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ENGLISH

N-202

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Based on

N.I.O.S. Class – X
National Institute of Open Schooling

By : A Panel of Educationists



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ENGLISH

Based on: **NATIONAL INSTITUTE OF OPEN SCHOOLING - X**

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SYLLABUS

RATIONALE

In a pluralistic and multilingual society like ours, the place of English as a link language cannot be denied. This position assumes even more importance in today's world where barriers in communication have broken down and information technologies have modified our lifestyles: we are fast moving towards a global village.

In today's time, a learner needs to be equipped with working English Language abilities so that he or she interacts meaningfully with the wide world ahead of him/her. Also to ensure that a learner is not disadvantaged in terms of access to other courses of study, access to avenues of knowledge and information. Knowledge of English is required to fulfil learners needs for everyday needs.

ASSUMPTIONS

In terms of the learners knowledge of English we assume:

- that he/she has learnt English for three years. Therefore, his linguistic abilities may be assumed to be that he/she–
- is able to understand simple questions, instructions and directions given orally is able to answer questions in English in a word or phrase.
- is able to read and comprehend words and phrases of high frequency.
- is able to read and comprehend short simple sentences.
- is able to write short simple sentences about himself and his possessions.
- is familiar with the use of some punctuation marks like capital letters and fullstops.
- has a vocabulary store of atleast 200-250 words.

TIME FRAME

In terms of study hours the total time frame for this course is 240 hours. An hour wise breakup is given below:

Prints Materials	Assignments
27 lessons	3
27 x 8 hrs.	8 x 3 hrs.
216 hrs.	24 hrs.
Total: 216 + 24 = 240 hrs	

SYLLABUS DESIGN

Aims

The syllabus for the Secondary Course in English will aim at developing the following skills in the learners:

- A.
- Listening skills
 - Speaking skills
 - Reading skills
 - Writing skills and
- B.
- Other Communication skills
 - Study Skills
 - Literary skills

- C. This course will also focus on –
Elements of language – grammar and usage, vocabulary

SCHEME OF EVALUATION

Total Marks: 100

Summative Evaluation

There will be a paper of 100 marks at the end of the course. This paper will be of 3 hrs. duration.

Formative Evaluation

There will be three Tutor Marked Assignments (TMA) to be attempted by the learners for

submission. The grades obtained in the best of two will be reflected in the final marksheet.

Learning Material

In addition to the 27 lessons (Prose and Poetry) included in two books its (learning material) contains 3 assignments in all for the students.

- There will be an assignment after at least every 9 units.
- These assignments will cover all the 9 units preceding the assignment.
- Each assignment will be of 50 marks and of 1½ hrs. duration.
- Questions should be of varying difficulty levels.
- Each assignment will aim at testing skills such as.

Reading (unseen text-2 passages) – 15 marks

Reading (Prescribed texts) – 30 marks
(Poetry 10 +Prose 20)

Grammar – 30 marks

Writing – 25 marks

Weightage by objectives

Knowledge	–	18–20%
Comprehension	–	32–34%
Expression	–	48–48%

Care should be taken to test the skill in focus in terms of recognition and production (application). This means for example while marking comprehension questions on unseen passages a student's ability to understand, interpret and respond to the given passages should be tested. In other words only reading skill is to be tested. As such understanding the content assumes more importance than expression in this case.

Types of question for testing/evaluation

● Long answer type questions:	04
Total Marks	– 26
● Short answer type questions:	07
Total Marks	– 16
● Very Short answer type questions:	43
Total Marks	– 43
● Multiple choice questions:	15
Total Marks	– 15



**Sample Preview
of the
Solved
Sample Question
Papers**

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Solved Sample Papers - 1

Based on NIOS (National Institute of Open Schooling)

ENGLISH - X

Time : 3 Hours

Maximum Marks : 100

Note: (i) This Question Paper has four sections : A, B, C and D.

(ii) All the questions are compulsory including those where internal choice is given.

SECTION – A : Reading

Q. 1. Read the following passage carefully and answer the questions that follow. Choose the best options wherever given.

Mother Teresa was born in 1910 in Skopje, capital of the Republic of Macedonia. At a young age she wanted to be a nun and serve by helping the poor. At the age of 18 she was given permission to join a group of nuns in Ireland. After a few months of training with the Sisters of Loreto in Ireland, she was given permission to travel to India. On her arrival in India, she began by working as a teacher. However, the widespread poverty of Calcutta made a deep impression on her and she started "The Missionaries of Charity".

