

WORKBOOK

Introduction

The Workbook Contains

- eight units on separate grammar areas, and seven integrative practice sections; and
- two sample examination papers.

The following pages give general advice on teaching and correcting grammar exercises, while unit-by-unit teaching advice and answers are also given before each unit.

The two sample papers are included as a model for the design of terminal examination papers. They can also be used for practice purposes. The first few pages, before the sample papers, give more detailed advice on their use, besides providing detailed objectives and marking schemes relating to these two papers.

Teaching Grammar

1. What is new about the approach to grammar teaching in the workbook?

- Deductive and Inductive Reasoning

By the time students reach Class IX, most of them know how to form and use the structures covered in this book, while writing compositions and transforming isolated sentences. However, many have problems using these structures appropriately. For example, most students will know how to construct a sentence using the Present Perfect, but will not know exactly when it is used in English. In this book the problem is tackled in a different way: by doing the carefully designed exercises in the workbook, the pupils use particular forms in natural contexts. They are then asked to work out general rules for the use of the structure (inductive reasoning). Students experience only the most common and essential uses of a given form: exceptions to rules are included only when they are considered common enough.

Each unit begins with a story or a report or a passage. Students read them and are then asked work out the rules.

The Role of Grammar in the Course as a Whole

Grammar is not a separate 'subject' to be taught in isolation from the rest of the English course. Although no explicit cross-referencing is made between the Main



Coursebook and the Workbook, it should be recognised that the work in each 'informs' that of the other. All grammar work contributes to an improvement in the general skills focussed on in the Main Course Book: reading, writing, speaking and listening and vice versa. Having a separate Workbook is simply a means of consolidating structures being used in other components of the course.

Because of the important integrative function of grammar, we strongly suggest that it should be taught 'a little and often' i.e. a maximum of 20 minutes every few days rather than 'a lot and seldom' i.e. a double period set aside at the end of the month. We do not see the different components of the course as a series of self-contained blocks, but as "interwoven strands" running the whole length of the course.

Correcting Written Grammar Exercises

We are all aware of the tremendous demands that large classes make on teachers, especially with regard to marking. If that marking can be made more streamlined, then more time can be devoted to other important aspects of teaching such as preparation and follow up. Traditionally teachers have spent many hours marking pupils' work. Compositions are returned soaked in red ink, pupils are often disheartened and do not know what to do with them. So they frequently lay them on one side and never consider them again. How can teachers avoid this syndrome? Below are descriptions of the different grammar exercise types and suggested strategies for their management and marking.

- ★ This symbol denotes the 'closed exercise' type, the one where there is only a single correct answer. Students can do exercises individually or in pairs, in class or for homework. We suggest marking be done by pupils themselves or by swapping books for greater objectivity. Teachers can read out answers, have them written on posters, or distribute answer sheets one per group of five. Posters and answer sheets can be collected and used again. We suggest it is wasteful for teachers to mark these exercises personally, but a quick check around the class will gauge which students have done the work set.
- Ⓒ This symbol denotes a more 'open' exercise where more than one answer is possible (though the possible range of answers remains fairly limited). Suggested answers are given in the Teacher's Notes for each unit. (However, it should be emphasised that students will produce alternative correct answers.) Again, we advise teachers not to mark these exercises. The posters or group marking sheets can contain suggested answers which the students can discuss and ask the teacher to check if there are problems or any questions arising out of the discussion. Teachers can elicit answers from the class and hold a whole, group discussion on which ones are acceptable.



- ?? This symbol denotes an open exercise with no 'correct' answers as such. Most often with this type of exercise, students are asked to produce a sustained piece of writing, contextualising the grammar learnt. This writing should be marked by the teacher. However, teachers are advised to concentrate on correcting only those language points covered in that exercise.
- This symbol denotes 'inductive' reasoning exercises where the student's task is to work out the rule for the use of a particular structure. We suggest this be done in class in small groups (maximum 4) or individually, followed by whole class discussion. The teacher is asked to gauge the level of his/her class in terms of its linguistic awareness and access to reference books as well as general intelligence: better classes will be capable of extrapolating rules with minimal help, weaker ones will need guidance. Guidance can be provided in the form of enabling questions leading pupils to their conclusion in carefully graded stages.

Correcting Oral Grammar Mistakes

Section C.6 discusses ways to handle oral activities in the Main Course Book, many of which have a fluency focus. However, the main focus of the activities in the Workbook is on accuracy. Because of this, they require different methods of monitoring and correction.

Most of the activities (whether written or oral) are designed to give students experience and practice of one particular language point - usually a grammatical structure. For example, in the opening part of Unit 8 on Prepositions, the different prepositions are discussed and explored (1-5), and then in an information gap activity, the students describe and draw a picture using these prepositions in a communicative context (6). How can the teacher ensure that language is being produced accurately in the oral activity?

As discussed in Section B.3 of this Teacher's Book, students are encouraged to work in pairs and small groups. This means that students have the opportunity to correct their peers, and it has been found that, they frequently do so clearly and accurately. If they have a query they can consult the teacher as he/she moves around the class, or they can note down their query and pass it to the teacher for her to deal with in the summing up session at the end.

If, whilst monitoring, the teacher picks up a particular mistake, she may wish to intervene. For example, she hears the following incorrect form being reinforced through repetition: *The house is front of mountains*. The error can be dealt with in different ways.

- The teacher can give the correct form and ask the students in the pair or



group to repeat. If the student finds the language difficult to repeat, the technique of back-chaining could be used. The teacher gives the model and signals the student to repeat in this sequence:

- ❖ mountains (repeat)
- ❖ in front of the mountains (repeat)
- ❖ is in front of the mountains (repeat)
- ❖ The house is in front of the mountains (repeat)

(Many learners find it easier to reproduce a long utterance by building backwards.)

- The teacher can elicit the correct form. This can be done by starting the sentence The house is... and breaking off where the student made the error, signalling that the student must continue. It might help to 'count' the words on fingers, pointing out which word is wrong, or where a word needs to be added.

The teacher can elicit only from the student who used the incorrect form, or open it to the group in which he is working. Having elicited the correct form, the whole of the group repeats it.

- Another technique is for the teacher not to interrupt an activity whilst it is in progress, but instead to note down recurrent problems for later treatment.



UNIT 1

VERB FORMS

1. (a) had decided (b) went (c) had made (d) was (e) was (f) were (g) decided (h) ate (i) had (j) found (i) stepped (i) came (m) knew (n) wasn't

1.1. Focus should be on the use of the simple past or present perfect tense form in the answers. The questions also give a clue about the time line.

- (a) Brer Rabbit had found out what everybody was planting that summer.
- (b) Every night he ate his fill and even started bringing some for his family.
- (c) He had found a small hole on the north side of the fence.
- (d) He tied a rope with a loop knot and put it inside the hole. As soon as Brer Rabbit stepped in it, the rope grabbed his leg and hoisted him up in the air.

2. (a) has been (b) has had (c) have focused (d) are (e) is (f) are (g) have focussed (h) have given (i) have shifted

2.1. Here, again the focus should be on the use of the simple past and present perfect. The rules or guidance in the boxes would be very useful.

- (a) The most worrying aspects of agricultural growth has been the effect climate change has had on it.
- (b) Scientists have focussed their attention and efforts on increasing crop yield and improving crop resilience.
- (c) The negative impact of climate has been most felt in Asia and Sub-Saharan Africa.
- (d) So far scientists have focussed on improving crop yields and, in a relatively short period of time, have given us higher yields.
- (e) Their attention has shifted to making crops "climate -proof"

3. Pair work : Students interview their neighbour & fill up the columns.

Then, they report what they found out by writing a brief account in the space provided.



4. Individual work : students complete this in class. (They can add to the list and share with their teacher/classmates).
5. Individual work.
 - (a) was raining
 - (b) was watching
 - (c) was feeling
 - (d) had gone
 - (e) noticed
 - (f) was standing
 - (g) saw
 - (h) came
 - (i) was reading
 - (j) rushed
 - (k) were screaming
6. Encourage students to use simple past. However, accept all other question forms. They will probably use the following types

Did you

What happened.....

Were you

Was it.....

etc. Pair work followed by written report
7. Students should be made aware of these norms. Then they write individually

Which sentence expresses an activity in progress at the moment? ____1____

thought	emotion	possession	perception (often used with can)	measurement
believe suppose understand find/ consider forget know think imagine remember	hate wish prefer like regret	own belong	smell see hear taste touch	weigh cost measure



Which sentence expresses a decided opinion? _____ 2 _____

8. Individual work

Mr Sinha has a severe headache. ✓

He is having a blue-coloured Maruti car. ✗

Mr Sinha has two daughters and no sons. ✓

8.1. Individual work eg. Shyam has a dog Mrs. Sharma has a palatial house.

9. Individual work

We use 'since' to express a point in time, whereas 'for' is used to express a period of time.

since	for	
✓		last week
	✓	a short time
	✓	a decade
✓		Deepavali
✓		the day before yesterday
	✓	centuries
✓		June
✓		22nd June
	✓	several weeks
✓		2009
	✓	6 months
	✓	ages



10. Individual work

11. Individual work. Accept all possible answers using Present Perfect tense of

the verb

12. Pair work follows individual work, where students write and complete the work sheet. Accept all possible answers using Present Perfect Continuous tense of the verb
13. Pairwork. Encourage the use of Present Perfect Continuous tense as far as possible. However, accept other tense forms like the Simple Past, Present Perfect if used correctly and appropriately. Encourage students to use words and expressions from the box.

When i was a student

- 14 (1) would (2) would (3) used to (4) would (5) used to. Explanation should be restricted to the simple difference in use between the two expressions as brought out by the exercise. However, the teacher may point out that there are other uses of 'would'

18. 1. Individual work

- (a) is conducting
- (b) include
- (c) is requested
- (d) participate

18.2. Individual work

- (a) was celebrated
- (b) was
- (c) inaugurated
- (d) planted
- (e) urged
- (f) presented

IGP 1

1. (a) you expose your
- (b) need
- (c) of brain cancer or memory loss
- (d) are likely to cause illness
- (e) are based on press reports



2. (a) Bio diversity is the variety of life forms that interact to support and sustain to support the balance of nature
 (b) As human population grows, more and more of the Earth's resources are consumed.
 (c) An explosive growth and consumption has led to an extinction crisis
 (d) And threatens to surpass the mass extinctions that have periodically occurred during the Earth's history.
 (e) Scientists estimate that species are disappearing at the rate of one everyday.
3. (a) the (b) the (c) the (d) their (e) high (f) the (g) there (h) some (i) the (j) little (k) their (e) the (m) the
4. (a) Wandering
 (b) I
 (c) happen
 (d) girls
 (e) balanced
 (f) sit
 (g) after
 (h) the
 (i) asks
 (j) every



UNIT 2 DETERMINERS

1. (a) the (b) The (c) an (d) a (e) An (f) the (g) a/one (h) the (i) the (j) the (k) the (l) a (m) the

- 1.1. (a) The characters were in a railway carriage at the time of narration.
(b) Three children-a small girl, a smaller girl and a small boy were travelling with the aunt.
(c) The children passed their time by chatting with the aunt.
(d) They would take nearly an hour to reach Templecombe.
(e) The aunt responded to the children's antics with irritation. They were as persistent as an annoying housefly. / The aunt constantly was stopping them from doing something.

The Teacher focuses the use of appropriate articles in their answers.

- 1.2. (1) India
(2) The Andaman and Nicobar Islands
(3) Sri Lanka
(4) The Ganges
(5) The Bay of Bengal
(6) The Himalayas
(7) Mount Everest
(8) The Tropic of Cancer
(9) The Persian Gulf
(10) Lake Baikal
(11) Asia
(12) The Arctic Ocean

2. Determiners : (a) any (b) a (c) his (d) their (e) her (f) some (g) any (h) some (i) your (j) other (k) his (l) the (m) our (n) our (o) his



Teacher focuses on the use of appropriate determiners by students while responding to the functions

3. (a) The Bedouin and his wife extended their hospitality to the weary traveller by taking him in and cooking a chicken for his dinner.
 (b) She didn't have any meat left to serve her guest as she had eaten all of it but for the neck piece, which she gave to her little son to nibble.
 (c) Her son was crying out aloud as he wanted more chicken
 (d) She covered up her mistake by rebuking him for his shameful habit that he had learnt from his father.
 (e) The traveller fled from the tent as he was afraid his host would cut off his ears.
4. (a) Show possession
 (b) Show quantity
 (c) A negative idea
 (d) Show place / position
 (e) Show members
5. (a) many; chairs
 (b) Several schools.
 (c) Several students
 (d) Much; information
 (e) A few; some
6. (a) Teachers draw students' attention to the more complex form of determiners
 (b) Familiarise them with the meaning / information related to the bar graph
 (c) Individual work

On the whole, Medland exported slightly less this year than last year. Concerning foodstuffs, Medland exported fewer bananas than last year but far more peanuts. It sold a little less rice, slightly more palm oil, but almost the same amount of cocoa as last year.

