

മുക്തമൂലം

എസ്.എസ്.എൽ.സി.
പഠനസഹായി
2016 - 2017

ENGLISH



ജില്ലാപഞ്ചായത്ത് - കണ്ണൂർ
ഡയറ്റ് കണ്ണൂർ

ഉപദേശക സമിതി

കെ.വി.സുമേഷ് (പ്രസിഡണ്ട്, ജില്ലാ പഞ്ചായത്ത്, കണ്ണൂർ)

കെ.പി.ജയബാലൻ (ചെയർമാൻ, വിദ്യാഭ്യാസ ആരോഗ്യ സ്റ്റാന്റിംഗ് കമ്മിറ്റി, ജില്ലാ പഞ്ചായത്ത് കണ്ണൂർ)

എം.ബാബുരാജൻ (ഡി.ഡി.ഇ., കണ്ണൂർ)

കെ.എം.കൃഷ്ണദാസ് (എ.ഡി.പി.ഒ., ആർ.എം.എസ് എ.കണ്ണൂർ)

ഡോ: പി.വി.പുരുഷോത്തമൻ (ഡി.പി.ഒ., എസ്.എസ്.എ.കണ്ണൂർ)

ചീഫ് കോ-ഓർഡിനേറ്റർ

സി.എം.ബാലകൃഷ്ണൻ (പ്രിൻസിപ്പാൾ, ഡയറ്റ്, കണ്ണൂർ)

കോ-ഓർഡിനേറ്റർ

ഡോ: എം.ബാലൻ (സിനിയർ ലക്ചറർ, ഡയറ്റ്, കണ്ണൂർ)

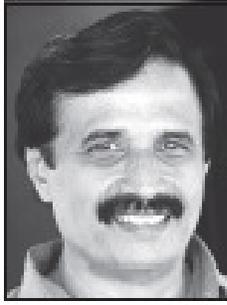
പി.യു.രമേശൻ (സിനിയർ ലക്ചറർ, ഡയറ്റ്, കണ്ണൂർ)

കെ.എം.ചന്ദ്രൻ (സിനിയർ ലക്ചറർ, ഡയറ്റ്, കണ്ണൂർ)

ഡോ: കെ.പി.ഗോപിനാഥൻ (ലക്ചറർ, ഡയറ്റ് കണ്ണൂർ)

ശില്പശാലയിൽ പങ്കെടുത്തവർ

1. യദീന്ദ്രൻ.കെ - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ജി എച്ച് എസ് എസ് തിരുവങ്ങാട്
2. രമേശ് ബാബു.എം - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ജി എച്ച് എസ് എസ് മമ്പറം
3. മോഹനൻ വി പി - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ചോതാവൂർ എച്ച് എച്ച് എസ്
4. ഐസക്ക് എബ്രഹാം - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, മാലോത്ത് കസബ
5. കെ.പി ചന്ദ്രൻ - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ജി എച്ച് എസ് എസ് മുണ്ടേരി
6. പ്രദീപ് നരോത്ത് - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ജി എച്ച് എസ് എസ് ഇരിക്കൂർ
7. പി വിനോദ് - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ചപ്പാരപ്പടവ് എച്ച് എസ് എസ്
8. എൻ .ടി സുധീന്ദ്രൻ - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ചൊവ്വ എച്ച് എസ് എസ്
9. വികാസ് കെ.പി - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, കടമ്പൂർ എച്ച് എസ് എസ്
10. രാജീവൻ.വി ആർ - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ജി എച്ച് എസ് എസ് ശ്രീകണ്ഠപുരം
11. രാജീവൻ.പി വി - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ജി വി എച്ച് എസ് എസ് കണ്ണൂർ
12. രാമചന്ദ്രൻ.കെ - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്,
ഇ.എം.എസ് എസ് ജിഎച്ച് എസ് എസ് പാപ്പിനിശ്ശേരി
13. അശോകൻ.വി - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ചൊവ്വ എച്ച് എസ് എസ്
14. സെബാസ്റ്റ്യൻ.പി.വി - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്,
സെന്റ് ജോസഫ് എച്ച് എസ് എസ് തലശ്ശേരി
15. രമേശ് ബാബു കെ.ഇ - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്, ചൊവ്വ എച്ച് എസ് എസ്
16. കൃഷ്ണൻ കുറിയ - ബി പി ഒ കണ്ണൂർ നോർത്ത്
17. ബാബു.കെ.എ - എച്ച് എസ് എ സോഷ്യൽ സയൻസ്,
എ.വി എസ് എ എച്ച് എസ് എസ് കരിവെള്ളൂർ



പ്രൊഫ. സി.വേണുനാഥ്
 വിദ്യാഭ്യാസ വകുപ്പ് മന്ത്രി
 കേരള സർക്കാർ

സന്ദേശം

ഗുണമേന്മയുള്ള വിദ്യാഭ്യാസം കുട്ടിയുടെ അവകാശമാണ്. വിദ്യാഭ്യാസ രംഗത്ത് ഗുണപരവും ഗണപരവുമായ മികവ് ലക്ഷ്യം വെച്ചുകൊണ്ട് കണ്ണൂർ ജില്ലാ പഞ്ചായത്ത് നടപ്പിലാക്കിവരുന്ന 'മുകളം' സമഗ്ര വിദ്യാഭ്യാസ പദ്ധതി കേരള വിദ്യാഭ്യാസ രംഗത്തിന് തന്നെ മാതൃകയാണ്. 2017 മാർച്ചിൽ നടക്കാനിരിക്കുന്ന പത്താംതരം പരീക്ഷയിൽ മുഴുവൻ കുട്ടികൾക്കും C+ നു മുകളിൽ ഗ്രേഡ് ലക്ഷ്യം വെച്ചുകൊണ്ട്, ഇംഗ്ലീഷ്, ഔതികശാസ്ത്രം, സൗതന്ത്രം, സാമൂഹ്യശാസ്ത്രം, ഗണിതം എന്നീ വിഷയങ്ങൾക്ക് കണ്ണൂർ ഡയറ്റിന്റെ നേതൃത്വത്തിൽ അധിക പഠനസാമഗ്രികൾ വികസിപ്പിച്ചിട്ടുണ്ട് എന്നറിയുന്നതിൽ അതിയായ സന്തോഷമുണ്ട്. അർത്ഥപൂർണമായ ഈ പദ്ധതിക്ക് എല്ലാവിധ ആശംസകളും നേരുന്നു.

എല്ലാ വിദ്യാർത്ഥികൾക്കും ഉന്നതവിജയം കൈവരിക്കാൻ സാധിക്കട്ടെ.

പുതുവത്സരാശംസകളോടെ,

പ്രൊഫ.സി.വേണുനാഥ്
 വിദ്യാഭ്യാസ വകുപ്പ് മന്ത്രി, കേരളം

തിരുവനന്തപുരം
 15-12-2016

കെ.വി. സുരേഷ്
പ്രസിഡണ്ട്,
കണ്ണൂർ ജില്ലാ പഞ്ചായത്ത്



ആമുഖം

കണ്ണൂർ ജില്ലയുടെ വിദ്യാഭ്യാസ മുന്നേറ്റത്തിന്റെ അടയാളമായ മുകുളം പദ്ധതി സംസ്ഥാനതലത്തിൽ തന്നെ അംഗീകരിക്കപ്പെട്ടതാണ്. കൂട്ടികളുടെ സമഗ്രവികസനം ലക്ഷ്യം വെച്ചുകൊണ്ട് വൈവിധ്യമാർന്ന വിദ്യാഭ്യാസ പദ്ധതികൾ ഈ വർഷവും ജില്ലാ പഞ്ചായത്ത് ആവിഷ്കരിച്ച് നടപ്പിലാക്കി വരികയാണ്. പത്താം ക്ലാസിലെ മുഴുവൻ വിദ്യാർത്ഥികളുടേയും ഉന്നത വിജയം ഉറപ്പാക്കുന്ന സമയബന്ധിത കർമ്മ പരിപാടിയാണ് മുകുളം. മുകുളം എന്ന പേരിൽ പ്രത്യേക പ്രവർത്തന പുസ്തകം തയ്യാറാക്കി നൽകുന്നത് കണ്ണൂർ ഡയറാണ്. പൊതു വിദ്യാഭ്യാസത്തിന്റെ ഗുണമേന്മ മെച്ചപ്പെടുത്തുന്നതിൽ കണ്ണൂർ ജില്ലാ പഞ്ചായത്തിന്റെ ഇടപെടലുകൾ നിർണായക സ്വാധീനം പെടുത്തിയിട്ടുണ്ട്. അധ്യാപകരുടേയും കുട്ടികളുടേയും ഭക്ഷിതാക്കളുടേയും കൂട്ടായ പരിശ്രമത്തിലൂടെ നൂറുശതമാനം വിജയമെന്ന ലക്ഷ്യം നേടിയെടുക്കുമെന്നതിന് ഈ പഠന സഹായി സഹായകരമാകട്ടെ എന്ന പ്രതീക്ഷയോടെ മുകുളം പൊതുസമക്ഷം സമർപ്പിക്കുന്നു.

കണ്ണൂർ
15-12-2016

സ്പോൺസർഷിപ്പ്

കെ.വി സുരേഷ്

കെ.പി ജയബാലൻ

ചെയർമാൻ
വീദ്യാഭ്യാസ-ആരോഗ്യ സ്റ്റാൻഡിംഗ്
കമ്മിറ്റി
കണ്ണൂർ ജില്ലാ പഞ്ചായത്ത്



ആശംസ

ഓരോ വീഷയത്തിലും പാഠ്യപദ്ധതി വിഭാവനം ചെയ്യുന്ന രീതിയിൽ ആശയപരവും പ്രയോഗികവുമായ ധാരണ ഓരോ കുട്ടിക്കും ലഭിക്കേണ്ടതുണ്ട്. ക്ലാസ് മുറിക്കുള്ളിലും പുറത്തും ഇതിനായി ധാരാളം പ്രവർത്തനങ്ങൾ അധ്യാപകർ നടത്തുന്നുണ്ട്. അവരുടെ ശ്രമങ്ങൾക്ക് അക്കാദമികമായ ഊർജ്ജം പകരേണ്ടത് നമ്മുടെ ഉത്തരവാദിത്തമാണ്.

ഈയൊരു ലക്ഷ്യസാക്ഷാത്കാരത്തിനാണ് കണ്ണൂർ ജില്ലാ പഞ്ചായത്ത് മുക്യളം പദ്ധതി ആവിഷ്കരിച്ചത്. വിവിധ വീഷയങ്ങളിൽ പിന്നാക്കക്കാരായ കുട്ടികൾക്കെക്കും വ്യക്തമായ ആശയധാരണ ലഭിക്കത്തക്ക രീതിയിൽ ലളിതമായാണ് മുക്യളം പഠനസഹായി തയ്യാറാക്കിയിരിക്കുന്നത്. മുക്യളം പദ്ധതിയുടെ ഭാഗമായുള്ള പഠനസഹായികൾ അധ്യാപകർക്കും വിദ്യാർത്ഥികൾക്കും രക്ഷിതാക്കൾക്കും ഫലപ്രദമായി പ്രയോജനപ്പെടുത്തുവാൻ സാധിക്കട്ടെ എന്ന് ആശംസിക്കുന്നു.

കണ്ണൂർ
15-12-2016

സ്മേഹപുരീവും

കെ.പി ജയബാലൻ

എം. ബാബുരാജ്
ഡി.ഡി.ഇ. കണ്ണൂർ



ആശംസ

എല്ലാവരും പഠിക്കുകയും എല്ലാവരും ജയിക്കുകയും ചെയ്യുന്ന വിദ്യാഭ്യാസമാണ് നാം ആഗ്രഹിക്കുന്നത്. പത്താംതരം വിജയശതമാനം വിദ്യാഭ്യാസത്തിന്റെ അളവുകോലായി മാറുന്നതും ഇതിന്റെ വെളിച്ചത്തിലാണ്. കണ്ണൂർ ജില്ലയുടെ വിദ്യാഭ്യാസ പരിശ്രമത്തിൽ തിളക്കമാർന്ന അധ്യായം എഴുതിച്ചേർത്ത പദ്ധതിയാണ് 'മ്യൂക്യൂം'.

