

ഗുണനിലവാരമുള്ള വിദ്യാഭ്യാസം  
കുട്ടികളുടെ അവകാശം

QEPR



**ഒരുകൈ 2009**

ഒരു തീവ്രപഠന പരിപാടി

ENGLISH

**പൊതുവിദ്യാഭ്യാസ വകുപ്പ്, കേരളം**

**NOTE:**

This material is prepared to help the pupils secure higher grades in the coming SSLC examination. Each module introduces a discourse in tune with the constructive approach and methodology. Teachers are expected to follow the process of facilitating development of discourses.

**OBJECTIVES OF ORUKKAM**

Facilitate learning through social interaction.

Encourage children to express their ideas and compare their thoughts; constructs with those of others.

Develop confidence and readiness to contribute their ideas and language to construct various discourses.

Adopt the strategies conclusive to learners.

Orukkam has been prepared in tune with the constructive pedagogy. Each module consists of a particular discourse or a language item that would find its place in the SSLC Evaluation tool. Teachers may use this material, following the processes of activities given in each module. Introduce each activity in a meaningful situation and facilitate construction of language discourse in pair or group. Now, our aim is to help our learners to perform better in the SSLC Examination and secure at least C+ grade in the examination.

Each module has the following sections.

Entry activity – to familiarize the learners the discourse/ language item.

Process of construction – Learner’s role – individual work, pair/ group work, refinement.

Teacher’s role – explain the task as given in the instructions, scaffolding.

Assessment – Individual, pair and Teacher assessment.

Grading Indicators

Teacher’s version

Sample tasks.

The activities suggested in this book must be practiced in the classrooms effectively. The pupils should be given enough time to process each activity. This will help the pupils to achieve the various aspects of each discourse.

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**ആമുഖം**

പൊതു വിദ്യാഭ്യാസ വകുപ്പ് നടപ്പിലാക്കിക്കൊണ്ടിരിക്കുന്ന ഗുണനിലവാരമുള്ള വിദ്യാഭ്യാസം കുട്ടികളുടെ അവകാശം (QEPR) പദ്ധതി മൂന്നു വർഷം പിന്നിടുകയാണ്. 2006 മാർച്ചിലെ എസ്.എസ്.എൽ.സി. പരീക്ഷയിൽ 33%ത്തിൽ താഴെ വിജയമുണ്ടായിരുന്ന 104 വിദ്യാലയങ്ങളെയാണ് ഈ പദ്ധതിയുടെ പരിധിയിൽ കൊണ്ടുവന്നത്. മുൻ വർഷങ്ങളിൽ നടത്തിയ ചിട്ടയായ ആസൂത്രണത്തിന്റെയും പ്രവർത്തനങ്ങളുടെയും ഫലമായി ഈ വിദ്യാലയങ്ങൾ ഏറെ മുന്നേറിയിട്ടുണ്ട്. 2008 മാർച്ചിൽ നടന്ന എസ്.എസ്.എൽ.സി. പരീക്ഷയിൽ QEPR പദ്ധതിയിൽപ്പെട്ട 26 വിദ്യാലയങ്ങൾ 100% വിജയം നേടി. 80ലധികം വിദ്യാലയങ്ങൾ 80%ത്തിലധികം വിജയം നേടി. ഈ മികവുകൾ നിലനിർത്താനും കൂടുതൽ മെച്ചപ്പെടുത്താനുമുള്ള നിരവധി ശ്രമങ്ങൾ ഇപ്പോഴും നടക്കുന്നുണ്ട്. അതിലൊന്നാണ് എസ്.എസ്.എൽ.സി. വിദ്യാർത്ഥികൾക്കായി തയ്യാറാക്കുന്ന 'ഒരുക്കം' തീവ്രപഠനസഹായി.

2009 ജനുവരി 16 മുതൽ ഫെബ്രുവരി 9 വരെ നടക്കുന്ന പ്രവർത്തനങ്ങൾക്ക് കൃത്യതയും സൂക്ഷ്മതയും ദിശാബോധവും നൽകലാണ് 'ഒരുക്കം'ത്തിന്റെ ലക്ഷ്യം. ഇത്തരം പ്രവർത്തനങ്ങളിലൂടെ മുഴുവൻ കുട്ടികളെയും സി+ നിലവാരത്തിന് മുകളിലെത്തിക്കാനാണ് നമ്മൾ ആഗ്രഹിക്കുന്നത്.

ഇതിനായി സ്കൂൾ തലത്തിൽ എസ്.എസ്.ജി., പി.റ്റി.എ., എം.പി.റ്റി.എ., പ്രാദേശിക ഭരണസമിതികൾ എന്നിവയുടെ സഹകരണത്തോടെ കൂട്ടായ പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കണം. ഇതുവഴി ഈ വർഷവും എസ്.എസ്.എൽ.സി. പരീക്ഷയിൽ മികച്ച വിജയം കൈവരിക്കാൻ കഴിയട്ടെ എന്നാശംസിക്കുന്നു

**മുഹമ്മദ് ഹനീഷ് ഐ.എ.എസ്**  
പൊതു വിദ്യാഭ്യാസ ഡയറക്ടർ





## REPORT

Read the following newspaper report.

### NINE SCHOOL CHILDREN KILLED IN ROAD ACCIDENT

Kannur: Nine children studying in a lower primary school at Peruman were killed when a vehicle rammed them on Thursday. Eight of the victims are girls. The children were on their way back from school at 4pm when a tempo taxi rushed over them, the police said. Twelve seriously injured children were rushed to Pariyaram Medical College. The police said, quoting eye witnesses, that the vehicle was on the wrong side of the road. The driver told the police that the accident occurred when he was trying to save a child who was crossing the road.

- What is reported here?
- Where did the accident happen?
- When did it happen?
- How did it happen?
- Who were involved in it?
- What are the other details given? Are they relevant?

*Elicit answers.*

*Ask the learners to write the answers in their notebook.*

Now, read the following notes taken by a reporter from police about another incident.

- Two youth killed.
- Malappuram
- Wednesday, midnight
- Bodies on Kottackal road.
- Bike accident
- Lost control

*Try to report the above details for a daily.*

- How will you begin?
- What shall come next?
- What details should be given?





- What must be the order?
- Find out a suitable title.

*Elicit responses.*

*Group them into 5 or 6.*

*Ask the pupils to write the report. (Individually)*

*Group work- Learners share their report with other members in the group and refine their products. Teacher scaffolds wherever necessary.*

*Presentation by groups.*

*Editing- Teacher writes a group report (one of the best) on the BB and ask the pupils to refine it on the basis of the grading indicators.*

**Grading indicators:**

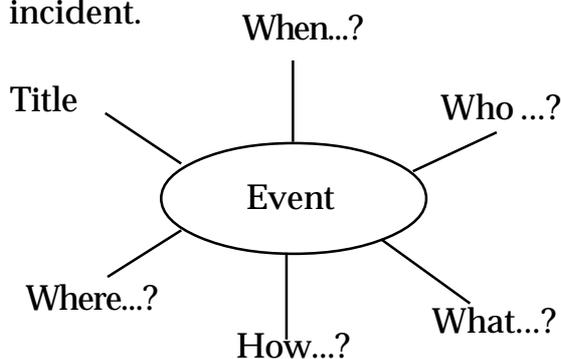
- Catchy headline
- Good beginning
- Content
- Organisation of ideas
- Language and style
- Brevity

*After refinement the teacher can present the teacher's version of the report.*

**Teacher's version**

Malappuram: Two youth who travelled on a motor bike on Wednesday night were found dead in a near by bush at Kottackal-Perinthalmanna road. The bike on which they travelled was found beside them. The police said the youth were in an intoxicated state and had lost control of the vehicle.

Read the first paragraph of 'On the Rule of the Road' and write a newspaper report about the 'stout old lady' incident.





*Individual writing*

*Random presentation.*

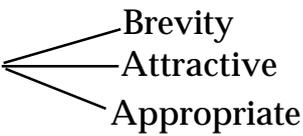
*Group attempt.*

*Presentation.*

*Refinement.*

*Follow the process given earlier.*

How will you assess the report that you have prepared?

Catchy headline 

Has your title got the above features?

How did you begin your report?

Does it state the event? or Is that the expansion of the headline?

What is the content of the report you have written?

Does it answer the questions: What, Where, When, How etc.

Have you organised the ideas in the following way?

- Major details
- More details
- Minor details

How is the language and style of the report?

Consult it with your teacher/ friends and refine it.

## SOME TEXTUAL QUESTIONS

### The Cherry Tree

1. The nature club in your school conducted a seminar on 'indiscriminate felling of trees'. Prepare a seminar report.

### Two Gentlemen of Verona

1. Jacopo and Nicola had become famous overnight. News of their hard work and commitment appeared even in the newspapers. But your friend missed the news. Can you reconstruct the newspaper report about the two boys for your friend?





2. Jacopo and Nicola were finding it difficult to make both ends meet. They were in search of more work. But how? Suddenly Nicola came up with an idea to advertise their service in the news paper. Could you please help them?

### Three Days to See

1. Helen Keller graduated from Radcliff College in 1904. This was really an achievement as she was blind, deaf and dumb. It was her will power and determination that changed her life. One of the newspapers gives a wide coverage of this news. Write the newspaper report.

