

**ENGLISH**

***Resource Team***

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## *Foreword*

Dear Learners,

We are happy to place in your hands a new material specially designed for you. No doubt, it will encourage you to formulate and express your thoughts and ideas and offer ample scope for creativity, so as to make learning, especially English Language learning an enjoyable experience.

Learning is a process, not a product. You are the one who has to play the key role in the process of learning. Every activity in this material is process oriented.

A variety of exercises or tasks follow each reading text. Writing activity includes discourses like writing conversation, Making diary entries, profiles, Letters, Reports, Write ups speech etc., Use the freedom you are given in the exercises that will best express your own thoughts and opinions.

A sincere attempt has been made to prepare the tasks with a view to giving assistance for the evaluation. The activity package complements the new course book in 10<sup>th</sup> standard. We are confident that by the time you reach the evaluation in March 2012, this course will equip you with the ability to read independently with comprehension and express the best.

Before opening the pages, let us stop for a while and think how to use this material.

- Feel free
- Be confident
- Read the text- Comprehend it
- Read beyond the text
- Think, Analyse and interpret
- Stimulate your imagination
- Be creative
- Write your own thoughts
- Respond freely Don't think of errors, At later stages , the errors will vanish.
- Your teacher is always at your help.
- Read the grading indicators and Assessment Checklists provided.
- Compare your product with your Teacher's Version.

***Wish you all the best***

## Unit 1

### GENERATIONS

#### Analyzing Textual passage

The teacher came to the end of a section in the textbook and stopped. He proposed to spend the remaining few minutes putting questions to the boys. He ordered the whole class to put away their books, and asked someone in the second row, 'What's the date of Vasco da Gama's arrival in India?'

Swaminathan shot up and screamed, '1648, December 20.'

'You needn't shout', said the teacher. He asked, 'Has your headache made you mad?'

'I have no headache now, sir', replied the thunderer brightly.

'Sit down, you idiot.' Shami was thrilled at being called an idiot. 'If you get up again I will cane you,' said the teacher. Swami sat down, feeling happy at the promise. The teacher then asked, 'I am going to put a few questions on the Mughal period. Among the Mughal emperors, whom would you call the greatest, whom the strongest and whom the most religious emperor?'

Swami got up. As soon as he was seen, the teacher said emphatically, 'Sit down'.

- 1) What did the teacher do to spend the remaining few minutes of the period?
- 2) "Has your headache made you mad"? What made 'Samuel' ask so?
- 3) Who is the 'thunderer' here?
- 4) Why was Swami thrilled at being called an idiot?
- 5) What is the 'promise' made by the teacher?
- 6) Pick out the word which means 'a loud harsh noise' from the passage.

The above passage reflects a class room, which we never expect. Do you know what led to such a situation?

It is due to lack of an ideal teacher – student relationship. If so, what all things will make a classroom ideal?

Prepare a **write up** on an ideal student – teacher rapport on the basis of the story 'Father's help'.

What is a write up?

Write up is a written or published account of an event.

The following hints may help you attempt a good write up.

- School pleasant and healthy space.
- Teachers - friends - loving and genial.

- Child friendly learning.
- Mutual understanding.
- Pupils – willing and co-operative.

Now, refine your write up with the following indicators.

- Have I put the main points in the beginning itself?
- Was I able to supplement all the supporting details?
- Have I included my own ideas clearly and specifically?
- Have I presented it in proper order?
- Have I used apt language?

### **Teacher's Version**

A good school and some good teachers are the dreams of all school going children. School should be a pleasant space that has a lovely atmosphere. The friends and teachers should be loving and genial. The learning activities in school should be interesting. An ideal rapport between students and teachers help in realizing these goals and there by changing the school a heaven.

The lack of a good rapport keeps students away from the teachers. It creates false impression in children on their teachers. A good rapport helps to know one another and it leads to create intimacy. A teacher should be one whom a student can approach freely and fearlessly. An ideal teacher is not only a teacher but a good friend and parent too.

In the story ‘Fathers help’ even though Samuel is a genial teacher, Swami misconceives him and tells lies about him. Swami is not a bad boy too. But he feels school a hell and his teacher a monster. He is reluctant in going to school and always keeps away from school. The lack of an ideal rapport leads to such a situation. An ideal rapport creates a healthy atmosphere which leads in moulding good citizens.

### **Analysing Textual Passages**

Read the following passage and answer the questions that follow :

Swami went to his seat with a bleeding heart. He had never met a man so good as Samuel. The teacher was inspecting the home lessons, which usually produced at least, according to Swami’s impression) scenes of great violence. Note books would be flung at faces, boys would be abused, caned and made to stand up on benches. But today Samuel appeared to have developed more tolerance and gentleness. He pushed away the bad books, just touched people with the cane, never made anyone stand up for more than a few minutes. Swami’s turn came. He almost thanked God for the chance.

- 1) What were the usual punishments given by Samuel?
- 2) How did Samuel deal with the students that day?

- 3) Why was Swami's heart bleeding?
- 4) What was Samuel doing when swami reached the class?
- 5) Pick out a word from the passage that means 'Threw'.

**Read the following passage and answer the questions below**

Out on the lawn, the children stopped chanting. They all turned to stare at him in amazement. They stared, wondering at his reappearance, his passion his wild animal howling. Their mother rose from her basket chair and came toward him, worried, annoyed, saying, 'stop it, stop it, Ravi. Don't be a baby. Have you hurt yourself?'. But Ravi would not let them. He tore himself out of his mother's grasp and pounded across the lawn into their midst charging at them with his head lowered so that they scattered in surprise. "I won, I won, I won", he bawled, shaking his head so that the big tears flew. 'Raghu didn't find me. I won, I won...'

- 1) Where were the children playing?
- 2) Why did the children stare at him in amazement?
- 3) What made Ravi howl?
- 4) How did Ravi disturb the other children engaged in a new game?

**Analysing Textual Poems**

Read the lines from the poem 'Night of the Scorpion' and answer the questions that follow:

I remember the night my mother  
was stung by a scorpion. Ten hours  
of steady rain had driven him  
to crawl beneath a sack of rice.  
parting with his poison-flash  
of diabolic tail in the dark room-he risked the rain again.

- 1) Explain the incident mentioned here.
- 2) What made the scorpion crawl into the house?
- 3) What does the word 'flash' mean here?
- 4) The scorpion went out ignoring the rain. Which line gives you this idea?
- 5) Give an example for a visual image.

**Work out the following questions**

- 1) Who is 'he' referred to here?
- 2) How does the poet portray a tiny Creature like scorpion as something big and gigantic?
- 3) What does the line 'he risked the rain again' mean?
- 4) What does the scorpion symbolise?
- 5) How is the night described here?
- 6) What quality of Indian motherhood is reflected in the poem?
- 7) What kind of a man is the poet's father ?
- 8) How are the peasants described in the poem?
- 9) What is the scorpion compared to?
- 10) What do the 'mud-baked walls' suggest?
- 11) How does the holy man try to tame the poison?
- 12) Pick out a few examples for superstitious faith of the villagers?

**Read the lines from the poem 'ONCE UPON A TIME' and answer the questions that follow:**

There was a time indeed  
they used to shake hands with their hearts  
but that's gone, son  
Now they shake hands without hearts  
While their left hands search  
my empty pockets

- 1) What does the poet remember about the old time?
- 2) "There was a time" How does the poet remember old time? Explain the mood of the poet here?
- 3) What does the phrase 'shake hands without hearts suggest?
- 4) What does he mean by searching 'empty pocket's'?
- 5) What does empty pocket symbolise?

**Work out the following questions**

- 1) What does the expression 'once upon a time' imply?
- 2) Comment on the expression, 'but now they only laugh with their teeth'
- 3) The poet talks about 'their hearts, 'their teeth' and 'their ice-block-cold eye's'

- Who are referred to here?
- 4) Pick out the expressions the poet uses to contrast the past with the present.
  - 5) What makes the poet say “Good bye” When he really means Good riddance’?
  - 6) What is the mood of the poet?

## CONSTRUCTING DISCOURSES

**Write profiles on the following great men using the hints given below :**

### R.K. NARAYAN

Born	:	10 October 1906
Place of birth	:	Chennai
Education	:	Lutheran Mission School, University of Mysore
Career	:	Writes short stories and novels
Awards and honours:		Sahitya Academy award Padma Bhushan, A.C. Benson Medal by the Royal Society of Literature, Nominated to the Rajyasabha in 1989.
Works	:	Swami and friends. The guide, Malgudi Days
Died	:	13 May 2001

### ANITADESAI

Born	:	24 June 1937
Place of birth	:	Mussoorie
Education	:	Queen mary’s H.S.S. Delhi .University of Delhi
Career	:	Novelist
Works	:	Voices of the city, Fire on the mountain
Awards	:	Short listed for Booker Prize, Fellow of the Royal Society of Literature

### NISSIM EZEKIEL

Born	:	24 December 1924
Place of Birth	:	Mumbai
Career	:	Poet, Play wright, Critic, Editor

Awards	:	Sahitya Academy award, 1983 Padmashri;1988
Works	:	Time to change, The unfinished man
Died	:	9 January 2004

### GABRIEL OKARA

Born	:	24 April 1921
Place of Birth	:	Bomoundi in Bayelsa state, Nigeria
Education	:	Govt College Umuahia, Nigeria
Works	:	Call of the River, The fisherman's invocation
Awards	:	Common wealth poetry prize

## CONVERSATION

Dear pupils,

Didn't you see how lazy Swami was to go to school? He tried to fool his parents with an imaginary headache and a frightening picture of his teacher Samuel. His father forced him to go to school. What might be the likely conversation between them?

The following hints will help you.

- 1) Who will begin the conversation? (Father or Swami)
- 2) If it is father, how will he begin?
- 3) What is the mood of him?
- 4) What does he ask?
- 5) Does he get a satisfactory answer?
- 6) Is Swami able to convince his father that he has a headache?
- 7) How does his father react?
- 8) What does Swami say about Samuel?
- 9) Do you think his father believes it?
- 10) What will he ask or say to him?

