

The background features several large, thin yellow circles of varying sizes that overlap each other. Two small, solid yellow four-petaled flowers are positioned on either side of the central text.

COMMUNICATIVE



Suggested Annual Planner

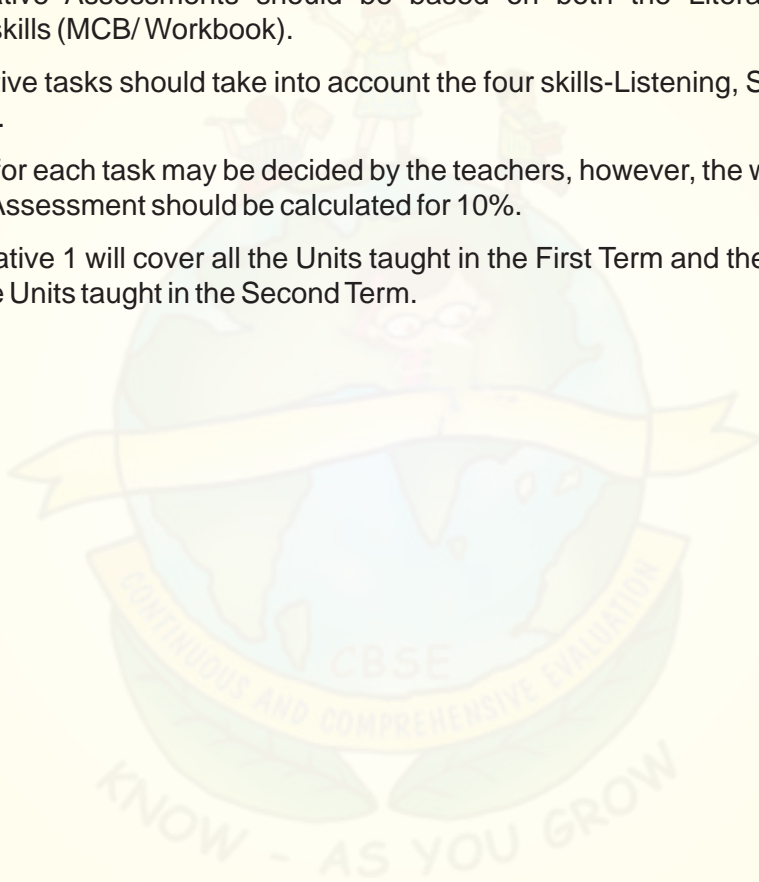
	Literature Reader			MCB	Workbook
	Fiction	Poetry	Drama		
FA1 (April- May) Weightage 10%	F.1. How I Taught My Grandmother to Read	P.1. The Brook P.2. The Road Not Taken		Unit 1. People	1. Verb forms *IGP 1 2.Determiners *IGP 2
FA2 (July- August) Weightage 10%	F.2. A Dog Named Duke	P.3. The Solitary Reaper P.4. Lord Ullin's Daughter	D.1. Villa For Sale	Unit 2. Adventure Unit 3. Environment	3. Future Time Reference *IGP 3 4. Modals
SA1 (September) Weightage 20%	SA 1 WILL COVER ALL THE UNITS INCLUDED IN FA 1 AND FA 2				
FA3 (October- December) Weightage 10%	F.3. The Man Who Knew Too Much F.4. Keeping it From Harold	P.5. The Seven Ages P.6. Oh I Wish I'd Looked After Me Teeth		Unit 4. Radio/ Video Show Unit 5. Mystery	5.Connectors *IGP 4 6. The Passive *IGP 5
FA4 (January- February) Weightage 10%	F.5. The Bestseller	P.7. Song of the Rain	D.2. The Bishop's Candlesticks	Unit 6. Children Unit 7. Sports and Games	7. Reported Speech *IGP 6 8.Prepositions *IGP 7
SA2 (March) Weightage 40%	SA 2 WILL COVER ALL THE UNITS INCLUDED IN FA 3 AND FA 4				

*IGP - Integrated Grammar Practice



Important note

- It is recommended that teachers choose the formative tasks and number of tasks per unit or chapter judiciously so as to cover a variety of skills and learning objectives.
- It is not necessary that all the tasks suggested for each chapter/unit be conducted in class and nor is it necessary for all tasks/activities to be assessed or marked. However, students should be aware of the activities/tasks which will be considered for assessment.
- Activities should be built into the teaching-learning process and be a seamless part of the classroom process.
- The Formative Assessments should be based on both the Literature Reader and Language skills (MCB/ Workbook).
- The Formative tasks should take into account the four skills-Listening, Speaking, Reading and Writing.
- The marks for each task may be decided by the teachers, however, the weightage for each Formative Assessment should be calculated for 10%.
- The Summative 1 will cover all the Units taught in the First Term and the Summative 2 will cover all the Units taught in the Second Term.



Learning Outcomes

1. **Listening**

The learners will

- ✦ listen to a wide range of oral texts, summarize, record and respond to them.
- ✦ be able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.
- ✦ listen to and share ideas , viewpoints and reflect an understanding of concepts .
- ✦ initiate ideas and continue communication in response to listening to a text.
- ✦ exhibit comprehension of oral texts by recording main or supporting ideas.
- ✦ listen critically for specific information.
- ✦ follow instructions and directions.
- ✦ distinguish between facts and opinions.
- ✦ make inferences and judgements.

2. **Speaking**

The learners will

- ✦ be able to communicate confidently and effectively in spoken language in a wide range of situations.
- ✦ speak confidently in public and participate appropriately and effectively with others in a conversation.
- ✦ exhibit skills of making oral presentations.
- ✦ be able to prepare, organize and deliver an engaging oral presentation.
- ✦ identify and use appropriate vocabulary.
- ✦ use the appropriate tone, posture, gestures, pause and maintain eye contact while speaking.

3. **Reading**

The learners will

- ✦ read a variety of print texts including drama, poetry, fiction and non-fiction.
- ✦ seek meaning in reading using a variety of strategies such as prior knowledge, inferring, predicting and confirming.



- ❖ become accomplished and active readers who appreciate ambiguity and complexity.
- ❖ be able to articulate their own interpretations with an awareness and curiosity for other perspectives.
- ❖ be able to read fluently and view the given text for information and enjoyment.
- ❖ respond critically to the aesthetic, cultural and emotional values in texts.
- ❖ ask questions and make predictions.
- ❖ skim the reading text to identify main ideas by reading titles, introductions and topic sentences.
- ❖ scan texts for specific supporting details.
- ❖ identify rhetorical devices, figures of speech and explain them.
- ❖ infer meaning of the ideas presented and of difficult /unfamiliar vocabulary from the context by using word attack skills.
- ❖ summarize main and supporting ideas in the form of notes/points and make connections between them.
- ❖ recognize the socio-political and cultural background of texts.
- ❖ deduce the meaning of graphic texts.
- ❖ evaluate ideas and information.

4. Writing

The learners will

- ❖ be able to write different kinds of factual and imaginative texts for a wide range of purposes.
- ❖ demonstrate planning skills for writing for a specific purpose, audience and context.
- ❖ write in the appropriate style and format.
- ❖ locate, access, select, organize and integrate relevant data from various sources.
- ❖ interpret information presented in one form and transcribe it into written form.
- ❖ develop coherent ideas and organize them into main and supporting ideas.
- ❖ use a variety of sentence types and sentences of different lengths and structures appropriately.
- ❖ present the written output coherently using a suitable introduction, logical progression and conclusion.
- ❖ reflect on, analyse and evaluate own work and check it for spelling, stylistic or content - related errors.
- ❖ prepare a final draft by proof-reading and editing.
- ❖ present the final product in an appropriate style, free of grammatical and syntactical errors.



LISTENING

Important Note:

Sections under listening, speaking, reading, writing and grammar are common for English Communicative and English Language and Literature.

CONVERSATION SKILLS ASSESSMENT SCALE (C.B.S.E.)

LISTENING	SPEAKING
The learner	The learner
1 has general ability to understand words and phrases in a familiar context but cannot follow connected speech	1 shows ability to use only isolated words and phrases but cannot operate on connected speech level
3 has ability to follow short connected utterances in a familiar context	3 in familiar situations, uses only short connected utterances with limited accuracy
5 has ability to understand explicitly stated information in both familiar and unfamiliar contexts	5 shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication
7 understands a range of longer spoken texts with reasonable accuracy and is able to draw inferences	7 organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication
9 shows ability to interpret complex discourses in terms of points of view; adapts listening strategies to suit purposes	9 can spontaneously adapt style appropriate to purpose and audience; makes only negligible errors

NOTE

This scale is for 10 marks. However the band is provided for 1, 3, 5, 7 & 9. So, any assessment that falls between, say 1 and 3 will be marked as 2 and so on.



LISTENING ACTIVITIES

Objectives

To enable the students to

- ◇ process utterances spoken at different speeds
- ◇ be aware of cohesive devices used in speech
- ◇ distinguish between literal and implied meaning
- ◇ use different strategies to decipher meanings

Procedure

- ◇ The teacher can select a passage from the collection given in this book.
- ◇ The corresponding worksheet for the selected passage is to be photocopied in accordance with the class strength.
- ◇ On the day of the listening activity, the teacher can first inform students about what they are going to listen to. e.g. she may say *"Today you are going to listen to a passage about Mob-Fury. As you listen to the passage, complete the following sentences by ticking the correct option."*
- ◇ The teacher can read the passage once.
- ◇ Thereafter, she can distribute the worksheets to the students.
- ◇ She can then read out the passage again.
- ◇ Students can be instructed to complete the worksheet while listening to the passage.
- ◇ If required, the passage can be read a third time by the teacher.
- ◇ Once the students complete the worksheet, they can be asked to exchange it with their partner. The teacher can read aloud the answers and peer correction can be done.

LISTENING PASSAGE 1

You will listen to a passage on Mob Fury. As you listen, complete the worksheet by choosing the correct options.

Mob Fury

The crowd surged forward through the narrow streets of Paris. There was a clatter of shutters being closed hastily by trembling hands - the citizens of Paris knew that once the fury of the people was excited there was no telling what they might do. They came to an old house which had a workshop on the ground floor. A head popped out of the door to see what it was all about. "Get him! Get Thimonier! Smash his devilish machines!" yelled the crowd.

They found the workshop without its owner. M. Thimonier had escaped by the back door. Now the fury of the demonstrators turned against the machines that were standing in the shop, ready to be delivered to buyers. They were systematically broken up and destroyed- dozens of them.





Only when the last wheel and the spindle had been trampled under the foot did the infuriated crowd recover their senses.

"That is the end of M'sieur Thimonier and his sewing machines", they said to one another and went home satisfied. Perhaps now they would find work, for they were all unemployed tailors and seamstresses who believed that their livelihood was threatened by that new invention.

PASSAGE 1: ANSWERS

1. how a well-meant invention can be misunderstood
2. the newly invented sewing machine
3. kill Thimonier
4. Thimonier was depriving them of their livelihood
5. were scared that their shops would be destroyed

LISTENING PASSAGE 2

You will listen to a passage on Parachute Jumping. As you listen, complete the worksheet as directed.

Parachute Jumping

It requires a cool head rather than great skill to make a successful parachute jump. When you leave the plane you have to remain cool enough to remember not to pull the ripcord till you have counted three quite slowly. Then, during the descent, it is no use getting into a panic when the parachute develops a rapid pendulum motion. You must remain calm and pull a few of the cords to let out some of the air. Even in landing, it is a cool head that will enable you to think quickly and act quickly so that no accident may occur, for none need occur as it is only like jumping from a thirteen feet wall.

PASSAGE 2: ANSWERS

1. Skill is more important than a cool head in parachute jumping. False
2. Wait till you've counted till three before pulling the ripcord.
3. There is excess air in the parachute.
4. You can let out air from the parachute by pulling a few cords. (True)
5. While descending, you may land on a thirteen feet wall. (False)

LISTENING PASSAGE 3

You will listen to an extract from the novel "Born Free". As you listen, complete the worksheet by choosing the correct option.

Born Free

It was both an exciting and an anxious moment when the lion cub met her first elephant, for poor Elsa had no mother to warn her against these elephants who regard lions as the only enemies of their young and therefore, sometimes, kill them. One day, Nuru, who had taken her out for her morning walk came back panting to say that Elsa was "playing with an elephant". We took our

rifles and he guided us to the scene. There we saw a great old elephant, his head buried in a bush, enjoying his breakfast. Suddenly, Elsa, who had crept up from behind, took a playful swipe at one of his hind legs. A scream of shocked surprise and injured dignity followed this piece of impertinence. Then, the elephant backed from the bush and charged. Elsa hopped nimbly out of his way and quite unimpressed, began to stalk him. It was a very funny but alarming sight and we could only hope that we should not need to use our guns. Luckily, after a time, both became bored with the game, the old elephant went back to his meal and Elsa lay down, close by and went to sleep.

PASSAGE 3 : ANSWERS

1. Elsa was a lion cub
2. Elsa should have been afraid of the elephant because elephants regard lions as enemies of their young.
3. The author and his friends picked up their rifles and rushed out as they were afraid the elephant would harm Elsa.
4. The elephant screamed because its dignity was hurt.
5. The encounter between Elsa and the elephant ended when both the elephant and Elsa became bored with the game.

LISTENING PASSAGE 4

You will listen to the story of an inventor called Griffin. Listen carefully to the story and as you listen, answer the questions by ticking the correct option.

The Story of Griffin

The two boys started in surprise at the fresh muddy imprints of a pair of bare feet. What was a barefooted man doing on the steps of a house, in the middle of London? And where was the man?

As they gazed, a remarkable sight met their eyes. A fresh footmark appeared from nowhere!

Further footprints followed, one after another, descending the steps and progressing down the street.

The explanation of the mystery was really simple enough. The bewildered boys had been following a scientist who had just discovered how to make the human body transparent.

Griffin, the scientist, had carried out experiment after experiment to prove that the human body could become invisible. Finally, he swallowed certain rare drugs and his body became as transparent as a sheet of glass - though it also remained as solid as glass.

He escaped easily enough from the boys who followed his footprints in London. But he had chosen a bad time of the year to wander about London without clothes. It was mid-winter. The air was bitterly cold and he could not do without clothes. So he decided to slip into a big London store for warmth. He soon found a suitable shop. He made his way, invisible, upstairs and came out a little later, wearing bandages round his forehead, dark glasses, false nose, big bushy side-whiskers and a large hat. To escape without being seen, he callously attacked the shopkeeper from behind, after which he robbed him of all the money he could find.





PASSAGE 4 : ANSWERS

1. The boys were surprised as they looked at the footsteps because the boys could not see the man who was making the footprints.
2. Griffin decided to get clothes as it was bitterly cold in London.
3. Griffin got some money by robbing the shopkeeper.
4. Griffin revealed himself as a dishonest person.
5. The boys realized the footprints were being made by an invisible man as fresh footmarks appeared, one after another and they could see the person who was leaving the footprints. (False).

LISTENING PASSAGE 5

You will listen to a passage on the organisation Child Relief and You or CRY which works for child rights. As you listen to the passage, answer the questions in the worksheet by ticking the correct option.

In a country as vast as ours, keeping a tab on every child is a Herculean task. Many children are still employed in factories while their childhood goes unnoticed. They wash utensils when they should be playing with dolls and get married even before they reach adolescence. Most children don't know they are entitled to certain rights - child rights.

To spread awareness, Child Relief and You (CRY) has organized its annual street theatre festival, Bal Natya Utsav, at Dilli Haat. The three days festival will end on November 14, in the form of short skits and plays performed by children attached to CRY projects, schools, colleges and different NGOs such as Kutumb and Manzil. The skits will focus on the different aspects of child rights, its importance and gross violation in the country.

