



BLACKIE'S SELF-LEARNING ENGLISH SERIES

Book

7

New Self-Learning **ENGLISH** **COURSE** with **Activities**

A Simple Way to Learn, Speak and Write correct English

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PREFACE

Communication is life. Just as a healthy biological life is possible when the brain communicates well with the other parts of the body, a successful social life is possible when one is able to communicate well with the other members of the society.

New Self-Learning English Course with Activities is the revised and upgraded edition of the series, based on insightful user feedback. A series of ten textbooks for classes Nursery to 8, this new edition aims to fulfil the need for developing interactive and communication skills of the learners from an early age.

Special Features of *New Self-Learning English Course with Activities*

- New **Reading Comprehension** passages and poems with attractive, child-friendly illustrations have been added to foster reading skills and show the use of grammar in context.
- **Grammar** topics have been carefully graded within each book and across levels to acquaint the learners with the basics of grammatical concepts.
- **Vocabulary** exercises aim to introduce learners to new words and terms while building upon their existing active vocabulary.
- New section on **Pronunciation** helps learners speak English correctly with the right accent and pronunciation. The learners are also introduced to the IPA (International Phonetic Alphabet) and RP (Received Pronunciation).
- A variety of carefully structured **Writing** exercises with worked out samples and scaffolding helps learners write independently in different formats and develop their functional and creative writing skills.
- **Listening** and **Speaking** tasks encourage careful listening, use of structures learnt, functional vocabulary, as well as grammar in context.
- Two **Test Papers** in each textbook assess and evaluate what has been learnt.

It is sincerely hoped that this new edition of the series will be beneficial for both teachers and learners. Suggestions for improvement are welcome and will be acknowledged gratefully.

COURSE DESIGN

Grammar topics have been carefully graded to acquaint the learners with the basics of grammatical concepts.

Reading Comprehension


Classical Dances of India

1

Read the passage and answer the questions that follow.

Dance is an age-old tradition in India. Our country can boast of an innumerable number of folk and classical dances. These dance forms are a specialty of a particular region or tribe with its own expertise and grace, along with a set of costumes and make-up. Dance is an art, a lucid expression of human beings, where one can express one's thoughts without words. The most important feature in classical dances is the use of *mudras* or hand gestures. These gestures are used to narrate a story or depict certain objects like weather, nature or inner feelings of love, care, anger, etc. Dances are performed on every possible occasion—to celebrate the arrival of seasons, birth of a child, a wedding and festivals.

Three best-known deities of Hinduism—Shiva, Kali and Krishna, are typically represented by dancing. Dance has its own passion. Indian classical dances are used to illustrate events from *Puranas* related to or describing Vishnu. *Rasa-lila* is performed to dramatize the love of Sri Krishna and the *gopis* in Vrindavan.



clear
strong interest

9

Reading Comprehension passages and poems foster reading skills and show the use of grammar in context.

Grammar

Subject and Predicate

11

There are two main parts of a sentence:

1. The Subject
2. The Predicate

The Subject

The Subject is that part of a sentence about which something is said in the sentence. The Subject may be a person, place or thing. It can be a noun or a pronoun, in singular or plural form, depending upon the nature of the sentence.

The Predicate

The Predicate is that part of a sentence which is said about the subject. It can be just a single word or a number of words.

Most often the Subject precedes the Predicate, but sometimes the reverse can be the case.

In some sentences, the Pronoun It is used in place of some other agent or force of nature.


Examples:

- It is snowing.
- It is 7 o'clock now.

In Imperative sentences, the subject is understood.

Examples:

- Come here. (i.e. You come here.)
- Run fast. (i.e. You run fast)



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Pronunciation helps learners speak English correctly with the right accent and pronunciation.

Vocabulary introduces learners to new words/terms and their usage while building upon their existing active vocabulary.

Pronunciation


Accents and Rhoticity

28

The manner in which people in a particular area, country or social group pronounce words is called accent. For instance, a person from France who speaks English may speak the language with a strong 'French accent'. Accents tell a lot about a person's identity and background. They reveal the geography, socio-economic status, ethnicity, social class or influence from the first language of the speakers.

Rhoticity is one of the most distinctive features by which varieties of English can be classified. An accent that does not pronounce < r > sounds in syllable-final positions is called a non-rhotic accent, in technical terms. British English accents are mainly non-rhotic whereas American accents are mainly rhotic.

PA K
THE
CA
ON
THE
HA VA D
YA D



I love your accent

e é

122

Vocabulary

Words often confused

There are many words in the English language which sound the same or almost the same but which are, in fact, vastly different from one another in meaning. They also look almost identical except for a difference of a letter or so in their spellings. Furthermore, there are also words whose meanings are seemingly similar. However, they are not! As a result, many learners frequently misappropriate (put to wrong use) them. For example, disinterested and uninterested are used interchangeably. All these words are, therefore, often confused by learners of English. Let us take a look at some of them.

1. altar : a raised structure for sacrifice or celebration
alter : to change
2. affect : make a difference to (as in a disease)
effect : result, impression
3. adapt : to adjust
adopt : to take up
4. access : approach
excess : too much
5. defer : to postpone
differ : to disagree
6. childish : like a child; silly (used in a negative sense)
childlike : like a child; innocent (used in a positive sense)
7. conscience : sense of right or wrong
conscious : aware that something is happening
8. eligible : fit to be chosen
illegible : something that cannot be read
9. famous : widely known
notorious : of evil reputation

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Writing

Letter Writing 31

Letters are one of the most important and popular means of communication. Most of the important official and commercial correspondence is still done through letters.

Formal Letters
Formal letters are written in an impersonal style. All the applications are formal letters. They have a specific format. They are short, precise and to the point.

Formal letters are of three kinds:

- Letters to the Editor
- Business Letters
- Emails (formal correspondence)

Letters to the Editor
A letter to the Editor of a newspaper or a magazine is generally written to express one's opinion about an issue or problem of public concern. The letter to the Editor should be brief. It should contain your views regarding some important issue. Your language should be convincing. You may include factual information to make your point.

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Writing helps learners write independently and develop their functional and creative writing skills.

Listening and Speaking

Listen, Speak and Learn 39

A. You are to take part in an on-the-spot extempore competition and the topic you have been given is 'Myself'. You have to cover the points given below.
Name, age, your aim in life and why, a country you would like to visit and why, qualities you want to improve in yourself, your role model and what changes you want to make in your country and why?
After listening to some of your classmates, the teacher will give you topics like Your Best friend, Your Favourite Cousin/Relative/Teacher, Why I love my country, A sports person/politician/actor/scientist I admire and why, My role model in life.

B. Get into groups of four and you are to speak on the topic 'My City is my Responsibility'. All members of the team must give his/her views.
Topics to be covered are safety, cleanliness, beautification, traffic rules, modernization, amenities, infrastructure, greenery, etc.
In the same way you can speak on My Country/My School/My Home... my Responsibility. You can add more ideas.

C. Listen to the conversation your teacher reads out in the class. Get into groups and have conversations on the topics given by your teacher.
Your teacher will divide the class into groups of four and give you some topics written on paper slips neatly folded and placed in a box or bowl. Each group of students will take out a slip, prepare for and speak on the drawn topic within the stipulated time.
Some suggested topics:

- Why we should switch over to bicycles.
- Why studying History is important.
- Lessons we can learn from animals/birds.
- A sport I would like to play.
- Can we live without machines?
- My dream car.


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Listening and speaking tasks develop careful listening for varied purposes; build oral competence and enhance auditory processing.

Test Paper – 1
Section – A

Reading Comprehension

A. Read the following passage and answer the questions that follow.
The Adventures of Toto



Toto was a good-looking monkey. His bright eyes sparkled with mischief beneath deep-set eyebrows, and his teeth, which were pearly white, were very often displayed in a smile that frightened the life out of elderly ladies. But his hands looked dried up as though they had been pickled in the sun for many years. Yet his fingers were quick and wicked; and his tail, while adding to his good looks, also served as a third hand. He could use it to hang from a branch, and it was capable of scooping up any delicacy that might be out of reach of his hands.

Grandfather had to leave Dehradun for Saharanpur. As he had not told grandmother that Toto was our new pet, Grandfather decided to take him along. A big black canvas bag was provided for Toto. This, with some straw at the bottom, became his new home. When the strings of his bag were tied, there was no escape. His efforts to get out only had the effect of making the bag roll about on the floor or occasionally jump in the air—an exhibition that attracted a curious crowd of onlookers on the Dehradun railway platform.

