

Reading Literacy

Class IX



Under the aegis of
Department of Education
U.T. Chandigarh

Core Resource Group:
Delhi Public School
Sector 40-C, Chandigarh

Govt. Model Sr. Sec. School
Sector 16, Chandigarh

MODULE- IX

Beehive

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Module 1

Class IX

1.1 The Fun They Had (Continuous Text)

LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing/Retrieving information
- Problem Solving

Read the information given below and answer the questions:

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a boy. All the kids from the whole neighbourhood came, laughing and shouting in the school yard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things so they could help one another on the homework and talk about it.

And the teachers were people...

The mechanical teacher was flashing on the screen. When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$...

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

1. 'Margie did so with a sigh.'What does this sentence reflect about Margie's presence of mind?

- a. She did not like her school
- b. She wanted to experience the school life
- c. She did not like the mechanical teacher

(LO- Thinks critically and comprehends the question)

2. What was so special about the old school?

- a. All the kids laughed and played together
- b. They were taught by human teachers
- c. There was no home work

(LO-Thinks critically, compares ideas and relate them to life.)

3. In what way learning was different in the old school?

- a. All learned the same thing so that they can help each other
- b. A lot of home work was given
- c. Teacher explained everything

(LO – Retrieving the information with insight)

4. During these unprecedented times, what kind of teaching and learning process you would consider better, virtual learning or class room teaching?

(LO-Thinks critically, compares and contrasts ideas and relate them to life.)

1.2 The Fun They Had (Non- Continuous Passage)

LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing/Retrieving information

Study the data given below and answer the questions that follow:

HIMACHAL PRADESH BOARD OF SCHOOL EDUCATION DHARAMSHALA-176213
Date Sheet for the Senior Secondary Plus-One (XI) Class Annual Examination
commencing from 9th March, 2019

(This examination will be conducted internally by the concerned Schools)

Time: (i) For all subjects except Fine Arts: 1.45 PM to 5.00 PM (Evening Session)
(ii) For Fine Arts: Painting Graphic, Sculpture & Applied Arts
(Commercial Arts): 1.45 PM to 3.00 PM

DATE	DAY	SUBJECT
09-3-2019	Saturday	English
11-3-2019	Monday	*Public Administration
12-3-2019	Tuesday	Computer Science
13-3-2019	Wednesday	i) Physical Education ii)*Yoga
14-3-2019	Thursday	*Financial Literacy
15-3-2019	Friday	i) Chemistry ii) Accountancy iii) History
16-3-2019	Saturday	Economics
18-3-2019	Monday	Mathematics
19-3-2019	Tuesday	i) Information Technology Enabled Services(NSQF) ii) Automobiles (NSQF) iii) Security (NSQF) iv) Retail(NSQF) v) Healthcare(NSQF) vi) Agriculture (NSQF) vii) Travel & Tourism (NSQF) viii) Telecom(NSQF) ix) Physical Education (Vocational) x) BFSI (Banking, Finance Services & Insurance). xi) Media & Entertainment.
20-3-2019	Wednesday	i) Political Science ii) Biology iii) Business Studies
22-3-2019	Friday	i) Geography *ii) Philosophy *iii) Dance (Kathak/Bharat Natyam) *iv) Fine Arts: Painting Graphic, Sculpture & Applied Arts (Commercial Arts): 1.45 to 3.00 PM
23-3-2019	Saturday	i) Physics ii) Hindi
25-3-2019	Monday	Sanskrit
26-3-2019	Tuesday	*Human Ecology & Family Science (H.Sc)
27-3-2019	Wednesday	*Music (Hindustani Vocal/Hindustani Instrumental Melodic) *(Hindustani Music Percussion)
28-3-2019	Thursday	*i) French *ii) Urdu *iii) Sociology
29-3-2019	Friday	*Psychology

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1. How many more exams are there on 19.03.2019 as compared to 22.03.2019?
- 6
 - 7
 - 5
 - 8

(LO – Thinks and calculates by using different concepts)

2. How many Sundays are there between 9.3.2019 to 29.3.2019?
- a. 3
 - b. 4
 - c. 2
 - d. 5

(LO – Thinks and calculates by using different concepts)

3. Name the languages offered by the HPSE board to class 11 students.
- a. English, Hindi, Sanskrit
 - b. French, Urdu, German
 - c. Hindi, English, Marathi
 - d. Punjabi, French, Urdu

(LO-Thinks critically and answers after understanding the text)

4. Where will the examinations be held?
- a. Allotted centres
 - b. In their own respective schools
 - c. Himachal Pradesh Bhawan
 - d. To be Conducted Online

(LO-Thinks critically and answers after understanding the text)

Module 2**Class IX****2.1 The Road Not Taken**(Continuous Passage)**LEARNING COMPETENCIES**

- Critical thinking
- Creative thinking
- Managing/retrieving information
- Problem solving

Read the passage and answer the questions:

*And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to
way,I doubted if I should ever come
back.*

1. Why did the traveller keep the first choice of the road for another day?

- a) A life-altering choice in which a compromise is not possible.
- b) To know whether it is chosen by anybody
- c) To have some time to think about it.

(LO- thinks critically and analyses the ideas which are related to life experiences)

2. What did the traveller think about?

- a) Choosing a path
- b) Outcomes of his choice
- c) To travel on both

(LO- Think creatively to have comprehensive understanding)

3. "Trodden black" means

- a) Less travelled

- b) Full of foot prints
- c) Turned black

(LO- infer the inner meaning of the phrase/words in its context)

4. What was the doubt that the traveller expressed?

- a) Whether he could reach his destination.
- b) Whether he could come back or not.
- c) Doubt of not knowing any consequence

(LO- Retrieving the information with insight)

5. If you are in the place of traveller, you have no other way to reach your destination other than these two paths, which path do you prefer? Why?

(LO- Thinks critically and analytically in decision making)

2.2 The Road Not Taken (Non-continuous Passage)

Study carefully the picture given below of a plan on how to spend a day in Vienna, Austria.

HOW TO SPEND A DAY IN VIENNA, AUSTRIA

Start your day by taking the train to Schonbrunn Palace

Go up in the tower of Rathaus for epic views.

Viennese Coffee Break, then head back to city center.

Watch a Lippizaner Stallion show at the Spanish Riding School.

See St. Stephen's Cathedral

ONE DAY TIP: It's worth taking time to walk around the city streets surrounding the cathedral to soak up Vienna's ambiance!

Lunch break by St. Stephen's

Tour Hofburg Palace

ONE DAY TIP: Get your lunch to go & enjoy in Rathauspark or Stadtpark

Head to Museumsquartier & visit one of the world-class museums there.

Tour the home where Mozart once lived, now a museum called Mozarthaus

ONE DAY TIP: Stay in the city center close to a metro stop to make it easy to get around.

Enjoy a show at the Vienna Opera House

Have dinner at a wine garden by the Vienna Woods

ONE DAY IN A CITY
Make the Most of a Destination When Time is Short

CLICK HERE FOR THE FULL ITINERARY & TO GET MORE IDEAS FOR HOW TO SPEND YOUR DAY IN VIENNA!

WWW.ONEDAYINACITY.COM/
[ONE-DAY-IN-VIENNA](#)

1. What do the footprints in the picture connect to?

- a. Nearby tourist places
- b. Beaches
- c. Faraway places

(LO- Logically thinking to understand)

2. To enjoy a sumptuous lunch, you can go to _____

(LO- Comprehensive understanding)

3. If you travel by train to Schonbrunn Palace, what is your next stop?

- a. Viennese
- b. City Centre
- c. Tower of Rathaus

(LO- Comprehensive understanding)

4. Staying in a hotel near the outskirts of Vienna makes it easy to complete the itinerary in one day. **(True/ False)**

(LO- Critical thinking)

5. Find the odd one out:

- a. Cathedral
- b. Palace
- c. Tower

(LO- Understanding the meaning of the words in their context)

6. What do you watch at the Spanish Riding School? _____

(LO- Critical Thinking)

7. If you want to enjoy the city ambience, which mode of transport you prefer? Why?

(LO- Thinks critically and analytically in decision making)

Module 3

Class IX

3.1(i) The Sound of Music(Continuous Passage)

EVELYN Glennie listens to sound without hearing it.

LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving

They were advised that she should be fitted with hearing aids and sent to a school for the deaf. ‘Everything suddenly looked black’, says Evelyn. But Evelyn was not going to give up. She was determined to lead a normal life and pursue her interest in music. One day she noticed a girl playing a xylophone and decided that she wanted to play it too. Most of the teachers discouraged her but percussionist Ron Forbes spotted her potential.

1. "Everything suddenly looked black" means

- a. she lost her eyesight
- b. everything around her turned black
- c. everything seemed/appeared gloomy to her.

(LO- Infers the meaning of unfamiliar words by reading them in context.)

2. Which of these are percussion instruments?

- a. tabla
- b. flute
- c. drum

(LO-Thinks critically, compares and contrasts ideas and relate them to life.)

3. ‘To give up’ means:

- a. to surrender
- b. to release
- c. to set free

(LO- Infers the meaning of unfamiliar words by reading them in context.)

3.1 (ii) The Sound of Music

The Shehnai of Bismillah Khan

Born on 21st March, 1916, Bismillah belongs to a well-known family of musicians from Bihar. His grandfather, Rasool Bux Khan, was the shehnai – Nawaz of the Bhojpur king's court. His father, Paigambar Bux, and other paternal ancestors were also great shehnai players.

