

PRACTICE BOOK ON SKILLS OF COMMUNICATIVE ENGLISH AND GRAMMAR

(CLASS - X)



**SCHEDULED TRIBE & SCHEDULED CASTE
DEVELOPMENT DEPARTMENT
GOVERNMENT OF ODISHA**

**PREPARED BY
SCHEDULED CASTES & SCHEDULED TRIBES
RESEARCH AND TRAINING INSTITUTE
BHUBANESWAR – 751003**

2020

**PRACTICE BOOK ON SKILLS OF COMMUNICATIVE ENGLISH AND GRAMMAR
(Class - X)**

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Prepared by : **Scheduled Castes & Scheduled Tribes
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Research & Training Institute**

Reviewer : **Dr. Pramathes Das**

Board of Writers : **Sri Baidyanath Rout**
Sri Pranakrishna Mohanty
Sri Rajanikanta Samantaray
Sri Gadadhar Behura
Sri Lalindra Amat
Sri Jhasaketan Padhan
Sri Subash Chandra Dash
Smt. Narmada Samal
Smt. Anusuya Bhatta

Chief Co-ordinators : **Dr. Tilottama Senapati**
Ms Kalpana Pattnayak

Co-ordinator : **Sri Gadadhar Behura**



FOREWORD

Syllabus prescribed by the Board of Secondary Education, Odisha is followed in the Secondary Schools managed by the ST and SC Development Department, Government of Odisha. Students of these schools pursue this syllabus to face the Class-X Board Examination. In the current academic session, B.S.E., Odisha has made some changes in the Syllabi of Class-X Mathematics, Science and English. The changes in the syllabi and the current CORONA crisis have given rise to a novel challenge for the students of Class-X in our schools. In order to face the challenge, this Department has prepared supporting books in all these subjects of the new syllabus by a body of experienced teachers.

The whole world is affected by CORONA pandemic. In view of this crisis, all the schools in Odisha have been closed since March 2020. Academics of the students is particularly affected due to this. But the Department has made continuous efforts to take the students ahead in their studies. Test papers available in the market to prepare the students for Class-X Board Examination are not easy for our students in the distant parts of the state. So five supporting books in the subjects of Mathematics, Science and English have been published and distributed among the students on behalf of the department to enable them effectively prepare for the Board examination.

Hope, these supporting books shall be more useful for them to understand the subjects better and prepare themselves for the High School Certificate (H.S.C.) Examination.

Ranjana Chopra, I.A.S.
Principal Secretary to Government
ST & SC Development Department



PREFACE

The Scheduled Caste Scheduled Tribe Development Department, Government of Odisha have taken up various alternative projects to encounter the challenges of COVID-19 pandemic crisis and to provide appropriate education to the students belonging Scheduled Castes Scheduled Tribes of the state. Since the students are at present staying at their homes and they are deprived of class-room contact, the Department has been taking much needed steps to cater different types of teaching-learning techniques and supports to help the students study on their own at this juncture.

Keeping this in view, our Department has developed Practice Books on Mathematics, Science and English in accordance with the prescribed syllabus of the Board of Secondary Education, Odisha, Cuttack to support the Class-X students to study at home during the school closures. More focus has been given to facilitate easy and smooth learning for the students for better performance in the H.S.C. Examination.

Hope, these Practice Books will help students develop their knowledge and skills to come out successful in the H.S.C. Examination.

Smt. Guha Poonam Tapas Kumar, I.A.S.
Director (S.T.)

ST & SC Development Department

From the Director's Desk ...

Syllabus of the Secondary schools under the Department of ST & SC Development, Government of Odisha is regulated by the Board of Secondary Education, Odisha. Scheduled Castes and Scheduled Tribes Research and Training Institution (SCSTRTI) undertakes different types of educational programmes to augment academic performances of the students in these schools. Development and publication of supporting books for the prescribed textbooks are of the major activities of the Department. In this context, supporting books have been published in the subjects of Algebra, Geometry, Life Science, Physical Science and English for the academic session-2021.

Question papers in Board Annual Examination are at present set on the new syllabus of Class-X. So keeping it in view, the students of general schools, as usual depend upon the Test papers available in the market. But the students of ST & SC Schools face the examination by studying the text books only. Realising the importance of supporting books in understanding the subjects along with the questions therein, such supporting books have been prepared by the team of experienced teachers.

The pattern of questions in the Board Examination has been changed. The new question pattern has been reflected in these books. Each chapter presents the contents with examples and illustrations for easy understanding. At the end, objective and long answer type question-answers have been provided.

Hope, these books shall be useful for the students.



Prof. (Dr.) A. B. Ota
Advisor-cum-Director & Special Secretary
Scheduled Caste & Scheduled Tribe
Research & Training Institute

A few words for the students ...

The Department of ST & SC Development, Government of Odisha has developed new supporting books for the students. Some changes have been made in the syllabi of Class-X Mathematics, Science and English. This new syllabus along with COVID-19 situation has caused a big challenge in your academics. Your academic life has been interrupted by many a factors. So, these supporting books have been especially prepared in the subjects to enable you face the adverse situation and proceed in academics. These books are the supporting materials to the textbooks prescribed by the B.S.E., Odisha. Each chapter in these books have been written in simple and lucid language along with suitable pictures and question-answer for practice. Different types of questions such as long answers, short answers and objective types have been prepared focussing on knowledge, understanding application and skill. Further, the question set of 2020 Board Examination along with the answers have been provided. Care has been taken so that you can study every subject even without any help from your teachers.

Hope, these books will be easier and useful for all of you. We expect you to study these books carefully and practise more for success.

Board of Writers

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CLASS- X SYLLABUS 2nd LANGUAGE ENGLISH (SLE) ONLY FOR THE ACADEMIC SESSION (2020-21)

REDUCTION

- | | |
|-------------------------|------------------------------------|
| Detailed Text :- | 1. The Flower School |
| | 2. Air Pollution : A Hidden Menace |
| | 3. School's Goodbye |
| Non-Detailed :- | 1. A Grain as big as a Hen's Egg |
| Grammar :- | 1. Tense Revisited |
| | 2. Non- finite Verb Forms |
| | 3. Phrasal Verbs |

**PATTERN OF EVALUATION & DISTRIBUTION OF MARKS
FOR HIGH SCHOOL CERTIFICATE EXAMINATION
SECOND LANGUAGE ENGLISH (SLE)**

PART - I (Objective)

Time : 1 Hour

Full Marks : 50

Total No of Questions : 10, each carrying 5 bits for 05 marks. (Each question carries 1 mark)

- **Prose :**
 1. One objective type question having 05 bit questions carrying one mark each (Answer in one word or one phrase or one sentence.) is to be set from each text/topic. 1 x 5 = 05
- **Poem :**
 2. One objective type question having 05 bit questions carrying one mark each (Answer in one word or one phrase or one sentence.) is to be set from each text / topic. 1 x 5 = 05
 3. One objective type question having 05 bit questions carrying one mark each (Fill in the blanks.) is to be set from each text / topic. 1 x 5 = 05
- **Non-detailed Text :**
 4. One objective type question having 05 bit questions carrying one mark each (Answer in one word or one phrase or one sentence.) is to be set from each text / topic. 1 x 5 = 05
 5. One objective type question having 05 bit questions carrying one mark each (Fill in the blanks.) is to be set from each text/topic. 1 x 5 = 05
- **Vocabulary & Language Work :**
 6. One question having five bits, each carrying 1 mark from Textual Vocabulary. 1 x 5 = 05
 7. One question having five bits, each carrying 1 mark from Textual Language work. 1 x 5 = 05
- **Grammar:**
 8. One question having five bits, each carrying 1 mark from Grammar 5 chapters 1 x 5 = 05
 9. One question having five bits, each carrying 1 mark from Grammar 5 chapters 1 x 5 = 05
- **Translation:**
 10. Five context based sentences from MT/ Odia language into English (either a paragraph or a dialogue) each carrying 1 mark. 1 x 5 = 05

Total Marks = 50

PART-II (Subjective)

Time : 1 Hour

Full Marks : 50

Total No of Questions: 05

- **Prose :**
 1. Two short answer type questions carrying 5 marks each (Answer in about 50 words, one from two alternative questions.) are to be set from all the texts/topics 2 x 5 = 10
- **Essay Writing:**
 2. One essay from three given topics with five outlines for each in about 250 words. 1 x 12 = 12
- **Letter / Application Writing:**
 3. One letter (either informal letter or application) in about 100 words. 1 x 10 = 10
- **Summary / Report Writing**
 4. One summary or a report is to be written in about 60 words. 1 x 8 = 08
- **Comprehension:**
 5. Five very short answer type questions (in about 20 words) from an unseen passage 5 x 2 = 10

Total Marks = 50

DETAILED TEXT

ALL THINGS BRIGHT AND BEAUTIFUL

C.F. Alexander

Summary:

When science brings new gifts for us through invention, we smile at them, and in return we give a big 'Thank You' to the scientists. The poet, C.F. Alexander, a well-known hymn (a song of praise) writer and poet likes to praise God for his bright, beautiful and wonderful creation of objects and creatures. God is the maker of the world and master of the Universe. He has made everything wisely and wonderfully.

Small is beautiful in God's creation. Little flowers open. Their petals smile with beautiful bright colours and sweet smell. Small birds have colourful tiny wings. They fly from the green earth below to the blue sky. They twitter the music of nature.

God's creation is big and beautiful. Mountains are very big and look purple-headed. Orange glow of the rising sun and setting sun turns the blue and green mountain purple. The wonderful sight of the limitless sky at sunset and the morning attracts everyone. A river running by the mountain amuses the air with its chattering flow.

God's gifts are well and wisely put. God has created the cold wind in winter and pleasant sun in summer which please the poet. The tall trees in the woods and ripe fruits in the beautiful garden are also possible only because of the Almighty.

Man is the best creation of God. He has been blessed with the sense of sight, smell and feeling. The poet says that we have to praise the God as he has given us eyes to see all beautiful things and lips to sing his glory for his wonderful creation.

- **Read the poem silently and answer the comprehension questions given under each SGP/Stanza to understand it. Each question carries one mark. After writing answers, you can match them with answers provided in the Answer-key inside the table at the end of all the SGPs/Stanzas.**

Stanza-1

Outlines:

Lord God- made everything- creatures-big and small – things-bright and beautiful-did everything wisely and wonderfully.

Questions for Comprehension:

1. What is the poem “All Things Bright and Beautiful “about?
2. What are all things like?
3. What are all creatures like?
4. All things are wise and _____.
5. Who made them all?
6. God made all things bright and _____.

Stanza-2

Outlines:

God created flowers with bright colours-birds with small wings

Questions for Comprehension:

1. What does the poet say about in this stanza?
2. Are flowers colourful? Which word says you so?
3. What kind of wings do the little birds have?
4. What did God make for little flowers?
5. Who made the tiny wings of the little birds?
6. God gave _____ to little flowers.
7. The little birds _____.

Stanza-3

Outlines:

The look of the mountain-purple-headed - river very near to it- morning and the sunset makes the sky bright.

Questions for Comprehension:

1. What does the poet describe in this stanza?

2. What do the mountains look like?
3. What is running by the mountain?
4. What brightens up the sky?
5. Who has made the mountains, rivers and the sky?
6. The mountain looks _____.

Stanza-4

Outlines:

Cold wind in winter- pleasant summer sun- garden with ripe fruit- God made all wonderful things.

Questions for Comprehension:

1. What kind of wind blows in winter?
2. How is the summer sun?
3. Is the summer sun in our country pleasant or painful? Why?
4. What are there in the garden?
5. How are the fruits?
6. Who has made all these?
7. There is _____wind in winter.
8. The summer sun is _____.
9. There are ripe _____in the garden.

Stanza-5

Outlines:

God made -in the green forest tall trees- children play in green field-collect watery plants.

Questions for Comprehension:

1. What are there in the wood?
2. What is the wood like?
3. Who does 'we' stand for?
4. Who play on the meadows (grassland)?
5. What do we gather in water every day?
6. Who has made all these things?
7. We play on the _____.
8. We gather rushes by _____.

Stanza-6

God has given us eyes to see –beautiful things- lips to praise the great God Almighty who made all things well.

Outlines:**Questions for Comprehension:**

1. _____ gave us eyes and lips?
2. Why did He give us eyes?
3. What does the word 'them' stand for?
4. Why did he give us lips?
5. We should tell that the Almighty is very _____.
6. Do you think that we should pray to praise Him? Why?
7. God gave us eyes to see all bright and _____ things.
8. How great is God _____!
9. God gave us lips to _____ Him.

Answer-key to the Questions for Comprehension:

Stanza	Answers
1	1. wonderful creation of God, 2. bright and beautiful, 3. great and small, 4. wonderful, 5. God, 6. beautiful
2	1. birds and flowers, 2. yes, glowing colours, 3. tiny/small, 4. glowing colours, 5. God, 6. glowing colours, 7. sing
3	1. mountains, rivers, morning and sunset, 2. purple-headed, 3. the river, 4. the sunset and morning, 5. God, 6. purple-headed: blue+red
4	1. cold wind, 2. pleasant, 3. painful, because of hot rays, 4. fruits, 5. ripe, 6. God, 7. cold, 8. pleasant, 9. fruits
5	1. tall trees, 2. green, 3. the human beings, 4. the children, 5. rushes, 6. God, 7. green field, 8. the water
6	1. God, 2. to see all things of his creation, 3. his creation, 4. to praise him for all things in his creation, 5. Great, 6. Yes, he has created everything for us, 7. beautiful, 8. Almighty, 9. praise

Post-reading Activities:

1. Putting the Ideas of the Poem in Order:

All the stanzas in the poem are about beautiful objects of nature. Here are the themes of four stanzas. They are not in order. Read the sentences carefully and put their stanza numbers in the box provided for each.

Cold wind is blowing. The summer sun is pleasant. There are ripe fruits in the garden.

The green forest is full of tall trees. Children are playing on the grassland. Some are collecting water plants by the water.

There are little colourful flowers. They have glowing colours. There are small birds. They have tiny wings.

The mountain top looks purple because of the sunset. The sky looks bright by the rays of the sun. The river is flowing by the side of the mountain.

2. Writing:

Complete the following sentences:

1. The birds have _____.
2. The flowers have _____.
3. The mountains are _____.
4. The trees in the forest are _____.
5. The sun in the summer is _____.

A LETTER TO GOD

G. L. Fuentes

Summary:

The story, "A Letter to God" by G.L. Fuentes is an interesting and humorous story. The writer gives a clear picture of the sufferings of farmers of the twentieth century of his country. It describes the deep faith of a farmer in God and how he disbelieved the human beings.

Lencho was a simple, poor and hardworking farmer. He lived with his wife and children happily. Unfortunately, the hailstorm destroyed his entire corn field with flowers one year. The damage made Lencho's family helpless and hopeless, but they had strong faith in God. So Lencho decided to write a letter to God about the destruction of his corn field and to send 100 pesos as help so that his family could live and sow seeds next year. The postmaster saw the address, 'To God', and decided not to break Lencho's strong faith in God. He contributed some money from his salary and collected money from his office staff and friends. But he was able to collect only 70 pesos. The following Sunday the postman handed the letter to Lencho. Lencho was not at all surprised, but he got angry after counting the money. The amount was less than what he had wanted. He again wrote a letter to God about his dissatisfaction and suspected the employees of the post office. He thought the postal employees had stolen the remaining amount. He requested God to send the money directly to him.

The story teaches us that it is good to work hard and believe God deeply, but we should not disbelieve humanity.

- **The story has been divided into four SGPs. Read the story silently and answer the questions given under each SGP. Each question carries one mark in your examination. After answering, check and match your answers with the answers in the Answer-key at the end of all the SGPs.**

SGP-1: Para- 1 and 2:

- **(The house only one..... little ones are fives.)**
- **Outlines:**

Lencho, a farmer living happily with his wife and children in his house on the top of the hill – corn field full of flowers- want of rain- Lencho’s worries for his corn field- hope for rain – rain began – Lencho’s feeling of happiness.

Questions for Comprehension:

1. Who was Lencho?
2. Where did he live?
3. Which word says that his house was on the top of the low hill?
4. What could one see from the top of the hill?
5. What showed the sign of good harvest?
6. Why was Lencho worried?
7. Who lived with Lencho in his house?
8. When Lencho told his wife about rain, what was she doing?
9. Lencho’s wife was preparing supper, what were the older children doing?
10. What were the smaller children doing?
11. How was the life of Lencho’s family- happy or unhappy?
12. Find out the word in the second paragraph which means ‘to say something about future’?
13. Lencho saw big clouds coming near to them during dinner. Why did he go out of his home?
14. When it began to rain, what did the big drops look like?

SGP-2: Para- 3 - 7:

- **(With a satisfied expression.....dropped in the mailbox.)**
- **Outlines:**

Lencho’ happiness -feeling the rain – regard to his corn field – sudden strong wind, heavy rain with hailstones – hailstorm destroyed the crop completely – Lecho’s happiness disappeared- his helplessness- single hope for god’s help - wrote a letter to God for help- to send 100 pesos for living and sowing his field again- went to town- dropped the letter in mailbox.

Questions for Comprehension:

1. What made Lencho very much happy at the beginning of rain?
2. What did he do out of his happiness?
3. What happened suddenly?
4. What did the large hailstones look like?
5. Why did the boys run out of the house?
6. What did Lencho think when it was raining with hailstones?
7. How long did it rain?
8. Why did the field look completely white?
9. Lencho's soul was filled with sadness. Why?
10. What did he do after the rain had passed?
11. Why was the night sorrowful for the family?
12. What was the single hope for the family?
13. Why did Lencho think that God will help them?
14. Lencho was an ox of man. What does this sentence mean?
15. When did Lencho begin to write a letter to god?
16. What did he write in the letter?
17. Who dropped the letter in the letterbox?
18. Where did Lencho go to drop the letter?

SGP-3: Para- 8 - 11:

- **(One of the employees.....looked on from his office.)**
- **Outlines:**

The postman showed the letter to the postmaster- postmaster became serious-wanted not to break Lencho's faith- decided to send a reply - collected a little more than half of the money – sent through the postman became satisfied for his work – eager to know the feeling of the man.

Questions for Comprehension:

1. Who is described as the 'boss' in the sentence?
2. Who gave Lencho's letter to the postmaster?

3. What kind of man was the postmaster?
4. The postmaster first laughed, but next he became serious. Why?
5. “What faith! I wish I had the faith of the man who wrote this letter. Starting up a correspondence with God.” Who said this and why?
6. Why did the postmaster want to give a reply to the letter?
7. What did he do to send the reply to the man?
8. How much money did he send with the letter?
9. How did he manage to get this money?
10. What did he write in the letter to Lencho?

SGP-4: Para- 12 and 13:

- (Lencho showed.....crooks. Lencho.)
- Outlines:

Lencho was not surprised to get money – became angry after counting the money – suspected the postal employees – decided to write another letter to God – started writing angrily – requested to send the rest amount directly to him as the postal employees were dishonest people.

Questions for Comprehension:

1. Why did Lencho come to the post office the following Sunday?
2. Who handed the letter to Lencho?
3. Why was Lencho not surprised to get a letter from God?
4. Why did he become angry suddenly?
5. Why did he write the second letter to God?
6. What was Lencho’s feeling at the time of writing the second letter?
7. Which words support your answer?
8. How did he affix the stamp on the letter?
9. Who opened the second letter from Lencho?
10. What did Lencho request God in his second letter?
11. What does the story teach us?

Answer-key to the Questions for Comprehension:

SGP	Answers
1	1.a farmer, 2. in a house on the top of a low hill, 3. crest, 4. the river, and corn field with flowers, 5. flowers, 6. due to want of rain, 7. His wife and children, 8. Preparing supper, 9.working in the field, 10. Playing near the house, 11. happy, 12. predict, 13. to have the pleasure of feeling the rain in his body, 14. like ten cent pieces
2	1.the big drops of rain, 2. regarded the corn field with flowers, 3. Strong wind blew and heavy rain with large hailstones began to fall, 4.like silver coins, 5. to collect the hailstones, 6. The storm would pass quickly, 7. For one hour, 8. covered with hailstones, 9. His field was completely destroyed, 10. stood in the middle of the field looked at the field, 11. They were worried about their food for the year because of damage of the field, 12. single hope was to get help from God, 13. God knows and sees everything, 14. Lencho was very hard working farmer, 15. at daybreak, 16. To send 100 pesos for food to live and sow his field again, 17. Lencho, himself, 18. into the mailbox in the town
3	1.the postmaster, 2. The postman, 3. fat and amiable, 4. felt the faith of Lencho in God, 5. The postmaster, realised Lencho’s faith and hope to get help from God, 6. Not to break Lencho’s faith in God, 7. Collected money, 8. a little more than half, 9. from his staff and his friends and he gave some from his salary, 10. a single word as a signature-God
4	1.with a hope to receive a letter,2. The postman,3. Due to his deep faith in God, 4. after counting the money, which was less than he had wanted, 5. To send him the rest of the money, 6. He was angry and dissatisfied, 7. with much wrinkling of his brow, 8. stamp which he licked, affixed it with a blow of his fist, 9. The postmaster, 10. to send the rest 30 pesos directly to him as the postal people are very dishonest, 11. to believe the humanity and to be grateful to the kind and helping people.

Post-reading Activities:

• **Activity-1**

(A) Fill in the blanks choosing the right words from the text.

1. Lencho lived in a house on the _____ of a low hill.
2. He knew his fields _____.

3. He expected a _____.
4. Lencho could see huge mountains of clouds _____.
5. The hailstones _____ new silver coins.
6. The _____ would have left some crop.
7. Lencho wrote the first letter at _____.
8. The postmaster was an _____ person.
9. He stuck to his _____.
10. The postmaster was feeling his _____ when Lencho received the reply.

(B) Fill in the blanks with the suitable words choosing from the story.

1. _____ lives in a house on the top of the hill.
2. _____ means rain for a short period.
3. The big raindrops falling from the sky looked like _____.
4. When it began to rain with big raindrops, Lencho regarded his _____ with its flowers.
5. Lencho had a single hope: _____.
6. He wrote the first letter before _____.
7. He placed a stamp on the first letter at _____.
8. Lencho became angry when he _____ the money.
9. _____ opened the second letter.
10. Lencho wrote that the post office employees were a bunch of _____.

Answer Key for Activity-1: A & B:

A 1. crest, 2. intimately, 3. a shower of rain, 4. approaching, 5. resembled, 6. locusts, 7. daybreak, 8. amiable, 9. resolution 10. contentment

B. 1. Lencho, 2. A shower, 3. 10 cents, 4. corn field, 5. help from God 6. daybreak, 7. the post office, 8. counted, 9. The postmaster 10. crooks

- **Activity- 2:**
- **Given below are some sentences of the story. They are not in order. Arrange them as they come in the story. Write the serial number in the box provided against each. The first one is done for you.**

1. Heavy rain with hailstones destroyed his corn field completely.
2. He wrote a letter requesting God to send 100 pesos.
3. The postmaster arranged 70 pesos and sent as a reply to Lencho.
4. He thought postal people had taken away the rest money.
5. Lencho was a hardworking farmer. 1
6. The postman read the address and gave it to the postmaster.
7. Lencho got the money and became angry.
8. He lived happily with his family in a small house on the top of the low hill.
9. He wrote the second letter to God to send the rest 3 pesos to him directly, not through the post office.
10. Lencho became very sad and hoped for help from God.

Language Work:

- **Activity- 3:**
- Read the following sentences and mark the use of verbs and their forms.
 - Now we're going to get some water woman.
 - I hope, it passes quickly.
 - We'll all go hungry this year.

Notice that all the three sentences above are in present tense as the first verb or the finite verb of each sentence is used in the present or base form. But all the sentences talk about future time. In English language we usually use different forms of verbs to say something about future time. Out of different forms the following four forms are very common. They are: 1. (be) going to +verb, 2. Present progressive form, 3. will + verb, 4. Simple present form. Look at the following examples and their use.

1. (be) going to +verb:

- a) Look at these black clouds. It is going to rain. (external evidence or reason)
- b) I'm going to have a cup of tea. (internal evidence or reason)

2. Present progressive form:

- a) My father has already deposited the money. He is buying a car tomorrow. (personal arrangement/plan)
- b) I have decided to see the doctor tomorrow. I am going to Bhubaneswar tomorrow. (personal arrangement/plan)

3. will + verb:

- a) I'm tired. I think I'll go to bed. (immediate decision of the speaker)
- b) It's quite easy. I'll do it for you. (immediate decision of the speaker)

4. Simple present form:

- a) Tomorrow is Sunday. (fixed in calendar)
- b) The Prime Minister visits Odisha tomorrow. (official arrangement)

- Now read the following sentences in situations or questions. Write sentences/answer the questions using the correct form of the verbs to indicate future time. One is done for you.

1. A man is walking on a rope. He has started leaning to one side.

He is going to fall down.

2. It is a warm afternoon at work. You are tired and bored.

3. Oh! I'm sorry. I completely forgot to buy it.

4. It's very cold in here. The windows are open.

5. What is the day after tomorrow?

6. When is the next leap year?

7. Ashutosh has planned to go back to his village tomorrow.

Writing:

- **Activity- 4:**
- **Write answers to the following possible questions for examinations in about fifty words. (Each question carries 05 marks.) You can follow the sample answers given below.**

1. Describe Lencho's happy life briefly.
2. Why did Lencho regard the field of ripe corn with flowers?
3. How was Lencho's crop destroyed? (2017 SH)
4. Why did Lencho write the first letter to God? What did he write in it?

5. "What faith! I had the faith of the man who wrote this letter to God." Who said this? What did he do not to shake Lencho's faith in God? (2016 SH)
6. What made Lencho write the second letter to God? What request did he make there in the letter? (2018AH)

• **Sample Answers:**

1. Lencho was a hardworking poor farmer. He lived in a house on the top of a low hill with his wife and children. He had strong faith in God. His smaller children used to play in the field. He worked hard with his older children in his corn field and lived happily.
2. Lencho's corn field was full of flowers which showed the sign of good harvest. But there was no rain. So he was worriedly waiting for rain. The black clouds approached and it started raining with big raindrops. Lencho became very happy and regarded his corn field with a lot of satisfaction.
3. Lencho's corn field was dry when it was full of flowers. It rained with big drops, which made Lencho happy. But suddenly strong wind blew and heavy rain started with hailstones. The big hailstones covered the entire field and it did not leave any crop. Thus, the hailstorm destroyed the corn field completely.
4. The hailstorm completely destroyed Lencho's corn field. Lencho became hopeless and hopeless. He thought his family will go hungry the whole year. He had deep faith in God. He had only one hope to get help from God. So Lencho wrote a letter to God requesting to give 100 pesos for food and to sow seeds next year.
5. The postmaster said this. When he looked at the address of the letter, he laughed. But he realised that the man was helpless and out of strong faith he had written the letter. So he wanted to send a reply not to break his faith in God. So he collected money from his employees and friends. He gave a part from his salary and sent 70 pesos along with the reply to Lencho.
6. The post man handed the letter with God's signature to Lencho. Lencho showed no reaction while getting the letter. But when he counted the money and found that it was less than he had asked, he became angry. He thought that the postal employees had taken away the rest thirty pesos. So he wrote another letter to God to send the rest money directly to him saying that the postal employees were a bunch of crooks.

- Activity-5
- Read Lencho's first letter below, given in the box, and mark the underlined words.

Dear God,

If you don't **help** me, my family and I will go hungry this year. I need a hundred pesos in order to sow my field again and to live until the crop comes, because the hailstorm destroyed my corn field completely.

Lencho

Notice the words in bold letters. These words are the key words in the letter Lencho wrote to God:

- **his problems**: - hailstorm destroyed the corn field, - no food to eat, - no seed to sow
- **his request** : - to help him by sending one hundred pesos
- Imagine that you are Abhijit from Turia, Patangi, Koraput district, staying in school hostel. You need a dictionary to improve your English. Write a letter requesting your father to send three hundred rupees to buy a good English dictionary.

Place:
Date:

Dear _____,

I couldn't score good _____ in English in Class- _____ last year. I need a good _____ to _____ . I want to buy _____ . I need _____ .

Kindly _____ .

Your loving _____ ,

- **Activity- 6:**
- **Imagine that you are the postmaster. You read Lencho's second letter. Write a letter to Lencho and make things very clear so that he can understand the situation and realise his fault.**

	Place: _____
	Date: _____
Dear _____ ,	
I wrote the letter to you, not _____ . I also _____ , not God.	
It is good to have faith in _____ , but it is not good to suspect kind and honest people out of too much _____ in God. God lives in man and kind hearted people come forward to help _____ .	
	Your loving _____ _____

THE SOLITARY REAPER

William Wordsworth

Summary:

Sometimes we see beautiful things or hear sweet music. They are very much interesting and unusual enough to attract our attention. We stop to enjoy their beauty and part with. Time passes. Location changes. But these striking experiences never fade away from our hearts and minds. They stay with us. We never forget such things of beauty. They are joy forever. Such a wonderful event once happened to the poet, William Wordsworth. He heard a peasant girl's song. He was overjoyed with its sweet music. He recorded his feelings in a poem – The Solitary Reaper.

One day the poet was walking in the highlands (mountain regions) of Scotland. He came across a peasant girl who was reaping corn alone in the field. She was singing as she was working. Her voice was enchanting. Sweet melody of her song mesmerised the poet. He stopped and listened to her.

Sweet tone of the girl highly impressed him. It so happens that he compares her sweet voice with that of the nightingale and the cuckoo bird in spring. He strongly feels that the girl's voice was far sweeter than the nightingale's or the cuckoo's.

The poet could not understand what the song was about. Because he was not familiar with the song or he was too far to catch the words of the song. However, the mood was pensive and the tone was melancholy. He thought if it was about some old, sorrowful matters, or some suffering of the present time or some events expected in the future.

Whatever the theme may be, her notes are plaintive. The poet is spellbound by the maiden's song. He stops and listens motionless and leaves the valley sometime after. But the music of the song continues to echo in his heart and mind as a lasting memory for ever.

- **Read the poem silently to understand and enjoy. The poem has been divided into four SGPs for better understanding. Answer the comprehension questions given under each SGP/Stanza. Each comprehension question carries one mark in your examination. After writing the answers, if necessary, you can match**

your answers with the answers provided in the Answer-key inside the table at the end of all the SGPs/Stanzas.

Stanza-1&2:

Outlines:

The solitary reaper-single in the field- reaping and singing-
She is not to be disturbed- alone- cuts and binds grain-
valley overflowing with the sound of her sad song.

Questions for Comprehension:

1. Who is the solitary reaper?
2. Where is she?
3. What is she doing there?
4. Who else is there by her?
5. "Stop here or gently pass".
 - (a) Who says so?
 - (b) Whom does he say so?
 - (c) Why does he say them so?
6. The poet uses some words to say that the girl was a lone worker. What are these words?
7. The solitary reaper was _____ in the field.
8. The solitary reaper was _____ and singing by herself.

• **Word Note:**

behold- to look or to see , yon- over there, solitary – alone, Highland lass- a girl from the mountain regions of Scotland, melancholy strain- a sad song, vale-valley, profound- deep

Stanza-3&4:

Outlines:

No nightingale sang so beautifully- welcoming the tired people- in the Arabian desert- the girl's song was even better than a cuckoo's song and the nightingale's song.

Questions for Comprehension:

9. The poet compares the solitary reaper's song to the sweet voice of _____ and _____.
10. Whose voice is sweeter?

11. Why does the poet compare the girl's song with that of the nightingale and the cuckoo bird?
12. Where does the nightingale sing?
13. The nightingale's song welcomes _____.
- A. the tired travellers
B. the solitary reaper
C. the poet
D. the cuckoo bird
14. 'of traveller in some shady haunt'
'shady haunt' in this line refers to
- A. a mango grove
B. an oasis
C. a sea bird
D. an island
15. Where does a cuckoo bird sing?
16. A cuckoo bird sings in _____.
- A. rains
B. autumn
C. winter
D. spring
17. The solitary reaper's song was more thrilling than the _____ bird.
18. The nightingale's song gives a welcome note to the tired _____.

