicles and their advantages.

| A5:                   | Internal Combustion Engine     |  | Electric Motor       |  |
|-----------------------|--------------------------------|--|----------------------|--|
| Pollution             | Polluting                      |  | Non – polluting      |  |
| Engine efficiency     | Not so efficient               |  | Extremely efficient  |  |
| Peak power generation | 20 %                           |  | 75 %                 |  |
| Recharging            | Recharging is a major          |  | Home recharging      |  |
| Maintenance           | consideration Poor Maintenance |  | Low maintenance cost |  |

|     |          |          |          |
|-----|----------|----------|----------|
| A6: | a) True  | c) False | e) False |
|     | b) False | d) False | f) False |

#### A 7: I. Solerickshaws

1. Features
  - (i) pedal operated
  - (ii) motor assisted three wheeler
  - (iii) battery powered by solar energy
  - (iv) zero carbon
2. Designed and developed by a team of engineers from the Central Mechanical Engineering Research Institute, Durgapur, West Bengal.

#### II. Green Phones

1. Developed by Samsung
  - (i) solar panel
  - (ii) recycled plastic
  - (iii) built in pedometer
  - (iv) pocket
2. Coral 200
  - (i) solar energy
  - (ii) into your pocket
  - (iii) Chinese mobile manufactured ZTE
  - (iv) 15 minutes for every hour of sunlight
3. LG
  - (i) 3 minutes of talk time for every 10 minutes of sunlight.
  - (ii) HFB - 500
  - (iii) Hands-free mobile
  - (iv) Rechargeable solar unit

#### III. Solar Water Purifier

1. Uses solar panel - 12 volts, potable
2. inexpensive distillation, relatively inexpensive

Process of distillation

- a. sun's rays



- b. the underside of the solar panel
  - c. the box
  - d. a trough
  - e. collection bottles
  - f. the ultraviolet rays from the sun
- A8. 1. box filled with unpurified water
2. solar panel is placed on top of the rectangular shaped box
3. sun's rays heat the water
4. water condenses on the underside of the solar power
5. slope of the panel allows water to be collected in the trough
6. impurities of water remain in the box
7. bottles collect water from trough
- A9. Children will read the portion of the listening text describing the solar distillation system carefully and notice the way a process is described.
- A10. Are planted, after that ----- are grown, is cut ----- attached is collected then sent is coagulated ----- and separated pressed ----- rolled. Finally, the blocks or sheets are dried.
- A11. Students will use the correct format of the email to describe the new cell phone they have been gifted. They may use the notes made in A7.

### Section B: Plugging into future

- B1. The students will read the article carefully.
- B2. After reading the article, the students will work in groups of four and give a one minute presentation on the latest gadgets being used by them or their parents. They'll also write two advantages and disadvantages the new gadget has over the old one.
- B3. Visuals
- 1. 4 (LED Umbrella)
  - 2. 2 (Laser Cosmos)

3. 3 The Nappak (inflatable bed)
  4. 5 (Alarm Clock)
  5. 6 (Luggage Bag)
  6. 1 (Metal Detective Sandals)
- B4. The class will be divided into groups of four. They will select one of the inventions they have read about in B3 and create an advertisement based on the inputs given.
- B5. Children will continue working in groups of four or form new groups to describe an innovative invention that could make to lighten their burden at home or in school and present it to the class.

### Section C: Space Travel

C3.

|                    | Age | Year of becoming an astronaut | No. of space journey | Experience with zero gravity           | Ways of staying fit                                                                   | Memorable moments                                                    |
|--------------------|-----|-------------------------------|----------------------|----------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 1. Peggy Whitson   | 48  | 1996                          | 2                    | Fitness got used to second time        | An hour of cardio on a specially designed cycle or treadmill 1 hr resistance training | Incredible view of earth layers of atmosphere carried shades of blue |
| 2. Pamela Melroy   | 47  | 1995                          | 3                    | Physical sensation                     |                                                                                       | The crew working together, giving their input before the space walk  |
| 3. Sunita Williams | 43  | 1998                          | 1                    |                                        | Treadmill harness                                                                     |                                                                      |
| 4. Barbara Morgan  | 56  | 1985                          | 1                    | Body felt it was upside down initially | Good food                                                                             |                                                                      |

|    |                 | What one has learnt from the travels |
|----|-----------------|--------------------------------------|
| 1. | Peggy Whitson   |                                      |
| 2. | Pamela Melroy   |                                      |
| 3. | Sunita Williams |                                      |
| 4. | Barbara Morgan  |                                      |

- C4.
1. Her space walks totalled nearly 40 hours.
  2. Her agility and quick motions like playing basketball and the timing dribble and do a lay up, were severely hindered.
  3. They flew the shuttle into a tricky backflip within 600 feet of the space station to photograph the belly of the craft for damage, she then performed the pin point - precision feat of docking it with the station.
  4. Two women were incharge of two space crafts at the same time.
  5. Soon will need the - to go to Mars and the moon - will help in the science of understanding how the human body operates in space and other developments that we may not understand or value till later.
  6. To stay in space for six months on a first flight.
  7. Long hair can be troublesome in space and sticks to everything.
  8. Shannon Lucid's previous endurance record.
  9. The challenger accident took place.
  10. To teach lessons via onboard video about life in space.
- C5. Children will form groups of four or five and find about the achievements of famous Indian astronauts. They'll also find about any woman astronauts and report their findings to the rest of the class.
- C6. Students may be asked to work in pairs to write the speech. They may keep the suggested points in mind.

#### Section D: Letters from the Planet Aurigae II

- D1.
1. He is an alien.
  2. They may become friends/exchange more letters.

- D2. 1.  
2. Varied answers  
3. His fingers are too hot to hold paper without damaging it. The temperature on his planet is 250°C.  
4. For committing a crime, possibly.
- D3. 1. He is an alien, a scientist, in prison for conducting experiments which were forbidden.  
2. Temperature is 250°C people live longer there because their bodies are made of more enduring element.  
3. Wanted to know about earth, conduct further experiments.  
4. Friendly, but could be dangerous.
- D4,5,6 1. He was confused/ any other suitable answer.  
2. He wishes to see how Pen Pal looks like.  
3. Didn't approve of his communicating with an alien.
- D8. 1. Original Pen Pal  
2. Aurigae II  
3. Slander                                      Pen Pal  
Out of prison                                      Free of his diseased body  
Free to roam around                                      Will live for a longer time  
4. Accept varied answers.
- D9. Allow children to express their ideas creatively keeping the given framework in mind.

# ENVIRONMENT

## (SUMMARY)

| SECTION                                                 | In this UNIT you will develop your                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |                                                                                                                                                           |                                                                                                                                                                                                                                    |                                                                                                  |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|                                                         | READING SKILLS                                                                                                                                                                                                                                                                       | WRITING SKILLS                                                                                                                                                                      | SPEAKING SKILLS                                                                                                                                           | LISTENING SKILLS                                                                                                                                                                                                                   | VOCABULARY                                                                                       |
| <b>Introduction</b>                                     | <ul style="list-style-type: none"> <li>Selecting and extracting information required for a specific purpose.</li> </ul>                                                                                                                                                              | <ul style="list-style-type: none"> <li>Completing sentences.</li> </ul>                                                                                                             |                                                                                                                                                           |                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Words related to preservation</li> </ul>                  |
| <b>(A) Treading the Green Path-Towards Preservation</b> | <ul style="list-style-type: none"> <li>Recognizing the organization of a text.</li> <li>Identifying the main points of a text</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>Writing a letter to the editor</li> <li>Transcoding information from a table to verbal form</li> <li>Writing a news-paper report.</li> </ul> | <ul style="list-style-type: none"> <li>Role Play: speaking intelligibly using appropriate word stress, sentence stress and intonation patterns</li> </ul> | <ul style="list-style-type: none"> <li>Listening for information required for a specific purpose</li> <li>Distinguishing main points from supporting details</li> <li>Understanding and interpreting messages conveyed.</li> </ul> | <ul style="list-style-type: none"> <li>Words related to eco systems</li> </ul>                   |
| <b>(B) Heroes of the Environment.</b>                   | <ul style="list-style-type: none"> <li>Analysing, interpreting, inferring and evaluating the ideas in a text</li> <li>Retrieving and synthesising information.</li> <li>Identifying the main points of a text.</li> <li>Deducing the meaning of unfamiliar lexical items.</li> </ul> | <ul style="list-style-type: none"> <li>Writing instructions</li> <li>Designing a poster</li> <li>Writing a power point presentation</li> <li>Writing an e-mail</li> </ul>           | <ul style="list-style-type: none"> <li>Taking active part in a group discussion</li> <li>Presenting a report clearly and confidently</li> </ul>           | <ul style="list-style-type: none"> <li>Understanding and interpreting spontaneous discourse</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Words related to environment and conservation.</li> </ul> |

| SECTION                             | In this UNIT you will develop your                                                                                                                                                                                     |                                                                                                                                                                                                            |                                                                                                                   |                  |                                                                                                              |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------|
|                                     | READING SKILLS                                                                                                                                                                                                         | WRITING SKILLS                                                                                                                                                                                             | SPEAKING SKILLS                                                                                                   | LISTENING SKILLS | VOCABULARY                                                                                                   |
| <b>(C) Let's clean up</b>           | <ul style="list-style-type: none"> <li>Selecting and extracting information required for a specific purpose</li> <li>Analysing, interpreting and evaluating information.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Expressing ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices</li> <li>Writing a letter to the editor.</li> </ul> | <ul style="list-style-type: none"> <li>Taking active part in a group discussion.</li> </ul>                       |                  | <ul style="list-style-type: none"> <li>Words related to food waste and ways to reduce food waste.</li> </ul> |
| <b>(D) A Tale of Three Villages</b> | <ul style="list-style-type: none"> <li>Identifying the main points of a text</li> <li>Selecting and extracting information required for a specific purpose</li> <li>Retrieving and synthesising information</li> </ul> | <ul style="list-style-type: none"> <li>Filling in a worksheet</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Expressing and arguing a point of view clearly and effectively.</li> </ul> |                  | <ul style="list-style-type: none"> <li>Words related to environmental degradation</li> </ul>                 |
| <b>(E) Geological Heritage</b>      | <ul style="list-style-type: none"> <li>Anticipating and predicting what will come next in a text.</li> <li>Identifying the main points of a text.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Writing a power point presentation</li> <li>Preparing a poster.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Participating in spontaneous spoken discourse.</li> </ul>                  |                  | <ul style="list-style-type: none"> <li>Words related to Geology.</li> </ul>                                  |

# Unit – 4

## Environment

### Introduction

A1. Read the passage carefully.

- 1) Chiru/Tibetan antelope
- 2) Loss of habitat
- 3) Traditional
- 4) Asian medicine
- 5) human being
- 6) Asian elephant
- 7) The Red list of Threatened Species
- 8) global warming
- 9) educate and encourage conservation

A2. Whitaker's love for nature, his vision and ambition.

Whitakers achievements

- Becoming a conservationist
- Water shortage and the need to save rainforest
- The network of rainforest research stations
- The Agumbe station
- People support

- A3. 

|    |    |                                                       |
|----|----|-------------------------------------------------------|
| 1) | b) | of his fascination with nature                        |
| 2) | b) | establish rainforest research stations                |
| 3) | b) | Whitley award money                                   |
| 4) | d) | Animals cannot be saved without saving their habitat. |
| 5) | c) | Water shortage                                        |
| 6) | d) | All the above                                         |

A4. The students will write a formal letter to the editor based on the given article and the inputs.

A5. Class discussion, Role Play, Noting of interaction

Writing a report using the given inputs

A6. Wetlands are water bodies : swamps , marshes, oases, paddy fields, mud flats

Natural: 1) Rivers

2) Lakes

3) Lagoons

4) Mangroves

5) Coral Reefs

Manmade: 1) Shrimp farms

2) Fisheries

3) Irrigated fields

4) Salt pans

5) Reservoirs

6) Checking erosion of forests

Wetlands help in:

- 1) stabilizing shorelines
- 2) preventing soil erosion
- 3) reclaiming land
- 4) breeding grounds for shrimps
- 5) checking floods
- 6) siltation of water ways
- 7) sources of salt supply

### Section B: Heroes of the Environment

B1. Read the following Newspaper story carefully.

B2. Adverse environmental effects of tourism and adventure sports:

- 1) Personal conquests seem to be more important than preserving the integrity of a natural site.
- 2) Leaving behind garbage.
- 3) Accidental deaths of mountaineers.
- 4) Polluting a pristine natural site with filthy waste.

Ways to Prevent it:

- 1) Charge high climbing fees
- 2) Govt should not allow climbing expeditions to certain peaks.
- 3) Mountaineers should not leave behind any trash.
- 4) Create awareness on the ill-effects of pollution and the importance of



conserving natural sites.

- 5) Bring about stricter standards on mountain climbing.
- B3. 1) a) Present Continuous  
2) a) At the beginning of a sentence or clause  
3) b) Mixed length  
4) a) So that the reader can understand easily  
5) b) The order in which the instructions have to be carried out.  
6) a) No

Now the students will form groups and write the instructions

- B4. The students will design a poster based on the inputs given. They will work in groups for the same.
- B5. The students will read the excerpts carefully in pairs or the extract will be read out in the class.
- B6. 1) Need to rehabilitate the environment:
- Things from environment that were required: clean drinking water, food, energy, building material.
  - People did not get them because: the environment was already degraded.
  - Therefore: The need to rehabilitate the environment was understood.

Protecting Forested Mountains:

- Source of water and rain
- Deforestation leads to: shortage of water and change in rainfall patterns.
- Hence, govt. must protect the interests of people and be accountable to the needs of people by protecting the environment and ultimately fulfilling the requirements of people.

Good Management of Natural Resources:

- Degraded environment: results in wars fought between people.
- It leads to people exploiting the resources for their greed and trying to keep others out of the forests.
- Good management of natural resources means equitable distribution of these resources.

- It is essential for: peace and development.
  - Good management possible only when peace, good governance and sustainable management of natural resources go hand in hand.
- 3) Wangaari Maathai noticed that the British started clearing the existing forests in order to establish commercial plantations of exotic species of trees such as pines and eucalyptus. She observed that the pristine flora and fauna of her country started disappearing due to exploitation by the British
  - 4) Indigenous flora and fauna play a vital role in ecological harmony. The forests act as water towers and contain water, thereby recharging the aquifers by carrying the rain water underground. They also help in replenishment of rivers.
  - 5) The women who were illiterate, learned the techniques of growing trees and supplemented Wangaari Maathai's movement by actively participating in the environment conservation movement to the extent that Maathai calls them 'Foresters without diplomas'. The women were also provided with civic and environmental education to govern themselves and conserve the environment.
  - 6) Wangaari Maathai states the biggest transformation as having been the ability of ordinary women to get to understand and be able to plant trees and earn an income for herself by nurturing trees. They also obtained a sense of respect and dignity for themselves by learning to be independent and self sufficient.

She mentions the other transformation to be the transformation of the landscape where ecological balance is restored and where animals thrive in abundance and the flora grows unhindered without any human activity.

B7. Match the environment words with their meanings.

- |               |                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------|
| Ecology       | 3) The relationship of living things to one another and their environment, or the study of such relationships. |
| Habitat       | 5) A place where a population lives and its surroundings, both living and non-living.                          |
| Herpetologist | 6) A zoologist who studies reptiles and amphibians.                                                            |
| Extinct       | 7) Having no living representative.                                                                            |

- |                 |    |                                                                                                      |
|-----------------|----|------------------------------------------------------------------------------------------------------|
| Aquifer         | 8) | An underground geological formation, containing water.                                               |
| Naturalist      | 9) | A person who studies plants and animals especially outdoors.                                         |
| Biodiversity    | 2) | The variety and variability among living organisms and the ecological complexes in which they occur. |
| Mangrove        | 4) | Tropical evergreen trees or shrubs forming dense thickets along tidal shores.                        |
| Conservationist | 1) | A person who advocates preservation and careful management of natural resources.                     |
- B8. Students will take up research work in groups of 4-5 and prepare a Power Point Presentation and present a part of it in the class.
- B9. The students will write an e-mail to Wangari Mathai describing her influence on them and why they should be given a chance to do a summer training under her at one of the Research Stations.

### Section C: Let's Clean Up

- C1. The inputs will be read out in the class followed by a discussion.
- C2. Punctuation  
 "What exactly is waste? Waste is anything discarded, rejected, or otherwise released into the environment in a manner that could have an impact on that environment."
- C3. The students will write a letter to the Editor of a newspaper expressing their concern on the colossal wastage of food in the lavish Indian weddings. They'll use the inputs provided and follow the given format.

Self Address

Complete Date

Receivers Address

Sir

Sub

Body of the Letter

Yours truly

Signature

Name

### Section D, D1, D2, D3

The students may either read the stories in groups of three or the extracts may be read out and then discussed in the class.

Nothing grew. Nothing ever would again. There was no bird-song. No rabbit peered at me. No cow endlessly chewed. No horse neighed.

Natasha caught me up as we boarded the bus marked MOSCOW. "Thank you for coming with me." She said. "I wanted to see the graves and the house again, before I die."

D4. Now that you have each read one of the stories above, first complete the appropriate column of the table below. When you have done that, ask the other two students in your group about the stories you have not read. For example, ask "In which country did your story take place? What type of pollution is there?" When it is your turn to give information, only do so when the other two students ask you questions. As you receive the answer, complete the other two columns.

|                                               | D. 1                                                   | D. 2                                                   | D. 3                                            |
|-----------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------|
| Country                                       | Nigeria                                                | India                                                  | Ukraine (formerly USSR)                         |
| Causes of pollution                           | Pretal drums containing poisonous chemicals            | 250 chemical used in leather factory                   | Nuclear Explosion                               |
| Who is responsible                            | Italians                                               | Industrialist                                          | Government & Scientists                         |
| Consequences                                  | 13 perpledad many sick                                 | Fields, Water poisoned                                 | Deaths, Sores over the body, chemical reactions |
| What do you think should be solve the problem | Seek Government intervention any other, suitable point | Seek Government intervention any other, suitable point | Seek UN intervention to born experiment         |

D5. Work in groups of three, and answer the following questions:

Koko Village, Nigeria

- Why do you think there are "three large, empty metal drums" outside Mr.

Nana's front door? They have been rolled down from the pyramid of drums dumped by Italians in their village.

- Why do you think the drums were sent from Italy to Nigeria? They contained poisonous chemicals banned in Italy. So they dumped them in a country where no such ban existed.
- What do you think was in the brown paper bag that the Chief received?
- Why are the drums referred to as "the mountain of death"? Money - They are released chemicals resulting in many deaths in the village.

#### **Ponnimanthuri Village, India**

- Vijayasama and the narrator both refer many times to "they." Who do you think "they" are? The Industrialists.
- Why do you think the women of the village have to walk 10 km every day? The water in their area has been poisoned by chemicals from the feather factory.
- Why does Vijayasama say: "We don't buy leather shoes or leather hand bag or leather clothes?" They can't afford them.

#### **Vorobyov Village, Ukraine**

- Why do you think Natasha's three children died? Radio active dust was released due to nuclear explosions in Moscow.
- Where do you think Natasha lives now?
- What do you think is going to happen to Natasha very soon? Why? She'll also die as she also inhaled a lot of radio active dust.

D6. Still working in groups of three, find any ten "happy" words and ten "unhappy" words from the passages you have just read. First, copy and complete the table below:

|                              | "happy" words               | "unhappy" words                                                 |
|------------------------------|-----------------------------|-----------------------------------------------------------------|
| Koko Village, Nigeria        | picturesque, colourful      | skull and crossbones symbol, corroded, slimy                    |
| Ponnimanthuri Village, India | rich, green, harvests, good | clear, sors, wistfully monsters, polluting poison, ominous died |
| Vorobyov Village, Ukraine    | garden, laughing, played    | explosion, tears, nervously, ghost town graveyard               |

Now give reasons why you have classified them as 'happy' and 'unhappy' words.

D7. The Ecological Footprint

The Ecological Footprint is the measure of humanity's demand on nature measures how much land and water area a human population requires produce the resource it consume and to absorb its wastes, using prevailing technology.

The students will fill in the worksheet individually.

E. Geological Heritage

- A.
  - a) Part of Heritage
  - b) Provide cultural identity
  - c)
- B.
  - a) Pollution
  - b) Population
  - c) Greed of Human Beings

E1. Read the passage carefully

- E2.
- 1) exponential
  - 2) mammoth
  - 3) ensconced
  - 4) precariously
  - 5) alacrity
  - 6) snazzy
  - 7) apathy
  - 8) abutting
  - 9) booming
  - 10) subterranean

E3. Aesthetic Importance

- a) batching poses, capture ones eyes
- b) visual treat
- c) tickle ones in agnations
- d) flora and fauna

### Ecological Importance

- a) Preserving and nurturing the ecological balance of the region.
- b) Help create the natural drainage system of the area
- c) Aid formation of ponds and lakes and recharging ground water levels.

