

To The Teacher:

The discourses and strategies included in this material are meant for facilitating the teacher in their usual classroom transactions. It will enable the learners to secure higher grades in the examination. Due consideration is given to the low achievers and above average students. You are expected to use it during the revision time or in special classes planned for this transaction. The given material is only a guide line. So the teachers are requested to make use of other materials also so as to provide many similar discourses. They are also requested to familiarise the learners the various features, functions and formats of discourses. Hope you will explore and utilise this material effectively.

Each unit consists of a Unit Test. It may help the learners to revise the content and comprehend it in a better way. So you should handle these tests in a systematic way to develop confidence among the learners.

All the best.

How to handle Supplementary Reader:

- ◆ Narrate the passage.
- ◆ Discuss the major incidents with children.
- ◆ Exhibit a chart containing the incidents in jumbled order.
- ◆ Ask the children to arrange them sequentially.
- ◆ Individual attempt.
- ◆ Random presentation.
- ◆ Ask the children to write a paragraph using correct linkers.
- ◆ Individual presentation.
- ◆ Discussion in group, refinement and presentation.

SUPPLEMENTARY READER

MERCHANT OF VENICE

I. Some of the main events related to the trial scene in the story “The Merchant of Venice” are given below in jumbled order. Arrange them in the right order and write a paragraph using suitable linkers.

1. Bassanio offered the Jew twice the sum owed by Antonio.
2. The Duke himself pleased with Shylock to be merciful.
3. Shylock insisted on having a pound of Antonio’s flesh.
4. The lawyer declared that Shylock has the right to cut off a pound of flesh without shedding a drop of blood.
5. Shylock was sharpening the long knife with great eagerness to forfeit the bond.
6. Portia entered the Court of Justice with a letter from Bellario.

II.

1. Bassanio set out from Belmont with Gratiano.
2. Portia consented to marry Bassanio.
3. Bassanio chose the casket containing the Portia’s picture.
4. Portia’s father wanted to protect her from fortune hunters.
5. The Prince of Arrogan chose the casket containing ‘a fool’s head’.
6. The Prince of Morrocco chose the golden casket.
7. He left three caskets made of gold, silver and lead.

III.

1. Bassanio was surprised to find the same ring he had given to the lawyer.
2. Portia said, "Give him this ring, and bid him keep it better than the other".
3. Bassanio, Gratiano and Antonio reached Belmont.
4. "My Lord! Bassanio gave his ring to the counsellor".
5. Gratiano and Nerissa quarrelled about the ring.
6. Portia said, "I gave my Lord Bassanio a ring and I am sure he would not part with it for all the world"
7. Portia congratulated and welcomed them.

IV

1. Antonio and Bassanio went together to Shylock, the money lender.
2. Antonio did not have any money with him.
3. Bassanio married Portia.
4. Shylock agreed to lend money.
5. One day Bassanio asked Antonio to lend him some money.

V

1. Portia was sitting tensed with her friend Nerissa.
2. They made the wrong selection.
3. Though in love with Bassanio she was not ready to break her father's will.
4. He left three caskets for the right selection of husband for Portia.
5. Portia's father had a will.
6. Prince of Morrocco and Prince of Arrogan came to see her.

THE TEMPEST

I. Some of the main events related to the early life of Prospero are given below in a jumbled order. Arrange them in the right order and write a paragraph using suitable linkers.

1. Antonio began to think himself the Duke of Milan.
2. Prospero released many good spirits that Sycorax had imprisoned.
3. Prospero was the Duke of Milan and Miranda the princess.
4. They landed on a deserted island.
5. Prospero left the management of his state affairs to Antonio.
6. Antonio carried Miranda and Prospero on board a ship.
7. He was fond of retirement.

II. Some of the main events related to Prospero's life in the island are given below in a jumbled order. Arrange them in the right order and write a paragraph using suitable linkers.

1. Prospero showed his daughter Miranda a fine large ship.
2. These gentle spirits were always obedient to Prospero.
3. The spirit Ariel gave Prospero an account of the tempest.
4. Prospero released many good spirits that Sycorax had imprisoned.
5. Prospero raised dreadful storm by the help of these spirits.
6. Prospero's enemies, the King of Naples and his cruel brother were cast ashore upon that island.

III. We see the reunion of Prospero, Antonio and The King of Naples in the end of the story 'The Tempest'. Some of the related incidents are given below in a jumbled order. Arrange them in the right order and write a paragraph using suitable linkers.

1. The kind old Gonzalo wept to see the joyful reconciliation.
2. Prospero freed Ariel.
3. Prospero showed Antonio his son Ferdinand playing chess with Miranda.
4. Prospero said that their ship was safe in the harbour.
5. The King of Naples and Antonio repented the injustice they had done to Prospero.
6. The King of Naples was astonished at the beauty of young Miranda.
7. Prospero forgave them and said to the King of Naples, "I have a gift in store for you".

IV.

