

# A Teacher's Guide

for the Assistant Teachers of English  
(U.P. Board)



**Class - X**



समग्र शिक्षा  
Samagra Shiksha

## To the Teacher

- The textbook ***First Flight*** aims at helping the learner to read for meaning in context, thus providing a bank of language to serve as a base for communication in English.
- The book ***First Flight*** presents you with texts in a variety of genres, including the diary, the formal address, the travelogue, and the play, on literary, cultural and sociological themes that touch upon aspects of life relevant to adolescents. Questions and ideas about the individual and society, the understanding and management of one's emotions, and of one's place in a larger time and space, are here presented both by such voices from contemporary history as Nelson Mandela and Anne Frank, and in fiction from India and abroad, chosen for their enduring value. There are units that present glimpses of our country, and depict our relationship with the natural world.
- While dealing with poems, let children understand and enjoy the theme and the language by reading a poem with close attention, more than once, silently or along with the teacher or a partner. Where some information has been provided about the poet or the background to the poem, this should not stand in the way of the learner accessing the poem directly, and attempting to make sense of it.
- How do we read poetry? Here is what one teacher says-

*All poetry requires patience. Be patient with the text; read carefully for nuance and inference. Know what the words mean. Look up words that are unfamiliar - look up words that are familiar but you cannot specify. Pay attention to words or phrases that resonate with other things you know and try to identify the connection. Be patient and read slowly, and you will be amply rewarded.*

- Each unit includes some guidelines for your assistance, under the heading ***In This Lesson***, organised under two subsections - ***What We Have Done*** and ***What You Can Do***. The first subsection summarises the theme of the unit, and/or its activities. The second suggests interesting possibilities for you to go beyond the text, using the text as a springboard for a variety of language activities appropriate to your particular group of learners. Suggested here, for example, are group activities for speaking or making a ticket collage, as well as dictation. As you follow these suggestions and take these activities forward along your own lines, you will be able to enrich your students' learning.

# Preface

The U.P. Board of High School and Intermediate Examinations has recently prescribed the NCERT books for the English subject for secondary classes. The approach of NCERT books is quite different from the earlier books of U.P. Board. They feature a variety of genres – story, poetry, biography and autobiography; science fiction; humour; travelogue; the one – act play, the diary, the formal address, play and many more.

In view of the novelty of these books, the English teachers had voiced a need for some guidance to teach these books in class. Besides the content of these textbooks, there was no material for them to teach other sections prescribed in the syllabus like grammar and composition as well.

The above is the reason that on the directions of RMSA Directorate, the ELTI sought to develop and make available teacher-guides and assist our English teachers in teaching the various parts of the syllabi. The teacher guide are four in number- one each for classes 9-12.

The teacher's guide is divided into two sections: Section – A and Section – B. Section – A is subdivided into prose, poetry and supplementary reader. Section – B is divided into Grammar and Composition. The Prose section contains learning outcomes, theme, summary, vocabulary, language items, suggestive activities, lines to ponder and inferential questions. The Poetry section includes learning outcomes, central idea, difficult words, rhyming words and inferential questions. The supplementary section includes theme, summary and comprehension questions.

The teacher-guides have special features like a detailed lesson plan (prose as well as poetry) for each class and indicative/short lesson plans for the rest. Detailed lesson plan of all the chapters have not been given because for one, our teacher are quite experienced, and secondly, this would have made these guide to bulky to handle.

These teacher-guides are in sync with the syllabus of U.P. Board and therefore, besides the Grammar section, Composition writing having different kinds of writing genres- essay writing, report writing, paragraph writing, letter and application writing etc. has also been put in the module.

The teacher-guides have been prepared by ELTI, U.P., Prayagraj academic staff with the assistance of experienced experts including a faculty of higher education, teachers from Kendriya Vidyalaya Sangathan, Diet Lecturers of English and a retired ELTI faculty member.

We have also provided a link at the end of the teacher-guides on which a question bank for all the four classes will be available for teachers.

Suggestions regarding the betterment of the teacher's guide are always welcome. Please feel free to contact us at - [eltiallahabad@gmail.com](mailto:eltiallahabad@gmail.com) / [elti2006@rediffmail.com](mailto:elti2006@rediffmail.com)

*April, 2024*

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# Contents

## Section – A (Textbook)

<b>Sl. Lesson</b>	<b>Writer Name</b>	<b>Page No.</b>
1. A Letter to God	G.L. FUENTES	7-16
2. Nelson Mandela: Long Walk to Freedom	NELSON ROLIHLEHLA MANDELA	17-19
3. Two Stories about Flying		
I. His First Flight	LIAM O' FLAHERTY	20-21
II. Black Aeroplane	FREDERICK FORSYTH	22-23
4. From the Diary of Anne Frank	ANNE FRANK	24-26
5. Glimpses of India		
I. A Baker from Goa	LUCIO RODRIGUES	27-28
II. Coorg	LOKESH ABROL	29-30
III. Tea from Assam	ARUP KUMAR DATTA	31-32
6. Mijbil the Otter	GAVIN MAXWELL	33-35
7. Madam Rides the Bus	VALLIKANNAN	36-37
8. The Sermon at Benares		38-40
9. The Proposal	ANTON CHEKOV	41-43

### **Section –B (Poetry)**

<b>Sl. Lesson</b>	<b>Writer Name</b>	<b>Page No.</b>
1. Dust of Snow	ROBERT FROST	45
2. Fire and Ice	ROBERT FROST	46
3. A Tiger in the Zoo	LESLIE NORRIS	47
4. How to Tell Wild Animals	CAROLYN WELLS	48
5. The Ball Poem	JOHN BERRYMAN	49-52
6. Amanda!	ROBIN KLEIN	53
7. The Trees	ADRIENNE RICH	54
8. Fog	CARL SANDBURG	55
9. The Tale of Custard the Dragon	OGDEN NASH	56-57
10. For Anne Gregory	WILLIAM BUTLER YEATS	58

### **Section –C (Supplementary)**

<b>Sl. Lesson</b>	<b>Writer Name</b>	<b>Page No.</b>
1. A Triumph of Surgery	JAMES HERRIOT	60
2. The Thief's Story	RUSKIN BOND	61
3. The Midnight Visitor	ROBERT ARTHUR	62
4. A Question of Trust	VICTOR CANNING	63
5. Foot Prints without Feet	H.G. WELLS	64
6. The Making of a Scientist	ROBERT W. PETERSON	65
7. The Necklace	GUY DE MAUPASSANT	66-67
8. Bholi	K.A. ABBAS	68
9. The Book That Saved the Earth	CLAIRE BOIKO	69

**Section –D**

# **Grammar and Composition**

## **Contents**

### **Grammar**

1. Articles	71-72
2. Parts of Speech	73-79
(i) The Noun	
(ii) The Pronoun	
(iii) The Adjective	
(iv) Adjectives / Determiners and Other Words	
(v) The Verb and Tense	
(vi) The Adverb	
(vii) The Preposition	
(viii) The Conjunction	
(ix) The Interjection	
3. The Sentence	80-81
4. Tenses, Forms and Usage	82-83
5. Active and Passive Voice	84-85
6. Direct and Indirect (Narration)	86-88
7. Punctuation Marks	89

### **Composition**

8. Composition Writing	91-100
(Paragraph Writing, Letter Writing, Story Writing, Essay Writing, Article Writing, Report Writing, Translation, Unseen Passage)	
Model Question Paper	101-104

# **Section – A (Textbook)**

## **Lesson Plan**

### **First Flight**

**Prose**

**Textbook in English for Class X**

# LESSON PLAN (Prose Teaching)

## LESSON: A LETTER TO GOD (Day-1)

### Sub Topic: Hope & Helplessness

#### Objectives:

*Students will be able to*

- develop the four skills of language learning – listening, speaking, reading and writing
- develop inferential understanding
- develop the habit of silent reading
- enhance their vocabulary
- comprehend the read portion locally and globally.
- answer comprehension questions based on the text

#### Learning Outcomes

*Students will be able to*

- understand the concept of faith and spirituality
- speak upon the difficulties faced by the farmers while growing crops.
- know and write about hailstorm.
- understand use of 'Metaphor'

#### Learning Teaching Material:

- a) Blackboard, Chalk and Duster
- b) Flash cards showing things needed to grow a good crop.
- c) Flash cards showing the use of metaphors.

#### Previous Knowledge:

Students are already aware of sowing and harvesting of crops and natural calamities.

#### Introductory Questions:

Q.1- Who do you send your messages to and why?

Q.2- How was it sent in olden times?

Q.3- What would happen if you/someone send a letter to God?

Q.4- What feeling does this show?

- **Statement of Aim:** This shows the feeling of faith and trust in God. Today we are going to read about a farmer Lencho, who writes a letter to God when his crops are ruined. Let us read this lesson to know what happened next when he sends this letter to God.

**The House .....we'll all go hungry this year.**

- **Silent Reading by the Students:** The teacher will ask the students to read the lesson silently and underline the new and difficult words for them.
- **Model Reading (books closed and books opened):** The teacher will read the lesson aloud for the students with proper pause and pronunciation including intonation and gesture wherever required. Students will listen carefully.

- **Explanation/Exposition of difficult Words (using blackboard):** The teacher will ask the students to tell the difficult words they underlined and will ask one student to jot them down on the blackboard.

1	<b>Valley</b>	A low area of land between hills or mountains, typically with a river or stream flowing through it	By showing picture of a valley
2	<b>Crest</b>	The top of a mountain or hill	By showing picture of a hill or a mountain or by drawing a hill on the blackboard.
3	<b>Downpour</b>	A heavy fall of rain	When it rains densely for more than half an hour it is called downpour.
4	<b>Supper</b>	A meal after dinner to be taken before midnight, typically a light or informal one	A meal after dinner to be taken before midnight, typically a light or informal one
5	<b>God willing</b>	Used to express a wish or hope	When we hope something extra for our betterment, it is called God willing.
6	<b>Cent</b>	A monetary unit in various countries, equal to one hundredth of a dollar, euro, or other decimal currency unit	Cent means hundred. In our country 100 paise =1 rupee. If we have a coin of 1 paisa it is called 1 cent.
7	<b>Drape</b>	To cover or wrap loosely with folds of cloth	By covering the duster with hanky.
8.	<b>Hailstone</b>	A small, hard ball of ice that falls from the sky like rain	By showing ball of ice
9.	<b>Resemble</b>	To look like or be like someone or something	By showing two similar looking objects
10.	<b>Frozen</b>	(Of liquid) turned into ice	By showing water and ice
11	<b>Plague</b>	An unusually large number of insects or animals	By showing picture of a swarm.
12.	<b>Locust</b>	A large, mainly tropical grasshopper with strong powers of flight.	Picture of a Locust. It is usually solitary, but from time to time there is a population explosion and it migrates in vast swarms which cause extensive damage to vegetation

Lencho was a farmer. His house was on the top of a low hill. His field was near a river. His crop was going to be ripened and was in severe demand of rain. Lencho was looking at the sky towards north east, hopefully.

He saw clouds in the sky and said to his wife that they were going to have a good rainfall. When he was taking his dinner with his sons as per his prediction it started raining. He exclaimed with joy that those were not rain drops but coins of 10&5 cents.

But his happiness couldn't last for long. The rain drops turned into ice balls. Lencho hoped that would pass quickly. But beyond his expectation the hail rained for an hour. It filled everywhere with hail. His field became white as if covered with salt. There remained no leaves on the trees. The corn was totally destroyed. The hail had left nothing. Lencho became hopeless. He said to his family

members:

“There is no one who can help us.”

“We’ll go hungry this year.”

- **Dealing with Language Items (using blackboard):**

**Relative Clauses:**

- a) The teacher will tell the students about Relative Clauses by discussing the examples given on page no.9:
  - i) All morning Lencho- *who knew his fields intimately*- looked at the sky.
  - ii) The woman, *who was preparing supper*, replied, “Yes, God willing.”

Relative Clauses start with relative pronouns like *whom, whose, and which*. They provide us more information about the persons or things for which they are used. In the given examples italicised parts of the sentences give us more information about Lencho and the woman.

- b) Use of Metaphor is frequently done in the story to create special effect on readers. The teacher will write the definition of Metaphor on the blackboard with examples from the story:

**Metaphor:** The word metaphor comes from a Greek word meaning ‘transfer’. Metaphors compare two things or ideas: a quality or feature of one thing is transferred to another thing.

**Examples:** rain drops- silver coins, big drops- 10 cent pieces, the little ones are five. Curtain of rain, frozen pearls.

- **Silent Reading by the students:** The teacher will ask the students to read the lesson silently again and ask them if they have comprehended the extract or not. He will instruct the students to be ready for the comprehension questions after the silent reading is over.
- **Comprehension Questions (using blackboard):** The teacher will write the comprehension questions on the blackboard and ask the students to write their answers in their notebooks.
  - a) What were the boys doing?
  - b) What did Lencho hope for?
  - c) Why can you say the raindrops were like new coins?
  - d) What were Lencho’s feelings when the hail stopped?
- **Reading Aloud by the Students:** The teacher will ask the students to read the lesson aloud one by one. The teacher will take care about the proper pronunciation and pause. Proper correction will be made regarding them
- **Home assignment:**

Learn the word meaning taught in the class and write them in your notebooks.

# **LESSON PLAN (Prose Teaching)**

## **LESSON: A LETTER TO GOD (Day-2)**

### **Sub Topic: Faith & Hope**

#### **Objectives:**

*Students will be able to*

- develop the four skills of language learning – listening, speaking, reading and writing
- develop inferential understanding
- develop the habit of silent reading
- enhance their vocabulary
- comprehend the read portion locally and globally.
- answer comprehension and inferential questions based on the text

#### **Learning Outcomes:**

- to write an Informal letter
- to express our thoughts and emotions towards others
- to learn to keep trust without any doubt.

#### **Learning Teaching Material:**

- a) Blackboard, Chalk and Duster
- b) Letter writing template
- c) One rupee coin and a hundred rupee note.

#### **Previous Knowledge**

Students are already aware of the beginning few passages of the chapter.

#### **Introductory Questions:**

Introduce the chapter with the help of previous knowledge of the students regarding letter and its necessary components. With all these ideas you can keep them hooked throughout the story by questioning them.

- a) Name the crop that was sown in Lencho's field.
- b) What had happened with Lencho's crop?
- c) What would have Lencho done then?

#### **Statement of Aim**

Let us see what Lanchio did next. Today we will be going through the remaining extract of the chapter.

In this segment of the lesson we will know about Lencho's firm faith in God, how Faith and spirituality are often used interchangeably, but they have distinct meanings. Faith typically refers to a belief in something without evidence or proof, often associated with a specific religion or set of beliefs. Spirituality, on the other hand, is a broader concept that encompasses a sense of

connection to something greater than oneself, a search for meaning and purpose in life, and a belief in the existence of a higher power or universal energy. While faith can be a component of spirituality but spirituality is more about personal growth, self-discovery, and inner peace. Both faith and spirituality can provide individuals with a sense of comfort, guidance, and support in navigating life's challenges.

But in the hearts of .....God

- **Silent Reading by the Students:** The teacher will ask the students to read the portion silently and underline the new and difficult words for them.
- **Model Reading:** The teacher will read the portion of the lesson aloud for the students with proper pause and pronunciation including intonation and gesture wherever required. Students will listen carefully.
- **Explanation/Exposition of difficult Words(using blackboard):** The teacher will ask the students to tell the difficult words they underlined and will ask one student to jot them down on the blackboard.

1.	<b>Solitary</b>	(Of a place) secluded or isolated	Making a student to sit lonely in the corner of the room/showing a picture reflecting a lonely house in the valley
2.	<b>Conscience</b>	A person's moral sense of right and wrong,	The sense of doing wrong or right or the part of mind that tells us what to do and what not to.
3.	<b>An ox of a man</b>	A man who is very strong and hardworking (of physical nature)	-----
4.	<b>Peso</b>	The basic monetary unit of several Latin American countries and of the Philippines	By showing a rupee coin and a hundred rupee note. One Peso is like One Rupee Coin, and hundred rupee is like 100 pesos.
5.	<b>Stamp</b>	A small adhesive piece of paper stuck to something to show that an amount of money has been paid, in particular a postage stamp	By showing a postal stamp.
6.	<b>Broke out</b>	Start suddenly	By starting doing anything like laughing suddenly, stamping feet suddenly etc.
7.	<b>Tapping</b>	The action of striking against something with a quick light blow or blows, or a sound made in this way	By putting a book or copy on the table with quick light blow.
8.	<b>Correspondence</b>	Communication by exchanging letters	

The teacher will ask the students to present their views on the story after presenting and explaining the word meaning. The teacher will generalize the fact after their impression.

Although being disheartened, the family had robust belief in the almighty. Lencho, despite having

worked day and night at the field, knew how to write and thus, decided to write a letter to God explaining his situation and asking for help. He went to town to post his letter addressed "To God". The letter on being noticed by the postmaster, at first amused him, but then motivated him want to do something for the farmer so as to keep his immense belief intact. He contributes from his salary and collects money from his colleagues and friends who willingly contributed for an act of charity. As he could collect 70 pesos only, he wrapped it in an envelope to make it seem like are ply from the deity.

### **Dealing with Language Items (using blackboard):**

Distribute the letter writing template to the students.

Explain the different parts of a letter, such as the heading, greeting, body, closing, and signature.

- a) Use of Negatives for Emphasis will be discussed with the students and examples showing the same will be written on the blackboard.

We know that sentences with words such as no, not or nothing show the absence of something, or contradict something.

#### ***For example:***

- (a) This year we will have no corn. (Corn will be absent)
- (b) The hail has left nothing. (Absence of a crop)
- (c) These aren't raindrops falling from the sky, they are new coins.  
(Contradicts the common idea of what the drops of water falling from the sky are)

But sometimes negative words are used just to emphasize an idea. Look at these sentences from the story:

- (a) Lencho...had done nothing else but see the sky towards the northeast. (He had done only this)
- (b) The man went out for no other reason than to have the pleasure of feeling the rain on his body.  
(He had only this reason)
- (c) Lencho showed not the slightest surprise on seeing the money.  
(He showed no surprise at all)

Now look back at example (c). Notice that the contradiction in fact serves to emphasize the value or usefulness of the rain to the farmer.

The teacher will help the students to find out such sentences in the story.

- **Silent Reading by the students:** The teacher will ask the students to read the lesson silently again and see if they have comprehended the extract. He will instruct the students to be ready for the comprehension questions after the silent reading is over.
- **Comprehension Questions (using blackboard):** The teacher will write the comprehension questions on the blackboard and ask the students to write their answers in their notebooks.
  - a) What did Lencho decide to do when his crop was ruined?
  - b) Why did Lencho demand 100 pesos?
  - c) Why did Lencho go to the post office first?

- d) Who read Lencho's letter?
- e) What did the post master do?
- **Reading Aloud by the Students:** The teacher will ask the students to read the lesson aloud one by one. The teacher will take care about the proper pronunciation and pause. Proper correction will be made regarding them.
- **Home Assignment**

Instruct students to write a letter to God expressing their thoughts and emotions. Encourage them to be honest and open in their writing.

## Life

A crust of bread and a corner to sleep in,  
A minute to smile and an hour to weep in,  
A pint of joy to a peck of trouble,  
And never a laugh but the moans come double;  
And that is life!

A crust and a corner that love makes precious,  
With a smile to warm and the tears to refresh us;  
And joy seems sweeter when cares come after,  
And a moan is the finest of foils for laughter;  
And that is life!

*Paul Laurence Dunbar*

# LESSON PLAN (Prose Teaching)

## LESSON: A LETTER TO GOD (Day-3)

### Sub Topic: The Reflection

#### Objectives

*Students will be able to*

- understand the lesson as a whole.
- sequence the occurrences in the story.
- complete the exercise given in the last of the lesson.
- understand the values like being honest and simple.

#### Learning Outcomes:

- a) Express their thoughts and feelings by writing and speaking.
- b) Write a character sketch.
- c) Explain Adjective and Degrees of Comparison.

#### Learning Teaching Material:

- a) Postal Stamp
- b) Flash cards showing adjectives and their degrees

#### Previous Knowledge:

*Students are aware of the two third extract of the chapter.*

#### Introductory Questions:

- a) What did Lencho decide to do?
- b) What characteristic of Lencho does this show?
- c) What happened with Lencho next? Did God help him or he remained helpless?

#### Statement of Aim

Today we will read about Lencho's action and reaction after writing the letter and finding the money and what did he write again in his second letter.

The following Sunday ..... bunch of crooks Lencho!

- **Silent Reading by the Students:** The teacher will ask the students to read the lesson silently and underline the new and difficult words for them.
- **Model Reading:** The teacher will read the lesson aloud for the students with proper pause and pronunciation including intonation and gesture wherever required. Students will listen carefully.
- **Explanation/Exposition of difficult Words (using blackboard):** The teacher will ask the students to tell the difficult words they underlined and will ask one student to jot them down on the blackboard.