### The Hero

1. Swami's father was reading news about the village lad's encounter with the tiger. Prepare the possible newspaper report Swami's father was reading.
2. Swami's friends know about his bravery from the next day's newspaper before they reached the school. What would have been the news item?
3. Write a report of the function arranged by the PTA to congratulate Swami.

### The Sneeze

1. Suppose the unexpected death of Tcherviakov appeared as a news item in one of the dailies. Prepare the likely newspaper report.
2. A seminar on 'Good habits' was conducted in your class on 9.11.2007. Write a report of the seminar using the hints given below.

Hints: Welcome speech – Drishya (Group B Leader)

Moderator – Anjali (Class leader)

Inauguration – Principal

Paper presentation – Anju, Divya, Geethu and Shereena.

Vote of thanks – Rajesh (Group A Leader)





# CONVERSATION

## Activity 1

Read the conversation between Tcherviakoff and his wife. After watching the opera, he reached home in a dejected mood.

Let's see how the conversation goes on...

Tcherviakoff: I am feeling tired. Can I have a glass of water?

Wife: Of course. Here you are. How was the opera? Could you tell me about it?

Tcherviakoff: Certainly. But not now. May I have some more water?

Wife: By all means. Would you like to take rest for sometime?

Tcherviakoff: I think it's better. Would you mind keeping my coat in the shelf.

They used some expressions for making requests during the conversation. Find and write them down.

- eg: 1. Can I have a glass of water?
2. ....
3. ....
4. ....

## Activity 2

One day A.J.Cronin visited the hospital at Poleta to meet Lucia in person. But strangers were not allowed meet the patient in the hospital. So he made some requests to the nurse to allow him to meet Lucia.

Prepare the conversation.

.....

.....

.....

.....





*Teacher will see that the pupils prepare the conversation on the basis of its features.*

*Individual writing*

*Random presentation*

*Teacher elicits the features of a good conversation.*

<p><b>Apt initiation</b>  <b>Message/ Content</b>  <b>Proper leave taking</b></p>
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*Note:* Initiation refers to a good opening of the conversation.

Who will begin the conversation?

Consider the mood of the characters.

Message should be according to the context. It includes-

What does the characters want to convey?

What should each character speak?

What should be the response?

Which words do you select to be used in the content?

You may include - Yes or No questions like:

Cronin: Can you take me to a restuarant?

Rakesh: Will it grow again?

Short questions (Tags)

You have watched for the opera, haven't you?

Let me sleep in the hall, shall I?

Wh questions

What can I do for you?

Why don't you join the police?

Expressions

Oh! I spat on him.

Aiyo! Something has bitten me.

Discourse markers

Well, shall I apologise to him?

Alright, you spoil him as you like.

Contracted forms of words etc.

I didn't mean.

I won't come here again.





Leave taking is the concluding part of the conversation.

How will you conclude?

Who should you conclude?

Self Assessment

	Yes	No	Somewhat
I began the dialogue well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to convey the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used enough expressions discourse markers, short forms etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I concluded the dialogue well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOW CAN WE FRAME/ ASK 'YES OR NO' QUESTIONS

Read the following dialogue.

Granny: Are you already feeling sleepy, Swami? *Don't* you want a story?

Swami: Please. *Can* you be silent, granny?





- Granny: *Don't cover your face. Are you really very sleepy?*
- Swami: *Would you please shut up granny? Don't talk to me.*
- Father: Swami, get up.
- Granny: Why do you disturb him?
- Father: Get up Swami.
- Swami: *Will you please allow me to sleep here, father?*
- Father: Come with me.
- Mother: Why do you take him to your office room? He can sleep in the room, can't he?
- Father: I don't think so.
- Swami: *Let me sleep in the hall, shall I? Your office is very dirty.*
- Father: There are no scorpions. Sleep on the bench.
- Swami: *Can I have a lamp burning in the room?*
- Father: No, you must learn not to be afraid of darkness.
- Swami: *Will you atleast leave the door open?*
- Father: All right. But you should not go to your granny's side at night. If you do so, I will make you the laughing stock of your school.

Try to identify the words used for making 'Yes or No' questions.

### Activity 3

Read paragraphs 4 to 9 and prepare an imaginary conversation between Cronin and Nicola using 'Yes or No' questions.

*Individual attempt*

*Random presentation*

*Refinement in groups*

*Editing*

*Presenting the teacher's version.*





**Teacher's version**

Cronin: May I help you?  
 Nicola: No sir.  
 Cronin: Can you take me to the park?  
 Nicola: Yes sir, with pleasure.  
 Cronin: Do you work to go abroad?  
 Nicola: No sir. We have some other plans.  
 Cronin: Shall I offer you a better job?  
 Nicola: No sir. Thank you. It's very kind of you sir.  
 Cronin: Have you any problems at home?  
 Nicola: No sir. We don't.  
 Cronin: Are you happy with the present life.  
 Nicola: Yes very much.  
 Cronin: Am I talking too much?  
 Nicola: No sir. We like your company.  
 Cronin: Is there a restaurant nearby?  
 Nicola: Yes sir. There is one near the fountain.  
 Cronin: Did you come to the city on Sunday?  
 Nicola: No sir. On Sundays we go to Poleta.  
 Cronin: Does Jacopo like this city?  
 Nicola: Yes, he likes this city very much.  
 Cronin: Will you come with me to the restaurant?  
 Nicola: Yes sir. Let's go to the restaurant.

**Activity 4**

Complete the following conversation using 'Yes or No' questions and answers.

Rakesh: Are cherry seeds lucky?  
 Grandfather: Yes they are. But you should plant it.  
 Rakesh: .....?  
 Grandfather: Yes I like cherries very much.  
 Rakesh: .....?  
 Grandfather: Yes I have seen cherry trees.





## SOME TEXTUAL TASKS:

### The Cherry Tree

1. Rakesh was on his way back from school when he bought some cherries. Suppose a woman is selling cherries. What can be the dialogue between Rakesh and the woman?
2. Grandfather scolded the grass cutting woman. What could be the possible dialogue between them?
3. He stared at it for a moment, then ran to fetch grandfather calling “dada come and look, the cherry tree has come up!”? Continue the dialogue.
4. Rakesh was looking for grandfather, not finding him in any of his favorite places around the house; he looked out of his bedroom window. “Grandpa, are you reclining under the cherry tree?” Continue the dialogue.
5. Rakesh planted the cherry seed and ran off to play cricket with his friends. He was late. “Amal, sorry I’m late”. What could be the dialogue between Rakesh and Amal?

### Two Gentlemen of Verona

1. Hey! Wait! Who’s there? A policeman followed Jacopo and Nicola when they were out selling newspapers at night. The policeman questioned them. Write a likely conversation between them and the policeman.
2. A tourist enquires about the way to Kovalam and you give necessary directions. Prepare a possible dialogue between the tourist and you.
3. The nurse tells the author more about Nicola and Jacopo. Write a possible dialogue between the nurse and the author.

### Three Days to See

1. Helen Keller goes out with one of her friends for a walk in the woods. On the way she had a talk with her about her dream of regaining eyesight. Prepare a likely dialogue.
2. After the walk Helen and friends discussed the things that they saw. Complete the dialogue.  
Helen Keller: What did you see?





Friend: Oh!... Nothing in particular.

Helen Keller: .....

3. After the second day of her imagined eyesight Helen Keller explained what she had seen in New York City, to her teacher Anne Sullivan. Prepare a likely dialogue.

### The Hero

1. Swami's father and mother argue about the way he is brought up. Write the possible dialogue.
2. Write the possible conversation between Swami and his friends after he caught the house breaker.
3. Swami's father rings up to police station to inform them about the burglar. Write the telephonic conversation between Swami's father and the Inspector.

### On the Rule of the Road

1. Imagine your neighbour disturbs you by playing his TV in high volume. Write a likely dialogue between neighbour and you.
2. The man in the train talked to his friend in a loud pompous voice. The author was finding it difficult in reading his blue book. Write a likely dialogue between the author and the man.

### The Sneeze

1. On reaching home Tcherviakovoff told his wife about the sneezing incident. Write the possible dialogue between Tcherviakovoff and his wife.
2. A news paper reporter interviewed Tcherviakovoff's wife after his death. Write the possible interview.
3. Suppose after the sneezing incident Tcherviakovoff decided to telephone Brizjaloff for apology. Construct a telephonic conversation between the two.
4. The news about Tcherviakovoff's death was shocking to General Brizjaloff and he decided to explain his innocence to Tcherviakovoff's wife. So he went to his house. Write a possible dialogue between them.

### The Elixir of Life

You happened to see a friend of yours wasting water in the school premises. Write a likely dialogue between him and you emphasizing the importance of preserving water.





## DISCOVER THE CRAFT IN POETRY

CO's : the learners-

Appreciate and identify poetic devices and various figures of speech.  
Grasps the theme of the poem.

### Process

Teacher asks:

What are some of the techniques poet use to make a poem attractive?

*Teacher elicit responses and consolidates.*

Rhyming words

Rhyme scheme

Alliteration

Assonance

Simile

Metaphor

Personification

Images

Symbols

Sounds etc.