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Test papers assess and evaluate learners' understanding of what has been taught.



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‘The Adventures of Toto’ by Ruskin Bond

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Classical Dances of India

1

Read the passage and answer the questions that follow.

Dance is an age-old tradition in India. Our country can boast of an innumerable number of folk and classical dances. These dance forms are a specialty of a particular region or tribe with its own expertise and grace, along with a set of costumes and make-up. Dance is an art, a lucid¹ expression of human beings, where one can express one's thoughts without words. The most important feature in classical dances is the use of *mudras* or hand gestures. These gestures are used to narrate a story or depict certain objects like weather, nature or inner feelings of love, care, anger, etc. Dances are performed on every possible occasion— to celebrate the arrival of seasons, birth of a child, a wedding and festivals.

Three best-known deities of Hinduism— Shiva, Kali and Krishna, are typically represented by dancing. Dance has its own passion². Indian classical dances are used to illustrate events from *Puranas* related to or describing Vishnu. *Raas-lila* is performed to dramatize the love of Sri Krishna and the *gopis* in Vrindavan.



¹clear

²strong interest

Dances are also dedicated to Lord Shiva where the two facets³ of Lord Shiva are portrayed—‘lasya’ and ‘tandava’. ‘Lasya’ is the dance to reveal beauty, grace, love and all tender aspects of existence whereas ‘tandava’ is the angry, wild image of Lord Shiva and the dance frames it all well. In the form of the Lord of Dance, Shiva is known as Nataraj and is worshipped by all dancers. Accordingly, in his guise as Nataraja he is represented in his triple role as Creator, Preserver and Destroyer. Shiva as a dancing figure first appeared in Indian stone temple sculpture in the 5th and 6th centuries.

One of earliest known Nataraja artwork has been found in the archaeological site at Asanapat village in Odisha, which includes an inscription⁴, and is dated to about the 6th century CE. The Asanapat inscription also mentions a Shiva temple in the Saivacaryas kingdom. Stone reliefs depicting the classical form of Nataraja are found in numerous cave temples of India, such as the Ellora Caves in Maharashtra, the Elephanta Caves, and the Badami Caves in Karnataka, of around the 6th century. Archaeological discoveries have yielded a red Nataraja sandstone statue, from 9th to 10th century from Ujjain, Madhya Pradesh, now housed in the Gwalior Archaeological Museum.



³sides ⁴words that are written on stone, etc.



Questions

A. What is the most important feature in a classical dance and what does it illustrate?

B. Explain which two facets of Lord Shiva are portrayed by dance.

C. What is the significance of Nataraja to dancers in our country?

D. On which occasions is dance performed in our country?

E. Complete the following sentences.

1. Raas-lila is performed to represent _____.
2. The dance form of a particular region _____.
3. The Asanapat inscription mentions _____.
4. Red Nataraja sandstone statue was found in _____.

F. Find words in the passage which are similar in meaning to the following.

1. Divine beings (para-2) _____
2. Countless (para-1) _____
3. Aspect (para-3) _____
4. One who protects (para-3) _____



Coral

2

Read the passage and answer the questions that follow.

Coral is found in tropical shallow waters of the oceans around volcanic islands or close to rocky mainland coastlines. It is made from layers of skeletons of tiny animals called polyps. Over many years, colonies of polyps can build up great banks of coral, known as reefs. There are many different kinds of corals, and their bright colours make a coral reef look like an undersea garden. Only the living surface of the coral is coloured – the layers of dead polyps underneath are white. The living layer of tiny polyps feeds on zooplankton that drifts in the current.

Coral reefs are crowded with animal life. Tiny plants called algae, which drift in the current or live on the bodies of the coral, are food for zooplankton as well as for larger animals such as fish and sea urchins. The crown-of-thorns starfish throng the reef.

Reefs are formed only when conditions are exactly right. Shallow, clear water that allows penetration¹ of sunlight is essential: there are no living reefs in waters deeper than 330 feet. The water must be clean, since any sediment prevents the tentacles of the coral from trapping the food it needs and the temperature must be warm – not less than 21°C all year round. Lastly, coral skeletons have to anchor² themselves to something solid, so a rocky sea bottom is necessary.

The world's largest coral reef is the Great Barrier Reef of the eastern coast of Australia. It was discovered in 1770 by the English explorer Captain James Cook when his ship got stuck on the reef. Barrier Reef extends for more than 1250 miles (2000 km) parallel to Australia's north-eastern coastline, meandering³ back and forth as it follows the contours⁴ of the continental shelf. The reef is composed of some 3000 individual interlocking coral rafts and islets, all at different stages of development and separated by narrow, winding⁵ channels. There are at least 350 different coral species on the Great Barrier Reef and they vary enormously in shape, size and colour.

The coral reef habitat is finely balanced and easily upset. In the 1960s and 70s, the Great Barrier Reef was threatened when the population of the crown-of-thorns starfish which pour their digestive juices on the coral and kill it, expanded far beyond its normal limits. This was due to souvenir⁶ hunters stripping the reef of tritons – the predator that usually keeps starfish numbers down.

¹to pass into or through (something)

³to have a lot of curves

⁵curved

²to hold on

⁴the outline or edge of something

⁶something that serves as a reminder





Questions

A. What conditions are suitable for the formation of coral reefs?

B. Complete the following sentences.

The world's largest reef is _____ off the _____.

It was discovered in _____ by _____.

C. Why are coral reefs crowded with animal life?

D. What upset the balance of the Reef habitat in the 1960s and 70s?

E. Find words from the passage which mean the same as the following.

1. Secure firmly in position (para-3)

2. To a large extent (para-4)

3. A continuous movement of water (para-2)

4. A slow gradual movement from one place to another (para-1)

Who Did Allen's Homework?

3

Read the passage and answer the questions that follow.

Allen never liked doing his homework. 'Too boring,' he said. He played baseball and basketball instead. His teachers told him, 'Allen! Do your homework or you won't learn a thing.' And it's true, sometimes he did feel like a fool. But what could he do? He loathed¹ homework.

Then, on a Sunday, his cat was playing with a little doll and he grabbed it away. To his surprise, it wasn't a doll at all, but a man of the tiniest size. He had a little wool shirt with old-fashioned britches² and a high tall hat much like a witch's. He yelled, 'Save me! Don't give me back to that cat. I'll grant you a wish, I promise you that.' Allen couldn't believe how lucky he was! Here was the answer to all of his problems. So, he said, 'Only if you do all my homework till the end of the semester, that's 35 days. If you do a good enough job, I could even get A's.'



¹hated

²a traditional riding trousers



The little man's face wrinkled like a dishcloth thrown in the hamper. He kicked his legs and doubled his fists and he grimaced³ and scowled⁴ and pursed⁵ his lips, 'Oh, am I cursed! But I'll do it.' And true to his word, that little elf began to do Allen's homework – except, there was one glitch⁶. The elf didn't always know what to do and he needed help. 'Help me! Help me!' he'd say. And Allen would have to help in whatever way. 'I don't know this word,' the elf squeaked while reading Allen's homework. 'Get me a dictionary. No, what's even better. Look up the word and sound it out by each letter.'

When it came to Maths, Allen was out of luck. 'What are time tables?' the elf shrieked. 'We elves never need that, and addition and subtraction and division and fractions? Here, sit down beside me, you simply must guide me.' Elves know nothing of human history; to them it's a mystery. So, the little elf, already a shouter, just got louder, 'Go to the library, I need books. More and more books. And you can help me read them too.'

As a matter of fact, every day in every way that little elf was a nag! Allen was working harder than ever and was it a drag! He was staying up nights, had never felt so weary, was going to school with his eyes puffed and bleary⁷. Finally, the last day of school arrived and the elf was free to go. As for the homework, there was no more, so he quietly and slyly slipped out of the back door.



³show disapproval

⁴frown in an angry manner

⁵to tighten your lips

⁶problem

⁷very tired

Allen got his A's, his classmates were amazed, his teachers smiled and were full of praise. And his parents? They wondered what had happened to Allen. He was now the model kid. Cleaned his room, did his chores, was cheerful, never rude, like he had developed a whole new attitude. You see, in the end, Allen still thought he'd made that tiny man do all his homework. But I'll share a secret, just between you and me. It wasn't the elf; Allen had done it himself!

Adapted from the story written by Carol Moore



Questions

A. What was Allen's wish? What was the elf's reaction to his wish?

B. In what ways did both Allen and the little man need help?

C. How did Allen help the elf with homework in various subjects?

D. Allen did not realize how his attitude towards work, and specially homework, was changing rapidly. How did this happen?