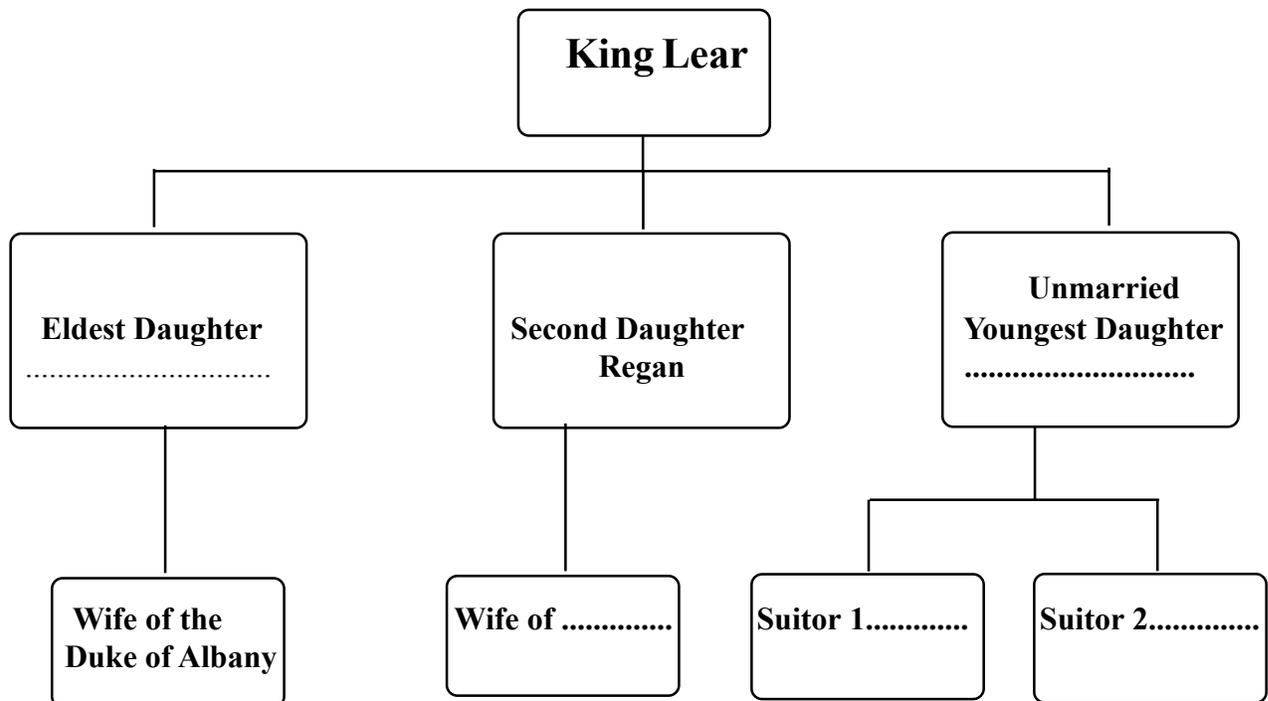
1. Prospero decides to test Ferdinand's constancy by making him do hard tasks.
2. Prospero approves of their love.
3. Under Prospero's order, Ariel leads Ferdinand to Miranda..
4. Miranda helps him in the hard work.

KING LEAR

I. Some of the events related to the story “King Lear” are given below in a jumbled order. Arrange them in the right order and write a paragraph using suitable linkers.

1. In a fit of anger Caius beat the steward soundly.
2. The two wicked daughters tried to exceed each other in cruelty to their old father.
3. Lear sent his servant Caius with letters to his daughter.
4. Lear said that he would go over to France rather than return to Goneril.
5. Lear was told that Regan and her husband were tired after a long journey, and could not see him.
6. Lear set out to Regan’s palace
7. He cursed his eldest daughter in terrible words, praying that she might never have a child.

Complete the following diagram.



III. Reunion of the father and the daughter:

Cordelia and her father met at Dover. Write the events related to it in the form of a flow chart. Beginning and ending are given. Fill in the boxes choosing the right alternatives given below.

1. Caius informs Cordelia about the sad condition of Lear.

2.

3.

4.

5.

6.

7. Cordelia kissed her father to kiss away all her sister's unkindness.

- a) He regained health and was able to meet Cordelia.
- b) Cordelia led an army to England.
- c) Lear knelt before Cordelia and begged her pardon.
- d) Her father was in a pitiable condition near Dover.

IV. Some of the important events related to the story of King Lear is given in a jumbled order. Rearrange them in the correct order and write a paragraph.

1. Lear died with broken heart.
2. Edmund was asked to lead the English army.
3. Cordelia was killed by Edmund.
4. Albany ordered to release the King and his daughter.
5. Albany became the King of England.

JULIUS CAESAR

Rearrange the following sentences and write a paragraph using linkers.

(A)

1. Caesar returned to Rome after a victory of the battle of Munda in Spain.
2. People of Rome decorates the streets to welcome him.
3. Flavius and Marullus rebuked the people for forgetting Pompey so soon.
4. People gave up their rejoicing and went back to their home.
5. The Tribunes started pulling down the decorations from the streets.
6. The Tribunes suspected that Caesar was so ambitious and he wished to become the king.

(B)

1. Brutus was walking in the orchard in the midnight.
2. He decided that Caesar must die before he could gain absolute power.
3. He was convinced that anonymous letters were from the citizens who loved democracy.
4. They took a mutual oath of faithfulness.
5. Conspirators led by Cassius and Casca arrived.
6. Lucia entered with letters which were found in the orchard.

(C)

1. Julius Caesar was approaching the Capitol surrounded by the conspirators.
2. Caesar disregarded all the warnings and went to the senate house.
3. Casca stabbed Caesar in the neck from behind.
4. Brutus and other conspirators crowded around Caesar.
5. Brutus was the last to strike, Caesar fell down dead pierced by them with thirty three wounds.
6. Artemidorus proceeded to Caesar with the warning letter.
7. Metillus came forward with a petition for the recall of his brother Publius.

(D)

1. On the day of feast, young noblemen would run a course round the city wall.
2. They believed that the touch would bring them what they wished.
3. The Lupercal was a yearly festival of purification, held in Rome.
4. Women who wanted children would stand in their path to be struck.
5. They would carry strips of leather with which they would strike the crowd.

UNIT - 7 THE ELIXIR OF LIFE

I. The Health Club of your school has decided to conduct an awareness programme on the conservation of water. You are asked to make a speech. Prepare the speech.

II. The Eco Club of your school has decided to put up some placards in your school premises to stress the need for preservation of water. Prepare the slogans.

III. You are the secretary of the Eco Club of your school. You are asked to conduct an awareness programme about ‘The Effect of Soil Erosion on Agriculture’. The agriculture officer has consented to inaugurate the function. Draft a notice inviting your villagers to the function.

IV. Read the following passage carefully and complete the given note:

The major crisis that we face in this earth is soil erosion. Its causes can be divided into two. They are principal causes and contributory causes. Heavy rain and large run off of surplus water are the principal factors. Contributory causes are the slope of the land, deforestation and absence of any checks to such flow. Some of the preventive measures of soil erosion are terracing of the land, practice of contour cultivation, planting of appropriate trees and construction of bunds.

2. Causes 1.....(a)..... (Title)

2-A)(b).....

2-(A) (i) heavy rain

2-(A) (ii).....(c).....

2-B) Contributory Causes

2-B) (i).....(d).....

2-B) (ii).....(e).....

2-B) (iii).....(f).....

3. Preventive Measures

3 -A).....(g)....

3-B).....(h).....

3-C).....(i).....

3-D).....(j)....

