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(2021 - 2022)

ENGLISH
WORKSHEET
CLASS X

**District Institute of Education
and Training (DIET)
Thiruvananthapuram**



Vidyajyothi

ENGLISH

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District, Rameyath, Thiruvananthapuram

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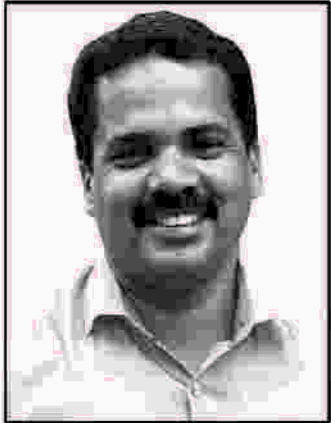
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പ്രിയപ്പെട്ട കുട്ടികളേ,

തിരുവനന്തപുരം ജില്ല പഞ്ചായത്ത് പരിധിയിൽ വരുന്ന ഹൈസ്കൂൾ, ഹയർസെക്കണ്ടറി വിഭാഗം കുട്ടികളുടെ പഠനനിലവാരം ഉയർത്താനും പൊതുപരീക്ഷയിൽ ഉയർന്ന ഗ്രേഡ് കരസ്ഥമാക്കാനും ലക്ഷ്യമിട്ടുകൊണ്ട് മൂൻ വർഷങ്ങളിൽ ഡയറിന്റെ സഹായത്തോടെ നടപ്പാക്കിയ വിദ്യാഭ്യാസ പദ്ധതി ഈ വർഷവും തുടരുന്നതിൽ അതിയായ സന്തോഷവും അഭിമാനവുമുണ്ട്. തിരുവനന്തപുരം ജില്ലയിലെ വിദ്യാഭ്യാസ സ്ഥാപനങ്ങളുടെ അക്കാദമികവും ഭൗതികവുമായ സൗകര്യങ്ങൾ വളരെയേറെ മെച്ചപ്പെട്ടത് പൊതുവിദ്യാഭ്യാസത്തെ സ്നേഹിക്കുന്ന മുഴുവൻ പേർക്കും ആഘോഷം പകരുന്നതാണ്. അപ്രതീക്ഷിതമായി എത്തിയ കോവിഡ് 19 നമ്മുടെ സംസ്ഥാനത്തെയും ബാധിച്ചുവെങ്കിലും കുട്ടികളുടെ വിദ്യാഭ്യാസത്തിലും ജനങ്ങളുടെ ആരോഗ്യത്തിലും വിട്ടുവീഴ്ചയില്ലാത്ത നിലപാടുമായി കേരള ഗവൺമെന്റ് ലോകത്തിന് മാതൃകയായി മാറി. വിക്രേഴ്സ് ചാനൽ വഴി എല്ലാ ക്ലാസിലെയും പാഠഭാഗങ്ങൾ കുട്ടികളിലെത്തിക്കുകയും അധ്യാപകർ തുടർ പ്രവർത്തനങ്ങൾ നൽകി പഠനനേട്ടം കുട്ടികളിൽ ഉറപ്പിക്കുകയും ചെയ്തിട്ടുണ്ട്. എല്ലാ വിഷയങ്ങളിലെയും പാഠഭാഗങ്ങളിലൂടെ ആവർത്തിച്ചുകൊണ്ടു പോകാനും ചോദ്യമാതൃകകൾ പരിചയപ്പെടാനും പ്രത്യേകം ശ്രദ്ധിക്കണം. ജില്ലയിലെ സമർത്ഥരായ അധ്യാപകരുടെ നേതൃത്വത്തിൽ എല്ലാ പഠനനേട്ടങ്ങളെയും പരിഗണിച്ചുകൊണ്ട് തയ്യാറാക്കിയിട്ടുള്ള വർക്കുഷീറ്റുകളാണ് ഇതോടൊപ്പം നൽകുന്നത്. ഓരോ വർക്കുഷീറ്റിലൂടെയും ശ്രദ്ധാപൂർവ്വം കടന്നുപോകുന്നത് ഉയർന്ന ഗ്രേഡുകൾ വാങ്ങുന്നതിന് നിങ്ങൾക്ക് ഏറെ സഹായകമാകും. എല്ലാവർക്കും ഉയർന്ന വിജയം ആശംസിക്കുന്നു.



സ്നേഹത്തോടെ

അഡ്വ.ഡി.സുരേഷ്കുമാർ
പ്രസിഡന്റ്, തിരുവനന്തപുരം ജില്ല പഞ്ചായത്ത്



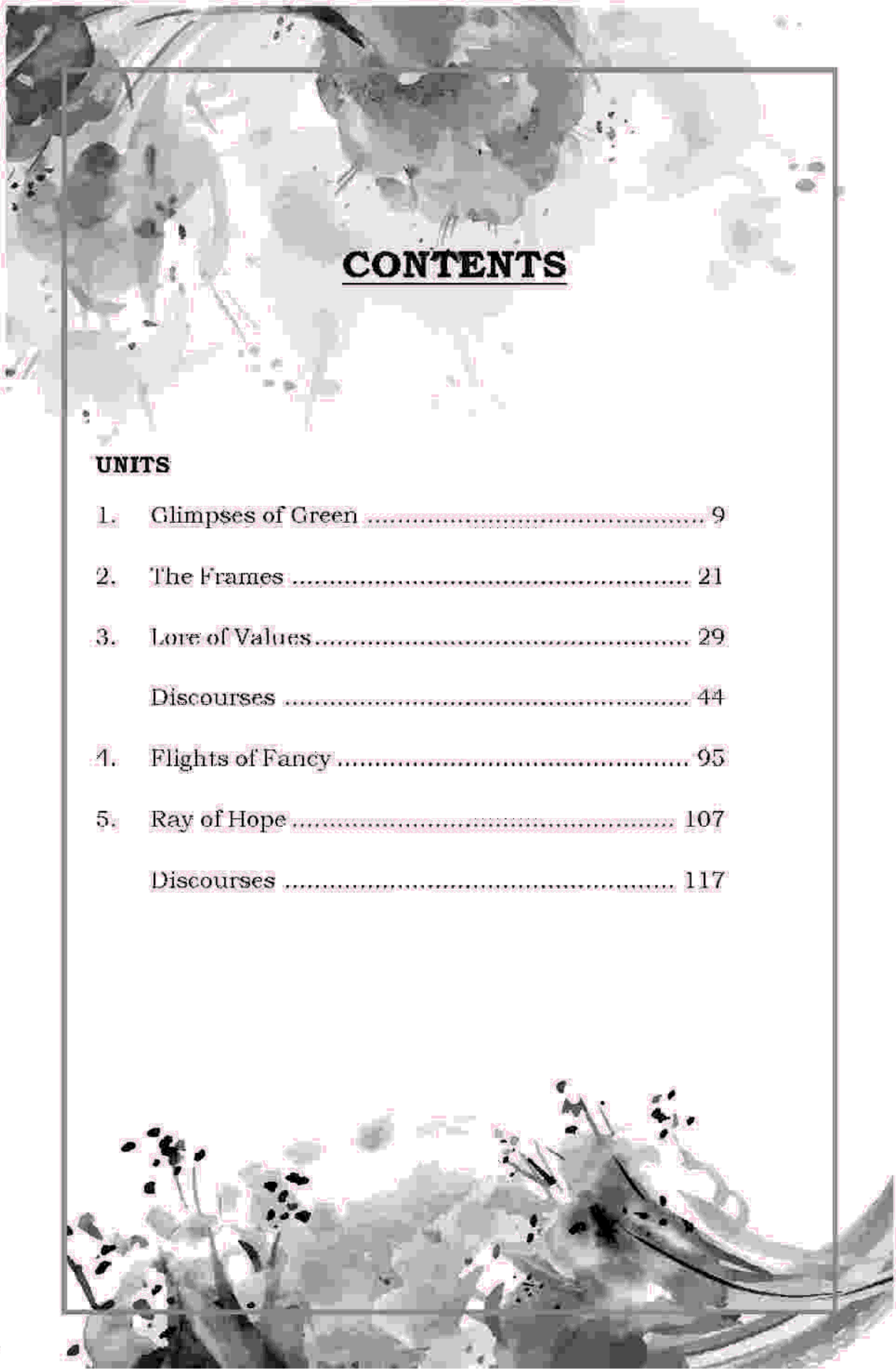
സ്നേഹമുള്ള കുട്ടികളേ...

അറിവിന്റെ ശക്തി, അത് വാക്കുകൾക്കപ്പുറമാണ്. ഏതൊരുവനാണോ അവനിലുള്ള വിദ്യയിൽ പരമമായി ഉത്താനം നേടിയത്, പ്രാഗത്ഭ്യം തെളിയിച്ചത് ആ അറിവ് അവനെപ്പോഴും ഒരു രക്ഷാകവചമായി വർത്തിയ്ക്കും. ജില്ല പഞ്ചായത്ത് ഡയറിയുടെ സഹായത്തോടെ നടപ്പിലാക്കുന്ന 'വിദ്യാഭ്യാസി' എന്ന പദ്ധതി നമ്മുടെ കുട്ടികൾക്ക് ഒരു രക്ഷാകവചമായി മാറിക്കഴിഞ്ഞിരിക്കുന്നു. ഈ വർഷവും നമ്മുടെ സ്കൂളുകൾ ഉന്നത വിജയത്തിലെത്താൻ ഈ പദ്ധതിയെ പ്രയോജനപ്പെടുത്തേണ്ടതാണ്. കോവിഡ് സൃഷ്ടിച്ച ആശങ്കകളെ മാറ്റിനിർത്തി ഏകജാലക വിദ്യാഭ്യാസത്തിലൂടെ നമ്മുടെ കുട്ടികൾ പഠിയ്ക്കുന്ന ഈ സാഹചര്യത്തിൽ വിദ്യാഭ്യാസി അവർക്ക് ഒരു വെളിച്ചമായി മാറുക തന്നെ ചെയ്യും. അതിനാൽ നമ്മുടെ സ്കൂളുകൾ ഉന്നത വിജയം കരസ്ഥമാക്കുന്ന സ്കൂളുകളായും മാറും. എല്ലാവർക്കും അഭിനന്ദനങ്ങൾ, ആശംസകൾ....

വി.ആർ.സലൂജ
 ചെയർപേഴ്സൺ
 (ആരോഗ്യ വിദ്യാഭ്യാസ സ്റ്റാന്റിംഗ് കമ്മിറ്റി)

**Members participated in the workshop**

1. **Sri. Jose D Sujeev**
Govt. HSS Neduveli,
Thiruvananthapuram
2. **Smt. Lisha Thapas**
Govt. HSS Vellanad,
Thiruvananthapuram
3. **Smt. Rajalakshmi S**
Govt. Model HSS Venganoor,
Neyyattinkara
4. **Smt. Rakhi Radhakrishan**
RRVBHSS Kilimanoor
5. **Smt. Seema J Nath**
Govt. G V Raja Sports School,
Mylom, Thiruvananthapuram



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Unit
1

GLIMPSSES OF GREEN

TEXT 1: ADVENTURES IN A BANYAN TREE

AUTHOR: RUSKIN BOND

Major Characters :

Narrator - a boy, lover of nature

Banyan Tree - a very old tree with spreading branches, grown in a valley at the foot of the Himalayas. The wonderful tree provides the boy with endless pleasure.

Grandfather - a sixty-five year old man. He likes the mongoose as it keeps the snakes away. He feeds it regularly with food scraps.

Grandmother - a wise old lady

Mongoose - a clever fighter, grey in colour

Cobra - a skilled fighter, very big in size

Minor Characters

Grey squirrel - a friendly and lovable animal.

Myna - a clever bird

Crow - a foolish bird.

EVENTS

- The boy claims that the magnificent old banyan tree belongs to him as his grandfather cannot climb it.
- The tree gives the boy endless pleasure.
- His first and familiar friend is a small grey squirrel.
- The squirrel becomes familiar enough to take food from his hands.
- Other squirrels consider it as headstrong and foolish for trusting a human being.
- In the spring season, different kinds of birds flock to the branches of the banyan tree.
- The boy builds a small platform in the banyan tree on which he sits and reads books.
- One afternoon, he watches an exciting fight between a mongoose and a cobra.

EXERCISE

- (a) The grey mongoose is clever, aggressive and always right.
 - The cobra is also a skilled and experienced fighter
 - The mongoose moves forward and attacks the cobra
- (b) Suddenly the cobra strikes.
 - But the mongoose jumps nimbly to one side, moves in circles, the cobra and moves away
 - A myna and a crow try to intervene in the fight
- (c) Unluckily the crow is killed by the cobra.
 - Finally the mongoose kills the cobra and drags it into the bushes
 - The grandfather is quite happy to know that the mongoose is the winner
- (d) The white rat and the grey squirrel started a brooding.
 - When the boy goes in search of grandfather's writing, he discovers three white baby squirrels
 - The grandfather tells the boy that the rat is the father as the rat and the squirrel are related to each other

TEXTUAL PASSAGES

1. Read the excerpt from the story 'Adventures in a Banyan Tree' and answer the following questions

Before long he was delving into my pockets and helping himself to whatever his soul desired. He was a very young squirrel and his friends and relatives probably thought him mischievous and foolish for trampling all over my books in the spring, when the banyan tree was full of smiling figs, birds of all kinds, squirrels, and langurs, the red-bellied monkey, cheerful and greedy, gobbling tiny figlets and parrots and crows, squabbling with each other all the time. During the fig season, the banyan tree was the noisiest place on the road. Halfway up the tree I had built a small platform on which I would often spend the afternoons. When it wasn't too hot I would read there, propping myself up against the hollow tree with a lantern for a reading lamp. Treasure Island, The Hobbit, The Lion and the Witch and the Wardrobe, The Wind in the Willows, and The Tale of Peter Rabbit, made up my list of 'easy' mixed reading.

1. What is special about the banyan tree during the fig season?
2. What was delving into the boy's pockets?
3. What did the monkey do that led to the boy's fondness of reading?
4. How did the word from the passage mean 'searching' in a metaphorical and carefully?
5. Why did the boy build a small platform on the tree?
6. Name the books which were by his side for mixed reading.

2. Read the excerpt from the story 'Adventures in a Banyan Tree' and answer the questions that follow.

It was an April afternoon and the warm breeze of approaching summer had been everywhere, including Grandfather, Indira's. I was fishing through myself and was wondering if I should go to the pond behind the house for a swim when I saw a huge black cobra gliding out of a clump of grass and heading for some sector part of the garden. At the same time, a mongoose whom I had often seen, emerged from the bushes and went straight for the cobra.

In a clearing beneath the tree in bright sunshine, they came face to face

1. Why is the cobra rejected to here?
2. What made Grandfather's Indira's the house?
3. What does the boy usually do when the fields drowsy?
4. What did the mongoose do when he saw the cobra?
5. Pick out a word from the passage that means a group of plants.
6. Read the sentence - The going to join. He'd better take an umbrella.

Now complete the following sentences using the word 'better'.

I am feeling very unwell. I _____

3. Read the following passage from 'Adventures in a Banyan Tree' and answer the questions given below:

Though the combatants were unknown, their presence in the banyan tree, they began to begin toward with an air of resolution, speculation, curiosity and then a little a jungle prod. They had seen these two creatures in battle and had called on the cobra to watch the mongoose. Now they were content only to watch. All would have been well with both of them.

The cobra reared on the left side, swaying slowly from side to side, trying to mesmerize the mongoose into making a false move.

1. The combatants were unknown, their presence in the _____
2. What saved the mongoose from the snake's bite?
3. The _____ and the _____ were the spectators.
4. The cobra tried to mesmerize the mongoose. How would he have won the passage had he made the intended attack?
5. Read the sentence: Had they been content only to watch, all would have been well with both of them.

Complete the sentence beginning with 'If'.

_____ all would have been well with them.

ENGLISH

TEXT 2: THE SNAKE AND THE MIRROR

AUTHOR: VAIKONNIMHAMMIAQ BASHĒĒR

Major Character:

HOMESPATH - a young Inuktitut (from Nanisivik) summer of beauty attractive smile, desires to shave daily and grow within manufacturing, gets dreams of getting married to a woman from Uluksa Bay

Minor Character:

Cobra - The unexpected visitor in the doctor's rented house, starts admiring itself after seeing its reflection in the mirror

Events:

- Homespath is engaged in a discussion about snakes with his friends
- He recalls an incident that happened with his wife a junior doctor
- He sits in his room reading
- He looks at the mirror and admires himself
- He takes some bath taking decisions to look into Nanisivik
- His investigation is interrupted by sounds from above
- Suddenly a snake falls from above with a thud
- It rolls around in pain and spreads out the floor
- The terrified narrator sees like a snake image in glass
- The snake sees its reflection in the mirror
- It starts admiring itself and moves down towards the mirror
- Homespath gets up and runs out
- He only has minutes to the train and has to take a taxi to the station
- Only his dirty vest remains

TEXTUAL PASSAGES

1. Read the following passage from "The Snake and the Mirror" and answer the questions given below:

I took a close look at my face in the mirror. I made an important decision. I would shave daily and grow within manufacturing like my Nanisivik. It was almost a decision and a ritual.

I took out the mirror and smiled. It was an amazing work. I took an important decision

decided to look into the matter. I was after all a bachelor, and the doctor (even if you'd let it

light up the subject) and (pace up and down the room) than another (also), thought that I could marry. I could get married to a woman (doctor) who had plenty of money and a good medical practice. She had to be, for a valid reason, if I made some silly mistake and decided to run away she should not be able to run after me and catch me!

1. What were the important decisions made by the narrator?
2. Pick out the word that means 'unintentional'.
3. Why did he wish to marry a fat woman?
4. The young doctor looked into the mirror.
Identify the Noun Phrase in the Subject position.

2. Read the excerpt from the story 'The Snake and the Mirror' and answer the questions that follow.

Has a snake ever collected its fangs and part of your body? A full-blooded cobra? All of us felt silent. The questions came from the homoeopath. They also came up when we were discussing snakes. We listened attentively as the doctor continued to narrate. It was a hot summer night about ten o'clock. I had just finished the restaurant and returned to my room. I heard a noise from above and opened the door. The sound was unfamiliar to me. One could say that (a) and I shared the room. I had put my box of matches on a table in the homoeopathic room. The house was not electrified, it was a small rented room. I had just set up a medical practice and my earnings were meagre. I had about sixty rupees in my suitcase along with some shirts and cloths. I also possessed one solitary black coat which I was then wearing.

1. What was the familiar sound the homoeopath used to hear from the roof?
2. List out the things the doctor possessed.
3. The house was not electrified. It was a small rented room. I had just set up a medical practice and my earnings were meagre. What activities of homoeopathy do you know from the excerpt?
4. One could say that (a) and I shared the room. Who did he share the room with?
5. Identify the Prepositional Phrase in the following sentence.

I had my meal at the restaurant.

3. Read the passage from the story "The Snake and the Mirror" and answer the questions that follow.

One (a) was tempted to look into (b) when (c) near (d) a look. In (e) days (f) was a great admirer of beauty and (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yy) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

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through my hair and adjusted the parting so that it looked straight and neat. Again I heard that sound from above.

I took a close look at my face in the mirror. I made an important decision - I would shave daily and grow a thin moustache to look more handsome. I was, after all, a bachelor, and a doctor!

1. 'One feels tempted to look into a mirror.' Why does the doctor say so?
2. What impression do you get about the character of the doctor?
3. What decision did the doctor take?
4. 'I heard a sound from above.' Begin the sentence with - A sound _____.
5. Read the following sentence.

He was unmarried and was a doctor.

Now, frame a sentence of the same pattern in which 'and' connects two verb phrases.

LANGUAGE ELEMENTS

1. Read the following sentences. Complete them using appropriate question tags from those given.

a.

Give me a biscuit, _____?

b.

The snake and the mongoose were fighting, _____?

c.

Let us go, _____?

d.

We are good friends, _____?

won't you
aren't we
isn't they
weren't they
shall we

2. Fill in the blanks using the suitable words given in brackets.

Grandfather had never seen white squirrels before and we gazed _____(a)_____ them _____(b)_____wonder. We were puzzled _____(c)_____ sometime. But when I mentioned the white rat's frequent visits to the tree, the Grandfather told me that _____(d)_____ rat must be the father.

(for, in, about, the, at)

3. Before the fight began the snake and the mongoose had a conversation. Complete it using words from brackets.

Mongoose: You can never kill me, _____(a)_____? (can you/can't you)

Snake: Let's see. You are _____(b)_____ than human beings. (brave/braver/bravest)

Mongoose: _____(c)_____? (Why do you think so?/ What do you want?)

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When the temperature _____ for the day, we _____ covered the windows. But the wind would _____ with waves. The temperature _____ between 10°C and 15°C.

went on; turn up; put up with; came across; make out

7. Read the following conversation between the grandfather and the boy.

Grandfather: "Please don't discuss the issue 'freedom' anymore."
Boy: "I don't understand it. Can you explain it?"

Answer the following questions.

- What did the grandfather say?
- What did the boy reply?

