

KENDRIYA VIDYALAYA SANGATHAN LUCKNOW REGION



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

BRIDGE COURSE

FOR

CLASS-X

SUBJECT: ENGLISH

SESSION 2024-2025

CLASS-X		SUBJECT-ENGLISH		
<i>Day</i>	<i>Competencies to be taken up</i>	<i>Activity Planned for Day</i>	<i>Resources/ Materials Required</i>	<i>Learning outcomes likely to be achieved</i>
01	Punctuation rules and practice- their important uses (While writing answer)	Use lessons of the previous text books with Narration, Interesting games with and without punctuation. Take all examples from text.	Textbook- Class IX & X Wren and Martin Grammar Book for High School. NCERT App PDF Textbook.	Learning of correct punctuation uses for better reading and writing. Able to use punctuation marks correctly in an unpunctuated passage
02	Tense – Function, Rules, contrastive Explanation, Practice	Tense chart showing, clarifying each tense type while putting it in contrast with other types. Giving examples from the lessons of text books. Online quizzes.	Textbook- Class IX & X Wren and Martin Grammar Book for High School. NCERT App PDF Grammar.	Development of Time sense in a sentence structure
03	Spelling rules- Practice of important Spelling rules.	Games on uses of some words in different parts of speech and placing them in sentences. Chart preparation of the spelling rules and practice of games, Practice of root words and adding prefix /suffix to them etc.	Textbook- Class IX & X Wren and Martin Grammar Book for High School.	Able to use correct spellings in writings, developing a sense of correct and careful writing
04	Reading skill how to read a poem/ prose and meaning making with the help of a single stanza/ passage from a book	Read two poems of different themes from previous class/ present class differentiating the choices of words, Tone, Figures of Speech etc.	Textbook- Class IX & X NCERT App PDF Textbook.	Able to read aloud and recites poem/ prose with proper stress, pause, tone and intonation and understand a poem/ prose.
05	Poetic devices- Rhyming scheme identification of figures of Speech- basic concepts of simile,	A poem is taken and students are assigned the task to read it and mark poetic devices.	Textbook poems, Poems of various poetry books	Able to differentiate and identify figures of speech and use them meaningfully

	metaphor, alliteration, personification, imagery, symbol, onomatopoeia and other figures of speech,, tone of poem, mood of the poet, genre in poetry,			in sentences, poems.
06&7	Use of grammar items in context such as Determiners, Subject Verb, Modals, passive forms of verbs, Prepositions- (Preposition of Time, Place etc.) Narration (Direct-Indirect speeches) etc.	1. Discussion on basic concepts, rules and usages. 2. Exercises taken from grammar books and framed by teacher Editing and supplying omitted words in passages. Exercises based on Edition, omission, gap filling etc. based on grammar items.	Workbook- Class IX & X Wren and Martin Grammar Book for High School. NCERT App PDF Textbook.	Able to write correct sentences and in context using them in writing exercises
08	How to pronounce correctly – talk to students about accent/ stress, intonation, phonemic changes with morphological and semantic changes, silent sounds. Why correct pronunciation is necessary! How to use Google dictionary and other tools for improving pronunciation!	Show sound chart in English. Google, dictionary showing, audio tape listening. Correct pronunciation games by taking words and sentences from text	Google Dictionary online, Phonetics by Peter Roach	Able to acquire listening & Speaking skills with proper pronunciation, intonation and pause, using appropriate grammar.
9 to 12	Writing Formal and informal letters-personal, official and business, notices, emails message, slogans, invitations	Students are got drilled how to write	Grammar & Composition Book	Able to write Formal and informal letters, notices, emails message, slogans, invitations
13	Reading with Comprehension the given text/ material	Passages/ poems are got practised in the class employing strategies like skimming, scanning , predicting, previewing, reviewing, inferring and summarising	Text books, articles of newspapers, self- written passages/ poems	Able to Read and comprehend the given text/ material employing strategies like skimming, scanning , predicting, previewing,

				reviewing, inferring and summarising
14	Correct use of words, phrases, idioms, quotations, sayings, proverbs and word chunks for meaning making in contexts	The phrases, idioms and word chunks should be discussed in the class. Such words from text books must be got drilled.	Text books of class-VIII/ special books on phrases, idioms and word chunks	Able to use words, phrases, idioms, quotations, sayings, proverbs and word chunks for meaning making in contexts
15	Interpretation of map, graph, table to write a paragraph based on interpretation	Students should be got practised some examples	Data of surveys	Able to write a paragraph based on interpretation
16	Writing of paragraphs , articles, debates based on visuals of verbal clues, textual inputs.	Topics such as functions in school, family, community are to be assigned to students to write by providing facts and knowledge in areas such science and social science and present viewpoints based on those facts.	Composition books	Able to write a coherent and meaningful paragraph, articles, debates through the process of drafting, revising, editing and finalising.
17	Write short dialogues and participate in role paly, skits, street plays etc.	Students are to be assigned a task to write dialogues on different topics and such scripts should be staged by ensuring the participation of them in role paly, skits, street play	Text books of class-IX & X and Hand book of AEP	Able to write short dialogues and participate in role paly, skits, street plays
18	Speaking skills- writes scripts and participate in role play, skit, street plays etc.	Engagement of students in speaking or talk on key contemporary issues like social justice, environment, gender etc.	Day to day activities/ occasions	Able to speak with coherence and cohesion while participating in interactive tasks

DAY:1 PUNCTUATION RULES AND PRACTICE- THEIR IMPORTANT USES

Rules	● Punctuation: The term ‘punctuation’ refers to the system that allows a writer to let the audience know where the sentences end, where there is a short pause or a long pause, and also to show if the writer is questioning, explaining or providing some extra information. Since the writer is not
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	directly speaking to the audience, punctuation is the only way to make the reader see it the way the author put it. • Kind of Punctuation Marks: • Period/ full stop-(.) -Indicates the end of a sentence. Ex- I Love Pizza. • Comma- (,) -Separates clauses or items in a list. Ex-I need to buy milk, bread and eggs. She is a clever, healthy woman. • Colon-(:) Introduces a list, a quotation or an explanation. Ex- It is said: Pride hath a fall. There are three things I love: pizza, ice- cream and movies. • Semi- colon – (;) Connects two related clauses. Ex – I love pizza: it is my favourite food. • Apostrophe- (‘)- is used to omit a letter or group of letters from a word. Ex- Jack’s performance at school has greatly improved. • Quotation Marks – (“ ”) These marks have to be used in pairs to indicate the beginning or end of a quotation or spoken word. • Ex- She said, “I am learning piano.” • Hyphen – (-) is used to link parts of a compound word. Ex – Maria is a self – conscious writer. • Parentheses – refers to round bracket () that are most often used to add additional non- essential information or an aside to a sentence. Ex – The European Space Agency (ESA) has its headquarter in Paris. • Exclamation Mark – (!) Known informally as a bang or a shriek, is used at an end of the sentence or a short phrase which expresses very strong feeling. Ex – What a lovely view you have here! • Question Mark- (?) is placed at the end of the sentence, which is a direct question. Ex- What is the capital of Wales?
Assessment	Exercise.1 Use a period, exclamation point or question mark in the given sentences 1. The car is red 2. Where is the dog 3. You are great 4. I love ice – cream 5. What time is it Exercise 2 Punctuate the following sentences: 1. I like to drink milk with sugar 2. May I have your pencil 3. What is your favourite food 4. Taj mahal is in Agra 5. Ron is coming today Exercise 3 Write the punctuation mark used in the following sentences: 1. The dog’s bone. 2. The two – hour class is almost over. 3. The pancakes were delicious; they were fluffy and sweet. 4. I need the following items: paper, glue and scissors. 5. What a long hair! Exercise 4. Punctuate the following paragraph correctly. When the writer was about twelve she lived in a village in north Karnataka with her grandparents Those days morning papers came in the afternoon and the weekly magazine came one day late They would wait eagerly for the bus to arrive because all the magazines and newspapers used to come in that vehicle only There was a writer named Triveni who was known for her psychological and easy-to-read novels. She used to write on the daily struggles of the people at that

	time which enabled the people to connect with her stories. One of her novels Kashi Yatre was about an old lady who gave up the money for her trip to Kashi to an orphan girl so that the girl could marry the man she loved The writers grandmother too had a desire to go to Kashi but her desire was never fulfilled. Exercise 5 Punctuate the following sentences correctly and name the punctuation mark/s used. 1. In 1905 G. Lombardi opened the first licensed pizzeria. 2. We had a great time in France the kids really enjoyed it 3. Some people work best in the mornings others do better in the evenings 4. What are you doing next weekend? 5. Mother had to go into hospital she had heart problems 6. Did you understand why I was upset 7. It is a fine idea let us hope that it is going to work 8. We will be arriving on Monday morning at least I think so 9. A textbook can be a wall between teacher and class 10. The girls father sat in a corner
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Note: Teachers can also refer to any grammar book to teach the topic and can also use more examples for practice.

DAY: 2 TENSES - FUNCTIONS RULES & PRACTICE

Tenses Rules Chart with Examples in English

The tense with rules and examples is fully explained in the tense table given below:

Tenses	Rules and Formula	Examples
Simple Present Tense	Subject + Verb in the base form/third person plural form + the rest of the sentence	Keerthi eats bread and butter before going to school.
Present Continuous Tense	Subject + Helping Verb(am/is/are) + Main verb + ing + the rest of the sentence	Students are going to school.
Present Perfect Tense	Subject + Helping Verb (have/has) + Past participle of the main verb + the rest of the sentence along with the time frame	She has lived here all her life.
Present Perfect Continuous Tense	Subject + Have/Has + Been + Verb+ ing + the rest of the sentence	I have been working on this project for a week.
Simple Past Tense	Subject + Verb + ed / verb in the past tense + the rest of the sentence	Nupur went to the supermarket yesterday.
Past Continuous Tense	Subject + Helping Verb(was/were) + Main verb + ing + the rest of the sentence	It was snowing today.
Past Perfect Tense	Subject + Helping Verb (had) + Past participle of the main verb + the rest of the sentence along with the time frame.	She had met him before the party.
Past Perfect Continuous Tense	Subject + Had + Been + Verb + ing + the rest of the sentence	He had been drinking milk out the carton when Mom walked into the kitchen.

Simple Future Tense	Subject + will/shall + V1 + Object	I will write articles on different topics.
Future Continuous Tense	Subject + will be/shall be + V1 + ing + Object	I will have been waiting here for three hours by six o'clock.
Future Perfect Tense	Subject + will have/shall have + V3 + Object	I will have dressed up by the time you reach home.
Future Perfect Continuous Tense	Subject + will have been + V1 + ing + Object	I will have been waiting here for three hours by six o'clock

STRUCTURE OF SENTENCE

AFFIRMATIVE –Subject + Helping verb + action verb + object.

NEGATIVE --- Subject + Helping verb + NOT +action verb + object.

INTERROGATIVE-- Helping verb + Subject +action verb + object?

Question word +helping verb + Subject +action verb + object?

INTERROGATIVE NEGATIVE--- Helping verb + Subject +NOT+ action verb + object?

Question word +helping verb + Subject +NOT+ action verb + object?

IMPERATIVE ACTION VERB+OBJECT.

DO NOT + ACTION VERB+OBJECT.

EXERCISES

1- Go through the sentences provided below and identify the type of tenses.

1. Damon drinks coffee every morning.
2. The boy got up late and missed the bus.
3. My mother goes to pray in the temple.
4. The team is playing very well.
5. The school will be closed for winter break.
6. Leonard graduated from college last year.
7. The baby has eaten all the chips.
8. Have you read Pride and Prejudice?
9. The train has just left the station.
10. The sick child has been sleeping for three hours.

2-Decide if the verb in brackets should be in the present simple or the present continuous.

1. He —— (live) with his parents at the moment.
2. Some areas of Italy —— (become) drier.
3. She —— (work) as a lab technician.
4. She —— (plan) to study for a degree.
5. I —— (have got) two sisters.
6. In her job, she —— (answer) the phone.
7. People —— (live) longer and longer.
8. This month they —— (work) on a new project.

3-Fill in the blanks using the correct form of the verbs.