E. What lesson do we learn from this story?



F. Tick (✓) the correct answer.

1. Allen
 - (a) loved doing homework.
 - (b) hated doing homework.
 - (c) did his homework.

2. The man was
 - (a) very tall.
 - (b) medium height.
 - (c) very tiny.

3. The elf began to
 - (a) clean his room.
 - (b) play with him.
 - (c) do his homework.

4. Allen was now a
 - (a) model kid.
 - (b) wonder kid.
 - (c) awful kid.

G. Tick (✓) the correct meaning.

1. loathed

(a) hated <input type="checkbox"/>	(b) loved <input type="checkbox"/>	(c) cried <input type="checkbox"/>
------------------------------------	------------------------------------	------------------------------------

2. grimaced

(a) painful <input type="checkbox"/>	(b) frown <input type="checkbox"/>	(c) smiling <input type="checkbox"/>
--------------------------------------	------------------------------------	--------------------------------------

3. shrieked

(a) low cry <input type="checkbox"/>	(b) loud cry <input type="checkbox"/>	(c) small cry <input type="checkbox"/>
--------------------------------------	---------------------------------------	--

4. weary

(a) energetic <input type="checkbox"/>	(b) fiery <input type="checkbox"/>	(c) exhausted <input type="checkbox"/>
--	------------------------------------	--

5. grabbed

(a) missed <input type="checkbox"/>	(b) caught <input type="checkbox"/>	(c) snatched <input type="checkbox"/>
-------------------------------------	-------------------------------------	---------------------------------------

Bachendri Pal

4

Read the passage and answer the questions that follow.

Bachendri Pal, a very courageous¹ mountaineer, was the first Indian woman to reach the summit of Mt Everest, the highest mountain peak in the world, on May 23 in 1984. Later, she led expeditions in 1993, 1994 and 1997 with a team comprising only women in Indo-Nepalese Women's Mount Everest Expedition, The Great Indian Women's Rafting Voyage and First Indian Women Trans-Himalayan Expedition.

She likes adventures. She likes taking risks. She is fearless. She enjoys climbing mountains and rafting across the Ganga. That is Bachendri Pal, the first Indian woman to climb Mt Everest.

Bachendri Pal was born on 24th May 1954 in a small village named Nakuri in Uttarakhand. The mountains around her village attracted her. She loved wandering² by herself in the Garhwal Himalayas.

When she was only twelve years old, she and a few of her classmates climbed to 4,000 meters during a picnic. They could not come down by nightfall and had to spend the night up there without food and shelter.

Most Garhwal girls in those days had to stop their education at thirteen and help with the housework.

¹very brave

²to move around aimlessly



When Bachendri Pal was thirteen, her parents too asked her to leave school and stay at home. But she wanted to study further. She studied on her own at night. Seeing this, her parents allowed her to finish her schooling.

The principal of her school persuaded her parents to send her to college. At college, Bachendri Pal defeated both boys and girls in rifle shooting and many other competitions and she did not stop with a degree. She later did an M.A. and a B.Ed. She became the first person in her village to get a higher degree.

Everyone in the family and village encouraged Bachendri Pal to take up teaching. But she did not want to. She joined the Nehru Institute of Mountaineering and learnt how to climb mountains. She was judged the best student of the course. Her instructors thought she would be able to climb Mt Everest.

In 1984, India sent its fourth team to Mt Everest. The team included four women and Bachendri Pal was one among them. On their way up, one night when they were all asleep, they were caught in an avalanche. Bachendri Pal was hit on the back of her head by something as hard as a rock. In a few seconds she was buried in a large mass of ice, snow and rocks. The another climber in her tent cut the tent with his knife and dug her out. Many of the climbers were injured and most of them decided to return home. The other three women climbers also decided to return. But nothing could stop Bachendri Pal. She felt the mountain was calling her. So she decided to continue her journey. She was the only woman who had the courage and the patience to reach the peak. At 1:07 pm on 23 May 1984 she stood on top of the world. She became the first Indian woman and the fifth woman in the world to get there. She placed on the peak an idol of goddess Durga, the goddess of strength.

Her dreams have not ended. She wants to lead an all-woman team to Mt Everest. She also wants to set up her own training institute to train women in mountain climbing.

Bachendri Pal is also the recipient³ of Padma Sri and Arjuna Award by the Government of India. She is listed in *The Guinness Book of World Records*.



Questions

A. Complete the following statements.

1. Bachendri Pal's parents allowed her to finish her schooling because _____

³a person who receives something

2. She loved wandering _____
3. At college she defeated _____
4. Everyone wanted her to _____

B. Do you think Bachendri Pal was a courageous woman? Which act of hers proves that?

C. What happened when Bachendri Pal and the other climbers were on their way up to Mt Everest?

D. Why did many climbers on that expedition decide to return home?

E. What are Bachendri Pal's future dreams?

F. Circle the adjectives which describe Bachendri Pal.

- | | | | |
|------------|-------------|------------|------------|
| daring | lazy | fearless | courageous |
| slow | adventurous | determined | bold |
| indecisive | purposeful | | |

G. Complete the following sentences.

Bachendri Pal was born on _____ in the year _____, in a small village called _____ in Uttarakhand. Since childhood she loved _____ by herself in the _____. The Principal of her school persuaded her _____ to send her to _____. She did her _____ and a _____. She became the _____ in her village to get a _____.



Pollution

5

Read the passage and answer the questions that follow.

‘Pollution’ is synonymous with poisoning and if not eradicated, may mean the ultimate destruction of all living creatures and vegetation on earth. ‘Pollution’ may be classified into four categories and they are—air pollution, land pollution, sea pollution and noise pollution.

Every living organism requires life-preserving oxygen for its existence and growth. Can we imagine the extent of damage and destruction if this precious life-giving oxygen is polluted and transformed¹ into life-destroying carbon dioxide? This is what is happening in highly industrialized and advanced cities. The exhaust fumes from all types of motorized vehicles, the smoke and chemical fumes from factories and industries and even smoking in crowded places produce carbon dioxide.

Land pollution can be prevented if people are more social-minded. It is a common sight to see housewives indiscriminately² dumping household refuse in the back lanes; factories emptying their chemical wastes into gutters and vacant yards and pedestrians blowing their noses or spitting at random. The accumulation of refuse and chemical wastes poisons the land, kills vegetation and contaminates the very food we eat. Rubbish heaps attract flies and rats and these two pests are noted for spreading killer diseases like cholera, dysentery and plague. Many people have been prosecuted³ for indiscriminately dumping refuse but the nuisance does not seem to abate⁴. Perhaps the courts are treating the culprits leniently by letting them off with small fines.

Sea pollution is caused mainly by oil slick⁵ from tankers which meet with accidents while entering or leaving a port. Large areas of the sea are covered with this oil slick that can kill all marine life, which forms part of our food chain. Most vessels empty their refuse and waste in the seas which are ultimately washed ashore, making a mess of the beaches.

Noise pollution is something new. With the advancement of science, bigger and more powerful machines are being produced to cope with the increased construction

