

Items for Assessment of Learning Outcomes

English Class 7



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CHAPTER I

Story: Three Questions

Topic: Three Questions, The Three questions by the king, Helping the wounded enemy

Learning Objective:

- Locate the central ideas and events of the text. recognizing qualities of a character and plot development analyse, interpret, and evaluate information from the text and answer questions based on it.
- Think critically about ethical considerations: ‘to help a person in need builds strong moral character.’ recognize character dilemmas, plot turns and how they are resolved. analyse, interpret, and evaluate information from the text and answer questions based on it.

Learning Outcome:

- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.

Read the extract from the text and answer the questions.

The thought came to a certain king that he would never fail if he knew three things. These three things were: What is the right time to begin something? Which people should he listen to? What is the most important thing for him to do? The king, therefore, sent messengers throughout his kingdom, promising a large sum of money to anyone who would answer these three questions. Many wise men came to the king, but they all answered his questions differently. ...

“Remember then, there is only one time that is important and that time is ‘Now’. It is the most important time because it is the only time we have any power to act.

“The most necessary person is the person you are with at a particular moment, for no one knows what will happen in the future and whether we will meet anyone else. The most important business is to do that person good, because we were sent into this world for that purpose alone.”

QUESTIONS:

- 1. The answers to the three questions in the story ‘Three Questions will enable:**
 - a. the hermit to go to the king
 - b. the king to lead a peaceful life
 - c. the king to be always
 - d. the subjects to lead a good life successful

2. The king 'had done him' wrong as:

- a. he had killed his brother
- b. he had killed his sister
- c. he had seized his property
- d. Both (a) and (b)

3. Which is the most important time?

- a. then
- b. now
- c. never
- d. sometimes

4. To do good is

- a. the only work for you
- b. the main purpose of our life
- c. greatly admired by gods
- d. liked by even the devils

ANSWERS: 1. (c) 2. (d) 3. (b) 4. (b)

Topic: Helping the wounded enemy

Learning Objective:

- Think critically about ethical considerations: ‘to help a person in need builds strong moral character.’
- Recognize character dilemmas, plot turns and how they are resolved.
- Analyse, interpret, and evaluate information from the text and answer questions based on it.

Learning Outcome:

- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.

QUESTIONS:

Read the extract and answer the questions.

As the answers to his questions were so different, the king was not satisfied and gave no reward. Instead, he decided to ask a hermit who was widely famous for his wisdom, for advice. The hermit lived in a wood which he never left. He met no one but simple people, and so the king put on ordinary clothes. Before he reached the hermit’s hut the king left his horse with his bodyguard and went on alone.

- 1. Where did the hermit live?**
 - a. In a hut
 - b. In a wood
 - c. In a cave
 - d. In a temple.

- 2. Whom did the hermit use to meet?**
 - a. Simple people
 - b. Saints
 - c. King
 - d. None

- 3. Give the opposite of ‘satisfied’.**
 - a. Insatisfied
 - b. Unsatisfied
 - c. Dissatisfied
 - d. satisfaction

ANSWERS: 1. (b)

2. (a)

3. (c)

Topic: Correct answers to the Three questions

Learning Objective:

- Develop vocabulary. use new words appropriately in different context. construct sentences employing new words.

Learning Outcome:

- Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.

Read the extract and answer the questions.

In reply to the first question, some said the king must prepare a timetable, and then follow it strictly. Only in this way, they said, could he do everything at its proper time. Others said that it was impossible to decide in advance the right time for doing something. The king should notice all that was going on, avoid foolish pleasures, and always do whatever seemed necessary at that time. Yet others said that the king needed a council of wise men who would help him act at the proper time. This was because one man would find it impossible to decide correctly, without help from others, the right time for every action. But then others said that there were some things which could be urgent. These things could not wait for the decision of the council. In order to decide the right time for doing something, it is necessary to look into the future. And only magicians could do that. The king, therefore, would have to go to magicians. In their answers to the second question, some said that the people most necessary to the king were his councillors; others said, the priests. A few others chose the doctors. And yet others said that his soldiers were the most necessary. To the third question, some said science. Others chose fighting, and yet others religious worship.

QUESTIONS:

1. Why was the man revengeful?

- a. because he was powerful
- b. because the king seized his property
- c. because he wanted to replace the king
- d. none of these

One hour passed, then another. The sun went down behind the trees, and at last the king stuck the spade into the ground and said, "I came to you, wise man, for an answer to my questions. If you can give me no answer, tell me so and I will return home." "Here comes someone running," said the hermit.

2. The line “Here comes someone running” leads the reader to expect something to happen in the future. This prediction is called?

- a. Imagery
- b. An allusion
- c. Personification
- d. Foreshadowing

3. Hermit is a character that did not change which means he is a:

- a. Flat character
- b. Static character
- c. Dynamic character
- d. Round character

ANSWERS: 1. (b)

2. (b)

3. (a)

Learning Objective:

- Express an opinion and debate on ‘forgiving our enemies is better than punishing them’. or ‘do you think non-violence is a sign of cowardice?’

Learning Outcome:

- Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.

QUESTIONS:**1. Identify the phrase that means ‘Forgiveness is better than punishment:**

- To err is human, to forgive, divine.
- Angst and embarrassment
- Stop acknowledging the errors
- Punishment generates fear.

2. Satyagraha means:

- insistence on non-violence
- Insistence on truth
- insistence on justice
- none of these

3. Antonym of ‘cruelty’ is:

- generosity
- kindness
- cared
- good

ANSWERS: 1. (a)**2. (b)****3. (b)**

Learning Objective:

- Write a diary entry related to the text and/ or students' personal experience.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.

QUESTIONS:

Read the passage given below:

Happiness doesn't mean just to feel good. A review of hundreds of studies have found compelling evidence that happier people have better overall health and live longer than their less happy peers. Anxiety, depression, pessimism and a lack of enjoyment of daily activities have all been found to be associated with higher rates of disease and shorter lifespans.

2. Having a network of social connections or high levels of social support has been shown to increase our immunity to infection, lower our risk of heart disease and reduce mental decline as we get older. Our emotions affect our long- term wellbeing. Research shows that experiencing positive emotions 8 in a 3-to-1 ratio with negative ones leads to a tipping point beyond which we naturally become more resilient to adversity and better able to achieve things.

3. Harvard School of Public Health examined 200 separate research studies on psychological wellbeing and cardiovascular health. Optimism and positive emotion were found to provide protection against cardiovascular disease, to slow progression of heart disease and reduce risk, by around 50%, of experiencing a cardiovascular event, such as a heart attack.

4. Recent research has shown that an 8-week mindfulness meditation class can lead to structural brain changes including increased grey-matter density in the hippocampus, known to be important for learning and memory, and in structures associated with self-awareness, compassion and introspection- People who are optimistic tend to be happier, healthier and cope better in tough times. Our happiness influences the people we know and the people they know.

5. Western neuroscience has now confirmed what Eastern wisdom has known for a long time. Happiness is a skill we can learn. Happiness, compassion and kindness are the products of skills that can be learned and enhanced through training, thanks to the neuroplasticity of our brains.

6. When we give to others it activates the areas of the brain associated with pleasure, social connection and trust. Altruistic behaviour releases endorphins in the brain and boosts happiness for us as well as the people we help. Studies have shown that giving money away tends to make people happier than spending it on themselves.

7. Most people think that if they become successful, then they'll be happy. But recent discoveries in psychology and neuroscience show that this formula is backward: Happiness fuels success, not the other way around. When we're positive, our brains are more motivated, engaged, creative, energetic, resilient, and productive.

On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option.

1. Experiencing positive emotions in a 3-to-1 ratio with negative ones increases:

- a. our ability to withstand adversities
- b. mental decline
- c. heart diseases
- d. depression

2. Our happiness influences:

- a. only ourselves
- b. only others
- c. the people we know.
- d. no one.

3. Which of the following is NOT true when we engage our brain in positive act.

- a. motivated
- b. creative
- c. resilient
- d. unproductive

ANSWERS: 1. (a) 2. (c) 3. (d)

CHAPTER I
Poem: The Squirrel
Topic: Reading of the poem aloud

Learning Objective:

- Read and recite the poem with correct pronunciation and intonation.
- Use the internet, library and other resources to research on different types of squirrels, their habitat and food discuss in groups details of information gathered from research.

Learning Outcome:

- Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation.

Recite the text of the poem and answer the questions.

“He wore a question mark for tail,
An overcoat of gray,
He sat up straight to eat a nut.
He liked to tease and play,
And if we ran around his tree,
He went the other way.”

