



**DISTRICT PANCHAYATH KASARAGOD**

# EQUIP 2024

(Educational Quality Improvement Programme for class ten)

**Student Support Material for Class X**



**ENGLISH**



**DIET KASARAGOD**

## ***EQUIP 2024***

---

### **Chief Co-ordinators**

**Sri. N. Nandikeshan**

Deputy Director of Education  
Kasaragod

**Dr. Raghurama Bhat K.**

Principal, DIET Kasaragod

### **Co-ordinator**

**Madhusoodanan V.**

Lecturer, DIET Kasaragod

### **Resource Team**

1. Vishwanath Bhat, MSCHSS Perdala Nirchal
2. Shanthakumari, TIHSS Naimarmoola
3. Roopesh T.V., RHSS Nileshwar

### **DTP Layout & Cover design**

*Rubix Cyber Cafe, Iriyanni, Kasaragod*

***Prepared & Published by : District Panchayath Kasaragod***



## ആശംസ

വികേന്ദ്രീകൃത ആസൂത്രണത്തിലൂടെയും നിർവ്വഹണത്തിലൂടെയും കേരളത്തിലെ ആരോഗ്യ വിദ്യാഭ്യാസ മേഖലകളെ ദേശീയ തലത്തിൽ ഒന്നാമതെത്തിക്കാൻ നമുക്ക് കഴിഞ്ഞിട്ടുണ്ട്. ഈ നേട്ടങ്ങൾ കൈവരിക്കാൻ പ്രാദേശിക ഭരണകൂടങ്ങൾ സ്തുത്യർഹമായ പങ്കുവഹിച്ചു. ദേശീയ സംസ്ഥാനതല പഠനങ്ങൾ നമ്മുടെ കുട്ടികളുടെ പഠനനിലവാരം ഇനിയും ഉയരേണ്ടതുണ്ട് എന്ന സൂചനയാണ് നൽകുന്നത്. പഠനവിടവുകൾ പരിഹരിക്കുന്നതിനുവേണ്ടി കാസർകോട് ജില്ലാ പഞ്ചായത്തിന്റെ നേതൃത്വത്തിൽ പൊതുവിദ്യാഭ്യാസ വകുപ്പും കാസർകോട് ഡയറ്റും ഒത്തുചേർന്ന് നടപ്പാക്കുന്ന ‘എക്വിപ്പ്’ (EQUIP) പഠനപരിപോഷണ പരിപാടിക്ക് എല്ലാ പിന്തുണയും ഉറപ്പുതരുന്നു. പന്ത്രണ്ടാം ക്ലാസിലെ കുട്ടികൾക്കുവേണ്ടി ആദ്യമായാണ് ഇത്തരത്തിലൊരുദ്യമം. പൊതുപരീക്ഷകളെ അഭിമുഖീകരിക്കുന്ന പത്തും പന്ത്രണ്ടും ക്ലാസിലെ കുട്ടികളുടെ പഠനപ്രവർത്തനങ്ങളുടെ മികവിന്റെ അടയാളമായി മാറുകയാണ് വാർഷിക പരീക്ഷകൾ. അറിവിന്റെ തെളിമയോടെ ഓരോ വിദ്യാർത്ഥിക്കും പരീക്ഷ എഴുതാൻ കഴിയണം. വിദ്യാർത്ഥികളുടെ ജീവിതത്തിലെ ഏറ്റവും പ്രധാനപ്പെട്ട പരീക്ഷകൾക്ക് വേണ്ടി തയ്യാറാക്കിയ പഠനപിന്തുണാസാമഗ്രിക്ക് എല്ലാവിധ ആശംസകളും നേരുന്നു. നന്നായി പഠിക്കുക. പരീക്ഷയെ സധൈര്യം നേരിടുക. തളരാതെ മുന്നോട്ട്. വിജയം നിങ്ങളോടൊപ്പമുണ്ട്. ആശംസകൾ.