V. The Nature Club of your school has conducted a seminar on “The Role of Trees in Preventing Soil Erosion”. Prepare a report of the event to be included in your Class Magazine.

VI. You witnessed indiscriminate felling of trees in your locality. You couldnot prevent it by force. So you decided to draft a letter to The DFO. What would be that?

UNIT TEST-I

Total Score: 20

Time: 45 Minutes

1. Read the following extract from 'The Elixir of Life' and answer the questions given below:

One of the most remarkable facts about water is its power to carry silt or finely divided soil in suspension. This is the origin of the characteristic colour of the water in rainfed tanks. This colour varies with the nature of the earth in the catchment area and is most vivid immediately after a fresh inflow following rain. Swiftly flowing water can carry fairly large and heavy particles. The finest particles, however remain floating within the liquid in spite of their greater density and are, of course, extremely small, but their number is also great.

- a) What is carried away by the swiftly flowing water?
- b) When does the colour of the water become most vivid?
- c) What is the most remarkable fact about water?
- d) What environmental issue is described here?
- e) Which particles are carried to great distances?

5x1=5

2. Read the passage given below and answer the question that follow:

The function of a machine is to save work. In modern world all dull works are done by machines, leaving us free for more interesting work. Robots will replace men in all works of life. Why not let machine do the work and men spend their time for something else? Then what else will they do? They have to spend their time happily and with satisfaction. In short they should feel they are playing, not working. The labourer who works in the field may turn to playing the piano. And the professional pianist may turn to agricultural labour for pleasure. The truth is that men need some work to lead a meaningful life. But he shouldn't feel it a tedious one.

- a) Pick out a word from the passage which is the opposite in meaning to the word 'interesting' 1
- b) What type of work does the pianist like to do? 1
- c) Imagine that a Robot has come to your village to help to do all hard works there. Write a brief report of the work done by the Robot for a news paper. Don't forget to give it a suitable title. 3

3. Write a paragraph about the role of rainfed tanks in preserving water. (use the following hints) 5

[Hints- So common - cheering sight, when they are full - vital role in agriculture - comparison with human eyes - helps to recollect rain water - preservation of large quantity of water]

4. Imagine that you visited the Nile Valley, the greenest and the most fertile land on the earth. Write a letter to your friend mentioning your thrilling experience there. 5

UNIT-6 THE SNEEZE

- * Prepare a dialogue between Tcherviakoff and Brizjaloff.
- * Prepare a dialogue between Tcherviakoff and his wife.
- * We know that Tcherviakoff decided to write a letter to Brizjaloff apologizing for the sneezing incident. If he wrote that letter, what would it be?
- * After the supper General Brizjaloff heard the shocking news of Tcherviakoff's death. He could not believe it. The past incidents flashed into his mind. He took his diary and began to write. What would be his diary entry?
- * Imagine that Gen. Brizjaloff came to know about Tcherviakoff's death from newspapers. His meetings with Tcherviakoff came to his mind. Can you retell the story "The Sneeze" from the General's point of view.
- * Write a newspaper report on the death of Tcherviakoff.
- * Tcherviakoff's colleagues conducted a condolence meeting after the funeral function. Write a condolence speech.
- *
- *

UNIT TEST II

Total Score:20
Time: 45 minutes

Read the following stanza and answer the questions given below:

“In my house with Thine own hands,
Light the lamp of Thy love!
Thy transmuting lamp entrancing
Wondrous are its rays.
Change my darkness to Thy light,
And my evil into good”.

1. What does ‘darkness’ represent according to the prayer?
2. What does ‘light’ signify according to the believer?
3. Explain the concept of ‘house’ in the first line.
4. What is the prayer that the believer makes to God?
5. What is the significance of the lamp of God’s love?
6. Find an instance of alliteration from the lines.

6x1=6

7. “I will write him a letter but I’ll not come here again”. What would Tcherviakov’s letter be? 4
8. Write a newspaper report on the death of Tcherviakov for the daily ‘The Garden’ 4
9. In the following passage one word has been omitted. Supply the missing words [along, that, and, to, on, through, off, in, at, of] 3

Something seemed / break inside Tcherviakov. He stumbled / the door and out into the street. He could not see or hear any thing and he crawled / the pavement He walked home mechanically / when he reached there, he lay down / a sofa.	(a)..... (b)..... (c)..... (d)..... (e).....
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10. Write a profile of Rabindranath Tagore using the following hints: 3

Birth	: 1861, Bengal
Personality	: a poet, painter, mystic and educationalist
Works	: wrote poems, plays and stories
Award	: Nobel Prize - Gitanjali’ -1913
Founder	: ‘Santhinikethan’ later became Viswabharati University
Death	: 1941

UNIT -6 ON THE RULE OF THE ROAD

I. If Mr. Arthur Ransom wrote a letter to AG Gardiner, how that letter will be?

II. Imagine that you were travelling in the compartment where the author travelled. You witnessed the disturbances made by the fellow travellers and you wrote a letter of complaint to The Railway Police about this incident. What would be the likely letter?

III. The old stout lady walked through the middle of the road and created great traffic confusion in Petrograd city. Imagine you are a reporter of a local daily and so prepare a newspaper report of this incident.

IV. The traffic Club of your school decided to conduct an awareness programme about Road Safety. Draft a likely notice.

V. Here is the conversation between the lady and the cab driver. Bit it is not complete. Complete it suitably.

Cab driver : Hey lady, Are you mad?

Lady : Why are you shouting like this? You are only a driver.....?

Cab driver : If you walk on the middle of the road,.....

Lady : We have got liberty now. I am going to walk where i like.

Cab driver : You have to obey the traffic rules.....?

Lady : OK, dear friend. Let's.....?

UNIT TEST- III

Max. Score: 25

Time: 45 Minutes

Read the given passage and answer the following questions:

That was a jolly story which Mr. Arthur Ransome told the other day in one of his messages from Petrograd. A stout old lady was walking with her basket down the middle of the road in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for foot passenger but she replied, "I am going to walk where I liked, we have got liberty now". It did not occur to the dear old lady that liberty entitled the foot passenger to walk down the middle of the road. It also entitled the cab-driver to drive on the pavement, and that the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would become social anarchy.

1. What was the story told by Mr. Arthur Ransome?
2. "I am going to walk where I liked, we have got liberty now". What are the possible consequences of the lady's behaviour?
3. Pick out the word which has the similar meaning to 'chaos' from the passage.
4. What would have happened to the cab driver if he had driven his cab on the pavement?
5. When does individual liberty turn into social anarchy?

