

1. New Syllabus and the new areas that have been added in it.

**Special English
Class - 9**

Time : 3.00Hours

M.M.=100

Unit wise weightage

Section	Topics	Marks	
A	Reading Skills (Reading Comprehension)	30	54 Periods
B	Writing Skills	30	54 Periods
C	Grammar	15	27 Periods
D	Prescribed Text Book (Literature)	25	45 Periods
		100	

**EXAMINATION SPECIFICATIONS
Class-IX**

One Paper 3 hours

100 Marks

SECTION 'A' READING

30 Marks

Three unseen passages with a variety of Comprehension questions including 05 marks for word attack skill such as word formation and inferring meaning.

- | | | |
|-----|---------------------------|-----------------|
| (1) | About 150 words in length | 8 Marks |
| (2) | About 150 words in length | 8 Marks |
| (3) | About 200 words in length | 14 Marks |

The total length of the three passages will be between 500 and 600 words. The Passages will include one of each of the following types.

Factual Passage, e.g. instruction, description, report.

Discursive passage involving opinion e.g. argumentative, persuasive or inter pretative text.

Literary passage, e.g. extract from fiction, drama, poetry, essay or biography. In the case of poetry extract, the text may be shorter than 150 words.

SECTIONS 'B' WRITING

30 Marks

Four writing tasks as indicated below :

- (1) Controlled task, where a student builds up a short composition with guidance.
5 Marks
- (2) Short composition of not more than 50 words, e.g. a note, notice, message, telegram or short post card.
5 Marks
- (3) Composition in response to some verbal stimulus such as an advertisement, a notice, a news paper clipping, a table, a diary extract notes, letter or other forms of correspondence.
10 Marks
- (4) Composition response to some visual stimulus such as diagram, a picture, a graph, a map, a cartoon, or a flow chart.
10 Marks

One of the longer (10 marks) compositions will draw on the thematic content of the Main Course Book.

At least one task will involve the productions of a form of correspondence, e.g. a letter, postcard, note or notice.

One task will involve the production of a discursive text in which the student is required to express his/her point of view on the topic given.

SECTION 'C' GRAMMAR

15 Marks

A variety of short questions involving the use of particular structures with in a context (i.e. not in isolated sentences) Test types used will include, for example, gap filling, cloze (gap filling exercise with blanks at regular intervals) sentence completion, sentence-reordering, editing, dialogue. Completion and sentence transformation.

Not all elements in the grammar syllabus can be included in the question paper every year.

However, questions will be distributed over the following three broad areas : verb forms, sentence structure and others.

SECTION 'D' LITERATURE

25 Marks

- (1) Two extracts from different poems from the prescribed reader, each followed by two or three question to test local and global comprehension of the set text. Each extract will carry 4 marks.
8 Marks
- (2) Two out of three questions based on one of the drama texts from the prescribed reader to test local and global comprehension of the set text. An extract may or may not be used.
4 Marks

- (3) Four out of five short answer type question based on the prose texts from the prescribed reader to test global comprehension. **8 Marks**

- (4) Objective question based on literature. **5 Marks**

Final Examination

This is a formal three-hour examination held at the end of Class IX and carries 100% marks. It tests all the reading and writing skills specified in the teaching/testing objectives, together with representative sample of the Literature and Grammar objectives.

Book Prescribed –

1. Text Book - The Rainbow
2. Work Book - The Rainbow

Compiled by M.P.Rajya Shiksha Kendra and Published by M.P.Text book Corporation.

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The Areas that have been Included in the New Syllabus and the Guidelines Regarding Them

- Unseen passages : unlike 1 unseen passage of 8 marks given in the previous syllabus – the new syllabus includes three unseen passages of the following types:
 - (i) 150 words
 - (ii) 150 words
 - (iii) 200 words

The passage will include factual, discursive and literary passages. The above mentioned passages can be seen in the ‘Workbook’ under the heading ‘Reading skill’

- Writing : four writing tasks have been given in the new syllabus.

The guidelines for doing these activities have been given in the textbook as well as the workbook.

The following new items have been included:

- (i) Controlled, short composition with guidance.
 - (ii) Short composition of not more than 50 words
 - (iii) Note, notice, message etc.
 - (iv) Composition – verbal stimulus such as an advertisement, a newspaper clipping, a table, a diary extracts etc.
 - (v) Composition – visual stimulus such as diagram, a picture, a graph, a map, a flow chart etc.
- Grammar –
 - (i) The new syllabus contains three board areas: verb forms, sentence structure and others.
 - (ii) A variety of short questions with in a context are suggested. The test type will include – gap filling, cloze, sentence completion, reordering, editing etc.

These types of exercises are provided both in the textbook and workbook.

- Literature
 - (i) Besides comprehension questions this section includes two extracts from different poems from the prescribed book, each followed by two or three questions.
 - (ii) Objective type questions based on literature.

2. About the Book

In this age of globalization the demand for proficiency in English is increasing day by day. Our students are learning English only with the help of the material (textbook) we have been providing them for the last few years.

As the demands and needs of the students change, the language is changing as well, necessitating a change in the learning material (textbook) also.

Keeping in need this important factor the textbook for class IX has been changed this year which intend to give the students a high level of competence in English with an emphasis on the study of literary text.

Now learning of English is being viewed in the new contexts, where English is to be learnt for communication – in spoken or written form. For this, the learners are required to be equipped with essential language skills and be confident enough to use them in their daily life. Thus there is a shift from the structural approach to the communicative approach.

Since there is a shift from ‘learning a language for learning sake’ to ‘learning a language for using it’, the learners need to use the language in varied situations, that is why there are various themes based on varied contents to fulfil the needs of the learners.

All the material given in these books is focused on –

1. Communicative approach
2. Literary text
3. Need of learners
4. Variety in content as well as in exercises
5. Enough practice material

The textbook is accompanied with a workbook also.

The course book / textbook of class IX, ‘*The Rainbow*’ is an elective English course book for the students of class IX.

The book includes,

- Prose (essays and short stories)
- Poetry
- One act Plays

The exercises include,

- Vocabulary
- Comprehension

- Grammar
- Speaking Activity
- Writing activity
- Think it over
- Things to do

The choice of lessons – poems, essay, short stories and one-act plays ensures exposure to classic as well as to modern authors. Moreover, most of the pieces given here are from the representative and well known authors and poets.

The Workbook

Since our learners don't have enough access within their surrounding to extra practice material, a workbook has been introduced separately for the first time providing self learning exercises.

The Workbook:

- Provides enough material for practicing all the four skills;
- Has lesson-to-lesson correspondence with the textbook;
- Maintains a careful balance between form (the way language is organised) and function (the way language is used);
- Provides explanations for grammatical items also to help the learners as well as the teachers;

Besides these, pronunciations of difficult words and glossary for meaning of words have been provided in the textbook to help the teacher as well as the learner.

It is hoped that the information given above would definitely be helpful to the teachers in exploiting the book in favour of the learners.

3. Exercise Pattern

The textbook and the workbook are the only material available to most of the learners, enough exercise activities have been provided in different areas in chunks, all paving path for language learning. Those areas are;

- Vocabulary
- Comprehension
- Grammar / Language practice
- Listening
- Speaking
- Reading
- Writing
- Think it over
- Things to do

I. Vocabulary

The aim behind vocabulary exercises is not only to make the learners familiar with the form of the word (how it is spoken and written) but to use them in sentences in different context. It means the learners should know the sound (how it is spoken), sight (how it is spelled) and sense (how it is used) of a word. Besides this main aim, enough exercises to expand the vocabulary have also been given in the books.

The exercises given under Vocabulary / Word Power should be taught first of all orally so that the learners can learn pronouncing the word correctly and then they can be taught in written form. The learners should be asked to do the activities in pairs, groups, whole class and sometimes individually also. Ask the learners to see/mark the words in texts also. They should often be asked to consult a dictionary.

II. Comprehension

The aim behind the comprehension exercises is just to know whether the learners have understood the lesson/ text taught. For this variety of exercises have been provided under this head so that the interest of the learners can be sustained.

While teaching the lesson/text and dealing with the comprehension question the teacher should take care of the following points:

- Whole lesson shouldn't be taught in one span unless it is necessary
- The comprehension questions related the text/passage taught should be taught simultaneously
- The learners should be asked to find the answers themselves and the teacher should help them
- Written practice is essential

III. Language Practice / Grammar

Under Language Practice / Grammar, exercises on all the grammatical items mentioned in the syllabus in the textbook and workbook have been given. The exercises have been framed in such a way that the learners not only understand the grammatical items, but they can use them in their language also. To avoid the monotony and dullness, the following types of exercises have been given under language practice.