1. Ustad Bismillah Khan was born in 1916. What would be his age in 2019 had he been alive?

(LO – Thinks and calculates by using different concepts)

2. Name the instruments which produce sound with a string:

- a. Dholak
- b. Violin
- c. Xylophone

(LO – understands information in his environment outside the schools)

3. 'Paternal ancestors' refers to:

- a. Father's family
- b. Mother's family
- c. Parents

(LO- Infers the meaning of unfamiliar words by reading them in context)

3.2(ii) The Sound of Music (Non- continuous passage)



Musical Instruments



The **violin** is a stringed instrument played with a bow. The violin consists of a few main parts. It is tuned by means of the key and different sounds and tones can be obtained by pressing the hand on the strings.



Clarinet, a member of the family of woodwind instruments, consists of a long tube with a mouthpiece on one end and a bell-shaped end.



Saxophone is one of the wind instruments. The structure has a monolingual mouthpiece of the clarinet, a metal body and a conical part of the oboe.



The **piano** is a key instrument. Keyboard instrument that sounds sound by striking the wires thanks to its complex hammer mechanism when the keys are pressed.



The **guitar** is an old instrument. The history of the guitar can be traced back to 4000 years.



Accordion; Originating from the musical instruments of African and Asian societies, the accordion was originally designed in Austria in the nineteenth century.

1. Which instrument is played with a bow?

- a. Violin
- b. Guitar
- c. Accordion

(LO- Retrieving information from the text)

2. Name two instruments played with the mouth?

- a. Flute, Piano
- b. Saxophone, Clarinet
- c. Trumpet, Guitar

(LO – understands information in his environment outside the schools)

3. Which country originally designed Accordion?

- a. Africa
- b. Asia
- c. Austria

(LO- Retrieving information from the text)

4. Which is your favourite musical instrument and why do you like it?

Experiential Learning

(LO – understands information in his environment outside the schools)

Module 4**Class IX****4.1 Wind(Continuous Passage)****LEARNING OUTCOMES:**

- To praise nature's great power
- To deal with nature's power appropriately
- To understand the poem thoroughly

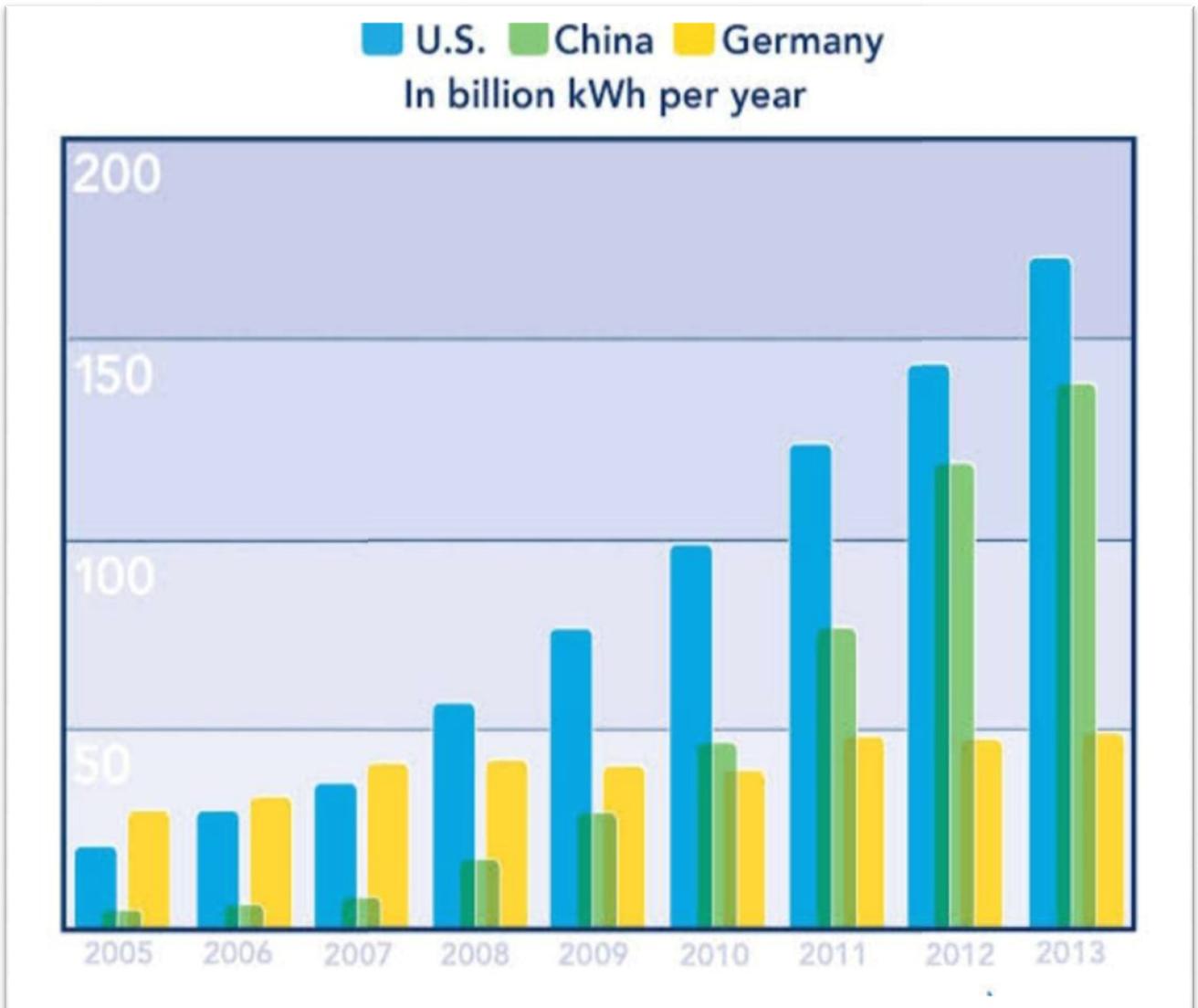
***The wind god winnows and crushes them
all. He won't do what you tell him.
So, come, let's build strong homes,
Let's joint the doors firmly.
Practise to firm the body.
Make the heart steadfast.
Do this, and the wind will be friends with us.***

1. What does the wind god 'winnow'?
 - a. Anything that is big and strong
 - b. Anything that is weak and crumbling
 - c. Anything that is in the world
 - d. Anything that is not natural
2. Identify the literary device used in the expression 'the wind god'
 - a. Simile
 - b. Alliteration
 - c. Metaphor
 - d. Onomatopoeia
3. The word 'wind' in the poem symbolizes _____
 - a. Friendship
 - b. Moving air
 - c. Adversities in life
 - d. Poking fun

4. Choose the central idea of the poem:

- a. We should make friends with the wind god
- b. If we are strong, even gods will be on our side
- c. God helps the weak and needy
- d. We should love all creatures of God

5. Imagine one of your friends has been unsuccessful in cracking the entrance exam of CAT. Mention three ways by which you will try to counsel him with reference to the poem 'Wind'.

4.2 (ii) Wind(Non- Continuous Passage)

1. Choose the instrument used to measure wind speed.

- Anemometer
- Ammeter
- Refractometer
- Hygrometer

2. Calculate the total wind energy produced in Germany from the year 2005-2010.

- a. 320
- b. 420
- c. 220
- d. 520

3. Calculate the difference in production of wind energy of US and China for the last 5 years.

- a. 205
- b. 105
- c. 305
- d. 405

4. Which of the following methods of soil conservation is practiced by planting trees in a row according to the direction of the wind?

- a. Contour barrier
- b. Terrace farming
- c. Shelter belts
- d. Mulching

5. What is the standard unit of measuring wind energy?

Module 5

Class IX

Learning Competencies:

- Communication
- Creative thinking
- Reflection
- Managing / Retrieving information.
- Interpretation
- Inference

5.1 The Little Girl (Continuous Passage)

Read the given text and answer the questions that follow:

Laboriously, with a double cotton, the little girl stitched three sides. But what to fill it with? That was the question. The grandmother was out in the garden, and she wandered into Mother's bedroom to look for scraps. On the bed-table she discovered a great many sheets of fine paper, gathered them up, tore them into tiny pieces, and stuffed her case, then sewed up the fourth side.

That night there was a hue and cry in the house. Father's great speech for the Port Authority had been lost. Rooms were searched; servants questioned. Finally Mother came into Kezia's room. "Kezia, I suppose you didn't see some papers on a table in our room?"

"Oh yes," she said, "I tore them up for my surprise."

"What!" screamed Mother. "Come straight down to the dining-room this instant."

1.What did Kezia stuff the cushion with?

- a. small pieces of paper
- b. paper sheets
- c. fine paper
- d. none of the above

(LO: understands and elicits meanings of the words in different contexts)

2. That night there was a hue and cry in the house. 'Hue and cry' means

- a. protest
- b. crying
- c. loud noise
- d. none of the above

(LO: uses words, phrases, idioms and word chunks for meaning make-up in context.)

