Wow English, the ELT series, is based on an approach which progressively leads learners to connect the language to life. It includes a pragmatic presentation of the aspects of the language in adherence to the guidelines of the National Curriculum Framework (NCF) 2005. In addition, the international principles of learning are followed in planning the progression of the various elements in a unit, to ensure that the student gains the most.

Language is a child’s vehicle to the world. The purpose of teaching a language to the child is to equip him/her with the skills to listen, read, write and express effectively. This series has been designed to stimulate a child’s thinking abilities and encourage participatory learning. The programme aims to enable the child to become a self-reliant learner, adept at proper use of the language and good communication.

Age and language-appropriate thematic literature has been selected to stimulate content-based academic learning. This approach is beneficial to young learners because it provides contextual knowledge and cultural information. It offers opportunities to acquire language skills by the use of integrated and thematic curriculum.

**Approach**

- covers the syllabus laid by the NCERT
- learner friendly page layout with colourful illustrations
- interesting age appropriate text and stimulating multiple intelligences based exercises
- integrated learning through systematic and meaningful context for grammar, vocabulary and other essential language skills
- varied exercises for assessments, graded development of Higher Order Thinking Skills
- themes from the pupils’ immediate world progress steadily to themes relating to things and situations of the wider world
THE COURSE PACKAGE

- Thematic lessons and poems
- Concept elaborations
- Wide range of Skill building activities ranging from LSRW to life skills, phonics, reading and HOTS

Textbook

- Teacher support manual
- Consists of activities to support concepts and skill incorporated in the Textbook
- Includes guidelines, assessments, answers and checklist
- Relevant resources to aid learning process
- Includes resources for teachers and learners

Workbook

- Textbook linked extended exercises
- Varied and interesting tasks (creative, logical, comprehension)
- Focussed skill building

The Teacher Resource Kit

THE TEXTBOOK UNIT ELEMENTS

In this unit: Learning Objectives are listed at the beginning of each unit

Getting Started: Visual stimuli and activities lead in to each unit

Say it Right: Pronunciation and understanding of basic intonation

Vocabulary: Learning through the context of the theme and text

Plug-In: Application of Tenses, Punctuation and other language elements

Listening: Numerous hands-on age appropriate tasks

Language Ladder: Grammar topic is introduced with a focus on structure, the topic is elaborated in the reading text

Writing: Modelled on the reading texts and focuses on building prowess in structures (syntax), vocabulary, punctuation and tenses through scaffold and practice

Learning Link: Establishes a connect between various topics through tips and reinforcement

Understanding: Variety of questions – MCQ, fill-ups, factual, inferential and analytical

Pre-reading: Stimulating and interest building activities
Initiates pre-reading discussion, presentation and exploration

Reading: Variety of genres-short stories and word support with each text
Stories and poems to read, enjoy and think about

Practising Grammar: This section practises the concept introduced earlier in the unit through systematic graded exercises

Celebrating Poetry: Poems as per the theme

Speaking: Focuses on oral interaction as a process and is based on the theme and text type of the unit

Enrichment: Sums up the unit with components such as life skills, social interaction and information literacy

Learning Text Styles: Elaborates the function and structure as well as features of different text types
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</table>
You must have heard family members or people around you often say ‘I hope …’. What do you think they mean by it? What is hope?

To hope is to believe things will get better despite how bleak the circumstances seem. But what if there is no hope?

Getting Started

Write the dictionary meanings of the following words related to ‘Hope’:

1. glimmer
2. aspiration
3. cherished
4. redeem
5. solace
6. opportunity
The Last Leaf

Listening

Listen to the diary entry and write ‘T’ for true and ‘F’ for false statements. Correct the false statements.

1. All the students ran in the marathon.  .................................................................

2. The narrator felt that she was running in the Olympics.  ........................................

3. Riya and Lily were ahead of the narrator in the beginning.  ................................

4. The narrator lost hope of winning as Riya was one of the best athletes in the school.  .................................................................

5. The narrator’s legs and lungs started hurting, so she quit the race.  ......................

6. Zara is the name of the narrator.  .............................................................................

Say it Right

Silent Letters

The English language has many words in which all the letters are not pronounced. For example, the sound of the letter ‘p’ in the word ‘pneumonia’ is silent. Let’s practise the pronunciation of such words.

isle: I-(u)l
column: kau-lum
miscellaneous: mi-su-ley-nee-us
pneumonia: nyoo-moh-ni-a

Find five words with silent letters in this word grid.

Now, read these words aloud. Think of some other words with silent letters and discuss them in class.
Read the following sentences:

- After such heavy rainfall, I am sure the temperature **will** go down.
- If you don’t hurry up, you **may** miss the bus.
- The exam results **should** be announced in another week or so.

The highlighted words in the above sentences are modal verbs.

**Modal Verbs** are *auxiliary verbs* or *helping verbs*. They are called helping verbs because they support the main verb. We can’t use them alone; they have to be used with the main verb.

- I am sure I **can** find time to help you.

Find the main verb in each sentence given in the above examples.

There are nine pure modals. They are used for different expressions and serve different purposes.

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<td>• I can speak English fluently.</td>
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<tr>
<td>could</td>
<td>• request</td>
<td>• Could you help me with the project?</td>
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<tr>
<td></td>
<td>• ability (past)</td>
<td>• When I was young, I <strong>could</strong> speak English fluently.</td>
</tr>
<tr>
<td>may</td>
<td>• possibility</td>
<td>• I <strong>may</strong> attend Purva’s party tonight.</td>
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<tr>
<td></td>
<td>• permission</td>
<td>• <strong>May</strong> I take your pencil? /You <strong>may</strong> take this pencil.</td>
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<tr>
<td>might</td>
<td>• prediction</td>
<td>• The sky is overcast, it <strong>might</strong> rain today.</td>
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<tr>
<td></td>
<td>• possibility</td>
<td>• If I get time, I <strong>might</strong> go to the market this evening.</td>
</tr>
<tr>
<td>must</td>
<td>• necessity</td>
<td>• You <strong>must</strong> complete your work in time.</td>
</tr>
<tr>
<td>shall</td>
<td>• willingness</td>
<td>• I <strong>shall</strong> definitely take you with me.</td>
</tr>
<tr>
<td></td>
<td>• to make an offer</td>
<td>• Shall I cook dinner today?</td>
</tr>
<tr>
<td></td>
<td>• suggestion</td>
<td>• Shall I invite him for dinner?</td>
</tr>
<tr>
<td></td>
<td>• seek advice (with I and we)</td>
<td>• What <strong>shall</strong> I write here?</td>
</tr>
<tr>
<td>should</td>
<td>• necessity</td>
<td>• You <strong>should</strong> work hard to pass the exam.</td>
</tr>
<tr>
<td></td>
<td>• prediction</td>
<td>• The sky is cloudy; it <strong>should</strong> rain today.</td>
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<tr>
<td></td>
<td>• offer help</td>
<td>• Should I take the baby to the park?</td>
</tr>
<tr>
<td></td>
<td>• give advice</td>
<td>• You <strong>should</strong> get a medical check-up at regular intervals.</td>
</tr>
<tr>
<td>will</td>
<td>• willingness</td>
<td>• Perhaps she <strong>will</strong> lend me the bike.</td>
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<tr>
<td></td>
<td>• denoting future time reference</td>
<td>• Manav <strong>will</strong> not be present for the programme.</td>
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<tr>
<td>would</td>
<td>• request</td>
<td>• <strong>Would</strong> you mind helping me choose the right colour?</td>
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Note that modals are followed by the word ‘not’ to express negative statements.

- cannot
- could not
- may not
- might not
- must not
- will not
- would not
Pre-reading

Look at the words given on the two leaves. Which leaf carries words that stand for hope?

Think of two more words of each kind.

Reading

At the top of an old three-storey brick house, Sue and Johnsy had their studio. They had met in the restaurant of an Eighth Street hotel. Both were artists who had recently come to New York to make their living. That was in May.

In November, a cold, unseen stranger, whom the doctors called pneumonia, visited the city, touching one here and one there with his icy finger. He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning the doctor invited Sue into the hall. “She has about one chance in ten to live,” he said as he shook the thermometer. “And that one chance depends upon her desire to get better. But your friend has made up her mind that she is going to die. Is she worrying about something?” asked the doctor.

“No,” replied Sue.

“Well, perhaps it is a result of her illness. But when a patient begins to feel sure that she is going to die, then I subtract fifty per cent from the power of medicines. If you can succeed in making her interested in something, then I can promise you a one in five chance for her instead of one in ten,” suggested the doctor.

After the doctor had gone, trying not to show her sadness, Sue went into Johnsy’s room, whistling. Johnsy lay under the bedclothes, with her face towards the window. Sue heard a low sound, several times repeated. Sue went quickly to the bedside. Johnsy’s eyes were wide open. She was looking out of the window, and counting backwards.

“Twelve,” she said, and a little later, “eleven;” and then “ten,” and “nine;” and then “eight” and “seven.” Sue looked out of the window. What was Johnsy counting? There was only a gray, empty yard and the blank wall of the opposite house. An
old vine, dead at the roots, climbed halfway up the wall. The cold autumn wind had blown almost all the leaves from the vine.

“What is it, dear?” asked Sue.

Johnsy replied in a low voice, “They are falling faster now. Three days ago, there were almost a hundred. It was tough to count them. There are only five left now.”

“Five what, dear? Tell me!” said Sue.

“Leaves ... the leaves of that vine,” Johnsy said, “When the last leaf of the vine falls, I must go, too. I’ve known that for three days. Didn’t the doctor tell you?”

“The doctor didn’t say any such thing. That is pure foolishness,” said Sue. “What connection have those old leaves with your getting well? The doctor told me this morning that your chances of getting well soon were excellent.”

Johnsy kept her eyes fixed on the blank wall of the house opposite and murmured. “There goes another leaf. That leaves just four. I want to see the last one fall before it gets dark. Then I’ll go too.”

What do you think Johnsy is counting? Why?

What does Johnsy’s connection with the last leaf tell about her state of mind?
“Johnsy, dear,” said Sue, bending over her. “Will you promise me to keep your eyes closed and not look out of the window until I have finished working? I must deliver these paintings tomorrow. I need the light; otherwise I would pull down the curtain.”

“Can’t you draw in your room?” said Johnsy coldly.

“I’d rather stay here with you,” said Sue. “Besides, I don’t want you to keep looking at those silly leaves.”

“Tell me as soon as you have finished,” said Johnsy, “because I want to see the last leaf fall. I’m tired of waiting.”

“Try to sleep,” said Sue, a little later. “I must go downstairs for a minute to get Mr Behrman who is going to sit as my model. But I will be right back. Don’t try to move and please promise me not to look out of the window.”

Old Mr Behrman was a painter who lived on the first floor. He was more than sixty years old. He had always wanted to paint a masterpiece, but for many years he had painted nothing, except now and then something in the line of commercial or advertising work. He was a fierce, intense little man who considered himself a protector of the two young artists living above him, of whom he was very fond.

Sue found Behrman in his poorly-lit studio. In one corner of the room stood a blank canvas which had been waiting for twenty-five years to receive the first brush stroke of the promised masterpiece. Sue told him of the dreadful idea which Johnsy had concerning the last leaf, and Sue said that she feared that Johnsy would really die when the last leaf fell.

Old Behrman shouted, “Who could be foolish enough to die simply because leaves fall from an old vine? Why do you permit such silly ideas to come into her mind? Oh, that poor little Miss Johnsy!”

“She is very ill and very weak,” explained Sue, “and the fever has left her mind full of strange ideas.” Johnsy was sleeping when they both went upstairs. Behrman took a seat and prepared himself to pose for Sue as a model.

