

The third ship drove toward the north,
Over the sea, the darkening sea,
But no breath of wind came forth,
And the decks shone frostily.
The northern sky rose high and black
Over the proud unfruitful sea,
East and west the ships came back
Happily or unhappily.
But the third went wide and far
Into an unforgiving sea
Under a fire-spilling star,
And it was rigged for a long journey.

Word Nest :

- rigged – a boat or a ship equipped for a long journey
quaking – stirring
captivity – imprisonment

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) The number of ships sailing by were

(a) three

☐

(b) two

☐

(c) five

☐

(d) four

☐

(2) The wind carried the first ship to a

(a) big country

(b) small country

(c) rich country

(d) distant country

(3) The second ship turned towards the

(a) west

(b) north

(c) south

(d) east

(4) The decks of the third ship shone

(a) brightly

(b) frostily

(c) clearly

(d) dimly

(5) The northern sky rose over the

(a) unfruitful sea

(b) kind sea

(c) stormy sea

(d) calm sea

(6) The third ship was rigged for a

(a) long journey

(b) short journey

(c) slow journey

(d) quick journey

Exercise 2

Answer the following questions within twenty-five words:

- (a) What did the wind do to the second ship?
- (b) Give any two points of difference between the journey of the third ship and the other two ships.

Grammar in use:

Exercise 3

Replace the underlined words with suitable phrasal verbs given in the list below. Change the form if necessary. There are two extra phrasal verbs:

- (a) The child resembles his grandfather.
- (b) They published a magazine recently.
- (c) My mother taught me not to disrespect anyone.
- (d) We should abolish bad habits.
- (e) A new university was built at Coochbehar.

Phrasal verbs: bring out, set up, put up, run after, give up, look down upon, take after

Exercise 4

Do as directed:

- (a) The man was so weak that he could not walk. (rewrite using 'too')
- (b) Titir is one of the most intelligent girls in the class. (rewrite using the positive degree of the underlined adjective)
- (c) As soon as he reached home, it started raining heavily. (change into a negative sentence)
- (d) Why cry over spilt milk? (change into an assertive sentence)
- (e) Blood is thicker than water. (change into an interrogative sentence)

- (f) He told a lie intentionally. (rewrite using the noun form of 'intentionally')
- (g) Run fast or you will be late. (change into a complex sentence)
- (h) The reporter made the news public. (rewrite using the verb form of 'public')

Composition:

Exercise 5

Write a newspaper report within 100 words on the effect of a devastating flood in your district based on the following hints:

Midnapore district—month of July — heavy rainfall — rivers overflowing— trees uprooted, many villages flooded— loss of human and animal life—rescue operations—steps taken by the government

Exercise 6

Imagine that you and your friend are sailors of two ships that have recently returned from their voyages. Write a dialogue within 100 words on the different experiences of your voyages.

Lesson 10

The Price of Bananas

—Mulk Raj Anand

The author and the text :

Mulk Raj Anand (1905 –2004) was a prolific writer who earned great admiration for his short stories and novels like ‘Coolie’, ‘Untouchable’, ‘The Village’, etc. where he depicted the lives of the poorer castes in traditional Indian society.

This text, an abridged version of his story of the same name, presents an apparently funny situation where a businessman has his beloved cap seized by a monkey, and finally gets it back by offering the offending monkey a bunch of bananas. Though the tone of the story is lighthearted, the author notes with sad concern the unkind and unjust behavior of the businessman towards the poor fruit-vendor who had helped him to get back his cap.

I was on my way from Faizabad railway station to Lucknow. I had arrived at the station half an hour in advance of the time for the train’s departure. I sat on a bench watching the monkeys **frolicking** on the trees and on the open platform. The monkeys descended now and then to collect half-sucked mango stones and the remainders of food from the platform. The younger monkeys sat on the boughs of *neem* and tamarind trees, ready to jump after any food that may be visible.

Just then the train was announced by the ringing of the station bell. I concentrated on securing a seat for myself in the train. I got a window seat overlooking the platform. Some other passengers joined me in the compartment. We were all sweating from the rising heat of the summer. Several passengers were busy filling up their small earthen pitchers from a water pump. I was struck by the genius of a monkey in snatching away the loin cloth of a pious person who was taking a bath under the pump. A great deal of general amusement was caused by this incident. The bather then requested the monkey to return his loin cloth. The monkey was generous and threw it down from the *neem* tree at the man’s feet.



