

# നിറകുതിർ 2019

## ENGLISH



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### **Introduction**

SSLC Examination 2019 is at threshold. Teachers are getting ready to make the learners score higher grades in the examination. To assist both teachers and the learners, DIET Alappuzha has prepared a revision package which will surely enhance the level of confidence of the learners.

The material focusses on the hard-spots, different discourses, language elements, repeated testing tools. Besides it will give them a clear cut idea about how to attempt different types of questions. It is prepared with a view of uplifting the linguistic competency, verbal economy and time management.

Hope it will be an entertaining exercise for both the teachers and the students.

**Dr. Angeline Mable**

**Principal**  
**DIET Chengannur**



**Unit 1 : Hues of life**

**1 Vanka-** Anton Chekhov (famous Russian short story writer)

The gist of the story-The dismal life of a nine year old orphan boy Vanka, who leads a miserable life in the house of Alyakhin, his cruel master and his efforts to escape from his plight.

**2 The snake and the mirror**

Vaikom Muhammed Basheer- A humorous account of the lonely life of a doctor and the incidents that he encounters with a snake in his room.

**3 The Girl's Garden-**Robert Frost-The story of a girl who asks her father for a bit of land to grow her own garden and her experiences thereafter.

**4.Mother to Son- Langston Hughes-** It is a monologue of a Black American mother who tells her son that life is not a crystal stair and not to give up his struggles to attain his dream.

**Discourses addressed**

- a) Diary
- b) Letter

- c) Character Sketch
- d) Thoughts
- e) Language Elements

## 1. Prose-reading comprehension

### I) Read the following passage and answer the questions given below.

Granddad was probably standing at the gate at this moment, screwing up his eyes to look at the bright red light coming from the church windows, or stumping about his felt boots, fooling with the servants. His rattle would be fastened to his belt. He would be throwing out his arms and hugging himself against the cold, or, with his old man's titter, pinching a maid, or one of the cooks. 'Have a nip,' he would say, holding out his snuffbox to the women. The women would take a pinch and sneeze. Grandfather would be overcome with delight, breaking out into jolly laughter, and shouting: 'Good for frozen noses!'

1. What would grandfather be doing on Christmas eve?
2. Why does he hold out the snuff box to the servants?
3. How does grandfather express his delight?
4. What did grandfather ask the servant women?

## 2. Poem Comprehension

a. Read the following lines from the poem and answer to the questions given below:-  
**A Girl's Garden.**

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

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

1. Where did the father want her to make a garden?
2. Why did he choose that place?
3. Pick out an instance of assonance from these lines.

4. Identify a visual image.

5. Pick out a set of rhyming words.

**b.** Read the following lines from the poem '**Mother to Son**' and write a critical appreciation focusing on the theme, speaker and poetic devices.

I've been a-climbin' on,  
 And reachin' landin's,  
 And turnin' corners,  
 And sometimes goin' in the dark  
 Where there ain't been no light.  
 So, boy, don't you turn back.  
 Don't you set down on the steps.  
 'Cause you finds it's kinder hard.  
 Don't you fall now—  
 For I've still goin', honey,  
 I've still climbin',  
 And life for me ain't been no crystal stair.

The poem **Mother to Son** is a beautiful poem written by Langston Hughes. It is a simple and straight forward piece structured in the form of a dramatic monologue. The mother advises her son that he will have to face many difficulties in life. She wants him not to turn back at the time of difficulties rather face it with courage. The poet uses the 'stair-way' to represent life and its toils. Being a black American woman she had to face many difficulties in her life. She prepares his mind and instills courage and confidence in him so as to face adversities.

The brilliant use of images helps the reader to understand the theme of the poem. The central image of the poem is "Crystal Stair." It echoes the Biblical story of Jacob's Ladder. The poem is written in Afro American dialect. The poet uses colloquial words such as ain't, I've, climbin' etc. The racial discrimination which is expressed in this poem gives universal appeal.

### Answers

#### 1. Prose-reading comprehension

1. He would be probably standing at the gate looking at the bright red light from the church windows or fooling with the servants.
2. so that they would have a nip and start sneezing
3. -He used to break into jolly laughter shouting that it was good for frozen noses.
  1. 4. Grandfather asked the servant women to have a pinch from the snuffbox.

#### 2. Poem Comprehension

1. Ans:-Idle bit of walled off ground where a shop had stood.
2. **Ans:-**Working in such an unsuitable land for cultivation can strengthen her thin arms.
3. **Ans:-**slim-jim-arm\_/i/ is repeated.
4. **Ans:-**walled off ground /slim-jim-arm
5. **Ans:-**bit-it, arm-farm,

## The Realm of Discourses

### 1. Diary

#### Things to remember

- a) \*Date, day, time
- b) \*Introduction : could be a general comment. Eg: Today was a good day/Today was a sad day
- c) \*Body:-
  1. The main part of diary entry
  2. Express your emotion and personal feelings of something or someone
  3. Use the first person narrative
- d) \*Conclusion-
  1. Conclude with your comment

1. Konstantin Makarich received the letter. He feels very sad and writes his feelings in his diary. Prepare the likely diary entry.

27<sup>th</sup> October, 2004 , Monday.

Today I am very sad. I am guilty of my deeds. I couldn't take care of my grand son. I thought I couldn't give him good food and clothing. Moreover I wanted to train him for a job. He is so sweet and innocent. How that man can be so cruel to him! Oh! God, forgive me. My poor child is suffering a lot. Anyway I have to save him. I have to find some money. Next week I will go to Moscow and bring him back.

2. Imagine that Grandfather received the letter of Vanka. He felt very sad. Tears rolled down his cheeks. What would be the diary?.

27<sup>th</sup> October, 2004 , Monday.

Oh! My grandson Vanka! What a miserable life you are leading! I'm not at all fit to be called a Grandpa. I'm the cruellest person in this world. What a cruelty I have committed! Sending away my only grandson at an early age to the hands of a devil. How innocent he is! My daughter Pelageya won't forgive me. Even now her last words are echoing in my ears. "Papa I'm handing over my only child to you. You are the father and mother of him now onwards. My days are numbered. I can't utter a

word. This pain..... bye papa bye. Saying so she breathed her last. Oh! What a sin I've committed. I only thought of the welfare of my grandson. I want to make him an expert in shoe making. I blindly believed the words of Alyakhin. I thought that he was a gentle man. How can I blame him? It's my fault. Anyway I'll go there now itself and bring him back. He is a precious gift of God.

2. Vanka wrote a letter and posted it. He felt so happy and his mind was full of hope. He couldn't sleep that night. He scribbled his thoughts in his diary. Prepare a likely diary.

3. The Doctor in the story "The Snake and the Mirror" writes about his strange experience in his diary. What it would be?

## 2. Character Sketch : Things to remember

- \*Title
- \* Physical features
- \* Character traits
- \* Likes and dislikes
- \* Family details
- \* Hobbies and beliefs
- \* Your comments

1. Vanka's Grandfather Konstantin Makarich is an interesting character. Prepare the character sketch of Konstanin Makarich.

### **Konstantin Makarich**

Konstantin Makarich is Vanka's grandfather. He is a night watchman in the estate of Zhiverev. He is a short, lean, old man about sixty five. But he is extremely agile and alert. He has a smiling face and is always funny. In the day time he either slept in back kitchen or sat joking with the cook and kitchen maids. At night he walked round and round the estate sounding the rattle. He likes fooling others. He gives the snuffbox to the women and make them sneeze. He leads a happy life without cares and worries.

2. The doctor in the story **The Snake and the Mirror** is a humorous character. Prepare the character sketch of the doctor.

3. Vanka is a heart touching character. Prepare the character sketch of Vanka.

4. Eel, the dog is wonderfully described in the story. Prepare the character sketch of Eel.

### 3. Letter :-

Letter is a written message conveyed from one person to another. There are two types of letters. Personal and Official.

#### Things to remember

- \* Use proper format: place,date, salutation
- \* Good beginning
- \*Idea conveyed
- \*Proper conclusion
- \*Proper complementary close

1.Imagine that Grandfather Konstantin Makarich received the letter of Vanka. He felt very sad on reading it. He decided to write a letter to Alyakhin. What would be the letter? Prepare a likely letter.

Zhivarev Dale  
Moscow  
Dec 11, 2018.

Dear Alyakhin,

Hope you are fine. Do you remember me? I'm Konstantin Makarich, the Grandad of Vanka.

I came to know that you ill-treated my grandson. Don't you know that he is the only grandson of me? When I sent him to you, I thought he would get a good training. Yesterday, I got a letter from him. I was shocked at your cruelties. He is not getting enough food. He can't even sleep. I wished you were a well wisher. I will be there soon.

Yours truly  
Konstantin Makarich

2. On returning his rented house the doctor realised that his house was looted by some burglars. He decided to file a complaint to the local police station. Prepare the likely complaint letter.