2017 മാർച്ചിൽ നടക്കാനിരിക്കുന്ന പത്താം തരം പൊതുപരീക്ഷയിൽ ജില്ലയിലെ മുഴുവൻ വിദ്യാർത്ഥികളെയും C+ ഗ്രേഡിനു മുകളിലെത്തിക്കുന്നതിലും മികച്ച വിജയം ജില്ലയ്ക്ക് നേടിക്കൊടുക്കുന്നതിനുമുള്ള പ്രവർത്തനങ്ങളാണ് "മ്യൂക്യൂം" സാമഗ്രിയിലുള്ളത്. കണ്ണൂർ ഡയറിന്റെ അക്കാദമിക് നേതൃത്വത്തിൽ ജില്ലയിലെ മികച്ച അധ്യാപകരുടെ കൂട്ടായ്മയിലൂടെയാണ് ഇതു വികസിപ്പിച്ചിട്ടുള്ളത്. ഇതിലെ മുഴുവൻ പ്രവർത്തനങ്ങളും വിദ്യാർത്ഥികളിലെത്തിച്ച് മികച്ച വിജയം സമാനിക്കേണ്ടത് അധ്യാപകരാണ്. അധ്യാപകരുടെ ആത്മാർത്ഥമായ സഹകരണം ഉണ്ടായാൽ മാത്രമേ ഇതു സാധ്യമാകൂ. എല്ലാ അധ്യാപകർക്കും അതിനു കഴിയണം. എല്ലാ കുട്ടികൾക്കും വിജയാശംസകൾ നേരുന്നു.

സ്മനേഹപൂർവ്വം

എം.ബാബുരാജ്

കണ്ണൂർ
15-12-2018



മുകുളം ഉപയോഗിക്കുമ്പോൾ

മുകുളം അധിക പഠന സാമഗ്രിയാണ്. പാഠപുസ്തകത്തിന്റെ കൂടെ നിൽക്കുന്ന പരീക്ഷാ പഠന സഹായിയായിട്ടാണ് 'മുകുളം'ത്തെ വിഭാവനം ചെയ്തിട്ടുള്ളത്. എല്ലാ തലത്തിലുമുള്ള കുട്ടികളുടെ പഠന പരിപോഷണത്തെയും പരീക്ഷാ പ്രകടനത്തെയും മുകുളം ലക്ഷ്യമിടുന്നു.

ഡയറിന്റെ അക്കാദമിക നേതൃത്വത്തിൽ മില്ലയിലെ മികച്ച അധ്യാപകർ തയ്യാറാക്കിയതാണ് ഈ പഠന സഹായി. വിനിയമത്തിനു വിഷമമനുഭവപ്പെടുന്ന പാഠ്യ വസ്തുതകൾ, സുഗമവും സൗകര്യമായ പഠന തന്ത്രങ്ങൾ, പത്താംതരം പരീക്ഷയ്ക്ക് സാധ്യതയുള്ള ചോദ്യങ്ങൾ, വ്യത്യസ്ത ചോദ്യ മാതൃകകൾ, തുടങ്ങി ഒട്ടേറെ പഠന വിഭവങ്ങൾകൊണ്ട് സമൃദ്ധമാണ് മുകുളം. കുട്ടികളുടെ അന്വേഷണ പഠനത്തെയും സ്വയം പഠനത്തെയും പ്രോത്സാഹിപ്പിക്കുന്ന പ്രവർത്തനങ്ങളും മുകുളം പാക്കേജിലുണ്ട്.

ഇത് മുന്നോട്ടുവെക്കുന്ന ലക്ഷ്യം നിറവേണമെങ്കിൽ അധ്യാപകരുടെ സമർപ്പിതമായ സേവനമനോഭാവം കൂടിയേ തീരൂ. സംസ്ഥാന വിദ്യാഭ്യാസ മംഗളത്തിനു തന്നെ മാതൃകയായ 'മുകുളം' പദ്ധതിയുടെ വിജയം അധ്യാപകരുടെ കൈകളിലാണ്. അർപ്പണമനോഭാവത്തോടെ ഈ പ്രവർത്തനങ്ങളെ അർത്ഥപൂർണ്ണമായി കുട്ടികളിലെത്തിക്കാൻ കഴിയട്ടെ എന്നാശംസിക്കുന്നു.

സ്നേഹത്തോടെ

സി.എം.ബാലകൃഷ്ണൻ
പ്രിൻസിപ്പാൾ, ഡയറ്റ് കണ്ണൂർ

കണ്ണൂർ
15-12-2016

Unit-1

HUES OF LIFE

VANKA (Anton Chekhov)

Comprehension passage. (Paragraph-3).

Vanka raised his eyes to the dark window-pane, in which the reflection of the candle flickered, and in his imagination distinctly saw his grandfather, Konstantin Makarich, who was a night watchman on the estate of some gentlefolk called Zhivarev. He was a small, lean, old man about sixty-five, but remarkably lively and agile, with a smiling face and eyes bleary with drink. In the daytime he either slept in the back kitchen or sat joking with the cook and the kitchen-maids, and in the night, wrapped in a great sheepskin coat, he walked round and round the estate, sounding his rattle. After him, with drooping heads, went old Kashtanka and another dog, called Eel, on account of his black coat and long weasel-like body. Eel was wonderfully respectful and insinuating and turned the same appealing glance on friends and strangers alike, but he inspired confidence in no one.

1. Who is Vanka's grandfather? What is he?
2. How does Konstantin Makarich look like?
3. What did Konstantin Makarich do in the daytime?
4. What did Konstantin Makarich do during the night?
5. Find out a word from the passage which means 'able to move quickly and easily.'
6. Find out a word from the passage which means 'to succeed in gaining somebody's affection.'
7. How does Eel try to catch the attention of others?

Comprehension passage. (Paragraph-6).

Vanka sighed, dipped his pen in the ink, and went on writing: 'And yesterday I had such a hiding. The master took me by the hair and dragged me out into the yard and beat me with the stirrup-strap because by mistake I went to sleep by rocking their baby. And one day last week the mistress told me to gut a herring and I began from the tail and she picked up the herring and rubbed my face with the head. The other apprentices make fun of me, they send me to the tavern for vodka and make me steal the master's cucumbers and the master beats me with the first thing he finds. And there is nothing to eat. They give me bread in the morning and gruel for dinner and in the evening bread again, but I never get tea or cabbage soup. They gobble it all up themselves and they make me sleep in the passage and when their baby cries, I don't get any sleep at all. I have to rock it. Dear Grandad, for the dear Lords sake take me away from here. Take me home to the village. I can't bear it any longer.'

1. Why did Vanka get hiding from the master?
2. How did the mistress punish Vanka and why?

3. Why was Vanka sent to the tavern by the senior apprentices?
4. Find a word from the passage which means ‘to remove the organs from inside a fish or an animal for cooking.’
5. What was Vanka served for breakfast and dinner?
6. Make sentences of your own by using the following words:
 - a) hiding
 - b) implore
 - c) gobble
7. ‘They give me bread in the morning.’ Rewrite the sentence beginning with ‘I was
8. ‘Vanka sighed, dipped his pen in the ink.’ Here “in the ink” is a prepositional phrase. Find out two more prepositional phrases from the passage.
9. Vanka, ‘I don’t get any sleep at all.’
Rewrite the sentence starting with,
Vanka said that

Comprehension passage. (Paragraph-11).

Grandfather would drag the tree to the big house, and they would start decorating it.... Miss Olga Ignatyevna, Vanka’s favourite was the busiest of all. While Pelageya, Vanka’s mother, was alive and in service at the big house, Olga Ignatyevna used to give Vanka sweets, and amuse herself by teaching him to read, write and count to a hundred, and even to dance the quadrille. But when Pelageya died, the orphaned Vanka was sent down the back kitchen to his grandfather, and from there to Moscow, to Alyakhin the shoemaker....

1. Who is mentioned as Vanka’s favourite and why did he like her?
2. What did Olga Ignatyevna teach Vanka?
3. Who is Vanka’s mother?
4. When was Vanka sent to the back kitchen?
5. Find out a word from the passage which means ‘a dance with four or more couples.’

Discourses:

1. Vanka was a victim of child labour. Suppose your school observe ‘World Day Against Child Labour’. Prepare a **speech** to be delivered in the assembly on ‘Child labour and how to eradicate it.’

(Hints: children below 14 years – forced to work – unable to go to school - Vanka – victim of child labour – apprentice to Alyakhin – exploitation – physical and mental torture – leads to ill health – hamper progress of the country)

2. When you went through the lesson ‘Vanka’ you came to know the adversities of orphans. Prepare a **speech** to deliver in the school assembly on ‘The need to protect orphans from exploitation.’

(Hints: children – assets of the nation – lost parents – parents desert children – living on streets – devoid of love and care – exploitation of all sorts – Vanka – 9 year old orphan – forced to work – no education – duty of the society – government – take measures – protect orphans).

3. Suppose Vanka got a reply from his grandfather, promising that he would be coming soon. Vanka becomes happy and writes a diary that night. Prepare the likely **diary entry**.

4. Konstantin Makarich becomes very much worried and anxious about Vanka when he got the letter from him. He jotted down his feelings in a diary. What would be the likely **diary entry**.

5. Vanka was severely beaten by his master as he slept while rocking the baby at night. Vanka was sad and he poured out his feelings in a diary. How would the **diary entry** be?

6. One day the mistress asked Vanka to gut a herring. She punished him as he gutted in the wrong manner. The grief stricken Vanka wrote a letter to Olga Ignatyevna who loved him with all her heart. What would be the likely **letter**?

7. Suppose grandfather received Vanka's letter which plunged him into deep distress. He wrote a letter to Alyakhin asking him to stop his cruelties towards his grandson. Write the likely **letter** of grandfather.

8. Suppose you are the newspaper reporter. You happened to see the miserable life of Vanka in Alyakhin's house. How would you report the incident?

(Hints: Heading – miseries suffered by Vanka – ill treatment from senior apprentice – about his family – how he reached the house of Alyakhin).

9. The English Club has conducted a debate on the topic 'Has grandfather done justice to Vanka by sending him as an apprentice to Alyakhin?'. Prepare three arguments in favour and against the topic.

10. Briefly describe the miseries and ill treatment suffered by Vanka.

11. The story of 'Vanka' by Anton Chekhov touched you deeply. Suppose you narrate the story to your friend. How would it be?

12. June 12th is observed as 'World Day Against Child Labour.' Prepare **slogans/placards** against child labour to be displayed on that day.

13. Vanka wrote a letter to his grandfather and wanted to post it. The butcher gave him directions to post the letter. Prepare a **conversation** between the butcher and Vanka.

14. Prepare a **profile** of Anton Chekhov using the hints given below:

Birth : January 29, 1860, Russia.

Nationality : Russia.

Alma mater : First Moscow State Medical University.

Occupation : Physician, short story writer, playwright.
Notable works : Three Sisters, The Cherry Orchard, The Bet,
The Lady with the Dog
Awards : Pushkin Prize, Lucille Lortel Award for
Outstanding Revival.
Death : July 15, 1904, Germany.

A) Imagine that Alyakhin returned while Vanka was writing the letter. Complete the conversation suitably.

Alyakhin : _____(a)_____?
Vanka : I am writing a letter, sir.
Alyakhin : A letter? To whom?
Vanka : _____(b)_____.
Alyakhin : To your grandfather? _____(c)_____?
Vanka : I wrote about you.
Alyakhin : If you complain against me,
_____ (d)_____.
Vanka : I never complained against you, _____(e)_____
Alyakhin : Then you had better _____(f)_____.

B) Imagine that Konstantin Makarich reached Alyakhin's home after reading Vanka's letter. Complete the conversation between Alyakhin and Konstantin Makarich.

Makarich : Hello Alyakhin, where's my grandson?
Alyakhin : _____(a)_____.
Makarich : In the kitchen? I sent him to learn shoe making.
Alyakhin : I teach him shoe making too, _____(b)_____?
Makarich : I got a letter from him, and came to know about
your punishment.
Alyakhin : I know how to teach my apprentices.
_____ (c)_____?

Makarich : If you punish my child too much,
_____ (d) _____.

Alyakhin : You had better _____ (e) _____.

C) Suppose grandfather reads the letter sent by Vanka in the presence of the maid. Now read the conversation and fill in the blanks suitably.

Grandfather : _____ (a) _____ !

Maid : Yes, his condition is very miserable.

Grandfather : They have cruelly punished my son,
_____ (b) _____ ?

Maid : It's high time _____ (c) _____.