While all this was going on, I noticed a gentleman come up to our compartment. He looked like a businessman. He was dressed in a white muslin dhoti, a delicate tunic and an embroidered cap on his head. A porter was carrying his luggage which included a big steel trunk, several small baskets and a brass jug. The man was shouting at the porter to hurry up with the luggage. Suddenly a monkey leapt down from the top of our compartment and snatched away the fine embroidered cap of the businessman. The monkey then climbed up the *neem* tree. "What have you done, monkey!" The businessman shouted, in utter confusion. His round and smug face was covered with **perspiration**. He ran towards the tree over the pump and stood threatening the monkey. However, the more he shouted at the monkey, the remoter the monkey became. It was the same monkey that had snatched the bather's loin cloth.

The people on the platform were much amused by the plight of the businessman. He looked with a piteous and hopeless expression on his face. Meanwhile, a fruit hawker had come forward, pushing his little cart. He told the *Sethji* that he would rescue the cap. The businessman seemed slightly relieved. The vendor went ahead, dangling a couple of bananas at the monkey with his right hand. He stretched out his left hand for the cap. The monkey seemed to hesitate.

"*Ao, ao*, come down," the vendor **coaxed** the monkey. He lifted the bananas higher up. The monkey responded by climbing down cautiously to a branch near the vendor.

The whole platform became silent and waited, with bated breath, for the impossible to happen. The vendor cooed in a soft voice, *Ao, ao*, to the monkey. The monkey, looking this side and that, accepted the bargain. It took over the bananas with his right hand and released the embroidered cap, slightly **crumpled**, with its left hand.

The spectators shouted in praise. The fruit vendor came and humbly offered the *Sethji* his cap. "They are hungry," he said, "so they disturb the passengers." "*Acha*," said the *Sethji*, and turned to go into the compartment. The vendor said, "*Sethji*, please give me two *annas* for the bananas which I had to offer to the monkey."

"Two *annas*! What **impudence**!" *Sethji* shouted each word in disgust at the **grimy** fruit vendor. "Please give him the money, *Sethji*," the rest of the compartment



said. "Acha, here are four *annas* for you, porter, and an anna for you, fruit vendor!" *Sethji* said.

"But I carried two big pieces of luggage," the porter wailed.

"Go! Go! **Crook!**" *Sethji* thundered at the protesting porter. The porter left. The fruit vendor persisted, "*Sethji*, be just, I saved your honourable cap..." The

businessman threw an *anna* towards him on the platform.

The guard's whistle blew. The train was about to depart. The vendor looked in through the compartment window.

"*Sethji*, do not rob the poor!"

"*Ja, ja!* Take rest," the *Sethji* **scowled** at him.

The train had begun to move. The fruit vendor first ran along with it, then got on to the footstep and clung to the window, pleading. But *Sethji* had turned his head away. He was looking out of the window at the goods train on the other side. The train had passed the whole length of the platform and the frustrated vendor finally dropped off.

Sethji turned round to all of us and began to justify himself, "If he did not want to help me to get my cap back, he should not have offered the monkey the bananas. I did not ask him to help.."

I felt that all the other passengers had sympathy for the poor vendor. The whole amusing episode had ended in a bitter sense of grievance against the rich businessman who had been so hard to the generous-hearted fruit vendor.

I drew a cartoon of *Sethji* and showed my drawing to all the other passengers except him. Everyone laughed. The more we laughed, *Sethji* became the more uncomfortable.

Word Nest :

frolicking	–	playing around in a lively, happy way
perspiration	–	sweat
coaxed	–	persuaded somebody earnestly
crumpled	–	crushed
anna	–	an old form of Indian currency (16 annas used to make a rupee)
impudence	–	rudeness
grimy	–	covered with dirt
crook	–	a dishonest person
scowled	–	looked at somebody angrily

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

- (1) The author was on his way from Faizabad railway station to
- (a) Delhi ☐
 - (b) Kolkata ☐
 - (c) Lucknow ☐
 - (d) Ahmedabad ☐
- (2) From the water pump the passengers were filling up their
- (a) water bottles ☐
 - (b) earthen pitchers ☐
 - (c) brass jugs ☐
 - (d) steel buckets ☐
- (3) The gentleman who came up to the author's compartment looked like a
- (a) businessman ☐
 - (b) doctor ☐
 - (c) teacher ☐
 - (d) postman ☐
- (4) The price the vendor asked for the bananas was
- (a) two annas ☐
 - (b) four annas ☐
 - (c) six annas ☐
 - (d) eight annas ☐
- (5) The author drew the cartoon of
- (a) fruit vendor ☐
 - (b) monkey ☐
 - (c) porter ☐
 - (d) *Sethji* ☐

Exercise 2

Answer the following questions within fifteen words:

- (1) Where did the young monkeys sit?
- (2) What did the monkey do to the loin cloth of the pious person?
- (3) What did *Sethji's* luggage include?
- (4) Why, according to the fruit vendor, were the monkeys disturbing the passengers?

