



A JOINT VENTURE OF DIET PALAKKAD AND SSK PALAKKAD



INTER BELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

**STUDENT SUPPORT MATERIAL for X ENGLISH
LANGUAGE ELEMENTS**

Prepared by

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**ENGLISH - STANDARD 10th WORKSHEETS
FOR 14th OCTOBER 2020, CLASS 26**

INSTRUCTIONS TO THE TEACHER

- + ഒക്ടോബർ 14ന് നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
- + പൊതു പരീക്ഷയെക്കൂടി മുൻ നിർത്തിയുള്ള പ്രവർത്തനങ്ങൾ ആണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
- + ഇതിൽ തന്നിരിക്കുന്ന പ്രവർത്തനങ്ങൾ ഒന്നിച്ചു കുട്ടികൾക്ക് അയച്ചു കൊടുക്കുന്നതിനു പകരം ആവശ്യനുസരണം സ്ക്രീൻ ഷോട്ട് ആയി അയക്കുന്നതായിരിക്കും ഉചിതം.
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ACTIVITY 1

Dear children,

Here's a simple and interesting task for you. You just have to pick out the words according to their colour and drop them in the same colour boxes provided in the table below.

1. **Those children** are playing football.
2. **This big, round, red ball** was gifted by my uncle.
3. **All the smart students** have completed their worksheets.
4. **Your sister who studies in our school,** paints very beautifully.
5. **The beautiful flower vase on that table, which you can see from here,** was decorated by my daughter.
6. **The puddles beside the road where dirty water had accumulated** attracted the naughty children who were returning home from school.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 14th OCTOBER 2020, CLASS 26**

7. **Most of the round, yellow laddus which were kept in the jars on the foot-path**, were purchased by the villagers.
8. **Zahra who is writing in a notebook** mumbles the words as she writes.
9. **The rats and I** shared the room.
10. **That huge, wide-spread banyan tree in grandfather's garden**, provided a shelter to many birds and animals.
11. **Some very brave villagers who had gathered at the shooting site**, were not ready to move back.
12. **Both the powerful opponents, who were fighting against each other, under the banyan tree**, were cheered by the onlookers.



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*Children, now you have listed all the six major components which form a part of the **Noun phrase**.*

They are **Pre-determiners**, **Determiners**, **Adjectives**, **Head Nouns**, **Prepositional Phrase** and **Relative clause**.

Let us learn more about them.

Pre-determiners

They come before
the Determiner
in a Noun phrase.

Eg: - **half, half-of,**
all, all of, both,
some etc.

Determiners

3 Types:

Articles- a, an, the

Possessives- my, our, your,
his, her, their, its, sister's etc.

Demonstratives- this, that,
these, those, etc.



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Adjectives

Words which modify
or describe a Noun or
Pronoun.

Eg. They took a **thin**
long wire.

Head-Noun

The most important
Noun in the phrase.

Eg. The **door** of the
cage was opened.

Prepositional phrase

The phrase that begins
with a Preposition

Eg. The squirrel **on**
the tree became my
friend

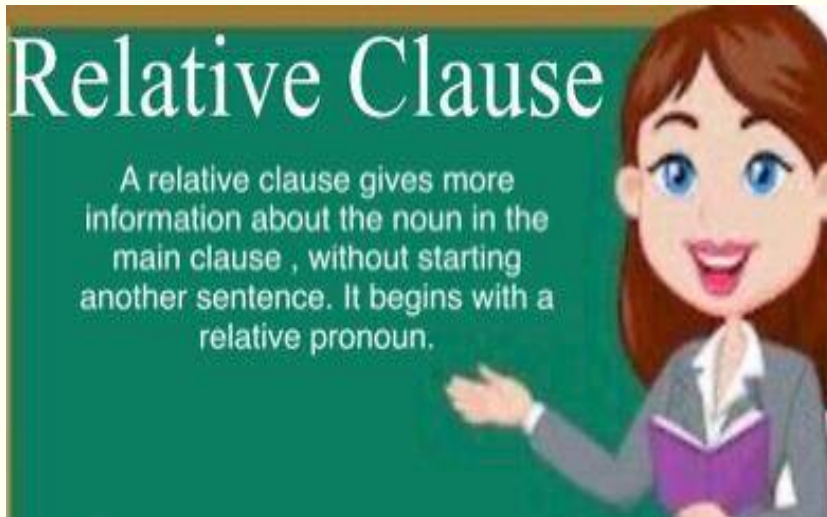
Relative Clause

The clause that begins with
a Relative pronoun.

Eg. The snake **which crawled**
over me slowly moved
towards the mirror.



ACTIVITY 2



To introduce relative clauses, we use the relative pronouns.

1. **Who:** refers to **people**(subject)
2. **Whom:** refers to **people**(object)
3. **Whose:** refers to **possession**
4. **When:** refers to **time**
5. **Which/That:** refers to **animals and things**
6. **Where:** refers to **places**
7. **Why:** refers to **reason**
8. **What:** refers to **things**



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A. *Let's go through the examples given below:-*

- a) A young lady **who lived in our neighbourhood** came to our help.
- b) The eldest son **whom he loved so dearly** settled abroad.
- c) She knew the family **whose house we bought.**
- d) He paid the bill **when he received the salary.**
- e) The tiger **which had turned into a man- eater** could not be located.
- f) This is the cake **that Mary made.**
- g) This is the house **where my son was born.**
- h) I would like to know the reason **why you are so late today.**

[The relative clause can come after the subject or the object of a sentence]



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B. *Underline the relative clauses in the given sentences.*

1. The protagonist who was standing quietly captured my attention.
2. The dog which remained in the same place puzzled me.
3. Goopy who is banished by the king wanders in the forest.
4. We told him what we wanted.
5. He showed us an old scar which had been caused by a tiger.
6. Mr. Thorat who found a solution was appreciated by us.
7. We took a few shots which we needed for the film.
8. I will wear the sneakers when you are back from school.
9. The tiger which emerged with a loud roar charged straight at the villagers.
10. The cobbler's shop where Ali and the cobbler are sitting can be seen.



**ENGLISH - STANDARD 10th WORKSHEETS
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ACTIVITY 3

Shall we do another activity based on noun phrase analysis?

Look at the sentences given below:

1. The vegetable boxes in the shop tumbled.
2. The Tamil manager of Bharat circus greeted Ray warmly.
3. The main character in the film was a large dog.
4. The fifty ravens which perched in a row obeyed the commands instantly.
5. A small group of men who waited outside the bakery talked loudly.
6. The small squirrel who became friendly started delving into the boy's pocket.
7. A tall man with a parcel walked up to the curtained door.
8. Ali's sister's shoes that were kept beside the vegetable boxes were taken by the junk collector.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 14th OCTOBER 2020, CLASS 26**

9. The ring master Mr. Thorat, who was called by the manager to the office introduced himself.

10. All the villagers who were gathered at the shooting location became panicked.

Now you have to identify the noun phrases in each of these sentences and categorize them into its components as shown in the table given below:

One has been done for you.

Sl. No	Noun Phrase	Pre Determiner	Determiner	Adjective	Head Noun	Prepositional Phrase	Relative Clause
1	The vegetable boxes in the shop		the	vegetable	boxes	in the shop	
2							
3							
4							
5							
6							
7							
8							
9							
10							



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ENGLISH - STANDARD 10th WORKSHEETS FOR 6th OCTOBER 2020, CLASS 25

INSTRUCTIONS TO THE TEACHER

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FOR 6th OCTOBER 2020, CLASS 25**

ACTIVITY 1

See children, **Anil** and **Arun** are friends. What are they talking about?



Anil: Good morning Arun, I have a good news for you.

Arun: Good morning. What is the good news?

Anil: Do you want to see Mr. Mohanlal?

Arun: Yes. How can I see him? I'm a great fan of him.

Anil: Please come to S K Puram tomorrow. There is a shooting programme.

Arun: What an exciting news!



Have you read the dialogue? Now let's pick out the sentences from the conversation.



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Sentence 1:- I have a good news for you.

Sentence 2:- What is the good news?

Sentence 3:- Do you want to see Mr. Mohan Lal?

Sentence 4:- How can I see him?

Sentence 5:- I'm a great fan of him.

Sentence 6:- Please come to SK Puram tomorrow.

Sentence 7:- There is a shooting programme.

Sentence 8:- What an exciting news!

Look at the sentences used in the conversation. You can see different types of sentences among them. What are the different types of sentences?

**ASSERTIVE /
DECLARATIVE**

Sentences that make a
statement or declares
something

Begins with a

SUBJECT

Tells about a fact
(positive/ negative)

INTERROGATIVE

Two Types

WH QUESTION (Begins
with a question word)

YES/NO QUESTION

(Begins with an
auxiliary verb)

It ends with a
question mark(?)



