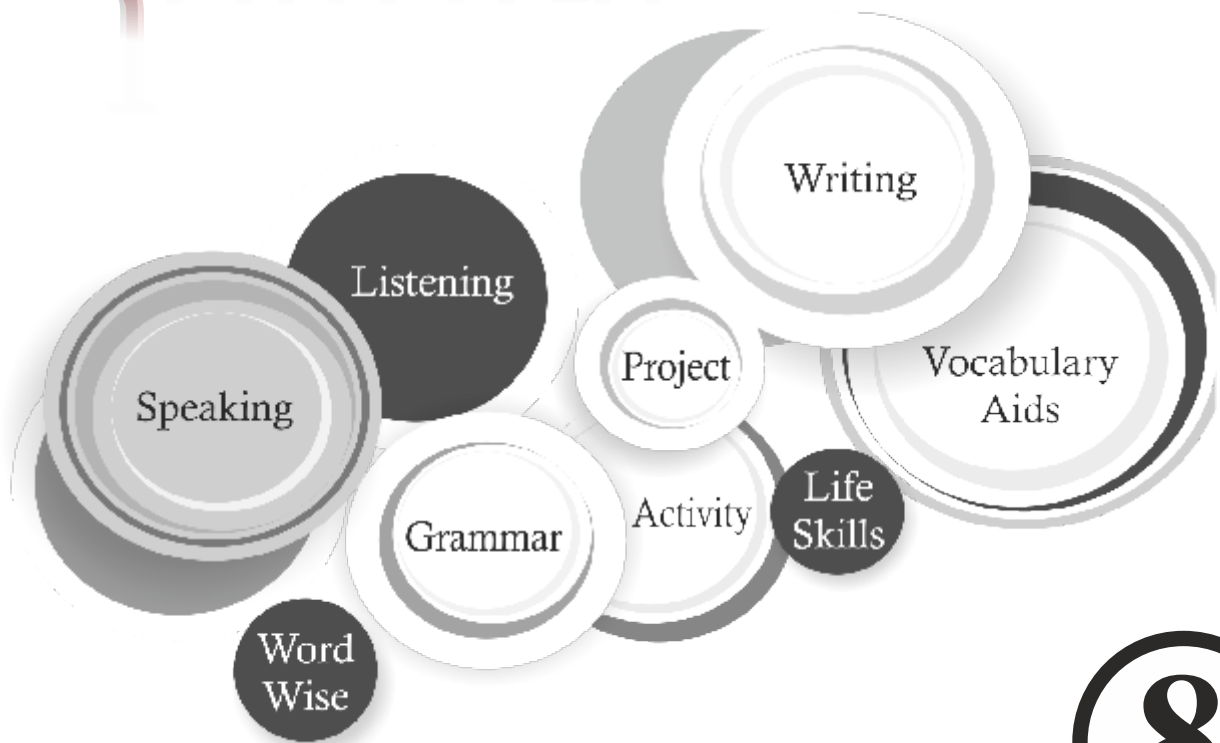


# My Reading Journal

*\*Enhanced Edition  
NEP 2020 Guidelines*



8

*Teacher's Support*



YELLOW BIRD PUBLICATIONS PVT. LTD.



# Lesson-1

## (Manners)

### Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the student's capability of imagining.
- To link personal emotions of the student with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Explaining stanzas.
- Writing summary of the poem.
- Listening to the points recited and identifying good and bad manners.
- Discussion about 'Social Etiquettes' in class.
- Making sentences from homophones.
- Writing rhyming words.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about good manners and social etiquettes which are essence of life. They endear us to one and all and earn us joy and satisfaction. Therefore, we should always show good manners to everybody. In the poem, the old grandfather is giving tips to his grandchild on good manners.

- Ask the students about the type of conversations they have with their grandparents.
- Tell them to discuss about the incidents when they were told to behave in a good manner and were taught the importance of being good to others.
- Ask them if they can define etiquettes; also tell them to give examples for the same.

- Introduce the theme of the poem to them.
- Read the poem aloud to your students.
- Identify and define words that students do not know, try to give them examples by forming the sentences of your own from the difficult words.
- Read the poem aloud again. Now that the students are familiar with the vocabulary, they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like meet-seat, hat- sat, shoulder-older, crow-go, ahead-said, to-do, faces- voices, tired- required.
- Ask the students to tell the rhyme scheme of the poem, i.e., abcdb.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of the difficult and important words on the board to avoid spelling errors.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and hold a discussion on social etiquettes.
- Have a discussion about 'Word Wise' and 'Life Skills' and ask the students to complete it and discuss it later in the class.

### **Additional Questions**

- How can you say the title of the poem is apt?
- What is the theme of the poem?
- What did the grandfather said the little boy to remember always?
- What did the crow do?
- Who is the poet of the poem?
- What happened when they came to Hustler Hill?

### **Home Assignment**

- Read the poem aloud and learn it for recitation.
- Do 'Life Skills' at home and get it checked later in the class.
- Make sentences from the words given in the 'Vocabulary aids' in your notebook.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their recitation of the poem. Focus on the pronunciation and the way the students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

# Teacher's Support

## Understanding the Text

### Reading

- A. 1. True                      2. False                      3. False                      4. True
- B. 1. Be sure to remember to always speak to everyone you meet.  
2. Always offer everyone a ride; don't forget that when you get older.  
3. See he answers nicely when he is spoken to.  
4. Man or beast, that's good manners, be sure that you both always do.  
5. But we shouted "God day! Good day! Fine day! at the top of our voices.  
6. So we all got down and walked, as our good manners required.
- C. 1. We should not forget social etiquettes even when we grow older.  
2. The dust raised by the passing vehicles hid the people's faces.
- D. 1. The grandfather's first tip on good manners was to speak to everyone we meet.  
2. The three instances when grandfather showed good manners and etiquettes were-
- Greeting people on the road.
  - Offering ride to the boy.
  - Getting down when the mare got tired.
3. At Hustler Hill, the grandfather said that the mare was tired.  
4. The crow flew a little way at a time from fence post to fence post, ahead and when Willy whistled, he answered him nicely.

### Writing

Whomsoever we meet, we should stop and greet him with a bow. Like sense, we should offer a lift if we find someone moving on foot. Once the speaker and his grandfather met a boy, Willy with his pet crow seated on his shoulder. They invited him to come in their buggy. As he entered, the crow flew away giving a 'caw'. We wondered how the bird would know where it had to go. However, it answered when Willy whistled. It made grandpa, remark "A fine, well up brought bird". When they reached Hustler Hill, grandpa said the mare was tired and needed rest. So they got down and walked, as required by good manners.

### Listening

1. G                      2. B                      3. B                      4. G                      5. B

### Speaking

Do it yourself.

### Word Wise

- A. 1. Meet                      -                      I asked Suman to meet me after the lunch.  
Meat                      -                      My mother made meat curry on Sunday.

- |    |        |   |   |
|----|--------|---|---|
| 2. | Bow    | - | He shot the arrow from the bow.   |
|    | Bough  | - | Mark rested his fishing rod against a pine bough.                         |
| 3. | Knew   | - | My dad already knew John's address.                                       |
|    | Bought | - | She bought new pair of shoes for her birthday.                            |
| 4. | Off    | - | Please, switch off the light.   |
|    | Of     | - | Mukul is the captain of the class.  |
| 5. | Way    | - | There is no way of getting back the stolen chain.                         |
|    | Weigh  | - | This box weighs 10kg.   |
| 6. | Flew   | - | The birds flew away in the sky.   |
|    | Flu    | - | She is having a flu and every muscle in her body is aching because of it. |
| 7. | Know   | - | I know a story of a lion and a rat.                                       |
|    | No     | - | No, I am not going to the market.   |
| 8. | See    | - | I can't see the blackboard properly.                                      |
|    | Sea    | - | I collected shells from the sea shore.                                    |
- B.**
- |    |          |   |          |
|----|----------|---|----------|
| 1. | Cheat    | - | Seat     |
| 2. | Mat      | - | Hat      |
| 3. | Shoulder | - | Older    |
| 4. | Tired    | - | Required |

### Life Skills

Do it yourself.

## Lesson-2 (The Lucky Bird)

### Objectives

- To enable the students to understand that a greedy person is never at a rest. Sometimes, he is forced to lose even what he already possesses because of his desire to have more and more.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate modals and past continuous tense and use the acquired knowledge in context.

## Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- HOTS
- Descriptive Writing
- Listening to the passage carefully and answering questions related to it.
- Enacting imaginary conversation.
- Revision of modals and past continuous tense.
- Addition of suffixes and forming new words.
- Making Sentences
- Project Making

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a lucky bird named Huma, who felt pity for the poor woodcutter and wanted to help him. However, as the woodcutter was greedy he caught the bird and wanted to sell it to a shopkeeper. Due to his greediness he lost the chance of having a good life ahead.

- Ask the students if they are familiar with the story of the bird that laid golden eggs. Most of them would have read it in their childhood as it is a very famous story.
- Compare the character of the greedy man in that story with the woodcutter's character in this story. This will help the students to correlate and understand the plot of the story in an easy way.
- Then introduce to them the character of the magical bird named Huma, who tried to help the woodcutter but lost her faith on him because of his greedy act of selling her to the shopkeeper.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.

- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the place Koh-i-Qaf and its significance in the story.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise imaginary conversation.
- Make students do the 'Grammar' section themselves after explaining them modals and past continuous tense.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

### **Additional Questions**

- Why was woodcutter struggling?
- Who was Huma?
- What did the woodcutter do with the golden egg?
- What did the greedy shopkeeper ask the woodcutter to do?
- What plan did the woodcutter make to catch Huma?
- What was the little bird pleading to the woodcutter?
- How did the little bird die?
- What was the role of the strange bird in the story?
- What did Huma say to the woodcutter in the end?
- What is the moral of the story?

### **Home Assignment**

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Write the character sketch of the greedy shopkeeper, the woodcutter and Huma in your notebook.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.



# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. b) rag                      2. a) magical                      3. c) asleep                      4. a) feathers  
5. b) Huma
- B.** 1. False                      2. True                      3. False                      4. False  
5. False
- C.** 1. Kashmir                      2. miserable                      3. deposited                      4. reward
- D.**     **Said by**                      **Said to**  
1. Huma                      Woodcutter  
2. Strange bird                      Crying bird  
3. Huma                      Woodcutter
- E.** 1. The woodcutter earned his living by cutting wood in the nearby forest and selling it in the local market.  
2. There were five members in the woodcutter's family.  
3. The strange bird had the divine power of making the dead alive.  
4. Huma felt pity on the woodcutter because of his poor condition.  
5. The woodcutter was still poor and ill-looking as before. It made the bird think that he had not seen the egg.  
6. The woodcutter caught the Lucky bird, Huma, because the greedy shopkeeper had promised to give him a good reward if the woodcutter could get the bird for him.  
7. As the bird had told him to do, the woodcutter lit a fire and put one of the feathers of the bird into it. At once, he reached Koh-i-Qaf.  
8. The strange bird placed a piece of grass in the mouth of the corpse and chanted something. It brought Huma back to life.  
9. On seeing the woodcutter, the Lucky bird, Huma, remembered his faithlessness and carelessness.  
10. The woodcutter returned to his family with a sad frame of mind because he had lost a golden chance to become rich due to his treachery and faithlessness.
- F.** The woodcutter was a poor, illiterate man. He had no idea about the price of the golden egg. But the greedy shopkeeper knew its price. He enticed the woodcutter to catch the bird and promised a good reward. The woodcutter became interested and caught the bird. It was the cause of all his sufferings. It was his greed to become rich overnight that made him lose the golden opportunity. Therefore, greed is really the root of all troubles.

### Writing

One day when I was flying through the forest I noticed a poor woodcutter sleeping under the tree. I thought to help him by laying golden egg next to him. The next day too I did the same thing. So I laid

the egg again. But on the third day the woodcutter caught me and was taking me to imprison or to sell to someone. I requested him not to do so but he didn't hear. I felt choked in his hands and lost my breath. When I opened my eyes I saw myself at Koh-i-Qaf. I thanked the Lord. I don't know how but I saw the woodcutter too. I was very much on his betrayal and therefore sent him back to his family by my powers. I am sad that I tried to help the woodcutter but he betrayed me.

### Listening

1. Shamus had a wonderful talent. Since childhood, he could understand and speak language of birds.
2. The stork and the cranes told him stories of the lands across the seas.
3. He reached a far off country during one of his journeys.
4. He shut his ears with his hands to avoid hearing the noise of the shrill cries of the brown sparrows.
5. a) Head of a clan  
b) Ability  
c) Shrieking

### Speaking

Do it yourself.

### Grammar

- |                          |                    |                |                 |
|--------------------------|--------------------|----------------|-----------------|
| <b>A.</b> 1. should      | 2. can             | 3. Would       | 4. May          |
| 5. Could                 | 6. may             | 7. might       | 8. will         |
| 9. could                 | 10. shall          |                |                 |
| <b>B.</b> 1. was telling | 2. were I studying | 3. was talking | 4. were playing |
| 5. was dancing           |                    |                |                 |

### Word Wise

- |                          |                |                |              |
|--------------------------|----------------|----------------|--------------|
| <b>A.</b> 1. Comfortable | 2. Possible    | 3. Imaginable  | 4. Enjoyable |
| 5. Edible                | 6. Responsible | 7. Available   | 8. Visible   |
| 9. Flexible              | 10. Capable    |                |              |
| <b>B.</b> 1. enjoyable   | 2. comfortable | 3. responsible | 4. edible    |
| 5. edible                | 6. visible     | 7. possible    | 8. available |

### Life Skills

Do it yourself.

### Project

Do it yourself.

## Lesson-3

### (Thakur's Well)

#### Objectives

- To enable the students to understand the importance of treating all human beings equally. We should not treat anyone according to his/her caste.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate verbs and use the acquired knowledge in context.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- HOTS
- Writing letter to the editor.
- Listening to the passage carefully and answering questions related to it.
- Role play of the conversation.
- Revision of verbs.
- Word Composition
- Match the following.
- Discussion about 'Harmful Effects of Caste System in the Society'.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about Jhoku and Gangi who belonged to a so called lower caste. They were not allowed to draw water from the well, meant for the people of the higher caste. This story by Munshi Premchand gives a vivid account of the sufferings of the so called lower caste people in ancient societies.

- Ask the students if they know about the caste system and its application in our society.
- Ask them how their maids are treated at their home. Ask them random questions like do the maids are made to sit on the bed and sofas at home. Are the maids served the same food and in same dishes used by them? Why or why not?
- Listen to the answers of the students carefully then try to draw their attention towards the importance of treating every human equally irrespective of his class, caste, creed or colour.
- Introduce to them the characters of Jhoku and Gangi who belonged to lower caste and were not allowed to even fetch clean water for them from the well used by people of higher caste. They had to face a lot of difficulties for their survival and were always afraid to go out and live a normal life, since people criticised them for belonging to lower caste. They were treated no less than animals in the society, even the animals were not looked upon the way they were looked by the upper class people.
- Compare the character of the Thakur and his beneficiaries as compared to Jhoku and Gangi in that story. This will help the students to correlate and understand the plot of the story in an easy way.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about use of filthy water by the author to depict the worse scenario of the society practicing caste system and depiction of biased thinking of the people in the society .
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise role play.
- Make students do the 'Grammar' section themselves after explaining them verbs.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

## Additional Questions

- What did Gangi assume about the foul smell coming from the water?
- Why did Jhoku stared at Gangi when she said to get fresh water?
- How did Jhoku warn Gangi not to go to Thakur's well to fetch water?
- What did Gangi do when she heard people approaching the well?
- What were the two women talking about?
- How did Gangi fill her bucket of water from Thakur's well?
- What did Gangi see when she reached home?
- What is the moral of the story?

## Home Assignment

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Write the character sketch of Jhoku, Gangi, two women and Thakur in your notebook

## Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. True                      2. False                      3. False                      4. False  
5. False
- B.** 1. Iota                      2. yelling                      3. dead-tired                      4. Courtyard  
5. athlete
- C.** 1. Gangi and Jhokhu belonged to low caste so nobody would let her walk up to the Thakur's well. So she was unable to understand from where she should get fresh water for herself.  
2. Jhokhu said to Gangi that if she went to Thakur's well to fetch water or to the shopkeeper, they will beat her with a stick and even ask money from her for the same.  
3. The idlers were the two ladies who had come to Thakur's well to fetch water for their husbands.