3. Why was there hue and cry in the house that night?

- a. due to the theft
- b. due to the spat with neighbours
- c. Kezia's grandmother had fallen from stairs
- d. father's important speech was missing

(LO: reads silently with comprehension and interprets layers of meanings)

4. Why did the mother come to Kezia's room?

- a. search for speech papers
- b. to ask her if she had seen the papers on the table
- c. to scold Kezia
- d. to call her to the dining room instantly

(LO: reads with comprehension the given text materials employing strategies likescanning, inferring and summarizing)

5. What would have been your reaction to Kezia's action?(30-40 words.)

Experiential learning

(LO: organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes)

5.2(ii) The Little Girl(Non- Continuous Passage)

The Parent Education Program presents
The Parenting Workshop Series

Parenting with
Attachment & Empathy

Helping you create a stronger and more peaceful connection with
your children through relationship and empathy-based parenting

TUESDAYS, MAY 12 – JUNE 16, 2015

Time: 6-8pm
At Langley Community Services Society
5339 207th Street
Langley, BC V3A 2E6

- Childminding is available. If needed, register your child by Tuesday, May 5, 2015.

Phone 604-534-7921 to register.
Group pre-registration required.

LCSS

Read the above given information and answer the questions that follow:

1. What is the purpose of the workshop?

(LO: reads with understanding information in his environment outside the school as in hoardings, advertisements, product labels, visiting market place, etc.)

2. What is the deadline for registration?

(LO: reads with understanding information in his environment outside the school as in hoardings, advertisements, product labels, visiting market place, etc.)

3. The focus of the workshop was.....

- a. attachment and relationship
- b. attachment and empathy
- c. empathy with children
- d. sympathy and relationship

(LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarizing)

4. Empathy means

- a. to show sympathy to kids
- b. to imagine how one is feeling
- c. both a and b
- d. none of the above

(LO: understands and elicits meanings of the words in different contexts)

Experiential learning

5. Suppose your school wants to hold a lecture to sensitize the adolescents in the school. Suggest a theme for the lecture and also mention its purpose clearly. You can take clue from the above poster/advertisement.

(LO: organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes)

Module 6

Class IX

6.1(i) My Childhood continuous

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Answer the following questions after reading the passage:

On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups. However, my science teacher Sivasubramania Iyer, though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He used to spend hours with me and would say, "Kalam, I want you to develop so that you are on par with the highly educated people of the big cities."

1. What do you understand by 'segregation of different social groups'?

- a. Groups divided according to their caste
- b. Groups who were rebels
- c. Groups which belonged to big cities
- d. None of the above

LO: understands and elicits meanings of the words in different contexts

2. What kind of person was Sivasubramania?

- a. Orthodox Brahmin
- b. Calm

- c. Generous
- d. Believed in Equality

LO:reads silently with comprehension and interprets layers of meanings

3. Give the synonym of 'rigid'.

- a. happy
- b. stubborn
- c. strict
- d. confused

LO:understands and elicits meanings of the words in different contexts

4. He did his best to break social barriers. What did he wish to do?

- a. Demolish caste system
- b. People from different communities should mingle
- c. Children should be well educated
- d. All of the above

LO:reads silently with comprehension and interprets layers of meanings

6.1(ii): My Childhood(Non-continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Racism is the belief that groups of humans possess different behavioural traits corresponding to physical appearance and can be divided based on the superiority of one race over another.

This image was on the front page of an American newspaper during a gathering against the violent act by a Police personnel on a BLACK MAN



Study the picture carefully and answer the following questions:

1. What is the first thought which comes to your mind when you look at this image?

LO:organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

2. What do you understand by 'Murdered for being Black?'

- a. He was killed because he wore black coloured clothes
- b. He was killed because his skin colour was black
- c. He was killed because he was considered a terrorist
- d. He was killed because he was a murderer

LO:reads silently with comprehension and interprets layers of meanings

3. How can we combat Racism?

- a. By being united
- b. Don't take the abuse
- c. Report it immediately
- d. All of the above

LO:organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

4. Do you think that Racism exists in India as well?

LO:organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

6.2(i): No Men Are Foreign(Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Read the passage and answer the following questions:

It is the human earth that we defile
 Our hells of fire and dust outrage the innocence
 Of air that is everywhere our own,
 Remember, no men are foreign, and no countries strange.

Q1. What is the poem 'No Men Are Foreign' emphasising upon ?

- a. All people are equal
- b. All people are different
- c. Different people different policies
- d. Inequality

LO:reads silently with comprehension and interprets layers of meanings.

Q2. Who has created borders, discriminations and countries according to the poet?

- a. Nature
- b. God
- c. Humans
- d. all

LO:reads silently with comprehension and interprets layers of meanings.

Q3. According to the poet, how do we pollute the earth?

- a. By waging wars
- b. By hating and killing others
- c. By cutting plants
- d. By being disrespectful

LO:reads silently with comprehension and interprets layers of meanings.

Q4. Who instigates an ordinary man to hate?

- a. Religion
- b. God
- c. Selfish people
- d. None of the above

LO:reads with comprehension the given text materials employing strategies like scanning, inferring and summarising

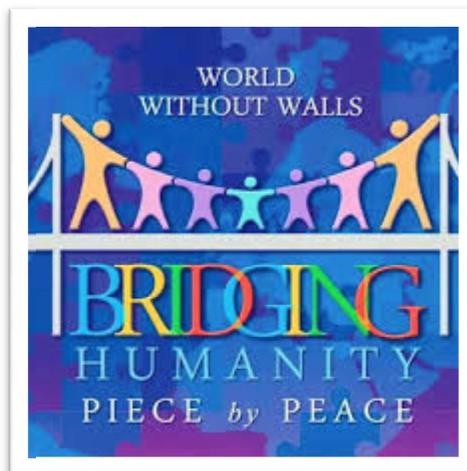
6.2(ii): No Men Are Foreign

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic



Study the picture carefully and answer the following questions:

1. What does the picture depict?

- Universal brotherhood
- Peace
- Happy People
- Safe borders

LO: reads silently and interprets layers of meanings.

2. Name a pair of homophones mentioned in the picture.

LO: reads silently with comprehension and interprets layers of meanings.

3. What do you understand by the term 'Bridging Humanity'?

- a) Bringing people together
- b) Unity
- c) Connecting people of different communities
- d) All of the above

LO:reads silently with comprehension and interprets layers of meanings.

4. Do you think there can be a 'World without Walls'?

LO:organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

Module 7

Class IX

7.1(i) Packing (Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Read the following paragraph and answer the questions that follow.

When I had finished, George asked if the soap was in. I said I didn't care a hang whether the soap was in or whether it wasn't; and I slammed the bag shut and strapped it, and found that I had packed my spectacles in it, and had to re-open it. It got shut up finally at 10.05 p.m., and then there remained the hampers to do. Harris said that we should be wanting to start in less than twelve hours' time and thought that he and George had better do the rest; and I agreed and sat down, and they had a go.

1. The bag had to be opened again because

- a. the bag wasn't closing
- b. the author forgot to put his slippers in the bag
- c. the author needed his spectacles
- d. the soap needed to be taken out

LO: reads silently with comprehension and interprets layers of meanings.

2. 'I didn't care a hang' means

- a. didn't put anything on hanger
- b. to attach no importance
- c. didn't care about friends
- d. none of the above

LO: understands meanings of the words in different context.

3. The author got tired of packing and decided to sleep by 10:05 pm, however he had to start his journey exactly after 12 hrs. What would be the time when he would start his journey?

LO: use mathematical ideas to model real world problems.

4. After reading the above paragraph, infer how many people are involved in packing.

- a. 3
- b. 4
- c. 5
- d. 6

LO: use mathematical ideas to model real world problems.

5. The speaker was not bothered whether the soap was packed or not because

- a. he never took bath with soap
- b. soap caused allergy to him
- c. soap is easily available
- d. the bag was full and nothing could be packed in it.

LO: reads silently with comprehension and interprets layers of meanings.

6. Imagine if you are going for a mountain trekking which three things out of the list you can leave out as your bag is overloaded. (Experiential learning)

- a. cap
- b. munching items
- c. soap
- d. swiss knife
- e. trekking shoes
- f. torchlight
- g. backpack
- h. water bottle
- i. comb and hair gel

LO: organises and structures thoughts, and opinions uses interdisciplinary knowledge to reach conclusions.

7.1(ii):Packing

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Recipe

Prep Time: 10 minutes

Cook time: 50 minutes

Serve: 4

Level of Cooking: Easy

Taste: Sweet

Ingredients for Vanilla Cake Recipe

- Refined flour (maida) 2 cups + for dusting
- Vanilla essence 3 teaspoons
- Unsalted butter ½ cup + for greasing
- Baking powder 2 teaspoons
- Salt ¼ teaspoon
- Castor sugar (caster sugar) 1½ cups
- Eggs 4
- Milk 1 cup

Method

Step 1

Preheat the oven to 180° C. Grease a five inch cake tin with some butter and dust with some flour.

Step 2

Sieve together the flour, baking powder and salt in a bowl and mix.

Step 3

Beat together the castor sugar and eggs in another bowl till it reach a ribbon consistency. Add the flour mixture and fold well.

Step 4

Heat the butter and milk in the microwave till the butter melts. Remove from heat and mix.

Step 5

Add the butter-milk mixture and vanilla essence to the flour-egg mixture and mix well to make a smooth batter.

Step 6

Pour the batter in the prepared tin, put the tin in the preheated oven and bake for forty to forty-five minutes. Remove from oven, cool and demould.

Step 7

Cut into wedges and serve.

Answer the following questions:

1. At what degree would you pre-heat the oven to bake a vanilla cake?

LO: reads silently with comprehension and interprets layers of meanings.