4commercial: related to trade/work
5poorly-lit: place that has very little lighting
6canvas: a piece of cloth tied on a square of rectangular wooden structure used for painting
7permit: allow
When Sue woke up the next morning, she found Johnsy with dull, wide open eyes, looking at the window. “Put up the curtain. I want to see,” Johnsy said quietly. Sue obeyed. But, oh, after the heavy rain and the strong wind, one leaf was still hanging on the vine. The last leaf. Still dark green, it hung from a branch some twenty feet above the ground.

“It is the last one”, said Johnsy, “I thought it would surely fall during the night. I heard the wind and the rain. It will fall today and I shall die at the same time.”

The day passed slowly, and even through the growing darkness of the evening they could see the lone leaf still hanging from the branch against the wall. And then, with the coming of the night, the wind began to blow again, and the rain began to fall heavily.

But the next morning when Johnsy commanded that the curtain be raised again, the leaf was still there. Johnsy lay for a long time looking at it. And then she called to Sue.

“I’ve been a bad girl, Sue”, said Johnsy. “Something has made the last leaf stay there just to show me how bad I was. It was a sin to want to die. You may bring me a little soup now – and then put some pillows behind me and I will sit up and watch you cook.”

How did the last leaf affect Johnsy’s desire to live? Was it hope or the realisation of a negative thought that changed Johnsy?

The doctor came in the afternoon. “You are doing fine”, he said, taking Johnsy’s thin hand in his. “In another week or so you will be perfectly well. And now I must go to see another patient downstairs.
His name is Behrman. He is some kind of artist, I believe. Pneumonia, too. There is no hope for him, but I am sending him to the hospital in order to make him more comfortable.”

The next day, Sue came to the bed where Johnsy lay. “The doctor tells me that soon you will be perfectly well again,” Sue said, putting her arm around Johnsy. Johnsy smiled at her happily. “Isn’t it wonderful?” Sue continued. “But now I have something important to tell you.

Old Mr Behrman died in the hospital this morning of pneumonia. They found him in his room the morning of the first day helpless with pain and fever. His shoes and clothing were completely wet and icy cold. They wondered where he had been on such a terrible night. And then they found a lantern, still lighted, a ladder, and some other things which showed that, during the wind and the rain, he had climbed up and painted a green leaf on the wall of the house opposite. Ah, darling, it was Behrman’s real masterpiece – he painted it there the night the last leaf fell.”

—O Henry

**Understanding**

1. **Answer the following questions.**
   
   a. Why were the people of the city falling sick?
   
   b. What kind of a person was Sue? Give examples from the text to support your answer.
   
   c. What did the doctor say about Johnsy’s getting well at the beginning of the story? Why?
   
   d. How did Mr Behrman play an important role in the story?
   
   e. “I’ve been a bad girl, Sue,” said Johnsy. What did Johnsy imply? Which event lead to her change of mind?
   
   f. Do you agree that the leaf that Mr Behrman painted just before he died was a masterpiece? Justify.

2. **The highlighted words in the story have been given along with their meaning. The story may have more words that are new to you. Use the given table to write those words. Use a dictionary to write their meaning.***

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</table>
3. Read the following statements and justify them with evidence from the story.

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<th>Statements</th>
<th>Evidence from the story</th>
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<td>a. Pneumonia is referred to as a strange male visitor.</td>
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<tr>
<td>b. Sue is not very rich.</td>
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<tr>
<td>c. Behrman was a failed artist.</td>
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<tr>
<td>d. Behrman caught pneumonia trying to save Johnsy’s life.</td>
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### Vocabulary

You read about a doctor visiting Johnsy. These doctors are called general physicians. They treat common diseases. Often, our family doctors are general physicians. For advanced treatment we go to specialist doctors.

Given below is a crossword puzzle with clues relating to specialists in various fields of medicines. Study the clues and solve the puzzle.

**Help box**
- oncologist
- psychiatrist
- nephrologist
- optician
- ophthalmologist
- dentist
- paediatrician
- cardiologist

#### ACROSS
1. one who treats eye diseases  
5. a doctor for teeth and gum diseases  
6. a doctor for heart problems  
7. a doctor who treats kidney diseases  
8. a doctor who treats mental disorders

#### DOWN
2. a doctor who treats children  
3. one who tests the power of the eyes and make spectacles  
4. a doctor who treats cancer patients

Think of more such specialists in the field of medicine and write down what they are called.
Practising Grammar

Let's Catch Up

Modal Verbs are auxiliary verbs or helping verbs. They are called helping verbs because they support the main verb. Pure modal verbs are: can, could, may, might, must, shall, should, will and would.

1. Fill in the blanks with the correct modal verb from those given in the brackets.
   a. There is very little cheese in the pantry. You .................. (must/needn't/may not) buy some more.
   b. Keep the lunch ready. I .................. (can/should/may) come home for half an hour only.
   c. You .................. (would watch/couldn't watch/may not watch) television at this odd hour.
   d. You look tired. .................. (must/should/can) I make the bed, so you go to sleep?
   e. .................. (might/may/should) I borrow your bike? I have an urgent errand to run!

2. Read the following passage. Underline the modal verbs that have been used incorrectly.

   I can never forget my grandfather. He might get up really early every morning. He will have been more than seventy then. He will practice yoga for at least an hour every morning, even if he was a little unwell. “Yoga would keep all the ailments away,” he would say.

3. Use the following modal verbs in sentences such that they express the function given in brackets.
   a. should (give suggestion)  b. might (prediction)
   c. must (necessity)  d. can (ability)
   e. may (possibility)  f. should (offering help)

Non-verbal Communication

Non verbal communication includes eye contact, facial expressions, posture, touch and gestures. A lot can be learned about a person through his/her body language.

Eye contact indicates a person's interest in a topic or situation.

Crossed arms show a barrier in communication. The person is not interested in the conversation.

Feet tapping can indicate a readiness to leave.

Dilated pupils, nodding head or smiling show interest in a person or topic. Facial expressions indicate moods.

Arm movements express interest in a subject. They also engage the receiver in the conversation.

When people have their feet crossed, it can mean they are at ease.
Look at the given pictures and analyse the actions of each person. What do you infer from their body language? Discuss.

---

Writing

We write informal letters to our family members or friends or relatives. An informal letter is written to convey personal messages.

Let’s take a look at the different elements of an informal letter.

A-58, Bank Square
Happy Street, Joy Town
18 February 2019

Dear Mary

I hope you are doing well. I have been wishing to write to you for a long time. But since my exams were approaching, I could not find the time. I wanted to tell you that I will be coming home during the autumn break. I am excited about spending my holidays with you.

I hope to see you very soon. Take care.

Your sister
Anne

---

Now, use all these elements and write an informal letter to your friend telling him/her how Johnsy lost hope and what made her well again.
Read the sentences given below:

- Dhruv asked me, “Have you read the book that I gave you?”
- “Nehruji’s speech ‘A Tryst with Destiny’ is really inspirational,” said Manav.

Note that the part of the sentence showing direct speech is enclosed by double inverted commas (“...”).

**Inverted Commas/Quotation Marks (“...”)** are punctuation marks used in writing to show where a speech or quotation begins and ends. We use single inverted commas (‘...’) at the beginning and end of the titles of books, songs or plays, or a phrase that is being discussed.

- Remember that the end punctuation of a sentence in direct speech is included within inverted commas.
- The first word within the inverted commas is usually capitalised.
- If the quotes come before the phrase introducing it, it ends with a comma and the next word is not capitalised.
  (“Please bring me a glass of water,” called Rashi)
- In a broken quotation, the second part of the quote begins with a lowercase letter.
  (“Yes,” Deepa added, “she wants to attend the party.”)

1. **Identify the errors in the use of inverted commas in the following sentences:**
   a. My father’s friend called up and said, “Tell him to get the client’s file for the meeting tomorrow.”
   b. “Mohini asked,” Did you complete the project?
   c. Mother called out, “Have you shut the front door”? 
   d. “the grass on the other side always appears greener”, the teacher said.
   e. “What a lovely day it is!” Said the tourist.

2. **In the following sentences, add inverted commas where required:**
   a. Come down for dinner, Mother said.
   b. The shopkeeper asked, How can I help you?
   c. Can you help me with hanging the picture? asked Uncle Podger.
   d. The dentist said, Open your mouth, wide.
   e. Srishti asked, Will you attend my birthday party?
There is another sky,
Ever serene and fair,
And there is another sunshine,
Though it be darkness there;
Never mind faded forests, Austin,
Never mind silent fields –
Here is a little forest,
Whose leaf is ever green;
Here is a brighter garden,
Where not a frost has been;
In its unfading flowers
I hear the bright bee hum:
Prithee, my brother,
Into my garden come!

—Emily Dickinson

*serene: calm and peaceful*
Poem Appreciation

1. **Answer the following questions:**
   a. What kind of sky does the poet mention in the first two lines?
   b. If the “little forest” and “brighter garden” refer to home, what do you think the “green leaf”, “unfading flowers” and “bright bee” refer to?
   c. The poem depicts the everlasting importance of home. Justify.

2. The poet addresses her elder brother, Austin, who is away from home and this poem is sent as a part of a letter. Read the poem again to find out how the poet pacifies a dismal brother.

3. When you are feeling low, and need to be motivated, what would be your own source of motivation? Write a short poem or a quotation by yourself or find a suitable quote from the Internet to pep yourself up.

---

**Poetic Devices**

**Repetition**

Read the following lines from the poem:

‘Never mind faded forests, Austin,

*Never mind* silent fields...’

Did you notice that the phrase ‘*Never mind*’ is repeated?

This a poetic device is called ‘repetition’. This is done to lay stress on some words, and to make the meaning clearer.

Repetition is a poetic device that repeats the same words or phrases a few times to make an idea clearer and more memorable. It is an essential part of oral storytelling found in legends and folk tales.

Find at least two more instances of repetition in the poem.
**Personality Development**

Personality is a combination of your usual mood, the way you typically act and how you react to situations. It is who you are, and the way you think and feel. Everyone has a different personality.

Let's look at different personality traits. Combinations of different personality traits builds your personality.

We can work on some of our personality traits and develop our personality. Here are some tips for personality development:

- dress well
- be friendly
- understand your strengths
- accept your weaknesses
- challenge yourself
- don't doubt your abilities
- show leadership
- be consistent in all you do
- don't give up
- be patient
- be confident
- secretive
- honest
- curious
- shy
- lazy
- cheerful
- trustworthy
- friendly
- silly
- mischievous
- stubborn
- share feelings
- generous
- responsible

What personality traits do you possess? What traits would you like to change or add to your personality? Take turns to discuss in class. You can begin with:

I am ...

I can improve my personality by ...
We all have secrets, either big or small. Sometimes, we share our secrets with friends and family. But there are some secrets we don’t share with anyone. Do you have secrets? Have you shared them with anyone?

Getting Started

Everyone has secrets – things they do not want anyone else to know. There are secret hiding places with secret pathways. Some people have secret codes and passwords too.

Look at the codes given below and make your own password in the coded language.

<table>
<thead>
<tr>
<th>A _</th>
<th>B ......</th>
<th>C _____</th>
<th>D _____</th>
<th>E _</th>
<th>F _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>G ___</td>
<td>H _____</td>
<td>I _</td>
<td>J _____</td>
<td>K ___</td>
<td>L _____</td>
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<td>M ____</td>
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<td>O ____</td>
<td>P ____</td>
<td>Q ____</td>
<td>R ____</td>
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<tr>
<td>S ____</td>
<td>T ____</td>
<td>U ____</td>
<td>V ____</td>
<td>W ____</td>
<td>X ____</td>
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<td>Y ____</td>
<td>Z ____</td>
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</tbody>
</table>

My secret coded password: ______________________________________
_________________________________________________________________
The
Necklace

Listening

Listen to the passage and answer the following questions:

1. Who came late? ........................................................................................................
2. Why was Mom angry? ..............................................................................................
3. Who rang the doorbell? .............................................................................................
4. What did the speaker see on the table? .....................................................................
5. Why did Father gather them in the hall? .................................................................