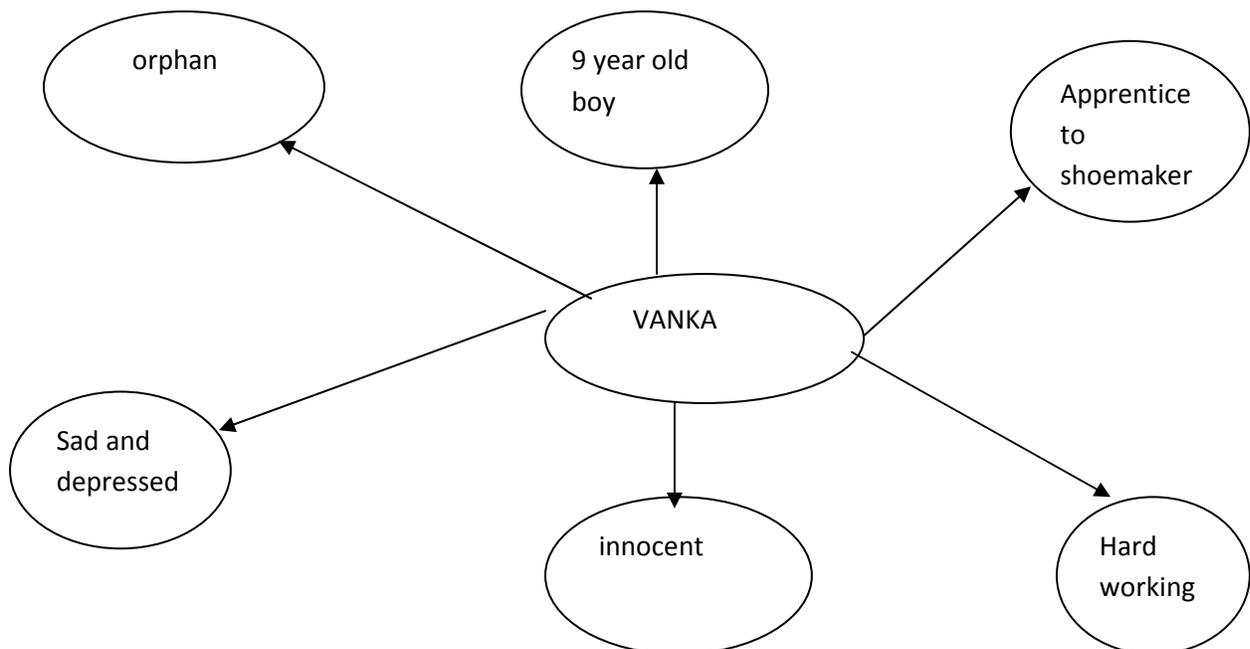
Grandfather : Of course. I will go next week.

Maid : You had better _____ (d) _____.

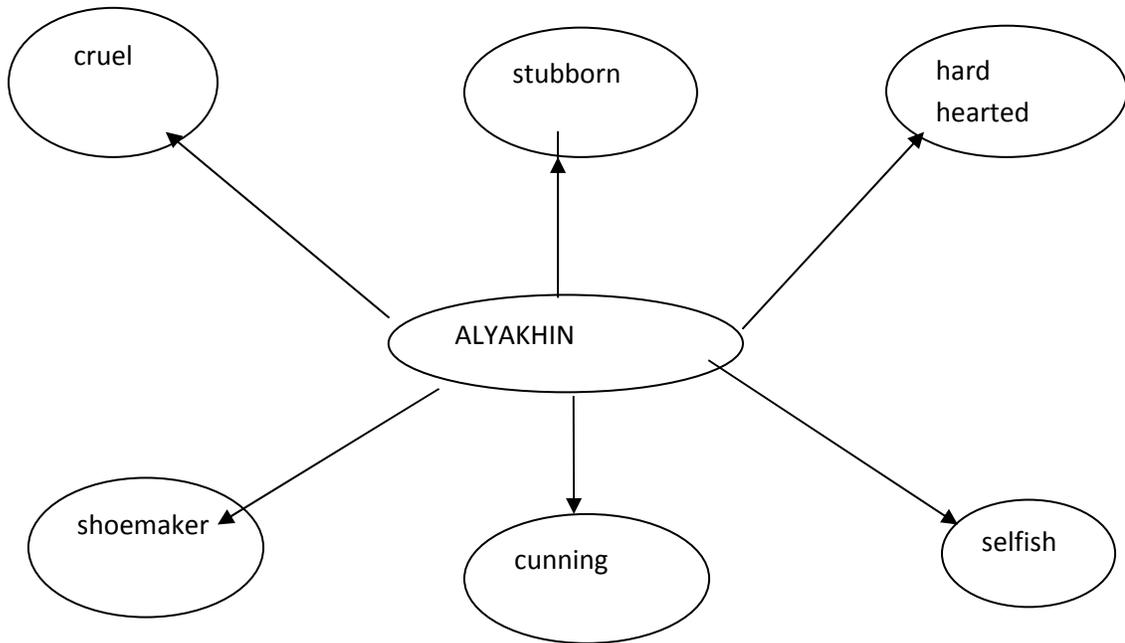
Grandfather : If I go there, _____ (e) _____ ?

Maid : Don't worry. They will treat you well.

A) Prepare the character sketch of Vanka based on the given web diagram.



B) Prepare the character sketch of Alyakhin based on the given web diagram.



THE SNAKE AND THE MIRROR (Vaikom Muhammed Basheer)

Paragraph 2&3

It was a hot summer night about ten o'clock. I had my meal at my restaurant and return to my room. I heard a noise from above as I opened the door. The sound was a familiar one. One could say that rats and I shared the room. I took out my box of matches and lighted the kerosene lamp on the table.

The house was not electrified; it was a small rented room. I had just set up medical practice and my earnings were meagre. I had about sixty rupees in my suitcase. Along with some shirts and dhotis, I also possessed one solitary black coat which I was then wearing.

1. What was the season mentioned in the passage?
2. Why did the homeopath light the kerosene lamp?
3. Where did the doctor have his meal from?
4. Pick out a line which tells you that he is just a beginner in his profession.
5. How much money did he have in his suitcase?
6. Find out a word from the passage which means 'lacking in quantity and quality.'

Paragraph 8&9

I looked into the mirror and smiled. It was an attractive smile. I made another earthshaking decision. I would always keep that attractive smile on my face....to look more handsome. I was after all a bachelor, and a doctor too on top of it!

Again came that noise from above.

I got up, lit a *beedi* and paced up and down the room. Then another lovely thought struck me. I would marry. I would get married to a woman doctor who had plenty of money and a good medical practice. She had to be fat; for a valid reason. If I make some silly mistake and needed to run away she should not be able to run after me and catch me!

1. What is the first decision that the homeopath took?
2. Which sentence tells you that the doctor is unmarried?
3. Who does he want to marry? Why?
4. Why does he decide to keep a smile on his face?
5. What does the expression 'paced up and down' convey?

Edit the following.

I **gone** back into the room and sat down on the chair. I **opening** the box beneath the table and took out a book, 'The Materia Medica.' I opened it at the table on **whom** stood the lamp and a large mirror; a small comb lay **besides** the mirror.

Discourses:

1. 'The snake slowly slithered on to the table and moved towards the mirror. At once the doctor got up from the chair and ran and ran till he reached his friend's house.' What **diary entry** would the homeopath make on that day.
2. After the snake incident, the homeopath ran for all he was worth to his friend's house. The next morning he came back to his room only to see that there had been a theft the previous night. Prepare a **newspaper report** about the theft.
3. Suppose you are the homeopath. The encounter with the snake frightened you a lot. Write a **letter** to your friend describing the incident.
4. Prepare a **character sketch** of the homeopath.
5. When the homeopath reached home, he narrated the incident to his mother. How would the narration be?

A GIRL'S GARDEN (Robert Frost)

A) Read the following lines and answer the questions given below:

Stanza 1&2

A neighbour of mine in the village
Likes to tell how one spring
When she was a girl on the farm, she did
A childlike thing.

One day she asked her father
To give her a garden plot
To plant and tend and reap herself,
And he said, "Why not?"

1. What did the neighbour tell the poet?
2. Identify the rhyme scheme.
3. What is the 'child like thing' referred to here?
4. Pick out the rhyming words.
5. What did she ask her father? Why?

Stanza 3, 4 & 5

In casting about for a corner
He thought of an idle bit
Of walled-off ground where a shop had stood,
And he said, "Just it."

And he said, "That ought to make you
An ideal one-girl farm,
And give you a chance to put some strength
On your slim-jim arm."

It was not enough of a garden
Her father said, to plow;
So she had to work it all by hand,
But she don't mind now.

1. What type of a land did the father give her?
2. Why did the father give her such a plot?
3. How did she work?
4. Identify the rhyme scheme
5. Pick out the rhyming words.

6. Find out instances for alliteration and assonance.

Stanza 8,9&10.

A hill each of potatoes,
Radishes, lettuce, peas,
Tomatoes, beets, beans, pumpkins, corn,
And even fruit trees.

And yes, she has long mistrusted
That a cider-apple
In bearing there today is hers,
Or at least may be.

Her crop was a miscellany
When all was said and done,
A little bit of everything,
A great deal of none.

1. What are the different kinds of vegetables she planted in her garden?
 2. What did she mistrust?
 3. Find out a word that means ‘a group or collection of different kinds of things.’
 4. Give an instance for visual image.
 5. ‘Her crop was a miscellany’. What does it indicate?
 6. Give an example of hyperbole from the stanza.
- B)** Attempt a brief **appreciation** of the poem ‘The Girl’s Garden’ focusing on the main idea, tone, mood, imagery and other poetic devices.

- C)** Prepare a **profile** of Robert Frost using the details given below:

Birth	:	March 26, 1874, San Francisco
Parents	:	William Prescott Frost Jr, Isabelle Moodie
Education	:	Dartmouth College, New Hampshire, Harvard University
Career	:	Teacher, editor, poet
Notable works	:	After Apple Picking, Mending Wall, Stopping By Woods On A Snowy Evening, The Road Not Taken
Awards	:	Pulitzer Prizes for poetry four times, Congressional Gold Medal
Death	:	January 29, 1963, Boston

MOTHER TO SON (James Mercer Langston Hughes)

A) Read the following lines and answer the questions given below:

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.

1. Who is the speaker?
2. What is meant by 'crystal stair'?
3. Why is life not a crystal stair for the mother?
4. Find out a word which means 'a small nail with a sharp point and a flat head.'
5. What do boards with tacks and splinters' and 'boards torn up' symbolize?
6. What does "reachin' landin's" mean?
7. What is the figure of speech used in 'Life for me ain't been no crystal stair'?

B) Read the following lines and answer the questions:

So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

1. What advice does the mother give her son?
2. Why is life not a crystal stair for the mother?
3. What is the figure of speech used in 'Life for me ain't been no crystal stair'?
4. What does the line 'Don't you set down on the steps' convey?
5. With what message does the poem end?

C) Prepare a **profile** of Langston Hughes using the hints given below:

Birth : February 1, 1902, Joplin, Missouri
Education : Columbia University, Lincoln University
Known for : Literary art form called Jazz poetry
Leader of the Harlem Renaissance
Works : Montage of a Dream Deferred, The
Negro Speaks of Rivers, Let America be
America Again
Death : May 22, 1967

Mukulam: Unit Test
(Unit-1)

Time: 45mts

Score:30

I. Read the passage and answer the questions given below: (5)

Nine year old Vanka Zhukov who had been apprenticed three months ago to Alyakhin the shoemaker, did not go to bed on Christmas eve. He waited till his master and mistress and senior apprentices had gone to church and then took from the cupboard a bottle of ink and a pen with a rusty nib, spread out a crumpled sheet of paper and was all ready to write. Before tracing the first letter, he glanced several times anxiously to the door and window, peered at the dark icon, with shelves holding cobbler's lasts stretching on either side of it, and gave a quivering sigh. The paper lay on the bench, and Vanka knelt on the floor at the bench.

1. How old is Vanka?
2. Where had Vanka been apprenticed to?
3. Where did his master and mistress go?
4. Pick out a word from the passage which means 'to put under the care of a master to learn a craft.'
5. 'He glanced several times anxiously at the door.' Pick out the adverb from the sentence.

II. Read the lines from the poem "A Girl's Garden" and answer the questions . (5)

It was not enough of a garden
Her father said, to plow;
So she had to work it all by hand,
But she don't mind now.

She wheeled the dung in a wheelbarrow
Along a stretch of road;
But she always ran away and left
Her not-nice load.

1. What did the girl's father say?
2. Why did father want his daughter's garden to be plowed by hand?
3. What did the girl do with the dung?
4. Pick out an instance of alliteration from the stanza.
5. Pick out the rhyming words from the second stanza.

