

## FOREWORD

*“Good teaching is more a giving of right questions than a giving of right answers”  
-Josef Albers.*

The Question Bank of ‘Our World through ENGLISH’ for Class X is an effort of SCERT, A.P. & IASE, Kurnool towards imparting quality education and it is unique in its own sense in providing insight to the latest pattern of CCE. The foremost objective of this Question Bank is to help the students of mixed abilities to get flavours of the language and enhance their performance in Public Examinations. It provides a valuable window to the necessary components of CCE and to overcome the challenges in the examination pattern.

In this connection, one of the most important components of academic standards to be focused is Reading Comprehension. It is important to the learners not only to understand the context but also the language components. Reading provides a wide scope into the mind’s working and into the complexity of cognitive process. Many students face trouble in comprehending the text throughout their schooling that leads them to lose interest in reading. From the practical point of view, the ability to comprehend any text is essential for successful use of language for effective communication.

The test items of Paper-I (Q Nos. 7-20) and Paper-II (Q Nos. 1-14) such as unseen passages, written discourses, editing, cloze test, grammar, language functions, reader positioning tasks, sequencing tasks and a wide range of vocabulary testing items along with reading comprehension are included to help the students to enhance their performance and get through the public examinations.

A team of experienced subject teachers exercised to visualize how it would be beneficial for both the students and the teachers from the perspective of teaching-learning process. A variety of possible interactive questions are provided for transaction to develop the inferential and evaluative comprehension skills.

All the academic standards have been contextually embedded with due care and attention. The students will definitely get used to apply their ‘**intuitive language sense**’ by revisiting the text again and again.

This Question Bank enables the teacher to create tailored test papers for formative and summative evaluation similar to Public Examination in a few minutes.

It gives us immense pleasure in presenting this handy tool as a part of our endeavor to improve the quality education with validity and reliability measuring what to be measured and how to be measured. It is a planned library of test items designed with utmost care to fulfill certain predetermined purposes covering the entire prescribed text.

Y. Raghava Reddy  
Principal  
IASE, Kurnool

# CONTENTS

S. No.	UNIT THEME		READING TEXTS	PAGE No
1	Personality Development	A	Attitude is Altitude	1 - 17
		B	Every Success Story is also a Story of Great Failures	17 - 20
		C	I Will Do It	20 - 23
2	Wit And Humour	A	The Dear Departed (Part – 1)	24 -36
		B	The Dear Departed (Part -2)	37 - 39
		C	The Brave Potter	40 - 42
3	Human Relations	A	The Journey	43 – 63
		B	Once Upon a Time (Poem)	64 – 66
		C	What is My Name?	67 -71
4	Films and Theatre	A	A Rendezvous With Ray	72 – 94
		B	Maya Bazaar	95 – 98
		C	A Tribute	99 -102
5	Bio-Diversity	A	Environment	103 – 126
		B	Or Will the Dreamer Wake? (poem)	127 – 129
		C	A Tale of Three Villages	129 – 133
6	Nation and Diversity	A	My Childhood	134 – 155
		B	A Plea for India (poem)	156 – 158
		C	Unity in Diversity in India	158 - 159
7	Paper – II – Part A	Q1	Study Skills	160 - 164
		Q2	Unseen Passage	164 – 169
		Q3	Unseen Passage (Jumbled Sentences)	169 – 172
		Q4	Letter and News Report	172 - 174
		Q5	Biographical Sketch/Story	174 – 177

**EYE**  
(Ease Your Examination)

**Question Bank**  
**Class X English**

**Teachers Contributed**

<b>S. No</b>	<b>Name of the Teacher</b>	<b>Designation</b>	<b>Address</b>
1	C. Bhagya Sekhar Reddy	S.A. English	ZPHS, Karakambadi
2	M. Sreeramulu	S.A. English	GHS, Kalikiri
3	Dr. A. Muniraja Reddy	S.A. English	ZPHS, Kandadu
4	R. Bhargavi	S.A. English	SGN ZPHS(G), Nagari
5	S. Mohammad Rafi	S.A. English	ZPHS (B), Ramakuppam
6	V. Palani	S.A. English	ZPHS, Gundraju Kuppam
7	S. Mohan	S.A. English	GHS, Piler
8	K. Ravikumar	S.A. English	GHS, Chandragiri
9	K. Nagendra Kumar	S.A. English	ZPHS, PTM (Telugu)
10	S. Ranjith Kumar	S.A. English	ZPHS, Mudipalli, Nagari

**Coordinator**

Dr. D. Prabhudas, Lecturer in English, IASE, Kurnool

**Director**

Y. Raghava Reddy, Principal, IASE, Kurnool

**Class: 10      Unit: 1      A Reading      Attitude is Altitude**  
**Slot One: Imagine having no arms...the English Premier League.**

**Questions for triggering the topic:**

1. Have you ever seen a person with no arms or legs or both?
2. Have you observed the difficulties in the life of that person?
3. Have you noticed any depression in that person?
4. How would you feel if that person becomes a great one?
5. Have you ever heard of Nick?
6. With whom is this slot dealing?

*Nick Vujicic was born with no arms or legs—but he doesn't let the details stop him. The brave 26-year-old—who is mainly torso—plays football and golf, swims and surfs, despite having no limbs.*

1. How was Nick born?
2. Which 'details' did not stop him from his daily activities?
3. What is Nick's disability?
4. What do you understand by the word 'torso'?

*Nick has a small foot on his left hip which helps him balance and enables him to kick. He uses his one foot to type, write with a pen and pick things up between his toes.*

1. What helps Nick for his routine?
2. What are the exceptional abilities of Nick?
3. In spite of being a torso, which activities can Nick do?
4. How does Nick use his small foot?
5. How can Nick play sports and games?

*'I call it my chicken drumstick,' joked Nick, who was born in Melbourne, Australia, but now lives in Los Angeles. 'I'd be lost without it.'*

1. Why do you think Nick called his small foot a 'chicken drumstick'?
2. Where was Nick born?
3. Where does Nick live now?

***"I would be lost without it."***

1. Who said these words?
2. What does the word 'it' refer to?
3. How would be the speaker lost without 'it'?
4. In this context the word 'lost' means .....

**Creative Expression:**

1. Nick was born as a torso. His father was shocked. His distraught mother could not digest this happened. Imagine you were one of Nick's parents and make a diary entry expressing your thoughts and feelings about Nick's birth.

2. Nick was born as a torso. His father was shocked. His distraught mother could not digest this happened. Write a possible conversation between Nick's mother and father.

### Part B Grammar

**Note: Exercises under Question Number 9 & 10 are meant only for textual practice to the student. Unseen passages will be given in the exam instead of textual exercises as per the norms.**

#### 9. Editing:

1. Nick had(a) a small foot in(b) his left hip who(c) helps him balance and enables him to kick. He uses her(d) one foot to type, write with the(e) pen and pick things up between his toes.

2. 'He's very modest and (a) he got(b) marriage proposals to (c) women all a(d) time,' said Nick's friend and publicist Steve Appel, from Los Angeles. 'He would love to get married and start a family but he's wait (e) for the right girl to come along.'

#### 10. Choose right options:

1. Nick has \_\_\_\_\_ (1) small foot \_\_\_\_\_ (2) his left hip \_\_\_\_\_ (3) helps him balance and enables \_\_\_\_\_ (4) to kick. He \_\_\_\_\_ (5) his one foot to type, write with a pen and pick things up between his toes.

1. A) a B) an C) the D) one
2. A) in B) on C) under D) at
3. A) which B) who C) where D) when
4. A) her B) his C) him D) himself
5. A) use B) uses C) used D) using

2. 'I call it \_\_\_\_\_ (1) chicken drumstick,' joked Nick, who \_\_\_\_\_ (2) born \_\_\_\_\_ (3) Melbourne, Australia, \_\_\_\_\_ (4) now \_\_\_\_\_ (5) in Los Angeles. 'I'd be lost without it.'

1. A) his B) her C) my D) our
2. A) was B) is C) were D) been
3. A) on B) at C) in D) by
4. A) and B) but C) though D) so
5. A) lives B) lived C) living D) has lived

3. His parents decided not \_\_\_\_\_ (1) send him to \_\_\_\_\_ (2) special school—a decision he said \_\_\_\_\_ (3) very hard for him, but \_\_\_\_\_ (5) may have been the best decision they could \_\_\_\_\_ (5) made for him.

1. A) to B) for C) with D) from
2. A) the B) an C) a D) one
3. A) is B) was C) were D) been
4. A) who B) which C) while D) where
5. A) has B) had C) have D) having

### 11. Combination of sentences (relative pronouns)

1. Nick was born with no arms and legs. He is a torso. (Who)
2. Nick's disability came without medical explanation. It is called phocomelia. (Which)

### 12. Change the voice

1. Have you heard something like this before?
2. He uses his one foot to type.
3. I call it my chicken drumstick.
4. Nick spent many years in depression.
5. Nick's father put him in water.

### 13. Reporting

1. "I call it my chicken drumstick", Nick says.
2. "I would be lost without it", Nick said
3. "My dad put me in water and gave courage to learn how to swim", Nick said

### 14. Adverbial clauses

1. Nick was born. His father was shocked. (When)
2. Nick has no limbs. But he can play games, type and do many activities. (Despite)
3. Nick can't scratch himself for itching. He has no arms. (so)/ (if)/ (as)
4. It was very hard for Nick to study in the mainstream school. But his parents decided to continue him in the same stream. (though)
5. Nick's father put him in water. He got courage to learn how to swim. (so that)

### 15. Suitable Prepositions:

1. Nick was born \_\_\_\_\_ (with/without) no arms and legs. His disability came \_\_\_\_\_ (without/with) any medical explanation.
2. Nick plays golf with a club tucked \_\_\_\_\_ (under/on) his chin. He is a huge fan \_\_\_\_\_ (of/about) the English Premier League.

### 16. Verb Forms

1. Nick plays games despite \_\_\_\_\_ (have) limbs. Now he \_\_\_\_\_ (live) in Los Angeles.
2. From the start Nick's parents \_\_\_\_\_ (do) their best to \_\_\_\_\_ (make) him independent.

### 17. Giving Advice

1. Nick is being bullied in the school. How do you advise his friends not to do so?
2. Nick's mother cannot hold her son. How do you advise her to do it as it is a necessity?
3. Nick's father was shocked. Advise him to control his feelings.
4. Nick's mother still blames herself. How would you advise her not to do it?

### 18. Polite Request:

1. *Nick was born a torso.*  
Nurse to Nick's parents: Hold your baby.
2. *Nick's father wanted to go to the rest-room to vomit.*

- He to the nurse: Show me the way to rest-room.  
 3. *Nick's father put him in water when he was 18 months old.*  
 Wife to husband: Stop putting our little boy into the water.

**19. Choosing right phrase**

1. A baby was born to your uncle and aunt. How would you greet the parents?  
 A) all the best B) congratulations C) I am happy D) best wishes
2. Nick obtained a degree in 'Financial Planning and Real Estate'. How would you greet him?  
 A) congratulations B) It is nice of you C) I am very happy D) It's OK.

**20. Appropriate Expressions**

1. Nick said, "I call it my chicken drumstick." It is a \_\_\_\_\_.  
 A) joke B) warning C) terrifying D) naming
2. Nick's father left the hospital room to vomit. This feeling indicates \_\_\_\_\_.  
 A) joke B) disgusting C) terrifying D) misunderstanding

**PAPER II VOCABULARY**

**6. Synonyms**

1. 

extend; prickling; forbid; enfold; rub; let
---

Nick has no arms to **stretch** (1) in the morning, to help him **scratch** (2) that **itch** (3), to **allow** (4) him to wrap his arms around his loved ones.

**7. Antonyms**

1. When Nick was **born**(1) his father was so **shocked** (2) that he left the hospital room to **vomit** (3). His **distraught** (4) mother couldn't bring herself to hold him until he was four months old.
2. It was so **hard** (1) for them but right from the **start** (2) they did their **best** (3) to make me **independent** (4).

**8. Right forms of the words**

1. Nick's parents \_\_\_\_\_ (deciding/decided) not to \_\_\_\_\_ (send /sent) him to a \_\_\_\_\_ (specialty/special) school—a decision he said was very \_\_\_\_\_ (hard/ hardly) for him, but the best one they could have made for him,

**9. Vowel clusters:**

**Fill in the blanks with 'oo', 'ea' 'ie', 'io', or 'au'**

He uses his one f \_\_\_ t to type.

Nick is huge fan of the English Prem \_\_\_ r L \_\_\_ gue.

His distr \_\_\_ ght mother could not bring herself.

**10. Suffixes**

Nick who is main \_\_\_ \_\_\_ (lly/ly) a torso plays football.

His parents decided not send him to a spec \_\_\_ \_\_\_ (ial/iel) school.

His disability came without any medi \_\_\_ \_\_\_ (cal/cle) explanation.

**11. Wrongly spelt words**

despite      balance      distrat      occurrence      Ans: \_\_\_\_\_

pocomelia      premier      league      torso      Ans: \_\_\_\_\_

**12 Arrange the words under correct heading**

*shock, stretch, scratch, distraught, play, hard, joke, imagination*

**words of feeling**

**action words**

**13. Own sentences**

- 1. kick down      2. make independent      3. get into      4. fan of (somebody)

**14. Matching (One word substitutes)**

**Part-A**

**Part-B**

- |   |             |     |   |  |
|---|-------------|-----|---|--|
| 1 | Biography   | [ ] | A | One who does not take alcohol          |
| 2 | Theist      | [ ] | B | One who is present everywhere          |
| 3 | Teetotaler  | [ ] | C | A life history written by someone else |
| 4 | Omnipresent | [ ] | D | One who believes in God                |
|   |             |     | E | The best decision                      |
|   |             |     | F | Who takes part in the sport            |

\*\*\*\*\*

**Slot Two**

**His parents decided not to send him.....triumph over adversity.**

**Questions for triggering the topic:**

Transaction questions:

*Look at the picture in page four*

- 1. What do you see in the picture?
- 2. What is Nick doing?
- 3. How is he brushing his teeth?
- 4. Why is he brushing with a wall-mounted brush?
- 5. How does he feel to brush his teeth in such a manner every day?
- 6. What other things can he do with his mouth?



7. Who needs to study in a special school?
8. Do you think Nick should study in a special school? Why (not)?

***His parents decided not to send him to a special school—a decision he said was very hard for him, but which may have been the best decision they could have made for him.***

1. What is Nick’s opinion on his parents’ decision of sending him to a mainstream school?
2. How would you feel if you were in Nick’s place?
3. Why do you think Nick’s parents decided to send him to a mainstream school instead of a special school?
4. Do you support this decision of Nick’s parents?

***When Nick was born his father was so shocked that he left the hospital room to vomit. His distraught mother couldn’t bring herself to hold him until he was four months old.***

1. Pick out the words or phrases that denote the feelings of Nick’s parents when he was born?
2. Do you believe that any mother could not hold her new born baby for four months?
3. How did Nick’s parents feel when Nick was born?

***His disability came without any medical explanation - a rare occurrence called Phocomelia.***

1. Is there any medical explanation for Nick’s disability?
2. What do you understand by the word ‘phocomelia’?

***“Nick and his parents spent many years asking why this cruel trick would happen to them.”***

1. If you were Nick’s parent, would blame ‘the God’?
2. Do you think God had cursed Nick? How can you support your opinion?

***“My mother was a nurse and she did everything right during pregnancy but she still blamed herself”***

1. What was Nick’s mother?
2. Do you think Nick’s mother did not take care during pregnancy?
3. Then why does she still blame herself?

***‘It was so hard for them but right from the start they did their best to make me independent.’***

1. Who is the speaker of these words?
2. What was hard for ‘them’?
3. Who did they support to make him independent?
4. How did they support the speaker? Give two examples.

***Despite the risk of being bullied, his parents insisted Nick on attending mainstream school.***

1. Why did Nick's parents think there was the risk of bullying him?
2. What kind of bullying do you suppose for the children like Nick in the mainstream schools?

***"It was the best decision they could have made for me."***

1. Which decision is the speaker talking about?
2. Who could have made the decision?
3. How was it the best decision?
4. Who is the speaker?
5. Who are 'they'?

***"It was very hard but it gave me independence"***

1. What was hard?
2. How did it give the speaker independence?
3. Who is the speaker of these words?
4. Was the speaker happy or sad?

***Nick, who was teased and bullied, had an electric wheelchair for mobility, and a team of carers to help him.***

1. Wasn't Nick teased and bullied at the school?
2. Had you been in Nick's place would you have been continued studies in the school? How would you feel, bold or depressed?
3. How did Nick feel?

***"I felt cold and bitter. I hated God for doing this to me..."***

1. Why do you think the speaker felt cold and bitter?
2. What is the mood of the speaker in this context?
3. Why do you think the speaker hated god?
4. What does the word 'this' refer to?
5. What did God do to the speaker according to the passage?
6. Was the speaker right in hating the God?

***'I was deeply depressed when I was eight years old,' he said. 'I went to my mum crying and told her I wanted to kill myself. At ten Nick tried to drown himself in the bath.'***

1. Pick out the words or phrases that denote Nick's depression.
2. How did Nick try to commit suicide at the age of ten?
3. Why did he try to commit suicide?
4. How did he try to kill himself?
5. Had he succeeded in committing suicide?

### **Creative Expression:**

Nick was deeply depressed when he was eight years old. He went to his mother crying and told her he wanted to kill himself. Write a possible conversation between Nick and his mother.



### 11. Combination of sentences (relative pronouns)

- 1 It was so hard for Nick's parents. They did their best to make him independent. (who)
2. Nick's father put him in water at the age of 18 months. He gave courage to learn how to swim. (who)
3. Nick's father was a computer programmer. He taught him how to type. (who)
4. Nick's mum invented a plastic device. It helps Nick hold a pen and pencil. (which)
5. Nick has no legs. He has an electric chair for his mobility. (who)

### 12. Change the voice

1. Nick's father taught him how to type.
2. His mother invented a special plastic device.
3. Formal schooling gave Nick independence.
4. Nick hated God for giving birth to him as torso.
5. Nick could brush his teeth on his own.
6. Nick made a futile attempt to kill himself.

### 13. Reporting

1. "I was deeply depressed", Nick said.
2. "Mom, I want to kill myself", Nick said
3. "I felt cold and bitter", Nick said

### 14. Adverbial clauses

1. Nick's parents decided to send him to a mainstream school. There was the danger of being bullied. (despite)
2. Nick was born. His father was shocked. (when)
3. Nick was deeply depressed. Then he was eight. (who)
4. Nick was born a torso. His parents decided not to send him to a special school. (though)

### 15. Suitable Prepositions:

1. Nick who was teased and bullied had an electric wheel chair \_\_\_\_\_ (for/to) his mobility and a team \_\_\_\_\_ (of/off) carers to help him.
2. Nick could brush his teeth \_\_\_\_\_ (with/at) a wall-mounted brush but there was so much impossible \_\_\_\_\_ (for/to) him.
3. \_\_\_\_\_ (By/With) the help of his friends and family Nick managed to pull through \_\_\_\_\_ (to/for) become an international symbol.

### 16. Verb Forms

1. Nick's father \_\_\_ (be) a computer programmer. He \_\_\_ (teach) his son how to type.
2. Despite the risk of \_\_\_\_\_ (be) bullied, Nick's parents insisted on his \_\_\_\_\_ (attend) mainstream school.
3. At the age of 10 Nick tried to drown himself but \_\_\_\_\_ (luck) the attempt was \_\_\_\_\_ (unsuccess).

### 17. Giving Advice

It is very hard for Nick. If you were his friend, how would you advise him to be positive?

Nick told his mother that he wanted to kill himself. If you were his mother, how would you advise him to control his depression?

**18. Polite Request:**

1. *Nick had been teased and bullied.* Nick to his father: Change my school.
2. *At the age of ten Nick attempted suicide.* You to Nick: Don't do it again in your life.

**19. Choosing right expression**

Nick achieved a degree in Financial Planning and Real Estate. What would you say to him?

- A) all the best B) congratulations C) I am happy D) best wishes

**20. Appropriate Expressions**

Nick said, "I felt cold and bitter". His mood is \_\_\_\_\_.

- A) joke B) warning C) terrifying D) depression

**PAPER II VOCABULARY**

**6. Synonyms**

courage; concentrate; punishments; encouragement; reinforce; beliefs;

"The challenges in our life are there to **strengthen** (a) our **convictions** (b). they are not there to run us over", said Nick. In 1990 Nick won the Australian Young Citizen of the Year award for his **bravery** (c) and **perseverance** (d).

**7. Antonyms**

1. **Luckily** (a) Nick's suicide attempt was **unsuccessful** (b). When you lack purpose and **strength** (c), it is **hard** (d) to hold on.
2. I **hated** (a) God for doing this to me. I was **terrified** (b) about my life in future because there was much **impossible** (c) for me. But my **mainstream** (d) schooling gave me independence.

**8. Right forms of the words**

Nick's \_\_\_\_\_ (able/ability) came without any medical \_\_\_\_\_ (explain/explanation). Nick and his parents spent many years \_\_\_\_\_ (ask/asking) why this cruel trick would happen to them. My mother \_\_\_\_\_ (did/do) everything during pregnancy.

I felt cold and bitter. I \_\_\_\_\_ (hate/hated) God for \_\_\_\_\_ (did/doing) this to me and was \_\_\_\_\_ (terrifying/terrified) of what would \_\_\_\_\_ (happening/happen) when my parents were not there to look after me.

**9. Vowel clusters (complete the following spellings with 'au, ua, ue, eu, ou,ea, ee, oo,oa, io, oi, ia, ai')**

1. His parents insisted on his attending mainstr \_\_\_ m school.

2. I could brush my own teeth with a wallm \_\_\_ \_ nted brush.
3. I r\_\_\_ \_ lised why had God had made us like this—to give hope to others.

**10. Suffixes**

1. Nick had an electric wheel chair for mobil \_\_\_\_\_ (ity/eity)
2. I decided to be thank \_\_\_\_\_ (full/ful) for what I do have.
3. I decided to use my life to encour \_\_\_\_\_ (ege/age) other people.

**11. Wrongly spelt words**

mobility      bullied      depresed      terrified  
 strength      encourage      angry      concentreate

**12. Arrange the words under correct heading**

*confident; dependent; stubborn; creative; pessimistic; smart; sociable; lazy*

**negative qualities**

**positive qualities**

**13. Own sentences**

1. cold and bitter      2. pull through      3. triumph over adversity

**14. Matching (One word substitutes)**

<b>PART-A</b>		<b>PART-B</b>	
1	Ambiguous	[ ]	A One who believes in fate
2	Misogynist	[ ]	B One who is above hundred years
3	Fatalist	[ ]	C A sentence whose meaning is unclear
4	centenarian	[ ]	D One who hates women
			E A difficult situation
			F The quality of continuing

\*\*\*\*\*

**SLOT THREE**

**When I was 13 ..... this life is done**

**Questions for triggering the topic:**

Transaction questions:

*Look at the picture in page five*

1. What do you see in the picture?
2. What is Nick doing?
3. Have you ever seen or heard about surfing by a person like Nick?
4. Is it really possible to surf without arms and legs?

5. Do you think it is safe to surf by a man like Nick without an assistant?
6. Isn't it an adventure by Nick?
7. Can you imagine who taught Nick surfing?
8. Do you believe this picture is a true one?

***“I realized why God had made us like this—to give hope to others.”***

1. What did Nick realize?
2. What made him realize about his birth?
3. How was it inspirational to him?
4. What decision did Nick take after his realization?
5. Does Nick hate the God now? Why not?

***“I decided to be thankful for I do have, not get angry about what I don't.”***

1. Who is 'I' in the passage?
2. Who did the speaker want to be thankful?
3. Why did the speaker decide to be thankful?
4. What change of attitude do you notice from the speaker's words?
5. How was his mood before this change of attitude?
6. What quality of Nick can you identify from this statement?

### **Transactional Question**

Can you pick out some other statements of Nick's positive and optimistic attitude?

***Transactional Interactive Questions: (Look at the pictures in page six)***

1. Guess the number of people gathered at the stadium.
2. Why do you think they gathered?
3. Who is speaking to the audience?
4. does he look happy or sad?
5. How could Nick play golf?
6. Who do you think is with Nick in the picture?
7. Does she have limbs?
8. Do you think she loves him?
9. If you were in her place, do you like to marry a torso?

***“The challenges in our lives are there to strengthen our convictions. They are not there to run us over.”***

1. What kind of challenges does the speaker face?
2. What strengthen our lives according to the speaker?
3. Have you ever happened to see such challenged persons? (transactional question)
4. What do you understand by the word 'challenges' in this context?
5. How did the speaker prove this statement?
6. Why was Nick given the Australian Young Citizen of the Year award?

***“She sped off really quickly”***

1. Who sped off quickly?
2. What made her to speed off quickly?
3. Who made her sped off quickly? How?
4. Pick out the words or phrases that indicate she frightened.
5. There is a funny incident in the passage. Identify it. (transactional question)

***“She was amazing.”***

1. Who was amazing in this context?
2. Who said these words?
3. Why was she amazing?
4. Where did the speaker meet her?
5. What did she teach the speaker?

***“No one has ever done that in the history of surfing.”***

1. What has never been done in the history of surfing?
2. Who has done ‘that’?
3. What made it possible for the speaker to do ‘that’?

**Transactional Questions:**

1. What do you know about Kanae?
2. What was she attracted to in 2008?
3. On which ideas are Nick and Kanae in touch with each other?
4. How could Nick put the engagement ring to Kanae?
5. When did they get married?
6. Is their baby also a torso?
7. Name the book published by Nick and his wife.
8. When was it published?
9. Read the message of Nick; do you agree with the message?
10. When does Nick feel his job is done?
11. When does Nick feel that his job is done?

**Creative Writing**

When Nick was thirteen he realized that God had made him to give hope to others. Imagining you are Nick, write a possible diary entry about his realization, feelings and thoughts about the future.

Kanae happened to listen one of the inspirational speeches of Nick. She was very much impressed about what he was saying. Imagining you were Kanae, write a diary entry.



**9. Editing:**

1. And once I am (a) on a car and the (b) girl in (c) traffic lights was look (d) at me interested (e).
2. Nick have (a) visited some country(b) all around (c) the world. He is now the (d) motivational speaker speak (e) to groups up to 110,000 people.

**10. Choose right options:**

1. “When I \_\_\_\_\_ (1) 13, I read \_\_\_\_\_ (2) newspaper article \_\_\_\_\_ (3) a disabled man \_\_\_\_\_ (4) had managed to achieve great things \_\_\_\_\_ (5) helped others”, said Nick.

- |             |          |        |          |
|-------------|----------|--------|----------|
| 1. A) is    | B) was   | C) am  | D) were  |
| 2. A) a     | B) an    | C) the | D) one   |
| 3. A) above | B) about | C) of  | D) off   |
| 4. A) which | B) that  | C) who | D) where |
| 5. A) and   | B) but   | C) as  | D) so    |

2. “I decided to \_\_\_\_\_ (1) thankful \_\_\_\_\_ (2) what I do \_\_\_\_\_ (3), not get angry \_\_\_\_\_ (4) what I don’t”, Nick \_\_\_\_\_ (5)

- |           |          |           |           |
|-----------|----------|-----------|-----------|
| 1. A) is  | B) are   | C) be     | D) was    |
| 2. A) for | B) to    | C) with   | D) of     |
| 3. A) has | B) had   | C) have   | D) having |
| 4. A) of  | B) about | C) for    | D) with   |
| 5. A) say | B) says  | C) saying | D) said   |

3. Nick \_\_\_\_\_ (1) travelling \_\_\_\_\_ (2) world \_\_\_\_\_ (3) 2008. He went to Hawaii \_\_\_\_\_ (4) met surfing master Bethany Hamilton, \_\_\_\_\_ (5) had her arm bitten by a shark when she was 12.

- |                 |          |          |           |
|-----------------|----------|----------|-----------|
| 1. A) had begun | B) begin | C) began | D) begins |
| 2. A) the       | B) an    | C) a     | D) all    |
| 3. A) on        | B) in    | C) at    | D) by     |
| 4. A) and       | B) but   | C) then  | D) as     |
| 5. A) which     | B) that  | C) who   | D) whom   |

**11. Combination of sentences (relative pronouns)**

1. Bethany had been bitten by a shark. She was a surfing trainer (who)
2. Bethany was amazing. She taught Nick how to surf. (who)
3. Nick gave many inspirational speeches. He encouraged many people to lead happy life. (who)
4. Nick and Kanae wrote “Love without Limits”. It was published in 2014. (which)

## 12. Change the voice

1. Nick and Kanae wrote “Love without Limits”
2. Nick read a newspaper article.
3. Nick is inspiring other disabled fellows.
4. They will never take away my beauty of eyes.
5. Nick won a bravery award.
6. Nick made a girl sped off.
7. Bethany taught Nick how to surf.
8. Nick caught some waves pretty well.
9. He learned how to spin.
10. He visited different countries.

## 13. Reporting

1. “When I was thirteen I read a newspaper”, Nick said.
2. “God had made me to give hope to others”, Nick says
3. “She was amazing”, Nick praised Bethany.
4. “I have a very low centre of gravity”. Nick says
5. “If I can encourage just one person, then my job is done”, Nick says

## 14. Adverbial clauses

1. I don't fall. I don't try again. (if)
2. Nick is differently abled fellow. He succeeded in life. (though)
3. A girl in the traffic was looking at Nick interestingly. Nick's eyes are beautiful. (as/since)
4. Nick has been visiting many countries. He gave many inspirational speeches. (use participle to combine)

## 15. Suitable Prepositions:

1. The challenges \_\_\_\_\_ (in/of) our lives are \_\_\_\_\_ (for/to) strengthen our convictions.
2. Nick made a 360 degree spin to freak a girl \_\_\_\_\_ (in/out) and she sped \_\_\_\_\_ (of/off) quickly.
3. Nick tells people to keep \_\_\_\_\_ (on/in) getting \_\_\_\_\_ (down/up) when they fall.

## 16. Verb Forms

1. The challenges in our lives \_\_\_\_\_ (be) to strengthen our convictions.
2. Nick \_\_\_\_\_ (begun) travelling the world and \_\_\_\_\_ (meet) Bethany, a surfing master.
3. I \_\_\_\_\_ (get) up there and \_\_\_\_\_ (feel) absolutely fantastic.

## 17. Giving Advice

1. You happened to meet a person with depression.  
You: Don't lose heart. Get inspiration from Nick.
2. You came across a person who wanted to kill himself.  
You: Don't commit suicide. God had made you on purpose to inspire others.

### 18. Polite Request:

1. *Kanae was inspired by Nick's motivational speeches.* Kanae to Nick: Marry me.
2. *Nick wanted to learn surfing.* Nick to Bethany: Teach me how to surf.
3. Nick on the stage in the stadium: Look at me and listen to me.

### 19. Choosing right Expression

1. Nick just got married. How would you greet him? ( )  
A) Happy married life B) congratulations C) I am happy D) best wishes
2. Recently Nick and Kanae had a son. How would you greet them?  
A) Don't lose heart B) It is nice of you C) congratulations D) It's alright.

### 20. Appropriate phrase

1. "I realized why god had made us like this" It is an expression of \_\_\_\_\_.  
A) joyful B) warning C) inspiration D) depressing

## PAPER II VOCABULARY

### 6. Synonyms

beautiful; completely; surprising; fabulous; horrified; pleased

She was **amazing** (a) . She taught me how to surf and I was **terrified** (b) at first, but once I got up there it felt **absolutely** (c) **fantastic** (d) and I caught some waves pretty well.

### 6. Antonyms

Bethany was amazing. She taught me how surf and I was **terrified** (a) at first. But once I got up there it felt **absolutely** (b) fantastic. I have a very **low** (c) centre of gravity so I have got good **balance** (d).

2. Nick **continued** (a) to travel the world. He met a **beautiful** (b) young girl. She attended a meeting where Nick was the **guest** (c) speaker. She was **attracted** (d) to Nick's message.

### 8. Right forms of the words

1. Nick and Kanae share their ideas on \_\_\_\_\_ (give/giving) hope to the needy. They fell in love and their \_\_\_\_\_ (engagement/engage) happened in August 2011. Then he said the most \_\_\_\_ (beauty/beautiful) words that every girl \_\_\_\_\_ (expect/expects) to hear.

### 9. Vowel clusters

1. I decided to do a 360 degree spin in the car seat to fr \_\_\_ k her out.
2. She sped off really q \_\_\_ ckly.
3. The football fan is now a motivat \_\_\_ nal speaker.
4. They were blessed with the birth of a h \_\_\_ lthy baby boy.



***“If you study history, you will find that all stories of success are also stories of great failures.”***

1. What will we find if we study history?
2. Do you believe these words? Why?
3. List the failures of Abraham Lincoln before his success as the president of USA.  
(Transactional question)

**Picture Reading questions:**

1. What is there in the hand of the person in the picture? (page 15 top)
2. Who is he? What is his name?
3. Read the passage about him.

***“He was publicly humiliated”***

1. Who was humiliated?
2. Why was Lee De Forest publicly humiliated?

**Transaction questions:**

1. What was the New York Times editorial question?
2. What was achieved by the Wright Brothers?
3. Who was Colonel Sanders?
4. What do you know about Walt Disney?

***After seeing a small mouse he was inspired.***

1. Who was inspired?
2. How was he inspired?

**Creative Writing:**

*Colonel Sanders had knocked more than a thousand doors before he got his first order. Imagine you were Colonel Sanders and make an entry in the diary. Express your feelings after your first success.*

**Unit One B Reading “Every Success Story is also a Story of Great Failures”**

**Slot Two: “Failure is the gateway to success...we tried as hard as we could?”**

**Transaction Questions:**

**Look at the picture in page 15.**

1. Do you know the person in the picture?
2. What do you know about him?
4. What does he hold in his hand?
5. Read the passages about him.

***“Your Tommy is too stupid to learn, get him out of the school.”***

1. Whose words are these?
2. Why do you think these words were written?
3. Who was Tommy?
4. Why did the speaker think he was stupid?
5. Was the speaker right or wrong?

**Transactional Questions:**

1. Do the successful people do great things?
2. What was there in the note written by the teacher?
3. What was the mother’s reply?
4. What was Thomas Edison’s disability?
5. How was Henry Ford failed before his success?
6. Do you consider these people as failures?
7. ‘To Lincoln defeat was a detour and not a dead end’. Justify this statement from the life of Lincoln.
8. Who created Mickey Mouse? How was it created?
9. What qualities do you find in the most successful persons all over the world?
10. What is failing forward?
11. What happened when Thomas Edison was 67?
12. How did Thomas Edison feel when he lost everything to fire?

***“There is great value in disaster.”***

1. Who said these words?
2. Which disaster did he face?
3. What was his reaction when that disaster happened?
4. What did he invent after this disaster?
5. What attitude do you suppose from his words?

**Transactional Questions:**

1. Do you find some more examples of the failures of the successful people?
2. What did Napoleon Hill write?
3. What did the young man want to know about?
4. Where did the young man and Socrates go?
5. Weak desire is compared to one thing in the passage. What is it?
6. How do setbacks make us successful?
7. What did Socrates do when the water got up to their neck?
8. What did the young man immediately do after his head was pulled out of the water?

***“That is the secret to success”***

1. Who said these words and to whom?
2. What is the secret to success?

**Transactional Questions:**

1. What would a man with great determination do if he failed in his attempts?
2. How can you say that Thomas Edison was a man with great attitude?
3. How do we get the motivation to succeed?
4. What do we need to have if we want to be successful?
5. Can a man who has weak desire get the success? Why (not)?

**Creative Writing:**

*The young man learned the secret to success when Socrates ducked him into the water and kept him there until the man started turning blue. Then Socrates asked him what the young man had wanted most when his face was in the water.*

**Now write a possible conversation between the young man and Socrates.**

**Prepare a speech on “Failures are the stepping stones to success”.**

\*\*\*\*\*

**Unit One**

**C Reading**

**Slot One: He was short.....as much as you want**

Transactional Questions:

Look at the picture in page 25:

1. Who do you think the man is?
2. Where do you think he is sitting?
3. Have you ever met such a person?
4. How do you think such a person becomes great people?
5. What qualities do you think such people possess?

***He was short. He was sharp. He was the brightest boy in his class. His seniors used to ask him to solve their difficulties in Science.***

1. Do you know who is ‘he’ in the passage?
2. What kind of a boy was he?
3. Why did his seniors use to approach him?
4. Do admit that he was a bright and intelligent boy?
5. What kind of aspirations does an intelligent boy have about his future?
6. Can you imagine this boy’s future aspirations?

***He, like all the boys in his class, was trying to get admission into some engineering college.***

1. Who was the boy?

2. What do you know about his family?
3. Do you know where do the brighter students wish to study?
4. Who want to study in the IITs?
5. How do they get admission into an IIT?

***He was the guide for the others***

1. Who was the guide?
2. Who did he guide?
3. How did he guide them?
4. What for had he guided them?
5. What was his dream?
6. What is the ultimate aim of any bright student?

***The D-Day came***

1. What do you understand by the term D-Day?
2. Which day was mentioned as D-Day?
3. Why was it called D-Day?

***“Anna, I have passed the exam.”***

1. Who was called ‘Anna’?
2. Who was speaking to ‘Anna’?
3. Which exam had he passed?
4. What opportunity would he get by passing that exam?