Exercise 3

Answer the following question within twenty-five words:

- (1) What was the businessman wearing?
- (2) What did the monkey do after accepting the fruit vendor's bargain?
- (3) How did the whole amusing episode end?

Grammar in use:

Exercise 4

Fill in the blanks with appropriate articles and prepositions:

- (a) _____ sun rises in the east.
- (b) The dog jumped _____ the log.
- (c) I love to watch _____ one-day match.
- (d) _____ a pen, Tiya also has an eraser.

Exercise 5

Change the voice of the following sentences:

- (a) Mr. Khan is known to me.
- (b) Trina had composed a poem.
- (c) I will always remember you.
- (d) They have made him the President of the club.

Exercise 6

Fill in the blanks with appropriate form of the given verbs in brackets:

- (a) They _____ their puja vacation in the hills. (spend)
- (b) We _____ in this city for over ten years. (live)
- (c) I _____ just _____ reading the book. (finish)
- (d) The project _____ by June next year. (complete)

Exercise 7

Change the mode of narration in the following sentences:

- (a) Rahul said, "Alas! Brazil has lost the match."
- (b) "Let us go for a walk," said Shabnam to Chandni.
- (c) "Good morning, madam," said the students to the teacher.
- (d) My father said to me, "Do not pluck flowers."

Composition:

Exercise 8

Write a story in about 100 words using the given hints. Give a suitable title to the story:

Hints: two cats find a piece of bread—fight over it—monkey arrives—decides to settle the dispute—monkey breaks the bread into two—uneven size—eats a portion from the larger share—dispute continues—monkey eats both pieces of bread

Exercise 9

Using the following points write a paragraph in about 100 words on how your locality looks like at dawn:

your place of stay—early morning sky—description of the nature around—sounds that are heard—reasons for enjoyment—conclusion

Lesson 11

A Shipwrecked Sailor

—Daniel Defoe

The author and the text :

Daniel Defoe (1660 –1731) was an English writer and journalist. He is most famous for his novel Robinson Crusoe. A prolific and versatile writer, Defoe is also known for pamphlets and journals on various topics.

The following text is adapted from a section of Daniel Defoe's famous novel 'Robinson Crusoe', and tells us how Crusoe, after being shipwrecked, found himself on a dismal island. It also gives us an inspiring account of how he makes the island habitable with his hard work.

On September 30, 1659, I, miserable Robinson Crusoe, being shipwrecked during a violent storm, came on shore on this **dismal** island. I call it the Island of Despair. I was almost dead and the rest of my ship's company was drowned. I had neither food, house nor clothes. I feared I would be **devoured** by wild beasts. When night came, I slept in a tree for fear of wild creatures. It rained all night.

The rain continued through the next day with gusts of wind. Only a wreck of my ship was to be seen at low water. I swam to the wreck to rescue and secure for my survival some food and other provisions. I was able to collect some wood, cable, string, a knife, nails and a gun. I also collected a **hammock** and some canvas with which I made a tent. I got some ink and paper. I also found some money, but they were useless to me in this barren island. I was some hundred leagues out of the ordinary course of the trade of mankind. I was convinced I had to spend the rest of my life alone in this wild, desolate island.



I searched long for a place of safe habitation. I found a little plain on the side of a rising hill. On the rocky wall of the hill there was a hollow place worn in, like the entrance to a cave. On the flat of the green, just before this hollow, I resolved to pitch my tent.

I cut the wood I collected, into stakes. I drove them into the ground in a semi-circle around my tent. The stakes stood six inches apart from each other. I put the cables I had rescued from the ship around the stakes in the manner of a fence. I used a short ladder to go over the fence. Once in, I withdrew the ladder after me so that I was completely **fortified** against the world outside. Into this tent I brought all my stores and provisions.