Since learning grammar is not for the sake of grammar only, the exercises are framed in such a way so that the learners can link grammar with language and use them in different situations. Before asking the learning to do the exercises, the concepts should be made clear on blackboard with the help of example. The learners should be asked to do them in pairs, groups etc. All the students should get opportunity and when they write the work should essentially be checked.

IV. Listening and Speaking

Listening and speaking are the basic skills to be mastered before reading and writing. The purpose of there activities is to provide the learning enough opportunities to listen to the target language in real-life situations. The learners will be able to understand the language in spoken form and speak/answer/react the same after practicing these activities.

Listening exercises have been provided in the workbook only, and speaking exercise are given in both, the textbook and the workbook.

While teaching these exercises the teacher should be very cautious. The learners should be asked to repeat the word/sentence, so that the teacher can compare the pronunciation. The students should be asked to work in pairs/groups. The habit of listening to something carefully should be cultivated properly. Individual learner should get a chance to answer whatever is asked.

V. Reading

Since our learners do not find enough access to different types of reading materials, they have been provided in the workbook. So that the learners have more chances to develop their reading skills.

After reading, the learner are supposed to answer the questions asked so that their understanding can be checked. The unseen material in the book are,

1. Unseen prose passage
2. Unseen poems

These passages and poems have been provided with different types of questions mentioned in ‘Comprehension’.

The learners can do there exercises on their own and then they can be discussed in the class.

VI. Writing Activity

The famous essayist Francis Bacon who is also called ‘the Father of English Essays’, somewhere wrote: “Reading maketh a full man, writing an exact man and conferencing a ready man.” His witty remark very clearly highlights the importance of writing in our life.

Writing is the fourth skill in the hierarchy of the basic skills of language learning but it occupies a very significant place in the field of learning a language. This exercise has been designed to give ample opportunities to the students to strengthen their writing skill.

This exercise also offers a wide range of variation to the students. This has been done to give sufficient exposure of writing skill in varied situations.

As it is always desirable to start any writing work only after sufficient oral discussion has been done. The teacher should invite an oral discussion among the students on the given assignment. He should help as and when needed. When it is felt that a sufficient background has been set for writing the task, students can be asked to do the writing work. While the students write, the teacher can move about in the class and observe the activity. He/she should also ensure the correctness of punctuation marks while evaluating their work. After assessing the students’ production in writing, guidelines can be given to them for further improvement.

VII. Think it over

Generally it is assumed that most of the students who opt for English as a first language have a motive to study English Literature in forthcoming classes. Keeping this consideration in mind this exercise has been made an integral part of the exercise pattern in the textbook.

This exercise opens up a new horizon before the students by asking them to ponder over certain ideas, thoughts and situations.

Where other exercises deal with listening, speaking, reading or writing skills, this exercise has been designed to develop the thinking faculty of the learners.

This exercise should begin with motivation from the teacher. The students should be given an opportunity to discuss the instructions given in the exercise with their classmates and only after sufficient discussion they can be asked to do the things individually. The teacher should help where ever it is required.

VIII. Things to do

This exercise has been included in the exercise pattern of the text book in order to give the learners a first hand experiences of some small ‘project work’ kind of things and also to give them opportunities to use the target language outside the classroom. This exercise not only provides the learners a variation in an otherwise stereo-type exercise pattern but it also gives the learners a feeling of accomplishment whenever they do it.

‘Things to do’ exercise can only achieve its goal under the able guidance of the teacher in the classroom. Firstly, the students should be motivated to read the instructions on their own and have a discussion with their classmates. The teacher should only help if it becomes necessary. If required the teacher can explain the ways to do the exercise

4. Teaching Reading Skill

As per the new syllabus reading skills has been given special emphasis. In class IX not one but three unseen passage of about 150 words will be given. They may be factual, discourse or literary. Another point that has to be kept in mind is the very beginning of the examination pattern. Therefore if a student successfully solves them it would not only enable his/her to get a better score, it will certainly provide a boost to his/ her self confidence and with the momentum so gained he/ she may be able to tackle other sections of the question paper.

Teaching strategy

As a long term teaching strategy, use your resources and motivate your students to follow a sustained reading schedule. Remember reading skill are not acquired in a short time. Arrange for your students a separate silent reading session if possible. Bring your collection of books, magazines, journals, newspapers and place them under the custody of one or several students, encourage the students to contribute to this look fund.

In addition to this long term strategy, ample practice should be given to the students in tackling unseen passages. They not only have to comprehend the passage, they have to answer question in a relevant manner also.

Give the students the following instructions as prerequisite to solving unseen passages/ poems.

- (1) Read the given passage carefully.
- (2) Try to understand the general meaning of the passage and the various raised in it.
- (3) Give the passage a second reading to grasp its meaning fully.
- (4) You may come across some difficult words in the passage. Don't get upset if you don't know their literal meanings. Make a guess and relate them to the preceding and the following sentences. You can guess the 'idea' or 'spirit' behind those words, if not their exact meaning. It can serve your purpose to grasp the meaning of the passage.
- (5) Now read the questions given below the passage carefully, one by one.
- (6) You will find answers or clues to your questions in different parts of the passage itself. Underline only those parts which may help you in answers, the questions.
- (7) When you are absolutely clear about the answers, pen them down one by one.

- (8) Always remember, your answers must be correct and to the point. Be precise. You are never rewarded gainfully if you just beat about the bush.
- (9) The language of your answers must be grammatically correct. It must be simple, clear but spontaneous and effective.
- (10) Check your spellings and punctuations.
- (11) Don't forget that you are not to copy the language of the passage. You will be given full credit only when you answer the questions in your own language.
- (12) Never forget to revise your answers. Get rid of unnecessary details. Add a point/ points if needed to make your answer comprehensive.
- (13) To sum up, comprehension skill requires :
 - (i) Real grasp of the meaning of the passage;
 - (ii) Understanding of the issues raised in the given questions;
 - (iii) identifying the relevant clues or matter for the answers in the given passage;
 - (iv) clear, simple, grammatically and precise answers in your own language.

On the following pages a numbers of unseen passage are given for practice.

Passage for class IX

Passage 1 (Solved)

Telescope is the main tool of the modern astronomer to study stars and other celestial objects. Telescopes are arrangement of lenses and mirrors which make objects look closer than they really are. However, even with the biggest telescope a star looks like only a point of light though this light carries very useful information about the star. The light waves can reveal the make-up of the star and how hot the star is. A telescope also receives the whole range of radiations like radio waves and x-rays given out by a star. Astronomers do not see through telescope. Instead they use them as big cameras to take photographs of the night sky. Telescope use curved mirrors to collect the light. The largest telescopes have mirrors six metres across. Astronomers use two main kinds of telescopes. They differ in the way they collect and focus the light from the stars. Reflector is a kind of telescope that uses mirrors and the refractor is a king of telescope that uses lenses.

- (a) what is the use of a telescope to an astronomer?
- (b) What is a telescope?
- (c) What information about a star can be revealed by the light waves coming from it?

- (d) Find the words for the passage which mean to aim rays of light onto a particular point and 'variety'.

Ans. (a) (i) To study stars.

(ii) To study celestial bodies.

(b) A telescope is a tool which makes objects look closer than they really are.

(c) (i) The makeup of the star.

(ii) The heat of the star.

(d) focus, rays.

Passage 2 (Solved)

There are two ways in which sounds are produced. Either, they may occur naturally, such as thunder volcanic eruptions. Ocean waves, waterfalls, wind moving the trees or they are made purposely, such as musical sound, man speaking to communicate and bird's and other animal's sound. There are different kinds of sounds and they can be pleasant or unpleasant. Noise is a sound that is unpleasant to a person. To make sound, a this has to vibrate. Vibrations can be felt by placing the fingertips on any object making the sound, such as a ringing bell or the throat while speaking. String, skin or the air in pipes of musical instruments, vibrate to produce sound wave. The rate of the sound waves gives the sound a certain pitch, a sense of high sound or a low sound. Each musical instrument has its own distinctive features. The Jal Tarang as the name suggest produces high and low musical sounds due to the varied water levels in the containers. The music, thus, produced is melodious and soothing for the years.

(a) How can sounds be produced ?

(b) How can the vibrations be felt ?

(c) give two example of natural sounds.

(d) Use 'communicate' and 'unpleasant' in sentences of your own.

Ans.

(a) Sounds can be produced by vibration.

(b) By placing the fingertips on any object making sound.

(c) Thunders, volcanic eruption, sea waves.

(d) (i) There are a number of means to communicate available today.

(ii) It is difficult to entertain unpleasant neighbors.