***His father stopped reading the newspaper. He lifted his head and said with heavy voice, “My son, you are a bright boy. You know our financial position”***

1. Why was the father’s voice heavy?
2. What do you know about his financial position?
3. Why do you think he was mentioning his financial position?
4. What is the difficult situation for the boy’s father?
5. Would the father allow the boy to study in an IIT? Why not?
6. How would you feel if you were that boy?
7. What suggestion would you give to the boy if you were his father?

**Creative Writing**

*The boy’s father expressed his inability to send the boy to an IIT. Write a conversation between father and son convincing his father to permit him to join an IIT.*

*The boy’s father could not send him to join an IIT, though he had passed IIT entrance exam with a high rank.*

Imagine you were the boy and make an entry in your diary. Mention the thoughts and feelings.



SLOT - 2

*Indeed it was a difficult situation for any father to say 'no' to his bright son.*

1. Who is the father and who is the son?
2. Why was it difficult for the father?
3. What was the difficult situation?
4. Why was it difficult for the father?
5. How did the son prove that he was a bright one?
6. Why was the father forced to say 'no'?
7. If you were the father, what would you do?

*His father was sad that he had to tell the bitter truth to his son.*

1. Why was his father sad?
2. Whose father was sad?
3. Why was he sad?
4. What was the bitter truth?
5. Why was it bitter to the son?
6. What was the reality of the situation?
7. Who had to understand the reality, the boy or the father?
8. What would be the reaction of the son?

*It seemed his dreams had burnt to ashes.*

1. Whose dreams had burnt to ashes?
2. What were his dreams?
3. Why had his dreams seemed burnt to ashes?
4. Had his dreams really burnt to ashes? Justify.

*His heart was bleeding. But he did not get angry with anybody.*

1. Whose heart was bleeding?
2. Why was his heart bleeding?
3. Did he get angry with anybody?
4. What quality of the boy do you find from this passage?

*He was not part of it.*

1. Who was not part of it?
2. What does the word 'it' refer to?
3. Why was he not part of it?
4. What is his mood in this situation?

*"You should have made it"*

1. Who said these words?
2. Who is 'you' in this context?
3. What should the listener have made?
4. Why shouldn't he make it?

*He stood there motionless.*

1. Who stood there motionless?
2. Where did he stand motionless?
3. Why did he stand there motionless?
4. Was he angry or jealousy of his friends?
5. What was the boy thinking about?

*'But it is not the institution; ultimately it is you alone who can change your life by hard work.'*

1. Were these words spoken to somebody else?
2. What quality of the person do you find from these words?
3. What can change your life, institution or hard work?
4. Who is 'you' in this context?
5. Why had this thought come to the person's mind?

*He became the pioneer of India's software industry and started Information Technology wave.*

1. Who is 'he'?
2. Had he studied in any IIT?
3. What quality helped him to become the pioneer of India's software industry?
4. What do you think was his motto?
5. What is his full name?
6. What is he founder of?

### ***Creative Writing***

1. Prepare a speech on "Poverty is not a Hindrance for Education"
2. *Narayana Murthy's friends went to Chennai to join in the IIT, Madras. He reached home after saying good-bye to them at the railway station.*  
Write a possible diary entry imagining you were Narayana Murthy.
3. *Narayana Murthy became a pioneer of India's software industry. He happened to meet his old friend who studied in an IIT.*  
Write a possible conversation between Narayana Murthy and his friend.

\*\*\*\*\*

## UNIT-2

## WIT AND HUMOUR

### Questions for discussion

1. Who are dear to you in your family?
2. Why are they dear to you?
3. How do you feel if someone or something dear to you departs from you?
4. Have you ever watched a drama?
5. What is a drama?
6. Do you like to act in a drama?
7. Which sort of character would like to play?
8. Do you like to play humorous characters?
9. Who is your favourite comedy actor?

### UNIT – 2

### A READING

### DEAR DEPARTED – I

### SLOT – I

**Mrs. Slater:** (sharply) Victoria ..... Henry, lift your end. (pp. 37-40)

***Victoria, Victoria! D'ye hear? Come in, will you?***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What is Victoria to the speaker?
4. Why was Victoria asked to come in?
5. Where was Victoria by the time?

***I'm amazed at you, Victoria. I really am. Be off now, and change your dress.***

1. Why was the speaker amazed?
2. Where should Victoria be off?
3. Why should she change her dress?
4. What kind of dress should she wear? Why?

***It would never do for them to find you in colours with grandfather lying dead, upstairs.***

1. Who is the speaker speaking to?
2. Who does 'them' refer to?
3. What does 'it' refer to?
4. Why would 'it' never do for them?

***What are they coming for? They haven't been here for ages.***

1. Who does the word 'they' refer to?
2. What are they really coming for according to the speaker?
3. What is meant by the phrase 'for ages'?
4. Why haven't they been 'here' for ages?
5. Which place does the word 'here' indicate?

***They're coming to talk over poor grandpa's affairs.***

1. Who is the speaker?
2. Who is the speaker speaking to?

3. Who are 'they' here?
4. Why are they coming?
5. What do 'grandpa's affairs' mean?

***I'm wondering if they'll come at all.***

1. Who is 'I'?
2. Who are 'they' in this context?
3. What is the speaker wondering about?
4. Why does the speaker make this comment?

***She said she'd never set foot in your house again.***

1. Who is the speaker speaking to?
2. Who does, 'she' refer to?
3. Why did 'she' say that she'd never set foot..?

***They'll be very small for me, my dear.***

1. Who is the speaker?
2. What will be very small for the speaker?
3. Who is dear to the speaker?

***I'm not going to have them wasted.***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What does 'them' refer to?
4. How does the speaker want to use 'them'?

***You know I always wanted to have it after he died.***

1. What does 'I' always want to have?
2. What does 'it' refer to?
3. Who is 'he' in this context?
4. Is 'he' dead?

***You must arrange with Elizabeth, when you are dividing things up.***

1. Who must arrange with Elizabeth?
2. Why must the listener arrange with Elizabeth?
3. Whose things are being divided?
4. Why are the things to be divided?

***They'll be very small for me.***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What does, 'they' refer to?
4. Why will they be very small for the speaker?

***She'll see I am after it, and we will drive a hard bargain over it.***

1. Who will see who is after it?
2. What is that 'she'll see 'I' am after it'?
3. What is meant by the phrase 'we'll drive a hard bargain over it'?

4. Who are we in this context?

*She's never been here since father bought it. If it was only down here instead of in his room she'd never guess it wasn't our own.*

1. Who involved in this conversation?
2. About whom the persons are talking?
3. Why hasn't she been 'here'?
4. What does the word 'it' refer to?
5. What couldn't she ever guess according to the speaker?
6. What should the persons do to mislead 'she' according to the speaker?

*Grandpa gave it to your mother before he died.*

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What does 'it' refer to?

*I have always wanted to get rid of it.*

1. Who has been speaking to whom?
2. What has 'I' wanted to get rid of?
3. Where has 'I' wanted to keep it?

*Are you planning to pinch it?*

1. Who is the speaker?
2. Who is the speaker speaking to? / Who does 'you' refer to?
3. What are they planning?
4. What does 'it' refer to?
5. What is the meaning of 'pinch'?

### **Creative Expression**

Mrs. Slater was trying to pinch the bureau and the clock of her father. Victoria did not like this attitude, imagine you were Victoria and make a diary entry about the incident, expressing your feelings about the nature of Mrs. Slater and Henry.

**Paper – I**

**Part B**

**Grammar**

### **9. Editing**

1. **While** (a) the curtain rises Mrs. Slater is **see** (b) laying the table. She is **the** (c) vigorous, plump, red-faced, vulgar woman prepared to **doing** (d) any amount of straight talking **for** (e) get her own way.
2. I'm amazed **for** (a) you, Victoria. I really **is** (b). Be **of** (c) now, and change your dress before your aunt **but** (d) uncle come. It would never do for them to **found** (e) you in colours.

They are **came** (a) to talk **with** (b) poor grandpa's affairs. Your father **send** (c) them **the**(d) telegram as soon as we **find** (e) he was dead.

I am not **go** (a) to have them **waste** (b). I have **be** (c) thinking about that bureau **off**(d) my father's that is **over**(e) his bedroom.

We **can** (a) put that shabby old chest of drawers upstairs **when** (b) the bureau is now. Elizabeth could have that **but** (c) welcome. I **has** (d) always wanted **for** (e) get rid of it.

### 10. Choose right options:

I'll fasten \_\_\_\_ (1) front door. Get your coat \_\_\_\_\_ (2), Henry. We \_\_ (3) change it. I'll run up \_\_\_\_\_ (4) move the chairs out of the \_\_\_\_\_.

- |             |           |          |          |
|-------------|-----------|----------|----------|
| 1. A) a     | B) an     | C) the   | D) one   |
| 2. A) off   | B) of     | C) over  | D) for   |
| 3. A) would | B) should | C) will  | D) shall |
| 4. A) but   | B) and    | C) that  | D) so    |
| 5. A) way   | B) away   | C) await | D) along |

### 11. Combination of Sentences (Relative Clauses)

1. Mrs. Slater was amazed at Victoria. She was in colours. (Who)
2. The Jordans are coming to the Slaters. They haven't been there for ages. (Who)
3. Amelia asked Henry to wear new slippers. They were very small for him. (Which)
4. Amelia was always thinking about the bureau. She wanted to have it. (Which)

### 12. Change the following into passive voice

1. You need a new pair of shoes.
2. You would better wear these new slippers.
3. We'll drive a hard bargain.
4. We can do it before they come.
5. We could put the shabby chest upstairs.
6. I shall fasten the front door.
7. Get your coat off.
8. We will change it.
9. Grandpa gave it to your mother.

### 13. Reporting

1. Mrs. Slater said, "I am amazed".
2. Victoria said, "What are they coming for?"
3. Henry said, "She would never set foot in your house."
4. Henry said, "Where are my slippers?"
5. Mrs. Slater said, "They will stretch."
6. Mrs. Slater said, "I have been thinking about bureau."
7. Victoria said, "Are you planning to pinch it?"

#### 14. Combination of Sentences (Adverbial Clauses)

1. Abel was found dead. Mrs. Slater was in black. (so)
2. Amelia and Elizabeth quarreled. Elizabeth said that she would never set her foot in Amelia's house. (when)
3. Henry can't wear Abel's slippers. They are very small for him. (because/since/for)
4. We found he was dead. Your father sent them a telegram (as soon as)
5. He is over seventy. He is vigorous and well coloured (although)

#### 15. Prepositions

1. I am amazed \_\_\_\_\_ you (at, in). Be \_\_\_\_\_ now (of, off).
2. What are they coming \_\_\_\_\_ (for, about)? They haven't been here \_\_\_\_\_ (for/about) ages.
3. They will be very small \_\_\_\_\_ me (to, for) \_\_\_\_\_ (to/for) wear.
4. My father was \_\_\_\_\_ his bed room (in, into) when I went \_\_\_\_\_ (for/to) serve him food.
5. We could put that shabby old chest \_\_\_\_\_ drawers (of, off) in the old man's room. The clock is always appealed \_\_\_\_\_ (to/for) me.

#### 16. Verb forms

1. Your father \_\_\_\_\_ (send) them a telegram as soon as we \_\_\_\_\_ (find) he was dead.
2. What are they \_\_\_\_\_ (come) for? They haven't \_\_\_\_\_ (be) here for ages.
3. Mother and I \_\_\_\_\_ (be) going to \_\_\_\_\_ (bring) grandfather's bureau down here.

#### 17. Advice

1. Victoria is in colours. Grandpa is lying dead. How would you advise her to wear mourning dress?
2. Your friend is wearing torn slippers. How would you advise him to buy new shoe.
3. An insurance agent to the customer: Pay the insurance in time.

#### 18. Polite forms

1. Victoria was in colours. Mother to Victoria: Be off and wear mourning dress.
2. Amelia to Henry: Wear my father's slippers.
3. Amelia to Henry: Bring the bureau down.
4. You to your friend: Run up and move the chairs out of the way.

#### 19. Choosing the right phrase

1. Your friend has lost his father in an accident. What would you say to him? ( )

- A) All the best      B) I am sorry      C) condolences      D) I am happy
2. Your friend wanted to pinch his father's purse. What would you say to him? ( )
- A) All the best      B) I am afraid      C) Don't be a thief      D) I am happy

**20. What does the following sentence mean. Put a tick (✓) mark against the right answer.**

**I am amazed.**

- A) expressing happiness      ( )      B) expressing wonder      ( )
- C) expressing nervousness      ( )      D) expressing joy      ( )

**PAPER—II**

**PART—B**

**6. Synonyms**

1. 

strong, ready, impolite, fat, weak, lean
--

When the curtain rises Mrs. Slater is seen laying the table. She is **isvigorous** (a), **plump** (b), red – faced, **vulgar** (c) woman **prepared** (d) to do any amount of straight talking to get her own way.

2. 

dress, enters, leads, fat, self – satisfied, annoying
---

Victoria **ushers** (a) in Ben and Mrs. Jordan, The latter is a stout, **complacent** (b) woman with an **irritating** (c) air of being always right. She is wearing an **outfit** (d) of new mourning.

**7. Antonyms**

- They're **coming** (a) to talk over **poor** (b) ground pals affairs. Your father **sent** (c) them a telegram as **soon** (d) as we found he was **dead** (e)
- She'll come **fast** (a) enough **after** (b) her share of what our father's left. You know how **hard** (c) she can be when she **likes** (d) where she gets it from I can't tell.

**8. Right forms**

- When the curtain rises Mrs. Slater is seen laying the table. She is a \_\_\_\_\_ (**vigor/vigorous**) Plump, red-faced \_\_\_\_\_ (**vulgar, vulgarly**) woman \_\_\_\_\_ (**prepared/preparation**) to do any amount of \_\_\_\_\_ (**straight/straighten**) talking to get her own way.
- Victoria ushers in Ben and Mrs. Jordan. The \_\_\_\_\_ (**later/latter**) is a \_\_\_\_\_ (**start/startly**) \_\_\_\_\_ (**complacment/complacency**) Woman with an \_\_\_\_\_ (**irritating/irritation**) air of being always right.



## 9. Vowel Clusters

It would never do for them to find you in col \_\_\_ rs.

When you and Elizebeth q \_\_\_ rrelled, she said she would never set f \_\_\_ t in your own house again.

We could put that shabby old chest of drawers upst \_\_\_ rs.

## 10. Suffixes

Those old ones are \_\_\_\_\_ (near/nearly) worn out.

## 11. Wrongly spelt words

- |             |           |            |          |
|-------------|-----------|------------|----------|
| 1. curtain  | certain   | bargain    | kichen   |
| 2. vigorous | malicious | precotious | upstairs |
| 3. shabby   | telegram  | handsome   | afairs   |

## 12. Put the following words under correct headings

1. [ crisis, syllabus, thesis, fungus, datum, phenomenon, diagnosis, species]

Latin words Greek Words

2. [greedy, overpowering, honest, sensitive, blunt, straight talking, humble, polite]

Positive Traits Negative Traits

## 13. Using the Expressions in Own Sentences

- a) red-faced                      b) straight talking                      c) get one's own way      d) wear out  
e) break down                      f) drive a hard bargain                      g) for ages                      h) get rid of  
i) set foot

## 14. Match the following

- | PART - A |             | PART - B |  |
|----------|-------------|----------|--|
| 1        | precocious  | [        | ] A A shelf protecting the wall over the fireplace |
| 2        | bureau      | [        | ] B A large strong box                             |
| 3        | mantelpiece | [        | ] C intelligent                                    |
| 4        | chest       | [        | ] D To allow to do what you want                   |
|          |             |          | E A writing desk with drawers                      |
|          |             |          | F Wearing a particular type of clothing            |

Mrs. Jordan: Well, Amelia..... Hist! Listen (pp. 40-43)

*And now perhaps you'll tell us all about it.*

1. Who is speaking to whom?
2. What is 'it' the speaker wants to know?

*My word, it's a good thing he did.*

1. Who did a good thing according to the speaker?
2. What good thing did he do?
3. Did 'he' really do that good thing?
4. Who said that 'he' had done that good thing?

*He was quite cold.*

1. Who was quite cold?
2. What did the speaker want to convey by saying that 'he was quite cold'?

*I'm not particular.*

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What is the speaker not particular about?

*One thing we may as well decide now is the announcement in the papers.*

1. Who are 'we' in this context?
2. What may they decide?
3. What is the announcement about?

*The drunken old beggar!*

1. Who spoke these words?
2. Who was called 'drunken old beggar'?
3. Why was he called 'drunken old beggar'?
4. What character trait do you assume to the speaker from this context?

*He's done it on purpose, just to annoy us.*

1. Who is 'he'?
2. What has he done?
3. Who is the speaker speaking to? Who are 'us' here?
4. Has he really done the thing that the speaker is speaking about?
5. What was the purpose of doing it according to the speaker?

*The child's crazy.*

1. Who is the speaker and who is the speaker speaking to?
2. Who is the child?
3. Why is the child said to be crazy?

**Hist! Listen.**

1. Who is the speaker?
2. What is the speaker asking the others to listen?

**Creative Expression**

The Jordans and the Slaters thought Abel was dead. But he woke up from deep sleep and came downstairs. Now write a possible conversation among Abel, his daughters and his sons-in-law.

Henry felt shocked when Victoria asked him, "Are you planning to pinch it?" But he could not stop Amelia from pinching the bureau and the clock of Abel. Imagine you were Henry and make a diary entry touching the personality traits of Amelia.

**Paper – I**

**Part B**

**Grammar**

**9. Editing**

Well, we will thought (a) about it after tea, and than (b) we will look through his bits off (c) things and made (d) a list of them. There is all the furnitures (e) in his room.

Anyhow, there are (a) his insured (b) money. Have you get (c) the receipt to (d) the premium he pay (e) this morning.

**10. Choose right options:**

Victoria ushers \_\_\_\_\_ (1) Ben and Mrs. Jordan. The \_\_\_\_\_ (2) is a stout woman with \_\_\_\_\_ (3) irritating air of being always right. She \_\_\_\_\_ (4) wearing an outfit of new \_\_\_\_\_ (5).

1. A) in                      B) at                      C) on                      D) out
2. A) later                    B) latter                    C) letter                    D) litter
3. A) a                      B) an                      C) the                      D) none
4. A) is                      B) was                      C) were
5. A) morning B) evening                      C) mourning

\_\_\_\_\_ (1) we'd finished dinner I thought I'd take up \_\_\_\_\_ (2) bit of something \_\_\_\_\_ (3) a tray. He was lying there \_\_\_\_\_ (4) all the world \_\_\_\_\_ (5) he was asleep.

1. A) By                      B) When                      C) Where                      D) which
2. A) a                      B) an                      C) the                      D) one
3. A) in                      B) at                      C) on                      D) with
4. A) for                      B) on                      C) of                      D) off
5. A) though                      B) but                      C) as if                      D) and

Yes, but he didn't \_\_\_\_\_ (1) into \_\_\_\_\_ (2) town. He \_\_\_\_\_ (3) old Mr. Tattersall down the street and they went \_\_\_\_\_ (4) past St. Philip's Church. It \_\_\_\_\_ (5) overdue.

1. A) went                      B) go                      C) went                      D) goes
2. A) the                      B) take                      C) because                      D) of

3. A) met            B) meet            C) meeting    D) have met
4. A) on            B) off            C) of            D) away
5. A) is B) were            C) was            D) been

### 11. Combination of sentences (Relative Pronouns)

1. The meeting was a great success. It was held in Mrs.Slatter’s house. (which)
2. Her grandpa died. He was lying on the bed. (who)
3. Victoria was an innocent girl. She loved her grandpa very much. (who)

### 12. Change the following into passive voice

1. Grandpa gave a watch to Jimmy
2. I have not seen it.
3. Mrs. Slater pinched the bureau.
4. Ben did a good thing.
5. Henry gave a statement in the newspaper.
6. Victoria loved her grandpa.

### 13. Change the following into reported speech

1. Victoria said, “I have not seen it”.
2. Ben said, “I am not particular”.
3. Jordan said, “He has gone at last”.
4. Ben said, “Was it overdue?”
5. Slater said, “I don’t know”.
6. Ben said, “He has not paid it”.
7. Jordon asked, “What would you put?”

### 14. Combine sentences using adverbs

1. Father did everything. He was living with us (when)
2. The kettle is ready. We will have tea first(if)
3. Look in the kitchen. You want a new pair (if)
4. She succeeded. She worked hard (since)
5. The bureau was very attractive. She stood looking at it (so----that)

### 15. Prepositions

1. We have all got \_\_\_\_\_ die (to, of)
2. Tell us all \_\_\_\_\_ it (about, for)
3. He went out soon \_\_\_\_\_ breakfast (after, before)
4. She snug \_\_\_\_\_ bed (in, at)
5. You go \_\_\_\_\_ and look at grandpa(up, above)
6. I was thinking \_\_\_\_\_ that(of, off)
7. He did this just \_\_\_\_\_ annoy us ( to, by)

### 16. Verb forms

1. Grandpa \_\_\_\_\_ (give) it to your mother before he \_\_\_\_\_ (die).

2. It is a good thing he \_\_\_\_\_ (do).
3. He \_\_\_\_\_ (promise) that to our Jimmy
4. He was \_\_\_\_\_ (live) with us.
5. He \_\_\_\_\_ (meet) Mr. Tattersall

### 17. Advice

1. Your friend had not paid insurance premium. Advise him to pay it.
2. Abel is sick. Advise Amelia to take care of him.

### 18. Polite Request

1. Mrs. Jordan to Mrs. Slater: Tell us all about that.
2. Mrs. Slater to the Jordans: Go up and look at him now.
3. You to a guest: Have a cup of tea.
4. Henry to Ben: Give announcement in the papers.
5. Elizabeth to Amelia: Make a list of all the bits.
6. An agent to the policy holder: Pay your insurance in time.
7. Amelia to Victoria: Run upstairs and fetch the bunch of keys.

### 19. Choosing the right expression

1. Your grandfather promised a gold watch to you. What would you say to him? ( )  
A) thank you      B) how nice      C) keep it up      D) best wishes

### 20. What does the following sentence mean? Put a tick ( ✓ ) mark against the right answer.

He has done it on purpose, just to annoy us.

- A) blaming ( )    B) praising ( )    C) commanding ( )    D) stating ( )
2. My word. It's a good thing he did.  
A) Scolding ( )    B) appreciating ( )    C) giving information ( )    D) making a suggestion ( )
3. Father promised gold watch to your Jimmy! I never heard of that.  
A) agreeing ( )    B) disagreeing ( )    C) scolding ( )    D) wondering ( )
4. The drunken old beggar!  
A) surprise ( )    B) wonder ( )    C) disgust ( )    D) rash ( )

## Paper – II

## Part B

### 6. Synonyms

welcome; sacrificing; modify; self-satisfied; dress; criminal
---

Victoria ushers (a) in Ben and Mrs. Jordan. The latter is a stout complacent (b) woman with an irritating air of being always right. She is wearing an outfit (c) of new mourning. Ben is trying to adapt (d) himself to the regrettable occasion.

bright; harmful; dull; clothing; very active; laughing quietly

A slight chuckling (a) is heard from upstairs. The door opens revealing an old man clad (b) in a faded but gay (c) dressing-gown. He is in his stockinged feet. He is vigorous (d) and well-coloured. His bright malicious (d) eyes are twinkling.

### 7. Antonyms

Ben is rather a jolly (a) little man, trying to adapt (b) himself to the regrettable (c) occasion. Mrs. Jordan sails into the room and solemnly (d) goes straight to Mrs. Slater.

### 8. Right forms of the words

1. Victoria ushers in Ben and Mrs. Jordan. The..... (later / latter) is a .....(stout / stoutly) .....( complacent / complacency ) woman with an .....(irritating / irritation ) air of being always right.

2. Father had been..... (merry / merrying) this morning. He went out to .....(pay / paid) his insurance. He always was .....(thoughtful / thoughtfully) in that way. He was too.....( honourable / honorary).

### 9. VOWEL CLUSTERS

1. She is w \_ \_ ring an \_ \_ tfit of new m \_ \_ rning.
2. He always was th \_ \_ ghtful in that way.
3. He was too hon \_ \_ rable to have gone without paying his prem \_ \_ m.
4. He was lying as is he was asl \_ \_ p.
5. Put the bur \_ \_ u down.

### 10. SUFFIXES

1. He went out soon to pay his insur.....(ance / ence )
2. He was always thought.....(ful / Full )
3. He was too honour.....(able / eble)
4. There is no jewel.....(ery / ary )
5. The drunk.....(en / an ) old beggar.

### 11. Wrongly Spelt words

- |              |          |           |         |
|--------------|----------|-----------|---------|
| 1. furniture | stagger  | beggar    | vulgar  |
| 2. lunktch   | bunch    | bench     | crunch  |
| 3. swindling | breaking | checkling | morning |
| 4. twinkle   | quarel   | kettle    | bottle  |

**12. Arrange the following words under the correct headings.**

Syllabi, fungus, datum, phenomenon, data, fungi, phenomena, syllabus

Singular forms

Plural forms

crisis, syllabus, data, thesis, diagnosis, species, erratum, phenomenon

Latin forms

Greek forms

errata, data, media, axis, basis, crises, diagnoses, phenomena

**Latin words**

**Greek words**

**13. Use the following expressions in sentences of your own**

**Idiomatic expressions:**

at length; give way; on purpose; take by surprise; at a loss

**14. Match the following**

1	usher	[ ]	A	Self satisfied
2	complacent	[ ]	B	Who can hurt you
3	overdue	[ ]	C	Cheerfully and actively
4	snug	[ ]	D	Show the way
			E	Not paid by the expected time
			F	Warm and comfortable

*You took us by Surprise, father Are you keeping quite well?*

1. Who is referred to as 'Father'?
2. Who spoke these words?
3. Why was the speaker surprised?

*I told him to put them on to stretch them; they were that new and hard.*

1. What does the word 'they' refer to?
2. Why did the speaker ask them to put on?

*Oh, Grandpa, I'm so glad you are not dead?*

1. Who speaks these words?
2. What happened to grandpa?
3. Why was the Speaker so glad?

*Ah, thank you, Vicky, but I'm feeling better.*

1. Who is Vicky?
2. Why was the speaker thanking Vicky?

*Abel: Isaac? And where did your brother Isaac die*

*Ben: In-er-in Australia*

1. Who are the two persons involved in the conversation?
2. What happened to Isaac, according to the speaker?
3. Which expression in the above lines tell us that been is not confident?
4. What does the interjection 'er' suggest about Ben?

*Abel: Why, Ben, you are in mourning! And Lizzie too. And Amelia, and Henry and little Vicky! Who's gone dead? It's someone in the family?*

1. Why did Abel ask this question?
2. Why do you think they are all in mourning?
3. Has someone gone really dead?

### **Creative Expression**

Victoria was glad that her grandfather was not dead. She didn't like the way her parents and the Jordans treated his grandfather but their quarrelling for his properties. Now imagine you were Victoria and make a diary entry mentioning your opinions towards the Slaters and the Jordans.

\*\*\*\*\*

*Abel: (suddenly recollecting) Ay, Amelia ..... to the 'Ring-o-Bells' on Monday. (pg47-50)*



***I'll not be quiet. Oh, I call it double-faced.***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What does 'it' refer to?
4. Why did the speaker call 'it' double-faced?

***Are you such a poor creature that you must do every dirty thing she tells you?***

1. Who is called a poor creature?
2. Who is 'she' in this context?
3. Who is the speaker?
4. What relationship is there between the speaker and 'she'?
5. Why does the 'poor creature' do everything she tells?

***Who's been robbing me?***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What has been robbed?
4. Why has been the speaker robbed?

***They sneaked into your room like thieves in the night and stole them after you were dead.***

1. Who was complaining about whom?
2. Who were compared with thieves?
3. Why were 'they' compared with thieves?
4. Who was 'you' here?
5. Who was said as dead?
6. Was the person really died?
7. Why did 'they' think 'you' were dead?

***No, but they thought you were.***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. Who does 'they' refer to?
4. What did 'they' think?

***That was a big mistake.***

1. What was a big mistake?
2. Who made the big mistake?
3. Who said these words?
4. What was the mood of the speaker when he/she said these words?

***I don't think father will fancy living on with you after what's happened today.***

1. Who is 'I' in this context?
2. What has happened that day?
3. Who are 'you' here?
4. Whose father is he? What is his name?
5. Why can't father fancy living on with 'you' according to the speaker?

***He is out of his senses.***

1. Who is he?
2. Who said these words?
3. What made the speaker opine that 'he' is out of his senses?

***I say I'm going to get married.***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. Who is the speaker going to get married?
4. Why is the speaker going to get married?

***I found someone who'd think it a pleasure to look after me. We shall be very glad to see you at the ceremony.***

1. Who found someone?
2. Who was that someone?
3. What would 'someone' think about the speaker?
4. Who shall be very glad to see 'you'?
5. Who were 'you' here?
6. Which ceremony is referred here?
7. What was going to happen at the ceremony?
8. Would it be a happy ceremony to the listeners? Why?

### **Creative Expression:**

1. Write a description of the character of Mrs. Slater.
2. Write a possible conversation between Victoria and her mother about pinching her grandpa's things.
3. Imagine that you were Victoria. You observed your parents and your uncle and aunt talking about your grandpa. You were surprised and shocked at their behaviour. Now, describing your thoughts about what has happened write a diary entry.
4. You were one of the delegates of the 'World Grandparents' Day' celebrations held in your school. Prepare a script for speech.
5. Imagine you were Abel Merry Weather. Write a letter to your friend about how the daughters treated you and what they are more interested in. And also invite your friend to your marriage, duly justifying your decision of marrying at an old age.

**Transactional Questions**

1. Do you like folk tales?
2. Have you ever read folk tales?
3. Could you tell me the names of some folk tales you like?
4. Why do you like them?
5. What will you do if you were praised for a thing which you have not done?
6. Have you ever pretended to be fearless though you were frightened?
7. What made you to pretend fearless?

***It was dark. These black clouds covered the evening sky. The thunder roared, and the strong wind shook the branches and leaves of the trees in the forest.***

***Pit—pat---pit drops fell.***

1. How was the sky?
2. Which sounds in the passage indicate rain?

***A leak? The tiger thought-“What is a leak? It must be very dangerous and strong or the women would not be more frightened of the leak than me. Am I not rightly called the king of the forest?”***

1. What was the tiger afraid of?
2. Is ‘a leak’ such a dangerous creature?
3. What does ‘a leak’ mean actually?
4. Who is called the king of the forest?

***You, horrible beast! A voice screamed angrily. How dare you run away? How you make me walk about in the middle of the night trying to find you!***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. Why is the speaker angry at the beast?
4. What is the speaker actually speaking to? / Is the speaker speaking to the right beast?

***“My stupid donkey must have run off into the forest”, he grumbled. When I catch him I’ll give him a good beating.***

1. Who is the speaker?
2. Whose donkey was it?
3. What would the speaker do if the donkey was caught?

***Next morning the villagers who passed the potter's house looked in amaze must as the tiger tied to the tree. Soon the news spread throughout the village that the potter had caught a tiger and tied it to a tree in his yard.***

1. Why were the villagers amazed? / How did the villagers feel when they saw a tiger tied to a tree?
2. Who tied the tiger to a tree?
3. Did the potter believe that he had tied the tiger to a tree?

***"Your majesty", minister said, "I know someone who can lead our army."***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. Who did their army need?
4. Why did the army need someone?

***I shall never be able to climb onto his back.***

1. Who is the speaker?
2. Who does 'his' refer to here? What shall the speaker never be able to climb?
3. Why shall the speaker never be able to climb onto his back?

***'Now he has uprooted a tree with only one hand! He is not an ordinary man-he's a giant!' 'Run, run, save yourselves'!***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. Who is the man talked about here?
4. Where were they?
5. Why should they run?

***'Let him rest today. Tell him to come tomorrow to receive his reward.***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. Who is going to be rewarded?
4. Why was he going to be rewarded?

***Next morning the potter went to the king's palace. He left the brown horse in the stable and walked to the palace with his wife. The streets were filled with cheering crowds. They had all heard about his brave action.***

1. Why did the potter leave the horse in the stable?
2. Why were the streets filled with cheering crowds? / How did the people praise the potter's brave action?

3. What did the people think about the potter when they saw him walking to the palace?

### **CREATIVE WRITING**

- a) The potter was called for to the King's palace to lead the army. The frightened potter ran to the minister to explain him that he was not brave. Now prepare a possible conversation between the minister and the potter.
- b) The potter's wife went to the king's palace to hand over the letter. Prepare a possible conversation between the king and the potter's wife.

## Slot 1

**After spending.....did not want to go.(page 81, para 1)**

**Questions for transaction:**

1. Why do we feel leisure on Sunday only?
2. Why do you think any one feels tiresome on Monday to attend routine?
3. Have you ever felt enjoying more holidays after Sunday?

***After spending a leisurely Sunday at home, the very thought of returning to work on Monday is tiring. That is how I felt when I was preparing to return to my place of work after spending six months at home.***

1. Who is "I" in the passage?
2. Why was the speaker preparing to return to work?
3. How many months did the narrator spend at home?
4. Was the narrator happy or sad? Why?
5. Why did the narrator spend six months at home?

***The fact was that I was to leave behind my newly-wed wife and go to a far-off place did not help either. Obviously I did not want to go.***

1. Who had to be left behind? By whom?
2. Was the speaker ready to leave the present place? Why?

**Transaction Questions**

***However, I finally..... had got into debt. (81 page, 2<sup>nd</sup> para)***

1. What was his final decision?
2. Had he any luggage to carry? What was it?
3. Was he ready to carry his luggage?
4. Who carried his luggage from the bus stop?
5. What were the conditions of the narrator's roads?
6. Were they motorable roads?
7. Why had the narrator come home this time? any special purpose.
8. What did his parents arrange for him?
9. What did the narrator realize and when?
10. Why did he want to extend his leave?

***However, I finally did decide to go.***

1. Who is the speaker?
2. What did the speaker decide?
3. Where would the speaker go?

4. Where was the speaker by the time of this narration?
5. Why did he reluctantly decide to go?

***In any case while coming home we do not carry bedding. Besides I had come home this time round for a special purpose.***

1. Who is 'I' in the passage?
2. Who are 'we' in the passage?
3. Why didn't 'we' carry much luggage?
4. What was the special purpose mentioned in this context?

***"Initially I thought of extending my leave - even taking unpaid leave. But after some dilly dallying, I finally decided against it because marriage had increased my responsibilities and I had got into debt."***

1. Who is 'I' in this passage?
2. Why did the speaker think of extending leave?
3. What would happen if the speaker extended leave?
4. What was the speaker dilly-dallying about?
5. **'I finally decided against it'** -- What does 'it' refer to here?
6. Why did the speaker get into debt?

*On my way home.....chest on my back.*

#### **Questions for transaction**

1. Who carried the narrator's luggage from the bus stop?
2. Who were busy in the fields?
3. Why could not the narrator carry his luggage?
4. If you were the narrator what would you do?
5. What made him feel shy to carry the luggage?
6. What is not an issue for any young man? Why?

***On my way home from the bus stop, my trunk had been carried by a porter. The problem now was we couldn't find anyone who could help me carry the trunk to the bus stop.***

1. Who carried the trunk on his way home?
2. What was the problem now?
3. Why couldn't 'we' find anyone to carry the trunk?
4. Where was the narrator going to?

***'In fact, carrying the trunk should not have been such a worry for me except that my education had made me shun physical labour.'***

1. Who is the speaker of these words?
2. What made him shun physical labour?
3. Why was the narrator reluctant to carry his luggage?
4. What was the narrator?

**Finally, my father .....like to rest for some time?'. (Page 81)**

**Questions for Transaction**

1. Have you ever been far-off places?
2. Who carry the luggage normally?
3. Do your parents allow you to carry your luggage?
4. If so do you carry heavy luggage?
5. How do you feel if your father carries your luggage?

***Finally, my father came up with a solution. 'Don't worry. I myself will see you off at Dirang.'***

1. What was the problem?
2. Which solution did the father come up with?
3. Who was worrying?
4. Who is 'I' in the passage?
5. Who is 'you' in the passage?
6. Why should they go to Dirang?

***I protested. How could I allow my old father to carry my trunk?***

1. Who is 'I' in the passage?
2. What was protested?
3. Why did the speaker think that he couldn't allow his father to carry the trunk?

***But I failed to dissuade him.***

1. Who failed to dissuade whom?
2. Why did the speaker fail to dissuade him?

***You are late. Would you like to rest for some time?***

1. Who is the speaker?
2. Who is 'you' here?
3. Why did the speaker propose the listener to take rest?
4. Why was it necessary to the listener to take rest?
5. Where were they going?



## CREATIVE WRITING

7. a) A Large crowd gathered at our place on the day I was to leave. People had come to wish me luck. Imagine you were one of the narrator's friends. Write an imaginary conversation between the narrator and you.
7. a) You read that the narrator's father came up with a solution that he himself would carry the trunk to the bus stop. Now, write a possible conversation between the narrator and his father.
7. b) The narrator was reluctant to leave behind his newly-wed wife and to go far-off to his work place after spending six months at home. Finally he decided to go. Imagine you are the narrator and describe the feelings when he took the decision.
8. a) A large crowd gathered and wished the narrator good luck the day he was to leave to work place. Now, imagine that you were the narrator and write a diary entry.