- **Word Note:** thrilling- exciting and enjoyable

Stanza-5&6:

Outlines:

The poet did not understand the song-Perhaps the theme was based on sadness; an old, unhappy past event or may be relating to a battle in the long past or a familiar matter of to-day

Questions for Comprehension:

19. The unit tells about _____ of the song.
20. 'Perhaps the plaintive numbers flow.' Which word in this line expresses the poet's guess?
21. The expression 'plaintive number' means
- A. pleasant music
B. sad music
C. pop music
D. classical music
22. What might be the girl's song about?
23. What does 'humble lay' mean?
24. 'Some natural sorrow loss or pain' refers to
- A. battles long ago

B. death or illness of a loved one

C. everyday routine events
D. a disaster or calamity in the past

25. The poet, Wordsworth did not _____ the theme of the maiden.

26. Perhaps, the solitary reaper sang old, unhappy, far-off things and _____ long ago.

Word Notes: plaintive numbers-sad music

Stanza-7&8:

Outlines:

The poet was spellbound listening to the girl's song-the theme was not known to the poet –the music of the song remained in his heart for ever

Questions for Comprehension:

27. Why could the maiden' song have no ending?

28. The peasant girl was cutting the corn with

A. a knife

C. a sickle

B. a sword

D. an axe

29. The poet climbed up the hill because

A. he had to reach his place after walking across the mountain way.
B. the girl stopped singing.

C. it was sunset
D. the song was no more interesting

30. How did the beauty of music affect the poet?

31. The poet saw the solitary reaper _____ at her work.

32. The poet listened to the song of the maiden motionless and _____.

33. The poet of the poem, "The Solitary Reaper" is _____.

• **Word Notes:**

Theme- the subject or the main idea, Maiden- a young unmarried girl, motionless-without movement, mounted- climbed

Answer-key for the Questions for Comprehension:

Stanza	Answers
1 & 2	1. a peasant girl who lives in the highlands-mountain regions of Scotland, 2. In the ripe corn field, 3. Cutting down and gathering crop, singing a song, 4. None, she was alone, 5. A. the poet, b. to the other travellers passing nearby, c. not to disturb the singing of the solitary reaper, 6. Single, solitary, by herself, alone, 7.single, 8. reaping
3 & 4	9.the Nightingale and the cuckoo -bird, 10.the voice of the solitary reaper, 11.because they are considered sweet-voice birds, 12.in the oasis of the deserts of Arabia: the Middle-East, 13. A. the tired traveller, 14. B. an oasis, 15. In the most remote group of islands that lie to the north-west of Scotland, 16. D. Spring, 17. cuckoo, 18. travellers
5 & 6	19. the theme, 20. Perhaps, 21. B. sad music, 22. Some old sad matter or some suffering of the present time, 23. Ordinary matter, 24. B. death or illness of a loved one25. understand, 26. battle
7 & 8	27. because she sang a universal theme, 28. C. a sickle, 29. A. he had to reach his place after walking across the mountain, 30. The beauty of the music stayed in his head and heart as a lasting memory, 31. singing, 32. still, 33. William Wordsworth

Post-reading Activities:

• **Sample Questions:**

A. By now you have read and understood the poem well. You have also answered the questions. Here is another set of questions for your self-assessment. Will you try them? Each question carries one mark.

Answer the following questions, each in ONE sentence.

1. Who was the Highland lass?
2. What was the girl doing?
3. What does 'weary bands' refer to?
4. Whose notes are called 'welcome notes'?

5. Whose voice is described as thrilling?
6. What does 'humble lay' mean?
7. What is the tone of the solitary reaper's song?
8. What might be her song about?
9. Why does her song have no ending?
10. Why does the poet stand motionless?
11. What is the central idea of the poem 'The Solitary Reaper'?
12. What is the setting of the poem, 'The Solitary Reaper'?

● **Answers to the Sample Questions:**

1. The Highland lass was a girl belonging in the high mountain regions of Scotland.
2. The girl was singing as she was cutting and binding grain in a corn field.
3. 'Weary bands' refers to the groups of tired travellers travelling in the hot deserts of Arabia.
4. The nightingale's notes in the hot deserts of Arabia are the welcome notes for the groups of tired travellers.
5. The solitary reaper's voice is described as so thrilling.
6. The expression 'humble lay' means an ordinary matter.
7. The solitary reaper's song has a sorrowful tone.
8. Her song might be about some old sorrowful matters or some suffering of the present time or some expected in future.
9. Her song could have no ending because she sang a universal thing.
10. The poet stands motionless and still because the enchanting music of the song holds him spell-bound.
11. The central idea of the poem 'The Solitary Reaper' is beautiful experiences give us life-long pleasure.
12. A deep mountain valley in Scotland is the setting of the poem.

AT THE HIGH SCHOOL

M. K .Gandhi

Summary:

Gandhi was good at studies. He never had a bad certificate. He won prizes and even got scholarships in fifth and sixth standard. But he thanked his good luck more than his merit. He was surprised when he won prizes and scholarships. He was very careful about his character. Once in the first or second standard, he got heavily beaten and cried piteously. Dorabji Edulji Gimi, his headmaster, made gymnastics and cricket compulsory for the boys of upper standard. But Gandhi disliked both. He did not participate in any exercise, cricket or football due to his shyness. He had also a false idea that gymnastics had nothing to do with education. But later on he changed his view and said that physical training should be given equal emphasis in the curriculum as mental training.

Compulsory exercise became an obstacle to his keen desire to serve as nurse to his father. He requested Mr. Gimi to exempt him from gymnastics but he did not listen to his request. One Saturday, he was late for attending gymnastics class at 4p.m. and Mr. Gimi imposed a fine of one or two annas for his absence. But it was a cloudy day and as he had no watch he could not know the time. He was accused of lying, which deeply pained him. He learnt from this incident that a man of truth must also be a man of care. Of course, his fine was remitted when his father himself wrote to the headmaster that Gandhi's service was necessary for him at home after school. Gandhi repented of his neglect of handwriting. He was ashamed of himself seeing the beautiful handwriting of lawyers and young men in South Africa. He said that bad writing should be regarded as a sign of imperfect education. He advised that children should be first taught the art of drawing before learning to write. Sanskrit proved a difficult subject for Gandhi because everything had to be memorised. The Sanskrit teacher was a hard taskmaster but he heard that Persian was very easy and the Persian teacher was lenient, very good and considerate to the students. So he sat in Persian class one day. The Sanskrit teacher came to know it and felt very unhappy. He advised him to read Sanskrit as the son of a Vaishnava father. He assured him to teach him to the best of his ability. So Gandhi went to Sanskrit class again. Gandhi was grateful to Krishnashankar Pandya, his Sanskrit

teacher. Without Sanskrit he would have found it difficult to read the sacred books. He deeply regretted for not having a more thorough knowledge of Sanskrit.

Division of the Text:

The lesson is divided into four Sense Group Paragraphs (SGP) for easy understanding. Each SGP consists of one or more paragraphs with their main ideas. The following table shows the division of the text.

SGP	Paragraphs	Main ideas
1	01	Winning prizes and scholarships
	02	Gandhi's Headmaster
2	03	Punishment for going late to gymnastics class
	04	Proving his innocence and getting the fine remitted
3	05	Handwriting
4	06	Subjects of study
	07	Gandhi's gratitude to his Sanskrit teacher

- **Read the topic silently. The topic has been divided into four SGPs for better understanding. Answer the comprehension questions given under each SGP/Para. Each comprehension question carries one mark in your examination. After writing the answers, if necessary, you can match your answers with the answers provided in the Answer-key inside the table at the end of all the SGPs/Stanzas.**

SGP-1: Para- 1 and 2:

- **Outlines:**

Teachers' affection for Gandhiji-certificates of progress in studies-good character- won prizes- got scholarship-importance to character-corporal punishment-dislike for gymnastics and cricket- place of games and gymnastics in education

Questions for Comprehension:

1. What is an autobiography?
2. Is this lesson a biography or autobiography?
3. Who does 'I' in the first sentence refer to?
4. Was Gandhi good at studies? Which line tells this?
5. What did Gandhi enjoy?
6. What sorts of certificates were sent to his parents every year?
7. When did he win prizes?
8. Which standard did he get scholarships in?
9. What were the amounts of scholarships?
10. Who did he thank more for his scholarships?
11. What was he very much careful about?
12. What would draw tears from his eyes?
13. What was more important for Gandhi – winning prizes or building character?
14. Which standard did Gandhi receive physical punishment in?
15. Who was the Headmaster?
16. Why was he popular?
17. What was made compulsory for the boys of the upper standards?
18. 'I disliked both'. What does 'both' refer to?
19. What was the reason for Gandhi's dislike for cricket and gymnastics?
20. What false idea did Gandhi have about gymnastics?
21. What were his views on gymnastics later?

SGP-2: Para- 3 and 4:

- **Outlines:**

Desire to serve father-absence in gymnastic class- fine imposed on him- Headmaster Mr Gimi disbelieved his explanation for absence-failed to prove innocence- a man of truth has to be a man of care- exemption from fine- father's letter to the Headmaster.

Questions for Comprehension:

22. What was the special reason for Gandhi's dislike for gymnastics?
23. What came directly in the way of his service to his father?
24. What did Gandhi request Mr. Gimi?
25. Did Mr. Gimi grant his request?
26. Why did he get to school late?
27. Did Mr. Gimi believe what he said?
28. How much was he fined?
29. What was Gandhi convicted of?
30. What pained him so much?
31. What lesson did he learn from this incident?
32. Was he careless in school later?
33. Did he really have to pay the fine?
34. What did he finally succeed in?
35. How was the fine exempted in the end?

SGP-3: Para- 5:

• **Outlines:**

Neglect of handwriting- his experience about handwriting in South Africa- importance of good handwriting- drawing exercise before learning handwriting.

Questions for Comprehension:

36. What was the other neglect Gandhi talked about?
37. What was his earlier notion on handwriting?
38. When and where did he realise that his notions were wrong?
39. What was he ashamed of?
40. What did he repent of?
41. What were his views on handwriting later?
42. What was his advice to young men and women in this regard?
43. What should children be taught first before learning to write?

SGP-4: Para- 6 and 7:

• **Outlines:**

Rivalry between Sanskrit and Persian teachers- Gandhi attended Persian class- reaction of Sanskrit teacher- benefit from learning Sanskrit

Questions for Comprehension:

44. Why did Gandhi consider Sanskrit harder than Geometry?
45. Which class was Sanskrit introduced in?
46. When did Gandhi become disheartened?
47. What was his Sanskrit teacher like?
48. What was his Persian teacher like?
49. Were the Sanskrit and Persian teachers on good terms?
50. What did the boys use to talk among themselves?
51. What tempted him to sit in the Persian class?
52. How did the Sanskrit teacher react to it?
53. Why did the Sanskrit teacher think it necessary for Gandhi to study Sanskrit?
54. Why did Gandhi come back to Sanskrit class?
55. What put him to shame?
56. Who was Krishnashankar Pandya?
57. How did study of Sanskrit help him later?
58. What did Gandhi deeply regret?
59. What feelings did Gandhi have for his Sanskrit teacher?

Answer-key to the Questions for Comprehension:

SGP/Para	Answers
SGP-1 Para-1& 2	1. life story of a person written by himself 2. An autobiography 3. Mahatma Gandhi

	<ol style="list-style-type: none"> 4. Yes. 'I even won prizes after I passed out the second standard' and 'In the fifth and sixth I obtained the scholarship of rupees four and ten respectively'. 5. the affection of his teachers 6. certificates of progress and character 7. after he passed out of the second standard 8. in fifth and sixth standard 9. rupees four in the fifth standard and rupees ten in the sixth standard 10. good luck 11. character 12. the least little blemish 13. building character 14. in the first or second standard 15. Mr. Dorabji Edulji Gimi 16. because he was a disciplinarian, a man of method and a good teacher 17. gymnastics and cricket 18. gymnastics and cricket 19. his shyness 20. gymnastics and cricket had nothing to do with education 21. physical training should have as much place in the curriculum as mental training
<p>SGP-2 Para-3& 4</p>	<ol style="list-style-type: none"> 22. his keen desire to serve as nurse to his father 23. compulsory exercise 24. to exempt him from gymnastics 25. No 26. because he had no watch and the cloud deceived him 27. No 28. one or two annas 29. lying 30. the conviction of lying 31. a man of truth must be a man of care 32. No 33. No 34. getting the fine remitted 35. when his father wrote a letter to his headmaster that he needed Gandhi at home after school
<p>SGP-3 Para-5</p>	<ol style="list-style-type: none"> 36. neglect of handwriting 37. good handwriting was not a necessary part of education 38. when he went to South Africa 39. his handwriting

	<p>40. his neglect of handwriting</p> <p>41. bad handwriting should be regarded as a sign of an imperfect education</p> <p>42. good handwriting is a necessary part of education</p> <p>43. the art of drawing</p>
<p>SGP-4</p> <p>Para-6& 7</p>	<p>44. because everything had to be learnt by heart in Sanskrit</p> <p>45. in the fourth standard</p> <p>46. when he entered the sixth standard</p> <p>47. a hard taskmaster who was anxious to force the boys</p> <p>48. lenient, a good teacher and considerate to the students</p> <p>49. No</p> <p>50. Persian was very easy and the Persian teacher was very good and considerate to the students</p> <p>51. the easiness of the Persian teacher and the Persian subject</p> <p>52. he was grieved</p> <p>53. because Gandhi was the son of a Vaishnava father and Sanskrit was the language of his own religion</p> <p>54. because he couldn't disregard his Sanskrit teacher's affection</p> <p>55. the kindness of his Sanskrit teacher</p> <p>56. Gandhi's Sanskrit teacher</p> <p>57. it was easy for him to take interest in the sacred books</p> <p>58. he was not able to acquire a more thorough knowledge of Sanskrit</p> <p>59. he thanked him with gratitude</p>

Post Reading Activities:

A. Fill in the blanks using the correct form of the word in brackets.

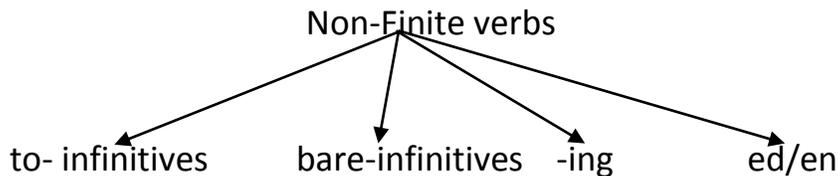
1. She _____ her goal of becoming a doctor. (achievement)
2. Don't _____ the boy. (punishment)
3. He was a _____ man. (shyness)
4. She always keeps herself _____ from the boys in class. (aloofness)
5. The boy only takes part in _____ activities. (curriculum)
6. Rabindra quickly saw through the girl's lies and _____. (deceive)
7. The court found him _____ and he was released. (innocence)
8. The sweet song will refresh your _____. (memorise)
9. The two teams have always been _____. (rivalry)
10. She was overcome with _____. (grieved).

B. In your Grammar book, you have read about Non-finites verbs. Study the following sentences from your lesson 'At the High School'.

1. I remember having once received a corporal punishment.
2. The reason for my dislike was my keen desire to serve as nurse to my father.
3. I requested Mr. Gimi to exempt from gymnastics.
4. He refused to believe me and ordered me to pay a fine of one or two annas.
5. I was convicted of lying.
6. I finally succeeded in getting the fine remitted.

The first verb in a sentence which carries tense is called Finite verb and all others verbs which follow the first verb are called Non-Finite verbs. The underlined verbs in the above sentences are Non-finite verbs.

There are four types of Non-finite verb forms.



The finite verb decides which type of Non-finite verb it will take after it.

C. Read the list of the finites verbs given in your grammar book chapter-4 and mark which finite verb takes which type of non-finite forms.

D. Fill in the blanks with correct form of Non-finite verbs given in brackets.

1. He managed _____ his loan in time. (repay)
2. I don't mind _____ with you. (go)
3. Don't forget _____ off the light before going to bed. (switch)
4. I am looking forward to _____ you. (see)
5. Mr. Gimi made Gandhi _____ a fine. (pay)
6. Lencho had done nothing else but _____ the north-east sky throughout the morning. (see)
7. The postmaster broke out _____. (laugh)
8. You should not hesitate _____ advice from your teachers. (ask)
9. He hates _____ alone. (be)
10. I helped him _____ the furniture. (move)

A. 1. achieved, 2. punish, 3. shy, 4. aloof, 5. curricular, 6. deceit, 7. innocent, 8. Memory, 9. rivals, 10. grief

B. 1. to repay, 2. going, 3. to switch, 4. seeing, 5. pay, 6. see, 7. laughing, 8. to ask, 9. being, 10. move

Long Answer Type Question carrying 05 marks:

• **Answer the following questions in about 50 words.**

1. What was Gandhi's impression of his headmaster?

Ans: Dorabji Edulji Gimi was Gandhi's headmaster. He was very popular among the boys. He was a disciplinarian, a good teacher and a man of method. He was also a lover of games. So he made gymnastics and cricket compulsory for the boys of upper standard. Once he fined Gandhi one or two annas for his absence in the gymnastics class.

2. Why did Gandhi dislike gymnastics and cricket?

Ans: Gandhi disliked both gymnastics and cricket. He never took part in any game. He was shy and so he was aloof from others. He had false notion that these games had nothing to do with education. He also wanted to serve his father. So he wanted to be at home after school. He felt that compulsory exercise came in the way of serving his father.

3. Why Gandhi was fined one or two annas?

Ans: One Saturday Gandhi had school in the morning. He had to come to school at 4'o clock for gymnastics. He had no watch and the sky was cloudy. He could not know the time of the gymnastics class and reached class when all had left. Next day, Mr Gimi asked him the reason of absence. Gandhiji told him the reason. Mr Gimi did not believe him and fined him one or two annas.

4. What was Gandhi's attitude towards handwriting?

Ans: Gandhi had the notion that good handwriting was not a necessary part of education. So he never took care of his handwriting. But in South Africa he saw the beautiful handwriting of lawyers and young men. He felt ashamed of his handwriting and repented for his neglect.

5. What was Gandhi's views on his Sanskrit teacher?

Ans: Like others, Gandhi believed that Sanskrit teacher was a hard taskmaster. Sanskrit was difficult and Persian was easy. But the Sanskrit teacher explained him the importance of Sanskrit, especially for him. Later on he realised that without knowledge of Sanskrit he could not have understood the sacred books. He was full of gratitude for Sanskrit teacher for his encouragement.

6. Why did Gandhi sit in the Persian class?

Ans: Gandhi preferred to sit in Persian class as Persian language was easier than Sanskrit. Moreover, he heard that Sanskrit teacher was a hard taskmaster but Persian teacher was lenient and considerate to his students.

VILLAGE SONG

Sarojini Naidu

Summary:

Marriage is an important stage of human life. Parents generally want their children to get married happily and settle down peacefully. However in this poem the poetess Sarojini Naidu describes it differently. A young girl does not want to get married and her mother, very lovingly and affectionately tries to convince her daughter.

In the first stanza the mother is quite perplexed. Her daughter's indifferent attitude makes her sad and unhappy. She asks her daughter if she will disappoint and leave her mother who has brought her up and fed her on so much love and affection. Her lover is riding. He is about to reach her and get her married. Would she grieve her lover by refusing him?

The daughter says that the woods attract her. She wants to escape into the woods and enjoy the sweet sights and sounds there. The "Champa" tree is loaded with beautiful yellow flowers and buds. The river is flowing by the woods where lotus and lilies glisten and Koil's song enriches the beauty of the surrounding. The fairy folks also sing melodiously. All are more enjoyable to the girl than the pleasure of married life.

But the mother describes that the married life is full of happiness. The bridal songs are sweet and joyful. Motherhood brings fulfilment and pleasure. The bliss of marital life is quite rare and incomparable. Her wedding garments are in the loom. Wedding feast and cakes are ready. Hence the mother insists her daughter on taking pleasure of married life without going into the woods.

The girl is not moved by her mother's counselling. She says that the pleasure of married life is transitory. They come and go. She feels a life in the lap of nature is better. It gives her unending happiness. The charm of the woods never disappears. The brook in the woods also falls and produces a musical note. Hence she prepares herself and prefers living in the woods to living in transitory married life.

- Read the poem silently to understand and enjoy. The poem has been divided into four SGPs for better understanding. Answer the comprehension questions given under each SGP/Stanza. Each comprehension question carries one mark in your examination. After writing, if necessary, you can match your answers with answers provided in the Answer-key inside the table at the end of all the SGPs/Stanzas.

Stanza-1:

Outlines:

Mother's concern for daughter's marriage-pleading for marriage- requests not to go outside and grieve her would be husband

Questions for Comprehension:

1. What is the first stanza about?
2. In which stanza does the daughter speak?
3. In which stanza does the mother speak?
4. Who is asking questions?
5. Who is replying?
6. Is the mother angry?
7. If no, which word in the first stanza says she is not?
8. What does the mother ask her child in the first line?
9. What does she ask her in the second line?
10. Does the mother feed her child on golden grain?
11. What does the golden grain mean?
12. Would the girl leave her mother?
13. What is the girl's lover doing?
14. Where is he riding to?
15. Does the girl want to grieve her lover?
16. Which words says so?

Stanza-2:

Outlines:

Daughter's answer and wish to go to the forest- nature attracts her to stay unmarried- friendly reply

Questions for Comprehension:

17. Where does the girl want to go?
18. What attract her in the woods?
19. Which flowers blossom in the river?
20. Whose voice attracts the girl?
21. Where is the Koil?
22. What is it doing?
23. How does the Koil attract the girl?
24. Whose boughs and buds are blowing?
25. Who are calling the girl?
26. Is the name of the child "Honey"?
27. Why does the mother address the girl as Honey Child?
28. Does the child like honey?
29. Is the child as sweet as honey to the mother?

Stanza-3:

Outlines:

Mother's description of the pleasure of marriage life- preparation for marriage- bridal and cradle songs

Questions for Comprehension:

30. What is the world full of?
31. Where are the girl's robes?
32. What is the colour of the robes?
33. Where are the bridal cakes?
34. Which songs are described in 3rd stanza?
35. Which song comes first?
36. When and where does a mother sing cradle song?

Stanza-4:

Outlines:

Daughter's views on marriage- her preference for the call of nature – decision to stay unmarried and to avoid worldly sufferings

Questions for Comprehension:

37. What does the girl say in the first line of the last stanza?
38. Are bridal songs sorrowful?
39. Why are bridal songs and cradle songs sorrowful?
40. Why does the girl say 'The laughter of the sun today is the wind of death tomorrow'?
41. Which is sweeter? Why?
42. Who can't stay at home?
43. Where does she want to go?
44. Who are calling her?
45. What does the girl do in the end?
46. Does she leave home and her mother?
47. Does she get married?
48. Does she agree with her mother?
49. How do you know?
50. What would you do if you were the girl?
51. Do you like the poem? Why/Why not?

Answer-key to the Questions for Comprehension:

SGP/Stanza	Answers
1	1. about mother's worry, 2.in stanza-2, 3. In stanza-1, 4. Mother, 5. The daughter, 6. No, 7. Honey Child, 8. Where she is going, 9. Whether she would cast her jewels, 10. No, 11. profound love and affection, 12. Yes, 13. He is riding forth to get her married 14. to girl's house,15.yes, 16. Would you grieve the lover?
2	17.to the forest, 18. champa bough, buds, koil, lotus, lilies, and fairy folk, 19.lotus and lilies, 20. fairy folk, 21. river island, 22.singing, 23.by sweet song, 24. champa, 25. fairy folk, 26.No, 27. out of love, 28.No, 29. Yes.
3	30.pleasure, 31. in the loom, 32. silver and saffron 33.on the hearth, 34. bridal and cradle songs, 35. bridal songs, 36. When the mother makes her baby sleep
4	37. She cannot stay at home, 38. No, 39. For the laughter of sun today is the wind of death tomorrow, 40. Sorrow comes after

happiness, 41. Laughter of sun today, life is sweeter than death, 42. The girl, 43. to the forest, 44. fairy folk, 45 leaves home for forest, 46. Yes, 47.No, 48. No, 49.the girl is obstinate, 50. Leave home, 51. Yes, I like to live in nature freely.

Post-reading Activity:

A. Fill in the blanks using right words or phrases choosing from the poem. Each one carries 1 mark. (Sample questions :)

1. The mother in the poem "Village Song" addresses the girl as _____ Child.
2. Where does the girl in the poem "Village Song" want to go?
3. The lover of the girl is coming to marry the girl riding a _____.
4. The Koil in the poem "Village Song" lives in _____.
5. The two flowers blossom in the river are _____.
6. In the poem "Village Song" the mother tells that the World is full of _____.
7. According to Honey child the bridal songs and cradle songs have cadences of _____.
8. The mother in the poem "Village Song" tells her child that her bridal robes are in the _____.The girl in the poem "Village song" tells "The laughter of the Sun today is the wind of _____ tomorrow.
9. The mother in the poem "Village Song" tells her child not to _____ her lover who is riding forth to marry her.
10. _____ are calling the girl to the forest in the poem "Village Song".
11. O mother mine, I cannot _____ the fairy – folk are calling.
- 12.The poet of the poem "Village Song" is _____.
- 13.The mother in the poem "Village Song" tells her child that the bridal cakes are on the _____.
14. The girl in the "Village Song" prefers life in the woods to the life in the _____.

Answers to Sample Questions:

1.Honey, 2. to go to the forest, 3. horse, 4. river island, 5. lotus and lilies, 6. pleasure, 7. sorrow, 8. loom, death, 9. grieve, 10. fairy – folk, 11. stay, 12. Sarojini Naidu,13. hearth, 14. in the village

FESTIVALS OF NORTH-EAST INDIA

Summary:

Indian states like Assam, Arunachal Pradesh, Meghalaya, Manipur, Mizoram, Nagaland, Sikkim and Tripura lie to the north-Eastern most part of the country. So they are called the North East India. Assam, Arunachal Pradesh, Meghalaya, Manipur, Mizoram, Nagaland and Tripura share their boundaries with each other. They are also interdependent in many ways. So they are known as the “Land of Seven Sisters.”

The people of northeast lead a pleasant and peaceful life in the lap of nature. Life becomes more colourful when they celebrate their festivals with interest and joy. Bihus are the major festivals of Assam. The celebrations mark the beginning, progress and end of agricultural events. Arunachal Pradesh celebrates the New Year festival Losar, harvest festival Mopin, outdoor musical festival Ziro. Family festival Ningol Chakouba and New Year festival Cheiraoba are the great festivities in Manipur. The spring festival or Chapchar Kut is an important occasion in Mizoram. The harvest festival Wangala or the Hundred-drum festival is most important festival celebrated by the Garos in the villages of Meghalaya. Karachi Puja of Tripura is a week-long festival worshipping fourteen Gods. Nagaland celebrates sowing festival Moastu and cultural festival Hornbill. Sikkim celebrates Buddhist festival Saga Dawa, harvest festival Losoong, New Year festival Losar, Tihaar, the festival of light.

The celebrations focus on prayer and worship. Traditional music and dance are their soul. They strengthen social relationship, tighten family bond. Showcasing traditional skills is another feature. Feasting and merry making refresh life.

Reading:

- **Read the text and know how the people of North East India celebrate their festivals and enjoy. We can divide the whole text into smaller reading units or Sense Group Paragraphs (SGPs) for easy reading and better understanding. Let's see the text in our book and read it SGP by SGP silently, understand it and answer the questions given under each SGP. Each question carries one mark. After writing answers you can check your answers in the Answer-key given under the last SGP.**

SGP 1: Paragraph 1-2:

- **Outlines:**

North-East India - collective name – the contiguous seven states- seven sisters- Sikkim, a little brother- a place of diverse culture- different tribes – celebrate their unique festivals-based on agriculture- traditional music, dances, songs, etc.

Questions for Comprehension:

1. What is the North-East India?
2. The north-eastern region of India consists of _____ states.
3. Make a list of these states.
4. Which states are called the 'Island of Seven Sisters'?
5. Why are they called so?
6. Why is Sikkim not included among 'Seven Sisters'?
7. What role does it play?
8. People of this region celebrate their festivals with _____ and _____.
9. Many of these festivals are based on _____.
10. Celebration of festivals is not complete without _____ and _____.

SGP 2: Paragraph 3-4:

- **Outlines:**

Folk songs and traditional dances- brisk steps- festivals of Assam- Bihus: Rangoli bihu, Kongali Bihu, Bhogali Bihu-melodious songs- use of traditional musical instruments:

Questions for Comprehension:

11. What are the paragraphs about?
12. What are the people of Assam blessed with?
13. What is the important festival of Assam?
14. Bihu festivals are of ____ kinds: _____, _____ and _____.
15. Bihu celebration is incomplete without _____ and _____.
16. How do young people dance during Bihu?
17. Which Musical Instruments are played during Bihu dance?

SGP 3: Paragraph 5-6:

• **Outlines:**

Arunachal Pradesh- location- green paddy fields and pine clad mountains- Losar, Mopin, Ziro festival

Questions for Comprehension:

18. Where is Arunachal Pradesh?
19. What makes Arunachal Pradesh so beautiful?
20. Which festival in Arunachal Pradesh marks the New Year?
21. What do the people of Arunachal Pradesh do to welcome the New Year?
22. Who celebrates Mopin? Why?
23. How do people celebrate the Mopin festival?
24. Name the dance associated with Mopin festival?
25. Which type of festival is Ziro? Where is it held? When? Who takes part in it?
26. Ziro is an _____ festival. (outdoor/indoor)

SGP 4: Paragraph 7:

• **Outlines:**

Manipur- Ningol Chakouba, Cheiraoba-way of celebration- villagers climb the nearest hilltop-to rise to a higher plane in life

Questions for Comprehension:

27. Name the festivals of Manipur.
28. Which festival strengthens family bond?
29. How do people celebrate this festival?
30. Name the New Year festival in Manipur.
31. What do people do during this festival?

SGP 5: Paragraph 8:

• **Outlines:**

Mizoram- Chapchar Kut – spring festival-traditional dresses- folk dances – traditional songs

Questions for Comprehension:

32. _____ is the spring festival in Mizoram.
33. Describe the dance during Chapchar Kut.

SGP 6: Paragraph 9:

• **Outlines:**

Meghalaya – Wangala – 100 drum festival – aim of celebration and manner

Questions for Comprehension:

34. Who celebrate Wangala?
35. What is the other name of Wangala?
36. Why is the festival named so?
37. Wangala is a _____ festival.
A. Spring C. Winter
B. Harvest D. New Year
38. What are the features of Wangala?
39. Describe the dance during Wangala.

SGP 7: Paragraphs 10-11:

• **Outlines:**

Tripura- Karachi Puja- a week-long festival – marked by animal sacrifice-enjoy cultural programme- hunting, dancing and other activities

Questions for Comprehension:

40. Which Indian state celebrates Karachipuja?
41. When is Karachipuja held? How long?
42. How many deities are worshipped in Karachipuja? Which temple houses them?
43. What are the main features of the festivals in Tripura?

SGP 8: Paragraphs 12-14:

• **Outlines:**

Nagaland- unique customs and traditions- Moastu festival in villages – after sowing season- Hornbill festival- named after the state's admired bird-held in December every year- show off their hunting and warring skills

Questions for Comprehension:

44. The most important festival Nagaland celebrates is _____
A. Bihu C. Moastu
B. Wangala D. Mopin
45. Describe the Naga dance during Moastu.
46. Which festival of Nagaland is named after a bird of the state?
47. When is this festival held? How long?
48. Which one is India's most colourful and charming festival?
A. Losoong C. Losar
B. Hornbill D. Mopin
49. What do the Nagas showcase during Hornbill festival?
50. _____ and _____ from the soul of Naga festivals.
51. Nagas preserve and pass down their oral history through _____.

SGP 9: Paragraph 15:

• **Outlines:**

Sikkim- Saga Dawa- Losoong – Losar – Tihaar -
celebration time and manner

Questions for Comprehension:

52. The festivals of Sikkim are based on Buddhism. (True/False)
53. When is Saga Dawa celebrated? Why?
54. What do people do on the day of this occasion?
55. What events does the festival commemorate?
56. How is Losoong celebrated? When?
57. Chaam dance is linked with _____ festival.
58. Which festival marks Tibetan New Year? When?
59. Which Sikkimese festival is like Diwali?
60. Archery contest is a part of _____ festival.

SGP 10: Paragraph 16:

• **Outlines:**

Conclusion – importance of festivals -offering of the
people

Questions for Comprehension:

61. Why do the people of North-East offer thanks to Gods?
62. How are these festivals useful?

Answer-key to the Questions for Comprehension:

SGP/Para	Answers
1/1-2	1.A collective name for the states in the north-eastern parts of India, 2.eight states, 3. Arunachal Pradesh, Assam, Manipur, Meghalaya, Tripura, Nagaland and Sikkim, 4. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Tripura and Nagaland, 5. They are contiguous and interdependent, 6. not a contiguous part of north-east region as separated by Siligudi corridor, 7. Role of little brother to seven sisters, 8.enthusiasm and joy, 9. Agriculture, 10. Traditional music and dance
2/3-4	11.The festivals of Assam, 12. lush greenery and river Brahmaputra, 13. Bihus, 14. Three, Rongali, Kongali and Bhogali Bihu, 15.melodious folk songs and traditional dance, 16. Wear traditional dress, brisk steps and hand movement, 17. Cymbals, bamboo clapper, dhol
3/5-6	18.mountain region of the Himalayas, 19. Lush green paddy field and pine clad mountains, 2. Losar, 21. Clean their homes and discard the old, 22. Galo tribe of Arunachal radish, to drive away evil spirits and to acquire wealth and property, 23. Worship Goddess Mopin and dance, 24. Popir, 25.Outdoor music festival, at Ziro, in September, 30 indie bands from across the world and top folk acts from across north-east India, 26. Outdoor
4/7	27. Ningol Chakouba, 28. Ningol Chakouba, 29. Women and children are given sumptuous feast and gifts, 30. Chairaoba, 31. Clean and decorate the houses, prepare special dishes, climb hilltops,
5/8	32. Chapchar Kut, 33.wear traditional dresses, headgear, perform dance, sing songs,
6/9	34. Garos of Meghalaya, 35. Hundred-drum festival, 36. Hundred drums are beaten together, 37. B. Harvest, 38.beating of drums, blowing horns and traditional dance 39.two parallel lines, one of men and the other of women in festive dress
7/10-11	40.Tripura, 41. July, a week long, 42. Fourteen deities, Puran Haveli, 43.all people join in dances representing hunting, food gathering etc.
8/12-14	44. Moastu, 45. colourful clothes, headgears with feathers and wild boar tusks are used, 46. Hornbill, 47. In December, 10-day long, 48.Hornbill festival ,49.Cultural heritage of 16 tribes, 50.Songs and Dances, 51. festivals

9/15	52.True, between 53. Full moon day between May and June, to commemorate the birth, enlightenment and death of Buddha, 54.visit monasteries, offer prayer, water, incense sticks and butter lamps 55. Commemorate Lord Buddha’s birth, death and enlightenment, 56. wear coloured masks, play musical instruments, perform Chaam dance, at the end of harvest season, 57. Losoong, 58. Losar, February, 59. Tihaar, 60. Losoong
10/16	61.for good harvest, prosperity and protection against calamities, 62. Encourage cultural and artistic activities and bring out natural talent of people

Post reading Activities:

1. SGP wise Main ideas:

SGP	Paragraph(s)	Main idea
1	1 - 2	North-East India
2	3 - 4	Assamese Festivals.
3	5 - 6	Festivals of Arunachal Pradesh
4	7	Manipur Festivals
5	8	Festivals of Mizoram
6	9	Festivals of Meghalaya
7	10 - 11	Festivals of Tripura
8	12 - 14	Festivals of Nagaland
9	15	Festivals of Sikkim
10	16	Importance of Festivals

2. Language in use.

- a. Notice the underlined words in the sentences below.