Passage 3 (Solved)

The rain is caused by the sun which evaporates water from seas, lakes, rivers and soil. This evaporated water or water vapours form clouds which condense into water droplets or ice. As the air rises higher, more and more water vapours turn into water and the clouds grow bigger and darker. Finally water droplets from the clouds fall to the ground as rain. Usually rain results from nimbostratus or cumulonimbus cloud determines whether precipitation is rain, snow or hail. The low temperature both inside and outside the cloud results in snowfall. In hilly areas like Srinagar, Himachal and other mountainous regions of Uttaranchal. It snows heavily resulting in overflow of water in rivers during summer and rainy months. Crops fail if there is no rain and people and animals may starve to death. There may be floods if there is too much rain. Thus, life on land depends on rainfall.

- (a) How is Sun instrumental in causing rainfall ?
- (b) What are the two kinds of clouds ?
- (c) How is rain important to farmers?
- (d) Form two more words from 'let' as droplets.

- Ans.**
- (a) The Sun evaporates water which forms clouds ultimately rains.
 - (b) (i) nimbostratus
(ii) cumulonimbus.
 - (c) It helps in the growth of their crops.
 - (d) booklet, leaflet.

Passage 4 (Solved)

Ceramics have a number of uses right from making the walls of the houses or insulating cables on overhead power lines to mending broken teeth. Ceramics are divided into two groups. In the first group, which includes pottery and bricks are materials that are molded into their shape before being heated. In the second group, which includes glass and cement, materials are shaped after being treated by heat. Glass is very useful as it is easily shaped, is rust proof, and forms hard transparent objects that are not affected by chemicals. It is also very cheap to make and can be recycled over again. Glass has a wide range of uses because its properties can be changed by adding chemicals and by adding other materials such as wire. Its uses depend upon the way it is regulated to cool down under certain conditions.

- (a) What are the uses of ceramics ?
- (b) What is the difference between the materials in the first group and second group ?
- (c) Explain 'easily shaped' and 'rust proof'.
- (d) How can the properties of glass be changed ?
- (e) Find out word from the passage which has the same meaning as 'repair', 'variety'.

- Ans.**
- (a) (i) for making the walls.
 - (ii) insulting cables.
 - (iii) Mending broken teeth.
- (b) (i) Shaped before being heated, (group 1).
- (ii) Shaped after being heated, (group 2).
- (c) (i) easily shaped – because of the flexibility of the material it is easy to give it any shape.
- (ii) rust proof- It does not get rusted.
- (d) (i) By adding chemicals.
- (iii) By adding other materials such as wire.
 - (iv) By controlling the way glass cools down.
- (e) Mending, range

Passage 5 (unsolved)

Australia is the only country in the world that covers the entire continent. It is also known as the 'island continent'. Together with New Zealand and the nearby island, it is known as Australia. In area, it is slightly more than twice the size of India. It was discovered by Captain James Cook, an English seaman, in 1770. He landed near the site of the present Sydney Harbour. Since it had a favorable climate, he quickly realized that it was possible for his countrymen to settle in this new land. Australia is rich in several resources such as plants, wildlife and minerals but it lacks in water resources. The Australians have been able to utilize their resources to a great extent with the help of modern scientific methods. Australia is, therefore, considered one of the most industrialized countries of the world. The Kangaroo with body Kangaroo in its pocket represent Australia in the world.

- (a) Why is Australia a unique country?
- (b) Who discovered Australia and when?
- (c) Why did James Cook settle in Australia?
- (d) How do Australia utilize their resources?
- (e) Use ' industrialized and ' favourable' in sentences of your own.

Passage 6 (Unsolved)

Since, children, spend a major part of their time at home and in the community, parents carry a big responsibility for their children's development. The atmosphere at home should be such that it nourishes and develops the human values. Parental co-operation and encouragement are vital for the programme of their life. So, often you can see the difference in a child whose parents are actively involved with him and the child whose parents are not actively involved with him. Children learn a great deal by observing and copying what their parents do. Thus, it makes it imperative for parents to plant the right ideals in the minds of their children by the example of their own conduct. Parents should devote quality time to children and should make a conscious effort to give their children value and habits which would mould them into good citizens and successful human beings.

- (a) What type of atmosphere should be there in a home?
- (b) What type of a role do parents play in a child's life?
- (c) How can parent plan the right ideals in the minds of their children?
- (d) Give the opposite of the word 'minor', 'failure'.

Passage 7 (unsolved)

The humble pencil is undoubtedly the most widely used tool for writing and drawing the world over. The earliest forerunner of the modern pencil was called 'Pencilus' and was used by the ancient Romans. They were usually made of lead. That is why pencils to this day are called "Lead pencils". Although they are not made of lead any longer. Today's pencils are made of graphite. Though, we do not know who it was that invented the Roman 'lead pencils' we do have records about the inventor of the graphite pencil. Graphite was first used in pencil in 1565. it was a European naturalist called Konrad von Gesner who first encased a piece of graphite in a wooden holder to draw his sketches. Today, pencils are available for almost every kind of drawing, writing and marking. There have been many innovations in the making of pencils.

- (a) who use a pencil for the first time and under what name?
- (b) What is the difference in pencils made today and in the past?
- (c) Who invented a graphite pencil and when?
- (d) Why does the writer call some pencils as eco-friendly?
- (e) Give the opposite of the words 'proud' and 'infamous'.

Passage 8 (Unsolved)

Elephants here are finding the Yamuna water a bit too uncomfortable for their living. For the 30-odd elephants living near the Yamuna, the garbage that the city dumps there is proving injurious to their skin with many of them being diagnosed with one skin ailment or the other.

These include parasitism, foot lesions, wounds and abscesses. Many of them were also detected with cracked toenails and fissures in footpads which they were carrying around for a long time.

“The city uses the Yamuna almost like a waste ground despite the strong campaign against it and the elephants who use this water every day injure themselves because of the glass pieces in the water and the high level of contamination. Skin ailments are common and many elephants continue their daily routine with the wounds and are forced to bathe in the dirty water. What makes the situation murky is the fact that though their keepers know that the water is bad for animals, there is no option,” says Wildlife Trust of India(WTI).

What is also worrying is the long-term effect on these animals.

- (a) Why do the elephants find Yamuna water uncomfortable?
- (b) Mention any two diseases of elephants caused by the dirty water?
- (c) How do elephants injure themselves?
- (d) Why is the situation gloomy for elephants?
- (e) Find words in the passage which mean ‘dirty and impure’ and ‘not very serious illness’.

Passage 9 (unsolved)

Sabarimala is in the Western Ghats and is named after Sabari, the tribal woman mentioned in the Ramayana, who attained salvation after her meeting with Ram. Sabarimala is believed to be the abode of Lord Ayyappa and is visited by about one crore pilgrims every year. For 41 days, devotees follow a controlled lifestyle. They eat only vegetarian food, refrain from consuming alcohol or tobacco, and follow personal cleanliness and celibacy. Pilgrims wear only black clothes and don't shave. Irrespective of caste, creed, social status or religious belief, anyone can worship at the temple. All pilgrims are referred to as ‘swamy’ during the pilgrimage. Offerings to Ayyappa are tied in a bag with two compartments, known as irumudi. This contains a ghee-filled coconut on their heads throughout the arduous journey chanting the slogan Swamiya Saranam Ayyappa, which means, ‘Oh Ayyappa; I seek refuge in you’. The 18 steps to the temple represent the 18 Puranas. Close to the temple's entrance, there is a temple to a Muslim disciple, Vihar Swamy, while those of two tribal chiefs, Kadutha Swamy and Karuppa Swamy, are positioned on either side of the steps.

- (a) How did the pilgrim center Sabarimala get its name?
- (b) What ritual preparation do the pilgrims follow?
- (c) What is irumudi and what does it contain?
- (d) What do the 18 steps to the temple represent?
- (e) Write the synonym of :
 - (i) Difficult
 - (ii) Tiring

5. Teaching Writing Skills

Writing skills have been categorised into four types, controlled task like a guided composition; short composition like a note, notice, message, telegram or a postcard; composition in response to some verbal stimuli; and composition in response to visual stimuli.

In the previous years, stress was given only on application/letter and essays. Now, we have a variety of times for developing writing skills and these are directly related with day-to-day life.

As with any skill, practice is the only means through which it could be mastered. It is advisable to follow a teaching strategy which gives ample time, adequate practice and a variety of writing assignments to the students. It may look tedious or confusing at times but you may soon find out how rewarding these activities would be. If done earnestly these activities will not only give the students in writing and drafting expressively, but also give them a 'written expression' helpful in attaining good marks in other subjects.

Controlled/guided short composition

It is expected of the students to write short compositions (Paragraphs) on the basis of verbal or visual stimuli.