In 1948 she left convent to live full time amongst the poorest of Calcutta. She chose to wear a white Indian sari out of respect for the traditional Indian dress. For many years Mother Teresa and a small band of fellow nuns survived on minimal income and food, often having to beg for funds. But slowly her efforts with the poorest were noted and appreciated by the local community and Indian politicians.

In 1952 Mother Teresa opened her first home for the dying which allowed people to die with dignity. She often spent time with those who were dying. In 1979 she was awarded the Nobel Peace Prize.

Over the last two decades of her life, Mother Teresa suffered various health problem but nothing could stop her from fulfilling her mission of serving the poor and needy. Mother Teresa was a living saint who offered a great example and inspiration to the world.

On the basis of your understanding of the above passage, answer the following questions. Choose the best options wherever given.

(i) **The passage tells us that Mother Teresa wanted to:**

- (a) have many followers among nuns.
- (b) take up a full time job with poor people.
- (c) spend all her time looking after the poor and dying people.
- (d) be appreciated by the people of Calcutta.

Ans. (c) spend all her time looking after the poor and dying people.

(ii) **Mother Teresa was facing health problems but she:**

- (a) continued working as a teacher.
- (b) continued serving the poor and helpless.
- (c) did not give up working for the politicians.
- (d) did not give up efforts to win the Nobel Prize.

Ans. (b) continued serving the poor and helpless.

(iii) **Pick out words from the passage which mean the opposite of:**

(a) Departure

Ans. (a) arrival.

(b) Ended

Ans. (b) started.

(iv) **Complete the following statement:**

Mother Teresa's birth place was-----

Ans. Skopje, capital of the Republic of Macedonia.

(v) **Why did Mother Teresa open the home for the dying?**

Ans. In 1952 Mother Teresa opened her first home for the dying which allowed people to die with dignity.

(vi) **Why is Mother Teresa considered a living saint?**

Ans. Over the last two decades of her life, Mother Teresa suffered various health problem but nothing could stop her from fulfilling her mission of serving the poor and needy. Mother Teresa was a living saint who offered a great examples and inspiration to the world.

Q. 2. Read the following passage carefully and answer the questions that follow. Choose the best options wherever given.

Every morning a shepherd took his flock of sheep out in the fields to graze. He would sit by watching – as the sheep lazily munched on fresh grass. After they had eaten, he would round them up and walk back home. Sometimes while watching his flock, he would curl up in a quiet corner and go off to sleep.

One day, the shepherd saw a wolf which entered the field with its eyes on his sheep. However, it was some distance away and it made no effort to come nearer. The shepherd at first stood on guard against the wolf, as against an enemy, and kept a strict watch over its movements. But the wolf did not do anything.

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When the shepherd herded the sheep and headed home with his flock, the wolf quietly followed them at a distance.

This continued for many days. By and by the shepherd stopped worrying about it. In fact he now began to actually look forward to the wolf's presence as a guardian of his flock. One day, while grazing his sheep, the shepherd was called back home urgently. Leaving the sheep entirely in charge of the wolf he left.

When he came back he found that the wolf had eaten most of his flock with only a few sheep wandering about. Carcasses of the dead sheep lay around everywhere. The shepherd sat down in shop after witnessing the slaughter. "Serves me right", he moaned to himself, "after all, I entrusted the welfare of my flock to a wolf".

On the basis of your understanding of the passage answer the questions that follow. Choose the best options wherever given:

(i) **The shepherd kept a close watch on the wolf because:**

- (a) he thought the wolf was very clever.
- (b) he was afraid the wolf would harm the sleep.
- (c) his sheep were very lazy and the wolf could make them active.
- (d) he wanted the wolf to help him take care of the sleep.

Ans. (b) he was afraid the wolf would harm the sleep.

(ii) **The shepherd left the sheep in the care of the wolf because:**

- (a) he began trusting the wolf.
- (b) the wolf was very good.
- (c) it was a guardian of his sheep.
- (d) it used to help him look after the sheep.

Ans. (a) he began trusting the wolf.

(iii) **Why did the shepherd keep a watch on the wolf?**

Ans. The shepherd keep a watch on the wolf because he was a afraid that the wolf would harm the sheep.

(iv) **How did the wolf manage to eat the sheep?**

Ans. One day, while grazing his sheep, the shepherd was called back home urgently. Leaving the sheep entirely in charge of the wolf he left. And this gave time to wolf to eat them without any hesitation.