4. When Gangi got the chance to fetch the water from Thakur's well, Gangi yanked it back up with all her might to the rim of the well. No strong-armed athlete could have dragged it up more swiftly. She had just stooped to catch it and set it on the wall.
5. When Gangi heard that people were approaching Gangi jumped from the platform and ran away as fast as she could.

**D.**

<b>Said by</b>	<b>Said to</b>
1. Jhokhu	Gangi
2. Gangi	Jhokhu
3. Two ladies	To each other

- E.**
1. Jhokhu could not drink water at the first instance because it smelled foul.
  2. Gangi did not allow Jhokhu to drink the filthy water because she knew that his sickness would get worse from drinking bad water.
  3. Gangi went to Thakur's well to bring water at night.
  4. Gangi thought that some animals must have fallen in the water and died. That's why there was foul smell in the water.
  5. There were two wells in the village, one was Thakur's well and one was shopkeeper's well. No, Gangi was not allowed to draw water from these wells because she belonged to low caste.
  6. Jhokhu stared at Gangi in surprise because he knew well how difficult it was to get water for him.
  7. Suddely, Gangi felt very angry because of her low birth. She knew well that those so called high and mighty people were all dishonest and corrupt in one way or the other. Even then they were enjoying all advantages in the society.
  8. When Gangi heard people approaching the well, she grabbed her bucket and rope and crept away to hide herself in the dark shadows of a tree.
  9. When Gangi stooped to catch the bucket, the Thakur's door opened. The rope escaped from her hand out of fear and the bucket, followed by the rope, fell into the water with a crash.
  10. When Gangi reached home, Jhokhu was drinking that filthy stinking water.

- F.**
1. Do it yourself.
  2. The speaker thought so because those people never hesitated to steal, cheat or tell lies in the court.

**Writing**

A-106,  
Sector-26,  
Noida

20<sup>th</sup> November, 20XX

The Editor  
Times of India  
New Delhi

Subject: Insensitiveness of people towards people of low caste.

Sir

I am writing this letter to express my deep sorrow and concern over the discrimination that is still going on in our country. I feel guilty that even today people are discriminated still on the basis of colour of their skin, caste, religion and financial status.

Discrimination of any sort is an evil. It does not let the people of a country be united. How can our country that is aspiring to achieve all development goals of advancement, prosperity and progress if its people are discriminated against. Our constitution grants and ensures social, political and other equalities to all its citizens. It is very bad that still discriminations of all sorts are practised in our country. I appeal to the people to raise their voice against any discrimination. I also appeal to the government to deal strictly with people promoting and practising any discrimination.

Kindly give my views enough space in your esteemed newspaper.

Thanking you

Yours Truly

Manish

### Listening

1. We need water for different purposes, like for drinking or cooking for washing our clothes and utensils and for bathing etc.
2. Plants and trees obtain water deep from the ground through their roots.
3. Rain is the most important source of water.
4. If the recharge of groundwater supply is disturbed, everyone will be in trouble.
5. a) Continued existence  
b) Get  
c) Uncovered

### Speaking

Do it yourself.

### Grammar

- |               |           |            |           |
|---------------|-----------|------------|-----------|
| 1. will be    | 2. meet   | 3. arrived | 4. solved |
| 5. is working | 6. read   | 7. waiting | 8. take   |
| 9. plucking   | 10. drunk |            |           |

### Word Wise

- A. 1. foul                      2. curse                      3. beast                      4. glow  
5. grabbed

- B.** 1. e)  
5. c)  
9. d)

2. b)  
6. g)

3. a)  
7. f)

4. i)  
8. h)

### **Life Skills**

Do it yourself.

### **Project**

The age old custom of classifying people in four categories in India is called caste system. It is based on the basis of birth. A child born in a family of a scholar a pandit is called a Brahmin, if someone is born in a family of warriors, he is called a Kshatriya. Likewise, someone born in a family of businessman is a Vaishya and a Shudra is born to the parents, doing menial jobs. The caste system is responsible for dividing the society and generate business. The curse of untouchability has been its worst outcome.



## Lesson-4 (Conquest of Mt. Everest)

### Objectives

- To give knowledge to the students about the ascent of Mount Everest by Edmund Hillary and Tenzing Norgay in May 1953, proving to be the biggest surprise to the orthodox, religious minded people. This is because the Himalayas are considered an adobe of Lord Shiva and hence the belief of its invincibility.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate use of adverbs, adjectives and indirect speech and use the acquired knowledge in context.

### Overview

- Reading text with comprehensions.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Match the following.
- HOTS
- Writing diary entry.
- Listening to the passage carefully and answering questions related to it.
- Enacting imaginary conversation.
- Revision of adverbs, adjectives and indirect speech.
- Writing one word for the expression.
- Naming Places
- Writing note on 'Environmental Degradation'.
- Project Making

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about two adventurous men Edmund Hillary and Tenzing Norgay, who set their eyes on the highest peak of the world and with firm determination, achieved their goal of climbing the Mt. Everest and proved the world that if you believe on yourself there is nothing that cannot be achieved.

- Ask the students to tell about their previous knowledge of Mt. Everest.
- Discuss the geographical factors of the Mt. Everest with students.
- Tell them that Mt. Everest is considered to be an adobe of Lord Shiva and therefore people in olden times believed that it had quality of being too powerful to be defeated or to overcome by a common man.
- Introduce to them the characters of Edmund Hillary and Tenzing Norgay who had the same desire in mind. They wanted to climb the summit of Mt. Everest. They wanted to be the first men to conquer the world's highest peak. Tell them the story is based on their adventure of climbing up the Mt. Everest without the help of modern equipments or guidance of skilled persons.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the difficulties faced by Hillary and Norgay on their mission of climbing Mt. Everest and how they celebrated later with great joy after achieving success.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise imaginary conversation.
- Make students do the 'Grammar' section themselves after explaining them adverbs, adjectives and indirect speech.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

## Additional Questions

- Write the geographical features of the Mt. Everest.
- How did people come to know about the highest mountain peak in the world?

- Why were people unable to climb Mt. Everest?
- What common desire did Hillary and Norgay had?
- Why was concentration required in climbing up the Mt. Everest?
- What did Hillary and Norgay do on reaching the top of the world?
- Why is climbing Mt. Everest dangerous even today?
- How have mountaineers degraded and spread litter at Mt. Everest?
- What steps are taken by the government for keeping the environment clean?

### Home Assignment

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Find more information about Mt. Everest and also write few facts about it with the help of the internet in your notebook.

### Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. c) 1852                      2. a) two                      3. c) Sherpa                      4. a) fifteen  
5. b) Darjeeling
- B.** 1. True                      2. True                      3. True                      4. False  
5. True
- C.** 1. Himalayas                      2. South Peak and Everest  
3. Edmund Hillary                      4. Nepal                      5. mountaineers
- D.** 1. e) to breathe at the top of the peak.  
2. a) of an apiary and sold honey.  
3. d) on the way to make history.  
4. b) never seen before.  
5. c) quickly there.
- E.** 1. The Himalayas are lying to the north of India.  
2. Mount Everest is the highest mountain peak in the world.

3. Makalu, Cho Oyu, Kanchenjunga, Nanda Devi, Lhotse, Nuptse etc. are some famous mountain peaks of the Himalayas.
  4. It is very difficult to climb the peaks of Himalayas because the earth's atmosphere gets thinner with the rise of height and at the summit, it is very thin. There is no air to breathe at the top of the peak. A very strong wind blows all the time and it is extremely cold.
  5. The Sherpas are well known for their skill at climbing.
  6. Many people wanted to climb Mount Everest because they wanted to stand on the top of the world.
  7. Edmund Hillary and Tenzing Norgay were the first men to climb Mount Everest. They achieved this feat in May 1953.
  8. Hillary and Norgay couldn't sleep throughout the night because it was bitter cold and a strong wind was howling and pulling at their tent. Moreover, they were highly excited.
  9. It is dangerous to climb Mount Everest because the weather changes quickly there. The strong wind and the bitter cold test the nerves of the climbers. Sometimes, climbers get lost or slip on the ice and fall.
  10. There are many reasons that have made Mount Everest unclean. The number of expeditions every year has risen manifold. Climbers often leave empty cans, oxygen cylinders, pieces of tent and containers on their way back and many mountaineers throw litter on the mountain side.
- F. 1. It is dangerous to climb the Mount Everest because the weather changes quickly there. The strong wind and the bitter cold test the nerves of the climbers. Sometimes, climbers get lost or slip on the ice and fall. Many climbers have already lost their lives in an attempt to climb on the mountain.
2. Do it yourself.

### Writing

20<sup>th</sup> November, 20XX

Monday, 8:00 pm

Dear Diary,

Last Sunday, I joined my friends on a trekking expedition from Katra to Vaishno Devi. We had special boots and sticks with us and started on adventure early morning. We were highly excited and wondered if we would reach safe and sound. On the way, we often started gasping and feeling breathless. When it became too much, we sat on the wayside rocks and had energy snacks. After resting, we would again move slowly but steadily. We had a sign of relief when we finally reached the shrine after six hours of trekking.

Sameer

### Listening

1. Bachendri Pal was born in 1954 in Nakuri Village, Garhwal.
2. The name of the expedition was Everest 84.

3. Her first exposure to mountaineering was at the age of 12, when during a picnic, she along with her several schoolmates climbed a 13,123 feet high peak.
4. She learnt the art of mountaineering from the Nehru Institute of Mountaineering (NIM).
5. a) Attained                              b) Peak                              c) Contact

### Speaking

Do it yourself.

### Grammar

- A.** 1. always                              2. everyday                              3. nicely                              4. politely  
 5. clearly                              6. bravely                              7. cheerfully                              8. loudly  
 9. often                              10. safely
- B.** 1. fluently                              2. nicely                              3. carefully                              4. bravely  
 5. beautifully                              6. eagerly                              7. thoroughly                              8. angrily  
 9. carefully                              10. easily
- C.** 1. Our teacher said that India is the largest democracy of the world.  
 2. I said to my friend that I could not solve the question.  
 3. The poor beggar requested my mother to give him some alms.  
 4. The doctor instructed the nurse to give an injection to the patient.  
 5. We assured our captain that we would win the match.  
 6. The doctor advised the patient to take complete bed rest for two days.  
 7. The shopkeeper told me that the book was really very informative.  
 8. The servant told his master that he wanted to go home then.  
 9. The old man requested me to call a doctor for him.  
 10. The mountaineer said that he would try to climb the summit.

### Word Wise

- A.** 1. Apiary                              2. Atmosphere                              3. Sherpa                              4. Tent  
 5. Equipments
- B.** 1. Sunderbans                              2. Greenland                              3. Angel                              4. Superior  
 5. Pacific                              6. Sahara                              7. Nile                              8. Trench  
 9. Asia                              10. Whale
- C.** 1. Zoo                              2. Bird sanctuary                              3. Aquarium                              4. Poultry  
 5. Stable                              6. Hangar                              7. Library                              8. Museum  
 9. Garage                              10. Kennel                              11. Operation theatre                              12. Harbour  
 13. Factory                              14. Motel                              15. Pen

## Life Skills

- We should not litter here and there.
- We should avoid use of polythene bags.
- We should not spit or urinate anywhere.
- We should not write on the walls of monuments.
- We should inform government authority about unclean or unhygienic places.
- We should use local trains/battery operated vehicles or clean fuels vehicles as mode of transportation.

## Project

A. Do it yourself.

B. Name of Peak	Height
1. Mt. Everest- Nepal- Tibet	8848 m
2. Dhaulgiri- Nepal	8167 m
3. Annapurna-Nepal	8091 m
4. XixabangmaFeng- China	8012 m
5. Nanda Devi - India	7756 m
6. Mt. Communism - Tajikstan	7495 m
7. Aconcagua - Argentina	6885 m
8. Sajama Volcano- Bolivia	6520 m
9. Kilimanjaro - Tanzania	5895 m
10. Mt. Blanc- France- Italy	4807 m

## Lucy Gray (Poem to Read)

### Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the student's capability of imagining.
- To link personal emotions of the student with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enhance reading and listening skills by engaging students in discussion.

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.

- Answering questions related to the poem.
- Emphasising on recitation skills.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The poem is about a little girl Lucy Gray, who lived with her parents in a barren land far away from the town. On a stormy night, her father sent her to the town with the lantern to bring her mother safely back home from there. Lucy lost her way in the snow. Her parents searched for her the whole night, but could not find her.

- Ask the students about the consequences of storm and its harmful effects. Once they start discussing about it ask them if it is possible to lose life due to storm on a cold night. They will answer yes, after which you describe the scenario of the night when Lucy went to bring her mother back safely home from the town.
- Introduce the theme of the poem to them.
- Read the poem aloud to your students.
- Identify and define words that students do not know, try to give them examples by forming the sentences of your own from the difficult words.
- Read the poem aloud again. Now that the students are familiar with the vocabulary, they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like Gray – day, wild- child, knew- grew, moor- door, play- Gray, green- seen, night- light, go- snow, do- two, afternoon- moon, hook- took, band- hand, roe- snow, stroke smoke, down- town, climb- time, night- sight, wide- guide, stood- wood, cried- spied, meet- feet, edge- hedge, small- wall, crossed- lost, same- came, bank- plank, one- none, child- wild, along- song, behind- wind.
- Ask the students to tell the rhyme scheme of the poem, i.e., abab.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Write the spellings of the difficult and important words on the board for recapitulation.

### **Additional Questions**

- Who is the poet of the poem?
- What is the theme of the poem?
- Who is Lucy Gray?
- Why did Lucy go to the town at night?
- What did Lucy do when the storm come?
- What did the wretched parents do all that night?
- What all did they see on their way?
- Where did the footmarks of the Lucy end?
- What would have happened to Lucy according to you?

## **Lesson-5**

### **(The Little Match Girl)**

#### **Objectives**

- To make student realise that we must be grateful for the things which we already have and should always thank God for his mercy on us.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate past continuous tense and use the acquired knowledge in context.

#### **Overview**

- Reading text with comprehensions.
- New vocabulary with meaning.
- Answering questions related to the text.
- Match the following.
- Reference to context.
- HOTS
- Descriptive Writing.
- Listening to the passage carefully and answering questions related to it.
- Enacting role play.
- Revision of past continuous tense.
- Writing one word for the expression.
- Completing Similes
- Writing ways to show care for others.
- Project Making

#### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.



## Teaching / Learning Strategies

The story is of the plight of a poor little girl who was out on the road on a chilly winter afternoon to sell match boxes. Every house around her was preparing to welcome the arrival of the New Year but the little girl is unable to return home without selling her match boxes due to the fear of her father.

- Ask the students if they notice the poor people wandering here and there in winters in search of shelter, food and proper clothing.
- Introduce the character of the little match girl who too was wandering here and there on a cold afternoon just to sell the match boxes as she was afraid of her father. She didn't have proper clothes and slippers to wear. How difficult it would have been for her to walk on the snow and tolerate the cold wind around her!
- Once the feeling of sympathy is introduced among the students, ask them about various ways they can practice to help the needy and the poor section of the society.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the difficulties faced by the poor people in winter season.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise role play.
- Make students do the 'Grammar' section themselves after explaining them past continuous tense.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

## Additional Questions

- Why was poor girl walking on the street on a cold day?
- What had happened to her feet?
- What did she notice all around her?
- What did she do when she reached a corner?

- Why was the little girl burning matchsticks one after the other sitting in the corner?
- What was she surprised to see?
- “Someone is just dead” said the little girl. What did she mean by this?
- What did she say to her grandmother?
- How can you say that the matches of the little girl gave brilliant light which was brighter than the noon day?
- What did people say in the end when they saw her?

### Home Assignment

- Make sentence of the new words given in the ‘Vocabulary aids’.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Imagine if you could be the little match girl, how would you have helped her? Write a short note in your notebook.

### Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. b) chilled                      2. a) naughty                      3. c) farthing                      4. b) Christmas  
5. a) grandmother
- B.** 1. True                              2. True                              3. False                              4. False  
5. False
- C.** 1. The little girl's hand and feet were numb as chilly wind was blowing and she did not have proper clothing or food to eat.  
2. The poor girl felt as though she was sitting before a large iron stove, with burnished brass feet and a brass ornament on the top.  
3. The little girl had already stretched out her feet to warm them too but the small flame went out too soon.  
4. No one even dreamed of the splendour in which, with her grandmother, she had entered on the joys of a new year.
- D.** 1. e)                                      2. a)                                      3. d)                                      4. b)  
5. c)

- E.**
1. The poor little girl was selling match boxes on the street.
  2. She was carrying the matchboxes in an old apron.
  3. The poor girl stretched out her feet to warm them.
  4. The slippers, the little girl had been wearing, were too large for her feet. She had lost one of them while trying to save herself from a fast moving carriage and the other was taken away by a naughty boy passing on the street.
  5. The girl could not return home without selling the matches because she was afraid of her father's beating.
  6. While walking, she could see the dim light of the candles coming out of the closed windows and the smell of roasted goose entered her nostrils. These made her realise that it was 'New Year's Eve'.
  7. Her old grandmother had told her when a star fall, a soul took rest under the arms of God.
  8. The poor little girl rubbed the whole bundle of matches quickly because she had wanted to keep her grandmother near her.
  9. In the end, the girl died due to freezing cold.
- F.**
1. The chilly wind had left the little girl's hands and feet numb. She was unable to walk and any longer. She also wanted to save herself from the bitter cold. So she sat down in a corner made by two houses.
  2. The little girl saw a table in the room. A snow white table cloth was spread on it. A beautiful porcelain service bowl was placed upon the table and a roasted goose along with its stuffing of apple and dried plums, was neatly placed in it.

### **Writing**

One cold, windy evening on the last day of the year, a little girl in rags was moving alone in darkness along a street. She had only one slipper on foot, as the other one had been taken away by a naughty boy passing on the street. Her naked feet were quite red and blue from cold. She carried a bundle of matchboxes for sale.

### **Listening**

1. The stars look so small because they are far away from us.
2. The moon is our nearest neighbour in the sky.
3. The moon looks so big because in comparison to other heavenly bodies, it is very near to our mother earth.
4. The moon get its light from the sun.
5. a) Clear                                      b) In fact                                      c) From

### **Speaking**

**A.** Do it yourself.

**B.** Do it yourself.

**Grammar**

- |                |                  |               |                 |
|----------------|------------------|---------------|-----------------|
| 1. was sitting | 2. was sleeping  | 3. was crying | 4. were waiting |
| 5. was working | 6. was telling   | 7. was rising | 8. was doing    |
| 9. were flying | 10. were grazing |               |                 |

**Word Wise**

- |                       |           |            |                   |
|-----------------------|-----------|------------|-------------------|
| <b>A.</b> 1. Carriage | 2. Apron  | 3. Numb    | 4. Christmas tree |
| 5. Dawn               |           |            |                   |
| <b>B.</b> 1. stone    | 2. butter | 3. a daisy | 4. snow           |
| 5. a knight           | 6. ice    | 7. roses   | 8. deer           |
| 9. hare               | 10. sweep |            |                   |

**Life Skills**

Do it yourself.

**Project**

Do it yourself.

## Lesson-6 (Crusoe Builds a Home)

**Objectives**

- To enable the students to understand that self belief and hard work will always earn you success.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate use of prepositions and use the acquired knowledge in context.

## Overview

- Reading text with comprehensions.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Match the following.
- HOTS
- Writing diary entry.
- Listening to the passage carefully and answering questions related to it.
- Enacting role play.
- Revision of prepositions.
- Writing one word for the expression.
- Writing Antonyms
- Writing meaning of the idioms and making sentences.
- Learning to react to a situation.
- Project Making

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about Robinson Crusoe, a sailor and an adventurous man. Often he went out to the sea for adventures. Once, his ship was caught in a fierce storm and sank. Crusoe alone survived and somehow managed to reach a deserted island and built a home for himself there.

- Ask the students if they believe in hope. Tell them nothing is impossible in this world if we try to achieve it with hard work.
- Tell them that being hopeful is a sign of being mature and spiritual in one's thought. It is very important to have self confidence due to which one can face difficulties in life.
- Introduce to them the character of Robinson Crusoe, who found himself lying on the sandy beach of an unknown island after his ship was caught in a fierce storm and sank. He was the only one who survived. Knowing all this, he gathered courage and stood up instead of feeling disheartened. With the passage of time he built a house for himself on that island and continues to live a normal life.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.

- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the difficulties faced by Crusoe while building shelter for himself on the island.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise imaginary conversation.
- Make students do the 'Grammar' section themselves after explaining them prepositions.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

### **Additional Questions**

- Where did Crusoe found himself when he opened his eyes?
- What did Crusoe do after gathering courage?
- What was the first thing he thought of doing?
- What type of place was Crusoe looking for?
- How did Crusoe use trees in building his house?
- Why did Crusoe build a ladder?
- Who were Crusoe's companions?
- What things did the Crusoe pick up from the ship in hurry?
- Why did Crusoe think that he needed a better house?
- After building the required house for himself, what other things did Crusoe build for himself?

### **Home Assignment**

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Write a character sketch of Robinson Crusoe in your notebook.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. a) pond                      2. c) north                      3. b) sails                      4. a) small  
5. b) basket
- B.** 1. True                      2. False                      3. False                      4. True  
5. True
- C.** 1. tasty                      2. sails                      3. Bible                      4. large  
5. boards
- D.** 1. e)                      2. a)                      3. b)                      4. c)  
5. d)
- E.** 1. When Crusoe opened his eyes, he found himself on the sandy beach of an unknown island.  
2. The first thing Crusoe thought of doing in the island was to make a safe place for himself.  
3. Crusoe used the wood of a kind of tree to make a spade for himself.  
4. Some beautiful red fruits were hanging from the trees around the pond. Crusoe ate them to satisfy his hunger.  
5. Crusoe wanted to build his house on the high ground so that he could watch for ships.  
6. Crusoe decided to build his house against the wall of the rock because nothing could come at him from behind the house.  
7. Crusoe made a small tent, and then a larger one over it to make his tent safe from the rain water.  
8. Crusoe needed a deeper cave because the house, he had made earlier, was not big enough to hold all the things he had to keep dry.  
9. Crusoe used branches of small trees to make a fence. He found it hard to make the fence because he could not dig holes to put his posts into the ground and had to forcibly drive them inside which was a very hard work.  
10. Crusoe had all his things laid out on his shelves and could see them easily. This made him happy.
- F.** 1. In order to settle himself in the island, Crusoe built a home with the sails , he had collected from the ship. He cut small trees and used their branches to make two fences around the tent. He made a ladder and used it for going in and coming out of the fence. He also dug a small cave inside so that he could keep his things safe from rain.  
2. Crusoe had two companions, a dog and a cat. None of them could talk. So inspite of having companions, he had no one to talk to.

## Writing

Do it yourself.

## Listening

1. Sindbad was an adventurous man. So he could not stay home for long.
2. The sea was calm.
3. The sailors were talking about the new land they would discover this time.
4. On the 18<sup>th</sup> day, the sky became cloudy. A strong wind began to blow and the sea became restless. Soon a storm arose and their boat was drifted to an unknown direction.
5. a) Unadventurous            b) Allow                            c) Bright

## Speaking

Do it yourself.

## Grammar

- |                 |             |            |            |
|-----------------|-------------|------------|------------|
| 1. a) in, a) in | 2. b) after | 3. a) for  | 4. b) with |
| 5. a) in, a) in | 6. a) in    | 7. b) into | 8. c) off  |
| 9. a) by        | 10. a) by   |            |            |

## Word Wise

- |                 |          |           |            |
|-----------------|----------|-----------|------------|
| A. 1. companion | 2. cave  | 3. fence  | 4. ladder  |
| 5. spade        |          |           |            |
| B. 1. Dispersed | 2. Stale | 3. Uneven | 4. Descend |
| 5. Exposed      |          |           |            |

- C. 1. Be all ears- (listening eagerly)  
I am all ears, tell me about it.
2. A bed of roses- (a pleasant or easy situation)  
Making money is not a bed of roses, so wake up early and go to work.
3. Action speaks louder than words- (people's actions show their real attitude)  
My teacher taught me today that action speaks louder than words.
4. A couch potato- (a person who takes little or no exercise and watches a lot of television)  
Mohan is a couch potato.
5. To kill two birds with a stone- ( to complete two tasks at the same time)  
Meena killed two birds with one stone and picked the kids up on the way to the supermarket.
6. Once in a blue moon (very rarely)  
My mother cooks pasta once in a blue moon, as she says it is not healthy.



## Life Skills

- A.** Crusoe chose a place near fresh water for his house. He ensured that it should keep him safe from the rain and heat of the sun. Over and above it had to keep him protected from wild animals and had to be on a high ground so that he could watch for ships. After he got a place of his choice on the north side of a hill, he cut down many small trees separated their branches and sharpened them at one end. He drove them down into the ground close to each other. Then he put a second row of trees inside the first and put big ropes which he had taken from the ship, between them. Thus, he got a fence around the house. He used the sails from the ship to erect his small tent inside the fence. To reach the top of the fence, he also made a small ladder.
- B.**
1. A small tent house to keep myself protected from the sun, rain and wild animals.
  2. Snacks and ready made packed food.
  3. Water bottles
  4. Pillow, mattress and blanket.
  5. Reading materials and clothes.

## Project

Do it yourself.

# Lesson- 7 (Sympathy)

## Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the student's capability of imagining.
- To link personal emotions of the student with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.

## Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Explaining Stanzas
- Writing diary entry.

- Listening to the passage the carefully and answering questions related to it.
- Listening to some sentences recited to you and writing the lines from the poem that means the same.
- Preparing speech for the school assembly.
- Writing Synonyms
- Word Composition
- Writing rhyming words.
- Discussion about the help given to the poet by the rich and the poor man in his time of grief.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The poem is about the difference in attitude between a rich man and poor man. In the poem when the poor man was ill, a rich man helped him with money. But he never spoke a word of sympathy. On another such occasion, a poor man served him day and night during his bed ridden days. This type of service is more important than monetary help.

- Ask the students to discuss different ways by which the rich people can help the poor people.
- Now ask them different ways in which a poor person can help the rich man. They will be confused on hearing this. Explain them that we humans are independent on each other for our survival. It is not only the rich people who help the poor but also the poor people who help the rich people in the society.
- Give them examples of poor people like maids, helpers, sweepers, ward boys, watchman, driver etc.
- Introduce the theme of the poem to them.
- Read the poem aloud to your students.
- Identify and define words that students do not know, try to give them examples by forming the sentences of your own from the difficult words.
- Read the poem aloud again. Now that the students are familiar with the vocabulary, they will be able to understand every line of the poem easily.
- Try to emphasis on rhyming words like heard- word, me- charity, way- day, me- sympathy.
- Ask the students to tell the rhyme scheme of the poem, i.e., abcb.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of the difficult and important words on the board to avoid spelling errors.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and prepare a speech for the school assembly.
- Have a discussion about 'Word Wise' and 'Life Skills' and ask the student to complete it and discuss it later in the class.

## Additional Questions

- How can you say the title of the poem is apt?
- What is the theme of the poem?
- How did the rich man help the poor man?
- How did the poor man help the rich man?
- What does poet mean by 'heavenly sympathy'?
- Who is the poet of the poem?

## Home Assignment

- Read the poem aloud and learn it for recitation.
- Do 'Life Skills' part B at home and get it checked later in the class.
- Make sentences from the words given in the 'Vocabulary aids' in your notebook.

## Evaluation and Assessment

Evaluate and assess students on the basis of their recitation of the poem. Focus on the pronunciation and the way the students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. b) proud                      2. a) erect                      3. c) charity
- B.** 1. False                              2. False                              3. True
- C.** 1. When the proud man heard about the poet's problem, he helped him with some money but did not utter a word of sympathy.
2. The poor man served the poet with kindness. The poet will ever remain indebted to him for his sympathy.
- D.** 1. The poet was in need of help because he was in trouble.
2. After returning the money, the poet stood erect and blessed the man for the charity.
3. The poet thinks that the poor man's help is more valuable than gold or money. It can never be repaid.

### Writing

Do it yourself.

### Listening

- A.** 1. While showing kindness, a feel good chemical serotonin is released in our brain that makes us calm and happy.

2. The more you give, the more it gets spread around, therefore kindness is contagious.
3. An act of kindness can make a huge difference in everyone's life.
4. Since kindness is contagious, a single act of kindness can infect so many people. Therefore, it has power to change the world.
5. A little sympathy, a loving touch doesn't cost any money, all you have to do is to show that you care.

- B.**
1. My grief a proud man heard.
  2. How shall I pay him back again  
For all he did to me?
  3. I lay in want, and grief, and pain;
  4. He bound my head, he gave me bread,  
He watched me night and day.
  5. Oh, gold is great, but greater far  
Is heavenly sympathy.

### Speaking

Do it yourself.

### Word Wise

- A.**
- |             |   |                      |  |  |
|-------------|---|----------------------|--|--|
| 1. Deep     | - | Profound, Bottomless |  |  |
| 2. Grief    | - | Sorrow, Misery       |  |  |
| 3. Erect    | - | Straight, Upright    |  |  |
| 4. Watched  | - | Inspect, Observed    |  |  |
| 5. Heavenly | - | Holy, Divine         |  |  |
- B.**
- |           |  |            |           |          |
|-----------|--|------------|-----------|----------|
| 1. pay    |  | 2. Blessed | 3. sorrow | 4. bound |
| 5. kindly |  |            |           |          |
- C.**
- |         |   |       |  |  |
|---------|---|-------|--|--|
| 1. Gain | - | Pain  |  |  |
| 2. Hay  | - | Way   |  |  |
| 3. Word | - | Heard |  |  |

### Life Skills

- A.** Do it yourself.
- B.** Do it yourself.

## Lesson- 8

### (The Story of the Fisherman)

#### Objectives

- To enable the students to understand that elves, fairies and nymphs have all been the creations of imagination, shown performing unbelievable impossible miracles. They supposed to possess magic and enchantment and that too at a will. A genie looks like a person, who often lives in a lamp or bottle and serves the person, who calls it or helps him get out of the lamp.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate verbs and use of 'some' and 'any' and use the acquired knowledge in context

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- HOTS
- Writing an article.
- Listening to the passage carefully and answering questions related to it.
- Enacting imaginary conversation.
- Revision of verb forms and use of 'any' and 'some'.
- Word Composition
- Writing Antonyms
- Writing meaning of homonyms and making sentences.
- Discussion about cleverness of fisherman.
- Project Making

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a poor, old fisherman who went to catch fish from the sea. A copper vessel came out with the net. When he opened the lid of the vessel, a genie came out who wanted to kill the fisherman. The fisherman used his mind and cleverly trapped the genie inside the copper vessel and threw the vessel into the deep sea and returned home.

- Ask the students if they have heard about genie before. If yes, what have they heard? Tell them to discuss it in the class.
- After the discussion ask them if they really believe in the existence of genie. If yes, state facts and explain them that genie is just the creation of imagination and nothing more than that.
- Introduce to them the character of poor and old fisherman who could scarcely manage to support his wife and three children. He went every day to fish early in the morning. He had made a rule for himself that he would not cast his net more than four times a day.
- Then, compare the cleverness of the fisherman with the foolishness of genie. This will help the students to correlate and understand the plot of the story in an easy way.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the behavior of genie with the fisherman.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise imaginary conversation.
- Make students do the 'Grammar' section themselves after explaining them verb forms and use of 'some' and 'any'.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

## Additional Questions

- What was the rule of the fisherman?
- What was fisherman irritated to see while catching fish?

- Why was the fisherman cursing his luck after throwing his net the second time?
- What did the fisherman think to do with the yellow pot?
- What was fisherman gazing at in astonishment?
- What history did the genie tell to the fisherman?
- What were the different vows of the genie?
- What plot did the fisherman device?
- Why did genie begin to change himself into smoke?
- What did the fisherman do in the end?

### Home Assignment

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Write the character sketch of the fisherman and the genie in your notebook.

### Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. c) ass                      2. a) cursed                      3. b) knife                      4. a) haughtily  
5. c) empty
- B.** 1. True                      2. True                      3. False                      4. False  
5. True
- C.** 1. bank                      2. rubbish                      3. smoke                      4. genie  
5. enchantment
- D.**        **Said by**                      **Said to**  
1. Fisherman                      His Fortune  
2. Genie                      Fisherman  
3. Genie                      Fisherman
- E.** 1. The old man was poor. He was very old as well. So he could scarcely manage to support his family.  
2. In his first attempt, the old fisherman pulled out the carcase of an ass.