**ENGLISH - STANDARD 10th WORKSHEETS
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IMPERATIVE

Begins with a verb

**Request
Command
Order
Instruction
Advice
Prayer
wish**

EXCLAMATORY

Begins with What/ How

**(What + a noun phrase,
How+ an adjective /
adverb phrase)**

**Ends with an
exclamation mark (!)**

Now let's classify the above 8 sentences into **four types**

TYPES OF SENTENCES

Assertive / Declarative.

- 1. I have a good news for you. (Begins with the subject 'I')**
- 2. There is a shooting programme.(Begins with 'There')**
- 3. I'm a great fan of him. (Begins with the subject 'I')**



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Interrogative.

- 1. What is the good news? (Begins with Wh Question word and ends with question mark)**
- 2. Do you want to see Mr. Mohan Lal?(Begins with the auxiliary verb 'Do' and ends with a question mark.Yes/No question)**
- 3. How can I see him? (Begins with Wh Question word and ends with a question mark. Wh question)**

Imperative

- 1. Please come to SK Puram tomorrow. (Request- Begins with the verb 'come' which comes after 'please')**

Exclamatory

- 1. What an exciting news! (Begins with 'What' followed by a Noun phrase and ends in an exclamation mark-!)**



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Hope you have understood the different types of sentences and their features. Shall we do an activity?

A. Read the following sentences and write which type of sentence they belong to?

Do you like ice cream?	
Go to the shop and buy a family pack ice cream.	
Where shall I get ice cream?	
I went to the shop.	
What a delicious ice cream!	



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B. Dear children, here you are provided with a few sentences from the lesson 'Project Tiger' and 'My Sister's Shoes'. Try to identify each sentence type.

How reverently these animal actors were treated!

Every animal in a Hollywood film is well trained.

Please stand behind the camera.

Have you ever heard of trained ravens?

The main character in this film was a large dog.

What the hell are you doing?

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

How did Ray manage to get a tiger?

Pick some down there.

Are you crazy?

The shooting was taking place near Shiuri in Birbhoom.

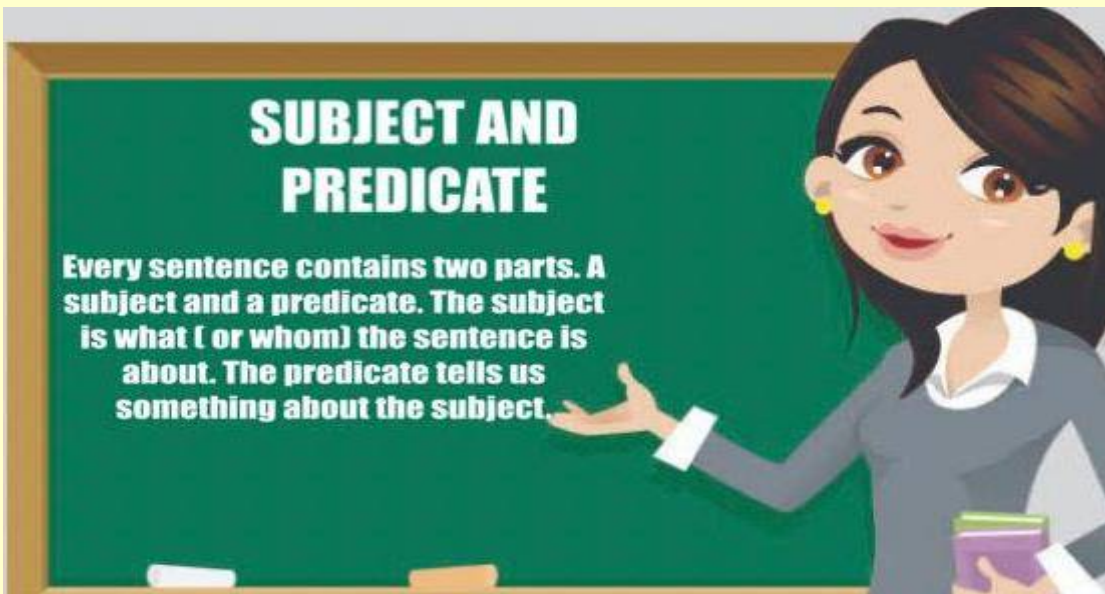
What a robust tiger!

Get lost.

Why did you spill these?

A small group of men are waiting in a queue outside the bakery to buy nan.

ACTIVITY 2



A. Pick out the subjects and predicates from the following sentences and fill in the respective columns in the table given below:

- 1. Rahul paints well.**
- 2. Mohan has a good handwriting.**
- 3. All roads lead to Lucknow.**
- 4. New Delhi is the capital of India.**
- 5. Some boys were playing football in the ground.**



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- 6. The boy who is standing near the shop is my cousin.**
- 7. We play cricket every day.**
- 8. You must obey your teachers.**
- 9. A rainstorm flooded the village.**
- 10. Most of the children are fond of sweets.**

One has been done for you.

Sl No.	Subject	Predicate
1	Rahul	paints well
2		
3		
4		
5		
6		
7		
8		
9		
10		



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B. Can you circle the subjects and underline the predicates in the given sentences?

1. This dog's acting was more impressive than a human's.
2. These trained dogs were famous stars in their own rights.
3. Every animal in a Hollywood film is well- trained.
4. A few local people took our permission to go with us to watch how we tackled the tiger.
5. The cage on the lorry was covered.
6. Ali is leaving the shop.
7. A small group of men are waiting in a queue outside the bakery.
8. The shopkeeper is seen standing behind the counter.
9. Ali writes in the notebook and passes it to Zahra.
10. You can wear my sneakers.



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ACTIVITY 3

Dear children, you must have enjoyed the screen play of ‘My Sister’s Shoes’ written by the famous Iranian director Majid Majidi.

Imagine, you get a chance to interview him. You may wish to know a lot of things about him- the role models who impressed him, his childhood ambition, his school life, his friends, his message for the new generation etc.

Prepare a few questions that you may like to ask him at the time of your interview.

Eg.

1 : Sir, you have directed a number of films. Which is your favourite among them?

2: Have you directed movies in any language other than Iranian?

Now prepare at least ten questions including both the types.

Questions

They are of two types

1. Wh question- Begins with question words. (why, when, which, how, what, where etc.)

2. Yes / No question -Begins with auxiliary verbs. (is, was, are, were, do, does, did, has, have etc.)



A JOINT VENTURE OF DIET PALAKKAD AND SSK PALAKKAD



INTER BELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

**STUDENT SUPPORT MATERIAL for X ENGLISH
'BLOWIN' IN THE WIND'**

Prepared by

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**ENGLISH - STANDARD 10th WORKSHEETS
FOR 1st OCTOBER 2020, CLASS 24**

INSTRUCTIONS TO THE TEACHER

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DIET PALAKKAD



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 1st OCTOBER 2020, CLASS 24**

ACTIVITY 1

Go through the following sentences based on the song *Blowin' in the Wind* and prepare the paraphrase for the second & third stanzas separately.

1. **The poet laments that there are people who do not listen to the cries of the oppressed.**
2. **The mountain is the symbol of ego, pride, domination and oppression.**
3. **In course of time any huge mountain may be washed to the sea.**
4. **The poet wonders how long people must wait to see the sky of freedom.**
5. **The sea represents the forces of protest.**
6. **The poet criticizes those who turn their heads and pretend not to see the injustice and denial of civil rights.**
7. **People have to suffer oppression and just exist, if they are not free.**
8. **The sky is the symbol of freedom.**
9. **The poet suggests that if we just observe the world, we can understand it much better.**
10. **Wars usually bring about death and destruction. But the authorities are not much concerned about it.**
11. **The poet wants us to know 'how the world is and what can be seen'.**



**ENGLISH - STANDARD 10th WORKSHEETS
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ACTIVITY 2

A PHRASAL VERB is made up of a main verb together with an adverb or a preposition or both.



