

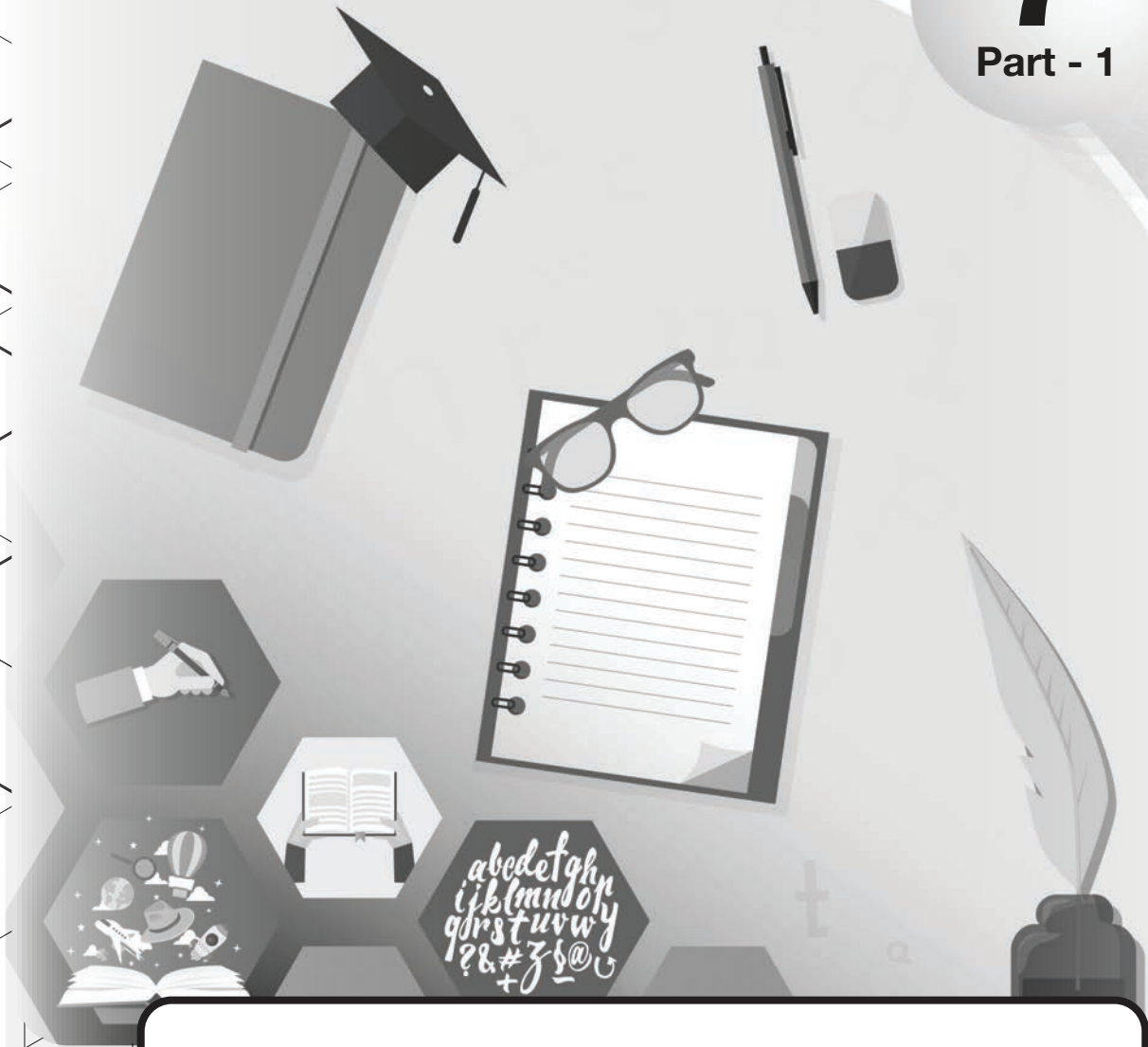


Prepared as per the latest syllabus of Telangana State Board



English Workbook

7
Part - 1



Name: _____

Section: _____ Roll No.: _____

School: _____

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UNIT 1

SESSION 1

THE TOWN MOUSE AND THE COUNTRY MOUSE – READING

Oral Discourse

Talk on –The place you like to live (a town or a village). Substantiate your opinion.

Hints:

- Differentiate between how people live in a village and a town. Depending upon your interest and inclination choose a place and give reasons. You would want to stay in a village because of less pollution or your interest in agriculture. Or you might consider living in a town because of the convenience it offers.

1.1 Reading and Comprehension - Word Meaning



Adjective








uncomfortable unpleasant; not comfortable		dreadful very bad / unpleasant	
tender soft		delicious having a pleasing taste or smell	

LESSON 1 - THE TOWN MOUSE AND THE COUNTRY MOUSE

Noun

<p>country village / an area outside towns or cities with fields and farms</p>		<p>horror unpleasant feeling of fear and shock</p>	
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Verb

<p>pack to put clothes etc. into a bag in preparation for a trip away from home</p>		<p>grumble to complain about something in a bad-tempered way</p>	
<p>chug to move making the sound of an engine</p>		<p>whisper to say something very quietly</p>	
<p>exclaimed to say something loudly, often with surprise, horror, or joy</p>		<p>nibbled to take small bites of something, especially food</p>	
<p>crept to move slowly, quietly and carefully without being seen or heard</p>			

Adverb

<p>affectionately lovingly / showing care and love</p>		<p>proudly feeling pleased and satisfied about something that you own or have done</p>	
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1.2 Reading and Comprehension - Summary 

The town mouse and the country mouse were cousins. The town mouse had been ill and wanted to visit his cousin on his doctor's advice. Upon receiving an invitation from his cousin, he took the next train to the country. He was uncomfortable in the train coach as it was not air-conditioned. The country mouse received him at the station and the town mouse immediately requested for something cold to drink. Water and coconut water was all that he could get. He was disappointed that there wasn't any orange juice or lemonade. He wanted cooked food to eat and instead, he got root and sugarcane. The town mouse did not like his sleeping place and was amused at the silence of the countryside as well. Instead of finding his breakfast ready in the morning, he came to know that they had to go to the nearby farm in search of food, he decided to leave as he found the country life difficult to lead.

After a few days, the country mouse visited the town mouse. He was surprised and quite annoyed by the dreadful lights and the noise in the town. He could not drink juice or lemonade and neither could he enjoy the delicacies that the town mouse had to offer, as he was constantly asked to hide when someone opened the cupboard door. He did not like living in fear and left for the countryside as he could eat and live in peace there. The town mouse and the country mouse probably did not meet after that.

SESSION 2

THE TOWN MOUSE AND THE COUNTRY MOUSE – LITERATURE

2.1 Literature - QA

Q1. Why did the town mouse want to go to the countryside?

A. The town mouse had been ill for a long time so his doctor asked him to take rest in a quieter place. That is why he wanted to go to the countryside.

Q2. Describe the town mouse's experience in the countryside.

A. The town mouse's experience at the countryside was quite unpleasant for him. It started with a dreadful train journey. When he reached the countryside, the town mouse wanted to drink lemonade or orange juice but the country mouse could provide only water or coconut water. The town mouse had to eat raw food like roots and sugarcane, which the town mouse was not accustomed to and to add to its misery, he had to sleep on the ground in a corner, in a mouse hole. He also found it strange that the place was very quiet unlike the town. The town mouse felt very uncomfortable and was displeased with all these experiences.

Q3. What differences do you find between a countryside and a town?

A.

	Country		Town
1	The number of vehicles are few and there is no pollution	1	There are large numbers of vehicles and a lot of pollution
2	People depend on agriculture for their livelihood	2	There are various jobs other than agriculture
3	People are happy with whatever little they have	3	People have lots of things but are unable to enjoy those things peacefully
4	Lives run at a slow pace	4	Lives are very busy and hectic
5	We find hills, valleys and streams	5	City life doesn't offer such scenic views as in the country

LESSON 1 - THE TOWN MOUSE AND THE COUNTRY MOUSE

- Q4.** How can you say that the town mouse could not enjoy the dinner offered by the country mouse?
- A.** The town mouse is shocked that he has to eat raw food like roots and sugarcane. He was used eating cooked food in town. So he nibbled the food reluctantly.
- Q5.** What would happen if a person who opened the cupboard found any of the mice?
- A.** If a person who had opened the cupboard had found any of the mice, he would have caught him and killed him mercilessly.
- Q6.** Why did the town mouse travel in an ordinary train?
- A.** As soon as he received the invitation, the town mouse packed his bags and took the next train to the countryside. So, he travelled in an ordinary train.
- Q7.** Why did the country mouse go back to his house in the country?
- A.** The country mouse did not feel safe in the town. He did not have peace of mind because of the dreadful noise, lights and heavy traffic. So, he went back to his house in the countryside.
- Q8.** How can you say that the town mouse was not comfortable in the country?
- A.** Country life was very different from what the town mouse had imagined. The town mouse did not have what it was used to in a town. There was no cold juice, cooked food or a comfortable place to sleep. It was not noisy at all in the countryside. So he was not comfortable.
- Q9.** How are the streets of a town different from those of a village?
- A.** The streets of a town are busy with lots of vehicles, sounds, lights and dust. whereas, in the villages, we find fewer vehicles and no sound pollution.
- Q10.** Describe the life style of the country mouse in two or three sentences.
- A.** The country mouse lives a simple life. He eats raw food like roots and sugarcane. He drinks coconut water. He sleeps on the ground in his hole. He gets his food from the nearby farms. He leads a peaceful life without any fear of getting killed.
- Q11.** The town mouse and the country mouse did not visit each other again. Why? Give reasons for your answer.
- A.** The country mouse did not visit the town mouse as he felt that the town was very noisy, polluted and unsafe. The town mouse did not visit the country mouse as he thought country life was very simple, quiet and there was not much choice of food or drink. He missed the hustle–bustle of the town life.

Q12. Choose the best answer from the option given to complete each sentence:

1. The town mouse and the country mouse are

(a) friends

(b) cousins

(c) classmates

A. (b) cousins

2. The house of the town mouse was

(a) a field in a village

(b) a building in a village

(c) a kitchen cupboard in a town

A. (c) a kitchen cupboard in a town

3. The house of the town mouse was

(a) full of most delicious food

(b) full of sugarcane and roots

(c) full of coconut water

A. (a) full of most delicious food

4. At the end of the story the country mouse

(a) went back to his country

(b) stayed in the town

(c) visited the town mouse

A. (a) went back to his country

Q13. Say whether the following statements are True / False. Correct the wrong statements.

A. 1. The country mouse lived in a town. (False)

Ans. The country mouse lived in a village.

2. The town mouse felt very comfortable in the train. (False)

Ans. The town mouse felt very uncomfortable in the train.

3. It was hot when the town mouse travelled to the countryside. (True)

4. The town mouse liked to eat cooked food. (True)

5. There are more lights and vehicles in a town than in a village. (True)

SESSION 3

THE TOWN MOUSE AND THE COUNTRY MOUSE – VOCABULARY

3.1 Vocabulary

I. Word Meanings

The following sentences are from your lesson. Read them carefully and tick (✓) the correct meaning of the underlined word in each of the sentences.

- Q1.** He has asked me to spend a week in the countryside.
- (a) a land with towns and cities
 - (b) a neighbouring country
 - (c) a land outside towns and cities with fields, woods etc. ✓
- Q2.** The town mouse packed his bags.
- (a) put something in a container so that it can be stored
 - (b) put clothes etc., into a bag in preparation for a trip away from home ✓
 - (c) put expensive things in a bag so as to keep them safe
- Q3.** The day was bright and sunny .
- (a) with a lot of bright light from the sun. ✓
 - (b) with a cool wind from the east.
 - (c) without rain.
- Q4.** He nibbled at the root and the sugar-cane.
- (a) took a large quantity of food.
 - (b) took a small quantity of food showing a slight interest ✓
 - (c) took food with a great interest.
- Q5.** The country mouse arrived in town.
- (a) left for a place
 - (b) got to a place ✓
 - (c) left a place

II. Phrases

Fill in the blanks using appropriate phrases given below.

looked around, plenty of, full of, piece of, got off

Q1. Rambabu started his journey to his grandfather’s village in Warangal district. he caught a train to reach the village. The train arrived at the station. At that time, he was hungry and thirsty. As soon as he got off the train, he wanted to drink and eat something. So he looked around but found nothing to eat or drink. He started walking towards his grandfather’s house. On the way. he found a shop which was full of cool drinks. He had plenty of money. So he bought a cool drink and a piece of bread.

III. Compound Nouns

Read the following sentence from your lesson and identify the underlined expression:

He nibbled at the root and the sugar-cane. The expression *sugar-cane* is a compound noun. It is a combination of two nouns.

sugar + cane = sugar-cane

Now read your lesson and pick out at least two compound nouns.

Let’s form some compound nouns now.

Q1. Join each word in column –A with a suitable word in column –B to form compound nouns. The first one is done for you.

A.

Column –A	Column –B	Compound Word
birth	cycle	birthday
door	bell	doorbell
fire	kerchief	firewood
hand	light	handkerchief
moon	shine	moonlight
motor	way	motorcycle
sun	wood	sunshine
gate	day	gateway

SESSION 4

THE TOWN MOUSE AND THE COUNTRY MOUSE – GRAMMAR

4.1 Grammar

I. Comparative Degree

Read the following sentences and notice the underlined words.

It's always quiet in the country. Sometimes it is quieter than today. My grandfather says that our village is the quietest among all the villages in our district.
The underlined words are adjectives. But they are in different degrees of comparison. The first one is in positive degree. The second and the third are in comparative and superlative degrees respectively.

Positive Degree

quiet

Comparative Degree

quieter

Superlative Degree

quietest

Q1. Here is a list of adjectives. Write the other degrees of them. The first one is done for you. (Use a dictionary and check your work.)

Note: Usually short words take 'er' and 'est' as suffixes to form other degrees.

A.

Positive Degree	Comparative Degree	Superlative Degree
dark	darker	darkest
small	smaller	smallest
rich	richer	richest
safe	safer	safest
clever	cleverer	cleverest
tall	taller	tallest
bright	brighter	brightest

LESSON 1-THE TOWN MOUSE AND THE COUNTRY MOUSE

Q2. Note: Words with two or more than two syllables take 'more' and 'most' respectively in comparative degree and superlative degree.

A.

Positive Degree	Comparative Degree	Superlative Degree
useful	more useful	most useful
beautiful	more beautiful	most beautiful
interested	more interested	most interested
doubtful	more doubtful	most doubtful
precious	more precious	most precious
delicious	more delicious	most delicious
dreadful	more dreadful	most dreadful
cheerful	more cheerful	most cheerful

Q3. Note: Unlike the above, some words change completely in other degrees.

A.

Positive degree	Comparative degree	Superlative degree
much	more	most
good	better	best
bad	worse	worst
far	farther	farthest

II. May/ Can

Read the following sentence from your lesson and notice the underlined word:

May I stay with you?

The underlined word 'may' is a helping verb. It is used to take or give permission in a formal way.

But 'can' is used to take or give permission in an informal way.

* Can I leave this place? (Taking permission)

* You can go now. (Giving permission)

'May' has another use also. It is used to express possibility.

e.g. It may rain today.

Read the following sentences and say what they mean. Choose the right answer from the choices given:

- Q1.** May I come in, Sir?
(a) giving permission
(b) taking permission
(c) expressing possibility

A. (b) taking permission ✓

- Q2.** Sindhu may come to India next month.
(a) giving permission
(b) taking permission
(c) expressing possibility

A. (c) expressing possibility ✓

- Q3.** You may use my cell phone if you need.
(a) giving permission
(b) taking permission
(c) expressing possibility

A. (a) giving permission ✓

- Q4.** Can I take leave of you?
(a) taking permission in a formal way
(b) taking permission in an informal way
(c) expressing possibility

A. (b) taking permission in an informal way ✓

- Q5.** The dog may attack you if you run.
(a) giving permission
(b) taking permission
(c) expressing possibility

A. (c) expressing possibility ✓

Rewrite the following sentences as directed:

- Q6.** The boy seems to cry if you do not buy an ice-cream for him. (Express this using 'may')
A. *The boy may cry if you do not buy an ice-cream for him.*

- Q7.** You can use my camera if you need. (Give permission using 'may')
A. You may use my camera, if you need.

- Q8.** He seems to be a nice man. (Express this possibility using 'may')
- A.** He may be a nice man.
- Q9.** You want to leave the class now. (Take permission using 'may')
- A.** May I leave the class now ?
- Q10.** Raju wants to use your water bottle. (Give permission using 'may')
- A.** You may use my water bottle if you want.

III. Wish+ Subject+ Past Tense

Read the following sentence from your lesson:

I wish there was an air-conditioned coach.

The above sentence expresses *unreal past*.

We use "*wish + subject + past tense*" to express *unreal past*. This sentence means. . . .
I am sorry there is no air-conditioned coach.

Now express the wishes of the people mentioned below using unreal past (*wish + subject + past tense*). The first one is done for you.

- Q1.** Sindhu has missed her school bus. She has to go to school urgently. She wishes to have a car. How would Sindhu express her wish?
- A.** I wish I had a car.
- Q2.** Anita wants to abolish the system of exams. She wishes to be the Prime Minister. How would Anita express her wish?
- A.** I wish I were the Prime Minister.
- Q3.** Srinu's father has a car. He wishes to drive that car. But he doesn't know how to drive a car. How would Srinu's father express his wish?
- A.** I wish I knew how to drive a car.
- Q4.** Sharmila wants to play tennis. But she doesn't have a tennis racket. How would Sharmila express her wish?
- A.** I wish I had a tennis racket.
- Q5.** Mahendra wants to get first rank in the class. But he can't. How would Mahendra express his wish?
- A.** I wish I could get first rank in the class.

SESSION 5

THE TOWN MOUSE AND THE COUNTRY MOUSE – WRITING

5.1 Writing

- Q.** Write a letter to your friend inviting him/her to your village to spend the summer holidays. Write about your family and the places where you will take him/her.

A.

Mawlynnong
20-04-2019.

Dear Payal,

I am fine here and I hope it is the same with you. Our annual examinations are over and I am sure to get 98%. I hope your final examinations are over as well. What are your plans for summer? Why don't you come over to my village?

As you know, I live in Mawlynnong, a small village along with my parents and grandparents. If you come, we both can enjoy our summer vacation here. My village is considered as a model village. It is the cleanest village not just in India, but in Asia. There are many places to see here, like Mawlynnong waterfall, Sky View Tower, Living Root Bridges, the Church of Epiphany, which is a 100-year-old structure, and many more. I am sure you will enjoy the lush green surroundings. We can stay in a tree-house too.

Do come here for the vacation. My parents also extend their invitation to you. Please convey my regards to your parents.

Yours lovingly,

Sukakirthi

To,
Payal Sharma
D/o S. K. Sharma
23-4-35,
Raja Rao Street,
Dehradun

LESSON 1-THE TOWN MOUSE AND THE COUNTRY MOUSE

Q. Imagine you were the town mouse / country mouse and write a description of your visit.

A. (a) I am a town mouse. I visited the countryside to spend a few days with my cousin. As I was accustomed to life in a town, I could not enjoy the trip. At the village, modern amenities are not available. I did not even have a bed to sleep in. The whole village is filled with trees. In the fields, there are different crops. The country mice eat these raw. There is no cooked food. The mice are engaged in hard work. They have to go to the farm or the field in search of their food. If we want to have a cool drink, only fruits, coconut water and such other natural foods are available. Of course, the villagers treat strangers with affection. But there is no noise pollution. There is no sound from cars, lorries or trains. After 7 pm everything becomes quiet. People lead a very slow life.

(b) I am a country mouse. I went to the town to meet my cousin who lives there. I was surprised to see so many vehicles in the town. There is continuous noise of the vehicles. I could not bear the sound and got a headache. Even at night, there was so much of noise, which disturbed me. I could not sleep at all. As if this is not enough, there is no fresh water to drink. I could not move freely as there were so many people moving. I had to constantly hide as I was afraid someone might kill me. Though there is plenty of food, one is in constant fear that somebody might see one and kill. I was scared and so I came back. I love my lie in the village. Though I eat simple food and live a simple life, I do it in peace and without any fear.

Self Assessment:

How well did I write?

Fill in the boxes using yes / somewhat / no.	
I was able to write a letter and description.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes / somewhat / no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

SESSION 6

THE TOWN MOUSE AND THE COUNTRY MOUSE – STUDY AND LISTENING

6.1 Study and Listening

Study Skills

I. Study the table given below and observe the changing patterns of unemployment in some advanced countries. Answer the questions that follow.

UNEMPLOYMENT RATES (IN PERCENT) IN ADVANCED COUNTRIES

COUNTRY	2000	2001	2002	2003	2004	2005	2006
U.S.A	4.0	4.8	5.8	6.0	5.5	5.2	5.2
GERMANY	7.8	7.9	8.7	9.6	9.2	9.5	9.3
FRANCE	9.1	8.4	8.9	9.5	9.7	9.8	9.6
ITALY	10.6	9.5	9.0	8.7	8.5	8.1	7.8
SPAIN	13.9	10.6	11.5	11.5	11	9.1	8.0
JAPAN	4.7	5.0	5.4	5.3	4.7	4.3	4.1
U.K.	5.5	5.1	5.2	5.0	4.8	4.7	4.8
CANADA	6.9	7.2	7.7	7.6	7.2	6.8	6.7

(Source : IMF)

- Q1.** How many countries are compared in the given table?
A. Eight countries are compared in the given table.
- Q2.** Mention the period represented by the table.
A. The table represents the period between the years 2000 and 2006.
- Q3.** Which country has the least unemployment rate in 2005?
A. Japan has the least unemployment rate in 2005.
- Q4.** Which country has a decrease of nearly 6% in unemployment rate between 2000 and 2006?
A. Spain has a decrease of nearly 6% in unemployment rate between 2000 and 2006.

LESSON 1 - THE TOWN MOUSE AND THE COUNTRY MOUSE

- Q5.** In the case of every country we can notice that (choose the correct answer)
- (a) The unemployment rate is steadily increasing.
 - (b) The unemployment rate is steadily decreasing.
 - (c) The unemployment rate is fluctuating i.e., sometimes it rises and sometimes it falls.
- A.** (c) The unemployment rate is fluctuating i.e., sometimes it rises and sometimes it falls. (✓)
- Q6.** Which year recorded the highest unemployment rate for many countries?
- A.** The year 2000 recorded the highest unemployment rate for many countries.
- Q7.** Which country recorded the least fluctuation in unemployment rates?
- A.** Japan recorded the least fluctuations in unemployment rate.

Listening Skills

I. Answer the following questions:

- Q1.** Imagine you are all grown up and have come back to visit your school. Introduce yourself to the teacher and the class, saying what you are doing in your life and how you feel about it.
- A.** Good morning children. My name is Mohan and I have been a student of this school many years ago. When I was a student this school was very small and did not have proper classrooms or facilities that you all have now. The classes were conducted in sheds. But the teachers were so dedicated that we never even thought about those facilities. We did not have enough blackboards also. I remember, our mathematics teacher would sometimes write on the sand in the playground outside, to teach us. All the teachers were very sincere. Thanks to their dedication, I topped my class in SSC. They made sure that we enjoy studying. Because of them, today I am enjoying my work too. I have come to meet my old teachers and our Principal. Not a day goes by without thinking of them. I am very happy that you all are in one of the best schools. I wish you all success.
- Q2.** Listen to the conversation between Sulochana and Madhavi. (Now the teacher has to read the conversation given in Annexure - 1, Unit - 1)
Work in pairs and talk about your experience of living in a town / village.
- A.** **(STUDENT'S ACTIVITY)**
- i. **Discuss whether you like living in a town or in a village**
 - ii. **Why do you like living in a town or in a village?**
- Q3.** In groups, read the story "The Town Mouse and the Country Mouse" by following the ideas given below. Convert the story into a play. Write the script for the first scene and perform a short play.

LESSON 1 - THE TOWN MOUSE AND THE COUNTRY MOUSE

- Read the story once again.
- Identify the scenes.
- Identify the characters for each scene.
- Pick out the dialogue of the characters.
- Identify the locations of the events.
- Decide settings according to the scenes.
- Assign roles to the members of the groups.
- Enact the drama before the whole class.

A. (STUDENTS' ACTIVITY)

- i. Follow the steps given in the instructions.
- ii. Ensure that you have a detailed discussion with the people in your group before you put up the play.
- iii. Practise multiple times before enacting the play before the class.

Q4. Have a discussion in the whole class on how the performance could be improved in terms of delivery of dialogue, costumes, action, settings and so on.

A. (STUDENTS' ACTIVITY)

- i. Give and accept feedback about the performance of other groups and your group respectively.

Q5. You have already written the script for one scene. Develop the other scenes in the same manner and make it a complete script for the play.

A. (STUDENT'S ACTIVITY)

- i. The first scene would have dealt with the Town Mouse visiting the Country Mouse.
- ii. Plan the other scenes around the Country Mouse's visit to the Town Mouse's city.
- iii. Follow the same instructions as you did while setting up the first scene of the play.

Self - Assessment

How well did I write the play script?





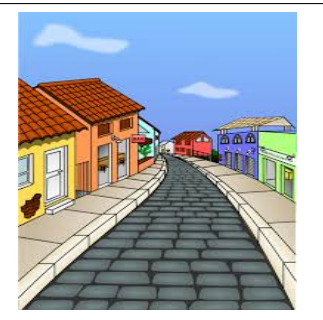


Fill in the boxes using yes / somewhat / no.	
I was able to fix the events of the play well.	
I fixed the characters of the play.	
I used appropriate dialogues in my play.	
I was able to express the feelings of the characters.	
I concluded my play well.	
I was able to express my ideas in apt words.	
The sentences I used were properly connected.	
I used proper punctuation and spacing.	

SESSION 7




THE TOWN CHILD – READING

7.1 Reading and Comprehension - Word Meaning 

Noun

<p>feet (here) people who walk in streets.</p>		<p>tram an electric vehicle that transports people in cities</p>	
<p>meadow a field with grass and often wild flowers</p>		<p>castle a large strong building</p>	
<p>lane a narrow road in the countryside or in a town</p>		<p>plenty a full amount or supply</p>	
<p>room space that is used or available for use</p>			

Adjective

<p>twinkling shining strongly and then weakly</p>		<p>crowded very full, or too full, of things or people</p>	
<p>lonely without company; alone</p>			

7.2 Reading and Comprehension - Summary 

The Town Child and The Country Child are two poems written by Irene Thompson depicting the lives of a town child and a country child, and the longing of the town child for a life in the country and the country child for a life in the town.

These poems read together show human nature and how humans are not happy or satisfied with what they have and always desire for what others have.

This poem, 'The Town Child' is about a child who lives in a town but dreams of living in the country. Here, the child describes the town, which is crowded and full of traffic; buses, motor vehicles and trams are all over the roads. The town has rows of houses and smoke everywhere. He wishes to live in the country which is peaceful and filled with trees, without any pollution. The only thing that the 'town child' loves is the sky above, as it seems to him that it is the only place where there is 'plenty of room' to give wings to his dreams.

SESSION 8

THE COUNTRY CHILD – READING

8.1 Reading and Comprehension - Summary

The Town Child and The Country Child are two poems written by Irene Thompson depicting the lives of a town child and a country child, and the longing of the town child for a life in the country and the country child for a life in the town.

These poems read together show human nature and how humans are not happy or satisfied with what they have and always desire for what others have.

In this poem, the child who lives in the country wishes for a life in a town. The child wishes for a town filled with people and lots of houses instead of quiet lanes. The child says the village is so lonely that if it were not for birds and flowers, life would be very dull. The child wishes that he lived in a town where he could see the trams and motors running and also the bright, twinkling streets at night.

SESSION 9

THE TOWN CHILD AND THE COUNTRY CHILD – LITERATURE

9.1 Literature - QA



- Q1.** Where does the town child want to live?
A. The town child wants to live in a village where there are meadows and lambs.
- Q2.** Why is there smoke in the towns?
A. There is smoke in towns as it is crowded with motor vehicles.
- Q3.** There is one thing that the town child loves. What is it?
A. The town child loves the clear blue sky as that is the only place which is not crowded.
- Q4.** “There is no one to play with at all” This sentence means. . . .
A. (a) There are no people in villages.
(b) There are no players in villages.
(c) The villages have lesser population than the towns.(✓)
- Q5.** What is the wish of the country child?
A. The country child wishes to live in a town.
- Q6.** Which child is able to watch meadows and lambs?
A. The country child is able to watch the meadows and lambs.
- Q7.** Why are the lanes in the country so quiet?
A. The lanes in the country are quiet because there is a lesser population in the village. There are only a few industries and almost no traffic at all.
- Q8.** Why are nights colourful in towns?
A. The nights in towns are colourful because the streets are bright with wonderful colours.

Q9. Pick out the rhyming words from both the poems.

A.

go	row
hear	near
bright	night
blue	too
hours	flowers
near	dear
street	feet
trams	lambs
love	above
wood	could
all	tall
town	down

Q10. If you were given an option to live in a town or the country, where would you prefer to live? Give reasons for your option.

Student's response.



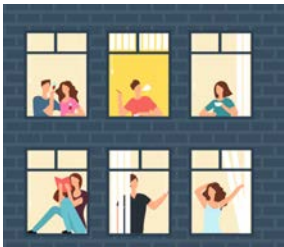


A. I would prefer to live in the country side. Some of the reasons for this choice are: there is less pollution in the countryside. I air is fresh and the atmosphere pleasant. It is less noisy. There would be greenery everywhere. It would be delightful to see fields bearing crops and be so close to nature. Though there may not be many facilities as there are in the town, yet life would be much simpler and peaceful.

SESSION 10

THE NEW BLUE DRESS – READING

10.1 Reading and Comprehension - Word Meaning




Noun

<p>pavement footpath</p>		<p>excitement a feeling of great enthusiasm and eagerness.</p>	
<p>community people living in the same locality, who are considered as a unit</p>		<p>campaigns series of planned activities to do something</p>	
<p>running water water coming from the main supply when taps are turned on</p>			

Verb

<p>organise to arrange / to make preparation</p>	
---	---

Adjective

<p>amazed filled with great wonder</p>		<p>decent respectable</p>	
<p>ugly unpleasant to look at; not attractive</p>			

10.2 Reading and Comprehension - Summary 

This is a story about a little girl living at Gates Avenue, Cleveland, in 1909. This story shows how the gift of a new blue dress from her teacher not only changed her and her family, but also changed her entire street. Initially Gates Avenue was very ugly and untidy. Most of the people living there had very little money and never bothered to clean themselves up or their house and street.

One day, the little girl received a new dress from her teacher. When her parents saw her looking neat and tidy in the new dress, they decided to clean up their house. When their neighbour saw this, it prompted him to clean his house. This in turn prompted the church minister to get help to clean the whole neighbourhood and Gates Avenue soon became a tidy street. Gates Avenue inspired the people of other streets to start their own 'clean up' campaigns.

The moral of the story is that one small act of kindness can make a large impact in the lives of many people.

Self-Assessment

How well did I read?

Fill in the boxes using yes / somewhat / no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

SESSION 11

THE NEW BLUE DRESS – LITERATURE

11.1 Literature - QA



- Q1.** What kind of street was Gates Avenue at the beginning of the story?
- A.** Gates Avenue was a very ugly and untidy place at the beginning of the story. Not only the streets, but the houses and the people too were untidy in Gates Avenue at the beginning of the story.
- Q2.** What happened to it by the end of the story?
- A.** By the end of the story, Gates Avenue became a very tidy, neat and clean place. A pavement was built and Gates Avenue became an model for people on other streets.
- Q3.** Why do you think the teacher gave a blue dress to the little girl?
- A.** The teacher gave the little girl a blue dress as she thought that the girl did not have any clean clothes or that she did not have any other clothes to change into. The teacher wanted to see the girl looking neat and tidy as she thought the little girl couldn't afford to buy a new dress.
- Q4.** What change did the new blue dress bring in the little girl's house?
- A.** When the parents of the little girl saw how pretty, neat and clean their daughter was in her new dress, they felt ashamed to be dirty. They decided to clean up their surroundings. Her mother covered the dining table with a cloth and cleaned the kitchen floor. Her father tidied the garden and repaired the fence. Everyone in the house began to keep their surroundings clean.
- Q5.** How did the change in the little girl's house influence the neighbours?
- A.** The neat and clean look of the little girl influenced her parents to clean their house and their surroundings and to keep them clean. This in turn influenced their neighbour to tidy up his house. When the minister of the church saw the two men working hard to keep their houses decent, he wanted to help. He asked some important citizens in the city to contribute towards making the street look neat and clean.

Q6. Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

A.

Indicators	Yes	Somewhat	No
I was able to talk about the place I like to live (Face sheet)			
I read and understood the text:			
A. The Town Mouse and the Country Mouse			
B. The Town Child and the Country Child (poem)			
C. The New Blue Dress			
I was able to understand the phrases, meanings and compound words, and able to do the exercises given under 'Vocabulary'.			
I was able to understand 'Degrees of comparison', the usage of 'may' and did the exercises given under 'Grammar'.			
I was able to write letter and description given under 'Writing'.			
I was able to do the activity given under Study Skills.			
I listened to and understood the conversation and performed a skit given under 'Listening and Speaking'.			
I was able to complete the 'Project Work' and present it to the class.			

----- CCE Based Practice Questions -----

CHAPTER 1: THE TOWN MOUSE AND THE COUNTRY MOUSE



Reading and Comprehension (Unseen Passage)

Session

1

1. Read the following passage and answer the following questions:**The Incredible Machine**

Everyone has a favourite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer roller-coasters, my favourite ride is a little gentler. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel.

The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.

What It Lacks in Thrills...

While the Ferris wheel is not as thrilling as a Rollercoaster, it is still very exciting. The fact of being high in the air makes it so much more entertaining than a lot of rides. I mean, how often do you hang from that high up in daily life?

Nevertheless, I have to admit, I don't seek Ferris wheels out because of their excitement. Rather, I find them very relaxing. At the top of the Ferris wheel, you get beautiful sights of the park. You also get a sense of calm that you don't get in the hustle and bustle of the park below.

Additionally, Ferris wheels are also gorgeous to look at when they are lit up at night. In fact, the original Ferris wheel was designed as much to be seen as to be ridden.

It Happened at the World's Fair

The first Ferris wheel was made by and named after George Washington Gale Ferris, Jr. He designed it for the Chicago World's Fair in 1893. It was the tallest attraction there, standing 264 feet high.

However, visitors to the fair were impressed by the size of the ride as well as the mechanics of it. In 1893, anything that was not turned by hand was considered a sight to see. And the wheel, which was a machine, was truly incredible to see. Further, as one visitor put it, the wheel was amazing because it seemed to be missing support. That is, it did not look like it could stand on its own. And yet it did and even rotated!

They Keep Reaching Higher and Higher

Ferris wheel technology has only improved since then. Most of today's Ferris wheels are much larger than that first one. The largest in the world is the "Singapore Flyer," which stands slightly taller than twice what Ferris's did!

Today, the Ferris wheel is the most common amusement park ride. But that does not mean you should take them for granted. Instead, be thankful for Ferris' invention. The next time you're at an amusement park, don't just look up at the impressive wheel in the sky on your way to a newer attraction. Take it for a spin!

I. Choose the correct option and answer the following questions:

1. As used in paragraph 1, the word 'attraction' most nearly means _____ []
 A. sense B. ride C. park D. vision

2. It can be understood that Coney Island, Navy Pier, and the Santa Monica Pier are all examples of _____ []
 A. amusement parks B. boat docks C. Ferris wheels D. vacation spots

3. As used in paragraph 2, which is the best antonym for complex? []
 A. impressive B. beautiful C. exciting D. simple

4. What does the author like best about Ferris wheels? []
 A. the impressive engineering and beauty of them
 B. the beautiful sights and relaxation they allow
 C. the excitement and thrills they guarantee
 D. the fact that most amusement parks have one

5. According to the passage, the Ferris wheel was originally designed for _____ []
 A. Coney Island fair B. Chicago world's fair C. Disneyworld park D. Singapore

II. Answer the following questions in a sentence or two:

1. According to the author, what ride is preferred by most of the visitors at fairs?
 A.

2. How does the Ferris-wheel work?
 A.

3. As per the author, what makes Ferris-wheel more exciting?

A.

4. Where did the ride get its name from?

A.

5. Where do you find the world's largest Ferris-wheel?

A.

III. State True/False

- 1. Ferris-wheel is as thrilling a ride as roller-coaster. (True / False)
- 2. The original Ferris-wheel was 246 feet high. (True / False)
- 3. The first Ferris-wheel was built in 1893.' (True / False)
- 4. One of the most amazing fact about the wheel is, it appears to have no support, yet it does. (True / False)
- 5. 'Singapore Flyer' is exactly twice the size of the original one. (True / False)

IV. Find out the words/phrases from the passage that means the same as the ones given below:

Meaning	Word in the Passage
	amusement
	hustle and bustle
	amazing/ impressive
	vertical
	incredible

2. Read the following passage and answer the following questions:

Hari was a naughty boy. He often pinched and troubled his classmates. No one wanted to be friends with him. One day the class went for a picnic. Hari was all alone. No one played with him. He sat on the seaside and was unhappy. One crab came out of the water and extended his claw. Hari tried to shake the crab's claw. The crab pinched him. Hari screamed with pain. All the sea creatures came out of the sea and started to pinch Hari.