**Paper – 1**

**Part-B:**

**GRAMMAR**

### **9. Edit the following passage correcting the underlined parts.**

*(NOTE: The exercises given under Q no. 9 and 10 are meant only for textual practice.)*

*Unseen passages will be given in the examination instead of textual passages as per the norms.)*

1. After spending the(1) leisurely Sunday at home, the very thought of return(2) to work on Monday is tiring. Lethargy creeps in if the holiday continued(3) over an extended period. That is how I felt when I were(4) preparing to return to his(5) place of work after spending six months at home.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

2. However, I finally did decided(1) to go. I did not had(2) much to carry by way of luggage – Just a trunk. Ours is the(3) hilly terrain, without any motorable roads – and there is no certain(4) that we are ever going to have any roads. In any case while coming home we do not carry bedding. Beside(5) I had come home this time round for a special purpose: to get married.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

3. Initial(1) I thought of extend(2) my leave - even taking unpaid leave. But after some dilly dallying, I finally decided against it because marriage have(3) increased him(4) responsibilities but(5) I had got into debt.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

4. 'In fact, carry(1) the trunk should not had(2) been such a worry for me exceptional (3) that my education had made me shun physical labour. After all I was a government officer but(4) the idea of people seeing me carry my own luggage was not at all amuse (5)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of blanks.**

On my way home from the bus stop, my trunk had been ..... (1) by a porter. The problem now was we couldn't find anyone who could help ..... (2) carry the trunk to ..... (3) bus stop. At another time of the year, we would have ..... (4) found someone ..... (5) me, but now most of the villagers were busy in the fields.

- |              |             |            |             |
|--------------|-------------|------------|-------------|
| 1. A) carry  | B) carrying | C)carried  | D)to carry  |
| 2. A) him    | B)her       | C) me      | D) myself   |
| 3. A) a      | B)an        | C)the      | D)any       |
| 4. A)roughly | B)easily    | c)pecially | D)carefully |
| 5. A)help    | B)be help   | C)to help  | D)helped    |

The fact that I ..... (1) to leave behind ..... (2) newly-wed wife and go to a far-off place did not help either. Obviously I did not ..... (3) to go. .... (4), I finally did decide to go. I did not have much..... (5) by way of luggage - just a trunk.

- |               |            |            |           |
|---------------|------------|------------|-----------|
| 1. A) is      | B) was     | C) were    | D) am     |
| 2. A)mine     | B)my       | C)his      | D)her     |
| 3. A)wanted   | B)wanting  | C)want     | D)to want |
| 4. A) However | B)Somehow  | c) So      | D)Because |
| 5. A)carry    | B)carrying | C)to carry | D)carried |

My father ..... (1) already left. .... (2) I had to do a bit of catching up, I walked fast. Three kilometers down the road, I caught up with my father. Father said, "You ..... (3) late. Would you like to rest ..... (4) some time?" Having walked fast I was tired. Moreover, I had ..... (5) two hills on the way up to the spot.

- |              |            |            |          |
|--------------|------------|------------|----------|
| 1. A) have   | B)had      | C)has      | D)having |
| 2. A) As     | B)When     | C)While    | D)If     |
| 3. A) were   | B)are      | C)was      | D)is     |
| 4. A)to      | B)for      | C)in       | D)from   |
| 5. A)crossed | B)to cross | C)crossing | D)cross  |

**11. Combine the following sentences**

1. The narrator came to his village. He wanted to marry. (who)
2. Father came up to carry the chest. It weighed 20-kilo. (which)
3. The village is a hilly-terrain. It has no motorable road. (which)
4. The narrator was newly-wedded. He was reluctant to attend office. (who)
5. The people gathered. They wanted to wish the narrator luck. (who)
6. The narrator walked fast. He had to catch up his father. (who)

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

1. My parents had arranged my marriage.
2. The narrator had to leave his wife at home.
3. The narrator didn't extend his leave.
4. Marriage increases responsibilities.
5. Marriage had increased his responsibilities.
6. The narrator's father would carry the chest.
7. A porter had carried his trunk.
8. I protested my father to carry my trunk.

**13. Change the following into Reported Speech.**

1. The narrator said, "I was preparing to return to my place of work."
2. The narrator said, "I decided to go."
3. Father said. "Don't worry; I myself will see you off."
4. Father said, "You are late."
5. The narrator thought, "How could I allow my old father to carry my trunk?"
6. Father said, "Would you like to rest for some time?"

**14. Combine the following sentences using adverbial clauses:**

1. I had to do a bit of catching up. I walked fast. (as)
2. The roads were not good. He preferred less luggage. (as)
3. You may not attend the class. You don't want to come again. (if)
4. There was no body in the village to carry the author's luggage. Everybody was engaged in some important work. (because)
5. The holiday continues over an extended period. Lethargy creeps in. (if)

**15. Fill in the blanks with suitable prepositions.**

1. I did not have much to carry .....way of luggage just a trunk.( in, by, of)
2. Besides I had come home this time round .....a special purpose. (from, for, to)
3. My parents had arranged my marriage, according to the customs.....our tribal society.(for, in, of)
4. Initially I thought .....extending my leave even taking unpaid leave.( of, off, for)
5. My trunk had been carried..... a porter.(of, for, by)
6. Nobody had time .....spare for me.( for, to, of)
7. It should not have been an issue to carry a 20 kilo chest ..... my back. (on, in, at)
8. Finally my father came up..... a solution.( of , with, for)

9. I myself will see you off.....Dirang. (at, in, on)

10. A large crowd gathered.....our place the day I was to leave.( in, at, for)

11. As I had to do a bit .....catching up, I walked fast. (of, in, for, off)

16.Fill in the blanks with suitable forms of verbs given in brackets.

(a) After some dilly-dallying I finally decided against it because marriage..... (increase) my responsibilities and I ..... (get) into debt.

(b) A large crowd .....(gather) at our place the day I was to leave.

(c) Besides I ..... (come) home this time for a special purpose: to get ..... (marry)

(d) It was ..... (decide) that father would ..... (carry) the chest.

(e) As I ..... (have) to do a bit of catching up, I ..... (walk) fast.

### 17. Advise

1. Your friend is reluctant to carry his luggage. Advise him/her not to do so.
2. Your father offered to carry your trunk. Advise him not to do so.
3. After walking three kilometers down the road your friend felt tired, Advise him to take rest.

### 18. Polite Request

1. You to the porter at the bus stop: Carry my trunk.
2. You to your officer: Extend my leave.
3. Son to father: The road is uneven. Walk carefully.

### 19. Identify Right Expression:

Your friend has just got married. What would you say to him / her? ( )

(a) How nice (b) Well done! (c) Best of luck (d) Happy married life

Your uncle is leaving for work place. What would you say? ( )

(a) All the best (b) Congratulations (c) Keep it up (d) Very good

### 20 What do the following sentences mean?

(i) I am not strong enough to carry my chest.

(a) Incapability ( ) (b) Adequacy ( )

(c) Capability ( ) (d) Inadequacy ( )

(ii) Why couldn't I carry the trunk for you?

a. Suggestion ( ) b. offer ( ) c. request ( ) d. greeting ( )

(iii) Couldn't I carry the trunk for you?

- a. Suggestion ( )    b. offer ( )    c. request ( )    d. greeting ( ).

(iv) Would you see off me at the bus stop?

- a. Suggestion ( )    b. offer ( )    c. request ( )    d. greeting ( ).

(v) Would you like to rest for some time?

- a. Suggestion ( )    b. offer ( )    c. request ( )    d. greeting ( ).

PAPER - II : PART- B (VOCABULARY)

6. Read the paragraph and write the synonyms of the underlined words choosing from the words given in the box.

A.

clearly, unhurriedly, prolonged, restlessness, distant, truth

After spending a leisurely Sunday at home, the very thought of returning to work on Monday is tiring. **Lethargy** (a) creeps in if the holiday continues over an **extended** (b) period. That is how I felt when I was preparing to return to my place of work after spending six months at home. The fact that I was to leave behind my newly-wed wife and go to a **far-off** (c) place did not help either. **obviously** (d) I did not want to go.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_

B

assurance, truth, ground, bring, choose, tiredness

However, I finally did **decide** (a) to go. I did not have much to **carry** (b) by way of luggage- just a trunk. Ours is a hilly **terrain** (c), without any motorable roads- and there is no **certainty** (d) that we are ever going to have any roads.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

C

thought, anxiety, box, entertaining, avoid, work,

In fact, carrying the trunk should not have been such a **worry** (a) for me except that my education had made me **shun** (b) physical **labour** (c). After all I was a government officer and the **idea** (d) of people seeing me carry my own luggage was not at all amusing.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

D

permit, box, objected, answer, problem, convince

Finally, my father came up with a **solution** (a). ‘Don’t worry. I myself will see you off at Dirang.’ I **protested** (b). How could I **allow** (c) my old father to carry my trunk? What would people think? What would they say? But I failed to **dissuade** (d) him. It was decided that Father would carry the chest.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

E. 

small	quickly	place	dot	weary	situation
-------	---------	-------	-----	-------	-----------

Having walked **fast** (a) I was **tired** (b). Moreover, I had to cross two hills on the way up to the **spot** (c). I quickly sat down on a rock. My father laughed at my **plight** (d). ‘So this little distance has tired you?’

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

**7. Read the paragraph and write the antonyms of the underlined words.**

1. Initially I thought of extending my leave—even taking **unpaid** (a) leave. But **after** (b) some dilly-dallying I **finally** (c) decided against it because marriage had **increased** (d) my responsibilities and I had got into debt.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

2. However, I finally did **decide**(a) to go. I did not have much to carry by way of luggage – Just a trunk. Ours is a **hilly**(b) terrain, without any motorable roads – and there is no **certainty**(c) that we are ever going to have any roads. In any case while coming home we do not carry bedding. Besides, I had come home this time round for a **special**(d) purpose: to get married.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

3. I **protested** (a). How could I **allow** (b) my old father to carry my trunk? What would people think? What would they say? But I **failed** (c) to **dissuade** (d) him. It was decided that Father would carry the chest.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

4. A **large** (a) crowd **gathered** (b) at our place the day I was to **leave** (c). People had come to wish me **luck** (d).

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

5. He then arranged the belt that was **attached** (a) to the trunk **carefully** (b) on his forehead. So, this was the picture: my father carrying my luggage on his back and me **following** (c) him with a **tiny** (d) bag in my hand.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

**8. Fill in the blanks with the right form of the words given in brackets.**

After spending a ..... (leisure / leisurely) Sunday at home, the very thought of returning to work on Monday is ..... (tiresome / tiring). ..... (Lethargic / Lethargy) creeps in if the holiday ..... (continues / continuation) over an ..... (extension / extended) period.

However, I ..... (final / finally) did ..... (decide / decision) to go. I did not have much to ..... (carry / carriage) by way of luggage – just a trunk. Ours is a ..... (hill / hilly) terrain, without any motorable roads – and there is no ..... (certain / certainty) that we are ever going to have any roads.

Parents had ..... (arranged / arrangement) my ..... (married / marriage) according to the customs of our ..... (tribe / tribal) society. Time flew, and five months into my marriage I ..... (realized / realization) it.

..... (Initial / Initially) I thought of ..... (extension / extending) my leave – even taking unpaid leave. But after some dilly-dallying I ..... (final / finally) ..... (decision / decided) against it because marriage had increased my ..... (responsible / responsibilities) and I had got into debt.

**9. Complete the spelling of the words by using vowel clusters. ('ea', 'ee', 'ei', 'ai', 'ia', 'oa', 'ou', 'ae', 'ie', 'ue', 'au', 'io', 'iu')**

(a) After spending a l\_\_ \_\_ surely Sunday at home, the very th\_\_ \_\_ght of returning to work on Monday is tiring.

(b) Lethargy cr\_\_ \_\_ ps in if the holiday contin\_\_ \_\_ s over an extended per\_\_ \_\_ d.

(c) Obv\_\_ \_\_ usly I did not want to go.

(d) Ours is a hilly terr\_\_ \_\_ n, without any motorable roads – and there is no cert\_\_ \_\_ nty that we are ever going to have any roads.

(e) I had come home this time round for a spec\_\_ \_\_ l purpose: to get marr\_\_ \_\_ d.

(f) My parents had arranged my marr\_\_ \_\_ ge according to the customs of our tribal soc\_\_ \_\_ ty.

(g) Time flew, and five months into my marr\_\_ \_\_ ge I r\_\_ \_\_ lized it.

(h) Init\_\_ \_\_ lly I th\_\_ \_\_ ght of extending my leave – even taking unpaid leave.

(i) I q\_\_ \_\_ ckly sat down on a rock. My father l\_\_ \_\_ ghed at my plight.

**10. Complete the words with correct suffixes given in brackets.**

I did not have much to carry by way of lugg\_\_\_\_\_ (age / ege), just a trunk.

(b) Ours is a hilly terrain, without any motor\_\_\_\_\_ (able/ eble) roads.

(c) I had come home this time round for a special purp\_\_\_\_\_ (ose / use) : to get married.

(d) My parents had arranged my marri\_\_\_\_\_ (age / ege) according to the customs of our tribal society.

(e) Finally, my father came up with a solu\_\_\_\_\_ (sion / tion).

(f) Three kilome\_\_\_\_\_ (ters / tres) down the road I caught up with my father.

**11. Find the wrongly spelt word and write its correct spelling.**

(a) leasurly, initially, quickly, suddenly  
Ans: \_\_\_\_\_

(b) moment, movement, goverment, contentment Ans: \_\_\_\_\_

(c) village, marriege, luggage, language,  
Ans: \_\_\_\_\_

(d) tiffin, terrain, narrow, worrey Ans: \_\_\_\_\_

(e) lethergy, journey, problem, distance Ans: \_\_\_\_\_

(f) thirsty, certainty, society, responsibility Ans: \_\_\_\_\_

(g) villager, stanger, officer labour, Ans: \_\_\_\_\_

(h) field, forehead, childhood, disuade, Ans: \_\_\_\_\_

**12. Arrange the following words under correct heading**

a. porter, road, villager, terrain, officer, field, wife, bus-stop

**People**

**place**

b. Aye-aye, tata, ding-dong, zig-zag, tip top, see-saw, boo-boo, chop-chop

**Duplicative**

**Alliterative**

**13. Use the following expressions in sentences of your own.**

**Phrasal Verb:**

Leave behind; see off; catch up (with)

**14. Match the following**



Part A

Part B

- |   |                |     |     |   |
|---|----------------|-----|-----|---|
| 1 | Lethargy       | [ ] | (A) | To avoid something                                  |
| 2 | Creeps         | [ ] | (B) | A feeling of happiness                              |
| 3 | Dilly-dallying | [ ] | (C) | Develops very slowly                                |
| 4 | Shun           | [ ] | (D) | The state of not having any energy for doing things |
|   |                |     | (E) | Taking a long time to do something                  |
|   |                |     | (F) | Very tired  |

\*\*\*\*\*

Unit -3

THE JOURNEY

slot- 2

*Having walked fast I was tired. Moreover I had to cross two hills on the way up to the spot. I quickly sat down on a rock. My father laughed at my plight.*

1. Why had the speaker walked fast?
2. What made the speaker sit down quickly?
3. Who was tired and why?
4. What does the word 'spot' refer to?
5. What is meant by 'plight' in this context?

*So this little distance has tired you?*

1. Who is speaking to whom?
2. Who was tired?
3. Why was he tired?

*Wetting his lips with his tongue he said in a matter-of-fact manner, 'I am thirsty'.*

1. Who was wetting his lips?
2. Why was he wetting his lips?
3. What was the speaker's intention in saying 'I am thirsty'?
4. What does the phrase "a matter-of-fact manner" mean?

*He poured of himself a mug and handed me the can. He then arranged the belt that was attached to the trunk carefully on his fore head.*

1. Who are the two characters in this passage?
2. What did 'he' drink?
3. Who was carrying the trunk?
4. Who was carrying the can?
5. Where were the two persons going to? Why?

I wanted to tell him that I would like to carry the trunk myself, but my guilt and shame did not allow me to do so.

1. What did the speaker want to tell the other?
2. What made the speaker not to carry the trunk?
3. What kind of a person was the speaker in this context?

***In fact the whole world would laugh at me and I would be belittled."***

1. Who is the speaker?
2. Why would the whole world laugh at him?
3. How would be the speaker belittled?

***My father had provided for my education, and I had been able to realize his dreams. My parents were truly proud of me.***

1. Who provided for the education of the speaker?
2. How was the narrator successful in realizing the dreams of his father?
3. What were the dreams of the father?

***I concluded that it would be better to let him carry it.***

1. Who concluded that it would be better to let him carry it?
2. What was the conclusion?
3. What does 'it' refer to?

***Do you have a pair of old shoes?***

1. Who asked for old shoes?
2. Why did he ask for a pair of old shoes?
3. Why didn't he ask for a pair of new shoes?

***Never having worn shoes, his feet had developed cracks and somehow resembled those of an elephant.***

1. Who hadn't worn shoes?
2. Why had his feet developed cracks?
3. How did his feet resemble?

***I checked my wallet and saw I still had around Rs. 40 with me.***

1. Who is 'I' in the passage?
2. Why had the speaker checked his wallet?
3. What did the speaker want to do with the money?

***My father protested. 'Give me an old pair.***

1. What made the father protest?
2. What did his father ask for?
3. Why did he ask for an old pair of shoes?

*I then took out my pair of leather shoes from the trunk, and noticed my father's face lighting up with contentment.*

1. Why did the speaker take out a pair of leather shoes?
2. What did the speaker notice in his father's face?
3. What made the narrator's father's face light up with contentment?

*I saw my father gradually receding into the distance. I saw that the road we had come by looked like a giant motionless rope.*

1. Why was father gradually receding into the distance?
2. What did the narrator see?
3. What is compared to 'a giant motionless rope'?
4. Which figure of speech is used in the passage?

*Simultaneously our journeys started in two opposite directions, with me seated in the luxurious seat of a bus and father walking back with a weary legs on the pebble-strewn road.*

1. Whose journeys were mentioned?
2. What modes of transportations were used?
3. What does the expression 'weary legs' mean?
4. How are their journeys different?
5. What does the phrase 'two opposite directions' suggest?

### **Creative Expressions:**

1. You know that in the lesson, 'The Journey', the author's father asked him to give a pair of old shoes. The author wanted to buy a new pair of canvas shoes for his father. But his father protested. Now, write a **possible conversation** between the author and his father.
2. In the lesson 'The Journey' you have read that the narrator shuns physical labour as he feels that people would laugh at him if they saw him carrying his luggage. This incident proves that 'an ordinary labourer without education is better than a work-shy educated man.'

**Now, prepare a script for speech on 'dignity of labour'.**

**Imagine you were the narrator and make an entry in the diary about the feelings and thoughts justifying his act.**

3. In the lesson, 'The Journey', suppose the author realized and felt guilty of his attitude towards his father.  
Now, imagine you are the author and **describe your inner feelings**. The description should reflect the following ideas.

What mistake did you commit?

How did you feel for that?

Why should you respect your father?

What was your realization?

How would you change your attitude towards your father in your future?

4. In the lesson, 'The Journey', the author felt lethargy to go to his place of work after spending six months at home. But after some dilly-dallying he finally decided to go.

Now, imagine you were the author and write a **diary entry**.

5. **Read the passage taken from the lesson, 'The Journey.'**

My father protested, 'Give me an old pair. You don't have to spend money on new shoes.' I couldn't convince him to buy a new pair. Reluctantly I gave him the hunting boots I was wearing. I then took out my pair of leather shoes from the trunk, and noticed my father's face lighting up with contentment. Suddenly he looked at me and said, 'Take care, write to us...'

**Now, write the feelings of the son as an entry in his dairy, Imagine that you were the son.**

## PART B

## PAPER 1

## GRAMMAR

9. **Edit the following passage correcting the under lined parts.**

A family in any society consists of a (a) inherited group of peoples (b) who are related with by birth or marriage. Good family relationships is (c) vital for the development of child's personality. Developing health (d) relation is in the hands of family members. Their habits, way of working, problem solving approach all together makes a home heaven and (e) hell.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_

10. **Read the following paragraph and fill in the blanks with the correct options given against the number of blanks.**

It is observed that in hi-tech world, people do not have any relation ..... (1) neighbours. All are too busy in ..... (2) work. They don't have time to expand social relationships. .... (3), there is a need to develop strong relationship by following family traditions ..... (4) provide a good base for bringing the family closer together. We all must step forward to unite family members, respect elders to create ..... (5) atmosphere of affection.

1. (A) to (B) for (C) from (D) with  
2. (A) his (B) her (C) your (D) their  
3. (A) Because (B) So (C) However (D) Though  
4. (A) who (B) where (C) which (D) when  
5. (A) a (B) an (C) the (D) any

11. **Combine the following sentences using the relative pronoun.**

- (i) His eyes fell on the can of homemade wine. I was carrying it. (that)  
(ii) He arranged the belt carefully on his forehead. The belt was attached to the trunk. (which)  
(iii) The narrator was government officer. He never got used to physical labour. (who)

**12. Change the following sentence into Passive voice.**

1. I realized it.
2. I gave him the can of wine.
3. He drank all of it at one go.
4. He arranged the belt on his forehead.
5. My father was carrying my luggage on his back.
6. I noticed this for the first time.
7. The narrator was wearing a pair of hunting boots.
8. He checked his wallet.
9. The son gave him the hunting boots.
10. I took out my pair of leather shoes from the trunk.

**13. Change the following into Reported Speech.**

1. His father said to the author, "I will carry the trunk tomorrow."
2. He said, "I am thirsty."
3. Father said, "Do you have a pair of old shoes?"
4. My father said to me, "Give me an old pair of shoes."
5. He said, "The road is uneven and full of pebbles."
6. He said to me, "Take care and write to us."

**14. Combining sentences using adverbs**

The roads were not good. He preferred less luggage (as / since)

I carry the luggage. The whole world laugh at me. (if)

I didn't notice that the road was uneven. I was wearing a pair of shoes. (since)

**15. Fill in the blanks with suitable prepositions given in brackets.**

1. My parents had arranged my marriage ..... the customs of our tribal society. (according to / in order to)
2. I was physically useless ..... my youth and strength. (instead of / in spite of)
3. I walked fast to catch \_\_\_\_\_ with my father. (on, up)
4. My father laughed \_\_\_\_\_ my plight. (at, for)

**16. Fill in the blanks with suitable forms of verbs given in brackets.**

(a) After some dilly-dallying I finally decided against it because marriage ..... (increase) my responsibilities and I had got into debt.

(b) A large crowd gathered at our place the day I was to leave. People ..... (come) to wish me luck.

(c) I quickly sat down on a rock. My father ..... (laugh) at my plight.

(d) I saw that the road we ..... (come) by looked like a giant motionless rope.

**17. Advise**

- 1) Your father's feet had developed cracks. Advise him to wear shoes.
- 2) Having walked fast the author felt tired. Advise him to take rest for some time.

**18. Change the following into a polite request.**

- 1) The narrator to the waiter: Give us two cups of tea.
- 2) Father to the passer by: When would the bus arrive Dirang?
- 3) Son to father: Take this money and buy a pair or new shoes.

**19. Right Expression:**

**1) Your father carried your luggage to the bus stand. What would you say?**

- (a) It's a pity ( )      (b) It's nice of you ( )
- (c) Thank you ( )      (d) Have a good time ( )

**2) The son gave his shoes to his father? How did he feel?**

- (a) contentment ( )      (b) worry ( )
- (c) astonishment ( )      (d) wonderment ( )

**20. What do the following sentences mean? Put a tick (✓) mark against the right answer.**

**(1) What do the following sentences mean?**

**(i) Would you like to have a cup of tea?**

- (a) Making a request ( )      (b) Making an order ( )
- (c) Making a suggestion ( )      (d) Asking a question ( )

**(ii) Why don't you give me a pair of old shoes?**

- (a) Making a request ( )      (b) Making an order ( )
- (c) Making a suggestion ( )      (d) Asking a question ( )

**(iii) The bus hadn't yet reached Dirang, Had it?**

- (a) Giving information ( )      (b) seeking information ( )
- (c) asking a question ( )      (d) making a statement ( )

**PAPER - II                      PART- B                      (VOCABULARY)**

**6. Read the paragraph and write the synonyms of the under lined words choosing from the words given in the box.**

[ barrel, while, alcohol, silent, drinking, way]

Father was quiet (a) for some time. He thoughtfully looked at the sun for a moment (b) , and then his eyes fell on the can (c) of home-made wine (d) that I was carrying.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

[box, tin, situation, drink, gave, brow, fixed, small, travel]

He then arranged the belt that was attached (a) to the trunk (b) carefully on his forehead. So, this was the picture (c): my father carrying my luggage on his back and me following him with a tiny (d) bag in my hand.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

[**wrong, allow, spoke, way, tell, correct**]

We were walking up a narrow hilly **road** (a), and neither of us **uttered** (b) a word as if we were strangers who spoke different languages. I did not know what was going on in his mind. From time to time it crossed my mind that it was **improper** (c) for me to **let** (d) father carry the luggage.

a)\_\_\_\_\_ b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_

[**persuade, satisfaction, observed, shoes, unwillingly, objected** ]

My father **protested** (a). 'Give me an old pair. You don't have to spend money on new shoes.' I couldn't **convince** (b) him to buy a new pair. **Reluctantly** (c) I gave him the hunting **boots** (d) I was wearing.

a)\_\_\_\_\_ b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_

—

[**sumptuous, began, slowly, tired, big, suddenly**]

Father wanted to say something but the bus **started** (a) moving. I saw my father gradually receding into the distance. I saw that the road we had come by looked like a **giant** (b) motionless rope. Father would use the same road to go back home. Simultaneously our journeys started in two opposite directions, with me seated in the **luxurious** (c) seat of a bus and Father walking back with **weary** (d) legs on the pebble-strewn road.

a)\_\_\_\_\_ b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_

### 7. Read the paragraph and write the antonyms of the underlined words.

1. He then arranged the belt that was **attached** (a) to the trunk **carefully** (b) on his forehead. So, this was the picture: my father carrying my luggage on his back and me **following** (c) him with a **tiny** (d) bag in my hand.

a)\_\_\_\_\_ .b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_

2. We were walking up a **narrow** (a) hilly road, and neither of us uttered a word as if we were **strangers** (b) who spoke **different** (c) languages. I did not know what was going on in his mind. From time to time it crossed my mind that it was **improper** (d) for me to let father carry the luggage.

a)\_\_\_\_\_ .b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_

3. Father had provided for my education, and I had been **able** (a) to realize his dreams. My parents were truly **proud** (b) of me. It was through me that they had earned a greater degree of **admiration** (c) and **respect** (d) from the villagers.

a)\_\_\_\_\_ .b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_

4. My father would not **like** (a) to see me carrying a trunk on my back and would be very **hurt**(b) if I did so. I concluded that it would be **better** (c) to let him carry it. Father was used to carrying luggage anyway. He was **stronger** (d) and more skilled
- a)\_\_\_\_\_ .b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_
5. Just as I was going to take my **first** (a) sip, I heard Father’s voice, ‘Do you have a pair of **old** (b) shoes?’ ‘Why?’ I asked. ‘The road is **uneven** (c) and **full** (d) of pebbles. It hurts while walking.’
- a)\_\_\_\_\_ .b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_
6. My father **protested** (a). ‘Give me an old pair. You don’t have to **spend** (b) money on new shoes.’ I couldn’t convince him to **buy** (c) a new pair. **Reluctantly** (d) I gave him the hunting boots I was wearing.
- a)\_\_\_\_\_ .b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_
7. I then took out my pair of leather shoes from the trunk, and **noticed**(a) my father’s face **lighting**(b) up with **contentment** (c). **Suddenly** (d) he looked at me and said, ‘Take care. Write to us...’
- a)\_\_\_\_\_ .b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_
8. Father wanted to say something but the bus **started** (a) moving. I saw my father **gradually** (b) **receding** (c) into the distance. I saw that the road we had come by looked like a giant **motionless** (d) rope.
- a)\_\_\_\_\_ b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_
9. Father would use the **same** (a) road to go back home. Simultaneously our journeys **started** (b) in two **opposite** (c) directions, with me seated in the **luxurious** (d) seat of a bus and Father walking back with weary legs on the pebble-strewn road.
- a)\_\_\_\_\_ b)\_\_\_\_\_ c)\_\_\_\_\_ d)\_\_\_\_\_

**8. Fill in the blanks with the right form of the words given in brackets.**

Father wanted to say something but the bus started moving. I saw my father ..... (**gradual / gradually**) receding into the ..... (**distant / distance**). I saw that the road we had come by looked like a giant motionless rope. Father would use the same road to go back home. .... (**Simultaneous / Simultaneously**) our journeys started in two opposite directions, with me seated in the ..... (**luxury / luxurious**) seat of a bus and Father walking back with weary legs on the pebble-strewn road.



**9. Complete the spelling of the words with 'ea', 'ee', 'ei', 'ai', 'ia', 'oa', 'ou', 'ae', 'ie', 'ue', 'au', 'io', 'iu'.**

1. I q\_\_ckly sat down on a rock. My father l\_\_ghed at my plight.
2. Father was qu\_\_t for some time.
3. He th\_\_ghtfully l\_\_ked at the sun for a moment.
4. Wetting his lips with his tong\_\_ he said in a matter-of-fact manner, 'I am thirsty'.
5. He then arranged the belt that was attached to the trunk carefully on his foreh\_\_d.
6. I had the f\_\_ling that if I carried the luggage, my father and my p\_\_ple, in fact the whole world would l\_\_gh at me.
7. Father had provided for my education, and I had been able to r\_\_lize his dr\_\_ms.
8. My parents were truly pr\_\_d of me.
9. It was thr\_\_gh me that they had earned a gr\_\_terdegr\_\_ of admirat\_\_n and respect from the villagers.
10. I had never got used to physical lab\_\_r having stayed in hostels right from my childh\_\_d. 13. I contin\_\_d walking silently with Father.
11. I h\_\_rd Father's v\_\_ce, 'Do you have a p\_\_r of old sh\_\_s?'
12. I then took out my p\_\_r of l\_\_thersh\_\_s from the trunk.
13. I saw my father grad\_\_lly receding into the distance.
14. I saw that the r\_\_d we had come by l\_\_ked like a g\_\_nt mot\_\_less rope.
15. Simultan\_\_usly our j\_\_rneys started in two opposite directions.
16. I seated in the luxur\_\_us seat of a bus and Father walking back with w\_\_ry legs

**10. Complete with correct suffixes.**

1. Neither of us uttered a word as if we were strangers who spoke different langu\_\_\_\_ (ages / eges).
2. Father had provided for my educa\_\_\_\_ (sion / tion).
3. It was through me that they had earned a greater degree of admira\_\_\_\_ (sion / tion) and respect from the villagers.
4. I asked the wai\_\_\_\_ (ter / tor) to get us two cups of tea.

### 11. Correct spelling

1. villager, stanger, officer labour, Ans:\_\_\_\_\_
2. field, forehead, childhood, dissuade, Ans:\_\_\_\_\_
3. education, solution, admiration, direction Ans:\_\_\_\_\_
4. people, pebble, resemble, physical Ans:\_\_\_\_\_
5. carefully, thoughtfully, finally, gradually Ans:\_\_\_\_\_
6. collar, matter, manner, picture Ans:\_\_\_\_\_

### 12. Put the following words under correct heading

[dilly-dally; chit-chat; super-duper; tip-top; hurly-burly; okey-dokey; teeny-weeny; tick-tock]

Alliterative

Rhyming

### 13. Own Sentences

1. laugh at    2. fall on    3. proud of    4. look at

### 14. Match the following

- 1 pight                    [ ]    A) tired
- 2 guilt                    [ ]    B) feeling of nervousness
- 3 contentment            [ ]    C) to convince somebody
- 4 weary                    [ ]    D) a difficult and sad situation
- E) the unhappy feeling for doing something wrong
- F) a feeling of happiness

\*\*\*\*\*

**Once upon a time son,  
they used to laugh with their hearts,  
and laugh with their eyes  
but now they only laugh with their teeth,  
while their ice –block-cold eyes  
search behind my shadow**

**Transactional Questions**

1. How do you feel when you meet your childhood friend?
2. Do you laugh at them? How?

**Comprehension Questions**

1. Who is the poet addressing?
2. How did people use to laugh in the past?
3. How do they laugh now?
4. What does the poet want to express through the above lines?
5. What does the expression - 'ice-block-cold eyes' mean?
6. What does the phrase 'search behind my shadow' mean?

**There was a time indeed  
they used to shake hands with their hearts:  
but that's gone, son.  
Now they shake hands without hearts:  
while their left hands search  
my empty pockets.**

**Transactional Questions**

1. How do you greet your friend?
2. How do you greet elders?
3. Have you ever felt the warmth of greeting with hearts?

**Comprehension Questions**

1. What were the times mentioned in the above lines?
2. How did people use to greet in the past?
3. How do people greet now?
4. What does the poet mean by the lines – '**while their left hands search my empty pockets?**'
5. What are the intentions of the present generation?

**Feel at home! 'Come again':  
they say, and when I come  
again and feel  
at home, once, twice,  
there will be no thrice-  
for then I find doors shut on me.**

### **Transactional Questions**

1. How do you feel at home?
2. How do you invite your friends?
3. Do you feel comfortable when you visit others' houses?
4. Do you visit them quite often?

### **Comprehension Questions**

1. How was the hospitality on the poet's first visit?
2. Who is 'I' in the poem?
3. What does the expression 'feel at home' mean?
4. What was the consequence of poet's third visit?

**So I have learned many things, son.  
I have learned to wear many faces  
like dresses - home face,  
office face, street face, host face,  
cocktail face, with all their conforming smiles  
like a fixed portrait smile.**

### **Transactional Questions**

1. Have you ever felt the need to hide your emotions?
2. What was the circumstance?
3. How would you pose to a photograph?
4. Do you behave in a similar way with different people?

### **Comprehension Questions**

1. Who are the two persons in the above stanza?
2. What does the expression – 'learned to wear many faces' mean?
3. What is 'wearing many faces' compared to here?
4. What has the poet learned?
5. Write any two faces that the poet wears?
6. Why had he to wear many faces?

**And I have learned too  
to laugh with only my teeth  
and shake hands without my heart.  
I have also learned to say, 'Goodbye',  
when I mean 'Good-riddance';  
to say ' Glad to meet you',  
without being glad; and to say 'It's been  
nice talking to you', after being bored.**

### Transactional Questions

1. Have you ever felt bored to listen to some one?
2. How will you greet a stranger?

### Comprehension Questions

1. What did the poet learn?
2. When does the poet say 'goodbye'?
3. Was the poet really glad when he said 'glad to meet you'? Why (not)?
4. What do you mean by "Good-riddance"?
5. What are the undesirable things learnt by father?

**But believe me, son.**

**I want to be what I used to be  
when I was like you. I want  
to unlearn all these muting things.  
Most of all, I want to relearn  
how to laugh, for my laugh in the mirror  
shows only my teeth like a snake's bare fangs!**

### Transactional Questions

1. How do children laugh?
2. Have you ever noticed the difference between laughing of children and elders?
3. Why can't elders laugh like children?

### Comprehension Questions

1. What should the son believe?
2. How does the poet to be?
3. What does the poet want to relearn?
4. Why does the poet want to relearn how to laugh?
5. What does the poet compare his laugh to?
6. What does the expression 'a snake's bare fangs' mean?
7. What was conveyed by the poet through the above lines?

### Creative Expression

1. In the poem, 'Once upon a time', you have read the views of the poet about the changing behaviour of the people in the modern days.  
Now write **a script for a speech** bringing out the differences between the olden times and themodern days.

\*\*\*\*\*

**TRANSACTIONAL QUESTIONS (picture reading)**

1. What do you see in the picture?
2. Who do you think are the persons in the picture?
3. What kind of relationship do you suppose between the two persons?
4. How is the house?
5. What is the woman in the picture doing?
6. Do you like her work?
7. Do you think the man praises her?
8. Can you guess whether she is an educated or uneducated?
9. Does an educated woman stick on to house hold works?
10. Have you ever seen such persons in your locality?

**TRANSACTIONAL QUESTIONS (READING COMPREHENSION)**

*Young woman, before..... the young man praised her work.*

1. How was the young woman before being a house wife?
2. Describe the young woman?
3. Why was the young man motivated to tie three knots?
4. What did the young man say to his newly-wed wife?
5. What did the wife do?
6. Which house does a married woman feel her own, her parents' house or her husband's house?
7. How did the young man praise her wife?
8. How did the husband call his wife? Do support the way he called or do you demand to call by name?
9. Had the wife demanded to call her by name? Why (not)?

*Look Ammadu, this is your home.*

1. Who is the speaker?
2. Who is called 'ammadu'?
3. Why did the speaker say these words?

*You are dexterous at swabbing the floor—even more dexterous in drawing the 'muggulu'.*

1. What was the listener dexterous at?
2. What was the listener even more dexterous at?
3. Who said these words?

*Sabash, keep it up.*

1. Who said these words and to whom?
2. Why did the speaker praise the listener?
3. What did the listener do to get appreciation?
4. What is the relationship between the speaker and the listener?