A two-day theatre workshop for the children of CRY donors was also organized. The workshop that ended on Sunday saw the participation of about 50 children of all ages. The workshop was conducted by Walter Peter of Theatre in Education (TIE) India Trust. The Trust works with schools conducting workshops for teachers. "In these workshops, we stress on personality development. Children learn how to be more confident through exercises of the body and mind," said Peter, who has had a long association with the National School of Drama.

CRY has also launched a new 'CRY Child Rights Band.' Priced at Rs 65, proceeds from the sale of the band will go towards supporting child rights. The band is available at all Archies galleries.

PASSAGE 5: ANSWERS

1. they are found employed in factories and getting married before adolescence.
2. to spread awareness about the different aspects of child rights among people.
3. the participation of 50 children of all ages.
4. to stress on personality development of children.
5. CRY Child Rights Bands.

LISTENING PASSAGE 6

You will listen to a passage on cycling as a way of remaining fit. As you listen to the passage, complete the worksheet by ticking the correct option.

Cycling

The good thing about staying fit is that there are countless ways to do it. Cycling tones up all parts of your body from ankle to neck. Cycling exercises your entire body. Resting your body weight on your hands with the front bent forward builds up your biceps, shoulders, chest and strengthens your backbone. A cycling coach draws a parallel between cycling and swimming as both sports demand total mobilisation of the body. These games require heavy use of ankles, legs, abdomen, hips and arm muscles, thereby tightening them up and streamlining the body.

Not only does cycling take care of the extra flesh, but it also strengthens the heart. A cycling coach explains how it happens. "To begin with, cycle at a constant speed, to stabilise the heart's pumping rate. Once you are through with this stage, sprint or cycle fast over short distances as this quickens the heart's functioning and makes it stronger."

Cycling stimulates you mentally. As the coach says, "Cycling early in the morning refreshes you. Although cycling does not involve too many technicalities, it's important to get the basics right."

PASSAGE 6: ANSWERS

1. Cycling is a good way of exercising one's entire body.
2. The biceps, shoulders, chest and backbone are strengthened as one cycles with the front bent forward and resting on the hands. (True)
3. Unlike swimming, cycling as a sport does not demand total mobilisation of only the lower body. (False)
4. Cycling quickens the heart's functioning by strengthening the heart muscles.
5. Cycling stimulates you mentally as it involves many technicalities. (False)



Listening Tasks

LISTENING PASSAGE 1: WORKSHEET

You will listen to a passage about mob-fury. As you listen to the passage, complete the following sentences by ticking the correct option.

- The passage throws light on _____.
 - why inventions should be avoided altogether
 - how a well-meant invention can be misunderstood
 - how dangerous an invention can prove to be
 - the reaction of a crowd to every new invention
- The crowd was protesting against _____.
 - the closing of the workshops
 - the misdoings of Thimonier
 - the newly invented sewing machine
 - Thimonier's destruction of wheels and spindles
- The aim of the crowd was to _____.
 - kill Thimonier
 - drive Thimonier away
 - bring discredit to Thimonier
 - break all wheels and spindles in the city
- The people thought that _____.
 - Thimonier's sewing machine was exciting
 - Thimonier was mad
 - the sewing machine was dangerous
 - Thimonier was depriving them of their livelihood
- Shutters were being closed hastily because the shopkeepers _____.
 - wanted to join the mob attacking Thimonier
 - wanted to attack the crowd
 - wanted to protect Thimonier
 - were scared that their shops would be destroyed



LISTENING PASSAGE 2: WORKSHEET

You will listen to a passage on Parachute Jumping. As you listen, complete the following tasks as directed.

1. Skill is more important than a cool head in parachute jumping. (True/ False)
2. After leaving the plane, you must remember to _____.
(Tick the correct option)
 - a) pull the ripcord as soon as you leave the plane
 - b) wait till you've counted till three before pulling the ripcord
 - c) descend slowly without opening the parachute
 - d) get into a panic as you leave the plane
3. The parachute moves in a rapid pendulum motion if _____.
(Tick the correct option)
 - a) the air in the parachute has been let out
 - b) you pulled the ripcord too soon
 - c) you did not pull the ripcord soon enough
 - d) there is excess air in the parachute
4. You can let out air from the parachute by pulling a few cords. (True/ False)
5. While descending, you may land on a thirteen feet wall. (True/ False)



LISTENING PASSAGE 3: WORKSHEET

Based on your listening of the passage *Born Free*, complete the following sentences by choosing the correct option.

1. Elsa was _____
 - a) a lion cub
 - b) a lioness
 - c) a baby elephant
 - d) an adult elephant

2. Elsa should have been afraid of the elephant because _____
 - a) an elephant can easily trample over a lion.
 - b) elephants regard lions as enemies of their young.
 - c) elephants do not like lions as they are playful.
 - d) an elephant is very playful and could take a swipe at Elsa.

3. The author and his friends picked up their rifles and rushed out as _____
 - a) they were afraid Elsa would kill the elephant.
 - b) they wanted to kill the elephant.
 - c) they were afraid the elephant would harm Elsa.
 - d) they wanted to hunt the lion.

4. The elephant screamed because _____
 - a) Elsa had hurt it.
 - b) its dignity was hurt.
 - c) it was angry.
 - d) it was scared.

5. The encounter between Elsa and the elephant ended when _____
 - a) Elsa was hurt by the elephant and so went away.
 - b) the elephant was scared of the author and his friends.
 - c) Elsa was feeling sleepy and she went off to sleep.
 - d) both the elephant and Elsa became bored with the game.



LISTENING PASSAGE 4 : WORKSHEET

Based on your listening of the passage *The Story of Griffin*, complete the following sentences by choosing the correct option.

1. The boys were surprised as they looked at the footsteps because _____.
 - a) the footprints were muddy
 - b) the footprints were imprints of a pair of bare feet
 - c) the boys could not see the man who was making the footprints
 - d) the boys had not seen a man roaming barefoot in London

2. Griffin decided to get clothes as _____.
 - a) some boys were following him
 - b) it was bitterly cold in London
 - c) his body was transparent
 - d) he could not run away without clothes

3. Griffin got some money by _____.
 - a) robbing the store
 - b) selling his inventions
 - c) becoming invisible
 - d) robbing the shopkeeper

4. Griffin revealed himself as a/an _____ person.
 - a) ingenious
 - b) upright
 - c) dishonest
 - d) sensible

5. The boys realized the footprints were being made by an invisible man as fresh footmarks appeared, one after another and they could see the person who was leaving the footprints.
(True/ False)



LISTENING PASSAGE 5: WORKSHEET

Based on your listening of the passage **Child Relief and You**, complete the following sentences by choosing the correct option.

1. The poor plight of the children is evident as _____.
 - a) they are not entitled to any child rights
 - b) they are found employed in factories and getting married before adolescence
 - c) they are found getting all the facilities and doing well in their lives
 - d) they are allowed to play with dolls till they reach adolescence

2. The purpose of CRY for organizing the annual street theatre festival is _____.
 - a) to enable children to earn money to attend schools and colleges
 - b) to promote gross violation of children in the country
 - c) to make people understand their responsibilities towards children
 - d) to spread awareness about the different aspects of child rights among people

3. The two day theatre workshop conducted by Walter of Theatre in Education (TIE) India Trust was a success as it encouraged _____.
 - a) the participation of all teachers
 - b) the participation of 50 children of all ages
 - c) the participation of all people from all walks of life
 - d) activities for the development of personality

4. The aim of conducting workshops for the teachers is _____ in order to make them more confident.
 - a) to stress on personality development of children
 - b) to stress on physical and mental development of children
 - c) to make them work for it by contributing funds for the children's welfare
 - d) to teach them to be more confident

5. CRY launched _____ priced at Rs 65 to support child rights.
 - a) CRY Child Rights Ribbons
 - b) CRY Child Rights Galleries
 - c) CRY Child Rights Belts
 - d) CRY Child Rights Bands



LISTENING PASSAGE 6 : WORKSHEET

You will listen to a passage on cycling as a way of remaining fit. As you listen to the passage, complete the following tasks as directed.

1. Cycling is a good way of exercising one's _____.
(Tick the correct option)
 - a) ankles
 - b) neck
 - c) entire body
 - d) hands

2. The biceps, shoulders, chest and backbone are strengthened as one cycles with the front bent forward and resting on the hands. (*True/False*)

3. Unlike swimming, cycling as a sport does not demand total mobilisation of only the lower body. (*True/False*)

4. Cycling quickens the heart's functioning by _____.
(Tick the correct option)
 - a) getting the heart to maintain a constant pace
 - b) stabilising the heart's pumping rate
 - c) straining the heart muscles
 - d) strengthening the heart muscles

5. Cycling stimulates you mentally as it involves many technicalities. (*True/False*)



SPEAKING

Assessment Scale For Spoken English

Based on the Test of Spoken English Band Descriptors for Overall Features
(ETS, 2001b: 30)

0	No effective communication: no evidence of ability to perform task	Extreme speaker effort is evident; speaker may repeat prompt, give up on task, or be silent.		Attempts to perform task, and in failure	Only isolated words or phrases intelligible, even with much listener effort.	Function cannot be identified
1	Communication generally not effective: task generally performed poorly.	Speaker responds with much effort; provides limited speech sample and often runs out of time. Repair strategies excessive, very distracting, and ineffective	KNOW - AS YOU	Difficult to tell if task is fully performed because of linguistic weaknesses	Function can be identified	Much listener effort required.
2	Communication somewhat effective: task performed somewhat competently.	Speaker responds with effort; sometimes provides limited speech sample and sometimes runs out of time	Sometimes excessive, distracting, and ineffective repair strategies used	Linguistic weaknesses (e.g. vocabulary and/or grammar)	Adequate content	Some listener effort required



3	Communication generally effective: task performed competently.	Speaker volunteers information, sometimes with effort; usually does not run out of time.	Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting	Expressions sometimes awkward	Generally strong content	Little listener effort required
4	Communication almost always effective: task performed very competently.	Speaker volunteers information freely, with little or no effort and may go beyond the task by using additional appropriate functions.	Native-like repair strategies	Sophisticated expressions.	Very strong content.	Almost no listener effort required

Note:

- ❖ The first column gives the numerical index of the five bands.
- ❖ The second column describes the overall effectiveness of communication in English.
- ❖ This can be identified by ascertaining the indicators in the other columns for each of the five bands.



Speaking Activities

Objectives

To provide opportunities to students

- ✦ to use language effectively
- ✦ to develop confidence in spoken skills
- ✦ to express their ideas/opinions coherently
- ✦ to understand and produce basic pronunciation patterns
- ✦ to understand and report the main ideas in short listening tasks
- ✦ to present information/instructions about defined topics to others in a clear, organized way
- ✦ to participate constructively in complete conversations in different circumstances
- ✦ to participate constructively in group discussion
- ✦ to give clear oral presentations in front of the class
- ✦ to demonstrate understandable pronunciation

Note:

The speaking activities have been categorized under the following heads so as to provide a variety of tasks that can be taken in the class. However, the list is not exhaustive and further topics, pictures, prompts can be used by the teacher.

1. Descriptions
2. Picture Description Prompts
3. Story Prompts
4. Speaking Prompts
5. Role Play
6. Enacting Advertisements
7. Just -a-Minute
8. Group Discussions
9. Turncoat
10. Speech

1. Task-Descriptions

Procedure

- ✦ The topics may be written on slips of papers .



- ❖ Students may be asked to pick up any one slip and describe what is stated.

Approximate Time: 2-3 Minutes

- An interesting neighbour you have had.
- Something you could never give away.
- A place you will never forget.
- A sporting event you attended recently.
- Someone you respect deeply.
- A disastrous family outing
- A time when you lost something.
- One of your fondest childhood memories.
- A time when you lied to your parents.
- A time when you were treated unfairly.
- A movie you saw recently.
- Something you wish had never happened.

2. Task-Picture Description Prompts

Procedure

- ❖ Show the following pictures to the students.
- ❖ Ask them to pick up any one face/person/ and describe it- shape of the face, expression, hair, features.

Approximate Time: 2-3 Minutes

A. Picture Description





B. Picture Description



Unit 2

C. Picture Description



D. I'd rather be...

Approximate Time: 2-3 Minutes

Procedure

The following pictures may be shown to the students and they can choose any one frame and speak about it. For e.g. I'd rather be a cat than a dog because ... (Give reasons)

I'd rather be a than a because.....





Unit 2

E. Picture Composition Prompts

Procedure

- ◆ The following pictures may be shown to the students.
- ◆ They can choose any one and build a story around it.

Approximate Time

Preparation Time : 6-8 Minutes

Speaking Time : 2-3 Minutes

Picture 1



Picture 2



Picture 3



Picture 4





3. Task - Story Prompts

Procedure

- ✦ The teacher can write the prompts on slips of papers.
- ✦ She can then ask students to pick up any one of the slips.
- ✦ The students can be instructed to use the beginning to create a short story.
- ✦ Time may be given to students to note down their thoughts before they start speaking.
- ✦ All kinds of stories should be accepted.

Approximate speaking time: 1-2 minutes

- a) I thought I saw...
- b) I used to think...
- c) She touched the little box in her pocket and smiled...
- d) Shadows quivered on the wall as the candle flickered, then fizzled to nothing.
- e) It was the strangest thing I had ever seen...
- f) The lane was night-dark, even at noon.
- g) She hesitated at the post box, not knowing if she should really send the letter.
- h) It was one of those days when everything seemed to go wrong.
- i) My hand trembled as I punched the number on the phone.
- j) It was a day when everything seemed to go wrong.
- k) The chattering birds made her smile, until she heard a growl.
- l) The dream last night had seemed so real, but it was just a dream, right?
- m) The storm whipped the trees outside and she huddled into her quilt.
- n) It wasn't going to be easy, but somehow she had to confront her mother.
- o) He felt he was being watched.

4. Task - Speaking Prompts

Procedure

- ✦ Write the prompts on slips of paper.
- ✦ Ask students to pick up any one.
- ✦ Instruct the students to continue the sentence/imagine the situation, collect their thoughts and express their views.

Approximate speaking time: 1-2 minutes

- a) If I were a hanger/wallet/broken plate...
- b) If you could invent something that would help humanity, what would it be?
- c) Flip through the pages of a magazine and build a story around any picture that you like.
- d) A task or a job that you dislike.
- e) I went for a haircut and the worst happened...
- f) It was a strange night, there seemed to be a chill in the air...
- g) As soon as I arrived, I could sense that something was out of place...
- h) One night, I looked out of the window and saw the neighbour...
- i) I was reading a book when I looked up. There in the window, I saw...
- j) I decided to go for an evening stroll. I walked about three blocks when I felt it...
- k) They would have been fine if they hadn't stopped for the stranger...
- l) Everyone avoided the big old mansion. It was believed to have...
- m) They said she was able to utter a few words before she died...
- n) Something is drastically wrong! Every time I pick up the telephone...
- o) Sometimes I think my friend has strange powers. Everytime he's around...

5. Task- Role Play Situations**Procedure**

- ✦ Ask the students to assume the role of various characters mentioned in the situation.
- ✦ Students will construct relevant dialogues.
- ✦ They will then enact the situation.

Approximate Time: 15 Minutes

(Preparation Time: 10 minutes; Performance Time: 3-4 minutes)

- a) Tell the students that there is a hot air balloon with six people in the sky. This hot air balloon is falling down at full speed and they have the chance to save three people from the hot air balloon. These are the passengers: a housewife, a doctor, a teacher, a priest, a little boy, a celebrity.
- b) Your friend comes to you with a problem you don't know how to handle. You know your



friend has a counsellor whom she likes and you recommend that she talk to her, but your friend keeps asking you what she should do.

- c) You are walking home with a friend and realize it is getting late. A car pulls up and asks if you want a ride. Your friend is tired and wants to take the ride but you think it is too risky.
- d) A counsellor at the school you want to join is interviewing you. The counsellor notices that your grades till last year were very promising but thereafter, there has been a decline in your performance. He asks you to explain.
- e) Your best friend asks you for the homework note book, after the teacher has specifically told the class that the assignment should be done without any help. Impress upon him that why you can't give the note book and why he should do the work himself.
- f) You are stuck in an elevator between 8th and 9th floors. There are five people in the elevator-a person getting late for an interview, a boy taking his dog for a stroll, a delivery man with Pizza cartons, a blind person, an old lady. No one is allowed to play the dog. Enact the panic.