1	<b>Contentment</b>	A state of happiness and satisfaction	State of satisfaction in any situation.
2	<b>Deed</b>	An action that is performed intentionally or consciously; a brave or noble act	-----
3	<b>Deny</b>	To not allow someone to have or do something	A child wants to come in and the teacher says- No. this act is 'deny'
4	<b>Wrinkling</b>	To grimace and cause lines and folds on the face	By showing picture of an old man/woman/
5	<b>Affix</b>	To stick, attach, or fasten (something) to something else	By affixing a stamp on an envelope.
6	<b>Fist</b>	A person's hand when the fingers are bent in towards the palm and held there tightly, typically in order to strike a blow or grasp something	By showing the fist
7	<b>Crook</b>	A person who is dishonest or a criminal	By giving example

The teacher will ask the students to present their view on the story after presenting and explaining the word meaning. The teacher will generalise the fact after their impression.

On having found the letter, the writer (Lencho) is not at all shocked or surprised, but instead, he gets angry on finding that the amount is less than what he had expected. He again writes a letter to God conveying his disappointment and distrust in the employees of the post office who he thought had stolen the remaining amount.

### **Dealing with Language Items (using blackboard):**

The teacher will write the definition of adjective on the blackboard. He will discuss the use of adjective to compare and rate the the quality of a noun or pronoun.

An Adjective is a word that modifies (describe) nouns. Adjectives do not modify [verbs](#) or [adverbs](#) or other adjectives. Adjective tells the reader what kind of something you're talking about, or how much or how many of something you're talking about e.g. Please use *three white flowers* in the arrangement.

**Adjectives come in three forms, known as degrees: absolute, comparative and superlative.**

**Absolute adjectives describe something in its own right.**

*Ex.-* Big drops of rain, the air was fresh and sweet etc.

**Comparative adjectives**, unsurprisingly, make a comparison between two or more things.

*Ex.-* The older boys were working in the field, while the smaller ones were playing near the house, Lencho came a bit earlier than usual.

**Superlative adjectives** indicate that something has the highest degree of the quality in question. e.g.

The most awful situation, the best boy of the class etc.

**The teacher will help the students to find out more adjectives from the whole text.**

- **Silent Reading by the students:** The teacher will ask the students to read the lesson silently again. He will instruct the students to be ready for the comprehension questions after the silent reading is over.
- **Comprehension Questions (using blackboard):** The teacher will write the comprehension questions on the blackboard and ask the students to write their answers in their notebooks.
  - a) What was Lencho's reaction after finding the money?
  - b) What did he think about the God and the employees of the post-office?
  - c) What did he do finally?
  - d) Was Lencho's action right or wrong?
  - e) Can a person in real life be as simple and honest as Lencho?
- **Reading Aloud by the Students:** The teacher will ask the students to read the lesson aloud one by one. The teacher will take care about the proper pronunciation and pause. Proper correction will be made regarding them.
- **Assessment(assignment):**

Write a paragraph on Lencho as an honest and hard working farmer.

Ask the students to write a brief summary of the lesson.

## 2. Nelson Mandela: Long Walk to Freedom

- Nelson Rolihlahla Mandela

### Learning Outcomes

*The learners are able to-*

- collect evidences and discuss in groups after reading autobiographies, history and science based literary texts.
- read autobiographies of other famous personalities.
- speak a few sentences about equality, fraternity and struggle based on the comprehension of the lesson.
- learn new words to enrich their vocabulary and can express their thoughts in grammatically correct language.
- understand the importance of strong determination which can change the course of life and Nation.

### Theme

The central theme of this extract from Nelson Mandela's autobiography revolves around the relentless pursuit of freedom, justice and equality. The extract shows how the policy of apartheid separates people according to their race. Any discrimination based on caste, creed, religion and race is not justifiable on any grounds. Everyman should be aware of his twin obligations – personal and community obligations. The paradoxical ending of the text is enlightening and gives the gist of the extract that the oppressed and the oppressor alike are robbed of their humanity.

### Summary

This chapter is an extract from the autobiography of Nelson Mandela. The event took place on 10<sup>th</sup> May 1994 and he has become South Africa's first black president after more than three centuries of White rule. His party won 252 of the 400 seats in the first democratic elections. The extract includes the description of the inaugural ceremony and citations from his speech and about his journey of being a freedom fighter. His daughter Zenani was also present during the ceremony and Thabo Mbeki and Mr. de Klerk sworn in as first and second Deputy President. The lesson gives us an idea of the struggles of Mandela and people like Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo, Bram Fischer, Robert Sobukwe for a society without discrimination. This lesson advocates of a state without an oppressor or oppressed. Any discrimination on the basis of colour, caste, age, race or gender should be discouraged. Every person should try to fulfill their duties towards their family and society as well. The brave man is not the one who does not feel afraid, but he is the one who conquers that fear. The oppressor is as much a prisoner as the oppressed.

### Vocabulary

#### **Word**

#### **Meaning**

**Dignitaries**

A person who has an important official position

**Inaugurate**

To introduce a new public official or leader at a special ceremony

**Installation**

the act of placing somebody in a new position of authority

**Oppressive**

treating people in a cruel and unfair way and not giving them the same freedom rights

<b>Bedecked</b>	to decorate something with flowers, flags, precious stones.
<b>Inhumane</b>	not caring about the suffering of other people.
<b>Apartheid</b>	the former political system in South Africa in which only white people had full political rights and other people especially black ,were forced to live away from white people, go to separate schools etc.
<b>Brutal</b>	violent and cruel
<b>Unintended</b>	result or meaning is one that you didn't plan or intend to happen
<b>Generosity</b>	the fact of being generous
<b>Comrades</b>	a person who is a member of the same communist or socialist party
<b>Defy</b>	refuse to obey
<b>Triumph</b>	a great success
<b>Grimmest</b>	looking or sounding very serious
<b>Extinguished</b>	to make a fire stop burning
<b>Obligations</b>	the state of being forced to do something because it is your duty, or because of law etc.
<b>Liberated</b>	free from the restrictions of traditional ideas

### **Antonyms**

- Opposite of the following words will be given by the teacher:

<b>Word</b>	<b>Opposite</b>
Bitter	Sweet
Courage	Cowardice
Wisdom	Folly
Defeat	Victory
Triumph	Defeat
Hunger	Well fed/full/stuffed
Civil	Barbarous
Humane	Brutal
Punish	Pardon

- Noun and verb forms of the following words will be explained by the teacher after making a table of pair of noun and verb on the blackboard:

<b>Noun</b>	<b>Verb</b>
Rebellion	Rebel
Constitution	Constitute
Government	Govern
Achievement	Achieve

### **Language Items**

- Making/Forming Nouns from the corresponding Verbs by adding suffix.
  - Contribute - Contribution, Humiliate – Humiliation, Resist – Resistance, Imprison – Imprisonment etc.
- Using definite article 'the' with names-
  - But the decades of oppression and brutality had another, unintended, effect, and that was that it produced the Oliver Tambos, the Walter Sisulus, the Chief Luthulis, the Yusuf Dadoos, the Bram Fischers, the Robert Sobukwes of our time — men of such extraordinary

courage, wisdom and generosity that their like may never be known again.

- Many people think that Madhuri Dixit is the Madhubala of our times.
- Using idiomatic expression
  - Unmindful of the fact
  - Earning my keep
  - Keep me going
- Introducing the concept of 'Homophones'

### **Lines to ponder**

- Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.
- The policy of apartheid created a deep and lasting wound in my country and my people.
- Perhaps it requires such depths of oppression to create such heights of character.
- I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.
- A man who takes away another man's freedom is a prisoner of hatred; he is locked behind the bars of prejudice and narrow mindedness.
- The oppressed and the oppressor alike are robbed of their humanity.

### **Suggestive Activity**

Organize a stage performance on gender equality.

### **Some Inferential Questions**

- "The colour of a man's skin is of no more significance than the colour of his eyes." Give your own views on the given statement.
- "Everyone is our neighbor, no matter what race, creed or colour." Shed light on the given statement.

### 3.

## Two Stories about Flying

### I. His First Flight

- Liam O' Flaherty

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#### Learning Outcomes

*The learners are able to-*

- develop analytical skills by using references from books, newspapers and internet.
- develop self-confidence and courage to face the fear boldly.
- share personal experiences and miraculous/mysterious stories.
- learn to read comprehension from the chapter and skim, scan, review, infer and summarize the passage.

#### Theme

The story deals with the importance of the inner strength of a person which helps in overcoming fear in order to achieve goals. Even a journey of thousand miles begins with a single step and the first step is the most difficult one. Initial attempts at learning a skill are very important. Taking a step when success is guaranteed is not a big deal but striving for success regardless of a possibility of failure is more important.

#### Summary

'His First Flight' is an interesting story of a bird seagull and his struggle to overcome his fear of flying. A young seagull is afraid of flying. All his younger siblings despite their much shorter wings flew fearlessly while he could not gather the courage to trust his own wings. The young sea gull became sad when he saw his parents perfecting his younger siblings in the art of flying. His parents scolded and taunted him for not even trying. They call him a coward. Ultimately they left him hungry in isolation. His mother gave him moral support and finally with the support of his family members (specially mother) he became self-determined and was able to take his first flight.

#### Vocabulary

##### **Word**

**Muster up**

**Devour**

**Taunting**

**Cowardice**

**Dozing**

**Scrapped**

**Plaintively**

**Seize**

**Soaring**

**Shrieking**

##### **Meaning**

To find as much support

to eat all of something quickly, especially because you are very hungry

to try to make somebody angry or upset by saying unkind things about them, laughing at their failures, etc.

fear or lack of courage

to sleep lightly for a short time

to cancel or get rid of something that is no longer practical or useful

in a way that sounds sad, especially in a weak complaining way

to take somebody/something in your hand suddenly and using force

rising very quickly

to give a loud high shout, for example when you are excited, frightened

or in pain

**Beckoning**

to give somebody a signal using your finger or hand, especially to tell them to move nearer or to follow you

**Praising**

to say that you approve of and admire somebody/something

**Antonyms**

- Opposite of the following words will be given by the teacher:

Word	Opposite
Stretch	Shrink
Upbraid	Admire
Ascend	Descend
Expanse	Withdraw
Derisively	Respectfully
Commend	Criticize
Strange	Ordinary
Gradually	Suddenly

**Lines to ponder**

- He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night.
- He was not falling headlong now. He was soaring gradually downwards and outwards. He was no longer afraid. He just felt a bit dizzy.
- Then he completely forgot that he had not always been able to fly, and commended himself to dive and soar and curve, shrieking shrilly.
- He had made his first flight.

**Suggestive Activity**

Organize a stage performance on gender equality.

**Some Inferential Questions**

- “The colour of a man’s skin is of no more significance than the colour of his eyes.” Give your own views on the given statements.
- “Everyone is our neighbor, no matter what race, creed or colour.” Shed light on the given statement.

### 3.

## Two Stories about Flying

### (II) The Black Aeroplane

- Fedrick Forsyth

#### Learning Outcomes

*The learners are able to-*

- develop analytical skills by using references from books, newspapers and internet.
- develop self-confidence and courage to face the fear boldly.
- share personal experiences and miraculous/mysterious stories.
- learn to read comprehension from the chapter and skim, scan, review, infer and summarize the passage.
- write the answers of the questions given at the end of the chapter based on their comprehension and can write short paragraphs on similar themes.

#### Theme

We should not lose hope even in the worst scenarios of our life. Sometimes taking risks and facing the challenges with determination and perseverance is the key to success.

#### Summary

The Black 'Aeroplane' by Fredric Forsyth is a story about a pilot flying old Dakota aeroplane over from France back to England. The story-teller was willing to have a nice English breakfast with his family in England. He was surrounded in storm clouds when the Paris was about 150 kilometers behind him. He did not return but took the risk and flew straight in to the storm. The compass was dead and the connection with Paris control room was lost. Mysteriously he saw another aeroplane and the pilot of that aeroplane asked him 'to follow'. The Dakota's pilot followed the other plane and reached England safe and sound. He asked a woman at control centre that Who the other pilot was as he wanted to thank him. To his utter surprise the lady told him that there was no such plane or pilot. It is still a mystery who helped him.

#### Vocabulary

##### **Word**

##### **Meaning**

**Obedient**

doing what you are told to do

**Fuel**

any material that produces heat or power, usually when it is burnt

- Opposite of the following words will be given by the teacher:

Word	Opposite
Behind	Ahead
Above	Below
Glad	Annoyed
Friend	Enemy
Sorry	Unrepentant

## Language Items

*Using phrases in various sentences according to their meaning-*

**Fly a flag** – display a flag on a long pole

For e.g. The ship had 50 women aboard and flew the flag of India.

**Fly into rage** – become suddenly very angry

**Fly along** – move quickly/suddenly

**Fly high** – be successful

**Fly the coop** – escape from a place

## Lines to ponder

- ‘I’ll take the risk,’ I thought, and flew that old Dakota straight into the storm.
- My eyes: the compass was turning round and round and round. It was dead. It would not work! The other instruments were suddenly dead, too. I tried the radio.
- I could see the pilot’s face — turned towards me. I was very glad to see another person. He lifted one hand and waved. “Follow me,” he was saying. “Follow me.” ‘He knows that I am lost,’ I thought. ‘He’s trying to help me.’
- “Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar.” So who helped me to arrive there safely without a compass or a radio, and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane, flying in the storm, without lights?

## Suggestive Activity

Narrate some stories of will, patience and courage to your students.

## Some Inferential Questions

- Who according to you was the pilot of the mysterious aeroplane? Give arguments to support your answer
- Write a short note on the topic- ‘A mysterious event that you want to share’.

## 4. From the Diary of Anne Frank

- Anne Frank

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### Learning Outcomes

*The learners are able to-*

- know about the concept of diary writing as a genre.
- write about themselves in a diary in which they can reveal their thoughts.
- To develop a cordial relationship with their teachers
- Know how to express themselves even in a state of anger and stress

### Theme

The theme of this excerpt taken from “The Diary of Anne Frank” is loneliness. One has the capacity to change one's state of isolation to state of solitude. A sub theme suggests that a teacher should be a psychologist and must be able to understand the hidden abilities of a student. A teacher has an everlasting impact on his students. Sometimes a punishment also acts as a boon in disguise and paves a way to show your strengths.

### Summary

This chapter is an excerpt from one of the best world known diaries *The Diary of Anne Frank*. The writer lacks a true friend. She invents a friend named Kitty and narrates her story to her. The excerpt begins with Anne giving some family details and expressing her true love for grandmother and then she comes to the present day where she tells us about the result day. She was very confident in all the subjects except Mathematics. Mr. Keesing the Maths teacher did not like her specially for her habit of being so talkative. As a punishment he told her to write an essay on a weird topic a ‘Chatter Box’. She wrote a three page essay with convincing arguments to prove the necessity of talking. On one hand she promised to keep this habit under control and on the other hand she told that she can't cure herself of this habit as she inherited it from her mother. The things went on and she was given topic after topic, ‘An Incurable Chatter Box’ and ‘Quack, Quack, Quack, said Mistress Chatterbox’. This time she was determined to turn back the joke on Mr. Keesing and wrote a satirical piece of poetry. The poetry gave a message that father swan bit his three baby ducklings because they Quack too much. After the third and last assignment, Mr. Keesing never pointed her out for talking.

### Vocabulary

<b>Word</b>	<b>Meaning</b>
<b>Musings</b>	a period of thinking carefully about something or telling people your thoughts about it
<b>Prompted</b>	to make somebody decide to do something
<b>Liable</b>	legally responsible for paying the cost of something
<b>Enhance</b>	to increase or further improve the good quality, value or status of somebody/something
<b>Plunge</b>	make something / somebody move suddenly forwards and/ or downwards

<b>Adorable</b>	very attractive and easy to feel love for
<b>Emigrated</b>	to leave your own country to go and live permanently in another country
<b>Heart-breaking</b>	extremely sad
<b>Farewell</b>	the act of saying goodbye to somebody
<b>Dedication</b>	the hard-work and effort that somebody puts into an activity or a purpose because they think it is important
<b>Unpredictable</b>	that cannot be predicted because it changes a lot or depends on too many different things
<b>Outbursts</b>	a sudden strong expression of an emotion
<b>Annoyed</b>	slightly angry, irritated
<b>Cure</b>	to make a person or an animal healthy after again after an illness
<b>Ridiculous</b>	very silly or unreasonable
<b>Contrary</b>	different from something, against something

### Antonyms

- Opposites of the following words will be given by the teacher:

Word	Opposite
Unfortunately	Fortunately
Ordinary	Extraordinary
Strange	Usual, Normal
Depressed	Cheerful
Satisfied	Dissatisfied
Complain	Praise
Original	Fake

### Language Items

- The students will be taught the concept of making various compound words by adding prefixes and suffixes. For example- blockhead, Overdo, Day dream etc.
- The concept of phrasal verbs will be imparted to the students and they will be asked to find out various phrasal verbs from the text. *For example* – get along with, stay in, move up, calm down etc.
- The concept of Idioms/Idiomatic expression will be introduced to the students and they will be asked to find out various idioms/Idiomatic expression from the text. They will be directed to use the Idiomatic expressions in sentences. *For example*- Not to lose heart, Quacking in its boots.
- The contracted forms will also be explained to the students. *Examples* – I’ve = I have, I’d = I had or I would

### Lines to ponder

- ‘Paper has more patience than people.’
- Yes, paper does have more patience, and since I’m not planning to let anyone else read this stiff-backed notebook grandly referred to as a ‘diary’, unless I should ever find a real friend, it probably won’t make a bit of difference. Now I’m back to the point that prompted me to keep a diary in the first place: I don’t have a friend

- No, on the surface I seem to have everything, except my one true friend.
- To enhance the image of this long-awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I want the diary to be my friend, and I'm going to call this friend 'Kitty'
- ... but teachers are the most unpredictable creatures on earth.
- Mr Keesing, the old fogey who teaches Maths, was annoyed with me for ages because I talked so much. After several warnings, he assigned me extra homework. An essay on the subject, 'A Chatterbox'.
- I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.
- I finished my poem, and it was beautiful! It was about a mother duck and a father swan with three baby ducklings who were bitten to death by the father because they quacked too much.

### **Suggestive Activity**

The students could be asked to write a diary for the forthcoming month.

### **Some Inferential Questions**

- Name the teacher you like most. Give reasons.
- Write a piece of poetry on any topic you like.
- Is talking too much a bad habit? Validate your answer with arguments.

## 5.

# Glimpses of India

## (I) A Baker from Goa

- Lucio Rodrigues

### Learning Outcomes

*The learners are able to-*

- understand the values of traditions, customs and culture of different places and appreciate the natural beauty of places along with different climatic conditions and specific produce.
- familiarize with the location, historical background, climate of Goa and other key features of Goan culture, particularly about the bakers' society and their problems.

### Theme

Subtle humour and informal narration is the essential feature of this excerpt. A ruler always leaves its culture in the lands he had ruled. The attire and edibles are largely influenced by 'had-been rulers'. Some professions also remain as it is as a testimony of gone rulers.

### Summary

A baker from Goa is a pen portrait of a traditional Goan village baker who still has an important place in his society. Goa was once ruled by the Portuguese, therefore Portuguese culture is still prevalent in Goa. The bakers were known as 'paders' there. The story revolves around the bakers living in Goan village. The fire of age – old, time – tested furnaces still exist in Goan villages. The paders use to cell loaves making a ginging sound of their specially made bamboo staff. People still eat loaves and children enjoy the bangles.

The peculiar dress of the bakers called 'Kabai' is also mentioned in the excerpt. Kabai, a single piece long frock reaching down the knees. It is also mentioned in the excerpt that how baking became the most profitable profession in Goa.

### Vocabulary

#### **Word**

#### **Meaning**

**Loaf**

an amount of bread that has been shaped and baked in one piece

**Vanished**

to disappear suddenly and/ or in a way that you cannot explain

**Furnace**

a space surrounded on all sides by walls and a roof for heating metal or glass to very high

**Jingling**

to make a pleasant gentle sound like small bells ringing

**Parapet**

a low wall along the edge of a bridge, a roof, etc. to stop people from falling

**Peep into**

to look quickly and secretly for something, especially through a small opening

**Plucking**

to pull out something

### Antonyms

- Opposites of following words will be given by the teacher:

Word	Opposite
Open	Close
Happy	Sad

Never	Always
Public	Private
Prosperous	Adverse

## Language Items

*Voice, Narration and Demonstrative Pronoun will be explained with the help of lines from the text-*

### Active and Passive voice

***Change the voice of the given sentence-***

- The baker collected his bills at the end of the month.

### Narration

***Indirect narration will be explained with the help of sentences given below-***

- The teacher said, “Bakers are known as ‘pader’ in Goa.”
- My grandmother said to me, “The baker or bread-seller of those days had a peculiar dress.”

### Demonstrative Pronouns

***Demonstrative Pronouns will be explained after writing the following sentences on the blackboard-***

- **Those** eaters of loaves might have vanished but the makers are still there.
- **Those** age-old time tested furnaces still exist.
- **These** bakers are, even today, known as ‘pader’ in Goa.

### Lines to ponder

- Those eaters of loaves might have vanished but the makers are still there.
- Those age-old, time tested furnaces still exist. The fire in the furnaces has not yet been extinguished.
- During our childhood in Goa, the baker used to be our friend, companion and guide.
- I can still recall the typical fragrance of those loaves.
- Marriage gifts are meaningless without the sweet bread known as the bol, just as a party or a feast loses its charm without bread.
- Baking was indeed a profitable profession in the old days.
- Their plump physique was an open testimony to this. Even today any person with a jackfruit like physical appearance is easily compared to a baker.