After I had been on the island for ten or twelve days, it occurred to me that I would lose the measure of time. This was because I had neither watch nor calendar. To prevent this, I cut with my knife upon a large post the date of my landing; I put a **notch** with my knife for everyday.

After a long spell of rain, I saw some fair weather around 7th November. I spent the next couple of days making small wood boxes to keep my provisions dry from the rain.

Among the things I rescued from the ship there was a small bag of corns meant for poultry feed. Most of it had been devoured by rats. I saw nothing but husks and dusts in the bag. I emptied the contents outside my wall. This was a little time before the great rains. A month later I discovered green stalks shooting out of the ground. I was astonished to discover it was perfect green barley. By the June of 1660, I had gained security of food and shelter.

In this same month I developed a high fever and lay weak and thirsty. I recovered around 30th and gradually felt stronger than the day before.



On 15th of July I took a more particular survey of the island. Around two miles up, I found a brook with pleasant meadows by its bank, plain, smooth and covered by grass. In a woody part I found melons in great abundance, and grape trees. The grapes were ripe and rich. Further into the land I found a great number of cocoa, orange and lemon trees. I carried great parcels of fruit homeward and the journey took me three days.

I was tempted to transfer my habitation to this valley of fruits. I did not, because I still hoped to be rescued by some passing ship on the sea. I did not want to enclose myself in hill and woods. I stayed in view of the sea. Ten months had passed since I had set foot on this island.

Previously I had no lamp after dark. I collected a little **tallow** and a small clay dish. To this I added a wick. I had thus made myself a lamp.

I now began to seriously consider the circumstance I was reduced to. I decided to describe my state of affairs in writing. I began to keep a journal of everyday's employment. I could not include all particulars because gradually I ran out ink.

I found, by the notches I cast on the post, it was September 30th again. I had spent three hundred and sixty five days on this island.

Word Nest :

dismal	– desolate
devoured	– ate all of something quickly
hammock	– a kind of hanging bed generally made of net
fortified	– secured
notch	– mark
tallow	– animal fat used to make candles

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) Robinson Crusoe was shipwrecked in

(a) 1659

☐

(b) 1559

☐

(c) 1359

☐

(d) 1959

☐

(2) Robinson Crusoe used canvas to make a

(a) bed

☐

(b) sail

☐

(c) tent

☐

(d) curtain

☐

(3) The distance between the stakes Robinson Crusoe drove into the ground was

(a) five inches

☐

(b) seven inches

☐

(c) four inches

☐

(d) six inches

☐

(4) Crusoe saw some fair weather in the month of

(a) December

(b) November

(c) September

(d) October

(5) The journey homeward with the fruit parcel took Crusoe

(a) five days

(b) ten days

(c) three days

(d) four days

Exercise 2

Answer the following questions within fifteen words:

(1) What name did Crusoe give to the dismal island?

(2) Where did he pitch the tent?

(3) How did Crusoe go over the fence?

(4) Why did he keep a journal?

Exercise 3

Answer the following questions within twenty five words:

(1) What were the items Robinson Crusoe collected from the wrecked ship?

(2) How did Crusoe keep track of the number of days he spent on the island?

(3) In what way did Crusoe make himself a lamp?

Grammar in use :

Exercise 4

Underline the adverbs and state their kinds:

- (a) It is too hot today.
- (b) The girl seldom visits my house.
- (c) He searched everywhere for the book.
- (d) The boy runs fast.

Exercise 5

Underline the clauses in the following sentences and state what kind of clauses they are:

- (a) She asked me what my name was.
- (b) He is a friend who has always helped me.
- (c) Please enter the room when you are asked to.
- (d) That he will win is known to us.

Exercise 6

Identify the following sentences as simple , complex and compound:

- (a) They predicted that it would rain.
- (b) The weather being fine, the children went out to play.
- (c) Ravi woke up early but he could not reach school on time.
- (d) Finishing his work, my father returned home.

Exercise 7

Do as directed:

- (a) Tatar hoped to do well in the examination.(change into a complex sentence)
- (b) The Headmistress arrived and the meeting began.(change into a complex sentence)
- (c) Ayesha was surprised when she heard the news.(change into a simple sentence)
- (d) You must work hard to be successful in life.(change into a compound sentence).

Composition:

Exercise 8

You had been ill for three days. Write a letter to the Headmaster/Headmistress of your school seeking leave of absence for those days.