**Now can you write down the conversation?**

**Assess yourself with the following grading indicators**

- \* Apt initiation and response
- \* Content relevant to the context
- \* Language

- \* Appropriate expressions
- \* Conclusion

### **Teacher's Version**

- Father : Swami, Don't you have school today?
- Swami : Yes father, but I can't go.
- Father : Can't go? What's wrong with you?
- Swami : Headache. I can't bear father.
- Father : Usual excuse. No, you must go.
- Swami : Father it is very late. I'll go tomorrow.
- Father : Talk about today. You must go
- Swami : Oh! Father, my teacher Samuel will cane me if I go late.
- Father : You can tell him you had a headache.
- Swami : He won't believe and will punish severely.
- Father : Punish boys of your age?
- Swami : Yes father, he will cane up till blood comes out.
- Father : Is it? I will see to it. I will write to your Headmaster.

### **LETTER**

Imagine yourself to be swami. That night you felt very sad about your behaviour towards Samuel. You felt very uneasy and wanted to apologise him for your misbehaviour. Write the letter of apology you might have written to Mr. Samuel.

Dear learners, are you ready for writing the letter? Following questions will help you to write the letter.

- 1) How do you feel that night? (happy, sad)
- 2) Do you think your behaviour towards Samuel good?
- 3) How did you behave?
- 4) How did Samuel respond to you?
- 5) Wasn't he kind to you at the begining?
- 6) Didn't you test his patience with your loud shouts in the class?
- 7) Do you like to ask him pardon now?
- 8) How will you begin your letter, Did you introduce yourself to the teacher?
- 9) Where will you write the place and date?
- 10) Is it a personal letter or an official one?
- 11) Would you address the person as 'dear sir' etc?
- 12) What will be the introductory sentence?
- 13) How many sentences will you write?
- 14) How will you end the letter?
- 15) What is the closing phrase?

**Now try to write the letter - Assess yourself with the following grading indicators.**

Beginning of the letter  
message conveyed  
concluding part of the letter  
Organization of ideas  
Language used

**Teacher’s version**

Malgudi  
14 Nov 2011

Dear Sir,

I am Swamy of your class. I feel sad and uncomfortable for my misbehaviour today in our class. Please excuse me sir. It is all because of my laziness. I told lies about you to my father. I told him that you were very cruel and would beat children up. I wanted to prove it before my father. Otherwise he would punish me. That was why I tried to provoke you in the class. But you are such a great and kind man who cannot be provoked. Please accept my apology. I assure you that I will never repeat this. I will be a new Swami tomorrow onwards. With a lot of tear,

Yours lovingly,

sd/  
Swami.

To  
Mr. Samuel  
Albert Mission School  
Malgudi

You have read the story games at twilight and study the character of Ravi in detail. We know that he wanted to win the game at any cost and struggled hard for the same. Ravi was forgotten and alienated by his playmates. Attempt a **write up** on the social relevance of the conflicts faced by Ravi.

The process for a write up has already been given. Now the following hints may help you.

- What his conflicts really mean?
- The incidents that led to Ravi’s problems.
- How does it affect his person?
- The social relevance.
- The message the story conveys.

The mental conflict faced by Ravi in the story 'Games at Twilight' has a major relevance to the contemporary society. The inner conflicts of the boy are really a struggle for recognition and existence that the grown ups usually neglect. A small boy, Ravi's wish is nothing Himalayan but quite natural and accessible. He just longed to win the game and struggled hard for the same, but of no use. He could not ensure his victory as his friends had forgotten him and engaged in another game. It is the ignominy of being forgotten that totally upset Ravi. Self realization and recognition are the natural demands of an individual and Ravi wished nothing more. The circumstances that dilapidated this demand imbalanced his mental states. He suppressed his feelings charging at his friends and crushing his face to the damp grass on the ground. The story is a reflection of the real ways of life. Life itself is a game. It suggests that when we take part in a game we have to obey the rules. Once we do not follow them we are miserably thrown out. Similarly we are part of the social stream if we abide by the social dictums and taboos. Once we neglect them we are nothing but the laughing stock of the entire society. We are neglected and forgotten.

### **Textual Essay**

A good society forms through the interaction of student-teacher and parent. How does R.K. Narayan illustrate this principle through the story 'Father's Help'?

### **Some hints are given**

Swami's laziness-unwilling to go to school-excuse to mother-father, a strict disciplinarian- Swami's stories about Samuel-Father's letter-developments in the class-Samuel's real character-father tears up letter- his final words to Swami-)

### **Other possible discourses from the unit**

- 1) Swami's father in the story 'Father's help' had written a letter to Samuel. Swami had given the letter to the Headmaster. The Headmaster wrote a reply to Swami's father. Imagine how the letter would be and draft it.
- 2) Prepare a write-up about an ideal student-teacher rapport on the basis of the story 'Father's Help'.
- 3) In 'Father's help' Swami portrays Samuel as very violent, aggressive and cruel. As the story progresses we see Samuel quite different. Prepare a character sketch of Samuel.
- 4) Write the likely conversation between Swami and the peon, when Swami went to the Headmaster's room to hand over his father's letter.
- 5) Ravi in 'Games at Twilight' was isolated by his friends and he disappeared from their minds. What would be the thoughts of Ravi that day?
- 6) You have seen that Swami tried to provoke Samuel several times in the class. At last he succeeded in his attempt. Imagine that one of his classmates asked Swami about his strange behaviour in the class. What would be the likely conversation between them?
- 7) How would the Headmaster respond if he read the letter sent by Swami's father. Write a narrative.

## Key to Answer

### I Passage (Father's Help)

- 1) He would make them stand on benches and throw away their incomplete note books. Boys would be abused and caned.
- 2) He was very gentle and tolerant that day. He merely put aside bad books and just touched the boys with his cane.
- 3) Swami's heart was bleeding because of his guilty conscience. Samuel was different from what he had imagined.
- 4) He had been inspecting home lessons.
- 5) Flung

### Games at Twilight

- 1) The children were playing on the lawn
- 2) Ravi had been missing for a long while. So they stared at him on his reappearance.
- 3) He was howling due to his happiness. He had won the game.
- 4) He pounded across the lawn in to their midst, charging at them with his head and they got scattered.

### Night of the Scorpion

- 1) The mother is bitten by a Scorpion
- 2) The heavy steady rain made him crawl into the house.
- 3) Quick movement.
- 4) He risked the rain again.
- 5) Night, Steady rain (any sensible answer)

### Once Upon A Time

- 1) People were friendly, innocent and shook their hands with hearts
- 2) He remembers the old time with a sense of loss and disappointment. The mood of the poet is nostalgic
- 3) Insincerity of relationships in the present time
- 4) It stands for colonial exploitation
- 5) Poverty. The resources of the colonies were exploited by colonial masters.

## Unit 2

# The World of Mystery

### I Analysing Textual Passages

Read the following extract from the story 'The Blue Bouquet' and answer the questions that follow.

'Your eyes, Senor'. His voice was strangely gentle, almost embarrassed.

'My eyes'? What are you going to do with my eyes? Look, I've got a little money on me. Not much, but it's something. I'll give you everything I have got if you'll let me go. Don't kill me.

'You shouldn't be scared, senor. I'm not going to kill you. I just want your eyes.'

'But what do you want them for?'

It's my sweetheart's idea. She'd like to have a bouquet of blue eyes. There aren't many people around here that have them'.

'Mine won't do you any good. They aren't blue; they're light brown.

'No, Senor, Don't try to fool me. I know they're blue.

'But We're both Christians hombre! You can't just gouge my eyes out. I'll give you everything I've got on me'.

- 1) 'It is my sweetheart's idea' - What is the idea?
- 2) Do you think the sweetheart's idea is strange? Why?
- 3) What, according to you, is the most striking element in the passage?
- 4) Pick out one word for 'an arrangement of flowers to be given as a gift' from the passage.
- 5) The narrator was shocked by the strange experience he had during the night. Imagine that he recorded his thoughts in his diary the other day.

**Write the likely diary entry of the narrator**

- II.** The appearance of our visitor was a surprise to me, since I had expected a typical country practitioner'. He was a young, tall, thin man with a long nose like a beak, which jutted out between two keen grey eyes from behind a pair of gold - rimmed glasses. As he entered, his eyes fell upon the stick in Holmes's hand and he ran towards it with an exclamation of joy. 'I am so very glad,' said he. I was not sure whether I had left it here or in the shipping office. I would not lose that stick for the world.'

- 1) Why was the appearance of the visitor a surprise?
- 2) Why did he visit there?
- 3) "I would not lose that stick for the world" - What does this show?
- 4) What made the visitor exclaim with joy?

### **Analysing Poems**

1. **Here are a few lines from the poem 'The Himalayas. Read and answer the questions that follow'**

'I begin a long one  
in which the Himalayas rise  
as a metaphor  
Suddenly I am ashamed  
to have used the Himalayas like this  
ashamed to speak of my imaginary mountains  
to a man who walked through  
the rice and snow of Gangotri  
bare foot  
a man who lived close to Kanchenjunga  
and Everest clad only in Summer Cotton  
I pause to apologise  
but he says, 'just continue'

- 1) Why is the poet ashamed?
- 2) 'I pause to apologize'-What makes the poet pause?
- 3) Who is 'a man' referred here?
- 4) How do the Himalayas become a metaphor?

### **Work out the following questions**

1. What does the colour green signify?
2. Why do your mind tend to forget other colours?
3. What does the poet mean by contradicting the age of the poet and Swami Anand?
4. Comment on the recurrence of the word 'Continue'
5. 'Imaginary mountains' - What do you mean by this?

6. Pick out the lines that suggest Swami Anand's approval and encouragement of the young poet.
7. Pick out visual images from the poem.
8. Do you find any connection or resemblance between Swami Anand and the Himalayas? Justify your answer.