ENGLISH II

Paragraph 1	Introduction	<p>Setting (the author)</p> <p>Main themes of the poem</p>
Paragraph 2	Literary meaning	Figurative of the stanza
Paragraph 3	Figurative words used	<p>Imagery</p> <p>Metaphor</p> <p>Alliteration</p> <p>Onomatopoeia</p> <p>Personification</p> <p>Hyperbole</p>
Paragraph 4	Message (moral/lesson)	<p>Message conveyed</p> <p>Lines which impressed you most</p> <p>The tone of the poem</p> <p>Comment on the style of writing of the poem</p>



Unit

2

THE FRAMES

TEXT: PROJECT TIGER

AUTHOR: SATYAJIT RAY

Major Characters:

Narrator - Satyajit Ray

Thoral - The Ringmaster

EVENTS:

- 1. Hollywood is famous for making films with animals.
- 2. Animal actors earn same money as the real film stars.
- 3. They also have stand-ins.
- 4. The narrator, Satyajit Ray, needs a tiger for a scene in his film.
- 5. He meets the circus manager and Mr. Thoral, the ringmaster.
- 6. They agree to provide a tiger for shooting.
- 7. The forty-member crew walked tigers near the bamboo grove at Notun Gram.
- 8. The tiger jumps out of the cage and pounces around, scaring the villagers.
- 9. The shooting was a failure as the camera failed to work properly.
- 10. Reshooting decided at Boral.
- 11. The tiger did its part well.
- 12. The shooting was successful.

TEXTUAL PASSAGES

1. Read the excerpt from the memoir "Project Tiger" and answer the questions that follow.

In a village called Notun Gram we found a suitable bamboo grove to film the first meeting between Gaddy and Bagha and the appearance of the tiger. Mr. Thoral reached the shooting location with the tiger. There were about twenty five people in the location. A few local people took our permission to go with us to watch how we treated the tiger. The cage on the lorry was covered. When the cover was removed we were surprised to see not one, but two well-fed and robust tigers.

"I decided to play it safe," Mr. Thoral explained. "If one doesn't turn right, we can use the other."

EXERCISE

1. Name the location selected for shooting the scene with the tiger?
2. Why did people take the commission of the narrator?
3. Why did the narrator bring two tigers for the shooting?
4. Pick out the word from the passage that means 'strong and healthy'.
5. "The manager doesn't do himself, we will use the other way." Construct a sentence of your own in the same pattern.

2. Read the following passage from the memoir "Project Tiger" and answer the questions that follow.

When we returned to Calcutta and looked at the scenes with the tiger, we realised that the camera had failed to work properly. The shells were too dark, so much so that the tiger was merging almost completely with the background of the trees and leaves. We had to shoot the scenes all over again. After about a week, the manager decided to go with another go. We found another bamboo grove close to Calcutta in village called Bura. The tiger entered once more with the throat, the legs, the steel wire, the special collar and the iron rod. And with the tiger came the whole village. We told the villagers that they should stand at a distance of seventy feet. We are paying attention to what they have told.

1. What made the shots look too dark the first time?
2. What would they shoot the scene the second time?
3. Pick out a word from the passage that means 'to inform'.
4. What happened when the tiger entered the village?
5. We found another bamboo grove close to Calcutta. Rewrite the sentence beginning with 'Another bamboo grove _____'.

3. Read the following extract from the memoir "Project Tiger" and answer the questions given below.

The shooting was taking place near Dhurua Bungalow. We wanted to show a tiger in the thick bamboo grove. All the animal was required to do was come out of the bamboo grove into an open space, now partly cut, for a while, but at the same time possible, and then go back. "Can't I get the tiger to do this job?" the throat roared. "How long will you need it for?" asked the manager. "Five days a week with one for the shooting." I replied. "But that would be an additional time to take to travel and to get the tiger." On being told that the tiger itself should take no more than two days, the manager agreed to put the tiger in the cage and shoot it at once. He invited us to take a look at the tiger.

1. Where was the shooting taking place?
2. What was the tiger required to do?
3. How did the manager plan to shoot the tiger?
4. Read the following conversation.

Manager	How long will you need the tiger?
Satyajit Ray	I want the tiger for two hours.

Now answer the following questions.

Q. मुझी की माँ ने मेरी एक सहेली को पूछा कि
 क्या मैं उसकी सहेली को जवाब दूँ।

TEXT : MY SISTER'S SHOES

AUTHOR: NAJIB NAJIB

Major Characters

Ali	= A young boy
Zahra	= Ali's sister
Ali's Father	= Carpenter
Ali's Mother	= Mother, Ali's, Umama
Ambar	= Bread keeper

Minor Character

Ambar Collector

EVENTS

- Ali takes Zahra to the market to buy some food items
- The men go to the bakery and buy some
- He proceeds to the vegetable shop to buy potatoes
- He keeps the packet of shoes in the small gap between the two boxes
- Ambar collector picks up the packet by mistake
- Ali searches for the lost packet of shoes but does not find it
- The boxes of vegetables are taken away
- Ambar collector returns to the shop
- Despondent Ambar returns
- Ambar tells Zahra that her shoes were stolen
- They communicate by writing to the collector
- Zahra expresses her disapproval
- Zahra threatens she will complain to Father
- Father, and Mother, discuss mother's health
- Ambar tells Zahra not to tell Father about the lost shoes
- Ambar tells Zahra to use his shoes

TEXTUAL PASSAGES

1. Read the following passage from the screenplay "My Sister's Shoes" and answer the questions that follow:

A small group of men are working in a queue outside the bakery to buy bread. The waiting of the line is in the street is seen in the distance. A bag of bread is brought from the bakery into the queue. The baker of bread is brought to the queue. The baker of bread is brought to the queue. He crosses the pavement and walks into a vegetable store. He places the bundle of bread on top of the pile of bread. The vegetable store is behind the bakery and the bag of bread is in the small shop behind the bakery.

On the sound track, a hawk's cry is heard. "Set, act, go!" The script page is seen standing behind the camera.

1. Why were the people waiting in a queue?
2. How is the movement of the camera in this passage?
3. What does A mean with him?
4. Pick out a word from this passage that means 'to arrange in a pile'
5. Where does A keep the pack of bread with him?
6. He crosses the pavement and walks into a vegetable store - in this sentence, what verb (क्रिया) and pronoun (पुंस) 'he' are used? Frame a sentence of the similar pattern.
7. A small group of men are waiting in a queue - identify the Main Phrase in the 'Subject position'.

2. Read the following passage from the screenplay "My Sister's Shoes" and answer the questions that follow:

He goes to the pile of bread in front of the shop and picks the bundle of bread and then looks for the bag of bread. Unable to find it, he goes to the bag of bread at the vegetable store and begins to search. He finds the potato, the onion and the carrot. The bag of bread is seen on the ground. On hearing this, a man who comes running from the shop and sees the vegetable store on the ground.

1. How is the 'act' in this passage?
2. What happens when A puts his hand in the bag?
3. Pick out a word from this passage that means 'to search or look for something'
4. What does A hear when he comes out of the shop?
5. Fill in the blank with the correct word. The bag of bread is seen on the ground. On hearing this, a man who comes running from the shop and sees the vegetable store on the ground.

Begin the sentence with - The bag of bread...

LANGUAGE ELEMENTS

1. Complete the following paragraph choosing the right phrases from the ones given below.

All _____ Zame's shoes everywhere. He _____ searching for it. But he did not find it anywhere. So he _____, but he found it. He _____ the shoes and he solved the matter with his sister.

[made up his mind, looked for, wanted, set out]

2. Fill in the blanks using the words given in the brackets.

(at, by, the, with, of, in)

The great open-air show of _____ a _____ stage. The moment the door opened _____ is along. The tiger emerged with a roar and charged straight _____ the villagers gathered behind the camera. The crowd, consisting _____ several hundred and fifty people, melted away as if _____ magic.

3. Complete the conversation suitably.

- Zame/Ray: You told my girlfriend _____ ?
 Thora: I've brought her _____
 Ray: _____
 Thora: I decided to play it safe.
 Ray: What will you do with the two tigers?
 Thora: It shouldn't be too far off _____.
 Ray: You had better _____.
 Thora: Yes. I'm bringing _____ lights.
 Ray: _____
 Thora: No, it does not create problems. I have had a long while with a pack

4. Zame and Ali are talking to each other. Read their conversation and fill in the blanks.

- Zame: How will you go to school without shoes?
 Ali: Zame, you can use my shoes to go to school _____ ?
 Zame: Ok, but you can't use my shoes _____ ?
 Ali: Then I'll buy new shoes for you.
 Zame: _____ ?
 Ali: No, please don't encourage me to tell her.
 Zame: Why?
 Ali: If you tell this to her, _____
 Zame: Ok, but I must go to school without shoes.

EXERCISE

6) Complete the following passage choosing from the phrases given in the box.

Saiyaji Roy decided to postpone (a) his shooting. He could not tolerate (b) wasting money. Mr Thoral could not convey (c) the message what wanted. So the shooting came to a pause. He is planning to continue (d) with the shooting from next week.

(put up with, put across, go ahead, set up, put off)

6) Read the following sentences:

1. They had packed their bags when the bus arrived.
2. The wind (threw) down the jacket on the ground.
3. The teacher looked but unapproachable.

In sentence 1, two incidents that took place one after the other are mentioned.

In sentence 2, 'the wind' (the word 'expression' is used).

In sentence 3, two adjectives are combined using 'but'.

Form three sentences of the same pattern. You should not repeat the given examples.

7) Read the following conversation.

Zahra : "Why are you upset?"

Ali : "I lost your shoes in the shopping shop."

Now answer the following questions.

a) "What did Zahra ask Ali?"

b) "What did Ali reply?"

8) Read the conversation given below and complete the sentences that follow.

Roy : "How will you send the letter?"

Thoral : "I will use a _____ on its way."

a) Roy asked Thoral _____.

b) Thoral replied _____.

9) Zahra and Ali exchanged their thoughts writing in a notebook. Complete their thoughts conveyed choosing the words from below.

Ali, you've lost my shoes. (a) _____ will I go to school tomorrow?

You had better (b) _____ my shoes.

Why did I bring the (c) _____ both of us. What is your mind (d) _____ this is an accident? Ali asked and warned Zahra.

(e) _____ I don't know the shoes were given to this (f) _____.

My hand fell rather to buy another pair of shoes (g) _____. Zahra responded to

Ali

{the more we suffer, however, keeping, How long will be, How use}

TEXT 3 BLOWN IN THE WIND

POET: BOB DYLAN

Theme	• migrated song which poses a series of rhetorical questions about peace, war and freedom
Rhyming Words	peace, fly, war
Figures of Speech	The refrain 'The answer my friend is blown in the wind' has been described as 'impenetrably ambiguous'
Auditory Image	'Cannon balls fly' people cry
Visual Image	'Men sleep, cannon, mountains, people, sky'

1. Read the following lines from 'Blown in the Wind' and answer the questions given below.

How many roads must a man walk down,

Before you call him a free man?

How many seas must a white dove sail

Before she can sleep in the sand?

'Yes' and 'No' many times must the cannon balls fly

Before they're forever banned?

The answer my friend, is blown in the wind

The answer is blown in the wind

1. Which do 'the ball' symbolise 'a man'?

2. How many 'seas' must a white dove sail

Before she sleeps in the 'sand'? "What do these lines really?"

3. Pick out a phrase that indicates war

4. Where can you find the answer to these questions?

2. Read the appreciation of the poem 'Blown in the Wind' and complete it using the words given below in brackets.

Bob Dylan's 'Blown in the Wind' is a (a) song and an appeal to the masses for fight for justice. It is a simple song, sung accompanied only by a harmonica and a (b).

This one of Dylan's most powerful songs through its series of (c) questions he raises issues such as war (d) and human rights violations that give some trouble the world. He asks how long a man must (e) and needs to exist to be truly free. He further questions how many roads must be fought before peace can

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be restored in this world plagued by ____ (f) ____ The ____ (g) ____ 'the answer my friend
'is blowin' in the wind' suggests that the answers are ____ (h) ____ but the poet says that
nobody is picking them up when it comes down. He continues to protest against the
____ (i) ____ of the people who turn a blind eye to the injustice and inequality of the people.
The poet appeals for the ____ (j) ____ of inequality, injustice and violence. Injustice may
be firm as ____ (k) ____ but can be washed away if we stand united. The oppressors
cannot turn a deaf ear to the protest always. Change is imminent and ____ (l) ____.

The poet employs simple ____ (m) ____ like a man, dove, mountain, sea and cannon
balls. Man symbolizes the people who face injustice and hope for justice. Doves are an
emblem of peace and reminds us of the enduring struggle for ____ (n) ____ and equality.
The strong mountain is the symbol of ____ (o) ____ of human nature.

Sea represents change and true freedom that slowly erodes the rigidity of the mountains.
Through a simple melody he presents us to the problems of our society which remains
unnoticed. The soul stirring powerful lines add ____ (p) ____ to the poem.

(violence, endure injustice, rhetorical, guitar, protest, oppression, everywhere,
refrain, mountains, inevitable, eradication, indifference, rigidity, imageries,
poignance, harmony)

3. Read the following lines from the poem and answer the questions that follow.

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

1. What happens to the mountain after its existence?
2. Pick out the line that shows people have no freedom.
3. What should a man do so that he does not see anything?
4. Pick out two sets of rhyming words.



Unit 3

LORE OF VALUES

TEXT-1: THE BEST INVESTMENT I EVER MADE

AUTHOR: A.J. CRONIN

Major Characters:

Narrator - Dr. J. Cronin

Mr. John - Solicitor, Director of a charitable organisation

Minor Characters:

Mrs. John - A bold young lady, wife of Mr. John

Sergeant - Chides John by not registering the case

Landlady - Owns the building where John stays; Waives the rent for a month

EVENTS:

1. The narrator is travelling from America to London.
2. The narrator sees a passenger watching him closely on the promenade deck.
3. He notices the man with his wife, the next day.
4. She compels her husband to talk to the doctor.
5. John, the stranger, approaches the narrator and gives him visiting card.
6. John is a solicitor who also works in the field of youth welfare.
7. They help delinquent adolescents and bring them back to a good life.
8. John helps the doctor identify him.
9. Doctor recalls past incidents at the landlady's attic.
10. Young John falls into bad company.
11. Loses all his money in gambling.
12. Pledges all his belongings and borrows money from all sources.
13. Steals money from office safe in an attempt to recoup.
14. Unable to replace the money, attempts suicide.
15. Saved by the doctor, landlady and Sergeant.
16. Gets a fresh start in life.
17. Sergeant agrees not to register the case.

EXERCISE

- The doctor gives 7 wounds and 7 stitches to the man in the office
- The doctor feels proud of the investment he made twenty five years ago

TEXTUAL PASSAGES

1. Read the excerpt from the anecdote 'The Best Investment Ever Made' and answer the questions that follow.

On the same day (out from New York) while making the round of the grandstand deck, I suddenly became aware that one of the passengers was watching me closely, following me with his gaze away from the deck. I wanted to rest, to avoid the return of social and impertinent ship-board contacts. I gave no signal, ignoring noticed the man.

But there was nothing important about him. On the contrary, he seemed affected by a kind of rather striking ailment. He was in the early 40s, rather thin in build, with a fair complexion and clear blue eyes. His thin hair had begun to recede from the temples of his dark skull. Earlier in his life his experiences gave evidence of a high social position and education. At this point the light shined on his face, and I went below.

1. Who is the narrator of the story?
2. What is the setting of the story in these two paragraphs?
3. How old was the stranger?
4. Pick out a word which is opposite in meaning to "concealed".
5. Identify the sentence that tells the author was not in a mood to talk to the stranger.
6. The sentence that says he was afraid it was time for _____ (breakfast dinner/tea/lunch)

2. Read the excerpt from the anecdote 'The Best Investment Ever Made' and answer the questions that follow.

There was in his behavior and manner, in fact, in his whole personality, a genuine intelligence that was disarming. I found myself liking him instinctively. Questioning him further, I learned that he and his wife had been advisers for the past 15 years in the field of youth welfare. He was, by profession, a solicitor but in addition to his practice at the courts, he had time to act as director of a charitable organization devoted to the care of blind children, mostly from the slums, who had fallen under the lash of the law. As he spoke with real feeling, I got a vivid picture of the work these two people were doing. I learned how they took advice from the laymen's courts and, pleading ignorance of the law, convinced the court that they had been misled.

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EXERCISE

- 1 Identify the expressions (in parentheses) suggested (the young man was not) dead.
- 2 Pick out the word from the passage which is opposite in meaning to 'wield'.
- 3 Read the sentence.

I was awakened by a loud banging.

Now, rewrite the sentence beginning with

A loud banging, _____.

4 Read the following lines from the anecdote 'The Best Investment I ever Made' and answer the questions that follow.

As he regained the strength he told us his story. His parents were poor. At twelve he had found him a position as clerk in a London solicitor's office. He had been in the city only six months, but already he had been elected to the London Society of the Clerks. He had made good connections and like a young fox eager to take measure far beyond his means had begun to bet on horses. Soon he had lost all his small savings. He pledged his last belongings and sold the horse for a trifling sum. In an effort to recover, he tried to make a sum of money from the race sale but found that he was assured was certain to win but the last result was false. Terminated the prosecution, the matter followed a long legal fight in despite he had sold himself in the room and burned on the gas.

- 1 How old the young man's uncle (was) (at) (the) (time)?
- 2 Why did young man begin to bet on horses?
- 3 Where did he have any connection in the city? How did it affect him?
- 4 What was the John's hope when he took a sum of money from the race sale?
- 5 What was the young man (convinced) of?
- 6 What did he do in order to win his bet?
- 7 Complete the following sentence suitably.

When he had won the first gamble, _____.

- 8 Read the word from the passage (in parentheses) and select an appropriate word that is opposite.

TEXT 2: THE DANGER OF A SINGLE STORY AUTHOR CHIMAMANDA NGOZI ADICHIE

Theme: - Dismay stereotype, single stories or perspectives about people or a nation
- Lead to wrong and incomplete judgment

Major Characters

- Narrator** = Chimamanda Adichie = the speaker
Mother = Adichie's mother = the narrator

Minor Characters

- Eric** = the handsome boy
American = Adichie's roommate
Professor = Adichie's professor at the university

EVENTS

- **Chimamanda** introduces herself as a story teller
- She was an early reader and writer
- She read British and American children's books
- Her early writings were influenced by foreign books
- Her characters were also foreign in nature
- She began to read African writings
- Realised that characters could be like herself too
- Missed Eric's initials along with her mother
- Knew only about Eric's poverty
- Struggled to see the beautiful, well-tanned boy
- Her single story about Eric's family changed
- Lives in America fighting stereotypes
- American roommate was shocked by her English and movie preferences
- Professor told her characters were not stereotypically African
- Adichie thinks that all the opportunities to the danger of a single story

TEXTUAL PASSAGES

1. Read the following passage and answer the questions given below.

Omara Oluwalafin Adedji would like to tell you a few personal stories about what will be called 'The Danger of a Single Story'. I grew up on a university campus in Eastern Nigeria. My mother says that I started reading at the age of two. Although I think probably I was older when I was five. So, I was an early reader, and what I read were British and American children's books. I was almost an early writer and when I began to write at about the age of seven, I was in school with English illustrations that my poor mother was obligated to read, although exactly the kinds of stories I was reading. All my characters were white and blue-eyed. They played in the snow, they ate apples, and they talked a lot about the weather, how lovely it was that the sun had come out. But I had never seen outside Nigeria. We didn't have snow, the sun was never out, and the mother talked about the weather because there was no word for

1. What does Adedji call herself?
2. When did she normally start reading books?
3. Where were the characters from in her childhood?
4. Pick out a word which means 'to describe one's duty'.
5. How were the characters in her early writings different from children like her?
6. In which of the characters did Adedji start to talk about the weather?

In the above sentences the verbs/phrases are combined together using and. Frame a similar sentence.

2. Read the following passage from 'The Danger of a Single Story' and answer the questions given below.

'What she shows, I think, is how impressive and vulnerable we are in the face of a story, particularly as children. Because all I had read were books in which characters were foreign. It had become common that books by them were nature, had to have foreign as author, and had to be about things with which I could not personally identify. Now, things changed when I discovered African books. There were all sorts of them available, and they were quite as easy to find as the foreign books. But when I read Chinua Achebe and O. Conrad and realised that people like me could write like the color of chocolate, whose thick skin could not burn peyotls, could also exist in literature. I started to write about things I knew, and I loved the American and British books I read. They stirred my imagination and opened up new worlds for me. But African writers saved me from having an entire story of what books are.'

1. How did the African books influence Adichie?
2. Name the African writers who changed Adichie's way of thinking?
3. How did Adichie feel when she read books authored by African writers?
4. Identify the lines which show that she could not read many African books in her childhood.
5. Provide suitable words from the passage for the meanings in the box given below.

a. Easily influenced	
b. Weak and easily hurt, physically and emotionally	
c. Curly and round	

3. Read the excerpt from Adichie's speech 'The Danger of a Single Story' and answer the questions that follow.

A professor once told me that my characters were too much like him – an educated and middle-class man. My characters should have been. They were not starving. Therefore they were not authentically African.

When I disagreed, again years ago, the writers who responded to my e-mail politely but sternly said that to be successful I began to think about how I would invent horrible things my parents had done to me. But the truth is that I had a very happy childhood.

1. Why did the Professor think that Adichie's characters were not authentically African?
2. What kind of a parent was the Professor?
3. Adichie thought of inventing horrible things her parents had done to her. Why?
4. What kind of a childhood did Adichie have?
5. Read the following sentence.