Exercise 9

You want to visit a tourist spot during the Puja vacation. Write a letter within 100 words to the manager of a hotel enquiring about the availability of rooms, cost involved and sites to be seen.

Lesson 12

Hunting Snake

—Judith Wright

The poet and the text :

Judith Arundell Wright (1915–2000) was an Australian poet and environmentalist. Among several collections of her poetry, the most notable are The Moving Image, Woman to Man, The Gateway and many more.

The following poem describes the poet's experience of watching a black snake as it makes its way across an area of grassland. The poet looks on, fascinated, as the snake hunts for food and finally disappears.

Sun-warmed in the late season's grace
under the autumn's gentlest sky
we walked and froze half-through a pace.
The great black snake went **reeling** by.

Head down, tongue **flickering** on the **trail**
He **quested** through the parting grass.
Sun glazed his curves of diamond scale
And we lost breath to see him pass.

What track he followed, what small food
Fled living from his fierce **intent**,
we scarcely thought; still as we stood
our eyes went with him as he went.

Cold, dark and splendid he was gone
Into the grass that hid his prey.
We took a deeper breath of day,
Looked at each other, and went on.



Word Nest :

reeling	–	moving in curves
flickering	–	sudden forward and backward movement
trail	–	path
quested	–	searched
intent	–	aim

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) The poet was sun-warmed under the gentlest sky of

(a) summer

☐

(b) winter

☐

(c) autumn

☐

(d) spring

☐

(2) The colour of the snake was

(a) black

☐

(b) grey

☐

(c) green

☐

(d) yellow

☐

(3) The tongue of the snake was

(a) still

☐

(b) flickering

☐

(c) dangling

☐

(d) hanging

☐

(4) The shape of the snake's scale was like

(a) star

(b) kite

(c) diamond

(d) pyramid

(5) According to the poet, the intent of the snake was

(a) malicious

(b) greedy

(c) timid

(d) fierce

(6) The snake finally disappeared into the

(a) sand

(b) grass

(c) rock

(d) stream

Exercise 2

Answer the following questions within twenty-five words:

(i) How did the snake appear as it was moving through the grass?

(ii) What did the poet and her companions do when the snake was gone?

Grammar in use :

Exercise 3

Rewrite the following sentences as directed:

- (a) How happy we are here! (change into an assertive sentence)
- (b) Everybody knows the name of Tagore. (change into an interrogative sentence)
- (c) The painting is very beautiful. (change into an exclamatory sentence)
- (d) Can we ever forget our childhood days? (change into an assertive sentence)

Exercise 4

Rewrite the following sentences as directed:

- (a) We are proud of our heritage. (use the noun form of 'proud')
- (b) We should have sympathy for the poor. (use the adjective form of 'sympathy')
- (c) His success was due to his labour. (use the verb form of 'labour')
- (d) The song of the nightingale is very sweet. (use the adverb form of 'sweet')

Composition:

Exercise 5

Write a newspaper report within 100 words on a boat capsized . Use the following hints:

place—date—number of people in the boat—cause—casualties—rescue operations—steps taken by the Government.

Exercise 6

Write a summary of the following passage within 100 words:

Where and how should children learn values? We know that they need to learn them because values form the beliefs and attitudes that will determine how they live their lives and function in society. To function effectively in society, children need to be taught how to be honest, kind, courteous and considerate. Any society that does not teach children these values would soon fall apart. Similarly, one would expect a nation to be made up of citizens who know how to respect other people and their property. These citizens should also understand the value of humility and self-control. They should appreciate courage and be willing to care of those weaker than themselves. Any nation whose citizens do not practice these values would soon become a nation not worth living in. Teaching these values to children cannot be delayed. This is because, unlike young animals, whose instincts are often highly developed at birth, human babies are totally dependent. Human beings have emotional needs, desires, thoughts and feelings which determine action. This is precisely why they must learn values, not just survival skills as do animals. These values will help control the natural responses that result from satisfying purely selfish needs and desires.

(202 words)

READING COMPREHENSION -1

Read the following passage and answer the questions given below:

Lucknow, May 26: At least 22 passengers were killed when a speeding express crashed into a waiting goods train from behind near Gorakhpur today, with preliminary accounts suggesting signalling error as the cause. The Hisar-Gorakhpur Express was running at 80 kmph when it rammed into the goods train barely 45km from its destination, causing the engine and six coaches next to it to derail.

