

ഗുണനിലവാരമുള്ള വിദ്യാഭ്യാസം
കുട്ടികളുടെ അവകാശം

QEPR



ഒരുകൈ 2010

ഒരു തീവ്രപഠന പരിപാടി

ENGLISH

പൊതുവിദ്യാഭ്യാസ വകുപ്പ്, കേരളം

ഒരുക്കം 2010

ആമുഖം

മികച്ച വിജയത്തിലേക്ക്

തെരഞ്ഞെടുക്കപ്പെട്ട വിദ്യാലയങ്ങളിൽ 2006ൽ ആരംഭിച്ച ഗുണമേന്മയുള്ള വിദ്യാഭ്യാസം കുട്ടികളുടെ അവകാശം (QEPR) പദ്ധതി അതിന്റെ ലക്ഷ്യം നേടിക്കൊണ്ട് മുന്നേറുകയാണ്. അക്കാദമികവും ഭൗതികവുമായ തലങ്ങളിൽ നിരവധി മുന്നേറ്റങ്ങൾ കൈവരിക്കുവാൻ വിദ്യാലയങ്ങൾക്ക് കഴിഞ്ഞിട്ടുണ്ട്. 2009ലെ എസ്.എസ്.എൽ,സി പരീക്ഷയിൽ 25 വിദ്യാലയങ്ങൾ 100% കരസ്ഥമാക്കി. 80%ത്തിലേറെ വിദ്യാലയങ്ങളും 80%ത്തിലേറെ വിജയം നേടുകയുണ്ടായി. ഈ വിജയം നമുക്ക് മെച്ചപ്പെടുത്തേണ്ടതുണ്ട്. കേവല വിജയമല്ല മറിച്ച് മുഴുവൻ വിദ്യാർത്ഥികളെയും സി+ന് മുകളിൽ എത്തിക്കുക എന്ന ലക്ഷ്യമാണ് നമ്മൾ ആഗ്രഹിക്കുന്നത്. ഈ ലക്ഷ്യം മുന്നിൽ കണ്ടുകൊണ്ട് ഒട്ടേറെ പ്രവർത്തനങ്ങൾ ആവിഷ്കരിച്ചു നടപ്പാക്കി വരുകയാണ്. (കൗൺസലിംഗ്, മെഡിക്കൽ ക്യാമ്പുകൾ, സഹവാസക്യാമ്പുകൾ, അന്വേഷണാത്മക പ്രവർത്തനങ്ങൾ തുടങ്ങിയവ)

മികച്ച വിജയം ലക്ഷ്യമാക്കി 2010 ജനുവരി 26 മുതൽ എല്ലാ ക്യു.ഇ.പി.ആർ വിദ്യാലയങ്ങളിലും പ്രത്യേക ക്യാമ്പുകൾ നടത്തുവാൻ തീരുമാനിച്ചിട്ടുണ്ട്. ഈ പരിപാടിയുടെ കാര്യക്ഷമമായ നടത്തിപ്പിന് വേണ്ടിയാണ് **ഒരുക്കം** എന്ന പഠനസഹായി തയ്യാറാക്കിയിട്ടുള്ളത്. സർഗ്ഗാത്മകമായ പുനരനുഭവപ്രവർത്തനങ്ങൾ, മൂല്യനിർണയപ്രവർത്തനങ്ങൾ, അവയുടെ വിശകലനം എന്നിവ ഉൾക്കൊള്ളുന്ന **ഒരുക്കം** കുട്ടികളെ പരീക്ഷയ്ക്ക് സജ്ജരാക്കുന്നതിന് വേണ്ടി പ്രയോജനപ്പെടുത്തേണ്ടതാണ്.

വിദ്യാർത്ഥികൾ, രക്ഷിതാക്കൾ, പ്രാദേശിക ഭരണകൂടങ്ങൾ, വിദ്യാഭ്യാസ പ്രവർത്തകർ തുടങ്ങിയവരുടെ കൂട്ടായ പരിശ്രമത്തിലൂടെ 2009 - 10 വർഷം ഗുണനിലവാരത്തോടെ മികച്ച വിജയം നേടിയെടുക്കാനുള്ള വർഷമായി മാറട്ടെ എന്നും മികച്ച വിജയം നേടാൻ എല്ലാ വിദ്യാലയങ്ങൾക്കും കഴിയട്ടെ എന്നും ആശംസിച്ചുകൊണ്ട്

വിജയാശംസകളോടെ

എ.പി.എം.മുഹമ്മദ് ഹനീഷ് ഐ.എ.എസ്
 പൊതു വിദ്യാഭ്യാസ ഡയറക്ടർ

HOW TO USE THE ORUKKAM MODULE

The following guidelines have been suggested to transact each module in this material

- Initiate a discussion on the story / passage, which the module deals with
- Help learners to recollect main events, characters, ideas etc. asking simple questions

Wherever only question text is available motivate learners to take up the task through interaction and channelize their thoughts to come out with free responses. Make use of their sensible responses to construct various discourses such as diary, conversation, notice letter, profile, speech etc.

- Scaffold the learners to enhance their confidence in using the language independently.
- Inspire learners to involve in the activities.
- Ensure the participation of each student.
- Attend /acknowledge the responses of each and every learner.
- Provide learners chances to present their ideas.
- Tolerate learners errors in their initial stages of writing
- Visit each group and help them to refine their product.
- Refine and edit each group product.
- Present a teacher version of the product, written in accordance with the discourse indications.
- Sensitise learners the process of writing and salient features of expected products after each module.

Module I The Cherry Tree



Activity 1

Autobiographical sketch

Teacher shows the picture of cherry tree.

1. I'm a cherry tree.
2. Do you know who planted me?
3. How did Rakesh get me?
4. How did he look after me?
5. Do you remember the two accidents I met with?
6. Do you know how I survived?

Teacher elicits responses. Learners share appropriate responses. Then ask the learners to write the autobiography of the cherry tree.

Individual writing

Process

- Preparation
- Presentation
- Editing
- Presentation of teacher's version

Activity 2

Write the autobiographical sketch of Rakesh using the hints as questions given below.

1. I'm Rakesh.
2. Where do I live?
3. Do you know how I got the cherry seed?
4. Why did I plant the seed?
5. Do you know what my feeling was when I recognised the twig as my cherry plant?
6. How did I look after it?
7. Do you remember the two unforgettable incidents related to the cherry tree?

Activity 3

Follow the process as given in Activity 1

1. I am a retired forest ranger. I have a grandson, Rakesh.
2. Where do I live? Who lives with me?
3. Do you remember how I made Rakesh plant the cherry seed?
4. What did I do for him?
5. Do you know how do I value the cherry tree?

Activity 4

Rakesh was a six year old boy *who* lived with his grandfather *in* the Himalayan foot hills. One day *when* he was returning from school, he went *to* a shop nearby *and* asked for a bunch *of* cherries.

What would be the likely conversation between Rakesh and the shop keeper?

Process

Individual writing and random presentation

Pair work and random presentation

Group work and presentations

Editing

Self assessment of the learner

How well have I been able to write the initiation of the conversation?

Have I used contracted forms and question tags?

Have the exchanges been crisp?

Have I been able to express my ideas completely in the conversation?

Has the conversation been properly concluded?

How well have I contributed in group activity?

What improvement should I make the next time when I attempt a conversation?

Activity 5

Testing the knowledge of the learners in using linkers, articles, prepositional etc.

There are some words missing in the passage given below, find suitable words to fill in the blanks.

Rakesh bought / bunch / cherries and ate a few of them on his way home. He kept three cherries / his grandfather. He saw his grandfather / the garden. He offered the cherries to him. He took one and Rakesh ate / two left.

Activity 6 – Reporting Conversation

“Are these seeds lucky?” asked Rakesh

“Of course” replied grandfather

Then Rakesh said, “I will keep it somewhere”

Grandfather said, “Nothing is lucky if you put it away. if you want luck, you must put it to some use.”

Report the conversation between Rakesh and his grandfather

Activity 7 – Diary entry

Rakesh planted the seed in the shady corner of his garden. The cherry seed sprouted and grew. Rakesh gave it good care. One day a goat ate all its tender leaves but his grandfather assured him that it would grow. Then another misfortune befell the cherry tree. The grass cutting women cut it into two. Rakesh was really upset and he lost all hopes, his grandfather could not assure him this time.

Rakesh felt very bad that day. He wrote his feelings in his diary. Write the likely diary of Rakesh.

Process

Individual writing and random presentation

Pair work and random presentation

Group work and presentations

Editing

Self assessment

Have I been able to express the thoughts and feelings of the character?