### Threats to the geological heritage

- Indiscriminate destruction of rocks
- Building material for the city
- Exacerbation of the depletion of green cover
- Destruction of Fauna and Flora

### C. The hope

- i) the preservation of the rocky ecosystem in the city and state.
- ii) selling off the land in and around the city.
- iii) integrating rocks that about their house into the structure of their homes.

### E4. Group Work

The children will select a historical site, take up research work about its historical significance, identifying the threatening factors and suggesting ways of preserving the geological heritage. They will then prepare a PowerPoint Presentation and make a presentation to the class.

- E5. They will prepare a poster on 'Let's preserve our Heritage individually by keeping the given points in mind.

# TRAVEL AND TOURISM

## (SUMMARY)

| SECTION                        | In this UNIT you will develop your                                                                                                                                                                                                  |                                                                                                                                                                          |                                                                                                                                                                                                        |                                                                                                                        |                                                                                              |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|                                | READING SKILLS                                                                                                                                                                                                                      | WRITING SKILLS                                                                                                                                                           | SPEAKING SKILLS                                                                                                                                                                                        | LISTENING SKILLS                                                                                                       | VOCABULARY                                                                                   |
| <b>Introduction</b>            | Solving a puzzle                                                                                                                                                                                                                    | MCQ's                                                                                                                                                                    |                                                                                                                                                                                                        |                                                                                                                        |                                                                                              |
| <b>(A) Land of all seasons</b> | <ul style="list-style-type: none"> <li>Identifying the main points of a text.</li> <li>Distinguishing main points from supporting details.</li> <li>Selecting and extracting information required for a specific purpose</li> </ul> | <ul style="list-style-type: none"> <li>Preparing an advertisement</li> <li>Writing an article</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Expressing and arguing a point of view, giving comments and reasons.</li> <li>Road show participating in a variety of spontaneous spoken discourses.</li> </ul> |                                                                                                                        | <ul style="list-style-type: none"> <li>Words related to tourism industry.</li> </ul>         |
| <b>(B) ECO Tourism</b>         | <ul style="list-style-type: none"> <li>Analysing, interpreting and inferring the ideas in a text.</li> <li>Retrieving and synthesizing information from a range of texts.</li> </ul>                                                | <ul style="list-style-type: none"> <li>Writing a presentation.</li> <li>Writing an informal letter.</li> <li>Writing a notice.</li> </ul>                                | <ul style="list-style-type: none"> <li>Making a speech/ presentation coherently.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Understanding and interpreting spontaneous spoken discourse.</li> </ul>         | <ul style="list-style-type: none"> <li>Words related to responsible tourism.</li> </ul>      |
| <b>(C) The Emerald Islands</b> | <ul style="list-style-type: none"> <li>Recognizing the organization of a text.</li> <li>Identifying the main points of a text.</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Writing a dialogue</li> <li>Writing an e-mail.</li> <li>Preparing an itinerary.</li> <li>Preparing a tourist brochure.</li> </ul> | <ul style="list-style-type: none"> <li>Role play: Participating in spontaneous spoken discourse.</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Listening to a narrative and understanding the topic and main points</li> </ul> | <ul style="list-style-type: none"> <li>Words related to geography and topography.</li> </ul> |



| SECTION                      | In this UNIT you will develop your                                                                                                                                       |                                                                                                                                            |                                                                                                  |                                                                                                                |                                                                                                                                |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|                              | READING SKILLS                                                                                                                                                           | WRITING SKILLS                                                                                                                             | SPEAKING SKILLS                                                                                  | LISTENING SKILLS                                                                                               | VOCABULARY                                                                                                                     |
| <b>(D) Promoting Tourism</b> | <ul style="list-style-type: none"> <li>Identifying the main points of a text.</li> <li>Analysing, interpreting, inferring and evaluating the ideas in a text.</li> </ul> | <ul style="list-style-type: none"> <li>Writing a formal report.</li> <li>Transcoding information from one text type to another.</li> </ul> | <ul style="list-style-type: none"> <li>Participating in spontaneous spoken discourse.</li> </ul> | <ul style="list-style-type: none"> <li>Understanding and interpreting spontaneous spoken discourse.</li> </ul> | <ul style="list-style-type: none"> <li>Words related to tourism.</li> <li>Words and expressions used for reporting.</li> </ul> |

## Unit – 5

# Travel and Tourism

Travel agent's nightmare

Fun warm up activity. [Pair Work] First pair to answer correctly should explain their reasoning on the board after all the students have had five minutes to puzzle it out.

A.1 Athithi Devo Bhava:

- I.
  - a) varied
  - b) immense
  - c) great
- II.
  - a) Bustling haats to swanky malls
  - b) Nuclear families- joint families
  - c) Ayurveda and modern medical tourism
- III.
  - a) Honouring guest is honouring God
  - b) Cheerful attitude
  - c) Athithi Devo Bhava- guest is God
- IV.
  - a) Athithi Devo Bhava
  - b) tap the full potential of tourism in India
  - c) tourism and in turn- India's economic growth
  - d) our rich heritage, culture, cleanliness and warm hospitality
  - e) responsibility towards tourists

A.2 The students may be asked to explore the contents of the websites and then discuss in class.

A.3 Advertisement- The students may be briefed on a few tips on writing an effective advertisement- box visuals-colour-use of different fonts- use of bullet points only- no complete sentences- slogans or captions.

A few advertisements of dream destinations from the magazines may be shown to the students in class.

A.4 Details of the Athithi Devo Bhava Programme

- A.5 1. The students may be asked to list the factors and then give reasons mistreatment of cheating, rude treatment of tourists
- a. Cleanliness

- b. Traffic
  - c. Safety Concerns
  - d. Attitude of people
  - e. Pollution
  - f. Lack of good hotels and availability of varied cuisine near some tourist centres
  - g. Poor maintenance of heritage sites
2. Article- The two sides of the tourism industry. Article format-heading-byline-content-coder to be kept in mind.
3. Road Show- The students must be given sufficient time to plan and present this in groups. A variety of activities may be taken up for this as suggested.

## **B. ECO TOURISM**

B.3 The activity may be conducted following the guidelines given

Hints on responsible behaviour as tourists:

- 1. Travel light
- 2. Do not use or carry combustible materials
- 3. Minimal use of energy
- 4. Good waste management
- 5. Preservation and protection of nature and heritage monuments

B.4 Informal letter- format- your address- date- salutation-content-leave taking-signature

The content of the letter may be based on the inputs given about personality traits, eligibility- how your friend fits the description and the placements and prospects.

B.5 NOTICE

Format

Greenland School, New Delhi

NOTICE

Date

Caption/Heading

Content- in third person- Date, Time and Venue

For further details contact:

Sign/Name

(Designation)

## The Emerald Islands

C.1 Read the passage

C.2 Paragraph Numbers

- Get to know the Emerald Islands
- Links with freedom struggle
- Indigenous population and settlers
- Life of Harmony
- Sea sports, farms and temples
- Southern Paradise
- Flora and fauna
- Showcasing the culture and spirit of Andaman and Nicobar Islands

C.3

- mangrove
- topography
- archipelago
- cluster
- meandering
- languish
- fauna
- snorkeling
- penal settlement
- aboriginal

C.4 Mindmap: Floating Splendour (Based on reading of the passage)

### **Introduction**

Origin of name- from Hanuman who was known to the Malays as Handuman

Location- east of Indian mainland

Length- 700 km North-South

Topography- hilly with green forests, sandy beaches

Tourist Attractions- trekking, island camping

### **Link with Freedom Movement**

- Cellular Jail
- 10th May 1857- Sepoy Mutiny- revolutionaries sent to Andamans-leading figures were sent here

**People**

- Great Andamanese, Onges, Jarawas
- Sentinatese- All of Negrito Origin- Nicobarese-Shompens-Mongoloid stock
- Moplas-refugees from East Pakistan, Burma- Ex-servicemen and Ceylon

**Harmonious life**

- Faiths- Hindus, Muslims, Christians, Sikhs
- Languages- Hindi, Bengali, Malayalam, Tamil, Telugu, Punjabi, Nicobari

**MGMNATIONAL PARK**

- Wandoor- 29 km from Port Blair
- Covers 281.5 sq km of open sea creeks
- 15 small and large islands
- Offers views of rare corals and underwater marine life

**South Andaman**

- ChidiyaTapu- lush green mangroves, birds
- Collinpur- beautiful sandy beach with shallow waters
- Madhuban- trekking area, north east of South Andaman- birds, animals, butterflies, elephants
- Mt. Harriet- An ideal place for a bird's eye view of the outer islands and the sea.

**Flora and Fauna**

- Fauna- Giant Robber Crab, long tailed monkeys, Nicobaresa, pigeons, megapode-a rare bird
- Flora- Coconut palm, casuarina, pandanus

**Tourism Festival**

- Organized by- Andaman and Nicobar administration
- When- annually in December-January
- Highlights - cultural performances, water sports competitions, Nicobari Hodi race, Canoe race, Scuba diving

C.5 Based on the mindmap, the two can play the parts. Dr. Varun asks the questions and Maiguru replies. Both should be thorough with their scripts so that the dialogue is meaningful and fluent.

C.6 Dr Varun writes an e-mail to his sister Ishita

Date:

From:

To:

Subject:

Content

Sign

Dr Varun's email describes the wonders of Andaman and Nicobar Islands.

Sister Ishita's response must contain observations about things in Varun's mail that impressed her and how she wishes she was there with him- She would surely visit Andaman at the next available opportunity.

C.7 Itinerary for a class X trip to Andaman and Nicobar Islands

25th December .....

26th December morning- Trip around the Island

Afternoon- Cellular Jail

27th December afternoon- Japanese temple, Garden and Bunker Sippighat farm

28th December afternoon- Watch enchanting sunset from forest guest house on top of a hillock

evening- Back to the hotel to relax

29th December morning- Visit to Collinpur beach and to Madhuban for a short trek

evening- Bonfire and dancing at hotel

30th December morning- Visit to Mount Harriet

evening- Shopping nearby

31st December- Leave around 10 am by road to Baratang to see the Mud Volcano and limestone caves

1st January Morning- To Katchal to view the first sunrise of the new millennium on 1st January 2000. Then a visit to the beaches at East Bay, Jhula and West Bay.

C.8 Read the tourist brochure.

C.9 Tourist brochure should be colourful, informative and attractive. It must provide all the information a tourist might want to know about a place before he/she comes there and also during the stay, the inputs given can be followed.

C.10 The teacher reads out Harsh Mirza's vacation plan- slowly and clearly from the reading text given in the annexures. The students fill in the information in the

blanks. The answers are then corrected by orally eliciting the answers in class.

- Allahabad to Shimla
- Delhi
- spring
- Jakhu Hill
- 2 km
- highest peak, panoramic
- Flavours of coffee
- State museum at Shimla
- Kamna devi temple, Tara devi temple, Kali Bari temple and Christ Church

#### C.11 Punctuation

On a spring evening, some years ago, while living in Mumbai, I decided to take in a musical where I heard Lakshya Kumar sing for the first time. I was enthralled. I believed I had discovered the next Kishore Kumar. Yet, disappointed by the sparse audience, I decided to write an article to help promote him. Struggling to contain my excitement, the next day I phoned the theatre where he was performing and unabashedly acted like a professional writer, "May I speak with Lakshya Kumar?" "Please, just one moment," replied the person at the other end.

"Hello! this is Lakshya Kumar," answered a deep voice at the other end. "Who is speaking?"

My trembling hands dropped the receiver and I seemed to have lost my voice.

I heard the phone being disconnected on the other end.

What an end to my grand plans!

#### D. Promoting Tourism

- What is tourism?

Visiting different places for various reasons

- Why do tourists visit a place?
1. To see heritage sites
  2. For eco- tourism
  3. For a change of scene
  4. To relax
  5. Medical treatments- medical tourism

Do Indian tourists and foreign tourists visit places for the same reasons? Yes

**D.1 The new tourist is Indian (Reading of the Article)**

- D.2. 1. Malaysia and China entered the international tourism market years after we did. In 2009, Malaysia was ranked 9th and had 23.6 million foreign tourists. China was ranked 4th and had 50.9 million visitors.  
India is not in the first 10 ranks and has only 5.1 million tourists.
2. Indians want to travel within the country and also go abroad. Not many foreigners want to come here because of lack of infrastructure, no proper connectivity, few good hotels, safety issues and very few multi-lingual guides.
3. rosy view of the future – have been courting the wrong tourist.
4. Assessed the line between the assumed needs of foreign tourists and of our domestic ones. Golden Chariot tourist train designed for foreigners does shorter Jewel of the South tour for upper middle class Indians. Created no-frills jungle camps and trails for younger clientele.
5. Kerala tourism campaign was for foreign market- Now 60% international and 40% domestic allocation of resources done accordingly- not dependent on fickle overseas markets.
6. Outflow of tourists and rupees will diminish if we attract the domestic tourist too.  
This can be done by improving the infrastructure such as roads, airports and hygiene.
7. We have to begin by attracting our own tourists first and then foreigners will follow.
- D.3 1. Revamp  
2. Woo  
3. Trickling in  
4. Well-heeled  
5. Affable  
6. Sybaritic
- D.4 Letter from the Minister of Tourism to be read.
- D.5 Infer the trends in tourism given in this section from the graph and bar graph given.  
The students are divided into groups of four and asked to study the graphs.



1. The general trend is that the number of tourists visiting Palwal Pradesh has shown an upward trend- Increase in numbers
2. Indian tourists have increased from 30000 five years ago to 50000 this year. Foreign tourists have increased from 40000 5 years ago to 1 lakh this year.
3. Natural beauty, good infrastructure, roads, hotels, friendly people, safe place, reasonable rates.

#### **Accommodation preferences**

- Indian tourists- Guest houses
- Foreign tourists- 4 to 5 star hotels
- Affordability, proximity

#### **Types of Accommodation**

1. The financial column shows occupancy rates in %. It is important as it shows how popular or preferred a type of accommodation is among tourists.
2. Five star hotels are much bigger and hence have more beds.
3. 4 star hotels and youth hostels

#### **D.6/D.7**

Report to be written in the format given in the MCB.

Heading: Trends in Tourism in Palwal Pradesh in the last 5 years.

Introduction(as given)

1. Current trends- heartening picture. Origin of tourists. Summarize answers to questions 1-3 under Figure 1
- 1.2 Accommodation (Information available above)
2. Origin of tourists- both Indian and foreign tourists will be considered. Given the present trend, members can be doubled for both in the next ten years.
3. Need at least 3 more 5 star hotels and about 10 more youth hostels. Double the number of 4 star hotels too. 3 star hotels can improve their services to enhance occupancy rates.
- 3.1 other means of attracting tourists
  - give healthy discounts
  - offer different cuisines

- top priority to cleanliness, sanitation and hygiene
  - availability of good local guides
  - effective law enforcement with no crimes
4. Conclusion
  5. Positive trend will continue and all measures are to be undertaken. Palwal Pradesh will be the top choice as a tourist destination for both Indian and foreign tourists and for the rich as well as the middle class.

SIGN

Name

Director of Tourism

D.8/D.9

To be used during writing and after completion of the report respectively.

# NATIONAL INTEGRATION

## (SUMMARY)

| SECTION                                        | In this UNIT you will develop your                                                                                                                                                                                                                 |                                                                                                                                              |                                                                                                                                                                                                                                  |                                                                                                                                                                                            |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | READING SKILLS                                                                                                                                                                                                                                     | WRITING SKILLS                                                                                                                               | SPEAKING SKILLS                                                                                                                                                                                                                  | LISTENING SKILLS                                                                                                                                                                           |
| <b>Introduction</b>                            | <ul style="list-style-type: none"> <li>Using a reading text as a trigger for discussion</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>Making short notes.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Narrating incidents and events.</li> </ul>                                                                                                                                                |                                                                                                                                                                                            |
| <b>(A) Unity in Diversity</b>                  | <ul style="list-style-type: none"> <li>Retrieving and synthesizing information from a range of material.</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Transcoding information into a grid.</li> <li>Writing captions</li> </ul>                             | <ul style="list-style-type: none"> <li>Presenting conclusions clearly and logically.</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Listening to narratives and using the information gathered to identify states / regions.</li> <li>Words related to features of a region.</li> </ul> |
| <b>(B) Challenges to National Integration.</b> | <ul style="list-style-type: none"> <li>Local and global comprehension of a poem.</li> <li>Identifying the main points of a text.</li> <li>Deducing the meaning of unfamiliar lexical items.</li> <li>Interpreting and evaluating ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Writing a diary entry.</li> <li>Writing a letter to the editor</li> <li>Designing a stamp.</li> </ul> | <ul style="list-style-type: none"> <li>Presenting an oral report on a SWOT analysis effectively.</li> <li>Role Play: Participating in spontaneous spoken discourse.</li> <li>Taking active part in a group discussion</li> </ul> | <ul style="list-style-type: none"> <li>Words and phrases that enhance the power of expression.</li> </ul>                                                                                  |

| SECTION                   | In this UNIT you will develop your                                                                     |                                                                                                                          |                                                                                              |                  |                                                                                 |
|---------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------|
|                           | READING SKILLS                                                                                         | WRITING SKILLS                                                                                                           | SPEAKING SKILLS                                                                              | LISTENING SKILLS | VOCABULARY                                                                      |
| (C) Spirit of Unity       |                                                                                                        | <ul style="list-style-type: none"> <li>• Making a power point presentation.</li> <li>• Writing a film review.</li> </ul> | <ul style="list-style-type: none"> <li>• Taking active part in a group discussion</li> </ul> |                  | <ul style="list-style-type: none"> <li>• Words used in film reviews.</li> </ul> |
| (D) Mile Sur Mera Tumhara | <ul style="list-style-type: none"> <li>• Synthesising information from a range of material.</li> </ul> | <ul style="list-style-type: none"> <li>• Writing slogans</li> </ul>                                                      | <ul style="list-style-type: none"> <li>• Making a musical presentation</li> </ul>            |                  | -----                                                                           |

# Unit – 6

## National Integration

### Introduction

Recalls moments of glory

- On Republic Day
- Any international gathering
- Cricket and hockey matches
- On Independence Day
- \* Any other suitable answers

A1. Read about Rohan and Rajni's observation about our Indian identity.

A2

| State          | Language         | Cuisine             | Handicrafts                 | Weather       |
|----------------|------------------|---------------------|-----------------------------|---------------|
| Gujarat        | Gujarati         | Thepla, Dhokla      | Mirror Work                 | Hot and Dry   |
| Madhya Pradesh | Hindi            | Bajra Roti          | Vegetable Dye Prints        | Hot           |
| Chhattisgarh   | Hindi and Bihari | Roti                | Gond-Tribal Painting        | Hot           |
| Jharkhand      | Hindi and Bihari | Sattu               | Terracotta Pottery          | Hot           |
| West Bengal    | Bengali          | Fish Curry and Rice | Bamboo, cane, Jute Products | Hot and Humid |
| Mizoram        | Mizo             | Fish and Rice       | Bamboo and Cane             | Hot and Wet   |

A3. Varied/diverse but a common link somewhere

A4. Students present their conclusions to the class

A5. Follow instructions given- descriptions of states to be written and read out loudly and clearly. 4 students talking about their state should speak in turns and all together. The teacher is the final judge on any argument as to who gets the first chance in case two hands go up together.

- A6
1. Konark Temple – Architectural Reverence to the Sun God
  2. Floating Palace – Jaipur
  3. Lavni Dance – Maharashtra
  4. Tea Gardens of Assam/Darjeeling/West Bengal
  5. Varanasi – The Holy waters.

Students give their own reasons for saying why they think this picture belongs to a particular region.

B1. Where 'The Mind is without fear'

1. People are not afraid to say and do what they want
2. These are not the walls of the home but selfish beliefs, narrow-mindedness.
3. They limit the person's attitude and vision.
4. In the milieu of outdated habits and superstitions
5. God should lead us forward into a free world.

B2 SWOT for India

Strengths – Natural resources, people power

Weaknesses- corruption, pollution, lack of health care, slow judicial system.

### Opportunities

Industrial and economic development, education

Threats

Neighbouring countries, militancy, terrorism, caste divisions

Teacher may accept individual answers from students.