Rongali Bihu is celebrated in mid-April with the onset of Spring and the beginning of the sowing season.

‘Beginning’ and ‘Sowing’ are the present participle form of the verbs ‘begin’ and ‘sow’. But they are not used as verbs (doing/action words). They are the names of the activities. They are naming words and so nouns.

‘The beginning’ is a noun phrase in which ‘the’ is an article followed by the noun ‘beginning’.

Now look at the noun phrase ‘the sowing season. ‘Season’ is the head noun, ‘sowing’ is the classifier (a describing word) and ‘the’ is an article.

Thus 'beginning' and 'sowing' are nouns made from verbs. So they are called VERB NOUNS.

- b. Now look how 'beginning' and 'sowing' are used in the beginning. The farmer is sowing seeds in his field. 'Sowing' is used after 'BE' verb form. 'Be+V-ing' is used to show progressive form of a verb. Therefore, 'sowing' is the (non-finite) verb form.

Underline the 'V-ing' forms in the following sentences. Identify a VERB as 'V' and a verb noun as VN. One is done for you.

- i. Running is a good exercise. – VN
- ii. The dogs are barking is the stranger – V
- iii. The sun is rising.
- iv. A barking dog seldom bites.
- v. A sleeping lion catches no worm.
- vi. Grandma forgot her looking glasses.
- vii. The school is celebrating its Silver jubilee.
- viii. I like her teaching.
- ix. Smoking harms the body.
- x. The opera is playing a patriotic drama.

3. A. Subjective Type Questions (Each question carries 05 marks.):

Answer the following questions in about 50 words.

1. Which states form the North East India?
2. Which states form 'the Land of Seven Sisters'?
3. Who celebrates the Bihu festivals? When are these festivals celebrated?
4. Why do people celebrate Bihu festivals?
5. How do people perform Bihu Dance?
6. Describe the celebration of festivals in Arunachal Pradesh.
7. How is Wangala celebrated?
8. Describe the Naga Dance during Naga festivals.
9. How is Saga Dawa celebrated?

B. Sample Objective Type Questions (Each question carries 01 mark.):

Answer the questions in one word/phrase or a sentence:

1. Why is not Sikkim included in the "Land of Seven Sisters"?
2. What are the three types of Bihu festivals?
3. What makes Arunachal Pradesh so beautiful?
4. Who do the people of Arunachal Pradesh worship during Mopin?
5. Ziro is an iconic _____ musical festival.
6. How are women and children treated during Chakousa?
7. When do villagers of Manipur climb hills?

8. The Spring festival of Chapchar Kut is celebrated in the state of _____.
9. Hundred drums are beaten together during _____.
10. How long is Karachi Puja held?
11. What is the main feature of Tripura festivals?
12. Who celebrates the Hornbill festival?
13. What is the Hornbill festival named after?
14. Saga Dawa commemorates the birth, enlightenment and death of _____.
15. When is Losoong celebrated?
16. Which festival marks the Tibetan New Year?
17. _____ is the festival of light, is somewhat like _____.
18. Why do people offer things to Gods during their festivals?
19. What do people ask Gods for during celebrations?
20. How do the celebration of festivals help people?

Answers to Sample Questions:

- **A. Subjective Type Answers:**

1. North East India is a collective name for the eastern most parts of the country. The northeast represents both geographic and administrative divisions. The region comprises eight states. They are Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Sikkim and Tripura.
2. The seven states in the northeast of India form the “Land of Seven Sisters.” They are named so because they share their boundaries and depend on each other for many things.
3. The people of Assam celebrate Bihu festivals. Rongali Bihu is celebrated in Mid-April with the beginning of sowing season. Kongali Bihu is celebrated in mid-October when the fields are lush but the barns are empty. Bhogali Bihu is held in Mid-January, the end of harvest season.
4. The celebration of Bihus is rooted with religious and agricultural backgrounds. Rongali Bihu marks the beginning of the sowing season and onset of New Year. Kongali Bihu worships the lush green corns in the fields. Bhogali Bihu celebrates the end of the harvest season.
5. The Bihu dance is a joyous one. Young men and women get in their best traditional attire. They perform the dance with brisk steps and hand movement. Folk songs and the tune of traditional music add flavour to the dance.

6. Arunachal Pradesh celebrates the New Year festival, Losar, the harvest festival Mopin and outdoor musical festival, Ziro. People clean their homes and discard the old to bring in the New Year. During Mopin people worship the goddess Mopin and perform a folk dance called Popir. Thirty indie bands across the world and top folk artists across the northeast participate.
7. Wangala is celebrated in the villages of Meghalaya. This harvest festival is celebrated in November to mark the end of hard work and welcome a good harvest. The celebration features beating of 100 drums together.
8. People in Nagaland celebrate Moastu and Hornbill festivals in villages. Nagas dress themselves in colourful clothes, wear headgear of feathers and wild boar tusks and dance to the traditional music. They show off their hunting and warring skills.
9. Saga Dawa is celebrated by the people of Sikkim. They visit monasteries and offer prayers, water, incense sticks and butter lamps to commemorate the birth, enlightenment of Lord Budha.

B. Objective Type Answers:

1. Sikkim is not a contiguous part of the north-east region.
2. Rongali Bihu, Kongali Bihu, Bhogali Bihu
3. Green paddy fields and pine clad mountains
4. Goddess Mopin
5. Outdoor
6. given sumptuous feast and gifts
7. ritual during the celebration of Cheiraoba.
8. Mizoram.
9. during the celebration of Wangala.
10. for a week.
11. All the people join the celebrations.
12. The state of Nagaland celebrates the Hornbill festival.
13. The Hornbill festival is named after Nagaland's most admired bird Hornbill.
14. death of Lord Buddha.
15. at the end of the harvest season.
16. The festival Losar marks the Tibetan New Year.
17. Tihaar, the festival of light is somewhat like Diwali.
18. People offer thanks to the Gods for a good harvest or prosperity.
19. ask for protection against calamities and rich crops.
20. The celebrations help encourage cultural and artistic activities and bring out the natural talent of people.

THE FLOWER-SCHOOL

Rabindranath Tagore

Summary:

Rabindranath Tagore, the genius poet, who was enchanted by nature, has very beautifully imagined about a school for flowers. In this wonderful poem the poet says how the flowers have a school and how they do different activities there.

When the storm-clouds burst and rain drops begin to fall from the sky in June, the wet wind comes marching over the unfarmed land, passes through the bamboos and produces a musical sound. In the rainy season the flowers blossom out of nowhere and dance upon the grass happily. The poet says to his mother that he thinks the flowers go to school underground where they learn their lessons behind the shut doors. Their master does not allow them to come out to play. However, when the rains fall, they have their holidays. In the rains the branches of trees in the forest clash, the leaves rustle in the wind and the thunder-clouds make noises by clapping their big hands. At this time, the flower children come out wearing colourful dresses. The poet longs for his deceased mother and asks if she knew that the flowers' home is also in the sky among the stars. He again asks her if she has not seen how the flowers are so eager to get back to their home. The poet says that he knows why the flowers raise their arms to the sky. They do so because their mother is in the sky, exactly like his (poet's) mother who is also in the sky after her death.

- **Read the poem and answer the comprehension questions given under SGPs/Stanzas. Each question carries one mark. After writing answers, you can match them with answers provided in the Answer-key inside the table in the end of all the SGPs/Stanzas.**

Division of the Poem:

- **The poem can be divided into two SGPs. Each SGP consists of some lines with a main theme. The following table clearly shows the division and the theme.**

SGP	Lines	Main Theme
1	01-04	Description of storm-clouds and rain
	05-07	Description of flowers
	08	Poet's guessing about the flower children
	09-12	Description of their school activities
2	13-16	Changes in nature at the advent of rain
	17-22	Poet's conversation with his mother

SGP-1: Line-1 to line-12:

Outlines:

Description of storm-clouds and rain- Description of flowers- Poet's guessing about the flower children- Description of their school activities

Questions for Comprehension:

1. What is the poem about?
2. Who are the people described in the poem?
3. Where do the storm-clouds appear?
4. What comes down after the storm-clouds?
5. Which season is described in the poem?
6. How is the east wind?
7. How does the east wind come over the heath?
8. What are bagpipes?
9. Where does the east wind blow its bagpipes?
10. How do the flowers dance upon the grass?
11. Who is the speaker speaking to?
12. What does the speaker think?
13. Where is the school of the flower children?
14. What do they do within closed doors?
15. Who does not allow them to come out?
16. Which line tells that their master is very strict?

SGP-2: Line-13 to line-22:

• **Outlines:**

Changes of nature at the advent of rain- Poet's conversation with his mother

Questions for Comprehension:

17. When do flowers have holidays?
18. What rustles in the wild wind?
19. How do the thunder-clouds produce terrible sound?
20. Which lines tell that the flower-children enjoy their holidays?
21. Where is the home of the flower children?
22. How do they feel to go to the sky?
23. Why are they in a hurry?
24. What does the speaker guess?
25. Which line tells that speaker also longs for his mother?

Answer-key to Questions for Comprehension:

SGP/Stanza	Answers
1	<ol style="list-style-type: none">1. The comparison of the flowers to the school going young children.2. The speaker, his mother and the master3. in the sky4. June showers5. Rainy season6. moist7. marching over the heath8. a musical instrument9. among the bamboos10. in wild glee11. his mother12. that the flowers go to school underground13. underground14. do their lessons15. their master16. their master makes them stand in a corner
2	<ol style="list-style-type: none">17. when the rains come18. the leaves19. by clapping their giant hands20. rush out in dresses of pink, yellow and white21. in the sky22. very eager23. to get to their home and see their mother24. that the flowers raise their arms to their mother25. They have their mother as I have my own

Post Reading Activities:

1. The following is the summary of the poem but it is jumbled. Rearrange the sentences in correct order to get the summary.

2. The poet guesses that the flowers go to school underground.
3. The poet says to his mother that the flowers' home is also in the sky.
4. The poet also wishes to go to his mother.
5. When the rains come flowers bloom and dance upon the grass happily.
6. They are eager to go back to their home to see their mother.
7. They do their lessons within closed doors.
8. They enjoy the holidays wearing colourful dresses in the lap of beautiful nature.
9. When the rains come they have their holidays.

2. Fill in the blanks a correct word or a phrase from the poem.(carries 1 mark each.)

1. The storm-clouds _____ in the sky.
2. The moist east wind comes marching over the _____.
3. The east wind blows its _____ among the bamboos.
4. The flowers dance upon the _____ in the wild glee.
5. The flowers go to school _____.
6. Their master makes the flowers stand _____.
7. The flowers have their holidays when the _____ come.
8. The leaves _____ in the wild wind.
9. The _____ clap their giant hands.
10. The flowers' home is in the _____.

• **Answers to Sample questions:**

1. rumble	6. in a corner
2. heath	7. rains
3. bagpipes	8. rustle
4. grass	9. thunder-clouds
5. underground	10. sky

AIR POLLUTION - A HIDDEN MENACE

Summary:

The air we inhale is quite precious. Pure air thrills but impure air kills us. The deadly gas leak from Union Carbide in Bhopal killed 4000 local people on 3 December, 1984.

A man can live without food for a month, without water for 2/3 days but can't live without air even for a minute. For our healthy and happy life we require pure air.

But the air we inhale is polluted because of modern technological society. Smoke from cement and steel, ore processing and other heavy industries mingles with atmospheric air and pollutes it. Thermal power stations also discharge huge amount of smoke and ashes. Some chemical industries release toxic/poisonous fumes into the air. The smoke produced by automobiles is responsible for 60 percent of air pollution.

Air pollution causes a great damage to our civilized society. Trees, flowers vegetables, cattle and other animals get affected because of pollution. Rubber tyres become weak. Fine buildings, monuments and their surfaces also deteriorate. Pollution also affects human body. It causes eye irritation, scratchy throats, respiratory illness and many other diseases. Air pollution is also responsible for global warming and acid rain.

Experts say that more damage has been done in the past 25 years than in previous 2000 years. We can't stop industrialization and modernization.

We will have to control air pollution. There are three methods to control air pollution. They are preventive measures, dispersal measures and collection measures. Industrialized countries have special laws to control / prevent it. They have set standards and norms to check pollution and ensure quality air. They are hopeful to prevent it by burning low sulphur coal in factories and redesigning automobile engines and using catalytic converters.

Physicians, engineers, scientists, meteorologists and botanists are optimistic and they are involved in research seeking new ways to control air pollution.

SGP-1: Para 1, 2 and 3:

No one can forget.....respiratory disorders:

- **Outlines:** Industrial accident in Bhopal- Its harmful effects-
Importance of air we breathe - Composition of air:
Nitrogen, Oxygen, argon, carbon-dioxide

Questions for Comprehensions:

1. What is the paragraph one about?
2. Where did the accident take place?
3. What type of accident was it?
4. When did it happen?
5. What type of industry was it?
6. Who operated it?
7. How many people were killed?
8. What killed them?
9. What happened to the other people?
10. What is the crucial Problem described?
11. How long can a man live without food?
12. How long can we live without water?
13. How long can we live without air?
14. Which is most important for us?
15. Can we live without air for a moment?
16. How much food does an adult need everyday?
17. How much water does one need everyday?
18. How much air does one need a day?
19. Which of the three (food/water/ air) contaminates our body very fast?
20. What type of air contaminates our body most?
21. What is air?
22. What does air comprise of?
23. What is % of oxygen in air?
24. What is % of Carbone- dioxide in the air?
25. Which gas has major proportion in the air?
26. What is the % of argon in the air?
27. Which of these gases is quite essential for us?
28. When is the air polluted?

29. What leads to respiratory disorders?
30. Do you inhale pure air?

SGP-2: Para-4, 5, 6, 7

Our air is being poisonedon our nose in future.

● **Outlines:**

How air gets polluted, Smoke from industries
Burning of Coal, Coke, Furnace oil
Thermal Stations / Cement / Steel / Ore industries
Smoke from Automobile: 60 % Responsible for Air Pollution.

Questions for Comprehensions:

1. What is para 4 about?
2. What makes air poisonous?
3. Is air pollution new?
4. What is new then?
5. Where are the industries seen?
6. Are their numbers a few?
7. What do these industries spew?
8. Where does this smoke go?
9. What do these industries require to run?
10. How is steam produced? What are the various fuels?
11. How does smoke pollute air?
12. What type of air do you respire?
13. What does polluted air consist of?
14. What happens to our lungs?
15. Which industry discharges high amount of smoke and ash?
16. Why do thermal power stations cause more pollution?
17. Which industries release toxic fumes?
18. What is no less dangerous than industrial smoke?
19. How much pollutants do automobiles spew in Greater Kolkata?
20. What is toxic substance inhaled by an Indian adult compared to?
21. Which are the most polluted cities in India?
22. What does an adult inhale in Kolkata?

23. In which cities are the levels of pollution alarming?
24. Is this pollution good for health?
25. Why is the number of buses /lorries increasing day by day?
26. What have increased dramatically?
27. How do automobiles contribute to air pollution?
28. What do automobiles spew into the air?
29. What will happen if pollution continues?
30. Should we use nasal filters?

SGP-3: Para-8, 9, 10 and 11

The damage caused by pollution inin the spray cans.

● **Outlines:**

plants, vegetables, flowers, cattle, animals all suffer, get poisoned because of pollution.-Also affects human body and causes global warming.

Questions for Comprehensions:

1. What is the para 8 about?
2. How much money is lost every year for pollution?
3. What happens to crops and trees?
4. How are trees killed?
5. What poisons cows and cattle?
6. What happens to rubber tyres?
7. What happens to fine buildings?
8. How do the walls of the fine buildings look?
9. How does the surface of the buildings suffer?
10. What bears the highest damaging effects of air pollution?
11. How does air pollution affect human body?
12. In which countries air pollution kills people?
13. Why are the scientists alarmed?
14. Which gases trap radiation?
15. What happens for trapping radiation?
16. What becomes warmer because of trapped radiation?
17. What destroys the atmospheric layers?
18. What is chlorofluorocarbon?

19. Where /how it is used?
20. What harm does it do to our atmosphere?
21. How does atmospheric layer help us?
22. Why are chlorofluorocarbon used in spray cans?
23. How are they helpful to us?
24. Can we do without them?
25. Do you use mask?

SGP-4: Para-12, 13,14,15,16

Another concern is acid rainthan in the previous 2000.

- **Outlines:**

Damages in lakes and rivers, pollution of water.-Kills watery plants and animals.-Affects forests,- eats into marbles of monuments.-Irritates sensitive tissues in eyes and lungs.-Damage done in last 25 years is more than in previous 2000 years.

Questions for Comprehensions:

1. What is para-12 about?
2. What is acid rain?
3. How does it affect water?
4. What are the things affected by acid rain?
5. Is acid rain poisonous?
6. How do you know?
7. How many lakes in Sweden are fishless for acid rain?
8. How does it affect soil?
9. What happens to soil?
10. How does it affect forests?
11. What happens to Pied Flycatcher and Apollo butterfly?
12. In which countries are they seen?
13. Where is the Dipper fish found?
14. Can you find it now?
15. Where is the brown trout seen?
16. How does acid rain affect human body?
17. Who does acid rain affect the most? Adult / Children?

18. What happens to our skin for acid rain?
19. What is smog?
20. What happens to beautiful and old buildings in Poland?
21. Where are the world famous marble monuments?
22. How are they affected by acid rain?
23. What do the experts say about acid rain?

SGP-5: Para-17, 18, 19, 20

There are three basic approaches..... an umbrella of pollution.

● **Outlines:**

Preventive measures, Dispersal Measures, Collection Measures-Legislation to prevent air pollution, Redesign of Automobiles-Cars equipped with catalytic converters, Physicians, Engineers, Meteorologists, and Botanists are involved in researches and seek new ways- optimistic about breathing pure air.

Questions for Comprehensions:

1. How many basic approaches are there to control air pollution?
2. What are they?
3. How can we undertake preventive measures?
4. What is dispersal measure?
5. How can you undertake collection measures?
6. How do industrialized countries plan to check air pollution?
7. What is the difficulty faced by the countries?
8. How do the deaths of lakes in Eastern Canada take place?
9. How is Sweden affected?
10. What have the countries done to ensure quality air?
11. What are the quality programmes to check air pollution?
12. Why /how are the automobiles redesigned?
13. Who are the people seeking new ways?
14. How much money is required to control pollution?
15. What do scientists expect?
16. What have new cars been equipped with?
17. Are we sure that we can control air pollution?

Answer-key to the Questions for Comprehension:

SGP/Para	Answers
1	1.an industrial accident, 2.at Bhopal,3.an industrial accident, 4. on 3 December 1984, 5.a chemical industry, 6.Union Carbide, 7.4000 people, 8. A deadly gas, 9.turned blind and disabled, 10. Air pollution, 11. for a month, 12 for 2/3 days, 13. not more than one minute, 14.air, 15. No, 16. 1.5kg of food, 17. 2.5 kg of water, 18. 15kg, 19. Air, 20. Polluted air, 21. A mixture of gasses, 22. 78% Nitrogen, 21% Oxygen, a little less than 1% argon,0.03%carbondioxide, 23.21%, 24. 0.03%, 25. Nitrogen, 26. Less than 1%, 27. Oxygen, 28. When amount of oxygen is reduced or irritating gases enter the atmosphere, 29.polluted air, 30. No.
2	1.Air pollution, 2. By the products of expanding technological society, 3. No, 4. The scope of severity of air pollution, 5. Both in urban and rural areas, 6. No, very huge, 7. Poisonous smoke, 8. Into our atmosphere, 9.fuels, 10. By burning coal coke and oil, 11.smoke from industries mingles with atmospheric air, 12. Polluted air, 13.obnoxious gases, ashes, and dust particles, 14. Garbage dumps, 15. Thermal power stations, 16. Because of burning of coal, coke and oil, 17. Chemical industries, 18. Smoke from automobiles, 19. 1500 tonnes, 20. Two packets of cigarettes, 21, Kolkata, New-Delhi, Mumbai and Chennai, 22. Inhales toxic substances equivalent to two packets of cigarettes. 23. Delhi, Mumbai and Chennai, 24.No, 25. For high population growth, 26.the number of automobiles, 27. 60%, 28. Carbon monoxide, 29 we will have to wear nasal masks, 30. Yes.
3	1.effects of air pollution, 2. Billions of dollars, 3. Suffer ill effects, 4. Killed by pollution from power plants, 5. fumes from smelters, 6. Crack and become porous, 7. Became shabby, blacken, 9.deteriorate, 10. Human body, 11. Causes eye irritation, scratchy throats and respiratory illness, 12. United States and European countries, 13. for increase of carbon dioxide, methane and nitrous oxide increase in atmosphere, 14. Carbon dioxide, methane and nitrous oxide,15. Atmosphere becomes warmer, 16. Atmosphere, 17. Chlorofluorocarbons, 18. A substance used as a refrigerant and cleaner, 19. used in refrigerators, 20. Destroys atmosphere layer, 21. Helps us from harmful kinds of solar energy, 22. As to spray for cleaning, 23.for refrigeration and cleaning, 24. No, 25. Yes, because of covid-19 and air pollution
4	1.acid rain, 2. Rain that contains oxides of sulphur and nitrogen, 3. Poisons water, 4. Aquatic animals, crops, plants, stone buildings and drinking water, 5.yes, 6.It kills animals and plants, 7.4000 lakes, 8. Makes soil less fertile, 9. Become barren, 10. Kills/destroys forests, 11. Threatened/killed, 12.in Sweden, 13.Central Wales, 14. No, 15. Norway, 16.irritates the sensitive tissues of our eyes and lungs and causes skin irritation, 17. Children, 18. Skin

	lesions, 19. A mixture of smoke and fog, 20. Destroyed by acid smog, 21.in Athens 22. destroys marbles, 23. The damage in past 25 years is more than in previous 2000 years
5	1.three, 2.preventive, dispersal and collection, 3. By changing raw materials, 4. By raising the heights of smokestacks, 5. By designing equipment to trap pollutants, 6. Through legislation, 7. Pollutants may be carried by wind from one country to another, 8. Take place because of acid rain, 9. Acid produced in Britain and France caused damage in Sweden, 10. Making laws and setting standards, 11. By burning low sulphur coal and oil in factories, 12. To change pollutants into harmless substances, 13. Physicians, engineers, meteorologists, botanists, 14. Vast sums of money, 15. People everywhere can breathe pure air, 16. Catalytic converters, 17. Yes, we can.

Post-reading Activities:

- **Answer the following sample questions in about 50 words. Each question carries 5 marks.**

1. When and where did the industrial accident take place? What was its effect?

Ans: The industrial accident took place at Bhopal on 3rd December 1984. A deadly Gas from a chemical plant “Union Carbide” leaked. It killed more than 4000 local people. A large section of people in Bhopal turned blind and disabled.

2. What is the composition of air? How is air polluted?

Ans: Air is a mixture of gases .It comprises of 78% nitrogen, 21% oxygen and a little less 1% argon with 0.03 % carbon dioxide. As long as this composition is maintained, the air is pure. If this composition of air is changed, oxygen level gets reduced. Irritating gases enter the atmosphere. Hence the air is said to be polluted.

3. How is air polluted?

Ans : If the quantity of oxygen in the air is reduced or other irritating gases enter the atmosphere , air is polluted .Smoke from heavy industries like cement ,steel, ore and from the thermal stations mingles with atmospheric air and gets it polluted. The smoke from automobiles is also responsible for 60% of total pollution. They release maximum amount of carbon monoxide into the atmosphere.

4. What is the effect of air pollution?

Ans : Air pollution is a threat to mankind . Plants, flowers, vegetables and crops suffer a lot. Trees are killed. Cattle and animals are poisoned. Rubber tyres on automobiles crack and become porous. Fine buildings become shabby and their walls blacken. Buildings surfaces also deteriorate. It has damaging effect on

human body. It causes eye irritation, scratchy throats, respiratory illness and many other diseases. It leads to global warming and acid rain.

5. How does air pollution cause global warming?

Ans : Due to air pollution gases like carbon dioxide, methane and nitrous oxide in our atmosphere are increasing. These gases trap the radiation that reaches the earth from the sun. As a result atmosphere could become warm. This process will lead to global warming.

6. What is acid rain? How does it affect water?

Ans: The rain that contains oxide of sulphur and nitrogen along with other chemicals is called acid rain. It affects water greatly. It makes water poisonous. It kills animals and plants living in water. For example 4000 lakes in Sweden have been fishless. The Dipper fish has vanished from rivers of Central Wales and Brown Trout from Norwegian lakes.

7. What is acid rain? How does it affect soil and monuments?

Ans: The rain that contains oxide of sulphur and nitrogen along with other chemicals is called acid rain. It changes soils nutrient content. It washes away nutrients like potassium, calcium and magnesium from upper layer of soil and makes the soil barren. It also kills large stretches of forest.

8. What is acid rain? How does it affect buildings and monuments?

Ans : The rain that contains oxide of sulphur and nitrogen along with other chemicals is called acid rain. Like water and soil, it also destroys buildings and monuments. The beautiful old buildings of Krakow in Poland and the monuments in Athens are greatly destroyed by acid rain.

9. How many methods are there to control air pollution? What are they?

Ans: There are three methods to control air pollution. They are preventive measures, dispersal measures and collection measures. In preventive measures raw materials and the ingredients of fuels are changed. The heights of smokestacks are raised in dispersal. In collection measures pollutants are trapped by improved equipment before they escape into the atmosphere.

10. How have different countries tried to check pollution?

Ans: Different industrialized countries have tried to check air pollution. They have set standards and norms to check air pollution and ensured quality air. They have brought out quality programmes in many areas, for instance, by burning low sulphur coal and oil in industries and redesigning automobiles engines and equipping the cars with catalytic converters. They are helpful to control air pollution.

FROM THE FORMALIN JAR

Dr. Reeta S Mani

Summary

The poet is an Additional Professor in the National Institute of Mental Health and Neurosciences (NIMANS), Bengaluru. There is a Brain Museum here and the human brains are kept in formalin jars for study and research work. Once a brain was collected from the body of a college going boy who lost his life in a motor cycle accident near his house as he did not wear his helmet that day only. That brain was preserved in a formalin jar in the museum. The poet imagines that the brain from inside the Formalin jar is speaking about his present and past life. The poet has taken a fictional (imaginary) name, 'Vicky' as the main character in the story.

The poem begins with the self-introduction of the brain. The brain as a living person gives his identification; his name, place, work and feeling etc. in the first two stanzas. The brain says he is 'Vicky's Brain'. He is sitting inside the formalin jar sadly and watching people who are looking at him. He has been kept in the jar for public view and medical students could improve their knowledge through him as a sample. But he does not feel better to be there as a sample. He feels insulted and says that he was a part of a living human two years ago. Although he did not suffer from any disease he has been put inside the jar.

In the second part of the poem the brain describes his past life how he was very much happy when he was with Vicky. The brain nicely describes Vicky as a strong, healthy and a talented young boy. As an intelligent boy Vicky did well in Computers and Mathematics, which indicates that Vicky was a brilliant student in college. He was very sincere and hardworking. He always had pleasure to take pain to do any work and to get success. The brain, further, says that Vicky had good relation with his family members and his friends. He liked and loved his parents and grandmother too much. Vicky loved his grandmother so much that he liked her wrinkled face and walking stick. In college he was appreciated by others. He was very shy and his character was good. He was even afraid of looking at the girls in college. Above all Vicky was a young boy having sound health, sound mind and good character.

The last part is the most important part of the poem which carries the central meaning and message of the poet. Here the poet narrates the heart-breaking accident that separated the brain from Vicky two years ago. On a rainy day Vicky was riding his motor cycle to his friend for some ordinary work which was not so important for him. His friend lived in the next lane which was not so far from his house. He could have walked easily. Although he always wore his helmet when he rode his bike, he did not wear it that day; maybe, he carelessly did it because of very short distance. But unfortunately, he met with a serious accident and lost his precious life due to brain injury. The poet describes that simple carelessness of the sincere and careful young boy cost the valuable life and brought a lot of unbearable sorrows and sufferings to the family. The poet, in the last two lines of the last stanza, wants to convey a very useful message to us, especially to the young people, that we must be very careful for our safety on road by obeying road safety rules.

- **Read the poem silently to understand and enjoy it. The poem has been divided into three SGPs for better understanding. Answer the comprehension questions given under each SGP/Stanza. Each comprehension question carries one mark in your examination. After writing the answers, if necessary, you can match your answers with the answers provided in the Answer-key inside the table at the end of all the SGPs/Stanzas.**

Stanza-1&2:

Outlines:

-Self-introduction of the Brain: name, place, work, feeling
– sitting with disdain- for display and promote
knowledge – watching people- insulting to be a specimen

Questions for Comprehension:

1. Who is speaking from the formalin jar?
2. Who is 'I' in first two stanzas of the poem?
3. What is the brain doing inside the formalin jar?
4. What is the brain watching from the jar?
5. What does the brain not like?
6. How does the brain feel here?
7. Why does the brain feel insulted staying in the jar?

8. Where was the brain two years ago?
9. Did the brain suffer any disease?
10. Which word in the second stanza means dissatisfaction?
11. _____ is the poet of the poem 'From the Formalin Jar'.
12. _____ means 'sample' in stanza-2.
13. The brain has been kept in the jar for _____ years.
14. The brains are kept in the jars in the museum for public view and _____.
15. The rhyming word of 'specimen' is '_____ '.

Stanza-3&4:

Outlines:

Brain describes Vicky: physical & functional, relation with family & others: young, smart and wise, motto in life- love for his parents and grandmother, love for his friends

Questions for Comprehension:

1. Who are there in these two stanzas?
2. Who speaks about Vicky in the poem?
3. How does the brain describe Vicky?
4. Which line in the third stanza describes that Vicky was strong and cheerful?
5. Which word gives the meaning that Vicky's mind was sound and healthy?
6. Which were Vicky's favourite subjects?
7. Vicky was hardworking. Which expression in stanza-3 support the statement?
8. What is the fourth stanza about?
9. Which word says that Vicky loved his parents too much?
10. Who else did Vicky love like his parents?
11. What things of the grandmother did Vicky like?
12. Vicky's character was very good. From which line do you know this?
13. When did he become shame faced?
14. He liked his grandmother's _____.
15. His motto in life was _____.

Stanza-5&6:**Outlines:**

narration of accident: causes, results: monsoon day-
 rode to his friend without helmet- met an accident- a
 young life lost.-message of poet-Drive safe

Questions for Comprehension:

1. What does the poet narrate in stanza-5?
2. Who was Vicky riding his bike to?
3. Why was he going to his friend?
4. Was the work very important for Vicky? Which word says so?
5. Where did his friend live?
6. What happened to Vicky on his way to his friend?
7. How is the accident described in the poem?
8. Why was Vicky's brain injured?
9. Which words in stanza-5 say that Vicky always wore his helmet, but he did not wear it that day?
10. What may be the cause of not wearing helmet that day?
11. What was the result of the accident?
12. What message does the poet give us through this poem?
13. What are the other causes of accident?
14. How can we prevent ourselves from such type of accidents?
15. Vicky was riding to his _____.
16. He was riding to his friend on a _____ day.
17. He did not put on his _____ that day.