Have I been able to use proper language (first person narrative) in the diary?

Had I linked the sentences of the diary properly?

How well have been the words and expressions I used in the diary?

What improvement should I make the next time when I attempt a diary entry?

Activity 8 – Letter

Rakesh was growing up too soon. So was his cherry tree. Rakesh was sturdy boy of eight by then. He was called for helping his parents in the village. He helped them with the farming work during the monsoon. He was anxious to know about the cherry tree when he was not there. He wrote a letter to his grandfather inquiring about it. His grandfather promptly replied to his letter.

Write the likely letter Rakesh’s grandfather wrote to him.

Process

- Individual writing and random presentation
- Pair work and random presentation
- Group work and presentations
- Editing
- Self assessment

- Have the letter I written a personal letter/an official letter/a business letter?
- Have I used appropriate language in the letter?
- Have I kept the appropriate format of the letter?
- Have I been able to convey the ideas I wanted to express?
- How far have I actively contributed to group refinement?
- How well can I improve writing a letter next time?

Activity 9 – Phrasal verbs

Rakesh watered the plant even when it was raining to make it feel his presence. Some visitors ***called at*** some of branches of the cherry tree at that time. The first visitor was a praying mantis and then a second visitor came which was a hairy caterpillar. The caterpillar began to eat its tender leaves. Rakesh took it and dropped it on a heap of dry leaves. He said, “***Call on*** the cherry tree when you become a butterfly.” the cherry tree was growing up fast. It was one February morning. Grandfather went out to get some warmth. He looked at the tree and to his great surprise he found the first blossom. He called Rakesh to show him the miracle. The tree swung in ecstasy and pride.

Look at the words in italics. They are phrasal verbs. Find phrasal verbs from other units and explain the idea they convey.

Activity 10 – Notice

Birds and bees came to feed on the nectar in the blossoms. The tree kept blossoming right through the spring. It gave plenty of sweet cherries. Rakesh collected the cherry fruits and gave them to all of his friends.

Rakesh became famous in the school for his love of nature, all because of his cherry tree. The school nature club decided to invite Rakesh to make the keynote speech in connection with ‘ente maram project’. Prepare a notice to inform all the students about this programme.

Process

- Individual writing and random presentation
- Pair work and random presentation

Group work and presentations

Editing

Self assessment

Have I written the venue, date and time in the notice?

Have I invited people for the programme?

Have I used apt words and expressions?

Have I written the name of the person who invites?

Have I been able to arrange the events of the programme?

Have I been able to layout the notice beautifully?

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Module 2

Two Gentlemen of Verona

Activity 1 – Introducing Oneself

A.J.Cronin

1. I'm A.J. Cronin. I'm a doctor and I write novels.
2. I met two small boys in the outskirts of Verona.
2. What were they doing?
3. Why do they work so hard?
4. What happened to their parents?
5. Who is Lucia?

Activity 2 - Introducing another person

1. This a nurse. She works in a hospital at Poleta.
2. Lucia is admitted in the hospital where she is working.
3. Do you remember this nurse? What did she tell to Cronin?
4. Was she right in telling the story of Lucia and her brothers to another person?

Activity 3 – Reporting conversation

One day the narrator met two boys on the outskirts of Verona selling fruits. He bought a basket of fruits from them. Later he met them near the restaurant with shoeshine boxes doing a busy work. One night he saw them selling newspapers at late hours of the night. The narrator was surprised to find that they did many odd jobs like selling fruits, shinning shoes, selling newspapers and they used to take tourist around the city. He met them at the deserted square at late night.

He asked them, "What are you doing at this time here?"

"We are waiting for the last bus from Padua to sell the remaining newspapers," replied the boys.

Report the conversation between author and the boys.

Process

- Individual writing & Random presentation.
- Pair work & Random presentation.
- Group work & Presentation.
- Editing.
- Assessment.

Activity 4 – Diary Entry

The boys proved to be very helpful to the narrator. They became close friends. The narrator thought that the boys worked so hard to emigrate to States. He asked them about this and they said that they had some plans. The boys asked him for a favour. They wanted him to take them to Poleta, a far away village. He agreed to do that.

This journey changed all his previous impressions about these boys. He came to know about their family and their sick sister undergoing treatment in the hospital.

He was deeply moved by their heart rending story. He could not sleep that night. He wrote about them in his diary.

Write the likely diary of the narrator.

Process

- Individual writing & Random presentation
- Pair work & Random presentation
- Group work & Presentation

Editing

Self Assessment

Activity 5 - Profile

The narrator reached a hospital with the boys. He met a nurse there. He introduced himself to her.

Prepare a profile of A.J. Cronin based on the following hints.

- A.J. Cronin 1896 Doctor practised medicine in Wales & London.
- Wrote first novel Hatter's castle a great success.
- Best known novels:
The Citadel, The Key of the Kingdom, The Spanish Gardener.

Process

Individual writing & Random presentation

Pair work & Random presentation

Group work & Presentation

Editing

Self Assessment

Have I been able to describe the person giving all necessary details?

Have I sequenced the points in their proper order?

Have I been able to connect suitably the sentences I wrote?

Has the language I used suitable for a profile?

How well can I improve writing a profile next time?

Activity 6 - Notice

The narrator learned about their family from the nurse. He did not want to let the children know that he heard their story from the nurse. He felt very sad. He realized that the Civil War was the cause of all these miseries in their life. He hated all wars that cause human misery.

Do you hate wars?

Your school decides to organise an Antiwar campaign on Hiroshima Day.

Prepare a notice to inform all the students

Process

Individual writing & Random presentation

Pair work & Random presentation

Group work & Presentation

Editing

Self Assessment

Activity 7 – Slogans

You are asked to prepare some slogans against war for the campaign.

Process

Individual writing & Random presentation

Pair work & Random presentation

Group work & Presentation

Editing

Self Assessment

Have I been able to make it attractive and striking?

Has it been brief and appropriate in style?

Have I been able to convey the idea well?

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Module 3**Three Days to See****Activity 1**

Help the learners to recall the story of Helen Keller based on a meaningful interaction using the hints given.



1. I'm Helen Keller. Do you remember me?
2. Do you know how I'm different from others?
3. I have a good teacher, Mrs. Anne Sullivan Macy. Do you remember about her?
4. Do you know how I make sense of the world around me?
5. Do you know what all things I would like to see in the world?
6. Can you recall what all things I would like to see on the first day of my sight?
7. Can you remember what all things I would like to see on the second day of my sight?
8. Can you tell what all things I would like to see on the third day of my sight?

Activity 2 - Conversation

Helen Keller minces no words in expressing her profound gratitude to her teacher. It is no wonder that she wanted to see her on the first day of her imagined eye sight.

What would she like to talk to her teacher on their first meeting? Can you imagine the conversation between them? Write down the possible conversation.

Process Conversation as before

Self Assessment

Activity 3 – Diary Entry

The second day of her imagined eye sight wouldn't be anything less than the first day in importance.

The second day too she had so many things to see in the world. She wrote about the rich variety of experiences on the second day of sight in a diary.

Prepare it.

Process Diary as before

Self Assessment.

Activity 4 - Description

Helen Keller expresses her deep human concern and fellow feeling in her earnest desire to see the busy street of New York to experience a work a day world.

She relates the third days experience to a friend. How would she describe the third day?

Process

Individual writing & Random presentation

Pair work & Random presentation

Group work & Presentation

Editing

Assessment

Self Assessment

Had I put the main point of the description at the beginning itself?

Have I been able to include all supporting details of the main point?

Have I been able to organise the description well?

Have I been able to connect the sentences I wrote?

Had I suggested my own ideas in the description?

How well can I improve writing a description next time?

A seminar is proposed by the English club of your school on the topic "Physically challenged are not disable but differently able". You are invited to present a paper. Prepare it.

Process

Individual writing & Random presentation

Pair work & Random presentation

Group work & Presentation

Editing

Self Assessment

Have I been able to include all details in my seminar paper?

Have I been able to organise the description well?

Have I been able to connect the sentences I wrote?

Had I suggested my own ideas in the description?

How well can I improve writing a seminar paper next time?

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Module 4

The Hero

Activity 1 - Introduction

Ask the learners to present the gist of the story 'Hero'.

You may present the following in the class.

1. I am Swami. I am a second form student (equivalent to class VI)
2. Do you know my father? He is very strict.
3. One day he asked me to sleep in his office room to prove my courage.
4. Why did he say so?
5. What was the frightful proposition?
6. What made him suggest this to me?
7. What did I come across in the office room?
8. I became a hero. Do you know what made me a hero?

Activity 2 – Completion of Dialogue

The news created a dispute between Swami and his father. Swami was of the opinion that the village lad must be a strong grown up person.