5

Read the following stanzas and answer the questions given below:

I will make thee beds of roses,
With a thousand fragrant posies
A cap of flowers and kirtle.
Embroidered with leaves of myrtle.
A gown made of finest wool
Which from our pretty lambs we pull,
Fair lined slippers for the cold,
With buckles of purest gold.

1. What sort of bed does the shepherd hope to prepare for his love?
2. How will he embroider the kirtle?
3. Do you think the shepherd is likely to win his lady's love? Why?
4. What is the rhyme scheme of the stanza?
5. How will he make a cap for her?

5

Answer the following question in a paragraph.

6. Liberty is not a personal affair only but a social contract. It is an accommodation of interests. Do you agree? Justify your answer. (120 words)

[Hints: Unlimited individual liberty leading to social anarchy - everybody's liberty restricted - freedom in personal choices - both individual and social liberties to be considered]

6

7. A stout old lady made traffic block by walking down the middle of the road in Petrograd. Imagine that you were an eye-witness to this incident. Can you prepare a report of the incident?

5

8. In the following passage one word has been omitted in each line. Write the word, you think, has been omitted. The first one has been done for you as an example.

4

There is danger in world getting of liberty drunk in these days ____ the old lady with hte basket, and is just as well ____ remind ourselves of what the rule ____ the road means ____ It means that in order ____ the liberties of everybody must be curtailed ____ often you ____ have to be submitted a curtailment ____ private liberty in order you may enjoy a social order.

of, to, like, a, man, that, the

UNIT TEST- IV

Total Score: 20
Time:45 Minutes

Read the following lines from the poem “The Solitary Reaper” and answer the following questions:

No nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands;
A voice so thrilling was never heard
In spring time from the Cuckoo-bird
Breaking the silence of the seas
Among the farthest Hebridies.

1. What breaks the silence of the Hebridies? (1)
2. What was the girl doing? (1)
3. Who does the nightingale chaunt welcome notes to? (1)
4. Find out the rhyming words from the given stanza (1)
5. Write a brief appreciation of the stanza. (2)

6. ‘As the night advanced and silence in the house deepened, his heart beat faster. He remembered all the stories of devils.....’

Can you write a paragraph about the nightmares that troubled Swami? (5)

7. In the story, ‘The Hero’ Swami is superstitious. Do you agree with this statement? Justify? (3)

8. At last Swami caught the burglar. Congratulations were showered on Swami. Hearing the news a news reporter came to interview Swami. Prepare an interview between the reporter and Swami. (3)

9. Report the following dialogue: (3)

Father : “There are no scorpions. Sleep on the bench if you like”.
Swami : “Can I have a lamp burning in the room?”
Father : “No, You must learn not to be afraid of darkness”.

Swami’s father said that.....

Swami requested.....

Father replied that.....

UNIT III- THREE DAYS TO SEE

I. We have seen the friend of Helen who had just returned from a long walk in the woods, haven't we? What will be the likely dialogue between Helen Keller and her friend?

II. Write a possible conversation between Helen Keller and her teacher Anne Sullivan on the first day of her temporary eyesight.

III. Imagine that you are Helen Keller. It was definitely an undefinable experience for you in the theatre when you saw with your own eyes the fantastic figures of Hamlet and Falstaff on the stage. How will you share your nice experience with your friend in the form of a letter?

IV. Your school is organizing a rally as part of World Disabled Day. Suppose you are one of the organizers. How will you prepare a few placards to be raised in the rally?

V. In the evening of the first day of her temporary eyesight, you met Helen Keller on the way. Suppose you interviewed her on that day's experience. Write the possible exchange of information between you and Helen Keller.

VI. On the first day of her eyesight, Helen Keller decided to invite all her friends to her home. So she writes invitation to all of them. Please help her to draft the letter.

VII. Draft a notice for the theatrical performance of 'Hamlet' in the Glob theatre in New York.

VIII. Write a profile of Helen Keller based on the following bio-data.

Born	: 1880
Birth Place	: Alabama - USA
Infirmities	: Blind-deaf and dumb from early childhood.
Education	: Graduated with honours at Redcliff college in 1904
Teacher&Guide	: Mrs. Anne Sullivan Macy
Important Work	: Story of My Life - auto biography
Death	: 1st June 1968.

UNIT TEST-V

Total Score : 20
Time:45 minutes

I. *Read paragraphs 5 and 6 carefully and answer the questions given below:*

1. What small and simple things did Helen Keller wish to see on the first day of her eyesight?
2. What type of books did she intend to read on that day?
3. What would she decide to do in the afternoon of the first day of her eyesight?
4. What would she pray for on the first day? 4

II. You have met Miss. Helen Keller on her first day of her imaginary eyesight. Construct a possible dialogue 5

III. What were the experiences of Helen Keller on the last day of her imaginary eyesight? Select four correct experiences that belong to the last day from the following group. 4

- a) I should call to me all my dear friends and look long into their faces.
- b) I should like to look into the trusting eyes of my loyal dogs.
- c) I should again greet the dawn anxious to discover new delights.
- d) Now I begin my rounds of the city.
- e) This day I should devote to a gasty glimpse of the world past and present.
- f) I should again run away to the theatre to a hilariously funny play.
- g) Today I shall spend in the workaday world of the present, amid haunts of men going about the business of life.

Read the first two stanzas of the poem 'David and his Mother' and answer the following questions:

1. What happens to David when his mother is sad?
2. What happens to him when mother is glad?
3. Why does David become careless?
4. How do you know that mother is in good spirits? 4

Complete the following telephonic conversation between Mohan and the Railway Station Master: 3

- Mohan : Good morning sir, is it _____ railway station?
Station Master : Good morning, yes, _____?
Mohan : I want to _____ a ticket to Chennai.
Station Master : On which _____ ?
Mohan : On tuesday 26th August. By the way, _____ train to Chennai in the evening?
Station Master : Yes of course, the Chennai Mail. It _____ the platform at 6.30 evening.
Mohan : Thank you.
Station Master : Welcome.

