

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2022-2023)

Class : IX
ENGLISH

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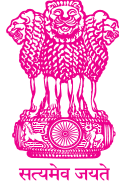
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MESSAGE

Remembering the words of John Dewey, "Education is not preparation for life, education is life itself, I highly commend the sincere efforts of the officials and subject experts from Directorate of Education involved in the development of Support Material for classes IX to XII for the session 2022-23.

The Support Material is a comprehensive, yet concise learning support tool to strengthen the subject competencies of the students. I am sure that this will help our students in performing to the best of their abilities.

I am sure that the Heads of School and teachers will motivate the students to utilise this material and the students will make optimum use of this Support Material to enrich themselves.

I would like to congratulate the team of the Examination Branch along with all the Subject Experts for their incessant and diligent efforts in making this material so useful for students.

I extend my Best Wishes to all the students for success in their future endeavours.

(Ashok Kumar)

HIMANSHU GUPTA, IAS
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MESSAGE

“A good education is a foundation for a better future.”

- Elizabeth Warren

Believing in this quote, Directorate of Education, GNCT of Delhi tries to fulfill its objective of providing quality education to all its students.

Keeping this aim in mind, every year support material is developed for the students of classes IX to XII. Our expert faculty members undertake the responsibility to review and update the Support Material incorporating the latest changes made by CBSE. This helps the students become familiar with the new approaches and methods, enabling them to become good at problem solving and critical thinking. This year too, I am positive that it will help our students to excel in academics.

The support material is the outcome of persistent and sincere efforts of our dedicated team of subject experts from the Directorate of Education. This Support Material has been especially prepared for the students. I believe its thoughtful and intelligent use will definitely lead to learning enhancement.

Lastly, I would like to applaud the entire team for their valuable contribution in making this Support Material so beneficial and practical for our students.

Best wishes to all the students for a bright future.

(HIMANSHU GUPTA)

Dr. RITA SHARMA
Additional Director of Education
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D.O. No. PS/Addl.DE/Sch/2022/131

Dated: 01 सितम्बर, 2022

संदेश

शिक्षा निदेशालय, दिल्ली सरकार का महत्वपूर्ण लक्ष्य अपने विद्यार्थियों का सर्वांगीण विकास करना है। इस उद्देश्य को ध्यान में रखते हुए शिक्षा निदेशालय ने अपने विद्यार्थियों को उच्च कोटि के शैक्षणिक मानकों के अनुरूप विद्यार्थियों के स्तरानुकूल सहायक सामग्री कराने का प्रयास किया है। कोरोना काल के कठिनतम समय में भी शिक्षण अधिगम की प्रक्रिया को निर्बाध रूप से संचालित करने के लिए संबंधित समस्त अकादमि समूहों और क्रियान्वित करने वाले शिक्षकों को हार्दिक बधाई देती हूँ।

प्रत्येक वर्ष की भाँति इस वर्ष भी कक्षा 9वीं से कक्षा 12वीं तक की सहायक सामग्रियों में सी.बी.एस.ई के नवीनतम दिशा-निर्देशों के अनुसार पाठ्यक्रम में आवश्यक संशोधन किए गए हैं। साथ ही साथ मूल्यांकन से संबंधित आवश्यक निर्देश भी दिए गए हैं। इन सहायक सामग्रियों में कठिन से कठिन सामग्री को भी सरलतम रूप में प्रस्तुत किया गया है ताकि शिक्षा निदेशालय के विद्यार्थियों को इसका भरपूर लाभ मिल सके।

मुझे आशा है कि इन सहायक सामग्रियों के गहन और निरंतर अध्ययन के फलस्वरूप विद्यार्थियों में गुणात्मक शैक्षणिक संवर्धन का विस्तार उनके प्रदर्शन में भी परिलक्षित होगा। इस उत्कृष्ट सहायक सामग्री को तैयार करने में शामिल सभी अधिकारियों तथा शिक्षकों को हार्दिक बधाई देती हूँ तथा सभी विद्यार्थियों को उनके उज्ज्वल भविष्य की शुभकामनाएं देती हूँ।

रीता शर्मा
(रीता शर्मा)

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL

(2022-2023)

ENGLISH

Class : IX

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

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

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



Constitution of India

Part IV A (Article 51 A)


Fundamental Duties

It shall be the duty of every citizen of India —

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

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).



भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक ¹[संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,

तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता
और अखंडता] सुनिश्चित करने वाली बंधुता
बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख
26 नवंबर, 1949 ई. को एतद्वारा इस संविधान को
अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

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

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

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

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

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

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

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

**LIST OF GROUP LEADER AND SUBJECT EXPERTS
FOR PREPARATION / REVIEW OF SUPPORT MATERIAL**

CLASS-IX

Subject-English (Language and Literature)

Team Leader	Designation	School
Ms. Ravinder Kaur	HOS	SKV Peeragarhi Village

Subject Expert

<i>Name</i>	<i>Designation</i>	<i>School</i>
Ms. Arti Qanungo	TGT(English)	SKV Laxmi Nagar
Ms. Amita Budhiraja	TGT(English)	RPVV INA Colony
Mr. Anoop Singh	TGT(English)	GBSSS Tikri Kalan
Ms. Tanushree	TGT(English)	SV, Aliganj, Lodhi Colony (CAU)

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ENGLISH LANGUAGE AND LITERATURE
CODE No. 184
(2022-2023)

1. Background

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However it is felt that pupils should be apprised with contemporary issues, read authentic literature and experience of people to reflect and build their personality traits.

While there is a trend for ;inclusion of a wider range of contemporary and authentic text, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature form different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- building greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social setting
- equip learner with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary/ thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organize and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum
- give a brief oral description of events/incidents of topical interest

- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken/ views expressed in the form of article, speech , or a debate
- write a summary of short lectures on familiar topics by making/ taking notes
- write an assessment of different points of views expressed in a discussion/debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation of Indian languages (multilingualism), translations and Indian Literature

3. Language Items

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to reinforce the following explicitly

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

4. Methods and techniques

The methodology is based on a multi-skill, activity-based, learner-centered approach. Care is taken to fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, She/he presents language items,

create situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- Simulating real life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings as a resource for comprehending and analysing issues.
- Borrowing situations and registers from the world around the learners , from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches/ cartoons
- debating and discussing
- Narrating and discussing stories, anecdotes, etc
- reciting poems
- working in pairs and groups
- Using media inputs-computer television, video cassettes, tapes, software packages

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS - IX (2022-2023)**

Section	
A	Reading skills (40 periods)
B	Writing Skills with Grammer (40 periods)
C	Literature Textbooks and Supplementary Reading Text (50 periods)

Section A

Reading Skills

Reading comprehension through Unseen Passage 20 Marks

I. Discursive passage of 400-450 words. **(10 marks)**

II. Case-based passage (with visual input-statistical data, chart etc.) of

200-250 words
(Total length of two passages to be 600-700 words)

(10 marks)

Multiple Choice Questions/ Objective Type Questions will be asked to assess inference, analysis, interpretation evaluation and vocabulary.

Section B

III Grammar

- Tense
- Modals
- Subject-verb concord
- Reported Speech
 - Commands and request
 - Statements
 - Questions
 - Determiners

The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/ Transformation exercises. Ten out of 12 questions will be attempted.

IV Creative Writing Skills

10 marks

This section will have short as well as long writing tasks including compositions.

I. Writing a Descriptive Paragraph (word limit 100-200 words) on a person/event/situation based on visual or verbal cue/s. One out of two questions is to be answered. **5 marks**

II. Writing a Diary Entry/Story on a given title in 100-120 words. One out of two questions is to be answered. **5 marks**

Section C

V. Reference to the context

I. One extract out of two from Drama/ Prose.

II. One extract out of two from poetry.

(5+5=10 marks)

Multiple Choice Questions/Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

VI. Short & Long Answer Questions

I. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE. **4X3 =12 marks**

II. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS. **3X2= 6 marks**

III. One out of Two Long Answer Type Question from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the texts. This can also be a passage -based question taken from a situation/plot from the texts. **6 marks**

IV. One out of Two Long Answer Type Questions from MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

BEEHIVE

Prose

1. The Fun They Had
2. The Sound of Music
3. The Little Girl
4. A Truly Beautiful Mind
5. The snake and the Mirror
6. My Childhood
7. Reach For The Top
8. Kathmandu
9. If I were You

Poems-

1. The Road Not Taken
2. Wind
3. Rain on The Roof
4. The Lake Isle of Innisfree
5. A Legend of The Northland
6. No Men Are Foreign
7. On Killing A Tree
8. A Slumber Did My Spirit Seal

Moments

1. The Lost Child
2. The Adventures of Toto
3. Iswaran The Story Teller
4. In the Kingdom of Fools
5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

3. WORDS AND EXPRESSIONS - II (WORKBOOK FOR CLASS X) - Units 1 to 6 and Units 8, 10 & 11

• **Note: Teachers are advised to:**

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

INTERNAL ASSESSMENT

Listening and Speaking competencies

30 Periods

Assessment of Listening and Speaking Skills will be for 5 marks.

It is recommended that listening and speaking skills should be regularly practiced

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used.

Please refer to the circular No. Acad-33/2020 dated 14th May 2020 at the

http://cbseacademic.nic.in/web_material/circulars/2020/33_circular_2020.pdf for details

Guidelines for the Assessment of Listening and Speaking skills are given at Annexure I.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

CLASS-IX (2022-2023)

Marks-80

Section	Competencies	Total marks
Reading comprehension	Conceptual understanding , decoding, analyzing, inferring, interpreting and vocabulary	20
Writing skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions using integrated structures with accuracy and fluency	20
Language Through Literature	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, indentifying the central theme and sub-theme, understanding the writer's message and writing fluently	40
Total		80

For the details of Internal Assessment of 20 marks , please refer to the circular no. Acad-11/2019, dated March 06, 2019

Guidelines for Assessment of Listening and speaking Skills (ALS)

ALS is a component of the subject Enrichment Activity under Internal Assessment . ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skill but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Assessment of Listening and Speaking skills: (5 Marks)

i. Activities

- Subject teachers must refer to books prescribed in the syllabus
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills

ii. **Parameters for assessment:** The listening and speaking skills are to be assessed on the following parameters:

- a. Interactive competence (Initiation & turn taking, relevance to the topic)
- b. Fluency (cohesion, coherence and speed of delivery)
- c. Pronunciation
- d. Language (grammar and vocabulary)

A suggestive rubric is given below:

Interaction	<p>1.</p> <ul style="list-style-type: none"> • Contribution are mainly unrelated to those of other speakers • shows hardly any initiative in the development of conversation • Very limited interaction 	<p>2.</p> <ul style="list-style-type: none"> • Contribution are often unrelated to those of other speakers • Generally passive in the development of conversation 	<p>3.</p> <ul style="list-style-type: none"> • Development interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<p>4.</p> <ul style="list-style-type: none"> • Interaction is adequately initiated and develop • can take turn but needs little prompting 	<p>5.</p> <ul style="list-style-type: none"> • can initiate & logically develop simple conversation on familiar topics • Can take turns appropriately
Pronunciation	<ul style="list-style-type: none"> • Insufficient accuracy in pronunciation; many grammatical errors • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional error • Some expressions cause stress without compromising with understanding of spoken discourse 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Can be clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Can pronounce correctly & articulate clearly • Is always comprehensible; uses appropriate intonation

Fluency coherence	<p>1.</p> <ul style="list-style-type: none"> • Noticeably/long pauses; rate of speech is slow • Frequent repetition and/ or self-correction • Links only basic sentences; breakdown of coherence evident 	<p>2.</p> <ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically 	<p>3.</p> <ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics mainly developed, but usually not logically concluded 	<p>4.</p> <ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction 	<p>5.</p> <ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hisitation • Develops topics fully & coherently
Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Uses very basic vocabulary to express view-points 	<ul style="list-style-type: none"> • Communicates with limited flexibility and appropriacy on some of the topics • Complex forms and sentence structures are rare: exhibits limited vocabulary to express new ideas 	<ul style="list-style-type: none"> • Communicate's with limited flexibility and appropriacy on most of the topics • Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points 	<ul style="list-style-type: none"> • Can express with some flexibility and appropriacy on most of the topics • Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary 	<ul style="list-style-type: none"> • Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work travel and current events • Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself

iii. Schedule:

- The practice of listening and speaking skills ;should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

SECTION-A READING SKILLS

PASSAGE 1

1. Social and emotional learning (SEL) can help students learn the competencies and skills they need to build resilience and effectively manage their emotions, behaviour and relationships with others. A setting that promotes social and emotional well-being and resilience is particularly important for students who face challenges at home or have a history of stressful or traumatic events in their youth, commonly referred to as Adverse Childhood Experience. Supporting students in this way can lead to better health and educational outcomes for individuals while also creating a positive school environment for all.
2. Teaching our students how to understand and process their emotions is incredibly important now, more than ever. Teachers are trained to start conversations about identifying, expressing, and accepting all kinds of emotions with lessons specifically geared toward Social-Emotional Learning. There are 5 main components of Social Emotional Learning:
 - **Self-awareness:** Identifying and recognising emotions; recognising personal interests and strengths; maintaining a well-grounded sense of self-confidence.
 - **Self-management:** Regulating emotions to handle stress, control impulses, and motivating oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals; expressing emotions appropriately.
 - **Social awareness:** Being able to take the perspective of and empathise with others; recognising and appreciating individual and group similarities and differences.
 - **Relationship skills:** Establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict; seeking help when needed.
 - **Responsible decision-making:** Making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms; the likely consequences of taking alternative courses of action; evaluation and reflection.

3. Schools are an ideal setting to support the social and emotional well-being of students and offer resources and opportunities to build resilience. When schools support social and emotional well-being, students typically have fewer disciplinary issues, can focus more on school work, and can develop skills to communicate better. This can translate to improved academic outcomes and better health later in life.
4. We can use art for SEL. Making something for someone else is a great way to encourage students to think about others. Intentionally taking the time to focus on creating something for another person specifically strengthens the social awareness and relationship skills of students.

On the basis of your understanding of the passage, answer any TEN questions from the twelve that follow:

1. How can social and Emotional learning (SEL) help students learn?
2. What do you mean by Adverse Childhood experience?
3. How are teachers trained to start conversations about SEL?
4. Name the main components of SEL.
5. Which of the following tells us to maintain a well-grounded sense of self-confidence?
6. What do we call regulating emotions to handle stress and control impulses?
7. What happens when schools support social and emotional well-being?
8. What do you mean by Relationship skills?
9. What is synonym of toughness in paragraph 1.
 - a) resilience
 - b) competencies
 - c) Traumatic
 - d) None of these
10. What is antonym of worse in paragraph 1.
 - a) Promotes
 - b) Better
 - c) Adverse
 - d) Positive
11. What is the noun form of communicate ?
 - a) Commune
 - b) Communicasion
 - c) Communion
 - d) Communication
12. What will be the adverb form of effective ?
 - a) Effectively
 - b) Effectivly
 - c) Effectvelly
 - d) Efficiently

Answer:

1. Help students learn the competencies and skill to build resilience and effectively manage their emotions, behaviour and relationship with others.
2. Students who face challenges at home or have a history of stressful or traumatic events in their youth.
3. Identifying, expressing and accepting all kinds of emotions with lessons specifically geared towards SEL.
4. Self-awareness, Self-management, social-awareness, Relationship skills, Responsible decision-making
5. Self-awareness
6. Self-managment
7. Students can develop skills to communicate better
8. Establishing and maintaining healthy and rewarding relationships based on cooperation.
9. a) Resilience
10. b) better
11. d) communication
12. a) effectively

PASSAGE 2

- 1 The Centre on Wednesday said that the bird flu outbreak, had so far been reported at 12 epicentres across four states — Kerala, Rajasthan, Madhya Pradesh and Himachal Pradesh — and issued advisories to contain further spread of the infection. Of the 12 epicenters, the bird flu has been reported in crows in Baran, Kota, Jhalawar region of Rajasthan as well as Mandsaur, Indore, Malwa areas of Madhya Pradesh. In Himachal Pradesh, the infection was found in migratory birds in Kangra region and in poultry ducks in Kottayam, Alappuzha (4 epicentres) in Kerala.
2. Bird flu is a highly contagious viral disease caused by Influenza Type A viruses, which generally affects poultry birds such as chickens and turkeys. There are many strains of the virus; some of them are mild and may merely cause a dip in egg production or other mild symptoms among chickens, while others are severe and lethal. The Union Ministry of Fisheries and Animal Husbandry have asked other states to keep a vigil on any unusual mortality amongst birds.

3. The Kerala government declared bird flu outbreak as "state disaster" after the Centre notified the outbreak of H5N8 subset of Influenza A in two districts of Kottayam and Alappuzha. Following the announcement by Kerala, neighbouring state Karnataka has put four bordering districts on high alert. After an advisory from the Ministry of Environment, Forests and Climate Change, the state Animal Husbandry department issued the alert for Dakshina Kannada, Udupi, Mysuru, Kodagu districts. The Kodagu district administration put up checkpoints in the border areas of Kutta. Makutta and Karike for screening poultry birds and other products arriving from Kerala and also sanitising the transport vehicles as a precautionary measure. Kodagu Deputy Commissioner Annes Kanmani Joy directed officials to sanitise all poultry-carrying vehicles arriving from Kerala before their entry into the district.
4. The government has also issued an appeal to the public to inform control rooms set up by the animal husbandry department of any dead bird near their houses. The ministry also said that it has set up a "control room" in New Delhi to keep a watch on the situation and to take stock on a daily basis the preventive and control measures undertaken by the state authorities.
5. Among measures suggested to affected states include: strengthening biosecurity of poultry farms, disinfection of affected areas, proper disposal of dead birds/carcasses, timely collection and submission of samples for confirmation and further surveillance, intensification of surveillance plan as well as the general guidelines for prevention of disease spread from affected birds to poultry and human. States have also been suggested to coordinate with the forest department for reporting any unusual mortality of birds.

On the basis of your understanding of the passage, answer any TEN questions from the twelve that follow:

1. Name the states where Bird flu outbreak has been reported?
2. What type of birds are generally affected by Bird flu?
3. Which ministry has asked other states to keep a vigil on any unusual mortality amongst birds?
4. The Kerala Government declared bird flu outbreak as _____.
5. Where did the Kodagu district administration put up checkpoints for screening poultry birds arriving from Kerala?
6. Who is Kodagu Deputy Commissioner?
7. Who appeal did the government issue to the public?
8. What are the measures suggested to affected states regarding bird flu?
9. Bird flu is a highly contagious viral disease caused by.
 - a) Influenza Type A virus

- b) Influenza Type B Virus
 - c) Influenza Type C Virus
 - d) Influenza Type D Virus
10. Which word in paragraph 2 means infectious ?
- a) mild
 - b) contagious
 - c) mortality
 - d) symptoms
11. Which among the following options is the noun form of prevent ?
- a) preventive
 - b) prevented
 - c) prevention
 - d) prevension
12. What is the antonym of harmless in para 2 ?
- a) lethal
 - b) vigil
 - c) mild
 - d) symptoms

Answer:

1. Kerala, Rajasthan, Madhya Pradesh and Himachal Pradesh
2. Bird flu generally affects poultry birds such as chickens and turkeys.
3. Union Ministry of Fisheries and Animal Husbandry .
4. State Disaster
5. In the border areas of Kutta, Makutta and Karike for the screening poultry birds and other products
6. Annie's Karmani Joy
7. To inform control rooms set up by the animal husbandry department of any dead bird near their houses
8. Strengthening biosecurity of poultry farms disinfection of affected areas, proper disposal of dead birds /carcasses, etc.
9. a) Influenza Type A Virus
10. b) contagious
11. c) prevention
12. a) lethal

PASSAGE - 3

Read the passage given below and answer the questions that follow :

1. First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew. The cover of each volume of The Hardy Boys states that the author of the series is Franklin W. Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W. Dixon and Carolyn Keene are not real people. If Franklin W. Dixon and Carolyn Keene never existed, then who wrote The Hardy Boys and Nancy Drew mysteries?
2. The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting. A ghostwriter writes a book according to a specific formula. While ghostwriters are paid for writing the books, their authorship is not acknowledged, and their names do not appear on the published books.
3. The initial idea for both The Hardy Boys and the Nancy Drew series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's books. Stratemeyer noticed the increasing popularity of mysteries among adults, and surmised that children would enjoy reading mysteries about younger detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghostwriter to convert it into a book of slightly over 200 pages. After the ghostwriter had written a draft of a book, he or she would send it back to Stratemeyer, who would make a list of corrections and mail it back to the ghostwriter. The ghostwriter would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.
4. Because each series ran for so many years, Nancy Drew and The Hardy Boys both had a number of different ghostwriters producing books; however, the first ghostwriter for each series proved to be the most influential. The initial ghostwriter for The Hardy Boys was a Canadian journalist named Leslie McFarlane. A few years later, Mildred A. Wirt, a young writer from Iowa, began writing the Nancy Drew books. Although they were using prepared outlines as guides, both McFarlane and Wirt developed the characters themselves. The personalities of Frank and Joe Hardy and Nancy Drew arose directly from McFarlane's and Wirt's imaginations. Many teachers and librarians objected to the ghostwriting

process, claiming it was designed to produce books quickly rather than create quality literature. Some libraries—including the New York Public Library—even refused to include the books in their children's collections. Ironically, this decision actually helped sales of the books, because children simply purchased them when they were unavailable in local libraries.

5. Most readers have never heard of Edward Stratemeyer, Leslie McFarlane, or Mildred Wirt, but people throughout the world are familiar with Nancy Drew and Frank and Joe Hardy.

On the basis of your understanding of the passage, answer ANY TEN questions from the twelve that follow. (1x10=10)

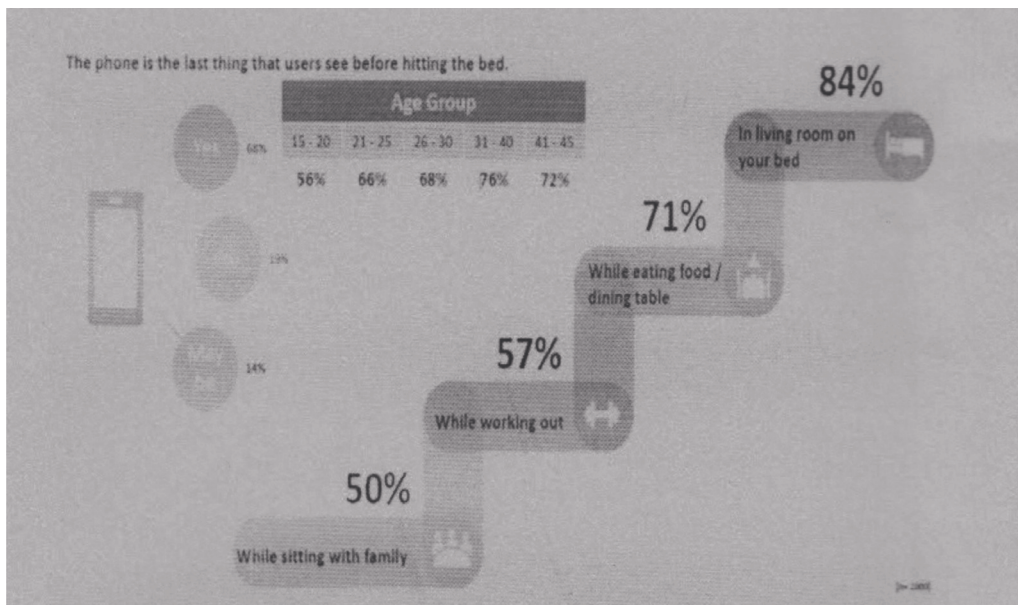
1. According to the Passage when was the Nancy drew mystery series introduced?
2. What does the cover of each bolume of The Hardy Boys state?
3. What surprised the fans of both the series?
4. Who is a ghostwriter ?
5. Who initially developed the idea of The Hardy boys and Nancy Drew books ?
6. What did Stratemeyer notice among adults?
7. Edward Stratemeyer's company published books specially for ____?
8. Who was the initial gostwriter for The Hardy Boys?
9. The book were rather bought than borrowed from library by the children as-
 - I. They were not available in the local libraries
 - II. The librarians refused to include them in their collection
 - III. They were very cheap so were easily affordable
 - a) I only
 - b) I & II only
 - c) III only
 - d) I & III
10. Which of the following does not exactly mean 'popular'-
 - a) favourite
 - b) admired
 - c) well known
 - d) well liked
11. as used in paragraph 3, which is the best definition for surmised?
 - a) guessed
 - b) questioned
 - c) knew
 - d) proved
12. Which one of the following is NOT a synonym of the word , 'Initial'
 - a) first
 - b) latest
 - c) foremost

d) earliest

PASSAGE - 4

Read the passage given below and answer the questions that follow:-

1. The Covid-19 pandemic tightened the grip of smartphones on its users, and this started to have a negative impact on the mental and physical health of users, with a majority worrying about their smartphone addiction. That was the key finding of a study titled 'Smartphones and their impact on human relationships 2020'.
2. While many users report that lockdowns and work from home resulted in more time being spent with family members, the averages time spent on smartphones continued to rise. One major finding of the study was that since 2019 there had been a major jump in the daily hour usage of smartphones per user. "There is nearly a 39 percent increase in smartphone usage from 2019. Last year, the duration in hours was at 4.5 hours, and this has increase to nearly 7 hours now," Marya pointed out. In particular office work has increased for many users, adding to increased time spent on smartphones. "We saw the office work has increased by 75 percent, calling by 63 percent, OTT by 59 percent, video consumption by 56 percent, social media usage by 55 percent, social media usage by 55 percent and gaming around 45 percent" he added.
3. While time spent on smartphones drastically, users were more worried about the addiction and its impact on their relationships. Nearly 89 percent users surveyed agreed that excessive use of smartphones is having an impact on the quality of time spent with loves ones.



4. About 70 percent of those surveyed agreed that this excessive usage of smartphones was impacting their mental and physical health, while 84 percent of users check their phones within 15 minutes of waking up. In fact 88 percent of people feel compelled to check their smartphones frequently compared to 52 percent in 2019.
5. The smartphone is also omnipresent, be it while eating with the family or working out or in the living room or in the bedroom. The study also showed that higher age groups has higher usage of smartphones on a daily basis. The impact of smartphones on a user's mood is also clear as 74 percent of those surveyed said that they feel moody or irritable without their smartphones. This was only 33 percent last year. Worryingly 73 percent of the users said they feel isolated when they are without their smartphones, which is another big jump from 39 percent in 2019.
6. However, users are not oblivious to their smartphone addiction problems. Nearly 73 percent of the users believe that they would be happier if they could choose to switch off their smartphones periodically. Still, the actual step is being taken by just 18 percent of users, who admitted to having switched off their phones on their own for more than one hour.

On the basis of your understanding of the passage, answer ANY TEN questions from the twelve that follow.

1. What was the key finding of a study "Smartphones and their impact on human relationship 2020" ?
2. There is nearly a _____ percent increase in smartphone usage from 2019
3. What did 89% surveyed users agree with ?
4. According to the survey conducted, how many users check their phones within 15 minutes of waking up ?
5. What is meant by "The smartphone is omnipresent" ?
6. What did the survey say about the user's mood?
7. What % of people use their smartphones while eating food/dining table?
8. Nearly 73% of users believe that they would be _____ if they could choose to switch off their Smartphones periodically?
9. Fill in the blank. Nearly 73 percent of the users believe that they would be _____ if they could choose to switch off their smartphones periodically
 - a) excited
 - b) sad
 - c) happier
 - d) anxious
10. Which of the following age group has the maximum users for whom the phone is the last thing they see before hitting the bed?

- a) 41-45
 - b) 31-40
 - c) 21-25
 - d) 26-30
11. What percentage of user feel isolated when they are without their smartphones?
- a) 73%
 - b) 72%
 - c) 84%
 - d) 39
12. Smartphones have had their impact on
- a) the quality of time spent with loved ones
 - b) mental and physical health
 - c) user's mood
 - d) All of the above

PASSAGE- 5

Read the passage given below.

1. An **air quality index (AQI)** is used by government agencies to communicate to the public how polluted the air currently is or how polluted it is forecast to become. Public health risks increase as the AQI rises. Different countries have their own air quality indices, corresponding to different national air quality standards. Some of these are the Air Quality Health Index (Canada), the Air Pollution Index (Malaysia), and the Pollutant Standards Index (Singapore).
2. The AQI can increase due to an increase of air emissions (for example, during rush hour traffic) or from a lack of dilution of air pollutants. Stagnant air, often caused by low wind speeds lets air pollution remain in a local area, leading to high concentrations of pollutants, chemical reactions between air contaminants and hazy conditions.
3. The National Air Quality Index (AQI) was launched in New Delhi on September 17, 2014, under the Swachh Bharat Abhiyan.
The Central Pollution Control Board along with State Pollution Control Boards has been operating National Air Monitoring Program (NAMP) covering 240 cities of the country having more than 342 monitoring stations. An Expert Group comprising medical professionals, air quality experts, academia, advocacy groups, and SPCBs was constituted and a technical study was awarded to IIT Kanpur.
4. IIT Kanpur and the Expert Group recommended an AQI scheme in 2014. While the earlier measuring index was limited to three indicators, the new index measures eight parameters.
The continuous monitoring systems that provide data on near real-time basis are installed in New Delhi, Mumbai, Pune, Kolkata and

Ahmedabad.

- There are six AQI categories, namely Good, Satisfactory, Moderately polluted, Poor, Very Poor, and Severe. The proposed AQI will consider eight pollutants (PM₁₀, PM_{2.5}, NO₂, SO₂, CO, O₃, NH₃, and Pb) for which short-term (up to 24-hourly averaging period) National Ambient Air Quality Standards are prescribed.
- Based on the measured ambient concentrations, corresponding standards and likely health impact, a sub-index is calculated for each of these pollutants. The worst sub-index reflects overall AQI. Likely health impacts for different AQI categories and pollutants have also been suggested, with primary inputs from the medical experts in the group.

AQI Category, Pollutants and Health Breakpoints								
AQI Category (Range)	PM ₁₀ 24-hr	PM _{2.5} 24-hr	NO ₂ 24-hr	O ₃ 8-hr	CO 8-hr (mg/m ³)	SO ₂ 24-hr	NH ₃ 24-hr	Pb 24-hr
Good (0-50)	0-50	0-30	0-40	0-50	0-1.0	0-40	0-200	0-0.5
Satisfactory (51-100)	51-100	31-60	41-80	51-100	1.1-2.0	41-80	201-400	0.5-1.0
Moderately polluted (101-200)	101-250	61-90	81-180	101-168	2.1-10	81-380	401-800	1.1-2.0
Poor (201-300)	251-350	91-120	181-280	169-208	10-17	381-800	801-1200	2.1-3.0
Very poor (301-400)	351-430	121-250	281-400	209-748	17-34	800-1600	1200-1800	3.1-3.5
Severe (400-500)	430+	250+	400+	748+	34+	1600+	1800+	3.5+

The AQI values and the corresponding likely associated health impacts for the identified eight pollutants are as follows:

Air Quality Index (AQI)	Associated Health Impact
Good (0-50)	Mammal Impact
Satisfactory (51-100)	May cause minor breathing discomfort to sensitive people
Moderate (101-200)	May cause breathing discomfort to the people with lung disease such as and discomfort to people with heart disease children and older adults
Poor (201-300)	May cause breathing discomfort to people on prolonged exposure and discomfort to people with heart disease with short exposure
Very Poor (301-400)	May cause respiratory illness to the people on prolonged exposure. Effect may be more pronounced in people with lung and heart diseases
Severe (401-Above)	May cause respiratory effects even on healthy people and serious health impacts on people with lung/heart diseases. The health impacts may be experienced even during light physical activity

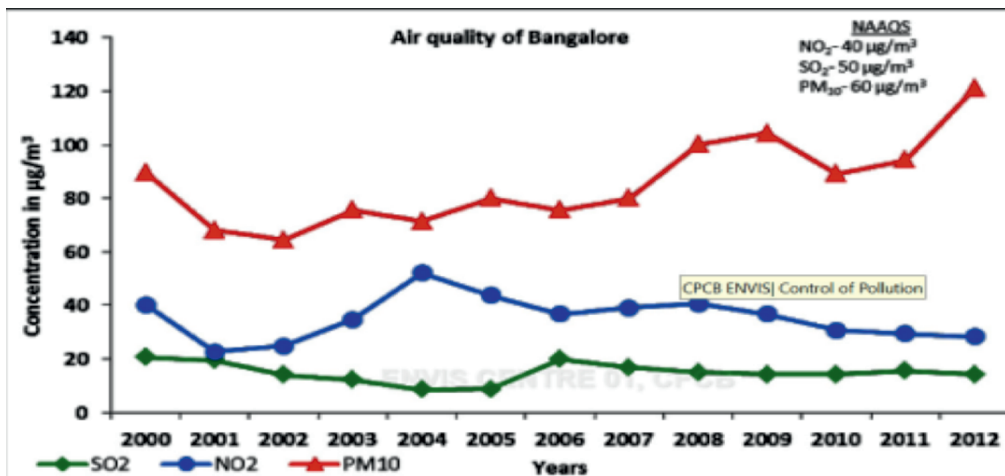
On the basis of your understanding of the passage, answer ANY TEN questions from the twelve that follow.

- What do you mean by AQI ?
- What is the reason for increase in AQI ?
- When was the National Air Quality Index (AQI) launched in New Delhi ?
- Which are included in the AQI measurement ?
- The Central Pollution Control Board along with State Pollution Control Boards has been operating _____.

6. Give the synonym of the word p pollutants from para-2 ?
7. In the given table the range of 51-100 of the pollutant O₃ is considered _____
8. What are the health impacts associated with very poor AQI ?
9. Which of the following pollutants does NOT have a 24-hourly averaging period?
 - a) NH₃
 - b) PM_{2.5}
 - c) O₃
 - d) NO₂
10. The continuous monitoring systems that provide data on near real-time basis are installed in which of the following group of cities ?
 - a) New Delhi, Ahmedabad, Kolkata, Pune, & Mumbai
 - b) New Delhi, Ahmedabad, Ranchi, Pune, & Mumbai
 - c) New Delhi, Gandhinagar, Kolkata, Pune, & Mumbai
 - d) New Delhi, Ahmedabad, Kolkata, Pune, & Hyderabad
11. Which of the following does SPCB stand for-
 - a) State Polluton Check Board
 - b) Special Pollution Control Board
 - c) State Pollution Control Board
 - d) Standard Public Control
12. How is an Air Quality Index (AQI) used by the government agencies?
 - a) to communicate to the international agencies how polluted the air currently is or how polluted it is forecast to become.
 - b) to communicate to the public how pure the air currently is or how purified it was in the previous week.
 - c) to communicate to the public how polluted the air currently is or how polluted it is forecast to become.
 - d) to communicate to the cabinet of ministers how pure the air currently is or how clean it is forecasted to become.

PASSAGE-6

1. The Central Pollution Control Board (CPCB), statutory organisation, was constituted in September, 1974 under the Water (Prevention and Control of Pollution) Act, 1974. Further, CPCB was entrusted with the powers and functions under the Air (Prevention and Control of Pollution) Act, 1981.
2. It serves as a field formation and also provides technical services to the Ministry of Environment and Forests of the provisions of the Environment (Protection) Act, 1986. Principal Functions of the CPCB, as spelt out in the Water (Prevention and Control of Pollution) Act, 1974, and the Air (Prevention and Control of Pollution) Act, 1981, (i) to promote cleanliness of streams and wells in different areas of the States by prevention, control and abatement of water pollution, and (ii) to improve the quality of air and to prevent, control or abate air pollution in the country.
3. To assess air pollution in India, Central Pollution Control Board (CPCB) is executing a nation-wide programme of ambient air quality monitoring known as National Air Quality Monitoring Programme (NAMP). The network consists of 793 operating stations covering 344 cities/towns in 29 states and 6 Union Territories of the country.
4. Under N.A.M.P., three air pollutants viz., Sulphur Dioxide (SO₂), Nitrogen dioxide (NO₂) and Reparable Suspended Particulate Matter (RSPM/PM₁₀) have been identified for regular monitoring at all the locations. The monitoring of meteorological parameters such as wind speed and direction, relative humidity and temperature was also integrated with the monitoring of air quality. The monitoring of pollutants is carried out for 24 hours with a frequency of twice a week, to have 104 observations in a year.
5. The monitoring is being carried out by CPCB; State Pollution Control Boards; Pollution Control Committees; National Environmental Engineering Research Institute (NEERI), Nagpur. CPCB co-ordinates with the other agencies to ensure the uniformity, consistency of air quality data and provides technical and financial support to them for operating the monitoring station. N.A.M.P. is being operated through various monitoring agencies, large number of personnel and equipment are involved in the sampling, chemical analyses, data reporting etc. It increases the probability of variation and personnel biases reflecting in the data. hence it is pertinent to mention that these data be treated as indicative rather than absolute.