-MILDRED BOWERS ARMSTRONG

QUESTIONS:

- 1. A squirrel likes to**
 - a. play with nuts
 - b. play with human-beings
 - c. play around with trees
 - d. play at all times
- 2. Which body part of a squirrel never stops growing?**
 - a. leg
 - b. tail
 - c. tooth
 - d. ear
- 3. Squirrels are**
 - a. Acrobatic and intelligent
 - b. fearful
 - c. cheerful
 - d. lazy

ANSWERS: 1. (b) 2. (c) 3. (a)

Topic: Physical appearance and behaviour of the squirrel

Learning Objective:

- Develop vocabulary. use new words encountered in the poem appropriately. construct sentences employing new words.

Learning Outcome:

- Refers dictionary, thesaurus and encyclopaedia in order to find meanings /spelling of words while reading and writing and to demonstrate research skills.

QUESTIONS:

1. Which of the following means 'to irritate'.

- Overcoat
- Straight
- Tease
- Grey

2. 'Interrogating' means the same as:

- Question Mark
- Exclamation
- Questions
- Commas

3. Find the correct usage of the word 'Grey'.

- He saw a grey cat.
- He had hair grey.
- The grill grey fell off.
- The cloud Grey is and so is the rain.

ANSWERS: 1. (c) 2. (a) 3. (a)

Learning Objective:

- Explain, process details of physical and behavioural characteristics of the squirrel.
- Recall, paraphrase, analyse, interpret, and evaluate information from the text and answer questions based on it.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.

QUESTIONS:

MENDING WALL

Something there is that doesn't love a wall, that sends the frozen-ground-swell under it, and spills the upper boulders in the sun; and makes gaps even two can pass abreast.

(5) The work of hunters is another thing: I have come after them and made repair Where they have left not one stone on a stone, But they would have the rabbit out of hiding, to please the yelping dogs. The gaps I mean,

(10) No one has seen them made or heard them made, But at spring mending-time we find them there. 14 I let my neighbour know beyond the hill; And on a day we meet to walk the line And set the wall between us once again.

(15) We keep the wall between us as we go. To each the boulders that have fallen to each. And some are loaves and some so nearly balls We have to use a spell to make them balance: 'Stay where you are until our backs are turned!'

(20) We wear our fingers rough with handling them. Oh, just another kind of outdoor game, One on a side. It comes to little more: There where it is we do not need the wall: He is all pine and I am apple orchard.

(25) My apple trees will never get across and eat the cones under his pines, I tell him. He only says, 'Good fences make good neighbours.' Spring is the mischief in me, and I wonder If I could put a notion in his head:

(30) 'Why do they make good neighbours? Isn't it Where there are cows? But here there are no cows. Before I built a wall I'd ask to know What I was walling in or walling out, and to whom I was like to give offense.

(35) Something there is that doesn't love a wall, that wants it down.' I could say 'Elves' to him, but it's not elves exactly, and I'd rather He said it for himself. I see him there Bringing a stone grasped firmly by the top

(40) In each hand, like an old-stone savage armed. He moves in darkness as it seems to me, not of woods only and the shade of trees. He will not go behind his father's saying, and he likes having thought of it so well He says again,

'Good fences make good neighbours.' -

Robert Frost

1. The meaning of the expression ‘we meet to walk the line’ (line 13) is best illustrated by:

- a. the poet and his neighbour draw the boundary line
- b. the poet and his neighbour inspect the damage to the wall
- c. the poet and his neighbour repair the wall
- d. the poet and his neighbour get ready for a game

2. ‘He moves in darkness...’ (line 1). Here ‘darkness’ symbolizes:

- a. ignorance and narrow-mindedness
- b. stupidity and foolishness
- c. lack of proper light
- d. shade of the wall

3. The word ‘abreast’ (line 4) as used in the poem means:

- a. facing each other
- b. side by side
- c. backs turned to each other
- d. close by

ANSWERS: 1. (d)

2. (b)

3. (b)

Learning Objective:

- Frame appropriate sentences using verbs and adjectives given in the text.
- Compose a small song or poem on any animal of their choice.

Learning Outcome:

- Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.

QUESTIONS:**1. Choose the right form of the verb.**

I Watching TV when Paul and Tina arrived.

- a. Were
- b. Was
- c. Is
- d. Am

2. Fill in the right form of the adjective.

The brides were much than the grooms.

- a. Young
- b. Younger
- c. Youngest
- d. None

3. Pick out the right form.

She looks after the child.

- a. The child is looked after by her.
- b. The child were looked after by her.
- c. The child are looked after by her.
- d. None of these

4. Find the missing dialogue.

Ceka: Hello

Dian: Oh Hello.

Ceka: How do you do?

Dian: How do you do

Ceka: What is your name?

Dian: My name is Dian

Ceka: Okay Nice to meet you.

Dian:

Ceka: Good bye.

- a. Good bye
- b. Okay where we can meet?
- c. I love you
- d. Nice to meet you too

ANSWERS: 1. (b) 2. (b) 3. (a) 4. (a)

Topic: Literary Devices

Learning Objective:

- Identify and use poetic devices in the poem such as alliteration, metaphor.

Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

QUESTIONS:

1. The poetic device used in ‘the tail was like a question mark’ is:

- a. metaphor
- b. personification
- c. simile
- d. rhyme

2. Which among the following is not an example of Alliteration:

- a. Dunkin' Donuts.
- b. Happy Ending
- c. Coca-Cola.
- d. PayPal.
- e.

3. What is the meaning of this personification?

This camera loves me.

- a. Photography is one of my hobbies.
- b. I own an expensive camera.
- c. My photographs are always really good.
- d. I like to visit art museums.

ANSWERS: 1. (c) 2. (b) 3. (c)

CHAPTER II

Story: A Gift of Chappals

Topic: A pet cat

Learning Objective:

- Use the internet, library and other resources to research on the role of cats in Indian history, their representation in Egyptian history.

Learning Outcome:

- Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.

QUESTIONS:

- 1. Egyptians believed cats were magical creatures and**
 - a. Treasured pets
 - b. Mummies
 - c. Domestic Animals
 - d. None
- 2. Cats conserve energy by sleeping for an average of hours a day.**
 - a. 10- 11 hours a day
 - b. 11-12 hours a day
 - c. 12-13 hours a day
 - d. 13-14 hours a day
- 3. In which epic does a cat feature:**
 - a. The Ramayana
 - b. The Mahabharata
 - c. The Gita
 - d. None

ANSWERS: 1. (a) 2. (c) 3. (d)

Learning Objective:

- Use the 'if clause' appropriately. write sentences with 'if' clauses.
- locate main ideas of the text, for e.g. - the value of pets, reaction to various unfamiliar situations and acts of charity.

Learning Outcome:

- Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.

QUESTIONS:**Choose the correct conditional:**

1. If we had read the book, we the film.

- a. have understood
- b. would have understood
- c. understood
- d. None

2. If you didn't go to work tomorrow, to shops?

- a. Would you go
- b. Will you go
- c. Both
- d. None

3. Find the word or phrase that best completes each sentence.

You will be fined if you _____ your car there.

- a. Would have parked
- b. Are parking
- c. Will park
- d. park

ANSWERS: 1. (b) 2. (b) 3. (d)

Topic: The music teacher

Learning Objective:

- Assess qualities of characters and their motivations, and write character-sketches.

Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.

QUESTIONS:

1. Find the correct sequence of sentence:

P. I have not come to complain he said

Q. even if it means some humiliation

R. but the boy must learn to be honest

S. and admit he broke it.

- a. PQRS
- b. QRPS
- c. QPRS
- d. PRQS

2. Arrange the words given below in a meaningful sentence:

1. Poverty
2. Population
3. Death
4. Unemployment
5. Disease

- a. 2,3,4,5,1
- b. 3,4,2,5,1
- c. 2,4,1,5,3
- d. 1,2,3,4,5

3. Jill makes a smoothie for breakfast every morning. First, she puts some milk in the blender. Next, she adds a banana and some frozen berries. Then she turns on the blender until it is smooth. After that, she pours it into a big cup. After she drinks her smoothie, she puts her cup in the dishwasher.

What does Jill do when she is done blending her smoothie?

- b. She pours it into a big cup
- c. She adds a banana.
- d. She adds frozen berries.
- e. She makes a smoothie for breakfast.

ANSWERS: 1. (a)

2. (c)

3. (a)

Topic: The Charity Incident

Learning Objective:

- Analyse situations and evaluate responses to them. recognize the importance of empathy, and apply it in situation-based scenarios (given from the text/ extrapolatory/ group discussion).
- Formulate an opinion and debate on ‘how much generosity is good enough?’

Learning Outcome:

- Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.

QUESTIONS:

Read the following poem carefully and answer the questions that follow:

O Captain! my Captain! our fearful trip is done;
The ship has weathered every rack,
the prize we sought is won; The port is near,
the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.
But O heart! heart! heart! O the bleeding drops of red!
Where on the deck my captain lies, Fallen cold and dead.
O Captain! my Captain!
rise up and hear the bells; Rise up!
for you the flag is flung, for you the bugle trills:
For you bouquets and ribboned wreaths,
for you the shores a-crowding; O Captain!
dear father! This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.
My Captain does not answer, his lips are pale and still:
My father does not feel my arm, he has no pulse nor will.
The ship is anchored safe and sound, its voyage closed and done:
From fearful trip the victor ship comes in with object won!
Exult, O shores! and ring, O bells! But I, with silent tread,
Walk the spot my captain lies Fallen cold and dead.