B3. My childhood

- B4.
- |            |      |     |     |      |      |
|------------|------|-----|-----|------|------|
| 1. A       | 3.C  | 5.B | 7.A | 9.A  | 11.C |
| 2. A and C | 4.C  | 6.B | 8.C | 10.A | 12.A |
| 13. A      | 14.B |     |     |      |      |
- a. they provided food and shelter to many outsiders.
  - b. all necessities, material and emotional were provided for
  - c. it gave him his first job helping his cousin in distributing newspapers

- d. it was his first earning
- e. honesty, self discipline, faith in goodness, kindness
- f. they had no religious differences
- g. bed time stories told by Kalam's mother of Ramayana and the Prophet they arranged boards for carrying the idol of Rama
- h. he instilled the religious and caste differences between people
- i. they believed and practised the oneness of humankind
- j. the teacher's wife who had earlier refused to allow him into her kitchen now served him food in her kitchen

**B6 Role play**

The tips given in the MCB may be followed. Simple props and costumes like a turban, coat, cap may be allowed. The students should be given time to plan their scripts for atleast one period and then present it the next day in the class. The discussions that follow should summarise the role play. The black board is used to write down the main problems discussed and solutions offered during the role play.

**B7 Diary Entry Format- Day /Date/Time on the left hand side.**

Content and then signature at the bottom left hand side corner.

The points to be kept in mind while writing the diary entry – the incident, your feelings and your friend's – upset, shocked, sad, felt like crying, confused, couldn't understand, why you were separated- decide what to do – complain to the Headmaster, tell your parents and ask them to talk to your teacher, just be quiet and accept the situation.

Things to do

Students can be given the suggested activities for FA.

**B8 Vocabulary**

- 1. a. came up
- 2. b. locate
- 3. b. something destroyed
- 4. a. was found suitable for the slot
- 5. a. tolerate
- 6. c. dejected

7. b. agitated
8. a. at hand

B9 Phrases

1. Break out – 3
2. To look for – 1
3. To take over – 4
4. To go into – 5
5. On the whole – 2

B10 Letter to the Editor – Format

From (Receivers Address)

Date

The Editor

Name of the Newspaper

Place

Date

Sub-

Sir/Madam

Body of the letter

Yours sincerely

Sign

(name)

Format of an Article

Heading

By line

Content

Hints-India a land of diversity-- different states – different people-different languages-varied cuisines, costumes, weather conditions, festivals, flora, topography.



But basic oneness of being Indian, our rich culture and heritage , our common past of having been under the British, our freedom struggle, our common goals of developing India- politically, economically, culturally binds us together-our country's flag, anthem, achievements of great Indians, all foster a sense of pride and belonging.

B11 Assignments

1. National Integration Award- choice may be based on suggestion- age group, type of work, result of their work- has it brought about any positive change- concrete evidence- interview people who were involved / affected and how it has made a difference.
2. Designing a stamp- students' creativity to be appreciated.

- B12
- a. Ensure peace and stability, progress, brings together the diverse races, religions, cultures and language groups.
  - b. Same as above.
  - c. Regionalism, communalism, religious fanaticism, radicalism, lingualism and now terrorism.
  - d. Regional aspirations controlled, no community to be placed above nation- Linguistic preferences peacefully dealt with- control religious fanaticism.
  - e. Create an emotional bond, help them share common ideas and values- constitution, territorial continuity, literature, music, national festivals, flag, sports, Bollywood.
  - f. Internal freedom can be attained by freeing the mind of selfish ego and awareness of basic values and humanity in general.

B14 Match

1. Foster -3
2. Pernicious -5
3. Integration-1
4. Fanaticism- 2
5. Solidarity-4

B15 Group Discussion

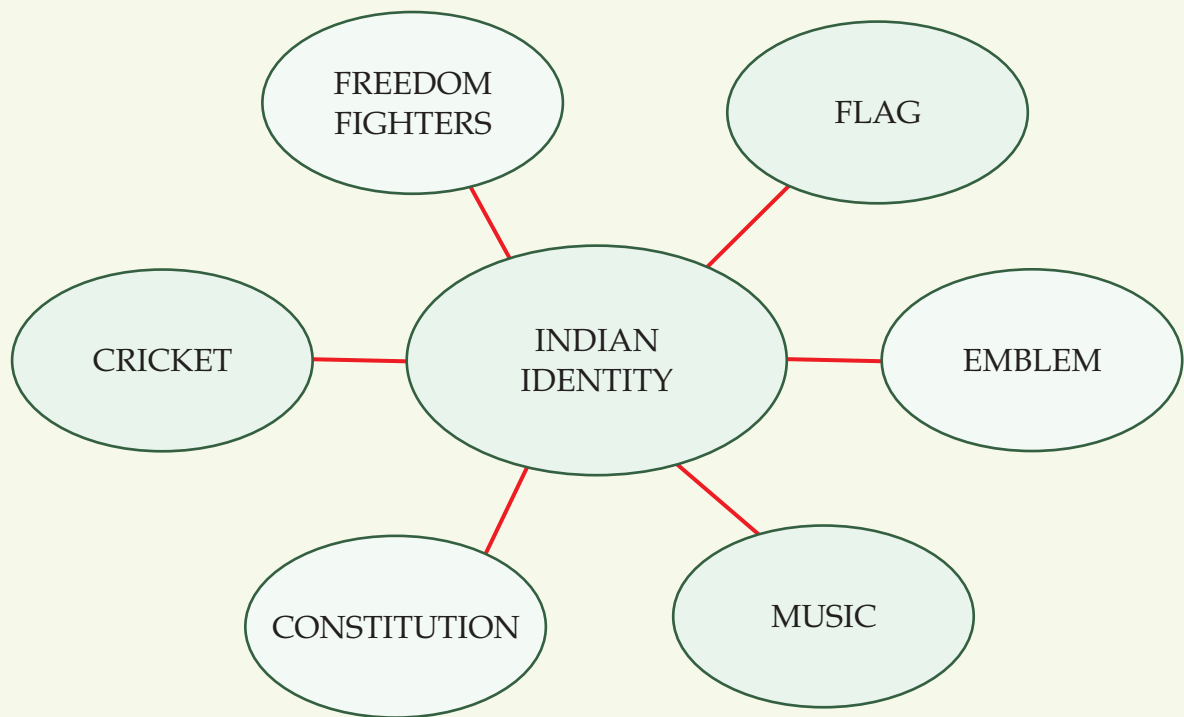
The teacher and students prepare for the discussions by reading through the tips given.

**C SPIRIT OF UNITY**

- C1 The student groups are given the option of choosing the mode of presentation – power point, chart, collage etc,. The teacher can evaluate them based on parameters like, presentation, relevance, variety.
- C2 Film review
- C3 Students go through the words that can be used for writing a film review.
- C4 Writing a film review. Students are asked to read the way a film review is to be written.
- C5 The teacher shows the children an inspiring film like Chak de India or Lagaan and asks them to review it. The guidelines given will help them in effective writing of the review. The teacher may ask the children to read aloud the reviews of few current movies from the newspaper. It should be emphasized that on no account should the climax or the ending of the movie be revealed. The students may also be asked to review the movie that they have seen recently.
- C6 The music may be played in class, the other factors discussed. How each one of them has permeated into different parts of India irrespective of the differences – group discussion.

**D. Mile Sur Mera Tumhara**

- D1 Students read the extract.
- D2 The teacher asks the students to discuss popular slogans and coin new ones.
- How to write a slogan
  - Easy language
  - Short
  - Preferably a couplet
  - No complete sentence
- D3 The students coin the slogans for the given pictures.
- D4 Students also choose or think and come up with various answers



- National Anthem, Culture, Heritage, Monuments etc.

- D5 The video of Mile Sur Mera Tumhara is screened for the students to help them understand it better.
- D6 After listening to the song, students are divided into groups of two or three and asked to present it in a particular language. To make it more interesting, they may be asked to dress up in that region's traditional costume. This can be an activity for the morning assembly.

# Unit - 1

## DETERMINERS

Determiners are words that go before nouns. They determine the nouns in terms of number, quantity, definite or indefinite.

A a, an, the, most, each, ten, more, either, neither, lot, another, several, both.....

- B1. the word used before building in Sentence 1 is 'the' (definite article) and in sentence 2 is 'a' (indefinite article)

Can you think of a reason why different words are used before building in these two sentences?

In the first sentence, we are referring to a specific building whereas in sentence 2, the reference is **to any building**.

- B2. a. the  
b. a  
c. a  
d. the  
e. a  
f. the  
g. an  
h. the

- B3 I drove on the Time Machine without changing the lever. At last, I stopped; the sun was red and very large and a huge reddish rock was there. The Time Machine, in which I sat, was standing on a sloping beach and I saw the sea stretch to the horizon, without any waves. No breath of wind stirred and I began to breathe very fast and felt an oppression in my head. I heard a harsh scream and saw a thing like a huge butterfly. But as I turned to look around again, I froze. The reddish mass of rock was moving towards me. I realized that it was a monstrous crablike creature. I felt a tickle on my cheek, as though a fly had lighted there. I struck at this and caught something thread like. With horror I realized that I had just grasped the antenna of the monster crab. In a moment I had pulled the lever. I placed a time of one month between myself and these monsters.

B.5. Which river is considered to be the holiest river in India?

The Ganges

Which is the highest mountain range in India?

The Everest

C Determiners with countable and uncountable nouns

C1 Add a suitable noun to each of the following determiners in the box below

|                |                  |                    |                 |
|----------------|------------------|--------------------|-----------------|
| a pen          | both dresses     | few ideas          | much discussion |
| all classes    | each project     | little use         | neither answer  |
| an eraser      | either student   | many ways          | no clue         |
| another chance | enough food      | more possibilities | any option      |
| every citizen  | most computers   | several foreigners | one candidate   |
| some water     | two/three sheets | a lot of courage   |                 |

C.2

| Countable (C)      | Uncountable (U)  | Both (C) and (U)               |
|--------------------|------------------|--------------------------------|
| a pen              | some water       | some pens / some water         |
| both dresses       | much discussion  | no clue / no money             |
| few ideas          | little use       | more possibilities / more milk |
| all classes        | enough food      | any option / any suggestion    |
| each project       | a lot of courage |                                |
| neither answer     |                  |                                |
| an eraser          |                  |                                |
| either student     |                  |                                |
| many ways          |                  |                                |
| another chance     |                  |                                |
| every citizen      |                  |                                |
| most computers     |                  |                                |
| several foreigners |                  |                                |
| one candidate      |                  |                                |
| two/ three sheets  |                  |                                |

C3 Please note that these are just samples. Any other suitable determiner may be used depending on whether the noun is countable or uncountable

several mango groves

two ghats

the river Ganga

several prayer flags

several ascetics

many boats

numerous tourists

some temples

many devotees

a team of security officials

very little sand

D. Determiners- Summary

D.1. Kindly note that this is just a sample. Any other suitable answer may be accepted.

Dear Mom and Dad

I am having a good time here with the Awasthis. Karan Awasthi is a Manager in a five star hotel while his wife, Nayantara is a post graduate from Delhi University. They are recently married and are now living in Gurgaon. They are a good couple, made for each other, sharing interests in reading, music, enjoying films together and travelling. They are on the look out for a new accommodation as they are not happy with the present house. They have seen several houses but have not yet decided on any. The Awasthis are also planning a holiday to Ranikhet and Ramgarh.

- D.2. 1. a  
2. the  
3. many  
4. many  
5. the

6. many

7. the

8. a

9. a

10. more

D.3.

A. (1) these (2) pair

B. (3) little (4) an (5) any

A. (6) several (7) the

B. (8) the

A. (9) a (10) another

B. (11) little (12) many

A. (13) few

B. (14) this

D.4. (1) the (2) my (3) a (4) an  
 (5) India's (6) those (7) any (8) little  
 (9) a little (10) some (11) each (12) other  
 (13) three (14) the little (15) any

# Unit - 2

## TENSES

Learning the use of tenses helps us to communicate effectively and be understood accurately.

A.1.

|     | Sentence                                                              | Tense                      | Time            |
|-----|-----------------------------------------------------------------------|----------------------------|-----------------|
| 1.  | We <b>are planning</b> to go out for a picnic tomorrow                | Present                    | Future          |
| 2.  | India <b>has made</b> tremendous progress in the past few decades     | Present perfect            | Past            |
| 3.  | It <b>has been raining</b> since morning                              | Present perfect continuous | Past to Present |
| 4.  | <b>Could</b> you please send your e-mail address as soon as possible? | Past                       | Future          |
| 5.  | The train <b>must have reached</b> Delhi by now                       | Present perfect            | Past            |
| 6.  | It always <b>rains</b> in July here                                   | Simple present             | Indefinite      |
| 7.  | Cold wave <b>intensifies</b> further<br>(a news headline)             | Present                    | Future          |
| 8.  | He <b>was playing</b> here a minute ago.                              | Past continuous            | Past            |
| 9.  | She <b>won</b> the Student of the Year award last year                | Simple past                | Past            |
| 10. | All incomplete forms <b>will be rejected</b>                          | Future                     | Future          |

- A.2. a. No. for eg. In sentence no.7, the verb is in present tense but it refers to future occurrence. Similarly, in sentence no.4, the tense of the verb is in future but it refers to an action in future.
- b. The tense of the verb is indicated by the use of auxiliary verbs, modals or the inflection of the main verb itself
- c. No.
- d. 'Simple' is called so because it exists in its base form



'Progressive' is so called as it refers to something that is in progress at that point of time

In principle the 'perfect' is used to indicate that an action or circumstance occurred earlier than the present time (or other time under consideration), often focusing attention on the resulting state rather than on the occurrence itself.

- B.1.
- i. am eating
  - ii. are getting  
am coming
  - iii. are rising
  - iv. are not wearing
  - v. am not doing
  - vi. is leaving
  - vii. are being
  - viii. is always making
  - ix. is writing

B.2. Verbs are normally not used in the progressive form

I. Which sentence in each of the following pairs is acceptable and why?

1. b- I respect you.
2. a. My son loves to draw and paint.
3. b. We have two cars.
4. b. I think you are new to this place.
5. a. The cake smells good.

Verbs referring to mental states and to the use of the senses are hardly ever used in progressive forms.

- ii. 1. In sentence 'a' 'imagine' is in present tense whereas 'imagine' is used in the progressive form indicating future use.
2. Sentence 'a' generalizes in present tense while sentence 'b' refers to the action of the mother which is in progress
3. The first sentence discusses the admiration of the teacher in general whereas, the second sentence describes that the teacher is presently admiring the latest painting that the student has made.

4. The first sentence describes the action of the doctor which is in progress whereas, sentence 'b' describes how the patient feels.

- B.3. 1. go, going  
2. is passing, is taking, is, are attacking  
3. think, are making  
4. says, is responding  
5. is, is not coming

- B.4. You may write as described here:

The station is bustling with activity. While some are seen boarding the train, some can be seen alighting. People can be seen queuing up for enquiry while some others are engaging themselves by reading magazines and newspapers. Many passengers are patiently waiting for their trains. A train is heading towards the platform.

- B.5. The letter has been written predominantly in present tense and there is an extensive use of present continuous these. However, a mix of the past tense and the perfect tense has been used.
- B.6. You might like to begin the letter by reciprocating Nikita's friendship and good will. Susie would also predominantly use present tense, particularly, present continuous. However, she would use other tenses as well.

#### C. Present Perfect

- C.2. a. have been working  
b. have been selected  
c. have contested  
d. have known  
e. Have you ever been

- C.3. 1. a. The speaker is still a teacher  
b. The speaker is not a teacher now.  
2. a. The person used to always score good marks in the past.  
b. The person has always scored good marks, up to the present  
3. a. Geeta has never met her cousin till now  
b. Geeta didn't get to meet her cousin who is no longer alive in the past.  
4. a. means a particular journey

- b. refers to his travels so far.
5. a. Jose has completed seven assignments ; but might do more as the day is not over.
- b. The sentence means that the day is over and by then Jose had completed seven; probably there is more to do.
- b. Simple past is used to refer to actions that happened in the past; but not related to the present

Whereas, present perfect is used when a finished action has some relevance or significance in the present.

- C.4. 1. There have been many wars since 1947
2. There was a war in the Persian Gulf in 1991.
3. Edmund Hilary and Tensing first climbed Everest in 1953.
4. Many people have climbed Everest since 1953.
5. India won the Prudential Cricket World Cup in England.
6. India has won many limited – overs cricket trophies since 1983.

C.5. Eg. Until now, I have not watched a single cricket match in a stadium

I have not climbed a mountain so far.

Lately, I feel dizzy while climbing the stairs.

Over the past few years, my interest in singing has increased.

C.6. E.G. You may please continue.

Ten years back, my village used to look green, prosperous and well inhabited. But now, many people seem to have migrated to the cities and the village seems to have lost its greenery, beauty and abundance....

- D.1. 1. began
2. destroyed
3. came
4. decided
5. had married
6. caused

In 1925 a disease destroyed the crops in one village.

The people began to starve.

The chief decided to send the children of the village to live in a settlement in the next valley.

Later, the village people came to retrieve their children.

However, they had married outside the village.

This caused a war between the two villages.

Sentence No. 5, past perfect tense has been used to indicate that of the actions that happened in the past, one happened earlier than the other.

| D.2. A. Occurred First                            | B. Occurred Later                            |
|---------------------------------------------------|----------------------------------------------|
| 1. Example: Jim had migrated to the United States | 1. I didn't know it.                         |
| 2. The show had begun                             | 2. We arrived at the theatre later.          |
| 3. The patient had died                           | 3. The ambulance reached the hospital later. |
| 4. He had got married                             | 4. He started working later.                 |
| 5. I had mislaid the keys                         | 5. So, I couldn't open the locker.           |
| 6. Byom Bakshi had seen the man somewhere before. | 6. Byom Bakshi felt so.                      |

A. Past perfect has been used in 'A' and simple past has been used in 'B.' When two actions happen in the past, we use the past perfect tense for the earlier action and the simple past tense for the later action.

- D.3.
1. had already reached, said, had forgotten
  2. woke up, missed, reached, had already started.
  3. visited, had left, found, had completely changed
  4. met, did not like

- D.4.
1. By 2005, the singer had recorded ten albums
  2. correct
  3. Timothy, the tiger killed five calves yesterday.
  4. When Rehman met Mini ten years later, she had grown into a young girl.

5. correct
6. We had hardly gone a kilometer or so when the car broke down.

D5 I tried to phone Mayank this morning but the servant answered that he had gone out with his family.

Jayanti met Rohit, who had returned from a holiday and went to see a film with him.

The participants arrived in Gangtok. They found that all the arrangements had been finalized for the seminar. Later, they met the professors from UK the same evening.

- F.1.
1. Tomorrow Is Wednesday.
  2. The train would have left by the time you reach the station.
  3. Hurry! The film is about to start.
  4. The minister is opening the new Art Centre next week.
  5. This time next year, he will be living in Mumbai.
  6. I am going to be a nurse when I grow up.

- F2
2. sentence No. 1
  3. sentence No. 3
  4. sentence No. 4
  5. sentence No. 5
  6. sentence No. 6

G. Summary

- I: Please tell us about your parents.
- S: My father Rah Krishana Puri is a famous immigration lawyer and my mother Moyna Margaret Puri is from Trinidad.
- I: Have you taken part in any of the National Championships?
- S: ( Very excited) Yes, I took part and have set six new national records in five days at the junior nationals at Vijayawada.
- I: How have did you perform at the Senior Nationals?
- S: I won seven events and five new national records
- I: How do you rate your performance in the Atlanta Olympics in 1996?
- S: I was proud to represent India n 50 m freestyle. It is true that I didn't win any medal but I clocked the best time of my life.
- I: Have you any plans for the future?

- S: I am planning to apply for a swimming scholarship and training in USA. And of course, I would like to represent India for as long as possible. Also, I hope to win a medal in the Olympics.
- I: Thank you, Sangeeta. I wish you the best.
- S: Thank you very much.

### Integrated Grammar Practice 1

1. (a) of (b) our (c) experience (d) altering (e) by (f) results (g) by (h) for (i) rings (j) altering
2. (a) i (b) iii (C) ii (d) I (e) iv
3.
  - a. was...is
  - b. transfer...transfers
  - c. with....by
  - d. this...these
  - e. on...in
  - f. do...does
  - g. can....Should
  - h. will....do
4.
  1. Earth's climate hasn't always stayed the same.
  2. Especially, the Earth periodically goes through a period of cold weather called the Ice Age.
  3. During an Ice Age, the polar glaciers grow bigger.
  4. At the peak of an Ice Age, glaciers may cover as much as a third of the Earth.
5.
  1. Private detectives are to be hired to help the Ambala police force in better investigation.
  2. The Haryana High Court has dismissed a plea filed by Coca Cola India Inc. against the Assistant Commissioner of Income Tax, Gurgaon, and other respondents.
  3. The Haryana Government has transferred three IAS officers and 11 Superintendents of Police, including the Bhiwani SP along with the Deputy Commissioner of police.
  4. A property dealer was shot dead inside the premises of a hospital by armed gangsters here today.