UNIT II -TWO GENTLEMEN OF VERONA

- I.** Prepare a script based on the meeting of AJ Cronin and the boys.
- II.** Write a possible dialogue between-
1. Author and the boys.
 2. Author and the nurse.
- III.** AJ Cronin was deeply attracted by the remarkable demeanour of the two boys. After leaving Verona he put down his feelings in a diary. What would be the diary entry?
- IV.** You happened to know about Lucia. You wanted to know more about her. Can you draft a letter to the nurse enquiring about Lucia?
- V.** As part of Horoshima Day, The English Literary Forum of your school has decided to conduct a seminar on 'War Solves No Problem'. Draft a notice of the parogramme.
- VI.** Now a days many children are compelled to work hard to make their living denying their right of getting education. Suppose you are writing a letter of complaint about this to The District Collector, what would be the possible letter?
- VII.** What are the sorrows and miseries a war can bring to mankind? Prepare a write up on the war mishap.
- VIII.**The war made the boys orphans. Prepare two slogans against war. One is done for you.

Say Goodbye to War

- IX.** Using the given information write a profile of AJ Cronin.

Birth	:	10 October 1896
Place of birth	:	London
First job	:	Doctor
Second job	:	Writer
First novel	:	'Hatter's Castle'
Other novels	:	'Citadel', 'The Key to Kingdom'
Death	:	1974

UNIT TEST-VI

Total Score:25
Time:45 minutes

I. Read the paragraphs 20 and 21 of the story ‘Two Gentlemen of Verona’ and answer the questions given below:

- a) Where did the boys live for months?
 - b) How long did the Germans rule the city?
 - c) Why did the boys join the resistance movement?
 - d) How was Lucia when the boys came back? (4)
 - e) Write a paragraph on the early life of the two boys during the war. Use the given hints (4)
- [Hints: mother - father - bomb blast - starvation]

II. Lucia was discharged from the hospital. After some days she wrote a letter to the nurse. But there are some errors in it. They are underlined. Help her to correct them. (3)

Verona
24-12-2005

Dear sister,

Here i was well in the company of my brothers. You know we had started constructing a new house. It will be very small. I have a plan to started a music class. I hope it will be a blessing to my brothers who have been struggling hard for the last two years. I took medicine regularly and my health is improving. We have paid a visit to you next week.

Loving Lucia

III. This is a day in the life of Mr. Kareem. Let’s modify the following passage by replacing some of the phrases or words using the ones given in the box. (2)

turned down, turned on, turned up, turned to

Mr. Kareem arrived at the railway station in time. He tried to get help from a passenger to know the time of the train. The passenger refused to answer and went away. Getting the information from the enquiry counter, he went to the waiting room and switched on the fan as it was too hot.

IV. Jacopo and Nicola returned to their sister Lucia after the war. They found her suffering from tuberculosis. Construct a dialogue between Lucia and the boys. (5)

OR

V. Using the given information, prepare a profile of William Wordsworth.

Birth	: 1770 - Cockermouth, Cumbria
Education	: Hawkshed, Cambridge
Marriage	: 1802 - Marry Hutchinson
Works	: 'Tintern Abbey', 'The Solitary Reaper', 'Rainbow'
Honour	: Poet Laureate - 1843
Death	: 1850

VI. Read the following stanza and answer the questions that follow:

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."

- a) Who put child on her knee?
- b) What is the tear compared to?
- c) What is the importance of mentioning the age of the nurse here?
- d) What did the nurse do to make her weep?
- e) What did the soldier's wife say when she broke into tears? (5)

VII. One day an old man came to Nicola and Jacopo to get his shoes polished. He was a kind hearted man. He noticed the children and he was so attracted by their behaviour.....

[Complete the story and give a suitable title] (3)

UNIT I - THE CHERRY TREE

I. The Eco Club of your school is ready to plant some saplings along the sides of the highway. Write a letter to The Department of Forest to issue the required saplings.

II. One day a grass cutting woman cut the cherry tree into two. Rakesh was upset. He thought it would die. He writes a letter to his friend Sekhar about this incident. What would be the likely letter?

III. Draft a notice announcing the planting of saplings along the sides of the highways.

IV. Draft a notice announcing the seminar conducting by Science Club on June-5 in connection with World Environmental Day

V. To protect these saplings from destruction, you put up some fences around them. Also you wanted to aware the public the importance of planting trees. prepare some placards to be hung on these fences.

VI. “Come back when you are a butterfly” Rakesh said to the caterpillar. If caterpillar says its story, what would be that?

VII. Imagine that cherry tree narrates the story as an autobiography, how will be that?

(The beginning of the story is given. Complete it.)

I was a cherry friut in a shop at Mussorie bazar. One day a boy named Rakesh bought me with my friends.....

VIII. Write the imaginary diary of Rakesh

(i) on the day of planting the cherry seed.

(ii) on the day he saw the sapling for the first time.

(iii) on the day when the goat ate all the leaves of cherry plant.

(iv) on the day when the grass cutting woman cut the cherry tree into two.

(v) on the day he saw the first blossom on the cherry tree.

IX. Rakesh is asked to deliver a speech about the importance of trees on the occasion of the inauguration of the Nature Club. Prepare the Speech.

X. Write a conversation between

* Grass cutting woman and grandfather.

* Rakesh and grandfather.

* Shopkeeper and Rakesh.

XI. Rakesh forgot all about the cherry seed he planted. Before going to his bed Rakesh started writing the day’s diary. How will you help Rakesh to write his diary?

XII. Winter came early. Roads from the valley was blocked- Prepare a newspaper report based on it.

UNIT TEST-VII

Total Score:30
Time:45 minutes

Read the the following passaga from 'The Cherry Tree' and answer the questions given below:

Winter came early. The cherry tree bent low with the weight of snow. Field mice sought shelter in the roof of the cottage. The road from the valley was blocked and for several days there was no newspaper, and this made grandfather quite grumpy. His stories began to have unhappy endings.