1. The minister had hardly finished his speech when the earthquake (shake) the building.
2. Everybody will be at the office at about 08:30 tomorrow as the meeting..... (start) at nine o'clock.
3. The candidate who we had interviewed before we (speak) to any others is still my favorite.
4. While climbing the mountain, we..... (encounter) a strange animal which I'd never seen before.
5. The chairman was sure that his proposal would be accepted as no other member..... (oppose) it up to that time.
6. I wasn't surprised to hear that Monica..... (have) an accident because she is such a reckless driver.
7. Since the day the management changed and started running risky experiments, very strange incidents..... (take place) within the research complex.

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

- i) The policefour thieves last night (**catch**)
- ii) I was.....food when he came in. (**cook**)
- iii) Itsince 9 o' clock. (**rain**)
- iv) I certainly.....my colleague if I had been there.(**help**)
- v) Stars.....in the sky at night. (**twinkle**)
- vi) All the studentsthe classwork when the teacher came in. (**do**)
- vii) Mahesh.....tomorrow from Patna.(**come**)
- viii) The patientbefore the doctor came.(**die**)
- ix) I saw the policeman....the thieves.(**chase**)
- x) He is very rude person, I....him.(**not help**)

5. Fill in the Blanks appropriately.

While (**read**) tips for health, I learnt that(**takes**) tea is not Good for health. I tried (**think**) about the ways of (**prepare**) tea. Regular intake of tea is sure(**injure**) one's health. I decided to leave my habit of(**consume**) tea.

Note: Teachers can also refer to any grammar book to teach the topic and can also use more examples for practice

DAY:3 IMPORTANT SPELLING RULES IN ENGLISH

When 'see' and 'sea' both have the same pronunciation and when 'through' and 'trough' have two different pronunciations, it is not that easy for a new language learner to understand why it is so. It is to help with such scenarios that we have spelling rules. Not everything can be made sense of using spelling rules. For some words (no matter how much you try to reason out), it is just the way it is. However, here are some of the most important spelling rules to help you understand how a particular word should be spelt.

Link to online resource :https://www.youtube.com/watch?v=U-Th3uN2_3E

Adding Prefixes

In most case scenarios, the spelling of the base word does not change when adding prefixes. Prefixes like un-, in-, dis-, im-, re-, pre-, post-, mis-, under-, over- and non- are merely added to the words without changing its spelling. Understanding which prefix to use can also be a challenge at times. Take a look at the following examples to understand how prefixes work.

Unsatisfactory	Undecided	Unorganised	Unethical	Unplanned
Unemotional	Unemployed	Unintentional	Unobtrusive	Underline
Underrated	Overrated	Misunderstand	Mislead	Misplace
Non-smoker	Non-alcoholic	Indisciplined	Impotent	Impatient
Insane	Independent	Reassure	Prepone	Postpone
Postmodern	Preproduction	Rejoin	Underestimate	Reiterate
Overconfidence	Discourage	Discomfort	Preview	Overlay

Adding Suffixes

You have to be careful when adding suffixes. Unlike prefixes, there would be a change in the spelling of the word to which the suffix is added, though not always. Take a look at the following table and analyse how the words are spelt.

Fatter	Reddish	Swimming	Sadness	Pollution
Propeller	Cancelled	Pavement	Adorable	Sizeable
Dying	Courageous	Manageable	Seeing	Lately
Beautiful	Buyer	Brotherhood	Happiness	Movement
Friendship	Betterment	Invention	Falsehood	Amusement

‘Ei’ or ‘Ie’?

The decision to use ‘ie’ or ‘ei’ might be one of the most confusing things you will come across when learning English spellings. Even a person who is fluent in the language might end up being confused which one to use every now and then. If you are wondering how these spellings work, here is how.

- In words that have a ‘c’, make sure you use ‘e’ and then ‘i’. For example: **receive, deceive, perceive, ceiling, etc.**
- For words where ‘ei’ is used as a diphthong (pronounced as ‘a’), ‘e’ comes first. For example: **neigh, neighbour, eight, reign, freight, weight, sleigh, weigh, feisty, etc.**
- For all other words, ‘i’ comes first. For example: **thief, friend, belief, chief, priest, field, grief, etc.**

- However, there are some words which do not fall into any of these. For example: **weird, conscience, science, either, neither, leisure, sufficient, species, seize, height, foreign, forfeit, heist, their, sovereign, etc.**

Silent Letters

There are times when you would wonder why a particular alphabet is part of the word when it is not pronounced. Haven't you? Letters such as 'a', 'b', 'c', 'e', 'g', 'h', 'k', 'l', 'n', 't', 'u', 'w' come under that category. Take a look at the following examples.

Words with Silent 'A'

Encyclopedia	Ready	Orthopedic	Instead
Steady	Bread	Peacock	Sea
Peace	Spread	Lead	Read

Words with Silent 'B'

Debt	Dumb	Lamb	Crumb
Womb	Doubt	Numb	Comb
Subtle	Thumb	Limb	Succumb

Words with Silent 'C'

Descend	Ascend	Crescent	Scent
Scenery	Scene	Science	Disciple
Obscene	Scenario	Muscle	Fascinate

Words with Silent 'D'

Badge	Ledger	Edge	Budget
Budge	Handsome	Hedge	Bridge
Handful	Grandson	Sandwich	Wednesday

Words with Silent 'E'

Bake	Take	Plague	Vegetable
Breathe	Like	Desire	Envelope
Shine	Kite	Fire	Excite

Words with Silent 'G'

Foreign	Reign	Benign	Design
Align	Resign	Sign	Gnarl
Light	High	Gnaw	Weight

Words with Silent 'H'

Hour	Honest	Honour	Anchor
Chorus	Architect	Technology	Ghost
Psychology	Ache	Echo	Chaos

Words with Silent 'K'

Knife	Knee	Knowledge	Knot
Know	Knit	Kneel	Knack
Knuckle	Knead	Knock	Knell

Words with Silent 'L'

Calm	Alms	Balm	Almond
Calf	Should	Could	Palm
Talk	Walk	Half	Stalk

Words with Silent 'N'

Column	Autumn	Condemn	Hymn
Solemn	Damn	Limn	Bedamn

Words with Silent 'P'

Psychology	Psoriasis	Pneumonia	Pseudopodia
Psalm	Psychiatric	Pseudonym	Psychosis
Cupboard	Receipt	Raspberry	Psycho

Words with Silent 'T'

Listen	Hasten	Fasten	Witch
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Stitch	Crutches	Patch	Stretch
Batch	Often	Apostle	Glisten

Words with Silent 'U'

Guide	Plague	Guilty	Build
Guitar	Biscuit	Silhouette	Disguise
Building	Guilt	Rogue	Guest

Words with Silent 'W'

Wrong	Wrath	Wrap	Who
Wholesome	Wrestle	Whole	Wreck
Wrist	Write	Wrinkle	Wreath

'U' after 'Q', no 'S' after 'X'

Every word that has a 'q' in it will be followed by 'u'. A few examples of this case are given below.

- Quest
- Queue
- Quench
- Plaque
- Quality
- Qualify
- Quantity
- Quick

Not a word in the English language will have the letter 'c' following 'x'. Check out the following words.

- Excite
- Excitement
- Excellent
- Exceed
- Excessive
- Excited
- Exceptional
- Excellence

No 'Vs' or 'Js' at the End of Words

This is a peculiar feature of the English language. While there are words ending in every other consonant, you will never find a word ending with the letter 'v' or the letter 'j'.

Words Ending in 'ck'

Monosyllabic words that have the /k/ sound at the end are seen to have 'ck' in their spellings. Examples of such words are given in the table below. Check them out.

Crack	Knack	Check	Rack
Pack	Back	Hack	Tick
Chick	Prick	Stick	Slack
Stack	Neck	Peck	Kick

Similar Phonetic Sounds

Multiple words in the English language seem to have the same/similar pronunciations but different spellings. Homonyms – homophones and homographs belong to this category. Here are a few examples.

Homonyms			
Word 1	Word 2	Word 1	Word 2
Steel	Steal	Eyes	Ice
Deer	Dear	Sea	Sea
Write	Right	Knot	Not
No	Know	Whole	Hole

Forming Gerunds

Forming gerunds is one of the easiest things to do in the English language. All you have to do is add an '-ing' to the end of the word. However, there are cases in which the last consonant has to be doubled before adding '-ing'. Check out the table below for a few examples of this kind.

Shopping	Beginning	Getting	Swimming
Winning	Spinning	Occurring	Letting
Setting	Whipping	Skiping	Running

In other cases, you will have to remove the last 'e' from the verb before adding '-ing'. Here are a few examples.

Having	Achieving	Gaming	Taking
Managing	Receiving	Entitling	Reciting

Biking	Skating	Exercising	Reducing
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There are many more such gerunds. Check out the article on gerunds for more examples.

Change of Spelling with Change of Tense

The change in tense is always indicated by the addition of helping verbs and change in spelling of the main verb. Very few verbs like read, lead, beat, cut, let, put, etc. have the same spelling when used as a past participle or a present participle. Here is a table with some examples.

Verb	Past Participle	Present Participle
Bring	Brought	Brought
Sing	Sang	Sung
Swim	Swam	Swum
Fly	Flew	Flown
Spring	Sprang	Sprung
Teach	Taught	Taught
Know	Knew	Known
Grow	Grew	Grown
Close	Closed	Closed
Appear	Appeared	Appeared
Speak	Spoke	Spoken
Cry	Cried	Cried

Check out regular verbs and irregular verbs for more examples.

Change of Spelling in the Plural Form

Changing a singular noun into a plural noun also requires a change of spelling in most cases. There are only a few nouns that don't need to have a change in spelling when used in the plural form. Most probably, a noun is changed to its plural form just by the addition of the letter 's', some with the addition of 'es', a few others with 'ies' and others with the addition of 'ves'. Even so, there are some nouns which do not fall in any of these categories. A few examples of nouns with different spellings in the plural form are given below. Go through them and try to understand how it works.

Adding 's'		Adding 'es'	
Singular Noun	Plural Noun	Singular Noun	Plural Noun

Table	Tables	Mango	Mangoes
Bed	Beds	Tomato	Tomatoes
Dog	Dogs	Watch	Watches
Place	Places	Bench	Benches
Adding 'ies'		Adding 'ves'	
Singular Noun	Plural Noun	Singular Noun	Plural Noun
Chilly	Chillies	Wife	Wives
Peony	Peonies	Loaf	Loaves
Daisy	Daisies	Leaf	Leaves
Lily	Lilies	Knife	Knives
Irregular Nouns		Nouns that stay the same	
Singular Noun	Plural Noun	Singular Noun	Plural Noun
Child	Children	Furniture	Furniture
Ox	Oxen	Sheep	Sheep
Alumnus	Alumni	Fish	Fish
Bacterium	Bacteria	Scissors	Scissors

Double 'Fs', 'Ls' and 'Ss' at the End of Monosyllabic Words

You would have come across multiple words with double consonants in their spellings. Have you ever wondered if there is a logical way to explain why it is so? Well, there is. If you analyse, you will see that monosyllabic words which have a vowel before the last letter, the last letter being 'l', 'f' or 's' seem to have double consonants. Take a look at the following table to understand.

Words ending with double 'f'	Words ending with double 'l'	Words ending with double 's'
Sniff	Still	Miss
Stiff	Chill	Chess
Puff	Till	Kiss
Cuff	Mill	Fuss
Chaff	Stall	Floss

Doubling Consonants of Monosyllabic Words When Forming the Comparative Degree and Superlative Degree

Every adjective can have three degrees of comparison namely the positive degree, the comparative degree and the superlative degree. While the superlative degree is formed by the addition of 'est' to the adjective and the comparative degree is formed by adding 'er', there are some adjectives which require a doubling of the final consonant before adding 'er' to form the comparative degree. This is mainly the case with monosyllabic adjectives. Given below are a few examples. Check them out.

Fatter	Bigger	Redder	Wetter
Fattest	Biggest	Reddest	Wettest
Hotter	Sadder	Thinner	Slimmer
Hottest	Saddest	Thinnest	Slimmest

Exercise-1

Read the following sentences and choose the correct spelling from the given options.

