

**KITE VICTERS ONLINE CLASS SUPPORT MATERIAL**

Class: 10

Subject: English

Unit: 5  
Ray of HopeWork Sheet: 38  
Class : 51

Topic: Vanka (Part -1)

**Review and Assignments based on VICTERS First Bell Online Class - 51 on 01/01/2021, Thursday 8.30 pm**

Let's do a few more Activities in the previous unit

**ACTIVITY 1 (Refer Activity 1 on Page No. 136)**My father was a farm labourer who couldn't earn **enough** money to feed eight children.In the above sentence, '**enough**' is placed before the noun '**money**' and it means '**as much as we need or want**'.

Look at the sentences given below.

Set I

1. He is tall **enough** to touch the ceiling.
2. She didn't run fast **enough** to win the prize.
3. Some tablet computers are small **enough** to fit inside your pocket.

Set II

1. There isn't **enough** sugar at home to make a cake.
2. There is **enough** food for everyone.

- a. Identify the words modified by 'enough'.
- b. What class of words are they?
- c. In which position is the word 'enough' used in each set of sentences?

| SET | Sentence   | Words modified by 'enough' | Class of the word modified | Position of enough  |
|-----|--|----------------------------|----------------------------|---------------------|
| I   | He is tall <b>enough</b> to touch the ceiling.                           | tall                       | Adjective                  | After the adjective |
|     | She didn't run fast <b>enough</b> to win the prize.                      | fast                       | Adverb                     | After the adverb    |
|     | Some tablet computers are small <b>enough</b> to fit inside your pocket. | small                      | Adjective                  | After the adjective |
| II  | There isn't <b>enough</b> sugar at home to make a cake.                  | sugar                      | Noun                       | Before the noun     |
|     | There is <b>enough</b> food for everyone                                 | food                       | Noun                       | Before the noun     |

Now, complete the following sentences adding 'enough' with a suitable word from the box given and identify the parts of speech of the word modified by 'enough'.

**old, loud, high, courage, thick**

1. He didn't jump **high enough** to win the prize. (Adverb)
2. She is **old enough** to travel by herself. (Adjective)
3. He had **enough courage** to admit his mistake. (Noun)
4. The ice had **enough thickness** to walk on. (Noun)
5. He spoke **loud enough** to be heard. (Adverb)

**ACTIVITY 2 (Refer Activity 3 on Page No. 138)**

Read the following sentences from the story.

It's not a scholarship Jacket, **is it?**The principal has changed his decision, **hasn't he?**Your grandfather has the money, **doesn't he?**

You must have learnt how to frame question tags earlier. Let's see how they work. Identify the correct question tag and fill in the blanks.

1. He sometimes reads the newspaper, **doesn't he?** (don't he?/doesn't he?/does he?)
2. I think he's from Maldives, **isn't he?** (doesn't he?/ don't I?/ isn't he?)
3. Don't talk while I am teaching, **will you?** (do you?/ amn't you?/ will you?)
4. Let's go swimming, **shall we?** (aren't we?/ let we?/ shall we?)
5. Pass me the salt, **won't you?** (do you?/ won't you?/ are you?)
6. He could have bought a new car, **couldn't he?** (couldn't he?/ haven't he?/ could he?)
7. The girl won't sing in the party, **will she?** (does she?/ will she?/ do she?)
8. He went on a tour, **didn't he?** (aren't he? / didn't he?/ don't he?)

**Now, fill in the blanks.**

1. You are an Indian, **aren't you?**
2. I'm late, **aren't I?**
3. The boy is from Kottayam, **isn't he?**
4. He'll never know, **won't he?**
5. Ann has cleaned the plates, **hasn't he?**
6. Anu and Manu will arrive tomorrow, **won't they?**
7. Vivek played football yesterday, **didn't he?**

Read the dialogue between two friends and fill in the blanks appropriately.

- Rajeev : Good morning Madhav, I'm not too early, **am I?**
- Madhav : No, not at all. You have brought all the documents, **haven't you?**
- Rajeev : I'll get ready soon. You wouldn't mind waiting for five minutes, **would you?**
- Madhav : Ok. No problem. At what time shall we leave?
- Rajeev : By 9 o' clock. I think we will reach the bank in time, **won't we?**
- Madhav : Ok then. Please get ready. I'll have a talk with your father.
- Rajeev : Yes, please do.