1. What made grandfather grumpy?
2. How did the road block affect grandfather?
3. What is the reason for the unhappy endings to grandfather's stories?
4. What made the cherry tree bent low? 4x1=4
5. Write words from the passage which mean the following.
a) bad tempered b) completely c) opposite of 'high'
d) the land lying between two mountains 4x1/2=2
6. Winter came early. The road from the valley was blocked. write a newspaper report on it. 4

Read the stanza from 'A Stormy Night' and answer the questions that follow:

I hear the dreary drops of rain
A drumming on the glass
Drowning all the noises of
The vehicles that pass

7. What was drumming on the glass?
8. Which lines tell you that the boy's house is by the side of a road?
9. Give an example of alliteration from the stanza.
10. Pick out an example of personification from the stanza. 4x1=4

Study the table and answer the questions given below:

[To the teacher: Write the following table on the blackboard. Ask the learners to go through the details carefully]

Source of watr 1987 - 2004(%)

Source	1987	1996	2004
Own well	53.8	65.1	51.5
Pipe water	3.6	4.2	22.8
Public tap	8.5	7.5	9.4
Other sources	34.1	23.2	16.3

11. What was the source of water depended the most by the public in 1996 ?
12. What change can you notice in the percentage of the users of water from 1987 to 2004?
13. In which year did the public depend on the public taps least? 3x1=3
14. Rakesh was invited to inaugurate ‘Ente Maram’ project in your school. Prepare a notice for the function
15. During the monsoon Rakesh went home in the village to help his parents in farming. After some days he thought about grandfather and his cherry tree. So, he writes a letter to grandfather. Help him complete it.

Mussoorie
6-10-2006

My dear grandpa,
Hope you are fine.

.....

.....

.....

16. Write a profile of Ruskin Bond using the details given:

Ruskin Bond	-	Indian writer in English
Place of birth	-	Kasouli in 1934
Works	-	novels, short stories and books for children
First work	-	‘The room on the roof’ at the age of 17
Award	-	JLR memorial prize in 1957

IT Possibility

1. *The Cherry Tree:*

- ◆ Picture of cherry tree, bunches of cherries.
- ◆ Picture of blackberry
- ◆ Picture of deodar and oak trees
- ◆ Picture of bulbuls and scarlet minivets
- ◆ Picture of honey sucking birds
- ◆ Picture of cycle of seasons (spring, summer, autumn and winter)
- ◆ Picture of Ruskin Bond
- ◆ Picture of homeless people exposed to harsh climate
- ◆ Movie showing life cycle of a butterfly

2. *Two Gentlemen of Verona:*

Image of

- * war-torn Iraq - Afghanistan war- Cargil war etc.
- * Foothills of Alps.
- * Verona city.
- * Strawberry.
- * Juliet's tomb.
- * Opera.
- * Soldiers carrying the dead body of a soldier

Movie Clippings

- * Atomic explosion
- * Film strips of airbombing and destruction of houses etc.
- * Children doing different jobs.

3. *Three Days to See:*

- Picture album of Helen Keller, her parents and Anne Sullivan.
- Picture of Helen Keller and Graham Bell.
- Picture of Stephen Hawkins.
- Picture of Beethoven.
- Picture of Alexander Pope.
- Picture of equipment of disabled.
- Picture of Elizabethan Theatre.
- Picture of New York city.
- Picture of Perkins Institute for the blind and the deaf.
- Clippings from the film, 'Black' 'Hamlet' etc.

4. *The Hero:*

- √ Picture of children who won 'National Bravery Awards'
- √ Picture of RK Narayanan, Malgudi village etc.
- √ Slide show on preparation of Notice.
- √ Picture of Nightingale, Cuckoo etc.
- √ Images of natural scenery, islands, Paddy fields, islands, Arabian sea etc.

5. *On the Rule of the Road:*

- ♣ Traffic signals/ pictures.
- ♣ Picture of a traffic jam.
- ♣ Picture of a collision/accident scene.
- ♣ Traffic awareness CD by Kerala Police
- ♣ Picture of trombone, gramophone etc.
- ♣ Picture of pastoral scenes, waterfalls, sheep, shepherds.

6. *The Sneeze:*

- # Movie clip on opera.
- # Picture of military general in uniform.
- # Prayers in English (Audio)

7. *The Elixir of Life:*

- ⇒ Picture of Libyan desert.
- ⇒ Picture of Valley of Nile in Egypt.
- ⇒ Clippings of soil erosion.
- ⇒ Slide show on soil erosion.
- ⇒ Picture of contour bunds.
- ⇒ Picture of check dams.
- ⇒ Picture of water falls and sceneries.

SCRIPT

Hope you are familiar with role play, skit, choreography etc. What preparation is needed for the performance of these activities?

- * Identify the situation
- * Plan the sequence of activities
- * Prepare the detailed script
- *

Script is the written form of a performance based activity

When you read a script you should feel that the activity is being performed.

To make the performance effective, it needs a meticulous planning of the activity.

- * Location.
- * Settings of the scene.
- * Sequence of the events.
- * Characters (their appearance, actions/movements etc.)
- * Dialogues.
- * Emotions and feelings of the characters.
- *

SCRIPT OF THE POEM, THE BEGGAR MAID

(Her arms across.....beautiful than day)

Location -premises of a palace:

The beggar maid comes holding her arms across her breast

(She is shy and nervous... No foot wears)

The king steps down

(He is in his robe and crown)

The beggar maid appears before the king.

(She is worried and tensed)

The king greets her.

He gets surprised and excited at her beauty.

The lords express their wonder and stare at her.

Lord 1. (*In a surprise*) ‘It’s no wonder’

Lord 2. (*In an appreciating and surprising tone*) “She is more beautiful than day”

Script -The Sneeze

Sample 1

characters -Ivan Tcherviakoff, General Brizjaloff

Scene 1

Time:Morning

Location: General's office

[General is in his uniform sitting in front of a large table in the center of the room, turning the pages of the files looking very serious. On the table there is an officer's cap a bundle of files, a paper weight, a pen stand, a calling bell, national flag, telephones, name board etc. Behind him a picture on the wall, the ceiling fan is on. On both sides there are shelves containing books.]

(Ivan Tcherviakoff in his uniform enters without permission, in a gloomy face.)

Ivan: *(mumbling)* I came yesterday and troubled your Excellency but not with the idea of joking. How could I dare to do such a thing? To joke would be to show no respect for persons.

General: Get out! *(roars the general, his face is red and is shaking)*

Ivan: What! *(horrified and shocked. Puts the hands on the chest and bends a little forward)*

Sample 2

Scene I

Location: General's office

[He is busy in his reception room. There is a large crowd of petitioners. General is still busy. After some time he raises his eyes to Tcherviakoff.]