1. Mr. Patrick is our new (principle/principal).
2. The company (excepted/accepted) all the terms.
3. Please don't keep your dog on the (lose/loose).
4. The (later/latter) is my best friend.
5. I need some (stationary/stationery) products for my craftwork.
6. The actor (excepted/accepted) the Oscar.
7. I will call you (later/latter) in the evening.
8. Covid (affects/effects) the lungs.
9. The (council/counsel) of the ministers were sworn in yesterday.
10. Robert (too/to) wants to accompany us to the park.

Exercise-2

Fill in the blanks in the given sentences by adding correct prefixes or suffixes to the given base word.

1. He cracked the Civils Service Examination, he was ____ (success) for the second time.
2. Ria is ____ (child), she was crying a minute ago and suddenly she started laughing.
3. They are ____ (practice), perhaps they will win the ____ (champion) trophy.
4. My brother's ____ (aim) is to be a ____ (mathematics) when he grows up.
5. He is ____ (manners), he does not know how to behave with elders.

Note: Teachers can also refer to any grammar book to teach the topic and can also use more examples for practice

DAY:4 READING SKILLS

Importance of Reading Comprehension

Reading comprehension is a critical skill that plays a fundamental role in academic success and everyday life. It refers to the ability to understand and interpret written text effectively. Here are several reasons why doing reading comprehension is important:

1. **Academic Performance:**
2. **Critical Thinking:.**
3. **Language Proficiency:.**
4. **Information Retrieval:.**
5. **Empowerment and Engagement:**
6. **Professional and Personal Success:**

The following advice may seem obvious, but is important.

- Consider where you read. Always read in a well-lit and quiet place that is free of distractions, and don't get into the habit of reading uni materials in bed! (unless you want to go to sleep).
- Don't vocalise as you read. This will slow you down, it won't help concentration, and it will lead to bad reading approaches.
- Read at times when you can concentrate, and maintain concentration by taking regular short breaks, perhaps every 30 or 45 minutes.
- Set yourself reading tasks (10 pages, 1 chapter, 1 section of a chapter etc).
- Remember that reading often takes longer than you expect and you often need to go beyond set texts. Give yourself enough time.

Example:1

Read the below given unseen passage and answer the questions that follow.

The choices we make on a daily basis—wearing a seatbelt, lifting heavy objects correctly or purposely staying out of any dangerous situation—can either ensure our safety or bring about potentially harmful circumstances.

You and I need to make a decision that we are going to get our lives in order. Exercising self-control, self-discipline and establishing boundaries and borders in our lives are some of the most important things we can do. A life without discipline is one that's filled with carelessness.

We can think it's kind of exciting to live life on the edge. We like the image of "Yeah! That's me! Living on the edge! Woo-hoo!" It's become a popular way to look at life. But if you see, even highways have lines, which provide margins for our safety while we're driving. If we go over one side, we'll go into the ditch. If we cross over the line in the middle, we could get killed. And we like those lines because they help to keep us safe. Sometimes we don't even realize how lines help to keep us safe.

I'm not proud of this, but for the first 20 years of my life at work, I ignored my limits. I felt horrible, physically, most of the time. I used to tell myself "I know I have limits and that I've reached them, but I'm going to ignore them and see if or how long I can get by with it." I ran to doctors, trying to make myself feel better through pills, vitamins, natural stuff and anything I could get my hands on. Some of the doctors would tell me, "It's just stress." That just made me mad. I thought stress meant you don't like what you do or can't handle life, and I love what I do.

But I kept pushing myself, traveling, doing speaking engagements and so on— simply exhausting myself.

Finally, I understood I was living an unsustainable life and needed to make some changes in my outlook and lifestyle.

You and I don't have to be like everyone else or keep up with anyone else. Each of us needs to be exactly the way we are, and we don't have to apologize for it. We're not all alike and we need to find a comfort zone in which we can enjoy our lives instead of making ourselves sick with an overload of stress and pressure

On the basis of understanding of the passage, answer ANY TEN questions from the twelve that follow. (1×10=10)

Q1) Which of the characteristics are apt about the writer in the following context: "I know I have limits and that I've reached them, but I'm going to ignore them and see if or how long I can get by with it."?

1. negligent 2. Indecisive 3. Spontaneous 4. Reckless 5. Purposeless 6. patient
a) 2 and 5 b) 3 and 6 c) 1 and 4 d) 2 and 3

Q2) The reason why living on the edge has become popular, is because of the

- a) constant need for something different.
b) population being much younger.
c) exhausting effort to make changes.
d) strong tendency to stay within our limits.

Q3) The phrase "potentially harmful circumstances" refers to circumstances that can

- (a) certainly be dangerous.
(b) be fairly dangerous.
(c) be possibly dangerous.
(d) seldom be dangerous.

Q4). Choose the option that correctly states the two meanings of 'outlook', as used in the passage.

1. A person's evaluation of life
2. A person's experiences in life
3. A person's point of view towards life
4. A person's regrets in life
5. A person's general attitude to life
a) (1) and (4) b) (2) and (3) c) (3) and (5) d) (4) and (5)

Q5) Choose the option that best captures the central idea of the passage from the given quotes.

1. It's all about quality of life and finding a happy balance between work and friends.
2. To go beyond is as wrong as to fall short.
3. Life is like riding a bicycle. To keep your balance, you must keep moving.
4. Balance is not something you find, it's something you create.
a) Option (1) b) Option (2) c) Option (3) d) Option (4)

Q6) The author explains the importance of discipline and boundaries in our lives using the example of

- a) road accidents.
b) traffic rules.
c) lines on the highway.
d) safe driving.

Q7) The author attempts to _____ the readers through this write-up.

- a) rebuke
b) question
c) offer aid to
d) offer advice to

Q8) What is the message conveyed in the last paragraph of the passage?

- a) Love what you do.
b) Love yourself to love others.
c) Be the best version of yourself.
d) Be yourself

Q9) Which of the following will be the most appropriate title for the passage?

- a) Much too soon
- b) Enough is enough
- c) How much is too much?
- d) Have enough to do?

Q10) The author uses colloquial words such as “yeah” and “Woo-hoo!”. Which of the following is NOT a colloquial word?

- a) hooked
- b) guy
- c) stuff
- d) stress

Q11) Select the option that makes the correct use of “unsustainable”, as used in the passage, to fill in the blank space.

- a) In the long run, the _____ officials followed emergency procedures.
- b) Emergency procedures were _____ by the officials.
- c) Officials reported an _____ set of events during the emergency.
- d) Officials admit that the emergency system is _____ in the longer run.

Q12) What does the author mean when he says, “to get our lives in order”?

- a) To resume our lives.
- b) To organize our lives.
- c) To rebuild our lives.
- d) To control our lives.

Answers:

Ans 1) (c) 1 and 4

Ans 2) (a) constant need for something different.

Ans 3) (c) be possibly dangerous

Ans 4) (c) (3) and (5)

Ans 5) (d) Option (4)

Ans 6) (c) lines on the highway.

Ans 7) (d) offer advice to

Ans 8) (c) Be yourself

Ans 9) (c) How much is too much?

Ans 10) (d) stress

Ans 11) (d) Officials admit that the emergency system is _____ in the longer run.

Ans 12) (b) To organize our lives.

Example:2

Read the unseen passage given below and answer the questions that follow:

Cataract is the major cause of blindness, which is also caused by a damage to the cornea. It occurs more often in old age. As one starts growing old, the lens of the eye hardens, loses its transparency and becomes opaque. It obstructs the light rays from entering the eye.

The onset of cataract blurs the vision. Sometimes, the cataract patient sees multiple images instead of a single object image. Because of the gradual development of cataract, the afflicted person loses his/her vision and the world becomes dark to him/her.

The development of cataract is a complex process. However, the following factors can be attributed to its formation. Cataract generally develops in old age but sometimes, children are born with cataract because of hereditary defect. Eye injuries too, can cause cataracts.

People exposed to sun rays for longer periods develop cataract earlier than others. Researchers opine that the smoke inhaled while smoking carries substances internally damaging the eyes.

Ultraviolet radiation, invisible to the human eye, is linked to skin cancer. The victim loses vision and the world becomes dark to him.

On the basis of your understanding of the above passage, answer any eight of the following questions: 1×8

- (a) What is the major cause of blindness?
- (c) Why does the lens of the eye become opaque in old age?

- (f) How does cataract affect its victim ultimately?
- (d) How does one detect cataract in early stages?
- (e) Give any two factors which are responsible for the formation of cataract.
- (i) Find the word from para 1 that means 'that through which light cannot enter'.
- (g) Which type of cancer is caused by ultraviolet radiation?
- (b) When does cataract generally occur?
- (h) How is smoking responsible for the development of cataract?

Answers

- (a) cataract
- (c) lens of the eye hardens and loses its transparency.
- (f) may lead to complete loss of vision
- (d) vision becomes blurred / sees multiple images in place of one. (any one)
- (e) eye injury / long exposure of sun rays / hereditary factors (any two)
- (i) opaque
- (g) skin cancer
- (b) old age
- (h) smoke when inhaled carries a substance that damages the eye and causes internal harm to the eye.

Example:3

Read the passage given below:

Then all the windows of the grey wooden house (Miss Hilton used to live here. She expired last week), were thrown open, a thing I had never seen before.

At the end of the day a sign was nailed on the mango tree: FOR SALE.

Nobody in the street knew Miss Hilton. While she lived, her front gate was always locked and no one ever saw her leave or saw anybody go in. So, even if you wanted to, you couldn't feel sorry and say that you missed Miss Hilton.

When I think of her house I see just two colours. Grey and green. The green of the mango tree, the grey of the house and the grey of the high iron fence that prevented you from getting at the mangoes.

If your cricket ball fell in Miss Hilton's courtyard you never got it back. It wasn't the mango season when Miss Hilton died. But we got back about ten or twelve of our cricket balls.

The house was sold and we were prepared to dislike the new owners even before they came. I think we were a little worried. Already we had one resident of the street who kept on complaining about us to our parents. He complained that we played cricket on the pavement; and if we were not playing cricket, he complained that we were making too much noise anyway.

One afternoon when I came back from school Pal said, "Is a man and a woman. She pretty pretty, but he ugly like hell." I didn't see much. The front gate was open, but the windows were shut again. I heard a dog barking in an angry way.

One thing was settled pretty quickly. Whoever these people were they would never be the sort of people to complain that we were making noise and disturbing their sleep.

A lot of noise came from the house that night. The radio was going at full volume until midnight when the radio station closed down. The dog was barking and the man was shouting. I didn't hear the woman.

On the basis of your understanding of the above passage, complete the statements that follow: 1×8

- (a) Nobody went into Miss Hilton's house because her front _____.
- (b) Her house had only two colours, (i) _____, and (ii) _____.
- (c) The high iron fence did not let the boys get _____.
- (d) They never got it back if their _____ fell into her courtyard.
- (e) The boys were ready to dislike the _____.
- (f) One resident of the street always _____.
- (g) The new owners of Miss Hilton's house were (i) _____, and (ii) _____.
- (h) The man was shouting, the dog was barking, only _____.

Answers

- a) gate/door was always locked
- b) grey, green
- c) at the mangoes/mangoes
- d) cricket ball/balls
- e) new owners even before they came/ new owners
- f) complained about them to their parents/kept on complaining
- g) pretty woman, ugly man/man and woman
- h) the woman was not heard/woman was silent /unheard / no voice of the woman

Reading Comprehension Practice Questions

RC Passage 1:

Caffeine, the stimulant in coffee, has been called “the most widely used psychoactive substance on Earth.” Snyder, Daly and Bruns have recently proposed that caffeine affects behavior by countering the activity in the human brain of a naturally occurring chemical called adenosine. Adenosine normally depresses neuron firing in many areas of the brain. It apparently does this by inhibiting the release of neurotransmitters, chemicals that carry nerve impulses from one neuron to the next. Like many other agents that affect neuron firing, adenosine must first bind to specific receptors on neuronal membranes. There are at least two classes of these receptors, which have been designated A1 and A2.

Snyder et al propose that caffeine, which is structurally similar to adenosine, is able to bind to both types of receptors, which prevents adenosine from attaching there and allows the neurons to fire more readily than they otherwise would.