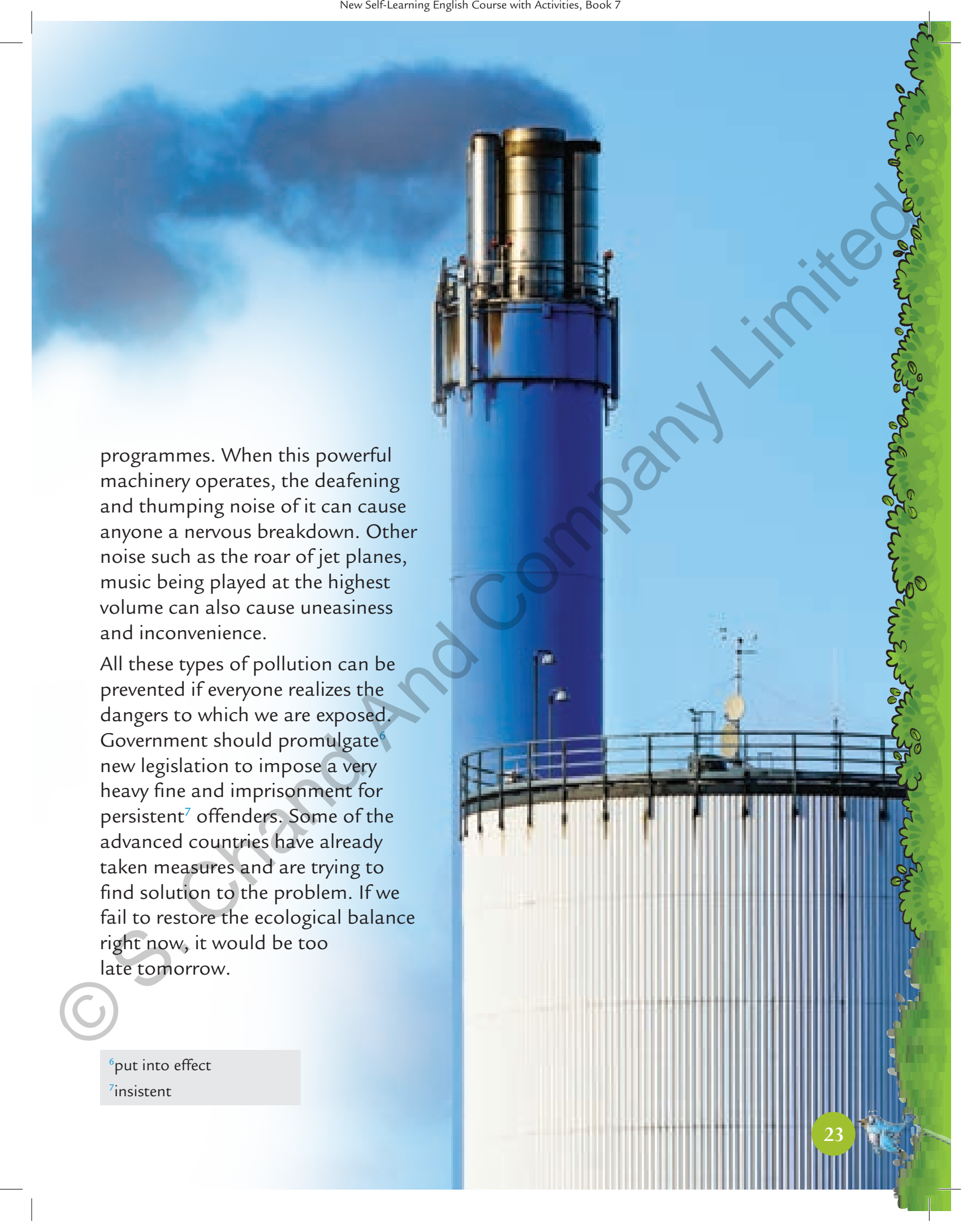
¹ make over

⁴ to become weaker

² in a haphazard manner

⁵ very smooth and slippery

³ bring a legal case against



programmes. When this powerful machinery operates, the deafening and thumping noise of it can cause anyone a nervous breakdown. Other noise such as the roar of jet planes, music being played at the highest volume can also cause uneasiness and inconvenience.

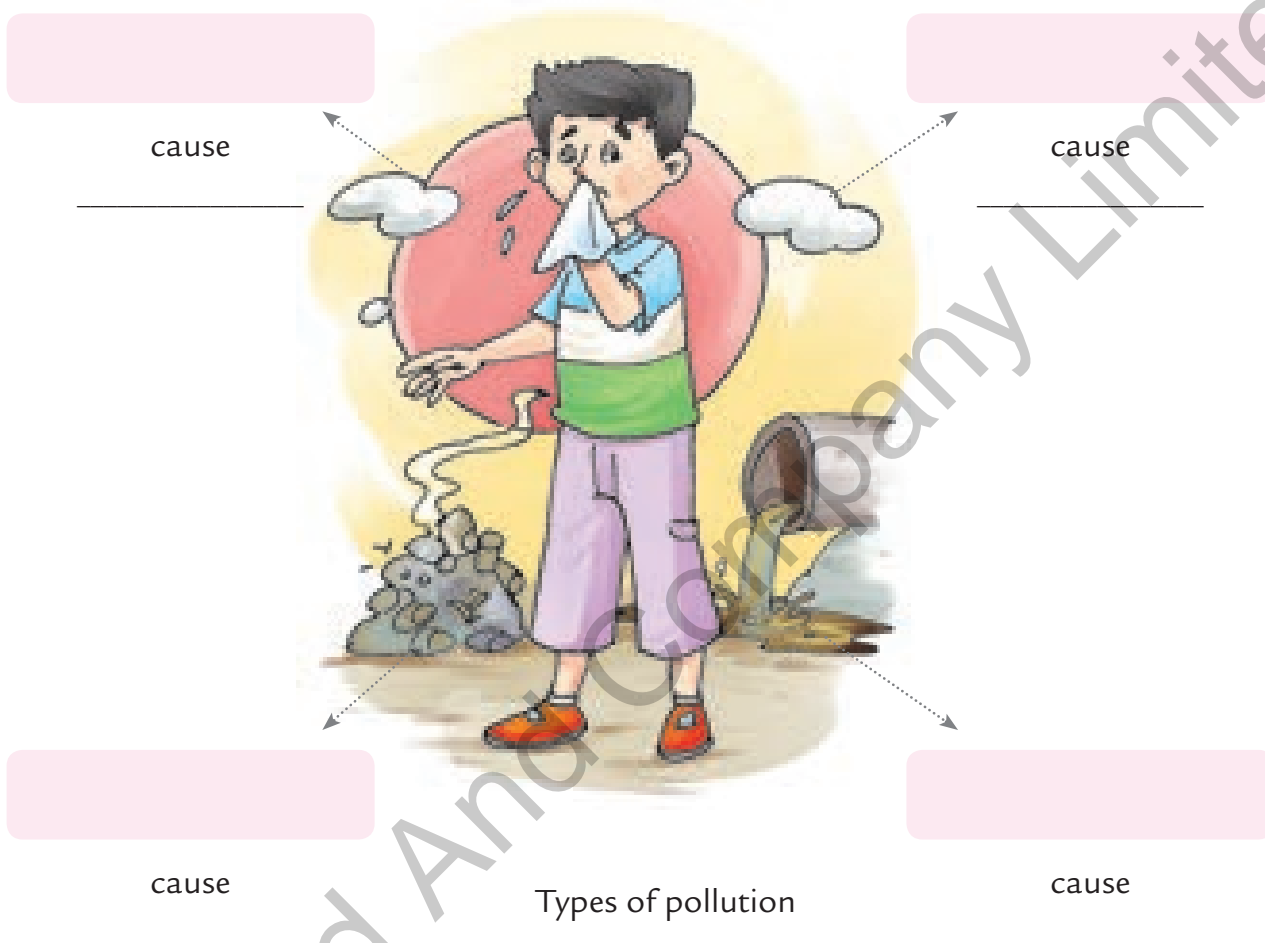
All these types of pollution can be prevented if everyone realizes the dangers to which we are exposed. Government should promulgate⁶ new legislation to impose a very heavy fine and imprisonment for persistent⁷ offenders. Some of the advanced countries have already taken measures and are trying to find solution to the problem. If we fail to restore the ecological balance right now, it would be too late tomorrow.

⁶put into effect

⁷insistent

Questions

A. Complete the web with the help of information given in the passage.



B. What will happen if 'pollution' is neither controlled nor eradicated?

C. The most important thing for the existence and growth of living organisms is ...

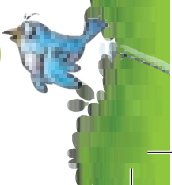
D. The Government is persistently prosecuting those who dump refuse and other waste matter indiscriminately, yet this malpractice does not seem to decrease. One of the reasons of the same suggested in the passage is that...

E. One of the reasons for the lovely beaches to be in a filthy mess is...

F. In what way is the advancement of science connected with noise pollution?

G. What are the measures to control and prevent all types of pollution?

H. After reading the passage, write a short paragraph on pollution— its kinds, causes and remedies.



A Genius

6

Read the passage and answer the questions that follow.