Answer-key for the Questions for Comprehension:

Stanza	Answers
SGP-1 1&2	1. The brilliant brain, 2. the brain, 3. sitting unhappily, 4. people looking at him, 5. people looking at him regularly, 6. unhappy, 7. to be a specimen, 8. with a living human, 9. No, 10. Chagrin, 11. Dr Reeta S Mani, 12. specimen, 13. two, 14. promoting knowledge, 15. human
SGP-2 3&4	1. Vicky, his parents, grandmother and friends, 2. The brain, 3. a young boy, smart and with sound mind, 4. line-2, 5. sane, 6. Computer and Mathematics, 7. no pain, no gain, 8. His relation with family and others, 9. Insane, 10. Grandmother, 11. wrinkles and her stick, 12. 4 th

	line of fourth stanza, 13. When he looked at girls, 14. wrinkles and stick, 15. Pain for gain
SGP-3 5&6	1. accident, 2. to his friend, 3. unimportant work, 4. No, mundane, 5.in the next lane, 6. met an accident, 7.gory and inhumane, 8. did not put on helmet, 9. once, refrain, 10. friend lived in the next lane, 11.death of Vicky, 12. to be careful about risky driving and to drive safe, 13. Not obeying rules of road, drinking alcohol, using mobiles, etc. 14. To be careful about risky driving and obeying all the road safety rules, 15. To his friend, 16. Monsoon day, 17. helmet

Post-reading Activities:

- **Fill in the blanks with the suitable words/phrases choosing from the poem. Each question carries one mark.**

1. _____ is the poet of the poem 'From the Formalin Jar'.
2. _____ means 'sample' in stanza-2.
3. The brain has been kept in the jar for _____ years.
4. The brains are kept in the jars in the museum view and _____.
5. Vicky was riding to his _____.
6. He was riding to his friend on a _____ day.
7. He did not put on his _____ that day.
8. He liked his grandmother's _____.
9. His motto in life was _____.
10. The rhyming word of 'specimen' is ' _____'.

- **Sample Answers:**

1. Dr. Reeta S Mani, 2. specimen, 3. two, 4.to gain knowledge, 5. Friend, 6. monsoon, 7. helmet,8. Wrinkles and cane, 9. no pain, no gain,10. human

SCHOOL'S GOODBYE

Lord Eustace Percy

Summary:

Lord Eustace Percy, the writer was a former Minister of Education in Britain. He speaks to the students who are about to complete their school education and are going to leave their school for higher education or engagement in any vocation/ profession. However, they are moving out of school to a broader life where they have to play a responsible role as citizens. They have to continue education to realise their ambitions. Hard work only can bring success. They have to choose right occupation. In case one can't choose, should seek advice from teachers. Good health is necessary for success in life. All bad habits like smoking or drinking should be avoided. One should guard one's character. Keeping good company, reading books, interesting hobbies shall help to use leisure time. Sound body, sound mind, good character, good manners, high ideals and loyalty to the duties to one's nation can make one good citizen and make one's life a real success.

[The text has been divided into four SGPs (Sense Group Paragraphs). Read each SGP and also answer the questions which would help you understand the text. Each question carries one mark. After writing the answers check them in the answer-key provided at the end of all SGPs.]

SGP-1: Para 1-4:

You are nowone of your teachers.

- **Outlines:**

Wishes for welfare-continuing education after school- success in life - hard work - right choice

Questions for Comprehension:

1. Why does the writer want to wish?
2. Where have the students spent many years?
3. Why are they about to leave their school?

4. What should they do even after leaving their school?
5. What are the two conditions for success in life?
6. What do they need to choose?
7. Why should they be careful in their choice?
8. Who can help you in making right choice of job?

SGP-2: Para- 5:

(Success in lifeand efficiency.)

• **Outlines:**

Success in life- good health- sound body-fresh air- regular habits- suitable recreation- play

Questions for Comprehension:

1. What is required for success in life?
2. What things should we do for having good health?
3. How can you keep your body fit?
4. What are harmful for health?

SGP-3: Para- 6:

(Above alland at somebody's cost.)

• **Outlines:**

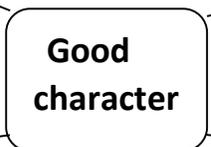
Good character- considerate behaviour- kind and helpful nature- fight for good, noble and pure- avoid gambling

fighting for, good noble and pure causes

considerate behaviour

kind and helpful nature

avoiding all forms of gambling



Questions for Comprehension:

1. What is a priceless possession?
2. How could one keep one's character free from any black spot?
3. Why is gambling a mean game?

SGP-4: Para- 7, 8:

(Make provision fora real success.)

• **Outlines:**

Provision for hard times- not idling away- good hobbies- companion and good association - good citizenship,

Questions for Comprehension:

1. What is a hard time?
2. How can one prepare for such hard time?
3. What are the ways to use leisure hours meaningfully?
4. What is the importance of company you keep?
5. How can one be good for the family, country and self?

Answer-key to Questions for Comprehension:

SGP	Answers
1	1.the students of final year in school with some advice, 2. In school, 3. In the final year, 4. Should continue their further education,5. hard work and to continue learning, 6. Right trade or profession or occupation, 7. For interesting and happy future, 8. Teachers
2	1.Good health, 2. Fit body, habit of cleanliness, regular habits and right recreations, 3. By maintaining cleanliness, breathing fresh air, regular habits and playing games, 4. Smoking and drinking
3	1. Character, 2. Being truthful, consideration for others, kindness for weak and suffering people, stand for good and noble cause, 3. In gambling one gets something for nothing and at somebody's cost
4	1.Hard time is a difficult time when there is crisis, 2. By making provisions for future, 3. Having hobby, reading good books, keeping good company, 4. Members of company, their nature, behaviour and influence, 5. Keeping good health, sound character, proper manner and loyalty to nation can make one good for the family, country and self.

Post-reading Questions:

- **Activity-1: Grammar and Usage:**

Change the narration of the sentences given below. One is done for you.

Look at the following sentence.

Percy says to students, "Continue your education". The sentence within " " is in direct speech. We can change it into indirect speech. The sentence within the inverted commas is a piece of advice. So the reporting verb 'says' becomes 'advises' (Here no change of tense of the reporting verb) .The pronoun 'your' in the direct speech becomes 'their' in indirect speech as it is related to 'students'. Thus, the indirect speech will be: Percy advises students to continue their education.

Now change the following sentences into indirect speech.

- I. Lord Eustace Percy says, "Students, keep your body fit".
- II. Lord Eustace Percy says, "Make yourself strong to play the game".
- III. Percy says to students, "Be fair to your rivals".
- IV. He says to students," Have courage to stand up for what is good".
- V. He says," Fill your leisure hours with interesting activities".

- **Activity-2:**

Join two sentences into one using 'although'.

Although you are leaving your school, we hope you will not forget it. There are two sentences joined together with the help of 'although', a linker. While we use 'although' or 'though', we join two sentences with opposite ideas. Join the pair of sentences using 'although'. One is done for you. (Do both the types.)

- a) It rained a lot. We enjoyed our holiday.
 - i. Although it rained a lot, we enjoyed our holiday.
 - or
 - ii. We enjoyed our holiday although it rained a lot.
- b) It was raining heavily. We went out.
- c) I was quite tired. I could not sleep.
- d) The traffic was bad. We arrived on time.
- e) We studied in the same class. We were not good friends.
- f) I was very hungry. I did not eat anything.
- g) Ramesh is poor. He is happy.
- h) They are brothers. They never talk to each other.
- i) Smita looks very weak. She is really very strong.
- j) Rani seems very poor in English. She knows it well.

• **Activity-3: Writing:**

Answer the following possible questions, each in 50 words. (5 mark each)

1. What does Percy advise students on the choice of a profession?

Ans: One has to be very careful while choosing a profession. Any occupation or profession that leads nowhere should be avoided. Any profession that has in it the promise of an interesting and happy future should be chosen. If one is forced to take up a profession and not happy with it, one must choose a profession of one's liking. In case of problem in choice one should seek advice from his teachers.

2. What does the speaker say on good health? What should we avoid to be healthy?

Ans: Success in life depends on good health. Anything harmful should be avoided. Smoking prevents us from proper growth and affects the brain. Drinking alcohol is injurious to health. All these should be avoided to remain healthy.

3. What is the Percy's advice on character?

Ans: Percy says that character is a priceless possession. So one must see that one's character is free from any black spot. One has to be truthful, considerate to others, even fair to rivals and kind to those who are weak and suffering. One should fight for what is good, pure and noble. One must not try to set something out of nothing and at somebody's cost.

4. What does Percy advise on leisure hours?

Ans: Percy says that leisure hours should be meaningfully used. Instead of being idle in leisure hours, one should take up interesting hobbies, read good books or keep good company. This would enrich one with knowledge to improve and get success in life.

5. How can you become a good citizen according to Percy?

Ans: A good citizen is an asset to self, family and the nation. Everyone has to be loyal to the nation. All must serve the nation. One with sound body, sound mind, good character, good manners and ideals can be a good citizen.

• **Activity-4: Sample Questions:**

Answer the following questions each in a word or a phrase. (one mark each)

1. Who speaks in the text "School's Goodbye"?

2. Who does the speaker speak to?

3. What is the purpose of the speaker? (Choose the correct one.)

i. To make them ambitious

ii. To help them make right choice of trade

- ii. To make them know how to be successful in life
 - ii. To encourage them to do hard work
4. What do you need for your success in life?
 5. What are required for good health?
 6. What are harmful for health?
 7. Why should one maintain good health?
 8. State the ill effect of smoking.
 9. How does drinking harm people?
 10. Use a single word for each of the following expressions.
 - i. To prevent growth _____
 - ii. That what can cause death _____
 - iii. To weaken gradually _____
 - iv. Means for amusement and passing time _____
 11. What is a priceless possession?
 12. How could one keep his/her character free from any black spots?
 13. Why is gambling a mean game?
 14. What is 'hard time'?
 15. How can one prepare oneself for such time?
 16. What are the ways to use leisure hours meaningfully?
 17. What is the importance of 'company you keep'?
 18. State the qualities of a good citizen.

● **Answer to the Sample Questions:**

1. Lord Eustace Percy, a former minister of Education in Britain speaks in the text "School's Goodbye".
2. The speaker speaks to the students who are going to part from their school.
3. To make them know how to be successful in life.
4. We need to work hard and continue education for success in our life.
5. Cleanliness, fresh air, regular habits and suitable recreations are required for good health.
6. Smoking and drinking are harmful for health.
7. One should maintain good health to keep oneself fit.
8. Smoking stunts the body and clouds the brain.
9. Drinking harms people as it is the deadly enemy of our health and efficacy.
10. i. stunt, ii. deadly, iii. sap, iv. recreation
11. Character is a priceless possession.

12. One can keep one's character free from any black spots by being truthful, considerate, fair to rivals , fair and helpful to the weak and suffering.
13. Gambling is a mean game because a person tries to get something for nothing at someone else's cost.
14. Hard time is a moment when we feel very disturbed because what we want is not available with us.
15. One should make provisions for the hard times.
16. We should have interesting hobbies, good books and good friends to use leisure hours meaningfully.
17. We will be known by the companion we keep.
18. A sound body, good manners, courteous manners and loyalty to the duties of our country.

NON-DETAILED TEXT

A TIGER IN THE HOUSE

Ruskin Bond

Summary:

Man is a social animal. He lives in the society with the members of his family. He also enjoys the company of his neighbours and friends in the society. But along with human beings, he also keeps some pets like dog, cat, goat, cow etc. and these pets live like a member of his family. But can a tiger be kept in the house? This story 'A Tiger in the House' by Ruskin Bond, an Indian writer of British descent describes beautifully how a tiger has been kept as a pet in the house.

The writer's Grandfather discovered Timothy, the tiger-cub, while he was on a hunting expedition in the Terai Jungle near Dehra. The Grandfather brought it home and kept it as a pet. Grandmother named it Timothy. Timothy was brought up by Mahmoud, the cook. Timothy was fed on milk, raw mutton, cod liver oil and a tempting diet of pigeons and rabbits. He had two companions - Toto, the monkey and a small mongrel puppy. He lived happily like a member of the writer's family. The writer took him for walks. His favourite place in the house was the drawing room and he made himself comfortable on the long sofa. At night, he slept in Mahmoud's quarters.

When Timothy was about six months old, a change came over him and he became less friendly. He would stalk a cat or someone's pet pekinese. He would enter the poultry house at night. At last he even began to stalk Mahmoud about the house with evil intention. So Grandfather transferred Timothy to the nearest zoo at Lucknow. The zoo authorities were very glad to receive the well fed and fairly civilized tiger as a gift. About six months later, Grandfather visited the zoo to see how Timothy was getting on there. He went straight to the particular cage and stroked the tiger's forehead and ticked his ear and smacked him across the mouth thinking that it was Timothy. But to his utter surprise, the keeper said that Timothy had died of pneumonia two months before.

The Grandfather was shocked at Timothy's death and left the zoo quickly giving the keeper a scornful look.

1. Division of the Text:

The whole story can be divided into three SGP (Sense Group Paragraphs) for better understanding. Each SGP consists of some paragraphs. Each part is based on a single main idea and some supporting ideas. Read the story silently SGP wise and answer the comprehension questions. Check your answers with the Answer-key.

SGP-1 (Para1-4):

- **Outlines:**

Discovery of tiger cub: Hunting expedition
Camp-tiger cub

Questions for Comprehension:

1. What is this part of the story about?
2. Who was Timothy?
3. Where was Timothy discovered?
4. Was Grandfather a shikari?
5. Why was he requested to accompany the party?
6. What was the camp like?
7. How many elephants were there in the camp?
8. How many elephants had howdahs?
9. What were the sportsmen beginning to shoot at?
10. Who discovered the tiger cub?
11. What was the length of the tiger cub?
12. Where was the tiger cub hiding?
13. Do you think Grandfather was very bold?
14. What kind of special quality did Grandfather have?
15. Was Grandfather different from other members of the party? How?
16. What will the Grandfather do with the tiger cub?

SGP-2 (Para5-13):

- **Outlines:**

Timothy's life as a pet: Raising of Timothy-His companions and amusements - Changes in Timothy - Grandfather's prediction-Transfer of Timothy to a zoo

Questions for Comprehension:

1. Who are there in this part of the story?
2. Who named the tiger cub Timothy?
3. Who brought it up?
4. What was the diet of the tiger cub at first?
5. What was the tempting diet of Timothy?
6. Who were Timothy's companions?
7. What was Timothy's favourite amusement?
8. What was Timothy's favourite place?
9. Where did he sleep at night?
10. When did a change come over Timothy?
11. Which zoo was Timothy transferred to?
12. How was he taken to the zoo?
13. Why were the zoo authorities glad to receive Timothy?
14. Do you think Timothy will be glad to live in the zoo?

SGP-3 (Para14-32):

- **Outlines:**

Grandfather's visit to the zoo and reaction at Timothy's death news: Grandfather's fondling with the new tiger considering him Timothy-His conversation with the new keeper and the old keeper-Complaining to the zoo Superintendent-Timothy's death news -Grandfather's reaction and departure from the zoo

Questions Comprehension:

1. After how many months did Grandfather call at the zoo?
2. Where was the writer's house?
3. *"The tiger was there crouched in a corner, full grown with a magnificent striped coat"*. Who does 'the tiger' refer to?
4. What did Grandfather tick?
5. What was the old way of keeping Timothy quiet?
6. Who kept the tiger frightening?
7. Who did the Grandfather want to see to lodge a complaint?
8. How was the old keeper observing the Grandfather?

9. What did Grandfather suggest to the second keeper?
10. What did Timothy die of? When?
11. Where was the new tiger trapped?
12. What did Grandfather mumble near the tiger?
13. How did Grandfather walk out of the zoo?
14. Who is the writer of the story?
15. What is the main idea of the story?

Answer-key to the Comprehension Questions:

SGP-I

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. how Timothy was discovered 2. a tiger-cub 3. on a hunting expedition in the Terai Jungle near Dehra 4. No 5. because he knew the forests of Siwalik hills better and to advise on the land and the direction the beaters should take once a tiger had been spotted. 6. sumptuous 7. fifteen | <ol style="list-style-type: none"> 8. four 9. jackals 10. Grandfather 11. eighteen inches 12. among the intricate roots of a banyan tree 13. Yes 14. love for animals 15. Yes, he was the only member of the party to have bagged any game, dead or alive 16. keep him as a pet at home |
|--|--|

SGP- II

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The writer, Grandfather, Grandmother, Timothy, Mahmoud, Toto and mongrel puppy 2. Grandmother 3. Mahmoud, the writer's cook 4. milk 5. pigeons and rabbits 6. Toto and a mongrel puppy | <ol style="list-style-type: none"> 7. to stalk anyone who should play with him 8. the drawing room 9. in the cook's quarters 10. when Timothy was about six months old 11. a zoo at Lucknow 12. in a first class compartment on a train 13. because Timothy was well fed and fairly civilized |
|--|--|
14. No

SGP-III

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. about six months later 2. Dehra | <ol style="list-style-type: none"> 3. a new tiger who was trapped in the hills |
|---|---|

- | | |
|--|----------------------------------|
| 4. the tiger's ear | 10. Pneumonia, two months before |
| 5. smacking him across the mouth | 11. in the hills |
| 6. the leopard | 12. good night Timothy |
| 7. the Superintendent of the zoo | 13. briskly |
| 8. with alarm | 14. Ruskin Bond |
| 9. to transfer Timothy to another cage | 15. love between man and animal |

Post Reading Activities:

A. The following is the summary of the story 'A Tiger in the House'. But some important words or phrases are missing. Fill in the blanks of the summary with the suitable words from the box.

pigeons and rabbits	six month	Mahmoud
scornful	pneumonia	six
Lucknow	Terai	writer's family

1. Timothy was discovered by Grandfather on a hunting expedition in the _____ Jungle.
2. Grandfather brought it home and it was brought up by _____.
3. Timothy was put on a diet of milk, raw mutton, cod liver oil and then tempting diet of _____.
4. He lived happily like one of the members of the _____.
5. But when he was about _____ old, a change over him and he became less friendly and more furious.
6. So Grandfather transferred him to a zoo at _____.
7. About _____ months later, Grandfather visited the zoo to see Timothy.
8. The keeper told him that Timothy had died of _____ two months before.
9. Grandfather was shocked at the news of Timothy's death and left the zoo quickly with a _____ look at the keeper.

B. Write whether the following sentences are True or False.

1. Grandmother brought up Timothy.
2. Grandmother named the tiger cub Timothy.
3. Several important persons from Delhi joined the hunting party.
4. The camp had five large tents.

5. Timothy was twenty inches long.
6. At first Timothy was brought up entirely on raw mutton.
7. Mahmoud was the writer's cook.
8. Toto was the mongrel puppy.
9. Timothy's favourite place was the cook's quarters.
10. Timothy died of cholera.
11. Grandfather could not meet the zoo Superintendent because he was on leave.
12. Timothy was transferred to the zoo on a train.
13. The leopard in the next cage frightened Timothy.

Sample Questions carrying one mark each:

A. Answer each question in a word or a phrase or a sentence.

1. Who discovered the tiger-cub?
2. Who named the tiger-cub?
3. Who was Mahmoud?
4. How many elephants were there in the camp?
5. How long was the tiger-cub?
6. What was the tempting diet given to Timothy?
7. What was Timothy's favourite place?
8. Where did Timothy sleep at night?
9. Which zoo was Timothy transferred to?
10. Where was the writer's house?
11. Who kept the tiger frightening?
12. Who did the grandfather go to see to give a suggestion?
13. What did Timothy die of?
14. Where was the new tiger trapped?
15. Who was Toto?
16. Who is the writer of the story?

B. Fill in the blanks with a word or a phrase.

1. Timothy was brought up by _____.
2. The member of the hunting party belonged to _____ city.
3. _____ elephants had howdahs.
4. The sportsmen began to shoot at _____.
5. Timothy was hiding among the intricate root of a _____ tree.

6. _____ proved too rich for him.
7. The mongrel puppy was found by grandfather on the _____.
8. Timothy was pretending to bite the writer's _____.
9. Timothy would scrub his face with his _____.
10. A change came over Timothy when he was about _____ months old.

• **Answers to Sample questions:**

A.

- | | |
|------------------------|--------------------------------------|
| 1. grandfather | 10. Dehra |
| 2. grandmother | 11. the leopard |
| 3. the writer's cook | 12. The Superintendent of the
Zoo |
| 4. fifteen | 13. Pneumonia |
| 5. eighteen inches | 14. in the hill |
| 6. pigeons and rabbits | 15. the monkey |
| 7. drawing room | 16. Ruskin Bond |
| 8. cook's quarters | |
| 9. Lucknow | |

B.

- | | |
|------------------------|-----------|
| 1. Mahmoud or the cook | 6. milk |
| 2. Delhi | 7. road |
| 3. four | 8. ankles |
| 4. jackals | 9. paws |
| 5. banyan | 10. six |

THE BEGGAR

Anton Chekhov

Summary:

We see beggars in large numbers everywhere in our country. How do we feel when we see them? Why do people beg? Can we stop begging? In this story 'The Beggar', the writer, Anton Chekhov nicely describes his own feeling for all these things.

Once a beggar dressed in old and torn clothes met Sergei, an advocate and said that he had nothing to eat for three days. He had dull drunken eyes and red spots on his cheeks. He requested Sergei to give him some money to join his new position in Kaluga. He said that he was a village school teacher for eight years but he lost his job through a secret plan. Sergei looked at him and recollected that he had seen the beggar at Sadovya Street the day before yesterday. But at that time the beggar had told him that he was a student and he had been expelled. Sergei got angry with the beggar for lying and threatened him to send the police for him. Then the beggar begged apology and admitted that he was neither a teacher nor a student. He said that he was actually a singer in a Russian choir but he was sent away for his drunkenness. He said that nobody would give him anything if he told the truth.

Sergei asked him to work and offered him the job of chopping wood for him. He asked his cook Olga to take the beggar to the woodshed and let him chop wood there. But he was too weak to chop wood. Sergei was observing everything from his dining room. He felt sorry for having engaged a drunken sick man to do the menial work. An hour later Olga announced that all the wood had been chopped. Sergei felt happy and paid the beggar half a rouble and asked him to come and cut wood on the first day of every month. The beggar appeared every month and earned half a rouble although he could hardly stand on his legs. Besides chopping wood, he was offered other work to do like removing the snow, arranging the wood-shed in order, beating and dusting the rugs and mattresses. He earned twenty to forty copecks every time. When Sergei moved into another house, he was hired to pack and carry the furniture. Sergei was pleased with his work and

gave him a rouble .He came to know that the beggar’s name was Lushkoff. Sergei sent a letter to his friend to offer Lushkoff cleaner employment of copying.

Two years later Sergei met Lushkoff at a theatre and was glad to know that he was a notary then and earned a salary of thirty five roubles a month. Sergei was sad that he had engaged him in hard work. Lushkoff expressed his gratitude to Sergei. But he revealed the secret that it was Olga who had really saved him and set him right. It was Olga who had chopped all the wood for him. He owed a lot to her. Saying this Lushkoff bowed to Sergei and departed to the gallery.

2. Division of the Text:

The whole story can be divided into three SGP (Sense Group Paragraphs) for better understanding. Each SGP consists of some paragraphs. Each part is based on a single main idea and some supporting ideas. Read the story silently SGP wise and answer the comprehension questions. Check your answers with the Answer-key.

SGP-1 (part-1):

- **Outlines:**

The beggar meets Sergei and asks for help-The beggar tells lies about his profession-At last he admits it-Sergei offers him work of chopping wood.

Questions for Comprehension:

1. Who are the people described in this part of the story?
2. Who is the beggar speaking to?
3. What does he request Sergei?
4. What was the beggar for eight years?
5. How did he lose his job?
6. Why does the beggar want to go to Kaluga?
7. Where had the advocate met the beggar the day before yesterday?
8. What had he said on that day?
9. Was the beggar a teacher or a student or something else?
10. Why did Sergei get angry with him?
11. What work did Sergei offer the beggar?
12. Do you think the beggar will be able to chop wood?

SGP-2 (para-2):

- **Outlines:**

The beggar's engagement as wood chopper-Fails to chop wood-Olga, Sergei's cook rebukes him at first & helps him to chop wood-The beggar earns half a rouble every month-Other work offered to him- Being pleased with his work Sergei offers him-cleaner employment of copying.

Questions for Comprehension:

1. Who was Olga?
2. How did she behave with the beggar at first?
3. What had the beggar's health been undermined by?
4. How did Sergei feel for engaging the beggar in menial labour?
5. What did Olga declare?
6. How much money was given to the beggar for chopping wood?
7. What were the other activities the beggar was engaged in? How much money did the beggar get for such work?
8. 'Well, I am happy that my words have taken effect'. Who said this?
9. What is the name of the beggar?
10. What was the cleaner employment for Lushkoff?
11. What was the final advice of Sergei to Lushkoff?

SGP-3(part-3):

- **Outlines:**

Sergei meets Lushkoff, the beggar at the theatre - Becomes happy to know that he has become a notary - Lushkoff expresses his gratitude to Sergei and Olga- Lushkoff reveals the secret that it is Olga, who has really saved him.

Questions for Comprehension:

1. Where did Sergei see Lushkoff after a gap of two years?
2. What was the occupation Lushkoff at that time?
3. How much salary was Lushkoff paid per month as a notary?
4. 'God bless that good and noble woman'. Who does the noble woman refer to?
5. Who really chopped wood for the beggar?
6. Who really set Lushkoff right?
7. What did Lushkoff do before departing to the gallery?
8. Which country does the beggar belong to?
9. Who is the writer of the story?
10. What is moral of the story?

Answer-key to the Comprehension Questions:

SGP-I

1. Sergei and the beggar
2. Sergei, the advocate
3. to give him some food and five copecks for a lodging
4. a village school teacher
5. through intrigues
6. to join in his new place of posting
7. in Sadovya Street
8. that he was an expelled student
9. he was neither a teacher nor a student. He was a singer in a Russian choir
10. because he was lying
11. chopping wood for him
12. No

SGP-II

1. Sergei's cook
2. She got angry and was completely unfriendly
3. by drinking vodka
4. he felt sorry and ashamed of himself
5. that the wood had all been chopped
6. half a rouble
7. for removing snow, putting the wood-shed in order and beating the dust of rugs and mattresses
8. twenty to forty copecks
9. Sergei, the advocate
10. Lushkoff
11. copying
12. to work hard and not to drink

SGP-III

1. at the ticket window of a theatre
2. a notary
3. thirty-five roubles a month
4. Olga
5. Olga
6. Olga
7. bowed to Sergei
8. Russia
9. Anton Chekhov
10. dignity of labour

Post Reading Activities:

A. Read the following jumbled sentences and arrange them in proper order to get the summary of the story 'The Beggar'.

1. The beggar was too weak to chop wood and seemed to have no desire for hard work.
2. The beggar met Sergei and asked for some help.
3. The beggar earned half a rouble without chopping wood himself.
4. Sergei could know that he was a drunkard and a liar.
5. The beggar was offered other work also besides chopping wood.
6. Sergei asked him to work and offered him the work of chopping wood.
7. Lushkoff revealed the secret that it was Olga who had chopped wood for him and she had really saved him.
8. Olga, the Sergei's cook, at first rebuked the beggar but chopped wood for him.
9. Lushkoff expressed his gratitude to Sergei and Olga.
10. Two years later Sergei met Lushkoff at the theatre and was glad to know that he was a notary earning thirty five roubles a month.
11. Sergei was pleased with Lushkoff, the beggar and offered him cleaner employment of copying.

B. Read the following sentences and state whether they are True or False.

1. The beggar was a village school teacher for seven years.
2. He needed five copecks for lodging.
3. The beggar was a musician in a Russian choir.
4. Olga was Sergei's assistant.
5. 'The waif' refers to the beggar.
6. The beggar received one rouble for chopping wood.

7. 'Copying' is the cleaner employment for Lushkoff.
8. Lushkoff became a notary in the end.
9. As a notary Lushkoff got twenty five roubles a month.
10. Sergei really saved Lushkoff.

- **WRITING**

C. Imagine that you are Lushkoff. Write a letter to Olga, Sergei's cook, expressing your gratitude to her for saving your life. You may begin like this.

Dear Olga,

Place

Date

How are you? You'll be glad to know that I am now a _____. I earn a salary of _____ roubles each month. But it is you behind all my success. I can't forget you for your help. I still remember the day when I went to chop wood for Sergei. You _____

_____ You chopped all the wood but I received the money. Really you had been chopping wood on the first day of every _____. How many tears you have shed for me. Only for your words and noble deeds _____ .I changed and stopped _____. You set me _____.

I'm really grateful to you. May God bless you!

Yours lovingly
Lushkoff

Sample Questions carrying one mark each:

A. Answer each question in a word or a phrase.

1. What is the name of the beggar?
2. Who is Olga?
3. Which country does the beggar belong to?
4. How long was the beggar a village school teacher?
5. What is Sergei by profession?
6. 'This is dishonesty, my dear Sir'! Who does 'my dear Sir' refer to?

7. Who does 'the pseudo-teacher' refer to?
8. How much money was given to the beggar for chopping wood?
9. Apart from money what was sent out to the beggar? 'Well, I am happy that my words have taken effect'. Who said it?
10. Who really chopped wood for the beggar?
11. Who really set Lushkoff right?
12. How did Lushkoff pay for the ticket at the theatre?
13. What is the moral of the story?
14. Who is the writer of the story 'The Beggar'?

B. Fill in the blanks in a word or a phrase.

1. The beggar had an offer of a position the province of _____.
2. A person who makes humble request is called a _____.
3. Mendicant means a _____.
4. 'This is swindling'. _____ said this.
5. Formerly the beggar was a _____ in the Russian choir.
6. The beggar's strength had been undermined by _____,
7. The waif refers to the _____.
8. After a gap of _____ years Sergei met Lushkoff at the theatre.
9. Lushkoff asked for a seat in the _____.
10. At last Lushkoff became a well to do _____.
11. As a notary Lushkoff was paid _____ roubles a month.
12. 'God bless that good and noble woman'. The noble woman is _____.
13. Sergei considered Lushkoff _____ in a sense.
14. Lushkoff was paid _____ roubles for hauling and packing the furniture.
15. Sergei had met the beggar in _____ street.

• **Answers to Sample questions:**

A.

- | | |
|------------------|---------------------------|
| 1. Lushkoff | 7. the beggar |
| 2. Sergei's cook | 8. half a rouble |
| 3. Russia | 9. a pair of old trousers |
| 4. eight years | 10. Sergei/ the advocate |
| 5. An advocate | 11. Olga/ Sergei's cook |
| 6. the beggar | 12. Olga/ Sergei's cook |

- 13.in copper coins
- 14.Dignity of Labour

B.

- 1. Kaluga
- 2. suppliant
- 3. beggar
- 4. Sergei
- 5. singer
- 6. vodka
- 7. beggar

15.Anton Chekhov

- 8. two
- 9. gallery
- 10.notary
- 11.thirty-five
- 12.Olga
- 13.godson

14.one

15.Sadovya

THE VILLAGE JUDGE

Munshi Premchand

Summary:

The village judge is one of the famous stories of Munshi Premchand, who is well known as the Shakespeare of Hindi literature in India. In this beautiful story, the writer gives a clear picture of the traditional Indian village life and how the village panchayat played an important role for the rural people in solving their local disputes or quarrels for peaceful village life. This short story of two friends Jumman Sheikh and Algu Chaudhary has been developed from a family problem. Jumman and Algu were good friends. Jumman and his wife treated their aunt well. After transfer of aunt's property, Jumman's wife Kariman did not take care of the old lady and became very rude. The old lady took the dispute to the village panchayat. When Algu Chaudhary was elected as the Panch of the village and gave a judgement against his best friend Jumman, their friendship broke up and they became enemies of each other.

Few years later, the story takes a shocking turn when Jumman Sheikh gets a great chance to take revenge from Algu Chaudhary as Algu knocks the door of Panchayat to get Justice against Samjhoo Sahu. Samjhoo Sahu purchased a bullock from Algu, but he didn't pay the complete amount to Algu and asks for some time to pay. Samjhoo did not take care of the bullock and the bullock died due to want of food, and overloading. Samjhoo did not pay any money to Algu for that bullock after its death. Jumman became the Panch and sat on the Judgement seat. Jumman discussed the matter with the elders and gave his judgement that Samjhoo should pay the full price of the bullock to Algu.

Jumman Sheikh realised that Algu was right. Both friends understand each other and realise that a Judge is like a God and cannot favour anybody when he sits on that seat.

3. Division of the Text:

The whole story can be divided into four SGPs (Sense Group Paragraphs) for better understanding. Each SGP is a part of the story. Read the story silently SGP wise and answer the comprehension questions. Check your answers with the Answer-key.

SGP-1 (Part-I):

- **Outlines:**

Algu's happy life of Jumman with his wife, Kariman and friend, Algu and his aunt-Transfer of aunt's property- Aunt was treated badly-Aunt's complain and request to Jumman-Jumman got angry-Aunt's decision to call panch

Questions for Comprehension:

1. Who is the writer of the story, 'The Village Judge'?
2. Who are the characters described in the first part of the story?
3. Who were good friends?
4. Who was Kariman?
5. Who had a small piece of property?
6. Who told the aunt to transfer the property?
7. How did Jumman and his wife treat their aunt at the beginning?
8. What happened to the aunt after the transfer of his property from the aunt?
9. What did the aunt do when she could not bear the rude behaviour of Jumman and his wife?
10. How did Jumman reply when his aunt asked him for money for separate cooking?
11. Who said "Money does not grow on trees." Why did he say like this?
12. What was aunt's reaction to Jumman's reply?
13. What did she threaten him?
14. Whom did the old lady go at last?
15. What did Algu say about attending the panchayat?
16. What echoed in Algu's heart?