Hari then realised how he was hurting the children. The crab and the sea creatures taught him a lesson. He decided that he would never pinch anyone again.

I. Choose the correct option to answer the following.

1. Hari was a _____ boy. []
A. happy B. bold C. clever D. naughty
2. Whom did he meet on the seaside? []
A. cat B. dog C. crab D. elephant

II. Answer the following questions in two or three sentences each:

3. Why did the children not play with Hari?
A.
4. What did the crab do to Hari?
A.
5. Who came out of the sea and what did they do to Hari?
A.
6. What did Hari realise?
A.



Vocabulary

Session 2

I. Read the sentences carefully and tick the correct meaning of the underlined word in each sentence.

1. He opened the door, and with his pistol in his hand, he stepped trembling towards the fire. []
 A. angrily B. crying C. shaking
2. The rooster screeched along with the others. []
 A. wept B. ran away C. gave a loud cry
3. The way was long. Night fell, and very frightened, the four creatures found themselves in a thick forest. []
 A. worried B. afraid C. tired
4. Once upon a time, an old donkey was ill- treated by his master. []
 A. killed B. abused C. looked after
5. This weekend I will clean my closet and put my clothes in order. []
 A. a command B. a container C. right arrangement

II. Fill in the blanks using appropriate phrases given below.

decided to, crushed to death, group of, lives of, herd of, understood

Long time ago there lived a _____ mice under a tree peacefully. One day a _____ elephants in search of water came that way and destroyed the homes of the rats and many of them were _____. The king of rats _____ approach the elephant chief and requested him to guide his herd through another route. The elephant king _____ the plight of the rats and decided to take another route to the water. With this change the lives of _____ rats were saved.

III. Join each word in column-A with a suitable word in column-B to form compound nouns. The first one is done for you.

Column – A	Column – B	Compound Word
Door	Long	_____
Team	Head	_____
Grand	Bow	_____
Back	End	_____
Home	Paste	_____
Week	Bone	_____
Tooth	Way	_____
Fore	Work	_____
Life	Town	_____
Rain	Mother	_____

IV. Read the passage and do as directed:

Kittens have very soft fur and the sound they make is very sweet. They have soft paws and their eyes are blue. They run fast and play around happily. It's a pity they have to grow up and become cats. I wish they could be kittens forever sitting in small cupboards.

1. Write the synonym of the word 'sound'.

A.

2. Write the antonym of the word 'soft'.

A.

3. Write the comparative degree of 'fast'.

A.

4. Pick out a phrase from the passage.

A.

4. Pick out the compound noun from the passage.

A.



I. Here is a list of adjectives. Write the other degrees of them. The first one is done for you.

Positive degree	Comparative degree	Superlative degree
Fast		
Careful	_____	_____
Young	_____	_____
Simple	_____	_____
Little	_____	_____

II. Rewrite the following sentences as directed.

1. I want to borrow your pen for a minute. (Take permission using 'can')

A.

2. Ask questions only at the end of the presentation. (Give permission using 'may')

A.

3. I want to ask a question regarding the Principal's speech. (Take permission using 'may')

A.

4. Go back to your classroom at 3 0'clock.(Give permission using 'can')

A.

5. I am thinking about joining the NSS. (Express possibility using 'may')

A.

III. Express the wishes of the people mentioned below using the past tense. The first one is done for you.

1. Akshita is a dog lover but she does not own a dog. How would Akshita express her wish?

A.

2. Rithika wants to buy a laptop. But she doesn't have enough money. How would Rithika express her wish?

A.

3. Ram wants to go to the mall. It is raining heavily. He wishes for the rain to stop.

A.

4. Ramya wants to bake a cake for her friend's birthday. She wishes to have an oven. How would Ramya express her wish?

A.

5. Ahmed wants to punish the people who commit crimes. He wishes to be a policeman. How would Ahmed express his wish?

A.

6. Raghav stayed in the United States last year. But he did not visit Disneyland. How would Raghav express his wish?

A.

IV. Complete the passage choosing the right words from those given below.

Friendship is like a plant ____ 1 ____ needs tender care and nourishment. The tender care is honesty ____ 2 ____ being true to your friend. We should cherish true friendship and never ____ 3 ____ it go. As the saying goes 'A friend in need is a friend indeed'. A true friend sticks ____ 4 ____ you in bad times ____ 5 ____ good.

- | | | | | |
|----|--------------|---------------|---------------|----------------|
| 1. | A. when | B. who | C. which | D. how |
| 2. | A. or | B. and | C. may | D. so |
| 3. | A. be | B. let | C. is | D. was |
| 4. | A. with | B. for | C. if | D. a |
| 5. | A. as big as | B. as well as | C. as bad as. | D. as black as |

**Conventions of Writing**

Session

4

- I. **Rewrite the following passage checking the spelling, punctuation (. , ! ? “ ”) and capitalisation wherever necessary.**

I was really surprised the other day when I went to the agriculture exhibition in the city there were many vegetables like potatoes tomatoes and brinjals in the exhibition. I was called to get the best prize for growing a tomato oh what a surprise it was for me. I later heard my father had taken my tomato as an entry in the exhibition.

**Creative Writing**

Session

5

- I. **Imagine you are studying in a boarding school in a hill station. Write a letter to your friend, inviting him/her to visit your place. Write about the hill station and the places you would take him/her to.**

Hints:

1. Write the name of the hill station and where it is located.
2. Give a brief description of the place.
3. Tell your friend why you liked the place.
4. Think about fun activities you can do there.

- II. Write about a village you have stayed or have visited. Describe the place and the lifestyle of the people there.**

III. Your father / mother is a prominent doctor. Introduce him/her to your class.

Hints:

- His / her name, age, designation
- How long has he/she been working there
- Job profile- what does he/she do
- Challenges and achievements
- Inspiration

IV. Convert the given story into a script

The Brahmin and His Enemies

Long ago, a poor Brahmin lived with his family in a small house. His disciples would help him with food and clothes. He somehow managed to pass his days.

One day, the Brahmin received two calves as a gift from one of his disciples. He was overjoyed. Though he had difficulty in arranging for fodder and grain for the calves, he managed to feed the two calves. Years passed by and the calves grew up into two bullocks.

A thief had seen the bullocks. "The foolish Brahmin does not even know the proper use of these bullocks. I will steal the bullocks and sell them," he thought.

That evening, the thief started for the Brahmin's house. While on his way, the thief was stopped by a fierce demon. "I am hungry. I will eat you," said the demon, in a thundering voice.

"Wait! Wait, dear friend! I am a thief I am on my way to the Brahmin's house to steal his bullocks. You can eat the Brahmin instead of me," said the thief.

The demon agreed. The thief and the demon proceeded towards the Brahmin's house. Reaching the house of the Brahmin, the thief said, "Let me take the bullocks and go. Then you can eat the Brahmin."

"No! Let me eat the Brahmin first. I am hungry," roared the demon. The two started to quarrel.

The noise woke up the Brahmin. As soon as he saw the demon, he started chanting some mantras.

The demon uttered a sharp cry, "AAIEE!" and disappeared.

Then the Brahmin got hold of a thick stick, "You tried to steal my bullocks, did you?" said the Brahmin.

And he thrashed the thief. Thus the Brahmin saved himself from the demon and eventually punished the thief.

The Brahmin and his enemies were separated from each other.

A.

The Town Child and The Country Child



Reading and Comprehension (Unseen Poem)

Session

5

1. Read the poem to answer the questions.

LAST NIGHT I SAW THE CITY BREATHING

– by Andrew Fusek Peters

Last night, I saw the City breathing
Great Gusts of people,
Rushing in and
Puffing out
Of Station's singing mouths

Last night, I saw the City laughing,
'Take- Aways' got the giggles,
Cinemas split their sides,
And Living Rooms completely creased themselves!

Last night, I saw the City dancing.
Shadows were cheek to cheek with brick walls,
Trains wiggled their hips all over the place,
And the trees
in the breeze,
Put on a show for an audience of windows!

Last night, I saw the city starving,
Snaking Avenue smacked her lips
And swallowed seven roundabouts!
Fat office blocks got stuffed with light
And gloated over empty parking lots.

Last night, I saw the City crying.
Cracked windows poured falling stars
And the streets were paved with mirrors.

Last night, I saw the City sleeping
Roads night-dreamed,
Street Lamps quietly boasted,

'When I grow up, I'm going to be a star!'
 And the Wind,
 Like a cat,
 Snoozed in the nooks of roofs.

I. Choose the right answer.

1. Great gusts of people were _____ []
 A. rushing in and out from stations B. from movie theatres C. empty parking lots

2. 'Trains wriggle their hips' is a _____ []
 A. metaphor B. simile C. personification

3. City avenues were compared to a _____ []
 A. river B. snake C. state

4. The word in the poem-'wiggle' means the same as _____. []
 A. jump B. twist C. slither

5. The cracked windows poured _____ []
 A. blazing stars B. comets C. falling stars

II. Do as directed:

1. Find out any two phrases from the poem.
 A.

2. Give a synonym for the word 'giggles'.
 A.

3. Find out the word from the poem that means the same as 'brag'.
 A.

4. Find out a pair of rhyming words from the poem.
 A.

5. Write the antonym for the word 'swallowed'.
 A.



Read the poem to answer the questions

COUNTRY LIVING

- Smoky Hoss

Stars in the night
The moon shines bright
Crowds pass through the country
Like clouds in flight.

Coffee and curds
Foxes and birds
Slow conversation
With a sweet flow in the words.

Freshwater rippling at the spring
Gives nature such a beautiful ring
Days like these
Have ways of making a heart sing.

Nights are short, days are long
Worries are few, oaks are strong
Living in the country
Is like giving the soul a wonderful song.

I. Choose the right answer and fill in the blanks.

1. Freshwater _____ at the spring gives nature such a beautiful ring. []
A. bubbling B. rippling C. gushing

II. Answer the following in a sentence or two:

2. According to the poet how is living in the country like?
A.
3. How does the conversation flow?
A.
4. How do the crowds pass through the country?
A.

The New Blue Dress



Reading and Comprehension (Unseen Passage)

Session

7

1. Read the following passage and answer the following questions:

Lily was a very untidy girl. “Lily, you must keep your room tidy,” her mother was tired of telling her.

One day, her friend brought a basket of mangoes for her as Lily loved mangoes. Since her room was in a mess as usual, Lily kept the mangoes on a chair.

She returned tired to her room after her evening play. Not finding any empty place to sit, she sat down on the nearest chair. “Squash! Squelch!” She jumped up and gave a cry of shock. She realised that she had sat on the mangoes! Her mother came running to her room on hearing her shout.

To her dismay, she saw that all the mangoes were crushed.

“Oh, my favourite dress is spoilt! Mummy, what shall I do?” “That is why I always tell you to keep your room clean,” said Mummy.

From that day, Lily learnt to keep her things in order.



I. Read the passage and choose the right answer.

1. **Who gave Lily a basket of mangoes?** []
 A. her father B. her friend C. her brother
2. **Lily was a very _____ girl.** []
 A. clever B. tidy C. untidy
3. **What did Lily spoil by crushing the mangoes?** []
 A. her mother’s dress B. her favourite dress C. her favourite shoes
4. **Where did Lily put the mangoes?** []
 A. on the bed B. under the table C. on the chair
5. **“Lily learnt to keep her things in _____ .”** []
 A. place B. order C. sequence

II. Answer the following.

1. Why did Lily's friend give her a basket of mangoes?

A.

2. Write what you know about Lily.

A.

3. How did Lily's mother react when Lily complains about her dress?

A.

4. What lesson did Lily learn?

A.

5. What would you do to avoid a situation similar to Lily's?

A.

III. State True/ False.

1. Lily's father told her to keep her room tidy

A.

2. Lily's friend brought a bucket of mangoes for her.

A.

3. Lily kept the mangoes on a chair

A.

4. After playing, Lily returned to her room in the afternoon.

A.

5. Lily's favourite dress was spoilt from the crushed mangoes she accidentally sat on.

A.

6. What happened in the course of explaining the story?

A.



Vocabulary

Session **8**

I. Read the passage given below. Five sentences in the passage are numbered (1–5). Each of these sentences has an error. Correct and rewrite them below:

(1) Tomorrow I is going to sing a solo. (2) I'm so nervouse! There are so manythings that could go wrong. I'm worried that my voice will shake. (3) Maybe I going to open my mouth and no sound will come out. What if I can't sing the high notes? (4) What if I trip and falls down? What if I fall off the stage? (5) What if I sound terrible? I hope I can do this. I think I can.

A.

II. Rewrite the words of the passage following the directions.

I visited the Hyderabad food festival. There were many mouth-watering dishes like noodles, biryani, etc. But I was reminded of Dr. Aruna's advice to avoid oily food. So I left the stalls and went home. To my big surprise, my mother had prepared delicious healthy food which I ate and enjoyed.

1. Write the synonym of the word 'avoid'.

A.

2. Write the antonym of the word 'remember'.

A.

3. Write the superlative degree of 'big'.

A

3. Write the compound noun from the passage.

A.

4. Pick out the positive degree of comparison of 'healthier' from the above passage.

A.

III. Give one word for –

1. A post which carries no salary

A. honorary B. honourable C. gracious D. none of these

2. A place where birds are kept

A. aquarium B. aviary C. kennel D. sty

3. Liable to catch fire easily

A. irreparable B. irresistible C. inflammable D. insolvent

4. A room of books

A. library B. biography C. monograph D. catalogue

5. Periodical published twice in a week.

A. biweekly B. fortnightly C. weekly D. daily



Grammar

Session

9

I. Re-write the given sentences using “unreal past” (wish + past) form of tenses. One is done for you.

Eg : I don't have a car

I wish that I had a car.

1. I can't play the piano.

A.

2. I'm at work

A.

3. It's winter.

A.

4. I'm ill.

A.

5. I don't have new shoes.

A.

**Study Skills****Session 10**

I. Given below is a table. Answer the questions based on it.

Tara's New Flower Garden

Tara couldn't wait to make a new flower garden in her back yard. She got the soil ready for the new plants. Here is a table of what she planted in the new flower garden.

Read the table and answer the questions. You will need a pencil to work some of the problems.

Flower	Pink	Purple	White
Daffodil	16	0	30
Iris	21	26	43
Day lily	14	0	12
Azalea	24	30	9
Roses	7	0	5

- 1. How many roses did Tara plant all together?**
A.
- 2. What flower did Tara plant the most of?**
A.
- 3. What is the total number of purple flowers Tara planted?**
A.
- 4. What is the total number of pink flowers?**
A.
- 5. Which flower did she use the least in her garden?**
A.

UNIT 2

SESSION 1

C.V. RAMAN, THE PRIDE OF INDIA – READING

Oral Discourse

Talk on –Impact of scientific inventions on human life.




Hints:

- Look around you. Can you imagine a life without electricity, vehicles, T.V, mobile phones and so on? If not, then detail how these inventions impact your daily life. Will you be able to study without electricity? Will you be able to travel long distances if vehicles were not invented? Would you be able to watch your favourite show had there been no T.V.? Think of the related inventions and make a case using examples from your daily life.

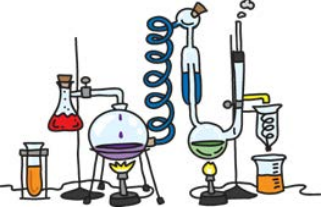







1.1 Reading and Comprehension - Word Meaning



Adjective

<p>lost in thought giving all your attention to something so that you do not notice what is happening around you</p>		<p>transparent allowing you to see through it</p>	
<p>sophisticated advanced and capable</p>		<p>harmonious very pleasant</p>	

Noun

<p>equipment things that are needed for a particular activity</p>		<p>modification change</p>	
<p>discovery the process of finding something that was not known about before</p>		<p>surgeon a doctor who is trained to perform surgery</p>	
<p>stringed instrument any musical instrument with strings</p>		<p>knight a man of high social rank; a person with that title (here, a man awarded a title (Sir) in recognition of his work)</p>	
<p>impression the opinion or feeling you get about someone or something</p>		<p>essence the most basic and important quality of something</p>	

Adverb

abroad
in or to a foreign country


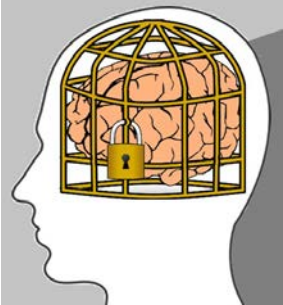






Idiom

red-letter day
an important day



Verb

<p>flag decline or become less</p>		<p>confine to restrict; to place limits</p>	
<p>rush to move very quickly</p>		<p>hailed praised; applauded</p>	
<p>commemorate to honor the memory of</p>		<p>passed away died</p>	

1.2 Reading and Comprehension - Summary 

Chandrasekhar Venkata Raman was born on 7th November 1888 at Tiruchirapalli in Tamilnadu. His father was a physics teacher and Raman was a brilliant student. His parents wanted to send him abroad for his studies, but he did not go due to health issues. He completed his M.A at Presidency College, Chennai. He was greatly interested in science and would spend hours working in the lab of the Indian Association for Cultivation of Science.

Raman wanted to study the nature of light when passed through a transparent medium. In spite of not having sophisticated equipment those days, he continued his experiments and described the behaviour of a beam of light passing through a liquid chemical which is popularly known as 'Raman Effect'. In 1930, he won the Nobel Prize in Physics for his discovery.

C.V. Raman was the first Indian as well the first Asian Scientist to get the Nobel Prize. He passed away in 1970 on November 21st. We celebrate February 28th as the National Science Day to commemorate his remarkable achievements in the field of science. He said that the essence of science is independent thinking and hard work, and not equipment. He was elected to the Royal Society of London in 1924.

Self-Assessment

How well did I read?

Fill in the boxes using yes / somewhat / no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

SESSION 2

C.V. RAMAN, THE PRIDE OF INDIA – LITERATURE

2.1 Literature - QA



- Q1.** Why was Raman happy when he learnt that Prof. Compton had won the Nobel Prize?
- A.** Raman was working on the same lines as Professor Compton. Compton was working on X-rays while Raman was working on light. He understood that if the Compton effect was true of X-rays, it must be true of light too. Hence, Raman was happy when he learnt that Professor Compton had won the Nobel prize for his discovery of the 'Compton Effect.'
- Q2.** What does the 'Compton Effect' tell us?
- A.** The Compton Effect tells us that the nature of X-rays changes when passed through matter and this change depends on the kind of matter.
- Q3.** What was Raman's advice to young scientists?
- A.** Raman advise to young scientists was to look at the world around them and not to confine themselves to their laboratories. He encouraged them to think independently and work hard.
- Q4.** Which paragraph tells about the ill-health of C.V. Raman?
- A.** The paragraph which talks about Raman's birth and education tells us about his ill health as well.
- Q5.** What was the challenging situation when Raman started his experiment on light?
- A.** Raman did not have any sophisticated equipment and had only limited facilities. This was the challenging situation when Raman started his experiment on light.
- Q6.** What was the unseen force working behind Raman for reaching great heights?
- A.** Independent thinking and hard work were the unseen forces which worked behind Raman for reaching great heights.
- Q7.** What is 'Raman Effect'?
- A.** The behaviour of a beam of light passing through a liquid chemical, is known as 'Raman Effect'.

- Q8.** If A.H. Compton had not discovered the Compton Effect, do you think Raman would have discovered the Raman Effect? Give your reasons.
- A.** Even if A.H Compton had not discovered the Compton effect, C.V Raman would definitely have still discovered the Raman effect. His brilliance, interest in science, independent thinking, hard work and dedication would have definitely helped him to discover the Raman effect.
- Q9.** In what way was Raman different from the other Indian scientists? List them and justify your answer.
- A.** Raman was different from the other Indian scientists because:
- (1) He became a member of the Indian Association of Cultivation of Science at a young age of 19.
 - (2) He was elected to the Royal Society of London in 1924 and the British Government made him a knight of the British Empire in 1929.
 - (3) He was the first Indian scientist to win the Nobel Prize.
- Q10.** If you were a scientist, what would you like to invent/ discover?
- A.** If I were a scientist, I would like to invent / discover _____ (name the invention / discovery)
- Q11.** Find whether the following statements are true or false and correct the false statements.
1. C.V. Raman was born in Calcutta. (False)
 2. The Compton Effect was a discovery made by C.V. Raman (False)
 3. Raman's mother was a college physics teacher. (False)
 4. Raman was an average student at school. (False)
 5. Raman studied how the drum could produce music. (False)
 6. Raman spent only two hundred rupees to win the Nobel. (True)
 7. Prize. Raman was only 42 when he won the Nobel Prize. (True)
- A.**
1. C.V. Raman was born in Tiruchirapalli in Tamil Nadu.
 2. The Compton Effect was a discovery made by Prof. A.H. Compton
 3. Raman's father was a college physics teacher.
 4. Raman was a brilliant student at school.
 5. Raman studied how stringed instruments could produce harmonious music.

SESSION 3

C.V. RAMAN, THE PRIDE OF INDIA – VOCABULARY

3.1 Vocabulary



I. Word Meaning

Q1. The following sentences are from your lesson. Read them carefully and tick (✓) the correct meaning of the underlined word in each sentence.

1. His parents were keen to send him abroad for higher studies.

(a) particular (b) eager (✓) (c) worried

2. The world hailed the discovery as the 'Raman Effect'.

(a) greet (✓) (b) called (c) thought

3. In his youth Raman was mainly interested in acoustics.

(a) primarily (✓) (b) simply (c) certainly

4. The British made Raman a knight of the British Empire.

(a) appointed (✓) (b) managed (c) placed

5. Raman passed away on November 21, 1970.

(a) was killed (b) died (✓) (c) left

II. Verb to Noun

Read the following sentence.

Raman was equally delighted.

The underlined word '**delighted**' is a verb and has been used to express a feeling of joy or happiness. Its noun form is 'delight'.

Q1. Now look at the following verbs and write their corresponding noun forms.

A.

S.No.	Verb	Noun or the feeling expressed
1.	enjoyed	enjoyment
2.	surprised	surprise
3.	disappointed	disappointment
4.	worried	worry
5.	satisfied	satisfaction

Q2. Now fill in the blanks with the suitable noun forms of the underlined words in each sentence.

- A.
1. He was shocked to see a snake in his room but he recovered from his shock in no time.
 2. He pretended to look relieved but, in fact, he did not have any relief.
 3. I can understand your excitement. But do not be so excited that you have health problems.
 4. Raju, an auto driver, was very honest. His honesty was known to everybody when he returned the bag of jewellery a passenger had left in his auto.

III. Abbreviations

Read the following sentence and notice the underlined part.

Raman stayed in the country to do the M.A. course.

The underlined letters in capitals denote an abbreviation. The full form of this abbreviation is 'Master of Arts'.

Q1. Here is a list of some common abbreviations. Write their full forms.

A.

Abbreviation	Full form
B.A.	Bachelor of Arts
A.D.	Anno Domini
B.C.	Before Christ
C.M.	Chief Minister
C.D.	Compact Disk
D.V.D.	Digital Versatile Disc
a.m.	ante meridian
p.m.	post meridian

Read the following sentence and notice the underlined word:

He used to spend his hours after office in the lab.

The underlined word "lab" is the short form of "laboratory."

Q2. Look at the following list of short forms and write their full forms. The first one is done for you. (Use a dictionary)

A.

Short form of the word	Full form of the word
plane	aeroplane
kilo	kilogram
para	paragraph
specs	spectacles / specifications
photo	photograph
bike	motorbike
mike	microphone

IV. Word Meaning 'Logus' / 'Logy'

In the paragraph 4 you have learnt that 'optics' is the study of light. Do you know the word for the *study of living beings*? It is 'biology'. It comes from 'bio' (means 'life') + 'logus' / 'logy' (means 'study or science'). So the suffix '-logy' adds the meaning 'the study of'.

Guess the meaning of the words under Column A and match them with the phrases under Column B.

A	Ans.	B
1. Archaeology	(d)	(a) the study of the mind
2. Physiology	(e)	(b) the study of animals
3. Psychology	(a)	(c) the study of earth
4. Geology	(c)	(d) the study of the cultures of the past
5. Zoology	(b)	(e) the study of the bodies of living things.

SESSION 4

C.V. RAMAN, THE PRIDE OF INDIA – GRAMMAR

4.1 Grammar

I. Prepositions

A preposition is a word used to link **nouns**, **pronouns**, or **phrases** to other words within a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns.

The types of preposition are as follows:

1. Preposition for Time (in, on, at, etc.)
2. Preposition for Place (on, in, at, etc.)
3. Preposition for Direction (to, towards, through, into, etc.)
4. Preposition for Agent (*by, with*)
5. Preposition for Instrument (*by, with, on etc.*)

I. Read the following sentences from your lesson and observe how the underlined words are used before dates, years and the names of places.

1. Raman was born on November 7, 1888. (Para 6)
2. Raman passed away in 1970 on November 21. (Para 11)
3. Raman did his M.A. course at Presidency College in Madras. (Para 6)
4. In December, on a fine evening in 1927, there was much excitement. (Para 1)

Q1. Now fill in the blanks with the prepositions ('in', 'on' and 'at'.)

A. Sarathchandra and Keerthana are brother and sister. Sarathchandra was born on 25th April in 2000. Keerthana was born on December 2, 2001. They are with their parents. They live in Masaipet, a small village in Medak District. They play games at school. It is usually very hot in May in their village. So they spend their summer in Hyderabad at their uncle's house. Mr. Srisailam is their uncle. He resides at High Court Colony in Hyderabad with his wife, Jagadeeswari and his daughter, Vishnu Priya.

II. Articles

Revision of 'Articles'.

Q1. Articles are words used before nouns to make it clear exactly what the noun refers to. English has two types of articles: definite and indefinite. The definite article is the word **the**. The definite article limits the meaning of a noun to one particular thing. The indefinite article indicates that a noun doesn't refer to a particular thing. The indefinite article takes two forms. It's the word '**a**' and '**an**'.

1. 'a' is used before singular common nouns / in noun phrases beginning with consonant sounds.
2. 'an' is used before singular common nouns / in noun phrases beginning with vowel sounds.
3. 'the' is used –
 - (a) before words / phrases that indicate unique things ("It was the headquarters of **the Indian Association...**")
 - (b) in situations where the sentence itself contains a clue to identify the thing or the person referred to (eg. His advice to young scientists was to look at **the world around them.**)
 - (c) in social situations where the identity of the person / object is understood ("But. . . look here, Krishnan," he said turning to **the young man...**)
 - (d) before the names of 'musical instruments' ("He studied how stringed instruments like **the violin...**")

Q2. List 20 phrases from the text that begin with 'a' / 'an' or 'the'. Then put 1, 2, 3(a), 3(b), 3(c), or 3(d) against them depending on how 'a' / 'an' or 'the' is used. One is done for you.

Eg :an old building –2

- | | | |
|-----------|--|------|
| A. | (1) a British Surgeon | (1) |
| | (2) a discovery | (1) |
| | (3) a beam of light | (1) |
| | (4) a great award | (1) |
| | (5) a knight of the British Empire | (1) |
| | (6) a member of the Indian Association | (1) |
| | (7) a liquid chemical | (1) |
| | (8) an old building | (2) |
| | (9) an impression | (2) |
| | (10) an administrative job | (2) |
| | (11) the behaviour of a beam of light | (3a) |
| | (12) the Nobel Prize in Physics | (3b) |
| | (13) the science of light | (3b) |
| | (14) the kind of matter | (3b) |
| | (15) the British Government | (3a) |
| | (16) the first Indian scholar | (3a) |
| | (17) the day on which he discovered | (3b) |
| | (18) the Royal Society | (3a) |
| | (19) the lab of association | (3a) |
| | (20) the finance ministry | (3a) |

Q3. Now fill in the blanks with 'a', 'an' or 'the'.

1. In 1987 M.S. Swaminathan was awarded the Ramon Magsaysay Award.
2. We dined yesterday at the Maurya Sherton hotel.
3. Tejaswini lent me an interesting book.
4. My father is a school teacher.
5. M.S.Swaminathan worked at the Indian Agricultural Research Institute.
6. Rekha bought a long notebook yesterday.
7. Sravani is eating a mango now.
8. Ganesh always carries an umbrella with him.
9. Rambabu is an English teacher in a high school.
10. Manjula and Sruthi play the guitar well.

SESSION 5

C.V. RAMAN, THE PRIDE OF INDIA – WRITING

5.1 Writing

- Q.** Write the biography of J.C. Bose using the information given below. You must use the right linkers to join the sentences.

J.C. Bose — Indian Scientist — born 30-09-1858 — St. Xavier's School, Calcutta — abroad for higher studies — returned in 1885 — published a monograph, Response in the Living and Non-living — became famous — Fellow of the Royal Society in 1920 — wireless telegraphy in 1895 — the Crescograph — plants have life — the Bose Institute in Calcutta — devoted to the study of plants — died 23-11-1937.

- A.** Share your draft with your partner and refine your draft in the light of the suggestions offered by him/her.

J.C. Bose was an Indian Scientist who was born on 30th September 1858. He studied at St.Xavier's School, Calcutta and had gone abroad for his higher studies. After completing his studies there, he returned to India in 1885 and published a monograph called 'Response in the Living and Non-living' which became quite famous. He became a Fellow of the Royal Society in 1920. He invented wireless telegraphy in 1895. He also invented the Crescograph with which he could prove that plants have life. He founded the Bose Institute in Calcutta and devoted himself to the study of plants until his death on 23rd November 1937.

Q. Editing

The passage given below has some errors in the use of capital letters, verbs, prepositions and articles. Edit the passage by underlining the incorrect parts and writing them correctly over the space available.

Raman was borne on November 7, 1888, in tiruchirapalli at tamil nadu. He finishes his m.a.course at Presidency college in chennai. He became member of the indian association for cultivation of science . He took up a administrative job in the finance ministry in Calcutta. He was elected to the royal society of London in 1924 and the british government made him a knight of the british empire in 1929. He was first indian scholar who studied wholly in india and received the nobel prize.

A. borne	-	born
tiruchirapalli	-	Tiruchirapalli
tamil nadu	-	Tamil Nadu
finishes	-	finished
m.a.	-	M.A.
chennai	-	Chennai
indian association for cultivation of science	-	Indian Association for Cultivation of Science
a administrative job	-	an administrative job
finance ministry	-	Finance Ministry
the royal society	-	The Royal Society
british	-	British
british empire	-	British Empire
indian	-	Indian
india	-	India
nobel prize	-	Nobel Prize

Self-Assessment

How well did I write?

Fill in the boxes using yes / somewhat / no.	
I was able to write the biography.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes / somewhat / no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

SESSION 6

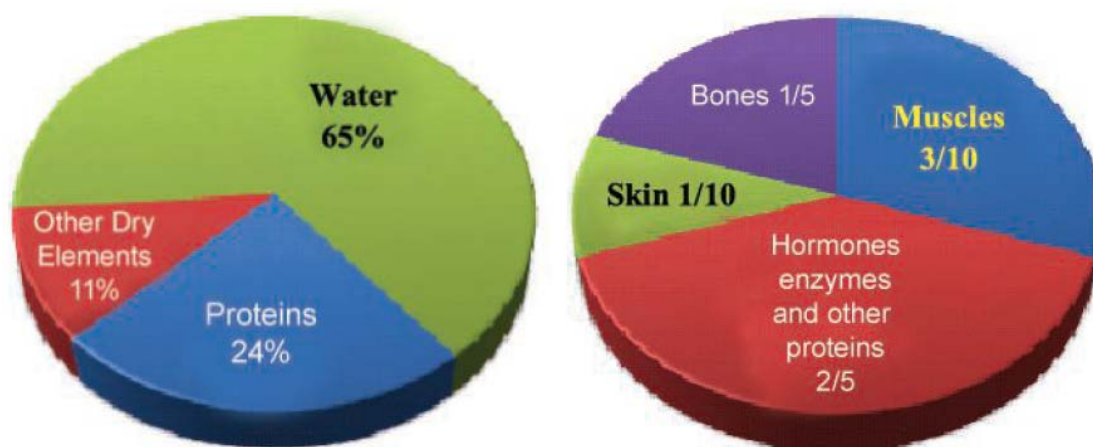
C.V. RAMAN, THE PRIDE OF INDIA – STUDY AND LISTENING

6.1 Study and Listening

Study Skills

I. Study the pie charts and answer the questions given below them.

Distribution of Weight in Human Body.



Q1. Which of the following constitute most of the weight in the human body?

- (a) water (b) proteins (c) dry elements (d) bones

Ans. (a)

Q2. Which of the following statements is correct?

- (a) proteins constitute 11% of the human body.
(b) dry elements constitute 15% of the human body.
(c) hormones, enzymes and other proteins constitute 2/5 of the human body.

Ans. (c)

Q3. If a person's weight is 100 kilograms, how much do his bones weigh?

- A.** 20 kilograms (since bones make up 1/5 of the body weight)

Q4. If the proteins in a person weigh 12 kilograms, what will be his weight?

- A.** 50 kilograms (since proteins make up 24% of the total body weight)

Q5. Are the bones in our body heavier than the water in our body? Support your answer.

A. No. Water constitutes 65% of the human body whereas bones constitute only 1/5 i.e.,20% of the human body.

x

Listening Skills

I. Your teacher will read the passage ‘The Inventor of Inventors.’ Listen carefully and answer the questions given below.

Q1. Say whether the following statements are true or false:

- A.**
1. When Edison was twelve, he established a school. (False)
 2. Edison discovered an important scientific principle known as the Edison Effect (True)
 3. Edison was a poor observer. (False)
 4. Edison’s father was a school teacher. (False)
 5. Edison loved to mix liquids and powders to observe the reaction. (True)

Q2. Here is a list of inventions. Put a (✓) against them if it was invented by Edison.

A.

Name of the Invention	
light bulb	✓
aeroplane	x
electric engine	x
watermark pen	x
phonograph	✓
pedestal fan	x
printing machine	x
radio	x
kinetograph	✓
computer	x
power generator	✓

Q3. Oral Activity

Thomas Alva Edison invented electric bulb. If there were no electric bulbs, how would be our life?

A. (STUDENT'S ACTIVITY)

i. Discuss the above scenario with your partner and come up with the various consequences of not having electric bulbs.

Q4. Debate the following proposition:

'Science has proved to be more a curse than a blessing'.

Divide into groups of two sets. One set of students speak in favour of the motion and the other against it. They may use the words / expressions listed in the box.

at the outset	may I begin by saying that	in his speech Mr. X said that
first of all	I look at it this way	I now draw your attention to
secondly	I'd like to explain	on the one hand / on the other hand
thirdly	the subject before us today	now because of this we have to support
lastly	I must add that	and for all these reasons, I propose
to conclude	I must take strong exception to	and there are similar cases such as

A. (STUDENT'S ACTIVITY)

II. Listen to the conversation between Sindhu and Mary.

Sindhu : Mary, where have you been all the week?

Mary : Um...I have been to Hyderabad.

Sindhu : Hyderabad? Why? Why did you go there?

Mary : You know, my uncle lives there. I went there to visit him.

Sindhu : That's nice. But did you visit any place?

Mary : Oh!Yes, I visited a museum . It's wonderful.

Sindhu : Really! What kind of museum is it?

Mary : It's a science museum.

Sindhu : Science museum? But it should be boring.

Mary : Not a bit. I learnt a lot about many interesting things. You must see it.

Sindhu : Is it that much interesting? Could you tell me something more about it?

Mary : Oh! It takes a long time. Now I am in a hurry. I will talk about it later.

Now work with your partner and these answer questions about the science fair that had been organised in your school or district. Use the following questions too:

Q1. When did you go to the science fair?

A. I went to the science fair last week.

Q2. What things did you see there?





A. I saw many exhibits prepared by the students, which were related to science.

Q3. Which was the most interesting thing you noticed there ?

A. An exhibit that showed the functioning of the heart was the most interesting thing I noticed there.

7.1 Reading and Comprehension - Word Meaning 

Noun

<p>plot a secret plan made to do something wrong</p>		<p>the rot (here) the situation is getting worse</p>	
<p>quantum leap a sudden, great and important change</p>		<p>stem cell a basic type of cell from which all other cells develop</p>	<p>Stem Cell Applications</p> 
<p>fossil the remains of an animal or a plant which have become hard and turned into rock</p>		<p>concern worry</p>	
<p>decay gradual destruction</p>		<p>archaeologist a person who studies buried remains to learn about history</p>	

Verb

<p>cloning producing an exact copy of a living being</p>		<p>dig to make a hole in the ground</p>	
<p>predict to tell in advance that something will happen</p>		<p>see through (ph.v) understand</p>	

7.2 Reading and Comprehension - Summary 

In this poem, a child complains to her mother that she does not want to go to school. She tells her mother that she is afraid of the decaying world and she feels that even her teachers are a part of the plot to decay the world.

She talks about scientists cloning pigs and sheep, biologists making stem cells grow, geologists finding cracks in our earth and archaeologists digging for fossils and bones. She is worried that these changes are giving children too much to learn.

Self-Assessment

How well did I read?