- Walt Whitman

1. The Vessel refers to....

- a. Large ship used in the war
- b. the USA and its people.
- c. a large pot that belongs to captain
- d. the warship captured by Caribbean Pirates

2. The bells, bugle and bouquets are there to.....

- a. honour the victorious ship
- b. honour the champion player
- c. honour the country's flag
- d. honour the leader of the country

3. 'My Captain' does not respond because he is.....

- a. too tired
- b. very excited and jubilant
- c. bleeding profusely
- d. dead and no more.

4. Find the word in the poem that mean same as 'a long water journey'.

- a. trip
- b. exulting
- c. anchored
- d. voyage

ANSWERS: 1. (a) 2. (b) 3. (d) 4. (d)

CHAPTER II

Poem: The Rebel

Topic: Thinking out of the box, Comprehension.

Learning Objective:

- Apply creative and critical thought towards problem solving. recognize multiple perspectives evidenced in the text. Analyse and respond to open-ended questions from the text.
- Recall, summarize, paraphrase, assess and infer answers to questions from the text orally and in written form.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.

QUESTIONS:

1. Fasting is said to bring a host of benefits provided if done under medical supervision. Doctors explain how to go about it. Food is to the body what fuel is to a motor vehicle. It provides energy, helps repair and rejuvenation and confers many other benefits. A lot of research has been done and is being done on fasting. When one fasts, the digestive organs get rest and all body mechanisms are cleansed. While fasting, the natural process of toxin excretion continues while influx of new toxins is reduced. The energy usually used for digestion is redirected to immune function and cell growth. Fasting helps you heal with greater speed, cleanses your liver, kidneys and colon, purifies your blood, helps you lose excess weight and water, flushes out toxins, clears the eyes and tongue and cleanses the breath.

2. Another research says fasting, even occasionally, helps in de-toxification. Through fasting we restrict digestive activity and so energy is utilised to cleanse different systems. Fasting improves metabolism, sharpens the senses, calms the mind, helps lose weight, immunity, improves concentration and mental clarity. Fasting, if understood and done under supervision, has tremendous benefits and impacts one at various planes; mental, emotional, physical and spiritual. Specifically it serves as an aid to effective detoxification, helps in repair and rejuvenation, offers rest to the gastro-intestinal system and promotes mobilisation of excess fat.

3. The crucial point to note is the difference between fasting and starvation. Research suggests there are major health benefits to calorie restriction. Among other things it slows down the aging process. According to the US National Academy of Sciences, other benefits include stress resistance, increased insulin

sensitivity and increased lifespan. Glucose is the body's primary fuel source and is essential for the brain's functioning. When denied glucose for more than 4 - 8 hours, the body converts glycogen stored in the liver into a usable form of fuel and supplements it with small amounts of protein. This will last for upto 12 hours before the body turns to glycogen stored in muscles. If glucose is still denied at this point, the body continues to use fat for as long as it is available. If the fast is not broken, starvation occurs, as the body begins to use protein for fuel. Death can occur if fasting is pursued to the point of complete starvation.

1. Fasting does not help in:

- a. Detoxification
- b. Rejuvenation
- c. Promotes mobilisation
- d. Exercise

2. Find the antonym of 'rejuvenate':

- a. renovate
- b. revitalize
- c. destroy
- d. spruce

3. is body's primary fuel source.

- a. food
- b. nature
- c. exercise
- d. None

ANSWERS: 1. (d) 2. (c) 3. (a)

Topic: Different reactions of the rebel

Learning Objective:

- Locate the central message of the text, i.e. it is possible to have different opinions on the same situation.
- Discuss and relate multiple perspectives and reactions from their personal experiences.

Learning Outcome:

- Raises and responds to questions based on texts (from books or other resources) in order to demonstrate curiosity and inquisitiveness skills.

QUESTIONS:

- 1. The rebel is a person who does exactly**
 - a. what others do
 - b. what others like
 - c. the opposite of what others do
 - d. what he likes
- 2. The opposite of rebel is:**
 - a. insurgent
 - b. revolter
 - c. supporter
 - d. traitor
- 3. At what age does a child become a rebel.**
 - a. Infant
 - b. Child
 - c. Adolescent
 - d. Old age

ANSWERS: 1. (c) 2. (c) 3. (c)

Topic: Literary Devices

Learning Objective:

- Identify and use poetic devices given in the poem such as alliteration.

Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

QUESTIONS:

1. Identify the genre that uses alliteration.

- a. Science Fiction
- b. Historical Fiction
- c. Poetry
- d. None

2. Choose the best ending for the metaphor below:

Jon is so fast! Jon is a _____.

- a. rocket
- b. car
- c. lion
- d. None

3. "The sun was like a large ball of butter" is an example of what literary technique?

- a. Personification
- b. Simile
- c. Oxymoron
- d. Paradox

ANSWERS: 1. (c) 2. (a) 3. (b)

CHAPTER III

Story: Gopal and the Hilsa Fish

Topic: Hilsa fish season, Challenge by the king to Gopal.

Learning Objective:

- Recognize the genre of folk tales and graphic text (comic strip). use the text, library, internet to gather information about the importance of hilsa fish in eastern culture.
- Create a story based on pictures provided in the text
- Apply creative thought towards problem solving.

Learning Outcome:

- Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. in order to demonstrate extensive reading skills.
- Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.

QUESTIONS:

1. Which is the anadromous fish?

- a. Hilsa
- b. Catfish
- c. Magur
- d. Pangasius

2. A scale less fish is

- a. Scoliodon
- b. Catla
- c. Hilsa
- d. Singhi

3. Find the correct sequence of sentences:

P: to protect vegetables from cold

Q: in view of the prevailing weather conditions

R: farmers to smoke their fields during the night

S: agricultural experts have advised

- a. PRQS
- b. QSRP
- c. RPSQ
- d. SPQR

ANSWERS:

1. (a)

2. (d)

3. (b)

Topic: Winning of the Challenge by Gopal

Learning Objective:

- Identify and assess the central ideas/ message of the text, for e.g. - to stand up for yourself or other people, and remain calm even in the face of considerable provocation.
- Role play or dramatize selected events of the chapters.

Learning Outcome:

- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.

QUESTIONS:

In a very short period of time the internet has had a profound impact on the way we live. Since the Internet was made operational in 1983, it has lowered both the costs of communication and the barriers to creative expression. It has challenged old business models and enabled new ones. It has provided access to information on a scale never before achievable.

2. It succeeded because we designed it to be flexible and open. These two features have allowed it to accommodate innovation without massive changes to its infrastructure. An open, border less and standardized platform means that barriers to entry are low competition is high, interoperability is assured and innovation is rapid.

3. The beauty of an open platform is that there are no gatekeepers. For centuries, access to and creation of information was controlled by the few. The internet has changed that and is rapidly becoming the platform for everyone, by everyone.

4. Of course, it still has a way to go. Today there are only about 2.3 billion internet users, representing roughly 30% of the world's population. Much of the information that they can access online is in English, but this is changing rapidly.

5. The technological progress of the internet has also set social change in motion. As with other enabling inventions before it, from the telegraph to television, some will worry about the effects of broader access to information -- the printing press and the rise in literacy that it effected were, after all, long seen as destabilizing. Similar concerns about the internet are occasionally raised, but if we take a long view, I'm confident that its benefits far outweigh the discomforts of learning to integrate it into our lives. The internet and the World

Wide We bare what they are because literally 20 millions of people have made it so. It is a grand collaboration.

6. It would be foolish not to acknowledge that the openness of the internet has had a price. Security is an increasingly important issue and cannot be ignored. If there is an area of vital research and development for the internet, this is one of them. I am increasingly confident, however, that techniques and practices exist to make the internet safer and more secure while retaining its essentially open quality.

7. After working on the internet and its predecessors for over four decades, I'm more optimistic about its promise than I have ever been. We are all free to innovate on the net every day. The internet is a tool of the people, built by the people for the people and it must stay that way.

QUESTIONS:

1. Find the antonym of 'research':

- a. Investigation
- b. Exploration
- c. Probing
- d. Ignorance

2. Internet affects are life in which way:

- a. By increasing the cost of communication.
- b. By challenging new business models.
- c. By assuring interoperability.
- d. None

3. Find the word which means the same as 'optimistic':

- a. a gloomy
- b. b ominous
- c. c pessimistic
- d. d hopeful

ANSWERS: 1. (d) 2. (c) 3. (d)

Topic: Winning of the Challenge by Gopal

Learning Objective:

- Identify and assess the central ideas/ message of the text, for e.g. - to stand up for yourself or other people, and remain calm even in the face of considerable provocation.
- Role play or dramatize selected events of the chapters.

Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
- Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.

QUESTIONS:

- 1. The fishmongers were shouting that:**
 - a. Come, buy, the price of Hilsa fish is down today.
 - b. Come, come to my shop the fish are so fresh today.
 - c. Come to my shop, my shop is the only place where you can get fresh hilsa fish.
 - d. None
- 2. “Your majesty, you should have seen the huge hilsa caught,” who caught that;**
 - a. The householders
 - b. The fishmongers
 - c. The courtier
 - d. None
- 3. Who lost his temper suddenly?**
 - a. The courtier
 - b. The emperor
 - c. The fishermen
 - d. None

ANSWERS: 1. (a) 2. (c) 3. (b)

CHAPTER III

Poem: The Shed

Topic: Comprehension

Learning Objective:

- Recognize the main ideas and mood of the poem, that is, the fears and insecurities of a small child in the in the poem.
- Develop vocabulary by searching for the words/phrases related to location and the dilapidated condition of the shed; and identifying new words used in the poem.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.
- Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.
- Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.

QUESTIONS:

SHED

There's a shed at the bottom of our garden
With a spider's web hanging across the door,
The hinges are rusty and creak in the wind.
When I'm in bed I lie and I listen,
I'll open that door one day.

There's a dusty old window around at the side
With three cracked panes of glass,
I often think there's someone staring at me
Each time that I pass,
I'll peep through that window one day.
My brother says there's a ghost in the shed
Who hides under the rotten floorboards,
And if I ever dare to set foot inside
He'll jump out and chop off my head,
But I'll take a peek one day.

I know that there isn't really a ghost,

My brother tells lies to keep the shed for his den;
There isn't anyone staring or making strange noises
And the spider has been gone from his web
since I don't know when,
I'll go into that shed one day soon,
But not just yet...

FRANK FLYNN

1. The poem "The Shed" is a:

- a. sonnet
- b. ode
- c. narrative
- d. lyric

2. What feeling of the poet is exhibited in his peeping through the window?

- a. the poet is emotional
- b. the poet is careless
- c. the poet has a lot of time
- d. the poet is curious

3. The shed is located at

- a. the end of the garden
- b. the lower point
- c. the tip point
- d. the point of the garden

4. 'Dare to set foot Inside' means

- a. go inside
- b. to open the window
- c. put one foot forward
- d. daring act

ANSWERS: 1. (c) 2. (d) 3. (d) 4. (a)

Topic: Literary Devices

Learning Objective:

- Identify and use poetic devices in the poem. e.g.: alliteration, repetition.

Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

QUESTIONS:

1. Identify the literary device used in the given line:

“When I’m in bed I lie and I listen,”

1. Alliteration
2. Personification
3. Metaphor
4. None

2. Identify the literary device used in the given line:

“there’s someone staring at me”

1. Personification
2. Alliteration
3. Metaphor
4. None

3. The ability to imagine things while reading a poem is called

1. Imagery
2. Personification
3. Similie
4. None

ANSWERS: 1. (a) 2. (b) 3. (a)

CHAPTER IV

Story: The Ashes That Made Trees Bloom

Topic: Introduction to the two old couples.

Learning Objective:

- Recognize elements of a Japanese folk tale. Compare with Indian folk tale studied earlier. Assess important ideas from the text for e.g. - the importance of good values in Asian culture.
- Recognize and locate character and plot development, and sequence of events.
- Assess, analyse, infer answers to questions based on the text.

Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.

QUESTIONS:

Read the text and answer the questions:

In the good old days of the daimios, there lived an old couple whose only pet was a little dog. Having no children, they loved it as though it were a baby. The old dame made it a cushion of blue crape, and at mealtime Muko—for that was its name—would sit on it as snug as any cat. The kind people fed the pet with tidbits of fish from their own chopsticks, and all the boiled rice it wanted. Thus treated, the dumb creature loved its protectors like a being with a soul.

The old man, being a rice farmer, went daily with hoe or spade into the fields, working hard from morning until O Tento Sama (as the sun is called) had gone down behind the hills. Every day the dog followed him to work, never once harming the white heron that walked in the footsteps of the old man to pick up the worms. For the old fellow was patient and kind to everything that had life, and often turned up a sod on purpose to give food to the birds.

1. The old farmer is a kind person. What evidence of his kindness do you find in the first two paragraphs.

- a. Treated the dog like his own child.
- b. Provided food to the birds.
- c. Both (a) and (b)
- d. None

2. The moral of the story is that one should not be

- a. short-tempered
- b. selfish
- c. Jealous
- d. kind

3. The suitable theme of the story is:

- a. be kind to everybody
- b. don't be jealous
- c. good deeds are rewarded
- d. none of these

ANSWERS: 1. (c) 2. (c) 3. (c)

Topic: The dog indirectly helps the good couple three times but does exactly opposite to the bad couple.

Learning Objective:

- Use question words in the text, form antonyms by adding prefixes and employ the correct article. Compose dialogues pertaining to the text.
- Apply critical and creative thought to problem solving in textual and extrapolator situations.

Learning Outcome:

- Writes dialogues from a story and story from dialogues, poems, skits, comic Strips, brochures, etc. in order to demonstrate creativity skills.
- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.

QUESTIONS:

Read the Extract:

1. *The good souls bought a piece of land, made a feast for their friends, and gave plentifully to their poor neighbours.*

The good souls turned rich

- suddenly
- in an hour
- within a short time
- overnight

2. Fill in the correct article.

Tina was looking for job. After many interviews she got job she was looking for.

- a, a
- a, an
- a, the
- None

3. *Take the ashes of the mill, sprinkle them on the withered trees and they will bloom again,*” said the dog-spirit.

The miracle of ashes was tried on

- the mill
- the withered trees
- the blossoms
- the mortar

4. How did the dog convince the old man for digging the earth.

- Putting his paws against legs
- Motioning with head
- Began scratching
- All of the above

ANSWERS: 1. (b) 2. (c) 3. (b) 4. (d)

Topic: The tragic end of the bad couple and the universal message to the readers

Learning Objective:

- Role play and dramatize selected events of the chapter.
- Write a diary entry as one of the characters of the story.

Learning Outcome:

- Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.
- Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. In order to demonstrate knowledge about the features of the various types of writing.

QUESTIONS:

When the daimio himself was almost directly under him, he threw a handful of ashes over the tree, which did not change a particle. The wind blew the fine dust in the noses and eyes of the daimio and his wife. Such sneezing and choking! It spoiled all the pomp and dignity of the procession. The man whose business it was to cry, "Get down on your knees," seized the old fool by the collar, dragged him from the tree, and tumbled him and his ash-basket into the ditch by the road. Then, beating him soundly, he left him for dead.

Thus, the wicked old man died in the mud, but the kind friend of the dog dwelt in peace and plenty, and both he and his wife lived to a green old age.

1. The action of the wicked neighbour also spoiled

- a. the pomp and dignity of the procession
- b. the discipline of the crowd
- c. the mood of the body guard
- d. the leaders' uniform

2. The result of the wind carrying the fine dust in the nose and eyes was:

- a. the tree blossomed
- b. the tree did blossom partially
- c. that sneezing and choking made daimio and his wife uncomfortable
- d. good

3. What did the good old man dream again?

- a. Take the ashes
- b. Sprinkle it on withered tree
- c. The tree will bloom again
- d. All of these

4. What did the old couple do with gold?

- a. Bought a piece of land
- b. Made a feast for their friends
- c. Gave in plenty to their neighbours.
- d. All of the above.

ANSWERS: 1. (a) 2. (c) 3. (d) 4. (d)

CHAPTER IV

Poem: Chivvy

Topic: Comprehension

Learning Objective:

- Locate the main ideas, events and their sequencing in the text. Draw out messages such as the importance of good manners and etiquette at home and public places. recall, analyse, assess, infer answers based on questions from the text.
- List down and present instructions by the children for the elders to follow (group work).

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.
- Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.

QUESTIONS: Answer the questions on the basis of your understanding of the text given below.

CHIVVY

Grown-ups say things like:
Speak up
Don't talk with your mouth full
Don't stare Don't point
Don't pick your nose
Sit up
Say please
Less noise
Shut the door behind you
Don't drag your feet
Haven't you got a hankie?
Take your hands out of your pockets
Pull your socks up
Stand up straight
Say thank you
Don't interrupt
No one thinks you're funny
Take your elbows off the table
Can't you make your own
mind up about anything? **MICHAEL ROSEN**

- 1. The children always remain:**
 - a. the father of man
 - c. teachers in the making
 - d. innocent and obedient
 - d. both (b) and (d)

- 2. The Instructions given by grownups seem to:**
 - a. destroy their personality
 - b. offend the elders
 - c. offend most of the children
 - d. fall over deaf ears

- 3. The lesson of the poem is that the grownups must:**
 - a. leave the child alone
 - b. keep on behaving the way they do
 - c. Improve their behaviour
 - d. child to school

ANSWERS: 1. (d) 2. (c) 3. (c)

Topic: Comprehension / Literary Devices

Learning Objective:

- Identify and use poetic devices in the poem. e.g.: alliteration.

Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

QUESTIONS:

1. What is the meaning of Chivvy?

- a. Constantly telling.
- b. Rebuking
- c. Both
- d. None

2. Identify the figure of speech in the given line:

“Haven’t you got a hankie?”

- a. Metaphor
- b. Similie
- c. Alliteration
- d. None

3. When there is no liberty, the child cannot

- a. do his very best
- b. make his own decision
- c. satisfy his desire of excelling
- d. work to the maximum

ANSWERS: 1(a) 2. (c) 3. (b)

CHAPTER V

Story: Quality

Topic: The Boot Shop, The Artist's End

Learning Objective:

- Locate the main ideas, plot and character development in the text such as the importance of 'quality' in the world of competition and consumerism in reference to the main character of the story.
- Perform a role play on what has led to his downfall in spite of his abilities as a good bootmaker.

Learning Outcome:

- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.

QUESTIONS:

1. The two Gessler brothers believed:

- a. in producing the quantity of boots
- b. in producing the quality boots
- c. to employ servants
- d. to be prompt in business

2. The main distinction of the shop of Mr. Gessler was:

- a. its modern look
- b. its quietness
- c. the red colour
- d. its neatness

3. *It was not possible to go to him very often-his boots lasted terribly, having something beyond the temporary, some essence of boot stitched into them.*

The infrequent visits by author were due to

- a. Gessler's shoes lasted long
- b. the author did not get time
- c. the father kept busy
- d. Gessler's shoes were of bad quality

ANSWERS: 1. (b)

2. (b)

3. (a)

Topic: The Boot Shop, Gessler Brothers

Learning Objective:

- Describe various nouns using different adjectives. Develop their vocabulary through exercises given in the text.
- Use verb forms and phrasal verbs appropriately, and apply them to the given exercises.

Learning Outcome:

- Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. In order to demonstrate comprehension and knowledge of their usage through a variety of situations.

QUESTIONS:

1. **'Essence' here means**
 - a. distinctive feature
 - b. substance
 - c. concentrate
 - d. important
2. **Pick the correct meaning of the phrase 'look into'**
 - a. Admire
 - b. Improve
 - c. Investigate
 - d. None
3. **Pick the correct meaning of the phrase 'look down on'**
 - a. Regard as superior
 - b. Regard as inferior
 - c. Both a & b
 - d. None

ANSWERS: 1. (b) 2. (c) 3. (b)

Topic: Gessler Brothers

Learning Objective:

- Debate on quality versus artificiality. Is the art of the artist replaced by machine?

Learning Outcome:

- Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.
- Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/biographical experiences etc. In order to demonstrate knowledge of the features of the various types of writing.

QUESTIONS:

1. Mr. Gessler died of:

- a. cholera
- b. slow starvation
- c. rabies
- d. a shock

2. *He lost everybody. And there he'd sit, going on and on. I will say that for him not a man in London made a better boot.*

These lines are spoken by:

- a. a young English man
- b. the younger brother
- c. the elder brother
- d. the company manager

3. When the speaker asked Mr. Gessler 'isn't it awfully hard to do', Mr. Gessler? He

- a. Did not reply anything.
- b. Answers with a smile that this is an art.
- c. Strangely looked at speaker, and reply just a word "No".
- d. None

ANSWERS: 1. (b)

2. (a)

3. (b)

CHAPTER V

Poem: Trees

Topic: Comprehension

Learning Objective:

- Locate the main ideas and events of the text. Assess its message of the importance and uses of trees.
- Prepare their own mind-maps to recall the uses of trees.
- Use phrasal verbs appropriately in their own sentences.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.
- Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. In order to demonstrate comprehension and knowledge of their usage through a variety of situations.

QUESTIONS:

TREES

I think that I shall never see
A poem lovely as a tree.
A tree whose hungry mouth is prest
Against the sweet earth's flowing breast;
A tree that looks at God all day,
And lifts her leafy arms to pray;
A tree that may in summer wear
A nest of robins in her hair;
Upon whose bosom snow has lain;
Who intimately lives with rain.
Poems are made by fools like me,
But only God can make a tree.

On the basis of your understanding of the poem answer the following questions.

1. What do trees give us?

- a. Fruits
- b. Timber
- c. Shade
- d. All of the above.

2. What is the meaning of the word 'çhop' in the given lines.

- a. Plant
- b. Save
- c. Water
- d. Cut

3. Which game is played behind the tree?

- a. Hockey
- b. Cricket
- c. Hide and Seek
- d. Football

4. What are the boughs compared to?

- a. A newly discharged patient
- b. A newly admitted patient
- c. A chronically sick patient
- d. All of the above

ANSWERS: 1. (d) 2. (d) 3. (c) 4. (a)

Topic: Comprehension

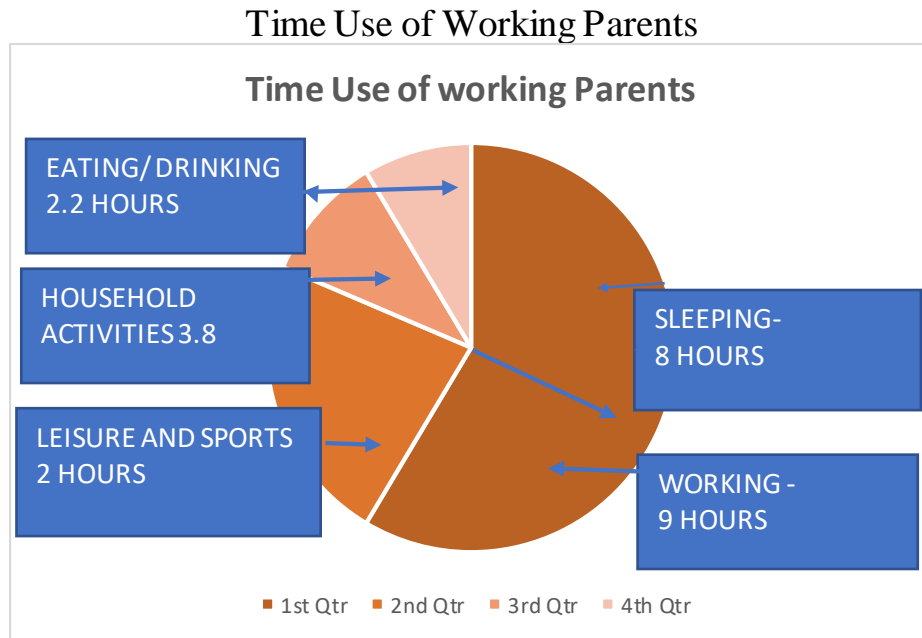
Learning Objective:

- Prepare their own mind-maps to recall the uses of trees.

Learning Outcome:

- Reads tables, charts, diagrams and maps, and incorporates the information in writing in order to interpret them.

QUESTIONS:



- 1. What is the chart about?**
 - a. employed people with children
 - b. employed people without children
 - c. unemployed people with children
 - d. none of the above
- 2. Which activity do these people spend the most time doing?**
 - a. eating and drinking
 - b. leisure and sports
 - c. working
 - d. none of the above
- 3. Which activity do these people spend the least time doing?**
 - a. caring for family members
 - b. eating and drinking
 - c. leisure and sports
 - d. none of the above

ANSWERS: 1. (a) 2. (c) 3. (c)

Topic: Literary Devices

Learning Objective:

- Identify and use poetic devices in the poem such as alliteration, anaphora etc.

Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

QUESTIONS:

1. Identify the literary device used in the beginning lines of the poem.

“I think that I shall never see

A poem lovely as a tree.”

- Enjambment
- Consonance
- Imagery
- Metaphor

2. Identify the literary device used in the given lines from the poem.

A tree that may in summer wear

A nest of robins in her hair;

- Metaphor
- Personification
- Alliteration
- None

3. Identify the literary device used in the given lines from the poem.

“A poem lovely as a tree”.

- Consonance
- Similie
- Personification
- None

ANSWERS: 1. (a)

2. (b)

3. (b)

CHAPTER VI

STORY: Expert Detectives

Topic: A suspicious character rouses the curiosity of children.

Learning Objective:

- Recognize the genre and elements of an Indian mystery story.
- Speaking skills- role play and dramatize selected events of the chapter.
- Develop vocabulary, apply various meanings to the same word, and recognize subtle differences between similar words.

Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.

QUESTIONS:

Don't care," said Nishad Stubbornly. "I" like him and I'm going to By and be his friend."