Say it Right

Some ‘magical’ suffixes change the pronunciation of the words they are added to.

For Example:

The suffix ‘-ian’ changes how we pronounce the letters ‘c’ and ‘t’ as in electri-c-ian, and Egyp-t-ian.

The suffix ‘-ion’ changes how we pronounce the letter ‘t’ as in attrac-t-ion.

The suffix ‘-ious’ changes how we pronounce the letter ‘c’ as in vi-c-ious.

Read some examples:

<table>
<thead>
<tr>
<th>-ian words</th>
<th>magician</th>
<th>Egyptian</th>
<th>musician</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ion words</td>
<td>affection</td>
<td>correction</td>
<td>action</td>
</tr>
<tr>
<td>-ious words</td>
<td>spacious</td>
<td>malicious</td>
<td>gracious</td>
</tr>
</tbody>
</table>

Write more such words in each column. Read them aloud.

<table>
<thead>
<tr>
<th>-ion words</th>
<th>-ian words</th>
<th>-ious words</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Types of Verbs and Subject-Verb Accord

Types of Verbs

Transitive Verbs

Read the given sentence.

She threw the ball.

NOUN/PRONOUN as SUBJECT  VERB  NOUN/NOUN PHRASE as OBJECT

Here, the verb *threw* is followed by a noun phrase, *the ball*. Hence, it is the object of the verb.

Verbs that are followed directly by a noun, noun phrase or a pronoun are *transitive verbs*. Transitive verbs pass on the action to an object.

For example:
- The cat *drank* the milk.
- The girl *wore* a pretty frock.

Intransitive Verbs

Here, the verb *went* is followed by the adverb *happily*.

Since an object can only be a noun/pronoun/noun phrase, *happily* cannot qualify as an object. Hence, the verb has no object.

Verbs that are not followed by an object are *intransitive verbs*.

For example:
- On seeing the lion, the boy *ran*.
- The nightingale *sings* sweetly.

Finite and Non-finite Verbs

Verbs can be categorised into *finite* and *non-finite* Verbs.

<table>
<thead>
<tr>
<th>Finite Verbs</th>
<th>Non-finite Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>show the action done by the subject:</td>
<td>change with the person of the subject:</td>
</tr>
<tr>
<td>Go.</td>
<td>He goes. I/You go.</td>
</tr>
<tr>
<td>change with the number of the subject:</td>
<td>change with the tense of the sentence:</td>
</tr>
<tr>
<td>He goes. They go.</td>
<td>go → went → gone</td>
</tr>
</tbody>
</table>

Finite Verbs

- show the action done by the subject:
  - Go.
- change with the person of the subject:
  - He goes. I/You go.
- change with the number of the subject:
  - He goes. They go.
- change with the tense of the sentence:
  - go → went → gone
**Non-Finite Verbs**

**Infinitives:** to + Verb → subject/object (noun)

*To sing* is my passion. (‘To sing’ is the subject)

I love *to sing*. (‘to sing’ is the object)

**Present Participles:** verb + ing → adjective

*Please get me my walking stick.*

**Past Participles:** 3rd form of the verb → Adjective:

*Pick up the broken glass.*

**Gerunds:** verb + ing → subject/object (noun)

*Singing* is my passion. (‘Singing’ is the subject)

I love *singing*. (‘singing’ is the object)

---

**Subject-Verb Accord**

**Read the sentences given below.**

- Sarah loves watering the plants in the garden.
- The boys study in their room.

If the **subject** of any sentence is *singular*, the **verb** will be *singular* too, and if the **subject** is *plural*, the **verb** will be *plural* too. This is known as **subject-verb accord**.

**Some important aspects of subject verb accord:**

<table>
<thead>
<tr>
<th>Use singular verb (ending with -s)</th>
<th>Use plural verb (not ending with -s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>when words like each, every, anybody are used.</td>
<td>when words like few, several, both and all are used.</td>
</tr>
<tr>
<td>Each of the participants has two minutes.</td>
<td>Both sisters paint beautifully.</td>
</tr>
<tr>
<td>when two singular nouns joined by ‘and’ refer to the same person or thing.</td>
<td>when two or more nouns are joined by, ‘and’.</td>
</tr>
<tr>
<td>My mentor and my teacher is Mrs Gill.</td>
<td>Deepak and Ruchi are on the school quiz team.</td>
</tr>
<tr>
<td>when the subject looks a like plural noun but is actually singular and also with collective nouns.</td>
<td>when two plural nouns are joined with or, nor, not only ... but also, either ... or, neither ... nor.</td>
</tr>
<tr>
<td>The news is that our team has won!</td>
<td>There are no tables or chairs in the hall.</td>
</tr>
</tbody>
</table>

When words are joined by either ... or, neither ... or, the verb agrees with the noun closest to it.

For example:

- Either Gita or her brothers were here.
- Either Gita or her brother was here.

---

**Pre-reading**

**Discuss the following in class:**

- How would you use the secret code that you created earlier?
- Why do people keep secrets?
- What could you hide in a secret hiding place?
She was one of those pretty and charming girls born into a family of artisans. It was difficult for her to get married into riches. She was married to a clerk in the Ministry of Education.

She suffered endlessly, feeling herself born for every delicacy and luxury. She suffered from the poorness of her house. When she sat down for dinner at the round table, opposite her husband, who took the cover off the soup-tureen, exclaiming delightedly, “Aha! Delicious! What could be better?” She imagined dainty dinners, gleaming silver and delicate food served in marvellous dishes.

She always wanted to be rich. But she had no clothes, no jewels, nothing. And these were the only things she loved; she had a rich friend, an old school friend whom she refused to visit, because upon returning, she would weep whole days, with grief, regret, despair, and misery.

One evening her husband came home with an exultant air, holding a large envelope in his hand. “Here’s something for you,” he said.

The envelope had an invitation from The Minister of Education, for Monsieur and Madame Loisel at the Ministry. Instead of being delighted, she flung the invitation across the table, murmuring, “What do you want me to do with this?”
“Why, darling, I thought you’d be pleased. You never go out, and this is a great occasion”, Monsieur Loisel said.

“I had tremendous trouble in getting it. It’s very select, and very few go to the clerks. You’ll see all the really big people there.”

She looked at him out of furious eyes, and said impatiently, “And what do you suppose I am to wear to such an affair?”

He stopped when he saw that his wife was beginning to cry. He was heart-broken. “What would be the cost of a suitable dress?” he asked.

She replied with some hesitation, “I don’t know exactly, but I think I could do it in four hundred francs.”

He had been saving money to buy a new suitcase. But he gave her the money. Madam Loisel bought a pretty gown for herself. Still, as the day of the party drew near, she seemed sad and anxious.

When her husband inquired, she said she didn’t have any jewels and her new dress would look plain without jewellery.

He asked her to go to Madame Forestier and request her to lend her some jewellery.

She gave a cry of delight. The next day she went to see her friend and said, “I am supposed to go for a ball tonight. I don’t have any ornaments to go with my dress. I wonder if I could borrow some from you. It will be just for a few days.”

Madame Forestier went to her dressing-table, took up a large box, brought it to Madame Loisel, opened it, and said, “Choose, my dear.”

She checked and discovered, in a black satin case, a superb diamond necklace; her heart began to beat covetously. Her hands trembled as she lifted it. She placed it around her neck and was ecstatic to see her image in the mirror.

“I would be very grateful if you could lend me this necklace,” said Madame Loisel. Madame Forestier agreed happily.
The day of the party arrived. Madame Loisel was a success. She was the prettiest woman present, smiling, and above herself with happiness. All the women stared at her, inquired her name, and asked to be introduced to her.

When it ended, sadly, they walked up to their own apartment. She was exhausted. When she looked at herself in the mirror, she gave a sudden cry. The necklace was no longer round her neck!

She told her husband who was shocked, too. They searched everywhere. They could not find it anywhere. They tried to think back to the time after they left the Ministry, wondering what could have happened to the necklace.

Madame Loisel asked, “Could you possibly go back and check?”

So, Loisel walked all the way back along their route, looking for the necklace. He went to the police station hoping for a chance of getting it back. But all his efforts were futile.

On returning home, Loisel told her to write to her friend and tell her that she accidently broke the clasp of the necklace and that they were getting it mended. He intended to buy some time.

They decided to buy a replacement. In a shop at the Palais-Royal, they found a string of diamonds which seemed to them exactly like the one they were looking for. It was worth forty thousand francs. They were allowed to have it for thirty-six thousand.

Loisel possessed eighteen thousand francs left to him by his father. He intended to borrow the rest. He did borrow it, getting a thousand from one man, five hundred from another, some from here, and some from there. He went to get the new necklace and put down upon the jeweller’s counter thirty-six thousand francs.

Then Madame Loisel took back the necklace to Madame Forestier.

The Loisels settled down to pay the money that they had borrowed to buy the necklace. They dismissed their help and moved to a smaller house. Madam Loisel came to know what heavy housework meant and the hateful duties of the kitchen. She washed the plates,
and scrubbed the bottoms of pans. She washed the dirty linen, the shirts and dishcloths, and hung them out to dry on a rope. All this roughened her hands. Every morning she took the dustbin down into the street and carried up the water, stopping on each landing to get her breath. And, clad like a poor woman, she went to the fruit-seller, to the grocer, to the butcher, a basket on her arm, haggling, insulting, and fighting for every wretched half penny of her money.

Every month notes had to be paid off. Her husband worked in the evenings and often at night.

And this life lasted ten years. At the end of ten years, they had paid off the debt. Madame Loisel looked old now. She had become like all the other strong, hard, coarse women of poor households.

One Sunday, out on a walk to freshen herself after the labours of the week, she caught sight of Madame Forestier, still young and still beautiful.

She went up to her, “Good morning, Jeanne.”

The other did not recognise her, and was surprised at being thus familiarly addressed by a poor woman. “But ... Madame ...” she stammered. “I don't know ... you must be mistaken.”

“No ... I am Mathilde Loisel,” she introduced herself.

Her friend uttered a cry, “Oh! ... my poor Mathilde, how you have changed!”

“Yes, I've had some hard times since I saw you last; and many sorrows ... and all that because of you!” Mathilde said with grief.

“Oh of me! How is that?” exclaimed Jeanne

“You remember the diamond necklace you lent me for the ball at the Ministry?” Mathilde started explaining “Well, I lost it.”

“How could you? Why, you brought it back!” Madame Forestier said, surprised.

Mathilde said, “I brought you another one just like it. And for the last ten
years we have been paying for it. You realise it wasn’t easy for us; we had no money. Well, it’s paid for at last, and I’m glad indeed.”

Madame Forestier had halted. “You say you bought a diamond necklace to replace mine?”

“Yes. You never noticed it, then! They were very much alike,” Mathilde said as she smiled in proud and innocent happiness.

Madame Forestier, deeply moved, took her hands, “Oh, my poor Mathilde! But mine was an imitation. It was worth, at the very most, five hundred francs!”