As regards non-edible goods, many more guns and the same number of cotton



goods were sold overseas. However, Medland exported much less iron are this year than last.

Accept all other correct combinations

7. Oral activity

a horse

some/ a piece of equipment

some oil

a pair of trousers

a chicken

some/ a piece of furniture

a pair of scissors

some snow

some people

some / a piece of information

some goods

some air

a pair of glasses (spectacles)

some glasses (for drinking water)

some water

some/ a piece of work

some medicine

a medicine

some clothing

a fact

a pair of binoculars

some / a piece of news

a / a piece of glass



7.1. Individual work

8. Pair work leads to individual work students share their answers

- (a) anything/ anyone
- (b) everything
- (c) everywhere
- (d) somewhere
- (e) nobody / none
- (f) anything
- (g) everyone/ everybody
- (h) something someone/ somebody
- (i) nothing
- (j) nothing

9. Oral activity

9.1. 1. Two of them are chemical elements.

2. One of them is a country in South America.

3. Both of them are rivers.

4. Three of them are languages.

5. None of them is a capital.

6. Neither of them grows on trees.

7. One of them is a religion.

8. All of them are units of currency

10.2.

Leena was on her annual visit to her uncle's house. She always enjoyed it because she was allowed to spend most of the day down at the mango grove. Leena's uncle was a friend of the man who owned the grove and he always gave a special rate. This

year Leena's aunt joined her, and together they set off across the fields to the grove.

The branches of the trees were covered with fruits, and so bowed down with the weight that they almost touched the ground. They spent hours picking fruit, eating most of it and sleeping in the shade.



IGP-2

1. (a) preserving Indian art
(b) was founded in 1936 by
(c) international recognition
(d) an Act of the Indian Parliament
2. (a) A computer virus is a programme that can infect a computer without the knowledge of the owner.
(b) A true virus can spread through the Internet or a USB drive or even a CD.
(c) Viruses infect the file system corrupting the network of host files.
(d) Many users install anti-virus software that can detect and eliminate known viruses.
3. (a) use
(b) with
(c) as
(d) reduces
4. (a) Cars enable you to reach any place you want. _____ However _____, they pose parking problems in the cities.
(b) I prefer writing _____ in _____ ink.
(c) He fell _____ off _____ the ladder
(d) John, as well as his younger brothers, _____ is _____ going abroad for further studies.
(e) You'd better take a taxi. _____ otherwise _____, you'll arrive late.
(f) It's not a very good job. _____ but _____ it's something to start with.
5. (b) considered
(c) of
(d) many
(e) ranging
(f) such
(g) most



- (h) is
- (i) obtain
- (j) can
- (k) is banned



UNIT 3

FUTURE TIME REFERENCE

1. 1. future
2. 1-d
2-c
3-e
4-b
5-a
6-f
3.
 1. Aarti is going to be a biologist when she grows up.
 2. The only bus in the afternoon leaves (or departs) at 15.15 (NB Simple Present is usually used for timetables)
 3. He is going to the doctor on Monday.
 4. Karnika promises she will go.
 5. The airplane is about to take off.
 6. Don't worry. You will get well.
4. Mr Madan is touring North India and Nepal next week. He leaves Bombay on Monday the 7th at 0630 and arrives in Delhi at 0830. He is speaking at a Peace Conference there. On Tuesday, he departs at 0730 and gets to Agra three hours later. He is visiting a cultural centre there. The following day he goes to Varanasi where he is meeting the head teacher of a local school. On Thursday he leaves for Patna. He is discussing Trade Unions there. Next day he leaves at 1400 and flies to Kathmandu where he is visiting the Himalayas Project. On the final day of his tour, he departs at 1100 and returns to Delhi at 1400.
6. Accept individual work. Encourage use of various verb forms.
7. is about to
interesting items will be
will begin
going to



will present / will sing

will conclude

8. Pair work

IGP-3

1.
 - b. mail them
 - c. have shown up
 - d. was setup
 - e. was established
 - f. has been replaced
2.
 - a. There the baby sits and plays in the water
 - b. The mother does not leave him there long enough to worry
 - c. As he grows older, he is allowed to wade about at low tide
 - d. His elders keep a sharp look out so that he does not stray into deep water
 - e. He is permitted to make small mistakes from which he may learn to make better judgment
 - f. When the children are able to swim they are given small canoes of their own
3.
 - (a) mean
 - (b) intense.
 - (c) an
 - (d) product.
 - (e) been
4.
 - (a) a
 - (b) for
 - (c) the
 - (d) has
 - (e) could
 - (f) am
 - (g) the
 - (h) will
 - (i) will
 - (j) is



UNIT 4

MODALS

1. Accept all appropriate answer as this exercise is to bring out the lateral thinking skill of students.

e.g You can scratch your back

- Can use it as a weapon to defend yourself
- Can swat flies
- Can use it as a ladle
- Can use it to lift things

2.
 - a. ability
 - b. to express permission
 - c. possibility

3. Pair work (oral activity)

4. Accept all appropriate answer as this exercise is to bring out the lateral thinking skill of students.

e.g It can collect the cups and put them in the dish washer

It can play music and entertain the guests

It can open the door and see them off.

6. Can't, needn't, shouldn't, mustn't, don't, didn't
7. must, can/ may, must, must, have to, cannot/ must not, may, must, should
8.
 1. You can't fill water here
 2. You must wait
 3. You can use either way
 4. You must not bring your dogs inside.
 5. You must stop here!



9. 1. Accept individual response

10. d - 1

b - 2

c - 3

a - 4

e - 5

11. Accept individual response

12. Accept individual response

Useful information for the teacher

13. a) The ozone layer is the layer of gas which protects the Earth from harmful sun rays. It is being destroyed by CFCs used in aerosol spray cans and refrigerators.

b) The Taj Mahal is being corroded by chemicals and acid rain.

c) The Maldives are very low-lying islands which in danger may be drowned by rising water levels (caused by melting ice-caps: the result of global warming from the Greenhouse Effect).

d) The rainforests are the 'lungs of the world'. They will get depleted very rapidly for economic gain.

e) Weather patterns are believed to be changing mainly due to the Greenhouse Effect.

f) Fossil fuels - oil, gas, coal etc. - are being used up very quickly. Scientists predict that the Earth's reserves of fossil fuels will be exhausted by the year 2300.

g) The Ganges delta is being silted up .because deforestation higher up the river valley is leading to soil erosion. Material is being washed down into the river, causing more flooding than before.

13B. Accept individual response based on information provided

14. Accept individual response based on information provided

15. Accept individual response

17. Accept individual response



18. 1 a) I'm not allowed to go,
b) It is not compulsory but I may go if I wish.
- 2 a) I am physically able to swim a length of the pool,
b) The authorities permit me to swim on Saturdays.
- 3 a) You have a moral obligation to get her a nice present,
b) You are being ordered to get her a nice present.
- 4 a) This is a less formal/polite way of asking permission to go to the toilet,
b) This is a more formal/polite way of asking permission to leave.
- 5 a) MAY implies that it is slightly more likely than in sentence b.
b) MIGHT implies that it is slightly less likely than in sentence a.



UNIT 5

CONNECTORS

1. (a) and (b) And (c) that (d) where (e) and (f) after (g) that (h) and (i) but (j) that (k) before (l) so (m) when (n) while (o) but

- 1.1. a. and baby tortoise thought of going on a picnic
 b. which were very nice
 c. which was some distance away in eighteen months
 d. but found that the opener was missing
 e. 18 months after they had started
 f. that they couldn't start without a tin-opener.
 g. But the baby tortoise
 h. until the baby returned with the tin-opener
 i. After almost six years had passed

- 1.2. and : connects similar actions, objects

but : denotes contrast

where : (denotes place)

while : denotes contrast/ denotes time

after : denotes time

until : denotes time

so : (gives reason)

2.

Contrast	Reason/ Cause	Result/ Purpose	Place	Time	Comparison	Condition
whereas while although	because as	so that therefore	where	when after before while	as....as than	if provided that



3. Categories/ Types

Enumeration	Addition	Transition	Summation	Result	Particularising
firstly secondly lastly	moreover furthermore in addition	regarding turning to	to conclude to sum up to summarize	so therefore consequently	for example namely for instance particularly notably in fact

- Normally - Usually
- But - However
- To his astonishment - To his amazement
- It seemed through -?
- Moreover - Besides
- As if that wasn't enough - In actual fact
- Finally - lastly

Martin wasn't a very bright boy. Usually he never came more than second from the bottom in any test. However one fine day he has drawn a beautiful picture of a scare crow in a field of yellow corn. To his amazement the drawing was the only one given full marks-ten out of ten which made him for the first time in his life the best in the class! He has proudly pinned the picture up on the wall behind his desk where it could be admired.

4.
 1. There are two main types of elephant in the world, namely the Indian and the African.
 2. He is good at swimming, tennis and hockey. Furthermore, he has represented the school at cricket.
 3. Many environmentalists strongly object to the mill being built in Srutipur, whereas the unemployed are very happy at the proposal.
 4. Her performance in the Olympics did not match our expectations. Infact, she hasn't improved much in the recent past.
 5. To conclude, the computer has become an indispensable tool for all kinds of scientific endeavour.
 6. The import of petrol has been banned in the Midlands. Consequently, the price of it has gone up.

5. c/ h/g/e/f/b/d/a



IGP-4

1.
 - a) had.
 - b) protected
 - c) successively
 - d) was
2.
 - (a) A house becomes a home when it reflects the personality of its owner
 - (b) There are no rules as to how our house has to look
 - (c) The important thing is that he should enjoy inhabiting them
 - (d) Houses are personal statements of our lives
 - (e) They reflect the confidence we have in ourselves
 - (f) The more confidence we have, the more individualistic our homes will be
3.
 - (a) is
 - (b) But
 - (c) to
 - (d) of
 - (e) an
 - (f) out
 - (g) of
 - (h) to
4.
 - (a) rescued a child who had been
 - (b) when their car collided with a truck
 - (c) has been banned
 - (d) the building, it was demolished



UNIT 6

PASSIVES

Subject	verb	Object
Kareena's hometown	had not been invaded	(by) the marvels of technology.
Industries	had not been set up	
The air	had not been polluted	
Stories	were being told	to the children by their grandmothers



3. Oranges are grown in India / Morocco
 - Wine is produced in France
 - Maruti cars are manufactured in India
 - Coffee is grown in Brazil
 - The most expensive watches are manufactured in Switzerland
 - Uranium is mined in South Africa
 - Satay is eaten in Malaysia
 - Dosh dashes are worn in the Middle East
5. (b) Kishlay (any name) son of a business tycoon in Bihar was kidnapped while he was returning home from school.

(c) Police found explosives hidden in the dustbin near Regal Cinema
6. (i) Mumbai sea-link inaugurated

(ii) Twelve non-stop superfast trains introduced

(iii) One more swine flu case confirmed
7. 1. We are in need of domestic help.

Meaning : The family needs a staff/cook to help them in their everyday household work.

2. We undertake all types of computer servicing
Meaning : The company provides service to repair computers.
3. You are not permitted to use cell phones
Meaning : The university forbids the use of cell phones on campus
4. We conduct spoken English classes.
Meaning : We teach learners how to speak English fluently
5. We sell recharge coupons for all mobiles.
Meaning : This shop sells recharge coupons for all mobile phones

8.1.

- a) Qutab Minar is said to be the tallest ancient minaret.
- b) The Sahara Desert is considered to be the hottest region of the earth.
- c) Hieroglyphics is acknowledged to be one of the oldest forms of writing.
- d) The Amazon is believed to be the longest river in the world.
- e) Gunpowder and printing are known to have been invented by the Chinese.
- f) Women are said to be healthier than men.
- g) The cheetah is known to be the fastest land animal.