2. Total time required to prepare a cake for 4 persons is

- a. 10 min.
- b. 50 min.
- c. 1 hour
- d. 40 min.

LO: be able to perform basic computations in higher mathematics

3. Why do you think the cake tin needs to be greased with butter and dusted with flour?

LO: reads silently with comprehension and interprets layers of meanings.

4. Which word/ phrase used in the above recipe signifies that the batter is smooth and even.

LO: understands meanings of the words in different contexts

Q5. Which ingredient would you change in this cake, to make it a chocolate cake? (Experiential learning)

LO: organises and structures thoughts, and opinions uses interdisciplinary knowledge to reach conclusions.

7.2(i): The Duck and the Kangaroo(Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Said the Kangaroo, "I'm ready!
All in the moonlight pale;
But to balance me well, dear Duck, sit steady!
And quite at the end of my tail!"
So away they went with a hop and a bound,
And they hopped the whole world three times round;
And who so happy — O who,
As the Duck and the Kangaroo?

Read the stanza and answer the questions:

1. The rhyme scheme of the given stanza is

- a. abcdabcd
- b. aabbccdd
- c. ababccdd
- d. ababbbcd

LO:organises identifies and appreciates significant literary elements such as – metaphor, imagery symbol, simile, onomatopoeia, intention/point of view, rhyme scheme etc.

2. Who was ready and for what?

LO:organises reads, comprehends and responds to complex texts.

3. Pick out the poetic device used in the line – 'All in the moonlight pale.'

- a. metaphor
- b. similie
- c. imagery
- d. personification

LO:organises identifies and appreciates significant literary elements such as – metaphor, imagery symbol, simile, onomatopoeia, intention/point of view, rhyme scheme etc.

4. The kangaroo and the duck took 120 hours to go around the earth three times. How many more hours did they take as compared to the earth's rotation in 3 days?

LO:be able to perform basic computations in higher mathematics

5. Hop and a bound means the same as

- a. an act of leaping into the air.
- b. an act of kangaroo's jump.
- c. an act of jumping.
- d. none of the above.

LO:organises infer the inner meaning of the phrase/words in the context

7.2(ii): The Duck and the Kangaroo (Non-continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global dimension
- Mathematical
- Environmental
- Demographic
- Technological
- Social Dimension

The kangaroo is a marsupial from the family Macropodidae. In common use the term is used to describe the largest species from this family, the red kangaroo, as well as the antilopine kangaroo, eastern grey kangaroo, and western grey kangaroo. Kangaroos are indigenous to Australia and New Guinea. The Australian government estimates that 34.3 million k.

Phylum: Chordate

Class: Mammal

Order: Diprotodontia

Speed: 20 km/h – 25 km/h (Hopping)

Lifespan: 6 years on average (In wild)

Gestation period: 31 days – 36 days

Did you know: Kangaroos have large, powerful hind legs, large feet adapted for leaping, a long muscular tail for balance, and a small head?

Read the information above and answer the questions which follow:

1. New Guinea is a part of

- a. Asia

- b. Australia
- c. America
- d. both a and b

LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

2. Kangaroos fall under the category of

- a. oviparous
- b. viviparous
- c. Carnivores
- d. none of the above

LO: reads silently with comprehension and interprets layers of meanings.

3. Gestation means

- a. time between birth and conception
- b. time of conception
- c. time between conception and birth
- d. all of the above

LO: reads silently with comprehension and interprets layers of meanings.

4. Kangaroos can maintain their body balance because of their

- a. strong hind legs
- b. tail
- c. head
- d. large feet

LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

5. 34.3 million is written as

- a. 34,3000, 00
- b. 34,003, 00
- c. 34, 030, 000
- d. 34, 300,000

LO: be able to perform basic computations in higher mathematics

Module 8

Class IX

8.1(i) Reach For the Top(Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Within twelve months, Santosh found herself a member of an Indo-Nepalese Women's expedition that invited her to join them. She then scaled the Everest a second time, thus setting a record as the only woman to have scaled the Everest twice, and securing for herself and India a unique place in the annals of mountaineering. In recognition of her achievements, the Indian government bestowed upon her one of the nation's top honours, The Padma Shri. Describing her feelings when she was literally on top of the world, Santosh has said, "It took some time for the enormity of the moment to sink in ... Then I unfurled the Indian tricolour and held it aloft on the roof of the world. The feeling is indescribable. The Indian flag was flying on top of the world. It was truly a spiritual moment. I felt proud as an Indian. Also a fervent environmentalist, Santosh collected and brought down 500 kilograms of garbage from the Himalayas.

Read the above paragraph and answer the questions that follow:

1. How long did it take for Santosh to join an Indo-Nepalese Women's expedition?

- a) 6 months
- b) one year
- c) two years
- d) 11 months

LO: reads silently with comprehension and interprets layers of meanings.

2. Annals means the same as

- a) annual records
- b) canals
- c) historical records
- d) medals won by a person

LO: understands meanings of the words in different context.

3. _____ is known as the roof of the world.

- a) The Tibet Plateau
- b) b.The Pamirs
- c) c.The Himalyas
- d) all of the above

LO: reads the comprehension and the given text material employing strategies like scanning, inferring and summarizing.

4. Santosh collected and brought down 500 kilograms of garbage from the Himalayas. If she makes two trips every day to bring 5kgs of garbage. How many days will it take to bring 500 kgs of garbage?

- a) 20 days
- b) 50 days
- c) 100 days
- d) 150 days

LO: be able to perform basic computations in higher mathematics

5. Why do you think there is a growing garbage pile on the Himalayas which is a threat to mountain eco – system?(Experiential learning)

LO: organises and structures thoughts, and opinions uses interdisciplinary knowledge to reach conclusions)

8.1(ii) Reach For the Top (Non-continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication
-

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic











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CLIMBING AND FITNESS FACILITY
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DROP-IN CLIMBING
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Call for reservations.
Includes: Climbing gear, guide and dinner.
3 hours duration. Additional siblings receive 10% discount.

	AGES 6 TO 14
COST	\$70 per child
TIME	6pm to 9pm

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	AGES 5 TO 12
COST	\$65 per child*
TIME	10am to 2pm

*includes tube park ticket
**Additional siblings receive 10% discount.

DAYS: Runs daily (3 children required)
DATES: December - Mid April

Other Information: Please bring your own packed lunch and clothes suitable for both Indoor Rock Climbing and Tubing in the snow!!

PRIVATE BOOKINGS
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THE CORE THE CORE THE CORE THE CORE THE CORE THE CORE

Read the above pamphlet and answer the questions:

1. Where is the Climbing Club located?

LO: reads silently with comprehension and interprets layers of meanings.

2. Belay means the same as

- a. bay leaf
- b. fix (a running rope) round a rock, pin, or other object, to secure it.
- c. hanging rope
- d. belated

LO: understands meanings of the words in different context.

3. How can you gather more information about 'The Core Climbing and Fitness?'

LO: reads silently with comprehension and interprets layers of meanings.

4. Where do you think is this club located?

- a. India
- b. America
- c. Britain
- d. China

LO: reads the comprehension and the given text material employing strategies like scanning, inferring and summarizing.

5. Why do you think the parents would like to take their children to 'The Core Club?' (Experiential Learning)

LO: organises and structures thoughts, and opinions uses interdisciplinary knowledge to reach conclusions)

8.2 (ii) On Killing a Tree(Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Read the following text and answer the questions that follow

It takes much time to kill a tree,
not a simple jab of the knife
will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves

1. What helps the tree to grow?

- a) soil
- b) Air
- c) water
- d) gardener

LO:Retrieving from the text.

2. Where does the strength of the tree lie?

- a) in leaves
- b) in fruits
- c) in its roots
- d) All

LO: Retrieving from the text.

3. In the line 'Not a simple jab of the knife', 'jab' means

- a) Pull
- b) Push
- c) Sudden rough blow
- d) Grab

LO: Infers the meaning of unfamiliar words by reading them in context.

4. And out of its leprous hide

**Sprouting leaves- from this line,
give a synonym of 'sprouting'**

- a) Grow
- b) Germinate
- c) Shoot up
- d) All of the above

LO: Infers the meaning of unfamiliar words by reading them in context.