#### Language Elements

##### 1. Dialogue Completion



1. Alyakhin's wife: Vanka.....(a).....?  
 Vanka : Madam, I am rocking the cradle.  
 Alyakhin's wife : You didn't wash the clothes,.....(b).....  
 Vanka : No, not yet completed. The baby started to cry.  
 Alyakhin's wife : If you didn't complete the work ,.....(c).....  
 Vanka : But madam, the more I rock the cradle,.....(d).....  
 Alyakhin's wife : You had better.....(e).....  
 Vanka : What can I do with the baby? It won't sleep.  
 Alyakhin's wife : .....(f).....?  
 Vanka : No Mam, I am not questioning you.  
 Alyakhin's wife : Ok, Go and do your work.

(a. What are you doing? b.did you? c. I wouldn't give you food d. the more she cries. e. take her out f. Are you questioning me? )

2. Neighbour : Doctor, you look so terrified,.....a.....?**don't you?**  
 Doctor : A snake coiled around my arm.  
 Neighbour : .....b.....?**did it bite you?**  
 Doctor : No, it didn't bite me.  
 Neighbour : If the snake had bitten you,.....c.....?**would you have medicines at home?**  
 Doctor : No, I wouldn't keep medicine at home.  
 Neighbour : You had better.....d.....**shift to another house.**  
 Doctor : Yes, I decided to change the house.

## 2. Phrasal verbs

A preposition or adverb particles attached after a verb. It is treated as a single unit.

1. Read the following passage and choose the correct phrasal verb to fill in the blanks

The doctor.....a.....telling the story. All his neighbours .....b.....their business and .....c.....there to listen to him. They .....d.....many questions to know more about the theft.

( a) went on b) put aside c) turned up d) put forward)

2. Vanka .....a..... his sorrows in the form of a letter to his Grandpa. Many times he ....b..... from his seat and walked towards the door. He was afraid that at any time his master and mistress would ....c..... But he ...d.....with his writing.

a) put down    b) got up    c) turn up    d) went on

### 3. Supply the missing words

One day last week the mistress told me.....a..... gut .....b.....herring and I began .....c.....the tail and she picked .....d.....the herring and rubbed my face .....e.....the head.

**Ans: a) to    b) a    c) from    d) up    e) with**

2. It was .....1.....hot summer night .....2.....ten O'clock. I had my meal.....3..... the restaurant and returned .....4.....my room. I heard a noise .....5.....above as I opened the door.

**Ans: 1)a    2)about    3)at    4)to    5)from**

### 4. Sentence Pattern

Vanka was an orphan boy. He lived in the house of Alyakhin. He treated him cruelly. This made him sad. He wrote a letter to his Grandfather.

Analyse the sentences

Vanka was an orphan boy. \_\_\_\_\_ S V C  
 He lived in the house of Alyakhin.\_\_\_\_ S V A  
 He treated him cruelly.\_\_\_\_\_ S V O A  
 This made him sad. \_\_\_\_\_ S V O C  
 He wrote a letter to his grandfather.\_\_\_\_ S V O O

### 5. Pick out the V P from the following sentences.

Even the dogs would be given snuff.

Kashtanka would sneeze, shake her head and walk away offended.

**(would be given snuff, Would sneeze ,shake her head and walk away offended)**

### 6. Reported Speech

1. Konstantin Makarich: 'Have a nip,' it is good for frozen noses.

Kitchen maids : We don't use snuff.

\*What did Konstantin Makarich offer the kitchen maids?

\*What did they reply?

**Ans:** *Konstantin Makarich offered the kitchen maids to have a nip and added that it*

*was good for frozen noses.*

**Ans:** *They replied that they didn't use snuff.*

2. Neighbour : Did you see the snake the next day doctor?  
 Doctor : I've never seen it since.

- \* what did the neighbour ask the doctor?
- \* What was his reply?

**Ans:** The neighbour asked the doctor whether he had seen the snake the following day.

He replied that he had never seen it since.

## 7. Editing

**There are some errors in the passage. Edit them.**

Immediately I smears oil all over himself and took a bath. I change into clothes fresh. I took my friend and one or two other to my room to move my things from there.

**(a. smeared, b. myself, c. changed d. fresh clothes e. others )**

## Unit 2: The Frames

This Unit has three literary pieces. They are as given below.

1. **Project Tiger** – A memoir by Satyajit Ray, the celebrated Indian Film maker. It describes the personal experiences of Satyajit Ray while shooting with a tiger.
2. **My Sister's Shoes**- The screenplay of initial scenes of the feature film 'Children of Heaven' by Majid Majidi, a renowned Iranian film-maker. It narrates the bond of love in between a brother and a sister. The loss of a pair of shoes and consequences are beautifully mentioned.
3. **Blowin' in the Wind**- A song by Bob Dylan against oppression and injustice, described as the The anthem of the 1960' s Civil Rights Movement.

The following linguistic competencies are specifically addressed from the unit.

1. Prose-reading comprehension
2. Poem-comprehension and critical appreciation
3. Notice
4. Letter

5. Write -up
6. Newspaper report
7. Questionnaire
8. Profile
9. Diary
10. Language Elements

### 1. Prose-reading comprehension

Read the paragraph and answer the following questions. **project Tiger**

**a.** Having thought of the scene, I simply had to shoot it. But where were we going to find a tiger? The obvious thing to do was to look in a circus since they were likely to have trained animals. As a matter of fact, one called Bharat Circus was visiting Calcutta at the time, holding shows in Marcus Square. We sent someone to make an appointment with its Tamil manager and then went to meet him one morning. He greeted us warmly and ordered South Indian coffee for us. The manager heard the reason for our visit, then sent for one Mr Thorat. He turned out to be the ringmaster. He, too, was a South Indian, very well built, with features somewhat like those of a Nepali. He was perhaps no more than forty. He showed us an old scar on his forearm, which had been caused by a tiger.

- a) What was the problem Ray faced in shooting? - **Ans:- Finding a tiger.**
- b) Where was the circus held ? **Ans: at Marcus Square**
- c) What kind of a man was the circus manager ? **Ans: very friendly and hospitable.**
- d) Pick out the word from the paragraph which means 'mark of a wound'. **Ans: scar**
- e) The manager offered them South Indian coffee. ' Rewrite the sentences beginning with South Indian coffee. **Ans:-South Indian coffee was offered to them by the manager**
- f) How is the ring master Mr Thorat described? **Ans:- The ring master Mr. Thorat was a forty year old, well-built South Indian with features somewhat like that of a Nepali.**

**b.** Read the excerpt and answer the following questions from **My Sister's Shoes**

The Footpath Outside the Bakery

A small group of men are waiting in a queue outside the bakery to buy nan. The outline of buildings in the street is seen in the distance. Ali is seen coming out from the bakery into the footpath, the parcel of nan in his right hand and the parcel of shoes in his left. He crosses the pavement and walks into a vegetable store. He places

the bundle of nan on top of a pile of boxes of vegetables stacked in front of the shop and the bag of shoes in the small gap between two boxes.

On the soundtrack a hawker's voice is heard: 'Salt, salt for trade.' The shopkeeper is seen standing behind the counter.

Ali (to the shopkeeper): Assalamu Alaikkum, Akbar Aqa, I need some potatoes. Akbar, the shopkeeper gives Ali a small black bag to put potatoes in. Ali starts picking the large, wholesome potatoes in a box at the top of the heap.

1. Name the location of the scene. **Ans: a footpath outside the bakery.**

2. Why is there a queue outside the bakery? . **Ans: To buy the nan**

3. Where does Ali keep the bundle of nan? . **Ans: on top of a pile of boxes of vegetables**

4. Ali placed the bag of shoes in the small gap between two boxes. Why? **Ans: He was very careful and did not want to lose it.**

5. Pick out a word from the paragraph which means "one who sells"? **Ans: seller**

## 2. Poem Comprehension

a. Read the following lines from the poem and answer to the questions given below:-  
**Blowin' in the Wind**

How many roads must a man walk down  
Before you call him a man?  
How many seas must a white dove sail  
Before she sleeps in the sand?  
Yes, and how many times must the cannon balls fly  
Before they're forever banned?  
The answer, my friend, is blowin' in the wind  
The answer is blowin' in the wind.

a) 'How many seas must a white dove sail before she sleeps in the sand?' What do these lines imply? **Ans:-**A man has to strive and struggle a lot before peace is established finally.

b) Which phrase pictures war in the poem? **Ans:-** Cannon balls fly

c) Where can one find the answer to all the questions posed?. **Ans:-**The answer is blowing in the wind/it is everywhere.

d) What does the word 'roads' suggest here? **Ans:-** Different ways in his life/experiences

e) Pick out an instance of alliteration. **Ans:-** she sleeps in the sand

**b. Read the following lines from the poem and write a critical appreciation focusing on the theme, speaker, poetic devices, alliteration, refrain, etc.**

Yes, and how many years can a mountain exist  
 Before it is washed to the sea?  
 Yes, and how many years can some people exist  
 Before they're allowed to be free?  
 Yes, and how many times can a man turn his head  
 And pretend that he just doesn't see?  
 The answer, my friend, is blowin' in the wind  
 The answer is blowin' in the wind.

Bob Dylan's 'Blowin' in the Wind' is a protest song and an appeal to the masses to fight for justice.

It is simple but powerful. Through a series of rhetorical questions Dylan raises issues such as oppression, war and human rights' violations that continue to trouble the world.