Answer the following questions by choosing the most appropriate option:

1. Which agencies accomplish the monitoring of air quality twice a week ?
 - a) State Pollution Control Boards, National Environmental Engineering Research Institute, National Air Quality Monitoring Programme and Central Pollution Control Board.
 - b) Central Pollution Control Board, WHO, National Environmental Engineering Research Institute and State Pollution Control Boards.
 - c) National Environmental Engineering Research Institute, State Pollution Control Boards, Pollution Control Committees and National Air Quality Monitoring Programme.
 - d) Pollution Control Committees, Central Pollution Control Board, National Environmental Engineering Research Institute and State Pollution Control Boards.

2. In which year the maximum difference in the concentration of Sulphur dioxide and Nitrogen dioxide was there ?
3. Name the 3 air pollutants under NAMP ?
4. Write the antonym of word magnify from para-2 ?
5. In the given line graph, in which year NO₂ and PM₁₀ levels are the same?
6. Write the synonym of word relevant from para-5 ?
7. How many observations are made by the National Air Quality Monitoring Programme annually ?
8. What does the National Air Quality Monitoring Programme monitor ?

9. Why does CPCB co-ordinate with other agencies?

- a) To ensure reliability of air quality data.
- b) To treat the data as absolute.
- c) To monitor meteorological parameters.
- d) To assess air pollution in India.

10. The PM in PM10 stands for_.

- a) Pertinent Mention
- b) Programme Monitoring
- c) Particulate Matter
- d) None of these

11. Which of the following statement/s are true :

- (i) CPCB serves as a field formation and also provides technical services to the Ministry of Environment.
 - (ii) It functions only to improve the quality of air and to prevent, control or abate air pollution in the country.
 - (iii) CPCB was constituted in September, 1974.
 - (iv) CPCB was entrusted with the powers and functions under the Air (Prevention and Control of Pollution) Act, 1986
- (a) Only (i)
 - (b) (i) and (ii)
 - (c) (i), (ii) and (iii)
 - (d) All statements are true.

12. The word 'statutory' in the passage means :

- (a) set by laws
- (b) statue
- (c) informal
- (d) technical

SECTION-B

WRITING

DIARY ENTRY (5 Marks)

Diary writing is one of the most personal and informal categories of writing. A diary writing can be based on an experience, a scene, a description or a narration of certain event or any other thing or activity that the writer considers worth writing in his/her personal diary.

In the examination, the question on diary writing is aimed to test the imaginative, and expressive skills.

GUIDELINES FOR DIARY WRITING

A diary entry has no fixed format or style of writing. However, a good diary entry does contain the following features:

1. A good diary writing contains the place, the date, the day and even the time of writing. For example:
Agra 20th July, 20XX
Friday, 8:00 p.m.
2. A diary doesn't need any formal heading. However, it is optional. If you want, you can give a suitable heading or solution to your diary. You can even give a name to your diary .
3. The style and tone is generally informal and personal. However, it depends on the subject. Sometimes the tone can be philosophical and reflective too. You can freely express your viewpoints and feelings.
4. As the diary is a writer's personal document, the diary entry doesn't need any signature It is totally optional.
5. You can evolve your own suitable style depending on the topic of your writing.

*** As per the CBSE syllabus, you are required to write a diary/article in about 100-120 words.**

FORMAT OF WRITING A DIARY ENTRY

PLACE :

DATE :

DAY :

Time :

Dear Diary (Optional)

Body (content) (100-120 words)

.....

.....

.....

.....

.....

.....

.....

.....

Name/Sign

Write a diary in about 100-200 words based on visual or verbal inputs.

SOLVED EXAMPLE

Q. Margie is totally shocked to see a real book. She decides to write a diary entry about the strange old book. Write the diary entry as Margie in about 100-120 words.

A. 21st May, 2157

Monday

Dear Diary

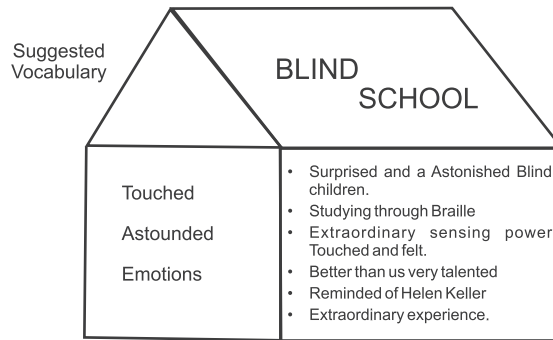
A very strange thing happened today. My brother Tommy found a real book. Yes, it is a real book as our grandfather told us. It seems to be very weird. It has some letters and lines printed on pages which have become yellow and crinkly. And the words remain still on the page. It is really funny as well as irritating to turn each and every page after you have finished reading it. Also it is a great wastage of resources as after completing the book one will just throw it away. But Tommy is behaving as if he has found some lost treasure. I found the book to be very funny. I think my e-books are better. Atleast, I don't need to take care and prevent them from getting torn or lost.

Margie

UNSOLVED

1. Krishna went to visit a blind school as a part of their social service and moral education class. He/She was so touched by the experience that he/she decided to share his/her feelings in a diary entry. Using the value points given below and your own ideas, write the diary entry in about 100-120 words.

* Suggested vocabulary and value points.



2. Meera lost her favourite wrist watch while she had gone for a picnic with her school friends. Being sad and upset, she writes a diary entry to vent out her feelings. Write the diary entry for her in not more than 100-120 words.

Value Points:-

- Very upset
- Lost my favorite wrist watch
- Imported / very expensive
- Father scolded
- Gifted on 13th birthday
- Tried to search
- Mother consoled

Suggested Vocabulary

dejected
consoled
Learning experience



Figure for Q. 3.

Ques.3 Look at the picture above. Imagine yourself to be Anurag / Anuradha. You also decided to participate in the car-free day and for one whole day you used public transport to go to your office. Write a diary entry describing your experience of the day.

5 Marks

Ques.4 You always wanted to have a pet at home but your mother did not. Your grandparents, knowing your desire, gifted you a puppy on your birthday. Write a diary entry describing the day your pet arrived in your home in about 100-120 words.

5 Marks

Value Points	Suggested Vocabulary
<ul style="list-style-type: none">• delighted to have pet• thanked grandparents• made arrangement for its food, bedding• convinced mother• took responsibility for it daily care.	Jovial mood grateful cuddle. bark pat

DESCRIPTIVE PARAGRAPH

FORMAT

5 Marks

Under this head you may be asked to describe a person based on the input given. It is a first person account of the event or incident.

Format : Heading

Language : Should be semi-formal. Try to be simple but attractive and appealing.

SOLVED EXAMPLE

1. Taking the information given below in the input, develop it into a paragraph (100-150 words). You Can invent your own details.

Hints:Bismillah learnt from uncle Ali Bux— Vishnu temple of Benaras Balaji and Mangla Maiya temples on Ganga—favourite places for Bismillah —selected for All India Radio (1938)—honour of playing shehnai on 15th August 1947 Goonj Uthi Shehnai' film—songs famous—performed in USA. Canada etc.- Fond of Benaras-Symbol of India's composite culture—Awarded Bharat Ratna in 2001.

Bismillah Khan

Ans. Bismillah Khan was the greatest Shehnai player India has ever produced. He was fascinated by the 'Shehnai' playing of his uncle at the Vishnu temple in Benaras. He became his disciple. Balaji temple at the bank of the holy Ganga was his favourite place. He played Shehnai there. Mangla Maiya temple also attracted him. In 1938, he was selected for the All India Radio. Lucknow. He was the most popular Shehnai player on radio. When India got independence on 15th of August 1947, Bismillah Khan became the first Indian to greet the nation with his Shehnai. Famous film director Vijay Bhat was so impressed by him that he named a film 'Goonj Uthi Shehnai'. The song 'Dil ka khilona hai toot gaya' became a nationwide superhit. Bismillah Khan was recognised and honoured by many countries. He gave his performances in the USA, UK and at various other places. He was totally devoted to Benaras and the river Ganga. He missed them when he was abroad. Bismillah Khan was a symbol of rich and composite culture of India. He was awarded the highest civilian award the 'Bharat Ratna' in 2001.

DESCRIPTIVE PARAGRAPH

UNSOLVED

1. Taking the information given below in the input, develop it into a paragraph (100-120 words). You can invent your own details.

Hints : My favorite leader is - Name - Qualities of true leader - honest, hardworking, humble - different from other leaders - no desire of name - fame - Mission - service to the nation - Expectation from him - to take country to greater heights

2. One day you booked an Ola cab for your office. Unfortunately, you forgot your wallet in the cab. The driver came to your office and returned your wallet. You were moved by his gesture. Describe him in 100-120 words.
3. Read the following information on Pandit Jawaharlal Nehru and write a descriptive paragraph in 100-120 words
Date of Birth Nov 14, 1889
Date of death May 27, 1964
1st Prime Minister of India
In office
15 August 1947 – 27 May 1964
Children Indira Gandhi
Parents Pandit Motilal Nehru Swarup Rani Nehru
4. This year you visited your village and stayed with your grandmother for two months. She took good care of you. You admire her for her kind and hardworking nature. Describe your grandmother in 100-120 words.

STORY WRITING

5 Marks

Story writing requires a lot of creativity and imagination

Some important points to be kept in mind while writing a story are :

- Think of a plot.
- Decide about the characters.
- Give it a suitable title.
- Use simple, easy to understand language
- Write short sentences.

- Maintain coherence, i.e. your sentences should be logically connected.
- Try to bring out a moral or message in the end.

STORY WRITING (SOLVED QUESTIONS)

1. Given below is a picture. After observing the picture complete the story in about 100-120 words. Also provide a suitable title to the story. **5 Marks**



A VISIT TO THE FAIR

Anu and Rahul were very happy. Their mother had taken them to the fair which was held in their grandparents' village. The fair was a place of great pomp and show. There were shops of general items, toys and sweets. All were decorated nicely and attracted the people of all age groups. We saw huge crowd at almost every shop. Men and Women were in gaudy dresses.

There was hustle and bustle everywhere in the fair. All were enjoying it in their own way. Some children were riding on the horses and some in cars. There were hawkers too at several places, all were crying in different tones to sell their goods. One of the hawkers was selling his balloons and some children were buying them. Ladies were also very busy in buying goods of household utility. We saw in one corner some foretellers. They were telling the future but I do not believe in fate. I believe in hard work which alone can bring success in life. There were good police arrangements to maintain law and order.

In the evening, the fair came to an end. People began to return to their homes. We too came back with a nice feeling.

UNSOLVED QUESTIONS

1. Write a story in about 100-120 words using the hints given below. Also provide a suitable title to it. **5 Marks**

Pihu the only daughter – Rich parents – Pampered child – Became illdisciplined and lazy – Grandmother came from village – Decided to reform her – Gave one task each day – On completion Pihu got a reward – Grandmother cooked food with her – Taught her the value of time – Pihu realised her mistake

2. There is a picture shown below. Taking ideas from the picture and the given value points complete the story. Also provide a suitable title to the story. The story should be in about 100-120 words.

5 Marks

Karan had gone for an evening walk. Today his friend Arjun was not with him, so he was alone. He crossed the nearby hill and reached vast grassland. Suddenly he saw

Value Points

- A big open space
- A man in a strange dress
- Like a superman



- Ques 3 Mohan wrote just a few lines but couldn't develop the story he wanted to write. Taking help from the inputs given below and the introductory lines written by Mohan, complete the story.

'The celebrated archer Guru Dronacharya taught the royal princes the finer points of archery. One day he wanted to test....

Outline : selected a tree in forest placed a wooden bird on bare branch were to hit the bird in the eye Yudisthir stepped forward "can you see me?" asked Dronacharya . 'yes' replied Yudisthir asked him to put down the bow each prince replied the same asked to retire from the competition finally Arjun came "Arjuna, do you see me ?" asked Dronacharya. "I see only my target," said Arjuna Arjuna hit the bird's eye.

GRAMMAR

Accurate use of spelling, punctuation and grammar will be assessed through Gap filling/Editing/Transformation exercises based on these grammar items. **10 Marks**

Ten out of twelve questions to be attempted

1. Tenses
2. Modals
3. Subject-Verb Concord
4. Reporting-Commands and Requests, Statements, Questions
5. Determiners

Type 1. Gap Filling (With Answers)

Complete the following Passages by choosing the most appropriate options from the ones given below. Write your answer in the answer sheet against the correct blank numbers.

1. Pranjali and Hardik are twins. They sit at (a) _____ table. There is cake and juice (b) _____ them. Mother is about to (c) _____ the cake, but Hardik grabs a handful and puts it in his mouth.
 - 1) i) lead ii) an iii) the iv) those
 - 2) i) from ii) for iii) with iv) on
 - 3) i) slice ii) sliced iii) slicing iv) has sliced
2. Building of the Great Wall is (a) _____ as an example to show (b) _____ walls were (c) _____ essential part of Chinese culture.
 - 1) i) cited ii) citing iii) cite iv) to cite
 - 2) i) which ii) who iii) that iv) how
 - 3) i) the ii) an iii) a iv) to
3. In Rajasthan, five people were killed (a) _____ their house collapsed in Phool Baroda village in Baran district due to incessant rain (b) _____ Saturday morning that (c) _____ a flood like situation in several parts of the state.
 - a) (i) which (ii) what (iii) when (iv) who
 - b) (i) since (ii) for (iii) from (iv) to
 - c) (i) create (ii) created (iii) creates (iv) is creating
4. Tanya is the girl (a) _____ stood first in class IX. She is very happy (b) _____ gifts that were given to her. She (c) _____ to eat chocolates while watching a TV show.
 - a) (i) whom (ii) whose (iii) that (iv) who
 - b) (i) by (ii) with (iii) from (iv) of
 - c) (i) liking (ii) like (iii) likes (iv) liked
5. All of us (a) _____ conserve at least a bucket of water everyday by using (b) _____ scarce resource wisely. We (c) _____ become rich if we have a lot of gold but we would die without water.
 - a) i) is ii) had iii) can iv) has
 - b) i) the ii) a iii) most iv) for
 - c) i) thus ii) may iii) ought to iv) need to go

6. Since ancient times, Indian kings (a) pride themselves on the possession of large mango gardens. Akbar (b) great Mughal king planted (c) orchard of one lakh mango trees. He was a gem of a person.
- a) i) Could ii) would iii) used to iv) Need to
 b) i) the ii) a iii) though iv) beside
 c) i) the ii) an iii) a iv) beyond
7. Last month (a) excursion was organised by our school and we (b) taken to Botanical Gardens. Three buses were hired (c) all students enjoyed the gardens and its natural beauty.
- a) i.) an ii.) a iii.) the iv) some
 b) i.) was ii.) were iii.) are iv.) were been
 c) i.) But ii.) because iii.) and iv.) so
8. Our life today (a)surrounded by all kinds of gadgets (b) has made our life very comfortable. The information available on the Internet is just (c) click away
- a) i.) has ii.) is iii.) was iv.) have
 b) i.) who ii.) these iii.) which iv.) those
 c) i.) few ii.) a iii.) an iv.) The
9. On (a) _____ the noise, some other women and children of the locality reached (b) _____. They tried to stop the quarrel but it was all in vain. The two mothers (c) _____ came to blows.
- a) i.) hear ii.) hearing iii.) heard iv.) was hearing
 b) i.) their ii.) there iii.) here iv.) a far
 c) i.) utmost ii.) almost iii.) always iv.) ever
10. Rare and valuable pearls come (a) some species of oysters. Thousands of oysters are collected (b) a handful of pearls. This is (c) reason why natural pearls are expensive.
- a) i.) of ii) off iii) from iv) in
 b) i) produce ii) to produce iii) produced iv) produces
 c) i) the ii) a iii) an iv) that

**EXAMINATION BASED UNSOLVED EXERCISE
(GAP FILLING)**

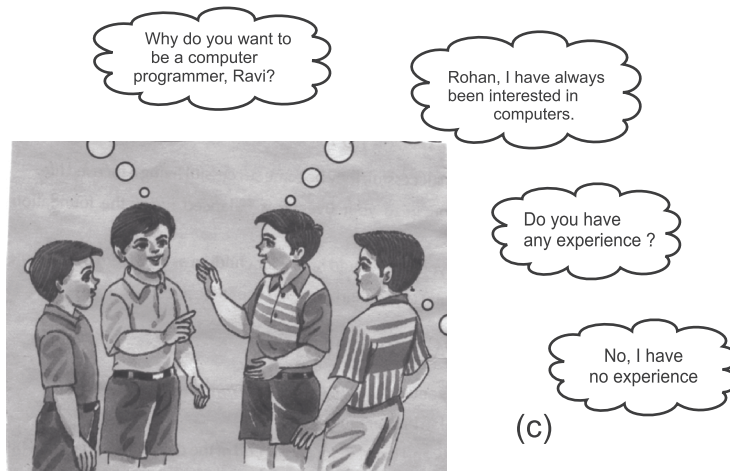
Complete the following passage by choosing the most appropriate options from the ones given below.

1. Gangs river is (a)..... very sacred river. It is a complete river (b) ...
 emerges from the Himalayas and bends (c)the Bay of Bengal.
- a) i) a ii) an iii) so iv) the
 b) i) which ii) why iii) what iv) (though
 c) i) in ii) to iii) into iv) of
2. Since the beginning of human existence, people (a) _____

- over the world have expressed their emotions and ideas (b) _____
 _____ the medium of dance. Different regions of India have their
 own dances. (c) _____ dance is accompanied by music and
 songs of the region to which it belongs.
- a) i) all ii) whole iii) much iv) more
 b) i) in ii) into iii) through iv) of
 c) i) Each ii) All iii) whole iv) many
3. Puppets are among the (a) _____ man-made objects in the
 world. Archaeologists in Egypt and India have (b) _____ pointed
 clay models that are operated by pulling (c) _____ strings, which
 dates back to 4,000 years.
- a) i) older ii) elder iii) oldest iv) old
 b) i) find ii) found iii) finding iv) fond
 c) i) their ii) there iii) it's iv) It
4. Helen Keller was blind (a) learnt to (b) her
 handicap. Today she is (c) epitome of courage and
 endurance.
- a) i) and ii) but iii) so iv) that
 b) i) overcome ii) overcame iii) will overcome iv) has overcome
 c) i) the ii) this iii) a iv) an
5. Anjali : What is your plan for summer break, Seema ?
 Seema : I plan to (a) Shaniwar wada (b) my aunt
 lives. It is (c) few miles away from Pune.
- a) i) visited ii) visiting iii) visit iv) visits
 b) i) where ii) who iii) when iv) which
 c) i) a ii) an iii) the iv) little
6. People often thought that Thierry Boyle (a) _____ the most boring
 man in the world. Thierry didn't know why people thought he was so
 boring. Thierry thought he was quite interesting. After all, he (b)
 _____ stamps. What could be more interesting than stamps ? It was
 true that he didn't have (c) _____ other hobbies or interests,
 but that didn't matter for Thierry. He had his job, after all.
- a) i) was ii) is iii) were iv) are
 b) i) collects ii) collected iii) collect iv) is collecting
 c) i) some ii) Any iii) many iv) few
7. Yesterday a bus (a) over a school boy (b) was
 crossing the road. The boy (c) seriously and was rushed to
 the hospital. The passengers caught hold of the driver and handed him
 over to the police.
- a) i) running ii) had run iii) ran iv) was run
 b) i) who ii) when iii) whom iv) whose
 c) i) injured ii) was injured iii) was injuring iv) injure

TYPE II-SENTENCE TRANSFORMATION (WITH ANSWERS)

1. Read the conversation among the friends and complete the passage given below:



While talking about career options. Rohan asked Ravi (i) a computer programmer. To this Ravi replied that he (ii) in computers. On hearing this Rohan also enquired (iii) experience. Ravi answered in negative that he had no experience.

- (i) a) he wanted to be
b) why he wanted to be
c) why he had wanted to be
d) why he want to be.
- (ii) a) have always been interested
b) had been always interested
c) had always been interest
d) Is always interested
- (iii) a) did he have any
b) if he have any
c) if he had any
d) do you have any
2. Read the conversation between Dhruv and his teacher and complete the passage that follows:



After wishing his teacher Dhruv asked her (i) To this the teacher answered that she (ii) holiday in Leh. Dhruv further enquired if she had enjoyed it. She replied in affirmative and said (iii) parents.

- (i) a) Where she had been
b) Where have you been
c) Where have she been
d) Where she have been
- (ii) a) She is just come back from my
b) She have just come back from my
c) She had just come back from her
d) She has just come back from her
- (iii) a) She have enjoyed it with my
b) She had enjoyed with her
c) She enjoyed with her
d) She has enjoyed with her

3. Read the dialogue between Ankit and his mother then complete the passage that follows



Ankit's mother asked (i) Ankit replied that (ii) purse. His mother then enquired where he had kept it. Ankit again replied that (iii)

- (i) a) Why he so sad
b) What makes you so sad
c) What made him so sad
d) What made you so sad
- (ii) a) Someone has stolen his
b) Someone has stolen my
c) Someone had stolen his
d) Someone had stolen my
- (iii) a) He has kept it in my pocket
b) He kept it in his pocket
c) He kept it in his pocket
d) He had kept it in his pocket

4. Here's a conversation between Neha and Megha. Complete the passage after reading it.



During the recess break, Neha asked Megha (i) for lunch. To this Megha replied in negative and asked her to go ahead. She further added (ii) homework. Neha also asked Megha (iii) homework.

- (i) a) are you not coming out
b) if you are not coming out
c) if she was not coming out
d) if she not coming out
- (ii) a) that she have some
b) that she had some
c) that I have some
d) that she has some
- (iii) a) why she had not done your
b) why she have not done her
c) why have you not done your
d) why she had not done her

NARRATION (UNSOLVED)

Read the following dialogue and then complete the report by transforming the sentences into indirect speech.

1. Neha : Is there any problem with the car?
Woman : I have a flat tyre. But I don't know how to change the tyre.
Neha : Let me give you a helping hand.
Woman : Oh, that's very nice of you. Thanks so much indeed. You were a great help.
Neha : It was my pleasure.

Neha saw a woman standing near her car by the road. She asked her (i) problem with the car. The woman replied that she had a flat tyre but (ii)change the tyre. Neha offered the lady a helping hand. The woman thanked her and said (iii)..... and that she was a great help. Neha replied that it was her pleasure.

- (i) a) is there any
b) if there was any
c) if there is any
d) if there any
- (ii) a) She don't know how to
b) I don't know how to
c) She didn't know how to
d) She didn't knew how to
- (iii) a) That was very nice of you
b) That is very nice of you
c) That is very nice of her
d) That was very nice of her
2. Raghu : Where are you coming from?
Anu : I am coming from my coaching class.
Raghu : Where is it located?
Anu : It is located in Gandhi Nagar.
Raghu asked Anu (i) Anu replied that (ii) coaching class. Ragi asked about the location. Anu replied that (iii) Gandhi Nagar.
- (i) a) Where she was coming from
b) Where are you coming from
c) Where she is coming from
d) Where was she coming from
- (ii) a) I am coming from my
b) She is come from her
c) She was coming from her
d) She is coming from her

- (iii) a) It is located in
- b) It was located in
- c) It was locate in
- d) It is locate in

ANSWER KEY (GRAMMAR)

TYPE 1 - GAP FILLING

- | | | |
|-------------------|------------------|---------------|
| 1. a) iii-The | b) ii-for | c) i-slice |
| 2. a) i-cited | b) iii-that | c) ii-an |
| 3. a) iii-when | b) i-since | c) ii-created |
| 4. a) iv-who | b) ii-with | c) iii-likes |
| 5. a) iii-can | b) i-the | c) ii-may |
| 6. a) iii-used to | b) i-the | c) ii-an |
| 7. a) i-an | b) ii-were | c) iii- and |
| 8. a) ii-is | b) iii-which | c) ii- a |
| 9. a) ii-hearing | b) ii-there | c) ii- almost |
| 10. a) iii-from | b) ii-to produce | c) i-the |

TYPE 2 – SENTENCE TRANSFORMATION

- 1. i) b) Why he wanted to be
- ii) b) had always been interested
- iii) c) if he had any
- 2. i) a) where she had been
- ii) c) she had just come back from her
- iii) b) she had enjoyed with her
- 3. i) c) What made him so sad
- ii) c) Someone had stolen his
- iii) d) he had kept it in his pocket
- 4. i) c) if she was not coming out
- ii) b) that she had some
- iii) d) why she had not done her

TYPE 3 - EDITING (with answers)

The following passages have not been edited. There is an error in each line against which a blank has been provided Identify the error and write it along with the correction. The first one has been done for you as an example.

	Incorrect	correct
1. Automated teller Machine (ATM) has revolutionised	eg: has	have

banking and made life easiest

	(a) _____	_____
	Incorrect	correct
Bank customers could now withdraw money of their account anytime and somewhere in their own country	(b) _____ (c) _____ (d) _____	_____
2. Freshly made tea is tasty but beneficial if some simple rules are observing	eg: but (a) _____ (b) _____ (c) _____ (d) _____	and _____
It is rest to keep her separately in a jar if kept open, its aroma escape and it loses its taste and curative values	(a) _____ (b) _____ (c) _____ (d) _____	_____
3. Louis Braille , on 1825, developed a special Script for the blind. It has known as the Braille script the letters on it are form with raised dots on thick paper. Blind people might read these dots by running his fingers lightly on them, across the page.	eg: on (a) _____ (b) _____ (c) _____ (d) _____	in _____
4. Adolescence refer to a period of human growth that occurs among childhood and adulthood. It begins of around age 10 and ends around aged 21. It can be divide in three stages	eg: refer (a) _____ (b) _____ (c) _____ (d) _____	refers _____
5. Mahatma gandhi was born in Oct, 1989 at Porbander. He was the young of the three sons of Putlibai and Karamchand. Her mother were a traditional and a deeply religious lady. Her qualities leave a deep impact on young Gandhi.	eg in (a) _____ (b) _____ (c) _____ (d) _____	on _____

ANSWER KEY- TYPE - III - EDITING

	Incorrect	Correct
1.	a) easiest b) could c) of d) somewhere	easier can from anywhere
2.	a) observing b) her c) escape d) loses	observed it escapes loses
3.	a) has b) from c) might d) his	is formed can their
4.	a) among	between

- | | | |
|----|------------------|----------------|
| | b) of | at |
| | Incorrect | Correct |
| | c) aged | age |
| | d) divide | divided |
| 5. | a) young | youngest |
| | b) her | his |
| | c) were | was |
| | d) leave | left |

EDITING (UNSOLVED)

- | | Incorrect | correct |
|---|--|--|
| 1. England has long be famous for its dramatists, the greatest of who was Shakespeare. It is hard to find the man in the English speaking world whom has not hear his name. | eg: be
(a) _____
(b) _____
(c) _____
(d) _____ | been

_____ |
| 2. Treating people with respect should make this world the nicer place
It can be where there are less aggression, bullying and violent.
It could be a place which people feel comfortable and safe | eg: should
(a) _____
(b) _____
(c) _____
(d) _____ | can

_____ |
| 3. Mass media and movies in general is considered to have a instrumental effect to shaping the views and opinions off the society. The media can be a wonderful learn tool and means of communication. | eg: is
(a) _____
(b) _____
(c) _____
(d) _____ | are

_____ |
| 4. Vocational courses and classes is available in much different career fields.
Vocational classes provides jobs focussed training of specific roles or careers
In many case these courses lead to certificates or degrees. | eg: is
(a) _____
(b) _____
(c) _____
(d) _____ | are

_____ |
| 5. The more important advantage of a nuclear family are that
People get his privacy.
In a joint family , their are restrictions which todays generation does not like. | eg: more
(a) _____
(b) _____
(c) _____
(d) _____ | most

_____ |

LITERATURE (BEEHIVE)
PROSE
Lesson- 1
THE FUN THEY HAD

Isaac Asimov

Value Points

- Margie and Tommy aged 11 and 13 are students of future schools.
- Tommy finds an old book about school in the attic. They turn yellow, crinkly pages of the book and are surprised to see still words in the book, They are used to only moving words of telebooks.
- They thought it to be wastage of resources, as it was to be thrown after reading once only. Whereas telebooks last longer and contain many books together.
- Margie hated school as her teacher (a computer) gave her test after test and she performed badly in Geography.
- She hated the slot for putting homework and test papers.
- Margie's mother called county inspector who came with all his equipment and repaired it in an hour.
- Margie wasn't happy as she thought he would take the teacher away for a few days for repair work and she would have off from school.
- County Inspector told her mother that Margie's bad performance in Geography was due to faulty setting of her teacher (Computer)
- As Margie hated school, she thought why would anyone write about school. Tommy explained that centuries ago the school were not like theirs. They had a man as a teacher who taught students different subjects, asked questions and gave Homework also.
- Margie couldn't believe man to be smart enough to have knowledge about different subjects.
- Tommy told her that the school was in a special building and students would go there and children of same age group studied same things.
- But Margie's mother had told her that every child has to be taught according to individual needs and children studied together in old school.
- Now Margie was interested in reading about those old funny schools. But mother called her to attend the school next to her bedroom.
- Tommy and Margie attended school at a fixed time from Monday to Friday.
- While submitting homework to her 'teacher'. She thought about the old schools where kids had a lot of fun studying together and playing, helping each other in studies, sharing caring for each other.
- Computer screen of her 'teacher' was flashing new chapter in arithmetic on the addition of proper fractions. But Margie was lost in the thoughts of old school.

ACTIVITY

The diagram is a mind map with a central rectangular box containing the text "School of My Dreams". Ten lines radiate from this central box to ten cloud-shaped boxes arranged in a circle. Two of these cloud boxes are pre-filled with text: "Activity based teaching" (top right) and "Big Playground" (bottom center). The remaining eight cloud boxes are empty, intended for students to write their own ideas.

Write about the school of your dreams in the space provided above

COMPREHENSION PASSAGE

- 1 He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart.
- i) Who is 'He' in the above Lines?
a) Mechanical Teacher b) Country Inspector
c) Tommy d) Margie
- ii) Why did he take the teacher apart?
a) to give an apple b) to teach him
c) to check and fix d) to throw away
- iii) How did he try to be friendly with Margie ?
a) smiled and gave her an apple b) played with her
c) gave her holiday d) taught her the lesson
- iv) Who is 'the teacher' in the above lines ?
a) Tommy b) Country Inspector
c) Mechanical Teacher d) Margie
- v) 'Apart' means:
a) throw b) away
c) tear d) round
2. 'Gee', said Tommy, "What a waste when you're through with the book, you just throw it away, I guess?"
- i) Which book is being referred here ?
a) the book the Margie found b) the old book that Tommy found
c) the mechanical book d) Geography book
- ii) What might have readers done with the book when they read it ?
a) would throw it away b) tear it apart
c) lend it to others d) sell it
- iii) Who said "I wouldn't throw it away" ?
a) Tommy b) Margie
c) Mechanical Teacher d) Country Inspector
- iv) The word from the above passage which means the same as 'finish' is

- a) Gee
- b) Waste
- c) through
- d) throw
- v) The word 'Gee' has been used for:
 - a) expressing surprise
 - b) ignoring the things
 - c) expressing sorrow
 - d) fear

Short Questions

1. How old are Margie and Tommy ? what things did they find strange about books ?
 Ans. Margie is eleven years and Tommy is thirteen years old. They found it very strange of standing of the words in paper, in place of moving on the screen
2. What is meant by telebook? Who was mechanical teacher and what subject did Margie and Tommy read?
 Ans. A telebook means screen of a T.V. or Computer. Mechanical teacher here is computer. And they read the history, geography and arithmetic.
3. Why did Margie's mother send for the county inspector ?
 Ans. As the mechanical teacher (computer) was not in working condition. She sent for the county inspector for the same purpose.
4. How does Tommy describe old kind of teachers ?
 Ans. Tommy describes that the old kind of teachers were not the static teachers like computer, they were men who would move. They taught the students and asked about the given homework.
5. Describe their views about the old schools?
 Ans. Tommy says that old kind of schools have their specific buildings. All boys and girls have to be present in the same structure.
6. Describe some features of mechanical teachers?
 Ans. Mechanical teachers can keep the things for everlasting. Any kind of test can be taken any time. Content oriented matter can be taken any time .
 Students can keep their work with them.

Long Questions

1. Compare and contrast the human teachers and the mechanical teachers. (The fun they had)
2. Tele-books and e-books are need of the hour especially when we have to save trees, paper and other resources. Comment, taking examples from the lesson "The fun they had".
3. On the basis of the description of future schools in the chapter 'The Fun They Had', compare and explain the difference between the present schools and future schools.

Lesson 2 THE SOUND OF MUSIC (Part-I)

Evelyn Glennie

Value Points

- A seventeen year old girl had decided to make music her life, though being completely deaf.
- This aspiring musician feels the vibration of an approaching train, she has been selected for training at the prestigious Royal Academy of Music in London. Evelyn Glennie feels nervous yet excited on the first day of her training.
- Glennie started losing her hearing power gradually from the age of eight due to nerve damage.
- She was advised to be sent to school for the deaf. But Evelyn was determined to lead a normal life and pursue her interest in music.
- Most of the people discouraged her but percussionist Ron Forbes noticed her potential and motivated her to feel music in different parts of her body.
- He took two large drums for tuning. Evelyn immediately realized higher drum from the waist up and lower drum from the waist down. Forbes repeated the exercise.
- Now Evelyn could feel certain notes in different parts of her body.
- During her 3 years course in Royal Academy of Music, Evelyn scored highest marks in the history of Academy, got most of the top awards and started giving solo-performances.
- She is now one of the top multi-percussionists in the world with a mastery of some thousand instruments.
- According to her, "If you work hard and know where you are going, you'll get there."
- It is fascinating to watch Evelyn working without much effort. She speaks clearly as she could listen till the age of eleven. During conversation she watches lip movement, face and specially eyes.
- She had learnt French and basic Japanese.
- While playing instruments, she remained barefoot on wooden platform, so that the vibrations pass through her barefeet and up her legs. She could feel music through every part of her body i.e. skin, cheekbones and even hair. She felt the echo of sound flowing into her body by leaning against the drums.
- She has been a workaholic and has been rewarded enormously. Royal Philharmonic society's prestigious 'Soloist of the year' was presented to her in 1991.
- Besides regular concerts she has given free concerts in prisons and hospitals. Teaching young musicians is her top priority.
- She has placed percussion in front of the orchestra.

ACTIVITY

Ques. Read the following newspaper clipping.

Born without arms, boy uses feet, bags 71.8% in Std X exam

Anuja.Jaiswal@timesgroup.com

Agra: Ajay Kumar was born without arms alright, but armed with the kind of will that leaves little beyond one's reach. Not ready to let his disability define his future, the 16-year-old trained himself to write with his feet, a feat that has now helped him clear his Class X board exams with 71.8%.

What's more, the Uttar Pradesh board student didn't seek extra time to write his papers, and managed to finish the answers, his pencil clutched between his toes, within the stipulated window. Ajay, a resident of Bhogaon village in UP's Mainpuri district, aspires to be an engineer. A student of SR Inter College, Ajay is proud of his performance, but has vowed to himself to work harder and score at least 80% in all subsequent exams.

"I know who I am and what I am capable of. I'll make the best of it and never give up," said the gutsy boy in an interview to TOI. "If I had arms I could have done better in the exams, but now my feet are my arms," he added, "I hold the phone with my feet to talk. I even brush my teeth with my feet."

Ajay's farmer father Dayaram said he and his wife Meera were worried when he was born about how he would get through life. "But over the years he has proved that his disability cannot stop him from achieving what he wants," he added.



A FEAT PAR EXCELLENCE:
Ajay, 16, wants to be an engineer

Now, Name some differently abled people who are successful despite their handicap.

- Ex. Surdas Poet
1. Stephen Hawking
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.