A small piece of sustained writing is called a paragraph. It is a group of sentences which explain the same theme. These sentences are connected in such a way that they make a paragraph and the whole paragraph provides a single sense.

How to write a Good Paragraph

1. Think of the points you want to write in the paragraph. Jot them down. In order to build points, raise questions about the given topic.
2. Arrange the points in proper and logical order.
3. Start, if possible, with the main sentence which may express the main idea and awaken the reader's interest. It should clearly express what you are going to write about.
4. Avoid repetition and monotony. Write complete sentences. Every sentence should state a clear fact or idea.
5. Use linking devices. Sentences should be well-connected. A good paragraph must have coherence.
6. End up with a sentence that summarises what you have said earlier. But, at the same time, it should be interesting, attractive and impressive.

SOLVED EXAMPLES

Q.1 You are Babul/Babuli. You have to catch a train to Delhi, which arrives from Chennai at mid night. Write a short composition on 'The scene at the railway station'.

THE SCENE AT THE RAILWAY STATION

Ans. The scene at a Railway platform is quite interesting and exciting. It presents a cross-section of society in different moods, feelings, manners, deportment and dress, People from all walks of life and of all age groups can be seen there. Some are anxious and tense. Waiting for the train is a torture for them. They fidget and feel bored. Some hide their annoyance by walking up and down the platform. Still others stand at the teastall or bookstall and while away time. Only innocent children enjoy the arrival of the train with gay faces. The hawkers selling their wares and the coolies waiting for chance to earning money are also happy. The hustle and bustle increases as the train arrives. Everybody is in a hurry to get in or get down. People exchange parting words of advice and greetings. After the departure of the train, the platform looks deserted.

Q.2 You are Ranvir/Manju. Your grandmother, who lives with you, has gone on a pilgrimage. You are missing her. Write a short composition on your grandmother.

MY GRANDMOTHER

Ans. The simplest and easiest description that I can give of my grandmother is that she is an exceptionally sweet woman with a heart of gold. She is the only person who has the patience to listen to my idle talk for hours. Her long, rich and varied experience in life enables her to guide me when I get stuck in a tricky situation. Being a very religious-minded and conservative woman, she does not miss going to the temple early in the morning. Some times I too accompany her to the temple because I love to see the sparkle in her eyes as she enters the temple and then mentally she drifts into another world.

Q.3 You are Shiv/Shivangi. There is a park in your colony. You enjoy the morning walk there. Write a short composition on the pleasure of the morning walk.

PLEASURES OF MORNING WALK

Ans. A morning walk is full of pleasures. The atmosphere is clean and pure in the morning. An early morning walk refreshes the mind and keep the body healthy and strong. Deep breathing and a brisk walk in the open air gives a man a sound body and a sound mind. An early morning walk is a pleasant experience. Nature is full of peace and beauty. It fills our mind with noble thoughts and the heart with tender feelings. The fresh morning breeze blowing through the trees makes a murmuring music. The chirping of birds on their flight across the sky fills our hearts with pleasure. The morning walk fills our spirits with pleasure and enables us to face the problems of the day in a cheerful spirit.

Q.4 You are Shobhit. You are shocked to know that the terrorism is on the rise despite the efforts of the govt. to control it. Write a paragraph on 'terrorism'.

TERRORISM

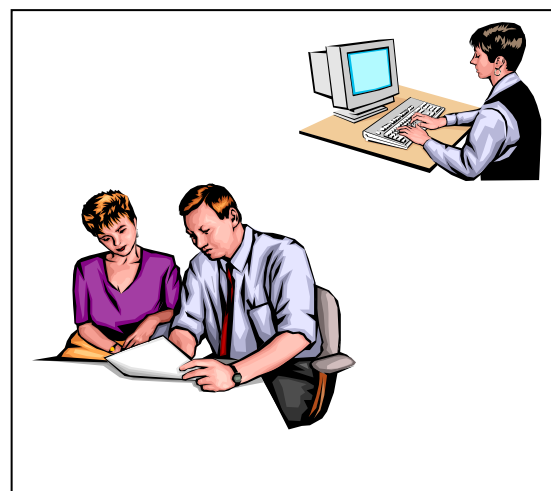
Ans. Terrorism creates fear and panic in the mind of public. It disrupts daily life and endangers the lives of innocent people. The people who are dissatisfied socio-politically are tempted to join the group of terrorists. They are hypnotised to commit cruel acts by killing people to terrorise the govt. and general public. Today there is a need to combat terrorism and it has to be done by redefining the aims of education which will make an individual responsible and a patriotic citizen rather than a terrorist.



Q.5 You are worried about your younger brother who excessively enjoys watching T.V. or playing games on his computers and does not have any interest in reading books. Write a paragraph on the topic explaining computers cannot substitute books.

COMPUTERS VS BOOKS

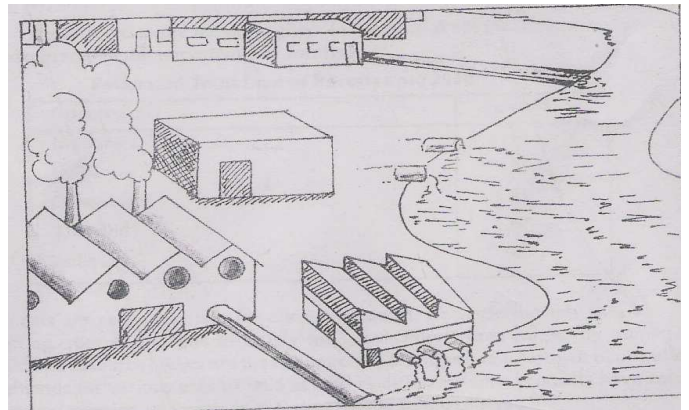
Ans. It is often said that books are the dying breed but the magic of books can never cease to charm humanity. Through the ages they have helped man knit his dreams and thoughts, his hopes and aspirations. Secured within its cover it brings to him ancient wisdom with which he makes his future. Computers can never serve as the substitute of books howsoever popular they may become. The books not only enable us to



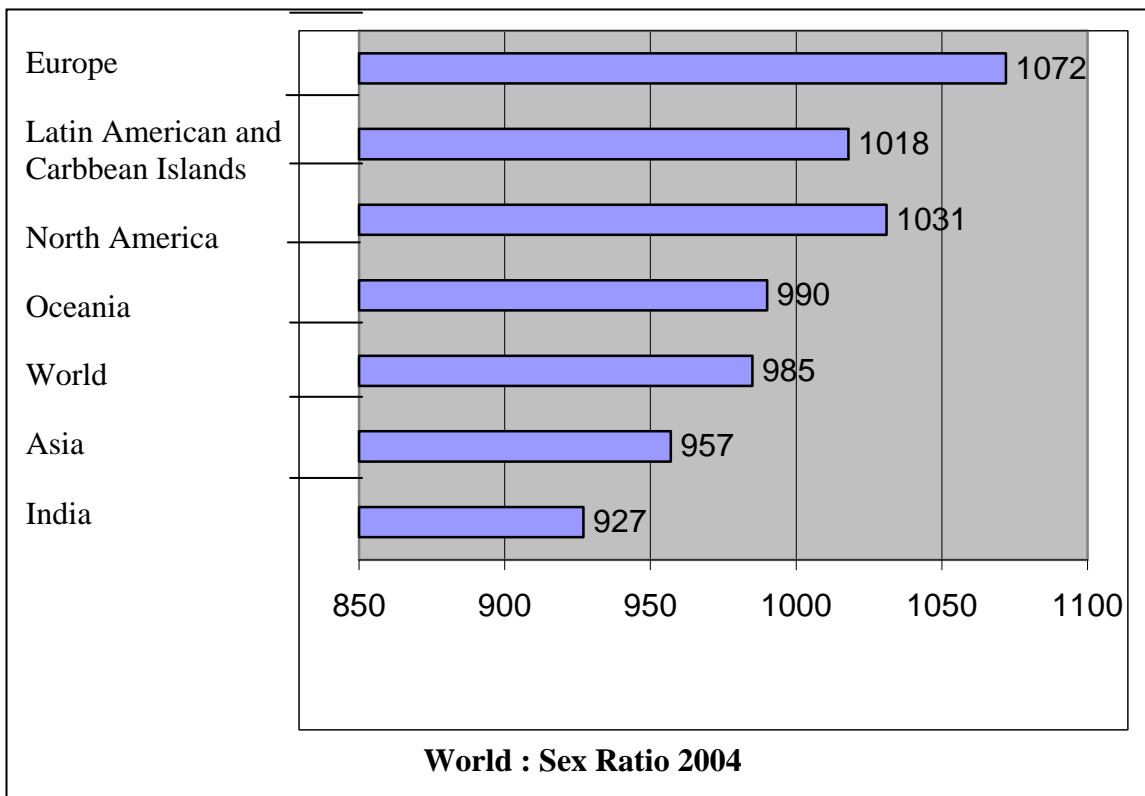
understand things in the right perspective but also help us fight against social and economic exploitation. Through reading the learners get closer to the masters who shaped the world. Books can be read anywhere, anytime and in any environment, while commuting long distances by bus, train or plane, in a quiet corner of the library, on the terrace of the building, on the stair case of your school.