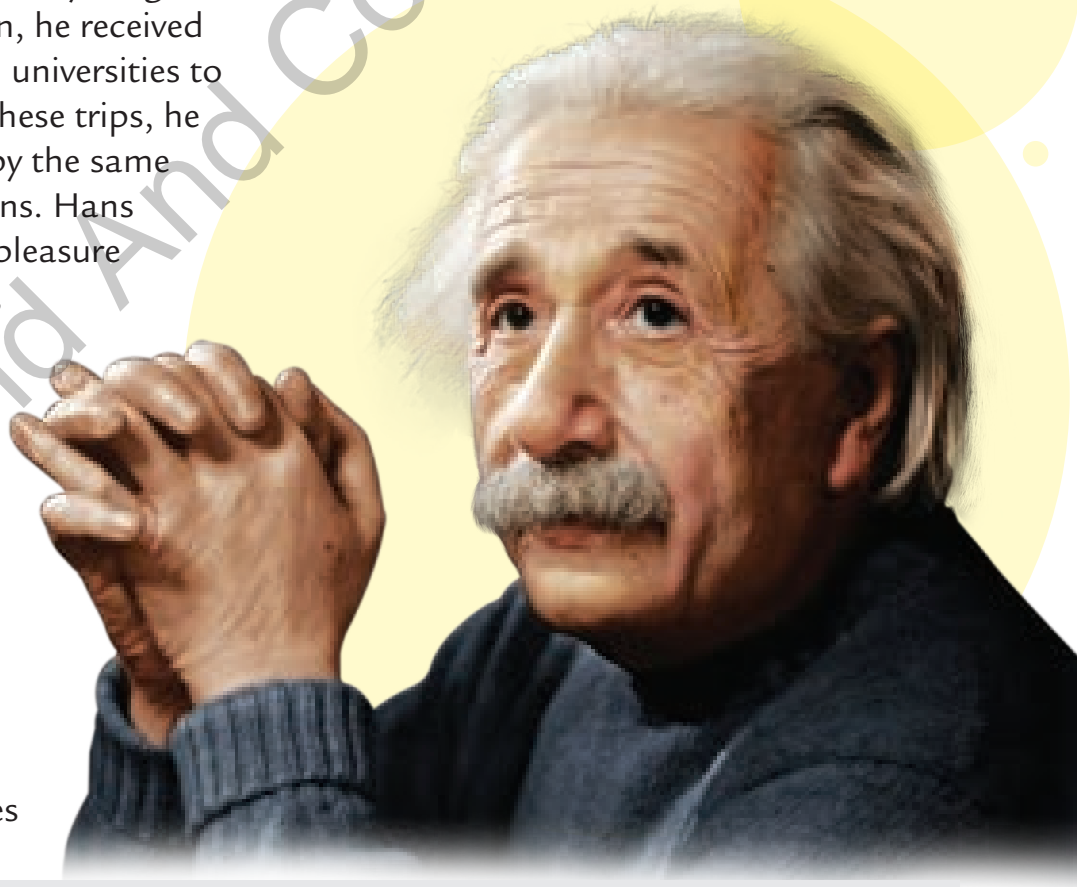
Many people regard Albert Einstein as one of the greatest geniuses. He was a physicist whose researches made such inventions as nuclear energy, space travel and television possible. He was well known for being witty and having a great sense of humour.

His sagacious¹, wise and humorous quotations, letters, stories and articles are widely read, enjoyed and quoted even today. One of his famous quotes is – ‘I am content in my later years. I have kept my good humour and take neither myself nor the next person seriously.’

One such story tells that as a young man with a growing reputation, he received many invitations to go to universities to explain his theories. On these trips, he was always chauffeured by the same person—a man called Hans. Hans often said to him, ‘It’s a pleasure to drive a genius like you, Dr Einstein.’

One evening on their way to a remote university, Einstein said, ‘I wish I didn’t have to give my lecture tonight, Hans. I’m so tired. But I can’t let my audience down, can I?’

‘You don’t need to,’ said Hans, ‘we’ll change places



¹having or showing good judgment

and I'll give the lecture for you. I've listened to it dozens of times. I don't understand it, but I know it by heart. And no one knows you at the university, do they? No one will find out.'

Einstein eventually agreed with Hans, but said to him, 'Don't try to answer any questions, whatever you do.'

They changed places, and at the university Hans was greeted and led to the platform in a great hall crowded with professors and students. Einstein joined the audience and listened to Hans give his lecture perfectly and joined in the applause at the end.

However, before Hans could get off the platform, a professor shouted from the audience, 'I'd like to ask you a question. It's very difficult, but please answer it.' He then asked a question so difficult that Hans had no idea what he was talking about.

Einstein thought, 'Oh dear, now we're in trouble.' But Hans just laughed and said, 'That's not a difficult question, sir. In fact, it's so easy that even my driver knows how to answer it. Hans, stand up and...'

Einstein stood up and answered the question perfectly.

They left the university with Einstein driving. A little later, Hans offered to take over from him. 'No, my friend,' laughed Einstein, 'it's a pleasure to drive a genius like you.'



Questions

A. Why is Einstein regarded as one of the greatest geniuses?

B. What did his research help to create?



C. Why did Hans offer to give the lecture in place of Einstein?

D. What did Einstein ask Hans not to do? Why did he do so?

E. Do you think Hans performed well? How?

F. In the end, Einstein called Hans a genius. Why?

G. Match the words with their correct meanings.

Word

Meaning

1. content

(a) humorous

2. genius

(b) cheer

3. witty

(c) wise

4. applause

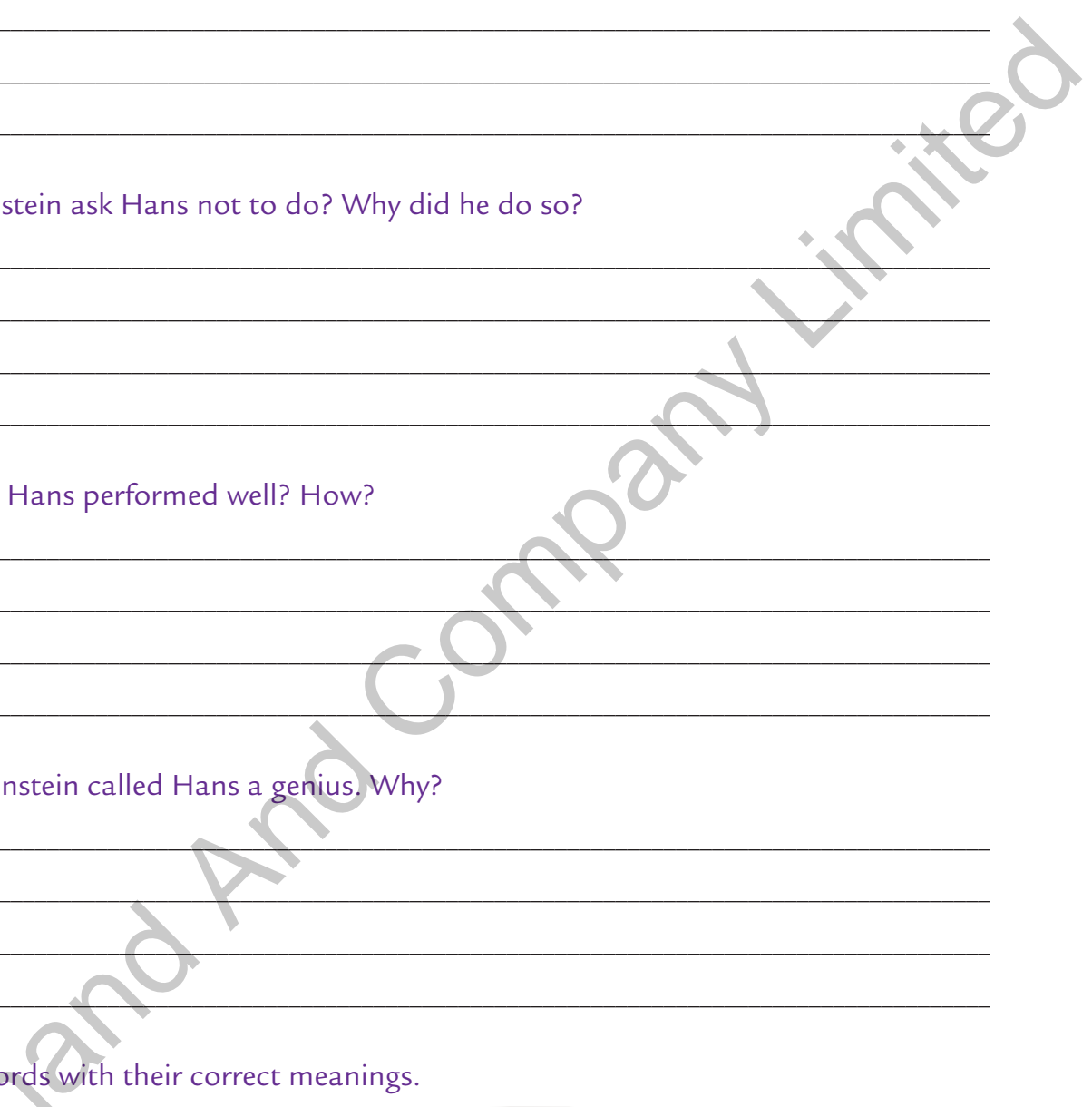
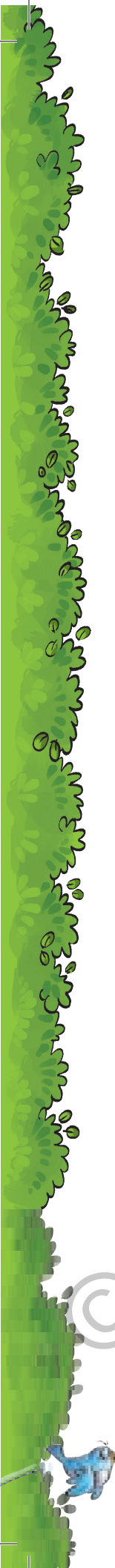
(d) flawlessly