- 9.1. main cable / plugged in / was switched on / the Day Disk was placed / was pushed in / the button clicked out / was pressed / Day Disk was replaced / function key 7 was pressed.
10. Three possible plays were selected and Ravi's friends were divided into reading groups. Views were exchanged and a decision made. Next, auditions were held and a preliminary selection made. Then a final choice for the cast was made. As the play took shape, longer and more intensive rehearsals were held. The stage crew and, technicians were only brought in at a later stage.
11. Several items in the room have been badly damaged. The carpet has been torn. Books have been thrown everywhere. Windows have been smashed. Drinks have been spilt and the safe has been broken into. The telephone has been ripped out and a table has been broken. Drawers have been pulled out and some money has been stolen.
12. Dr Godbole arrived at the station at 6.30 pm and was met by Professor Salisbury of the Institute of Environment Studies. After being driven to the



Conference Centre for a brief meeting, the Indian forestry expert was taken to his hotel. The following morning, he presented his paper entitled "Save the trees - Save the world" which was greeted with prolonged applause. After his brief visit, Dr. Godbole is reported to have said he was very pleased with its outcome.

The description is given from the point of view of Dr Godbole. The active voice is used when Dr Godbole is doing something; the passive voice is used when something is being done to/for him.

13. The passive is used in the following circumstances.

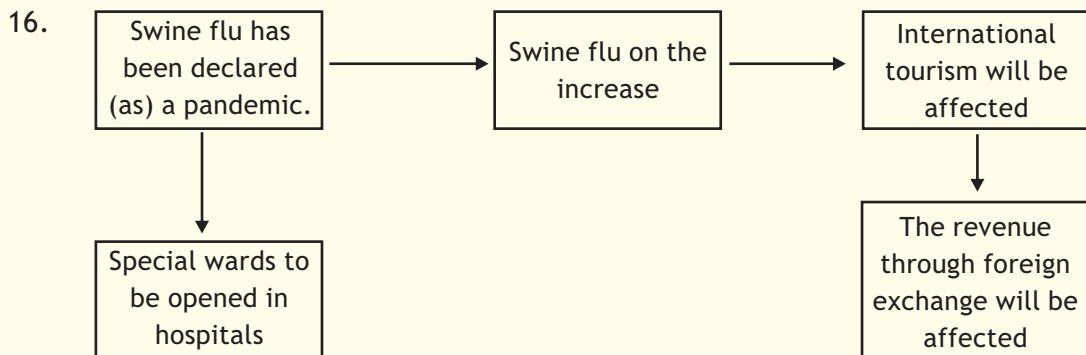
- The agent of the action is considered less important than the action itself.
- We don't want to identify the agent of the action.
- It is not relevant or helpful to mention the agent, eg in the example of the headline TERRORISTS ARRESTED we know without being told that they were arrested by the police.

This is especially useful when we want to be brief and eye-catching as in headlines and notices.

- We want to sound more objective in a statement. Instead of saying 'I think the Taj Mahal is the most beautiful mausoleum in the world', we suggest that it is generally thought to be so, thus moving away from a single, subjective view to one which is generally held.
- We are writing in a formal or academic style, eg. reports of scientific experiments or meetings, where again, we want statements to be as neutral and objective as possible, or it would be clumsy or repetitive to continually mention the originator.
- We do not know the agent/doer of the actions, eg when a crime has been committed.
- We want to describe events and actions from a single point of view

14. Pair work. Accept all correct responses

15. Pair work. Accept all correct responses



IGP 5

1. (a) always been regarded as nature worshippers
 (b) men came to
 (c) hugged a tree
 (d) her protest
 (e) they would have to cut her head first
 (f) woman became a legend
2. (a) There have been many attempts at developing a modern snowboard
 (b) The 'Snurfer' was developed as a child's toy in 1965.
 (c) Two skis were bound together and a rope was placed at the front end.
 (d) Snowboarding was declared an Olympic event in 1994.
 (e) This recognition is a huge victory to the snowboarders across the globe.
3. (a) will meet
 (b) musn't
 (c) were taken
 (d) is
4. 1. the
 2. was
 3. an
 4. is
 5. sanctuary

(Ask the students to underline the word sanctuary)



UNIT 7

REPORTED SPEECH

- 1.1
 - a. George was too young and would go when he was..
 - b. him to go and wash his face...
 - c. he couldn't go..
 - d. That George/he was going to Birdlington with her and his aunt Doreen, like he did every year..
 - e. That what Tony's and Barry's Mom and Dad did was their look out...
2.
 - a. Teacher's familiarises students with different types of "reporting verbs"
 - b. Initiate role play, after demonstrating one example with 2 other children,
3.
 - a. students can take roles and read aloud first
 - b. silent reading
 - c. individual work which student shares
 - d. teachers point out the changes required to use the reported speech
 1. He ordered you to get out
 2. She regretted that she was so rude to her teachers.
 3. The notice warned you not to touch the wire.
 4. She refused to go to your party.
 5. She encouraged you to take part in the competition.
4. Individual work - peer correction
5. That our city would soon run entirely on renewable energy including solar panels to trap the abundant resources offered by the desert sun. He says the government is investing in our future. The futuristic city will have people moving about in automated pods. He further assures that this unique city will have been ready by 2015.



It will have a light railway line, transport pods and no carbon foot prints.
Instead of air-conditioner the city will take full advantage of the sea breeze.
The city will also be protected from the noise of the nearby airport.

Though it sounds unbelievable it will become true.

6. Are you feeling better?

She asked if you were feeling better

Where did the Kalias live?

He asked where the Kalias lived

When will they be leaving?

He asked when they would be leaving.

Can you open the window please?

She asked whether you could open the window.

How have you finished that model so quickly?

They asked how you had finished that model so quickly.

7.
 1. She asked if you had met her sister
 2. He asked if you wanted a drink.
 3. She asked him why he hadn't studied for the Unit test
 4. He asked her if she could help him with his homework that evening
 5. They asked him if he had had lunch yet.
8.
 1. He told me to sit down and I did.
 2. She said the weather would be hot and it was.
 3. They told us about the disaster and we listened carefully.
 4. He told them to go away and they did.
 5. She said there was no other way to do it.

9. bought

- yesterday-the previous day
- is -was
- serve-served
- wish-wished
- complained; served



10. Individual work

Reena : I think it went quite well. The interviewer was very pleasant.

Latha : What did he ask you?

Reena : Well, first of all he offered me a drink. Of course I accepted because my throat was dry! Then he told me he was just going to ask a few questions. He asked me how long I had been studying English.

Latha : What did you reply?

Reena : I said I'd had lessons for 14 years - which is more or less true. Next, he asked

What I did in my spare time and I answered that I had always enjoyed drama and debating.

Latha : Did he ask why you had applied?

Reena : I'm just getting to that! Yes, he did. I said I was interested in studying Immigration Law because there were lots of excellent colleges in Britain teaching this.

Latha : Very good answer.

Reena : Yes, he said that was very interesting. Finally, he warned me that the grant only covered teaching fees and asked me who would pay for my living expenses. I assured him that my sister would pay for my personal expenses.

Latha : What happens now?

Reena : He said they would be writing to me next week.

Latha : I do hope you get it!

11. Oral discussion - written work

Pair work followed by individual work

12. Individual work

* E.I Note

In this we do not use 'the following week' because the context (i.e a conversation taking place immediately after the incident reported) means that 'next week' is still appropriate.



IGP 6

1. is; completely; with; She; but
2. (a) He _____ breakfast yesterday.
 (b) There _____ orange juice in the refrigerator.
 (c) My room can't be dirty, I _____ it.
 (d) Sneha wrote the programme _____; she didn't need anybody's help.
 (e) If you had come to the theatre last night you _____ the play.
 (a) didn't have
 (b) isn't any
 (c) have just cleaned
 (d) on her own
 (e) would have enjoyed
3. (a) Dr. Wangari Maathai was awarded the Nobel Peace Prize in 2004.
 (b) The award was in recognition of her service towards sustainable development.
 (c) She saved Nairobi's Uhuni Park single - handedly.
 (d) She is the founder of the Green Belt Movement which is an NGO.
 (e) The greenbelt movement works on various environmental issues at the grass notes
 (f) Dr. Wangari Maathai has earned the title 'Tree Mother of Africa'.
4. (a) also known as Kamala Suraiyya
 (b) a famous Indian writer.
 (c) published her autobiography
 (d) has been translated



UNIT 8

PREPOSITIONS

1. prepositions
2.
 1. during - time
 2. with -agent
3. to - manner
4. for -reason
5. with material
3.
 - a) before/ in front of
 - b) up.
 - c) near/ next to/ opposite/ behind
 - d) by

Place	Movement	Time
between	along	after
in front of	out of	at
beside	round	since
on	through	past
among	across	for
at		before
under		until
behind		during
after		between
up		
before		



N.B Some prepositions may be used for both place and time.

5. Individual work
6. In the middle of the picture, there is a small house with a path in front of it. I can't see anyone in it. Round the house is a fence. Beside the fence on the left are two small trees and next to the fence on the right are three short palm trees. Several birds are flying over the house. Behind it are several low hills with a few trees on them. The , sun is going down behind the mountains.
7. The film is Superman.
8. Lakshmanpur, Rampur and Bhingai Island.
8.
 1. Lalnagar is below the Neverest Hills -in the north of Halsi Island.
 2. Sarkort is on the north coast of the island.
 3. Timpur is on the shores of Strange Lake next to Nafran.
 4. Rampur is on the south - east coast of Halsi Island.
 5. Marwah is on the River Exe south of Bir Forest.
 6. Chickoor is just by Bir Forest on a tributary of the River Exe.
 7. Strange Lake is in the centre of the island, below the Neverest Hills,
 8. The Neverest Hills are north of Strange Lake, above Lalnagar.
 9. Nafran is between Chickoor and Timpur.
 10. Lakshmanpur is on the western coast of the Island.
9. 1 Go out of the station and turn right into Osborne road. Walk down this road, past the roundabout, as far as the traffic lights. At the lights, turn left down The Crescent. Walk up this road. My house is on the right, opposite Seel Lake.
- 9.2. Go down Pen Lane and turn right down October Drive next to the Sports Field. Take the left hand road past the park up to The Crescent. Turn left and my house is on the right opposite Seel Lake.
10. Oral work
11. Individual work
12. He went on foot
 - She is ill in hospital. (NB: Not 'at hospital')
 - They're so much in love.



- The Prince came by air.
- The poor animal is in pain.
- That's enough for the moment.
- The style is out of date.
- They met by chance.
- My house is not for sale.
- He's not at work.

13. 1. with 6. from
 2. on 7. for
 3. at / in 8. to
 4. at 9. for
 5. to 10. in

14. good at / for

- | | |
|----------------------|-----------------|
| ❖ bad at / for | ❖ suitable for |
| ❖ surprised at/about | ❖ curious about |
| ❖ happy about /for | ❖ due to/for/at |
| ❖ sensitive to/about | ❖ qualified for |
| ❖ puzzled to/at/for | ❖ famous for |
| ❖ married to/for | ❖ clever at |

15.

- | | | |
|-----------------|------------------|---------|
| 1. at | 5. happy for | 9. from |
| 2. for | 6. worried about | 10. to |
| 3. married to | 7. of/about | |
| 4. suitable for | 8. of | |

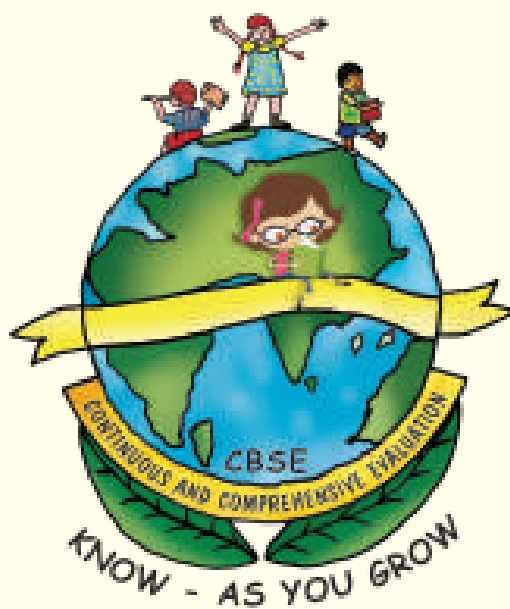
16. Individual work



IGP 7

1. (a) consists
(b) many
(c) the
(d) is
(e) wiser
(f) are helped
(g) have
(h) have been
2. (a) can
(b) are
(c) one
(d) As
(e) said
(f) be
(g) however
(h) has been
3. a. but
b. the
c. it
d. had
4. (a) Today the leisure hours of a child are spent in front of the TV.
(b) Now - a - days the attitude of most parents is different
(c) They see work and play as two different things.
(d) They feel that playing is a waste of time.