6.     a.     that he had a terrible toothache  
       b.     he needed to examine his teeth  
       c.     to open his mouth wide  
       d.     if there was any serious problem
7.     fire/our     in  
       looked/of- out  
       of/house – the  
       arriving/ their – with  
       turned/ the corner – round  
       dashed/ the house – into  
       woman/screaming – was  
       and/not – could  
       held/ a blanket – out  
       she/ to – had  
       that/ was – she  
       with / great – a  
       had / the – been  
       of / life - her

# Unit - 3

## SUBJECT VERB AGREEMENT

A.1.

| Subject         | Verb            |
|-----------------|-----------------|
| 1. students     | are arriving    |
| 2. study        | needs           |
| 3. I            | agree           |
| they            | are going       |
| 4. supervisor   | is coming       |
| 5. manager      | called          |
| 6. he           | is going        |
| 7. news         | is              |
| 8. his policy   | is              |
| politics        | is              |
| 9. people       | should not join |
| 10. you         | are             |
| 11. pick-up bus | arrives         |
|                 | presume         |

A.3.

| Countable Singular | Countable Plural | Uncountable |
|--------------------|------------------|-------------|
| Centre             | Students         | Politics    |
| Study              | Arrangements     | News        |
| Location, Campus   | Days             | Honesty     |
| Constellation      | People           | Luggage     |
| Team, Supervisor   |                  | Study       |
| Manager,           |                  | Policy      |
| Committee          |                  |             |
| Policy, Game       |                  |             |
| Pick-up Bus        |                  |             |
| Railway Station    |                  |             |



|     |                                                |                                                       |                                              |                                                    |
|-----|------------------------------------------------|-------------------------------------------------------|----------------------------------------------|----------------------------------------------------|
| A.4 | Feet<br>(cp)<br>tooth<br>(cs)<br>goose<br>(cs) | Person<br>(cs)<br>coffee<br>(uc)<br>gentlemen<br>(cp) | News<br>(uc)<br>knife<br>(cs)<br>oil<br>(uc) | Oxen<br>(cp)<br>boxes<br>(cp)<br>furniture<br>(uc) |
| A.5 | Clue<br><br>E=mc <sup>2</sup><br><br>1+1=2     |                                                       | Subject<br><br>Physics<br><br>Mathematics    |                                                    |

**Subjects** – Dramatics, Economics, Statistics, Electronics

**Diseases** – diabetes, rabies, mumps, tuberculosis, measles, rickets

**Games/Sports** – cards, darts, athletics, skittles, billiards, tennis, aerobics, gymnastic

A singular verb is used with these nouns.

A.6            **Has, is, has, is, is**

#### A.7    Questions

#### Answers

- |                                            |                                                    |
|--------------------------------------------|----------------------------------------------------|
| 1) What are shears used for?               | 1) They are used for trimming the edges.           |
| 2) Have you got the binoculars?            | 2) No, I have lost them.                           |
| 3) What are pliers made of?                | 3) They are made of iron and plastic               |
| 4) How much do these trousers cost?        | 4) They cost Rs 500.                               |
| 5) Are your socks torn?                    | 5) Yes, they are.                                  |
| 6) What are tongs used for?                | 6) They are used for grasping and lifting objects. |
| 7) Are your goggles branded?               | 7) My goggles are not branded.                     |
| 8) Which slacks are not allowed in school? | 8) Black slacks are not allowed in school.         |
| 9) What are scissors used for?             | 9) They are used for cutting cloth.                |
| 10) Can you lend me your compasses?        | 10) No, they are with my friend, Ashok.            |

**All the nouns in the above sentences take the plural verb.**

B.1    It is a classroom activity.

Eg **Questions like** – Has the government decided on the age of retirement?

Are the staff agreeable to working on Saturdays?

**Answers** --The government has decided on the retirement age as 60.

The staff are divided on their decision to work on Saturdays

Q. Has the media covered the incident truthfully?

Ans. The media has covered the incident with great honesty and rare truthfulness.

B.2. **Correct form of verb**

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

B.3. The United States of America \_\_\_\_\_ is

500 rupees \_\_\_\_\_ is

a number of people \_\_\_\_\_ are

The Arabian Nights \_\_\_\_\_ is

A couple of friends \_\_\_\_\_ are

half of us \_\_\_\_\_ are

The majority of the members of the committee \_\_\_\_\_ are

A gang of robbers \_\_\_\_\_ is

A herd of cattle \_\_\_\_\_ is

- B.4
- 1) The boy is
  - 2) The book is
  - 3) The furniture is
  - 4) The team has been
  - 5) A visit provides

C. 1) One of my friends has gone to Canada.

2) Each one of the managers has applied.....

- 3) Neither of the boxers was able.....

**Statement: singular verb**

- 4) Tobacco and alcohol are injurious to health.  
5) He and I were at Patna University together.  
6) Oil and water do not mix.

**Statement: plural verb**

- 7) Age and experience brings wisdom to man.  
8) Slow and steady wins the race.  
9) Bread and butter is what the poor want.

**Statement: singular verb**

- 10) My uncle and guardian want me.....  
11) The Collector and District Magistrate are away.  
12) The notable patriot and orator is no more.  
13) The industrialist and the politician have been.....

**Statement: singular verb, plural form.**

- 14) Neither Raju nor Sheela has.....  
15) No scholarship or reward was given.....  
16) Either China or Malaysia has the chance.....

**Statement: singular verb**

- 17) Neither he nor I have any objection.....  
18) Either you or Rashmi has to own.....

**Statement: near it.**

# Unit - 4

## NON FINITES

|    |       |      |      |      |       |      |
|----|-------|------|------|------|-------|------|
| A. | 1.    | 1. S | 2. P | 3. P | 4S    | 5. P |
|    | 6.S   | 7. P | 8.S  | 9.S  | 10. P | 11.S |
|    | 12. P |      |      |      |       |      |

### A.2. Non finite verbs

playing, fallen, won, hanging, ignoring

Non finites are of 3 types:

1. Infinitives – to work, to sing
2. Gerunds-----working, singing
3. Participles---playing, working, having finished

A.3 while Viewing  
just about to land  
were running  
stealing food  
looking through  
Bhola watched  
intruders peering  
on finding  
mouse jumping  
intruder ran  
day searching  
Bhola took  
on seeing  
frightened to stay  
they sped

|      |                  |          |
|------|------------------|----------|
| A.4. | Column A         | Column B |
|      | viewing, to land | watched  |

|                   |      |
|-------------------|------|
| running, stealing | ran  |
| looking, peering  | look |
| finding, jumping  | sped |
| searching, seeing |      |
| to stay,          |      |

The verbs in column A are non finite.

The verbs in column B are finite.

A.5. sitting, giving, gathering, avoiding, realize, facing, cautioning, to have, to show.

A.6 frightening, changing, peering, worrying, blazing, hitting.

A.7 To bring, to remove, doubting it, to remove, applying.

B. Present Participle

|     |    |            |              |
|-----|----|------------|--------------|
| B.2 | a. | escaping   | a thief      |
|     | b. | hearing    | the students |
|     | c. | practicing | school choir |
|     | d. | seeing     | player       |

B.3 cheating, quivering, trembling, hearing, fearing, assessing.

B.4. The Gerund – functions like a noun

B.5. 1. using, 2. buying 3. applying 4. seeing 5. meeting 6. Waiting for

B.6. 1. Making mistakes is human.  
 2. Telling lies has made Sheela unpopular.  
 3. The police prevented us from entering the pavilion.  
 4. Our neighbours apologized for making a lot of noise.  
 5. I congratulated Murari for passing the examination.  
 6. I do not like her talking too much.  
 7. Appreciating other people's achievements promotes goodwill.

B.7 Unusual Solutions

1. Why don't you try sipping along with it?

2. Why don't you try thrashing it?
3. Why don't you try putting them on fire?
4. Why don't you try giving him the key?
5. Why don't you try applying tape on his/her mouth?
6. Why don't you try giving blows to your head?

B.8

| What I love doing         | What I hate doing                   | What I don't mind doing        |
|---------------------------|-------------------------------------|--------------------------------|
| Playing video games       | Writing exams                       | Going for movies               |
| Driving a car             | Playing cards                       | Visiting Pizza outlets         |
| Going to the temple       | Gossiping                           | Teasing my sister              |
| Helping my classmates     | Sleeping late                       | Sharing things with my brother |
| Listening to old melodies | Going to school daily               |                                |
| Imitating actors          | Wearing a formal dress on Saturdays |                                |

### C. Infinitives as Non-finites

#### C.1. Characteristics of the Infinitives

- a. come
- b. to find
- c. to underestimate
- d. to respect
- e. take

- C.2
- b. Only authorized persons are allowed to enter here.
  - c. You are allowed to drink water here.
  - d. Workers are required to wear face shields.
  - e. General public is not allowed to enter here.
  - f. You are requested not to climb on the equipment.

- C.3
1. I am waiting here to meet the teachers.
  2. I returned home entry to help with the house work
  3. Raju is going abroad to visit his sister.
  4. Kiran sold her car to buy a van
  5. I travelled by bus to save money.

- C.4
1. He warned me not to tell mother about their quarrel
  2. He advised me to go the police.
  3. Sushila encouraged me to buy a new dress.
  4. Anil warned me not to drive so fast.
  5. The teacher permitted Rupa to go the library.
- C.5
1. Shah was the man who found Rs. 20,000 of the sales money missing from the box.
  2. The officer was declared guilty of gross negligence.
  3. Evidence showed the documents to be fabricated.
  4. The court warned the representatives not to tamper with the evidence.
  5. The minister was annoyed to learn that he had lost the elections.
  6. You would be silly to dye your hair green
- D.1
- Sentence 1 shows complete action.  
Sentence 2 shows incomplete action.
- D.2
1. to sing in the class
  2. play cards
  3. do work
  4. me to go out and meet my brother
- D.3
- Suggested approaching; pursuing, holding, to introduce, to be, supply, to deliver, starting, to contact, hearing.
- D.4
1. helping me
  2. playing in the sun
  3. the thrashing I got
  4. spending a jolly good time with you
  5. favouring any body
  6. to fight to the last
  7. to hurt you
  8. to come to the truth
  9. for refusing to change the outdated spice packet
  10. to hum when alone
- D.5
- Sentence (b) refers to something which actually happened.  
Sentence (a) refers to something which actually hasn't happened.

1. I regret being rude to you
  2. I regret to inform you that you have not qualified in the interview.
  3. I want to stop eating lunch now.
  4. I must stop eating so much.
  5. It was rude of him to say that.
- D.6.
1. I remember listening to stories from my mom.
  2. I remember trying to get things done on my own.
  3. I remember getting things on demand.
  4. I remember breaking toys.
  5. I remember quarreling with my elder sister.

#### Things to be done

1. I must remember to return the library book
2. I must remember to get my bike serviced.
3. I must remember to pay a visit to my ailing friend.
4. I must remember to chalk out a schedule to be followed.

|    |                     |                     |
|----|---------------------|---------------------|
| E. | The Past Participle | Noun                |
|    | driven              | the elephant        |
|    | loaded              | trucks              |
|    | hurt                | Robin               |
|    | ill-gotten          | wealth              |
|    | bent                | the old post master |
|    | powered             | the economy         |

- E.2.
1. Surprised by Asif's return of service, Leander started playing in earnest.
  2. Having completed her homework, Rajni wants to go to play.
  3. Utterly bored with his studies, Gopal went out for a walk.
  4. Startled by the noise, Sita jumped out of her bed.
  5. Chased by the police, the smuggler hid in a thicket
  6. Stunned by the news, Meenu stood rooted to the spot.
- E.3
1. Business Firms Involved In Pooja Celebrations.
  2. NPI Taxation Relaxed
- 2-----b



3. Mr.Das Appointed MD of ODC  
3-----a
4. School Boy Kidnapped  
4-----c
- E4 1. Thomas Muster Beaten in Lyon Grand Prix  
2. Court Proceedings Reporting Assigned to Journalists.  
3. Fake Police Officer Arrested.  
4. Nine Persons Roasted Alive, Houses Torched.
- F. Non-Finites Summary
- F1. A broken scale, a dejected man, a fallen tree, a frightened horse, a damaged water pipeline, a torn shoe.
- F2 1. The postman decided to punish the dog for biting him.  
2. It being a rainy day, the organizers decided to postpone the match.  
3. Being fond of sweets, we planned to gift Mary a box of chocolates on her birthday.  
4. He was allowed to leave the factory early for having finished his work for the day.  
5. The tiger jumped at him while he was riding on a horse.
- F3 1. Her actions make my blood boil.  
2. They are counting on my planning for their team.  
3. He wants to write his autobiography / He is thinking of writing his autobiography.  
4. I hope to secure full marks in the Mathematics paper  
5. We were prevented from entering the classroom.  
6. You had better send your application by fax.
- F4. studying;  
talking; disturbed; preparing; to go.
- F5 To tell; to be disturbed; coming; wasting time, on studies; getting scolded, to spend ,  
studing
- F6: I wish to express my views on the issue of parental pressure. This seems to be a topic of great concern in today's world. Coping with parental pressure is really difficult. The voice of the youngsters seems to be echoing in one's ears, "My parents force me

to study all the time.” They are willing to spend anything for my success. My parents seem to be over ambitious and want me to score atleast 95%. Please advice me on how I should resolve this sensitive issue.

Looking forward to hearing from you soon.

Yours

Ajit.

- I1    a. may  
      b. or  
      c. in  
      d. restores  
      e. until  
      f. among  
      g. many  
      h. a
- I2    a. (iii)  
      b. (i)  
      c. (iv)  
      d. (iii)
- I3    a. are broken in a bowl and beaten after  
      b. of water is added to the beaten eggs.  
      c. are poured in the frying pan.  
      d. it is set.  
      e. it is folded and served.
- I4    a. if she had booked the rooms in the hotel for their holiday  
      b. that she had asked them to book a double room on the tenth floor  
      c. why she had asked for a room on the tenth floor  
      d. that the view from there would be really great.  
      e. if she had forgotten that he is afraid of lifts.
- I.5.    1. Migration is one of the greatest mysteries of bird life.  
      2. Most information on migration has come from ringing of the young and adult birds.

3. A light aluminum ring stamped with a number and return address is fastened to the bird before it leaves the nest.
4. The bird is released and a detailed record is kept in a special register.
5. The method of ringing birds had been extensively employed in Europe and America in recent years for collection factual data.

|    |          |           |
|----|----------|-----------|
| I6 | Error    | Correct   |
|    | nowhere  | anywhere  |
|    | have     | did       |
|    | on       | in        |
|    | could    | would     |
|    | over     | on        |
|    | everyone | anyone    |
|    | broke    | broken    |
|    | someone  | somewhere |
|    | suggests | suggested |
|    | in       | into      |
|    | should   | must      |
|    | them     | it        |

- I7
- a. Contains many kinds
  - b. cells and the
  - c. but the most
  - d. you do not
  - e. of them, you are
  - f. solving a few
  - g. surrounding these cells.
  - h. oxygen and an

# Unit - 5

## RELATIVES

A 1. Match the items in A with their definitions

|                       |                                                 |
|-----------------------|-------------------------------------------------|
| 1. A dermatologist is | a doctor who treats skin diseases               |
| 2. A cassock is       | a gown which is worn by a priest                |
| 3. A thermometer is   | an instrument which measures temperature        |
| 4. A granary is       | a place where grains are stored                 |
| 5. A widower is       | a man whose wife is dead                        |
| 6. A tragedy is       | is a play which has a sad or a tragic ending    |
| 7. Amnesia is         | a disease which causes loss of memory           |
| 8. An amphibian is    | an animal which lives both on land and in water |
| 9. A microscope is    | an instrument for viewing minute objects        |

A 2

QUIZ – Frame other questions based on the example..

1. What is the name of the tree which has high medicinal value?
2. What is the name of the island where India's only satellite center is located?
3. What is the name of a person who watches birds?
4. What is the name of the play which has been made into a movie?
5. What is the name of the stadium where Sachin Tendulkar announced his retirement?
6. What is the name of the product which has been banned in the market?

A3

1. An oculist is a person who treats eye diseases
2. Ishita's brother, who is an architect, said the house needs a proper security system.
3. Copper, which is an element, is mixed with zinc to make brass
4. The shed where aeroplanes are housed is called a hangar.
5. The Indian cricket team is flying to Chennai, where 2011 World Cups' last league match is going to be played.
6. Chanakya, whose disciple was Chandragupta, was a teacher of Economics and Political Science in Takshashila University.
7. The countries that export petroleum are planning to hike the price.

Sentences 2, 3, 5, and 6 have commas because the relative clauses provide additional piece of information about the nouns they qualify.

- A4
1. who
  2. whose
  3. which
  4. where
  5. who
  6. who

- A-5
1. Tushar, who is my best friend, is studying in Cornell University, USA.
  2. Konark, where we are going for our next excursion is famous for its Sun temple.
  3. Mr. Misra, who was in the US, has started his own business in New Delhi.
  4. Yesterday, I met Saina Nehwal who is a famous badminton player.
  5. Popeye likes to eat lots of spinach which contains iron.

- A-6
1. Who – which
  2. which – who
  - 3.
  4. whose - which
  5. where – whose

- A-7
1. That was a very fine car that your friend bought last month, wasn't it?
  2. All the members of my family prefer cakes that are made without eggs.
  3. The team that wins the quiz competition will be going to Ooty.
  4. Neither Govind nor I like stories that are full of violent incidents.

- B1
1. I found the book I wanted to read.
  2. The boy I met at the hotel is a wonderful magician.
  3. This is the best movie I've ever seen.
  4. The girl talking to Mr. Malya is the pilot.
  5. Silk sarees made in Banares are popular all over the world.

- B2
1. city/ is – that
  2. Magasthenes / spent – who
  3. who – which
  4. who – which

5. Ashoka / adopted – who
6. whom – that
7. which – how

B3 Salsette Island

You might want to reorganize the given information:

Paragraph 1 – India's west coast

Maharashtra state

North part - Mumbai

South Part- Thane district

Paragraph 2 – large island

14 th most populous island in the world

highest point – 450 metres

several small islands

earthquake prone

Paragraph 3 – hilly

Many Beaches

National park biggest city national park in the world

Boriville National Park in this Island

Now, try to make them into sentences linking them together using appropriate relatives (or reduced forms), articles, verbs etc. Do not make your sentences too long.

# Unit - 6

## CONNECTORS

A.1.

1. No
2. No
3. Connectors
1. YES
2. They link ideas, phrases, sentences....

A.2

| A                                                                                                          | B                                  |
|------------------------------------------------------------------------------------------------------------|------------------------------------|
| Food and drink prices in New York are very high; furthermore, renting an apartment there is very expensive | adds information                   |
| Ragini has a great sense of humour. In the same way, her sister Taarini loves a good joke.                 | introduces a similar idea          |
| The film had poor reviews. So, I went out with my friends to see a play, instead.                          | gives a different / opposite idea. |
| Sujoy is a lazy boy. Consequently, he failed in his exams.                                                 | introduces the results.            |

A-3

1. on the one hand, on the other hand
2. nevertheless
3. on the contrary
4. incidentally
5. for instance
6. consequently
7. in other words
8. I am afraid

B-1

1. moreover
2. in addition

3. furthermore
4. in addition
5. furthermore
6. additionally

**B-2**

1. Moreover, he claimed five wickets
2. Furthermore, she is a good dancer.
3. In addition, it causes global warming
4. Additionally, they preserve endangered species.

**C-1**

whereas, while, but, whereas, while

**C-2**

1. however
2. nonetheless
3. nevertheless
4. however
5. nonetheless

**C-3**

1. However, he became inactive due to malnutrition.
2. In addition, it did not offer facilities for vacation either.
3. However, it can be prevented.

**D-1**

Eg. I am short tempered, but I have a wide circle of friends.

I am thin, but I have enough strength and stamina.

Although, I sing well, I have stage fright.

**D-2**

1. Although the day started well, it eventually turned out to be hot and humid.
2. I voted for Ragini as the Head Girl, but she lost the elections.
3. Five witnesses say he stole the money, yet it could not be proved.
4. Even though he worked very hard, his performance was not upto the mark.
5. She had hurt her foot that morning, however, she attended school.