The professor was an educated and a middle-class man.

Two more phrases are given in the box. Form a similar sentence.

LANGUAGE ELEMENTS

1. The following passage has certain errors in it. They are underlined. Edit the passage.

This speaker, Chinua Achebe, began her speech by telling us about what about (a) the world around her. She said that stories that was similar to the foreign stories she had read who looked white and had blue eyes, not that her only when she find (b) African stories did she realize that people like her could be in stories if we read any version of stories about the world. We would realize that this is the life of the people in that place.

EXERCISE

2. Read the dialogue given below and complete the sentences that follow.

Adichie: (A) _____
Fizers: (B) _____

Adichie: (C) _____
Fizers: (D) _____

Adichie asked Fizers whether _____ (A) _____

Fizers, whether replied _____ (B) _____

3. The profile of Adichie is given here. But some links are missing. Supply the missing links choosing suitable words from those given below.

Chimamanda Ngozi Adichie

Chimamanda Ngozi Adichie is _____ (a) _____ famous novelist. She is famous as a great short story writer _____ (b) _____. She is _____ (c) _____ Nigerian origin. She was born _____ (d) _____ 1977. Adichie was educated _____ (e) _____ Oxford University. Her major works _____ (f) _____ Purple Hibiscus, Half of a Yellow Sun, Americanah. She received _____ (g) _____ awards. Her awards include, "Women's Foreign Fiction" "Nobel Prize Fellowship," "Shortly Award for Literature"

(a, a, many, in, are, of, too)

4. Mr. John S. managed to have a few words with the doctor. The conversation between Mr. John S. and the doctor is given below. But some parts of the conversation are missing.

Complete the conversation suitably using the hints given in brackets.

Mr. John: If you could spare a few minutes, my wife and I would like to have a word with you.

Doctor: _____

Mr. John: Sir, I'm John and meet my wife Mrs. John. We are on our way back from the United States.

Doctor: Fine! Please to meet you Mr. and Mrs. John. _____ (a) _____?

Mr. John: No, this was our first visit.

Doctor: _____ (b) _____?

Mr. John: We wanted to visit the summer house at our campus in Iowa.

Doctor: How do you feel having seen the U.S.?

Mr. John: Oh! _____ (c) _____

Doctor: What do you enjoyed, a nice holiday _____ (d) _____?

Mr. John: No, it wasn't entirely a holiday trip. We talked with the officials in New York and other cities.

Doctor: _____ (e) _____?

Mr. John: Doctor, we've finished our first house. It's still a bit of a work in progress, but we'll usually have a nice experience. What brought you to the U.S.? Why did you visit the United States? How do you like the new houses? What do you think? Have you visited the United States before?

5. Complete the following passage using appropriate forms of the phrasal verbs from those given in the brackets below.

Mr. John: (a) Mr. Green appeared the shipster twenty five years. Green could not tell who the man was. By then Mr. John had (b) all kinds of books. His and his wife (c) themselves and considered savings for them. (give up, come across, look after, make out, put on)

6. Edit the following passage.

On Monday morning, early in the morning, while making the end of the promotional deck, suddenly, looking around, one of the passengers (a) was walking in the deck. He was in his early 40s, with a (b) hair, with a few, computer and clear, blue eyes. His thin hair had begun to recede. His hair was short and salted. He and his wife (c) give a sentence of a serious and reserved discussion. At this point the legislator (d) dinner. (put down)

7. Complete the following passage using suitable phrasal verbs from those given in brackets.

On Saturday morning, (a) and her mother (a) to visit the family. A friend was started when she (b) the basket made by Peter's brother. She could not (c) how a poor boy could make such a beautiful basket. She (d) her thoughts in her diary.

(put down) make up one's mind, set out, come across, make out

8. Read the dialogues given below and complete the sentence that follows.

Reemna: How did you learn to speak English well?

Ashiq: English is the official language of Nigeria.

Reemna: Can I listen to your tribal music?

Ashiq: No, I will give you a CD of Warri (Delta).

Reemna asked Ashiq (a) Ashiq replied that English was the official language of Nigeria. Her roommate again, asked her for (b)

(c). To this, Ashiq replied negatively and told (d)

EXERCISE

9. Complete the conversation suitably.

John: Do you remember me, Sir?

Gran: Sorry I don't.

John: You saved me from a great pain a few years back.

Gran: Oh! I remember you now. You are John, _____, is it?

John: Yes, _____.

Gran: How did you come to the United States, _____?

John: I came in London.

Gran: _____?

John: I am a practicing engineer.

Gran: So how do you know that.

John: If you had, you saved me that day _____.

Gran: That's OK. Take it easy.

10. After his meeting with Mr. John, the narrator in the story "The Best Investment of Ever" jotted down his thoughts in his diary. There are a few errors which are underlined. Exit them.

Sunday,

November 3, 2020

An unforgettable day. Was (the) most forget ful event. Mr & Mrs John, I (re)membered me (a) well assured that happened when I were (a) a young doctor in London. I could never forget (a) such strong. The seven wounds and ten shillings. I have not given him was enough from my life. He met me today at (a) the store to thank me (now). I will never forget (a) the best investment I ever made!

What a wonderful achievement!

11. Choose the correct answer from the options given.

Gran: Where's you doing in New York?

John: I am working in the rehabilitation camps.

a. Gran asked John _____.

a. what he is doing in New York.

b. what he, were doing in New York.

c. what he was doing in New York.

b. John replied that _____.

a. he had been working in the rehabilitation camps.

b. he was working in the rehabilitation camps.

c. he was, working in the rehabilitation camps.

12. Read the profile of A. J. Cronin.

A. J. Cronin were (a) born at (b) 19th July in (c) 1896. He was a famous novelist and also an (d) physician. His first novel was Heart's Castle. His major works is (e) 'The Citadel', 'The Stars and the Sea', 'The Quaker Kingdom' and 'The Green Years'. He was awarded by (f) National Book Award for Honor. Many of his (g) stories has been adapted into Hollywood movies. He pass (h) away on September 8, 1951.

13. The stranger was very shy to talk to A. J. Cronin. He talked this to his wife. Complete their conversation suitably.

Wife: Why are you looking gloomy then?

Stranger: I am _____ (a) _____.

Wife: What is the reason for the tension?

Stranger: I feel _____ (b) _____.

Wife: Don't worry. He won't scold or laugh you.

Stranger: Will you come with me?

Wife: Sure. You had better _____ (c) _____.

Stranger: Who will start the conversation first?

Wife: You have _____ (d) _____, No problem.

Stranger: Let's _____ (e) _____.

Wife: Ok. Fine.

TEXT 3: THE BALLAD OF FATHER GULLIGAN

POET: W.B. YEATS

Theme	<ul style="list-style-type: none"> • Everlasting reverence of God in all His creations • An old priest was wiser and wiser than most of his flock (líní dílis) • He was sent for by a sick man who fell asleep in his chair before answering the call • He falls to his knees and thanks God for sending him, and bows to do his work when he was too tired to do so
Rhyming Words	lay-say, eve-grove, die-I, ant-eap-esp, wind/man/sind, bird-word, breadness, more-diac, chair-care
Line pattern	The poem has 12 lines of 10 syllables of four lines each (áiqué harrí)
Poetic Features	<p>The poem is in the form of a ballad</p> <p>The poem is a narrative</p> <p>The poem is musical and dramatic</p>
Simile	as many as a bird
Metaphor	God reverent the world with angels
Auditory Image	spanned white over leaves like a wind, covering the dean
Visual Image	green boys' stone, moth, rocky, lamp, man
Alliteration	For Kallias look as best, nor joy nor peace wáiríne, máiríne! The man has died
Rhyme Scheme	abcb

4. Read the following lines from the poem "The Ballad of Father Gulligan" and answer the questions that follow.

He *líní dílis* *líní dílis* *líní dílis* *líní dílis* *líní dílis*

For souls who live and breed,

Send one of his great angels down

To bring me to my need

He who is wiser than the purg'd robes,

Whom I have in the care

Had pity on the best of things

Relief upon a chair

1. Read the following lines and answer the questions that follow.
 - (i) How does the poet describe the sea? "What does the line mean?"
 - (ii) How does God save Father Gilligan from distress?
 - (iii) How does Father Gilligan describe himself?
 - (iv) "Who hath made the night so dark." Why is the word "Who" given in capital letters?
 - (v) Who will God save tonight?
 - (vi) Paraphrase the lines of stanza 1. What do you understand about the character of Father Gilligan from these lines?
 - (vii) What is the rhyme scheme followed?

2. Read the following stanza from the poem 'The Ballad of Father Gilligan' and answer the questions that follow.

"I have no rest nor joy nor peace,
 For people die and die,
 And after midnight, Godling will
 My body wake me!"
 He knelt and bemoaned his little sheep
 He prayed and fell asleep
 And the night hour went from the fields
 And stars began to peer.

1. What does Father Gilligan's body speak?
2. Pick out any two metaphors in the poem.
3. "I have no rest nor joy nor peace." What is the poet's dejected mood here?
4. "A pathetic cry of a word that is a cry in words used in these lines identify the word."
 - (i) Be conscious in attitude of action.
 - (ii) To walk, especially through a narrow opening.
 - (iii) Extending far down from the top of stamens.
 - (iv) To remain awake or require consciousness.

ENGLISH

3. Read the lines from 'The Ballad of Father Gilligan' and prepare an appreciation of the poem 'The Ballad of Father Gilligan' using the words given in brackets below.

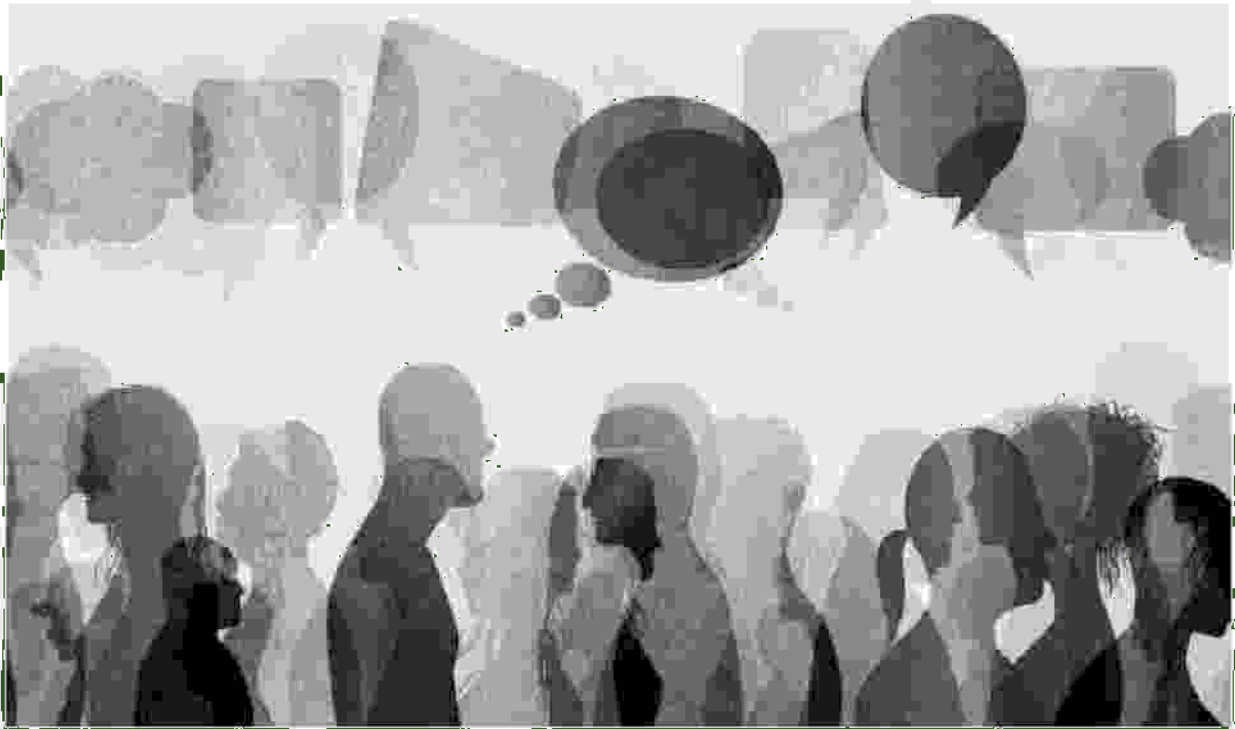
The Ballad of Father Gilligan by W. B. Yeats is a touching _____ (a) _____ that _____ (b) _____ God's everlasting _____ (c) _____ and how life _____ (d) _____ in the life of an earnest priest at a time of intense need. It is an _____ (e) _____ of a loving and kind God who showers his blessings on all creations.

Father Gilligan was _____ (f) _____ carrying out his priestly _____ (g) _____ day and night during an _____ (h) _____ in his parish. One evening completely _____ (i) _____ by the strain, he fell asleep. He woke up at dawn, feeling shocked at his failure to perform his duties. He rode _____ (j) _____ to the house of the sick man. There he realises that God had _____ (k) _____ sent an angel to minister the last _____ (l) _____ to the dying man. The priest humbled by this miracle, and prayed to thank God for his benevolence.

The poem is written in the form of a ballad _____ (m) _____ to the oral folk tradition. It is stanzaic in structure with twelve stanzas of four lines each. The poem is musical following the rhyme scheme abcb _____ (n) _____ use of visual images like green sods, the moth flour and auditory images like that of sparrows chirping, makes the poem _____ (o) _____.

(affirmation, benevolence, narrative, conforming, obligations, weary, intervenes, illustrates, recklessly, ritual, enchanting, compassionately, epidemic, brilliant, exhausted)

FOR



DISCOURSES

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1. NOTICE

Notice is hereby given that the year of 2020-21 is a normal academic year. The school will be holding the annual sports and cultural activities.

- "What is the programme?"
 - "What are the dates of the programme?"
 - "What is the programme?"
 - "What are the dates of the programme?"
- and an INVITATORY LETTER for parents and students.

The above is usual procedure for the school.

Your school invites School Leavers to release the School Magazine titled "Memories You are the Great Editor". The magazine is to be published in the school. We invite parents, teachers and students to the launch.

NOTICE

GOVT HIGH SCHOOL CHEMMARUTHY

RELEASE OF SCHOOL MAGAZINE "MEMORIES"

Date: 12-12-2020

Time: 10 am

Venue: School Premises

Programme

Prayer Song	School Anthem
Welcoming Speech	School Anthem
Prayer Song	School Anthem
Cultural Activities	School Anthem
Release of the Magazine	School Anthem
Prayer Song	School Anthem
Vote of Thanks	School Anthem

Headmaster **Chief Guest**

(S)

1. The Maharashtra State of your school, invites the eminent writer, Sri, Valsaraj Athapandit Deshpande to inaugurate a two-day literary festival in your school. Prepare a notice to invite the parents, teachers and students of the school to participate in it.

- 1. What is the literary festival?
- 2. When, where, why, how?
- 3. Who, what, how, where?
- 4. Why, how, where, what?
- 5. Why, what, where, how?
- 6. Why, where, what, how?

Read the following notice carefully and answer the questions that follow.

2. Study the following notice and answer the questions that follow.

NOTICE
GOVERNMENT HIGH SCHOOL, ERNAKULAM
GRAND WELCOME TO FOREIGN DELEGATES

Friends,

It is with great joy that the school is going to host a delegation of distinguished foreign delegates from India, Sri Lanka, Singapore, Maldives, Oman, and other countries in Kerala. These delegates are being invited by the school to inaugurate a two-day literary festival in your school. They would inaugurate the festival and also inaugurate the school. They would inaugurate the school and also inaugurate the school. They would inaugurate the school and also inaugurate the school.

The school is proud to have such a distinguished delegation of foreign delegates. They would inaugurate the school and also inaugurate the school. They would inaugurate the school and also inaugurate the school.

Yours faithfully,
Sri Valsaraj Athapandit Deshpande
Principal
Government High School, Ernakulam
15th December 2018

- a. When will the festival be held?
- b. Who will inaugurate the festival?
- c. Why should we participate?
- d. Where will the festival be held?
- e. Who will inaugurate the festival?

ENGLISH II

The answers to the questions given above form the content of the notice.
The following are the features of a notice.

FEATURES OF A NOTICE

1. NAME of the institution/department/club/association, etc.
2. DATE of issuing the notice
3. TITLE OF NOTICE
4. SUBJECT MATTER relating to the content
5. CONTENT OF THE NOTICE
6. SIGNATURE of the issuing authority
7. Designation

Now attempt writing notices on your own for the questions given below.

3. Chimmamanda Adichie is visiting Kerala as a part of the Youth Exchange Literary Fest programme. Your school is the venue for an interaction programme with Adichie. As the Secretary of the Literary Club, draft a notice informing the students about the function.

Complete the following.

NOTICE

Dear _____

Our school has received an honor _____ with Chimmamanda Adichie. The _____ the function will be held on _____

All are welcome

4. The English Club desires to facilitate Chimmamanda Ngozi Adichie, the African writer. Famous writer MT Vasudevan Nair has agreed to inaugurate the programme. Prepare a notice to be circulated among the students and parents.

2. PROFILE

A profile can also be called a Bio-sketch. It is a short description of a person's life and career.

1. Prepare a short profile of Ruskin Bond using the hints given below:

• Born	May 19, 1934
• Place of Birth	Kasauli
• Occupation	Author, Poet
• Nationality	Indian
• Schooling	Bethab-Corner-School, Shimla
• Awards	Sahitya Akademi Award (1992), Padma Shri Award (1999), Padma Bhushan Award (2014), Lifetime Achievement Award (2017)
• Notable works	'Our Trees Still Grow in Dehra', 'A Flight of Pigeons', 'The Blue Umbrella'

2. Prepare a short profile of William Wordsworth using the hints given below:

• Born	April 7, 1770, Cockermouth, Cumberland, England
• Alma Mater	St. John's College, Cambridge
• Profession	Poet
• Literary Movement	Romanticism
• Notable works	Lyrical Ballads, Poems in Two Volumes, The Excursion, The Prelude, 'I wandered lonely as a cloud'
• Sibling	Dorothy Wordsworth
• Died	April 23, 1850 (aged 80), Rydal, Westmorland, England

3. Given here is an interview with Bob Dylan. Prepare a profile of Bob Dylan after reading the details given below.

1. Sir, Glad to be with you. Please tell us about the time and place of your birth.
(24th May 1941, Duluth, Minnesota, US)
2. In what all fields are you famous?
(An American singer, songwriter and also as an artist and a writer)
3. Which are your notable works?
(Blowin' the Wind, The Times They Are a-Changin' (Anthem for the American Civil Rights and anti-war movements))

ENGLISH

4. What are the awards you received?

(Grammy, Academy and Golden Globe Awards, the Presidential Medal of Freedom, the Nobel Prize for Literature 2016)

5. Where are you residing now?

(Malibu, California)

4. Prepare a profile of A. J. Cronin using the hints given below.

Full name	Archibald Joseph Cronin
Birth	19 July 1896, Scotland
Profession	Novelist, physician
Best known works	The Citadel (Novel), Country Doctor (Novella)
Profession	Medical Inspector of Mines
Awards	National Book Award for fiction
Died	9 January 1981, Montreux, Switzerland

Profile of A. J. Cronin

Archibald Joseph Cronin _____ 19th July, 1896 _____
Scotland. He _____ a novelist _____ physician _____ best
known _____ The Citadel (Novel), _____ Country Doctor
(Novella) _____ a medical inspector of mines. He won _____ He
passed away _____ 9th January _____ 1981 _____
Montreux _____ Switzerland.

5. Develop the hints given below to prepare a short profile of W.B. Yeats, the Irish poet of the 20th century.

Full Name	William Butler Yeats
Born	June 13, 1865
Place of birth	Bendy Mount, Ireland
Awards	Nobel Prize for Inspired Poetry
Works	The Tower (1928) The Winding Stair and Other Poems (1929)
Died	January 23, 1939, France

Ashayjith, a student of Class 10 of your school got an opportunity to speak to Chimamanda Ngozi Adichie about her life and works. The text of the interview with her is given below. After reading the information, prepare a profile of Chimamanda Ngozi Adichie for your school magazine.

Ashayjith: Good morning Madam, May I ask you a few details about yourself?

Adichie: Sure young man! Go on and ask.

Ashayjith: When and where were you born?

Adichie: I was born in Nigeria, Africa on September 15, 1977.

Ashayjith: Where did you spend your childhood?

Adichie: Most of my childhood years were spent on a university campus in Baéam, Nigeria.

Ashayjith: When did you begin writing?

Adichie: I began writing at the age of seven but my serious writing started much later.

Ashayjith: Speaking about your writing, what type of writing do you do most?

Adichie: I write novels and short stories, mainly. However, I've written some non-fiction works too.

Ashayjith: Who influenced you the most in your writings?

Adichie: In my childhood, I was influenced by English and American writers. But later I was inspired by African writers like Chinua Achebe and Camara Laye.

Ashayjith: Can you name some of your important works?

Adichie: Of course. My important works are Purple Hibiscus, Half of a Yellow Sun and Americanah.

Ashayjith: That sounds wonderful. Thank you so much for sharing so much information with me.

Adichie: Oh! It was a pleasure talking to you! Good day.