For many years, caffeine’s effects have been attributed to its inhibition of the production of phosphodiesterase, an enzyme that breaks down the chemical called cyclic AMP. A number of neurotransmitters exert their effects by first increasing cyclic AMP concentrations in target neurons. Therefore, prolonged periods at the elevated concentrations, as might be brought about by a phosphodiesterase inhibitor, could lead to a greater amount of neuron firing and, consequently, to behavioral stimulation. But Snyder et al point out that the caffeine concentrations needed to inhibit the production of phosphodiesterase in the brain are much higher than those that produce stimulation. Moreover, other compounds that block phosphodiesterase’s activity are not stimulants.

To buttress their case that caffeine acts instead by preventing adenosine binding, Snyder et al compared the stimulatory effects of a series of caffeine derivatives with their ability to dislodge adenosine from its receptors in the brains of mice. “In general,” they reported, “the ability of the compounds to compete at the receptors correlates with their ability to stimulate locomotion in the mouse; i.e., the higher their capacity to bind at the receptors, the higher their ability to stimulate locomotion.” Theophylline, a close structural relative of caffeine and the major stimulant in tea, was one of the most effective compounds in both regards. There were some apparent exceptions to the general correlation observed between adenosine-receptor binding and stimulation. One of these was a compound called 3-isobutyl-1-methylxanthine (IBMX), which bound very well but actually depressed mouse locomotion. Snyder et al suggest that this is not a major stumbling block to their hypothesis. The problem is that the compound has mixed effects in the brain, a not unusual occurrence with psychoactive drugs. Even caffeine, which is generally known only for its stimulatory effects, displays this property, depressing mouse locomotion at very low concentrations and stimulating it at higher ones.

Based on the Passage, answer the following questions:

1. The primary purpose of the passage is to

- (A) discuss a plan for investigation of a phenomenon that is not yet fully understood
- (B) present two explanations of a phenomenon and reconcile the differences between them
- (C) summarize two theories and suggest a third theory that overcomes the problems encountered in the first two
- (D) describe an alternative hypothesis and provide evidence and arguments that support it
- (E) challenge the validity of a theory by exposing the inconsistencies and contradictions in it

2. According to Snyder et al, caffeine differs from adenosine in that caffeine

- (A) stimulates behavior in the mouse and in humans, whereas adenosine stimulates behavior in humans only

- (B) has mixed effects in the brain, whereas adenosine has only a stimulatory effect
- (C) increases cyclic AMP concentrations in target neurons, whereas adenosine decreases such concentrations
- (D) permits release of neurotransmitters when it is bound to adenosine receptors, whereas adenosine inhibits such release
- (E) inhibits both neuron firing and the production of phosphodiesterase when there is a sufficient concentration in the brain, whereas adenosine inhibits only neuron firing

3. In response to experimental results concerning IBMX, Snyder et al contended that it is not uncommon for psychoactive drugs to have

- (A) mixed effects in the brain
- (B) inhibitory effects on enzymes in the brain
- (C) close structural relationships with caffeine
- (D) depressive effects on mouse locomotion
- (E) the ability to dislodge caffeine from receptors in the brain

4. According to Snyder et al, all of the following compounds can bind to specific receptors in the brain EXCEPT

- (A) IBMX
- (B) caffeine
- (C) adenosine
- (D) theophylline
- (E) phosphodiesterase

5. Snyder et al suggest that caffeine's ability to bind to A1 and A2 receptors can be at least partially attributed to which of the following?

- (A) The chemical relationship between caffeine and phosphodiesterase
- (B) The structural relationship between caffeine and adenosine
- (C) The structural similarity between caffeine and neurotransmitters
- (D) The ability of caffeine to stimulate behavior
- (E) The natural occurrence of caffeine and adenosine in the brain

The Way Human Body Defends

1. The defence mechanism of human body is a gift of nature provided to human beings. The power of our body to fight against various disease-producing agents is known as defensive mechanism. This defensive mechanism depends upon various factors which can be categorised mainly into two types—common factors and special factors.

2. Amongst the common factors, the most important is the health of human beings. We all know if we are having a good health, our body automatically remains protected against the diseases. For keeping good health one should have nutritious balanced diet. A balanced diet is that which contains carbohydrates, fat, proteins, vitamins in proportionate amount.

3. The skin of our body saves us against many micro-organisms producing diseases, provided that it is intact. In case there are cuts or abrasions on it, the micro-organisms penetrate the body through those cuts and abrasions and can cause diseases. Therefore, a cut or an abrasion should never be left open. In case there is no bandage, linen etc. available, it may be covered by a clean cloth.

4. Some bacteria are residing on and inside the human body. They are our friends and are useful for us. They do not cause any disease and by their presence they do not allow disease-causing organisms to settle on those places. For example, the micro-organisms, present in human saliva secrete a chemical which does not allow diphtheria causing bacteria to grow inside the oral cavity.

5. The human body secretes a variety of fluids, which are killers for disease causing micro-organisms. For example, gastric juice (acidic in nature) secreted by our intestinal tract kills all organisms which enter our body through food.

6. There are a few automatic activities of our body known as “reflex phenomenon” which protect the body against many infections. This reflex phenomenon includes sneezing, coughing and vomiting. •

7. Fever is one of the most important constituents of the defensive mechanism of our body. The organ which regulates the temperature of our body is known as hypothalamus and it is situated in the brain. When micro-organisms after entering the body release toxic products and these reach the brain through blood, the hypothalamus starts increasing the temperature of body the person gets fever. This fever is very useful for the human body because by the increase of temperature the micro-organisms which are the root cause of the problem get killed.

8. We are living in an environment which is full of bacteria. Many of these bacteria can produce serious diseases, but all of us do not suffer from such diseases. It is due to a special power present in our body to fight these diseases. A part of this special power of our body is known as innate immunity. This is inherited by us. The other part of this special power is called acquired immunity. This we gain during our lifetime.

9. In a nutshell, we can say since nature has provided us with defensive mechanism to fight against so many diseases, let us maintain it and rather increase it by the way of immunisation.

A. Answer the following questions by choosing the most appropriate option:

i. One should have nutritious balanced diet because.....

(a) it has food items for various tastes (b) it keeps one healthy

(c) it is recommended by a dietician (d) it has all essential items

ii. The defence mechanism of human body is important as.....

(a) it protects us from diseases (b) it checks deterioration of body

(c) it saves us from depression (d) it builds up the wear and tear

iii. In order to check the micro-organisms penetration in the human body.....

(a) we must cover the whole body (b) we must rub insect repelling oil

(c) we must use antiseptic solutions (d) we should keep cuts and abrasions covered

iv. Gastric juice secreted by our intestinal tract kills all extraneous organisms as.....

(a) it flows very fast (b) it is acidic in nature

(c) it prevents their multiplication (d) it is a natural stimulant

v. We can increase our defensive mechanism by.....

(a) developing friendly bacteria

(b) checking infection through reflex phenomenon(c) seeking proper immunisation

(d) suppressing fever in initial stages

vi. (d) suppressing fever in initial stages is

(a) blood poisoning (b) study of poisons (c) harmful bacteria in plants/animals(d) poisonous

B. Answer the following questions in brief:

vii. Differentiate between innate immunity and acquired immunity?

viii. What is the main idea conveyed in paragraph 7?

ix. What do you mean by reflex phenomenon? How is it helpful for human body?

x. Give the similar meanings.

(a) scraping or rubbing of (para 3)

(b) poisonous (para 7)

(c) inborn (para 8)

1. And day in and day out, he lectured to us in his droning, remorseless voice on every aspect of human knowledge. At first we had a certain respect for him, but soon we lived in terror of his approach. We tried to hit back at him with clumsy sarcasms and practical jokes.

(a) Why did they show respect to Private Quelch in the beginning?

(b) What made them stop giving respect to him?

(c) Find a word in the extract similar in meaning to ‘unrelenting’.

2. “I shall be telling this with a sigh

Somewhere ages and ages hence;

Two roads diverged in a wood, and I

I took the one less traveled by,

And that has made all the difference.

Q1. What will the narrator say “with a sigh”?

Q2. What is the theme of the poem?

Q3. Which poetic device has been used in the poem to express the dilemma of making a choice?

Q4. What is the tone of the poet in the stanza?

Competencies:

- Comprehending the passage.
- Reading with correct pronunciation.
- Understanding the meaning of new words.
- Understanding sentence structure.

Note: Teachers can also refer to any comprehension book to teach the topic and can also use more examples for practice

DAY:5 LITERARY DEVICES

Literary devices are techniques writers use to create depth, meaning, and beauty in their writing. Here are some common literary devices along with examples:

- **Simile:** Comparing two unlike things using "like" or "as."
 - Example: "Her smile was as radiant as the sun."
- **Metaphor:** Implied comparison between two unlike things without using "like" or "as."
 - Example: "Time is a thief."
- **Personification:** Giving human characteristics to non-human entities.
 - Example: "The trees whispered secrets in the wind."
- **Alliteration:** Repeating the same consonant sound at the beginning of adjacent or closely connected words.
 - Example: "Peter Piper picked a peck of pickled peppers."
- **Assonance:** Repeating vowel sounds in nearby words.
 - Example: "The rain in Spain falls mainly on the plain."
- **Onomatopoeia:** Words that imitate the sound they represent.
 - Example: "The bees buzzed around the hive."
- **Hyperbole:** Exaggerated statements or claims not meant to be taken literally.
 - Example: "I've told you a million times."
- **Irony:** A contrast between expectation and reality.
 - Example: "The fire station burned down."
- **Imagery:** Descriptive language that appeals to the senses (sight, sound, taste, touch, smell).
 - Example: "The air was thick with the scent of freshly baked bread."
- **Allusion:** A reference to a well-known person, place, event, or work of literature.
 - Example: "He was a real Romeo with the ladies."
- **Anaphora:** Repetition of a word or phrase at the beginning of successive clauses or sentences.
 - Example: "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets..."
- **Oxymoron:** A figure of speech that combines contradictory terms.
 - Example: "Bittersweet", "jumbo shrimp".

EXAMPLE-1

*Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,*

Poetic devices:

1. Alliteration: Repetition of 'd' sound in 'then' and 'the'.
Repetition of 'w' sound in 'wanted' and 'wear'.
2. Simile: Both the roads have been compared to each other using the words 'as just as fair'
3. Personification: The road here is personified as wanting humans to travel down its path.
4. Enjambment: Line 4 follows into line 5 without any punctuation mark.
5. Imagery: The poet gives us a visual description of the two roads. He says that one was grassy as there were hardly any travellers walking down that road.

Exercises

1. Find the Figure of Speech in the given lines-

- a) All the world's a stage _____
- b) creeping like snail _____
- c) And all the men and women merely players _____
- d) bearded like the pard _____
- e) the bubble reputation _____
- f) They have their exits and their entrances _____
- g) Sighing like furnace _____

2. Find the Figure of Speech in the given lines-

- a) ..and sneer of cold command _____
- b) the hand that mocked them _____
- c) King of Kings _____

EXAMPLE-2 for practice

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I

I took the one less traveled by,

And that has made all the difference.

Find the literary devices used in the above stanza from 'the road not taken'.

Competencies:

- Understanding literary devices.
- Using these devices in writing.
- Understanding language and diction.
- Appreciating poem..

Teachers note: Teachers may take other poems for practice.

DAY 6 & 7 USE OF GRAMMAR ITEMS IN CONTEXT SUCH AS DETERMINERS, SUBJECT VERB, MODALS, PASSIVE FORMS OF VERBS, PREPOSITIONS- (PREPOSITION OF TIME, PLACE ETC.) NARRATION (DIRECT-INDIRECT SPEECHES) ETC.

A. Determiners

Determiners are words such as the, my, this, some, twenty, each, any, which are used before nouns. Determiners include the following common types:

Articles: a, an, the

Demonstratives: this, that, these, those

Possessives: my, your, his, her, etc.

Quantifiers: (a) few, some, many, etc.

Numbers: one, two, three, etc.

B. Subject Verb Agreement

Subject-verb agreement refers to the grammatical concept that the subject of a sentence must align with the main verb of that same sentence. Singular subjects take singular verbs and plural subjects take plural verbs.