The father was of the opinion that courage was everything not strength and age. Now the father wanted Swami to prove his courage by sleeping alone in the office room. It was a frightful proposition indeed. Swami tried to change the subject but his father was adamant.

Swami was worried. He rang to his friend to get a solution for his problem.

Given below is a telephonic conversation between Swami and his friend Raju. Complete it suitably.

Swami: Hello! May I speak to Raju?

Raju: It's me Swami,.....(a).....?

Swami: I have a problem. My Father has asked me to sleep alone in his office room tonight.

Raju: You can sleep,...(b).....?

Swami: I am afraid to sleep alone. You know I am afraid of darkness,.....(c).....?

Raju: Oh yes. I forgot. Try to go to bed as early as possible to escape from him.

Swami: That's an idea(d).....

Raju: Welcome.

Activity 3 – Newspaper Report

Swami went early to bed that night.He lay silently beside his granny.

But his father forced him into the office room. Swami was not allowed to have light in the room but he was allowed to keep the door open. Many frightening thoughts disturbed his mind. He even had a nightmare. As he awoke from it, he felt something in his room. He thought it was a monster.With all his strength he caught hold of the monster and bit on its leg. The monster turned out to be the most notorious burglar in the town.

The next day the news was reported in the news papers. How would the report be?

Process

- Individual writing & Random presentation
- Pair work & Random presentation
- Group work & Presentation
- Editing
- Assessment

Activity 4 - Notice

Swami's friends had read the news. They admired him for his courage. Swami became a hero. The police were grateful to him.

The police decided to convene a function to honour the little boy for his brave act in his school. Prepare a notice for the occasion.

Process – Preparation of Notice

Self Assessment

Module 5**ON THE RULE OF THE ROAD****Activity 1**

Liberty is a social contract. It demands a willingness to accommodate interests of others also. Personal liberty will not be possible without social liberty.

There is a whole realm of matters in which one can exercise absolute freedom. In matters which do not touch others freedom such as hair style, dress, food etc which are personal matters.

One day the narrator got in to a railway carriage. He took a Blue Book for reading. He was not reading it for pleasure. He wanted a reasonable quiet to read but he could not read because there came two passengers who started talking in a loud voice. It is a pity that such people do not understand the problems they create to others. In fact a reasonable consideration for others is the foundation of social conduct.

The world is a complex place therefore one cannot be complete anarchists or socialists in it. A mixture of both will be desirable to preserve individual and social liberty. It is such common place social exchanges that make the world a good place to live in.

The English club in your school is conducting a seminar on the topic 'Individual liberty must be curtailed to preserve social liberty.'

Prepare a notice to inform the seminar to all the students and staff.

Process – Preparation of Notice

Self Assessment

Activity 2 - Report

Imagine that you are the Publicity Convener of the Seminar. You are asked to prepare a report of the seminar to be published in the next day's newspaper. Prepare the report of the seminar.

Process

Individual writing & Random presentation.

Pair work & Random presentation.

Group work & Presentation.

Editing.

Assessment.

Module 6

THE SNEEZE

Activity 1 - Introduction

Ask the learners to present the gist of the story 'The Sneeze' based on the hints given.

1. I'm Tcherviakoff. I'm a minor official.

I don't know why I easily get worried over silly matters?

2. That day I was very happy and relaxed and enjoying one performance in the opera house, suddenly I felt like to sneeze. I sneezed on the man in front.

Don't you know what happened then? What did I feel?

4. How did the major react to me?

5. Do you remember how many times I tried to apologize to him? But how did he respond?

6. If you were in my position what you would have done?

Activity 2 - Completing the dialogue

Tcherviakoff was a minor official. One day he was watching an opera.

There he happened to sneeze on the major who was sitting in his front. He felt deeply ashamed of himself. He tried to apologize to the major many times.

Don't you remember the conversation between major Brizjaloff and Tcherviakoff. Complete the following conversation.

Tcherviakoff: I beg your pardon, your Excellency, I sneezed on you accidentally.

Brizjaloff:

Tcherviakoff: Excuse me,

Brizjaloff: Oh! Come in and take your seat.

Tcherviakoff:

Brizjaloff: I have already forgotten it.

Process

Individual writing & Random presentation.

Pair work & Random presentation.

Group work & Presentation.
 Editing.
 Assessment.

Activity 3 - Letter

Tcherviakoff's wife asked him to apologize.
 He went to the General's office to meet him there.

His repeated attempts to apologize irritated him. He said that
 T c h e r v i a k o f f
 was joking and making a fool of him. This shocked him. He was totally upset.
 He miserably failed to convince the General. He decided to write a letter
 to him about this incident.

Write the likely letter.

Process – Writing Letter

Self Assessment

Activity 4 – Diary Entry

Tcherviakoff couldn't write the letter. He decided to meet him again to explain everything in person. But this attempt too was in vain. He was humiliated and rejected outright. Tcherviakoff was totally shattered by this bitter experience. He reached home totally exhausted. He sat on the sofa and thought about the day's experience.

What would be his thoughts at that time?

Process – Writing Diary

Self Assessment

Activity 5 – News report

Tcherviakoff died heart broken. The death was a cover story in all the newspapers. How was it reported? Can you prepare the news report?

Process- News report

Self Assessment

Module 7**The Elixir of Life****Activity 1 - Interaction**

- 1 I'm water. I am very useful to men.
- 2 Do you know about my geographical importance?
3. Do you know how I add beauty to a landscape?
4. How do I carry slit?
5. What are the good and bad effects of this?
6. What can you do to stop soil erosion caused by me?
7. Do know how important am I to plants and animals?
8. Do you know how do I contribute value to a country life?

Activity 2 - Speech

Water is the true elixir of life. The presence of water makes a place like Libya a desert and a place like Egypt one of the greenest and most fertile lands in the world. Nile valley is a creation of the river Nile. In short water plays a vital role in geography and human life.

You are called upon to make as speech about the importance of water in the school assembly on World Environment Day. Prepare the speech.

Process - Speech**Activity 3 - Slogans**

Water is the very basis of life for plant and animal life. Therefore preservation and proper use of water is very important. Agriculture in India largely depends on the seasonal rainfall. So preservation of water is important for agriculture also.

Afforestation is another serious issue. There is an urgent need to develop civilized forest in India.

Your school decides to organize an Afforestation campaign. Prepare some slogans to be placed on placards showing the importance of Afforestation.

Process - Slogans

Self Assessment

Poetry Section

POEM 1

A STORMY NIGHT



1. Who is the 'I' in this poem?
2. What sort of a night was it?
3. What thoughts disturb his mind?
4. What gives him comfort finally?
5. What is his prayer?
6. Pick out the images used in the poem from the picture.
7. 'Wild and windy'. What is special about the use of the underlined sounds? Can you find more such examples from the poem?

POEM 2

Home They Brought Her Warrior Dead

1. What happened to the warrior?
2. Why were the maidens anxious?
3. How did they try to make her cry?
4. Who succeeded in the attempt to make her cry?
5. What did she tell her child?
6. Pick out the images used in the poem from the picture.
7. How did the maidens praise the dead soldier?
8. 'Rose a nurse of ninety years' What does the poet suggest by stating this?
9. 'As the shining moon in clouded skies'. Pick out similar expression from the poem.

Poem 3

David and His Mother

1. Who does 'I' refer to?
2. How does the child know that the mother is sad?
3. How does it affect the child?
4. When does the mother have a pleasant face?
5. What sort of child is he then?
6. When does the home become devoid of glee?
7. How does the child feel then?
8. When is there a high demand for her gentle hand?
9. How is the home when mother is back?
10. When does the child feel sick?
11. How is life then?
12. How does the child know that the mother is healthy again?
13. Who creates the magic spell in the family? What is the magic spell?
14. Pick out the images used in the poem.

Poem 4

The Solitary Reaper

1. Who does 'I' refer to in the poem?
2. What does he see?
3. What is the girl doing?
4. What kind of a song is the girl singing?
5. What is the girl's song compared to?
6. 'A voice so thrilling ne'er was heard'. Whose voice is referred to here?
7. How does the nightingale's song become welcome notes to travellers?
6. What is the girl's voice compared to?
7. What breaks the silence of the seas?
8. What could be her song about?
9. Is the speaker aware of the theme of her song?
10. Why was the poet motionless and still?
11. Pick out the images used in the poem from the picture.

Poem 5

Come Live With Me

1. Who is the speaker in the poem?
2. Who would sing the love songs?
3. What would the lover do for his love?
4. Who would dance and sing for her?
5. Do you think the lady would accept her lover's gifts?
6. Pick out the images used in the poem.