A. Match the following phrasal verbs given in Column A with their meanings in Column B.

COLUMN A		COLUMN B	
1.	put up with	a)	postpone
2.	make out	b)	abandon
3.	put on	c)	start
4.	come across	d)	continue
5.	give up	e)	take care of
6.	go on	f)	tolerate
7.	look after	g)	meet by chance
8.	set off	h)	reject
9.	turn down	i)	wear
10.	put off	j)	understand



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FOR 1st OCTOBER 2020, CLASS 24

B. Replace the words in red with the phrasal verbs given in the box

1. Ray wanted to **express** some ideas with the manager.
2. Mr. Thorat **started the journey** to the shooting location in a lorry.
3. Finally the tiger **surrendered** and Satyajit Ray managed to shoot the scene.
4. Akbar couldn't **tolerate** the behaviour of Ali in the shop.
5. Ali **met** a junk collector on his way.
6. Ali's father **rejected** his mother's request to opt for a surgery.
7. Satyajit Ray **visited** Hollywood to learn more about film making.
8. When the cover of the lorry was **removed**, Ray was surprised.
9. Zahra **reads** what Ali has written in the notebook.
10. I will **wear** your sneakers when you are back from school.

turned down goes through taken off
put across set out put up with gave in,
came across put on called at



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C. Complete the following passage choosing the suitable phrasal verbs given in brackets:

1. (call on, put across, set off, turned out, sent for)

Satyajit Ray _____ from his house early morning and decided to _____ the manager of Bharat Circus. The manager _____ Mr. Thorat. Ray _____ his ideas with the manager. Despite his worries everything _____ well.

2. (came across, get along, make out, put on, taken aback)

Ali's parents could not _____ with the money. But Akbar failed to _____ their poverty. Ali _____ a junk collector in front of the shop. Ali was _____ when he realised that the bag of shoes was missing. Finally Zahra agreed to _____ Ali's sneakers.



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ENGLISH - STANDARD 10th WORKSHEETS FOR 28 SEPTEMBER 2020, CLASS 23

INSTRUCTIONS TO THE TEACHER

- + സെപ്റ്റംബർ 28 ന് നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
- + പൊതു പരീക്ഷയെക്കൂടി മുൻ നിർത്തിയുള്ള പ്രവർത്തനങ്ങൾ ആണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
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- + 2 പ്രവർത്തനങ്ങളാണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.

DIET PA



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 28 SEPTEMBER 2020, CLASS 23**

ACTIVITY 1

Read the last stanza of the poem 'Blowin' in the Wind' and answer the questions that follow.

1. Do you think that the poet is optimistic? Quote the line from the poem to support your answer.
2. Which word in the stanza suggests injustice, misery and oppression?
3. What does the word 'death' imply here?
4. What does the word 'he' stand for?
5. Pick out an example of *visual image* from these lines.
6. Mention an instance of *refrain*.
7. Find out an example for *auditory image*.
8. "he can see the sky". What does the line suggest?
9. Pick out the words which sounds alike in the beginning and complete the table.

must	man
see	
take	



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 28 SEPTEMBER 2020, CLASS 23**

ACTIVITY 2

Dear students,

Hope you all watched the KITE VICTERS First Bell class for 10th English song “Blowin’ in the Wind”. Here we are going to do an activity based on that.

A. Revisit the poem “Blowin’ in the Wind” and match column A with column B suitably.

A	B
1. Title of the song	Bob Dylan
2. Singer(lyricist)	White dove
3. Theme	Blowin’ in the Wind
4. Alliteration	The song is about how humans are ignoring the issues of war, peace, human rights and not doing the right thing about it, though the answer is known to all and it is everywhere.
5. Visual image	People cry
6. Refrain	Sleeps in the sand.
7. Rhyming words	The answer, my friend, is blowin’ in the wind The answer is blowin’ in the wind.
8. Assonance	Roads
9. Metaphor	Sky- cry, sea- free
10. Auditory image	Will it take till.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 28 SEPTEMBER 2020, CLASS 23**

B. Hope you have completed the activity. Now can you construct sentences using the hints given in the table?

A) The title of the song is “Blowin’ in the Wind”

B) _____

C) _____

D) The poet uses alliteration in the part of the line “sleeps in the sand”.

E) _____

F) _____

G) _____

H) _____

I) _____

J) _____



ENGLISH - STANDARD 10th WORKSHEETS FOR 28 SEPTEMBER 2020, CLASS 23



Guidelines for writing an *appreciation* of a poem:-

Introduction : About the poet and main theme.

Literal meaning : Paraphrasing.

Imagery : Images and their meaning.

Lyrical qualities : Rhyme scheme, rhyming words,
alliteration, assonance etc.

Figure of speech: Simile, metaphor, personification
etc.(poetic devices).

Message : Message conveyed.

Conclusion : A self evaluation of the poem.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 28 SEPTEMBER 2020, CLASS 23**

**C. Now prepare an appreciation of the song “ Blowin’ in the Wind”
written by Bob Dylan. You may begin like this:**

Bob Dylan’s Blowin’ in the Wind is a song of protest.....

.....

.....

.....

.....

.....

.....

.....

DIT



A JOINT VENTURE OF DIET PALAKKAD AND SSK PALAKKAD



INTER BELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

STUDENT SUPPORT MATERIAL for X ENGLISH
'BLOWIN' IN THE WIND'

Prepared by

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Susmitha Nair (HST, MNKMHSS Pulappatta)

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ENGLISH - STANDARD 10th WORKSHEETS FOR 24 SEPTEMBER 2020, CLASS 22

INSTRUCTIONS TO THE TEACHER

- + സെപ്റ്റംബർ 24 ന് നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
- + പൊതു പരീക്ഷയെക്കൂടി മുൻ നിർത്തിയുള്ള പ്രവർത്തനങ്ങൾ ആണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
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- + 3 പ്രവർത്തനങ്ങളാണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.

DIET



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 24 SEPTEMBER 2020, CLASS 22**

ACTIVITY 1

Read the first two stanzas of the poem 'Blowin' in the Wind' and match the expressions in column A with their meanings in column B.

	A		B
1	Roads	a	Power, dominative forces, and oppressive rulers
2	White dove	b	War
3	Sleeps in the sand	c	Be indifferent
4	Blowin' in the wind	d	Peace and freedom
5	Mountain	e	The oppressed people
6	Sea	f	The oppressed people don't enjoy life, they only suffer
7	Exist	g	Sleep without fear
8	People	h	Everywhere
9	Man	i	Life's experiences, life's journey
10	Turn his head	j	One who is not concerned about the oppressed
11	Cannon balls	k	The power of common man, the protest of common man



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 24 SEPTEMBER 2020, CLASS 22**

ACTIVITY 2

Read the stanza 1 of the song 'Blowin' in the Wind' again. Here are a few statements regarding the same. Mark them as **True** or **False**.

1. Blowin' in the wind is a song of love.
2. Bob Dylan is speaking in favour of war.
3. 'Roads' stands for life experiences.
4. The poet suggests that man doesn't need many experiences before he is called a man.
5. 'White dove' in the stanza is a symbol of birds.
6. Bob Dylan is speaking of the hardships the oppressed might suffer before attaining freedom.
7. 'White dove sleeping in the sand' is a symbol. It implies the quest for freedom.
8. The poet argues that wars must continue.
9. 'Cannon balls' stand for weapons which are suggestive of war.
10. Bob Dylan believes that there is no answer to these questions.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 24 SEPTEMBER 2020, CLASS 22**

Have you completed the work?

Now correct the wrong statements and attempt a **paraphrase** of the **stanza 1** using the correct statements. You may begin like this.

Bob Dylan's 'Blowin' in the Wind' invokes the spirit of the oppressed to wake up and protest the age-old oppression and exploitation.

.....

.....

.....

A Paraphrase is a restatement or rewording of the ideas expressed in prose or poem without changing the meaning of original text.

An effective paraphrase is

Original—paraphrases should use your own fresh vocabulary, phrasing, and sentence structure, not the sentence structure, phrasing and words of your source.

Accurate—paraphrases must precisely reflect the ideas, tone, and emphasis of your source.

Objective—paraphrases should not incorporate your opinion.

Complete—paraphrases need to include all the important ideas in your source.

Dear children,

What is the difference between a paraphrase and a summary? Find out?



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 24 SEPTEMBER 2020, CLASS 22**

ACTIVITY 3

Pick out the lines from the song that fits with the pictures given below.





ENGLISH - STANDARD 10th WORKSHEETS FOR 24 SEPTEMBER 2020, CLASS 22

Do you know?



According to the Biblical story, a white dove was released by Noah after the flood to find land. The dove came back carrying a freshly plucked olive leaf, a sign of inhabitable land. Alluding to this Dylan says that the dove which is a symbol of peace will never be able to sleep in the sand because it will never be able to find a peaceful land anywhere on this earth.

CANNON BALLS are usually round and made of iron or steel which are designed to be fired from a cannon.