—Guy de Maupassant (Abridged)

Understanding

1. Answer the following questions:
   a. What is the theme of the story?
   b. Monsieur Loisel tried his best to please his wife. What did Monsieur Loisel do to delight his wife?
   c. Do you think Madame Loisel was right in not telling Madame Forestier about losing her necklace?
   d. Why was Madame Forestier unable to recognise Madame Loisel?
   e. Did Madame Loisel change by the end of the story? How?
   f. Could Madame Loisel have played a better role in the story? How?
   g. How did Madame Forestier change the lives of Monsieur Loisel and his wife?

2. Read the story and find words that mean the opposite of those given below.
   - ugly (para 1)
   - dull (para 2)
   - joy (para 3)
   - depressed (para 4)
   - calm (para 8)
   - fast (para 9)
   - composed (para 13)
   - awful (para 15)

3. Choose any five adjectives from the word box, to describe Mathilde Loisel, and give evidence from the story to support your choice.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ungrateful</td>
<td></td>
</tr>
<tr>
<td>loving</td>
<td></td>
</tr>
<tr>
<td>rich</td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td>greedy</td>
<td></td>
</tr>
<tr>
<td>accommodating</td>
<td></td>
</tr>
<tr>
<td>discontent</td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>selfish</td>
<td></td>
</tr>
<tr>
<td>compassionate</td>
<td></td>
</tr>
</tbody>
</table>

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ungrateful loving rich beautiful greedy accommodating
discontent happy selfish compassionate
4. Answer the questions given below and make inferences with the help of evidence from the story.

<table>
<thead>
<tr>
<th>Question</th>
<th>My inference</th>
<th>Evidence from the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Did Mathilde Loisel live in poverty at the beginning of the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Was Madame Loisel thankful to her husband for the invitation to the party at the ministry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Did Monsieur Loisel help Madame Loisel in returning their debt?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

Idioms

Here are some ways to talk about keeping a secret.

<table>
<thead>
<tr>
<th>To stop someone from letting a secret out, we can say:</th>
<th>For refusing to let a secret out, we can say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t let the cat out of the bag.</td>
<td>My lips are sealed.</td>
</tr>
<tr>
<td>Keep it under your hat.</td>
<td>I won’t breathe a word.</td>
</tr>
<tr>
<td>Keep it to yourself.</td>
<td>I’ll keep it to myself.</td>
</tr>
<tr>
<td>Don’t spill the beans.</td>
<td>The secret is safe with me.</td>
</tr>
</tbody>
</table>
1. Fill in the blanks with the help of the idioms in the word box:

- behind closed doors
- to dish the dirt
- as quiet as a mouse
- to cover their tracks
- give the game away
- poker faced
- let the cat out of the bag
- hold your tongue

a. He is sitting absolutely ........................................... You can’t guess anything from his expressions.
b. The complete planning was done ................................................, we have no idea about the plan.
c. I was about to tell them the plan when Rishabh said, “ .................................................”
d. Mary was ................................................ when she prepared for the prank.
e. The robbers put out the fire and spread branches over the ash to .................................................

2. Make sentences using the remaining idioms from the box above. You can look up their meanings in a dictionary.

Practising Grammar

Types of Verbs and Subject-Verb Accord

Verbs followed by an object are **transitive verbs**.

Verbs not followed by any word, or followed by an adverb or adverb phrase are **intransitive verbs**.

Non-finite verbs: Infinitives, Gerunds, Present Participles and Past Participles.

If the subject of any sentence is singular, the verb will be singular too, and if the subject is plural, the verb will be plural too. This is known as subject-verb accord.

Let’s Catch Up

1. Read the following sentences and state whether the verbs in bold are used transitively or intransitively. Also underline the objects of the verbs used transitively.

   a. The driver **drove** the car rashly. ............................................
   b. Metals **expand** on heating. ............................................
   c. We **cleaned** our house thoroughly last night. ............................................
   d. The birds are **flocking** to the fields. ............................................
   e. I **lived** alone for two years in Mumbai. ............................................
   f. The fierce storm **sank** many ships. ............................................
   g. The guard **blew** the whistle and the train **started** moving. ............................................
   h. We **climbed** down the mountain sooner than we had climbed up. ............................................

2. Choose the correct option so that the sentences have a transitive verb.

   a. Yesterday, at the concert, she sang .................................................
      i. a lovely song ii. very melodiously iii. all through the evening
   b. The boy on the podium ran .................................................
      i. really fast ii. a three-legged race iii. regularly on the track
c. Inder drove .........................................................
   i. today to the city  ii. cautiously with his mother  iii. his mother in the new car

d. Saumya is painting .........................................................
   i. for the first time  ii. murals in the city centre  iii. today with acrylic paints

e. My brother cleaned .........................................................
   i. his backpack  ii. late into the night  iii. early in the morning

3. Find five sentences from the story that use verbs transitively. Circle the verbs and underline the objects of those verbs.

4. Fill in the blanks with the appropriate verbs from the brackets.
   a. Either the students or the teachers (has/have) to be present at the prize distribution ceremony.
   b. Each one of these packets (contain/contains) a notepad, a pencil, an eraser and a sharpen er.
   c. The producer and director (was/were) garlanded at the ceremony.
   d. The members of the tourist party (is/are) looking for a good guide.
   e. The pack of wolves (is/are) out hunting.

5. Underline the non-finite verbs in the following sentences and write their kinds.
   a. To move through the dense forest was next to impossible.
   b. Travelling around the world would be so much fun.
   c. It is easy to find faults in others.
   d. Playing sport is essential for all round development.
   e. A rolling stone gathers no moss.

Speaker

Asking for Favours Politely

The characters in the story ask for favours from one another. Let’s read how they asked for favours.

- I wonder if I could borrow some from you.
- I would be very grateful if you could lend me this necklace.
- Could you possibly go back and check?

These are polite and formal ways to ask someone for a favour.

Enact the following situations and show how you would ask for a favour.

- You and your family need to go out and there’s just your neighbour who can help keep a watch on your house.
- You are hungry and tired. You want your sister to cook a packet of noodles and get them for you to eat.
- You have missed your school bus and you want your teacher, who lives near your house, to drop you home.
Writing

Imagine you are Madame Loisel. Write a diary entry about how you felt on the day when you got to know that the necklace, which you lost, was only an imitation.

- Did you regret keeping it a secret?
- Did you feel cheated?
- Were you relieved?
- Do you think Madame Forestier should give the necklace back to you?

Learning Link

A diary entry is a first person account. Use I, me, my, mine, myself, etc.

A diary entry is usually written in the past tense.
Plug-In
Ellipses

Read the following sentences from the story, *The Necklace*:

- I don't know ... you must be mistaken.
- “No ... I am Mathilde Loisel,” she introduced herself.
- Oh! ... my poor Mathilde, how you have changed!

The three dots that are used in the sentences above are punctuation marks called *ellipses*.

Ellipses (singular: *ellipsis*) are used:

- when a speaker or writer has paused or trailed off in speech or thought.
  - I was ... shocked, to say the least.
  - How amazing ...

- when words, sentences or a section of text is omitted on intention from a quoted passage.

An extract from the famous Freedom At Midnight Speech by Jawaharlal Nehru:

*At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.*

Written with ellipsis:

*At the stroke of the midnight hour ... India will awake to life and freedom.*

- to shorten a passage without changing the meaning.

  *So, Loisel walked all the way back along their route, looking for the necklace.*

  *So, Loisel walked all the way back ... looking for the necklace.*

  *One Sunday, as she had gone for a walk to freshen herself after the labours of the week, she caught sight of Madame Forestier, still young and still beautiful.*

  *One Sunday ... she caught sight of Madame Forestier, still young and still beautiful.*

- If the sentence ending with ellipsis uses an end point other than full stop, we use three dots and the end point (question mark/exclamation mark).

  - The boy saw his friend and cried, “Hello ...! Can I come with you?”
  - The stranger asked, “You are Miss ...?”

Rewrite the sentences using ellipses where needed.

1. I don't think we have met earlier, Mr?
2. He couldn't find any fault, despite checking closely, in the paragraph.
3. ‘I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.’ (Martin Luther King Jr.) (Use ellipses for omission.)
4. He tasted all the flavours, including chocolate, mango, pista, strawberry, black currant, before he decided upon which ice-cream to take.
5. If you spent so much time in the bookshop, I am sure you bought something interesting!
Winter: My Secret

—I Christina Rossetti

I tell my secret? No indeed, not I;
Perhaps someday, who knows?
But not today; it froze, and blows and snows,
And you’re too curious: fie!
You want to hear it? Well:
Only, my secret’s mine, and I won’t tell.

Or, after all, perhaps there’s none:
Suppose there is no secret after all,
But only just my fun.
Today’s a 1nipping day, a 2biting day;
In which one wants a shawl,
A veil, a cloak, and other wraps:
I cannot 3ope to everyone who taps,
And let the draughts come whistling thro’ my hall;
Come bounding and surrounding me,
Come 4buffeting, 5astounding me,
Nipping and clipping thro’ my wraps and all.
I wear my mask for warmth: who ever shows
His nose to Russian snows
To be 6pecked at by every wind that blows?

1nipping: sharp touch of frost
2biting: unpleasantly cold
3ope: open
4buffeting: the action of striking someone or something repeatedly and violently.
5astounding: surprising and hard to believe
6pecked: to be struck by something sharp
You would not peck? I thank you for good will,
Believe, but leave the truth untested still.

Spring’s an expansive time: yet I don’t trust
March with its peck of dust,
Nor April with its rainbow-crowned brief showers,
Nor even May, whose flowers
One frost may wither thro’ the sunless hours.
Perhaps some languid summer day,
When drowsy birds sing less and less,
And golden fruit is ripening to excess,
If there’s not too much sun nor too much cloud,
And the warm wind is neither still nor loud,
Perhaps my secret I may say,
Or you may guess.

7expansive: friendly and willing to talk
8languid: lazy

Poetic Devices

**Internal Rhyme**

An internal rhyme is when two or more words rhyme within the same line of a poem.

For example:
The moon never beams without bringing me dreams
Double, double toil and trouble

Find five lines in the poem that have an internal rhyme.

Poem Appreciation

1. **Answer the following questions.**
   a. Is the speaker of the poem a man or a woman? Why do you feel so?
   b. Under the playful tone of the poem, do you think the poet is trying to point out something more serious? Explain.
2. The poet refers to people whom you'd never trust as cold winter, people who are fickle minded as spring and totally trustworthy people as summer. Fill in the venn diagram with the personality traits that would fall in each category.

3. Write the words which you associate with the following:

How are the words you associate with ‘winter’ and ‘secret’ related to the poem?
Formal and Informal Language

There are two ways to address people – formal language and informal language. Which of these we use, depends on various factors:

- place
- relationship between the speaker and the listener
- age difference between the speaker and the listener
- the speaker’s intentions

Let us read some examples of each for further clarity:

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you doing?</td>
<td>What’s going on?</td>
</tr>
<tr>
<td>I am writing to inform you ...</td>
<td>Just a note to say ...</td>
</tr>
<tr>
<td>I regret to inform you that ...</td>
<td>I’m sorry to tell you that ...</td>
</tr>
<tr>
<td>I look forward to meeting you next week.</td>
<td>See you next week.</td>
</tr>
<tr>
<td>I was hoping that you could ...</td>
<td>Could you ...?</td>
</tr>
<tr>
<td>I would be grateful if you could reply at the earliest.</td>
<td>Please get back to me ASAP.</td>
</tr>
<tr>
<td>I am afraid I will not be able to attend.</td>
<td>Sorry, I can’t make it.</td>
</tr>
<tr>
<td>I hope to hear from you at your earliest convenience.</td>
<td>Call back soon!</td>
</tr>
<tr>
<td>I apologise for any inconvenience this may have caused you.</td>
<td>I’m sorry for what happened.</td>
</tr>
</tbody>
</table>

Imagine a situation where you broke the glass of a window pane of your neighbour’s house while playing cricket in your garden. Now you have to collect the ball. You approach the neighbour and ask for the ball. Write the conversation you will have with your neighbour. Will you use formal language or informal language?
It is often said, “Friends are the family you choose.” And it is true that friendship is the basis of all relationships. Can you imagine a life without friends? Who would you spend your free time with? Who would be there for you when you are sad or when you are celebrating something?