The two drivers of the superfast train were among the dead in the accident that occurred around 10.35am when the train was passing Chaurib station in Uttar Pradesh. The station master of Chaurib, responsible for the signalling lapse, is absconding as is the driver of the stationary goods train.

“My condolences to families of those who lost their lives in the Gorakhdham Express tragedy. Prayers with the injured,” the Prime Minister tweeted. At the accident site, officials said the casualties could go up as many of the 100 injured passengers are in critical condition. Most of those who died were in the three unreserved coaches—including one reduced to a mass of mangled metal, the official said.

Bharat Lal, the Sant Kabirnagar District Magistrate who was at the spot and oversaw rescue operations, said at least 20 passengers had died. Most of the injured have been admitted to hospitals in Gorakhpur and Basti, over 30 km away.

Some of the passengers alleged delay in rescue and relief. Railway Board Chairman Arunendra Kumar denied the allegations. The Railways announced a compensation of Rs 1 lakh for the families of the dead.

(adapted from *The Telegraph*, 27 May 2014)

A. Tick the correct answer from the given alternatives:

- (i) The accident between a speeding express and a goods train occurred near
- | | |
|---------------|--------------------------|
| (a) Allahabad | <input type="checkbox"/> |
| (b) Bairelli | <input type="checkbox"/> |
| (c) Gorakhpur | <input type="checkbox"/> |
| (d) Kanpur | <input type="checkbox"/> |

(ii) The Hisar- Gorakhpur Gorakhdham Express was running at

(a) 80km/hr

(b) 90km/hr

(c) 70km/hr

(d) 100km/hr

(iii) The train accident occurred around

(a) 10.35am

(b) 11.35am

(c) 10.30am

(d) 10.25am

(iv) For the families of the dead, the railway authorities announced a compensation of rupees

(a) 2 lakhs

(b) 3 lakhs

(c) 4 lakhs

(d) 1 lakh.

B. Write 'T' for True and 'F' for False in the given boxes. Provide supporting statements for your answers.

(i) The Express train was nearly 55km away from its destination when the accident took place. ☐

.....

.....

(ii) The person responsible for the signalling lapse was the station master. ☐

.....

.....

- (iii) Most of the people who died in the train accident were passengers of three reserved coaches. ☐

.....
.....

C. Answer the following questions:

- (i) How did the train accident occur?
(ii) Suggest a suitable title for the report.
(iii) Find words in the passage that mean the following:
(a) primary (b) save (c) declared

Reading Comprehension - 2

Read the following passage and answer the questions given below:

Mr. and Mrs. Johnson were very happy. They lived in a little house near the town. They did not have much money, but they were not poor. They loved each other very much. There was only one thing about which they did not agree. Mr. Johnson liked to buy old books. Whenever he passed a shop which sold old books, he went in and bought some. He came home with one or two more books nearly every day. There were bookshelves on the walls of all the rooms in their little house. Now the shelves were full. There were books on the floor and on the tables and on the chairs. For a long time Mrs. Johnson said nothing. She loved her husband, and she knew he liked to buy these old books. But one day she was tired of dusting them, so she said, 'Why don't you sell some of these books? You will never read them all.' 'No, I don't want to sell them,' her husband said. 'I like to see them on the shelves. The books look beautiful when the firelight shines on the old leather.' Mrs. Johnson did not say any more. But everyday there were more and more

books, until one day she became very angry. ‘Don’t bring another book into this house,’ she cried, ‘or I shall go away and leave you.’

Mr. Johnson was very sorry about this, so for three or four days he walked quickly past every shop selling old books and did not look inside. Then one day he was walking down High Street, past the best bookshop in town, when it started to rain. He hadn’t an umbrella, so he went into the shop to get out of the rain and there on the counter was a small, brown, leather book with gold letters on the cover. It was just the kind of books he liked best. He picked it up and read the name, ‘The River Amazon’.

‘How much?’ he asked the shopkeeper.

‘Five shillings.’

So Mr. Johnson bought it, and as soon the rain stopped he returned home, forgetting about his wife’s threat. When Mrs. Johnson saw another book coming into the house she was very angry.

‘I told you I won’t have another book in the house,’ she said. She took the leather book from his hand and threw it out of the window. Mr. Johnson looked out into the garden and saw the beautiful book lying on the wet grass.