**ശ്രീമതി ബേബി ബാലകൃഷ്ണൻ**

ജില്ലാ പഞ്ചായത്ത് പ്രസിഡന്റ്

കാസർകോട്







## ആശംസ

കാസർകോട് ജില്ലാ പഞ്ചായത്തിന്റെ നേതൃത്വത്തിൽ ജില്ലയിലെ പൊതുവിദ്യാഭ്യാസ മേഖലയെ ശക്തിപ്പെടുത്തുന്നതിന് നിരവധി പ്രവർത്തനങ്ങളാണ് നടന്നുവരുന്നത്. പൊതുവിദ്യാഭ്യാസ മേഖലയെ പൂർവ്വാധികം കരുത്തോടെ നാം മുന്നോട്ട് നയിക്കുകയാണ്. ഈ ഘട്ടത്തിലാണ് കാസർകോട് ജില്ലാ പഞ്ചായത്തും, പൊതുവിദ്യാഭ്യാസ വകുപ്പും, വിദ്യാഭ്യാസ പരിശീലന കേന്ദ്രവും (DIET) പത്താം ക്ലാസ്, പ്ലസ് ടു വിദ്യാർത്ഥികളുടെ പഠനവിടവുകൾ പരിഹരിക്കുന്നതിനും ആത്മവിശ്വാസത്തോടെ പൊതുപരീക്ഷയെ നേരിടാൻ അവരെ പ്രാപ്തരാക്കുന്നതിനും വേണ്ടി പഠനപരിപോഷണ സാമഗ്രി തയ്യാറാക്കുന്നത്. നിരന്തരമായ ഇടപെടലിന്റെ തുടർച്ചയായി ഈ വർഷം ആദ്യമായിട്ടാണ് പ്ലസ് ടു വിദ്യാർത്ഥികൾക്കുവേണ്ടി ജില്ലാ പഞ്ചായത്ത് പിന്തുണാസാമഗ്രി തയ്യാറാക്കുന്നത്. പ്രധാനപ്പെട്ട ആറ് വിഷയങ്ങളിലാണ് ഈ വർഷം തയ്യാറാക്കുന്നതെങ്കിലും അടുത്തവർഷം മറ്റു വിഷയങ്ങളിലും കുട്ടികൾക്ക് പിന്തുണ നൽകാൻ കഴിയുമെന്ന് പ്രതീക്ഷിക്കുന്നു. കുട്ടികളുടെ അക്കാദമിക മികവ് ഉറപ്പുവരുത്തിക്കൊണ്ട് മികച്ച ഗ്രേഡുകൾ നേടാൻ അവരെ സജ്ജമാക്കാൻ 'എക്സിസ് 2024' എന്ന പേരിൽ തയ്യാറാക്കിയ ഈ പദ്ധതിക്ക് കഴിയട്ടെയെന്ന് ആശംസിക്കുന്നു.