Getting Started

Look at these pictures.

- What games are these children playing?
- Do you play such games with your friends?
- Are the games that you play in your leisure time similar to these?
- If not, how are your games different?
Listening

Listen to the passage and answer the following questions:

1. Who is the passage about? Name them.

2. What was the brothers’ dream?

3. Where did the brothers test their aeroplane?

4. Why was it a good place to test the aeroplane?

5. Who became the first man to fly and when?

Say it Right

R-Controlled Vowels

R-controlled vowels are exceptions to vowel rules as they are pronounced neither long nor short.

<table>
<thead>
<tr>
<th>Vowels</th>
<th>e</th>
<th>i</th>
<th>u</th>
<th>o</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-controlled examples</td>
<td>fern, germ, jerk</td>
<td>bird, dirt, girl</td>
<td>burn, hurt, urn</td>
<td>corn, fork, horn</td>
<td>farm, park, mark</td>
</tr>
</tbody>
</table>

When the vowels ‘e’, ‘i’ and ‘u’ are followed by an ‘r’, they are usually pronounced as a long ‘uh’ /ə:/.

When the vowel ‘o’ is r-controlled, it is pronounced as ‘aw’ as in talk.

An r-controlled ‘a’ has a long ‘a’ sound, like ‘aa’ in ‘pass’.

Learning Link

Sometimes an r-controlled ‘o’ is also pronounced as a long ‘uh’ particularly when the word begins with the letter ‘w’. For example: word, work

1. Read the following sentences and underline the r-controlled vowels in the words.
   a. He tore apart the contract into little pieces.
   b. I love the shirt that you got for my birthday.
   c. I burnt my skirt accidentally.
   d. The herd of cattle burst through the gate as soon as it was opened.
   e. The art firm selected her at the first go.
2. From the word search grid, find ten words with r-controlled vowels. Read them aloud.

<table>
<thead>
<tr>
<th>C</th>
<th>U</th>
<th>R</th>
<th>L</th>
<th>B</th>
<th>Q</th>
<th>A</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
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<td>E</td>
<td>R</td>
</tr>
<tr>
<td>W</td>
<td>S</td>
<td>M</td>
<td>I</td>
<td>R</td>
<td>K</td>
<td>X</td>
<td>W</td>
</tr>
</tbody>
</table>

Language Ladder

Phrases and Their Kinds

Read the following groups of words:

- a beautiful garden
- the brown bag in the display window

A group of related words that is a part of a sentence and complements it is called a phrase.

Phrases are categorised into various kinds on the basis of their function in a sentence.

Kinds of Phrases

- **Noun Phrase:** It replaces a noun and is a combination of nouns and associated words.
  - She brought an exotic dish.
  - One of my students presented this bouquet.

- **Verb Phrase:** It acts as a verb in a sentence and comprises an auxiliary verb and an action verb.
  - We must hurry or we’ll miss the bus.
  - They have been waiting for you.

- **Adjective Phrase:** It replaces an adjective and comprises one or more adjectives and some related words.
  - I saw a very interesting movie last night.
  - I need a cup of coffee.

- **Adverbial Phrase:** It modifies the verb in a sentence and contains an adverb and related words.
  - The boy ran really fast.
  - The teacher spoke in a loud voice.
Pre-reading

Which one of the two given sayings do you believe in? Have you experienced the impact of distance and time on your friendships? In groups, discuss and share.

Reading

My little daughter Mini cannot live without chatter. That Mini stays quiet for any length of time is unnatural, and I cannot bear it long. One morning, for instance, my little Mini said, “Father! Ramdayal, the door-keeper, calls a crow a krow! He doesn’t know anything, does he?”

And then, darting off anew, while I sat, still preparing some reply to this last, saying, “Father! What relation is Mother to you?”

At this, with a grave face, I contrived to answer, “Go and play with Bhola, Mini! I am busy!”

The window of my room overlooks the road. The child had seated herself at my feet near my table, when all of a sudden she ran to the window, crying, “A Kabuliwala! A Kabuliwala!” Sure enough, in the street below was a Kabuliwala, passing slowly along. He wore the loose soiled clothing of his people, with a huge turban; there was a bag on his back, and he carried boxes of grapes in his hand.

Mini began to call him loudly. The Kabuliwala turned, and looked up at the child. She was overcome by terror and disappeared. She had a blind belief that inside the bag, which the big man carried, there were perhaps two or three other children like herself. The peddler meanwhile entered my doorway, and greeted me with a smiling face.

The story is set in the 19th century. Do you see any Kabuliwalas in present times?

1 chatter: talking non-stop
2 dart: rushing
3 contrived: pretended
She peeped from the door, and looked at the Kabuliwala and his bag. He offered her nuts and raisins, but she would not be tempted.

One morning, not many days later I was startled to find Mini, seated on a bench near the door, laughing and talking, with the great Kabuliwala at her feet. In all her life, my small daughter had never found so patient a listener. The corner of her little sari was stuffed with almonds and raisins, gifts from her visitor. “Why did you give her those?” I said, and taking out an eight-anna bit, I handed it to him.

On my return an hour later, I found that Kabuliwala had given it to Mini, and her mother had pounced on the child with, “Where did you get that eight-anna bit?”

“The Kabuliwala gave it me,” said Mini cheerfully.

Why was Mini’s mother angry on finding eight-annas with Mini?

The Kabuliwala had overcome the child’s first terror by a judicious bribery of nuts and almonds, and the two were now great friends. They shared many quaint jokes, which afforded them much amusement. Seated in front of him, Mini would ripple her face with laughter, and begin, “O Kabuliwala, Kabuliwala, what have you got in your bag?”

And he would reply, “An elephant!” How they both enjoyed the witticism! Then the Kabuliwala, would take his turn, “Well, little one, and when are you going to the father-in-law’s house?”

Now most small Bengali maidens had heard long ago about the father-in-law’s house; but we had kept these things from our child. She must have been a trifle confused. But she was ready with a reply, “Are you going there?”

Amongst men of the Kabuliwala’s class, however, the words father-in-law’s house is a euphemism for jail. In this sense, would the sturdy peddler take my daughter’s question. “Ah,” he would say, shaking his fist at an invisible policeman, “I will thrash my father-in-law!” Hearing this Mini would burst into peals of laughter.

What are the different meanings of the term ‘Father-in-law’ in the above passage?
Do you think it was fair to imprison the Kabuliwala? Why?

Mini’s mother is unfortunately a very timid lady. So, she was full of doubts about the Kabuliwala, and used to beg me to keep a watchful eye on him.

Once a year, in the middle of January, Rahamat, the Kabuliwala, returned to his country, and as the time approached he would be very busy, going from house to house collecting his dues.

One morning, around eight o’clock, I heard an uproar in the street, and, looking out, saw Rahamat being led away bound, between two policemen. There were blood-stains on the clothes of the Kabuliwala, and one of the policemen carried a knife. Hurrying out, I stopped them, and enquired what it all meant. I gathered that a certain neighbour had owed the peddler something for a Rampuri shawl, but had falsely denied having bought it, and that in the course of the quarrel, Rahamat had struck him.

Suddenly, in the verandah of my house appeared my little Mini, with her usual exclamation, “O Kabuliwala! Kabuliwala! Are you going to the father-in-law’s house?” Rahamat laughed and said, “Just where I am going, little one!” Then seeing that the reply did not amuse the child, he held up his fettered hands and he said, “I would have thrashed that old father-in-law, but my hands are bound!”

Rahamat was sentenced to a few years of imprisonment.
Years later, we had made arrangements for our Mini's marriage. From early morning, noise and bustle had pervaded the house. There was no end to hurry and excitement. My Mini was to be married tonight.

I was sitting in my study, looking through the accounts, when someone entered, saluting respectfully, and stood before me. It was Rahamat, the Kabuliwala.

“When did you come, Rahamat?” I asked him.

“Last evening,” he said, “I was released from jail.”

“There are ceremonies going on,” I said, “and I am busy. Could you perhaps come another day?”

At once, he turned to go; but as he reached the door he hesitated, and said, “May I not see the little one sir, for a moment?” It was his belief that Mini was still the same. He had pictured her running up to him as she used to, calling “O Kabuliwala! Kabuliwala!” He had imagined too that they would laugh and talk together, just as of old.

I said again, “There is a ceremony in the house, and you will not be able to see anyone today.”

The man's face fell. He looked wistfully at me for a moment, said, “Good day,” and went out. I felt a little sorry, and would have called him back, when he turned and came close up to me holding out his offerings and said, “I brought these few things, sir, for the little one. Will you give them to her?”

I took them and was going to pay him, but he caught my hand and said, “You are very kind, sir! Do not offer me money! You have a little girl, I too have one like her in my own home. I think of her, and bring fruits to your child, not to make a profit for myself.”
Saying this, he put his hand inside his big loose robe, and brought out a small and dirty piece of paper. With great care he unfolded this, and smoothed it out with both hands on my table. It bore the impression of an ink-smeared hand laid flat on the paper.

Tears came to my eyes. I sent for Mini, immediately, from the inner apartment. Clad in the red silk of her wedding-day, with sandal paste on her forehead, and adorned as a young bride, Mini came, and stood 15bashfully before me.

The Kabuliwala looked a little 16staggered. He could not revive their old friendship. At last he smiled and said, “Little one, are you going to your father-in-law’s house?”

But Mini now understood the meaning of the word “father-in-law,” and she could not reply to him as of old. She flushed at the question, and stood before him with her bride-like face turned down.

I remembered the day when the Kabuliwala and my Mini had first met, and I felt sad. When she had gone, Rahamat heaved a deep sigh, and sat down on the floor. The idea had suddenly come to him that his daughter too must have grown up in this long time.

I took out a bank-note, and gave it to him, saying, “Go back to your own daughter, Rahamat, in your own country, and may the happiness of your meeting bring good fortune to my child!”

Having made this present, I had to 17curtail some of the festivities. But to me, the wedding feast was all the brighter for the thought that in a distant land, a long-lost father met again with his only child.

---

Understanding

1. **Answer the following questions:**
   a. The story begins with the mention of Mini as a chatty girl. Briefly state some of her other characteristics.
   b. What was Mini’s blind belief about the big man’s bag?
   c. Describe Mini’s first encounter with the Kabuliwala.
   d. Why was Mini’s mother wary of the Kabuliwala?
   e. Why was the Kabuliwala sentenced to jail?
   f. What was the Kabuliwala’s reaction on seeing Mini in her bridal attire? What thoughts gripped his mind?

2. **Kabuliwala is a story of human relationships. Elaborate.**

3. **Find words from the story that mean the same as the words given below.**
   a. shocked  
   b. happily  
   c. wrongly  
   d. wedding  
   e. celebrations

---

—Rabindranath Tagore

(Abridged)
4. Read the qualities of the Kabuliwala and give evidences from the story to support them.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>shabby</td>
<td></td>
</tr>
<tr>
<td>kind-hearted</td>
<td></td>
</tr>
<tr>
<td>bad-tempered</td>
<td></td>
</tr>
<tr>
<td>poor</td>
<td></td>
</tr>
<tr>
<td>loving father</td>
<td></td>
</tr>
</tbody>
</table>

5. Read the following incidents from the story and write what you infer from it.

<table>
<thead>
<tr>
<th>Incident</th>
<th>Evidence from the story</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini didn’t understand the Father-in-law joke cracked by the Kabuliwala in the beginning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini’s father shunned Rahamat away on the morning of her wedding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The narrator had to curtail some of the festivities as he had given money to Rahamat to return to his home.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

**Compound Words**

Read the following words.