Q.6 On the basis of the given picture write a paragraph on the increasing pollution due to untreated sewage .

Ans. I came; I used; and I damaged is the proud call of man. The clean water of the rivers, the green gold was all taken away by the greedy son of Adam. The modern life style has made our rivers big dustbins where the cities dump their waste whether chemical, industrial or household. We have to change the habits of the people who dump wastes material anywhere and everywhere to be able to treat the total waste in the sewage.

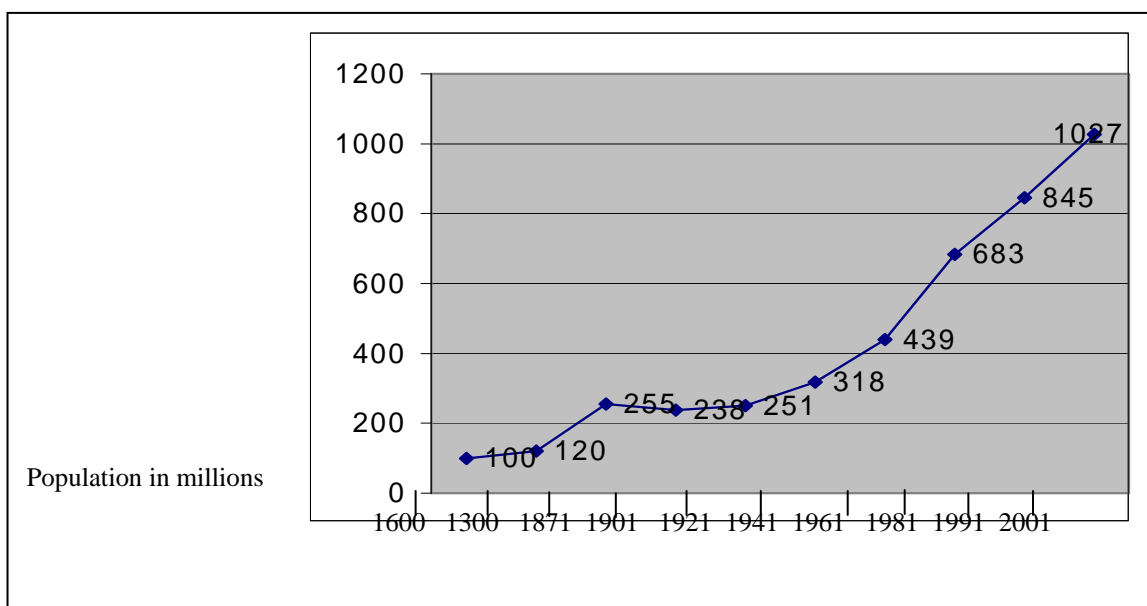


Q 7 Read the data given below and write a short paragraph on 'The girl child in India' in 80 words.



Ans. It is a great irony that in a country where women are worshipped for power and energy they are today facing a kind of extinction thereby bringing down the ratio. Today there are approximately 927 women per thousand men. The birth of a son is a cause for great rejoicing and celebrations but that of a girl an occasion, not uncommonly of disappointment and indifference. The main cause of declining ratio of girl child is that large number of little girls are allowed to die because of malnutrition and diseases.

Q 8 Read the line graph given below and write a paragraph on 'Population Explosion.'



Ans. Today the population explosion has made the life miserable. As a result the number of people living below the poverty line is increasing. The helpless people are compelled to live a life full of miseries on the footpath without any shelter. The increasing population has resulted in the increasing rate of crime, price rise, corruption, unemployment and pollution. The various reasons responsible for population explosion are decreasing death rate, poverty, illiteracy, low social norms and early marriage. We should educate the people to control the population.

Notice Writing

A notice is a written or printed news announcement or information. A notice may contain news/information about something that has happened or is likely to happen. It may be a formal announcement of public importance or an advance warning meant for compliance and information. A notice can be about a meeting, an event, an excursion/historical trip/a picnic, lost and found, change of name/ address/ uniform/ timings/venue etc.

Purpose

Notices are effective means of disseminating information related to different issues or occasions. They reach to a large number of persons in a short time. Hence a notice is written in simple and formal language. It is clear, brief and to the point.

Display

- (a) School/College Notice Boards.
- (b) Newspapers/Magazines.
- (c) Public Notice Boards.

Main Characteristics

- (a) **Format:** It includes the word '**NOTICE**', date, heading, writer's name and designation.
- (b) **Content :** It must answer the questions What? When? Where? How? etc.
- (c) **Expression :** It relates to the overall organisation and relevance of the content as well as grammatical accuracy and fluency.

Remember

- (i) It must contain complete information.
- (ii) The order of presentation should be clear.
- (iii) State the purpose of notice clearly.
- (iv) Content should include all necessary information, *e.g.* for a meeting the time, venue, date and agenda.
- (v) Use impersonal language, *i.e.*, third person. Avoid 'I' and 'You'.
- (vi) Give the designation of the writer just below the signature.
- (vii) The date of writing notice is generally put at the top.
- (viii) Observe the word limit. If you exceed it, you will get a negative mark.

Solved Examples

1. You are the Secretary of the English literary association of Tagore Memorial School, Satna. Write a notice inviting names of those who would like to participate in debate, extempore speech & elocution contests.

English Literary Association
Tagore Memorial School, Satna

25 October, 2007

NOTICE

The English literary Association invites participants in the following contests to be held in the school auditorium:

(a) Debate : 5 Nov. 2007 at 11.00 a.m.

Topic "In the opinion of the house, women should be given 33% reservation in the parliament".

(b) Extempore speech : 6 Nov. 2007 at 11.00 a.m.

(c) Elocution : 6 Nov. 2007 at 2 p.m.

Topic "COMMUNAL HARMONY - The need of the hour".

Last date for submission of names : 30 October 2007

Rani Mohal
Secretary.

2. You have lost your wallet containing valuable documents (Passport, certificates, bench of keys) while travelling by Shatabdi Express from Bhopal to Delhi. Write a notice for publication in 'Times of India' Delhi under 'Lost and Found' column'

LOST AND FOUND

Lost a black bather wallet containing some valuable documents including marksheets, character-certificate, birth-certificate, passport and a bunch of keys on 23 July 2007 while travelling by Shatabdi Express from Bhopal to Delhi. Finder will be suitably rewarded contact Naresh Chouhan, 12, Monsarover Colony, Bhopal.

FORMAT (ARTICLE)

TITLE/ HEADING	-	Short and Informative
WRITER'S NAME	-	
BODY	-	1. Introduction – arise interest. 2. Body- logical sequence of ideas 3. Conclusion – Sum up your views – conclude in an interesting way.

Ques.:- “ Games and sports should be made compulsory in school” Do you agree? Write an article for publication in School magazine. You are Navin/Nanda, a student of class XI commerce.

VALUE OF SPORTS

BY : Navin

Class XI Commerce

“ All work and no play”

Makes Jack a dull boy.

This old saying itself shows the importance of games and sports in our life. Also we know ‘ Sound mind lives in a sound body’ There can be no better way to maintain a sound mind than games and sports. So, games and sports should be made compulsory in schools.

Games and sports not only help the children to keep good health, they teach them to be disciplined and law-abiding, because these qualities are necessary to play a game. A child learns to be helpful, co-operative, free from prejudices. He develops sportsman spirit and leadership quality. He is able to understand and realize the value of even a micro second. A child develops confidence and concentration while playing games. Thus games and sports can prove very useful in making one a good and useful citizen.

In order to reap all these benefits, games and sports must be made compulsory in schools. The nation needs to be healthy –both in mind and body. Schools can thus prove a good nursery to produce good citizens as well as talented sportspersons in the country.

Ques. Geeta Patil, a student of class XII feels highly disturbed she read about the bride-burning case in the city of Indore, where she lives. She decides to write an article on the evil of the dowry system to the local daily 'Nai Dunia'.

THE EVIL OF THE DOWRY SYSTEM

By : Geeta Patel

Class - XII

The recent bride-burning case in the city of Indore has again proved that the evil of dowry system in our society has assumed alarming proportions. Even after 60 years of independence and so much development, we still are so backward that we are burning the young, talented women just for the sake of money.