സ്നേഹപൂർവ്വം

**അഡ്വ. സരിത എസ്.എൻ.**

ആരോഗ്യ-വിദ്യാഭ്യാസ സ്ഥിരം സമിതി

അധ്യക്ഷ, ജില്ലാ പഞ്ചായത്ത്,

കാസർകോട്







ആശംസ

ജില്ലയിലെ അക്കാദമിക പ്രവർത്തനങ്ങളെ ഏകോപിപ്പിച്ച് മുന്നോട്ട് നയിക്കുന്ന ഉത്തരവാദിത്തമാണല്ലോ ജില്ലാ വിദ്യാഭ്യാസ പരിശീലന കേന്ദ്രങ്ങൾ (DIET) കാലങ്ങളായി ചെയ്തുവരുന്നത്. മനുഷ്യവിഭവശേഷിയിൽ പരിമിതികൾ ഉള്ളപ്പോൾ തന്നെ പ്രീ-പ്രൈമറി തലം മുതൽ ഹയർ സെക്കൻഡറി തലം വരെയുള്ള മേഖലകളിൽ വിവിധങ്ങളായ പദ്ധതികൾ ആസൂത്രണം ചെയ്യാനും നിർവഹിക്കാനും ഡയറക്ടർമാർക്ക് ഇതുവരെ കഴിഞ്ഞിട്ടുണ്ട്. പത്താം തരത്തിലെ കുട്ടികളുടെ പഠനപ്രശ്നങ്ങൾ മറികടക്കാൻ കഴിഞ്ഞ കുറച്ച് വർഷങ്ങളായി വിദ്യാഭ്യാസ വകുപ്പ് നടപ്പിലാക്കുന്ന പദ്ധതിയാണ് **EQUIP (Educational Quality Improvement Programme)**. അതതു വർഷത്തെ കുട്ടികളുടെ പഠനപ്രശ്നങ്ങൾ പരിഗണിച്ചുകൊണ്ടാണ് പ്രവർത്തനങ്ങൾ ചിട്ടപ്പെടുത്തുന്നത്. ഈ പദ്ധതിയുടെ ഭാഗമായി പത്താംതരത്തിലെയും പ്ലസ് ടുവിലെയും പരീക്ഷയെ അഭിമുഖീകരിക്കാൻ കുട്ടികളെ സഹായിക്കുന്ന വിവിധ വിഷയബന്ധിതമായ ചോദ്യമാതൃകകൾ യൂണിറ്റടിസ്ഥാനത്തിൽ പരിചയപ്പെടുത്താനാണ് ഉദ്ദേശിക്കുന്നത്. ജില്ലാ പഞ്ചായത്തിന്റെ സഹായത്തോടെ മലയാളത്തിലും ഇംഗ്ലീഷിലും കന്നഡയിലും പത്താംതരത്തിൽ ഐ.ടി. ഒഴിച്ചുള്ള എല്ലാ വിഷയങ്ങളിലും പ്ലസ് ടുവിൽ പ്രയാസകരമായ ആറ് വിഷയങ്ങളിലും പുസ്തകങ്ങൾ തയ്യാറാക്കി നൽകാനാണ് ഉദ്ദേശിക്കുന്നത്. ഈ അധ്യയന വർഷം പത്താംതരം/പ്ലസ് ടു പരീക്ഷ എഴുതുന്ന മുഴുവൻ കുട്ടികൾക്കും ഈ പദ്ധതിയുടെ പ്രയോജനം ലഭിക്കുമെന്ന് പ്രതീക്ഷിക്കുന്നു. വ്യത്യസ്ത പഠനവേഗതയും പഠനമികവുമുള്ള എല്ലാ വിഭാഗം കുട്ടികൾക്കും ഈ സാമഗ്രി പ്രയോജനപ്പെടുടെ എന്ന് ആശംസിക്കുന്നു. അധ്യാപകരുടെ ആത്മാർത്ഥമായ പിന്തുണയും പ്രോത്സാഹനവും അനിവാര്യമായ ഈ ഉദ്യമത്തിൽ എല്ലാവരുടെയും സഹായ സഹകരണങ്ങൾ പ്രതീക്ഷിച്ചുകൊണ്ട് ഏവർക്കും വിജയാശംസകൾ നേരുന്നു.