- g) Three friends holidaying together arrive at the destination.

Student A would like to find a cheap hotel to stay in. Try and convince your friends that this is the best option.

Student B wants to start his holiday in style and stay in a nice hotel. Try and convince your friends that this is the best idea.

Student C listens to both the friends' ideas about where they would like to stay. He/She listens to them and decides who he/she agrees with.

- h) Strangers on a train

Get the students to imagine they are strangers in a train compartment - get them sitting opposite each other in groups of four. Elicit what people usually talk about on the train - the weather, where they are going/coming from etc. and tell them to construct a dialogue and enact it.

6. Task- Enact an Advertisement

Procedure

- ✦ Imagine yourself as one of the listed products.
- ✦ Make a conversation with a prospective buyer.
- ✦ Try to sell yourself as best as possible /convince the buyer why he should buy you.



Approximate Time: 15 Minutes

(Preparation Time: 10 minutes; Performance Time: 3 - 4 minutes)

Suggested Topics for advertisements

- a) A luxury soap
- b) A shampoo
- c) A talcum powder
- d) A pen
- e) A tiffin box
- f) A school bag
- g) A washing machine
- h) A cell phone
- i) A toothpaste
- j) A fairness cream

7. Task- Just a Minute (J.A.M.) - (Individual Activity)

This task requires the students to think quickly and organize their thoughts in the most concise manner so as to put their ideas across in a minute.

Procedure

- ✦ The students could be asked to choose one topic or the teacher could draw lots.
- ✦ Each student will be given a minute to speak on the topic.

Approximate Time

Preparation Time : 5 Minutes

Speaking Time : 1 Minute

- a) You have a minute to convince people to:
 - ✦ Start us

8. Task - Group Discussion**Procedure**

- ✦ Divide the class into groups of 5-6 students each.



- ✦ Give them one of the topics from the list given below.
- ✦ Explain that each of them should note the topic.
- ✦ Ask them to build up their arguments/opinion.
- ✦ Ask them to start a discussion. Each member should participate in the discussion.

Approximate Time : 1 Period

Suggested Topics

- a) Will the grading system and CCE remove stress from a student's life?
- b) Are social networking sites good?
- c) Should students start carrying mobile phones to school?
- d) Should there be uniform in schools?
- e) Parents' time or expensive gizmos -What do children want?
- f) A good school teacher should have the following qualities:
 - ✦ Enthusiasm for teaching
 - ✦ Pleasant appearance
 - ✦ Intelligence
 - ✦ Fairness
 - ✦ Sense of humour
 - ✦ Ability to create interest
 - ✦ Honesty
 - ✦ Affectionate and caring attitude
 - ✦ Knowledge of subject
 - ✦ Correct accent and audibility
 - ✦ Flexibility

Can your group agree together in what order of priority you would put them? Give reasons for your choice.

9. Task - Turncoat (Individual Activity)

This is a form of debate where the speaker literally debates against himself. The speaker starts by taking a stance on the topic and switches sides after a specific duration of time.



Unit 2

Procedure

- ❖ Write the suggested topics on slips of paper.
- ❖ Ask the students to pick up any one.
- ❖ Give five minutes each to the students to prepare the topic.
- ❖ Each student will speak for three minutes on the given topic.
- ❖ A sample of the activity can be presented by the teacher for clarity.

Approximate Time

Preparation Time: 5 minutes

Speaking Time: 3 minutes

- ❖ 1 minute --for the motion
- ❖ 1 minute --against the motion
- ❖ 1 minute-- summing up

Suggested Topics

- a) TV Viewing is harmful.
- b) Homework should be abolished.
- c) Examinations should be done away with.
- d) Children should be encouraged to participate in reality shows.
- e) Coaching institutes support school teaching.
- f) Boys should learn to cook.
- g) Life for us is better than it was for our forefathers.
- h) Electricity in the service of mankind.
- i) We have achieved a lot in sixty years of independence.
- j) Television is an entertainment centre.
- k) Peer pressure acts as a morale booster.
- l) Morning sports in school activities enhance sports abilities.
- m) Laptops should be there for children in schools.
- n) Working mothers are better mothers.
- o) Grading system is better than marks.



- p) Sports are closely linked to money these days.
- q) Reality TV is more about money and personality and less about knowledge.

10. Task : Speech (Individual Activity)

Procedure

- ✦ The student may be asked to pick up a topic and prepare in advance (one or two days prior to the activity)
- ✦ A day may be fixed for the delivery of the speech.

Approximate Time

Speaking Time: 2-3 minutes.

Preparation Time: Topic can be given a day in advance.

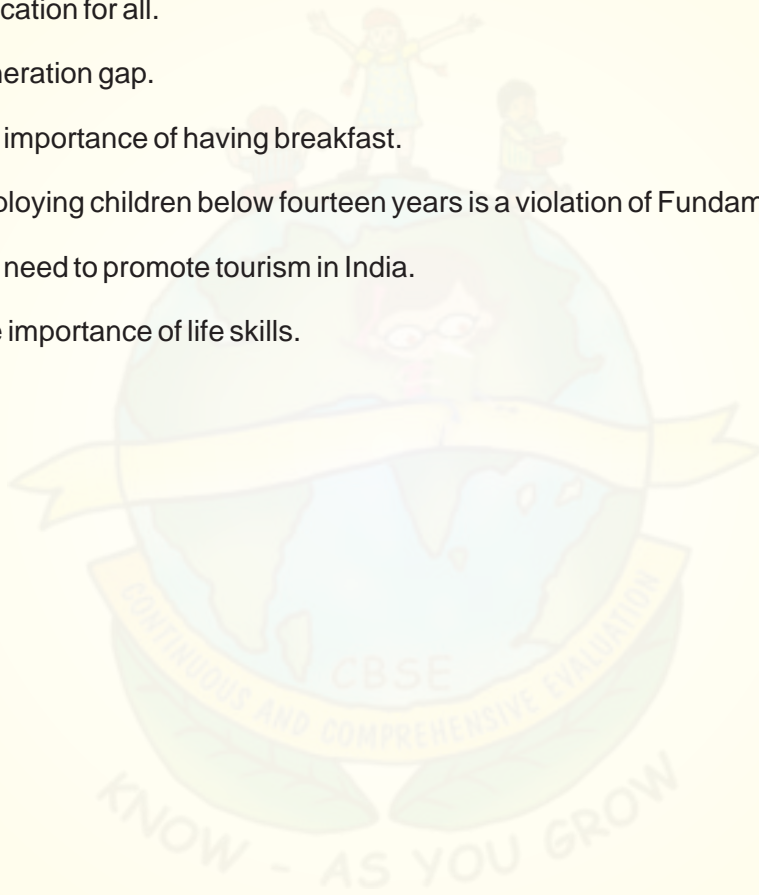
- ✦ Prepare a draft of the speech to be delivered in the morning Assembly or at an event organized.

Suggested Topics

- a) Urging students to say no to plastics.
- b) Urging students to volunteer their services for a cleanliness drive.
- c) Sensitizing the students towards the importance of healthy eating.
- d) Urging students to save electricity/water.
- e) AS a VSS volunteer, urging parents to send their daughters to school.
- f) Urging students to say no to crackers.
- g) Urging students to volunteer their services for the integrity club.
- h) Urging students to donate for the victims of a natural calamity.
- i) Urging students to help their parents at home.
- j) Advantages of living with grand parents.
- k) Advertisements are misleading.
- l) Reality shows are becoming too reel.
- m) The adverse impact of television.
- n) Strengthening the joint family system.



- o) Pollution - an ever-growing menace.
- p) Obsession for the fair complexion.
- q) Hockey - a dying sport.
- r) Students as harbingers of peace.
- s) Save The Tiger campaign.
- t) Education for all.
- u) Generation gap.
- v) The importance of having breakfast.
- w) Employing children below fourteen years is a violation of Fundamental Rights.
- x) The need to promote tourism in India.
- y) The importance of life skills.



READING

Reading Tasks

Objectives

- ❖ To enable the learners to read independently.
- ❖ To develop the skill to scan for specific information.
- ❖ To test the students' ability to comprehend.

Task

- ❖ Individual work - Reading Comprehension

Procedure

- ❖ The teacher will distribute a printout / copy of the worksheet to every student.
- ❖ Students are instructed to complete the task in 15 minutes.
- ❖ Then the students exchange the completed worksheets.
- ❖ The teacher reads out the correct answers and students mark the worksheets.
- ❖ 1 mark to be awarded for each correct answer.

ANSWERS**READING COMPREHENSION: WORKSHEET 1**

- 1) he had lost too much blood
- 2) he could no longer enjoy Lionel's company
- 3) Lionel played with them while they waited for the bus.
- 4) touched
- 5) sympathy

READING COMPREHENSION: WORKSHEET 2

- 1) they are showing an inclination towards adventure tourism
- 2) satellite television has exposed the people to adventure sports
- 3) adventure seekers
- 4) to be cautious
- 5) in a big way



READING COMPREHENSION: WORKSHEET 3

- 1) he had to whitewash a fence
- 2) of the large area of the unwhitewashed fence
- 3) he prefers fetching water to whitewashing
- 4) he was too lazy to work
- 5) if he let Tom fetch the water, Aunt Polly would have hit him with her slipper

READING COMPREHENSION: WORKSHEET 4

- 1) love
- 2) portrayed
- 3) up
- 4) sighted
- 5) up
- 6) flew
- 7) fluttered
- 8) hidden
- 9) assumed
- 10) listening

READING COMPREHENSION: WORKSHEET 5

- 1) awe-struck
- 2) men looking for treasure
- 3) the Egyptians worshipped the setting sun
- 4) distance from the desert
- 5) collapse

READING COMPREHENSION: WORKSHEET 6

- 1) she is unable to face the reality of aging
- 2) simile & personification
- 3) hair
- 4) she is ageless like spring
- 5) night



READING COMPREHENSION: WORKSHEET 7

- 1) the village
- 2) learned & strict
- 3) the mood of the master
- 4) arguing
- 5) "...they gazed, and still the wonder grew."

READING COMPREHENSION: WORKSHEET 8

- 1) do all the above mentioned
- 2) these forests were the main support system
- 3) to save water resources
- 4) wire made from waste of dozens of flower farms
- 5) endangered

READING COMPREHENSION: WORKSHEET 9

- 1) they are not biodegradable
- 2) environment
- 3) it has high resistance to chemicals
- 4) sand & lime stone
- 5) it remains pure

READING COMPREHENSION: WORKSHEET 10

- 1) all the above
- 2) her happiness is infectious
- 3) we need to be surrounded by happy people
- 4) the kind of social bonding that we have
- 5) lead an exemplary life

READING COMPREHENSION: WORKSHEET 11

- 1) he felt that the bike was a part of him.
- 2) he would make a display of his parental skills on seeing the narrator.
- 3) yearning for something exciting to occur.
- 4) an adult reflecting on his boyhood.
- 5) still



READING COMPREHENSION: WORKSHEET 12

- 1) qualities acquired from parents.
- 2) personification
- 3) deciding
- 4) entertain us with humorous viewpoints on 'heredity.'
- 5) deciding all of the above

READING COMPREHENSION: WORKSHEET 13

- 1) infectious.
- 2) a symbol created for easy and definite recognition
- 3) hitting the bull's eye
- 4) technology expanded the scope of smilies much more than what the original designers ever imagined.
- 5) smilies have no definite origin, but even today are used to spread positive feelings.

READING COMPREHENSION: WORKSHEET 14

- 1) elementary protections against fire hazards are being ignored.
- 2) the fire broke out in the afternoon and the wooden beams and staircases did not catch fire.
- 3) the staff is negligent and not particular about safety measures.
- 4) architects
- 5) disgraceful



READING COMPREHENSION: WORKSHEET 1**LIONEL**

Lionel was in bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel the duck, died a few minutes later.

When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every weeks like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.

Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences-a few from friends and many from strangers. It was only then that we realized how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:

- 1) Lionel could not be saved as _____ .
 - a) he was too weak to haul his poor broken body inside
 - b) he was bloodied and beaten.
 - c) he had lost too much blood
 - d) he was in bad shape

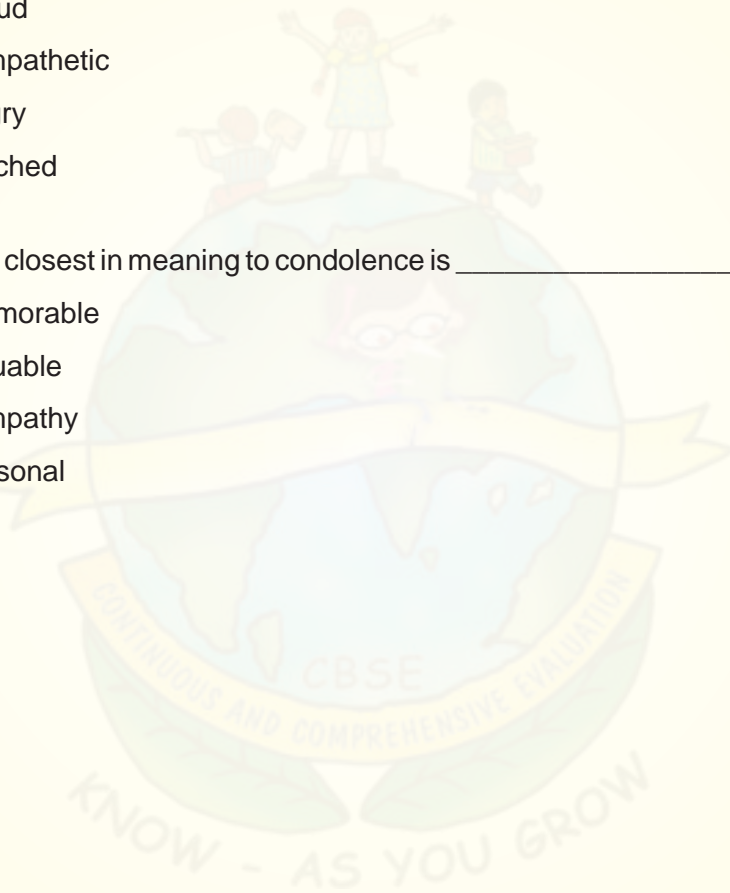
- 2) One elderly gentleman was especially heart-broken because _____ .
 - a) he could no longer enjoy Lionel's company
 - b) he could not longer feed Lionel a slice of bread or a biscuit
 - c) he could not longer spend an hour every week with him
 - d) two weeks later, he was dead



Unit 3

Formative Assessment – Reading Tasks

- 3) The school children were devastated because _____.
- a) Lionel waddled along with them to school
 - b) Lionel waited for the bus along with them
 - c) Lionel played with them while they waited for the bus
 - d) Lionel allowed them to feel his soft white feathers
- 4) Nola received many condolences from friends and strangers. She felt _____.
- a) proud
 - b) sympathetic
 - c) angry
 - d) touched
- 5) The word closest in meaning to condolence is _____.
- a) memorable
 - b) valuable
 - c) sympathy
 - d) personal



READING COMPREHENSION: WORKSHEET 2

ADVENTURE SPORTS

Indian thrill seekers are rushing into adventure sports full throttle. Mountain biking, kayaking on the Beas river, hot air ballooning in Jaipur and Delhi, camel safari in Jaisalmer...these are just a few of the exciting activities to offer. According to Alok Bajpai, CEO, The Explorers, an organization that specializes in catering to adventure and nature travel needs, the rising popularity of adventure tourism is a direct result of satellite television beaming in exciting activities into people's homes. "The Indian tendency to lie safe has changed over the last 10 years. When we started in 1995, adventure travel was considered something that only the tourists indulged in. Today, people have a higher disposable income to spend on such activities. Besides, adventure travel is now considered glamorous and every one wants to talk about their experiences," he observes.