8.2(ii): On Killing a Tree

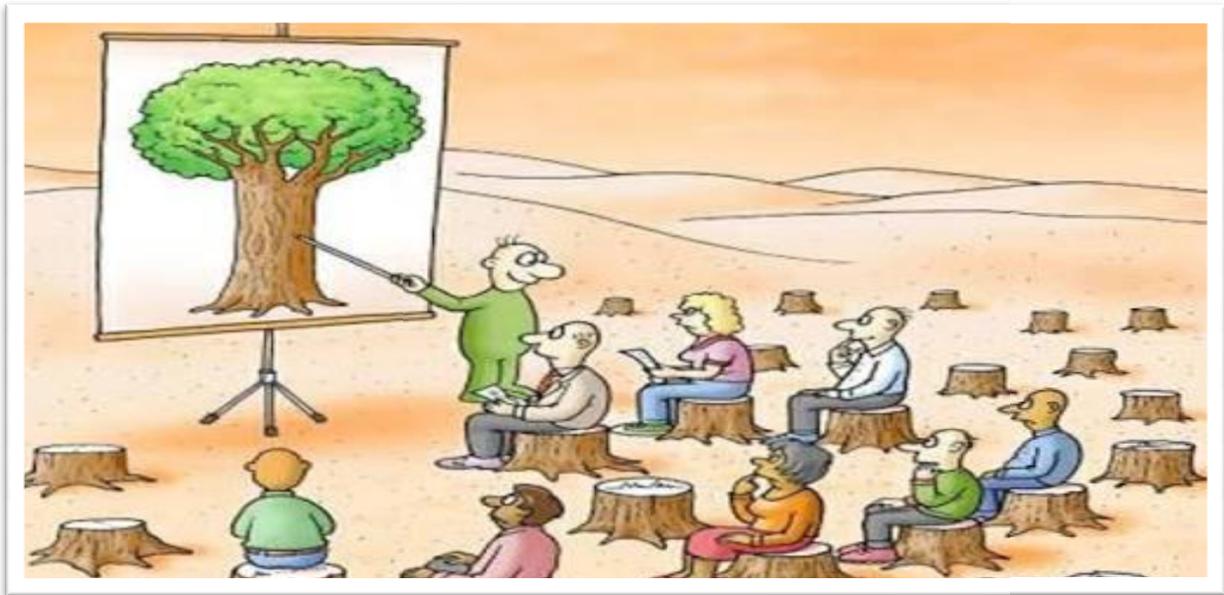
Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Study the picture carefully and answer the following questions:



Q1. What does the picture represent?

- a) Man is a fool
- b) Nature at its best
- c) Great teaching learning experience
- d) Unaware of the consequences

LO:organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

Q2. Give a suitable title to the picture.

LO:organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

Q3. What are the effects of deforestation?

- a) Climate change
- b) Floods
- c) Soil erosion
- d) All of the above

LO:organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

Q4. How can humans control cutting down of trees?

- a) Buy recycled products
- b) Avoid visits to the forest
- c) Agriculture expansion
- d) Wood extraction

LO:organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

Module 9

Class IX

9.1(i) The Bond of Love(Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Then my son and I advised my wife, and friends advised her too, to give Baba to the zoo at Mysore. He was getting too big to keep at home. After some weeks of such advice she at last consented. Hastily, and before she could change her mind, a letter was written to the curator of the zoo. Did he want a tame bear for his collection? He replied, "Yes". The zoo sent a cage from Mysore in a lorry, a distance of eighty-seven miles, and Baba was packed off.

We all missed him greatly; but in a sense we were relieved. My wife was inconsolable. She wept and fretted. For the first few days she would not eat a thing. Then she wrote a number of letters to the curator.

How was Baba? Back came the replies, "Well, but fretting; he refuses food too."

1. Who was Baba?

LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

2. Baba was sent to the zoo because...

- a) The author wanted so.
- b) The author's wife had consented.
- c) He had grown in size.

d) The author feared that his wife could change her decision.

LO: reads silently with comprehension and interprets layers of meanings.

3. Which word in the passage means 'in a hurry'?

LO: uses words, phrases, idioms and word chunks for meaning make-up in context.

4. How was Baba in the zoo?

- a) It was ok.
- b) It was not relaxed.
- c) It was not eating properly.
- d) all of the above

LO: reads silently with comprehension and interprets layers of meanings.

5. How did the family members feel when Baba was sent to the zoo? Write in your own words.

LO: organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

9.1(ii) The Bond of Love(Non-continuous passage)

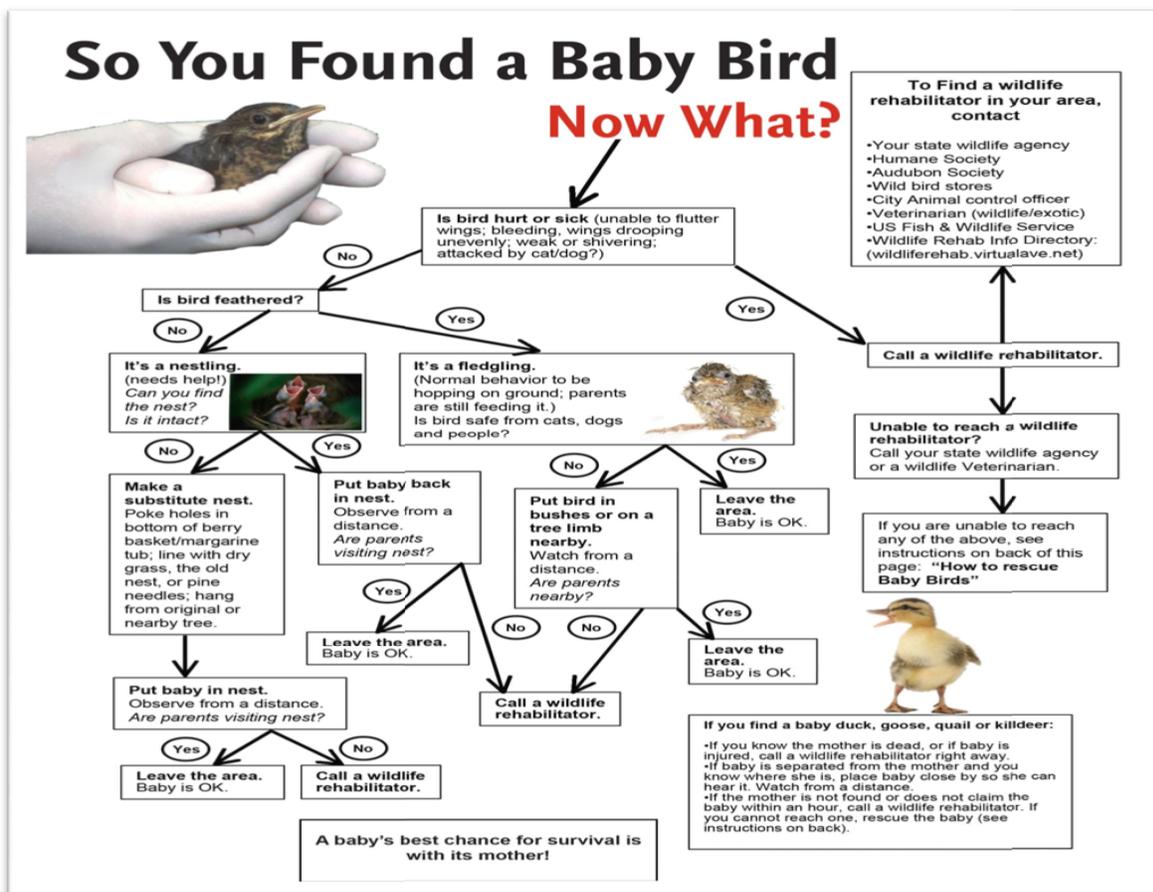
Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Study the given chart and answer the questions that follow.



1. Suppose you have found a baby bird that needs help and you can't find its nest. What should you do?

LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

2. What should you do if the baby bird that you have found is bleeding?

LO: reads silently with comprehension and interprets layers of meanings.

3. Name any one agency that can help you to find a wildlife rehabilitator.

LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

4. If the baby bird that you have found is a fledgling then you have to make sure that it's.....

LO: organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

5. How can you make a substitute nest?

LO: organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

9.2(ii) The Snake Trying (Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

The snake trying
to escape the pursuing stick,
with sudden curvings of thin
long body. How beautiful
and graceful are his shapes!
He glides through the water away
from the stroke. O let him go
over the water
into the reeds to hide
without hurt. Small and green
he is harmless even to children.
Along the sand
he lay until observed
and chased away, and now
he vanishes in the ripples
among the green slim reeds.

W.W.E. Ross

1. Write the words used in the poem for the movement of the snake in water.

LO: reads silently with comprehension and interprets the words used in different contexts

2. In the above poem, for what purpose is the stick used?

- a) to scare away the snake
- b) to pick up the snake
- c) to play with the snake

LO: reads silently with comprehension and interprets the words used in different contexts

3. Reeds means the same as

- a) a type of snake
- b) a type of grass
- c) small stones

LO: uses words, phrases, idioms and word chunks for meaning make-up in context.

4. Identify the poetic device used in the above poem.

LO: organises identifies and appreciates significant literary elements such as – metaphor, imagery symbol, simile, onomatopoeia, intention/point of view, rhyme scheme etc.

5. In India and Nepal the festival of Shivratri is celebrated with great pomp and show. Many devotees offer milk to snakes. Do you think snakes drink milk? Give reasons for your answer.