11 Rules for Subject-Verb Agreement

1. Singular subjects require singular verbs
2. Plural subjects require plural verbs.
3. Compound subjects with the word “and” require plural verbs.
4. Compound subjects with the word “or” or “nor” can take either a singular verb or a plural verb
5. Collective nouns can be singular or plural.
6. Indefinite pronouns are singular and take singular verbs
7. A pair is a singular noun and takes a singular verb.
8. Plural-form subjects are often singular when presented as a title.
9. Gerunds often function as singular nouns, and they take singular verbs.
10. The phrase “one of the [plural noun] who/that” requires a singular verb.
11. “They” is a third-person pronoun that can be both singular and plural.

C. Modals

Modal verbs are helping verbs that are used along with main verbs to represent the ability, possibility and probability of a subject to do an action and emphasize the necessity of an action.

MODAL	EXAMPLES	USES
CAN	He can find any street in London. You can take a taxi. Can you take me to Victoria Station?	Ability Suggestion Request
BE ABLE TO	He is able to find any street in London.	Ability
CAN'T	That story can't be true.	Certainty that something is impossible
COULD	I could play tennis when I was younger. Could you take me to Victoria Station? You could take a taxi.	Ability Request Suggestion
MAY	It may be quicker to travel by train. May I come in?.	Possibility Formal request
MIGHT	It might be quicker to travel by train.	Possibility
MUST	You must be back at 10 o'clock. Look at the snow. It must be cold outside.	Obligation Certainty that something is true
HAVE TO	You have to be back at 10 o'clock.	Obligation
NEED TO	You need to study a lot.	Obligation
NEEDN'T	You needn't have a university degree.	Lack of obligation
MUSTN'T	You mustn't drive without a licence.	Prohibition
DON'T HAVE TO	You don't have to call a taxi.	Lack of obligation
SHOULD	You should drive more carefully	Opinion / Advice
OUGHT TO	You ought to drive more carefully	Opinion / Advice

D. Passive forms of verbs

The passive voice is formed by using a form of the auxiliary verb “be” (be, am, is, are, was, were, being, been) followed by the past participle of the main verb.

Active	Passive	
--------	---------	--

He loves me	I am loved	
We took our children to the circus	The children were taken to the circus	
A thief stole my money	My money was stolen	

E. Prepositions

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.

8 Types of Prepositions

1. Preposition of time: as, at, on, in, before, during and after.
2. Preposition of place: on, at and in.
3. Preposition of movement: to, from, into, out of, towards, up, down, round, through, across, etc.
4. Preposition of manner: by, in, like, with and on.
5. Preposition of agent of instrument
6. Preposition of measure
7. Preposition of source
8. Preposition of possession

F. Narration

Direct Speech

When we want to describe what someone said, one option is to use direct speech. We use direct speech when we simply repeat what someone says, putting the phrase between speech marks:

Paul came in and said, "I'm really hungry."

Indirect Speech

When we want to report what someone said without speech marks and without necessarily using exactly the same words, we can use indirect speech (also called reported speech). For example:

Direct speech: "We're quite cold in here."

Indirect speech: They say (that) they're cold.

Exercises

1 Fill in the blank space with the appropriate determiner:

- I. ____ cat is sitting on ____ mat.
- II. Please give me ____ apple from ____ basket.
- III. ____ few students attended ____ seminar.
- IV. She loves to play with ____ dolls.
- V. I saw ____ elephant in ____ zoo yesterday.

2. Choose the correct verb form to agree with the subject:

- I. The dog ____ (bark/barks) loudly every night.
- II. She ____ (like/likes) to read novels.
- III. They ____ (has/have) been to Paris twice.

- IV. The flowers ____ (smells/smell) wonderful.
V. My friend and I ____ (is/are) going to the movies.

3. Complete the sentences with the appropriate modal verb:

- I. You ____ go to bed early if you have an exam tomorrow.
II. She ____ speak three languages fluently.
III. We ____ visit the museum on Sunday.
IV. They ____ finish their homework before watching TV. V. He ____ swim when he was only five years old.

4. Rewrite the following sentences in the passive voice:

- i. The teacher explained the lesson.
ii. They are building a new bridge.
iii. Someone has already cleaned the room.
iv. The chef will prepare the meal.
v. They had eaten all the cookies.

5. Fill in the blanks with the appropriate prepositions:

- I. The keys are ____ the table.
II. She arrived ____ the airport at 8 o'clock.
III. We went for a walk ____ the park.
IV. The cat is hiding ____ the bed.
V. They met each other ____ school.

6. Convert the following direct speech into indirect speech:

- I. She said, "I will come tomorrow."
II. "We are going to the beach," he said.
III. "I have already finished my homework," she exclaimed.
IV. "They should study harder," the teacher advised. V. "I can swim," he proudly declared.

7. Passive Forms of Verbs Exercise:

- I. The lesson was explained by the teacher.
II. A new bridge is being built by them.
III. The room has already been cleaned by someone.
IV. The meal will be prepared by the chef.
V. All the cookies had been eaten by them.

8. Read the following sentences and identify any missing words or errors. Rewrite the sentences with the corrections.

- I. The cat sat on chair.
II. She goes to school by bus.
III. I like eating apples but not oranges.
IV. He reads book every night.
V. They are going to party tonight.

9. Fill in the blanks with the appropriate words to complete the sentences:

- I. ____ cake was delicious.
- II. She ____ studying for her exams.
- III. We go to the park ____ Sundays.
- IV. ____ you seen my keys?
- V. He can ____ speak Spanish and French.

10. Choose a suitable word from the options given and complete the story from Tunisia.

A weary traveller stopped at a Bedouin's tent and asked for shelter for the night. Without (a) delay, the man killed (b) chicken and handed it to (c) wife for (d) guest's supper.

As the woman stirred the meat in (e) copper cooking pot, she smelled the rich steam and could not resist tasting (f) of the meat and soup, to see if it was soft and tasty. But mouthful followed mouthful, and there wasn't (g) chicken left, but for the neck piece, which she gave to her little son to nibble. The boy found it so tasty that he whined, "Give me (h) more chicken, mother!" The woman slapped the little boy and scolded him: "It's a shameful habit (i) father taught you, enough of it, I tell you!" On the (j) side of the wooden hanging which screened the woman's part of the tent from the rest, the traveller overheard them. "What habit has (k) father taught (l) child?" he asked curiously. "Oh," said the woman, "whenever a guest arrives at (m) them over the fire for (n) tent, he cuts off his ears and roasts son to eat." Without making a sound, the traveller picked up (o) shoes and ran.

- | | | | |
|------------------|---------------|--------------|------------|
| (a) (i) no | (ii) any | (iii) any | (iv) no |
| (b) (i) a few | (ii) some | (iii) few | (iv) a |
| (c) (i) his | (ii) her | (iii) their | (iv) there |
| (d) (i) the | (ii) a | (iii) theirs | (iv) their |
| (e) (i) her | (ii) hers | (iii) the | (iv) an |
| (f) (i) some | (ii) few | (iii) a few | (iv) more |
| (g) (i) any | (ii) some | (iii) a few | (iv) few |
| (h) (i) little | (ii) a little | (iii) a few | (iv) some |
| (i) (i) hers | (ii) yours | (iii) their | (iv) his |
| (j) (i) an other | (ii) another | (iii) other | (iv) one |
| (k) (i) hers | (ii) her | (iii) him | (iv) his |
| (l) (i) a | (ii) an | (iii) the | (iv) X |
| (m) (i) X | (ii) our | (iii) ours | (iv) their |
| (n) (i) their | (ii) his | (iii) him | (iv) our |
| (o) (i) her | (ii) his | (iii) our | (iv) X |

11. Complete the sentences in reported speech choosing the correct option.

Rashmi: I have invited four friends for dinner.

Renu: I will also call my friends.

Rashmi: What should we serve them for dinner?

Renu: We can serve them Chinese food.

- (a) Rashmi told Renu that.....
- (i) she has invited four friends for dinner.

- (ii) she will have invited four friends for dinner.
- (iii) she had invited four friends for dinner.
- (iv) she will have invited four friends for dinner.

(b) Then Renu said.....

- (i) that she may invite her friends also.
- (ii) that she would also invite her friends.
- (iii) that she might have invited her friends too.
- (iv) that she must invite her friends too.

(c) When Renu asked.....

- (i) what they should serve them for dinner.
- (ii) that what they should serve them for dinner.
- (iii) that should they serve for dinner.
- (iv) that what they should have for dinner.

(d) Rashmi replied that.....

- (i) we can serve Chinese food.
- (ii) they could serve them Chinese food.
- (iii) that we could also serve Chinese food.
- (iv) that why not search Chinese food.

Exercise 12

Read the given passage and identify the errors and correct them.

Passage	Error	Correction
Facebook, with more then 1 billion users		
is celebrated its 10 th birthday this year.		
The company was launching by Mark		
Zuckerberg at 4 th February 2004. The site was		
conceived in a hardware dorm in a way		
to connect student and let them build an		
identity for himself online.		

Note: Teachers can also refer to any grammar book to teach the topic and can also use more examples for practice

DAY:8 PRONUNCIATION

Pronunciation games by taking words and sentences from text. Common Pronunciation Rules

Final s is pronounced as ‘z’ after voiced sounds

For example, beds, boys, days, trees, dogs etc.

Final s is pronounced as ‘s’ after voiceless sounds

For example, books, cups, students, cats etc.

Final es is pronounced as 'ez'

For example, sizes, pages, classes, pages, ages, matches etc.

Silent letters

There are some alphabets in a word which are not pronounced. The letter in the bracket is silent.

Different → Diff(e)rent

Every → Ev(e)ry

Chocolate → Choc(o)late

Restaurant → Rest(au)rant

Omelet → Om(e)let

Business → Bus(i)ness

Temperature → Temp(e)rature

Handkerchief → Han(d)kerchief

Wednesday → We(d)nesday

Bought → Bou(gh)t

Height → Hei(gh)t

Honest → (H)onest

Hour → (H)our

Knot → (k)not

Table 1.1: Vowel sounds in English

- 1 /i:/- [- Sheep tea, me, field, key, receive
- 2 /ɪ /- [bit, igloo gym, bucket, cabbage
- 3 /e/- e egg, net, bet bread, said
- 4 /æ/- eo bat, cat, rat, sat _
- 5 /ʌ/- A but, cut, shut _
- 6 /ɑ:/- Aa car, large, march clerk, heart, guard
- 7 /ɔ/- Aa^ hot, pot, otter swan, pause
- 8 /ɔ:/- Aa^: caught, taught bought, paw
- 9 /u/ or /ʊ/-] put, truth hood, could
- 10 /u:/- } uniform, unity, cube cue, shoe, new, boot
- 11 /ə:/or /ɜ:/- A: fern, perfect shirt, purple, earth, worm
- 12 /ə/- A\ about, alike _
- 13 /eɪ/- e[tray, pray train, great, eight, skate
- 14 /aɪ/- Aa[kite, bite, night, I tie, fl y, height
- 15 /ɔɪ/- Aa^ya boy, toy noise

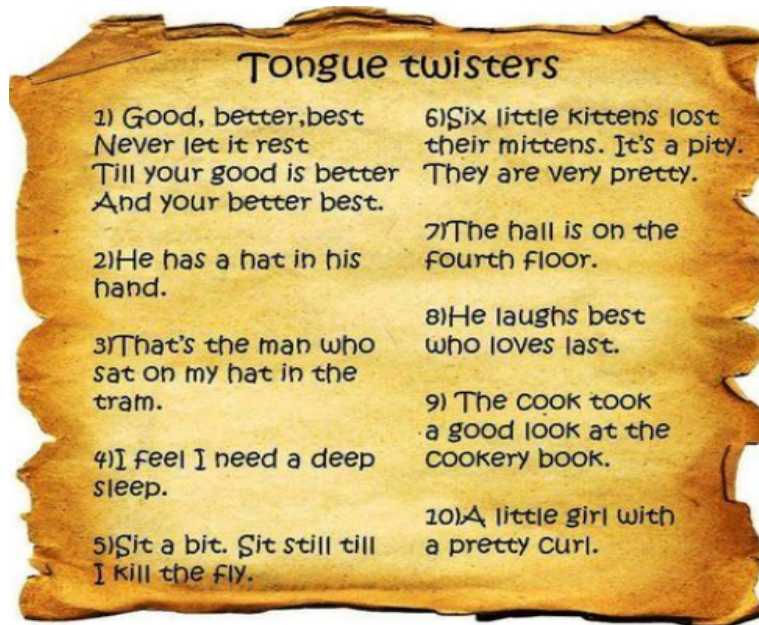
- 16 /əʊ/- Aao] home, bone, nose know, grow
- 17 /aʊ/- Aa] how, now _
- 18 /iə/- [A ear, fear deer
- 19 /eə/- eA chair, pair there, their, square, bear, wear
- 20 /uə/or/ʊə/-]A poor tour ,sure

Table 1.2: Consonant sounds

This list describes the consonant sounds of English. Read the examples aloud and also note the various possible spellings of each sound.