<p>Fill in the boxes using yes / somewhat / no.</p>	
<p>I enjoyed reading the poem.</p>	
<p>I got the idea of the poem on my own.</p>	
<p>I got the idea with the help of my friends in the group.</p>	
<p>The teacher helped me to understand the poem.</p>	
<p>I used the glossary given at the end of the poem.</p>	

SESSION 8

IT'S CHANGE – LITERATURE

8.1 Literature - QA



- Q1.** Who is the speaker of this poem? Guess her age. Support your answer.
- A.** The speaker of the poem is a school-going child. He / she may be around 10–12 years old. The speaker says that she doesn't want to go to school and he / she talks about various scientists and their inventions / discoveries which are taught to children of that age at school.
- Q2.** What is the speaker's concern?
- A.** The speaker's concern is that scientists, biologists, geologists and archaeologists are destroying the world with actions. He / she is worried that their teachers are part of the plot too. The speaker's another concern is that the scientists are giving children way too much for her to learn.
- Q3.** How would you feel if a scientist cloned you?
- A.** If a scientist cloned me, I will feel..... (happy / unhappy)
- Q4.** What is the speaker's concern? Which line in the poem shows it?
- A.** The speaker is concerned that scientists are giving children too many things to learn. This is shown in the last line of the poem, 'Giving us kids too much to learn!'.
- Q5.** 'Yes, scientists are causing me great concern. . . .'
How is this statement true in view of the speaker? What is your view?
- A.** This statement is true. Kids are worried because of all the changes taking place. They have too much to learn and also they do not know what is likely to happen in the future. My view is _____ (give your opinion on new discoveries, whether it's advantageous or disadvantageous).
- Q6.** What does an archaeologist do?
- A.** An archaeologist digs up fossils and bones and studies them.
- Q7.** What would you like to be when you grow up?
- A.** When I grow up I would like to _____ (give your answer and explain why you chose it)

- Q8.** Read the following lines from your poem and notice that the underlined words end with the same sound. Such words are called rhyming words.

Mum, I don't want to go to school today.

'Cause I fear our world is in decay.

Now match the following words that rhyme. One is done for you. Add two more words to each pair that rhyme with them.





Part –A	Part –B	Correct pair of words	
plot <u>t</u>	go <u>o</u>	plot - rot	cot, lot
shee <u>p</u>	rot <u>t</u>	sheep - leap	deep, weep
grow <u>w</u>	leap <u>p</u>	grow - go	so, sow, bow, row
earth <u>h</u>	birth <u>h</u>	earth - birth	dearth, worth, mirth
bone <u>s</u>	learn <u>n</u>	bones - clones	stones, groans, tones
concern <u>n</u>	clone <u>s</u>	concern - learn	stern, earn, burn, turn

SESSION 9




SUSRUTA, AN ANCIENT PLASTIC SURGEON – READING

9.1 Reading and Comprehension - Word Meaning

Verb










<p>moulding shaping a substance into a particular form or object</p>		<p>mended fixed or repaired something that has been damaged or broken</p>	
<p>transplanted to take an organ, skin, etc. from one part of the body or person and put it into or onto another</p>		<p>befallen took place; happened (usually something bad or unpleasant)</p>	

Adjective

<p>frantic extremely worried and frightened</p>		<p>disfigured damaged the appearance or shape of</p>	
<p>anguished mental and physical pain or worry</p>			

LESSON 4-SUSRUTA, AN ANCIENT PLASTIC SURGEON

Noun

<p>liquorice the dried root of a plant, used in medicines and for flavouring food</p>		<p>tragedy a very sad event or situation</p>	
<p>flame fire</p>		<p>anaesthesia practice of giving a medicine to temporarily stop bodily sensation, to perform a surgery</p>	
<p>barberry a type of plant having prickly stems and small red berries</p>		<p>forceps an instrument used for picking up and holding things</p>	
<p>centuries (pl) hundreds</p>		<p>plastic surgery reconstruction of facial and body defects due to birth disorders, accidents, burns, etc.</p>	
<p>caesarean a surgery to deliver babies</p>		<p>dissection the action of cutting something open, especially a dead body or plant, in order to study its structure</p>	
<p>carcass(es) the body of a dead animal</p>			

9.2 Reading and Comprehension - Summary

Through the lesson, '*Susruta, an Ancient Plastic Surgeon*', we get to know that our country was far ahead of the rest of the world in medical knowledge.

Susruta, the descendant of the Vedic sage Viswamitra, was a surgeon of the 6th century B.C. One day, a man comes to him with severe nose injury. Before performing the operation, Susruta gives him wine to numb his bodily sensation. It works like modern day anaesthesia. He then cut a strip of flesh from the patient's cheek and transplanted it over the nose and asks the patient to take medicines that he prescribed. This was done 26 centuries ago.

Susruta is recognised as the father of plastic surgery and anaesthesia. He was the first physician to advocate what is today known as the 'caesarean' operation. He was also an expert in removing urinary stones, locating and treating fractures and performing eye operations for cataract. He wrote *Susrutasamhita*, a book on medical knowledge. In it, he listed 101 types of instruments. His *Samdamsa Yantras* are the first forms of the modern surgeon's spring forceps and dissection and dressing forceps.

Susruta was also an excellent teacher. He advised his students that one could become a good physician only if one knew both theory and practice. For this, he advised them to use carcasses and models for practice before surgery.

SESSION 10

SUSRUTA, AN ANCIENT PLASTIC SURGEON – LITERATURE

10.1 Literature - QA



- Q1.** Why did Susruta offer the traveler a mug of wine?
- A.** Susruta offered a mug of wine to the traveller, so that the traveller would not feel any pain while he was operating. The wine made him unconscious and numb for sometime.
- Q2.** Why is Susruta recognised as the father of plastic surgery today?
- A.** Susruta was able to perform such operations during the 6th century B.C which today is known by the name of plastic surgery. Hence, he is recognised as the father of plastic surgery today.
- Q3.** What made him the father of anaesthesia?
- A.** Susruta gave wine to his patients before the operations, which made them unconscious. They could not feel the pain while Susruta operated on them. In the modern day, doctors give anaesthesia to patients for the same reason: so that the patients do not feel any pain during an operation. Hence, Susruta is considered as the father of anaesthesia.
- Q4.** Who could become a good physician according to Susruta?
- A.** According to Susruta, a person who knows both theory and practice could become a good physician.
- Q5.** What was his advice to his pupils?
- A.** Susruta advised his pupils to use carcasses and models for practice before surgery. He told them that along with theoretical knowledge practical knowledge is also needed to succeed in their chosen profession.

Q6. Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

A.	Indicators	Yes	Somewhat	No
	I was able to take part in the discussion on 'Impact of scientific inventions on human life' (Face sheet)			
	I read and understood the text:	–	–	–
	A. C.V. Raman, the Pride of India			
	B. It's Change (poem)			
	C. Susruta, an Ancient Plastic Surgeon			
	I was able to understand the usage of verbs and their corresponding noun forms, abbreviations and their full forms and able to do the given exercises under 'Vocabulary'.			
	I was able to understand the usage of prepositions and articles and able to do the given exercises under 'Grammar'.			
	I was able to write a biography and able to do the 'Editing' task given under 'Writing'.			
	I was able to do the activity given under "Study Skills".			
	I listened and understood the passage 'The Inventor of Inventors'. I answered the given questions and I was able to take part in the debate given under 'Listening and Speaking'.			
	I was able to complete the 'Project work and present it to the class.			

----- CCE Based Practice Questions -----

C.V. Raman, The Pride of India



Reading and Comprehension (Unseen Passage)

Session

1

I. Read the following passage and answer the following questions:

ISAAC NEWTON

Born in England at Woolsthorpe, Lincolnshire, and educated at Trinity College, Isaac Newton was one of the greatest scientific geniuses in the history of the world. Before he was 24, he had invented the binomial theorem and functional calculus, discovered the spectrum of light and had written his theory of gravitation. There is a famous story about how Sir Isaac Newton made one of the greatest discoveries – gravitational force – while sitting under an apple tree when an apple fell on his head! Besides giving him a headache, it made Newton think about why the apple fell down straight to earth and later realised that it didn't exactly "fall", but rather it was drawn to the Earth's centre. Expanding on this thought to the moon, the sun and beyond, he realised that everything in the universe draws every other object – a gravitational pull – which was in proportion to its mass.

Newton went on to formulate and publish his work in the groundbreaking *Philosophiae Naturalis Principia Mathematica* ("the Principia"), which was published in July 1687. In that book, Newton wrote out his three Laws of Motion, which govern and explain why objects move the way they do, as well as his law of universal gravitation, which explains the behaviour of planets in the solar system, and the universe in general. Newton also did a lot of work with light and telescopes. His theoretical work was combined into a single compendium titled *Optics* which was published in 1727.

Sir Isaac Newton did more than anyone before to help people understand the physical forces that govern all matter, from the stars in the sky to the apples on a backyard tree. For this reason, he is considered one of the most important scientists in history.

I. Choose the right answer:

1. Which book of Newton included his theory of Gravitation? []

- A. The theory of Gravitation B. Optics C. Principia D. Gravitational pull

2. The idea that 'everything in the universe draws every other object' occurred to Newton when: []

- A. He read about it in a book B. An apple fell on his head
C. He learned about it in college D. He saw apples growing on a tree

3. The name of Isaac Newton's book that was published in 1727 is: []
A. Light and telescopes B. Philosophiae Naturalis
C. Principia Mathematica D. The Principial
4. How many laws of motion did Newton give? []
A. 1 B. 3 C.5 D. 2
5. Newton's theoretical work was combined into a single compendium titled ____ []
A. Naturalis Principia B. Optica Principia
C. Optics D. Principia Mathematica

II. Answer the following questions based on the above passage.

1. What were Newton's greatest achievements before he turned 24?
A.
2. What did Newton realise when the apple fell on his head?
A.
3. What did Newton write about in his book *Philosophiae Naturalis Principia Mathematica*?
A.
4. Why is Newton considered one of the most important scientists in history?
A.
5. What is gravitational pull according to Newton?
A.

III. Which of these statements are TRUE / FALSE?

1. Newton discovered the planets of the solar system.
2. Newton gave the three laws of motion.
3. His practical work was combined into a single compendium titled *Optics*.
4. Sir Isaac Newton was educated at Trinity College.
5. His book 'The Principia' was published in July 1867.

IV. Find out the words from the passage that means the same as:

Meaning	Word/Phrase in the Passage
to make decisions about laws	
an amount that is part of a whole	
collection/ compilation	
to prepare according to a formula	
pioneering	

2. Read the following passage and answer the following questions.

Rahul had a pet elephant who he took for a bath daily to the local pond. The elephant enjoyed his bath and liked to walk a lot.

One day when the elephant was in the pond, Rahul went into the forest to collect grass for the elephant. He suddenly heard the cry of the elephant. Rahul rushed to the pond and the elephant pulled him into the pond. On entering the pond Rahul found a small boy at the bottom. He pulled the boy out but fell back into the pond himself. The elephant helped him out with his trunk. They made the boy put his face on the shore and pumped the water out of his body. In this way, Rahul and the elephant both saved the little boy.

Choose the correct answer.

1. **Rahul had a pet _____.** []
 A. dog B. tiger C. elephant D. tiger
2. **Rahul went to collect _____ for the elephant.** []
 A. water B. vegetables C. grass D. meat

II. Answer the following questions in one or two sentences.

1. Who was at the bottom of the pond?

A.

2. What happened to Rahul after he pulled the boy out and who helped him?

A.

3. How did they pump out the water from the boy's body?

A.

4. Who saved the little boy?

A.



Vocabulary

Session

2

I. Fill the following table with the abstract noun formed from the verbs given:

Verb	Abstract Noun
know	
laugh	
behave	
marry	
permit	

II. Here is a list of some common abbreviations. Write their full forms.

<u>Abbreviation</u>	<u>Full form</u>
1. A.T.M :	
2. I. S. T :	
3. M. P :	
4. F.M :	
5. Ph.D :	

III. Write the full forms of the following words:

<u>Short form of the word</u>	<u>Full form of the word</u>
1. Phone:	
2. App :	
3. Max :	
4. Tech :	
5. Doc :	

IV. Guess the meanings of the words under column A and match them with the phrases under column B.

Match the following sciences with their corresponding objects of study.

A	B
1. Oncology	(a)the study of the skin
2. Dermatology	(b)the study of the heart
3. Phytology	(c) the study of humans
4. Cardiology	(d) the study of the cancer
5. Anthropology	(e)the study of plants



I. Complete the passage choosing the right words from those given below.

Once two goats were tied to ___1___ tree. Close ___2___ them. They tried to reach the plants in two different directions. They couldn't. Then they thought for ___3___ time and decided to reach the plants one at a time. They first ate one plant ___4___ then another. They sat down ___5___ the ground and laughed over their foolishness.

1. A. to B. for C. a D. and
2. A. to B. of C. in D. next
3. A. few B. some C. now D. loud.
4. A. or B. and C. up D. forever
5. A. below B. under C. on D. side

II. Fill in the blanks with appropriate articles. put 'x' wherever article is not necessary :

The surrounding countryside has, over _____ years, been transformed into _____ scarred landscape of _____ huge open-cast mines. From them comes _____ lignite, the brown coal which is _____ main source of cheap fuel here, as well as the cause of much of the pollution. When burnt it gives off _____ thick sulphur fumes.



Conventions of Writing

Session 4

I. Rewrite the following passage checking the spellings, capitalisation and punctuation (. , ! ? “ ”) wherever necessary.

the mango is called the king of the fruits do you agree it is the sweetest of all fruits as the monkey says hmmm what a lovely juicy fruit ramu too loves mangoes the sweetest mangoes are found in india.

A.



I. Read the quick fact on famous Indian scientist A.J.C. Bose and write his biography :

- LISTED : Physicist, Botanist, Biophysicist, Biologist
- NATIONALITY : Indian
- BORN : 30 November 1858
- PLACE OF BIRTH : Bikrampur, Bengal Presidency, British India (Now Munshiganj District of Bangladesh)
- DIED : 23 November 1937
- DIED AGED : 78
- PLACE OF DEATH : Giridih, Bengal Presidency, British India
- FATHER : Bhagawan Chandra Bose
- SPOUSE : Abala Bose
- AWARDS : Companion of the Order of the Indian Empire (1903)
Companion of the Order of the Star of India (1912)

It's Change ...



Reading and Comprehension (Unseen Poem)

Session

6

I. Read the poem to answer the question given below.

CIRCULATORY SYSTEM – A SCIENCE POEM

Here's my story,
 Circulatory!
 Cardiovascular system!
 Consists of veins and arteries,
 For blood flow,
 You can't miss 'em...
 Surely, I am circulatory,
 Pumping round and round,
 Beating heart and blood vessels,

I surely will astound...
 Brought by 'blue' veins,
 To the heart,
 To lungs is where blood's pumped...
 Oxygenated by those lungs,
 This system can't be trumped!
 Blood from lungs,

Returns to heart,
 And then to artery,
 Which carry blood to every organ,
 In every part-a-me!
 Surely, I am circulatory,
 Pumping round and round,
 With my heart,
 And blood vessels,
 I surely will astound!

I. Answer the following questions.

1. What is the poem about?

A.

2. How is the blood pumped?

A.

3. The veins which bring blood to the heart are _____.

4. How does your heart beat?

A.

5. Find out a pair of rhyming word from the poem.

A.

II. Choose the correct answer.

1. What carries the blood to each part of the body? []
 A. the arteries B. the nerves C. the sinews D. the cartilage
2. Which system pumps blood around the body? []
 A. respiratory B. circulatory C. excretory D. cardio-vascular
3. What brings new blood to the heart? []
 A. red veins B. arteries C. lungs D. blue veins
4. Which word from the poem means the same as surprising? []
 A. surely B. vessel C. astound D. return
5. Where does the oxygen come from? []
 A. heart B. brain C. lungs D. respiratory system

2. Read the poem to answer the question given below.

Remember me when
 I am gone away
 Beyond the land and hay
 For I will not be there to hold and say
 Dear child come close and pray.

Remember life should go on every
 day Just like any ordinary day
 With lots of work and play
 For I will not be there to say
 Dear child come and pray

Remember god and man alike
 For no one is to be disliked
 Remember I'm not far behind
 Keeping watch on your mind.

I. Choose the correct answer:

1. The rhyming word for 'hay' is: []
A. lot B. far C. caught **D. say**
2. The word from the poem means the same as 'normal' is _____ []
A. remember B. watch C. ordinary D. away

II. Answer the following questions.

3. Which stanza do you like? Why?

A.

4. What will the poet keep a watch on?

A.

5. When does the poet want him to be remembered?

A.

6. What teachings do the poet want his 'dear boy' to remember?

A.

Susruta, an Ancient Plastic Surgeon



Reading and Comprehension (Unseen Passage)

Session

7

I. Read the passage and answer the following questions.

EDWARD JENNER

Edward Anthony Jenner was an English scientist and is famous for his discovery of smallpox vaccine. This was the first successful vaccine ever to be developed and remains the only effective preventive treatment for the fatal smallpox disease. His discovery was an enormous medical breakthrough and has saved countless lives.

Edward Jenner was born on May 17, 1749, in Berkeley. At the age of 14, he went to train under a local surgeon and then trained in London. During his training, an interesting thing happened that led to his famous discovery in the later years. He overheard a dairy maid (one who milks cows, makes butter, etc.) say, "I shall never have smallpox for I have had cowpox." Jenner observed that those of his patients who worked with cattle, and who had come in contact with a much milder disease called cowpox never came down with smallpox. This evoked a desire inside Jenner to carry out a research on this information.

Jenner concluded that cowpox not only protected against smallpox but also could be transmitted from one person to another as a deliberate mechanism of protection. In May 1796, Jenner conducted an experiment on one of his patients called James Phipps, an eight-year-old boy.

Jenner injected into him a small amount of cowpox extract. The boy had the normal reaction of a slight fever, but he soon was in good health. A few weeks later Jenner repeated the vaccination, using smallpox matter, the boy remained healthy. This is how Jenner's vaccination treatment was born.

I. Choose the right answer:

- Edward Jenner developed a vaccine for _____ []
A. cowpox B. smallpox C. fever D. polio
- What happened when James Phipps was injected with cowpox? []
A. nothing happened B. developed smallpox C. slight fever D. polio
- Jenner concluded that _____ could be transmitted from one person to another as a deliberate mechanism of _____. []
A. cowpox, smallpox B. smallpox, protection C. smallpox, cowpox D. cowpox, protection

4. Jenner's smallpox vaccine remains _____ for the fatal smallpox disease. []

- A. the only effective preventive cure B. the least effective preventive cure
C. the most effective preventive cure D. the most popular traditional cure

5. Edward Jenner was born on _____ in Berkeley []

- A. May 27, 1749 B. May 17, 1479 C. June 17, 1749 D. May 17, 1749

II. Answer the following questions based on the above passage.

1. Who did Edward Jenner conduct his experiment on?

A.

2. In which year was the smallpox vaccine discovered by Edward Jenner?

A.

3. What incident/ observation gave Jenner the idea of a smallpox vaccine?

A.

4. Describe the experiment carried out by Jenner.

A.

5. Where and when was Edward Jenner born?

A.

III. Which of these statements are TRUE / FALSE?

1. Jenner got an idea how to develop the vaccine when he was 14 years old.
2. Jenner's vaccine only worked on dairy maids and people who worked with cattle.
3. Edward Jenner discovered a cure for smallpox.
4. Smallpox can cause death.
5. Jenner concluded that cowpox not only protected against smallpox but also could be transmitted from one person to another as a deliberate mechanism of protection.

IV. Write the meanings of the given words from the passage.

Word	Meaning
fatal	
effective	
evoked	
transmitted	
deliberate	

2. Read the passage and answer the following questions.

Once there lived three rabbits that were friends but decided to live separately. One built its house of hay, another of sticks and another of bricks. A greedy fox was keeping a watch on them.

One fine night the fox decided to attack them. He first went to the house made of hay and blew it down. The rabbit ran to the house made of sticks. The fox blew the stick house too. The two rabbits ran to their friend whose house was made of bricks. They were safe. The greedy fox decided to enter the house through the chimney. The clever rabbits put a tub of boiling water under the chimney. The fox fell into the water and died. The three rabbits decided never to fight again and always live together.

I. Choose the correct answer.

- 1. The rabbits built their houses with** []
- | | |
|----------------------|-------------------------|
| A. rice, meat, wheat | B. hay, sticks, bricks |
| C. mud, sand, cement | D. grass, manure, seeds |

2. Who was watching the rabbits? []

- A. deer B. cat C. fox D. hen

II. Answer the questions in two or three sentences.

3. What did the fox do to the first two houses?

A.

4. How did the fox decide to get into the third rabbit's house?

A.

5. What did the rabbits put under the chimney?

A.

6. What did the rabbits decide?

A.



Vocabulary

Session **8**

- I. The following passage contains 10 mistakes, such as grammatical errors, wrong prepositions and conjunctions. Correct the mistakes and rewrite the correct version of this passage.

On (1) an cold, wet morning, my class was filled with excitement. (2) Someone have discover that the next day was our teacher's birthday. Our teacher was the kindest person that ever (3) exist. Thus it was no surprise she was the favourite teacher (4) to the pupils. Everyone wanted to get her a present. (5) I, very much wanted to shown some appreciation too. (6) That afternoon, I spends the whole afternoon (7) shop for a present. After long search, I finally made on my mind. (9) A next day I gave her a bouquet of beautiful roses and (10) she exclaiming with pleasure.

**I. Fill in the blanks with appropriate articles**

"Chez Panisse Café" is a less-expensive alternative to Alice Waters' restaurant "Chez Panisse". This lively upstairs café has _____ redwood walls, _____ copper lamps and _____ French bistro-style posters. It serves _____ excellent "California-Mediterranean" menu to _____ food-savvy diners who come to enjoy themselves. _____ menu changes daily, _____ chefs have the same eye for freshness and quality as the chefs downstairs in _____ more formal "Chez Panisse".

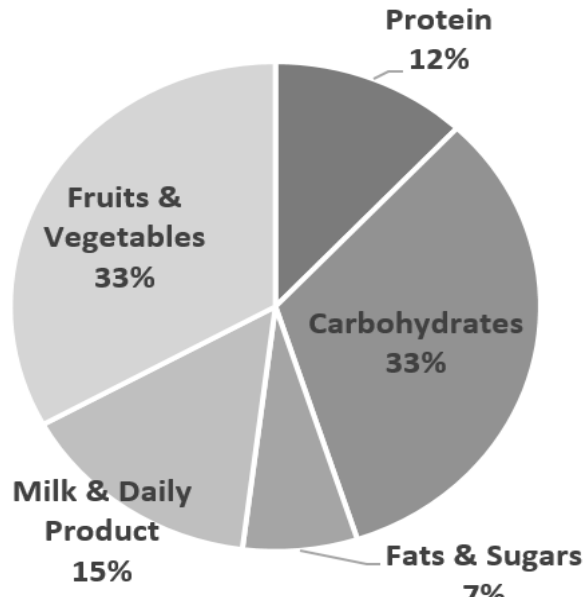
II. Fill in the blanks with appropriate prepositions

2016, Phelps was chosen to be the flag bearer for the US Olympic team _____ Rio de Janeiro. He went on to win five more gold and one silver medal. _____ August 13, _____ the 4 × 100-meter medley relay, Phelps ended his career with another medal, his 23rd gold and his 28th medal overall. Incredibly, _____ age 31, Michael Phelps broke a 2,168-year-old ancient Olympic record, set by Leonidas of Rhodes, who had held the most Olympic individual titles of all time.



I. Study the pie charts and answer the questions given below them.

This pie chart shows what our daily diet should contain.



1. How much protein must we consume every day?
A.
2. Which food should be consumed less as compared to others?
A.
3. What should constitute 15% of our diet every day?
A.
4. What is the safe % for the fat and sugar consumption for a human body?
A.
5. What should make maximum part of a healthy diet?
A.

UNIT 3

SESSION 1

PURU, THE BRAVE – READING

Oral Discourse

Talk on –Impact of wars on human life.

Hints:

- Look at the history of the world as a history of wars. Talk of death, destruction and displacement that accompanies wars. Look at the contemporary wars that are being fought in Syria and Iraq. Talk of the millions of refugees. More importantly, look at how wars impact children.


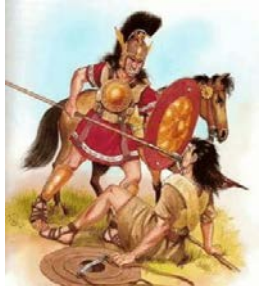
1.1 Reading and Comprehension - Word Meaning



Noun

<p>Your Highness a title of respect used when talking to or about a member of the royal family</p>		<p>warfare the act of fighting a war</p>	
<p>vassal a man promising to fight for a king in return for the right to hold land</p>		<p>Your Majesty the way of addressing royal people</p>	
<p>coward someone who is not at all brave</p>			

Verb

<p>go down be recorded or remembered</p>		<p>conquer to defeat someone or something, usually with force</p>	
---	---	--	---

1.2 Reading and Comprehension - Summary 

This is the famous story of king Puru and Alexander.

Alexander, the King of Macedonia, invaded India and defeated many kings. But one king put up such a tough fight in the battle of Jhelum, that Alexander became his friend. He was the brave king Puru.

It so happened that King Puru and his soldiers fought bravely, but they lost the battle and Puru was taken prisoner. Alexander felt that Puru was one of the bravest kings he had ever seen and he wanted to honour Puru. So when Puru was brought before Alexander, Alexander asked how he should be treated. Puru promptly replied, " As a king should treat another king."

Listening to his answer, Alexander was impressed. He asked Puru to become his friend. Puru replied that he would be his friend only if he was treated like an equal and if his kingdom remained independent. Alexander, impressed by his bravery and self-respect, agreed to this.

Self Assessment:

How well did I read?

Fill in the boxes using yes / somewhat / no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

SESSION 2

PURU, THE BRAVE – LITERATURE

2.1 Literature - QA



Q1. Who was Alexander?

A. Alexander was the king of Macedonia, who wanted to conquer the world. He overthrew the Persian empire and extended his rule from Greece to Egypt and all the way to India.

Q2. Why did the generals and Alexander think that the battle of Jhelum would go down in the history of the world?

A. The generals and Alexander thought that the battle of Jhelum would go down in the history of the world because King Puru fought very bravely. Puru's soldiers fought better than Alexander's men. Alexander's men were amazed to see the bravery of Puru who killed hundreds of Alexander's soldiers with his sword.

Q3. What do you think was the reason for Indian soldiers' defeat?

A. The Indian soldiers were defeated in the battle of Jhelum because they followed old methods of warfare and their plans were faulty. Also, they depended a lot on elephants.

Q4. What made Alexander respect Puru?

A. King Puru was not frightened by the news of Alexander's victories and refused to surrender his kingdom. In the battle of Jhelum, he singlehandedly killed at least a hundred Greek soldiers with his sword. He was very brave and a great soldier. All these qualities made Alexander respect Puru.

Q5. Do you believe that Puru was really proud? Give reasons. Do you justify his pride? How?

A. The word 'proud' means a feeling that you respect yourself and deserve to be respected by other people.

So, I believe that Puru was really proud. He fought bravely in the battle of Jhelum. He did not surrender to the Greeks. He refused to bow before Alexander. He refused to be Alexander's vassal. He was an independent Indian king with high self-respect. So, he was right to think that he should be respected and treated as an equal and not as a vassal.

Q6. If you were Alexander, what would you do with Puru?

A. If I were Alexander, I would have _____
_____. (Write what you would have done with Puru).

Example: I would have given Puru his kingdom back and also befriended him.

Q7. Tick (✓) the correct answers.

Alexander asked his soldiers to remove the chains of Puru because

- A.** (a) he was sympathetic to Puru.
(b) he did not like a brave man like Puru in chains. (✓)
(c) Puru requested Alexander to remove his chains.
(d) Alexander did not dare see Puru in chains.

Q8. Puru did not accept Alexander's proposal to be a vassal because

- A.** (a) he was very proud.
(b) he was very brave and patriotic. (✓)
(c) he was not very wise.
(d) he did not have respect for Alexander.

Q9. Alexander made friends with Puru because

- A.** (a) Puru accepted that Alexander was really great.
(b) Alexander wanted to make use of Puru's services.
(c) Alexander liked Puru's bravery and self-respect. (✓)
(d) Alexander was very kind.

Q10. Alexander was really great because

- A.** (a) he defeated Puru.
(b) he made friends with a brave king like Puru.
(c) he defeated Puru, set him free, respected him and made friends with him. (✓)
(d) he was the conqueror of the world.

SESSION 3

PURU, THE BRAVE – VOCABULARY

3.1 Vocabulary



I. Antonyms

Q1. Pick out the antonyms of the words given below from the text :

victory	timid	humble	accept	dependent
---------	-------	--------	--------	-----------

A.


victory	x	defeat
humble	x	proud
dependent	x	independent
timid	x	brave
accept	x	reject

II. Fill in the Blanks

Q1. Fill in the blanks with the words given in the box :

respect	skillful	proposal	lawful	capture
worthy	amazed	conquered	frightened	remain

A. I know that you are very skillful and worthy of the position you hold. But I am really amazed to know that you feel as though you have conquered the world. These days nobody is being frightened by the other. I would like to make a proposal so that you will remain humble and lawful. I hope my words capture your imagination and you respect me as your teacher.

4.1 Grammar 

I. Should and Must

The modal verbs of English are a small class of auxiliary verbs used mostly to express modality (properties such as possibility, obligation etc.).

The words “ **should** ” and “ **must** ” are modal auxiliary verbs or simply 'modals'. They provide information about the function of the main verb following it. Both '**should**' and '**must**' are similar in meaning except that '**must**' is a much stronger word as compared to '**should**'. '**Should**' is also the past tense of “shall.”

Let's have a look at the following sentences from the text:

1. My kingdom should remain independent.
2. You should treat me as your equal.
3. I must say every Indian soldier fought like a tiger.

In sentence 1, '**should**' indicates obligation whereas in 2, it indicates condition.

In sentence 3, '**must**' is used to indicate insistence / necessity on the part of the speaker.

It is also used when the speaker has authority over the listener.

It is important to understand how the modals '**should**' and '**must**' are used.

(People sometimes use **should** to indicate something that is desirable and **must** to indicate obligation. However, some people use them interchangeably.)

Q1. Now read the conversation between a doctor and a patient and fill in the blanks with should (should not) and must (must not).

- A.**
- | | | |
|---------|---|--|
| Doctor | : | Mr. Rao, what exactly is your problem? |
| Patient | : | I've been suffering from gastric problem for a long time. |
| Doctor | : | Mr. Rao, I must say you should not eat non-vegetarian or spicy food for some time. |
| Patient | : | Can I eat boiled eggs or omelettes, doctor? |
| Doctor | : | Isn't an egg non-vegetarian? You must not eat any non-vegetarian food for quite some time. In fact, you should have stopped eating it long ago. You must consult me in a week. |
| Patient | : | I am sorry, doctor. I won't eat non-vegetarian food any longer. You are quite correct, doctor. I must take your advice and should avoid eating non-vegetarian and spicy food. Thank you very much, doctor. |
| Doctor | : | You are welcome. I think you should remember my advice. |

II. Degrees of Comparison

Degrees of comparison refers to adjectives being written in different forms to **compare** one, two or more nouns which are words describing persons, places and things. The three different forms of **comparison** are the positive, the comparative and the superlative.

Look at the following sentences from the text:

1. But their generals are not so good as ours.
2. The Indian generals are not so skillful as the Greek generals.
3. It has been a great battle – perhaps the greatest of my life.

In the above sentences 1&2, the Indian generals are compared with Greek generals. The third sentence means that it was the greatest or the best battle of all his (Alexander's) battles. When we want to compare one thing with the other, we use degrees of comparison– positive, comparative and superlative forms of adjectives.

If we compare two things or two sets of things, we use positive or comparative forms of adjectives. If we compare more than two things or two sets of things, we use the superlative form of adjectives. We can transform positive degree into comparative and superlative and vice versa.

Let us observe the sentences 1 and 2 above.

1. Their generals are not so good as ours.
2. Indian generals are not so skillful as the Greek generals.

The underlined words in the above sentences are adjectives. These are the positive forms of adjectives. The other forms of these adjectives are given below.

Positive	Comparative	Superlative
<i>good</i>	<i>better</i>	<i>best</i>
<i>skillful</i>	<i>more skillful</i>	<i>most skillful</i>

The two sentences are said to be in the positive degree since the adjectives are in the positive degree.

They can be transformed into comparative degree by changing the adjectives into comparative degree and making certain other changes.

Sentences 1 and 2 can be changed into comparative forms as shown below:

1. Our generals are better than their generals.
2. The Greek generals are more skillful than Indian generals.

Now look at the third sentence.

It is the greatest battle of my life.

The above sentence can be turned into the comparative and positive degrees as shown below:

It is greater than any other battle of my life.

No other battle of my life is so great as this.

Now look at the following sentence in the superlative degree of comparison:

Puru is one of the bravest kings in the world.

This sentence means that there are a few kings in the world who are as brave as Puru. It also means that Puru is not the only bravest king in the world. Let's see how the above sentence can be transformed into comparative and positive degrees of comparison.

Puru is braver than many other / most other kings in the world. (Comparative)

Very few kings in the world are as brave as Puru. (Positive Degree)

Observe the following forms of comparison of some adjectives:

Positive Degree	Comparative Degree	Superlative Degree
nice	nicer	nicest
short	shorter	shortest
big	bigger	biggest
great	greater	greatest
fast	faster	fastest
worthy	worthier	worthiest
frightened	more frightened	most frightened
lawful	more lawful	most lawful

Q1. Change the following sentences into other forms of comparison as indicated in brackets:

- A.**
- Rahul Dravid is one of the greatest batsmen in the world. (comparative degree) Ans. Rahul Dravid is greater than most other batsmen in the world.
 - Alexander was the greatest soldier in the world. (Positive degree) Ans. No other soldier in the world was so great as Alexander.
 - India is one of the fastest developing countries in the world. (Comparative degree) Ans. India is faster than most other developing countries in the world.
 - No other river in the world is so long as the Nile. (Superlative degree) Ans. The Nile is the longest river in the world.
 - Hindi is one of the most popular languages in India. (Positive degree) Ans. Very few languages in India are as popular as Hindi.
 - Lara is not so great as Tendulkar. (Comparative degree) Ans. Tendulkar is greater than Lara.
 - Rekha is one of the most beautiful girls in the class (positive degree) Ans. Very few girls in the class are as beautiful as Rekha.
 - Very few metals are as expensive as platinum. (Comparative degree) Ans. Platinum is more expensive than most other metals.
 - Shimla is colder than all other hill stations in Himachal Pradesh.(Superlative degree) Ans. Shimla is the coldest hill station in Himachal Pradesh.
 - Delhi is one of the most crowded cities of India. (Positive degree) Ans. Very few cities in India are as crowded as Delhi.

SESSION 5

PURU, THE BRAVE – WRITING

5.1 Writing

Q. Given below are some jumbled sentences. Rearrange them in the right order and write a meaningful paragraph by using appropriate connectives:

1. Alexander asked Puru why he had rejected his offer.
2. Alexander defeated many kings besides Puru, became the world conqueror and was called Alexander the Great.
3. Alexander was born in Greece and he was the disciple of the greatest Greek philosopher, Aristotle.
4. Puru lost the battle though his generals and soldiers fought very bravely.
5. Alexander asked his generals to remove the chains and bring Puru to him.
6. Puru killed more than one hundred soldiers but he was gravely injured and chained in the battle.
7. Puru lost the battle as he had used the oldest methods of warfare and elephants.
8. Puru said that he was the lawful owner of his kingdom.
9. Puru was a brave king and a great soldier of Northern India.
10. Alexander liked Puru's bravery and self-respect, so he became his best friend.
11. There was a great battle between Alexander and Puru on the banks of Jhelum.
12. Alexander asked Puru to be his vassal but he refused.

A. Proper order: 3, 2, 9, 11, 4, 7, 6, 5, 12, 1, 8, 10.

Alexander who was born in Greece, was a disciple of the greatest Greek Philosopher, Aristotle. He had defeated many kings besides Puru and was called Alexander the Great. On the banks of Jhelum, Alexander fought against Puru, a king of Northern India. There was a great battle between them in which Puru and his soldiers fought bravely. But, they lost the battle because they used an old system of warfare and elephants. In the battle, Puru killed more than one hundred soldiers but he was gravely injured and chained. Alexander asked his soldiers to bring Puru before him without chains as he did not want to see a brave man like Puru in chains. Alexander asked Puru to be his vassal, but Puru rejected this by saying that he was the lawful king of his kingdom. Alexander liked Puru's bravery and self-respect, so he became his best friend.

Q. Rewrite the playlet 'Puru, the Brave' as a short story. You may follow the steps given below:

Read the drama script as many times as necessary.

1. Identify the major events depicted in the drama.
2. Take turns and share the major events in the order they occur.
3. Expand each event in terms of
 - the location where it takes place.
 - the characters involved.
 - what they say / think / feel.
4. Write the first draft.
5. Edit and refine the draft.

A. Major Events depicted in the drama.

1. The conversation among Alexander and his generals about Puru.
2. Alexander asking his men to remove Puru's chains.
3. Alexander asking Puru to be his vassal, but Puru rejecting it.
4. Alexander asking Puru to be his friend.