III. The next day the homeopath found that there had been a theft and all his belongings were cleaned out. Construct the likely dialogue between the homeopath and one of his neighbours. (5)

- IV. Prepare a **speech** to be delivered in the school assembly on Children's Day on the topic "Are the rights of children denied everywhere?" (5)
- V. **Edit the following:** (5)
I took a close look **in** my face in the mirror. I made an important **decisions** – I would shave daily and **grows** a thin moustache **at** look more handsome. I was, after all, a **bachelor**, and a doctor!
- VI. **Report the following.** (2)
Friend : Did you see the snake next day?
Doctor : I've never seen it since.
Friend asked the doctor _____.
Doctor replied _____.
- VII. Construct a **word pyramid** with the word 'Teacher' using the construction Noun phrase + Prepositional phrase + Relative clause (3)

Unit 2

The Frames

Project Tiger

Comprehension Passage

I realised how reverently these animal-actors were treated when I happened to see the shooting of a film twenty years ago in Disney Studio in Hollywood. The main character in the film was a large dog. I reached the studio to find that the shooting had not yet started; the cameraman was getting the lights ready. It is customary for actors to be present when the lights are arranged, for they have to show the cameraman how they'll walk, or where they'll stand, in a particular shot. In case of very famous stars, this job is done by their stand-ins. A stand-in is usually a person who is physically similar to the real star. The stars themselves arrive only when the lights are ready and it is time to take a shot.

1. What did the writer notice at Disney Studio?
2. What was customary for the actors?
3. "...this job is done by their stand-ins." What is referred to as 'this job'?
4. What do you mean by a stand-in?
5. Find out a word from the passage which means 'treated with respect'

II

It responded almost at once and sprang out of its cage to land on the open space outside. What followed was totally unexpected. One look at Mr.Thorat's startled and helpless face told us that he was taken aback as the rest of us. Instead of walking sedately in a dignified manner, the tiger started prancing around with tremendous enthusiasm. It leapt, it jumped, it rolled about, dragging its poor trainer who was desperately clutching the wire tied to the tiger's collar in a futile attempt to bring it under control. We stood around foolishly, watching a new and strange kind of circus which we were to set for free! The camera was still standing on its three legs, starting into the wood, but the tiger was showing no sign of making its way there.

1. What is referred to as 'it' here ?
2. What was the unexpected thing that happened?
3. How did the trainer try to control the tiger?
4. What was the attitude of the villagers?
5. Pick out a word which means 'useless' from the passage.
6. ".....watching a new and strange kind of circus." What is the new and strange circus mentioned here?
7. Find out a similar expression from the passage which means 'very calmly'.

Discourses.

1. Notice

- Heading
- Date of writing
- Body of the notice(What, When, Where, How, Chief guest)
- Name
- Designation

1.You are the Manager of the Bharat Circus which is holding a show in your locality. Draft a notice.

2. Diary

1. Mr. Thorat was extremely upset on seeing the strange behavior of the tiger at Notun Gram. He made a diary entry expressing his thoughts and feelings. Write the likely diary entry.

2. Satyajit Ray, the great film maker returned to Calcutta after shooting film "Goope Gyne Bagha Byne". The next day he realized that the camera had failed to work. Write his diary entry for that day.

3. Conversation

1.You were a witness to the shooting of the film 'Goope Gyne Bagha Byne' at Notun Gram. Write the possible conversation with your friend about the incident

2. After the shooting Mr. Thorat returned to the circus and had a conversation with the manager. He has a conversation with the manager about it. Write the likely conversation in your own words.

4. Speech

The Animal Welfare Association has decided to conduct an awareness programme on cruelty towards animals. . You are asked to deliver a speech on the"Prevention of Cruelty towards Animals." Prepare the speech.

5. Letter

Suppose you are the Chairman of the Residents' Association of your area. You are disturbed by the stray dog menace in your locality and write a letter to the Minister of Social complaining about this issue. Write the likely letter

6. Questionnaire.

Imagine that the renowned film maker Satyajit Ray was awarded the Best Director for the film "Goopy Gyne Bagha Byne". As the reporter of 'The Chronicle' prepare a questionnaire to interview him .

7. Slogan

1. Your school is celebrating The Wildlife Week. As part of the celebration prepare 5 slogans against cruelty towards animals.

8. Newspaper Report

In 'Project Tiger' Satyajith Ray narrates the shooting scene with the tiger. He tells us how the villagers were terrified on seeing the tiger's pranks. Prepare a newspaper report on the incident.

9. Narrative

Prepare a narrative based on Satyajith Ray's experience of shooting the film in your own words.

Language Elements

Fill in the missing words

It seemed that _____ director could make Lassie do just about anything. These trained dogs _____ famous stars _____ their own rights, and the money they earned _____ no less than what a real film star got. Their owners could easily make as much as _____ hundred thousand of rupees _____ just one film.

(a, from, the, was, were, a)

Complete the conversation

Manager: Good Morning, Welcome to our Circus company.

Satyajith Ray: Thank You. We have come to seek a favour from you.

Manager:-----?

Satyajith Ray: I am in search of a tiger for my next film. If you can help me-----

Manager: You need a tiger accompanied by a trainer,-----?

Satyajith Ray: That's alright. I don't want the trainer to come to the scene.

Manager: Then you had better-----.

Satyajith Ray: A good idea. We'll start the shooting at the earliest.

Editing

1. But when we returned to Calcutta and look at the scenes with the tiger, we realized that the camera fail to work properly. The shots was too dark, so much so that the tiger were merging almost completely with the background of the trees and leaves.

Read the sentences given below and write four sentences in the same pattern.

1. The trained dogs were famous in their own rights. (S+V+Prepositional Phrase)

2. I remember films in my childhood. (S+V+O+Prepositional Phrase)

3. Hitchcock needed a variety of birds. (S+V+C)

4. The entire crowd moved close to the camera. (S+V+A)

Profile

Prepare a profile of Satyajit Ray.

Born : May 2, 1921, Kolkatta

Parents : Sukumar Ray and Suprabha Ray

Education: ViswaBharathi University, Presidency University, Kolkata,

Spouse: Bijoya Ray

Occupation: Screenplay writer, lyricist, director, producer, Calligrapher

Major works: Pather Panchali(1955) ,Charulatha(1964),Aparajitho(1956),Apar Sansar(1959)Sonar Kella(1974)
Awards: Academy Honorary Award, Bharat Ratna
Death: 23rd April 1992, Kolkata.

My Sister's Shoes

Write a review of the screen play "My Sister's Shoes" using the hints given below.

[Hints: Iranian film written and directed by Majid Majidi-adventures of a boy on losing his sister's shoes-Ali and his sister Zahra-poor family-loses shoes after repair-doesn't reveal to parents-mother bedridden-Ali and Zahra pass notebooks to discuss what to do next-mental agony of the children-financial troubles-film with universal values]

Notice

1. The English Club of your school has decided to stage a play based on the screenplay 'My Sister's Shoes'. Draft a notice giving the necessary details.
2. Ali loses Zahra's shoes in the vegetable shop. He writes a notice to be published in the newspaper. Draft the notice.
3. The International Film Association has organized a Film Festival as part of the Film Festival Week. The award winning films will be screened in the presence of film personalities. Draft the notice.

Diary

1. Ali loses Zahra's shoes in the grocery shop. Imagine that he prepares a diary entry expressing his sorrow and effort to tackle the problem. What would the diary entry be.
2. Zahra's and Ali's mother is bedridden and unable to work on her own. She wishes to undergo surgery but her husband refuses. Suppose she expresses her agony in her diary entry. Prepare the likely diary entry.

Speech

1. Ali's family leads a miserable life due to poverty in the film 'My Sister's Shoes.' Prepare a speech on the topic "Poverty and its Influence on Children" with clues from the lesson and your own ideas.

[Poverty-universal-children victims-lack of proper facilities-keeps account in shops-house rent not paid-Ali gets shoes repaired-loses it-hides the fact from parents-mother bedridden-father finds it difficult to support-children learn to adjust-finds happiness with what they have.]

Conversation

1. The lesson "My Sister's Shoes depicts Ali's confused state of mind after losing the shoes in the grocery shop. Suppose he meets a friend and shares his feelings with him. Write the possible conversation.

2. Suppose Ali's father comes to know about the loss of Zahra's shoes. He feels annoyed for not revealing it to him. Write the likely conversation between Ali and his father.

Report the following

1. Akbar: "What are you doing? Why did you spill these? Are you crazy?"

Ali: "My sister's shoes have disappeared."

2. Ali: "You can wear my sneakers."

Zahra: "I'll wear them when you are back from school."

3. Mother: "What do you want me to do?"

Father: "Well, The doctor has forbidden work."

4. Ali: "My mom said to put it on our tab."

Akbar: "Tell her your account has reached its limit."

BLOWIN' IN THE WIND

How many roads must a man walk down

Before you call him a man?

How many seas must a white dove sail

Before she sleeps in the sand?

Yes, and how many times the cannon balls fly

Before they are forever banned?

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind.

1. What do roads symbolize?
2. Pick out the lines which refer to 'war'.
3. "How many seas must a white dove sail
Before she sleeps in the sand?" Explain.
4. Give two examples of visual images from the stanza.
5. Pick out instances of alliteration.
6. Why does the poet say that the answer is blowin' in the wind?
7. What is the mood of the speaker in the refrain?
8. Give examples of metaphor.

"Yes, and how many years can a mountain exist

Before it is washed to the sea?

Yes, and how many years can some people exist

Before they're allowed to be free?

Yes, and how many times can a man turn his head

And pretend that he just doesn't see?

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind.

1. What is the significance of the mountain?
2. "...they're allowed to be free". Whose freedom is referred to here?
3. Which line suggests that people are indifferent to things?
4. What is the idea expressed in this stanza?
5. What is the figure of speech used in the stanza?
6. Pick out an instance of alliteration.

7. What is the poetic device used in “The answer, my friend,
is blowin’ in the wind

The answer is blowin’ in the wind”

Yes, and how many times must a man look up

Before he can see the sky?

Yes, and how many years must one man have

Before he can hear people cry?

Yes, and how many deaths will it take till he knows

That too many people have died?

The answer, my friend, is blowin’ in the wind

The answer is blowin’ in the wind.

1. What does the poet mean by ‘Before he can see the sky?’
2. Which line shows that the people will regret for their action later?
3. Pick out the instances of alliteration.
4. Pick out examples of assonance from the poem.
5. What is the theme of the poem?
6. Who is the poem addressed to?
7. Comment on the line “The answer is blowin’ in the wind”?
8. What idea does Bob Dylan convey through this poem?

Appreciation of the Poem.

‘Blowin’ In The Wind’ by Bob Dylan is a protest song in favour of civil rights movement and an appeal to the masses for justice and fortitude. Prepare an appreciation of the poem.

[Hints: protest song- Bob Dylan-appeal to the masses-images of man on the roads of life, white dove-cannon balls-mountain-man’s endurance-search for freedom-answer in the wind-rich in imagery-rhythmic- figures of speech used]

Appreciation of the poem.

- . Name of the poet
- . Name of the poem
- . Background/style of writing
- . Theme/Basic idea
- . Symbolism/underlying meaning
- . Universal value
- . Diction
- . Rhythm used/rhyme scheme
- . Imagery
- . Figures of speech (Alliteration, assonance, metaphor, simile, personification...)

Unit Test

Read the following passage and answer the questions below.

In a village called Notun Gram we found a suitable bamboo grove to film the first meeting between Goopy and Bagha and the appearance of the tiger. Mr.Thorat reached the shooting location with the tiger. There were about twenty five people in the location. A few local people took our permission to go with us to watch how we tackled the tiger.

The cage on the lorry was covered When the cover was removed we were surprised to see not one, but two well –fed and robust tigers. (5)

‘I decided to play it safe,’ Mr. Thorat explained. “If one doesn’t get it right, we can use the other.”

1. Which is the place Satyajit Ray selected for the shooting?
2. Name the characters in the film .
3. Why did Mr. Thorat bring two tigers to the location?
4. Find out a word from the passage that means ‘strong and healthy.’
5. “If we find something better,--- -----

Read the following lines and answer the questions.

(4)

Yes, and how many times must a man look up

Before he can see the sky?

Yes, and how many years must one man have

Before he can hear people cry?

Yes, and how many deaths will it take till he knows

That too many people have died?

The answer, my friend, is blowin’ in the wind

- 1, What does the poet mean by “Before he can see the sky?”
2. What does man turn a deaf ear to?

3. Which line shows that the people will regret for their action later?

4. Pick out the instances of alliteration.

3. No one can beat Hollywood when it comes to making films with animals in them. Narrate Satyajit Ray's experience of watching the shooting of films in Hollywood. (6)

[Disney Studio-main character a dog- cameraman- lights ready-rehearses for particular shot-famous stars substituted by stand-ins- stars arrive only on time-everyone to take positions-a little dwarf arrives- stand-in for a dog]

4. Ali loses his sister's shoes at the vegetable shop. He conveys this news to his sister Zahra who is very depressed at this. She has no other shoes to spare. She writes a letter to her friend expressing her feelings. (5)

5. Complete the passage using the correct phrasal verb from the brackets. (4)

Ali _____ to buy potatoes after repairing the shoes. He asked the shopkeeper to put the money on their tab. But the shopkeeper _____ his request. When he was about to leave he was _____ to see the shoes missing and _____ searching for it.