1. The above statement shows Seven to be:

- a. friendly
- b. stubborn
- c. fearless
- d. aggressive

2. Nishad expressed his desire:

- a. to listen to mother's advice
- b. to consult Mr. Mehta
- c. to be friends with Mr. Nath
- d. to be friends with Ramesh

3. After many warnings. Nishad still thinks Mr. Nath to be good. He is therefore:

- a. a good friend
- b. an optimist
- c. a silent admirer
- d. a pessimist

ANSWERS: 1. (b)

2. (c)

3. (c)

Topic: Two siblings debating about the suspicious character.

Learning Objective:

- Apply critical and creative thought to problem solving, and generate new solutions. Recognize and assess character dilemmas and plot twists and how they are resolved.

Learning Outcome:

- Thinks critically about, characters, events, ideas, and themes and relates them to life in order to compare and contrast them.

QUESTIONS:

- 1. Nishad is called ‘Seven’ because:**
 - a. Number 7 is lucky for him.
 - b. He was born on 7th March.
 - c. His name means the seventh note on the musical scale.
 - d. None
- 2. After seeing the scars on Mr. Nath’s face Maya thought:**
 - a. Definitely got them during a shootout with the police.
 - b. He got them by an accident.
 - c. These scars are of some injuries.
 - d. None
- 3. What did Maya refer to describe the look of a crook?**
 - a. The picture of a criminal of a jail.
 - b. The picture of the Hyderabad housebreaker in the newspaper.
 - c. The picture of a thief in a newspaper.
 - d. None

ANSWERS: 1. (c) 2. (a) 3. (b)

Topic: Final judgement regarding the suspicious character left to readers.

Learning Objective:

- Assess, analyse and evaluate key arguments and plot developments to drive home a point.
- Debate on a topic related to the text.

Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.
- Takes notes while teacher teaches /from books / from online materials.

QUESTIONS:

1. Maya wrote on a paper in block letters:

- a. Catching a crook
- b. Catching a thief
- c. Maya and Nishad the detectives
- d. None

2. Maya thought in his trunk Mr. Nath hide lots of:

- a. Expensive things
- b. Silver, Gold and jewels
- c. Costly clothes
- d. None

3. When Mr. Nath had opened his door, Nishad gave him:

- a. A letter
- b. A bar of chocolate
- c. A gift
- d. All

ANSWERS: 1. (a)

2. (b)

3. (b)

CHAPTER VI
POEM: Mystery of the Talking Fan
Topic: Comprehension

Learning Objective:

- Recognize and apply rhyming words and rhyme scheme of the poem.
- Writing skills- create dialogues between the mechanic and the fan.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.
- Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, TED talks, etc.) to browse for information in order to prepare for projects/slides/discussions/etc.

QUESTIONS:

Read the poem:

Once there was a talking fan —
Electrical his chatter.
I couldn't quite hear what he said
And I hope it doesn't matter
Because one day somebody oiled
His little whirling motor
And all the mystery was spoiled —
He ran as still as water. -**MAUDE RUBIN**

- 1. The phrase 'talking fan' is a:**
 - a. verbal phrase
 - b. phrase
 - c. verb
 - d. participle
- 2. The fan spoke in**
 - a. a non-mysterious way
 - b. an electric language
 - c. whispers
 - d. a hasty manner
- 3. The 'mystery' was spoiled when somebody**
 - a. shook it hard
 - b. poured water on It
 - c. oiled the motor of the fan
 - d. cleaned the fan

ANSWERS: 1. (a) 2. (b) 3. (c)

Topic: Literary Devices

Learning Objective:

- Identify and use poetic devices in the poem such as personification, simile, metaphor, onomatopoeia etc.

Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

QUESTIONS:

- 1. Identify the poetic device used in the line, “Once there was a talking fan —”.**
 - a. Personification
 - b. Simile
 - c. Metaphor
 - d. None
- 2. Identify the poetic device used in the line, “I couldn’t quite hear what he said”**
 - a. Personification
 - b. Onomatopoeia
 - c. Metaphor
 - d. All
- 3. Who is being personified in the poem?**
 - a. The Poet
 - b. The Fan
 - c. Both a. And b.
 - d. None

ANSWERS: 1. (c) 2. (a) 3. (b)

CHAPTER VII

STORY: The Invention of Vita-Wonk

Topic: Wonka-vite and the need to invent Vitawonk

Learning Objective:

- Recognize genre and elements of a science fiction and fantasy tale.
- Locate main ideas, events and their sequencing as well as assess development of key characters.

Learning Outcome:

- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.

QUESTIONS:

1. Vita-Wonk makes people grow:

- a. paler
- b. older
- c. younger
- d. brighter

2. 87means:

- a. that after 87 years man will
- b. that man will disappear from earth become zero
- c. that mari will disappear
- d. a man will arrive on earth after from earth totally 87 years

3. The oldest living thing in the world is:

- a. Douglas Fir
- b. the Oak
- c. Bristlecone pine
- d. the Cedar

ANSWERS: 1. (b) 2. (d) 3. (c)

Topic: The various ingredients for inventing Vita-wonk

Learning Objective:

- Write dialogues pertaining to the text.
- Apply critical and creative thought to problem solving, within the text and extrapolated scenarios, in terms of plot and character dilemmas, and assess how they are/ can be resolved.

Learning Outcome:

- Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.
- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them

QUESTIONS:

“I tracked down very old and ancient animals and took an important little bit of something from each one of them –”

- 1. Willy Wonka had to take:**
 - a. old and ancient animals
 - b. old trees
 - c. an important little bit of something from them
 - d. only the essence of the Pine
- 2. The track-down’ process became speedier due to:**
 - a. Charlie
 - b. the Inventing Room
 - c. the Great Glass Elevator
 - d. Willy Wonka
- 3. The wonder was possible only:**
 - a. if Charlie helped Willy
 - b. if all the important little bit was mixed
 - c. If all animals were very old
 - d. if it was heated

ANSWERS: 1. (c) 2. (c) 3. (b)

Topic: The effect of Vita-wonk

Learning Objective:

- Recognize and analyse main ideas of a text, such as to stand up for yourself or other people, and remain calm even in the face of considerable provocation.
- Role play and dramatize selected events of the chapter.

Learning Outcome:

- Participates in activities in English like in individual talk viz. introducing oneself and other persons; role play, group discussion, debate, make a speech, reproduce speeches of great speakers, story-telling, etc. in order to demonstrate fluency in language.

QUESTIONS:

“So once again I rolled up my sleeves and set to work”.

- 1. Willy Wonkas next challenge was**
 - a. invention of Wonka-Vite
 - b. Invention of Willy-Vite
 - c. the invention of Vita-Wonk
 - d. the invention of Vita-Vite
- 2. Willy was not happy with**
 - a. Wonka-Vite
 - b. Willy-Vite
 - c. Wonka-Vita
 - d. Vita-Vite
- 3. The invention of Vita-Wonk**
 - a. made people young
 - b. made people old
 - c. made people disappear
 - d. made people live five hundred years

ANSWERS: 1. (c)

2. (a)

3. (b)

Topic: The effect of Vita-wonk

Learning Objective:

- Write a diary entry as one of the characters in the chapter.

Learning Outcome:

- Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.

QUESTIONS:

Read the extract and answer the questions.

Mr. Wonka Said, “so once again I rolled up my sleeves and set to work. Once again I squeezed my brain, searching for the new recipe... I had to create age... to make people old... old, older, oldest... ‘ha-ha!’ I cried, for new ideas were beginning to come. ‘What is the oldest thing in the world? What lives younger than anything else?’”

- 1. Who was Mr. Wonka?**
 - a. A Professor
 - b. A Librarian
 - c. A Scientist
 - d. A Teacher
- 2. What did he want to make?**
 - a. He wanted a recipe to make people younger.
 - b. He wanted a recipe to make people old, older, oldest.
 - c. He wanted to make people fit and fine.
 - d. None of the above.
- 3. What idea came into Wonka’s mind.**
 - a. What is the oldest living thing?
 - b. What is lovelier?
 - c. What thing is the youngest living thing?
 - d. None of the above.

ANSWERS: 1. (c) 2. (b) 3. (a)

CHAPTER VII
POEM: Dad and the Cat and the Tree
Topic: Comprehension

Learning Objective:

- Recognize and analyse mood and tone of the poem. Demonstrate appreciation of the humour by recognition of poetic techniques, style and its ideas.
- Recite the poem with correct pronunciation and intonation.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.
- Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation

QUESTIONS:

Read the poem.

This morning a cat got
Stuck In our tree.
Dad said. “Right. just
Leave It to me.”

Fall? scoffed Dad.
“A climber like me?
Child’s play, this s!
You wait and see.”

He got out the ladder
From the garden shed.
It slipped. He landed
In the flower bed.