Read a stanza from the poem 'The Solitary Reaper'.

No nightingale did ever chaunt  
More welcome notes to weary bands  
Of travellers in some shady haunt  
Among Arabian sands  
A voice so thrilling ne'er was heard  
In spring time from Cuckoo bird  
Breaking the silence of the seas  
Among the farthest Hebrides.





Pick out the rhyming words from the stanza.

Note the rhyme scheme.

What pictures(images) do you get from the stanza?

Visual

Auditory

Pick out instances of alliteration.

Have you identify the rhyming words?

Rhyme is the identity of sounds in two or more words from the last stressed vowel to the end, the consonant group proceeding not being same in both cases.

Rhymes can be Masculine rhymes, in which the final syllable of the word or line is stressed. eg: king-sing

Feminine rhymes in which the first syllable is accented.

eg: retail-curtail

Triple rhymes in which all three syllables of a word are identical.

eg: flowery-showery

When vowels and the consonants are identical in two words even if spelled differently they are called perfect rhymes. eg: two and too.

Eye rhyme: by which some words look as though rhymes eg: cove, dove.

### Rhyme Scheme

A rhyme scheme is a regular pattern of rhyming words in a poem. To indicate the rhyme scheme of a poem, one uses lowercase letters. Each rhyme is assigned a different letter. Try on...

Home they brought her warrior dead a

She nor swoon'd nor utter'd cry b

All her maidens, watching, said, a

She must weep or she will die. b

You may note the rhyme scheme as: abab





## Alliteration

Alliteration is the repetition of initial consonant sounds. Writers use alliteration to create musical effects to draw attention to certain words or ideas.

And thoughts of sailors in distress  
 Longing for dawn to break  
 Disturb my mind and move my heart  
 And keep me wide awake.

## Simile

A simile is a figure of speech that uses like or as to make a direct comparison between two unlike ideas. Every day speech contains similes such as 'pale as a ghost' 'good as gold' 'spread like wild fire' and 'clever as a fox' Writers use similes to describe people places, and things vividly, poets, espe-cially, create similes to point ourse of new and interesting ways of viewing the world in the following poem.

Rose a nurse of ninety years  
 Set his child upon her knee  
Like summer tempest came her tears  
 'Sweet, my child, I live for thee.'

## Metaphor

A metaphor is a figure of speech in which something is described as though it were something else. A metaphor, like a simile, works by pointing out a similarity between two unlike things. The similarity is only imaginary. eg. He is a tiger.

In simile the comparison becomes he is like a tiger metaphor is always an implied or compressed comparison.





All the sense lamps that I did light  
Sooted into worries.  
Sitting at the door of my soul  
Light Thy resurrecting lamp.

### Image

An image is a word or phrases that appeal to one or more of the five senses. Writers use images to describe how their subjects look, sound, feel, taste, and smell.

There we will sit upon the rocks  
Seeing the shepherds feed their flocks.  
By the shallow rivers, to whose falls  
Melodious birds sing their madrigals.

### Speaker

The speaker is the imaginary voice assumed by the writer of a poem. In other words, the speaker is the character who tells the poem. This character, or voice, often is not identified by name.

When I have crept into my bed  
On a wild and windy night  
When Dad has warmly tucked me in  
And turned out every light.

### Assonance

Assonance is the resemblance or similarity in vowel sounds repeated in successive words containing different consonants.

The joy's gone out of the world for me  
And life's as drab as can be. /a:/  
I find no comfort night or day /ai/  
When mother is away.



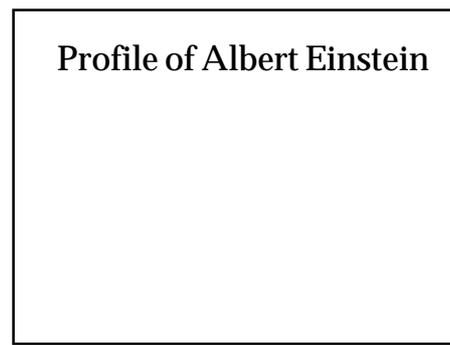
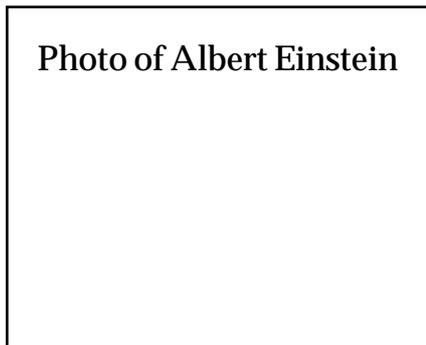


## PROFILE

### Activity 1- Guessing game

Learners are divided into four groups to play the game 'Guess the Person'. Half of the members from a group are given the picture of a personality with a profile. Use the photographs of eminent personalities and their bio-data. They have to make atleast five clues from the profile to make others guess the person.

Then show picture and give the clue one after another to guess the person. The other half of the team has to guess the person. If not, others are given the chance. Each group does this by turn.



Let's try.

*We have enjoyed the story 'The Cherry Tree', haven't you?*

*Who are the main characters in the story?*

*Introduce them and write their profile in your own words.*

### Process

*Individual writing*

*Random presentation*

*Refinement in groups*

*Editing*

*Self evaluation*





## Self Assessment

	Good	Average	Need improvement
Title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of linkers and cohesive devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Do you know who wrote the story?*

*Here are some details about Ruskin Bond.*

*Can you make a profile with the given details?*

Details	
Name	: Ruskin Bond
Year of Birth	: 1934
Place of Birth	: Kasuali
Books Published	: The Room on the Roof
Award	: John Llewellyn Rhys Memorial Prize (1957)

Now, prepare a profile of R.K.Narayan the author of the story 'The Hero'.

Details are given below.	
Birth	: 1906
Place of Birth:	Chennai
Education	: A Bachelor's degree from the University of Madras
Works	: The Guide, Swami and his Friends, The English Teacher, Bachelor of Arts, Malgudi Days
Awards	: Sahithya Academy Award 1961
Death	: 2001





Prepare a profile of Sir C.V.Raman using the details given.

Birth	: 1888
Famous Discovery	: Raman Effect
Awards	: Nobel Prize for Physics 1930 King George Knighthood Bharath Ratna Award Lenin Prize 1957
Death	: 1970

Possible profiles from units.

- Unit 1 Profile of Rakesh  
Rakesh's grandfather
- Unit 2 Profile of Jacopo/ Nicola  
Profile of Lucia  
Profile of Cronin
- Unit 3 Profile of Helen
- Unit 4 Profile of Swami  
Profile of father of Swami  
Profile of R.K.Narayan
- Unit 5 Profile of A.G.Gardiner  
Profile of Wordsworth
- Unit 6 Profile of Tcherniakoff  
Profile of Brizjaloff
- Unit 7 Profile of C.V.Raman  
Profile of Tagore

### SOME TEXTUAL QUESTIONS

#### The Cherry Tree

- Write a profile of Ruskin Bond using the following hints

Name: Ruskin Bond

Place of residence: Kausali

Born on: 1934

Style: Simple, straight forward, narrative





Famous for: finest story teller (Short stories and books for children)  
Award: John Llewellyn Rhys memorial prize in 1957

## 2. Write a profile of Rakesh

Name: Rakesh Menon

Place of birth: Nainital

Born on: 25-08-1985

Residing at: Kulu valley

Father: Ranjith Menon

Mother: Amitha Kulkarni

Job: Environmental activist

Hobbies: Jungle trekking and reading

### Two Gentlemen of Verona

You quite interested and impressed the activities of Jacopo. You have decided to present Jacopo to some of the friends. You may prepare a profile of Jacopo from the given hints.

[Jacopo — aged 12 — thin — 4 feet tall — brown skinned — tangled hair — earnest eyes — steady and engaging smile — dressed in khaki pants — eager to work and help others.]

### Three Days to See

Prepare a profile based on the given hints.

Name: Helen Keller

Born on: 1880

Place of birth: Alabama, USA

Edn. Qualification: Graduated from Radcliff college

Best friend: Her teacher, Anne Sullivan

Disability: Deaf, dumb and blind (Not by birth but after 19 months due to an illness)

Dream: to regain sight for three days

Achievements: Published several books.

### On the Rule of the Road

Read the following details of A.G.Gardiner and prepare a profile.





Name: A.G.Gardiner

Pseudonym: Alpha of the plough

Born: 1865

Died: 1946

Job: Editor of the 'Daily news'

Famous works: The pillars of the society, Pebbles on the shore

### The Sneeze

1. Write a profile of General Brizjaloff using the following hints.

Name: Brizjaloff

Age: 52

Profession: General, Dept. of Highways

Appearance: bald head stout, fair complexioned

Marital status: Married

Behaviour: very patient, reserved

2. Write a profile of Tcherviakoff using the following hints.

Name: Tcherviakoff

Age: 46

Profession: Minor official, Dept. of excise

Appearance: well dressed, wear spectacles

Character: very sensitive

3. Write a profile on Anton Chekhov using the following hints.

Name: Anton Chekhov

Known as: Greatest short story writer

Native place: Russia

Career: Dramatist and short story writer

Born: 1860

One act plays: Some hilarious and others are full length tragedies

Died: at the age of 44 in 1904

### The Elixir of Life

1. Write a profile of Sir C.V.Raman using the hints given below

Born: 1888

Area of interest: Science

Famous discovery: Raman Effect

Awards: noble Prize for Physics in 1930, Bharath Ratna, Lenin prize

Death: 1970





## NOTICE

C.O's:

The learner-

- . comprehends and recognizes the features of a notice
- . prepares notices.