COMPREHENSION PASSAGES

1. But by the time she was eleven her marks had deteriorated and her headmistress urged her parents to take her to a specialist.
- i) Who is 'she' referred to ?
 - a) Bismillah Khan
 - b) Evelyn Glennie
 - c) Margie
 - d) Evelyn's mother
 - ii) Her marks deteriorated because _____
 - a) She had no interest in studies
 - b) her teachers did not support her
 - c) she was deaf
 - d) parents did not want her to study
 - iii) When did Evelyn feel everything dark in life ?
 - a) When she was advised to go to a deaf school
 - b) When she was advised to use hearing aids and go to the deaf school
 - c) When she performed poorly at the examination
 - d) When she failed in her music audition
 - iv) When was Evelyn's deafness confirmed ?
 - a) by the age of 5
 - b) by the age of 6
 - c) by the age of 8
 - d) by the age of 11
 - v) The word from the passage that means the same as 'strong advice'-
 - a) deteriorate
 - b) urge
 - c) special
 - d) none of these
2. She is a shining inspiration for deaf children. They see that there is nowhere that they cannot go.
- i) Who was deaf in the lesson ?
 - a) Evelyn
 - b) Ron Forbes
 - c) Bismillah Khan
 - d) Evelyn's mother
 - ii) Who spotted Evelyn's potential ?
 - a) her father
 - b) friends
 - c) mother
 - d) Ron Forbes
 - iii) Evelyn's achievement was:
 - a) One of the great leader
 - b) leading percussionist despite being deaf

- c) the greatest Shehnai player
 - d) sportstar
- iv) How did she motivate other deaf children ?
- a) by motivating them that they could also achieve anything.
 - b) by playing violin for them
 - c) by loosing her hearing power
 - d) none of the above.
- v) What did Evelyn want to spread through her music ?
- a) message of love peace and happiness
 - b) music is not difficult
 - c) music is not difficult for deaf people
 - d) deaf people can learn music

Short Questions

1. How old was Evelyn when she went to the royal academy of music ?
Ans. She was just seventeen years old.
2. When was her deafness noticed first, when was it confirmed ?
Ans. Her deafness was noticed when she was eight years old. It was so because she was scoring very poor. She was taken to a specialist. He revealed this fact.
3. Who helped her to continue with music ? what he did and said ?
Ans. Ron Forbes, a percussionist, helped her to continue with music. He started by playing two large drums to different notes. He said ' Try to sense it in some other way'.
4. How does Evelyn hear music ?
Ans. Evelyn couldn't hear the music but she started to feel the music by the help of percussionist in some other way.

Long Questions

1. What values of Evelyn's character make her achieve the target despite her handicap? Explain.
2. What qualities helped Evelyn to overcome her physical challenge and achieve her goal?
3. Role of a teacher is very important in guiding and shaping a child. Elaborate taking examples from the lesson in context of Evelyn Glennie.

Lesson 2

THE SOUND OF MUSIC (Part-II)

The Shehnai of Bismillah Khan

Value Points

- Bismillah Khan was a great Shehnai Player. He belonged to a family of professional musicians.
- He was attracted towards Shehnai at the age of three and through his hard work brought it on to the classical stage.
- A story goes on about the origin of Shehnai — Pungi a musical instrument was banned by Emperor Aurangzeb for its shrill, unpleasant sound.
- A barber of a family of musicians, having access to the royal palace also, decided to improve the tonal quality of Pungi. He took a hollow pipe longer than Pungi and made seven holes on it. When he played on it, sweet and soft sounds were produced. When it was played before king, he was impressed by this new instrument. Since it was played in the Shah's Chamber and was played by a nai (barber), it was named 'Shehnai'.
- The sound of Shehnai is considered auspicious. The Shehnai was part of the 'Naubat' (group of nine traditional musical instruments) found in the royal courts. It was played only in temples and weddings.
- Ustad Bismillah Khan brought it on to the classical stage. He invented many ragas and played them on Shehnai.
- Bismillah Khan was born on March 21, 1916 in a musician family of Rasool Bux Khan, Shehnai Nawaz of Bhojpur King's court in Dumraon, Bihar. Father Paigamber Bux was also a great Shehnai player.
- His maternal uncle All Bux gave him Shehnai lessons. He practised playing Shehnai at Balaji and Mangla Maiya Temple and on the bank of river Ganga.
- At the age of 14 he played Shehnai with his uncle at Allahabad Music Conference and was appreciated by Ustad Faiyaz Khan. He often played Shehnai at All India Radio, Lucknow, since its opening in 1938.
- Bismillah Khan was the first Indian to greet the nation, with his Shehnai on 15th August 1947 in Raag Kafi.
- Impressed with his Shehnai, Film director Vijay Bhatt named a film 'Gunj Uthi Shehnai'. Bismillah Khan composed a hit song "Dil Ka Khilona Hai Toot Gaya....." and Kannada Film 'Sanadhi Apanna'. But artificiality of film world did not impress him.

Awards and Recognition

- King Zahir Shah of Afghanistan presented priceless gifts after his performance.
- First Indian to be invited to perform at the prestigious Lincoln Centre Hall in the USA.
- Took part in the World Exposition in Montreal, Cannes Art Festival and in the Osaka Trade Fair.
- An auditorium in Teheran was named after him — Tahar Mosiquee Ustad Bismillah Khan.
- The Padamshri, the Padma Bhushan, the Padma Vibhushan and in 2001, India's highest civilian award, the 'Bharat Ratna'.
- He is fond of Benaras and his native village Dumraon.
- He was once offered to head a Shehnai school in USA by his student who promised to recreate the atmosphere of Benaras. But he refused the offer asking if he could transport River Ganga also.
- Though he was a devout Muslim, he could naturally play the Shehnai at the Kashi Vishwanath Temple.
- His life is a perfect example of the rich cultural heritage of India. He died at the age of ninety on 21 August 2006.

- III. Till recently it was used only in temples and weddings. The credit for bringing this instrument onto the classical stage goes to Ustad Bismillah Khan.
- i) What is 'it' here ?
 - a) Shehnai
 - b) Bismillah Khan
 - c) Bhojpuri Song
 - d) Hindustani music
 - ii) It was used earlier:
 - a) only in temples
 - b) only in weddings
 - c) a & b both
 - d) none of these
 - iii) The credit for bringing shehnai onto the classical stage goes to:
 - a) Ustad Amzad Ali Khan
 - b) Ustad Zakir Hussain
 - c) Pt Ravi Shankar
 - d) Ustad Bismillah Khan
 - iv) Which of the following is similar to the word 'recently' from the above passage:
 - a) early
 - b) formerly
 - c) previously
 - d) lately

Short Questions

1. Why did Aurangzeb ban the playing of Pungi ?
 Ans. Because Pungi had a shrill and unpleasant sound and playing of Pungi in royal residence was not appropriate.
2. How is a Shehnai different from Pungi ?
 Ans. Shehnai has a pleasant sound whereas the Pungi has unpleasant sound. Shehnai produces melodious sound but Pungi is considered as 'reeded noisemaker'.
3. Where was the Shehnai played traditionally ? How did Bismillah Khan change this ?
 Ans. Earlier the Shehnai was played at royal courts, temples and weddings. But Bismillah Khan changed it by bringing it to the classical stage.
4. When and how did Bismillah Khan get his 'big breaks' ?
 Ans. Bismillah Khan got his first break when he was judged the best performer at the All India music conference in Allahabad. At the age of 14, he won the prize with the opening of the All India Radio in Lucknow, in 1933, he got his big break.
5. Where did Bismillah Khan play the Shehnai on 15th August 1947, why was the event historic ?
 Ans. He played Shehnai at Redfort in Delhi on 15th August 1947, It was historic because he was the first Indian to greet the nation with his Shehnai in presence of many great leaders.
6. Why did Bismillah Khan refuse to start a Shehnai school in the USA ?

Ans. Because in the USA there was no river Ganga and he had a great sense of patriotism, so he refused for it.

7. Describe how Bismillah Khan loves India and Benaras ?

Ans. As a child, he visited 'BALAJI' and 'MANGLA MAIYA' temples. Besides it, he respected and loved the river Ganga. He also refused to start a school at the USA. All this shows that he had great love for India and Benaras.

Long Questions

1. Describe the life and character of Ustad Bismillah Khan with emphasis on his contribution to Indian culture.
2. Describe the transformation of Pungi to Shehnai.
3. How was Bismillah Khan associated with films?

Lesson 3

THE LITTLE GIRL

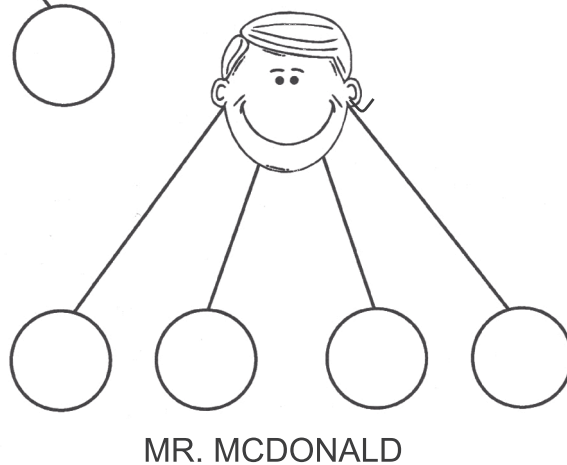
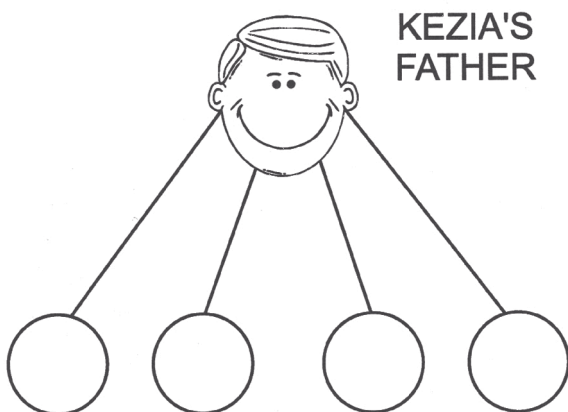
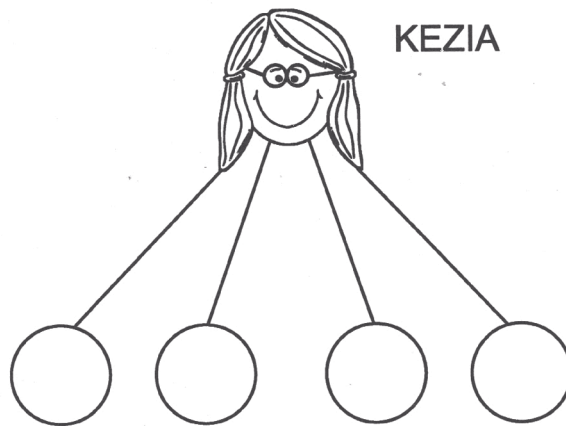
Katherine Mansfield

Value Points

- Kezia is a little girl, having both parents working, left in loving grandma's care.
- Kezia has formal relations with mother and father. She is afraid of her strict father so she stammered while talking to him. She thought him to be giant sized.
- On Sundays Grandma sent her to spend time with parents but Kezia found her father lying down on the sofa to relax, mother busy reading.
- They did not show affection and care.
- One day Kezia was at home because of cold and grandma, to keep her busy, suggested her to prepare a gift for father's birthday.
- Kezia prepared a pin cushion with beautiful yellow silk cloth, needed scrap to fill it.
- Took some papers from father's room and tore them up to stuff them in pin cushion.
- It was father's important speech for the port authority. When found missing, the whole house was reached the servants and Kezia were questioned. Finally innocently Kezia admitted. She had torn them for her surprise gift.
- Father beat her with a ruler, Kezia cried bitterly. Kezia clung to grandma as Grandma consoled her.
- Next door neighbour Mr. Macdonald played with his children in the evening. After watching him, Kezia conclude that all fathers are not like hers.
- One day mother got admitted to the hospital, she was alone at home. The cook Alice took care of her in the day but at night she was alone. Father was sleeping in another room. Old nightmare haunted Kezia — a butcher with knife in his hand. Too much afraid of it.
- Father come to her room hugged her, carried her to his room to comfort her. She realised he was not so bad, he was too busy to express his love. Hence, she realised her father had a big heart.

ACTIVITY

Q. Write a few words describing :



COMPREHENSION PASSAGES

1. To the little girl he was a figure to be feared and avoided. Every morning before going to work he came into her room and gave her a casual kiss, to which she responded with "Goodbye, Father".
- i) Who is the author of this story ?
- a) A.R. Rahman b) Katherine Mansfield
c) Cecile d) Thomson
- ii) What is this story about ?
- a) children b) fears of children
c) childhood fears d) a little girl and her feelings for her father
- iii) Whom did the little girl fear and avoid ?
- a) Grandfather b) Father
c) Mother d) Grandmother
- iv) What did Kezia's father do before going to his office ?
- a) went to the temple
b) touched his mother's feet
c) took a walk
d) he used to kiss Kezia before going to office.
2. She never stuttered with other people — had quite given it up — but only with father, because then she was trying so hard to say the words properly.

Questions

- i) Who is 'she' here?
- a) Evelyn b) Kezia
c) Grandmother d) mother
- ii) How did Kezia feel when she had to speak to her father ?
- a) joyful b) confident
c) she would stutter while speaking to him d) none
- iii) Name the people in Kezia's family.
- a) father b) mother
c) grandmother d) All of the above

- iv) The word/phrase from the passage that means the same as 'left' is :
- a) Stuttered b) given it up
c) quite d) none of these
3. And she was dragged down to where father was pacing to and fro, hands behind his back. "Well"? he, said sharply. Mother explained. He stopped and stared at the child. "Did you do that?" "N-No", She whispered.
- i) What did Kezia's mother ask her to make ?
- a) chapati b) snacks
c) a gift of pin cushion d) none
- ii) Why did Kezia's efforts to please his father irritated him ?
- a) he was a rude man
b) he was unhappy
c) didn't know how to speak to the children
d) she had torn his important speech papers
- iii) Who was dragged down ?
- a) mother b) father
c) Kezia d) Grandmother
- iv) Find the antonym of 'roared' from the above passage-
- a) dragged b) whispered
c) stared d) sharply

Short Questions

1. Why was Kezia afraid of her father ?
- Ans. Kezia's father did not have enough time to love her. Besides it, after the day's work he became tired and whenever she came before him, she would start stuttering.
2. How did Kezia's effort to please her father result in displeasing him?
- Ans. Kezia planned to prepare a birthday gift for her father. She tore some important documents for making a cushion as a gift. As a result of which her father became displeased.
3. Kezia decides that there are "different kinds of father". what kind of person was her father and how he was different from MacDonald ?
- Ans. Kezia thought so because her father was a kind of person who was not so friendly with her as Mr. Macdonald. Her father was a strict

person whereas Mr. MacDonald used to play with this children.

4. How does Kezia begin to see her father as a human being who needs her sympathy?

Ans. One night Kezia was alone at home. She had a nightmare. She was horrified. But at that time her father came. He took her in his bedroom and made her sleep with affection, so she thinks so

Long questions

1. Father in the beginning of the story is a dreadful figure to Kezia. What makes Kezia change her feelings towards her father in the end ?
2. "Cruel and harsh attitude is not enough to inculcate values and discipline among the children." Justify this statement in the context of the lesson. "The Little Girl."
3. "That night there was a hue and cry in the house." Why did her father get agitated?

Lesson 4

A TRULY BEAUTIFUL MIND

Value Points

- Albert Einstein, born on March 14, 1879 in the German City of Ulm, could not talk for about two and a half years. So mother thought him to be abnormal.
- He could not mix with his playmates, they called him brother boring.
- He especially loved mechanical toys so on looking at his newborn sister he asked, "Where are her wheels" ?
- At the school his headmaster said that the boy would never make a success at anything.
- He learnt to play the violin at the age of six and later became a gifted amateur violinist.
- He scored good marks in almost every subject in high school in Munich. Where his parents had moved when he was 15 months old.
- Einstein felt suffocated in the strict discipline of school so at the age of 15 yrs he convinced his parents, after long discussion, to continue his education in German-speaking Switzerland.
- Einstein was highly gifted in Mathematics and Physics. He graduated from the University of Zurich. In 1902 he finally got a job as a technical expert in the patent office in Bern. While doing his job, he was developing his own ideas in secret.
- During graduation he fell in love with a fellow, intelligent student Mileva Maric. He wanted to marry her, but his mother was against it as she was an intelligent girl and three years older than Albert. The pair finally married in 1903 and had two sons.
- In 1905 his papers on special theory of relativity described the world's most famous formula. It described the relationship between mass and energy $E=mc^2$.
- After a few years the marriage became weak. Mileva started losing her intellectual ambition and became an unhappy housewife.
- In 1919 the couple finally divorced and he married his cousin Elsa the same year.
- In 1915, he had published his general Theory of Relativity. It gave a new meaning to the word 'Gravity'. An eclipse of the sun in 1919 brought proof that his theory was accurate.
- Newspapers called his work as a scientific revolution.

- He received Nobel Prize in 1921 for Physics. He was praised for his work all over the world.
- In 1933 Nazis came to power in Germany So he emigrated to the US.
- Five years after the discovery of nuclear fission in Berlin, American physicists were very upset. They were afraid the Nazis could build and use an atomic bomb.
- On the request of a colleague, he wrote a letter to the American President Roosevelt warning him that "A single bomb exploded in port might very well destroy some of the surrounding territory".
- America secretly developed that atomic bomb and dropped it on the Japanese cities of Hiroshima and Nagasaki.
- Einstein was very disturbed by the extent of destruction. He again wrote a letter, this time to the United Nations to form a World Government.
- Einstein got politically involved in the next ten years, protesting to end arms build up. He campaigned for peace and democracy.
- This scientific genius died in 1955 at the age of 76. He was celebrated as a visionary and a world citizen.

ACTIVITY

1. Name the famous Indian Scientist associated with the picture.



2. Name five scientists and their achievements.

1.
2.
3.
4.
5.

COMPREHENSION PASSAGE

1. When he finally did learn to speak, he uttered everything twice. Einstein did not know what to do with other children and his playmates called him "Brother Boring".
- i) Who is 'he' here ?
 - a) A young doctor
 - b) Einstein
 - c) APJ Abdul Kalam
 - d) Einstein's brother
 - ii) What did Albert's classmates call him ?
 - a) A genius
 - b) Dull
 - c) Brother Boring
 - d) Stupid
 - iii) How many times did Einstein utter a word when he learnt to speak ?
 - a) Thrice
 - b) Four times
 - c) Once
 - d) Twice
 - iv) The word from above passage that means the same as said/spoke is:
 - a) Learnt
 - b) uttered
 - c) playmates
 - d) finally
2. After prolonged discussion, Einstein got his wish to continue his education in German speaking Switzerland, in a city which was more liberal than Munich.
- i) Where did Einstein wish to continue his study?
 - a) German
 - b) Munich
 - c) Switzerland
 - d) None
 - ii) Why did Einstein decide to continue his study in Switzerland ?
 - a) It was good city
 - b) It was more liberal than Munich
 - c) He liked the place
 - d) All
 - iii) Where did Einstein go after school ?
 - a) To a university in Zurich
 - b) To a university in Munich
 - c) To a university in German
 - d) To a university in Switzerland
 - iv) The antonym of 'short' from the above passage is-
 - a) prolonged
 - b) liberal
 - c) wish
 - d) none of these

3. But over the next decade, Einstein got more involved in politics -agitating for an end to the arms building and using his popularity to compaign for peace and democracy.
- i) What does the lesson "A Truly Beautiful Mind" speak about ?
 - a) Beauty of the mind
 - b) Beauty of the world
 - c) The life of Einstein
 - d) None
 - ii) What is the message of this lesson ?
 - a) A beautiful mind not only creates beautiful ideas but also to use them for the welfare of the humanity
 - b) Always think big
 - c) Be like Einstein
 - d) Win a Nobel Prize
 - iii) Einstein got involved in politics for agitating for :
 - a) peace and democracy
 - b) an end to the arms building
 - c) his popularity
 - d) none of these
 - iv) Decade is a period of _____
 - a) ten days
 - b) ten months
 - c) ten years
 - d) ten hours

Short Questions

1. Why did Einstein leave the Munich school for good ?
 Ans.He felt suffocated in that school and always got clashed with the teachers. So he left the Munich school for good.
2. What did Einstein call his desk drawer at the patent office ? Why?
 Ans.He called it "Bureau of theoretical Physics". It was so because his job was to assess other people's invention and he was developing his ideas in secret.
3. Why did Einstein write a letter to Franklin Roosevelt ?
 Ans.It was so because he thought that the Nazis could make and use an atomic bombings. He warned that a single bomb of this type can destroy the whole part of an area and it's territory.
4. How did Einstein react to the bombing of Hiroshima and Nagasaki ?
 Ans.Einstein was very sad. He wrote a letter to the United Nations for making a world government to stop such kind of destruction.
5. Why does the world remember Einstein as a "world citizen" ?
 Ans.It is so because Einstein was a scientific genius. Besides it, he did his best for bringing the peace and democracy.

Long questions

1. "Einstein was deeply shaken by the extent of destruction during the second world war." What does it show about him? What efforts did he make to promote peace and democracy?
2. Describe Albert Einstein's childhood.
3. Why did Einstein have special interest in Mileva Meric. Why was his mother against his marriage with her?
4. Albert Einstein is called a scientific genius. Write down his achievements and comment on his genius.

Lesson 5

THE SNAKE AND THE MIRROR

Vaikom Muhammad Basheer

Value Points

- A bachelor Homeopathy doctor lived in a non-electrified rented room with his few belongings and visiting rats.
- On a hot summer night the doctor came back to his room after dinner and heard a noise, when he opened the door. Noise, being a familiar one, he did not pay any attention to it and lay down on his bed but could not sleep.
- Took out a book opened it on the table.
- He looked into the large mirror kept on the table and admired himself as a young, handsome, unmarried doctor.
- Heard the sound from above again but wasn't serious about it as rats also used to make such sounds.
- While looking into the mirror he analysed that growing thin moustache and a smile on his face would make him more attractive.
- A lovely thought came to him of marrying a rich woman doctor with plenty of money and had good medical practice. His wife must be fat so that if he committed some silly mistake and needed to run away she might not be able to run after him and catch him.
- He sat on the chair opposite mirror. Suddenly he heard a thud and before he could see the object, a fat snake wriggled over the back of the chair and landed on his shoulder then coiled itself around his left arm. The hood was spread out hardly four inches away from his face.
- Death lurked (hanged) four inches away from him but he could do nothing. He sat as a statue, motionless, but his mind was very active.
- Suddenly the snake turned its head and saw its own reflection in the mirror. It unwound itself from his arm and slowly creeping the table and moved towards the mirror.
- Taking advantage, he got up from the chair and quietly went out through the door and ran as fast as he could and reached a friend's house.
- Next morning, accompanied by his friends, he came to his room to take away his things from there. But there was hardly anything left for him to carry. Some thieves had stolen most of his things, except the dirty vest.

ACTIVITY

1. Write the names of a few types of snakes. If possible paste the pictures of different types of snakes.

1.

2.

3.

4.

5.

6.

COMPREHENSION PASSAGES

1. The house was not electrified; it was a small rented room. I had just set up medical practice and my earnings were meagre.
 - i) 'I' in the above passage refers to-
 - a) A cobra
 - b) A young doctor
 - c) The mirror
 - d) The snake
 - ii) What kind of a house did the doctor live in ?
 - a) A beautiful house
 - b) A Kachcha house
 - c) An unelectrified rented room which was full of rats
 - d) None
 - iii) What was the source of the doctor's income ?
 - a) His medical practice
 - b) His research
 - c) His talks
 - d) None
 - iv) What does the word 'meagre' in the lesson mean ?
 - a) Big
 - b) Huge
 - c) Very little
 - d) Small
2. Suppose it struck, what was the medicine I had to take ? There were no medicines in the room.
 - i) What is this story about
 - a) About a frightening incident which is narrated in a humorous manner
 - b) About a doctor's plight
 - c) A foolish doctor
 - d) About rats
 - ii) What is 'it' here ?
 - a) the mirror
 - b) the snake
 - c) the doctor
 - d) none of these
 - iii) According to the passage, the doctor was worried because

- a) he had proper medicine to treat
 - b) he had to fight with snake
 - c) he could not hit it with a rod
 - d) If the snake struck, no medicine was available
- iv) The first form of 'struck' is-
- a) strick
 - b) strike
 - c) stick
 - d) strive
3. There was some pain my arm. It was as if a thick leaden rod - no, a rod made of molten fire was slowly but powerfully crushing my arm.
- i) The doctor felt pain in his arm because
- a) the snake coiled around his neck
 - b) the rat had struck his arm
 - c) the snake coiled around his arm
 - d) He fell on the ground
- ii) The 'leaden rod' here means:
- a) a black cobra
 - b) an iron red
 - c) the mirror
 - d) the young doctor
- iii) Which of the following is opposite to the word 'thin' used in the above passage :
- a) pain
 - b) leaden
 - c) thick
 - d) powerful
- (iv) How was the doctor's life saved?
- a) because of the mirror
 - b) because of rats
 - c) because of his dirty vest
 - d) because of his wife

Short Questions

1. "The sound was a familiar one. "What sound did the doctor hear ?
What did he think it was?
Ans.The familiar sound was that of the rats. It was usual sound of the running rats in the house of the doctor.
2. What two "important" and " earth-shaking" decisions did the doctor take while he was looking in to the mirror ?
Ans.The doctor took two important decisions. First one was that he would shave daily and grow a thin moustache and second was that he would wear an attractive smile on his face.

3. What kind of the person was the doctor ?

Ans. The doctor was a poor man and did not have much money. His house was a small rented room with many rats.

4. What were the thoughts of the doctor when the snake coiled around his arm ?

Ans. When the snake coiled around his left arm, he kept sitting there holding his breath. He became motionless and was afraid of the snake.

5. Why did the doctor decide to marry to a fat woman?

Ans. It was so because the fat woman would not be able to run after him if he committed any mistake.

Long Questions:

1. The humour in the story overshadows the frightening incident. Discuss with reference to "The Snake and the Mirror".
2. It was the doctor's presence of mind that helped him escape safely from the dreaded snake. Comment/Justify.
3. There always remains a gap between what we wish and what we achieve. Discuss with reference to the doctor in the story "The Snake and the Mirror".
4. "I was but a poor, foolish and stupid doctor." Justify the statement in the light of the story, "The Snake and the Mirror."

Lesson 6 MY CHILDHOOD

APJ Abdul Kalam

Value Points

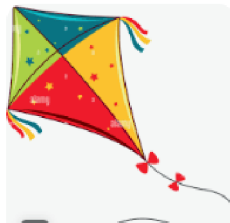
- Kalam — born in a middle class big Tamil Muslim family in the island town of Rameshwaram.
- He had a materially and emotionally secure childhood. Parents Jainulabdeen and Ashiamma were very generous, kind, believed in the life of necessities.
- Inherited honesty and self discipline from father and faith in goodness and deep kindness from mother.
- Earned little money during the second World War by collecting and selling tamarind seeds to the provision shop as a child. Later earned his first wages as a help for catching newspaper for his cousin Samsuddin.
- He had three close childhood friends — Ramanadha Sastri, Aravindan and Sivaprakasan who used to sit together with Kalam in the front row.
- When he was in class V a new teacher saw them sitting together and asked Kalam to go to back bench because of his religion
- Ramanadh's father (Laxman Sastry) asked the teacher not to spread the poison of inequality and intolerance. Ultimately the teacher had to apologize for his act.
- Kalam's science teacher— Shiv Subramania Ayyar once took him home for dinner, but his orthodox, conservative wife refused to serve him food as he was a Muslim. Mr. Subramania served him food and invited him next week also.
- Mr. Subramania motivated him for higher studies.
- After completing elementary education Kalam asked his father for permission to leave Rameshwaram for higher studies. He agreed to send him to study at the district headquarters in Ramanathapuram. To convince his mother, his father gave the example of a seagull who flies across the sun alone and without a nest.

ACTIVITY

Write a few examples of communal harmony that you watch in the society. It can be a religious, social or sports activity.

Ex. Kite Flying

- 1.
- 2.
- 3.
- 4.



COMPREHENSION PASSAGE

1. I was one of the many children — a short boy with rather undistinguished looks, born to tall and handsome parents.
- i) Who is the narrator here ?
 - a) A young doctor
 - b) Ustad Bismillah Khan
 - c) Albert Einstein
 - d) APJ Abdul Kalam
 - ii) The chapter 'My Childhood' is taken from the book :
 - a) Midnight children
 - b) Alchemist
 - c) Wings of fire
 - d) Sapians
 - iii) As a young boy, Abdul was :
 - a) tall and bright
 - b) short and fair
 - c) short and ordinary
 - d) short and fat
 - iv) Find the word from the above lines that means the same as 'ordinary'
 - a) many
 - b) undistinguished
 - c) handsome
 - d) short
2. Samsuddin helped me earn my first wages. Half a century later, I can still feel the surge of pride in earning my own money for the first time.
- i) Who was Samsuddin ?
 - a) Kalam's brother
 - b) Kalam's friend
 - c) Kalam's neighbourer
 - d) Kalam's cousin
 - ii) Who helped Kalam in getting his first wages?
 - a) His neighbourer
 - b) His parents
 - c) Teachers
 - d) His cousin
 - iii) Kalam earned his first wages by:
 - a) by selling tamarind seeds
 - b) by teaching children
 - c) by disturbing newspapers
 - d) none of these
 - iv) What did Samsuddin do ?
 - a) Distributed newspapers in Rameshwaram
 - b) Helped collecting seeds

- c) Helped getting money
 - d) Helped in selling seeds
 - v) Word from the passage that means the same as 'rise'
 - a) earn
 - b) feel
 - c) surge
 - d) pride
3. One day he invited me his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen.
- i) Who invited the narrator ?
 - a) his cousin
 - b) Samsuddin
 - c) science teacher
 - d) the headmaster
 - ii) What kind of person was Sivasubramania ?
 - a) Orthodox brahmin
 - b) Calm and generous
 - c) Believed in equality and wanted to bring reforms in the society
 - d) All
 - iii) The woman was horrified for
 - a) serving a muslim boy in her kitchen
 - b) talking with short and ordinary boy
 - c) inviting teachers to dinner
 - d) none of these
 - iv) What kind of person was Sivasubramania's wife ?
 - a) Orthodox brahim
 - b) Calm and generous
 - c) Believed in equality
 - d) All

Short Questions

1. Where was Abdul Kalam's house situated?
 Ans. Abdul Kalam's house was situated in Mosque street in Rameshwaram.
2. What do you think Dinamani is the name of ? Give a reason for your answer ?
 Ans. I think Dinamani is the name of a newspaper . It is so because the author would trace the stories about the was told by his brother-in-law Jallaludin in the headlines in Dinamani.
3. who were Abdul Kalam's school friends ? what did they later become?

Ans. Abdul Kalam's school friends were Ramanadha Sastri, Arvandan and Sivapraksan. Ramanadha took over the priesthood of the Rameshwaram temple from his father. Arvandan joined the business of arranging transport for visiting pilgrims and Sivapraksan became a catering contractor for the Southern Railways.

4. How did Abdul Kalam earn his first wages?

Ans. By catching the newspaper bundles that had to be thrown out of the moving train between Rameshwaram and Dhanuskodi. It was because the train halt at Rameswaram was suspended.

5. Did Abdul Kalam earn any money before that? If yes, in what way?

Ans. Yes, he had already earned some money before that. He used to collect the tamarind seeds and sold them to a provision shop in Mosque street.

Long Questions

1. Compare and contrast the role of two different teachers in Abdul Kalam's life in influencing him in terms of social and communal intolerance.

Or

The two teachers in Kalam's life had different attitude towards social and communal tolerance. Which attitude do you think is right and why?

2. Discuss the role of Abdul Kalam's parents in his life.
3. Explain Kalam's experience at the science teacher's house.

Lesson 7

PACKING

Jerome K. Jerome
[an extract from *Three Men in Boat*]

Value Points

- Three friends George, Harris and Jerome are preparing for a journey. They collect necessary articles for journey.
- Author Jerome who prides himself on his packing offers to pack the goods.
- Both his friends agreed and George sat on an easy chair and Harris put his legs on the table and lit a Cigar.
- Actually Jerome meant to boss the packing work, instructing his friends. But his friends left the whole work to him and relaxed.
- He got irritated. However he packed the bag and strapped it. Then Harris asked if he had put the boots in. He did not remember about boots while he was packing. George laughed at him which angered Jerome.
- He opened the bag, packed the boots in and was going to strap it again. Suddenly he wondered if he had packed his toothbrush which was very important for him.
- He unpacked the whole bag and searched for it. Ultimately it was found inside a boot. He repacked the whole bag again.
- When he had repacked it George asked if the soap was packed. Jerome got irritated and said he didn't care but noticed that he had packed his tobacco-pouch in it. He finally packed it at 10:05 p.m.
- Harris was the worst packer according to Jerome. Many things like plates, cups, bottles, pies, tomatoes etc. were to be packed in hampers.
- With the packing of hampers by George and Harris an exciting scene started.
- Packing started with breaking of a cup, strawberry jam was packed on tomato by Harris that squashed it, tomato was picked out with a spoon.
- Jerome didn't comment on this, just watched them, sitting on the edge of the table. It irritated them and made them nervous & excited.
- They smashed the pies by putting heavy things on them. They upset salt over everything.

- George trampled the butter, removed it from his slipper and tried to put it in the kettle, but couldn't. After scraping it he put it on a chair. Harris unknowingly sat on it. It stuck to him and they searched for it blaming each other. Arguing and staring at one another, they went round the room searching for it. At last George found it sticking at the back of Harris. After getting it off, they packed it in the teapot.
- Montmorency was their naughty pet dog. He was always ready for mischief. He was present where he was not wanted. He put his damp nose in the articles to be packed, put his leg into the jam. Thinking lemons as rats he killed (spoiled) three of them.
- Harris blamed Jerome for encouraging the dog for mischief. But it was his natural habit.
- At last packing was completed at 12:50. Harris sat on the big hamper and hoped nothing would be found broken.
- Due to shortage of beds they tossed and finally Harris slept with Jerome.
- Harris wanted to wake up at seven but Jerome said six they finally agreed on half past six.
- They asked George to wake them up at 6:30 but he didn't answer. They found that he was asleep. Both the naughty friends put the bathtub where he could tumble into while getting up in the morning.
- Finally they went to bed.

ACTIVITY



Suppose you are going for a picnic. What articles would you like to pack in your bag? Make a list.

COMPREHENSION PASSAGE

1. They began in a light hearted spirit, evidently intending to show me how to do it. I made no comment.
 - i) Who are 'they' here ?
 - a) three friends
 - b) George and Harris
 - c) Harris and Jerome
 - d) Jerome and Montmorency
 - ii) What did the three friends toss for ?
 - a) packing
 - b) butter
 - c) beds
 - d) all of the above
 - iii) Who offered to do packing first ?
 - a) Montmorency
 - b) George
 - c) Harris
 - d) Jerome
 - iv) Why was Jerome willing to do packing ?
 - a) because of his expert packing skills
 - b) he did not want to miss anything
 - c) he wanted to steal his friend's belongings
 - d) he liked doing it
2. They did scrape it out at last, and put it down on a chair, and Harris sat on it, and it stuck to him, and they went looking for it all over the room.
 - i) What is 'it' here ?
 - a) Jam
 - b) butter
 - c) tomato
 - d) kettle
 - ii) Where did it disappear ?
 - a) It stuck to Harris's back
 - b) Montmorency ate it
 - c) they packed it in kettle
 - d) three friends ate it
 - iii) While packing things George and Harris did a few silly things, name them.
 - a) broke a cup and upset almost everything
 - b) squashed a tomato

- c) trod on butter and stepped on a banana
 - d) all
 - iv) What happened when George put butter on the chair ?
 - a) Harris sat on the chair and butter was stuck to his back
 - b) Montmorency ate it
 - c) Jerome ate it
 - d) George kept it in the fridge
3. He put his leg into jam, and he worried the teaspoons, and he pretended that the lemons were rats, and got into the hamper and killed three of them.
- i) Who is 'he' here ?
 - a) Harris
 - b) Jerome
 - c) Montmorency
 - d) George
 - ii) Who was irritating George and Harris ?
 - a) Jerome
 - b) Montmorency
 - c) Packing
 - d) All
 - iii) What was Montmorency's contribution to the packing ?
 - a) made packing easier
 - b) packing became quicker
 - c) packing was worsened
 - d) all
 - iv) How was packing worsened with Montemorency's contribution ?
 - a) packing became tiresome
 - b) became a perfect nuisance
 - c) put his leg into jam and sat over the things
 - d) all

Short Questions

1. How many characters are there in the narrative ? Name them ?
 Ans. There are four characters in the lesson , Jerome, George, Harris and Montmorency (the dog).
2. Why did the narrator volunteer to do the packing?
 Ans. Because he thought that he knew more about packing than anybody else.
3. How did George and Harris react to this ? Did Jerome like their reactions ?
 Ans. Jerome got irritated because George and Harris just watched and did

nothing.