SGP-2 (Part-II):

- **Outlines:**

Meeting of panch-Algu chauthuri became the Judge-Algu's judgment-Judgment against Jumman to pay monthly allowance or to return the property-Jumman's feeling to take revenge on Algu

Questions for Comprehension:

1. Where did the panchayat sit?
2. Who said first in the panchayat?
3. What did Jumman's aunt say first?
4. "It is your show." Who said this?
5. Who proposed the name of the chief judge?
6. "Son, have fear of God. The panch is nobody's friend or enemy." Who said this and why?
7. Why did Jumman become very much happy?
8. "Nobody can sell their conscience for friendship." Why did Jumman's aunt say this?
9. What made Jumman very confident at the beginning of the panchayat?
10. Who asked questions to Jumman Sheikh?
11. What was the feeling of Jumman when Algu asked questions?
12. Who gave the judgement?
13. What was the decision of the panch?
14. What would be the feeling of Jumman after listening to the judgement from Algu?

SGP-3 (Part-III):

- **Outlines:**

Algu and Jumman's friendship cut off-Algu's one bullock died and sold the other bullock to Samjhoo sahu- Samjhoo got the other bullock overworked-death of the second bullock

Questions for Comprehension:

1. What happened to the friendship between Jumman and Algu after the judgement of the panch?
2. What did Jumman think to do?
3. When did Algu buy a beautiful pair of bullocks?
4. Where did he buy these bullocks?
5. What happened to one of his bullocks?
6. What did Jumman say to his friends about the death of the bullock?

7. What did Algu suspect after the death of the bullock?
8. What was the feeling of Algu's wife after the death of the bullock?
9. Why did Algu decide to sell the single bullock?
10. Who was Samjhoo sahu?
11. What is an ekka?
12. What did Samjhoo carry to the town?
13. What did he bring from the town to the village?
14. What did Samjhoo think about using the bullock?
15. Did Samjhoo pay the price of the bullock to Algu?
16. How many trips did he make every day?
17. What did Samjhoo not worry about?
18. What did he worry about?
19. What was the health condition of the bullock after one month?
20. What happened to the bullock one evening?
21. Who do you think is responsible for the death of the bullock?

SGP-4 (Part-IV):

- **Outlines:**

Algu asked Samjoo to pay the price of the bullock-Samjhoo didn't pay the price saying that he had given the dying bullock-Meeting of Panch-Algu proposed Jumman to be the Judge-Jumman's judgment-reunion of friendship between Jumman and Algu

Questions for Comprehension:

1. Who did Algu ask for money?
2. What was the reaction of Sahuji and his wife?
3. Why did Algu feel helpless?
4. Who supported Algu in the village?
5. What did the good people advise Algu?
6. When did the panch sit for the second time?
7. Who proposed Sahuji to choose the panch?
8. Whose name did Sahuji select to be the panch?
9. Why did Sahuji select Jumman to sit as the panch?
10. "I should stick to the truth." Who said this?
11. Who were the parties in the panch?
12. Who asked questions to both the parties?

13. Who gave the judgement?
14. What was the judgement?
15. Who became very much happy?
16. "Long live the God that is the panch." Who said this?
17. Who realised his fault?
18. What was Jumman's feeling in the end?
19. What do we learn from this story?

<p>Answer-key to the Comprehension Questions:</p>
--

● **SGP-1**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Prem Chand 2. Jumman, Algu, Aunt, Jumman's wife 3. Jumman Sheikh and Algu Chaudhury 4. Jumman's wife 5. Jumman's aunt 6. Jumman 7. Became harsh and rude 8. Aunt could not bear the behaviour 9. Asked Jumman for some money to live separately | <ol style="list-style-type: none"> 10. replied rudely 11. Jumman. He did not want to give money to aunt. 12. became angry 13. threatened to call a panchayat 14. Algu Chaudhury 15. Jumman was his old friend. He could not quarrel with him. 16. The aunt's words: "Son, will you hesitate to say the honest thing, because you fear a quarrel." |
|--|--|

● **SGP-2**

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Under a tree 2. Aunt 3. Said to Jumman to select the panch 4. Jumman 5. Aunt 6. Aunt, to her panch is God 7. Because his friend became the judge 8. She believed that God lives in the panch. | <ol style="list-style-type: none"> 9. His friend Algu will speak in his favour. 10. Algu Chaudhury 11. He thought that was the show of his friend. 12. Algu Chaudhury 13. Jumman should give monthly allowance or he would return his property. 14. got angry with his friend, Algu |
|---|---|

● **SGP-3**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Broke up 2. Thought of taking revenge 3. A year before the judgement 4. From the fair at Batesar 5. Died after one month of the judgement. 6. This was the punishment for his deception | <ol style="list-style-type: none"> 7. Jumman had poisoned the bullock. 8. Jumman was behind the bullock's death. 9. The single bullock was of no use. 10. A business man 11. A cart pulled by a single animal- bullock/horse. |
|---|--|

12. ghee and sugar
13. salt and oil
14. He could make three trips a day.
15. No, he didn't pay any money.
16. three to four
17. About food, water or health of the bullock

● **SGP-4**

1. Samjhoo Sahu
2. Algu had given them the dying bullock.
3. Algu's enemies gathered together and helped Sahuji.
4. Good people supported Algu.
5. To take the matter to the panchayat
6. Under the same tree
7. Algu
8. Jumman
9. Jumman had become Algu's enemy.
10. Jumman

18. About his trips
19. The bullock became a mere bag of skin and bones.
20. Double load, 4th trip, whipped and bullock died
21. Smjhoo sahu

11. Algu and Samjhoo Sahu
12. The elders
13. Jumman
14. Samjhoo ought to pay the full price of the bullock.
15. Algu Chaudhury
16. Algu
17. Jumman
18. God himself speaks through the panch
19. We should be impartial and honest in giving any judgement.

Post-reading Activities:

Sample Questions carrying one mark each:

A. Write answers to the following questions and check your answers. Refer to the answer key, if necessary.

1. Who was Kariman?
2. What made Jumman's aunt angry?
3. Why did not Algu like to come to the panch at first?
4. Who selected Algu the chief judge in the panch?
5. Why did Jumman become happy in the panch at the beginning?
6. Where did Algu buy a beautiful pair of bullocks?
7. What did Algu suspect after the death of his bullock?
8. What was the thought of Samjhoo Sahu at the time of buying the bullock?
9. What did Samjhoo say not to pay the price of the bullock to Algu?
10. What was the judgement of the second panch?

B. Fill in the blanks using right words or phrases choosing from the story.

1. _____ told aunt to transfer the property?
2. Jumman said, “_____ does not grow on trees here.”
3. The panchayat met under a _____ tree one evening.
4. The panch is nobody’s_____ .
5. _____ was the chief judge in the second panch.
6. The elders thought it proper that Jumman should give his aunt _____.
7. Samjhoo began to make _____ trips a day using the bullock.
8. When the bullock could not get up, Samjhoo _____ it with the greatest cruelty.
9. The price of the bullock was _____.
10. _____ gave a loud cheer-“Long live the god that is the panch.”

Answers Key for Sample Questions:

A. 1. Jumman’s aunt, 2. rude behaviour of Jumman and his wife,3. Jumman was Algu’s close friend, 4. Aunt, 5. Algu was his old friend, 6. In the fair at Batesar, 7. Jumman had poisoned the bullock, 8. He could make three trips easily, 9. Algu had given him a dying bullock, 10. Samjhoo ought to pay the full price of the bullock

B. 1. Jumman, 2. Money, 3. banyan tree, 4. friend or enemy, 5. Jumman, 6. monthly allowance, 7. Three to four trips, 8. Whipped, 9. One hundred and fifty rupees, 10. Algu Choudhuri

A GRAIN AS BIG AS A HENS EGG

Leo Tolstoy

Summary:

How big can be a grain of corn? Have you ever seen or tasted a grain of corn as big as a hen's egg? Is it possible? Leo Tolstoy, in the story "A Grain as Big as a Hen's Egg", tells us that a grain of corn was as big as a hen's egg. It grew everywhere. People lived on such corn and fed others. They used to sow, reap and thrash. During very old days, there was no use of money. People ploughed anywhere they liked. They did not call it their own. They thought that labour was the only thing they called their own. They were strong, healthy with long life. But people these days have become weak, diseased and disabled. They do not depend on their own labour rather they get their work done by others. They do not believe in God's law. They have strong desire to take away the belongings of others. But people in the past did not do so. That is why the grain of corn in their time was so big and it has become too small today.

4. Division of the Text:

The whole story is divided into three SGPs (Sense Group Paragraphs) for better understanding. Each SGP consists of some paragraphs. Read the story silently SGP wise and answer the comprehension questions. Check your answers with the Answer-key.

SGP-1 (para1-9):

(One day some children.....where such grain grew.)

- **Outlines:** Children found a strange thing- looked like a grain of corn- a traveller bought from the children- sold it to the king- a curiosity-Wise men to find out what it was- were unable to know- a hen pecked it –made a hole- known as a grain of corn- a very old peasant- could not say to the king- when and where such corn grew- the old man asked the king to ask his father

Questions for Comprehension:

1. What are these paragraphs about?
2. Who found a thing shaped like a grain of corn in a ravine?
3. What was it like?
4. Who saw it? What did he do?
5. Who did the traveller sell it to?
6. What happened to the king when he knew that it was a grain of corn?
7. What did the king order his learned men? Were the learned men able to find anything about it?
8. What did the learned men advise the king?
9. What did the king order his servants? Who did the king's servants find?
10. What was the old man like?
11. How did the old man walk to the king's presence?
12. What did the king ask the old man?
13. Why was the old man unable to hear?
14. What was the old man's answer?
15. What was the size of the corn he bought?
16. What did he advise the king to ask his father?
17. Do you think that the king would send his men to bring his father?

SGP-2: (para10-13):

(So the king sent forYou had better ask him".)

- **Outlines:** The king sent for the old man's father- came walking with one stick- king showed the grain – king questioned the old man answered 'no'-had heard from his father-the grain was bigger in size- requested the king to ask his father

Questions for Comprehension:

1. What is this second part of the story about?
2. Who did the king send for?
3. How did he come walking to the king?
4. Was he able to see better than his son?
5. What questions did the king ask him?
6. Was the old man hard of hearing?

7. Was he better than his son?
8. What was the old man's reply to the king?
9. Was there any use of money in his time?
10. How was their grain – a bit larger or the same as the present day?
11. What did he request the king?
12. Do you think that the king would ask the old man's father?

SGP-3 (para14- last):

(One day some children.....where such grain grew.)

• **Outlines:**

The third old man- walked without crutches-clear eyes-good hearing-distinct speech-saw the grain-king's same questions- when and where such corn grew-buying and selling-corn used to grow everywhere- field –God's earth-labour –his grandson walk with two crutches- his son one and he himself none- only thing men called their own- man has ceased to live by their own- God's law -coveted what they have not produced

Questions for Comprehension:

1. What is this part about?
2. How did the grandfather enter the king's presence?
3. How do you think that his health condition was better than that of his son's and the grandson's?
4. What did he do when the king showed him the grain of corn?
5. What questions did the king ask the old man?
6. What did the old man reply?
7. What was the king's second question?
8. What did the old man reply?
9. Where did the old man grow his corn in his time?
10. What was a sin during his time?
11. What were the last two questions?
12. What did the old man reply?
13. How did men in the time of the great grandfather live?

Answer-key to the Comprehension Questions:

SGP-1:

1. about the big grain
2. some children
3. a hen's egg

4. A traveller, bought it from the children
5. to the king
6. A hen pecked at it.
7. The king was surprised to see it.
8. Ordered the learned men to find out when and where such big rain grew.
9. Advised to ask the peasants about the grain
10. To bring some very old peasants
11. very old, bent, ashy, pale and toothless

SGP-2:

1. about the old man's father and his reply to king
2. The old man's father
3. with one crutch
4. Yes, he was able to see better
5. about the place of growing such big grain or buying and sowing
6. Yes,

SGP-2:

1. about the old man's grandmother
2. entered walking easily
3. He could walk, see, hear and speak easily.
4. Looked at the grain, turned it about in his hand.
5. When and where such grain was grown, he sowed or grew it
6. People used to sow, reap, and thrash.
7. Did you buy and grow it anywhere?

12. walked with the help of two crutches
13. to tell where such a big grain grew and whether he had bought or sown
14. He was deaf.
15. No, never sowed, nor reaped and never bought
16. The size of corn was as small as they are now
17. To ask his father
18. Yes, sent for the old man's father

7. Yes, better hearing than his father
8. Never sowed, never bought, never reaped
9. No, no use of money in his time
10. A bit longer
11. To ask his father
12. Yes,

8. No one ever thought of this sin-buying or selling seed.
9. Everywhere as it was God's earth.
10. Selling buying corn
11. Why did the earth bear such big corn, which is ceased now? Why his grandson needed two crutches, son one crutch but he did not need any.
12. Because men have ceased to live by their own labour and depended on other's labour.
13. Lived according to God's law.

Post Reading Activities:

Activity-1: (Sequencing and writing)

Here are some sentences from the story "A Grain as Big as a Hen's Egg" given in brackets below. But they are not in order. Put them in order.

(A hen pecked it and made a hole in it. / The wise men could not understand what the thing was. / A traveller bought it from them. / The king was surprised

and wanted to know when and where such corn had grown. / It was as big as a hen's egg. / He sold it to the king as a curiosity. / The king called together his wise men to find out what the thing was. / Everyone saw that it was a grain or corn.)

1. One day some children found a thing shaped like a grain of corn in a ravine.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Activity-2: Note-making, describing people and writing a paragraph.

(a) Fill in the table given below choosing necessary information as given in brackets.

(with two crutches, oldest, bad eye sight, clear eyes, with one crutch, toothless, not clear speaking, rather hard of hearing, able to see, spoke distinctly, old, bent, good at hearing, without any crutch, ashy and pale)

Abilities	The first old man	The second old man	The third old man
walking	with two crutches		
seeing			
listening			
speaking			
others			

(b) Write a paragraph comparing three old men.

This is a paragraph about three old men. It gives us the different abilities and qualities of these men.

Activity-3

(a) Fill in the blanks in the following table using the points in it. One is given to help you.

Who said?	What was said?	Whom was it said?
The wise men	It is grain of corn.	The king
	Can you tell us, old man, where such grain as this grew? Have you ever bought such corn or sown such in your field?	
	I never sowed nor reaped any like it in my fields, nor did I buy any such.	
	Man has ceased to live by their own labour.	
	It is long since I saw such a fine grain.	
	Corn like this used to grow everywhere in my time.	
	I lived on corn like this in my young days.	
	Tell me grandfather, where was your field?	
	Answer me two more questions.	

Sample Questions:

(A) Answer the following questions in a word or a phrase or in a sentence.

1. Who found a thing shaped like a grain of corn in a ravine?
2. Who did the traveller sell the grain of corn to?
3. How could the wise men know that the thing found was a grain of corn?
4. Who said, "It is a grain of corn."?
5. Who advised the king to ask the peasants about the grain of corn?
6. Who did the king ask, "Where such grain as this grew"?
7. What was the second old man's answer to the king's question?
8. Who asked, "When and where was such corn grown"?
9. What kind of sin was not there in the time of the third old man?
10. How did people live in the old times?

(B) Fill in the blank of each sentence.

1. The thing shaped like a grain of corn was as big as a _____ egg.

2. The wise men of the king did not answer to the king's question because they did not find anything in their _____.
3. The first old man was so _____ that he could hardly hear what the king said.
4. The _____ old man came to the king's presence walking with one crutch.
5. The third old man's eye was _____, his hearing good, and he spoke distinctly.
6. The third old man's field was _____ earth.
7. Man has ceased to live by their own _____.
8. People in the last old man's time _____ not what others had produced.
9. The second old man's father said that in his time the grain grew _____.
10. "When and where was such corn grown?" was asked by _____.

Answer to the Sample Questions:

- (A) 1. Some children, 2. The king, 3. When a hen pecked at and made a hole, the king knew it to be a grain of corn, 4. Wise men, 5. Wise men, 6. The first old man, 7. He had never sowed nor reaped any grain like that in his field., 8. The king, 9. buying and selling of corn , 10. by their own labour
- (B) 1. hen's , 2. books, 3. deaf, 4. The second old man, 5. clear, 6. God's , 7. labour, 8. coveted, 9. larger, 10. the king

GRAMMAR

TENSE REVISITED

They are only two tenses of verbs in English language such as past and present tense. Through these two forms we use language for all the three phases of time: The past is the period of time that has gone by, the present is the period of time that is with us. Now and the future is yet to come.

- **We use the following tense forms of verbs to express the present time.**
 1. **Present simple for habitual action, Laws of nature, general or scientific truth, Present state or present fact and permanent state or permanent fact.**

Example

 - The sun rises in the east.
 - The Mahanadi falls into the Bay of Bengal.
 2. **Present progressive for something happening now, for something happening over a period of time or for a temporary action.**

Example

 - We are playing cricket.
 - My uncle is writing a novel.
- **We use the following tense forms of verbs in order to express past time.**
 1. Present perfect for a past action, with present relevance as in-

Example:- They have already taken their lunch.
 2. Present perfect progressive-That started in the past continuing at present and likely continue in the future-as in.

Example:- My hands are dirty, I have been working in the garden.
 3. Past Simple-To talk about an action that took place in the past. Example:- I saw a beggar on the way to school.
 4. Past Perfect-To talk about something that happens before another action in the past.

Example:-By the time I arrived at the school, the peon had rang the bell.
 5. Past progressive-For an action in progress in the past.

Example:-I was reading in class IX last year.
 6. Past Perfect Progressive-For a past action in a progress for some time when another action took place.

Example:-The trees were wet, it had been raining for 3 hours.

Activity – 1

Fill in the blanks with the words given in the brackets.

- i. Manasi _____(go) to school everyday.
- ii. Madhu, what _____(you/do) now?
- iii. The teacher _____(teacher)English now.

Answers:

- i) Goes ii) are studying iii) is teaching

Activity-2

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

- i. Rana _____(be)a great King.
- ii. When I _____(read) someone called me loudly.
- iii. He _____(have)seen the Konark Temple.
- iv. Bulu took a cup of tea after he _____(work) in the garden.
- v. It _____(rain)since 10am today.
- vi. The trees were wet it _____(rain)all night.

Answers:

- i) was ii)was reading iii) had iv) had worked
v) has been raining vi) had been raining

- **We use following Tense forms of verbs in order to express future time.**
 - 1. With the help of modals for simple future of an unplanned action as in-**
Example:- I will go home soon.
 - 2. Be giving to + base verb for future fulfillment of present cause and future action with present intention or decision as in.**
Example:- We are late. We are going to miss the train.
 - 3. Present Progression for talking about the speaker’s intention, plan or decision.**
Example: He is selling his bike tomorrow.
 - 4. Present simple for an official program as in.**
Example:- The match begins at 4:30 PM
 - 5. Future perfect progressive is used to describe an action that will have ended by a particular time in future as in.**

Example:- By this time tomorrow, I shall have been working in the garden.

- 6. The future perfect time is used to describe an action that will have.... ended by a particular time in future.**

-I'll have retired by the year 2022.

Activity-3

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

1. The phone is ringing. I _____ (will be/shall) answer it.
2. We are _____ (go/going to) leave for Kolkata tomorrow morning.
3. Our school _____ (reopens/will open) on 17th June.
4. We _____ (will/are going to) Puri tomorrow.
5. By the time you read the book. I _____ (will have finished/will have been finishing) answering all the questions.

Answers

1. Shall, 2. going to 3. reopens 4. are going 5. will have finished

Question for practice:

- 1. Fill in the blanks with either the present simple or present progressive form of the verbs given in the brackets.**

- i) Everyday he _____ (play) cricket but today he _____ (play) hockey.
- ii) Look at the sky. A bird _____ (fly).

- 2. Complete the following sentences using either the past simple or the present perfect form of the verbs given in brackets:-**

- i) My father _____ (come) home safely yesterday.
- ii) we _____ (take) our lunch.

- 3. Complete the following sentences by using the present perfect tense or the past simple form of the verbs given in brackets:-**

- i) My watch _____ (stop) I don't think I _____ (wind) it this morning.
- ii) The postman _____ (already call). He _____ (bring) a parcel for you.

- 4. Fill in the blanks with correct form of the verbs given in brackets:**

- i) _____ (shall/will) I look for the children for you?
- ii) She _____ (shall/will) never see her parents again.

iii) The dog looks ill, I think it _____ (will/is going to) be sick.

5. Fill in the blanks with (either will be -ing or will have -en).

i) They _____ (live) here for four years in May.

ii) She _____ (work) here for a year in October.

Answer sheet for the question set for practice:

1. i) plays/is playing

ii) is flying

2. i).came

ii) have taken

3. i) has stopped/wound

ii) has already called/brought

4. i) shall

ii) will

5. i) will have lived

ii) will have been working

TYPES OF SENTENCES

A sentence is the major unit of grammar. In writing we begin a sentence with a capital letter and end it with a full stop.

1. Tomorrow is Monday.

2. We play football everyday.

In the above sentences 'is, play' are finite verbs. They can be changed into past tense forms so they are called finite verbs.

What is a Clause?

A clause has a structure like a sentence. It has a subject and a verb in the predicate phrase. A clause may be a sentence by itself or it may be a part of a sentence.

There are three types of sentences i.e. Simple, Compound and complex.

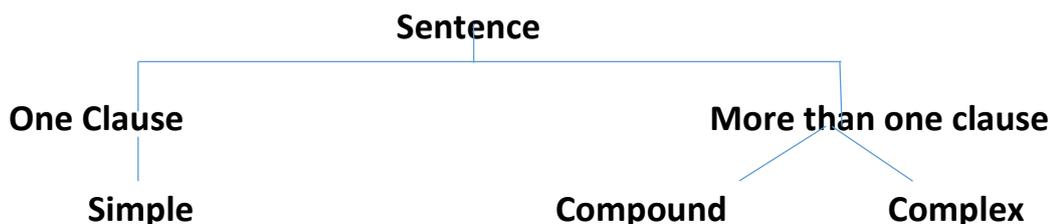
Example:-

1. **Simple**-Birds fly in the sky.

2. **Compound**-He tried hard but did not succeed.

3. **Complex**-My father arrived when I was just going out.

Now look at the diagram given below and see the difference between simple sentences on the one hand and compound sentences and complex sentences on the other.



• **Kinds of simple sentences:-**

1. **Declarative**-We eat rice and dal.

2. **Interrogative**:-Are you reading English?
3. **Imperative**:-Open the door.
4. **Exclamatory**:-How quickly he runs!

A. Declarative sentences-

A declarative sentence declares or marks a statement and usually begins with the subject.

Example:-Sunanda has done her homework
Tigers live in forests.

Activity:-1

Pick out the finite verbs in the following sentences.

- i. The students went home.
- ii. Rama Babu teaches us English.
- iii. He has been studying to pass the examination.

Answer:-

i) went ii) teaches iii) has

B. Interrogative sentence:

Sentences which are used to ask questions are called interrogative sentences.

Example:- 1. Are you a student?
2. Who broke the window?

C. Imperative sentences:

We usually omit the subject "you" in imperative sentences. These sentences express an order, a request, advice, command, prayer or suggestions.

Example:-
1. Pass me the salt.
2. Rise early in the morning.
3. March ahead, soldiers.
4. Let's go for a picnic.

D. Exclamatory Sentences:

Exclamatory sentences express surprises, admiration, sorrow or other feelings.

Example:-
1. What a clever boy he is! 2. How first time flies!

Activity-2

Some simple sentences are given below. Mention against each whether it is Declarative, Imperative, Interrogative or Exclamatory.

- i. Rajesh speaks very quickly.
- ii. What a stupid boy he is!
- iii. Are you a teacher?
- iv. Do not play with fire.
- v. How beautiful she sings!
- vi. When do you go to school?
- vii. Please give me a glass of water?
- viii. Birds fly in the sky.

Answers:

- i) Declarative ii) Exclamatory iii) Interrogative iv) Imperative
v) Exclamatory vi) Interrogative vii) Imperative viii) Declarative

Compound Sentences:

Sentences in which two or more independent clauses are joined by coordinate conjunction like and, but, yet, still, or, so, therefore, etc. are called compound sentences.

Example:-

- i. He is very rich but still he is happy.
- ii. He finished his homework and went to bed.
- iii. You must work hard or you will not pass.

Activity-3

Combine each pair of the following sentences in to a compound sentences using conjunctions such as:-and, but, or, so, yet, for, otherwise.

- i. He finished his exercise. He put away his books.
- ii. Make haste, you will be late.
- iii. He tried hard. He did not succeed.

Answer:

- i) He finished his exercise, and he put away his books.
ii) Make haste or you will be late
iii) He tried hard but he could not succeed.

Neither.....nor, either.....or, not only.....but also, both.....and are, called correlatives conjunctions or correlatives for they go in pairs and are related to each other. These correlatives usually join alternatives.

Join the pairs of sentences given below.

1. He does not drink tea.
He does not drink coffee.
2. She draws pictures neatly.
She also paints them beautifully.

3. The artists will sing for us.
They will dance for us too.

Answers:

1. He drinks neither tea nor coffee.
2. She not only draws pictures neatly but also paints them beautifully.
3. The artists will both sing and dance.

Activity-4

- i) Mr Dash does not own a car
He does not want to have one.

- ii) The soldiers captured the city.
They also destroyed it.

- iii) You may visit the zoo on Sunday.
You may go out for a walk on Sunday

Answers:

- i) Mr. Dash neither owns a car nor wants to have one
- ii) The soldiers not only captured the city but also destroyed it.
- iii) You may either visit the zoo or go out for a walk on Sunday.

Complex Sentences:

The sentence which consists of one main clause and one or more subordinate clauses is called a complex sentence.

Example:-

- i. A man who is wise is respected by all.
- ii. Time which is lost, lost forever.
- iii. Although he is poor he is happy.

Activity-5

Break up each of the following sentences into separate clauses mark the main clause as MC and subordinate clause as SC.

- i. I cannot express what I feel for you.
- ii. He said that he had done the work.
- iii. Raman admitted he had done the mistake.

Answers:

- i) I cannot express. -MC
What I feel for you. -SC
- ii) He said. -MC
That he had done the work. -SC
- iii) Raman admitted. -MC
That he had made a mistake. -SC

Questions for practice:

1. Combine each pair of the following sentences into a compound sentence using the conjunctions such as but, and, or, so, yet etc.

- i. I told him twice. He did not correct himself.
- ii. She finished her homework. She went to bed.
- iii. Be quick, you will be late.

2. Break up each of the following sentences into separate clauses. Mark the main clause as mc and the subordinate clause as sc.

- i. He said that he had done the work.
- ii. I have read the book which my father gave me.
- iii. The thief who stole my purse escaped in the dark.
- iv. This is the book which/that he read yesterday.

3. Do as directed:

- i. He is a very stupid boy.(Change into a sentence in the exclamatory form.)
- ii. How vast the oceans are!(Change the sentence into declarative form.)
- iii. I like ice cream.(Turn into an interrogative sentence.)

Answer:

1.

- I. I warned him twice but he did not correct himself.
- II. She finished her homework and went to bed.
- III. Be quick or you will be late.

2.

- I. He said-MC / he had done the work-SC
- II. I have read the book-MC/ which my brother gave me-SC
- III. The thief-MC / who stole my purse escaped in the dark-SC
- IV. This is the book-MC / which/that he read yesterday-SC

3.

- I. What a stupid boy he is!
- II. The oceans are (very) vast.
- III. Do you like ice-cream?

SUBJECT-VERB AGREEMENT

The verb must agree with the subject in number and person. So the verb should be of the same number and person as the subject.

Note the agreement between the subjects and the verb in the following sentences.

1. I am a student. They are farmers.

1. (a) When the sentence starts with there the verb agree with the real subject that comes after the verb.

Example: There is/was a pen on the table.

There are/were three pens on the table.

(b) When the sentences starts with "it" the verb is always singular-is/was

Example: It is/was raining heavily.

2. "is" is generally used in mathematical expressions.

Example: Five plus five is/makes ten.

Two fives are ten. (The subject is two fives.)

3 When an expression of an amount, distance, state, height or time is spoken of as a single unit or a single unit of measurement it is often used as a singular subject.

Five thousand rupees is too much for a biscuit.

Two kilometers is not a long distance.

4. When two subjects together express one idea the verb will be singular.

Example: Rice and dal is my favourite food.

5. A collective noun when refers to the collection as a whole we prefer singular verb.

Example: The crew was large.

6. (a) A collective noun when refers to the collection separately as individuals of which it is formed we prefer plural verb.

Example: The crew were taken prisoners.

(b)Some nouns like police, people, cattle, etc. usually take plural verbs.

Example: The police are after the thief.

The cattle are grazing in the field.

7. Clothing, food, furniture, stationary are singular and take singular verbs.

Example: The furniture needs to be repaired.

8. Modifying phrases or clauses following the subject, noun do not affect the verb. The verb depends on the number and person of the head noun of the subject.

Example: One of my friends lives in the nearby village.

9. (a) If the subject phrase begins with either of, neither of, or none of the following by a plural noun or pronoun, the verb is usually singular.

Example : Either of the girls has won the prize.

Neither of them has returned.

None of the boys has come yet.

(b) Each of, one of etc. always take singular verb.

Example: Each of the soldiers was given a medal.

(c) If no/some is followed by a singular noun it takes singular verb. If it followed by a plural noun it takes a plural verb.

Example: No student has come yet.

No students have come yet.

Some people have gone on a picnic.

(d) In case of two titles or designations of the same person, the verb is singular, but if the person referred to are different the verb is plural.

Example: The dancer and singer is dead.

The director and the actor have just entered the hall.

(to indicate that the persons talked about are two persons, we use the definite article "the" before each person as in the second example before)

10. If the subject begins with a fraction, the verb agrees with the noun that follows the fraction.

Example: One fourths of the crop has been destroyed.

One third of the mangoes are ripen.

11. (a) If the subject begins with a good deal of, a great deal of, a lot of, plenty of, most of, some of etc the verb agrees with the noun that follows these phrases.

Example: Some of the music was superb. (Uncountable noun)

Some of the children were naughty.(countable noun)

(b) a number of.....followed by a plural noun takes a plural verb but the number of.....in a similar situation takes a singular verb as the real subject is the number of.

Example: A number of students are suffering from mumps.

The number of sick children is increasing.

12. Physics, economics, news, muscles, advice, jewelry, scenery, etc. are uncountable nouns. They take singular verb.

Example: Physics is my favourite subject.

The news is good.

13. If the subject is a clause, the verb is singular.

Example:

What they do these days does not concern me.

14. If two nouns are joined by, with, as well as, in addition to, together with, the verb agrees with the first subject.

Example: Rama as well as his friends was invited to the party.

The mother with all her children has come.

15. If two nouns are joined with not only.....but also, either.....or, the verb agrees with the nearest noun phrase.

Example:

Either Rama or his sisters have to leave the place.

16. Some nouns are made up of two similar parts in a pair like, scissors, trousers, glasses etc. these words are treated as plural subjects.

Example: These scissors need sharpening.

A pair of glasses is useful in summer.

(A pair of scissors, a pair of trousers takes a singular verb.)

17. When an adjective is used as a noun representing a class, it takes a plural verb.

Example: The blind need our help

The poor are the worst sufferers.

18. When the plural noun is a proper name for some single object or some collective unit, it requires a singular verb as –

Examples: The United States is a powerful country

The mid-nights children was written by Salman Rushdie.

Activity 1

Choose the correct verbs given in brackets and rewrite the sentences.

- i) Eighty kilometers _____ (is/are) a long distance.
- ii) Fish and chips (is/are) not so expensive as chicken curry and rice.
- iii) A crowd (has/have) gathered in the street.
- iv) The police (is/are) chasing the thief.
- v) Her clothing (is/are) water proof.

Answers – i) is ii) is iii) has iv) are v) is

Activity 2

Fill in the blanks with appropriate auxiliary verbs.

- i) Either of the boys _____ won a medal.
- ii) One of his friends _____ able to speak English fluently.
- iii) The Governor and Chancellor of the University _____ been invited to this function.
- iv) A great deal of money _____ spent for his mother's treatment.
- v) These days mumps _____ not at all difficult to cure.

Answers: i) has ii) is iii) has iv) is v) is

Activity- 3

Rewrite the following sentences choosing the correct alternative given in brackets.

- i) A pair of spectacles (was/were) lying on the bed.
- ii) Rama as well as his friend (like/likes) to play football.
- iii) The rich (lives/live) happily.
- iv) Six weeks (are/is) a long vacation.
- v) Your trousers (is/are) torn.

