

Lesson 4

My Own True family

Ted Hughes

The author and the text:

Edward James 'Ted' Hughes (1930-1998) was a noted English poet, and had been the Poet Laureate of Great Britain from 1984 till his death. His famous works include *Birthday Letters*, *The Hawk in the Rain* and *Tales from Ovid*.

The poem describes the magical experience of a young child in an oakwood, and indicates that human beings and trees should thrive as a single family. It focuses strongly on the need to protect our natural environment for the welfare of mankind.

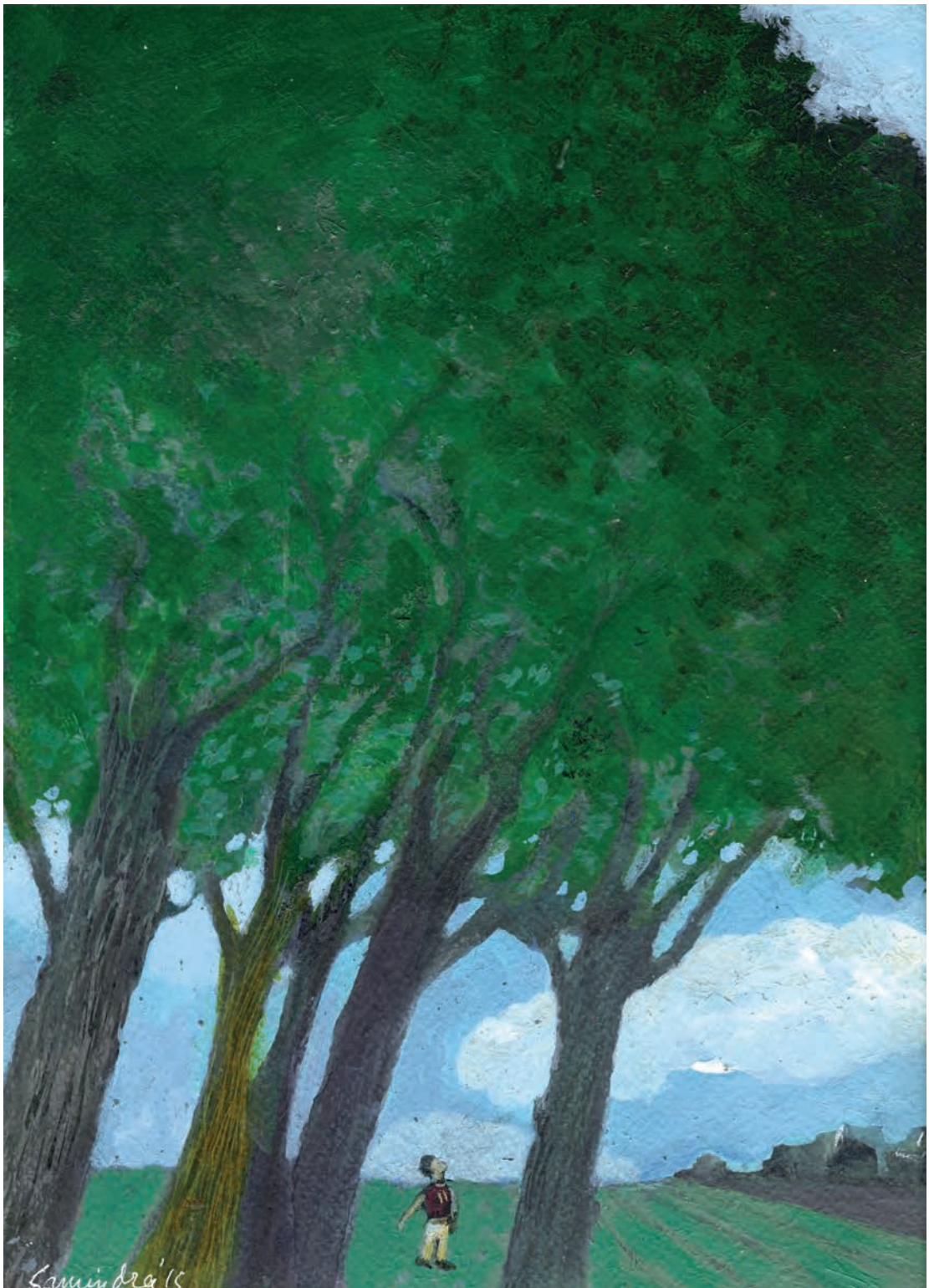
Read the following:

Once I crept in an oakwood—I was looking for a **stag**.
I met an old woman there—all **knobbly** stick and rag.
She said: 'I have your secret here inside my little bag.'