- 1 p - p /p/ pit, pin -
- 2 b - ba /b/ bit, bat -
- 3 t - T /t/ time, ten -
- 4 d - D /d/ door, dog -
- 5 k - k /k/ kite, kit cat, duck, queen, chemistry
- 6 g - ga /g/ get, go -
- 7 ch - ca /tʃ/ chop, chick -
- 8 j - ja /dʒ/ judge, jam giraffe
- 9 f - f /f/ fan, fun telephone, rough
- 10 v - va /v/ van, vine -
- 11 th - qa, /θ/ think, thought -
- 12 th - d, /ð/ that, this -
- 13 s - sa /s/ send, see circle
- 14 z - j,a /z/ zip, zoo pins
- 15 sh - Sa /ʃ/ shop, shoe invitation, sure, chef,
precious, permission
- 16 s - j,a^ /ʒ/ leisure, pleasure -
- 17 h - h /h/ hen, happy -
- 18 m - ma /m/ man, monkey -
- 19 n - na /n/ nice, night knife, gnome
- 20 ing - [Mga /ŋ/ ring, sing, English tongue
- 21 l - la /l/ leg, long -
- 22 r - r /r/ rat, run write
- 23 w - va /w/ wet, wine -

Many types of activities can be introduced for improving pronunciation skill for example: 1) Tongue Twister exercises 2) consonant exercises 3) Vowel exercises 4. Commonly mispronounced words exercise etc. It's easy to add S to the end of "any word". Learning to master the words that are commonly mispronounced even by native speakers can help with pronunciation and speaking practice.



Note: Teachers can also refer to any phonetic book to teach the topic and can also use more examples for practice.

DAY: 9 TO 12 WRITING FORMAL AND INFORMAL LETTERS-PERSONAL, OFFICIAL AND BUSINESS, NOTICES, EMAILS MESSAGE, SLOGANS, INVITATIONS

What Is Letter Writing?

Letter writing has been deemed as one of the most useful forms learnt and used for various reasons. There are several kinds of letters, each of which has its own form and style.

“Letter writing is the only device for combining solitude with good company”

– Lord Byron

What is an Informal Letter?

Informal Letter Topics

Below is a list of a few important Informal letter writing topics-

- Inviting a friend
- Advising a friend
- Apologizing to a friend
- Thanking a friend for spending the holiday together
- Reminding a friend

- Congratulating a friend
- Requesting for help
- Admitting a mistake

• **SAMPLE QUESTIONS:**

- **Write a letter to your sister congratulating her on success in the examination.**

• Examination hall,
• Ahmedabad

• Sep 17, 2023

• My Dear Sister,

• I am very happy to know that you have passed the secondary school certificate (S.S.C) examination with credit. You got the first division in the examination. I congratulate you on your brilliant success. I am sending you the gift of a wrist watch. May you succeed in every sphere of life.

• With best wishes,

• Yours affectionately
xyz

- **Write a letter to your friend who just met with an accident informing him about his speedy recovery in a consoling tone in about 120-150 words. You are Manvi/Manav.**

Answer:

- 129, Navyug Apartments
- Pitampura
- Delhi-110034
- March 01, 2024
- Dear Rudra
- I hope this letter finds you in the best of spirits. When I visited last week, you seemed a little bit depressed.
- Come on boy, you should thank God for giving you a fresh lease of life. Everything is going to be fine very soon. I even talked to your doctor this morning and he told me that you are out of danger now.
- You will have to remain in the hospital for a few more days but that is not something you should be concerned about. Your family and friends are there for you.
- Don't forget that life is a mixture of joys and sorrows. By the way, all of us have decided to celebrate your recovery as soon as you come home you will be throwing a party the day you come back home from the hospital. Hope to see you soon. My parents and younger sister have sent you lots of love and wishes.
- Wish you a speedy recovery!
- Yours truly

Manvi/Manav

QUESTIONS FOR PRACTICE

Q. Write a letter to your father requesting him to send you some extra funds for payment of hostel dues.

Q. Write a letter to your friend inviting him in a birthday party.

Q. Write a letter to your friend appreciating his book that he wrote in Bangalore while pursuing his writing career. You are Robert/Robina. Word limit: 100-120 words.

Q. Write a letter to your friend appreciating his book that he wrote in Bangalore while pursuing his writing career. You are Robert/Robina. Word limit: 100-120 words.

●
Formal letter includes:

1. **Letter to the Editor**
2. **Complaints**
3. **Inquiry**
4. **Placing orders**

Purpose of the letter:

- To express one's opinion on a wide range of issues
 - To express and share one's observations and views in a public forum, for example a magazine or a newspaper

Language of the letter:

- Formal language must be used
- Repetition of ideas must be avoided
- Sub paragraphs should be used in an organized way
- Personal outlook must be included but biased language should be avoided
- Word limit must be kept in mind

FORMAT OF A FORMAL LETTER

1.Format of Formal Letter

1.Sender's Address-

2.Date

3.Receiver's Designation &Address

4.Subject

5.Salutation(,)

6.The Body /Content

i) Introduction

ii) Problem

iii) Conclusion

7.Complimentary Close

8.Signature & Name

Question: You are Saurabh Srivastava, a resident of Defense Colony Cantt Lucknow. Your colony is facing the severe problem of inadequate and contaminated water supply. You decide to express your views and make the authorities aware of the situation by writing a letter to the Editor of The Lucknow Times, Lucknow. Write your letter in about 100-120 words.

Answer:

Defence Colony
Lucknow Cantt
15th April 2024

The Editor
The Lucknow Times
Lucknow

Subject: Inadequate and contaminated water supply.

Sir

Through the columns of your esteemed newspaper, I would like to draw the attention of the civic authorities to the contaminated and inadequate supply of water in our locality.

It is unfortunate that the local civic authorities do not take care to provide the citizens with even the basic amenities such as proper and adequate water supply. In our locality, water is supplied only for three hours in the morning. For the rest of the day the taps remain dry. Also, the supplied water is impure. It is unhygienic and inadequate. There have been cases of water borne diseases. The water borne diseases may break out in the form of epidemic, if the problem is not properly addressed to.

It is expected that instead of ignoring the issue, the authorities concerned will take immediate steps to ensure supply of adequate and potable water in our locality so that we residents are able to live a disease free and healthy life.

Yours truly
Saurabh Srivastava

ADDITIONAL QUESTIONS ON LETTER TO THE EDITOR

1. Write a letter to the Editor of a newspaper expressing your views on the importance of saving water as you have seen people wasting water carelessly on one hand and on the other hand people fight for a single drop of water and farmers die because of drought. Using your own ideas write the letter.

2. Recently you read a report on increasing stress level among the younger generation and you are very disturbed with the scenario. You decide to write a letter to the Editor of a newspaper expressing your concern and also about some measures which can be adopted by the youth to overcome stress. On the basis of the ideas reflected in the daily life and your own understanding write the letter to the editor.

3. Recently you came across a newspaper article depicting Diversity of India as its greatest identity. After reading the article you are inspired enough to write a letter to the Editor of a newspaper expressing your views on the importance of maintaining unity and integrity for the growth of the nation.

4. Recently, you got an opportunity to meet few courageous girls, who, despite serious opposition from their families, continue their education. This has made you feel both proud and concern about these girls and you decide to write a letter to the Editor of a newspaper emphasizing upon the need to promote girl child education. With your own ideas, write the letter to the Editor.

5. A survey reveals that most of our health related problems are due to our over fascination with modern gadgets like smart phones, lap tops, television and video games. The findings of the survey compel you to share your views on the

issue and you decide to write a letter to the Editor of a newspaper. On the basis of your understanding write the letter.

6. There is a 'Divyanga' (Physically Handicapped) child in your class and every day you watch him very closely. You appreciate his efforts and enthusiasm, but you find some of your classmates making fun of him regularly and you try to make them realize their insensitivity but they haven't changed their ways and means. This has provoked you to write a letter to the Editor of a newspaper expressing your views on the need to be respectful to every individual including the specially-abled ones.

7. You observe that most of your class mates bring fast food items as part of their school tiffin and even some of them regularly suffer from one disease or other but they keep on bringing fast food. You wish to make parents of such children aware of the harms of the fast food and so you decide to write a letter to the Editor of a news daily. On the basis of your own understanding of the problem write the letter.

8. Your friend studies in a school where there is no play-ground and also no facility for sports and games. He has to stay in his class room throughout the day. You feel about your friend and decide to write a letter to the Editor of a newspaper emphasizing upon the need to have play grounds and other sports facility in schools as they help in the all-round development of an individual.

9. You are Kavita Khanna, a resident of 50-C, Pushp Vihar, New Delhi. Write a letter to the editor of 'India Today', magazine about the article on 'Ban Poly Bags' published in the latest edition.

Sample Letters of Complaints

Write a letter to M/s V.P.Appliances, C-24 Devpuri, Mumbai, complaining that the Geyser supplied by them has stopped working in less than a week. Sign yourself as Gourav of 52, Tilak Marg, Mumbai.

52, TilakMarg
Mumbai

8thJuly,2023

The Manager
M/s V.P.Appliances
C-24 Devpuri Mumbai

Sir

Sub: Complaint about Geyser

I purchased an Eskom Geyser from your company vide cash memo no. 310 dt. 23rd June 2023 with a warrantee of one year.

I regret to inform you that it stopped working after 4 days. It does not heat Water. The green light signal shows that it is on but it does not give hot water.

Please send your mechanic to rectify the fault or replace the geyser with a new One.

Yours sincerely

Gaurav.

ADDITIONAL QUESTIONS FOR PRACTICE

1. You are Sriram living at 234/C-3 M.G Road Bangalore. You purchased a coloured TV from Mode Electronics, M G Road Bangalore. Write a letter to the Manager complaining about the TV that is not functioning properly.
2. Write a letter to M/s Ashwin Books Depot, Nai Sarak, New Delhi telling them that the books you had ordered have arrived, but some books were with torn pages and a few of them were old editions. Ask for replacement of the books. You are Ankita/Akash, C-10 Vidyanagar, New Delhi
3. Write a letter of complaint to M/s Rupashree Electronics, 24, industrial Town, Faridabad complaining about the washing machine you purchased recently and is giving you a lot of trouble now. Ask for its replacement immediately. Invent necessary details. You are Arun of 256-C Janakpuri, New Delhi. Write a letter in about 100-120 words.
4. As the Manager of Cricket Club of your town, you had purchased some cricket equipment. Some of the articles have been found defective. Write a letter to the firm

that made the supplies, asking them to replace these defective articles or refund their cost.

Sample of Letters of enquiry

You are Apoorva/Ashin librarian of Wisdom Public School Bangalore. Write a letter to the Sales Manager of Navneeth Publishers Ltd. Bangalore enquiring about undue delay concerning the delivery of books for your school library for which you placed an order two months ago. Also specify that you may have to cancel the order in case of further delay as the first term of the academic year has almost come to an end.

Wisdom Public School, Bangalore

20th August 2023

The Sales Manager

Navneet Publishers Bangalore

Sub: Undue delay in delivery of books.

Sir,

We are sorry to show our displeasure at the undue delay in the delivery of books for our school library. We placed a bulk order for the purchase of books for the library two months ago. But it is unfortunate to note that even after several reminders, the books have not been supplied. Before we decide to take the next step, we would like to enquire from you about the reason for this delay.

You know that the first term of the academic year has almost come to an end. If you fail to deliver the books up to 1st September 2023 we will be compelled to cancel the order. We hope you will not compel us to look for another supplier for the books.

Yours faithfully

Apoorva/Ashi
Librarian

Samples of letters of enquiry.