Answers: i) was ii) likes iii) live iv) is v) are

Question for Practice:

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

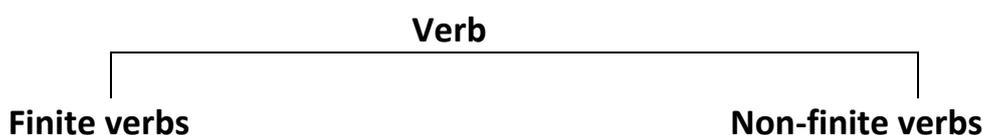
- 1. The proprietor and director _____ appointed her. (has/have)
- 2. My cousins as well I _____ present. (are/am)
- 3. Either Mita or her sisters _____ to be blamed. (is/are)
- 4. None of his books _____ read today. (is/are)
- 5. 'The Midnight's Children' _____ written by Salman Rushdie (was/were)
- 6. The quality of the sarees _____ not good. (was/were)
- 7. Fifty thousand rupees _____ a good sum. (is/are)
- 8. Neither of the two candidates _____ present. (was/were)
- 9. Rakesh, as well as his friends _____ won the competition. (has/have)
- 10. One of the boys _____ appointed as the monitor of the class. (was/were)

Answer:

- 1) has 2) are 3) are 4) is 5) was
- 6) was 7) is 8) was 9) has 10) was

NON-FINITE VERB FORMS

Verb is an action word. It is a necessary part of a sentence. We can't form a sentence without a verb. There may be a single verb or more than one verbs. If there is a single verb that must be a finite verb and a full/main verb. If there are more than one verbs/verb phrase, the first one is finite verb and the rests are non-finites.



Examples:

1. I go to school every day.
F.V
2. I am going to school.
F.V N.F
3. My father has been living in Bhubaneswar since 2001.
F.V N.F

Principles:

	Finite Verbs	Non-Finite Verbs
1	A finite verb agrees with the subject.	A non-finite verb doesn't agree with the subject.
2	A finite verb changes its tense form in a sentence depending on the person and number of the subject.	A non-finite verb does not change its tense form at any case. It always remains the same.
3	A single finite verb can be used independently in a sentence and makes the sentence complete.	A non-finite verb cannot be used independently in a sentence. It only comes after a finite verb.
4	If there is a single verb in a sentence it must be a finite verb as well as a full/main verb.	If there are more than one verbs in a sentence, the first one is finite and others are non-finite verbs.
5	Auxiliaries, modals and full verbs can be used as finite verbs.	Only full verbs are used as non-finite verbs.

Examples: -

1. Cow eats grass.
2. Cows eat grass.
3. I am reading a story book.
4. Seema is writing a letter.
5. Children are playing in the garden.

The underlined words above are finite verbs.

6. What are you doing now?
7. My mother may be working in the kitchen.
8. I shall go and bring medicine for you.
9. Children always like to eat sweets.
10. Sushil has painted his picture.

The underlined words above are **Non-finite verbs**.

Non-finite verbs are of 4 types.

Infinitives:

- to-infinitives
- bare infinitives

Non-infinitives:

- ing forms
- en forms

I. To – infinitives (Finite Verbs (F.V) + to-infinitives)

Examples:

1. I want to go home now.
2. I hope to see you soon.
3. It is not so easy to get a first division.
4. The doctor advised my mother to take medicine in time.
5. I requested my friend to help me.

II. Bare infinitives / Zero verb

Examples:

1. Don't let him to go to cinema.
2. I helped my mother clean the kitchen.
3. We saw the blindman cross the road safely.
4. My friends made me laugh.
5. They felt the door vibrate.

III. –ing form (V+ -ing forms / V +N.P + -ing forms)

Examples:

1. She enjoys watching TV.
2. Please stop talking inside the class.
3. Did you forget posting the letter?
4. Would you mind carrying my basket?
5. We saw him playing cricket with his friends.

IV. –en form (V +NP + V₃)

Examples:

1. I had my hair cut.
2. The letter was seen written and typed.
3. My faith got his both eyes tested.
4. I found my dress cleaned.
5. Meena got her new frock torn in many places.

N.B: Generally we use to infinitive or –ing form after the words better and rather. But bare infinitive is used after had better and would rather.

Examples:

1. You had better go now.
2. We had both leave this place.
3. I would rather look into it.
4. I would rather starve than beg.

Self-check questions:

I. Underline the finite verbs.

1. My mother is cooking in the kitchen.
2. Where are you going?
3. Suman has already done his homework.
4. Dogs live in Kennel.
5. Would you do me a favour?
6. We want Amit to win the match.
7. My father has been doing his office work for six hours.
8. Do you like to go to cinema?
9. Have you ever been to Konark?
10. I got my uniform cleaned.

II. Fill in the blanks using suitable non-finite form of the verbs given in brackets.

11. I learnt _____ when I was five. (swim).
12. Please remind me _____ Anand tomorrow. (Call)
13. Our Class teacher won't _____ anybody to enter the class late. (allow).
14. I got my shoes _____. (mend)
15. He is very funny. He always makes me _____. (laugh)
16. We saw Manas _____ on the wall. (walk)
17. Whom do you want _____? (meet)
18. Don't forget _____ the meeting tomorrow at 11 AM. (attend)

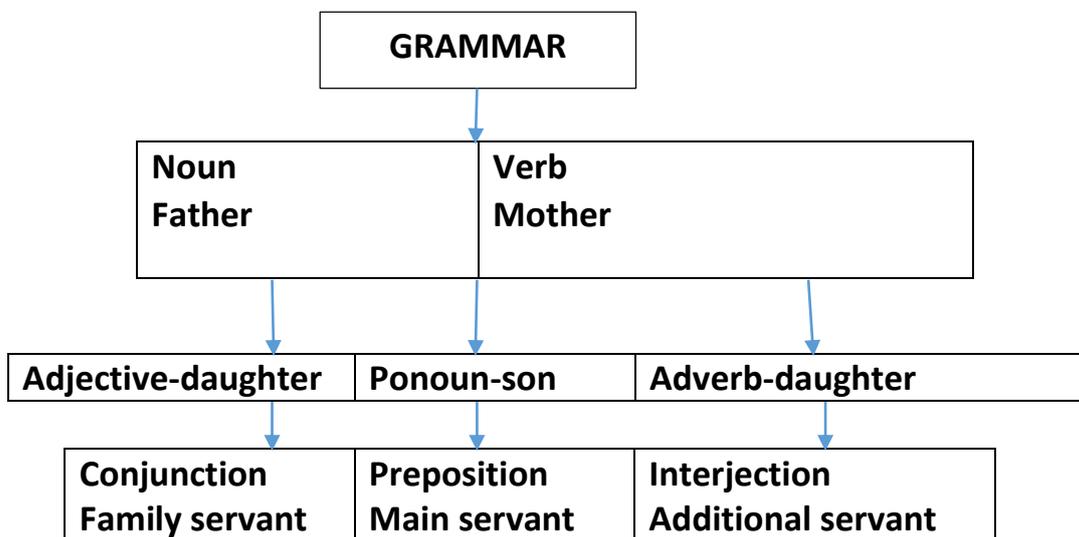
19. My younger brother enjoys _____ cricket on TV. (watch)
 20. Radha was made _____ by her friends. (dance)
 21. Amlan had better _____ football. (Play)
 22. I hate _____ lies. (tell)
 23. I don't mind _____ you. (help)
 24. My grandma gets her eyes _____ regularly (test)
 25. Talk quietly. I don't want anybody _____ us. (hear).

Answer Sheets:

1. is	2. are	3. has	4. live	5. would
6. win	7. been doing	8. go	9. gone	10. cleaned
11. swimming	12. to call	13. allow	14. mended	15. laugh
16. walking	17. to meet	18. to attend	19. watching	20. to dance
21. play	22. telling	23. helping	24. tested	25. to hear

PREPOSITIONS

Well Children! – Everybody has a family. Likewise English Grammar has also a family. It has basically 8 members. Let's see (in a funny way) who they are.



Look at the diagram above.

Noun and verb have three children- ie, Pronoun-son, Adjective-daughter and Adverb-daughter. Mark that in absence of father-**Noun**, **Pronoun** takes charge/care of the family in an English sentence. Daughter **Adjective** loves more to father-Noun and daughter **Adverb** loves more to mother-Verb. But

Preposition does the main work of the family as a servant. Now look at the role of **Preposition** in the Grammar family of a sentence.

*1. He went Puri yesterday. (unacceptable)

2. He went to Puri yesterday. (acceptable)

Sentence-1 above does not sound sweet. It is not grammatical and meaningful. But sentence-2 is grammatical and meaningful. In both the sentences four words are common, but in sentence-2 one small word (to) is odd one out. The use of this small word (to) makes the sentence meaningful and grammatical. It is prepositioned before the Noun, **Puri**. Hence, **to** is a **Preposition**.

Remember, this type of words do not have fixed dictionary meanings. They give different meanings in different contexts/situations as per their use in sentences.

● **Questions for Practice:**

Now go through your grammar textbook- 'Preposition Chapter'. Read them mindfully and write out the answers to the following questions. Each question carries one mark in your examination. After answering check them with the answers given in the 'Answer-key'.

Q.1. Encircle the prepositions in the following sentences. The first one has been done for you.

- i. Let us walk along along the road.
- ii. The police are on duty.
- iii. Why are you knocking at the door?
- iv. I do not believe in superstitions.
- v. My friend sat beside me.
- vi. I am very much pleased with you.
- vii. Birds fly in the sky.
- viii. There is a bridge over the river.
- ix. Be aware of dogs.
- x. They came after me.

Q.2. Supply correct prepositions in the following sentences: The first one has been done for you.

- i. He is a man of great importance.
- ii. Add two _____ six.
- iii. The watch belongs _____ my friend.
- iv. What is the matter _____ you?
- v. There is no solution _____ the problem.
- vi. It is difficult to live _____ writing.

- vii. They went home _____ foot.
- viii. My family lives _____ a village.
- ix. The meal will be ready _____ minutes.
- x. What are you doing _____ the weekend?
- xi. My birth day is _____ April.
- xii. Where have you come _____?
- xiii. I was absent _____ school yesterday.
- xiv. He was in jail _____ four months.
- xv. He went _____ the hill.

Q.3. A teacher is talking to a group of students about a surprise test they are going to take. Complete the teacher's advice, using the correct prepositions in the blanks below. The first one is done for you.

- i. Write your answers **in** ink in the spaces provided.
- ii. Put your name _____ capital letters _____ the top of the paper.
- iii. You might be waiting _____ the question paper.
- iv. Do not look _____ anybody while writing.
- v. Write the correct answers _____ the questions.
- vi. When you are _____ the end of the test, check your answers.
- vii. The results of the test will be ready _____ the end of the July.
- viii. You will be able to find your results _____ the website.

• **Answer-key to the practice Questions:**

First try out to answer to the questions above and then check your answers given hereunder.

Q.1. ii. on, iii.at, iv. in, v. beside, vi. with, vii.in, viii. over, ix. of, x. after

Q.2. ii. to, iii.to, iv. with, v. to, vi. on, vii. on, viii. in, ix. In/within,
x. at, xi. on, xii. from, xiv. for, xv. up

Q.3 ii.in, at, iii. for, iv. at, v. to, vi.at, vii. during/at, viii. on

PHRASAL VERBS

Look at the following sentences.

1. The children sat down.
2. The villagers cut down all the trees.
3. The farmers called off the strike

Note that in all the sentences above, the verbs consist of two parts: a main verbs (sat, cut, called) and small words, which are called particles (down, off). The first sentence is easy to understand by the meaning of the main verb and meaning of the second sentence can be guessed while it is difficult to understand the meaning of the third sentence. These main verbs with the particles are called Phrasal Verbs. We usually use many particles in our use with the verbs like in, on, out, of, down, by, up, back, forward, down, about, over, away, along, through, after, with, to, etc. Read the phrasal verbs and their meanings in your Grammar Book and do the following activities. Check your answers in the Answer-key.

Activity-1:

Fill in the blanks in the sentences using the phrasal verbs choosing from brackets with their correct forms.

(look after, bring up, fall out, close down, believe in look for, make out, take after, set in, lay by)

1. The son _____ his father.
2. Winter _____ late this year.
3. I could not _____ what my teacher said.
4. Everyone should _____ something for his family.
5. Swagat is _____ for a job.
6. We should _____ our old parents.
7. Ram Lal _____ his shop yesterday.
8. We must not _____ with our friends.
9. He _____ punishment.
10. The girl was _____ by her uncle.

Activity-2:

Rewrite the sentence using a phrasal verb for the underlined verb.

1. The Chief Minister visited the Prime Minister yesterday.

2. The thieves got away.
3. The fire brigade managed to put out the fire.
4. I do not know how to set about these challenging work.
5. The Headmaster turned down my request.
6. He took off his cap and entered the temple.
7. He has a very good habit to look up words in a dictionary.
8. My friend got over from his fever.
9. We must carry on with our work.
10. It is very difficult for him to give up smoking

• **Answer-key:**

Activity No	Answers
1	1. takes after, 2. set in, 3. make out, 4. lay by, 5. looking for, 7. look after, 8. fall out, 9. believe in, 10. brought up
2	1. called on, 2. escaped, 3. extinguish, 4. begin, 5. rejected, 6. removed, 7. search, 8. recovered, 9. continue, 10. stop

NOUN CLAUSES & RELATIVE CLAUSES

A Noun clause is a group of words having a subject and a predicate (a finite verb) of its own. It does the work of a noun.

- It should not confuse with a noun or a noun phrase. A Noun phrase is a group of words that does the work of a noun. But it has no finite verb.

Example

1. Suman likes fish. - a **Noun**
2. Suman likes what his mother cooks. - Noun Clause
3. I expect something. - a Noun
4. I expect that I shall get a prize. - Noun Clause

Functions of Noun clauses:

a) **The subject of a sentence.**

- 1- That you have come pleases me.
- 2- What he says is not correct.
- 3- Where he was born is not known.

b) **An object of a transitive verb**

- 1- No one knows who is he.

- 2-Teacher said that Sun rises in east.
- 3-Tell me why you did not come to school.

C-A complement of a verb

- 1-This is exactly what we expected.
- 2-The problem is who will bell the cat.
- 3-The difficulty was how to manage fund.

d-An opposition to a noun /pronoun.

- 1- The news that his father has come is true.
- 2- The remora that he has resigned is false.
- 3- It is certain that he will be elected again.

e-An object of preposition.

- 1-Pay attention to what I say.
- 2-There is no meaning in what you say.
- 3-I have no objection in whatever you do.

•Self-check Activities:

II-Underline the noun clause and mention its function

- 1-I do not know what he wants.
- 2-You must be careful of what you say.
- 3-We all thought that he would come to the meeting.
- 4-That you will cheat me hurt me.
- 5-How the thief entered the house is a mystery.

II-Complete the sentences using a noun clause.

- 6-It is certain _____.
- 7-_____ is a well-known fact.
- 8- I do not know _____.
- 9-The doctor is hopeful _____.
- 10-It seems _____.

RELATIVE CLAUSES

A **Relative Clause** (R.C) or an adjective clause does the function of an adjective. It qualifies /identifies a noun or a noun phrase. The noun comes just before the relative clause and it is called antecedent.

- Example-1-The girl’s eyes are **blue.** ---adjective
- 2-He met a girl **with blue eyes.** ----adjective phrase

- 3-He met a girl **whose eyes were blue**. -----adjective clause
- 4-My umbrella is **broken**. ---adjective
- 5-The umbrella **with broken handle** is mine. -----adjective phrase
- 6-The umbrella **which has a broken handle** is mine. adjective clause

Relative pronouns to join two sentences are –

- Who, whom (for persons)
- Which, that (things/objects)
- Whose -possessive relative pronoun

Steps of joining two sentences making one a relative clause

- 1-The girl is my sister.
- 2-She is wearing a red frock.

STEP-1: Find the identical noun/pronoun in both sentence.

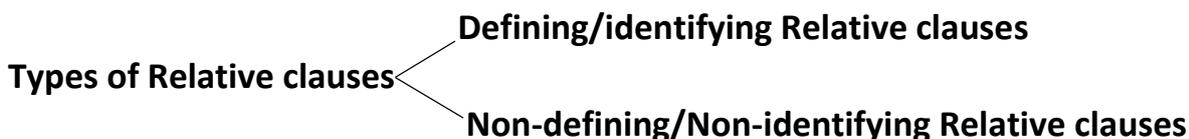
She is wearing a red frock.

STEP-2: Replace it for a relative pronoun.

Who is wearing a red frock?

STEP-3: Use the relative clause just after the noun /antecedent in the first sentence to whom it qualifies.

The girl who is wearing a red frock is my sister



Defining Relative clause is an essential part of a sentence to identify the noun/antecedent.

EX-The girl who wears a red frock is my sister.

In this sentence the Relative clause is necessary to identify the noun girl. So it is called Identifying Relative clause.

Non-defining Relative clause is an extra/ additional part of a sentence. It is not necessary to identify the noun.

Ex-Sushmita, Who wears a red frock, is my sister.

In this sentence the Relative clause is an extra information. The proper noun Sushmita is self-identified. So it is separated from the main clause (MC) by two commas.

● **Self-check activities:**

I-Identify the relative clause and mention if it is defining/non-defining.

- 1-I have read the book that my father gave me.
- 2-The boy who always helps me is my best friend.
- 3-My mother, who cooks very well, is a good lady.
- 4-Our Prime Minister, who works for our nation, is very popular.

5-Anjali, who gives me flowers every day, is my favorite student.

II Combine the sentences making one as a relative clause.

6-My uncle is a doctor. He lives in Koraput.

7-I like the man. He has a smiling face.

8-I write with the pen. My father bought it for me.

9-Amit is my best friend. He stands first in our class.

10-He is sitting on a chair. It has a broken leg.

III Fill in the blanks with suitable relative pronoun from brackets.

11-I found the book _____ I was looking for.

12-The man _____ the police arrested in my neighbour.

13-The police arrested the man _____ had stolen my purse.

14-My elder brother _____ lives in Canada is a doctor.

15-The number _____ you are calling is switched off.

(who, whom, which, whose, that)

ADVERB CLAUSES

Read the following sentences and mark the underlined words below.

1. It was raining when I came out.
2. I arrived where nobody was present.
3. I didn't attend school because I was ill.

Mark that in all the sentences above, the parts underlined are **Adverb clauses** as they function like adverbs or adverbials. They can be replaced by adverbs or adverbials. For example, in sentence-1, we can replace the underlined part by 'in the morning' or anything like that. We usually use different types of adverb clauses in sentences. You can know a lot about adverb clauses from your Grammar book. Now, with the help of your Grammar book, you do the following activities.

• Activity-1:

Underline the Adverb Clauses in the following sentences.

1. The teacher said that the earth has the gravitation power to pull everything down.
2. My father got so angry that we couldn't stand in front of him.
3. He cannot provide so much money for his son since he is very poor.
4. Everybody knows that he is very honest.
5. We must wait here till they come here.

6. Mitali cannot work as hard as her younger brother can.
7. You will stay fit if you do exercise regularly.
8. Unless my teacher helps me, I cannot solve these problems.
9. If it rains, we cannot attend the party.
10. Had I a lot of money, I could buy this building easily.

• **Activity-2:**

Fill in the blanks using the correct forms of the verbs given in brackets.

1. Gandhiji died after India _____ her freedom. (get)
2. The cricket match started as soon as the chief guest _____ it. (inaugurate)
3. If I were king, I _____ you my minister. (make)
4. If you pour oil on water, it _____. (float)
5. Although it was raining, they _____ out for a walk. (go)
6. If I _____ well, I could have scored more marks. (study)
7. If my friend came here, I _____ the temple with him. (visit)
8. If you go to Puri, you _____ on the seashore. (walk)
9. If he _____ for money, his father could have given him to buy a dictionary. (ask)
10. If we obey traffic rules, we _____ any accidents on road. (avoid)

• **Answer-key:**

Activity-1:

1. The teacher said that the earth has the gravitation power to pull everything down.
2. My father got so angry that we couldn't stand in front of him.
3. He cannot provide so much money for his son since he is very poor.
4. Everybody knows that he is very honest.
5. We must wait here till they come here.
6. Mitali cannot work as hard as her younger brother can.
7. You will stay fit if you do exercise regularly.
8. Unless my teacher helps me, I cannot solve these problems.
9. If it rains, we cannot attend the party.
10. Had I a lot of money, I could buy this building easily.

Activity-2:

1. had got, 2. inaugurated, 3. would make, 4. floats, 5. went, 6. had studied, 7. could visit, 8. will walk, 9. had asked, 10. will not face

THE PASSIVE

- **Look at the following sentences.**

(1) Akash painted the picture.

(2) The picture was painted by Akash.

Both these sentences mean the same thing but they differ in their structure. In sentence (1) the subject 'Akash' is the performer of the action i.e the subject is active. It is said to be in active voice. In sentence (2) 'Akash' is the receiver of the action i.e the subject is not active but passive. It is said to be in passive voice.

- In the active voice the subject performs the action expressed by the verb.
- In the passive voice subject receives the action expressed by the verb.
- The subject in the active voice becomes the object in the passive voice and object in the active voice becomes the subject in the passive voice.
- Generally passive voice can be made of transitive verb i.e verbs which have an object attached to them.
- The by + the agent phrase may be left out, depending on the situation in which the passive is used.

- **Change of Verb Forms in Passive Voice**

1- Present simple

Active: Children fly kites.

Passive: Kites are flown by children.

Am/is/are + past participle

2-Past simple

Active: The policeman caught the thief.

Passive: The thief was caught by the policeman.

Was/were +past participle

3-Present Progressive

Active: Rupali is cleaning the rom.

Passive: The room is being cleaned by Rupali.

Am/is/are +being +past participle

4-Past Progressive

Active: My mother was cooking dinner.

Passive: Dinner was being cooked by my mother.

Was/were +being +past participle

5-Present Perfect

Active: The children have worked out the sum.

Passive: The sum has been worked out by the children.

Have/has +been + past participle

6-Past Perfect

Active: They had done their work.

Passive: Their work had been done by them.

Had + been +past participle

7-Passive with Modals

Active: You can solve this problem.

Passive: This problem can be solved by you.

Modal +be +past participle

8-The passive used with a compliment

Active: The principal made me captain.

Passive: I was made captain.

9-Passive with verbs of reporting

Active: People say that he was very rich.

Passive: It is said that he was very rich.

10-Passive with to + infinitive

Active: The house is to let.

Passive: The house is to be let.

11-Passive with Bare infinitive

Active: I saw the man cross the road.

Passive: The man was seen to cross the road.

12-Passive of questions

Yes -No questions

Active: Did you take that book?

Passive: Was that book taken by you?

Wh-questions

Active: When will you send a reply?

Passive: When will a reply be sent?

•Self-check Questions:

Change in to passive voice.

1. My mother feeds the cattle.
2. People speak English all over the world.
3. Who broke the chair?
4. I saw him opening the box.
6. People say elephant has good memories

7. People say he is an honest officer.
8. The mother made me sit on the chair.
9. We elected him monitor.
10. Will he buy a new chair?
11. They were making a noise.
12. They called him a fool.
13. When will you send a reply.
15. Someone has picked my pocket.

• **Change in to active voice:**

- 17-By whom was the window broken?
- 18-The cow has been fed by the child.
- 19-He was seen crossing the road.
- 20-Meghdoot was written by Kalidas.

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

- 21-Wait! Your bicycle _____ now. (repair)
- 22-Mangoes _____ in summer. (eat)
- 23-English _____ all over the world. (speak)
- 24-My purse _____ yesterday. (steal)
- 25-Cheese _____ from milk. (make)

DIRECT AND INDIRECT SPEECH

We can report the words/speech of a speaker in two ways –

1. We may quote his actual words without any change. This is called **Direct Speech**.

Example- Ram said, "I am very busy now."

2. We may report his speech in our own words. This is called **Indirect Speech**.

Example – Ram said that he was very busy then.

I) Forms of the Direct Speech: -

- The exact words of the speaker are put within inverted commas.
- The first word of the direct speech begins with a Capital Letter.
- The first verb in the sentence is called reporting verb.
- The direct speech is separated from reporting verb by a comma.

Example: The peon said, "I shall post the letter."

II) Forms of the Indirect Speech.

- No inverted comma.

- No comma after the reporting verb.
- The reported speech is followed by conjunction 'that'.
- The first letter of the reported speech is small letter.
- The sentence ends with a fullstop.

Example – The peon said that he would post the letter.

The rules for changing Direct into Indirect Speech:

I – When the reporting verb is in Present Tense, the tense of the direct speech does not change.

- Example:
1. Ram says, "I'm ill." – Direct
Ram says that he is ill. – Indirect.
 2. He says, "The horse died in the night."
He says that the horse died in the night.

II - When the reporting verb is in Past Tense the present tense in the direct speech will be changed into corresponding Past tense.

a) Present Simple → Past Simple

Example: Ram said, "I am going there."
Ram said that he was going there.

b) Present Progressive → Past Progressive

Example: He said, "My Mother is cooking."
He said that his mother was cooking.

c) Present Perfect → Past Perfect

Example: He said, "I have passed the exam."
He said that he had passed the exam.

III – When the reporting verb is in Past tense and the verb in direct speech is also in Past tense, the following changes takes place.

a) Past Simple → Past Perfect

Example: Ram said, "I went there."
Ram said that he had gone there.

b) Past Progressive → Past Perfect Progressive

Example: Ram said, "I was then sleeping."
Ram said that he had been sleeping then.

c) Past Perfect → Past Perfect (no change)

Example: Ram said, "I had done this work."
Ram said that he had done that work.

IV – If the reported speech is a universal/scientific truth or habitual action, its tense form does not change irrespective of the tense of reporting verb.

- Example:
- a) Teacher says, "Sun rises in East."
Teacher said that Sun rises in East.
 - b) Himanshu said, "Bhubaneswar is the Capital of Odisha."

Himanshu said that Bhubaneswar is the Capital of Odisha.
c) Teacher said, "India got independence in 1947."

Teacher said that India got independence in 1947.

V- In case of Interrogative sentences the question in direct speech is turned into a statement in indirect speech.

Examples:

- a) He said to me, "What are you doing?"
He asked me what I was doing.
- b) He said, "Do you want to go home now?"
He asked if I wanted to go home then.

VI – In case of imperative sentences the direct speech is turned into indirect speech in the following ways.

Examples:

- a) Teacher said, "Gopal! Go away."
Teacher ordered Gopal to go away.
- b) My friend said, "Please give me your bicycle."
My friend requested me to give him my bicycle.
- c) The commander said, "March ahead."
The commander commanded the soldiers to march ahead.
- d) Father said, "Don't tell lie."
Father advised me not to tell lie.
- e) My sister said, "Remember to bring the umbrella."
My sister reminded me to bring the umbrella.
- f) He said, "let's have a picnic."
He suggested that they should have a picnic.

VII – In case of exclamatory sentences the direct speech is turned into indirect speech as follows.

Examples:

- a) Alice said, "How clever I am!"
Alice exclaimed that she was very clever.
- b) He said, "What a beautiful flower! "
He exclaimed in joy that the flower was very beautiful.
- c) He said, "Good luck!"
He wished me good luck.
- d) He said, "Congratulations!"
He congratulated me.
- e) He said, "Good Morning! "
He wished good morning.
- f) He said to Rabi, "Liar!"
He called Rabi a liar.

Self-check questions:

I. Turn into indirect speech.

1. Mani said, "I like sweets."
2. The teacher said, "Water boils at 100^o C."
3. The traveler said, "I am tired."
4. Manas said, "I am enjoying my work."
5. The man said, "The house is on fire."
6. She said, "I took it home with me."
7. He said, "What shall I do?"
8. Sarita said, "I must go soon."
9. She said, "What happened?"
10. He said to me, "Do you know him?"
11. The N.C.C. teacher said, "March on boys."
12. Mother said to me, "Don't go to bed late."
13. He said, "I must go there."
14. He said, "How dreadful!"
15. He said, "What a splendid sunset!"
16. We said to Dhoni, "Congratulation."
17. The traveller said, "Farewell, friends!"

II. Turn into Direct Speech.

18. The teacher said that morning was at six.
19. Father said that honesty is the best policy.
20. She wished me a good morning.
21. The priest wished that God might save me.
22. Father advised me not to keep bad company.
23. He exclaimed that the sunset was very lovely.
24. The teacher ordered the peon to bring him a glass of water.
25. Suman says that she doesn't like sweets.
26. I said that I would complain about him to the police.
27. He said he had to go there.
28. He wished me a good evening.
29. My mother advised me not to waste my time.
30. Sarat asked if it was still raining.
31. Priya asked Minati how her mother was.
32. Manoj said that he was very busy.
33. He told me that he would help me.
34. He asked me if I had any work.

Answer Sheet:

I.

1. Mini said that she likes sweets.
2. The teacher said that water boils at 100⁰ C.
3. The traveler said that he was tired.
4. Manas said that he was enjoying his work.
5. The man said that the house was on fire.
6. She said that she had taken it home with her.
7. He asked what he should do.
8. Sarita said that she had to go soon.
9. She asked what has happened.
10. He asked me if I knew him.
11. The N.C.C teacher commanded the boys to march on.
12. Mother advised me not to go to bed late.
13. He told that he had to go there.
14. He exclaimed that was really dreadful.
15. He exclaimed in joy that it was a very splendid sunset.
16. We congratulated Dhoni.
17. The traveller bade farewell to his friends.

II.

18. The teacher said, "Morning is at six."
19. Father said, "Honesty is the best policy."
20. She said to me, "Good Morning."
21. The priest said, "May God save you."
22. Father said to me, "Don't keep bad company."
23. He said, "How lovely the sunset is!"
24. The teacher said to the poem, "Bring me a glass of water."
25. Suman says, "I don't like sweets."
26. I said, "I will complain about you to the police."
27. He said, "I must go there."
28. He said, "Good evening."
29. My mother said to me, "Don't waste your time." (2015)
30. Sarat said, "Is it still raining?" (2014)
31. Priya said to Minati, "How is your mother?" (2014)
32. Manoj said, "I am very busy." (2017)
33. He said to me, "I shall help you." (2019)
34. He said to me, "Do you have any work?"

FUNCTIONAL ENGLISH

WRITING AN ESSAY

An 'Essay' is a statement of thought and imagination, wit and emotion, knowledge and wisdom, work and experience. But for secondary school children, it means a short piece of writing on a particular subject. On the other hand, it is a guided composition/writing, a work of art. It needs a good beginning, middle and an end. The first step is to make a plan, the next to choose a fitting style for the subject, and lastly to gather material and develop the key points/outlines. It is very necessary to write short and simple sentences which convey the meaning /purpose in a precise manner. It needs a lot of care for the choice of words for easy understanding.

How to write: One should well take care of the following five points.

- I. Presentation/ Introduction
- II. Organisation of ideas
- III. Content/ Subject matter
- IV. Appropriateness /correctness of language
- V. Style of writing

In a guided writing some key points/ outlines should be given. You are to develop those points into small paragraphs. The idea should be arranged in your mind first and then it will be arranged in writing too. The first sentence of the paragraph is the main /important sentence; we call it the topic sentence. An eager eye will enable the writer to pick up a variety of information. The information be placed in an organised way/ a sequential order. A good vocabulary is an asset to it. One should use the right words at the right place. We should have a good knowledge of grammar (correction of language). What words we use, and in what order we put them in a sentence, is a matter of style. Sentences should have a magnetic touch with each other. The ending of an essay is as important as the beginning.

To sum up, in order to write a good essay, you must consider carefully the limits of your subject/topic. The treatment must be natural and simple. There should be the logical coherence of ideas, views or thoughts or each point should be written in a paragraph. It arrests the reader's attention. Avoid repeating words and phrases in your essays. After writing your essay, revise it carefully and correct the over-sight errors in respect of grammar, spelling, and punctuation marks.

Note:

You are required to write an essay in about 250 words as the syllabus needs (in accordance with the B.S.E.(H.S.C) syllabus). Some suggested outlines will be given and you have to develop them into small paragraphs to make a complete essay.

The Game I Like Most**Outlines:**

(What is a game? –how do you spend most of your time? –do you play any game? –why do you think games and sports are necessary in student life?- What outdoor and indoor games do you play?- what is your favourite game? – What are you going to do to be an outstanding player in the future?)

Ans: Games play an important role in our life. They make a sound mind in a sound body. Development of body and health go hand in hand. Games are played between two teams. A game is a kind of sport. The players play in close cooperation with each other. It helps us to provide patience, endurance, presence of mind and a sense of fairness and discipline. I play different games and spend some time. After returning from school, I usually go to play. On Sundays and other holidays, I give much time to games. I feel games and sports are very necessary in student life. It gives us enjoyment as well as strength. It removes boredom in life and gives inspiration to students.

The games that are played in the open air are called outdoor games. Games like football, hockey, lawn-tennis, kabadi, basketball badminton etc are called outdoor games. Games like chess, playing cards, ludo and table tennis etc are indoor games. I usually love to play football and cricket.

My favourite game is football. It is perhaps the most popular game all over the world. It attracts thousands and thousands of people to witness it. It is very exciting and thrilling. I take keen interest in this game and never miss an opportunity to enjoy a football match. It is played by two teams, each with eleven players. The game is played with intervals. The time for each half (interval) is forty five minutes. There is an interval for ten minutes. It gives training in discipline and will-power.

I am the captain of our school football team. I play this game daily in the evening. I love to watch this game of other outstanding players. I watch television and listen to commentaries of All India Radio. I always try to learn the

movements, the techniques of my beloved players to be an outstanding player in the future. I am determined and dedicated to continue to play it all my life and make a mark as a distinguished player.