Then she began to cackle and I began to quake.
She opened up her little bag and I came twice awake—
Surrounded by a staring tribe and me tied to a stake.

They said: 'We are the oak-trees and your own true family.
We are chopped down, we are torn up, you do not blink an eye.
Unless you make a promise now—now you are going to die.'

'Whenever you see an oak-tree felled, **swear** now you will plant two.
Unless you swear the black oak bark will wrinkle over you
And root you among the oaks where you were born but never grew.'



This was my dream beneath the boughs, the dream that **altered** me.

When I came out of the oakwood, back to human company,
My walk was the walk of a human child, but my heart was a tree.

Word nest

stag : male deer

knobbly : unsteady

swear : promise

altered : changed

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:
 - (a) Creeping in an oakwood, the poet was looking for a
 - (i) goat
 - (ii) rhinoceros
 - (iii) stag
 - (iv) buffalo
 - (b) Whenever an oak tree is felled, the number of trees the poet must plant is
 - (i) two
 - (ii) three
 - (iii) four
 - (iv) five
 - (c) When the poet came out of the oakwood, his heart was that of a
 - (i) stag
 - (ii) tree
 - (iii) human child
 - (iv) old woman

2. State whether the following statements are True or False. Provide sentences/ phrases/ words in support of your answer.

(a) The old woman held the poet's secrets in her little bag.

☐

Supporting statement: _____

(b) The tree tribe said that the poet is bothered to see the chopping down of oak trees.

☐

Supporting statement: _____

(c) The poet never came out of the oakwood.

☐

Supporting statement: _____

3. Answer the following questions:

(a) When did the poet come twice awake?

(b) What would happen to the poet if he failed to make the promise?

(c) What was it that altered the poet?

Grammar in use

4. Change the following into indirect speech:

(a) Rahul asked Dipa, "Will you go to school today?"

(b) Rita said to Ayesha, "Please give me a glass of water."

(c) The old man told the little girl, "May you be happy!"

5. Do as directed:

(a) Ranjan said, "Who does not know the name of Rabindranath?" (Change into affirmative sentence)

- (b) Sangeeta runs faster than any other girl in her class. (Rewrite using the positive degree of 'faster')
- (c) Kaushiki blamed her friend for the trouble. (Rewrite using the noun form of 'blamed')

Writing activities

6. Read the following composition carefully:

ABC HIGH SCHOOL

NOTICE

10.07.2015

Music Competition

Students are hereby informed that our school is going to organize an inter-school music competition on 3 September, 2015 in the school auditorium. The competition will be on several categories of music. Students of class VIII to XII can participate in the competition. There will be a screening prior to the competition. Interested students should register their names with the music teacher before 22 July, 2015. The categories in the competition are: Hindustani Classical, Rabindra Sangeet and Folk. A student can compete in any two categories. No registration fee is required for participating in the competition. For any further information the undersigned may be contacted.

Countersigned

sd/

Headmaster

Student-secretary
Cultural Committee
ABC High School

The above piece of writing is called a **Notice**. It has certain features. They are as follows:

- A specific format is used.
- The name of the organization/institution is mentioned.
- The word 'Notice' is written in capitals. Capital letters are also used in the heading for the name of organization/institution and also for the topic of the notice to attract the attention of the readers.
- The date of the notice is written generally on the top right hand corner.
- The caption or topic of the notice should be written.
- The notice is to be signed by the issuing authority and counter-signed by the Head of the institution in case of a school notice.
- The content of the notice should include all specific information in detail.
- The notice should be enclosed within a box.

7. Your school is going to host the Inter-school District Sports Competition. Suppose you are the Secretary of the Sports Club of your school. Write a notice (within 100 words) calling students to participate in the competition. Mention the time, date and venue of the competition. Your notice should be countersigned by the Headmistress/Headmaster of your school.

Lesson 5

Our Runaway Kite

Lucy Maud Montgomery

The author and the text:

Lucy Maud Montgomery(1874-1942) was a Canadian author best known for a series of novels beginning with *Anne of Green Gables*. She wrote numerous novels, poems and short stories. She was made an Officer of the Order of the British Empire in 1935.