2. 'He will watch you without winking and he sees what you are thinking  
And it's certain that he doesn't approve of hilarity and riot, so the folk are very quiet  
When Skimble is about and on the move  
You can play no pranks with SkimbleShanks!  
He is a cat that can not be ignored;

So nothing goes wrong on the Northern Mail,

When SkimbleShanks is abroad'

- 1) 'You can play no pranks with Skimble Shanks' - Why?
- 2) What is Skimble Shank's role in the Northern Mail?
- 3) Why are the people silent in the train?
- 4) Why can't we ignore the cat?

### **Constructing Discourses**

I. Imagine, the narrator in 'Blue Bouquet' tells the horrible experience he had during the previous night to his friend.

How would he narrate?

**Write the likely narration in not more than 120 words**

OR

**Prepare a speech on the topic** 'The increasing incidents of violence behind darkness'  
with a special reference to the lesson 'Blue Bouquet'.

### **II. Prepare Profiles of**

- 1) T.S. Eliot
- 2) OctavioPaz
- 3) Sujatha Bhatt
- 4) Sir Arthur Conan Doyle
- 5) Italo Calvino

### **T.S. Eliot**

Born	:	26 September 1888
Citizenship	:	American by Birth, British from 1927
Fame	:	Poet, Dramatist, Literary Critic
Notable Works	:	The love song of J. Alfred Prufrock, The waste Land, Four Quartets
Awards	:	Nobel Prize, Order of Merit
Death	:	4 January 1965

### **Octavio Paz**

Born	:	March 31, 1914, Mexico City
Occupation	:	Writer, Diplomat
Nationality	:	Mexican
Literary Movement	:	Surrealism, Existentialism
Award	:	Nobel Prize in Literature
Died	:	1998

### **Sujatha Bhatt**

Born	:	Ahamedabad 1956
Notable Works	:	The stinking Rose, A colour for Solitude
Awards	:	Common Wealth Poetry Prize, German Literature Prize
Main Themes	:	Violence and Love
Use of words	:	Clear and undecorated
Style	:	Simple

### **Italo Calvino**

Born	:	15th October 1923'
Nationality	:	Italian
Career	:	Journalist, Short Story Writer, Novelist
Notable Works	:	The Baron in the trees, Invisible cities, If on a winter's night a traveller
Award	:	The Australian state prize for European Literature.
Died	:	1985

### **Sir Arthur Conan Doyle**

Born	:	22 May 1859
Popularity	:	Novelist, Shortstory Writer, Poet
Favourite Area	:	Detective Fiction

Citizenship : British  
Notable Works : Stories of Sherlock Holmes,  
The Lost World  
Death : 1930

## Processing a discourse

### Writing Reports

#### Preparing News Paper Report

"Children, we have read the story, The Blue Bouquet"

Don't you remember the words of warning by the Hotel Keeper? What happened later?

Just after some time, the narrator had a narrow escape from a stranger with a knife. Fearing more violence he left the village the other day-

\* \* \* \* \*

Imagine that a NewsPaper reporter prepares a news based on the increasing incidents of violence in darkness. How would that report be?

Let's try.

While preparing the report, what details would the reporter collect?

#### **It can be like**

What happened in the night?

When did it happen?

The place where the incident occurred

The bodily features of the stranger, the victim

The turn of events

Other supporting details

Now, Can't we attempt a newspaper report?

Before writing, remember

Your report must be

**Brief**

**Readable**

**Attractive and with straightforward language**

**Showing the central idea of the news**

**Having a catchy title**

Keeping these points in mind, Prepare a news report individually.

After preparing our individual task, let us sit in groups for refinement.

After comparing your products with your friends, let us fill up this self evaluation 'check list'

	Yes	No
• Have I included a good title?	<input type="checkbox"/>	<input type="checkbox"/>
• Have I included details like what, where, when, how,...?	<input type="checkbox"/>	<input type="checkbox"/>
• Have I sequenced the events in proper order?	<input type="checkbox"/>	<input type="checkbox"/>
• Have I used appropriate language?	<input type="checkbox"/>	<input type="checkbox"/>

### Teacher's Version

If I prepare one, it will look like the following.

### In search of Blue eyes

#### Special Correspondent : Mexico

Violence leaps no bounds, Beware, danger is lurking behind you.

An unidentified man aged around 30 was arrested by the Police the previous day. The man was suspectedly found near the bus stand carrying a knife. On through interrogation, the man confessed that he approached innocent people with a strange demand - Blue Eyes - to be presented to his sweetheart to make a bouquet of blue eyes. Albert Perera (40) had the same experience the other day. Sensing more danger he left the place and informed the Police. He has not yet recovered from fear and trauma.

The police warn the public that violence can take any form, any time, mainly under the shadow of darkness. Worried over the ambush and pilfering, the Police department is making a co-ordinated effort to curtail the attempts of terror. Only such efforts by the law enforcing agencies and other voluntary organizations can check atrocities and bring peace.

A database containing details of the notorious culprits is available with the Police Department.

### Discourses

- 1) Prepare a likely conversation between the narrator and a News Reporter after the horrible incident.
- 2) Write the dialogue between the stranger and his sweetheart after he approached her without blue eyes.
- 3) The narrator engages in a conversatiuon with his friend after the strange experience. Prepare the conversation.
- 4) Imagine that the narrator prepares a letter of complaint to the superintendent of Police about the increasing incidents of violence in the locality. Prepare the likely letter.

## Key to Answers

### Textual Passages

#### The World of Mystery

1. The Sweetheart of the stranger wants to make a bouquet of blue eyes.
2. Yes. One can never make a bouquet of blue eyes.  
(Any or other sensible response)
3. Approaching a man for his eyes for making a bouquet.
4. Bouquet.
5. Diary entry
  - Day and Date
  - Good beginning
  - Expression of feelings
  - Appropriate language
  - Proper Conclusion

#### The Method of Sherlock Holmes

1. The narrator expected a typical country practitioner. But his expectation proved wrong here.
2. He visited there to retrieve his stick.
3. It shows the inextricable intimacy he had with the stick.
4. The stick was very dear for him. He thought that he had lost it for ever.

### Poems

#### The Himalayas

1. To speak about the imaginary mountains before a person who has walked through Himalayas.
2. The poet is doubtful whether she can read the poem before a man who has climbed the Himalayas.
3. Swami Anand
4. The Himalayas stand here as a metaphor for the peaks of creative excellence and imagination.

#### Poem 2

##### Skimbleshanks.....

1. The whole train is under the supervision of Skimbleshanks. He is very vigilant so that nobody can play any trick on him.
2. He is a much sought after supervisor who takes care of every passenger in the train.
3. The presence of Skimbleshanks in the train does not allow the passengers to be noisy.
4. The presence of Cat is felt everywhere in the train. Nothing goes wrong on the Northern Mail, when the Cat is aboard.

## Unit 3

# Reality to Reel

## Analysing Textual Passage

### I. Read the following passage from 'Tea - Shops in Malayalam Cinema' and answer the questions that follow.

A customer at a tea-shop was regarded as simply an individual, not as a member of particular caste or community. These individuals were also, in a sense, self exiled from their families. Persons who were considered worthless or insignificant in their families often achieved a certain dignity at a tea-shop. In serving as a space for free interaction of individuals who come from diverse social backgrounds, a tea-shop is no different from a Cinema theatre. The atmosphere of tea-shop often becomes tastier than the tea and snacks served! It is, therefore, not surprising that tea shop played and continue to play, a significant role in energising the narrative of many Malayalam films.

- 1) 'The atmosphere of the teashop often becomes tastier than the tea shop and snacks' Do you agree? Why?
- 2) What does the expression 'Self exiled from their families' suggest?
- 3) Can you compare a tea shop with a cinema theatre? How?
- 4) Prepare a short write up about '**The role of teashops in maintaining communal harmony**' on the basis of the passage.

### II Read the Following passage and answer the questions given below.

A procession led by the groom and the bride with others in tow is on its way. The boy watches, hidden from behind a tree. There is music in the background. The procession moves on with gentle trotting steps.

The procession reached the tree behind which the boy is hiding. They suddenly stop, turn and look in the boy's direction. Frightened, the boy runs away.

1. Comment on the movement of the procession.
2. Where was the boy hiding?
3. What made the boy run away?
4. Why do the procession stop suddenly?

### III Read the extract form 'Celluloid Horoes' and answer the questions

'Everybody's ' a dreamer and every body's a star

And everybody's in movies, it doesn't matter, who you are

There are stars in every city,  
 In every house and on every street  
 And if you walk down Hollywood boulevard.  
 Their names are written in concrete!

- 1) Do you agree with the statements 'Everybody's a dreamer' Why?
- 2) 'Everybody's ' in movies - what does this expression suggest?
- 3) Who is the star in your house? Why do you consider him/her a star?
- 4) Comment on the statement 'Their names are written in concrete'

### Constructing Discourses

Prepare Profiles of Resul Pookutty, Dr. C. S. Venkiteswaran and Akira Kurosawa based on the hints given.

#### Resul Pookutty

Birth	:	1971
Native Place	:	Vilakkupara, Kollam
Graduation	:	Film Institute of India, Pune
Occupation	:	Film Sound Design
Major Award	:	Oscar Award for the Best Sound Mixing
Presently Engaged	:	Hindi, Tamil and Malayalam movies and in Hollywood

#### Dr. C. S. Venkiteswaran

Born	:	5 November 1959
Residence	:	Thiruvananthapuram
Other Names	:	Venkity, Babu
Education	:	Post Doctorate in Commerce and Management
Known for	:	Film Criticism, Book Reviewing
Notable Works	:	Udalinte Thara Sancharangal, A door to door Samanthara Yathrakal

#### Akira Kurosawa

Born	:	March 23, 1910
Native Place	:	Shingura, Japan
Fame	:	Director, Screen Writer
Popular Films	:	Drunken Angel, Rashomon, Seven Samurai
Award	:	Oscar Award
Died	:	September 6, 1998

## WRITING A PROFILE

Children,

You know what a profile is. It is a brief biography of an individual. A person's achievements, quality, masterpieces etc are usually included in a profile. By now, you are familiar with the lives of a number of great men; aren't you?