A. Puru, the brave Indian king, fought against the great Alexander on the banks of the river Jhelum. Puru rejected Alexander's proposal to be his vassal. Hence, the war took place. Puru fought bravely in the battle of Jhelum against the Greek army. He killed at least a hundred Greek men and injured many more. Finally, he was caught by the Greeks when he was badly injured. The Greek generals felt that it was a great battle. Alexander felt that Indian generals had followed the old method of warfare which is why they lost. When Puru was brought to the camp, Alexander gave him the utmost respect. Puru tells Alexander that according to him, he had not made any mistake in refusing to be a vassal. He stated that he was still the lawful king of his country even if he was defeated. Puru wanted his kingdom to remain independent and he asked Alexander to treat him as an equal if he wanted to be his friend. Alexander agreed and they became friends.

Self Assessment:**How well did I write?**

Fill in the boxes using yes / somewhat / no.	
I was able to convert the play into a story.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes / somewhat / no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

SESSION 6

PURU, THE BRAVE – STUDY AND LISTENING

6.1 Study and Listening

Study Skills

I. There are many words which can function as more than one part of speech.

To identify the part of speech, ask yourself: “What **job** is this word doing in this sentence?”

For instance ‘talk’ can be used as a verb as well as a noun.

Example:

She talks at length about her dress.

Her talk is boring.

Q1. Refer to the dictionary and say whether the following words can be used as different parts of speech like noun, verb, adjective, etc. The first one is done for you.

A.

Word	Noun	Verb	Adjective
battle	✓	✓	✓
chain	✓	✓	—
conquer	—	✓	—
fight	✓	✓	—
like	✓	✓	✓
refuse	✓	✓	—
reject	✓	✓	—
respect	✓	✓	—
talk	✓	✓	—
treat	✓	✓	—

Listening Skills

I. Your teacher will read the passage “Nepal and the Himalayas.” Listen carefully and answer the questions given below:

- Q1.** The passage is about _____
 (a) Nepal (b) the Himalayas
 (c) the Himalayas and the Sherpas (d) none of the above **A. (c)**
- Q2.** The Sherpas came from _____
 (a) Nepal (b) Tibet
 (c) China (d) none of these **A. (b)**
- Q3.** Lower down the Himalayas we can see _____
 (a) colourful butterflies (b) kites
 (c) eagles (d) all of these **A. (d)**
- Q4.** The most useful animals for Sherpas are _____
 (a) cows (b) buffaloes
 (c) yaks (d) none of these **A. (c)**
- Q5.** Read the following sentences and say whether they are true or false:
- A.** 1. Mount Everest is in India. (False)
 2. There are many roads in the Himalayas. (False)
 3. Even the children of Sherpas carry heavy loads. (True)
 4. One can find flowers on the tops of the Himalayas. (False)

II. Work in groups and answer the following questions:

- Q6.** What are the modes of transport in the Himalayas?
A. People use yaks or donkeys as modes of transport in the Himalayas.
- Q7.** Why do Sherpas look like the people of Tibet?
A. The Sherpas are originally from Tibet. A long time ago, they crossed over the mountains of Tibet and made their homes along the slopes of the Himalayas. This is why they look like the people of Tibet.
- Q8.** What interesting things would you find in the Himalayas?
A. In the Himalayas we would find interesting things like:
 (1) colourful butterflies
 (2) kites
 (3) eagles and Himalayan bears.

III. Answer the following questions:

Q1. Work in groups and share your experiences about the place you have visited. You may talk about the following:

- * The place you have visited
- * How you travelled?
- * When was it? Where did you stay?
- * Who went with you?
- * The places you visited. The places you liked and disliked.
- * Any memorable experience or anecdote.

A. Student Activity

During the month of May, I went to Ooty, also called as Udhagamandalam, along with my parents and my brother. Ooty is a hill station and it is cool even during summer. It is situated in the Nilgiri Mountains. We travelled to Mettupalayam from Chennai by Nilgiri Express. From there we took a steam train to Ooty. We stayed in a farm house in Nilgiri Hills.

In Ooty, we saw the Government Botanical Gardens, Ooty Lake, Doddabetta Tea Factory, Kamaraj Sagar Dam, Government Rose Garden, Elk Hill Lord Murugan Temple and many more. We also trekked the Dolphin's Nose, which is a hill in the shape of a dolphin's nose. The scene from top of the Dolphin's nose was spectacular.

My most memorable and enjoyable experience was while we were travelling by the steam train to Ooty. There were many beautiful waterfalls on the way and lush green nature. But what I loved most was that the train stops not only at the stations, but also in between so that travellers can enjoy the beauty of nature. Every one can get down and spend some time in nature and also at the waterfalls.





I will never forget this wonderful experience.

SESSION 7





HOME THEY BROUGHT HER WARRIOR DEAD – READING

7.1 Reading and Comprehension - Word Meaning 

Noun

<p>warrior soldier good at fighting</p>		<p>foe enemy</p>	
<p>tempest storm in the ocean</p>		<p>maiden an unmarried girl or young woman</p>	

Verb

<p>swooned became unconscious</p>		<p>stole (here) moved silently</p>	
<p>stepped walked</p>		<p>uttered said</p>	

7.2 Reading and Comprehension - Summary 

This poem by Alfred Tennyson is about the story of a widow who has just received the body of her husband who had died in a war. Looking at the body of her husband, the woman didn't cry. She didn't faint or make even a sound. The women around her are worried that she might die if she does not weep as she should or does not express any sorrow. They were afraid that if this woman did not grieve and let out the pain, it would eventually kill her. So, to get her to weep, they try and talk about the soldier's conquests and what a noble warrior he was. They show her dead husband's face, hoping that this will help the woman to break down. But all their efforts are in vain.

It was not until she saw the child's nurse places her child "upon her knee" that she burst forth in uncontrollable tears that came "like a summer tempest". She cried out, "Sweet my child, I live for thee". The widow finally weeps after it is revealed in the last stanza that she isn't just a wife, but also a mother. This sheds light onto her reaction, allowing the readers to understand what was going through her mind when she realised that her husband was dead and she would have to raise the child alone.

This poem truly reveals the heart of a mother.

SESSION 8

HOME THEY BROUGHT HER WARRIOR DEAD LITERATURE

8.1 Literature - QA



- Q1.** How do you think the warrior lost his life?
- A.** The warrior lost his life fighting his enemies in a battle.
- Q2.** What was unnatural with the warrior's wife?
- A.** The warrior's wife did not faint or cry even after looking at her husband's dead body. That was the unnatural thing about the warrior's wife.
- Q3.** What did the maidens do to make her cry?
- A.** The maidens praised the dead warrior as the most lovable person, trustworthy friend and the noblest enemy. One of the maidens even uncovered his face hoping that she would cry upon seeing his face.
- Q4.** Why did they want her to cry?
- A.** They thought that she would die if she did not cry. So, they wanted her to cry.
- Q5.** Who succeeded in making the woman cry?
- A.** A ninety-year-old woman put the woman's child on her lap. Looking at her child's face, the woman started to cry. Hence, the child succeeded in making the woman cry.
- Q6.** Look at the word order in the title. Normally we say "They brought her dead warrior home." Why do you think the poet changed the word order? Is it beautiful? Discuss. Find other lines with a similar order in the poem.
- A.** I think the poet wanted to add some beauty and rhythm to the poem and he most definitely succeeded in doing that. Examples of such lines in the poem are:
- a) 'Stole a maiden from her place'
 - b) 'Lightly to the warrior stepped'
 - c) 'Rose a nurse of ninety years'

SESSION 9



THE MAGIC OF SILK – READING

9.1 Reading and Comprehension - Word Meaning

Noun

<p>present gift</p>		<p>bundle things tied or packed together</p>	
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Verb

<p>swept cleaned</p>		<p>weave observe</p>	
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9.2 Reading and Comprehension - Summary

'The Magic of Silk' is an interesting story. Long ago, there lived an old woman and her daughter in a hut. The daughter, Siew Mei, was a hard working girl. She looked after the silkworms. They got money by selling the silk thread that came from them. One day, when the girl was walking home, she saw a hut. As it was raining, she took shelter in it. There was nobody in it. The floor was dirty and the bowls and pots were unclean. She swept the floor and washed the bowls and pots. When the old man of the house came there, he was very pleased with her work. He cut off a little of his long white beard, made a bundle of it and gave it to the girl. Siew Mei came to her hut and opened the bundle. She found the finest silk thread in it. Siew Mei and her mother used the thread for weaving. The silk thread did not exhaust itself even though it was used for weaving day after day by the mother and the daughter. It was magic silk. From then on the old woman and her daughter lived happily ever after.

SESSION 10

THE MAGIC OF SILK – LITERATURE

10.1 Literature - QA



- Q1.** Who do you think the old man was? Justify your reasons.
- A.** I think the old man was someone who had some magical powers. He might be a wizard, an angel or a sage. I think so because he gave Siew Mei a little of his long white beard, which later changed into the finest silk thread that never exhausted. He made them live happily. No other ordinary man could do this.
- Q2.** Do you believe in miracles? Do you think that magic and miracles are the same? If not, give reasons.
- A.** I _____ (write believe or write I don't believe) in miracles. Magic and miracles are not the same. Magic is a power that allows people to do impossible things through spells or by performing special actions. A miracle, on the other hand, an unusual or wonderful event that is believed to be caused by some divine power.
- Q3.** If you were Siew Mei, how would you feel?
- A.** If I were Siew Mei, I would have felt _____(write how you would feel after receiving a great gift).
- Q4.** Whatever good we give out comes back to us. Do you believe in this? Give reasons?
- A.** Yes, I believe that whatever good we give out comes back to us. Firstly, we should not expect a reward for good deeds but should perform them merely for the satisfaction of doing so. However, good deeds often come back to us, when we least expect it. Sometimes we make great friends, sometimes we get similar help from unexpected sources. Kindness returns kindness.

How well have I understood this unit?

Self Assessment

Read and tick (✓) in the appropriate box.

A.

Indicators	Yes	Somewhat	No
I was able to talk about what is happening in the picture? My opinion on it. (Face sheet)			
I read and understood the text:	–	–	–
A. Puru, the Brave			
B. Home They Brought Her Warrior Dead (poem)			
C. The Magic of Silk			
I was able to do the exercise given under 'Vocabulary'.			
I was able to understand the usage of 'should', 'must', 'Degrees of Comparison' and able to do the given exercises under 'Grammar'.			
I was able to write a story given under 'Writing'.			
I was able to do the activity given under Study Skills.			
I listened and understood the passage 'Nepal and the Himalayas' and answered the questions and took part in the speaking activity given under 'Listening and Speaking'.			
I was able to complete the 'Project Work' and present it to the class.			

----- CCE Based Practice Questions -----

Puru, The Brave



Reading and Comprehension (Unseen Passage)

Session

1

1. Read the following passage and answer the following questions:

BRUCE AND THE SPIDER

THERE was once a King of Scotland whose name was Robert Bruce. He was both brave and wise, for the times in which he lived, were wild and rude. The King of England was at war with him and had led a great army into Scotland to drive him out of the land.

Battle after battle had been fought. Bruce led his brave little army against his foes for six times and all the six times his men were beaten and driven into flight. There came a time when he and his army got scattered, and he was forced to hide in the woods and in lonely places among the mountains.

One rainy day, Bruce lay on the ground under a shed, listening to the patter of the drops on the roof above him. He was tired and sick at heart, and ready to give up all hope. It seemed to him that there was no use for him to try to do anything more.

As he lay thinking, he saw a spider over his head, making ready to weave her web. He watched her as she toiled slowly and with great care. Six times she tried to throw her frail thread from one beam to another, and six times it fell short.

"Poor thing!" said Bruce, "You too know what it is to fail."

But the spider did not lose hope with the sixth failure. With still more care, she became ready to try for the seventh time. Bruce almost forgot his own troubles as he watched her swing herself out upon the slender line. Would she fail again? No! The thread was carried safely to the beam and fastened there.

"I too will try a seventh time!" cried Bruce.

He arose and called his men together. He told them of his plans and sent them out with messages of cheer to his disheartened people. Soon there was an army of brave Scotsmen around him. Another battle was fought, and the King was glad to go back into his own country. The lesson which the little creature had taught the king was never forgotten.

I. Choose the right answer.

1. How many times did Bruce and his army face defeat? []

- A. 7 B. 6. C. .7

2. Robert Bruce was the King of _____. []

- A. Greenland B. Scotland C. England

3. In the end, what happened to the King? []

- A. He won the battle and went back to his country.
B. He was defeated yet again, for the seventh time.
C. He lived in the shed with the spider and eventually died.

4. Seeing the spider, what did Bruce learn? []

- A. He learnt how to spin a spider web.
B. He learnt not to give up hope easily.
C. He learnt that animals are more intelligent than men.

5. How was the weather on the day he saw the spider? []

- A. rainy B. windy C. sunny

II. Answer the following questions.

1. Why was Bruce living in the woods?

A.

2. What change did the spider bring in Bruce?

A.

3. In your own words, describe what Bruce saw while he watched the spider.

A.

4. What lesson did the 'little creature' teach Bruce? Why do you think this lesson was never forgotten?

A.

5. Suggest a different title to the story giving reasons.

A.

III. Find out the word from the passage that means the same as the following:

Meaning	Word from the Passage
	frail
	slender
	disheartened
	fastened
	toiled

2. Read the following passage and answer the following questions:

Once King Krishna Deva Raya announced that there would be a food festival in the kingdom. As a part of the celebrations, the sweet shops were ordered to make colourful sweets.

Tenali Raman was missing. The king ordered his guards to search for him and bring him to the palace. He was found dyeing clothes. When the king asked him why he was doing so he said all the colour was being used in the kingdom. The king realised his mistake and ordered the sweet shop owners to use only food colour. Thus, he saved the life of the people and gave good advice to the king.

I. Answer the following questions.

- 1. What festival was announced to be held in the kingdom by the king? []**
 A. food B. colour C. dance D. singing
- 2. What were the sweet shops ordered to make? []**
 A. blue sweets B. yellow sweets C. white sweets D. colourful sweets

II. Answer the following questions in one or two sentences.

- 1. Why did the king order his guards to search for Tenali Raman?**
 A.
- 2. What was he doing when he was found?**
 A.
- 3. What reason did he give for dyeing the clothes?**
 A.
- 4. After realising his mistake what did the king do?**
 A.



I. Pick out the antonyms (opposites) from the text for the words given below.

1. kind ×
2. success ×
3. gloom ×
4. quickly ×
5. reveal ×

II. Write at least 5 words which describe the 'emotions related to war':

- A. 1.
- 2.
- 3.
- 4.
- 5.

III. Read the passage and answer the questions.

Computers are the latest technology. There are small and large ones. Every computer has a CPU. It also has a keyboard, a mouse and a monitor. When the internet is connected we can get information on various interesting subjects in the world. We must take in the good and leave the bad behind.

1. The synonym of monitor is _____.
2. The antonym of 'connected' is _____.
3. The comparative degree of 'interesting' is _____.
4. What are the comparative and superlative degrees of 'good'?

A.

5. 'Must' and 'should' may be used to indicate _____. []

- A. compulsion B. something that is desirable C. both a & b

IV. Read the passage and answer the questions.

Sankranti is the harvest festival. Anil and Mohan were flying kites. Anil had completed his B.A and Mohan was in tenth standard. Mohan's kite got cut and fell down. He started to cry. Anil told him it was all part of the game. He told him they could make a stronger thread with glass powder. They made a bigger kite and cut many smaller kites and enjoyed the festival.

1. The synonym of 'enjoy.'
- A.
2. The antonym of 'bigger'.
- A.
3. The noun form of 'enjoyed.'
- A.
4. Write the full form of B.A.
- A.
5. Write the articles present in the passage.
- A.



Grammar

Session 3

- I. Fill in the blanks in the following paragraph with 'should', 'should not' or 'must', 'must not'.

I _____ say that you need to lose some weight. You _____ exercise for 30 minutes every day. This will keep you fit. You _____ change your eating habits. You _____ eat junk food. You _____ eat more protein and eat less sugars and fats.

- II. Read the conversation between Sagar and Rama and fill in the blanks with should, should not, must, must not

Rama: It's going to rain!

Sagar: We _____ hurry home before it gets too heavy.

Sagar: We _____ have brought an umbrella. We cannot walk in the rain.

Rama: Let's take shelter somewhere.

Sagar: We _____ stand under a tree. It is dangerous.

Rama: Look, there's someone selling umbrellas. We _____ buy one.

Sagar: Yes, but we _____ pay too much for it. It is not of good quality.

- III. Change the following sentences into other forms of comparison as indicated in brackets.

1. Mount Everest is the highest peak of the Himalayas. (Comparative degree)

A.

2. The pen is mightier than the sword. (Positive degree)

A.

3. The tiger is the most ferocious of all animals. (Comparative degree)
A.
4. No other man was as strong as Bhim. (Superlative degree)
A.
5. Australia is the largest island in the world. (Positive degree)

IV. Complete the passage choosing the right words from those given below.

It was Sachin Tendulkar's dream to win ___1___ the World Cup. India won the cup ___2___ 2011. The team ___3___ Dhoni, Suresh Raina and ___4___ more. It was a dream come true for all the people of India. It was determination, self-confidence and faith that ___5___ them win.

- | | | | | | |
|----|--------------|-------------|------------|-------------------|-----|
| 1. | A. from | B. to | C. in | D. and | [] |
| 2. | A. two | B. many | C. in | D. into | [] |
| 3. | A. including | B. included | C. include | D. more including | [] |
| 4. | A. while | B. behind | C. many | D. come | [] |
| 5. | A. maid | B. make | C. made | D. bake | [] |



Conventions of Writing

Session

4

I. Read the sentences and sequence them in the right order.

1. The men who had been sent to look at the passes over the mountains shook their heads. Then one of them said, "It may be possible, but"—
2. He was the leader of the French army and France was at war with nearly all the countries around. He wanted to take his soldiers into Italy, but between France and Italy, there are high mountains called the Alps, the tops of which are covered with snow.
3. "The man who has made up his mind to win," said Napoleon, "will never say 'Impossible.'"
4. Napoleon asked his men if it was possible to cross the Alps
5. About a hundred years ago there lived a great general whose name was Napoleon Bonaparte.

A.

II. Rewrite the following passage checking the spellings, capitalisation and punctuation (. , ! ? “ ”) wherever necessary.

raghu and dinesh were friends one day raghu informed dinesh that he was going fishing dinesh replied that sounds exciting raghu then asked him to get ready but dinesh then confessed that he liked horse riding playing cricket and golf better than fishing why don't you like fishing asked raghu because I am a vegetarian replied dinesh.



II. Read the script given below and write a story based on the same:

THE ANT AND THE GRASSHOPPER

Characters:

1. Narrator
2. Grasshopper
3. Ant

Script:

Narrator: *Once upon a time in a field on a summer day, there was a happy Grasshopper who liked to play, sing, and dance all day.*

Grasshopper: What a splendid day!.la,la,la,la,la, I have nothing to do, but sing and play. La, la, la, la,la.

Narrator: As she was singing, an ant was passing by.

Ant: Don't you ever get tired of playing?.

Grasshopper: Who, me?. Of course not!.

Ant: Don't you ever work?

Grasshopper: Who, me? Of course not! Do you want to play with me?

Ant: No, I have work to do.

Grasshopper: Come on, let's sing together.

Ant: No, I'm very busy right now.

Grasshopper: Work, work, work! That's all you do. You don't have time to play or sing with me.

Ant: No, I don't.

Grasshopper: Why are you in such a hurry?

Ant: I have to take home this kernel of corn.

Grasshopper: What for?

Ant: I have to store food for the winter.

Grasshopper: How can you think about winter on such a fine day?

Ant: Because the winter will be here soon, and food will be too hard to find and you should do the same.

Grasshopper: I don't want to worry about winter right now! You just go ahead and work, work, work and I will just play, sing, and dance.

Ant: Soon, you will not have enough food to eat.

Grasshopper: I have plenty of food right now.

Ant: And what about tomorrow?

Grasshopper: I don't worry about tomorrow.

Ant: I do. Good-bye.

Narrator: *So the Ant went on its way and continued its work. The weather soon turned cold, and all the food lying in the field was covered with a thick white blanket of snow.*

Grasshopper: I should have listened to the ant! It's so cold that I can't even play, or sing songs anymore and I don't have food to eat. I am sure the ant will help me!

Narrator: *The grasshopper went to the ant's hill.*

Grasshopper: Please, ant, give me something to eat. I am cold and hungry.

Ant: Why should I help you? What did you do all summer?

Grasshopper: I played, sang, and danced.

Ant: And I worked, worked, worked! So go and play, sing, and dance.

A.

Home They Brought Her Warrior Dead



Reading and Comprehension (Unseen Passage)

Session

6

1. Read the poem to answer the questions.

WARRIOR SPIRIT

I am a warrior of a different sort
 I never use violence or aggressive force
 Armour of love protects me from hate
 A shield of humility keeps my ego in place
 A sword of compassion I wield now and then
 To clear past illusions constructed by men

I do belong to an army of sorts
 Each warrior different by the things they're taught
 Our leaders don't always get it right
 And send some to battle to put up a fight
 To fight for reasons known only to them
 Saddening and hardening the hearts of men

The army is called the great human race
 All with warrior spirits given by grace
 Some do not use the warrior within
 Instead follow leaders who want to win
 The warrior spirit is gentle but strong
 Sooner or later it will right what's wrong

I. Read the poem and choose the right answer.

1. The warrior is of different sort because _____ []
- A. He has different armour.
 B. He belongs to the human race.
 C. He never used aggressive force.
2. A sword of _____ I wield now. []
- A. Compassion
 B. Humility
 C. Love

3. What is the poet trying to convey through this poem? []

- A. That he is a great warrior, different from the rest.
- B. We should use the warrior within and not simply follow leaders.
- C. Without armour, shield and sword a warrior will be defeated.

4. What does the shield of humility do? []

- A. Protects from hate
- B. Keeps the ego in place
- C. Clears illusions created by men

5. “To fight for reasons known only to them” Who are they? []

- A. Warriors
- B. Great men
- C. Leaders

II. Write the rhyming words for the following.

Word	Rhyming Word
Wrong	
Win	
Right	
Then	
Grace	

2. Read the following poem.

All things bright and beautiful
 All creatures great and small
 All things wise and wonderful
 The good god made them all.
 Each little star that sparkles
 Each little bird that sings
 He made their glowing colours
 He made their tiny wings.

I. Answer the following questions.

1. Who made all the wonderful things?

[]

A. man

B. God

C. animals

D. birds

2. What did God make for the birds?

A.

3. Write the rhyming words for 'small and sings' from the poem.

A.

4. What did the God do for the little stars?

A.

The Magic of Silk



Reading and Comprehension (Unseen Passage)

Session **7**

1. Read the following passage and answer the following questions:

THE KING OF THE LAKE

A very brave warrior one day decided to go out to look for adventure. Soon, he came to a lake with a bridge over it. On the bridge was a snake, as big as a tree. But the fearless warrior crossed the river by jumping over the snake. Suddenly, the snake took the form of a man. He was the king of the lake.

The king declared, "I have been waiting for a warrior brave enough to face the fierce snake that I had become. I will take you to my kingdom where you will have to perform a task for me."

The brave warrior agreed and went with the king. The water of the lake parted to make way for them and they went into the water. When they reached the lake kingdom, they found a huge dragon with eyes of fire and a flaming tongue. The king told the warrior to kill the dragon. The warrior aimed a shot at the dragon's fiery eyes and killed it. The king rewarded him with gold.

I. Choose the right answers from the choices given below.

1. **How big was the snake?** []
 - A. As big as a dinosaur
 - B. As big as a tree
 - C. As big as a lake

2. **How did the warrior cross the lake?** []
 - A. The warrior crossed the lake by jumping over the snake.
 - B. The warrior killed the snake and crossed the lake.
 - C. The warrior built a boat and crossed the lake.

3. **The snake took the form of a man. Who was this man?** []
 - A. A dragon.
 - B. A warrior.
 - C. The King of the lake.

4. **The water of the lake parted to make way for them and they went into the water. Who are they?** []
 - A. The warrior and the snake
 - B. The dragon and the king
 - C. The king and the warrior

5. What did the king reward the warrior with? []
- A. Rubies
 - B. Gold
 - C. Diamonds

II. Answer the following questions.

1. Where was the warrior going and what kind of a warrior was he?
A.
2. What did the warrior see on the bridge?
A.
3. What happened to the snake?
A.
4. Where did the king take the warrior and why?
A.
5. Describe the dragon. What happened to it in the end?
A.

III. Write the meanings for the following words.

Word	Meaning
flaming	
fiery	
fierce	
dragon	
adventure	

2. Read the following passage and answer the following questions:

One day king Akbar announced that he would give a bag of gold to whoever could stand in the cold river the whole night. A poor farmer agreed to do so.

The next morning when he went for his reward, the king refused saying he got the heat from the far-off palace lights and so he cheated. The poor farmer went away sad. The next day Birbal invited the king for lunch at his house. The king came at noon. Birbal took the king around his house. In the garden, the king saw a pot tied high up and a small fire burning below. The king asked Birbal what was in the pot. Birbal replied it was rice for their lunch. The king was surprised and asked how it was possible for the rice to cook. Birbal answered, 'Your majesty if the farmer can get heat from the far-off palace, this rice too can cook with the heat from a distance'. Akbar realised his mistake and rewarded the poor farmer.

I. Answer the following questions

1. Who agreed to stand in the cold river? []
 A. farmer B. butcher C. doctor D. teacher
2. Akbar said the farmer got heat from the far away _____. []
 A. bus stop B. hut C. palace D. temple

II. Answer the following question in one or two sentences

3. Who invited Akbar for lunch?
A.
4. What did Akbar see in Birbal's garden?
A.
5. What did Birbal say about the pot of rice?
A.
6. Who made Akbar realise his mistake and what did he do after that?
A.



Vocabulary

Session

8

I. Read the passage below. Then answer questions about errors in the passage. One is done for you.

(1) This morning, I were making toast for breakfast. (2) Then I went to the basement put some clothes in the washer. I heard the smoke alarm. (3) I thought, "Someone is burning something." I put the soap in the washer. (4) When I got up to stairs, everybody was running outdoors. Two fire trucks and a police car were outside my house. Smoke was coming out of my apartment! (5) My kids were standing outside. They were weering their pajamas. My kids! Oh no! My toast!

A.



Grammar

Session

9

I. Complete the passage choosing the right words from those given below.

Electricity is very important in ____1____ life. We should save it ____2____ all times. Whenever we leave a room we ____3____ switch off the lights and fans. The television should be switched ____4____ from the main switch. We should ____5____ tube lights instead of high voltage bulbs.

- | | | | | | |
|----|----------|-----------|----------|------------|-----|
| 1. | A. are | B. they | C. our | D. me | [] |
| 2. | A. never | B. at | C. up to | D. down | [] |
| 3. | A. leave | B. should | C. use | D. destroy | [] |
| 4. | A. of | B. off | C. on | D. over | [] |
| 5. | A. use | B. come | C. in | D. care | [] |



Writing

Session

10

I. You are the Curriculum Leader of the P.E. department. of your school. Annual Sports Event is coming up. Write a letter to the parents of your students inviting them over to attend 'Annual Sports Day' celebrated at your school.

Hints:

1. To address
2. Salutation, Date
3. Body of the letter
4. From address

II. Rewrite the following passage checking the spellings, capitalisation and punctuation (. , ! ? “ ”) wherever necessary.

bheema and his friend were walking in the jungle suddenly bheema's friend screamed ouch a thorn poked me bheema then suggested they remove their shoes and rest for some time just then they heard a lion roar they picked up their shoes and ran back to dholakpur

I. Read the context clues given below and answer the following. One is done for you.

‘Sameer was besotted in not checking the depth of the water before he jumped in, but it was a good thing that his father was wise and checked it first.’

Eg: Using the contrast clue, the word besotted in this sentence means-

A. decent B. unaware C. foolish D. incomplete []

1. Kanchan made a cursory effort to finish his homework. This was unlike him; usually he worked hard to finish before dinner.

Using the contrast clue, the word 'cursory' in this sentence means

A. genuine B. insincere C. valid D. actual []

2. I thought the painting of the waves crashing onto the shore was very picturesque, but I thought the one next to it was quite ugly.

Using the contrast clue, the word 'picturesque' in this sentence means

A. attractive B. large C. colourful D. soothing []

3. The omnipotent superhero always won his battles, unlike his weak opponents.

Using the contrast clue, the word 'omnipotent' in this sentence means []

A. weak B. large C. powerless D. almighty/ all powerful

4. After being ill and unable to eat for three days, Bhargavi had a voracious appetite.

Using the contrast clue, the word 'voracious' in this sentence means []

A. satisfied B. quenched C. small D. big

5. We were all pretty apathetic in the movie about animals, but we became interested when it started showing all the tricks dogs could do. []

Using the contrast clue, the word 'apathetic' in this sentence means

A. gracious B. angry C. uninterested D. sleepy

UNIT 4

SESSION 1

TENALI PAINTS A HORSE – READING

Oral Discourse

Each one of you share a joke before your class.







Hints:

- A joke is a thing that someone says to cause amusement or laughter, especially a story with a funny punchline. Think of the jokes you hear in your neighbourhood, or talk about the characters that you find funny in T.V shows or the movies that you have seen. You can even narrate an incident of your life which you think is funny and comical.

1.1 Reading and Comprehension - Word Meaning





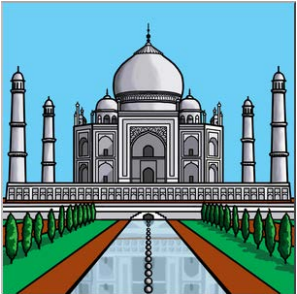

Noun

<p>wit the ability to say clever and amusing things</p>		<p>jester a person who cracks jokes and tells funny stories</p>	
<p>strokes marks made on a surface by a pen, pencil, or paintbrush</p>		<p>stallion an adult male horse</p>	
<p>penalty a punishment or a fine</p>		<p>rein a pair of long straps used to control a horse</p>	

Verb

<p>gesture to signal with hand</p>		<p>display to show something to people</p>	
---	---	---	---

Adjective

<p>lush growing thick and healthy</p>		<p>gigging laughing repeatedly</p>	
<p>magnificent very grand in size or extremely beautiful</p>		<p>talented having a natural ability to do something well</p>	

1.2 Reading and Comprehension - Summary 

Tenali Raman was one of the greatest poets in the court of Raja Krishnadevaraya, the King of Vijayanagar. He was known for his intelligence and wit. One day, a painter came to the court of Krishnadevaraya and showed some of his paintings. The Raja and other courtiers were pleased with them, but Raman thought otherwise. He said that the paintings were not good and that only one side side of the paintings can be seen.

The Raja told Tenali Raman that everything cannot be painted and should be imagined. Tenali Raman replied that he can paint a better picture. The Raja placed a bet of a bag of gold coins and gave Raman a month's time to finish his painting. Raman accepted the challenge.

A month later Raman came to the court with his painting and showed it to the king. It had a few black strokes on the right corner and a few lines of green below it. When the Raja asked him to explain, Raman said that it was a painting of a horse and the horse was grazing outside the canvas. When the Raja complained that he couldn't see any horse there, Tenali showed the tail of the horse and pointed out that the Raja himself asked him to use his imagination while looking at pictures. In this way, he indirectly told the king that a good picture is not always what you imagine but also what you can actually see. The Raja was very pleased and presented Tenali Raman with a bag of gold coins and conferred him with the title 'King of Artists'.

Self Assessment**How well have I read?**

Fill in the boxes using yes / somewhat / no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

SESSION 2

TENALI PAINTS A HORSE – LITERATURE

2.1 Literature - QA



- Q1.** Why did Tenali Raman look displeased?
- A.** Tenali Raman looked displeased because he could not see the other side of the two men in the painting and thought that the artist was not good.
- Q2.** How did the king reward the artist ? What would you have done if you had been in the king's place?
- A.** The king rewarded the artist with a bag of gold and asked him to stay at his court and paint more. I would have done the same thing if I were the king.
- Q3.** Why did the king call Tenali Raman an ignorant fool?
- A.** When Raman said he could not see the other side of the two men and the face of the cow in the painting, the king called him an ignorant fool and told Raman that everything cannot be painted and one had to imagine the missing bits.
- Q4.** What do you think was the reason for the courtiers to giggle?
- A.** The courtiers giggled because they thought Tenali Raman would lose the bet as they knew that he could not paint at all.
- Q5.** What was the bet between the king and Tenali Raman ?
- A.** Tenali Raman bet against the king that he would paint better than the artist whose paintings impressed the king very much. The king bet that he would give him a bag of gold if Raman painted better and also confer him with the title of “ King of Artists .”
- Q6.** If you were Tenali Raman, would you accept the bet?
- A.** If I was Tenali Raman, I would have(write accepted or not accepted) the bet.
- Q7.** How did Tenali Raman win the bet?
- A.** Tenali Raman won the bet by painting a few lines and by explaining that he had drawn a grazing horse, which was outside the canvas. He indirectly told the king that a good picture is not always what you imagine but what you can actually see.

- Q7.** How did Tenali Raman win the bet?
- A.** Tenali Raman won the bet by painting a few lines and by explaining that he had drawn a horse which was outside the canvas grazing. Indirectly, he told the king, a good picture is not always what you imagine but what you can actually see.
- Q8.** Were you able to predict that Tenali Raman would win the bag of gold?
- A.** _____(write Yes or No, I was able to/was able to) predict that Tenali Raman would win the bag of gold.
- Q9.** If you were Tenali Raman, what would you do?
- A.** If I was Tenali Raman I would have _____(write what you would have done).
- Q10.** Can you suggest a different ending to the play? Discuss it in your group and answer.
- A.** When Raman reminds the king of his own words, in the court, he gets angry and asks Raman to leave the court. Later, when the king was engulfed in deep thoughts regarding a critical problem, Raman entertains him with his wit and returns to the court once again. This also could have been a possible ending.

SESSION 3

TENALI PAINTS A HORSE – VOCABULARY

3.1 Vocabulary

I. Adjectives

Q1. Fill in the blanks with suitable words given below:

covered	imagination	jester	pleased	penalty
---------	-------------	--------	---------	---------

- A.
1. Birbal was a **jester** in the court of Akbar.
 2. The teacher was **pleased** with the nice work done by his pupils.
 3. Sarada paid a **penalty** for not paying the fees on time.
 4. When I visited Kashmir, the mountains were **covered** with snow.
 5. You should use your **imagination** when you look at a painting.

II. Phrasal Verbs

A phrasal verb is a phrase which consists of a verb in combination with a preposition or an adverb or both, the meaning of which is different from the meaning of its separate parts.
Example:

1. You have really **caught** him **out**, sir.
2. Perhaps his painting is so good that he can't bear to **part with** it.

The words in bold are phrasal words. The phrase 'caught out' means 'to show that somebody does not know much.' The phrase 'part with' means 'to give something to somebody else, especially something that you would prefer to keep.'

I. Consult a dictionary and list other phrasal verbs beginning with 'catch' and 'part'. Write some sentences of your own for each phrasal verb.

1. Catch out (dismiss): They are trying to catch out the wrong person
2. Catch on (understand): He is quick to catch on to things.
3. Take part (play a role) : He took part in the drama.
4. Part ways (separate) : They have decided to part ways.

III. Phrasal Verbs

Read the following passages, circle the phrasal verbs and guess their meanings. You may choose the meanings from the list given in the box. Write the phrasal verbs and their meanings in your notebook. Write one sentence of your own for each phrasal verb.

managing, investigating, compensated for, avoid or escape,
taking care of, notice someone, succeed.

i. Ramana Rao's house was robbed. Ventateswara Rao, the inspector of police who was looking into the case released the picture of the suspect and asked the people to look out for him. In a press release, he said that he had some clues and that the robber could not get out of the case.

ii. Bhanu joined a new company. In the beginning, she had problems with her manager. But now she is getting on with her new boss very well. Initially, she had problems with her paying-guest accommodation too. But the superb food her host served made up for the uncomfortable room. Now the problem is with looking after the hosts' children. They are like little devils. God only knows how she would get through this.

A. 1. looking into: investigating

The principal is looking into the case of the lost library books.

2. look out: notice someone

The police kept a look out for the thief.

3. get out: avoid or escape

We have to get out of the problem through patience.

4. getting on: managing

The boy is getting on well at the new school.

5. made up: compensated for

We have to make up our loss through a new business.

6. looking after: taking care of

The dog is looking after its naughty pups.

7. get through: succeed

We can get through the examination if we work hard.

IV. Idioms

Read the following sentence from the play:

"It's only fair that if he doesn't make good his boast. . ."

The underlined phrase is an idiom. What is an idiom? An idiom is a phrase similar to the phrasal verbs you have just learnt. Their meaning is difficult to guess by looking at the individual words. Here 'make good' means to 'carry out a promise'. Some other idioms that begin with make are: *make merry, make do, make it, make the most of something, make something of yourself, and make like*.

Q1. Look up these idioms in a dictionary and find out what they mean.