The dowry system is a stigma on our society. It is an insult to women. It is a matter of shame for men. The greed for dowry has taken the lives of many innocent girls. They are tortured physically as well as mentally. This evil is spreading day by day in spite of the rules and regulations made by the govt.

We can't end it merely by shouting slogans. Women have to come forward. The parents should educate their girl child also so that she becomes economically self dependent. They should not marry their daughters to the dowry seekers. The girls should also stand up boldly against their greedy in laws. Men should also help the women in removing this dirty stigma. They should neither demand nor accept dowry. This evil can be ended only by exercising strong will power.

6. Teaching of Prose

Often two types of prose texts are prescribed, namely, prose for detailed study and prose for non-detailed study. Books for non-detailed study used to be called rapid readers also.

Teaching of prose for detailed study

The teaching of text for detailed study will be little different. First the teacher should mark out which passages are difficult and which are not. The easy passages can be taught in the manner described above for the teaching of text for non-detailed study. The teacher will have to devote more time in teaching difficult passages. All the difficult and crucial words occurring in the target passage may be written on the BB, with their meanings, if necessary. Mostly there are set books for detailed study and usually they give meanings of most of the difficult words occurring in the text. The teacher may ask students to look up the meaning of those words only in the glossary which are related to the passage in question. Then the teacher will ask the questions related to the passage, but should not allow just anyone to answer it. Here the same method should be encouraged to read between the lines and draw the right inference. Gain, any gaps left after the question – and – answer session can be filled by the teacher's explanations in a few sentences. The vocabulary in the texts for detailed study should get intensive treatment. Students can be given meanings of the words in the text and asked to look up those words in the passage. Students can be asked to use some of the difficult words and phrases in their own sentence. Some passages in prose text, too, make for excellent reading aloud. Occasionally, teachers can read such passages themselves and ask their students to do the same, this will go a long way in improving their pronunciation, intonation and other prosodic features of the spoken language.

7. Teaching of Poetry

A traditional approach to teaching poetry involves the teacher in reading the poem aloud, followed by a question and answer session. This leads to an understanding of the 'meaning' of the work together with the poetic devices used therein. Here the teacher is in charge of the meaning that comes out of the text. The impressions and intuitions of the readers/students are never taken into account. It becomes a one-way exercise in which the teacher fails to acknowledge the students' own ideas about the poem.

This approach emphasizes analysis at the expense of response. It does not give students enough responsibility for creating their own meanings. The objective of enjoying a poem thus remains unfulfilled. Teachers were advised to use methods which encourage group discussion and loud reading when this approach to teaching was first criticized during 1970's and 1980's. Sequencing a cut up text, inventing a title for the poem, and cloze exercises were also suitably suggested and employed. But these methods are sometimes monotonous, taxing, and apt to be taken out of context.

The problem is that 'poetry' cannot be put in a single category of text. It has been defined variously such as Coleridge's 'the best words in the best order' or Eliot's 'not a turning loose of emotion but an escape from emotion'. Genuine poetry is 'conceived and composed in the soul' (Gray) and consists of 'noble grounds for noble emotions' (Ruskin). An alternative approach to defining poetry is, therefore, to place emphasis on the reader rather than on the text. But even this perception tends to mislead us into accepting a broad category of poetry, which may even include advertising jingles and song lyrics according to personal preferences.

However, in all perceptions and definitions of poetry, the imagination and emotions are the common factors. Poetry consists of emotions and feelings that are imaginatively conceived (content) and imaginatively expressed (form). Even if it can have the same content as in prose piece, the form is quite different and distinctive.

Though there can be no uniform criteria for categorizing a poem, the broad parameters of teaching a poem can be understood fairly well in view of the difficulties faced by the readers/students in comprehending different poems:

- (i) Some poems present difficulties by way of vocabulary, allusion or references, like T.S. Eliot's *A Cooking Egg*.

- (ii) Some poems need to be understood only in the wider context of poet's life and work, like the sonnets of John Milton and William Shakespeare.
- (iii) Some poems need successive readings before they are actually experienced, like W.B. Yeats's *Sailing to Byzantium*.
- (iv) Some poems admit only a surface grasp of objective semantic meaning without the deeper, subjective significance like Christina Rossette's *Uphill*.
- (v) Some poems demand tolerance of ambiguity and readiness accept plurality of meaning, like John Donne's *Valediction*.

Generally speaking, we distinguish poetry from prose by some features as metre and rhythm, rhyme-scheme, figures of speech, image and diction. But in comprehending a poem, the focus is primarily on the theme-how it has been transpired, or sparked off. What constitutes the presentation part-the craft of writing, the drafting process and the play language, is not kept in mind equally attentively. Ignoring these features at the cost of the 'meaning' does not bring out the method and motive.

The central challenge in teaching poetry is, therefore, to maintain a balance so that due attention is given both to the subjectivity of the reader and the objective text.

To sum up, a successful practical approach to poetry in the classroom will involve the following:

- (i) creating a rich poetry environment,
- (ii) focusing student's attention on poetry vis-à-vis other forms of writing.
- (iii) recognizing the sound-pattern, lexicon, oblique usage, figures of speech, tone,
- (iv) asking students to come up with their own impressions of the poem,
- (v) asking students to invent a title for the poem before being told the actual title, and
- (vi) analyzing the meaning and background of the poem, and the development of thought from the beginning to the end.

8. EVALUATION

Blue Print of Question Paper

Exam: IX
Subject: SPECIAL ENGLISH

Max.Marks: 100
Time: 3 HOURS

S.No.	UNIT/AREAS OF LEARNING	Unitwise Allotment of Marks	NUMBER OF QUESTIONS MARKWISE										TOTAL SUB-QUESTIONS (PROPOSED)	TOTAL QUESTIONS
			1 Mark	2 Mark	3 Mark	4 Mark	5 Mark	6 Mark	7 Mark	8 Mark	9 Mark	10 Mark		
	Objective Type Questions No. 1 (i) Literature (D-IV)=5 marks (ii) Grammar (C-II)= 9 marks	-	14	-	-	-	-	-	-	-	-	-	14	01
A.	READING SKILL	30												
	(i) PASSAGE -1 (150 WORDS)		02	03	-	-	-	-	-	-	-	-	05	01
	(ii) PASSAGE -2 (150 WORDS)		02	03	-	-	-	-	-	-	-	-	05	
	(iii) PASSAGE-3 (200 WORDS)		02	-	04	-	-	-	-	-	-	-	06	
B.	WRITING SKILL	30												
	(i) A SHORT GUIDED COMPO.		-	-	-	-	01	-	-	-	-	-		01
	(ii) A SHORT COMPOSITION		-	-	-	-	01	-	-	-	-	-		01
	(iii) A COMPOSITION (VERBAL STIMULI)		-	-	-	-	-	-	-	-	-	01		01
	(iv)		-	-	-	-	-	-	-	-	-	01		01

	COMPOSITION (VISUAL STIMULI)													
C.	GRAMMAR	15	-	-	-	-	-	-	-	-	-	-		
	(i) AS DIRECTED IN THE SYLLABUS		06	-	-	-	-	-	-	-	-	-	06	01
D.	LITERATURE	25												
	I- TWO A EXTRACTS FROM DIFF. POEMS B		04	-	-	-	-	-	-	-	-	-	08	01
	II- TWO SA TYPE QUES.(OUT OF 3) BASED ON DRAMA		-	02	-	-	-	-	-	-	-	-	02	01
	III- FOUR OUT OF FIVE SA TYPE QUES. PROSE		-	04	-	-	-	-	-	-	-	-	04	01
													TOTAL	50
														10