LO: organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

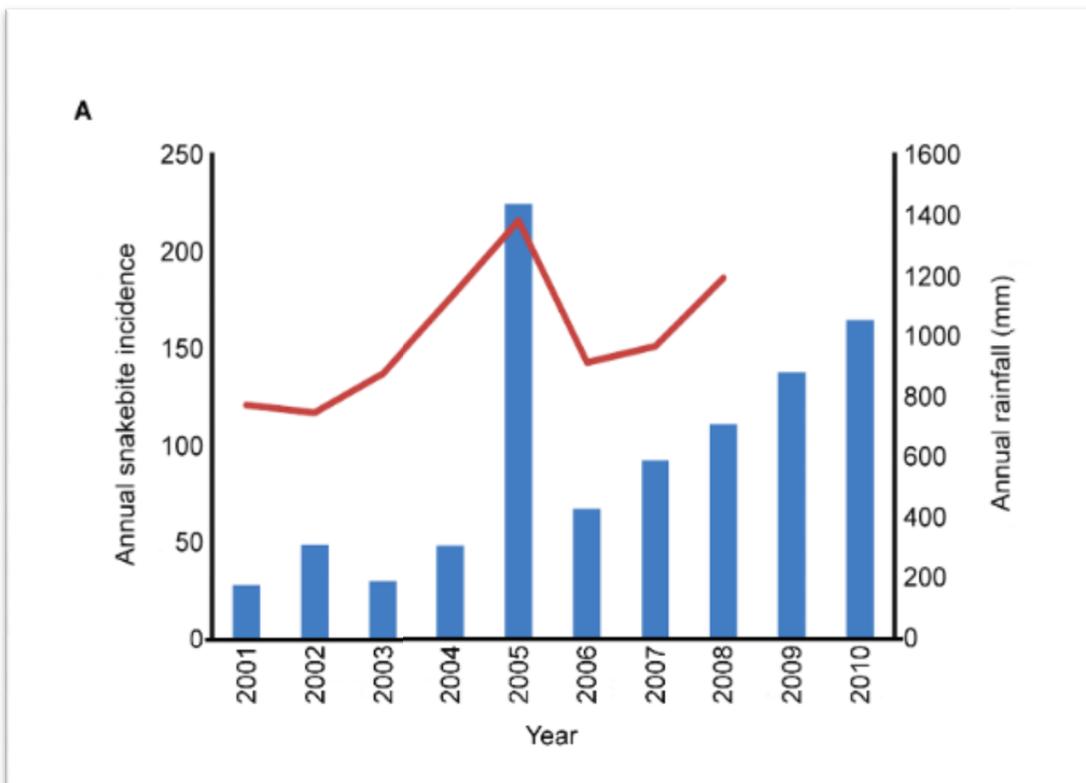
9.2 (ii) The Snake Trying (Non- continuous passage)

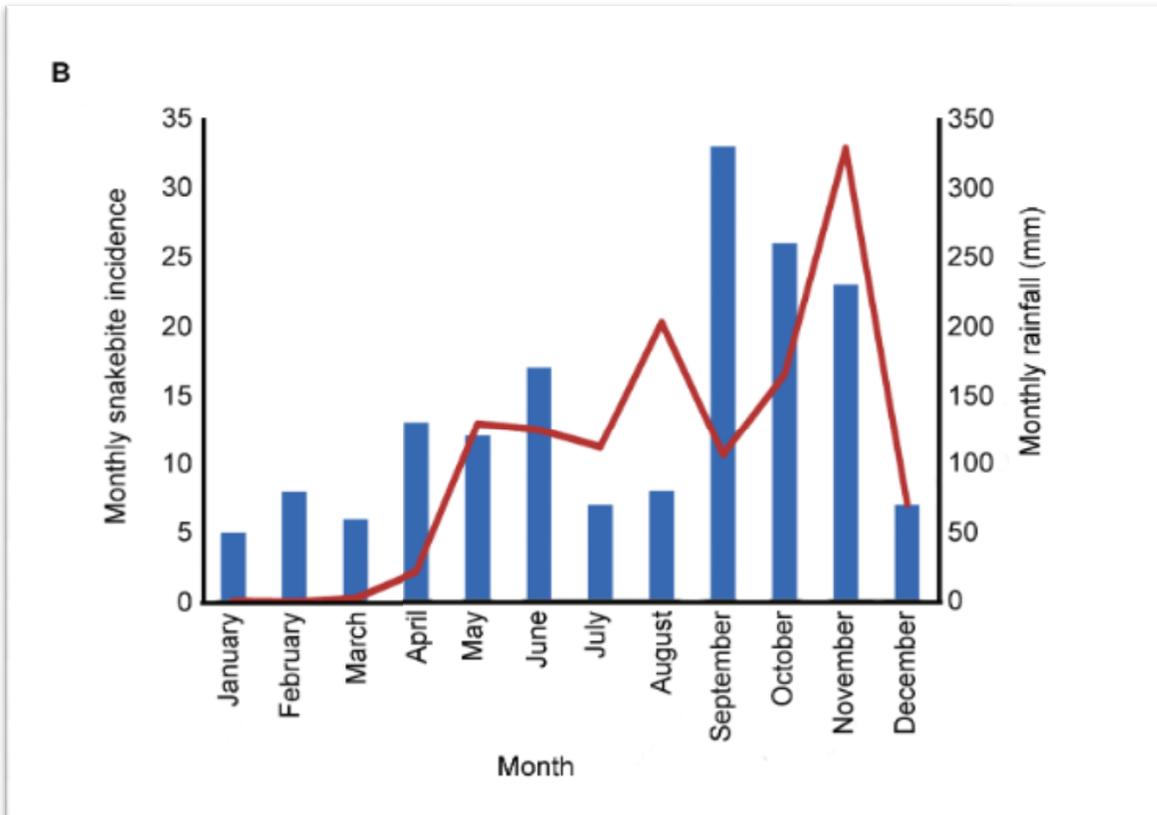
Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global dimension
- Mathematical
- Environmental
- Demographic
- Technological
- Social Dimension





Blue bars represent annual snakebite incidents and red line shows rainfall statistics

On the basis of the above graphs answer the following questions:

1. What do the above graphs depict?

LO: interprets map/graph/table to speak or write a paragraph based on interpretation.

2. Biennial means the same as:

- a) occurring once in a year
- b) occurring after two years
- c) occurring twice in a year

LO: understands the meanings of the words in different contexts.

3. In graph A, what relation can you see between the blue bars and the red lines?

LO: reads and interprets graphical representation.

4. Which of the following statement/s is/are true:

- a) July and December witness the least number of snakebites.
- b) In 2005 there were around 230 cases of snakebites.
- c) No case of snakebite was reported in 2003.

d) Maximum rainfall occurs in September

i) a, b, c ii) a, b, d iii) b, d

LO: read the comprehension and the given text material employing strategies like scanning, inferring and summarizing.

5. Who are more prone to snakebites-people living in rural areas or people living in urban areas? Give reasons for your answer.(Experiential Learning)

LO: organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

Module 10

Class IX

10.1(i): Kathmandu (Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Read the passage given below and answer the questions that follow

I consider what route I should take back home. If I were propelled by enthusiasm for travel per se, I would go by bus and train to Patna, then sail up the Ganges past Banaras to Allahabad, then up the Yamuna, past Agra to Delhi. But I am too exhausted and homesick; today is the last day of August. Go home, I tell myself: move directly towards home. I enter a Nepal Airlines office and buy a ticket for tomorrow's flight.

1. Why does the author want to go home directly?

LO: reads the comprehension and the given text material employing strategies like scanning, inferring and summarizing.

2. Why is the author considering various routes?

- a) For planning a trip
- b) To return home
- c) Just for sharing information
- d) None of the above

LO: reads the comprehension and the given text material employing strategies like scanning, inferring and summarizing.

3. When does the author have his flight? Write the date.

LO: reads the comprehension and the given text material employing strategies like scanning, inferring and summarizing.

4. Name a capital city mentioned in the passage.

LO: reads silently with comprehension and interprets layers of meanings.

5. Which word means the same as 'driven'?

- a) enthusiasm
- b) propelled
- c) move
- d) go

LO: reads silently with comprehension and interprets layers of meanings.

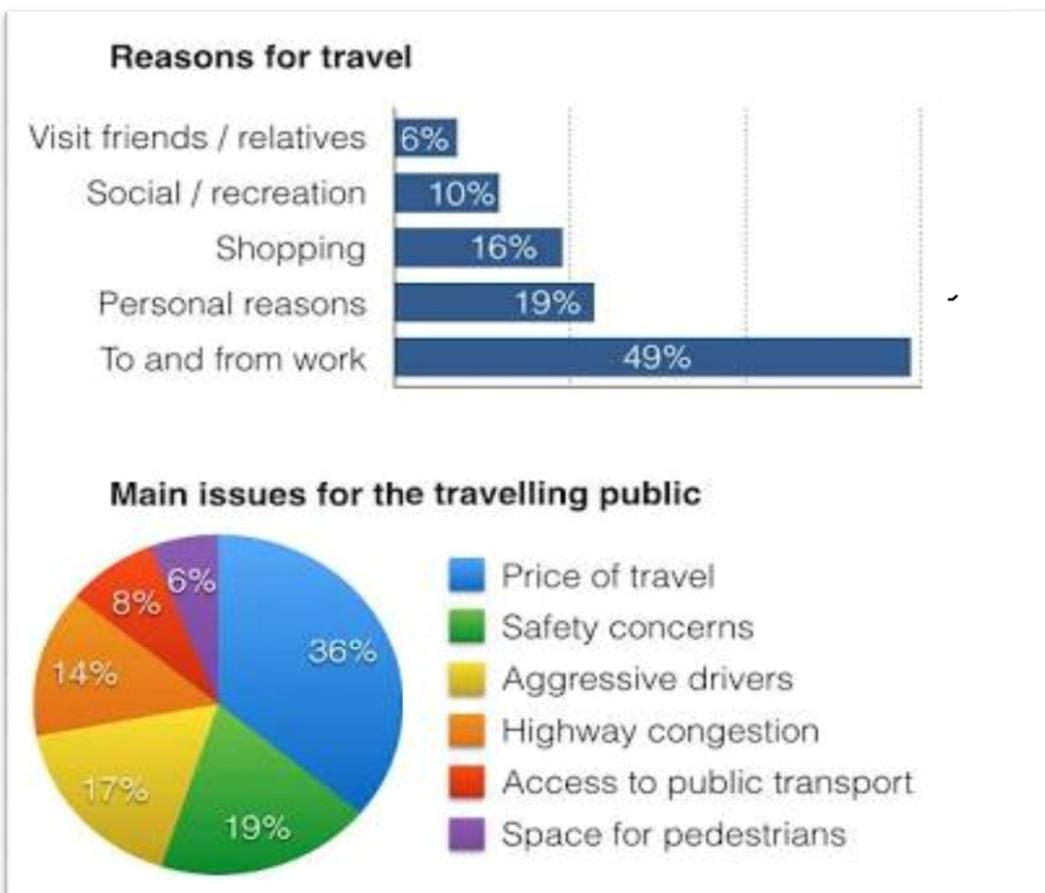
10.1(ii) Kathmandu (Non-continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic



Study the graph and pie chart given above and answer the questions that follow.