### **ACTIVITY 3 (Refer Activity 4 on Page No. 139)**

**Read the following sentences.**

- a) 'Where's Grandpa?' I asked Grandma.
- b) I asked Grandma where Grandpa was.

- What type of a sentence is reported? (**Interrogatives / Questions**)
- Which reporting word is used here? (**asked**)
- Which word is used as a linker? (**'that' not in question**)
- What kind of changes are made in the sentence in direct speech?

**a) The pronouns change.**

**b) Tense of the verb changes.**

- Are there changes in punctuation?

**c) Inverted commas are not used in indirect speech.**

**Let's analyse another case of reporting.**

- "Will you pay fifteen dollars for me?" Martha asked grandfather.
- Martha asked grandfather if he would pay fifteen dollars for her.
- What differences do you notice when comparing it with the previous sentences?
- What changes will you make while reporting Wh- questions, Yes/No questions, commands and requests?

\* **When reporting 'Yes/No' questions 'whether or if' is used as a linker**

\* **When reporting commands and requests 'to' is used before the verb. In case of negatives 'not to is used**

**Report the following sentences and analyse the changes you make while reporting them.**

1. 'What are you doing in America?' he asked the man.

**Ans: He asked the man what he was doing in America.**

2. 'Have you met your friends?' he asked her.

**Ans: He asked whether she had met her friends.**

3. 'Can you help me?' she asked the boy.

**Ans: She asked the boy whether she could help her.**

4. 'Watch him carefully,' she said to her mother.

**Ans: She told her mother to watch him carefully.**

5. 'Why did you come late?' the teacher asked her.

**Ans: The teacher asked her why she had come late.**

6. 'Please don't touch it,' he said to her.

**Ans: He told /requested her not to touch it.**

#### **ACTIVITY 4 (Refer Activity on Page No. 140)**

**Read the following summary of the story written by a student of Std X. There are some errors in it which are given in bold letters. Edit the passage and rewrite it.**

'The Scholarship Jacket' is a story by Marta Salinas and is about a Mexican girl named Martha. Every year in the Texas school, a scholarship Jacket **were (a)** presented to the class valedictorian. This scholarship Jacket was the only object in **Marthas (b)** mind. She was a skinny girl **which (c)** was not very pretty. However, she was enough **smart (d)** and had maintained an A plus average in her eight years of school. One day, she overheard two teachers arguing on why the Jacket should be **give (e)** to Joann. The next day the principal told her that the scholarship Jacket was going to cost fifteen dollars, and if she **couldnt (f)** pay for it, it would be given to the runner-up. Martha left **a (g)** school in tears, and was even more heartbroken when her grandfather said she couldn't have the money. The next day, she told the principal dejectedly that she couldn't have the scholarship Jacket and explained **what (h)**. As she was about to exit the office she mentioned Joann's name. The principal, feeling guilty told Martha **why (i)** she would have the scholarship Jacket. Finally, Martha realised that she had earned her Jacket, and **hadnt (j)** purchased it.

**Answers:**

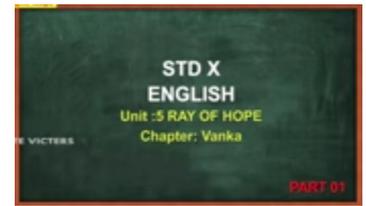
- a) was
- b) Martha's
- c) who
- d) smart enough
- e) given
- f) couldn't
- g) the
- h) why
- i) that

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**Review and Assignments based on Victers Online Class on 01/01/2021. 'Vanka' Part - 1**

Dear students,

Did you watch the English class today? (01/01/2021). If not, **Click on the image** to watch the video. After watching the video try the following assignments. Hope the following explanations will help you to have a feedback of today's class. The class began with the new unit; Unit 5 'Ray of Hope'. The story Vanka by Anton Chekov was discussed. Comprehension questions and writing a description were the assignments.



**UNIT V  
RAY OF HOPE**

The unit 'Ray of Hope' is centred on the theme 'Hope'. It also deals with the experiences of childhood and the life lead at the level of instincts and impulses. The unit contains 'Vanka' a Short Story by Anton Chekhov, 'Mother to Son' a poem by Langston Hughes and 'The Castaway' a Short Story by Rabindranath Tagore. All the pieces are thematically interlinked and at the same time provide the learners with varied experiences of Hope in different shades of life and culture.