- overlook
- sandal paste
- father-in-law

Note that each of these words is a combination of two words.

When two words join together to make a word of entirely different meaning, the new word is called a **compound word**.

- Closed Compound Words
  - notebook, superman
- Open Compound Words
  - ice cream, living room
- Hyphenated Compound Words
  - long-term, e-mail
1. Choose one word from each of the help boxes given below and form a compound word. Then, write them in the appropriate column in the table that follows.

<table>
<thead>
<tr>
<th>Closed Compound Words</th>
<th>Open Compound Words</th>
<th>Hyphenated Compound Words</th>
</tr>
</thead>
</table>

- fire, grand, well, mass, moon, half, post, six, up, earth, middle, get
- pack, office, stream, light, being, produced, sister, works, quake, jury, together, class

2. Now, use the compound words from the previous exercise to complete the following sentences.
   a. There was a ban on ........................................ during Diwali in Delhi.
   b. I have to buy postage stamps. Can you guide me to the ........................................?
   c. An ........................................ is a natural disaster that occurs in Japan frequently.
   d. The actor worked hard on his body and now boasts of a ........................................ torso.
   e. My grandmother is unwell. I am going to look after her .........................................
   f. Cinderella had two evil .........................................

Practising Grammar

Phrases and Their Kinds

Let’s Catch Up

Kinds of Phrases

- **Noun Phrase:** It replaces a noun and is a combination of a noun and associated words.
- **Verb Phrase:** It acts as a verb in a sentence and comprises an auxiliary verb and an action verb.
- **Adjectival Phrase:** It replaces an adjective and comprises one or more adjectives and some related words.
- **Adverbial Phrase:** It modifies the verb in a sentence, and contains an adverb and related words.

1. Underline the phrases in the following sentences and write their kinds in the space provided.
   a. Deepak was caught cheating in the examination. ........................................
   b. These children are really keen on football. ........................................
   c. The children played an old melody. ........................................
d. Dia will present a dance recital. ...............................................

e. The man in the bus was robbed. ...............................................

2. **Underline the adverbial phrase in each sentence.**
   a. I went to the village, to visit my uncle.
   b. I go for a walk almost every day.
   c. This level is too difficult to clear.
   d. Visit the library as often as required.
   e. The judge arrived at a decision with much consideration.

3. **Using the hints in the brackets, complete the following sentences by adding an adjectival phrase.**
   a. Have you seen a .........................................................? (white peacock)
   b. Robinson Crusoe was marooned on an ........................................... (uninhabited island)
   c. The ................................................................. is the new Miss India. (blue-eyed girl)
   d. Sindbad narrated his ................................................... (adventurous tales)
   e. We walked on a ......................................................... to reach here. (muddy road)

4. **Add the phrases in the brackets to the following sentences. The first one is done as an example for you.**
   a. Bhanu won the championship. (the star wrestler)
      Bhanu, **the star wrestler**, won the championship.
   b. All Sheru had was a bus. (old, rickety bus)
   c. Samar ran to catch the bus. (with great speed)
   d. It will be better to install solar panels. (in the long run)
   e. He is a wealthy man. (kind and generous)
   f. Our new teacher is my favourite. (with her friendly disposition)

4. **Speaking**

   **A Strange Friend**

   The friendship between Mini and Kabuliwala was unusual. They were from different backgrounds, different age groups and even different nationalities. Would you like to have such an unusual friend too? Discuss in class.

   Who would you like to have as a friend?
   - a grown up person
   - an animal
   - a pet
   - a baby
   - a specially-abled person or someone else
Think of how you would meet.
What could be your favourite pastime together?
What would you like the most about your unusual friend?

Writing

With the changing times, ways to communicate have evolved. From pigeons to postcards, we have now arrived in an era of digital communication. E-mail is the new way for all formal and informal communication. E-mail stands for Electronic Mail.

<table>
<thead>
<tr>
<th>Formal E-mails</th>
<th>Informal E-mails</th>
</tr>
</thead>
<tbody>
<tr>
<td>companies</td>
<td>family</td>
</tr>
<tr>
<td>government departments</td>
<td>relatives</td>
</tr>
<tr>
<td>service providers</td>
<td>friends</td>
</tr>
<tr>
<td>offices</td>
<td></td>
</tr>
<tr>
<td>principal/teachers at school</td>
<td></td>
</tr>
</tbody>
</table>

With the changing times, ways to communicate have evolved. From pigeons to postcards, we have now arrived in an era of digital communication. E-mail is the new way for all formal and informal communication. E-mail stands for Electronic Mail.

- **Body**: (at least 3 paragraphs)
  - Salutation (a greeting - Dear ..................)
  - Introduction: states the purpose of the mail (1 to 2 lines)
  - Details about the subject: explaining the main idea (3 to 5 lines)
  - Conclusion: (1 to 3 lines)
  - Courteous leave taking (With warm regards)
  - Your Name

- **Subject** should be crisp, brief and state clearly what the mail is about

- **To**
- **Cc**
- **Bcc**

- **e-mail address of the recipient**
- **e-mail addresses of the people to whom a copy is sent**

- **Subject**

- **Body: (at least 3 paragraphs)**

- **Send button**

- **Font adjustment**
- **Attach a file**
- **Add a link**
- **Add an emoticon**

BCC stands for Blind Carbon Copy. The BCC recipients are not visible to the other recipients in the To, CC and BCC fields.
### Some Dos and Don’ts of e-mail writing.

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep the subject-line concise and specific.</td>
<td>Avoid back-and-forth e-mail conversation.</td>
</tr>
<tr>
<td>State the purpose of writing an e-mail clearly in the first two lines.</td>
<td>Don’t unnecessarily capitalise, or italicise words, nor make them bold unless you need to draw special attention to them.</td>
</tr>
<tr>
<td>Be courteous; use words like please, thank you wherever necessary.</td>
<td>Don’t forget to proof read the mail before sending it.</td>
</tr>
</tbody>
</table>

Imagine you are Rahamat, the Kabuliwala. Write an e-mail to the narrator at the e-mail address, RN_Thakur@indianclassics.com, thanking him for the monitory help he provided to you to return home. Mark a copy (CC) to Mini at the e-mail address m.thakur_65@caltimes.com.

<table>
<thead>
<tr>
<th>New Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>To:</td>
</tr>
<tr>
<td>Cc:</td>
</tr>
<tr>
<td>Subject:</td>
</tr>
</tbody>
</table>

Send
Note the different tenses used in the given examples. Can you tell the difference between the following expressions?

- I have lived in Delhi. (present perfect tense of live)
- I lived in Delhi. (simple past tense of live)

Both talk of an action completed in the past. So, what is the difference between them?

<table>
<thead>
<tr>
<th>Simple Past Tense: go – went (IInd form of the verb)</th>
<th>Present Perfect Tense: go – have gone (Have/Has + IIIrd form of the verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An action that started and finished in the past:</td>
<td>An action that started in the past and the time of its completion is uncertain or the action is unfinished.</td>
</tr>
<tr>
<td>I lived in Delhi (I don't live there now.)</td>
<td>I have lived in Delhi (for ten years).</td>
</tr>
<tr>
<td>With a time word showing a specific time in the past (yesterday, last evening, ago):</td>
<td>With a time word showing the action is just concluded (this evening, just):</td>
</tr>
<tr>
<td>I ate my dinner two hours ago.</td>
<td>I have just eaten dinner.</td>
</tr>
<tr>
<td></td>
<td>When we make a negative statement using 'never':</td>
</tr>
<tr>
<td></td>
<td>I have never been out of India.</td>
</tr>
<tr>
<td></td>
<td>When we form questions using 'ever':</td>
</tr>
<tr>
<td></td>
<td>Have you ever eaten sushi?</td>
</tr>
</tbody>
</table>

Fill in the blanks with the appropriate tense of the verb given in the brackets.

a. We ................................................. on a picnic yesterday. (go)

b. We ................................................. the rug. It looks practically new. (just wash)

c. My great-grandfather ................................................. two sisters. (have)

d. Oh no! I ................................................. my homework notebook. (forget)

e. We ................................................. Myanmar last week. (visit)

f. We ................................................. from our vacation and am at home now. (return)

g. Kanan ................................................. baking a cake. (never try)

h. ................................................. you ........................................ Andrea since morning? (see)

i. I ................................................. six letters this week. (write)

j. Shraddha ................................................. in Mumbai when she was young. (live)
Reading

When a friend calls to me from the road
And slows his horse to a meaning walk,
I don’t stand still and look around
On all the hills I haven’t 1hoed,
And shout from where I am, ‘What is it?’
No, not as there is a time to talk.
I thrust my hoe in the mellow ground,
Blade-end up and five feet tall,
And 2plod: I go up to the stone wall
For a friendly visit.

1hoed: to dig using a flat blade farming tool
2plod: walk slowly and heavily

— Robert Frost
Poetic Devices

Rhyme Scheme and Free Verse

The rhyming words at the end of the lines in a stanza appear in a particular pattern which is repeated in the other stanzas of the poem. This is called the rhyme scheme of the poem.

To identify the rhyme scheme of a poem, we take the last words of each line of the poem according to their sounds. We assign a different letter for each sound. Lines that rhyme with each other have the same letter.

For example, read the following lines:

My house is red - a little house  A
A happy child am I.  B (doesn't rhyme with house)
I laugh and play the whole day long  C (neither rhymes with house nor I)
I hardly ever cry.  B (rhymes with I)

So, we get ABCB.

If this pattern is repeated in all the stanzas of the poem, it becomes the rhyme scheme of the poem.

If a poem doesn’t follow any such pattern that means it doesn’t have a rhyme scheme. A poem that doesn’t have a rhyme scheme is called a free verse.

Identify the rhyme scheme of the poem and find out whether it is a free verse or not.
Enrichment

Knowing a Newspaper

What does the front page of the newspaper have!

A newspaper has an editorial column. In this column the editor of the newspaper writes an article every day, giving his or her opinion on a recent event. Letters from readers to the newspaper can be found in a section called ‘Letters to the Editor’.

Newspaper reports are printed in narrow columns to make them easier to read.

Television and radio programmes for the day are also listed in the newspaper. There is also a guide to local events.

A Weather section gives details of local and world weather.

The newspaper also prints many advertisements. All small advertisements are printed in the Classified section.

1. Read a newspaper and collect an article from each of the sections mentioned above.

2. Study a newspaper and identify its different sections. Where can you find the following:
   - a report on FIFA World Cup?
   - a letter from a reader?
   - an advertisement to rent out a commercial space?
“Travel and change of place impart new vigour to the mind.”
-Seneca

Travelling to new places not only adds to our knowledge and experiences, it also improves health and enhances creativity. Travelling is a sure shot way of exploring cultures, building bonds and making memories.

Getting Started

Have you heard of parting traditions? A parting tradition is a habit, custom or greeting used by people to say ‘goodbye’. Every culture, family or even a person could possibly have a unique parting tradition. What parting gesture do you use when you leave your home? Use the Internet and find out about a parting greeting or tradition that is not Indian.
Listen to a conversation about a visit to Egypt and fill in the blanks.