Poem 6

Light The Lamp Of Thy Love

1. Who is the speaker in the poem?
2. What change does the devotee desire for?
3. What do the darkness and light stand for here?
4. Why is the lamp transmuting and entrancing?
5. 'Lamp of thy love'. Find similar expressions in the poem.
6. 'Sense lamps are soothed into worries'. What does the poet mean by this?

Pick out the pair of rhyming words the poems.

Given below is the details of some textual poems. Match them correctly.

Poem	Figure of speech	Lines/words
Light the Lamp of thy Love	Simile	I hear the dreary drops of rain
The Solitary Reaper	Assonance	Sitting at the door of my soul
David and His Mother	Metaphor	For the vale profound is overflowing with the sound.
Come Live with Me	Hyperbole	When I have crept into my bed
Home They Brought the Warrior Dead	Alliteration	Like summer tempest came her tears
A Stormy night	Transferred Epithet	If these delights thy mind may move

Reference

1. Rhyming words: Words ending with similar sounds.

E.g. Rain vain
Said dead

2. Rhyme Scheme: regular pattern of rhyming words in a poem.

E.g. Home they brought her warrior dead: a
She nor swooned nor utter'd cry: b
All her maidens watching said a
She must weep or she will die b

3. Alliteration: Alliteration is the repetition of the initial consonant sounds like/p/b/t/d/ k/g/m/n/l/v/w/etc. in a particular line.

Eg: Dreary drops of rain
On a wild and windy night
Disturb my mind and move my heart
The music in my heart I bore

4. Assonance: it is the repetition of the initial vowel sounds in a particular line.

Eg. And life's as drab as drab can be
Light the lamp of thy love (ai)
On a wild and windy night (ai)
A bonnier home or a jollier band

5. Metaphor: a metaphor is an implied simile. It does not state that one thing is like the other or acts as another but takes for granted and proceeds as if the two things were one.

Eg. The king was a lion in the battle field.
The sense lambs that I did light....
Light the lamb of thy love....

6. Simile: In a simile a comparison is made between two objects of different

Kinds which have at least one point in common.

Eg: An aching heart as heavy as lead....
Like summer tempest came her tears...
Stole a maiden from her place.....

7. In personification inanimate objects and abstract notions

are spoken of as having life and intelligence.

Eg: The rain is –a drumming on the glass

8.Images: Images are visuals or pictures that come to the mind as the poem is read.

Eg: A girl with sickle bending.

Birds and beasts wet in the rain.

Sailors in the sea.

9. Hyperbole: In hyperbole a statement is made emphatic by overstatement.

Eg: For the vale profound is overflowing with the sound.

ഒരുക്കം 2010

Supplementary Reader

The Merchant of Venice

Teacher introduces the following questions from the 'Bond Episode' in the play on a chart.

- Did Antonio sign the bond?
- Who was Shylock?
- Why did Antonio approach Shylock?
- What did Bassanio want Antonio to do for him?
- Why did Shylock hate Antonio?
- Who was Bassanio?
- What did Shylock demand before lending money to Antonio?
- Who was Antonio?
- What kind of a man was Shylock?
- Could Antonio give the money to Bassanio? Why?

Learners are asked to write answers to these questions in their notebooks. Then they are asked to sequence the sentences in their correct order.

Events sequenced:

Shylock was a Jewish money lender.

He was very cruel and lent money at very high interest.

Antonio was a young merchant of Venice.

Shylock hated Antonio because he used to lend money to poor people without taking any interest.

Bassanio was a noble Venetian.

He was a close friend of Antonio.

Bassanio wanted Antonio to lend him three thousand ducats.

Antonio had no money then because his ships had not returned from the sea.

Antonio approached Shylock and asked for three thousand ducats.

Shylock agreed but demanded Antonio to sign a bond.

Antonio signed the bond.

Let the learners develop these events into a readable paragraph using linkers.

Once there lived in Venice a cruel Jew named Shylock who lent money at very high interest. On the other hand Antonio lent money to poor people without taking any interest. So Shylock hated him. Antonio had close friend Bassanio, a noble Venetian. One day he asked Antonio to lend him three thousand ducats. Unfortunately Antonio had no money then because his ships had not returned. So Antonio approached Shylock. The Jew agreed but insisted that he had to sign a bond. He signed without any hesitation.

To teacher: The other episodes i.e, casket episode and court episode may be treated in the same manner

The King Lear

Learners are divided into five groups and they are assigned with five episodes from the story. They are asked to go through the episode assigned to them and find out the characters and events. Each group is given the events in jumbled order. Ask them to rearrange in proper sequence.

First group

The king did not understand Cordelia's love for him.

King Lear decided to divide his kingdom among daughters in proportion to their love for him.

The King of France married Cordelia.

He divided the kingdom between the two daughters and gave nothing to Cordelia.

Cordelia said that she loved her father as a dutiful daughter.

Second group;

Goneril told him to lessen the number of attendants.

Goneril began to treat the badly.

The King made some angry exchanges with her.

He decided to set out to Regan's palace.

Third group;

Regan advised him to go back to Goneril.

The King lost control of his mind due to the ill treatment of his daughters.

Lear sent his servant Caius to Regan's palace.

Caius was ill treated by Regan and her husband

Fourth group

King Lear thought that the beggar also had unkind daughters.

King Lear wandered in the rain and storm.

A beggar was there in the hut.

Caius followed him and took Lear into a hut.

Fifth group

Cordelia died in prison.

The daughters' ill treatment made the king mad.

Goneril was imprisoned for poisoning Regan.

Cordelia asked her husband to go to England to fight against her wicked sisters and restore the kingdom to her father.

To teacher Let the learners sequence the sentences properly in groups. The group works may be displayed on charts in proper sequence of events. Ask learners to write readable paragraphs based on the events in respective groups

The Tempest

The events from the story are given in jumbled order. Sequence them and write a readable paragraph.

Ferdinand was brought before Prospero.

Prospero was the duke of Milan.

Miranda fell in love with him.

Everyone was reunited at the end.

Ferdinand succeeded in the tests of Prospero.

Antonio saw his brother and repented.

Antonio, his younger brother forced Prospero and his daughter into a small boat to perish.

Prospero became a master of magic.

They reached on a small island.

The storm dashed the ship into pieces but no one was hurt.

With his magic powers he raised a violent storm.

DIARY

Let's read a diary entry.

Sunday

20.01.2010

Today I went to Poleta along with my new friends Nicola and Jacopo. They didn't tell me the purpose or the details of the destination. But I heard their sad story from the nurse in the hospital. The brothers visited the hospital to see their only sister Lucia, who is admitted for the treatment of tuberculosis. As victims of war they suffered a lot. The war didn't shatter their hopes of living. They worked hard to achieve their goal. The boys never depended one to fulfill their needs. The brothers are really the two- gentlemen in the city. Their love, brotherhood, compassion, commitment, dedication, attracted me much world needs such children.

Tomorrow I leave the city of Verona. I will come back here again with my family to see that the two brothers and their sister Lucia living happily in this city.

Interaction

- Identify the unit
- Identify the character / writer
- Which is the context?
- What do you know about this character?
- Why does he praise the boy?

Elicit responses.

- How do we assess a diary entry?
- Elicit the salient features of a diary entry

Consolidation

- Day and date
- Personal reflections
- Language appropriate to a diary

“ Now, try to write the thoughts of the familiar characters and assess your diary entry based on the above indicators.

DIARY ENTRY**Worksheet -1**

Brizjaloff heard about the death of Tcherviakoff. He became very sad. He wrote his thoughts about Tcherviakoff in his diary. What would be the likely diary entry?

Worksheet - 2

Tcherviakoff decided to go back to the General to explain that he was not joking but the General could not control himself and commanded to get out of the room with broken heart Tcherviakoff returned home and died. Imagine that before the death he wrote his thoughts in his diary. Prepare the likely diary entry.

Worksheet -3

Rakesh went to his village during monsoon while at home in the village he was thinking about his life with Grandpa and his favourite cherry plant. He wrote those pleasant thoughts in his diary. Write the likely diary entry.

Worksheet - 4

After visiting the hospital at Poleta, Cronin came back to his room in the city. The story told by the nurse moved him much. He wrote about the boys in his diary entry. Prepare the likely diary entry.

Worksheet - 5

Swami was congratulated by al for catching a notorious burglar. He felt extremely happy. That night he wrote in his diary his thoughts about the incident happened overnight... Write the likely entry.

After writing the diary entry in each worksheet assess your writing yourself based on the following indication.