(v) **What lesson did the shepherd learn from the incident.**

Ans. Shepherd learnt that one cannot trust someone very quickly.

(vi) **Pick out the word which means the same as 'the body of a dead animal'.**

Ans. Carcasses.

SECTION – B : Writing

Q. 3. Read the telephone conversation given below:

Ravina : Hello uncle. Could I talk to Shalini please?

Shalini's father : Shalini is not at home. May I know who is calling?

Ravina : Uncle I'm Ravina. Can I leave a message for her?

Shalini's : Yes

father

Ravina : I wanted to inform Shalini that we are going on a class picnic tomorrow. We have decided to take one dish each. Shalini has to bring fried rice.

Shalini's : I'll tell her, Ravina,
father don't worry.

You are Shalini's father. You are leaving for Kanpur tonight and will not be at home to give Shalini the message. Write a brief message that you will leave in Shalini's room.

Ans. Dear Shalini,

Your friend Ravina called in the afternoon and she informed that your class will be going for a picnic tomorrow. She informed that they decided to take a homemade food for the picnic and everyone is taking one dish each. Ravina told that you need bring fried rice. I am leaving for Kanpur tonight. Please take care of yourself.

Your Loving Father

Amit

Q. 4. You are Sanjeev. You live in Meerut. On 10th November you witnessed a scene of 3 boys teasing a school girl. You tried to stop the boys but they did not listen to you. A lady who was passing by started shouting at them to stop troubling the girl. The boys went off speedily on their motorcycle but a passer-by stopped and caught hold of them and took them to the police station.

Write a report of this incident highlighting the way the lady and the boy helped to stop the eve teasers in about 100 words for publication in the local newspaper.

Ans. **The Meerut City Mirror:** Meerut, 10 November. At the bus stand near the Ghantaghar, a school girl was waiting for the bus, three boys came there on a motorcycle and seeing the girl alone, they started eve-teasing. A boy named Sanjeev was also passing through there. He tried to stop the boys from tending to the girl but those boys started threatening that boy too. At the same time a woman with an impressive personality came there and started to scold those boys and started shouting loudly. The crowd gathered there listening to the sound of noise. Seeing these, the boys got scared and quickly started riding on their motorcycle and trying to run away. But the crowd caught them and beat them a lot. Then the people called the police and handed over the three boys to the police. In this incident, the boy Sanjeev and the lady will have to be appreciated because playing a duty as a good citizen, they helped the school girl at a crucial time. Later, Sanjeev told this reporter the details of the whole incident.

Q. 5. Write a letter to the editor of a local newspaper giving your views about the increasing health problems school children are facing such as obesity, diabetes, asthma and other life style related diseases. Suggest what schools and the health department of your town can do to make children realise they need to have a healthy life style and

Sample Preview of The Chapter

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ENGLISH

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Snake Bite

1

INTRODUCTION

This is the story of a small boy Raja and the snake he saw one day. This story is told by Raja in first person.

SUMMARY

SECTION - I

One day Raja saw a small snake in the compound. It was crawling slowly. But when it saw Raja it moved fast and entered a coconut shell to hide itself. Raja went near the shell without making a noise. He put a stone on the shell's mouth and closed it. He then picked up the shell and ran to his grandmother.

He shouted and told grandma that he has caught a snake. The grandma was alarmed and shocked. She called for help. The grandfather came running. When he was told about the snake he just took the shell and threw it away. The snake came out of the shell and crawled its way. It disappeared behind some bushes. The grandfather told Raja never to go near a snake, because snakes were very dangerous.

भाग-I

एक दिन राजा को बाग में एक छोटा साँप दिखाई दिया। वह धीरे-धीरे रेंग रहा था। लेकिन जब उसने राजा को देखा तो वह तेजी से सरका और स्वयं को छिपाने के लिए नारियल के खोल में घुस गया। राजा कोई आवाज किए बिना उस खोल के पास गया। फिर उसने उस खोल के मुहाने पर एक पत्थर रख दिया और उसे बंद कर दिया। फिर उसने वह खोल उठाया और दौड़कर अपनी दादी के पास जा पहुंचा।

उसने चिल्लाकर अपनी दादी को बताया कि उसने एक साँप पकड़ा है। दादी चौंक पड़ी और हैरान हो गई। उसने मदद की गुहार लगाई।