3. DIARY

1. The boy in the story 'Adventures in a Banyan Tree' was marvelled at the sight of the white squirrels in the hole of the banyan tree. He wrote about this unforgettable incident in his diary. Prepare the likely diary entry.

(You may make use of the following hints.)

- Date and day of the diary.
- Diary should be written in first person narration (e.g. I am so ...)
- A good opening (e.g., 'Oh! What a wonderful sight! ... Three cute white squirrels! Oh! I couldn't believe my eyes.')
- The wonderful sight the boy saw.
- Mention the place where he found the squirrels.
- Use words to express the boy's emotions when he saw the three white little squirrels.
- A good conclusion. (This was indeed a fine day. Thank you, God!)

DIARY

Date _____

Time _____

Oh! What a wonderful sight! I cannot forget this day in my life. _____

_____, Oh God! Save them! Now it's time to sleep.

You may answer the questions which will help you complete the diary.

- i. What was the wonderful sight?
- ii. Where did he find the white squirrels?
- iii. Had he seen white squirrels before?
- iv. Who brought the white rat home?
- v. Who may be the father of the white baby squirrels?
- vi. Did he feel happy at the sight?

2. Ali was very sad when he lost his sister's shoes. Complete the likely diary entry of Ali using suitable words given in the brackets below.

22/9/20 Tuesday, 10:00 pm

Dear Diary

What a _____ (a) _____ day was today! I was very _____ (b) _____ in putting the shoes in my wardrobe this _____ (c) _____. My sister was _____ (d) _____ when I _____ (e) _____ home without the shoes. I fear whether she would tell me to go _____ (f) _____ and buy another _____ (g) _____. I was greatly _____ (h) _____ when my sister told me that she would share my shoes. I _____ (i) _____ her not to tell _____ (j) _____ about this. Anyway, I can't _____ (k) _____ this day.

(beggared, pathetic, forget, relieved, vegetable boxes, reached, worried, glad, careless, pair of shoes)

3. Ray was very desperate when he came to know that the first shooting had failed. Complete his thoughts using the suitable options given below.

Oh God! What _____ (a) _____ is now? I thought everything _____ (b) _____ was going. But the shots were too dark. I _____ (c) _____. Oh shoot, it again.

Mr. Thorak _____ (d) _____ has informed soon about this. Only his _____ (e) _____ help was from this crisis. Anyway, let us hope for the best.

(must, can, need, will, shall)

4. Mr. John recognises A. J. Cronin when he meets him on the deck of the ship. He recollects his first meeting with A. J. Cronin and how he had been waiting for 25 years for this moment. He is overwhelmed that he lets down his feelings in his diary. The diary entry is given below. Read the diary entry and answer the questions given below. The features of a diary entry have been highlighted.



What an unforgettable day! For 25 years I had been waiting for this moment. Never thought that I would meet him again that too on the deck of a ship. He did not recognise me but how was I forgetting Doctor Cronin. He is my saviour. ... God in disguise, ... gave me a second life. I still remember that day, nearly five years ago. I had lost everything by gambling ... even stole money ... feared that I would

Events and
Feelings

My thought is finally, I tried to commit suicide. If it was not for the Doctor, I would have been dead. The Sergeant, the Landlady and Dr. Cronin together saved me. I remain indebted to them. The doctor is my inspiration. Timely help from the great man gave me a new life. Finally, lost a chance to express my gratitude. May God bless him.

Conclusion

Questions

1. Why was (an) unforgettable day for Mr. John?
2. Where did he meet A. J. Cronin?
3. What is the role of A. J. Cronin in the life of Mr. John?
4. What had happened to Mr. John 25 years ago?
5. Why did he try to commit suicide?
6. Who were the persons that saved Mr. John?

Answers

1. He met Mr. A. J. Cronin, a doctor, which he was waiting for 25 years.
2. On the dock of the ship.
3. His surgeon, an angel who gave him a second life. His inspiration.
4. Lost everything in gambling, state monopoly.
5. Fearing that he would be caught.
6. A. J. Cronin, the Sergeant and the Landlady.

5. A. J. Cronin meets Mr. John. So after twenty-five years, he recalls the past incident - the sole occasion when he had met Mr. John. He is happy to see the progress that Mr. John has made in his life. He writes his feelings in his diary. Prepare the likely diary entry.

The answers to the following questions will help you to write the diary entry:-

1. What was the surprising incident that took place on that day?
2. Who did he meet and where?
3. After how many years were they meeting each other?
4. What was the occasion on which they had met before?
5. What changes had come over Mr. John?
6. What was Cronin's initial reaction? What did he feel later?

Monday

12.12 __

What a great surprise! Twenty five years since that incident I had almost forgotten about it. I couldn't recognise _____ What a change

_____ He is now

The poor boy had almost died. He _____ suicide. I

felt sorry for him. So, I helped him. A small help

_____ Never thought it

_____ Indeed a blessing! My

investment _____ God bless him. His

service _____ worthy of appreciation. Feeling grateful

that I could contribute

6. Adilija's visit to Fide's house was an eye-opener for her. She realised that she also had a single story. She jots down her feelings in her diary. Prepare the likely diary entry.

An interesting experience indeed! _____

My story of Fide _____ and my friend

mother _____

saw a beautifully patterned basket. His brother _____

an eye opener

7. At the beginning of the anecdote Dr A J Cronin was not interested in talking to Mr John. But later, on learning more about him, he was interested in the company of Mr John. The narrator scribbled down his thoughts in his diary. Supply the missing words to complete the diary.

08/11/2020

Today was a _____ (a) _____ day. I was travelling from _____ (b) _____

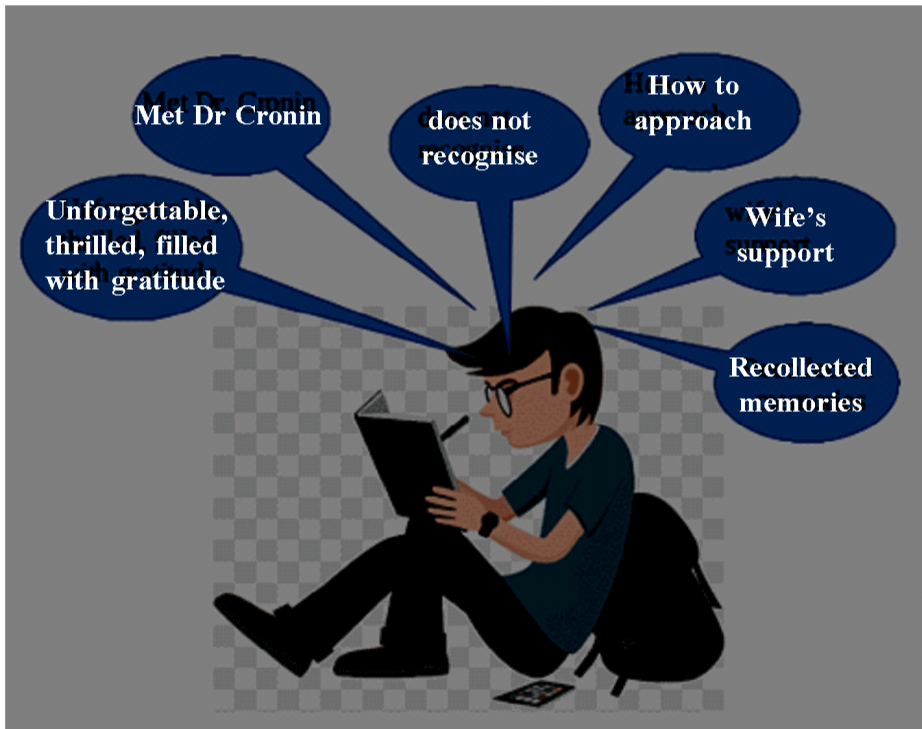
on a ship. On the second day of the journey, I was much disturbed on noticing a

_____ (c) _____ passenger gazing at me. I was not interested in talking

with fellow travellers during my journeys. So I ignored him. But soon, I understood that he wanted to talk with me. The next day _____ by his wife, Mr John approached me. I was surprised to learn that Mrs & Mr John were working for the welfare of _____(d)_____ and _____(e)_____ youth. I was very much impressed and happy to talk to the couple.

(pleasant, New York, maladjusted, urged, fellow, derelict)

8. Mr John was excited and happy on the day he met A J Cronin and recollected the cherished memories of his past life with A J Cronin. It was a day of immense pleasure for him. He expressed his thoughts and feelings in his diary that night. Prepare the likely diary entry by Mr John.



You can begin like this.

It's the happiest day of my life.....

4. CONVERSATION

1. The boy describes his hobby and the girl asks him to explain it. Read the conversation and give answers. Prepare a lively conversation between them.

1. Read the conversation between the boy and the girl. Write down the boy's hobby. (10 marks)

2. Write a lively conversation between them. (10 marks)

3. Write a lively conversation between them. (10 marks)

4. Write a lively conversation between them. (10 marks)

5. Write a lively conversation between them. (10 marks)

6. Write a lively conversation between them. (10 marks)

7. Write a lively conversation between them. (10 marks)

8. Write a lively conversation between them. (10 marks)

9. Write a lively conversation between them. (10 marks)

10. Write a lively conversation between them. (10 marks)

2. The girl describes her hobby and the boy asks her to explain it. Read the conversation and give answers. Prepare a lively conversation between them.

3. The boy describes his hobby and the girl asks him to explain it. Read the conversation and give answers. Prepare a lively conversation between them.

4. The girl describes her hobby and the boy asks her to explain it. Read the conversation and give answers. Prepare a lively conversation between them.

1. Read the conversation between the boy and the girl. Write down the boy's hobby. (10 marks)

2. Write a lively conversation between them. (10 marks)

3. Write a lively conversation between them. (10 marks)

4. Write a lively conversation between them. (10 marks)

5. Write a lively conversation between them. (10 marks)

6. Write a lively conversation between them. (10 marks)

7. Write a lively conversation between them. (10 marks)

8. Write a lively conversation between them. (10 marks)

9. Write a lively conversation between them. (10 marks)

10. Write a lively conversation between them. (10 marks)

QUESTION

- Question: "Why were you watching these children at school?"
- Answer: "The school has these cameras and I was just watching them as they went to school."
- Question: "What were you doing when you saw the children?"
- Answer: "I was in the car and I was just watching them. I was just driving and I was just watching them."
- Question: "Did you see anything else?"
- Answer: "No, I didn't see anything else."
- Question: "Did you see any other children?"
- Answer: "No, I didn't see any other children."

- 1. What are the main points in the transcript?
- 2. What does the transcript tell us about the children?
- 3. What does the transcript tell us about the school?
- 4. What are the main points in the transcript?
- 5. What does the transcript tell us about the children?
- 6. What does the transcript tell us about the school?

5. Read the transcript and answer the questions. The transcript is on the right. Write your answers in the spaces provided. The transcript is on the right. Write your answers in the spaces provided.

Q: "What are the main points in the transcript?"

A: "The transcript tells us about the children and the school."

එහි දෙවන කොටසේදී, ඔහුට වඩා වැඩි වයසේ සිටින තරුණියක් සමඟින් සම්බන්ධයක් පවතින බවට තීරණය විය. ඔහුට වඩා වැඩි වයසේ සිටින තරුණියක් සමඟින් සම්බන්ධයක් පවතින බවට තීරණය විය. ඔහුට වඩා වැඩි වයසේ සිටින තරුණියක් සමඟින් සම්බන්ධයක් පවතින බවට තීරණය විය.

- ප්‍රශ්නය : _____ කෙරෙහි කැමැත්තක් දක්වන්න?
- පිළිතුර : ඔහුගේ කැමැත්තක් දක්වන්න.
- ප්‍රශ්නය : ඔහුගේ කැමැත්තක් දක්වන්න?
- පිළිතුර : ඔහුගේ කැමැත්තක් දක්වන්න.
- ප්‍රශ්නය : ඔහුගේ කැමැත්තක් දක්වන්න?
- පිළිතුර : ඔහුගේ කැමැත්තක් දක්වන්න.
- ප්‍රශ්නය : ඔහුගේ කැමැත්තක් දක්වන්න?
- පිළිතුර : ඔහුගේ කැමැත්තක් දක්වන්න.
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- පිළිතුර : ඔහුගේ කැමැත්තක් දක්වන්න.

සියලුම දෙනාම සතුටින් සිටියහ. ඔවුන්ගේ සතුටින් සිටියහ. ඔවුන්ගේ සතුටින් සිටියහ. ඔවුන්ගේ සතුටින් සිටියහ.

ඔහුගේ කැමැත්තක් දක්වන්න. ඔහුගේ කැමැත්තක් දක්වන්න. ඔහුගේ කැමැත්තක් දක්වන්න. ඔහුගේ කැමැත්තක් දක්වන්න.

- ප්‍රශ්නය : ඔහුගේ කැමැත්තක් දක්වන්න?
- පිළිතුර : ඔහුගේ කැමැත්තක් දක්වන්න.
- ප්‍රශ්නය : ඔහුගේ කැමැත්තක් දක්වන්න?
- පිළිතුර : ඔහුගේ කැමැත්තක් දක්වන්න.

Content-related hints

- 1. **Appearance** of a thing is **superficial** (superficial)
- 2. **Appearance** (look) **imply** (imply)
- 3. **Appearance** (look) is **superficial** (superficial)
- 4. **Appearance** (look)

Style related hints

- 1. **Appearance** (look) is **superficial** (superficial)
- 2. **Appearance** (look) **imply** (imply)
- 3. **Appearance** (look) is **superficial** (superficial)
- 4. **Appearance** (look) is **superficial** (superficial)
- 5. **Appearance** (look) is **superficial** (superficial)
- 6. **Appearance** (look) is **superficial** (superficial)
- 7. **Appearance** (look) is **superficial** (superficial)
- 8. **Appearance** (look) is **superficial** (superficial)

3. Aditya visits Fida's house along with her mother. Fida's mother shows them the beautiful basket made by Fida's mother. She is quite started to see it. Prepare a conversation between Aditya and Fida's mother.

6. CHARACTER SKETCH

1. Write down in the story 'A Day in the life of a Boy' in the 'last' section, the character sketch of a boy who has been given below.

(Boy, the boy's character - we see through his daily and regular life. The life of the boy - the boy lives with his grandparents in the village - boy's general nature and his character - how he reacts to his life - his likes - his dislikes and his habits and his qualities - his hobbies - his nature - his daily and regular life for him - see the light between his habits and his nature.)

A character sketch is a portrait of a person in a story. It includes his appearance, his personality, his appearance, his physical appearance, his mental appearance, his social appearance and his 'inner character' that is his mind and his 'inner' personality.

Features of a character sketch

- Description of 'the' person.
- Physical looks and physical life of the character.
- Character's likes, dislikes, and his personality.
- His 'inner' appearance and his inner personality.
- His relationship with others.
- His habits.

2. Prepare a character sketch of Dick, the vegetable shopkeeper, using the following hints.

(Name, age, sex, height)

(Sex, height, weight, hair, eyes)

Although he is a shopkeeper, he is not in this kind of place _____

3. Use the hints given of Zora in the story 'The Boy' and write a character sketch of her.

4. Using the hints, the girl, 'S' was (1) a young girl who (2) lived in the city (3) was of a very different kind of a person and (4) was a very different kind of a person.

ENGLISH II

Write a character sketch of Mr. John S. focusing on the change that comes over him. Prepare a character sketch of Mr. John S. focusing on the change that comes over him.

Before you begin to write the character sketch, let us go through the features of a good character sketch.

Features of a character sketch

Name of the character	Mr. John S.	
Role and importance of the character	Very important role	
What he does	As a young man Works in a small firm's office	As a young man Was a member of a political party
Physical Appearance		Early (bright) eyes with a fair complexion and clear white eyes. Dark, wavy and wavy hair.
Life and its style	Orphan, lonely and introverted	Thamara's presence is a respectable proof of the 'everyday' travelling far and wide to learn how he can help the right people. Indulged in the work of responsibility.
Personality traits	Young, eager to take the pressures of the world easily, influenced, cowardly, attempts to hide when faced with problems.	Efficient and resourceful disposition. Earnest and sincere. Grateful to A. J. Cronin for giving him a second chance. Wants to give the world the opportunity to others.
Relationship with others	Establishes his intimate, unbroken relationship between good and bad 'within' of the society.	Respected by everyone, remembers everyone who helped him.
Conclusion	Swimming up the changeover - in short, we find a young, inexperienced and foolish John transforming into a respectable member of the society, engaged social service that suits every man.	

Now using the information in the table above, attempt the character sketch.

5. Complete the character sketch of Mr John given below suitably. You may use the hints in Activity 4 to complete the character sketch.

Mr John is an important character in the anecdote 'The Best Investment I Ever Made' by A. J. Cronin. He is a _____ (a) _____ man in his _____ (b) _____. He is short built with a _____ (c) _____ and _____ (d) _____. His thin hair had begun to recede from his forehead. His dark eyes, under the rimless _____ (e) _____, gave evidence of a serious and reserved character. He was by profession a _____ (f) _____, but working for the _____ (g) _____ _____ (h) _____ and delinquent youth. He had been in search of Dr Cronin, but when he came across him unexpectedly during a _____ (i) _____, Mr John was shy to approach Dr Cronin. He _____ (j) _____ urged him to meet and talk to Dr Cronin. He tries to remind Dr Cronin the tragic incident that took place about _____ (k) _____ ago. Mr John had an unpleasant and _____ (l) _____ past. He _____ (m) _____ borrowed money frugely and spent lavishly. He even stole some money from his office safe. Having lost everything, he became homeless and decided to _____ (n) _____. He was saved by three kind persons in A. J. Cronin, a police sergeant and the landlady. After gaining a new life, he pledged his life for charity and social work. He was indebted to _____ (o) _____ for his new life.

6. PARAGRAPH

1. Write a paragraph on the incident that triggered a long-lasting excitement for the boy in the summer.

A paragraph is a piece of writing usually dealing with a single theme. It is a group of sentences organized around a central topic or an idea. Paragraph writing is the foundation of all writing, whether the form is expository, persuasive, narrative, or creative. To write a good paragraph, students need to understand the four essential elements of paragraph writing and how each element contributes to the whole. The elements are unity, order, coherence, and completeness.

Things to remember while writing a paragraph.

- Identify the text and theme
- Compose the topic sentence.
- Bring in and organize supporting ideas
- Arrange the supporting ideas logically and coherently
- Write a concluding sentence

2. The homoeopath in the story "The Snake and the Mirror" had so many desires in his life. Did he fulfill his desires? What do you think? Write a paragraph in about 80 words.

The young doctor	Stayed in rented room- wanted to bring changes- shared room with rats- earned little
Desires	Shave daily- grow a thin moustache- keep an attractive smile- decide to get married- marry a fat woman - have lot of money - good practice

The young doctor was a junior doctor practicing in a rural village. He stayed in a small rented room, wanted to bring about some changes in his life. He shared the room with rats. The house was not decorated. He earned very little. He had so many ambitions in his life.

One night, the doctor looked at himself in the large mirror which was kept on the table. He was a great admirer of beauty. The doctor wanted to look handsome. So he decided to shave daily and grow a thin moustache. Another decision he took was to keep an attractive smile on his face. He also decided to get married. He wanted to marry a woman doctor who had plenty of money and good medical practice. The doctor wanted his wife to be fat so that she would not chase him if he did something wrong and ran

3. How did the boy spend his time in the banyan tree?

(Hints: spend more time on the mat - reads in variety of books - aerial-view - sees the fight between cobra and mongoose - sees life on the banyan tree)

4. The story 'The Snake and the Mirror' is a real story told by Bushan. What do you think about the title and the story? Write your views about it in a paragraph.**5. Ali, in the screenplay 'My Sister's Shoes' is sad, worried and guilty since he loses his sister's shoes. Write a paragraph on Ali's feelings?**

(Ali - the protagonist of Majid Majidi's 'My Sister's Shoes' - loving and caring - Zahra - little sister - lost Zahra's pink shoes - felt sad and guilty - sister does not have another shoes - does not tell father about loss - parents do not have money to buy a new pair of shoes - Ali tells Zahra to use his shoes - very understanding and responsible boy - symbol of innocence.)

6. Satyajit Ray required a tiger for his film 'Goopy Gyne Bagha Byne'. Write a paragraph on how he managed to find a tiger.

(requires a tiger for his film - film 'Goopy Gyne Bagha Byne' - approaches Bharat Circus - trained tiger - talks to Tamil manager and angmaster Mr Thoral - instead of one tiger two tigers were transported - shooting location at Netaji Gram)

7. Write a paragraph on the kind of service done to the society by Mr and Mrs John.

(Mr John scholar by profession - Director of a charitable organization - cares for boys and girls from slums - Mr John himself a victim of evils of the society - tried to kill himself - saved by the doctor - personal experience made him serve society - dealt with maladjusted and delinquent youth.)

8. What were the changes that came over Adeline as she started reading African books?

(grew up on a university campus - an early reader - started reading British and American children's books - started writing stories - characters white and blue-eyed played in the snow and ate apples - talked about life weather and the sun - could not identify herself with anything she read in white - African books changed her perspective - started reading Chinua Achebe and Camara Laye - realized that girls like her with skin the colour of chocolate and lanky hair could also exist)

7. LETTER

1. Imagine that the boy in the story 'Adventures in a Banyan Tree' writes a letter to his friend explaining what had happened that afternoon. What would the letter be? (The introduction and the conclusion of the letter are given.)