Jai: How was your trip?
Tarun: Oh. We ................................................................., though. A weekend that we spent in an oasis in the desert was really amazing.

Jai: That’s great! How did you find Egypt?
Tarun: Quite interesting! It was ................................................................., though. A weekend that we spent in an oasis in the desert was really amazing.

Jai: I can quite imagine. I have always wanted to make a trip to a desert myself. Could you visit the famous Pyramids?
Tarun: Yeah! They were pretty crowded, but the visit .................................................................. Even though there are quite a few locals ................................................................. your lack of knowledge about the Pyramids.

Jai: Oh! I can very well imagine. It’s always the same at tourist spots, isn’t it? Did you have a chance to go diving?
Tarun: Yes, for sure. We went to a camping site at the Red Sea. There was this little beach, totally unexplored and pristine. It was more like a private beach.

Jai: That’s awesome; sounds absolutely brilliant. You really ................................................................., then. How was the food? I’ve never heard of a specific Egyptian cuisine.

Tarun: Well, in that field, we have ................................................................., but yes we did enjoy some very good seafood while at the beach. But it’s like ..................................................................

Say it Right

Read the following sentences aloud.

Thinnakara Island is a tiny jewel in the Lakshadweep archipelago.

Note that we lay stress on the words that are written in bold and read the other words unstressed.
Stressed Words (Content Words) | Unstressed Words (Structure Words)
---|---
nouns | articles
verbs | pronouns
adjectives | prepositions
adverbs | conjunctions
negative contractions | auxiliary verbs

1. Read the following sentences and circle the words that should be stressed in each sentence.
   a. Why haven’t you done your home assignment?
   b. Please go and complete the task.
   c. We aren’t ready to present the dance recital.
   d. What a lovely garden you have!
   e. We shall be going for a picnic next weekend.
   f. Salil has a huge St Bernard.

2. Read the sentence in Column A with maximum stress on the highlighted words. Notice how the meaning changes as different words are stressed. Match the sentences in Column A with their respective meanings given in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I requested you to bring a register.</td>
<td>I requested for a register not a notepad.</td>
</tr>
<tr>
<td><strong>I requested</strong> you to bring a register.</td>
<td>No one else requested you to bring a register.</td>
</tr>
<tr>
<td>I requested you <strong>to bring a register.</strong></td>
<td>I requested you and not Ravi to bring the register</td>
</tr>
<tr>
<td>I requested you to bring <strong>a register.</strong></td>
<td>It was a request, not an order to bring the register.</td>
</tr>
</tbody>
</table>

Language Ladder

Read the following sentences.

- I like coffee, but my sister likes tea.
- We can go for a movie, or we can stay here.

Each of the above sentences comprises two complete sentences, joined by a coordinating conjunction.

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Coordinating Conjunction</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like coffee</td>
<td>but</td>
<td>my sister likes tea.</td>
</tr>
<tr>
<td>We can go for a movie</td>
<td>or</td>
<td>we can stay here.</td>
</tr>
</tbody>
</table>

Each of these sentences joined by coordinating conjunctions are called coordinate clauses.

Some more examples:

- You must come to the party, **for** you are my best friend.
- Sahil is unwell, **yet** he attended the lecture.
Now read the following sentences.

Varun has a pet dog that won the Kennel Club Championship.

We can go wherever you want.

Note that in the above sentences, there are two clauses. The first clause makes a complete sentence. However, the meaning of the second clause is dependent on the first one. They are also joined by a relative pronoun and a subordinating conjunction respectively.

The clause that makes the complete sentence is the main or the principal clause, and the clause that is dependent on the first part for its complete meaning is the dependent or the subordinate clause.

There are various types of subordinate clauses. These are as follows:

### Noun Clause
- The subordinate clause that functions as the subject or the object of a sentence is called a noun clause.
- A noun clause answers the question “Who” or “What” about the verb in the main clause.
- A noun clause usually begins with words such as what, who, when, where, whom, whatever, wherever, whenever, that, etc.
- Yes/No questions using if or whether usually use a noun clause.

*For example:* We’ll buy what you like. Do you know if we have History today?

### Adjective Clause
- The subordinate clause that describes the noun in the main clause, and thus acts as an adjective, is called an adjective clause.
- An adjective clause acts like an adjective, and answers questions such as what kind, how many or which one.
- It begins with a relative pronoun such as who, whom, whose, which or that, or with a relative adverb such as when, where or why. It is also called a relative clause.
- An adjective clause is placed next to the noun it qualifies.

*For example:* The boy who won the prize, is absent. I like the book that has a red cover.

### Adverbial Clause
- The subordinate clause that acts as an adverb, qualifying the action done in the principle clause is called an adverbial clause.
- An adverbial clause acts as an adverb and answers questions such as how, when, where, why the action was done, or what the aim or the condition of doing the action was.
- It begins with subordinating conjunctions such as just as, when, where, because, so that, if whether, unless, etc.

*For example:* You can leave the book where the red bag is kept. Sam kept a bowl of water in the garden so that the birds could drink from it.
Pre-reading

Discuss with the class. Is travelling fun or a hassle? When does travelling become fun for you? When does it become a hassle for you?

Reading

What makes islands and beaches such a great getaway? Why do countless people flock to tropical islands and beaches? Well, the only way to find out is to see these islands for yourself. The world’s most visited and popular tropical islands are in Mauritius, Hawaii and Maldives. But why look so far when we have a tropical paradise in our own backyard?

Off the western coast of India, some 200 km away from the Malabar Coast, lie the Lakshadweep Islands. The name of this group of islands comes from Sanskrit. It means “one hundred thousand islands”. But do not let the name mislead you; the Lakshadweep group of islands contains only thirty nine islands. Of these, only eleven are inhabited. These islands are a divers’ paradise with baffling mysteries and unbelievable underwater surprises.

It is interesting and a little peculiar that of those eleven islands, only seven are open to tourists and only three of these to foreign nationals. In addition, tourists need to take a special permit to visit these islands.

This may seem strange considering that tourism is a major source of income on these islands. The islands are home to corals of varied species, shapes and colours. Apart from that, the waters sustain a kaleidoscope of marine life. Tourism is restricted to preserve these coral species and other marine creatures endemic to these islands. Another cause of worry is the fear of pollution that tourists might cause.

How to get to the Lakshadweep Islands

Most of the islands of Lakshadweep are well connected through ships, which ply from the mainland. Visitors can also get flights from Kochi, Kozhikode and Bengaluru to the Agatti Island, which is a tourist attraction in itself. Known as the ‘Gateway to Lakshadweep’, the island is just over 5 km long.
**Lakshadweep: A Fact File**

<table>
<thead>
<tr>
<th>Location</th>
<th>Laccadive Sea, 200 to 400 km off the Southwest Coast of India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Islands</td>
<td>39 islands and islets</td>
</tr>
<tr>
<td>Inhabited Islands</td>
<td>11 islands</td>
</tr>
<tr>
<td>Visitors Permitted on</td>
<td>7 islands (for Indians), 3 islands (for foreigners)</td>
</tr>
<tr>
<td>Authority for permission</td>
<td>Society for Promotion of Nature Tourism and Sports (SPORTS)</td>
</tr>
<tr>
<td>Languages</td>
<td>Malayalam, Jeseri (<em>Dweep Bhasha</em>), Mahi (a variation of Dhihevi, the language of Maldives)</td>
</tr>
<tr>
<td>Population</td>
<td>64,473 (2011 census) with a population density of 2013 inhabitants/km²</td>
</tr>
<tr>
<td>Economy</td>
<td>Coconut fibre coir products, fishery, tourism</td>
</tr>
<tr>
<td>Climate</td>
<td>Heavy rains during the Southwest Monsoons: May to September; rainy and wet during the Northeast Monsoons: October-November; pleasant and dry: December to May</td>
</tr>
<tr>
<td>Best Months to Visit</td>
<td>December to May</td>
</tr>
</tbody>
</table>

Getting to Lakshadweep is not that difficult. What puzzles visitors the most is choosing where to go first, since the place has an overwhelming number of tourist attractions.

**Kavaratti**

Kavaratti is the largest island of the Lakshadweep group. It is famous for its crystal clear waters, which give the impression of being in a well-maintained aquarium. One can easily see 15 to 20 metres into the water, and get a lovely view of the coral reef and the myriad marine life. There is also an aquarium that exhibits a few varieties of fish and corals, and notice boards explaining their significance.

The island is also known for its enchanting planetarium. For sports lovers, the island offers snorkelling, scuba diving, kayaking, yachting, canoeing and other adventure sports. Of many of the scuba diving sites, the Wall of Wonder is a treat to see. It is a massive wall of soft corals with giant sea turtles crawling all over it. It goes deep into the ocean.

Is the fear of pollution the only reason for restriction on tourism in the Lakshadweep?
Kadmath

The next destination on a visitor’s itinerary is Kadmath. It is a small, elliptical-shaped island, eight kilometers long and 500 metres wide. There’s a narrow concrete road that runs along the circumference of the island. Kadmath is known for diving sites such as Sting Ray City and Shark Alley that attract visitors galore. While diving, as one approaches the coral reefs, marine life appears as though in a dream. A diver can see shoals of barracudas, scores of big and tiny fish, with striking colours nibbling at food in between the coral reefs. There are sea cucumbers, which when poked, immediately compress to the size of a tennis ball. Sights of blue tang(s), the different colours of butterfly fish and a multitude surgeonfish, sting rays, flame angelfish swimming around the phosphorescent corals are breathtakingly beautiful. One is awestruck by the grandeur of this underwater fantasy land. While at Kadmath, visitors often visit the Desiccated Coconut factory and the Coir Rope factory.

Bangaram

Besides Kadmath, Bangaram is one of the islands that allow foreigners to visit the land. One can walk around the entire island in 45 minutes. The highpoint of the walk is walking up to the sandbank. From afar, this almost gives the illusion of walking on water.

As you walk along the sandbank, and around the island, you can spot a variety of sea birds in action and hermit crabs scurrying back into their holes. An added attraction and a treat for visitors is the exuberant folk dance performances accompanied with cymbals and drums.

Kalpeni

Kalpeni is a pristine paradise with green ocean on one side and blue ocean on the other. A morning walk along

What do you think is an elliptical shape? Give a classic example of this shape.

4myriad: very diverse; too numerous to count
5planetarium: building with a domed ceiling with images of celestial objects of the night sky projected for an audience
6galore: in abundance
7exuberant: full of enthusiasm
8cymbals: a circular brass percussion instrument played with a stick
the strand line may reveal a clutch of cuttlefish eggs, green and sparkling in the sunshine, resembling a bunch of grapes. Wading through the lagoon waters, one finds the sea bed littered with sponges, bristle worms, brittle stars and, with a little bit of luck, even a long-spined black sea urchin may be encountered. The most fascinating is the first close look at stag horn corals, primitive creatures that are so very plant-like, living in the depths of the sea.

Kalpeni also boasts of a hosiery factory and a lighthouse.

**Minicoys**

Minicoy Island is very close to the Maldives and the way of life of the people here closely resembles that of the Maldives. The shades of the sea water change as one goes closer to the island. The blue-black water of the deep sea looks as if it has melted into sky blue which soon blends into aquamarine and finally the pure green of the lagoon.

The island's chief attraction is the Minicoy lighthouse. Standing at 48.13 metres high, it is the tallest lighthouse in Lakshadweep.

**Thinnakara**

Thinnakara Island is a tiny jewel in the Lakshadweep archipelago. It is a small island that has recently become inhabited. This small teardrop-shaped island with limited connectivity to the mainland and little human habitation has managed to retain its exquisite natural environs. Thinnakara Island is a paradise for lovers of water sports. It is a great place for kayaking, snorkelling, and scuba diving. One can also experience shipwreck snorkelling around the island.