D-3

1. Despite being ill, he came top of the class.
2. In spite of his disabilities, he copes well.
3. In spite of its smell, it tasted wonderful.
4. Despite our voting for Vijay, he lost the elections as Head Boy.

- E-1
- a) similarly
  - b) in the same way

E-2

- a.) Moreover, he asked his friend if he too would like to follow the same.
- b.) In fact, snakes are afraid of us.
- c.) Whereas, trusting them is also dangerous.
- d.) Similarly, clear air is equally important.

F-1

- 1) when
- 2) After
- 3) When
- 4) When
- 5) while
- 6) While
- 7) later

F-2

.... The door got shut. As I was locked out, I knocked on your door but since you didn't open, I spent the night on the stairs. Eventually, I opened the door in the morning with the help of a locksmith.

G-2

1. Why are there such big headlights?  
So that I feel safer at night.
2. Why are there two sets of brakes?  
In case one fails.
3. Why are there springs over the wheels?  
Otherwise it would be very uncomfortable.

4. Why do you have such big mudguards?

To protect the tyres.

5. What's this lever for?

For changing gears.

#### H-1

1. She is so intelligent that she will definitely pass.

She is too intelligent to not pass.

She is intelligent enough to pass

2. She is so weak that she cannot stand up.

She is too weak to stand up

She is not strong enough to stand up.

3. It is so hot that he cannot go for a walk.

It is too hot for him to go for a walk.

It is not cool enough for him to walk.

4. The land is so fertile that he can grow rice.

The land is too fertile to not grow rice.

The land is fertile enough to grow rice.

5. The house is so small that we cannot accommodate many.

The house is too small to accommodate many.

The house is not big enough to accommodate many.

#### H-2

1. They were so tired that they could not go for a walk.

2. They were so sick that they did not perform well in the programme.

3. They were so sick that they did badly in their exams.

#### H-3

1. Yadu is so handsome that many people like to be friendly with him.

2. He was so absent minded, that he put his boots on the wrong feet.

3. The audience were so emotionally involved in the programme that they were spellbound.

4. The crowd were so divided in their opinion that pandemonium soon broke out.
1. Whoever
  2. However
  3. Whatever, wherever
  4. Whoever, whatever
  5. Whoever, whenever
  6. Whichever, whenever

IGP-3

1.
  - a) where had he been
  - b) he had called him 6 times.
  - c) he was cleaning his room
  - d) he couldn't stop cleaning to answer his phone
  - e) he was cleaning the room so that he could find the phone.
2.
  - a) is launching a Cleanliness Drive to
  - b) for a fortnight from 19th March
  - c) cleaning the area and starting an awareness campaign
  - d) who wish to participate in the drive
3.
  - 1) The ancient Egyptians believed that the spirits of dead people live on only if their bodies were preserved.
  - 2) They preserved the dead bodies by making them into mummies
  - 3) Dried-out bodies were wrapped in linen bandages
  - 4) The ancient Egyptians securely buried the mummies inside pyramids
4.
  - a) group
  - b) Weren't
  - c) Made
  - d) Wanted
  - e) Who
  - f) Thought
  - g) Other
  - h) For

5.     a)     (I) increasing  
       b)     (iii) seem  
       c)     (iii) beside  
       d)     (iv) have  
       e)     (ii) nor  
       f)     (iv) using  
       g)     (I) nonetheless  
       h)     (I) for
6.     a)     examinations were over  
       b)     son whether he  
       c)     that it was  
       d)     question he had  
       e)     was a washerman  
       f)     but the son  
       g)     spelling of Deputy  
       h)     to lose one

## Unit - 7

### CONDITIONALS

- B.2
1. I will write a letter if I do not go out.
  2. I will go to the cinema if I get a ticket.
  3. I will go shopping if I have enough money.
  4. I will pass the exams if I do enough work.

It is a combination of Future and Present tenses.

- B.3
1. you let me do the work now
  2. you will be asked to get off the train
  3. I will complain to the Principal.
  4. the school Sports Day could be cancelled.
  5. he will lose weight.
  6. you might get a refund.
  7. you may leave at once
  8. You should improve your handwriting.
  9. will you ask her to call me?

- C1.
1. If Shikha was bitten by a snake, she would have panicked and fallen down unconscious.
  2. Ajay would feel sad if I lost the book he gave me.
  3. If I won an air ticket, I would think of going to Disney Land.
  4. If she does not do her exercises daily, she will gain weight.
  5. If the mill is closed, we should be duly compensated as we would lose our jobs.
  6. What would you do if your scooter is stolen from the lane where it is parked?

Verb used : Past Tense, Present Tense , Future Tense and Future Perfect.

- C2
1. If I were the Principal of my school , I would introduce the 'no dress code' policy.
  2. If I were God, I would put all the wrong doers in Hell.
  3. If I were the Environment Minister, I would start an afforestation campaign.
  4. If I were tall, I would join the school basketball team

5. If I were hardworking, I would earn a lot.

D2 1. If we had not wasted time, we would have caught the train.

2. If he had taken the advice of his accountants, he would have not lost a lot of money.

3. If there had not been an accident on the way, I would have reached the office in time.

D4 2. If the car engine had been powerful, it would have run very fast.

3. If the car had not been expensive, it would have been suitable for middle class people.

4. If it had been of a bigger size, it would have increased safety.

D.5 If I had got up early, I would not have been caught in a traffic jam.

If I had reached the office in time, I would not have been scolded by my boss.

If I had not shouted at my boss, I would have not lost my job.

Or

E.1 1. they get rusted

2. water evaporates

3. earthquakes occur

4. The tape moves fast

5. it withers away

E.2 Present Tense- Tense of the verb used in sentences in E1

F 1. provided that

2. As long as

3. Unless

4. Unless

5. As long as

1. Unless children receive love, they will not develop into an all round personality.

2. As long as people eat well and exercise, they will remain healthy.

3. Unless the examination is held on time, a year will be wasted.

4. As long as a movie is short and interesting, it will be a hit.

5. A journal will be popular, provided it is useful and attractive.

Or

1. As long as children receive love, they develop.
2. Unless people eat well and exercise, they will not be healthy.
3. Provided the examination is held on time, a year will not be wasted.
4. Unless a movie is short and interesting, it will not be popular.
5. Provided that a journal is useful and attractive, it will be popular.

|     |    |   |
|-----|----|---|
| G.2 | A  | B |
|     | 2  | f |
|     | 3  | k |
|     | 4  | a |
|     | 5  | b |
|     | 6  | d |
|     | 7  | e |
|     | 8  | c |
|     | 9  | i |
|     | 10 | g |

Weakness of the 'Electric Car'

1. no powerful engine
2. not appealing
3. small
4. slow
5. very expensive
6. not suitable event for children
7. not a 'well researched' vehicle

# Unit - 8

## COMPARISON

| A1. | Adjectives                     | Comparative Form                                      | Superlative Form                                        |
|-----|--------------------------------|-------------------------------------------------------|---------------------------------------------------------|
|     | Single Syllable                | Taller, Brighter,<br>Better, Worse,<br>Older, Farther | Tallest, Brightest,<br>Best, Worst,<br>Oldest, Farthest |
|     | Two Syllables                  | Simpler, Cleverer,<br>Busy, Happy, Better             | Simplest, Cleverest,<br>Busiest, Happiest, Best         |
|     | Ending in 'Y'                  | Happier, Busier                                       | Happiest, Busiest                                       |
|     | More than two syllables        | More Beautiful<br>More Dangerous                      | Most Beautiful<br>Most Dangerous                        |
|     | That do not have regular forms | Worse<br>Better                                       | Worst<br>Best                                           |

A2. Sentences-

1. She is prettier than her mother
2. He is not as plain as his brother
3. She is as diligent as I am
4. His answer is better than yours
5. My house is older than any other house in this locality
6. He is smarter than his boss.

A3. Self Attempt.(personal details of the student to be provided)

A4. Fewer, than, less, many, more, more, few, as much, less, many, much, as.

A5. Self Attempt.

A6. more in, more in, than, not more than, less than, more than.

A7. Self Attempt.

- A8.
1. Fruits are more nutritious than junk food.  
Junk food can't be healthy or nutritious , rather it is more fattening.
  2. Soap is cheaper than shampoo.  
Shampoo is more effective and better than soap.



3. A Cycle is more economical than a motor bike.  
A Motor bike is less safe than a cycle.  
A Cycle is more eco-friendly than a motor bike.
  4. The Internet is a better means to send messages than a letter.  
A Letter is not as quick as a means as the internet is to communicate.  
The Internet is safer than a letter to send messages.
  5. T.V. is more informative than radio.  
Radio is not as entertaining as T.V. is.  
T.V. is more popular than radio.
  6. A house is more spacious than a house in a multi-storied building.  
A house provides more convenient dwelling place than a dwelling unit in a multi-storied building.  
A House is more private a dwelling place than a dwelling place in a multi-storied building.
  7. A Swiss army knife is more useful than an ordinary knife.  
It is easier to handle than a one blade knife.  
It is more handy and versatile than a knife.
  8. City life is more polluted, crowded and noisy than life in villages.
  9. An Aeroplane is faster but a more expensive mode of transport than a train.  
Travelling in an aeroplane is more comfortable than travelling by train
  10. Pressure cooker is quicker, more hygienic and nutritious than cooking in the open pan.
  11. Travelling by train is safer, faster and more comfortable than traveling by bus.
- A9. Costlier than, more expensive, cheaper than, better, lower than.
- B – Avoiding Repetition
- B1. Today, Asia has far less forest cover than the past
  2. The questions in the Physics test were not easier than Maths
  3. India's population is rising more quickly than China's.

4. Children were reading more in 1990 than now.
5. Children now spend far more time watching TV than reading books.

B2 Apes are in many ways similar to humans. The skeleton of an ape resembles that of a human and both have the same number of teeth. An ape's brain is smaller than that of a human, but the structure is the same. It is not surprising then that apes behave like humans. Of all apes, the chimpanzee is more similar to man. It is the most intelligent ape and can be trained more easily than other apes. Some chimpanzees have been taught to communicate with humans through gestures used in deaf and dumb languages.

B3 Match the clauses.

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

- B4
1. The harder I work, the more I learn.
  2. The older you become, the lazier you grow.
  3. The more he learns, the sharper he becomes.
  4. The sooner she realizes her mistakes, the better human being she becomes.
  5. The faster our team scores, the more confident it appears.

- C1
1. Smaller, larger, many, more than, greater, as bad as, fifteen times, virtually the same, eight times greater, as many as, over the same period
  2. yes, yes
  3. If these trends continue, the situation for the smaller species will be as bad as it used to be for the larger ones.
  4. yes
  5. no
  6. five times.

C2- Self attempt. Paragraph

TV has had a great impact on the reading habit of students in India between 1985 and 2010. There has been a downward slide in the reading habit as more hours are spent on watching TV.

In 1985, 14 hours were spent on reading for pleasure and as compared to it TV watching was minimal. Subsequently, these trends change. In 1990, TV viewing was whopping while reading habit declined phenomenally. In 2000, TV watching rose up to four hours per week while reading for pleasure came down to ten hours from fourteen hours in 1985. In 2005, both trends crossed each others' paths. Reading for pleasure had a 50% reduction while TV viewing had a 7 times increase as compared to the figure of the year 1985. This trend was visible in year 2010 too. Reading for pleasure saw a deep decline as compared to TV viewing.

If these trends continue, then reading for pleasure will soon be a habit of the past while watching TV will be a predominant live activity.

D – Proportion

D1- vast majority, third, less than a quarter, small minority

D2 – Self Attempt.

The given pie-chart summarizes the survey conducted on "Should TV Advertising be controlled?". As is shown in the given diagram, a small minority believed that the TV advertising should be banned completely. But much less than a quarter believed it should be permitted only after 9 pm. Just less than a quarter were of the opinion that advertising targeting children should not be allowed. Almost  $\frac{1}{5}$ th were of the opinion that there should be no restrictions. One third of the surveyed people believed that frequency of commercial breaks should be restricted. It is seen that barring a small minority, all others wanted restriction of some kind to be imposed on TV advertising.

At what age should young people be considered to be independent?

Man considers himself to be independent based on certain external and internal factors. Even today, views about the age differ. A small minority feel that the age between 12 - 15 years is good for young people to be considered independent. But there are others who consider the age between 15 - 17 as the ideal age for the young to be thought of as independent. Just more than 25% of the people think that the age between 17 - 20 yrs is an ideal period when young people can be considered independent. Almost 50% of the

people are of the opinion that the age between 20-25 years is the best period to consider young people independent. The remaining 28% of the people feel that it is good to consider young people between 12-17 years as independent. To sum up, majority is of the view that young people should be considered to be independent when they cross the age of 20 years.

#### E- Superlative

E1. 1. Diamonds are the costliest stones.

2. The Himalayas are the highest mountain ranges in the world.

3. The Ganga is the most sacred river in India.

4. Leh, is the coldest region in India.

5. The Taj Mahal is the most beautiful monument in India.

6. Kolkata is the most populous city in India.

7. Jupiter is the largest planet in the solar system.

8. The elephant is the heaviest animal living at present.

9. Mt. Everest is the highest peak in the world.

10. Russia is the greatest communist country.

E2. 1. I like Cricket best because it is the most interesting game.

I like football best because it is the most vigorous game.

I like hockey best because it is the most powerful game.

2. I like fruits best because, they are the most nutritious.

I like chocolates best because it has the most intoxicating aroma.

I like ice cream best because it takes the shortest time to finish.

3. I like theatre best because it allows the best opportunity to face actors in person.

I like T.V best because it is the cheapest entertainer.

I like cinema best because it is the best place to socialize.

4. I like cartoon films best because they give the funniest moments to laugh.

I like Sci-fi films best because they are the most thrilling.

I like comedy films best because they are the lightest.

5. I like my elder brother best because he helps me the most.

I like me class teacher best because he is the most considerate.

I like my mom best because she is the most compassionate women

- F. 1. Saeed runs faster (not quicker) than Johnson.
2. The fastest (not faster) land animal in the world is the Cheetah.
3. Our house is bigger than your house (not your). Or yours.
4. On an average, people in cities earn more money than those (not that) living in villages.
5. His grade is the same as (not than) mine.
6. Ranvir is slightly taller than (not as) Javed.
7. Developed countries consume twice more resources than developing countries.
8. The clock tower is the most prominent land mark in this area.

#### Integrated Grammar Practice

1. (a) (i) was the imperial city of the  
(b) (iv) was built by  
(c) (i) are a blend of Islamic and Hindu.  
(d) (ii) conforms to be Islamic style of architecture  
(e) (i) show a Hindu influence specially that of
2. (a) (ii) (b) (ii) (c) (iii) (d) (i) (e) (iv) (f) (i) (g) (ii)
3. 1. He dreamed one night that he had been captured by a tribe.  
2. He was told he would have to produce the sewing machine in a day.  
3. If he could not, he would be speared by the tribe.  
4. As Howe woke up suddenly, he saw the solution to his problem.

Or

Howe saw the solution to his problem as he woke up suddenly.

4. (a) if she had enjoyed her holiday in London  
(b) it had been really very cold there  
(c) if she had seen any of the famous places there  
(d) she had seen a number of interesting places  
(e) she wished that it would have been better if
5. (a) should not bring motorized vehicles to school  
(b) informed not to park their cycles at the front entrance  
(c) must be returned to

- (d) is allowed
- (e) are prohibited.
- 6. (a) into a grocery
- (b) located thought what
- (c) wall, and ran
- (d) loudly they tried
- (e) it with a
- (f) stop the noise
- (g) they had stolen
- (h) are in police

## *Unit - 9*

### AVOID REPETITION

- c. Paragraph B. Repetitions have been avoided  
D Passage 2

Moina and Debi are students of class IX. They are great friends although they don't study at the same school. Neither has ever played any cricket but both are crazy about it especially one day matches. So far the two have watched ten matches together, all involving India. Surprisingly, India has lost none of them. Four of these matches were played in different foreign countries and the others in India. Either girl claims that she is more passionate about the game than the other.

- E Ratna and Rajshree are two sisters. The former, the older teaches English in a college whereas the latter, the younger works in a bank. Both wear their hair long while the elder likes eating ice cream, the younger likes eating pastries. Neither is interested in sports. Rajshree is married to Uttam, an engineer, while Ratna is married to Sujit, a businessman. Both are blessed with a son and daughter each.

- F Repetition in this passage serves the purpose of highlighting and underscoring the drudgery of chores. Definitely, repetition here conveys the writer's opinion powerfully.

- G. 1. Food, work ..... Scarcity due to war.  
2. Their payment refers to payment for food.  
3. Lucia's brothers  
4. How they get the money - Lucia's brothers  
5. Work  
6. I - The nurse                      She - Lucia

- G2. a) 1. The commissioner of police = Guest of Honour  
2. The former = The Deputy Commissioner  
3. The latter = Commissioner of Police  
b) They are used only in formal, written communication  
c. 1. Anand's father and Joel's father are teachers of Maths and History respectively. It is interesting to note that while the former student likes History, the latter likes maths.

2. Seema and Ramesh, monitors of class IX and X respectively were asked to meet the principal.
- G4. 1. Flendian Whalers killed more minke whales in 2010 than they did in 2000.  
 2. The fishermen were condemned for catching so many small fish. They did so to earn a living.  
 3. The light racquet was ineffective but the heavy one was difficult to handle.  
 4. The rains are very unpredictable in Shillong so we were advised to come prepared for any conditions.  
 5. Mr. Chopra entertained the guest very well. So did Mrs. Chopra.  
 6. It's one of the two umbrellas we bought yesterday. Didn't you see it in the lobby?  
 7. I hope you would not.
- G5. 1. didn't = find out who had stolen her purse.  
 2. Indu's = book  
 3. The day after = tomorrow  
 4. Another four/ another = grams  
 5. was = earning  
 6. Do = need coaching  
 7. needn't = tell what you know  
 To = tell  
 8. to = visit the doctor regularly.
- G6. Mitali: Did you buy the dress you had seen in the shop?  
 Chetali: No, I didn't  
 Mitali: But why? You liked it, didn't you?  
 Chetali: I had second thoughts about it. Well, I thought I would wear one of yours instead. You have so many of them in your wardrobe.  
 Mitali: I have but mine are all designers dresses unlike the cheap stuff you wear and I am not going to let you touch any of them. Do you understand?  
 Chetali: That's not fair!  
 Mitali: It is. Everyone should wear their own dresses. So you'd better go and buy that dress before someone else does.



| A                                                    | B                                     |
|------------------------------------------------------|---------------------------------------|
| 1. Both Ajay and Sahir are good players              | Either would be suitable as a captain |
| 2. Thousands of baby turtles set out on long journey | Few reach their destination           |
| 3. Some like to eat fish raw                         | Others prefer it cooked               |
| 4. No one knows who did it.                          | It could be anyone                    |
| 5. Not many people get to university.                | Those who do not have to study hard.  |

b)

| Substitution word | What does it refer to? |
|-------------------|------------------------|
| 1. either         | Ajay / Sahir           |
| 2. Few            | Baby Turtles           |
| 3. it             | Fish                   |
| 4. who            | anyone                 |
| 5. do             | go to the university   |

# Unit - 10

## NOMINALISATION

A1

| VERBS         | NOUNS        | VERBS       | NOUNS       |
|---------------|--------------|-------------|-------------|
| 1. Recognise  | Recognition  | 7. enable   | ability     |
| 2. Illustrate | illustration | 8. describe | description |
| 3. Reduce     | Reduction    | 9. Observe  | Observation |
| 4. Removal    | removal      | 10. Compel  | Compulsion  |
| 5. arrange    | arrangement  | 11. break   | Breakage    |
| 6. attend     | attendance   | 12. explore | Exploration |

A2.

1. They are demanding for reduction of working hours.
2. The boss insists on everyone to report to office on time .
3. They are worried about losing their jobs.
4. The women are demanding safer working conditions.
5. They want the Government to put a ban on animal poaching.

A3. 1. The bomb exploded. This shattered the window panes.

The window panes were shattered due to the bomb explosion.

2. The committee must approve our plan. We cannot launch our project till then.

We cannot launch our project till we get the approval of the committee for our plan.

3. There has been a rise in crime rate in the last two years. The police are very concerned.

The police are very concerned about the rise in crime rate in the last 2 years.

4. Thousands of people participated in the charity walk. This helped Cancer Aid Society to raise funds for treatment of cancer patients.

Participation in the charity walk helped Cancer Aid Society raise funds for treatment of cancer patients.

5. The number of young people consuming drugs is growing. This has become an issue of social concern.

Consumption of drugs by a growing number of young people is an issue and social concern.