We’ll try Plan B. Stand
Out of the way!
Mum said. “Don’t fall
Again. O.K.?”
Dad landed wallop
Back on the deck.
Mum said, “Stop it.
You’ll break your neck!”

Then he climbed up high
On the garden wall.
Guess what?
He didn't fall!

The cat gave a yell
And sprang to the ground.
Pleased as Punch to be
Safe and sound.

So, it's smiling and smirking,
Smug as can be
But poor old Dad's Still
Stuck
Up
The
Tree!

1. The phrase "A climber like me" expresses:

- a. his pride
- b. his self-confidence
- c. his belief
- d. his will power

2. The poem is:

- a. a mockery on Dad
- b. a humorous poem
- c. a failure on the folly of Dad
- d. popular -with the kids

3. Give the synonym for stuck

- a. freed
- b. trapped
- c. slept
- d. struck

4. "landed wallop" means

- a. land on the wall
- b. land on the top
- c. fell heavily
- d. safe landing

ANSWERS: 1. (b) 2. (b) 3. (b) 4. (c)

Topic: Comprehension

Learning Objective:

- Create a poem that has humorous elements in it on the topic of your choice.

Learning Outcome:

- Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.

QUESTIONS:

Read the extract and answer the questions.

So, it's smiling and smirking,
Smug as can be,
But poor old dad's
Still
Stuck
Up
The
Tree!

- 1. For whom has 'it' been used here?**
 - a. Rat
 - b. Monkey
 - c. Cat
 - d. Sparrow
- 2. Why is dad called 'poor'.**
 - a. He fell from the ladder.
 - b. He got stuck on the tree.
 - c. He fell from the garden wall.
 - d. He had no money.
- 3. Give the meaning of 'smirking'.**
 - a. Smiling
 - b. Laughing mockingly
 - c. Squeaking
 - d. None

ANSWERS: 1. (c) 2. (b) 3. (b)

Topic: Literary Devices

Learning Objective:

- Identify and use poetic devices in the poem such as alliteration, repetition etc.

Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives

QUESTIONS:

1. Which figure of speech can you identify in the given phrases of the poem: “smiling and smirking, tree-trunk, pleased as punch”.

- a. Personification
- b. Metaphor
- c. Alliteration
- d. None

2. What other poetic device can you find in the given phrase: “smiling and smirking”.

- a. Anthropomorphism
- b. Assonance
- c. Both a. And b.
- d. None

3. Phrases from the poem that expresses dad’s self-confidence are:

- a. “Right. Just leave it to me.”
- b. “Easy as winking to a climber like me.”
- c. “A climber like me? Child’s play, this is!”
- d. All of the above.

ANSWERS: 1. (c) 2. (a) 3. (d)

CHAPTER VIII

STORY: Fire: Friend and Foe

Topic: How Fire is Caused?; Fire is a good servant but a bad master

Learning Objective:

- Analyse and recognize symbolism. For e.g. - the symbolism of fire (fire is a friend and a dangerous enemy. Fire is a boon if it is kept under control but can be dangerous if we are careless).
- Locate the main ideas of the text. Evaluate the title of the text.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar

QUESTIONS:

1. Man's first experience of fire could be:

- a. lightning
- b. rubbing stones
- c. volcanoes
- d. both (b) and (c)

2. Fire brigade is:

- a. an old concept
- b. a band of fire-fighters
- c. a human chain
- d. both (a) and (b)

3. Fire is our

- a. friend
- b. foe
- c. neither friend nor foe
- d. both a friend and foe

ANSWERS: 1. (d) 2. (b) 3. (d)

Topic: How Fire is Caused? Fire: A friend or Foe

Learning Objective:

- Identify the verbs in the simple present tense from the text 'fire: friend and foe' (avoiding passive verbs).
- Share ideas/views with the class on how fire is our friend / our foe.

Learning Outcome:

- Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and 500 knowledge of their usage through a variety of situations.
- Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.

QUESTIONS:

Some fires cannot be put out with water. If water is sprayed onto an oil fire. the oil will float to the top of the water and continue to burn.

1. In the above context, fire can be put out

- a. with water
- b. by the human chain
- c. by carbon dioxide extinguisher
- d. carbohydrate dioxide extinguisher

Fire is still worshiped in many parts of the world. Fire is indeed a friend, but, as we know it can be a dangerous enemy once-it gets out of control.

2. Fire is a good servant means:

- a. it behaves in a controlled
- b. it helps man in his daily chores' manner
- c. it is not an expensive means
- d. it helps to cook food

When the oxygen in the air combines with carbon and hydrogen in a fuel, a chemical reaction takes place.

3. During the chemical reaction, there is a release of:

- a. three gases
- b. energy
- c. fire
- d. smoke

ANSWERS: 1. (c) 2. (b) 3. (b)

Topic: Fire is a good servant but a bad master

Learning Objective:

- Write an article on the topic- fire: a friend or foe using information from the text and beyond.

Learning Outcome:

- Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing

QUESTIONS:

Read the extract and answer the questions.

The discovery of fire and its uses helped early man to cope with nature better and gradually adopt a settled mode of life. Fire is still worshipped in many parts of the world. Fire is indeed a friend but as we know it can be a dangerous enemy once it gets out of control.

1. What was the use of fire for early man?

- a. To cope with nature.
- b. To cope with enemies.
- c. To cope with wild animals
- d. None

2. When is fire a bad master?

- a. When we are cooking food.
- b. When it spreads.
- c. When we throw water on it.
- d. When it gets out of control.

3. Give the meaning of 'gradually'.

- a. Rarely
- b. Fast
- c. Slowly
- d. quickly

ANSWERS: 1. (a)

2. (d)

3. (c)

CHAPTER VIII

POEM: Meadow Surprises

Topic: Comprehension

Learning Objective:

- Locate and relate the main ideas of the text, i.e. that nature is an important aspect of our life. Analyse and assess responsibility the text places on us, i.e., it offers us a lot so we need to maintain the balance.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.

QUESTIONS:

Read the poem.

Meadows have surprises,
You can find them If you look;
Walk softly through the velvet grass.
And listen by the brook.

You may scare a rabbit
Who is sitting very still;
Though at first you may not see him.
When he hops you will.

Explore the meadow houses,
The burrows in the ground.
A nest beneath tall grasses.
The ant's amazing mound

You may see a butterfly
Rest upon a buttercup
And unfold Its drinking straws
To sip the nectar up.

A dandelion whose fuzzy head
Was golden days ago
Has turned to airy parachutes
That flutter when you blow.

Oh! Meadows have surprises
And many things to tell:
You may discover these yourself.
If you look and listen well.

- 1. The meadow offers surprises like:**
 - a. tableware
 - b. wild burrows
 - c. kitchenware
 - d. wild plants

- 2. If you have alert eyes and ears you**
 - a. can discover the surprises
 - b. can discover the wealth hidden
 - c. can discover the nature
 - d. none of the above

- 3. The shape of the dandelion is:**
 - a. umbrella shaped
 - b. like a candy
 - c. parachute like
 - d. none of the above

ANSWERS: 1. (d) 2. (a) 3. (a)

Topic: Comprehension Presentation - Written and verbal.

Learning Objective:

- Apply and employ phrases used in the poem in their own sentences.
- Use the internet, library and other resources to search for various facts/reasons on pollution and deforestation that destroys nature, both flora and fauna. speaking skills - present the research in groups.

Learning Outcome:

- Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.
- Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, TED talks, etc.) to browse for information in order to prepare for projects/slides/discussions/etc.

QUESTIONS:

1. “Meadow Surprises” means:

- a. All the exciting things of nature.
- b. The trees of various kinds.
- c. The creatures of various kinds.
- d. All of the above.

2. The ‘drinking straws’ refer to butterfly’s:

- a. Wings
- b. Stings
- c. Eyes
- d. None

3. Give the meaning of ‘explore’.

- a. Write
- b. Play
- c. Search
- d. God

ANSWERS: 1. (a) 2. (b) 3. (c)

Topic: Comprehension Presentation - Written and verbal.

Learning Objective:

- Construct a poem on any topic of their choice. e.g. trees, flowers, wind, etc.

Learning Outcome:

- Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.

QUESTIONS:

Fill in the correct missing dialogues.

1. A: What school do you go to, George?

B: I go to Highton Secondary School.

A: _____

B: No, it is about 5 kilometres away.

- How do you get there?
- Is it near your house?
- Where is it?
- Is it a boarding school?

2. A: What is your favourite subject?

B: My favourite subject is English.

A: _____

B: Yes, but I like doing homework.

- Does your English teacher give much homework?
- Did you do your homework?
- How much homework does your teacher give?
- Don't you like other subjects?

3. A: _____

B: We have eight a day. They are 40 minutes long.

- Are there any foreign students in your school?
- How many days are there in a week?
- How far is your school to your house?
- How many lessons do you have every day?