ആശംസകളോടെ,

**ഡോ. രഘുരാമ ഭട്ട് കെ.**  
പ്രിൻസിപ്പാൾ  
ഡയറ്റ് കാസർകോട്









## ആമുഖം

കാസർകോട് ജില്ലാ പഞ്ചായത്തിന്റെ നേതൃത്വത്തിൽ ജില്ലയിലെ പൊതുവിദ്യാഭ്യാസം ശക്തിപ്പെടുത്തുന്നതിന് വ്യത്യസ്തങ്ങളായ നിരവധി പ്രവർത്തനങ്ങൾ നടന്നുവരികയാണ്. അതേസമയം ദേശീയ-സംസ്ഥാന പഠനങ്ങൾ നമ്മുടെ ജില്ലയിലെ കുട്ടികളുടെ പ്രകടനം ഇനിയും മെച്ചപ്പെടുത്തേണ്ടതുണ്ട് എന്ന സൂചനയാണ് നൽകുന്നത്. ഈ പശ്ചാത്തലത്തിലാണ് ജില്ലയിലെ പൊതുവിദ്യാലയങ്ങളിൽ നിന്ന് 2023-24 അധ്യയനവർഷം എസ്.എസ്.എൽ.സി., പ്ലസ് ടു പരീക്ഷകൾ അഭിമുഖീകരിക്കുന്ന കുട്ടികൾക്ക് പഠനപിന്തുണ നൽകുന്നതിന് ജില്ലാ പഞ്ചായത്തിന്റെയും പൊതുവിദ്യാഭ്യാസ വകുപ്പിന്റെയും സംയുക്താഭിമുഖ്യത്തിൽ വ്യത്യസ്ത വിഷയങ്ങളിൽ പഠനസാമഗ്രികൾ തയ്യാറാക്കേണ്ടതിന്റെ ആവശ്യകത ജില്ലാതല ഉന്നതാധികാര യോഗങ്ങളിൽ ചർച്ചചെയ്യപ്പെട്ടത്. ഇതിന്റെ അടിസ്ഥാനത്തിൽ ഡയറ്റ് കാസർകോടിന്റെ അക്കാദമിക നേതൃത്വത്തിൽ ജില്ലയിലെ മികച്ച അധ്യാപകരെ ഉൾപ്പെടുത്തിക്കൊണ്ട് പത്താംതരത്തിൽ ഐ.ടി. ഒഴിച്ചുള്ള എല്ലാ വിഷയങ്ങളിലും പ്ലസ് ടുവിൽ ഏറ്റവും പ്രയാസമേറിയ ആറ് വിഷയങ്ങളിലും (ഗണിതം, ഫിസിക്സ്, കെമിസ്ട്രി, ഇംഗ്ലീഷ്, അക്കൗണ്ടൻസി, ഇക്കണോമിക്സ്) പഠനപിന്തുണസാമഗ്രികൾ തയ്യാറാക്കിയിരിക്കുകയാണ്. സ്കൂൾ വിദ്യാഭ്യാസം പൂർത്തീകരിച്ച് ഉന്നത വിദ്യാഭ്യാസമേഖലയിലേക്ക് പ്രവേശിക്കുന്ന പ്ലസ് ടു വിദ്യാർത്ഥികൾക്ക് പഠനപിന്തുണ നൽകുന്ന സാമഗ്രി ജില്ലയിൽ ആദ്യമായാണ് തയ്യാറാക്കുന്നത്. ജില്ലയിൽ നിന്നും പൊതുപരീക്ഷയെ അഭിമുഖീകരിക്കുന്ന മുഴുവൻ എസ്.എസ്.എൽ.സി, പ്ലസ് ടു വിദ്യാർത്ഥികൾക്കും ആത്മവിശ്വാസം വളർത്തുന്നതിനും ഉന്നതവിജയം നേടുന്നതിനും ഈ ഉദ്യമം സഹായകമാകട്ടെയെന്ന് ആത്മാർത്ഥമായി ആഗ്രഹിക്കുന്നു. ഈ പദ്ധതിയെ നെഞ്ചേറ്റിയ പ്രിയപ്പെട്ട അധ്യാപക സുഹൃത്തുക്കൾക്ക് ഈ പുസ്തകത്തെ ഫലപ്രദമായി ഉപയോഗിക്കാൻ കഴിയട്ടെ. എല്ലാവർക്കും വിജയാശംസകൾ.

**ശ്രീ. എൻ. നന്ദികേശൻ**  
 ജില്ലാ വിദ്യാഭ്യാസ ഉപ ഡയറക്ടർ  
 കാസർകോട്





**ENGLISH**



# UNIT 1

## GLIMPSES OF GREEN

### Comprehension - Textual Passage

**Read the following excerpt from the story, ‘Adventures in a Banyan Tree’ and answer the questions that follow.**

Cobra knew only too well that the grey mongoose, three feet long, was a superb fighter, clever and aggressive. But the cobra was skilful and experienced fighter too. He could move swiftly and strike with the speed of light, and the sacs behind his long, sharp fangs were full of deadly venom.

It was to be a battle of champions.

Hissing defiance, his forked tongue darting in and out, the cobra raised three of his six feet off the ground, and spread his broad, spectacled hood. The mongoose bushed his tail. The long hair on his spine stood up (in the past, the very thickness of his hair had saved him from bites that would have been fatal to others).