In the Unit 'Reality to Reel', You have come across some great personalities like Akira Kurosawa, Resul Pookutty, Dr. C. S. Venkiteswaran and Ray Davies

Let us try to write the profiles of them. First of all, we will attempt Akira Kurosawa.

I am giving you the following hints. Let us develop it into a readable profile.

### Akira Kurosawa

Born	:	March 23, 1910
Native Place	:	Shingura, Japan
Fame	:	:Director, Screen Writer
Popular Films	:	Drunken Angel, Rashomon, Seven Samurai
Award	:	Oscar Award
Died	:	September 6, 1998

What should we remember while writing a profile?

- Don't forget to give the title
- Arrange the given hints in order
- Develop the hints into good sentence.
- Try to make it brief
- Add suitable linkers like and, but, though etc
- Use simple and appropriate language
- You need not add more details other than given

Let's write the profile individually. Later you may sit in groups and modify it. Have a glance on this Self assessment checklist too.

### Self Assessment Checklist

	Apt	Good	Needs Improvement
• Have I described him by providing necessary details?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Have I sequenced the ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Have I linked the sentences suitably?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Have I used the language suitable for a profile?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• What improvement should I make the next time when I write a profile?			

See, how I prepared a profile of Akira Kurosowa

#### Akira Kurosawa

Akira Kurosawa, one of the most influential film makers was born on 23 March 1910 in Shinagawa, Japan. He later became one of the most prolific Directors and Screen Writers in the world. His popular films include Drunken Angel, Rashomon and Seven Samurai. He was given Oscar Award for Lifetime Achievement. He died on September 6 , 1998.

You have gone through the article ‘Tea shops in Malayalam Cinema’ and identified films as a medium for social change.

If so, what role do films play in society?

Attempt a **write up** on the topic ‘The role of films in society’

(the process has already been provided)

#### A sample write up

Nehru once remarked “The influence of films is greater than newspapers and books in society.” Film is a reflection of society; both present and past. It has powerful affinity with human culture. It has become a very powerful vehicle for education, entertainment and propaganda. It is a mirror held to the different aspects of the society.

Films are different things to different people - Incredible for some, interesting to others, realistic to yet some other. A few lose themselves in what they are watching, identify themselves with the scenes depicted and thus establish a disturbing harmony. Films tell us things we never could have known.

They give us a way to introspect, explore the past, present and future and thereby distinguish between the pros and cons.

The world is changing now faster than anything. It induces more and more movie making. They create debates, discussions; and above all, an atmosphere.

A great film stands the test of time. After many years, we will continue to enjoy it.

Movies can communicate concepts, ideas and stories; it holds a truly unique place in the story of our civilization. It is an art, a language, a medium for education, inspiration and so on and so forth. At the same time it provides employment for hundreds of thousands people around the world. It provides a living record of human condition, time and imagination at any given point in our history.

I A film festival is going to be conducted in your school

- 1) Prepare a Notice
- 2) Prepare an Announcement
- 3) Prepare a Newspaper report after the event

II 1) Prepare a speech on 'The relevance of Visual Media in present society'

OR

- 2) 'Good films create good thoughts'

III You are going to conduct a seminar on 'The relevance of films and visual media.'

Your group has to present the sub topic 'Films and culture'

Prepare the seminar paper.

IV You are going to participate in the debate 'Are films for entertainment only?'

Prepare the points you are going to develop for the debate.

V Prepare a review on any one of the films you have recently seen.

VI Prepare a write up on 'Films - its relevance'

VII The best actor of the film 'Daivasoothram' visits your school. Prepare five questions you would like to ask him during the interview.

### **Key to Answers**

#### **Reality to Reel**

##### **Tea-shop in Malayalam Cinema**

1. Yes, Tea shops provide a platform for free interaction and people do enjoy the breeze of freedom.

OR

(Any other sensible response)

2. These individuals were forced to leave their families as their freedom of movement to public place was restricted.
3. Yes. Different sections of the society share a common space in the Cinema theatre. More over, the films offer them a world of imagination, where the barriers disappear.

### **Indicators**

- Main Idea
- Supporting details
- Proper Organisation of ideas
- Use of appropriate language
- Suggestion of new view points
- Proper Conclusion

### **Celluloid Heroes**

1. Yes. In Every human being, there is a tendency to escape from realities and live in a world of dream. (Or, any other reasonable response)
2. Every human being lives in a world of imagination and fantasy just like they are in a film.
3. Free expressions
4. The names of the stars have an indelible impression in the minds of the viewers.

## Unit 4

### UPON THE THORNS OF LIFE Analysing Textual Passage

#### I. Read the passage carefully and answer the questions that follow.

"O king, thou hast commanded me not to beg in the streets for bread, for the noise of my voice offends thee. Now therefore do I like wise command thee to remove thy crown from thy forehead and throw it from yonder window into the street. For when thou hast thrown thy crown into the street, then will I no longer be obliged to beg"

- 1) Why did the king command the beggar not to beg?
- 2) What did the beggar command the king?
- 3) "Throw your crown into the street" What does the beggar mean by this?
- 4) What makes the beggar beg ?
- 5) Pick out the word which means "to make angry"

#### II. Read the passage carefully and answer the questions that follow.

It was a dark autumn night. The old banker was walking up and down his study and remembering how, fifteen years before, he had given a party one autumn evening. There had been many clever men there and many interesting conversations. Among other things they had talked of capital punishment. The majority of the guests, among whom were many journalists and intellectual men, disapproved of the death penalty. They considered that form of punishment out of date, immoral and unsuitable for Christian states. In the opinion of some of them, death penalty ought to be replaced everywhere by imprisonment for life.

- 1) What was the old banker remembering?
- 2) What were the guests talking about in the party?
- 3) Why did the guests disapprove of death penalty?
- 4) Which punishment is preferred by the guests?
- 5) Pick out a word which means 'punishment for breaking a law.'

#### Analysing Textual Poems

#### III. Read the following lines from the poem 'CACTUS' and answer the questions that follow.

Thorns are my language  
I announce my existence  
with a bleeding touch

Once these thorns were flowers  
I loathe lovers who betray  
Poets have abandoned the deserts  
to go back to the gardens

- 1) What is the language of the Cactus?
- 2) What do “thorns” stand for?
- 3) What does Cactus announce its existence with?
- 4) What kind of existence does the cactus have?
- 5) Pick out an image from these lines?

**Work out the following questions**

- 1) Pick out the line which shows that cactus was once romantic.
- 2) Which line shows that cactus once had a different life?
- 3) What, according to the poet, is a wretched life?
- 4) Why does cactus loath the lovers?
- 5) Pick out the line that shows cactus is no more romantic now?
- 6) Why have the poets abandoned the desert?
- 7) How do camels and merchants treat the cactus?
- 8) Pick out two contrasting images from the lines " Poets have abandoned the deserts to go back to gardens"
- 9) How does cactus make use of each rare drops of water?
- 10) Where does cactus create an another beauty?
- 11) What does “moonlight” stand for?
- 12) What kind of language does cactus create?
- 13) In what ways does cactus’ language differ?
- 14) “I loath lovers who betray”. What brings musical quality to this line?
- 15) In what way does cactus is a tough fighter?
- 16) Will the language of the cactus survive?Why do you think so?

**IV. Read the following lines from the poem ‘In the Country’ and answer the questions that follow.**

This life is sweetest; in the wood  
I hear no children cry for food  
I see no woman, white with care  
No man, with muscles wasting here  
    No doubt it is a selfish thing  
    To fly from human suffering  
No doubt he is a selfish man  
Who shuns poor creatures sad and wan.

- 1) Why is the life sweetest in the country?
- 2) How are the women in the country?
- 3) Which line says us men in the country are hard working?
- 4) What is the selfish thing according to the poet?

**Work out the following questions.**

- 1) Who is a selfish man?
- 2) Why does the poet like to be in the country?
- 3) Which is a wretched life?
- 4) Which line shows the generosity of the poet?
- 5) Why can't the poet admire the statue?
- 6) What is the green tree compared to?
- 7) What must the poet do in every city?
- 8) Where does the poet see suffering faces?
- 9) What does "great places stand for"?
- 10) Who groans and sighs behind the poet?
- 11) What does wolfish eye stand for?
- 12) Whose are the wolfish eyes here?

### **Constructing Discourses**

**V. Write Profiles on the following great men using the hints given below.**

#### **SATCHIDANANDAN**

Born	:	28 May 1946
Place of birth	:	Pulloot, Thrissur, Kerala
Education	:	Christ College, Maharajas college
Career	:	Poet, critic, playwright, translator, academician and editor
Awards	:	above two dozen awards. Kerala Sahitya academy award (1989 for poetry, 1999 for drama, 2009 for translation), Vayalar award 2005, Odakuzhal award 2001.
Works	:	Anjusooryan, Atmagita, Gandhi, Kurukshethram, Adithattukal etc.

#### **WILLIAM HENRY DAVIES**

Born	:	3 July 1871
Place of birth	:	Monmouthshire, Wales
Occupation	:	Poet, writer
Literary movement	:	Georgian poetry
Works	:	The autobiography of a super-Tramp, Leisure
Died	:	26 September 1940

## ANTON CHECOV

Born	:	17 January 1860
Place of birth	:	Taganrog, Ukraine
Status	:	Russian playwright and Short story writer
Profession	:	Doctor
Award	:	Pushkin prize, 1888
Works	:	The man in a shell, Goosberries, About love, In the Ravine
Death	:	15 July 1904 Badenweiler, Germany.

## SPEECH

### **Entry interaction:**

You have read the one act play THE BEGGAR AND THE KING .The play is about poverty, hunger and human sufferings .The king in the play disdains the poor. After completing the play we also stand with the beggar, don't we? Poverty is a curse to the society. Crores of people are living in poverty. Don't we sympathise with them?

October 17th is the international day for the eradication of poverty. In the school assembly you are asked to deliver a speech on the importance of eradicating poverty from the world .What would you speak?Prepare the speech based on the ideas you got from the lesson 'THE BEGGAR AND THE KING'

Try to write yourself. The following hints will help you to write a good speech.