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INTER BELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

**STUDENT SUPPORT MATERIAL for X ENGLISH
'BLOWIN' IN THE WIND'**

Prepared by

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ENGLISH - STANDARD 10th WORKSHEETS FOR 22 SEPTEMBER 2020, CLASS 21

INSTRUCTIONS TO THE TEACHER

- + സെപ്റ്റംബർ 22 ന് നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
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- + ഇതിൽ തന്നിരിക്കുന്ന പ്രവർത്തനങ്ങൾ ഒന്നിച്ചു കൂട്ടികൾക്ക് അയച്ചു കൊടുക്കുന്നതിനു പകരം ആവശ്യാനുസരണം സ്ക്രീൻ ഷോട്ട് ആയി അയക്കുന്നതായിരിക്കും ഉചിതം.
- + 2 പ്രവർത്തനങ്ങളാണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.

DIET



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 22 SEPTEMBER 2020, CLASS 21**

ACTIVITY 1

Read the lines from the song *Blowin' in the Wind* and answer the questions that follow:

How many roads must a man walk down

Before you call him a man?

How many seas must a white dove sail

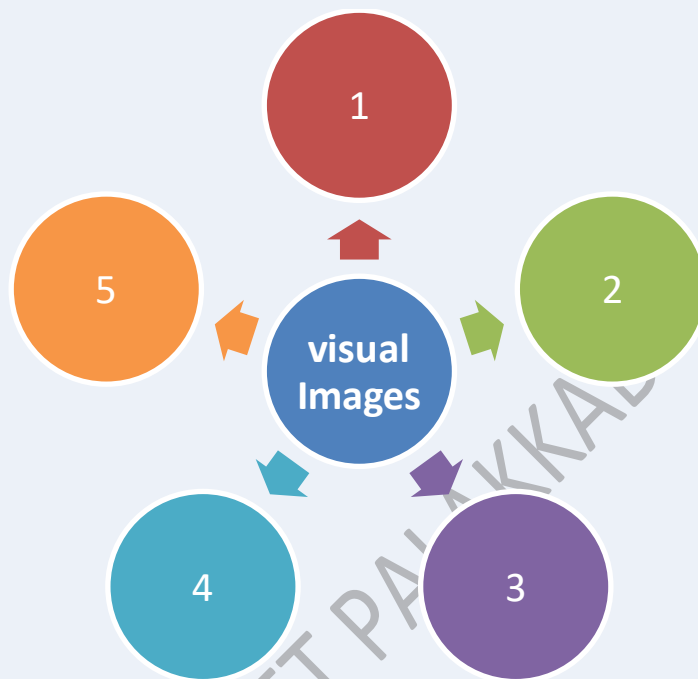
Before she sleeps in the sand?

Yes, and how many times must the cannon balls fly

Before they're forever banned?

1. What does the word *roads* signify?
2. What does the expression *white dove* refer to here?
3. Pick out the expression from the poem which gives you the sense of *war*.
4. What does the poet mean when he says “The answer is blowin’ in the wind”?
5. Pick out two instances of alliteration.
6. “How many seas must a white dove sail before she sleeps in the sand?” Identify the type of question.

7. Complete the following web diagram based on the different visual images used in the given lines.



Do you know?

The lyricist omits 'g' in the word blowin' and uses the word blowin' to create an atmosphere of normal conversation so that the message reaches even the common masses. Here, he tries to represent the voice of a common man by using their way of talking. Moreover, it enhances the rhythmic quality.



ENGLISH - STANDARD 10th WORKSHEETS FOR 22 SEPTEMBER 2020, CLASS 21

ACTIVITY 2

Everybody knows that profile is the shortest description about a person. Hope you have prepared many profiles of different personalities. Here is the profile of Bob Dylan, but some words are missing. Can you fill them suitably using the hints given in the box?

BOB DYLAN

One of the greatest ---(1)---of all time, Bob Dylan---(2)- born ---(3)--- 24th May 1941 ---(4)--- Minnesota, USA. He ----(5)--- also a singer, visual artist and writer. ---(6)--- real name is Robert Allen Simmerman. He was---(7)---in University of Minnesota, Minneapolis. His early songs such as “Blowin in the Wind” and “The Times They Are a -Changin” ---(8)---the anthem of ---(9)--- American Civil Rights and anti-war movements. He was the most ---(10)---rock musician in 1960s. He ---(11)---Nobel Prize in Literature in 2016. Now he ----(12) - -- in Malibu, California.

1. song writer / song writers
2. is /was
3. on / in
4. in / on
5. is / was
6. he / his
7. educated / education
8. become / became
9. an / the
10. popular / poppular
11. win / won
12. reside / resides



A JOINT VENTURE OF DIET PALAKKAD AND SSK PALAKKAD



INTER BELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

**STUDENT SUPPORT MATERIAL for X ENGLISH
'MY SISTER'S SHOES'**

Prepared by

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Nisha Raj (HST, GHS Pattambi)
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ENGLISH - STANDARD 10th WORKSHEETS FOR 17 SEPTEMBER 2020, CLASS 20

INSTRUCTIONS TO THE TEACHER

- + സെപ്റ്റംബർ 17 ന് നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
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- + പ്രവർത്തനം 3 ചെയ്യുന്നതിന് ആവശ്യമായ പരമാവധി പിന്തുണ മൊഡ്യൂളിൽ നൽകിയിട്ടുണ്ടെങ്കിലും കൂടുതൽ വിശദീകരണങ്ങളും പിന്തുണയും അധ്യാപകരുടെ ഭാഗത്തുനിന്ന് ഉണ്ടാകണം.
- + പ്രവർത്തനം 4 അധിക വായനക്ക് മാത്രമുള്ളതാണ്.
- + ഇതിൽ തന്നിരിക്കുന്ന പ്രവർത്തനങ്ങൾ ഒന്നിച്ചു കുട്ടികൾക്ക് അയച്ചു കൊടുക്കുന്നതിനു പകരം ആവശ്യനുസരണം സ്ക്രീൻ ഷോട്ട് ആയി അയക്കുന്നതായിരിക്കും ഉചിതം



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 17 SEPTEMBER 2020, CLASS 20**

ACTIVITY 1

Read the following questions from Scene 4 of *My Sister's Shoes*, and match them with the answers in the boxes given below

1. Why do Zahra and Ali communicate through notebooks?
2. Who are the offscreen characters? What are they discussing?
3. What do you know about the financial status of the family?
4. 'You should learn to live with it' What does the word 'it' refer to?
5. Does father agree with mother's idea of having a surgery? How do you know?
6. Why did Ali request Zahra not to tell their father about the lost shoes?
7. 'Ali, you have some nerve'. Why did Zahra think so?
8. How did Zahra solve the problem of going to school without shoes?
9. Pick out the word which means 'a type of liquid food for babies'.
10. How will you complete the sentence, 'If Zahra tells their father about the lost shoes,



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 17 SEPTEMBER 2020, CLASS 20**

ANSWERS

- a. The word 'it' refers to the mother's health issue (slipped disc).
- b. Zahra was very angry when Ali asked her to go to school wearing slippers. So she thought that Ali had some nerve.
- c. They are very poor and they find it difficult to make both ends meet.
- d. He will beat both of them.
- e. No, father does not agree with mother's want for surgery. He says, "Don't ever think about surgery". From this we can understand that he doesn't agree with her surgery.
- f. Ali's father and mother are the offscreen characters. They are discussing their financial problems and the mother's illness.
- g. Ali and Zahra want to keep the secret of her lost shoes. So they communicate through their notebooks.
- h. Formula
- i. Zahra decided to wear Ali's sneakers after he had come from school. Thus she solved the problem.
- j. Ali asked Zahra not to tell their father about the missing shoes because he feared that the father would beat both of them. He had no money to buy a new pair of shoes.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 17 SEPTEMBER 2020, CLASS 20**

ACTIVITY 2

MY MOVIE REVIEW

Let's prepare a movie review.

**Title your review
(Catchy and clear)**

Paragraph 1: Introduce the movie to the readers.

1. Title of the movie.
2. Director of the movie
3. The type of movie? (Thriller/ comedy / Drama/ Action and Adventure/ Romance/Children and Family /Documentary etc)

Paragraph 2: Summarize the story

Just answer the questions given below.

1. When and where did the story take place? (Settings)
2. Who are the main characters? Mention the minor characters, if needed. (Characters)
3. What is the story about? Give a glimpse of the story. (Beginning and middle)

REMEMBER, do not tell how the story ends. KEEP SUSPENSE!!!



ENGLISH - STANDARD 10th WORKSHEETS FOR 17 SEPTEMBER 2020, CLASS 20

Paragraph 3: SCRIPT IS IMPORTANT

- ✓ What do you feel about the script of the movie? Is it strong or weak? Give your reasons.
- ✓ Do you like the performance of characters? Who impressed you more? Why?
- ✓ Appropriateness of dialogues. Are the dialogues well explained or crowded?

Paragraph 4: Let's point out some more elements

Cinematography: You might have come across this word while watching films. What is it? Cinematography is the art of photography and camerawork in filmmaking.