Capt. Saurabh Mahajan of Colonel's Camps & Tours, which offers adventure travel options in and around Rishikesh agrees: "Since we started in 2000, there has been a steady increase in the number of adventure seekers. The adventurous streak is not limited to one group of people. Students, executives, housewives, senior citizens, everyone enjoys river rafting, rock climbing etc. and several corporates send their executives to us for team building, adventure-oriented activities." He attributes the escalating numbers to people getting adventure-oriented and schools realizing the importance of adventure sports and love for flora and fauna. Explains psychoanalyst Dr. Harish Shetty: "A passion for adventure stems from the need to experiment, to enjoy the thrills of difficult encounters. Also, these activities are easily available for the youth today. Earlier, those who would go to the clubs and play games, now engage in adventure sports."

On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:

- 1) The recent change in the attitude of Indians is that _____.
 - a) they are showing an inclination towards adventure tourism
 - b) schools have realized the importance of adventure sports
 - c) corporates are using adventure sports for team building
 - d) they enjoy mountain biking, kayaking, hot air, camel safari



Unit 3

Formative Assessment – Reading Tasks

- 2) This change is due to the fact that _____.
- a) they have more free time
 - b) they have a higher disposable income
 - c) satellite television has exposed the people to adventure sports
 - d) they are looking for glamour
- 3) The people interested in these sports are _____.
- a) tourists
 - b) students
 - c) adventure seekers
 - d) everyone
- 4) *To lie safe* means _____.
- a) to lie in a safe place
 - b) to safely tell a lie
 - c) to be cautious
 - d) to remain safe
- 5) The phrase '*full throttle*' means _____.
- a) in a big way
 - b) with complete power
 - c) in full gear
 - d) whole-heartedly



READING COMPREHENSION: WORKSHEET 3

WHITEWASHING A FENCE

Tom appeared with a bucket of whitewash and a long-handled brush. He surveyed the fence. All gladness left him and a deep melancholy settled down upon his spirit. Thirty yards of board fence, nine feet high. Life to him seemed hollow and existence but a burden. Sighing, he dipped his brush and passed it along the topmost plank; repeated the operation; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence and sat down on a tree-box, discouraged.

Jim came skipping out at the gate carrying a pail and singing. Bringing water from the town pump had always been a hateful work in Tom's eyes before, but now it did not strike him so. He remembered that there was company at the pump. Boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting. And he remembered that although the pump was only a hundred and fifty yards off, Jim never got back with a bucket of water before an hour-and even then somebody generally had to go after him. Tom said: "Say, Jim, I'll fetch the water if you'll whitewash some. I'll give you a marble." Jim shook his head fearing Aunt Polly's slipper.

On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:

- 1) All gladness had left Tom because _____
 - a) a deep melancholy had settled down upon his spirit.
 - b) life to him seemed hollow.
 - c) he had to whitewash a fence.
 - d) he had to repeat the operation again.

- 2) Tom sighed because _____
 - a) he had dipped his brush and passed it along the topmost plank.
 - b) he had to repeat the operation.
 - c) the fence had an insignificant whitewashed streak on it.
 - d) of the large area of the unwhitewashed fence.

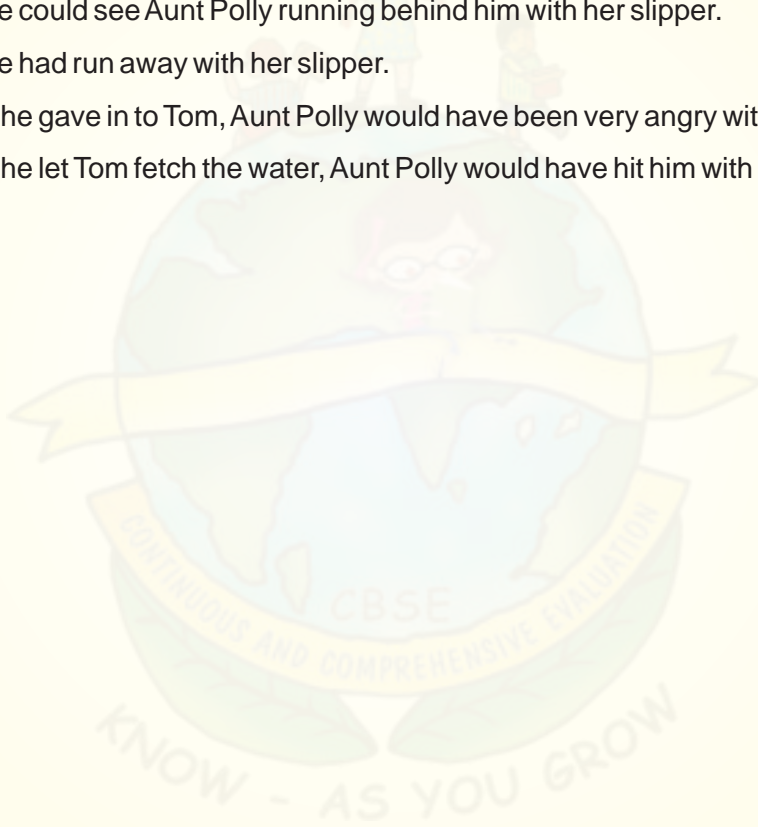
- 3) Tom offers Jim a marble because _____
 - a) he wants Jim to whitewash the fence.
 - b) he wants to go and fetch the water.
 - c) he wants to meet the other children.
 - d) he prefers fetching water to whitewashing.



Unit 3

Formative Assessment – Reading Tasks

- 4) Bringing water had always been a hateful work in Tom's eyes because _____
- a) there was always company at the pump.
 - b) boys and girls had to wait their turn.
 - c) the pump was a hundred an fifty yards off.
 - d) he was too lazy to work.
- 5) *Jim shook his head fearing Aunt Polly's slipper* because _____
- a) he could see Aunt Polly running behind him with her slipper.
 - b) he had run away with her slipper.
 - c) if he gave in to Tom, Aunt Polly would have been very angry with him.
 - d) if he let Tom fetch the water, Aunt Polly would have hit him with her slipper.



READING COMPREHENSION: WORKSHEET 4

A GREEN CORNFIELD

The earth was green, the sky was blue;
I saw and heard one sunny morn
A skylark hang between the two,
A singing speck above the corn.

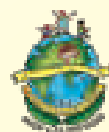
A stage below in gay accord,
White butterflies danced on wing,
And still the singing skylark soared,
And silent sank and soared to sing.

The cornfield stretched a tender green
To right and left between my walks;
I knew he had a nest unseen
Somewhere among the million stalks.

And as I paused to hear his song
While swift the sunny moments slid,
Perhaps his mate sat listening long,
And listened longer than I did.

On the basis of your reading of the poem, complete the given summary by writing the correct word from the options provided.

The poet's intense (1) _____ (love, liking, indifference, feeling) for nature is (2) _____ (described, explained, shown, portrayed) in the poem. She looked (3) _____ (below, down, up, left) from a cornfield and (4) _____ (located, sighted, found, placed) a skylark (5) _____ (up, hanging, floating, falling) in the sky. It was singing happily as it (6) _____ (flu, flew, flew, flowed). The butterflies (7) _____ (fluttered, floated, glided, slid) about in the cornfield. The poet knew that the skylark's nest was (8) _____ (located, safe, hidden, placed) among the stalks. She (9) _____ (imagined, assumed, thought, knew) that its companion too was (10) _____ (hearing, singing, listening, feeling) intently to the song.



READING COMPREHENSION: WORKSHEET 5**THE PYRAMIDS OF EGYPT**

The oldest stone buildings in the world are the pyramids of Egypt. They have stood for nearly 5000 years, and it seems likely that they will continue to stand for thousands of years yet. They are over eighty of them scattered along the bank of the Nile, some of which are different in shape from the true pyramids. The most famous of these are the 'Step' pyramid and the 'Bent' pyramid.

Some of the pyramids still look much as they must have done when they were built thousands of years ago. Most of the damage suffered by the others has been at the hands of men who were looking for treasure or, more often, for stone to use in modern buildings. The dry climate of Egypt has helped to preserve the pyramids and their very shape has made them less likely to fall into ruins. These are good reasons why they can still be seen today, but perhaps the most important is that they were planned to last forever.

One thing is certain: there must have been months of careful planning before they could begin to build. The first thing they had to do was to choose a suitable place. You may think that this was an easy task, with miles and miles of empty desert around, but a pyramid could not be built just anywhere. Certain rules had to be followed strictly and certain problems overcome.

The pyramid had to be on the west side of the Nile; the side on which the sun sets. This was for religious reasons. The pyramid also had to stand well above the level of the river to protect it against the regular floods. The pyramid could not be too far from the Nile, however, as the stones to build it needed to be carried in boats down the river to the nearest point. Water transport was, of course, much easier than land transport. The builders also had to find rock, which was not likely to crack under the great weight of the pyramid. Finally, the pyramid had to be near the capital, or better still, near the king's palace so that he could visit it easily and personally check the progress being made on the final resting place for his body.

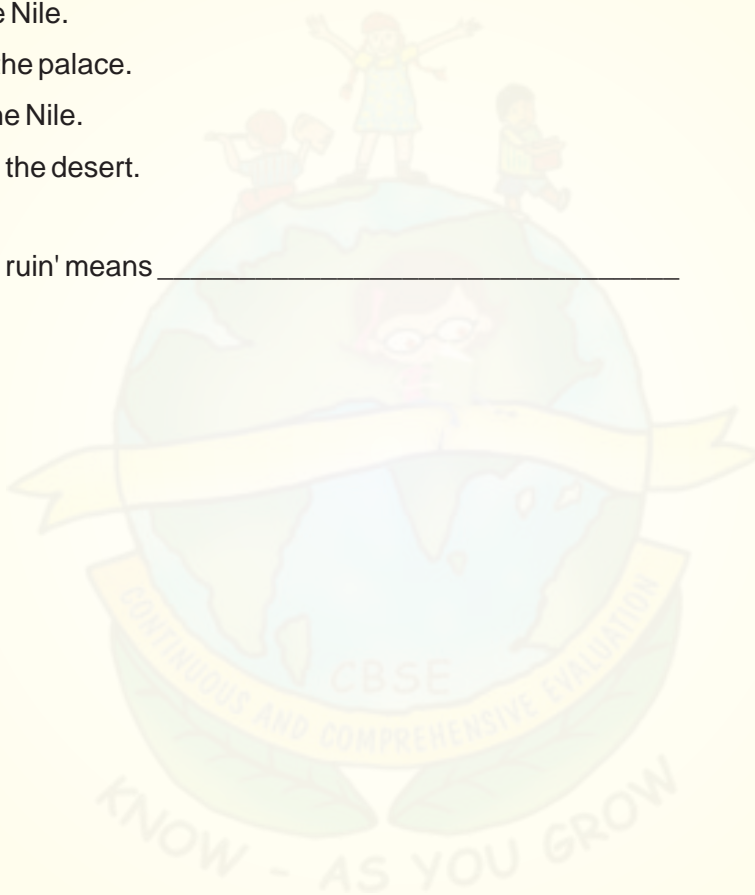
On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:

- 1) The writer says 'The pyramids have stood for nearly 5000 years, and it seems likely that they will continue to stand for thousands of years yet.' His tone is _____
 - a) shocked
 - b) fascinated
 - c) disbelieving
 - d) awe-struck

- 2) The maximum damage caused to the pyramids was due to _____
 - a) men looking for treasure.
 - b) their being thousands of years old.
 - c) the dry climate.
 - d) their shape and structure



- 3) The pyramid had to be on the west side of the Nile as _____
- the Egyptians worshipped the setting sun.
 - the eastern bank was regularly flooded.
 - stones needed to build the pyramids were available on the western bank.
 - water transportation was much easier on the western bank.
- 4) While building/ choosing a site for the pyramids, the factor not so important was _____
- flooding of the Nile.
 - closeness to the palace.
 - proximity to the Nile.
 - distance from the desert.
- 5) The phrase 'fall into ruin' means _____
- fall down
 - collapse
 - decay
 - breakdown



Unit 3

READING COMPREHENSION: WORKSHEET 6

A LADY WHO THINKS SHE IS THIRTY

Unwillingly Miranda wakes,
Feels the sun with terror,
One unwilling step she takes,
Shuddering to the mirror.
Miranda in Miranda's sight
Is old and gray and dirty;
Twenty-nine she was last night;
This morning she is thirty.
Shining like the morning star,
Like the twilight shining,
Haunted by a calendar,
Miranda is a-pining.
Silly girl, silver girl,

Draw the mirror toward you;
Time who makes the years to whirl
Adorned as he adored you.
Time is timelessness for you;
Calendars for the human;
What's a year, or thirty, to
Loveliness made woman?

Oh, Night will not see thirty again,
Yet soft her wing, Miranda;
Pick up your glass and tell me, then--
How old is Spring, Miranda?



On the basis of your reading of the above poem, complete the statements that follow by choosing the correct option from those given below:

- 1) Miranda is unhappy on waking up as _____
 - a) she fears the sun.
 - b) she is scared of the mirror.
 - c) she hates her birthday.
 - d) she is unable to face the reality of aging.

- 2) The poetic device used in the poem is _____
 - a) simile & metaphor
 - b) simile & personification
 - c) metaphor & alliteration
 - d) imagery & symbolism

- 3) The word *silver* in line 13 refers to her _____
 - a) colour
 - b) age
 - c) hair
 - d) dress

- 4) The poet consoles Miranda by saying that _____
 - a) she is ageless like spring
 - b) she is ageless like the night
 - c) she is like a calendar
 - d) she is lovely

- 5) 'Her wings' refer to the wings of _____
 - a) Time
 - b) Night
 - c) Miranda
 - d) Spring



READING COMPREHENSION: WORKSHEET 7
THE VILLAGE SCHOOLMASTER

A man severe he was, and stern to view,
I knew him well, and every truant knew;
Well had the boding tremblers learn'd to trace
The days disasters in his morning face;
Full well they laugh'd with counterfeited glee,
At all his jokes, for many a joke had he:
Full well the busy whisper, circling round,
Convey'd the dismal tidings when he frown'd:
Yet he was kind; or if severe in aught,
The love he bore to learning was in fault.
The village all declar'd how much he knew;
'Twas certain he could write, and cipher too:
Lands he could measure, terms and tides presage,
And e'en the story ran that he could gauge.
In arguing too, the parson own'd his skill,
For e'en though vanquish'd he could argue still;
While words of learned length and thund'ring sound
Amazed the gazing rustics rang'd around;
And still they gaz'd and still the wonder grew,
That one small head could carry all he knew.
But past is all his fame. The very spot
Where many a time he triumph'd is forgot.

On the basis of your reading of the above poem, complete the statements that follow by choosing the correct option from those given below:

- 1) The school master ran his school in _____
- a) a palace
 - b) a garden
 - c) a village
 - d) a fort



- 2) The school master can be best described as _____
- autocratic and grumpy
 - learned and strict
 - knowledgeable and funny
 - stubborn and unhappy
- 3) "The day's disaster" refers to _____
- a natural calamity
 - a mischief played by students
 - the mood of the master
 - the wishes of the master
- 4) The only skill where he could be defeated was _____
- numerical
 - written
 - arguing
 - reasoning
- 5) Which line suggests that the schoolmaster was respected _____
- "...they laughed, with counterfeited glee,"
 - "...they gazed, and still the wonder grew"
 - "...all declared how much he knew"
 - "...he bore to learning was in fault"



READING COMPREHENSION: WORKSHEET 8

After just over two decades, 250 miles (402km) and \$9m (£5.9m) later, the last post on one of the longest fences ever built in Africa has been hammered in.