### Suggestive Activity

The student will be encouraged to collect information on how bakeries baked bread earlier and how the process has changed over time.

### Some Inferential Questions

- Write a note on some profitable professions you see in your neighbourhood.

## 5.

# Glimpses of India

## (II) Coorg

- Lokesh Abrol

### Learning Outcomes

*The learners are able to-*

- understand the values of traditions, customs and culture of different places and appreciate the natural beauty of places along with different climatic conditions and specific produce.
- familiarize with the locations, historical background and climate of Coorg.

### Theme

It is the duty of every citizen to preserve and disseminate the cultural heritage and traditions of a country. Coorg is described as a place inhabited by proud race of martial men, beautiful women and wild features. The Flora and Fauna of Coorg is captivating. General Cariappa, a Coorgi, is still considered as an embodiment of valour. The panoramic view of the landscape of Coorg from Brahmagiri hills is mesmerising.

### Summary

The author describes Coorg as a beautiful place located in midway between Mysore and Mangalore. Coorg is the smallest district of Karnataka. Coffee estate and colonial bungalows can be seen at prime locations. Coorgi people are possibly of Greek and Arabic descent. Coorg is a land of valour also. General Carriappa was a Coorgi. Kaveri river obtains its water from the hills and forest of Coorg. The landscape of Coorg looks more beautiful from the hills of Brahamagiri. The monks in red, ochre and yellow robes are among the many surprises discovered by the visitors searching for the heart and soul of India.

### Vocabulary

#### **Word**

#### **Meaning**

**Inhabited**

with people or animals living there

**Spices**

one of the various types of powder or seed that come from plants and are used in cooking

**Commences**

to begin to happen

**Invigorating**

making somebody feel healthy and full of energy

**Colonial**

connected with or belonging to a country that controls another country

**Hospitality**

friendly and generous behaviour towards guests

**Firearms**

a gun that can be carried

### Antonyms

- Opposites of following words will be taught by the teacher:

Word	Opposite
Seller	Buyer
Impractical	Practical
Perfect	Imperfect
Obtain	Lose
Individual	Group

## Language Items

- The concept of collocations will be introduced to the students. They will be told that certain words ‘go together’ and it should be kept in mind which words ‘go together’. *For example* – Unique culture, sudden surprise, unforgettable experience etc.

## Lines to ponder

- This land of rolling hills is inhabited by a proud race of martial men, beautiful women and wild creatures.
- The air breathes of invigorating coffee. Coffee estates and colonial bungalows stand tucked under tree canopies in prime corners.
- The Coorg Regiment is one of the most decorated in the Indian Army, and the first Chief of the Indian Army, General Cariappa, was a Coorgi.
- The river, Kaveri, obtains its water from the hills and forests of Coorg.
- The monks, in red, ochre and yellow robes, are amongst the many surprises that wait to be discovered by visitors searching for the heart and soul of India, right here in Coorg.

## Suggestive Activity

Search for some material and write a short note on general Carriappa.

## Some Inferential Questions

- The lesson has come to an end with a reference to Buddhist Monk. Why? Give reasons for your answer.
- What will the visitors searching for the heart and soul of India get in Coorg?

## 5.

# Glimpses of India

## (III) Tea from Assam

- Arup Kumar Datta

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### Learning Outcomes

*The learners are able to-*

- understand the values of traditions, customs and culture of different places and appreciate the natural beauty of places along with different climatic conditions and specific produce.
- know more about tea and the tea estates of Assam.

### Theme

As the Assam in India is known for tea. This excerpt provides various details about tea. The popularity of tea as a soft drink is emphasized in the excerpt. Various legends regarding its origin are also dealt with. The excerpt gives a beautiful visual description of tea estates of Assam.

### Summary

The excerpt begins with “CHAI-GARAM...” An interesting fact of over 80 crore cups of tea drunk every day throughout the world is revealed. Two friends Pranjol and Rajveer are travelling. Rajveer was excited to see the tea garden. He told two legends related to discovery of tea. The first one is from China and the second one from India. Rajveer made it clear that tea was first drunk in China. Pranjol’s father managed tea garden at Dhekla Bari. On the way they saw a tractor pulling a trailer-load of tea leaves. Pranjol’s father was surprised by the information collected by Rajveer regarding Assam and Rajveer was far sure that he would definitely know more about Assam during his visit.

### Vocabulary

#### **Word**

#### **Meaning**

**Sipped**

taking a very small amount of something especially while drinking

**Magnificent**

extremely attractive and impressive

**Sturdy**

strong and not easily damaged

**Billowing**

to fill with air and form a round shape

**Legends**

a story from ancient times about people and events that may or may not be true; this type of story

**Twigs**

a small, very thin branch that grows out of a larger branch on a bush or tree

**Banished**

to order somebody to leave a place, especially a country, as a punishment

**Clattered**

knocking together and making a loud noise

**Sprouted**

to produce new leaves or buds; to start to grow

**Trailer**

a truck or a container with wheels, that is pulled by another vehicle

## Antonyms

- Opposites of the following words will be given by the teacher:

Words	Opposite
Liquid	Solid
High	Low
Pull	Push
Beautiful	Awkward, Ugly

## Language Items

- Student will be taught how to make and use – ‘ing’ and –‘ed’ adjectives.

*For Example-* Cricket is an **interesting** game.

I am very **interested** in Cricket.

## Lines to ponder

- “Do you know that over eighty crore cups of tea are drunk every day throughout the world?”
- “Well, there’s the one about the Chinese emperor who always boiled water before drinking it. One day a few leaves of the twigs burning under the pot fell into the water giving it a delicious flavour. It is said they were tea leaves.”
- “We have an Indian legend too. Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.
- In fact words such as tea. ‘chai’ ‘ and ‘chini’ are from Chinese. Tea came to more as medicine than as beverage.”

## Suggestive Activity

Have you ever tried Tea without milk. Just try it once and share your experience.

## Some Inferential Questions

- ‘Tea is our national beverage.’ Do you agree with the statement or not? Give reasons to support your answer.

## 6.

# Mijbil the Otter

- Gavin Maxwell

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## Learning Outcomes

*The learners are able to-*

- discuss contemporary issues such as, social justice, eco-criticism, gender while speaking and writing.
- develop the feelings of love towards pets and take care of them.
- recognize and appreciate cultural experiences given in the text (**Iraq & London**) in a written paragraph, or in narrating the situations and incidents in the class.
- understand the bond formed between Gavin Maxwell and the Otter.

## Theme

One should be friendly towards all the creatures of the world is the theme of this lesson. Owning a pet is not a big deal but taking care and respecting all its needs is really a challenging task. The author lost his pet dog and instead of a dog he kept an otter. The author depicts how his life changed subsequent to keeping an otter. Being friendly towards animals gives you pleasure and contentment as well.

## Summary

Early in the New Year of 1956 Gavin Maxwell travelled to Southern Iraq and he decided to keep an otter instead of a dog. He sent a message by telegraph to England. He did various phone calls also and five days later the mail arrived with a sack that twisted about from time to time. The note read: "Here is your otter..." The author was amazed at the first sight and it took a month to clear the otter of last of the mud and see him in his true colours. For the first twenty-four hours he was neither hostile nor friendly.

It took some time for Mijbil to get familiar with his surroundings. He cherished playing with water. It was time to go back to London but British Airlines to London would not fly animals and Maxwell booked a connecting flight to London via Paris. Mijbil was put in a box and when the writer came back after a hurried meal, he saw that the blood had trickled and dried from the air holes and chinks around the lid. He cleaned the box and reached the airport and explained the whole incident to the hostess. She suggested to keep it on his knee. The otter was out of the box in a flash and a chaotic situation arose. All the passengers started screaming but finally Mijbil bounded on his knee and nuzzled the writers face and neck.

The writer took him to walk and people of London had wild guesses about the animal. A few people though him to be an infant seal, squirrel or may be hippo. The utmost shocking response came from a labourer digging a hole in a street who said, "here, Mister- what is that supposed to be?"

## Vocabulary

### *Word*

### *Meaning*

**Otter**

a small animal that has four webbed feet , a tail and thick brown fur

**Casually**

in a way that shows you are calm and relaxed

**Marshes**

an area of low land that is always soft and wet because there is no way for water to flow away

<b>Tamed</b>	to make an animal, bird, etc. not afraid of people and used to living with them
<b>Emerged</b>	to move out of or away from something and become possible to see
<b>Armour</b>	special metal clothing that soldiers wore in the past to protect their bodies while fighting
<b>Plunging</b>	cut in a deep V shape at the front
<b>Amazed</b>	very surprised
<b>Shuffling</b>	to walk slowly without lifting your feet completely off the ground
<b>Dribble</b>	to let saliva or another liquid come out of your mouth and run down your chin
<b>Accustomed</b>	used to
<b>Hurried</b>	done too quickly because you don't have much time
<b>Trickled</b>	to flow or to make something flow, slowly in a thin stream
<b>Whimpered</b>	to make low, weak crying noises; to speak in this way
<b>Shreds</b>	to cut or tear something into small pieces
<b>Profound</b>	very great; felt or experienced very strongly
<b>Admiration</b>	a feeling of respect and approval of somebody/ something
<b>Gratitude</b>	the feeling of being grateful and wanting to express your thanks
<b>Squawks</b>	to make loud sharp sounds (of birds)
<b>Crouching</b>	to put your body close to the ground by bending your legs under you
<b>Gallop</b>	moving very fast
<b>Stare</b>	to look at somebody/something for a long time
<b>Growled</b>	to make a low sound in the throat, usually as a sign of anger
<b>Antonyms</b>	

- Opposites of the following words will be given by the teacher :

<b>Word</b>	<b>Opposite</b>
Arrive	Departure
Advance	Retreat
Emerged	Disappeared
Arranged	Disturbed
Opening	Closing
Hostile	Friendly
Started	Finished
Caught	Dropped
Prepared	Unprepared
Gratitude	Ingratitude
Closed	Opened
Disappearing	Appearing

## Language Items

- Describing a repeated action in the past (use of 'would' or 'use to')
  - (a) Mij **would** follow me without a lead and come to me when I called his name.
  - (b) He **used to** tease me when Mother was not around.
- Using nouns as modifiers

- The *dinner* party
- A *designer* dress

### **Lines to ponder**

- For the first twenty four hours Mijbil was neither hostile nor friendly; he was simply aloof and indifferent, choosing to sleep on the floor as far from my bed as possible.
- The British airline to London would not fly animals, so I booked a flight to paris on another airline, and from there to London.
- I sat in the back of the car with the box beside me as the driver tore through the streets of Basra like a ricocheting bullet.
- Mij was out of the box in a flash. He disappeared at high speed down the aircraft. There were squawks and shrieks, and a woman stood up on her seat screaming out. “A rat! A rat!
- As I drew nearer I saw his expression of surprise and affront, as though he would have me know that he was not one upon whom to play jokes, I came abreast of him; he spat, glared, and then growled out, “Here, Mister – *what is that supposed to be?*”

### **Suggestive Activity**

- Find and read some other stories related to pet animals.
- Take a notice of the pet animals you see around and the way they live.

### **Some Inferential Questions**

- “We don’t own the planet Earth, we belong to it”. Write a passage on the suggestiveness of the given statement.
- “The love for all living creatures is the most noble attribute of man”. Elaborate the given statement.

**Learning Outcomes***The learners are able to-*

- inculcate core values such as, tolerance, appreciation of diversity and civic responsibility through debate and discussion.
- behave responsibly, fulfill their wishes, travel and explore.
- use language appropriate to purpose and perspectives and focus on fulfilling dreams.
- be sensitive towards the animals and other creatures of the world

**Theme**

In the story 'Madam Rides the Bus', the author tries to present the world as a scene from the child's perspective. It is a sensitive story of an eight year old girls' first bus journey into the world outside her village. The journey is also Valli's induction into the mystery of life and death. She sees a gap between our knowing that there is death, and our understanding of it.

**Summary**

This is the story of an eight-year old girl named Valliammai who was called Valli for short. She had the deepest desire to ride the bus that travelled between her village and the nearest town. She saved enough money and one fine spring day she took the bus when her mother was having her nap. The conductor was an amiable fellow and called her 'Madam' which she didn't like and ultimately got angry and told the conductor not to call her Madam. She enjoyed the landscape, the canal, palm trees and green field as far as her eyes could see. She encountered an elderly woman during journey whom she found absolutely repulsive. She saw a young cow, tail high in the air, running very fast right in the middle of the road, right in front of the bus. The driver sounded his horn again and again. Valli clapped her hands in glee and laughed and laughed until there were tears in her eyes. She returned to the village on the same bus. She enjoyed all the wonderful sights again but she saw the same young cow lying dead by the roadside. The sight of the dead cow saddened her and all her enthusiasm vanished. She was no longer interested in looking out of the window. She came back to her home. Her mother was talking to one of Valli's Aunts, the one from the South street. Valli smiled to herself and didn't want them to understand her smile.

**Vocabulary****Word****Meaning****Pastime**

something that you enjoy doing when you are not working

**Fascinating**

extremely interesting and attractive

**Overwhelming**

very great or very strong; so powerful that you cannot resist

**Longings**

a strong feeling for wanting something or somebody

**Disapproval**

a feeling of not liking an idea as you think it bad or inappropriate

**Jolly**

happy and cheerful

**Gleaming**

shining brightly because of being very clean

**Startled**

slightly shocked or frightened because of a sudden surprise

**Chimed in**

to join or interrupt a conversation

<b>Comfortable</b>	making you feel physically relaxed
<b>Bump</b>	to hit somebody/ something by accident
<b>Spill over</b>	to fill a container and go over the edge
<b>Excursions</b>	a short journey made for pleasure; especially one that has been organised for a group of people
<b>Gobbling</b>	to eat something very fast
<b>Obstacles</b>	a situation, an event, etc. that makes it difficult for you to do or achieve something
<b>Glee</b>	a feeling of happiness usually because something good has happened to you
<b>Shrugged</b>	to raise your shoulders and then drop them to show that you do not know or care about something
<b>Enthusiasm</b>	a strong feeling of excitement and interest in something and desire to become involved in it

### **Language Items**

- Changing voice of a given sentence.
- Changing sentences from direct narration to indirect narration.

### **Lines to ponder**

- The most fascinating thing of all was the bus that travelled between her village and the nearest town.
- “May we start now, madam?” the conductor asked, smiling.
- “There’ nobody here who’s a child,” she said naughtily, “ I’ve my thirty paisa like everyone else.”
- “I’m not a child, I tell you,” she said irritably. “I’m eight years old.”
- Suddenly Valli clapped her hands with glee. A young cow, tail high in the air, was running very fast, right in the middle of the road, right in front of the bus.
- Who had been a lovable, beautiful creature just a little while ago had now suddenly lost its charm and its life and looked so horrible, so frightening as it lay there, legs spread-eagled, a fixed stare in its lifeless eyes, blood all over ...

### **Suggestive Activity**

- Conduct an exposure visit for your students.
- Make a list of the precautionary measures a child should take while travelling alone.

### **Some Inferential Questions**

- Write a travelogue of a place that you visited and enjoyed a lot.
- What according to you Valli discovered of this world through her journey.
- ‘Life is not a bed of roses’. Write a few lines on the given statements.

## 8.

## The Sermon at Benares

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### Learning Outcomes

#### *The learners are able to-*

- inculcate core values such as tolerance, appreciation of diversity and civic responsibility through debate and discussion
- overcome sorrow and lamentation and attain peace of mind.
- realize the universal truth that man is mortal.

### Theme

The theme of the chapter is the inevitability of suffering and death in human life. Mortality is the biggest truth of human life. In spite of this universal fact there is a path that leads to immortality and the path is to surrender all selfishness. No kinsmen can save their relatives from death. 'He who seeks peace should draw out the arrow of lamentation, and complaint and grief.'

### Summary

Gautam Buddha was born in a royal family. At twelve, he was schooled in the Hindu sacred scriptures, at sixteen married to a princess. About the age of twenty five on exposure to the sufferings of the world he left his wife, son and palace to seek enlightenment and salvation.

Once he attained enlightenment, he came to be known as Buddha. He preached his first sermon at the city of Benares. Kisa Gotami who had lost her only son was grief-stricken. Someone told her to go to Buddha and Buddha promised to revive her son at the cost of a handful of mustard seeds, provided it must be brought from a house where no one has lost a child, husband, parents or friend. Gotami failed in doing so and Buddha told her that death is inevitable and our bodies are like earthen vessels made by a potter which ultimately has to perish. Weeping or grieving will not give anyone peace of mind. Peace of mind can be obtained by drawing out the arrow of lamentation, and complaint and grief. "... He who has drawn out the arrow and has become composed will obtain peace of mind; he who has overcome all sorrow will become free from sorrow, and be blessed."

### Vocabulary

#### **Word**

#### **Meaning**

**Scriptures**

the holy books of a particular religion

**Befitted**

to be suitable and good enough for somebody/ something

**Royalty**

one or more members of a royal family

**Shielded**

to protect something/ somebody from danger, harm or something unpleasant

**Procession**

a line of people or vehicle that move along slowly, especially as part of a ceremony

**Procure**

to obtain something, especially with difficulty

**Desolation**

the feeling of being very lonely and unhappy

**Kinsmen**

a male relative

**Slaughter**

the killing of animals for their meat; the cruel killing of large numbers of people at one time, especially in a war.

**Antonyms**

- The opposites of the following words will be asked:

Word	Opposite
Wisdom	Foolishness
Mortal	Immortal
Desolation	Joy
Lamentation	Elation

**Language Items**

- Understanding old-fashioned style of English language. Make students aware with the words like *thee, thy, thou, Mark!, kinsmen* etc.
  - Combine sentence without using conjunctions, only by using semicolon (;) or a dash (-) to combine two clauses.
- He has no interest in music; I doubt he will become a singer like her father.

**Lines to ponder**

- At about the age of twenty-five, the Prince, heretofore shielded from the sufferings of the world, while out hunting chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms.
- Enlightened after seven days, he renamed the tree the Bodhi Tree (Tree of Wisdom) and began to teach and to share his new understandings.
- The Buddha answered, "I want a handful of mustard-seed," And when the girl in her joy promised to procure it, The Buddha added, "The mustard seed must be taken from a house where no one has lost a child, husband, parent or friend,"
- "How selfish am I in my grief! Death is common to all; yet in this valley of desolation there is a path that leads him to immortality who has surrendered all selfishness,"
- The life of mortals in this world is troubled and brief and combined with pain, For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings. As ripe fruits are early in danger of falling, so mortals when born are always in danger of death. As all earthen vessels made by the potter end in being broken, so is the life of mortals. Both young and adult, both those who are fools and those who are wise, all fall into the power of death; all are subject to death.
- So the world is afflicted with death and decay, therefore the wise do not grieve, knowing the terms of the world.
- He who seeks peace should draw out the arrow of lamentation, and compliant, and grief.

**Suggestive Activity**

- Find and read some interesting students related to the reality of death. Write some of them in your own words.
- Read a poem by John Donne titled 'Death Be Not Proud'.

## Some Inferential Questions

- Do you know that often Death is called a leveler. Why do people call it so?
- "A grief-stricken heart is more faded than a dried straw." Comment on the given statement.
- Do you know what is an epitaph? Find out and write. The epitaph of W.B. Yeats reads-  
'Cast a cold eye on life, on death  
Horseman, pass by'.  
Infer the meaning of this epitaph in your own words.

## Life Is Uncertain

Our lives here are very uncertain. We are here today, but we do not know that we shall be here tomorrow. When David was being hounded by Saul, he gave expression to his soul thus: •'But truly as the Lord liveth, and as thy soul liveth, there is but a step between me and death." (1 Sam. 20:3.) How true! How true! In the New Testament we read it after this fashion: "Whereas ye know not what shall be on the morrow. For what is your life? It is even a vapour, that appeareth for a little time, and then vanisheth away." (James 4:14.)

In Luke 12:16-21 we have a parable which Jesus spoke concerning a man who was too much wrapped up in the affairs of this life. This man was a farmer. His ground brought forth plentifully. He did not have room where to bestow his fruits. He did not know what to do. Finally he decided to pull down his old barn and build greater and there bestow all his fruits and his goods. He contemplated a happy day when he would be able to say: "Soul, thou hast much goods laid up for many years; take thine ease, eat, drink, and be merry." How did his plans work out? Listen: "But God said unto him, Thou fool, this night thy soul shall be required of thee: then whose shall those things be, which thou hast provided?" Dear reader, do not be a fool. You do not know but that your soul may be required this night. Are you ready?

*Fifty Shorts Sermons*

**FRED E. DENNIS**

## 9.

# The Proposal

- Anton Chekov

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### Learning Outcomes

*The learners are able to-*

- discuss contemporary issues such as social justice, environment, gender whilespeaking and writing.
- analyze and appreciate cultural experience as reflected in the texts, present orally and in writing.
- become practical, take their decision rationally and avoid quarreling over petty issues.
- speak or write on a variety of themes based on their own experiences.