- a) Mention the various shots used in the movie
- b) How do the settings and background elements enhance the tone of the movie?

Sound designing is an essential part of movie making. Has the sound tracks used raise the quality of this movie?

Costumes are another way to fix the mood and tone of the script. Evaluate whether the costume choices fit the style of the movie or not.

Language is not a barrier in the case of art and film. Discuss it in 2 or 3 points in the light of the movie.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 17 SEPTEMBER 2020, CLASS 20**

Paragraph 5: Now we can conclude-

- ✓ What is your opinion about the movie?
- ✓ What is your overall impression about the movie?
Highly recommended / Average / Below Average.
- ✓ Whom would you recommend the movie?
- ✓ Is it a must watch movie? Will you suggest others to watch the movie?

Hope you have gone through the above details. Now let us write a review of *My Sister's Shoes*. The following questions will help you to write a comprehensive review.

*How does the first scene begin?

* Who are the characters introduced in scene 1?

*Which shot is used to show Cobbler's hands in the first scene?

*Which camera technique is used to show Ali picking up the nan?

*Where was Ali walking to after coming out of the bakery?

*What was heard on the soundtrack in the beginning of the 3rd scene?

*Who took Ali's parcel of shoes?

*What did Akbar tell Ali when he handed over the bag of potatoes?

*How did the vegetables scatter on the ground?

*What was Ali searching for?

*Which shot is used to show Ali and his sister reading their textbooks?

*How do you know that Ali belongs to a poor family?

*What was the father doing sitting on the chair?



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 17 SEPTEMBER 2020, CLASS 20**

- * What was the reaction of Zahra when she came to know that her shoes were lost?
- * How did Ali try to console her?
- *What effect does the sound of the hammer create in the last scene?
- *Which are the different camera techniques used in the last scene?

What do you know about the setting of the 3rd scene?

What idea do you get about the Iranian currency from the script?

How does the director present the “talks” between Ali and his sister?

What kind of costumes are used in this script?

DIET PALAKKAD



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 17 SEPTEMBER 2020, CLASS 20**

ACTIVITY 3

Ali and Zahra are going through a great mental tension after Ali lost the shoe in the market. Here Zahra writes her diary.

10th June 2020

Monday

What an unforgettable day in my life! I lost my shoes. If Ali was a bit more careful, I could have avoided teacher's reproof tomorrow. If my father gets to know of this, he will certainly thrash Ali for his carelessness. Poor Ali!

He is in deep regret for what happened. Am I supposed to wear shoes to school tomorrow? But how can I?

If you were Ali, what thoughts would have come to your mind? Write a diary entry.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 17 SEPTEMBER 2020, CLASS 20**

ACTIVITY 4

Read the script of a short video on **WASTING FOOD** given below and replace the questions in the bubbles with their answers.

Scene 1

Dining hall of a big house.

Medium shot of a boy having lunch. Half filled plate and the boy are in the frame. He takes a handful of food and puts it back into the plate. The camera moves to take a close up of the boy's face. He shows indifference to food. He looks at either side as if to know if anyone comes.

Cut to the kitchen. The boy's mother walks to the dining table.

Boy: Ma, I don't want to eat any more. I'm not hungry at all.
Pushes away the plate

Mother: Have food, dear. You always waste food. This is not a good habit.

Mother goes out of the frame. The boy takes the plate and walks out. Looks as if afraid.

Cut to the yard outside. The boy takes the food in his hand to throw it away. The boy's father enters.

Father: What are you doing? Wasting food again? Angry look on his face. He grabs the boy's hand and makes him sit on the bike. He rides the bike.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 17 SEPTEMBER 2020, CLASS 20**

Scene 2. The backside of a big hotel in the town. The father and the son enters riding the bike. Camera focuses on a barrow full of waste. A small boy wearing torn clothes searches for food in the barrow. A dog also tries to get something to eat from the same barrow. The father stops his bike near the barrow. The small boy looks at them and continues his search. The boy on the bike bends his head low. Camera focuses his face. He starts crying.

Father: Never waste food hereafter, right?

Boy : Never papa. Never. I understand the value of food. The father rides back home.

**Who are the
characters?**

**How many
scenes are there?
Which are they?**

**Which are the
Settings?**

**What is the
time
mentioned
here?**

**Pick out the
Dialogues**

**Which are the
sentences that
show scene
directions?**



A JOINT VENTURE OF DIET PALAKKAD AND SSK PALAKKAD



INTER BELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

**STUDENT SUPPORT MATERIAL for X ENGLISH
'MY SISTER'S SHOES'**

Prepared by

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Sreeja C.J (HST Govt. Big Bazar HS, Palakkad)
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ENGLISH - STANDARD 10th WORKSHEETS FOR 14 SEPTEMBER 2020, CLASS 18

INSTRUCTIONS TO THE TEACHER

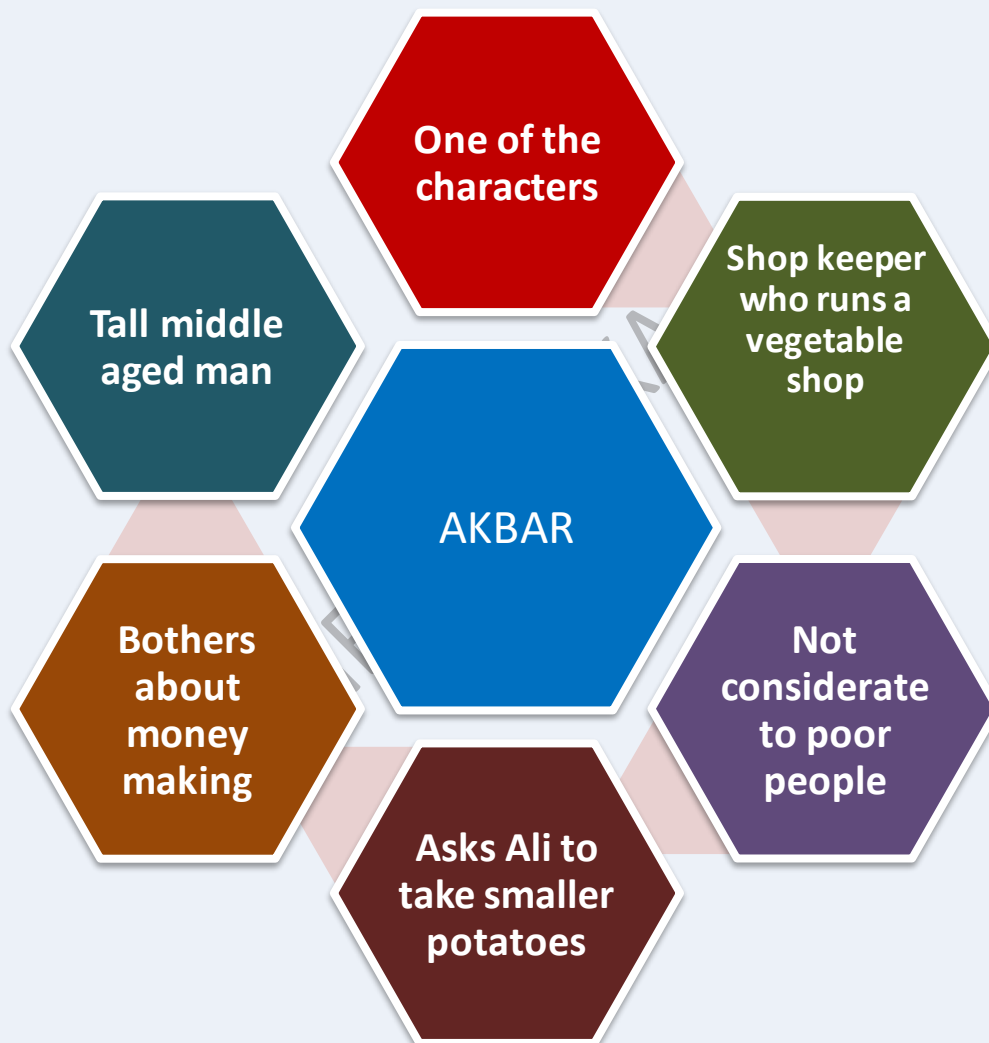
- + സെപ്റ്റംബർ 14 ന് നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
- + പൊതു പരീക്ഷയെക്കൂടി മുൻ നിർത്തിയുള്ള പ്രവർത്തനങ്ങൾ ആണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
- + പ്രവർത്തനം 3 ൽ പ്രകടനത്തിനുള്ള സാധ്യത കൂടി ഉൾപ്പെടുത്തിയിട്ടുണ്ട്.
- + പ്രവർത്തനം 4 ചെയ്യുന്നതിന് കുട്ടികൾക്ക് ആവശ്യമായ മൂന്നറിവ് ഉണ്ടെന്ന് ഉറപ്പാക്കുകയും അതിൽ അവതരിപ്പിച്ചിട്ടുള്ള ഉള്ളടക്കം ആർജ്ജിക്കുന്നതിനുള്ള പിന്തുണ നൽകുകയും ചെയ്യുമല്ലോ.
- + ഇതിൽ തന്നിരിക്കുന്ന പ്രവർത്തനങ്ങൾ ഒന്നിച്ചു കുട്ടികൾക്ക് അയച്ചു കൊടുക്കുന്നതിനു പകരം ആവശ്യാനുസരണം സ്ക്രീൻ ഷോട്ട് ആയി അയക്കുന്നതായിരിക്കും ഉചിതം
- + 4 പ്രവർത്തനങ്ങളാണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 14 SEPTEMBER 2020, CLASS 18**

ACTIVITY 1

Prepare a brief character sketch of **Akbar** in the screen play '**My Sister's Shoes**' using the diagram given below.