***The query shook her up.***

1. What was the query?
2. Why did the query shake her up?
3. What was she doing when the query shook her up?
4. Had she continued her work?

***Leaving the mopping cloth and the 'muggu' basket there itself, she stood near the window scratching her head, lost in thoughts.***

1. What was she doing in this context?
2. Why did she leave the things?
3. Why was she scratching her head?
4. What was she thinking about?
5. What was the reason for her to lose in thoughts?

***The house wife was perturbed. Her mind became totally restless.***

1. Who was the house wife?
2. Why was she perturbed?
3. What was the reason for this situation?

***Look 'ammai', do you know my name?***

1. Who is the speaker?
2. Who is called as 'ammai'?
3. What did the speaker ask 'ammai'?
4. How did the speaker forget her name?
5. How does 'ammai' call the speaker?

***Look here, children, do you know my name?***

1. Who is the speaker?
2. Whose children are they?
3. Why did the speaker ask this question?
4. Do the children know the speaker's name? Why (not)?

***Ever since we were born we have known only this.***

1. Who does the word 'we' refer to?
2. What have 'we' known?
3. What does 'this' indicate?

***Somehow or other I haven't asked your name nor have you told me.***

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What haven't the speaker asked?
4. How was the listener being called by the speaker?

***During the night meal, she asked him, 'look here. I have forgotten my name-----if you remember it, will you please tell me?'***

1. Who did she ask for her name?
2. Was he able to tell her name?
3. When did she ask him her name?

***'What is it, dear, never has it happened before.'***

1. Who is the speaker?
2. Who is referred as 'dear' here?
3. What happened now?
4. What was the conversation about?
5. 'Never has it happened before'—what does 'it' refer to?
6. How does the speaker call the listener?

***She pleaded with her husband and managed to get out of the house.***

1. Who is she?
2. What did she plead with her husband?
3. Why did she manage to get out of the house?

***Why, dear daughter, have you come so suddenly?***

1. Who are enquiring whom?
2. Why has the daughter come so suddenly?
3. What else the speaker(s) ask the daughter?

***Behind affectionate enquiries of the father and the mother there was a strain of suspicion.***

1. Why was there a strain of suspicion?
2. Who was being enquired?

***Amma, tell me, what is my name?***

1. Who is the speaker?
2. Why did the speaker pose this question?
3. Did 'amma' tell the name?
4. How does 'amma' call the speaker?

***She had never thought that she would have to face so many difficulties.***

1. What had she never thought?
2. What were the difficulties in this context?
3. How did she overcome her difficulties?

***She met a friend—and succeeded in recovering her name.***

1. Who met a friend?
2. What is her friend's name?



3. What was she succeeded?
4. What is her name?

*I meet all of them some time or other.*

1. Who is 'I'?
2. Who does the word 'them' refer to?
3. Who is the speaker speaking to?

*Had I not met you, I would have gone mad.*

1. Who met whom?
2. Why would the speaker have gone mad?
3. How did the listener help the speaker?

*'Sarada! My dear Sarada!' she shouted and embraced her.*

1. Who is the speaker?
2. What is the relationship between Sarada and the speaker?
3. Why did the speaker shout in wonderment?

*You have not been here — look at the state of the house — it's like a choultry.*

1. Who is the speaker?
2. Why has the house become a choultry?
3. Where had the listener gone?

*By the way, from now onwards don't call me yemoi geemoi.*

1. Who used to call the speaker *yemoi geemoi*?
2. How should the speaker be called from now onwards?
3. Why did the speaker say so?

### **Creative Writing**

2. You know that in the lesson, 'What is my name?', Mrs. Murthy wanted to go to her parents' house to search for her certificates and enquire about her name. Now, write a **possible conversation** between Mrs. Murthy and her husband.
3. You know that in the lesson, 'What is my name?', Mrs. Murthy went to her parents' house to search for her certificates and enquire about her name. There was a strain of suspicion at her sudden arrival. Now, write a **possible conversation** between Mrs. Murthy and her parents.
4. In the lesson, 'What is my name', you have read that Mrs. Murthy has forgotten her name and tried very hard to know her name and finally got it from her friend. Now, imagine yourself as the house wife and **describe your inner feelings** on the day you came to know your name.

5. In the lesson, 'What is my name', you have read that Mrs. Murthy has forgotten her name and tried very hard to know her name and finally got it from her friend. Now, imagine yourself as the house wife and write a **diary entry** on the day you came to know yourname.
  
6. In the poem, 'Once upon a time', you have read the views of the poet about the changing behaviour of the people in the modern days. Now write a **script for a speech** bringing out the differences between the olden times and the modern days.

\*\*\*\*\*

**Questions for Discussion**

1. Who is your favourite movie actor/actress/director?
2. Have you ever met your favourite actor/actress/director?
3. What did you do when you meet your favourite actor/actress/director?
4. What do you like most among his/her works?
5. Do you preserve any of their photos or newspaper articles?
6. Would you love to choose any one of the movie aspects as your career?
7. If so which aspect would you like to choose?
8. What are your future plans to achieve it?
9. What must you do now to achieve your aim?
10. Can you pronounce 'Rendezvous'?
11. Do you know the meaning of the word?

**SLOT – I**

**It was a unique friendship.....death in 1992. (pp. 115 to 116)**

**Questions for Transaction**

1. What does the word 'Rendezvous' mean?
2. Can you rewrite the title of this reading passage with a suitable synonym of Rendezvous?
3. Who is Ray?
4. Have you seen his films or at the least heard of them?
5. Do you know the list of his works?

***It was a unique friendship that developed between a French-Canadian priest and one of the world's greatest film directors, and had a singular impact on Bengali films both academically and practically.***

**Transaction Questions**

1. Do the two friends belong to the same country?
2. Are they of the same profession?
3. Is it possible for us to develop friendship with people of different fields?

**Comprehension Questions**

1. Who is the speaker?
2. Who had a unique friendship with Ray?
3. Who does 'their' refer to?
4. Why was their friendship unique?
5. Does the speaker belong to India?
6. Who was referred as one of the world's greatest film directors?
7. What had a singular impact on Bengali films both academically and practically?

***Gaston Roberge was acquainted with the works of Satyajit Ray through the Apu Trilogy. He found the world of Apu so fascinating that he saw all three films in one***

*sitting; and there began his longstanding love affair with the people of India and Bengali cinema and culture, which led to path-breaking work in those fields.*

1. What is meant by trilogy?
2. What was Gaston Roberge acquainted with?
3. How was Roberge acquainted with the works of Ray?
4. How was the world of Apu for Gaston Roberge?
5. Why did Roberge see all the three films in one sitting?
6. What does the word 'those' refer to?
7. What led Gaston Roberge to a path-breaking work in those fields?
8. What did the speaker mean by the phrase, 'longstanding love affair'?

*In his latest book, Satyajit Ray, Essays: 1970-2005, a compilation of his essays as the name suggests, being published by Manohar Publishers, New Delhi. Roberge provides a scholarly, original analysis of Ray's works, giving an insight into the greatness of Ray both as a person and as an artist.*

1. Who does 'his' refer to here?
2. What was the latest book mentioned here?
3. Who compiled the book 'Satyajit Ray, Essays'?
4. Pick out the synonym from the above lines for 'printers'.
5. Who published the book?
6. What is the book 'Satyajit Ray, Essays', about?

*Roberge does not endorse the accusation of Ray's detractors that the master director made his reputation selling India's poverty to the West. "What struck me most was not the material poverty depicted in the films, but the enormous spiritual poverty of some rich people is much more deplorable than material poverty," he said.*

1. What was the accusation of Ray's detractors?
2. In what way did the master director make his reputation?
3. What was depicted in the films according to Ray's Detractors?
4. What was depicted in the films according to Roberge?
5. What does the word 'deplorable' mean?

*"I was here on a quest to know the world and in the process know myself. I did not come here to convert. In fact, I am the one who got converted," he said.*

1. Who is the speaker? / Who does 'he' refer to?
2. Why was the speaker here?
3. Where was the speaker in this context?
4. What does the word 'converted' mean here?
5. What was 'the fact' in the view of the speaker?

#### **Transactional Questions**

1. Who is your best friend?
2. How long did it take for you to become best friends? Why?

*But it took him nine years after reaching Calcutta and joining St. Xavier's College, to muster up the confidence to meet Ray in person.*

**Comprehension Questions**

1. Who does 'him' refer to here?
2. How much time does the speaker take to meet Ray in person?
3. Where did the speaker join?
4. Why did he take so long to meet Ray in person?

*When they finally met, it was the beginning of a close friendship that lasted 22 years-until Ray's death in 1992.*

**Transactional Question**

1. Do you agree that friendship ends with death?

**Comprehension Questions**

1. Who does, 'they' refer to?
2. When did they finally meet?
3. What was the beginning of a close friendship?
4. How long did their friendship last?

**CREATIVE EXPRESSIONS**

Roberge does not endorse the accusation of Ray's detractors that the master director made his reputation selling India's poverty to the West. "What struck me most was not the material poverty depicted in the films, but the enormous spiritual poverty of some rich people is much more deplorable than material poverty," he said.

**Now imagine yourself as Roberge and describe your feelings.**

**PAPER -1**

**PART-B**

**GRAMMAR**

**Note: The exercises given under Q 9 & 10 are meant only for textual practice to the students. Unseen passages will be given for exams as per the norms.**

**9. Edit the following passage correcting the underlined parts.**

A) Its (a) was a unique friendship that developed among (b) a French-Canadian priest but (c) one of the world's greatest film directors, and had a singular impact over (d) Bengali films both academical (e) and practically.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

B) He find (a) the world of Apu so fascinating that he saw any (b) three films in one sitting; and there began him (c) long-standing love affair for (d) the people of India and Bengali cinema and culture, which led to path-breaking work in their (e) fields.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of the blanks.**

Roberge \_\_\_\_\_ (1) not speak with the arrogance of the West. “\_\_ (2) was here on a quest to know \_\_\_ (3) world and in the process know myself. I did not come here \_\_\_ (4) convert. In fact, I am the one \_\_\_ (5) got converted,” he said.

- |            |         |          |         |
|------------|---------|----------|---------|
| 1. a) do   | b) does | c) are   | d) was  |
| 2. a) you  | b) he   | c) I     | d) they |
| 3. a) the  | b) an   | c) a     | d) one  |
| 4. a) to   | b) into | c) for   | d) of   |
| 5. a) whom | b) who  | c) which | d) why  |

**11. Relative Pronoun**

1. Ray was a shy person. He was affectionately called Manikda by his friends. (who)
2. Ray was a very shy person. He was very discreet about displaying his emotions. (who)
3. Roberge got acquaintance with Ray’s works. They helped him to develop unique friendship. (which)
4. Roberge watched Apu Trilogy. They made him love India and Bengali films. (which)

**12. Change the following into passive voice**

1. Roberge watched Apu Trilogy.
2. Apu Trilogy made Roberge love India.
3. Ray made his reputation selling India’s poverty.
4. Roberge met Ray.
5. He found the world of Apu so fascinating.

**13. Change the following into reported speech**

1. “I am the one who got converted”, he said.
2. “I did not want to just go and see him”, said Roberge.
3. Roberge said, “I was here on a quest to know the world.”

**14. Adverbial Clauses**

1. I wanted to meet him right away. I didn’t want to just go and see him. (Combine using ‘although’)
2. Ray watched Apu Trilogy. He developed interest in Bengali culture. (if/so/because)
3. Manikda was a shy person. He was always very discreet about displaying his emotions. (as/since)

**15. Fill in the blanks with suitable prepositions.**

1. His latest book is being published \_\_\_ (on/by) Manohar Publishers, New Delhi.
2. The enormous spiritual poverty \_\_\_ (at/of) some rich people is much more deplorable than material poverty.

**16. Fill in the blanks with suitable forms of verbs given in the brackets.**

1. He \_\_\_\_\_ (find) the world of Apu so fascinating.

2. A compilation of his essays as the name suggests, \_\_\_\_\_ (be, publish) by Manohar Publishers, New Delhi.

17. Roberge does not accept the way Ray was criticized by the critics. **Imagine that you were Roberge and advise the critics not to do so.**

18. You to the publisher, "When are you going to publish 'Satyajit Ray, Essays'?"  
**Change into a polite request.**

19. Roberge met Ray for the first time. He wished: How do you do? What would Ray say?

A) I am happy [ ] B) well done [ ]

C) I am fine [ ] D) How do you do? [ ]

20. I'm afraid you have to wait? **What does the sentence mean? Put a (✓) mark against the right answer.**

A) expecting fear [ ] B) apologizing [ ]

C) expressing inability [ ] D) ordering [ ]

### PAPER II PART-B

#### VOCABULARY

6. Read the following paragraph and write the synonyms of the underlined words choosing from the words given in the box.

**influence      distinctive      dissatisfaction      pastor      functionally**

It was a unique (a)friendship that developed between a French-Canadian priest (b)and one of the world's greatest film directors, and had a singular impact (c) on Bengali films both academically and practically(d).

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**a set of three films; on the way; unique; a halt in a long journey; familiar**

It was en route (a) to India in 1961, at a stopover (b) in New York, that 26-year-old Fr. Gaston Roberge was acquainted (c) with the works of Satyajit Ray through the Apu Trilogy(d).

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**academic      attracting      respected      beliefs      totally new**

He found the world of Apu so **fascinating** (a) that he saw all three films in one sitting; and there began his longstanding love affair with the people of India and Bengali cinema and **culture** (b), which led to **path-breaking** (c) work in those **fields** (d).

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**Printed study bring out approach respected collection**

In his latest book, *Satyajit Ray, Essays: 1970-2005*, a **compilation** (a) of his essays as the name suggests, being **published** (b) by Manohar Publishers, New Delhi, Roberge provides a scholarly, original **analysis** (c) of Ray's works, giving an **insight** (d) into the greatness of Ray both as a person and as an artist.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**critics      approve      vast      portrayed      deprivation      status**

Roberge does not **endorse** (a) the accusation of Ray's **detractors** (b) that the master director made his **reputation** (c) selling India's **poverty** (d) to the West.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**touched      critics      pathetic      shameful      vast      portrayed**

“What **struck** (a) me most was not the material poverty **depicted** (b) in the films, but the **enormous** (c) spiritual poverty of some rich people is much more **deplorable** (d) than material poverty,” he said.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**7. Read the following and write the antonyms of the underlined words in the blanks.**

It was a **unique** (a) friendship that developed between a French-Canadian priest and one of the world's **greatest** (b) film directors, and had a **singular** (c) impact on Bengali films both academically and **practically** (d).

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

B) Roberge does not endorse the **accusation** (a) of Ray's detractors that the master director made his reputation **selling** (b) India's poverty to the West. “What struck me



most was not the **material** (c) poverty depicted in the films, but the **enormous** (d) spiritual poverty of some rich people is much more deplorable than material poverty,” he said.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**8. Fill in the blanks with the right form of the words given in the brackets.**

1. It was a unique \_\_\_\_\_ (friends/ friendship).
2. Roberge does not endorse the \_\_\_\_\_ (accusation/accused) of Ray’s detractors.
3. The enormous spiritual poverty of some rich people is much more \_\_\_\_\_ (deploration /deplorable).
4. It was the \_\_\_\_\_ (beginner /beginning) of a close friendship.

**9. Complete the spelling of the words with, ‘ou’, ‘ue’, ‘ai’, ‘ua’, ‘io’, ‘eu’ or ‘ia’.**

1. It was en r \_\_\_ te to India.
2. Roberge was acqu \_\_\_ inted with the works of Ray.
3. The enormous spirit \_\_\_ l poverty of some rich people is much more deplorable.
4. I was here on a q \_\_\_ st to know the world.
5. He was a living mus \_\_\_ m piece.

**10. Choose the words with correct suffixes given in the brackets.**

1. His latest book was a compila \_\_\_\_\_ (sion/tion) of his essays.
2. Roberge does not endorse the accusa \_\_\_\_\_ (tion/sion) of Ray’s detractors.

**11. Find the wrongly spelt word and write the correct spelling.**

- a. endorse musuem unique spiritual \_\_\_\_\_  
b. detractor enormous arogance material \_\_\_\_\_

**12. Put the following words under correct headings**

[pantheist; introvert; speculation; dictionary; diameter; prognosis; regress; bimorph]

**PREFIX**

**SUFFIX**

**13. Use the following expressions in sentences of your own**

1. **Idiomatic expression:** muster up confidence
2. **Foreign expression:** en route; en masse; in toot; status quo; sine die
3. **Binomials:** part and parcel

**14. Match the following one word substitutes with their meanings.**

**PART – A**

**PART – B**

- |              |     |  |
|--------------|-----|--|
| 1. trilogy   | ( ) | A) a short stay between two places in one’s journey                  |
| 2. stop over | ( ) | B) a set of three films that has the same subject                    |
| 3. publisher | ( ) | C) a hand written document   |
| 4. detractor | ( ) | D) a person who brings out new books                                 |
|              |     | E) a person who tries to make something less good by criticizing it. |

## SLOT – II

**It was a very quiet .....said Roberge. (pp. 116 &117)**

### **Transactional Questions**

1. Is there any of your friends who feel shy?
2. How will you talk to 'that shy friend'?
3. How frequently your shy friend talks to you?
4. Have you observed your shy friend displaying his/her emotions?

*It was a very quiet friendship that developed over the years. Manikda [as Ray was affectionately called by his friends] was a shy person and always very discreet about displaying his emotions," said Roberge.*

- a. Who is the speaker?
- b. Whose friendship developed over the years?
- c. How was Ray called affectionately by his friends?
- d. What kind of a person was Ray?

### **Transactional Questions**

1. Are there any of your neighbors who are extremely large in size?
2. Are you ever afraid of them?

*Though to outsiders, Ray's massive stature- physical and intellectual- might have made him come across as cold, aloof and even intimidating; he was in reality a very simple and unassuming man with a subtle sense of humour.*

1. Who was described here?
2. How does Ray appear to the outsiders?
3. What was Ray in reality?
4. What exclusive qualities of Ray are mentioned here?
5. Can you pick out the word similar to the meaning of extremely large in size?

### **Transactional Questions**

1. How often do you meet your friends at their homes?
2. Do you fix the time of meeting your friends in prior?

**It was an unspoken arrangement between the two of them to meet on Sundays at 9 a.m. at Ray's residence on Bishop Lefroy Road, Kolkata.**

1. Who does 'them' refer to?
2. What was the unspoken arrangement between the two?
3. What does the phrase, 'unspoken arrangement' mean?
4. When do they meet?
5. Where was Ray's residence?

### **Transactional Questions**

1. Have you ever commented on film making techniques?
2. Do you encourage such comments? Why?
3. How do you respond to such comments?

***Ray would invite Roberge over for private screenings of his latest films and welcomed comments on them. But this happened only after the friendship had cemented, for in the early days of their dialogue Ray's shyness prevented him from talking about his own films.***

1. Who would invite whom?
2. Why was he invited?
3. When was Roberge invited by Ray?
4. What happened after their friendship had cemented?
5. What prevented Ray from talking about his own films in the early days?

### **Transactional Questions**

1. How do your friends feel when they are appreciated?
2. Do you love being complimented by somebody?

***"He was even shy of receiving compliments," said Roberge.***

1. Who does 'he' refer to here?
2. How did he feel on receiving compliments?
3. Why did he receive compliments?

### **Transactional Questions**

1. When does your teacher appreciate you?
2. You have become your teacher's favourite student. Then how does your teacher address you?
3. Can you speak any other language than your mother tongue?

***The greatest mark of Ray's appreciation for him was that he often addressed the French-speaking priest in Bengali, "in spite of my lack of elegance in that language, and the fact that Ray knew both English and Bengali so well."***

1. Who does, 'him' refer to here?
2. What was the greatest mark of appreciation for Roberge from Ray?
3. Does Roberge know Bengali language well?

### **Transactional Questions**

1. Have you ever participated in any play or drama in your school?
2. Who scripted and directed the drama?
3. What pre-preparations are needed for the success of the drama?

***Ray's screenplay manuscripts were an art by themselves.***

1. Who said these words?
2. What were Ray's screenplay manuscripts compared to?
3. What does Roberge say about Ray's manuscripts?
4. Why did he say so?

### **Transactional Questions**

1. How do you feel when you lose your beloved things?
2. What will you do then?

*One Sunday morning, Roberge found Ray in a disturbed mood. A few well –known personalities of the city had visited him earlier to go through some of his manuscripts. After they left Ray found the Charulatha screenplay missing.*

1. Who found Ray in a disturbed mood?
2. How was the mood of Ray on one Sunday morning?
3. Why was Ray in a disturbed mood?
4. Who had visited him earlier?
5. Why did they visit Ray?
6. What did Ray find after they had left?

### **Transactional Questions**

1. How do you feel if someone pinches your belongings?
2. How do you react if you know the person who pinched?
3. Will you forgive or punish the culprit?

*I asked him whether he was planning to take any action and he said no, and explained to me that he did not want to hurt the reputation of the person. I was absolutely stunned by his humane concern.*

1. Who is the narrator?
2. Who does ‘he’ refer to here?
3. Why didn’t Ray want to take any action against the culprit?
4. What is the attitude of Ray towards the culprit?
5. Why was the speaker stunned?

### **CREATIVE EXPRESSION**

One Sunday morning, Roberge found Ray in a disturbed mood. A few well –known personalities of the city had visited him earlier to go through some of his manuscripts. After they left Ray found the *Charulatha* screenplay missing. Ray was almost sure who the culprit was.

- a) Now prepare a possible conversation between Ray and Roberge about their next steps.
- b) Imagine you were Ray and write an entry in a diary about the feelings after finding the missing of “Charulatha Screenplay”.

**PAPER I**

**PART-B**

**GRAMMAR**

**Note: The exercises given under Q 9 & 10 are meant only for textual practice to the students. Unseen passages will be given exams as per the norms.**

**9. Edit the following passage correcting the underlined parts.**

It was a very quiet friends (a) that developed above (b) the years. Manikda [as Ray is (c) affectionately called by his friends] was a shy person or (d) always very discreet about displaying him (e) emotions,” said Roberge.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

Ray would invited (a) Roberge over for private screenings over (b) his latest films and welcomed comments on them. But this happened only after a (c) friendship had cemented, for in the earlier (d) days of their dialogue Ray’s shyness prevented him from talked (e) about his own films.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of the blanks.**

“Ray’s screenplay manuscripts were \_\_\_\_\_ (1) art by themselves,” Roberge \_\_\_\_\_ (2) “handwritten in Bengali, \_\_\_\_\_ (3) notes in English for his set-designer, with sketches here \_\_\_\_\_ (4) there, and occasional staff notation \_\_\_\_\_ (5) fragments of music”.

- |            |           |        |        |
|------------|-----------|--------|--------|
| 1. a) a    | b) on     | c) an  | d) the |
| 2. a) says | b) saying | c) saw | d) see |
| 3. a) of   | b) with   | c) on  | d) for |
| 4. a) but  | b) though | c) as  | d) and |
| 5. a) to   | b) with   | c) for | d) of  |

**11. Relative Pronoun**

1. Ray knew the culprits. They had taken away manuscripts. (Who)
2. Ray developed screenplay manuscripts. They were an art by themselves. (which)
3. Roberge used to meet Ray on Sundays. He was his quiet friend. (who)

**12. Change the following into passive voice**

1. Ray would invite Roberge for private screenings.
2. Roberge found Ray in a disturbed mood.
3. Ray knew both English and Bengali so well.
4. A well-known person has taken away Ray’s manuscripts.

**13. Change the following into reported speech**

1. “He was even shy of receiving compliments,” said Roberge.
2. “Ray’s screenplay manuscripts were an art by themselves,” Roberge says.
3. Roberge said to Ray, “Are you planning to take any action?”
4. Roberge said, “The manuscripts were hand-written in Bengali”

**14. Adverbial Clauses**

1. Ray was in a disturbed mood. He found his screenplay missing. (since)

2. Roberge lacked elegance in Bengali. He discussed the manuscripts written in Bengali.
3. Ray knew the culprits. He did not want to take any action. (though)
4. Ray was very simple and humorous. He had massive structure. (though)

**15. Fill in the blanks with suitable prepositions.**

1. It was a very quiet friendship that developed \_\_\_\_\_ (through/over) the years.
2. Ray's manuscripts were handwritten \_\_\_\_\_ (by/in) Bengali.
3. I was absolutely stunned \_\_\_\_ (by/on) his performance.

**16. Fill in the blanks with suitable forms of verbs given in the brackets.**

1. Ray's screenplay manuscripts \_\_\_\_\_ (be) an art by themselves.
2. This happened only after the friendship \_\_\_\_\_ (cement).
3. Ray would \_\_\_\_\_ (invite) Roberge over private screenings of his latest films and \_\_\_\_\_ (welcome) comments on them.
4. One Sunday morning Roberge \_\_\_\_\_ (find) Ray in a \_\_\_\_\_ (disturb) mood.

**17. Advice**

1. Ray found the Charulatha screenplay missing. **Advise him not to worry.**
2. Roberge wants to stay in Kolkata. Advise him to learn a few words in Bengali.
3. Roberge wants to meet Ray. Advise him to know about him before meeting.

**18. Polite Request**

1. The culprit to Ray: Don't take any action against me.
2. Ray to Roberge: Comment on my screenplays

**19. Your friend lost important documents. What would you say to him? Put a (√ ) mark against the right answer**

- |               |        |                     |        |
|---------------|--------|---------------------|--------|
| A) Its pity   | [    ] | B) it's my pleasure | [    ] |
| C) I am sorry | [    ] | D) condolences      | [    ] |

**20. Why don't we meet on Sundays? What does the sentence mean? Put a (√ ) mark against the right answer**

- |            |        |               |        |
|------------|--------|---------------|--------|
| A) enquiry | [    ] | B) suggestion | [    ] |
| C) order   | [    ] | D) offer      | [    ] |

**PAPER II PART-B VOCABULARY**

Read the following paragraph and write the synonyms of the underlined words choosing from the words given in the box.

**frightening    comedy    distinctive    hefty    prudent    delicate**

Manikda [as Ray was affectionately called by his friends] was a shy person and always very discreet (a) about displaying his emotions,” said Roberge. Though to outsiders, Ray’s massive (b) stature- physical and intellectual- might have made him come across as cold, aloof and even intimidating (c) he was in reality a very simple and unassuming man with a subtle (d) sense of humour.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**criminal**

**fame**

**surprised**

**familiar**

**humanistic**

**clarified**

Ray was almost sure who the culprit (a) was. “I asked him whether he was planning to take any action, and he said no, and explained to me that he did not want to hurt the reputation (b) of the person. I was absolutely stunned (c) by his humane (d) concern,” said Roberge.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**7. Read the following and write the antonyms of the underlined words in the blanks.**

Ray’s massive (a) stature- physical and intellectual- might have made him come across as cold, aloof and even intimidating (b); he was in reality a very simple and unassuming (c) man with a subtle (d) sense of humour.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

Ray was almost sure (a) who the culprit was. “I asked him whether he was planning to take any action, and he said no, and explained (b) to me that he did not want to hurt the reputation of the person. I was absolutely (c) stunned by his humane (d) concern,” said Roberge.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**8. Fill in the blanks with the right form of the words given in the brackets.**

To Roberge, the \_\_\_\_\_ (a) (greater/greatest) mark of Ray’s \_\_\_\_\_ (b) (appreciate/appreciation) for him was that he often \_\_\_\_\_ (c) (addresses/addressed) the French- \_\_\_\_\_ (d) (speaking/spoken) priest in Bengali.

Roberge found Ray in a \_\_\_\_\_ (a) (disturbing/disturbed) mood. A few well- \_\_\_\_\_ (b) (knowing/known) personalities of the city had visited him \_\_\_\_\_ (c) (early/earlier) to \_\_\_\_\_ (d) (went/go) through some of his manuscripts.

**9. Complete the spelling of the words with, ‘ie’, ‘ou’, ‘ai’, ‘ua’, ‘ee’.**

Qu\_ \_t      hum\_ \_r      discr\_ \_t      lang\_ \_ge      pr\_ \_st

**10. Choose the words with correct suffixes given in the brackets.**

- a. It was an unspoken arrange\_\_\_\_\_ (ment/ mant).
- b. He did not want to hurt the reputa\_\_\_\_\_ (tion/sion).

**11. Find the wrongly spelt word and write the correct spelling.**

- a. ocasional spiritual subtle humour: \_\_\_\_\_
- b. personalitys language sure culprits: \_\_\_\_\_

**12) Arrange the following words under the correct headings.**

[Friendship unassuming intimidate occasional reputation unspoken arrangement reappear]

**Prefixes**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Suffixes**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**13. Use the following phrases in your own words.**

**Foreign Expressions:**

- 1. *Lingua Franca* 2. *bonafide* 3. *magnumopus* 4. *ex officio*

**14. Match the following one word substitutes with their meanings.**

**PART – A**

- 1. massive
- 2. culprit
- 3. manuscript
- 4. fragments

**PART – B**

- ( ) A) a hand written document
- ( ) B) a person who is extremely important or large in size
- ( ) C) a hand written document
- ( ) D) a person who is responsible for a problem or a crime
- E) broken parts
- F) a halt in a long journey

\*\*\*\*\*

**SLOT III**

**Like Rabindranath Tagore .....that he used in *Shakha Prashakha*. (pp. 117&118)**

**Transactional Questions**

- 1. What we sing at the end of assembly in school?
- 2. Can you tell who wrote it?
- 3. Can recall any of his poems?

***Like Rabindranath Tagore, Ray strode his time like a colossus. Roberge writes, "It is as if all Bengal was in Manikda: the rich and the poor, the powerful and the humble, the peasants and the city persons, children, teenagers, adults and old people, men and women."***

- 1. Who was Ray compared to?



2. How did Ray stride his time?
3. Who was Manikda?
4. What do you understand by the statement ‘It is as if all Bengal was in Manikda.....’?

***Philosophically too, Roberge feels, Ray took off where Tagore signed out.***

1. What does Roberge mean by the statement—‘Ray took off where Tagore signed out’?
2. What does the phrase, ‘signed out’ mean?
3. How does Roberge feel about Ray’s works?

***In these three films Ray was at his most personal and when some critics saw the films as didactic and verbose, he felt deeply hurt. For, in these last films, Satyajit was directly talking to us, conveying his personal message on society and civilization. If the impulse that motivated his earlier films was aesthetics, in the last three it was self-expression.***

1. What does ‘these three films’ refer to?
2. What did the critics see in these films?
3. What was Ray trying to convey in his last three films?

#### **Transaction Questions**

1. Why do we go to places of worship and what do we do there?
2. Do you believe in the existence of God?

***An agnostic throughout his life, it is possible, Roberge feels that in the face of death Ray was searching for an answer. This was suggested by some of the music that he used in Shakha Prashakha.***

- a) How does Roberge feel?
- b) What was Ray searching for at the time of his death?
- c) How did Ray try to suggest his agnostic thoughts?
- d) What was ‘Shakha Prashakha’?

***If the impulse that motivated his earlier films was aesthetics, in the last three it was self-expression.***

1. Which aspects were presented in his earlier films?
2. What was his motive in his last three films?

#### **CREATIVE EXPRESSIONS (Os 7&8)**

a) Like Rabindranath Tagore, Ray strode his time like a colossus. Roberge writes, “It is as if all Bengal was in Manikda: the rich and the poor, the powerful and the humble, the peasants and the city persons, children, teenagers, adults and old people, men and women.”

**After listening to your teacher’s version in the class, develop a possible conversation between you and your friend on the similarities between the works of Rabindranath Tagore and Sathyajit Ray.**

b) An agnostic throughout his life, it is possible, Roberge feels that in the face of death Ray was searching for an answer. This was suggested by some of the music that he used in *Shakha Prashakha*.

**Now imagine that you were Roberge and write a diary entry about how you felt after the last meeting with Ray.**

## PAPER I

## PART-B

## GRAMMAR

**Note: The exercises given under Q 9 & 10 are meant only for textual practice to the students. Unseen passages will be given for exams as per the norms.**

### 9. Edit the following passage correcting the underlined parts.

Like Rabindranath Tagore, Ray stride (a) his time like a colossus. Roberge writes, “It is as if all Bengal was at (b) Manikda: the rich but (c) the poor, the powerful and an (d) humble, the peasants and the city persons, childs (e), teenagers, adults and old people, men and women.”

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_  
e. \_\_\_\_\_

And there we were deny (a) him his right to speak. As the saying goes, no one is a prophet in their (b) own country,” said Roberge. A (c) agnostic throughout him (d) life, it is possible, Roberge feeled (e), that in the face of death Ray was searching for an answer.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

### 10. Read the following paragraph and fill in the blanks with the correct options given against the number of the blanks.

In \_\_\_\_\_ (1) three films Ray was at his \_\_\_\_\_ (2) personal and when some critics saw the films \_\_\_\_\_ (3) didactic and verbose, he felt deeply hurt. For, in these last films, Satyajit was directly talking \_\_\_\_\_ (4) us, conveying his personal message on society \_\_\_\_\_ (5) civilization.

- |               |            |         |          |
|---------------|------------|---------|----------|
| 1. a) which   | b) that    | c) what | d) these |
| 2. a) more    | b) greater | c) most | d) less  |
| 3. a) of      | b) with    | c) for  | d) as    |
| 4. a) to      | b) with    | c) for  | d) by    |
| 5. a) through | b) or      | c) and  | d) but   |

### 11. Relative Pronoun

1. Ray was an agnostic throughout his life. He was searching for an answer. (who)
2. Ray directed many films. He strode his time like a colossus. (who)
3. Ray produced three films. They were his most personal. (which/that)

**12. Change the following into passive voice**

1. Ray was searching for an answer.
2. Ray strode his time like a colossus.
3. Some critics saw the films as didactic and verbose.

**13. Change the following into reported speech**

1. "No one is a prophet in one's own country," said Roberge.
2. Roberge said, "It is as if all Bengal was in Manikda.

**14. Adverbial Clauses**

1. Ray felt deeply hurt. Some critics saw the films as didactic and verbose. (when)

**15. Fill in the blanks with suitable prepositions.**

1. It would be a sin to lose faith \_\_\_\_\_(on/in) Man.
2. This was suggested \_\_\_\_\_(by/for) some of the music that he used.

**16. Fill in the blanks with suitable forms of verbs given in the brackets.**

1. He \_\_\_\_\_(feel) deeply hurt at his criticism.
2. If the impulse that \_\_\_\_\_(motivate) his earlier films was aesthetics.

**17. Advice**

1. Some of the critics criticized Ray's works as didactic and verbose. He felt deeply hurt. Advise him not to lose heart.

**18. Polite Request**

1. Roberge to the critics: Don't hurt Ray.

**19. The culprit wanted to express apology to Ray. What would he say? Put a ( ✓ ) mark against the right answer.**

- A) you don't mind, do you? [ ]                      B) why don't you forget it? [ ]  
C) I'm sorry [ ]    D) I'm a fool [ ]

**20. May I listen to the music from Shaka Prashaka? What does the sentence mean? Put a ( ✓ ) mark against the right answer**

- A) making a suggestion [ ]                      B) seeking permission [ ]  
C) making an offer [ ]                              D) seeking help [ ]

**PAPER II                      PART-B VOCABULARY**

**6. Read the following paragraph and write the synonyms of the underlined words choosing from the words given in the box.**

**modest                      mighty                      poor                      giant                      farmers                      distinctive**

Like Rabindranath Tagore, Ray strode his time like a colossus(a). Roberge writes, "It is as if all Bengal was in Manikda: the rich and the poor, the powerful (b)and

the humble (c) the peasants (d) and the city persons, children, teenagers, adults and old people, men and women.”

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**Noteworthy    statement    misdeed    everlasting    departed    continued**

b) Philosophically too, Roberge feels, Ray took off (a) where Tagore signed out (b). If one compares the last major prose piece by Tagore, “Shabhyatar Sankat” which he wrote at the beginning of the Second World War, which contains his immortal (c) dictum that in spite of what was happening it would be a sin (d) to lose faith in Man, and the last.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**7. Read the following and write the antonyms of the underlined words in the blanks.**

A) Like (a) Rabindranath Tagore, Ray strode (b) his time like a colossus. Roberge writes, “It is as if all Bengal was in Manikda: the rich and the poor, the powerful (c) and the humble (d) the peasants and the city persons, children teenagers, adults and old people, men and women.”

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

B) If one compares the last major (a) prose piece by Tagore, “Shabhyatar Sankat” which he wrote at the beginning (b) of the Second World War, which contains his immortal (c) dictum that in spite of what was happening it would be a sin (d) to lose faith in Man, and the last three films of Ray, the analogy becomes clear.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**8. Fill in the blanks with the right form of the words given in the brackets.**

Satyajith Ray was \_\_\_\_\_ (a) (direct/directly) talking to us, \_\_\_\_\_ (b) (conveying/conveyed) his \_\_\_\_\_ (c) (personal/personally) message on society \_\_\_\_\_ (d) (civilization/ civilized).