The poet asks how long must a person suffer injustice and how long he needs to be in chains before becoming free. He further questions how many more wars should be fought before peace can be finally restored in this world.

The refrain 'the answer, my friend, is blowin' in the wind' suggests that the answer to these questions is everywhere. In Dylan's own words 'no one picks up the answer when it comes down'. He continues to protest against the indifference of the people who turn a blind eye to the injustice and inequality in the world. The song writer appeals for the eradication of inequality, injustice and violence. Injustice may be as firm as mountains, but it can be washed out, if men stand united. The oppressors cannot turn a deaf ear to the song of protest. Change is imminent and inevitable. Dylan employs familiar and simple images. A man, a dove, the mountain, the sea and cannon balls are images used by the writer.

Dove is an emblem of peace and reminds us of the enduring struggle for harmony and equality. The mountain, strong and fortified is the symbol of the rigidity of human nature. The Sea represents change and true freedom. Through a simple melody Dylan presents the problems of our society and forces us to think how these problems go unnoticed. The soul stirring and powerful lines make the song highly poignant.

### The Realm of Discourses

## 1. Notice

a. Imagine that you are the Secretary of the English Club of your school. It has decided to conduct a one -day film festival. Draft a notice to be put up on the notice board.

English Club  
NSGHS, Mannar

### NOTICE

#### Film Festival

Dear friends,

Films are mirrors turned to the society. It is so important to see, enjoy and appreciate good films. With this view, it has been decided to conduct a Film Festival on Monday, 27 July 2018 from 10.00 a.m. onwards in the school auditorium. Sri. Kamal, the honourable chairman of KSFDC has kindly consented to inaugurate the fest. Celluloid classics such as “ The Children of Heaven, Birds, The Kid and Pather Panchali”will be screened.

All are welcome.

Sd/-  
Secretary

Mannar

Aswathi

16 July 2018

#### Programme

|                                |   |   |
|--------------------------------|---|---|
| <b>NSGHS Mannar</b>            | : | <b>27th July, 2018</b>  |
| Prayer                         | : | School Choir  |
| 10.am Welcome Speech           | : | Kumari. Reenu (school Leader)                                       |
| 10.10 am Presidential Address  | : | Smt. Preethakumari T. (H.M)   |
| 10.20 am Festival Inauguration | : | Sri. Kamal, Honourable chairman of KSFDC                            |
| 10.45 am Felicitations         | : | 1. Sri Rajan (PTA President)<br>2. Sri Mathew M J (Staff Secretary) |
| 11.00 am Vote of thanks        | : | Kum. Bhavan Rajesh (School Chairperson)                             |
| 11.05 am                       | : | Screening of films.   |

## 2. Letter

Prepare the letter Satyajit Ray writes to Animal Welfare Board for getting permission

to use a tiger in shooting.

Flat No.14  
Vasanth Vihar  
Marcus Square  
Calcutta 05 Feb 1967

The Chairman  
Animal Welfare Board of India  
New Delhi.

Dear Sir,

Re: Getting permission for using a tiger in a film shooting.

I am Satyajit Ray, a film director from Calcutta. As part of my second film "Goopy Gyne Bagha Byne", I need a tiger to be screened. I have already arranged with the Bharat Circus company to get a tiger with its trainer. I know the rules of Animal Welfare Board connected with treating animals. I assure you that my crew will follow those rules strictly and will not do anything harmful to the tiger.

I will be obliged and grateful to you, if you kindly grant me permission to shoot.

Thanking you,

Yours faithfully,  
Sd/  
Satyajit Ray.

### **3. Write Up**

1. Prepare a write-up on the stress and strain of film making using animals" in the light of the article 'The project Tiger' by Satyajit Ray.

Film making using animals is a Herculean task. Satyajit Ray took great effort to include animals in his film. He wanted a tiger for his new film "Goopy Gyne Bagha Byne". So, he called on the manger of Bharath circus who agreed to send a tiger with the ring master, Mr. Thorat. The shoot was at Notun Gram. The ring master brought two tigers. For safety purpose, a thin but strong wire was attached to the tiger's neck and the other end was tied to the iron rod fixed on the earth. When the tiger was released from the cage, it tried to pounce on the crowd gathered there. Suddenly the crowd vanished from the scene. It was so difficult to control the tiger and the effort was very tiring. After a long time, when the tiger calmed down, a few shots were taken. But later it was found that due to poor visual quality, the shoot was a waste. So it was decided to re-shoot. This time the location was at Boral, near



Calcutta. Once again, Mr. Thorat came with the tigers. The wire fixed. When the door of the cage was opened, with a loud roar the tiger leapt out. This time too, the crowd dissolved instantly. The tiger quietened itself so quickly and Ray could shoot the scene without much fuss. The extract describes how laborious it is to shoot scene involving animals. But rarely do we realise it.

#### **4. Newspaper Report**

Draft a newspaper report about the unsuccessful shooting experience at Notun Gram.

##### **A Tiger Leap Shatters shoot**

Notun Gram: Oct 14. The villagers here were offered a free spectacular show by a tiger from Bharath circus yesterday. It was brought for the shooting of the film “Goopy Gyne Bagha Byne” by the famous director Satyajity Ray. The tiger kept in a cage was supposed to come out and walk very calmly before the camera. But when the shooting started, Mr. Thorat, the trainer opened the cage and it sprang out. Excited at the sudden release, it began leaping, jumping and rolling about. The crowd, assembled there were provided with a rare chance to watch that special circus. As the tiger had been tied with a thin wire to an iron rod, there was no untoward incidents. After a long time, the tiger calmed down, but due to poor visibility, the shots were not properly taken. The disgusted director, Satyajit Ray said that he was planning to change the location.

#### **5. Questionnaire**

Imagine many bird trainers responded to the advertisement placed by Alfred Hitchcock in newspapers. One of them didn't want any remuneration but wanted a chance to act in the film. Hitchcock invited him and interviewed. Prepare six likely questions.

1. Where are you from?
2. How many varieties of birds do you have?
3. How long have you been in the field of bird training?
4. Where did you officially train the birds?
5. What made you decide not to accept any remuneration?
6. Have you got any previous experience in acting?

#### **6. Profile**

**Prepare a profile of Satyajit Ray**

Name : Satyajit Ray

Born : 02 May 1921, Calcutta  
 Famous as : Indian Film Maker, Writer, producer , screenwriter  
 Academics : ViswaBharathy University, Presidency University  
 Awards : Academy Award, Bharat Ratna  
 Died : April 23, 1992 Calcutta

## Satyajit Ray

Satyajit Ray, the legendary Indian film maker who brought Indian films to universal recognition, was born on 02 May, 1921 in Calcutta. He is famous as an acclaimed film maker, writer, producer, screenwriter. He was educated from Viswa Bharathi and Presidency Universities. He has won many Laurels such as Bharat Ratna and Academy Award. We lost him on 23 April, 1992 in Calcutta.

### 7. Diary

How will I go to school tomorrow without shoes?' This was the thought that pained Zahra through out the day. What may be her diary entry for the day?.

27 October, 2004 , Monday.

What a disgusting day today was!. Ali missed my shoes. I asked him to be very careful. But as usual, he was careless. He misplaced it somewhere in the vegetable shop. Nor could he retrieve it. Oh God, What shall I do? How will I go to school tomorrow ? The teacher will punish me, if I don't wear them. If I tell my father, he will beat Ali. Poor Ali!He's very sad. He has missed the shoes accidentally. Ali said 'I can wear his sneakers'. I will wear them and go to school tomorrow.

### 8. Drafting Dialogue

1. Imagine that Ali happened to see the junk collector the next day. They had a conversation about the shoes. Write the conversation in at least five exchanges.

Ali : Hi!Uncle  
 Junk collector : Hi! Ali.  
 Ali : Did you get a pair of shoes from Akbar Aqa's shop yesterday?  
 Junk collector : A pair of shoes?  
 Ali : Yes, I had kept a bag of shoes in the small gap between two boxes before I entered the shop to buy potatoes.  
 Junk collector : Sorry Ali. I might have taken them for junk.  
 Ali : It's OK ,Uncle. Will you please give them back?  
 Junk collector : Yes, I will try. What colour are they?  
 Ali : Pink.  
 Junk collector : I will search for them and return them,If I get.

Ali : Thank you, Uncle.  
 Junk collector : You're welcome.

## Language Elements

### 1. Word Pyramid

| Noun   | Batsman                                      |
|--|--|
| Determiner + Noun  | The batsman                                  |
| Determiner + Adjective + Noun  | The stylish batsman                          |
| Determiner + Adjective + Noun + Relative Clause                        | The stylish batsman who bats                 |
| Determiner + Adjective + Noun + Relative Clause + Prepositional Phrase | The stylish batsman who bats for a long time |

### 2. Reported Speech

1. Thorat : How long do you need the tiger for?  
 Ray : I need it for a couple of hours.

a. What did Thorat ask Ray? **Ans:-** Mr Thorat asked Ray how long he needed the tiger.

b. What did Ray reply? **Ans:-** Ray replied that he needed it for about a couple of hours

2. Manager : How many days do you need a tiger?  
 Ray : I want it for two days

a. What did manager ask Ray?