### Activity

Teacher: English club of our school is organizing a seminar on “Child Labour and Violation of Human Rights”. The programme is scheduled for 15<sup>th</sup> February, 2009, in the school. Mr.Ramakrishnan the District Panchayath president, will inaugurate the programme.

1. How can we inform this programme to all others?

*Teacher concludes after a brief discussion that a notice can be prepared for the same?*

2. What are the details should you include in this notice?

*(Teacher writes all the suggestions on the blackboard. Discuss the essential features of a notice.)*

Catchy Heading/ Headline

Content

- a. Programme schedule (time, date, venue etc.)
- b. Chief guest/ Chairman
- c. Invitation

Place, Date

Issuing authority

*Have you prepared the notice?*

*Compare your notice with that of your friends.*

*Assess your notice with the help of indicators.*





**Assessment**

- There is a striking headline
- I have included the details of the programme like:
  - Venue , time, day, date etc.
- I have mentioned the names of invitees.
- There are expressions for salutation and invitation.
- The language I used is suitable for conveying the message.
- I gave a suitable layout for my notice.
- I concluded the notice well.
- I included the name of the issuing authority.

*Individual work*

*Random presentation*

*Self and pair assessment*

*Group refinement*

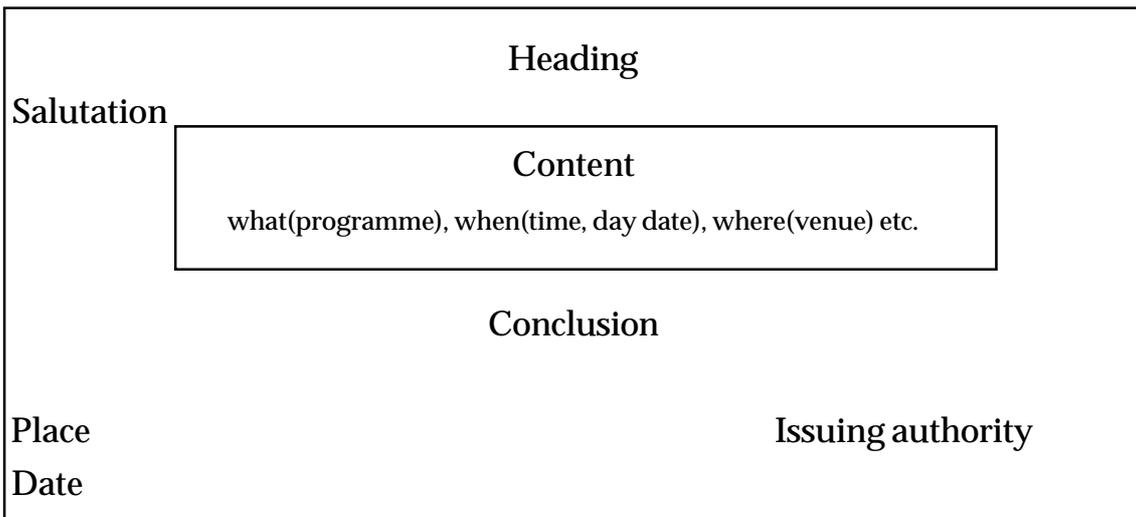
*(Copies of sample notices are supplied to each group while the work is in progress)*

*Group presentation*

*Editing*

*(Selects one of the group products for this)*

*(See the detailed note of editing process)*





You have gone through the essential features of a notice.

Now, try to prepare a notice based on the hints below:

Imagine that Helen visits your school one day. The school plans to honour Helen on that occasion. As the school leader you are asked to prepare a notice to inform the programme to the general public. Prepare the notice for the function.

#### More notices from other units.

1. The nature club of your school is going to be inaugurated by the district agricultural officer on 15<sup>th</sup> February, 2009. Prepare a notice.
2. The English club organizes an essay writing competition on the Day of Blinds. The topic for the competition is “Physically Challenged people are not disable but differently able’. Prepare a notice, inviting participants.
3. The Scouts and Guides Unit of your school conducts an elocution competition on “Increasing Road Accidents”. Prepare a notice to inform and invite participants.
4. NCC Unit of your school decides to raise a family relief fund to help Tcherviakoff’s widows. Prepare a notice requesting the students to donate generously.
5. Eco Club decides to organize “Each One Plant One”. Programme on the World Environment Day. Prepare a notice requesting all students to bring saplings.

#### **SOME TEXTUAL QUESTIONS**

##### **The Cherry Tree**

1. Your school authorities have decided to inaugurate the nature club on 5<sup>th</sup> July which will be held at the school auditorium. Rakesh, the environmentalist will be presiding over the function. Ward member, PTA president, HM, Staff Secretary, School leader, etc are participating in the function. Prepare a programme notice to inform everyone.

##### **Two Gentlemen of Verona**

1. The resident’s association of Verona came to know about the hard work and commitment of Nicola and Jacopo. They decided to arrange a





- function in order to honour and congratulate them. For the purpose they thought of publishing a notice. Please help them to prepare a notice.
2. The school committee of Lucia's school decided to conduct a film show to collect some money for her treatment. As the school leader of Lucia's school, prepare a notice for the same.
  3. It has been decided to conduct a seminar on, 'The impact of war' in your school auditorium. Prepare a notice for it.
  4. Yesterday I had a dream. I saw Lucia hospitalized. She was sleeping. I even had a glance of the hospital walls. There were some notices on the wall. Can you help me in recollecting some of the notice which we come across in the hospital walls?

### Three Days to See

1. Imagine that Helen Keller came to your school to inaugurate the 'World disabled day' on 3<sup>rd</sup> December. Prepare a notice for that.
2. The National Service Scheme of your school has decided to conduct an eye donation camp in connection with the International Day for the blind on 15<sup>th</sup> October. Prepare a notice for that.
3. The English club of your school has decided to conduct a seminar on the topic 'Disabled are specially abled'. Prepare a notice for it with venue, time, date, agenda, etc.

### The Hero

1. The sports and arts club in Malgudi has decided to admit elders in their cricket team. Prepare a notice for the same to inform the public.
2. The PTA of Govt HSS Malgudi has decided to arrange a function to congratulate Swami. Prepare a notice informing the public about the function.

### On the Rule of the Road

1. The PTA of your school has decided to conduct a seminar on 'Road Safety'. The local MP has agreed to attend the function. You may prepare a notice regarding the programme (you may include venue, time, date and details of the function).
2. Imagine that you are a newspaper reporter, you saw some children riding their bicycles in a zigzag manner along the road causing





confusion to the traffic. How would you report this as a newspaper report?

### The Sneeze

1. Tcherviakoff went to the opera seeing a notice in the newspaper. Write the notice for the opera using the following hints. Add other necessary details.

Hints – [Opera: Twelfth Night, Theatre: Global opera house]

2. Suppose you are organizing a seminar on good habits in you class room. Your group is asked to prepare the notice for it. Prepare a notice. Add necessary details.
3. The resident's association of your locality has decided to conduct a condolence meeting on the death of Tcherviakoff. Imagine you are the secretary of your resident's association. Prepare a notice to inform this matter to other residents.

### The Elixir of Life

1. Prepare a notice to inform the students of your school about the seminar on 'water is the basis of all life'.
2. Your school echo club has decided to conduct a house campaign to make the public aware of the importance of water preservation. Write a notice to announce the programme.





## DAIRY

C.O's

Enable the learners

- to read and understand the features of a dairy
- to write a dairy

### Entry

Teacher narrates

Helen wanted to see her teacher on the first day of her eyesight. She thought it was her teacher who made life worth living for her. Helen looked at the face of her teacher Anne Sullivan Macy with wonder and awe of a new born child. She remembered the first her teacher came to her like when she was a child. She was waiting for her teacher with a rose in hand. She could still feel the warmth of her tender touch when she held her close in a hug. Now she is going to see her teacher's face for the first time, the one who opened the outer world of her. She held the face of her teacher in her arms and looked closely to see every feature of her face to cherish in memory for all time to come. She drew Helen closer and hugged her tightly. She said, "Honey, I love you so much...." "I'm so happy to see you today my little angle" Helen's eyes welled up with tears, her sobs subdued her attempt to speak. She barely managed to say "I love you so much". That day Anne Sullivan Macy was extremely happy and contented. She was carried away by the thoughts of Helen. She began to write them in her dairy.

- Imagine and write how would be the diary entry of Anne.

Individual attempt.

Random presentation

Group refinement

Editing based on indicators





## Indicators

- Expression of personal feelings
- Unity of thought
- Use of suitable linkers
- Cohesiveness of ideas and theme

*Teacher distributes/ charts sample statements taken from some dairy entries.*

- I made a mistake today.
- I should not have done it.
- My carelessness landed me in trouble.
- I will be more careful here after.
- I was frightened.
- Fearful thoughts haunted me.
- His words consoled me a lot.
- It was really marvelous.