3. When he saw the monster, he could not run away because he felt as if his legs were fixed on the ground.
4. The old fisherman had made a rule for himself that he would not cast his net more than four times a day.
5. In his second attempt, the fisherman got a large basket full of rubbish.
6. The genie wanted to kill the fisherman because he had remained imprisoned for more than three centuries and at last, being angry, he had vowed that if anyone would release him he would kill him at once.
7. The King of the genie had punished the genie because he had rebelled against the King.
8. The genie could not come out of the vessel on his own because after making him imprisoned in a copper vase, the King of genie had put his enchanted seal on the leader cover of the vase.
9. In the second century, the genie had vowed that he would give all the treasures in the world to the one who would take him out.
10. When the genie went into the pot again, the fisherman took the lid of lead and shut it down quickly on the vase. Then he threw the pot into the deep sea and returned home.

- F.** 1. Do it yourself.  
2. Do it yourself.

### Writing

Do it yourself.

### Listening

1. The fisherman did not go out to the sea for fishing because a sea storm had been predicted.
2. He went to the pond instead of catching fish.
3. One afternoon, a bird came flying and sat on a rock near him.
4. The bird said he would grant him three wishes.
5. a) Close                              b) Strong                              c) Divine

### Speaking

Do it yourself.

### Grammar

- A.**
- |            |              |             |             |
|------------|--------------|-------------|-------------|
| 1. went    | 2. learning  | 3. written  | 4. be going |
| 5. waste   | 6. mended    | 7. teaching | 8. won      |
| 9. selling | 10. prepared |             |             |
- B.**
- |         |         |        |         |
|---------|---------|--------|---------|
| 1. some | 2. some | 3. any | 4. some |
| 5. any  | 6. any  | 7. any | 8. some |
| 9. some | 10. any |        |         |



## Word Wise

A. 1. weight                      2. basket                      3. shells                      4. seal  
5. deep

B. 1. Hopeful            -            Hopeless  
2. Precious            -            Worthless  
3. Thick                -            Thin  
4. Punish               -            Reward  
5. Unbelieving       -            Believing

### C. Passed (move)

I passed through the villages and towns on my way to Agra.

Passed (be successful)

Rosy has passed her test with great marks.

Seal (faster or closing securely)

I sealed the envelope before sending it.

Seal (frying at high temperature)

My mother sealed the fish and served it for dinner.

Free (at liberty)

I feel free at my home like nowhere else.

Free (without cost or payment)

There is a free shampoo inside the packet.

Bow (tied knot)

Rohan was wearing a bow today.

Bow (a weapon for shooting arrows)

John has learnt the techniques of shooting bows with great aims.

Net (an entrapping device)

The fisherman caught four fishes in his net.

Net (excluding all tare)

The net weight of carton is 12 kg.

Rose (to rise)

The price of the furniture rose rapidly last week.

Rose (a shrub)

I gifted my friend a bunch of red roses.

Fair (without cheating)

Jacob played a fair game.

Fair (light complexion)

I saw a fair lady in the market.

Drawing (a picture)

The teacher showed us the drawing of the great Picasso.

Drawing (pull or drag)

My dog Tommy, was drawing me towards him to fetch him a bone.

Second (constituting number two)

She was ranked second in the class.

Second (measurement of time)

He completed the task in 9 seconds.

Left (towards left side)

I had pain in my left leg last week.

Left (past participle of leave)

My mother left me and my brother at home to study.

### Life Skills

Do it yourself.

### Project

1. The First Century

If anyone frees me, I shall make him rich.

2. The Second Century

I shall give all the treasures in the world to the man who frees me.

3. The Third Century

a) Make the man, who frees me, a King.

b) To be with him forever.

c) Grant him three wishes everyday.

## Lesson-9 (Holidays)

### Objectives

- To enable the students to understand that you are like a fish out of water once you are taken out of your natural surroundings.
- To develop habit of reading with better understanding of text.

- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate phrasal verbs and use the acquired knowledge in context.

### **Overview**

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- HOTS
- Descriptive Writing.
- Listening to the passage carefully and answering questions related to it.
- Enacting imaginary conversation.
- Revision of phrasal verbs.
- Writing one word for the expressions.
- Writing synonyms and antonyms.
- Solving word maze.
- Writing ways by which you can show kindness and compassion.
- Project Making

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is about a boy named Phatik Chakravorti, who lived in a small village with his widowed mother and younger brother named Makhan. He was happy with his life full of liberty and passed a good time with his friends. His mother sent him to his uncle who lived in a big city for his education and discipline. He was unable to adapt there and fell critically ill waiting to meet his mother and go back home.

- Ask the students if they are warned by their parents to behave properly or else they will send them to boarding or to a different place other than their own house. Have they ever thought why do parents say so? What is the reason behind it?

- Listen to the answers of the students carefully then try to draw their attention towards the importance of staying with one's own family and in one's own house. You can never feel comfortable for too long at a new place other than your house.
- Introduce to them the character of Phatik, who was the ringleader among the boys of the village. On being fed up by the nuisance he kept on doing his mother sent him to Kolkata with his uncle for better education and discipline. Initially he was very happy to go to new place, but when he reached and started living there he understood the importance of motherly love and remembers the days when he used to live with his younger brother Makhan and had a great time at the village.
- Compare the change in nature of Phatik living in the village and the Phatik who had shifted to Kolkata and was desperately waiting for the holidays to begin so that he could go and meet his mother. This will help the students to correlate and understand the plot of the story in an easy way.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the behavior of aunt and cousins with Phatik.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise imaginary conversation.
- Make students do the 'Grammar' section themselves after explaining them phrasal verbs.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

### **Additional Questions**

- What was the mischief that suddenly came to Phatik's head?
- What did Makhan do with the log?
- What warning did the Phatik give to Makhan?
- What did the boys do with the log?
- Why was mother angry with Phatik?

- Why did Bishamber take Phatik with him to Kolkata?
- What was the reaction of Phatik's aunt on seeing him?
- Why was Phatik waiting for holidays desperately?
- What is the moral of the story?

### Home Assignment

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Write the character sketch of Phatik, Makhan, mother, uncle, aunt and cousins in your notebook.

### Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. a) log                      2. c) timidly                      3. c) Phatik                      4. b) addition  
5. a) conscious
- B.** 1. True                      2. True                      3. False                      4. False  
5. False
- C.** 1. proposing                      2. yelling                      3. middle aged                      4. generosity  
5. critical
- D.**     **Said by**                      **Said to**  
1. Phatik                      Middle Aged Man  
2. Phatik                      Mother  
3. Uncle                      Phatik
- E.** 1. Phatik Chakravorti was the ringleader among the boys of the village.  
2. Phatik decided that they should all work together to shift the big log from its place and roll it away.  
3. When Phatik refused to move, the servant forcefully carried him on.  
4. Phatik decided to roll the log away to make the owner of the log angry and enjoy the fun.  
5. Phatik and his friends could not carry out the plan because Makhan, Phatik's younger brother, came and sat on the log.

6. The stranger was Phatik's uncle. He took Phatik to Kolkata to give him good education.
  7. Phatik felt himself as an unwelcome guest in his uncle's house in Kolkata.
  8. Phatik was beaten in the school almost daily because he gaped and remained silent whenever the teacher asked him a question.
  9. Phatik had a bad headache with a fit of shivering. He felt that he was going to have an attack of malarial fever and would be a nuisance to his aunt. So he wanted to return to his village. Therefore, he ran away from home. A policeman brought him back.
  10. In delirium, Phatik asked his uncle if the holidays had not come.
- F. 1. Phatik has been referred to as a little villain. No, he had no intention to hit his own mother. He only wanted to beat Makhan for telling lies.
2. Do it yourself.

### Writing

Everything was new and unfriendly for Phatik at his uncle's house. He was beaten in school almost everybody he gaped and remained silent, whenever the teacher asked him a question. At home, his cousins mocked at him and his aunt always found fault with him. Once he lost his lesson book and the aunt was furious and shouted at him. Having no other alternatives, he ran away from the house one morning.

### Listening

1. The speciality of the store was that whenever it was about to rain, clouds, which from a distance looked like new cotton -wool, would come forth from each of the holes or grottoes on the stone, and appear too close to them .
2. The old man had an elegant sandal-wood stand made for the store and set it upon the table.
3. One night, a thief stole the stone. As he stopped to rest on the river bridge, the stone slipped from his hand and fell into the river.
4. The old man recovered the stone from the river water.
5. a) Costly                                      b) Stylish                                      c) Cave

### Speaking

Do it yourself.

### Grammar

- |               |               |             |                |
|---------------|---------------|-------------|----------------|
| 1. set out    | 2. call in    | 3. give up  | 4. look into   |
| 5. set up     | 6. make up    | 7. get down | 8. looks after |
| 9. belongs to | 10. carry out |             |                |

### Word Wise

- A. 1. mast                                      2. regal                                      3. nuisance                                      4. contempt
5. fathom

<b>B. Word</b>	<b>Synonym</b>	<b>Antonym</b>	
Futile	Fruitless	Useful	
Slowly	Unhurriedly	Quickly	
Timidly	Fearfully	Boldly	
Contempt	Scorn	Respect	
Frightened	Scared	Comfortable	
Dignity	Nobility	Informality	
Delight	Amuse	Dismay	
Peril	Danger	Safety	
Silent	Still	Noisy	
Generosity	Liberality	Meanness	
<b>C. 1. Contempt</b>	<b>2. Mischief</b>	<b>3. Critical</b>	<b>4. Calm</b>
<b>5. Peril</b>	<b>6. Nuisance</b>	<b>7. Futile</b>	

**Life Skills**

Do it yourself.

**Project**

Do it yourself.

## Lesson-10

### (The Gift of the Magi)

**Objectives**

- To enable the students to understand that nothing is impossible in love, where we sacrifice each and every thing and do the most impossible thing to prove our sincerity, devotion and faithfulness to each other.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate past tense and use the acquired knowledge in context.

## Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- HOTS
- Writing letter to a friend.
- Listening to the passage carefully and answering questions related to it.
- Enacting imaginary conversation.
- Revision of past tense.
- Writing one word for the expressions.
- Matching currency with country.
- Changing nouns to adjectives.
- Making list of things you do to help your parents.
- Project Making

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about Della and Jim, a poor young couple, who wanted to gift each other precious things on the occasion of Christmas. They did it by selling the things which were very near and dear to them.

- Ask the students about the gifts which they give by collecting money or using their pocket money for their family and friends. The value of gift seems priceless as you work too hard and even sacrifice your choices to save the money for buying gifts for your loved ones.
- Explain them how our parents work day and night to maintain and give us the life we are living. They make huge sacrifices for themselves and provide us with the best they can. Therefore, we should never demand unnecessary things from our parents if they refuse to buy them for us.
- Introduce to them the characters of Della and Jim who loved each other so much that they sold their greatest possessions to buy gifts for each other. It is the story of selfless love which we have for our loved ones.
- Highlight the bond of love between Della and Jim. This will help the students to correlate and understand the plot of the story in an easy way.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.



- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the reaction of Jim on seeing Della after she chopped her hair off.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise role play.
- Make students do the 'Grammar' section themselves after explaining them past tense.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

### **Additional Questions**

- Why was Della saving money?
- How much money did Jim earn and how it was spent?
- Why was Della crying on Christmas Eve?
- What were the two possessions that Jim and Della had?
- What did Della do with her hair?
- What gift did Della buy for Jim?
- What preparations did Della do for Jim?
- What gift did Jim buy for Della?
- What was Jim's reaction on seeing when he saw Della chopped off her hair?
- What did Jim say to Della in the end?
- Were they happy in the end losing their greatest possessions?
- What is the moral of the story?

### **Home Assignment**

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Write a short note on the relationship of Della and Jim in your notebook.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. a) penny                      2. c) possessions                      3. b) twenty                      4. b) truant  
5. a) set of combs
- B.** 1. True                              2. False                              3. False                              4. True  
5. True
- C.** 1. pennies                      2. remaining                      3. Scissors                      4. close-lying  
5. bosom
- D.**        **Said by**                              **Said to**  
1. Lady at the counter                      Della  
2. Della                                      Jim  
3. Della                                      Jim
- E.** 1. Della needed money to buy a gift for her husband on Christmas.  
2. She had one dollar and eighty seven cents with her.  
3. She arranged the money she needed, by selling her beautiful hair.  
4. Della had planned to buy a beautiful chain for Jim's wrist-watch on Christmas.  
5. Jim had a gold watch that had been his father's and his grandfather's and Della had long hair that reached below her knees. They fell about her, rippling and shining like a cascade of brown waters. They made themselves almost a garment for her.  
6. Della had made up her mind to sell her beautiful hair to get money so that she could buy a Christmas gift for Jim. She faltered for a minute before going out because she was afraid of Jim's reaction on seeing her without her hair.  
7. Della bought a beautiful platinum fob chain for Jim as Christmas gift. It cost her twenty dollars.  
8. When Della heard Jim's steps on the stairs, she turned white, thinking about Jim's reaction on seeing her in her new look.  
9. When Jim saw Della's cropped hair, he stood at the door like a statue. His eyes were fixed on her with a strange expression in them which was neither of anger nor of surprise.  
10. Jim tumbled down on the couch because he had also bought a beautiful Christmas gift for Della, a set of combs that she had longed for months. Moreover, he had sold his watch to get money for buying the gift.
- F.** 1. Della and Jim made an ideal pair of husband and wife, always willing to do anything to make the other happy. Though they had no money. They devised innovative plans to give the best gift to each other on Christmas. In order to offer Jim a beautiful platinum chain for Jim's watch Della sold her long hair. Likewise Jim sold his watch to buy a set of combs for his wife's hair.

2. Although they were bought lovingly, the Christmas gifts, even by Jim and Della, could not be used. Jim had given a gift of combs, which Della could not use as she had no hair. Likewise, her gift of a platinum chain was useless for Jim, as he had sold his watch to procure a set of combs.

## Writing

B-26

Wall Street,  
London, U.K.

Date: 6<sup>th</sup> January, 20XX

Dear

It was really a memorable Christmas for both of us! I wanted to give the best gift to Jim this day. Jim, on the other hand also wanted to do the same. But it seems both of us were foolish. Do you know why? It's because though each of us sold our individual best possession for the gifts but none of us could use them. I sold my long hair to buy a platinum chain for Jim's watch and he sold his watch to get Della a set of combs. As such when they were offered, none of them could use the gift. Even then, they showed their great love for each other.

With Love

Della

## Listening

1. Rob could not afford to buy expensive gifts on Christmas because he was poor.
2. He always longed for giving a better gift to his father on Christmas.
3. Jesus Christ was born in a barn. The shepherd and the three wise men had brought gifts for him.
4. That Christmas, Rob decided to give a special gift to his father. He decided to get up earlier than his father and get all the milking done.
5. a) Costly                      b) Specific                      c) Shed

## Speaking

Do it yourself.

## Grammar

1. The gardener had watered the plants in the garden.
2. The monkey had climbed the tree.
3. We had visited many beautiful places during our trip to Mumbai.
4. The police had arrested the thief.
5. Some children had played in the park.
6. The mechanic had repaired the car.
7. The doctor had examined the patients.
8. He had not taken his breakfast.
9. We had solved the question paper.
10. The sun had set in the west.

## Word Wise

A. 1. Platinum  
5. Tortoise

2. Fob

3. Truant

4. Statue

### B. Country

India

Russia

Bangladesh

France

Saudi Arabia

United States

China

United Kingdom

Japan

Korea

### C. Noun

Anger

Honesty

Purity

Beauty

Kindness

Nature

Guilt

Happiness

Strength

Truth

Ugliness

Youth

Luck

Pain

### Currency

Rupee

Ruble

Taka

Euro

Riyal

Dollar

Renmibi

Pound

Yen

Won

### Adjective

Angrily

Honest

Pure

Beautiful

Kind

Natural

Guilty

Happy

Strong

Truthful

Ugly

Youthful

Lucky

Painful

## Life Skills

Do it yourself.

## Project

Do it yourself.

# Lesson-11

## (A Face in the Dark)

### Objectives

- To make students read the mystery and suspense, coupled with supernaturalism and unprecedented happenings which are often present in the writing of Ruskin Bond.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate active and passive voice and use the acquired knowledge in context.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- HOTS
- Writing a debate.
- Listening to the passage carefully and answering questions related to it.
- Enacting role play.
- Revision of active and passive voice.
- Writing one word for the expressions.
- Naming people on the basis of their countries.
- Discussion about the similarities of the boy and the watchman in the forest.
- Writing personal experience of scary situation.
- Project Making

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about Mr Das who was an Anglo- Indian teacher who taught in a prestigious school at Dehradun and lived in the hostel. Once, after an evening stroll, he was returning to school through a shortcut road passing through a pine forest. Suddenly, he saw an unusual sight that caused him a heart attack.