**Ans:-** Satyajit Ray asked Thorat whether it would attack any of his actors

b. What was Ray's reply?

**Ans:-**Thorat replied that it would not attack anyone

3. Ray : Where is the tiger?  
 Manager : It is in the cage. I will tell Mr Thorat to take you there.

a. **Ans:-**Ray asked the manager where the tiger was.

b. **Ans:-**The manager replied that the tiger was in the cage and added that he would tell Thorat to take him there

4. Akbar : What do you want?  
 Ali : I want some potatoes

- a) What did Akbar ask Ali?  
b) What did Ali reply?

**a. Ans:-** Akbar asked Ali what he wanted. **b. Ans:-** Ali replied that he wanted some potatoes

5. Zahra : Where are my shoes?  
Ali : I left it in the vegetable shop.

- a.** What did Zahra ask Ali?  
**b.** What was Ali's reply?

**a. Ans:-** Zahra asked Ali where her shoes were  
**b. Ans:-** Ali replied that he had left it in the vegetable shop.

6. Shopkeeper: What are you searching for?  
Ali : I'm searching for my sister's shoes.

- a. What did the shopkeeper ask Ali?  
**Ans:-** The shopkeeper asked Ali what he was searching for.

b. What did Ali reply?  
**Ans:-** Ali replied that he was searching for his sister's shoes.

7. Akbar : Why did you spill these vegetables?  
Ali : My sister's shoes have disappeared

- a) Why did Akbar ask Ali?  
b) What did Ali say?

**Ans:-** Akbar asked Ali why he had spilled those vegetables  
**Ans:-** Ali said that his sister's shoes had disappeared

### 3. Dialogue Completion

Students are asked to complete the dialogue by filling in the missing parts with suitable words, phrases or clauses. They are to be familiarised with the following grammatical structures which are most often tested in examinations.

1. Framing questions (Wh/Yes or No)
2. Question tags
3. The more...the more (The..+ er...., the ..+ er)
4. Conditionals
5. Had better
6. As though/as if

7. So...that
8. No sooner...than, Hardly/Scarcely...when/before
9. Neither...nor
10. Would rather

Read the conversation between Ali and the junk collector and complete it suitably.

- Ali : Uncle, you collect junk from the town every day, ...**(a)...**? **don't you?**
- Junk collector: Yes, I do it every day.
- Ali : .....**(b).....**? **Did you collect anything from Akbar's shop?**
- Junk collector: Yes, I collected some things from Akbar's shop.
- Ali : Was there a parcel of shoes in the junk? I lost my sister's shoes at Akbar's shop yesterday.
- Junk collector: I can't say it exactly. I just dumped the entire junk in the company site. If I get it, .....**(c).....** **I will inform you / I will give it back to Akbar.**
- Ali : .....**(d).....**? **Where is your company site?**
- Junk collector: It's very near.
- Ali : Ok, uncle. Thank you. Bye.
- Junk collector: Bye.

### Sentence Pattern

1. a) Mr Thorat gave Ray two tigers ( S+V+O+O)
- b) They painted the cage yellow ( S+V+O+C)
- c) Ray placed the camera on the tripod. ( S+V+O+Adv.). Now , make three similar sentences

2. a)Raju brought a ball and we played all afternoon

b)The room was warm but dark

c)The tourists wandered about in the garden and plucked flowers

In the first sentence two sentences are combined using the linker 'and'.

In the second sentence two adjectives are linked using 'but'.

In the third two verb phrases are linked using 'and'. Frame three sentences of your own, using

'and' and 'but', in the same pattern.

3. My Mother made soup and I drank it (Two verbs are combined using 'and')

b) The movie was lengthy but interesting( Two adjectives are combined using 'but')

c) The teacher and the children went to the park ( Two nouns are combined using 'and')

Frame three sentences of similar pattern

4. The drink we had for dinner was sweet ( Drink as a noun)

b) Drink some water ( Drink as a verb)

Use the words 'water', 'bag', 'pen' in sentences of your own)

a) **Ans:-**Please give me a glass of water : Anu watered the plants in her garden

b) **Ans:-** Ravi bagged the first prize

c) **Ans:-** Miss Olga gifted Vanka a pen for Christmas. Vanka penned a letter to his Granddad

### Cloze Type

1. Satyajit Ray/ an Indian Bengali film maker /is widely regarded as one of the greatest / of the 20th century. Ray was born / the city of Calcutta into a Bengali family prominent in the world of arts and literature. He started his career as a commercial artist / was drawn into independent film making / meeting French film maker Jean Renor. (**was, who, film makers, in, but, after**)

2. A small group/ (**a**) men are waiting in a queue outside / (**b**) bakery to buy nan. The outline of buildings / (**c**) the street is seen in the distance. Ali is seen coming out / (**d**) the bakery into the footpath, the parcel of nan in his right hand and the parcel of shoes in the left (**the, into, of, in, from**)

3. Project Tiger' is / (**a**) extract from 'Childhood Days', a memoir by the renowned film maker Satyajit Ray. The memoir clearly reveals the stress / (**b**) strain involved in the process of film making. It tells us how he managed / (**c**) shoot the scene of a film which included a tiger. Ray begins his article / (**d**) paying his tribute to the Hollywood film maker Alfred Hitchcock who had a high regard for animal actors. (**a an, b and, c to, d by**)

### Phrasal verbs

Satyajit Ray decided to **postpone** (**a**) his shooting programme. Thorat could not **tolerate** (**b**)

wasting time. He **suggested** (**c**) an idea. He told Ray to shoot the scene from a new location

near the circus camp. The shooting **continued** (**d**) smoothly in the new location. (**a. put off, b. put up with, c. put across, d. went on**)

## Editing questions

1. Children of Heaven is **a (a)** Iranian Film written and **direct** (b) by Majid Majidi. The adventure of **the** (c) boy after he **looses** (d) his sisters pair of shoes are the central theme of the film. The film had a universal value. (a) an, b) directed c) a d) loses

2. Mr Thorat's men had fix (a) a five foot iron rod to the ground, about thirty feet from the area whom (b) the tiger was supposed to take a walk. They took a thin, long wire and fixed one end to the collar maid (c) of tiger-skin that the tiger was already wearing. The other end were (d) tied firmly to the visible portion of the iron rod. ( a. fixed, b. where, c. made, d. Was)

## Edit the following conditionals

1. If Mr.Thorat had been sensible, he will lock the door before going out.
2. If Maria lacks confidence, she would not have participated in the elocution contest.
3. If the boys practised regularly, they will not perform so badly.
4. If I had known that they were in trouble, I will help them.
5. If she asks more politely, I would have lent her a few pounds.
6. If we hadn't cancelled the tickets, we will be killed in the crash.
7. If the weather had been warmer, the birds will not migrate.
8. If Rahul informed his parents, they would have bailed him out.
9. If you are careful, you would not have broken the vases.
10. If I were Zahra, I will inform father of my shoe-loss

## Answers

1. If she had been sensible, she would have locked the door before going out.
2. If Maria lacks confidence, she will not participate in the elocution contest.
3. If the boys practised regularly, they would not perform so badly.
4. If I had known that they were in trouble, I would have helped them.
5. If she asks more politely, I will lend her a few pounds.
6. If we hadn't cancelled the tickets, we would have been killed in the crash.
7. If the weather had been warmer, the birds would not have migrated.
8. If Rahul informed his parents, they would bail him out.
9. If you are careful, you will not brake the vases.
10. If I were Zahra, I would inform father of my shoe-loss



### Unit 3: Lore of Values

The unit comprises two prose texts (The Best Investment I Ever Made by A J Cronin, a speech Danger of a Single Story by Chimamanda Ngozi Adichie) and a poem The Ballad Father Gilligan by W.B Yeats.

The following linguistic competencies are specifically addressed from the unit.

1. Diary
2. Character Sketch
3. Write-up
4. Narrative

#### Prose-reading comprehension

A) Read the paragraph carefully and answer the questions that follows -**The Best Investment I Ever Made**



The sergeant, at considerable risk to his job, resolved to make no report upon the case, so that no court proceedings would result. The landlady offered a month's free board until he should get upon his feet again. While I, making perhaps the least contribution, came forward with seven pounds ten shillings for him to put back in the office safe.

- a. What was the risk undertaken by the sergeant?
- b. What was the offer of the landlady?
- c. Why does the narrator call his contribution 'the least one'?
- d. Pick out a word from the passage which means 'found a solution for the problem'

### Answers

- a. The sergeant resolved to make no report upon the case to avoid court proceedings.
- b. The landlady offered a month's free board until he should get upon his feet again.
- c. Because it was a silly sum of seven pounds ten shillings.
- d. Resolved

### B) Read the paragraph carefully and answer the questions that follows- **The Danger of a Single Story**

I began to realize that my American room-mate must have throughout her life seen and heard different versions of this single story. A professor once told me that my novel was not 'authentically African.' I did not know what African authenticity was. The professor told me that my characters were too much like him, an educated and middle-class man. My characters drove cars. They were not starving. Therefore they were not authentically African.