4. What was Jerome's real intention when he offered to pack ?

Ans. Jerome's real intention was just to guide and supervise the packing session.

5. What "horrible idea" occurred to Jerome a little later?

Ans. Jerome packed Harris' boots but after that he thought he might not have packed his toothbrush in it.

6. Why did Jerome have to reopen the packed bag?

Ans. Jerome realised that he had packed his tobacco pouch in it. So he reopened the packed bag.

7. What did George and Harris offer to pack and why ?

Ans. They offered to pack the hampers and it was so because they had to set out in less than twelve hours' time.

8. Who was Montmorency and what was his ambition in life ?

Ans. Montmorency was a dog, it was very naughty. His ambition was always to get in the way.

Long Questions

1. Humour in this story adds life to an otherwise boring topic like packing. Discuss with reference to the incidents in the lesson 'PACKING'.
2. How many times did the narrator reopen the bag while packing things and why?
3. How did George and Harris make a mess of things while packing? Explain.
4. What is the role of Montmorency in packing?

8. Reach for the Top-1

Santosh Yadav

Value points

- Santosh Yadav is the only woman in the world to scale Mt. Everest twice.
- She was born in the small village of Joniyawas of Rewari district in Haryana, in a traditional conservative family.
- Her parents were traditional, prosperous landlords and she was the youngest and the only sister of five brothers.
- Contrary to her name 'Santosh' she was not satisfied with the traditional way of life.
- To start with, she did not wear traditional dresses in her childhood and preferred shorts. She studied in the village school.
- She was pressurised by her parents as she turned sixteen, to get married. Usually in her village girls got married at this age. But Santosh threatened her parents to never marry if she did not get a proper education.
- She left home and got herself enrolled in a Delhi school. When her parents refused to pay for her education, she politely informed them that she would work part time to pay her fee. Then her parents agreed to pay for her education.
- After passing high school exam, she joined Maharani College in Jaipur. Her room in Kasturba Hostel faced the Aravalli Hills.
- From the room, she used to watch people climbing hills then disappearing. Curious to find the reason, one day she went there and found a few mountaineers.
- She asked if she could join them. They not only agreed but motivated her to take to climbing.
- She started saving money and enrolled herself in a course without her parent's permission and later apologised for it.
- Instead of going back home, she went straight for the training. She went on an expedition every year after that.

- In just four years her climbing skills matured and she developed remarkable resistance to cold and the altitude.
- As a result of her hard work, sincerity, iron will, physical endurance and amazing mental toughness, she conquered Mt. Everest in 1992.
- Her seniors were impressed by her climbing skills, physical fitness and mental strength, caring & cooperative nature.
- During the 1992 Everest mission she saved the life of a fellow climber by sharing her oxygen but despite the special care by her she could not save another dying climber at the South Col.
- She scaled Everest for the second time within 12 months of her first success, being a member of Indo-Napalese Women's expedition.
- She set a record as the only youngest woman to have scaled the Everest twice.
- The Indian government conferred on her the 'Padmashri', one of the nation's top honours, in recognition of her achievements.
- She not only unfurled the Indian tricolor on the Everest but collected and brought down 500 kg. of garbages from the Himalayas, being a true environmentalist.

ACTIVITY

Match the names with their feat

- | | |
|--|--|
| 1. First Everest climber to reach the Summit | - Bachendri Pal |
| 2. First Indian to climb Mt. Everest | - Malavatr Poorna |
| 3. Three times climber of Mt. Everest | - Edmund Hillary and
and Tenzing Norgay |
| 4. First Indian woman to reach the summit
of Mt. Everest. | - Avtar Singh Cheema |
| 5. Youngest Indian to climb Mount Everest | - Saurabh Singh
Shekhawat |

COMPREHENSION PASSAGES

1. But to everyone's surprise, the unborn child's grandmother, who was standing close by, told him that they did not want a son. The holy man' was also surprised.
 - i) What request did the unborn child's grandmother make to the holy man ?
 - a) blessing for a son
 - b) blessing for money
 - c) blessing for milk
 - d) blessing for a daughter
 - ii) What blessings did the holy man give earlier ?
 - a) for peace and prosperity
 - b) for success
 - c) for the birth of a son
 - d) for the birth of a daughter
 - iii) The synonym of 'near by' from the above lines -
 - a) standing
 - b) close by
 - c) surprised
 - d) holy
 - iv) The grandmother referred in the para is -
 - a) Kezia's grandmother
 - b) Kalam's grandmother
 - c) Santosh Yadava's grandmother
 - d) none of these
2. She began living life on her own terms from the start, where other girls wore traditional Indian dresses, Santosh preferred shorts.
 - i) Who is 'she' here ?
 - a) Kezia
 - b) Santosh Yadav's grandmother
 - c) Maria Sharapova
 - d) Santosh Yadav
 - ii) How was Santosh different from other girls ?
 - a) she was prettier
 - b) she was slim
 - c) She didn't like and do any traditional things rather always did things of her choice
 - d) None
 - iii) 'On her own terms' here means –
 - a) on her conditions
 - b) on choice of others
 - c) on friend's term
 - d) none of these
3. A marriage as early as that was the last thing on her mind. She threatened her parents that she would never marry if she did not get a proper education.
 - i) Why did Santosh leave home for Delhi ?
 - a) to roam about
 - b) to meet a friend
 - c) to get proper education and avoid marriage
 - d) None

- ii) What did Santosh's parents want ?
- a) to marry her early b) to educate her
c) to make her wrestler d) none
- iii) The phrase from the above lines that means the same as 'the least important is-
- a) as early as b) threatened
c) last thing on mind d) on her own terms
4. Then I unfurled the Indian tricolor and held it aloft on the roof of the world, The feeling is indescribable.
- i) Who is the speaker here ?
- a) Maria Sharapova b) Santosh Yadav
c) APJ Abdul Kalam d) Albert Einstein
- ii) 'Roof of the world' here refers to -
- a) Ladakh b) Mt Everest
c) Aravali Hills d) Jammu and Kashmir
- iii) The word from the above lines that means the same as 'can not be explained' is -
- a) unfurled b) indescribable
c) aloft d) none of these
- iv) How did Santosh feel after reaching the top of the world ?
- a) It was a spiritual and proud moment b) tired
c) exhausted d) fatigued
- v) Why was Santosh recorded in the Record book both times after scalling Everest ?
- a) for being the youngest achiever b) for being a woman
c) for being fastest d) for her physical fitness

SHORT QUESTIONS

1. Why was the 'holy man', who gave Santosh's mother his blessings, surprised ?

Ans. The holy man thought that they wanted a son but when her grandmother told him that they did not want a son, he got surprised.

2. Give an example to show that even as a young girl Santosh was not ready to accept anything unreasonable?

Ans. In her village all girls wore traditional clothes whereas Santosh preferred shorts. This shows that she did not accept anything unreasonable.

3. Why was Santosh sent to the local school ?
Ans.As per custom of the family of being able to read and write, she was sent to the local school.
4. When did she leave home for Delhi and why ?
Ans.She left home for Delhi at the age of sixteen to get further education.
5. Why did Santosh's parents agree to pay for her schooling in Delhi? What mental qualities of Santosh are brought in to light by this incident ?
Ans. When her parents refused to pay, she told them that she would do part time job for her fee, so they agreed to pay her fee. It showed her qualities of strong will power, determination and self dependence.
6. How did Santosh begin to climb mountains?
Ans.Santosh used to watch the villagers to go up the Aravalli hills. There were mountaineers. They motivated her and she also joined them. Thus , she started climbing.
7. what incidents during the Everest expedition show Santosh's concern for her team mates?
Ans.During her climbing she shared her oxygen with a climber Mohan Singh and saved his life . It shows her concern for her team mates
8. What shows her concern for the environment ?
Ans.She collected 500kg garbage from mount Everest and brought it down. This shows her deep concern for the environment.
9. How does she describe her feelings at the summit of Everest ?
Ans.Santosh Yadav unfurled the Indian flag at Everest. It was a spiritual moment for her. Her feeling was indescribable.
10. Santosh Yadav got in to the record books when she scaled mount Everest. What were the reasons for it?
Ans.She conquered this summit at the age of 20. she was the youngest woman to do so , in the world. She scaled mount Everest twice, it also made her unique.

Long Questions:

1. "From the very beginning I was quite determined that If I choose a correct and rational path, the others around me had to change not me". What traits and values you admire in her that made her a successful woman despite the fact that she come from a orthodox, conservative, traditional society.
2. What skills and qualities did Santosh develop after she took up climbing as a career?
3. How did Santosh come to be a member of an Indo Nepalese women's Expedition?
4. How did Santosh get inspiration to become a moutaineer?

8. Reach for the Top-II

Maria Sharapova

Value points

- Maria Sharapova a fashionable, glamorous Russian girl who reached to the world's number one position in women's tennis on 22nd August 2005.
- Born to Yuri and Yelena Sharapova in Siberia, she was sent to Florida, USA with her father for tennis-training at the age of nine.
- Due to visa-restrictions mother could not accompany them. But Maria learnt an important lesson in life- that tennis excellence would only come at a price.
- Father also worked extra hours to pay for her tennis training and could not stay with her. She had to tolerate separation from her mother for two years.
- Being so young, just nine, she went to bed at 8 p.m. The other tennis players used to come at 11p.m. and after waking her up, would ask her to clean the room.
- But instead of being depressed, she was becoming more determined and mentally tough to achieve her target. Instead of quitting she steadfastly pursued her dream.
- Four years' hard work and strong determination and sacrifice that she made, resulted in bagging women's singles tennis trophy in 2004 and in 2005 world's no.1 position.
- The key to her success is being competitive, hard working with no place for sentiments.
- Though trained in US, she is proud to be a Russian and ready to play for Russia if offered.
- Her hobbies are fashion, singing and dancing. She loves to read novels of Arthur Conan Doyle. She loves sophisticated evening gowns and eating pancakes with chocolate spread and fizzy orange drinks.
- Her hardwork, strong determination, mental toughness and sacrifices have earned her not only success but ample money also.
- She admits that money was a motivation for her but the most important thing was to become number one in the world.

ACTIVITY

Name the sportsperson and the game they are associated with-Saina Nehwal, Maria Sharapova, Harbhajan Singh, Sania Mirza, Virat Kohli, Sushil Kumar.



COMPREHENSION PASSAGE

1. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States.
 - i) When was little Maria packed off to U.S?
 - a) at the age of 19
 - b) at the age of 14
 - c) at the age of 15
 - d) at the age of 10 for training for tennis
 - ii) Who went to the United State with Maria ?
 - a) her mother
 - b) her father
 - c) her grandmother
 - d) her teacher
 - iii) Maria Sharapova belongs to-
 - a) United States
 - b) France
 - c) Russia
 - d) Germany
 - iv) The phrase from the above lines that means the same as 'to send someone away' is-
 - a) off to
 - b) packed off
 - c) celebrated
 - d) none of these
 - v) What led Maria to the path of success and why couldn't her mother accompany her ?
 - a) Her trip to U.S. for playing tennis. Her mother couldn't accompany because of visa restrictions.
 - b) Her habits. Her mother was unwell and so she could not accompany her
 - c) Her interest in music. Her mother did not want to go to USA
 - d) Her Academics. Her mother was busy
2. The nine year old girl had already learnt an important lesson in life-that tennis excellence would only come at a price.
 - i) Who is the 'girl' here ?
 - a) Santosh Yadav
 - b) Kezia
 - c) Maria Sharapova
 - d) none
 - ii) What price did she pay for tennis training ?
 - a) She had to pay a hefty amount
 - b) separation from mother and isolation
 - c) She lost her bags.

- d) travelled alone to us
- iii) Maria put up all the humiliations and insults during her training period to
 - a) To pursue her education
 - b) To pursue her music
 - c) To pursue her dream for tennis
 - d) To be the richest tennis player in the world
- 3. That toughness runs through Maria even today. It was the key to her bagging the women's singles crown at Wimbledon in 2004 and to her meteoric rise to the world number one spot the following year.
 - i) What's Sharapova's mantra for success ?
 - a) Being competitive b) Working hard
 - c) Respecting her job d) All of the above
 - ii) Depressing treatment in the U.S made Maria :
 - a) weak b) nervous
 - c) timid d) tough
 - iii) When did Maria Sharapova get the world number one position in women's tennis ?
 - a) 22 August 2004 b) 22 August 2005
 - c) 22 August 2006 d) 22 August 2007
 - iv) Word from the above passage which means the same as 'sudden'
 - a) toughness b) bagging
 - c) meteoric d) none of these

Short Questions

1. What was the role of Maria's Father in shaping her career in Tennis ?
 Ans. Her father Yuri played a significant role in sending her from Russia to Florida, U.S.A. He worked very hard to finance her family.
2. Why did Maria feel lonely and depressed during her initial year in the United States?
 Ans. Maria went to U.S.A alone with her father. Her mother could not go due to visa restrictions. Her father was busy in his work. So she felt lonely and depressed.
3. What did 'her trip to Florida' do for Maria ?
 Ans. Her father took her there to have the best possible training in tennis. That made her a tennis star.

4. How was Maria treated by other pupils during her initial years in United States?

Ans. Maria was only nine years old when she went to the United States. She would sleep at 8 P.M. Other pupils would wake her up and order to tidy up their room.

5. What was the mantra of Maria's success ?

Ans. Her strong determination, mental toughness and competitive nature was the mantra of her success.

Long Questions

1. Compare and contrast Santosh Yadav and Maria Sharapova in terms of their birth, the families they were born into, their education, parental support, training, struggles and their achievements.
2. Describe Maria's journey to the pinnacle in women's tennis.

9. The Bond of Love

Kenneth Anderson

- A sloth bear cub was found by the author accidentally. When author was passing through sugarcane fields, while driving away the wild pigs, one of his companions shot a sloth bear. A baby bear was riding on the back of mother bear when it was shot dead. Baby bear was making miserable sounds running around the mother. Author felt pity for it.
- Author captured it with the help of his friends to take it home and put it in a gunny bag.
- He presented the bear cub to his wife on reaching Bangalore, his home. She was so happy that she instantly put a ribbon around its neck on finding it to be a male named it Bruno and lovingly called it "Baba".
- Bruno learnt drinking milk from a bottle. In a few days he started eating and drinking everything even spicy things, beer, alcoholic liquor etc.
- In his younger days he was left free and became friendly with two Alsatian dogs and children of the tenants. Bruno had access to kitchen and even slept in the beds of family members.
- One day author put down poison (Barium Carbonate) in the library to kill rats, but Bruno entered the library as usual and ate some of the poison.
- Bruno got paralysed but somehow he dragged himself to author's wife. She called author and he took him to the vet.
- It was an uncommon case of barium carbonate poisoning of a bear
- But Bruno was saved.
- Bruno grew bigger in size and author decided to give it to the Zoo.
- Author's wife consented after great persuasion.
- But cried later, went to meet him at the Zoo.
- Both cried, wanted to take Baba back.
- With great efforts taken back, Island created for Baba in the house.
- Story tells that bear also has a sense of affection, memory and individual characteristics.

ACTIVITY

- Name some stories with human - animal love.
- There may be a story telling session in the class

COMPREHENSION PASSAGES

1. "I must see Baba, either you take me by car, or I will go myself by bus or train." So I took her by car.
- i) Who wants to meet Baba ?
 - a) Author
 - b) Author's wife
 - c) Servant
 - d) Children
 - ii) Where does the speaker want to go ?
 - a) Zoo
 - b) Her home
 - c) Market
 - d) Office
 - iii) How did the speaker convince other for her wish ?
 - a) She cried bitterly
 - b) She decided to go by herself
 - c) She requested her husband
 - d) None of these
 - iv) Who is Baba ?
 - a) Bear
 - b) Child
 - c) Neighbour
 - d) Author
 - v) How did they go to zoo ?
 - a) By car
 - b) By bus
 - c) By train
 - d) None of these
2. My wife cried bitterly, Baba cried bitterly, even the hardened curator and the keepers felt depressed. As for me, I had reconciled myself to what I knew was going to happen next.
- i) Why did the author's wife cry bitterly ?
 - a) She was missing Baba
 - b) She was missing her husband
 - c) She was missing her children
 - d) None of these
 - ii) What was the reaction of the curator and the keepers ?
 - a) Happy
 - b) Depressed
 - c) Surprised
 - d) Shocked

Short Questions

1. On two occasions Bruno ate/drank something that should not be eaten/drank. What happened to him on these occasions?
Ans. Bruno ate the poison which was for killing rats. By it he became paralysed. But he was saved by timely treatment once he drank one gallon of old engine oil, but it had no effect on him.
2. Was Bruno a loving and playful pet? Why, then did he have to be sent away?
Ans. Yes, Bruno was a loving and playful pet. But he was sent away because of its large size and tenants' children.
3. How was the problem of what to do with Bruno finally solved?
Ans. When Bruno was sent to zoo, the author's wife was very upset. But soon Bruno was brought back to home and a dry pit was made for him at home.
4. How did the author find the cub sloth bear and what did he do with it?
Ans. The author found the cub sloth bear from a sugar cane field. Its mother was shot dead. The author captured it and presented it to his wife.
5. What were the tricks Baba had learnt?
Ans. Baba performed as a wrestler. He used his stick as a gun. He used the stamp of wood as a baby and cradled him.

Long Questions

1. 'Animals also feel the pleasure of love and the pains of separation' Discuss this statement with reference to the story. 'The Bond of Love.'
2. 'Love is mutual'. Justify this statement with reference to the story. 'The Bond of Love.'
3. Bruno was a loving and playful pet. Still he was sent to the Zoo. Give reasons.

10. KATHMANDU

–Vikram Seth

- The author visits Kathmandu, the capital of Nepal and hires a cheap room in the centre of the town and sleeps for hours.
- Next morning accompanied by Mr. Shah's son and nephew he visits the most sacred Hindu temple, Pashupatinath on the bank of Bagmati river.
- The atmosphere in and around the temple is completely chaotic. There are priests, devotees, hawkers, tourists, cows and monkeys etc.
- A sign board announces entry for the Hindus only. People are jostling to go to the front. A policeman is not allowing saffron clad Westerners to enter. Monkeys and dogs are roaming freely there.
- The author is amused to see two monkeys fighting with each other, chasing and one jumps onto a Shivalinga.
- A corpse is being cremated on the bank of the river, washer women are busy doing their work, children bathing in it. A basket of old offerings is thrown from a balcony into the river.
- A small shrine half protrudes from the stone platform on the river bank. It's believed that when it emerges fully, the goddess inside will escape and the evil period of Kaliyug will end on the earth.
- In contrast Baudhnath Stupa is very calm. Its white dome is surrounded by a road, small shops surround it, no crowds, shops, mainly owned by Tibetan immigrants selling bags, jewellery, etc.
- Kathmandu is described as lively, commercial and a religious place having busy, narrow streets.
- Kathmandu market has fruits and flute sellers, hawkers, shops selling Western cosmetics, chocolates, antiques, film rolls etc.
- Noises of film songs, car horns, vendors shouting, cows roaming freely here and there.
- Author buys eatables and coca cola etc. for himself.
- He thinks of two plans to go back home, one by bus and train to Patna and then sailing up the Ganges and Yamuna. But being homesick he stuck to the second one, buys a next day ticket for direct flight to home.

- The author is fascinated by a flute seller standing in a corner of the square near his hotel.
- He has a pole on which many flutes are stuck like quills of a porcupine. He plays flutes whose sound is clearly audible in the traffic and hawker's noise. He doesn't have to shout for his product; Occasionally sells a flute, plays melodious tunes which impress the author.
- Flute is present in different cultures with different names with its specific fingering and compass. But author finds the commonality of all mankind in flute music.
- He observes that as we have to breathe to live, its playing also needs to pause and breathe to produce music.
- The melodious tunes of bansuri had never left him spell bound earlier.

ACTIVITY

Elaborating with drawings/pictures, describe a place that you have visited. It may be a,

Market place

Monument

Religious place.

COMPREHENSION PASSAGES

1. There are so many worshippers that some people trying to get the priest's attention are elbowed aside by others pushing their way to the front.
- i) Who is the writer of the lesson ?
 - a) Abdul Kalam
 - b) Vikram seth
 - c) Katherine Mansfield
 - d) James
 - ii) Which place is being talked about here ?
 - a) Hindu temple
 - b) Market
 - c) Baudhnath Stupa
 - d) Monument
 - iii) Why were the people elbowed aside by each other ?
 - a) To do worship
 - b) To get priest attention
 - c) Ram mandir
 - d) Hanuman temple
 - iv) Which temple is described here ?
 - a) Pashupatinath Temple
 - b) Konark Temple
 - c) Ram Mandir
 - d) Hanuman Temple
 - v) Give the verb of the word 'worshippers'
 - a) Worship
 - b) Worshipped
 - c) Both a and b
 - d) None of these
2. But I am too exhausted and homesick; today is the last day of August. Go home, I tell myself; move directly towards home. I enter a Nepal Airlines office and buy a ticket for tomorrow's flight.
- i) Who is 'I' in the above line?
 - a) Writer
 - b) Priest
 - c) Traveller
 - d) Friend of writer
 - ii) Why does the speaker want to "move directly towards home"
 - a) To spend holidays
 - b) To catch the flight
 - c) To relax
 - d) To join office
 - iii) How does the speaker decide to travel ?
 - a) By car
 - b) By train
 - c) By plane
 - d) By motorcycle
 - iv) Find a word from the above passage that means the same as 'missing home'
 - a) Homesick
 - b) Exhausted
 - c) tired
 - d) Bored

5. Compare and contrast the atmosphere in and around the Baudhnath stupa with the Pashupatinath temple ?

Ans At Pashupatinath temple the scene was full of crowd, priests, hawkers, devotees, tourists, cows, monkeys and dogs roam through the ground. On the other hand, the atmosphere at the Baudhnath stupa showed complete stillness. There was no crowd.

Long Questions

1. The holy river 'Bagmati' is used for different social customs and is badly polluted. How can the sacredness of the holy rivers be maintained?
2. What is the difference between the atmosphere at Pashupatinath Temple and Baudhanath Stupa?

11. IF I WERE YOU

–Douglas James

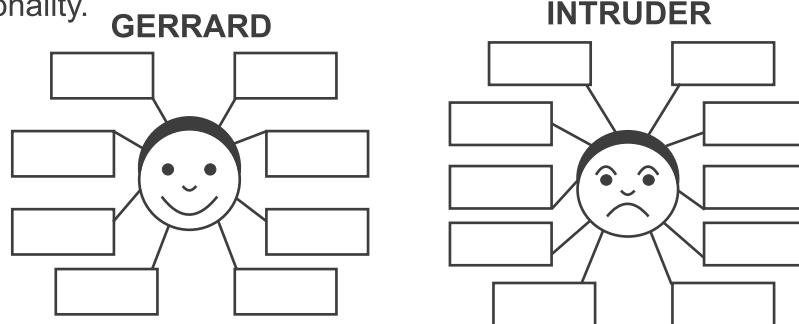
- Gerrard, a play wright, lives alone in a lonely cottage.
- After talking to someone on phone, he starts packing his travelling bag.
- Suddenly an intruder enters the cottage with a revolver in his hand, Gerrard smiles surprisingly.
- Gerrard tries to be calm. Intruder wants to know some facts about his life. When Gerrard tries to be humorous while answering his questions, he threatens to hurt him, if he would not answer.
- Gerrard tries to know his name but he is too clever to tell it, Instead he asks Gerrard's Christian name.
- Intruder inquires if he drives car and who often visit him the people. Though intruder has collected a lot of information about Gerrard, still he wants to confirm the facts.
- Gerrard tells him that only a few people-the baker, the green grocer and a quite charming milkman visit him.
- Gerrard again in a tricky way tries to know about him. Intruder asks him not to be smart he has a special motive and it would surprise him.
- Gerrard asks him what particular line of crime he embraces and intruder tells him that his speciality is jewel robbery.
- During conversation Gerrard says that there are a few jewels to rob in the Essex's forests. Intruder says that cops are also few. So he can comfortably relax.
- Gerrard amusingly tells him that he was not invited to live with him. Intruder says that his big surprise is that he is not going to live for long he will kill him soon.
- Intruder sarcastically tells him that he is sorry to kill him but he has to as he is wanted in a murder case and police is behind him. If he kills Gerrard he cannot be hanged twice for double murder.
- After killing Gerrard he will take on his identity and live comfortably. He has learnt Gerrard's style of talking and he will dress up like him with Gerrard's clothes.
- After listening all this Gerrard says to intruder that he cannot kill him, instead he will let him go and thank God for not killing him earlier.
- Now intruder is eager to know the reason and unintentionally tells Gerrard that he was doing a job in the town. Things went wrong and he killed a cop. since then he has been dodging. Intruder further tells him that he came to Aylesbury where he saw and listened to his conversation with two people.

He says that Gerrard seems mysterious to him. He is the right person to take on his identity.

- Gerrard tries to explain the mystery but intruder is no more interested in listening. He is paying much attention to Gerrard's way of talking, style of walking etc.
- He tells intruder that if he shoots, he will be surely be hanged if not as him self then as Vincent Charles Gerrard.
- Gerrard tells him that it was his surprise for him. If he is a criminal he is also not a gentleman. He says that his game is also over. Circumstances were not favourable so he ran away after firing bullets but one of his accomplices was captured. He is also expecting trouble that night. So his bag is packed and intruder finds in his bag, along with other things, false moustaches etc. which Gerrard says are disguise outfit.
- Gerrard offers him lift in his car to run away. To make him believe his words he shows disguise outfit in the bag as a proof.
- Gerrard tells the intruder that he has posted a man who will ring up on seeing police. Then bell rings and he instructs intruder to follow him as police has come.
- Gerrard opens the door and steps away. Intruder leans forward, to inspect whether he is speaking the truth, with side towards Gerrard, but revolver ready. As he turns his head and reaches near the cupboard, Gerrard pushes the intruder into the cupboard, knocking the revolver out of his hand and locks it from outside. Now Gerrard goes to the phone and calls the policeman (sergeant).

ACTIVITY

Following words are associated with the personality of the characters of this play. 'If I were you.' Write the words at the correct place, matching the personality.



Smart, sarcastic, quick witted, sense of humor, talkative, clever, flashy, confident, spectacles, observant, nonchalant, reserved, planned, short-tempered, bold, intelligent, well-dressed, serious, brave, medium built.

COMPREHENSION PASSAGES

1. "I m not taking it for fun, I've been hunted long enough. I'm wanted for murder already and they can't hang me twice."
 - i) Who does 'I' refer to ?
 - a) Writer
 - b) Policeman
 - c) Intruder
 - d) None of these
 - ii) Why has he been hunted long enough?
 - a) He killed a cop
 - b) He stole a car
 - c) He robbed House
 - d) He broke the traffic rules
 - iii) What punishment maybe given to him ?
 - a) To shoot
 - b) To hang
 - c) To keep in prison
 - d) To get free
 - iv) Find a word from the passage which means the same 'sought after'.
 - a) Wanted
 - b) Hunted
 - c) Murdered
 - d) Troubled
 - v) Who are 'they' here ?
 - a) Common people
 - b) Guards
 - c) Shop owner
 - d) Policemen
2. "I've got freedom to gain. As for myself, I am a poor hunted rat. As Vincent Charles Gerrard I am free to go places and do nothing".
 - i) Name the lesson from where the above passage has been taken?
 - a) I am you
 - b) If I were you
 - c) I and you
 - d) None of these
 - ii) Who has been referred to as "a poor hunted rat" here ?
 - a) Charles Gerrard
 - b) The intruder
 - c) The policeman
 - d) The servant
 - iii) How does the speaker want to gain freedom ?
 - a) To become Charles Gerrard
 - b) To run away from cops
 - c) To surrender himself
 - d) To become a poor man
 - iv) Find the opposite of 'lose' from the above lines
 - a) Hunt
 - b) Gain
 - c) Get
 - d) Win
 - v) Who is the speaker of these lines ?
 - a) Charles Gerrard
 - b) The intruder
 - c) the policeman
 - d) The assistant
3. "Unfortunately they got one of my men and found things the fool should have burnt. Tonight I'm expecting trouble."

- i) Who are 'they' here ?
 - a) Policemen
 - b) Office boys
 - c) Stage artists
 - d) Neighbours
- ii) Who is the speaker ?
 - a) The intruder
 - b) Gerrard
 - c) Policeman
 - d) Office boy
- iii) Why is the speaker expecting trouble ?
 - a) His man was caught
 - b) His game was over
 - c) The cop had reached here
 - d) None of these
- iv) Find the word similar to 'worry'?
 - a) Safety
 - b) Delight
 - c) Trouble
 - d) Fear
- v) Who is the author of the lesson
 - a) Charles Gerrard
 - b) Douglas James
 - c) Kenneth Anderson
 - d) K. Jerome

Short Questions

1. Why does the intruder choose Gerrard as the man whose identity he wants to take on ?
 Ans. It is so because their physique is alike. He wants to replace himself with Gerrard to escape from the police.
2. What is Gerrard's profession ? Quote the parts of the play that support your answer ?
 Ans. Gerrard is a play wright by profession. It is quoted by the fact when Gerrard says. "I think I'll put it in my next play."
3. "A mystery I propose to explain." what is the mystery the speaker proposes to explain ?
 Ans. The speaker proposes the mystery to explain that he himself is wanted in a case of shooting. He is also in the chance of giving a slip to the police.

Long Questions

1. Gerrard saved himself with his presence of mind. What are the essentials to face a problem successfully ?
 2. Why did the intruder break into Gerrard's cottage?
 3. What is Gerrard's profession? How does his speech and words reveal this?
-

POETRY (BEEHIVE)

1. THE ROAD NOT TAKEN by Robert Frost

Value Points

- The poet Robert Frost tells us about the struggle an individual faces while he/she makes decisions in life.
- The person in the poem has to decide whether to follow the crowd or to travel by the road much travelled by.
- He chooses the road not many people had taken before.
- He also wonders about the road that he had not taken. He thinks about the choice that he left and also what would have happened if he had made a different choice.

STANZA FOR COMPREHENSION

1. And both that morning equally lay
In leaves no step had trodden black,
Oh! I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
 - i) Why did the poet leave the first road ?
 - a) To travel on it on some other day
 - b) It was under repair
 - c) There was a traffic jam on it.
 - d) It was blocked because of an accident
 - ii) How did both the roads lie ?
 - a) Sparsely trodden
 - b) Very frequently travelled
 - c) Never travelled
 - d) Under construction
 - iii) Who does **both** refer to ?
 - a) The two roads
 - b) The poet and his friends
 - c) The two boys

- d) The two benches
 - iv) What doubt did the poet suffer from ?
 - a) If he would reach his destination on time
 - b) If he would ever be able to come back to the first road
 - c) If he would manage to finish the task assigned
 - d) If he would manage to convince his employer
 - v) Who wrote the poem ?
 - a) William Wordsworth
 - b) Ruskin Bond
 - c) Stephen Spender
 - d) Robert Frost
2. Then took the other, just as fair,
 And having perhaps the better claim,
 Because it was grassy and wanted wear,
 Though as for that the passing there
 Had worn them really about the same
- i) How was the **other road** projected to be in the given lines ?
 - a) Grassy
 - b) Less trodden
 - c) Fair
 - d) All of these
 - ii) What has been termed as **fair** in the given stanza?
 - a) The road
 - b) The lady
 - c) The life
 - d) The bench
 - iii) Write a similar word for probably from the given stanza.
 - a) Fair
 - b) Perhaps
 - c) Grassy
 - d) Really
 - iv) Give antonym of word claim ?
 - a) Disclaim
 - b) Disclosure
 - c) Discovered
 - d) Disliked
 - v) Name the poet of the given stanza.
 - a) Robert Frost
 - b) Stephen Spender
 - c) W.B. Yeats
 - d) William Shakespeare
3. I shall be telling this with a sigh
 Somewhere ages and ages hence,
 Two roads diverged in a wood, and I

I took the one less travelled by,
And that has made all the difference

- i) What is the rhyme scheme of the poem ?
 - a) abaab
 - b) ababa
 - c) abbab
 - d) abcab
- ii) What do you understand by 'ages and ages hence' ?
 - a) after a short time
 - b) after a long time
 - c) after some time
 - d) none of these
- iii) Why did the speaker take the road that is less travelled ?
 - a) to go with his friends
 - b) to go alone
 - c) to get new experience
 - d) to go by shortcuts
- iv) Write a similar word for split from the given stanza.
 - a) converge
 - b) connect
 - c) be direct
 - d) diverged
- v) Name the poem of the given stanza.
 - a) The road not taken
 - b) Rain on the roof
 - c) No men are foreign
 - d) The lake Isie of Innisfree

2. WIND

Subramania Bharati

The poet Subramania Bharati advises us to be strong in mind as well as body. The wind symbolises the difficulties and challenges that we face in our life. The poet suggests that we should face them boldly, and stay firm in difficult situations.

Comprehension Stanzas

1. You are very clever at poking fun at weaklings/
Frail crumbling houses, crumbling doors,
crumbling wood, crumbling bodies,
crumbling lives, crumbling hearts,
the wind god winnows and crushes them all.
 - i) Who is very clever ?
 - a) The wind
 - b) The wood
 - c) The rafters
 - d) The houses
 - ii) What does the wind God do ?
 - a) It separates weaklings from the strong
 - b) It crushes all that is weak
 - c) It destroys lives
 - d) All of these
 - iii) Write the word opposite in meaning to the word **Frail**.
 - a) Strong
 - b) Weak
 - c) Flexible
 - d) Rude
 - iv) Which poetic device is used in the given stanza?
 - a) Transferred Epithet
 - b) Simile
 - c) Oxymoron
 - d) Repetition
 - v) Name the poet.
 - a) Subramania Bharati
 - b) Vikram Seth
 - c) Gieve Patel
 - d) A.P.J. Abdul Kalam
2. The wind blows out weak fires.
He makes strong fires roar and flourish.
His friendship is good.
We praise him everyday.
 - i) What does it do with strong fires ?
 - a) It makes them roar
 - b) It makes them flourish
 - c) It makes them rise higher
 - d) All of these
 - ii) Whose friendship is termed to be good in the given lines?
 - a) Fire
 - b) Water
 - c) Wind
 - d) Sun
 - iii) Write the word opposite in meaning to the word **friendship**.
 - a) Hatred
 - b) Enmity
 - c) Rivals
 - d) Love

- iv) What is the wind symbolic of ?
a) Adversities b) Challenges
c) Obstacles d) All of these
- v) Name the poet.
a) Subramania Bharati b) Vikram Seth
c) Gieve Patel d) Sarojini Naidu
3. Wind come softly.
Don't break the shutters of the windows.
Don't scatter the papers.
Don't throw down the books on the shelf.
There, look what you did-you threw them all down.
You tore the pages of the books.
- i) What did the wind tear ?
a) clothes b) curtain
c) newspaper d) books
- ii) What can the wind do ?
a) break the shutters
b) tear the books
c) throw down books from shelves
d) all of the above
- iii) How should the wind come?
a) softly b) violently
c) strongly d) ghastly
- iv) What do these lines show about the wind ?
a) powerful b) destructive
c) both a and b d) none of these
- v) Who brought the rain again ?
a) clouds b) wind
c) rain God d) none of these

3. THE RAIN ON THE ROOF

Coates Kinney

- The poet lays on his bed and hears the sound of clouds and rain drops.
- The rain on the roof creates beautiful sound which echoes in the heart of the poet.
- Memories, both sweet and sad, surround him.
- The sound of rain makes the poet happy and puts him in a state of bliss.