A. Students Activity.

Q2. Here are some more idioms. Guess their meanings and use them in your own sentences:

A. 1. once in a blue moon – rarely

Ans. He watches movies once in a blue moon.

2. bury the hatchet – make up / becoming friends again

Ans. She reconciled with her friend by burying the hatchet.

3. to make both ends meet – to manage all expenditures

Ans. My wages were so low that I had to take up some other part time job just to make both ends meet.

4. to burn the midnight oil – to stay up late at night

Ans. Sita is burning the midnight oil to get more than 90% in her exams.

SESSION 4

TENALI PAINTS A HORSE – GRAMMAR

4.1 Grammar

I. Short Forms

You have already learnt that an apostrophe shows that something belongs to someone or something before it. It has another use. When one or more letters are omitted in a phrase, an apostrophe is put where they have been left out, thus making it a short form of the original word. Short forms are used when we write a conversation, as it was done in the play you have read. However, when these elements are used as main verbs, (Kamala is a lawyer.) or used for emphasis (I will do it.), they are not contracted.

Full form		Short form	Full form		Short form
cannot	-	can't	will not	-	won't
we have	-	we've	I would	-	I'd
I am	-	I'm	you will	-	you'll

Q1. Pick out some short forms (contracted forms) used in the play and write their full forms in your note book as shown above.

A.

Short form	Full form	Short form	Full form
can't	cannot	It's	It is
I'll	I will	doesn't	does not
he's	he is	what's	what is
I'd	I would	you're	you are
wouldn't	would not	there's	there is
where's	where is		

Q2. Read the conversation between Sarada and Usha and rewrite it in your notebook using the short forms wherever necessary.

- Sarada : What are you going to do after school?
 Usha : I will go home and take rest for an hour
 Sarada : Then, when will you cook supper for your children?
 Usha : I need not cook today. I have made some Pulihora in the morning. We will eat it for supper too.
 Sarada : Forgot to tell you this. I planned a quiz for class 6 children. Are you coming tomorrow?
 Usha : I will not. I am taking leave for two days.
 Sarada : Why? Are you going somewhere?
 Usha : I would love to do that. But my mother-in-law is visiting us tomorrow.
 Sarada : Then you will have a hard time, I suppose.
 Usha : I do not think so.
- A.** Sarada : **What're** you going to do after school?
 Usha : **I'll** go home and take rest for an hour.
 Sarada : Then, **when'll** you cook supper for your children?
 Usha : I **needn't** cook today. **I've** made some Pulihora in the morning. **We'll** eat it for supper too.
 Sarada : Forgot to tell you this. I planned a quiz for 6th class children. Are you coming tomorrow?
 Usha : I **won't**. **I'm** taking leave for two days,
 Sarada : Why? Are you going somewhere?
 Usha : **I'd** love to do that. But my mother-in-law is visiting us tomorrow.
 Sarada : Then you'll have a hard time, I suppose.
 Usha : I **don't** think so.

II. Adverbs of Manner

Revision:

Adjectives describe nouns. Eg. Mani is a safe driver.

Adverbs describe verbs. Eg. Mani drives safely.

We can make adverbs from adjectives by adding -ly as shown below:

Adjective	+ ly	=	adverb
safe	+ ly	=	safely
eager	+ ly	=	eagerly

However, you should remember that all adverbs are not formed in the same way. For example you can't add -ly to the following adjectives to make adverbs: good, fast.

Adverbs of manner tell us the manner in which something happens. They are usually placed after the main verb or after the object.

Look at the following sentences from the play you have read:

1. The courtiers are waiting eagerly for Tenali to bring in his painting.
2. Tenali looks at the giggling courtiers angrily and walks out.

In the first sentence the adverb 'eagerly' comes after the main verb 'waiting'.

In the second sentence the adverb 'angrily' comes after the object 'courtiers'

Q1. Complete the following sentences with the correct form of the words in brackets. Tick (✓) the sentences where the adverb of manner is put after the object and put a cross(X) against the sentences where the adverb of manner is put immediately after the main verb.

- A.**
1. Sriram speaks correct English. He speaks English correctly. (✓) (correct)
 2. Saleem is a careless tailor. He makes dresses carelessly. (✓) (careless)
 3. You always speak loudly . Please speak quietly. (X) (loud, quiet)
 4. Be careful and do your homework correctly. (✓) (careful, correct)
 5. Nandu is a slow reader. He reads books slowly. (✓) (slow)
 6. Please be quiet or do your work quietly. I want to sleep. (✓) (quiet)
 7. My mother shouted loudly when I showed my progress card. (X) (loud)
 8. Please listen carefully. (X) (careful)
 9. P.T. Usha is a fast runner. She runs very fast. (X) (fast)
 10. Raghavathi is a good teacher. She teaches very well. (X) (good, well)

III. Editing

Q1. Read the following passage. Every numbered sentence has an error. Identify and edit it..

(1) The oddest fellow on my class was Bodh Raj. (2) All of us was afraid of him. (3) He always had a catapult in his hand and was a excellent shooter. His favourite targets were birds. (4) He would stand under a tree, take aim and shoot a pebble and the catapult. (5) The next moment a bird would fell down.

- A.** (1) The oddest fellow **in** my class was Bodh Raj. (2) All of us **were** afraid of him. (3) He always had a catapult in his hand and was **an** excellent shooter. His favourite targets were birds. (4) He would stand under a tree, take aim and shoot a pebble **with** the catapult. (5) The next moment a bird would **fall** down.

SESSION 5

TENALI PAINTS A HORSE – WRITING

5.1 Writing

- Q.** Imagine that you were the King Krishnadevaraya. Now give an account of what had happened in your court. You can start like this:

One day, an artist came to my court and showed me some paintings. They were very beautiful. I liked them very much. Everyone in the court liked them except Tenali Raman. . .

- A.** One day, an artist came to my court and showed me some of his paintings. They were very beautiful. I liked them very much. Everyone in the court liked them except my court jester and poet, Tenali Raman. I asked him why he was not pleased with the paintings. He saw them carefully and said that the paintings were not able to convey what the painter wanted to show. He also said that there were two men in the picture, but their other side was not visible. I told Raman that we have to imagine certain things. Raman replied that he could paint better. So, I challenged him to paint. I gave him one month to paint and promised to give him a bag of gold as a reward if he could paint something half as good as this painting. Tenali Raman accepted the challenge and left the court. After one month he came back with his painting. I could not understand his painting, as I could see were only a few lines of black and green paint. Tenali Raman humorously said that the black lines were the end of a horse's tail which had gone out for grazing outside the canvas and asked me to imagine his idea. His sense of humour delighted me. Then, I understood that Tenali Raman had got the better of me and so, I awarded him a bag of gold, for he was the cleverest man in my kingdom.

Self Assessment:**How well did I write?**

Fill in the boxes using yes / somewhat / no.	
I was able to narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes / somewhat / no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

SESSION 6

TENALI PAINTS A HORSE – STUDY AND LISTENING

6.1 Study and Listening

Study Skills

Jesters used to entertain people with their wit and humour. Now we have comedians in films doing that job. Here is an interesting passage about one such comedian Mr. Rajababu. Read on:

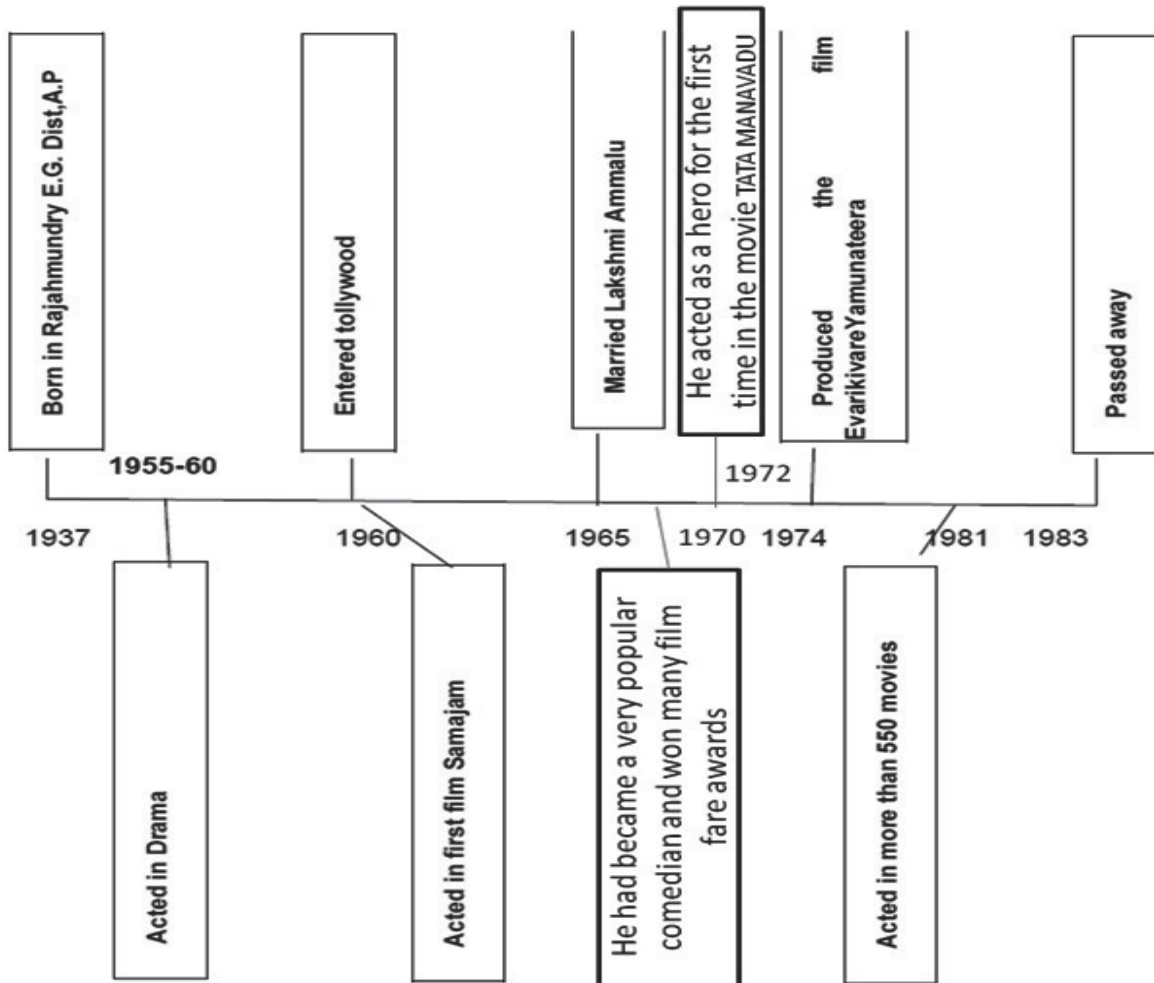
Sri Rajababu was a famous comedian in Tollywood. He was born in Rajahmundry, East Godavari District in Andhra Pradesh on 20th of October 1937. He entered Tollywood in 1960 and acted until 1981. In his 21 year film career, he acted in more than 550 movies.

Can you imagine what he was doing before entering the Telugu Film Industry? Believe it or not, he was working as a Telugu teacher! Imagine how much fun his students might have had. Between 1955 and 60 he acted in many dramas. 1960 was a milestone in his life because that was the year in which he had his first chance to act in a film called 'Samajam'. From that time onwards he never looked back. He married Lakshmi Ammalu in 1965. In the 70's he had become a very popular comedian and won many Filmfare Awards. His combination with Ramaprabha was a super hit and they were considered the best comedy pair.

In 1972 he acted as a hero for the first time in the movie 'Tata Manavadu.' He acted as a hero in four more films. He produced films too. In 1974 he produced the film 'Evariki Vare Yamuna There'. His film career came to an end in 1981 with the film 'Gadasari Atta Sogasari Kodalu'. He could not act because of his ill health. This wonderful comedian, who was fondly called 'Haasya Nata Chakravarthi' passed away on 7th of February, 1983.

Q1. Now, write the important events in the life of Mr. Rajababu on the timeline given below:

A.



Listening Skills

I. Your teacher will read the story ‘The Miser’. Listen carefully and answer the following questions:

- Q1. Why did the rich man eat cheap food?
 - A. The rich man ate cheap food because he was a miser. He did not want to spend much money on food.
- Q2. Did the rich man like the smell of fish? Do you think he likes eating fish too?
 - A. Yes, he liked the smell of fish. He likes to eat fish but he doesn't want to spend money on it.
- Q3. If you had a lot of money, would you be a miser? Give reasons.
 - A. If I had a lot of money, I wouldn't be a miser. It wouldn't be necessary for me to be a miser because I would have enough money for everything.

- Q4.** “Please cook it every day. I like the smell very much.” Who said this?
- A.** The miser said these words. He liked the smell of the food but he did not want to spend money.
- Q5.** Do you think the watchman is honest? Support your answer.
- A.** I think the watchman is _____ (honest / dishonest) because
_____ (write why you think he is honest or dishonest).
- Q6.** Work in groups. Some groups can work on scene 1 and the other on scene 2. Rehearse and then present it before the class.
- A. (Students Activity)**
- Q7.** Put yourself in the shoes of Tenali Raman and narrate what had happened in the court.
- A.** I am Tenali Raman. I am a poet and a jester at the court of king Krishnadevaraya. I usually use humour as a tool to send across any message without upsetting anyone. The king knows my behaviour.
One day when the king praised the art of a newcomer, I bluntly refused to agree with him. When the king asked me the reason I said that we could see only one side of the picture. I also said that I could paint better than that. The king challenged me. He said that he would give me a bag of gold if I could prove myself. he gave me a month's time to do that. After one month I went to the court with my painting. The courtiers were sure that I would lose. I showed my painting. It was the tail of a horse. I said that the rest of the horse and its beauty has to be imagined. The king was impressed with my wit. He gave me the bag of gold.

SESSION 7


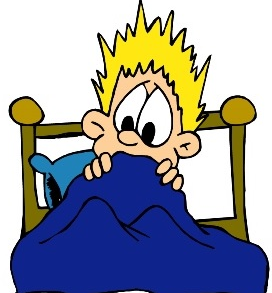
DEAR MUM – READING

7.1 Reading and Comprehension - Word Meaning

Noun



<p>self-raising flour flour that contains a substance which makes cakes swell when they are cooked</p>		<p>gran grandmother</p>	
<p>stain a dirty mark on something</p>			

Adjective

<p>haunted (of a building) believed to be visited by ghosts</p>		<p>scared frightened of something</p>	
--	---	--	---

Phrase

Adverb

<p>have a fit (v.phr) to be shocked, upset or angry</p>		<p>mysteriously strangely</p>	
--	---	--	---

7.2 Reading and Comprehension - Summary 

This comic poem by Brian Patten is about the naughty things done by a child when his mother is not at home, who when his mother returns, innocently tells that he doesn't know who did all those things.

This poem is in the form a letter. It is addressed 'as Dear'. The letter is addressed to 'Mum'. So, we know that the writer of the letter/note / is a child.

He writes her that when she went out, a cup broke by itself and that the flower vase which was bought from China by his great-great granddad cracked. He says that the tap mysteriously turned itself on and water started overflowing. He has no idea how the jam stain came up on the kitchen wall. He is quite surprised as to how the cat managed to turn on the washing machine, that too from inside it. He is astonished that the self-raising flour managed to self-raise. He also writes that he was scared when he saw muddy foot prints on the white carpet. He tries to convince his mother that the house is haunted and that he has nothing to do with any of these incidents. At the same time he is afraid that his mother might get angry. So he tells her he will over to his gran's house and spend some time there.

We know, as 'Dear Mum' also knows, that it's impossible for all these thing to happen by themselves, and that the child is responsible he is trying to escape by blaming something that is not there.

Self Assessment

How well did I read?

Fill in the boxes using yes / somewhat / no.	
I enjoyed reading the poem.	
I was able to interpret the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

SESSION 8

DEAR MUM – LITERATURE

8.1 Literature - QA







- Q1.** Who do you think is responsible for all the mischievous deeds?
- A.** I think _____ (write who you think is responsible) is responsible for all the mischievous deeds. _____
- Q2.** Why was there a strange jam stain on the kitchen wall? How do you think did it happen?
- A.** The strange jam stain on the kitchen wall was the hand print of the boy. The boy must have eaten the jam with his hand and without washing his hand, he must have placed his hand on the wall.
- Q3.** Did the boy play indoors? Support your answer.
- A.** The boy played indoors. He broke a cup, damaged a vase, turned the tap on, left a jam hand print on the wall, dirtied the carpet and so on. All of these proves that he was playing indoors.
- Q4.** What do the muddy foot prints on the carpet suggest?
- A.** The muddy foot prints on the carpet suggest that the boy came inside with muddy feet and stepped on the carpet without cleaning his feet.
- Q5.** Work in pairs and discuss.
Have you ever been mischievous? Share with your partner some mischievous deeds that you have done in the past.
- A.** _____(yes/no I have/have not been mischievous) _____ (if yes, narrate an incident)
- Q6.** If you were mischievous like the boy in the poem, how would your mother react?
- A.** If I were a mischievous child like the boy in the poem, I would get scolded and warned not to repeat those mischievous acts again.

SESSION 9

THE EMPEROR'S NEW CLOTHES – READING

9.1 Reading and Comprehension - Word Meaning

Noun

<p>loom a tool or a machine for weaving cloth</p>		<p>procession a line of people or vehicles together in an orderly fashion</p>	
<p>robe any loose flowing garment</p>		<p>trousers a pant</p>	

Verb

Adverb

<p>pretend to give a false appearance of something</p>		<p>keenly in an eager or enthusiastic manner</p>	
---	---	---	---

Adjective

<p>splendid excellent, beautiful or grand</p>		<p>fond having a like for something or someone</p>	
--	---	---	---

9.2 Reading and Comprehension - Summary

Long ago, there was an emperor who liked new clothes. He spent a lot of money on new clothes. One day, two weavers came to him. They told the emperor that only wise men can see the cloth they weave. The emperor was thrilled. Thinking this was a good way of telling wise men from fools, the king paid them a lot of money to weave him some fine clothes. But these men were cheats.

They took the money from the king and pretended to new clothes. In reality, their loom was empty. The emperor sent his wise old minister to see how these men were working. But the old minister could not see any cloth there. He didn't want the king to think that he was a fool, so he tells that the cloth was splendid.

Then, the emperor along with some of his officers went to see the weavers work. None of them could see anything. But not wanting to be thought of as fools, all of them including the emperor praised the cloth.

Finally, the day of the procession came. The weavers made the emperor take off his robes and made him wear the 'new clothes'. When the emperor walked in the streets, no one could see his clothes. But everyone exclaimed that they were wonderful. Nobody dared to speak out the truth for fear of being considered a fool.

Then suddenly a child in the crowd cried out that the emperor had no clothes on. All the people murmured the same. The emperor knew the child and the people were right and that he was cheated. But the procession had to go on.

SESSION 10

THE EMPEROR'S NEW CLOTHES – LITERATURE

10.1 Literature - QA



Q1. Was the king wise?

A. No, the king was not wise. He was unwise as he easily believed the words of the two weavers.

Q2. What would have happened, if the old minister had told the king the truth?

A. The king would have said that the old minister was not wise and he would have sacked him from the court.

Q3. Why did everyone pretend that they could see the cloth?

A. Everyone pretended that they could see the cloth because they did not want to be called fools and unwise as the two weavers told in the court that only the wise men could see the cloth they weave.

Q4. "There are people who cheat as the weavers did". Share with your classmates what you know about such cheats.

A. Student's response: If you know any such person, write about them)

----- CCE Based Practice Questions -----

Tenali Paints A Horse



Reading and Comprehension (Unseen Passage)

Session

1

1. Read the following passage to answer the questions given below.

THE CLEVER POOR MAN

One day, a poor man was riding his horse into a small town. In the evening, when he was weary and hungry, he tied his horse to a tree and sat down under it to have his supper. Soon a rich man came on a horseback and stopped nearby the same tree. He began to tie his horse to the same tree where the poor man tied his horse.

"Don't tie your horse to that tree," said the poor man. He explained, "My horse is wild and it may kill your horse. Better tie it to another tree."

But the rich man answered, "I shall tie my horse where I like." So he tied up his horse to the same tree and sat down to eat. After a few minutes, they heard a dreadful noise coming from the horses. The two horses were fighting with each other. They ran up to them. But it was too late. The rich man's horse was killed.

"See what your horse has done," cried the rich man, "You'll have to pay for it." Both went to and presented their case before a judge.

The judge asked the poor man, "Is it true that your horse has killed his horse?" But the poor man did not reply. The judge asked him many other questions, but the poor man did not say a word.

At last the judge cried: "What can I do? This man cannot speak!"

"Oh," said the rich man, "He can speak as well as we can. He spoke to me when I had met him."

"Are you sure?" asked the judge. "What did he say?"

"Of course, I am sure," answered the rich man. "He told me not to tie my horse to the same tree where his horse was tied. He said that his horse was wild and would kill my horse."

"Oh," said the judge, "Now I know that you are not right. He had warned you not to tie your horse to that tree, so he need not pay for your horse."

Then he turned to the poor man and asked him why he had not answered all his questions. The poor man said: "I didn't answer your questions as I knew that you would consider the word of a rich man rather than a poor man. So I wanted him to tell you everything. Then you can know who was right and who was wrong."

I. Choose the right answer.

1. How was the poor man's horse? []
A. Mild B. Wild C. Fat D. Friendly
2. What did the two horses do while they were tied to the same tree? []
A. Sleep B. Eat C. Fight D. Play
3. Which horse was killed? []
A. The rich man's horse B. The poor man's horse
C. Both D. None
4. Whom did the two men meet? []
A. King B. Minister C. Judge D. Sarpanch
5. Who kept quiet all the time? []
A. King B. The Rich man C. Judge D. The Poor man

II. Answer the following questions.

1. Why did the poor man ask the rich man to tie his horse to another tree?

A.

2. What was the rich man's reply to the advice of the poor man?

A.

3. How did the poor man reply to all the questions that he judge asked?

A.

4. What did the judge do when the poor man did not reply to his questions?

A.

5. Why did the poor man keep quiet?

A.

III. Find the synonyms of the given words from the passage.

1. tired -
2. frightening -
3. regard, see -
4. clarify -
5. caution, alert -

2. Read the following passage to answer the questions given below.

A VALUABLE LESSON

One day, a rich man took his son on a trip to the country. The father wanted to show his son how poor people live. Though he knew that his wealth would allow the boy to live in luxury throughout his life and the boy would never lack comfort, he felt that his son should understand the right values and the importance of hard work. They spent a day and a night with a very poor family. When they got back from their trip, the father asked his son, "How was the trip?"

"Very good, dad!" said the son.

"Did you see how poor people live?" The father asked.

"Yes!" replied the son.

Then the father asked, "What did you learn?"

The son answered, "I saw that we have one dog at our house and they have many. We have a pool that reaches the middle of the garden while they have a creek that has no end. We have imported lamps in the garden, they have the stars. They are rich though they have no money."

His father was speechless upon hearing what the little boy said. He realised that his son was a very clever boy with a positive attitude.

I. Choose the right answer.

1. How long did they spend with a poor family? []
 A. a night and two days B. two nights and a day C. a day and a night D. a week
2. Upon hearing what the little boy said, his father _____. []
 A. wanted to scold the boy B. had no words to say anything
 C. felt very happy D. felt very bad

II. Answer the following questions.

1. What was the purpose for the trip?
 A.
2. How did the boy feel about the trip?
 A.
3. What was the positive attitude of the little boy?
 A.
4. What was the reaction of his father after hearing the little boy's answer?
 A.

**Vocabulary****Session 2****I. Fill in the blanks with the right answer from the box given below.**

ignorant talented magnificent trail honour

1. Sneha is an extremely _____ dancer.
2. The age-old car left behind a _____ of black smoke as it passed.
3. It is an _____ to have you with us today.
4. John was _____ of the fact that his mother could sing well.
5. We get a _____ view of the Charminar from our office building.

II. Match the Phrasal verbs in Column A with their meanings in Column B.

A	B
1. Break down	a) stop working
2. Call off	b) spend time relaxing
3. Come across	c) cancel
4. Give up	d) stop functioning
5. Hang out	e) meet

III. Read the following sentences and encircle the idioms in them. Then write down their meanings.

1. Regular exercises will make one hale and hearty at all times.

A.

2. We cut short our trip to Manali because of bad weather.

A.

3. It has come to light that he was cheating the company.

A.

4. After visiting Kashmir, our teacher explained the natural beauty of Kashmir to us, in a nutshell.

A.

5. August 15, 1947 is a red-letter day in the history of India.

A.

IV. Fill in the blanks with the correct phrasal verbs given in the brackets.

1. Mother _____ (looked at / looked for / looked after) her child as she didn't find her in the hall.

2. Ramu _____ (kept at / kept on / kept off) shouting.

3. The train was _____ (held up / held over / held out) for two hours.

4. I will never _____ (give over / give out / give off) the truth as it may hurt my friend.

5. The inspector _____ (called for / called in / called at) my office yesterday.



I. Rewrite the given sentences using the short forms of the verbs.

1. I will ask a few questions.

A.

2. You cannot do that.

A.

3. We have been waiting for you.

A.

4. He has not called yet.

A.

5. She need not come here.

A.

II. Complete the following sentences using the correct form of the words in brackets.

1. She has _____ handwriting. She writes _____ (neat)

2. Rahul spends _____. (lavish)

3. Suma speaks Telugu _____. (fluent)

4. Pavan is a _____ (quick) learner. He learns everything _____ (fast).

5. Rani was sleeping _____ when I went to her room. (sound)

III. Re-write these sentences after replacing the underlined phrases with the adjectives form the box.

hungry, wooden, comfortable, noisy, starry

1. My sister will feel relaxed and at ease in this dress.

A.

2. The traveller is tired and is in need of food.

A.

3. The cricket team was making a lot of noise.

A.

4. This beautiful chair made of wood is not for sale.

A.

5. The night sky was covered with stars.

A.

IV. Complete the conversation given below with the word clues given in the box.

not good; feeling low in energy; not-familiar with people; not pleased

Mum : How was school today?

Child : It was _____. I'm so _____.

Mum : Really? What happened?

Child : The teacher gave us a lot of exercises to do. I _____ and the teacher was _____.

V. Fill in the blanks with the appropriate adverbs given in the box below:

Slowly; carelessly; excitedly; finally quickly

1. Come here _____. You have to see this!
2. We knew that she had got the job when we saw her _____ talking on the phone.
3. He _____ put the vase on the table. It fell to the floor.
4. Sharon is throwing a party on Saturday. She _____ finished her PhD.
5. Let's walk _____. I don't want to be the first one at the meeting.



Conventions of Writing

Session 4

I. Rewrite the following passage checking the spelling, punctuation (, . ! ? “ ”) and capitalisation where necessary.

a *solar eclipse* occurs when the moon gets between earth and the sun and the moon casts a shadow over earth a *solar eclipse* can only take place at the phase of the new moon when the moon passes directly between the sun and earth and its shadows fall upon earth's surface.

A.

II. Read the passage given below. Five sentences in the passage are numbered (1–5). Each of these sentences has an error. Correct and rewrite them below:

My name is Thomas Martin. I live in a farm near Cedar Rapids, Iowa. (1) I raises livestock and grow corn on my farm. My kids help me. (2) In morning, we (3) up very early to feed the animals. (4) Everybody help milk the cows. Then I drive the kids to school.(5) I work in the fields all the day. When the children come home, we all work together.

A.

B. Look at the picture and write a story using the hints given below.



Cap seller sleeps under tree—monkeys on tree pick his caps—climb the tree—cap seller gets up—sees monkeys with caps on head—gets idea—throws cap on head down—all monkeys throw caps—collects caps—monkeys sad—clever cap seller

A.

Dear Mum



Reading and Comprehension (Unseen Poem)

Session 6

1. Read the following poem and answer the questions that follow.

THE SHOPPING TRIP

My parents sent me to the store
to buy a loaf of bread.

I came home with a puppy
and a parakeet instead.

I came home with a guinea pig,
a hamster and a cat,
a turtle and a lizard
and a friendly little rat.

I also had a monkey
and a mongoose and a mouse.

Those animals went crazy
when I brought them in the house.

They barked and yelped and hissed
and chased my family out the door.

My parents never let me
do the shopping anymore.

I. Choose the right answer.

1. **Where did the parents send their child?** []
A. to the park B. to the beach C. to the store D. to the zoo
2. **What was the boy supposed to buy?** []
A. A loaf of bread B. A new door C. A little puppy D. A hissing lizard
3. **What kind of rat did the boy get?** []
A. An evil rat B. A friendly little rat C. A little wild rat D. A very naughty rat
4. **The family stopped sending him to the market because he _____** []
A. brought a loaf of bread B. did not buy anything
C. chased his family outside D. came home with many animals

II. Answer the following questions:

1. Who sent the boy to store? What was he supposed to do there?

A.

2. Which animals did he bring home from his shopping trip?

A.

3. How did those animals react when they were brought home?

A.

4. Who chased the family out of the door and why?

A.

5. Find any three pairs of rhyming words from the poem.

A.

III. Do as directed.

1. List out three different cries of animals mentioned in the poem.

A.

2. Find out a synonym for the word 'mad' from the poem.

A.

3. Find out a synonym for the word 'allow' from the poem.

A.

4. Find out an antonym for the phrase 'invite in' from the poem.

A.

5. Give antonym for the word 'friendly'.

A.

2. Read the following poem and answer the questions that follow.

All My Great Excuses

--- By - Kenn Nesbitt

I started on my homework
 but my pen ran out of ink.
 My hamster ate my homework.
 My computer's on the blink.

I accidentally dropped it
 in the soup my mom was cooking.
 My brother flushed it down the toilet
 when I wasn't looking.

My mother ran my homework
 through the washer and the dryer.
 An airplane crashed into our house.
 My homework caught on fire.

Tornadoes blew my notes away.
 Volcanoes struck our town.
 My notes were taken hostage
 by an evil killer clown.

Some aliens abducted me.
 I had a shark attack.
 A pirate swiped my homework
 and refused to give it back.

I worked on these excuses
 so darned long my teacher said,
 "I think you'll find it's easier
 to do the work instead."

I. Choose the right answer.

- 1. Where did the poet drop his homework?** []
- A. down the toilet B. in the sink C. in washer and dryer D. in the soup mom was making
- 2. _____ blew the poet's notes away.** []
- A. Volcano B. Tornado C. Aliens D. Aeroplane

II. Answer the following questions:

1. What was the first thing that happened when the boy started his homework?

A.

2. What excuse did the boy use to tell that his homework caught on fire?

A.

3. How did the boy blame his brother for not completing his homework?

A.

4. Do you think the teacher accepted those excuses? How can you tell?

A.

The Emperor's New Clothes



Reading and Comprehension (Unseen Passage)

Session **7**

1. Read the following passage to answer the questions given below.

Once there was a complaint at Emperor Akbar's court.

Hafeez Khan and Irfan were two neighbours who shared their garden. Hafeez Khan had a well in that garden. Irfan wanted to buy the well for irrigation of his vegetable patch. Therefore, they signed an agreement and Irfan bought the well.

Even after selling the well to the farmer, Hafeez continued to fetch water from the well. Angered by this, Irfan went to Emperor Akbar to get justice.

King Akbar asked Hafeez the reason for continuing to fetch water from the well even after selling it to the farmer.

Hafeez replied that he had sold only the well to the farmer but not the water inside it.

King Akbar wanted Birbal, who was present in the court, to solve the dispute.

Birbal came forward and gave a solution. He said, "Hafeez, You say that you have sold only the well to Irfan and also claim that the water is yours. Then how can you keep your water inside another person's well without paying rent?"

Birbal thus countered Hafeez's trickery by tricking him. Irfan got justice and Birbal was fairly rewarded by the emperor.

I. Choose the right answer.

1. The two neighbours shared their _____. []
 A. house B. well C. garden D. court

2. According to the agreement, the well belonged to _____. []
 A. Irfan and Hafeez B. Irfan C. Hafeez D. neither of them

3. Irfan was a _____. []
 A. potter B. carpenter C. farmer D. weaver

4. Irfan came to get justice from _____. []
 A. Birbal B. Judge C. Minister D. Emperor Akbar

5. The solution to the problem was given by _____. []
 A. Birbal B. Irfan C. Hafeez D. King Akbar

III. Answer the following questions.

1. Why did Irfan want to buy the well?

A.

2. What was the agreement?

A.

3. What was the reason Hafeez continued to fetch water?

A.

4. How was Hafeez's argument countered by Birbal?

A.

5. What is the moral of this story?

A.

IV. Write the opposites of the following words from the passage.

1. Justice ×

2. Solution ×

3. Agreement ×

4. Continue ×

5. Present ×

2. Read the given passage to answer the questions following it.**THE PEACOCK AND THE CRANE**

Once the peacock, who was very proud of its grand plumage, was dancing in the field as rain clouds gathered in the sky. The crane, who had only black and white feathers, stepped through the water in the nearby pond, looking for fish. The peacock mocked the crane. "You poor creature! How plain your feathers are! Don't you wish you had colourful feathers like mine?" The peacock said to the crane.

"No, not at all". The crane answered. "Why?" the peacock asked.

The crane then replied, "It is you who should envy me. In the cold winter, I fly to faraway places, which are warm and sunny. I see the earth below me like a vast green and brown blanket. My feathers help me soar in the sky while you have to drag yours in the dust." The peacock had no answer to this and went away feeling ashamed.

I. Choose the right answer.

1. The peacock was _____ of its grand plumage. []

A. very happy B. very proud C. very sad D. very ashamed

2. The crane's feathers help it _____ in the sky. []

A. To fly B. to drag C. to climb D. to swim

II. Answer the following questions:

1. What was the crane doing in the rain?

A.

2. How were the crane's feathers?

A.

3. How did the peacock react after hearing the reply of the crane?

A.

4. Which of the following feathers are better according to the story?

A.



Vocabulary

Session 8

Read the passage and answer the questions.

A cyclonic storm hit Visakhapatnam in South India in 2014. Hundreds of mud huts were flattened when the storm hit a city at the speed of 125 km per hour. To make the situation more pathetic, it was followed by a furious swell in the sea. The huge wave, like a wall of water, crashed onto the land. It broke trees, buildings and anything that came in its path. Vast tracts of paddy land went under saline water. Some fishermen who had sailed out in their fishing boats before the storm hit could not be traced out.

Rescue missions by the Coast Guard sailed in the storm to trace the fishermen and bring them home. A large number of people had become homeless and many more were left starving. Local schools and colleges shut down as the students could not travel outside their homes, and the school buildings were converted into relief centres.

1. Give the meaning of the word 'pathetic'.

A.

2. Write the synonym of the word 'furious'

A.

3. Write the antonym of the word 'traced'

A.

4. Write the other two degrees of 'large'

A.

5. Write the present tense of 'went'

A.



Grammar

Session 9

Complete the passage choosing the right words from those given below.

One day a rich man lost his purse. He thought _____1_____ the purse had been stolen _____2_____ one of his servants, _____3_____ he could not identify the actual thief. Then he filed a complaint _____4_____ a judge. The judge called all the servants _____5_____ all of the denied the charge.

- | | | | | | | | | |
|----|----|-----|----|-----------|----|------|----|-------|
| 1. | A. | it | B. | that | C. | this | D. | those |
| 2. | A. | to | B. | for | C. | by | D. | with |
| 3. | A. | but | B. | therefore | C. | so | D. | and |
| 4. | A. | to | B. | before | C. | for | D. | of |
| 5. | A. | and | B. | if | C. | but | D. | That |



I. Write a notice using the points given below for the school notice board announcing that the school is organising a Technical Fest during summer vacation:

Hints:

- An appeal pointing out the importance of the programme.
- How and when to enlist; role of volunteers
- The time they would be required to spend each day.
- The area to be covered.
- Any other relevant points.

II. Read the given facts outline on the biography of Amelia Earhart and draw a timeline based on it.

Birth Name: Amelia Mary Earhart

Born: July 24, 1897

Birthplace: Atchison, Kansas

Died: July 2, 1937, en route from Lae, New Guinea to Howland Island

Married: February 7, 1931, to George Putnam

- Despite having to attend six different high schools, she was able to graduate on time.
- Earhart was called "Lady Lindy" because her slim build and facial features resembled that of Charles Lindbergh.
- Earhart refused to don typical flying gear—she wore a suit or dress instead of the "high-bread aviation togs," a close-fitting hat instead of a helmet, didn't put on her goggles until she taxied to the end of the field, and removed them immediately upon landing.
- She developed a friendship with Eleanor Roosevelt, who wanted to learn how to fly. Earhart had planned to teach her, for which the First Lady even got her student permit.
- Earhart met Orville Wright at the Franklin Institute in Philadelphia in 1937, the same year she disappeared.
- Earhart had such an impression on public that people often wrote and told her about naming babies, lakes, and even homing pigeons "Amelia."
- The United States government spent \$4 million looking for Earhart, which made it the costliest and intensive air and sea search in history at that time.
- She was the 16th woman to receive a pilot's license from the FAI (License No. 6017)

A.

UNIT 5

SESSION 1

A TRIP TO ANDAMAN – READING

Oral Discourse

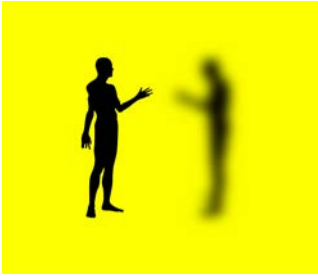




Describe about the tourist places that you have visited.