FORMAT OF QUESTION PAPER

CLASS: IX
SUBJECT: SPECIAL ENGLISH

M.M.- 100
TIME- 3Hrs

Unit/Area of learning	Marks allotted to unit	Main question No	Sub question No's	Type of question	Marks	options
Objective Type Questions No. 1 (i) Literature (D-IV)=5 marks (ii) Grammar (C-II)= 9 marks	–	Q1	a-n	Objectives	14	No Option
A.READING SKILL	30					
(i) PASSAGE -1		Q2	Vocab (i) (ii)=2 Compre (iii)(iv)(v)= 6	Objectives SA	02 06	No Option
(ii) PASSAGE -2			Compre (i)(ii)(iii)= 6 Vocab (iv) (v)=2	SA Objectives	06 02	No Option
(iii) PASSAGE-3			Compre (i)(ii)(iii) iv Vocab (i) (ii)	SA Objectives	12 02	No Option
B. WRITING	30					
(i) A SHORT GUIDED COMPO.		Q3	-	LA	05	INTERNAL
(ii) NOTE/NOTICE/MESSAGE ETC.		Q4	-	LA	05	INTERNAL
(iii) A COMPOSITION (VERBAL STIMULUS)		Q5	-	LA	10	INTERNAL
(iv) COMPOSITION (VISUAL STIMULI)		Q6	-	LA	10	INTERNAL
C. GRAMMAR	15	Q7				
(i) AS DIRECTED IN THE SYLLABUS			C-1	VSA	06	No Option
D. LITERATURE	25					
I- (A)EXTRACT-1		Q8	1, 2, 3, 4	SA Objective	04	No Option
(B) EXTRACT-2			1, 2, 3, 4	Objective	04	No Option
II- DRAMA (SA TWO OUT OF 3)		Q9	1,2	SA	04	INTERNAL
III- PROSE (SA 4 OUT OF 5)		Q10	1,2,3,4	SA	08	INTERNAL

INSTRUCTIONS -

1. The questions paper should strictly adhere to the syllabus issued by the Board.
2. The question Paper should be average with 40% easy, 40% average and 20% difficult questions, keeping the students of the remotest area in mind.
3. The paper should contain objective type questions of at least 25% marks so as to ease the students from the examination tension. These questions may include fill up the blanks, matching column, multiple choice, one word answer type etc. These questions may be set at one place as far as possible. Questions on vocabulary test should also be included in objective test questions; these may be given along with the passage.
4. The paper should be set in such a way that an average student can solve it in 2.30 hours, giving him enough time to think and check it.
5. The paper must be set with an absolute objective attitude, focusing on the student's benefit while testing what skills they have achieved during the educational session.
6. Word limit should not be given for answering questions
7. Options should be given in every questions as far as possible.

9. Annual Evaluation Model Question Paper

Class IX

Subject: English (Special)

Time: 3 hours]

[Max. Marks: 100

*Note: Attempt all questions.
Internal choices are given in some question.
Word limit is given wherever required.*

Q.1 Objective type

- (a) Fill in the blanks with the appropriate words taken from the brackets. 9
1. She just (come) from school when she (meet). (*past perfect and simple past from of the verbs*)
 2. Please take your shoes. (*off/out/up*)
 3. He has known Sumeet 5 years. (*since / for*)
 4. A wise enemy is than a foolish friend. (*good/best/better*)
 5. He punish her if she does not behave herself. (*shall/should/would*)
 6. It rain tomorrow. (*can/may/might*)
 7. Sushmita is a nurse nor a doctor. (*neither/either*)
 8. The train had left we reached the station. (*before/after/than*)
 9. Everyday we go to school 8 o'clock in the morning. (*by/at/on*)
- (b) Choose the appropriate alternatives to complete the sentences given below: 5
- (i) A is a means of transport which slides over the snow on wooden or metal runners.
(a) wagon (b) cart (c) sledge (d) carriage
- (ii) Why stay indoors when there's such a lovely garden to:
(a) walk out (c) walk in
(b) walk on (d) walk up
- (iii) The writer of 'Arise, Awake!' is
(a) Mahatma Gandhi (b) Ruskin Bond
(c) Swami Vivekanand (d) Khushwant Singh
- (iv) Which missile system was launched on 22 may 1989.
(a) Agni (b) Prithvi (c) Ghori (d) Akash
- (v) Which country was known as the 'golden bird' in the world during Alexander's era.
(a) England (b) Japan (c) America (d) India

SECTION A

Q.2 Read the following passages carefully and answers the questions given below:

(i) The first recorded Olympic competition took place at Mount Olympus in 776 B.C. The only event was a race equal to the length of the stadium. However, additional races and other athletic events were added slowly and the competition was held every four year. Only Greek men, who were citizens could enter. It was a high honour just to be in the competition. The winners received crowns of leaves and they were given many special advantages.

In 1896, the first modern Olympic Games were held in Athens, Greece. Pierre de Cubertin, a French scholar, who was not on athlete, had decided that part of the Greeks' importance came from their frequent athletic celebrations. In 1894, he invited people from twelve countries to

organize the modern Olympics. It had been more than 1,500 years since the Roman Emperor Theodosius had stopped the games.

- (a) *When and where did the first recorded Olympic competition take place?* 2
(b) *Who could get entry in those games those days?* 2
(c) *Who stopped the Olympic games?* 2
(d) (i) *Find out the noun form of 'compete' from the passage.* 1
(ii) *Find out plural of 'country' from the passage.* 1

(ii) The human brain is much more than just a large and very sophisticated biological computer. It is capable of making and preserving experiences. It stores knowledge and feelings. With its help, we can remember and learn new things. The wisdom of old age is not limited to facts learned by brain, but is the sum of all that a person has experienced in his or her lifetime. As age increases, the individual develops the ability to make balanced judgments and to accept other people the way they are. Moreover, age allows a person to bring new knowledge to existing contexts. The ability to learn from past experiences and the capacity to look into the future with an open mind this is truly the wisdom of age. Here, memory plays an important role.

- (a) *Describe the human brain.* 2
(b) *With growing age what quality does an individual develop?* 2
(c) *What is truly the wisdom of the age?* 2
(d) *Find out the words from the passage which have the same meanings as the words given below.*
(i) *emotion* (ii) *of great value* 2

(iii) Home is the first and the most important school of character. It is here that every human being receives his moral training, or his worst, for it's here that he imbibes those principles of conduct which endure through manhood, and cease only with life.

It's a common saying that "Manners make the man", and there is a second one that says, "Mind makes the man", but truer than either is a third that says, "Home makes the man". For the home training includes not only manners and mind, but also character. It's mainly in the home that the hearts are opened, the habits are formed, the intellect is awakened, and the characters are moulded for good or for evil.

From that source, be it pure or impure, issue the principle and maxims of Society. Law itself is but the reflex of homes. The finest bits of opinions sown in the minds of children in private life after wards issue forth to the worked and become its public opinion, for nations are grown out of nurseries. Those who hold the leading strings of children may even exercise a greater power than those who yields the reins of Government.

- (a) *Which is the most important school of character?* 3
(b) *Do you agree with the view that home makes the man? Why?* 3
(c) *What does home training include?* 3
(d) *Who exercises a greater power?* 3
(e) *Find out the words from the passage which have the opposite meanings of the words given below (i) best (ii) pure* 2

SECTION B

Q.3 A newspaper reporter wants to publish an article on 'Eiffel Tower' in his newspaper. While visiting he took some notes. Using his notes, write a short composition. 5

EIFFEL TOWER

- *Built for the 1889 world fair*
- *1792 steps to the top.*
- *It has 2.5 billion rivets*
- *Blueprints covered 14000 sq. feet drafting paper*
- *Parrots used for warning of approaching planes*

- No one killed during actual construction,
- One killed during the installation of lifts

Q.4 Your mother is not at home and you are going to play a cricket match with your friends. Leave a message for her. 5

OR

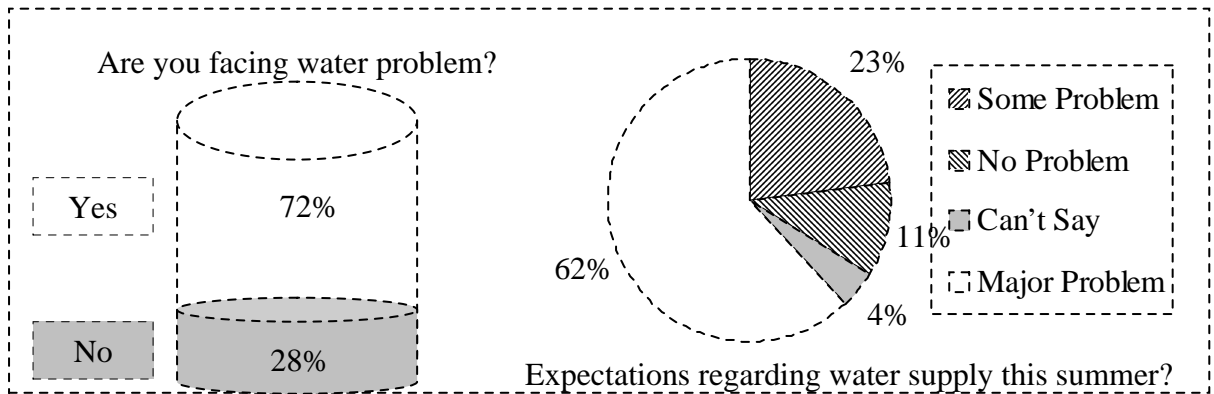
You have saved one thousand rupees. Plan how you will spend it.