COMPREHENSION STANZAS

1. Every tinkle on the shingles

Has an echo in the heart;

And a thousand dreamy fancies

Into busy being start

And a thousand recollections

Weave their air-threads into woof,

As I listen to the patter

of the rain upon the roof

- i) What makes an echo in the poet's heart ?
 - a) The sound of raindrops on the roof
 - b) The ringing bells of the church
 - c) The melodious voice of a little girl
 - d) The chirping of the birds
- ii) What rises in the poet's mind?
 - a) Fancies
 - b) Confusion
 - c) Hatred
 - d) Agony
- iii) What does the word **shingles** mean ?
 - a) Raindrops
 - b) Dark clouds
 - c) Tiles used on roofs
 - d) Window sills
- iv) What does the poet listen to ?
 - a) The sound of music
 - b) The bird's song
 - c) The pattering sound of the rain made on the shingles
 - d) The news broadcasted on the television
- v) Name the poet of the given stanza.

- a) Robert Frost
- b) Ruskin Bond
- c) Coates Kinney
- d) William Wordsworth

2. What a bliss to press the pillow

Of a cottage – chamber bed

And lie listening to the patter

of the soft rain overhead

- i) Who is listening to the patter ?
 - a) Child
 - b) Poet
 - c) Mother
 - d) Girl
- ii) What bliss is the poet talking about ?
 - a) To listen sound of rain
 - b) To lie down on a comfortable bed
 - c) To stay in a house
 - d) Both a and b
- iii) What is the figure of speech used in the third line of stanza?
 - a) Alliteration
 - b) Metaphor
 - c) Simile
 - d) Personification
- iv) Explain 'patter of the soft rain overhead'.
 - a) Soft sound of rain drops
 - b) Harsh sound of rain drops
 - c) Sound of cloud
 - d) Sound of lightning
- v) What is the rhyming scheme of the stanza ?
 - a) abab
 - b) abcb
 - c) abac
 - d) aabc

3. Now in memory comes my mother,

As she used in years agone,

To regard the darling dreamers

Ere she left them till the dawn;

- i) What is '**agone**'?
 - a) New
 - b) Old
 - c) Gone
 - d) Memory

- ii) What reminds the poet about his mother ?
- a) Sound made by rain drops
 - b) Sound of clouds
 - c) Comfortable bed
 - d) None of these
- iii) Who are the '**darling dreamers**'?
- a) Dreams
 - b) Children
 - c) Mother
 - d) Clouds
- iv) What is the rhyme scheme of the stanza?
- a) aaba
 - b) abac
 - c) abab
 - d) abcb
- v) Write the word opposite in meaning to the word **dawn**.
- a) Day break
 - b) Sunrise
 - c) Dusk
 - d) Daylight

4. THE LAKE ISLE OF INNISFREE William Butler Yeats

- The poet wishes to go to Innisfree, which is an island of Ireland.
- He thinks of living in natural surroundings, by building a hut and living in it.
- The poet thinks he will find peace there.
- He desires to enjoy the slow pace of country-side living.
- The poet lives in a crowded city, still he is attracted by the rural sounds of Innisfree.
- He imagines hearing the sound of the Lake water, lapping by the shore.

Read the following extracts carefully and answer the questions that follow :

- I will arise and go now, and go to Innisfree, And a small cabin build there, of clay and wattles made; Nine bean-rows will I have there, a hive for the honey bee, And live alone in the bee-loud glade.

- Who does "I" refer to in the stanza?
 - the speaker
 - the honey bee
 - the bird
 - the house
- Where is he at the present moment?
 - in a house
 - walking down a road in London
 - river side
 - forest
- Where does he want to go?
 - his home
 - peaceful place
 - the lake island of Innisfree
 - in forest
- What does he wish to do there?
 - To sing a song
 - To take rest
 - To make a small hut of clay
 - To listen music
- What is the name of the poem?
 - The rain on the roof
 - The lake isle of Innisfree
 - The snake trying
 - None of these

- will arise and go now, for always night and day
I hear the lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core.

- What does the poet hear?
 - Water sound
 - Traffic sound
 - Song
 - None of these
- Where does the poet want to go?
 - River
 - Forest
 - City
 - Lake Isle of Innisfree

- iii) What does the poet wish to do in Innisfree?
 - a) To live in the lap of Nature
 - b) Away from the hubbub of the city
 - c) Both a and b
 - d) None of these
 - iv) What does the stanza suggest about the poet?
 - a) Love of nature
 - b) Love of traveling
 - c) Love of loneliness
 - d) Love of music
 - v) Who is the poet of the poem?
 - a) Robert Frost
 - b) W.B. Yeats
 - c) William Shakespeare
 - d) P. Cary
3. And I shall have some peace there, for peace comes dropping slow
 Dropping from the veils of the morning to where the cricket sings;
 There midnight's all a glimmer, and noon a purple glow.
 And evenings full of the linnet's wings.
- i) What is the poet going there to find?
 - a) Peace
 - b) Money
 - c) Treasure
 - d) Home
 - ii) What do you understand by 'veils'?
 - a) Curtain of bushes
 - b) Trees
 - c) Insects
 - d) Birds
 - iii) How has noon been described in the stanza?
 - a) Gold
 - b) Yellow
 - c) Dark
 - d) Purple glow
 - iv) What is a 'Linnet'?
 - a) A brown and grey finch with a reddish breast and forehead
 - b) A popular song
 - c) A river
 - d) A friend of poet
 - v) When does the cricket sing?
 - a) In morning
 - b) In evening
 - c) In noon
 - d) None of these

5. A LEGEND OF THE NORTHLAND Phoebe Cary

- The poem puts forward the idea that one should not be selfish, but always try to be helpful towards the needy.
- A selfish person has no satisfaction in life.
- The poem is about the Northland, which is a very cold region, where nights are longer than days.
- Once Saint Peter stopped at an old Lady's cottage because he was feeling hungry.
- The lady was baking cakes on the hearth. When Saint Peter asked for one of the cakes, the lady tried to make a tiny cake for him. But being selfish, she couldn't give it to him.
- Her greedy behaviour annoyed the hungry saint.
- He cursed her and transformed her into a woodpecker.
- All her clothes except her scarlet cap were burnt, as she went up the chimney and flew out of the top.

Read the extract given below and answer the following questions:

1. Once, when the good Saint Peter
Lived in the world below,
And walked about it, preaching.
Just as he did, you know,
 - i. Who was Peter?
 - a) A saint
 - b) A physician
 - c) A teacher
 - d) A beggar
 - ii. What did he do?
 - a) Stealing
 - b) Preaching
 - c) Cooking
 - d) Driving
 - iii. Where did Saint Peter live?
 - a) Under the Earth
 - b) In Heaven
 - c) In the woods
 - d) In the skies
 - iv. Find the word from the stanza similar in meaning to **'Virtuous'**.
 - a) Below
 - b) Preaching
 - c) Good
 - d) Walked

- v. Name the poet of the given stanza.
- | | |
|--------------------|------------------------|
| a) Phoebe Cary | b) Robert Frost |
| c) Stephen Spender | d) William Shakespeare |
2. He came to the door of a cottage,
In travelling around the earth.
Where a little woman was making cakes,
And baking them on the hearth:
- i. Where did St. Peter come?
- | | |
|-----------------------------|----------------------------------|
| a) To the door of a cottage | b) To the roof of a cottage |
| c) To the door of a mansion | d) To the window of an apartment |
- ii. Whom did Saint Peter meet?
- | | |
|-------------------|----------------|
| a) A little woman | b) A fair lady |
| c) A fat woman | d) A tall girl |
- iii. What was she doing?
- | | |
|----------------------|-----------------------|
| a) Stitching clothes | b) Reading a book |
| c) Baking cakes | d) Cleaning her house |
- iv. Who does 'He' refer to?
- | | |
|----------------|----------------|
| a) Saint Peter | b) Saint Paul |
| c) Saint John | d) Saint Louis |
- v. Who composed the poem?
- | | |
|--------------------|------------------------|
| a) Robert Frost | b) Phoebe Cary |
| c) Stephen Spender | d) William Shakespeare |
3. Now, you shall build as the birds do,
And shall get your scanty food
By boring. and boring, and boring.
All day in the hard. dry wood
Then up she went through the chimney,
Never speaking a word,
And out of the top flew a woodpecker.
For she was changed to a bird.

- i. What curse did Saint Peter give to the woman?
 - a) To die due to hunger
 - b) To become a bird
 - c) To be a witch
 - d) None of these
- ii. Who went up the chimney?
 - a) Saint Peter
 - b. The woman
 - c) The piece of cake
 - d) The owl
- iii. What happened to the woman after the curse?
 - a) She changed to a good human being
 - b) She became a bird
 - c) She died
 - d) She ran away
- iv. What does a woodpecker do to find its food?
 - a) Bores all the day
 - b) Flies all the day
 - c) Eats the fruits
 - d) None of these
- v. Who is "you" in the above lines?
 - a) Saint Peter
 - b) Woman
 - c) Bird
 - d) None of these

6. NO MEN ARE FOREIGN

James Kirkup

- Poet says that all men on this earth are same
- Our body is same, we all have two hands, two eyes, we eat the same food.
- Love binds us all.
- War bereaves everyone.
- So why do we hate each other in the name of religion, caste, creed etc.
- We should not defile our own earth.

COMPREHENSION STANZAS

1. Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.
 - (i) Who is the poet of the poem?
 - a) Edward Lear
 - b) W. W. E. Ross
 - c) James Kirkup
 - d) Robert Frost
 - (ii) Who does 'brothers' refer to?
 - a) fellow human beings
 - b) poet's friends
 - c) fellow citizens
 - d) poet's family members
 - (iii) What things are common in all the people?
 - a) all are born and bought up in the same way
 - b) all sleep to take rest
 - c) all breathe and eat to live & die in the same way
 - d) all of the above
 - (iv) Body breathes is an example of -
 - a) simile
 - b) metaphor
 - c) alliteration
 - d) repetition
 - (v) Which word from the following words is NOT the opposite of beneath?
 - a) above
 - b) over
 - c) under
 - d) higher

2. They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.
Their hands are ours, and in their lines we read
A labour not different from our own.
- (i) 'They' in the above line refers to -
- | | |
|------------------------|----------------|
| a) soldiers | b) politicians |
| c) fellow human beings | d) farmers |
- (ii) What are the people aware of?
- | | |
|----------|---------------------|
| a) Sun | b) air |
| c) water | d) all of the above |
- (iii) Their hands are ours means that the hands of other humans -
- | | |
|------------------------|----------------------|
| a) are different | b) belong to us |
| c) are similar to ours | d) none of the above |
- (iv) War's long winter starv'd refers to -
- | | |
|---------------------|---------------------|
| a) shortage of food | b) deprivation |
| c) starvation | d) all of the above |
- (v) The suffix ful is used in the word peaceful. Which of the following is NOT the correct use of ful as suffix?
- | | |
|-------------|------------|
| a) mouthful | b) painful |
| c) cupful | d) slowful |
3. It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own.
Remember, no men are foreign, and no countries strange.
- (i) Hells of fire refers to destruction caused by -
- | | |
|-----------------|---------------------|
| a) forest fires | b) arms used in war |
| c) volcanoes | d) all of the above |
- (ii) Which of the following is NOT the same meaning as defile?
- | | |
|------------|----------------|
| a) pollute | b) degrade |
| c) clean | d) contaminate |

- (iii) According to the poet, human beings pollute the earth by -
- a) throwing waste
 - b) hating and killing others
 - c) cutting plants
 - d) driving vehicles
- (iv) The poem conveys the message of -
- a) universal brotherhood
 - b) everyone is different
 - c) some countries are better
 - d) none of the above
- (v) In the poem, the poet emphasises that we should not consider anyone as our -
- a) brother
 - b) soldier
 - c) enemy
 - d) beloved

7. The Duck and the Kangaroo

Edward Lear

- Humorous poem, Duck feels that Kangaroos can hop and roam about the world.
- Duck's life is boring as she remains in the same pond.
- Duck requests the Kangaroo to give her a ride on its back.
- Kangaroo has an objection that Duck's wet feet can give him roomatiz.
- Duck has an idea of buying woolen socks, cloak and a cigar to tackle the problem of wet feet and cold weather.
- Finally they go for a ride and take three rounds of the world.

COMPREHENSION STANZAS

1. My life is a bore in this nasty pond,
And I long to go out in the world beyond!
 - (i) Name the poet of the above lines is -
 - a) James Kirkup
 - b) Edward Lear
 - c) Gieve Patel
 - d) Robert Frost
 - (ii) I wish I could hop like you. 'I' in the above line refers to -
 - a) the poet
 - b) the duck
 - c) the kangaroo
 - d) the pond
 - (iii) The speaker of these lines is feeling -
 - a) bored
 - b) upset
 - c) sad
 - d) happy
 - (iv) The desire of the duck is -
 - i. to travel the world
 - ii. to hop like the kangaroo in
 - iii. to fly in the sky
 - a) both i & iii
 - b) only i
 - c) both i & ii
 - d) only ii
 - (v) Which one of the following words from the above lines mean unpleasant -
 - a) bore
 - b) nasty
 - c) beyond
 - d) hot
2. This requires some little reflection;
Perhaps on the whole it might bring me luck,
And there seems but one objection,

Which is, if you'll let me speak so bold.
Your feet are unpleasantly wet and cold.
And would probably give me the roo-Matiz!"

- (i) The feet of _____ are unpleasantly wet & cold.
- | | |
|-----------------|-------------|
| a) the kangaroo | b) the duck |
| c) the crow | d) the fish |
- (ii) The kangaroo was afraid that the duck would give him -
- | | |
|---------------|-----------|
| a) cold | b) cough |
| c) rheumatism | d) chills |
- (iii) The words bold — cold are an example of -
- | | |
|------------------|-----------------|
| a) repetition | b) alliteration |
| c) rhyming words | d) rhyme scheme |
- (iv) 'This requires some little reflections' shows that the kangaroo was _____ to give the duck a ride.
- | | |
|--------------|------------|
| a) happy | b) afraid |
| c) uncertain | d) excited |
- (v) Unpleasantly uses 'un' as a prefix. Which of the following is NOT a correct usage of 'un'?
- | | |
|------------|--------------|
| a) unclear | b) uncorrect |
| c) unlock | d) unhappy |
3. Said the Duck, "As I sat on the rocks,
I have thought over that completely,
And I bought four pairs of worsted socks
Which fit my web-feet neatly.
And to keep out the cold I've bought a cloak,
- (i) The duck sat on the rock and -
- | | |
|-------------------------------|---------------------------|
| a) took a nap | b) sang a song |
| c) thought about his bad luck | d) thought for a solution |
- (ii) How many pairs of worsted socks did the duck buy?
- | | |
|----------|---------|
| a) one | b) two |
| c) three | d) four |
- (iii) Why did the duck decide to wear a cloak?
- | |
|-------------------------------------|
| a) to look more handsome |
| b) to protect himself from the cold |

- c) to dress for a party
 - d) to please the kangaroo
- (iv) The duck bought worsted socks. Which of the following is NOT used correctly with the word worsted?
- a) worsted jacket
 - b) worsted table
 - c) worsted trousers
 - d) worsted suit
- (v) The duck bought _____ to make the kangaroo comfortable-
- i. socks
 - ii. coat
 - iii. cloak
- a) only i
 - b) only ii
 - c) both i & ii
 - d) both i

8. On Killing a Tree

-Gieve Patel

- Poet Says that to kill a tree, it is not sufficient to cut it, because then it will grow again.
- To kill it, a tree should be pulled out from the earth, expose the roots.
- Let it dry and wither in air and sun.
- Then it will die.
- Indirectly the poet is trying to convince readers to save trees.

COMPREHENSION STANZAS

1. "It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth
Years of sunlight, air, water ..."
- (i) What is the name of the poet?
- | | |
|------------------|------------------|
| a) Robert Frost | b) Gieve Patel |
| c) W. W. E. Ross | d) Coates Kinney |
- (ii) Who helps the tree to grow?
- | | |
|--------------|---------------------|
| a) the earth | b) sunlight |
| c) air | d) all of the above |
- (iii) The message of the poem is that we should _____.
- | | |
|---------------|----------------------|
| a) cut trees | b) kill trees |
| c) save trees | d) none of the above |
- (iv) Which of the following means the same as sudden rough blow?
- | | |
|-----------|--------------|
| a) crust | b) consuming |
| c) simple | d) jab |
- (v) The rhyme scheme of the poem as seen in the above lines is-
- | | |
|------------|--------------------|
| a) aabbabb | b) abababb |
| c) aaabbba | d) no rhyme scheme |
2. "So, hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs, ..."
- (i) Who is the poet of the above lines?
- | | |
|-----------------|----------------|
| a) Robert Frost | b) Edward Lear |
| c) Gieve Patel | d) Phoebe Cary |
- (ii) But this alone won't do it.' This alone in the line refers to.
- hacking
 - chopping

9. The Snake Trying

By W.W.E ROSS

- The Poet has described the beautiful and graceful movements of the snake.
- A Man chases the snake with a stick though it looks harmless.
- It is a small, green snake, poet urges to let it go without hurting it.

COMPREHENSION STANZAS

1. "How beautiful
and graceful are his shapes.
He glides through the water away
from the stroke".
 - (i) The poet of the above poem is -
 - a) William Wordsworth
 - b) W. W. E. Ross
 - c) James Kirkup
 - d) Phoebe Cary
 - (ii) The snake glides in the water to -
 - a) escape the heat of the sun
 - b) to go back home
 - c) to swim in water
 - d) to save itself from a man with a stick
 - (iii) The poet expresses the beauty of the snake by calling it -
 - a) pretty
 - b) handsome
 - c) smart
 - d) beautiful and graceful.
 - (iv) The word 'Glides' means- to move
 - a) smoothly
 - b) effortlessly
 - c) both 'a' & 'b'
 - d) only 'a'
 - (v) The root word of the verb 'stroke' is
 - a) take
 - b) strike
 - c) stride
 - d) stream
2. "... o let him go
over the water
into the reeds to hide
without hurt. Small and green
he is harmless even to children. ...
 - (i) 'He' in the above lines refers to -

10. A Slumber did my Spirit Seal

By William Wordsworth

- Poet's beloved has died and he feels that his spirit is in a deep slumber now.
- She cannot be seen or heard.
- She has become a part of the earth.
- She rolls along with the trees, rocks and stones.

COMPREHENSION STANZAS

Read the extracts given below and answer the questions that follow:

1) "A slumber did my spirit seal;

I had no human fears:

She seemed a thing that could not feel

The touch of earthly years. ...

- (i) In the above lines, the word slumber refers to -
 - a) rest
 - b) deep sleep
 - c) wakefulness
 - d) fearful
 - (ii) The poet of the above poem is -
 - a) Robert Frost
 - b) Gieve Patel
 - c) William Wordsworth
 - d) Edward Lear
 - (iii) The poet's spirit has been sealed by -
 - a) a melodious song
 - b) an adventure ride
 - c) death of a loved one
 - d) death of an enemy
 - (iv) The figure of speech used in the first line, "A slumber did my spirit seal" is -
 - a) alliteration
 - b) metaphor
 - c) simile
 - d) personification
 - (v) 'She' in the above lines could not feel the touch of earthly years. This means that she will not get affected by -
 - a) the earth
 - b) the passing of time
 - c) both a & b
 - d) none of the above
2. "... No motion has she now, no force; She neither hears nor sees; Rolled round in earth's diurnal course. With rocks, and stones, and trees."

Answer Key

Beehive

Lesson-1 The Fun They Had

COMPREHENSION PASSAGES

1. (i) (b) Country Inspector
(ii) (c) to check and fix
(iii) (a) smiled and gave her an apple
(iv) (c) Mechanical Teacher
(v) (b) away

2. (i) (b) the old book that Tommy found
(ii) (a) would throw it away
(iii) (b) Margie
(iv) (c) through
(v) (a) expressing surprise

Long Questions (Value Points)

1. Human teacher
 - Special building to teach
 - Could understand and adjust to the need of the learners. Mechanical Teacher
 - Regular, taught at fixed hours.
 - at home only
 - Could cause problem as happened in case of Margie.

2. Margie and Tommy had telebooks
 - Millions available on the same computer
 - Saved paper, time and money
 - More durable.
 - A way to save trees and environment.

3. Values learnt in the present schools.
 - Co-operation
 - Patience
 - Respect for elders
 - Sharing and caring
 - Discipline

Lesson-2 The Sound of Music Part-1 Evelyn Glennie

COMPREHENSION PASSAGES

1. (i) (b) Evelyn Glennie
(ii) (c) she was deaf
(iii) (b) When she was advised to use hearing aids and go to the deaf school
(iv) (d) by the age of 11
(v) (b) urge

2. (i) (a) Evelyn
(ii) (d) Ron Forbes
(iii) (b) leading percussionist despite being deaf
(iv) (a) by motivating them that they could also achieve anything
(v) (a) message of love, peace and happiness

Long Questions (Value-Points)

1.
 - Strong Determination
 - Hard Work
 - Positive Approach etc.
2.
 - Confidence
 - Determination
 - Hard-Work
 - Focussed Approach
3.
 - Ron Forbes an excellent teacher
 - Understood the special needs of Evelyn
 - Innovative
 - Hard-Working
 - Encouraged and motivated Evelyn

Part-II

Bismillah Khan

COMPREHENSION PASSAGES

1. (i) (c) hard work
(ii) (b) All India Radio
(iii) (b) Shehnai
(iv) (d) often

2. (i) (b) Bismillah Khan
(ii) (a) Music
(iii) (d) Even the west is coming to learn our music
(iv) (b) richer

3. (i) (a) Shehnai
(ii) (c) a & b both
(iii) (d) Ustad Bismillah Khan
(iv) (d) lately

Long Questions (Value Points)

1.
 - Great Shehnai Player
 - Awarded with greatest civilian award "Bharat Ratna"
 - Patriot
 - No desire to settle abroad
 - Dedication
 - Motivation
 - Secular

Lesson-3

The Little Girl

COMPREHENSION PASSAGES

1. (i) (b) Katherine Mansfield
(ii) (d) a little girl and her feelings for her father
(iii) (b) Father
(iv) (d) he used to kiss Kezia before going to office.

2. (i) (b) Kezia
(ii) (c) she would stutter while speaking to him
(iii) (d) All of the above
(iv) (b) given it up

3. (i) (c) a gift of pin cushion
(ii) (d) she had torn his important speech papers
(iii) (c) Kezia
(iv) (b) whispered

Long Questions (Value Points)

1.
 - Kezia scared of father
 - Father very strict and harsh.
 - never spent time with her.
 - showed affection and care when Kezia was scared.
 - Kezia's feelings change

2.
 - Guidance, counselling and affection very important
 - Should provide congenial and understanding environment
 - Kezia's father harsh
 - Wanted to force discipline and values.
 - Never shared feelings or spent time with her.
 - Beat her up for tearing up his papers.
 - Did not try to understand Kezia's feelings.

3.
 - Important speech for port authority lost
 - No where found
 - Servants searched everywhere
 - Finally Kezia called and asked
 - Kezia told she tore it for her surprise
 - Scolded and beaten

Lesson-4

A Truly Beautiful Mind

COMPREHENSION PASSAGES

1. (i) (b) Einstein
(ii) (c) Brother Boring
(iii) (d) Twice
(iv) (b) uttered

2. (i) (c) Switzerland
(ii) (b) It was more liberal than Munich
(iii) (d) To a university in Switzerland
(iv) (a) prolonged

3. (i) (c) The life of Einstein
(ii) (a) A beautiful mind not only creates beautiful ideas but also to use them for the welfare of the humanity
(iii) (b) an end to the arms building
(iv) (c) ten years

Long Questions (Value Points)

1.
 - Einstein contributed a lot in the field of science.
 - Use of atom bomb in Hiroshima and Nagasaki.
 - Mass destruction-moved Einstein's heart.
 - He agitated for an end to arms build up.
 - Used his popularity to campaign for peace & democracy.
 - His tireless efforts to save humanity earned him the status of world citizen.

2.
 - No genius
 - Couldn't talk for two and a half years
 - Uttered everything twice
 - Couldn't mix with playmates, called him brother boring

3.
 - Intelligent student
 - Found interest in her
 - She was ambitious and had same mental make up

Lesson-5

The Snake and the Mirror

COMPREHENSION PASSAGES

1. (i) (b) A young doctor
(ii) (c) An unelectrified rented room which was full of rats
(iii) (a) His medical practice
(iv) (c) Very little

2. (i) (a) About a frightening incident which is narrated in a humorous manner
(ii) (b) the snake
(iii) (d) If the snake struck, no medicine was available.
(iv) (b) strike

3. (i) (c) the snake coiled around his arm
(ii) (a) a black cobra
(iii) (c) thick
(iv) (a) because of the mirror

Long Questions (Value Points)

1.
 - The Lesson deals with a frightening incident.
 - A Cobra coiled itself around the narrator's arm.
 - Narrator frightened yet described the incident in a light hearted manner.
 - The feelings, the language used was enough to dilute the fright effect.
 - The way Cobra was drawn towards the mirror.
 - The description of the Cobra being a male/female very humorous.

2.
 - A thick Cobra coiled around the narrator's arm.
 - Death only four inches away.
 - Sat there motionless without speaking.
 - Mind was active.
 - As soon as the snake left he ran outside.
 - Presence of mind and patience helped.

3.
 - Irony important aspect in the lesson.
 - Used irony as technique of humour.
 - Author proud to be a doctor, young and handsome Later curses himself for being foolish enough for not keeping any medicine.
 - Wanted to marry a fat woman who could not run much but was married to a thin person with a sprinter's gift.

Lesson-6 My Childhood

COMPREHENSION PASSAGES

1. (i) (d) APJ Abdul Kalam
(ii) (c) Wings of Fire
(iii) (c) short and ordinary
(iv) (b) undistinguished

2. (i) (d) Kalam's cousin
(ii) (d) His cousin
(iii) (c) by distributing newspapers
(iv) (a) Distributed newspapers in Ramswaram
(v) (c) Surge

3. (i) (c) Science teacher
(ii) (c) Believed in equality and wanted to bring reforms in the society
(iii) (a) serving a muslim boy in her kitchen
(iv) (a) Orthodox brahmin

Long Questions (Value Points)

1.
 - Abdul got the first taste of social and communal separation in his fifth grade.
 - A new teacher asked him to sit on the last bench because he was a Muslim.
 - While his science teacher invited him to his home for a meal despite resistance from his wife.
 - While one was rigid and orthodox the other was liberal.

2.
 - Abdul Kalam's parents did not have much formal education
 - Abdul Kalam inherited nobility, generosity, honesty from his parents.
Father
 - A man of confidence
 - Very wise
 - Kept away from luxuries and comfortsMother
 - Noble and kind-hearted
 - Fed a number of people
 - Faith in goodness

Lesson-7 Packing

COMPREHENSION PASSAGES

1. (i) (b) George and Harris
(ii) (c) Beds
(iii) (d) Jerome
(iv) (a) because of his expert packing skills
2. (i) (b) butter
(ii) (a) It stuck to Harris's back
(iii) (d) all
(iv) (a) Harris sat on the chair and butter was stuck to his back
3. (i) (c) Montmorency
(ii) (b) Montmorency
(iii) (c) packing was worsened
(iv) (d) all

Long Questions (Value Points)

1.
 - Packing a tedious job.
 - made the narration interesting by the way it was described.
 - The characters also added to humour.
2.
 - First reopened to check boots upon Harris' insistence
 - Found boots, restrapped
 - Thoughts of Toothbrush, searched, reopened again
 - Took out everything, found toothbrush inside the boot, closed again

Lesson-8 Reach for the Top

Part-1 Santosh Yadav

COMPREHENSION PASSAGES

1. (i) (d) blessing for a daughter
(ii) (c) for the birth of a son
(iii) (b) close by
(iv) (c) Santosh Yadav's grandmother

2. (i) (d) Santosh Yadav
(ii) (c) She didn't like and to do any traditional things rather always did things of her choice
(iii) (a) on her conditions

3. (i) (c) to get proper education and avoid marriage
(ii) (a) to marry her early
(iii) (c) last thing on mind

4. (i) (b) Santosh Yadav
(ii) (b) Mt Everest
(iii) (b) indescribable
(iv) (a) it was a spiritual and proud moment
(v) (a) for being the youngest achiever

Long Questions (Value Points)

1.
 - Determined from the beginning that others around had to change
 - her aim was decided
 - hard-working and sincere
 - Courageous to challenge the established system
 - adventurous, considerate and resourceful
 - Loved life on her own terms.

Lesson-8

Reach for the Top Part-2

COMPREHENSION PASSAGES

1. (i) (d) at the age of 10 for training in tennis
(ii) (b) her father
(iii) (c) Russia
(iv) (b) Packed off
(v) (a) Her trip to U.S for playing tennis. Her mother couldn't accompany because of visa restrictions

2. (i) (c) Maria Sharapova
(ii) (b) separation from mother and isolation
(iii) (c) To pursue her dream for tennis

3. (i) (d) All of the above
(ii) (d) tough
(iii) (b) 22 August 2005
(iv) (c) meteoric

Long Question (Value Points)

1. Maria Sharapova
 - a)
 - Father worked hard to pay for her training and could not see her regularly.
 - sacrifice of parents made her more determined
 - sacrifice and hard-work of parents make children determined to be successful
 - self discipline, patience and tolerance, mental toughness and hard-work help achieve the target.

 - b) Santosh Yadav
 - Parents were affluent
 - always wished to study and achieve her ambition against parents wishes.
 - equipped with iron-will, physical endurance and an amazing mental toughness.

2.
 - Father worked hard to keep her training going.
 - family not so affluent.
 - parents were with her to achieve her excellence in Tennis.
 - was equipped with physical and mental toughness.
 - hard working, determined and sincere.

Lesson-9 Bond of Love

COMPREHENSION PASSAGES

1. (i) (b) Author's wife
(ii) (a) ZOO
(iii) (b) She decided to go by herself
(iv) (a) Bear
(v) (a) By Car

2. (i) (a) She was missing Baba
(ii) (b) Depressed
(iii) (c) Zoo
(iv) (c) Reconcile
(v) (b) The speaker

3. (i) (b) Baba, the bear
(ii) (a) Author's wife
(iii) (b) To send Baba to Zoo
(iv) (a) Author
(v) (b) Hastily

Long Question (Value Points)

1.
 - The author's wife loves her pet Bruno deeply.
 - Ties a coloured ribbon around his neck, cooks variety of dishes for him, changes his name.
 - Bruno also performs many playful tricks which gives pleasure to her. Both enjoy each other's company.
 - She misses him greatly when he is sent to zoo.
 - Both keep sitting together in the cage for three hours.
 - When reunited, both feel relieved.
 - All sadness wades away.
 - So love is mutual.

Lesson-10 Kathmandu

COMPREHENSION PASSAGES

1. (i) (b) Vikram Seth
(ii) (a) Hindu temple
(iii) (b) To get the priest's attention
(iv) (a) Pashupatinath temple
(v) (c) Both a and b

2. (i) (a) Writer
(ii) (c) To relax
(iii) (c) by plane
(iv) (a) Homesick
(v) (a) Nepal

3. (i) (a) The Speaker
(ii) (c) he wanted to listen the music
(iii) (c) Flute music
(iv) (a) More difficult
(v) (a) Flute

Long Question (Value Points)

1.
 - not to use rivers for throwing waste.
 - no bathing of animals/washing clothes.
 - no cremation of corpses.
 - Water resources must be used wisely.

Lesson-11 'If I were You'

COMPREHENSION PASSAGES

1. (i) (c) Intruder
(ii) (a) He killed a cop
(iii) (b) To hang
(iv) (b) Hunted
(v) (d) Policemen

2. (i) (b) If I were you
(ii) (b) The intruder
(iii) (a) to become Charles Gerrard
(iv) (b) Gain
(v) (b) The intruder

3. (i) (a) Policemen
(ii) (b) Gerrard
(iii) (a) His man was caught
(iv) (c) Trouble
(v) (b) Douglas James

Long Question (Value Points)

1.
 - one needs to be patient, vigilant.
 - should grab the opportunity to save oneself.
 - should be quick and have positive approach
 - should keep cool and be alert
 - Be able to assess the situation.