**VANKA**  
KITE VICTERS  
**ANTON CHEKHOV**

*The short story 'Vanka' by Anton Chekhov highlights the idea that family ties are the most important fabric of our lives. The family keeps us rooted to what we believe in. The innocence, the longing for a family and the unrealistic promises made by the desperare are also depicted. The peotagonist, Vanka is an unhappy nine year old orphan who is apprenticed to a shoemaker. The boy has only one wish, that is, to return to his village, to his granddad*

**About the Author**

Anton Chekhov is a major Russian playwright and master of modern short story. His full name is Anton Pavlovich Chekhov. He was born on 20<sup>th</sup> January in Taganrog in Southern Russia. His parents are Pavel Chekhov and Yevgoniya. His mother was an excellent story teller who inspired the writer very much. Chekhov had his schooling in the Greek School in Taganrog Gymnasium. In 1879, he gained admission to the medical school at I.M. Sechenov First Moscow State Medical University. In 1884, Chekhov qualified as a physician, which was his principal profession. He is a literary artist of laconic precession who probed below the surface of life. He lays bare to the readers the secret motives of his characters. The hilight of his stories is that it lacks complex plots. Instead, he concentrates on the trivialities which create a special kind of atmosphere, seem haunting. Among his notable works are 'The Seagull, The Cherry Orchard, Ward Number Six, Uncle Vanya, Three Sisters, The Black Monk, Wood Demon, Stories of Anton Chekhov, The Chameleon, Misery, etc. He is regarded as the outstanding representative of the late 19<sup>th</sup> century Russian Realist School. He was awarded with Pushkin Prize. By May 1904, Chekhov was terminally ill with tuberculosis and on 15<sup>th</sup> July of the same year he bid goodbye to this world at the age of 44. He was buried next to his father at the Novodovichy Cemetery in Moscow

**Glossary** (Refer to the glossary while reading the text. It will help you comprehend the story well)

- apprentice - to put under the care of a master to learn a craft  
(തൊഴിൽ പഠിപ്പിക്കുവാൻ ഒരു വിദഗ്ദ്ധന്റെ കീഴിൽ തൊഴിൽ പഠിപ്പിക്കാനും നേടുന്നവൻ )
- rusty - affected by rust (തുരുമ്പിച്ച)
- crumpled - crushed to form creases and wrinkles (ചുളങ്ങിയ, ചുരുണ്ടിരിക്കുന്ന)

- peered - looked (കൗതുകത്തോടെ നോക്കുക)
- icon - painting or carving on wood (ചിത്രങ്ങൾ, തടിയിൽ കൊത്തിയുണ്ടാക്കിയ)
- lasts - a block of wood shaped like a foot, used in making and repairing shoes (തടികൊണ്ടുണ്ടാക്കിയ കാല്പാദത്തിന്റെ രൂപം)
- quivering - trembling or shaking (വിറയാർന്ന)
- flicker - shine unsteadily (മിന്നി മിന്നി കത്തുക)
- rattle - a wooden object that makes a series of short loud sounds when you spin it round (എപ്പോഴും ശബ്ദമുണ്ടാക്കുന്ന എന്തെങ്കിലും)
- weasel-like - small, slender (ഇടനീളമുള്ള)
- insinuating - to succeed in gaining somebody's affection (സ്നേഹം പിടിച്ചുപറ്റാൻ കഴിവുള്ള)
- deferential - behaviour that shows you respect somebody (മറ്റുള്ളവരെ ബഹുമാനിക്കുന്ന സ്വഭാവമുള്ള)
- docility - ready to accept instructions (നിർദ്ദേശങ്ങൾ സദാ സ്വീകരിക്കുവാൻ മനസ്സുള്ള)
- pretext - giving the specified reason as one's justification (നടിപ്പ്)
- cunningness - ingenious (കശലത)
- hostility - unfriendliness or opposition (സൗഹൃദപരമല്ലാത്ത)
- adept - good at doing something that is quite difficult (കഴിവുറ്റ)

**ACTIVITY 1**

Write a short profile of Anton Chekhov using the hints given below. (Refer 'About the author')