### Theme

It is a one act farce by Anton Chekov. The play shows that anger, vanity and fakeness often destroy relationships. The base of any relationship shouldn't be wealth and money but truth and faith. One should control one's anger and a heated argument should always be avoided. Many a times a heated argument over petty issues also lead to mighty contests and ultimately relationships come to an end.

### Summary

A young man Ivan Vassilevitch Lomov comes to propose to his neighbor Natalya Stepanovna, daughter of Stepan Stepanovitch Chubukov. The play has only three charcters but all of them keep on fighting over petty issues and all these issues expose their pseudo cultural pride and foolishness. Chubukov and Lomov fight over property in their first meeting. Despite this argument Lomov wanted to marry Natalya. Chubukov's nervousness makes the situation funnier and complicated. Miscommunications in the play lead to baseless arguments over trivial issues. Hunting dog lineage is disputed. The shallow concerns and personalities are exposed through various petty arguments. Lomov collapses, Natalya falls in love with him and agrees to marry him because she thinks he is dying. Chubukov eagerly starts preparations of marriage after the engagement. The play comes to an end and Chubukov is happy that his burden is off his shoulders. Chekov exposes and ridicules the upper class hypocrisy. The superficiality of human relationship lacking genuine bonds is portrayed beautifully.

### Vocabulary

<b>Word</b>	<b>Meaning</b>
<b>Darling</b>	a way of addressing somebody that you love
<b>Treasure</b>	a collection of valuable things such as gold, silver and jewellery
<b>Precious</b>	rare and birth a lot of money
<b>Continual</b>	repeated many times in a way that is annoying
<b>Consent</b>	permission to do something, especially given by somebody in authority
<b>Palpitations</b>	a physical condition in which your heart beats very quickly and in an irregular way
<b>Lunatic</b>	a person who does crazy things that are often dangerous
<b>Privilege</b>	a special right or advantage that a particular person or group of people has
<b>Affectionate</b>	showing caring feelings and love for somebody

<b>Meadows</b>	a field covered in grass, used especially for hay
<b>Peasants</b>	a farmer who owns or rents a small piece of land
<b>Excruciating</b>	extremely painful or bad
<b>Embezzlement</b>	the act of stealing money that you are responsible for or that belongs to your employer
<b>Backbiters</b>	one who does backbiting (unpleasant and unkind talk about someone who is not present)
<b>Malicious</b>	having or showing a desire to harm somebody or hurt their feelings, caused by a feeling of hate
<b>Intrigue</b>	to make somebody very interested and want to know more about something
<b>Thoroughbred</b>	of high quality (of an animal, especially a horse)
<b>Harvest</b>	the act cutting and gathering crops
<b>Misfortune</b>	bad luck
<b>Lame</b>	unable to walk well because of injury to leg or foot; weak and difficult to believe
<b>Bitten</b>	past participle of bite

### **Antonyms**

- The teacher will explain the opposite words of the following words to the students:

<b>Word</b>	<b>Opposite</b>
Glad	Sad
Precious	Cheap
Awful	Pleasant
Splendid	Ordinary
Hoarse	Soft

### **Language Items**

- Using dictionary properly. (parts of speech/usage/phonetic transcription/accent etc.)
- Looking at a dictionary and finding out how to pronounce the words properly.
- Changing a given text from Direct speech to Indirect speech.

### **Lines to ponder**

- And it's impossible for me not to marry. In the first place, I'm already 35, a critical age, so to speak. In the second place, I ought to lead a quiet and regular life.
- The Lomovs and the Chubukovs have always had the most friendly, and I might almost say the most affectionate, regard for each other. And, as you know, my land is a near neighbour of yours.
- Natalya : Ours! You can go on proving it for two days on end, you can go and put on fifteen dress jackets, but I tell you they're ours, ours, ours!
- Lomov : If it wasn't madam, for this awful, excruciating palpitation, if my whole indeed wasn't upset, I'd talk to you in a different way! [yells] Oxen Meadows are mine!
- Lomov : No, you just think I'm a fool and want to have me on! You call my lands yours, and

then you want me to talk to you calmly and politely! Good neighbours don't behave like that, Stepan Stepanovitch! You're not a neighbour, you're a grabber!

- Natalya : There's some demon of contradiction in you today, Ivan Vassilevitch.
- Natalya : I've noticed that those hunters argue most who know least.
- Chubokov : It's not true! My dear fellow, I'm very liable to lose my temper, and so, just because of that, let's stop argument, You started because everybody is always jealous of everybody else's dogs.
- Chubukov : Hurry up and get married and – well, to the devil with you! She's willing! [*He puts Lomov's hand into his daughter's*] She's willing and all that, I give you my blessing and so on. Only leave me in peace!

### **Suggestive Activity**

Search for a similar themed play in Hindi and enact it in English in the class.

### **Some Inferential Questions**

- As you know 'The Proposal' is a one act farce. Write the characteristics of a farce based on 'The Proposal'.
- 'You can't build a strong relationship on half-truth and half-lie. Be honest at all times.' Explain the statement in the light of 'The Proposal'.

### **“The death penalty is more humane than imprisonment for life.”**

... "I have not tried either the death penalty or imprisonment for life, but if one may judge a priori, the death penalty is more moral and more humane than imprisonment for life. Capital punishment kills a man at once, but lifelong imprisonment kills him slowly. Which executioner is the more humane, he who kills you in a few minutes or he who drags the life out of you in the course of many years?" ...

#### ***The Bet***

***By Anton Chekhov (translated by Constance Garnett)***

# **Section –B (Poetry)**

## **Lesson Plan**

### **First Flight**

#### **Poetry**

**Textbook in English for Class X**

# 1.

## Dust of Snow

-Robert Frost

### Learning Outcomes

*The learners are able to-*

- recite the poem with proper tone and intonation, and identify significant literary elements such as, figurative language, imagery, simile, intention and point of view and rhyming words.
- To enable the students understand the central idea of the poem, 'Dust of Snow'
- understand that little thing brings huge changes in our life.

### Central Idea

Dust of Snow composed by Robert Frost is a short poem. The poem shows how human judgment on certain issues can be misleading. The poet is in a state of gloom and despair. All the images in the poem: crow, dust of snow and hemlock tree are associated with sadness and agony but the dust of snow that crow shook down on the poet from a hemlock tree changed his mood from sorrow to joy. It clearly shows that the negative creatures can also act as the carriers of positivity and strength. Frost himself had said, "... A little thing can change a larger thing".

### Difficult Words/Expressions

#### Word

#### Meaning

**Hemlock**

A poisonous plant (tree) with small white flowers

**Rue**

held in regret

### Rhyming Words

Rhyming words	
Me	Tree
Heart	Part
Crow	Snow

### Inferential Questions

2. "Regret is the only wound the soul doesn't recover from". Shed light on the given statement.
3. "Even the darkest clouds have silver linings." Elaborate the given statement.

## 2.

## Fire and Ice

-Robert Frost

### Learning Outcomes

*The learners are able to-*

- appreciate and identify literary devices such as, symbols, comparison and poet's point of view.
- enable the students understand the central idea of the poem, 'Fire and Ice'.
- enable the students understand the thought that excess of 'desire' and 'hate' leads to destruction.

### Central Idea

The poem 'Fire and Ice' is a lyrical poem composed by Robert Frost. The poet has metaphorically used the technique of symbolism to present the two different ways of world's destruction. At first sight the poem seems to have a very light conversation but actually has a deeper meaning. The poem says that people often say of two possibilities of ending the world. The world will either end in fire or in ice. The connotative meaning of the poem possibly refers to self-destruction of humanity. All the humanity will come to an end either as a result of desire of fire or as an outcome of ice of hate. Though the poet favours the first notion of ending the world with fire of desire but on the other hand he believes that the ice of hatred has the same potential to destruct the humanity. In this way this poem is an alarm for all the humans to minimize their desires and hatred.

### Difficult Words/Expressions

#### **Word**

#### **Meaning**

**Perish**

die

**Destruction**

the act of destroying something; the process of being destroyed

**Suffice**

to be enough for somebody/something

### Rhyming Words

Rhyming words	
Fire	Desire
Ice	Suffice
Ate	Great

### Inferential Questions

1. "Greed is the root of all evil". Write a short note on the given statement.
2. What things do you like to complete before the comes to an end?
3. Think of another title to the poem and tell the reasons behind it.

3.

## A Tiger in the Zoo

- Leslie Norris

### Learning Outcomes

*The learners are able to-*

- understand the importance of wild life, environment and their protection.
- identify significant literary elements such as imagery, symbol and intention of the poet.
- develop sympathy towards animals in the students.
- enable the students to understand the importance of freedom.

### Central Idea

Freedom versus captivity is the main theme of the poem. This poem composed by Leslie Norris present a contrast between a tiger in the zoo and a tiger in its natural habitat. The poem talks of a concept that to maintain the ecological balance of the earth all humans have to be 'eco-centric' (Nature-centred) instead of being 'anthropocentric' (man-centred). Like human beings, animals also like freedom and they do not want to be caged. In his natural surrounding a tiger is always happy and joyful, but in a cage the tiger is full of rage.

### Difficult Words/Expressions

<b>Word</b>	<b>Meaning</b>
<b>Stalks</b>	a long, thin structure that supports something, especially an organ in some animals, and joins it on to another part
<b>Vivid</b>	producing very clear picture in your mind; very bright
<b>Plump</b>	having a soft, round body; slightly fat
<b>Snarling</b>	to show the teeth and make a deep angry noise in the throat/to speak in a rough low, angry voice
<b>Fangs</b>	either of two long sharp teeth at the front of the mouse, such as snake or dog
<b>Patrolling</b>	to go around an area or a building at regular times to check that it is safe and there is no trouble

### Rhyming Words

<b>Rhyming words</b>	
Cars	Stars
Cage	Rage
Grass	Pass
Edge	Village

### Inferential Questions

1. Think and write of a world where animals are free and you are put into a cage.
2. What do you think of the two phrases used in the poem 'Terrorising the village' and 'Ignoring visitors'?

## 4.

# How to Tell Wild Animals

- Carolyn Wells

## Learning Outcomes

*The learners are able to-*

- recite the poem with proper rhythm and intonation.
- identify wild animals through their habits and behaviour.
- appreciate and identify literary devices such as, symbols, comparison and author's point of view.
- make the students familiar with the distinctive features of some wild animals.
- ensure the students to enjoy the humour created in the poem.
- enable the students to understand behaviour of animals and to respect the diversity of nature.

## Central Idea

The humorous poem suggests some dangerous ways to identify wild animals. Riddles and puzzles always trigger the imagination of youngsters. Much of the humour in the poem arises from the way language is used, although the ideas are funny as well. The wild animals mentioned in the poem are : Asian lion, Bengal tiger, leopard, bear, crocodile and chameleon. With the help of the poem the students come to learn some distinctive features of the wild animals.

## Difficult Words/Expressions

### Word

### Meaning

**Tawny**

brown-yellow in colour

**Discern**

to know, recognize or understand something, especially something that is not obvious

**Strolling**

to walk somewhere in a slow relaxed way

**Cress**

a small plant with thin stems and very small leaves, often eaten in salads and sandwiches

## Rhyming Words

Rhyming words	
East	Beast
Pain	Gain
Round	Ground
Chance	Advance
Yard	Hard
Prey	May
There	Bear
Small	All

## Inferential Questions

1. Search for some riddles or puzzles and write them down in your notebook.
2. Write a note on the images used in the poem and write the rhyming scheme too.

## 5.

# The Ball Poem

- John Berryman

### Objectives:

*Students will be able to*

- develop the four skills of language learning – listening, speaking, reading and writing
- develop inferential understanding
- enhance their vocabulary
- comprehend the poem

### Learning Outcomes

*The students will be able to –*

- recite the poem with correct stress, rhythm and intonation using appropriate facial gestures and emotions.
- recite the poem in sense groups using proper pauses with the sense of meaning.
- enjoy the poem and appreciate its beauty critically.

### L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, posters of natural scenery, audio-visual aids.

### Previous Knowledge

Students are familiar with the different object children play with

## Presentation

### Introduction-

The teacher will start the session by asking questions based on students' previous knowledge and experiences.

- Q.1- What do children like to play with usually?
- Q.2- What if the toy gets lost?
- Q.3- How do we learn a lesson of life with this incident?
- Q.4- Name any poem related to this.

### Statement of Aim

Today we will study about a poem named Ball' written by John Berryman which will tell us the importance of the futility of this world and the importance of knowledge of how to stand up in worst times.

**Stanza-** What is the boy now ..... is worthless.

### Silent Reading

The teacher will ask the student to read the poem silently and underline the new and difficult words.

### Model Recitation

The teacher will recite the poem with correct stress, rhythm, intonation and ask the students to listen the text carefully. (Each time the teacher gives model recitation she would recite the whole poem).

### Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

<b>Words</b>	<b>Meaning</b>	<b>Devices</b>
<i>Shake</i>	<i>Tremble</i>	<i>Through demonstration</i>
<i>Rigid</i>	<i>Hard</i>	<i>By showing hard object</i>
<i>Intrude</i>	<i>Encroach</i>	<i>By giving examples</i>
<i>Dime</i>	<i>a coin of the US and Canada worth ten cents</i> <i>a coin of the US and Canada worth ten cents</i>	<i>By giving examples</i>
<i>Merrily</i>	<i>in a happy, cheerful way</i>	
<i>Harbour</i>	<i>an area of water on the coast, protected from the open sea by strong walls, where ships can shelter</i>	

## **Explanation**

The poem is about a boy who has lost his ball and gets upset. He saw other balls also in the water besides his ball. The poem moves to another level as after losing the ball, the boy senses first responsibility 'In a world of possessions'. How to cope up with a loss is a necessary art to lead life. The reality of impermanence shatters innocence and the boy finally comes to know that all material possessions of the world are transient and impermanent. To know '... How to stand up' and continue is very important in life.

## **Silent Reading**

The teacher will ask the student to read the stanza silently again. He will instruct the students to be ready for the comprehension questions after the silent reading.

## **Comprehension Questions – using blackboard**

The teacher will write the comprehension questions based factual and inferential understanding on the blackboard and ask the students to answer them in oral or in written.

Q.1- What does 'in a world of possessions' mean?

Q.2- Why does the poet say, "I would not intrude on him"?

Q.3- Why does the poet not encourage the boy for another ball?

## **Model Recitation by the students-**

The teacher will ask the student to recite the poem aloud one by one. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

**Note:** The teacher will also sing the whole poem with whole class.

## **Home Assignment**

*Complete the following stanza-*

What is ..... ball.

What, what is he to do? ..... go

Merrily bouncing, ....., and then

Merrily over – .....!

Teacher will ask the student to learn the stanza by heart at home.

## 5.

# The Ball Poem

- John Berryman

*Day – 2*

### Learning Outcomes

*The students will be able to –*

- recite the poem with correct stress, rhythm and intonation using appropriate facial gestures and emotions.
- recite the poem in sense group using proper pauses with the sense of meaning.
- enjoy the poem and appreciate its beauty critically.
- comprehend the poem and explain the theme in their own words.
- speak on loss of something they love and to cope with the problems of life.

### L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, posters of natural scenery, audio-visual aids.

### Previous Knowledge

Students are familiar with the first two stanzas

## Presentation

### Introduction-

The teacher will start the session by asking questions based on students' previous knowledge and experiences.

Q.1- What is the boy playing with and how does he lose it?

Q.2- What did he decide to do then?

Q.3- How did he relate the incident with never giving up?

### Statement of Aim

Today we will study the remaining poem 'The Ball Poem' written by 'John Berryman' and will know how the child learns a new lesson of life.

**Stanza-** Now he senses ..... Stand up.

### Silent Reading

The teacher will ask the student to read the poem silently and underline the new and difficult words.

### Model Recitation

The teacher will recite the poem with correct stress, rhythm, intonation and ask the students to listen the text carefully. (Each time the teacher gives model recitation she would recite the whole poem).

### Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

<b>Words</b>	<b>Meaning</b>	<b>Devices</b>
<i>Epistemology</i>	<i>the part of philosophy that deals with knowledge</i>	<i>Through demonstration</i>

## **Explanation**

The poem is about a boy who has lost his ball and gets upset. He saw other balls also in the water besides his ball. The poem moves to another level as after losing the ball, the boy senses first responsibility 'In a world of possessions'. How to cope up with a loss is a necessary art to lead life. The reality of impermanence shatters innocence and the boy finally comes to know that all material possessions of the world are transient and impermanent. To know '... How to stand up' and continue is very important in life.

## **Silent Reading**

The teacher will ask the student to read the stanza silently again. He will instruct the students to be ready for the comprehension questions after the silent reading.

## **Comprehension Questions – using blackboard**

The teacher will write the comprehension questions based factual and inferential understanding on the blackboard and ask the students to answer them in oral or in written.

Q.1- Now, he senses first responsibility in world of positions. People will take

Balls, balls will be lost always, little boy.

- What responsibility does the poet sense?
- Why does the poet say that balls will always be lost?

Q.2- Write a note on the loss you still think of.

Q.3- 'You have no other option but to move on'. Shed light on relevance of this statement.

## **Model Recitation by the students-**

The teacher will ask the student to recite the poem aloud one by one. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

**Note:** The teacher will also sing the whole poem with whole class.

## **Home Assignment**

Teacher will ask the student to learn the stanza by heart at home.

## 6.

## Amanda!

- Robin Klein

### Learning Outcomes

*The learners are able to-*

- appreciate and identify literary devices such as, symbols, comparison and author's point of view.
- recite the poem confidently with proper pitch, stress, pauses and intonation and identify significant literary elements such as, apostrophe, symbols, etc.
- understand the relationship of a child with his/her parents.

### Central Idea

Amanda is the narrator of the poem and she is fed up with continual instructions and regulations of her parents. The poem is structured in seven stanzas and out of them stanzas 2, 4 and 6 are in parenthesis. These parenthesized stanzas reveal the inner wishes of Amanda: to drift as a mermaid in 'a languid and emerald sea', to live like Rapunzel etc. But her freedom is curtailed and she is instructed not to bite nails, to finish homework, not to eat chocolate, not to sulk at trivial issues. All these instructions make her extremely disturb and she doesn't want to live in a world of restrictions and do's and don'ts.

### Difficult Words/Expressions

<b>Word</b>	<b>Meaning</b>
<b>Slouching</b>	to stand, sit or move in a lazy way, often with your shoulders and head bend forward
<b>Languid</b>	moving slowly in an attractive way, not needing energy or efforts
<b>Emerald</b>	bright green in colour
<b>Mermaid</b>	in stories a creature with a women's head and body, and a fish's tail instead of legs
<b>Orphan</b>	a child whose parents are dead
<b>Acne</b>	a skin condition, common among young people, that produces many pimples, especially on the face and neck
<b>Rapunzel</b>	fictional character in Disney's animated film ' <i>Tangled</i> ' (A German girl with blonde hair)
<b>Tranquil</b>	quiet and peaceful
<b>Sulking</b>	to look angry and refuse to speak or smile because you won't people to know that you are upset about something
<b>Nagged</b>	to keep complaining to somebody about their behaviour or keep asking them to do something

### Rhyming Words

<b>Rhyming words</b>	
See	Me
Care	Rare
Street	Feet

### Inferential Questions

1. Is your life similar to Amanda or different from her? Give reasons.
2. Do's and don'ts of parents is an unbearable burden? Do you agree with the statement or not, Why?

## 7.

# The Trees

- Adrienne Rich

### Learning Outcomes

*The learners are able to-*

- recite the poem with proper stress and intonation and explain the central idea of the poem in their own words.
- understand that natural things such as trees should be in the lap of nature not confined to the four walls of house.
- develop the feeling of love for nature.
- enable the students to appreciate the poem 'The Trees'.

### Central Idea

The poem very beautifully carries the binary of nature and culture or nature and man. The first line of the poem declares that the saplings planted inside are exerting force to move on into the forest. All the plants inside a house feel suffocated and want to leave the limited space. The images used are very interesting as the saplings are trying their best to 'disengage themselves from the cracks in the veranda floor' and 'long-cramped boughs shuffling under the roof like newly discharged patients'. A newly discharged patient doesn't want to stay at the hospital even for a second. The poem discloses the fact that the expansion of humans urges are delimiting the space of nature and it is not a good sign. Humans should develop an eco-centric perspective because trespassing the territories of nature would lead to irreparable disasters.

### Difficult Words/Expressions

<b>Word</b>	<b>Meaning</b>
<b>Disengage</b>	to free somebody/something from the person or thing that is holding them or it/to become free
<b>Stiff</b>	difficult to bend/move
<b>Exertion</b>	physical or mental effort; the act of making an effort
<b>Scarcely</b>	only just; almost not
<b>Whispers</b>	to speak very quietly to somebody so that other people cannot hear what you are saying
<b>Stumbling</b>	to hit your foot against something while you are walking or running and almost fall
<b>Oak</b>	a large tree that produces small nuts called acorns

### Inferential Questions

1. 'There is a great affinity between trees and men. We grow at much the same pace, of we are not hurt or starved or cut down. In our youth we are resplendent creatures, and in our declining years we stoop a little, we remember, we stretch our brittle limbs in the sun, and then, with a sigh, we shed our last leaves'.  
Explain the given lines in your own words.
2. Mention the imageries used in the poem.