The electrified barrier, which rings the Aberdare mountain range, in west central Kenya, was initially intended to keep people out in order to save the few endangered black rhino within, but has become a model for countries struggling to protect scarce water resources.

Colin Church, the chair of the Kenya-based Rhino Ark conservation group and a leading expert on African wildlife, said the fence, which took 21 years for local communities to complete, had failed to save the rhino in the uplands it surrounds.

However, it had succeeded in protecting a large forest area and the sources of four of seven of Kenya's largest rivers, all of which rise in the Aberdares and provide electricity and water to major cities including Nairobi.

"In the early days, the motivation was to protect the black rhino, but then we all woke up to the fact that the farmers [who lived near the fence] were celebrating, and the reality is that this forested mountain area was the lifeblood for millions of people. We realised the whole ecosystem was at stake," he said.

"Our thinking had to change. The Aberdares are now the most secure mountain ecosystem in the whole of Kenya and maybe Africa."

Kenya's wildlife service is now studying whether to put electric fences around Mount Kenya, the Mau forest, Mount Elgon and the Cherangani Hills, most of which have been invaded by thousands of poor people who threaten the country's water supplies, Julius Kipng'etich, the director of the wildlife service, said.

The fence, which has 8,000 miles of wire, was built largely from recycled plastic stakes made from the waste of dozens of flower farms at nearby Lake Naivasha.

Local people are allowed through it to collect wood and water.

John Vidal
(Environment Editor)
The Hindu

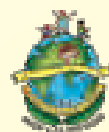
On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:

- 1) The fence around Aberdare mountain was expected to _____
 - a) save endangered species of animals.
 - b) protect water resources.
 - c) keep people out of the protected area.
 - d) do all the above mentioned.

- 2) "Our thinking had to change" because _____
 - a) these forests were the main support system.



- b) the rhinos were still disappearing.
- c) the river water is being used to produce electricity.
- d) the farmers were enjoying themselves.
- 3) The fencing of mountain range is important to _____
- a) save water resources.
- b) save the forests.
- c) save animals from poachers.
- d) protect the farmers.
- 4) That people in the mountains are nature lovers is evident from the fact that _____
- a) wire made from waste of dozens of flower farms was used.
- b) fencing took 21 years to complete.
- c) the fence has saved a large forest area.
- d) the water supplies are being protected.
- 5) In the above context, *at stake* refers to _____
- a) at random
- b) endangered
- c) at an advantage
- d) at a loss



READING COMPREHENSION: WORKSHEET 9

A glass bottle that is sent to a landfill can take up to a million years to break down. By contrast, it takes as little as 30 days for a recycled glass bottle to leave your kitchen recycling bin and appear on a store shelf as a new glass container.

Glass containers are 100 percent recyclable, which means they can be recycled repeatedly, again and again, with no loss of purity or quality in the glass. Recovered glass from glass recycling is the primary ingredient in all new glass containers. A typical glass container is made of as much as 70 percent recycled glass. According to industry estimates, 80 percent of all recycled glass eventually ends up as new glass containers. Every ton of glass that is recycled saves more than a ton of the raw materials needed to create new glass, including: 1,300 pounds of sand; 410 pounds of soda ash; and 380 pounds of limestone.

Because glass is made from natural materials such as sand and limestone, glass containers have a low rate of chemical interaction with their contents. As a result, glass can be safely reused. Besides serving as the primary ingredient in new glass containers, recycled glass also has many other commercial uses—from creating decorative tiles and landscaping material to rebuilding eroded beaches.

On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:

- 1) It is important to send used glass bottles to a recycle plant because _____
 - a) they are not biodegradable.
 - b) they can be reused.
 - c) they can be sold.
 - d) they can be used for decoration.

- 2) Recycling glass will help the _____
 - a) industrialists.
 - b) government
 - c) environment
 - d) bureaucrats

- 3) Glass is safe to use as it _____

a) has high resistance to chemicals.	b) has low resistance to chemicals.
c) looks very clean.	d) can be cleaned easily.

- 4) The material used for making glass is _____

a) soda ash & limestone.	b) sand & lime stone.
c) soda & lime.	d) sandstone & tiles.

- 5) People don't mind using recycled glass as it _____

a) remains pure.	b) is cheaper.
c) is easily available.	d) is rated as good.



READING COMPREHENSION: WORKSHEET 10

It is not easy to follow a healthy lifestyle in the presence of so many forces encouraging inactivity and bad eating habits. The stress and time pressure that we experience are major reasons for ill health today. It is well established that an emotional state can be transferred from person to person found in the phenomenon of higher tipping for a happy waitress. New work in the area of network theory has yielded intriguing results with implications for health and well being. Two recent studies show that people who are surrounded by many happy people are more likely to become happy in future. Statistical models suggested that clusters of happiness result from the spread of happiness.

Similarly, obesity may spread in social networks in a pattern that depends on the nature of social ties. For obesity, social distance appears to be more important than geographical distance within these networks. Could a doctor play a helpful role in such a personal network? It is a reasonable supposition, given the time honoured notion that the doctor who knows you well and cares about you will be a better doctor. When such a person conveys by look and deed a commitment to healthy living, the force of example may be a powerful non-verbal influence.

On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:

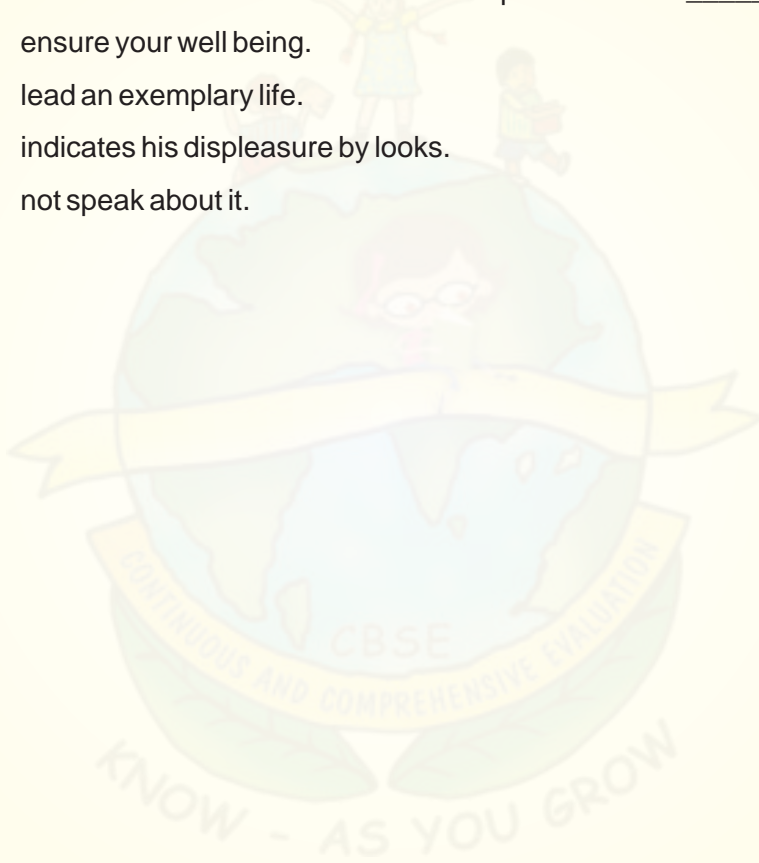
- 1) We are unhealthy due to _____
 - a) a sedentary lifestyle.
 - b) consuming ready to eat foods.
 - c) meeting deadlines.
 - d) all of the above.

- 2) A happy waitress gets a higher tip as _____
 - a) she charms her customers.
 - b) her happiness is infectious.
 - c) she serves good food.
 - d) she tricks her customers in paying more.

- 3) A recent study says that we need to _____
 - a) be surrounded by happy people.
 - b) remain happy.
 - c) remain in clusters.
 - d) take care of our future.



- 4) Our body weight is linked with the kind of _____
- a) food that we eat.
 - b) people we interact.
 - c) social bonding that we have.
 - d) places people live in.
- 5) A doctor that honours his commitment to his profession will _____
- a) ensure your well being.
 - b) lead an exemplary life.
 - c) indicates his displeasure by looks.
 - d) not speak about it.



READING COMPREHENSION: WORKSHEET 11

Looking back on those days I see myself as a kind of centaur, half-boy, half-bike, forever wheeling down suburban streets under the poincianas, on my way to football practice or the library or to a meeting of the little group of us, girls and boys, that came together on someone's verandah in the evenings after tea.

I might come across the Professor then on his after-dinner stroll; and as often as not, he would be accompanied by my father, who would stop me and demand (partly, I thought, to impress the Professor) where I was off to or where I had been; insisting, with more than his usual force, that I come home right away, with no argument. I spent long hours cycling back and forth between our house and Ross McDowell or Jimmy Larwood's, my friends from school, and the Professor's house was always on the route. I was always aboard and waiting for something significant to occur, for life somehow to declare itself and catch me up. I rode my bike in slow circles or figures-of-eight, took it for sprints across the gravel of the park, or simply hung motionless in the saddle, balanced and waiting.

Read the passage given and complete the statements that follow by choosing the correct option from those given below:

- 1) The narrator described himself as 'a kind of centaur' because _____
 - a) he felt that the bike was a part of him.
 - b) he enjoyed riding his bike in a reckless manner.
 - c) he used his bike to escape from his family in the evening.
 - d) he knew that the Professor was watching him as he rode his bike.

- 2) The boy's father was trying to gain the Professor's approval, hence _____
 - a) he followed the Professor on his evening walks.
 - b) he pretended to be interested in observing the stars.
 - c) he boasted to the Professor about his son's riding skills.
 - d) he would make a display of his parental skills on seeing the narrator.

- 3) The boy's constant bike riding reflects his _____
 - a) longing for a simpler way of life.
 - b) yearning for something exciting to occur.
 - c) desire to escape from his father's influence.
 - d) joy in being young and without responsibilities.



Unit 3

Formative Assessment – Reading Tasks

- 4) This text is written from the point of view of _____
- a) an adult reflecting on his boyhood.
 - b) a boy recounting his summer holiday.
 - c) an outsider observing life in the suburbs.
 - d) an adolescent describing his community.
- 5) "... or simply hung motionless..." A synonym for the word *motionless* is _____
- a) quiet
 - b) still
 - c) with some motion
 - d) movement



READING COMPREHENSION: WORKSHEET 12

Heredity is very strange
It's quite a peculiar creature
Attaching itself to you
Determining the look of every feature
The colour of your eyes
How long you'll keep your hair
Or if you must reach for glasses
Which never seem to be there
Will your body be built like a champion
Or will you suffer from defeat
It decides everything about you
From your head down to your feet
I'm sure someone has said
You look just like your father
And five minutes later
You look just like your mother
Maybe you've even been told
You look like neither one
You see, it all depends
Which side of the family they are from
But ask me and I'll say
I'm just like good-ole-dad
I seem to have inherited it all
The good things and the bad.



On the basis of your reading of the poem, complete the following statements by choosing the correct option from the list of options given below:

- 1) "It decides everything about you". Here 'it' collectively refers to _____
 - a) defects in the body.
 - b) how long the hair grows.
 - c) acceptance of failure in events.
 - d) qualities acquired from parents.

- 2) The poetic device used in the poem is _____
 - a) metaphor
 - b) personification
 - c) symbolism
 - d) imagery

- 3) The word "determining", as used in the poem, means _____.
 - a) limiting
 - b) deciding
 - c) utilising
 - d) connecting

- 4) The poet's main purpose in writing this poem seems to be to _____
 - a) inform us of new thought processes on 'heredity.'
 - b) entertain us with humorous viewpoints on 'heredity.'
 - c) make fun of the features which talk about his father's 'heredity.'
 - d) provide a way to handle troublesome comments on 'heredity.'

- 5) *Attaching itself to you* refers to _____
 - a) deciding how you look.
 - b) deciding how you behave.
 - c) deciding how you are built.
 - d) deciding all of the above.



READING COMPREHENSION: WORKSHEET 13

Is it possible to even say the word "smilies" without smiling a little? Since the smiley icon was created more than forty years ago, they have been brightening days of millions of people.

The origin of the traditional yellow smilies is not completely clear. There are at least three competing claims for the fatherhood of round, yellow smilies. In 1963, State Mutual Life Assurance, an insurance firm in the U.S.A, was looking for ways to lift the spirits of its employees following a difficult company merger. They hired graphic artist Harvey Ball to help out. He created a round yellow button with the now familiar two dots and a half circle. The idea behind wearing the brightly-coloured buttons was to inspire the workers to smile and to help them spread good cheer.

In 1971, a French entrepreneur Franklin Loufrani began using smilies as icons to highlight good news stories as a part of a newspaper promotion. The icon is now trademarked by Loufrani in more than a hundred countries, but not in the United States. The 'Official' Website for smilies can be found at SmileyWorld.com. Smilies experienced a huge explosion of popularity during the 1970s. Two brothers named Murray and Bernard Spain began producing novelty items based on the yellow smiley icon face paired with the phrase-"Have a Happy Day". They ignited a smilies craze that lasted from 1970 until 1972. More than 50 million smilies were manufactured during this short two-year span.

Smilies have evolved with technology and are used in ways that the original designers probably never thought of. But the basic goal of the smiley icon remains the same: to communicate good feelings and to make people smile.

On the basis of your reading of the passage, complete the following statements by choosing the correct option from the list of options given below:

- 1) "Is it possible to even say the word "smilies" without smiling a little?" means that the 'smilies' are _____.
 - a) comical
 - b) infectious
 - c) hilarious
 - d) peculiar

- 2) The word "icon" in the second line refers to _____.
 - a) a trademark that cannot be used by anyone else.
 - b) a yellow button with two dots and a half circle.
 - c) a symbol created for easy and definite recognition.
 - d) a logo designed for the Wal-Mart group of stores.



- 3) Murray and Bernard Spain produced items with the smiley icon and the phrase "Have a Happy Day". This combination was highly successful. The expression that best describes this successful combination is _____
- hitting the bull's eye.
 - flashing a red rag to a bull.
 - telling a cock and bull story.
 - taking the bull by the horns.
- 4) "Smilies have evolved with technology and are used in ways that the original designers probably never thought of" can be best understood as _____
- The original designers were pretty sure that smilies could evolve so much with technology.
 - With the introduction of technology, it is almost like the original designers never made smilies.
 - Even with technology, the smilies are used in the same way, as the original designers planned.
 - Technology expanded the scope of smilies much more than what the original designers ever imagined.
- 5) The sentence that presents the best summary of the passage is that _____
- smilies originated in 1971 and have remained popular owing to the internet.
 - smilies have no definite origin, but even today are used to spread positive feelings.
 - smilies originated in the USA and today are popularized solely by the Wal-Mart chain.
 - smilies were used to communicate goodwill during polls and helped parties win elections.



READING COMPREHENSION: WORKSHEET 14

The fire which broke out in a Colaba guest-house recently shows that elementary precautions against fire hazards are not being taken in the city. Rooms are built on mezzanine floors without providing either ventilation or windows. Often, there is no separate exit in these structures which are added onto buildings situated in narrow lanes in highly congested areas. Fortunately, the fire at Colaba broke out in the afternoon when most of the guests were out. Otherwise, the poisonous fumes from the synthetic material within would have suffocated and killed scores of people. The fire could also have spread to the entire building which is full of old wooden beams and staircases. Such scandalous fire-traps invariably endanger the lives of the fire-fighting staff as well. What is worse, even newly constructed buildings in Mumbai ignore fire-safety norms. Clearly, the municipal staff is not doing its duty. Ironically the building which caught fire in Colaba, houses an architect's office. Had it gone up in flames, the tragedy would have been doubly compounded because society looks up to these professionals for guidance and norms. Unfortunately, with the municipal corporation also proving increasingly incapable of protecting citizen's interests, it is now up to the people to come together and oppose illegal constructions in their areas.