दादा जी दौड़ते हुए बाहर आए। जब उन्हें साँप के बारे में बताया गया, तो उन्होंने वह खोल लिया और उसे फेंक दिया। वह साँप खोल से बाहर आया और रेंगता हुआ दूर चला गया। दादा जी ने राजा को साँप के पास जाने से मना किया, क्योंकि साँप बहुत खतरनाक होते हैं।

WORDS TO REMEMBER

- ◆ Compound = Fencing wall around a house—अहाता, सहन
- ◆ Crawling = Dragging, creeping—रेंगना, पेट के बल सरकना
- ◆ Coconut = A big fruit with hard shell cover—नारियल
- ◆ Shell = Case, covering—खोल
- ◆ Caught = Took, seized—पकड़ा
- ◆ Alarm = Shock, panic—चेतावनी
- ◆ Snatched = Grabbed, seized—छीन लिया
- ◆ Threw = Tossed away—फेंक दिया
- ◆ Disappeared = Be gone, retired from sight—अदृश्य हो गया, गायब हो गया
- ◆ Dangerous = Fraught with danger, hazardous—खतरनाक

SECTION - II

Same day in the evening, Raja tried to catch a bee. The bee stung him on his finger. He felt a sharp pain. Raja ran to his grandmother. He told her that he had been bitten and wanted her to stop the pain. Grandmother thought it to be a snake bite. She called out the grandfather to come and have a look at Raja.

Grandfather rushed in immediately. He saw Raja's finger with a blue mark on it. He took Raja in his arms without saying a word and started running. He ran through

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the garden and the paddy fields. Finally he reached a small house, which was quite distant from Raja's home. There grandfather called out for the man living in the house.

भाग-II

उसी दिन शाम को राजा ने एक मधुमक्खी को पकड़ने को कोशिश की। उस मधुमक्खी ने उसकी अंगुली पर डंक मार दिया। राजा को बहुत दर्द हुआ। राजा दौड़कर अपनी दादी के पास गया। उसने अपनी दादी को बताया कि उसे काट लिया है और वे उसके दर्द को किसी तरह समाप्त करें। उसकी दादी ने सोचा कि यह साँप के काटने का निशान है। उसने दादा जी से बाहर आकर राजा को देखने के लिए कहा।

दादा जी तुरंत दौड़े-दौड़े आए। उसने राजा की अंगुली पर नीला निशान देखा। उन्होंने एक भी शब्द बोले बिना राजा को अपनी गोद में लिया और दौड़ना शुरू कर दिया। वे बगीचे और चावल के खेतों के बीच से दौड़ते चले गए। अंततः एक छोटे घर तक पहुंचे, जो राजा के घर से काफी दूर था। वहां दादा जी ने उस घर में रहने वाले व्यक्ति को बाहर बुलाया।

WORDS TO REMEMBER

- ◆ Bee = A small flying insect-मधुमक्खी
- ◆ Stung = Bit-डंक
- ◆ Sharp = Acute, thorny-तेज, कांटेदार
- ◆ Mark = Stain-निशान, धब्बा
- ◆ Fields = Agricultural lands-खेत
- ◆ Distance = The length between two places-दूरी
- ◆ Quite = Silent-शांत
- ◆ Distant = Far away-दूर

SECTION – III

Hearing the shouts of the grandfather, an old man came out of the house. He had grey hair. He knew how to treat snake bite. Grandfather asked him to cure Raja. The old man took Raja inside. He looked at the finger and asked Raja to sit down without any movement. Raja sat on his grandfather's lap. The old man put some water in a small brass container. He then sat facing Raja and began saying some *mantras*.

Raja wanted to tell him that he had been bitten by a bee and not a snake. But he was not allowed to speak by the grandfather who had held him tight. By then Raja's grandmother also arrived there with some people. They looked sad and watched Raja silently.

By this time the pain in Raja's finger had stopped. But he was forced to sit there to get cured of the 'snake bite'.

After some time, the old man stood up, washed Raja's finger and gave him some water to drink. He told Raja to sit still for some more time. Then he told the grandfather that he must thank the God for his bringing Raja in time. His grandson was out of danger now. It was certainly a poisonous snake that had bitten him.

Grandfather, grandmother and all other people thanked the old man for curing Raja with his magical powers. After they returned home, the grandfather sent the old man gifts.