(taken aback, go on, set out, come across, turned down).

6. Read the following sentences and write in the similar pattern. (4)

1. Many students witnessed the play. (S+V+O)

2. The lorry arrived once more. (S+V+A)

3. He found the house empty. (S+V+O+C)

4. Mr Thorat opened the door of the cage. (S+V+O+prepositional phrase)

7. Complete the following. (2)

Satyajith Ray : Do you think it's going to be easy to set the animal free in the bamboo grove?

Mr Thorat : I have never let him out of the cage on its own.

Satyajith Ray asked _____.

Mr Thorat replied _____.

Unit-3

LORE OF VALUES

The Best Investment I Ever Made.

Comprehension passage (Paragraph 2&3).

Yet there was nothing importunate about him. On the contrary, he seemed affected by a troubled, rather touching diffidence. He was in his early 40s, rather short in build with a fair complexion and clear blue eyes. His thin hair had begun to recede from his forehead. His dark suit, sober tie and rimless spectacles gave evidence of a serious and reserved disposition. At this point the bugle sounded for dinner, I went below.

On the following afternoon, I again observed my fellow voyager watching me earnestly from his deck chair. Now a lady was with him, obviously his wife. The situation by this time had begun to intrigue me. I discovered from my steward that they were Mr and Mrs John S_ from a small suburb of London. When another day passed without event, I began to feel certain that Mr S_ would remain too shy to carry out his obvious desire to approach me. However, on our final evening at sea Mrs S_ decided the matter. With a firm pressure on his hand and a whispered word in his ear, she urged her husband towards me as I passed along the deck.

1. How is the passenger described by the narrator?
2. Who did the narrator get information about the young man from?
3. Who urged the young man to meet the narrator?
4. Find out one word from the passage which means
 - a) Plain and not bright
 - b) Lack of confidence
 - c) The natural qualities of a person's character
5. Was the narrator annoyed? Why do you think so?
6. How old was the man?
7. Why did the narrator think that the man was serious and reserved?
8. How do you know that it is time for dinner?

Comprehension passage (Paragraph 5&6).

A moment later I was occupying the vacant chair beside them. Haltingly he told me that this had been their first visit to America. It was not entirely a holiday trip. They had been making a tour of the new England states, inspecting many of the summer recreational camps for young people there. Afterwards, they had visited settlement houses in New

York and other cities to study the methods employed in dealing with cases of backward, maladjusted and delinquent youth.

There was in his voice and manner, indeed in his whole personality and genuine enthusiasm that was disarming. I found myself liking him instinctively. Questioning him further, I learnt that he and his wife had been active for the past 15 years in the field of youth welfare. He was by profession, a solicitor, but in addition to his practice at the courts, found time to act as director of a charitable organization devoted to the care of boys and girls, mostly from city slums, who had fallen under the ban of the law.

1. What did the man offer?
2. Why did the doctor like the man?
3. What was the purpose of the visit of the voyager and his wife to America?
4. What was the man by profession?
5. Find one word from the passage which means
 - a) Having mental and emotional problems that lead to unacceptable behaviour
 - b) Tendency to commit crimes
 - c) A lawyer who prepares legal documents
6. What did the man act as in addition to being a solicitor?

Comprehension passage (Paragraph 13&14).

As he regained his strength, he told us his story. His parents were dead. An uncle had found him a position as a clerk in a London solicitor's office. He had been in the city only six months. Utterly friendless, he had fallen victim to the loose society of the streets, had made bad companions and like a young fool, eager to taste pleasure far beyond his means, had begun to bet on horses. Soon he had lost all his small savings, had pledged his belongings and owed the book-maker a disastrous amount. In an effort to recoup, he had taken a sum of money from the office safe for a final gamble that, he was assured, was certain to win. But this last resort had failed. Terrified of the prosecution that must follow, sick at heart, sunk in despair, he had shut himself in his room and turned on the gas.

A long bar of silence throbbled in the little attic when he concluded this halting confession. Then, gruffly, the sergeant asked how much he had stolen. Seven pounds ten shillings – the answer sounded pitiful. For this paltry sum he had almost thrown away his life.

1. How did the young man's uncle help him?
2. 'The young man was utterly friendless.' How did this affect his life?
3. How did the young man lose his savings?
4. What did he do to recoup the amount?
5. Find one word from the passage which means
 - a) Too small

b) To get back an amount of money

Discourses:

1. Drug addiction and alcoholism are major social issues today. A programme is to be held in the school campus to make the public aware of the dangers of these issues. Prepare a **poster** for the same.
2. Drug abuse is a grave issue in the society nowadays. In the light of the story, 'The Best Investment I Ever Made', prepare a **speech** to be presented in the school assembly.
3. Drug abuse is a grave issue in the society nowadays. Your school is conducting an awareness programme on this issue. Prepare a **notice** for the programme.
4. The best investment in life is not money but values. Substantiate this view in the light of the story 'The Best Investment I Ever Made'.
5. John in the story 'The Best Investment I Ever Made' writes a letter to his friend after his meeting with the narrator. Prepare the likely **letter**.
6. Imagine you are asked to write a letter appreciating Mr John for his selfless service to humanity. What would be the likely **letter**.
7. Imagine the narrator in the story 'The Best Investment I Ever Made' writes about his meeting with Mr and Mrs John in his diary. Write the likely **diary** entry.

Language elements:

1. **Replace the underlined words with suitable words given in brackets.**

I was a young doctor at the time and had just **(a)started** a practice in a working class district of London. On a foggy November night, towards one o' clock I **(b)awoke** hearing a loud banging on the door. Hurriedly, I **(c)wore** some clothes and went downstairs. There I **(d)saw** a sergeant of police on the door step.

(set up, put on, came across, got up).

2. **Fill in the blanks suitable with the words given in brackets.**

Terrified _____**(a)**_____ the prosecution that must follow, sick _____**(b)**_____ heart, sunk _____**(c)**_____ despair, he had shut himself in his room and turned _____**(d)**_____ the gas.

(at, on, of, in, for)

3. **Edit the passage.**

His parents **(a)was** dead. **(b)A** uncle had found him a position as clerk in a London **(c)solicitors** office. He had been in the city only six months. Utterly friendless he **(d)had** **fell** victim to the loose society of the streets.

4. Complete the conversation suitably.

Sergeant : This young man's condition is pathetic,
_____ (a) _____?

Doctor : _____ (b) _____ help him?

Landlady : I shall give him a month's free board.

Sergeant : If I do not file a case he _____ (c) _____.

Landlady : _____ (d) _____?

Doctor : I will give him seven pounds ten shillings.

Sergeant : We had better _____ (e) _____.

5. Read the given piece of conversation and complete the following sentences suitably.

A) Mr John : Do you remember me, sir?

A.J.Cronin : Tell me who you are.

Mr John asked _____.

A.J.Cronin asked _____.

B) Young man: Don't you still remember me?

A.J.Cronin : I have never seen you in my life before

Young man asked _____.

A.J.Cronin replied _____.

C) A.J.Cronin : What is the matter, sir?

Sergeant : It is a suicide case.

Cronin asked _____.

Sergeant replied _____.

The Ballad of Father Gilligan. (William Butler Yeats)

Read the lines and answer the questions that follow:

Stanza 1&2.

The old priest, Peter Gilligan
Was weary night and day
For half his flock were in their beds
Or under green sods lay.

Once, while he nodded in a chair
At the moth-hour of eve
Another poor man sent for him,
And he began to grieve.

1. Who is the priest? Why is he weary?
2. Pick out the line which tells that many people have died?
3. Why did the poor man send for him? Why did he grieve?
4. Pick out a pair of rhyming words.
5. What does 'flock' refer to here?
6. What is the rhyme scheme in the given stanza?

Stanza 3&4.

'I have no rest, nor joy, nor peace,
For people die and die;
And after cried he, 'God forgive!
My body spake, not I!'

He knelt, and leaning on the chair
He prayed and fell asleep;
And the moth-hour went from the fields,
And stars began to peep.

1. What did Peter Gilligan cry out?
2. Why did he cry?
3. Pick out the line which shows that it is night.
4. Write down a pair of rhyming words.
5. Pick out the rhyme scheme in the given stanza.

Stanza 5&6.

They slowly into millions grew,
And leaves shook in the wind,
And God covered the world with shade,
And whispered to mankind.

Upon the time of sparrow chirp
When the moths came once more,
The old priest, Peter Gilligan,
Stood upright on the floor.

1. What does 'they' stand for?
2. When did the old priest stand upright?
3. Pick out the rhyming words.
4. Cite an instance for alliteration.

Stanza 7&8.

'Mavrone, mavrone! the man has died,
While I slept in the chair.
He roused his horse out of its sleep,
And rode with little care.

He rode now as he never rode,
By rocky lane and fen;
The sick man's wife opened the door:

'Father! you come again.'

1. What did the old priest realize on getting up?
2. Pick out another word which means 'an expression of sorrow.'
3. What did the priest do?
4. Where did he rush to?
5. What did the sick man's wife exclaim?

Stanza 9&10.

'And is the poor man dead?' he cried.
'He died an hour ago.'

The old priest, Peter Gilligan,
In grief swayed to and fro.

'When you were gone, he turned and died
As merry as a bird.'
The old priest, Peter Gilligan,
He knelt him at that word.

1. Why did Peter Gilligan sway in grief?
2. Pick out a simile from the given lines.
3. What happened to the sick man?
4. Cite an instance for alliteration.

Stanza 11&12.

He Who hath made the night of stars
For souls who tire and bleed,
Sent one of His great angels down
To help me in my need.

'He Who is wrapped in purple robes,
With planets in His care,
Had pity on the least of things
Asleep upon a chair.'

1. Who is the 'He' in the first line?
2. Pick out a pair of rhyming words.
3. Cite two instances for alliteration.

4. How did 'He' help Father Gilligan?
5. 'To help me in my need'. What is the 'need' mentioned here?
6. Why did 'He' make the night?

Prepare a **profile** of W.B.Yeats using the hints given below:

Born : June 13, 1865.
 Birth place : Sanymount, Republic of Ireland
 Spouse : Georgiana Hyde-Lees
 Famous as : Poet and one of the foremost figures of 20th century literature
 Major works : Celtic Twilight, The Tower, A Vision, The Winding Stair and Other Poems
 Awards : Nobel Prize in Literature, 1923
 Died : January 28, 1939, France.

THE DANGER OF A SINGLE STORY

1. The reading of American and British books stirred Adichie's imagination and opened up new world for her. Prepare a **speech** to be presented in the school assembly on 'The Importance of Reading.'
2. After listening to the speech 'The Danger Of A Single Story' you decided to write a letter appreciating Chimamanda Ngozi Adichie. Prepare the possible **letter**.
3. Imagine that you got a chance to meet Adichie during one of her visits to Kerala and had a chance to talk with her. Prepare the possible **dialogue**. (make atleast 5 exchanges).
4. 'African writers saved me from having a single story of what books are,' says Adichie. Imagine that you are going to conduct a book exhibition in your school. Prepare a **notice** for the programme.
5. Prepare the **profile** of Chimamanda Ngozi Adichie using the details given below:

Born : September 15, 1977
 Nationality : Nigeria
 Education : Drexel University, University of Nigeria
 Famous as : The most prominent among young anglophone authors in African Literature

Major works : Purple Hibiscus, Half Of A Yellow Sun and
Americanah

Awards : Baileys Women's Prize for Fiction, MacArthur
Fellowship

THE TWO BROTHERS

1. Prepare the **profile** of Leo Tolstoy using the given details given below:

Born : September 9, 1828

Birth place : Polyana, Russia

Occupation : Short story writer, novelist, playwright

Notable works : War and Peace, Anna Karenina, The Death of
Ivan Ilyich, Resurrection

Awards : Bosnica Award, Yochovich Award.

Death : November 20, 1910

Mukulam: Unit Test (Unit-3)

Time:45mts

Score:30

1. Read the following passage and answer the following questions.

(6)

I was a young doctor at the time and had just set up a practice in a working-class district of London. On a foggy November night, towards one o'clock, I was awakened by a loud banging on the door. Hurriedly, I threw on some clothes and went downstairs. It was a sergeant of police, in dripping helmet and cape, mistily outlined on the doorstep. A suicide case, he told me abruptly, in the lodgings around the corner- I had better come at once.

1. Who is the 'I' in the passage?
2. What happened on a foggy November night?
3. Who knocked at the door of the doctor?
4. What did the man tell the narrator?
5. Find out a word which means 'to hit something noisily.'
6. 'Hurriedly I threw on some clothes and went downstairs.' Pick out an example of **adverb** from the sentence.