You may begin your answer like this.

Akbar is one of the characters in the screen play 'My Sister's Shoes' written by Majid Majidi



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 14 SEPTEMBER 2020, CLASS 18**

ACTIVITY 2

Complete the **flow chart** based on the events taken place in scene1, 2 and 3.
Arrange the events in correct sequential order.





**ENGLISH - STANDARD 10th WORKSHEETS
FOR 14 SEPTEMBER 2020, CLASS 18**

ACTIVITY 3

A. Read the following conversation between Ali and the cobbler, when Ali visits the Cobbler to mend his sister's shoes.

Ali : Good morning Uncle. How are you?

Cobbler : Good morning Ali. I'm fine.

Ali : Have you mended my shoes?

Cobbler : Yes, it's almost ready.

Ali : ok uncle, please give me fast.

Cobbler : Is this your shoes Ali?

Ali : No uncle, It's my sister's shoes.

Cobbler : Ok, here it is.

Ali : How much should I give you?

Cobbler :It's just thirty Toumans my boy.

Ali : Here is the money uncle. But I don't have the change.

Cobbler : Take the change.

Ali : Thank you Uncle. Bye.

Cobbler : Bye. Take care.



ENGLISH - STANDARD 10th WORKSHEETS FOR 14 SEPTEMBER 2020, CLASS 18

A Conversation is a talk, especially an informal one, between two or more people, in which news and ideas are exchanged.

The important points to be noted while constructing a conversation are:

- Identifies the **relationship between the people** who are engaged in the conversation.
- Apt **beginning**.
- Should focus on **the context** of the conversation.
- Should use a variety of sentence patterns, like **questions, statements, question tags, imperatives** (command, request etc.).
- We should use **informal expressions** like interjections (alas, oh my God, hurrah etc.) and contracted forms like do+not-don't, is+ not-isn't etc.
- Should have a proper **ending**.
- Maintain a **good flow** or coherence **of ideas**.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 14 SEPTEMBER 2020, CLASS 18**

Have you carefully gone through the example for conversation?

Did you understand the points given in the box?

Now prepare a likely **conversation between Ali and his friend** when he was returning from the vegetable shop where he had lost his sister's shoes. There should be at least **six exchanges**.

Your conversation may begin like this:

Thahir : Hi Ali, nice to meet you.

Ali : Hi Thahir, how are you,?

Thahir : I'm fine. But are you ok?

Ali :

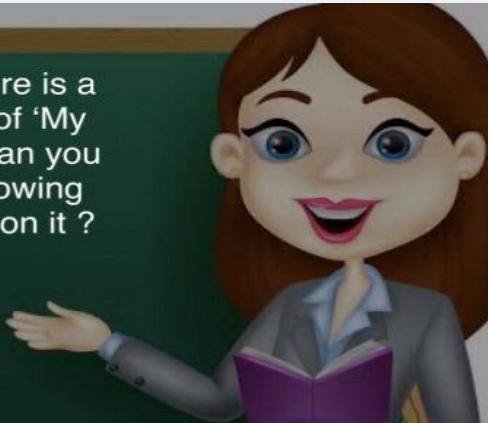
After preparing the conversation, try to present the same with good pronunciation, stress, voice modulation etc. and send the **audio clip** to your teacher.



**ENGLISH - STANDARD 10th WORKSHEETS
FOR 14 SEPTEMBER 2020, CLASS 18**

ACTIVITY 4

Dear children, there is a twist in scene 3 of 'My Sister's Shoes'. Can you complete the following paragraph based on it ?



The crucial incident in the third scene of My Sister's Shoes creates a twist in the narrative. Ali comes to the vegetable store.

.....

.....



ENGLISH - STANDARD 10th WORKSHEETS FOR 14 SEPTEMBER 2020, CLASS 18

How can we write a good paragraph?

Main parts of a paragraph

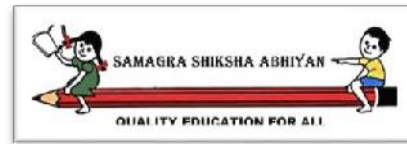
1. **Topic sentence**- 1st sentence- states the main idea
2. **Supporting sentences**- to develop and support topic sentence
3. **Concluding sentence**- last sentence- summarizes the main points.

Organization of ideas

Variety of sentences

Use of examples

Discourse markers



A JOINT VENTURE OF DIET PALAKKAD AND SSK PALAKKAD



INTER BELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

STUDENT SUPPORT MATERIAL for X ENGLISH
'MY SISTER'S SHOES'

Prepared by

Sreelatha (HST, GVHS Cherpulassery)
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ENGLISH - STANDARD 10th WORKSHEETS FOR 7th SEPTEMBER 2020

INSTRUCTIONS TO THE TEACHER

- ✚ സെപ്റ്റംബർ 7 ന് നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
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- ✚ 3 പ്രവർത്തനങ്ങളാണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.

DIET



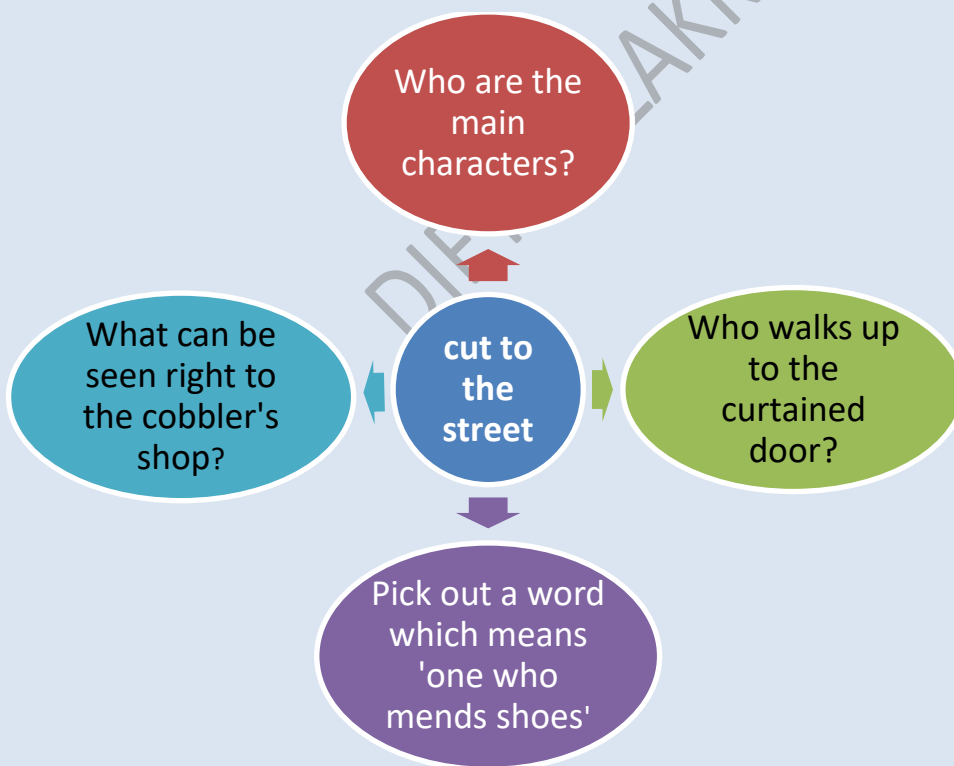
ENGLISH - STANDARD 10th WORKSHEETS FOR 7th SEPTEMBER 2020

ACTIVITY 1

A. Read the following extract from the film script *My Sister's Shoes* and answer the questions given in the web diagram.

Seen from across the street. The cobbler's shop where Ali and the cobbler are sitting can be seen. To the right of the cobbler's shop is a door with a curtain hanging on it which appears to open into a row house. Ali is leaving the shop.