**9. Complete the spelling of the words with, ‘ie’, ‘ou’, ‘ai’, ‘ea’, ‘ie’.**

D\_ \_ th      p\_ \_ ce      f\_ \_ th      soc\_ \_ ty      c\_ \_ ntry

**10. Choose the words with correct suffixes given in the brackets.**

1. Ray felt deep \_\_\_\_\_ (er/ ly) hurt.

2. The impulse in his last three films was self-expres \_\_\_\_ (tion/sion).

**11. Find the wrongly spelt word and write the correct spelling.**

a. occasion    expression    civilization    analyzation    : \_\_\_\_\_

b. verbus    didactic    aesthetics    prophet    : \_\_\_\_\_

**12) Arrange the following words under the correct headings.**

Signed out would be were denying took off had done think over has been look after

**Verb Phrases**

**phrasal verbs**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**13) Use the following in sentences of your own.**

**Phrasal Verbs**

- 1. took off : \_\_\_\_\_
- 2. Signed out : \_\_\_\_\_

**Foreign Expressions:**

- 3. alma mater: \_\_\_\_\_
- 4. in absentia: \_\_\_\_\_

**14. Match the following one word substitutes with their meanings.**

**PART – A**

**PART – B**

- |   |           |     |   |  |
|---|-----------|-----|---|--|
| 1 | Verbose   | [ ] | A | Something designed to teach people some moral        |
| 2 | Didactic  | [ ] | B | A person who is not sure about the existence of God  |
| 3 | Agnostic  | [ ] | C | Using more words than needed                         |
| 4 | aesthetic | [ ] | D | A person who is responsible for a problem or a crime |
|   |           |     | E | The art of judging beauty                            |
|   |           |     | F | A future that is similar                             |

\*\*\*\*\*

**SLOT - IV**

**The last time the two friends.....for film-making. (pp. 118)**

**Reading Comprehension**

*The last time the two friends met, Ray was in hospital, on his deathbed. It was a Sunday and Roberge, true to habit, arrived on the dot at 9 a.m.*

- 1. When was the last time the two friends met?
- 2. What happened to Ray?
- 3. What was it 'true to habit'?

**Transactional Questions**

- 1. Can we expect a person on deathbed to be strong and healthy?
- 2. Are really all children weak?

*He had grown so weak that he looked frail as a child.*

- a) Who is the narrator?
- b) Who had grown so weak?
- c) How did he look like?
- d. Why did he look frail as a child?

***Manikda said, 'Bhalo laglo'. Those were his last words to me.***

1. Who was Manikda?
2. Who was Manikda speaking to?
3. Which language does the phrase, 'bhalo laglo' belong to?
4. What does the phrase, 'bhalo laglo' mean?
5. Why were they the last words?

***One important fallout of this friendship was the establishment of Chitrabani, a communication and film institute, the first of its kind in West Bengal, which Roberge founded in 1970 and to which Ray, as a token of friendship, lent his name as co-founder***

1. What was the important fallout of this friendship?
2. What is Chitrabani?
3. What was the purpose of establishment of Chitrabani?
4. Where was it founded?
5. How did Roberge honour Ray as a token of their friendship?

**“I had no reservations applying for them, for I feel richer countries in the West are indebted to countries like India.”**

1. Who had no reservations?
2. Why hadn't he any reservations?
3. What does 'them' refer to?
4. What was the speaker speaking about?
5. Why do you think richer countries in the West indebted to India?

### **CREATIVE EXPRESSIONS**

One important fallout of this friendship was the establishment of Chitrabani, a communication and film institute, the first of its kind in West Bengal, which Roberge founded in 1970 and to which Ray, as a token of friendship, lent his name as co-founder. Ray was in the first governing body and after a few terms readily agreed to be the institute's adviser.

**Now imagine yourself as Roberge and make a diary entry after the acceptance of Ray to be the institute's adviser.**

#### **PAPER 1**

#### **PART-B**

#### **GRAMMAR**

**Note: The exercises given under Q 9 & 10 are meant only for textual practice to the students. Unseen passages will be given for exams as per the norms.**

**9. Edit the following passage correcting the underlined parts.**

One important fallout of this friendship was **a** (a) establishment of Chitrabani, a communication and film institute, the first of **their** (b) kind in West Bengal, **who** (c) Roberge founded in 1970 and to which Ray, as a token of friendship, **lend** (d) his name as co-founder. Ray was in the first governing body **but** (e) after a few terms readily agreed to be the institute's adviser.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of the blanks.**

One important fallout of this friendship was \_\_\_\_ (1) establishment of Chitrabani, a communication and film institute, the of \_\_\_\_ (2) kind in West Bengal, which Roberge founded \_\_ (3) 1970 and to which Ray, as a token of friendship, lent his name as co-founder. Ray was in the first governing body and \_\_\_\_ (4) a few terms readily \_\_\_\_ (5) to be the institute's adviser.

- |              |          |             |           |
|--------------|----------|-------------|-----------|
| 1. a) a      | b) an    | c) one      | d) the    |
| 2. a) its    | b) it    | c) it's     | d) his    |
| 3. a) by     | b) at    | c) on       | d) in     |
| 4. a) after  | b) now   | c) then     | d) before |
| 5. a) agrees | b) agree | c) agreeing | d) agreed |

### **11. Relative Pronoun**

1. Ray founded Chitrabani. It was a communication and film institute. (which)
2. Ray was on his deathbed. He had grown so weak. (who)

### **12. Change the following into passive voice**

1. Roberge founded Chitrabani in 1970.
2. Chitrabani produced important documentary features.
3. Roberge lent Ray as his cofounder.

### **13. Reported Speech**

1. "Those were the last words to me," said Roberge.
2. Roberge said, "I had no reservations applying for them"

### **14. Adverbial Clauses**

1. He had grown very weak. He looked frail as a child. (so..that)
2. Ray was on his deathbed. He looked frail as a child. (as/since)
3. Ray and Roberge had unique friendship. Roberge lent Ray as co-founder of Chitrabani. (as/since)

### **15. Fill in the blanks with suitable prepositions.**

1. Chitrabani was the first \_\_\_\_ (of/for) its kind in West Bengal.
2. Richer countries in the West are indebted \_\_\_\_ (for/to) the countries like India

16. Fill in the blanks with suitable forms of verbs given in the brackets.

1. He \_\_\_\_\_ (grow) so weak that he looked frail as a child
2. The last time the two friends \_\_\_\_ (meet), Ray was in hospital.

17. Ray had grown so weak that he looked frail as a child. Advise him to take medicines regularly.

18. Polite Request

1. You to your friend: Tell me more about Chitrabani.
2. Roberge to Ray: Be the institute's adviser.

19. Ray was hospitalized. What would Roberge say to him? Put a ( ✓ ) mark against the right answer.

- A) Don't worry [    ]      B) I'm sorry [    ]  
C) condolences [    ]      D) wish you speedy recovery [    ]

20 Ray agreed to be the co-founder of Chitrabani. What does the sentence mean? Put a ( ✓ ) mark against the right answer.

- A) Making a statement [    ]      B) making a suggestion [    ]  
C) making an offer [    ]      D) accepting the offer [    ]

### PAPER II PART-B

#### VOCABULARY

6. Read the following paragraph and write the synonyms of the underlined words choosing from the words given in the box.

Set up                      conditions                      result                      humble                      honour                      interaction

One important fallout (a) of this friendship was the establishment (b) of Chitrabani, a communication and film institute, the first of its kind in West Bengal, what Roberge founded in 1970 and to which Ray, as a token (c) of friendship, lent his name as co-founder. Ray was in the first governing body and after a few terms (d) readily agreed to be the institute's adviser.

- a. \_\_\_\_\_      b. \_\_\_\_\_      c. \_\_\_\_\_      d. \_\_\_\_\_

7. Read the following and write the antonyms of the underlined words in the blanks.

One important (a) fallout of this friendship was the establishment of Chitrabani, a communication and film institute, the first of its kind in West Bengal, what Roberge



**founded** (b) in 1970 and to which Ray, as a token of **friendship** (c) , lent his name as co-founder. Ray was in the first governing body and after a few terms readily **agreed** (e) to be the institute's adviser.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**8 . Fill in the blanks with the right form of the words given in the brackets.**

1. One \_\_\_\_\_ (a) (important/importance) fallout of this \_\_\_\_\_ (b) (friends/friendship) was the \_\_\_\_\_ (c) ( establishment /establishing) of Chitrabani, a communication and film \_\_\_\_\_ (d) (institute/institution)

**9. Complete the spelling of the words with, 'ee', 'ou', 'ia', 'ea', 'ie'.**

Init\_ \_l          f\_ \_tures          br\_ \_ding          gr\_ \_nd

**10. Choose the words with correct suffixes given in the brackets.**

1. Ray was in the first governing body and after a few terms read \_\_\_\_\_ (illy/ily) agreed to be the institute's advis \_\_\_\_\_ (er/or).

**11. Find the wrongly spelt word and write the correct spelling.**

a. government    expression    token    establishment: \_\_\_\_\_  
 b. documetry    agencies    initial    features: \_\_\_\_\_

**13) Use the following in your own sentences**

1. **Idiomatic expression:**            on the dot
2. **Binomial Expression :**            odds and ends
3. **Foreign expressions:**            detour,            verbatim

**14. Matching**

1	Documentary	[   ]	A	An organization of learning
2	Institute	[   ]	B	obligated
3	token	[   ]	C	A feature that is similar
4	Indebted	[   ]	D	Recognition of something
			E	Totally new
			F	A short factual film

\*\*\*\*\*

## READING – B – MAYA BAZAAR

### Questions for Discussion

1. Do you like watching movies?
2. Which type of movies do you like to watch?
3. What attracts you more in the movies?
4. Tell me the name of the best movie you have seen recently.
5. Which aspects of the movie have an enduring effect on you?

### SLOT - I

*K. V. Reddy's 'Maya Bazaar'.....audience still do the same now. (pp. 131&132)*

### Questions for Transaction

1. Have you seen the film 'Maya Bazaar'?
2. Do you think it is a popular film? Why do you think so?
3. Who is the key person in film making?
4. Tell me the names of the film directors you know.
5. How old is the Indian movie as per your knowledge – 20 yrs/50 yrs/100 yrs?

*The film is considered one of the enduring classics of Indian cinema and was christened a landmark achievement in Indian film's cinematography, art direction and VFX with the available technology during that time. The following is a review on the film when it celebrated the Golden Jubilee in 2007.*

1. Which film is considered a classic of Indian cinema?
2. Why the film was considered a landmark in Indian cinema?
3. On what occasion the review of the film is written here?

### **Transaction Questions**

1. Do all the films have the same impact on the audience?
2. Can any director or producer expect this impact before making the film?
3. Have you ever watched the same movie in different languages?

*Fifty years ago, director K.V. Reddy or for that matter, producers Nagireddy and Chakrapani, would not have imagined what they were unleashing when they decided to make Maya Bazaar- a bilingual in Telugu and Tamil.*

1. How was K.V. Reddy related to the film?
2. Who were the producers of the film?
3. What does, 'a bilingual' mean?
4. In which languages the film was released?

### **Transactional Questions**

1. How long does it take to make a film?

2. What aspects make the movie a hit?
3. Who must have control on every frame of the movie? Why?

*The finished product hit the screen in 1957 to become a landmark movie in the Telugu film industry. It became a hit not only for the sterling performances of the star-ensemble that it had right from S.V. Ranga Rao, Savitri, NTR, ANR, and Gummadi, but also because K.V. Reddy was in full control over every frame of it.*

1. What does 'the finished product' refer to?
2. When did it hit the screen?
3. Whose sterling performances are mentioned?
4. What does, 'the star ensemble' mean?
5. Who include 'the star ensemble'?

### **Transactional Questions**

1. Apart from the director, producer and actors, who else could add something to the film making?
2. What type of movie themes do you like most?
3. Do you think a big theme always gives a big hit?
4. Is it the big theme or small theme that gives a hit on the screen?
5. Do you have any idea of where do the film-makers get the themes from?

*There is little else one could expect when all-time greats like Marcus Bartley (cinematography), Ghantasala (music), M.L.Vasantha Kumari, Leela, Suseela and Madhavapeddi (playback), Gokhale (art), Pasumarthy (choreography) and Pitambaram (make-up) got together to weave magic around an episode from Mahabharatha, Sasirekha Parinayam.*

1. Which movie is discussed here?
2. What features add a little else to a movie other than direction and action?
3. What are the movie-related aspects mentioned in this passage?
4. Who got together to weave the magic?
5. What was the magic?
6. Which episode from Mahabharatha weaves the magic?

### **Transaction Questions**

1. Have you watched any movie more than once?
2. What made you watch the movie repeatedly?
3. Have you experienced the same feeling every time you watch the same movie?
4. Have you ever related the characters in any movie to someone you know?

*It is a tribute to Telugu culture, language and customs of the land. The film was watched repeatedly soon after its release because people identified every character of the film with someone they knew in their immediate vicinity and the audience still do the same now.*

1. What does 'it' referred to?
2. What is it a tribute to?

3. Why was the film watched repeatedly?
4. Which character of the film have you identified in your immediate vicinity?

### **CREATIVE EXPRESSIONS.**

The film is considered one of the enduring classics of Indian cinema and was christened a landmark achievement in Indian film's cinematography, art direction and VFX with the available technology during that time.

**Now in this context prepare a possible conversation between your grandma and you about the greatness of the movies in the past and movies at present.**

**Your teacher has screened the film 'Maya bazaar' in your school for all the class ten students. Now write a diary entry describing your thoughts about the magic episode of Mahabharatha and who are responsible for the magic.**

### **SLOT II**

**The dialogues written..... viewers' heart. (pp. 131 &132)**

#### **Transactional Questions**

1. Do you love listening to songs?
2. Do you listen to songs either to enjoy music or lyrics?
3. Have you ever used any movie dialogue while talking to your friends?

*The dialogues written by Pingali Nagendra Rao (as well the lyrics) were the same that the people were hearing or using in their conversations every day - if not, those became a part of Telugu life thereafter. Sasirekha's, nay Ghatothkacha's Manadi Sodara Prema... became immortalized as much as Suryakantam's antha alamalame kada which has become a way of life in greeting people.*

1. Who wrote the dialogues for the film Maya Bazaar?
2. What else has the person written along with dialogues?
3. What words from the film became popular among the people?
5. What did the writer mean by using the phrase, 'immortalized'?
6. What had become 'immortalized'?
7. Which words became the way of life in greeting people?

#### **Transactional Questions**

1. Do you have any idea of how new words are added to the dictionary?
2. What are the sources of contribution to the dictionary?

*An entire repertoire was added to the Telugu dictionary by the film.*

1. What was added to the Telugu dictionary?
2. Which film was mentioned here?
3. What does the word, 'repertoire' mean?

*The story itself is woven around the love of Sasirekha- Abhimanyu. With Krishna and Balarama having difference of opinion over it, their wives too take sides as is inevitable*

*in any family. To introduce the theme, the director uses a magic box, (an equivalent of a TV screen) which displays whatever is dear to the viewer's heart.*

1. What was the story woven around?
2. How are Krishna and Balarama related?
3. What difference of opinion was there between Krishna and Balarama?
4. What was inevitable in their families?
5. How was the magic box used in the film?
6. What is compared to an equivalent of TV screen in this passage?
7. What does the magic box display?

### **Transactional Questions**

1. If you were given the magic box what would you see in it?
2. Do you wish to have a magic box?

*His wife laps up the sight of an array of jewellery and the audience laughed heartily because they knew that someone back home was equally attached to the riches.*

1. Whose wife is mentioned here?
2. Why do you think an array of jewellery appear for his wife?
3. Why did she lap up?
4. Why did the audience laugh heartily?

*The greatness of the director lies here he successfully reduces all characters to ordinary mortals displaying all the follies of human beings except Ghatothkacha and Krishna.*

1. What is the greatness of the director?
2. How was the director successful?
3. How did the director mould the characters?
4. Why were Krishna and Ghatothkacha characterized differently?

### **The result — a feast for the eyes and soul.**

1. What is a feast for eyes and soul?
2. How is the film a feast for eyes and soul?

*Further, if they seek to know about their uncles, aunts and cousins back home, bring in their names, “look, this is your Balarama...”*

1. Who does ‘they’ refer to?
2. When do you suggest them to see the film Maya Bazaar?
3. Why do you suggest so?

\*\*\*\*\*

**Questions for Discussion**

1. Have you ever watched any celebration of movie awards on TV?
2. Why are these functions celebrated?
3. Who are invited to these celebrations?
4. What kinds of award are presented during these celebrations?

**SLOT – I**

**The Indian film industry.....evergreen Telugu classic (pp 142)**

**Reading Comprehension**

*Telugu audiences are proud of many great producers, directors and artistes. Savitri is one of such prestigious artiste. Ever since she was eight, she evinced interest in learning dance.*

1. What was Savitri?
2. What was she interested in?
3. How old was she when she evinced interest in dance?

*She was offered a role in the film. Agnipareeksha, but was finally dropped.*

1. Who was offered a role in the film?
2. How old was she when she was offered a role in the film?
3. What was she offered?
4. In which was she offered a role?
5. Why was she dropped from the role?

*Her expressions were beautiful. A lot of film makers recognized 'a potential artiste' in her.*

1. Whose expressions were referred here?
2. How were her expressions?
3. What did a lot of film makers recognize in her?
4. When did they recognize 'potential artiste' in her?

*As a result, she was elevated to the role of a heroine by the noticed director L.V. Prasad in the film 'Samsaaram' (1950).*

1. Who was she?
2. Why was she elevated?
3. How was she elevated?
4. By whom she was elevated?
5. In which film she was elevated?
6. Who was the director of the film "Samsaram"?

*On the sets, she was nervous, she had to repeat many takes and this proved a setback for her. The role was given to someone else and she was given a small roll of less import.*

1. How was she on the set?
2. Why do you think she was nervous on the sets?
3. What was the result of her nervousness?
4. Which proved a setback to her?
5. Had she been continued in the same role?

*The young Parvathi with curly hair, a lock of hair straying to her forehead, the large round black berry eyes looking out from an innocent face left an indelible imprint in the minds of all cine lovers.*

1. How was young Parvathi portrayed?
2. What was the film in which Savitri left an indelible imprint?
3. How did Savitri leave an indelible imprint in the minds of audience?
4. What does 'an indelible imprint' mean?

### **CREATIVE EXPRESSION**

Telugu audiences are proud of many great producers, directors and artistes. Savitri is one of such prestigious artiste.

**You are asked to speak about your favourite actress in the Literary Club of your school. Prepare a script for speech on Savitri.**

\*\*\*\*\*

### **SLOT - II**

**Savitri established..... has no parallel. (pp 144 &145)**

**She gave an exceptionally brilliant performance as a woman forced to marry a mentally retarded person.**

1. In which film did Savitri give an exceptionally brilliant performance?
2. How was her performance in the film?
3. What was her role in this film?
4. Who was she forced to marry in this film?
5. Who acted the role of the mentally retarded person?

*Savitri captured the audiences with her charm and magnificent acting. She was able to convey a wide range of feelings through her expressive eyes*

1. How did Savitri capture her audiences?
2. How was she able to convey a wide range of feelings?
3. What kind of eyes did Savitri have?
4. What does the word 'charm' mean?

*Savitri's amazing talent was in full form in Missamma, a hit comedy that established Savitri's place firmly as a star.*

1. Which film elevated Savitri's talent?
2. How was her talent in the film?

3. What is meant by 'comedy'?
4. How did the film help Savitri?

***Mary in the film comes into an agreement with a Hindu youth, M T Rao (NTR) to pretend as a couple in order to get a job in a school. Mary was a Christian to the core, whereas Rao was a tolerant Hindu.***

1. Which film is referred here?
2. How many characters do we come across in the passage?
3. Who acted as a Hindu youth?
4. Who played the character of Mary?
5. What was the agreement made?
6. Why did they act as a couple?
7. Identify the adverse characteristics of the roles?

***"When I watch Savitri's acting, I usually get doubts about my own acting".***

1. Who commented on Savitri's acting?
2. Why did the speaker get doubts on her acting?

***'Savitri was one of the first actresses with unbelievable spontaneity'.***

1. Who is the speaker?
2. What was the speaker?
3. What does the word, 'spontaneity' mean?
4. Which quality of Savitri is referred in the passage?

***She played the role of Sasirekha. Recollecting the 16-annas Telugu lass clad in parikini, in the song 'allibilli ammayiki...' reminds us of the rich Telugu culture of yesteryears.***

1. Who played the role of Sasirekha?
2. In which film did she play the role of Sasirekha?
3. What made the audience recollect the Telugu culture?
4. Which word in the passage refers to the dress of a girl?
5. What does the song "allibilli ammayiki" reminds us?

***The theatre rocks with laughter when Lakshmana Kumara (Relangi) is teased by maya Sasirekha. She switches from the feminine to the masculine in the twinkling of an eye and needless to say, a female artiste displaying masculine demon qualities with a club in hand has no parallel.***

1. What does the theatre rock with?
2. Whose performance rocks the theatre with laughter?
3. Who teases Lakshmana Kumara?
4. Who played the role of Lakshmana Kumara?
5. Between which two roles does the actress switch over?
6. Which action of Savitri has no parallel?

\*\*\*\*\*



**SLOT III**

**Savitri gets totally involved..... THAT LIFE TO CINEMA." (pp. 144 & 145)**

**Reading Comprehension**

*Savitri was awarded the title 'Mahanati' (the Supreme artiste). She also received the Presidential award for her performance in 'Chivaraku Migiledi', the magnum opus of Savitri. She was the recipient of 'Kalaimamani' and 'Nadigayar Tilakam' from Tamil film industry.*

1. Which film helped her to receive the Presidential award?
2. What was referred to as the 'magnum opus' of Savitri?
3. What does the expression, 'magnum opus' mean?
4. What are the awards received by Savitri?

*She was equally admired by Telugu and Tamil film lovers. She also acted in a few Kannada and Hindi films. She had a lion's share of films when she was at the zenith of her career. Her passion for films was so strong that she directed and produced a few films, in spite of certain adversities.*

1. Who does 'she' refer to?
2. In which languages did 'she' act?
3. What did she have when she was at the zenith of her career?
4. What does the phrase, 'a lion's share' mean?
5. What made her to direct and produce the films?

**SHE WILL BE REMEMBERED AS LONG AS CELLULOID LIVES ON.**

1. Who expressed these words?
2. Who will be remembered?
3. How long will she be remembered?
4. What does 'Celluloid' mean?

\*\*\*\*\*

**UNIT-5      BIO-DIVERSITY      A READING: ENVIRONMENT**

**SLOT: 1**

**Questions for discussion**

1. What do students get if they win an event?
2. Have you ever heard of Nobel Prize?
3. What do you know about Nobel Prize?
4. Name an Indian Nobel Prize winner.
5. What does NHK stand for?
6. When was the interview conducted?

*Wangari Maathai started the Green Belt Movement and also fought for equal rights for women in Africa. She is the first African woman to win the Nobel Peace Prize.*

1. Who started Green belt Movement?
2. What did she fight for?
3. Who is the first African woman to win the Nobel Peace Prize?

*NHK Radio: How did you become..... is concerned about their lives.*

**Questions for Transaction Process**

1. What are the differences between rural and urban areas?
2. Where do you live, in rural or urban?
3. How are we connected to the environment?
4. What are the basic needs for people?
5. Why don't the rural people have the basic needs?
6. Who spoil the environment?
7. How do people spoil the environment?
8. Can you give an example for degradation of environment?
9. How can you rehabilitate the environment?
10. What do you do to rehabilitate environment in your school?

*From the time we started, we were trying to respond to the basic needs of people in the rural areas*

1. Who does 'we' refer to?
2. What did they start?
3. What were they trying?
4. What were the rural people asking for?
5. What were the basic needs they were trying to respond?

*“And all these come from the land.”*

1. Who is the speaker?
2. Who is the speaker speaking to?
3. What does 'these' refer to?

*They did not have those things because the environment was degraded.*

1. What didn't 'they' have?
2. Who are 'they'?
3. What were those things?
4. Why didn't they have those things?

*The forested mountains were the source of water and the source of rain, so when you deforest, you cause a shortage of water and a change of rainfall patterns...*

1. What do you mean by deforestation?
2. Who is the speaker?
3. Who is the speaker speaking to?
4. What were the sources of water and rain?
5. What are the ill effects of deforestation?
6. What would be the result of shortage of water?

### CREATIVE EXPRESSIONS

Wangari Maathai started the Green Belt Movement and also fought for equal rights for women in Africa.

**a) You were asked to deliver a speech on 'Equal rights for women' on Women Equality Day on 26<sup>th</sup> August in your school.**

**Now, prepare a script for speech.**

**b) You were asked to deliver a speech on 'Go Green' day celebration in your school organized by National Green Corps.**

**Now, prepare a script for speech.**

The forested mountains were the source of water and the source of rain. So, when you deforest, you cause a shortage of water and a change of rainfall patterns. A contractor came to cut down the trees in your area.

**Now, write a possible conversation between you and the contractor.**

**Paper I**

**Part-B**

**GRAMMAR**

**Note: Exercises under Q.No: 9 & 10 are meant only for textual practice to the students. Unseen passages will be given in the exam instead of textual exercises as per the norms.**

**9. Edit the following passage correcting the underlined parts.**

And all these come to (a) the land. But (b) weknew that what the people in the rural areas were asked (c) for had to do with the environ (d). They did not have those things because the environment were (e) degraded.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of blanks.**

The forested mountains \_\_\_\_ (1) the source of water and the source of rain, \_\_\_\_ (2) when you deforest, you cause \_\_\_\_ (3) shortage of water and a change \_\_\_\_ (4) rainfall patterns and therefore people are not able to get food \_\_\_\_ (5) water.

1. a) is      b) were      c) are      d) was
2. a) so      b) and      c) for      d) but
3. a) the      b) an      c) a      d) one
4. a) to      b) of      c) for      d) with
5. a) by      b) or      c) but      d) and

**11. Combine the sentences using relative pronoun.**

1. Wangari Maathai started the Green Belt Movement. She won the Nobel Peace Prize. (who)
2. The environment is degraded. It is to be rehabilitated. (which)

**12. Change the following into passive voice.**

1. People were asking for clean drinking water.
2. We have to rehabilitate the environment.
3. The government protects the forests.
4. The forested mountains give us rains.

**13. Change the following into reported speech.**

1. NHK radio said to Wangari Maathai, "How did you become aware of the environment"?
2. Wangari Maathai said, "We were trying to respond to the basic needs of the people."

**14. Adverbial Clauses**

1. You deforest. You cause a shortage of water. (if)
2. We understood the importance of environment. We rehabilitated it. (since/as/so)
3. People should protect the environment. They get food and water. (in order to)

**15. Fill in the blanks with suitable prepositions given in the brackets.**

1. So we knew that what the people \_\_\_\_ (in, at) the rural areas were asking \_\_\_\_ (to, for) what they had to do with the environment.
2. Therefore, in order \_\_\_\_ (to, for) them to have good environment that can sustain their livelihoods, it is important \_\_\_\_ (for, to) have a government.

**16. Fill in the blanks with suitable forms of verbs given in the brackets.**

1. We were \_\_\_\_ (try) to respond to the basic needs of people in the rural areas.
2. We \_\_\_\_ (know) that what the people in the rural areas were asking for had to do with the environment.
3. They did not have those things because the environment \_\_\_\_ (be) degraded.

**17. Your neighbour unnecessarily cuts down the trees. Advise him not to do so.**

**18. Polite Request**

You to your neighbour: Don't cut trees.

You to your neighbour: Protect the environment.  
You to your friend: Plant a tree on your birthday.

**19. One of your neighbours has received an award for rehabilitation of environment in your surroundings. What would you say? [ ]**

- a) Congratulations      b) Best of luck      c) Thank you      d) sorry

**20. What does the following sentence mean? Put a tick (✓) mark against the right answer.**

Let us plant more number of trees.

- a) seeking help ( )      b) making a request ( )      c) order ( )      d) suggestion ( )

---

### Paper II- Part-B

#### VOCABULARY

**6. Read the following and write the synonyms of the underlined words choosing from the words given in the brackets.**

restore      village      distinctive      starting      reduced

So we knew that what the people in the rural (a) areas were asking for had to do with the environment. They did not have those things because the environment was degraded (b). So, from the very beginning (c) we understood that we have to rehabilitate (d) the environment.

- a. \_\_\_\_\_      b. \_\_\_\_\_      c. \_\_\_\_\_      d. \_\_\_\_\_

World      fight      occurs      powerful      rural      dissatisfaction

Now whether this happens (a) at the national level or at the regional level, or even at the global (b) level, sooner or later there is discontent (c); and when that discontent is strong (d) enough, there is conflict.

- a. \_\_\_\_\_      b. \_\_\_\_\_      c. \_\_\_\_\_      d. \_\_\_\_\_

**7. Read the following and write the antonyms of the underlined words in the blanks.**

At the same (a) time, good management of the natural (b) resources is not possible (c) if you do not have democratic space, respect for human beings, respect (d) for human rights, giving other people dignity.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_

The forested mountains were the source of water and the source of rain, so when you **deforest**, (a) you cause a **shortage** (b) of water and a **change** (c) of rainfall patterns and therefore people are not **able** (d) to get food and water.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_

**8. Fill in the blanks with the right form of the words given in the brackets.**

1. They did not have those things because the \_\_\_\_\_ (environment /environmental) was degraded.
2. From the very \_\_\_\_\_ (begin/beginning) we understood that we have to rehabilitate the environment.
3. So when you deforest, you cause a \_\_\_\_\_ (shorter /shortage) of water and a change of rainfall patterns.

**9. Complete the spelling of the words with, 'ae', 'ea', 'ee' 'ai' 'oo' 'ou' 'eo' or 'ia' .**

Cl\_\_ \_\_ n ; f\_\_ \_\_ d; n\_\_ \_\_ ds; mater\_\_ \_\_ l; sust \_\_ \_\_ n;  
underst\_\_ \_\_ d; p \_\_ \_\_ ple; acc \_\_ \_\_ nt

**10. Choose the words with correct suffixes given in the brackets.**

1. How did you become aware of the environm\_\_\_\_\_ (ent/ant)
2. From the very beginning we understood that we have to rehabilita \_\_\_\_\_ (tion/sion) the environment.
3. When you deforest, you cause a short\_\_\_\_ (age/ege) of water and a change of rainfall patterns.

**11. Find the wrongly spelt word and write the correct spelling.**

respond, enargy. material, fodder \_\_\_\_\_ -  
protact, pattern, source, deforest \_\_\_\_\_

**12. Arrange the following words under the correct headings.**

Environment deforest important engagement natural discontent degrade  
resources

**Prefixes**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Suffixes**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**13. Use the following in your own sentences**

1. fight for
2. ask for

**14. Match the following**

<b>Part A</b>		<b>Part B</b>	
1	Fodder	[ ]	A The process of destroying a forest
2	rehabilitation	[ ]	B Plantation of more number of trees
3	deforestation	[ ]	C Building material
4	environment	[ ]	D Returning to its original condition
			E Change of rain fall patterns
			F The natural world

\*\*\*\*\*

**SLOT – II**

**NHK Radio: How is peace.....engaged in conflict. (pg151& 152)**

**Questions for Transaction Process**

1. Why do wars happen between the countries?
2. What happens if wars are fought?
3. How can we live peacefully?

**COMPREHENSION**

*Many wars that are fought in the world are fought over natural resources. Some wars are fought because the environment is so degraded that it is not able to support communities.*

1. Who is the Speaker?
2. Who is the speaker speaking to?
3. Why were many wars fought?
4. Why were some wars fought?
5. What can't support environment?
6. What happens if the environment is degraded?

*Good management of the natural resources, equitable distribution of these resources, is important for peace.*

1. Who is the speaker?
2. What is the speaker's suggestion?
3. Why is the speaker advocating good management and equitable distribution of resources?
4. What are important for peace?

*That is why the three themes are related, like the African stool, with three legs and the basin on which you sit.*

1. What is the African stool compared to?
2. What three themes does the speaker talk about?

3. What do the three legs represent according to the speaker?
4. Why are these three legs important?

**Paper-I**

**Part-B**

**GRAMMAR**

**Note: Exercises under Q.No: 9 & 10 are meant only for textual practice to the students. Unseen passages will be given in the exam instead of textual exercises as per the norms.**

**9. Edit the following passage correcting the underlined parts.**

At the (a) same time, good management of the nature (b) resources is not possible so (c) you do not have democratic space, respect of (d) human beings, respect for human rights, give (e) other people dignity.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_

We have not share (a) our resources equitably. We has (b) allowed some people, especially those of (c) power, to acquire the (d) lot at the expense of the majority. And we have also engaged with (e) conflict.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of the blanks.**

That is why the three themes \_\_\_\_\_ (1) related, like the African stool, \_\_\_\_\_ (2) three legs and the basin \_\_\_\_\_ (3) which you sit. The three legs: one leg is peace, the other leg is \_\_\_\_\_ (4) governance, and the third leg is sustainable management \_\_\_\_\_ (5) resources.

1. a) is            b) were            c) are            d) was
2. a) so            b) and            c) though            d) with
3. a) in            b) upon            c) on            d) at
4. a) good            b) better            c) best            d) much
5. a) by            b) or            c) on            d) of

**11. Combine the sentences with suitable relative pronoun**

1. The environment is so degraded. It can't support communities. (which)
2. The three themes are related. They are like the African stool. (which)

**12. Change the following into passive voice**

1. We have not shared our resources equitably.
2. We have allowed some people to exploit the resources.

**13. Change the following into reported speech**

1. "How is peace connected to a good environment?", NHK Radio said to Maathai.
2. Mathai said, "Many wars were fought over natural resources."



**14. Combine the following using adverbial clause.**

1. Some wars were fought. There was a shortage of natural resources.  
(because/so/as/since)
2. The resources were not shared equitably. We have engaged in conflict.  
(so/as/since)

**15. Fill in the blanks with the suitable prepositions given in the brackets.**

1. Many wars are fought \_\_\_\_ (over/in) the world.
2. Some people want \_\_\_\_ (by/to) control them.
3. Good management of the natural resources is important \_\_\_\_ (for/from) peace.
4. We have also engaged \_\_\_\_ (in/with) conflict.

**16. Fill in the blanks with suitable forms of verbs given in the brackets**

1. The three themes are \_\_\_\_\_ (relate), like the African stool.
2. We have \_\_\_\_\_ (engage) in conflict.

**17. Advice**

1. Your friend's behaviour is not proper. Advise him to behave properly.

**18. Polite Request**

- 1) You to your friend: Share the resources equitably.
- 2) You to your classmate: Stop conflicts

**19. Your friend shared his notes with you. What would you say to him? ( )**

- a) Its nice of you      b) I am happy      c) thank you      d) congratulations

**20. What does the following sentence mean? Put a tick (✓) mark against the right answer.**

We should not degrade the environment to avoid conflicts.

- a) suggestion      b) advise      c) request      d) offer

**Paper-II**

**Part-B**

**VOCABULARY**

**6. Read the following paragraph and write the synonyms of the underlined words choosing from the words given in the box.**

world, village, governance, dispute, reasonable, local

Now whether this happens at the national level or at the regional(a) level, or even at the global level, sooner or later there is discontent; and when that discontent is strong enough, there is conflict(b). So good management(c)of the natural resources, equitable(d)distribution of these resources, is important for peace

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

Permitted, obtain, involved, reasonable, cost, fought

2. We have allowed (a) some people, especially those in power, to acquire (b) a lot at the expense of the majority. And we have also engaged in conflict.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**7. Read the following and write the antonyms of the underlined words in the blanks.**

Some wars are fought because the environment is so degraded(a) that it is not able to support(b)communities and so they fight over the little (c) that is left (d).

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

At the same(a) time, good (b) management of the natural (c)resources is not possible if you do not have democratic space, respect (d)for human beings, respect for human rights, giving other people dignity.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**8. Fill in the blanks with the right form of the words given in the brackets.**

1. Many wars that are fought in the world are fought over \_\_\_\_\_ resources.  
(natural / nature)
2. Good management of the natural resources is important for \_\_\_\_\_( peaceful/ peace)
3. We have not shared our \_\_\_\_\_ ( resource /resourceful) equitably.
4. We have also \_\_\_\_\_ (engaged/engagement) in conflict.

**9. Complete the spelling of the words with, ‘ou’, ‘ea’, ‘ee’, ‘io’, ‘ei’or ‘ia’.**

Res \_\_\_ \_ rces; k\_ \_p; nat\_ \_nal; p\_ \_ce; en\_ \_gh; espec\_ \_lly

**10. Choose the words with correct suffixes given in the brackets.**

- a.Many wars that are fought in the world are fought over natur\_\_\_ (al/el) resources.
- b. Some wars are fought because the environm \_\_\_(ant/ent) is so degraded.
- c. Good management of the natural resources is import\_\_\_(ent/ant) for peace.