- **Now try out yourself to write the following essays. Their outlines are given. You have to develop them into complete essays.**

1. My Ideal Teacher :

(His/her name and appearance- what she/he teaches- his/her performance and achievement as a teacher- participation in other activities at school- relationship with students- , staff and sub staff and public- why you like him most)

2. Importance of Trees:

(How trees benefit us- effects of the trees on the atmosphere and climate- why people cut down trees- harm caused by large scale cut down- how to protect trees- how to grow more trees)

3. Good Health:

(Your idea of good health- benefits of good health- how to keep good health- effect of good health on health, mind and body- your plans to keep good health)

4. The Teacher's Day

(When it is observed- its significance- how it is observed in your school- your feelings about the day)

5. Domestic Animals:

(Names of some domestic animals- how they are different from wild animals- their usefulness – our duties to these animals)

6. A Cricket Match:

(When and where it was held- the two teams and its umpires- the spectators- exciting moments- the result of the match- the presentation ceremony)

7. The Prize Giving Day of Your School:

(When it is celebrated – a day of rejoicing – arrangement of the stage- arrival of the guests- meeting: opening song- welcoming address by the headmaster- - presenting report –performance of the students- prize giving- speech of the guests- closing song)

8. My Best Friend:

(His /her name- , appearance- his/her family- his/her performance in studies- his/her extracurricular activities- his/ her relationship with students and teachers- why you consider him your best friend)

9. Newspapers :

(Necessity of reading newspapers- different kinds of newspapers; daily, weekly, bi-weekly etc. - different types of news; local , national , international – sports news-entertainment column- your opinion about a good newspaper)

10.My Childhood:

(Birth place and date- parents and other members of the family- joys of home life- school days- friends and companions – memorable incident)

11.My Grandmother:

(Her name, age, appearance- her dress and food- her qualities and work in the family- her relationship with other members and neighbours- her care for you- why you like her)

12.Our School Peon:

(His/her name , age and appearance- his /her family and personal life-quality as a worker- duties at school- relationship with students and staff- your opinion about him/her)

13.My Mother:

(Her name , age and appearance- her education- her work in the family- her relationship with family members- and neighbours- why you love her)

14.A Great Man You Admire:

(Who he is- his early life- education- family and friends- good qualities- why you admire him)

15.A Visit to a Historical Place:

(What historical place it- name of the place and occasion at your visit- historical monuments and other things you saw there- benefits from the visit- need for preservation of such places)

LETTER WRITING

A. We need to write letters of different kinds.

Let us discuss: Why do we write letters?

People write letters to convey their thoughts, ideas, views, wishes and orders etc. It enables us to get knowledge and happiness in life. Besides people write letters for an infinite variety of reasons / purposes.

1. When we come to writing a letter in a second/foreign language like English, it appears a difficult task. We usually sit down and try to put our pens to paper. Then we go about thinking, how to begin it? ... Before writing anything we should mark three things. They are (i) the person we are writing to. (ii) the form and (iii) the purpose. When we write to our relatives and friends (the

known / intimate persons) that comes under Informal Letters. We have a tone of homeliness and a ring of sincerity in those letters. These kind of letters may be a request, apology, congratulations, thanks, consolations, condolences etc. We have to use a special kind of language when we write to them. But we don't use the same language, when we write to (persons not known to us) different of formality with them as we don't know them intimately such letter are known as Formal letters. So the persons we are writing to makes the different kinds of letters.

2. Informal Letters:

These letters express private thoughts and feelings between people who are very intimate. We may call them intimate/private/personal letters. They are generally written in a conversational style. But in formal letters, the addresses and the writer may not know each other. They are called non private official or business letters. They are written in connection with business or official correspondence. If business letters are exchanged between people who know each other, the letters may be semi-private.

Purpose: It is the body part of a letter. In short, it is the true reflection of the writer's mind etiquette.

All kinds of letters should written neatly and clearly. We should be very careful so as not to hurt anyone's sentiments. Our duty is to please, not to offend while writing letters. Our letters should not run short of politeness and generous qualities. We should use fresh and sweet soothing words. Then only our letters will have a good appearance.

B. We have so far dealt with the general aspect of art of letter writing and its kinds. Now let us look to the practical side of it in current letter writing. Let's look at the format given below:

A letter chiefly consists of six parts:

- (i) The heading: the address along with the date is known as the "heading" of a letter. Put your address at the top right hand corner or left hand corner. (Do not put your name). Your name only come at the end of the letter. Then put the date under the address.

Example:

Nandahatapalli

Kanduapalli

Kalapathar

Cuttack (0)

Remember: You may put a comma at the end of each line and a full stop at the end of the last line. It is optional. These days commas and full stop is rarely used.

But there are several ways of writing the date beneath the address.

Example : 2nd February 2020 ← British use

Or 2 February 2020

Or 2 Feb. 2020

Or 2 Feb. '20

American : February 2nd 2020

Or February 2 2020

Or Feb. 2 2020

Or Feb. 2, '20

Important: When we read out a date, we have to read like: The 2nd of February two thousand and twenty / twenty 20.

- But NOT two thousand twenty 20

C. Informal Letters:

Here is a sample letter to a friend about one's aim in life.

Raghunathpur

Jagatsinghpur

753011

Dear Sushree,

How do you do now? I hope you are keeping good health.

You would like to know my aim in life. Ok then let me tell you. I wish to be a teacher. Teachers have good respect and they are very knowledgeable persons. They are very kind and co-operative in every aspect of life. They educate the future citizens with self-sacrificing love and dedication. They are the anchors of the nation. After passing B.Sc. Examination, I'll go for teacher's training and I shall serve in my country as a teacher of repute. I hope you'll love my plan. May God fulfil my desire.

Life is much the same here and I am as busy as ever. Do write to me when you have a free moment, I'll try and write to you soon.

Ever yours,

Geeta

From, Ms Geeta Jena At/Po – Raghunathpur Dist – Jagatsinghpur 753011	To, Ms Sushree Lenka At/Po – Pipili Dist – Puri 753035
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Now try out yourself to write the following informal letters in about 100 words.

Q1. Imagine you are Nabakishore Swain, Kalapathar, _____ H/S, Kalapathar, Cuttack residing in school hostel. Write a letter to your father who is working in the State Bank of India, main Branch, Puri requesting him to send you a sum of rupees two thousands for your hostel expenses.

Q2. Imagine you are Mitali Dutta, Zilla School, Sambalpur. Write a letter to your friend Anasuya Mandal, Tapoban H/S, Kandagiri, Bhubaneswar, Khurda telling her what you do after the Board Examinations.

The heading (Address and the date) may be written on the top right hand or left hand margin.

ii) The Greeting (Salutation):

Put the greeting (Dear X) on the left side the sheet of paper, not in the middle. It shows the relation or intimacy between the writer and the receiver / addressee.

a) 'Dear' / My 'dear' is the friendly greeting followed by the first name or surname / nick name. Dear is a very common term/word that takes care of most needs in a personal or informal letter. We should not write both the name and the title. For Example: Dear Gadadhar Behura (*)
the greeting may or may not be followed by a comma. i.e. Dear Gadadhar, (comma is optional). Remember while writing to a friend, do not write "My dear / Dear friend Gadadhar, only Dear Gadadhar.

b) If you begin Dear Sir / Madam, end with "Yours faithfully" – not yours. They are the usual greetings in "business / official (formal) letters."

If you begin with the personal name i.e. Dear Ms Sanjukta, end with "Yours sincerely."

[When the sender/writer and receiver are known to each other through business transaction, we end with "Yours sincerely".]

The term Sir/madam is very formal in official and business letters.

c) **The Body part / Subject:**

It should be written on the line below the "greeting". You should put it in a paragraph so that the ideas of the writer will be put in a decent way. Whether the letter is a formal or an informal one, use simple and clear

English. Always keep to the point and be courteous. Try to present your information in an interesting way.

d) The Ending (Subscription):

It must bear a close relation to the situation. This part consists of the closing words of respect or affection. In present day English the ending is written on the left side beneath the 'body part' of the letter.

Formal Letters: Sample Ones:

1. A letter to a book seller placing an order for a set of textbooks.

Koel Nagar

Rourkela-10

Sundergarh

December 17th, 2020

Or 17th December 2020

To

The Proprietor,

The Book World

Neem Chouri

Cuttack-2

Dear Sir,

I should be happy if you would send me the following textbooks by value payable post. At present I am badly need of them. I will be very kind of you to send them at an early date, I send a money order for Rs 500/- as an advance. I shall pay the rest amount at the time of receiving the parcel.If you can't manage this, please write to me soon.

I hope you will be much prompt to my request.

Yours faithfully,

Pramod Patra

Book List:-

1. Communicative English-P-II
2. English Grammar in Action
3. A guide to Odia-English Translation
4. Gadya Sahitya
5. Odia Grammar
6. Maths
7. Science
8. Social Science

From	To	STAMP
Pramod Patra	The Proprieter	
Koel Nagar	The book world	
Rourkela	Neem chouri	
Sundergarh	Cuttack-2	

- Q2.** You are Mahesh Mishra living with your parents at Narasinghapur, Cuttack. Write a letter to your friend Prateek Biswal of Balugaon, Khurda inviting him to join you on a picnic.
- Q3.** You are Sarada Prasad Swain living in Nemol, Jagatsinghpur. Your younger sister Mita is staying in a school hostel in Govt. Girl's High School, Banki, Cuttack. Write a letter to her to participate in a dance competition to be held at Kala Bikash Kendra, Cuttack on 25th October 2020.
- Q4.** Suppose you are Suresh Rout staying with your family at Surya Nagar, Bhubaneswar, Khordha. Your father is working at Tarnaka, Hyderabad. Write a letter telling him how you observed your birthday at home.
- Q5.** You are Pabitra Kumar Swain working as a post master in Ranpur Post Office, Nayagarh. Write a letter to your younger brother who is in class VIII, B.B. High School, Dhenkanal to join N.C.C Army Wing.
- Q6.** You are Chikul staying at Tarapur, Jagatsinghpur. Your father is working as a teacher at Nabarangapur. Write a letter to him to come immediately because your mother is seriously ill.
- Q7.** You are Somanath residing in Revenshaw Collegiate School Hostel. Write a letter to your mother who is living at Sastrinagar, Balasore telling her your experiences about hostel life.
- Q8.** You are Tapan Mallik of Soro, Bhadrak District. Your friend Tapas Sahu, Brajendra H/S, Nayagarh was adjusted the All India Best N.C.C Cadet Junior Division. Write a letter congratulating him on his success.
- Q9.** You are Pratima Nayak, Baselisahi, Puri. Your younger brother is going to marry on 25th November 2020. Write a letter to your friend Anita Behera, Jatni, Khurda Road, Khurda inviting her to attend the marriage ceremony.
- Q10.** You are Prafulla Kumar Mohapatra, Nayagarh. Write a letter to your younger brother Santosh advising him to take care of your old parents properly.

REPORT WRITING

Introduction:

Here is a telephone conversation between Nikita and her Principal. Read it and know what they are talking about.

Nikita : Hello, can I speak to the Principal?

Principal : Speaking.

Nikita : Nikita is not going to school today. Please give her a day's leave.

Principal : Why? What happened to her?

Nikita : She is ill with influenza.

Principal : Who is it speaking?

Nikita : It's my mother speaking.

While Nikita is speaking to her Principal, Neerad, her elder brother, overhears her. He wants to pass the information to his mother. But she is not at home. And he cannot be at home till she returns. He has to go to his friend's birthday. So he wants to pass this information right now lest he should forget. He writes thus:

Mummy

This morning Nikita telephoned her Principal and asked her for a day's leave, today. She told that she is ill. When asked, she told that it is her mother speaking. This is not right Mum. She is being little bit naughty.

Neerad

Discussion:

What Neerad wrote is a kind of report. A report is a description of an event or a happening or an experience. A report gives some information on something to someone. It is usually a simple piece of writing containing important points of an event.

There are many types of reports. But we will discuss only newspaper reports describing events, incidents, happenings, functions etc.

There are occasions when we have to write reports to be sent to someone to read or to the mass media for publicity. Your school is celebrating its silver/golden jubilee or Annual Day function or Children's Day or Prize Day. On such occasions you have to prepare a brief account of the function and sent it to the local newspaper for publication.

Format:

How to write a report? To begin with, read a sample report given below.

Headline	Vanamahotsava Day Celebrated
Reporter's Name	Narmada
By-line	Bhubaneswar , July1:
Introduction	Tapoban High School at Khandagiri organised the Vanamohastava Day on the school premises today in order to make the students aware of the need to protect and preserve environment through afforestation.
Content	<p>The celebration began with tree plantation. Senior IAS officer, Prof. (Dr.) Akhil Bihari Ota, the Director, SCSTRTI, Odisha being the Chief Guest planted the first sapling. The Headmaster, teachers and students then followed the honourable guest. The motto was "Each one Plant one".</p> <p>In his message, Prof. Ota asked the students for preserving and conserving environment to reduce the pollution of air and water.</p> <p>The Echo Club of the school organised a painting competition on the theme: "Earth and Environment". A good number of students tried their hands at landscape painting. Prizes were awarded to the best painters and organisers of the show at the end of the function.</p>

FORMAT OF A NEWSPAPER REPORT

- **Title (a catchy headline)**
- **Reporter's name**
- **Place and date**
- **Content /Body**
- **The content covers the following wh-points:**

-What happened -When - where - How - What were the consequences (end)

- **Outline Sample:**
- **Value Points/Hints for Some Topics**

1. Cultural / Sports Event

- Occasion/organiser/ Sponsor
- Date /Venue / Time optional
- Chief Guests/ Special Invitees
- Objectives and main highlights
- Annual Report / Prize Distribution
- Message by Chief Guest
- Vote of Thanks
- Cultural Programme
- Overall Impression

2. Accidents/ Robbery etc.

- Catchy headline
- What/When /How.....
- Casualties/ damage.....
- Action Taken
- Relief Measures
- Comments/ Conclusion

Self-Check Assessment:

You are Kiran Mohalik, a Staff Reporter of “The Indian Express”, Jeypore. You have witnessed a road accident involving a bus and a car at the city square.

Write a report for your newspaper giving the details of the incident.

Now start writing. Use hints under outline sample above. Write the rough draft first, read it, revise and correct it. Then prepare the final draft. When your report is in a final shape, compare/check with the one given, “Answer to the Self-Check Assessment” .

Answer to the Self-Check Assessment:

A Car Collided with a Bus

Kiran Mohalik

Jeypore, June 10: A serious accident took place near Palace Square , Jeypore at 3 p.m. yesterday. A Maruti Roadways bus coming from Nabarangpur at a high speed was entering the city. When it was negotiating the Palace Square curve, a Maruti Omni came from inside the Queen Complex and hit the bus. The driver of the bus lost control and the bus hit the wall of a house to the right. His head struck against the seat and he fell unconscious. Fiver passengers got serious. But luckily there was no causality.

The Maruti car was completely smashed and the driver died on the spot. The only passenger sitting at the rear got serious injuries. He was taken out by passerby. All the injured were immediately taken to nearby hospital.

The government has ordered an enquiry.

Writing a Summary

Introduction

A summary is a condensed form of a passage, report, chapter, letter, speech etc. It is a very useful way of storing and presenting information. It provides the main idea of a text and the supporting details in a nutshell. Summaries are always quite a bit shorter than the original texts because when we write a summary, we give our readers an idea of the content of a passage to save their time of reading the whole original text. A summary contains only the most important point i.e. the main (key) idea and necessary supporting details.

➤ Steps of writing a summary:

- Read the given passage at least two to three times.
- Ask yourself if you can write the theme of the passage briefly. If not, reread the passage to get the theme.
- Think of a suitable title; the key words of the passage will help you to do so.
- List the main points of the passage in a note form. Write the short forms of the words e.g. students- stds, teacher-tr.
- Use your own words as far as possible.
- Do not write any of your own ideas.
- Start to make a draft (rough) summary; revise and rewrite, if necessary.
- Highlight the key information (the main ideas).
- Omit details such as examples, quotations, information in brackets, repetitions and statistics.
- Write the final summary.

A Sample passage for writing a summary:

1. Read the following passage and write a summary in about 65/70 words.

The number of CCTV cameras in India has grown highly in recent years. There are now more than 1 million, which make a strange fact that one camera for every two thousand people.

CCTV has been used for many years for the security of public areas with high security risk, such as military base, airport, banks. However, since 2015, there has been a huge increase in the taking care of offences of offices, railway stations,

shops and traffic control. More and more people are buying their own consumer CCTV systems for personal or commercial use. Wealthy people try to protect themselves. For this reason, they have CCTV of their own.

People and groups in favour of CCTV, and even the police believe that it is a valuable weapon against crime. People, who are involved in crimes, are easily caught by the CCTV. It is a good way to reduce crime.

- **Mark the underlined words and phrases above, which are the key ideas in the passage. The use of CCTV cameras along with the rise of number has been used in the passage. We can make a note selecting these important ideas. Then we can easily write a summary for the passage.**

Summary:

More use of CCTV cameras in India

The use of CCTV cameras in India has increased highly recently. CCTV is used in public areas such as military base, airport, banks etc. These are also used for taking care of offences of offices, railway stations, shops and traffic control. Now, many people use consumer CCTV systems for personal or commercial use. The rich people buy CCTV cameras for their safety. The police use CCTV as very useful weapon against crime.

TASK:1

Read the following passage and write a summary in about 65/70 words. Refer to the underlined lines and key words given below the passage.

One Sunday, it was apparent India were consuming a lot of time between overs. When bowler Vinay Kumar felt a cramp while trying to bowl the first ball of the 37th over, he stopped midway, continued to brood for a long time, before the support staff came with energy drinks. There seemed to be no haste to get on with the game. Such delays and the big hitting by the Aussies in the slog overs meant that India eventually extended the innings almost 28 minutes.

At its meeting in June,2011 in Hong Cong,the ICC Executive Board had discussed the issue of slow-over rates and accepted the recommendation of ICC Committee that a captain of an international side should be suspended for one match if his side is guilty of two minor over-rate offences in the same format over a 12-month period.

Dhoni pleaded guilty to the charge and subsequent penalties were accepted both by Dhoni and India. Dhoni also acknowledged that he had been kept informed of the position regarding over-rates on a regular basis throughout the match and therefore accepted the decision

Key points: delay in bowling by Indian bowler, Recommendation of ICC Committee, decision of ICC Board in Hong Cong in June, 2011, punishment to Dhoni, suspended for one match.

UNSEEN PASSAGE

In your examination you will be asked 5 very short type questions carrying 2 marks each to be answered in about 20 words.

Remember the following points while answering the questions.

1. Read the passage carefully as many times as is necessary to understand it.
2. Read each question, understand it and locate its answer in the given passage.
3. Underline the sentence or sentences that contain the answer to the given question.
4. Do not copy the sentences from the passage.
5. Write the answer **in your own words**.
6. The form and structure of your answer should be in agreement with those of the questions asked. You must follow the tense of the question while answering it.
7. The answer should **be brief and to the point**. Avoid unnecessary details.
8. Take care of the spelling, grammar and punctuation.
9. Always use complete sentences while answering a question.
10. Don't give your own opinion or comments about anything unless you are asked to do so.

Unseen Passage -1

Read the passage given below and answer the questions that follow, each in about 20 words: 2X5=10

Once upon a time, there was a Sultan of India who had three sons. The eldest prince was Hussain; the second Ali and the youngest Ahmed. Each of these three

princes grew up to be as good as he was brave and as brave as he was handsome; and their father was very proud of them.

But Hussain, Ali and Ahmed came of age; their father was worried by a disturbing development and did not know what to do. The problem was that the Sultan's three sons had, each of them, fallen deeply in love with the Princess Nuranihar. She was the Sultan's niece and the princes' cousin.

Questions:

- (a) Who were the sons of the Sultan of India?
- (b) Why was the Sultan proud of the Princes?
- (c) Why was their father worried?
- (d) What was the problem?
- (e) Who was the Princess Nuranihar?

Unseen Passage -2

Read the passage given below and answer the questions that follow, each in about 20 words: 2X5=10

One morning the famous poet's servant didn't turn up for work. Breakfast was not ready, the poet's clothes were not laid. After hours of waiting for him, the poet's anger grew. At last when the servant appeared, Tagore burst out in anger and said him, "Go away. Don't stand before me." The servant went silently. When the poet's anger abated, the so far silent servant spoke softly, "Sir, my little daughter died last night. I loved her so much and she loved me too." Quietly the servant started doing his daily work.

Questions:

- (a) Who was the famous poet?
- (b) Why wasn't his breakfast ready?
- (c) What did the poet order the servant when he arrived late?
- (d) Why was the servant late that day?
- (e) When did he convey the sad news to his master?

Unseen Passage -3

Read the passage given below and answer the questions that follow, each in about 20 words: 2X5=10

One day Tolstoy happened to pass by a Russian street where he met a beggar. Tolstoy hurried through his pockets to find something he might give to that man. But they were empty. He had already given away all his money. In his pity he

reached out, took the beggar in his arms, kissed him on his cheeks and said, "Don't be angry with me, my brother, I have nothing to give you."

The face of the beggar lit up. Tears shone in his eyes, as he said, "But you called me brother –that is a great gift."

Questions:

- (a) Who did Tolstoy meet at the Russian street?
- (b) Why did he hurry through his pockets?
- (c) What did Tolstoy do out of pity?
- (d) What did he call the beggar?
- (e) Was the beggar happy? Which line in the passage says so?

Unseen Passage -4

Read the passage given below and answer the questions that follow, each in about 20 words: 2X5=10

Donald Bradman was born in Cootamundra, Australia in 1908, He is the greatest batsman in Cricket history.

As a child, Donald Bradman practised cricket on his own by bouncing a golf ball against a wall and hitting it with a cricket stump. This practice paid off because he grew up to be the greatest run scoring batsman of all time.

In his career, Bradman scored 28,067 runs at an average of 95 runs per innings. His highest ever score was 452 not out for New South Wales against Queensland, when he was 21.

Questions:

- (a) Which country did Bradman belong to?
- (b) How did he practice Cricket in his childhood?
- (c) What was Bradman's highest score in a match?
- (d) Against which team did he score these runs?
- (e) How old was Bradman then?

Answers to Unseen Passage -1

See how the answer to each question is brief and to the point. Compare your answer with this model answer.

- (a) Hussain, Ali and Ahmed were the three sons of Sultan of India.
- (b) The Sultan was proud of the Princes because each of these princes grew upto be equally good, brave and handsome.

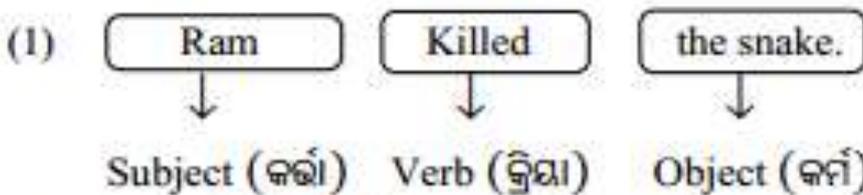
- (c) When Hussain, Ali and Ahmed came of age, their father was worried by a disturbing development.
- (d) The problem was that each of the Sultan's three sons had fallen deeply in love with the princess Nuranihar.
- (e) The Princess Nuranihar was Sultan's niece and the princes' cousin.

TRANSLATION

ଗୋଟିଏ ଭାଷାରୁ ଅନ୍ୟ ଭାଷାକୁ ଅନୁବାଦ କରିବାକୁ ହେଲେ ଆମକୁ ଯଥେଷ୍ଟ ଯତ୍ନବାନ୍ ହେବାକୁ ପଡ଼ିବ । ଆମେ ଓଡ଼ିଆ ଭାଷା (ମାତୃଭାଷା)କୁ ଇଂରାଜୀ ଭାଷାରେ ଅନୁବାଦ କରିବା ସମୟରେ ଲେଖକଙ୍କର ଭାବ ଓ ଅର୍ଥକୁ ଠିକ୍ ରୂପେ ପ୍ରକାଶ କରିବା ଏକାନ୍ତ ଆବଶ୍ୟକ । ଓଡ଼ିଆ ଓ ଇଂରାଜୀ ଦୁଇଟି ଭିନ୍ନ ଭାଷା । ଏହି ଦୁଇ ଭାଷାରେ ଗଠନ ରୀତିରେ ସାମଞ୍ଜସ୍ୟ ଥିଲେ ମଧ୍ୟ ପ୍ରଭେଦ ଦେଖାଯାଏ । ଗୋଟିଏ ଗଠନର ଅର୍ଥ ମଧ୍ୟ ଦୁଇ ଭାଷାରେ ଏକା ନୁହେଁ । ଅନୁବାଦ କରିବା ସମୟରେ ଏହି ପାର୍ଥକ୍ୟ ଗୁଡ଼ିକ ପ୍ରତି ବିଶେଷ ଧ୍ୟାନ ଦେବା ଦରକାର । ଆସ, ଏବେ ଆମେ କେତୋଟି ସାଧାରଣ ପାର୍ଥକ୍ୟକୁ ଆଲୋଚନା କରିବା ।

(୧) ଶବ୍ଦକ୍ରମ (Word Order) :

ଓଡ଼ିଆ ଓ ଇଂରାଜୀ ବାକ୍ୟରେ ଶବ୍ଦଗୁଡ଼ିକ ସମାନ ଭାବରେ ବ୍ୟବହାର କରାଯାଇ ନଥାଏ । ଯଥା:-



ଉପର ଅନୁବାଦଟି ଏକା ଅର୍ଥ ପ୍ରକାଶ କରୁଛି; ମାତ୍ର ଶବ୍ଦ ସଂଯୋଜନାରେ ପାର୍ଥକ୍ୟ ଅଛି । ଅର୍ଥାତ୍ ଓଡ଼ିଆ ବାକ୍ୟରେ ପ୍ରଥମେ କର୍ତ୍ତା ଓ କର୍ମ ଏବଂ ବାକ୍ୟର ଶେଷରେ କ୍ରିୟାପଦ ବ୍ୟବହୃତ ହୋଇଛି । କିନ୍ତୁ ଇଂରାଜୀ ବାକ୍ୟରେ ପ୍ରଥମେ କର୍ତ୍ତା (Subject) ଏବଂ କର୍ତ୍ତା ସହିତ କ୍ରିୟା (Verb) ଓ ଶେଷରେ କର୍ମ (Object) ବ୍ୟବହୃତ ହୋଇଛି ।

(୨) ସର୍ବନାମ (Pronoun) :

* ଓଡ଼ିଆ ଭାଷାରେ ଦ୍ୱିତୀୟ ପୁରୁଷ (2nd Person) ଏକବଚନ ସର୍ବନାମ ରୂପେ *ତୁ, ତୁମେ, ଆପଣ* ବ୍ୟବହାର ହୁଏ । ଏଗୁଡ଼ିକ ବହୁବଚନରେ *ତୁମେମାନେ*

ଓ ଆପଣାମାନେ ହୋଇଥାଏ । ଏହି ସମସ୍ତ ସର୍ବନାମ ପାଇଁ ଇଂରାଜୀ ଭାଷାରେ କେବଳ you ବ୍ୟବହାର ହୁଏ । ଏହା ବହୁବଚନରେ ମଧ୍ୟ ପରିବର୍ତ୍ତନ ହୁଏ ନାହିଁ ।

* ତୃତୀୟ ପୁରୁଷ ଏକବଚନରେ ଓଡ଼ିଆ ଭାଷାରେ 'ସେ' ବ୍ୟବହାର କରାଯାଏ । ଏହା ଉଭୟ ପୁଂଲିଙ୍ଗ ଓ ସ୍ତ୍ରୀଲିଙ୍ଗ ପାଇଁ ବ୍ୟବହୃତ ହୋଇଥାଏ । କିନ୍ତୁ ଇଂରାଜୀ ଭାଷାରେ ପୁଂଲିଙ୍ଗ ପାଇଁ 'he' ଓ ସ୍ତ୍ରୀଲିଙ୍ଗ ପାଇଁ 'she' ବ୍ୟବହାର କରାଯାଏ; କିନ୍ତୁ ବହୁବଚନ ପାଇଁ they ବ୍ୟବହାର ହୁଏ ।

* ଇଂରାଜୀରେ everybody, everyone, somebody, somebody, no one ଇତ୍ୟାଦି ପଦଗୁଡ଼ିକ ପାଇଁ he ବ୍ୟବହାର ହୁଏ ନାହିଁ । ଏଗୁଡ଼ିକ ପାଇଁ they ବ୍ୟବହୃତ ହୁଏ । ଯଥା— Everyone thinks that they are intelligent.

(୩) କାଳ (Tense) :

ଓଡ଼ିଆ ଭାଷାରେ ମାତ୍ର ତିନି କାଳ; ଯଥା— ଅତୀତ, ବର୍ତ୍ତମାନ ଓ ଭବିଷ୍ୟତ କାଳ ଅଛି; କିନ୍ତୁ ଇଂରାଜୀ ଭାଷାରେ ୨ଟି କାଳ (tense) କାଳ ଯଥା— ଅତୀତ (Past) ଓ ବର୍ତ୍ତମାନ (Present) କାଳର ବ୍ୟବହାର ଅଛି ।

* **ସମୟ (Time) :**

ଓଡ଼ିଆ ଓ ଇଂରାଜୀ ଭାଷାରେ ମାତ୍ର ସମୟ (time) ଉପଲବ୍ଧ ହୁଏ; ଯଥା— ଅତୀତ, ବର୍ତ୍ତମାନ ଓ ଭବିଷ୍ୟତ ସମୟ (time) । ମାତ୍ର ଓଡ଼ିଆର ଭବିଷ୍ୟତ ସମୟକୁ ଆମେ ଇଂରାଜୀର ବିଭିନ୍ନ structure ରେ ବ୍ୟବହାର କରୁ । (ଏହା grammar ବହିରେ ପ୍ରଦର୍ଶନ)

ଓଡ଼ିଆ ବାକ୍ୟକୁ ଇଂରାଜୀରେ ଅନୁବାଦ କରିବା ସମୟରେ ଉପରିଲିଖିତ point ଗୁଡ଼ିକ ପ୍ରତି ଧ୍ୟାନ ଦେବା ନିହାତି ଦରକାର; ନଚେତ୍ ଅର୍ଥ ଓ ଭାବରେ ପାର୍ଥକ୍ୟ ଦେଖାଦେବ । ଅନୁବାଦ କରିବା ସମୟରେ ଘଟଣାଚକ୍ରକୁ ଉଲ୍ଲଭାବେ ବୁଝିବାକୁ ଚେଷ୍ଟା କରିବ ଏବଂ ଅର୍ଥ ଓ ଭାବ ଅନୁଯାୟୀ ଠିକ୍ ଗଠନ ବ୍ୟବହାର କରିବ ।

* ମନେରଖ ଯେ କୌଣସି isolated ବାକ୍ୟକୁ ଇଂରାଜୀରେ ଅନୁବାଦ କଲେ ଏହା ଭିନ୍ନ ଅର୍ଥ ମଧ୍ୟ ପ୍ରକାଶ କରିପାରେ । ଯଥା— ସେ ପୁରୀ ଯାଇଛି ।— (i) He/She has gone to Puri.

(ii) He/She has been to puri. (Both are acceptable sentences)

କିନ୍ତୁ ଦୁଇଟିଯାକ ଇଂରାଜୀ ବାକ୍ୟରେ ଅର୍ଥ ଭିନ୍ନ । ବାକ୍ୟ (i)ର ଅର୍ଥ- ସେ ପୁରୀରେ ଏବେ ସୁଦ୍ଧା ଅଛନ୍ତି, ଫେରି ନାହାଁନ୍ତି । କିନ୍ତୁ ବାକ୍ୟ (ii)ର ଅର୍ଥ- ସେ ପୁରୀ ଯାଇ ଫେରିଆସିଛନ୍ତି ।

* କୌଣସି ଗୋଟିଏ ଅନୁଲେଦ (passage) କିମ୍ବା କଥୋପକଥନ (dialogue) କୁ ଅନୁବାଦ କରିବା ସମୟରେ ଘଟଣାଚକ୍ରକୁ ଭଲ ଭାବେ ବୁଝିବାକୁ ଚେଷ୍ଟା କରିବ ।

ନିମ୍ନଲିଖିତ ଓଡ଼ିଆ ଅନୁଲେଦ (passage) ଓ କଥୋପକଥନ (dialogue)କୁ ଇଂରାଜୀରେ ଅନୁବାଦ କର ।

(ହାଇସ୍କୁଲ ସାର୍ଟିଫିକେଟ ପରୀକ୍ଷା ପାଇଁ ପାଠ୍ୟ ଖସଡ଼ା (Syllabus) ଅନୁଯାୟୀ ପ୍ରଶ୍ନପତ୍ରରେ ଗୋଟିଏ ଛୋଟ ଅନୁଲେଦ (passage) କିମ୍ବା ଗୋଟିଏ (dialogue) କଥୋପକଥନକୁ ଅନୁବାଦ କରିବାପାଇଁ କୁହାଯିବ । ଏଥିରେ ୫ ଗୋଟି sequential ବାକ୍ୟ ଦିଆଯିବ ।)

1. ଦିନେ ରାସ୍ତାରେ ପିଲାଟିଏ ଦେଖିଲି । ସେ ଗୋଟିଏ ଚିରା ସାର୍ଟ ପିନ୍ଧିଥିଲା । ସେ ଖୁବ୍ ଭୋକିଲା ଦେଖାଯାଉଥାଏ । ସେ ଏତେ ଦୁର୍ବଳ ଥିଲା ଯେ ଚାଲି ପାରୁ ନଥିଲା । ଲାଗୁଥାଏ, ଯେପରି ଦୁନିଆରେ ତାର କେହି ନାହାଁନ୍ତି ।

OR

ସିଦ୍ଧା : ସିଦ୍ଧି, କାଲି ତୁ ସ୍କୁଲକୁ ଯାଉଛୁ ?