- Ask the students if they have ever seen a ghost. Tell them to describe their instances in the class.
- Ask them to narrate the scary and superstitious stories which they have heard by their parents, grandparents or friends.
- Now, ask them if they ever seen people without eyes, nose and lips. They will say no. Create a feeling of suspense among the students. This will help the students to correlate and understand the plot of the story in an easy and interesting way.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and also assure them that they should only read scary stories for fun and should not take them seriously.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the reaction of Mr Das on seeing watchman having the same face like the boy he saw before.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise role play.
- Make students do the 'Grammar' section themselves after explaining them active and passive voice.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

## Additional Questions

- Who was Dr Das?
- Which way did Dr Das take to return back to school?
- How was the atmosphere of the school in which Mr Das worked?

- Where did Mr Das usually go in the evening?
- What type of sound did the pine trees make?
- What did Mr Das ask the boy?
- What unusual thing did Mr Das notice in the boy?
- What happened when the watchman raised the lamp to his own face?
- What had happened to Mr Das in the end?

### Home Assignment

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Write a imaginary scary story of your own in your notebook.

### Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. b) Dehradun      2. c) Anglo-Indian      3. b) boy      4. c) uneasy  
5. b) lantern
- B.** 1. True      2. False      3. False      4. False  
5. False
- C.** 1. several      2. eerie      3. evening      4. distinctly  
5. trembling
- D.** **Said by**      **Said to**  
Mr Das      Boy  
Mr Das      Boy  
Watchman      Mr Das
- E.** 1. Mr Das was an Anglo-Indian teacher.  
2. He taught in a prestigious English Medium School in Dehradun.  
3. The uniform of the students of the school was blazers, caps and ties.  
4. The school was conducted on English Public School lines.  
5. The Life Magazine had once described the school as 'Eton of the East'.

6. People avoided the shortcut route through the pine forest because when there was a strong wind, the pine trees in the forest made a sad, eerie sound which scared them.
7. While returning to school after his evening stroll, Mr Das saw the figure of a boy, who was sitting alone a rock and appeared to be crying.
8. When the boy looked up Mr Das saw the boy's face had no eyes, ears, nose and mouth. It was just a round smooth head with a school cap on top of it. He was so frightened that he ran away.
9. Mr Das saw the night watchman on the way. He was pleased to see him because he was relieved to see someone near him.
10. When Mr. Das saw that the night watchman too had the same features as that of the boy, he had seen in the forest, he was so frightened that he had his heart attack.

F. 1. Do it yourself.

2. At first, Mr Das was pleased to see the night watchman. But when the night watchman raised the lamp to his own face and he noticed that like the boy in the forest, the night watchman too had no eyes, ears, nose or mouth, he was extremely scared. This caused his heart attack.

### Writing

Do it yourself.

### Listening

1. One night the three thieves stole a lot of money from a rich man's house.
2. The thief who went for food thought of killing the other two thieves so that he could get all the money for himself.
3. The two thieves in the forest decided to kill the other thief so that they could divide the money amongst themselves.
4. All the three thieves died in the end.
5. a) Stayed                                      b) Friends                                      c) Wicked

### Speaking

Do it yourself.

### Grammar

- A. 1. The cat was chased by the dog.
2. The scooter has been repaired by the mechanic.
  3. The shoe was mended by the cobbler.
  4. The gang of robbers is being searched by the policemen.
  5. Some rose saplings have been planted by the gardener.



6. The innocent boy was duped by the dishonest shopkeeper.
  7. Stones were being thrown at the dog by some children.
  8. The puzzle has been solved by us.
  9. The tournament will be won by our team.
  10. The parcel will be delivered by the postman today.
- B.**
1. The driver stopped the bus.
  2. The police arrested the culprit.
  3. Some people took patient to the hospital.
  4. Someone has stolen my purse.
  5. The judge declared him innocent.
  6. My friend was flying the blue kite.
  7. My friend will solve the question.
  8. I tore the paper into pieces.
  9. The farmer saw a snake in the garden.
  10. The little girl has recited a beautiful poem.

### Word Wise

- |           |                |                |                |                |
|-----------|----------------|----------------|----------------|----------------|
| <b>A.</b> | 1. Blazer      | 2. Eton        | 3. Bachelor    | 4. Concern     |
|           | 5. Lantern     |                |                |                |
| <b>B.</b> | 1. Australians | 2. Nepalese    | 3. Japanese    | 4. Americans   |
|           | 5. Swiss       | 6. Chinese     | 7. Dutch       | 8. Bhutanese   |
|           | 9. French      | 10. Koreans    | 11. Brazilians | 12. Bangladesh |
|           | 13. Peruvians  | 14. Vietnamese | 15. Bolivians  |                |

**C.** Do it yourself.

### Life Skills

Do it yourself.

### Project

Do it yourself.

## Lesson-12 (Cinderella)

### Objectives

- To enable the students to understand that we should always be kind towards all, forgive others for doing wrong and never let bad things ruin our heart.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.

- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate reported speech and use the acquired knowledge in context.

### **Overview**

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Match the following.
- HOTS
- Notice Writing
- Listening to the passage carefully and answering questions related to it.
- Enacting role play.
- Revision of reported speech.
- Word Composition
- Writing one word for many.
- Completing Similes
- Discussion on following the advice of our elders.
- Project Making

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is a famous European folktale 'Cinderella' or 'The Little Glass Slipper'. It is the story of poor girl who later became the queen of the land.

- Ask the students if they have read the story of Cinderella earlier. They all would have since it is very famous short and interesting story.
- Now tell the students to narrate the story in points. Give chance to every student to add up points. Like this students will be able to narrate the story in an interesting way.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation. Also, ask them to highlight the differences which are present in the story which they did not know earlier.
- Explain new words and their pronunciation while reading for better understanding of students.

- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the behavior of step mother and sisters towards Cinderella.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise imaginary conversation.
- Make students do the 'Grammar' section themselves after explaining them reported speech.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

### **Additional Questions**

- What was Cinderella made to do by her sisters and step mother?
- Why did the king proclaim a dancing party?
- Who were invited to the dancing party?
- How did Cinderella's sister dress themselves for the party?
- What did the sisters do when Cinderella told her desire of going to the party?
- What did Cinderella tell the Fairy Godmother?
- How did Fairy Godmother help Cinderella?
- What warning did the Fairy Godmother give to Cinderella?
- How did the prince use his wit?
- What was the advice of one of the king's minister? Was it successful?
- What happened in the end?

### **Home Assignment**

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Project' at home and get it checked later in the class.
- Write a short note on the significance of glass slipper in the story 'Cinderella'.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. b) mother                      2. a) ball                      3. b) proudly                      4. a) anxiously  
5. c) fairy
- B.** 1. False                      2. True                      3. True                      4. False  
5. False
- C.** 1. widow                      2. chores                      3. lass                      4. ball  
5. gilded
- D.** 1. c)                      2. d)                      3. e)                      4. a)  
5. b)
- E.** 1. Cinderella's step mother and step sisters treated her most unkindly.  
2. The king had only one son.  
3. The prince was at his wit's end because he could not understand the reason of lady's sudden disappearance.  
4. Cinderella's step mother and step sisters treated her most unkindly. She was made to do all the household chores like a maid. She had to wear only the cast off clothes of her sisters and was never allowed to play, read or write. She was forced to work from dawn to dusk every day.  
5. The king of the country proclaimed a dancing party to allow the prince, his only son, to choose a bride for himself from among the ladies who gathered at the ball.  
6. Cinderella wanted to go to the ball and begged her sister to give her a fine dress for the occasion, but they only laughed at her desire to go to the party, given by the prince to all the land. So she was sad and in tears.  
7. The fairy God mother had a magic wand in her hand.  
8. The fairy God mother helped Cinderella by turning her rags into the finest dress as was never seen or heard of in all the land. She had a diamond jewel on her head and a pair of shining glass slippers. The fairy God mother also provided a gilded coach, drawn by six pretty horses with two footmen and a driver, to take her to prince's ball.  
9. The prince waited anxiously for Cinderella on the terrace of his palace.  
10. Cinderella's did not stop to pick up the glass slipper, left on the stairs, because the clock was striking twelve and she did not want to be seen in rags, as the fairy God mother had warned.
- F.** 1. The fairy God mother had warned Cinderella that she should come back home before twelve. She warned so because the coach and horses, the dress and the jewels, the coachman and the footmen were all the work of magic. They had to disappear with the last stroke of twelve that night, again leaving her in rags.

2. Cinderella remembered her fairy God-mother's warning only when the clock was striking twelve, she wanted to leave the ball in a hurry and in the process left one of her glass slippers. However, it was a boon in disguise for her because the king's men were able to discover her with the help of the slipper and become the prince's wife.

### Writing

Do it yourself.

### Listening

1. The poor priest earned his livelihood by holding religious discourses in the evenings.
2. He was not ready to take up any other vocation because he thought it below his dignity to take up any other job.
3. One day he got nothing from the villagers and his children had to starve. This made his wife furious.
4. The king received the priest with great honour.
5. a) Dialogue                      b) Decorum                      c) Angry

### Speaking

Do it yourself.

### Grammar

- |       |        |       |       |
|-------|--------|-------|-------|
| 1. a) | 2. b)  | 3. a) | 4. b) |
| 5. c) | 6. c)  | 7. c) | 8. c) |
| 9. c) | 10. a) |       |       |

### Word Wise

- |              |          |         |           |
|--------------|----------|---------|-----------|
| A. 1. dearly | 2. older | 3. dawn | 4. pretty |
| 5. wait      |          |         |           |

- B. • night  
• in an instant  
• accompany  
• vanish  
• abrupt  
• gilded  
• chores  
• wand  
• coach

- C. As shiny as diamond  
As white as a daisy  
As red as roses

As cunning as fox  
As fierce as tiger  
As bright as sun  
As sweet as honey  
As sour as lemon  
As cold as ice  
As deep as sea

### **Life Skills**

Do it yourself.

### **Project**

Do it yourself.

## **Lesson-13 (The Last Leaf)**

### **Objectives**

- To enable the students to understand the sacrifice made by a well wisher to save a friend from the fear of death ,this is very rare and great indeed.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate exclamatory sentences and reported speech and use the acquired knowledge in context.

### **Overview**

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?

- HOTS
- Writing diary entr.
- Listening to the passage carefully and answering questions related to it.
- Enacting imaginary conversation
- Revision of exclamatory sentences and reported speech.
- Word Composition
- Learning more about common diseases.
- Naming Professions
- Sharing personal incidents.
- Project Making

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is about Sue and Johnsy, the two young artists. They live in a small room on the first floor. Johnsy suffered from pneumonia and believes that her days are numbered. She would die when the last leaf of the vine falls. Mr Behrman, an old, unsuccessful artist who lives on the ground floor helps her survive at the cost of his own life.

- Ask the students if they have ever fallen sick that they have lost their hope to live or survive. Relating to the answers tell them even a false hope can do wonders in someone's life.
- Explain them how this story is related to the false hope provided to Johnsy by Mr Behrman who sets up an example of a great sacrifice made by a colleague and well wisher to save a friend from the fear of death. Johnsy a young lady painter who had been down with pneumonia had come to feel that she would die with the fall of the last leaf on the tree outside her room window. Mr Behrman, an elderly painter and a real wisher of Johnsy, painted a real, looking leaf on the tree, as soon as the last leaf had fallen. As it failed to fall, Johnsy too got a new life.
- Explain them how our parents work day and night to maintain and give us the life we are living. They make huge sacrifices for themselves and provide us with the best they can. Therefore, we should never demand unnecessary things from our parents if they refuse to buy them for us.
- Introduce to them the characters of Sue, Johnsy and Behrman who shared the bond of true friendship and care for each other. It is the story of selfless love which we have for our loved ones.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.

- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult and important words on the board to avoid spelling errors.
- Describe briefly about the reaction of Jim on seeing Della after she chopped her hair off.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise imaginary conversation.
- Make students do the 'Grammar' exercise themselves after explaining them exclamatory sentences and reported speech.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

### **Additional Questions**

- What did Dr Bond tell Sue?
- What was the significance of leaf for Johnsy?
- How did Mr Behrman help Johnsy?
- Did the idea of Sue and Mr Behrman work for Johnsy? How?
- What had happened to Mr Behrman and why?
- What did Sue explain Johnsy about the brushes and colour she saw?
- What according to you would have been the reaction of Johnsy after hearing the reality of the leaf?
- What is the moral of the story?

### **Home Assignment**

- Make sentence of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Write a short note on the relationship of Johnsy, Sue and Mr Behrman in your notebook.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess the on the basis of random question from the text and take suitable remedial measures.



# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. b) artist                      2. a) Bay of Naples    3. a) new fashions  
4. b) an unsuccessful    5. c) Johnsy
- B.** 1. True                      2. True                      3. False                      4. False  
5. True
- C.** 1. double-storey              2. survive                      3. will                      4. nursing  
5. caretaker
- D.**        **Said by**                      **Said to**  
1. Dr Bond                      Sue  
2. Sue                              Johnsy  
3. Behrman                      Sue
- E.** 1. Johnsy was suffering from acute pneumonia.  
2. Dr. Bond said that Johnsy had only one to ten chances to survive and that too, if she really wanted to live.  
3. Old Behrman lives on the ground floor of the same building.  
4. Dr. Bond takes Sue aside to tell her about the condition of Johnsy.  
5. Johnsy thinks that she would die when the last leaf falls.  
6. Sue says that the falling of leaves indicates that the winter the is coming fast.  
7. Johnsy thinks and believes that the last leaf would fall very soon and she would also die. So she asks not to bring anything for her.  
8. On hearing Johnsy's belief, Mr Behrman reacts by saying that she must have gone mad.  
9. Dr. Bond gives Sue the sad news of Mr Behrman's death.  
10. The last leaf never falls because it is not a real leaf but an artificial one, painted by Mr. Behrman.
- F.** 1. Do it yourself.  
2. Do it yourself.

### Writing

Do it yourself.

### Listening

1. The people of the village liked Rip because he was always willing to help them in their work.
2. On the hills, he met a strange little man, with a keg upon his shoulders.
3. The old man requested Rip to carry the keg.

4. After drinking the drink from the keg, Rip began to feel quite drowsy and then fell fast asleep.  
5. a) Drum                                      b) Keenly                                      c) Drink slowly

### Speaking

Do it yourself.

### Grammar

- A.** 1. It's a terrible storm.  
2. It is very nice of you.  
3. It is a pity that there is no one to look after the old man.  
4. It was a nice shot.  
5. We are happy that the school is closed today.
- B.** 1. Rohini told her mother that their school was closed that day.  
2. The doctor said that the patient was out of danger then.  
3. Our teacher said that the sun is the head of our Solar Family.  
4. The beggar requested my mother to give him something to eat.  
5. The gardener told me that I should not pluck flowers there.

### Word Wise

- A.** 1. storey                                      2. faster                                      3. paint                                      4. staring  
5. sailing
- B.** Do it yourself.
- C.** 1. blacksmith                                      2. butcher                                      3. florist                                      4. jeweller  
5. acrobat                                      6. doctor                                      7. author                                      8. mechanic  
9. astronomer                                      10. botanist

### Life Skills

Do it yourself.

### Project

Do it yourself.

## Lesson-14 (The Daffodils)

### Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the student's capability of imagining.
- To link personal emotions of the student with the poem.

- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.
- To teach use of poetic devices to the students.

### **Overview**

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Explaining Stanzas
- Writing summary of the poem.
- Listening to few points the carefully and identifying the names of the flowers.
- Narrating the lesson learnt from the poem in the class.
- Writing collective nouns.
- Giving examples of poetic devices.
- Writing experience of living in the company of nature.
- Discussion about Milky Way.
- Project Making

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The poem is about daffodils which are beautiful little flowers that bloom in clusters. These flowers are mostly found in the rural areas of England. The poet has beautifully described the daffodils; he had, seen while walking lazily across the lake.