Self Assessment

If you feel / find that your diary entry is not in accordance with the indicators given approach your teachers and get suggestions for improvement.

DIARY - More questions to practice**SOME TEXTUAL QUESTIONS****The Cherry Tree**

1. How nice is the plant! It is about 4 inches high. I planted it; Rakesh's mind was filled with joy. Write the diary entry of Rakesh on that day.

2. "What has the goat done? It has eaten all the leaves. Only the main stem and two thin branches are there....." Write the diary entry of Rakesh on that day.
3. A grass cutting woman cut the cherry tree into two. Rakesh couldn't sleep that night. Write the diary of Rakesh on that day.

Two Gentlemen of Verona

1. 'Nicola and Jacopo are really amazing boys. At this age they are looking after their sister. I'm really moved at their sacrifice. I think I should make a note of them in my diary. Write the likely diary entry of the author.
2. Lucia was really troubled at the sight of her younger brothers struggling hard to help her instead of her helping them. But she had no one to express her sorrows. Help her to write her diary.
3. Nicola was really moved by the help rendered by the author and records in his diary. What could he have recorded?

Three Days to see

1. Helen had a dream; a dream of regaining eyesight. She wrote in her diary **her** dreams and aspirations. Write the likely diary entry.
2. On the second and third day she enjoyed tragedy and comedy respectively. Then she visited New York City and got a glimpse of the city life. She enjoyed sunrise and sunset. Her heart was filled with joy. If she had got a chance to write a diary, what could be the diary entry?

The Hero

1. Swami was very happy to receive the prize from PTA. On that night he made a diary entry on the unexpected turn of incidents. What would be the diary entry?
2. Swami's father is worried about the way the boy being brought up. He makes a diary entry showing his anxiety. Write the possible diary entry.

On the Rule of the Road

1. The train journey has provided quite a lot of feelings and thoughts for the author. He was quite disturbed by the happenings. That day he wrote in his diary what had happened. Write the likely diary entry.

The Sneeze

1. Tcherviakov was deeply ashamed after the sneezing incident. He included that matter in his diary on that day. Write his diary entry for that day.
2. The death of Tcherviakov was a shocking news to General Brizjaloff. He could remember how he roared "get out" to him. He felt guilty. Write his diary entry for that day.

The Elixir of Life

1. Imagine that you have visited a flood affected area. You were not able to sleep that night. You started writing the diary. What would be the likely diary entry?
2. While watching TV you had a chance to see people running in search of a drop of water in an African country. You felt so sad at that sight. You felt like shedding your thoughts into your diary. Write the likely diary entry.

Letter

Introduction

You have read and enjoyed the story ‘The Sneeze’ haven’t you?

Let’s recall the story.....

Present the following narrative.....

After the sneezing incident Tcherviakoff could not sleep well. The very morning of the following day he went to Brizjaloff to explain things to him. There was a large crowd of petitioners. When the general raised his eyes to Tcherviakoff, he approached him and apologized once more. Then the general disappeared behind the door retorting that he was simply joking.

Tcherviakoff was desperately agonized and sad “he is a general and he cannot understand what a common man like me is going through. I am not going to beg that man’s pardon again. I will write him a letter but I will not come here again.”

Tcherviakoff made up his mind to write a letter, expressing his feelings in detail . Imagine that you are Tcherviakoff, how would you write the letter

- Individual attempt
- Every learner writes the letter
- Allow four or five children to read their letter.
- Tell other members to find out the following in the letters while presenting.
 - has it got place and date
 - has it got place and date writers address

Who is written to?

Is it a personal letter?

How is the salutation?

How is the beginning?

What does include in the content part of the letter?

- Did Tcherviakov introduce him to the general?
- Did he remind the sneezing incident?
- Did he make an apology? How does the letter conclude?

How should be its language?

Is it appropriate to the content and content?

Is it very long? Brief? Relevant?

Initiate discussion on the essential feature of personal (informal) letter and group there class to refine the letter in the light of the discussion held.

Allow 5 to 10 minutes

Each group presents their letter.

Select one.

Edit it based on the following indicators.

- | | | |
|----------------|---|---|
| Good beginning | - | Salutation, greeting etc. |
| Content | - | Relevant ideas personal reflection |
| Language used | - | Brief, appropriate |
| Organization | - | Place and date |
| | | Salutation |
| | | Content, Linkage between ideas conveyed |
| | | Conclusion |
| | | Writer |

After editing all the groups present their edited version of the letter. Along with this teacher present his version of the letter.

Moscow

20.01.2010

Mr. Brizjaloff

The General

The Department of Highways

Leningrad

Dear Sir,

I'm Tcherviakoff, a minor official in the Department of Public Health. Perhaps you may remember me. I have a grievance to convey to you in detail.

The day before yesterday, I happened to sneeze on you, while I was watching the opera. It was not deliberate act. But I think I disturbed you a lot. Actually I did not mean to I think you have mistaken me. The thought makes me uneasy and sleepless. I tried to convince you many times, but in vain I whole heartedly beg your pardon. Please understand me and accept my apology

Yours truly

Tcherviakoff

-Sd/-

Formal letter (teacher version)

From,

Nanda Kumar,

Std X

Bright school

Malanada

To,

The District Collector

Thrissur

Sir,

I learnt from a reliable source that the PWD is planning to cut down some of the trees growing near our school. These trees are a blessing to all of us. They give us plenty of fruits, fresh air and shade to people in the surrounding area. Though old, the trees are not dangerous at all. Hence, as a lover of tree, I request you to be kind enough to intervene in this matter and issue orders to the authorities concerned to give up their move to fell down these trees.

Yours faithfully

(Sd- /)

Nanda Kumar

Thrissur

20.01.2010

Letter Writing : Questions for practice**Two Gentle man of Verona**

1. Poor Lucia she must be feeling so lonely. Author felt so sorry for her. He wished to write a letter to her. Can you help him?
2. You are dissatisfied with the sanitary conditions of the hospital where Lucia is admitted. You decided to write a letter to District Medical Officer. Write the likely letter.

Three Days to see

1. On the first day of her eyesight Helen was very happy and she wrote a letter to her dearest friend . Write the likely letter.
2. You know that Helen Keller is a very good writer though she is blind/deaf and dumb. She has written all her experiences, feelings and thoughts in the form of a book. She wants it to be published. Draft a letter to the publishing company.

The Hero

1. The PTA decides to invite the Sub Inspector of Police to award the prize to Swami in a function. They draft a letter of invitation. How would the letter be?
2. Swami writes a letter to his cousin describing what really happened that night. Write the possible letter, Swami might have written.
3. Swami's friend Muthu, who lives in the nearby village read from the newspaper about Swami's bravery. He wrote a letter of congratulation to Swami. Help Muthu to write the letter.

On the Rule of the Road

1. The incident of the stout lady walking down the middle of the road was described in his letter to A.G. Gardiner by Mr. Arthur Ransom. How would that letter be?
2. After watching the unruly scene on the road in Petrograd you have decided to write to the traffic police regarding traffic offences. Write a likely letter of complaint.

The Sneeze

1. Suppose Tcherviakov wrote a letter to General Brizjaloff apologizing for the sneezing incident. What could be the possible letter?
2. After the death of Tcherviakov, General Brizjaloff writes a consoling letter to his wife. Write the likely letter.

The Elixir of Life

1. Write a letter of complaint to the Panchayat President about the scarcity of drinking water in your area.

Profile Writing

C.V.Raman

Birth	:	1888, Tamilnadu
Death	:	1970
Graduation	:	Presidency College, Madras
Career	:	Professor, Indian Institute of science
Contribution	:	Raman Effect
Awards	:	Nobel Prize for physics 1930 Bharat Ratna and Lenin Prize

C.V. RAMAN

C.V. Raman the famous scientist of India was born in 1888 in Tamilnadu. He graduated from Presidency College, Madras. He became the professor of Indian Institute of Science. His greatest contribution was the discovery of Raman Effect. He won Nobel Prize for Physics in 1930. The nation honoured him with Bharat Ratna. He was also awarded the Lenin Prize. He died in 1970.

Profile Writing

Charles Darwin

Birth	:	1809, Shrewsbury, Britain
Interest	:	Natural history
Achievement	:	Joined expedition to South America and the pacific
Contribution	:	Theory of evolution
Famous work	:	Origin of species 1859 The Decent of man 1871
Death	:	1882

CHARLES DARWIN

Charles Darwin was a famous naturalist. He was born in Shrewsbury in 1809. He was greatly interested in natural history. He loved navigation and joined the expedition to south - America and the pacific. His greatest contribution to the world is his theory of evolution. His famous works include origin of species (1859) and the Descent of man (1871). Darwin passed away in 1882.