Hints:

- You might have visited a place of historical importance, or a place with immense natural beauty such as a forest, beach, mountains, waterfalls and so on. When you talk about such a place, speak about why tourists visit this place, what is fascinating about it, and what are the things that you did at this place.

1.1 Reading and Comprehension - Word Meaning



Verbs


<p>vanish disappear</p>		<p>treating curing an illness or injury</p>	
<p>inhabited lived</p>		<p>hire rent</p>	
<p>bask to enjoy sitting or lying in the heat of the sun</p>			

Noun

<p>miniature a very small copy or model of something</p>		<p>creek a narrow area of water where the sea flows into the land.</p>	
<p>coral reefs a hard substance that is red, pink or white in colour and that is fixed at the bottom of the sea</p>		<p>ferry a boat or a ship that carries people, goods, vehicles across a river</p>	
<p>storey a floor or level of a building</p>		<p>queries questions that are asked to get information</p>	
<p>sanitary worker a person employed to collect, haul away, and dispose of garbage</p>		<p>abundance plenty; a very large amount</p>	

Adjective

<p>aboriginal original people belonging to a place</p>		<p>majestic grand; beautiful</p>	
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<p>courteous being polite or showing good manners</p>	
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1.2 Reading and Comprehension - Summary 

The narrator talks about the trip he made along with his family members to the Andaman Islands. He says that he and his sister liked the trip to the Andamans. They left to the Andaman on 25th of April. They went to Chennai by the Pinakini express from Vijayawada and from there boarded a ship in the evening.

He was surprised to see the size of the ship. They spent three days on the ship to reach the Andaman Islands. When he was on the ship, he could see people who were watching cinemas, spending their time in restaurants and buying things in the fancy stores. It was a four-storied ship. He could also see the saloons where people were getting their hair cut and some medical staff who were helping sea-sick people.

After reaching Andaman, they visited the Cellular Jail, Mahatma Gandhi Marine National Park and other important places. Then, they visited the Havelock Island, where they enjoyed nature. The narrator saw foreign tourists basking in the sun on the beaches. He also saw some places like the Elephant beach, Radhanagar beach and so on. He and his sister enjoyed a jolly ride on an elephant. The writer cherished the memory of the great fun they had and he says that he would never forget his trip to the Andaman Islands.

Self - Assessment

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

SESSION 2

A TRIP TO ANDAMAN – LITERATURE

2.1 Literature - QA



Q1. Answer the following questions:

Based on your reading of the passage, list the tourist attractions of Andaman Island. Which one of them has fascinated you the most? Why?

A. The most important tourist attractions of Andaman Island are:

The Cellular Jail –a famous national monument

Mahatma Gandhi Marine National Park

Havelock Island

Elephant beach

Radhanagar beach

..... is the most fascinating place for me. (write which place in Andaman Island is the most fascinating for you).

Q2. Would you like to go to the Andamans during holidays? Give reasons for your answer

A. (write yes, if you would like to go to the Andamans during holidays / write no, if you would not like to go to the Andamans)

..... (give the reason for your choice).

Q3. Which means of transport is, in your opinion, more enjoyable for visiting a place like Andaman? Give reasons for your answers.

A. (write which mode of transport you would like ship / aeroplane)

..... (give reason).

Q4. The Andaman and Nicobar Islands have been called a miniature India. Do you agree with this view? Give reasons for your answer.

A.(write yes, if you agree with the statement that Andaman and Nicobar Islands are called the miniature India).....(give reasons).

Q5. Whom does 'I' refer to in the passage?

A. 'I' refers to the narrator, who may be a school going child.

Q6. The writer saw many interesting things on the ship. But which one surprised him the most? Why?

A. People getting their hair cut in the saloon surprised him most. As he was a small child, he never expected the people to have their hair cut on a ship. Usually, anyone who boards a ship is curious and very excited and wants to watch sea creatures rather than doing any routine tasks.

Q7. How did the tourists enjoy on the beach?

A. The tourists enjoyed themselves by swimming in the sea, playing in the water on the beach, taking rest under the umbrellas and by basking in the sun on the beach.

Q8. Who guided the family on the Islands?

A. The writer's father guided the family on the Islands.

Q9. Why do you think the scuba divers need air cylinders?

A. The scuba divers go underwater to watch coral reefs, beautifully-coloured fish and sea turtles. They stay beneath the sea for a long time and swim among these creatures. Hence, they need air cylinders.

Q10. Have you ever visited any tourist place? Share your experience.

A. (write the tourist place you have visited).

..... (explain in detail).

Q11. II. Tick the correct answer.

A. 1. How did the author feel, when the windows and doors of their cabin were closed.

(A) The author felt the ship sinking ()

(B) The author felt uncomfortable ()

(C) The author did not feel the movement of the ship (✓)

(D) The author felt the fast movement of the ship ()

2. The most favourable time to visit Andaman is the

(A) winter ()

(B) spring (✓)

(C) summer ()

(D) monsoon ()

3. Why did the family go to Andaman?

- (A) to learn about the aborigines ()
- (B) to watch how foreigners enjoy themselves . ()
- (C) to explore a tourist spot (✓)
- (D) to view only the sea beaches. ()

SESSION 3

A TRIP TO ANDAMAN – VOCABULARY

3.1 Vocabulary



I. Antonyms

- I. Find the antonyms of the following words from the text and write them in your notebooks. Also, write one sentence each for the word and its antonym.

impossible	suddenly	ugly	bright	tasteless
dim	above	hostile	cloudy	notorious

Q1. impossible x possible

- A.** 1. It is impossible to live without air.
2. It is possible for a fish to live in water.

Q2. suddenly x gradually

- A.** 1. Suddenly, I saw a snake in the grass.
2. He recovered gradually from his disease.

Q3. ugly x beautiful

- A.** 1. A toad is ugly to look at.
2. Peacock is a beautiful bird.

Q4. bright x dark

- A.** 1. The day is bright, as the sun is shining.
2. The day is dark, as there are thick clouds.

Q5. tasteless x delicious

- A.** 1. We can't enjoy a tasteless meal.
2. I enjoyed the food as it was delicious.

Q6. dim x bright

- A.** 1. We can't read in dim light.
2. It is not possible to look at the bright sun.

Q7. above x underneath

- A.** 1. The roof is above our head.
2. The ball rolled underneath the bed.

Q8. hostile x friendly

- A.** 1. Some nomadic tribes are hostile, they never try to mingle with others.
2. Those workers are very friendly.

Q9. cloudy x sunny

- A.** 1. On a cloudy day, we can't see the sun.
2. On a sunny day the weather is pleasant in cold countries.

Q10. notorious x famous

- A.** 1. During the British Rule, the Cellular Jail was notorious.
2. Tagore was a famous Indian poet.

II. Words Used as Nouns and Verbs

Read the following sentences and notice how the word 'wave' has been used differently:

1. My sister Amala and I too waved our hands while Mom and Dad smiled at us.
2. Silky sands, foaming waves and cool breeze of the sea attracted us very much.

In Sentence 1 'wave' is used as a verb in the past tense and in Sentence 2, it is used as a noun in its plural form. As a verb, it means 'to move hand or arm from side to side' and as a noun, it refers to 'raised lines of water that move across the surface of the sea or ocean.'

Q1. Fill in the blanks with the appropriate forms of the words given in the brackets. They can be used both as nouns and verbs.

1. Our school's volleyball team played four matches. The fourth day play was excellent. (play)
2. Latha is facing a lot of problems. I am sorry to see tears on her lovely face . (face)
3. My grand-daughter said, "Grandpa, you look very sweet when I see a smile on your face."
On hearing this Grandpa smiled at once. (smile)

4. Suresh hoped that he would pass the examination. But his hope disappeared when he saw the question paper. (hope)
5. When I answered a question correctly, the English teacher patted me on my back and said, "Well done, Smarty." Her pat made me feel very happy and proud. (pat)

III. Phrasal Verbs

Read the following sentences from the passage:

1. The ship set out after sounding a loud horn.
2. People who came to see off their friends and relatives cheered them up by waving their hands.

The set of words underlined are 'phrasal verbs'. A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb.

Q1. Pick out from a dictionary, more phrasal verbs beginning with the words 'set', find out their meanings and use them in sentences of your own.

A. set out, setup, setback, set aside.

Sentences:

1) set out : to leave a place / start from a particular place

It was past nine o'clock when he **set out** to meet his friends.

When they are hunting with their packs, wolves **set out** at a smooth, easy trot.

2) set up : to start something

I have no firewall **set up** and the internet works fine for everything else.

I have my printer **set up**. Now, how do I print a file?

3) set back : to delay the progress or development of something

You can work hard and overcome any **setbacks** along the way.

The injuries had been only a temporary **setback** for him.

4) set aside : to keep something for a special purpose

The nuclear industry has funds **set aside** for some important activities..

My mother **set aside** some food for me to eat later.

5) set about : to start doing or dealing with something

He **set about** the task with determination.

SESSION 4

A TRIP TO ANDAMAN – GRAMMAR

4.1 Grammar

I. Simple Past Tense

Read the following lines taken from the lesson:

Soon after the examinations were over, Mom made preparations for the trip. On the 25th of April, we took the Pinakini Express from Vijayawada and reached Chennai by 1 p.m.

The underlined words are verbs in the simple past tense and refer to actions that took place in the past. The Simple Past Tense is used here to talk of completed actions in the past. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Given below is the action plan prepared by the Headmaster of Mahatma Gandhi Zilla Parishad High School, Dosakayalapalli for a tour to Nagarjuna Sagar Project. They finished the tour on 15-10-2011. Describe the tour in the past tense by making appropriate changes in the verbs given in the action plan.

Time	Event/Action
6.00 a.m.	board the bus at the school
8.30 a.m.	stop at Eluru for breakfast
12.00 noon	reach the spot
1.00 p.m.	have lunch
1.30 to 3.30 p.m.	visit the Nagarjuna Sagar Project
3.30 to 4.30 p.m.	visit the museum
4.40 p.m.	visit Ettipothala falls
5.00 p.m.	board the bus
8.30 p.m.	have supper at Eluru
10.30 p.m.	reach the school

Q1. You can start like this :

On October 15, 2011, the students of MGZPH School, Dosakayalapalli started their tour to Nagarjuna Sagar Project. They boarded the bus at the school at 6.00 a.m. . .

- A.** On October 15, 2011, the students of MGZPH School, Dosakayalapalli started their tour to Nagarjuna Sagar Project. They boarded the bus from school at 6.00 a.m and stopped for break-fast at Eluru at 8.30 a.m. They reached the spot by 12 noon. At 1 p.m. they ate lunch. They visited the Nagarjuna Sagar Project from 1.30 to 3.30 p.m. They visited the museum in the next hour. At 4.40 p.m. they visited the Ettipothala falls. They boarded the bus by 5 p.m. and at 8.30 m. they had supper at Eluru. By 10.30 p.m. they reached their school.

II. Past Continuous Tense

Read the following lines taken from the lesson:

Some foreign tourists on the beaches were basking in the sun and enjoying themselves.

The underlined verbs 'were basking' and '(were) enjoying' are in the Past Continuous Tense. The Past Continuous Tense is used to talk about or describe an action which someone was doing or an event which was happening at a particular time in the past. It describes events in a time **before now**, which began in the past and is **still going on** at the time of speaking. In other words, it expresses an **unfinished or incomplete action** in the past.

Q1. Fill in the blanks with appropriate forms of the verbs given in the brackets:

- A.**
1. They were fighting with each other when the police arrived. (fight, arrive)
 2. When Rajesh was running, he fell down and injured his leg. (run, fall, injure)
 3. While he was playing, it began to rain. (play, begin)
 4. The children were watching a film, when the lights went off. (watch, go off)
 5. My mother was still cooking when the guests arrived. (still cook, arrive)
 6. The teacher was teaching when the Principal entered the room. (teach, enter)
 7. Father was watching the T.V. when the telephone bell rang. (watch, ring)
 8. We were getting ready for our journey when the power went off. (get, go)

Work in pairs:

Q2. Narrate what your family members were doing yesterday when you reached home:

- A.** When I reached home after school:
- I. My mummy was washing clothes.
 - II. My daddy was working on the computer.
 - III. My sister was doing her homework.
 - IV. My grandmother was helping my mother.
 - V. My grandfather was watching T.V.

SESSION 5

A TRIP TO ANDAMAN – WRITING

5.1 Writing



- Q.** Arrange the following sentences in proper sequence using appropriate connectors and replacing 'we' with 'they'. You can add some more information you may have liked in the passage:
- We visited a beach called Elephant beach.
 - We reached Port Blair.
 - We travelled by a ferry from Port Blair to a place called Havelock island.
 - In the evening we boarded a ship to Port Blair.
 - We visited Radhanagar beach.
 - After a while we reached an exciting place, the Mahatma Gandhi Marine National Park.
 - We had been longing to make a trip to Andaman.
 - We visited a famous national monument, the Cellular jail.
- A.** Proper order: 7, 4, 2, 8, 6, 3, 1, 5

Replacing 'they' in place of 'we' in the paragraph given above:

They had been longing to make a trip to Andaman. In the summer holidays, they made that trip. They reached Chennai Central by 1 p.m and in the evening they boarded a ship to Port Blair. After two days, they reached Port Blair. They visited a famous national monument, the Cellular Jail. After a while, they reached an exciting place, the Mahatma Gandhi Marine National Park which was spread over a wide area of 15 islands. Then they travelled by a ferry from Port Blair to a place called Havelock Island. The ferries carry people, vehicle and goods. Silky sands, foaming tides and cool breeze of the sea attracted them very much. Later, they visited a beach called the Elephant Beach. There, they saw people scuba diving. The last place they visited was the Radhanagar Beach, which was a beautiful place with white sand and thick green forests along the coastline. They ate delicious Tandoori fish and other sea food preparations. They were very happy and they would never forget their trip to the Andamans.

Describing a place

You have read about a famous tourist place, Andaman. After reading the description don't you feel that you have actually visited the place? This is because the author has given a vivid picture of the place through the description of the place and the activities. When you want to describe a place you need to find answers for the following questions:

1. Where is the place located? What is it famous for?
2. How can one reach there? How is the weather during the time of the visit? What is the best time to visit? What things are to be carried? What sort of accommodation is available?
3. What places and things can be seen on the way to the place?
4. What are the major tourist attractions?

Q. One of your friends wishes to visit the place you have visited recently. Write a letter to your friend describing the details mentioned above to help him make his / her trip successful.

A.

233, Narayan Pillai Street
Akola
12-07-2019

Dear Ramesh,

I am safe here and hope the same is the case with you there. You asked me to suggest a famous place to visit during your summer holidays. I suggest you visit Hanumakonda. This town is in Warangal district and is famous for its 1000 pillar temple. You can take any train which goes from Hyderabad to Khammam from your place and get down at Warangal station. There are a number of trains to Hyderabad. You can visit this place at any time of the year. You can also see some other monuments and structures in the surrounding areas of Hanumakonda and Warangal. I hope you enjoy the trip. Do let me know how your experience was.

With best wishes,

Yours lovingly,
Janak

To
Ramesh H P 76
Mudaliar Koil
Chennai

Self-Assessment

How well did I write?

Fill in the boxes using yes / somewhat / no.	
I was able to write a description.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes / somewhat / no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

SESSION 6

A TRIP TO ANDAMAN – STUDY AND LISTENING

6.1 Study and Listening

Study Skills

I. This table shows the climate of Port Blair

Climate	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Temperature high (°C)	27	28	29	30	29	28	27	27	27	28	28	27
Temperature low (°C)	23	23	24	26	26	26	25	25	25	25	25	25
Precipitation(mm) (Rain, snow, etc. that falls)	46	27	29	69	360	501	424	425	463	301	235	155

Q1. Write briefly in your own words the best and the most uncomfortable time to visit Port Blair. Give reasons.

A. The best time to visit Port Blair is in February and the most uncomfortable time is in June. During the month of February the temperature will be normal and there will not be any precipitation. The climate during February is very pleasant. During June the precipitation is very high. It will be very uncomfortable to travel in such condition in and around Port Blair.

Listening Skills

Your teacher will read the story 'Gulliver in Lilliput'. Listen carefully and answer the following questions:

Q1. Why did Gulliver go to Lilliput?

A. Owing to bad weather and storm, the ship in which Gulliver was travelling hit a rock and broke into two pieces and in order to save his life Gulliver swam and reached Lilliput.

Q2. Why did the little people shoot arrows at Gulliver?

A. When Gulliver broke some of the ropes with which he was held down, the little people started to shoot arrows at him.

- Q3.** What do you think is the size of a Lilliputians' house?
A. I think it might be the size of a box as the Lilliputians were only 15 cm tall.
- Q4.** How many Lilliputians can you carry in your bag?
A. I think I can carry atleast five to six Lilliputians in my bag. .
- Q5.** Would you like to live among such strange people?
A. _____(write yes or else no on the basis of whether you would like to live with such strange people like the Lilliputians or not)
- Q6.** Pygmies are very small people. Find out who is smaller? Pygmies or Lilliputians.
A. Lilliputian are smaller people than Pygmy people.
- Q7.** Why did the king like Gulliver?
A. The king liked Gulliver because he thought that he was a gentleman as he did not kill any of the Lilliputians.

Work in Pairs

Oral Activity

Discuss and answer the following questions

- Q1.** If you were the king, how would you use Gulliver?
A. If I were the king, I would have used Gulliver _____
 (write what you would have used Gulliver for)
- Q2.** If you lived in Lilliput, what problems would you have to face?
A. If I were in Lilliput, I would have had the problems of food, shelter and particularly I could do no work there since I would be many times bigger than the local residents.
- Q3.** In stories, we often come across very small people like elves and dwarfs. How are they different from Lilliputians?
A. In stories, we come across elves and dwarfs, they too are small in size, but the Lilliputians have a definite size 15cm. Moreover, elves and dwarfs are fairy tale creatures with magical powers whereas Lilliputians have no such powers.

Places to Visit

- Q1.** Here is a list of places given by South India Tourism. Tell your group about the city you would like to visit and why. What is special about the city? What should visitors do there?

Tirupati	Araku Valley	Amaravathi	Hyderabad
Nagarjuna Sagar	Warangal	Kerala	Kanyakumari

- A.** I would like to visit _____ (name the place). There I can see _____ (mention all the sights you would visit).

SESSION 7


MY TRIP TO THE MOON – READING

7.1 Reading and Comprehension - Word Meaning

Noun

<p>fright a sudden feeling of fear</p>		<p>astronaut someone who travels and works in a space-craft</p>	
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Verb

<p>dwells lives in; inhabits</p>	
---	---

7.2 Reading and Comprehension - Summary

This is a poem about an imaginative little child. He says that when he was alone in his house, studying for his examinations, he heard a noise outside. He went out to look and saw a rocket in which an astronaut was sitting. The astronaut invited the child to the moon. Both of them went to the moon and jumped around. They came back before sun set. He wrote his science examination well. In fact, he says that his trip to the moon helped him perform well in his exam. It could probably mean that the child was studying related topics and his imagination helped him nail his exam. Nevertheless, he kept his trip to moon a secret.

SESSION 8

MY TRIP TO THE MOON – LITERATURE

8.1 Literature - QA



Q1. Answer the following questions:

Do you think the child really went to the moon?

A. I do not think that the boy went to the moon. It was either his imagination or a dream.

Q2. What was the child's feeling about his trip to the moon?

A. The child was delighted about his trip to the moon. He had a lot of fun. He felt very happy.

Q3. Why couldn't the astronaut and the child walk on the moon?

A. Since the gravity of the moon is merely 1/6th of the earth, it is not possible to walk normally on the moon. One will have to leap and jump.

Q4. How would you feel if you were in his place?

A. If I were in his place I would feel very happy and excited to travel to the moon.

Q5. If you were given a chance, which planet would you visit?

A. If I were given a chance, I would like to visit the planet(name the planet you would have visited)

Q6. Can you guess the secret that dwells inside the child's mind?



A. It could be the hard work and extensive reading that dwells inside the mind of the child. It could also be the child's ability to visualise that helps him perform well in his examination.

SESSION 9

SINDBAD, THE SAILOR – READING

9.1 Reading and Comprehension - Word Meaning

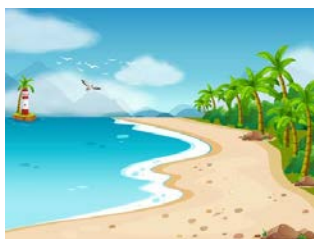
Noun

<p>valley land between hills or mountains, often with a river flowing through it</p>		<p>wallet (here, old English meaning) a bag for holding things, especially when traveling</p>	
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Adjective

<p>huge / immense extremely large</p>		<p>raw not cooked</p>	
--	---	----------------------------------	---

Adverb

<p>ashore to the shore; toward or onto land from an area of water</p>	
--	---

9.2 Reading and Comprehension - Summary

Sindbad was a merchant. The ship in which he was travelling, accidentally, left without him and he was stranded on an island. As he looking around the island, he saw a huge white ball. It was the egg of a huge bird called 'Roc'. The bird came and sat on the egg. He crept close to the egg and tied himself to the leg of the bird with his turban. The bird flew to a valley and took Sindbad along with it. Sindbad untied himself and the bird flew away with a snake. It was a very strange place, like the one he had heard about in stories. There were diamonds and snakes everywhere. To escape from the snakes, he hid himself in a cave.

In the morning, Sindbad saw big pieces of raw meat falling down into the valley. Diamonds stick very easily to meat. Some merchants used this trick to gather diamonds. When the eagles carry the raw meat to their nests, the diamonds get carried along with it. Merchants pick up diamonds from these nests and earn a handsome amount. Sindbad saw an opportunity to escape. He kept a few diamonds in his pocket, tied himself to a big piece of meat and waited for an eagle. Eventually an eagle picked up that piece of meat and along with it transported Sindbad to its nest. The merchants were surprised to find Sindbad in a nest. They listened to his story helped him find a ship to his home, Baghdad. After he reached home, Sindbad sold the diamonds that he had brought along. He even helped the poor with his riches and lived happily ever after.

SESSION 10

SINDBAD, THE SAILOR – LITERATURE

10.1 Literature - QA



Answer the following questions:

- Q1.** Who changed the fate of Sindbad? How?
- A.** The fate of Sindbad was changed by an eagle. Trying to escape, Sindbad tied himself to an eagle's leg. The bird carried him to a valley. In the valley, Sindbad found large diamonds lying around. Sindbad took some of these diamonds with him. And when he returned home, he was a rich man.
- Q2.** What would you want to become in your life? Would you like to become a sailor? Why? Why not?
- A.** _____(write what profession you want) _____ (write yes, if you want to become a sailor else write no) _____ (give reason why you would / would not want to become a sailor).
- Q3.** How would have you handled the encounter with a roc?
- A.** I _____ (write could have or else could not have handled the encounter with the roc).
_____(Give reason).
- Q4.** What factors would you change to make the story more adventurous and thrilling?
- A.** A fight with a huge serpent in the valley and a chase by roc are the two factors that would change the story and make it more adventurous and thrilling.
- Q5.** Describe Sindbad's preparations for his journey.
- A.** Sindbad had bought a substantial stock of goods. To trade them he joined the other merchants. They decided to sail on a ship and thus kept their goods on a ship. They took enough food and water along with them and finally they placed themselves in the care of Allah and set off.

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I was able to describe a tourist place. (Face sheet)			
I read and understood the text:	–	–	–
A. A Trip to Andaman			
B. My Trip to the Moon (poem)			
C. Sindbad, the Sailor			
I was able to understand the usage of words as nouns and verbs and phrasal verbs given under 'Vocabulary'.			
I was able to understand simple past tense and past continuous tense and able to do the exercises under 'Grammar'.			
I was able to write a letter and a description given under 'Writing'.			
I was able to do the activity given under Study Skills.			
I listened to and understood the story 'Gulliver in Lilliput', answered the questions and described a place that I would like to visit given under 'Listening and Speaking'.			
I was able to complete the 'Project Work' and present it to the class.			

----- CCE Based Practice Questions -----

A Trip to Andaman



Reading and Comprehension (Unseen)

Session 1

1. Read the following passage to answer the questions given below.

THE SIMPLEST THING

When Columbus came back from his trip to the Americas, many people praised him. He had made a remarkable voyage despite many challenges. People said that he had done a great job, discovering the Americas. He was made an Admiral of the Navy.

However, not everyone appreciated him; there were some who were jealous of all the adulation that he got.

One day, A Spanish gentleman gave a party in his honour. People praised Columbus, "What a great discovery you have made!" Several persons were present who resented this great admiral's success. They were proud and arrogant. They very soon began to try to make Columbus feel uncomfortable.

"You have discovered strange lands beyond the seas," they said, "But what of that? We do not see why so much should be said about it. Anybody can sail across the ocean; and anybody can coast along the islands on the other side, just as you have done. It is the simplest thing in the world. All you need to do is sail west. That's not a remarkable feat."

Columbus was quiet; but after a while he took an egg from a bowl and said to the company: "Who among you, gentlemen, can make this egg stand on end?"

"That's impossible," the host replied. "You would need to be a magician to do that." One by one those who were at the table tried the experiment. The egg was passed around but none could succeed.

Then Columbus took the egg and struck its small end gently upon the table so as to break the shell a little. After that there was no trouble in making it stand upright.

"Gentlemen," he said, "What is easier to do than this which you said was impossible? It is the simplest thing in the world. Anybody can do it—AFTER ONE HAS BEEN SHOWN HOW!"

I. Choose the correct answer.

1. Who was Columbus? []

- A. Fisherman B. Hunter C. Explorer D. Boatman

2. After his success, Columbus was made _____ . []

- A. Captain B. Major C. General D. Admiral

3. The party was in the honour of _____ . []

- A. Columbus B. the Spanish gentleman C. the rich people D. Magician

4. The party was given by a _____ . []

- A. Columbus B. Spanish gentleman C. the Americans D. Magician

5. The word from the passage that means the same as 'praises' is - []

- A. happiness B. acceptance C. adulations D. recommendation

II. Answer the following questions.

1. What was the remarkable thing that Columbus had done?

A.

2. How did the jealous people react when they saw Columbus being praised?

A.

3. How did the proud people try to make Columbus uncomfortable at the party?

A.

4. Why did Columbus take the egg from the dish?

A.

5. What was the lesson that Columbus taught the proud people at the end?

A.

I. Find out the words from the passage that means the same as the words/phrases listed below:

1. Extraordinary -
2. Grudge, dislike -
3. Proud and disrespectful –
4. Valued/ cherished –
5. Test/ trial –

II. Read the passage and answer the questions given below.

THE CLEVER TORTOISE

One day, a fox was wandering near a river in the hope of catching some fish. She had not eaten anything for many days and was starving. The fox caught sight of a tortoise sitting on a rock, sunning herself. The fox pounced on it but couldn't take a bite. The tortoise had withdrawn its head into its shell to protect itself. The fox tried its best to break through the shell but it was too hard and could not get to the tortoise. From the safety of its shell, the tortoise suggested to the

fox, "My shell is too hard to break. If you put me into the water, the shell will soften and you can eat me easily."

The fox thought over this. It seemed like an excellent idea. Feeling hungry, it carried the tortoise and put it into the river. Seizing the chance, the tortoise swam away fast. When it had reached a safe place, the tortoise called out to the fox, "You are not the only cunning animal. Others too can be shrewd."

I. Choose the correct answer.

1. The fox was wandering near a river in the hope of catching _____. []

- A. some fish B. a tortoise C. a duck D. a crab

2. The tortoise withdrew its head into its shell to _____. []

- A. sleep B. escape into the water C. protect the fox D. protect itself

II. Answer the following questions.

1. Where was the tortoise when the fox caught sight of it?

A.

2. Why couldn't the fox take a bite when it pounced on the tortoise?

A.

3. How did the tortoise save its shell from the fox?

A.

4. What happened when the tortoise was put into the water?

A.



Vocabulary

Session 2

I. Write the antonyms of the words given below.

1. Beneath x
2. Foreign x
3. Attract x
4. Inhabited x
5. Courteous x

II. Fill in the blanks with the appropriate forms of the words given in the brackets. They can be used both as nouns and verbs.

1. Rani _____ the bus and took a seat. There was a wooden _____ under her seat. **(board)**
2. Though there are many tall _____ in my city, the Lodha Bellezza _____ over all other buildings. **(tower)**
3. Dolphins _____ and dived in the water. It seemed as if _____ were attached to them. **(spring)**
4. Rohan _____ his cycle outside the _____ and went in to play. **(park)**
5. I gave a _____ to the doctor who _____ my mother when she was ill. **(treat)**

III. Pick out from a Dictionary five phrasal verbs, beginning with the word 'Take', find out their meanings and use them in sentences of your own.

1. take after –
2. take to
3. take off –
4. take down –
5. take in –

IV. Re-write these sentences with appropriate phrasal verbs to replace the underlined phrase or a word.

1. He tours canvassing his goods.
A.
2. He changed to the other party.
A.
3. They could not control their anger.
A.
4. You need not hide the secret from me.
A.
5. We will not agree with you in this matter.
A.



I. As per your timetable, describe what you did in school yesterday. Write your description in past tense.

A.

II. Fill in the blanks with appropriate forms of the verbs given in the brackets.

1. They were _____ caroms, when the lights _____ off. (play, go)
2. While he was _____ a turn, the signal _____ red. (take, turn)
3. When my friends _____ to my house, I was _____. (come, sleep)
4. While I was _____ to school, my teacher _____ me. (walk, meet)
5. A plate _____ down while I was _____ the table. (fall, clean)



Read the passage given below. Five sentences in the passage are numbered (1–5). Each of these sentences has an error. Correct and rewrite them below:

Haziq is a 27-year-old engineer. (1) He never knows his parents. He was raised in an orphanage in Kuala Perlis. (2) His parents are sending him to the orphanage when he was three years old, as they were too poor to give him proper care. (3) He was brought up with other orphans who he fondly considering as his siblings.

He won a scholarship to study engineering at the University of Cambridge. (4) In London, he is attending a course in genealogy which sparked his interest to find his parents. He vows he would track his parents as he wanted to know more about himself. (5) When he had returned to Malaysia in 2009, he went back to the orphanage and started his journey of looking for his parents.

A.

II. Read the sentences and sequence them in the right order.

1. But Napoleon waited only to see that everything was in good order, and then he gave the order to march on over the Alps.
2. In four days they were marching on the plains of Italy.
3. People laughed at the thought of an army of sixty thousand men crossing the Alps where there was no road.
4. "Let me hear no more," said Napoleon. "Forward to Italy!"
5. The long line of soldiers and horses and cannon stretched for twenty miles and every man did his best, and the whole army moved right onward.

A.

**Writing****Session 5**

I. Describe a place that you visited recently. Your description should contain the following details:

(A) Its location (B) How to reach there (C) What is the best time to visit? (D) What things to carry (E) What sort of accommodation is available? (F) What are the major tourist attractions?

My Trip to the Moon



Reading and Comprehension (Unseen Poem)

Session 6

1. Read the following poem and answer the questions that follow.

IF I COULD TRAVEL

If I could travel the world today
 Where would I go, and where would I stay
 I'd travel by car, I'd travel by air
 I'd go near and far, I'd go everywhere
 I have an uncle who lives out west
 And all of my cousins, I like them the best
 But where should I start, and where should I end
 With friends and family, my days I will spend
 I'm so excited I can hardly wait
 I'd better get started, don't want to be late
 If I don't get going, I'll run out of time
 And I won't be seeing all these people of mine.

I. Choose the right answer.

1. Who lives in the West? []
 A. Uncle B. Aunt C. Cousin D. Parents
2. With whom does the poet wish to spend his days? []
 A. Friends B. Uncle C. Cousins D. Friends and family
3. Who does the poet like the most? []
 A. Family B. Cousins C. Friends D. Relatives
4. What will happen if he doesn't get going? []
 A. He'll miss his cousins B. His family will be angry with him
 C. He won't have enough time D. His cousins will go back to school
5. How would he travel to visit all his relatives? []
 A. By air B. By ship C. By bicycle D. By car

II. Write rhyming words for the following words from the poem.

1. West -
2. End -
3. Wait -
4. Air -
5. Today -

II. Read the following poem and answer the questions that follow.

WHERE GO THE BOATS?

- Robert Louis Stevenson

Dark brown is the river.
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating—
Where will all come home?

On goes the river
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore

I. Choose the right answer.

- 1. What is the colour of the river in the poem?** []
- A. Gold B. Brown C. Auburn D. Green
- 2. In the poem, what castles are mentioned by the poet?** []
- A. Grey clouds B. Golden sand C. Green leaves D. Foam

II. Answer the following questions.

- 1. What is there on the either side of the river?**
- A.
- 2. Describe the path the river follows.**
- A.
- 3. What does the poet hope will happen to his boats?**
- A.

Sinbad, The Sailor



Reading and Comprehension (Unseen Passage)

Session **7**

1. Read the following passage to answer the questions given below.

BLESSINGS COME IN DISGUISE

The only survivor of a shipwreck was washed up on a small, uninhabited island. He prayed feverishly to God to rescue him. Every day he scanned the horizon for help, but none seemed forthcoming.

Exhausted, he eventually managed to build a little hut out of driftwood to protect him from the sun and wind and to store his few possessions.

One day, after searching for food, he arrived home to find his little hut in flames, with the smoke rolling up to the sky. The worst had happened; everything was lost. He was stung with grief and anger. "God, how could you do this to me!" he cried.

Early the next day, however, he was awakened by the booming sound of a ship approaching the island. It had come to rescue him. "How did you know I was here?" The weary man asked his rescuers. "We saw your smoke signal," they replied.

I. Choose the right answer.

1. What did the lonely survivor do to seek help? []

- | | |
|----------------------|---------------------------------|
| A. searched for food | B. scanned the horizon for help |
| C. built a hut | D. swam the ocean |

2. How many people survived the shipwreck? []

- | | | | |
|--------|--------|-----------|---------|
| A. One | B. Two | C. Twelve | D. Nine |
|--------|--------|-----------|---------|

3. With what did he build the little hut? []

- | | | | |
|----------|-----------|--------------|-----------|
| A. Straw | B. Leaves | C. Driftwood | D. Bamboo |
|----------|-----------|--------------|-----------|

4. What awakened him one early morning? []

- | | |
|-----------------------|-------------------------|
| A. Sound of a plane | B. Sound of a ship |
| C. Sound of a tornado | D. Sound of an elephant |

5. He built his hut out of _____ []

- | | |
|----------------------|-------------------------------------|
| A. leaves and sticks | B. Torn sails from the wrecked ship |
| C. Driftwood | D. Stones from the island |

II. Answer the following questions.

1. What did the man do every day after reaching the island?

A.

2. Why did he build a hut on that island?

A.

3. What did he find on arriving home one day?

A.

3. Was it the worst thing that happened to him that day?

A.

4. How did the people in the ship know there was somebody to be rescued on the island?

A.

III. Find the words from the passage which means the same as the words/ phrases given below.

1. One who lives after a calamity -
2. Searched -
3. An apparent boundary between earth and sky -
4. Unoccupied by people -
5. Save -

2. Read the following passage to answer the questions given below.**SWITZERLAND OF INDIA**

Kashmir is popularly known as the 'Switzerland of India'. It is a beautiful state, closed on all sides by rocky mountains. The scenery of the place is beautiful. Visitors from all parts of the world are attracted by it. Through the heart of its valleys flows river Jhelum. Mughal emperors used Kashmir as their summer retreat. They called it the 'Garden of Eternal Spring'. The air in the valley is sweet with the perfume of many huge rose gardens specially grown for making attar from roses, the costliest perfume in the world. On the wind-swept pastures of the higher mountain parts are reared the Kashmir goats. Their fur is woven into expensive Kashmir shawls. The forests of Kashmir are inexhaustible. One can see fruit trees bent under the burden of their juicy fruits.

I. Choose the right answer.

1. The air of the valley is sweet because of _____. []

- A. roses B. thick forests C. snow D. Jhelum.

2. Mughal emperors used Kashmir as their _____.

- A. autumn visits B. summer residence C. winter capital D. favourite state. []

II. Answer the following.

1. Which river flows through the valleys of Kashmir?

A.

2. Where are the Kashmir goats reared?

A.

3. What did the Mughal emperors call Kashmir?

A.

4. What is Kashmir most famous for among the visitors?

A.

**Vocabulary****Session 8****I. Read the passage below and find out the phrasal verbs from it.**

For his whole life, Nick has never been able to get up early. When he was in elementary school, his mother would set the alarm clock for 6:00 AM, but it would not wake him up. When Nick was in high school, his alarm clock would go off, but he simply turned it off and went back to sleep. Every morning his father would shout, "Come on, Nick! You're going to be late." The shouting did not help, however. On a few days, Nick would show up two hours late! Nick knew that his school would not put up with this situation much longer. His parents were frustrated, but they could not give up.

A.

Fill in the blanks with the correct phrasal verbs given in the brackets.