On the basis of your reading of the passage, complete the following statements by choosing the correct option from the list of options given below:

- 1) The recent fire in a Colaba Guest house highlights the fact that _____
 - a) elementary measures against fire hazards are being taken.
 - b) elementary protections against fire hazards are being ignored.
 - c) elementary measures against fire hazards are not being taken
 - d) elementary precautions against fire hazards are being taken in the city.

- 2) The fire could not prove as destructive as it could have been because _____
 - a) the fire broke out in the afternoon and most of the guests were out.
 - b) the fire did not spread to the entire building and the staircases.
 - c) the fire broke out in the afternoon and the wooden beams and staircases did not catch fire.
 - d) the fire broke out in the afternoon but did not reach the architect's office.

- 3) The author says, "clearly the municipal staff is not doing its duty" because _____
 - a) they are constantly on leave.
 - b) the staff is negligent and not particular about safety measures.
 - c) they do not have enough fire -fighters.
 - d) they are endangering the life of the fire-fighting staff



- 4) *Society looks up to these professionals for guidance and norms.* "These professionals" refers to
- a) fire-fighters
 - b) municipal Corporation
 - c) residents of Mumbai
 - d) architects
- 5) The word/phrase closest to the meaning of *scandalous* is _____
- a) embarrassment
 - b) ashamed
 - c) causing scandals
 - d) disgraceful



WRITING

Objectives

To enable students to

- ✦ write factual description of a place, object, person or process.
- ✦ narrate events, trends, cause and effect relationships.
- ✦ present arguments and opinions.
- ✦ express themselves through letters (formal and informal) articles, diary entries, e-mails.
- ✦ expand notes into a piece of writing.
- ✦ transcode information from a diagram, table, picture to a written form.
- ✦ transcribe information from one text type to another.



A NOTE FOR THE TEACHER

The writing skill tasks should be undertaken as a class activity. The teacher could select the tasks corresponding to the Units of the Main Course Book being covered. Encourage students to use CODER and attach rough draft with the fair one.





Assessment Scale For Writing

The following TEEP attribute writing scales (Weir, 1990) are universally used by English teachers to assess the writing scales of learners. It is suggested that teachers of Classes IX and X can devise their writing scale for assessment by choosing the criteria from the TEEP according to the task.

	Relevance and adequacy of content	Compositional organisation	Cohesion	Adequacy of vocabulary for purpose	Grammar	Punctuation	Spelling
0	The answer bears almost no relation to the task set. Totally inadequate answer.	No apparent organisation of content.	Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.	Vocabulary inadequate even for the most basic parts of the intended communication.	Almost all grammatical patterns inaccurate.	Ignorance of conventions of punctuation.	Almost all spelling inaccurate.
1	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/ or pointless repetition.	Very little organisation of content. Underlying structure not sufficiently controlled.	Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/ or repetition.	Frequent grammatical inaccuracies.	Low standard of accuracy in punctuation.	Low standard of accuracy in spelling.

	Relevance and adequacy of content	Compositional organisation	Cohesion	Adequacy of vocabulary for purpose	Grammar	Punctuation	Spelling
2	For the most part answers the tasks set, though there may be some gaps or redundant information.	Some organisational skills in evidence, but not adequately controlled.	For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.	Some grammatical inaccuracies.	Some inaccuracies in punctuation.	Some inaccuracies in spelling.
3	Relevant and adequate answer to the task set.	Overall shape and internal pattern clear. Organisational skills adequately controlled.	Satisfactory use of cohesion resulting in effective communication.	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.	Almost no grammatical inaccuracies.	Almost no inaccuracies in punctuation.	Almost no inaccuracies in spelling.



Writing Tasks

SHORT WRITING TASKS: 4 MARKS

1. With the help of the given clues, write a bio sketch of A.R. Rahman in not more than 80-100 words:

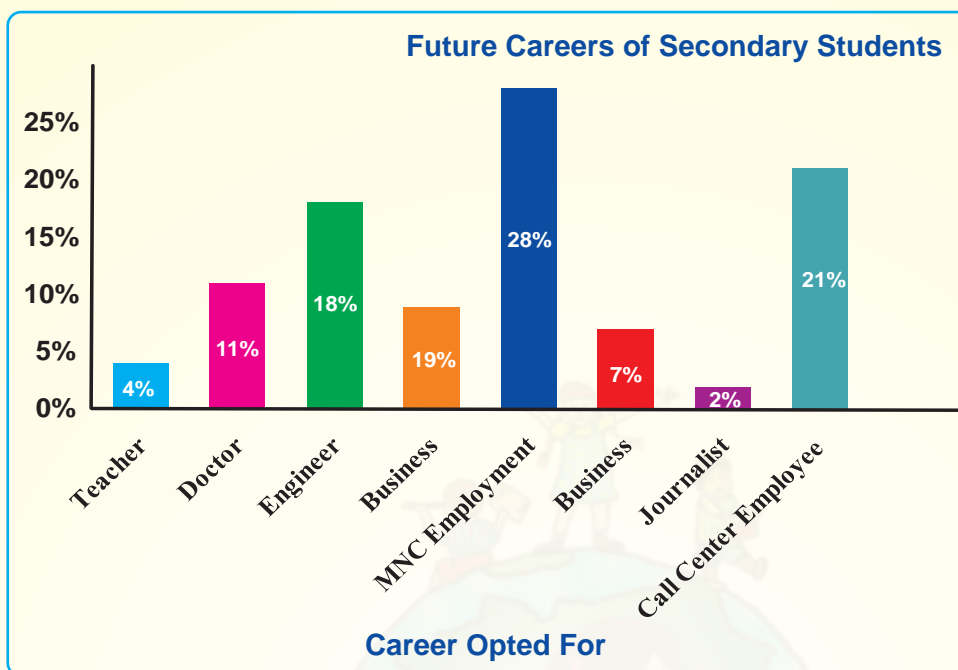


Born:	as Dileep Kumar --January 6, 1966, Chennai, Tamil Nadu rises to success as A. R. Rahman, music director and singer
Family:	loses father at an early age; mother's influence great
Trained Under:	Master Dhanraj, Ilaiyaraaja
Education:	graduates in Western classical music from Trinity College of Music
Significant Year :	1992 --sets up a recording studio; film career begins
Achievements:	Awards: <ul style="list-style-type: none"> ◆ fourteen Film fare, four National Film, two Grammy, two Academy etc. ◆ Padma Bhushan in 2010
Contribution to Music	immense, national icon

2. Yatin and Satish are two friends who are meeting after a long time. Yatin is a sports enthusiast and Satish works in the Ministry of Sports. They both discuss the lack of proper infrastructure and the need to promote sports in the country. They also talk about the upcoming Commonwealth Games and how these international events play a significant role in a country's development. Construct a dialogue between both of them in 80 -100 words.
3. A new movie is going to be released on the coming Friday and you are very fond of watching new movies on the day of their release. Since your examinations are approaching, you know your mother will not allow you. Construct a dialogue between yourself and your mother wherein you convince her why she should allow you to watch the movie.

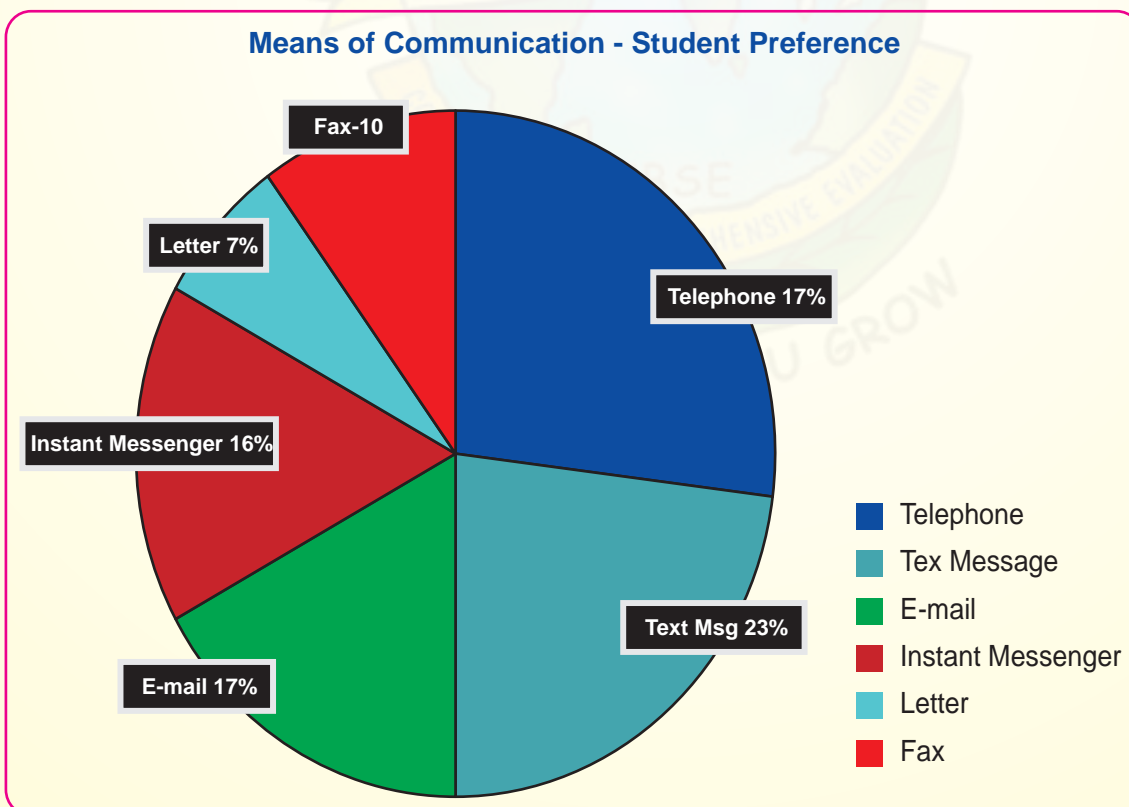


4.



Study the information given in the bar graph. These are the results of a study conducted in 15 schools. On the basis of this information write a **note** on the careers preferred by students these days. Also mention why you think certain careers are more popular than the others. (80 words)

5.



Given above are the findings of a survey on student preferences with respect to means of communication. Study the information and write a **report** on -'The Means of Communication Popular among students'. Also discuss the reasons why students consider some means of communication trendier than the others.

6. **Write a description of your family doctor, Dr. S Ganapathy, whom you visit for medical consultation . Use the input given below to write the description in about 80 words:**

- ◇ Age
- ◇ Appearance
- ◇ Attitude
- ◇ Manner /behaviour
- ◇ Any other feature that you like/dislike about him/her

7. **You happened to go to a private hospital to visit a friend who had fractured his leg. Write a factual description of the hospital in about 80 words:**

- | | |
|------------------------|---------------------------------|
| ◇ name | ◇ lawn for patients |
| ◇ location | ◇ number of doctors/specialists |
| ◇ number of rooms/beds | ◇ different departments |
| ◇ reception area | ◇ reputation and reasons |

8. **Write a factual description of the District Park close to your house in about 80 words. You may use the input given below:**

- | | |
|---------------------------------|-------------------------------|
| ◇ location | ◇ swings |
| ◇ area | ◇ grass quality |
| ◇ visitors-age range and number | ◇ maintenance and cleanliness |
| ◇ jogger's track | |
| ◇ trees, flowers-varieties | |
| ◇ yoga and exercise area | |

9. **There have been burglaries in your neighbourhood. You have noticed a suspicious looking couple in the area. Complete the following dialogue you had with your neighbour, including a description of the suspicious couple in about 80 words.**

A: There have been five burglaries in the last one week.

B: Yes. It's really upsetting as this was considered to be quite a safe area.

A: You won't believe, I had a feeling that there was something amiss, ever since I saw an unfamiliar couple lurking around.



B: What? An unfamiliar couple? How old were they?

A:

B:

A:

B:

A:

B:

A:

10. Describe a famous person in about 80 words. You may use the following points for writing the description:

- ◆ nationality
- ◆ body
- ◆ face
- ◆ hair colour
- ◆ achievements
- ◆ height
- ◆ age
- ◆ famous for _____

11. Write a bio sketch of Sachin Tendulkar on the basis of the notes given below. You may also add any information that you have gathered about him. (word limit: 80)

- 1973** born on April 24 in Mumbai.
- 1975** at age 2 ½ , begins hitting ball with a broomstick in his backyard.
- 1983** watches World Cup cricket match on television and becomes seriously interested in the game.
- 1986** scores first century in school.
- 1988** sets world record of 664 runs for Shardashram School at inter-school tournament with Vinod Kambli,
- At 16** selected to play against Pakistan, makes his international debut in One-Day Internationals (ODIs) and Test matches.
- 1990** tours England and scores 119 in a match.
- 2001** becomes first batsman to score 10,000 runs in one-day cricket.



LONG WRITING TASKS - 8 MARKS

12. The School Annual fete was recently organised in your school. As the school correspondent, you have been asked to write a report about it for the school newspaper in about 150-175 words.

Hints:

- ✦ Answer the **wh questions** - What (activity), when (date and time), where (venue), by whom (organizer), for whom (students, parents / outsiders)
- ✦ Activities - games, eats, rides, stalls
- ✦ Ambience and atmosphere - festive, colourful, fun and frolic
- ✦ How the funds generated will be used

Write the report using your creativity and the hints provided.

13. The instances of student violence have been on the increase with students killing their peers and frequently indulging in violence etc. This gives rise to tragic and untimely deaths and a feeling of insecurity in the society. Write an article in about 150 words, analyzing the causes and give suggestions how this tendency can be curbed. In addition to your own ideas, you may use the input given below:

Causes

- ✦ emulate TV, films
- ✦ too much stress to perform
- ✦ energies misdirected
- ✦ social differences
- ✦ less importance to values

Suggestions

- ✦ stress on moral values-inculcate positive life skills.
- ✦ stress on outdoor /sporting activities.
- ✦ parents need to spend more time with children.

14. You have been asked to write an article for the school magazine about the person you admire most. You decide to write about Mother Teresa. With the help of the bio-data given below, write the article in about 150 - 175 words.

**MOTHER TERESA**

Birth	:	Macedonia, August 26, 1910.
1922	:	Decided to be a missionary.
1928	:	Joined Sisters of Loreto
May 24, 1931	:	Became a nun.
1931 to 1948	:	Taught in Kolkata
1948	:	Worked in slums of Kolkata.



Oct.7, 1950	:	Started - The Missionaries of Charity
Today	:	Society of Missionaries - all over the world Over one million co-workers in more than 40 countries.
Aim	:	To help the poor and the suffering.

Awards and distinctions

- ❖ Pope John XXIII Peace Prize (1971)
- ❖ Nehru Prize for Promotion of International Peace and Understanding (1972)
- ❖ Balzan Prize (1979)
- ❖ Templeton and Magsaysay awards
- ❖ Nobel Peace Prize (1979)

15. You have just been elected a Prefect/member of the Prefectorial board. Your Principal announced your name in the school assembly today. Write a diary entry describing your feelings/ reaction as you heard your name being called. Do not exceed 150 words.
16. Modern lifestyle is sedentary and is giving rise to increasing cases of obesity amongst the youth. What aggravates the situation further is the careless attitude of the youth towards physical fitness. You are a nutrition expert and have been invited to address the students of a school on the harmful effects of leading such a lifestyle. As Dr Richa Sharma write your speech to be delivered in the morning assembly on 'Staying Fit - The need of the hour,' in not more than 150 words. You may use the following clues:
- ❖ Sedentary lifestyle between ages 12-14
 - ❖ Excessive performance pressure
 - ❖ Lack of gardens , parks and playgrounds
 - ❖ Junk food and aerated drinks
 - ❖ Lack of physical activities
 - ❖ Lack of proper time management
 - ❖ Use of public transport to school- no cycling or walking
17. Study the visual given on the next page. Imagine that one such child has joined your class. Write a diary entry in about 150 words describing how you felt and how do you plan to help him/her. Sign yourself as Alka/Aakash.