Make use of such sentences to express the personal feelings of the characters while writing the diary.

## More Diaries

1. Imagine that you are Rakesh's friend. He told you about the cherry tree, he narrated and how the grass cutting women carelessly cut it. He was about to break into tears. You couldn't forget the incident and how badly it affected Rakesh. You wrote in your dairy about the feelings of Rakesh. What would be the dairy entry?
2. The misse in the story "Two Gentle Men of Verona" wrote a dairy on the day she met the narrator and told about the boys and Lucia. The suffering of the children touched her deeply. Can you imagine the dairy she wrote that day? Write i
3. Your class made a skit based on the story "The Hero" you played the role of Swami in it. Write your dairy on the day it was performed.
4. you are preparing for the SSLC examination. You have neighbor who is in the habit of playing jazz at night. You talked to him lighten the





m nuisance, but he didn't do it to you. How will you feel about it? Can you write that in a diary?

5. Tcherviakov returned home from the general's office, upset and tired. His wife tried to console him. But she failed. That day she wrote in her diary about her husband's pathetic state of mind.....  
What would be her diary entry?

Secrets - A diary is often a place where the writer can write down his or her thoughts and secrets in confidence.

## SOME TEXTUAL QUESTIONS

### The Cherry Tree

1. How nice is the plant! It is about 4 inches high. I planted it. Rakesh's mind was filled with joy. Write the diary entry of Rakesh on that day.
2. "What has the goat done? It has eaten all the leaves. Only the main stem and two thin branches are there..." Write the diary entry of Rakesh that day.
3. A grass cutting woman cut the cherry tree into two. Rakesh couldn't sleep that night. Write the diary of Rakesh on that day.

### Two Gentlemen of Verona

1. 'Nicola and Jacopo are really amazing boys. At this age they are looking after their sister. I'm really moved at their sacrifice. I think I should make a note of them in my diary.' Write the likely diary entry of the author.
2. Lucia was really troubled at the sight of her younger brothers struggling hard to help her instead of her helping them. But she had none to express her sorrows. At last she decides to write her diary entry expressing her sorrows. Help her to write the diary.
3. Nicola was really moved by the help rendered by the author and records it in his diary. What could he have recorded?

### Three Days to See

1. Helen had a dream; a dream of regaining eyesight. She wrote in her diary her dreams and aspirations. Write the likely diary entry.





2. On the first day of her imagined eyesight she saw how those who were near and dear to her looked alike. After that she made a diary entry. What would be the diary?
3. On the second and third day she enjoyed tragedy and comedy respectively. Then she visited New York City and got a glimpse of the city life. She enjoyed sunrise and sunset. Her heart was filled with joy. If she had got a chance to write a diary, what could be the diary entry?

### The Hero

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

### On the Rule of the Road

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

### The Sneeze

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

### The Elixir of Life

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





## LETTER

C.O.'s

To enable the learners:

- to read and understand different types of letters
- to write different types of letters

### Activity 1

Teacher distributes/displays the letter written by Cronin to his wife.  
Let the pupils read it.

Verona

28 Jan, 2009

Dear wife,

I'm fine here. Verona is a beautiful city. There are so many places to watch. I like this city very much.

I've something special to share with you. I happened to meet two boys on my way to Verona. I discovered that they were brothers, Nicola and Jacopo who were of the age 13 and 12. They work hard day and night to look after their only sister, Lucia who is hospitalized for the treatment of tuberculosis. They have no parents and lost their house in war. But these boys are ready to do any job to earn money for their sister's treatment. These boys were very helpful for me. They took me to many places in and around Verona.

I'll detail their story when we meet in person. How is life going on there? I'll be back after a week. Convey my best regards to all dear and near.

With love

Cronin.A.J.

*Let's try*

- What makes a good letter?  
*Elicits responses and consolidates.*





Place	
Date	
Salutation	
Content	
<table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>· good beginning</li> <li>· idea conveyed</li> <li>· proper conclusion</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>· good beginning</li> <li>· idea conveyed</li> <li>· proper conclusion</li> </ul>
<ul style="list-style-type: none"> <li>· good beginning</li> <li>· idea conveyed</li> <li>· proper conclusion</li> </ul>	
Complementary close	

### Activity 2

Imagine that Swami wrote a letter to his friend after the burglar incident. How would that letter be?

*Individual attempt*

*Self and pair evaluation*

*Group refinement*

*Editing*

### SOME TEXTUAL QUESTIONS

#### The Cherry Tree

1. Rakesh saw the well rooted cherry plant. He was very happy. He was eager to inform that to his mother. Write Rakesh's letter to his mother.
2. Rakesh went to his village. Grandfather missed him a lot. He wrote a letter to Rakesh. Write the likely letter.
3. Rakesh's grandfather decided to celebrate the birthday of Rakesh in a large scale. Rakesh was so happy about this. Write a letter for Rakesh to inform his parents about this.
4. For several days there were no newspapers. Grandfather decided to write a letter of complaint to the circulations manger. Write the letter complaint.





### Two Gentlemen of Verona

1. Poor Lucia! She must be feeling so lonely. Author felt so sorry for her. He wished to write a letter to her. Can you help him?
2. You are unsatisfied with the sanitary conditions of the hospital where Lucia is admitted. You decided to write a letter to District Medical Officer. Write the likely letter.
3. The District Medical Officer gets the letter and writes a warning letter to the authorities of the hospital. How would the letter be?

### Three Days to See

1. On the first day of her eyesight Helen was very happy and she wrote a letter to her dearest friend. Write the likely letter.
2. You know that Helen Keller is a very good writer though she is blind, deaf and dumb. She has written all her experiences, feelings and thoughts in the form of a book. She wants it to be published. Draft a letter to the publishing company.
3. Imagine you are Helen Keller's best friend. She has written a very disappointing letter to you. Write a reply consoling her and reminding her of the special gifts she has.

### The Hero

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

### On the Rule of the Road

1. The incident of the stout lady walking down the middle of the road was described in his letter to A.G.Gardiner by Mr. Arthur Ransom. How would that letter be?
2. Imagine that you witnessed the Petrograd incident of the stout lady. Write a letter to your friend describing this incident.





3. After watching the unruly scene on the road in Petrograd you have decided to write to the traffic police regarding traffic offences. Write a likely letter of complaint.

### The Sneeze

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

### The Elixir of Life

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





## PLACARD/ SLOGAN

C.O's

Enable the learner

- to read appropriate slogans/placards to suit different situations
- to write different slogans/placards

**Entry**

Teacher distributes the following reading materials/displays on a chart.

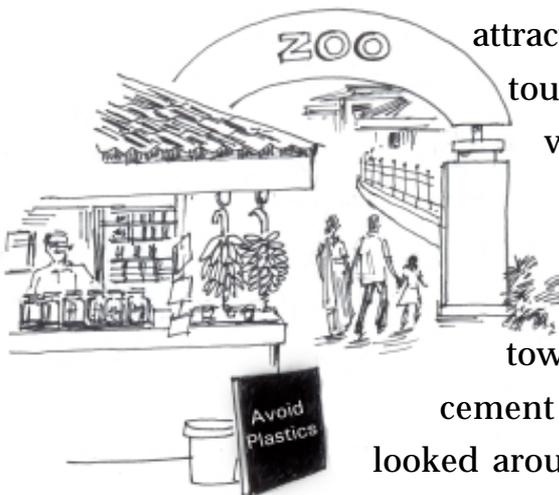
### A JOURNEY TO TRIVANDRUM

I jumped out of the bed hurriedly, hearing the alarm. I was going to a tour to Trivandrum, my dream place. First, I visited the museum. There I walked through the garden. I saw many beautiful flowers of different colours. I wanted to pluck a white rose. As I held out my hands to pluck it I saw a placard. I withdrew my hands. Then I walked to the zoo. I saw many animals there. I moved to the cage of the lion to throw some eatable to draw its attention. I felt ashamed. Then I entered into the place. There were



a lot of antique items. I was particularly attracted to a royal crown. I wanted to touch it. Suddenly I saw something written on a label. I read it. I looked around to see if someone saw me.

It was around 1.00 pm. I came out of the museum and walked towards the canteen. There I sat on the cement bench and waited for snacks. I looked around and saw plastic bags littered





around. I read a slogan on a sign board near it against the use of plastics. I couldn't help laughing. I left the zoo at around 2 pm. as I was walked out of the front gate I saw a procession on road. I heard them shouting the slogans against term attacks. I saw the placards they hold. Thought how man can be so cruel to man.

Teacher asks:

- What did he read in the garden for not plucking flowers?
  - What was the instruction on the fence before the cage of the lion?
  - What was written on the label near the crown?
  - What was the slogan against the use of plastics?
  - What was the slogan people shouted in the procession?
  - What was written on the placards?
  - The slogans-placards are given in jumbled orders to choose
- Students are asked to select the appropriate ones.*

1. Stop terrorism, save humanity.
2. Avoid plastics for a better tomorrow.
3. We want peace.
4. Don't pluck flowers.
5. Keep away from the animals.
6. Don't touch the antiques.