Profile Writing

Rabindranath Tagore

- Birth : 1861
- Achievements : Poet, playwright & educationist
Santiniketan, Non traditional school
- Career : Writer
- Awards : Nobel Prize, Literature 1913, Gitanjali

RABINDRANATH TAGORE

Rabindranath Tagore was one of the greatest literary figures of India. He was born in 1891. As a writer he wrote poetry, drama and fiction. He was awarded Nobel Prize for literature in 1913 for his notable work, Gitanjali. Tagore founded his non traditional school Santinikethan. He died in 1941.

Read the following dialogue and assess it based on the indicators given in the appendix.

- Father : Hai, How are you dear?
- Rakesh : I'm fine dad.

- Father : How is grandfather?
- Rakesh : He is also doing fine.
- Father : How can he live there without you?
He would be sad, wouldn't he?
- Rakesh : No, Papa. He spends most of his time in the garden. He loves plants and trees more than anything.
- Father : Are you interested in planting trees?
- Rakesh : Yes, Papa. I planted a cherry tree.
- Father : Where did you plant it?
- Rakesh : I planted it in the shady corner of the garden.
- Father : It's quite fine. You should help me in farming here also.
- Rakesh : Yes, Papa with pleasure.

Imagine that Nicola told his tragic family story to A. J. Cronin on their way to Poleta hospital. What would be the likely story?

Sir, till now we didn't disclose, why do we work so hard in the city day and night. We do so only for looking after our only sister Lucia Sale is admitted in the hospital at Poleta for the treatment of tuberculosis.

Our father, a widower, had been killed in the early part of the war. A bomb blast had destroyed our house and we were thrown into the streets. We starved for many days. We made a shelter ourselves among the rubbles meanwhile we found that our sister Lucia is suffering from TB. We hospitalised her.

As you had seen, we did many works in the city and saved money for the treatment of our sister. Every Sunday we visit her and spent the day with her. Today luckily we got your help to reach Poleta by car. We did not tell this story to anyone because we don't seek sympathy and help from others. We are ready to do any amount of work to save our sister. We don't feel bad about we really feel proud in doing so.

ENGLISH

Total Score: 80

Time : 2½ hour

Instructions:

- Attempt all questions
- You are not allowed to write during the first fifteen minutes
- This time is to be spent in reading the question paper

(Qns. 1 to 5) read the following passage carefully and answer the questions that follow.

Now, sneezing is not prohibited to anyone. Peasants sneeze, and chiefs of police sneeze, and even politicians sneeze; everyone sneezes. Naturally, Tcherviakoff did not feel embarrassed at what he had done. He wiped his nose with his handkerchief and glanced about him politely to make sure that he had not disturbed anyone by his sneezing. And then he felt deeply ashamed. He saw that an old man who was sitting in front of him was painfully wiping his bald spot and the back of his neck with his glove and muttering something. He was, Tcherviakoff recognized, General Brizjaloff of the Department of Highways

‘I sneezed on him, thought Tcherviakoff. ‘He is not my chief, but still it is awkward. I must apologize’.

1. What made Tcherviakoff feel uncomfortable immediately after he sneezed? 1
2. How did General Brizjaloff respond to the sneezing of Tcherviakoff? 1
3. Find out words from the above passage which mean

(a) ashamed and uncomfortable	b) not permitted
(c) speak something in a low voice	d) know who someone is

4 x ½ = 2

4. Tcherviakoff’s repeated apologies annoyed the General. Imagine that the General makes a diary entry on the incident at the opera house. What would he write in his diary? Write the likely diary entry.

5. On reaching home Tcherviakoff talked to his wife about the sneezing incident. What would be the likely conversation between them?

(Qns. 6 to 9) Read the lines from ‘The Solitary Reaper’ and answer the following questions.

Whate’er the theme, the maiden sang
 As if her song could have no ending;
 I saw her singing at her work,
 And o’er the sickle bending.
 I listened, motionless and still;
 And, as I mounted up the hill,
 The music in my heart I bore,
 Long after it was heard no more.

- 6. Mention any two visual images that you get while reading the lines 1
- 7. What does the poet carry with him when he moves away from the scene? 1
- 8. Quote the line which tells you that the poet was unaware of the theme of her song? 1
- 9. What was the effect of the girl’s song on the poet? 1

(Qns. 10 to 13) Read the lines from ‘Come Love with me’ and answer the following questions that follow:

Come live with me and be my love,
 And we will all the pleasures prove
 That hills and valleys, dales and fields
 And all the craggy mountains yields.
 There we will sit upon the rocks,
 Seeing the shepherds feed their flocks.
 By the shallow rivers, to whose falls
 Melodious birds sing their madrigals

- 10. Who do you think is the speaker in this poem? 1
- 11. Who does he invite to live with him? 1
- 12. What provides the background music to the water falls? 1

13. Give examples of alliteration employed by the poet

1

(Qns. 14) Answer any one of the following questions in about 120 words 7

14. (a) Imagine that Swami tells you how he got into troubles and how he got out of it as ‘ a hero’. What would he tell you? Write it in Swami’s own words. You may begin like this:

I am generally frightful by nature

OR

(b) As part of observing World Water Day you are asked to make a short speech during the school assembly on ‘The Importance of Water and the Need for Preserving its Sources’. Prepare a short speech for presentation. You may use the hints given.

Hints: precioustrue elixir of lifefuture needs.....rain water harvest.....protection of sources.....afforestation.....

15. Following are the major events that led to the murder of Julius Caesar. They are given in a jumbled order. Rearrange them properly and write a short paragraph using tinkers. 5

Decius persuades Caesar to go to Capitol
 conspirators persuaded Brutus to join them
 Caesar dies inflicted by three and thirty wounds
 some of the senators jealous of Caesar’s growing power
 plan to kill Caesar at the Senate house

(Qns. 16 to 21) Read the passage given below and answer the questions that follow:

Once there was a miser. He worked all his life and saved lot money. He loved money more than anything else. One day he said to his wife, “When I die, you

n	Name	Mekha	Arun	Shyam	Anand	e
n	Age	13 Yrs	14 Yrs	15 Yrs	12 Yrs	e
n	Height	132cm	135cm	138cm	139cm	
C	Weight	44Kg	48Kg	46Kg	41Kg	s
c	Brothers	1	1	2	1	a
s	Sisters	2	1	0	1	d
a	Hobbies	video games	outdoor games	gardening	cycling	
	Father	a farmer	a teacher	a travel agent	a doctor	

“Yes,” the wife said, “I can’t lie. I promised him so.”

“What! You mean you put all his money in the casket and sent it with him?”

“Certainly yes. I put it in my bank account and I wrote him a cheque.” said the woman.

- 16. What did the miser want his wife to do? 1
- 17. What was the miser’s plan? 1
- 18. What did the woman want to place in the coffin before it was taken away? 1
- 19. What did the woman do with the money? 1
- 20. How did the wife keep her word ? 1
- 21. Suggest a suitable title to the passage. 1

22. Read the likely conversation between Nicola and A. J. Cronin. Some part of it is missing. Complete the conversation suitably 1 x 6 = 6

Nicola : Good morning Sir.....(a).....?

A. J. Cronin : I would like to go for a movie
_____ (b) _____?

Nicola : Sure, sir. We’ll, book two tickets for you

A. J. C the, in, on, at, an, when, a, and, with, but

Nicola : Yes, sir. Till late at night.

A. J. Cronin : You are working so hard, _____ (d) _____? And you might be earning a lot. Now tell me _____ (e) _____ money ?

Nicola : We have some plans sir

A. J. Cronin : _____ (f) _____?

Nicola : Just plans sir
turn away, put off, go on, put up with, turned up, put in

(Qns. 23 **a group of**
student. Read it carefully and answer the questions given below.

- 23. Who is the tallest member in the group? 1
- 24. How does Shyam spend his leisure time? 1
- 25. How tall is the eldest member of the group? 1
- 26. How many sisters does Shyam have? 1
- 27. How old is the youngest member of the group? 1

(Qns. 28) Certain words are missing in the following diary entry made by Athul. Choose the words from the box below and write them in the place where ('/') is marked. 8 x ½ = 4

Got up very early (a)/ the morning and
 spend (b) / hour learning English. Had my
 bath and read (c)/ newspaper. Then went
 to the stadium (d) / played football. Came
 back home (e) / twelve noon. In the evening
 I got (f)/ surprise phone call. The voice at the other end
 congratulated me (g)/ winning the first place in the
 painting competition. Went out (h)/ parents for a dinner.