UNIT 1

HOW I TAUGHT MY GRANDMOTHER TO READ

by Sudha Murty

1. Accept individual responses
2. Accept individual responses
4.
 - a. (iii) both had a strong desire to visit Kashi.
 - (b) (iii) they could relate with the protagonist of the serial.
 - (c) (i) the grandmother had been unable to read the story 'Kashi Yatre' on her own.
 - (d) (i) As a mark of respect to her teacher.
5.
 - (a) Her style was easy to read and very convincing. She dealt with complex psychological problems in the lives of ordinary people, and always very interesting.
 - (b) She herself was illiterate. She could not read. She was embarrassed to go to anyone at her age to learn to read. Further grand daughter was educated.
 - (c) I waited eagerly for you to return.
 - Many times I rubbed my hands over the pages wishing they could understand what was written.
 - I even thought of going to the village and asking you to read for me.
 - (d) Yes, helped by the granddaughter
 - (e) determined -to learn to read, she set a goal for herself, that is to learn to read by Dasara

Emotional/passionate about learning to read. As a child she could not go to school. But at the age of sixty two she decided to learn to read. She wanted to be independent and did not want to depend on any body to read.
6.
 - a. The narrator - concerned, understanding, sympathetic
 - b. Grand mother - determined, wise, enthusiastic, prudent.
 - c. The narrator - helpful sympathetic, kind, tender



- d. Grandmother - wise, sensible, prudent, values education
- e. Grand mother - decisive, courageous, determined, diligent, goal setting
- f. Grand mother - prudent, optimistic, wise, diligent, firm faith in something
- g. Grand mother - religious, gentle, humble, magnanimous & grateful

7. a. Individual work

- Cut papers
- Wrote quotes
- Bought & distributed cake
- Sang songs
- Talked and listened to old people

b. i. insecurity

ii. loneliness

iii. Unhappiness/depression

iv. excited on seeing the forbidden delicacy

c. Various responses

8. Individual work - making them feel how much we love them taking care of our elders of home.

9. Individual work - Accept all responses

10. Individual work

11. Discussion - Being literate can affect, the quality of your life. How?



UNIT 2

A DOG NAMED DUKE

by William D. Ellis

1. Some of the other breeds of dogs are Alsatian, Dalmatian, Labrador, Lhasa Apso, Bull dog, Boxer, Pomeranian, Cocker Spaniel, Golden Retriever, Daschund, Poodle, Great Dane, Rottweiler and Spitz. You may collect pictures of the above breeds and display in class.
2.
 - a) quivering
 - b) grin
 - c) blonde
 - d) rambunctiousness
 - e) shimmied
 - f) rampageous
 - g) critical
 - h) confinement
 - i) subdural haemorrhage
 - j) bellow
 - k) taut
4.
 - (a) (i) he had everything that a man aspires for.
 - (b) (iii) Duke realized that Chuck was not well and could not balance himself.
 - (c) (ii) to get Chuck on his feet.
 - (d) (iv) Hooper was lost in his own grief and pain.
5.
 - a) In 1953 Hooper was a favoured young man as he was a hard-charging zone sales manager for a chemical company, and everything was going well for him. He knew to get good business for his company. He was confident and competitive.
 - b) They refer to the Management of the chemical company he was employed by. They decided to do this because he had met with a critical accident and could



not walk. However they had great regard for him for his hard working nature and hence offered him the job. They were being kind to him too considering his handicap.

- c) Duke was a faithful and intelligent dog and a great companion to his master. He was better than a physiotherapist as he helped his master to walk again. He was a sensitive and selfless creature. Understood his masters problems. showed patience and still that is hard to imagine. The dog was a great motivator, brought Chuck to his feet - and egged him on to take small steps, set daily goals and finally walk his way to a near normal life and start working. The dog was almost in intuitive know just how much Chuck could take.
- d) When Chuck returned to the company headquarters he more a liability than an asset as he could not move around. As he had worked so hard to get back to work it was difficult for his employers to tell him that he was not good enough. When he said he would work for one hour only.
- e) After his fatal accident, Chuck was confined to his bed as he could not move. He was depressed, lonely and paralyzed. He perhaps would have continued to be so had it not been for the efforts put in by his dog, Duke who encouraged him to walk step by step slip and giving him hope of recovery. Duke was his companion and support. Whatever Chuck had achieved after his accident could be attributed to the efforts of Duke. In recognition of this fact the company decided to appoint Chuck to the position of Assistant National Sales Manager as a tribute to Duke.

Date	Description
June 1	News spread that Hooper and Duke had made it to the intersection
January 4	Hooper walked independently from the clinic to the branch office
March 1	Hooper planned to start a full day's work at office.
October 12	Duke met with a fatal accident

- 7. Accept various responses - Group Work
- 8. Filling up the columns.



S.No.	Name of Brave heart	Place they belong to	Reason for Award
1.	Saumik Mishra	Uttar Pradesh	Foiled theft
2.	Prachi Santosh Singh	Madhya Pradesh	Saved four children from electrocution
3.	Kavita Kanwar	Chhattisgarh	Saved three lives in a kitchen fire
4.	Ashu Kanwar	Jodhpur	Dodged married to a 40 year old
5.	Rahul balloon seller	Delhi/NCR	Identified a terrorist who had planted a bomb.
6.	M. Maraud Pandi	Tamil Nadu	Averted a rail disaster
7.	Gagan J. Murthy	Bangalore	Saved a baby caught in a bull fight
8.	Silver Kharbani	Meghalaya	Saved young cousin caught in a fire
9.	Yumkhaiban Singh	Manipur	Saved an 8 years old from drowning
10.	Shahanshah	Uttar Pradesh	Saved people from drowning
11.	Manish Bansal	Haryana/Jind	Helped catch armed miscreants
12.	Kritika Jhanwar	Rajasthan	Fought off robbers



The dog was a great motivator, through chuck to his feet and egged him on to take small steps, set daily goals and finally walk at to a near normal life and start working. The dog was almost intuitive as it knew just how much Chuck could take.

9. Writing an Article.

Accept all answers.

THE MAN WHO KNEW TOO MUCH

By Alexander Baron

UNIT 3

1. Accept various responses: Pair Work
3.
 - (i) **Muzzle Velocity**- He corrected the sergeant by saying that the muzzle velocity at which than bullet leaves the rifle was two thousand four hundred and forty feet per second
 - (ii) **After a thirty mile walk** - he would ask the others to sing a song, which gave the impression that he was not tired, and this annoyed the others.
 - (iii) **His salute on pay day** - His salute was so impressive that it was a model for others to follow and look upto.
 - (iv) **The loud sound of a high flying invisible aeroplane** - He identified the invisible plane to be a north American Harvard Trainer by the harsh, engine sound it made caused by the high tip speed of the air screw.
 - (v) **About hand grenades** - He interrupted the corporal by saying that a grenade is made of forty-four segments. Then later, he Suggested that the Corps should have off with the five characteristics of the grenade.
 - (vi) **Cook house duties** - He expressed his displeasure at the way the potatoes were peeled thereby wasting its vitamin values.
4.
 - (a) (iv) his habit of sermonising.
 - (b) (ii) he was a strong and sturdy man.
 - (c) (ii) they could not stand Private Quelch exhibiting his knowledge
5.
 - a. A nickname is another name by which an individual is known by. (accept any other name / nickname for Quelch)
 - b. Private Quelch looked like a 'Professor' because he was lanky and stooping. He was frowning through his horn-rimmed spectacles. He resembled a professor.
 - c. It suggests that the sergeant had spent many hours a day in the fields under the hot sun. Seasoned and hardened person cannot take him highly, a tough not to be trifled with.
 - d. As the lessons progressed private Quelch proved himself to be an intellectual and knowledgeable person. On many occasions he gave answers or suggestions not called for.



- e. By 'intelligent' reading the professor meant reading the books with understanding that gave him an edge over the others.
- f. The Professor's ambition was to get a commission from the army and as a first step, he wanted to get a stripe.
- g. His day to day activities did not take him towards his goals as it is obvious that his superior officers did not like his pompous nature and interrupting their lectures and at times quizzing them, and in the process questioning their knowledge, instead of being reward he was doomed.
- h. Corporal Turnbull was a young man, but not someone to be trifled with. He was a tested and experienced officer who appeared tough on the exterior. He was not a man to be trifled with.
- i. Corporal Turnbull was talking about the details of a grenade, and Quelch kept correcting him adding details.

He also suggested that Turnbull ought to have started off with the five characteristics of the grenade. The Corporal in anger asked him to give the lecture. Still unabashed, Private Quelch climbed to his feet and gave an unexceptionable lecture on the grenade. Which did not go well with the corporal.

- j. No, he did not learn a lesson when he was chosen for cook house duties because even in the kitchen he questioned the method the potatoes were peeled. He subjected the other to his professional knowledge/way.
6. At first when private quelch joined the army all his colleagues looked up to him, and considered him a hero. They were highly impressed with his attitude and his ambition. His work habits and perseverance was another quality which they looked up to. The professor seemed to know it all. He would answer all the sergeant's questions about a rifle whether it be "technical definitions, the parts of the rifle, its use and care. They could hardly believe his strength and stamina, as after a thirty miles walk he would say, "What about a song, chaps?" His colleagues felt inferior and challenged. They felt they had no chance with Quelch around - "What could be a gang of us do with a man like that?"
 7. Private Quelch nursed an ambition to get a commission from the army at the earnest. For this he worked hard and tried to gain the admiration and respect of all by proving himself to be the best in everything. Unfortunately, for him his superiors and colleagues soon got tired of his pompous behaviour. He tried to show his colleagues that he was of superior stamina by asking them if they were game for a song after a three mile walk. With his officers he again tried to display his knowledge by questioning them on that way they taught or supplementing their statements in an erudite manner.



His instructors felt insulted when he tried to improve upon their statement. Thus inspite of his deep knowledge private Qualech failed to win the admiration of his colleagues.

8. (a) Positive traits

- | | | | |
|-------|--------------|-----|---|
| (i) | Hard working | eg) | He borrowed training manuals and stayed up late at night reading them. |
| (ii) | Enthusiastic | eg) | He badgered the instructors with questions. |
| (iii) | Ambitions | eg) | He was too busy working for his stripe that he did not have time to react to sarcastic and practical jokes. Wanted to get a commission. |
| (iv) | Well read | eg) | The phrase that became popular ' -No sergeant. It's all a matter of intelligent reading'. Knows more than his instructors. |

(b) Negative traits

- | | | | |
|-------|---------------|-----|--|
| (i) | Proud | eg) | He always boasted about his intelligent reading |
| (ii) | Over bearing | eg) | Day in and day out he lectured his colleagues so much they got tired of him. |
| (iii) | Disrespectful | eg) | Openly questioned his superiors |
| (iv) | Over smart | eg) | He spoke at the wrong times. |
| (v) | Pompous | eg) | "Forty four segments" with regard to the number of fragments in a grenade. |

(c) Acharacter sketch of private Qulech using 8(a) points.

9. Date 11/10/19xx

Time : 9.30 p.m.

What a horrible day I went through and I am glad it is over. Today was my first day in the cookhouse and I hated it. I was disgusted and angered by the unhygienic and unscientific method of peeling potatoes. They peeled the entire skin of potatoes which removes the vitamin content.

I had to protest and change things in the cook house.

I was the only one selected for permanent cookhouse duties. My name was given by Corporal Turnbull for this post. I know why he gave my name. It was because I knew more about grenades has he did. He was so impressed with my knowledge that he asked me to take over and give a lecture about hand grenades to my colleagues. It was an exceptional lecture.

I can recall the first lesson we had on musketry, I made a huge impact with all present there. I remember correcting the....



UNIT 4

KEEPING IT FROM HAROLD

by P.G. Wodehouse

1. Following are eight major professional categories for boxing
 - Flyweight: Weight up to 112 lb / 50.8 kg
 - Bantamweight: Weight up to 118 lb / 53.5 kg
 - Featherweight: Weight up to 126 lb / 57.2 kg
 - Lightweight: Up to 135 lb / 61.2 kg
 - Welterweight: Weighing up to 147 lb / 66.7 kg
 - Middleweight: Weighing up to 160 lb / 72.6 kg
 - Light heavyweight: Up to 175 lb / 79.4 kg
 - Heavyweight: Most Popular. Unlimited weight starting at 195 lbs - 201 / lbs
3.
 - (a) (iv) she was the mother of a child prodigy.
 - (b) (iii) satirical
 - (c) (ii) being good at academics.
 - (d) (i) they did not know his father was the famous boxer, 'Young Porky'.
4.
 - a. Mrs. Bramble was always in the habit of referring to herself in the third person while talking to her son, as if he were a baby, instead of a young man of ten. This was rather odd. Harold, her son was naturally rather irritated with this behavior of hers.
 - b. It was necessary to keep Harold's father's profession a secret from him as Harold was a young man of impeccable character who would frown upon his father's profession, of a professional boxer as it was not considered a gentlemanly and intellectual profession. In those days most people thought very lowly of boxers.
 - c. When it was certain that Mr. Bramble was to become a father he had expressed the desire that the child should be named John, if a boy, after Mr. John L Sullivan, or, if a girl Marie, after Miss Marie Lloyd.