This short story is about a brother and a sister living on an isolated island with their father, who, through a series of incidents, get reunited with their long-lost relatives. It is a touching tale that underlines the value of relationships.

Read the following:

Unit 1

Of course, there was nobody for us to play with on the Big Half Moon. We just had to make the most of each other, and we did.

We live on the Big Half Moon island. 'We' are Father and Claude and I and Aunt Esther and Mimi and Dick. It used to be only Father and Claude and I. It is all on account of the kite that there are more of us. This is what I want to tell you about.

Father is the keeper of the Big Half Moon **lighthouse**. I am eleven years old. Claude is twelve. In winter, when the harbour is frozen over, we all move over to the mainland. As soon as spring comes, back we sail to our own dear island.

The funny part used to be that people always pitied us when the time came for us to return. They said we must be so lonesome over there, with no other children near us. Of course Claude and I would have liked to have someone to play with us. It is hard to run pirate caves and things like that with only two. But we used to quarrel a good deal with the mainland children in winter. So it was perhaps just as well that there were none of them on the Big Half Moon. Claude and I never quarrelled.



To be sure, Father didn't seem to have any relations except us. This used to puzzle Claude and me. Everybody on the mainland had relations. Why hadn't we? Was it because we lived on an island? We thought it would be so jolly to have an uncle and aunt and some cousins. Once we asked Father about it, but he looked so sorrowful that we wished we hadn't. He said it was all his fault. Claude and I didn't understand what he meant.

Word nest

lighthouse : a tower containing a strong beam of light to guide and warn ships near the coast

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

(a) The keeper of the Big Half Moon Lighthouse is

- (i) Aunt Esther
- (ii) Father
- (iii) Claude
- (iv) Dick

(b) The family moved over to the mainland in

- (i) summer
- (ii) spring
- (iii) monsoon
- (iv) winter

(c) When asked about relations, Father looked

- (i) happy
- (ii) angry
- (iii) sorrowful
- (iv) irritated

2. Fill in the chart with information from the text:

(a) name of the island	
(b) age of Claude	
(c) the game played by Claude and the narrator	

3. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

- (i) People felt that Claude and the narrator were lonesome in the island. ☐

Supporting statement: _____

- (ii) Claude and the narrator quarrelled. ☐

Supporting statement: _____

- (iii) Nobody on the mainland had relations. ☐

Supporting statement: _____

Read the following:

Unit 2

It is always lovely on the Big Half Moon in summer. When it is fine, the harbour is blue and calm, with little wind and ripples. Every summer, we had some hobby. The last summer before Dick and Mimi came, we were crazy about kites. A boy on the mainland showed Claude how to make them. Back on the island we made plenty of kites. Claude would go around to the other side of the island and we would play shipwrecked mariners signalling to each other with kites.

We had a kite that was big and covered with lovely red paper. We pasted gold **tinsel** stars all over it and had written our names full on it—Claude Leete and Philippa Leete, Big Half Moon lighthouse.



One day there was a grand wind for kite-flying. I'm not sure how it happened, but as I was bringing the kite from the house, I tripped and fell over the rocks. My elbow went clear through the kite, making a big hole.

We had to hurry to fix the kite if we wanted to send it up before the wind fell. We rushed into the lighthouse to get some paper. We knew there was no more red paper. We took the first thing that came handy—an old letter lying on the bookcase in the sitting room. We patched the kite up with the letter, a sheet on each side and dried it by the fire. We started out, and and up went the kite like a bird. The wind was glorious and it soared. All at once—snap! And there was Claude, standing with a bit of cord in his hand, looking foolish. Our kite had sailed away over to the mainland.

Word nest

tinsel : strips of shiny material used for decoration

Comprehension exercises

4. Choose the correct alternative to complete the following sentences:
- (a) In summer the Big Half Moon is always
 - (i) lovely
 - (ii) unpleasant
 - (iii) boring
 - (iv) dull
 - (b) Back on the island, Claude and the narrator made plenty of
 - (i) puppets
 - (ii) masks
 - (iii) kites
 - (iv) envelopes

- (c) The kite was patched with a
- (i) newspaper
 - (ii) letter
 - (iii) envelope
 - (iv) card

5. Complete the following sentences with information from the text:

- (i) A boy on the mainland showed _____
- (ii) On the kite Claude and the narrator pasted _____
- (iii) Claude was standing with _____

6. Fill in the chart with information from the text:

Statement	Reason
(a) The narrator's elbow went through the kite.	
(b) Claude and the narrator hurried to fix the kite.	
(c) The kite soared.	