(Salutation-what is poverty?-what causes poverty? What are its effects? Your suggestions- conclusion)

Now make your speech more beautiful analyzing the following questions

- 1) How did you begin your speech?
- 2) Who did you address?
- 3) Could you well speak about the topic?
- 4) Could you well express them in proper order?
- 5) Did you sum up your speech with your on views?
- 6) Could you extend vote of thanks to your audience?

### **Asses yourself with the following grading indicators.**

- Proper introduction
- Good beginning
- Proper order
- Clarity of ideas
- Proper language
- Impressive style
- Proper conclusion

## **Teacher's Version**

Respected Headmaster, dear teachers and my dear friends, good morning to you all. I am extremely happy for having got a chance to address all of you. Today we observe the international day for the eradication of poverty. I would like to speak a few words on poverty and hunger on this occasion.

What is poverty? Poverty is a situation in which people do not get sufficient food and basic needs. It is an enduring problem. According to the UNO, poverty in our world is still a very real and distressing problem. About 25000 people die every day of hunger and hunger related causes. How pathetic it is! It is not an exaggeration that majority of people in our country live with less than 20 rupees a day. What are the causes for this ferocious misery? War, famine, drought, natural calamities, epidemic and poor crop yield. Furthermore lack of democracy and knowledge about human rights worsen the situation. Inefficient and insincere Government is another prominent reason. If the rulers turn their faces against the cries of people for bread, like the autocrat in the play "The Beggar and the King" by Winthrop Park Hurst, the rage of downtrodden will break the boundaries.

Many anti social elements and violence will be the aftermath of poverty and hunger. We must not look at poverty as a fragmented and isolated problem, but we must view it as the root of many social problems. What can we do to lessen this misery? As we are the torch bearers of a bright future, is it not our prime duty to fight against poverty? If we strengthen democracy that can look for the welfare of the down trodden, this problem can be lessened to a great extent. We must take action and pressure our Government, industries, private capital, every one who can be our ally in this fight against poverty. We may take pledge that we must do everything in our power to establish a world where all people can live a life without hardships, suffering, adversity or insecurity. I thank you all for your kind listening.

## **Textual Essay**

The play "the beggar and the king" has contemporary relevance as it addresses the basic issues of human suffering and power. Do you agree?

(Introduction-written by Park hurst- the beggar cries for bread-king gets annoyed-commands to lash, cut the tongue, kills him-plots to send the beggar away- commands not to beg-tempts the beggar to obey-significance of the title-king represents power and any autocratic ruler-synonyms of cruelty disdains poor people-beggar represents poor common people- beggar asks the king to pass the power to people-warns the king-spokesman of democracy-voice of the voiceless)

## **Text based discourses**

1. The beggar walked out of the king's chamber. The king ordered him to be chased. Imagine, as ordered by the king, the servant chased him. What would be the likely dialogue between them?
2. "The king has commanded thee not to beg for bread any more. The noise of thy voice is as garbage in his ears". The Servant, an ardent supporter of the King has changed his attitude towards the end of the play, almost becoming a supporter of the beggar. Attempt a character sketch of the Servant tracing his change in attitude as you see him in the play.
3. You have read the play "The Beggar And The King" The drama Club of your school has selected the play to be staged. Prepare an announcement, introducing the play to the audience.
4. "You stake your millions and I stake my freedom", said the young man to the banker. Next day there appeared a newspaper report on this strange event. Prepare the likely news report.

5. “When the banker read the note of the young man, he laid the page on the table, kissed him on his head and went out of the lodge weeping”. The banker was moved by this. He makes a diary entry on the day. Draft the likely entry.

### **Key to Answers**

#### **‘The Beggar And The King’**

- 1) The King commanded the beggar not to beg because the noise of his voice offended the king.
- 2) The beggar commanded the king to remove the crown from his forehead and throw it from window into the street.
- 3) The beggar means, to pass the power to the people.
- 4) The Irresponsible reign of the king makes him beg.
- 5) Offend

#### **The Bet**

- 1) The old banker was remembering about the party which he had given fifteen years before.
- 2) The guests were talking about the capital punishment and death penalty.
- 3) The guests disapproved of death penalty as out of date, immoral and unsuitable for cristian states.
- 4) The guests preferred life imprisonment to death penalty.
- 5) Penalty

#### **Cactus**

- 1) Thorns are the language of the cactus.
- 2) Thorns stand for pain and suffering.
- 3) Cactus announces its existence with a bleeding touch.
- 4) The cactus loaths the lovers because they betrayed it.
- 5) Bleeding touch.

#### **In the Country**

- 1) The life is sweetest in the country because there is no cry of children for food.
- 2) The women in the country are not white with care.
- 3) 'No man, with muscles wasting here.'
- 4) According to the poet to fly from human suffering is a selfish thing.
- 5) A man who shuns poor creatures sad and wan is a selfish man.

## Unit 5

### ART AND ATTITUDES BALHAZAR'S MARVELLOUS AFTERNOON

#### Analysing Textual Passage

#### I Read the following passage and answer the questions that follows.

In truth, Jose Montiel was not as rich as he seemed. In his house, a few blocks from Balthazar's, he remained indifferent to the news of the cage. His wife was lying in bed with her eyes open, while he took his siesta. Hearing a clamour outside, she opened the door to living room and found a crowd in front of the house and Balthazar with the cage in the middle of the crowd, dressed in white and freshly shaved.

"What a marvellous thing!" Jose Montiel's wife exclaimed, with a radiant expression, leading Balthazar inside. 'I've never seen anything like it in my life', she said and added annoyed by the crowd which piled up at the door.

- 1) Why was Balthazar surrounded by a crowd?
- 2) 'Dressed in white and freshly shaved' what does it speak about Balthazar's mood?
- 3) What is the 'marvellous thing' referred here?
- 4) What impression do you form of Jose Montiel in this passage?
- 5) Find out one word that means, "Short sleep after lunch"

#### DIARY ENTRY

II A crowd of people gathered around Balthazar when he took the cage to the Montiels. He felt proud that the artist in him was reborn. Later he noted the whole incident in his diary. What would be the likely diary entry?

Let's try

What do we write in our diary? of course,

- Some of the important events of the day
- Something that we cannot forget forever
- Something that really touch our heart
- Things we have done
- People we met
- Our dreams for the coming day.

When do we write the diary?

At the close of the day, mostly just before we go to bed. Before you start writing, imagine yourself as Balthazar. If so what thoughts would go in your mind on that occasion?

I would think of

- Cages made so far
- My own assessment of the work

- Going to the Montiels
- Montiel's response
- Leaving the cage to Pepe, his son
- Going to the pool and celebrating the victory
- My own concept of art
- My dream of making more cages

Now me you put these thoughts into words in my diary.

\* \* \* \* \*

If you have tried, let us think of the following

- Have I given a proper beginning?
- Could I well express the thoughts and feelings of Balthazar?
- Have I used the proper language, that is first person narrative?
- Could I link the sentences properly?
- What about the overall organisation of ideas?
- Have I given a proper ending?
- Where should I improve next time?

**Now, have a look at your teacher's diary**

I feel I am a real artist today. I have made many cages so far, but today I made a special one. Whoever saw the cage congratulated me and demanded it offering a good amount. Some commented that it was the most beautiful one. Even Octavio Giraldo said it was the flight of imagination and I am an extra ordinary architect. It was Pepe, Jose Montiel's son who ordered for it. So I took the cage to the Montiels. How mean and indifferent he was! He didn't even look at the cage. He shouted at me and scolded the boy. I didn't care. I gave the cage to Pepe and left for the pool. I enjoyed the day with my friends there. Anyhow I will make a million more cages. Let my cages reach every hand and reveal the beauty of art.

**III "Artist cannot exist unsupported by money" How do you evaluate Balthazar against this statement?**

The following hints will help you.

(Artists need money - Balthazar differs - a carpenter-possesses the real spirit of an artist - lacks realistic attitude to life - embodiment of human values - praised by all - gives the cage to Pepe - not discouraged by people like Montiel - considers art greater)

**Other text based questions for discussion**

- 1) Ursula, Balthazar's wife began dreaming when the cage was widely appreciated. She thought Balthazar would get a very good price for the cage. She thought more. What would be her thoughts?

- 2) Pepe, the twelve year son of Jose Montiel had limitless joy when he became the owner of a beautiful cage. Next day he narrated the whole incident to his friends at school. What would he narrate?
- 3) Balthazar's cage became a talk in public. People reached Balthazar from all corners. News paper men too. Next day there appeared a report on Balthazar and his art in newspaper. Draft the report.
- 4) Jose Montiel really felt sorry when Balthazar left the cage for Pepe as a gift. Later he wrote a letter of apology to Balthazar. What would be the likely letter?
- 5) Balthazar leaves the Montiels after giving the cage to Pepe for no payment. Write a likely conversation between Mrs. and Mr. Montiel thereafter.
- 6) If Balthazar is invited to your school, what would he speak of art and artists? Write the likely speech.
- 7) Balthazar reached home next day. Ursula, his wife wanted to know what happened to him overnight. Balthazar opened his heart then .... what would he narrate?

### ***ART THAT HEALS***

#### **I Read the following passage and answer the questions that follow.**

One of my parent's deepest fears, I suspect, was that society would not properly value me as a musician, that I wouldn't be appreciated. I had very good grades in high school, I was good in science and maths, and they imagined that as a doctor or a research chemist or an engineer, I might be more appreciated than I would be as a musician. On some level, I think my parents were not sure themselves what the value of music was, what its purpose was. And they loved music they listened to classical music all the time they just weren't really clear about its formation. We live in a society that puts music in the arts and entertainment section of the newspaper. Serious music the kind your kids are about to engage in, has absolutely nothing whatsoever to do with entertainment. In fact it's the opposite of entertainment. Let me talk a little about music and how it works.