- d. Mr. Bramble is a professional boxer took pride of his profession before Harold was born. He would get great satisfaction from knocking out his opponents and enjoyed the adulation of his fans. He possessed a most lethal left hook. In private life though, he was the mildest and most obliging of men, and always yielded to everybody. Since his son, Harold was a genius and gentlemen, he hid profession from his son.
 - e. When Mrs. Bramble came to know that Bill was not going to fight she became upset as she was looking forward to the money that he would earn from the fight. The money was to be a blessing as it would ensure that their son, Harold would get a better start in life than what they ever had. She was concerned for Harold's future.
 - f. Jerry Fisher was Bill's personal trainer. He tried to convince Bill to change his mind by telling him to think of the money he'd earn from the fight, to think of the great reviews that would be written about him in the papers, to think of the effort he had put in, in order to get into shape and lastly to think of him (Jerry Fisher)
 - g. While Mr. and Mrs. Bramble, Jerry Fisher and Percy were all engrossed in a heated discussion over Mr. Bramble's decision not to fight on Monday, in walked Harold. Jerry Fisher who was so angry and upset over Mr. Bramble's decision told Harold that his father was a professional boxer.
 - h. When Harold learnt that his father was a professional boxer and that it had been kept a secret from him he was visibly upset. He felt had he and his school mates known the truth, he would have been given so much recognition in his school. The students would have treated him like a celebrity. To add to this, he had saved up his pocket money and bet it with his friend that Jimmy Murphy would not last the ten rounds. He was afraid that he'd lose the money.
 - i. In keeping with the disgrace/dishonour their son would have had to endure to know that his father was a professional boxer. I feel that they had done the right thing. Their son had his own values and beliefs which led him to become a gentleman of character and respect. Naturally, as caring parents they wanted that their son continue in that way. Perhaps his perception of his father would have remained the same since he was an intelligent boy.
5.
 1. Harold is alone with his mother in their home.
 2. Mrs. Bramble is amazed at the fact that she had brought such a prodigy as Harold into the world.
 3. Mrs. Bramble resumed work on the sock she was darning
 4. Major Percy and Bill come into the house.

5. Mrs. Bramble is informed that her husband had decided not to fight.
6. Mr. Bramble tells his wife that he is doing it for Harold.
7. Jerry Fisher tries to convince Mr. Bramble to reconsider his decision
8. Harold learns that his father is a professional boxer.
9. Harold wants to know what will happen to the money he had bet on Murphy losing.

Person	Extracts from the story	What this tells us about their character
Mrs. Bramble	(Para 9) "Bill we must keep it from Harold." (Para 26) How about the money?	She was not honest and open With her son. She was a concerned mother.
Mr. Bramble	(Para 28)" Talking of Harold, that's what I'm driving at."	He was ashamed of his profession and so wanted to hide it from his son.
Percy	(Para 10)" I hope you are keeping it from Harold."	He did not like boxing and also liked to hear his own voice.
Jerry Fisher	(Para 38)"Think of what the papers will say. Think of me."	He is a selfish person and wants Bill to fight only because he wants him to.

7. Listening task. Qns. 1 to 6 - answers to be written

8. WRITING TASK

1. The teacher must inform the students of the difference between amateur and professional boxing headwear, e.g. No protective headwear is worn in professional boxing. Why these sports are so dangerous and why it should be banned.
2. On the other hand, the teacher can give some of the plus points as to why these sports are admired.
3. Also suggestions should be asked from the students. All points for and against should be written on the board. The students are advised to use them while writing their article.
9. Play Reading & Play acting with costumes, setting, props etc. by students.



BESTSELLER

by O. Henry

UNIT

5

1. Individual response
3.
 - (a) (iii) John was not particularly good-looking.
 - (b) (ii) men generally married girls from a similar background.
 - (c) (iv) he was doing very well at his job.
 - (d) (i) human beings are essentially the same everywhere.
4.
 - a. While travelling on a chair car to Pittsburg the author says that most of his co-passengers were ladies in brown-silk dresses cut with square yokes, with lace insertion and dotted veils, who refused to have the windows raised. There was also the usual number of men who looked as if they might be in almost any business and going almost anywhere.
 - b. The passenger on chair 9 was John A. Pescud. He suddenly hurled the book, "The Rose lady and Travelvan," to the floor between the chair and the window.
 - c. He felt that all bestsellers were alike, not worth reading. He felt that all of them had plots that were unrealistic. They told of an American swell that falls in love with a princess from Europe who is travelling under a false name, and follows her to her father's kingdom. There he finds out about her. Ultimately they fall in love and get married.
 - d. John tells the author that since their last meeting he'd done very well. He had got his salary raised twice, and even got a commission. He'd also bought a nice slice of real estate and even got married.
 - e. In the beginning Pescud was unnerved but soon told him everything. He told him how he followed his daughter, about his salary and prospects. He got him laughing, talked for two hours. He related anecdotes and humorous occurrences which eased out things between them
 - f. To get petunias for Jessie



g. Yes.

" He believes that "our" plate-glass is the most important commodity in the world the Cambria Steel Works, the best company

" that when a man is in his home town, he ought to be decent and law-abiding.

" He feels people marry in the same status but when he goes to Jessie's place-- houseas the Capitol at Washington. He marries above his station.

h. John A. Pescud

Physical appearance: small man with a wide smile, and an eye that seems to be fixed upon that little red spot on the end of his nose.

His philosophy on behaviour: that when a man is in his home town, he ought to be decent and law-abiding

His profession: selling plate-glass

His first impression of his wife: the finest looking girl he'd ever laid eyes on. Just the sort one would want for keeps

His success: had his salary raised twice, got a commission, bought a neat slice of real estate. Next year the firm was going to sell him some shares of stock

5. Complete the flow chart in the correct sequence as it appears in the story. Hint; it begins from the time the author first saw Jesse till the time they marry.

1. Pescud sees (a girl) Jessie reading a book in the train.
2. Pescud instantly gets attracted to the girl (Jessie)
3. Jessie takes a sleeper to Louisville.
4. Pescud follows her but finds it difficult to keep up.
5. Jessie arrives at Virginia.
6. Pescud goes to the village to find out about the mansion.
7. Pescud speaks to the girl (Jessie) for the first time.
8. Jessie informs the author that her father would not approve of them meeting
9. Pescud meets Jessie's father.
10. They meet alone two days later.
11. They get married a year later.



6. (a) John A. Pescud scoffed at best sellers as having a meritable storyline. Ironically, his meeting Jesse and marrying her was like a plot in a best seller.
- (b) Ironical that - he didn't follow what people generally did in real life, instead, he pursued and married someone above his station.
- (e) Irony in Trevelan?



THE BROOK

by Alfred Lord Tennyson

UNIT



1. Can you match the following?

- | | |
|--|-----------|
| (a) Something that lives for one year | annual |
| (b) Something that lives for about two years | biennial |
| (c) Something that lives for more than two years | perennial |

4. a) Movement words-sally, sparkle, come, go, wind, steal, move, slip, and hurry down, bubble, gloom, glance, slide, sailing, linger, loiter
- b) Sound words-bicker, chatter, trebles, and sharps, babble, murmur.
- c) Onomatopoeia-sparkle, bicker, chatter, trebles, babble

5. The correct order - b, a, d, c, e.

- 6 (a) (iii) eternal
- (b) (i) the life of a man
- (c) (i) Personification
- (d) (i) the brook is a source of life.

7. a) It reflects the sunlight.
- b) This expresses the loud noise created by the brook gurgling of water
- c) It passes thirty hills, twenty villages and fifty bridges.
- d) It finally empties itself into the river near Philip's farm.
- e) It expresses the incessant noise created by the flowing brook.
- f) When the brook meanders, it erodes the bank and is angry to pass through many curves.
- g) The picture of a curved path created by the motion of the brook.
- h) It contains fishes (trout/grayling) and plants flowers, foamy flakes.
- i) To express the quieter form of the brook-; more sedate/serene;
- j) Some of the examples are-sudden sally; field and fallow; fairy foreland; with willow weed and mallow etc; sandy-shallows, gloom-golden -gravel.



k) The interplay of sunshine and shadow makes the sunbeam appear to be trapped on the surface of the brook; it appears to dance due to the movement of the brook

l) For men may come and men may go,
But I go on for ever.

Emphasises the constancy and timelessness of nature/ adds to the rhythm of the poem.

8.
 - a) the brook
 - b) by striking against the stones and pebbles and striking against the banks.
 - c) It creates a picture of an overflowing river, filled to the brim.
 - d) Human beings constantly take birth or die; only the brook continues to flow eternally. (the transience of humanity as compared to the timelessness of nature.

9. Rhyme scheme-abab

10. Original individual answers to be accepted.

11. There are a number of instances in the poem that suggest a parallel with life e.g.; the journey of the brook is an allusion to the life of a human being, right from the time he/she is born to the time they merge into the larger sea of oblivion called death.

- The stages in the course of the brook remind one of the stages in the life of humans-in the early years they are more vital and energetic and 'sparkle', and 'chatter', etc; while in the later stage as it nears the river it slows down and 'slips', 'steals', 'lingers', 'loiters' etc;
- The ups and downs of life are suggested by the twists and turns taken by the brook
- The different villages, valleys, towns passed by the brook allude to the variety and richness that life has to offer.

12. This is a question involving extrapolation. Encourage creative individual answers.



THE ROAD NOT TAKEN

by Robert Frost

UNIT



1. Brainstorming. Individual work followed by class plenary.
2. Individual work based on 1.
3. Accept all relevant answers. (e.g. easier to walk the beaten track, more lucrative, etc) Followed by class discussion on choices and compromises.
4. Accept relevant answers. Class discussion.
5.
 - a. Group activity
 - b. Choose between two roads
 - c. Probably regretted his choice as he talks of taking the road less travelled with "a sigh"
7.
 - (a) (i) the tough choices people make on the road of life.
 - (b) (iii) branched off
 - (c) (iii) hesitation and thoughtfulness
8.
 - i) Though both the roads are equally attractive and lead into the yellow wood, the first one is the beaten path where the grass has been worn down by the passing of feet. The second road is grassy, which shows not many people have walked down that road.
 - ii) The speaker chooses the road less frequently travelled.
 - iii) Accept both options with relevant reasons.
 - iv) Yes/ No. Justify with reasons.
 - v) His life took a different direction suggesting the choices we make often determine our future
9. abaab
10. choices; fork; sorry; both; direction; decision; foresee; trail; pleasant; rewarding; chance; wonder



11. Accept relevant comparisons (e.g. candle, etc) river, plant, waves, leaves...
11. Role play. Students work in groups.
12.
 - a) sold his farm and moved to England
 - b) 40 years old / quite young
 - c) Accept all reasonable choices viz. i) a family to support ii) children's education iii) a fresh start in a new country iv) no fixed source of income v) no formal educational degree
 - d) Probably not
 - e) after/ had made the choice already/ knew going back may not be possible/ doubted if I should ever come back.
 - f) In 1961, at the inauguration of President John F. Kennedy, Frost became the first poet to read a poem-"The Gift Outright"-at a presidential inauguration.
 - g) Yes, he finally became popular in American as a poet.

Extract from Encarta

Robert Lee Frost was born in San Francisco, California, in 1874. When Frost was 11 years old, his father died of tuberculosis. Frost attended high school in Lawrence, Massachusetts, and began writing poetry. He attended Dartmouth College briefly but withdrew during his first year and went to work. In 1895 he married Elinor White. The couple eventually had six children, two of whom died young. From 1897 to 1899 Frost attended Harvard College, but he left before receiving a degree. In the early 1900s the family owned a small poultry farm in New Hampshire, and Frost taught at a small private school nearby. Frost continued to write poetry, but he was unsuccessful at publishing his work. Seeking better literary opportunities, the Frosts sold their farm and moved to England in 1912. In England, Frost achieved his first literary success. His book of poems *A Boy's Will* (1913) was printed by the first English publisher that Frost approached. The work established Frost as an author and was representative of his lifelong poetic style: sparse and technically precise, yet evocative in the use of simple and earthy imagery. His second collection, *North of Boston*, was published in 1914 and also won praise. In England Frost met other American poets, including fellow New Englander Amy Lowell and the avant-garde writer Ezra Pound. But Frost's work during this time was associated with that of the Georgian poets, a group of English writers whose lyric poetry celebrated the English countryside. The Georgian poets included Robert Graves, Rupert Brooke, Wilfred Owen, and Edward Thomas. In 1915 Frost and his family returned to the United States, where his poetry had become popular. He continued to write for the rest of his life, while living on farms in Vermont and New Hampshire and teaching literature at Amherst College, the University of Michigan, Harvard University, and Dartmouth College. In 1961, at the inauguration of President John F. Kennedy, Frost became the first poet to read a poem-"The Gift Outright"-at the presidential inauguration.