1. What is the biggest concern of people while travelling?

LO: interprets map/graph/table to speak or write a paragraph based on interpretation.

2. Why do the people travel the most?

LO: interprets map/graph/table to speak or write a paragraph based on interpretation.

3. What is the total percentage of people travelling for shopping and other personal reasons?

LO: interprets map/graph/table to speak or write a paragraph based on interpretation.

4. What percentage of the travelling public has highway congestion as the main concern while travelling?

LO: interprets map/graph/table to speak or write a paragraph based on interpretation.

5. Write a few sentences elaborating the reasons why people travel.

LO: writes short answers/paragraphs/reports using appropriate vocabulary and grammar on a given theme.

10.2(i) A Slumber Did My Spirit Seal (Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

Read the stanza below and answer the questions:

No motion has she now, no force—
She neither hears nor sees,
Rolled round in earth's diurnal
course
With rocks and stones, and trees.

Q1. What does the poet intend to convey about "she" through the first two lines of the stanza?

LO: reads silently with comprehension and interprets layers of meanings.

Q2. In which of the following phrases 'diurnal' is used incorrectly?

- a) the city's diurnal noises
- b) diurnal tasks
- c) diurnal people
- d) diurnal flowers

LO: reads silently with comprehension and interprets layers of meanings.

Q3. Earth's rotation causes

- a) hibernation

- b) day and night
- c) four seasons
- d) flowers to grow

LO: reads with comprehension and infers the meanings.

Q4. In last two lines poet is talking about which motion of the earth?

- a) revolution
- b) rotation
- c) equinoctial precession
- d) all of the above

LO: reads silently with comprehension and interprets layers of meanings.

Q5. If a person in an unaware and unresponsive state open their eyes, what do we call it this state of a person? What can cause this state?

LO: organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes. Experiential learning

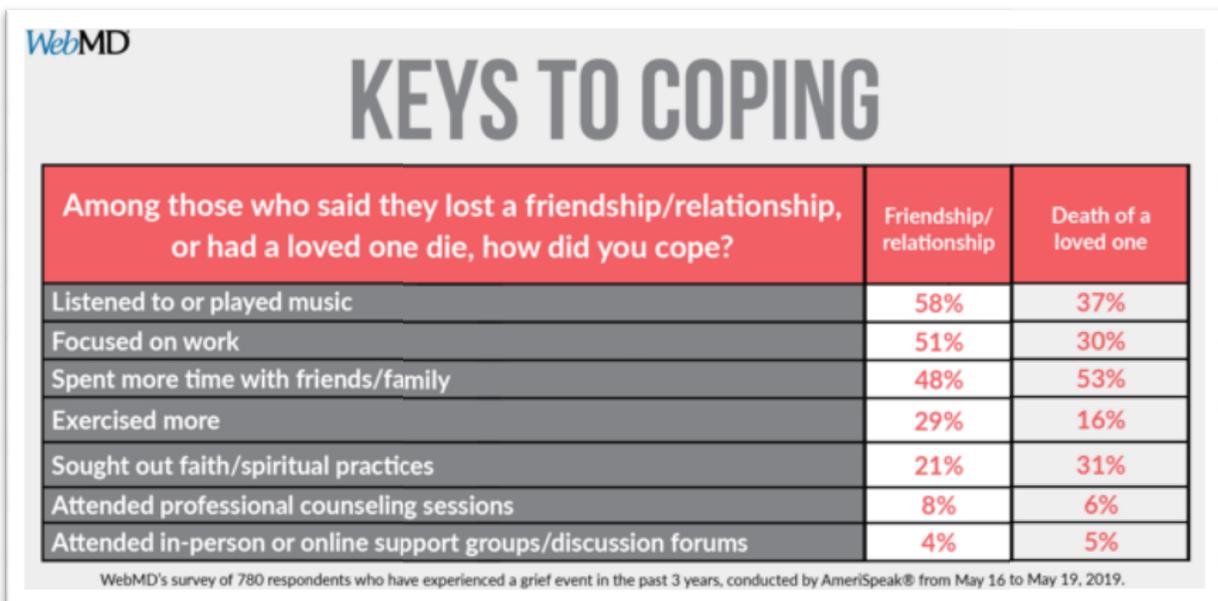
10.2(ii) A Slumber Did My Spirit Seal (Non- continuous passage)

Learning Competencies

- Creative Thinking
- Communication
- Reflection
- Managing and retrieving Information
- Interpretation
- Inference

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic
-



Read the above information carefully and answer the questions that follow:

Q1. What does the above table depict?

LO: interprets map/graph/table to speak or write a paragraph based on interpretation.

Q2. Which is the most common coping mechanism people adopt to deal with the grief of death of a loved one?

- a) Exercise more
- b) Spent more time with family and friends
- c) Focus on work
- d) Listen to or play music

LO: reads with comprehension employing strategies like scanning, inferring and summarising.

Q3. Lost friendship is a grief not a lot of people understand, which is why you'd turn towards more self-soothing exercises like:

- a) Exercise more
- b) Listen to or play to music
- c) Attended professional counselling sessions
- d) Focus on work

LO: reads with comprehension employing strategies like scanning, inferring and summarising.

Q4. John has lost his sibling in a car accident recently .What would you suggest him to give him comfort?

- a) Listen to him quietly
- b) Tell him to listen to music
- c) Give him unsolicited advice
- d) Tell him "It could be worse"

LO:Thinks critically, compares and contrasts ideas and relate them to life.

Q5. Among those grieving a friendship, self-medicating or over-indulging with food or alcohol are the most common activities. How can you help a person who indulged in these negative behaviour?(Experiential Learning)

LO:organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

Module 11

Class IX

11.1(i) If I Were You (Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic

INTRUDER: Never mind my name. I like yours better, Mr Gerrard. What are your Christian names?

GERRARD: Vincent Charles.

INTRUDER: Do you run a car?

GERRARD: No.

INTRUDER: That's a lie. You're not dealing with a fool. I'm as smart as you and smarter, and I know you run a car. Better be careful, wise guy!

GERRARD: Are you American, or is that merely a clever imitation?

INTRUDER: Listen, this gun's no toy. I can hurt you without killing you, and still get my answers.

GERRARD: Of course, if you put it like that, I'll be glad to assist you. I do possess a car, and it's in the garage round the corner.

INTRUDER: That's better. Do people often come out here?

GERRARD: Very rarely. Surprisingly few people take the trouble to visit me. There's the baker and the greengrocer, of course; and then there's the milkman — quite charming, but no one so interesting as yourself.

1. Which of these statements are true about the intruder?

- a) He was being followed by the police.
- b) He wanted to kill Gerrard for money.
- c) He wanted to take some revenge.
- d) Both a and b

LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

2. The word 'imitation' in the above passage means

- a) Opportunity
- b) copy
- c) drama
- d) none of the above

LO: reads silently with comprehension and interprets layers of meanings.

3. The intruder had entered Gerrard's house in order

- a) to dodge police after a crime
- b) to kill Gerrard and live in his house
- c) both a and b
- d) none of the above

LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

4. How does the author behave in the situation?

- a) He doesn't panic
- b) He gets nervous
- c) He is sure that he would be killed
- d) all of the above