**11. Find the wrongly spelt word and write the correct spelling.**

1. national, equitable, respect, dignity
2. basin, balance, expense, acquire

**12. Arrange the following words under the correct headings.**

**national, distribution, management, resource, discontent, impossible, equitably, restore**

**Prefixes**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Suffixes**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



### SLOT – III

**NHK Radio** :What was the environment..... rehabilitate the forests (pg152&153)

*When I was a child, which is almost more than fifty years ago, the environment was very pristine, very beautiful, and very green.*

1. Who is the speaker?
2. How was the environment when the speaker was a child?

*They wanted to establish commercial plantations of exotic species of trees such as the pines from the northern hemisphere and the eucalyptus from Australia.*

1. Who does, 'they' refer to?
2. Why did 'they' want to establish exotic species of trees?
3. What kinds of species of trees were planted by them?
4. What was the result of the plantation of exotic species of trees?

*"We need food, we need water, we need clean drinking water, we need fodder for our animals."*

1. Who does the word 'we' refer to?
2. What do "we" need?
3. Why do 'we' need them?
4. On which occasion this statement was made?

*And I was wondering, what has happened?*

1. Who does 'I' refer to?
2. Why was the speaker wondering?
3. What has happened?

*These are things that were there twenty years ago when I was a child. The environment had changed; and that's when I started this campaign to restore the vegetation and to restore the land and to rehabilitate the forests.*

1. How was the environment changed?
2. What did the speaker do after the environment has changed?
3. How did the speaker rehabilitate the forests?

### Creative Expressions

In the lesson Environment you read that when Wangari Maathai was a child, which is almost more than fifty years ago, the environment was very pristine, very beautiful, and very green. Due to plantation of exotic species of trees Wangari Maathai noticed that not only did the rain patterns change, became less, but also the rivers started drying up. We lost our local biological diversity. So that's a lot of damage to our environment.

**You have to deliver a speech in your school on the occasion of NGC programme. Now, write a script for speech highlighting the changes in the environment.**

## Paper-I Part-B Grammar

### 9. Edit the following passage correcting the underlined parts.

**Note: Exercises under Q.No: 9 & 10 are meant only for textual practice to the students. Unseen passages will be given in the exam instead of textual exercises as per the norms.**

We were a British colony, and the British government at that time start (a) to clear cut the indigenous forests from (b) our forested mountains because they wanted to established (c) commercial plantations for (d) exotic species of trees such as the pines from the northern hemisphere or(e) the eucalyptus from Australia.

a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_, e) \_\_\_\_\_

ii. All the flora and fauna disappear(a). So although we are(b) getting commercial timber from (c) the growing timber industry, we also destroy(d) our local flora and fauna.

a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_

### 10. Read the following paragraph and fill in the blanks with the correct options given against the number of blanks.

When I was a child, which is almost more than fifty years ago, the environment \_\_\_\_ (1) very pristine, very beautiful, and very green. We were a British colony, \_\_\_\_ (2) the British government at that time started to \_\_\_\_\_ (3) cut the indigenous forests in our forested mountains because they wanted \_\_\_\_ (3) establish commercial plantations of exotic species of trees \_\_\_\_\_ (4) as the pines \_\_\_\_\_ (4) the northern hemisphere \_\_\_\_\_ (4) the eucalyptus \_\_\_\_ (5) Australia.

1. a) is                      b) were                      c) are                      d) was
2. a) so                      b) with                      c) for                      d) and
3. a) clearing              b) cleared                  c) clear                      d) has cleared
4. a) to                      b) for                      c) of                      d) from

That is why \_\_\_\_ (1) 1975, at the very first United Nations Conference \_\_\_\_ (2) Women in Mexico, many of the women \_\_\_\_ (3) saying, "We need food, we need water, we \_\_\_\_ (4) clean drinking water, we need fodder for \_\_\_\_\_ (5) animals.

1. a) at                      b) on                      c) in                      d) by
2. a) so                      b) with                      c) for                      d) of
3. a) on                      b) were                      c) in                      d) to
4. a) will need              b) needed                  c) need                      d) was needed
5. a) his                      b) her                      c) our                      d) their

### 11. Combine the following sentences using the Relative Pronoun

1. Pines and Eucalyptus are exotic species of trees. They are commercial plantations. (which)
2. Tall trees grow very tall and fast. They destroy all local biological diversity. (which)

3. Women attended first United Nation's Conference. They discussed the scarcity of food and water. (who)

**12. Change the following into passive voice.**

1. They destroy all the local biological diversity.
2. We also destroyed our local flora and fauna.
3. We need food and water.
4. She started the campaign.

**13. Change the following sentences into reported speech.**

1. Wangarai Maathai said, "When I was a child the environment was very pristine"
2. The African women said, "We need fodder for our animals".

**14. Combine the following sentences using adverbial clauses.**

1. They started to clear cut the indigenous forests. They wanted to establish commercial plantations. (since/as/because/so)
2. Pine trees grow very tall. They destroy all the local biological diversity. (so...that)
3. We are getting commercial timber. We are also destroying the local flora and fauna. (though)

**15. Fill in the blanks with suitable prepositions given in the brackets.**

1. When the rains fell the water ran down stream and ended up\_\_\_\_\_ (in/with) the lakes.
2. Many\_\_\_\_\_(off/of) the women saying " we need food"
3. She started this campaign \_\_\_\_\_(to/for) restore the vegetation.
4. We need fodder \_\_\_\_ (to/for) our animals.

**16. Fill in the blanks with suitable forms of verbs given in the brackets.**

1. When the rains \_\_\_\_ (fall) the water \_\_\_\_ (run) downstream and ended up in the lakes.
2. We \_\_\_\_ (loose) our local biological diversity.
3. And I was wondering, what has \_\_\_\_\_? (happen)
4. The environment \_\_\_\_\_ (change); and that is when I \_\_\_\_\_ (start) the campaign.

**17. Advice**

1. An organization is planting pine trees in your area. Advise them not to spoil the local flora and fauna.

**18. Change the following to polite request.**

1. You to your friend: Protect our environment.

**19. Your friend started the campaign to restore the vegetation and land in your area. What would you say? ( )**

- a) All the best      b) Thank you      c) keep it up      d) Its nice of you

**20. What does the following sentence mean? Put a ( √ ) mark.**

The environment is very beautiful and green.

- a) complaining ( ) b) describing ( ) c) comparing ( ) d) ordering ( )

## Paper-II Part-B Vocabulary

Read the following and write the synonyms of the underlined words choosing from the words given in the box.

native, began, unusual, fresh and clean, setup, happen

a) When I was a child, which is almost more than fifty years ago, the environment was very pristine(a), very beautiful, and very green. We were a British colony, and the British government at that time started(b) to clear cut the indigenous forests in our forested mountains because they wanted to establish(c) commercial plantations of exotic(d) species of trees such as the pines from the northern hemisphere and the eucalyptus from Australia.

Ans: a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_

lower, gone, observed, loss, sequences, native

b) One thing we noted(a) is that not only did the rain patterns(b) change, became less(c), but also the rivers started drying up. We lost our local(d) biological diversity.

Ans: a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_

transformed, plantation, movement, reform, occurred, damaged

c) And I was wondering, what has happened(a)? These are things that were there twenty years ago when I was a child. The environment had changed(b); and that's when I started this campaign(c) to restore the vegetation(d) and to restore the land and to rehabilitate the forests.

Ans: a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_

### 7. Read the following and write the antonyms of the underlined words in the blanks.

1. These trees are very nice, they grow tall (a), and they grow very fast(b), but as they grow they destroy(c) all the local biological diversity. All the flora and fauna disappeared(d).

Ans: a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_

2. And I was wondering, what has happened? These are things that were there twenty years ago(a) when I was a child. The environment had changed (b); and that's when I started(c) this campaign to restore the vegetation and to restore the land and to rehabilitate(d) the forests.

Ans: a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_

### 8. Fill in the blanks with the right form of the words given in the brackets.

1. The \_\_\_\_\_ (environment/environmental) has changed; and that is when I started this \_\_\_\_\_ (camp/campaign) to restore the vegetation.

2. We lost our local \_\_\_\_\_ (biology/ biological) diversity. So that a lot of \_\_\_\_\_ (damage/damaged) to our environment.

**9. Complete the spelling of the words with, ‘au’, ‘ea’, ‘ou’, ‘ie’, ‘ai’ .**

- a) indigen \_\_ \_\_ s    b) cl \_ \_ rc) m \_ \_ ntainsd) f \_\_ \_\_ na  
e) Camp \_ \_ n f) Spec \_ \_ s

**10. Choose the words with correct suffixes given in the brackets.**

1. They wanted to establish commercial planta \_\_\_\_\_ (sion/tion).  
2. We were getting commerci\_\_\_\_\_ (al/el) timber  
3. We lost our local biologi\_\_\_\_\_ (cal/cle) diversity.  
4. We need fodd\_\_\_\_ (er/ar) for our animals.

**11. Find the wrongly spelt word and write the correct spelling.**

1. pristain            exotic            destroy            diversity    Ans: \_\_\_\_\_  
2. reservoir        patern            restore            lakes    Ans: \_\_\_\_\_

**12. Put the following words under the correct headings**

[damage; restore; disappear; rehabilitate; cut down; grow; destroy; campaign]

**Construction Words**

**Destruction words**

**13. Own sentences**

1. flora and fauna

**14. Match the following**

- |   |                |     |   |   |
|---|----------------|-----|---|---|
| 1 | fodder         | [ ] | A | unusual plants                                      |
| 2 | campaign       | [ ] | B | to restore to their former state                    |
| 3 | exotic species | [ ] | C | large sea animals                                   |
| 4 | rehabilitate   | [ ] | D | a series of activities undertaken to achieve a goal |
|   |                | [ ] | E | food for wild animals                               |
|   |                | [ ] | F | food for farm animals                               |

\*\*\*\*\*

**SLOT – IV**

**NHK Radio: What happened ..... So I called them “Foresters without Diplomas”**

*Let us plant trees.*

1. Why should we plant trees?

2. Who is the speaker?
3. Who is the speaker speaking to?

***I asked the foresters to come and teach them.***

1. Who asked the foresters to come and teach them?
2. Who does 'them' refer to?
3. Why did the speaker ask the foresters to teach them?
4. What should foresters teach them?
5. Where should the foresters come?
6. Have they understood what was taught? Why?

***I told them to look for old broken pots and put seeds there.***

1. Who told the above words to whom?
2. What was the intention of the speaker to put seeds in the old broken pots?
3. Why were they asked to look for old broken pots?

***In the beginning it was difficult but they soon gained confidence and they became very competent foresters. So I called them, "Foresters without diplomas"***

1. What was difficult?
2. Who gained confidence?
3. Who became very competent foresters?
4. Why did the speaker call them 'foresters without diplomas'?
5. How did they gain confidence?

### **Creative Expression:**

1. Wangari Maathai told an African woman, "We shall use our commonsense and just do what we do with other seeds"

**Write a possible conversation between Wangari Maathai and the African woman about the simple methods of growing plants.**

2. Your neighboring villagers have started growing plants in the waste land with the help of the forest department. A lot of transformations is noted. You want to inspire your villagers about the benefits of growing plants.

**Write a script for speech to motivate them to grow plants.**

**Paper-I      Part-B      Grammar**

**Note: Exercises under Q.No: 9 & 10 are meant only for textual practice to the students. Unseen passages will be given in the exam instead of textual exercises as per the norms.**

9. Edit the following passage correcting the underlined parts.



Women work **in** (a) the farms. They're the ones who plant. They're the ones who **cultivated** (b). They're the ones who **product** (c) food, so I told them **those** (d) seeds of trees **is** (e) like any other seeds.

a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_, e) \_\_\_\_\_

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of blanks.**

They will \_\_\_\_\_ (1) and they will know these are the seedlings \_\_\_\_\_ (2) the seeds they planted and we \_\_\_\_\_ (3) them plastic bags to be able to put those seedlings \_\_\_\_\_ (4) to nurture them and when they were about half \_\_\_\_\_ (5) meter long then they could go and transplant them on their farms.

- |                  |              |                |                |
|------------------|--------------|----------------|----------------|
| 1. a) germinated | b) germinate | c) germination | d) germinating |
| 2. a) of         | b) from      | c) for         | d) by          |
| 3. a) giving     | b) given     | c) gave        | d) will give   |
| 4. a) to         | b) or        | c) for         | d) and         |
| 4. a) a          | b) an        | c) on          | d) and         |

**11. Combine the following sentences using the relative pronoun.**

1. Women plant trees. They produce forest products. (who)

**12. Change the following into passive voice**

1. We shall use our common sense.
2. They will germinate the seeds.
3. Let us plant trees.

**13. Change the following into reported speech.**

Wangari Maathai said, "We shall use our common sense."

**14. Adverbial Clauses**

1. Women work on the farms. They grow trees. (when)
2. We look for old broken pots. We can put seeds in them. (so that)

**15. Fill in the blanks with suitable prepositions given in the brackets.**

1. Women work \_\_\_\_\_ the farms (on/in)
2. What shall we do \_\_\_\_\_ other seeds? (by/with)
3. I told them \_\_\_\_\_ look for old broken pots (to/for)
4. It became very complicated \_\_\_\_\_ ordinary illiterate women (to/ for).
5. They didn't know how \_\_\_\_\_ plant trees. (for/ to)

**16. Fill in the blanks with suitable forms of verbs given in the brackets.**

1. They soon \_\_\_\_\_ ( gain) confidence.
2. It became very \_\_\_\_\_ (complicate) for an ordinary illiterate women.
3. We \_\_\_\_\_ (give) them plastic bags to be able to put those seedlings.

**17. Your friend did not know how to plant trees. Advise him to learn it.**

**18. Change into polite request**

Wangari Maathai to local African women: Bring me some old broken pots tomorrow.

**19.** The foresters came and taught the illiterate women how to plant trees. What would you say? ( )

- a) Congratulations b) Thank you c) We are happy d) all the best

**20.** Wangari Maathai called the illiterate women ‘The foresters without diplomas’. She is \_\_\_\_\_

- a) praising ( ) b) scolding ( ) c) commanding ( ) d) suggesting ( )

**Paper-II PartB Vocabulary**

**6.** Read the following and write the synonyms of the underlined words choosing from the words given in the box.

Seeds, sprout, baby plants, nourish, replant, plant

I told them to look for old broken pots even and put seeds there. They will germinate(a) and they will know these are the seedlings(b) from the seeds they planted and we gave them plastic bags to be able to put those seedlings and to nurture(c) them and when they were about half a meter long then they could go and transplant(d) them on their farms.

Ans: a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_

**7.** Read the following and write the antonyms of the underlined words in the blanks.

We gave them plastic bags to be able (a) to put those seedlings and to nurture them and when they were about half a meter long then they could go and transplant them on their farms. In the beginning(b) it was difficult but they soon gained confidence (c) and they became very competent(d) foresters.

Ans: a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_,

**8.** Fill in the blanks with the right form of the words given in the brackets.

1. They will \_\_\_\_\_ (germinate/germinates) seeds.
2. We gave them plastic bags to be able to put those seedlings and to \_\_\_\_\_ (nurturing/ nurture) them.
3. When they were about a half a meter long and they could go and \_\_\_\_\_ (transplant/ transplanted) them on their farms.
4. In the beginning it was \_\_\_\_\_ (difficult/ difficulty) for them.
5. Soon, they gained \_\_\_\_\_ (confidence/confident) and they become very \_\_\_\_\_ (competent/ competency) foresters.

**9. Complete the spelling of the words with, 'ee', 'ea', 'ei' or 'ai' .**

- a) s \_ \_ dlings            b) tr \_ \_ \_ t    c) g \_ \_ \_ ned

**10. Choose the words with correct suffixes given in the brackets.**

1. It became complicated for ordin \_\_\_\_\_ (ary/ery) women.
2. soon they gained confid \_\_\_\_\_ (ance/ence)
3. They became very compet \_\_\_\_\_ (ant/ent) foresters

**11. Find the wrongly spelt word and write the correct spelling.**

1. cultivate, nurture, complecated, ordinary            Ans: \_\_\_\_\_
2. illiterate, professional, comon, transplant            Ans: \_\_\_\_\_

**12) Arrange the following words under the correct headings.**

[forestersseeds    plastic bags    women    potsprofessionals    fodder    illiterates]

**Persons**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**things**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**13. Own sentences**

1. look for
2. gain confidence

**14. Match the following**

- |   |              |     |   |   |
|---|--------------|-----|---|---|
| 1 | cultivate    | [ ] | A | persons who practice foresting                          |
| 2 | foresters    | [ ] | B | a person who earns his living from a specified activity |
| 3 | seedling     | [ ] | C | respond to the message                                  |
| 4 | professional | [ ] | D | to grow plants  |
|   |              |     | E | producing the food                                      |
|   |              |     | F | a young grown from seed                                 |

**SLOT-V**

NHK Radio: Why do you think they ..... long after we gone.

***We gave them education both in Civics and also in environment. That made them understand clearly why they should take up the responsibility of protecting their environment.***

1. Who gave education to whom?
2. Why did they give them education?
3. Who should take up the responsibility of protecting the environment?
4. Why should they take up the responsibility of protecting the environment?
5. What made them understand their responsibilities?

***That sense of pride, sense of dignity that they are not begging, that they are doing things for themselves was very empowering.***

1. How were the women empowered?
2. What was the result of empowering the women?
3. What kind of women were they?
4. Who said these words?
5. What was the speaker talking about?
6. What made them feel pride and dignity?

***The other is the transformation of the landscape. Places where there was dust, there are no more dust. There are trees, even birds and rabbits. They come back and they make the environment very beautiful.***

1. What was the first transformation?
2. How is the landscape transformed?
3. Who come back?
4. How do they make the environment beautiful?

***Our efforts will inspire other people to stop wasting their resources and their youth in wars and instead engage in creating a peaceful environment, more peaceful states.***

1. Whose efforts will inspire whom?
2. What kind of inspiration do they get?
3. How does the inspiration help the environment?
4. Why do youth participate in wars according to the speaker?
5. What do the youth do if they don't engage in wars?

***I think that tree is a wonderful symbol for the environment and when we plant a tree we plant hope.***

1. Who is the speaker?
2. What is a wonderful symbol for the environment?
3. When do we plant hope according to the speaker?

***We plant something that will last long after we are gone.***

1. Who are 'we' in this context?
2. What does the phrase 'plant something' mean?
3. What will last long after we are gone?

### CREATIVE EXPRESSION

You have read the views of Wangari Maathai about environment. She shared many things in her interview on how the environment has been degraded for the last three decades. She suggested some ways to protect natural resources. She stressed the importance of planting trees.

**Imagine that your school is going to observe the World Environment Day. Now, write a script for speech to deliver on the occasion.**

### Paper-I Part-B

#### Grammar

**Note: Exercises under Q.No: 9 & 10 are meant only for textual practice to the students. Unseen passages will be given in the exam instead of textual exercises as per the norms.**

#### **9. Edit the following passage correcting the underlined parts.**

a) For me, I(a) greatest activity is to plant a tree. I think that a tree is a wonderful symbol of (b) the environment but (c) when we plant an(d)tree weplant hope. We planted(e) the future for ourselves, for our children, for the birds.

a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_, e) \_\_\_\_\_

b) And the other transformation that I saw was the willingness for(a) the people to fighting(b) for their rights; to decide that they have an(c) right to a good clean environment; to decide that they would(d) fight for their forests, they will protect their forests, and they will not allow corrupt leaders to take them(e) public land.

a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_, e) \_\_\_\_\_

#### **10. Read the following paragraph and fill in the blanks with the correct options given against the number of blanks.**

a) That sense of pride, sense \_\_\_\_\_(1) dignity that they \_\_\_\_\_(2) not begging, that they are \_\_\_\_\_ (3) things for themselves was \_\_\_\_\_ (4) empowering. That transformation is very \_\_\_\_\_ (5).

- |             |             |            |              |
|-------------|-------------|------------|--------------|
| 1. a) for   | b) off      | c) to      | d) of        |
| 2. a) are   | b) were     | c) was     | d) is        |
| 3. a) do    | b) did      | c) does    | d) doing     |
| 4. a) very  | b) lot of   | c) much    | d) as        |
| 5. a) power | b) powerful | c) empower | d) powerless |

#### **11. Combine the following sentences using relative pronoun**

1. Wangari Maathai gave them education. It made them understand their responsibilities. (which/that)
2. The women were illiterate. They developed a sense of pride and dignity. (who)
3. Wangari Maathai inspired the youth. They developed a peaceful environment. (who)
4. Wangari Maathai's greatest activity is to plant a tree. It is a wonderful symbol for environment. (which)

**12. Change the following into passive voice.**

1. They will not allow corrupt leaders.
2. Our efforts will inspire other people.
3. We planted hope.
4. We gave them education both in Civics and Environment.
5. They make the environment very beautiful.
6. We must restore our environment.
7. We plant the future for ourselves.

**13. Change the following into reported speech.**

1. NHK Radio said, "What transformations did you see"?
2. Wangari Maathai says, "They come back and they make the environment very beautiful."
3. "The transformation was very powerful", she said.
4. "Our efforts will encourage the youth in creating a peaceful environment, she said.
5. "What is the one thing we can do?", NHK Radio said.

**14. Adverbial clause**

1. The women were given civic education. They could understand how we govern ourselves. (so that)
2. They were the illiterate women. They could be able to plant trees. (though)
3. The illiterate women were given education. The transformation was very powerful. (since/ as/so)
4. We put our efforts. The youth engaged in creating a peaceful environment. (as a result of)
5. We plant a tree. We plant a hope. (when)

**15. Fill in the blanks with suitable prepositions given in brackets.**

1. One \_\_\_\_\_ (of/with) the bigger transformations that I saw was that ability \_\_\_\_\_ (of/off) an ordinary illiterate woman.
2. I see a lot of African leaders encouraging each other to engage \_\_\_\_\_ (on/ in) dialogue.
3. I think that tree is \_\_\_\_ (a/an) wonderful symbol \_\_\_\_\_ (of/for) the environment.
4. In five \_\_\_\_\_ (to/from) ten years these trees serve as firewood.
5. I'm very happy \_\_\_\_\_ (for/about) my efforts of ensuring that Africans engage in dialogue.

**16. Fill in the blanks with suitable forms of verbs given in brackets.**

1. We plant something that will last, long after we are \_\_\_\_\_ (go).
2. Once we \_\_\_\_\_ (plant) those trees, we \_\_\_\_\_ (see) the need for them to understand why we have to have good governance.
3. She \_\_\_\_\_ (have) done something for the environment.
4. Our efforts will \_\_\_\_\_ (inspire) other people to stop \_\_\_\_\_ (waste) their resources.

**17. Advice**

1. There are no sufficient rains. Advise your friend to plant more number of trees.
2. The youth is engaging in wars. Advise them to engage in creating a peaceful environment.

**18. Change the sentence into a polite request.**

1. Wangari Maathai to African Woman: Come back and make your environment very beautiful.
2. Wangari Maathai to African youth: Engage in dialogue.

**19. You received education both in civics and environment from environmentalists.**

**What would you say to them?** ( )

- a) it's nice of you   b) congratulations   c) keep it up   d) thank you

**20. What does the following sentence mean? Put a tick ( ✓ ) mark against the right answer.**

1. Shall we plant a tree today?  
a) asking for permission ( )   b) offering help ( )  
c) making a suggestion ( )   d) request ( )

**Paper IIPart-B**

**Vocabulary**

**1. Read the following and write the synonyms of the underlined words choosing from the words given in the box.**

Power, uneducated, secured, capacity, grasp, changes

One of the bigger transformations(a) that I saw was that ability(b) of an ordinary, illiterate(c) woman to get to understand(d) and to be able to plant trees that in five or ten years became big trees and she was able to cut them and be able to give herself energy.

a).....b).....c) ..... d).....

save, readiness, permit, pristine, determine, competent

And the other transformation that I saw was the willingness of the people to fight for their rights; to decide(a) that they have a right to a good clean(b) environment; to decide that

they will fight for their forests, they will **protect**(c) their forests, and they will not **allow**(d) corrupt leaders to take their public land.

a).....b).....c) ..... d).....

fresh, handle, glad, truth, efforts, discussions

c) I'm very **happy**(a) about the **fact**(b) that now in Africa you see new efforts of ensuring that Africans engage in dialogue that they invest in peaceful **negotiations** (c) for conflicts that we **manage**(d) our environment.

a).....b).....c) ..... d).....

**7. Read the paragraph and write the antonyms of the underlined words.**

One of the bigger transformations that I saw was that **ability**(a) of an ordinary, **illiterate**(b) woman to get to understand and to be able to plant trees that in five or ten years became big trees and she was able to cut them and be able to give herself energy; to be able to **sell**(c) those trees and give herself an income; to be able to feel **confident**(d) that she had done something for herself.

a).....b).....c) ..... d).....

And the other transformation that I saw was the **willingness**(a) of the people to fight for their rights; to decide that they have a right to a good **clean**(b) environment; to decide that they will fight for their forests, they will **protect**(c) their forests, and they will not allow corrupt leaders to take their **public**(d) land.

a).....b).....c) ..... d).....

I'm very **happy**(a) about the **fact**(b) that now in Africa you see **new**(c) efforts of ensuring that Africans engage in dialogue that they invest in **peaceful**(d) negotiations for conflicts that we manage our environment.

a).....b).....c) ..... d).....

**8. Fill in the blanks with the right form of the word given in the brackets.**

1. They made them understand \_\_\_\_\_ (clear / clearly) while they should take up the \_\_\_\_\_ (responsible / responsibility) of protecting the environment.
2. And the other \_\_\_\_\_ (transform / transformation) that I saw was the \_\_\_\_\_ (willingness / willing) of the people to fight for their rights.
3. I see a lot of African leaders \_\_\_\_\_ (encouraging / encourage) each other to \_\_\_\_\_ (engaged / engage) in dialogue.

**9. Complete the spelling of the words with “ ei, ea, ia, ou”**



p \_ \_ ceful    l \_ \_ ders    d \_ \_ logue    enc \_ \_ rage    prof \_ \_ \_ nd    y \_ \_ \_  
thres \_ \_ \_ rce

**10. Complete the words with the correct suffixes given in the brackets.**

1. That transforma \_\_\_\_\_(tion/sion) was very power \_\_\_\_\_ (ful/ full).
2. We must restore our environ\_\_\_\_\_(mant/ ment).
3. I think that tree is a wonder\_\_\_\_\_(ful/full) symbol for the environment.
4. We fight over agricultu \_\_\_\_ (ral/rel) land and grazing land.

**11. Find the wrongly spelt word and write its correct meaning.**

1. dignity, tropics, civiks, respond: \_\_\_\_\_
2. pride, profound, dialogue, engage: \_\_\_\_\_

**12. Put the following under the correct headings**

[hope; illiteracy; negotiation; wars; efforts; corrupt; peaceful; conflicts;

Positive Attitude

Negative Attitude

**13. Own Sentences**

take up; fight for; invest in; a lot of

**14. Matching**

- |   |            |     |   |  |
|---|------------|-----|---|--|
| 1 | land scape | [ ] | A | the study of good citizenship                  |
| 2 | dialogue   | [ ] | B | very deep                                      |
| 3 | profound   | [ ] | C | a portion of territory                         |
| 4 | civics     | [ ] | D | willingness of the people                      |
|   |            |     | E | a conversation between two or more individuals |
|   |            |     | F | symbol for the environment                     |

**B.READING: OR WILL THE DREAMER WAKE?**

**Questions for Discussion**

1. How many directions do we have?
2. Name the directions
3. What is there in the East of your village?
4. What do you see in the West of your school?
5. Is there any tank in your village?
6. In which direction is the tank located to your village?

**STANZA: 01:**

**Questions for Discussion**

1. What is there in the East of your school?
2. What do you mean by jungle?
3. Have you ever been to a jungle?
4. What do you see in the jungle?
5. Have you ever seen a tiger at close quarters?

***Out in the forest..... dreamer wake?***

1. What does the jungle in the East listen?
2. Whose birthing is heard?
3. Who are 'the new lives' referred to?
4. How do the cubs live in the jungle?
5. Why does the tigress growl in pain?
6. What does the 'grandchild' symbolize?
7. Who is the dreamer?
8. Why should a dreamer wake up?
9. What do you call the young ones of a tigress?

**STANZA: 2**

**Questions for Discussion**

1. Which is the northern end part of the earth?
2. How is the climate on the northern pole?
3. Which animals do you find on the northern pole?

***Far in the North..... dreamer wake?***

1. Who snuffles in the North?
2. Why does the white bear snuffle?
3. What is the meaning of 'glacier'?
4. Why do the crashing glaciers grow?

5. What does 'for all the life she's making' mean?
6. Why could these cubs be the last cubs ever?
7. Why doesn't our grandchild never know the white bear?

**STANZA:03:**

**Questions for Discussion**

1. Where does the Sun set?
2. Have you ever heard any bird singing in your surrounding?
3. Name some singing birds.

**There in the West..... Dreamer wake?**

**Questions for Transaction Process**

1. What is song thrush?
2. Why does the song thrush warble?
3. Why does the song thrush weave her nest?
4. What do you mean by, 'A long wait now to find a partner'?
5. Who laid many eggs? Why?
6. What could be the last ones ever?
7. What do the chicks do in the West?
8. Who is the dreamer?

**STANZA:04:**

**Questions for Discussion**

1. Have you ever seen an ocean?
2. What do you find in an ocean?
3. Which is the biggest sea animal?
4. Are they bigger than the land animals?

***Deep in Ocean..... dreamer wake?***

1. Where do we find the whale?
2. What fills the seas?
3. What does the phrase 'birthing fills' mean?
4. What do thousands of creatures wait for?
5. Why is the birth 'solemn'?
6. Why does the poet say that this is the 'final whale song'?
7. "The last to make the ocean shake" What does this mean?
8. What could our grandchild never hear?

**STANZA:05:**

***Herein the center.....dreamer wake?***

1. What are the four directions mentioned in the poem?

2. Where do four directions gather?
3. Where can the path lead us?
4. "Waving as we drown" What does this mean?
5. Why do we drown?
6. What truth should we know?
7. What does "our choices make "mean?
8. According to the poet, why has the dreamer to awake?
9. What was the moment?

### **C-READING: A TALE OF THREE VILLAGES**

#### **1.Koko Village, Nigeria**

#### **Questions for discussion**

*'Wangari Maathai brought a lot of transformation with her movement.'*

1. Do you think that this is enough for the whole world?
2. Are there any places on the earth still need transformation?
3. Do you agree that all of us are living in 'pollution free' area?
4. What types of pollution are we subjected to?

#### **Reading comprehension**

*Outside Mr. Nana's front are three large empty metal drums, the bright red paint now flaking away, but the skull and cross bones symbol clearly visible on each.*

1. Where were the drums placed?
2. Why were the large empty drums placed outside Mr. Nana's house?
3. What do the drums contain?
4. What do the skull and cross bones symbolize?

*Some have fallen down and rolled—or been rolled by playful children—into the bush. Some are smoking in the midday heat.*

1. What have been rolled?
2. Where did the children roll them?
3. Why do you think they are smoking?

*They gave the Chief a brown paper bag-I saw him smiling as the lorries drove away.*

1. Who does 'they' refer to?
2. Who gave the bag?
3. What do you think the paper bag contain?
4. Why do you think the chief smiled?
5. Where had the lorries come from?
6. What did the lorries bring?

*He came home one weekend with a new Chemistry book, and spent all day looking at the drums and writing things down and talking to himself and shaking his head.*

1. What was he?
2. Who is 'he' in these lines?
3. What did he do all day?

4. Why did he do so?
5. What do you think he was writing down from the new Chemistry book?

***We all thought he had gone mad. Then he called a meeting of the village and told us that the drums contained poisonous chemicals.***

1. Who is 'he' in these lines?
2. Why did they think he had gone mad?
3. What were his important findings?
4. Were his findings correct?
5. Who called for a meeting?
6. What made him convene a meeting?
7. What did he tell in the meeting?

***He said they had come from Italy. But I don't know where that is. Is it in Europe?***

1. Who is the speaker and who is he speaking to?
2. Who is 'he' here?
3. What does the word 'they' refer to?
4. What had come from Italy?
5. Why hadn't they been kept in Italy?
6. Why do you think they had come from Italy?
7. 'I don't know where that is'—what does the word 'that' refer to?

***"In the last five years, 13 people have died in this village, my own elder brother one of them. They have been in pain, terrible pain.***

1. Who is the speaker?
2. How many people died?
3. What was the reason for their terrible pain and death?

***We have never seen deaths like that before. Lots of our children are sick. We have asked the Government to take the drums away, but they do nothing.***

Who does the word 'we' refer to?

What was the reason for the deaths?

What did they request the government?

Did the government take any action? Why do you think so?

***The Chief says we should move our houses to another place. But we have no money to buy land. We have no choice. We have to stay here. "And they" ----- pointing to the mountain of death in the clearing - "are our neighbours."***

1. Who does the word 'we' refer to?
2. What does the Chief say as a solution to their problem?
3. Why didn't they accept his proposal?
4. Who are their neighbours?
5. What is called 'the mountain of death'?

## **2. Ponnimanthuri Village, India**

### **Questions for Discussions:**

1. Do we have any factories near our village?
2. Name the factories that you know.
3. Have you ever been to any factory?
4. Do you have any idea about the chemicals used in the factory?
5. Do you like the atmosphere near the factories? Why?

***“I can remember the time”, she said wistfully, “when all the fields around this village were green and harvests good”.***

1. Who is ‘I’ in this context?
2. What does the speaker remember?
3. What is the present situation in the village?
4. What happened to the village?
5. What is the mood of the speaker?

***“Then they built those monsters, those.....” Her voice spluttered in anger as she shook her fist at a collection of ominous looking black buildings on the horizon, covered in a low-lying shroud of thick smoke.***

1. Who built those monsters?
2. Who is the speaker?
3. What does the word 'monsters' refer to?
4. 'Her voice spluttered in anger' -- What does it mean?
5. Why was the speaker angry?
6. Why were the buildings black in colour?

***“They said that factories need leather to make shoes, handbags and clothes. They said our men folk would get jobs. They said we would all become rich.”***

1. Who is the speaker?
2. Who does the word 'they' refer to?
3. What do the factories produce?
4. What do they need to make the shoes, etc.?
5. Who would get jobs according to them?
6. How would the men become rich according to them?

***Yes, they told you all that. But there is so much they didn't tell you. They didn't tell you that to change animal skins into leather - which they call tanning - uses as many as 250 different chemicals, including heavy metals such as cadmium , arsenic and chromium.***

1. Who told whom all that?
2. What did they tell the villagers?
3. What didn't they tell the villagers?
4. Why do they use many different chemicals?
5. What is tanning?
6. What are the heavy metals used in this process?

*They didn't tell you that these chemicals are discharged into the environment from those chimney stacks and fall to earth for miles around, polluting the earth below. They didn't tell you that this would poison your fields, so that nothing will grow*

1. Who is the speaker?
2. Who are they?
3. Which discharge chemicals into the environment?
4. What do these chemicals pollute?
5. What is the result of the discharged chemicals?

### **3. Vorobyove Village, Ukraine (Formerly USSR)**

#### **Questions for Discussions:**

1. Name some electrical home appliances we use in our daily life.
2. What did they require to work?
3. How many types of energies are there?
4. What is the main source of electricity?
5. Do you know the main source of electricity in Japan?

*I remember the date because it was my mother's birthday. We heard the explosion early in the morning.*

1. Who is the speaker?
2. What was the date referred here?
3. Why could she remember the date well?
4. What did they hear?
5. Where did it come from?

*Even when the dust began to fall, they still played outside.*

1. Who is the speaker?
2. Who does 'they' refer to?
3. Where did the dust come from?
4. What dust was it?
5. What happened to them as they played in the dust?

*It was Wednesday before the loudspeaker van came to the village, telling us to keep our children indoors and not to touch the radioactive dust. They also told us to wash down our houses and roads with water.*

1. Why did the loud speaker van come to the village?
2. What did they announce?
3. Why did they announce not to touch the dust?
4. What else the people were instructed to do?
5. What would have happened if they hadn't followed the instructions?

*"A week later the children began to vomit. Their hair fell out. They couldn't eat. They grew so thin, and sores appeared all over their little bodies.*

1. Who said these words?
2. Why did they begin to vomit?

3. What appeared all over their bodies? Why?
4. What happened to the children after two weeks?
5. Who were the children?
6. Why had all this happened?

***Natasha caught me up as we boarded the bus marked MOSCOW. "Thank you for coming with me," She said.***

1. Who thanked the person?
2. Which bus did they board?
3. Why did the speaker visit the place?

***I wanted to see the graves and the house again, before I die.***

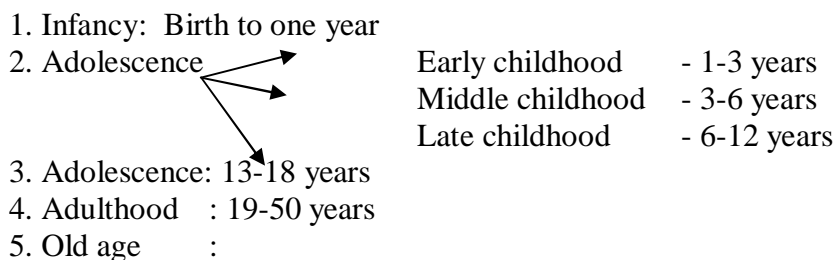
1. Who is the speaker?
2. What did the speaker want to see?
3. Why did the speaker visit the place?
4. Whose graves were they?