POETRY (ANSWERS)

Poem 1- The Road not Taken

1. (i) (a) To travel on it on some other day
(ii) (a) Sparsely trodden
(iii) (a) The two roads
(iv) (b) If he would ever come back to the first road
(v) (b) Robert Frost
2. (i) (d) All of these
(ii) (a) The road
(iii) (b) Perhaps
(iv) (a) Disclaim
(v) (a) Robert Frost
3. (i) (a) abaab
(ii) (b) After a long time
(iii) (c) to get new experience
(iv) (d) Diverged
(v) (a) The road not taken

Poem 2- Wind

1. (i) (a) The wind
(ii) (d) All of these
(iii) (a) Strong
(iv) (d) Repetition
(v) (a) Subramania Bharati
2. (i) (d) All of these
(ii) (a) Fire
(iii) (b) Enmity
(iv) (d) All of these
(v) Subramania Bharti
3. (i) (d) Books
(ii) (d) All the above
(iii) (a) Softly
(iv) (c) Both a and b
(v) (b) Wind

Poem 3- The Rain on the Roof

1. (i) (a) The sound of raindrops on the roof
(ii) (a) Fancies
(iii) (c) Tiles used on roofs
(iv) (c) The pattering sound of the rain drops made on the shingles
(v) (c) Coates Kinney
2. (i) (b) Poet
(ii) (d) Both a and b
(iii) (a) Alliteration
(iv) (a) Soft sound of rain drops
(v) (b) abcb
3. (i) (c) Gone
(ii) (a) Sound made by rain drops
(iii) (b) Children
(iv) (c) abab
(v) (c) Dusk

Poem 4-The Lake Isle of Innisfree

1. (i) (a) the speaker
(ii) (b) walking down a road in London
(iii) (c) the lake island of Innisfree
(iv) (c) To make a small hut of clay
(v) (b) The lake isle of Innisfree
2. (i) (a) Water sound
(ii) (d) Lake Isle of Innisfree
(iii) (c) Both a and b
(iv) (a) Love of nature
(v) (b) W.B. Yeats
3. (i) (a) Peace
(ii) (a) Curtain of bushes
(iii) (d) Purple glow
(iv) (a) A brown and grey finch with a reddish breast and forehead
(v) (a) In morning

Poem 5- The Legend of the Northland

1. (i) (a) A saint
(ii) (b) Preaching
(iii) (a) The Earth
(iv) (c) Good
(v) (a) Phoebe Cary
2. (i) (a) To the door of a cottage
(ii) (a) A little woman
(iii) (c) Baking cakes
(iv) (a) Saint Peter
(v) (b) Phoebe Cary
3. (i) (b) To become a bird
(ii) (b) The woman
(iii) (b) She became a bird
(iv) (a) Bores all the days
(v) (b) Woman

Poem 6-No Men Are Foreign

1. (i) (c) James Kirkup
(ii) (a) fellow human beings
(iii) (c) all breathe and eat to live & die in the same way
(iv) (c) alliteration
(v) (c) under
2. (i) (c) Fellow human beings
(ii) (d) All of the above
(iii) (c) are similar to our
(iv) (d) all of the above
(v) (d) slowful
3. (i) (b) arms used in war
(ii) (c) clean
(iii) (b) hating & killing others
(iv) (a) universal brotherhood
(v) (c) enemy

Poem 7-The Duck and the Kangaroo

1.
 - (i) (b) Edward Lear
 - (ii) (b) the duck
 - (iii) (a) bored
 - (iv) (a both i & ii
 - (v) (b) nasty

2.
 - (i) (b) the duck
 - (ii) (c) rheumatism
 - (iii) (c) rhyming words
 - (iv) (c) uncertain
 - (v) (b) uncorrect

3.
 - (i) (d) thought for a solution
 - (ii) (d) four
 - (iii) (b) to protect himself from the cold
 - (iv) (b) worsted table
 - (v) (d) both i & iii

Poem 8-On Killing a Tree

1.
 - (i) (b) Gieve Patel
 - (ii) (d) all of the above
 - (iii) (c) save trees
 - (iv) (d) jab
 - (v) (d) no rhyme scheme

2.
 - (i) (c) Gieve Patel
 - (ii) (c) both i & ii
 - (iii) (c) No, twigs and branches will reappear near the ground
 - (iv) (d) Metaphor
 - (v) (d) straight

3.
 - (i) (b) to kill the tree
 - (ii) (b) helps it to have nest of birds
 - (iii) (b) a rope
 - (iv) (d) roots
 - (v) (b) break

Poem 9-The Snake Trying

- 1
- (i) (b) W. W. E. Ross
 - (ii) (d) to save itself from a man with a stick
 - (iii) (d) beautiful and graceful
 - (iv) (c) both 'a' & 'b'
 - (v) (b) strike
- 2.
- (i) (b) the snake
 - (ii) (c) the man with the stick
 - (iii) (c) fat
 - (iv) (a) escape unharmed
 - (v) (d) none of the above
- 3.
- (i) (c) the sand
 - (ii) (b) a stick
 - (iii) (a) the water
 - (iv) (c) green
 - (v) (b) be kind to animals

Poem 10- A Slumber did my Spirit Seal

- 1.
- (i) (b) deep sleep
 - (ii) (c) William Wordsworth
 - (iii) (c) death of a loved one
 - (iv) (a) alliteration
 - (v) (b) the passing of time
- 2.
- (i) (c) dead
 - (ii) (d) nature
 - (iii) (d) all of the above
 - (iv) (c) at peace
 - (v) (a) daily

MOMENTS

Lesson 1

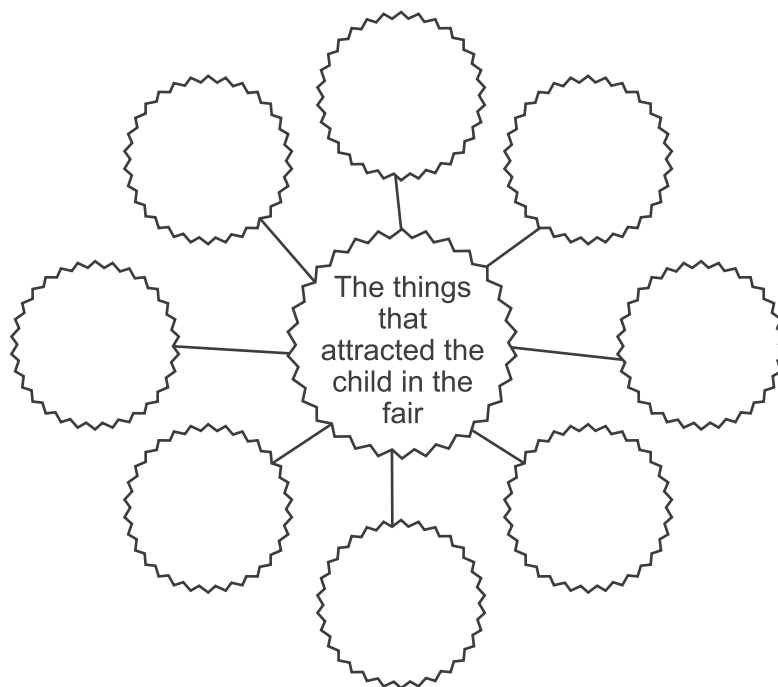
THE LOST CHILD

Mulk Raj Anand

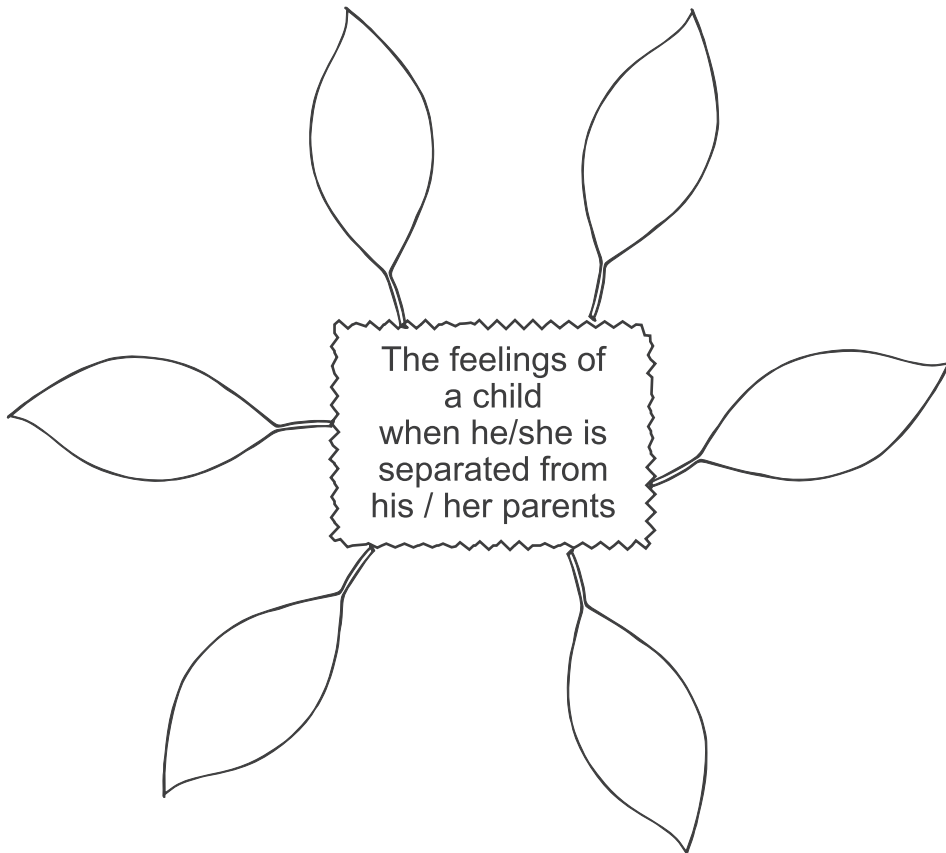
Value Points

- It is a short story of a child, his aspiration, demands and realisation.
- The child is being taken to the fair by his parents.
- There are many attractions in the fair for the child like balloons, merry go round, toys and eatables.
- The child asks for these things from his parents.
- Parents have no desire to purchase things for the child.
- The crowd is thick that's why the parents are holding the hand of the child.
- At one point the child slips out of his parents' hand.
- The child starts crying asking for his father and mother.
- A kind person picks up the child and tries to console him.
- The person offers him balloons and other things which he wanted earlier.
- But now the child does not want anything.
- He keeps crying and saying "I want my father, I want my mother."

ACTIVITY 1



ACTIVITY 2



Ch-1 The Lost Child
Comprehension Stanzas

RTC-1

"Come, child," called his parents, as he lagged behind, fascinated by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys.

1. Name the lesson-
 - a) The Happy prince
 - b) A house is not a home
 - c) The lost Child
 - d) The Beggar
2. The child was attracted by the _____ in the shops.
 - a) flowers
 - b) sweets
 - c) balloons
 - d) toys
3. The Child lagged behind his parents because he was-
 - a) walking slowly
 - b) crying
 - c) resting in between
 - d) fascinated by the toys
4. Where was the child going with his parents?
 - a) village fair
 - b) cinema hall
 - c) circus
 - d) adventure park
5. Which of the following words is the antonym
 - a) reversing
 - b) receiving
 - c) preceding
 - d) retreating

RTC-2

"I want that burfi, " he slowly murmured. But he half knew as he begged that his plea would not be heeded because his parents would say he was greedy. So, without waiting for an answer, he moved on.

1. The child wanted to eat burfi because-
 - a) it looked tasty
 - b) It was his favourite sweet
 - c) The lost Child
 - d) The Beggar
2. The sweetmeat shop that sold burfi was-
 - a) Outside the air
 - b) at the entrance gate of the fair
 - c) in the centre of the fair
 - d) at the rear end of the fair
3. As he requested for the burfi, in his heart he half knew his parents would think that he was-
 - a) selfish
 - b) hungry
 - c) greedy
 - d) all of the above
4. He moved on as he was sure his parents would -
 - a) buy it for him
 - b) not buy it for him
 - c) take him back home
 - d) non of the above
5. The word which is not an antonym of plea is-
 - a) demand
 - b) command
 - c) order
 - d) request

RTC-3

The child turned his nose away from the basket and reiterated his sob, "I want my mother. I want my father!"

1. The story 'The lost Child' has been written by-
 - a) Mulk Raj Anand
 - b) Ruskin Bond
 - c) R.K. Laxman
 - d) Oscar Wilde
2. The child was crying as he was-
 - a) hungry
 - b) wanted ballons
 - c) lost in the fair
 - d) hurt
3. The basket in the above lines contained-
 - a) toys
 - b) flowers
 - c) balloons
 - d) burfi
4. The child only wanted his -
 - a) mother
 - b) father
 - c) parents
 - d) brother
5. Which one of the following is the synonym of the word 'reiterated-'
 - a) repeat
 - b) restate
 - c) retell
 - d) all of the above

Short Questions

1. What were the things, the child saw on his way to fair ? Why did he lag behind ?
Ans. The child saw many things as toys, dragon flies, young flowers, sweetmeat shop, flower seller, balloon seller, snake charmer etc. He lagged behind because these things attracted him very much
2. When does he realise that he has lost his way ? How he describes his anxiety and fear ?
Ans. When the child asks his parents for things, but does not get any answer, he realises that he has lost his way. he cries sobs and weeps. It shows his fear and anxiety.
3. Why does the child lost interest in the things that he had wanted earlier ?
Ans. It is so because now he has lost his parents and he is very fearful and upset.

Long Questions

1. The Child is fascinated to the things in the fair and demands them. He takes interest in the things around. What does it reflect about 'joys of childhood'?
2. Describe the journey made by the child to the fair.
3. Describe the scene in the fair.
4. In the fair, the child wanted many things. What are they?

Lesson 2

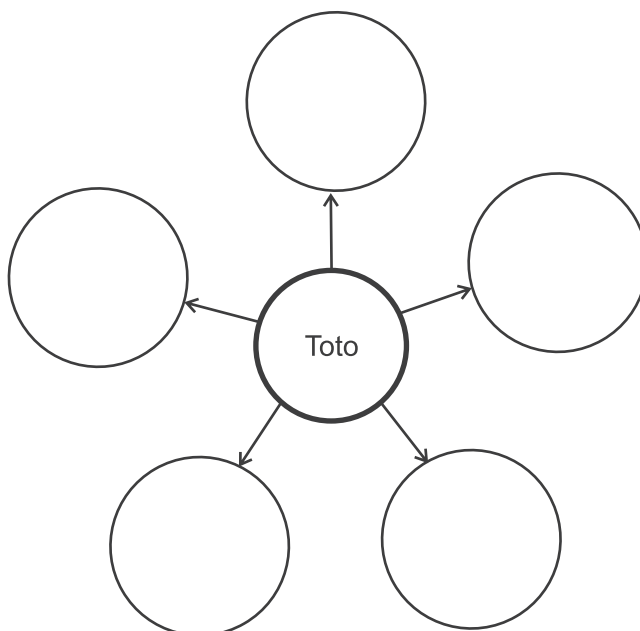
THE ADVENTURES OF TOTO Ruskin Bond

Value Points

- This story describes how author's Grandfather was fond of animals.
- Grand father bought Toto a monkey from a tonga driver for five rupees.
- Toto was a pretty monkey.
- Toto's arrival in the house was kept a secret from grand mother.
- Toto was very naughty and disturbing.
- Once he was to accompany Grandfather to Saharanpur in a canvas kit bag.
- He poked his head out from the bag and came to the notice of the ticket collector, therefore grand father had to pay three rupees as a fine.
- Toto was finally accepted in the home.
- He was given a comfortable home in the stable.
- He kept troubling Nana, the family donkey in the stable.
- He always enjoyed warm water bath in cold winter evening.
- The family members found it difficult to adjust with him.
- Finally, Grandfather returned him to the Tonga driver for three rupees.

ACTIVITY

Q. Write as many activities / incidents you can think about Toto.



Ch-2 The Adventures of Toto Comprehension Stanzas

RTC-1

His presence in the house still a secret, Toto was now transferred to a big cage in the servant's quarters where a number of Grandfather's pets lived very sociably together-a tortoise, a pair of rabbits, a tame squirrel and, for a while, my pet goat.

1. Toto's presence was kept a secret from-
 - a) Ruskin Bond
 - b) grandmother
 - c) the servants
 - d) other pets

 2. To keep his presence a secret, Toto was transferred to-
 - a) a little closet
 - b) the servant quarter
 - c) the narrator's room
 - d) the kitchen garden

 3. What did Grandmother do when Grandfather brought home some new bird or animal
 - a) She always fussed
 - b) She felt very happy
 - c) She started crying
 - d) She played with it

 4. Grandfather was an animal lover. He had in his house _____
 - a) a tortoise & a pair of rabbits
 - b) a tame squirrel & a donkey
 - c) author's pet goat & a tortoise
 - d) all of the above

 5. Which of the following word is NOT a synonym of-'Tame'
 - a) domestic
 - b) wild
 - c) trained
 - d) obedient
-

RTC-2

The poor man was taken aback: but, with great presence of mind and much to Grandfather's annoyance, he said, "sir. you have a dog with you. You'll have to pay for it accordingly."

1. Who is the author of the story?'
 - a) Mulk Raj Anand
 - b) Ruskin Bond
 - c) R K Laxman
 - d) Oscar Wilde

2. 'The poor man' refers to the
 - a) grandfather
 - b) the author
 - c) the ticket collector
 - d) the tonga driver

3. 'He' was taken aback to see the grinning face of-
 - a) a tortoise
 - b) a monkey
 - c) a dog
 - d) a rabbit

4. Grandfather got annoyed when he classified Toto as a —
 - a) a boy
 - b) a dog
 - c) a rabbit
 - d) an elephant

5. The phrase 'taken aback' means-
 - a) fall back
 - b) shocked
 - c) turn
 - d) sad

RTC-3

Even Grandfather realised that. We were not well-to-do, and could not afford the frequent loss of dishes, clothes, curtains and wall paper. So Grandfather found the Tonga-driver. and sold Toto back to him-for only three rupees.

1. The grandfather realised that —
 - a) Toto was a good pet
 - b) Toto was a little naughty
 - c) Toto could not be kept for long.
 - d) They could tame Toto

2. They could not afford the frequent loss as they were —
 - a) not wealthy
 - b) not poor
 - c) rich
 - d) affluent

3. At what price did grandfather sell Toto back to its previous owner?
 - a) 10 rupees
 - b) 3 rupees
 - c) 9 rupees
 - d) 7 rupees

4. According to the author, what did Toto do most of the time?
 - a) sit quietly
 - b) play with Nana
 - c) follow grandfather
 - d) tear things into pieces

5. Which of the following is not an antonym of 'well to do' ?
 - a) needy
 - b) poor
 - c) wealthy
 - d) poverty stricken

Short Questions

1. How does Toto come to grandfather's private zoo ?
Ans.The grandfather brought Toto from a Tonga driver for five rupees. He kept it in his private zoo as a member of it.
2. Toto was a pretty monkey. In what sense it was pretty ?
Ans.Toto was pretty. It's eyes were sparkle, it's teeth were pearly white, it had a long tail also.
3. Why does grandfather take Toto to Saharanpur and how ? Why does the ticket collector insist on calling Toto a 'dog' ?
Ans.Grandfather has many animals in his private zoo. But Toto is very naughty. So grandfather takes it with himself. At railway station when the ticket collector asks for ticket. Toto gives a grin and the collector is taken aback. He is annoyed and classified Toto as a dog.
4. How does Toto take a bath ? Where has he learnt to do this ? How does Toto almost boil himself alive?
Ans.Toto took bath in a large bowl of warm water . he would cunningly test the temperature. He learnt it from the author. One day a kettle was filled with boiled water for tea. He sat in it and was about to boil himself alive.
5. Why does the author say "Toto was not the sort of pet we could keep for long." ?
ans.It was so because Toto was a very naughty creature. He frequently made loss of dishes, clothes, curtains and all the other things. He was not friendly with any other creature.

Long Questions

1. Give examples to show that Toto was a mischievous pet.
2. How was Toto an expensive deal for Grandfather?
3. Describe author's Grandfather in the story.

Lesson 3

ISWARAN THE STORY TELLER R.K. Laxman

Value Points

- This story is narrated to Ganesh by a young man Mahendra who was a supervisor in a firm.
- His job was to keep an eye on the activities at the work site.
- As he was a bachelor, he always had, his cook Iswaran with him.
- Iswaran used to read the popular Tamil thrilling stories.
- His own description was greatly influenced by Tamil stories.
- He weaved endless stories and played a role of "the television in Mahendra's life.
- He narrated the tale of a Tusker, which destroyed everything on the way and how he made him collapse in the end with a small cane.
- Iswaran linked the auspicious full moon night to the story of a female ghost.
- Mahendra did not believe and rebuked him explaining such stories as baseless .
- One night Mahendra heard some sound near his window.
- Mahendra saw a cloudy figure holding a bundle.
- This affected Mahendra very much and he could not sleep properly.
- Next morning Iswaran greeted him and asked him about the last night experience.
- Mahendra resolved to leave the haunted place the very next day.

Ch-3 Iswaran The Story Teller Comprehension Stanzas

RTC-1

"When he was narrating even the smallest of incidents, he would try to work in suspense and a surprise ending into the account".

1. Name the lesson from which the above passage is taken.
 - a) In the Kingdom of Fools
 - b) Iswaran The Story Teller
 - c) The Lost Child
 - d) The Happy Prince

2. Who is 'he' in the above lines?
 - a) Mahendra
 - b) Ganesh
 - c) Iswaran
 - d) R K Laxman

3. He made his story narration interesting by adding -
 - a) light humour
 - b) satire as system
 - c) suspense and surprise ending
 - d) tragic ending

4. His descriptions were greatly influenced by the Tamil _____ that he read.
 - a) religious books
 - b) comic novels
 - c) love stories
 - d) thrillers

5. Which of the following is a synonym of the word 'suspense'?
 - a) mystery
 - b) uncertainty
 - c) unknown
 - d) all of the above

RTC-2

"Whether the story was credible or not. Mahendra enjoyed listening to it because of the inimitable way in which it was told".

1. Name the author of the chapter 'Ishwaran the storyteller'
 - a) Mulk Raj Anand
 - b) Ruskin Bond
 - c) R K Laxman
 - d) Oscar Wilde

2. What did Mahendra enjoy?
 - a) listening to stories
 - b) reading stories
 - c) writing stories
 - d) telling stories

3. Mahendra found Ishwaran's stories interesting and enjoyable due to -
 - a) elaborate descriptions
 - b) suspense & surprise
 - c) dramatic sense
 - d) all of the above

4. Mahendra listened to Ishwaran's tales -
 - a) uncritically
 - b) uneasily
 - c) unattentively
 - d) unendingly

5. The word in the above lines which means 'believable' is -
 - a) inimitable
 - b) listening
 - c) credible
 - d) whether

RTC-3

"Lowering himself to the level of the windowsill he looked out at the white sheet of moonlight outside. There not too far away, was a dark cloudy form clutching a bundle. Mahendra broke into a cold sweat and fell back on the pillow, panting"

1. Who is 'he' in the above lines?
 - a) a villager
 - b) a labourer
 - c) Iswaran
 - d) Mahendra

2. He lowered himself to the level of the windowsill as he -
 - a) was very tall
 - b) couldn't stand straight
 - c) was afraid he might see a ghost
 - d) was afraid of the moonlight

3. What did 'he' see from his window?
 - a) a cat Chasing a mouse
 - b) a big black mouse
 - c) a friend
 - d) a dark cloud like form

4. Which of the following words express Mahendra's fear -
 - a) cold sweat
 - b) fell back
 - c) panting
 - d) all of the above

5. Which of the following words is NOT a synonym of 'clutching'?
 - a) grip
 - b) clasp
 - c) leave
 - d) grasp

Short Questions

1. In what way is Iswaran an asset to Mahendra?
Ans. Iswaran is Mahendra's cook. He does all the household work for Mahendra. He obeys his master with full devotion. So he is an asset for Mahend.
2. How does Iswaran describe the uprooted tree on the highway? What effect does he want to create on his listeners?
Ans. Iswaran describes the uprooted tree in a dramatic manner, by describing it as a devil. He gets frightened. He explains his tackling events in a funny way. It shows his ability of creating an imaginative attitude.
3. How does he narrate the story of the tusker? Does it appear to be plausible?
Ans. He describes how he once confronted with a mad tusker in school. Everyday got frightened in the school when the tusker entered. But Iswaran took a stick and hit the tusker by it. It seemed to surrender before him. This story does not seem to be plausible.
4. Why does the author say that Iswaran seemed to be more than makeup for the absence of a T.V. in his living room?
Ans. It is so because Iswaran entertained him with his narrative skills. His stories were so artful that the author became captivated by them.
5. Mahendra calls ghosts or spirits a figment of the imagination. What happens to him on a full moon night?
Ans. On a full moon night, Mahendra heard a moan close to his window. After some time the wailing became louder. When he saw outside the window, he found a female ghost with a foetus in its arm.

Long Questions

1. More than a cook, Ishwaran was a constant companion and friend for Mahendra. He entertained him and made his life very lively. Based on your reading of the story write a note on the topic :
'The need for good friends in life'.
2. As in the story Iswaran was a good story teller. How can a child adopt the qualities to be a good story teller? Write the steps that are needed to be a good story teller.
3. Describe the ghost incident. What was its impact on Mahendra's mind?
4. How did Mahendra tackle the elephant in the school building?

Lesson 4

IN THE KINGDOM OF FOOLS

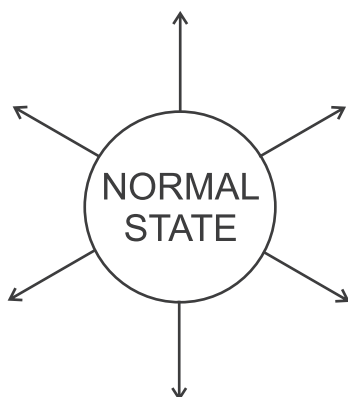
A.K. Ramanujan

Value Points

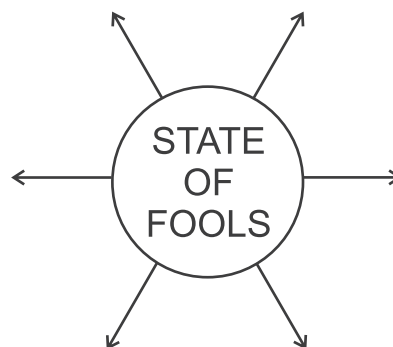
- In the kingdom of fools the king and his minister were idiots, they changed the day into night and the night into day.
- Anybody who violated the rule would be punished, so people slept during the day and worked at night.
- One day a Guru and his disciple came, they were surprised to see this strange scene. They came to know that they can buy anything for a single duddu.
- The Guru realised that it will be good to leave this place while the disciple remained there.
- One night a thief died when he was stealing as the wall fell on him.
- The incident was investigated and finally the rich merchant was ordered to death by the King.
- The stake did not fit therefore the King ordered to find a fat man for the execution, the soldiers captured the disciple.
- The disciple remembered his Guru and prayed to save him.
- Guru befooled both the King and his minister by saying that whoso ever would die first, he would become the king in the next birth.
- Both the King and the Minister agreed to die. After their death people begged the Guru and his disciple to be their King and Minister.
- They accepted this and announced that now The day would be The day and night would be night and nothing would cost a single duddu.

ACTIVITY

Difference between a normal State and the State of fools.



Normal State



State of Fools

COMPREHENSION PASSAGES

Extract-1

1. "They finally agreed to rule the kingdom of the foolish King and the silly Minister, on the condition that they could change all the old laws."
 1. Who are "they" in the above lines ?
 - a) Guru
 - b) Disciple
 - c) both a and b
 - d) none of the above
 2. What happened to the King and his Minister?
 - a) They had gone to visit other kingdom.
 - b) They had died.
 - c) They don't want to rule the kingdom
 - d) They had left the kingdom.
 3. What were the old laws of the kingdom?
 - a) People slept during the day.
 - b) People worked at night.
 - c) Anything can be bought for a single duddu.
 - d) All of above.
 4. What was the condition?

- a) People will work during the day.
 - b) People will sleep during the night.
 - c) Both a and b
 - d) None of the above.
5. Which among the following is not an adjective
- a) Kingdom
 - b) foolish
 - c) silly
 - d) old

Extract-2

2. "We're sick of our ascetic life. It would be nice to enjoy ourselves as King and Minister for a while. Now keep your word, My Lord, and put us to death."
1. Who is the speaker of the above lines ?
 - a) Guru
 - b) Disciple
 - c) The king
 - d) The minister
 2. Who is he talking to?
 - a) Guru
 - b) Disciple
 - c) The king
 - d) The minister
 3. What did the speaker demand ?
 - a) to be the king
 - b) to be the minister
 - c) to live an ascetic life
 - d) to get the death sentence
 4. Who died by the falling of the wall?
 - a) The Mason
 - b) The rich merchant
 - c) The thief
 - d) The dancing girl
 5. What do you mean by the phrase "keep your word"?
 - a) fulfil a promise

- b) say a word
- c) repeat the word
- d) none of the above

Extract-3

3. "The two strangers were amazed by what they saw around them and wandered around town till evening, when suddenly the whole town woke up and went about its nightly business."
1. Name the lesson from where the above passage is taken.
 - a) The lost child
 - b) The beggar
 - c) In the kingdom of fools
 - d) The Happy Prince
 2. Who are the 'two strangers'?
 - a) The king and the minister
 - b) The Guru and the Disciple
 - c) The king and the Guru
 - d) The Minster and the Disciple
 3. Why were they amazed?
 - a) Everyone was working during the day.
 - b) Everyone was dancing during the day.
 - c) Everyone was sleeping during the day.
 - d) None of the above
 4. What is meant by 'nightly business'?
 - a) waking up for work at night
 - b) doing household work at night
 - c) going to fields at night
 - d) All of the above
 5. Pick an adjective from the above lines.
 - a) amazed
 - b) wondered
 - c) nightly
 - d) strangers

Extract-4

4. "The two men were hungry. Now that the shops were open, they went to

buy some groceries. To their astonishment, they found everything cost the same, a single duddu."

1. Who were the 'two men's here?
 - a) The king and the minister
 - b) The Guru and the Disciple
 - c) The king and the Guru
 - d) The Minister and the Disciple
2. Why did they visit the shops?
 - a) to buy some groceries
 - b) to go for a walk
 - c) to meet their friend
 - d) to deliver the friend
3. Why were they astonished?
 - a) They found that everyone was singing
 - b) They found that everyone was dancing
 - c) They found that everything was very costly
 - d) They found that everything cost the same
4. Who decided to stay in the kingdom of fools?
 - a) Guru
 - b) Disciple
 - c) Both a and b
 - d) None of the above
5. Give the synonym for 'surprise' from the passage?
 - a) groceries
 - b) duddu
 - c) astonishment
 - d) None of above

Short Questions

1. What are the two strange things, the Guru and the disciple find in the kingdom of fools ?

Ans. First was that the day was changed into night and the night into day. Second was that everything cost a single dudu.

2. Why does the disciple decide to stay in the kingdom of fools ? Is it a good idea ?

Ans. The disciple was fond of good food and he got everything there at a very low cost. So he decided to stay there. It was not a good idea.

3. Who was the real culprit in the story ? Why does he escape punishment ?

Ans. According to the king, the real culprit is the rich merchant. But he was very thin and could not be executed. Thus, he escaped the punishment.

4. What are the Guru's words of wisdom ? When does the disciple remember them ?

Ans. The Guru told the disciple that it was a kingdom of Fools and not a safe place to live in. He remembered these words when he was about to be executed.

5. How does the Guru manage to save his disciple's life ?

Ans. The guru told that who would be hanged first, would be the king in the next birth and the second would be the minister. The king listened to it. As he was a fool he hanged himself and thus the Guru saved the life of his disciple.

Long Questions

1. On the basis of your reading give your views – 'Wisdom is worshipped everywhere when foolishness is our greatest enemy.'
2. As in the story 'In the Kingdom of Fools' due to foolishness of the King and his Minister everything was opposite and abnormal. How can peace and harmony be established in a State?
3. How was life different in the kingdom of fools?
4. The disciple has done nothing wrong. Why was he arrested?
5. Greed leads to grief. Explain this statement in the context of the story, 'In the Kingdom of Fools.'
6. 'Now justice had come in full circle.' Explain.

Lesson 5

THE HAPPY PRINCE

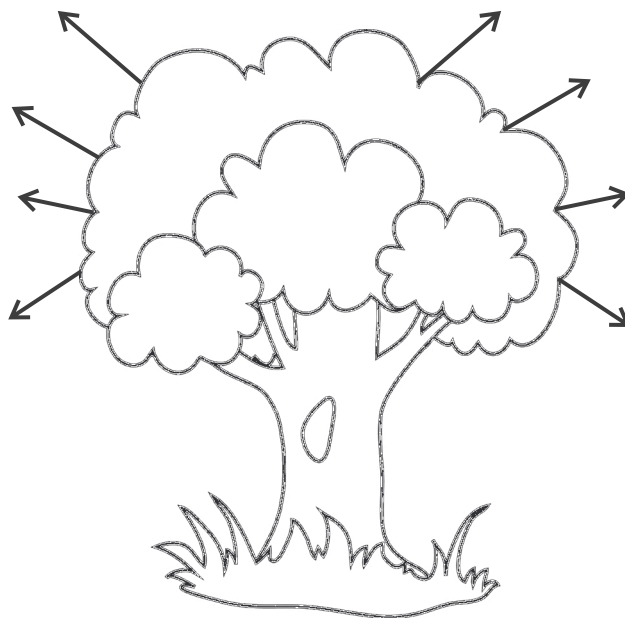
Oscar Wilde

Value Points

- The Happy Prince in the story is a statue of a dead Prince decorated with gold leaves and precious stones.
- The Happy Prince feels sad because he is unable to help the people in misery.
- Happy Prince decides to help his subjects (people) with his gold leaves and precious sapphires and ruby.
- The little swallow acts as his messenger and distributes all his wealth, sapphires, ruby.
- The little swallow was going to Egypt, Happy Prince persuaded him to stop; stay a night to help the poor.
- The little swallow could not go back and died due to cold. He lost his life while helping the poor.
- The swallow's death broke the Prince's heart.
- The Mayor and town Councillors pulled down the statue because it looked shabby.
- They melted the statue but could not melt the leaden heart.
- One day God asked one of his Angels to bring two precious things from the earth. The Angel brought the leaden heart of Happy Prince and the dead swallow.

ACTIVITY

How can we lead a happy and healthy life.



COMPREHENSION PASSAGES

Extract-1

1. What is the use of a statue if it cannot keep the rain off ? He said, "I must look for a good chimney pot," and he was determined to fly away.
 1. Who is 'he' there?
 - a) The Happy Prince
 - b) The swallow
 - c) The mayor
 - d) The playwright
 2. Where was he staying?
 - a) under the tree
 - b) the feet of the statue
 - c) under the ceiling
 - d) the head of the statue
 3. Why did he decide to fly away?
 - a) Because he did not like the chimney
 - b) Because he did not like the city
 - c) Because he got wet
 - d) None of these
 4. What is the statue made of?
 - a) Gold
 - b) Silver
 - c) Diamond
 - d) Platinum
 5. Give the past form of the verb "keep".
 - a) keeper
 - b) kept
 - c) kept
 - d) keeper

Extract-2

2. "I am covered with fine gold", said the Prince, "You must take it off leaf by leaf, and give it to the poor; the living always think that gold can make them happy."
 1. Who is the speaker here?

- a) The swallow
 - b) The happy prince
 - c) The match girl
 - d) The seamstress
2. With whom is the speaker talking to?
- a) The swallow
 - b) The happy prince
 - c) The match girl
 - d) The seamstress
3. Why did he want gold leaves to be removed?
- a) To give it to the poor
 - b) Because it was uncomfortable
 - c) Because he did not want swallow to leave
 - d) None of these
4. Name the writer of this story?
- a) Ruskin Bond
 - b) AK Ramanujan
 - c) RK Laxman
 - d) Oscar Wilde
5. Make an adjective using the word "gold".
- a) gild
 - b) golden
 - c) golder
 - d) goldest

Extract-3

3. "Leaf after leaf of the fine gold the swallow picked off, till the Happy Prince looked quite dull and grey. Leaf after leaf of gold he brought to the poor and the children's faces grew rosier and they laughed and played in the street. We have bread now! they cried."
1. Why did the Happy Prince look dull and grey?
- a) Because it was not painted
 - b) Because all the gold leaves were picked off
 - c) Both a and b
 - d) None of these

2. Why were the children happy?
 - a) Because they were playing
 - b) Because they were dancing
 - c) Because they finally had money to buy food
 - d) Because they were singing
3. How would they use the gold leaves?
 - a) They would buy bread
 - b) They would buy car
 - c) They would buy jewellery
 - d) None of these
4. Who was picking the gold leaf to give to the poor?
 - a) The seamstress
 - b) The playwright
 - c) The match girl
 - d) The swallow
5. Find the antonym of 'bright' from the above passage.
 - a) rosier
 - b) dull
 - c) fine
 - d) grey

Short Questions

1. Why do the courtiers call the prince 'the Happy Prince' ? Is he really happy ? What does he see all around him ?
 Ans. When the prince was alive he was always happy. But now as a statue he watches the sorrows and sufferings of his kingdom. So he is sad.
2. Why does the Happy prince send a Ruby for the seamstress ? What does the swallow do in the seamstress' house ?
 Ans. He sends Ruby because her only son is sick and demanding oranges. But she has nothing to give. The swallow flies gently round the bed of the child and fanning the boy's head.
3. For whom does the prince send the sapphires' ?
 Ans. He sends the sapphires for the young playwright, to enable him to finish his work.
4. What does the swallow see when it comes over the city ?
 Ans. It sees two different categories, one of the Happy persons and the other of the sad persons.

5. Why did the swallow not leave the prince and go to Egypt?
ans. It was so because now the prince had become blind and he had developed a great affection with him.

Long Questions

1. God received the leaden heart of Happy Prince and the dead swallow as the 'two precious things' in Heaven and welcomed such good deed as they had done. Based on your reading write a paragraph on the topic, "True Happiness in doing a good deed."
2. Describe the 'Swallow'.
3. The two most precious things in the city were the Happy Prince and the Swallow. Discuss.
4. How did the little swallow carry out the wishes of the Happy Prince.

Lesson 6

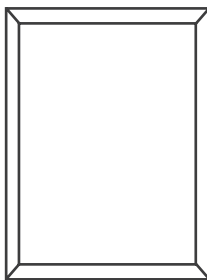
Weathering the Storm in Ersama Harsh Mander

Value Points

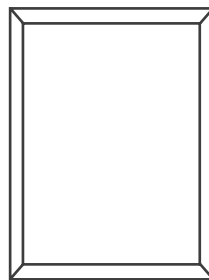
- Weathering the storm in Ersama' is a description of the brave acts of a courageous boy named Prashant. He guided the victims of flood in Orissa.
- Prashant visited Ersama to meet one of his friends.
- There was a super cyclone (Storm) on the evening of 27 October, 1999.
- The storm was very destructive, many people lost their lives and the houses were washed away.
- Prashant went back to his village, flooded water was there.
- Prashant became the leader of the village. He appointed a group of volunteers to help the victims.
- He suggested children to lay down to tie empty utensils on their stomach to communicate that they need food.
- Prashant handed over the orphans to those who had lost their children.
- He organised a programme 'Food for Work' with the help of an NGO.

Activity

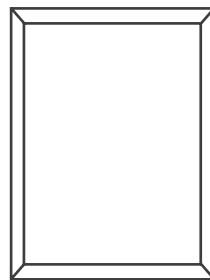
1. Paste the pictures of natural disasters and write two sentences on each.



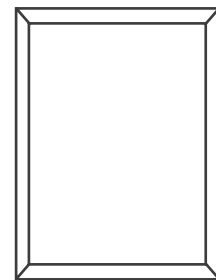
(1)



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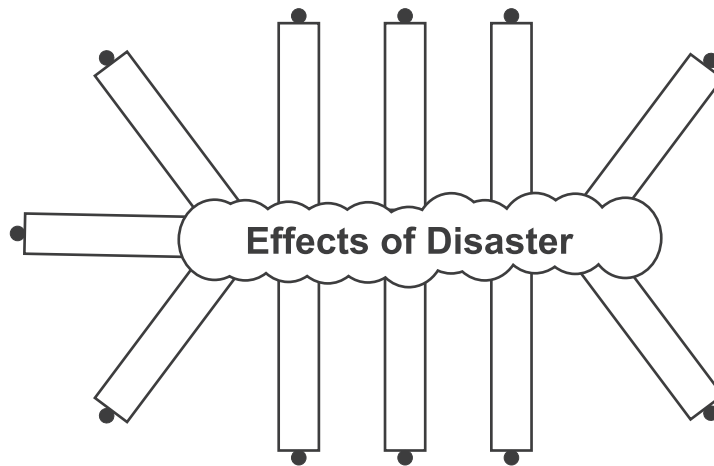


(3)



(4)

2.