- Ask the students if they have read this poem earlier because it is a very famous poem by William Wordsworth.
- Tell them that Wordsworth is famous for nature poetry and in describing the beauty and personifying the nature at its peak.
- Give them examples of imagery used in the poem like the view of the fluttering and dancing daffodils which seems very attractive to the poet.
- Introduce the theme of the poem to them.
- Read the poem aloud to your students.

- Identify and define words that students do not know, try to give them examples by forming the sentences of your own from the difficult words.
- Read the poem aloud again. Now that the students are familiar with the vocabulary, they will be able to understand every line of the poem easily.
- Try to emphasis on rhyming words like cloud- crowd, hills –daffodils, trees- breeze, shine- line, way- bay, glance- dance, they- gay, glee- company, thought- brought, lie- eye, mood- solitude, fills- daffodils.
- Ask the students to tell the rhyme scheme of the poem, i.e., ababcc.
- Explain the moral of the poem to the students and ask them to enjoy the beauty of nature present around them.
- The very 1<sup>st</sup> and 7<sup>th</sup> line the poet uses simile “I wandered lonely as a cloud”, “Continuous like star that shines” here the poet makes a direct comparison between him and a cloud in 1<sup>st</sup> and comparison between daffodils and stars in 7<sup>th</sup> line respectively.
- Alliteration is used by the poet in the 5<sup>th</sup> and last line “Beside the lake, beneath the trees”, “and dances like daffodils”. There is repetition of the sound b in 1<sup>st</sup> and d in the last line.
- Personification is used in the 6<sup>th</sup> line “Fluttering and dancing in the breeze”, 12<sup>th</sup> line “Tossing their heads in sprightly dance” 13<sup>th</sup>, 14<sup>th</sup> line “The waves beside them danced, but they Out-did the sparkling waves in glee”. In all these lines the daffodils are referred to as a person.
- Hyperbole is used by the poet in 2<sup>nd</sup>, 11<sup>th</sup> and 9<sup>th</sup> line respectively “When all at once I saw a crowd”, “Ten thousand saw I at a glance”, “They stretched in never-ending line” All in these sentences there is exaggeration and overstatement. The poet has used 'crowd' and 'ten thousand' to mean a lot of daffodils. But he must not have counted them there at a glance. This is an obvious exaggeration. The flowers must be many, but that should not be 'never-ending'. The poet has made an overstatement in this line.
- Have them use the words in ‘Vocabulary aids’ in sentence of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of the difficult and important words on the board to avoid spelling errors.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and narrate the lesson learnt by the student in the class.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' and ask the students to complete it and discuss it later in the class.

### Additional Questions

- How can you say the title of the poem is apt?
- What is the theme of the poem?
- Where was the poet wandering lonely?

- Why is 'fluttering and dancing' used by the poet to describe the movement of daffodils?
- How can you say that poet was in jocund company?
- What does the 'inward eye' refers to?
- How can you say that the heart of the poet fills with pleasure on thinking about the daffodils?
- Who is the poet of the poem?

### Home Assignment

- Read the poem aloud and learn it for recitation.
- Do 'Life Skills' and 'Project' at home and get it checked later in the class.
- Make sentences from the words given in the 'Vocabulary aids' in your notebook.

### Evaluation and Assessment

Evaluate and assess students on the basis of their recitation of the poem. Focus on the pronunciation and the way the students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. b) wandering      2. c) ten      3. b) glee
- B.** 1. False      2. True      3. False
- C.** 1. The golden daffodils were stretched all along the path and the sight filled the poet's heart with happiness.  
2. Whenever the poet sits alone, the sight of the daffodils comes into his mind and fills his heart with pleasure.
- D.** 1. The poet has compared himself to a cloud.  
2. While wandering alone, the poet saw many golden flowers of daffodils.  
3. When the poet sits in vacant or in pensive mood, the sight of the flowers flashes into his mind.  
4. Simile  
5. Fluttering and dancing

#### Writing

Do it yourself.

#### Listening

1. Hibiscus      2. Iris      3. Jasmine

## Word Wise

- A. 1. experts                      2. members                      3. singers                      4. thieves  
5. employees                      6. soldiers                      7. geese                      8. sparrows  
9. goats                      10. exercises                      11. stars                      12. arrows  
13. hay                      14. rooms

## B. Simile

- I wandered lonely as a cloud.
- Continuous as the stars that shine.

## Personification

- Fluttering and dancing in the breeze
- Tossing their heads in sprightly dance

## Hyperbole

- When all at once I saw a crowd,
- Ten thousand saw I at a glance,

## Alliteration

- Beside the lake, beneath the trees,
- And dances with the daffodils.

## Life Skills

Do it yourself.

## Project

Do it yourself.

# William Tell- The Swiss Hero (Story to Read)

## Objectives

- To enable the students to understand that great men are never afraid of facing risk and are always ready to fight the mighty and the powerful. By doing so, they serve the society as well as their country and ensure even their personal security.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.

- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.

### **Overview**

- Reading of text.
- New Vocabulary
- Answering questions related to the text.
- Practising pronunciations of new words.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is about a brave man named William Tell, who loved his son very much. Gessler, was a wicked tyrant, who had made the lives of the people in Switzerland like hell. But nobody dared to speak against Gessler except Tell, who defeated him in the end and made the peasants united and asked them to rise against the Austrians. They defeated their oppressors and drove them out of their country bringing liberty to the people.

- Discuss the importance of being courageous and brave to protect ourselves and our family from the bad side of the world.
- Introduce to them contrasting characters of William Tell and Gessler so that when they read the story they feel connected to it.
- Now ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding to the text.
- Give additional questions to the students to answer and check their understanding of the text.

### **Additional Questions**

- Who was William Tell?
- Who appointed Gessler?
- Why was everybody afraid of Gessler?
- What did William Tell do to avoid quarreling with Gessler?
- What happened when Tell was passing the market square one day?
- What did the soldiers do with the Tell?
- What did Gessler say to Tell to do and save himself from being punished?
- What made Gessler furious?
- How did Tell escape from the boat?
- How can you say that Tell became a rebel in the end?

# Annual Examination Sample Paper-1

## Reading Section

Read the following appeal issued by an organisation working for the welfare of animals and answer the questions that follow.

### Adopt a Stray Dog

Instead of going for a pet from the pet shop, try and adopt a stray dog. This will give shelter to a homeless animal and rescue it from the streets.

### Be Vegetarian

Turn to a vegetarian diet. It may not be an easy change, but if you consider animals to be your friends, you wouldn't eat them, would you?

### Feed the Birds

Keep some grains and water in a dish for the birds everyday in the balcony or on the roof. Your feathered friends will pay you a visit everyday!

### Say 'No' to Plastic Bags

We all have the habit of throwing waste food in plastic bags. Cow, buffaloes and dogs tend to swallow the plastic along with the food, which can cause choking.

### Help Animal Shelters

Enrol as a volunteer at an animal shelter. The animals will enjoy your company till they find homes. You can help walk the dogs, clean cages, feed animals and transport them.

### Donate

Donate money, blankets, towels, newspapers, pet food, cleaning products and vaccines to an animal welfare organisation.

#### A. Answer the following questions.

1. Suggest a way to give shelter to a homeless animal.
2. Why shouldn't we throw waste food in plastic bag?
3. Mention some of the duties that helpers at animal shelters perform.
4. How can you ensure that birds visit you everyday?
5. Name a few things that animal welfare organisations need to take care of animals.

#### B. Give one word for the following:

1. People who eat only plants and plant products \_\_\_\_\_
2. Medicines which prevent diseases \_\_\_\_\_
3. To give money or things to help others \_\_\_\_\_
4. A person who offers help willingly \_\_\_\_\_

## Writing Section

- A. What are social etiquettes? Why should we follow them? Elaborate.
- B. Imagine yourself to be the Lucky-Bird. Tell your parents all about the incident that happened with you. Write in first person.



## Grammar Section

### A. Fill in the blanks with appropriate modals.

1. We \_\_\_\_\_ obey our teachers. ( have to, must)
2. She \_\_\_\_\_ pass this time. ( ought to, has to)
3. He \_\_\_\_\_ to buy a car. ( has to, needs)
4. He works hard lest he \_\_\_\_\_ fail. (should, must)
5. Do you \_\_\_\_\_ cook your own meal?(should, have to)

### B. Change the following sentences into passive voice.

1. He has missed the train.
2. Do they speak French?
3. Was he reading a book?
4. Compose this letter.
5. Where did you buy this pen from?

### C. Change the following sentences into indirect speech.

1. The captain said, "Bravo! Well done, my boys."
2. He said to her, "Why do you read this book?"
3. He said to her, "Does your cow not kick?"
4. He said to his brother, "Some has broken my glass."
5. Our teacher said, "The earth revolves round the sun."

## Text Section

### A. Answer the following questions.

1. What did grandfather say about the mare at Hustler Hill?
2. Why did the woodcutter catch the Lucky bird, Huma?
3. Where did Gangi go to bring water at night?
4. What are the Sherpas well-known for?

### B. Write (T) for true and (F) for false sentences.

1. There is no air to breathe at the top of the peak.
2. Jhoku did not drink the filthy water.
3. The woodcutter lived in a village in Punjab.
4. The family cared for the mare.

# Annual Examination Sample Paper-2

## Reading Section

**Read the passage and answer the questions that follow.**

If you're faced with choosing a career, you are certainly not alone. Although "Career confusion" is a common phenomenon, it is no longer difficult to make effective career decisions.

To select the right career path it's important to first assess one's skills and interests, keeping in mind what you enjoy, what you are good at, what kind of personality you are and the values you hold.

After taking a good look at yourself, it becomes easier for you to decide on the direction you wish to take. Finding out what kinds of occupations are there would be the natural next step. The world offers a plethora of opportunities.

Once the decision is made regarding one's choice of career, it is important to develop a career plan. Information about the kind of training, education and skills needed to achieve the career goal can be easily gathered with some assistance.

Speaking to career advisers and recruitment specialists and employers are all ways to find out job market information. It would also do to check out resources on the internet and in career centres.

There are plenty of books that can provide useful information on choosing a career. These often help to get one thinking about the issues one needs to consider.

For those who are unsure about the kind of career they want and yet want a qualifications, it is best to learn skills that will be useful for the job.

**A. Answer the following questions.**

1. What makes it difficult to make effective career decisions?
2. What should one do if one wants to select the right career?
3. What sort of information do we need to gather to develop a career plan?
4. How may career advisers and recruitment specialists help us?
5. How can books be helpful to us?

**B. Write one word for the following:**

1. Write the verb form of 'qualification.'
2. Find the word in the para 2 which means 'aptitude.'
3. Write the noun form of 'enjoy'.
4. Find the word in the para 2 which means 'evaluate'.
5. Find the word in the para 7 which means 'hesitant'.

## Writing Section

**A.** Describe in your own words, the scene of the cold, dark evening and the plight of the little girl.

**B.** How did Crusoe build a house for himself? What things did he take into consideration before choosing a suitable place for his house? Describe in your own words.

## Grammar Section

**A. Fill in the blanks with appropriate prepositions.**

1. The lion was killed \_\_\_\_\_ the hunter \_\_\_\_\_ a sword.
2. Father divided his property \_\_\_\_\_ four sons.
3. He has been living in this house \_\_\_\_\_ 1985.

4. I shall return \_\_\_\_\_ a month.
5. The Ramayana is lying \_\_\_\_\_ the table.

**B. Choose the correct form of the verbs given in the brackets in the following sentences.**

1. Each of these producers \_\_\_\_\_ his own advantage. (has, have)
2. Ten miles \_\_\_\_\_ long distance. (is, are)
3. Many a student \_\_\_\_\_ hard to pass this entrance exam. (try, tries)
4. The furniture in his house \_\_\_\_\_ impressive. (look, looks)
5. Few students \_\_\_\_\_ present in the class today. (is, are)

**C. Fill in the blanks with correct form of the verbs given in the brackets.**

1. The police \_\_\_\_\_ four thieves last night. (catch)
2. I was \_\_\_\_\_ food when he came in. (cook)
3. It \_\_\_\_\_ since 9 o'clock. (rain)
4. I certainly \_\_\_\_\_ my colleague if I had been there. (help)
5. Stars \_\_\_\_\_ in the sky at night. (twinkle)

**Text Section**

**A. Answer the following questions.**

1. Why did the poor little girl stretch out her feet?
2. What did Crusoe use to make a spade for himself?
3. What did he do after returning the money?
4. Why could the genie not come out of the vessel of his own?

**B. Write 'T' for True and 'F' for False sentences.**

1. The genie rewarded the fisherman for making him free.
2. The rich man was kind and sympathetic.
3. There were many wild animals on the island.
4. The little girl did not return home from fear of her father.


## Annual Examination Sample Paper-3

### Reading Section

**Read the passage and answer the questions that follow.**

Once the Buddha was seated with his disciples near the town of Shravasti. A woman name Kisa Goutami came up to him and knelt at his feet. She was wild with grief and carried her small child in the fold of her saree. "I have been to everyone, "She pleaded, "but still my son will not move, will not breathe. Can't you save him? Can't the blessed one work miracles"?

"I can help you, sister," the Buddha said politely. "But first, I will need a little mustard seed and it must come from a house where no one has died."

Kisa Gautami was overjoyed. She raced back to the village immediately and stopped at the very first house. The woman who met her was full of understanding. "Of course, I will give you some mustard seeds! How much does the blessed one need to work his miracle?"

"Just a little," Kisa Gautami said. Then remembering suddenly, she added, "but it must come from a house where no one has died."

Her neighbour turned back with a smile of pity, "Little Gautami, you know how many have died here. Just last month, I lost my grandfather."

Kisa Gautami lowered her eyes, ashamed, "I'm sorry, I'll try next door."

But next door it was the same and at the next house and the next, and the next house after that. Everyone wanted to help, but no one even in the wealthiest homes, could meet that one simple condition. Death had come to all.

Finally Kisa Gautami understood, she took her child to the cremation ground and returned to the Buddha. "Sister," he greeted her, "did you bring me the mustard seed?"

"Blessed one", she said, falling at his feet, "I have had enough of this mustard seed. Just let me be your disciple."

**A. Answer the following questions.**

1. Why was Kisa Gautami wild with grief?
2. What did she want the Buddha to do for her?
3. What was the condition for the proposed miracle?
4. Why could she not bring the mustard seed?
5. What was her final appeal to the Buddha?

**B. One the basis of your reading of the passage, complete the following statements as briefly as you can.**

1. Kisa Gautami knelt at Buddha's feet because \_\_\_\_\_.
2. Kisa Gautami was overjoyed because \_\_\_\_\_.
3. Kisa Gautami went to a large number of houses only to realise that \_\_\_\_\_.
4. Kisa Gautami took her child to the cremation ground so that \_\_\_\_\_.

**Writing Section**

- A. Why did Phatik Chakravorti try to run away from his uncle's house in the end? Describe briefly.
- B. Imagine that Della wrote a letter to one of her friends about the incident. Write a letter on her behalf.

**Grammar Section**

**A. Fill in the blanks with appropriate prepositions.**

1. Mahesh has sent the application \_\_\_\_\_ the principal.
2. I am aware \_\_\_\_\_ my shortcomings.
3. He divided his property \_\_\_\_\_ two sons.
4. He is afraid \_\_\_\_\_ lions.
5. Dogs always bark \_\_\_\_\_ strangers.

**B. Fill in the blanks with suitable determiners.**

1. \_\_\_\_\_ books are missing from the library. (Any, Some)
2. She has not solved \_\_\_\_\_ sums. (many, any)
3. This book is mine but \_\_\_\_\_ is yours. (that, any)
4. \_\_\_\_\_ boys have done their work. (That, These)
5. He didn't make \_\_\_\_\_ progress. (much, many)

**C. Re-arrange the following words/phrases to make meaningful sentences.**

1. bring / festivals/life / colours / to / the / human / of /a
2. many / festivals / celebrated / in / types / India / of / are
3. these / Holi / some / Diwali / of /are / Eid / Christmas / and
4. festival / Holi / the / colours / is / of
5. celebrated / India /it / over / all / is

**Text Section**

**A. Answer the following questions.**

1. Who was Phatik Chakravorti?
2. How much money did Della have?
3. What was the uniform of the students of the school?
4. Why was the prince at his wit's end?

**B. Write (T) for true and (F) for false sentences.**

1. Cinderella was the daughter of a rich man.
2. The school was situated in Dehradun bazaar.
3. Della wanted to buy a present for Jim on Christmas.
4. The heavy log was lying on the bank of the river.