5. sagacious

(e) satisfied

6. perfectly

(f) talented



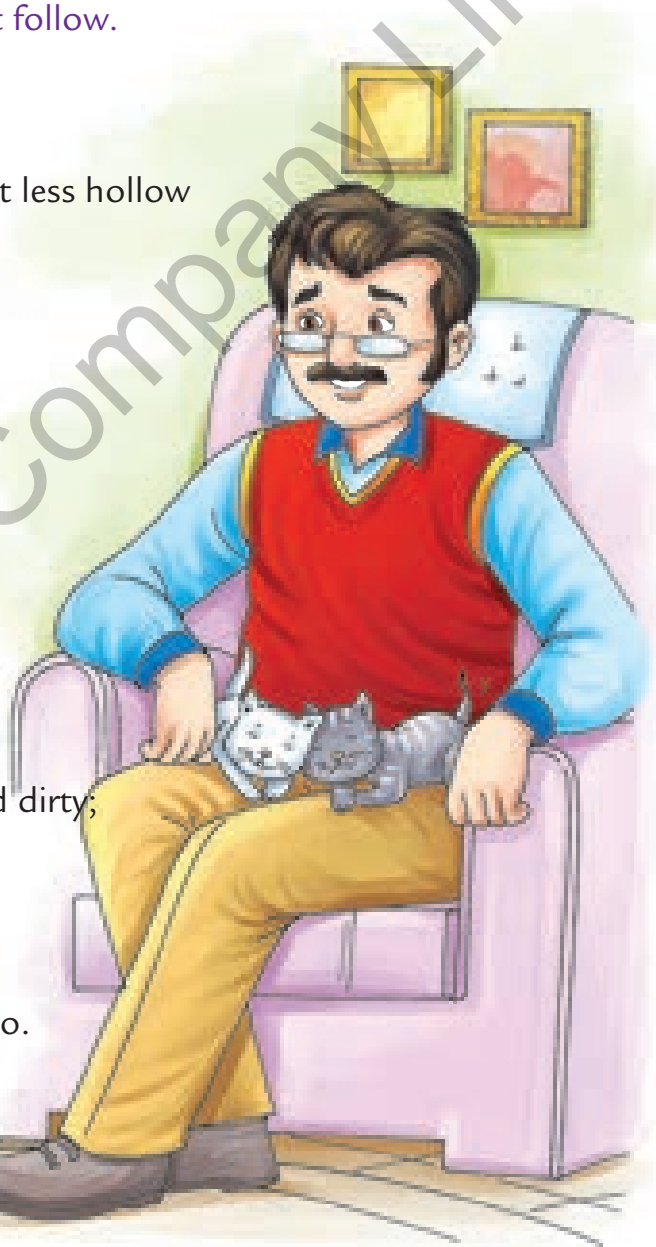
Two Little Kitties

7

Read the poem and answer the questions that follow.

Two little kitties cuddled¹ on my lap;
 Snuggling² so softly, taking a nap.
 They give me so much comfort, make my heart less hollow
 And everywhere I go, my two kitties follow.
 These two little kitties cuddled on my lap;
 Snuggling so softly, taking a nap.

Yes, everywhere I go, they always follow me.
 They seem to just enjoy my company
 They always seem to just... Well... Love me,
 And love me... unconditionally.
 They love me when I'm poor and out of a job;
 Even when I look and act like a slob³!
 They love me when I'm tired, and crabby⁴, and dirty;
 Even when I look very far from purty⁵!
 My kitties love me just 'cause I am who I am,
 And stick by me when I'm in the worst jam.
 They are never embarrassed by what I say or do.



¹lie or sit close

²settle into a warm and comfortable position

³lazy and untidy

⁴bad-tempered

⁵pretty (non-standard spelling, used in dialect speech)

And don't notice my mistakes like most people do.
 They purr when I pet them and are always glad
 Just to see me, even when I'm sad.
 No matter how bad my day has been,
 They always make me feel better again.
 These two little kitties cuddled on my lap;
 Snuggling so softly, taking a nap.

Why can't people just treat me
 With acceptance and love unconditionally?
 Why must I always play by their rules?
 And if I fail I'm made to feel like a fool.
 If only folks could love the way pets do;
 Totally, unquestionably, unconditionally, too.
 These two little kitties cuddled on my lap;
 Snuggling so softly, taking a nap.

Anonymous



Questions

A. Why does the poet say that the kitties love him unconditionally? Give four instances.

B. Why does the poet like the kitties very much?



C. Find four pairs of rhyming words in the poem.

D. The poet wants human beings to love him _____,
_____ and _____ as animals do.

E. After reading the poem, do you agree that an animal's love is unconditional?

F. Find words from the poem which mean the same as the following.

1. To lie closely for comfort : _____
2. To sleep for a short time : _____
3. To cause shame and confusion : _____
4. To utter a low murmuring sound when pleased : _____

G. Complete the following lines with suitable words from the poem.

1. My parents love me _____.
2. When I lost the cricket match I felt _____.
3. Rekha was punished for not following the _____ of the school.
4. My pet dog, Tommy, _____ on my lap.



Two's Company

8

Read the poem and answer the questions that follow.

They said the house was haunted, but
 He laughed at them and said, 'Tut, tut!
 I've never heard such tittle-tattle
 As ghosts that groan and chains that rattle;
 And just to prove that I'm in the right,
 Please leave me here to spend the night.'
 They winked absurdly, tried to smother¹
 Their ignorant laughter, nudged each other,
 And left him just as dusk was falling
 With a hunch-back moon and screech-owls calling.
 Not that this troubled him one bit;
 In fact, he was quite glad of it,
 Knowing it's every man's mission
 To contradict all superstition.
 But what is that? Outside it seemed
 As if chains rattled, someone screamed!
 Come, come, it's merely nerves, he's certain
 (But just the same, he draws the curtain).
 The stroke of twelve—but there's no clock!
 He shuts the door and turns the lock
 (Of course, he knows that no one's there,



¹try to suppress

But no harm's done by taking care!)
 Someone's outside – the silly joker,
 (He may as well pick up the poker²!)
 That noise again! He checks the door,
 Shuttters the windows, make a pause
 To seek the safest place to hide –
 (The cupboard's strong – he creeps inside)
 'Not that there's anything to fear,'
 He tells himself, when at his ear
 A voice breathes softly, 'How do you do!
 I am the ghost. Pray who are you?'

Raymond Wilson



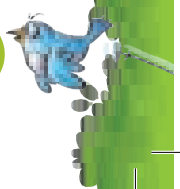
A. Complete the summary of the poem.

The poet went to a _____ house to prove to his _____
 that he was not afraid of _____. At _____ the owls were
 _____, but he was not _____ at all, as he wanted to
 contradict all _____. But the clock struck _____, and he
 closed the _____ and _____ it. But when he hid in the
 _____, a voice told him that he was a _____.

B. The poet goes into the haunted house with a mission. What was he trying to prove?

C. Who are 'they' in the poem? What did they feel when they left him in the house?

²a metal rod for stirring the fire



D. Why did the poet look for a place to hide?

E. Write the phrases that the poet has used to make the poem scary.

F. If you were hiding in a cupboard and someone whispered, 'How do you do! I am the ghost. Pray who are you?' what would be your reaction?

G. Can you give another ending to the poem?



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Where the Mind is without Fear

9

Read the poem and answer the questions that follow.