Q.5 Your birthday falls on the 15th of next month. Your parents have allowed you to arrange a grand party on this occasion. Write a letter to your friend in Chandigarh inviting him on your birthday party. Also mention some of the special arrangement you have planned for the day. 10

OR

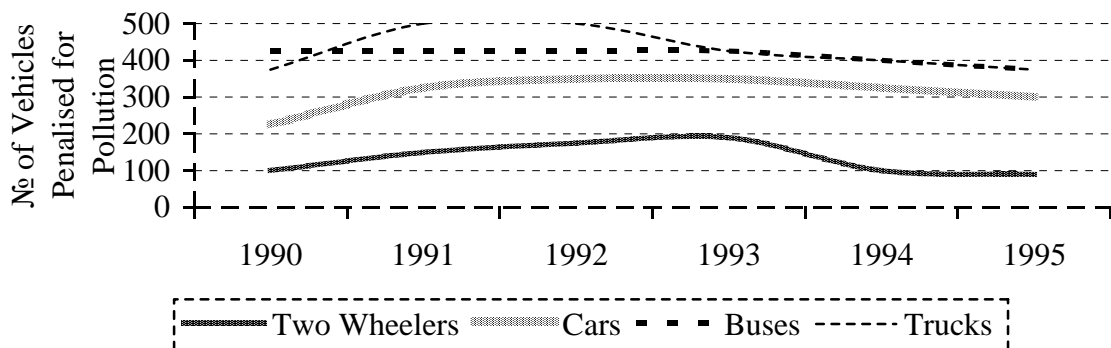
You are Sudha / Sudhir studying at the Doon Public School, Dehardun. Write a letter to your father to send you one thousand rupees as you have to buy some books. Also mention about your evaluation text.

Q.6 Study the chart below. Write down your observations regarding the water problem in Indore that will arise in the coming summer months. How do you propose to deal with the problem? 10



OR

The Bhopal police is celebrating an anti-Pollution week, it has released the following graph to support its claim that vehicular pollution is on the increase. As a student, write a short paragraph based on the information given in the chart.



Q.7 Do as directed

6

- (i) My uncle asked, "Do you really need so many books?" (*Change into indirect speech*)
- (ii) It is my belief.
He will come today
(*Combine the sentences with noun clause*)
- (iii) This is the time
We go to school.
(*Combine the sentences using adverbial clause*)
- (iv) We are taught English by Mr. Kumar.
(*Change the voice*)
- (v) She spends her next winter Holidays in Dehradun.
(*Rewrite the sentence using 'going to'*)
- (vi) By the time she reached Jabalpur, she (*travel*) the whole night.
(*Rewrite the sentence using the past perfect tense of the verb in the brackets*)

SECTION - D

Q. 8 Read the extracts from the poems carefully and answer the questions given under them.

(a) The mighty Himavant is ours -
There's no equal anywhere on earth.
The generous Ganga is ours -
Which other river can match her grace?
The sacred Upanishads are ours -
What scriptures else to name with them?
This sunny golden land is ours -
She's peerless, let's praise her!

Questions

1. The Sunny golden land of India makes it unique. Name two such things that make India unique.
 2. The poet describes the Ganga as 'generous'. Suggest one more adjective that can be used with the Ganga.
 3. Name the poem.
 4. Name the poet.
- (b) The world into much with us, late and soon, Getting and spending, we lay waste our powers little we see in nature that is ours; we have given our hearts away, a sordid boon.

Questions

1. Find out the lines expressing the following idea: we waste our energy in worldly affairs without realizing that Nature belongs to us.
2. Pick out the word that rhymes with 'soon'.
3. Name the poem.
4. Name the poet.

Q.9 Answer any *two* of the following questions.

4

1. Why did Bashambad need a job?
2. What made Aunt Jane worried about her gift cheque?
3. What class of people do Kunja Babu and Bashambad represent?

Q.10 Answer any *four* of the following questions.

8

1. Why did Alexander want to conquer India?

2. What is real worship?
3. Describe the condition of the house as narrated by Ma Blockhead.
4. What did the villagers think about going to the court?
5. What was the three fold strategy adopted to create Agni?

Model Answers

Q.1 Objective type

- | | |
|---|--|
| <p>(a)</p> <ol style="list-style-type: none"> 1. had just come, met 2. off 3. for 4. better 5. shall 6. may 7. neither 8. before 9. at | <p>(b) Ans</p> <ol style="list-style-type: none"> 1. sledge 2. walk in 3. Swami Vivekanand 4. Agni 5. India |
|---|--|

Section A

Q.2 (i) (a) The first recorded Olympic competition took place at Mount Olympus in 776 B.C.

- (b) Only the Greek citizens could get entry in the games those days.
- (c) The Roman emperor Theodosius stopped the Olympic games.
- (d) (i) competition (ii) countries
- (ii)(a) The computer is like the human brain.
- (b) With the increasing age the individual develops the ability to make balanced judgements and to accept other people the way they are.
- (c) The ability to learn from past experiences and look into the future with an open mind is the wisdom of the age.
- (d) (i) feelings (ii) important
- (iii) (a) Home is the most important school of character.
- (b) Yes I agree that home makes a man because home trains manners, mind and the character.
- (c) Home training includes manners, mind and character building.
- (d) Those who holds the leadings strings of children can exercise a greater power.
- (e) (i) worst (ii) impure

Section – B

Q.3 Note:- Appropriate weightage should be given to unity, coherence, relevance and proportion.

Q.4 Ma, am going to play cricket with my friend Gautam. Shall be back in the evening. Raj

OR

I shall buy some good books on English and other subjects. I will also buy some gift for my mother whose birthday falls in this month. I have a younger sister who loves me very much. So I shall buy some bangles for her, I would like to see the new released movie of Shahrukh Khan with my dearest friend.

Q.5 Letter / Application

- * Salutation - 2 marks
- * Body - 6 marks
- * Subscription - 2 marks

Q.6 Ans.

The current water situation in Indore is dismal. Nearly 72% of the total population of Indore is affected by inadequate water supply while nearly 62% is expecting major water problem during the coming summer months. About 23% of the population which gets its water from sources other than municipality expect some problem, which could be due to erratic power situation in Indore. A miniscule 11% population is lucky to have private borewells. These people expect no water problem in the summer.

The water problem can be considerably eased by efficient maintaining the water lines, so that any leakage can be stopped. Ban on effluent discharge and rationing of industrial intake of water will help augment the water quantity in Indore. Lastly designing and developing underground channels of water as a future project for water supply will ensure that Indore does not suffer a water shortage during the summer.

OR

It is not a point of dispute that the pollution is on the rise, however what is on dispute is the number of vehicles which pollute in on the steady downswing. The graph gives rise to three questions.

- (a) Are the vehicles better maintained than what they were in 91-93?
- (b) Has the number of vehicles reduced?
- (c) Is the data given in the graph based on the number of polluting vehicles challenged?

In not answering these questions the graph leaves a reader bemused and in a happy state of confusion that the pollution by vehicular traffic is on the decrease. Whereas data available elsewhere states that the opposite is the truth.

Q.7 (I) Do as directed –

1. My uncle asked if I really needed so many books.
2. It is my belief that he will come today.
3. This is the time when we go to school.
4. Mr. Kumar teaches us English.
5. She is going to spend her next winter Holidays in Dehradun.
6. By the time she reached Jabalpur, she had traveled the whole night.

Q.8 Answer

- (a) (1) The generous Ganga and the sacred Upanishads are two such things that make India unique.
- (2) One more adjective that we can use with the Ganga 'Graceful'.
- (3) Bharat our Land.
- (4) Subramania Bharti.
- (b) (1) 'Late and soon, Getting and Spending, we lay waste our powers. Little we see in Nature that is ours'
- (2) Boon
- (3) The world is too much with us.
- (4) William words worth.

Q.9 1. Bashambad needed a job because he was starving.

2. Aunt Jane was worried about the amount of the gift cheque because she had but two hundred instead of two thousand pounds on the gift cheque.
5. King Babu and Bashambad represent the classes of 'poet' and 'pauper' (poor person)

Q.10 (1) Alexander wanted to conquer India because he was eyeing the wealth and gems of India.

- (2) The real worship is to serve man. Because god has appeared in the form of man.
- (3) They lived happily in a little wooden house far away from other people. The roof of their house was full of holes and the walls were rotten.
- (4) Going to the court, for villagers was considered as a waste of time and energy. There is a saying in the village that if two feuding parties approach the court, both parties lose money, only the advocate becomes rich.
- (5) The three fold strategy adopted to create Agni was multi institutional participation, consortium approach and the empowering technology.