COMPREHENSION PASSAGES

Extract-1

1. "For the next two days Prashant sat huddled with his friend's family in the open on the rooftop. They froze in the cold and incessant rain; the rain water washed away Prashant's tears."
 1. What happened to Prashant and his friend's family?
 - a) They drowned
 - b) They took shelter on the rooftop
 - c) They fell ill
 - d) None of these
 2. Why was Prashant crying?
 - a) He had pain in his legs
 - b) He was afraid of the storm
 - c) He was worried about his family in the village
 - d) None of these
 3. Where had Prashant gone?
 - a) To visit his friend
 - b) To visit his relatives
 - c) To go on a vacation
 - d) To go to college
 4. Who was sitting on the rooftop?
 - a) Prashant

- b) The family of Prashant's friend
 - c) The family of Prashant
 - d) Both a and b
5. Find a word from the passage which is similar in meaning to 'continuous'.
- a) incessant
 - b) huddled
 - c) washed
 - d) froze

Extract-2

2. "By the next morning, as he took in the desperate situation in the shelter, he decided to get a grip over himself. He realized a deathly grief setting upon the 2500 strong crowd in the shelter. Eighty six lives were lost in the village. All the ninety six houses had been washed away."
1. Name the lesson.
 - a) Ishwaran, the Storyteller
 - b) The Lost Child
 - c) The Last Leaf
 - d) Weathering the storm in Ersama
 2. Who is 'he' referred to here?
 - a) Berman
 - b) Prashant
 - c) bill Bryson
 - d) Lushkoff
 3. How did the cyclone affect the village?
 - a) The cyclone did not affect the village
 - b) The people were safe on their rooftops
 - c) All houses had been washed away
 - d) None of these
 4. How many lives were lost in the village?
 - a) 86
 - b) 96
 - c) 2500
 - d) 76
 5. Give a word from the above lines similar in meaning to 'felt'.

- a) Desperate
- b) realized
- c) grief
- d) decided

Extract-3

3. "Prashant found that a large number of children had been orphaned. He brought them together and put up a polythene shelter for them. women were mobilised to look after them, while the men secured food and material for the shelter."
1. What did Prashant do for the orphaned children?
 - a) He brought all the orphaned children together
 - b) He put up a shelter for them
 - c) Women were mobilized to look after them
 - d) All of these
 2. What were the duties assigned to men of the village?
 - a) to look after the children
 - b) to secure food
 - c) to arrange material for shelter
 - d) both b and c
 3. Which of the following word is not correct for Prashant?
 - a) leader
 - b) young
 - c) selfish
 - d) courageous
 4. Why were the people looking for the shelter?
 - a) because there was war.
 - b) because they were poor.
 - c) because the cyclone destroyed their homes.
 - d) none of the above
 5. Write a word from the above lines which means the same as 'activated'.
 - a) orphaned
 - b) together
 - c) mobilized
 - d) secured

Short Questions

1. Where had Prashant gone when the storm hit Orissa?
2. How did the fallen tree prove a blessing for Prashant and his friend's family.?
3. What according to Prashant's family was the miracle in the house?
4. Do you think young people should come ahead to help people during natural calamities? Discuss with reference to Prashant's role in helping others in need.
5. Describe the scene after the storm and the heavy rain. When did the rain cease? What was its result?
6. What did Prashant and his friend do to save their lives?
7. Why was it difficult for Prashant to travel back to his village?
8. What were the two important things Prashant did after deciding to be the leader of the village?
9. How did Prashant help the women & children get over their grief?
10. Why should orphans and widows not be sent to separate institutions?

Long Questions

1. Prashant adopted some methods to give warning to his villagers; to clean the place and reach a safe place because of the spreading epidemic. What precautions should we adopt during disasters?
2. Write a character sketch of Prashant.
3. How did Prashant improve the condition of the shelter?
4. Narrate the storm in Ersama.

Lesson 7

The Last Leaf : O Henry

Value Points

- In this story 'The last leaf, the author tells us that our positive thoughts work as a remedy for our illness.
- Sue and Johnsy were two friends and shared a small flat.
- Johnsy suffered from Pneumonia, medicines did not act upon her illness.
- Johnsy thought that she would die with the fall of the last leaf on the creeper.
- Sue suggested her not to think so and informed an old artist Behrman about Johnsy's illness.
- Behrman painted an artificial leaf on the wall.
- Johnsy peeped out through the window to see whether the last leaf had fallen or not, the leaf was still on the creeper.
- She said that the leaf had become green and healthy and hence it would never fall.
- Johnsy also started thinking positively and started recovering.
- But Behrman had died due to cold on that night.

COMPREHENSION PASSAGES

Extract-1

1. "To take Johnsy's mind off her illness, she whistled while working."
Suddenly Sue heard Johnsy whisper something. She quickly rushed to bed and heard Johnsy counting backwards."
 1. Name the lesson.
 - a) The Happy Prince
 - b) The Lost Child
 - c) The Last leaf
 - d) The Beggar
 2. What illness is Johnsy suffering from?
 - a) Flu
 - b) Corona
 - c) Cancer
 - d) Pneumonia
 3. What is she counting backwards?
 - a) The stars
 - b) The falling leaves
 - c) The birds
 - d) The marbles
 4. Who was whistling?
 - a) Johnsy
 - b) Sue
 - c) Behrman
 - d) The doctor
 5. Find a word from the passage that means the same as 'say something in a very low voice'.
 - a) whistled
 - b) whisper
 - c) rushed
 - d) backwards

Extract-2

2. "The Doctor said, Johnsy it seems, has made up her mind that she is not going to get well. If she doesn't want to live, medicines will not help her."

1. Who is the doctor talking to?
 - a) Johnsy
 - b) Sue
 - c) Behrman
 - d) Lushkoff
2. What was Johnsy's disease?
 - a) Flu
 - b) Corona
 - c) Cancer
 - d) Pneumonia
3. Why does the doctor say, "..... medicines will not help her."
 - a) because medicines were not good enough.
 - b) because her illness has no cure.
 - c) because she made up her mind that she will not get well
 - d) none of these
4. Who does not want to live?
 - a) Johnsy
 - b) Sue
 - c) Behrman
 - d) Lushkoff
5. Write the phrase from the passage which means 'decide'.
 - a) to not help
 - b) to get well
 - c) want to live
 - d) make up her mind

Extract-3

3. "I am not hungry....Now there are only four leaves left. I want to see the last one fall before it gets dark. Then I will sleep forever."
 1. Who is the speaker in the given lines?
 - a) Johnsy
 - b) Sue
 - c) Behrman
 - d) Lushkoff
 2. With whom is the speaker talking to?
 - a) Johnsy

- b) Sue
 - c) Behrman
 - d) Lushkoff
3. What does the speaker want to do?
 - a) Wants to see the last leaf falling
 - b) Wants to see the sun rise
 - c) Wants to see the sun set
 - d) Wants to see flowers
 4. How many leaves were left?
 - a) 6
 - b) 5
 - c) 4
 - d) 3
 5. What is meant by 'sleep forever'?
 - a) Sleep all day
 - b) Sleep for 4 days
 - c) Sleep while sun is doing the work
 - d) Death

Short Questions

1. What is Johnsy's illness ? What can cure her; the medicine or the willingness to live ?
 Ans. Johnsy has not any illness. She is just prey of her fancy. Only her willingness to live can cure her.
2. Behrman has a dream. What is it ? Does it come true ?
 Ans. Behrman has a dream of making the master piece art because he is a painter. Yes, it comes true.
3. What is Behrman's masterpiece ? What makes Sue say so ?
 Ans. The painting of leaf on a wall is his master piece, Which saves the life of Johnsy. It has saved the life of Johnsy, so it is called masterpiece by Sue.

Long Questions

1. 'The Last Leaf' is a story of supreme sacrifice. Explain.
2. What is the role of our thoughts in making our life happy?
3. Write a character sketch of Behrman.
4. Describe the role of Sue in saving her friend's life.

Lesson 8

A House is Not a Home

Zan Gaudioso

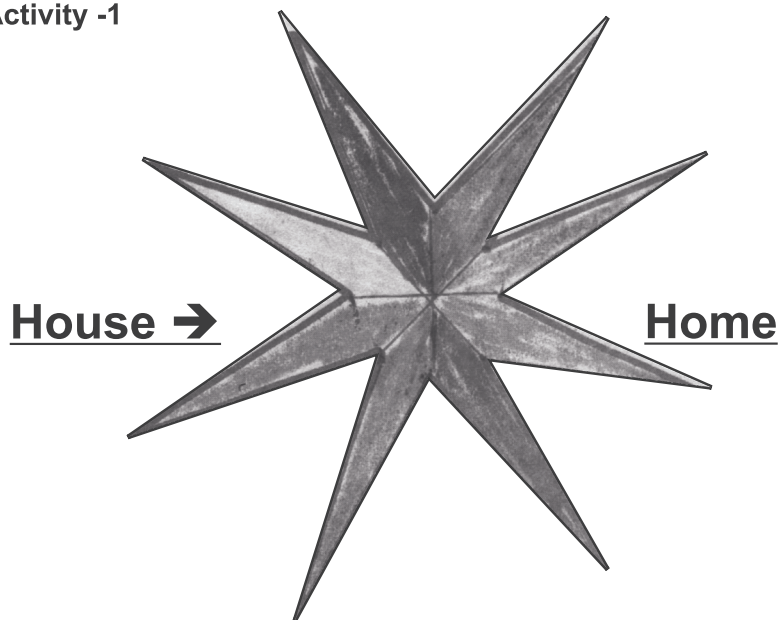
Value Points

- In the story 'A House is not a Home', the author tells us to encounter the challenges and problems of our life boldly.
- After leaving his high school the author was sent to a new school and in that new school, the author felt isolated and sad.
- The house of the author caught fire and everything in the house was burnt.
- The author's mother had to borrow money from author's grand father.
- The author rented an apartment and used to go to his house, hoping that he would find his cat.
- His class mates in the new school helped him in many ways with text books and other usual things.
- Author's new neighbours helped him.
- After a few days a woman came to him with his cat.
- Now the author felt happy and regained a new life.

Activity

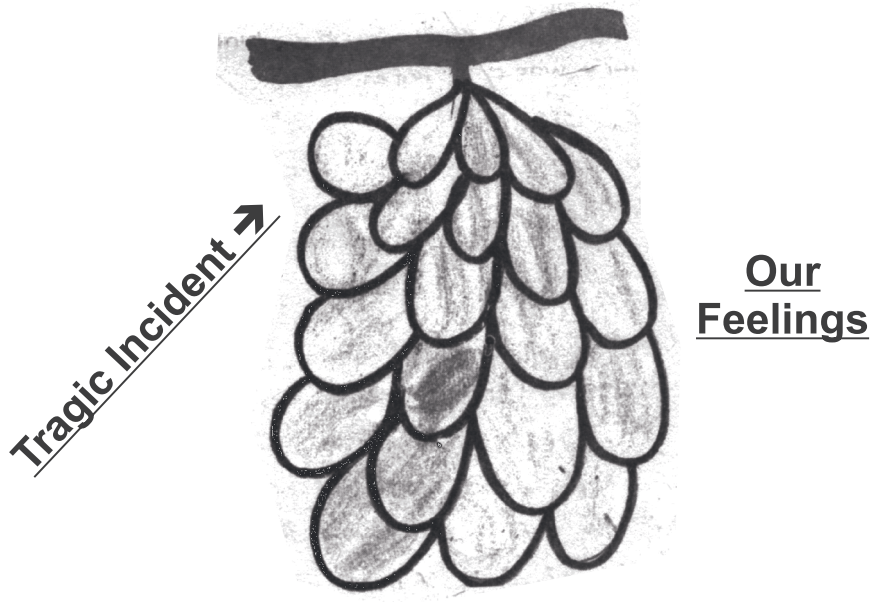
1. Mention the things that are essential to make a house a home.

Activity -1



2. What do we feel when any tragic incident takes place in our lives as the author felt when his house was burnt.

Activity -1



COMPREHENSION PASSAGES

Extract-1

1. "I didn't want to grow up, change or have to handle life it was going to be this way. I just wanted to curl up and die."
1. Name the lesson.
 - a) The Last Leaf
 - b) The Lost Child
 - c) A House is Not a Home
 - d) The Adventures of Toto
 2. Who is the speaker here?
 - a) A teenager
 - b) An old man
 - c) A small boy
 - d) A middle aged man
 3. What is the mood of the speaker?
 - a) Optimistic

- b) pessimistic
 - c) happy
 - d) sad
4. Why did the speaker want to die?
- a) Unable to perform well in exams
 - b) Lost all his money
 - c) Unable to cure his disease
 - d) Unable to handle the changes in life
5. Which word in the passage means 'manage'.
- a) grow
 - b) handle
 - c) curl
 - d) change

Extract-2

2. "People who had never spoken to me before were coming up to me to introduce themselves. I got all kinds of invitations to their houses. Their genuine outpouring or concern really touched me."
1. Who is the speaker in the above lines?
- a) A teenager
 - b) An old man
 - c) A small boy
 - d) A middle aged man
2. Why is he getting all kinds of invitations?
- a) Due to family function
 - b) His birthday was near
 - c) He had new games
 - d) Due to genuine concern
3. How is the speaker feeling now?
- a) Angry
 - b) Sad
 - c) Touched
 - d) Indifferent
4. Who invited the speaker?
- a) His neighbours

- b) His grandparents
 - c) His schoolmates
 - d) None of these
5. Give the opposite of 'genuine'.
- a) Punctual
 - b) Fake
 - c) Brave
 - d) Weak

Extract-3

3. "It always seems that bad news spreads quickly, and in my case it was no different. Everyone in high school, including the teachers, were aware of my plight."
1. What was the 'bad news'?
 - a) His father had died
 - b) His house was burnt
 - c) His house was robbed
 - d) His mother had died
 2. What was the author's plight?
 - a) He had no clothes
 - b) He had no books
 - c) He had no shoes
 - d) All of these
 3. Name the lesson
 - a) The Last Leaf
 - b) The Lost Child
 - c) A House is Not a Home
 - d) The Adventures of Toto
 4. Where was the speaker studying?
 - a) Primary school
 - b) Elementary school
 - c) High school
 - d) College
 5. Provide a word from the passage that means the same as 'sad condition'.
 - a) spreads
 - b) aware
-

- c) different
- d) plight

Short Questions

1. What does the author notice on one Sunday ? What is his mother's reaction ? What does she do ?

Ans. One day the author notices some smoke coming from the roof. His mother runs into the yard and enters the house and brings the small metal box full of important documents.

2. Why does he break down in tears after the fire ?

Ans. He breaks down in tears because his house is burnt. Besides it, his cat

is lost somewhere.

3. Why is the author deeply embarrassed the next day in school ? Which words show his fear and insecurity ?

Ans. It was so because his clothes were weird. He had no shoes. He had no books and home work. The expression of sadness reveals all this.

4. The cat and the author are very fond of each other. How has this been shown in the story ? Where was the cat after the fire ?

Ans. The cat was very fond of the narrator. It tried to sleep in his pocket. When the fire took place, it took shelter in a kind lady's house. In the end the cat was with the author.

5. How did the company of friends change the life of the narrator ?

Ans. The narrator was all alone with his mother after the fire accident. But in new school everybody helped him and he did not feel alone. Besides it, after a few days, he got his cat from a lady and he became like an alive person.

Long Questions

1. On the basis of the reading the lesson 'A house is not a home' give your views on the topic, 'How should we encounter the challenges and problems of life.'
2. Write a diary entry expressing your feelings when you lost your pet.
3. Describe the author's love for his cat.
4. Describe the title, 'A House is not a Home.'

Lesson 9

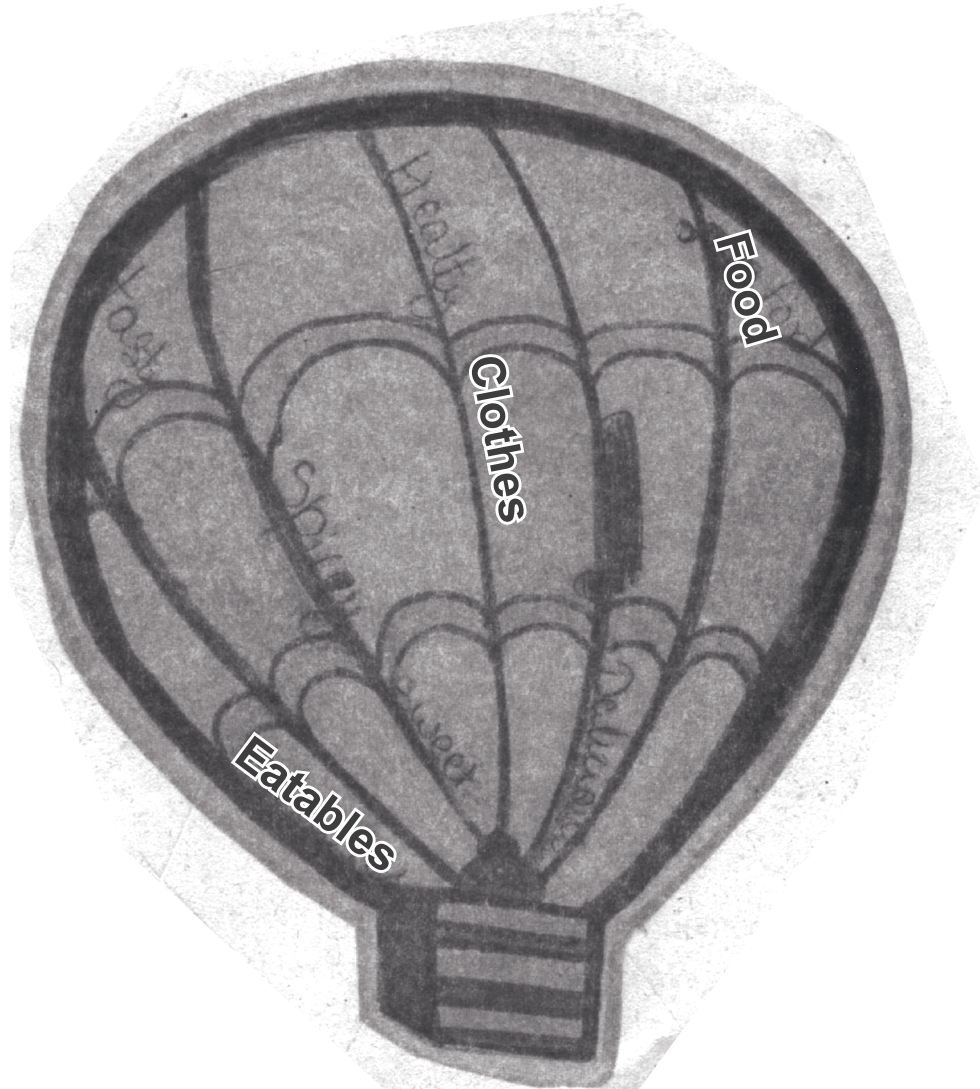
The Accidental Tourist

Bill Bryson

- The given story is about a clumsy man who panics a lot. It teaches us that we should inculcate the value of self control.
- The author describes that he is easily confused.
- Due to his confusion he forgets the lavatory in a cinema many times. He also forgets the number of his hotel room.
- The author had to face a problem on a trip to England.
- He forgot to zip his pants.
- While travelling he knocked the glass of cold drink twice on the lady, sitting beside him.
- The worst incident occurred when he was travelling and writing something. He took his pen in his mouth and the ink leaked, making his teeth navy blue.
- While travelling to Australia he forgot his name. He told the clerk W. Bryson instead of B. Bryson.

Activity

List the things that are essential for a Journey. Describe what kind of things you will take along on a journey.



COMPREHENSION PASSAGES

Extract-1

1. "My particular speciality is returning to hotel desks two or three times a day and asking what my room number is. I am, in short, easily confused."
 1. Name the lesson.
 - a) A House is not a Home
 - b) The List Child
 - c) The Accidental Tourist
 - d) The Last Leaf
 2. Who is the speaker here?
 - a) Bill Bryson
 - b) Lushkoff
 - c) Behrman
 - d) Johnsy
 3. What do the lines show about the speaker?
 - a) He is a confused person.
 - b) He is an angry man.
 - c) He is a brave man
 - d) He is a lazy man.
 4. Why does the speaker return to hotel desk many times a day?
 - a) He forgets his room keys.
 - b) He forgets his room number.
 - c) He forgets his luggage.
 - d) He forgets his wallet.
 5. Give the adjective form of the word 'speciality'.
 - a) special
 - b) specialist
 - c) specealist
 - d) spicel

Extact-2

2. "The Lady looked at me with the stupefied expression you would expect to receive from someone whom you have repeatedly drenched."
 1. Name the lesson.
 - a) A House is not a Home

- b) The Lost Child
 - c) The Last Leaf
 - d) The Accidental Tourist
2. Who is the speaker of these lines?
- a) Bill Bryson
 - b) Behrman
 - c) Lushkoff
 - d) Johnsy
3. Why did the lady give a stupefied expression?
- a) He had repeatedly drenched her
 - b) He had fallen on her
 - c) He had pushed her
 - d) None of these
4. Where did the incident happen?
- a) Train
 - b) Bus
 - c) Aeroplane
 - d) Car
5. Find a word that means the same as 'to make wet'.
- a) stupefied
 - b) expression
 - c) repeatedly
 - d) drenched

Extract-3

3. 'Take the lids off the food for Daddy' or 'put your hoods up, children. Daddy's about to cut his meat'.
1. Who is the speaker in the above lines?
- a) Bill Bryson
 - b) Bill's wife
 - c) Bill's children
 - d) None of these
2. To whom is the speaker talking to?
- a) Bill Bryson
 - b) Her husband
 - c) His wife
 - d) The children

3. What instructions are given by the speaker?
 - a) take the lids off for Daddy
 - b) put your hoods up
 - c) Both a and b
 - d) None of the above
4. What was daddy about to do?
 - a) cut the fruits
 - b) cut the vegetables
 - c) cut the paper
 - d) cut the meat
5. Which among the following is not a rhyming word of 'lid'?
 - a) kid
 - b) lip
 - c) hid
 - d) rid

Short Questions

1. How can you say that Bill Bryson was a confused traveller?
2. What was the narrator's worst experience on a flight?
3. What did the writer not do while travelling alone and why?
4. Why didn't Bill Bryson get the benefit of his air miles?
5. Why did Bill Bryson stop eating or dribbling anything in the flight when he was travelling along?
6. How did Bill Bryson's mouth and gums turn blue ?

Long Questions

1. Bill Bryson created a lot of chaos while travelling. On the basis of the reading the lesson, write what precautions should one follow while travelling, so as not to create any problem for others.
2. 'Travelling is a source of joy'. Write a paragraph telling how we can gain a lot of joy if we travel properly and carefully.
3. Why does the author never get his frequent flier miles?
4. Write the character sketch of Bill Bryson.
5. How did the zip create trouble for the author while travelling in an aeroplane?

Lesson 10

The Beggar

Anton Chekhov

- This is a moral story in which an arrogant lawyer thinks that he has saved the life of a beggar by teaching him how to work for a living.
- Advocate Sergei met a beggar who told a lie that he had been a school teacher.
- Sergei recognised that he had met him in Sadovya Street, a few days ago and introduced himself as a student. Sergei warned him.
- Finally the beggar admitted that he was lying and told Sergei that he wants to work. But nobody offered.
- The advocate gave him some work and asked to chop the wood.
- Olga, the maid of Sergei, helped Lushkoff the beggar in chopping the wood.
- Once Sergei sent him on work to his friend but the beggar never returned.
- The beggar met Sergei after two years in the Cinema hall. He told him now he is working as a notary and earning good.
- The beggar told Sergei that Olga had actually saved him She became his inspiration and then he got success.

COMPREHENSION PASSAGES

Extract-1

1. "The advocate, Sergei, looked at the sagged fawn coloured overcoat of the suppliant, at his dull drunk eyes, at the red spot on either cheek and it seemed to him as if he had seen this man some where before."
 1. Name the lesson.
 - a) The Lost Child
 - b) The Last Leaf
 - c) The Accidental Tourist
 - d) The Beggar
 2. What kind of a man did Sergei meet?
 - a) A school teacher
 - b) A musical choir member
 - c) A dull drunk beggar
 - d) A student
 3. What did he feel after seeing that man?
 - a) He was happy
 - b) He was angry
 - c) He was sympathetic
 - d) He had seen him before
 4. Which among the following is not correct?
 - a) The beggar had dull drunk eyes
 - b) The beggar had red spot on the cheek
 - c) The beggar was wearing fawn coloured overcoat
 - d) The beggar was telling the truth.
 5. Find the word which means the same as 'one who make request'.
 - a) advocate
 - b) sagged
 - c) suppliant
 - d) none of the above

Extract-2

2. "It was obvious from his gait that he had consented to go and chop wood not because he was hungry and wanted work but simply from pride and shame and because he had been trapped in his own words."

1. Who is 'he' in these lines?
 - a) The advocate
 - b) The beggar
 - c) The cook
 - d) The teacher
2. What work did he get?
 - a) cleaning house
 - b) cooking food
 - c) Washing clothes
 - d) chopping wood
3. Why was the beggar compelled to work?
 - a) because he was poor.
 - b) because he wanted to earn.
 - c) because he was trapped in his words.
 - d) None of the above
4. Who gave the work to the beggar?
 - a) The cook
 - b) The advocate
 - c) The teacher
 - d) The musician
5. Give the adjective of 'pride'.
 - a) proud
 - b) pruod
 - c) prider
 - d) prides

Extract-3

3. "I can't tell you, how much misery she suffered, how many tears she shed for my sake. But the chief thing was she used to chop wood for me."
 1. Who is 'I' in the above lines
 - a) Olga
 - b) Sergei
 - c) Lushkoff
 - d) Prashant
 2. Who is 'she' in the above lines?
 - a) Sergei

- b) Olga
 - c) Sue
 - d) Johnsy
3. How did she suffer?
- a) She suffered from headache.
 - b) She became ill.
 - c) She closed herself in a room.
 - d) She shed many tears.
4. How did she help the beggar?
- a) She chopped wood for him.
 - b) She gave him Money.
 - c) She gave him food to eat.
 - d) She taught him to write.
5. Find a word from the passage that means the same as 'pain'.
- a) misery
 - b) tears
 - c) shed
 - d) chop

Short Questions

1. Has Lushkoff become a beggar by circumstances or by choice ?

Ans. He has become a beggar only by choice.

2. What reasons does he give to Sergei for his telling lies ?

Ans. It is so because if he tells the truth no one will give him anything.

3. Is Lushkoff a willing worker ? Why, then, does he agree to chop wood for Sergei ?

Ans. No, he is not a willing worker. He agrees to chop wood for Sergei because he falls prey to his own trap.

4. Sergei says, "my words have taken effect." why does he say so ? Is he right in saying this ?

Ans. He says so because he thinks that Lushkoff has become a reformed person, But he is not right in saying so because he becomes a changed person by Olga's love and sympathy and not because of Sergei.

5. Lushkoff is earning thirty-five roubles a month. How is he obliged to Sergei for this ?

Ans. It is so because Sergei sends him to one of his friends where he works of copying and after a few days becomes a notary. For it, he is obliged to Sergei.

6. During their conversation Lushkoff reveals that Sergei's cook Olga, is responsible for the positive change in him. How has Olga saved Lushkoff ?

Ans. Because Lushkoff is weak, sick and inexperienced. She did all the work for him. He gave up drinking and started work because of her noble nature. Thus Olga saved Lushkoff.

Long Questions

1. 'Society has the power to reform a man' Explain this on the basis of your reading of the lesson, "The Beggar".

2. "Begging is an anti-social activity". Write how we can eradicate this evil from our society.

3. Write a note on Lushkoff's personality.

4. Write a character sketch of Sergei.

5. Write down Sergei's contribution for Lushkoff.

ANSWER KEY
Moments
Lesson-1 The Lost Child
COMPREHENSION PASSAGES

RTC-1

1. c) The Lost Child
2. d) toys
3. d) fascinated by the toys
4. a) village fair
5. c) preceding

RTC-2

1. b) it was his favourite sweet
2. b) at the entrance gate of the fair
3. c) greedy
4. b) not buy it for him
5. d) request

RTC-3

1. a) Mulk RajAnand
2. c) lost in the fair
3. b) flowers
4. c) parents
5. d) all of the above

1. Long Answers Questions

- Childhood, the most significant time
- Happiest time without any responsibility
- No stress and no burden
- Life carefree
- no targets and expectations
- innocence
- delights in everything around.

Lesson-2 The Adventures of Toto

COMPREHENSION PASSAGES

RTC-1

1. b) grandmother
2. b) the servant quarter
3. a) She always fussed
4. d) all of the above
5. b) wild

RTC-2

1. b) Ruskin Bond
2. c) the ticket collector
3. b) a monkey
4. b) a dog
5. b) shocked

RTC-3

1. c) Toto could not be kept for long
2. a) not wealthy
3. b) 3 rupees
4. d) tear things into pieces
5. c) wealthy

LONG QUESTIONS (VALUE POINTS)

1.
 - tried to escape by making a rope.
 - disturbed other pets.
 - imitated the narrator in taking bath.
 - broke many things, tore the curtains.

Lesson-3 Iswaran the Storyteller

COMPREHENSION PASSAGES

RTC-1

1. b) Iswaran and the storyteller
2. c) Iswaran
3. c) suspense and surprise ending
4. d) thrillers
5. d) all of the above

RTC-2

1. c) R. K. Laxman
2. a) listening to stories
3. d) all of the above
4. a) uncritically
5. c) credible

RTC-3

1. d) Mahendra
2. c) was afraid he might see a ghost
3. d) dark cloud like form
4. d) all of the above
5. c) leave

LONG QUESTIONS (VALUE POINTS)

1.
 - Important to all stages of life.
 - We can rely upon them, share our feelings, interest and time
 - Good listeners, guides and supporters
 - influence and encourage us
 - We enjoy their company
 - Friend in need is a friend indeed.
2.
 - Story-telling an art
 - Good reader equipped with many idea.
 - creativity also contributes
 - Has to be a good observer
 - right expression and body language
 - a good speaker and performer
 - a good sense of humour an additional advantage.

Lesson-4 In the Kingdom of Fools

COMPREHENSION PASSAGES

Extract-1

1. c) Both a and b
2. b) They had died
3. d) All of the above
4. c) both a and b
5. a) kingdom

Extract-2

1. a) Guru
2. c) The king
3. d) to get the death sentence
4. c) The thief
5. a) fulfil a promise

Extract-3

1. c) In the kingdom of fools
2. b) The guru and the Disciple
3. c) Everyone was sleeping during the day.
4. d) All of the above
5. c) nightly

Extract-4

1. b) The guru and Disciple
2. a) to buy some groceries
3. d) They found that everything cost the same
4. b) Disciple
5. c) astonishment

LONG QUESTIONS (VALUE POINTS)

1.
 - Wisdom enables us to discern and decide between right and wrong.
 - equips us to tackle difficulties in a better way
 - commands respect
 - Can use knowledge to grow and rise
 - Open avenues for success.
2.
 - By maintaining law and order
 - Need for discipline
 - Follow constitution
 - A fair governing body
 - No corruption and greed
 - Good experience of governance
 - Strict punishment and penalty for defaulters

Lesson-5 The Happy Prince

COMPREHENSION PASSAGES

Extract-1

1. b) The swallow
2. b) the feet of the statue
3. c) because he got wet
4. a) gold
5. c) kept

Extract-2

1. a) The Happy Prince
2. a) the swallow
3. a) to give it to the poor
4. d) Oscar Wilde
5. b) golden

Extract-3

1. b) because all the gold leaves were picked off.
2. c) because they finally had money to buy food.
3. a) They would buy bread
4. d) The swallow
5. b) dull

LONG QUESTIONS (VALUE POINTS)

1.
 - humanity above all
 - one needs to be selfless
 - should share joys and sorrows
 - man being social animal must contribute towards society and community
 - gives us satisfactions
 - creates a deep sense of inner peace and solace
 - the happiness of others make us happy too.
 - money and other material things transitory
 - real satisfaction and gain in serving others.
 - Leads one to be a better being.

Lesson-6 Weathering the Storm in Ersama

COMPREHENSION PASSAGES

Extract-1

1. b) They took shelter on the rooftop
2. c) He was worried about his family in the village
3. a) to visit his friend
4. d) both a and b
5. a) incessant

Extract-2

1. a) Weathering the Storm in Ersama
2. b) Prashant
3. c) All houses had been washed away
4. a) 86
5. b) realized

Extract-3

1. d) All of these
2. d) both b and c
3. c) selfish
4. c) because the cyclone destroyed their homes
5. c) mobilized

LONG QUESTIONS (VALUE POINTS)

1.
 - Helps the victims, specially women and children
 - Helps orphans form faster families
 - Pursue people to work as volunteers
 - Make efforts to save lives
 - Take victims to safe places
 - Injured to hospitals.
 - Collects Money, food items, clothes, medicines etc.
 - Donate Blood.
2.
 - Vacate the place immediately
 - Arrange for First Aid
 - Help Women and children
 - Arrange Shelter, Water etc.

Lesson-7 The Last Leaf

COMPREHENSION PASSAGES

Extract-1

1. c) The Last Leaf
2. d) Pneumonia
3. b) the falling leaves
4. b) Sue
5. b) whisper

Extract-2

1. b) Sue
2. d) Pneumonia
3. c) because she made up her mind that she will not get well.
4. a) Johnsy
5. d) make up her mind

Extract-3

1. a) Johnsy
2. b) Sue
3. a) Wants to see the last leaf falling
4. c) 4
5. d) death

LONG QUESTIONS (VALUE POINTS)

1.
 - Behrman's supreme sacrifice.
 - Poor old artist, had a dream to paint a masterpiece
 - Johnsy linked her life to the falling ivy leaves
 - Behrman decided to paint the leaf
 - Painted a real-looking leaf
 - saved Johnsy's life but he himself died.
2.
 - Thought shape our action.
 - Person with good thoughts enjoys life.
 - Pessimistic and negative thoughts ruin life
 - Makes our life depressing
 - Positive thoughts make us happy.
 - Lead us to the right path.

Lesson-8 A House is not a Home

COMPREHENSION PASSAGES

Extract-1

1. c) A House is not a Home
2. a) a teenager
3. b) pessimistic
4. d) unable to handle the changes in life
5. b) handle

Extract-2

1. a) a teenager
2. d) due to genuine concern
3. c) Touched
4. c) his schoolmates
5. b) fake

Extract-3

1. b) his house was burnt
2. d) all of these
3. c) A house is not a Home
4. c) High school
5. d) plight

LONG QUESTIONS (VALUE POINTS)

1.
 - We shouldn't lose patience
 - Think about solutions peacefully.
 - Try to consult friends and family members
 - Share our problems
 - Make efforts to find solution
2.
 - Feels sad on losing a pet
 - Cannot forget it
 - Realize its value and importance
 - Look at its old photos
 - Feel sad, disturbed
 - No peace of mind

Lesson-9 The Accidental Tourist

COMPREHENSION PASSAGES

Extract-1

1. c) The Accidental Tourist
2. a) Bill Bryson
3. a) He is a confused person
4. b) He forgets his room number
5. a) special

Extract-2

1. d) The Accidental Tourist
2. a) Bill Bryson
3. a) He had repeatedly drenched her
4. c) Aeroplane
5. d) drenched

Extract-3

1. b) Bill's wife
2. d) the children
3. c) both a and b
4. d) cut the meat
5. b) lip

LONG QUESTIONS (VALUE POINTS)

1.
 - Maintain calm and self control
 - Sit, stand, walk carefully and continuously
 - Carry minimal luggage
 - Carry ID cards, tickets, etc. properly
 - Take care of route, hotel bookings, etc.
 - Do not talk to strangers.
2.
 - Travelling gives immense joy
 - Great stress buster
 - Travel in groups
 - Carry minimal luggage
 - Follow rules, norms
 - Be polite, friendly and helpful

Lesson-10 The Beggar

COMPREHENSION PASSAGES

Extract-1

1. d) The Beggar
2. c) a dull drunk beggar
3. d) He had seen him before
4. d) The beggar was telling the truth
5. c) suppliant

Extract-2

1. b) The Beggar
2. d) chopping wood
3. c) because he was trapped in his words
4. b) The Advocate
5. a) proud

Extract-3

1. a) Lushkoff
2. b) Olga
3. d) She shed many tears
4. a) She chopped wood for him
5. a) misery

LONG QUESTIONS (VALUE POINTS)

1.
 - Man a social animal, driven by circumstances
 - Depends on social environment
 - Kind of company
 - Good ones show right path
 - Can reform with compassion and trust

2.
 - Counselling them to work rather than beg
 - Giving them work
 - Hearing their problems/ providing solutions
 - Giving some financial support
 - Contacting NGOs

Solved Sample Question Paper No.1

English (Language & Literature)

Class : IX

Time : 3 Hrs.