Read the following:

Unit 3

A month later a letter came for Father. After he finished reading it, his eyes looked as if he had been crying. "Do you want to know what became of your kite?" he said. Then he sat down beside us and told us the whole story.

Father had a brother and a sister. He had quarrelled with his brother and left home. Years afterward, he felt sorry and when he went back, he found his brother had died and he couldn't find his sister.

The letter father had just received was from his sister, Aunt Esther, mother of Dick and Mimi. She was a widow who lived hundreds of miles inland. One day when Dick and Mimi were out in the woods, they discovered the kite on the top of a tree and carried it home. When their mother saw the kite patched with the letter, she turned pale. It was the very letter she had once written to her brother. Philippa was her mother's name and Claude was her father's. She knew who we must be. So she sat down and wrote to Big Half Moon and Father received her letter.

Next day, Father went and brought Aunt Esther and Dick and Mimi with him. They have been here ever since. Aunt Esther is a dear and Dick and Mimi are too **jolly** for words.

But the best of it all is that we have relations now!

Word nest

jolly : happy and cheerful

Comprehension exercises

7. Choose the correct alternative to complete the following sentences:

- (a) A letter came for father after a
 - (i) day
 - (ii) week
 - (iii) fortnight
 - (iv) month
- (b) Father left home after quarrelling with his
 - (i) brother
 - (ii) sister
 - (iii) aunt
 - (iv) uncle

- (c) Dick and Mimi discovered the kite on the top of a
 - (i) roof
 - (ii) tree
 - (iii) lighthouse
 - (iv) light post

8. Fill in the chart with information from the text:

(a) person who sent the letter	
(b) name of Aunt Esther's mother	
(c) total number of family members in the narrator's family at present	

9. Answer the following questions:

- (a) What did Father find when he went back home years afterward?
- (b) Where did Aunt Esther live?
- (c) Why did Aunt Esther turn pale?

Grammar in use

Read the following sentences:

1. Why hadn't we?
2. Was it because we lived in an island?

In sentence 1, the question is formed by using the wh-word 'why'. In sentence 2, the question is formed by using the verb 'was'.

Questions that are formed by using wh-words like why, what, when, where, which, who, whose, whom, how are called **Wh-questions**.

Questions that are formed by using verbs are called **Interrogative sentences**.

Now, read the following sentences:

- (1) What is your name?
- (2) How are you?
- (3) Do you read in class X?
- (4) Can you come to my house tomorrow?

The question numbers (1) and (2) cannot have 'Yes' or 'No' as answers.

The question numbers (3) and (4) will have 'Yes' or 'No' as answers.

Questions that do not have 'Yes' or 'No' as answers are called **Information Questions**.

Questions that have 'Yes' or 'No' as answers are called **Simple Questions**.

Read the following sentences:

1. Where was Tagore born?
2. Does your brother read in class II?

In sentence (1) the question is formed by placing the wh-word at the beginning of the sentence followed by the auxiliary verb and the subject. In sentence (2) the auxiliary verb is placed before the subject to form the question.

Wh-questions or Information questions are formed by placing the wh-word in the beginning followed by the auxiliary verb, the subject and complement.

Thus, the structure of the Wh-Question or Information Question is :

Wh-word + Auxiliary verb + Subject + Complement

Interrogative sentences or simple questions are formed by placing the auxiliary verb in the beginning followed by the subject and complement.