- 1) What was the fear of the author's parents?
- 2) What was their dream about their son?
- 3) Do you think the author's parents really liked music? Why?
- 4) What, according to the author, is real music?
- 5) Find out one word that means, "a person who prepares and sells medicine"

#### **Other text based discussions**

- 1) Karl Paulnack conducted thousands of musical concerts in his life. He felt himself to be a real musician when he conducted one at the nursery. That night he shared his joy with his diary. what would be the likely diary entry?
- 2) The Fine Arts Society of your school conducted a debate on the topic, "Entertaining people and making money is the aim of artists" You were speaking against the argument. Write what you would speak on the occasion.

- 3) Karl Paulnack was invited to your school to inaugurate the school Fine Arts Society. On the occasion he made a speech on the healing power of art. What would be the likely speech?
- 4) The elderly man approached Paulnack backstage after the concert in the nursery. write a likely conversation between the two.
- 5) Many a time you have attended music and musical concerts. Narrate any experience in which music brought back your old memories.

### **Analysing Textual Poems**

Read the following lines quoted from 'The Master' and answer the questions that follow.

“When Han Khan was summoned  
to the imperial capitol  
it was illustrious senior court painter  
to learn from him the refinements of the art  
No, thank you, 'he replied,'  
'I shall apprentice myself to the stables”

- 1) Where does the story in the poem take place?
- 2) Why was Han Khan summoned to the imperial capitol?
- 3) Did Han Khan follow the suggestions? Why?
- 4) How do you evaluate Khan as an artist?

### **Work out the following questions**

- 1) Who summoned Han Khan to the capitol?
- 2) What was the suggestion given to Khan?
- 3) What would have happened if Khan had followed the suggestion?
- 4) Why did Khan choose a stable?
- 5) What impression do you form of Khan from this poem?
- 6) Quote some expressions that show the keen observations of the artist?
- 7) 'Keen Alertness', 'Sensitive Stance', What do these expressions suggest in the poem?
- 8) What message does this poem give to an artist?
- 9) What did Khan announce by choosing his own way?
- 10) Why do you think the picture of Khan can overcome the time?
- 11) The picture 'Still dazzles' how?

### **The Arrow and the Song**

Read the following lines and answer the questions given below.

I Shot an arrow into the air  
It fell to earth, I knew not where;  
For, so swiftly, it flew, the sight  
could not follow it in its flight

I breathed a song into the air,  
it fell to earth, I knew not where;  
For who has sight so keen and strong  
That it can follow the flight of song?

- 1) Who is 'I' in these lines?
- 2) What are the two actions referred here?
- 3) How are the two actions similar?
- 4) What is unusual about an arrow and a song?

**Work out the following questions**

- 1) The poet did not know where the arrow fell. Why?
- 2) What do you mean by 'I breathed a song'?
- 3) Why couldn't the poet follow the flight of a song?
- 4) Can anyone follow the flight of song? Why?
- 5) Where did the poet find the arrow?
- 6) What is similar about an oak and a heart?
- 7) Do you think the song will live long? How?
- 8) Is there anything strange in placing arrow and song together?
- 9) Is a song greater than an arrow? how?
- 10) Why does the poet say that he found the song in the heart of a friend?
- 11) What is the theme of the poem?
- 12) How does the poet establish the longevity of art?

**Write profiles on the following great men using the hints given below.**

**GABRIEL GARCIA MARQUEZ**

Birth : 1927  
Nationality : Columbia  
Popular Name : Garbo  
Career : Novelist, Story Writer, Journalist, Screen Writer  
Awards : Nobel Prize  
Notable Works : One Hundred Years of Solitude, Love in the time of Cholera

**FREDRICK MORGAN**

Birth : 1922  
Place : New York  
Career : Poet, Essayist, Translator, Founding Editor of Quarterly-Hudson Review  
Awards : Aiken Taylor Award for Peotry 2001  
Notable Books : A book of Change, The one Abiding  
Death : At the age of 82, 2004

## Keys to Answer

### UNIT V : ART AND ATTITUDES

#### I BALTHAZAR'S MARVELLOUS AFTERNOON

- 1) Because he had beautiful cage in his hand.
- 2) Pleasant mood
- 3) The Cage
- 4) Mean and indifferent to art
- 5) Siesta

#### II ART THAT MATTERS

- 1) The author wouldn't be accepted and appreciated as a musician.
- 2) They dreamed him to be a doctor, a research chemist or an engineer.
- 3) Yes, they liked, They listened to classical music.
- 4) It is the opposite of entertainment
- 5) Chemist

#### III Poem : THE MASTER

- 1) In King's Palace
- 2) The king wanted him to learn art/to get trained in art/any other sensible response.
- 3) No, he didnot follow, He wanted to gather his own impressions of the horses.
- 4) He believes in the freedom of artists for the real artistic exprerssions/a real artist who doesn't like to copy others/or any other sensible response.

#### IV Poem : THE ARROW AND THE SONG

- 1) The Poet
- 2) Shooting an arrow and singing a song
- 3) Both of them are lost once launched
- 3) They never go together / their attributes are contrary to each other.

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## LANGUAGE ELEMENTS

### Language Elements

Given below is a passage written by student. Edit it.

1) The stranger disappeared in to dark. He was totally disapointed. The thought of Blue Bouquet was still haunt him. He walked desperately the whole night until he reached his Sweetheart's cottage. "Dear ....." in an embarrassed tone he continued. "I could not find any one \_\_\_ had blue eyes. I am extremely sorry that I can not take out blue eyes from innocent men and make a blue bouquet"

"Blue eyes! from men? She staring on him in horror. The greatest nonsense I have ever hear. I just asked to you make a bouquet of Baby Blue Eyes ..... those beautiful flowers"!!

**Classify the noun phrases according to the position they occupy in the sentences in the above passage.**

Noun Phrases in Subject Position	Noun Phrases in object/ Complement Position	Noun Phrases after a preposition

After Editing,

**Read the above passage once again and identify the sentence patterns and label them.**

2) Here is a letter written by Nandu, a student of Std X to Devu, her sister. But there are a few errors in it. They are underlined. Edit the letter using Editing codes.

Kasaragod  
13 December

Dear Devu,

Yesterday I gone to a zoo with my friends. I see many Kangaroos. Many of them have babies peeping out of their pouches. They safe feel and comfortable in the pouch. Have you ever saw baby Kangaross? how beautiful they are.. They look out at the world their eyes full of wonder.

If you come here next time, I show you the zoo.

Love,  
Nandu

**3) Bathazar made cages. Do you know how? Here are a few steps that he followed in making cages.**

1. Gathered wooden bars
2. Cut them into equal size.

3. Made marks on the bars
4. Fixed bars on the marks
5. Made some rectangular frames
6. Placed the fixed bars on the frames
7. Kept a bowl inside
8. Placed a bar across the bowl.

**Whoever follows these steps will make a cage. Let's rewrite the first two sentences as follows.**

1. Wooden bars were gathered
2. They were cut into equal size

Make similar sentences from the above steps.

3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

The sentences 1 and 2 the actions are more important than the doer. In such case the object of the sentences come to the subject position, that is, we begin the sentence with the object. So these sentences are in passive form.

**Question 4**

**Competencies:** Uses language elements relevant to the context

After watching the play, 'The Beggar and the King' Ravi told his mother the following:

The servant asked the king to listen to a tale which had happened the previous day. The King replied that he was listening.

Write the words of the servant and the king. You may begin like:

Servant: 'O King, ....!'

King: 'I....!'

**Question 5**

**Competencies:** Uses language elements relevant to the context

**Read the piece of conversation below and answer the questions.**

The King : Why does he cry for bread?

The servant : O King, he cries for bread in order that he may fill his belly.

- a. What did the king ask?
- b. What was the servant's reply?

**Question 6**

**Competencies:** Uses language elements relevant to the context

**Read the conversation and complete the sentences given below:**

John : What a beautiful picture!

Ganga: Thank you. I knew you would like it.

- a. John exclaimed \_\_\_\_\_
- b. Ganga thanked \_\_\_\_\_

**Question 7**

**Competencies:** Uses language elements relevant to the context

**Read the dialogue given below and complete the passage.**

Appu : When is the Youth festival in your school scheduled?

Ammu: It is scheduled for Friday.

Appu: Are you participating in any of the items?

Ammu : Yes, I'm participating in the light music competition.

Appu: Why have you chosen that item?

Ammu : Music is my greatest passion.

Appu asked Ammu \_\_\_\_\_ a \_\_\_\_\_

In reply to it she said \_\_\_\_\_ b \_\_\_\_\_

Then Appu enquired \_\_\_\_\_ c \_\_\_\_\_

Ammu answered that she \_\_\_\_\_ d \_\_\_\_\_

Then Appu again asked her why \_\_\_\_\_ e \_\_\_\_\_

To this Ammu answered that \_\_\_\_\_ f \_\_\_\_\_

### Question 8

**Competencies:** Edits and refines a loosely written passage

Uses language elements relevant to the context

Given below is a passage from Sonu's Science notebook. There are a few errors in it which are given in bold letters. Edit the passage.

Water evaporate (a) from lakes and oceans. The water vapour condenses into tiny droplets for (b) water. The droplet (c) crowd together and form clouds. The clouds blew (d) towards the land by the wind. The tiny droplets join and fall as precipitation to a (e) ground. The water soaks into the ground and collects on (f) rivers and lakes.

### Question 9

**Competencies:** Edits and refines a loosely written passage

Uses language elements relevant to the context

The errors in the passage below are given in bold letters. Edit it.

Mr Moorthi said that he was very sorry that he cannot (a) attend the sales conference on Monday. He was leaving for Shimla that evening and would be not back (b) till Wednesday. He wished Mr. Salim attending (c) the conference instead. Mr. Moorthi will (d) be happy if he was informed about it by that evening, so that Mr. Salim could make him (e) travel arrangements. He apologised for the inconvenience causes (f).

### Question 10

**Competencies:** Edits and refines a loosely written passage  
Uses language elements relevant to the context

**There are a few errors in the passage which are given in bold letters. Edit the following passage.**

As a medium the cinema goes far beyond mere entertainment to **becoming** (a) a record of time and space, **on** (b) everything that **moved** (c) or stands still before the camera. Its history is also the history of our culture: of **us** (d) speech and body language; of our dress-code; of our **way** (e) of living and **make** (f).