Maximum Mark : 80

General Instructions :

1. This question contains THREE Section A-Reading, Section B-Grammer & writing, Section C-Literature
 2. Separate instructions are given with each section and question, whenever necessary. Read these instructions very carefully and follow them.
-

SECTION 'A' : READING (20 MARKS)

1. Read the passage given below and answer the questions that follow them:

1. ***Entrepreneurs must look for opportunities to innovate, says Ratan Tata.***

Entrepreneurs should look for new opportunities to innovate, adapt and find new solutions to make businesses disaster-proof amid the covid-19 outbreak. "Look at this as the new landscape or a new playing field, and apply your adaptive nature and innovativeness to finding solutions so that you can say that this challenge gave us a new way to do things," Tata said during a discussion with Sudhir Sethi, founder and chairman of venture capital firm Chiratae Ventures, formerly IDG Ventures India.

2. Tata said the virus will disappear, but the innovativeness that entrepreneurs bring to their businesses despite the current challenges, will become benchmarks for tomorrow. "Digitizing at home is the new way to bring your customer into your phone. To deal with things as they would be in normal circumstances, but the circumstances are new. I can say that, looking at the situation as it stands. I'm sure there are going to be situations where we're going to say. why did we not do this earlier?"

3. Tata said the entrepreneur should be enterprising, and unwilling to sit and moan about the changing situation. Instead, he should see the problem as an opportunity and be excited about finding new ways to do things. "I know when I was a younger person in the organization, one of the most exciting times that I have had is where you can sit down with a bunch of your colleagues and brainstorm. And, when you brainstormed, it enabled you to look for different ways to do things to beat your competition or to reduce your costs or to change the way in which you operate."

4. Besides, Tata said "investors should be keeping their powder dry, as that might seem to be very prudent. but at the same time. that can also be very self-defeating". Investors should back companies who are driven to do something differently because of the current crisis, rather than say that right now is not the time to look at something new; he added. Tata also said that Indian entrepreneurs should be supported by the government. Comparing the times with the situation during the World Wars, he said that while cities got bombed and manufacturing industries were disabled, many new technologies were developed. And, the entrepreneurs who were supported by their governments found new opportunities to emerge out of the crisis.

5. "I think the motivator is within the entrepreneur and the drive within to use this crisis as an opportunity, and see whether we can look at new areas in a new way." Tata said. In a note to entrepreneurs, Ratan Tata said he believes they need to start with a clean sheet of paper that looks at ways of doing things that were never thought of before.

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On the basis of your understanding of the passage, answer the questions follow. (1x10=10)

- i. According to Tata, entrepreneurs should look for new opportunities _____.**
 - (a) to innovate new solutions
 - (b) to adapt new solutions
 - (c) to find new solutions
 - (d) All of the above
- ii. Which of the following is the correct chain of things, as mentioned in the passage, foremost to entrepreneurship?**
 - (a) A solution, opportunity, problem solving, innovativeness
 - (b) adaptive nature, high thinking, solution, opportunity
 - (c) opportunity, adaptive nature, innovativeness, a new solution
 - (d) problem solving, critical thinking, contentment, opportunity
- iii. According to the passage, the innovativeness that entrepreneurs bring to their businesses becomes _____.**
- iv. A entrepreneur should see the problem as _____.**
- v. Which of the following is OPPOSITE in meaning to the word rigid as used in the passage?**

- vi. Which of the following statements is NOT TRUE in the context of the passage?
- (a) an entrepreneur should be enterprising
 - (b) an entrepreneur should see the problem as an opportunity
 - (c) an entrepreneur should adapt and find new solutions
 - (d) an entrepreneur should be willing to sit and moan about the changing situation
- vii. Which phrase in passage 4 means "be calm and ready for a possible problem in the future".
- viii. Which of the following statements is TRUE in the context of the passage?
- (a) An entrepreneur should be unwilling to sit and moan about the changing situation.
 - (b) Entrepreneurs should not be supported by the government.
 - (c) One should not be much excited about finding new ways to do things.
 - (d) Investors should not back companies who are driven to do something differently.
- ix. _____ is the founder and chairman of venture capital firm Chiratae Ventures.
- x. Choose the option that best captures the central idea of passage from the given quotes.

"Let's go invent tomorrow rather than worrying about what happened yesterday." - Steve Jobs	"Be so good they can't ignore you." - Steve Martin	"Be the change you wish to see in the world." - Mahatma Gandhi	"Take criticism seriously, but not personally." - Hillary Clinton
(1)	(2)	(3)	(4)

(a) Option (1)

(b) Option (2)

(c) Option (3)

(d) Option (4)

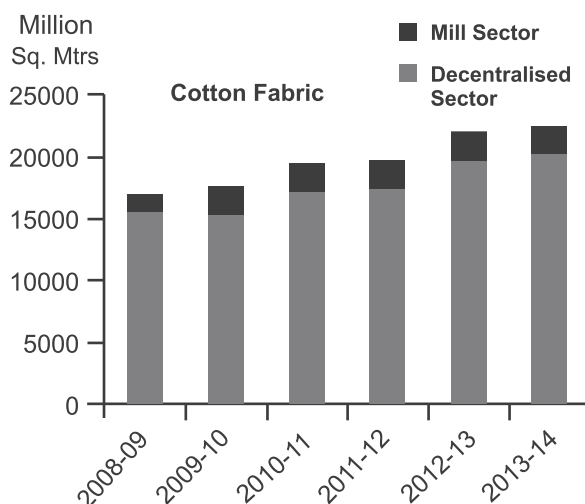
2. Read the passage given below.

The Cotton Textile Industry

The cotton textile industry is one of the traditional industries of India. In ancient and medieval times, it used to be only a cottage industry. India was famous worldwide for the production of muslin, a very fine variety of cotton cloth, calicos, chintz and other different varieties of fine cotton cloth. The development of this industry in India was due to several factors. One, it is a tropical country and cotton is the most comfortable fabric for a hot and humid climate. Second, a large quantity of cotton was grown in India.

Abundant skilled labour required for this industry was available in this country. In fact, in some areas, the people were producing cotton textiles for generations and transferred the skill from one generation to the other and in the process perfected their skills. Initially, the British did not encourage the development of the indigenous cotton textile industry. They exported raw cotton to their mills in Manchester and Liverpool and brought back the finished products to be sold in India. This cloth was cheaper because it was produced at a mass scale in factories in the U.K. as compared to the cottage-based industries of India.

In 1854, the first modern cotton mill was established in Mumbai. This city had several advantages as a cotton textile manufacturing centre. It was very close to the cotton-producing areas of Gujarat and Maharashtra. Raw cotton used to be brought to Mumbai port to be transported to England. Therefore, cotton was available in Mumbai city itself. Moreover, Mumbai even then was the financial centre and the capital needed to start an industry was available there. As a large town, providing employment opportunities attracted labour in large numbers.

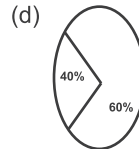
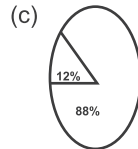
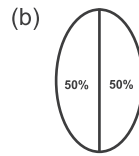
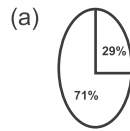


Source : Annual Report 2013-14. (CITI)

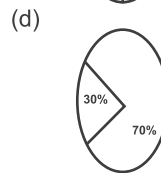
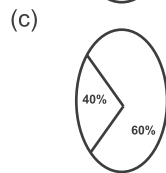
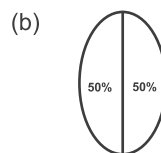
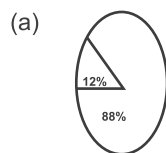
Hence, cheap and abundant labour too was available locally. The machinery required for a cotton textile mill could be directly imported from England. Subsequently, two more mills, the Shahpur Mill and the Calico Mill were established in Ahmedabad. By 1947, the number of mills in India went up to 423 but the scenario changed after partition, and this industry suffered a major recession. This was due to the fact that most of the good quality cotton-growing areas had gone to West Pakistan and India was left with 409 mills and only 29 percent of the cotton-producing area.

On the basis of your understanding of the above passage, answer the questions given below: (1 x 10 = 10)

- i. **India of its was left with the only _____ of the cotton-producing are at the time partition.**
(a) 50% (b) 35%
(c) 29% (d) 15%
- ii. **What factors led to the development of the cotton textile industry in India?**
a. favourable climatic conditions b. cheap and abundant labour
c. Abundant skilled labour d. All of these
- iii. **What did Britisher export to the mills in Manchester and Liverpool?**
- iv. **The first Modern cotton mill was established in India?**
- v. **What factors led Mumbai to flourish as a cotton textile manufacturing centre?**
(a) It was located close to the cotton-producing area
(b) It was a financial centre and capital required to start an industry was available here
(c) Availability of labour
(c) All of these
- vi. **Where were the two subsequent textiles the Shahpur mill and the Calico mills?**
- vii. **How many mills were established in India by 1947?**
- viii. **What happened to the Cotton industry at the time of partition?**
- ix. **What was the proportion of land under and not under the cultivation of cotton at the time of Partition?**



x. In what time in Proportion was the land in million sq. mts occupied by the decentralized sector and the mill sector in the year 2008-09?



SECTION-B GRAMMAR WRITING (20 Marks)

3. Attempt **ANYTEN** of the following questions. 10
- i. **Fill in the blank by choosing the correct option to complete an online update.** 1
 The climate control comment by an activist _____ on school media yesterday.
 (a) blow up (b) blew up
 (c) is blown (d) will be blown
- ii. **Read the conversation between a doctor and his patient. Complete the sentence by reporting the patient's reply correctly.** 1
 Doctor : Do you feel down from time-to-time Mr. Gopalan?
 Patient : Yes, I do not stay in a good mood.
 The doctor, while trying to figure out his patient's ailment, asked his well-being, to which, the patient affirmed _____.
- iii. **Select the correct option to fill in the blank for the given line, from a health magazine.** 1
 The advertisement read, 'If you smoke, statistically your story _____ end 15% before it should'.

- (a) must (b) should
(c) will (d) ought to

iv. **Select the option that identifies the error and supplies the correction for the following line, from a news report:** 1

Last week a child was not allowed to board the plane at Ranchi airport.

Option no.	error	correction
A.	child	children
B.	last	previous
C.	the	a
D.	at	in

v. **Complete the given narrative, by filling in the blank with the correct option :** 1

As I was standing on the dock, looking out at the lake for the last time, a feeling of emptiness _____ over me like darkness.

- (a) will wash (b) had washed
(c) will have washed (d) washed

vi. **Fill in the blank by using the correct form of the word in the bracket, for the given portion of a letter:** 1

Subject : Reporter for Approval

Dear Sir

This is to respectfully submit that I _____(seek) approval for organising a tree plantation drive to undertaken by the club.

vii. **Report the dialogue between a grandson and his grandfather, by completing the sentence:**

Grandson: Grandpa, who are your superheroes?

Grandpa: Anyone who show kindness and compassion to others.

In response to the questions about his superheroes, grandfather says that _____.

viii. **Identify the error in the given sentence, from a school magazine report and supply the correction.** 1

In order to balancing the sentiments of the Eagles and the Hawks, the Student Council suggested a rematch between the teams.

Use the given format for yours response.

error	correction

ix. Sunil shared some information, with Tariq, about a holiday at sea.
Report Tariq's question. 1

Did you enjoy travelling by sea?

x. Fill the blank by choosing the correct option, to complete the slogan
by the Ministry for Child Welfare. 1

_____ We afford to neglect children? Think twice!!

- (a) Will (b) May
(c) Need (d) Can

xi. Select the correct option to complete the narration of the dialogue
between Latha and her father. 1

Father: Why ask so many questions, Latha?

Latha: I believe that if you don't know the answer, keep asking till you do!

Father asked Latha reason for the many questions she was asking. Latha
exclaimed good-humouredly that in event of not knowing the answer one
should _____.

- (a) keep asking till one does (b) kept asking till one does
(c) keep asking till one do (d) kept on to ask till one do

xii. Identify the error on a shop's hoarding and supply the correction,
for the following sales offer: 1

Gumnaam & Daughters Pvt. Ltd.

Bindapur, Jharkhand

Massive discount for all senior citizens vaccinated with the
precautionary dose.

Use the given format for your response.

error	correction

4 a) A few days ago you went to Chandigarh with your family members and
visited Rose Garden. You were so enchanted with the beautiful roses of
different species that you decided to write it as a diary entry. Write a diary
entry. 5 Marks

OR

b) Mahesh wrote only a few lines and couldn't complete the story he
wanted to write. Taking help from the beginning Mahesh made, develop
the story. 5 Marks

A woodcutter was chopping down trees on the bank of a river. His hands were so much wet with his sweat that he lost his grip.

OR

5. Answer any one of the following question in 100-120 words. (5marks)

Write a paragraph describing a journey, imaginary, or you have undertaken. You can follow the steps given below:

- a) Prepare an itinerary. 2. You can make use of the following expressions, phrases and proverbs frequently used by the travellers.

Jetlag, itchy feet, hit the road, time table, on the home stretch, call it a day, book in advance, travel over, travel through, travel light, any port in a storm, stopover, etc.

OR

- b) The traits of a musician are given in the box below. Use these and write a short paragraph on him. (5Mark)

A.R. Rahman: Indian composer, singer, songwriter, music producer, musician and philanthropist; born in Chennai on 6 January 1967; graduated from Trinity College, Oxford University; famous in integrating Indian classical music with, world music and traditional orchestral arrangements; recipient of the Padamshri and Padma Vibhushan awards; two Oscars and a Golden Globe; a notable humanitarian and philanthropist; donates and raises money for a number of causes and charities.

LITERATURE

40 Marks

6. Read any one of the extracts given below answer the following questions:

- I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together. **5x1 = 5 Marks**

- i. **Where was APJ Abdul Kalam born?**

- ii. **Who possessed great innate wisdom and true generosity of spirit?**

- (a) Abdul Kalam's father (b) Abdul kalam's mother
(c) Abdul kalam's brother (d) Abdul kalam's friend

- iii. **Who does 'I' refer to in the given extract?**
(a) A.P.J. Abdul Kalam (b) Jainulabdeen Kalan .
(c) Ashiamma Kalam (d) Rahim Kalam
- iv. **What was the name of Kalam's mother?**
- v. **Abdul kalam's father's name was**
(a) Jallaluddin (b) Jainulabdeen
(c) Jallal (d) Janabuddinn

OR

Toto was a pretty monkey. His bright eyes sparkled with mischief beneath deep-set eyebrows and his feeth, which were a pearly white, were very often displayed in a smile that frightened the life out of elderly Anglo-Indian ladies. But his hands looked dried-up as though they had been picked in the sun for many years.

- i. **Name the chapter from which this extract has been taken.**
- ii. **Toto's smile was_____.**
(a) Pretty (b) Dangerous
(c) Frightening (d) Mischievous
- iii. **The word 'sparkled' in the passage can be replaced with:**
(a) Looked (b) Dried up
(c) Frightened (d) Thinkled
- iv. **What would happen when Toto smiled?**
- v. **How does the author describe 'Toto's hands'?**
(a) Shriveled (b) Spicy
(c) Smooth (d) Beautiful
7. **Read the extract given below and answer the following questions:**
Once, when the good Saint Peter **5x1 = 5 Marks**
Lived in the world below,
And walked about it, preaching,
Just as he did, you know
- i. **Who was Peter?**
- ii. **What did he do?**
(a) Stealing (b) Preaching
(c) Cooking (d) Driving

- iii. **Where did Saint Peter live?**
 (a) Under the Earth (b) In Heaven
 (c) In the woods (d) In the skies
- iv. **Find the word from the stanza similar in meaning to Virtuous:.**
- v. **Name the poet of the given stanza.**
 (a) Phoebe Cary (b) Robert Frost
 (c) Stephen Spender (d) William Shakespeare

OR

Two roads diverged in a yellow wood, and sorry I could not travel both and be one traveller, long I stood, and looked down one as for as I could to where it bent in the underground.

- i. **The composer of the above lined is _____.**
- ii. **What happened to the road?**
 (a) The road is broken
 (b) The road split into two different paths
 (c) The road is bent
 (d) The poet travelled both the roads
- iii. **The forest is yellow because _____.**
 (a) The floor is painted (b) The leaves are yellow
 (c) The branches are yellow (d) The sky was yellow
- iv. **What does the poet feel sorry for?**
- v. **What does 'Both' in line 2 refer to?**
 (a) The poet and a companion (b) The road and the poet
 (c) The two roads (d) The road and the vehicle
8. **Answer any four out of the five questions in 40-80 words.** 4x3=12
 a) **What kind of student was Einstein in school?**
 b) **Why was Kezia afraid of her father?**
 c) **What two 'important' and 'earth shaking' decisions did the doctor take while he was looking in to the mirror?**
 d) **Which of the two roads did the poet choose and why?**
 e) **How does the wind deal with the weaklings?**
9. **Answer any two out of the three questions in 40-50 word.** 2x3=6
 a) **"Toto was a pretty monkey". In what sense is Toto pretty?**

b) In what way is Ishwaran an asset to Mahendra?

c) What lesson do you get from the story "In the Kingdom of Fools"?

10. **Attempt any one of the following long answer type questions in 100-120 words.** 1x6=6 marks

a) Do you agree with Margie that schools today are more fun than the schools today are more fun than the schools in the story. Give reasons for your answer? (The fun they Had)

OR

b) How did Kezia's attitude towards her father change? What brought them closer? (The little girl)

Attempt the following long answer type question in 100-120 words.

11. a) One should not be greedy. How did greed bring the disciple in trouble? 1x6=6 marks

In the kingdom of fools

OR

b) Willingness to live is more important than medication. Do you agree?

The Last Leaf

Section B

4a. Preet Vihar

10th November, 20XX

Saturday, 5:00 pm

Dear Diary

I want to share one of the best journeys I ever had! I along with my family went to Rose garden. It was so exciting. We enjoyed very much. I feel enthralled to put my experience of seeing Rose Garden in Chandigarh as records. On 8th November, 20XX, my father decided to have a visit to the Rose Garden in Chandigarh. In the evening of the same day we reached Chandigarh by train On 9th we went to visit Rose Garden. Really, the beautiful scene of the Rose Garden put an indelible impression on my mind Earlier I had never seen so many roses of about 1500 varieties It was indeed a wonderful experience in my life. I desire to visit the place again. I enjoyed so much and this day will be unforgettable for me

Prachi

OR

4b. Honesty Pays in the Long Run

A woodcutter was chopping down trees on the bank of a river. His hands were so much wet with his sweat that he lost his grip over the axe. It slipped away from his hands and fell down into the river The poor man couldn't even swim He thought that his axe was lost forever. He was very sad at his misfortune and started sobbing and weeping. Suddenly there was a flash of light The God of the Forests appeared before him The woodcutter explained what had happened. He consoled him. "Don't you worry. I'll get back your axe for you , said the God of Forests, Having said these words. he dived into the river After a few moments he came out with an axe It was made of gold Is this yours? he asked. The woodcutter only said No A few seconds later he came out of the river with another axe. It was made of silver No no sir this is not mine said the woodcutter He dived again and came out with the third axe The woodcutter cried loudly looking at the axe Yes yes it's mine-the woodcutter's axe with an iron blade. The God of Forests was impressed with the woodcutters honesty "Keep all these axes as a present from me." The God uttered these world and disappeared. In the end, woodcutter has all three axes because of this honest act. The woodcutter felt glad that he found his axe and a reward too He finished his work and went home. He then told his wife and children the whole story what happened. If he would have lied to the God of the forest then he would have taken all the axes from him but because of his honesty, he got all the axes. otherwise, he would have only one of the axes or have nothing that is why it is said that honesty pays in the long run

5a. We decided to go to Thailand last month. I was too excited to think of what it would be like. We booked the tickets and when the time came, packed our things. When we landed at Thailand airport after a journey of about five hours, I had jet legs but soon forgot it seeing the beauty all around. We checked in the hotel and rested for some time. It was wonderful day and we enjoyed coconut milk. We hired bikes and toured half of the island relishing the local life that was so lively and full of activity. On our way, we tasted delicacies of the local cuisine. Mostly it was spicy food. We visited tropical jungles and witness the beauty and splendour of nature. We overwhelmed by the serenity and beauty of the place. Soon the time to go back arrived. It was as sad feeling to think of leaving this extraordinary calmness. It was the best journey of my life.

OR

5b. A.R. Rahman (Allah Rakha Rahman) is an Indian composer, singer, songwriter, music producer, musician and philanthropist who was born in Chennai on j January 1967. Rahman was earlier known as A.S. Dileep Kumar before he converted from Hinduism t Islam. He is a graduate from Trinity college, Oxford University. His extensive body of work for film and stage earned him the nickname of 'the Mozart of Madras'. He first debuted with the movie 'Roja'. He is famous in integrating Indian classical music with electronic music, world music and traditional orchestral arrangements. He is the recipient of the Padamshri and the Padma Vibhushan awards. He has won two Oscars and a golden globe too. He is notable humanitarian and philanthropist. He does a lot of charity work too; he donates and raises money for a number of causes and charities. Men like him are hard to find.

6. i. Rameswaram
ii. (a) Abdul kalam's father
iii. (a) AP J Abdul Kalam
iv. Ashiamma
v. (c) Jainulabden

OR

- i. The adventures of Toto
ii. (c) frightening
iii. (d) twinkled
iv. It frightend the life out of elderly Anglo India ladies
v. (a) shriveled

7. i. A saint
- ii. (b) Preaching
- iii. (a) Under the Earth
- iv. Good
- v. (a) Phoebe Cary

OR

- i. Robert frost
 - ii. (b) The road split into two different paths
 - iii. (b) the leaves are yellow
 - iv. he could not travel both the roads.
 - v. (c) the two roads
- 8a. Einstein was very intelligent student. While in Munich school, he scored good in all subjects. He had great interest in maths and physics, later in became a great scientist.
- 8b. Kezia's father was very strict, he had a heavy face. He was a figure to be feared. He was not soft with Kezia due to busy work schedule. So she was afraid of him.
- 8c. While looking in to the mirror, the doctor took two important decisions. First he decided to shave daily and grow a their moustache and second always to keep an attractive smile an his face.
- 8d. Of the two roads, the poet chose the second road. He kept the first one for the other day. As the second road was less travelled by people. The poet wanted to do something different.
- 8e. The wind makes fun of the weaklings and destroyer them. It crushes and winnouls them. The weaklings are not able to stand before the wind.
- 9a. Toto was pretty monkey with sparkle eyes and pearly teeth. He had a long tail. There was a special brain full of mischieves in Toto. So Toto was called 'Pretty'. 2x3=6
- 9b. Ishwaran is cook of Mahendra and accompanies him always wherever he goes. He serves him and entertains him with his imaginative skill. So he is an asset for him.

9c. This story conveys the message that Greediness always create trouble. We should be satisfy with what we have. If we go beyond the limits horrible results may be faced.

10a. Yes, I am agree with Margie. In the story as mentioned, there are no such schools. There are mechanical teachers. They have no human feelings. They have to do the work self and got it verified by the machine. Whereas in present age, there are spacious building. All the students go there and study together. They are thought by human teachers. They study and play together. They learn the same things and matter so that everyone can help to everyone in the study work. So it is right that modern schools have more fun than the schools in the story.

OR

10b. Kezia was a little girl. She loved her father and her father loved her too. But due to heavy schedule of work, he was not able to show his affection openly as Mr. Macdonald. Once Kezia was alone in her room. She had a nightmare and she cried. Her father came to her and took her to his bedroom. She was shivering with fear. He tried to make her comfortable. She slept peacefully and realised that her father was not so cried. She found him very carid. She was not afraid of him. It was the affection and care that brought them closer.

11a. This is a fact that are should not be greedy. In this story the disciple was fond of delicious food. In the kingdom of fools the was very cheap. By watching the circumstances., guru decided to leave that state but the disciple decided to stay there. Once he became the victim of the foolishness of the king. He was arrested and sentenced to death. So he was in trouble. If he had not been greedy he would have left the kingdom. But his greed for food put him in trouble. So it is right that are should not be greedy.

OR

11b. It is true that will power is the supreme power. Which is solution of every problem. In the story 'The Last Leaf' Johnsy was suffering from priumonia. She had lost the will to live which could not be cared by medicines. It was only the willingness which could care her. One should never give up the hope. This story reveals the fact that willingness to live is more important than medication. Johnsy has wrong notions in mind regarding leaves of the creeper. But Behrman's master piece painting proved it wrong. She became energetic and her will to live regenerated. It made him live the life again.

English (Language & Literature)
Class : IX
Unsolved Sample Paper (2022-23)

Time : 3 Hrs.

Maximum Mark : 80

General Instructions :

1. This question paper contains 3 parts- Reading, Writing and Grammar, Literature.
 2. Separate instructions are given with each section and question, whenever necessary. Read these instructions very carefully and follow them.
-

Section - A (20 Marks)

READING (20 Marks)

1. **Read the passage given below.**

Maggie is a golden doodle. However, she turned out to be more golden than a doodle. She has lots of energy. is very loving, a people pleaser, soft and she loves every minute of life. But when she was small, we called her "The Demon". She loved to jump on me, bite me. and steal anything. My goal had been to get a dog that would keep me walking every day. But more than that, I am in a period of my life where I was looking for a way to give back. Seeing Maggie's loving personality and high energy, I realized that Maggie needed a job and I needed to volunteer, and if we worked together, we could both have that. But the little "demon" needed to be tamed! After going through beginner and intermediate obedience at Canine Academy, I knew that Maggie would benefit from the Off-Leash program and that would help her get ready to become a therapy dog so that she could be busy and I could give back.

She is home from the Academy now, and what a great dog she is! She loved her training and did very well at Canine Academy. Walks that used to be difficult because. at 75 lbs, her pulling on the leash was hard on me, are now a pleasure. We walk twice every day and she has many friends in the neighbourhood, that have watched her grow from an unruly puppy to a beautiful companion, thanks to the Canine Academy. We train every day and she loves to attend the weekly training sessions that the Off-Leash graduates take part in. Lisa and her trainers gave Maggie the tools she needed to be an absolutely wonderful dog. Now we work together to fine-tune those tools and everyone that knew her before is quite impressed by how well-behaved she is now. My life is so much better with Maggie in it, but part of that is thanks to the wonderful

people at the Canine Academy and the great work they do with dogs. If I ever add to my dog family, we will surely be calling them again!

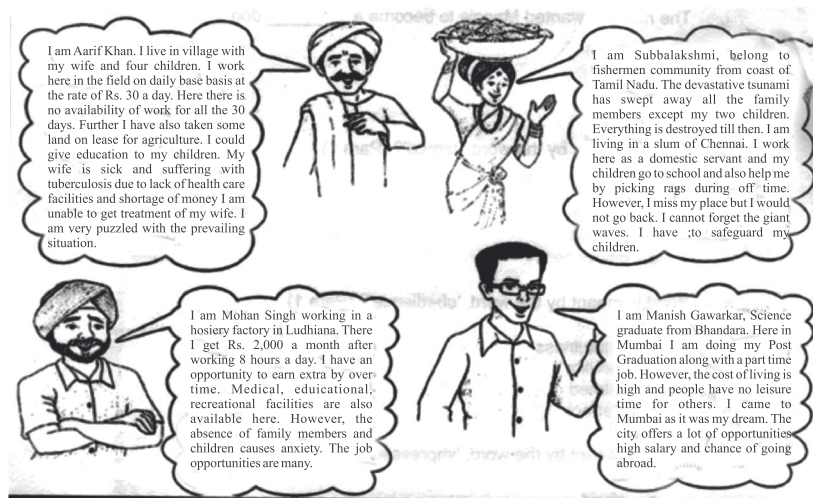
On the basis of your understanding of the above passage, answer the questions given below: (1 x 10 = 10)

- i. **Who is Maggie?**
- ii. **What qualities of Maggie are mentioned by the author in the opening paragraph?**
(a) She is soft and loving (b) She is a villain
(c) She bites everyone (d) She is always low on energy
- iii. **What was Maggie called when she was small?**
- iv. **What is the name of academy she goes to?**
(a) Off-Leash Academy (b) Academy of Dogs
(c) Canine Academy (d) Dog Family
- v. **What training programmes did Maggie undergo?**
(a) Beginner Obedience Programme
(b) Intermediate Obedience Programme
(c) Advanced Obedience Programme
(d) Off-Leash Training Programme
(a) Only (A) and (B) (b) Only (A), (B), and (C)
(c) Only (A) (d) Only (A), (B), and (D)
- vi. **What change occurred in Maggie after training?**
(a) She became high on energy (b) She had a soft fur now
(c) She became a people pleaser (d) She became well behaved
- vii. **Narrator's life is better with in it.**
- viii. **The narrator wanted Maggie to become a dog.**
- ix. **What is meant by the word, 'tamed'? (Para 1)**
- x. **What is meant by the word, 'obedience'? (Para 1)**
(a) faithfulness (b) servility
(c) calmed (d) respect

2. Read the passages given below.

People, generally are emotionally attached to their place of birth. But millions of people leave their places of birth and residence. There could be a variety of reasons. These reasons can be put into two broad categories:

Apart from these factors, natural disasters such as floods, drought, cyclonic storms, earthquakes, tsunami, wars and local conflicts also give an extra push to migrate. On the other hand, there are pull factors that attract people from rural areas to cities. The most important pull factor for the majority of the rural migrants to urban areas is the better opportunities, availability of regular work and relatively higher wages. Better opportunities for education, better health facilities and sources of entertainment, etc. are also quite important pull factors.



- i. push factor, these cause people to leave their place of residence or origin; and
- ii. pull factors, which attract people from different places. In India, people migrate from rural to urban areas mainly due to poverty, high population pressure on the land, lack of basic infrastructural facilities like health care, education, etc.

On the basis of your understanding of the passage, answer the questions that follow: (1 x 10 = 10)

- i. According to the passage, one of the reasons for Subbalakshmi and Mohan Singh do not wish to go back to their places of birth or residence is that the: _____
- ii. Pick the option that lists statements that are NOT TRUE according to the passage.
 - (a) Push factors are quite a compulsion for rural people to move to a city.
 - (b) All those who migrate to cities have to bear the separation of their families.
 - (c) Pull and push factors are equally responsible for migration from rural areas to city.

- (a) may (b) must
(c) could (d) should

- vi. There is _____ water left, so drink only if you must.
(a) much (b) some
(c) little (d) none of these
- vii. My success _____ blunt
(a) is (b) an
(c) are (d) will
- viii. Ram as well as his friends _____ going.
(a) is (b) an
(c) are (d) has
- ix. Animals does not posses qualities.

error	correction

- x. They have there own talents.

error	correction

4. Attempt ANY ONE of the following in 100-120 words (5 marks)

a) You have seen innocent children working in a factory in hazardous conditions.

Write a diary entry expressing your views on child labour.

OR

b) Seema decided to write a story for her school magazine, but after some time, she could not complete it due to some urgent work. Complete the story on the basis of the beginning given below.

Hint- An old man had two daughters. He loved both of the them. Once he asked them....

5a) Srinagar with its Dal Lake, the snow clad mountain peaks and the Shalimar garden is nothing but a paradise on earth. You visited this beautiful city sometime back. Write a descriptive paragraph in 100-120 words describing the place.

OR

b) Last summer vacation you went to your friends village. His/her grandmother looked after you as if you were her own grandchild. Describe her in 100-120 words.

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6. Read any one of the extracts given below and answer the following questions: (5x1)

I was one of many children- a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of the nineteenth century. It was a fairly large pucca house, made of limestone and brick, on the Mosque Street in Rameswaram. My austere father used to avoid all inessential comforts and luxuries. However, all necessities were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very secure childhood, both materially and emotionally.

- i. What did his father often avoid?
 - (a) Non-essential comforts and luxuries
 - (b) Taking proper medication
 - (c) Wearing clothes
 - (d) Eating a nutritious and healthy meal
- ii. What necessities did the author talk about?
 - (a) In terms of food
 - (b) In terms of clothes
 - (c) In terms of medicine
 - (d) All of these
- iii. Write the meaning of 'secure'.
 - (a) Safe
 - (b) Sad
 - (c) Sedentary
 - (d) Sure
- iv. Describe Kalam's childhood.
- v. Where was Kalam's ancestral house located?

OR

But to everyone's surprise, the unborn child's grandmother, who was standing closeday, told him that they did not want a son. The holy man was also surprised.

- i. **What blessing did the holy man give earlier?**
 - (a) for peace and prosperity
 - (b) for success
 - (c) for the birth of a son
 - (d) for the birth of a daughter
- ii. **What request did the unborn child's grandmother make to the holy man?**
- iii. **The synonym of 'nearby' from the above lines-**

- (a) standing (b) close by
(c) surprise (d) holy

- iv. **These lines have been taken from the chapter _____.**
v. **The grandmother referred in the para is _____**
(a) Kezia's grandmother (b) Kalams' grandmother
(c) Santosh Yadav's grandmother (d) Santosh Yadav

7. **Read the extract given below and answer the following questions:**
(5x1)

Then took the other, just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.

- i. How was 'the other road' projected to be in the given lines?
(a) Grassy (b) Less trodden
(c) Fair (d) All of these
- ii. What has been termed as 'fair' in the given stanza?
- iii. Write a similar word for 'probably' from the given stanza.
(a) Fair (b) Perhaps
(c) Grassy (d) Really
- iv. Give antonym of word 'claim'.
a. Disclaim b. Disclosure
c. Discover d. Dislike
- v. Name the poet of the given stanza.

OR

It is the human earth that we defile.
Our hells of fire and dust outrage the innocence of air that is everywhere
our own.
Remember, no men are foreign, and no countries strange.

- i. **Hells of fire refers to destruction caused by-**
(a) forest fires (b) arms used in war
(c) volcanoes (d) all of the above
- ii. **According to the poet, human being pollute the earth by _____.**
- iii. **Which of the following is NOT the same meaning as 'defile'?**

- (a) pollute (b) degrade
(c) cleane (d) contaminate

- iv. **The poem conveys the message of_____.**
v. **In the poem the poet empharizes that we should not consider anyone as our-**
(a) brother (b) soldier
(c) enemy (d) beloved

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8. **Answer ANY FOUR questions in 40-50 words each:**

(4x3=12 marks)

- (a) How did Evelyn's teachers respond when she expressed her desire to play the xylophone?
(b) Who was Sivasubramania Iyer? What did he say to Abdul?
(c) What ways did Kezia's grandmother encourage her to get to know her to father better?
(d) Describe the views of Margie about the old kind of school.
(e) What kind of student was Einstein in high school?

9. **Answer ANY TWO questions in 40-50 words each:**

(2x3=6 marks)

- (a) What was the child's reaction on seeing a man holding a pole with yellow, red, green and purple balloons? Write your answer in the context of The Lost Child.
(b) What did the swallow do before planning for his flight towards Egypt on the second night? Write your answer in the context of The Happy Prince.
(c) Where did Sergei see Lushkoff after two years? What work was he doing then?

10. **Answer ANY ONE of the following in 100-120 words (5x1 = 5 marks)**

Why did Margie hate school? Why did she think the old kind of school must have been fun?

OR

Why did the saint punish the woman? What was the punishment? Write your answer in the context of Poem 'A Legend of the Northland.'

11. **Answer ANY ONE of the following in 100-120 words (5x1 = 5 marks)**

What role did Narrator's school play in normalising his life after the fire accident?

OR

Why did the people choose and crown the Guru and his disciple?