- a. Why did the professor think that Adichie's character were not authentically African?
- b. What kind of a person was the Professor?
- c. Adichie thought of inventing horrible things her parents had done to her. Why?
- d. What kind of a childhood did Adichie have?
- e. Find out an expression which means closely connected from the passage?

### Answer

- a. The professor felt that Adichie's characters were too much like him educated, middle class. They were not starving. They even drove cars. So he said that her characters were not authentically African.
- b. The professor was educated, middle class man
- c. Adichie's conviction was that writers were expected to have had unhappy childhood to be successful.
- d. Adichie had a very happy childhood. She was born and brought up in a close-knit family full of laughter and love.
- e. Close-knit

## 2. Poem Comprehension

A) Read the stanzas carefully and answer the questions that follow.- **The Ballad of Father Gilligan'**

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

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

- Why did he have no rest no peace?
- Why did he ask for forgiveness?
- What does 'moth-hour' mean here?
- Pick out an instance of alliteration from the poem?

### B) Appreciation

Critical appreciation of the poem “The Ballad of Father Gilligan”

The Ballad of Father Gilligan is a touching narrative poem by W B Yeats. The poem is about Father Gilligan who rendered selfless service to the poor and needy in his parish. It also tells us the mercy of God to his devotees. The poem is rich in imagery and follows a strict rhyme scheme abcb.

The old priest Father Gilligan is weary night and day during a time of epidemic. Half of his church flocks fell ill or dead .So he had to perform the last rituals before and after their death. One day he was dog tired then a poor man sent for him to receive the last communion. He was so weak that he uttered “I have no rest, nor joy, nor peace .” Then he realized his duty and begged for forgiveness, “God forgive! My body spake not I !”

While praying he fell asleep. When he woke up he realized the sin he had committed. With in no time he got on his horse and went to the sick man. The sick man's wife opened the door and said that the poor man , “When you were gone he turned and died as merry as a bird”. On hearing it Father Gilligan felt sure that God had sent one of his angels down to help him, the least of things.

The poem is highly musical, dramatic pertaining to the oral folk tradition. The poem begins abruptly with out any prelude which is typical of a ballad.

## **The Realm of Discourses**

### **1.Diary**

A J Cronin is back at home. The thoughts about Johns was still lingering in his mind. He took his diary and puts his thought about Johns. Prepare the likely Diary.

Day, Date, Time

An unusual experience!! I am very much excited! Some meetings are often strange ... But what about a meeting after 25 years?? While walking on the promenade deck, I saw a strange person casting secret looks at me, I never thought it was the young man who had been saved from the grips of death before 25 years. His intense look irritated me at first, but later I could understand that he had something to reveal to me. Compelled by his wife he came to me and asked me “Doctor, I wonder if I might introduce myself”. Yet I could not figure him out. Later he revealed his story, it was none other than Mr. Johns, the young man brought back from death. That incident changed his life a lot. Now besides being a Lawyer, he is the director of a charitable organization. The organization is devoted to the care of boys and girls, mostly from city slums. He has rewarded me with such a marvellous life. I think this transformation is the best investment I ever made in my life. Thank God...

### **2.Character Sketch**

Sketch the character of Mr. Johns

Mr. Johns is the protagonist of the anecdote ‘The Best Investment I Ever Made’.by A J Cronin. Mr. Johns was a man in his early 40s. He was rather short in build with a fair complexion and clear blue eyes. His thin hair had begun to recede from his forehead. His suit, tie and rimless spectacles gave evidence of a serious and reserved disposition. He was a man with a past. When his parents were dead an uncle found him a position as clerk in a London lawyer’s office. Utterly friendless, he fell in bad company eager to taste pleasure, he began to bet on horses. It was far beyond his means. Within no time he lost all his savings. He pledged his belongings, owed a disastrous amount. To recoup his loss, he took a sum of money from the office safe for a final game. This attempt too failed. Sunk in despair, he shut himself in his room and turned on the gas. The timely intervention of the land lady, the sergeant and the doctor brought him back to life. This incident was eye opener to him. Now, besides being a Lawyer, he is the director of a charitable organization. The organization is devoted to the care of boys and girls, mostly from city slums. The doctor gave him a new life and in turn he gives the same to thousands.

### 3. Write-up

The circumstances that led to the suicidal attempt of Mr. Johns

**Ans :**When his parents were dead an uncle found Mr. Johns a position as clerk in a London lawyer's office. Utterly friendless, he fell in bad company eager to taste pleasure, he began to bet on horses. It was far beyond his means. Within no time he lost all his savings. He pledged his belongings, owed a disastrous amount. To recoup his loss, he took a sum of money from the office safe for a final game. This attempt too failed. Terrified of the prosecution, sunk in despair he shut himself in his room and turned on the gas. The timely intervention of the land lady, the sergeant and the doctor brought him back to life.

The sort of work done by the charitable organizations headed by Mr. Johns

**Ans :**Mr. Johns is the director of a charitable organization. The organization is devoted to the care of boys and girls mostly from city slums who had fallen under the ban of law. He and his wife had been active for the past 15 years in the field of youth welfare. They took derelict adolescents from the juvenile court, placing them in a healthy environment, healed them in mind and body and sent them back in to the world. They were given training in a useful handicrafts which made them live in the society as a better individual. It was a work of redemption. But the doctor had done to him was given to thousands.

Childhood of Adichie

**Ans :** Adichie was born and brought up in a conventional middle class Nigerian family. She grew up on a University campus in Eastern Nigeria. Her father was a professor. Her mother was an administrator. So they had live-in domestic help. She started reading at the age of two she read British and American children books. She was also an early writer. She began to write at the age of seven. She wrote stories in pencil with crayon illustrations. Her mother was obligated to read those stories. Her early characters were white and blue eyed. They played in the snow, they ate apples. It was not so in Africa. She had a very happy childhood full of laughter and love in a close-knit family.

Danger of a single story.

**Ans :** According to Adichie we all create stereotype stories whether it is intentional or not. To her we risk a very critical and very cultural misunderstanding when we forget that everyone's life and identities are composed of many overlapping stories. Very often we treat Africa as the poorest country in the world or refer to their language. This is the danger of a single story. She says that we must learn to unlearn

these perpetuated stereotypes.

#### 4. Narrative

Narrate the story *The Best Investment I Ever Made* in the third person point of view.  
*The Best Investment*

**Ans :** It was the second day of the narrator's voyage. Suddenly he became aware that one of the passengers was watching him closely. He discovered from his steward that they were Mr and Mrs Johns from London. On the next day pressurized by his wife, he met the narrator. The narrator couldn't identify him. Haltingly he told him that they had been on a visit to America. They had been on a tour to the New England states inspecting the summer recreational camps for the young people. They had visited settlement houses to study the methods employed in dealing with cases of maladjusted youths. Questioning him further, the narrator learned that Mr and Mrs Johns had been active for the past fifteen years in the field of youth welfare. Besides being a solicitor, Mr Johns was the director of a charitable organization devoted to the care of youths who had fallen under the ban of law.

To the question, “ what had directed his life in to this channel? “ Mr John could understand that the doctor hadn't realised him. So he began to reveal his past. When his parents were dead an uncle found Mr. Johns a position as clerk in a London lawyer's office. Utterly friendless, he fell in bad company eager to taste pleasure, he began to bet on horses. It was far beyond his means. Within no time he lost all his savings. He pledged his belongings, owed a disastrous amount. To recoup his loss, he took a sum of money from the office safe for a final game. This attempt too failed. Terrified of the prosecution, sunk in despair he shut himself in his room and turned on the gas. The timely intervention of the land lady, the sergeant and the doctor brought him back to life. The sergeant resolved to make no report upon the case, the landlady offered a month's free boarding and the doctor made the least contribution of seven pounds ten shillings for him to put back in the office safe.

#### Language elements

##### 1. Complete the conversation.

Mr. John : I wonder, if I might introduce myself. You remember me, \_\_\_(a)\_\_\_ **don't you?**

Narrator : Sorry, I don't remember you.

Mr. John : if you listen to my story, \_\_\_(b)\_\_\_ **you will remember me**

Narrator : \_\_\_(c)\_\_\_ **Do you know me?**

Mr. John : Yes sir, I have known you for the past 25 years.

Narrator : Would you mind \_\_\_(d)\_\_\_ **telling my story.**

Mr. John : Of course I will tell my story.



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ENGLISH

#### Unit 4: Flight of Fancy

This Unit has three literary pieces. They are as given below.

1. **Scholarship Jacket**- It is a touching personal experiences written by Marta Salinas, which students can very well relate with themselves.
2. **Poetry**. It is a piece of poem written by Pablo Neruda, describing the mechanism of composing poetries.
3. **The Book that Saved the Earth** – It is a hilarious fantasy, written by Claire Boiko envisaging an age to come.

The following linguistic competencies are specifically addressed from the unit.