A man with a parcel under his arm walks up to the curtained door, lifts the curtain and goes in, as Ali comes out of the cobbler's shop, putting the shoes into a small black bag in his hand, walks down the street and moves out of the frame on the left.



B. Identify the words or expressions that suit the given pictures based on scene 1 and 2.



1.



2.

3.



4.



5.



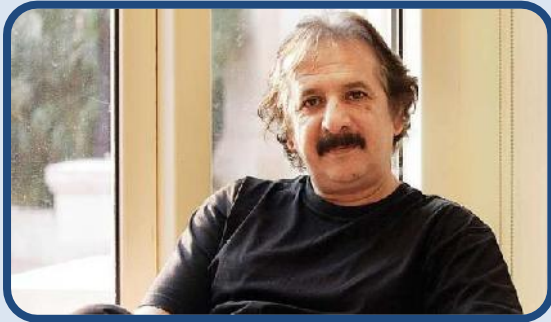
6.





ENGLISH - STANDARD 10th WORKSHEETS FOR 7th SEPTEMBER 2020

ACTIVITY 2



Prepare a short profile of the famous Iranian film director

Majid Majidi using the hints given below

Birth	:	17 April 1957, Tehran, Iran
Nationality	:	Iran
Alma mater	:	Institute of Dramatic Arts, Tehran
Career	:	Film director, producer, screen writer
Short films	:	Explosion (1991), Hoodja (1984), Examination day (1988), A day with Pows.
Feature films	:	Baduk (1992 debut one), Children of Heaven (1998), The Colour of Paradise(1999), Baran (2001), The Willow Tree (2005), The Song of Sparrows (2008).
Nominations	:	Academy Award for the best foreign language film(Children of Heaven), Golden Lion, Grand Jury Prize



ENGLISH - STANDARD 10th WORKSHEETS FOR 7th SEPTEMBER 2020

ACTIVITY 3

In scene 2 of the lesson “**My Sister’s Shoes**”, we have seen that Ali goes to the bakery to buy nan. Given below is the possible **conversation** between **Ali and the Baker**.

Complete the conversation suitably:

Baker : Aslamu Alaikum

Ali : Wha Alaikum Aslam.

Baker :(1).....?

Ali : I want some nan.

Baker : You want newly baked one,...(2)...?

Ali : Yes,(3).....?

Baker : Two Toumans per nan.

Ali : Ok, I need five nans.

Baker :(4).....?

Ali : I live nearby.

Baker :(5)..... ?

Ali : Yes, I will pack them myself.

Baker :(6).....?

Ali : Yes, I'm in a hurry.

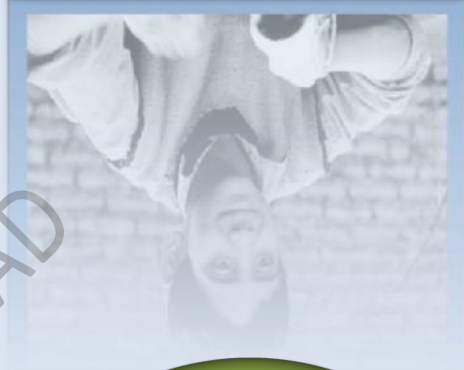
Baker : Ok, Then you had better.....(7)..

Ali : Ok, please make it fast.

If I go late,(8).....

Baker : Ok, I'll try. Please wait.

Ali : Ok, I'll wait here.



Hints

- ❖ Question tag
- ❖ -Wh & -Yes/no questions
- ❖ Had better
- ❖ If clause



A JOINT VENTURE OF DIET PALAKKAD AND SSK PALAKKAD



INTER BELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

**STUDENT SUPPORT MATERIAL for 10th ENGLISH
'PROJECT TIGER'**

Prepared by

Valsala Acottillam (HST, HS Peingode)
Nisha Raj (HST, GHS Pattambi)
Rehna (HST, GVHS, Vattenad)
Susmitha Nair (HST, MNKMGHS Pulappatta)
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Academic Coordination

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ENGLISH - STANDARD 10th WORKSHEETS FOR 3rd SEPTEMBER 2020

INSTRUCTIONS TO THE TEACHER

- ✚ സെപ്റ്റംബർ 3 ന് നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
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- ✚ രണ്ട് പ്രവർത്തനങ്ങളാണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.



ENGLISH - STANDARD 10th WORKSHEETS FOR 3rd SEPTEMBER 2020

ACTIVITY 1

Revisit **paragraphs 17&18** of the lesson '**Project Tiger**' and answer the following questions

1. When did Mr. Ray realise that the camera had failed to work?
2. Why did Mr. Ray have to shoot the scene with the tiger all over again?
3. Where was the new shooting location?
4. How do we know that Mr. Thorat had come well prepared to the second shooting location?
5. What were the instructions given to the audience?
6. What was the attitude of the audience?
7. If you were present at the shooting location of Boral and asked to stand at a distance of 70 feet, what would you have done?
8. How did the tiger behave when the cage was opened at the second location?
9. Was the second shooting successful? How do you know?
10. Pick out a word from the passage which means - 'to walk in a slow and relaxed pace'.



ENGLISH - STANDARD 10th WORKSHEETS FOR 3rd SEPTEMBER 2020

ACTIVITY 2

Let us read a few sentences from the lesson **Project Tiger**.

1. Satyajit Ray **tells** about his experience of film making.
2. He **could make** films with animals in them.
3. **Did** he **watch** films in his childhood?
4. Ray **reached** the Disney Studio very early.
5. **Can** a dog **have** a stand-in?

Certain words are given in red colour. They are the verbs .

These verbs can be classified into auxiliary verbs and main verbs.

In the 1 st sentence	tells	does + tell
In the 2 nd sentence	could make	could + make
In the 3 rd sentence	Did watch	did + watch
In the 4 th sentence	reached	did + reach
In the 5 th sentence	can have	can + have

AUXILIARY VERBS

BE
<ul style="list-style-type: none">• is• are• am• was• were

have
<ul style="list-style-type: none">• have• has• had

Do
<ul style="list-style-type: none">• do• does• did

<ul style="list-style-type: none">• will• would• shall• should• can• could• may• might• must• ought• need• dare• used



ENGLISH - STANDARD 10th WORKSHEETS FOR 3rd SEPTEMBER 2020

Children, hope you have finished the above work.

Now let us understand more about the auxiliary verbs.

The auxiliary verbs can be classified into two.
Primary auxiliaries and Modal auxiliaries.

Could you tell which are the Primary auxiliary verbs and which are the Modal auxiliary verbs?

PRIMARY AUXILIARIES

IS, AM, ARE, WAS, WERE,
HAS, HAVE, HAD, DO,
DOES, DID

MODAL AUXILIARIES

WILL, WOULD, CAN, COULD,
SHALL, SHOULD, MAY,
MIGHT, MUST, OUGHT,
NEED, DARE, USED

Read the following sentences.

1. Animals like elephants, horses and tigers acted in films, **didn't** they?
2. **Could** a police dog act well in Pather Panchali?
3. The Tamil manager **can't** disappoint Satyajit Ray.

In sentence 1 auxiliary is used to form **a question tag**. In sentence 2, it is used to form **a question**. In sentence 3, the auxiliary verb is used to form **a negative sentence**.



ENGLISH - STANDARD 10th
WORKSHEETS FOR 3rd SEPTEMBER 2020

b. Rewrite as directed.

1. The manager ordered South Indian coffee for us. (Change into negative)
2. The camera failed to work well. (Change into negative)
3. Mr. Thorat was the ring master,? (Fill in the blanks)
4. Mr. Thorat can help Satyajit Ray in film shooting.....? (Fill in the blanks.)

Let's make questions now

1. Yes, the shooting **was taking** place at Shiuri in Birbhoom. (Frame a question to get the sentence as answer)

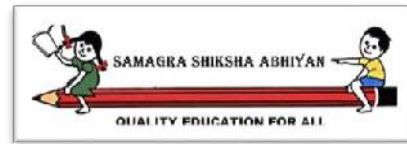
Ans. **Was** the shooting **taking** place at Shiuri in Birbhoom?

2. Yes, Mr. Thorat **had brought** two well fed tigers in a lorry. (Frame a question to get the sentence as answer).

Ans. **Had** Mr. Thorat **brought** two well fed tigers in a lorry?

c. Now can you frame questions for the following sentences?

1. No, the ring master couldn't control the tiger at first.
2. No, they are not planning something different this time.
3. No, I have never travelled through a jungle.
4. Yes, he was scolding the public when I reached there.
5. Yes, it's snowing.
6. Yes, he can speak German..