(Qn. 29) Complete the following report using the right phrases given in the box below : 4x ½ = 2

Thousands of cricket lovers _____ (a) _____ to watch the one-day match. Many people had to _____ (b) _____ from stadium as it was overcrowded. But unfortunately the match was _____ (c) _____ as one of the teams failed to report. People _____ (d) _____ shouting in protest.

(Qn. 30) Read the extract from a report written by Akhil. There are a few errors in it which are underlined by his teacher. Correct and rewrite them: 4x ½ = 2

The formal sessions of the seminar has started before all the paper presenters reach the hall. Four papers presented in the seminar. I was one of the participant of the seminar.

(Qn. 31) Read the dialogue given below and complete the following sentences suitably. 2x 1 = 2

Rakesh : Will the cherry tree survive?

Grand father: Never mind, it will grow again

(a) Rakesh _____

(b) Grandfather _____

32. Your class has decided to organise an exhibition on Road Safety. Write a notice about this showing the details 5

33. Some of the following words describe the qualities of Nicola and Jacopo.....the Two Gentlemen of Verona'. Choose those words which suit best to describe them and write a short paragraph on their character. 5

hard working; lazy; industrious; selfish; believe in dignity of labour; loyal ; dependable ; truthful ; independent ; selfless ; trustworthy;

34. Imagine that the man who travelled with AG. Gardiner in the train (who talked in a loud and pompous voice) realizes his mistakes and writes a letter to Gardiner expressing his regret. What would he write? Write the likely letter.

OR

Imagine that Ivan Tcherviakov writes a letter of apology to the General seeking his forgiveness. What would be the letter like? Write the likely letter for Tcherviakov.

35. Imagine that you are asked to prepare a short profile of Sri. K. P. Appan (Karthikayil Padmanabhan Appan) to be included in your school magazine. Write his profile using the hints given below.

Born : 25 August 1936 Alappuzha

Schooling _ *Sanadana Dharma Vidhalaya* : Alappuzha

Colleges - SD College, Maharaja's College

Started career as school teacher, joined college - retired in 1992

Known writer and critic

Gave new dimension to Malayalam literary criticism

Kendra Sahitya Academy Award

Died: 15 December 2008

Phrasal Verbs

Replace the underlined words in the passage with suitable phrasal verbs from the box.

1. [turned up, set out make out came across, put on]

Mr. Thomas arrived here yesterday. He had to attend a seminar. He wrote his suit and went out. On the way he met a friend by chance, Even though he listened carefully he couldn't understand what he said.

2. [put across, called on, went on, put across, sent off, called at]

I visited Delhi last week with my family. We got a tourist guide there and started to Taj Mahal. Though he was very familiar with the place he couldn't communicate well. But he continued with his description of the place.

3. [put out, passed away, get around, put off, set out]

John's uncle died yesterday. So he postponed his trip to Mumbai. He decided to start next Monday. The station master helped him to overcome all the difficulties regarding the cancellation of tickets.

4. [turned out, turned up, gave away, put on]

Yesterday was Kavya's birthday. She wore her new frock and waited for her friends. When they arrived she distributed sweets to them. They enjoyed very much and that day happened to be a fine day.

5. [looked after , put up with, put out, give up, gave in]

Radha nursed her old father with great patience. She told him to stop smoking. He couldn't tolerate her advice. He got annoyed and went out.

6. [set off, turn down, call for, call at come down]

Now there is no elected government in Karnataka. When the Governor (1) the request made by the opposition to form a government they (2) to Delhi to meet the

president. But when the number of supports (3) they (4) an early election to the state assembly.

Reported Speech

1. Grandfather asked “What are the pebbles for?”

“For privacy” said Rakesh

What did grandfather ask?

What was Rakesh’s reply?

2. The author asked “Why bare you so late Nicola?”

“Waiting for the last bus from Padua” said Nicola

What did the author ask?

What was Nicola’s reply?

3. The author asked: Is there anything I can do for you before we go?”

“We cannot think of troubling you sir” said Nicola

What did the author ask?

What was Nicola’s reply?

4. Inspector to Swami, “Why don’t you join the police when you are grown up?”

Swami: “I want to become an engine driver”.

What did inspector ask Swami?

What was Swami’s reply?

5. Helen asked a friend “What did you see in the woods?”

“Nothing in particular’ she answered.

What did Helen ask her friend?

What was her reply?

6. Granny said “Are you really sleepy?”

“Please, shut up granny” Swami whispered

What did granny ask?

What did Swami whisper?

7. “Can I have a lamp burning in the room?” asked Swami:

“No. You must learn not to be afraid of darkness’. Said his father

What did Swami ask?

What was his father’s reply?

8. Father asked “Where is he sleeping?”

“In his usual place,” replied Swami’s mother.

What did father ask?

What was Swami’s mother’s reply?

9. “I am sorry! Sneezed on you sir” said Tcherviakov

The general shouted “You are talking about the same thing again.”

Essay

“Water is the commonest of all liquids in another sense it is the uncommonest of all liquids. “ Examine the statement in the light of the passage ‘The Elixir of life’.

[Hints - Precious fluid - protect and preserve resources - future needs - rain water preservation]

Answer

Sir C.V. Raman’s thought provoking article deals all about water - the creator, sustainer and maintainer of life. The presence of water, the true elixir of life can make a heaven out of a hell and a hell out of a heaven. The best example is the Libyan Desert and the valley of Nile in Egypt.

Water is the basis of all life. It is a true protector and the preserver of both the flora and fauna. It has played a role of great significance in shaping in the course of earth’s history .It is the most potent and the most wonderful thing on the face of our earth. No physical activity is possible without the presence of water. Being the sustainer of life, the preservation and utilization of water is thus very fundamental for human welfare. A part from artesian water the ultimate sources of water on

the earth is rain or snowfall. The collection and utilization of this water is therefore of vital importance .But it is pit that much of it flows down into the streams and rivers and is run off the ground . If we look in the harnessing of our rivers and the resource that maintain the unfailing flow of water , the menace that it creates in the form of soil erosion, earth quake , land slides and tsunami will be unpredictable. The problem of water is to be considered on war ground with well planned and courageous action, unless it may it lead to a situation that reminds me of line ‘water, water everywhere hut not a drop to drink.

Hence let’s preserve every drop of water to preserve all life on the earth.

Auto biographical piece

Dear Arjun,

I hope you are fine there. I write this letter now to tell you an interesting thing that happened in my life. I caught a notorious burglar last night .You can’t believe it, can you? But it happened. Today I am a hero my school .You used to tease me calling a rabbit but now I am the bravest boy in the village.

It all began with a newspaper report. The report said that a small boy helped the villagers to catch a tiger. After reading the report my father praised the bravery of the boy. I argued that a boy couldn’t be that much brave. Then my father replied that courage was everything, strength and age are not important.

When argued it, he commanded me to sleep alone in the office room at night. Grandma and I request my father to allow me to sleep beside Granny but it vain. So I slept in the office room. I was past midnight. I was terribly frightened. I heard a strange noise. I stared into the darkness. I saw something moving. I thought that it was a devil, which came to kill me. I sweated with fright. I thought my death was near so I decided to attack without waiting for it to attack me soon. I hugged it from behind and bit on his leg. The victim couldn’t defend unexpected attack. It fell down amidst the furniture. My father and others at home came and caught the man. He was notorious burglar.

Then I was congratulated by everyone on my heroic deed. Today at school Headmaster and friend honoured me like a hero. The Inspector congratulated me. But am I really a hero? I doubt even now I am not ready to sleep alone any where in the world I’m still afraid of darkness. How could I be a new? Am I deserving this praise .What do you say .Please reply me soon cove , Swami.

Reading Comprehensive (Textual Expository Passage)

1. Read the following passage from ‘The Elixir of life’ and answer the question given below.

Closely connected with the conservation of water supplies is the problem of afforestation the systematic planting of suitable trees in every possible or even in impossible areas and the development of what one can call civilized forests , as distinguished from wild and untamed jungle, is one of the most urgent needs of India such plantation would directly and indirect prove a source of untold wealth to the country. They would check soil erosion and conserve the rainfall of the country from flowing away to the waste.

1. What is closely connected with the conservation of water supplies? (1)
2. What is meant by civilized forest? (1)
3. According to the author, what is one of the most urgent needs of our country(1)
4. What would be the advantage of afforestation (1)
5. Prepare two slogans to be put up near the public water tap (4)

Answers

1. The problem of afforestation is closely connected with the conservation of water supplier.
2. The systematic planting of suitable trees and its development can be called civilized forest.
3. According to the author afforestation /development of civilized forests is one of the most urgent needs of our country.
4. Afforestation would cheek soil erosion and conserve the rainfall. It would also be an untold wealth to the country.