Tcherviakoff: *(in a tensed tone)* "Yesterday, at the opera house, I troubled you. Your excellency...*(he mumbles)* and accidentally spattered you. Excuse me!"

General *(annoyed)* "You are talking about the same thing again. What a nonsense! What can I do for you?"

Tcherviakoff: *(turns pale, says to himself)* "He won't speak to me..... That means he is angry. I must explain the whole thing to him".

(General finishes his interview with the last petitioner and leaves)

Tcherviakoff: *(steps up to him and murmurs)* "Your Excellency! If I dare to trouble you..... I did not sneeze on purpose...

(makes a tearful face and waves his hand in despair.

General: You are simply joking sir! *[He disappears behind the door]*

Note: Use present tense forms for writing dialogues and actions. Put the feelings and emotions in brackets. Write the dialogues clearly and distinctly.

SLOGANS / PLACARDS

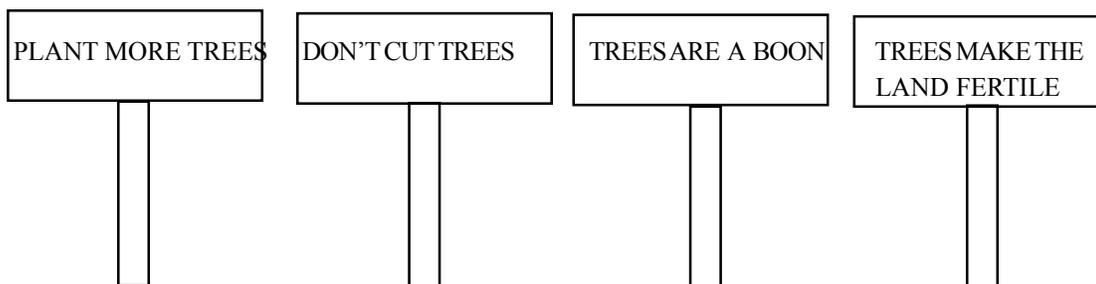
Sample 1:

Environment Club of your school is going to conduct a procession on Values of Trees. Prepare some slogans and placards for it/

Slogans:

Save Trees; Save Nature
Preserve Trees; Protect Nature
Save Nature for the Future
No Trees; No Life
If You Cut One Tree; Plant Two
Living With Trees is Living in Peace
Trees are The Lungs of Nature
Trees Make the Land Fertile

Plcards:



DIARY

Indicators:

Expression of personal feelings.
Unity of thought.
Use of past tense for the events that happened.
Use of present tense to express personal feelings.
Use first person narrative.

1. The Cherry Tree:

1. In the story "The Cherry Tree" you have seen Rakesh, a boy who loves the cherry tree more than anything else. The tree was cut into two by the grass cutting woman. Rakesh was totally upset. What would be Rakesh's diary entry on that night? Imagine that you are Rakesh and write the diary.

2. Rakesh was worried about when a goat ate all the leaves of the cherry plant. That day he writes the diary. What would be the likely diary entry?

3. Rakesh sees the first blossom on the cherry tree. He is very happy. That night he sits to write his diary. Imagine you are Rakesh and prepare the diary.

2. *Two Gentlemen of Verona:*

1. Imagine that the author AJ Cronon makes a diary entry on the day he met the two boys at the windy deserted square. What would it be like? Write the diary entry.

2. Imagine that Nicola makes a diary entry on the very same night that they met the author at the windy deserted square. What would he write in his diary?

3. Write the likely diary entry of AJ Cronin on the day he understands the real story of Nicola and Jacopo.

4. Lucia writes her diary after her brothers' visit. What would it be like? Write the diary entry.

5. The nurse in this story wrote a diary on the day she met the narrator and told about the boys and Lucia. The sufferings of the children touched her deeply. Can you imagine the diary she wrote that day? Write it.

3. *Three Days to See:*

1. Imagine that you are Helen and write a diary entry on the night of the first day of her imaginary eyesight / second day / third day.

2. After three days of eyesight Helen is back to her world of permanent darkness. On the last day of her eyesight she writes her diary. How would it be?

4. *The Hero:*

1. Write a diary entry of Swami when he was suggested to sleep alone in his father's office room.

2. You are Swami. You sit to write a diary after your encounter with the burglar. What would you write in your diary?

3. Swami was congratulated by the PTA after he became a hero. Imagine that he sits to write his diary. What would it be like write the diary entry?

5. *On the Rule of the Road:*

1. Prepare Gardiner's diary after the Blue Book incident.

2. You are preparing for the SSLC Examination. Your neighbour has the habit of playing trombone during night. Prepare a diary entry on the night you are disturbed by the trombone.

6. *The Sneeze:*

1. Tcherviakov's diary entry after the sneezing incident.

2. Write a diary entry of Brizjaloff after his meeting with Tcherviakov.

3. Brizjaloff's diary entry on the death of Tcherviakov.

4. Prepare Tcherviakov's diary entry on the day he went to Brizjaloff's office to ask him apologize on the sneezing incident.

7. *The Elixir of Life:*

1. Sir CV Raman thought of the wonderful differences made by water, standing on the line which separates the Libian desert from the valley of Nile in Egypt. That day he writes the diary. What would be the likely diary entry?

LETTER WRITING

Well written letters are more like a conversation on paper. The person reading your letter should feel as though you were sitting with him/her. In order to make a letter interactive, write the way you would normally speak to the person. Try to reflect your emotions and feelings in tune with the context or situation.

LETTER OF CONDOLENCE:

A condolence letter is an expression of sympathy to a person who has experienced pain, grief or misfortune. It may be one of the most meaningful acts of kindness and compassion we can give to a grieving person.

Functions:

A condolence letter serves two main functions.

1. To offer tribute to the deceased.
2. To be a source of comfort to the survivors.

It can be a great source of comfort and gift of healing for any one who is grieving a loss. Bereaved people will acknowledge that condolence letters from dear ones become some of their most meaningful mementos of a difficult time.

Features:

A well written condolence letter should serve the purpose of writing it. To console is a challenging task. It is not easy to comfort, to soothe or to provide solace. To make it effective and interactive, a condolence letter should have the following components.

1. Acknowledge the loss
2. Express our sympathy
3. Note special qualities of the deceased
4. Include a memory of the deceased
5. Remind the bereaved of their personal strength
6. Offer help or assistance
7. End the letter with a thoughtful word, a hope, a wish or an expression of sympathy.