1. You are Rema/ Rohit the school pupil of Valley Public School, Chennai. During the Summer Vacation, your school is planning an educational tour, covering visits to a thermal power plant and a few factories. Write a letter to The National Travel Agency, at to Pantheon Road, Chennai enquiring about the places, the charges, facilities and other relevant details.
2. Write a letter to the Manager, Taj International, and Lucknow to find out the rates for conducting the wedding Reception of your sister, enquiring specifically about the catering caused per head, service and decoration charges and advance to be paid.
3. You are Varsha/ Varun, in charge of Excursion Club of National Public School, Mathura Road, Agra. Write a letter to the General Manager, Northern Railways, requesting reservation of a bogie for eighty students from Agra Cantt. To Chennai and back by G.T. Express.

Sample of letter for Placing Orders

You are Satish/ Sonali, the Literary Captain, in charge of the school library. You have been asked to place an order for Children's story books. Write a letter to M/s Book

Depot, Ram Nagar, Bikaner placing an order for the books. Invent the necessary details.

T.H.S.S School

Ram Nagar Bikaner

14 June 2023

M/s Book Depot Ram Nagar Bikaner

Sub: Order for Children's story books Sir

We need no introduction as we are your regular customers. We would like to place an order for Children's story books for our school library. We are providing a list of books

We are in need of. Kindly deliver these books in their latest edition and in proper conditions. We would be pleased, if you could provide us suitable discount on these books. The list of books with their particulars is attached herewith.

Sl. No.	Name	Author/Publisher	Copies required
1.	Arabian Nights	Rupa & Co	20
2	Panchatantra	Children's Book	25
3	Stories for children	Society National Book	30
4	Fables	Trust Jaina & Co	25

We hope timely delivery and maximum discounts.

Yours faithfully

Satish/Sonali,
Literary Captain

QUESTIONS FOR PRACTICE

1. You are the Sports Captain of your school A P S, Ahmedabad. Write a letter to Pioneer Sport Co., placing an order for a minimum of four sports items with details. Ask for a discount also. Sign as Rama/Ramani.
2. You are Sandhya/ Sharath Hostel Warden, Bapuji Public School, Chennai. Write a letter to the Sales Manager of Bharath Electronic and Domestic Appliances Ltd., Chennai placing an order for a few fans, microwave ovens and Coolers that you wish to purchase for the hostel specifying the details. Also ask for the discount.
3. Mary's Convent, Delhi needs some furniture like office chairs, tables, almirah etc. for its office. The Principal asks Mr. Verma, Head Clerk to prepare a draft to place an order with M/s Trustwell Furniture, Delhi. Write the order letter in about 100- 120 words.

What is a notice?

A notice is a written or printed announcement (Example – a notice for sale). It is written in order to inform a large number of people about something that has happened or is about to happen. It could be an upcoming event, competition, Lost, and found notice or just a piece of information to be delivered to the targeted audience. It is generally written in a formal tone.

Name of the issuing agency/authority NOTICE
Date of issue/Release of the notice
Title/Subject of the Event
BODY (Date/time/duration/Place/Venue)
Authorized signatory (Name, Designation and signature)

Question 1: Water supply will be suspended for eight hours (10 am to 6 pm) on 6th of March for cleaning of the water tank. Write a notice in about 50 words advising the residents to store water for a day. You are Karan Kumar/Karuna Bajaj, Secretary, Janata Group Housing Society, Palam Vihar, Kurnool.
(CBSE 2016)

Answer:

Janata Group Housing Society, Palam Vihar, Kurnool.

NOTICE

March 01, 202X

ATTENTION!

This notice is to inform all the residents regarding the suspension of water supply for 8 hours. It is being done to clean the water tank. The details are as follows:

DATE- March 6

TIME- 10am – 6 pm

Thus, we request you to store the required amount of water beforehand to minimise the difficulty.

Thank you

Karan Kumar/ Karuna Bajaj

(signature)

Secretary

Q.1. You are Vijay / Vijaya, the Head boy/Head girl of Vivekanand Public School, Greater Noida. Your school has decided to hold a fete in the school playground. The principal has asked you to write a notice in 50 words about this fete inviting the students and the teachers to participants in it.

Q.2. You are Ram, the Head boy of D.P.S. Bokaro. Write a notice on behalf of your school inviting all the grandparents of the students of your school to celebrate World Elders' Day.

MESSAGE

You are Rita. Your mother had recently gone for a health check-up. You received a call from the assistant doctor regarding the result of her reports. Since you have to go out, you leave a message for her. Draft a message regarding the same in not more than 50 words.

Dr Kaushik: Is this A/24, Geeta Colony?

You: Yes. May I know who is calling?

Dr Kaushik: I am Dr Priya Kaushik calling from Central Diagnostic Centre. I would like to speak to Mrs Sneha.

You: She is not at home right now.

Dr Kaushik: Could you please tell her that I have seen all her test reports. They do not show any serious problems and if there would be no improvement, we might take some more tests. I advise her to continue the same set of medicines for a week and I have fixed her appointment with the cardiologist for four o'clock at the Christ Hospital. She must reach there on time with all her reports.

You: Thank you, Doctor. I will convey her the same.

Here's how to write this message from conversation:

MESSAGE	
Date	Time
Dear ____ (Receiver's Name)	
Body Text:	
• Who called • The message they want to convey • Any additional information	
Your Name	

Message
20th January 2020 _____
Dear Mom
Dr Priya Kaushik called to inform you that your test reports are fine. She informed me that some tests will also be conducted and there is no improvement. Dr Kaushik has fixed an appointment with the cardiologist at the Christ Hospital. You have to be there by 4 pm positively with all your test reports.
Rita

Note: Teachers can also refer to any composition book to teach the topic and can also use more examples for practice

DAY: 13 CORRECT USE OF WORDS, PHRASES, IDIOMS, QUOTATIONS, SAYINGS, PROVERBS AND WORD CHUNKS FOR MEANING MAKING IN CONTEXTS

Words are the smallest units of language that carry meaning and can stand alone or be combined with other words to form phrases, sentences, and larger linguistic structures. Example: "apple," "run," "happy"
Phrases

Groups of words that function as a single unit within a sentence but do not contain both a subject and a verb.

Noun Phrases: “the big house”

Verb Phrases: “is running”

Prepositional Phrases: “in the garden”

IDIOMS

Idioms are expressions with meanings that cannot be inferred from the literal meanings of their individual words.

“Break the ice” – To initiate social interaction in a friendly or relaxed manner.

Example: “John told a joke to break the ice at the party.”

“Bite the bullet” – To endure a painful or difficult situation with courage. Example: “She had to bite the bullet and tell her boss about the mistake.” “Piece of cake” – Something that is very easy to do.

Example: “The math problem was a piece of cake for him.”

“Hit the nail on the head” – To accurately identify or address a problem or issue.

Example: “You really hit the nail on the head with your analysis of the situation.”

“Cost an arm and a leg” – To be very expensive. Example: “Buying a new car can cost an arm and a leg.”

“Let the cat out of the bag” – To reveal a secret.

Example: “Sarah accidentally let the cat out of the bag about the surprise party.”

“Under the weather” – To feel unwell or sick.

Example: “I won’t be able to come to work today; I’m feeling a bit under the weather.”

“A piece of the pie” – A share of something, especially profits or benefits.

Example: “Everyone wants a piece of the pie in the new business venture.”

“Caught red-handed” – To be caught in the act of doing something wrong or illegal.

Example: “The thief was caught red-handed stealing from the store.” “Spill the beans” – To reveal secret or confidential information.

Example: “Don’t spill the beans about the surprise birthday party!”

Quotations

Quotations are exact repetitions or reproductions of someone else’s words, often used to support arguments, illustrate points, or convey specific meanings.

- Albert Einstein: “Imagination is more important than knowledge.”
- Maya Angelou: “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”
- Mark Twain: “The two most important days in your life are the day you are born and the day you find out why.”
- William Shakespeare: “To be, or not to be, that is the question.”
- Martin Luther King Jr.: “I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident, that all men are created equal.’

Sayings

Sayings are short, commonly used expressions that convey general truths or advice. They are often passed down through generations and reflect cultural wisdom.

Example: “The early bird catches the worm.” “A penny saved is a penny earned” – This saying emphasizes the value of saving money and being thrifty.

“Actions speak louder than words” – This saying suggests that what someone does is more significant than what they say, highlighting the importance of behavior over mere promises.

“Don’t put all your eggs in one basket” – This saying advises against relying solely on one option or plan, advocating for diversification to mitigate risk.

“Better late than never” – This saying implies that it’s preferable to do something belatedly than to not do it at all, emphasizing the value of completing tasks or actions regardless of timing.

“Every cloud has a silver lining” – This saying suggests that even in difficult or challenging situations, there is often a positive or hopeful aspect to be found.

Proverbs:

Proverbs are traditional or common sayings that offer practical wisdom or moral lessons about life, human behavior, or societal values.

“Birds of a feather flock together” – This proverb implies that people with similar characteristics or interests tend to associate with one another, emphasizing the idea of like attracting like.

“A stitch in time saves nine” – This proverb advises that addressing a problem early can prevent it from becoming more serious or difficult to resolve later on, promoting the value of timely action and prevention.

“Where there’s a will, there’s a way” – This proverb conveys the idea that determination and perseverance can overcome obstacles, suggesting that with sufficient motivation, solutions can be found to challenges or problems.

“Don’t count your chickens before they hatch” – This proverb warns against presuming success or outcomes before they have actually occurred, advocating for caution and realism in expectations.

Word Chunks:

Definition: Word chunks are fixed or semi-fixed combinations of words that frequently occur together and have a specific meaning beyond the sum of their parts. They contribute to the fluency and naturalness of language use.

“Piece of cake” – This word chunk means something is very easy to do or accomplish. Example: “The math problem was a piece of cake for him.”

“Bite the bullet” – This word chunk means to endure a painful or unpleasant situation with courage or resolve. Example: “She had to bite the bullet and apologize for her mistake.”

Fill in the blanks with the appropriate word, phrase, idiom, quotation, saying, proverb, or word chunk:

- a. “_____ is a virtue.” (Proverb)

- b. "You can't judge a book by its _____. " (Saying)
- c. "He's always ready to help _____. " (Word Chunk)
- d. "A stitch in time saves _____. " (Proverb)
- e. "Actions speak louder than _____. " (Saying)

Identify the speaker of the following quotation:

- a) "The only way to do great work is to love what you do."
- b) "Success is not final; failure is not fatal: It is the courage to continue that counts."

QUIZ TIME

1-What does the saying "Don't count your chickens before they hatch" mean?

- a) Always count your chickens after they hatch.
- b) Never count your chickens.
- c) Don't rely on something good happening until it actually happens.
- d) Count your chickens twice before they hatch.

2-Which famous figure said, "To be or not to be, that is the question"?

- a) William Shakespeare
- b) Albert Einstein
- c) Leonardo da Vinci
- d) Jane Austen

3-What does the idiom "Break the ice" mean?

- a) To melt ice with heat.
- b) To start a conversation in a social setting.
- c) To skate on thin ice.
- d) To avoid confrontational situations.

4-Complete the proverb: "A rolling stone gathers _____. "

- a) Friends
- b) No moss
- c) Speed
- d) Stones

5-Which word chunk means "immediately or without hesitation"?

- a) Bite the bullet
- b) The apple of my eye
- c) At the drop of a hat
- d) Kick the bucket

An idiom is defined as a phrase that consists its own meaning but cannot be understood easily.

A proverb is defined as a short saying or sentence that is used to give advice to the other person.

An idiom has a non-literal meaning used in reading, writing, and speaking.

The most common English idioms

Idiom	Meaning
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Speak of the devil	The person we were just talking about showed up!
That's the last straw	My patience has run out
The best of both worlds	An ideal situation
Time flies when you're having fun	You don't notice how long something lasts when it's fun

Chunks include lexical phrases, set phrases, and fixed phrases.

Example

'Utter disaster', 'by the way', 'at the end of the day', 'encourage + someone + infinitive', 'dependent + on' are all examples of chunks.

Exercise-1

Use the following Idioms in meaningful sentences.