Theo tham

Kayolkulam

25.12.2020

Durai (Ramesh)

How're you? Hope you are fine. I'm fine here. I write this letter to tell you about a strange incident that happened today afternoon.

This was a rare experience for me. I thought of writing to you about it first, before telling the incident to someone else.

Hope you'll convey my best wishes to your father, mother and sister. Hope you'll reply soon.

Yours friendly

Sid

Subin

A letter is a written message from one person to another. There are two types of letters, formal and informal or official and friendly.

Things to remember

- Identify the person who writes the letter.
- Identify the person to whom the letter is written.
- Identify the tone of the letter (formal or informal).
- Style of salutation/greeting.
- Subject line (for formal letters).
- Body (The complete text of the letter, the subject matter/content).
- Closing/farewell phrases.

ENGLISH

5. As we all know, Chimamanda Ngozi Adichie is a renowned Nigerian novelist and short story writer. You were greatly impressed by hearing about her experiences at Fide's house and in America where she went to study. You wish to have a phone interview with her. So, you decide to write a letter to Adichie expressing your admiration and also your desire to speak to her. Prepare the likely letter. (Make use of the hints given below to complete the letter.)

=====

Dear _____,

It gives me immense _____ this letter. Hope that you are _____ I wish to express my _____ for you and your writings.

You are truly a great novelist and _____ your speech _____ is excellent. This speech inspired me to _____ Africa. Your narration of your experiences _____ was very interesting. I understood how we create single stories in our mind and faith opinions based on it. It's a great _____ to the world. I appreciate your _____ skills. It is my _____ to speak to you. I would like to have an _____ with you over the phone. I hope that you will give me your _____ for the interview.

Waiting for your _____.

Thanking you,

Adichie, fine, pleasure to write, impressed with your, short story writer, to get a clear picture about, The Danger of a Single Story, eye-opener, at Fide's house and in America, beautiful style of writing and oratorical skills, greatest desire, consent, reply, interview

6: Ali writes a letter to the junk collector to know whether the shoes are with him. Prepare the letter by answering the following questions.

Name _____

Date _____

Dear Uncle:

1. Who is writing this letter?
2. What happened the previous day?
3. Where did Ali keep the shoes?
4. What did the nearby shopkeeper tell Ali?
5. What is the condition of Ali's family?
6. What will the father do when he knows that the shoes are missing?
7. What is Ali's request to the junk collector?

With love,

Ali

B. NARRATIVE

1. You have read the story 'The Adventures in the Banyan Tree'. Now, prepare a narrative based on your reading.

The Adventures in the Banyan Tree

'The Adventures in the Banyan Tree' is a story of a young boy who loved to sit in an old banyan tree in his grandfather's house. This boy had a small grey squirrel as his first friend in the tree. The squirrel became friendly with the boy.

In the spring, when the banyan tree was full of small red figs, birds of all kinds would flock into its branches. During the fig season, the banyan tree was the noisiest place in the garden. The boy built a platform on the tree where he could spend the afternoons reading books. At times, he would look down through the leaves at the world below.

One afternoon, he happened to see a fight between a mongoose and a cobra. He saw a huge black cobra coming out of a clump of cacti. At the same time, a mongoose came out from the bushes and went straight for the cobra. This cobra knew that the grey mongoose was a expert fighter. The cobra too was a skillful and experienced fighter. He moved swiftly. The mongoose pushed his tail and the long hair on his spine stood up. It was to be a battle of champions.

Aranya and a pringle crow arrived there. They sat on the cactus to watch the fight. The cobra, stood swaying slowly from side to side was trying to make a false move. The mongoose gazed at a point just below the cobra's hood opened the attack.

Immediately the cobra struck so swiftly that there was no chance for the mongoose to escape. But he jumped to one side and swiftly bit the cobra on the back and dashed away out of its reach. A few drops of blood glistened on the cobra's back. Again the cobra struck and missed. The mongoose jumped aside. The birds dived at the snake and bumped back to the cactus.

The crow flew near the cobra and it smacked the crow with force. The crow was flung nearly twenty feet across the garden and it fell dead. The cobra was weakening. The cobra stopped swigging. Then the mongoose groped it around the hood and dragged it into the bushes. The boy came down from the tree and told his Grandfather what he had seen. Grandfather was happy that the mongoose had won. He had encouraged it to live in the garden to keep away the snakes.

One day, on the banyan tree he saw a Gray Squirrel and a White Rat go off together on little excursions among the branches. Grandfather had bought the white rat from the bazaar four years back. Then the squirrel started building a nest. One day the Grandmother's knitting was missing. The next day, the boy saw something glinting in the hole in the tree. On investigation, he saw the Grandmother's steel knitting needle in it. On looking further, he discovered that the hole was filled with knitting. There were three baby squirrels in the nest - all of them white! Grandfather told the boy that the white rat must be the father. Rats and squirrels were related to each other and so they could have white baby squirrels.

A 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. An incident from the text will be given for preparing the narrative. Retelling the story, changing the perspective of the narrative from one person to another etc. can be asked as questions.

Features of a Narrative

- Give a catchy and concise heading.
- Use the appropriate person and change the perspective based on the question.
- Start the narration with an attractive opening sentence.
- Describe the settings, characters and events of the story.
- Add figurative usages and a variety of sentences.
- While keeping the flow of the story, try to avoid unnecessary explanations.
- Direct speech dialogues can be possible within the narration.
- Give an effective ending.

2. You have learnt the story 'My Sister's Shoes'. Now, prepare a narrative based on your reading.

My Sister's Shoes

My Sister's Shoes is a part of an Iranian film (Children of Heaven) directed by Majid Majidi. It is about the incidents surrounding the loss of a pair of shoes. Ali went to the market to buy vegetables and get Zahra's worn-out shoes stitched. After getting the shoes from the cobbler, he kept them in the bag and went to the bakery to buy nam. Then he went to buy vegetables from a shop. He kept the bag safely in between the boxes of vegetables and the bundle of nam on the top of the vegetable boxes. At that time, a junk collector reached there and took the bag of shoes for junk. He searched everywhere for the shoes but in vain. He even tumbled down some vegetable boxes. As soon as he reached his home, Zahra knew that Ali has lost her shoes. She was upset and did not know how she would attend school. While studying they communicated with each other by writing their conversations in the notebook. They did not want their parents to know about the lost shoes. Ali was scared that his father would beat him and that he could not afford another shoe. Suddenly Ali thought of the idea of giving his shoes so that Zahra can wear them to school. Zahra agreed.

The story tells of the bond that the children share between them – a very strong relationship. All the central character of the film, feels guilty about losing his sister's shoes and tries to pacify her. Zahra is heartbroken as she did not have another pair of shoes to go to school. The children are aware of the poor conditions of their home. Their mother is unwell and the father refuses to go to work. Hence they hide the news from their parents. Ali is so sad seeing his sister cry that he offers his pair of old sneakers which he finds a new pair of shoes for his sister.

ENGLISH

3. Young Mr John S was saved from death and given a fresh start in life by the kind doctor A J Cronin. He later goes on to dedicate his life to the service of mankind. At a chance-meeting with the doctor brings back all the memories. John narrates his story to his friend. Prepare the likely narrative.

The events are given in a jumbled order. First, rearrange the events in their proper order and then attempt the narrative.

- Timely intervention gives him a new lease on life
- Steals money from office - that leads him to attempt suicide
- Saved by Dr Cronin - his landlady and a kind sergeant
- Act of redemption encourages him to work in the field of youth-welfare
- He loses money in gambling
- Mr John and Dr A J Cronin meet on the deck of the ship
- Friendless and lonely, John falls into bad company
- Dr Cronin recollects an incident that took place 25 years ago
- John as young orphan lad was a clerk in a solicitor's office in London

The Resurrection

I saw him on the deck of the ship. Yes, I saw Dr Cronin, after 25 long years. My did not recognise me. But later _____

25 years ago, I was _____

_____ had

company _____ in gambling. In an

effort to recover, I _____ Oh my God! I was then scared

What if I am caught! _____ suicide

When I regained my conscience, I found three people sitting in front of me

_____ and _____ They

were angels in disguise, I got a _____ life. But that was not

for the three of them. I would be dead. I am _____ The

timely help _____ welfare. I realised that there are

so many people in the world who require a fresh start in life - a second chance. I decided

_____ Here I am today, the director of a charitable

Organisation _____ It is indeed a resurrection for me.

4. Adèle goes abroad to a university in the United States for her higher studies. There she is taken aback by the attitude of the American roommate and her Professor towards her and her writings. She narrates her experiences to her mother over the phone. Write the likely narrative.

The following hints will help you prepare the narrative.

(Familiar) stories - Adèle teaches English - criticised about English from the official language of Nigeria - through Africans (described by their mother) - well-meaning - patriotic job towards Africans - they can't be similar to Americans - Professor - character not authentically African - stereotypes - educated and middle class - not staying.

The African Story

4. reread what it was! Do you know that Americans have a single story about Africa. My roommate _____

My professor was no different. He told me, 'Your characters are not authentically African. I did not know why. He said _____

Now I have realised that just as I had a single story about Fida and his family, people abroad have a single story of Africa which is quite dangerous.

5. A.J. Cronin returns home from his American trip with the realisation that *virtus bogata virtute*. He narrates the incidents in the ship and the memories of the past to his wife. Prepare the likely narrative.

6. Imagine the doctor tells the suicide incident to his family members. What will be the narrative? Prepare the narrative.

The Miraculous Escape

Do you want to hear an incident that happened today? Today was an unforgettable day in my life _____

Thus the young man regained his life.

ENGLISH

7. Rearrange the following sentences to write the narrative.

1. When we were about to return, I heard a quick breath from him. First, I thought he would die. After half an hour of redoubled efforts, we succeeded in bringing him back to life.
2. With the help of the Sergeant, I tried to regain his consciousness. But I found my attempts were useless.
3. We hurried to the spot. When I reached there, the room was filled with the smell of gas. I found a young man lying on a narrow bed in the room. At first, I thought he was dead.
4. Around one o'clock at night a sergeant of police came to me and informed me about an attempted suicide in the nearby lodging.
5. He was trapped in bad company and gambling, had wasted all his wealth.
6. When we asked what had happened, he told us his story. He told us that he was a clerk in an office in the town.
7. Being desperate, he tried to commit suicide.
8. The Sergeant of Police promised not to report the case. So he will not have to face prosecution. The landlady offered one month's free lodging until he got a new job.
9. To result, he stole some money from the office for gambling. But he lost all the money.
10. Later, on a detailed investigation, I learnt from him that he had taken only seven pounds and ten shillings. So I agreed to give him that money to keep back in his office safe.

9. NEWS REPORT

1. The Grandfather and the boy were really surprised at the sight of the three baby squirrels. It was a great surprise for all and the news spread across the village. The news appeared in one of the local dailies. Prepare the likely news report. (The following hints may help you to write the news report.)

Catchy news headline

First paragraph

Where did the incident happen? (place)

When did the incident occur? (date)

What is the incident about? (One or two sentences about the incident)

Second paragraph

Detail the incident

How did the white rat reach the grandfather's house?

Friendship with the squirrel.

An investigation into the missing knitting needle.

The sight surprised both the boy and the grandfather.

Concluding sentence

2. Prepare a news report about the three white baby squirrels which the boy saw in the hole in the banyan tree.

THREE WHITE BABY SQUIRRELS FOUND



Dehra Dun, 06.08.2020: Three adorable white baby squirrels were found _____ (a) _____ (b) _____.

ENGLISH

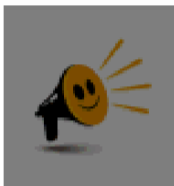
It happened _____(c)_____. _____(d)_____ was a frequent visitor there. A marvellous sight _____(e)_____.

To complete the news report you may answer the following questions. (You can answer in more than one sentence.)

- a. Where were they found?
- b. When were they found?
- c. How did it happen?
- d. Who were involved in it?
- e. What are the other details about the baby squirrels?

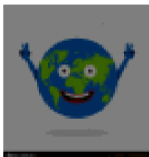
Newspaper reports give factual information about an incident. It brings to the reader a summary of an event or incident with comments from spokespersons or eyewitnesses. The language style of a newspaper report differentiates it from other discourses.

Features of a news report



1. Headline
Catches your attention
Sums up the story

2. Byline
Writer's name



3. Placeline
Where the story/incident takes place

4.
The opening
Gives most
Should



Lead
section
important information
answer most of the 5W's



5. Body
Supplies detail
Most important details come first
Simple true statements

What someone actually said



6. Quotations
Adds accuracy
Adds "at the scene" feeling

Now, read a sample report and identify these key features.

KITE announces telecast schedule

TIMES NEWS NETWORK

Thiruvananthapuram: Kerala Infrastructure and Technology for Education (KITE) has announced the telecast schedule of school classes on Vickers education channel for students pursuing state school syllabus. The special programme has been christened as 'First Bell'. It will be telecasted from Monday

SCHOOL CLASSES

As per the schedule, two hours would be dedicated for the telecast of classes for students in Class I to XII, except for Class XI. Classes would be telecasted from 8.30-10.30am for Class XII. The next time slot would be for Class I. In the afternoon, the first slot will be for Class X. It will be followed by sessions for Classes II to IX. There would be repeat telecast of classes in the night hours. Detailed schedule would be published periodically on www.kite.kerala.gov.in.

KITE had also given directions to school authorities to use the ICT equipment

available in schools to establish provisional connectivity arrangements for students with no access to Vickers channel.

"Options would be given to make use of ICT equipment deployed in schools as part of high-tech school and high-tech lab programmes," said KITE CEO K Anvar Sadath. There are around 1.2 lakh laptops, 70,000 projectors and 4,545 television sets currently available in government and aided schools across the state.

Meanwhile, director of general education, Jeevan Babu held a teleconference with teachers' organization leaders on Friday. In the meeting, it was decided that teachers and students are not supposed to come to school till specific orders in this regard are issued by the state government on the basis of the Union government directives. However, it would be considered that the academic year has started on June 1 itself. The other formalities such as counting the number of students in each schools would be deferred to another convenient date.

Nature	What it consists of	Lines from the sample report
Headline	Catchy and sums up the story	KITE announces telecast schedule
Byline	Writer's name or designation	Times News Network
Placeline	Place of story/incident/event	Thiruvananthapuram
Lead	The opening section Gives most important information Should answer most of the 5W's	The first paragraph of the news report
Body of news report	Supplies detail Most important details come first Simple true statements	All the information in the second and third paragraph of the news report.
Quotations	What someone actually said. Eyewitness accounts	Options would be given.....

10. WRITING-UP

1. Write a paragraph for a magazine that is a story that describes a country (that has a story) in a way that is interesting to children. Use the ideas and facts that you have collected.

Headline: Country News

The country news is a very important part of the newspaper. It tells us about the things that are happening in the world. It is very interesting to read and it helps us to know what is going on in the world. It is also very important to know what is going on in the world because it helps us to understand the world better. It is also very important to know what is going on in the world because it helps us to understand the world better. It is also very important to know what is going on in the world because it helps us to understand the world better.

2. The children in the school are very happy. They like to play and they like to learn. They like to go to school and they like to be with their friends. They like to be with their friends and they like to be with their friends. They like to be with their friends and they like to be with their friends.

It is very important to know what is going on in the world because it helps us to understand the world better. It is also very important to know what is going on in the world because it helps us to understand the world better. It is also very important to know what is going on in the world because it helps us to understand the world better. It is also very important to know what is going on in the world because it helps us to understand the world better. It is also very important to know what is going on in the world because it helps us to understand the world better.

QUESTIONS

The film knows what the mother demands of the family. It is a story of three and a half days. The world around the children.

2. Write up on the appropriateness of the title "The Best Investment (Ever Made)" in the story. Some parts of the prose are given. Complete the writing with suitable words from those given below.

The way I _____ (1) _____ was a very _____ (2) _____ place. It was the _____ (3) _____ of the _____ (4) _____ and _____ (5) _____ houses. It was a very _____ (6) _____ place. The _____ (7) _____ was _____ (8) _____ and _____ (9) _____.

The way _____ (10) _____ was _____ (11) _____ and _____ (12) _____.

The way _____ (13) _____ was _____ (14) _____ and _____ (15) _____.

The way _____ (16) _____ was _____ (17) _____ and _____ (18) _____.

The way _____ (19) _____ was _____ (20) _____ and _____ (21) _____.

The way _____ (22) _____ was _____ (23) _____ and _____ (24) _____.

The way _____ (25) _____ was _____ (26) _____ and _____ (27) _____.

The way _____ (28) _____ was _____ (29) _____ and _____ (30) _____.

The way _____ (31) _____ was _____ (32) _____ and _____ (33) _____.

The way _____ (34) _____ was _____ (35) _____ and _____ (36) _____.

The way _____ (37) _____ was _____ (38) _____ and _____ (39) _____.

The way _____ (40) _____ was _____ (41) _____ and _____ (42) _____.

(The words to be used are: overriding, divisive, interventional, generosity, imbibe, propensity, prish, disappointment, transformation, gratified, unpleasant, resistance, domination)

3. In 'The Danger of a Single Story', Chimamanda Adichie speaks about the single story in the minds of the people all over the world about Africa and Africans. Read the following hints and prepare a write up on how single stories can seriously affect our attitudes towards people and regions.

Hints: Chimamanda's wording of books - Families influence - Her wording and writing - Understanding Africa - African families and their lives - Her role in the family - Her studies at America - Her experiences, places, countries, Africa, Africa, Africa - Her role in the family

11. REVIEW

මෙහි ඔබ පිළිබඳව විද්‍යාත්මකව මතවාදාත්මකව දී ඇති විවිධ මතවාද සහ මතවාදීන් ඔබ විසින් විකල්ප දැක්විය හැකි බවට සාක්ෂි සපයන්න. ඔබ සිතාගන්නා මතවාදයන් සහ මතවාදීන් මත සාක්ෂි සපයන්න.

How do you like a Review?

මෙහිදී ඔබ විද්‍යාත්මකව විකල්ප මතවාදයන් (ඉතිරි) වැනි මතවාදීන්ගේ දී වැනි මතවාදයන් සහ මතවාදීන් විකල්ප දැක්විය හැකි බවට සාක්ෂි සපයන්න.

ඉතිරි මතවාදීන්, මතවාදීන් (ඉතිරි) මතවාදයන් මත මතවාදයන් (ඉතිරි) මතවාදීන් විකල්ප දැක්විය හැකි බවට සාක්ෂි සපයන්න.

ඉතිරි මතවාදීන් (ඉතිරි) මතවාදයන් මත මතවාදයන් (ඉතිරි) මතවාදීන් විකල්ප දැක්විය හැකි බවට සාක්ෂි සපයන්න.

ඉතිරි මතවාදීන් (ඉතිරි) මතවාදයන් මත මතවාදයන් (ඉතිරි) මතවාදීන් විකල්ප දැක්විය හැකි බවට සාක්ෂි සපයන්න.

ඉතිරි මතවාදීන් (ඉතිරි) මතවාදයන් මත මතවාදයන් (ඉතිරි) මතවාදීන් විකල්ප දැක්විය හැකි බවට සාක්ෂි සපයන්න.

ඉතිරි මතවාදීන් (ඉතිරි) මතවාදයන් මත මතවාදයන් (ඉතිරි) මතවාදීන් විකල්ප දැක්විය හැකි බවට සාක්ෂි සපයන්න.

4. You have read the story 'The Soldier and the Soldier'. Now answer the questions.

1. The soldier who was killed in the story was a young man who was a soldier in the army. He was killed in the war. He was a young man who was a soldier in the army. He was killed in the war.

2. The soldier who was killed in the story was a young man who was a soldier in the army. He was killed in the war. He was a young man who was a soldier in the army. He was killed in the war.

3. The soldier who was killed in the story was a young man who was a soldier in the army. He was killed in the war. He was a young man who was a soldier in the army. He was killed in the war.

4. The soldier who was killed in the story was a young man who was a soldier in the army. He was killed in the war. He was a young man who was a soldier in the army. He was killed in the war.

ඉලෙසා

සාමාන්‍යයෙන්, උදාවන අවස්ථාවක් වන විට අපට අනෙකුත් කැසට්ට්ටුවක් මගින් මෙහෙයවනු ලබන අතර එහිදී ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි. මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි. මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි.

අනෙකුත් කැසට්ටුවක් මගින් මෙහෙයවනු ලබන අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි. මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි.

මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි. මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි.