A. Tick the correct answer from the given alternatives:

(i) Mr. and Mrs. Johnson lived in a little house near the

(a) village

☐

(b) town

☐

(c) valley

☐

(d) hills

☐

(ii) Mr. Johnson liked to buy old

(a) furniture

☐

(b) watches

☐

(c) stamps

☐

(d) books

☐

(iii) The price of the book 'The River Amazon' was

(a) five shillings

(b) two shillings

(c) six shillings

(d) eight shillings

(iv) Mr. Johnson saw the beautiful book lying on the wet

(a) pavement

(b) lawn

(c) grass

(d) floor

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

i) Whenever Mr. Johnson passed a shop which sold books, he.....

.....

.....

ii) Old books look beautiful when.....

.....

.....

iii) On the counter of the best book shop there was a small.....

.....

.....

iv) Mrs. Johnson took the leather book from her husband's hand and.....

.....

.....

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

cause	effect
The bookshelves in Mr. Johnson's house were full.	
	Mrs. Johnson wanted some books to be sold.
Mr. Johnson did not have an umbrella when it started raining.	

D. Fill in the blanks with suitable words from the passage:

- (i) The majority of the members did not _____ to the proposal in the meeting.
- (ii) The moon _____ brightly in the cloudless sky.
- (iii) Pollution is a _____ to human civilization.

Reading Comprehension - 3

Read the following passage and answer the questions given below:

Swami Vivekananda, the great soul loved and revered in East and West was born on Monday, January 12, 1863. It was the day when special worship is offered to the Ganga by millions of devotees. His mother, Bhuvaneshwari Devi, named him Vireswara. The family, however, gave him the name of Narendranath Datta, calling him, for short, Narendra, or more endearingly, Naren. The Datta family of Calcutta, into which Narendranath had been born, was well known for its affluence, philanthropy, scholarship, and independent spirit. The grandfather, Durgacharan, after the birth of his first son, had renounced the world in search of God. The father, Viswanath, an attorney-at-law of the High Court of Calcutta, was versed in English and Persian literature and often entertained himself and his friends by reciting from the Bible and the poetry of Hafiz, both of which, he believed, contained

truths unmatched by human thinking elsewhere. He derived a large income from his law practice and, unlike his father, thoroughly enjoyed the worldly life. An expert in cookery, he prepared rare dishes and liked to share them with his friends. Travel was another of his hobbies.

Narendra grew up to be a sweet, sunny-tempered, but very restless boy. Two nurses were necessary to keep his exuberant energy under control, and he was a great tease to his sisters. Naren felt a child’s love for birds and animals, and this characteristic reappeared during the last days of his life. Among his boyhood pets were a family cow, a monkey, a goat, a peacock, and several pigeons and guinea-pigs. The coachman of the family, with his turban, whip, and bright-coloured livery, was his boyhood ideal of a magnificent person, and he often expressed the ambition to be like him when he grew up.

(adapted from *Swami Vivekananda-A Biography* by Swami Nikhilananda)

A. Fill in the chart with information from the passage:

- (i) Date of Birth of Swami Vivekananda:
- (ii) His mother’s name:
- (iii) The name given to him by his mother:
- (iv) His father’s profession:
- (v) Naren’s boyhood pets were:
- (vi) His hobbies:

B. Write ‘T’ for true and ‘F’ for false in the given boxes. Provide supporting statements for your answer.

- (i) Narendranath Dutta was born in an affluent family. ☐

.....
.....

(ii) Naren's father renounced worldly life.

.....

.....

(iii) The boyhood ideal of Narendranath was the gardener of the house.

.....

.....

C. Answer the following questions:

(i) What was the Datta family well-known for?

(ii) Why were two nurses necessary to look after little Naren?

D. Find words in the passage that mean the following:

(i) respected

(ii) practice of helping the poor and needy

(iii) uniform

Teachers' Guidelines

In the present era of globalization and Communication Technology, English has a special and predominant role. In India, English is commonly used alongside the mother tongue as a medium of communication. In fact, National Curriculum Framework (NCF) 2005 has even observed that at the initial stages of learning, English may be one of the languages through which the child's awareness of the world is developed. At later stages, in many cases, English is the language through which learning is carried on. In this respect, the new curriculum for English has been developed on the basis of the observations and recommendations of NCF 2005 which points out that the aim of teaching English in India is to create a multilingual community which can "enrich all our languages. This has been an abiding national vision. The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown." The curriculum of English as Second language (ESL) of WBBSE therefore aims to instill in the learners both Basic Interpersonal Communicative Skills (BICS) as well as Cognitively Advanced Language Proficiency (CALP). The new English textbook for class IX, *Bliss*, has been designed and written to meet the aims and objectives of the English curriculum. The book will facilitate the learners not only in the acquisition of basic skills of English language that will enable them to communicate with others in a multilingual country like India, but will also help them to use language as an instrument for expressing "abstract thought and the acquisition of academic knowledge" as suggested by NCF 2005. The new textbook, *Bliss*, emphasizes on appreciation of literature, constructive