Format:

A condolence letter should follow the pattern of a personal letter.
Eg: Tcherviakov's death was quite unexpected. His colleagues were shocked. One of his colleagues could not attend the funeral function as he was abroad. He wrote a letter of condolence to Mrs. Tcherviakov. What would be the letter like?

Sample 1:

Leningrad
Moscow
10/12/2008

Mrs. Tcherviakoff,

I was deeply saddened to hear the news about the sudden death of your beloved husband. Still I am in a state of shock. My thoughts are with you and your family during this difficult time. He was such a funny entertaining, supportive and reliable person to be around. He was often a bright spot in my life. I remember a time when we enjoyed the company in a family get together. I know you will miss him greatly. You may draw upon your own strength and the strength of loved ones that hold you in their thoughts. You have my deepest sympathy. I will be ready to help you whenever you require. Please keep in touch.

You are in my thoughts and prayers.

Name
Sd/-

Sample 2:

Place:
Date:

Dear Mrs. Tcherviakoff,

I was taken back with the shocking news of the sudden death of Mr. Tcherviakoff. Accept my heartfelt condolence. I am sure that nothing can replace him since he was a man of good nature, compassionate and a man with good soul who served needy. His memories are fresh, fascinating, everliving and inspiring.

Hope he would have shared a good experience of life with you. So let those memories give you strength to continue the journey in your life. To support, encourage and help you at the time of need, we are always with you. I know only time can heal your wounds.

Let my prayers be with you.

Lovingly,
Name
Sd/-

LETTER OF APOLOGY:

Functions:

Suppose you made a mistake by saying or doing something wrong. If it disturbed others you would feel sorry about it. You wish you had not said or done something wrong. This will lead to an apology. You can express your apology through letters.

An apology letter will help save your friendship. It can also dissolve a small problem.

Features:

As it is meant to dissolve a problem it should be written in an interactive way. A well written apology letter should consist of the following:

1. Self introduction (if needed).
2. Express your apology in the beginning..
3. State exactly what you did wrong.
4. Accept responsibility for what you did and don't blame the person.
5. Promise not to repeat your offensive action.

Format:

An apology letter is a personal letter. The expressions and usages should be helpful for maintaining a good relationship.

Eg: Tcherviakoff sneezed upon Mr. Brizjaloff at the opera house. He got ashamed and felt sorry about it. He wrote a letter to Brizjaloff. What would be the letter like?

Place:

Date:

Sir,

Hope you are fine. I am Tcherviakoff, a minor official in the department of Highways. I write this letter to beg your pardon for having sneezed upon you at the opera house last day. I came to your office this morning to make an apology. But you got angry and said that I was joking. Please don't misunderstand me. I sneezed upon you quite accidentally. I didn't intend to disturb or insult you. Anyway I think it made you irritated so much. So please forgive me, your Excellency. Let me promise that I won't repeat such a mistake. Hope we would have a good friendship.

Your's lovingly

Tcherviakoff.

sd/-

To,
Mr. Brizjaloff.

PROFILE WRITING

CO's

1. To enable learners to write a profile.
2. To make learners clear about the features of a profile.

Process:

Interaction

Activity 1 (Who is this?):

Take a piece of paper. Each one of you have to write some features of one of your friends in your classroom. You may write only words and phrases that will help others to identify your friend. Don't write his/her name.

Students write as per the instruction

Teacher selects some of the papers and reads the hints given in them. He makes sensible sentences using the hints.

Eg: 'curly hair with a long nose'
'tall and slim'

Can you identify the person?

Elicit responses from the learners.

Activity 2(My Bio-data):

Let us do another activity.

Now collect maximum information about your pair.

Teacher provides each of them with a bio-data form.

BIO DATA	
Name	:
Class & Div.	:
Father's Name	:
Date of birth	:
Place of birth	:
Favourite subject	:
Hobbies	:
Achievements	:

Each member fills the Bio-data form with the details of their friends.

Activity 3 (A write-up about me / my friend):

Now you have a ‘filled up bio-data. Haven’t you?

Use the details and make a short write-up (Profile) about the friend you have opted.

- ◆ Individual attempt.
- ◆ Random presentations.
- ◆ Group refinement.
- ◆ Group presentation.

Activity 4 (A Profile):

Now let us think how to write a profile. A profile is a short write-up about the person. It is a short biographical description about a person. It is usually written in a short paragraph. Now try this.

Write a profile about G Madhavan Nair using the following bio-data

Birth	: October 31, 1943
Place	: Trivandrum
Graduation	: Engineering - Kerala University - 1966
Training	: Baba Atomic Research Centre Mumbai
Joined	: Thumba Equatorial Rocket Launching Station - 1967
Position held:	ISRO former chairman

Note to the teacher: Provide the children various models of bio datae using the possibilities of IT.

DISCOURSES AND ITS INDICATORS FOR GRADING

1. NOTICE:

Striking Heading
Venue, Time, Day, Date
Salutation (who to address)
Brevity of language used for conveying the message
Suitable lay-out
Name of the person who invites
Details of the programme

Prayer	:
Welcome Speech	:
Presidential Address:	
Inauguration	:
Felicitations	:
1.	
2.	
Vote of Thanks	:

2. PROFILE:

A title
Interpret the bio-data
Brevity
Use of linkers and cohesive devices
Style of language

3. REPORT:

A catchy headline
Place and date of report
First line expansion of the headline
Brevity and clarity
Truthfulness
Language and style

4. SPEECH:

Proper introduction
Relevance of the content
Language and style
Proper conclusion

5. STORY:

Should have a title
Must be interesting
A good background setting
Live characterization
Style of narration
Continuity

6. DIARY:

Relevance to the theme
Clarity of expression
Expression of personal feelings
Cohesiveness of ideas
Linkage between sentences and ideas
(Date and day can be mentioned in the beginning)

7. LETTER:

Place and Date
Proper salutation
Good beginning
Conveying the matter
Proper conclusion

8. CONVERSATION / DIALOGUE:

Proper initiation
Linkage between initiation and response
Natural language
Expressions
Conveying the idea / matter

9. AUTOBIOGRAPHY:

A title (Name)
First person narration
Sequencing of ideas/facts
Use of linkers and cohesive devices
Style of language