6. The eye witness described the accident scene vividly. This helped the police find the culprit.  
The vivid description of the accident by the eye witness helped the police to find the culprit.
7. Vinod presented his project very effectively. He was able to bag the multimillion dollar order.  
Vinod's effective presentation of his project helped him to bag the multimillion.
8. Mandela had spearheaded the fight against apartheid. He was awarded the death penalty.  
Mandela was convicted for spearheading the fight against apartheid.
9. He committed a series of cold blooded murder. He was awarded the death penalty.  
He was awarded the death penalty for committing a series of cold blooded murder.
- A4.1. Four more new escalators have been installed in the new mall. People are very happy.  
Installation of four more new escalators.
2. The outstanding contribution to Indian film making by Ranjit Say was recognized tonight by the Bombay film Institute.  
Recognition for Ranjit Say
3. The government has decided to set a night safari at Noida. This will make this city very popular as more and more tourists....  
Decision to set up a night safari.
4. His lost brother suddenly appeared after five years. This solved one of the greatest mysteries.  
Appearance after five years.
5. Professors are protesting pay cuts at the university. Students suffer as professors stay  
Protest by professors.
- A5. Hema: Recently I read an article about the improvement (improve) taking place in the health services.  
Neena: When people get proper health care, it is bound to increase their life expectancy (expect).  
Hema: Of course doctor have to show greater dedication (dedicate) to their profession, particularly by bestowing (bestow) greater attention (attend) on the rural areas.

Neena: I agree. But, at the same time the government should also make adequate provision (provide) for decent living conditions for the doctors serving in villages.

Hema: Besides sending doctors to rural areas, steps should be taken for the supply (supply) of standard drugs to primary health centres. Contamination (contaminate) of intravenous fluids and even vaccines due to non-availability (available) of refrigeration (refrigerate) facilities continues to pose a severe threat to people.

Neena: Besides health, we should also address the needs of people in education (educate) and employment (employ). Only then we achieve substantial development (develop) of the human resource.

- B1. 1. The Principal commended him at the assembly for his honesty.  
 2. Rajesh's amiability has endeared him to his colleagues  
 3. The actor's fame got him many endorsements.  
 4. The young businessman's extravagance led to his downfall.  
 5. James silence during the enquiry did not help the police in bringing the culprit to book.

| B2. | Adjective   | Nouns        | Adjective | Nouns     |
|-----|-------------|--------------|-----------|-----------|
|     | beautiful   | Beauty       | Fit       | Fitness   |
|     | Clean       | Cleanliness  | High      | Height    |
|     | neat        | Neatness     | Frequent  | Frequency |
|     | Arrogant    | arrogance    | Proud     | Pride     |
|     | Intelligent | Intelligence | anxious   | anxiety   |

- C.  
 C1. Using cell phone is not allowed here.  
 Deforesting is an offence.  
 Ill treating animals is punishable  
 Walking on the grass is prohibited.  
 Speeding in the school zone is forbidden.
- C4. 1. The sponge iron industry is a heavily polluting industry.  
 2. The umpires' handling of the match was very good.  
 3. Interrupting someone when he is talking is bad manners.  
 4. His acting was praised by one and all.  
 5. She is so obsessed with dancing that she has decided not to join any college.

6. Forgiving and forgetting the wrongs of others is the best way to live in peace.
  7. Sachin's batting has won him accolades from one and all.
  8. Allowing the polluting industries to continue operations will mean playing havoc with the health of the citizens.
  9. The news of rigging of climate change took the world of science by storm.
  10. Only by ensuring that an ordinary man's voice is heard can we strengthen the process of democracy.
- D1. After graduating from The Janta College of Commerce, Amtul studied Business Administration. Today Amtul is a successful entrepreneur and heading ( and head of) one of the biggest chain stores. Her life story is simple.

After completing her school, Amtul joined the Janta College for commerce. She applied for a course in Business Management with the Bright Scholars Business College where she was admitted after clearing the entrance exam. Amtul left the college but did not take the exams.

She decided to see the world before setting up her home. She spent the next five years travelling to different countries and taking small assignments to sustain her living. She thought about her career seriously while working in a home store in America.

As soon as she returned to her country, Amtul purchased a small store called 'your store'. The store soon became popular. After Amtul setting up a chain of stores, many people applied for franchise with her. She has proved that womanhood is no barrier to success in a man's world.

D2. 1. burning of fossil fuels

2. applause
3. devotion
4. resolutions
5. probation

D3.

1. generation
2. tapping
3. making

4. renewable
5. sustainable
6. observation
7. flying
8. invention

## IGP 5

1. a) Why is there such a large crowd outside Mithu's house?
- b) Mithu's father passed away last night.
- c) I am sorry to hear this.
- d) Said that he fainted.
- e) tried their best but they could not save him.

2. a) Increasingly
- b) home
- c) an
- d) watching
- e) conducted
- f) Indicated
- g) are

3.

|    | <b>Error</b> |   | <b>correction</b> |
|----|--------------|---|-------------------|
| a) | Numbers      | - | number            |
| b) | Seek         | - | seeks             |
| c) | Supplemented | - | supplement        |
| d) | rank         | - | ranks             |
| e) | had          | - | been              |
| f) | or           | - | and               |
| g) | between      | - | among             |
| h) | a            | - | the               |

4.

- a) are mixed
- b) is poured

- c) is stirred
  - d) brought
  - e) is simmered
  - f) is served into soup bowls
  - g) is garnished
5. a) One day he smiled when he had finished the ivory statue of a beautiful woman .
- b) It was the innocent smile of a child at having found something new and unique.
  - c) He was so impressed by the beauty of the statue that he felt like falling down on his knees to worship it.
  - d) He realized that he had created a master piece and called this beauty Galatea.
  - e) Since he was a devoted follower of Aphrodite he prayed to the goddess to breathe life into it.
  - g) After the goddess granted him his wish, Galatea came to life and Pygmalion married her.
6. a) have
- b) more
  - c) is
  - d) in
  - e) of
  - f) should
  - g) so
  - h) the

# Unit - 11

## MODALS

A.1 (a) Can, cannot

(b) may / might

(c) May, may (can)

d) should

A. Attitudes and functions

Ability

Possibility

Permission

Necessity

B. Dialogues

I cannot

it may rain this evening

May I enter the class

you should not....motor bike

A2. a) can, write

b) may, leave

c) would, pass, must not, take

d) shall, do

e) may, come

f) will, be

g) must, consult

A3. Dialogue

a)

b)

c)

d)

e)

f)

g)

h)

Attitudes and functions

ability

requesting

advising

offering help

possibility

logical deduction

necessity

asking for permission

A5. in (a) need is used as a modal verb as it expresses attitude

in (b) need is used as a verb because it denotes action.



- A6. 1) may  
2) dare  
3) shouldn't  
4) need  
5) will  
6) would  
7) should  
8) would  
9) will  
10) will  
11) can
- B2. Mary – You see, it may be raining there.  
Mary – You'll love it and the weather must be really perfect now.  
Mary – But the nights could be chilly, so bring a sweater.  
Mary – It must be about 80 Kilometres. It might be a three hour journey.
- B3. a) After proper investigation, the police could nail the culprit.  
b) After the examination, I can go home for a week.  
c) In spite of the sincere efforts of the coach, the team could not win a single match.
- C1 will, must, could, need not, should, might, shouldn't, should, must (have been), ought to
- C2. 

|          |       |        |
|----------|-------|--------|
| Present  | Past  | Future |
| Must     | could | will   |
| Need not | might | should |
| Ought to |       |        |
- C3 May have, can't have, will be, must, can, will, may, will, may, could needn't, will, may, can.
- D1.2. Response – The meeting might have been cancelled
3. Response – They could have sent the fax message instead.
4. Response – The municipality could have taken precautions and it might have prevented the epidemic.

5. Response – She might have gone home.
6. Response – He ought to have tried some of the XI class students.
- D2 Perhaps he should not have  
could not have  
could not have  
would not have
- D3. Father : Could have  
Anant : Should not, must have  
Father : would have, should not have  
Father : could have  
Anant : could not have  
Father : ought to
- E1 Should, should, mustn't, must, can , needn't , will, may, won't be able to, should have, would have
- E2. Self attempt  
eg:
- Role A – Son  
Dad, a new play for youth is being staged at the Museum Theatre this evening. I wish to see it with my friends. Is it alright?
- Role B – father  
How can you think of watching the play today. It's sheer waste of time.  
Son: All my friends have planned to go . More so, the ticket fares are reduced.  
Father: Let your exams get over and then you can make plans with your friends.

### Integrated Grammar Practice

- |    |           |            |
|----|-----------|------------|
| 1. | Error     | Correction |
| a) | want      | wants      |
| b) | concern   | concerned  |
| c) | surviving | survival   |
| d) | Meet      | meeting    |
| e) | need      | needs      |
| f) | country   | country's  |

g) allocate allocation

h) produced produce

2. a) (i) on the field b) (ii) c) (iii) d) (iv)

3. Error Correction

a) where whatever

b) happened happens

c) a the

d) that it

e) so but

f) becoming become

g) didn't don't

h) did done

4.1. radioactive materials

2. forty five people died in

3. Captive in Libya have been released

4. was imposed by the Government

5. Chocolate pudding

a) are mixed

b) is beaten with an electric mixer until smooth and pale in colour

c) is stirred in the beaten mixture

d) is poured into

e) is baked for 40 minutes and is topped with caramel before serving.

6. a) School had never

b) Heard about the

c) For all types

d) Whole of world.

e) Anything in

f) Judgement while

g) Meet on the

h) Internet tell you

# Unit - 12

## ACTIVE AND PASSIVE

- A.1. are employed
2. Somebody cleaned the office yesterday
3. is covered by forest
4. are locked
5. was sent and it arrived only yesterday.
6. Where were these photographs taken?
- (i) Were they taken by you or by somebody else? —
- (ii) No
- (iii) Active and Passive

The construction was different when the subject acted or performed the action. — (ii) The construction was different when the subject of the verb was acted upon or received the action. In (i) I used 'Active Voice' and in (ii) I used 'Passive Voice'. The form of the 'verb' shows whether the subject is the doer or the receiver of the action. We do not know the active subject. Anyone can see this sort of road-side restaurants everywhere in the city. When the airport was arrived at by him, he was arrested. (awkward sentence) I am pleased to announce that bonus will be paid this year. Someone cut the hair. So the use of got.

### A.3 Matching

| Excerpts | Text Types |
|----------|------------|
| 1        | b          |
| 2        | c          |
| 3        | a          |

Frequent use of the passive is found when the doer is obvious, unknown or some natural forces.

1. No. Where subject is obvious we use Active form.
2. were killed, was expected, were destroyed, has been reported, were advised. (Passive constructions).
- Passive constructions are used when we want to talk about an action or a thing that happens but we are not interested in saying who or what did it.
3. Authorities expect the death toll to rise slightly as earthquake destroyed 225 homes and nine government buildings. The media reported injuries to 100 people.

4. The rewritten paragraph is a little awkward as it makes us give more attention to the authorities and the media. The real doers are not prominent here.

A.5. a. is believed, have been, was bought, called, is named

- b. was reckoned,
- c. was bought,
- d. was considered, was offered,
- e. was later purchased.

1. Title: The Jacob Diamond

**\* Most common verb form is – Passive.**

- 3. Sixth Hyderabad Nizam buys Jacob diamond.
- 4. Government Purchases Diamonds for 40 crores.
- 5. Classroom activity
- 6. Nizam spurns offer for Diamond

A.6 (b) Young Sikkimese Scales Kanchenjunga. The young Sikkimese scaled the steepest face of Mt. Kanchenjunga.

- (a) Tamil Nadu Government Bans Smoking, move not welcomed.  
The move of the Tamil Nadu government to ban smoking in the state is not welcomed by the people
- (b) Opposition Unconvinced on Excessive Election Spending.  
The Opposition remains unconvinced with the response of the ruling party on excessive election spending and not maintaining proper accounts.
- (c) Siemens Appoints New Managing Director.  
Siemens Germany has appointed J. Shubert, its new Managing Director, after convening the general body meeting last week.
- (d) Government Emphasized increased Production.  
Government has emphasized the need to increase production to face and cope with rice shortage.
- (e) Buddhist Stupa Excavated.  
Archaeological Survey of India has excavated a Buddhist Stupa in a village in Haryana.
- (f) Cricket Team Announced For England.  
The selectors have announced a cricket team which will tour England in July 2011.

A.7. (a) Two words missing are — she is

(b) Three words missing — (she is found)

Policeman, having been injured by the angry crowd, was carried to a nearby ambulance and taken to the city hospital by the Arun College students.

Policeman injured, helped by college students.

(b) Two Arun college students took an injured policeman to the city hospital. In 'a' Passive form has been used. In 'b' Active form has been used.

Two Arun college student hospitalized injured policeman.

B. Present Passive

B.1. Main verb

1. Place

2. Becomes

3. Remove

4. Place

5. Attracts

In this description we use 'Present Tense'.

A screwdriver is placed inside a coil carrying a direct current. The screwdriver becomes magnetized. It is removed carefully and placed in iron filings. It attracts the filings.

B.2. A magnetized screwdriver is placed inside the coil. An alternating current is passed through it. The screwdriver is slowly withdrawn from the coil to a distance of about one metre while the current is flowing. It becomes demagnetized. The current is switched off. The screwdriver is placed in iron filings. It does not attract the filings.

B.3. Mystery Fuel

They are put in a container of water and the stuff is boiled. The mixture is allowed to cool. Lime juice and salt are added to it. Then chemicals of unknown identity are added. After a while, a golden yellow liquid becomes visible as a top layer which is filtered and then used as fuel.

C. Simple Past Passive

When I was six, I wasn't allowed to play alone.

When I was seven, I was enrolled in a school.

When I was eight, I was allowed to bike to my school.

When I was nine, I was given a wrist watch to wear.

When I was ten, I was allowed to have snacks from the school tuck-shop. (This is a self attempt activity otherwise)

D. Modals with the Passive

The room looks topsy – turvy. Things are strewn on the carpet and articles of furniture give the room the look of a wrestling arena. Faded colour of the walls requires that they should be painted. Then the things lying here and there must be placed properly. The foot rag should be placed at the entrance of the room. All the pieces of furniture must be arranged to give the room a beautiful look. The centre table must be placed in between the two pieces of sofa placed at a comfortable distance from each other. The tumbler, the cups and kettle should be removed to the kitchen. Casual footwear should be placed against the wall in a corner. The books should be piled up properly and be placed on the study table. Tumbled dustbin should be placed under the study-table. The chairs should be placed near the study table in an order and the drawer should be closed after putting the pens in it. The things in the show-case must be arranged properly. The torn calendar must give place to a new one. The blinds of the windows must be washed. The covered dustbin lying at the entrance must be placed in the corner behind the study table. Torn paper bits should be put in the dustbin. The empty rectangular box should be placed in a drawer. The round box with small bottles in it should be properly covered and put on the mantelpiece. A bottle lying on the mantelpiece should be placed in the bathroom. The dust and dirt accumulated on the wings of the fan should be removed. The door kept ajar must be closed. Last of all, the carpet should be cleaned properly. This done, would give the room a proper look and make it fit to live and work in.

E. Present Perfect Passive The walls have been painted and the carpet has been dry cleaned. The blinds of the window have been changed and the mantelpiece has been redone. The showcase has been fitted with new glossy glass shelves and new ornamental show pieces adorn it now.

A new fan has been fitted. A separate and small enclosure has been built in a corner to house the dustbin to keep it unseen. A side table has been placed in another corner and the plates and cups are placed on it whenever they are out of use. On the mantelpiece a new clock has been placed. A beautiful rack has been purchased to

accommodate shoes and it has been placed outside the room. A new brass handle has been fitted in the door. My room eagerly awaits your visit. You will be surprised to see this sea change and feel envious of me. I am sure you will try to emulate my effort.

Yours affectionately

Roshan

EFuture Passive

People will no longer be sleeping on the streets. One cinema out of six cinemas will be turned into a theatre. Open sewers will be fully covered. Two more schools will be set up. To ease the position of the overcrowded school, two Primary and one Secondary schools will be built. Residents facing acute paucity of parks and open spaces will be happy as small parks between low-cost housing blocks will be developed.

G. Getting something done

- G.1. 1. My neighbours are having their garden re-laid at the moment.  
 2. I will have to get another made.  
 3. I get milk delivered to my house every day.  
 4. I'm afraid you cannot. The film has not been developed yet.  
 5. Why don't you get a new one made?
- G.2. 2. To have my blood pressure measured.  
 3. To have my passbook completed.  
 4. To have my clothes stitched.  
 5. To have my picture clicked.  
 6. To have my teeth checked.

H.1.

- | A  | B    |
|----|------|
| 1. | a, g |
| 2. | i    |
| 3. | j    |
| 4. | e    |
| 5  | d    |



- 6. f
- 7. a
- 8. I
- 9. b
- 10. c

#### H. Passive Summary

H.2. 1. I think we are being followed.

2. Cannot be explained

3. was cancelled

4. is been restored

5. gets delayed

6. might have been thrown away.

7. are reported to have been injured.

H.3. Two new apartment buildings were built by Mckiney Company last year. Recently one of the buildings was damaged by an earthquake. The company office in the other building was also destroyed. The insurance money will be received by the owners – money will be used to fix the damages. Money paid for the apartments will not be lost.

H.4. The famous Nor Y Koh emerald was stolen from the museum last night. Police believe the thieves must have forced the window-locks and disabled the alarms before the museum was closed for the night. Police have arrested a man acting suspiciously outside the museum.

#### H.5. Newspaper Report

Shahin

sahinj@hindustantimes.com

10 October, New Delhi

A short circuit, it is said, caused a major fire in the stall of Rendezvous Publishers at Pragati Maidan, Hall No. 10. Costly volumes were reduced to ashes. A small fire took the shape of high-rising flames. Panic spread in the area. People ran helter and skelter. Thick smoke hindered the way. In this fire 11 women, 6 men and 14 children

got injured. Thankfully there was no casualties. The condition of six people is serious and they have been in the ICU at GP hospital.

It took 3 fire fighters close to two hours to douse the flames and control the fire and declare the premises safe. The delay in dousing the flames was due to nonavailability of water nearby. Huge clouds of black smoke billowing from the blaze could be seen from the Ring Road.

The publishers have suffered a heavy loss. The Electricity Authority will now investigate the incident.

#### Integrated Grammar Practice 7

- |    |               |            |
|----|---------------|------------|
| 1. | Error         | Correction |
|    | (a) who       | which      |
|    | (b) a         | the        |
|    | (c) naming    | namely     |
|    | (d) different | difference |
|    | (e) produced  | produce    |
|    | (f) system    | systems(   |
|    | (g) in        | on         |
|    | (h) depended  | depending  |
2. (I) has again topped  
 (ii) that heat wave in North India will subside next week.  
 (iii) were destroyed in fire  
 (iv) to study literature as there would be tremendous scope for literature graduates.  
 (v) seven lost their lives in a road accident.
3. (a) (ii) (b) (iii) (c) (I) (d) (ii) (e) (i)
4. (a) (i) has been  
 (b) (ii) since  
 c (iv) where  
 (d) (iii) to care  
 (e) (ii) after  
 (f) (iii) against

(g) (iii) campaigned

(h) (iv) under

5. (a) I had not seen him for ages  
(b) had gone to the US to do  
(c) if he had a good time there  
(d) was here for his brother's wedding.

|    |                |            |
|----|----------------|------------|
| 6. | Incorrect word | Correction |
|    | (a) happier    | happy      |
|    | (b) around     | in         |
|    | (c) feels      | feel       |
|    | (d) rituals    | routine    |
|    | (e) laugh      | laughing   |
|    | (f) gives      | give       |
|    | (g) forgot     | forget     |
|    | (h) these      | their      |

# Unit - 13

## REPORTED SPEECH

### A.2 Speakers are:

Sister of the neighbour, a doctor, father, someone, anyone, the author or the narrator

1. Yes

2. Yes

3. The doctor, he talks about medical test

4. The doctor

i) Exact words "My nephew has gone to the UK... and daughter has completed her MBBS from AIIMS."

ii) 'rave' is the word.. 'Rave' here means speaking about someone or something with great enthusiasm

5. Six

6. Six

7. One

8. the writer reports it in indirect speech..