1. The engine _____ (blows off/ blows of/ blows out) carbon dioxide.
2. The students _____ (sat for/ sat up/ sat to) the Final Examination.
3. The police _____ (ran after/ ran away/ ran over) the thief.
4. The thief _____ (made after/ made away/ made up) with the valuable painting.
5. I advised her to _____ (turn up/ turn out/ turn to) the study of medicine

II. Each of the following sentences contains at least one error. Correct the errors and rewrite the corrected sentences.

1. In my teenage life, I came across many different situations.
2. Teenage fights mostly happening in streets, arcades or void deck.
3. Out of a sudden, I saw a group of people walk towards me.
4. I saw no one was chasing me and stopped running.
5. Should I walked back and saved him or go to report to the police?

A.

**Grammar****Session 9****I. Select the correct past tense verbs by choosing the appropriate option.**

1. I __ 50m last week. []
A. swam B. swum C. swimmied
2. She __ too much chocolate. []
A. eated B. ated C. ate

3. Who __ the match? []
A. wan B. wun C. won
4. I __ here last year as well. []
A. came B. comed C. come
5. John __ to New York last month. []
A. goed B. going C. went

II. Underline the verbs in the following sentences and state their tense.

1. She took her daughter to the doctor.
2. What were you doing then?
3. They asked me to wait.
4. I have been studying since morning.
5. I have finished the task assigned to me.

A.



Conventions of Writing

Session 10

I. Rewrite the following passage checking the spellings, capitalisation and punctuation (. , ! ? “ ”) wherever necessary.

early in the morning in the village we can see the farmers going to the fields some feed the cows some give grain to the chickens while others pick the corn from the fields the first farmer says alas the day has begun the second one asks where are the chickens the ladies are busy in the kitchen by sunset all are tired and return to their homes in durgapur



Creative Writing

Session 11

Write a short essay on “Harmful Effects of Use of Plastic”

UNIT 6

SESSION 1

A HERO – READING

Oral Discourse

Bravery of a boy or a girl who have shown an act of bravery. (real incident/collection from newspapers/magazines/stories)







Hints:







- The government of India gives out the National Bravery awards annually to about 24 children for meritorious acts of bravery against all odds. Read the stories of these children and talk about the one that really caught your attention. Give reasons for the story that you chose.

1.1 Reading and Comprehension - Word Meaning






Verb

<p>tiptoed walk quietly on the tips of one's toes</p>		<p>curled draw up one's legs close to the body and cover one's back</p>	
<p>tumbling falling helplessly</p>		<p>snoring breathing roughly and noisily while sleeping</p>	
<p>stirred moved slightly</p>		<p>groaned made deep sad sounds</p>	

<p>pleaded spoke in support of someone; requested</p>		<p>faint likely to lose consciousness</p>	
<p>crouched bent the knees close to the body in fear</p>		<p>encased covered oneself closely</p>	
<p>crawled moved slowly, keeping the body close to the ground</p>		<p>clutch grip, hold something tightly</p>	




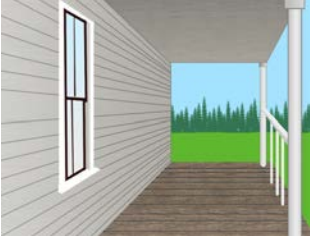


Adverb

<p>crossly a little angrily</p>		<p>sternly seriously or strictly</p>	
<p>humbly in a modest way</p>			

Adjective

<p>notorious well-known for (in a bad way)</p>		<p>disgraceful very bad; shameful</p>	
---	---	--	---

Noun

<p>scorpion small creatures with a poisonous sting in the long tail</p>		<p>scout one who is trained in doing acts of public service</p>	
<p>scowl an angry look or expression</p>		<p>porch a covered entrance to a building; a verandah</p>	
<p>laughing-stock someone or something which seems stupid</p>		<p>despair a feeling that one has no hope at all</p>	

1.2 Reading and Comprehension - Summary 

This is a story about a fifth class school boy named Swami whose father wants him to be brave. The boy slept beside his grandmother every night. One day his father read a news item in the paper about a brave boy who fought a tiger in the jungle. His father then asked Swami to sleep in his office room all alone that night. Swami decided to sleep under a table as that made him feel safe. In the middle of the night, he saw somebody moving inside the room. When the person came near his table, Swami caught hold of his leg and bit him. It was a burglar. When Swami bit him, the burglar fell on the floor. All the members of the family woke up and caught the burglar. Swami is praised by everyone in the school for his bravery. The next night Swami pretended to be asleep in his usual place beside his granny. His father came and asked his mother why he was sleeping there again. His mother angrily replied that he must not risk Swami's life again. The father walked away, mumbling. Swami, who was listening to the conversation from under the blanket, felt a great relief.

Self Assessment:**How well did I read?**

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

SESSION 2

A HERO – LITERATURE

2.1 Literature - QA



- Q1.** According to the newspaper's report, who fought with the tiger?
- A.** According to the newspaper's report, a village boy fought the tiger.
- Q2.** Can you say why Swami's father read the news for his son?
- A.** I think Swami's father wanted to make his son bold and brave. Swami feared ghosts and could not sleep by himself. So, his father read the news to his son.
- Q3.** Did Swami believe the story? Give your reasons for your answer.
- A.** I think Swami did not believe the story. I think so because he asked his father how a boy could fight a tiger. He must be a very strong and grown-up person.
- Q4.** What did Swami's father ask him to prove?
- A.** Swami's father asked Swami to prove his courage and show that he was brave by sleeping alone in the office room.
- Q5.** Why did Swami try to change the topic when his father asked him to sleep alone?
- A.** Swami tried to change the topic because he could not sleep alone and he was afraid that his father would make him sleep alone. If that happened, he knew that he would stay trembling and awake all night.
- Q6.** Read the following sentences and say whether they are true or false. Write 'T' for true and 'F' for false statements in the brackets. Correct the false statements.
- A.**
- | | |
|--|-------|
| 1. Swami said that he would sleep alone from the next week. | (F) |
| 2. Swami's father looked like a ghost in darkness. | (T) |
| 3. When Swami was snoring his Grandmother pulled the blanket away. | (F) |
| 4. Swami was really afraid of darkness. | (T) |
| 5. Swami wished that the tiger had killed the boy | (T) |

Q7. Tick the correct option to make the sentence true.

A. 1. Swami was almost faint with fear because

- (A) his father would beat him (B) he was afraid of ghosts ✓
(C) a ghost entered his room (D) he had a terrible dream

2. Swami clutched the leg of...

- (A) his father (B) his grandmother
(C) a chair (D) the thief ✓

SESSION 3

A HERO – VOCABULARY

3.1 Vocabulary

I. Synonyms

Q1. Pick out the synonyms from the story for each of the following words.

A.

Word	Synonyms
clear	detailed
bravery	courage
shameful	disgraceful
hide	encase
upset	pained
argued	mumbled
swore	cursed
unpleasant	bitter
tapped	patted
damage	risk

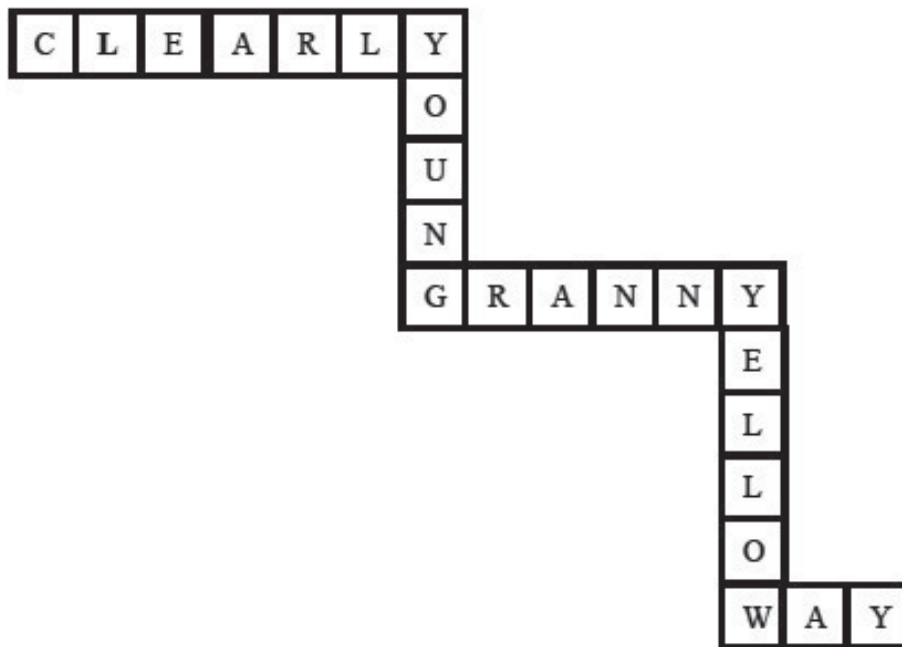
Q2. Read the conversation given below and fill in the blanks with appropriate words from the box.

**grateful, respect, certain, courage, sternly, afraid of,
terrible, hesitated, disturb, disgraceful**

- A. Ruchira : I don't know why the teacher **hesitated** to give his mobile number?
 Suhas : He might be worried that you would **disturb** him with your phone calls.
 Ruchira : I have great **respect** for him. I will never behave in a **disgraceful** manner.
 Suhas : I am **certain** that our teacher will not give his number. Anyhow, I like your **courage**. We are all **afraid of** him.
 Ruchira : I don't think our teacher is **terrible** but he says everything **sternly**.
 Once he gave me a wonderful gift so I am always **grateful** to him.

II. Word Ladder

Q1. Read the following clues given below to complete the word ladder.



- A. 1. Sandhya said **clearly** that she hated him.
 2. Sridhar is a **young** boy of 10 years old.
 3. Jyothi used to sleep beside her **granny**.
 4. The garden is full of **yellow** coloured flowers.
 5. I met my friend Kumar on my **way** home

III. Proverbs

A proverb is a short sentence, usually known to many people, stating something commonly experienced or giving advice. Here are some English proverbs

- Tit for tat.
- Where there is a will there is a way.
- A bad workman always blames his tools.

Every language has proverbs. In Telugu we call them 'saamethalu'. Here is one example from Telugu:

'*kukka kaatu ki cheppu debba*'. It is important to know the meaning of proverb before you use it.

Q1. Match the parts under A and B to make some proverbs. You can use the clues given within the brackets.

A.**A**

1. An apple a day (search for a profession) [d]
2. A friend in need (rhymes with need) [a]
3. Failure is (search for 'achievement') [e]
4. A stitch in time (search for a number) [b]
5. The pen is (search for a weapon) [c]
6. Empty vessels (search for noise) [j]
7. Little drops of water make [f]
8. Honesty (ends with 'cy') [i]
9. Make hay (search for a star) [h]
10. Barking dogs (search for what dogs do) [g]

B

- a. is a friend indeed.
- b. saves nine.
- c. mightier than the sword.
- d. keeps the doctor away.
- e. the stepping stone to success.
- f. the mighty ocean.
- g. seldom bite.
- h. while the sun shines.
- i. is the best policy.
- j. make much noise.

4.1 Grammar 

I. Simple Past / Past Continuous Tense

Look at the following sentences from the text.

1. Father was sitting under the lamp and reading the newspaper.
2. He looked over the newspaper.

Sentence 1 is in the Past Continuous Tense form. It conveys that the action was in progress at a particular point of time in the past. In sentence 2, the verb '*looked*' in the Simple Past Tense. It shows that the action was complete in the past.

Q1. Pick out 5 sentences from the story that use the Simple Past Tense and 5 sentences that use the Past Continuous Tense. Write them down into your notebook.

A.

	Sentences of Past Simple		Past continuous
1.	At last some people came that way and killed the tiger.	1.	Father was sitting under the hall lamp and reading the newspaper.
2.	He tried to change the topic.	2.	Granny was sitting up in her bed.
3.	Swami made no reply.	3.	Father was standing over him.
4.	Swami looked at Granny.	4.	A tiger was chasing him.
5.	Swami was pained and angry.	5.	Swami was following the whole conversation from under the blanket.

Q2. Read the following paragraph and fill in the blanks with the simple past or past continuous form:

Q2. While Swami's father was reading (read) the newspaper, Swami was listening (listen) to it. His father asked (ask) him to sleep alone. But he was (be) afraid of ghosts. He wanted (want) to sleep in his Grandmother's room. While he was sleeping (sleep), he had (have) a terrible dream. A tiger was chasing (chase) him and he was trying (try) to escape.

Editing

Q3. Read the following passage. Every numbered sentence has an error. Identify and edit it.

(1) Akbar was on his way for the dining room. Hirachand was brought to him. (2) At the sametime a messenger come to say that the Queen was ill. (3) Akbar left Hirachand and spent the whole morning by his sick wife. (4) By the time he returned to a dining room, his meal was cold. He ordered a fresh meal. (5) It took so long to get the meal ready that Akbar began to felt ill.

A. (1) Akbar was on his way **to** the dining room. Hirachand was brought to him. (2) At the sametime a messenger **came** to say that the Queen was ill. (3) Akbar left Hirachand and spent the **entire** morning by his sick wife. (4) By the time he returned to **the** dining room, his meal was cold. He ordered a fresh meal. (5) It took so long to get the meal ready that Akbar began to **feel** ill.

SESSION 5

A HERO – WRITING

5.1 Writing

- Q.** Swami's classmates, teachers and headmaster congratulated him on his courage and bravery. Imagine yourself as Swami and write a diary entry describing your feelings about the appreciation that you have received.

A. (STUDENT'S ACTIVITY)

Friday,
9:35 pm

13-08-2017

How I feel about my midnight adventure.

It has been 24 hours since I helped catch the thief in the night. Everyone in school is congratulated me on my bravery. They say that they are very proud but in my heart, I know that I am not really brave. I was angry with father for forcing me to sleep alone in his office at night. I was very scared to sleep alone in the dark and tried to make excuses too. I was scared of the burglar too, as I did not know what he was. I bit his leg out of fear. He shouted so loudly that the whole family woke up and he was caught. But from now on, I will be brave, like father wants me to be.

- Q.** Write about an act of bravery that you or your family members or any one of your friends may have shown at some stage in your life.

A. Eg:

This incident happened during my summer holidays. As it was hot, my friends were going to the nearby river for a swim. I went along with them. While they played in the water, I sat on the bank, as I didn't know how to swim. As it was hot and I was getting bored, I got to sit under a tree. Suddenly, I slipped and fell into the river. I shouted for help. But my friends were far away, swimming. They were trying to reach me and I was struggling to remain afloat.

Just then, a boy, he must be about 15 years old, jumped into the river and pulled me onto the shore. Some people who were nearby also rushed to the spot. One of them was a doctor. He checked me and said that I was safe.

I asked the boy to come to my home and meet my parents. My mother cried a lot and showered blessings on him. My father offered him some money. But he refused.

By the way, his name is Vijay. He is my best friend now.

Self Assessment:

How well did I write?

Fill in the boxes using yes / somewhat / no.	
I was able to write description / diary.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

Q. Change the story of “A Hero” into a drama/play use the following ideas to write the script and enact it before the class.

- * Read Swami’s story once again.
- * Identify the characters.
- * Pick out the dialogues of the characters.
- * Identify the locations of the events.
- * Decide scenes and setting accordingly.
- * Assign roles to the members of the groups.
- * Enact the drama before the whole class.

A. *(Group work –Let the students form 3 or 4 groups)*

Q. Have a discussion in the whole class on how the performance could be improved in terms of delivery of dialogue, costumes, action, settings, etc.

A. *Student’s activity*

SESSION 6

A HERO – STUDY AND LISTENING

6.1 Study and Listening

Study Skills

Q1. I. Change the words given in the box into different parts of speech. Some words may not have all the forms given in the table. You may use a dictionary if you like.

strong	courage	grace	sleep	disturb	hesitate
dark	try	wake	notorious	heavy	

A.

Noun	Verb	Adjective	Adverb
courage	discourage encourage	courageous	courageously
wake	wake	wakeful	wakefully
strength	strengthen	strong	strongly
grace	grace	graceful	gracefully
sleep	sleep	sleepy	sleepily
disturbance	disturb	disturbing	disturbingly
hesitation	hesitate	hesitant	hesitantly
darkness	darken	dark	darkly
try	try	trying	
notoriousness		notorious	notoriously
heaviness	heave	heavy	heavily

Listening Skills

I. Your teacher will read the story 'Carried Away by an Eagle'. Listen carefully and answer the questions that follow.

Q1. How old was the child when she was picked up by the eagle?

A. The girl was four years old when she was picked up by the eagle.

Q2. In which country did the child live when she was picked up by the eagle?

A. The girl lived near Trondheim in Norway when she was picked up by the eagle.

Q3. Why did the eagle leave the child on a rock?

A. As the eagle felt tired, she left the child on a rock.

Q4. Why did the eagle fly round and round over the rock?

A. The eagle flew round and round over the rock in search of its nest.

Q5. Why do you think that the girl was lucky?

A. Usually an eagle kills the prey it catches before taking it to its nest. But the eagle didn't kill the child. Hence the girl was lucky.

Q6. Why do think Svenhild still keeps the torn dress?

A. She wore that torn dress during that amazing adventure. It was really an unforgettable experience for her. She knew that. She had escaped from grave danger by a hair's breadth. She kept that torn dress to remember it for a long time.

Q7. Work in groups and retell the story 'Carried away by an Eagle' in your own words.

A. "Carried away by an Eagle" is a true story of a 4-year-old little girl named Svenhild Hansen, who was carried away by a large eagle from her farm in Trondheim in Norway. Luckily, when the Eagle carried her away, her dress was caught in the eagles claws and she did not get hurt. The eagle put her down in the nest in the mountains. Her parents and few neighbours had already started searching for her when they noticed the eagle. They were afraid that the little girl might not be alive. But when they went to the eagle's nest, they found the little girl fast asleep and un-hurt. She only had few scratches. She was a very lucky girl as eagles usually kills their prey before taking the prey to the nest. Now Svenhild is a grown woman, but she still keeps the torn dress to remind her of the day she had a big adventure.

----- CCE BASED PRACTICE QUESTIONS-----

CHAPTER 1: A HERO



Reading and Comprehension (Unseen Passage)

Session

1

Read the following passage to answer the questions given below.

TO BE LIKE A WASP

Tony set off for home again without having eaten anything. As usual, one of the older boys had taken his packed lunch, threatening to give him a good hiding. On his way, Tony stopped at the park and sat on a bench, trying to control his anger. As he was a sensible and intelligent boy, he had managed to forget it. He was busy enjoying the plants and the flowers. Suddenly, he saw a wasp flying about among the rose bushes. It gave him a bit of a fright.

While getting away from the roses, a thought came into his brain. How is it that a wasp, which was much smaller than him, could give him a fright?

That was just what he needed to be like the wasp, against the older boys!

He spent a while looking at the insects, and by the time he arrived home he had a good understanding of the wasp's trick; it was fear. A wasp could never fight a person, but everyone was so afraid of its sting that they left the wasp in peace. So Tony spent that night wondering what his 'sting' could be. He tried to think of what frightened those bigger boys.

The next day, Tony seemed like a new boy. He was confident, ready to face anyone.

The boy who stole his packed lunch that day ate an extremely hot and spicy rice dish. The rice was so spicy that he ended up crying and coughing. Never again did he want to eat anything from Tony. Another older boy wanted to hit Tony, but this time Tony didn't run away. From memory, he recited the phone numbers of his parents, his teacher, and the older boy's mother's number too!

"If you hit me they'll all find out, and you'll be severely punished," Tony stated looking at the boy so determinedly and bravely that the boy left him alone.

So, Tony had become the wasp he'd seen. Without having to sting anyone, he frightened them and ensured that no one would trouble him again.

I. Choose the correct answer.

1. Tony was a _____ and intelligent boy. []
- A. Sensitive B. Senseless
- C. Sensible D. Sensor

2. **What did he see among the rosebushes?** []
A. A butterfly B. A bee
C. A moth D. A wasp

3. **What was the tiny wasp's strength?** []
A. Food B. Fear
C. Wings D. Sting

II. Answer the following questions.

1. **Why hadn't Tony eaten anything?**

A.

2. **Why did everyone fear the wasp?**

A.

3. **How did Tony gain the confidence to face the older boys?**

A.

4. **Why did the older boy decide never to eat anything that belonged to Tony?**

A.

5. **How did Tony deal with the boy who used to hit him?**

A.

III. Write the meanings of the following words from the passage.

1. **Hiding** -

2. **Wasp** -

3. **Sting** -

4. **Sensible** -

3. What can you tell about Sunil?

A.

4. What did Anil do to escape from the bear?

A.

5. What is the moral of the story?

A.



Vocabulary

Session

2

I. Write words that are antonyms of the following words.

1. Cowardice -

2. Brief -

3. Weakness -

4. Honourable -

5. Proudly -

6. Famous -

7. Light -

8. Absence -

9. Least -

10. Doubtful -

II. Fill in the blanks with an appropriate word from the box.

clutched	crouched	disgraceful	hesitated	rustling	tiptoed
----------	----------	-------------	-----------	----------	---------

1. When his father asked him where he had been, he _____ for a moment and said that he had gone to his friend's house.
2. My cat _____ under a bush when he saw a big dog coming towards him.
3. I could hear the sound of leaves _____ in the strong wind.
4. She _____ her purse tightly when she saw a stranger walking towards her.
5. He _____ across the room so as not to wake his little sister up.
6. It is _____ that we don't keep our streets clean.

III. Write the meanings of the proverbs given below.

1. **A stitch in time saves nine.**
A.
2. **When in Rome, do as the Romans.**
A.
3. **No man is an island.**
A.
4. **Birds of a feather flock together.**
A.
5. **God helps those who help themselves.**
A.

IV. Match the following two parts of the proverbs.

- | A | | B |
|---|---------|---------------------------|
| 1. A rotten egg | () | A. is only half enjoyed. |
| 2. All is fish | () | B. travels fast. |
| 3. Joy, which we cannot share with others | () | C. a dead lion. |
| 4. A day of sorrow is longer than | () | D. a poor man, no friend. |
| 5. Bad news | () | E. defence. |
| 6. A living dog is better than | () | F. cannot be spoiled. |
| 7. A north wind has no corn and | () | G. a captive king |
| 8. Better be a free bird than | () | H. cowardice. |
| 9. Attack is the best form of | () | I. a month of joy. |
| 10. Courage in war is safer than | () | J. that comes to the net. |

V. Answer the following riddles.

1. I come once in a minute, twice in a moment, but will never come in thousand years.
Given who am I?
A.
2. What is the word that is spelt incorrectly in all dictionaries?
A.
3. At night they come without being fetched: and by the day, they are lost without being stolen.
A.
4. What has a face and two hands but no arms and legs?
A.
5. Which five-letter word becomes shorter when you add two letters to it?
A.



I. Fill in the blanks with the simple past or past continuous forms of the verbs given in brackets.

1. When I _____ (wake) up, the alarm was _____ (ring).
2. As I was _____ (brush) my teeth, my mother _____ (bring) me a glass of milk.
3. I _____ (drink) the milk and _____ (go) to have my bath.
4. I was _____ (get) ready for school when the newspaper _____ (come).
5. As I was _____ (read) the newspaper, my mother _____ (call) me for breakfast.

II. Complete the passage choosing the right words from those given below.

My class teacher, _____ (1) had already tried _____ (2) failed to bring peace _____ (3) the boys who were fighting _____ (4) throwing pieces of paper _____ (5) each other, decided _____ (6) punish the entire class.

1. A. whom B. whose C. who D. which
2. A. for B. and C. to D. or
3. A. into B. on C. among D. for
4. A. by B. in C. to D. for
5. A. at B. and C. from D. where
6. A. but B. or C. and D. to

III. Underline the verbs in the following paragraph and rewrite the paragraph by changing the verb into past tense.

Lok Sabha is also known as the “House of the People” or the Lower House. Almost all of its members are directly elected by the citizens of India. Every citizen who is over 18 years of age, irrespective of gender, caste, religion or race, who is otherwise not disqualified, is eligible to vote.

The Lok Sabha can have up to 552 members in the Constitution of India. It has a term of five years. To be eligible for membership to the Lok Sabha, a person must be a citizen of India, must be 25 years of age or older, mentally sound, should not be bankrupt and should not be criminally convicted.

A.



Writing

Session

4

- I. **Do you remember, the time when you started sleeping alone or are you still scared to sleep alone? Write a paragraph about your experience when you tried sleeping alone initially.**

Hints: Parents came to tuck in to bed; wished 'good night'; felt alone in the dark; pulled the cover over my head; heard noises under the bed; shadows were frightening; finally drifted off to sleep

A.

II. Rewrite the following passage checking the spelling, punctuation (, . ! ? “ ”) and capitalisation where necessary.

one evening he went out to buy sugar and leela went with him when they came home leelas mother noticed that the gold chain leela had been wearing was missing and asked where is your chain leela looked into her shirt searched and said I don't know her mother scolded her and said how many times have I told you to take it off and put it in the box

A.



Study Listening

Session

5

Change the words given in the box into different parts of speech. One has been done for you.

sensation	beautify	sensibly	create
beautifully	sensed	beauty	sensible
respect	descriptive	directly	beautiful

NOUN	VERB	ADJECTIVE	ADVERB
sensation	sensed	sensible	sensibly

Extra CCE Examination-based Material

Seen Comprehension Passages

Template for comprehension passages (seen)

These passages or stanzas (poem) have been picked up from the lessons to strengthen the comprehending skills of the students. The CCE examination pattern advocates the in-depth learning of the central theme of every lesson. Therefore we have introduced this new Session of Comprehension Passages (textual) as a support system to the teachers.

UNIT I

Reading A

1. The Town Mouse and the Country Mouse

I. Read the following comprehension and answer the following questions.

“Oh, cousin,” the town mouse said as soon as he got off the train”. The train was dreadful, I feel terribly hot and thirsty. I hope you have something ice-cold for me to drink at home”.

“Well, I have some water”, said the country mouse. “ But I can look around for some coconut water if you like.” Coconut water ?” asked the town mouse in horror.” Don't you have any orange juice or lemonade ?”

Answer the following questions:-

1. How did the town mouse feel in the train?
2. What did the town mouse say as he got off the train?
3. What did the town mouse wish to drink?
4. What did the country mouse offer to town mouse?
5. What did the town mouse ask the country mouse when he offered coconut water?

2. "I have plenty of food, cousin," said the town mouse proudly. "You can eat as much as you like."

Sure enough, the house of the town mouse at the back of a kitchen cupboard was full of the most delicious food.

There was bread and jam, different kinds of fruits, slabs of chocolate and huge piece of lovely cheese.

``Eat, cousin, eat,`` said the town mouse. But just then, there was a sound like a thunder and the town mouse shouted. "Run, cousin, run, run".

Answer the following questions:-

1. What did the town mouse say proudly?
2. Where did the town mouse stay?
3. What did the kitchen cupboard contain?
4. What are the different food items present in the kitchen cupboard?
5. What did the town mouse do when it heard a sound like thunder?

Reading B

3. The Town child and the Country Child

Read the following lines

I live in the town

In a street

It is crowded with traffic

And feet;

There are buses and motors

And trams;

I wish there were Meadows and lambs.

There is only one thing
That I love,
And that is the sky
Far above,
There is plenty of room
In the blue
For castles of clouds
And me, too?

Answer the following questions

1. Who is 'I' in the above lines?
2. Where did the town child live?
3. What did the town child wish?
4. What is the only thing the town child loved?
5. Why did the town child love the sky?

Reading C

4. The New Blue Dress

Read the passage carefully:-

When her father saw her in her new blue dress, he was amazed to find that he had a very pretty little girl. When the family ate supper, he was even more amazed to see a cloth on the kitchen table. The family had never used a table cloth before. We're going to begin to be tidier here, his wife said. I'm ashamed to be dirty when our daughter is so clean.

Answer the following questions

1. Who wore the new blue dress?
2. What did they find strange on the kitchen table?

3. What did the father decide after seeing the change in his house?
4. Who felt ashamed to be dirty?
5. What changed the attitude of entire family towards cleanliness?

Antonyms :-

1. foolish x
2. far x
3. beautiful x
4. dreadful x
5. comfortable x

UNIT II

Reading A

5. C.V.Raman, the pride of India

Read the following passage carefully:

Raman was born on November 7, 1888 at Tiruchirapalli in Tamil Nadu. His father was a college physics teacher. He was a brilliant student right from the start. When Raman passed his Matriculation, his parents were keen to send him abroad for higher studies. But on Medical grounds, a British surgeon advised them against it and Raman stayed in the country to do the M.A course at Presidency College in Madras.

Answer the following questions:-

1. Where and when was Raman born?
2. Where did Raman do his Master of Arts?
3. What was Raman's father?
4. What kind of boy was Raman?
5. What did a British surgeon advice Raman's parents? Why?

Comprehension Passage II:

6. Read the following passage carefully:

C. V. Raman was the first Indian scholar who studied wholly in India and received the Nobel Prize. He was the first Asian and the first non-white to win such a great award in science. He passed away in 1970 on November 21. But his memories are with us. February 28, the day on which he discovered the 'Raman effect', is celebrated as National Science day to commemorate his remarkable achievement in science.

Answer the following questions

1. Who was the first Indian to receive the Nobel Prize?
2. What is the greatest award in science?
3. When did C.V. Raman pass away?
4. What is the reason behind celebrating February 28 as National Science Day?
5. Who was the first Indian and non - white to win Noble Prize?

Reading B

7. Poem: It's Change - Emma Gorrie

Read the following lines:-

Mum, I don't want to go to school today, cause I fear
our world is in decay.

I feel my teachers are part of the plot, I'm the only one
who sees through the rot. Scientists are cloning pigs
and sheep, saying it's change - a quantum leap.

Yes, scientists are causing me great concern,

Giving us kids too much to learn!

Answer the following questions:-

1. Who is the speaker in the above lines?

2. Why did the child refuse to go to school?
3. What is being done by scientists?
4. What is the speaker's concern?
5. Who wrote the above poem?

Reading C

8. Susruta, an Ancient Plastic Surgeon

Read the passage carefully:

Susruta was also an excellent teacher. He told his pupils that one could become a good physician only if one knew both theory and practice. He advised his pupils to use carcasses and models for practice before surgery.

Answer the following questions:-

1. According to Susruta who can become a good physician?
2. What was Susruta`s advice to his pupils?
3. What was Susruta's profession?
4. Who are referred to as pupils in the above passage?
5. What is the meaning of the word 'carcasses'.

Antonyms:

- | | |
|-------------|---|
| 1. awake | x |
| 2. stranger | x |
| 3. accept | x |
| 4. before | x |
| 5. giving | x |

UNIT-III

Reading A

9. Read the following dialogue carefully:

- Alexander : How shall I treat you?
- Puru : As a king should treat another king.
- Alexander : Puru, you are a brave man. I'm pleased with you. I want to make friends with you. Will you be a friend to me?
- Puru : On one condition.
- Alexander : What is that condition?
- Puru : My kingdom should remain independent and you treat me as your equal.

Answer the following questions:

1. Between whom is the conversation going on?
2. What did Alexander ask Puru?
3. Was Alexander pleased by Puru's attitude?
4. Did Puru accept Alexander's friendship?
5. What was Puru's condition?

10. Comprehension Passage II:

- Alexander : The Indians are good soldiers. They know how to fight. They fight better than our men.
- General : But their Generals are not as good as ours.
- Alexander : If you mean they aren't as brave as the Greek generals, I don't agree with you.
- General : But they aren't very skillful, Your Highness.
- Alexander : I see what you mean, and here I agree with you. The Indian generals are still following the old methods of warfare. Their battle plans are faulty and depend too much on elephants.

Answer the following questions:-

1. What is Alexander`s opinion about Indian Soldiers?
2. Did the General agree with Alexander about Indian soldiers?
3. According to the General who is braver than whom?
4. What is the reason behind Indian soldier`s defeat?
5. The Indian soldiers depended more upon their_____?

Reading B

11. Read the following lines carefully:

Home they brought her warrior dead
She nor swooned, nor uttered a cry
All her maidens, watching, said,
She must weep or she will die.
Stole a Maiden from her place,
lightly to the warrior stepped,
took the face cloth from the face;
yet she neither moved nor wept.

Answer the following questions:

1. Who is referred to as dead, in the above lines?
2. What was unnatural with the Warrior's wife?
3. What did the Maidens say?
4. What did the Maidens do to make her cry?
5. Who wrote the above poem?

Reading C

The Magic of Silk

12. Read the following passage carefully:

Siew Mei looked around the hut. The floor was very dirty. Bowls and pots were unwashed. Siew Mei swept the floor and washed all the bowls and pots.

As she walked out of the hut after the rain stopped, she saw a strange old man. His long beard reached down the waist. He looked about a hundred years old.

Now answer the following questions.

1. What was the condition of the hut?
2. Why did Siew Mei clean the floor?
3. When did Siew Mei walk out of the hut?
4. How did the old man look like?
5. What is the approximate age of the old man?

Antonyms :

1. humble ×
2. lawful ×
3. timid ×
4. disrespect ×
5. obey ×

UNIT IV

Reading A

Tenali Paints a Horse

13. Read the following conversation carefully:

Tenali : Good afternoon, Sir. See what a beautiful horse I have drawn. It's a magnificent black stallion with a white star on its forehead. Look at the polished leather saddle on it. Hmm, I wonder if I should have the reins trail like that.

Raja : What's this? I cannot see a horse! This is very insulting. You're trying to make a fool of me.

Answer the following questions:

1. How did Tenali enter the court?
2. What did Tenali bring with him to the court?
3. According to Tenali what was there on the forehead of the horse?
4. How did the king react after seeing Tenali's painting?
5. What did the Tenali say was in the painting?

Comprehension Passage II:

Read the conversation carefully and answer the questions that follow.

Raja : That is really a beautiful painting. I can almost feel the peace of a village scene. You are a very talented artist. Here is a bag of gold for you. We shall be very pleased if you can stay on at our court and make more beautiful painting like these.

Artist : Your Highness is very kind. It will be an honour to paint for Your Majesty.

Tenali : I do not think they are such good paintings at all!

Answer the following questions:

1. Where did the above conversation take place?
2. What was Raja's reaction after seeing the paintings?
3. What did the painting contain?
4. How did Raja reward the artist?
5. Did Tenali like the paintings?

Reading B

15. Read the following lines carefully:

While you were out, a cup went and broke itself. A crack appeared in the blue vase your great - great grand dad brought back from China. A strange jam stain about the size of a boy's hand appeared on the kitchen wall.

Answer the following questions:

1. Who is 'you' in the above lines?
2. What happened to the cup?
3. Who had brought the blue vase and from where?
4. What appeared on the kitchen wall?
5. What was the size of the jam stain?

Reading C

The Emperor's New Clothes

16. Read the passage carefully:

Many years ago there was an Emperor who was so fond of new clothes that he spent all his money on them. One day, two men came to the Emperor's court. "We're weavers", they said. "We can make the most beautiful cloth in the world. Our cloth is also very special" said the men. They said, "Only wise people can see it, fools cannot."

Answer the following questions:

1. What was the Emperor fond of?
2. Who came to the Emperor's court one day?
3. Who were the two men?
4. What did the weavers say about their work?
5. What was special about their clothes according to the weavers?

Antonyms

- | | |
|---------------|---|
| 1. beautiful | x |
| 2. capture | x |
| 3. Arrive | x |
| 4. Back | x |
| 5. Artificial | x |

Unit - V

Reading A

A trip to Andaman

17. Read the following passage carefully

Lastly, we visited Radhanagar beach. It was a beautiful place with white sand and thick green forests along the coastline. We saw a man riding an elephant. He offered rides on payment. My sister Amala and I enjoyed a jolly ride on the elephant. We tasted delicious Tandoori fish and other sea foods on the islands. My mouth still waters when I remember those moments. I cherish the memory of the great fun we had. I'll never forget my trip to Andaman.

Now answer the following questions:-

1. Which place did they visit lastly?
2. What food items did they taste?

3. What did they ride on?
4. What was the unforgettable thing mentioned in the above lines?
5. Describe the beach based on information given in above passage.

Comprehension Passage II:

18. Read the passage carefully:

In the evening we boarded a ship for Port Blair, the capital of the Andaman and Nicobar Islands. The ship looked bigger than our school building. It had four storeys. It set out after sounding a loud horn. People who had come to see off their friends and relatives cheered them by waving their hands. My sister Amala & I too waved our hands while mom and dad smiled at us.

Answer the following questions:

1. What is the Capital of Andaman & Nicobar Islands?
2. How did the ship look to the narrator?
3. How did the ship start its Journey?
4. Who cheered the people on the ship?
5. What did the narrator and his sister do?

Reading B

My trip to the Moon

19. Read the following lines carefully:

I was sitting alone in my house,
Studying the structure of a
mouse, My exams were going on.
And science I hadn't done
Suddenly the lights went out,
Then I heard a loud burst.

Answer the following questions:

1. What was the child doing alone?
2. What was the boy studying?
3. Which subjects hadn't he done?
4. What happened suddenly?
5. What did he hear when the lights went out?

Reading C

Sindbad, the sailor.

20. Read the following passage carefully:

I was excited to find such riches lying around me. Then I saw something else that made me very frightened. All around the valley there were huge serpents, some of them big enough to even eat an elephant .I think they came out of their holes at night fall. During the day, I suppose, they hid themselves from the rocs.