## 8.

# Fog

- Carl Sandburg

### Learning Outcomes

*The learners are able to-*

- appreciate and identify literary devices such as symbols, comparison and poet's point of view.
- draw the similarities between two different objects/ things.
- enable the students to appreciate nature and its beauty.
- enable the students to understand the metaphorical representation in the poem 'Fog'.

### Central Idea

The fog in this poem is compared to a cat. Both of them have a similar approach, a very silent and unnoticed arrival as well as the same unpredictable departure and vanishing. The fog is also sitting with knees bent and had covered the whole of the city and harbor. The 'silent haunches' of the fog is similar to that of a cat. The unpredictability of nature and human vulnerability against the face of natural forces is also a hidden theme of the poem. The poem depicts the beauty and mystery of the natural world.

### Difficult Words/Expressions

#### **Word**

#### **Meaning**

**Harbour**

an area of water on the coast, protected from the open sea by strong walls, where ships can shelter

**On Haunches**

sitting with knees bent

### Inferential Questions

1. What is the difference between 'simile' and 'metaphor'?
2. What are the two things that the poet has compared to in the poem?
3. Find out some features of 'Haiku' and write them?
4. Write a note on 'silent haunches' used in the poem.

## 9. The Tale of Custard the Dragon

- Ogden Nash

### Learning Outcomes

*The learners are able to-*

- appreciate and identify literary devices such as symbols, comparison and poet's point of view.
- use the figurative meaning of words and phrase as given in the texts .
- enable the students to comprehend the poem, 'The Tale of Custard the Dragon.'
- enable the students to understand the central theme of the poem and make them realize that everyone has his own capabilities and should never be judged on the basis of his/her appearance.

### Central Idea

'The Tale of Custard the Dragon' composed by Ogden Nash is a poem in the style of ballad and very close to a parody which tells a story of courage and heroism. The poet has described about a little girl Belinda who owns many pets, a black kitten named Ink, grey mouse named Blink, yellow dog named Mustard, and a coward dragon named Custard. Everyone in the house boasted of its bravery and made fun of the custard the dragon but at the time of the encounter with the pirate only the little pet dragon faced him ferociously and gobbled him up at one go. Once the event passed everyone again started boasting about their courage. Custard agreed to them but now everyone knew the reality. The poem signifies that do not underestimate people and in most of the cases appearance is deceptive. A creature of coward appearance can show extreme courage at a crucial time. Right and timely actions are always beneficial as we know 'A stitch in time saves night'.

### Difficult Words/Expressions

<b>Word</b>	<b>Meaning</b>
<b>Wagon</b>	freight car
<b>Dragon</b>	(in stories) a large aggressive animal, with wings and long tail, that can breathe out fire
<b>Blink</b>	to shut and open eyes quickly
<b>Daggers</b>	a short pointed knife used as a weapon
<b>Pirate</b>	a person on a ship who attacks other ships at sea in order to steal from them
<b>Clashed</b>	to come together and fight or compare in a contest
<b>Clatter</b>	knocking together and making a loud noise
<b>Robin</b>	a small brown European bird with a red breast
<b>Gobbled</b>	to eat something very fast
<b>Gyrate</b>	to move around in circles ; to make something especially a part of your body, move around
<b>Flustered</b>	nervous and/or confused , especially because you have a lot to do or are in a hurry

### Rhyming Words

<b>Rhyming words</b>	
House	Mouse
Ink	Blink

Nose	Toes
Sound	Around
Wagon	Dragon
Mustard	Custard
Rage	Cage
Right	Bright

### Inferential Questions

1. Why the Custard in the poem keeps on crying for a nice safe cage till the end of the poem?
2. 'Courage isn't having the strength to go on. It is going on when you don't have strength.' Comment on the given statement.
3. 'Tragedy should be utilized as a source of strength' Comment on the given statement in the light on the poem.
4. 'Truth is never afraid of mockery. When the wind blows, dust comes, but the solid rock remains unmoved'. Explain it in the light of the poem.

### The Middle

When I remember bygone days  
I think how evening follows morn;  
So many I loved were not yet dead,  
So many I love were not yet born.

*Ogden Nash*

## 10.

## For Anne Gregory

- William Butler Yeats

### Learning Outcomes

*The learners are able to-*

- differentiate between physical beauty and inner beauty and appreciate the inner beauty.
- know that people are not objects to be valued for their qualities or riches rather than themselves.

### Central Idea

This poem is a conversation between a young man and a young woman. The young woman doesn't want to be loved by young men for her physical attributes like great honey coloured ramparts at her ear. She wants to be loved by men for what actually she is i.e. for her inner beauty. The concluding lines of the poem by the young man is an unfortunate truth that people in this world love someone for illusory physical attributes and it is only God who loves the creatures for what they are, not for what they look like. The poem gives a message that what someone actually is much more important than how that being looks like. We must know that physical appearances are often deceptive.

### Difficult Words/Expressions

#### **Word**

#### **Meaning**

**Despair**

the feeling of having lost all hope

**Ramparts**

a high wide wall of stone or earth with a path on top, built around a castle, town, etc. to defend it

### Rhyming Words

Rhyming words	
Despair	Ear
Hair	There

### Inferential Questions

1. "Appearances are often deceptive." Write a note on the given statement.
2. "True beauty lies in the eyes of beholder." Elaborate the statement in your own words.
3. "True beauty is not a superficial form  
True beauty is in the actions you perform!"  
Explain the given lines in the light of the poem.

# **Section – C (Supplementary)**

## **Lesson Plan**

### **Footprints without Feet**

**Supplementary Reader in English for Class X**

**General Objectives***The learners are able to-*

- develop interest in reading
- develop their inferential understanding
- develop the habit of extensive reading

**Theme**

A Triumph of Surgery by James Herriot is an interesting story which delivers a message that too much pampering or care of someone ultimately spoils that being. One should promote one's loved ones a life full of struggle and hard work. In the story Mrs. Pumphrey loves her pet dog Tricki blindly and overfeeds him. Tricki falls ill and gets hospitalized. Then the story unfolds how Tricki recovers his health and gets well. Darwin's book Origin of Species clarifies the notion of survival of the fittest. One should be fit in order to live a healthy life. The chapter makes us remember the famous sayings 'too much rest is rust' and 'excess of anything is bad'. Mrs. Pumphrey loves Tricki too much and her obsessive behavior (love) takes his pet dog to the hospital. One should shower only due love to one's dear ones.

**Summary**

Mrs. Pumphrey is a rich and emotional lady who loves his pet dog Tricki too much. She overfeeds him and as a result of it the dog has become obese and lethargic. She is very worried how to deal with the situation. Dr. Herriot, a veterinary surgeon saw the obese dog and was shocked. He advised Mrs. Pumphrey to stop giving him diet. But Mrs. Pumphrey's love for the dog stopped her from doing that. Soon Tricki falls sick and Mr. Herriot was called. Mr. Herriot told Mrs. Pumphrey that Tricki must undergo a treatment in the hospital.

Dr. Herriot knew very well that in order to compete with other dogs Tricki must be left hungry. For the first two days the dog neither moved nor ate anything. The idea worked and quite soon Tricki started becoming active. On the third day he wanted to go outside and started playing with other dogs. On getting the health news of Tricki, Mrs. Pumphrey started sending eggs and wine bottles. Mr. Herriot and his partners ate those eggs in breakfast and consumed those wine bottles as well. All the luxuries were withdrawn and Tricki was living a natural life style. After few days Dr. called Mrs. Pumphrey as she was very worried and willing to take Tricki back home. Tricki was very happy and jumped into the car of his mistress. Mrs. Pumphrey was overwhelmed and said that she won't be able to thank him ever for what Dr. Herriot did. Mrs. Pumphrey thought it to be a Triumph of Surgery but actually no surgery was needed and all that Tricki needed was a natural life style.

**Comprehension Questions**

1. Why was Mr. Herriot confident that Tricki will be in the hospital soon?
2. Write a note on the statement 'excess of anything turns into poison'.
3. Justify the title of the lesson 'A Triumph of Surgery'.
4. What do you understand by the saying 'The more you sweat in peace, the less you bleed in war'.

## 2.

# The Thief's Story

- Ruskin Bond

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### Theme

Human values and relationships are the pivotal points of the story. Love and kindness has the capacity to change insane and destructive minds into sane and constructive. The famous saying of “Amor Vincit Omnia”, Love Conquers All is the main theme of the story. The extreme trust and love of Anil changed the heart of Hari Singh and his thought of betraying his trust. It is difficult even for a thief to burgle a careless and honest man.

### Summary

The whole story is written in first person and it begins with the description of a fifteen year old thief who befriended a very honest and careless man named Anil. Anil was a twenty-five year old writer who made money by fits and starts. Anil kept him as a cook and eventually came to know that he is a terrible cook. Anil took too much care of the boy and taught him cooking and writing his name and said that he would teach him to write whole sentences and to add numbers. Both of them lived happily for a month.

One day Anil had brought a bundle of notes and Hari saw him tuck the money under the mattress. Anil was the most trusting person Hari had ever met. It is pretty difficult to rob an innocent man but Hari decided not to be out of practice for long. Hari decided to rob Anil. Hari perfectly did his job and left for the railway station to board a train to Lucknow. When he reached the station the train to Lucknow was moving out but an unknown hesitation stopped him. He knew Anil would be sad not for the loss of money, but for the loss of trust. It was raining and his shirt and pyjamas stuck to his skin and a cold wind blew the rain across his face.

Hari Singh had a change of heart and he came back and put the money again under the mattress. Anil offered Hari Singh a fifty rupee note. The note was still wet and Hari knew that Anil was already aware of everything. Anil was neither sad nor angry as he said to Hari, “Today We’ll start writing sentences.”

### Comprehension Questions

1. “It is easy to rob a greedy man, because he can afford to be robbed; but it is difficult to rob a careless man ...” Comment on the given statement.
2. “...But I knew that Anil’s face, when he discovered the theft , would show only a touch of sadness. Not for the loss of money, but for the loss of trust”. Write what you infer from the given sentence.
3. What would have been your response had you been at the place of Anil?
4. Find and write paradoxes in the story.

### 3.

## The Midnight Visitor

- Robert Arthur

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### Theme

Wisdom is more powerful than other weapons. Intelligence, 'Presence of mind' or the ability to think quickly, and act calmly and wisely, in a situation of danger and surprise is the key to get out of it.

### Summary

The Midnight Visitor is a very thrilling account of a secret agent 'Ausable' who was gifted with a rare presence of mind. His fertile brain could invent and cook up stories and situations that would confuse and unnerve his rivals. In the story Ausable was with his writer friend Fowler. Fowler was not at all convinced by the behavior of Ausable, both Ausables' appearance and behavior didn't match with the often foretold notions of a secret agent. Ausable told him that very soon he would be looking at a very important report which would change the country's future. They both went to a room where a man named Max was standing in the room. Max was holding a gun. He asked them to be comfortable until the reports related to missiles arrived.

This was an adventurous event for Fowler. Ausable started with a story about a hypothetical balcony below the window of the room they were talking in. Meanwhile there was a continuous banging on the door of the room. Ausable told Max that police were there at the door to check him. Max was convinced that there was a balcony outside which actually didn't exist. He told them to send away the police while he will wait outside at the balcony otherwise he would shoot them. Max jumps out of the window and they heard a loud scream. The door opens and a waiter comes in with the wine ordered by Ausable. He put the bottle, tray and glass and left the room. Fowler was surprised at it and asked Ausable about the police and Ausable answered there is no police. Anxious Fowler asked about Max who is waiting outside at the balcony and Ausable replied that there is no balcony. The whole episode shows the wit of Ausable as a secret agent. It also shows that heroes and agents in real life are different from the heroes and agents of stories and movies.

### Comprehension Questions

1. What made the story of the balcony so convincing?
2. How and why did Max come inside Ausable's room?
3. "In trouble to be troubled, is to have your trouble doubled" Comment on the given statement.

**Theme**

The theme of the lesson is that no one should trust anyone without a trial of one's trustworthiness. All in this world is not reliable and one shouldn't judge a book by its cover. The famous concept of 'honour among thieves' is questioned and it is made clear that 'trust' is a luxury that all cannot afford.

**Summary**

It is a story of a 50 year old unmarried locksmith named Horace Danby. Everyone thinks him to be a good citizen but he is a dishonest man as he commits a robbery every year. He is fond of rare and expensive books and he robs in such a way that it fulfills his needs for a year. He used to purchase rare and expensive books at any cost through an agent.

This time he observed the house at Shotover Grange for two weeks. The family was in London and two caretakers of the house had gone to movies. The Grange safe had jewels of worth fifteen thousand pounds and three very interesting books were coming up for sale in the autumn. He had his preparations full and managed the dog there by calling it 'Sherry'. Great bowl of flowers made his nose tickle and he sneezed. He cut the wire of poorly built burglar alarm. A magazine had given even the slightest detail of the house and the room as well which Danby thought to be a foolish thing. Danby covered his face with a handkerchief to avoid the hindrance made by flowers fragrance.

He encountered a woman who told him that she heard his sneezes from the top of the house. Horace tried to frighten her and suggested her to let him go. He tried to persuade her by saying that he is a good man who steals for a good reason. He dreads at the thought of prison. She pretended to be the owner's wife and told him that she had to take out the jewels from the safe but unfortunately she had forgotten the numbers to open the safe and if he helped her, she would let him go. He said he would have to break the safe and she assured him not to worry. Danby did what she said and went happily away. On third day noon after the robbery police arrested him for the robbery. His fingerprints were all there as he opened the safe without gloves. He told that he did all this for the wife of the owner of the house. A lady aged sixty, wife of the owner of the house claimed the story to be nonsense. Horace now the assistant librarian in the prison often thinks of the charming, clever young lady who was also a burglar. He was very unhappy and gets unhappy when someone talks of 'honour among thieves'.

**Comprehension Questions**

1. Horace Danby in the story is a convict or a victim? Give a reasoned answer.
2. What do you understand by the phrase 'honour among thieves'.
3. Do you agree with the statement that Danby like all of us has a grey shade in him? Give reasons for your answer.
4. What do you think- 'Means justify the ends' or 'Ends justify the means'. Elaborate your answer.

## 5.

# Footprints without Feet

- H.G.Wells

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### Theme

The theme of the lesson is one shouldn't misuse one's powers. The lesson supports the famous saying 'Power comes with duty'. The more strengthened and powerful you are the more responsible you should be. The eccentric scientist Griffin in the lesson is an Outlaw. He misuses his power of becoming invisible and degenerates himself into a lawless person.

### Summary

The story 'Footprints without Feet' is about a brilliant scientist, Griffin. He was trying hard to develop a formula of becoming invisible and finally did it. He can become invisible but could be felt and touched. He swallowed the drug and became invisible. He accidentally trodden on mud and footprints of his feet were seen by two boys till it faded. There was a biting chill on roads, he escaped into a shopping store put on some clothes and ate something. Afterwards he slept on a heap of quilts in a store. Next morning the store associates came, saw and started following him. He took off all his clothes and again became invisible. To avoid biting chill of London he took some clothes from a theatre company and got dull glasses, a bogus nose, hat and some bandages to cover face. He stole all the money of a shopkeeper and went to Iping village.

He took two rooms in an inn which was unusual for villagers that a man with such an unusual appearance is staying at a hotel throughout winter. Once the money exhausted, he started stealing. He hit the owner and his wife when they attempted to check his room in his absence. They could not understand from where the unseen blows were coming and thought the house to be captivated by spirits. They thought it to be the work of the tenant and requested the town constable to investigate the matter. This made him angry and he decided to unveil his identity as a headless man. All of them tried their best but couldn't catch Griffin, the invisible scientist.

### Comprehension Question

1. Write a note on the relationship of 'Power' and 'Responsibility'.
2. Write a character sketch of Griffin.
3. What would you like to do if you get the formula of becoming invisible.

## 6.

# The Making of a Scientist

- Robert W. Peterson

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### Theme

The present story is about Richard H. Ebright and his consistency and curiosity. He never participated for sake of winning . One of the ingredients in making of a scientist starts with a first rate mind and curiosity. The travel of Monarch X, opened the world of Science for him and he never lost his scientific curiosity.

### Summary

Richard H. Ebright excited the scientific world with a new theory on how cell works. It started with butterflies. He started collecting butterflies since he was in Kindergarten. He was curious and had a bright mind. His mother encouraged his interest in learning. She took on trips, brought him telescopes, microscopes, cameras, mounting materials and other equipment and helped him in many other ways. Richard's father died when he was in third grade. She would keep him engaged the whole day long as he wanted to learn. By the time he was in second grade he had collected twenty five species of butterflies found near his home town. He would have ended collecting butterflies but then his mother got him a children book 'The Travels of Monarch X' which told him how butterflies migrate to central America and made him eager to know more. At the end of the book readers were invited to help study butterfly migration and they were also asked to tag butterflies for research by Dr. Fredik A. Urquhart of the University of Toronto, Canada. The next step for Ebright was to raise a flock of butterflies. Then he started catching a female Monarch, took its eggs and raised them in his basement through their lifecycle from egg to caterpillar, pupa and to adult butterfly. He would then tag the butterflies' wings and let them go. After sometime he felt that there was no motivation and it was a tedious job also. Only two of his butterflies were recaptured and they were not more than 75 miles from where he live. Elbert now wrote to Dr. Urquhart for ideas. He also got a few suggestions for experiments which kept him busy and led to many prizes. Further he experimented to find the cause of a viral disease that kills nearly all Monarch caterpillars every few years and later his project was on testing the theory that viceroy butterflies copy Monarchs.

In his second year in highschool Richard Elbart began the research that his discovery of unknown insect hormone and tried to tell the purpose of twelve tiny gold spots on a Monarch pupa for this they had to build a device that showed that the spots produce a hormone necessary for butterflies' full development. He won many prizes and chances to learn in different laboratories.

It was by using the laboratories' sophisticated instruments he was able to identify the hormones, chemical structures and about a year and half later he got the idea for his new theory of cell life. It was assumed that it would later on help in preventing some types of cancer and other diseases.

### Inferential Questions

1. Who were the important people in Ebright's life?
2. Why did Richard Ebright tag a flock of butterflies?
3. How did Richard Ebright become a scientist?

## 7.

# The Necklace

- Guy de Maupassant

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### Theme

The story 'The Necklace' is based on the beautiful message, 'Honesty is the best policy'. The story is a satire that highlights moral values. It teaches that one should be content with whatever he has and should accept the way they are. Self-acceptance is very essential. The materialistic things should not be given importance in life.

### Summary

Mme Loisel was a pretty young lady, born in a family of clerks and married a petty clerk. She wanted to have all the luxuries and delicacies but suffered from the poverty of her apartment which angered her. Though her husband loved the simple potpie but she would think of elegant dinner, the food served in marvelous dishes she had neither frocks nor jewels. She had a rich friend, a schoolmate whom she did not like to visit as she would not feel good after that and wept for the whole day from despair and disappointment. One evening her husband returned home with an invitation from the office for a party. She got irritated and began to weep as she had nothing good to wear and denied to go there. She asked him to give the card to any of his colleagues whose wife is better fitted for it. He was grieved but asked her that how much would a suitable costume cost her, she answered in hesitation that four hundred francs would be enough. He was speechless as he had just saved the sum to buy a gun to join some hunting parties the next summer.

As the day of the ball approached Mme Loisel seemed sad, disturbed and anxious. Her dress was nearly ready but she had no jewel to wear. They suddenly got an idea of borrowing the jewels from Mme Foister, her friend. The next day she went to her friend and decided to borrow a diamond necklace.

The day of the ball arrived and Mme Loisel was the prettiest of all. Everyone noticed her. She returned home towards four o'clock in the morning. When she reached home she found that her necklace was not around her neck. They both started searching for the necklace but could not find it anywhere. After a weak Loisel got hopeless and decided to replace the jewel with exactly the same piece.

Loisel possessed eighteen thousand francs and borrowed the rest, made ruinous promises took money from lenders and then went to buy the new necklace for thirty six thousand francs. Mme Loisel took the jewel back to Mme Forestier but she was nervous at the same time that if the latter came to know about the truth what would happen. Fortunately, she could not find out.

As they both had to pay the frightful debt they had to live a horrible life. She washed the dishes, took the garbage to the street, brought up the water, went to the grocer, butcher, fruit seller on her own shopping and haggled for the last penny. She would often think of if she had not lost the necklace. One Sunday during her walk she suddenly saw a woman with her child and found her to be Mme Forestier, still young and pretty and now when she had paid the debt she could tell her everything. Her friend could not recognize her due to her appearance but she took no longer to recognize her and was surprised to see her condition. Mme Loisel asked her friend to recall the diamond necklace that she had borrowed from her and everything that followed. Mme Forestier was shocked to hear all this and that Mme Loisel had bought the diamond necklace to replace the old one.

She was very sorry to inform Mme Loisel that her necklace was a false one not worth over five hundred francs.