THE SOLITARY REAPER

by William Wordsworth

UNIT 8

1. This is a short "warm-up" activity whole-class, maximum 10 minutes. Encourage students to describe their feelings about what they have seen.

4. c)

5. Death or illness of a loved one

"Some natural sorrow, loss or pain

Every day, routine events

"...Familiar matter of today?"

What is the theme of the solitary reaper's song?

Beautiful moments/ things can give you pleasure and uplift your mood for a lifetime

A disaster or calamity in the past

"..For old, unhappy, far-off things..."

An important historical event

"...And battles long ago..."

6. (a) (iii) beautiful experiences give us life-long pleasure
(b) (iv) to all the passers by
(c) (i) ballad
(d) (i) he cannot understand the song
(e) (iii) Scotland



7.

Solitary Reaper	Place/Scottish Highlands	Heard by? the poet	Impact on listener holds him spellbound
Nightingale	Arabian desert	Weary travelers	Welcoming, soothing
Cuckoo	Hebrides islands	People who live there? Sailors? Silence of Seas in winter	Excited because the cuckoo signals the onset of spring often a seemingly long silent winter

Have students work in groups of four, then hold a brief class discussion.

- b) Bird songs are almost always a pleasant and welcome sound; the songs of the nightingale and the cuckoo are particularly so. Both conjure up images of attractive melody, mystery and romance, and so add to the atmosphere that the poet is trying to convey when describing his feelings on hearing the solitary reaper's singing. Arabian deserts and winter bogged Hebrides wake up the melodies of a nightingale and a cuckoo (a promise of relief.)
- c) Encourage students to express what they see and to use their imagination to go beyond what Wordsworth wrote.

8. Repetition of a sound at the beginning of words is called alliteration. It is used in poetry to add to the rhythm and melody. Other instances in The Solitary Reaper are:

More welcome notes to weary bands (line 10)

Breaking the silence of the seas (line 15)

I saw her pinging at her work (line 27)

Now look up the word "assonance". Food out examples for it.

- 9. The words are single, solitary, by herself, alone. They add to the atmosphere of sadness created by her singing and a loneliness of a human being pitted the vastness of the universe.
- 10. Encourage every student to attempt a poem, and display it on the classroom wall.



LORD ULLIN'S DAUGHTER

by Thomas Campbell

UNIT



5. (a) (i) escape the wrath of her father.
(b) (iv) he is sorry for the childlike innocence of the lady.
(c) (ii) anxiety to grief.
(d) (i) transferred epithet
6. a) flying/ eloping/ fleeing
b) chieftain
c) ferry/ carry
d) his beloved's father and his men
e) agreed
f) money/ gold/ silver pound
g) beautiful beloved/ winsome bride
h) grown stronger
i) the horses hooves of Lord Ullin and his men
j) to hurry
k) stormy land
l) shore
m) his daughter and her lover caught in the storm/ drowning
n) too late/ in vain
7. father is angry/ did not want her to marry the chieftain she loved probably a rival chieftain
8. romantic; kind; caring; daring, skillful
9. Stanza 6. the stormy sea, the foam on the waves the waves are raging white
Stanza 7. the darkness deepened as the storm gathered. in the scowl of heaven



each face/ Grew dark as they were speaking.

Stanza 9. storm thunder the raging of the skies

Stanza 10. storm The boat has left a stormy land

A stormy sea before her, --

Stanza 13 a grief-stricken father ``Come back! come back!" he cried in grief/ this stormy water.

Stanza 14 the girl and her lover drown, a grief stricken father The waters wild went o'er his child,

And he was left lamenting.

10.
 - a) Lord Ullin's horsemen - Loard Ullin's daughter and her lover, the highland cheif.
 - b) keep my beautiful bride happy
 - c) Lord Ullin did not want his daughter to marry him and would kill him for eloping with his daughter.
11. Yes. The lovers die in the storm at sea. The water spirit is bewailing their death.
12. It brings out the anger of man (Lord Ullin and his men) and the fury of Nature (the raging storm)
13.
 - a) storm in nature/ angry father
 - b) face the storm at sea or face her father's wrath. She chooses to brave the storm at sea.
14.
 - a) transferred epithet-daughter who left the shores is going to die.
 - b) sees her trapped in the storm at sea and die but he cannot help her.
15. Yes. Wanted help. Wanted him to save her.
16. All correct answers to be accepted.
17. abab
18. This is a question involving extrapolation. Encourage creative individual answers.
19. This is a question involving extrapolation. Encourage creative individual answers.
20. This is a question involving extrapolation. Encourage creative individual answers.



THE SEVEN AGES

by William Shakespeare

UNIT

10

1. Discussion, with blackboard summary.
3. (a) (iv) life of man that comes to an end.
(b) (i) birth and death
(c) (i) chronological age in life
4.

Stage	Characteristic features
(a) Infancy	crying, being sick, playing, dependent
(b) School boy/Student	complaining, smartly dressed, hard-working
(c) Lover	unhappy, moody, temperamental
(d) Soldier	bearded / swearing / quarrelsome / poetic
(e) old man	old man - speculated with high pitched voice
(f) Justice / judge	Wise / formally attired
(g) Old age	of second childhood and forgetfulness

Head of an extended family wise, patriarchal, protected, conciliatory, responsible, serious

Old age thin, declining in health, less influential

Senility no teeth, poor eyesight, poor taste

Encourage students not simply to copy the seven stages exactly as Shakespeare has defined them, but to express them as modern-day equivalents. The characteristic features remain broadly the same, but encourage students to describe them in their own words and to add further characteristics of their own. Write one stage and characteristic features (e.g. family man) on the blackboard, as an example.

5. Individual work, then comparisons in groups of four.



6. a) None of us is permanent or "real". In relation to the timelessness and permanence of the Earth on which we live, each person is like an actor or actress; we enter the play (we are born), we progress through the play (we live our lives in various stages), and we leave the play (we die). Most people's lives go through identifiable, predictable stages, and only a very few people's lives make any significant impact on the world.
- b) loudly professing his love and frustration, ie making a noise like an overheated furnace,
- c) ambitious, even in the face of danger for reputation, ready to enter the jaws of death.

7.

Item	Metaphor	Simile
World	All the world's stage.	
Men, women	All the men and women merely players	
School boy		Creeping like snail unwillingly to school
Lover		Sighing like furnace
Soldier		Bearded like the pard
Reputation	The bubble reputation	
Voice	Childish treble	

8. Accept individual response
9. Accept individual response



OH, I WISH I'D LOOKED AFTER ME TEETH

by Pam Ayres

UNIT



1. Accept individual response

3.

Stages in the life of the poet	Activities	Consequences
(a) Youth	eating toffees eating gobstoppers licking lollies taking sherbet not brushing properly.	cavities, caps and decay
(b) Adult hood	Fillings, Injections and drillings	gazing at the dentist indespair.

4.
 - (a) (i) regret
 - (b) (i) been careless
 - (c) (i) eating the wrong food and not brushing.
 - (d) (iii) regret
5.
 - a) As a child she didn't take care of her teeth with careful brushing/careless attitude
 - b) tooth decay-cavities for filling and drilling; by avoiding wrong food; and brushing properly.
 - c) teeth are like friends-they look after our good health
 - d) by avoiding wrong food; and brushing properly also keep visiting the donlist
 - e) a stitch in time saves nine; better to be careful than sorry; an ounce of prevention is better than a pound of cure.
6.
 - (1) Sleep a wink
 - (2) Gives me the willies
 - (2) Crack the whip



- (4) Take the horse
 - (5) Turn tail
 - (6) Like a lamb
 - (7) Wonders will never cease
 - (8) Past can't be undone
 - (9) Reap what I sow
7. Accept individual response
8. Poetic license – The liberty taken by an artist or a writer in deviating from conventional form or fact to achieve a desired effect.



SONG OF THE RAIN

by Kahlil Gibran

UNIT

12

1. (a) 1. I emerge from the heart of the sea.
2. The voice of thunder declares my arrival
3. I am dotted silver thread dropped from heaven
4. I descend and embrace the flower
5. The rainbow announces my departure
(b) Rain
(c) The teacher should encourage the students to give their own expressions and be ready to accept different responses.
4. (a) (i) the shimmering drops fall one after the other
(b) (i) love for the earth
5. (a) The rain is divine as it comes from heaven. It is plucked from the crown of Ishtar. It gives new life to seeds and heals the sick.
(b) The rain performs the following functions:
 - (1) It makes the flowers blossom
 - (2) It serves as a messenger between the field and the cloud
 - (3) It quenches the thirst of the field
 - (4) It makes all things happy when it bows
 - (5) It causes the hills to laugh
(c) The rain displays utmost humility by saying she cries and bows.

She cries when she sees the hills sad and states that she likes seeing the flowers blossoming but does not feel that she has done anything worthy of praise. She prefers to bow rather than stand tall as it brings everyone happiness. Cry denotes probably a high intensity rain where as humble and bow (indicates) milder (rain).



- (d) It quenches the fields of their thirst as she gives water to their parched throats. On the other hand she helps the clouds to get rid of the water that it has been carrying in it and frees them.
- (e) The rain embraces and blesses the trees by giving it water to help make food for itself. It helps its dormant seeds to burst into life and its beautiful flowers to blossom and fruits to ripen.
- (f) The poet wants to convey to us that many people hear the sound of the rain/thunder but only a few sensitive people understand the power the and great glory the rain possesses.
- (g) The poet, Kahil Gibran helps us to appreciate the value of rain by telling us that the rain is just not merely water but in fact the tears of the Gods in heaven that makes causes the crops to grow in the fields and fills the fields with joy.
- (h) The poet calls the rain as earthly life because when it starts it brings joy in the same manner a new-born child gives joy to its parents and when it stops it causes sadness to so many things in the same manner that death causes grief.

The laughter of the field refers to the rejuvenating aspect of the rain, and the greening of fields. The tears of heaven is a poetic reference a personification of the rains as a weeping entity of heaven, yet benefitting nature.

- (j) The song ends with rain being filled with emotion and crying with endless memories that it had experienced.

6. listening activity

7. Accept individual response



VILLA FOR SALE

by Maurice Stan ford

UNIT

13

1. This is a warm-up activity to set the context for the story. Pair work should take two or three minutes, followed by sharing of ideas to the whole class (10 minutes)
2. Various responses
4.
 - a) Sell
 - b) Money
 - c) Favour
 - d) Buying
 - e) Enthusiastic
 - f) His in-laws to live
 - g) 2,00,000/- francs
 - h) Walks in
 - g) Taking / mistaking
 - e) Strikes/makes
 - f) 200 thousand francs
 - g) Keep / take / get
5.
 - (a) To accommodate her parents she also wants her (sister's) children to come and stay there every year.
 - (b) fears his in-laws will stay with them & also finds it very costly, not eager to have the sister-in-law's children visting and staying with them.
 - (c) You French people have a cute way of doing business!-no good at business
Frenchmen usually have to consult about ten people before they get a move on-indecisive
You folk are queer. You think about the past all the time. We always think about the future-French not progressive



What a pity you don't try and copy us more. - they are inferior

- (d) No. she is keep on a good bargain and insists that she should get 200 thousand francs from Gaston.
 - (e) Gaston, because he manages to get one thousand francs for nothing from a Smith.
3. (f) Various responses-accept all substantiated responses.
6. A. a) (iii) she is unable to find a suitable buyer for her villa.
 b) (iii) she had bought the villa for more than it was worth.
- B. (a) (i) her parents would stay with them for a long time.
- c. (a) (i) Earlier he did not want Juliette's parents to stay with them but now he is showing concern for them.
- (b) (iv) he is an opportunist
7. (a) Juliette, greedy
 (b) Jeanne, naughty
 (c) Gaston, humorous
 (d) Gaston, rude
 (e) Gaston, haughty
 (f) Gaston, humorous
 (g) Juliette, smart
 (h) Juliette, clever/smart
 (i) Gaston, clever
8. listening
9. Accept individual response
10. For the dramatization of the play, care should be taken while selecting the costumes, and as the play was enacted in 1938 for the I time.