Now answer the following questions:

1. Who is 'I' in the above lines?.
2. What did he find lying around him?
3. What frightened Sindbad?
4. When did the serpents come out of their holes?
5. Why did the serpents hide themselves in the day time?

Antonyms

- | | |
|-------------|---|
| 1. Destroy | X |
| 2. Pleasant | X |
| 3. Poor | X |
| 4. Careful | X |
| 5. Attract | X |

Unseen Comprehension Passages

Template for unseen passages

These passages or stanzas (from poems) have been picked up from various sources on a variety of topics. They would be immensely beneficial to the students in enhancing their thinking skills and substantiating their understanding. The key concept of CCE, the '5 W and 1 H' has been emphatically incorporated into this section as well. Students must be encouraged to do them on their own. The different type of questions like multiple choice, True or False, fill in the blanks and content based questions would help the children from the examination point of view.

1. Read the passage carefully:

Water is a resource used by every human being on this planet. That makes it the responsibility of every individual to do his bit to conserve water. Government agencies can never fight this battle alone. They can only take the initiative and provide the necessary support. But ultimately conserving water has to be a people's programme. New strategies for generating awareness should be devised. The most important is to spread awareness among youngsters, as they have to face the maximum challenges in the coming future. Environment education has already been made compulsory in our education system. The need is to make it more comprehensible so that students can understand the practical aspects and challenges related to environment.

Answer the following questions.

1. What is the responsibility of every individual?
2. What is the role of government agencies?
3. Why is it important to spread awareness about water conservation among youngsters?
4. In what way should environment education be modified?
5. The writer suggests: (choose the correct answer)
 - a. Individuals alone can devise ways to conserve water.
 - b. Government alone can do it.
 - c. Both Government & people can conserve water by working together.

2. Read the passage carefully:

The King Cobra inhabits India, extending into Southern China as far as Shanghai, Malaysia, the Sunda Islands to Bali, the Andaman Islands and the Philippines. In India it is a rare snake found only in dense forests of Himalayan foothills, West Bengal, Bihar, Assam, Orissa and the Western Ghats. It prefers to dwell in a jungle environment assured of heavy rainfall and a thick forest floor. It feeds on snakes of all kinds, both harmless and venomous. King cobra is the largest poisonous snake in the world. It could even be as long as 4 to 5 meters. It is normally Olive Green in colour with distinct crossbars across the back. The throat is yellow or orange and the eyes have a bronze hue. It has two fangs of about 10 cm long. Hood is less wide but longer than the common cobra. The spectacle mark is absent on the hood. The female king cobra is unique in being the only known snake to construct a two-chambered nest. The venom of king cobra is very expensive and is used in the preparation of pain-relieving medicines and injections. It was declared as an endangered species. In India the Bhattar Kanika sanctuary in Orissa is one of the best king cobra habitats.

Answer the following questions.

1. Mention any three habitats of the king cobra.
2. Where do we find the cobra in India?
3. Describe the physical features of the king cobra.
4. What is the venom of the king cobra used for?
5. In India which sanctuary is the best habitat for the king cobra?

3. Read the passage carefully:

Rice is the second most staple diet in the world. Rice is a rich source of carbohydrates. The brown rice gives more important nutrients than the polished rice - the white rice.

People are beginning to change their taste to brown rice. What is there in brown rice that makes people shift from white to brown rice? The process of making of white rice will reveal to you what you are deprived of. There are about twelve varieties of B-vitamins in the rice bran. The bran removed at the time of polishing rice, with all its twelve nutrients, is used in making medicines that are useful for people with vitamin deficiency.

It is widely believed that brown rice helps control blood pressure and also reduces wide fluctuations in blood sugar. The high content of brown rice has a good effect on controlling cholesterol which keeps away heart diseases. High fibre content in brown rice not only reduces the possibility of heart diseases but also helps avoid abrupt spikes in sugar levels, but also aids digestion and reduces constipation.

Answer the following questions.

1. Which cereal is rich in carbohydrates?
2. Which type of rice gives us more nutrients?
3. Why are people slowly beginning to eat brown rice instead of white rice?
4. What are the health benefits of brown rice?
5. How does brown rice help people with heart diseases?

4. Read the passage carefully:

The World Health Organisation was established on 7th April 1948 and headquartered in Geneva, Switzerland

The World Health organization monitors outbreaks of infectious diseases such as SARS, malaria, swine flu, and AIDS. The WHO also sponsors programmes to prevent and treat such diseases. After over two decades of fighting smallpox, the WHO declared in 1980 that the disease had been eradicated - The first disease in history to be eliminated by human effort.

The WHO aims to eradicate polio within the next few years. The organization has already endorsed the world's first official HIV/AIDS Toolkit for Zimbabwe from 3 October 2006, making it an international standard. Experts met at the WHO headquarters in Geneva in February, 2007, and reported that their work on pandemic influenza Vaccine development had achieved encouraging progress. More than 40 clinical trials have been completed or are ongoing.

Answer the following questions.

1. What is meant by WHO?
 - a) World Healthier Organ
 - b) World Health Organisation
 - c) World Hearty Organism
 - d) World Heart Organisation.
2. When was it established?
 - a) 7th April 1980
 - b) 9th April 1948
 - c) 7th August 1948
 - d) 7th April 1948
3. WHO monitors outbreaks of
 - a) Cancer
 - b) Infectious diseases
 - c) Dangerous diseases
 - d) AIDS only.

4. The first disease which has been eliminated by WHO is
- | | |
|----------------|--------------|
| a) chicken pox | c) small pox |
| b) Polio | d) AIDS |
5. The WHO head quarters is at
- | | |
|-------------|-----------|
| a) Zimbabwe | c) Geneva |
| b) India | d) U.S |

5. Read the passage carefully:

Balarama and Revathy make a promise to Subhadra that they will perform the marriage of their daughter Sasirekha with her son Abhimanyu , once they are grown up. Years pass by. Pandavas lost their Kingdom and had to live incognito. Sakuni manipulates things in favour of Kauravas. Sasirekha's wedding is set to the son of one of the Kauravas. Revathy is pleased as she is after riches. Lord Krishna brings in Bhimasena and Hidimbi's son son Ghatotkacha to set things right for the young lovers Abhimanyu and Sasirekha. Ghatotkacha accomplishes his job with magical powers.

Answer the following questions:

1. Who is Revathy?
2. Why does Lord Krishna bring in Ghatotkacha?
3. What is the antonym of the word "pleased"?
4. Who had to live in disguise?
5. Who manipulates things in favor of Kauravas?

A) Write True or False against the following statements?

1. Abhimanyu and Sasirekha got married at the end.
2. Balarama and Revathi had stood by their words.
3. Ghatotkacha is the son of Duryodhana.

B) Pick the word which means "succeeds in doing" from the above passage?

6. Read the passage carefully:-

Once there lived a good boy. He got into bad company. He disobeyed his parents. His parents were greatly worried. His father wished to teach his son a lesson. One day the father gave his son some good apples. He asked him to lay them aside. After a few days they found the apples still in good condition. Next the father gave him a rotten apple and asked him to place it among the good ones. The boy did so. After a few days they found that all the apples had spoiled. The boy understood that one rotten apple would spoil all the good ones. Then he realized his mistake.

Answer the following questions.

1. Write the noun form of the word “disobeyed”?
2. Why did the father give his son some apples?
3. Write a suitable title to the above story.
4. What sort of person was the boy before he got into bad company?
5. Pick out the word which means “in a state of decay”?

7. Read the passage carefully:

ABRAHAM LINCOLN

From the time he was a little boy, Lincoln had to help his father in the field. On many days he was not able to go to school because he was too busy working at home. But he practiced reading and worked at arithmetic keeping awake late in the night. Although he went to school for less than a year, he taught himself a great many things by reading all the books he got. There are some moving stories about how he got books. One afternoon he walked thirty-two Kilo meters just to borrow a book he wanted to read!

This little boy grew up to become the 16th President of the United States.

Answer the following questions.

1. Why was Lincoln not able to go to school for many days?
2. How did Lincoln teach himself?
3. Which quality of Lincoln comes across when you read this passage?
4. What was this little boy`s achievement?

Write True or False against the following sentences in brackets.

1. Lincoln did not help his father
2. Lincoln went to school for more than 10 years.
3. Lincoln walked 32 kilo meters to get a book.

8. Read the passage carefully:-

Gibbons are acrobatic mammals, endemic to the dense forests of southern Asia. They belong to the monkey family. They live in the forests of Assam, Myanmar, Thailand, Malaysia and Indonesia. They are black or pale brown in colour. Gibbons have long arms and legs. They live on the tops of tree and rarely come down to the ground. They thrive on fruits but they also eat leaves and insects. They are very noisy animals. Their long arms help them to swing from branch to branch. They have strong hook-shaped hands for grasping branches. There are 15 recognized species of Gibbons. They live in family groups that usually consist of a male, a female and one or two young ones. The family will stake out a territory and defend it using loud, haunting calls.

Answer the following questions.

1. How do the arms of Gibbons help them?
2. Where do Gibbons live?
3. Describe a Gibbon family.
4. What do Gibbons eat?

Find the words from the passage which mean the same as these words.

Woods

Making noise

off spring

8. Read the passage carefully:

SWACHH BHARAT ABHIYAN

Swachh Bharat Abhiyan is a national level campaign by the Government of India covering 4041 statutory towns to clean the streets, roads and infrastructure of the country. The campaign is India's biggest ever cleanliness drive.

Swachh Bharat Abhiyan was announced on Independence day and officially launched on 2 October 2014 at Rajghat, New Delhi, where prime Minister Narendra Modi himself wielded the broom and cleaned a road. On this day, Modi addressed the citizens of India in a public gathering held at Rajghat, New Delhi. He asked everyone to join this campaign. This campaign aims to accomplish the vision of "Clean India" by 2 October 2019 on the 156th birthday of Mahatma Gandhi.

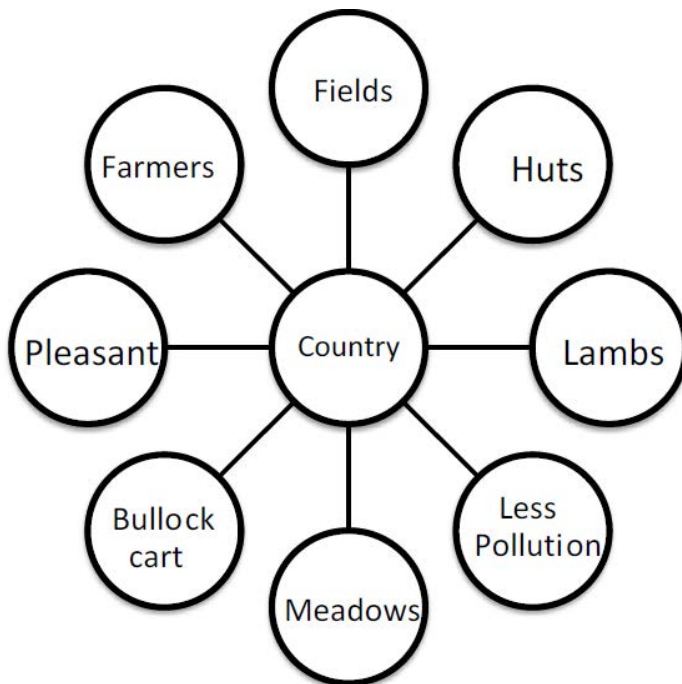
Answer the following questions.

1. What is the India's biggest cleanliness drive so far?
2. When was Swachh Bharat Abhiyan officially launched?
3. Who launched the programme and where?
4. What does the Swachh Bharat Abhiyan aim at?
5. What is the purpose of this campaign?



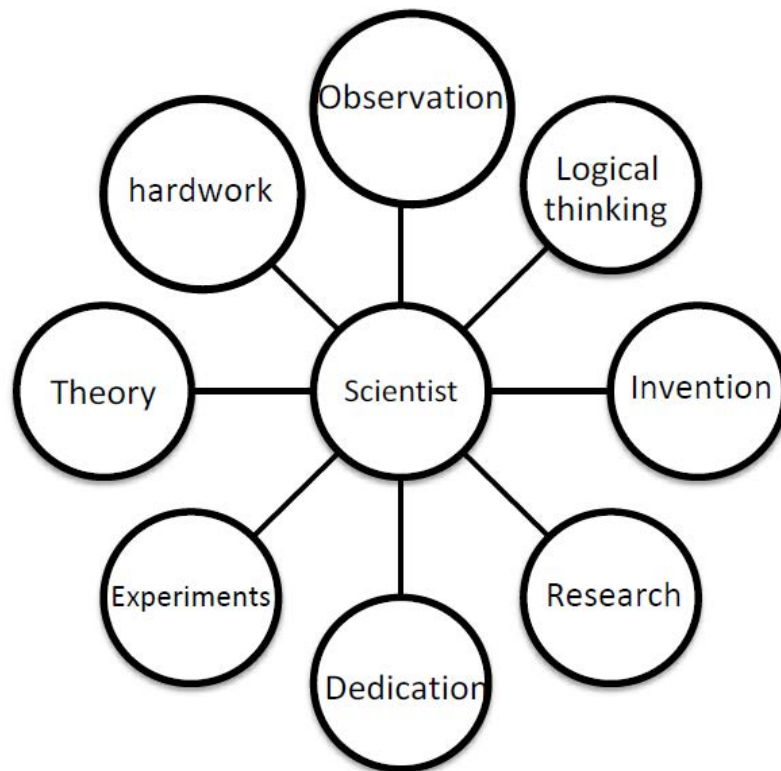
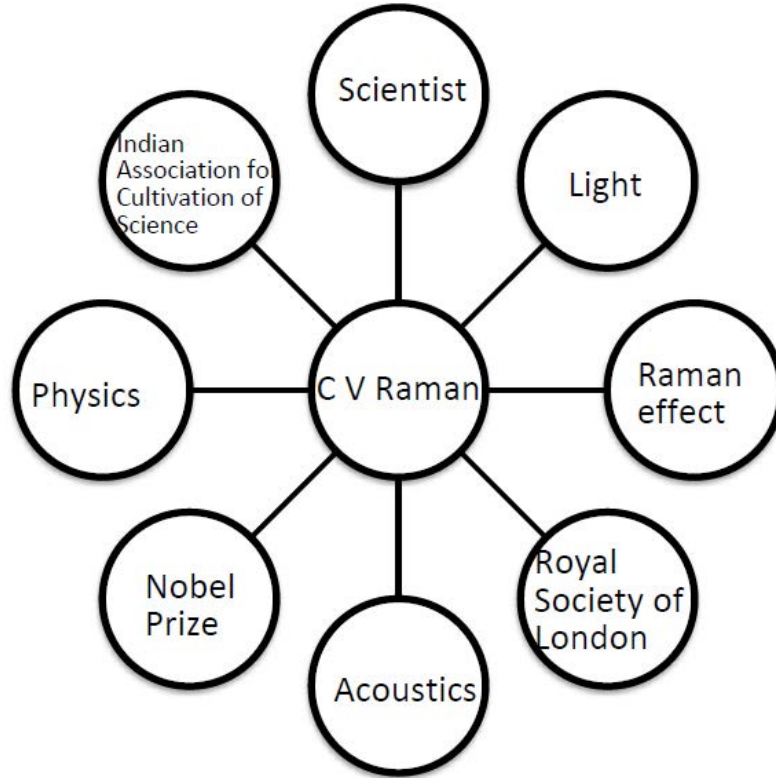
UNIT-I

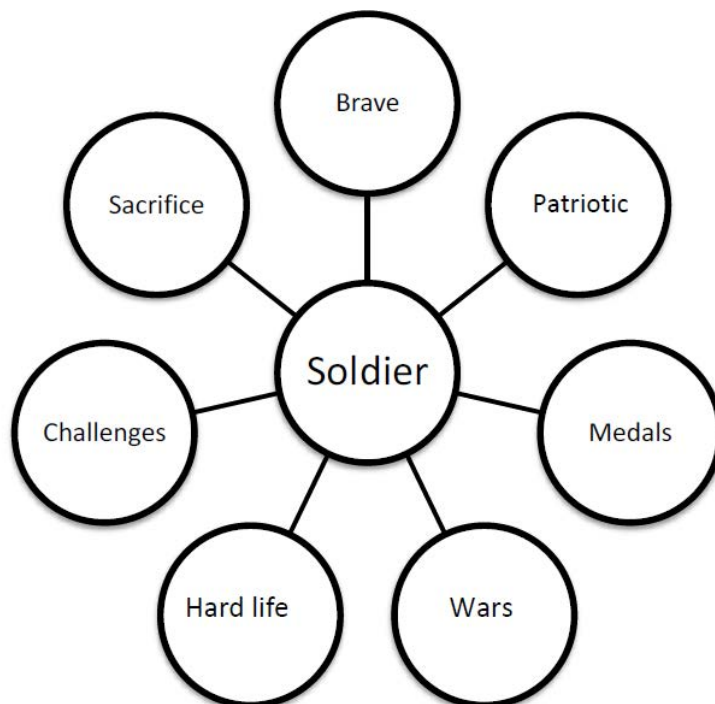
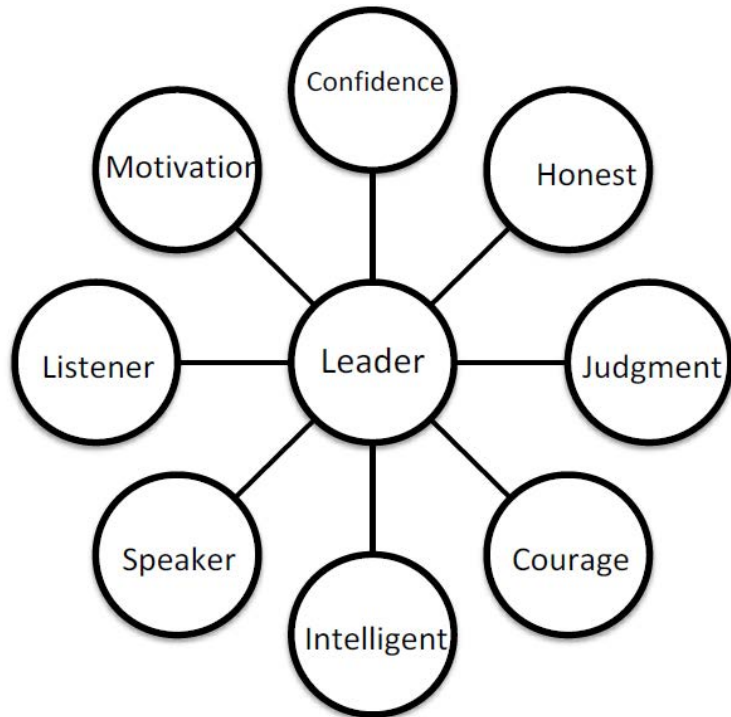
The town mouse and the country mouse



UNIT-II

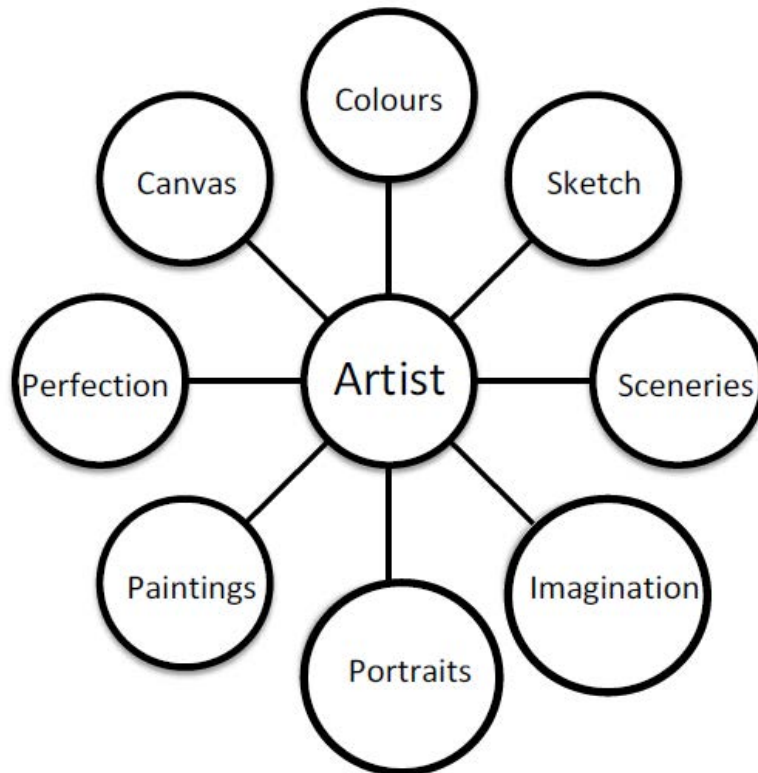
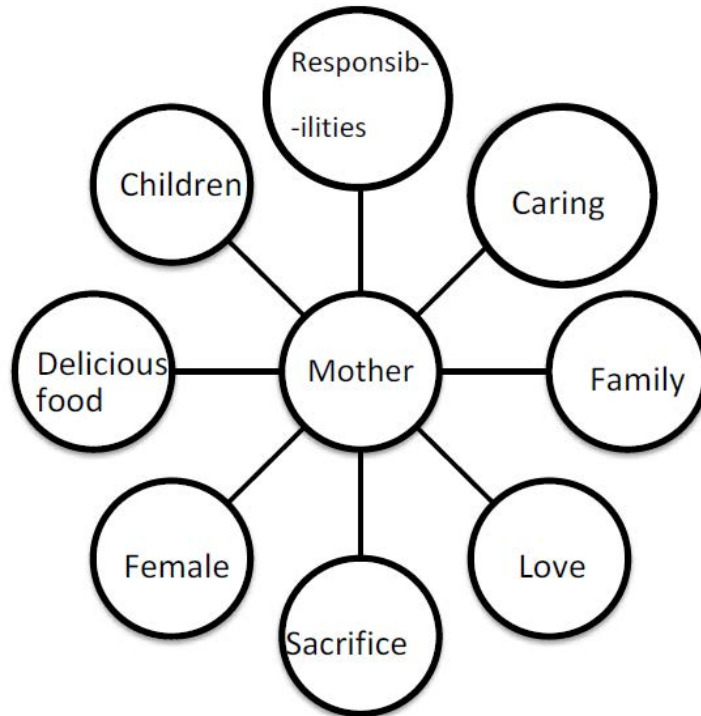
C.V. Raman, The Pride of India





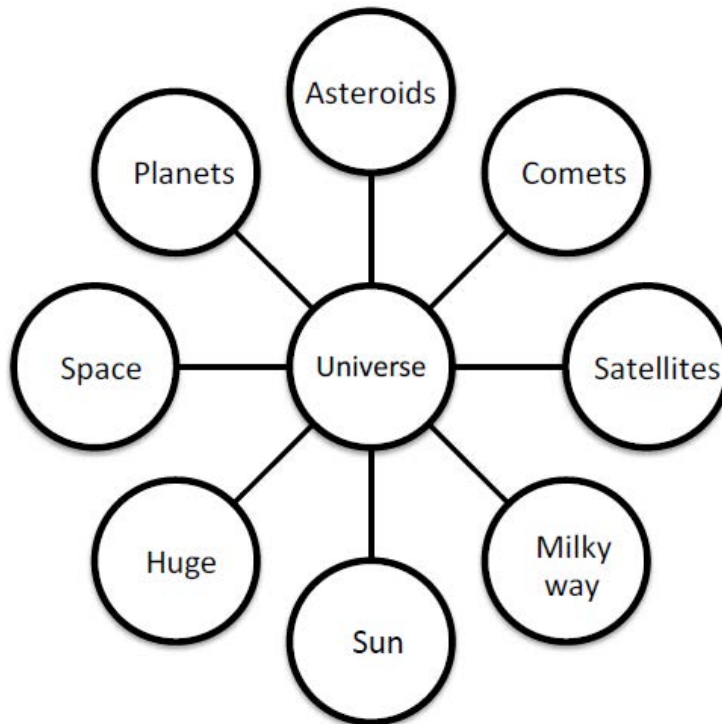
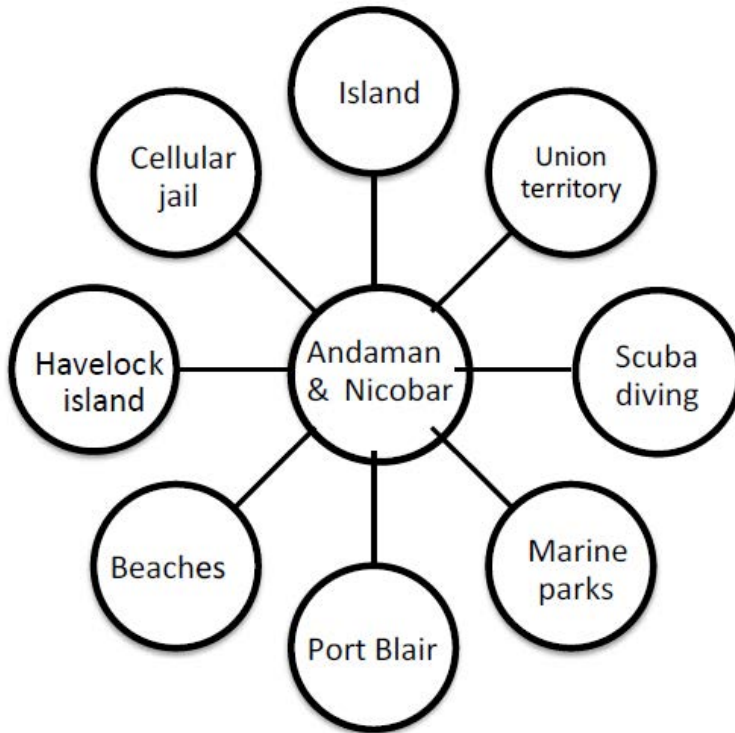
Unit-IV

Tenali Paints a house



Unit-V

A Trip to Andaman



IV. Writing Discourses



I. Letter writing- informal

Letter writing is an important part of written communication. It is generally of 2 types

1. Formal letters
2. Informal letters.

In this section we could focus on informal letters. All letters follow the Block format.

Template:

An informal letter consists of 6 parts in the following orders:-

- The Heading – consists of the writer's address and the date.
- The salutation – Consists of addressing the addressee.
- The subscription – Ending of the letter for Eg;- Thanking you, your friend, etc.
- The signature
- The superscription – Consists of the sender's address to be written on the envelop.

Write a letter to your friend requesting him/her to lend a digital camera to you during your holidays.

The following hints may help you in writing your letter.

- Purpose of digital camera
- When you want.
- Where you are going.
- Ensuring that the camera will be safe.

Komal Apartments,
Flat No. 4-B
Karasa,
Visakhapatnam.
21st January 2019.

Dear Afreen,

I hope you are well and making plans for your summer vacation. I am also busy with preparation as I would be travelling to Switzerland along with my aunt and uncle.

We would be leaving on the morning of 15th May and after staying there for almost a fortnight, I would be back by the end of the month.

Afreen, can you lend me your digital camera for the trip? Don't worry, I will keep it safe.

If you can spare it for a fortnight, please let me know. I will take it from you on our way to the airport, if it is convenient to you.

I am looking forward to your reply.

Yours affectionately,
Ramya

To
Mr. Sameer Ali,
24, Prakash Road,
Sai Nagar,
Hyderabad.

II. NOTICE WRITING

Writing a Notice for the notice board. Notices are written to be put up on the Notice-board of schools, colleges, hospitals, offices, 300, parks, etc.

A notice must have the following characteristics.

- Must be brief
- Eye- catching captions
- Must have points in order of priority.
- Content must be presented in concrete manner.

Imagine that you are the secretary of the Eco-club of your school. Inform the students that from 1st October 2016. 'Save energy and water programme' would be launched in your school. Draft a notice informing the students about the programme and also mention the details.

ST. JAMES SCHOOL
NOTICE

30th September 2019.

'Save energy and water programme'

Students are hereby notified that from 1st October 2016 the 'Save energy and Water Programme' will be launched. As per the programme, students are expected to contribute towards the conservation of energy and water by switching off the lights and fans of the classrooms and closing the taps when not in use.

To ensure that the initiative is successful the Eco- Club Squad would keep a vigil on each class room and the water coolers on a regular basis.

Namita Sharma,
Secretary,
Eco-Club.

III Biographical Sketch

A Biographical Sketch is the story of the life of a famous personality- either living or dead, giving detail about his personal life, his professional life, his achievement and his fame.

TEMPLATE:-

- The full name, date of birth, place of birth, town, state, country, etc.,
- Some more personal details
- Professional details of his career.
- His/Her achievements & medals won.
- His/Her contribution to the nation.

Write a biographical sketch of A.P.J Abdul kalam based on the hints given below.

- Full name - Avul Pakir Jainulabdeen Abdul Kalam.
- Born on 15 October 1931, in Tamil Nadu
- Worked as a newspaper vendor.
- Graduated in Physics, Graduated with diploma in Aeronautical Engineering.
- Eleventh president of India from 2002 to 2007, worked as engineer with DRDO, ISRO and played major role in developing missiles in India.
- Popularly known as the 'Missile Man of India'
- 1981- Padma Bhushan, 1990- Padma Vibhushan, 1997- Bharat Ratna.
- Wrote future India- 2020, Wings of fire, Ignited Minds, etc.

Avul Pakir Jainulabdeen Abdul Kalam, popularly known as Dr APJ Abdul Kalam, served as the eleventh president of India from 2002 to 2007. He is a noted scientist and a leader with a vision who was popularly known as 'the peoples president' during his tenure from 2002-2007. He was born on 15 October, 1931 in Tamil Nadu. His father owned boats which he would rent out to the local fisherman. Abdul Kalam also worked as a newspaper vendor to pay his fees.

He graduated in physics from St. Joseph's College, Tiruchirapalli. He obtained a diploma in Aeronautical Engineering from Madras Institute of Technology.

His outstanding contribution won him the Padma Bhushan in 1981, Padma Vibhushan in 1990 and Bharat Ratna in 1997. He has written many books like 'Future India 2020', 'Wings of Fire', 'Ignited Minds, Indomitable Spirits' and so on. He played a major role in developing missiles in India. He strongly believed that India can progress remarkably if there is more development in science and technology. He loved to interact with children and youngsters.

Even as the President of India, he took avid interest in science and technology. He was also the Paryavaran Ambassador of India and continued to work for the progress of his countrymen till his death.

Even as the President of India, he took avid interest in science and technology. He was also the Paryavaran Ambassador of India and continued to work for the progress of his countrymen till his death.

IV. Story writing is a delightful form of composition. It has its own charm. Everyone likes to read a story or write a story.

The following hints will help in writing a good and interesting story:-

Template

- Understanding the central idea of the outline given
- Having a definite idea of the plot of the story.
- Beginning & ending must be striking
- Simple language must be used.
- Preferably a moral to be added
- Story must always be narrated in past tense.

Develop the given outline of a story and give a suitable title for it:-

Hints:

Robert Bruce- king of Scotland- fought bravely for the freedom of his country- did not achieve success- was hiding in a cave- was upset and disheartened- spotted a spider drop by its thread from the roof- attempted to get back to its web- dropped repeatedly- came out successful in the ninth attempt- greatly inspired by the spider- filled with new hope- Bruce fought back again- succeeded

STORY:- KING BRUCE AND THE SPIDER

Long ago Scotland was not a free country and Robert Bruce, the former king, was ousted from his own kingdom by his enemies. He fought bravely to win back the freedom of his country but to no avail. He was deeply upset and disheartened by his own failure. He was hiding in a cave, feeling miserable. Suddenly, he spotted a spider drop by its thread to reach the web, but soon fell back. The king was sure that the spider would never reach its web. It tried again and again but fell down each time. The king said to himself, "The spider will not make another attempt". To his surprise the spider kept trying and it finally reached the web in the ninth attempt. The spider had finally succeeded and Bruce was greatly inspired and filled with a new hope by the perseverance of the spider. He then made another attempt and fought his enemies. He succeeded in giving a crushing defeat to his enemies and won the battle.

Moral of the story: Perseverance always pays.

V. Diary Writing

Diaries are notebooks filled with a writer's personal & private thoughts. It is a form of writing, where the inner most feeling, thoughts & ideas are expressed freely without fear of ridicule.

Template:-

The following hints would be useful while writing a diary:-

- The date must be written at the top of the entry.
- It is a day-wise entry.
- Chronologically organised.
- The entry is addressed to the diary as if it were living. Events
- which have happened, or incidents are mentioned.

You have celebrated your grandma's birthday and suddenly your uncle who stays in America gave a surprise visit on the same day.

Hints which you could use in your diary entry.

- Surprise celebration of grandma's birthday.
- Cake cutting
- Had lot of fun & joy.
- Uncle's visit was shocking

Diary Entry:

Wednesday, 20th January 2019.

9 pm

Uncle Atul's visit on Granny's birthday! Surprise!

I am so happy that I cannot express my feelings in words. You cannot imagine what happened today! It was my grandmother's birthday and like every year, we bought a cake in the evening and celebrated. Little did we know that a big surprise was waiting not only for my granny but for us too. Just as we finished with the cutting of the cake, the doorbell rang, I opened the door and who was there! My uncle Atul, who stays in the USA I shouted with joy.

He too joined us in our celebrations and to tell you the truth, the best part was actually the gifts that he had brought for me. He gave me a video game, a play station. Oh! Diary, I am so happy! I wish everyday was like today.

VI ESSAY WRITING

An essay is an interesting piece of writing on a certain topic, comprising of a number of well-written and well-arranged paragraphs on a given subject. It expresses one's idea and thoughts on a particular topic and also provides relevant information to the reader.

Template

- Essay should be divided into paragraphs
- Unity in the subject
- Variation in the length of each paragraph
- Logical sequence of thoughts
- Be direct, simple & natural

Write an essay on the topic 'Influence of Internet on Children'.

Hints

- Advantages of internet
- Helping to get information
- Negative aspects of internet
- Source of entertainment.

INFLUENCE OF THE INTERNET ON CHILDREN

In today's world, the use of internet has become indispensable. From school children to professionals, everyone turns to the internet for information, social networking and entertainment. The growing influence of internet, especially on school children, has both negative and positive aspects.

The advantages mainly include access to information. Children get the required help from internet for completing their school projects and often their home tasks.

These advantages also happen to be the negative aspects of the internet. This is because of the ease with which all kinds of information is available to a child similarly with the same ease he or she might access information or websites which are not meant for them.

Children often turn to the internet as a source of entertainment. They play games most of which involve violence which leaves serious psychological impact on the child after making him insensitive to the suffering of others.

Thus we can see that the internet has both positive and negative influence on the children. To increase the positive impacts and minimize the negative effects, parents can play an active role. The child should be made to realize that the world of internet is a virtual one. Internet is necessary as a source of information and communication but it cannot be a substitute for real life, real relations and real friendship.

VII. Descriptive Writing:-

The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention on the details by using all your five senses.

Template:-

Tips for good descriptive writing

- Start with the main idea.
- Explanation should create mental pictures
- Follow a logical order
- Use the method of compare and contrast of ideas.
- Finish with a restatement of your main idea.

Write a descriptive writing about Thomas Alva Ediso

Thomas Alva Edison

Thomas Alva Edison was an American scientist, inventor and businessman who developed many devices that influenced life around the world including motion picture camera, the phonograph and the electric light bulb. He was called 'The Wizard of Menlo Park'. He is credited with many inventions which contributed to mass communication, particularly telecommunications. These included a stock ticker, a mechanical note recorder, a battery for an electric car, electrical power, recorded music and motion pictures.

The concept of electric-power generation and distribution to homes, businesses and factories was given by Edison. His first power station was built on Manhattan Island, New York.

Thomas Edison's major innovation was the first industrial research lab, which was built on Menlo Park, New Jersey. It was built with the funds from the sale of Edison's quadruplex telegraph. The quadruplex telegraph was his first big financial success. His inventions were landmarks which changed the way people all over the world lived.

VIII. Poster Making:

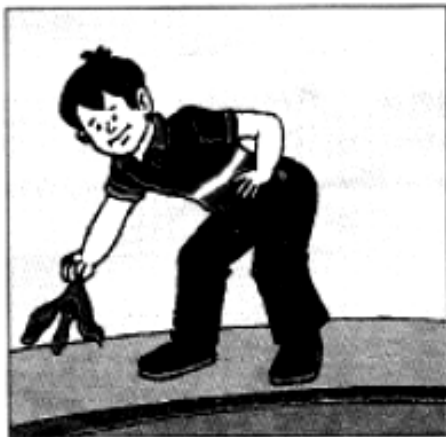
A poster is an excellent way to get your point across quickly. It has an effective impact on the viewers. A poster can communicate large information in a few words.

Template:-

- Behind a good poster should be a strong message
- Use bold headings
- Write catchy captions
- Use bright colours & pictures
- Make an impact on the viewer's mind
- Use correct factual information.
- Use creativity & imagination

Design a poster to spread Social Awareness and to carry out a cleanliness campaign.

KEEP YOUR CITY CLEAN — BE THE CHANGE



- Use dustbins to throw garbage.
- Do not litter any park or public places.
- Do not spit in open areas.
- Do not throw fruit peel or empty cans/bottles on streets or roads.
- Volunteer to clean surroundings once in a month and inform if garbage on roadside is not cleared on time.