Unit 4



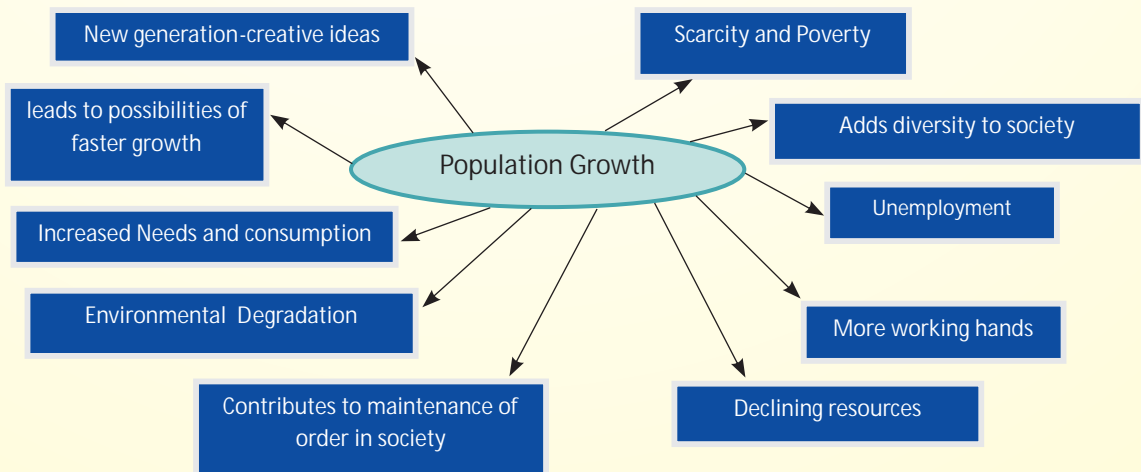
Inclusive Schools

Schools today have opened their doors to students who need a wheelchair or use braces to walk. There may be some who have autism, dyslexia or cerebral palsy. Some students may even have problems with their vision, hearing or speech.

18. A recent survey showed teenagers' growing inclination towards latest electronic gadgets and gizmos and a drastic decline in the number of readers. You decide to take up the cause and create awareness among the students about the usefulness of books. Taking ideas from the given clues, along with your own ideas, write an article for your school magazine in about 150 words on "Books are a man's best friends."

- ◇ habit of reading - lost
- ◇ increased interest in latest gadgets
- ◇ lack of good vocabulary/ expression
- ◇ distraction - affects academics
- ◇ mechanical life
- ◇ books - contain world of knowledge
- ◇ inculcate moral and social values
- ◇ build sensitivity
- ◇ increase awareness

19. Rajat/Rhea came across the World Population Projections in the newspaper and also the effect of increasing population on certain global issues. But at the same time he/she feels that the growing population is a boon for a country as it adds human resource. Study the information given below and write an article on "Population Growth - Threats and Opportunities". (150 words)



20. Shubham/Shreya recently came across some news reports regarding the acute water shortage that the country is likely to face in the years to come. On the occasion of World Water Day, he/she decides to express his/her views on this grave issue in the form of an article for the school magazine. Using ideas from the Unit Environment of the MCB and the inputs given below, along with your own ideas, write Shubham's /Shreya's article in not more than 150 words.



Celebrate World Water Day

Achieve Water Security by-

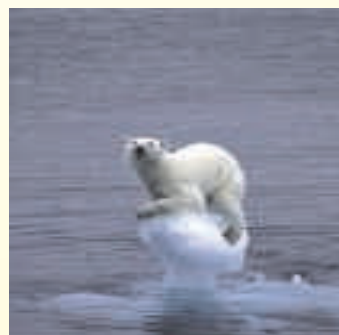
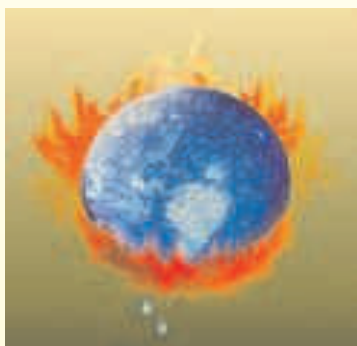
- ◆ harvesting water
- ◆ stopping wastage of water
- ◆ storing water in tanks, ponds and aquifers
- ◆ recycling water

21. Write an article in not more than 150 words, based on the visual and verbal inputs given below. Do not forget to give it a suitable title.



SAVE EARTH

THE HEAT IS ON



**"THE NATURE OF OUR FUTURE DEPENDS ON
THE FUTURE OF OUR NATURE"**

GLOBAL WARMING

Causes

- ◇ cutting trees
- ◇ producing more trash
- ◇ polluting
- ◇ new human technologies
- ◇ use of fossil fuels

Consequences

- ◇ some places will become drier/hotter and others cooler
- ◇ decrease in agricultural yield
- ◇ frequent storms, floods and drought
- ◇ warmer weather
- ◇ decreased plant growth
- ◇ loss of some animals

22. Read the following news clip on UFO's and research on extra terrestrials. Write a debate either supporting the demand for research in this area or refuting it. Do not exceed 150 words.

Innumerable UFO sightings in India and China - future world powers are watched and contacted

The number of UFO sightings in India and China are on a steady rise since 1998. It was more in China, but since India's nuke test and space exploration efforts, the sightings have gone up heavily. Experts in China and India say the Extraterrestrials are far advanced and are least interested in harming humans. Strangely, human abduction stories are absent in China and India unlike other countries.

The educated middleclass of both countries understand that UFO technology is the ultimate technology - far more advanced than we can ever think of in the next hundreds of years. There are still skeptics. The mainstream media have little clue on how to report it. They cannot be blamed since they lack education, knowledge and conviction. The bashing comes from established media, politicians and conventional science students as well as religious scholars who just cannot believe their "world of truth" is just not true!



23. Read the news story given below. On the basis of your reading of this news, write a letter to the Editor of a national daily in about 150 words, discussing the problem of millions of children migrating to Mumbai to make it big. They end up in slums, lead pathetic lives and do not even have basic amenities. Also suggest solutions. Sign yourself as Nisha/Nishant.

The real Slumdog Millionaires: Behind the cinema fantasy, mafia gangs are deliberately crippling children for profit

By **ANDREW MALONE**

Last updated at 5:24 PM on 24th January 2009

[Comments \(54\)](#) | [Add to My Stories](#)

Alone and afraid, Aamir was initially grateful when a 'kind' older couple befriended him on his arrival in Mumbai. This chaotic urban sprawl is now India's largest city and home to more than 20 million people. More than nine million of them live in slums, raising families in shacks built from rubbish on top of open sewers. For a homeless 12-year-old child freshly arrived from the countryside, it is a terrifying place to be.

Overcrowding is now so bad in this huge metropolis that shanty towns have even sprung up in the international airport. People in rags scavenge as giant jets thunder past just feet away.

But for many on the Indian sub-continent, Mumbai will always be the city of dreams — a place of Bollywood film stars and gold-paved streets. It was certainly the image that brought Aamir here.



© Niklas Halle'n / Barcroft Media



24. **Sakshi/Saksham reads the following news item in the paper:**

Every year the new budget brings a steep price hike in the essential commodities making the common man bewildered and worried. The root cause of rising prices is more demand and less supply. Less production and more population. Malpractices like black marketing, hoarding and smuggling adopted by dishonest businessmen continue to aggravate the problem. The result is a big gulf between the rich and the poor.

She/ he writes a letter to the Editor of a local daily expressing her/ his views and offering suggestions for dealing with the problem. Write this letter in not more than 150 words.

25. **You learnt Skiing at Manali during your vacation. Share your experience through e-mail with your friend. Do not exceed 150 words.**

Hints:

- ❖ skiing immensely popular and attention grabbing sport.
- ❖ small skiing slope in Solang valley-14 km from Manali.
- ❖ walking in ski shoes on soft snow.
- ❖ going down a slope in snow plough position, snow plough turns-help of the instructor.
- ❖ requirements: warm clothes, gloves, woollen caps, sun glasses and ski equipment.
- ❖ fitness - a must.
- ❖ fun, adventure, exciting.

26. **You are concerned about the increased incidence of accidents involving school children. The main reason is the reckless driving habits of children. You decide to express your views in the form of a letter to the Editor discussing this problem. Also suggest measures to combat the problem. Write the letter in not more than 150 words. You may use the following clues:**

owning vehicles at a young age- fashion statement- reckless driving to compete with friends- clash of egos - unable to understand that speed thrills but kills-don't adhere to the traffic rules- don't wear helmets- don't listen to parents- must enforce use of public transport -parents to monitor-schools to make strict rules

27. **On the occasion of World Poverty Day, the slogan -"Garibi Hatao, Khushali Lao- Remove Poverty and Bring Prosperity" was given. Realizing that the need of the**



29. You were one of the spectators of India's one day match against South Africa. You were amazed to see the terrific innings by Sachin Tendulkar in that match and witnessed that glorious moment when he became the first batsman to score a double century in the ODI matches. Fascinated by his brilliance as a cricketer, you decide to write a letter to your friend describing the historical moment. Write the letter in not more than 150 words.
30. Read the following information. Write an informal letter to your friend in about 150 words, telling her/ him what you think could be the plausible explanations. Your explanation need not be based on facts. Try to infer and arrive at your explanation.

The secret of Mayas Archaeology in America is in its infancy. Still we have discovered a civilization par excellence. This civilization was called the Mayas. They were far ahead of the Egyptians and Greeks. They had the knowledge of Zero and build impressive architecture. And all this was grazed to the ground before Columbus discovered America. The world is still waiting for documents to prove how these people built up such a magnificent civilization at a place, where even to this day, life is an unending struggle for survival! How was it that a flourishing civilization was created by the people of Stone Age? And who were these people whose classical age collapsed before even Columbus could discover America?

31. Your younger brother stays in a hostel and you would like to warn him against the fatal swine flu virus. Use the information given below and write an email to your brother Ashwin. Sign yourself as Aditi/Udit .

Swine flu -- influenza A H1N1 virus - humans no immunity

Pandemic virus and it can easily spread from person-to-person.

❖ **Symptoms**

Chills

Fever/Aches

Loss of appetite

Nausea and vomiting

Throat irritation

Fatigue

Runny nose/Cough

❖ **Precautions**

Stay home if you're sick.



Avoid close contact with people who are sick.

Wash your hands often and avoid touching your eyes, nose and mouth.

Cover your mouth or nose with a tissue when coughing or sneezing.

Get a regular seasonal flu vaccination.

32. You are a resident of Delhi. You feel happy about the fact that the Commonwealth Games would give a facelift to the capital and make it a world-class city. Write an e-mail to your friend in Bangalore sharing your elation with him. You may use the input given below:

Commonwealth Games--Infrastructural Changes

Indian government plans to pour estimated \$17.5 billion into the city for it to be ready in time for the 2010 games.

- ✧ the construction of new roads
- ✧ overall city modernization
- ✧ an increase in public transport
- ✧ the construction of new power plants
- ✧ water utility services
- ✧ city beautification
- ✧ better connectivity,
- ✧ traffic management
- ✧ parking, security and health services
- ✧ modernization and expansion of airport

- 33 Read the following story prompts and build a story around each, using your own imagination and ideas in about 150 words.

- a) *This morning when Akhil woke up and looked in the mirror, he did not recognize the face looking back at him. 'This is not me...' he cried aloud*

Hints:

- ✧ a stranger's face
 - ✧ feeling of fear, insecurity
 - ✧ scared to go out
 - ✧ realized he was in an alien land amidst people who looked just like him
 - ✧ strange ,unfamiliar planet
 - ✧ found out a way of coming back to earth
 - ✧ relief
- b) Rhea hurried towards the bus stop .The rain splashed her curly hair and pale face but her face had been wet long before the rain touched it. She had been crying and still was...(What happens next?)
- c) Look at the picture given below and build up a story around it using your own imagination and ideas. Begin with the starter given below. (word limit:150)



Unit 4

Formative Assessment – Writing Tasks



The Strange Man

As I peeped out of my bedroom window, I was shocked to see a strange looking man staring at my house. He slowly shifted his gaze towards me...

Hints: Build up details on

- ◇ strange features
 - ◇ suspicious movements
 - ◇ reaction of the people in the neighbourhood
 - ◇ how you found out his secret
 - ◇ was an evil scientist with evil designs in his mind
 - ◇ your reaction
- d) The afternoon was hot and so was the railway carriage. The next stop was Kajiguda. The old lady opposite was fast asleep and I wondered whether she had missed her stop. But I didn't dare wake her up.....What happened next?



GRAMMAR

Grammar Tasks

Procedure

- ❖ The teacher can select the exercise corresponding to the grammar item being discussed in class.
- ❖ The exercise can be dictated /written on the blackboard for the students to take down.
- ❖ The teacher can explain the rubric of the exercise.
- ❖ The answer can be called out for peer correction.
- ❖ The teacher can develop more exercises on similar lines.

TASK ONE**Objectives**

- ❖ To enable the learners to work on an integrated grammar exercise.
- ❖ To develop the ability of the students to correct errors in a given piece.

Task

- ❖ Error-correction

Edit the Notice given below by choosing the appropriate option from the list given:

**GOVERNMENT MODEL SCHOOL
CHANDIGARH**

October 10, 2010

NOTICE

LITERACY CLASSES FOR UNDERPRIVILEGED STUDENTS

The Social Service Club of the school (a) are launching a Cleanliness Drive to clean the surroundings near the school in a fortnight from 19th March. The activities for the Drive (b) included (c) to cleaning the area and starting an awareness campaign through talks and skits etc. Students of senior wing who wish (d) to participates in the drive may give their names to the undersigned during Break today in Room No. 102. For details contact

Shubha Das

Head Girl

- | | | | |
|--------------------------|--------------------|----------------------|--------------------------|
| (a) (i) have launched | (ii) is launching | (iii) is launched | (iv) have been launching |
| (b) (i) would include | (ii) are including | (iii) including | (iv) will include |
| (c) (i) cleaning | (ii) were cleaned | (iii) are cleaning | (iv) to clean |
| (d) (i) in participating | (ii) participating | (iii) to participate | (iv) are participated |



Answers:

1. (i) is launching
2. (iv) will include
3. (i) cleaning
4. (iii) to participate

Criteria for marking

1 mark may be awarded for each correct response.

TASK TWO**Objectives**

- ◆ To enable the learners to work on an integrated grammar exercise.
- ◆ To develop the ability of the students to change narration.

Task

- ◆ Sentence completion

Read the dialogue and complete the passage given below by choosing the correct option from those given.

Manu: Is there any problem with the car?

Woman: I've a flat tyre. But I just don't know how to change the tyre.

Manu: Let me give you a helping hand.

Woman: Oh, that's very nice of you. Thanks so much indeed. You were a great help.

Manu: It was my pleasure.

Manu saw a woman standing near her car by the road. He asked her (a) _____
_____. The woman replied (b) _____ but
(c) _____. Manu offered to the lady a helping hand. The
woman thanked him and said (d) _____. Manu replied that it
was his pleasure to be of help.

- | | |
|--|--|
| (a) (i) is there any problem with the car. | (ii) that there was any problem with the car |
| (iii) if there was any problem with the car | (iv) if there is any problem with the car |
| (b) (i) that she had a flat tyre | (ii) she had a flat tyre |
| (iii) she has had a flat tyre | (iv) that she is having a flat tyre |
| (c) (i) she is not knowing how to change it | (ii) that she doesn't know how to change it |
| (iii) she just hadn't known how to change it | (iv) she just didn't know how to change it |
| (d) (i) that he had been a great help | (ii) that he has been a great help |
| (iii) that he is a great help | (iv) that he was a great help |



Answers

- (a) (iii) if there was any problem with the car
- (b) (i) that she had a flat tyre
- (c) (iv) she just didn't know how to change it
- (d) (i) that he had been a great help

Criteria for marking

Award 1 mark for each correct answer

TASK THREE

Objectives

- ◆ To enable the learners to work on an integrated grammar exercise.
- ◆ To develop the ability of the students to complete a given passage using appropriate words.