Thus, the structure of the Interrogative statements or simple question is:

Auxiliary verb + Subject + Complement

10. Change the following sentences into questions, as directed:
- (a) Shankha lives in Alipurduar. (Information question using 'where')
 - (b) They have gone to a picnic. (Interrogative sentence using 'where')
 - (c) I went to school yesterday. (Simple question using 'did')
 - (d) Tia studies in class X. (Information question using 'which')

Writing activities

11. Suppose your bicycle has a sudden tyre puncture on your way to school. You have taken the cycle to a repair shop. Write an imaginary dialogue (within 100 words) between the shopkeeper and you.
12. Write a story (within 100 words) using the given hints. Give a title to the story.

crow sitting on a tree — piece of meat in its beak — fox passing under the tree — wants the meat — asks the crow to sing — crow keeps meat under its feet and sings — fooled, fox leaves

Lesson 6

Sea Fever

John Masefield

The author and the text:

John Edward Masefield (1878-1967) was an English poet, writer, and Poet Laureate of the United Kingdom from 1930 till his death. He is also remembered as the author of the childrens' novels *The Midnight Folk* and *The Box of Delights*.

The poem speaks of the excitement the poet feels at the anticipation of a sea-voyage. The passionate description of the seascape reveals the eternal desire of man to seek the splendour of nature.

Read the following:

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to **steer** her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown **spume**, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a **whetted** knife;
And all I ask is a merry **yarn** from a laughing **fellow-rover**,
And quiet sleep and a sweet dream when the long **trick's** over.



Word nest

steer	:	to control the direction of movement
spume	:	foam
whetted	:	sharpened
yarn	:	tale
fellow-rover	:	accompanying sailor
trick	:	journey

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:
 - (a) The poet asks for a sail the colour of which would be
 - (i) blue
 - (ii) grey
 - (iii) black
 - (iv) white
 - (b) While going down to the sea, the poet wants to hear the crying of
 - (i) seagulls
 - (ii) cuckoos
 - (iii) eagles
 - (iv) swallows
 - (c) The wind on the sea is like a whetted
 - (i) sword
 - (ii) axe
 - (iii) knife
 - (iv) spear

2. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

(a) To steer the ship the poet needs the moon.

☐

Supporting statement: _____

(b) The call of the running tide is wild and clear.

☐

Supporting statement: _____

(c) The poet is going out to the sea for the first time.

☐

Supporting statement: _____

3. Answer the following questions:

(a) During what time of the day does the poet wish to go down to the seas?

(b) What kind of day does the poet prefer for sailing?

(c) What does the poet prefer to hear from a fellow rover?

Grammar in use

4. Do as directed:

(a) What a shocking sight! (change into an assertive sentence)

(b) I am sure of his success. (change into a complex sentence)

(c) Snigdha is not only wise but also brave. (change into a simple sentence)

Writing activities

5. Write a summary of the following passage (within 100 words):

Egyptian kings are called Pharaohs. Tutankhamun was an Egyptian king who ruled between 1332-1323 BC. Tutankhamun was very young when he became the king. He was only ten years old when he ascended the throne. He was the son of Akhenaten who was also a Pharaoh. As the king, Tutankhamun undertook many

building projects. These building projects were centered around Thebes and Karnak. Tutankhamun built many temples and monuments. At that time many temples were in ruins. Tutankhamun ordered them to be rebuilt. Tutankhamun had various physical disabilities. He suffered from ill health for a long period in his life. Tutankhamun required the support of a cane to walk because of his physical disabilities.

In ancient Egypt, the body of a Pharaoh was preserved after his death. This preserved body was known as the mummy. The preserved body of Tutankhamun was discovered by Howard Carter, an Englishman. He discovered Tutankhamun's tomb in 1922. The tomb was nearly intact when it was discovered. The discovery of Tutankhamun's tomb attracted wide interest all over the world. The discovery sparked an interest in ancient Egypt.

6. Write a newspaper report (within 100 words) on the incident of burglary in a flat in Kolkata using the following points:

date and place — time — occupants of the house — number of robbers — list of articles stolen — police investigation

Lesson 7

The Cat

Andrew Barton Paterson

The text and the author:

Andrew Barton Paterson (1864-1941) was an Australian poet, journalist and author who wrote extensively on Australian life. His notable works include *Waltzing Matilda* and *The Man from Snowy River*.

The text describes in minute detail the daily activities of cats. The humorous narrative takes us into the world of cats and indicates to us that they may not be the gentle and timid creatures that we take them for.

Read the following:

Unit 1

Most people think that the cat is an unintelligent animal, fond of ease and caring little for anything but mice and milk. But a cat has really more **character** than most human beings, and gets a great deal more satisfaction out of life.