learning of grammar, active participation of the learners in the manifestation of their linguistic expressions and also development of the skill to use English for special purposes (ESP).

The role of the English teacher has also undergone a major change. The modern teacher is no longer a knowledge-resource; he/she is supposed to facilitate, support and encourage learners to construct their knowledge and develop their language competency. Needless to say, learning is a continuous process, a route of gradual movement towards the target language. The new English textbook for class IX, *Bliss*, thus carries forward the objectives of learning as reflected in the textbooks for Primary (*Butterfly*) and Upper-Primary level (*Blossoms*) which is learner-centric, activity-based, joyful and integrated with the learners' experiences.

The new English textbook includes an assortment of prose and poetry selected from different genres of world literature. The linguistic skills of the learners are developed through the reading of literature. According to NCF 2005 the “use of language to develop imagination is a major aim of later language study”. In fact, most linguists and educationists are of the opinion that higher order thinking skills (HOTS) are gradually developed through reading of literature. In the textbook the language skills are developed in a graded manner. It is as follows:

Lesson 1 (*Tales of Bhola Grandpa*): Learning objectives:- revision of the skill to use articles and preposition in sentences and ability to transform the mode of narration from direct speech to indirect speech; ability to write stories and dialogue using given points.

Lesson 2 (*All about a dog*): Learning objectives:-recapitulating the skill of using tense properly in sentences; developing competency to transform sentences from active voice to passive voice and vice versa; reinforcing the skill to write a short paragraph, developing competency to write a process using a flow-chart.

Lesson 3 (*Autumn*): Learning objectives:-reinforcing the competencies developed in the previous lessons (lesson 1 and 2) and also in previous classes; ability to change the narration of sentences from direct to indirect speech, developing the skill to write a biography based on given points and ability to write a process using a flow chart.

Lesson 4 (*A day in the zoo*): Learning objectives:-recapitulating the skill to classify adverbs, identifying the various types of clauses, developing the skill to identify the various types of sentences (simple, complex and compound), developing the skill to write a formal letter (letter seeking leave) and reinforcing the skill to write an informal letter

Lesson 5(*All summer in a day*): Learning objectives: - developing the skill to transform sentences from simple to complex and compound and vice versa; developing the skill to write a formal letter (letter of enquiry)

Lesson 6(*Mild the mist upon the hill*): Learning objectives: - reinforcing the competencies (developed in lesson 5 and 6) of identifying and transforming sentences from simple to complex and compound and vice versa; reinforcing the skill of writing a formal letter

Lesson 7 (*Tom loses a tooth*): Learning objectives:- developing the skill to transform sentences of different types (affirmative, negative, interrogative, exclamatory)

without changing their meaning; developing the skill to identify and use phrasal verbs in sentences; developing the skill to write a newspaper report

Lesson 8 (*His first flight*): Learning objectives:-developing the skill to transform one part of speech into another (noun to verb, adjective and adverb); reinforcing the skill to write a process and the summary of a given passage

Lesson 9 (*The north ship*): Learning objectives:-reinforcing the skills developed in Lesson 8 and 9 (transformation of sentences and phrasal verb)

Lesson 10 (*The price of Bananas*): Learning objectives: - reinforcement of the skills of using appropriate articles and prepositions, transformation of sentences from direct to indirect speech and writing a story

Lesson 11 (*A Shipwrecked Sailor*) : Learning objectives:- reinforcing the skill to transform sentences and the ability to write formal letter(letter seeking leave and seeking information)

Lesson 12 (*Hunting snake*): Learning objectives:-reinforcing the skill to transform sentences of different types (affirmative to negative or interrogative etc), transforming of different parts of speech in sentences, writing a newspaper report and reinforcing the skill to write a summary of a given passage.

Finally, the new textbook also provides adequate scope of practice and evaluation of the learners with regard to their reading comprehension skill and vocabulary.



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.