1. Prose-reading comprehension
2. Poem Comprehension and critical appreciation
3. Character sketch
4. Questionnaire

5. Speech ( in thank you mode)
6. Announcement
7. Diary
8. Language Elements

### 1. Prose-reading comprehension

Read the paragraph and answer the following questions. **Scholarship Jacket**

a. I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop, I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognised the voices: Mr. Schmidt, my History teacher and Mr. Boone, my Math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there. 'I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it.' That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

a. Why did Martha return to the classroom - **Ans:- To take her shorts**

b. What was Schmidt's argument in favour of Martha. **Ans:- Martha is a highly meritorious student**

c. What did Mr. Schmidt refuse to do? **Ans:-**

d. What was Martha's condition when she knew that her teachers were arguing about her? **Ans:-**

e. Pick out a word that means writing on the wall? **Ans:-**

b. Read the paragraph and answer the following questions. **The Book that Saved the Earth**

IOTA : Yes, sir. (She reads very gravely)

Hey diddle diddle! The cat and the fiddle,

The cow jumped over the moon,

The little dog laughed to see such sport,

And the dish ran away with the spoon.

OOP : (laughing) The dish ran away with the spoon!

THINK-TANK : Cease laughter. Desist Desist. This is more and more alarming. The Earthlings have reached a high level of civilisation. Didn't you hear? They have taught their domesticated animals musical culture and space techniques. Even their dogs have a sense of humour. Why, at this very moment, they may be launching an interplanetary attack of millions of cows! Notify the invasion fleet. No invasion today Oop, transcribe the next code.

- a. What is more and more alarming to Think Tank **Ans:-**  
 b. Why does Think Tank comment that “ Even their dogs have a sense of humour” ?**Ans:-**  
 c. What have Earthlings taught that they were domesticated animals. **Ans:-**  
 d. Pick out a word which means ' to stop doing something' **Ans:-**  
 e. Why did Think Tank order to stop the invasion? **Ans:-**

## 2. Poem Comprehension

- a. Read the following lines from poem and answer to the questions given below:-

### Poetry

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

- a. The speaker says ' but from a street I was summoned' who summoned the speaker  
**Ans:-**  
 b. What is the speaker mean when he says 'I was without a face' **Ans:-**  
 c. Pick out an instance of visual image from the lines **Ans:-**  
 d. Pick out an example of personification from the lines **Ans:-**

- b. Read the following lines from the poem and write a critical appreciation focusing on the theme, speaker, poetic devices, alliteration, refrain, etc.

I did not know what to say, my mouth  
 had no way  
 with names,  
 my eyes were blind,  
 and something started in my soul,  
 fever or forgotten wings,  
 and I made my own way,  
 deciphering  
 that fire,  
 and I wrote the first faint line,



faint, without substance, pure  
 nonsense,  
 pure wisdom  
 of someone who knows nothing,  
 and suddenly I saw  
 the heavens  
 unfastened and open,  
 planets,  
 palpitating plantations,  
 shadow perforated  
 riddled  
 with arrows, fire and flowers,  
 the winding night, the universe.

## **The Realm of Discourses**

### **1. Character Sketch**

#### **Martha's Grandfather**

Martha's grandfather is a man of great knowledge and experience. He is hard-working and caring. He is less talkative and asks questions just like Socrates to make the listener think. His question ' what does a scholarship jacket mean'? Has great influence on Martha. She couldn't understand the question then and there. But later, she internalised what he had meant. He is a great farmer who loved farming. He spends most of his time in his big farm. Even though the principal of the Texas's school is moved by his firm decision. Actually Martha learnt about life and decision-making from her grandfather.

### **2. Questionnaire**

Martha came to your school. As the leader of the English Club, you got a chance to interview Martha. Prepare a set of questions to be asked.

- a. You heard the heated argument between the two teachers about you. How could you face them the next day?
- b. How could you maintain 'A' grade?
- c. Who motivated you to win the scholarship Jacket?
- d. What is your goal in life?
- e. What did you feel when your grandfather denied the fifteen dollars ?

### **3. Speech**

Respected principal, Dear teachers and my dear friends,

Good morning to all. Today I am very happy to stand before you to say thanks to you all. First of all I thank the Almighty who showered blessings upon me. I do remember my parents especially my grandfather who helped me to achieve my dream. I can never forget my teachers who supported me in each and everything. Now I remember my colleagues who gave me a healthy competitive spirit throughout the years to attain the beautiful gold and green jacket.

Thank you

#### 4. Profile

prepare a short profile of Leo Tolstoy using the hints given below

|               |   |   |
|---------------|---|---|
| Birth         | : | Yasnaya Polyana, Tula, Russia                   |
| Date of birth | : | September 9, 1828                               |
| Occupation    | : | short story writer, novelist and playwright     |
| Works         | : | War and Peace, Anna Karenina, The death of Ivan |
| Awards        | : | Yochovich Award, Bosnica Award                  |
| Death         | : | November 20 1910                                |

### Language Elements

#### 1. Reported Speech

Read the following conversation and answer the questions given below

A) Principal: What did your grandfather say?  
Martha: He won't pay fifteen dollars.

- what did the principal ask?
- what was Martha's reply.

B) Martha: Where is grandfather?  
Grandmother: He has gone to the fields.

- what did Martha ask?
- what was grandmother's reply.

C) Grandfather: what does a scholarship jacket mean?  
Martha: It is a token of my eight years continuous hard work.

- what did grandfather ask?

b) what was Martha reply?

## 2. Dialogue completion

complete the conversation between Martha and the principal

1 Martha : good morning sir  
 Principal : good morning. ....(a).....?  
 Martha : grandfather told me that he wouldn't pay fifteen dollars.  
 Principal : why? He owns a two hundred acre ranch,.....(b).....?  
 Martha : If I had to pay for the scholarship jacket.....(c).....  
 principal : I will tell the board and you will get the scholarship jacket  
 Martha : You had better.....(d).....  
 principal : Teachers will agree with me  
 Martha : Thank you very much.  
 Principal : .....(e).....?  
 Martha : I'm very happy

2 Friend : .....(a).....?  
 Martha : Because principal told me to pay fifteen dollars for getting the scholarship jacket  
 Friend : You are going to get it this year,.....(b).....?  
 Martha : No they are planning to give it to someone else.  
 Friend : If you complaint to the principal.....(c).....  
 Martha : Ok let me see  
 Friend : You had better.....(d).....  
 Martha : Yes I will do  
 Friend : .....(e).....?  
 Martha : No I don't tell my grandfather

## 3. Word pyramid

Read the word pyramid given below : **School**

1. The school

The small school

The small Texas school

The small Texas school in California

Now construct a word pyramid with the word system

2. Head noun

Determiner+ head noun

Determiner+ adjective phrase+head noun

Determiner+adjective phrase+head noun+relative clause

Determiner+adjective phrase+head noun+relative clause+prepositional phrase

#### 4. Sentence pattern

- a) I turned and looked at him waiting
- b) Your grandfather has enough money to pay the fifteen dollars
- c) My oldest sister,Rosie as well as I has won the scholarship jacket.

In the first sentence, the linker 'and' combines two verb phrases

In the second 'enough' modifies money and in the sentence third two noun phrases are combined by the linker 'as well as'.

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

Substitute the underlined words choosing the correct phrasal verbs given below

It was the time for my PE class. I had to **remove(a)**my uniform and **wear(b)**PE shorts. I **started(c)**towards my classroom. I **met(d)**my two teachers there. They **continued(e)**arguing about me. (**come across, went on, put down, take off, went out, set out, put on**)

#### 5. Supply the missing words

I refuse / **(a)** do it. I don't care/**(b)** her father is,her grades don't even begin to compare to Martha's. I won't lie/**(c)** falsify records. Martha has a straight A plus average/**(d)** you know it.

(and,or,who,to, that)

#### 6. Editing

I **writes (a)** this letter to express my concern **about(b)**the sudden change **of(c)** policy **regarded(d)** the scholarship jacket .



### Unit 5: Down Memory Lane

This Unit has three literary pieces. . They are as given below.

1. **Adolf** – A short story by David Herbert Lawrence It deals with the primitive instinct shown by a rabbit and how the narrator was associated with it
2. **My Childhood Days** - Rabindranath Tagore. : A memoir by Rabindranath Tagore. How his childhood experience helped him to grow into a mature individual
3. **The School Boy** - **William Blake**. The miserable plight of a boy who is forced to go to school.

The following linguistic competencies are specifically addressed from the unit.

1. Prose-reading comprehension
2. Poem Comprehension and critical appreciation
3. Narrative

4. Letter
5. Write Up
6. Slogans
8. Profile
9. Diary
10. Language Elements

### **Prose-reading comprehension**

1. Read the following passage and answer the questions given below – **Adolf**

One day, as we were playing by the stile, I saw his brown shadow loiter across the road and pass into the field that faced the houses. Instantly there was a cry of 'Adolf!' a cry he knew full well. And instantly a wind swept him away down the sloping meadow, his tail twinkling and zig-zagging through the grass. After him we pelted. It was a strange sight to see him, ears back, his little loins so powerful, flinging the world behind him. We ran ourselves out of breath, but could not catch him. Then somebody headed him off, and he sat with sudden unconcern, twitching his nose under a bunch of nettles.

His wanderings cost him a shock. One Sunday morning there came a sudden unearthly scream from the yard, we flew out. There sat Adolf cowering under a bench, whilst a great black and white cat glowered intently at him, a few yards away. It was a sight not to be forgotten. Adolf rolling back his eyes and parting his strange muzzle in another scream, the cat stretching forward in a slow elongation.