### B. Reporting Verbs.

#### B.1.

1. Reporting verb is 'confessed'. It shows that the speaker is frank and choosy.

2. Reporting verb is 'Protested'. It shows that the speaker is courageous and firm of purpose.

3. Reporting verb is 'shouted'. It shows that the speaker is unhappy and frantic.

4. Reporting verb is 'warned'. It shows that the speaker is considerate, cautious and careful.

5. Reporting verb is 'meant'. It shows that the speaker is unhappy and offended.

6. Reporting verb is 'whispered'. It shows that the speakers are unhappy / exasperated.

| Reporting verbs used | Change in other words | Any other changes           |
|----------------------|-----------------------|-----------------------------|
| asked                |                       |                             |
| explained            | I - she               | 'If' was added because      |
| remained             | have - had            | Neeta was asking a question |
| decided              | my - her              |                             |

|  |                                                                   |  |
|--|-------------------------------------------------------------------|--|
|  | last week – the previous week<br>Yet – still<br>Can't – could not |  |
|--|-------------------------------------------------------------------|--|

### Mrs. Bhattacharya's Words

Mrs. Bhattacharya asked them where the two of them lived and further added that they should not make such a noise in the street. Warning them she told them that if they did it again she would have to complain to the police. She warned them to be careful.

Situation : The speaker had been taken a hospital following an accident that he met with. Later, when he returned home, he recounts what happened to his parents.

- Nurse : How do you feel? Where do you live? Can I contact your parents ?  
 Accident Victim : No, they are out today. You cannot contact them.  
 Nurse : Tell me, how did this accident happen ?  
 Accident Victim : I do not know.

C1.

- (a) Sheela told Rashmi that she could come and stay at her place if she were ever in Delhi.
- (b) Anand told Renu that he did not know what Gayathri was doing those days. She further added that she had not visited them for ages.
- (c) The teacher told the students that they would go on a field trip to study water pollution.

C2.

- (a) He asked who had moved into the neighboring house.
- (b) He asked what (1) had bought for Deepawali.
- (c) He asked me why I had not worn my new dress for the party.
- (d) He asked if there was anyone.
- (e) He asked the receptionist whether she should wait for the doctor or come again the next day.

C3.

- (a) The general ordered the men to move the tanks to the battlefield immediately.
- (b) The instructor advised me not to drive too fast.
- (c) The agent suggested to Anwar that if he had been Anwar he would buy that property immediately.
- (d) He asked his guest why he did not change into something more comfortable.
- (e) The cook asked the guest to taste it at once.

C6.

- 1. The old man sighed and said that human nature changes.
- 2. Vasu optimistically assured that they would win the match next week.
- 3. She whispered that she had seen him with Akanksha the previous day.
- 4. Arun apologised to Sanjay that they had not visited him in Bombay the previous week.
- 5. He complained that the rice tasted awful.
- 6. Sushila asked Gopa if he would like to come to the party with them the next day.
- 7. They imploringly told the mother that they would play on the veranda and porch and assured that they would not take a step off the veranda.
- 8. Raghu, pushing him aside, scolded him not to be a fool. Even Mira asked Ravi to stop howling and insisted that if he wanted to play he could stand at the end of the line.

C7.

- 1. The nurse enquired how I was.
- 2. He said he lived ( lives ) in Connaught Circus.
- 3. They asked when I had arrived.
- 4. The taxi driver asked where I wanted to go.
- 5. I warned Sanjay to be careful while crossing the road.
- 6. Rohit couldn't understand where all the children had gone.

D1.

|       | Reporting Verbs | Mood/ Purpose/ Manner   |
|-------|-----------------|-------------------------|
| (I)   | Cried, tearful  | worried, upset, anxious |
| (ii)  | Answered        | calm                    |
| (iii) | Persisted       | anxious, still upset    |

- |      |          |                               |
|------|----------|-------------------------------|
| (iv) | Informed | not concerned, matter of fact |
| (v)  | Exploded | angry, restless, agitated     |

## IGP 8

1. First a form must be (a) obtained. All relevant details (b) must be filled in. The form must then (c) be countersigned by an account holder. Two passport sized photographs along with proof of residence (d) must be submitted. Finally the minimum amount required (e) must be deposited.
- 2.
1. In the first public move to diffuse tension between the two countries, India has allowed Pak aeroplanes to pass through Indian air space.
2. More than fifty research projects at the prestigious All India Institute of Medical Sciences, were stalled for want of animals to conduct research on.
3. About 250 toilet complexes constructed by the municipal corporation of Delhi with Japanese aid, have turned into liabilities as apparently there are not many users.
4. Starving tribals of Idukki district are selling their kidneys to make a living.
5. Most of the kidney donation procedures are done without the required medical examination in Indian hospitals.
3. ERROR CORRECTION
 

|         |        |
|---------|--------|
| Told    | said   |
| A       | the    |
| Rise    | raise  |
| Neither | either |
| Began   | begin  |
| Out     | for    |
| In      | out    |
| For     | of     |
4.
  - a. a skilled sailor and an explorer, was
  - b. Columbus believed, that the earth was round
  - c. if he sailed west from Europe
  - d. with a crew of ninety nine men on
  - e. leaving behind forty men on the island of Hispaniola
5.
  - a. its

- b. of
  - c. spent
  - d. amounts
  - e. of
  - f. another
  - g. used
  - h. is concentrating
  - i. have been
  - j. have
- 6.
- a. year of boarding
  - b. and I was
  - c. waiting for the
  - d. at that time
  - e. old enough to
  - f. bus at Ambala
  - g. wait till midnight
  - h. most of the



# Unit - 14

## PREPOSITIONS

**During**

- 2) at one particular time/ particular times in that period  
for the entire period

**throughout**

- 3) **During** **throughout**  
Within the limit of(a period of time) through the whole of  
(a place or period of time)

- 4) 1) of  
2) for  
3) on  
4) about  
5) of  
6) from  
7) with

- 5) Students to attempt alone. A couple of examples given below:

- a) There are special trains during peak hours.  
b) He thought ahead of his times  
c) My room is above the reception.  
d) I will stay with my friend while I am in Delhi.  
e) The exam is for three hours.

- 6)

- a) in b) of  
c) to  
d) with  
e) by  
f) of  
g) from  
h) into  
i) to  
j) on

- 7) a) It is essential that we discuss your proposal before reaching any decision.  
b) The class fell silent as the teacher entered the classroom.  
c) I have been living here for four years.

- d) The tournament will be held from Monday to Friday.
- e) Rani closely resembles her maternal aunt. (No preposition required)
- f) As the train was approaching the station, someone pulled the chain and brought it to a halt.
- 8) a) in  
b) in  
c) on  
d) in  
e) on
- 9) Sikkimese girl, happy about it, rude to her, nice to me, taking part in, details of Integrated Grammar Practice – 9
1. The father asked his son why he had returned home late that day. The boy replied that his motorbike brakes had failed on the way. On hearing this, the father asked him why he had not checked his brakes before starting. The boy said that as he was in a hurry he had not the time. Disappointed on hearing this, the father observed that it showed how careless he was. He added that if he kept his bike in a good condition, he would have saved himself a lot of trouble and time.
2. 1. will be hiked.  
2. stand reduced  
3. computerized house tax bills will be issued  
4. was released  
5. were cut
3. 1) When my parents went to live in the city, they left me with her.  
2) She used to wake me up in the morning.  
3) She said her morning prayers in a monotonous singsong voice.  
4) I listened because I loved her voice.  
5) She always went to school with me.
4. a) is  
b) should  
c) recommended  
d) should  
e) can

- f) may
  - g) should
  - h) maintenance
  - i) should
  - j) must
5.
  - a) have been released
  - b) was blocked
  - c) were killed
  - d) was crushed
  - e) was discovered
6.
  - a) of the pretty
  - b) girl who sometimes
  - c) fate, in a
  - d) She has no
  - e) known and understood
  - f) by a rich
  - g) let to be
  - h) Ministry of Public

#### UNIT 12- ACTIVE AND PASSIVE

- A.1
  - 1) are employed
  - 2) Somebody cleaned
  - 3) is covered
  - 4) are locked
  - 5) was sent and it arrived
  - 6) These photographs taken.

Were they taken?

- No I did not use the same type of construction in my answers.
- (i) The construction was different when the subject acted or performed the action.
- (ii) The construction was different when the subject of the verb was acted upon or received the action.

## SAMPLE WORKSHEET FOR LISTENING TEST

### 1. Task 1

Genre – Vox pop

Topic – environment

#### Listening Text - 1:

**Speaker - 1:** Oh, I love these long, hot summers we have nowadays. It used to be cold by September and now it's still warm and you can walk outside in your T-shirt. And the garden looks great. You can even plant things twice in one year and they'll grow. So now you can have your own vegetables for nearly half the year. I really could get used to this global warming if it means I get to enjoy the sunshine for this length of time in the year!

**Speaker - 2:** I remember when all this was fields with cows and goats. Sadly, now there are houses everywhere and people drive to work. Instead of having farms and growing enough food for ourselves, we import all our food from other countries. No one seems to do the old kinds of jobs. No one can be bothered to make anything, in fact to do any physical work at all. They call this progress?

**Speaker - 3:** The centre of our city looks terrible nowadays. The people living here have let it become dirty and ugly. There's graffiti on the walls and there are film posters just about everywhere. As for the growing heaps of garbage, the less said the better. Our city could really do with a massive campaign. It makes me depressed to think that this was the city which used to be called the Garden City, a haven for old and young alike.

**Speaker - 4:** It's amazing what science can do, isn't it? Take food, for example. We can produce lots more different types of food and more of it because of modern technology. And housing. How quickly we can build homes for masses of people moving into our cities. In education children's lives are enriched with all the wonders of technology. And then industry. Factories now often use robots to do the boring tasks so humans can use their skills more productively.

**Speaker - 5:** I saw a programme on TV recently about water and the fact that there is a shortage of water in many countries because of Global Warming. If scientists could find an economic way to get clean water from the sea, surely that would solve the problem? I know I make it sound too simple but there are countries and governments

that share the oceans and they need to do more to work together. By the end of the programme, I was a bit depressed, to be honest. (401 words)

**You will hear five short extracts of people talking about the environment. Read the statements below then listen to the extracts and match each statement A – G to each speaker 1 - 5. You will hear the recordings twice.**

audience.

Mithun: He had so many facts at his finger-tips, didn't he? And he made sure to back up his points with statistics.

Harish: Yes, not to forget the way he mixed real-life stories with statistics! It really made the presentation stand out from the rest.

Mithun: True. Did you notice the way he got us involved in the presentation?

Harish: How do you think he did that?

Mithun: He asked us so many questions and made us really think. It felt as though we were part of the presentation!

Harish: Ah, I see your point. If I'm not mistaken, only one other presenter at the conference did that.

Mithun: You're right. I seem to recall it was someone on the very first day.

Harish: Yeah, give me a minute... if I remember right, the other presenter was from the Newton Group.

Harish: Yes! That one was impressive. And he opened with that balloon trick to get everybody in a good mood.

Mithun: Mmm...I liked the way he encouraged us to ask him questions, but kept them all for the very end, so the flow of the presentation was not interrupted. And he was really patient while answering all of the questions.

Mithun: But some experienced presenters allow people to jump in with questions at any time.

Harish: I suppose there are different styles. Inexperienced presenters are better off handling questions at the end of their presentation. Besides, if there's a specific time set aside for questioning, the audience can really explore issues fully.

- Mithun: You're right, it does allow for a deeper exchange of ideas. And some heated arguments as well.
- Harish: Oh, you're referring to that incident earlier today! Yes, what a pity the conversation turned into a disagreement. It ruined the mood for quite a while.
- Mithun: I think that in a discussion, people should present their points of view but also respect others' opinions.
- Harish: Absolutely. Just because one doesn't entirely agree with another person's viewpoint, there is no excuse to be rude or dismissive.
- Mithun: And personal attacks are the worst. We're all here to discuss broader issues. Rude comments do not serve any purpose.
- Harish: Absolutely. Another thing I wish people would learn to do is listen! It's very frustrating when everyone talks at the same time. If a person is making a point, I say, let him finish before you respond.
- Mithun: I agree with you on that. But today's discussions have been interesting and in a good spirit most of the time.
- Harish: Let's hope it continues that way! Oh, look, the next presentation's about to start.
- Mithun: Let's take our seats. (480 words)

**You will hear a man and a woman talking about presentation skills. Read the sentences below then listen to the conversation and complete the sentences with one, two or three words only. You will hear the recording twice.**

**Tips for good presentation skills:**

1. A \_\_\_\_\_ to a presentation is a good way to catch everybody's attention.
2. To make sure a presentation is successful, you should \_\_\_\_\_ your ideas with facts.
3. Numbers and statistics are important, but try to use \_\_\_\_\_ to make your presentation really interesting.
4. Your presentation will really \_\_\_\_\_ if you use different presentation styles.

5. Get the audience in a \_\_\_\_\_ by opening your presentation with something funny or entertaining.
6. If you are experienced at giving presentations, it can be a good idea to let the audience \_\_\_\_\_ with their questions during the presentation.
7. Having time for questions can lead to discussion, but be careful it doesn't lead to \_\_\_\_\_.
8. If a speaker is \_\_\_\_\_, listen and let them finish.

## 2. Class XI Task 3

Genre – speech/lecture

Topic – festivals

### Listening Text 3:

There is nothing like a festival to stir the heart and the mind. The bells, the lamps, the sweets, the packed malls, the rush of people everywhere. What an atmosphere Indian festivals possess!

But, although the same traditions remain, some aspects are so different from my childhood. My young grandchildren, aged seven, eight, ten and eleven, all have their own mobile phones, electronic toys, DVD's, video games and new clothes. I never had so much in my childhood. I wonder to myself – they have more things than I can keep up with, but can they appreciate them? The boys do not care about the things boys should be doing. They do not build tree houses; they do not long for a pair of binoculars, a compass, or a pocketknife; they do not search for birds' nests, or play at pirates; they do not climb trees or pretend to be explorers or warriors. They hunch over little bleeping video game boxes or stare at the television.

Children can no longer take donkey rides at the beach. Animal lovers will protest at the 'cruelty'. The best of outdoor adventures has been banned for various reasons. Even kite flying is not allowed because kites are dangerous and people might risk injuring themselves. Since my childhood, people seem to have forgotten how to live, what to do with themselves and how to order their lives.

In the words of a wise monarch who spoke about festivals, "The truth behind the festival is still there, under the toys, decorations and presents. We must try to find out what the truth is, who it is, and follow it. It is not a commodity – it cannot be bought. This is the time to share not only material gifts but also love, happiness, and the spirit

of oneness. This can live in our actions if we choose. We must preserve and revive the great truths." (308 words)

**You will hear someone giving a talk on festivals. Read the question below then listen to the extracts and choose FOUR of the options A - G which are correct. You will hear the recording twice.**

**Which FOUR of the following statements does the speaker believe to be true?**

- A Festivals in the past had a different atmosphere.
- B Traditions are lost when we worry too much about hurting ourselves.
- C Childhood isn't what it used to be.
- D Festivals are best when they are celebrated outside.
- E Festivals should be about what we do, not what we receive.
- F Festivals are a feast for the senses.
- G Giving presents has a special meaning.

### 3. Class XI Task 4

Genre – speech/lecture

Topic – competition

#### Listening Text 4:

Man: Is competition helpful or harmful to children? Most people feel that competition can cause more harm than good. But good, healthy competition is the best way for us to improve our education. Most people would think this is a harmful way of looking at life. But without competition, we would never strive to do our best in all things we do. Competition drives us to do better – sometimes it can make us accomplish things that we never would have thought possible. Also, competition is all around us – it is inescapable. Whether it is sports, studies or just everyday life, there is competition and we have to be equipped to deal with such competition.

Woman: I agree. If there were no competitions, sports activities would be very boring. No one would want to buy tickets to watch a game – cricket, basketball or football. When we watch a sport or play a game, it is to see who will win the game. Everyone plays to win – even if we lose the match or the game. No one starts a game in the hopes of losing. And in the end, we should feel that we tried our best, even if we lost.

Man: In academics, we are motivated to do better when we hear of another person's achievements. It makes us want to do better too. So we begin to work hard. Such competition encourages us to do our best. Spelling bees are a popular way to learn



how to spell. We will try our best to beat our classmates to get the right answer. Competing with friends helps us work harder at improving ourselves. It also teaches us to compete fairly and to accept defeat gracefully.

Woman: There is competition in every aspect of our lives. So it is best if we are exposed to it while we are young. If we learn about competition from childhood, we will know what it's going to be like when we grow up and go out into this competitive world. But it is equally important to know the proper way to compete. Healthy competition is achieved through education and hard work. Sometimes, we use wrong methods to get what we want. We cheat, lie, fight and hurt others just so that we can win. This is unhealthy and unfair and should be avoided at all costs.

Man: I think teachers and coaches should encourage a winning attitude in young people. They may not win every time, but they will see themselves as winners. We must teach them to strive to achieve and to desire to be the absolute best at whatever they are involved in. Not so that they might think more highly of themselves than others, but rather that they may know that they can succeed at whatever they do! The positive affect that this thinking could have upon the lives of children, in their lives, and in their future could be overwhelming.

Healthy competition will make us better individuals. We will be inspired to do better all the time. In doing so, we compete with ourselves and that is the right way to compete. (512 words)

**You will hear a seminar discussion about competition. Read the questions below then listen to the seminar and choose A or B or C for each question. You will hear the recording twice.**

1. According to the boy, most people think that competition
  - A is effective at making children succeed in life.
  - B is necessary for educational purposes.
  - C is damaging despite some good results.
2. The boy believes competition is all around us because
  - A it is a necessary part of life.
  - B it is essential to winning.
  - C it is part of doing well at school.
3. The girl believes we watch sport
  - A to see who will win.

- B to enjoy a good competition.  
C to support our favourite team.
4. The boy thinks that competing against our friends  
A makes us envied by them.  
B encourages us to try harder.  
C teaches us to help others.
5. The boy says that while we are young we should  
A learn to compete at school.  
B learn to avoid competition.  
C learn to compete fairly.
6. The girl believes that cheating  
A should be reported.  
B is completely unacceptable.  
C might make people ill.
7. According to the boy it is important that young people  
A win every competition they enter.  
B want to win at everything.  
C do better than all their friends.
8. The boy says that the best way to compete is  
A to improve on our own best performance.  
B to defeat everyone else.  
C to win as an individual.

## Class XI - Key

| Task 1 | Task 2                | Task 3 | Task 4 |
|--------|-----------------------|--------|--------|
| 1 D    | 1 strong introduction | 1 F    | 1 C    |
| 2 A    | 2 back up             | 2 C    | 2 A    |
| 3 C    | 3 real life stories   | 3 B    | 3 A    |
| 4 G    | 4 stand out           | 4 E    | 4 B    |
| 5 E    | 5 good mood           |        | 5 C    |
|        | 6 jump in             |        | 6 B    |
|        | 7 heated arguments    |        | 7 B    |
|        | 8 making a point      |        | 8 A    |

**CBSE ASL SAMPLE TEST Speaking test (10 minutes)****Stage 1: Introduction (1 minute)**

- 10 seconds Examiner: Hello, please sit down. My name is xxxxx.  
What's your name? (to Candidate A) And what's your name? (to Candidate B)
- 25 seconds (Candidate A), where do you live? What do you like about where you live? Candidate A responds
- 25 seconds (Candidate B), tell me something about your family.  
Candidate B responds

**Stage 2: Topic presentation (4 minutes)**

- 5 seconds Examiner: Now (Candidate A), you are going to tell us about your topic. When you have finished, (Candidate B) will ask you a question and then I will ask you some more questions. Would you like to begin please?
- 1 minute Candidate A speaks
- 15 secs Examiner: Thank you. (Candidate B) can you ask (Candidate A) a question please?  
Candidate B asks question; Candidate A responds.
- 40 seconds Examiner asks 2 or 3 questions as appropriate from the list below.
- 5 seconds Examiner: Thank you. Now (Candidate B), you are going to tell us about your topic. When you have finished, (Candidate A) will ask you a question and then I will ask you some more questions. Would you like to begin please?
- 1 minute Candidate B speaks
- 15 secs Examiner: Thank you. (Candidate B) can you ask (Candidate A) a question please?  
Candidate A asks question; Candidate B responds.
- 40 seconds Examiner asks 2 or 3 questions as appropriate from the list below.

**Stage 2 example follow-up questions**

*Can you tell me something about (choose angle of talk)?*

*Why do think \_\_\_\_\_ is important?*

*What made you choose \_\_\_\_\_ ?*

**Stage 3: Problem solving (3 minutes)**

15 secs

Examiner: Thank you. Now let's go to the next task. I'm going to give you a card which has information about a problem. I'd like you to read the information and then discuss together how you are going to solve the problem. You have 2 minutes to do this. OK? Here is your problem.

Candidates read card (10 secs) then ask them to start speaking.

2 minutes

Candidates discuss the problem and a solution.

45 seconds

Examiner: OK, can you stop now please.