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ENGLISH - STANDARD 10th WORKSHEETS FOR 25TH AUGUST 2020

INSTRUCTIONS TO THE TEACHER

- ✚ ഓഗസ്റ്റ് 25 നു നടന്ന ഫസ്റ്റ് ബെൽ English (10th STD) ക്ലാസ്സുകളെ അടിസ്ഥാനപ്പെടുത്തി തയ്യാറാക്കിയ വർക്ക് ഷീറ്റുകളാണ് ഇതിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നത്
- ✚ ഇതിൽ തന്നിരിക്കുന്ന പ്രവർത്തനങ്ങൾ ഒന്നിച്ചു കുട്ടികൾക്ക് അയച്ചു കൊടുക്കുന്നതിനു പകരം ആവശ്യാനുസരണം സ്ക്രീൻ ഷോട്ട് ആയി അയക്കുന്നതായിരിക്കും ഉചിതം
- ✚ മൂന്ന് പ്രവർത്തനങ്ങളാണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്.
- ✚ ഓരോ പ്രവർത്തനങ്ങൾ ചെയ്യുന്നതിനും കുട്ടികൾക്ക് ആവശ്യമായ നിർദ്ദേശങ്ങളും പിന്തുണയും നൽകാൻ ശ്രദ്ധിക്കുമല്ലോ

DIET PALAKKAD



**ENGLISH - STANDARD 10th
WORKSHEETS FOR 25TH AUGUST 2020**

ACTIVITY 1

Revisit **paragraphs 12-16** of the lesson '**Project Tiger**' and answer the following questions

1. Where was the shooting taking place?
2. Who were the characters on the scene?
3. Who brought the tiger to the location?
4. Why did Mr Thorat decide to tie a wire round the tiger's neck?
5. Why did they choose a thin wire?
6. What were the instructions given to the audience?
7. What did the tiger do when the cage was opened?
8. "Goopy and Bagha had to stay within yards of camera"- Why?
9. Give one word for 'strong and healthy'.
10. Pick out a word from the passage which means 'to move with high steps'
11. 'The wire will be thin but strong. 'Here two adjectives are joined by the conjunction "but".
Construct a sentence in similar pattern.
12. The cage on the lorry was covered.
Pick out the Subject & Predicate in the sentence given:



ENGLISH - STANDARD 10th WORKSHEETS FOR 25TH AUGUST 2020

ACTIVITY 2

What is a *Narrative*?

A NARRATIVE is an account of a series of related events or experiences based on the story.

TYPES OF NARRATION

1. **FIRST PERSON NARRATIVE** (The narrator is narrating his own experience. Here the first person pronoun ' I ' is used).
2. **THIRD PERSON NARRATIVE** (The narrator is recounting the experience of another character. Here the third person pronouns – 'he', 'she', 'it', 'they', and their possessive forms like 'his', 'her', 'their' etc. are used).

EXAMPLES

(First person narrative): If Satyajit Ray narrates his experience at Notun Gram: *"It was really a venture for us. But I was sure that Mr.Thorat could find a solution..."*

(Third person narrative): If you were one among the viewers and you are describing the efforts taken by Mr.Ray to shoot the scene with a tiger. *"It was really a venture for them . Still Mr.Ray was sure that Mr.Thorat could find a solution..."*



ENGLISH - STANDARD 10th WORKSHEETS FOR 25TH AUGUST 2020

Tips for writing a narrative

- Provide appropriate title
- Identify the suitable type of narration (first person narrative or third person narrative)
- Identify the context, settings and characters involved
- Logical sequencing of the events
- Use of effective language
- Do not stray away from the original event

Imagine you were present at the shooting location at Notun Gram and witnessed the whole incident, how would you narrate the incidents to your mom at home ?

Narrate the incidents that happened at Notun Gram shooting location in your own words

(Hints: A village called Notun Gram -bamboo grove-Goopy and Bagha- the cage on the lorry – two well-fed and robust tigers- mounted the camera- Mr. Thorat's men fixed a five foot iron rod- the other end was tied – totally unexpected- the tiger started prancing-futile attempt to bring it under control- showing no sign...)



ENGLISH - STANDARD 10th WORKSHEETS FOR 25TH AUGUST 2020

ACTIVITY 3

Read the following examples of phrasal verbs and their meanings given in brackets and fill in the blanks below accordingly.

1. He **turned out** to be the ringmaster. (**To become**).
2. what animals was required to do was to **come out** of the bamboo grove in to an open space. (**To become visible**).
3. The Manager heard the reason for our visit then **sent for** one Mr.Thorat.(**Command to come**)
4. Were all our plans going to **go down** the drain?. (**Descend**)
5. The audience was instructed to **get behind** the camera as far as back as possible. (**Drop back**).
6. The door of the cage was unfastened and Mr.Thorat **called out** to the tiger. (**To summon**).
7. One look at Mr.Thorat's startled and helpless face told us that he was **taken aback** as the rest of us.(**Shocked**)

Fill the blanks using appropriate phrasal verbs.

1. I was -----by the shocking news of aero plane crash.
2. They ----- a doctor at once when the boy fell down from staircase.
3. Kochi Biennale -----to be huge success every year.
4. The Inspector of Police-----the shopkeeper who was not following covid protocol properly.
5. The truth is beginning to ----- when the police questioned the thief.
6. We won't-----the elephant while the festival is at it's peak.
7. We would better -----soon before it rains.

(turns out, sent for, come out, go down, get behind, called out, taken aback).



DISTRICT INSTITUTE OF EDUCATION AND
TRAINING (DIET), PALAKKAD

INTERBELL

INTERVENTION BASED ON EFFECTIVE LEISURE LEARNING

STUDENT SUPPORT MATERIAL

10th STD. English- PROJECT TIGER (Paragraph 5-7)

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ENGLISH - STANDARD 10
WORKSHEETS FOR 17TH AUGUST 2020



ACTIVITY 1

Hope you have enjoyed watching First Bell English class based on the lesson 'Project Tiger'. Revisit the paragraphs 5-7 and answer the questions that follow.



1. Why did Hitchcock need a variety of birds?
2. How did Ray establish that the ravens had got good training?
3. Who is Bhulo?
4. What is the theme of the film *Birds*?
5. Pick out a word from the passage which means 'to land and stay'
6. What is described as 'pretty impressive'?
7. What do you understand about Alfred Hitchcock from the passage?
8. 'Every animal in a Hollywood film is well trained.' Pick out the noun phrase in the subject position and the head noun

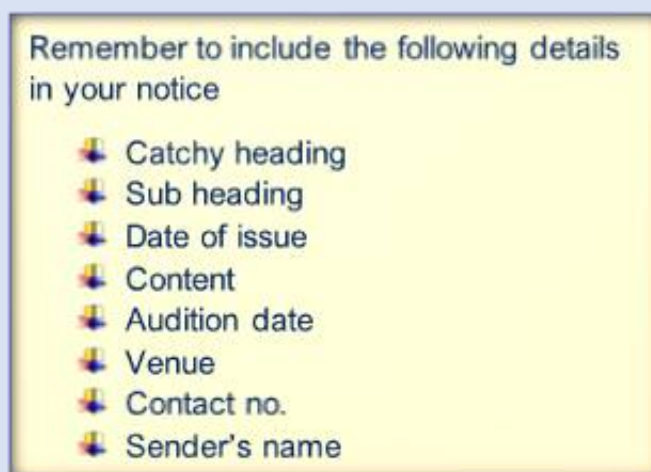
ACTIVITY 2

Alfred Hitchcock needed a variety of trained birds especially ravens for his film *Birds*. He placed this notice everywhere.



Suppose you are asked to draft a notice for a famous film production company, R K Associates, inviting child artists for an audition for a short film, how would that **notice** be?

Some examples for such notices are given here





ENGLISH - STANDARD 10
WORKSHEETS FOR 17TH AUGUST 2020



ACTIVITY 3

The man who brought the trained ravens met Alfred Hitchcock in the shooting location. Prepare a likely **conversation** between the two.

You may begin the conversation like this

Man: Good morning sir

Hitchcock: Good morning, What do you want?

.....

Try to enact the dialogues as a role play, record it and send it to your teacher

Points to be remembered while writing a conversation

- ✓ Identify the characters
- ✓ Locate the context
- ✓ Decide the topic
- ✓ Begin in a natural way
- ✓ Use of -wh questions, - yes/no questions and tag questions, had better etc.
- ✓ Use suitable punctuation marks
- ✓ Proper ending

ACTIVITY 4

In the First Bell class Padmasree Bharath Mohanalal has mentioned certain popular films which made use of birds/animals as characters. Name some of them and talk a few minutes about your favourite animal/bird movie. Prepare **an audio** and share with your teacher.