Adolf was still only half-grown.

'Cats !' said my mother. 'Hideous detestable animals, why do people harbour them !' But Adolf was becoming too much for her. He dropped too many pills. And suddenly to hear him clumping downstairs when she was alone in the house was startling. And to keep him from the door was impossible. Cats prowled outside. It was worse than having a child to look after.

1. What happened one day when the children were playing by the stile? **Ans:-** One day while the children were playing, they saw Adolf crossing the road and passed into the field that faced houses. They ran behind but could not catch him. Then somebody headed him off and he sat with sudden unconcern.
2. Why did Adolf make a sudden unearthly scream one Sunday morning? **Ans:-** Adolf made a sudden unearthly scream because a great black and white cat glowered intently at him, a few yards away.
3. What were the mother's remarks about cats? **Ans:-** Cats were hideous detestable animals
4. Why was Adolf 'too much' for the mother? **Ans:-** Adolf grew fast and dropped too

many pills. To keep him away from the front door when cats prowled outside was impossible.

2. Read the following passage and answer the questions given below – **My Childhood Days**

Another episode of this period of my early boyhood is held fast in my mind. We had an old cashier, Kailash by name, who was like one of the family. He was a great wit, and would be constantly cracking jokes with everybody, old and young; recently married sons-in-law, new comers into the family circle, being his special butts. His wit and humour touched every aspect of human life.

This Kailash used to rattle off for my special delectation a doggerel ballad of his own composition. The hero was myself and there was a glowing anticipation of the arrival of a heroine. And as I listened my interest would wax intense at the picture of this world- charming bride illuminating the lap of the future in which she sat enthroned. The list of the jewellery with which she was bedecked from head to foot, and the unheard of splendour of the preparations for the bridal, might have turned older and wiser heads; but what moved the boy, and set wonderful joy pictures flitting before his vision, was the rapid jingle of the frequent rhymes and the swing of the rhythm. These two literary delights still linger in my memory and there is the other, the infants' classic: 'The rain falls pit-a-pat, the tide comes up the river.'

1. Describe the cashier Kailash **Ans:-**he was an old cashier, great wit, constantly cracked jokes with everybody
2. What was Kailash's wit and humour based on? **Ans:-**Every aspect of human life
3. Pick out a word which means 'to decorate with flowers or jewels' **Ans:-**Bedecked
4. Who was the hero of Kailash's ballad? **Ans:-**Tagore
5. What moved little Tagore when he heard the ballad? **Ans:-**Rapid jingle of the frequent rhymes and the swing of the rhythm

### Poem Comprehension

Read the following lines from the poem "The School Boy" and answer the questions that follow

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

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

In sighing and dismay.

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

1. Why does the boy love to rise in the summer morning? **Ans:-** In the summer morning the birds sing on every tree and the huntsman blows his horn. The singing skylark gives the boy a sweet company. He loves to rise in such a morning to enjoy all these.
2. Who is making sweet company with the boy? **Ans:-** The skylark is making a sweet company with the boy
3. What drives all joy away from the boy? **Ans:-** The thought of going to school in a summer morning takes all joy away.
4. What does 'cruel eye outworn' refer to? **Ans:-** The 'cruel eye outworn' refers to an old and strict school teacher.
5. How do the little ones spend the day at school? **Ans:-** The little ones spend the day in sigh of distress and dismay.
6. How does the boy spend his long hours at school? **Ans:-** The school boy spends long hours in anxiety. He sits in his class bored without being able to take any interest either in books or in lectures.
7. Pick out instances of auditory images from these lines. **Ans:-** Songs of birds, singing of the skylark, and blowing of huntsman's horn.

### Poem Appreciation - "The School Boy"

In the poem, The School Boy, the poet William Blake critically points out the defects and downsides of the modern class-room education system. Blake, instead, promotes learning outside the classroom, specifically learning in nature where he believes spontaneous and natural creativity flourishes. The school boy who loves to rise in a summer morning and enjoys the sweet company of a skylark when it sings with him, dislikes going to school. The very thought of going to school takes all joy away from him.

Through the perspective of a school boy, the poet raises a thought-provoking question in front of the

world. How can a bird that is born for joy sing songs when it is caged? How can a little boy, who wants to enjoy the scenes and sounds of nature in a summer morning, sit in a classroom under the cruel eyes of teachers and take delight in books and learning? A little boy can never enjoy his youthful spring when fears annoy him.

The boy addresses the parents of all children asking them a certain questions. If the buds are nipped,

blossoms are blown away and tender plants are destroyed in their springing days, how can they bear



fruits when the blossoming and fruiting season of summer arrives? If the destroying and decaying season of winter comes and destroys tender plants at their growing stage, how can we compensate for what we lost?

In this poem, the allusions to nature are everywhere referring to seasons and things in nature such as

summer, spring, winter, buds, blossoms, plants, fruits and birds. The poet equates the seasons of the

Earth to the seasons of the boy's growth. Nature, innocence and spirit of the freedom are thematized in almost every line of the poem. ABABB is the rhyme scheme and there are a lot of visual and auditory images in the poem. This poem depends upon three inter-related images, the schoolboy, birds and plants. The skylark, the birds, the cruel-eyed teacher, the children, the caged bird, the nipped buds, the stripped plants, the blossoms, the huntsman are some of the visual images in the poem. Songs of the skylark and other birds, the blowing of the huntsman's horn and the sigh of the school-children are examples of the auditory images.

The poet compares the boy with a caged bird, asking a Rhetorical Question, "How can the bird that is born for joy / Sit in a cage and sing?" In the next stanza, the children are compared to "nipped buds" and "tender plants stripped / Of their joy in the springing day". These comparisons are best example of Metaphors very aptly used in this poem.

## **The Realm of Discourses**

### **1. Narrative**

Narrative is a spoken or written account of connected events. It is a story or report of events, real or imaginary presented in a sequence.

Points to remember

- \*Recall the events in order
- \*Organize the events in sequence
- \*Describe the settings clearly
- \*portray the characters well
- \*good opening and end
- \*Use sensuous images
- \*Use variety of sentences
- \*Title

**Question:** Adolf was an unmixed delight for the narrator's family. But one day they let him go back to the forest. Though he never came back, he continued to live as a sweet memory in the minds of the family members. Narrate the experience of the narrator's family with Adolf.

### *Can Instinct Be Subdued By Anyone?*

“Ma, look at this. I've got a tiny squirrel it's lying near the bush. How sweet it is! Ma, let me keep it in our house.”

“A tiny squirrel, don't touch it. Leave it outside. It's a wild creature.”

“Ma, shall I put the squirrel in the cage?”

“No, it will die there soon. Let it go with its mother.” Haven't you heard about the experience of Mr. Lawrence. He had the same experience before.”

“What is that? Please Ma, tell me that story.”

“Ok”

One sunny morning, Father reached home with a tiny rabbit. All the children in the family took delight in the creature. They sat around it looking and caring the rabbit. The only person who was against it was the mother. She is cautious. “Is it a wild one?” was the question asked by her. She reminded the family about the other wild animals father had brought earlier, that had refused to live and brought storms of tears in the house. Nobody cared her words. It refused to drink milk. It didn't move. The children began to shed tears. After some days it came back to its life. All the members of the family were enchanted by him. Very soon it was tamed and named as Adolf. Soon Adolf found his space on the dinning table when the family had their tea. He had full freedom to move around the house. He even showed courage to nibble lumps of sugar and bite a piece of butter. Mother tried to shoo off him. He never cared it. Though he enjoyed the freedom in the family. Adolf always tried to escape from the world of domestication to the unrestrained world of wildness. His wanderings cost him a shock. At the yard a cat glowered at him. The mother and children had to run to save it. Though Mother complaint about Adolf, she reared it like human child. At last Adolf wanted to run away from the house, it showed the signs of craving for the wild. So father took him to the woods. With pleasure it entered in to the wood without looking back.

Wildness gains so soon upon its creatures.

2. Prepare a narrative describing the attitude of the members of the family towards the rabbit Adolf.

## **2. Letter**

Write a letter to the Editor of a daily about the increasing stray dog menace

The Editor  
The Hindu  
New Delhi

Sub: Stray Dog Menace

Sir,

I'm a hapless resident of Shaktinagar, who is constantly being attacked by the stray dogs. As I'm nearing my fifties, I fail to run for my life and often ends up as a helpless victim to those canine pranks. There are a lot of others who feel terribly scared to get out of their doorsteps at the early hours for fear of the attacking dogs. From old men and women to toddlers, they haven't left anyone to stride peacefully. Finding a solution to this grave issue is the need of the hour. Hope you would do the needful to get the notice of the authorities soon.

Rajesh Srivastav  
New Delhi.

### 3. Write-up

Prepare a Write-up about Tagore's childhood experience

Tagore begins his childhood memories by describing how he he was brought up along with two of his companions who were two years older than him. He started his education at home. The only thing that remained in his mind are the sound and rhymes that the tutor taught. "The rain Patters, The leaf quivers." He feels that these words and rhymes never end.