## **Assessment**

### **A. Multiple Choice Questions**

1. Why did Matilda Loisel not want to go to the party?
2. Why did Mme Loisel leave the ball in a hurry?
3. Why was Matilda unhappy in her married life?

## **Some quotes by *Guy de Maupassant***

“Solitude is indeed dangerous for a working intelligence. We need to have around us people who think and speak. When we are alone for a long time we people the void with phantoms”

— *Guy de Maupassant, Le Horla et autres contes fantastiques*

“A human being - what is a human being? Everything and nothing. Through the power of thought it can mirror everything it experiences. Through memory and knowledge it becomes a microcosm, carrying the world within itself. A mirror of things, a mirror of facts. Each human being becomes a little universe within the universe!”

— *Guy de Maupassant*

## 8.

## Bholi

- K.A. Abbas

### Theme

The setting of the story takes place in the era when girls were not sent to schools and child marriages was prevalent. The story Bholi throws light on the miserable condition of a girl who neither has good looks nor intelligence. Due to some situation she was sent to school and this brought a great change in her personality. She became confident and stopped stammering. Later when she grew up her father wanted to marry her to an aged man already having grown up children. Bholi did not oppose this and agreed to marry him for her father but later on the day of a wedding when Bishamber on seeing her pock marks demanded a huge sum of money from her father, she denied to marry him and decided to serve her parents in old age. This story is also a big thrash on the orthodox society where things like dowry and child marriages prevail.

### Summary

There was a girl Sulekha the fourth daughter of Numberdar Ramlal. As she had fallen off from the cot when she was 10 months old, some part of a brain was damaged due to which she was called Bholi by everyone. Due to an attack of Chickenpox she looked miserable. She could not speak until she was 5 and stammered when she was able to. Ramlal had seven children three sons and four daughters. The sons went to schools and colleges and daughters got married one by one. Bholi was the only one who had neither good looks nor intelligence.

A primary school for girls was opened in the village and the Tahsildar Saheb asked Ramlal that being a revenue official he should send his daughter to school. His wife suggested him to send Bholi to school as there was little chance of her getting married. The next day Ramlal caught Bholi by hand and took her to school. She got frightened. She received clean dress and bathed and oil was rubbed and matted hair then she began to believe that she was being taken to a better place.

Ramlal took her to school where Bholi was glad to find many other girls like her. She was fascinated to see the colourful walls of the school. When the lady teacher asked her name she started stammering but gradually she spoke her name out.

Years passed by and Bholi grew up. The village had also developed a lot. Ramlal was now discussing with his wife if he should accept Bishamber's proposal for marriage to Bholi. Bishamber had a big shop, a house of his own and several thousands in bank too. He was the same as of Ramlal's age and had grown up children from his first wife. Bholi was listening to all this.

Finally the day of marriage came Bholi, in a red silken bridal dress was led to the sacred fire. When Bishamber lifted the garland of yellow marigolds a woman slipped the silken veil from the bride's face and he took a quick glance. He asked his friends if they had seen her. They replied that she had pock marks on her face. Now Bishamber said that if he was to marry her, her father must give him five thousand rupees. Ramlal placed his turban at Bishamber's feet and asked him to take two thousand rupees. Bishamber was adamant and did not agree for less. Ramlal placed the bundle of rupees at the bridegroom's feet. Bishamber's greedy face had a triumphant smile at this. But this time when Bishamber raised the garland to place it around the bride's neck, Bholi's hand struck out like a streak of lightning and the garland flung into the fire. She asked her father to take his money back and she was not going to marry Bishamber and said that she would serve her parents in old age. Bholi's teacher who had been watching all this felt contented to see Bholi as her masterpiece.

### Inferential Questions-

1. What did Bholi think when she was taken to school?
2. What transformation did education bring in Bholi?
3. How does Bholi become a masterpiece?

## 9.

# The Book That Saved the Earth

- Claire Boiko

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### Theme

The play is set four centuries ahead in the future and depicts how the earth would be like. The aliens were in contact with the people on earth. The way the Martians had interpreted the book on nursery rhymes shows that they had no inferential understanding of their own and took the literal interpretation of the book. The play is merely set for amusement and fun.

### Summary

This play is set four centuries in the future, in twenty fifth century in the museum of Ancient history: department of the twentieth century on the planet earth. The historian who was sitting at the table greets good afternoon. The historian says books played a very important role in that century but the strangest thing that a book ever did was that it saved the earth. He talks about the Martian invasion of 2040 which never really happened because a single book had stopped it and the book was no other than a nursery rhyme book. Think-tank, Commander in Chief from Mars Space Control, an egg shaped head and wearing a long decorated robe. Apprentice Noodle asks for orders from Think-Tank and considers him to be the most powerful and intelligent creature in the world. Think-Tank wanted to put earth under his rulership and they are about to attack earth.

They enter the earth. There they meet three more characters form crew of Probe one Captain Omega, Lieutenant Iota, Sergeant Oop. They finally land in a library but as they had never seen books. They are confused and they consider the books to be a sandwich. Omega tastes the book and does not find it delicious. Then they think that those were communication sandwiches and the people on earth watch them to get information.

They open the book and think of the transcriptions (words) to be some codes. Omega reads the first poem Mistress Mary and is very shocked to understand what the stanza says. As the three of them took the literal meaning of different poems they got scared of the people living on earth. As the poems were mere imagination and fantasy for children on earth but taking its literal meaning they thought those things to actually happen on earth. Finally when they read the poem Humpty Dumpty who looks exactly like Think-Tank. They all got scared and thought that the people on earth are to capture Mars Central control. They all decide to fly away hundred millions away from Mars and that was how the old books of nursery rhymes saved the world from Martial invasion and now in twenty fifth century the earth and Mars have become good friends and Think-Tank was replaced by a cleverer Martian.

### Inferential Question

1. What do you think about the intellectual development of Martians?
2. What would have happened if the Martians had not interpreted the book in such a manner?

# Section –D

## Grammar and Composition

### Contents

#### Grammar

<b>1. Articles</b>	<b>71-72</b>
<b>2. Parts of Speech</b>	<b>73-79</b>
(i) The Noun	
(ii) The Pronoun	
(iii) The Adjective	
(iv) Adjectives / Determiners and Other Words	
(v) The Verb and Tense	
(vi) The Adverb	
(vii) The Preposition	
(viii) The Conjunction	
(ix) The Interjection	
<b>3. The Sentence</b>	<b>80-81</b>
<b>4. Tenses, Forms and Usage</b>	<b>82-83</b>
<b>5. Active and Passive Voice</b>	<b>84-85</b>
<b>6. Direct and Indirect (Narration)</b>	<b>86-88</b>
<b>7. Punctuation Marks</b>	<b>89</b>

#### Composition

<b>8. Composition Writing</b>	<b>91-100</b>
(Paragraph Writing, Letter Writing, Story Writing, Essay Writing, Article Writing, Report Writing, Translation, Unseen Passage)	

# 1.

## Articles

### Points to be noticed-

1. The teacher must deal with grammar topics occurring in the text while teaching the textbook so that the different topics of grammar can be revised repeatedly and the learners can have better understanding about their usages.
2. The teacher will teach the different grammar topics by giving examples and situations inductively and thus teach the functional ways of grammar points. So that the learners can learn them easy and realise their functionality.

### Learning Outcomes-

#### The learners will be able to-

- Understand the use of definite and indefinite article in different situation and use them appropriately.

### Presentation-

The teacher will explain articles by giving examples-

Seeta sings *a* song. I eat *an* apple every day. *The* sun is shining.

Here the underlined words are articles that are used before nouns- Seeta, apple and Sun. Articles are a kind of determiners that speaks of someone or something. For example- a song that is any song.

There are two kinds of articles- **1- Definite article, 2- Indefinite article**

‘a’ and ‘an’ are indefinite articles that are used before singular countable nouns ex- a pen, an egg and ‘the’ is definite article that is used before singular and plural countable nouns and uncountable nouns ex- the book, the books, the milk.

### Use of ‘a’ and ‘an’ –

Article ‘a’ and ‘an’ are used according to the sound of the first letter of a word.

Article ‘a’ is used before a word beginning with a consonant sound ( whether the word starts with a vowel letter) ex- a man, a university.

Article ‘an’ is used before a word beginning with a vowel sound (whether the word starts with a consonant letter) ex- an elephant, an hour.

### Examples-

Rama is a teacher. I have a one rupee coin. Shreya is a smart girl.

My father is an S D M. I am waiting for an hour. He is an honest boy.

### Use of article ‘the’-

‘the’ is a definite article as it points out a particular person or thing or one already referred to.

**Ex-** I met the doctor. (Here ‘the’ is used to refer some particular doctor.)

**The teacher will explain some situations in which ‘the’ is used.**

**Article ‘the’ is used before the proper nouns of things that are unique of their kind.**

**Before the names of-**

- Oceans, seas- the Indian ocean, the Arab sea
- Rivers, lakes- the Ganga river, the Chilka lake, the Yamuna river
- Mountains, ranges- the Himalaya, the Shivalik range
- Deserts- the Thar desert, the Gobi deserts
- Buildings- the Taj Mahal, the Red Fort, The Anand Bhavan
- Books- the Ramayana, the Mahabharata, the Ramcharit Manas
- Ordinal numbers- the first woman, the ninth chapter
- Directions- the east, the west, the north, the south
- Celestial bodies- the Sun, the Moon, the Earth

**‘The’ before superlative degree-**

- Reema is *the* best student in this class.
- He is *the* most intelligent boy in the class.

**‘The’ before common nouns- ( when a person or thing represents the whole class)**

- The cow is a useful animal.      The cat loves comfort.

**Note-** *The teacher will take examples from the text book and give more exercises to the students for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach articles.*

## 2. Parts of Speech

### Learning outcomes-

*The learners will be able to-*

- To understand the kinds of Parts of Speech and their function.
- Use them in sentences according to their functions.

### Presentation-

The teacher will explain the kinds of Parts of Speech by giving definitions and their examples.

Division of words into classes and kinds according to their functions is called parts of speech. It describes the role of a word in a sentence. The Parts of Speech are eight in number.

- |           |                |                |                 |
|-----------|----------------|----------------|-----------------|
| 1- Noun   | 2- Pronoun     | 3- Adjective   | 4- Verb         |
| 5- Adverb | 6- Preposition | 7- Conjunction | 8- Interjection |

## 1. Noun

**Noun** is a word used as name of a person, place, thing, animal or emotion. We can also say that all the naming words are nouns. Ex- Ramesh (person), Kanpur (place), table (thing), horse (animal), happiness (emotion).

### There are five kinds of noun-

- 1- **Proper Noun** is the name of particular person or place. Ex- Rahul, Agra.
- 2- **Common Noun** speaks of some class or kind. Ex- student, man, village.
- 3- **Collective Noun** is a name of a collection of persons or things taken together. Ex- class, team, family, committee, army, crowd etc.
- 4- **Material Noun** is the name of a material or substance out of which things are made. Ex- gold, silver, wood.
- 5- **Abstract Noun** is the name of a quality, action or state. Abstract means something which cannot be seen or touched but can only be felt. Ex- kindness (quality), judgement (action), childhood (state)

## The Noun: Gender

*There are four kinds of Gender-*

- 1- **Masculine Gender** is a noun that denotes male. Ex- man, king, brother.
- 2- **Feminine Gender** is a noun that denotes a female. Ex- mother, women.
- 3- **Common Gender** is noun that denotes male and female both. Ex- parents, students, teacher
- 4- **Neuter Gender** is a noun that denotes the things (non-living things) that are neither male nor female. Ex- chair, tree, pen

## Examples of Masculine Gender and Feminine Gender

horse – mare

poet – poetess

peacock – peahen

drake – duck

nephew – niece

grandfather – grandmother

## The Noun: Number

*Nouns are divided into two numbers-*

singular number and plural number.

The noun that denotes one person or thing is said to be in Singular Number. Ex- boy, girl, cow, tree etc.

The noun that denotes more than one person or thing is said to be in Plural Number. Ex- boys, cows, trees etc.

### Ways to change Singular number into Plural-

- **By adding 's' to the singular**

Boy- boys

book – books

girl – girls

cow – cows

- **By adding 'es' to the singular noun ending in –s, -sh, -ch, -x**

class – classes

dish – dishes

match – matches

tax – taxes

- **By adding 'ies' to the singular noun ending in '-y'**

Baby – babies

city – cities

lady – ladies

- **By adding 'ves' to the singular noun ending in '-f or -ef'**

Wife- wives

wolf - wolves

thief – thieves

But some words ending in –f or –ef , are changed into plural by adding 's'. ex- chief – chiefs proof – proofs.

### Some other examples of singular nouns and their plurals-

Man – men

woman – women

ox – oxen

mouse - mice

## Countable Nouns & Uncountable noun

*The nouns that can be counted are called Countable nouns. Ex- book, chair, knife and the nouns that cannot be counted are called Uncountable nouns. Ex- milk, petrol, water*

### Point to remember-

- **Much for Countable noun-** To much sugar is bad for health.
- **Many for Uncountable noun-** I have many interesting books.
- **Few, a few and the few for Countable nouns-** I stayed in Kanpur for a few days.
- **little, a little and the little for Uncountable nouns-** there is a little water in the bottle.

## 2. The Pronoun

*A word used in place of a noun is called a pronoun.*

**Ex-** Miss Mansi is a nurse. She takes care of patients. ( ‘she’ is used in place of the noun- Miss Mansi)

### Kinds of Pronouns

- **Personal Pronoun-** *I, we, you, he, she, it, they* are the Personal pronouns. They stand for the first person (i,we), second person ( you) and third person (he, she,it, they).
- *The First person ( I,we) refers to the self.*
- *The Second person (you) is being addressed or spoken to.*
- *The Third person (he, she, it, they ) is being talked about.*

### Forms of the Personal Pronouns

Person	Nominative/ Subjective	Accusative/ Objective	Possessive	Reflexive
First person	<i>I</i> <i>We</i>	<i>me</i> <i>us</i>	<i>my, mine</i> <i>our, ours</i>	<i>myself</i> <i>ourselves</i>
Second person	<i>You</i>	<i>You</i>	<i>your, yours</i>	<i>yourself</i>
Third person	<i>He</i> <i>She</i> <i>It</i> <i>They</i>	<i>him</i> <i>her</i> <i>It</i> <i>Its</i>	<i>his</i> <i>her. Hers</i> <i>Its</i> <i>their, theirs</i>	<i>himself</i> <i>herself</i> <i>Itself</i> <i>themselves</i>

- **Demonstrative Pronouns-** *this, that, these, those* are the demonstrative pronouns that are used to point out the objects to which they refer.
- **Indefinite Pronouns-** *one, none, all, some, somebody, many, everybody, nobody* are the Indefinite Pronouns used to refer a person or thing in a general way.
- **Descriptive Pronouns-** *the words that are used to refer a person or thing one at a time. Ex- each, either, neither*
- **Relative Pronouns-** *who (whom, whose), which, that, are the relative pronouns used to join two statements. They relate to a noun mentioned previously.*

## 3 . The Adjective

*Adjective is a word that describes a noun (person, thing).*

**Ex-** Rani is a brave girl.                      I have a big house.

**Adjective of Quality-** ( *Descriptive Adjective*) speaks of quality of a noun.

Ex- Kolkata is a large city.                      He is an honest man.

**Adjective of Quantity-** gives more information about quantity, number and order of a noun. Ex- He gave me five rupees.      I bought a dozen bananas.

**Descriptive Adjective-** refers a number of a group as individuals. Ex- each, every, either, neither.

Every man must do his duty.

Each girl will get a chocolate.

**Proper Adjective-** is a word that is formed from the proper noun.

**Ex-** The Mahabharata is a famous Indian epic.

**Possessive Adjective-** shows possession or belonging of the noun in a sentence. Ex- my, our, your, his, her, its, their

My father is a doctor.

That is *your* house.

**Demonstrative Adjective-** the words that point out a particular noun are called Demonstrative adjectives.- this, that, these, those

**Ex-** These flowers are beautiful.

This garden is full of greenery.

## 4. The Verb

Riya kicks a football.

The thief is beaten.

The cup is broken.

The dog barks.

The underlined words ‘kicks’, ‘beaten’, ‘broken’, and ‘barks’ are the verbs that tell about the action or state of being of a person, thing and animal.

Verb is essential to make a sentence. Verb tells about-

*What a person or thing does, what is done to a person or thing and what a person or thing is.* Verbs can be divided in to three categories-

- 1- Principal (main) and auxiliaries (helping) verbs
- 2- Transitive and Intransitive verbs
- 3- Finite and non-finite verbs

### Principal (main) and Auxiliaries (helping) verbs-

He writes a letter. She is laughing. The clock strikes.

Here the underlined words are the main verbs that tell about the person or thing. ***The Main verb gives the basic meaning of the action.***

Seema was playing with a doll. Raghav has visited the TajMahal.

The underlined words are the helping verbs or auxiliaries that show when the action occurs.

### Transitive and Intransitive Verbs-

**Transitive Verbs-** the action passes over from the subject to an object. They answer what and whom questions.

**Ex-** She writes a letter. (What does she write?)

My father scolds me. (whom does he scold?)

**Intransitive verbs-** *the action does not pass over from the subject to an object.*

**Ex-** It rains.                      The baby sleeps.                      We are clapping.

### **Finite and Non – Finite Verbs-**

**Finite verbs-**        She sings a song.        They sing a song.        She sang a song.

Here the underlined verbs are The Finite verbs. They change according to person, number and tense.

**Non – Finite Verbs-** do not change according to person, number and tense.

**Ex-**    She wants *to watch* a movie.        They want *to watch* a movie.  
          I wanted *to watch* a movie.

*Infinitive, Gerund and Participle are kinds of Non- Finite verbs.*

**Note-** *the teacher will introduce different forms of verbs i.e. base verb (first form), past form (second form) and past participle form (third form).*

## **5. The adverb**

Veer Abdul Hamid fought *bravely*.                      She speaks English *fluently*.

**The words-** *bravely* and *fluently* are modifying verbs- fight and speak. These words are adverbs that generally modify a verb, besides this an adverb also modifies an adjective and another adverb.

**Ex-**    I do any work very carefully.                      She is extremely beautiful.

**Here, the adverbs-** *very* and *extremely* are modifying an adverb (carefully) and an adjective (beautiful) respectively.

### **Adverbs are mainly five in number-**

- 1- Adverb of manner-** tells how an action takes place.( fast, well, carefully )

**Ex-**    The child sleeps soundly.                      Kavita reads confidently.

- 2- Adverb of time-** tells when an action takes place. ( early, today, never, yet, since, before, after, later)

**Ex-**    I *always follow* the rules of the road.

- 3- Adverb of place-** tells where an action takes place. (here, around, inside, backward, everywhere)

**Ex-**    She is playing *outside*.                      My grandmother's house is *nearby*.

- 4- Adverb of frequency-** tells how many times an action takes place.  
( usually, always, often, once)

**Ex-** I have visited the Red Ford *twice*. Sudha *often* makes mistakes.

- 5- Adverb of Degree-** tells to what extent or degree an action takes place.  
(almost, hardly, fully, thoroughly)

**Ex-** We thoroughly enjoyed the picnic.

## 6. The Preposition

*A preposition is a word that is used before a noun or pronoun. It shows relation between persons or things and indicates their positions.*

### Important prepositions and their uses-

#### **In, at, into, on, upon**

Devendra lives **in** Prayagraj. (for a large place)

I wake up **at** 6 O' clock. ( for certain time)

Ram's friend knocks **at** the door. (for certain time)

There is a playground **in** my school. ( in the sense of inside)

The goat fell **into** the well. (for movement)

The books are laying **on** the table. (for position)

The train will reach Delhi **on** Friday. ( for day)

The lion jumped **upon** the table. (for movement)

#### **To, from, with, of, by-**

Bangladesh is **to** the east of India. ( for direction)

She works hard **to** get good marks. ( for purpose)

He was suffering **from** fever. (for reason)

My friend is coming **from** Agra. ( for the place being left)

I cut fruits **with** a knife. (for tools)

He died **of** Malaria. ( for reason)

I go to my school by bus. ( for means)

I was scolded **by** my father. ( in passive voice)

#### **Over, under, above-**

A bird is flying **over** a tree. (for movement)

The flood water rose **above** the danger point.

A farmer is sitting **under** a tree.

#### **Before, after, between, among-**

I take a bath **before** going to bed.

The police ran after the thief.

I sit between Sita and Sarita. ( for two persons)

The teacher distributed apples among all the children. (for more than two)

## 7. Conjunction

*Conjunctions are the words that join sentences or words together and make them more compact.*

### **Some important conjunctions-**

***Conjunctions join sentences having same features-***

*( and, as well as, not only but also, both, both.... And )*

Ex- Rahul cooked the food and Tina cleaned the home.

Ratan not only gave food to an old man but also he gave him money.

***Conjunctions express contrast between two statements-***

*( yet, but, still, while)*

Ex- I was annoyed still I kept quiet.

He worked hard but he failed.

***Conjunctions express choice between two statements-***

*( either...or, neither....nor, otherwise, or, )*

Ex- She must weep or she will die. Make haste otherwise we will miss the train.

Neither I nor my brother has stolen your pen.