भाग-III

दादा जी की आवाज सुनकर उस घर से एक वृद्ध आदमी बाहर आया। उसके बाल सफेद थे। उसे पता था कि साँप काटने का उपचार किस प्रकार किया जाता है। दादा जी ने उससे राजा का उपचार करने करने के लिए कहा। वह वृद्ध आदमी राजा को अंदर ले गया। उसने अंगुली को देखा और राजा से शांत बैठने को कहा। राजा अपने दादा जी की गोदी में बैठ गया। उस वृद्ध आदमी ने एक तांबे के बर्तन में कुछ पानी डाला। फिर वह राजा के सामने बैठ गया और कुछ मंत्रों का उच्चारण शुरू कर दिया।

राजा उसे बताना चाहता था कि उसे एक मधुमक्खी ने काटा है और साँप ने नहीं। लेकिन उसके दादा जी ने उसे कुछ बोलने नहीं दिया और उसे कसकर पकड़े रखा। तब राजा की दादी भी कुछ लोगों के साथ वहां आ गई थी। वे उदास दिखाई दे रही थीं और चुपचाप राजा को देखती रहीं।

इस समय तक राजा की अंगुली में दर्द बंद हो गया था। लेकिन 'साँप के काटे' का उपचार करने के लिए उसे जबरदस्ती वहां बिठाकर रखा गया।

कुछ समय बाद वह वृद्ध आदमी खड़ा हुआ, उसने राजा की अंगुली धोई और उसे पीने के लिए कुछ पानी दिया। फिर उसने दादा जी को बताया कि राजा को समय रहते लाने के लिए उन्हें भगवान का धन्यवाद करना चाहिए। उनका पोता अब खतरे से बाहर है। निश्चित रूप से एक जहरीले साँप ने उसे काटा था।

दादा जी, दादी और अन्य सभी व्यक्तियों ने जादुई शक्तियों से राजा का उपचार करने के लिए उसका धन्यवाद किया। घर वापस आने के बाद दादा जी ने वृद्ध आदमी को उपहार भेजे।

WORDS TO REMEMBER

- ◆ Grey = A dull mousy colour-स्लेटी रंग
- ◆ Cure = Heal, restore-उपचार
- ◆ Lap = Fold-गोद
- ◆ Brass = A metal of yellow colour-पीतल
- ◆ Vessel = Container, urn-पात्र, बर्तन
- ◆ Reciting = Repeating-उच्चारण करना
- ◆ Mantras = Hymns-मंत्र
- ◆ Silently = Without making a noise-चुपचाप
- ◆ Quiet = Silent, peaceful-शांत
- ◆ Poisonous = Full of venom or poison-विषाक्त, जहरीला
- ◆ Magic = Sorcery-जादुई

INTEXT QUESTIONS – 1.1

- Q. 1. Answer the following questions:
(i) Why do you think the snake hid itself?

Ans. The snake hid himself because it was afraid of human beings and other animals.

(ii) What did Raja do when he saw the snake going into the coconut shell?

Ans. Raja quietly went near and closed the mouth of the coconut shell with a stone. Then he took the shell and ran to his grandmother.

(iii) Why was grandmother shocked? How did she react?

Ans. Grandmother was shocked when Raja said he had brought home a snake. She immediately cried for help.

(iv) Imagine you are Raja's grandfather. Raja brings home a snake. How do you think you would react?

Ans. I shall be shocked to know that Raja has brought home a snake. I will snatch it from Raja and throw it away. I will also tell Raja that snakes are dangerous and he should never go near any snake.

Q. 2. Say whether the following statements are true or false:

- (i) The snake hid under a stone.
- (ii) Raja was very excited to see the snake.
- (iii) Raja's grandparents were very worried to see the coconut shell with the snake in it.
- (iv) The coconut shell broke and the snake crawled away.

Ans. (i) False, (ii) True, (iii) True, (iv) False.

LET US LEARN NEW WORDS - 1.1

Q. 1. Find words from the passage which mean the opposite of the following words.

- 1. far 2. opened
- 3. appeared 4. always

Ans. 1. near, 2. closed, 3. disappeared, 4. never.

Q. 2. Match the words in Column A with their opposites in Column B

Column A	Column B
1. Slowly	(a) came
2. quietly	(b) harmless
3. went	(c) noisily
4. dangerous	(d) quickly

Ans.

Column A	Column B
1. Slowly	(a) quickly
2. quietly	(b) noisily
3. went	(c) came
4. dangerous	(d) harmless

LET US TALK - 1.1

Q. 1. How to make requests?

Practice the following dialogues with a friend.

Ans. A.

You : Could you bring the book for me please?
 Friend : Sure.
 You : Thank you.

B.

Friend : Do you have the English book?
 You : Yes, I do.
 Friend : May I take it for a while? I have forgotten to bring mine.
 You : Of course. Here you are.
 Friend : Thank you.