- 1.) At a loss(uncertain)
- 2.) Beyond one's means (more than one's means allow)
- 3.) Fair and Square (Honest)
- 4.) At home in (expert)
- 5.) For good (Permanently)

Exercise-2

Using the words and phrases given below, complete the following sentences.

1. If you are a simple life, you will be able to overcome any challenge.
 - a) accustomed to
 - b) adapted to
 - c) secured to
2. When he heard that he had won the first rank, his joy
 - a) reached the sky
 - b) knew no bounds
 - c) hit new highs
3. The rise in the prices of essential commodities has all classes of people.
 - a) affected
 - b) effected
 - c) influenced
4. The child his frustration by breaking his toys.
 - a) threw caution to winds
 - b) gave vent to
 - c) turned up
5. This passage is from Booker's autobiography.
 - a) adapted
 - b) adopted
 - c) abridged
6. When he was offered a large amount of money as bribe, he had to his conscience before he decided not to accept the money.
 - a) give vent to
 - b) adjust to

- c) grapple with
7. We missed the bus because a few members of our team failed to on time.
- a) turn out
b) turn off
c) turn up
8. He did all that he could to his son a good job.
- a) certain
b) secure
c) support

Note: Teachers can also refer to any vocabulary book to teach the topic and can also use more examples for practice

DAY: 14 INTERPRETATION OF MAP GRAPH TABLE TO WRITE A PARAGRAPH BASED ON INTERPRETATION.

Analytical Paragraph Writing Format

An analytical paragraph shall be divided into three parts-

1. Introduction
2. Body of the paragraph and;
3. Conclusion

Format of Analytical paragraph writing

Introduction

(explain in one or two lines the subject of the graph given)

Body

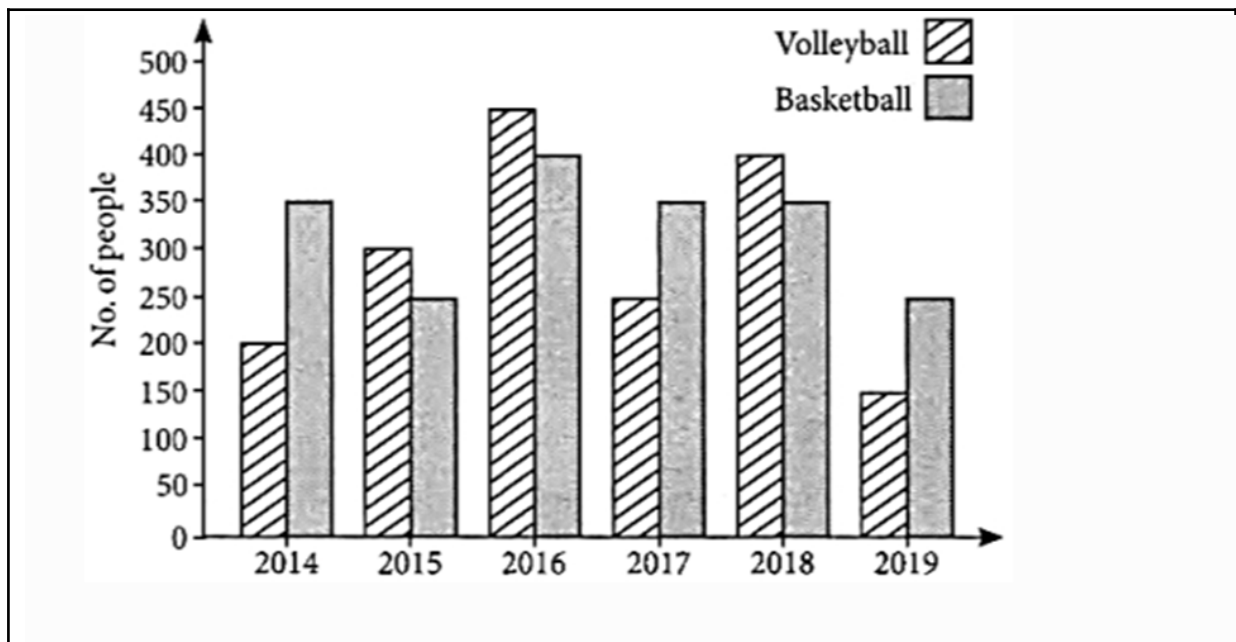
(explain in detail what the graph is about, use relevant figures, explain trends, make comparisons and contrasts, divide into sub paragraphs, if required)

Conclusion

(conclude the paragraph giving the overall view or summary of the graph)

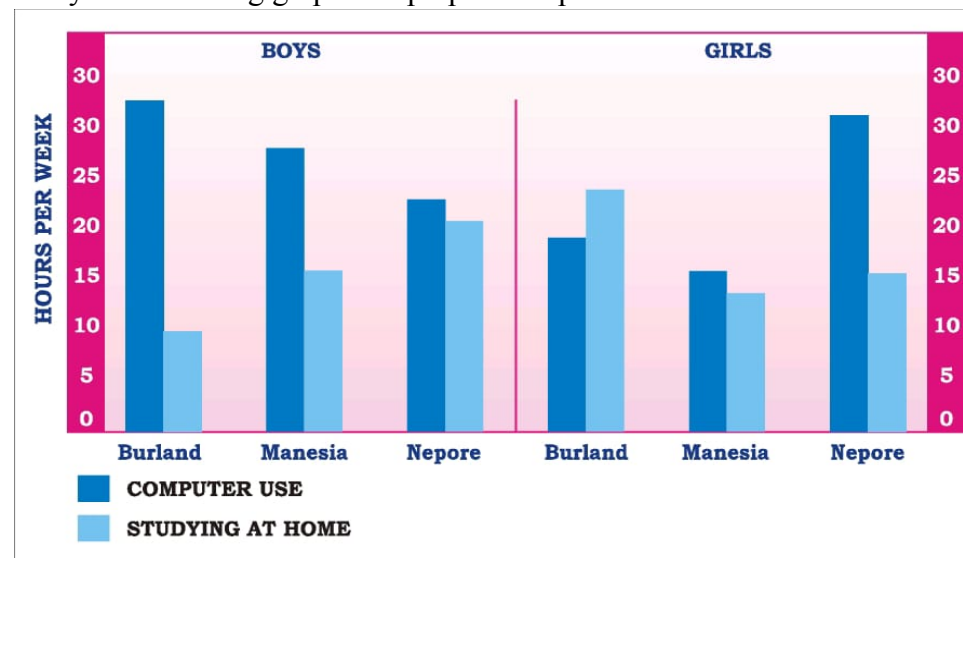
Exercise 1

The given double bar graph shows the preferences of children in a school in playing different games over the span of six years. Write an analytical paragraph about the given information.



Exercise 2

Study the following graph and prepare a report.



Note: Teachers can also refer to any composition book to teach the topic and can also use more examples for practice

DAY: 15 WRITING OF PARAGRAPHS, ARTICLES, DEBATES BASED ON VISUALS OF VERBAL CLUES, TEXTUAL INPUTS.

Writing paragraphs and articles involves a structured approach that effectively communicates your ideas to your audience.

- Before you start writing, clarify the purpose of your paragraph or article like you are informing, persuading, entertaining, or expressing an opinion.

- Gather relevant information, data, and examples that support your main points. Organize your thoughts and ideas by outlining the key arguments or points you want to cover in your paragraphs.
- Each paragraph should focus on a single main idea or point. With supporting details, evidence, examples, or explanations.
- Choose an appropriate writing style and tone that suits your purpose. Whether formal, informal, academic, or conversational, maintain consistency throughout your writing. Use clear and concise language, avoiding jargon or overly complex vocabulary unless necessary. Keep your sentences varied in length and structure to maintain reader interest.
- The body of your article consists of multiple paragraphs that expand on the main points introduced in the introduction. Ensure a smooth transition between paragraphs to maintain coherence and flow.
- The conclusion summarizes the key points discussed in the article and reinforces the main argument or thesis. End with a strong closing statement that leaves a lasting impression on the reader.

Example1: Paragraph on Natural Resources 150 Words

Natural resources serve as the foundation for all that we use to satisfy our needs and wants of life. Natural resources are the resources that occur naturally; they are not man-made.

Natural resources like air, water and sunshine are renewable by nature. When air is used by us for breathing, it does not diminish in volume. The oxygen in the air that we breathe is vital to keep us alive. Plants use up carbon dioxide from the air for the process of photosynthesis to occur in them, and give out oxygen.

Water is also needed for life on Earth. Man needs water for drinking. Similarly, sunshine is available freely. Using up sunshine does not decrease its availability.

Resources like coal are used by man to generate electricity. While coal is a natural resource, electricity is man-made. Coal is, however, a non-renewable resource. When it is used up, its availability decreases.

Example2: The Government of India launched a campaign called “Har Ghar Tiranga” under Azadi ka Amrit Mahotsava to mark 75 years of Independence. Describe your experience while participating in the campaign.

Answer –

Har Ghar Tiranga campaign appealed to people to hoist the national flag at their homes to mark 75 years of Indian Independence in 2022. On that day, I woke up early in the morning, bathed and hoisted the Indian National Flag along with my parents in our balcony. After hoisting the flag, we took selfies and uploaded them on the platform.

We then watched our beloved Prime Minister hoist the National flag at the Red Fort. My parents educated me on the significance of our flag and remembered the freedom fighters who selflessly fought for our nation’s freedom. Bringing the tricolour home truly invoked the feeling of patriotism in my heart.

Additional questions for practice

1.You are Ruchir/Ruchita. You are puzzled to see the reckless cutting of trees. Write a paragraph describing the Importance of Trees in our life.

2.You have seen mushrooming of coaching centres in your locality. Some of them do not maintain the standard of the faculty. Write an article Coaching centres to be banned.

Note: Teachers can also refer to any composition book to teach the topic and can also use more examples for practice

DAY: 16 WRITE SHORT DIALOGUES AND PARTICIPATE IN ROLE PALY, SKITS, STREET PLAYS ETC.

Participants should take on role of historical figures, debates in controversial situation, customer service interaction, medical professional, customer and shopkeeper, interviewer, etc.

- Collecting points to prepare write ups.
- Points may be collected in groups.
- After writing dialogues a short play can be performed and visa a versa.

Example1. Dialogue between a student and a teacher

Student: Excuse me, Miss. Could you explain this question to me?

Teacher: Of course. Which question are you having trouble with?

Student: It's question number five. I don't understand what it's asking for.

Teacher: Let me see. Oh, it's asking for the square root of 36. Do you know what the square root is?

Student: Yes, I do. It's six, right?

Teacher: Very good. You're getting the hang of it.

Example2. Dialogue between two friends

Friend 1: Hey, have you seen the new movie that just came out?

Friend 2: No, I haven't. What's it called?

Friend 1: It's called 'RRR.' It's about a rescue of a small tribal girl in British time.

Friend 2: Oh, that sounds interesting and full of adventure. Who are main actors here?

Friend 1: Ram Charan, N.T. Rama and Ajay Devgan.

Friend 2: I love South Indian movie as they always aspire religious ideas.

Some more relevant examples may be given.

Note: Teachers can also refer to any composition book to teach the topic and can also use more examples for practice

DAY: 17 SPEAKING SKILLS- WRITES SCRIPTS AND PARTICIPATE IN ROLE PLAY, SKIT, STREET PLAYS ETC.

Under this topic, activities will help prolifically. By focusing on the following speaking skills and practicing regularly, you can become more confident and articulate.

- Attention to pronunciation: Speak clearly and enunciate your words with confidence to ensure that your message is easily understood by others.
- Voice projection: Project your voice confidently and appropriately for the size of the room or audience. Avoid speaking too softly or too loudly.

- Pacing and fluency: Maintain a steady pace of speech to keep the conversation flowing smoothly. Avoid speaking too quickly or too slowly, which can lead to difficulty for the audience.
- Tone and emotion: Use your appropriate voice to convey emotions and tone for the role you are playing. Pay attention to variations in pitch, intonation, and emphasis to express different feelings, attitudes, or intentions convincingly.
- Nonverbal conversation: Use your proper gestures, facial expressions, and body language to complement your verbal communication and enhance the authenticity of your role-play performance.

Examples 1. Prepare dialogues and speak for the given pictures.

1.



Note: Teachers can also refer to any communication book to teach the topic and can also use more examples for practice