1. What do you know about the mongoose?
2. Why was the cobra called a skilful fighter?
3. What was filled in the sacs, behind the sharp fangs of the cobra?
4. Why did the mongoose bush his tail to escape from the snake’s bite?
5. Which word in the passage means, ‘a challenge to meet in a combat or a contest’

### Comprehension - Textual Poem

**Read the lines from the poem, ‘Lines Written in Early Spring’ and answer the questions that follow.**

I heard a thousand blended notes,  
While in a grove I sate reclined,

In that sweet mood when pleasant thoughts  
Bring sad thoughts to the mind.

To her fair works did Nature link  
The human soul that through me ran;  
And much it grieved my heart to think  
What man has made of man.

6. Where did the poet sit reclined?
7. What do you mean by 'her fair works' mentioned in the poem?
8. 'What man has made of man', what does this line convey?
9. Identify the imagery used in the line, 'I heard a thousand blended notes'?

### **Appreciation**

- 10. Read the lines from the poem 'Lines Written in Early Spring' and prepare a note of appreciation focusing on its theme, imagery and other poetic devices.**

Through primrose tufts, in that green bower,  
The periwinkle trailed its wreaths;  
And 'tis my faith that every flower  
Enjoys the air it breathes.

The birds around me hopped and played,  
Their thoughts I cannot measure:  
But the least motion which they made  
It seemed a thrill of pleasure.

### DISCOURSES - 7 Marks

11. The boy in the story, Adventures in a Banyan Tree, realized the need to conserve nature after living close to the trees. Imagine he decides to deliver a speech on the topic of conservation of nature in the school assembly. What would he say? Write the likely **speech**.
12. The homeopath had a strange experience of coming face to face with a full blooded cobra. Imagine he narrates his experiences to his friend. Write the likely **narrative**.
13. The strange case of the grey squirrel and the white rat astonished the young boy very much. He started wondering about nature and its ways. Imagine he narrates the wonderful experiences he had at his favourite place, the banyan tree. Write the likely **narrative**.
14. 'Adventures in a Banyan Tree' is a wonderful story that highlights a strong bond between man and nature. Prepare a **review** of the story.

### DISCOURSES - 6 Marks

15. Prepare a **profile** of Ruskin Bond using the hints given below:

Born	: 19 May, 1934
Place of birth	: Kasauli, Himachal Pradesh
Education	: Bishop Cotton School, Shimla
Notable works	: The Room on the Roof, Our Trees Still Grow in Dehra, A Flight of Pigeons, The Blue Umbrella
Awards	: Sahitya Akademi Award, Padma Shri, Padma Bhushan, John Llewellyn Rhys Prize
Present status	: Lives with his adopted family in Mussoorie

16. The Grandfather in the story, 'Adventures in a Banyan Tree' loves to live in harmony with nature. Prepare a **character sketch** of the Grandfather in your own words.
17. The doctor in the story 'The Snake and the Mirror' decides to file a complaint to the Sub Inspector of police about the burglary that took place in his house. Write the likely **letter**.
18. The homoeopath had a terrifying experience on the night when a snake fell on him and coiled round his arm. Imagine you are one of his neighbours who enquired about the incident. Frame **six questions** you would use to enquire.
19. The doctor in the story, 'The Snake and the Mirror' thought himself to be an eligible bachelor. Imagine he shares his resolutions with one of his friends through a letter. Write the likely **letter**.

### **DISCOURSES – 5 Marks**

20. The boy was thrilled to watch the fight between the cobra and the mongoose. Imagine he tells his grandfather about the fight. Write the possible **conversation** among them.
21. The doctor admired himself and made some earthshaking decisions. Many thoughts revolved around his mind at the moment. Recollect his thoughts as his **diary**.
22. The doctor was very sad that the thief had left his vest as a mark of insult. Imagine he shares his thoughts with one of his friends. Write the likely **conversation** between the doctor and his friend. (5 exchanges)
23. Reading is a very good habit and it has been illustrated very well in the story, 'Adventures in a Banyan Tree'. Write a **paragraph** based on the reading habit of the boy in the above story.



## Language Elements

### Reported Speech

24. Report the following dialogue.

Grandpa: Why don't you come down the tree?

Boy: It is the best place to be in.