Where the mind is without fear and the head is held high;

Where knowledge is free;

Where the world has not been broken up into fragments¹

By narrow domestic² walls;

Where words come out from the depth³ of truth;

Where tireless striving⁴ stretches its arms towards perfection;

Where the clear stream of reason has not lost its way

Into the dreary⁵ desert sand of dead habit;

Where the mind is led forward by Thee⁶

Into ever-widening thought and action—

Into that heaven of freedom, my Father,
let my country awake.

Rabindranath Tagore

¹small pieces of something that have broken off from something larger

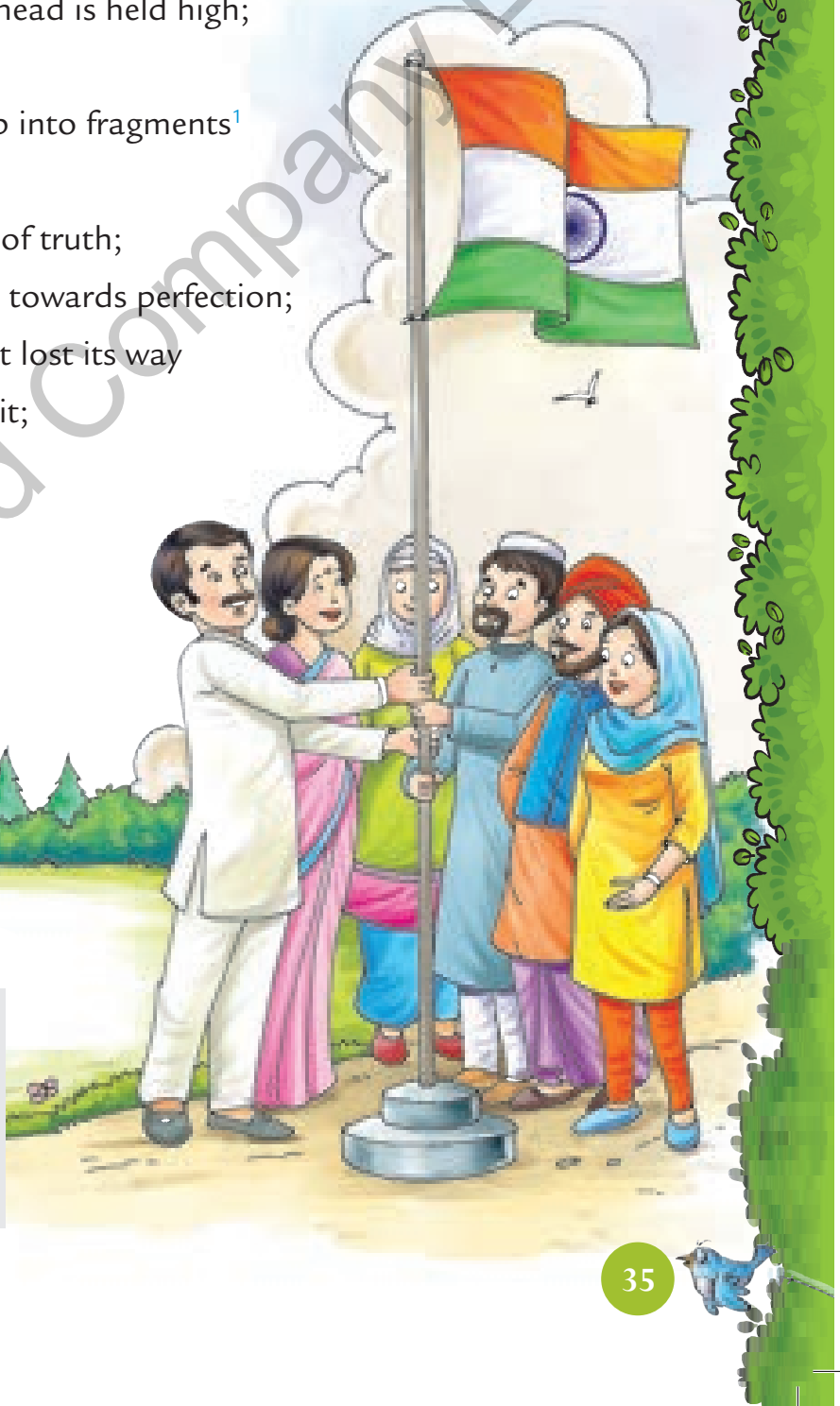
²part of or pertaining to one's own country

³the deepest part

⁴the act of trying very hard to achieve something

⁵dull and not interesting

⁶archaic word for you





Questions

A. Complete the following statements.

1. We can hold our head high when _____.
2. When the poet says, 'knowledge is free', he means _____.
3. The poem shows us that the poet _____ his country.
4. The poet has addressed the poem to _____.

B. What kind of country does the poet want for his fellow citizens?

C. Do you think the poet's wish has been fulfilled? Give two reasons for your answer.

D. When was the poem written?

My New Year's Resolutions

10

Read the poem and answer the questions that follow.

I will not throw the cat out the window
Or put a frog in my sister's bed
I will not tie my brother's shoelaces together
Nor jump from the roof of Dad's shed.

I shall remember my aunt's next birthday
And tidy my room once a week
I'll not moan¹ at Mum's cooking
(Ugh! Fish fingers again!)
Nor give her any more of my cheek.

I will not pick my nose if I can help it
I shall fold up my clothes, comb my hair,
I will say please and thank you
(even when I don't mean it)
And never spit or shout or even swear.

I shall write each day in my diary
Try my hardest to be helpful at school
I shall help old ladies cross roads (even if they don't want to)
And when others are rude² I'll stay cool.

I'll go to bed with the owls and be up with the larks
And close every door behind me



¹complain

²impolite

I shall squeeze³ from the bottom of every toothpaste tube
And stay where trouble can't find me.

I shall start again, turn over a new leaf⁴,
Leave my bad old ways forever
Shall I start them this year, or next year
Shall I sometime, or...?

Robert Fisher



Questions

A. The poet makes some new year's resolutions in the first stanza. Write any four of them.

1. _____
2. _____
3. _____
4. _____

B. Write any two heartless things the poet has done to animals.

1. _____
2. _____

C. How does the poet irritate his family members?

D. The poet promises to turn over a new leaf. Write some good habits he wants to develop.

1. _____
2. _____
3. _____
4. _____

³press

⁴make a fresh start



E. The poet promises to be good at school. What are his plans?

F. From your understanding of the poem, what conclusion can you draw of the poet as a person? Give your views.

G. Do you like the poem? Why? Why not?

H. Match the expressions from the poem with their correct meanings.

Expression

Meaning

- | | |
|--------------------------------------|-----------------------------|
| 1. nor give her any more of my cheek | (a) wake up early |
| 2. be up with the larks | (b) stay away from problems |
| 3. stay where trouble can't find me | (c) start a new life |
| 4. turn over a new leaf | (d) not be rude |
| 5. or even swear | (e) not use foul words |



Subject and Predicate

11

There are two main parts of a sentence:

1. The Subject
2. The Predicate

The Subject

The Subject is that part of a sentence about which something is said in the sentence. The Subject may be a person, place or thing. It can be a noun or a pronoun, in singular or plural form, depending upon the nature of the sentence.

The Predicate

The Predicate is that part of a sentence which is said about the subject. It can be just a single word or a number of words.

Most often the Subject precedes the Predicate, but sometimes the reverse can be the case.

In some sentences, the Pronoun **It** is used in place of some other agent or force of nature.

Examples:

- **It** is snowing.
- **It** is 7 o'clock now.

In Imperative sentences, the subject is understood.