When we request someone to do something for us, or request for permission to do something, we need to be polite. Given below are some ways to do this.

Asking someone to do something for you:

- “Could you open the window for me, please?”
- “Would you mind passing the book, please?”

“Can you suggest an idea about the solution to this problem?”

Requesting someone for permission to do something:

- “Can I use your pen, please?”
- “Could you lend me your pencil?”
- “Do you mind if I open the window?”

EXERCISE

Now use the examples given above to make simple requests. Ask your friend for some help in doing something, ask for directions to go somewhere, or ask for a dictionary.

Ans.

Can you tell me the way to Munirka from Moti Bagh?
 Could you bring the paper for me, please?
 Would you mind passing the dictionary, please?

INTEXT QUESTIONS - 1.2

Q. 1. Answer the following questions:

(i) Why did the bee sting Raja?

Ans. The bee stung Raja because he tried to catch it.

(ii) Why did Raja go to his grandmother?

Ans. Raja ran to his grandmother because he was in pain after the bee stung him on his finger. He wanted his grandmother to help him stop the pain.

(iii) What did his grandmother think? Why did she think so?

Ans. Grandmother thought that a snake had bitten Raja after he told her that he had been bitten and he wanted her to do something to stop the pain. She thought so because Raja had brought home a snake in the morning.

(iv) What do you think his grandmother should have done when Raja came to her after being stung by a bee?

Ans. Raja's grandmother should have asked Raja to tell what had happened. She should know what has bitten him before taking any action.

(v) What would have happened if Raja had been bitten by a snake, but his grandmother believed that he was bitten by a bee? Explain in about 30-40 words.

Ans. Raja's grandmother would have taken it lightly and he could be in danger if he had been bitten by snake and she believed that he was bitten by bee. Snakes are poisonous and snake bite may cause death.

4 / NEERAJ : ENGLISH (N.I.O.S – X)

Q. 2. Say whether the following statements are true or false:

1. Raja’s grandfather got very worried to see the blue mark on Raja’s finger.
2. Raja had to run through the paddy fields with his grandfather.
3. Raja and his grandfather ran to catch the bee.
4. Raja’s grandfather had to run a long distance carrying Raja in his arms.
5. Raja’s grandfather shouted because he was angry.

Ans. 1. True 2. False 3. False 4. True 5. False.

LET US LEARN NEW WORDS – 1.2

Q. 1. Find words/phrases in the story which are close in meaning to the following words:

Stain, far, ache

Ans. 1. mark 2. some distance away 3. pain

Q. 2. Fill in the blanks in the following sentences using suitable words from the story.

1. She is wearing a diamond ring on her index _____.
2. I have _____ in my legs because I am tired.
3. I grow colourful flowers in my _____.
4. Farmers plough their _____ with tractors.

Ans. 1. finger, 2. pain, 3. garden, 4. fields.

LET US DO – 1.1

Q. 1. Complete the following crossword with the help of the given clues. All the words are from the story. One has been done for you.

		² S	N	A	K	E		
¹ C								
								⁴ F
		E						
			³ B					
		⁵ P						
			S					

ACROSS:

1. Children learn to move like this on four limbs before they can walk. (5 letters)
2. A reptile (5 letters)
3. The boy got malaria because he was _____ by mosquitoes. (past participle of the verb ‘to bite’ - 6 letters)
4. Rice fields are known as _____ fields (5 letters)

DOWN:

1. A fruit with a hard covering (7 letters)
2. A reptile (5 letters)
3. A metal (5 letters)
4. A part of the body (6 letters)

Ans. Across:

1. crawl
2. snake
3. bitten
4. paddy

Down

1. coconut
2. snake
3. brass
4. finger

Q. 3. Read the following sentences:

1. Bees buzz.
2. Snakes hiss.
3. Parrots talk.
4. Cats meaw.

The underlined words refer to the sounds made by the creatures given in the above sentences.

Now match the names of the animals in Column A with their sounds in Column B.

Column A

1. lions
2. elephants
3. donkeys
4. monkeys
5. cows
6. bears

Column B

- (a) bray
- (b) chatter
- (c) growl
- (d) trumpet
- (e) roar
- (f) low

Ans.

Column A

1. lions
2. elephants
3. donkeys
4. monkeys
5. cows
6. bears

Column B

- (a) roar
- (b) trumpet
- (c) bray
- (d) chatter
- (e) low
- (f) growl