He—or she—is an athlete, an **acrobat** and a **grim** fighter. All day long the cat loafes about the house, takes things easy and allows himself to be pestered by the attentions of the people in the house. To pass the time away he sometimes watches a mouse-hole for an hour or two—just to keep himself from dying of boredom. People get this idea that this sort of thing is all that holds life for a cat. But watch him as the shades of evening fall. You can see the cat as he really is.

Word nest

character : personality

acrobat : one who entertains through difficult physical movements

grim : serious

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

- (a) Most people think that the cat is
 - (i) wise
 - (ii) unintelligent
 - (iii) clever
 - (iv) intelligent
- (b) The cat cares little for anything but mice and
 - (i) soup
 - (ii) juice
 - (iii) water
 - (iv) milk
- (c) One can see the cat as he really is in the
 - (i) morning
 - (ii) night
 - (iii) afternoon
 - (iv) evening

2. Complete the following sentences with information from the text:

- (a) The cat really has more character than _____
- (b) The cat sometimes watches _____
- (c) All day long the cat allows himself to be _____

3. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

- (a) The cat is not fond of ease. ☐
Supporting statement: _____
- (b) The cat has no athletic skills. ☐
Supporting statement: _____
- (c) The cat takes things very easily. ☐
Supporting statement: _____

Read the following:

Unit 2

When the family sits down to tea, the cat puts in an appearance to get his share. He purrs noisily and rubs himself against the legs of the family members. If there is a guest at the table the cat is particularly civil to him, because the guest is likely



to have the best of what is offered. Sometimes, instead of giving him something to eat, the guest **stoops** down and strokes the cat, and says, "Poor pussy! Poor pussy!" The cat soon tires of that. He puts up his claw and quietly but firmly **rakes** the guest in the leg. "Ow!" says the guest, "The cat stuck his claws into me!" The delighted family remarks, "Isn't it sweet of him? Isn't he intelligent? He wants you to give him something to eat."

The guest dares not do what he would like to do—kick the cat out of the window. So, with tears of rage and pain in his eyes, he affects to be very much amused, and sorts out a bit of fish from his plate and hands it down. The cat **gingerly** receives it, with a look in his eyes that says, "Another time, my friend, you won't be so slow to understand." He purrs as he retires to a safe distance from the guest's boot before eating his food.

Word nest

stoops : bends

rakes : scratches

gingerly : carefully, without making any noise

Comprehension exercises

4. Choose the correct alternative to complete the following sentences:
 - (a) The cat rubs himself against the legs of the family members and noisily
 - (i) purrs
 - (ii) howls
 - (iii) barks
 - (iv) mews
 - (b) With tears of rage and pain in his eyes, the guest affects to be very much
 - (i) amused
 - (ii) annoyed
 - (iii) unhappy
 - (iv) upset

- (c) The guest hands down the cat a bit of
- (i) meat
 - (ii) fruit
 - (iii) fish
 - (iv) vegetable

5. Fill in the chart with information from the text:

a) the guest calls the cat	
b) part of the guest's body that the cat rakes	
c) the thing from which the cat stays at a safe distance	

6. Answer the following questions:

- (a) When does the cat make an appearance to get his share of food?
- (b) Who is the cat particularly civil to?
- (c) How does the cat receive the bit of fish handed down by the guest?

Read the following:

Unit 3

When the family has finished tea, and gathers round the fire, the cat casually goes out of the room. True life now begins for him. He **saunters** down his own backyard, springs to the top of the fence, drops lightly down to the other side. He trots across and skips to the roof of an empty shed. His movement becomes **lithe** and pantherlike. He looks keenly from side to side and moves noiselessly, for he has so many enemies—dogs and small boys with stones.

On top of the shed, the cat arches his back and rakes his claws once or twice through the soft bark of the old roof. He stretches himself a few times to see if every muscle is in full working order. Then, drooping his head nearly to his paws, he sends across a call to his **kindred**. Before long they come, gliding, graceful



shadows. No longer are they the meek creatures who an hour ago were mewing for fish and milk. They are now grim fighters.

Just think how much more he gets out of his life than you do out of yours! And the sports they have, too! As they get older they go in for sport to the suburban backyards. These backyards that are dull to us, are to them hunting grounds where they have more gallant adventure than King Arthur's knights ever had.