Examples:

- Come here. (i.e. **You** come here.)
- Run fast. (i.e. **You** run fast)





Exercises

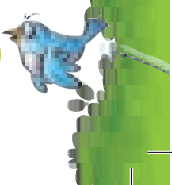
A. Complete the sentences with suitable predicates. Take help from the box.



linked China with Europe
 playing together forms an orchestra
 is known for his wisdom
 is written by Lewis Carrol
 wished to conquer the world
 was exquisitely beautiful
 won the Nobel Prize in Literature
 drifted high over the countryside
 was the first President of the United States of America
 is a character from Marvel comics



1. Sri Rabindranath Tagore _____
2. Rani Padmavati _____
3. Alexander of Greece _____
4. George Washington _____
5. *Alice in Wonderland* _____
6. The silk route _____
7. A band of musicians _____
8. Hot air balloons _____
9. Tenali Raman _____
10. Spiderman _____

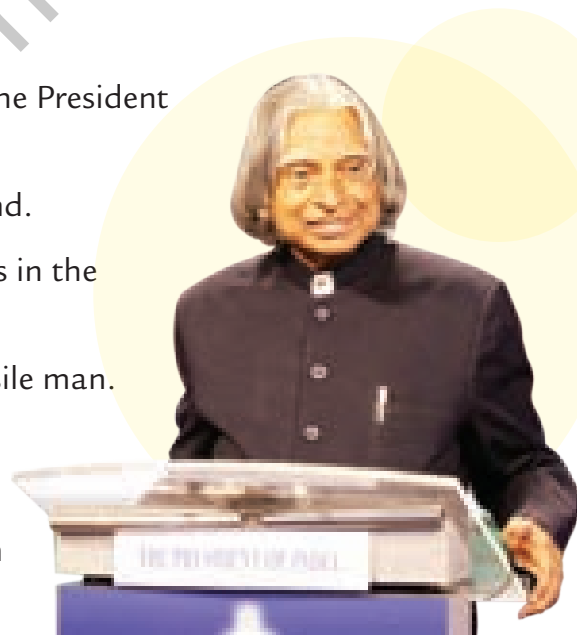


B. Match each subject with its predicate. One has been done for you.

Subject	Predicate
1. Athens	(a) is known as Chakradhari.
2. Ranji Trophy	(b) is the mother of all languages.
3. Sher Shah Suri	(c) is our southern neighbour in the sea.
4. Pandit Ravi Shankar	(d) is named after K S Ranjit Singh.
5. Sanskrit	(e) is the only liquid metal.
6. Sri Lanka	(f) is the capital of Greece.
7. The peepal tree	(g) is also known as 'The Sitar Maestro'.
8. Mercury	(h) can live for a very long time.
9. The Hwang Ho	(i) built the Grand Trunk Road.
10. According to Hindu Mythology, Vishnu	(j) is known as the 'Sorrow of China.'

C. Add suitable subjects to the following predicates.

- _____ is the official house of the President of India.
- _____ is written by Ruskin Bond.
- _____ are self-luminous bodies in the solar system.
- _____ is known as India's missile man.
- _____ won a medal in the Common Wealth Games.
- _____ is the only Indian to win the Oscar for music.
- _____ is the best captain of the Indian Cricket Team.
- _____ is the science that helps in studying animal life.
- _____ has migrated to Canada.
- _____ was the first President of independent India.



Verbs

12

A verb is a word or a group of words that shows what someone or something does, and in what state someone or something is.

A verb indicates an action, an event and a state in Present, Past or Future Tense, as performed by a subject or acted upon an object.

Kinds of Verbs

There are two kinds of verbs.

1. Transitive Verbs

A Transitive Verb expresses an action that passes over from the subject to the object.

Examples:

- Preeti reads a book.
- Mathew kicked the ball over the goal post.



2. Intransitive Verbs

When the action of a verb does not pass over to any object, the verb is said to be an Intransitive one.

Examples:

- The dog barks loudly.
- Paromita is dancing.





Exercise 1

Write in the space provided whether the verbs used in the following sentences are transitive or intransitive.

1. The cat mewed softly. _____
2. The elephant lifted its trunk. _____
3. Riddhima danced gracefully. _____
4. The lion roared ferociously. _____
5. The bus stopped to pick up more passengers. _____
6. The breeze blows softly. _____
7. Najma was laughing loudly. _____
8. Neena raised a lot of hue and cry over the issue. _____
9. Vicky was driving a black Mercedes. _____
10. The children skipped across the soft carpet of the fallen leaves. _____

Conjugation of Verbs

Verbs forming their Past Tense by adding **ed**, **d** or **t** to the Present Tense are known as **Weak Verbs**. Those requiring only **ed** for this purpose are known as **Regular Verbs**.

Weak and Regular Verbs

- The following are commonly used Weak Verbs:

Present	Past	Past Participle
allow	allowed	allowed
address	addressed	addressed
apply	applied	applied
bring	brought	brought
buy	bought	bought
breed	bred	bred
cry	cried	cried

Present	Past	Past Participle
catch	caught	caught
dry	dried	dried
ensure	ensured	ensured
feel	felt	felt
gather	gathered	gathered
help	helped	helped
insure	insured	insured

keep	kept	kept
lay	laid	laid
learn	learnt	learnt
lose	lost	lost
meet	met	met
pay	paid	paid
sell	sold	sold
say	said	said
send	sent	sent

smell	smelt	smelt
think	thought	thought
tell	told	told
try	tried	tried
turn	turned	turned
travel	travelled	travelled
wait	waited	waited
weep	wept	wept
wake	woke	woken

- There are a few verbs which do not undergo any change in any of the forms.

Present	Past	Past Participle
cost	cost	cost
spread	spread	spread
cut	cut	cut
cast	cast	cast
hit	hit	hit
burst	burst	burst
set	set	set
put	put	put

Present	Past	Past Participle
rid	rid	rid
read	read	read
shut	shut	shut
hurt	hurt	hurt
thrust	thrust	thrust
shed	shed	shed
split	split	split
let	let	let

Strong or Irregular Verbs

Verbs forming their Past Tense by changing the vowel in the Present Tense are known as **Strong or Irregular verbs**.

Present	Past	Past Participle
awake	awoke	awoken
beat	beat	beaten

Present	Past	Past Participle
be (is, am)	was, were	been
bid	bade	bidden



bite	bit	bit, bitten
do	did	done
drive	drove	driven
eat	ate	eaten
fight	fought	fought
fall	fell	fallen
fly	flew	flown
go	went	gone
see	saw	seen

take	took	taken
throw	threw	thrown
win	won	won
get	got	got
give	gave	given
hold	held	held
run	ran	run
sink	sank	sunk
write	wrote	written



Exercise 2

A. Write the correct conjugation of the verbs given below.

	Present	Past	Past Participle
1.		awoke	
2.	go		
3.			written
4.	drive		
5.		fought	
6.		fell	
7.			thrown
8.		said	
9.	wake		
10.		ate	

- B. You have won a gift hamper from Bournvita after qualifying preliminary round of quiz and you are invited to the finals of the Quiz Contest. Complete the following letter with the help of suitable verbs.

Cadbury India Limited
Cadbury House, 12th Lane, Vir Savarkar Road,
Worli, Mumbai – 400 001

21 July 2019

Dear Mr Sanjay

We are _____ to inform you that you have _____ the preliminary round of the Bournvita Quiz Contest. Heartiest congratulations! You will now receive a gift hamper worth ₹5000/-. We _____ you to _____ in the finals of the Quiz Contest to be held in Mumbai. Kindly _____ your identity card.

Your railway fare of AC 2 Tier will be _____ by us.

Kindly inform us that you have received this letter and also about your travel plans.

Thanking you

Yours sincerely
For Cadbury India Limited
Madhu Puri
Quiz Contest Manager



C. Your brother met with an accident and sustained serious injuries. You, being elder to him, had to take care of him. In doing so, you overlooked the invitation to attend the birthday party of your best friend. You have written a letter to your friend apologising to him for not joining the party. As the letter is written in a hurry, there are mistakes. Underline the mistakes and write the correct word in the space given.

My dear Anil

- I hope and prays that this will find you in a happy mood. _____
- You must be annoying with me for not joining your birthday party. _____
- Please be good enough to bear with me and reading this letter. _____
- I am sure you will understood the situation I was in. _____
- On the same day a police constable informing me that my brother Shailender had fallen off the motor bike. _____
- I go with the constable to the sight of the accident. _____
- I take my brother to the nearest hospital. _____
- He was admit to the hospital for a day. _____
- I had to staying with him in the hospital. _____
- Early next morning I sent you the card and gift which I had purchase a few days earlier. _____
- I am once again sorry for not turned up for reasons beyond my control. _____
- Can I invited you for tea any day this week? _____
- Your acceptance will indicated the gesture of forgiveness which I long for. _____

Your loving friend
Sameer



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D. Complete the following paragraph with the correct verbs. You can take help from the box.



whistled tried spotted scurried walked reached barked missed
coming snapped followed chased walking disappeared

On a bright sunny day, Sam and his dog Bruno were _____ along the sandy beach. The boy _____ as he _____. Bruno _____ closely behind him. They had not _____ far, when Bruno suddenly _____ a red crab _____ out of the sand. It _____ the tiny creature, _____ and _____ at it. The little red crab _____ away and _____ into the sand. Bruno _____ to grab it, but he _____ it. Sam was amused watching all this.