II. Read the following lines from the poem 'The Ballad of Father Gilligan' and answer the following questions.

(5)

When you were gone, he turned and died
As merry as a bird."
The old priest, Peter Gilligan,
He knelt him at that word.

"He who hath made the night of stars
For souls who tire and bleed,
Sent one of His great angels down

To help me in my need.”

1. What happened to the sick man?
2. Find out the simile from the given stanza.
3. Pick out an example for alliteration.
4. Why did ‘He’ send the angels down?
5. Give an example of visual image.

III. Prepare the **character sketch** of Mr John.

IV. Imagine that you are the landlady. Prepare a **diary entry** for the day Mr John attempted to commit suicide. (5)

V. Fill in the blanks. (4)

Two brothers set out _____ a journey together _____ noon they lay down _____ a forest ____ rest.

(for, to, at, in, on)

VI. Prepare the **profile** of Chimamanda Ngozi Adichie using the details given below: (5)

Born : September 15, 1977

Nationality : Nigeria

Education : Drexel University, University of Nigeria

Famous as : The most prominent among young anglophone authors in African Literature

Major works : Purple Hibiscus, Half Of A Yellow Sun and Americanah

Awards : Baileys Women’s Prize for Fiction, MacArthur Fellowship

UNIT IV : FLIGHTS OF FANCY

THE SCHOLARSHIP JACKET : Marta salinas

Read the following passage from ' The Scholarship Jacket' and answer the questions.

The small Texas school that I went to, had a tradition carried out every year during the eighth grade graduation: a beautiful gold and green jacket was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold "S" on the left front side and your name written in gold letters on the pocket.

My oldest sister, Rosie, had won the jacket a few years back, and I fully expected to also. I was fourteen and in the eighth grade. I had been a straight 'A' student since the first grade and this last year had looked forward very much to owing that jacket. My father was a farmer who couldn't earn enough money to feed eight children. So when I was six I was given to my grandparents to raise

1. What was the tradition followed in Texas school?
2. What was the specialty of the scholarship jacket?
3. What were the criteria of awarding scholarship jacket?
4. What do you think the letter 'S' on the scholarship jacket?
5. 'a beautiful gold ' is an example of noun phrase. Find out another example from the passage.
6. Why was Martha given to her grandparents to raise?
7. Which family did Martha belong to?
8. What was the status of Martha as a student?
9. What was Martha's sister's achievement?
10. In which function was the award given?

Passage. 2. I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop; I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher and Mr. Boon, my maths teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there

'I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has straight A-plus average and you know

it'. That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet. 'Look Joann's father is not only on the board, he owns the only store in town. We could say it was a close tie and..'

1. What were the arguments between Martha's teachers?
2. Find out a word from the passage which is similar in meaning 'to listen secretly to a conversation'
3. Why was Mr. Boon arguing for Joan?
4. "Martha has a straight a plus average student'-who said to whom?
- 5.' I don't care who her father is '...Whose father is mentioned here? What is he?
6. How did Martha feel when she heard the arguments between her teachers?
7. Why did Mr. Boone compel Mr. Schmidt to falsify the record of Martha?
8. Why was Mr. Schmidt angry towards Mr. Boon?
9. Read the sentence with "as if ".

' I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with graffiti written there". complete the sentence given below using 'as if'

He walked unsteadily

11. Martha was sad and depressed when she overheard the conversation between her teachers. Suppose she poured out her feelings in a **diary**. How would it be?

Passage.3 : It seemed a cruel coincidence that I had overheard that conversation. The next day when the principal called me into his office I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it any easier for him, so I looked him straight in the eyes. He looked away and fidgeted with the papers on his desk. 'Martha,' he said, 'there's been a change in policy this year regarding the scholarship jacket. As you know, it has always been free.' He cleared his throat and continued. 'This year the Board has decided to charge fifteen dollars, which still won't cover the complete cost of the jacket.'

I stared at him in shock, and a small sound of dismay escaped my throat. I hadn't expected this. He still avoided looking in my eyes. 'So if you are unable to pay the fifteen dollars for the jacket, it will be given to the next one in line.' I didn't need to ask who that was.

1. Why did the principal call Martha into his office?
2. ' It seemed a cruel coincidence...' .What is the coincidence mentioned here ?
3. Why did the principal look uncomfortable and unhappy?
4. How much did the board decide to charge for the scholarship jacket?
5. What was the new policy regarding the scholarship jacket?

6. What in your opinion made the principal avoid looking in to Martha's eyes?
7. Find out an apt word from the passage for 'the two things happening at the same time by chance'?
8. Find out two examples for prefixes used in the passage.
9. Pick out a word from the passage which means 'moved hands nervously'
10. Why was Martha shocked?
11. What would be done if Martha was unable to pay the Jacket?
12. Why in your opinion did the board decide to charge fifteen dollars?
14. 'If you are unable to pay the fifteen dollars for the jacket, it will be given to the next on the line'. Write another example of ' **If clause**'
15. Report the following.

Principal : This year the board has decided to charge fifteen dollars, which still won't

cover the complete cost of the jacket.

Martha : I'll speak to the grandfather about it and let you tomorrow.

a) Principal told Martha.....

b) Martha replied

16. The principal informed Martha about the change in policy regarding the scholarship jacket Prepare a likely **conversation** between the principal and Martha. (five exchanges}

Passage. IV: 'Then if you pay for it, Martha, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars.'

I walked back to the house and locked myself in the bathroom for a long time. I was angry with Grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket? Those were the days of belief and innocence. It was a very sad and withdrawn girl who dragged into the principal's office the next day. This time he did look me in the eyes. 'What did your grandfather say?' I sat very straight in my chair. 'He said to tell you he won't pay the fifteen dollars.'

The principal muttered something I couldn't understand under his breath and walked over to the window. He stood looking at something outside. He looked bigger than

usual when he stood up; he was a tall, gaunt man with gray hair, and I watched the back gaunt of his head while I waited for him to speak. 'Why?' he finally asked. 'Your grandfather has the money. He owns a two-hundred acre ranch.

1. What was the reply of the grandfather to Martha?
2. Why was Martha angry towards the grandfather?
3. Describe the physical appearance of the principal?
4. Add suitable **question tags**.

A] It's not a scholarship jacket,.....?

B] Tell your principal I will not pay fifteen dollars,?

5. Why in your opinion did the board change the rules regarding the scholarship jacket?

6. Why did the grandfather refuse to pay fifteen dollars for the scholarship jacket?

7. How did Martha go to the principal's office the next day?

8. 'It was the place where the accident took place' is an example of relative clause.

Find out an example of **relative clause** from the passage.

9. **Report** the following.

A]. grandfather : Tell your principal I will not pay fifteen dollars.

B]. principal : what did your grandfather say?

C) Martha : He won't pay the fifteen dollars.

10. Martha informed grandfather about the board's decision to charge fifteen dollars for the scholarship jacket. Hearing this, grandfather writes a letter to the principal informing to change their decision as the scholarship jacket is a meritorious one. Draft a likely letter.

Hints 1. Who does he address the letter?

2. How does he begin the letter?

3. Does he write about the tradition of the Texas school?

4. Does he express his resentment to pay for the scholarship jacket?

5. Does he ask to change the decision of the board?

6. Does he write the reason for changing their decision?

7. Does he write anything about Martha and her performance?

8. How does he conclude the letter?

11. Martha was sad when grandfather was not ready to pay for the scholarship jacket. She poured her feelings in a *diary*. How would it be?

12. Suppose Martha delivered an acceptance speech, When she received the

scholarship jacket at the valedictory function conducted at Texas school. Prepare likely *speech*.

Hints:

1. How to begin the speech?
2. How to express her emotions?
3. Does she mention about the Texas school and its tradition?
4. Does she mention about her ambition and hard work?
5. Does she mention about the scholarship jacket?
6. How does she express her gratitude?
7. Does she mention about the problems she faced?
8. Does she mention about her family?
9. How does she conclude the speech?

13. Martha was awarded the scholarship jacket at the valedictory function conducted by Texas school. You are asked to prepare a news report about the function. How would it be?

Hints :

1. What would be heading?
2. How would you begin? (Heading based narration)
3. Do you mention about the Texas school and its tradition?
4. Do you describe about the scholarship jacket?
5. Do you mention about Martha and her hard work?
6. Do you mention about her family and her challenges?
7. Do you mention about the chief guest and the functions.
8. How would you conclude the speech?

Other discourse activities

1. Prepare a text for the announcement just before the commencement of the valedictory function at Texas school.
2. Prepare a notice for the valedictory function in which Martha is awarded for scholarship jacket.
3. Suppose the principal made the welcome speech. How would it be?
4. Though an ordinary farmer, Martha's grandfather was a hard working and practical minded man. Prepare a character sketch of the grandfather in the story "The Scholarship Jacket"

5. Letter :
 - a. Suppose you write a letter to Martha congratulating her on winning the scholarship jacket.
 - b. Martha was sad and depressed on hearing the conversation between her teachers regarding the scholarship jacket. Suppose Martha writes a letter to her friend revealing her sad condition .Write the likely letter.
6. Diary :
 - A. What would Martha write in her diary on the day she overheard the conversation between her teachers regarding scholarship jacket.
 - B. Martha was very happy to get the Scholarship Jacket. What would she write in her diary on that day.
7. Conversation :
 - A. Principal and Martha (when the principal informed her about the board’s decision)

 - B. Martha and grandfather (about the board’s decision to charge fifteen dollars for the scholarship jacket.
 - C. A friend and Martha (congratulating her winning the scholarship jacket.)
8. Narrate the story of “ The Scholarship Jacket” in your own words
9. Suppose Martha narrates her experience and happiness to achieve the Scholarship Jacket. How would it be?
10. Some of the events in the story “The Scholarship Jacket” are given in jumbled order. Rearrange them properly and write a paragraph using linkers.
 - a) After sometime the principal called her and informed her.
 - b) One day Martha overheard arguments between her teachers.
 - c) Her father was a member of the board and had a store in the town.
 - d) That the board had decided to charge fifteen dollars for the scholarship jacket.
 - e) He wanted to give the scholarship jacket to Joan
 - f) Her Maths teacher compelled her history teacher to falsify the records of Martha.

Read the conversation and fill in the blanks suitably.

Martha :(a).....?

Principal : Yes. You may come in. Take your seat.

Martha : Thank you sir.

Principal : I want to say something to you.

Martha :(b).....?

Principal : You have maintained highest grades in every year,.....(c).....?

Martha : Yes sir.

Principal : So your name is selected for the scholarship jacket. But the board has
decided to charge fifteen dollars for the jacket.

Martha : (d)!

Principal : No. it's not a big amount for your grandfather.

Martha : I'm not sure. I'll ask my grandfather.

Principal : If you ask your grandfather ... (e).....

Martha : Ok sir. I'll tell him about it.

Principal : Let's see tomorrow, (f).....

Martha : Ok sir. See you tomorrow.

Edit the following:

- I looked at him, forcing my eyes to stay dry. "I **now (a)** sir, but he said if I had to pay for it, it **won't (b)** be a scholarship jacket" I should up to leave. I guess you'll just have **on (c)** give it to Joann. I **hadn't mean (d)** to say that, it had just slipped out.
- I turned and **look (a)** at him, **what he wanted now ? (b)** I could feel my **hart (c)** pounding loudly in my chest. Something bitter was coming up in **his (d)** mouth.

Complete the following passage using the right word from the box given below :

- It seemed **an (a)** cruel coincidence that I had overheard the conversation. The next day **where (b)** the principal called **on (c)** his office I knew what it would **been (d)** about. He looked uncomfortable

[**Of, into, a, when, be**]

Match the following phrasal verbs suitably.

- | | | |
|-------------|---|----------------------|
| Put across | - | to cancel |
| Turn down | - | to tolerate |
| Call off | - | to convey |
| Put up with | - | to refuse |
| Put on | - | to start a journey |
| Go through | - | to continue |
| Set out | - | to examine carefully |

Go on - to wear

Write a profile of famous singer Bob Dylan using the hints below.

Real name : Robert Allen Zimmerman
Born : 24 May 1941, Minnesota, USA.
Famous as : Singer, song writer, artist, writer and active American civil rights movements
Famous songs : Blowin' in the Wind (1963), Shadow in the Night, Fallen Angel (1964), Together Through Life (1971).
Awards : Nobel Prize for Literature (2016), Grammy award, Academy Award, Golden Globe Award.

Write a profile of Nafthali Ricardo Reyes Basalto using the hints below.