***Conjunctions express an inference-***

*( for, so, therefore, hence)*

I am ill so I will not go to school today. I got up late therefore I missed my train.

***Some other conjunctions-***

As soon as- I came as soon as I heard the news.

Although- We did not know each other although we met every day.

So ...that- I am so tired that I can not walk.

So that- I worked hard so that I may pass with good marks.

Before- The patient had died before the doctor came.

After- I reached the station after the train had departed.

## 8. Interjection

*Interjection words express a sudden feeling or emotion. They are followed by an exclamation mark (!) Ex- Bravo, Alas, Hurrah, Wow, Great!, etc.*

Interjection words are used to express different feelings and emotions.

**To express sorrow or grief- Alas!, Oh!, Aah!**

Ex Alas! I have lost everything. Oh! I have burnt my fingers.

**To express joy or zeal - Hurrah!, Great!, Wow!, Bravo!, Well done!, Awesome!**

Ex- Wow! It is so beautiful. Hurrah! We have won the match.

Bravo! You have done well. Great! This is really good news.

### 3. The Sentence

#### Learning Outcomes-

*The students will be able to-*

- Understand different kinds of sentences and can frame them correctly.
- Understand the parts of a sentence and their usage.

**Presentation-** the teacher will teach the different kinds of sentences by giving examples.

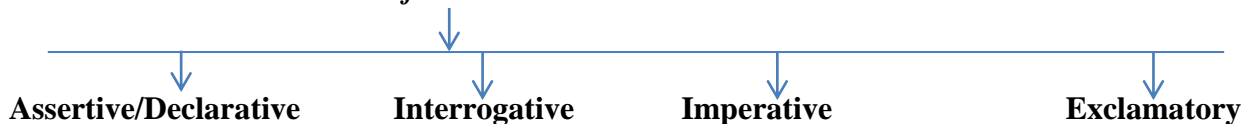
1- is to Sunidhi market the going.      2- Sunidhi is going to the market.

The first sentence is only a group of words that is not making a sense or meaning whereas the second sentence is also a group of words but it is making a complete sense or meaning. Therefore we may say-

*A sentence is a group of words that makes a complete sense.*

*A sentence must have a verb. It follows the structure- S+V+ O.*

#### *Kinds of sentences*



#### **Assertive/Declarative Sentences**

*A sentence makes a statement is called Assertive/Declarative sentence.*

**Ex-** Rahul stood first in the class last year. He is late today.

#### **Interrogative Sentences**

*A sentence that asks a question is called the Interrogative sentence.*

**Ex-** Who are you? Have you taken your lunch? Do you agree with me?

#### **Imperative Sentences**

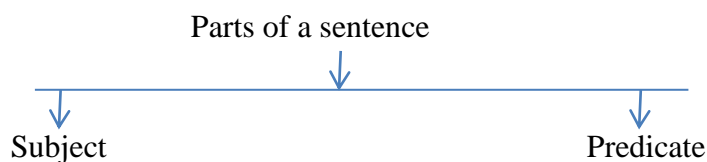
*A sentence that expresses a command/request/advice is called the Imperative sentence.*

**Ex-** Bring me a glass of water. Please, forgive me. Do not smoke.

#### **Exclamatory sentences**

*A sentence that expresses strong feelings or emotions is called the Exclamatory sentence.*

Alas! I have ruined my life. How beautiful the Taj is! What a great fool I am!



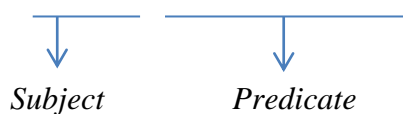
## Subject-

*The part which names the person or thing we are speaking about is called the Subject of the sentence.*

## Predicate-

*The part which tells something about the Subject is called Predicate of the sentence.*

**Example-** *My father cooks food for me.*



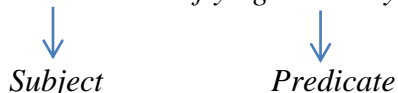
*Boys are playing football on the ground.*



*My mother takes care of me.*



*A black bird is flying in the sky.*



*Generally subject comes first but sometimes it is put after the predicate.*

Here comes the bus

```

graph TD
    A[Here comes] --> B[Predicate]
    C[the bus] --> D[subject]
  
```

*In imperative sentences subject (you) is hidden. It is understood. So the sentence starts from predicate.*

Sit down ( predicate)

**Note-** The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach Sentence and its kinds.

## 4. Tenses, Forms and Usage

### ***Learning Outcomes-***

***The student will be able to-***

- understand the tenses and their different uses.
- To understand the different forms of verbs and use them according to person, number and tense.
- Use different tenses in oral or in writing.

### **Presentation-**

The teacher will teach tenses by giving examples of different structures of tenses.

1- *I write a letter.*      2- *I wrote a letter.*      3- *I will write a letter.*

*In first sentence, verb refers to present time, in the second to the past time and in the third to the future time.*

- *In first sentence, the verb- write is said to be in the Present tense.*
- *In second sentence, the verb-wrote is said to be in the Past tense.*
- *In the third sentence, the verb- will write is said to be in the Future tense.*

***Therefore there are three main tenses-***

***Present tense***

***Past tense***

***Future tense***

- In Simple/Indefinite Present, Past and Future, the verb shows that the action is mentioned simply.
- In Continuous tense of Present, Past and Future tenses, action is mentioned as incomplete or continuous.
- In Perfect tense of Present, Past and Future tenses, action is mentioned as complete, finished or perfect.
- In Perfect Continuous tense:

*Present Perfect Continuous Tense-* It shows that an action started in the past and still continue in the present time.

*Past Perfect Continuous Tense-* It shows that an action started in the past and continued up to another point in the past.

*Future Perfect Continuous Tense-* It shows that an action will continue up to a certain point of time in future.

*Tense may be defined as that form of a verb which shows the time and the state of an action or event.*

*Each tense has four forms-( a verb agrees with its subject in number and person)*

<b><i>Tense</i></b>	<b><i>Present</i></b>	<b><i>Past</i></b>	<b><i>Future</i></b>
<b><i>Simple</i></b>	<i>I write a letter.</i>	<i>I wrote a letter.</i>	<i>I will/ shall write a letter.</i>
<b><i>Continuous</i></b>	<i>I am writing a letter.</i>	<i>I was writing a letter.</i>	<i>I will/shall be writing a letter.</i>
<b><i>Perfect</i></b>	<i>I have written a letter.</i>	<i>I had written a letter.</i>	<i>I will/shall have written a letter.</i>
<b><i>Perfect continuous</i></b>	<i>I have been writing a letter for an hour.</i>	<i>I had been writing a letter for an hour.</i>	<i>I will/shall have been writing a letter for an hour.</i>

- |  |                  |                       |
|--|------------------|-----------------------|
| <b>1- Simple Present Tense- ( do/does)-</b>    | He plays.        | He does not play.     |
| <b>2- Present Continuous Tense-(is/am/are)</b> | He is playing.   | They are playing.     |
| <b>3- Present Perfect Tense ( has/have)</b>    | He has played.   | I have played.        |
| <b>4- Present Perfect Continuous Tense-</b>    | (has/have been)- | She has been playing. |

- |   |   |                    |
|---|---|--------------------|
| <b>1- Simple Past Tense- ( did)-</b>                          | He played.  | You did not play.  |
| <b>2- Past Continuous Tense-(was/were)</b>                    | He was playing.   | They were playing. |
| <b>3- Past Perfect Tense ( had) He has played.</b>            | I had played.   |                    |
|   | <ul style="list-style-type: none"> <li>• The patient had died before the doctor came.</li> <li>• I reached the party after Meena had gone.</li> </ul> |                    |
| <b>4- Past Perfect Continuous Tense- (had been/had been)-</b> | She had been playing.   |                    |

- |  |                             |                   |
|--|-----------------------------|-------------------|
| <b>1- Simple Future Tense- (will/shall)-</b>               | He plays.                   | He does not play. |
| <b>2- Future Continuous Tense -(will be/shall be)</b>      | He is playing.              | They are playing. |
| <b>3- Future Perfect Tense ( will/shall have-)</b>         | He has played.              | I have played.    |
| <b>4- Future Perfect Cont. T.- (will/shall have been)-</b> | She will have been playing. |                   |

**Note-** The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach Tenses, Forms and Usages.

## 5. Active and Passive Voice

### Learning Outcomes-

*The learners will be able to-*

- Understand the difference between active and passive voice.
- Understand the use of passive voice in different situations.
- Change the sentence (i.e. Assertive, Interrogative and Imperative sentences) into passive voice following appropriate changes.

### Presentation-

The teacher will give two examples of active and passive voice and explain the difference between them.

**Ex-** Kavita writes a letter. (Active voice)

A letter is written by Kavita. (Passive voice)

Here the first sentence is in active voice in which the subject is the doer of the action and the second one is in passive voice in which the object (the new subject) is the receiver of the action. In active voice, the subject is the prominent whereas in passive voice, the object is the prominent or important. (The teacher can also use Hindi to convey the concept well.)

*Generally passive voice is used to define objects, explain the process, to tell about any scientific experiment etc.*

The teacher will explain **how active voice is changed in to passive voice-**

- Subject is changed into object.
- Object is changed into subject.
- Helping verbs is, am, are, was, were, has/have been, will/shall be are used.
- Past form or third form of the main verb should be used.
- Generally preposition 'by' is used before the object.

**Structure-** New **subject (object)** + **is, am, are, was, were (to be verbs)** + **v third form** + **by** + **new object (subject)**

**Ex-** He helps the poor. (A V)                      The poor is helped by him. (P V)

- The mouse ate the corn. (A V)      The corn was eaten by the mouse. (P V)

In the same way, the teacher will deal with different kinds of sentences (interrogative and imperative) in passive voice.

- **Sentences in Present and past continuous tense-**

➤ I am writing a letter. (A V)

A letter is being written by me. (P V)

➤ I was singing a song. (A V)

A song was being sung by me. (P V)

- **Sentences in present, past and future perfect tense-**

- I have won the match. ( A V )

The match has been won by me. (P V)

- He had eaten the meal. ( A V )

The meal had been eaten by him.

- Siya will have played football.

Football will have been played by Siya.

- **Interrogative sentences**

- Have they helped you? ( A V )

Have you been helped by them? (P V)

- Why does he beat his brother? ( A V )

Why is his brother beaten by you? (P V)

- Who wrote the letter? ( A V )

By whom was the letter written? (P V)

- **Imperative sentences- (Let + object + IIIrd form of the verb)**

To change Imperative sentence into passive voice, the sentence starts with 'Let' and the object is followed by 'be'

- Shut the door. ( A V )

Let the door be shut. (P V)

- Do not insult the poor. ( A V )

Let the poor not be insulted. (P V)

**The sentences having Modal Auxiliaries – (should/would/can/could/might/must + be +IIIrd form of the verb).**

**Ex-**

- One should perform one's duty. (A V)

The duty should be performed. (P V)

- Everyone must respect the national flag. (A V)

The national flag must be respected by everyone. (P V)

***Note-** The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach Active and Passive voice.*

## 6. Direct and Indirect (Narration)

### Learning Outcomes-

*The student will be able to-*

- Understand the difference between Direct and Indirect speech.
- To change the direct speech into Indirect speech.
- Use the direct and indirect speech in oral or written form.

### Presentation-

The teacher will give examples of the Direct and Indirect speech and explain the difference between them. He/she will discuss the rules for changing the Direct speech into the Indirect speech. Example-

**Direct-** Mariya said, "I am very happy today."  
                     ↓                                    ↓  
                     Reporting Verb                Reported Speech

**Indirect-** Mariya said that she was very happy that day.

In the first example, the words are actual or spoken directly by the speaker. It is called the Direct Speech. In the second example, the same words of direct speech are reported without quoting the actual words. It is called the Indirect Speech.

### Rules for changing Direct and Indirect Speech-

#### Assertive sentences (Statements)

➤ If the reported speech is assertive, following changes are made-

- Reporting verb is changed into *tell/tells/told*.
- Conjunction 'that' is used to connect R. Verb and R. Speech .

**Direct-** Savita says to me, "She wants to go to Delhi for further studies."

**Indirect-** Savita tells me that she wants to go to Delhi for further studies.

(if R. Verb is in Present/Future T., it will be changed in to tell/tells.)

➤ If Reporting verb is in the Past tense, the following changes are made-

Direct		Indirect
Present simple/Indefinite Tense	Changes into	Past simple/Indefinite Tense
Present Continuous Tense		Past Continuous Tense
Present Perfect Tense		Past Perfect Tense
Present Perfect Cont. Tense		Past Perfect Cont. Tense
Past simple/Indefinite Tense		Past Perfect Tense
Past Continuous Tense		Past Perfect Cont. Tense
Past Perfect Tense		No change
Past Perfect Cont. Tense		No change

**Direct-** He **said**, " Kabir **gives** a pen to Radha"

**Indirect-** He said that Kabir **gave** a pen to Radha"

**Direct-** Harish **said** to me, “The cow **died** in the night.”

**Indirect-** Harish told me that the cow **had died** in the night.”

*(But if the reported Speech is a universal fact or truth, No change regarding tense will be made in the Reported speech.)*

**Direct-** The teacher said to me, “The sun **rises** in the east.”

**Indirect-** The teacher told me that the sun **rises** in the east.

➤ **Rules for changing Pronouns (Persons) –**

- *The First persons (I, we) are changed according to the subject of the Reporting Verb.*

**Direct-** He said to me, “I don’t believe **you**.”

**Indirect-** He told me that **he** didn’t believe **me**.

- *The Second person (You) is changed according to the object of the Reporting Verb.*

**Direct-** He said to me, “**You** don’t believe **me**.”

**Indirect-** He told me that **I** didn’t believe **him**.”

- *The third persons (he, she, it, they) are not changed.*

**Direct-** He said to me, “**They** are playing cricket.”

**Indirect-** He asked me that **they** were playing cricket.

### **Interrogative sentences (Questions)-**

**If the reported speech is Interrogative, following changes are made generally**

- Reporting verb ‘said’ is changed into asked/ inquired.
- If /whether or W.H. word is used as conjunction.
- The speech is made in Assertive sentence.

**Direct-** He said to me, “*Were* you present at the ceremony?”

**Indirect-** He asked me if I had been present at the ceremony.

**Direct-** He said to me, “*What* do you want?”

**Indirect-** He asked me what I wanted.

### **Imperative Sentence (Commands and Requests)**

**If the reported speech is Imperative, following changes are made generally -**

- Reporting verb ‘said’ is changed according to the sense of the Speech into advised/ requested/ ordered.
- The imperative mood is changed into the Infinitive.

**Direct-** He said, “*Please, help me, Sudhir*”

**Indirect-** He requested Sudhir to help him.

**Direct-** The teacher said, “Go and sit on your seat, Rohan.”

**Indirect-** The teacher ordered Rohan to go and sit on his seat.

**Direct –** My father said, “Do not waste your time.”

**Indirect-** My father advised not to waste my time.

**Direct-** He said to me, “Let me do my work, please.”

**Indirect-** He requested me to let him do his work.

### **Exclamatory sentences (Exclamations and Wishes)**

**If the reported speech is Exclamatory, following changes are made generally-**

- Reporting verb ‘said’ is changed according to the sense of the speech into wished/ surprised/ exclaimed /exclaimed with sorrow/joy/praised.
- ‘that’ is used as conjunction.
- The speech is made in Assertive sentence.

**Direct-** He said to me, “*Alas! I am undone.*”

**Indirect-** He exclaimed with sorrow that he was undone.

**Direct-** He said to me, “Hurrah! We won the match.”

**Indirect-** He exclaimed with joy that they had won the match.

**Direct-** He said to me, “Bravo! You have done well.”

**Indirect-** He praised that he had done well.

**Direct-** He said to me, “How clever I am!”

**Indirect-** He exclaimed that he was very clever.

***Note-** The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach Direct and Indirect speech.*

## 7. Punctuation Marks

*Punctuation marks are the correct use of various stops and marks so as to make meaning of the sentence clear.*

### **The principal marks of punctuation-**

- 1- Capitals    2- Full stop (.)    3- Interrogation mark (?)    4- Comma (,)  
5- Inverted commas (“ ”)    6- Apostrophe (')    7-Exclamatory mark (!)

**Capital letters-** Proper nouns start with capital letters.

**Ex-** Harman Singh is the captain of Indian hockey team.                      The Ganga is a holy river.

**Full Stop (.)** - full stop is used at the end of statements or commands.

Ex – God is kind to his children.    One should keep one's promise.

**Interrogation Mark (?)** - is used at the end of the interrogative sentences.

Ex- Do you like to dance?                      Where did you go yesterday?

**Comma- (,)**

*Comma is used-*

*To separate more than two words-*

**Ex-** I want a pen, a notebook and a bag.

*Rice, wheat, sugarcane and tea are grown in our country.*

**To separate reporting verb from reported speech-**

**Ex-** He said, “You have been suffering from fever since Monday.”

**To separate day and month from year-**

**Ex-** Mahatma Gandhi was assassinated on 30<sup>th</sup> January, 1984.

**To address someone-**

**Ex-** Aradhna, why are you making a noise?

**Some other uses-**

**Ex-** Dr A.P.J. Abdul Kalam, the missile man of India, was the 11<sup>th</sup> President of our country.

Yes, I can do it.                      No, I have not finished my work.

**Inverted Commas (“ ”)** - *Inverted commas are used to indicate an indirect speech.*

**Ex-** The teacher said, “Two and two make four.”

➤ “Do it yourself, Ruhan.” said my father.

**Apostrophe mark (')** - *Apostrophe mark is used to show possession or to indicate the omission of one or more letters.*

**Ex-** Hari's father is the Principal of my school.

Tanveer is playing with Mona's doll.

**Exclamation Mark (!)** - *Exclamation marks are used at the end of exclamatory sentences expressing sudden feeling or emotions. Interjection words are followed by exclamation mark.*

**Ex-** May God bless you with happiness!                      May you live long!

What a naughty boy you are!

How beautiful our house is!

Hurrah! We won the match.

Alas! The little puppy passed away.

**Note-** The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from the grammar book developed by ELTI, or any authorised grammar book to teach the Punctuation Marks.

# Composition Writing

# Composition writing (Essays/Descriptive/Paragraph)

## Learning Outcomes-

*The learners will be able to-*

- *Develop their linguistic capacity.(LSRW)*
- *Express their thoughts logically, briefly and effectively.*
- *Write the topic coherently and chronologically.*

**Presentation-** The teacher will introduce different kinds of composition writing through discussion.

## Composition Writing may be divided into two categories–

Oral Composition

Written Composition

**Oral Composition-** The teacher will make the learners practice through different activities as-

-seeing a picture and describing it

-speaking a few sentences on a known subject

- describing a place, person and incident

**Written Composition-** *It may be divided into three categories.*

*Controlled Composition*

*Guided Composition*

*Free Composition*

### (1) Controlled Composition-

It may be practiced through known vocabulary and sentence patterns or structures. The Exercises under controlled Composition are totally controlled in the beginning. As they advance, the control is relaxed and finally withdrawn. The teacher will provide the following exercises-

*Conversation exercises, completion exercises, story writing, letter writing, paragraph writing etc.*

**Example-** Complete the sentences with the help of the words given below-

(catching under bank on sailing flowing over)

The bridge is \_\_\_\_\_ the River. The river is \_\_\_\_\_ the bridge.

There is a boat \_\_\_\_\_ in the river. A boy is sitting \_\_\_\_\_ the \_\_\_\_\_ of the river. He is \_\_\_\_\_ fish.

## Paragraph writing

*A paragraph is a number of sentences grouped together and relating to one topic or a group of related sentences that develop a single point.*

### Important points for Paragraph writing-

- *A Paragraph must deal with one topic or idea.*
- *Sentences should be arranged according to their importance or order.*
- *The Paragraph of a composition could be of different lengths and not always of the same sentence construction.*

- A Paragraph should be divided into three parts

**Topic sentence/Introduction-** It states the idea or subject of a paragraph.

**Main body-** It develops the idea.

**Conclusion sentence-** It sums up the whole paragraph.

*Example-*

### ***The Road***

The Road is one of the greatest institutions of mankind. It is the Road which determines the sites of many cities and the growth and nourishment of all. It is the Road that gives its framework to all economic development. It is the Road which is the channel of all trade, and, what is more important, of all ideas. In its most humble function, it is a necessary guide without which progress from place to place would be a ceaseless experiment. It is a sustenance without which organised society would be impossible, thus the Road moves and controls all history.

*In this paragraph, the first sentence states the subject. The body of the paragraph consists of sentences that are arranged in order. The whole paragraph is dealing with only one topic or idea. The final sentence sums up the whole.*

## **Letter Writing**

Letter writing is a skill that has to be developed. In general there are two types of letters: *Formal letter that is written to convey official business and information. Informal letter that is personal to communicate with friends and family.*

## **Format of a Letter**

A letter generally has six parts. These parts should be placed in various positions on the page.