### Question 11

**Competencies:** Edits and refines a loosely written passage  
Uses language elements relevant to the context

**The errors in the passage given below are highlighted. Edit the following passage.**

It was the first day in school. The young scholars **have** (a) to introduce **theirself** (b) to their teacher. The teacher **follow** (c) the **convention** (d) ritual. He **going** (e) up to each one of them and waited **expectant** (f). The girl **sat** (g) at the end of the row was his daughter.

### Question 12

**Competencies:** Uses language elements relevant to the context

**Look at the following sentences:**

1. My brother burst the crackers **and** my leg was hurt.
2. The master **and** the servant were arrested.
3. Meenu was sick **but** active.

In sentence (1) the linking word 'and' connects two sentences, in sentence (2) 'and' connects two noun phrases and in sentence (3) two adjectives are connected by the linking word 'but'.

**Frame three sentences of similar pattern using 'and' in the first two sentences and 'but' in the third.**

### Question 13

**Competencies:** Uses language elements relevant to the context

**Look at the following sentences:**

1. The books can be kept both on the shelf and on the table.

2. You may either ring the bell or call me.

3. Sheela dictated the notes and I wrote it down.

In the first sentence, the linker 'and' combines two prepositional phrases; in the second, the linker 'either or' combines two verb phrases and in sentence (3), two sentences are combined by the linker 'and'.

**Frame three sentences of the similar pattern using the same linking words as shown above.**

#### Question 14

**Competencies:** Uses language elements relevant to the context

**Look at the following sentences:**

1. The length and breadth of a square should be equal.

2. The parrot talked loudly and clearly

3. The boy jumped off the wall and ran downstairs.

In the first sentence, two noun phrases are combined using the linker 'and'; in the second, two adverbs 'loudly' and 'clearly' are linked using 'and'; in the third, two verb phrases are linked.

**Frame three sentences of similar pattern.**

#### Question 15

**Competencies:** Uses language elements relevant to the context

**Complete the following conversation suitably.**

The Fox : Where's your son?

Mother : He disobeyed me and went out to the woods.

The Fox : Hmm. You know what it means to break the laws, \_\_\_a\_\_\_?

Mother : He is a kid. If you are angry like this \_\_\_b\_\_\_.

The Fox : A kid! \_\_\_c\_\_\_?

Mother : Yes, I did warn him not to go out.

The Fox : We won't forgive him. \_\_\_d\_\_\_?

Mother : I don't know when he will be back.

The Fox : Oh! Give this baton to him when he comes.

Mother : The more I request him to stay at home \_\_\_e\_\_\_

The Fox : Then let him face the consequences

**Question 16**

**Competencies:** Uses language elements relevant to the context

**Complete the following conversation suitably.**

- Sajeev: Did A.R Rahman win Oscar for 'Monsoon Weddings'?
- Rohit: You had better \_\_\_\_\_ a \_\_\_\_\_
- Sajeev: Please help me if you know.
- Rohit: If I had known \_\_\_\_\_ b \_\_\_\_\_
- Sajeev: Your elder brother is a great fan of Rahman, \_\_\_\_\_ c \_\_\_\_\_?
- Rohit: Yes, but he is not at home
- Sajeev: \_\_\_\_\_ d \_\_\_\_\_?
- Rohit: He's staying in the college hostel.
- Sajeev: Give me his phone number.
- Rohit: The more polite you ask \_\_\_\_\_ e \_\_\_\_\_?
- Sajeev: Hey, stop kidding. Please give me his number.

**Question 17**

**Competencies:** Uses language elements relevant to the context

**Here is a conversation between Sherlock Holmes and Dr. James Mortimer.**

**Complete it suitably.**

- Dr. James Mortimer: There is something peculiar about your brain. It should be subjected to study, \_\_\_\_\_ a \_\_\_\_\_?
- Sherlock Holmes: Well, only after my death. You had better \_\_\_\_\_ b \_\_\_\_\_
- Dr James Mortimer: Oh, you're funny. Well, Mr Holmes, if \_\_\_\_\_ c \_\_\_\_\_ what would have you been?
- Sherlock Holmes: I would've been a businessman.
- Dr James Mortimer: Sounds good. But Holmes you look too frail. You can put on a little more weight, \_\_\_\_\_ d \_\_\_\_\_?
- Sherlock Holmes: The more I work \_\_\_\_\_ e \_\_\_\_\_.

**Question 18**

**Competencies:** Uses language elements relevant to the context

**Complete the conversation between the Principal and Swaminathan's father suitably.**

- Father : Good morning, sir. I'm Swaminathan's father.
- Principal : Good morning, what \_\_\_\_\_ a \_\_\_\_\_?

- Father : I want to know whether \_\_\_\_\_ b \_\_\_\_\_
- Principal : Letter? What letter?
- Father : I had written a letter of complaint about Mr. Samuel.
- Principal : What for? He is a very good teacher.
- Father : \_\_\_\_\_ c \_\_\_\_\_?
- Principal : He's been working here for the last 15 years.
- Father : No complaints about him so far?
- Principal : No, why?
- Father : What about Swaminathan's behaviour in school?
- Principal : He is a bit naughty. \_\_\_\_\_ d \_\_\_\_\_?
- Father : I'm very strict and he won't play his pranks at home.
- Principal : I don't think a father should be so. The stricter you become \_\_\_\_\_ e \_\_\_\_\_.
- Father : Thank you sir. I'll try to change my ways with him.

#### Question 19

**Competencies:** Uses language elements relevant to the context

**Complete the following choosing the right phrases given in brackets and fill in the blanks in the passage given below.**

The banker had \_\_\_\_ (a) \_\_\_\_ a plan to murder the lawyer. But when he came into the room he \_\_\_\_\_ (b) \_\_\_\_\_ a letter on the table. In it the lawyer expressed his decision to renounce the two millions and explained how he planned to \_\_\_\_\_ (c) \_\_\_\_\_ from the prison five hours before the time fixed. The banker \_\_\_\_ (d) \_\_\_\_\_ his plan and waited for the next day.

**(get away, call for, give up, set up, come across, go on)**

#### Question 20

**Competencies:** Uses language elements relevant to the context

**Rewrite the passage given below replacing the verbs that can be substituted by the phrasal verbs given in bracket.**

When my uncle **visited** (a) Paris he was detained at the airport. As he could speak only Malayalam and Hindi the airport officials could **understand** (b) nothing. His request for an interpreter was also **declined** (c). He was kept under custody but fortunately he was **released** (d) later because of the intervention of the Indian embassy officials.

**(call at, turn down, let off, make out)**

### Question 21

**Competencies:** Uses language elements relevant to the context

Read the following telephonic conversation between Asha and Mary and complete the conversation by choosing suitable phrasal verbs from the bracket given below:

(get on, go off, get back, hold on, look after, take after)

- Asha : Hello, can I speak to Mary please?  
The voice : \_\_\_\_\_ a \_\_\_\_\_ please, I'll call her.  
Mary : Hello, who is this?  
Asha : It's me, Asha.  
Mary : Oh Asha, tell me. How are you \_\_\_\_\_ b \_\_\_\_\_? What are your plans for the day?  
Asha : I'm fine. My youngest daughter is not well. So I have to \_\_\_\_\_ c \_\_\_\_\_ her.  
Mary : Oh, can you be there, on the line?  
Asha : What happened?  
Mary : There is somebody at the door.  
Asha : Well, I will \_\_\_\_\_ d \_\_\_\_\_ later.

### Question 22

**Competencies:** Uses language elements relevant to the context

Choose the appropriate phrasal verb and complete the passage

I \_\_\_\_\_ a \_\_\_\_\_ (came across/ came up) the screenplay of a movie that was going to be shot. Though I liked the storyline, I was \_\_\_\_\_ b \_\_\_\_\_ (taken aback/ taken for) by the climax. I asked the director to \_\_\_\_\_ c \_\_\_\_\_ (bring about/ bring down) certain changes. But he \_\_\_\_\_ d \_\_\_\_\_ (turn off/ turn down) my suggestions.

**Question 23**

**Competencies:** Uses language elements relevant to the context

**Look at the following word-pyramid.**

Villagers  
The villagers  
The genial villagers  
The genial villagers at the tea-shop  
The genial villagers at the tea-shop who discuss politics

**Now, construct a similar word-pyramid with the word 'boys'.**

**Question 24**

**Competencies:** Uses language elements relevant to the context

**Look at the following word-pyramid.**

Cars  
White cars  
All the white cars  
All the white cars on the road  
All the white cars on the road that I saw yesterday

**Construct a similar word-pyramid with the word 'phones'.**

**Question 25**

**Competencies:** Uses language elements relevant to the context

**Look at the word pyramid.**

Flowers  
Red flowers  
Some red flowers  
Some red flowers in the bouquet  
Some red flowers in the bouquet that attract us

**Construct a similar word-pyramid with the word 'books'.**

**Question 26**

**Competencies:** Uses language elements relevant to the context

**Supply the missing words in the following passage where '/' is given.**

Martin is in / (a) hurry.

He is late / (b) work again.

Martin's boss doesn't like it / (c) he is late.

His boss told him not to / (d) late again.

But he will be late / (e) all days.

### Question 27

**Competencies:** Uses language elements relevant to the context

**Supply the missing words in the following passage where '/' is given.**

Kerala is / (a) Indian state

located / (b) the Malabar coast

/ (c) South-West India.

On 1 November 1956 / (d) the States

Reorganization Act, the state came / (e) being.

### Question 28

**Competencies:** Uses language elements relevant to the context

**Supply the missing words in the following passage where '/' is given.**

Kathakali is / (a) highly stylized classical Indian dance-drama

noted / (b) the attractive make-up of characters, elaborate costumes,

detailed gestures / (c) well-defined body movements

presented in tune / (d) the anchor playback music and percussion.

It originated in / (e) state of Kerala during the 17<sup>th</sup> century.

### Question 29

**Competencies:** Uses language elements relevant to the context

**Supply the missing words in the following passage where '/' is given.**

The term coconut can refer to / (a) entire coconut palm,

the seed, / (b) the fruit, which is not a botanical nut.