*Let's try*

*Teacher presents*

- In the story "The Two Gentleman of Verona", the children's father was killed in a war making them orphans and throwing them to the street. War always causes death, distraction and devastation to humanity.
- Don't think to read against war?

Suppose your English Club decides to hold a procession against war and you are asked to prepare at least three slogans against war to write on the placard.

Write it.





- What are the qualities of a good placard?

*Teacher elicits the answers consolidates.*

Brevity  
Striking expressions  
Message conveyed  
Language used

*Individual attempt*

*Random presentation*

*A discussion on the appropriacy of the placard presented.*

*Group refinement*

*Presentation*

## SOME TEXTUAL QUESTIONS

### The Cherry Tree

1. The woman cut the cherry plant into two. I should protect it. It is better to keep some placards giving warning. Prepare two placards to be kept in the garden.
2. The nature club of your school is conducting a procession against deforestation. Prepare some placards for it.

### Two Gentleman of Verona

1. The life of Nicola and Jacopo says about the disasters of war. Prepare two placards against war.
2. Child labour is a growing problem in the present society. Prepare some placards to show child labour is evil to society and it destroys future of children.

### Three Days to See

1. Prepare two placards for an eye donation camp.
2. Prepare two placards exhorting the need for recognizing the disabled.

### The Sneeze

1. Prepare two placards that we normally see in a cinema theatre.

### The Elixir of Life

1. Prepare two placards showing the importance of Afforestation.  
Prepare placards for preserving water.





## LANGUAGE ELEMENTS

### Activity 1

Vijitha wrote the following diary entry. But she omitted some words which she marked using a box. Help her to fill up the boxes using the right word.

Today, the English club  my school conducted English Fest. In fest we had to present  play. The play showed important events  Helen Keller's life. I had to do the role  Helen in the play.  the first two scenes, my stage fright vanished. I was happy  I became confident  my friends said that it was a flop.

Answers: in, a, in, of, After, and, but

*Individual attempt.*

*Did you attempt finding the answers to fill up the boxes.*

*What kind of words did you use there?*

*Did you find any difficulty in finding the words?*

*Which words did you find difficult?*

*Now you may sit in pairs and see whether the words you have selected for each box is suitable.*

### Activity 2

Here's another activity. Try to find the answers.

Olive is a woman (1) about 40. She is (2) the staff (3) a school for deaf children who cannot be cured (4) their trouble, and teaches 20 children, all (5) the same age. She got (6) the staff (7) this school because she was trained to teach, and because (8) her good qualities is that (9) patience. She was chosen (10) 20 women who signed (11) for teaching jobs at the employment office. There are 120 in the school, (12) the staff, and 128 (13) the staff.

Olive lives in, and is paid Rs. 7500 a month, (14) lodging and meals, and (15) addition she gets an allowance (16) Rs. 250 a week for her daughter





Ruth, who lives with her in one room bare (17) all but the necessities. Not much remains (18) Olive's salary at the end of the month. She has a car (19) moderate size, which belonged (20) her husband, and that makes her independent (21) buses.

Olive has one day off (22) every six, and three weeks' holiday a year. There are 25 days before her holiday begins, and Ruth is getting excited, because they are going to the seaside this year, to be free (23) household duties. Ruth is crossing each day (24) her calendar.' They chose (25) among several towns, and found a hotel which took something (26) its prices for teachers like Olive. One has to be careful, because some hotels cheat women (27) their money. Several of Ruth's friends will be there, (28) them her best friend Sally. Olive has made Ruth a pretty skirt (29) an old dress, and she has several blouses made (30) thin cotton, so she will be all right if it is hot.

*Ask the pupils to read the passage 2/3 times.*

*Let them find out the words individually.*

*Ask them to be in pairs and read the passage again.*

*Share their answers and refine it*

Answers: 1. of 2. on 3. of 4. of 5. of 6. onto 7. of 8. among 9. of 10. out of 11. on 12. without 13. with 14. with 15. in 16. of 17. of 18. of 19. of 20. to 21. of 22. in 23. from 24. off 25. from 26. off 27. from 28. among 29. from/ out of 30. of

### Activity 3

Read the following passage and fill in the blanks.

Here's another passage of the same kind. Try to answer it. Teacher can give the activity to be done at home.





Joan is a teacher (1) profession. She examined my daughter Edith (2) Mathematics last year. They are short (3) good Mathematics teachers nowadays, so she is kept busy. I have shares (4) several companies, and Joan has helped me to make quite a profit (5) them by buying and selling at the right time. I lose (6) a few, but gain (7) most. I have difficulty (8) doing the complicated sum;, and because (9) this, Joan does them for me. If everything goes according (10) plan, I will soon have doubled my money, and then I will set (11) doubling it again.

Joan always inquires (12) Edith when she visits me. She is a kind woman (13) heart, and family connections mean a lot (14) her. It probably has something to do (15) the fact that she has never married. She is over six foot (16) height, and well above average (17) intelligence, and that frightens a lot of men off. (18) for me, I am really fond of Joan and stop any attempt (19) the part of men to laugh at her. I am also in sympathy (20) her ideas (21) regard to education. She has managed to interest me (22) the teaching of mathematics owing (23) Edith's own difficulties and I am now quite familiar (24) the new ways of teaching it, even though the gaps (25) my own knowledge of simple arithmetic are terrible! Joan is going to see (26) trying to get Edith a job when she finishes at the university. According (27) her, she should become a good teacher. I think I agree (28) her. Edith has no objection (29) teaching, and she is accustomed (30) school life, so she should try the job to see whether she likes it.

Answers: 1. by 2. in 3. of 4. in 5. on 6. on 7. on 8. in 9. of 10. to 11. about 12. after 13. at 14. to 15. with 16. in 17. in 18. as 19. on 20. with 21. with 22. in 23. to 24. with 25. in 26. about 27. to 28. with 29. to 30. to





## STUDY SKILLS

Read the following advertisement of a college.

**TAGORE COLLEGE OF TECHNICAL EDUCATION  
M.G.ROAD, ERNAKULAM**

Applications are invited for admission to the 2 year Diploma Course in Automobile and Electronics Engineering under the norms of the Government.

Eligibility: +2 Science with 50% marks.

Age: 19 to 25

Last date of application: 30.01.2009

Five applications were received.

The details of the applicants are given below.

Read it carefully and answer the questions that follow.

Sl.No.	Name of Candidate	Age	Qualifications	Optional Subject	% of marks
1	Prasanth	19	+2	Science	47
2	Nibina	19	+2	Commerce	52
3	Rahul	20	+2	Science	55
4	Nazruddin	18	+2	Science	60
5	Sruthi	27	B.Sc	Science	68

1. Nibina has got 52% marks, but she is not eligible to apply for the course. Why?
2. Rahul was eligible to apply last year itself. Why?
3. Nazruddin could not apply for the course. His application was rejected. Why?
4. Of the five candidates, who is the overaged for the course?





*Did you find any difficulty in finding the answers. Now refine your answer with the answer of the learner sitting near to you.*

*Now, here is another activity which you can do more easily.*

Given below is the interview schedule for some posts in a company in Technopark at Thiruvananthapuram. Study the table and answer the questions in a word or phrase.

Discipline	Qualifications	Vacancy (No.)	Interview Date	Salary
Software Engineer	B.Tech/M.Tech	6	1.3.2009	36000
Hardware Engineer	B.Tech/M.Tech	7	2.3.2009	38000
System Manager	M.Tech	5	3.3.2009	42000
Accountant	M.Com/MBA	3	1.3.2009	40000
Electrical Engineer	B.Tech(Electrical)	1	1.3.2009	38000

- How many vacancies are there in the company?
- Which discipline is not associated with technology?
- Which disciplines should report for interview on 1.3.2009?
- Which discipline is given the highest salary?

*See, another activity. It can be given as an assignment, if the teacher feels it so.*

Look at the timetable given below. The details of the flights operated by Indian Airlines from Delhi to various cities in India is given. Read it carefully.

Day	Departure time	Destination	Arrival Time
Monday	9.50	Mumbai	11.50
Tuesday	10.00	Kolkotha	11.20
Wednesday	15.00	Chennai	17.00
Thursday	10.10	Banglore	11.50
Friday	14.25	Cochin	16.25
Saturday	8.30	Hyderabad	10.50
Sunday	17.30	Trivandrum	19.30





Refer to the timetable and answer the questions that follow.

1. What day does the flight to Bangalore leave?
2. At what day and time does Chennai flight leave Delhi?
3. Which flight takes off at 15.00 of every Wednesday?
4. Which flight reaches the destination at the least time?

Study skills aim to develop the ability to get (to browse) the desired information from a given text.

Refer maps, graphs, timetables, brochures etc.

Make notes from reference materials.

Gather information from tables, maps, timetables, pricelist etc and make notes.





## SUPPLEMENTARY READER

### Activity 1

*Narrate the summary of 'The Merchant of Venice' in the class.*

*Asks the learners to write the important events in the story individually.*

*Share their notes with other members in the group.*

*Tell them to group the events into three subtitles.*

Subtitles:

The Bond Episode

The Casket Episode

The Court Episode

Each group presents their version.

For eg:

#### **The Bond Episode**

Antonio was a Christian merchant of Venice.