Option A (for candidates who have reached a solution): Thank you. (Move straight on to a question)

Option B (for candidates who have not reached a solution): Can you agree on a solution? What is it?

Candidates explain

**Stage 3 sample problem solving card**

*You have noticed that your classmates do not live very healthy lifestyles. Students at the school do very little exercise and are eating a lot of sweet and fatty food.*

*With your partner, discuss this problem and decide what you can do to encourage students at the school to live more healthily.*

*You have 2 minutes to discuss the problem. You will then present a solution to the examiner. The examiner will then ask you some questions.*

**Stage 4: follow-up questions (2 minutes)**

2 minutes

Examiner asks 3 or 4 questions as appropriate from the list below. (NB focus on quiet candidates if necessary).

### Stage 4 example follow-up questions

- What would your approach be towards \_\_\_\_\_ ? Why?
- How easy/difficult do you think it would be to put your solution in place?
- What do you think the consequences/response would be? Why?

## Speaking

**Focus:** The focus of the speaking assessment is to test the candidates' abilities to speak fluently and cohesively on a topic of their choice; to interact with another candidate and the examiner in asking and responding to questions; and to communicate with another candidate to solve a problem.

### Task 1 - Introduction

**Objectives:** The aim of the introduction task is to set the candidate at ease with some general, open ended questions. It is for the candidate to express and respond with personal feelings and opinions.

### Topic Areas

- Family
- Home
- Social life
- Personal information, for example, age, interests

**Focus of Questions:** The introduction task is there to set the candidates at ease and to allow them to relax into the speaking assessment with some general questions about for example their hobbies, family, friends, and so on.

**Teaching Tips:** Practise greetings and polite 'small talk' with turn taking. Practise responding to questions about family (for example, do you have brothers and sisters? How many?) or hobbies (for example, what do you do in your spare time?).

In large classes, you can try dividing the class into smaller groups who must meet and greet one another once you have modelled the language to the whole class.

Questions cue cards are also a good way to randomise the activity and prevent repetitious questions and responses. The students can select from a pack of cards containing various questions such as 'How old are you?'; 'What's your favourite food?', 'How far did you travel to school?' and continue interviewing one another and practising their responses.

## Task 2 - Topic Presentation

**Objectives:** The aim of the Topic Presentation task is for the candidate to show that they are able to present an oral report or summary on a subject of their choice or to narrate an incident or event in their lives.

### Topic Areas

- People
- Relationships
- Health and Fitness
- Education
- Career
- Environment
- Travel
- Entertainment
- You can add topics of your
- Students' choice

**Focus of Task:** The focus of the Topic Presentation task is for the candidate to sustain a straightforward description of a subject that is within their field of interest. Ideally the presentation should be fluently and cohesively ordered and presented as a linear series of points. The candidate should speak for one minute about a topic they have selected and prepared in class. This is repeated again for the second candidate in each examination.

### Teaching Tips

The subject should be chosen in class in advance and the presentation prepared with teacher support.

The topic must use the language of the curriculum. Candidates should be encouraged to incorporate language items of the appropriate level into their contributions.

When preparing the topic, encourage candidates to think carefully about the amount of material necessary to sustain a discussion for one minute only.

Candidates should NOT prepare a written script of their presentation nor should they memorise a presentation to recite in the exam room. Ideally, the candidates should practise narrating or presenting in a spontaneous fashion, perhaps using short notes in class.

## Task 3 - Topic Questions

**Objectives:** The aim of the Topic Questions task is for the candidates to show that they are

able to adopt different strategies to convey ideas according to purpose, topic and audience and also to frame questions so as to elicit a desired response.

**Focus of Task:** The focus of the Topic Questions task is for the candidate to communicate confidently on matters related to his or her topic and to exchange and check information. The task is focussed on interaction between the two candidates with each other and with the examiner. The examiner will first ask the candidate questions about their topic for 30 to 40 seconds after which the other candidate will ask questions for a further 20 to 30 seconds. This is repeated for the second candidate following their Task 2 presentation.

**Teaching Tips:** When students have prepared their topics, they can ask one another questions to practise both asking and responding to questions.

Students can get as much practice as possible by presenting their topic to lots of other students. Each student in the class should be able to ask questions on any topic as pairs will be selected randomly before the examination. Rotating pairs is a good way to ensure that each student is having lots of practise in both presenting and asking questions.

Set time limits to help them prepare for the real examination. For example, if the whole class is paired up, or in groups of four, sound an alarm after one minute to mark the end of a student's presentation, then again after a further minute to mark the end of questions and the start of the next student's presentation.

Remember the questions will be spontaneous so the candidate must be ready to answer these without having prepared.

#### Task 4 - Problem Solving

**Objectives:** The aim of the Problem Solving task is for the candidates to show that they are able to take part in group discussion, summarise ideas, elicit views and opinions of others, express and argue a point of view and participate in spontaneous spoken discourse.

**Focus of Task:** The focus of the Problem Solving task is for the candidate to show that they can enter unprepared into conversation on familiar topics and express personal opinions. This is by way of two candidates discussing a problem selected randomly by the examiner. The problem, written on a card, will be within one of the topic areas above.

#### Teaching Tips

- Debates are a good way for students to practise discussion, turn taking and expressing a point of view. For large classes a rolling debate can work well - divide the class into 2 and give them the topic for the debate (for example, School uniform



should be abolished). Make one group for the idea, the other against. The students can prepare their points for the debate working together or alone, perhaps limiting them to three points of argument.

- The students then line up facing one another. Each pair debates their point for a set amount of time, say 2 minutes for the 'For' and 2 for the 'Against' with a further minute for discussion and agreement or disagreement. After 5 minutes, one line moves down so that each student has a new partner and the debate can happen again until several rotations have taken place.
- In feedback, the students can reflect on whether their opinion was changed by what they heard and discuss solutions. In very large classes, there can be several smaller groups of for and against working together at the same time.
- The students can also practise problem solving. Give students situations to work on together with the aim of presenting a proposed solution to the class.

### Task 5 - Discussion

**Objectives:** The aim of the Discussion task is for the candidates to show that they are able to interact with fluency and spontaneity and take an active part in discussions.

**Focus of Task:** The focus of the Discussion task is for the candidate to show that they can enter unprepared into conversation and speak fluently and spontaneously and give opinions on familiar and unfamiliar matters. The examiner will ask the candidates questions related to the problem solving task in order to elicit Class XI language.

### Teaching Tips

- The students need to practise their general discussion skills. Cue cards with conversation starter questions on them are a good way to get every student involved in a discussion. The students can mingle as a whole class or in smaller groups asking one another questions and practising their responses.
- To involve the students further, they can be responsible for creating the materials for the activity by each writing some questions. They could for example write one question about something familiar (what is your favourite school subject and why?) and one about something unfamiliar (what do think it would be like to live in another country?). Encourage them to produce open ended questions.
- When mingling the students should aim to respond fluently and in sentences, not simply with yes or no answers.



- Familiarise yourself with the language functions for Class XI. When monitoring the students, try to encourage them to use more complicated forms in their questions and answers for example questions using conditional forms (If you weren't at school today, what would you be doing?) or future forms (Where will you be in ten years time?).

### Sample of Speaking Activity

|                       |                                                                   |
|-----------------------|-------------------------------------------------------------------|
| Activity name:        | Asking questions for clarification and summarizing other stories. |
| Time:                 | 40 min                                                            |
| Grouping of students: | 2-3                                                               |
| Materials:            | Many pictures - Each of the pictures represent a topic or theme.  |

**Objective:** Students will be able to generate authentic language in meaningful situations.

Enabling:

- Students will be able to ask questions for clarifications.
- Students will be able to summarize and explain.

### Instructions:

**Warm-up:** (5-8mins)

**Ask the students if:**

- their friends have told them any stories lately.
- they remember stories their parents told them of their parents' childhood.

**Ask the students:** Who would like to share this story with us? One of the students will share a story. If there are no responses to this request, the teacher will share a short story.

### Introduction: (2 mins)

Ask the students: Who likes to listen to stories? (They respond by a show of hands) Ask the students: Who likes to tell stories? (They respond by a show of hands) The teacher explains to the students that this is what they will be doing today.

### Explanation: (5 mins)

Today you will work in groups of two. The teacher will organize the students into pairs. Each group will choose a topic and a picture that matches their topic. The topics include:

- School
  - Work
  - Childhood
  - Birth
  - Marriage
  - Travel
  - Family
  - Weekend plans
- " Sports

**Teaching: (30-35 mins)** One of the group members will begin by sharing a story about the topic with the other group member. The student sharing the story will have about ten minutes to share it. The students will begin by telling how their story is similar or different to the picture. The listener will ask questions to check their understanding of the story. The types of questions to be used are wh-questions (they studied this in grammar class yesterday). The questions may be asked at the beginning of the practice or at the end. After the first person has finished sharing their story the listener will summarize and explain the story to the group next to them. This student has five minutes to summarize and explain their partners story. Then, they will switch and the member who listened and explained the story will share a story.

**Evaluation:** Teacher will circulate among the groups monitoring their communication in an informal way, providing assistance when asked to.

**Self Evaluation:** After discussing this lesson plan with class members the teacher realized that she needed to make minor adjustments to it. Instead of having a few pictures available for discussion purposes, she had a wide variety of pictures for the students to use. The students will choose the pictures, would provide a visual stimulus for the discussion. Additionally, the wh-questions will be asked by the students at the beginning or the end of the story. This enables the teacher and the students to check listening and comprehension skills. Depending on the proficiency level of the students, the teacher will give them time to make an outline of their story before sharing it. This will help them to feel more confident in the activity as well as organizing their thoughts before telling their story to other class members.

**Objective:**

|    |                |            |
|----|----------------|------------|
| To | Activity name: | Radio show |
|----|----------------|------------|

|                       |                                                                                        |
|-----------------------|----------------------------------------------------------------------------------------|
| Time:                 | 10 minutes                                                                             |
| Grouping of students: | Team of six                                                                            |
| Materials:            | Placards, poster, music system, musical instruments (guitar, keyboard etc), paper, pen |

To develop the ability to communicate confidently and effectively.

To speak fluently and coherently with grammatical accuracy.

Display creativity and originality.

Learning to contribute to the team by active participation.

Organising ideas logically using appropriate vocabulary.

Develop the script, plan the activity as a team and build on presentation skills.

Learning to speak with correct intonation, voice modulation with right pronunciation, posture and gestures while communicating.

### Instructions:

Activity- Group work: Speaking-Radio show

Ask the students to work in groups of six.

Ask the students to prepare a script which should include a radio jockey presenting the programme.

The radio show must have an interview session with a famous personality, some fillers (eg. jokes, advertisements, jingles, song, or music).

**Preparation time** - 10 days.

The team will be given 10min to present their show.

Each team has to adhere to the time limit and meet the deadline.

The rubric for assessment of this task will be - originality, creativity, content, relevance, fluency, diction, confidence, presentation and connectivity.

**Stages** (please include suggested times):

Forming of groups

Giving instructions - guidelines, objectives, rules time limit and rubric for assessment.

Allow students to practice.

Monitor and supervise.

Observe and see the students' performance.

Note down errors and give feedback to students.

Presentation

Practice

Production - should be authentic

Or ACR

Assess and give feedback

## SAMPLE PAPER - 1

1. Read the following poem and answer the question by selecting the best option:

### A Grandparent's Love

It seems only like yesterday  
Our lives were just beginning.  
Your love for us never failed  
Our hearts continually mending.

It is strange to watch time fly  
Before our very eyes,  
Which reminds me of the blessing  
That we have put in our lives.

To have yet to feel the touch  
That's as gentle as your hand  
The closeness of our family  
One could never understand.

As each of our lives  
Continue to change,  
Reflections of your love  
In each of us remain.

You have pointed out the path  
And led us along the way:  
The wisdom you have planted,  
We each still hold today.

-Tina Williams

Complete the statements given below with the help of option that follow;

- a) This poem is about-----  
i) parents  
ii) grand parents  
iii) great people  
iv) young people

- b) Though our lives change the thing that remains unchanged is -----
- i) grandfather's business
  - ii) grandmother's cooking
  - iii) grandparent's love
  - iv) grandfather's journey
- c) The writer of this poem is now-----
- i) a child
  - ii) a grandparent
  - iii) a young adult
  - iv) a sister
- d) The poet says that their grandparents have always shown them-----
- i) the way of life
  - ii) the love
  - iii) the life's struggle
  - iv) how to work
- e) The phrase 'watch time fly' means-----
- i) watch their grandparents
  - ii) watch the birds fly
  - iii) see the watch
  - iv) watch the passage of time go quickly

2. With the help of the given clues complete the bio-sketch of Helen Keller in not more than 80-100 word:

### HELLER KELLER

- Born : 1880, healthy child till age of 19 months
- Sickness : suffered high fever, become deaf and blind
- Communicate : began to feel people's hands, find what they were doing and recognize people.  
feeling their faces or clothes ---made signs with hands---to communicate family.
- Success : determination; strong willed

3. Draft a notice to be put up on your school notice board to inform the students of classes 10th and 11th about a symposium on "Reaching out to educate the girl child"  
You are Praful/Priya, president of the Community Service Club. Invent all necessary details words. (50 words).
4. "Nature - A Provider, Man- A Destroyer," Write an article for the school magazine, highlighting the need to conserve and preserve nature, and not keep destroying it for our selfish desires. (150-200 words).
- (NOTE please incorporate Section C of the sample paper from Malathi's and Valsa's sample paper)

**Section D:**

9. Read the extract given below and complete the statements that follow with the help of given options:

Neither stones nor prayers nor sticks,  
Insults or complaints or bricks  
Stilled the frog's determination  
To display his heart's elation.

- a) The stones were thrown at the \_\_\_\_\_  
i) Frog ii) nightingale  
iii) Birds iv) free
- b) The frog was determined to \_\_\_\_\_  
i) Sing from dusk to dawn ii) Sing from dawn to dusk  
iii) Perch upon the sumac tree iv) Croak from dusk to dawn
- c) The figure of speech in line 1 is \_\_\_\_\_  
i) Simile ii) Metaphor  
iii) Alliteration iv) Personification
10. Read the extract given below and answer the question that follow in brief:  
"An old man was walking through the town, now and again drawing his tattered clothes tighter to shield his body from the cold and beating wind,"
- a) Who is the old man?  
b) Where is he going?  
c) Why is he going there?

- 11) Read the extract given below and answer the questions that follow, in brief:

"It didn't take you to start dividing my things between you";"

- A) Who is the speaker?
  - B) Who were dividing the speaker's things between them?
  - C) Why were they doing that?
12. Answer any four of the following in 30-40 words each:
- A) How do you know that Ali was a familiar figure at the post office?
  - B) Why didn't the narrator go inside Lucia's room in the hospital? What character trait is revealed here?
  - C) Compare and contrast the character of Victoria and her mother.
  - D) What was the frog's reaction when the earnings from the box office dropped?
  - E) Why are the candles and the moon called liars?
13. Answer the following question in about 150 words:

One fine day Miriam visits her father when he was still alive. Ali, no sooner he sees her, collapses, on account of extreme joy. She too is heartbroken and is shocked to realize that she caused his death! write down her feelings the form of a diary entry.

The narrator decides to write an article on "Dignity of Child Labour", keeping in mind Nicola and Jacapo, who preferred to do jobs to earn money for their ailing sister. They might have easily resorted to begging for the treatment of their sister. But they didn't. write this article.



## SAMPLE PAPER - 2

### Passage 3

- I. Read the following passage and answer the following questions selecting the best option:

It happened far away on a rainy morning. I had come up a long path looking for fossils, and there just at eye level, lurked a huge yellow and black spider, whose web was moored to the tall buffalo grass, it was her universes and her senses did not extend beyond the lines and spokes of the great wheel she inhabited. Her extended claws could feel every vibration throughout the delicate structure. She knew the tug of the wind, the fall of a raindrop, the flutter of a trapped moth's wing. Down one spoke of the web ran a stout ribbon of gossamer on which she could hurry out to investigate her prey. Curious, I took a pencil from my pocket, and touched a strand of the web. Immediately there was response. The web plucked by it menacing occupant, began to vibrate until it was a blur. Anything that had brushed claw or wing against that amazing snare would be thoroughly entrapped. As the vibrations slowed I could see the owner fingering her guidelines for signs of struggle. A pencil point was an intrusion into this universe for which no precedent existed.

1. The narrator was hunting for fossils
  - A) near his house
  - B) up on a hill
  - C) far away from home
  - D) under the tall buffalo grass
2. The spokes of the wheel here are the
  - A) Spokes of a wheel where the spider had made her web.
  - B) The web which looked like a wheel.
  - C) The buffalo grass which looked like a wheel.
  - D) All of the above.
3. The narrator suggests that the spider
  - A) Was very sensitive to any movement
  - B) Did not respond to touch
  - C) Was busy in its web
  - D) Was afraid to come out.

4. The word intrusion means
- A) To enter
  - B) To come out
  - C) To interrupt
  - D) To integrate
5. The narrator was curious
- A) to see the spider.
  - B) to see the web vibrating
  - C) to see the spiders reaction to something touching the web.
  - D) to see whether something happened to the pencil or not.

### Section - B

1. Write a paragraph of about 150 words on Bihu festival.

Describe the Bihu festival using the hints given below.

- Bihu a festival of Assam - The word is derived from the Sanskrit word Biswa.
- It is to express joy and welcoming spring.
- First day spent in prayers goes on for a week.

Dance, song , feast and entertainment.

2. You are the president of the Science club. You have received an invitation to speak at a seminar on "energy Conservation". Write your speech highlighting conservation of power electricity. Suggest alternative means to get energy.
3. As a member of the tourist department of the state, write a report to the chairman about your findings regarding the the depletion of tourists in the state, giving the reasons, effects and also suggesting methods of improvement.

(Note: The grammar exercises can be taken from Malathi and Valsa sample paper.)

### Section - D

9. Read the extract given below and answer the following by choosing the correct answer.

He holds him with his glittering eye - The wedding guest stood still,  
And listens like a three year child - THE Mariner hath his will.

- A) The Wedding Guest stood still because
- i) Of the hypnotic effect of the mariners gaze.
  - ii) He was frightened.
  - iii) He respected the mariner.
  - iv) The mariner was very old.
- B) Listens like a three year child means
- i) Listens with understanding
  - ii) Listens without interest
  - iii) Listens out of fear.
  - iv) Listens obediently.
- C) The mariner hath his will when
- i) He set sail on a ship
  - ii) He holds the wedding guest's hand
  - iii) He manages to get the wedding guest to stop and listen to his story.
  - iv) He stops the wedding.
- 10) Read the extract given below and answer the following:
- As I removed my visor I looked in the printer tray.  
This time it was empty. I felt really bad. I had failed sebastian , I'd failed the game.
- a) Why was the narrator wearing a visor?
  - b) Why did he look in the printer tray.
  - c) Why did he feel bad?
- 11) Read the extract given below and answer the following:
- Cowards die many times before their death. The Valiant never taste of death but once
- a) What does 'Cowards die many times before their death' mean?
  - b) What did he mean by saying 'The valiant never taste of death but once'?
  - c) Which trait of the speakers character is revealed in this line?
- 12) Answer any 4 of the following question in 30 to 40 words each.
- a) who was Gogon Pakrashi?
  - b) what does the partially destroyed statue of Ozymandias symbolize?
  - c) What was Michael's Theory about how Sebastian had entered?
  - d) How does Decius convince Julius Caesar to go to the Senate?

13. Answer the following in about 120 words.

a) what reasons does Brutus give for murdering Caesar? Or

The poem , "The Rime of Ancient Mariner" is based on the concept of Sin and Redemption ,punishment ..justify.

14) PatolBabu glanced at the paper and found that a single word has been scrolled on it - oh! At the end, PatolBabu is so happy and satisfied with his performance that he goes away without taking the money.

Write a diary entry expressing your feelings on how doing tasks to perfection gives one a sense of pride and satisfaction.

### Answer Key

1. Objective: to identify the main points of the text. 1 mark for each correct answer.

2. Section B:

a) Notice:

Notice to be encased

Name of the Organization

Suitable heading

Details of the topic, date time, venue.

Fees to be paid

Name and designation of the writer

Marking:

Content: 2 , expression and fluency 2

b) Objective; biosketch; to use the information to write a short description of a person's life, interest and achievements in a short sustained piece of writing.

Marking:

Content: 3, fluency 2, accuracy 1

c) letter to the editor : appropriate style and format and polite language

marking content: 4, fluency : 2, accuracy : 1

all the value points should be mentioned.

Article Writing: content : 4 exprerssion\_4







## **CENTRAL BOARD OF SECONDARY EDUCATION**

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