- Full Name : Anton Pavlovich Chekhov
- Birth : 29 January 1860, Taganrog, Southern Russia
- Parents : Pavel Chekhov and Yevgoniya
- Schooling : Greek School in Taganrog Gymnasium
- Medical studies : I.M. Sechenov First Moscow State Medical University
- Profession : Physician
- Famous as : Outstanding representative of the late 19<sup>th</sup> century Russian Realist School, master of modern short story.
- Notable works : The Seagull, The Cherry Orchard, Ward Number Six, Uncle Vanya, Three Sisters, The Black Monk, Wood Demon, Stories of Anton Chekhov, The Chameleon, Misery.
- Award : Pushkin Prize
- Death : 15 July 1904, Badenweiler, Germany

**ACTIVITY 2**

Read paragraph 1 – 3 of the story 'Vanka' and answer the following question?

1. On the basis of your reading of the first two paragraphs of the story complete the following table.

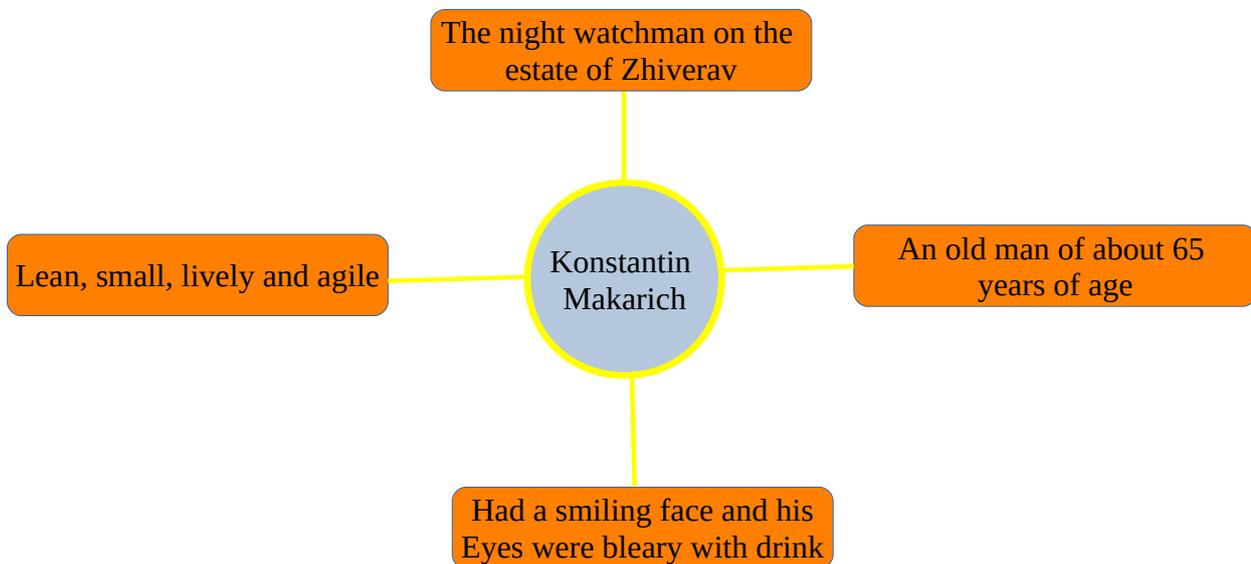
|  |  |
|--|--|
| <b>Protagonist of the story</b><br>(Who is the main character in the story?) |  |
| <b>Place</b><br>(Where does the story take place?)                           |  |
| <b>Time</b><br>(What is the time of the year?)                               |  |
| <b>His family</b><br>(What do you know about his family?)                    |  |

|  |  |
|--|--|
| <b>His mental state</b><br>(What is his mental state?) |  |
| <b>His action</b><br>(What does he do?)                |  |

2. Why didn't Vanka go to bed on the Christmas eve?
3. What arrangement did Vanka make to write the letter?
4. Who was his granddad? What was he?
5. What did his granddad do during the day time?
6. How did Konstantin Makarich go about doing his duty as a night watchman?
7. How did Eel hide his cunningness?
8. What was Eel adept at?

**ACTIVITY 3**

Using the word web, write a description of Vanka's Granddad Konstantin Makarich



**ACTIVITY 4**

1. Attempt a description of a person who inspired you

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**Do these assignments and send it to the class Whats app group**