Antonio had a good friend, Bassanio.

Bassanio was in need of money and he approached Antonio.

Antonio's ships were in sea and had no money at that time.

Antonio went to Shylock for getting money.

Shylock was a Jewish moneylender and a miser.

He had enmity to Antonio.

Shylock asked Antonio to sign a bond.

Antonio signed a bond with Shylock.

*Ask the learners to develop these notes into a readable paragraph.*

Antonio was a Christian merchant of Venice. Bassanio, his dear friend, asked for some money to Antonio. Antonio at that time didn't have money. So he approached Shylock, a Jewish moneylender for getting money. The greedy money lender who had an enmity with Antonio asked him to sign a bond. Antonio signed the bond with Shylock.

*Ask the learners to organize their points of Casket Episode into a paragraph.*

*Assess their product on the basis of the following tool.*





	Suitable	Needs improvement
Sequencing of ideas	<input type="checkbox"/>	<input type="checkbox"/>
Linkers used	<input type="checkbox"/>	<input type="checkbox"/>
Language and style	<input type="checkbox"/>	<input type="checkbox"/>

Let the learners continue the same process in other stories too.

The lesson 'King Lear' may not be included. It is excluded from this year's evaluation.

**Worksheet 1**

- Casca stabbed Caesar.
- Cassius decided on a plan to kill Caesar.
- Caesar went to the Senate house.
- Antony fled to his house.
- Brutus, Cassius and others crowded together.
- The conspirators washed their hands in Caesar's blood.
- The soothsayer warned Caesar.

*Read the part I of the story 'Julius Caesar'. You can narrate the part of the story in your class.*

Julius Caesar, the Roman General and statesman, after his great victory returned to Rome. He had defeated the sons of Pompey. The common people celebrated his victory. Flavius and Marullus suspected Caesar to be ambitious and they hated him. They tried to turn the people against Caesar.

Lupercal, a yearly festival of purification was held at that time. People believed that the touch from the young noble men who run around the city would bring the women what they wished. Mark Antony, Caesar's friend also took part in the race. Calphurnia, wife of Caesar was touched by Mark Antony.

Meanwhile a soothsayer warned Caesar to be aware of the Ides of March (March 15th). People became sad. Brutus, one of the senators, disapproved of the idea of rejoicing as he was upset. Cassius and Brutus talked





against Caesar. The games were over and Caesar returned home.

When Caesar and his followers walked past, Casca told about the game to Brutus. Even though Antony offered a crown to Brutus three times; he refused it Brutus because anxious when Casca told him that Caesar may accept the course if it is offered to him again.

Cassius planned to write some forged letters which Brutus may think to be written by his admirers requesting him to save Rome from Caesar. He planned to throw the letters through the window to Brutus.

That terrible night Casca was upset due to the strange sights. Cicero was left unaffected. Cassius interpreted that those strange slights warned Rome that one man is going to rule Rome. It was known to them that the senators were going to crown Caesar the next day. Cassius talked about committing suicide. Casca and Cinna also agreed and were ready to join the conspiracy against Caesar. Cassius gave the letters to Cinna. Cassius and Casca went to see Brutus. They thought of planning together.

I hope you understood the story. Let me ask a few questions, Shall I?

- \* Who was Casesar?
- \* What is Lupercal?

*More questions can be framed and asked to the class.*





## SPEECH

### A few tips for writing a speech

For presenting an effective speech, you should answer the following questions:

*What? - The overview of the speech*

*Why? - Why is the speech/subject important?*

*How? - The format of speech to be used*

*Who? - The speaker and the audience.*

- Be brief and to the point. Be clear.
- Give listeners an overview of where the speech will go, particularly for longer presentations.
- Introduce your speech in such a way that your audience will listen to you.
- Don't read the speech when you give an oral presentation—learn the speech beforehand, and use the written speech only to refresh your memory.

### *The following outline would help you for preparing a speech*

#### 1. Introduction

1. Open with salutation, '*respected chief guest and my dear friends*'
2. Begin with a quote/anecdote
3. State the main reason for your speech

#### 2. Body

1. First point – start with your strongest point. Give your listeners something to grab on to.
2. Second point – this is the weaker point. Keep it between the stronger points.
3. Third point – come back with another strong point.

#### 3. Conclusion

1. Re-state your three main points
2. Summarize the ideas you've presented
3. Conclude with a call to action





## SOME TEXTUAL QUESTIONS RELATED TO SPEECH

### The Cherry Tree

1. You are the secretary of the environmental club. You have to deliver a speech regarding the importance of planting trees at the inaugural function. Prepare the speech for the function.
2. Rakesh prepared a speech on how he planted and protected the cherry tree to be delivered at the school assembly. You may prepare the likely speech.

### Two Gentlemen of Verona

1. War has shattered the dreams of Nicola and Jacopo. I can't understand why people and countries fight against each other. I should find out and let others know about it. I need to present this speech in the morning assembly. Could you please help me in preparing the speech?

### Three Days to See

1. After publishing her book Helen took part in a meeting arranged to congratulate her. Prepare a speech by Helen exhorting people to make use of the god given gifts of senses.
2. A meeting was arranged to honour Helen Keller in your school. Imagine that you are the school leader. Prepare a welcome speech for the speech.

### The Hero

1. As the school leader of Govt. HSS Malgudi, you are asked to deliver a congratulatory speech for Swami in the function arranged by the PTA. Prepare the speech.
2. Swami was given a prize for his bravery in the function arranged by the PTA of the school. After receiving the prize, Swami delivered a speech about his act of bravery. How would his speech be?

### On the Rule of the Road

1. Imagine that you are asked to prepare a short speech on the importance of social liberty and social order. You may prepare it in the light of the lesson 'On the Rule of the Road'.
2. Imagine that you are the school leader. Your headmaster wants you to deliver a speech in the assembly on 'Road Safety'. You may prepare the speech.



**The Sneeze**

1. Suppose your class teacher asked you to deliver a speech on 'Good Habits'. Prepare the speech.
2. Your resident's association has decided to conduct a condolence meeting on the death of Tcherviakoff. Being the secretary of the resident's association, you are asked to deliver a condolence speech at the meeting. Prepare the speech.

**The Elixir of Life**

1. Prepare a speech on the importance of preserving water, to be presented at the school assembly on the world water day (March 22<sup>nd</sup>).





**Sample Question Paper**  
**SSLC**  
**English**

Total score: 80

NS

Time: 2<sup>1</sup>/<sub>2</sub>


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 Instructions:

1. Attempt all questions.
  2. You are not expected to write during the first 15 minutes.
  3. This time is to be used in reading the questions and planning the answers.
- 

**(Qn 1- 4) Read the following passage from 'On the Rule of the Road' and answer the questions that follow.**

At the next station in came a couple of men, one of whom talked in a loud and pompous voice. As I wrestled with the clauses and sections in the Blue-Book, his voice rose like a gale, and his family history, the deeds of his sons in the war, and his criticisms of the Generals and politicians submerged my poor attempts to hang on to my job. I shut up the Blue- Book, looked out of the windows, and listened wearily to his thundering voice. It was like a barrel-organ groaning out some banal song of long ago.

1. Why was the narrator not able to read the Blue- Book? (2)
2. Pick out the word from the passage which means 'self important'. (1)
3. What does the narrator compare the thundering voice of the speaker in the passage to? (1)
4. Imagine that the narrator decides to talk to the passenger in the train who was talking in a thundering voice. What would be the likely dialogue between the narrator and the passenger? Write at least four exchanges. (4)





(Qn 5- 8) Read the following lines from 'A stormy night' and answer the questions that follow

I lie and listen to the wind  
As it blows in gusts and squalls,  
And rattles all the window- frames,  
And shake the very walls.  
I hear the dreary drops of rain  
A -drumming on the glass,  
And drowning all the noises of  
The vehicles that pass.

5. How does the wind blow? (1)
6. What is the effect of wind on the window- panes? (1)
7. What drowns the noises of vehicles? (1)
8. What is the theme of the poem? (1)

(Qn 9- 11) Read the following lines from the poem 'Home they Brought her Warrior Dead' and answer the questions that follow.

'Stole a maiden from her place,  
Lightly to the warrior slept,  
Took the face- cloth from the face;  
Yet she neither moved nor wept.

Rose a nurse of ninety years,  
Set his child upon her knee-  
Like summer tempest came her tears-  
"Sweet, my child, I live for thee."

9. Why did the maiden remove the face- cloth of the dead warrior? (1)
10. What did the old nurse do? (1)
11. What was the impact of the sight of the child on the lady? Explain in two or three sentences. (2)





(Qn 12 – 16) Read the following passage and answer the questions that follow.

There was once a sad and lonely nettle in the field. Nobody liked it because of its stings. One day, a butterfly came to it and asked, “Will you keep my eggs safe during the winter?” The nettle plant was thrilled and said it would do so happily. No one had asked it for help before. And so, all through the snow and storms, the nettle kept the eggs safe and dry under its leaves, where no animal could eat them. As the weather grew warm in the spring, the eggs hatched out into caterpillars. Then in the middle of the summer, each caterpillar turned into a beautiful butterfly. “Thank you for looking after us all winter,” said the butterflies. “We think your leaves are the strongest and safest leaves in the whole wide world.” The nettle was never sad or lonely after that. From that day, every winter, nettles look after the eggs of the beautiful peacock butterfly.