Pen name : Pablo Neruda
Born : July 12 1904, Parral, Chili.
Studied : Temuco Boy's School.
Famous as : Poet, diplomat, politician.
Major Works : Twenty Love Poems, A Song of Despair, World's End, The Yellow Heart, Winter Garden etc.
Awards : Nobel Prize for Literature (1971), Lenin peace prize (1953)
Died : September 23, 1973, Santiago

Read the following sentences :

1. He is intelligent but lazy. (two adjectives are connected by " but")
2. She opened the box and took out the gift. (Two verb phrases are connected by " and")
3. My brother bought the sweets and I ate it. (two sentences are connected by "and")
4. I did not see my key in the pocket or on the table. (two prepositional phrases are connected by "or")

Construct similar sentences

.....

Identify the sentence pattern:

1. He played (sub + verb)
2. He played cricket (sub+ verb+ object)
3. He played cricket well (sub+ verb+ object + adverb)
4. He gave him a gift. (sub+ verb + indirect object + direct object)
5. The tall boy in the class who got first prize is my friend (noun phrase + prepositional phrase+ relative clause + verb phrase)

Construct similar sentences

.....

Word pyramid:

Book
The book
The interesting book
The interesting book on the table
The interesting book on the table which I lost yesterday
The interesting book on the table which I lost yesterday is in my brother's bag

Construct similar word pyramid on (student, teacher, girl, etc)

.....

Study the following Railway reservation form filled by Anu and answer the questions that follow.

Southern Railway : Reservation/cancellation form

1. If you are a medical practitioner, please tick

Sl no.	Name	F/M	Age	Concession travel ID.No	Choice Upper
1.	Raghav	M	45		upr

2	<i>Gopal</i>	<i>M</i>	<i>67</i>	<i>ID.No. 354560</i>	<i>lw</i>
3	<i>Kamala</i>	<i>F</i>	<i>40</i>		<i>lw</i>
4.	<i>Anu</i>	<i>F</i>	<i>12</i>		<i>upr</i>
5	<i>Mohan</i>	<i>M</i>	<i>8</i>		<i>lw</i>

2. If you want sr. citizen concession, please write Yes/No

y

Train No.16603/ Maveli Express, class : 2 AC, No. of Berths/seats : 5,

Station from : *Kannur*. To : *Thiruvananthapuram*

Boarding at...*Kannur* . Date of journey: *10.12.2016*,

Name of applicant : *Gopal* Address: *New Villa ,Kannur*. Ph.no:*245678* signature.

1. Who is the youngest of the passengers?
2. Who will get the concession of senior citizen in the group?
3. Where will they board the train from?
4. In which train do they wish to travel?
5. While filling the form Anu has a doubt about the M/F given in the form. What is meant by M/F ?
6. Which is the destination of the passengers?
7. What is required for getting the concession?
8. How many berths do they require?

Poetry

About the poet : Pablo Neruda (1904-1973) whose real name is Nefthali Ricarrdo Reyes Bosalto was a Chilean poet ,diplomat, and politician . He was born on 12 July, 1904 at Parral in Chile. His father was a railway employee and his mother a teacher who died soon after his birth. Some years later, his father moved to the town of Temuco and remarried Trinidad Candia Malverde. The poet spent his childhood and youth in Temoco. At the early age of thirteen he began to contribute some articles to the daily under the pen name Pablo Neruda which he adopted in memory of the Czechoslovak poet Jan Neruda.

Some of his poems he wrote at that time are found in his first published book: *Crepusculario* (1923). Then he published 'Veinte poemas de amor una cancion desesperada', one of his best known and most translated works. He won the Nobel Prize for literature in 1971. He wrote in variety of styles and his works include surrealist poems, historical epics, political manifestos and a prose autobiography. He often wrote in green ink, which was his symbol for desire and hope.

About the poem : In his poem "Poetry" Neruda vividly describes his experiences of creativity and moments of great poetic inspiration. At the beginning he didn't have the confidence to write poetry .However he soon became aware of the impulse to create poetry but he did not know when and where it came from. The poet was without a face before poetry arrived but later the speaker found himself a part of something and went with the flow and expressed his delight in writing. He explained that he did not know how to communicate his feelings until poetry dawned on him and allowed him to portray his emotions.

Read the following lines from the poem "Poetry" and answer the questions

And it was at that age ... Poetry arrived
in search of me. I don't know, I don't know where
it came from, from winter or a river.
I don't know how or when,
no they were not voices, they were not
words, nor silence,
but from a street I was summoned,
from the branches of night,
abruptly from the others,
among violent fires
or returning alone,
there I was without a face
and it touched me.

1. 'And it was at that age...' Which age is mentioned here?
2. Find out an example of personification from the lines?
3. The poet was unaware of the impulse to create poetry. Which line says so?
4. 'They are not words, nor silence,...'-What is referred as 'they'?
5. Where does poetry come to him from?
6. Find out an example of alliteration from the stanza?
7. Winter is a season. Name the other seasons?
8. 'It touched me.' What does 'it' stand for?

9. '...among violent fires'-What does 'violent fire' indicate?
10. Find out a line which shows the poet had no identity before poetry arrived?
11. Winter seems frozen and lifeless. If so what does river indicate?
12. Find out examples of visual images from the stanza?
13. What was the condition of the poet before poetry arrived?
14. 'It came from winter or river'. What is the striking contrast mentioned here?
15. "I was without a face "- What does the poet mean by this?

2) I did not know what to say, my mouth
 had no way
 with names,
 my eyes were blind,
 and something started in my soul,
 fever or forgotten wings,
 and I made my own way,
 deciphering
 that fire,
 and I wrote the first faint line,
 faint, without substance, pure
 nonsense,
 pure wisdom
 of someone who knows nothing,
 and suddenly I saw
 the heavens
 unfastened and open,
 planets,
 palpitating plantations,
 shadow perforated,
 riddled
 with arrows, fire and flowers,
 the winding night, the universe

1. What does the poet mean by 'my eyes were blind'?
2. '..deciphering the fire "What does 'the fire' indicate?
3. What does the poet say about his first attempt to write poetry?
4. Find out examples of alliteration?
5. What does the poet mean by 'palpitating plantations'?
6. What did the poet see when the world of poetry opened before him?
7. Why did the poet think that the first lines he wrote were pure nonsense?

8. What does 'forgotten wings' indicate?
9. What does the expression 'fire and flowers' mean?
10. Pick out various images from the stanza?

3) And I, infinitesimal being,
 drunk with the great starry
 void,
 likeness, image of
 mystery,
 felt myself a pure part
 of the abyss,
 I wheeled with the stars,
 my heart broke loose on the wind

1. Who is the speaker in the poem?
2. Which line tells you that the poet accepts his insignificance?
3. What changes came to him when he wrote poetry?
4. Find out a word similar in meaning to 'a very deep wide space'.
5. "My heart broke loose on the wind" What does the poet mean?
6. Find out an example of alliteration?
7. What does the poet mean by 'I wheeled with the stars'?
8. Find out a word from the stanza which means 'extremely small'
9. What prompted the poet to feel himself a pure part of the abyss?

Write a brief appreciation of the poem 'Poetry' by : Pablo Neruda, focusing on main ideas, mood imagery and other poetic elements.

THE BOOK THAT SAVED THE EARTH : Claire Boiko

1. The English club of your school has decided to enact/stage the play "The Book That Saved The Earth". As the secretary of the club, you are asked to prepare a notice. Draft a likely notice.
2. Bring out the humour in the play " The Book That Saved The Earth"
3. 'Think-Tank is the most powerful and intelligent creature in the whole universe'- Do you agree? Comment on the character of Think-Tank based on the play.
4. Suppose you happened to see Omega on the way he returned to Mars and you had a conversation with him about his experience on earth. What would be the possible conversation?
5. Suppose you watched the play "The Book That Saved The Earth "and you narrated the story of the play to your mother. How would it be?

Hints : (Theme of the play – Martian invasion of Earth-about the characters --fun and humour - reached library - declared as storage barn - different interpretation of books - hats-sandwiches - communicating devices – misinterprets nursery rhymes - afraid of the earthlings who saw them – escaped from the place.)

.....

MUKULAM : UNIT TEST (Unit : 4)

Time : 45 mts

score:30

.....

Read the following passage from “The Scholarship Jacket” and answer the questions that follow.

At the end of the day, Mr. Schmidt winked at me and said, ‘I hear you're getting the scholarship jacket this year.’ 19 His face looked as happy and innocent as a baby's, but I knew better. Without answering I gave him a quick hug and ran to the bus. I cried on the walk home again, but this time because I was so happy. I couldn't wait to tell Grandpa and ran straight to the field. I joined him in the row where he was working, and without saying anything I crouched down and started pulling up the crouched weeds with my hands. Grandpa worked alongside me for a few minutes, and he didn't ask what had happened. After I had a little pile of weeds between the pile rows, I stood up and faced him.

1. What did Mr. Schmidt tell her at the end of the day? (1)
2. His face is happy” Whose face is mentioned here? (1)
3. What made Martha happy? (1)
4. Find out one word for “to stoop especially with knees bent”. (1)
- 5.” He didn’t ask what had happened “is an example of a relative clause. Find out an example of relative clause from the passage. (1)

Read the following lines from ‘poetry’ and answer the questions that follow

And I, infinitesimal being,
drunk with the great starry
void,
likeness, image of

mystery,
 felt myself a pure part
 of the abyss,
 I wheeled with the stars,
 my heart broke loose on the wind

6. Who is the speaker in the poem? (1)

7. Which line tells you that the poet accepts his insignificance? (1)

8. Find out a word similar in meaning 'a very deep wide space'. (1)

9. "My heart broke loose on the wind" What does the poet mean? (1)

10. Find out an example of alliteration? (1)

11. Suppose Martha delivered an acceptance speech, when she received the scholarship jacket at the valedictory function conducted at Texas school. Prepare likely *speech*.

(7)

12. 'Think-Tank is the most powerful and intelligent creature in the whole universe'- Do you agree? Comment on the character of Think-Tank based on the play.

(6)

13. Anu ,a student in your class wrote the character of Martha's grandfather. There are some errors in it. Edit it.

(4)

Martha's grandfather was a farmer that (a) worked hard in his feeld.(b) Martha went there and ask (c) him to pay 15 dollars for the scholarship jacket. But grandfather said "If you pay for it, It wouldn't (d) be a scholarship jacket

14. Report the following.

Thompson : Martha, where is your P.E. shorts?

Martha : It's still in my bag under the desk.

a) Thompson asked Martha

(1)

b) Martha replied

(1)

15. Mr Boone' s voice sounded calm and quiet,.....? (add suitable tag) (1)

UNIT V

DOWN MEMORY LANE

Prose:

- ◆ Adolf – D H Lawrence
- ◆ My childhood Days – Rabindranath Tagore

Poem:

- ◆ The schoolboy – William Blake

.....

ADOLF

-D H LAWRENCE

Read the following passage and answer the questions that follow:

Trouble fell on us. The little rabbit sat on our lap, unmoving, its eye wide and dark. We brought it milk, warm milk, and held it to its nose. It sat as still as if it was far away, retreated down some deep burrow, hidden, oblivious. We wetted its mouth and whiskers with drops of milk. It gave no sign, did not even shake off the wet white drops. Somebody began to shed a few secret tears.

‘What did I say?’ cried my mother. ‘Take it and put it down the field.’

Her command was in vain. We were driven to get dressed for school. There sat the rabbit. It was like a tiny obscure cloud. Watching it, the emotions died out of our breast. Useless to love it, to yearn over it. Its little feelings were all ambushed. They must be left alone. Love and affection were a trespass upon it. It was a wild little thing which suffocated when we put it under arrest. We must not love it, for its own existence....

What was the trouble mentioned here?

Why did the children shed tears?

Find out the word from the passage which means ‘forgetful’

‘Her command was in vain.’ What was the command?

What was the rabbit compared to?

Complete the following sentence suitably:

"If you do not stop crying, I" .

Love and affection were a trespass upon it" Why did the narrator think so?

Pick out the word which means 'to make a surprise attack'.

Pick out an adjective from the given passage. Rewrite the sentence using 'neithernor'

It gave no sign. It did not shake off the wet white drop.

Read the conversation and answer the questions that follow:

Children: Mom, it is not moving.

Mother: Take it and put it down the field.

What did the children say?

What did the mother command?

II. We loved him to take meals with us. He would sit on the table humping his back, sipping his milk, shaking his whiskers and his tender ears, hopping off and hobbling back to his saucer, with an air of supreme unconcern. Suddenly he would become alert, hobble up to the sugar-basin and reach for it. He craned his neck to peep in. He trembled his whiskers at the sugar and did his best to lift down a lump with his paw.

What did they love him to do?