It is always spoken as a **reproach** against cats that they are more fond of their home than of the people in it. Naturally, the cat doesn't like to leave his country, the land where all his friends are, and where he knows every landmark. Exiled in a new land, he would have to learn a new geography. So, when the family moves, the cat, if allowed, will stay at the old house and attach himself to the new tenants. He will give them the privilege of boarding him while he enjoys life in his own way.

Word nest

saunters : walks in a slow, relaxed manner

lithe : graceful

kindred : near ones

reproach : blame

Comprehension exercises

7. Choose the correct alternative to complete the following sentences:

(a) The cat saunters down his own

(i) courtyard

(ii) front yard

(iii) backyard

(iv) shipyard

(b) The cat skips to the roof of an empty

(i) room

(ii) shade

(iii) floor

(iv) corridor

(c) Exiled in a new land, the cat would have to learn new

(i) history

(ii) manners

(iii) culture

(iv) geography

8. Complete the following sentences with information from the text:

(a) When the family gathers round the fire, the cat _____

(b) The cat droops his head nearly to his paws and _____

(c) Cats go for sport to the suburban backyards as _____

9. Fill in the chart with information from the text:

Cause	Effect
(a) The cat has many enemies.	
(b)	The cat stretches himself a few times.
(c) The cat knows his friends and every landmark.	

Grammar in use

10. Split the following sentences:

- (a) They postponed their visit as the programme was called off.
- (b) Having fought the battle, he returned victorious.
- (c) He poured some water into the glass and drank it.
- (d) He was afraid lest he be proved guilty.

11. Join the following pairs of sentences into a single sentence:

- (a) He is wise. He is brave.
- (b) My grandfather lives in a big house. The house is by the river.
- (c) I got a new book. I felt happy.
- (d) Muskan is sick. She could not attend the function.

Writing activity

12. Suppose you are the Secretary of a club which has decided to open a library. Write a notice (within 100 words) to the members of your club inviting them to actively join this programme by donating books for the library.

Lesson 8

The Snail

William Cowper

The author and the text:

William Cowper(1731-1800) was one of the most popular poets of his times. Cowper changed the direction of 18th century nature poetry by writing about the English countryside and the everyday lives of people. His famous works include *Olney Hymns* and *The Task*.

The poem takes us into the private world of a snail, where it is seen to lead a self-sufficient life. We are allowed to observe, in minute detail, the small yet self-contained world in which a snail lives.

Read the following:

To grass, or leaf, or fruit, or wall
The snail sticks close, nor fears to fall
As if he grew there, house and all,
Together.

Within that house secure he hides
When danger **imminent** betides
Of storm, or other harm besides
Of weather.

Give but his horns the slightest touch,
His self-collecting pow'r is such,
He shrinks into his house with much
Displeasure.

Where'er he dwells, he dwells alone,
Except himself has **chatells** none,
Well satisfied to be his own

Whole treasure.



Word nest

- imminent : likely to happen soon
chatells : personal belongings

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:
 - (a) With the slightest touch, the snail shrinks into its house with
 - (i) displeasure
 - (ii) pleasure
 - (iii) pain
 - (iv) surprise
 - (b) In its house, the snail lives with
 - (i) parents
 - (ii) friends
 - (iii) relatives
 - (iv) no one
2. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:
 - (a) The snail fears to fall from the wall. ☐
Supporting statement: _____
 - (b) The snail comes out of his house during a storm. ☐
Supporting statement: _____
3. Answer the following questions:
 - (a) What does the snail usually stick itself to?
 - (b) What makes the snail well-satisfied?

Grammar in use

4. Change the following sentences into questions, as directed:
 - (a) Siraj always rises early. (Interrogative sentence using 'does')
 - (b) Joyce is the best singer in the class. (Information question using 'who')
 - (c) He saw the rainbow. (Interrogative sentence using 'did')
 - (d) I go to school by bus. (Information question using 'how')

Writing activity

5. Write a letter (within 100 words) to the editor of an English daily about the disturbances caused by the thoughtless use of loudspeakers.

Teachers' Guidelines

In a multilingual country like India, English acts as a common medium of communication to diverse language groups. The aim of studying English in India is therefore to inculcate Basic Interpersonal Communicative Skills (BICS) among the learners.