LO: reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

5. Describe in 3-4 sentences an incident/crime that you heard about or witnessed in your locality.

LO: organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

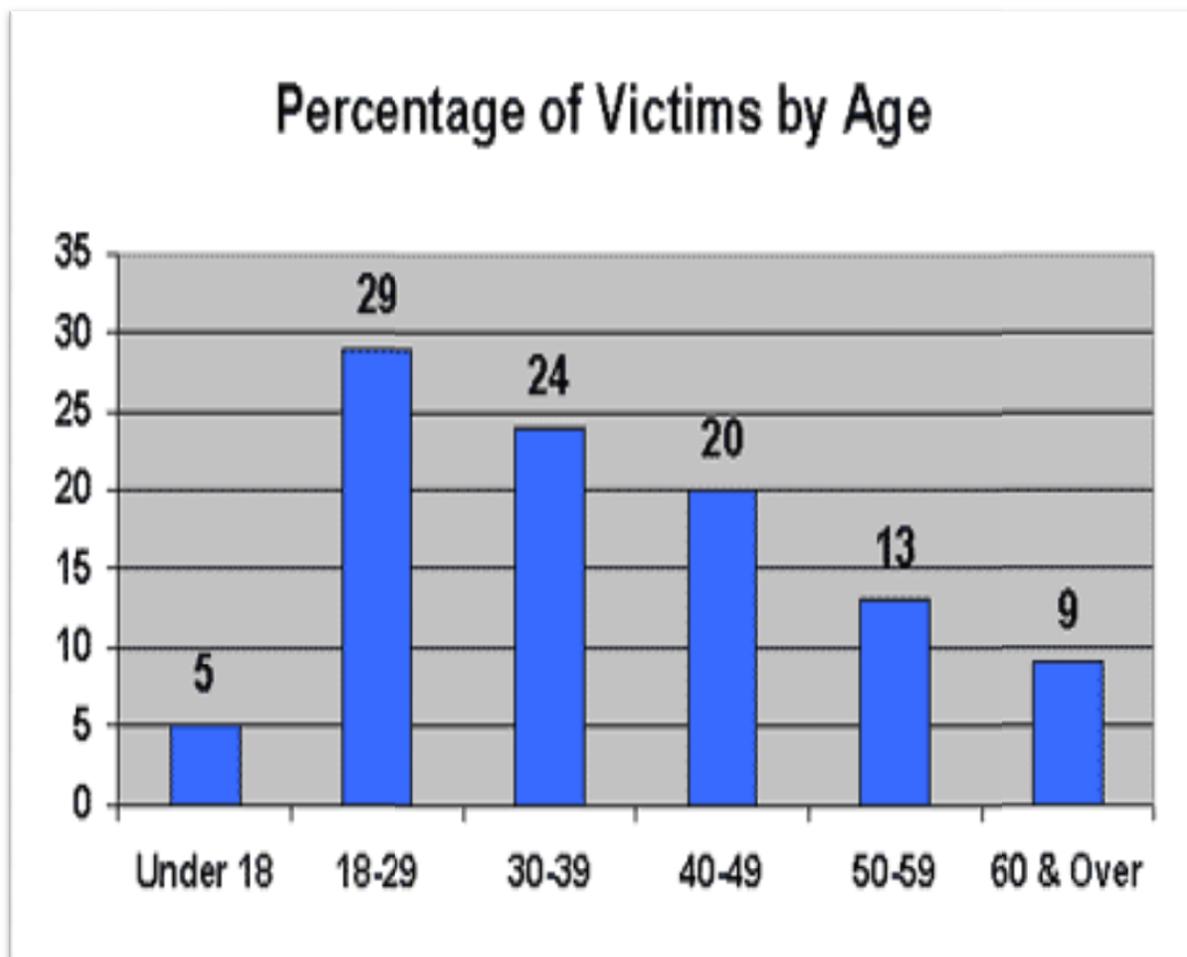
11.1(ii) If I Were You(Continuous passage)

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Global Dimension
- Environmental
- Social
- Demographic



Study the given bar graph showing percentage of identity fraud victims and answer the questions that follow.

1. Which age group of people have the least risk of Identity fraud?

LO:reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

2. Which age group of people mostly become the victims of identity fraud? Give reason to support your answer.

LO:reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

3. Identify the two age categories which comprise more than 50 per cent of the identity fraud victims?

LO:interprets map/graph/tables.

4. What is the total percentage of identity fraud victims between 40 to 59 years?

LO: interprets map/graph/tables

5. Why do people commit identity fraud? Give any one reason.

LO: writes short answers/paragraphs/reports using appropriate vocabulary and grammar on a given theme.

ANSWER KEY**MODULE 1.1**

- A1. a
- A2. a, b
- A3. a
- A4. Up to the discretion of the student

MODULE 1.2

- A1. b
- A2. a
- A3. a
- A4. b

MODULE 2

- A1. c) To have some time to think about it.
- A2. b) Outcomes of his choice
- A3. a) Less travelled
- A4. b) Whether he could come back or not.
- A5. Open-ended question- Suggestive response: When making a life-altering decision, it is impossible to see where that decision will lead. At the moment of decision-making, both roads present themselves equally, but I prefer the first one, though not exactly know about its consequence yet I have confidence and hope for success.

MODULE 3.1

- A1. a) Nearby tourist places
- A2. Rathouspark or Stadtpark
- A3. a) Viennese
- A4. False
- A5. c) Museum
- A6. Stallion Show
- A7. Open-ended question: Suggestive response- I prefer to walk around the city streets, to enjoy the city ambience which I won't experience sitting in a closed coach

MODULE 3.1 (i)

- A1. a
- A2. a, c

A3. a

MODULE 3.1(ii)

A1. 103 years

A2. b

A3. a

MODULE 3.2

A1. a

A2. b

A3. c

A4. Upto the discretion of the student

MODULE 4.1

1.B

2.C

3.C

4.B

5. Accept all relevant answers

MODULE 4.2

1.A

2.C

3.A

4.C

5.Kwh...Kilowatt hours

MODULE 5.1

1. Small pieces of paper

2. Loud noise

3. Father's important speech was missing

4. To ask her if she had seen the papers on the table.

5. Any suitable answer

MODULE 5.2

1. The purpose of the workshop is to help parents create a stronger and more peaceful connection with their children through relationship and empathy-based parenting.
2. Tuesday, May 5, 2015
3. Attachment and empathy
4. To imagine how one is feeling
5. Any creative and suitable answer

Module 6.1(i)

1. a
2. a
3. c
4. d

Module 6.1(ii)

1. Upto the discretion of the student
2. b
3. d
4. Upto the discretion of the student

Module 6.2(i)

1. a
2. c
3. a
4. c

Module 6.2 (ii)

1. a
2. piece peace
3. d
4. Upto the discretion of the student

Module 7.1(i)

1. the author needs his spectacles.
2. to attach no importance.
3. 10:05am
4. 3
5. soap is easily available.
6. cap, soap, comb and hair gel

Module 7.1 (ii)

1. 180degree
2. 1 hour
3. Avoid sticking of batter, easy to pull out
4. Ribbon consistency
5. Instead of Vanilla Essence, add Cocoa powder/ chocolate powder

Module 7.2 (i)

1. ababccdd
2. The kangaroo was ready to take the duck around the world.
3. Imagery
4. 48 hours.
5. (a) an act of leaping into the air.

Module 7.2 (ii)

1. Australia
2. Viviparous
3. Time between conception and birth.
4. Tail
5. 34,300,000

Module 8.1(i)

1. one year
2. historical records
3. all of the above
4. 50 days
5. Trekkers leave trash behind on the mountains which spells a disaster for the environment.

Module 8.1(ii)

1. Its located in the heart / centre of Whistler Village.
2. Fix (a running rope) round a rock, pin, or other object, to secure it.
3. By visiting the site – Whistle Core. Com or by dialling 604 905 7625
4. America
5. Parents can enjoy dinner while the guides supervise the kids in climbing.

Module 8.2(i)

- 1 a
- 2 c

- 3 c
- 4 d

Module 8.2(ii)

- 1 d
- 2 Upto the discretion of the student
- 3 d
- 4 a

Module 9.1(i)

1. Baba was a tame bear who was loved by the author's family.
2. He had grown in size.
3. Hastily
4. All of the above
5. They all missed home greatly but they were relieved at the same time. The author's wife could not control her emotions, she kept weeping and didn't eat anything for a few days.

Module 9.1(ii)

1. Make a substitute nest.
2. Call a wildlife rehabilitator.
3. Your State Wildlife Agency/Humane Society/any other agency from those given in the top right box.
- 4...safe from cats, dogs and other people.
5. Poke holes in the bottom of a berry basket or margarine tub, line with dry grass, the old nest or pine needles. Hang from the original or nearby tree.

Module 9.2(i)

1. snakes- glide
water- ripples
2. to scare away the snake
3. A type of grass
4. Personification, Transferred epithet
5. This answer will be correlated with scientific facts. The snakes don't drink milk. It is a superstition.

Module 9.2(ii)

1. The above graphs show the correlation between rainfall and snakebite incidence

2. Occurring after two years
3. The number of snakebite incidents increase with increasing rainfall
4. a, b, d
5. People living in rural areas are more prone to snakebites because of the topography of those regions.

Module 10.1(i)

1. Because he is homesick and exhausted.
2. Ghaggar, Kosi, Beas, Sutlej or any other suitable answer.
3. September 1
4. Patna
5. Propelled

Module 10.1(ii)

1. Price of travel
2. to and from work
3. 35 per cent
4. 14 per cent
5. People travel for various reasons. A large number of people travel to and from work. They also travel for outings, picnics and sightseeing trips. Shopping is also one reason for travelling. Many a times, people travel to see their relatives in the other cities. (Any suitable answer may be accepted)

Module 10.2(i)

1. She is dead
2. Diurnal people
3. Day and night
4. Rotation
5. A person is in vegetative state. Acute brain damage due to illness or injury causes this state.

Module 10.2(ii)

1. Table depicts some strategy to deal with their grief that people adopt when they lose their friendship/relationship or loved ones.
2. Spent more time with family and friends.
3. Listened to or played music.
4. Listen to him quietly
5. I will counsel him first. If it doesn't work then will seek professional help for him.

Module 11.1(i)

1. C
2. Copy
3. To kill Gerrard and live in his house.
4. He doesn't panic.
5. Any suitable answer

Module 11.1(ii)

1. People under 18
2. 18-29 years, because they are easily tempted/not mature enough. (Any other suitable answer)
3. 18-29 and 30-39 age categories
4. 33 per cent
5. Any suitable and logical answer.

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