## Annual Examination Sample Paper-4

**Reading Section**

**Read the passage and answer the questions that follow.**

Actually, beside the God-given natural ability to think, two more things are necessary in order to think effectively. These are knowledge and organisation. The reason you can't think clearly about certain problems is that you do not have enough relevant knowledge or experience. If you have no knowledge of a subject, you have no starting point for your thoughts, or you will think from a wrong premise and, of course, think incorrectly. Since thought is the "go" sign for action, it seems likely that you will act incorrectly and do the wrong thing.

Obviously, the next thing to worry about is how to go about obtaining this relevant knowledge. Again, you must take the time to go out and search for it, if it pertains to some particular problem you must solve. Apart from definite and particular problems, your relevant knowledge can only be acquired through experience, from society in general, from listening to others and from reading.

Don't think because you converse with other people almost constantly, and read quite a bit, that you are necessarily acquiring all the knowledge you are exposed to. One important ingredient may be missing that is, interest. You must have a spontaneous and genuine interest and/or curiosity about a subject in order to gain much knowledge about it. One good way, incidentally of being interested in others is to stop thinking of yourself so much. Listen a little more than you talk and you may learn something. Another way of acquiring knowledge is to read with your mind instead of only with your eyes.

**A. Answer the following questions.**

1. What are the three necessary things in order to think effectively?
2. What is the danger if you have no knowledge of a subject?
3. How can we acquire the relevant knowledge?

4. How can we gain some knowledge from others while having a conversation with them?
5. Can you gain much knowledge without a keen interest?

**B. Write one word for the following:**

1. Find the word in the para 1 similar in meaning to 'wisdom'.
2. Write the adjective form of 'effectively'.
3. Find the word in the para 3 similar in meaning to 'talk'.
4. Write the meaning of 'incidentally'.
5. Find the word in the para 3 which means 'open to'.

**Writing Section**

- A. You got tissue injury three months back. The injury hasn't healed yet and you are still advised bed rest by the doctors. You feel confined to one place and due to the injury can't go out. Express your feelings in the form of a diary entry in about 100-120 words.
- B. 'Greed is the root of all troubles'. Elaborate on the basis of the lesson 'The Lucky Bird'.

**Grammar Section**

**A. Fill in the blanks with 'shall' or 'will'.**

1. He \_\_\_\_\_ go to Chennai next month.
2. You \_\_\_\_\_ not enter the kitchen with muddy shoes.
3. Rupam \_\_\_\_\_ see you again.
4. You \_\_\_\_\_ go at once.
5. I \_\_\_\_\_ write a letter to him tomorrow.

**B. Choose the right word from within the brackets.**

1. He is cleverer \_\_\_\_\_ me. (than, to)
2. He is senior \_\_\_\_\_ me by five years. (than, to)
3. Reeta is the most intelligent \_\_\_\_\_ all the students of the class. (than, of)
4. Choose the \_\_\_\_\_ of the two. (better, best)
5. Uttar Pradesh is the \_\_\_\_\_ populated state of India. (more, most)

**C. Put the verb into the correct form, present simple or past simple, active or passive.**

1. It's a big company. Four hundred people \_\_\_\_\_ (employ) there.
2. Water \_\_\_\_\_ (cover) most of the earth's surface.
3. Most of the earth's surface \_\_\_\_\_ (cover) by water.
4. The park gates \_\_\_\_\_ (lock) at 7pm daily.
5. The letter \_\_\_\_\_ (post) a week ago and it \_\_\_\_\_ (arrive) yesterday.

**Text Section**

**A. Answer the following questions.**

1. Where does old Behrman live?
2. To what has the poet compared himself?
3. What was the grandfather's first tip on good manners?
4. How did the woodcutter earn his living?

**B. Write (T) for true and (F) for false sentences.**

1. The woodcutter struggled hard to support his large family.
2. The crow flew away forever.
3. Johnsy and sue are roommates.
4. The poet saw the daffodils high above the hills.

## Annual Examination Sample Paper-5

### Reading Section

**Read the passage and answer the questions that follow.**

Take care never to seem dark and mysterious, which is not only a very unamiable character, but a very suspicious one too: if you seem mysterious with others they will be really so with you, and you will know nothing. The height of abilities is to have a frank, open and ingenuous exterior, with a prudent and reserved interior, to be upon your own guard and yet, by a seeming natural openness, to put people off theirs. Depend upon it, nine in ten of every company you are in will avail themselves of every indiscreet and unguarded expression of yours, if they can turn it to their own advantage. A prudent reserve is therefore as necessary as a seeming openness is prudent.

Always look people in the face when you speak to them, the not doing it is thought to imply conscious guilt; besides that, you loose the advantage of observing by their countenances what impression your discourse makes upon them. In order to know people's real sentiments, I trust much more to my eyes than to my ears; for they can say whatever they have in mind I should hear; but they can seldom help looking what they have no intention that I should know.

Neither retail nor receive scandal willingly; for though the defamation of others may for the present gratify the malignity of the pride of our hearts, cool reflection will draw very disadvantageous conclusions from such a disposition; and in the case of scandal as in that of robbery, the receiver is always thought as bad as the thief.

**A. Answer the following questions.**

1. Why shouldn't we be 'dark and mysterious'?
2. How can one use the height of his abilities?
3. Why is a prudent reserve necessary?
4. Why should we look in the face of persons when we speak to them?
5. Why should one neither retail nor receive scandal willingly?

**B. Write one word for the following:**

1. Find the word in the para 1 which means 'enigmatic'.
2. Find the word in the para 1 opposite in meaning to 'cordial'.
3. Find the word in the para 1 which means 'honest'.
4. Write the noun form of 'gratify'.
5. Find the word in the para 1 which means 'wise'.

### Writing Section

- A.** You are deeply moved by the plight of people like Jhoku, Gangi and society's insensitiveness towards them. Write a letter to the Editor of a newspaper expressing your views on the same.
- B.** Imagine you are Robinson Crusoe. Write a diary entry describing your experience at the beach.

### Grammar Section

**A. Fill in the blanks with the appropriate present tense form of the verb given in brackets.**

1. Neither Ramesh nor Nidhi \_\_\_\_\_ (know) how to speak English.
2. Either my uncle or his friends \_\_\_\_\_ (live) in that flat.
3. Her name always \_\_\_\_\_ (appear) together with her mother's.
4. I have got two Tv's but neither \_\_\_\_\_ (work).
5. Every girl and boy \_\_\_\_\_ (get) an entry to the show.

**B. Change the sentences from active to passive and write.**

1. The new student sat next to me.
2. People like my work.
3. We saw you and him at the cinema.
4. They promised better working conditions.
5. We sell old papers here.

**C. Identify the adverbs and their kinds.**

1. The teacher looked for the missing child everywhere.
2. She behaves arrogantly.
3. She is very beautiful.
4. He was almost dead when we saw him last.
5. The class project is partly over.

### Text Section

**A. Answer the following questions.**

1. Why could Jhokhu not drink the water at first?
2. Which is the highest mountain peak in the world?
3. Where was the little girl carrying the matchboxes?
4. What did Crusoe eat to satisfy his hunger?

**B. Write (T) for true and (F) for false sentences.**

1. Crusoe decided to build his house on the top of a tree.
2. The little girl's grandmother had brought a Christmas tree for her.
3. Edmund Hillary was a citizen of New Zealand.
4. The Thakur's men punished Gangi for stealing water from his well.



# Annual Examination Sample Paper-6

## Reading Section

Read the passage and answer the following questions that follow.

Plants don't eat so why do some plants catch insects? All plants need a salt called nitrate. While most of the plants get their requirement of nitrate from the ground, there are some plants which have to resort to other means. These are mostly plants growing in swampy areas. Where there isn't much nitrate. These plants trap and digest small insects to get their supply of nitrate.

Insect eating plants have different mechanisms for catching insects. The sundew has leaves covered with little hair, each having a drop of sticky liquid at its end. This liquid glistens in the sunlight and attracts insects. As soon as an insect touches the hair, it gets stuck fast to the leaf. A juice oozes out of the leaf and digests the insect.

Venus flytrap is a plant which is just like a trap. Each leaf has two hinged parts, with long hair on the edge. When an insect touches the hair, the two parts quickly snap shut and the insect is trapped.

The pitcher plant drowns insects within itself. It has a long vase-shaped leaf with a pocket at the bottom, filled with sweet-smelling nectar when an insect crawls into the leaf to suck nectar, it slips downwards. It falls into the liquid at the bottom and drowns. The salt from the insect is absorbed by the plant.

**A. Write 'T' for true and 'F' for false sentences.**

1. The sundew plant attracts insects with the shining, sticky liquid on the hairs of its leaves.
2. A venus flytrap has two hinged parts.
3. The pitcher plant if filled with rectar, in which the insect gets drowned.
4. All plants have the same mechanism for trapping insects.

**B. Answer the following questions.**

1. Explain how a venus flytrap catches insects.
2. Why do some plants catch insects?
3. What happens when an insect touches the hair of a sundew plant?
4. Why is the pitcher plant so named?

**C. Choose words from the passage which mean the following:**

1. A catching device
2. Shines
3. Sweet liquid produced by flowers
4. To take in gradually

## Writing Section

- A.** Imagine you are the sick man. Write a diary entry describing your feeling when both the rich and the poor men helped you.
- B.** Write an article expressing your wishes which you would have asked from a genie in not more than 150 words. Give a suitable title to your article.

## Grammar Section

### A. Change the voice and write.

1. The principal issued a memo to the teacher.
2. They did not respond to our offer.
3. Has he agreed to attend the meeting?
4. Eight colleagues turned him down.
5. Someone gifted her a Harry Potter on her birthday.

### B. Write the following in the reported speech.

1. The teacher said to the children, "Be kind to the physically challenged."
2. The wise man said to his pupils, "Never put off your work for tomorrow."
3. The headmaster said to his students, "Don't be in a hurry to jump to a conclusion".
4. The manager said to his employee, "Take a decision but never in a hurry".
5. Father said to his son, "Read at least two pages of a book before going to bed".

### C. Fill in the blanks with the appropriate future perfect tense form of the verb given in brackets.

1. You can't see him now. He \_\_\_\_\_ (go) out.
2. She \_\_\_\_\_ (fall) asleep. Don't wake her up.
3. I \_\_\_\_\_ (do) what I could do for him. Now it is all upto him.
4. They \_\_\_\_\_ (understand) the story by now.
5. The flight \_\_\_\_\_ (arrive). You will see him in a moment.

## Text Section

### A. Answer the following questions.

1. Why was the poet in need of help?
2. Why could the old man scarcely manage to support his family?
3. Why could Phatik and his friends not carry out the plan?
4. What was Della planning for Christmas?

### B. Write (T) for true and (F) for false sentences.

1. Jim earned a lot of money every week.
2. Phatik's uncle and aunt treated him well.
3. The carcass had broken the net at several places.
4. The poor man's service is greater than the rich man's help.

# Annual Examination Sample Paper-7

## Reading Section

Read the passage and answer the questions that follow.

Most of us undoubtedly realise that God gives parents the responsibility of raising their children. After all, they are the parents. Sometimes, however it is great to think outside the box. Recently in an exclusive survey it was discovered that now the time has come for Gen X to start parenting the other way round. To really work out that generation gap and even bring parents upto the maturity levels of a teen and how?

Some of the greatest joys of life can occur as teens and parents come to deeper understanding of each other sharing their feelings, dreams, desires and even fears. Sensitivity and openness is the key, our Gen X feels. "Parents need to listen to us", Says Gauri a student of class XI. "They need to realise that proper communication is the key to bringing each other closer and to make each other comfortable." "For the same", adds Apoorva of class XII, "they should participate in the same things as their kids and try to see things from our point of view." This, she says will give them a lot of perspective and insight in our psyche, and they will understand our problems better.

**A. Answer the following questions.**

1. What is the responsibility of a good parents?
2. What do you mean by 'thinking outside the box'?
3. What is generation gap? How can it be worked out?
4. How can the greatest joy of life be achieved?
5. What does Gen X feel about its parents?
6. How can parents develop proper communication?

**B. Write one word for the following:**

1. Find the word in the para 1 which has the same meaning as 'bringing up'.
2. Find the word in the para 2 which means the opposite of 'hesitating'.
3. Write the verb form of 'communication'.
4. Write the noun form of 'participate'.
5. Give the adjective form of 'maturity'.

## Writing Section

- A.** What similarities did Mr Das find between the boy in the forest and the watchman? Were they really ghosts? Write your views for the same.
- B.** Write a notice for the fancy dress competition to be held in your school on the occasion of Children's Day. The theme of the competition is 'Great Leaders of the Country'. You are Anushka/ Ankit, cultural head of DAV Public School.

## Grammar Section

**A. Choose the correct form of the verbs given in the brackets in the following sentences.**

1. The jury \_\_\_\_\_ divided in their opinions. (was, were)
2. There \_\_\_\_\_ many exceptions to this rule. (is, are)
3. Bread and butter \_\_\_\_\_ my favourite breakfast. (is, are)
4. Neither Ramesh nor his friends \_\_\_\_\_ hurt. (was, were)
5. Slow and steady \_\_\_\_\_ the race. (win, wins)

**B. Fill in the blanks with the correct form of the verbs given in the brackets.**

1. Water \_\_\_\_\_ on heating. (evaporate)
2. Shantanu \_\_\_\_\_ all the chocolates. (eat)
3. Farmers \_\_\_\_\_ the field. (plough)
4. If I \_\_\_\_\_ you I would not repeat that mistake. (be)
5. I \_\_\_\_\_ this book for last four years. (Write)

**C. Re-arrange the following words/ phrases to make meaningful sentences.**

1. control / over / self-control / is / exercised / self / one's
2. power / it / having / emotions/ one's / mind / and / control / under / is / the / of
3. clears / it / strengthens / mind / the / and / will-power
4. elevates / it / character / our
5. gives / freedom / it / us / peace / joy / and / bliss

**Text Section**

**A. Answer the following questions.**

1. Where did Mr. Das teach?
2. How many children did the king have?
3. Why does Dr. Bond take Sue aside?
4. What did the poet see while wandering alone?

**B. Write (T) for true and (F) for false sentences.**

1. Mr. Das was a nervous and imaginative man.
2. The step-mother did not treat Cinderella well.
3. Sue painted the leaf on the vine for Johnsy.
4. The poet soon forgot about the flowers.

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## Annual Examination Sample Paper-8

### Reading Section

Read the poem and answer the following questions that follow.

#### Hide and Seek

The trees are tall, but the moon small,  
My legs feel rather weak,  
For Avis, Mavis and Tom Clarke  
Are hiding somewhere in the dark  
And its my turn to speak.  
Suppose they lay trap and play  
A trick to frighten me?  
Suppose they plan to disappear  
And leave me here, half dead with fear  
Groping from tree to tree?

Alone, alone, all on my own  
And then perhaps to find  
Not Avis, Mavis and young Tom  
But monsters to run shrieking from,  
Mad monsters of no kind?

- Robert Graves

**A. Answer the following questions.**

1. What game is the speaker playing with his friends?
2. What trick is the speaker afraid his friends would play on him?
3. In the last stanza, whom does the speaker expect to find instead of his friends?
4. Is the speaker enjoying the game? Why/Why not?

**B. Find words from the poem which means the following:**

1. To look for
2. Screaming
3. To feel with hands to find something
4. An imaginary frightening creature

**C. Write any three pairs of rhyming words from the poem. To each pair, add a word of your own that rhymes with it.**

**Writing Section**

- A.** Imagine that you went for a trekking expedition on the hills. Write about your experience in a diary entry.
- B.** People nowadays are getting insensitive towards their environment. They leave behind tons of trash wherever they go. It is causing serious environmental degradation. What do you think should be done in this direction? Write a note.