The new English textbook for class X, *Bliss*, has an assortment of poems and prose selections highlighting different genres of English literature from all over the world, through which the language skills of the learners are to be developed. The reading materials have been organized for easy comprehension of the learners so that they can ably respond to the given questions. It is anticipated that the oral-aural skills of the learners will be developed through different classroom activities and are to be tested internally through various formative assessments. The new English syllabus also invites the learners to go beyond the periphery of the textbook as recommended in NCF 2005.

In the textbook the language skills and functions are developed in a graded manner. They are as follows:

Lesson1 (*Father's Help*): Learning objectives: reinforcing the ability to use articles, prepositions and tenses appropriately, developing the skill to write letters to newspaper editors on various issues of public concern

Lesson 2 (*Fable*): Learning objectives: reinforcing the ability to transform sentences from active voice to passive voice and vice versa, ability to use appropriate phrasal verbs in sentences, skill to write a paragraph based on given points and also informal letters

Lesson 3 (*The Passing Away of Bapu*): Learning objectives: developing the ability

to join and split sentences, reinforcing the skill to write a process using a flow-chart and also to write a biography based on given points

Lesson 4 (*My Own True Family*): Learning objectives: reinforcing the ability to transform sentences and also to change the form of narration from direct speech to indirect speech, developing the skill to write notices

Lesson 5 (*Our Runaway Kite*): Learning objectives: developing the ability to frame questions, reinforcing the skill to write a story based on given points and to write dialogues

Lesson 6 (*Sea Fever*): Learning objectives: reinforcing the ability to transform sentences, skill to write a newspaper report and to summarise a given passage

Lesson 7 (*The Cat*): Learning objectives : reinforcing the ability to join and split sentences and also to write notices

Lesson 8 (*The Snail*): Learning objectives: reinforcing the ability to frame questions and also to write editorial letters

Syllabus

The following expected competencies are reflected in the syllabus:

skills/functional areas	expected competencies
Listening	Ability to listen to and comprehend a speech, running commentary of a sports event, public announcement
Speaking	Ability to converse in formal and informal situations
Reading	The reading strategies included in the text are: intensive reading, extensive reading, skimming, scanning

skills/functional areas	expected competencies
Writing	newspaper report, summary, notice, biography, story , paragraph, process writing, dialogue, letter (formal and informal)
Grammar	article, preposition, tense, phrasal verb, joining sentences, splitting sentences, voice change, narration change, transformation of sentences involving— (i) degree change (ii) change in parts of speech (iii) transformation of types of sentences (a) simple, compound, complex (b) assertive(affirmative and negative), interrogative, exclamatory, optative
vocabulary	Synonyms from textbook and beyond the textbook content areas

All the activities practised in class IX for the development of listening, speaking, reading and writing skills are to be recapitulated and reinforced.

Distribution of Marks and Question pattern

Testing areas	MCQ 1 mark each	SAQ 1 mark each	LAQ 2 marks each	DAQ 10 marks each	Total marks
(A)Reading Comprehen- sion (Seen)	Prose:- No. of ques.=5 Total:1x5=5 Poetry:- No. of ques= 4 Total: 1x4=4	Prose:- No. of ques.=3 Total: 1x3=3	Prose:- No. of ques.=2 Total:2x2=4 Poetry: - No. of ques= 2 Total: 2x2=4	nil	20
(B)Reading Comprehen- sion(Unseen)	No. of ques= 6 Total: 1x6=6	No. of ques= 6 Total: 1x6=6	No. of ques= 4 Total: 2x4=8	nil	20
(C)Grammar & Vocabulary	No. of ques= 3 Total: 1x3=3	No. of ques= 9 Total: 1x9=9	No. of ques= 4 Total: 2x4=8	nil	20
(D)Writing	nil	nil	nil	No. of ques= 3 Total: 10x3=30	30
Marks per question type	18	18	24	30	90



The Pledge

পথ সংস্কৃতি জানব
ট্রাফিক নিয়ম মানব
আমি সতর্ক হয়ে চলব
সুস্থভাবে এগিয়ে যাব
পথকে জয় করব
শান্ত জীবন গড়ব
পথ শুধু আমার নয়
এ পথ মোদের সবার
তা সর্বদা মনে রাখব

Traffic Do's and Dont's

1. Refrain from drunken driving.
2. Use & encourage helmet usage.
3. Adhere to prescribed speed limit.
4. Always overtake from the right side.
5. Refrain from mobile phone usage while on road.
6. Use zebra crossing, foot overbridge and subways to cross the roads.