12. The nettle was sad and lonely (1)

- (a) as it was winter
- (b) because nobody liked it
- (c) because butterflies laid eggs on it

13. The butterfly asked the nettle to (1)

- (a) keep their eggs safe
- (b) give them shelter
- (c) give them food

14. Why do you think the eggs were safe with the nettle from animals? (1)

15. What did the butterflies say about the nettle’s leaves? (1)

16. “The nettle was never sad after that”. Why? (1)

(Qn. 17) Look at the front covers of the following books and answer the questions that follow.

Netin Books (a)

Beyond The Moons

A brief history of Space travel

By Prof. Reghunandan

The Midsummer Night’s Dream

(b) **A play in five acts**

By William Shakespeare

Oxford University Press



a



Essential English Grammar

By

David Green

(c)

English Language Book Society

NMP

KALARI

Manoj Gurukkal

(d)

A detailed description of martial arts in Kerala

17. If you plan a project on 'Traditional practices of Kerala' which book will you refer to? (1)
18. Which of the above books deals with science? (1)
19. A friend of you wants to present a play. Which book will you suggest? (1)
20. You want to learn something about English language forms. Which book will you refer to? (1)
21. Which book is written by a University teacher? (1)

(Qn. 22) Answer any of the following. (6)

A. Tcherviakoff accidentally sneezes on general Brizjaloff in the story 'The Sneeze'. Later he narrates this incident to his wife. How would he narrate it? Begin like this "Yesterday I went to a theatre...  
[Hints: Sneeze- accidentally- fell on Brizjaloff- apologized- heavy heart- plans for more apologies at the General's office.]

OR

B. "Water is the backbone of the life and civilization." — examine this statement in the light of the lesson 'Water- the Elixir of Life'.  
[Hints: Precious fluid- protects life- rain water- protect it for tomorrow]

23. Swami's aunt living in Mumbai heard about his heroic act of catching the thief. She writes a letter to him, congratulating his heroism. Write the likely letter. (5)
24. Your class is organizing a programme to protect trees. Prepare three slogans for placards to be used in the campaign. (3)





(a).....

(b).....

(c).....

25. Major events of the “Julius Caesar” are listed below. But they are not in order, sequence them and write a paragraph. (5)

- (a) Calphurnia implores Caesar to stay at home.
- (b) Cowards die many times before their death the valiant never tastes but once.
- (c) Decius takes the charge of bringing Caesar to the capitol.
- (d) Brutus debates with himself about Caesar in the orchard.
- (e) Servants warns Caesar not to go to Capitol
- (f) Caesar decides to go to Capitol.
- (g) Decius persuades Caesar with eloquence.
- (h) Calphurnia gets bad dreams of murder.
- (i) Conspirators arrive and take the oath of faithfulness.
- (j) Caesar tells no to Decius.

26. On the first day of her sight, Helen Keller saw her near and dear ones. She felt thrilled and made a diary entry. Prepare the diary entry for her. (5)

27. The headmaster decided to congratulate Swami at a special assembly. He put up a notice about the special assembly on the school notice board. Prepare the notice giving all the details. (5)

28. The beginning of a story is given below. Complete it suitably and give it a proper title. The questions given below may help you. (6)

Manoj and his friends went on a field trip. After their visit they were about to return to school. Suddenly they noticed that Rajeev was missing from their group. They searched around. But they couldn't find Rajeev. The students were frightened .....





- What happened to Rajeev?
- Where did he go?
- What happened at the end?

29. The following passage is written by Roopesh. The errors in it are underlined. Correct the mistakes and rewrite it. (2½)

I used to playing football when I was a little boy. If you ask me to play now I wouldn't be able to play. There are a little friends of mine who can play the game well even now. Many people are thinking that I am also a good footballer. Some even respect me because I were a soccer star.

30. In the following passage one word has been omitted in each line. Supply the right word where a '/' is given. (2½)

The bomb blast / (a) happened yesterday killed / (b) lot of people. It is said / (c) terrorists are behind / (d) attack. The government have ordered / (e) give Rs.1 lakh each / (f) the victims.

(a) which (b)..... (c)..... (d)..... (e)..... (f).....

31. Read the following dialogue and answer the questions that follow. (3)

Jim: "Where are you going?"

John: "To the railway station."

(a) What did Jim ask John?

Answer: Jim asked.....

(b) What was John's reply?

Answer: John replied.....

32. The dialogue between Helen Keller and her teacher Anne Sullivan is given below. But it is not complete. Complete it suitably. (4)

Helen: Hello teacher, Nice..... (a).....

Anne: ..... (b)....., how are you?

Helen: I have regained my eyesight.

Anne: ..... (c).....

Helen: Today I have seen my near and dear ones.

Anne: It is a pleasant experience, ..... (d).....?

Helen: I am fortunate to see you, ..... (e).....?





33. The following part of a letter written by Harry has a few words missing from it. Write words that are opposite in meaning to the words in the box to fill in the blanks. (2)

*Useful, bright, appeared, new*

It was a (a)..... room. Nothing could be seen. There were some (b)..... newspapers lying on the floor. They were really (c)..... I lighted up a candle. The darkness soon (d).....

34. You are conducting a seminar on the stories of Ruskin Bond. Prepare a brief profile of Ruskin Bond, to be read out before the seminar session. Make use of the hints given below. (5)

RUSKIN BOND

Born: 1934, Kausali, UP

Career: Novelist, short story writer, author of children's literature.

Works: The room on the roof, Collected stories of Ruskin Bond,  
Stories from Dehradun

Awards: John Llewellyn Rhys Memorial Prize (1957)

Narration style: Simple, Straight forward.





# POEM GRID

Poem	Rhyming words	Rhyme scheme	Theme	Alliteration	Assonance	Figure of speech
A Stormy Night	Night-light Squalls-walls Glass-pass Rain-vain Break-awake Keep-sleep	abcb	Anguished thoughts of a boy in a stormy night. He is safe in bed room. He thinks about the homeless creatures unprotected and sailors unsafe. A prayer to God consoles him	Windy-wild Lie-listen Birds-beasts My mind-move	When-crept-bed Wild-night Listen-wind	Transferred epithet- dreary drops of rain.  Personification- the rain is a drumming
Home they Brought her Warrior Dead	Dead-said Cry-die Low-foe Loved-moved Place-face Stept-wept Years-tears Knee-thee	abab	Terrible effects of war upon women. When the corpse of a lady's husband was brought home she was unable to move, cry or speak. Her maids made many attempts to make her weep. When her child was placed on her knees she burst out into tears.	Weep-will Friend-foe Face-cloth-from Nurse-ninety	She-weep Maiden-place Nurse-years	Simile-like summer tempest came her tears
David and his Mother	Care-air Share-where Trace-place Grace-face Lad-glad Me-be Day-away Demand-hand Land-band Rome-home Bed-head Lead-dead C hill-ill Strong-song Long-wrong Spell-well	aaaabb	The effects of mother's presence and absence in the life of a child. Here we get three situations that make the boy glad and three that make him sad	Sadness-seem Person-place Help-hand Bonnier-band Heart-heavy	Arm-lad Find-night Itself-chill	Simile-heart that is heavy as lead





<p>The Solitary Reaper</p>	<p>Lass-pass Grain-strain Profound-sound Chant-haunt Bands-sands Heard-bird Seas-Hebrides Sings-things Flow-ago Lay-day Pain-again Bending-ending Still-hill Bore-more</p>	<p>1<sup>st</sup> - abcddee 2<sup>nd</sup> - ababccdd</p>	<p>Recollection of the poet's experience he had while travelling in the valleys of Scotland. A girl was reaping and singing alone in the field. Her song was so appalling as the song of cuckoo bird and nightingale. The poet tries to guess the theme of the song</p>	<p>Sings-strain Welcome-weary Silence-seas Perhaps-plaintive Saw-singing Music-my</p>	<p>Behold-single Some-humble Listened-single</p>	<p>Metaphor-the vale profound is overflowing with sound. Comparisons with the songs of nightingale and cuckoo bird.</p>
<p>Come Live with Me</p>	<p>Love-prove Fields-yields Rocks-flocks Falls-madrigals Roses-posies Kirite-myrtle Wool-pull Cold- gold Buds-studs Move-love Sing-morning</p>	<p>aabb</p>	<p>A shepherd invites a girl to be his love. He is mad in his love. Hence he offers everything he has 'in his life' to the girl</p>	<p>Live-love Pleasures-prove Cap-kirtle, Mind-may-move, Live-love</p>	<p>Will-sit Me-be</p>	
<p>Light the Lamp of thy Love</p>	<p>No rhyming words</p>	<p>No rhyme scheme</p>	<p>This is the prayer in which the devotee prays to god to light the lamp of god's love in his heart. His mind is sooted with worries and ignorance. He believes that god's light is powerful to transform his life.</p>	<p>House-hands Light-lamp Light-lord Sitting-soul</p>	<p>My-thy Light-thy Door-soul</p>	<p>Metaphor-sense lamps, door of soul, body of clay, transformed personality of gold.</p>