(a) Grandpa asked .....

(b) Boy said .....

### Editing

25. There are certain errors in the passage given below. They are underlined.

**Edit them.**

Another lovely thought struck me. I would got (a) married to a woman doctor who had plenty of money and an (b) good medical practice. She had to been (c) fat; for a valid reason. If I made some silly mistake and needed to run away she should not be able to run after me and cacth (d) me!

### Phrasal Verbs

26. Fill in the blanks using suitable phrasal verbs from the bracket given below.

The homeopath ..... (a).....to his friend's house as soon as the snake slithered down and moved away. He didn't even think about .....(b)..... and .....(c)..... running for an hour until he reached his friend's house. Although his friend enquired, he didn't utter a word. Actually he was unable to .....(d)..... the horrible experience.

(look back, go on, set off, get over, turn up)

## Cloze

### 27. Fill in the blanks using suitable words from the brackets.

Halfway up the tree, the boy had built \_\_\_\_ (a) \_\_\_\_ small platform \_\_\_\_ (b) \_\_\_\_ which he would often spend the afternoons \_\_\_\_ (c) \_\_\_\_ it wasn't too hot. He could read there, propping himself up against \_\_\_\_ (d) \_\_\_\_ bole of the tree with cushions taken from the drawing room. Treasure Island, Huckleberry Finn and The Mowgli stories made up his bag of very mixed reading.

(the, in, on, a, when)

## Completion of Dialogue

### 28. Complete the conversation suitably.

Varun : You look so worried, ..... a .....

Doctor : Yes, A snake coiled round my arm.

Varun : ..... b .....

Doctor : I sat like granite.

Varun : If the snake had bitten you, ..... c .....

Doctor : Yes. I had no medicine at home.

Varun : ..... d .....

Doctor : No, I didn't.

Varun : You had better ..... e .....

Doctor : I was terribly frightened. So I couldn't do anything.

## **UNIT 1 – Answer Key**

1. The mongoose was grey coloured, three feet long, superb fighter, clever and aggressive.
2. The cobra was skilful and an experienced fighter because he could move swiftly and strike with the speed of light.
3. deadly venom
4. In the past, the very thickness of his hair had saved him from bites that would have been fatal to others.
5. Battle
6. The poet sat reclined in a grove.
7. The beautiful creations of nature.
8. Man disrupted the harmony of nature.
9. Auditory image.

### 10. **Appreciation – Grading Indicators**

- Introduces the poet
- Expresses the theme
- Paraphrases the lines of the poem
- Uses appropriate language and style
- Mentions the poetic devices with examples
- Expresses personal opinion

### 11. **Speech – Grading Indicators**

- Introduces the topic well.
- Makes a good salutation
- Divides the topic into component ideas logically and appropriately.
- Develops the topic with a variety of supporting materials.
- Presents the speaker’s own views.
- Organises ideas closely related to the theme.
- Concludes the speech effectively

### 12. **Narrative – Grading Indicators**

- Gives a suitable title.
- Sequences the events properly.
- Expresses the theme/message properly.
- Uses suitable vocabulary and sentence varieties.
- Uses figurative language.
- Provides a proper beginning and ending

13. Same as Q. 12

### 14. **Review - Grading Indicators**

- Gives a suitable title.
- Identifies the theme.
- Interprets different shades of meaning in the text.
- Analyses the character well.
- Identifies images, symbols, catchy expressions etc.
- Writes personal observations and views.
- Organises ideas.
- Uses well-formed sentences and appropriate language

### **15. Profile - Grading Indicators**

- Gives an appropriate title.
- Writes an effective introduction and conclusion.
- Organises important details.
- Uses appropriate descriptive vocabulary.
- Uses proper linkers for connecting the ideas.
- Uses precise and concise language

### **16. Character sketch - Grading Indicators**

- Describes the character's personality.
- Describes the character's physique/appearance.
- Uses a variety of words and expressions.
- Includes examples of how the character is developed throughout the story.
- Sequences the ideas well

### **17. Letter - Grading Indicators**

- Relevant to the context
- Uses language suitable for a formal/informal letter.
- Uses proper salutation and farewell phrases.
- Conveys the message.
- Uses well-formed sentences.
- Links the ideas properly