THE BISHOP'S CANDLESTICKS

by Norman Mckinnell

UNIT

14

1. Accept individual response
2. Accept individual response
4. a convict, a bishop, helping, convict, fed, well, changes, speaks, caught, gift, transformed

5. a)

kind-hearted- cruel innocent- corrupt protective- unfeeling sympathetic- unfeeling concerned- unconcerned understanding- unconcerned/ indifferent honourable-dishonourable wild- refined/cultured embittered- magnanimous	benevolent- wicked protective-aggressive unscrupulous- righteous penitent- unrepentant forgiving- merciless clever- naive stern- tolerant/soft brutal- kind	suspicious- trusting cunning- guileless credulous- shrewd caring- unfeeling generous- hardhearted sentimental- indifferent pious- irreligious trusting- guarded
--	--	--

5. b)

Lines from the play	Speaker	Quality revealed
1. You told him she was feeling poorly, did you? And so my brother is to be kept out of bed, and go without his supper because you told him she was feeling poorly.	Persome	Concerned/ protective stern.
2. take my comforter, it will keep you warm	Bishop	Caring/geneuous
3. If people lie to me they are poorer, not I.	Bishop	Trusting/Forgiving
4. You are like a child. I can't trust you out of my sight. No sooner my back is turned than you get that minx Marie to sell the silver salt-cellar	Persome	Stern
5. My dear there is so much suffering in the world, and I can do so very little.	Bishop	Pious



6. My mother gave them to me on—on her death bed just after you were born, and -and she asked me to keep them in remembrance of her, so I would like to keep them.	Bishop	Sentimental
7. I am too old a bird to be caught with chaff.	Convict	Cunning
8. You have your soul to lose, my son.	Bishop	Kind/concerned/ pious
9. Give me food or I'll stick my knife in you both and help myself.	Convict	Brutal
10. ... they have made me what I am, they have made me a thief. God curse them all.	Convict	Embittered/Wild
11. Why the devil are you kind to me? What do you want?	Convict	Suspicious
12. I-----I ----didn't believe there was any good in the world...but somehow I—I—know you're good, and ----- and it's a queer thing to ask, but could you, would you bless me before I go?.	Convict	Penitent

6. Answer the following questions briefly:

- yes, he was right in selling his salt-cellar. The Bishop was kind-hearted but he had no money to help Mere (Gringporie). His kindness urged him to help her.
He loved the poor and sympathized with the needy, he was not materialistic
- They feel good to be visited and cared for by the Bishop. To have the Bishop call on them as they are fond of him. People are very selfish and greedy. They make a fool of the Bishop by pretending to be sick.
- The convict's wife. The cause of her death was starvation and sick.
- He is too experienced a person to be trapped by soft, gentle words
- had stolen to buy food for his dying wife, he was imprisoned.
- He had committed a robbery. Sentenced to prison ship where he was chained up like an animal and fed on filth. He was lashed if he complained. The punishment was not justified since it was disproportionate to the crime committed.
- accept all reasonable answers. Students must justify their opinion.
it is a big city and he can get lost there and the police may not-be able to trade him in such a by city.
- The Bishop's kindness and faith in him.

7. A. (a) (iii) she did not wish to criticise the Bishop in front of Marie.



- (b) (i) the Bishop has sold her salt-cellar.
- (B) (i) Mere Gringoire
- (ii) as she knew that he was a generous person.
- C) a. (iii) she was unable to pay the rent of her house.
- b. (ii) she felt that Mere Gringoire was taking undue advantage of the Bishop.

8. Accept - all relevant responses

Verbal Irony	Situational Irony	Dramatic Irony
<ul style="list-style-type: none"> ○ I believe you want to convert me: save my soul, don't you call it? Well, it's no good ----- see? I don't want any damned religion. ○ I don't want any of your Faith, Hope, Charity. ○ I don't want any damned religion, I tell you. 	<ul style="list-style-type: none"> ○ Why the devil do you leave the window unshuttered and the door unbarred so that anyone can come in? 	<ul style="list-style-type: none"> ○ My mother gave them to me on—on her death bed just after you were born, and -and she asked me to keep them in remembrance of her, so I would like to keep them.

9. The Bishop's kindness when he comes to steal; and when the Bishop saves the convict from the police
10. Individual response
11. Individual response
12. Individual response



SAMPLE QUESTIONS

READING

Q.1. Read the passage given below:

Decision-making is a very vital part of our lives. This is because what we are today is largely a result of the decisions we took in the past. Similarly, whatever happens tomorrow will be a result of the decisions we take in the present.

It is not possible to reverse the wrong decisions taken in the past but it is possible to train ourselves into becoming a good decision-maker for the future. If we don't, we'll end up doing what we've always done and thus get what we've always got. Philosopher Walter Kaufman has called this Decidophobia.

All sorts of decisions, big or small, relevant or irrelevant, conscious or unconscious punctuate our lives. Sometimes, we don't even realise we are taking a decision.

Those who avoid taking a decision leave everything to chance and float along life with a 'what will be, will be' attitude.

To enhance our decision-making, we must, first of all, gather as much information as possible about the issue before we make our decision. We might be heading for a failure if our decisions are based on half-baked information.

If you have a set of guiding principles for your life, decision-making becomes a lot easier. For example, if you value integrity and honesty and consider them to be of vital importance, you will never waver.

Sometimes decisions are very difficult to make, especially when the odds seem to be against us. In this case, giving ourselves a little time to decide wouldn't be a bad idea at all. Circumstances may change with time and then it may be easier to see which action is more preferable to the others.

Though we have to take the responsibility of decision making on ourselves, it is helpful if we have someone to speak to. Such exchanges often lead to a better understanding of the situation. However, it is not always necessary to take the advice of others. Being a little flexible will also provide ample scope for mid-course correction. Whenever a decision that we have taken proves to be disadvantageous, we should be willing to change the decision or make suitable modifications.

Being clear about your goals can facilitate decision-making. If we know exactly where we want to be or what we want to do in the next five years or even ten, we will decide to undertake actions which will lead us to our goals. So outline your short and long-term goals in black and white.



Action is a vital consequence of decision-making. It is the necessary follow-up. Only when we act will we get a feedback of whether our decision has been correct or not and then we can proceed in a more focused way. So it is essential to move from the world of thought to the arena of action.

1.1 On the basis of your reading of the passage above complete the following sentences. Write the answers in your answer sheets against the correct blank number.

- a) The course of our life is largely determined.....
- b) People who suffer from 'Decidophobia' are unable to shape their lives because.....
- c) The first step towards decision-making would be.....
- d) If your value system is clearly defined then.....
- e) In situations where..... taking a little time to decide would be the best way out.
- f) Outlining your goals can facilitate decision-making because.....
- g) Decision-making is futile if it is not.....
- h) Find a word which means 'to interrupt repeatedly' from the first four paragraphs.
- i) Find a word which means 'to make possible or easier' from paragraphs 7 to 9.
- j) Find a word from the last three paragraph which means 'information or statements of opinion about something that provide an idea of whether it is successful or liked'.

Something my father wanted for me
Although (poor man!) it's been nothing
But a mirage in the desert
Of my life.
My soul will join his now, praying
That your generation may find it-
Simply peace-
Simply a life better than ours
Where you and friends won't be forced
To drag grief-laden feet down the road
To mutual murder.



1.2 Answer the following questions by selecting the most appropriate options from the ones given below:

- 1) The obituaries and weather
 - a) have no significance for the poet
 - b) leave the poet depressed
 - c) matter a lot to the poet
 - d) are an integral part of the poet's survival
- 2) The legacy the poet wishes to leave to his son is
 - a) to live a life devoid of hatred
 - b) to have a better life than his own generation
 - c) to be a happy and responsible citizen
 - d) all of the above
- 3) Mutual murder is an example of
 - a) Imagery
 - b) Alliteration

WRITING

Q.2. Ashwani/ Aastha Sharma, in charge of the NSS Club of St. Andrew's School, Kashipur, is given the following letter to write a notice to be put up for students on the school notice board. Write the notice in not more than 50 words, including relevant details from the letter in your notice so that students may contribute generously. Do not give extra information. Put the notice in a box.

The Philanthropic Society
 5-Mount Hill Road
 Dehradun
 The Principal
 St. Andrew's School
 Kashipur, U.P.

5 August, 2010



Dear Sir,

We are a charitable organization working for helping the distressed people due to natural calamities like the earthquakes, floods etc.

We would acknowledge it as a gesture of great benevolence if your students contribute to the cause of rendering help to the hill people of Uttrakhand who have experienced a terrible flood and have been displaced by it. The students can contribute food articles, medicines, money, clothes, shoes and other items of daily use. This will help to relieve the distress of the people of this area greatly.

These items may be collected next Saturday at about 1 p.m. in the school's NCC & Scouts room when our team visits the school.

Thank you very much.

Yours sincerely,

(K.C. Katihar)

President

- Q.3. Shobhita/ Shobhit Arya recently came across several news reports regarding the acute water shortage that the country is likely to face during summers. On the occasion of World Water Day, she / he decides to express her/ his views on the grave situation, the causes behind this crisis and also his suggestions in an article for publication in a magazine. Using the inputs given below and your own ideas, write Sobhita's/ Shibhit's article in not more that 150 words.

Conserve water. Every drop is precious

Nation faces worst ever water crisis. Water table sinking. Residents get water only for half an hour a day-parched summer ahead!

How must we celebrate World Water Day?

Achieve Water Security

- Harvest water
- Use less water
- Store in ponds, tanks & aquifers
- Recycle



GRAMMAR

Q.4. Complete the following passage by choosing the most appropriate options from the ones given below. Write the answer in your answer sheet:

Q.5. Like many Indian children, I grew up (a)----- the vast, varied and fascinating tales of the Mahabharata. Set (b)----- the end of what the Hindu scriptures term Dvapara Yuga or the third age of the man, a time (c)----- the lives of the Gods and people still intersected, the epic weaves myth, history, religion, science and statecraft (d)----- stories.

- a) (i) saying (ii) listening to (iii) questioning (iv) celebrating
 b) (i) by (ii) at (iii) from (iv) into
 c) (i) where (ii) from (iii) when (iv) before
 d) (i) as (ii) in (iii) through (iv) into

Q.6. Complete the Reports by choosing the correct answers from the options given below:

1) Sangeeta Mane-30, delivers conjoined twins-Indapur

Conjoined twins-----by Sangeeta Mane, aged 30, in Indapur.

- a) were delivered b) have been delivered c) will be delivered
 d) have to be delivered

2) The birth of healthy twins- Pune poses a challenge-the medical profession

A challenge-----to the medical profession by the birth of healthy twins in Pune.

- a) as posed b) is posed c) is being posed
 d) has been posed

3) The twins-2day old-share one liver

One liver-----shared by the two - day old twins.

- a) was being b) was c) is d) is being

4) The scientists bring -twins- Indapur to a pune hospital-under medical supervision

The twins_____under medical supervision from Indapur to a Pune hospital by the scientists.



- a) are brought b) are being brought c) were brought
d) were being brought

Q.7. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.

When antiseptics came to used widely,	to be used (example)
Wright and Fleming found out that treatment	a)
being given was doing harm than good. Each	b)
of the chemical antiseptics more harmful to	c)
the leucocytes than to the germs; and some cases	d)
the antiseptic actually facilitated multiplication germs.	e)
Wright and Fleming insisted that the surgeon's aim be	f)
not much to kill the germs as to help the	g)
leucocytes to do natural germ-killing work.	h)

Q.8. Read the conversation given below carefully and complete the following passage.

Ranbir : Where is my car? I remember parking it here.
Policeman : The car has been towed away as you parked it in the 'no parking area'
Ranbir : Sir, can I be excused this time?
Policeman : I hope you'll remember the lesson you learnt today

Ranbir asked the policeman standing there (a) _____.
He said that he remembered parking it there. The policeman replied (b) _____.
Ranbir requested the policeman (c) _____.
The policeman then said (d) _____.

Q.9. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct blank number in your answer sheets. Also underline the correct word that you have supplied.



- The naturalist had been venturing into the jungles since a long time, warnings from colleagues not withholding. But he ensured that his team would abide in his regulations strictly, lest they will land themselves in hazardous situations. Many a times his jungle sense, which was superior than that of his team members, proved its worthy by preventing disasters, so saving many lives.
- a)
b)
c)
d)
e)
f)
g)
h)

LITERATURE

- Q.10. (A) Read the extract given below and answer the following questions by choosing the most appropriate options.