The spelling 'cocoanut' is / (c) old-fashioned form of the word.

The term derived from Portuguese / (d) Spanish *cocos*, meaning 'grinning face'.

The three small holes / (e) the coconut shell resemble human facial features.

## READING UNFAMILIAR TEXTS

**1) Read the following story and the answer the questions given**

Murugan sang badly. When he sang, people clapped their hands over their ears and rushed away.

One day, Murugan saw a statue of a leader in the market, "Ah! he thought "Here is a man who can not run away"

He sang till his throat ran dry.

The next day, the people were surprised to see the statue's hands over the ears!

How did it happen? The singer was silent.

The king heard this. He offered a large reward for bringing down the statue's hands.

Murugan came forward and said he could do it. The people brought a ladder. He reached the top. He whispered something in to the statue's ear.

And ho! the statue lowered his arms slowly.

Murugan became a hero. But he never told anybody what he had whispered in the statues ears!

- 1) What did the people do when Murugan sang?
- 2) Why did Murugan sing to the statue?
- 3) "The Statue's hands over the ears" - How did it happen?
- 4) Can you guess what Murugan whispered in to the statue's ear?
- 5) Give a title to the story.

**2) One day the wind said to the sun, "I am stronger than you". The Sun laughed and said "How stupid! I am much stronger" And they decided to test their strenght on a traveller.**

"There goes a man with a jacket" said the wind "Can you make him take off his jacket"?

"Why don't you try first?" said the sun. The wind puffed up his cheeks and began to blow. The man put his head down and walked on. The wind blew harder and harder. But the man only held his jacket tighter. At last the wind gave up and asked the sun to try.

The sun began to smile . Soon it grew warmer. The man felt hot. He undid the buttons of his jacket. The sun shone brighter and brigher and the man felt hotter and hotter. At last he sat down on a big stone and took off his jacket.

**Answer the following questions**

- 1) Who was proud of his strength?
- 2) How did the sun and the wind decide to try strength?
- 3) What did the wind do?
- 4) Was the wind successful?
- 5) What did the traveller do when the sun grew very hot?

3) **Three Learned Fools**

Once there were four friends. Three of them were learned men. People called them doctors. But they were not wise. The fourth man was not a doctor, but he was wise.

One day the four friends were passing through a forest. They saw a Lion on their way. It was dead, "Let us give it life" they said.

"I can put the bones together" said the one

"I can stitch up the wounds" said another.

"I can make its heart beat again" said the third

But the fourth man said, "Stop, don't do that, The Lion will kill you". The learned doctors laughed at him and called him a fool. As they started their work, the fourth man climbed up a tall tree. The beast soon came to life. Then it sprang upon the three doctors and killed them. When the lion had gone away, the fourthman climbed down the tree and went home.

**Answer the following questions**

- 1) Which of the four friends was wise?
  - 2) Where were they going one day?
  - 3) What did they see on the way?
  - 4) Did the doctors listen to the advice of their friends?
  - 5) What did the beast do after coming to life?
- 4) One Thursday, I woke up very late as I didn't hear the alarm bell. I jumped out of bed on the wrong side, landing on the tail of my dog, ignoring his growls. I entered the bathroom and put my hand in to the bucket. But withdraw it instantly as I realised my mother had forgotten to add cold water to the warm water. I managed to take bath and went down for breakfast. While gobbling my breakfast. I spilt milk on my uniform. A string of abuses issued from my mother's mouth. I changed my uniform in a hurry and ran to the bus stop only to find that my shcool bus had already gone. I pleaded with my father to drop me to school and got a long lecture on punctuality.
- 1) The narrator was .....  
a) A small boy      b) A School Boy      c) A young man      d) A Teacher
  - 2) Father .....  
a) Kept mum      b) Left home very early      c) Advised the narrator      d) Punished the narrator
  - 3) Mother .....  
a) Consoled the narrator      b) Scolded the narrator  
c) Helped him in every work      d) Said nothing
  - 4) Why did the narrator wake up very late?

5) Why did the mother get angry with the narrator?

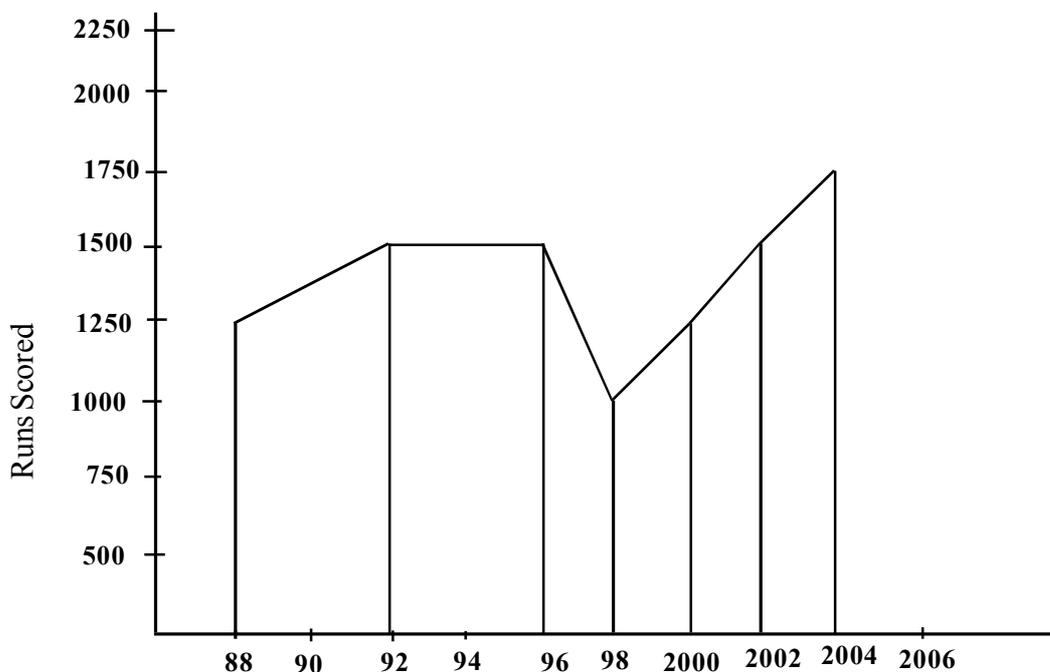
V Turning to his youngest daughter Cordelia, whom he called his joy, he asked her what she had to say. He expected that she would please his ears with loving speeches. He thought that her love would be much stronger than that of her sisters. She had always been his darling and favoured by him above either of them. But Cordelia was disgusted with the flattery of her sisters. She knew that they and their husbands only wanted to satisfy their selfishness. So She only said that she loved his majesty according to her duty, neither more or less.

The king was shocked with this seeming ingratitude in his favourite Child. He asked her to consider her words and to mend her speech if she did not want to lose her fortune.

- 1) How did Cordelia view her sister's words about her?
- 2) What did Lear expect from Cordelia?
- 3) How much did Cordelia love Lear?
- 4) Why was Lear shocked when he heard the words of Lear?
- 5) How did Lear react to Cordelia's words?

## INTERPRETING DATA

- I The following graph shows the career achievement of a well known cricketer. Study the graph and answer the questions below



- 1) When did the cricketer start his career?
- 2) Which year did he get the maximum score?
- 3) Compare his performance before and after the year 2000.
- 4) Comment on his performance between the year 1992-1996

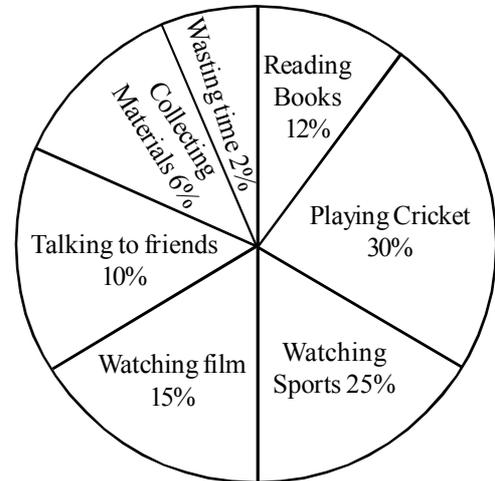
### II Study the following weather report

Name of City	In 24 hours		Rain fall	
	Temperature		Past 24 hrs	Since 15th November
	Maximum	Minimum		
Mumbai	36	22	-	100
Chennai	32	24	28	250
New Delhi	26	18	-	180
Patna	28	17	-	210
Thiruvananthapuram	30	24	-	320

(Weather report for Friday, 19 November. Temperature is given in Celsius and rainfall is measured in cms)

- 1) Which city recorded the lowest temperature on 19<sup>th</sup> November?
- 2) Which city was the hottest on this day?
- 3) Which city had maximum rain fall since November 15<sup>th</sup>?
- 4) Which city had rainfall during the past 24 hours?
- 5) Which city would you recommend for a comfortable living? Why?

III A survey was conducted to find out how teenagers spent their free time. Study the diagram carefully and answer the questions that follow.



- 1) Majority of the teenagers spend their free time by .....
- 2) ..... % of them spend the time by watching TV for sports
- 3) The least percentage is for .....
- 4) What suggestion would you make about their reading habit?
- 5) What general impression do you form about these teenagers?

IV **Study the table**  
**Answer the questions**

**KASARAGOD RAILWAY STATION - TIME TABLE**

Train No	Name	Arrival	Departure	Destination	Platform No
6601	Chennai Mail	2.00	2.04	Chennai	1
6347	Mangalore Expresess	9.30	9.40	Mangalore	2
6341	Nethravathi Express	6.25	6.30	Trivandrum	1
6318	Himsagar	22.20	22.22	Jammu	2
6344	Parasuram Express	18.15	18.20	Mangalore	2

- 1) Devu and Nandu would like to go to Jammu, Which train would you suggest?
- 2) On which platform does the Nethravathi Express arrive?
- 3) How long does the Chennai mail stay at the station?
- 4) Which train halts the longest time at the station?

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