ANSWERS: 1. (b)

2. (a)

3. (d)

Topic: Literary Devices

Learning Objective:

- Identify and use poetic devices given in the poem such as alliteration, personification etc.

Learning Outcome:

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

QUESTIONS:

1. Identify the poetic device used in the given line:

‘Walk softly through the velvet grass’.

- a. Metaphor
- b. Alliteration
- c. Imagery
- d. None

2. Identify the poetic device used in the given line:

‘A dandelion has turned into airy parachutes.

- a. Metaphor
- b. Alliteration
- c. Imagery
- d. None

3. Identify the poetic device used in the given line:

‘The ant’s amazing mound’.

- a. Metaphor
- b. Simile
- c. Alliteration
- d. None

ANSWERS: 1. (c)

2. (a)

3. (c)

CHAPTER IX

STORY: A Bicycle in a Good Repair

Topic: The Bicycle Ride

Learning Objective:

- Relate to personal experience of riding bicycles. Locate main ideas, events and their sequencing in a text.

Learning Outcome:

- Engages in conversations with family, friends, and people from different professions such as shopkeeper, salesperson etc. in English by using appropriate vocabulary and also learns vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc.,)

QUESTIONS:

Read the extract.

I assured: easily enough in the morning; goes a little stiffly after lunch.

1. The remark implied:

- a. the author was an early riser
- b. the author liked to cycle in the morning
- c. the author liked to cycle in the afternoon
- d. the author to be a professional rider

2. To cycle in the afternoon was:

- a. refreshing
- b. annoying
- c. difficult
- d. easy

3. The mood swings happen:

- a. due to the timings of the day
- b. due to sumptuous lunch
- c. due to heavy lunch
- d. due to light lunch

ANSWERS: 1. (b) 2. (b) 3. (c)

Topic: Confusion and disability to mantle the bicycle back.

Learning Objective:

- Speaking skills- share their experiences individually or in groups of riding and repairing a bicycle. Discuss experience of conversations with bicycle repairmen etc.
- Frame a story based on the incident provided in the text.

Learning Outcome:

- Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.

QUESTIONS:

Read the extract.

People talk like that who understand nothing about machines. Nothing is easier than taking off a gear-case.

- 1. The friend cautioned the author about the people**
 - a. who were just idiots
 - b. who were not his friends
 - c. who knew nothing about machines
 - d. who were non-riders
- 2. The friend was an expert in taking off the gear-case as it took him**
 - a. five minutes to dismantle it
 - b. less than five minutes to put it in two pieces
 - c. Just five seconds to throw it off
 - d. all the above
- 3. Who were affected by the friend's repairs?**
 - a. both the author and the cycle
 - b. the bicycle
 - c. the author
 - d. the friend became tired

ANSWERS: 1. (c) 2. (b) 3. (a)

Topic: The Bicycle Ride, The bicycle Inspection and Repair work

Learning Objective:

- Apply the modal auxiliaries used with verbs given in the text. Write dialogues pertaining to the text.
- Assess message of the story, i.e. to say a definitive 'no' to the person who may unwittingly hurt us.
- Assess qualities of characters and their development in the story, and write character sketches.

Learning Outcome:

- Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.
- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them

QUESTIONS:

Read the extract.

The bicycle. I was glad to see. Showed spirit; and the subsequent proceedings degenerated into little else than a rough-and-tumble fight between him and the machine.

1. The bicycle showed spirit as it finally defeated him:

- a. the handles hit him sharply
- b. he continued repairing it over the head
- c. the friend was tired
- d. the author was flushed with victory

2. The proceedings were defined as:

- a. bicycle on the gravel and the
- b. friend on the gravel and the bicycle friend over it over him
- c. a rough tumble fight between them
- d. none of the above

3. The ultimate triumph was that of:

- a. the author
- b. the friend
- c. the cycle
- d. none of the above

ANSWERS: 1. (a)

2. (c)

3. (d)

CHAPTER IX
POEM: Garden Snake
Topic: Comprehension

Learning Objective:

- Locate the main ideas of the poem, for e.g. - to appreciate nature and its creatures rather than getting scared of it.
- Use library, internet and other resources to gather information on garden snakes such as their habitat, food habits etc.
- Compare and contrast poisonous and non-poisonous snakes, and express the analysis in the form of paragraph writing.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.
- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.

QUESTIONS:

Read the Poem.

I saw a snake and ran away ...
Some snakes are dangerous, they say;
But mother says that kind is good,
And eats up Insects for his food.

So, when he wiggles in the grass
I'll stand aside and watch him pass,
And tell myself. There's no mistake,
It's just a harmless garden snake!

1. The snake rouses which sense in the human beings:

- a. fear
- b. hatred
- c. love
- d. revenge

2. The poet gives a lesson to:

- a. hit the snake.
- b. stand aside quietly.
- c. run away.
- d. wait for the guest.

3. The popular belief associated with a snake bite is that:

- a. snake-bite kills a human being.
- b. fangs of the snake are dangerous.
- c. snakes guard wealth.
- d. both (a) and (b)

ANSWERS: 1. (b) 2. (a) 3. (a)

Topic: Comprehension Literary Devices

Learning Objective:

- Identify and use poetic devices given in the poem such as alliteration, personification, inversion etc.

Learning Outcome:

- Identifies and appreciates significant literary elements such as metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.

QUESTIONS:

1. Identify the poetic device used in the given line:

‘It’s just a harmless **garden snake**’.

- e. Metaphor
- f. Alliteration
- g. Imagery
- h. None

2. Identify the poetic device used in the given line:

‘Some snakes are dangerous, they say’.

- e. Metaphor
- f. Alliteration
- g. Imagery
- h. None

3. Identify the poetic device used in the given line:

‘I’ll stand aside and watch him pass’.

- e. Personification
- f. Simile
- g. Alliteration
- h. None

ANSWERS: 1. (a) 2. (b) 3. (a)

CHAPTER X

STORY: The Story of Cricket

Topic: Detailed description of cricket equipments, History of cricket in India

Learning Objective:

- Compare and contrast dimensions and description of the equipments used in ancient and modern cricket.
- Locate the main ideas of the text and events therein, i.e. the origin (England) and growth of cricket in India. Assess and analyse the reasons for the popularity and growth of cricket on Indian and international grounds.
- Develop vocabulary by conducting a word search based on cricket equipments.
- Write descriptions of people related to cricket.

Learning Outcome:

- Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.

QUESTIONS:

Read the extract.

Cricket grew out of the many stick-and-ball games played in England 500 years ago.

- 1. Cricket is originally a/an.**
 - a. Indian game
 - b. British game
 - c. National game
 - d. International game
- 2. No codes were specified 500 years ago but it was done for the first time in the year.**
 - a. 1740
 - b. 1741
 - c. 1742
 - d. 1744
- 3. Cricket differs from other games:**
 - a. due to the equipment
 - b. due to the pitch
 - c. as it takes the longest duration.
 - d. as it takes the shortest duration complete

ANSWERS: 1. (b) 2. (d) 3. (c)

Topic: Media and cricket

Learning Objective:

- Develop vocabulary by conducting a word search based on cricket equipments

Learning Outcome:

- Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.
- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.

QUESTIONS:

Read the extract and answer the questions.

India entered the world of test cricket in the year 1932, a decade and a half before it became an independent nation. This was possible because Test cricket from its origins in 1877 was organised as a contest between different parts of the British empire, not sovereign nations. The first test was played between England and Australia when Australia was still a white settler colony. Similarly, the small countries of the Caribbean that together make up the West Indies team were British colonies till well after the second world war.

1. When did India enter the world of test cricket?

- a. 1930
- b. 1932
- c. 1950
- d. 1920

2. The first test was played between:

- a. England and West Indies
- b. West Indies and Australia
- c. England and Australia
- d. India and England.

3. 'Decade' means a period of:

- a. Ten years
- b. Ten months
- c. Ten days
- d. None

ANSWERS: 1. (b) 2. (c) 3. (a)

Topic: Comprehension Check

Learning Objective:

- Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on discussions and reading of the text.

Learning Outcome:

- Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.

QUESTIONS:

Read the extract.

Parsis founded the first Indian Cricket Club, the Oriental Cricket Club, in Bombay in 1848. Parsi clubs were funded and sponsored by Parsi businessmen like Tatas and the Wadias.

1. Parsis started to play cricket

- a. due to their proximity to the Britishers.
- b. due to its simplicity.
- c. as a pastime.
- d. due to its popularity.

2. Indian cricket originated in

- a. Mysore
- b. Chennai
- c. Calcutta (Kolkata)
- d. Bombay (Mumbai)

3. The first Indian Cricket Club was founded in.

- a. 1842
- b. 1844
- c. 1848
- d. 1850

ANSWERS: 1. (a) 2. (a) 3. (c)

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*“Live as if you were to die
tomorrow. Learn as if you were
to live forever”*

- Mahatma Gandhi

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