*"And by my word! the bonny bride
In danger shall not tarry
So, though the waves are raging white
I'll row you over the ferry."*

- 1) And by my word is indicative of the speaker being
 - a) a man who can ferry his boat confidently
 - b) a man who knew the bonny bride
 - c) a man who honoured his word
 - d) a man used to swearing
- 2) The speaker promises to row accross
 - a) the chief of Ulva and Lord Ullin's daughter
 - b) the chief of Ulva and his wife
 - c) Lord Ullin and his daughter
 - d) Lord Ullin and the chief of Ulva
- 3) Waves are raging white -the poetic device used here is
 - a) a simile
 - b) personification
 - c) a metaphor
 - d) alliteration



(B) Read the extract given below and answer the questions that follow.

A voice interrupted. "Two thousand, four hundred and forty feet per second."

- 1) Who interrupted and whom?
- 2) What did the figure refer to?
- 3) What did reveal about the speaker?

(C) Read the following line and answer the questions given below:

Gaston: *Certainly not.....just as a souvenir*

- 1) Who his Gaston addressing?
- 2) Why is the souvenir important for Gaston?
- 3) What is the price that Gaston pays for the Villa?

Q.11. Answer any four of the following questions. (30-40 words each)

- a) Why does Frost choose the road less travelled?
- b) 'Kashi Yatre' was grandmother's favorite novel. Why? Give two reasons.
- c) What are the two ways in which the Brook is similar to life?
- d) Briefly mention the two things that capture the poet's attention in the poem 'Solitary Reaper'.
- e) Mention any two characteristics of Gaston's personality that make him a better businessman than Juliette.

Q.12. As the author of 'How I Taught My Grandmother to Read', write a letter to your grandmother appreciating her determination and strength of character. (150 words)

OR

As a reader, make a diary entry discussing your reaction to the relationship shared between Charles and Duke. (150 words)



FAQs

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

B.1 What is the communicative approach?

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

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

✧ **Knowledge and skill**

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

✧ **Structure and Function**

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

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



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

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

✧ **Appropriacy**

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

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

✧ **Accuracy and Fluency**

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

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

B.2 The Role of the Teacher

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

Littlewood* sets out these roles:

- ✧ As a general overseer of his students' learning, the teacher must aim to



coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.

- ✧ As a classroom manager, he is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organised at a practical level.

Classroom Procedures

In many traditional classrooms, the most common classroom procedure is whole-class work, in which all students face the teacher who communicates with the class as a whole. Interact in English does use whole-class procedures at times, but it also uses other types of classroom organisation. The detailed notes in this Teacher's Book suggest appropriate procedures. The main types of organisation recommended are individual work, pair work, small group work and whole class work. It has been the experience of teachers who have trialled Interact in English that students adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. The following sections give practical advice on organisation of different types of classroom activities.

What are the different
classroom procedures
that I can use?

- * Whole-class work
- * Individual work
- * Pair Work

Some questions and answers about Whole-Class Work (WCW)...

What happens in WCW?

- * The teacher faces the class.
- * The students face the front.
- * The teacher communicates with the class as a whole.

What are the advantages of WCW?

- * WCW is useful for starting of activities, giving instructions etc.
- * The teacher can talk to all the students at the same time.
- * The teacher can easily provide feedback to the class.

Should I involve students
in WCW all the time?

- No, because
- * it is boring for students to listen to the teacher all the time.
 - * students will quickly become simply passive listeners.



When exactly should I use the WCW procedure?

* good language learning takes place when students are involved in actively using English, rather than listening to the teacher explaining how English is used.

For.....

- * giving formal instructions to the class.
- * warm-up activities.
- * class discussions.
- * class review or feedback sessions.

Some questions and answers about individual work (IW)

What happens in IW?

- * Students work quietly on their own.
- * The students learn to be independent.
- * The Teacher is able to help weaker students.

What is my role when students are doing IW? For Example can I sit back and relax?

- * No, you cannot sit back and relax! your role is very important. You must.

- * clearly set the task
- * give an example, if necessary.
- * set a time limit, if necessary.
- * move around the class to monitor, encourage and assist, starting with weaker students.

However...

- * do not unnecessarily involve yourself in a student's work, unless the student asks for your assistance.
- * do not disturb students concentration with unnecessary whole-class announcements.



Some questions and answers about pair work (PW)

How is pair work useful for classroom teaching and learning?

- * Students use English in working and talking with their partner.
- * They use much more English than in WCW, and more than in SGW.
- * They guide and help each other.
- * They share information and experiences.
- * Pair work is enjoyable; and enjoyable learning is productive learning.

How do I organize pair work?

- * Pair a student with another student sitting at the same desk. (This helps to avoid unnecessary noise and movement).
- * If there are some students who are on their own, move them so that they form pairs.
- * Give clear instructions to ensure that students understand the task.
- * Demonstrate the task with a good student near the back of the class (teacher-student demonstration).
- * Set a time limit, and move around the class to monitor (starting with the weakest pairs).

What do I do if I have Students sitting in three

- * You may allow the three to work together, like this:
- * or ask students sitting in one row to turn round to face those behind to form three pairs, like this:

While pair work is going on, what is my role?

- * your role is exactly the same as with individual work.



Some questions and answers about small group work (SGW)

I've never used SGW. What are its advantages?

- * SGW gives students much more opportunity to use English than is possible with whole-class work.
- * Students learn to listen to and to respect each other's points of view.
- * Students learn to work cooperatively.
- * They develop skills in expressing their own views.
- * They learn to take the role of group leader in using English.

How many students should I involve in SGW?

- * Four is usually the best number, as this enables all students to contribute to the task. But you may occasionally increase group size to five or six.

How do I set up SGW?

- * Organise students into groups; ensure that there is minimum movement of students and furniture.
- * Give instructions to the whole class.
- * Where appropriate, get a group in the middle of the class to demonstrate the start of the activity.
- * Allocate roles yourself, or tell group leaders to allocate roles.
- * Set the time limit.
- * Move around the class while the SGW activity is going on: assist and encourage where necessary.
- * Provide whole-class feedback at the end.



I face difficulties in organising groups because I have students of different ability levels. What should I do?

* Form mixed ability groups. This has certain advantages:

- The less able students get a "personal tutor" (i.e. a more able student).
- The more able student also has opportunities to improve and practise English, e.g. in explaining something in simple terms.

Physically, how do I get students to form groups?

* It is important not to leave it to students to decide who they work with in SGW. The result will be confusion.

* It is fairly simple to get students to form groups of four, by asking alternate rows to turn and face the row behind, i.e.

The more able students very often dominate SGW. What should I do?

* Have a private word with such students: encourage them to bring less able students into the discussion.

* Rotate the group leadership.

* Set out "ground-rules" for all group leaders, e.g. they should get everyone involved in the task.

* Have a set of cards with you, as you move around the groups to monitor and encourage. The cards could say (for example) HAS EVERYONE EXPRESSED AN OPINION? Or ASK SOMEONE ELSE TO SAY SOMETHING Or ARE YOU TALKING TOO MUCH? For a few seconds show such a card to a student who is dominating the discussion.

What about the shy and quiet ones? How do I get them to contribute to SGW?

* Encourage such a student to participate by whispering an idea into his or her ear.



* In your set of cards, have some for quiet and shy students, saying (for example) I SHOULD REALLY LIKE TO HEAR YOUR OPINION. WHY DON'T YOU SAY SOMETHING?. Place such a card in front of the students for a few seconds.

* Remember that peer pressure often encourages reluctant group members to participate. In fact, SGW gives them the confidence to do so, because they do not feel they are "on show", as they are in WCW.

B 4. Handling Pair work and Small Group Work (PW/ SGW)

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



✧ Introducing and Demonstrating

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

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

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

✧ Organising

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

- there is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.
- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, or the result will be confusion.)

- You may also prefer to allocate roles yourself, e.g. "When pairs, the one nearest the window is A, the other is B."
- If you have not used PW/ SGW before, expect a little, noise and excitement at first! But students quickly get used to the new procedures and soon settle down with minimum noise and fuss.

✧ **Managing**

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

✧ **Concluding**

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

Many teachers view with alarm the prospect of pairwork and small group work with a large number of students. The following are concerns commonly expressed together with the responses of experienced teachers:

How do I cope with students who work at different speeds?

- * Ask students who have finished to compare their answers with others nearby who have also finished; or ask "fast finishers" to assist weaker groups.
- * Ask the faster students to move on to a different activity.
- * Call the class together when the majority have finished and elicit answers.



How do I handle a particularly noisy class?

- * The advice above will keep all students busy and involved.

- * There is bound to be some noise and excitement in the class when you first start using pair work and small group work. However, students quickly get used to new procedures and soon settle down.

- * If the noise level gets too high for comfort, do not use the "noisy approach" to quieten the class. In other words, do not shout at them. Instead, try the "quiet approach". For example, train students to recognise that when you raise your hand, they must raise theirs too, and must be more quiet.

- * You may have to speak firmly to a particularly noisy and excited group.

- * Remember that a little busy noise in the English Class is a positive thing: it is a sign that communication is taking place.

- * Be very sure that you give clear instructions.

- * With a large class, it is particularly important that you get a group in the middle of the class to demonstrate the first minute or so of the activity.

- * Monitor by moving round the class, starting with the groups that you predict will experience difficulty.

- * Remember that the argument for using PW and SGW with large classes is even stronger, because students in large classes will have even less chance of contributing to WCW than in a smaller class.

How do I manage PW and SGW in a large class-for example, of more than 60 students?

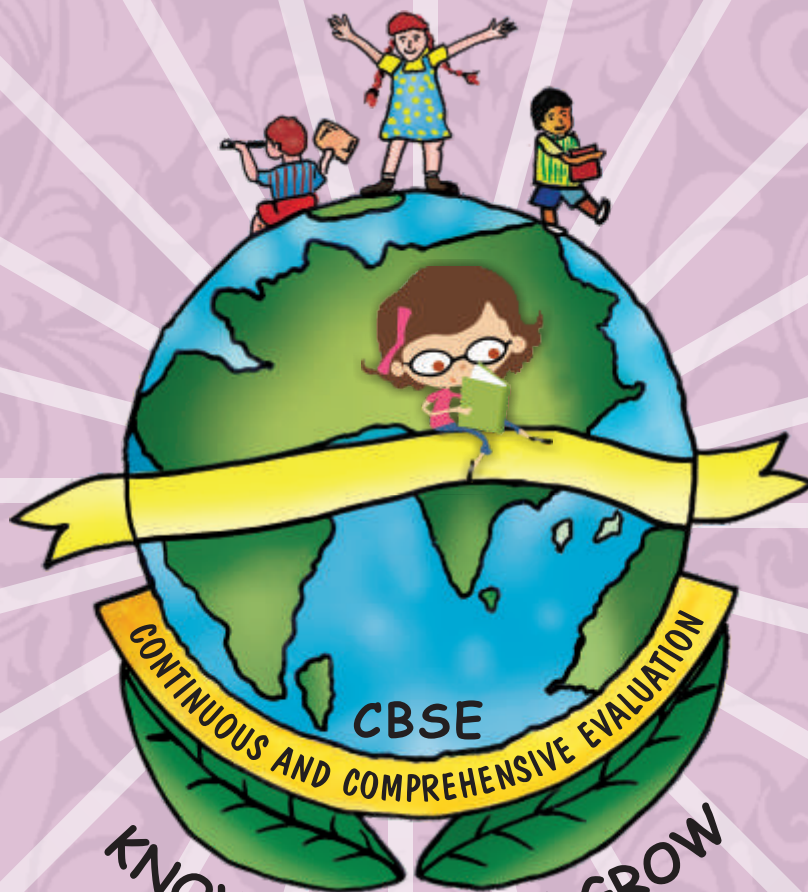


How do I ensure that all the students in a group are producing correct and appropriate English?

Some parents complain that in using PW and SGW - I am not really teaching. in am not really teaching. In fact, they accuse me of avoiding my responsibilities

- * When learning to swim, learning to cook, or learning to play a musical instrument, we all make mistakes- especially at first. Similarly, making mistakes in learning English is natural.
- * Therefore, you must not expect all students to produce suitable and correct English right from the beginning.
- * In small group work, only correct a student when a mistake interferes with communication. If you correct too often, students will quickly stop trying to use English.
- * Of course, do not attempt to assessment record card to record card to class.
- * Explain to parents that being good at English means being able to communicate in English-fluently, confidently and accurately. And this will only come about through lots of practice-which WCW alone cannot provide.
- * Furthermore, students must accept some measure of responsibility for their own learning, if they are to become self-reliant users of English.
- * Very soon it will become very clear to parents that - in using PW and SGW - you are working just as hard, but in a different way.





KNOW - AS YOU GROW



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India