**Transaction Questions:**

1. How many members are there in your family?
2. Who do you like very much?
3. Who is the youngest in your family?
4. Who is the eldest in your family?
5. Are there any old elderly persons in your family?
6. Who are they?
7. How old are you?
8. Are you a teenager?
9. Do you know the difference between a teenager and a baby?
10. What are the childhood days according to the following chart?

T.L.M: Stages of human life chart, with photos



11. Now what stage are you in?
12. Do you like your childhood days?

**Unit Six      A Reading      My Childhood**

**Slot 1: I was born into.....for the first time**

*I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit.*

1. Who is the speaker of these lines?
2. Where was the speaker born?
3. Which state did the speaker belong to?
4. What is the present name of erstwhile Madras State?
5. What were the merits and demerits of the speaker's father?

*He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.*

1. Who is the speaker of these words?
2. How was the speaker's mother an ideal helpmate?
3. The speaker's father was a wealthy man. Write a comment.

*In fact, I would say mine was a very secure childhood, both materially and emotionally.*

1. Who is 'I' in the passage?
2. How could the speaker say his/her childhood was much secured?

**Transactional Questions:**

1. Who was Jainulabdeen?
2. How did Kalam, the boy look like?
3. What did his austere father avoid?
4. Can you guess the meaning of the word 'austere'?
5. How can you say that Kalam's father was austere?
6. Why did Kalam say that his childhood was a secure one?
7. Which house did they live in?
8. When was it built?
9. What was the house made of?
10. Where did they live in Rameshwaram?
11. When did the Second World war break out?
12. What was the age of Kalam, when the Second World War broke out?
13. Why did Kalam collect the tamarind seeds?
14. Where did he sell the collected tamarind seeds?
15. How much did Kalam get by selling the tamarind seeds?
16. How was Jallaluddin related to Kalam?
17. Who would tell Kalam, stories about the world war?
18. What do you think 'Dinamani' is the name of?
19. Why was Rameswaram completely unaffected by the war?
20. Why was a state of emergency declared?
21. How did the narrator trace the news about war?
22. What was the first causality in Rameswaram during the Second World War?
23. Why was the train halt suspended in Rameswaram?
24. Why do you think India joined the Allied Forces in second work war?
25. Who is Samsuddin?
26. Who was the distributor of newspapers in Rameswaram?
27. Why did Samsuddin look for a helping hand?
28. Who came in the form of a helping hand?
29. How did the narrator earn his first wages?
30. Had he earned any money before that?
31. In what way had he earned money for the first time?

***"I filled the slot."***

1. Who is 'I' in the passage?
2. Which slot did the speaker fill?
3. What is meant by the word 'slot' in this context?
4. What made it necessary of filling the 'slot'?
5. How did the speaker fill the 'slot'?

**Transactional questions:**

1. If you were Kalam, would you like to fill the slot? Justify.
2. Filling the slot is additional burden to any student. Do you support Kalam's helping to his cousin?
3. Do you feel proud or humiliation about filling the slot? Support your answer.

## Discourse

In the lesson, ‘My Childhood’, you have read that Kalam had a chance of earning some money during the Second World War. Now imagine you were Kalam and make a diary entry about it.

### Paper-I

### Part –B

#### 9. Edit the following passage correcting the underlined words.

We lived at (a) our ancestral house, which was build (b) in the middle to the nineteenth century house, who (c) was fair (d) large pucca house, made of lime stone but (e) brick on the mosque street in Rameswaram.

#### 10. Read the following paragraph and fill in the blanks with the correct options given against the numbered blanks

One day \_\_\_\_ (1) I was in the fifth standard \_\_\_\_ (2) the Rameswaram Elementary school, a new teacher came to \_\_\_\_ (3) Class. I used to \_\_\_\_ (4) a cap which marked \_\_\_\_ (5) as a Muslim

1. (a) Where                      (b) When                      (c) Who                      (d) While
2. (a) at                              (b) in                              (c) in                              (d) of
3. (a) his                              (b) our (c) their                      (d) your
4. (a) wear                              (b) wore                              (c) wearing                      (d) my
5. (a) I                              (b) me (c) us                              (d) my

#### 11. Combining the sentences using who/ which/ that (or) beginning the sentences with a present participle / past participles

1. We lived in our ancestral house. It was built in the middle of the nineteenth century. (which)
2. Samsuddin was forced to take the help of Kalam. He distributed newspapers in Rameswaram (who)

#### 12. Rewrite the following sentences in the passive voice

1. I filled the slot.
2. That event forced my cousin Samsuddin.
3. Samsuddin helped me earn my first wages.
4. He possessed great innate wisdom and a true generosity of spirit.
5. My austere father avoided all inessential comforts and luxuries.

#### 13. Rewrite the following into indirect speech

1. Kalam said “I was born into a middle class Tamil family”
2. Kalam said “I filled the slot”

#### 14. Adverbial Clauses

1. My father was austere. He avoided all inessential comforts and luxuries (since/as/so)

#### 15. Prepositions

1. We lived \_\_\_\_\_ our ancestral house (in/at)
2. It was a fairly large pucca house, made \_\_\_\_\_ limestone and brick. (of/with)
3. I do not recall the number \_\_\_\_\_ people she fed every day. (of/about)
4. India was forced \_\_\_\_\_ join Allied Forces. (for/to)

#### 16. Verb Forms

1. In fact, I would say mine \_\_\_\_\_ (be) a very secure childhood, both materially and emotionally
2. For reasons, I have never \_\_\_\_\_ (be) able to understand the sudden demand for tamarind seeds.

#### 17. Advice:

1. Your friend is seriously ill. Advise him to take rest.
2. Your uncle needs a helping hand in his business. Advise him to hire a suitable person.

#### 18. Polite Request.

1. An old man to a young man in a bus: Stop smoking.
2. Samsuddin to Kalam: Help me in collecting the papers.

### PAPER II: PART B VOCABULARY

#### 6. SYNONYMS

1.

had; in spite of; former; in born; knowledge; kindness; though

I was born into a middle-class Tamil family in the island town of Rameswaram in the **erstwhile** (1) Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; **despite** (2) these disadvantages, he **possessed** (3) great **innate** (4) wisdom and a true generosity of spirit.

2.

sure; an idea; remember; correct; insufficient; perfect; kindness; acute;

He had a true **generosity** (1) of spirit. He had an **ideal** (2) helpmate in my mother, Ashiamma. I do not **recall**(3) the **exact** (4) number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of own family put together.

3.

special; ordinary; lovely; acquired; hereditary; severe; unnecessary

I was one of the children—a short boy with rather **undistinguished** (1) looks, born to tall and handsome parents. We lived in our **ancestral** (2) house, which was built in the middle of the nineteenth century. It was a fairly large pucca house, made of lime stone and brick, on the Mosque Street in Rameswaram. My **austere** (3) father used to avoid all **inessential** (4) comforts and luxuries.

4.

large; started; stopped; unexpected; get; give; appeared

The Second World War **broke out** (1) in 1939, when I was eight years old. For

reasons I have never been able to understand, a sudden demand for tamarind seeds **erupted** (3) in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. A day's collection would **fetch** (3) me the **princely** (4) sum of one anna.

5. continuation; stop; find; reachable; unreachable; stop; loss; interruption

My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to **trace** (1) in the headlines in Dinamani. Our area, being **isolated** (2), was completely unaffected by the War. But soon India was forced to join the Allied Forces and something like a state of emergency was declared. The first **casualty** (3) came in the form of the **suspension** (4) of the train halt at Rameswaram station.

6. self-esteem; shame; receive; place; payment; income; sudden increase

I filled the **slot** (1). Samsuddin helped me earn my first **wages** (2). Half a century later, I can still feel the **surge** (3) of **pride** (4) in earning my own money for the first time.

## 7. Antonyms

1. I was **born** (1) into a middle-class Tamil family in the island town of Rameswaram in the **erstwhile** (2) Madras State. My father, Jainulabdeen, had neither much **formal** (3) education nor much **wealth** (4)
2. Despite these **disadvantages** (1), he possessed **great** (2) **innate** (3) **wisdom** (4).
3. He had a true **generosity** (1) of spirit. He had an **ideal** (2) helpmate in my mother, Ashiamma. I do not **recall** (3) the exact number of people she fed every day, but I am quite **certain** (4) that far more outsiders ate with us than all the members of our own family put together.
4. I was one of the children- a **short** (1) boy with rather **undistinguished** (2) looks, born to tall and **handsome** (3) parents. We lived in our **ancestral** (4) house, which was built in the middle of the nineteenth century.
5. It was a fairly **large** (1) **pucca** (2) house, made of lime stone and brick, on the Mosque Street in Rameswaram. My **austere** (3) father used to avoid all **inessential** (4) comforts and luxuries.
6. However, all **necessities** (1) were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very **secure** (2) childhood, both **materially** (3) and **emotionally** (4).

7. The Second World War broke out in 1939, when I was eight years old. For reasons I have never been **able** (1) to **understand** (2), a **sudden** (3) demand for tamarind seeds **erupted** (4) in the market.
8. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to **trace** (1) in the headlines in Dinamani. Our area, being **isolated** (2), was completely **unaffected** (3) by the War. But soon India was **forced** (4) to join the Allied Forces and something like a state of emergency was declared.

### 8. Word Forms

We lived in our ..... (a) [ancestral / ancestor] house, which was ..... (b) [build / built] in the middle ..... (c) [of/off] the nineteenth century. It was a ..... (d)[fairy / fairly] large pucca house.

### 9. Vowel Clusters (Complete the spelling of the words choosing 'io', 'ea', 'au' or 'ua'.)

1. My father, Jainulabdeen, had neither much formal educat\_\_ n nor much w \_\_ lth.
2. The first cas \_\_ lty came in the form of the suspens\_\_ n of the train halt at Rameswaram station.

### 10. Suffixes

1. My father, Jainulabdeen, had neither much formal educa\_\_ (sion/tion) nor much wealth.
2. It was a fair \_\_\_\_ (ness / ly) large pucca house.

### 11. Wrongly Spelt Words

- a. Posessed, members, wealth, innate
- b. Mosque, ansestral, island, neither

### 12. Arrange the following words under correct headings:

station, mosque, house, town, children, mother, cousin, parents.

Places

Persons

### 13. Use the following language expressions in sentences of your own.

1. break out
2. throw out

**14. Match the following**

**Part A**

- 1 Ancestral [ ]
- 2 isolated [ ]
- 3 wages [ ]
- 4 casualty [ ]

**Part B**

- A Not very interesting
- B Of forefathers
- C An unfortunate event
- D Placed apart
- E One's total income for a time period
- F Simple and plain

\*\*\*\*\*

**Unit: 6**

**A Reading**

**My Childhood**

**Slot II**

**Every child is born.....reformed this young teacher.**

**Interaction questions:**

Look at the picture in page 184

1. What do you see in the picture?
2. Can you guess the castes or religions of the children in the picture?
3. Who do you think is the boy wearing a cap and sitting in the first row?
4. Why do you think he is wearing a cap?
5. How do you feel if you were asked to sit in the last row by a new teacher?
6. Why do you feel so?
7. Do you appreciate the action of the teacher in this context?

***Now silently read the second slot of A Reading.***

**Transactional questions:**

1. Is every child born with any inherited characteristics?
2. What did Kalam inherit from his parent?
3. What did Kalam's three brothers and sister inherit from their parents?
4. How many brothers and sisters did Kalam have?
5. How many close friends did Kalam have in his Childhood?
6. Who were the close friends of Kalam in his childhood?
7. What kind of families did his friends belong to?

***"As children, none of us ever felt any difference amongst ourselves."***

- a) Who is the speaker of these words?
- b) Who does the word 'us' refer to?
- c) What kind of differences is the speaker speaking about?

**Transactional questions:**

1. Have they ever felt any religious differences?
2. Who was Ramanadha Sastry?
3. Who was PakshiLakshamanSastry?
4. Who took over the priesthood of Rameswaram temple after Pakshi Lakshman Sastry?
5. Which business did Aravindan start?
6. Which business did Sivaprakash start?
7. Whose family used to arrange boats for Shri Sita Rama Kalyanam Ceremony?
8. Is it an example for religious harmony in Rameswaram?
9. Where was the marriage site situated?
10. What were the bedtime stories of Kalam's mother and grandmother?
11. Can you assess the character of Kalam's mother in this context?
12. What is Rama Tirtha?
13. In which class was Kalam when a new teacher came to his class at the Rameswaram Elementary School?
14. What was performed in the middle of the pond?
15. Why was Kalam used to wear a cap?
16. Why did Sastry wear a sacred thread?
17. Where did Kalam always sit in the class room?

***“The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy.”***

- a) What could not the new teacher stomach?
- b) Why couldn't he stomach the situation?
- c) What is meant by 'stomach' in this context?

***“I was asked to go and sit on the back bench.”***

- a) Who is the speaker of these words?
- b) Who asked the speaker to go and sit on the back bench?
- c) Why was the speaker asked to go and sit on the back bench?
- d) How did the speaker feel in this context?
- e) Who was the other person with the same feeling?

***“He looked utterly downcast as I shifted to my seat in the last row.”***

- a) Who looked utterly downcast?
- b) Why did 'he' look utterly downcast?
- c) Who is the speaker of these words?
- d) Who was shifted to last row?
- e) Why was the speaker shifted to last row?
- f) What is meant by 'downcast'?

**Transactional questions:**

1. Why was Kalam asked to go and sit at the back bench by the new teacher?
2. Why did Ramanadha Sastry look utterly downcast?

***“The image of him weeping when I shifted to the last row left a lasting impression on me”***

- a) Who is the speaker of these words?
- b) Who does the word 'him' refer to?
- c) What image of 'him' left a lasting impression on the speaker?
- d) What made a lasting impression on 'me'?



- e) Who was responsible for making that image?
- f) What is meant by the phrase 'lasting image'?

***“He bluntly asked the teacher either to apologize or quit the school and the island.”***

- a) Who is 'he' here?
- b) What was wrong with the teacher?
- c) Who asked him to quit the island?
- d) What is the name of the 'island'?
- e) What is meant by 'bluntly'?
- f) Did the teacher express apology or quit the island?
- g) Had the teacher changed his attitude?

**Transactional Questions:**

1. Who summoned the new teacher?
2. What did Lakshmana Sastry tell the new teacher?
3. What might be the reason for the warning given by Lakshman Sastry?
4. What were the two choices given to the teacher?
5. What made the young teacher to reform?
6. What kind of change came in the teacher due to Lakshman Sastry?
7. What should not be spread by teachers?

***Creative Expressions:***

1. In the lesson "My Childhood" you have read that Kalam and Ramanadha Sastry were close friends. Later Kalam became a scientist and Sastry became the priest of the Rameswaram temple. Imagine that they met after a long time. Develop a possible conversation between them.
2. When Kalam was in the fifth standard he was sent to the last bench by a new teacher as he was sitting beside Ramanadha Sastry. Ramanadha Sastry felt very sad and wept bitterly. He went to his home and complained to his father about their new teacher. RamanadhaSastry's father called that new teacher and warned him.
  - a. Now, write a possible conversation between Ramanadha Sastry and his father.
  - b. Write a possible conversation between Lakshman Sastry and the new teacher.
  - c. Describe the feelings of Ramanadha Sastry.
  - d. Imagine yourself as Kalam, reflecting on the incident, write your emotions in a diary.

**Paper – I**

**Part – B**

**9. Edit the following passage correcting the underline parts.**

- a) During the annual Sri Sitha Rama Kalyanam Ceremony, our family (use to 1) arrange boats by (2) a special platform for carry (3) idols of a(4) lord from the temple to the marry (5) site.

- b) Then a (1) Second World War was over but (2) India's freedom is (3) imminent. "Indians will build his (4) own India," declared Gandhiji. The whole country was filled of (5) an unprecedented optimism.
- c) They come through you and (1) not from you. You may give they (2) your love but not our (3) thoughts, so (4) they have your (5) own thoughts.

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of the blanks.**

1. Events ..... (1) the Ramayana and from ..... (2) life of the prophet ..... (3) the bedtime stories ..... (4) mother and grandmother..... (5) tell the children in our family.

- |             |           |          |          |
|-------------|-----------|----------|----------|
| 1. (a) on   | (b) by    | (c) from | (d) off  |
| 2. (a) a    | (b) an    | (c) the  | (d) that |
| 3. (a) were | (b) was   | (c) been | (d) is   |
| 4. (a) your | (b) his   | (c) her  | (d) my   |
| 5. (a) will | (b) would | (c) may  | (d) must |

**11. Combine the following sentences using who / which.**

- a. Kalam always sat in the front row next to Ramanadha Sastry. He wore the sacred thread. (use "who")
- b. Kalam used to wear a cap. It marked him as a Muslim (use "which/that").
- c. Kalam inherited honesty and self-discipline from his father. They helped him to become a great president of India. (which)
- d. Kalam's family used to arrange boats with a platform. This platform is used for carrying idols of Lord Rama. (which)
- e. Lakshmana Sastry summoned the teacher. He told the teacher that he should not spread communal intolerance. (who)
- f. Sivasubramanya Iyer was something of a rebel. He tried his best to break social barriers. (who)

**12. Rewrite the following sentences in the passive voice.**

- Grandmother would tell the children the bedtime stories.
- Our family used to arrange boats
- Lakshman Sastry summoned the teacher.
- Lakshman Sastry reformed the young teacher.

**13. Rewrite following into indirect speech:**

- Kalam said, "Our family used to arrange boats".
- Kalam said, "My mother and grandmother would tell the bedtime stories to the children in my family".

**14. Rewrite the following sentences using “since”, “so”, “because”, “as”, and “therefore”.**

- a. Kalam was asked to go and sit on the back bench. Kalam felt very sad.
- b. Kalam looked utterly downcast. Kalam was shifted to his seat in the last row.
- c. Lakshmana Sastry warned the teacher. The teacher changed his attitude.

**15. Fill in the blanks with suitable prepositions:**

- a. Later, he took over the priesthood \_\_\_\_\_ (of / from) the Rameswararam temple from his father.
- b. Our family used to arrange boats \_\_\_\_\_ (by/with) a special platform.
- c. I know you have \_\_\_\_\_ (with/to) go away to grow.
- d. A new teacher came \_\_\_\_\_ (to/for) our class.
- e. I was asked to go and sit \_\_\_\_\_ (in/on) the back bench.

**16. Fill in the blanks with suitable forms of verbs given in brackets.**

- a. All these boys ..... (be) from orthodox Hindu Brahmin families.
- b. The image of him ..... (weep) when I shifted to the last row left a lasting impression on me.
- c. After school, we ..... (go) home and told our respective parents about the incident.

**17. Advice**

1. Abdul Kalam was shifted to the back bench. Sastry started weeping. Advise him not to do so.

**18. Polite Request**

Lakshmana Sastry to the new teacher: Don't spread the poison of social inequality among the children.

**19. Right Expression**

Lakshmana Sastry summoned the new teacher for showing social inequality in the classroom. What would the teacher say? ( )

- a) I don't know      b) It's alright      c) I apologize      d) I am happy

**20. What does the following sentence mean? Put a ( ✓ ) mark against the right answer.**

Don't spread the poison of social inequality among the children.

1. praising      b) warning      c) inviting      d) requesting

## 6. SYNONYMS

1. traits; general; became heir to; particular; material; power; spiritual

Every child is born, with some **inherited** (1) **characteristics** (2), into a **specific** (3) socio-economic and **emotional** (4) environment, and trained in certain ways by figures of authority.

2. providing food; conservative; acquired; nurturing; clergy man; unconventional

In my childhood- Ramanadha Sastry, Aravindan and Sivaprakasan. All these boys were from **orthodox** (1) Hindu Brahmin families. As children, none of us were felt any difference amongst ourselves because of our religious differences and **upbringing**(2). In fact, Ramanadha Sastry was the son of Pakshi Lakshmana Sastry, the high**priest** (3) of the Rameswaram temple. Later he took over the priesthood of the Rameswaram temple from his father; Aravindan went in to the business of arranging transport for visiting pilgrims; and Sivaprakasan became a **catering** (4) contract for the Southern Railways.

3. area; function; images of god; incidents; evident; example

During the annual Shri Sita Rama Kalyanam **ceremony** (1) our family used to arrange boats with a special platform for carrying **idols** (2) of the Lord from the temple to the marriage **site** (3), situated in the middle of the pond called Rama Tirtha which was near our house. **Events** (4) from the Ramayana and from the life of the prophet were the bedtime stories my mother and grandmother would tell the children in our family.

4. tolerate; identified; depressed; enduring; holy

I used to wear a cap which **marked** (1) me as a Muslim, and I always sat in the front row next to Ramanadha Sastry who wore the **sacred** (2) thread, the new teacher could not **stomach** (3) a Hindu priest's son sitting with a Muslim boy. I was asked to go and sit on the back bench. Ramanadha Sastry looked utterly **downcast** (4) as I shifted to my seat in the last row.

5. matter; feeling; called; propagate; public; permanent

The image of him weeping when I shifted to the last row left a **lasting** (1) **impression** (2) on me. After school, we went home and told our respective parents about the **incident** (3). Lakshmana Sastry **summoned** (4) the teacher.

6. narrow mindedness; final judgement; extend; fold up; public

Lakshmana Sastry told the teacher that he should not **spread** (1) the poison of social inequality and **communal** (2) **intolerance** (3) in the minds of innocent children. He bluntly asked the teacher to either apologize or quit the school and the island. Not only did the teacher regret his behaviour but the strong sense of **conviction** (4) Lakshmana Sastry conveyed ultimately reformed this young teacher.

## 7. ANTONYMS

1. Every child is born, with some **inherited** (1) characteristics, into a **specific** (2) socio economic and emotional environment, and **trained** (3) in **certain** (4) ways by figures of authority.
2. I inherited honesty and self-discipline from my father, from my mother, I inherited faith in **goodness** (1) and deep **kindness** (2) and so did my three brothers and sister. I had three close friends in my child hood Ramanadha Sastry. Aravindan and Sivaprakasan. All these boys were form **orthodox** (3) Hindu Brahmin families. In fact, Ramanadha Sastry was the son of Pakshi Lakshmana Sastry the **high** (4) priest of the Rameswaram temple.
3. During the annual Shri Sita Rama Kalyanam ceremony, our family used to arrange boats with a **special** (1) platform for carrying idols of the Lord form the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was **near** (2) our house. Events from the Ramayana and form the **life** (3) of the prophet were the bedtime stories my mother and grandmother would tell the **children** (4) in our family.
4. I always sat in the **front** (1) row next to Ramanadha Sastry, who wore the **sacred** (2) thread. The **new** (3) teacher could not stomach a Hindu priest's son sitting with a Muslim boy. In accordance with our **social** (4) ranking as the new teacher saw it.
5. I was asked to go and sit on the back bench. I felt very **sad** (1), and so did Ramanadha Sastry. He looked utterly **downcast** (2) as I shifted to my seat in the last row. The image of him weeping when I shifted to the **last** (3) row left a **lasting** (4) impression on me.
6. After school, we went home and told our respective parents about the incident. Lakshmana Sastry **summoned** (1) the teacher, and in our **presence** (2), told the teacher that he should not spread the poison of social **inequality** (3) and communal **intolerance** (4) in the minds of innocent children.
7. He **bluntly** (1) asked the teacher to either apologize or **quit** (2) the school and the island. Not only did the teacher **regret** (3) his behaviour but the **strong** (4) sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.

## 8. Fill in the blanks with the right form at the words given in brackets.

1. After school, we went home and told our ..... (respectful / respective) parents about the incident.
2. The new teacher looked ..... (utter / utterly) down cast Kalam shifted to his seat in the last row.
3. Every child is born, with some ..... (inherited / inheritance) characteristics, into a ..... (specified / specific) Socio – economic and ..... (emotional / emotionally environment.)

**9. Complete the spelling of the words with “ou”, “io”, or “au”.**

Not only did the teacher regret his behave \_\_\_\_ ur but the strong sense of conviction, LakshmanSastry conveyed Ultimately reformed this Y\_\_\_\_ ng teacher.

**10. Complete the words with correct suffixes given in brackets**

1. As children, none of us felt any differ..... (ence/ance) among ..... st / est ourselves.
2. In accord ..... (ence/ance) with our social ranking as the new teacher saw it, I was asked to go and sit on the back bench.
3. The image of him weeping when I shifted to the last row left a lasting impre... (tion/ssion) on me.

**11. Find the wrongly spelt word and write its correct spelling.**

1. Difference    religous    ceremony    children
2. Apologize    pilgrims    summoned    marrage

**12. Arrange the following words under correct headings.**

priest, school, pond, teacher, temple, contractor, prophet, platform

Persons

Places

**13. Use the following in sentences of your own.**

1. In accordance with
2. in the middle of

**14. Match the following**

- |   |             |     |   |   |
|---|-------------|-----|---|---|
| 1 | summon      | [ ] | A | The act of finding somebody guilty of crime |
| 2 | Segregation | [ ] | B | Following closely the traditional beliefs   |
| 3 | conviction  | [ ] | C | Minds of innocent people                    |
| 4 | orthodox    | [ ] | D | To order somebody to come to you            |
|   |             |     | E | The act of separating people                |
|   |             |     | F | Following closely the modern beliefs        |

\*\*\*\*\*

On the whole the small ..... our thoughts.

**Transactional Questions:**

1. How was the small society of Rameswaram?
2. Who was Kalam's science teacher?
3. What kind of man was he?
4. What kind of wife does he have?
5. What would he always say to Kalam?

*"He did his best to break the social barriers so that people from varying backgrounds could mingle easily."*

- a) Who is the speaker of these words?
- b) Who is 'he' in the passage?
- c) What were the social barriers of those days?
- d) What did 'he' do to break the social barriers?
- e) What was the result of braking social barriers?

*"I want you to develop so that you are on par with the highly educated people of the big cities."*

- a) Who is 'I' here?
- b) Who is the speaker speaking to?
- c) Why did the speaker want the listener to develop?
- d) Was his dream fulfilled? How?

**Transactional Questions:**

1. What was Kalam invited for?
2. Why was Kalam invited to science teacher's home for a meal?
3. How did she feel when she saw Kalam?

*"She refused to serve me in her kitchen."*

- a) Who is the speaker of these words?
- b) Who did the speaker refer as 'she'?

- c) Why did she refuse to serve 'me' in her kitchen?
- d) Had she changed her attitude later?
- e) Who changed her attitude?

**Transactional Questions:**

1. What did Iyer do after his wife's refusal to serve food to Kalam?
2. Who served food to Kalam?
3. How did Iyer behave towards his wife when she refused to serve Kalam?
4. What did Iyer say when Kalam was leaving his house?
5. What did Iyer advice Kalam?
6. Who cleaned the floor after the meal?
7. Why was Kalam hesitated to go for dinner again?
8. What change in Iyer's wife do you notice on Kalam's second visit?

***"Once you decide to change the system, such problems have to be confronted."***

- a) Who is the speaker and who is the speaker speaking to?
- b) What kind of change did the speaker wish?
- c) Which system is the speaker is speaking about?
- d) Which problem did the listener confront?
- e) What message does the speaker want to give to the listener?

***"Abul! I know you have to go away to grow."***

- a) Who is the speaker?
- b) Who is Abul?
- c) Where has the speaker to go?

**Transactional Questions:**

1. Why was the whole country filled with unprecedented optimism?
2. In which stage was India's freedom after the end of Second World war?
3. What did Gandhi declare?
4. Why did Kalam want to leave Rameswaram?



5. What example did his father give to encourage Kalam?
6. Whose quotation did he quote to his hesitant wife?
7. Why was Kalam's mother hesitant to send him to Rameswaram?

***Creative Expressions:***

1. In the lesson "My Childhood" Kalam was invited for dinner by his teacher, Siva Subramanyam Iyer. When Kalam went for dinner, teacher's wife reused to serve food to Kalm in her sacred Kitchen. Later, Iyer himself served Kalam Dinner. After Kalam returned home he recollected the incident and felt embarrassed.
  - a. Now, write a possible conversation between Iyer and his wife.
  - b. Write a diary entry on that incident imagining you as Kalam.
  - c. Describe the feelings of Kalam after that incident.
2. You have read the lesson, "My Childhood" when Kalam wanted to go Ramanadha Puram for higher studies, Kalam's mother was hesitant Kalam's father tried to console and comfort her.
  - a. Write a possible conversation between Kalam's father and mother in this context.
  - b. Imagine you were Kalam and make a diary entry about it.
  - c. Imagine you were Kalam and describe the feelings of Kalam after father's permission for higher studies.
3. Prepare a script for speech on Abdul Kalam's birthday which is going to be celebrated in your school.

**Part – B**

**Paper – I**

**9. Edit the following passage correcting the underline parts.**

1. He did his best to broke (1) social barriers so that people with(2) varying back grounds could mingle ease (3) . He use (4) hours to (5) me.
2. He used hours to (1) me but (2) would say, "Kalam, he (3) want to you to develop so that you are on par with a (4) highly educated people with (5) the big cities.
3. "One day Sivasubramania Iyer invited you (1) to his home to (2) a meal. His wife is (3) horrified at the idea of a Muslim boy be (4) invited to dining (5) in her ritually pure kitchen", Kalam wrote.
4. "Iyer is (1) not perturbed, or (2) did he get angry to (3) his wife, and (4) instead, served him with his own hands", Kalam remarked.

**10. Read the following paragraph and fill in the blanks with the correct options given against the number of blanks.**

His wife \_\_\_\_\_ (1) horrified \_\_\_\_\_ (2) the idea of \_\_\_\_\_ (3) Muslim boy being \_\_\_\_\_ (4) to dine in \_\_\_\_\_ (5) ritually pure kitchen.

1. (a) were            (b) was            (c) had            (d) have
2. (a) at            (b) for            (c) to            (d) with
3. (a) a            (b) the            (c) an            (d) that
4. (a) invited    (b) invitation    (c) invite            (d) inviting
5. (a) our            (b) your            (c) my            (d) her

**11. Combine the following sentences**

1. Kalam visited the teacher's house the next week. The teacher's wife served Kalam food with her own hands. (when)
2. Iyer's wife was an orthodox conservative one. She refused to serve a Muslim boy in her ritually pure kitchen. (who)

**12. Rewrite the following sentences in the passive voice.**

1. Science teacher invited Kalam to his home for a meal.
2. She refused to serve him.
3. She had observed my hesitation.
4. She served me with her own hands.
5. I visited his house for the second time.
6. Indians will build their own India.
7. I asked my father permission.
8. My father permitted me to leave Rameswaram for higher studies.
9. You may give them your love.
10. You may not give your thoughts.

**13. Indirect speech:**

1. "Indians will build their own India", declared Gandhiji.
2. "Abul! I know you have to go away to grow", Kalam's father said.
3. He said to his wife, "Your children are not your children".
4. "They came through you, but not from you", he said to his wife.

**14. Adverbial clauses**

1. He did his best to break social barriers. People from varying back grounds could mingle easily. (so that)

2. Iyer was not perturbed. He did not get angry with his wife. (neither...nor)

**15. Suitable prepositions:**

1. Siva Subramanian Iyer invited me \_\_\_\_\_ (for / to) join him \_\_\_\_\_ (to / for) dinner again.
2. The small society \_\_\_\_\_ (of/in) Rameswaram was very rigid \_\_\_\_\_ (in/with) terms of the segregation of different social groups.
3. He invited me \_\_\_\_\_ (to/for) his home \_\_\_\_\_ (for/to) a meal.
4. They come \_\_\_\_\_ (to/through) you but not \_\_\_\_\_ (with/from) you.

**16. Verb Forms**

1. I wondered she \_\_\_\_\_ (observe) any difference in the way I \_\_\_\_\_ (eat) rice.
2. Iyer's wife was \_\_\_\_\_ (horrify) at the idea of a Muslim boy \_\_\_\_\_ (be) invited to dine in her ritually pure kitchen.
3. When I was \_\_\_\_\_ (leave) the house, Iyer invited me to \_\_\_\_\_ (joining) him for dinner again.

**17. Giving Advice**

1. A man was spreading the poison of social inequality and communal intolerance in the minds of innocent children. Advise him not to spread bad ideas.
2. A mother is feeling upset to send her boy to a city for higher education. Advise her to control her feelings for the bright future of her son.

**18. Polite Request**

1. Sivasubramania to his wife: Serve food to a Muslim boy
2. A man to his neighbour: Come to my house next Sunday for dinner.
3. A teacher to his student's father: Send your boy to the city for his bright future.

**19. Choosing Right Phrase**

1. Your friend is going to a big city for higher education. How would you greet him/her?  
A) congratulations      B) all the best      C) I am happy D) you are lucky

**20. Appropriate Expressions**

1. Iyer said, "Kalam, I want you to develop so that you are on par with the highly educated people in the big cities."

A) appreciating      B) encouraging      C) suggesting      D) discouraging

2. Would you join me for dinner next Sunday?

A) invitation      B) suggestion      C) request      D) order

3. A father to his son: I know you have to go away to grow.

A) appreciating      B) encouraging      C) suggesting      D) discouraging

## PAPER II PART B

### 6. SYNONYMS

1.

On the whole, the small society of Rameswaram was very **rigid** (1) in terms of the **segregation** (2) of different social groups. Myscience teacher Sivasubramania Iyer's wife was an **orthodox** (3) Brahmin with a very **conservative** (4) one.

2.

Shewas something of a **rebel** (1). He did his best to break social **barriers** (2) so that people from **varying** (3) backgrounds could **mingle** (4) easily.

3.

His wife was **horrified** (1) at the idea of a Muslim boy being invited to **dine** (2) in her **ritually** (3) pure kitchen. She **refused** (4) to serve me in her kitchen.

3.

Siva Subramanian Iyer neither was nor **perturbed** (1), nor did he get angry with his wife. Observing my **hesitation** (2), he told not to get **upset** (3), saying, "Once you decide to change the system, such problems have to be **confronted**(4)".

4.

Then the Second World War was over and India's freedom was **imminent** (1). The whole country was filled with an **unprecedented** (2) **optimism** (3). Children are the sons and daughters of Life's **longing**(4) for itself.

### 7. ANTONYMS

1. On the whole, the **small** (1) society of Rameswaram was very **rigid** (2) in terms of the **segregation** (3) of **different** (4) social groups.

2. However, my science teacher Sivasubramanian Iyer, though an **orthodox** (1) Brahmin with a very **conservative** (2) wife, was something of a **rebel** (3). He did his best to **break** (4) social barriers.
3. He wished people from **varying** (1) backgrounds could **mingle** (2) easily. He used hours with me and would say, “Kalam, I want you to develop so that you are on par with the highly **educated** (3) people of the **big** (4) cities.
4. One day, he invited me to his home for a meal. His wife was **horrified** (1) at the idea of a Muslim boy being invited to dine in her ritually **pure** (2) kitchen. She **refused** (3) to serve me in her kitchen. Sivasubramanian Iyer was not **perturbed** (4).
5. Iyer did he get **angry** (1) with his wife, but instead, served me with his own hands and sat down beside me to eat his meal. His wife watched us from **behind** (2) the kitchen door. I **wondered** (3) whether she had observed any difference in the way I ate rice, drank water or cleaned the floor **after** (4) the meal.
6. When I was **leaving** (1) his house, Sivasubramanian Iyer invited me to join him for dinner again the **next** (2) weekend. Observing my **hesitation** (3), he told not to get **upset** (4).
7. Then the second World War was over and India’s **freedom** (1) was **imminent** (2). “Indians will build their own India,” declared Gandhiji. The whole country was filled with an **unprecedented** (3) **optimism** (4).
8. He told me as if thinking aloud, “Abdul! I know you have to go **away** (1) to grow. Does the seagull not fly **across** (2) the sun, alone and without a nest? “He quoted Khalil Gibran to my **hesitant** (3) mother, “Your children come through you but not from you. You may give them your **love** (4) but not your thoughts, for they have their own thoughts”

### 8. Right Forms

1. The small society of Rameswaram was very rigid in terms of the \_\_\_\_\_ (a) (segregation / segregated) of different social groups. However, my science teacher, Siva Subramanian Iyer, \_\_\_\_\_ (b) (done / did) his best to \_\_\_\_\_ (c) (broke / break) social barriers so that people from \_\_\_\_\_ (d) (varying / varies) backgrounds could mingle easily.

### 9. Vowel Clusters (Complete the spelling of the words with ‘ea’, ‘ou’ and ‘ui’)

- a) The people come from varying back gr.....nds.
- b) Indians will b....ld their own India.

### 10. Suffixes

- a) On the whole, the small society of Rameswaram was very rigid in terms of the segrega \_\_\_\_\_ (tion/sion) of different social groups.

- b) I asked my father for perimi \_\_\_\_\_ (tion/ssion) to leave Rameswaram.
- c) I wondered whether she had observed any differ \_\_\_\_\_ (ence)/ance).