Whether you spend a couple of days as you visit the Lakshadweep, or a more leisurely week-long holiday, the memories that you will take back with you will be of the sun-kissed, pristine white sand beaches, a plethora of marine life in all colours imaginable and invigorating water sports.

---

9clutch: a group of eggs laid together  
10archipelago: a group of islands  
11exquisite: finely beautiful  
12plethora: very large in number  
13invigorating: energising
Understanding

1. **Answer the following questions:**
   a. From where does the Lakshadweep group of islands derive its name? Why is its name misleading?
   
   b. Lakshadweep Islands are a tropical paradise in the backyard of India. Give examples of the scenic beauty of the islands to elaborate on the statement.
   
   c. Name the island:
      i. known for its scuba diving sites-
      ii. that has the tallest lighthouse-
      iii. that offers special water sport-
   
   d. Based on your reading of the travelogue, which island would you like to visit? Justify your choice.

2. **Find the words that mean the same as the following:**
   a. place of perfect happiness
   b. delightful
   c. something beautiful that causes intense admiration
   d. something unusual and striking

3. **Give an account of the marine life found on the Lakshadweep islands.**

4. **Describe the change in the colour of water as you approach the Minicoy Island. What do you think is the cause of this change in colour?**

---

**Vocabulary**

*Homographs, Homophones and Homonyms*

**Homographs** are words that have the same spelling but are pronounced differently.

**For example:** live (rhymes with give) - live (rhymes with five)
lead (rhymes with red) - lead (rhymes with seed)

**Homophones** are words that have the same sound but different spellings and meanings.

**For example:** pair - pear, seen - scene

**Homonyms** are a combination of homographs and homophones. They have the same spelling and the same sound but different meaning.

**For example:** bank (sloping land beside a river) - bank (a financial institution)
fair (just) - fair (fete)

1. **Choose the right words from the options given in brackets to fill in the blanks.**
   a. Iron ....................... is extracted from mines. (ore/oar)
   b. The bride walked down the ....................... as the musicians played the bridal song. (isle/aisle)
   c. When is the next installment .......................? (dew/due)
   d. Take this medicine, it’ll ....................... the pain (lessen/lesson)
   e. The huge nets, tied to hundreds of ....................... , were thrown into the sea. (boys/buoys)
2. Choose and write the correct homograph from the box for each of the following set.

<table>
<thead>
<tr>
<th></th>
<th>produce</th>
<th>content</th>
<th>accent</th>
<th>bat</th>
<th>desert</th>
<th>frequent</th>
<th>down</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>i. stress or emphasis</th>
<th>ii. manner of pronouncing</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>i. create</td>
<td>ii. fresh fruits or vegetables</td>
</tr>
<tr>
<td>c</td>
<td>i. hot arid region</td>
<td>ii. to leave</td>
</tr>
<tr>
<td>d</td>
<td>i. sporting instrument used for cricket</td>
<td>ii. a winged mammal</td>
</tr>
<tr>
<td>e</td>
<td>i. in a lower position</td>
<td>ii. furry feather</td>
</tr>
<tr>
<td>f</td>
<td>i. occurring regularly</td>
<td>ii. to visit a place regularly</td>
</tr>
<tr>
<td>g</td>
<td>i. happy or satisfied</td>
<td>ii. all that is contained inside something</td>
</tr>
</tbody>
</table>

Practising Grammar

Let’s Catch Up

A clause that makes complete sense on its own is called a main clause. A clause that depends on the main clause to make complete sense is called a subordinate clause.

There are three types of subordinate clauses: noun clause, adjective clause, adverb clause.

1. Identify the subordinate clause in the following sentences and write its kind.

a. You will miss the train unless you take the short route. ..........................................

b. The man whom I had come to visit is out of town. ..........................................

c. I left my bag where I was sitting. ..........................................

d. The warning was issued so that no one was harmed due to the cyclone. ..........................................

e. The garland that I bought is not fresh anymore. ..........................................

2. Underline the noun clause in the following sentences. If it functions as a subject, write ‘S’ in front of the sentence, and if it functions as an object, write ‘O’.

a. She asked if I would help her. ................
b. He performed what I had taught him. ................
c. What you wish to do is not my problem. ................
d. I will never understand why you dropped out of the team. ................
e. Wherever you go, I’ll follow you. ................

3. Change the underlined phrases in the following sentences into noun clauses.

a. To travel in a hot rickety bus gives me no happiness.
   b. She wants to top the class.
   c. Promise to come again.
   d. No one can guess the time of his coming.
   e. I predicted the change in the weather.

4. Join the following sentences as directed.

a. The bus had already left. I went to school by car. (use ‘as’)
   b. The place looked very beautiful. I couldn’t take my eyes off. (use ‘so ... that’)
   c. You must tell me everything. Otherwise I won’t be able to help you. (use ‘if’)
   d. Shivani is completing her project. She won’t go home till she has completed it. (use ‘until’)
   e. Dhruv hurt his ankle during the race. He completed the race. (use ‘in spite of’)

Speaking

Plan a Holiday

Get into groups of five students each. Have a group discussion to plan a class trip during the holidays. Use the following points in your discussion.

- Decide upon a destination.
- Talk about the travel plans.
- Talk about what to carry.
  (beachwear for coastal areas, woollens for high mountains)
- Have a discussion about the places to see.
- Talk of any special attraction.
On the basis of the travelogue you have read, write an itinerary for a three day tour to Lakshadweep.

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**Writing**

*Itinerary*

The word ‘itinerary’ is derived from the Latin word ‘itiner’ which means a journey.

Let us study an example of an itinerary.

**Starting Point**
- Departure: New Delhi

**Place of Visit**
- Destination: Agra

**Time Period**
- Duration: 21 to 23 September, 2019

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>21 Sept. 2019</td>
<td>5:30 a.m.</td>
<td>departure from New Delhi station by Shatabdi Express</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8:30 a.m.</td>
<td>arrival at the Agra Station</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:00 a.m.</td>
<td>check-in into the Taj Tourist Lodge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 a.m.</td>
<td>visit to Taj Mahal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30 p.m.</td>
<td>lunch at the Royal House</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30 p.m.</td>
<td>visit to the market</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:30 p.m.</td>
<td>reach the hotel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 p.m.</td>
<td>dinner at the hotel</td>
</tr>
<tr>
<td>Saturday</td>
<td>22 Sept. 2019</td>
<td>9:00 a.m.</td>
<td>breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 a.m.</td>
<td>visit to Sikandra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:00 p.m.</td>
<td>lunch at The Dhaba</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:00 p.m.</td>
<td>visit to Fatehpur Sikri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:00 p.m.</td>
<td>arrival at the hotel in Agra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:00 p.m.</td>
<td>dinner at the hotel</td>
</tr>
<tr>
<td>Sunday</td>
<td>23 Sept. 2019</td>
<td>8:30 a.m.</td>
<td>breakfast and check-out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:00 a.m.</td>
<td>visit to the Lac Market</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30 p.m.</td>
<td>return journey by Shatabdi Express</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:30 p.m.</td>
<td>reach new Delhi Station</td>
</tr>
</tbody>
</table>

**Climate:** It is the end of the monsoon season, so it is best to carry an umbrella. Carry walking shoes as the trip involves a lot of walking.

**Organisers:** Ojas Travels and Tours, Near ISBT, Kashmiri Gate, Delhi. Phone: +9199xxxxxxxx88

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Instructions about climate, clothing etc.

Complete name of the organisers
Spelling are very important in written English. Minor spelling errors may alter the meaning of your sentences. There are many different ways of improving spellings and learning how to spell new and difficult words. We can use spelling rules to help us write difficult words.

When we add a suffix to a word that ends in ‘y’, and there is a consonant before the ‘y’, the ‘y’ is usually changed to ‘i’. For example:

- apply + ed – applied
- theory + es – theories
- fancy + ful – fanciful
- happy + ness – happiness

When the ‘y’ is preceded by a vowel, we keep the letter ‘y’. For example:

- toy + s – toys
- toy + ed – toyed
- convey + ed – conveyed
- pray + er – prayer

1. Write the following words by adding the given suffixes.
   a. hobby + es – ...........................................
   b. marry + ed – ...........................................
   c. gray + er – ...............................................
   d. stay + ed – ...............................................
   e. spray + s – .............................................
   f. visit + ed – .............................................
   g. supply + ed – ...........................................
   h. grassy + er – ...........................................

2. Read the following sentences carefully. Correct spelling mistakes that you find.
   a. There have been many theorys about his disappearance. ...........................................
   b. They marryed a long time ago. ..........................................
   c. There were five puppys in the car. ..........................................
   d. He stayed with his uncle in the cabin. ..........................................
   e. There should be no more delaies. ..........................................
   f. This state is full of vallies. ..........................................
   g. That is a luxurious car. ..........................................
   h. He was punished because of his mercyless acts. ...........................................
Let’s look at an advertisement for a nature trip and discuss its various features.

**The fascinating world of wildlife beckons you!**

Take a break from the stress and hustle bustle of city life!
Enjoy peaceful bliss at

**Indian National Park**
Indian National Park lies in the foothills of the Shivalik Range.

*More within your reach than you ever imagined...*  
*A journey into the lap of nature awaits you*

- Tigers in their Natural Environment
- Dancing Peacocks
- Herds of Elephants
- Ancient Temple

Also worth a visit:
- Shiv Temple
- State Museum
- Shivalik Dam

**It is just what you need!**

Journey across rugged and exciting terrain in our specially designed open jeeps!
Listen to our guide give a well-informed and interesting commentary.

Reservations are essential.  
Phone: +9187xxxxxx09  
Website: www.indiannationalpark.in  
Fare includes safari and sight seeing charges.

**Round Trip Fare from Delhi:** 3 days, 2 nights
Adults: Rs. 5000/- per head  
Children (below 12): Rs. 2500/- per head
Persuading the Reader

Why are print advertisements created and by whom?
Whose point of view is presented in a print advertisement?

A catchy slogan or heading is used to attract the reader’s attention and maintain interest.

The product name is repeated to make sure that readers become familiar with it.

Imperatives and emotive language are used to make the reader want the product and encourage the reader to buy it.

Attractive graphics or pictures are used to support the text.

Supporting evidence/examples can be positive statements about the product, results of surveys, statistics, tempting descriptions and supporting graphics.

Information is provided about how to obtain the product and the cost of the product.

Language features

Imperatives and emotive language are used to create a desire in the reader to buy the product or service. Emotive language appeals to the reader’s thoughts and feelings persuading them to buy the product.

Second person pronouns, possessive adjectives and imperatives address the reader directly and add impact to the message.

Specially chosen adjectives, adverbs and verbs help to create strong images in the reader’s mind.

Exclamation marks are sometimes used instead of full stops to add impact to the words and their meaning.

Superlatives, intensifiers and adverbials of degree add greater emphasis to descriptions.

Simple present tense is used to present information as facts.

Remember that you only have a few seconds to grab your readers’ attention. This is why good advertisements are easy to read and to the point. At the same time they appeal to the emotions of the readers.

Read the advertisement on the previous page and identify the emotions it arouses.
Travel Etiquette

Look at the pictures below. What do they convey?

Discuss how the actions shown above could be disrespectful and rude to others?

Think and Write

Have you ever been a disrespectful traveller?
________________________________________________________

What did you do that caused inconvenience to others?
________________________________________________________

How could the situation have been improved?
________________________________________________________

Have you ever faced inconvenience because someone else was not following travel etiquette?
________________________________________________________

How could the situation be improved?
________________________________________________________