What does the expression 'air of supreme unconcern' mean?

Pick out a word which means 'to walk with difficulty'.

Describe how Adolf behaved on the table?

How did the mother react to his behavior ?

III. But he brought his own doom on himself.... One of Adolf's joys was to scuffle wildly through the lace curtains in the parlour, a proud possession of my mother's, as though through some foamy undergrowth. He had already torn rents in them. One day he entangled himself altogether. He kicked and screamed- and brought down the curtain-rod with a smash, right on the best beloved pelargonium, just as my mother rushed in. She extricated him, but she never forgave him. And he never forgave either. A heartless wildness had come over him.

What was Adolf's joy?

What was mother's proud possession?

Why did the mother rush in?

‘She extricated him but she never forgave him’. What attitude of the mother is reflected here?

Discourses

1. Write a short **profile** of D.H. Lawrence making use of the hints given below:

Full name : David Herbert Lawrence.

Born : September 11,1885 Eastwood ,United Kingdom

Famous as : Novelist ,poet, playwright, essayist, critic, painter

Education : University college of Nottingham, Nottingham High school.

Famous works : Sons and lovers(1918), The Rainbow, Women in Love

Died : March 2 - 1930.

2. Prepare three **slogans** on Wild Life Protection.

3. It has been decided to observe wild life day in your school. Draft a **speech** to be delivered in the school assembly on the topic ‘Need for Wild Life Conservation’.

(**Hints:** National resource- maintain ecological balance – benefits economic, recreational and aesthetic view – more human interference – less number of wild animals – judicious control- protect natural splendor - system of coexistence.)

4. Write the **diary entry** of the narrator when Adolf was brought into the family.

5. Write a **paragraph** on the thoughts of the mother when Adolf was brought into the family.

6. Mother is the real victim of Adolf’s activities in the house. Yet she saved him whenever he was in danger. Write the **character sketch** of mother.

- Strict, caring...
- Impatient with animals but cares...
- Very particular about cleanliness...
- Good house management....etc.

7. Adolf created many troubles in the narrator’s family. **Narrate the experience** which the

family had with Adolf in your own words.

(**Hints:** Rabbit sat still- wetted its mouth with drops of milk- no sign- dropped tiny pills- put nose in food – mother angry – overturned cream jug – attracted attention of cats – torn rents on lace curtain – broke pelargonium- heartless wildness had come over him)

8. The narrator was upset after putting Adolf back to the coppice. He writes a **letter** to his friend describing his experiences with Adolf.

9. Adolf creates a lot of trouble and chaos in the family. Imagine mother writes a letter to her friend describing how it becomes a disturbance and nuisance to the family. Draft the likely **letter**.

10. As a wild life journalist you have heard about Adolf the domesticated wild rabbit and decide to report it. Prepare the **news paper report**.

Language Elements:

1. Fill in the blanks using the correct **phrasal verbs** from the bracket given below:

Father..... a dead rabbit and three dead little ones. But he waswhen he found one alive. The baby rabbit could not.....the cold weather. Father took the rabbit and went home.

(put up with, taken aback, came across, set up)

2 . When night fell and my father.....to work, the rabbit was still unmoving. It found difficulty to.....with the family. I decided towith my plans to keep him in the scullery. I ordered my sister tofrom the place.

(go ahead, keep away, set off, get along)

II. Supply the missing words in the following passage:

(A) They must be left alone. Love / (a) affection were/(b) trespass upon it. It was a wild little thing/(c) suffocated when we put it / (d) arrest. We must not love it, / (e) its own existence..... .

(under, for, a, which, and)

(B) He went /(a) pour it out/(b) the saucer. But instead of drinking ,he suddenly put something/ (c) the table,/(d) the teacups.

(into, among, on, to)

(C) I saw his brown shadow loiter/ (a) the road and pass/ (b) the field/ (c) faced the houses. Instantly there was a cry/ (d) Adolf !

(that, into, of, across)

III. Change the following sentences from active to passive voice.

Mother pours out his tea.

His tea is poured out by the mother.

Father found a dead rabbit.

Rita will sing a song.

He may win the game.

Satya can draw the picture.

They played football.

The children like Adolf very much.

IV. Complete the conversation suitably.

Mother: It is too much for me.

Children:

Mother: He dropped too many pills.

Children: You don't like Adolf,.....?

Mother: It is very difficult to keep him from the door.

Children: If you like it ,..... .

Mother:Anyway ,it is worse than having a child to look after.

Children:

Mother: No, I can never forgive him

Children: You had better..... .

Mother: That's good. He must go.

V. Read the following sentences and frame sentences in the same pattern.

Adolf drinks. (S+V)

Adolf drinks milk. (S+V+O)

Adolf drinks milk slowly. (S+V+O+ A)

Adolf drinks milk slowly from the saucer.(S+V+O+A+PP)

THE SCHOOL BOY

-William Blake

"The Schoolboy" is a poem written by [William Blake](#). This poem speaks of how a schoolboy absolutely loves [summer](#) but he hates the idea of going to class during it. **The first stanza is full of excitement and happiness as the child wakes up to hear the sound of the birds, making auditory appeals to the senses 'birds sing, winds his horn, skylark sings'. But as the poem progresses we see that the boy has to go to school on this Summer Morn. Once at [school](#), the boy simply wishes he was at home and waits "many an anxious hour" for it to end. The poem is all about the confinements of the classroom in which children are restricted in when they could be out exploring the wonders of nature instead of under the eye of the cruel teacher. He cannot learn or take any pleasure in his reading because of the stress this imposes. The boy wants to learn, but he feels he could learn so much more if he was outside under the 'bower'.**

Then the poet brings the imagery of a bird trapped in a cage .He asks, 'How can the bird that is born for joy, sit in a cage and sing?' The boy wants to learn but not in the restrictive education that is expected of him. The boy then addresses his parents with another [rhetorical question](#): How can there be a joyful and fruitful summer if buds are destroyed and blossoms blown away? In the same way, how can there be a fruitful 'summer' for children if they, young plants, are stripped of their childhood joy and made to know sorrow and worry? What will there be to gather in as a harvest if grief has destroyed everything? What will be left to look back on positively when winter sets in? The boy seems to suggest that if children are deprived of their freedom at a very young age it may hamper their natural growth.

This poem depends upon three inter-related images, the schoolboy, the bird and the plant. All three are dependent upon, or vulnerable to, the way in which they are treated by human beings. This poem is written in six stanzas with five lines in each one. The

rhyme scheme is ABABB.

Read the following stanzas and answer the questions:

I love to rise in a summer morn,
When the birds sing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me:
O what sweet company!

But to go to school in a summer morn, -
O it drives all joy away!
Under a cruel eye outworn,
The little ones spend the day
In sighing and dismay.

1. Who is 'I' referred to here?
2. What did the boy love to do in the summer morning?
3. Who gives sweet company to the boy?
4. What are the different activities noticed by the boy
in the summer morning?
5. What drives the joy away from the boy?
6. Pick out the expression which stands for 'teacher'.
7. How do the children spend their day at school?
8. Identify the rhyme scheme of the poem.
9. Pick out two pairs of rhyming words from the given

stanza.

10. Identify the visual and auditory images from the
given stanza

11. Find out an example for alliteration from the given stanza.

Read the following stanzas and answer the questions:

Ah then at times I drooping sit,
And spend many an anxious hour;
Nor in my book can I take delight,
Nor sit in learning's bower,
Worn through with the dreary shower.

How can the bird that is born for joy
Sit in a cage and sing?
How can a child, when fears annoy,
But droop his tender wing,
And forget his youthful spring!

1. How did the boy spend his time in school?
2. Pick out the line which shows the boy doesn't like books.
3. Why does the boy feel the shower to be dreary?
4. Comment on the line - '.....and spend many an anxious hour'.
5. What is the boy compared to?

6. What does the 'cage' stand for?
7. What makes the boy droop his tender wings?

I. Read the following stanzas and answer the questions:

O father and mother if buds are nipped,
And blossoms blown away;
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay, -

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

1. What does the boy tell his parents?
2. Whom do the 'tender plants' refer to?
3. What do the seasons spring and summer signify?
4. Why do the summer fruits not appear?
5. Why couldn't the summer arise in joy?
6. What is destroyed by grief?

MY CHILDHOOD DAYS

-Rabindranath Tagore

I. Read the following passage and answer the questions:

We three boys were being brought up together. Both my companions were two years older than I. When they were placed under their tutor, my teaching also began, but of what I learnt nothing remains in my memory.

What constantly recurs to me is 'The rain patter, the leaf quivers.' Whenever the joy of that day comes back to me, even now, I realise why rhyme is so needful in poetry. Because of it the words come to an end, and yet end not; the utterance is over, but not its ring; and the ear and the mind can go on and on with their game of tossing the rhyme to each other. Thus did the rain patter and the leaves quiver again and again, the live long day in my consciousness.

1. When did the narrator's teaching begin?
2. What remains constantly in his memory?
3. Why did he feel that rhyme is so needful in poetry?
4. Find out the word which means 'repeatedly'.

II. Read the following passage and answer the questions:

The next thing I remember is the beginning of my school-life. One day I saw my elder brother, and my sister's son Satya, also a little older than myself, starting off to school, leaving me behind, accounted unfit. I had never before ridden in a carriage nor even been out of the house. So when Satya came back, full of unduly glowing accounts of his adventures on the way, I felt I simply could not stay at home. Our tutor tried to dispel my illusion with sound advice and a resounding slap: 'You're crying to go to school now, you'll have to cry a lot more to be let off later on.' I have no recollection of the name, features or disposition of this tutor of ours, but the impression of his weighty advice and weightier hand has not yet faded. Never in my life have I heard a truer prophecy.

Why didn't his brother take him to school?

What made him not to stay at home?

What was the prophecy of the tutor?

What still remain in the memory of the narrator?

Find out the word which means 'the natural qualities of a person?'

How did the tutor try to dispel the illusion?

DISCOURSES

I. Write a short profile of Tagore.

Born : 7 May 1861

Place of birth : Calcutta

Famous as : Poet ,author , short story writer

Father : Debendranath Tagore

Mother : Sarada Devi

Education : University of Calcutta, University College London.

Major Work : Gitanajali

Awards : Nobel Prize in literature(1913).

II. Tagore insisted on going to school with his brother. But the tutor disagreed and warned him. What would be the possible **dialogue** between them?

III. Tagore was shocked to see the methods of punishments given by Oriental Seminary. After reaching home he jots down his thoughts in his diary. What would be the **Diary**?

UNIT TEST

Unit – 5

Time - 45 Mts

Class- X

Score-30

I Read the passage and answer the questions that follow:

(5)

He continued to take tea with us. He rather liked warm tea. And he loved sugar. Having nibbled a lump, he led would turn to the butter. There he was shooed off by shooed our mother. He soon learned to treat her shooing with indifference. She hated him to put his nose in the food. And he loved to do it. And so one day between them they overturned the cream-jug. Adolf, terrified, his chest deluged with cream, bounced back in terror. Adolf was seized by his little ears by my mother and bounced down on the hearth-

rug. There he shivered in momentary discomfort, and suddenly set off in a wild flight to the parlour.

1 Who is 'he' mentioned in this passage?

2 How did he react to mother's shooing?

3 What were the activities that Adolf loved to do?

4 Pick out the word that means 'to fill a place' .

5 'Having nibbled a lump, he would run to the butter.'

Construct a similar sentence.

II While studying in Oriental Seminary, Tagore got punished for not repeating his lessons. He writes his feelings in the diary. Write the likely diary entry.

(5)

VI. Adolf found difficulty in adjusting in the narrator's house. At last narrator's father sent him back to his natural habitat. Do you agree with their action? Prepare write up on domesticating wild animals in the light of the story 'Adolf'.

(5)

V. Prepare a profile of William Blake using the details given below:

(5)

Born: November 28,1757,Soho,London

Occupation: Painter, Print- maker, Poet

Spouse: Catherine Boucher

Works: Songs of Innocence and Experience, The Tiger, Milton etc.

Died: August 1,1827,West Minister.

VI. Complete the dialogue suitably:

VII. Fill in the blanks with suitable phrasal verbs

(4)

Mother had to Adolf from the main door. She found it hard to the rabbit. She could not.....his mischiefs. He must to the forest.

(look after, keep away, go away, put up with)

VIII. Edit the following passage:

(4)

It was a fine morning when Adolf **come(a)** to our family. Father brought him when he returned **to(b)** walk . We **was (c)**so happy with the tiny morsel **which(d)** had escaped from death.

IX. Read the conversation and answer the question that follow

(2)

Mother : Is it a wild one?

Father : Yes, it is.

a. What did the mother ask?

b. What was the father's reply?