1. **The Address-** The position of the writer's address in a letter is the top left hand corner of the page.
2. **The Date-** The date is put on the left hand side under the writer's address. The date may be written in any one of the following ways-

<b>As -</b>	10 May 2020	May 10, 2020
	10th May 2020	May 10th, 2020

**Note:** *In formal letters a subject line should be added just above the salutation.*

3. **The Salutation-** The salutation is written under the date on the left hand side of the page. The form of salutation varies from person to person.
  - a. To members of the family- My dear father, Dear father etc.
  - b. To friends- Dear Sanju, My dear Maria etc.
  - c. To businessman- Dear Sir, Dear Sirs etc.
  - d. To officials- Sir/Madam.

4. **The Body-** This is the main part of the letter. It should be divided into paragraph and should be written in simple and clear language. It includes an introduction, the main information and a conclusion.
5. **The Subscription-** The subscription is written at the end of the letter under the body on the left hand side. It must correspond to the salutation.
  - a. **relatives-** Yours affectionately or Your affectionate son/brother
  - b. **friends-** Yours sincerely or Yours sincere friend
  - c. **businessmen/officials-** Yours faithfully
6. **The Signature-** The writer should put his/her name or signature (with designation in business and official letters) below the subscription.

Raman Sagar 2, Stanley road Prayagraj - 211001	✚	1. The Address
January 15, 2022	✚	2. The Date
Dear Ridhima	✚	3. The Salutation
It is long since you called on me..... ..... .....	✚	4. The Body
Yours loving	✚	5. The Subscription
Signature	✚	6. The Signature of the writer

## Formal Letter

### A letter of complaint against a postman

Harbhajan Singh

10/31-Kidwai Nagar Prayagraj

2 Feb. 2022

The Postmaster

Tilak Nagar Post office

Prayagraj

Subject: Regarding complaint against a postman

Dear Sir

I regret to inform you that Mr. Dinesh Lal, the postman of our locality is not doing his duty properly. He is very irregular in delivering the letters. He does not put the letters in my letter box and throws them in my courtyard. Sometimes he hands over the letter to the children playing in the street. As a result some of my important letters have been lost.

I have requested him so many times but he has not cared to listen, kindly instruct him to be more responsible in doing his duty.

Yours faithfully

Harbhajan Singh

### **Application for school leaving certificate**

To

The Principal

St. Mary's School

Prayagraj

Date : February 28, 2022

Subject - Application for school leaving certificate

Madam

My father who works in State Bank of India, has been transferred to Delhi. He has to join duty next week and my entire family is shifting to Delhi by the end of this month.

Kindly issue me my school leaving certificate so that I may be able to get admission in a school in Delhi.

Yours obediently

Shashank Ahuja

Class VI

Roll No. - 12

### **Informal Letter**

#### **A letter to a friend congratulating him on his success**

L-60 Kydganj

Prayagraj

February 20th, 2022

Dear Raman

I am very glad to know that you have secured 96% marks in your annual examination and have stood first in your class. This is the result of your hard work and dedication.

I think you must be very happy with your result. I am sure your parents must be feeling proud of you.

I am very happy and congratulate you on your success. Keep it up.

Your friend

Ansh Verma

## Story Writing

For a good story writing, the following points must be kept in mind-

- The whole plot should be clear to the learner before starting to write a story.
- The given outlines must be followed in order.
- There should be connectivity between the points to make out the meaning.
- To fill in the details of actions, gestures or conversations, the learner must use his or her imagination so as to connect one point with the next.
- Where possible the learner should use dialogues or conversation to make the story natural or interesting.
- The conclusion of story is important. The whole story should lead towards the conclusion naturally.

### (2) Guided composition

In Guided Composition Writing hints/clues are given to develop a thought.

*Ex.-* Write a composition on your favourite teacher following the given clues or hints.

#### **My Favourite Teacher**

- Introduction of the teacher (his name, subject, dress sense)
- His teaching manner or style
- His behaviour with the students
- The reason for your liking him/her (What do you like most in your favourite teacher?)

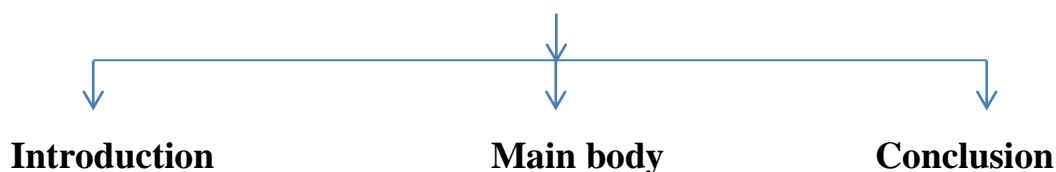
### **Free Composition**

In Free Composition, the guidance is gradually reduced and the learners are encourage to write the topic on their own.

## Essay Writing

Essay is defined as a literary composition on a subject. It expresses personal opinions or thoughts and also gives information about a subject.

### Parts of an Essay



#### Introduction

It is the mirror of the whole composition that introduces main/general idea of the essay.

#### Main Body

This part develops the main idea of the top. The writer uses his imagination, perception and personal experiences to describe the topic effectively.

#### Conclusion

In this part the writer sums up the essay in brief. He/she describes the significance of the topic.

## Article Writing

Article writing means to write a topic expressive and meaningful. An Article is generally about issues or subjects of day to day life that are published in a magazine, newspaper, annual bulletin etc. In an article the writer describes the facts of information briefly.

#### Format

**Heading-** Writer's name is added under the heading of the topic.

**Introduction-** In introduction, the subject is introduced clearly.

**Body-** After introducing the subject supportive content should be written. The length of the content must be determined. Paragraphs should be short and in simple language.

#### Conclusion

A conclusion must be included in an article that should have suggestions, recommendations or opinions.

## Report Writing-

A report is brief information about an event or topic. It is generally based on facts and figures. A report includes a brief detail about the topic –consequences/effects, interpretation, proposals or suggestions.

**A report has three parts**– Introduction, Main body and Conclusion like an essay but the difference is that a report sticks to factual information while an essay is used to express personal opinions.

## Format

**Headline-** The title of the report (topic)

**By line** – Write name and designation (under the topic)

**Place and Date-** Place of the event and date of publication

**Introduction-** The writer introduces the topic with its aim

**Body-** The writer develops the topic or event with facts, figure data and additional information. All the information should be arranged in sequence.

**Conclusion-** The writer sums up the topic in brief.

**1. Write a report on the Craft Exhibition that was held in your college. Use the information given below to write your report in about 80-100 words**

- Time and place
- Inauguration
- Chief guests
- Exhibited craft items
- Activities
- Vote of thanks
- Conclusion

***Note-** The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from the grammar book developed by ELTI, or any authorised grammar book to teach different kinds of composition writing.*

# Translation

## Learning Outcomes

*The students will be able to-*

- To write different kinds of sentences in English correctly.
- To know the correct use of tenses, vocabulary and parts of speech in the sentences.
- To translate a Hindi paragraph into English.

## Presentation

The teacher will teach how to translate Hindi sentences into English. He/she will deal with the Hindi sentences dealing with a particular parts of speech and tense so that the students can make clear the particular structure at a time. Gradually he/she will proceed with different kinds of structures in English.

## Important points for translation-

The students should-

- Read the Hindi paragraph carefully
- Have a better understanding of Grammar and syntax
- Avoid the literal translation and translate the passage according to sense and meaning.
- Use punctuation marks correctly.
- Use simple vocabulary to make the translation conveying.
- **Translate the following into English.**

### Exercise: 1

जब मैं स्टेशन पहुँचा तो रेलगाड़ी छूटने ही वाली थी। मैंने जल्दी-जल्दी में टिकट खरीदा। टिकट की कीमत केवल बारह रुपये थी। मैंने रेल बाबू को दस-दस के दो नोट दिये। जल्दबाजी में मैं उनसे आठ रुपये लेना ही भूल गया। मैं दौड़कर प्लेटफार्म पर गया। वहाँ पहुँचा ही था कि गाड़ी चल दी। गाड़ी ने शीघ्र ही गति पकड़ ली और मैं मूर्ख की तरह उसे प्लेटफार्म से बाहर जाते हुए वहाँ खड़ा-खड़ा देख रहा था।

**Hints:** छूटनेवाली—about to start, जल्दी-जल्दी में—in haste, भूलगया—forgot, शीघ्र ही—within no time, खड़ा— खड़ा- while standing

**Note-** the teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from the grammar book developed by ELTI, or any authorised grammar book to teach how to translate Hindi paragraph into English.

# Unseen Passage

## Learning Outcomes

*The learners will be able to-*

- Develop an interest in reading different kinds of passages.
- Develop an ability to grasp the meaning of the passage.
- Comprehend the meaning of the text and answer the questions in their own words.
- Develop an ability to infer the meaning within the text.

## Presentation

The teacher will encourage the students to read a particular passage and then he/she will ask them to explain the passage in their own words. Now the teacher will ask the questions based on passage orally to check their comprehension. The teacher will ask them to write the answer in their notebooks.

## Points to remember

- Read the passage carefully to know a basic idea of comprehension.
- Comprehend the meaning of the text line by line.
- Underline the important words or lines that make out the theme or general idea of the passage.
- Read the questions carefully and answer briefly.
- Answer in complete sentence.
- Answer to the questions according to their nature either they are inferential or factual.

### 1. Read the following passage carefully and answer the questions given below:

Vitamins were discovered by Lunin in 1881. They may be defined as organic substances which are essential for the growth of the body; they are required in small amounts. If a man does not take food, containing vitamins he can suffer from various diseases. So far, about twenty vitamins have been discovered. They have been named as A, B, C, D, E, K, P etc. Each of them performs a definite function.

The most important vitamins are A, B and C. Vitamin A is present in cod liver oil, milk, butter, eggs and green vegetables. It is very necessary for the growth of the body and for the protection of the skin and other delicate parts of the body. It checks infection and keeps the eyes healthy. Vitamin B is found mainly in cereals, yeast, green vegetables and eggs. Its shortage leads to a disease called ber-beri. Vitamin C is present in large amounts in oranges, lemons and fresh fruits. Milk is also a good source of vitamins. Its deficiency causes diseases like scurvy.

#### 1. Which vitamin is responsible for dermatitis?

- a. Vitamin 'K'
- b. Vitamin 'B'
- c. Vitamin 'C'
- d. Vitamin 'A'

#### 2. Deficiency of vitamin 'B' causes-

- a. Beriberi

- b. Infections
- c. Scurvy
- d. All of them

**3. The fruits that contain large amount of Vitamin 'C' are -**

- a. Oranges, Apple, Lemon
- b. Guava, Apple, Grapes
- c. Oranges, Lemons, Fresh fruits
- d. Banana, Apple, Pineapple

<b>Answers:</b> 1. (d) 2. (a) 3. (c)
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**2. Read the following passage carefully and answer the questions given below:**

There seems to be a general opinion in the country that Sardar Patel was slightly of a harsh and rough temperament. Men call him the Iron man of India. He was, no doubt, an iron man in the sense that one could rely on him for strict and efficient administration. But as a man, to those who had the good fortune of coming into close contact with him, he was kind and considerate. At times, he even became emotional, where his personal friends and followers were concerned. However, it goes without saying that the Sardar had the great skill for organizing affairs. He knew the way of picking people and putting them in their proper places. Once he judged a man and found him truthful, he trusted him fully and got him to do anything he wanted.

**1. What is the general perception of people about the behaviour of Sardar Patel?**

- a. He was slightly of a harsh and rough temperament.
- b. He was kind and considerate.
- c. He was a misanthropist.
- d. He was very optimistic.

**2. Sardar Patel is known as-**

- a. Iron man of India
- b. Silver man of India
- c. Strong man of India
- d. National father of India

**3. We call Sardar Patel an Iron man, because-**

- a. He had a great skill for organizing affairs
- b. He was very kind and considerate
- c. He knew the way of picking people and putting them in their proper place
- d. He was an efficient and strict administrator

<b>Answers:</b> 1. (a) 2. (a) 3. (d)
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# Model Question Paper

Class X

Time : 3 hr. 15 min.

Max marks : 70

## General Instructions:

1. The first 15 minutes are allotted to the candidates for reading the question paper carefully.
2. All questions are compulsory.
3. This question paper is divided into two parts – Part A and Part B
4. Part A consists of 20 multiple choice questions carrying 1 mark each.
5. Read the question wise instructions and mark your answer on the given OMRsheet. Do not erase, cut or use whitener on the OMR sheet.
6. Part B consists of descriptive type questions.
7. Marks are indicated against each question.

## PART A

**(Q.1-3): Read the following passage carefully and choose the correct option to answer the questions that follow.**

This is a great lesson for all of us to learn, that in all matters the two extremes are alike. The extreme positive and the extreme negative are always similar. When the vibrations of light are too slow we do not see them, nor do we see them when they are too rapid. So with sound, when very low in pitch we do not hear it, when very high we do not hear it either. Of like nature is the difference between resistance and non-resistance. One man does not resist because he is weak, lazy and cannot; the other man knows that he can strike an irresistible blow if he likes, yet he not only does not strike but blesses his enemies. The weak who shows non resistance is oppressed while the stronger one commits a sin if he offers resistance.

- 1- We are unable to hear a sound if 1  
a) it is too low                      b) it is too high  
c) it is too noisy                    d) both a and b
- 2- 'The two extremes are alike' means- 1  
a) extreme positive is better than extreme negative.  
b) excess of anything is not good.  
c) we get almost the same result in both the situations.  
d) all of the above.
- 3- Which word in the passage is opposite of 'slow'? 1  
a) Resist                                b) rapid  
c) Lazy                                  d) strike

**(Q.4-8) : Choose the correct option to answer the following**

- 4- I \_\_\_\_\_ there with my parents. 1  
a) will go                                b) went  
c) had gone                            d) all a,b and c are correct.
- 5- If you want to know about new things you are – 1  
a) Cautious                            b) conscious  
c) Careless                            d) curious
- 6- Rearrange the following word clusters to make a meaningful sentence- 1  
loves / my / to / share / toys / brother / his  
a) my toys loves to share his brother                      b) brother loves his toys to my share

- c) my brother loves to share his toys      d) to share my brother his toys loves

**7- Which of the following words is misspelled? 1**

- a) Abundance      b) attendance  
c) Acceptance      d) acquaintance

**8- He jumped \_\_\_the well to save the drowning girl. 1**

- a) In      b) into  
c) From      d) at

**(Q.9-10) : Read the passage given below. Choose the correct option to answer the questions that follow.**

I finished my poem, and it was beautiful! It was about a mother duck and a father swan with three baby ducklings who were bitten to death by the father because they quacked too much. Luckily, Mr. Keesing took the joke the right way. He read the poem to the class, adding his own comments, and to several other classes as well. Since then I've been allowed to talk and haven't been assigned any extra homework.

**9- : In Anne's poem 'the ducklings' and 'father swan' symbolize – 1**

- a) children and parents      b) Anne and Mr. Keesing  
c) Anne and neighbours      d) class and schools

**b) : Mr. Keesing had assigned Anne extra homework earlier because – 1**

- a) he hated her.      b) Anne was poor in Maths.  
c) Anne had misbehaved with him.      d) Anne talked too much in the class.

**(Q.11 – 13) : Choose the correct option to answer the following questions**

**11. Mandela passed \_\_\_years in jail. 1**

- a) twenty seven      b) thirty two  
c) thirty      d) twenty nine

**12. Mahaseer is a \_\_\_\_\_found in Coorg. 1**

- a) a large freshwater fish      b) a small freshwater creature  
c) a small brackish water fish      d) a large brackish water creature

**13. The bus conductor was a \_\_man. 1**

- a) Rude      b) jolly  
c) Selfish      d) strange

**(Q. 14-15) : Read the given extract and choose the correct option to answer the following questions:**

Don't bite your nails, Amanda !

Don't hunch your shoulders, Amanda !

Stop that slouching and sit up straight, Amanda !

**14. Who is the speaker in the above lines? 1**

- a) Amanda      b) her parents  
c) her friends      d) her neighbours

**15. The speaker is speaking like this because- 1**

- a) Amanda is an unruly girl.      b) Amanda remains untidy.  
c) instructions can make Amanda behave better.      d) he wants to scold Amanda.

**(Q.16 – 20) : Choose the correct option to answer the following questions –**

**16. It was a temptation to keep Tricki on as a permanent guest because – 1**

- a) Mrs. Pumfrey did not want Tricki back.      b) Tricki did not create problems.  
c) Tricki was not recovering fast.      d) Mrs. Pumfrey sent a lot of eatables that the doctor enjoyed.

**17. Anil taught Hari Singh to - 1**

- a) cook and write .      b) cook, write and add numbers.  
c) write.      d) cook and add numbers.

**18. The book gifted to Ebright by his mother was – 1**

- a) The Travels of Monarch Butterflies.      b) The History of Monarch Butterflies.  
c) The Travels of Butterflies.      d) The Travels of Monarch X.

**19. Which of the following combinations describes Matilda?** **1**

- |                                       |   |
|---------------------------------------|---|
| a) rich, beautiful, fashionable       | b) fashionable, ambitious, middle class |
| c) ambitious, middle class, satisfied | d) rich, dissatisfied, ambitious        |

**20. Bholi was sent to school because –** **1**

- |   |   |
|---|---|
| a) her father felt compelled to do so.          | b) her mother wanted her to get educated. |
| c) everybody else sent his daughters to school. | d) it was necessary for her marriage.     |

**PART B**

**Reading-**

**21. Read the following passage and answer the questions that follow:**

When we enter New York harbor, the first thing we see is the Statue of Liberty. What impresses us the most is its size and magnificence . Have you ever wondered how it came to be there? The Statue of Liberty was a gift from the people of France to mark the one hundred year anniversary of American Independence. In 1869, sculptor Frederic Auguste Bartholdi began to plan his concept for the monument. Bartholdi envisioned Liberty as a strong and proud figure, one who personified not only the majestic Greek goddesses of the past, but also the working men and women of the present. Finally in 1884, the work was finished and Liberty was packed into 214 crates and sent to New York city. But there was one problem. While the French had raised a lot of funds to build the statue, New York had not secured the funds to build its foundation. It was not until a New York newspaper implored people for donations that money became available. Finally, on 28th October 1886, Americans celebrated the unveiling of Statue of Liberty.

- |   |   |
|---|---|
| a) Whom does the Statue of Liberty represent?           | 2 |
| b) What is meant by the underlined portion?             | 2 |
| c) How did America collect money to install the statue? | 2 |
| d) Which word in the passage means ‘requested’?         | 1 |

**Writing-**

**22. Write a letter to your elder brother who lives in Delhi, sharing your feelings about how you miss him at home.** **4**

**OR**

**Write an application to the Principal of your school to complain that the water tanks in the school are not being cleaned regularly.**

**23. Write a report on the ‘Craft Exhibition’ in your school in about 80-100 words.** **6**  
(Hints – when, inauguration ceremony, exhibited craft items, gathering, other stalls etc, overall experience)

**OR**

**Look at the picture given below. Taking clues from it write an article on ‘Advantages and Disadvantages of Internet’ in about 80- 100 words.**

**Grammar-**

- |  |          |
|--|----------|
| <b>24. a) Rewrite the following sentence by changing into indirect speech-</b> | <b>2</b> |
| Kiran said to her mother, ‘Please allow me to play.’                           |          |
| <b>b) Change the following into passive voice-</b>                             | <b>2</b> |
| I know you very well.  |          |
| <b>c) Punctuate the following –</b>  | <b>2</b> |
| the gardener said to me do not touch the flowers                               |          |

**d) Translate the following into English-**

**4**

वृक्ष हमारे देश की अमूल्य निधि है। वृक्ष हमें केवल ईंधन व फल ही नहीं देते बल्कि वे हमें इमारती लकड़ी भी देते हैं। पॉपुलर वृक्षों की लकड़ी से माचिस बनायी जाती है। यूकेलिप्टस की लकड़ी से कागज तैयार किया जाता है। वृक्ष वायु प्रदूषण को रोकते हैं। ये मिट्टी के कटाव को भी कम करते हैं। जहाँ तक सम्भव हो हम अधिक से अधिक नये पेड़ लगाये और उनकी रक्षा करें। अनावश्यक रूप से पेड़ों को न काटें।

**Literature**

**25. Answer the following questions in about 30-40 words each.**

**3+3 = 6**

a) Mention varieties of bread that are an essential part of celebrations in Goa.

**OR**

Who was Anne Frank? Where did she write her diary?

b) How did Valli save money for the bus ticket?

**OR**

Why was Lencho angry with the post office employees?

**26. Answer any one of the following in about 60 words –**

**4**

a) What lesson did Kisa Gautami learn in the end?

b) How did Mandela's idea of freedom change with age and experience?

**27. Mention a few differences between a tiger in the zoo and a tiger in the jungle. (about 40 words)**

**3**

**OR**

**Write four lines of any poem prescribed in your syllabus. (Do not copy the lines given in this question paper)**

**28. Write the central idea of any one of the following poems– (in about 40-50 words)**

**3**

a) Fire and Ice

b) The Trees

c) The Tiger in the Zoo

**29. Answer any one of the following in about 30-40 words.**

**3**

a) What did the doctor do to cure Tricki?

b) What did Griffin want to prove? Could he do that?

**30. Answer any one of the following in about 60 words.**

**4**

a) What could have happened if Matilda had not lost the necklace?

b) Suppose you are Bholi and now you are a teacher. Write about your family, your childhood and your present life.