Task

- ◆ Modified Cloze

Choose the best word from the options given below to complete the following passage.

Puppets are among the (a) _____ man-made objects in (b) _____ world. Archaeologists in Egypt and India have (c) _____ jointed clay models that are operated by pulling (d) _____ strings, which date back to 4,000 years. Historians tell us that puppets (e) _____ created by nearly all peoples at all times. The first puppets (f) _____ probably used mostly by adults. Tribal peoples, such as Native Americans, (g) _____ the puppets to represent people or animals (h) _____ religious rituals.

- | | | | |
|------------------|------------|------------------|----------------|
| (a) (i) older | (ii) elder | (iii) oldest | (iv) old |
| (b) (i) a | (ii) an | (iii) any | (iv) the |
| (c) (i) find | (ii) found | (iii) finding | (iv) fond |
| (d) (i) their | (ii) there | (iii) it's | (iv) its |
| (e) (i) has been | (ii) is | (iii) was | (iv) have been |
| (f) (i) was | (ii) were | (iii) has been | (iv) had been |
| (g) (i) using | (ii) used | (iii) were using | (iv) had used |
| (h) (i) of | (ii) among | (iii) in | (iv) at |

Answers

- (a) (iii) oldest
- (b) (iv) the
- (c) (ii) found
- (d) (i) their



- (e) (iv) have been
 (f) (ii) were
 (g) (ii) used
 (h) (iii) in

Criteria for marking

Award ½ mark for each correct answer

TASK FOUR**Objectives**

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to complete a passage on the basis of given notes.

Task

- ✦ Passage completion

Look at the notes given below and complete the paragraph that follows by choosing the correct option.

The Atacama desert in Chile - dry spot - close to the Pacific Ocean - the Andes - prevent rain bearing clouds - a fog - brings water- survive-- cacti, lichens and animals.

The Atacama desert in Chile (a) _____ spot on earth. Though the desert is close to the Pacific Ocean, the Andes mountain range (b) _____ from reaching the desert. Sometimes a moisture laden fog comes from the sea, (c) _____ droplets of water for (d) _____, lichens and animals which live here.

- (a) (i) is the driest (ii) is a driest (iii) is a drier (iv) is dry
- (b) (i) prevented rain bearing clouds (ii) are prevent rain bearing clouds
 (iii) prevents rain bearing clouds (iv) is preventing rain bearing clouds
- (c) (i) which is bringing (ii) which brings
 (iii) which bring (iv) which are bringing
- (d) (i) the survival of the cacti (ii) a survival of the cacti
 (iii) the surviving of the cacti (iv) the survival for the cacti

Answers

- (a) (i) is the driest
 (b) (iii) prevents rain bearing clouds
 (c) (ii) which brings
 (d) (i) the survival of the cacti

Criteria for marking

Award 1 mark for each correct answer.



TASK FIVE

Objectives

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to complete a passage on the basis of given notes.

Task

- ✧ Passage completion

Complete the newspaper report given below by choosing the correct option from the ones given below.

Five persons on their way to attend a wedding (a) _____ when a lorry rammed into their Maruti near Ashram Crossing on Friday afternoon. Two children (b) _____ in the accident were rushed to Moolchand Hospital in Lajpat Nagar. Their condition is said to be critical.

Reports said (c) _____ was on its way to Mathura from Ghaziabad when it collided head on with the Maruti van. While three passengers died on the spot, two others breathed their last (d) _____ the hospital.

- (a) (i) have been killed (ii) were killed (iii) has been killed (iv) killed
- (b) (i) who sustain fractures (ii) who sustained fractures
(iii) which were sustain fractures (iv) which sustained fractures
- (c) (i) the lorry was transporting sugar bags (ii) a lorry transport sugar bags
(iii) the lorry transporting sugar bags (iv) a lorry transported sugar bags
- (d) (i) on being shifted to (ii) being shifted to
(iii) while shifting to (iv) while being shifted to

Answers

- (a) (ii) were killed
- (b) (ii) who sustained fractures
- (c) (iii) the lorry transporting sugar bags
- (d) (iv) while being shifted to

Criteria for marking

Award 1 mark for each correct answer.

TASK SIX

Objectives

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to complete a passage on the basis of given notes.



Task

- ✦ Passage completion

Look at the notes below. Then use the information to complete the paragraph by choosing suitable words and phrases from the given options.

Lions- big cats like tigers-weighs between 150-250 kgs-about 48 inches tall-female smaller-weighs between 120-182 kgs-42 inches tall-short tails-Asian lions extra flap on stomach-African lions-fuller manes-shape of skulls differ

The lion is one of (a) _____. It is very heavy and weighs between 150-250kgs. It is quite tall and a fully grown male lion (b) _____ 48 inches. The female lion (c) _____ tail. There is some difference between the Asian and the African lions as the former (d) _____ abdomen which is not found in the latter. However, the latter has (e) _____ skull.

- | | | |
|-----|---|---|
| (a) | (i) the big animals of the cat family | (ii) a biggest animals of the cat family |
| | (iii) the biggest animals of the cat family | (iv) bigger animals than cat |
| (b) | (i) has attain a height of about | (ii) attains a height of about |
| | (iii) attained a height of about | (iv) had attained a height of about |
| (c) | (i) is smaller and has a shorter | (ii) smaller and a shorter |
| | (iii) small and a short | (iv) has smaller and a shorter |
| (d) | (i) has an extra flap on its | (ii) has extra flap on it's |
| | (iii) have an extra flap on its | (iv) had an extra flap on its |
| (e) | (i) a fullest mane and a different shaped | (ii) a fuller mane and a differently shaped |
| | (iii) the fullest mane and differently shaped | (iv) a fuller mane and the differently shaped |

Answers:

- (a) (iii) the biggest animals of the cat family
 (b) (ii) attains a height of about
 (c) (i) is smaller and has a shorter
 (d) (i) has an extra flap on its
 (e) (ii) a fuller mane and a differently shaped

Criteria for marking

Award 1 mark for each correct answer.



TASK SEVEN**Objectives**

- ◇ To enable the learners to work on an integrated grammar exercise.
- ◇ To develop the ability of the students to construct meaningful sentences.

Task

- ◇ Rearranging jumbled words to form meaningful sentences

Rearrange the phrases to form meaningful sentences.

- our entire body/ covers/ that/ a stretchy waterproof surface/ skin/ is.
- the/ your feet/ soles/ the thickest skin/ is/ of/ on.
- hard dead cells/ the top layer/ flake off/ of skin/ is/ and/ all the time/ they.
- dead cells/ are/ hair and nails/ also made of.
- blood or nerves/ they/ and/ that is why/ are not fed/ by/ you/ without/ can cut/ being hurt/ them.

Answers/

- Skin is a stretchy waterproof surface that covers our entire body.
- The thickest skin is on the soles of your feet.
- The top layer of skin is hard dead cells and they flake off all the time.
- Hair and nails are also made of dead cells.
- They are not fed by blood or nerves and that is why you can cut them without being hurt.

Criteria for marking**Award 1 mark for each correct answer****TASK EIGHT****Objectives**

- ◇ To enable the learners to work on an integrated grammar exercise.
- ◇ To develop the ability of the students to complete news stories on the basis of given headlines.

Task

- ◇ Passage completion using Passive construction

Complete the news stories accompanying the following headlines by filling in the blanks:**1. Maoists ambush Bengal cops, kill 14**

A group of about forty Maoists _____ in West Midnapore and _____ on Monday.



- (i) strike a police camp; killed 14 policemen
- (ii) struck a police camp; killed 14 policemen
- (iii) struck a police camp; killing 14 policemen
- (iv) ambushed a police camp; killing 14 policemen

2. Two British nationals with suspicious gadgets detained in Delhi

Two British nationals staying at the Radisson Hotel near the Indira Gandhi International Airport (IGIA) in New Delhi _____ and are being questioned for _____, police said.

- (i) are detaining; having suspicious gadgets
- (ii) have been detained; being in possession of suspicious gadgets
- (iii) are detaining; the possession of suspicious gadgets
- (iv) have detained; the suspicion of having gadgets

3. Single entrance test for engineering, medical & commerce courses from 2013

Efforts are underway _____ engineering, medical and commerce courses from 2013, HRD ministry said on Tuesday.

- (i) for holding a single national-level entrance test of students to get admission in
- (ii) to hold a single national-level entrance test of students for entering into
- (iii) to hold a single national-level entrance test for students to get admission into
- (iv) to hold a single national-level entrance test by students to get entrance into

4. HuJI chief warns sportspersons against visiting India

Pakistan-occupied Kashmir-based HuJI _____ to participate in upcoming events like the Hockey World Cup, IPL and Commonwealth Games.

- (i) has warned international sportspersons for visiting India
- (ii) had warned international sportspersons against visiting India
- (iii) has been warned international sportspersons against visiting India
- (iv) has warned international sportspersons against visiting India

Answers

- 1. (ii) struck a police camp; killed 14 policemen
- 2. (ii) have been detained; being in possession of suspicious gadgets
- 3. (iii) to hold a single national-level entrance test for students to get admission into
- 4. (iv) has warned international sportspersons against visiting India

Criteria for marking

Award 1 mark for each correct answer.



TASK NINE

Objectives

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to complete the passage describing a process.

Task

- ✧ Passage completion using Passive construction

Given below is a set of instructions for making a puppet using a cardboard tube. Complete the following passage choosing from the given options.

A jumbo craft stick (a) _____ for a handle. To make hair, 4" strips (b) _____ and the pieces (c) _____ and trimmed. The face and hair (d) _____ and the eyes are glued on.

- (a) (i) is glued inside a empty tube (ii) are glued in the empty tube
 (ii) is glued inside a empty tube (iv) is glued inside an empty tube
- (b) (i) are cut down one side (ii) is cut in one side
 (iii) are cut down before one side (iv) is cut on one side
- (c) (i) have been bent or curled around a fat marker
 (ii) will be bent or curled around a fat marker
 (iii) are bent or curled around a fat marker
 (iv) are being bent or curled around a fat marker
- (d) (i) is painted (ii) are painted
 (iii) have been painted (iv) are being painted.

Answers

- (a) (iv) is glued inside an empty tube
 (b) (i) are cut down one side
 (c) (iii) are bent or curled around a fat marker
 (d) (ii) are painted

Criteria for marking

Award 1 mark for a correct answer.



TASK TEN**Objectives**

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to complete a passage based on given notes.

Task

- ✦ Passage completion using given notes.

Raghu is the reporter of 'The Herald'. He was sent to report a bomb-blast in a shopping complex. Using the information from his note-pad, complete the notes choosing the correct option.

The citizens of Kantipur were shocked when one of its (a) _____ by a bomb blast. Since the place was crowded, about (b) _____. Witnesses say that (c) _____ on a two wheeler soon after the blast. The police commissioner assured the people that (d) _____.

- | | | |
|-----|--|---|
| (a) | (i) shopping complexes were destroyed | (ii) shopping complexes was destroyed |
| | (iii) shopping complexes is destroyed | (iv) shopping complex were destroyed |
| (b) | (i) twenty seven people are killed | (ii) twenty seven people have been killed |
| | (iii) twenty seven people were killed | (iv) twenty seven people had been killed |
| (c) | (i) two young men were seen speeding off | (ii) two young men are seen speeding off |
| | (iii) two young men are sped off | (iv) two young men were sped off |
| (d) | (i) the culprits would be arrested soon | (ii) the culprits will be arrest soon |
| | (iii) the culprits are being arrested soon | (iv) the culprits were arrested soon |

Answers

- (a) (ii) shopping complexes was destroyed
 (b) (iii) twenty seven people were killed
 (c) (i) two young men were seen speeding off
 (d) (i) the culprits would be arrested soon

Criteria for marking

Award 1 mark for each correct answer.

TASK ELEVEN**Objectives**

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to construct meaningful sentences.

Task

- ✦ Rearranging jumbled words to form meaningful sentences.



Rearrange the following words to form meaningful sentences.

- (i) were created / a thousand years ago / in / the sea / the foundations for / a whole city /
- (ii) oil / much more / was found / in the 1960s / North Sea / recently / the / under
- (iii) designed / as a result / very differently / those / new rigs / from / in calmer waters / were
- (iv) all around / hundreds / 1967 and 1985 / between / of / new rigs / were built / in / the North Sea / Shipyards
- (v) 170 Eiffel Towers / enough steel / than / in building / them / for more / was used

Answers

1. A thousand years ago, the foundations for a whole city in the sea were created.
 2. Much more recently, in the 1960s, oil was found under the North Sea.
 3. As a result, new rigs were designed very differently from those in calmer waters.
 4. Between 1967 and 1985, hundreds of new rigs were built in shipyards all around the North Sea.
 5. In building them, enough steel for more than 170 Eiffel Towers was used.
- ❖ Other correct constructions may be accepted.

Criteria for marking

Award 1 mark for each correct answer.

TASK TWELVE**Objectives**

- ❖ To enable the learners to work on an integrated grammar exercise.
- ❖ To develop the ability of the students to correct errors in a given piece.

Task

- ❖ Use of Clauses

Complete the passage given below choosing the correct alternatives.

The passengers (a) _____ were surprised (b) _____
 _____. After sometime one of them came out with two young men and
 soon the other policemen joined him. The men (c) _____ were
 caught for a theft. They had stolen two cars

- (a) (i) which were waiting at the station (ii) who were waiting at the station
- (iii) who was waiting at the station (iv) who have waited at the station
- (b) (i) when five policemen rushed into different compartments of a train
- (ii) where five policemen were rushing into different compartments of a train
- (iii) whom five policemen rushed into different compartments of a train
- (iv) while five policemen rushed into different compartments of a train



- (c) (i) that had been arrested (ii) which were arrested
(iii) who had been arrested (iv) who was arrested

Answers:

- (a) who were waiting at the station
(b) when five policemen rushed into different compartments of a train
(c) who had been arrested

Criteria for marking

1 mark may be awarded for each correct response.

TASK THIRTEEN**Objectives**

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to correct errors in a given piece.

Task

- ✦ Use of Clauses

Complete the passage given below choosing the correct alternatives.

The city was torn with riots. The old man did not know the place (a) _____
_____ along with his daughter. Since the house was surrounded by
rioters, he even did not know (b) _____. He,
therefore, told his daughter (c) _____
somewhere, anywhere.

- (a) (i) where he should go (ii) where he should went
(iii) who he should go (iv) he should go where
- (b) (i) how he escape from them (ii) where he can escape from them
(iii) how to escape from them (iv) how they will escape them
- (c) (i) that she could hide (ii) if she should hide
(iii) if she should hide (iv) that she should hide

Answers:

- ✦ where he should go
- ✦ how to escape from them
- ✦ that she should hide

Criteria for marking

1 mark may be awarded for each correct response.



TASK FOURTEEN

Objectives

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to correct errors in a given piece.

Task

- ✧ Use of Clauses

Complete the following dialogue between Diana and her mother discussing hotel reservations by choosing the correct options from the given choices.

Diana: Mother, will you tell (a) _____?

Mother: We are going to Puri by air.

Diana: Where are we going to stay (b) _____?

Mother: I have booked rooms at the Sea Queen Hotel (c) _____.

Diana: Oh! That's great I can hardly wait to get there!

- | | | |
|-----|---------------------------------|---------------------------------|
| (a) | (i) how we are to go to Puri | (ii) how we will go to Puri |
| | (iii) how are we going to Puri | (iv) how will we going to Puri |
| (b) | (i) when we reach there | (ii) when we are reaching there |
| | (iii) when we are reached there | (iv) when we reaches there |
| (c) | (i) who is near the beach | (ii) that are near the beach |
| | (iii) which is near the beach | (iv) we are near the beach |

Answers:

- ✧ how are we going to Puri
- ✧ when we reach there
- ✧ which is near the beach

Criteria for marking

1 mark may be awarded for each correct response.