ସିଦ୍ଧି : କାଲି ତ ଖୁବ୍ କମ୍ କ୍ଲାସ୍ ହେବ । ତେଣୁ ଭାବୁଛି ଯିବିନି ।

ସିଦ୍ଧା : କିନ୍ତୁ ଯେଉଁମାନେ ଅନୁପସ୍ଥିତ ରହନ୍ତି, ପ୍ରଧାନଶିକ୍ଷକ ତାଙ୍କ ଉପରେ ରାଗନ୍ତି ।

ସିଦ୍ଧି : ମୁଁ କହିବି ଯେ ମୋ ଦେହ ଭଲ ନଥିଲା ।

2. ପିଲାମାନେ ନିଜକୁ ସଫାସୁତୁରା ରଖିବା ଭାବେ । ଅନେକ ପିଲା ବୋଧହୁଏ ଏକଥା ଜାଣନ୍ତି ନାହିଁ । ସେଥିପାଇଁ ସେମାନେ ନାନା ପ୍ରକାର ରୋଗ ଭୋଗନ୍ତି । କେତେକ ପିତାମାତା ପିଲାମାନଙ୍କର ଉପଯୁକ୍ତ ଯତ୍ନ ନେଇ ନାହାଁନ୍ତି । ସ୍କୁଲରେ ମଧ୍ୟ ପରିଷ୍କାର ପରିଚ୍ଛନ୍ନତା ପ୍ରତି ଧ୍ୟାନ ଦିଆଯାଇ ନାହିଁ ।

OR

ଅମାତ : ବର୍ଷା ହେବ ନା କ'ଣ ?

ଗଦାଧର : ସେମିତି ଲାଗୁଛି ।

ଅମାତ : ବର୍ଷା ହେଲେ ମୁଁ ଓଦା ହୋଇଯିବି । ବର୍ତ୍ତମାନ ଚାରିଆଡ଼େ COVID-19 ର ଭୟ ।

ଗଦାଧର : ତୁମେ ବରଂ ସାଙ୍ଗରେ ଛତାଟିଏ ନେଇଯାଅ ।

3. କାଲି ମୁଁ ହାତକୁ ଯାଇଥିଲି । ମୋର ସେଠାରୁ ଗୋଟେ ବହି କିଣିବାର ଥିଲା; ମାତ୍ର ମୁଁ ହାତରେ ବହୁତ ଡେରିରେ ପହଞ୍ଚିଲି । ସେତେବେଳକୁ ସବୁ ଦୋକାନ ବନ୍ଦ ହୋଇ ସାରିଥାଏ । ଟିକିଏ ସମ୍ଭଳ ବାହାରିଥିଲେ ବହିଟି କିଣି ପାରିଥା'ନ୍ତି ।

OR

ଶୈଳ : ତୁ ଆଜିକାଲି କାହିଁକି ସ୍କୁଲକୁ ଆସୁନାହୁଁ ?

ନମିତା : ଏବେ ମୋ ଜେଜେବାପା ଡାକ୍ତରଖାନାରେ ପଡ଼ିଛନ୍ତି । ମୋତେ ତାଙ୍କ ସେବା କରିବାକୁ ପଡ଼ୁଛି ।

ଶୈଳ : ଏବେ ସେ କେମିତି ଅଛନ୍ତି ?

ନମିତା : ପୂର୍ବ ଅପେକ୍ଷା ଭଲ ଅଛନ୍ତି ।

4. ଓଡ଼ିଶାରେ ଆଗେ ୧୩ଟି ଜିଲ୍ଲା ଥିଲା । ଏବେ ୩୦ଟି ହୋଇଛି । କିନ୍ତୁ ସବୁ ଜିଲ୍ଲାର ଲୋକସଂଖ୍ୟା ସମାନ ନୁହେଁ । ଜିଲ୍ଲାଗୁଡ଼ିକର ଆୟତନ ମଧ୍ୟ ସମାନ ନୁହେଁ । ଜିଲ୍ଲା ସଂଖ୍ୟା ବଢ଼ାଇବା କ'ଣ ଦରକାର ଥିଲା ?

OR

ଶରତ : ଲିଙ୍ଗରାଜ, ସେ କଲମଟି ବାହାର ?

ଲିଙ୍ଗରାଜ : ମୋ ବାପାଙ୍କର ।

ଶରତ : ତୁ କାହିଁକି ଆଣିଛୁ ?

ଲିଙ୍ଗରାଜ : ସ୍କୁଲକୁ ଆସିଲାବେଳେ ମୋ କଲମଟି ପାଉଳି ନାହିଁ ।
ସେତେବେଳେ ବାପା ଘରେ ନଥିଲେ ।

ANSWERS

1. One day I saw/ I met a child on my way. He had put on/
worn a torn shirt. He looked / seemed/ appeared very
hungry. He was too weak to walk steadily (or) He was so
weak that he could not walk steadily. It looked / appeared
/ seemed as if he had nobody in this world.

OR

Siya : Siddhi are you going to school tomorrow ?

Siddhi : There will be a few classes tomorrow. (or) A few
classes will be held tomorrow. So I am thinking of not
going.

Siya : But the Headmaster / headmaster gets angry with
those who remain absent (from school).

Siddhi : I will tell him that I was not well.

2. Children should / ought to keep themselves neat and clean.
Many of them are not aware of it. (or) Many of them perhaps
/ probably do not (don't) know it. That is why / So they
suffer from many kinds of diseases. Some parents do not
take adequate / sufficient / proper care of their children.
No / little attention is paid to cleanliness at school either.

OR

Amat : Is it going to rain ?

Gadhadhar : It looks/ seems / appears like that. (or) It seems
/ appears / looks so.

Amat : I'll get wet if it rains. There is everywhere the fear
/ panic of COVID-19.

Gadhadhar : You had better/ should take an umbrella with
you.

3. I went to the market yesterday. I had to buy a book there.
But I reached / got to (the) market very late. All the shops
had been closed by that time. Had I / If I had started a little

earlier, I could have bought the book. (or) I could have bought the book if I had started a little earlier.

OR

Saila : Why are you not / Why aren't you coming to school now-a-days / these days ?

Namita : My grandfather is in hospital at present. I have to take care of him / attend on him / nurse him.

Saila : How is he now ?

Namita : He is better than before.

4. There were thirteen districts in Odisha (previously). Now it is thirty. / Now there are thirty districts. But the population in all the districts is not the same. All the districts are also not equal in area / The area of the districts is not the same. What was the need for / necessity of increasing the number of districts ?

OR

Sarat : Lingraj, whose pen is that ? / whose is that pen ?

Lingaraj : It's my father's.

Sarat : Why have you brought it ?

Lingaraj : I couldn't find my pen while I started for school. Father was not at home then.

Note : Students, first do the Odia passages and Dialogues (Q.1 to 4) into English. Then you check your answers with the answers given at the end.



SAMPLE QUESTIONS FOR H.S.C.EXAMINATION

SECOND LANGUAGE ENGLISH- SLE

Objective Questions

Part-1

Time:- 01.00 Hour.

Full Mark:- 50

1. Fill in the following blanks with a right word or a phrase (1 x 5 =5)

- (i) In the poem “ All Things Bright and Beautiful” the head of the mountain has been described _____.
- (ii) The bridal cakes are on the _____ in the poem “Village Song”.
- (iii) The poet W. Words worth in his poem “ The Solitary Reaper” addresses the passersby, “ Stop here or gently_____”.
- (iv) In the poem, “The Flower School” the Poet R.N. Tagore describes “ Mother I really think the flowers go to School _____.
- (v) Vicky was a young boy smart and _____ in the poem “From the Formalin Jar”.

2. Answer the following question each in a word or a phrase. (1 x 5 =5)

- (i) Where do rushes grow in the poem “All Things Bright and Beautiful”.
- (ii) Who are calling the girl to the forest in the poem Village Song?
- (iii) What is the girl in the poem “Solitary Reaper’ doing?
- (iv) What rumble in the sky in the poem, “The flower School?
- (v) Which were Vicky’s favorite subjects?

3. Answer the following questions, each in a Word or a phrase? (1x5 =5)

- (i) How much money did the postmaster manage to send Lencho?
- (ii) Which industries are rated first to discharge high amounts of smoke and ash?
- (iii) What, according to Lord Eustace Percy is the priceless possession of a student?
- (iv) Who was Gandhi’s Headmaster at the High School?
- (v) Where is Wangala celebrated?

4. Fill in the blanks, each with a right word or Phrase. (1 x 5 = 5)

- (i) Timothy, the tiger died of _____.
- (ii) Lushkoff was driven out of the Russian choir because of his _____.

- (iii) The aunt in the story, "The Village Judge", remarked God lives in the heart of the _____.
- (iv) According to grandfather his field was _____.
- (v) During grandfather's time buying or selling of bread was a _____.

5. Answer the following questions, each in a word or a Phrase:

- (i) Who were the two companions of Timothy at home?
- (ii) In which room did Timothy sleep at night in Bond's house?
- (iii) Who was really responsible for the change in the character of Lushkoff?
- (iv) Why did Algu sell his bullock?
- (v) How big was the corn in grandfather's time?

6. Do as directed :

(1 x 5 = 5)

- (i) Flies _____ food. (Contamination)
(Fill in the blank with the appropriate form of the word given in the brackets).
- (ii) The soul is not mortal.
(Replace the underlined words with a single word)
- (iii) There was almost no sugar in the jar.
(Rewrite the sentence using 'hardly'.
- (iv) One who studies weather condition is called a _____
(complete the sentence).
- (v) Give up habit of betting money. (Supply a single word for the underlined words and rewrite the sentence).

7. Answer the following questions as per the instructions given in the brackets:

(1 x 5 = 5)

- (i) Farmers grow grapes in Hyderabad.
Grapes _____ .
(Begin with Grapes and rewrite).
- (ii) Shall I add some sugar _____ your tea?
(Supply a preposition).
- (iii) My younger brother never likes to take a _____ egg.
(Fill in the blank with correct form of boil)
- (iv) Mini's granny is 95. She works very strongly.
(Combine the sentences using 'Although' and rewrite).
- (v) If they had started early, they (not miss) the train.
(Complete the sentence using the correct form of verb.)

8. Answer the following questions according to the instructions given in the brackets:

- (i) For a helicopter 500 kilometers (be) not a long distance.
(Fill in the blank using the correct form of verb given in the brackets).
- (ii) Virat Kohili is a terrific batsman.
(Turn it into an exclamatory sentence)
- (iii) The doctor was late. Before he arrived, the patient (pass away).
(Fill in the blank using the appropriate verb given in the brackets)
- (iv) Corona broke _____ in China at first.
(Supply the missing particle)
- (v) Hello Ravi! I am extremely thankful to you _____ your help.
(Use an appropriate preposition)

9.

- (i) We made Sarita dance at the party.
(Make it passive.)
- (ii) The teacher said to Gopal, "Stop Writing".
(Turn it into indirect speech)
- (iii) Naresh, don't forget (post) the letter.
(Rewrite the sentence using the correct form of the verb given in the brackets).
- (iv) Mr Nanda gave me a nice gift.
Subject + _____ + _____ + _____.
(Find out the structure of the sentence)
- (v) The rings was stolen.
My uncle presented it to me on my birthday.
(Combine the sentences in to one by using a relative pronoun).

Q.10. Translate into English.

1 x 5 = 5

କୋରନା ଏକ ମାଦାତୁଳ ଭୂତାଣୁ । ଏହା ପ୍ରଥମେ ଚୀନରେ ଆରମ୍ଭ ହେଲା । ଆସ୍ତେ ଆସ୍ତେ ଏହା ସାର୍ବା ବିଶ୍ୱକୁ ବ୍ୟାପିଲା । ଏହି ରୋଗରେ ପ୍ରାୟ ଚାରି ଲକ୍ଷ ଲୋକ ପ୍ରାଣ ହରାଇଲେଣି । ଆମ୍ଭ ମାନଙ୍କୁ ସତର୍କ ରହିବାକୁ ହେବ ।

କିମ୍ବା

ଘୋରୀ- ମତେ ରକ୍ଷା କରନ୍ତୁ, ମହାଶୟ ।
ଡାକ୍ତର- ଆପଣଙ୍କର କଣ ହୋଇଛି ?
ଘୋରୀ- ମତେ ଘାଣ୍ଟଣ କୁର ଓ କାଣ, କରୋନା କି ?
ଡାକ୍ତର- ଠିକ୍ ଅଛି, ଆପଣ ବ୍ୟସ୍ତ ରୁଅନ୍ତୁ ନାହିଁ ?
ସବୁ କ୍ଷମ କରୋନା ନୁହେଁ ।

Second Language English- SLE

PART-II SUBJECTIVE
REGULAR. 2021

Full Marks: 50
Time: 1.30 hrs

1. Answer the following questions in about 50 words- each. $5 \times 2 = 10$
- i. "What faith! I wish I had the faith of the man who wrote this letter ".Who said this? What did he do not to shake this faith?

OR

Who was Gandhi's Sanskrit teacher? How did he insist Gandhi to read Sanskrit?

- ii. What is the composition of air? When is air said to be polluted?

OR

How can we, according to Lord Eustace Percy, keep our character untarnished?

2. Write an essay, in about 250 words, on any one of the following topics keeping to the outlines given. $12 \times 1 = 12$

(i) Our Headmaster:

Name, age and appearance - his qualification and the subject he teaches - his relationship with students, teachers and parents - how he controls the school - his good qualities - do you like him ? Why?

(ii) COVID - 19 / CORONA VIRUS :

Corona a Virus - Where it originated first - how it spread round the world - how to fight it - What was the effect of the Virus on the School children - how you spent the time during the epidemic?

(iii) Our Motherland:

Name and Location - the people living here - the languages they speak - important festivals they observe including National Celebration - Unity in diversity - how will you serve your motherland ?

3. Suppose you are Bibekananda Swain of Khandagiri; your intimate friend Nirmal Kumar Mishra of Jajpur town has lost his father who died of Corona recently. Write a letter of consolation, in about 100 words, to your friend Nirmal. $10 \times 1 = 10$

OR

Suppose you are Sandhyarani Biswal a student of class ten at Ashram School, Tadama in the District of Rayagada. You are going to appear at the A.H.S.C. Exam 2021. But your Courses in English, Mathematics and Science have not been completed for Corona. Write a letter in about 100 words to the Head Sevak of your school requesting him to arrange some extra classes in those subjects.

4. Write a summary of the following passage in about 60 words. $8 \times 1 = 08$

Machines have, in fact, become the slaves of modern life. They do more and more work that human beings don't want to do themselves. You wake up, perhaps to the hoot of a siren by a machine in a neighbouring factory. You wash in water brought to you by the help of a machine. This water is heated by a machine and placed in basins by a machine.

You eat your breakfast quickly cooked for you by machinery, go to school by machines for saving leg labour. You listen to lessons broadcast by one of the most wonderful machines.

So dependent has man become on machines that a certain writer imagines a time when the machine will become the master of men.

OR

Imagine you are a Suraj Krishna Murty working as a reporter for ' The Hindustan Times '. Write a report, in about 60 words, for your news paper about a wine shop creating nuisance which is 100 meters away from the City Hospital.

5. Read the paragraph carefully and answer the questions that follow, in about twenty words. $5 \times 2 = 10$

A Milkman became very wealthy through dishonest means. He had to cross a river daily to reach the city where his customers lived. He mixed the water of the river generously with the milk that he sold for a good profit. One day he went around collecting the dues in order to celebrate the wedding of his son. With the large amount thus collected he purchased plenty of rich clothes and gold ornaments. But while crossing the river, the boat capsized and all the costly purchases were swallowed by the river. The milk vendor was speechless with grief. At that time he heard a voice that came from the river, " Do not weep. What you have lost is only illicit gains you earned through cheating your customers".

- (i) How did the Milkman become very rich?

- (ii) Why did he go round collecting the dues?
- (iii) What did he purchase?
- (iv) Who swallowed the costly clothes and the ornaments?
- (v) Where did his customers live?

ANSWERS TO OBJECTIVE QUESTIONS: PART – 1

- 1. (1 x5 = 5)**
- (i) purple
 - (ii) hearth
 - (iii) pass
 - (iv) underground
 - (v) sane
- 2. (1 x5 = 5)**
- (i) by the water
 - (ii) the fairy folk
 - (iii) reaping and singing
 - (iv) storm clouds
 - (v) computers and maths
- 3. (1 x5 = 5)**
- (i) Seventy Pesos
 - (ii) Thermal power stations
 - (iii) Character
 - (iv) Mr. Dorabji Edulji Gimi
 - (v) in the villages of Meghalaya
- 4. (1 x5 = 5)**
- (i) Pneumonia
 - (ii) Drunkenness
 - (iii) Panch
 - (iv) God's Earth
 - (v) sin
- 5. (1 x5 = 5)**
- (i) Toto, the monkey and a small mongrel puppy
 - (ii) In cook's room
 - (iii) Olga
 - (iv) a single bullock was of no use as the other died
 - (v) as big as a hen's egg
- 6. (1 x5 = 5)**
- (i) contaminate
 - (ii) immortal

- (iii) There was hardly any sugar in the jar.
- (iv) Meteorologist
- (v) Gambling

7. (1 x5 = 5)

- (i) Grapes are grown in Hyderabad.
- (ii) to
- (iii) boiled
- (iv) Although Mini's granny is 95, she works very strongly.
- (v) They would not have missed the train.

8. (1 x5 = 5)

- (i) is
- (ii) What a terrific batsman Virat Kohili is!
- (iii) _____, the patient had passed away
- (iv) out
- (v) for

9. (1 x5 = 5)

- (i) Sarita was made to dance at the party.
- (ii) The teacher asked Gopal to stop writing.
- (iii) to post
- (iv) Subject + Verb + Indirect object + Direct object.
- (v) The ring (that/which) my uncle presented me on my birthday was stolen.

10. (1 x5 = 5)

- (i) Corona is a deadly virus. It first broke out in China. Slowly it spread all over the world. About four lakh people in the world died of this epidemic. We will have to be careful.

OR

Patient: Sir, save / protect me, please.

Doctor; What has happened to you?

Patient: I am suffering from fever and cough, is it corona?

Doctor: OK, don't worry, every fever is not corona

H.S.C.EXAMINATION-2020, QUESTION

2020	SET-A
AHSC	AR/AXR-07
PART-I	SL-ENGLISH
OBJECTIVE	

1. Answer the following each in a word or a phrase: **1x5=5**
 - i. What does the little girl “We Are Seven” take at supper sitting beside the graves of her sister and her brother?
 - ii. Where does the brook last flow by before joining the brimming river?
 - iii. How many of them, according to the little cottage girl, do live at Conway?
 - iv. By how many villages does the brook hurry down?
 - v. Who are calling the girl to the forest in the poem, “Village Song”?
2. Fill in the following blanks, with a right word or a phrase : **1x5=5**
 - i. The Lord God, according to C.F. Alexander, made.....in the winter.
 - ii. C.F. Alexander describes all things that God made as..... and wonderful.
 - iii. The Sweet and soul is compared to seasoned timber.
 - iv. According to George Herbert sweet spring is full of sweet.....
 - v. The mother, in “Village Song” draws the attention of her child to the Leisure.
3. Answer the following questions, each in a word or a phrase. **1x5=5**
 - i. What, according to Lord Percy, does smoking in one’s youth cloud?
 - ii. Whom did Kapil force to discard his green Pakistan cap for a helmet in the Test match at Faisalabad?
 - iii. Which are responsible for 60 per cent of air pollution in various parts of the world?
 - iv. What were the older boys of Lencho’s family doing when their mother called them to have dinner?
 - v. What, according to Nehru, shall we never allow to be blown out?
4. Answer the following questions, each in a word or a phrase. **1x5=5**
 - i. Who named the tiger cub Timothy?

- ii. Why was the beggar sent away from a Russian Choir?
 - iii. How did Jumman feel when his name was proposed for the Chief Judge?
 - iv. Who was too deaf to hear anything that the king said?
 - v. Who told grandfather that Timothy had died two months before?
5. Fill in the following blanks, each in a word or a phrase : **1x5=5**
- i. At first Timothy seemed to be quite..... of the puppy.
 - ii. The traveller sold the thing shaped like a gain of corn to the king as a.....
 - iii. After two years Segei met Lushkoff at the
 - iv. Samjhoo Sahu used..... to go to market with different goods.
 - v. The old peasant's grandfather told the king that.....was the only thing that men called their own.
6. Answer the following questions according to the instructions given in brackets: **1x5=5**
- i. When I arrived, my father.....(talk) on the telephone. (Put the verb in brackets in to its correct tense)
 - ii. He speaks very fluently. (Turn it into an exclamatory sentence)
 - iii. Two kilos of tea.....(cost) six hundred rupees these days. (Fill in the blank using the correct form of the verb given in brackets)
 - iv. The army put..... the rebellion (Supply the missing particle.)
 - v. He went to college..... his scooter.(Fill in the blank with an appropriate preposition)
7. Do as directed: **1x5=5**
- i. The members elected him President. (Change it into passive voice)
 - ii. The woman said to her husband, "I have met the boy on the road" (Turn it into indirect speech.)
 - iii. If they were stronger, they.....(lift) the table.(Supply the correct form of the verb in brackets.)
 - iv. I enjoy.....(play) on the river bank. (Fill in the blank using the correct non-finite verb form of the verb in brackets)
 - v. That he is honest is known to me. (Identify the noun clause in the sentence.)
8. Do as directed: **1x5=5**

- i. He did not continue his education. (Replace the underlined words with a single word)
- ii. He gave..... (utter) to his feelings. (Put the verb in bracket in to its correct noun form.)
- iii. She is getting.....(bore) with her job. (Complete the sense supplying the missing phrase.)
- iv. Smog means a mixture of (Complete the sense supplying the missing phrase.)
- v. Of late more and more cricketers have taken..... fast bowling. (Fill in the blank with a suitable particle to complete the sentence.)

9. Answer the following questions as per the instructions given in brackets:

1x5=5

- i. Vast.....of money will be spent in the future to clean the air. (Complete the sentence filling in the blank with a suitable word.)
- ii. Air pollution causes..... (breathe) problems.(Fill in the blank with the suitable form of the word given in brackets.)
- iii. We take the pledge of (dedicate) problems (Fill in the blank with the suitable form of the word given in brackets.)
- iv. He affixed the stamp.....the envelope with a blow of his fist. (Put the correct preposition in the gap.)
- v. Character is a priceless..... (possess). (Supply the correct form of the verb given in brackets)

10. Translate the following into English :

5 x 1 = 5

- ଦୁରି : ତୁ କାହିଁକି କାଲି ସ୍କୁଲ ଆସି ନ ଥିଲୁ ?
 ମଧୁ : ମୁଁ ଗାଁକୁ ଯାଇଥିଲି । ମୋ ଜେଜେବାପା ଅସୁସ୍ଥ ଥିଲେ ।
 ଦୁରି : ସେ ଏବେ କେମିତି ଅଛନ୍ତି ?
 ମଧୁ : ଆଗ ଅପେକ୍ଷା ଭଲ ଅଛନ୍ତି ।

OR

ରାମ ଶରତର ଘନିଷ୍ଠ ବନ୍ଧୁ ଅଟେ । ସେମାନେ କେବେ ପରସ୍ପର ସହିତ ଝଗଡ଼ା କଳି ନାହିଁ । ସେମାନେ ଭଲପେ କଠିନ ପରିଶ୍ରମୀ ଓ ସାହସୀ । ସେମାନେ ସନ୍ଧ୍ୟାବେଳେ ସମୁଦ୍ରକୂଳରେ ଗୁଲୁକି । ଭଲପେ ଇଂରାଜୀ ଓ ଇତିହାସରେ ଅତ୍ୟନ୍ତ ନିପୁଣ ।

2020
AHSC

PART - II
SUBJECTIVE

SET: A

REGULAR - (2010 COURSES)
EX-REGULAR - (2014 COURSES)
AR/AXR - 07 - SLE

Time: 1 Hour 30 Minutes

Full Marks : 50

1. Write an essay, in about **250** words on any one of the following topics keeping to the outlines given: **12**

i. **An Ideal Student :**

Importance of student life - sincerity in studies - to be respectful and obedient - good behaviour towards seniors and juniors - interest in games and sports - interest in literature, science, yoga, national and international events.

ii. **A Visit to a Fair :**

Where and when the fair was held and with whom you went there - description of stalls - shows meant for entertainment - description of the crowd - steps taken by the police for the smooth holding of the fair - your feelings and experience.

iii. **My Village :**

Name and location - natural surrounding - houses and roads - people and their occupations - facilities for education and health - your feelings and opinion about your village.

2. Imagine you are Sangram Jena living in Chitrakar Street, Paralakhemundi. Write a letter, in about 100 words to your friend Rohita Das living in Rasulgarh, Bhubaneswar, inviting him to your sister's wedding. **10**

OR

Imagine you are Sarmila Panda of Bant Girls' High School, Bant. Write an application, in about **100** words, to your Headmaster requesting her to allow you to remain absent from class for two days because you want to attend your mother who is seriously ill.

3. Answer the following questions, each in about **50** words: **5×2 = 10**

- i. What made Lencho write the second letter to God? What request did he make in that letter?

OR

What, according to Nehru, does the future beckon us to do?

- ii. Briefly describe the three basic approaches to the control of air pollution.

OR

How, according to Lord Percy, can we spend our leisure wisely?

4. Read the passage given below and answer the questions that follow, each in about **20** words : **2×5 = 10**

Sachin Ramesh Tendulkar, generally known as Sachin Tendulkar is an Indian cricketer who is considered to be one of the greatest batsmen in the world. He was born in Mumbai on April 24, 1973, to a Marathi novelist, Ramesh Tendulkar. Sachin was inspired by his elder brother Ajit to play cricket. He started playing the game of cricket at an early age in his school, Sharadashram Vidya Mandir. Under the guidance of his coach, Ramakant Achrekar, he learnt the basics of the game and showed his excellence in the game while he was still a schoolboy.

Sachin made his debut in Test Cricket in a match held in Karachi in the year 1989. He has played 159 Test matches and has scored 12,773 runs including 42 centuries and 53 half-centuries. For his outstanding performance in games the Government of India has bestowed the award of Bharat Ratna and Rajiv Gandhi Khel Ratna on him.

Questions:

- i. Where and when was Sachin Tendulkar born?
- ii. Who inspired him to play cricket?
- iii. Who taught him the basics of the game?
- iv. Where did Sachin start his career and how many centuries has he scored in Test Cricket?
- v. Name the awards that the Government of India has bestowed on Sachin.

5. Write a summary of the following passage in about **60** words : **8**

Different people prefer different exercises to keep themselves fit. I rate walking as the best exercise for everyone, young or old.

My preference for walking is based on a combination of several strong reasons. And as I grow older, my preference is becoming stronger.

Walking requires neither any special apparatus nor any training. It costs me nothing although my wife complains that my shoes wear much faster than hers. As a walker, I need not depend on a companion or a group of people to make my walk possible. I walk with or without company; I walk when it pleases me and as long as I may. And nothing gives me greater satisfaction than a long walk after a day's work.

OR

Two thieves have been beaten to death by the villagers of Manada in the district of Mayurbhanja. As a reporter of the Times of India, prepare a report, in about 60 words, on this incident.

• **Answers to Questions of Annual HSC Examination-2020**

• **Part-I**

SET-A

- | | |
|---|--|
| 1. (i) Soup/ Porridge
(ii) Philip's Farm
(iii) Two
(iv) Twenty
(v) Fairy Folk/ Voices of the Fairy Folk | 2. (i) The Cold Wind/ Cold Wind
(ii) Wise
(iii) Virtuous
(iv) Days and Roses
(v) Sandal - Scented Leisure |
| 3. (i) The Brain
(ii) Sadiq
(iii) Automobiles
(iv) Working in the Field
(v) Torch of Freedom | 4. (i) Grandmother
(ii) For Drunkenness
(iii) Surprised
(iv) The Old Peasant/ The Old Man
(v) The Former Keeper of the Zoo |
| 5. (i) Afraid
(ii) Curiosity
(iii) Ticket Window of a Theatre
(iv) An Ekka/ Ekka
(v) Labour | 6. (i) Was Talking
(ii) How Fluently he speaks!
(iii) Costs
(iv) Down
(v) On |
| 7. (i) He was elected president
(by the members) | |

(ii) The woman told her husband (that) she had met the boy on the road.

(iii) Would/ Could/ Might

(iv) Playing

(v) That he is honest.

8. (i) Discontinued

(ii) Utterance

(iii) Bored

(iv) Smoke and Fog / Smoke + Fog

(v) to

9

(i) Sums/ Amounts

(ii) Breathing

(iii) Dedication

(iv) To

(v) Possession

10. Hari : Why didn't you come to school yesterday?

Madhu : I had been to my village / I went to my village. My grandfather was sick/ ailing.

Hari : How is he at present/ now/ right now?

Madhu : He is better than before.

OR

Ram is the bosom/ close/ intimate friend of Sarat. / Ram is Sarat's intimate/ bosom/ close friend. They never quarrel/ fall out with each other. / They never have a quarrel with each other. They both are hardworking/ laborious/ industrious and courageous/ brave. They walk on the sea shore in the evening. Both of them are very good at/ efficient in English and History./ They are both very good at/ efficient in English and History.

• **Answers to Questions of Annual HSC Examination-2020**

• **Part-II**

1. (i) An Ideal Student :

(ii) A Visit to a Fair:

(iii) My Village:

2. Note

(i) The form carries 4 marks and the content 6 marks.

(ii) The form without the content carries no mark.

Letter to a Friend :

Distribution of marks is as follows :

(i) Sender's address (without name) at the top right / left hand margin.

Example :Chitrakar Street

Paralakhemundi

(ii) Date (to be written below the address)

Example 25th February 2020

25 February 2020

February 25, 2020

February 25th 2020

(iii) Salutation :

Example : Dear Rohita / My dear Rohita (,)

(Comma is Optional)

(iv) Content

(v) The ending / Subscription

Example : Your Lovingly /Yours Sincerely (,)

Lovingly Yours / Sincerely Yours (,)

(Use of Comma is Optional)

(but not your's)

(vi) Signature :

Example : Sangrarn (Not Full Signature)

(vii) Address on the envelope:

From	To
Sangram Jena	Rohita Das
At - Chitrakar Street	Rasulgarh
P.O. - Paralakhemundi	Bhubaneswar
Dist. -	Dist. - Khordha
Pin. -	Pin. -

OR

Application to the Headmaster

Address of the applicant (without name) at the top right / left had margin.

Example :

Bant Girls' High School (,)

Bant (.) (Comma and Full Stop Optional)

(ii) Date : (to be written just below the address)

Example : 25th February, 2020

25 February 2020

February 25, 2020

February 25th 2020

(iii) Addressing the Headmaster :

The Headmaster (,)

Bant Girl's High School (,)

Bant (.) (Comma and Full Stop Optional)

(iv) Salutation :

Example : Sir (,) (Use of Comma Optional)

(v) Content

(vi) The ending/ subscription

Example :

yours faithfully (,)/ Obediently (,) (Use of Comma in Optional)

(vii) Signature :

Example : Sarmila Panda

(Full Signature of the Applicant)

N. B. Sender's Address and date be written here, if not written at the top.

3. (i) Lencho came early to the Post Office — The Postman handed over the letter—he got angry when he counted the money— he was sure that God could not have made a mistake, nor could he have denied him what he had requested — He suspected the post office employees and wrote God to send him the rest thirty pesos but not through the mail — as for him the Post Office employees were a bunch of crooks.

OR

Yes. We shall have to bring freedom and opportunity to common man, peasants and workers—To fight and end poverty, ignorance and disease — to build up a prosperous, democratic and progressive nation — to create social, economic and political institutions for ensuring justice and fullness of life —to all.

(ii) The three basic approaches — preventive measures changing the raw materials or ingredients of full in industry — dispersal measures — raising the heights of smokestacks. Collection measures — designing equipment to trap. Pollutants.

OR

Avoid mere idling — fill leisure with interesting hobbies, good books and with good companions and associations to help you to be inspired and influenced— and help you to be identified as good man.

4. (i) Sachin Tendulkar was born in Mumbai on April 24, 1973.

(ii) Ajit, his elder brother inspired him to play Cricket.

(iii) Ramakant Achkar, the coach taught him the basics of the game.

(iv) Sachin started his test career in Karachi and he has scored 42 centuries.

(v) The Government of India has bestowed on him 'Bharat Ratna' and 'Rajiv Gandhi Khel Ratna' awards.

5. Summarising :

(i) Heading

(ii) Summary

OR

Report Writing

Distribution of Marks (as follows)

(i) Manada

Mayurbhanja (Any Place)

25th February, 2020 (Any date)

(ii) To

The Editor (,) (Use of Comma is Optional)

The Times of India

(iii) Title : Villagers take Law.

(iv) Report on the event.

(v) Signature (Full)

Example : Dambarudhar Mohanty

Note :

Any other correct variations must be taken into consideration and be given due credit.