WATER IS PRECIOUS

SAVE WATER

DON'T WASTE IT

SAVE LIFE

Reading comprehension - Textual Story

Read the passage given below and answer the questions that follow:

By the time summer came round again it had sent out several new shoots with tender green leaves. Rakesh had grown taller too. He was eight now, a sturdy boy with curly black hair and deep black eyes. ‘Blackberry’ Grandfather called them.

That monsoon Rakesh went home to his village, to help his father and mother with the planting and ploughing and sowing. He was thinner but stronger when he came back to Grandfather’s house at the end of the rains, to find that the cherry tree had grown another foot. It was now up to his chest.

1. Make a list of activities connected with farming
2. When did Rakesh come back to his grandfather’s house?
3. How did Rakesh become thinner but stronger?
4. Find out one word for ‘strong and healthy’ from the passage.
5. After reaching home, Rakesh told his mother about the cherry tree. Write the likely dialogues between Rakesh and his mother.

Select more passages from the Coursebook. Frame appropriate questions. Give the reading task as a worksheet

Phrasal Verbs

Fill in the blanks suitably choosing from the given box:

(a) Nicola and Jacopafor Poleta in the author’s car. They..... a large red roofed villa. They didn’t want the author totheir sister, a T.B patient in the hospital.

[come in, set out, call on, put off, get at]

(b) The following day Tcherviakovhis new uniform and went to Brizjaloff’s office tothings to him. Tcherviakovwith the same explanation. The general became impatient andand asked him to get out.

[put across, go off, put on, go through, go on]

Phrasal Verbs

get

1. get at - find reach
2. get up - awake/rise
3. get back - obtain/ return
4. get on - continue make a progress
5. get over - recover from a disease.

go

1. go on - to continue
2. go through - examine
3. go up - rise in prize
4. go off - explode
5. go for - attack

keep

1. keep away - stay away
2. keep on - continue

turn

1. turn up - to arrive at a place.
2. turn on - to switch on
3. turn off - to stop the supply of water, gas etc.
4. turn over - to turn a page in a book
5. turn down - to refuse an offer or invitation

set in	-	begin
set out	-	start
put in	-	use
got back	-	return
to put up with	-	tolerate
give up	-	to abandon
turn to	-	look forward to
put in	-	use
give over	-	over come
come up with	-	to being
make use at	-	use
come across	-	meet by chance
turn against	-	to become an enemy
turn down	-	refuse
turn out	-	happened
turn over	-	turn the pages
give in	-	yield
give up	-	to abandon
give away	-	to distribute

Fill in the blanks choosing the appropriate phrasal verbs from the brackets

I. When the monsoonRakesh..... home to assist his parents in farming. He had tolot off efforts. In the end when hehe was thin but strange than ever.

[set in, set out, put in. get back]

II Nicola and Jacopa hada lot of trials and tribulation, but they neverthe boys neveranybody for help. Theya lot of hard work and moved forward bravely.

[put in, give up, to put up with, turn to]

III Helen Keller..... her disabilities with the help of her teacher and through hard work. She.....so many suggestions for them who have eyes to see .We have toour senses as if we might loose than the next day. Helen inspired and motivated all those who..... her.

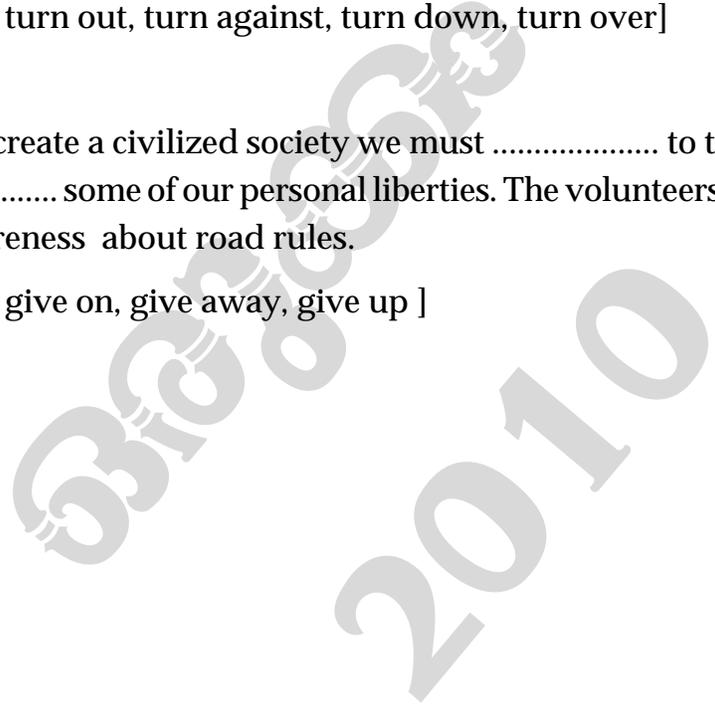
[came across, come up with, get over, make use of]

IV Following sudden outburst of anger Swami’s father..... him and forced him to sleep in his office room. He Swami’s request to allow him to sleep in the hall. Events to be very scary for him. But after an unexpected turn off events , dad wad delighted to see his son’s photograph whilethe page of the newspaper.

[turn out, turn against, turn down, turn over]

V In order to create a civilized society we must to the rules of the road and must some of our personal liberties. The volunteers leaflets to create awareness about road rules.

[give on, give away, give up]



Supplementary Reader

The following are some of the events that made King Lear angry with Cordelia . Arrange the in sequence and write a paragraph using suitable linkers.

- a) Cordelia says she loves her father according to her duty.
- b) King Lear asks her daughters how much they love him.
- c) The king is shocked
- d) Regan says her greatest pleasure is her love for her father.
- e) Goneril says she loves her father more than words can say

Answer

- a) King Lear ask his daughters how much they love him
- b) Goneril says that she loves her father more than words can say
- c) Regan says her greatest pleasure is her love for her father
- d) Cordelia says she loves her father according to her duty.
- e) The King is shocked

King Lear, the king of Britain became old and weak. He wanted to entrust the rule of his kingdom in the hands of his three daughters. Hence he decided to divide his kingdom according to their love towards him. So he called his eldest daughter General. She said that she loves her father more than words can say Exceeding General, Regan came forward and says her greatest pleasure is her love for her father. Disgusted with the flattery of her sisters, Cordelia says she loves her father according to her duty . Hearing this unexpected answer the king was shocked.

The Merchant of Venice

The following are some of the words taken from ‘The Merchant of Venice’. They are on jumbled order. Rearrange them and write a paragraph using

- a) The Prince of Morocco chose the golden box on which it was written ‘whoever chooses me shall have what many men desire
- b) Portion’s father had left three caskets with her
- c) Prince of Aragon chose the silver casket.
- d) Bassanio chose the leader casket and proved successful.

- e) One of them had Portia's picture in it and the man who chose it would win Portia's hand.

The Tempest

- a) Antonio forced prospero and his daughter Miranda, to be perished in the sea
- b) Prospero and Miranda reached a Duke of Milan
- c) Prospero and Miranda reached a desired land.
- d) With the help of the King of Naples, Antonio took away Prospero's kingdom.
- e) He entrusted the management of her stoke affairs to her fake brother Antonio.



Question Category

Guidelines

Reading comprehension of textual passage

- Factual - Pick out the information from the passage.
 - Inferential - Read bet been the lines.
 - Interpretative - Read beyond lines.
 - Evaluative - Give your opinion, views.....
 - Predict - Imagine
 - Connect and
 - Application level questions

2. Reading comprehension of unfamiliar passage

- Factual
- Inferential
- Application level questions.

3. Reads and appreciate poems

- Thematic
- Structural
- Musical appreciation of poems

4. Major discourses based on textual passages

- Essay
- Speech
- Autobiographical narrative
(Alternative point of view)

5. Minor discourses based on textual passage

Notice

- Diary
- Letter
- Conversation
- Report

6. Study Skills

Grasps the central idea of reading materials and prepare notes

Reads and comprehends the data / information given, by decoding it.

Reads, analyse, compares and consolidates the data/ information given

7. Profile writing

Writes profile based on the given details profile of famous -
Writers,
Scientists
Social leaders

8. Story comprehension (Supplementary reader)

Writes events in a story / passage - in a logical sequence using suitable cohesive devices.

Language Elements

a) Cloze type

Testing accuracy in communication by using prepositions, articles and linkers

b. Edits a passage

Edits a passage by identifying, morphological (tense) syntactical (word order) errors

c. Phrasal verbs

Uses appropriate phrasal verbs in meaningful context

d. Reports what some one said

Reporting statements, questions, commands etc.