Then he mentions his experiences with an old cashier Kailash. He was a humorous person who could crack jokes with everyone. He composed his ballads in which Tagore was the hero. Tagore remembers his third experience. He was not old enough to go to school. But he compelled his parents to send him to school only because of the interest in travelling in a carriage. But the school was not so happy as he expected. His tutor told him that he would have to cry a lot to be let off later on. Later he find it true.

His third experience was about Ramayana. When he was playing outside he heard Satya shouting "Policeman, Policeman." Suddenly he went inside and hid himself. At that time he had nothing to do. He started to read Ramayana which belongs to his mother's aunt.

2. "A picture of one day's reading of Ramayana comes clearly back to me". Write in a short paragraph about this incident.

It was a cloudy day. Young Tagore was playing about in the long verandah overlooking the road. His sister's son Satya came and suddenly shouted 'policeman! Policeman! He was terribly frightened by this. He was already afraid of policemen. He had no clear idea about the duties of the police. But he was sure of one thing that a person in the hands of the police with a charge of crime was like a prey in the

serrated grip of a crocodile. Shuddering in the fright he ran inside to his mother. But she did not take it seriously. Being afraid and thinking it is not safe to go out again, he sat on the sill of his mother's door and started reading the Ramayana. The book with a marbled cover actually belonged to the mother's old aunt. But Tagore started weeping over one of the sorrowful situations. Seeing this, his great aunt came and took away the book from him.

#### 4. Slogan

Prepare some slogans on wildlife protection.

1. If You Want To Shoot Us..Use Cameras
2. A Robin Redbreast In A Cage Puts All Heaven In A Rage.
3. Save Our Tigers,Save Our Pride
4. Live And Let Live
5. Protect Wild Life.It's Mother Nature's Gift
6. Save It To Cherish Or Leave It To Perish.

#### Language Elements

##### Word pyramid

\*Word pyramid is an expansion of a noun or a noun phrase. A sentence is a combination of noun phrase followed by verb phrase.

\*                      \*                      \*                      \*                      \*                      \*                      \*

\*

Pre determiner    determiner    Ordinals    Numeral    adjectives    Noun    relative clause  
P.P

All                      the                      first                      two                      large                      books                      which are kept  
in the shelf

Animals

The animals

One of the animals

One of the three animals

One of the three wild animals

One of the three wild animals which are shut in the cage.

## Poem Analysis

|                   |   |  |
|-------------------|---|--|
| 1. Poem           | : | <b>A Girls Garden</b>  |
| Poet              | : | Robert Frost   |
| Theme             | : | 1. Girls excitement about the garden she grew as a child   |
| a garden          |   | 2. A young lady recalls her childhood experience of making a garden  |
| Rhyming words     | : | spring-thing, plot-not, bit – it, farm-arm, road-load, seed-weed, peas-trees, done-none, go-know, advice-twice |
| Rhyme Scheme      | : | ab cb  |
| Figures of Speech | : | <b>Alliteration</b> - give-garden, beats-bean, some-strength, telling-tale, when- was                          |
|                   |   | <b>Assonance</b> – slim-jim, beats-beans   |
|                   |   | <b>Hyperbole</b> - A hill of each potatoes   |
| Imagery           | : | <b>Visual</b> – Farm, Garden, Plot, Walled-off ground  |
|                   |   | <b>Auditory</b> – Wheeled the dung in a wheel barrow   |
| Other Features    | : | <b>Tone</b> – Soft and pensive or innocent   |
|                   |   | <b>Speaker</b> - poet  |
| 2. Poem           | : | Mother to Son  |
| Poet              | : | Langston Hughes  |
| Theme             | : | 1. Mother tells her son how difficult her life has been  |
| meet the          |   | 2. Mother advises her son to to give up and inspires him to  |
| for himself.      |   | challenges of life for reaching out the goals he had set   |
| No Rhyming words  | : | Free verse   |
| Figure of Speech  | : | <b>Alliteration</b> – Set down on the steps, Boys don't you turn back  |
|                   |   | <b>Metaphor</b> – Life is a stair  |
| Imagery           | : | <b>Visual</b> – Crystal stair, tacks, boards, carpet   |
| Other Features    | : | <b>Tone</b> – Hopeful or Optimistic  |
|                   |   | <b>Speaker</b> – Poet  |
| 3. Poem           | : | Blowin' in The Wind  |
| Poet              | : | Bob Dylan  |
| Theme             | : | 1. A protest song which poses a series of question   |
| qbout peace, war  |   | and freedom  |
| to wake up        |   | 2. A song of protest that invokes the spirit of the oppressed  |
| oppression and    |   | and assert their will and dignity against age – old exploitation.  |

|                  |   |   |
|------------------|---|---|
| No Rhyming words | : | Free verse  |
| Figure of Speech | : | <b>Refrain</b> -The answer my friend is blowing in the wind.          |
| Imagery          | : | <b>Visual</b> – Roads, Seas, White dove, Cannon Balls, Mountain Sky   |
|                  |   | <b>Auditory</b> – Blowing in the wind, hearing people cry             |
| Other Features   | : | <b>Tone</b> – Hopeful   |
|                  |   | <b>Speaker</b> – Poet/ singer   |
| 4. Poem          | : | The Ballad of Fatherr Gilligan  |
| Poet             | : | W B Yeats   |
| Theme            | : | 1. God helps an old, weary and devoted priest through mysterious ways |
| God's            |   | 2. God is mercy, pity and love  |
| Rhyming words    | : | day-lay, eve-grieve, die-I, Asleep-peep, wind-mankind,                |
| more-floor,      |   | chair-care, fen-again, ago-pro, bird – word, bleed -                  |
| need             |   |   |
| Rhyme Scheme     | : | ab cb   |
| Figure of Speech | : | <b>Alliteration</b> – No rest, Nor joy, Nor peace, mavrone,           |
| mavrone, For     |   | half his flock, months more   |
|                  |   | <b>Metaphor</b> -   |
|                  |   | <b>Simile</b> – As merry as a bird.                                   |
| Imagery          | : | <b>Visual</b> – sky tinkling with millions of stars, leaves, shaking  |
| with             |   | winds, night, day, green sod, fields, stars, moth rocky               |
| lane             |   |   |
| shake in the     |   | <b>Auditory</b> – Sparrow chirp, pray, opening the door, leaves       |
| Other Features   | : | wind, God whispers to mankind   |
|                  |   | <b>Tone</b> – Sad (in the beginning)                                  |
|                  |   | Hopeful (in the end)  |
|                  |   | <b>Ballad</b> – An old story, Mavrone – A cry of grief                |
|                  |   | <b>Setting</b> – Country side   |
|                  |   | <b>Speaker</b> – Poet/ singer   |
| 5. Poem          | : | Poetry  |
| Poet             | : | Pablo Neruda  |
| Theme            | : | 1. The experience of embracing or being embraced by                   |
| creativity       |   | 2. Finding ones passion and calling                                   |
| No Rhyming words | : | Free verse  |
| Figure of Speech | : | <b>Alliteration</b> – Palpitating plantations, street-summoned,       |
| feverr-          |   | forgotten, first-faint, Fire-flowerrrs, Pure-part                     |
| touched me'      |   | <b>Personification</b> – 'Poetry arrived in search of me', 'It        |
|                  |   | <b>Metaphor</b> – Fever or Forgotten wings                            |
| seriousness      |   | <b>Paradox</b> – Nonsense / Pure wisdom, immaturity and               |

|  |   |   |
|--|---|---|
| Imagery perforated   | : | <b>Visual</b> – Fire, Wings, heaven, Palpitating plantation, shadows, Starry void<br><b>Auditory</b> – Not voices, Nor silence  |
| Other Features identity, faint line nameless emotions, passion | : | <b>Tone</b> – Ecstatic ( Mystical experiences) without face, no winter, river- elements of nature.<br>Violent fires unrest, Quarrels or emotional upheavals first initial hesitant verses, Forgotten-wings, Hidden- Deciphering the fire, Understanding the   |
|  |   | <b>Speaker</b> – Poet   |
| 6. Poem  | : | The School Boy  |
| Poet   | : | William Blake   |
| Theme away carefree  | : | 1. Going to school in summer drives a child's joy away<br>2. A song of childhood depicts the restrictions placed on the life of a school boy.   |
| Rhyming words - hower,   | : | morn-horn, tree-me, morn-worn, away-day, sit-delight, hour sing-wing, appear-year, joy-destroy  |
| Rhyme Scheme   | : | ab abb  |
| Figure of Speech sings,  | : | <b>Alliteration</b> – The distant huntsman winds his horn, skylark bird that is born, blossoms blown, gather what griebs<br><b>Metaphor</b> – Caged bird, nipped buds, Plant: blossom blown<br><b>Rhetorical devices</b> – Question, exclamation (How can the can a child..., How shall the summer ...) |
| bird., How Imagery buds,                                       | : | <b>Visual</b> – birds, tree, huntsman, skylark, horn, school, cage, blossoms<br><b>Auditory</b> – Birds singing, sound of horn, skylark singing,  |
| shower   |   |   |
| Other Features   | : | <b>Tone</b> – Hopeful<br><b>Speaker</b> – Poet/ singer  |

### Compiled by

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