2. 'Only Dreams Remain' is an extract from the motion film 'Quillians of Heaven' directed by the famous director (A) (B) (C). A review of the film is given below, which is incomplete. Complete (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z) (AA) (AB) (AC) (AD) (AE) (AF) (AG) (AH) (AI) (AJ) (AK) (AL) (AM) (AN) (AO) (AP) (AQ) (AR) (AS) (AT) (AU) (AV) (AW) (AX) (AY) (AZ) (BA) (BB) (BC) (BD) (BE) (BF) (BG) (BH) (BI) (BJ) (BK) (BL) (BM) (BN) (BO) (BP) (BQ) (BR) (BS) (BT) (BU) (BV) (BW) (BX) (BY) (BZ) (CA) (CB) (CC) (CD) (CE) (CF) (CG) (CH) (CI) (CJ) (CK) (CL) (CM) (CN) (CO) (CP) (CQ) (CR) (CS) (CT) (CU) (CV) (CW) (CX) (CY) (CZ) (DA) (DB) (DC) (DD) (DE) (DF) (DG) (DH) (DI) (DJ) (DK) (DL) (DM) (DN) (DO) (DP) (DQ) (DR) (DS) (DT) (DU) (DV) (DW) (DX) (DY) (DZ) (EA) (EB) (EC) (ED) (EE) (EF) (EG) (EH) (EI) (EJ) (EK) (EL) (EM) (EN) (EO) (EP) (EQ) (ER) (ES) (ET) (EU) (EV) (EW) (EX) (EY) (EZ) (FA) (FB) (FC) (FD) (FE) (FF) (FG) (FH) (FI) (FJ) (FK) (FL) (FM) (FN) (FO) (FP) (FQ) (FR) (FS) (FT) (FU) (FV) (FW) (FX) (FY) (FZ) (GA) (GB) (GC) (GD) (GE) (GF) (GG) (GH) (GI) (GJ) (GK) (GL) (GM) (GN) (GO) (GP) (GQ) (GR) (GS) (GT) (GU) (GV) (GW) (GX) (GY) (GZ) (HA) (HB) (HC) (HD) (HE) (HF) (HG) (HH) (HI) (HJ) (HK) (HL) (HM) (HN) (HO) (HP) (HQ) (HR) (HS) (HT) (HU) (HV) (HW) (HX) (HY) (HZ) (IA) (IB) (IC) (ID) (IE) (IF) (IG) (IH) (II) (IJ) (IK) (IL) (IM) (IN) (IO) (IP) (IQ) (IR) (IS) (IT) (IU) (IV) (IW) (IX) (IY) (IZ) (JA) (JB) (JC) (JD) (JE) (JF) (JG) (JH) (JI) (JJ) (JK) (JL) (JM) (JN) (JO) (JP) (JQ) (JR) (JS) (JT) (JU) (JV) (JW) (JX) (JY) (JZ) (KA) (KB) (KC) (KD) (KE) (KF) (KG) (KH) (KI) (KJ) (KK) (KL) (KM) (KN) (KO) (KP) (KQ) (KR) (KS) (KT) (KU) (KV) (KW) (KX) (KY) (KZ) (LA) (LB) (LC) (LD) (LE) (LF) (LG) (LH) (LI) (LJ) (LK) (LL) (LM) (LN) (LO) (LP) (LQ) (LR) (LS) (LT) (LU) (LV) (LW) (LX) (LY) (LZ) (MA) (MB) (MC) (MD) (ME) (MF) (MG) (MH) (MI) (MJ) (MK) (ML) (MN) (MO) (MP) (MQ) (MR) (MS) (MT) (MU) (MV) (MW) (MX) (MY) (MZ) (NA) (NB) (NC) (ND) (NE) (NF) (NG) (NH) (NI) (NJ) (NK) (NL) (NM) (NO) (NP) (NQ) (NR) (NS) (NT) (NU) (NV) (NW) (NX) (NY) (NZ) (OA) (OB) (OC) (OD) (OE) (OF) (OG) (OH) (OI) (OJ) (OK) (OL) (OM) (ON) (OO) (OP) (OQ) (OR) (OS) (OT) (OU) (OV) (OW) (OX) (OY) (OZ) (PA) (PB) (PC) (PD) (PE) (PF) (PG) (PH) (PI) (PJ) (PK) (PL) (PM) (PN) (PO) (PP) (PQ) (PR) (PS) (PT) (PU) (PV) (PW) (PX) (PY) (PZ) (QA) (QB) (QC) (QD) (QE) (QF) (QG) (QH) (QI) (QJ) (QK) (QL) (QM) (QN) (QO) (QP) (QQ) (QR) (QS) (QT) (QU) (QV) (QW) (QX) (QY) (QZ) (RA) (RB) (RC) (RD) (RE) (RF) (RG) (RH) (RI) (RJ) (RK) (RL) (RM) (RN) (RO) (RP) (RQ) (RR) (RS) (RT) (RU) (RV) (RW) (RX) (RY) (RZ) (SA) (SB) (SC) (SD) (SE) (SF) (SG) (SH) (SI) (SJ) (SK) (SL) (SM) (SN) (SO) (SP) (SQ) (SR) (SS) (ST) (SU) (SV) (SW) (SX) (SY) (SZ) (TA) (TB) (TC) (TD) (TE) (TF) (TG) (TH) (TI) (TJ) (TK) (TL) (TM) (TN) (TO) (TP) (TQ) (TR) (TS) (TT) (TU) (TV) (TW) (TX) (TY) (TZ) (UA) (UB) (UC) (UD) (UE) (UF) (UG) (UH) (UI) (UJ) (UK) (UL) (UM) (UN) (UO) (UP) (UQ) (UR) (US) (UT) (UU) (UV) (UW) (UX) (UY) (UZ) (VA) (VB) (VC) (VD) (VE) (VF) (VG) (VH) (VI) (VJ) (VK) (VL) (VM) (VN) (VO) (VP) (VQ) (VR) (VS) (VT) (VU) (VV) (VW) (VX) (VY) (VZ) (WA) (WB) (WC) (WD) (WE) (WF) (WG) (WH) (WI) (WJ) (WK) (WL) (WM) (WN) (WO) (WP) (WQ) (WR) (WS) (WT) (WU) (WV) (WW) (WX) (WY) (WZ) (XA) (XB) (XC) (XD) (XE) (XF) (XG) (XH) (XI) (XJ) (XK) (XL) (XM) (XN) (XO) (XP) (XQ) (XR) (XS) (XT) (XU) (XV) (XW) (XX) (XY) (XZ) (YA) (YB) (YC) (YD) (YE) (YF) (YG) (YH) (YI) (YJ) (YK) (YL) (YM) (YN) (YO) (YP) (YQ) (YR) (YS) (YT) (YU) (YV) (YW) (YX) (YZ) (ZA) (ZB) (ZC) (ZD) (ZE) (ZF) (ZG) (ZH) (ZI) (ZJ) (ZK) (ZL) (ZM) (ZN) (ZO) (ZP) (ZQ) (ZR) (ZS) (ZT) (ZU) (ZV) (ZW) (ZX) (ZY) (ZZ)

මෙහිදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි. මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි.

මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි. මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි.

මෙහිදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි. මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි.

මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි. මේ අවස්ථාවේදී, ආදායම් බදු, විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි.

කෙටිපිටි, සිලන්, ඇඳි සහිත, හෙයින්, බිහිවීම්, ප්‍රතිපත්ති, පිහිටි ප්‍රදේශයන්
ශාස්ත්‍ර, ප්‍රධාන ක්‍රමවේදයන් (කුඩා කොටස)
විදුලි බලය වැනි ප්‍රධාන දේවල් සඳහා බදු ගෙවනු ලබයි.



a. A review of Chinmoy's article 'The Danger of a Single Story' prepared by a student for his class assignment is given below. (Some parts of it are missing). Complete the review using appropriate expressions from Unit 1 in the box.

One Story - the only Story? - A Review

The danger of a single story is _____ (a) _____ . It is a very _____ (b) _____ . It is a very _____ (c) _____ . It is a very _____ (d) _____ . It is a very _____ (e) _____ . It is a very _____ (f) _____ . It is a very _____ (g) _____ . It is a very _____ (h) _____ . It is a very _____ (i) _____ . It is a very _____ (j) _____ . It is a very _____ (k) _____ . It is a very _____ (l) _____ . It is a very _____ (m) _____ . It is a very _____ (n) _____ . It is a very _____ (o) _____ . It is a very _____ (p) _____ . It is a very _____ (q) _____ . It is a very _____ (r) _____ . It is a very _____ (s) _____ . It is a very _____ (t) _____ . It is a very _____ (u) _____ . It is a very _____ (v) _____ . It is a very _____ (w) _____ . It is a very _____ (x) _____ . It is a very _____ (y) _____ . It is a very _____ (z) _____ .

Chinmoy's article is _____ (a) _____ . It is a very _____ (b) _____ . It is a very _____ (c) _____ . It is a very _____ (d) _____ . It is a very _____ (e) _____ . It is a very _____ (f) _____ . It is a very _____ (g) _____ . It is a very _____ (h) _____ . It is a very _____ (i) _____ . It is a very _____ (j) _____ . It is a very _____ (k) _____ . It is a very _____ (l) _____ . It is a very _____ (m) _____ . It is a very _____ (n) _____ . It is a very _____ (o) _____ . It is a very _____ (p) _____ . It is a very _____ (q) _____ . It is a very _____ (r) _____ . It is a very _____ (s) _____ . It is a very _____ (t) _____ . It is a very _____ (u) _____ . It is a very _____ (v) _____ . It is a very _____ (w) _____ . It is a very _____ (x) _____ . It is a very _____ (y) _____ . It is a very _____ (z) _____ .

Chinmoy's article is _____ (a) _____ . It is a very _____ (b) _____ . It is a very _____ (c) _____ . It is a very _____ (d) _____ . It is a very _____ (e) _____ . It is a very _____ (f) _____ . It is a very _____ (g) _____ . It is a very _____ (h) _____ . It is a very _____ (i) _____ . It is a very _____ (j) _____ . It is a very _____ (k) _____ . It is a very _____ (l) _____ . It is a very _____ (m) _____ . It is a very _____ (n) _____ . It is a very _____ (o) _____ . It is a very _____ (p) _____ . It is a very _____ (q) _____ . It is a very _____ (r) _____ . It is a very _____ (s) _____ . It is a very _____ (t) _____ . It is a very _____ (u) _____ . It is a very _____ (v) _____ . It is a very _____ (w) _____ . It is a very _____ (x) _____ . It is a very _____ (y) _____ . It is a very _____ (z) _____ .

12. SPEECH

1. A single banyan tree creates such beauty and harmony. How will it be if we have such beauty everywhere? Prepare a speech to be delivered in the school assembly for the conservation of nature.

A speech is a formal address or discourse made to an audience. A person communicates verbally with a group of people. An effective speech can move minds,

Features of a speech	Examples
Salutation	Respected teacher and my dear friends, a warm good morning to all..... Ladies and gentlemen, good morning to all Honourable headmistress, respected teachers and my dear friends..... Distinguished guests and my dear friends.....
Introduce the topic	Today I feel privileged to stand before you to speak a few words..... I would like to share..... I wish to say a few words.....
Use a personal approach	My dear friends do you know Don't you feel so? What do you think?
Organise the content of your speech	Say the details in a sequential order.
Conclusion	In short, my belief is .. I would like to conclude saying .. To conclude.....
Leave taking	Thank you and have a nice day.

2. Prepare a speech to be delivered in the school assembly on the topic 'Poverty' based on your reading of the screenplay 'My Sister's Shoes'.

Dear Headmistress, teachers and my dear students, A warm good morning to all of you. I am here to speak of a few words on a serious topic which I feel valuable when I read the screenplay 'My Sister's Shoes'. This screenplay is about a pair of lost shoes. Ali lost his sister's shoes at the vegetable shop. When he reaches home, his sister felt sad about it because of the poverty of the family. This screenplay is a true depiction of poverty that exists among the poor families in the society of Iran. But this is not an issue concerning Iran alone. It is relevant for all of us too.

Poverty is an increasing worldwide issue that needs to be addressed. Poverty is the state of being poor and lack of the means of providing material needs or comforts. Poverty has existed for a very long time and to a great extent it prevails worldwide even

In this 21st century an estimated 1.4 billion people are living in poverty today in the world. These people just like you and me, are fighting daily for their existence. They have nothing! They do not have experiences to live through. The happiest experience these people have is a spoonful of food or a glass of clean water. There are approximately two billion children in the world. Of them, one billion live in poverty. This has led to a large number of children die every day due to malnutrition, malaria, war, lack of food and water and other diseases. Shouldn't we try to prevent this? I hope that you will keep in mind this issue and plan programmes to reduce the cause of poverty in our society.

With these words, I conclude my speech. Hope for the best. Wish you all a fine day.
Thank you.

3. Mr John was honoured by your school for his dedicated service for the past 15 years in rehabilitating juvenile delinquency. Mr John delivered a speech on how barely help transformed him into a better person. Prepare the likely speech.

Respected dignitaries and all the dear and my dear friends, I am greatly honoured to be a part of this function. It gives me immense pleasure to be in front of you _____.

Dear friends, _____, some of you may find it hard to believe my life journey. But I can assure you from my heart that what can we help can mould anyone into a better man.

Thank you.

Hints (25 years ago – parents died – all alone – uncle helped – job as a clerk – fall in the bad company – lost his savings – stole money from office – caught – terrified of prosecution – tried to commit suicide – the doctor, the sergeant and the landlady – timely help – saved him – transform him – active in the field of youth welfare).

SOME OTHER DISCOURSES

1. The tiger brought for the film shooting escaped from the site. An announcement was made to make the public aware of the danger. Some parts of the announcement are missing. Complete it with the words given in the brackets below.

Announcement

Attention to all,

A tiger from the ____ (a) ____ which was brought here for a film, shooting has ____ (b) ____ from the shooting location this ____ (c) ____ . Throughout a ____ (d) ____ one and well known, the ____ (e) ____ animal can only live in wild and ____ (f) ____ . All the villagers should be ____ (g) ____ and beware of the possible ____ (h) ____ .

If anybody happens to see the tiger please ____ (i) ____ the police or the forest department: ____ (j) ____ .

Thank You

(trained, ferocious, inform, escaped, threat, immediately, morning, vigilant, Bharat Circus, dangerous)

2. Ruskin Bond's "Adventures in a Banyan Tree", a single banyan tree depicts a beautiful harmony of nature. Prepare a poster on the theme 'Conservation of Nature'.

Features of a Poster

- Visually attractive / Eye-catching
- Title - Suggestive / Catchy
- Use slogan, jingle or short verse
- Sketch or a simple drawing
- Letters of different size and shape
- Proportionate spacing
- Description or details associated with the theme or subject of the poster
- Essential details like time, date, venue, etc.
- Name(s) of issuing authority/organization, etc. phrases, slogans, persuasive language.
- Creative in terms of content and design
- Overall organisation and sequencing of the matter

ANSWER KEY

UNIT 1

Adventures in a Banyan Tree

- 1. 1. On the left side of the banyan tree was the busiest place on the road
2. The squirrel
3. I could lead these people myself up straight to the top of the tree with each of them
keeping away from the main trunk. Fortunately I had the Pilsner glass and the
flowers of Sapa Gao Dainties and Louisiana Acorn made up my bag of very mixed
merchandise
4. Getting
5. He would like to spend his afternoon here when he went for a
b. He was looking at the picture of the Mayan stone and the flowers of Louisiana
Dainties and Gao Gao

- 2. 1. The boy
2. The squirrel was approaching him and he tried to get away from it but the boy
3. He was looking at the picture of the
4. The squirrel was looking at the picture
5. Squirrels
6. I am looking very close at the picture of the squirrel to see

- 3. 1. The boy
2. He was looking at the picture of the squirrel and he was looking at the picture
3. The boy and the squirrel
4. The squirrel
5. If they had been content only to watch squirrels they would have been well with them

The Snake and The Mirror

- 1. 1. The snake decided to show that it was a real snake and to show that it was a
2. basket
3. If he wanted to see a snake and he had a mirror and he had a basket and he had a
4. The snake was in

- 2. 1. The sound of the
2. He had some mice and he had a bird and he had a snake and he had a
3. He was in a room
4. Rats
5. all the animals

- 3. 1. There was a snake on the table and he was looking at the picture

ENGLISU

- 2) Kā kuram cilvēkam ir jābūt?
- 3) A person who is very busy and does not have much free time should be called a busy person.
- 4) A student who is not very good at school should be called a bad student.

Language Elements

1. a) you /ju:/
b) was /wɒz/
c) shall /ʃəl/
d) it /ɪt/
2. a) it
b) is
c) isn't
d) are
3. a) Can /kən/
b) Have /həv/
c) Why /daɪ/ you think so?
d) I /aɪ/ would like to see it.
e) Isn't /ɪznt/ it?
4. a) What's /wɒts/ his mother?
b) Does /dɒz/ she work there?
c) What /wɒt/ are you doing this year?
d) What /wɒt/ is it?
5. a) isn't
b) started
c) from
d) to
e) except
f) isn't
6. a) names /neɪms/
b) some /sʌm/
c) might /maɪt/
d) you'd /ju:əd/
7. a) The policeman asked the boy where /weə/ he had seen the three white lady spiders.
b) The boy replied that he had seen them in a hole in the corner /kɔ:rnə/ of the wall.

Lines Written in Early Spring

1. Choose the correct answer.
- The poet's mind was filled with happiness brought
 - A thousand blended notes
 - Hygiene
 - He was disturbed by the thoughts of others' pain
 - The splendid appearance of Nature
 - Recreation
 - What man has made of man
 - Winters die with the birds, fulfill his callow needs, fulfill his happiness, fulfill his nature.
 - राजेश
2. Choose the correct answer.
- The birds
 - sway
 - New songs
 - Men have committed sins by destroying Nature's and his other things
 - Nothing is left from spring of birds, new possibilities in the form of joy
 - Nature has things to regard as wrong, can't regard and present ourselves
 - रिचार्डसन
 - The poem ends on a sad note

3. Sample Appreciation

The poem "Lines Written in Early Spring" is written by the famous romantic poet William Wordsworth. It is a beautiful poem of nature. He wrote this poem during the time of the French Revolution. The theme of the poem is that nature gives happiness whatever we are and where.

While the poet was sitting relaxed in a grove, he heard different kinds of sounds. The poet was really delighted by the beautiful sounds of nature. The splendid appearance of nature always makes us happy. But when there is the possibility of a man create war and his voice will fill his sad heart. He feels sorry because of his nature. In the end of the poem, the poet says that we have committed sins by destroying Nature's happiness with us.

The visual images used by the poet give us a clear picture of how the grove looks like. The use of alliteration creates a pleasant melody in the poem. The line "I heard a thousand blended notes" is an instance of hyperbole. The poem follows the rhyme scheme abab. The rhyming words included in the poem give a rhythmic quality to the poem. The poem follows iambic form. The poet has followed a very simple writing style. The line which like the most is what nature is made of man.

Unit 2

Project Tiger

- 1
1. A ban on the export of tigers is called Project Tiger.
 2. They took the manager's permission to go with them and watch the shooting and hunt the tiger in the forest.
 3. He thought that one tiger did not mean that they could use the other.
 4. If the Director doesn't give permission, no one will be able to see the shooting in any other sentence of animal husbandry.
- 2
1. The tiger had fallen in a trap nearby.
 2. In a village called Bara.
 3. Bara.
 4. The white tiger appeared to see the shooting. They had permission to see the tiger in a distance of seventy feet.
- 3
1. English Birmingham.
 2. The tiger was supposed to come out of the forest, give into an open space, jump, perform a stunt, look at the camera, possible and then back.
 3. The manager decided to put the tiger in a large enclosure in the forest.
 4. a. The manager asked Raju if he knew how he would feed the tiger.
b. Raju replied that he wanted the tiger for two hours.

My Sister's Shoes

- 1
1. People were wonderful people in London.
 2. It is a beautiful city and the water is very clean. He crosses the pavement and walks into the vegetable store.
 3. He carries a parcel of meat in his right hand and the parcel of shoes in his left.
 4. Frank.
 5. Raju buys the bundle of meat on top of a pile of boxes of vegetables and the bag of shoes in the small gap between the boxes.
 6. The shopkeeper takes the money and gives the parcel of shoes and the bundle of meat to a street boy.
- 2
1. All.
 2. Raju has bought the bag of shoes. She puts her hand in the gap with the vegetable boxes of vegetables.
 3. Water.
 4. The small vegetable store on the ground.
 5. The bag of meat is placed on the vegetable box.

Language Elements

1. a. boxed by

10. to mess up
 11. to set out
 12. to mess up one's mind
21. a line
 13. to write
 22. to go
 23. to be
 24. to be
32. to be in trouble ?
 14. to be in trouble ?
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 97. to be in trouble ?
 98. to be in trouble ?
 99. to be in trouble ?
 100. to be in trouble ?

Blown by the Wind

11. Kāpēc tā ārkārtīgi ātri mainījās mūsu dzīves apstākļi, ņemot vērā šīs ārkārtības?
12. Kāpēc būtiski mainījās mūsu vērtības, ņemot vērā to, kā tām ir piesaistīta uzmanība?
13. Kas ir svarīgi?
14. Tāpēc atbilde ir raksturojuma.