**Grammar Section**

**A. Fill in the blanks with suitable determiners.**

1. Does your cow give \_\_\_\_\_ milk. (much, many)
2. Ramesh bought \_\_\_\_\_ ice cream for the family. (some, many)
3. Good manners are needed \_\_\_\_\_ where. (every, each)
4. The calves were grazing in the field with \_\_\_\_\_ mothers for many years. (that, their)
5. \_\_\_\_\_ answer is correct. (Neither, Either)

**B. Fill in the blanks with proper form (comparative or superlative) of adjectives.**

1. Rachna is \_\_\_\_\_ than her sister. (tall)
2. This photograph is the \_\_\_\_\_ of the two. (good)
3. The streets of Karachi are \_\_\_\_\_ than Mumbai. (wide)
4. He is the \_\_\_\_\_ runner here. (fast)
5. Your accent is \_\_\_\_\_ than mine. (bad)

**C. Rewrite the sentences beginning with 'there' or 'here'.**

1. No beggars are in the city now.
2. Mangoes are not sweet.

3. The key is here.
4. No news is good news.
5. Certain birds sing but can never be seen.

### Text Section

#### A. Answer the following questions.

1. What showed the crow's intelligence?
2. How many members were there in the woodcutter's family?
3. What did Gangi think about the foul smell in the water?
4. Why did many people want to climb Mt. Everest?

#### B. Write (T) for true and (F) for false sentences.

1. Edmund Hillary sold honey.
2. The Thakur was a nice man who allowed everyone to draw water from his well.
3. The woodcutter sold the bird to the shopkeeper.
4. The grandfather did not greet the stranger.

## Annual Examination Sample Paper-9

### Reading Section

#### Read the passage and answer the questions that follow.

“Do children really need such long summer breaks?” Apparently, such a long break disrupts their development and comes in the way of their learning process. “Let’s get them back to their books,” is perhaps the expert view, if not in so many words. One would have thought the children are doing too much during their vacations and not too little, given the plethora of classes, camps and workshops involving swimming, art, personality development, music, computers and the like that seem to cram their calendar. Even the trips take in the name of holidays seem laden with exotic destinations and customised experience packed into a short period of time. We can do Europe in ten days and Australia in a week and come back home armed with digital memories and overflowing suitcases. Holidays are in some way no longer a break but an intensified search for an experience not normally encountered in everyday life.

#### A. Answer the following questions.

1. Why do children need long summer breaks?
2. What in the expert's opinion is suitable for children?
3. How are the experts wrong in their thinking?
4. What do you understand by “customised experience packed into a short period of time”?
5. How is the nature of holidays changed?

#### B. Write one word for the following:

1. Find a word in the para 1 which has the same meaning as ‘excess’.
2. Write the verb form of ‘memory’.
3. Find a word in the para 3 opposite in meaning to ‘a few’.
4. Give the adjective form of ‘apparently’.
5. Give the noun form of ‘encounter’.

### Writing Section

- A. Poverty is a curse. Poor have to suffer many hardships due to their financial condition. How can you show poor that you care for them? Write briefly.
- B. Both the rich man and the poor man helped the poet in his time of grief. What difference did the poet find in their help? Write briefly.

### Grammar Section

A. Fill in the blanks with proper form (comparative or superlative) of adjectives.

1. Kavita is the \_\_\_\_\_ girl in the class. (good)
2. Mt. Everest is the \_\_\_\_\_ mountain peak in the world. (high)
3. Delhi is \_\_\_\_\_ than Chennai. (hot)
4. Diamond is the \_\_\_\_\_ of all gems. (costly)
5. Iron is the \_\_\_\_\_ of all metals. (heavy)

B. Put the verb into the correct form, present simple or past simple, active or passive.

1. The boat \_\_\_\_\_ (sink) quickly but fortunately everybody \_\_\_\_\_. (rescue)
2. Raman's parents \_\_\_\_\_ (die) when he was very young. He and his sister \_\_\_\_\_ (bring) up by their grandparents.
3. I was born in Mumbai but I \_\_\_\_\_ (grew) up in Delhi.
4. While I was on holiday, my camera \_\_\_\_\_ (steal) from my hotel room.
5. Why Sita \_\_\_\_\_ (resign) from her job?

C. Join the sentences using correlative conjunctions as indicated in brackets and write.

1. We could fly. We could go by train. (either... or ...)
2. He has not gone to the party. His friends have not gone to the party. (neither... nor...)
3. It doesn't matter. You lose or win. (whether ... or ...)
4. He lives in Andheri. His mother lives in Andheri. (both... and ..)
5. I want to go to Kerala. I want to go to Kashmir. (not only... but also..)

### Text Section

A. Answer the following questions.

1. How did the little girl lose her slippers?
2. Why did Crusoe need a deeper cave?
3. Why did the genie want to kill the fisherman?
4. What did Phatik say in delirium?

B. Write (T) for true and (F) for false sentences.

1. Phatik returned to his village during the holidays.
2. The old fisherman had three children.
3. The poet needed some money for his treatment.
4. Crusoe had two dogs and a cat as his companions.

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# Annual Examination Sample Paper-10

## Reading Section

Read the passage and give the answers that follow.

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and even a husband, but that was hard to believe. My grandfather's portrait hung above the mantle piece in the drawing room. He wore a big turban and loose fitting clothes. His long, white beard covered the best part of his chest and he looked at least a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren.

As for my grandmother being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part and we treated it like the fables of the Prophets she used to tell us. She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere.

**A. Answer the following questions.**

1. What was the appearance of the grandmother?
2. What does the narrator say about his grandmother?
3. What thought itself was revolting?
4. What does the narrator say about the grandmother's face?
5. Why did the narrator not believe that his grandmother would have played some games in her childhood?

**B. Answer the following in one word.**

1. Find the word in the para 1 which means 'picture sketch'.
2. Find the word in the para 2 that means 'appeared'.
3. Find the word in the para 2 that means old stories that teach moral lesson.
4. Find the word in the para 2 that is the antonym of 'pleasant'.
5. Give the noun form of 'absurd'.

## Writing Section

- A.** Write ten ways by which you can show kindness and compassion.
- B.** Do you believe in ghosts? Do you think they exist? Prepare a debate in favour or against the same in not more than 100 words.

## Grammar Section

**A. Change the following sentences into passive voice.**

1. Who wrote this speech?
2. One should respect one's elder.
3. I did not praise anybody.
4. He hurt his leg in an accident.
5. Someone was knocking at the door.



**B. Fill in the blanks with appropriate modals.**

1. We \_\_\_\_\_ pay attention to our studies. (ought to, should)
2. You \_\_\_\_\_ not litter the classroom. (should, could)
3. I \_\_\_\_\_ talk to you immediately. (need to, ought to)
4. They will \_\_\_\_\_ clear all the doubts before the starting of meeting. (have to, had to)
5. He \_\_\_\_\_ take those medicines to get better. (has to, had to)

**C. Change the following sentences into indirect speech.**

1. He said, "I will do it now".
2. He says, "Honesty is the best policy."
3. Ramesh says, "I have written a letter."
4. She said, "Mahesh will be reading a book."
5. She said, "Where is your father?"

**Text Section**

**A. Answer the following questions.**

1. Why did Della need money?
2. How had the life magazine once described the school?
3. Why was Cinderella sad and in tears?
4. What was Johnsy suffering from?

**B. Write (T) for true and (F) for false sentences.**

1. Behrman created his masterpiece before his death.
2. The Fairy Godmother came to help Cinderella.
3. The watchman escorted Mr. Das upto the school.
4. Jim was stunned when he saw Della.

# Listening Section

## Lesson-1

### (Manners)

1. We should offer our seat to elders and differently-abled while travelling in public transport.
2. We don't need to return phone calls.
3. It is ok to honk horn again and again in case of heavy traffic.
4. We must call to ask before we visit someone.
5. We can cancel going to a party without informing the host.

## Lesson-2

### (The Lucky Bird)

Shamus was the son of a chieftain who lived in Scotland. He had a wonderful talent. Since childhood, he could understand and speak the language of birds. When he went hunting, he chatted with the falcon on his wrist. Walking on the seashore, he would listen to the sea birds. The storks and cranes told him stories of the lands across the seas. The birds near his house spoke of what they saw in the countryside. Once, during his journey, he reached a far off country. There he came to a thick forest of tall poplar trees. A large group of woodcutters were getting ready with their saws and axes to cut down all the trees. Hundreds of brown sparrows were flying all around the trees. Their shrill cries filled the air. Shamus covered his ears with his hands to shut out the noise.

## Lesson-3

### (Thakur's Well)

It is said that water is life. We cannot live without water. It is necessary for all living beings. We need water for different purposes. We need water to drink, we need water for cooking, washing our clothes and utensils, for bathing. Plants and trees also need water for their survival. They obtain it deep from the ground through their roots. Animals also need water for drinking and for bathing. Rain is the most important source of water. When it rains, the water fills the ponds and rivers. Some of this water also goes underground where it is stored. We get this water in wells and tube wells. However, in urban areas, the construction of houses, footpaths and roads has left little exposed earth for water to soak in. If the recharge of groundwater supply is disturbed, we shall be in trouble.

## Lesson-4

### (Conquest of Mt. Everest)

Bachendri Pal is the first Indian woman to climb Mount Everest. She achieved this feat on 23rd May 1984. She was part of the fourth expedition, named Everest 84. She was one of the members of the elite group of six Indian women and eleven men who were part of the group. Bachendri Pal was the only woman in the group to reach the summit. Bachendri Pal was born in 1954 in Nakuri village, Garhwal. Her first exposure to mountaineering was at the age of 12, when during a picnic she along with several schoolmates climbed a 13,123 feet high peak. After completing her studies, she joined the Nehru Institute of Mountaineering (NIM). Bachendri Pal has proved that a way for woman is always open through her hard work and dedication.

## Lesson-5

### (The Little Match Girl)

The sky looks very beautiful at night. If we look at the sky on a cloudless night, we see many stars in the sky. They look very small. But actually, they are not as small as we think. Some of them are even bigger than the sun. They look small because they are very far from us. We cannot count the stars. They are many in numbers. The moon also shines in the night. It is our nearest neighbour. It looks very big because in comparison to other heavenly bodies, it is very near to our mother earth. It changes its shape every night. Sometimes, it is full and sometimes it is half. The full moon is round in shape and is very bright and beautiful. The moon has no light of its own. It shines because of the light of the sun. It sends back to us some of the light it gets from the sun.'

## Lesson-6

### (Crusoe Builds a Home)

Sindbad was a sailor who lived in Baghdad. He was an adventurous man and could not stay home for long. Often he sailed on the sea for new adventures. Many a times, he reached new places and faced new hardships. However, it could not deter him from undertaking new voyages. Once he set out with some other sailors. It was his second voyage. The boat was sailing smoothly in the high sea. The sea was calm and a favourable wind was blowing. The sailors were happy. They were talking of the new land, they would discover this time. Suddenly, on the 18th day of their voyage, the sky became cloudy. A strong wind began to blow and the sea became restless. Soon a storm arose and it drifted their boat to an unknown direction. The boat moved aimlessly for many days and at last, it reached an unknown island.

## Lesson-7

### (Sympathy)

- A.** It is a well-known fact that an act of kindness not only makes the recipient happy, but gives immense satisfaction to the doer too. It's due to the reason that while showing kindness, a feel-good chemical serotonin is released in our brain that makes us calm and happy! It is proven that we can actually catch kindness, means it is contagious! The more you give, the more it gets spread around. It's thrilling to know that a single act of kindness can infect so many people. Can anyone imagine how doing three acts of kindness by everyone can make a big difference! One day it can even change the world! A little sympathy, a loving touch doesn't cost any money, all you have to do is to show that you care.
- B.**
1. A rich man hears the sick person groaning in pain.
  2. The sick man was unable to repay the rich man.
  3. The man again fell ill.
  4. A poor man took great care of the sick man.
  5. Sympathy is better than any riches.

## Lesson-8

### (The Story of the Fisherman)

Once upon a time, there lived an old fisherman in a small village. He was very poor. There was nobody in his family. His wife had died long ago and he had no children either. He had grown so old that he could no longer go out to sea for fishing. So he began fishing in the nearby lake. Every morning, he would go to the lake and sit there fishing the whole day long. In the evening, he would sell whatever he had caught, buy food for himself and go home. Life was really very tough for him. One afternoon he was sitting on the bank of the

lake, trying to keep awake and cursing his fate. Suddenly, a large bird with silvery feathers alighted on a rock near him. It was Sina, a huge roc like heavenly bird. The bird felt pity on the old man and said, "You should not be doing such hard work at this old age. From tomorrow, I'll bring you a big fish every evening. Sell it in the market and you can live in comfort." The old fisherman returned home happily.

### **Lesson-9**

#### **(Holidays)**

There lived an old man. One day, as he was fishing in the river, something was caught in his net. Diving down, he brought up a stone about a foot in diameter, beautifully carved on all sides. He was quite pleased with this as if he had found some precious stone. He made an elegant sandal-wood stand made for it and set the stone upon the table. Whenever it was about to rain, clouds, which from a distance looked like new cotton-wool, would come forth from each of the holes or grottoes on the stone, and appear to close them up. One night, a thief stole the stone from his house. As he stopped to rest on the river bridge the stone slipped from his hand and fell into the water. He tried hard to recover the stone but failed. Next morning, the man came to the river bank for a morning stroll. Suddenly, the water became clear and he could see the stone lying at the bottom. He took off his clothes and jumped into the river to bring it out.

### **Lesson-10**

#### **(The Gift of the Magi)**

Rob lived with his parents and sisters on a small farm. He helped his father on the farm. They were poor and could not afford to buy expensive gifts on Christmas. However, his sisters sewed presents, and his mother and father always bought him something he needed. He too saved and bought them each something for Christmas. That Christmas too, he had bought a cheap tie for his father from the small store nearby. How he wished he had a better present for him! He lay on his side and looked out of his windows. The stars were brighter than ever before and one star in particular was so bright that he wondered if it was really the 'Star of Bethlehem'. He thought of Jesus who was born in a barn and of the gifts the shepherd and the three wise men had brought for him. Suddenly an idea struck him. Why should he not give his father a special gift this year? He could get up early, earlier than his father and get all the milking done.

### **Lesson-11**

#### **(A Face in the Dark)**

One night, three thieves stole a lot of money from a rich man's house. They put the money in a bag and went to the forest. They felt very hungry. So, one of them went to a nearby village to buy food. The other two remained in the forest to take care of the bag of money. The thief who went for food had an evil idea. He ate his food at a hotel. Then he bought food for his two mates in the forest. He mixed a strong poison with the food. He thought, "Those two will eat this poisoned food and die. Then I will get all the money for myself." Meanwhile, the two thieves in the forest decided to kill their mate on return. They thought that they would divide the money between the two of them. All the three wicked men carried out their cruel plans. The thief who wanted all the money for himself came to the forest with the poisoned food. The two men in the forest hit him and killed him. Then they ate the poisoned food and died. Thus, these evil people met with an evil end.

### **Lesson-12**

#### **(Cinderella)**

Once, there lived a priest in a small kingdom. He was a great scholar but he was very poor. He earned his livelihood by holding religious discourses in the evenings. He would never ask anything from anybody. The people who attended the discourses usually gave him something or the other in lieu of his religious

discourses. Though it was not enough for the family but being a great scholar, he thought it below his dignity to take up any other job.

One day he got nothing from the villagers and his children had to starve. His wife was furious at her poor condition. She said to the priest, "Get up and go to the king. Ask him for some money. He is kind and generous, he would surely help you." The helpless priest went to the palace. Since everybody knew him well, the guards showed him proper respect and took him before the king. The king gave him a seat and sought his blessings. Then he said, "I feel elated at your presence in my humble palace. Please tell what I can do for you."

### **Lesson-13**

#### **(The Last Leaf)**

Many years ago, there lived a man called Rip Van Winkle. The people of the village liked him, because he was always willing to help them in their work. Once he went to the hills with his pet dog where he met a strange little man, with a keg upon his shoulders. He requested Rip to carry the keg and Rip obliged. Soon they came to a narrow valley among the hills where some people were playing a game of nine-pins and the balls, as they rolled along, made a noise like thunder. As soon as the players saw the keg, they stopped their game. The strange man opened the keg and from it he poured out a drink for each of the men. The men drank eagerly, for their game had made them thirsty. Rip was thirsty too but they did not offer him a drink. So, when no one was looking, Rip took one sip from the keg. He liked it and took a little more. He began to feel quite drowsy and then fell fast asleep.

### **Lesson-14**

#### **(The Daffodils)**

- A tropical blooming plant with bell-shaped flowers, found in several colours.
- Six-petal flower found in shades of blue or purple. Yellow and white are also found.
- A vine-like flowering plant with many small white or yellow blooms. It is very fragrant and is often used to make perfumes.
- An aromatic flowering plant with large orange or yellow blooms. A variety is commonly used as a culinary herb.
- A flower with layers of delicate petals, and strong, thorny stems available in many varieties and colors. A symbol of love for centuries.