**11. Find the wrongly spelt word and write its correct spelling**

- a) Confronted, hesitation, imminent horrified.
- b) Seagul, optimism, difference, kitchen

**12. Arrange the words under correct heading**

(adamant; austere; orthodox; honest; generous; rigid; conservative; optimist)  
*Positive Attitude* *Negative Attitude*

**13. Own Sentences**

filled with  
on par with

**14. Matching**

- |   |          |     |   |   |
|---|----------|-----|---|---|
| 1 | rituals  | [ ] | A | To deal with a problem  |
| 2 | perturb  | [ ] | B | To get upset  |
| 3 | confront | [ ] | C | To make worried   |
| 4 | optimism | [ ] | D | Something of a rebel  |
|   |          |     | E | A series of actions specially as a part of religious ceremony |
|   |          |     | F | A feeling that good things will happen                        |

\*\*\*\*\*

**UNIT 6****B READING****A PLEA FOR INDIA**

*We, Indians are proud to be a strong nation,  
our roots, we declare, cannot be shaken.*

*Then why these fights,*

*which leave us in poor plight?*

1. What are Indians proud of?
2. How strong are our roots?
3. What can we declare?
4. What cannot be shaken?
5. What are these fights according to the poet?
6. What do you understand by the phrase 'poor plight'?

*Let's ignore the selfish call of each region,*

*and listen for once to the call of the nation.*

*Why do we spend our time bickering*

*when so many tasks need finishing?*

1. What should we ignore according to the poet?
2. What should we listen to?
3. How shouldn't we spend our time?
4. Which tasks need finishing?
5. What is the 'call of the nation' according to the poet?

*Who will return this only son*

*whom she loves a ton?*

*Who will bring back his brother*

*whose ashes he is still to gather?*

*Where has all the love gone*

*which resided in the heart of all?*

1. What happened to this only son?
2. Who does 'she' refer to?
3. What kind of love was resided in the hearts of all?
4. Who is going to gather the ashes?

*There is no reason to be proud,*

*and be on high cloud.*

*We have to go a long way,*

*we have to think seriously,*

*else we end up miserably.*

1. Why shouldn't we feel proud?/What are the reasons for not to be proud?
2. Who will be on high cloud?
3. Why should we go a long way?
4. What happens if we don't think seriously?
5. What should we think seriously about?

*Let us control the riots,*

*which leave us with no choice,*

*but to hang our heads in shame,*

*and say we have miserably failed.*

1. What should we control?
2. What will happen if we don't control the riots?
3. What kind of choice we will lose if we don't control the riots?
4. Which make us hang our heads in shame?
5. When do we say that we have miserably failed?

*We have the power to win,*

*so why not end this din?*

*Let us unite,*

*and fight against those who incite.*

1. What kind of power do we have?
2. Why should we unite?
3. Who does the word 'we' refer to?
4. What does it mean by the phrase 'end this din'?
5. What should we do to fight against those who incite?
6. What do they incite?

*Let us not be misled,*

*by those who want to see us dead.*

*We are a strong united nation,*



*all we need is a bit of dedication.*

1. Who want to see us dead?
2. Who mislead us?
3. How are we misled?
4. How can say we are a strong united nation?
5. What do we need to be a strong united nation?

\*\*\*\*\*

## **UNIT 6                      C READING                      UNITY IN DIVERSITY**

*For the most part the continental dimensions of the country account for these variations and diversities.*

1. What are the continental dimensions?
2. What variations are common in our country?
3. What are the reasons for these variations?
4. What kind of diversities do you notice in our country?

*It is true that superficial observers are likely to be bewildered by the astonishing variety of Indian life. They fail to discover the one in many, the individual in the aggregate; the simple in the composite.*

1. Who are they in the above lines?
2. Why are they likely to be bewildered?
3. What do they fail to discover?

*Beneath the manifold diversity of physical and social types, languages, customs and religions which strike the observer in India, there can still be discerned a certain underlying uniformity of life from the Himalayas to Cape Comorin.*

1. Who said these words?
2. What are the physical diversities?
3. Which social diversities do we have in our society?
4. Mention some other diversity in India?
5. What can be still discerned in India?

*Our cultural heritage consists of our art and literature as they flourished centuries ago. Our cultural heritage serves as a bond of unity between people of different faiths and creeds.*

1. What does our cultural heritage consists of?
2. What does the word 'they' refer to?
3. How does our cultural heritage serve our nation?
4. When did our art and literature flourish?
5. What serves as a bond of unity?

*We are inheritors of several grand treasures in the fields of music, fine arts, dance, drama, theatre and sculpture. Our sages and seers have left behind a tradition of piety, penance, spiritual greatness, conquest of passion.*

1. What are we inheritors of?
2. Which are considered as grand treasures?
3. What have our sages and seers have left behind?
4. How do the 'grand treasures' help the unity of our nation?

*Indian yogis and maharshis, musicians and spiritual leaders have all attracted them in a big way.*

1. Who have all been attracted?
2. Who attracted them?
3. How were they attracted?
4. In what way 'they' are different from Indians?

*The great symbol of dance is Shiva, the Cosmic Dancer, depicted in sculpture and poetry as Nataraja.*

1. Who is regarded as the symbol of dance?
2. What is Shiva otherwise called?
3. How is Shiva depicted in our sculpture and poetry?
4. Where was Shiva depicted as Nataraja?

#### CREATIVE WRITING

*In the lesson "Unity in Diversity in India", Sir Herbert Risely observed that beneath the manifold diversity of physical and social types, languages, customs and religions which strike the observer in India, there can still be discerned a certain underlying uniformity of life from the Himalayas to Cape Comorin.*

Now imagine yourself as Herbert and describe your observations of the unity in diversity in India.

\*\*\*\*\*

**Question: I**

**Read the following table**

Marks scored by three students in various subjects in the annual exam.

Name of the Student	Marks in Annual Exam						
	Telugu	Hindi	English	Maths	Science	Social	Total
Kumar	82	73	64	100	95	97	511
Rafi	65	70	75	84	70	40	404
David	91	82	75	84	96	98	526

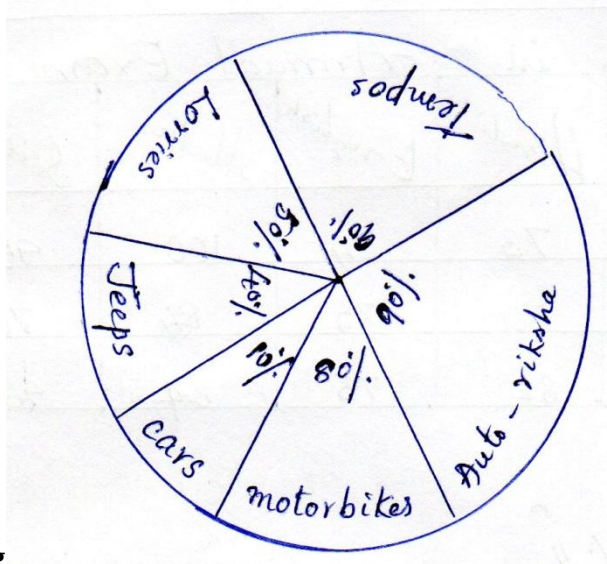
Now answer the following questions

(5 x 1 = 5 Marks)

- What does the table show?
- Who scored equal marks in two subjects?
- The highest total is scored by ( )  
(i) Kumar (ii) David (iii) Science
- Kumar scored 100% marks in ( )  
(i) Hindi (ii) Maths (iii) Science
- Choose the true statement basing on the information given ( )  
(i) Kumar scored 83 marks in Telugu  
(ii) Rafi got least marks in social.  
(iii) David got less marks in science.

Read the following pie-diagram regarding the number of vehicles parked near a mega

meeting



Now answer the following questions

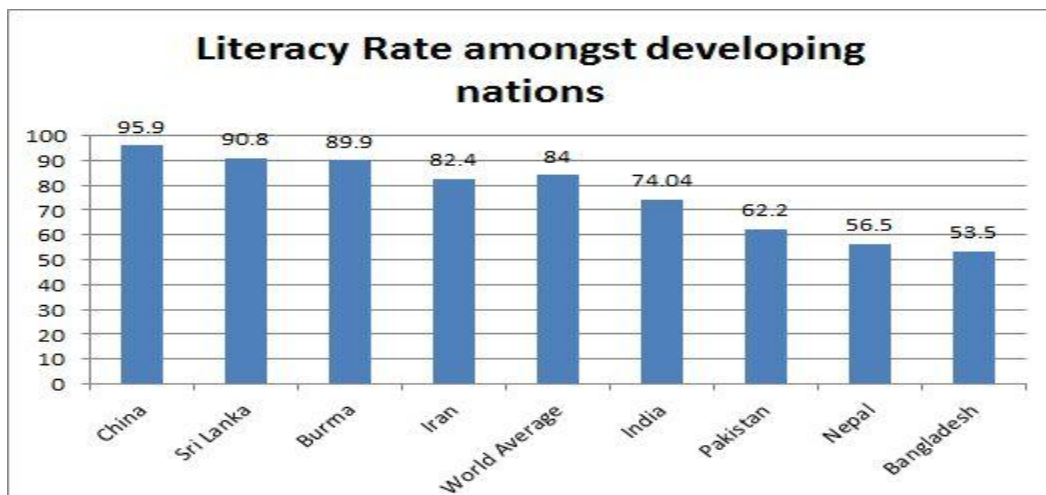
(5 x 1 = 5 Marks)

- What does the pie – chart show?
- Which vehicles are least in number?

Choose the correct answer

- 40% of the vehicles are ( )  
(i) cars (ii) Jeeps (iii) tempos
- The percentage of lorries is ( )  
(i) 50% (ii) 90% (iii) 10%
- Choose the true statement ( )
  - The number of auto-rikshas is equal to the number of tempos.
  - The number of jeeps is more than lorries.
  - There are equal number of motor bikes and tempos.

Read the following bar-Diagram carefully



Now answer the following questions

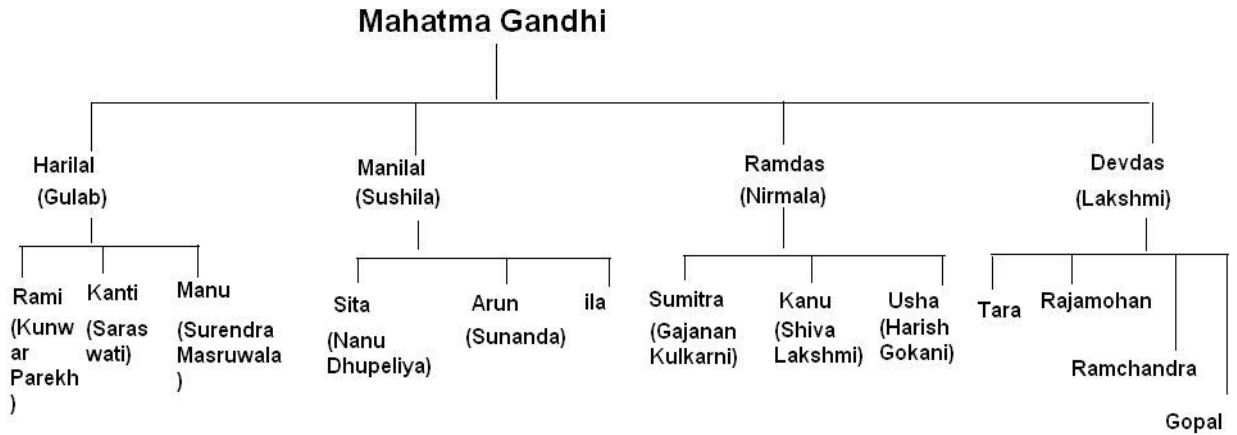
- What does this diagram represent?
- Which nation represents the low literacy rate?

Choose the correct answer

- 90.8 is the literacy rate of ( )  
(i) Sri Lanka (ii) Iran (iii) India
- Highest Literacy rate is achieved by ( )  
(i) China (ii) Sri Lanka (iii) Pakistan
- Choose the true statement ( )

- i. Iran's Literacy rate is higher than Burma
- ii. India's literacy rate is lower than Nepal
- iii. World average literacy rate is 84.

**Read the following three diagram of Mahatma Gandhi family**



**Now answer the following questions**

- a. What is the diagram about?
- b. Whose daughter is Manu?

**Choose the correct answer**

- c. Whom did Manilal marry? ( )  
(i) Gulab (ii) Sushila (iii) Nirmala
- d. Usha was married to ( )  
(i) Surendra Masruwala  
(ii) Gajanan Kulakarni  
(iii) Harish Gokani
- e. Choose the true statement ( )  
i. Devadas had four children  
ii. Ramdas had four children  
iii. Manilal had four children.

**Q5) Read the data given in the table and answer the questions that follow**

**Reasons for Dropouts among children aged 5-14 years – 1997-98**

Sl. No.	Reasons for Dropouts	Rural (Percent)			Urban (percent)		
		Total	Male	Female	Total	Male	Female
1.	Child not being interested in studies	37.2	14.8	22.4	37.7	15.5	19.2
2.	Parents not being interested in studies	15.5	6.3	9.2	10.8	4.5	6.3
3.	Unable to cope	16.4	9.2	7.2	13.7	8.1	5.6
4.	To work for wage / salary	2.5	1.8	0.7	3.6	2.5	1.1
5.	Participation in other economic activities	6.1	4.5	1.6	5.8	3.5	2.3
6.	Attend to domestic duties	3.7	1.1	2.6	4.9	2.2	2.7
7.	Financial constraints	11.2	4.1	7.1	15.8	6.6	9.2
8.	Other reasons	7.4	3.2	4.2	10.7	4.2	6.5

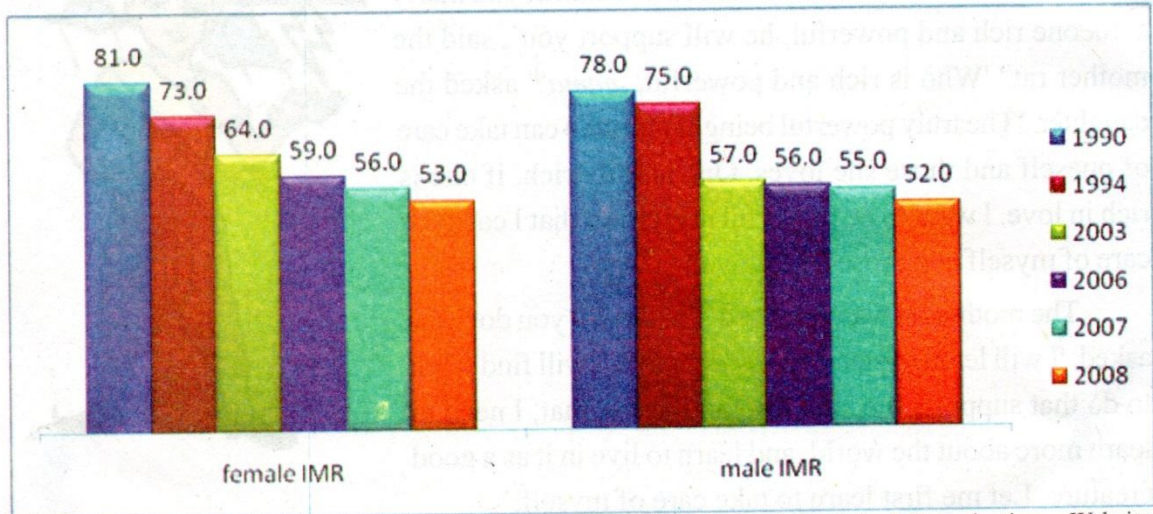
**Now, answer the following questions**

- a. Which reason causes the highest dropout?
- b. What is the total dropout rate in rural area due to the reason “Unable to cope”

**Choose the correct answer.**

- c. The female urban dropout rate due to financial constraints is ( )  
 i. 9.2                      ii. 6.6                      iii. 7.1
- d. The male rural dropout rate due to other reasons is ( )  
 i. 4.2                      ii. 3.2                      iii. 7.4
- e. Choose the correct statement ( )  
 i. The total 4.9 dropout rate in urban areas is due to “Attend to domestic duties”  
 ii. To work for wage / salary causes 3.6 total dropout rate in rural areas.  
 iii. 7.4 total dropout rate is found in urban areas due to “other reasons”

**Q6. Observe the data given in the bar diagram related to male and female infant mortality rates (IMR) in India over the year 1990 to 2008 and answer the questions given.**



(Source: Ministry of Statistics and Programme Implementation National Statistical Organisation - Website: [www.mospi.gov.in](http://www.mospi.gov.in))

**Now answer the following questions**

- What does the diagram represent?
- What is the female infant mortality rate (IMR) in 2008?

**Choose the correct answer.**

- The male IMR in the year 2007 year ( )  
 i. 56.0                      ii. 55.0                      iii. 78.0
- The female IMR was 65.0 in the year ( )  
 i. 2008                      ii. 2003                      iii. 2007
- Choose the correct statement ( )  
 i. The female IMR is higher than the male IMR in all years.  
 ii. The IMR is increasing.  
 iii. The male IMR in 2008 is lower than the female IMR in 2008.

**Q (2) Read the following passage carefully**

It happened one day about noon, going towards my boat; I was exceedingly surprised with the print of a man's naked foot on the shore, which was very plain to be seen in the sand. It stood like one thunder – struck, or as if I had seen an apparition. I listened, I looked round me, I could hear nothing, nor see anything. I went up the shore, and down the shore, but it was all one. I went to it again to see if there were any more,

and to observe if it might not be my fancy; but there was no room for that, for there was exactly the very print of a foot toes, heel and every part of a foot.

Now Answer the following Questions (5 x 1 = 5 Marks)

- a. What is the word that describes the emotion evolved by the foot – print in the narration?
- b. Where was the narrator going towards?

**Choose the correct answer**

- c. How does the narrator convince himself that the foot-print is a real one? ( )
  - i. by finding the person who made it.
  - ii. By examining it carefully and noticing its details.
  - iii. By being told about it for some time.
- d. Which one of these expressions best brings out the effect of the foot-printing on the narrator?
  - i. Seen an apparition
  - ii. Went up the shore
  - iii. stood like one thunder – struck.
- e. Choose the correct statement from the following sentences? ( )
  - i. It happened in the morning.
  - ii. He was less surprised.
  - iii. It happened when he was going towards his boat.

**Q2) Read the following passage carefully**

Many doctors flatly refused to believe Jenner when he announced that he had found a preventive against small pox. They declared vaccination to be a dangerous practice. But the read of small pox was in every body's heart, and people flocked to Jenner to be vaccinated. The Latin word for cow is "Vacca", it is the root from which the word 'vaccination' was formed. Some of the 'Vacca' used by Jenner were not pure and some harm was done; but when supplies of pure vaccine were available, the practice of vaccinating spread all over England and from England to other countries, We hardly hear of out breaks of small pox now.



**Now Answer the following Questions (5 x 1 = 5 Marks)**

- a. What is the Latin word for “Cow”?
- b. Who invented the vaccination?

**Choose the correct answer**

c. The passage best describes? ( )

- i. how small pox may be treated.
- ii. The dangers of vaccination
- iii. The gradual acceptance of vaccination as a preventive against smallpox.

d. The vaccination was used to ( )

- i. delay the death caused by small pox.
- ii. build up a defense against small pox germs.
- iii. Prevent cows from spreading the disease.

**e. Choose the correct statement?** ( )

- i. Many doctors accepted Jenner’s preventive against smallpox.
- ii. Many doctors flatly refused to accept the Jenner’s preventive against small pox.
- iii. We always hear of out breaks of small pox now.

**Read the following passage carefully**

He dropped off to sleep. The cigarette slipped out of his mouth and burnt a great black hole in his only shirt. The smart of the burn awoke him, and he got-up, cursing under his breath and fumbled in the dark for a needle in order to sew up the hole. Otherwise his wife could see it in the morning and would nag way at him for a couple of hours. But he could not find a needle. He fell asleep again.

**Now Answer the following Questions (5 x 1 = 5 Marks)**

- a. Did the cigarette slip out of his mouth? Why?
- b. What happened to his only shirt?

**Choose the correct answer**

c. The main woke up in the dark because ( )

- i. The cigarette had burnt his only shirt.
  - ii. The cigarette had burnt him.
  - iii. The cigarette had to be lit again.
- d. The man got up to search for a needle because (     )
- i. his wife would be very upset
  - ii. he wanted to mend the shirt.
  - iii. the burnt hole was huge and black.
- e. Choose the correct statement from the following sentences? (     )
- i. The man had two shirts only.
  - ii. He wanted to sleep again
  - iii. He wanted to avoid being scolded by his wife.

**Read the following passage carefully**

The New Year is a time for resolutions. Mentally at least, most of us could compile formidable lists of do's and don'ts. The same old favorites recur year in and year out with monotonous regularity. Past experience has taught us that certain accomplishments are beyond attainment. If we remain inveterate smokers, it is only because we have so often experienced the frustration that results from failure. Most of us fail in our efforts at self-improvement because our schemes are too ambitious and we never have time to carry them out. We also make the fundamental error of announcing our resolutions to everybody so that we look even more foolish when we slip back into our old bad ways.

**Now Answer the following Questions (5 x 1 = 5 Marks)**

- a. What is the word that means 'taking decisions'?
- b. Why do some people make a formidable list?

**Choose the correct answer**

- c. The phrase formidable list of do's and don'ts means that? (     )
- i. The bad points of our character are formidable.
  - ii. The list is so long that it is frightening.
  - iii. The realization that we are so imperfect is frightening.
- d. What is the fundamental error do we make? (     )
- i. Making a list of do's and don'ts
  - ii. The new year is the time for resolutions.
  - iii. Announcing or resolution to everybody

- e. Choose the correct statement from the following sentences ( )
- i. The New Year is not the time for resolutions.
  - ii. Mentally at least, most of us could compile formidable lists of Do's and Don'ts
  - iii. Bad habits never are controlled.

**Read the following passage carefully**

Cozette could have been a pretty child, but she was thin and pale and her eyes were stained with weeping. She was dressed in her thin torn cotton dress and she shivered all the time. Here and there on her body were blue marks from the beatings that her mistress had given her. Her naked legs were red and rough. When she spoke, her voice trembled. Everything about the child, her looks, her behavior, her speech, her silence, every small gesture she made, showed a terrible fear. She was so afraid that, even though she was we through, she dared not go near the fire to warm herself, but sat shivering in a corner of the room.

**Now Answer the following Questions (5 x 1 = 5 Marks)**

- a. How were her eyes because of weeping?
- b. Why does she shiver all the time?

**Choose the correct answer**

- c. Here and there on her body were? ( )
  - i. Red Marks from the beatings.
  - ii. Blue marks from the beatings.
  - iii. Black marks form the beatings.
- d. When she spoke, her voice? ( )
  - i. Lowered
  - ii. Raised.
  - iii. Trembled.
- e. Choose the correct statement from the following sentences ? ( )
  - i. Cozette had been beaten by her mistress.
  - ii. Cozette had beaten her mistress.
  - iii. Cozette dares to go near the fire.

**Read the following passage carefully**

Discussions on drug addiction should also be concerned with the vast majority of people who are not addicts. Their homes and lives are insecure because our narcotic laws drive such people to crime. The drug addict is almost never dangerous when he is under the influence of drugs. What makes him dangerous is the desperate need for money to

buy the next dose. Drugs are available only in an illegal black market. The costs are stupendous, and this is what drives the addict to steal, rob and even kill.

**Now Answer the following Questions (5 x 1 = 5 Marks)**

- c. What is this passage about?
- d. Whose lives are insecure?

**Choose the correct answer.**

c. According to the author, discussions on drug addiction are generally concerned with?( )

- i. Addicts.
- ii. Non-addicts.
- iii. Criminals.

d. Addicts take to criminal acts because ( )

- i. Drugs make them lose self-control
- ii. The habit of robbing and stealing is hard to break.
- iii. They need large sums of money to buy things.

e. Choose the correct statement from the following sentences ( )

- i. Drugs are available in an illegal black market.
- ii. Drug addiction is good for health.
- iii. Narcotic laws never drive such people to crime.

**Question: III**

**Read the following passage carefully**

Sarojini Naidu was born in Hyderabad on 13<sup>th</sup> February, 1879. From her school days, she began to write poems in English. At the age of 13, she wrote a long poem and a drama in English. She passed the matriculation examination only at the age of twelve. She went to England for higher studies. Later, she became a member of the royal literacy society, London. She was known as “Nightingale of India”. In 1898 she married Dr. Govinda Rajulu Naidu of Andhra Pradesh. She then joined the Indian Freedom Movement. Sarojini met Gandhi and later became the president of congress for some time. She took active part in the movements started by Gandhi. After getting freedom, she was made the governor of Uttar Pradesh. She was a true patriotic and offered him selfless service to the nation. She passed away on 2<sup>nd</sup> March 1949. She has left a great name for herself in the history of India.

**Now arrange the following jumbled sentences in a meaningful order.**

- a. She became the governor of Uttar Pradesh
- b. She passed away on 2<sup>nd</sup> March 1949

- c. At the age of twelve she completed her matriculation examination.
- d. Sarojini Naidu began to write poems in English.
- e. She joined the Indian Freedom Movement.

**Read the following passage carefully**

Mrs. Mallard has heart troubles that could kill her. When her husband is about to die, the people who come to give her this news try to do so gently. When she is finally informed, she bursts into tears. Eventually, she goes to her room and locks herself in.

However, while thinking about the future, she is excited by the idea of freedom that could come after her husband's death. After an hour, the door-bell rings and her husband is standing there alive and well. When she sees him, she has a heart attack and dies.

**Now arrange the following *jumbled sentences* in a meaningful order.**

- a. When she sees her husband, she dies of heart attack.
- b. She is excited by the idea of freedom from her husband presence.
- c. She bursts into tears after she listens to the news
- d. The people come to her to give her the news that her husband is about to die
- e. Mrs. Mallard has heart troubles.

**Read the following passage carefully**

There was an old owl that lived in an oak. Every day he saw incidents happening around him. Yesterday he saw a boy helping an old man to carry a heavy basket. Today he saw a girl shouting at her mother. The more he saw, the less he spoke.

As he spoke less, he heard more. He heard people talking and telling stories. He heard a woman saying that an elephant jumped over a fence. He also heard a man saying that he had never made a mistake.

The old owl had seen and heard about what happened to people. Some become better and some became worse. But, the old owl had become wiser each and every day.

**Now arrange the following *jumbled sentences* in a meaningful order.**

- a. He had become wiser each and every day.
- b. He had seen and heard about what happened to people.
- c. He heard a woman saying that an elephant jumped over a fence.
- d. He spoke less, he heard more
- e. Once there lived an old owl in an oak.

**Read the following passage carefully**

Devan was a clever thief. He robbed the rich and gave all to the sick and the needy. The other thieves were jealous of him. They planned to get rid of him. They challenged to steal the king's Pyjamas.

Devan accepted the challenge. After that he prepared to execute the new challenge. He charted out a plan to steal the king. He prepared himself mentally to carry out a plan.

He went to the king's palace. He found the king sleeping. He opened a bottle of red ants on the bed. The king was badly hit. He cried for help. The servants rushed in. They pretended to look for ants. Devan removed the king's Pyjamas and escaped. Other thieves were dumbfounded. They accepted Devan their leader.

**Now arrange the following jumbled sentences in a meaningful order.**

- a. Devan succeeded in stealing king's pajamas.
- b. He robbed the rich and gave all to the sick and needy.
- c. He used red ants in the act of stealing king's pajamas.
- d. The king was badly bitten.
- e. Devan was a clever thief.

**Read the following passage carefully**

Ram Nath Kovind was born on 1<sup>st</sup> October in the year 1945. He was born and brought up in Kanpur, Uttar Pradesh. He practiced in Delhi High Court for long 16 years as a professional lawyer before he walked into the world of Indian Politics in the year 1994. He was elected as an MP of Rajya Sabha in 1994 and also again in 2002. In 2015, he became the Governor of Bihar. Ram Nath Kovind was picked as the NDA candidate for the position of the 14<sup>th</sup> president of India on June 19, 2017. On July 20<sup>th</sup> 2017 he was declared the 14<sup>th</sup> President of India.

**Now arrange the following jumbled sentences in a meaningful order.**

- a. He became an NDA candidate for the position of President.
- b. He became 14<sup>th</sup> President of India.
- c. He also worked on the governor of Bihar.
- d. He was brought up in UP.
- e. He worked as a lawyer in High Court.

**Read the following passage carefully**

A man's favorite donkey falls into a deep precipice. He can't pull it out no matter how hard he tries. He therefore decides to bury it alive.

Soil is poured onto the donkey from above. The donkey feels the load, shakes it off, and steps on it. More soil is poured. It shakes it off and steps up. The more the load was poured, the higher it rose. By noon, the donkey was found grazing in green pastures.

**Now, arrange the following jumbled sentences in a meaningful order.**

- a. The donkey was found alive and it was grazing.
- b. The donkey falls into a deep precipice
- c. The Donkey comes up after shaking the soil off.
- d. The man can't pull the donkey out.
- e. He decides to bury the donkey alive.

**Question Number: 4**

(a) Your city is declared as 'Smart city' by the union Govt. of India. Corporation officials organized a rally with local school children to make people understand the maintenance of smart city and to keep up the status of smart city. The students have visited house to house motivating the residents not to throw the household rubbish on the streets. The students have persuaded the residents to separate their rubbish into organic-waste and bio-waste so as to enable the corporation workers for quick disposal of the waste.

Imagine you are one of the students who participated in the programme. Write a letter to your friend in Guntur describing the programme.

Or

(b) Write a news report on this programme taking the ideas from the above input.

.....

(a) **Andhra Pradesh Free Bicycle Scheme.**

Andhra Pradesh Government has announced Free Bicycle Scheme for girl students of the state to encourage girl-child education and to reduce dropout ratio under which the state Government provides free bicycles to every girl child studying in class 9<sup>th</sup> in government schools. The State government has sanctioned Rs. 74.92 crore for the implementation of the scheme. Free Bicycle distribution programme was organized in your school. Local MLA participated and distributed cycles to children.

Imagine that you have also received a free bicycle in your school. Now write a letter to your cousin living in Chennai describing your feelings after receiving the bicycle.

Or

(b) Write a news report on this programme taking the ideas from the above input.

.....

(a) The A.P Chief Minister has launched one of the largest health education initiatives named 'Swasthya vidya vahini School' for school going children in Andhra Pradesh. Under this scheme state Government distributes nutritious food for the school going students. Apart from the healthy food scheme, it also aims to inculcate healthy habits in the children. Medical students visit the schools to generate health awareness among the students once a month.

Now imagine that this programme was launched in your school. Write a letter to your friend in Hyderabad about the programme.

Or

(b) Now write a news report on inauguration of the programme in your school.

.....

(a) You Participated in 'AmmakuVandanam' Programme which was conducted recently in your school on the day of vasantha Panchami on 22<sup>nd</sup> January 2018.

Now write a letter to your friend about the programme explaining why we should follow it. Use the following clues.

The headmaster presided – mothers were invited- guests speech – praised the role of the mothers- children honoured their mothers- touched their feet- took the blessings- taken oath to look after them.

OR

(b) Now write a news report explaining the importance of the programme which was conducted in your school.

.....

(a) 'Badi Runam Theerchukndam' Programme with a caption 'School Cared our Future-- -- We Care our School' inviting community partnership for quality enhancement and constructive development of Government schools in the state.

Inspired by this programme alumina (old students) of your school donated a big water purification plant to your school to solve drinking water problem.

Now write a letter to your friend in Chennai about this programme.

OR

(b). Now write a news report on this programme that was conducted in your school.

.....



(a). A programme on 'Negative Effects of Social Networking Sites on Students' was conducted in S.V. High school, Tirupati. Surrounding school children participated. A famous psychiatrist said that twitter and face book have become a raging craze for everyone now a days.

This caused a bad impact on students making them lose interest in their academic performances and reduce concentration on studies. The more time the students spend on them, the less time they spend with families. This reduces their creativity by spending too much time on social networking that affects the mental as well as physical health of the users.

a) Write a letter to your friend describing the negative effects of Social Networking.

OR

b) Now write a news report describing the negative effects of social networking.

### Question Number: 5

(a) Write a biographical sketch of Sundar Pichai CEO of Google.

Also known as	: Pichai Sundararajan
Famous as	: CEO of Google
Nationality	: Indian
Birth Date	: July 12,1972
Born in	: Chennai
Father	: Regunatha Pichai
Mother	: Lalkshmi Pichai
Education	: IIT Kharagpur Standard university
Spouse	: Anjali Pichhai
Children	: 2
Hobbies	: Reading, Playing Guitar and Badminton
Achievement	: Master mind behind the launch of chrome browser in 2008

(a) Write a biographical sketch of Virat kohli Captain of India Cricket Team

Born	: 5 <sup>th</sup> November 1988 in Delhi
Father	: Prem Kohli, a famous lawyer
Education	: Vishal Bharathi Public School, Delhi
First ODI	: Against Sri Lanka at the age of 19.
First Test Match	: In 2011
Vice-Captain	: ODI in 2012
Captain	: After Dhobi's Retirement in 2014
Marriage	: Anushka Sharma in 2017
Awards	: ICC World cricketer of the year 2017 ICC ODI Player of the year In 2012 and 2017,Padmasri in 2017 Arjuna award in 2013

(a). Write a Biographical sketch of Sathya Nadella CEO of Microsoft

Date of birth	: August 19,1967
Place of birth	: Hyderabad
Known as	: Indian American Business Executive
Famous as	: CEO Microsoft
Father	: Bukkapuram Nadella Yugandharr
Mother	: PrabhavathiYugandhar
Nationality	: American
Education	: Electrical Engineering from the reputed Manipal Institute of Technology
Published	: Hit Refresh and other books
Spouse	: Anupama Nadella
Children	: Divyanadella,Tara Nadella, Zain Nadella
Achievement	: Cloud computing innovative technology

(a) Write a Biographical sketch of Satyajit Ray-Indian Film maker

Real Name	: Satyajit Ray
Nick Name	: Manik
Famous as	: An Indian Film maker, screen writer, graphic artist, music composer and author
Date Of Birth	: 2 <sup>nd</sup> may 1921
Birth place	: Kolkata
Education	: Degree in science and Economics from Calcutta University
Parents	: Sukumar Ray; Suprabha Ray
Spouse	: Bijoya Das
Awards	: Bharath Ratna; Dadasahebphalke award and more
Died	: 23 <sup>rd</sup> April 1992

**(a) Write a Biographical sketch of Kidambi Srikanth using the following information.**

Full Name	: KidambiNammalwar Srikanth
Date of Birth	: 7 <sup>th</sup> Feb,1993
Place of Birth	: Ravalapalem, Guntur District, Ap.
Famous as	: Badminton
Father	: K.V Krishna, Landlord
Mother	: Radha, Home maker
Brother	: Nandagopal also Badminton player
Coach	: Pullela Gopichand
Achievements	: 2012 Maldieves International winner 2013 Thailand Open-winner 2014 Syed Modi International Runner

Awards	2015 Swiss open winner- First Indian male to win Gold medal 2016 Syed Modi International-Winner :5,00,000,award announced for Kidambi from BAI for 2015 Swiss Open Grand Prize Gold victory 5,00,000 Award announced for Kidambi from BAI for 2015 Indian super Service Victory.
--------	---

(a) Write a Biographical sketch of RamanathKovind-President of India

Date of Birth and place	:1 <sup>st</sup> October 1945 in Paraunk near Kanpur, Uttarpradesh
Parents	: Shri Maiku Lal and Smt.Kalavathi
Education	: School education in Kanpur , B.Com, L.L.B from Kanpur University
Parliamentary Life	: Member of Rajya Sabha from Uttar Pradesh in April 1994 Parliamentary Committee member social welfare-social Justice.
Positions	: 2015-17 the Governor of Bihar, 1994-2006 Member of Rajya Sabha – Uttar Pradesh, 1977-1979 Advocate for Govt. of India at the Delhi High court, 1982-1984 Junior council for Govt. of India in Supreme.
Personal Details	: Wife : Smt. SavithaKovindh Son : Sri Prasanth Kumar Daughter : Miss. Swathi

(b) Write a story using the hints given below

A rich man---a crowed supermarket---feels something moving in his packet--- quickly turns round and catches a thin hand---little boy in torn clothes--- shaking with fear--- to the police station--- in a taxi---on the way--- asks him ---father died two years ago --- mother very ill --- nothing to eat --- sister also hungry--- rich man--- changed mind--- goes to boy's house--- leaves money and walks away.

.....

A good boy--- disobeys his parents---gets into bad company--- father gives him some good apples--- tells him to keep them aside for a few days --- places a rotten apple among them--- the rotten apple spoils the good ones --- a lesson on a bad company.

.....

A giant --- very selfish --- children playing in his garden--- giant not happy--- says no playing in my garden--- children go away--- garden very quiet--- no birds sing--- no flowers blossom --- giant very unhappy now asks children to come back again--- children happy ---play---birds sing, trees filled with flowers--- giant no longer selfish.

.....  
Last week--- Rafi and Sushmitha walking near market --- notice smoke from a closed shop--- go nearer--- lot of burning smell--- smoke increasing--- shout "Is someone inside in Sushmitha shouts for help--- Rafi phones the fire brigade and police --- many people gather--- fire engine arrive and police arrive --- break open the shop --- young man rescued--- all praise Rafi and Sushmitha--- they are tired but happy.

.....  
A rich merchant loses purse--- says it had two thousand rupees ---offers half the money to the finder--- a poor workman finds the purse--- meets merchant--- was not interested in giving half the money--- says the purse had also a precious jewel in it--- money given if jewel is found ---workman goes to court--- judge tells merchant--- this Purse had only money and no jewel.