15. a) pūķis
b) pūķis
c. kāpēc
d. kāpēc
e. senais ieraksts
f. valente
g. īpaši
h. kāpēc
i. kāpēc
j. kāpēc
k. kāpēc
l. kāpēc
m. kāpēc
n. kāpēc
o. kāpēc
p. kāpēc

16. a) Kāpēc tas ir tāpat?
b) Kāpēc mēs tāpat kā sīki, kāpēc mēs
 Eiropā, kāpēc mēs tāpat mēs
c) Kāpēc mēs tāpat kā kāpēc mēs tāpat mēs
d) kāpēc

Unit 3

The Besotted Inventor Who Ever Made

- 1
1. A. J. Cronin is a doctor
 2. Genie of a child
 3. His work in the early 40s
 4. Diffidence
 5. I gave an eye examination to a man
 6. Better
- 2
1. They were naturally thoughtful people
 2. "I'm sorry to hear that" is a common and kinder way to tell you
 3. The trade fair from the 19th century onwards provided a healthy environment (visited the museum and took and found the museum useful handbook)
 4. He was a scholar and became Director of a national organization
 5. Retained
 6. The chairman the English decided to help the young man
- 3
1. The matter was complicated by a feud hanging on the door
 2. A woman had attempted suicide
 3. Reported
 4. Apparently false
 5. Name
 6. A brilliant young scientist
- 4
1. His work had long remained in a laboratory office
 2. He was eager to take pressure beyond his means
 3. He had become a doctor in the 1950s and was a member of the Royal Society
 4. He was a man who had won a Nobel Prize and had to report his work
 5. The young man was a brilliant young scientist
 6. He shot himself in the room and turned on the gas
 7. His had been the one of the best he would ever read of the best
 8. Report

The Danger of a Single Story

- 1
1. She told her own story
 2. She started reading books at the age of four
 3. She spent her childhood at a university campus in Eastern Nigeria
 4. Imagined
 5. They were white and blue-eyed they played in the snow. They ate apples and looked about the world
 6. The is a man who the lesson and the note

8. a. NAME NUMBER
 b. NUMBER
 c. GIVEN US
 d. EXCHANGED ATTEN
9. a. FROM
 b. PASSAGE
 c. WAS
 d. WAS
 e. WAS
10. a. TO GO
 b. CAME NUMBER
 c. NUMBER WAS
 d. NUMBER NUMBER NUMBER
 e. TO NUMBER
11. a. NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER
 b. NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER
 c. NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER
 d. NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER
 e. NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER
12. a. NUMBER
 b. NUMBER
 c. NUMBER
 d. NUMBER
 e. NUMBER
 f. NUMBER
 g. NUMBER
13. a. NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER
 b. NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER NUMBER
14. a. NUMBER
 b. NUMBER
 c. NUMBER
 d. NUMBER
 e. NUMBER
 f. NUMBER
 g. NUMBER



- h. personal
- 11. a. really refused
b. nervous to talk to her
c. Spanish literature
d. in state of nobility
e. up and up optimism

Ballad of Father Gilligan

- 1.
 - a. Easily Weak and shy/soft men and women
 - b. By a(n) _____ to help them
 - c. _____ things
 - d. It refers to God, the Almighty
 - e. All things
 - f. These words show that Father Gilligan was very _____
 - g. _____
- 2.
 - a. _____ that you joy the peace
 - b. persons, when, fields, _____
 - c. _____
 - d. _____
 - e. _____
- 3.
 - a. _____
 - b. _____
 - c. _____ intervals
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____
 - i. _____
 - j. _____
 - k. _____
 - l. _____
 - m. _____
 - n. _____
 - o. _____
 - p. _____
 - q. _____



FLIGHTS OF FANCY

TEXT 1

THE SCHOLARSHIP JACKET

AUTHOR: MARTA SALINAS

Major Characters:

Martha: protagonist, fourteen-year-old Mexican girl, studying in Texas; school, handworking and studious, a good athlete, ambitious, determined. She named 'bearpelt' and 'springer', a straight 'A' grade student in her first grade, worked hard and expected the scholarship jacket, however, the sudden change of policy, error at her grandfather and the Board, overlooked on getting the scholarship jacket.

Grandfather: Martha's guardian (from the early years), his words, kind and concerned, does not express his emotions, hardworking, farmer, has rich knowledge about life, gives importance to values and principles, makes wise decisions.

Principal: tall, gaunt man with grey hair, informs Martha about the change of policy in the school, warns her the decision of the Board is wrong but his unfair fees don't annoy and helpless, later becomes bold and decides to give Martha the scholarship jacket without payment.

Minor Characters:

Mr Schmidt (the History teacher): - favors Martha, stem in decisions.

Mr Boone (the Math teacher): - wants Mr Schmidt to falsify reports.

EVENTS:

- 1. Texas school presents a scholarship jacket to the class representative.
- 2. Martha dreams of getting the jacket.
- 3. She overhears an argument between Mr Schmidt and Mr Boone.
- 4. The principal informs of the change in policy and demands Martha to pay fifteen dollars.
- 5. She informs her grandfather and asks for the money.
- 6. The grandfather disagrees with the change in policy, and refuses to give the money.
- 7. Martha informs Grandfather's decision to Principal.
- 8. Principal changes his decision.
- 9. Martha gets the scholarship jacket.

ENGLISH

TEXTUAL PASSAGES

Question 1

Read the following passage from 'The Scholarship Jacket' and answer the questions given below:

The year I was a child that I went to, made me disappointed out every year during the eighth grade graduation, a beautiful gold and green jacket was awarded to the valedictorian. The student who had maintained the highest grades for three years. The scholarship jacket had a big gold 'S' on the left hand side and your name written in gold letters on the pocket. My oldest sister Maria had won the jacket a few years back, and I fully expected to also. I was fourth in and in the eighth grade I had been a straight A student since the first grade and I had had good grades. My father was a farmer who had a few acres. My father was a farmer who could earn enough money to send my children to school. So Maria was given to my grandparents to raise.

1. What was the tradition followed in the Texas school?
2. Identify the word from the paragraph which means 'the person who graduates with the highest grades'.
3. Describe the Scholarship Jacket.
4. What inspired Maria to try and win the scholarship jacket?
5. How did Maria Maria do that thing?
6. Identify the sentence in the second paragraph which tells us that Maria was striving persistently to achieve her dream?
7. Do you think that Maria's parents were poor? Justify your answer by citing instances from the second paragraph.

Question 2

Read the following passage from 'The Scholarship Jacket' and answer the questions given below:

I was almost sick at my classroom door when I heard voices raised in anger as if in some sort of argument I stepped I didn't want to be there. I just waited not knowing what to do. I heard the shouting and I was going to believe that I didn't want to interrupt an argument between my teachers. I recognized the voices: Mr Schmidt my History teacher and Mr Brown my Math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that I felt when I saw the jacket. It was a way to Maria with the gold letters there. I refuse to do it. I don't care what others say. I don't even have to compare to Maria's. I won't be that kind of person. Maria was a straight A plus average and you know it. That was Mr Schmidt and he sounded very angry. My sister's voice sounded calm and quiet.

1. Who were arguing with Martha and what had she decided to do about it?
2. What was the topic of their argument?
3. Identify the word from the passage which means "to listen secretly to a private conversation".
4. How did Martha feel when she realised that the argument was about her?
5. "I refused 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 be an openly hostile. Who is the 'I' mentioned here? What quality of that person do you infer from the statement?"

Question 2:

Read the following passage from "The Scholarship Jacket" and answer the questions given below:

I remembered every time I looked in the mirror. I would look for a curve anywhere. It was called "beardache" and "stringbean" and I knew that's what it looked like. That really wasn't much for a fourteen-year-old to work with. I thought as I sat in my class, I was a disgrace to my school, class to the gym.

Another hour of sweating in basketball practice laying my feet back legs was coming on. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. When Thompson was a good ten or fifteen minutes before dismissal for P.E., she had said I was going forward and eventually to take my shorts into getting me into the team once. Of course, Schmidt said no, it was almost back at my classroom door when I heard some noise in the hallway. I was sort of argument. I stopped. I didn't mean to eavesdrop. I just wanted to know what he'd 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 recognized the voices. Mr. Schmidt, my history teacher and Mr. Ewing, my math teacher. They seemed to be arguing about me. I could hear clearly. I still remember the feeling of shock that flooded me that against the wall as if I was trying to blend in with the graffiti written there.

1. How is Martha described?
2. What were Martha's teachers arguing about?
3. Why did Oprah Thompson urge Martha to eavesdrop?
4. Complete the sentence:
Martha didn't mean to eavesdrop, _____.
5. Identify the prepositional phrase in this sentence:
I remembered every time I looked in the mirror.

TEXT 2: THE NEVER NEVER NEST

AUTHOR: CÉCILE MOUNT

Major Characters

Jack - An easy going person. He thinks it's wise to buy even an expensive villa by paying for it in instalments.

Jill - An avid subscriber of her husband's views.

And Jane - Jack's (or Jill's), Aunt Jane, is glad that Jack and Jill have got the money, but is exasperated when she hears that the couple was going into trouble soon.

Events:

- Jack and Jill, a young married couple who had a baby
- They are very much interested in buying things in instalments
- Aunt Jane was there to help them find them leading a luxurious life
- Aunt Jane understands that Jack and Jill had everything, but they owned by thing
- Aunt Jane was happy the way Jack and Jill lived in debt
- Aunt Jane was glad that the couple had everything, but she didn't like the idea of borrowing money to pay the instalments
- Aunt Jane scolded them and gave them a cheque to make at least one thing completely their own
- According to Jack and Jill, they had purchased their baby from Dr Martin
- Finally the couple became the complete owner of their baby
- The play brings out the flaws of the buy and pay later marketing system
- The play is a good satire mocking the life of contemporary society

TEXTUAL PASSAGES

Question 1

Read the following passage from 'The Never Never Nest' and answer the questions that follow.

JACK: Why of course Aunt Jane. You simply must have a talkover nowadays.
 JILL: And it's so quiet for me when Jack's away at the office. I even make him move it to the kitchen, so that I can listen to it while I cook.
 JACK: Sit down Aunt Jane. You must be tired, and we don't know anything more.

ENGLISH

LANGUAGE ELEMENTS

1. Read the following dialogue and complete the sentences given below.

Principal: "What did your grandfather say?"

Martha: "Grandfather will not give the money."

1) The principal asked _____

2) Martha replied _____

2. Edit the following. Use the hints given below.

(gone left outside and) (got to) out at the fields. There he was I would see him walking between the rows; his body (send to) over the other plant. I (walk left) slowly beside him. I might think how (best could) ask him for the money.

3. Fill in the blanks using suitable words from the brackets.

{on, with, into, so, in}

The next day when the principal called me (a) _____ he said, I know what I would be about. He looks uncomfortable and unhappy. I decided I wasn't going (b) _____ make an answer (c) _____ him. So I looked him straight (d) _____ in the eyes. He looked away and looked (e) _____ the papers (f) _____ his desk.

4. Read the conversation between Martha and her grandfather and fill in the blanks below.

Martha: "Grandpa, the 'Scholarship Jacket' is going to cost 15 dollars."

Grandfather: "Martha, it's Sunday for the jacket. It was not a scholarship jacket."

Martha told her grandfather that _____ (a) _____

Grandfather replied that _____ (b) _____

5. Fill in with the correct phrase/ verbs from those given in brackets.

The thoughts of the 'Scholarship Jacket' _____ (a) _____ disturbed Martha.

She could find _____ (b) _____ the new changes in policy regarding the 'Scholarship Jacket'.

She wanted to _____ (c) _____ this to her mother. So she decided to _____ (d) _____ her.

{put her on, want on, call on, put up with}



6. Read the dialogue given and answer the questions that follow.

What Jane know the purpose of my trip the night?

Jack: I will say houses in installments

A. What did Aunt Jane say?

B. What was Jack's reply?

7. Complete the following conversation.

Aunt Jane: 'You are going to buy your motor, _____?'

Jack: 'But we will manage it well Aunt Jane.'

Aunt Jane: 'How? How?'

Jack: _____?

Aunt Jane: 'How? How?'

Jack: _____?

Aunt Jane: 'How? How?'

Jack: 'If you insist I will _____.'

Aunt Jane: 'Oh, I will help you.'

8. Fill in the blanks with appropriate phrases/verbs from those given in the bracket.

Aunt Jane: _____ (a) _____, Jack and I will enquire about it, well, but she is

_____ (b) _____ 'When she finds out that they are victims of the installment scheme,

she cannot _____ (c) _____ Jack's attitude. She _____ (d) _____ before

leaving the premises. Let us try to _____ (e) _____, at least one will

(pay off, make up her mind, take back, call on, put up with, get along, called on).

9. Complete the passage by supplying the missing words.

The couple had to pay purchased motor, a car, a motor and a phone.

The motor was (a) than class for heading. (b) the motor was (c) than the motor (d) will have to pay (e) amount of money (f) together in the motor.

(a) in-to, (b) they, (c) one)

POEM: POETRY
POST-PABLO NERUDA

Theme	Experience of embracing and being embraced by creativity finding one's passion and calling
Alliteration	Something started <i>my</i> soul leaving <i>in</i> forgotten wings the first <i>time</i> line
Symbols	Fire represents the spark in the mind of the poet that ignites at the moment of inspiration Flowers refer to the blooming/realisation of his creative insights
Personification	Poetry <i>is</i> alive
Visual images	The branches of the night, resident trees, pulsating plantations
Hyperbole	"There I was without a face", "I lay in death, but I lived on the wind"; "I who could not fly like a dove"
Word play	The poet has put <i>opposing</i> ideas together to show the complex feelings
Suggested Opposites	'pure' / 'impure', 'I could not fly like a dove' / 'I who could not fly like a dove' 'with the hand' / 'leaves, fire and flowers'
Auditory image	"In the night I was not a voice, I lay in death towards the silence"
Tone	The poem starts calmly in a matter-of-fact sort of way. Gradually, the pace increases as does the mystery.

1. Read the lines given below and answer the questions that follow.

I did not know what to say; my mouth
led me way
with hands,
my eyes were blind
and something started leaving soul
leaving in forgotten wings and I was born
despite the that line

and, wrote the first part there,
 from without substance, pure
 substance pure wisdom
 of so nobility who knows nothing,
 and silently, listen
 (the heavens
 unfastened and open,
 planets
 pulsating radiations
 shining potentials
 revealed
 with burdens the world towards,
 the winding night the waters)

1. What substance is the essential poetry revealed?
2. Why does the poet describe himself as, someone who knows nothing?
3. What does he mean by the line 'I lay down with blind'?
4. What does 'love or forgotten wings' indicate?
5. What do you think is meant by the word 'wings'?
6. How does the poet express his idealism in writing the first line of the poetry?
7. Identify all the ideas conveyed by composing ideas?
8. 'Unfolded' means 'to come something'?

2. Read the following lines from 'Poetry' and answer the questions that follow

And it was at that age – Poetry smiled
 in search of me; I saw clearly – I knew where
 because I saw I saw I saw I saw
 I don't know what for whom
 no they were not voices; they were not
 words – no – silence,
 and I'm afraid I was summoned
 from the branches of night
 abruptly from the others.

EXERCISE

अपेक्षा विद्यमाना

or remaining alone

There I was, without a mate

अपेक्षा तून्हीतुं ग्राह

1) Comment on the expression 'poetry awarded me search of mate'

2) 'It called me' 'Who called whom?'

3) Pick out an expression of contrast from the above lines.

4) Find out an example of a visual image from the lines given

5) 'What was the condition of the poet before the arrival of poetry?'

1) a. Pick out the visual images from the poem:

Eg. 'Wahim fire'

b. Pick out the auditory images:

Eg. 'no humming bees not voices'

c. Pick out an example of ' tactile image'

It refers to the sense of touching things. Tactile imagery describes how things feel to the touch.

Eg. 'The smooth touching of wind that flows through'

d. Find out an example of personification.

Personification is a figure of speech in which an idea or thing is given human attributes.

Eg. 'The wind howled in the night' (not from the poem)

e. Find out an example of alliteration.

Eg. 'whispering plants'

ii. Fill in the blanks choosing the words from the brackets below:

1. Proliferating plantations is an example for _____.
2. The first lines written by the poet were faint and _____.
3. _____ मीठाना, सुकूनाना, अमोल
4. The figure of speech used in the line 'Poetry awakened search of me' is _____.
5. The tone of the poem is _____.

iii. What do the following expressions in the poem mean?

A	B
1. Foggy	'The spirit of inspiration'
2. Forgotten (Miras)	'The words used to explore the unknown areas of the universe'
3. Fire	'Bursting of his creativity'
4. Flowers	'Recognition of the poet's new sense of creativity'
5. Wheeled with the stars.	'Sudden outburst of emotions regarding creativity'

iv. Complete the appreciation of the poem 'Poetry' using the words given below:

In the poem 'Poetry' (Palko Nkausaviska abhulawa _____) (a) _____ came in search of him. He did not know when, how and where it came from. He didn't feel any pain or seeking when it was _____ (b) _____ by an invisible force and it suddenly touched him. The theme of the poem is the _____ (c) _____ and _____ (d) _____ experiences of the poet when he was _____ (e) _____ by poetic zeal. Before the magical touch, he could not express himself _____ (f) _____. By the arrival of poetry, the poet could not utter words and his eyes became blind. He felt something airtight in his soul like a _____ (g) _____. He could find his own ways of expressing himself by _____ (h) _____ the fire of poetry.

At first, he had his mind in a state of _____ (i) _____ and suddenly his eyes opened before him and he could see trees, flowers and everything that exists in the universe. By the arrival of poetic inspiration his imagination became _____ (j) _____.

Although he was an _____ (k) _____ being, he was released to the world of ecstasy and he felt himself as a part of the galaxy (no end to the stars) and the _____ (l) _____ experience was like his heart speaking to us in the world.

_____ (m) _____ is the state of the poet _____ (n) _____ or ecstasy is the tone. The poetry arrived in search of him is the best example for the poet's belief _____ (o) _____.

ENIGMA

"Whatever said never represented a Mozart and (frowning state makes a) _____"
Expressions like not words nor silence give nonsense and instances of literary device named Chiasm. The poet/author used such/you/what/there/see showing _____"
In the poem when how or when/what/what's beauty to the poem (something/something my soul, yet/it or imagination wings' (something/plants) are perfect examples of _____"
By the touch of poetry, beauty of nature is owned in the mind of the poet. References to flowers, violent fires, branches of night, imaginations, wings, planets, plants are poetic beautiful _____"
images in the mind of the readers.

(incredible, summarized, personification, effectively, boundless, usual, free, where, embraces, infinitely, resistance, poetry, ecstatic, passion, deepening, contrast, fever, alliteration, subterfuge)

Unit
5

RAY OF HOPE

TEXT: VANKA

AUTHOR: ANTON CHEKOV

Major Characters:

Vanka or Ivan Zhukov: A nine-year boy who was apprenticed to Alyakhin, the shoemaker who mistreated him, after the death of his mother.

Alyakhin: A shoemaker and Vanka's master. A cruel man who mistreats Vanka.

Konstantin Makarich: Vanka's grandfather. A lively old man. He works as a night watchman for the Zhivarev family.

Minor Characters:

Olga Ivanovna: Member of Zhivarev family. She educates Vanka while his mother was alive.

Peteyka: Vanka's mother's brother of the Zhivarev family. Vanka was taken to the hands of Alyakhin after her death.

Eel: One of the dogs who accompanies Vanka's grandfather. Though his appearance is pleasant, he is cunning and can withhold information.

Kashanka: Another dog who accompanies Vanka's grandfather. She has a very genuine character. She is afraid of Eel.

Alyakhin's wife: Mistress of Vanka who usually beats him. She gives him less food and makes him do the house chores. She once woke up the morning and rubbed oil on his face when he failed to do it.

Alyakhin's apprentices: They accompany Vanka and make him suffer a lot.

EVENTS:

1. Vanka Konstantinovich is an apprentice of Alyakhin, the shoemaker.
2. The story begins with Vanka writing a letter to Konstantin Makarich, the grandfather of Vanka.
3. He is ill-treated by Alyakhin, his wife and other apprentices.
4. On Christmas Eve when all are at the church, Vanka writes a letter to his grandfather.
5. In the letter, he mentions the suffering he had to face in Alyakhin's house.
6. He also remembers his happy life when he was with his mother and grandfather.

EXERCISE

- He requests to re-subscribe to the magazine and concludes the letter
- He seals the letter and posts it
- He dreams of his grandfather reading his letter and stress

TEXTUAL PASSAGES

1. Read the following passage and answer the questions below.

While you are reading this you will find that you are appreciating things in the story to a certain degree. You will go to bed on Christmas Eve. He waited till the mother and mistress and the servant maids had gone to church, and then took from the cupboard a bottle of ink and a pen with a rusty nib, spread out a crumpled sheet of paper and was already to write. Before tracing the first letter he glanced several times anxiously at the door and window, pressed his forehead with his hands holding both his fists against it on either side of it, and gave a quivering sigh. The paper lay on the bench, and Vanka knelt on the floor at the leg of it.

Dear Grandpa Konstantin Ivakovich, the words I am writing, a letter to you, I have had to write in great secrecy and hope that I will surely see his blessings. I have no father and no mother, and I have no one.

1. Why does Vanka go to bed on Christmas Eve?
2. Why did he glance several times anxiously at the door and window?
3. Find a word from the passage similar to the meaning 'to work under somebody, as an assistant'.
4. Write some father and mother names. Express the same idea differently in a sentence beginning with them.
5. Analyse the following sentence and fill in the following table.

Vanka knelt on the (floor) the bench."

वचनप्रकार	व्यक्तिप्रकार	Propositional phrase	कर्मसहित सूच

2. Read the excerpt from the story 'Vanka' and answer the questions that follow:

While you are reading this you will find that you are appreciating things in the story to a certain degree. You will go to bed on Christmas Eve. He waited till the mother and mistress and the servant maids had gone to church, and then took from the cupboard a bottle of ink and a pen with a rusty nib, spread out a crumpled sheet of paper and was already to write. Before tracing the first letter he glanced several times anxiously at the door and

widow, seated at the dark door, with shilyas holding double's bats (framing an ether side), and gave a sulka (roughly 'the usual lay out/benefit'), and Vanka went on the floor of the bench.

1. How long has Vanka been with Alyakhin?
2. What arrangement Vanka made to write the letter?
3. Pick out a word from the passage that means a block of wood shaped like a foot?
4. What idea do you get about Vanka's life from the letter?

3) Read the following passage from 'Vanka' and answer the questions given below.

Vanka raised his eyes to the dark windowpane in wonder. He realised that the candle flickered and in his imagination distinctly saw his grandfather Konstantin Makarich who (one night) sat down in the station at some point (he called Zhiyansy. He was a small, lean old man about sixty-five but remarkably lively and agile, with a smiling face and eyes clear with youth. In the daytime he sat in the back kitchen, or sat along with the cook and the kitchen maids and in the night, wrapped in a great sheepskin coat, he walked round and round the square shouting his name after him with a ringing head when one Vashanka and another dog called out on account of his black coat and long, warty-like body. He was somewhat respected and liked, and lived the same simple life of glances on friends and strangers alike, but he inspired confidence in everyone. His children and grand-children were a streak for the most beautiful spots and ridges. He was an expert at swaying us to sleep at a foot-crawling pace. The ice-house or entrance a peasant's wooden. His midnight has been asked again and again. Well, he had been shouting. He was Konstantin Makarich. When he was very weak, but he survived it all.

1. Give a short description of Konstantin Makarich.
2. How did Konstantin Makarich spend his day time?
3. What would Konstantin Makarich do in the night?
4. What were the specialties of his dog?
5. 'Windowpane' and grandfather are examples of compound words. Find out other compound words from the passage.
6. Pick out a word from the passage that is responsible for meaning to the word 'vaguely'.

4) Read the following passage from 'Vanka' and answer the questions given below.

Grandpa was probably standing at the gate all this time, staring with his eyes no look at the bright red light coming from the church windows, or stamping 'about' in his feet.

TEXT 1

leach, cooking with the servants. His wife would be beating the milk-butt. He would be throwing out his arms and legs against the wall for the sake of a man. After washing a maid, a horse of the cook. Have a man. He would say, holding out his hands to the women. The women would take a pinch and renounce. Grandfather would be laughing with delight, shaking his head and laughing and shouting.

"Good for these needs!"

By night the dogs would be crying and baying. Kachharia would sneeze, and a horse would baw. But the sun would be shining, would wag his tail. And the weather was glorious. The air still, transparent and fresh. It was a dark night, but the whole village within three roofs, the smoking from the chimneys, the brass, silver with time, the snow-white, some by sea and some by land. There was a light with daily twinkling stars, and the Milky Way stood out as clearly as if the sky were a clear blue. The night, and the light of the stars.

- 1 How would the granddad interact with the maid and the cook?
- 2 How would Kachharia and Balabhai, the grandfather's other granddads?
- 3 How was the sky described to be seen in the passage?
- 4 Find out a synonym from the passage for the word 'clearly'.
- 5 "The women would take a pinch of snuff." Rewrite the sentence beginning with "He".

TEXT 2: THE CASTAWAY

AUTHOR: RABINDRANATH TAGORE.

Major Characters:

Kiran: A very gentle, old, caring and very sensitive body who is loved by all family members.

Neelakanta: A survivor of a shipwreck. Later goes intimate with Kiran.

Shara: Kiran's daughter, who loved her wife dearly.

Sarkosh: Shara's mother.

Minor Characters:

Shara's mother.

Events:

- Kiran remained with his daughter Shara as he wanted to stay at Chandra Nagar for the sake of his health.
- Kiran preferred to go back to his village.

- Kīran is taking (to do) and ānāgōrō for a completely necessary (firim hōi) thing
- Kīran initially thinks and starts to be away the whole day with his gun
- A bear was wrecked on the shore and a fish boy called Neelekantā succeeded in catching that mouse deer
- The benevolent family accepted Neelekantā and he became close to Kīran, who always offered him with food and clothes
- Even though at first the family accepted him later he turned to be a cunning fish Śhārā and he was taken who worked for the Śhārā
- Magistrate Bālish Śhārā's mother comes to stay with the married Kīran's close (ōhōm)
- This creates bitterness in Kīran's and longer to get rid of Bālish
- He displaced his anger by kicking the mouse deer
- When sometimes the family depends to never to get rid of him and Śhārā wants Neelekantā to go back to his village place
- Kīran refused this decision and insisted that Neelekantā should be taken with them
- The day before, the journey the husband was missing and the family suspected Neelekantā to be the thief
- She even protested against the idea of searching Neelekantā's village
- But Kīran was surprised to see the husband among the belongings of Neelekantā which happened while Neelekantā checked his room
- This made to face Kīran Neelekantā the thief
- Kīran later, when the husband in the river and returns with the family

1. Read the following passage from 'The Gustaway' and answer the questions given below.

The battle of the gods and demons began in the evening. The evening storm, the pouring rain, the sudden coming thunder and lightning and the smoke which came all round them put the Ganges in a furious and a terrible nature. Screams, sighs and groans everywhere:

These of the two sides houses of Chandanapore, around a verbal battle was going on between Śhārā and his wife Kīran about her staying in the house. Śhārā felt severely ill missing everyone in the matter will appear to, anxious. The whole village prepared for a change necessary for her and to bring her to her own home. But Śhārā and his mother gave more importance to their 'dāyit' than the wisdom of the village.

1. What do you mean by 'the battle of the gods and demons'?
2. Why was a verbal battle going on between Śhārā and his wife Kīran?
3. What made the mother and father to be angry?

EXERCISE

1. What did the whole village suggest?
2. What is the synonym for 'vamp energy'?

2. Read the excerpt from the story 'The Castaway' and answer the questions that follow.

Kiran had enjoyed being with the villagers streaming with him to the river side, she could not tolerate with the heavy burden of doing nothing that was their point of discussion. He had the spirit which she suddenly stopped, resounding and turned her head away.

He heard a call and soon decided to see a young boy in the garden, suddenly from an unopened door in the house. Immediately, Kiran showed her hospitality using him by clothes to change and milk to drink. When he had settled down she asked him whereabouts his name was Milkana belonged to a theatrical group. Their boat vanished in the storm while they were going to stage a play in a neighbouring village. The captain had no idea about the others.

The boy turned out to be known everyone there. Kiran was interested in him as he came out from the clutches of sea. She and her mother were happy as Kiran would stay longer than Milkana also was delighted to escape from his master and be a part of that wealthy family.

1. What did Kiran see when he went outside?
2. How did Kiran show her hospitality?
3. What details do you get about the young boy from the passage?
4. Why was Milkana disgraced?
5. Why were Sheela and the mother happy?

3. Read the passage from the story 'The Castaway' and answer the questions that follow:

The decision to return home made everyone busy packing up. Satish was going with them and Milkana remained unasked. Later Kiran expressed her longing for him with them was strongly opposed by the other members of the family.

Finally Kiran softly advised him to go back to his own home. This unexpected kindness made him more sad. He was a man who was very much in love with Satish. He was very annoyed at the sight of his hand and. That was his only way to get away from the pain. He was a man who was very much in love with Satish. He was very annoyed at the sight of his hand and. That was his only way to get away from the pain. He was a man who was very much in love with Satish. He was very annoyed at the sight of his hand and. That was his only way to get away from the pain.

Sheela had bought a grand necklace with him. His great favourite, from Calcutta. The necklace was set on a pearl necklace with silver beads supporting a pearl holder. Everyday she showed it with a look of pride.

The day before they were about to depart, the inkstand was missing. Smita was furious and poured upon the boy shouting "You have stolen my inkstand, you thief!" Nikanta walked towards the wall with a sword in his hand and head. Kiran was greatly distressed at the scene and took him to another room and suggested "Nitu, if you have taken it, I shall keep it here and stop any one making further fuss." To this Nikanta fell down weeping. Smita, a friend's sister of Nikanta, intervened between Kiran on one side and Smita and Nikanta on the other. Smita wanted to search the room and she responded politely with tears. "You thief!" That day was settled the matter.

Kiran's heart ached with pity and he took away the inkstand from Nikanta's hands and put it in a safe and locked it and went to his place in a happy mood.

1. What proposal did Kiran make and what was the reaction of the family towards the proposal?
2. Why did Nikanta leave the place with a bleeding heart?
3. Briefly describe Smita's character.
4. Why did Kiran have a verbal battle with Smita and Smita?
5. What did Kiran do when she was overpowered with pity?
6. "If you take it, I shall keep it more."

Form a similar sentence using 'if'

LANGUAGE ELEMENTS

1. Fill in the blanks with suitable phrasal verbs

Vinika cannot _____ (a) _____ the significance of the message of the letter. She _____ (b) _____ to write a letter to the president. Vinika _____ (c) _____ the letter _____ (d) _____ his own address and _____ (e) _____ a new one. Then he _____ (f) _____ to the post office.

(set out, put on, fill up, put down, made up, his mind, put up with)

2. Complete the conversation.

- Vinika: Uncle, could you please _____ (a) _____.
- Niran: Sure. I will show you the way to the post office.
- Vinika: _____ (b) _____?
- Niran: Yes. It's just a few minutes. You find the letter _____ (c) _____.
- Vinika: Sure, uncle. I will wait. Please come with me _____ (d) _____.
- Niran: Oh, yes. I have to go to the office.
- Vinika: Oh, what a relief! And

TEXT 3: MOTHER TO SON

ROBERT LANGSTON HUGHES

Theme • A conversation between a mother and her son
 • Moments in her son's new travel life in a new

Keyring Words Unlabeled

Figures of Speech Metaphor

ie g. "Here we will beam our crystal star"

Poetic Devices Alliteration

ie g. "Set down the steps"

Images "stars", "illusions", "ticks", "steps", "horizon"

Question 1

Read the lines from the poem 'Mother to Son' and answer the questions that follow:

Well, son – I'll tell you,
 Life for me ain't been no crystal stair
 It's had tacks in it,
 And splinters,
 And boards as thin as my
 And places with no carpet on the floor –
 Bare

- 1 What is the poem about?
- 2 What is the speaker's life like?
- 3 Pick an image from the lines which means "a flat with a sharp point and flat base"
- 4 Identify the line from the stanza which shows that life was not easy for the mother
- 5 What does the word "bare" suggest?

Question 2

Read the following lines and answer the questions that follow:

So say, don't you turn back,
 Don't you set down on the steps,
 'Cause you made it tougher hard
 Don't you fall now –
 For the old girl, honey,
 Has a little more!

ANSWERS

And life for me ain't been no crystal stair

1. What does the mother mean by saying 'don't you turn back'?
2. Pick out the lines from the poem which show the perseverance of the mother?
3. What does 'kinder hands' suggest?
4. 'For I see still going home' What style of language does Langston use?

Question 3

Prepare a note of appreciation of the poem 'Mother to Son' focusing on the theme, images, and poetic craft.

For I see still going home

For I see still going home

And life ain't been no crystal stair

And life ain't been no crystal stair

And life ain't been no crystal stair

And life ain't been no crystal stair

So boy, don't you turn back

Don't you set down on the steps

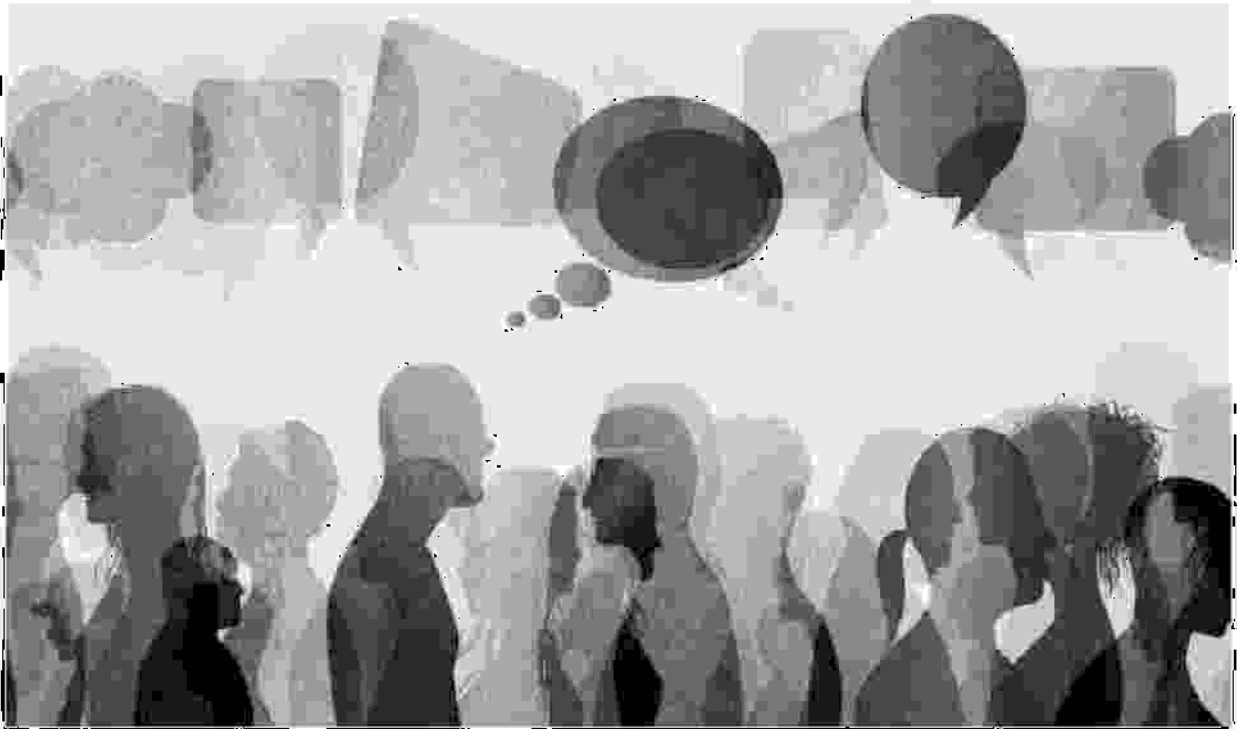
'Cause you finds the kinder way

Don't you fall now—

For I see still going home

For I see still going home

And life for me ain't been no crystal stair



DISCOURSES

1. Notice
2. Profile
3. Diary
4. Conversation
5. Character Sketch
6. Paragraph
7. Letter
8. Narrative
9. News/Report
10. Write-up
11. Review
12. Speech

1. NOTICE

1. You are the Secretary of the English Club in your school. The one-act play "The Never Never Nest" is being staged in the English Fest. Prepare a notice informing and inviting everyone to the programme.

Features of a Notice

Name of issuing agency/institution/school, etc.

Date of issuing the notice

Title

Suitable heading according to the context

Content of the notice

Signature

Content of the notice - Include details like:

- Date, time and venue of the fest
- Name of the dignitaries like Chief Guest and other invitees
- Programme details

2. You are the Literary Club Convenor of your school. Your school has decided to conduct an exhibition based on the life and works of Rabindranath Tagore. Draft a **notice**.

Your school has decided to conduct a seminar on Child labour. Prepare a **notice** for the same.

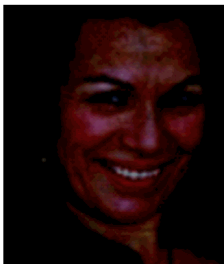
2. PROFILE

1. Prepare a profile of Pablo Neruda using the following hints.

- Name : Neftalí Ricardo Reyes Basoalto
- Pen name : Pablo Neruda
- Famous as : Chilean poet, diplomat and politician
- Born : 12 July 1904, Chile
- Father : José del Carmen Reyes
- Awards : Nobel Prize for Literature (1971),
Lenin Peace Prize
- Died : 23 September 1973

2. Write a short profile of Marta Salinas using the hints given below.

- Name : Marta Salinas
- Born : 1949, Coalinga, California.



5. CHARACTER SKETCH

1. Prepare a character sketch of Martha.

Worksheet 2

Read lines 1 - 30 and fill in the boxes with details.

PERSONAL/PHYSICAL DESCRIPTION

FAMILY BACKGROUND

ACADEMIC BACKGROUND

Character Sketch

2. Write a paragraph about Martha's Grandfather making use of the words given below

Worksheet 2

Hardworking

rich

bold

Straight forward

honest

loving

caring

Practical minded

QUESTIONS

3. What characteristics of the English legal system do you think best explain why England and Wales are successful in the common law? Can you explain the characteristics of the English legal system that you think best explain why England and Wales are successful in the common law?

In your answer, please explain _____ with reference to the English legal system. You should also explain _____ with reference to the English legal system. You should also explain _____ with reference to the English legal system.

Your answer should explain _____ with reference to the English legal system. You should also explain _____ with reference to the English legal system. You should also explain _____ with reference to the English legal system.

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Roberts, Victoria, and Gault, Emma. *International Business Law: A Practical Approach*. Oxford: Oxford University Press, 2018. [https://www.oxforduniversitypress.com/9780198828344](#)



Exercise

- 1) Write a paragraph (100-120 words) describing the festival you like best. Use the following questions to help you. Write your paragraph in the space provided.

Write your answer in the space provided.

Write your answer in the space provided.

Writing Task

Write a paragraph (100-120 words) describing the festival you like best. Use the following questions to help you. Write your paragraph in the space provided.

Write your answer in the space provided. Use the following questions to help you. Write your paragraph in the space provided.

Write your answer in the space provided.

Write your answer in the space provided.

Grammar

0. NARRATIVE

Write a paragraph (100-120 words) describing the festival you like best. Use the following questions to help you. Write your paragraph in the space provided.

Write your answer in the space provided. Use the following questions to help you. Write your paragraph in the space provided.

10. WRITE-UP

1. Write a paragraph on 'Write-up' of a project. Use the following points in your answer. (10 marks)
 Write-up is a report which is prepared after the completion of a project. It contains all the details of the project, such as the objectives, the methodology, the results, and the conclusions. It is a very important document as it provides a clear and concise summary of the project and its findings.

2. Write a paragraph on 'Write-up' of a project.

Write-up is a report which is prepared after the completion of a project. It contains all the details of the project, such as the objectives, the methodology, the results, and the conclusions. It is a very important document as it provides a clear and concise summary of the project and its findings.

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3. Write a paragraph on 'Write-up' of a project. Use the following points in your answer. (10 marks)

11. REVIEW

1. Prepare a review of the book 'The Selfish Gene' by R. Dawkins. (10 marks)

The book 'The Selfish Gene' by R. Dawkins is a classic work in evolutionary biology. It is a very readable and accessible book that explains the theory of evolution in a way that is both clear and compelling. Dawkins' argument is that the gene is the unit of selection, and that the gene's primary concern is its own survival and reproduction. This is a very different perspective from the traditional view of evolution as a process of natural selection acting on the individual organism. Dawkins' argument is supported by a wealth of evidence from genetics, molecular biology, and other fields. The book is a masterpiece of popular science writing, and it has inspired a generation of scientists and students alike. It is a must-read for anyone interested in the theory of evolution.

ඉගෙනීමේ ක්‍රියා

1. ප්‍රධාන මාතෘකා හා ඒ ඉටු කිරීමේ ක්‍රියා මාර්ග සලකා බැලීම.
2. ක්‍රියා මාර්ග සලකා බැලීම.
3. විෂය මාතෘකාවලට අනුකූලව පාඨ මාර්ග සලකා බැලීම සහ සකස් කිරීම.

ii.

සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

iii.

1. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

2. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

3. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

4. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

5. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

iv.

1. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

2. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

3. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

4. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

5. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

v.

1. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

2. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

3. සමාජ සේවකයන්ගේ සහ සේවකයන්ගේ කාර්ය මණ්ඩලය.

Frage 1

1. Die Idee einer **„Kultur“** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
2. Eine **„Kultur“** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
3. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
4. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.

Frage 2

1. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
2. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
3. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
4. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
5. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.

Frage 3

Frage 3

1. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
2. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
3. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
4. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
5. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.

Frage 4

1. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
2. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
3. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.
4. **Kultur** ist ein **sozialwissenschaftliches Konzept**, das **die** **Werte** **und** **Normen** **einer** **Gruppe** **von** **Menschen** **beschreibt**.

QUESTION

উপস্থাপনা

১৫ এ

১৬ এর

উত্তরসূত্রিক ১।

১। 'সে' শব্দ

২। 'সে' শব্দ

৩। 'সে' শব্দ

৪। 'সে' শব্দ

৫। 'সে' শব্দ

৬। 'সে' শব্দ

৭। 'সে' শব্দ

Question ২

১। 'সে' শব্দ

২। 'সে' শব্দ

৩। 'সে' শব্দ

৪। 'সে' শব্দ

৫। 'সে' শব্দ

৬। 'সে' শব্দ

ANSWER TO Q.1

উত্তরসূত্রিক ১।

১। 'সে' শব্দ

২। 'সে' শব্দ

৩। 'সে' শব্দ

৪। 'সে' শব্দ

৫। 'সে' শব্দ

উত্তরসূত্রিক ২

১। 'সে' শব্দ

২। 'সে' শব্দ

৩। 'সে' শব্দ