### **18. Questionnaire - Grading Indicators**

- Relevant to the context
- Uses variety of questions
- Language and style

19. Same as Q.17

**20. Conversation - Grading Indicators**

- Identifies the relationship between the people engaged in the conversation.
- Uses apt initiation.
- Focuses the conversation on the assigned context.
- Uses a variety of sentence patterns and expressions.
- Uses informal expressions (interjection, contracted forms).
- Ends creating a feeling of completion.
- Maintains a good flow

**21. Diary – Grading Indicators**

- Relates the content to the context.
- Uses appropriate language.
- Uses first person narrative.
- Expresses personal feelings/emotions.

22. Same as Q 19

**23. Paragraph - Grading Indicators**

- Begins with a striking idea.
- Ideas are presented using specific and clear language.
- Ideas are organised in a suitable form.
- Uses variety of sentences.
- Uses language that shows the writer’s command over the topic.
- Gives an appropriate conclusion

24. (a) Grandpa asked the boy why he didn't come down the tree.  
(b) The boy replied that it was the best place to be in.

25. (a) get  
(b) a  
(c) be  
(d) catch

26. (a) set off  
(b) looking back  
(c) went on  
(d) get over

27. (a) a  
(b) on  
(c) when  
(d) the

28. (a) don't you?  
(b) What did you do then?  
(c) you would have died.  
(d) Did you kill the snake?  
(e) take care./ be careful.(or any suitable answer)

## UNIT 2

### THE FRAMES

#### Comprehension - Textual Passage

**Read the following excerpt from the memoir, 'The Project Tiger' and answer the questions that follow.**

Mr Thorat's men had fixed a five foot iron rod to the ground, about thirty feet from the area where the tiger was supposed to take a walk. They took a thin, long wire and fixed one end to the collar made of tiger-skin that the tiger was already wearing. The other end was tied firmly to the visible portion of the iron rod. The door of one of the cages was unfastened and Mr Thorat called out to the tiger. It responded almost at once and sprang out of its cage to land on the open space outside. What followed was totally unexpected. One look at Mr Thorat's startled and helpless face told us that he was as taken aback as the rest of us. Instead of walking sedately in a dignified manner, the tiger started prancing around with tremendous enthusiasm. It leapt, it jumped, and it rolled about, dragging its poor trainer who was desperately clutching the wire tied to the tiger's collar in a futile attempt to bring it under control. We stood around foolishly, watching a new and strange kind of circus which we were getting to see for free! The camera was still standing on its three legs, staring into the wood, but the tiger was showing no sign of making its way there.

1. Who was Mr. Thorat?
2. How did the tiger respond when the door of the cage was unfastened?
3. What might be the reason for the tiger's unexpected behaviour?



4. Identify the sentence from the passage which reveals Satyajith Ray's sense of humour?
5. Pick out two words/phrases from the passage which means 'shocked'?

### **Comprehension - Textual Poem**

**Read the lines taken from the song 'Blowin' in the Wind' 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 are 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.

6. Who are the 'people' referred to in these lines?
7. Pick out an example for alliteration?
8. What does the 'mountain' indicate?
9. What attitude of the common people is referred to in the refrain, 'The answer, my friend, is blowin' in the wind'?

### **Appreciation**

**10. Read the lines from the poem 'Blowin' in the Wind' and prepare a note of appreciation focusing on its theme, imagery and other poetic devices.**

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.

### **DISCOURSES - 7 Marks**

11. The movie industry has seen a lot of advancement with respect to the use of technology. Prepare a **write-up** on the topic, Technology and movies based on the memoir, Project Tiger.
12. Imagine you are one of the spectators who watched the shooting of the movie, 'Goopy Gyne Bagha Byne' at Notun Gram. **Narrate** the experiences of Satyajit Ray in accomplishing the task of making a movie with an animal.
13. My Sister's Shoes is an excellent example of Majid Majidi's calibre in portraying the life of a middle class family. Prepare a **review** based on your analysis of the screen play My Sister's Shoes.
14. Zahra was reluctant to wear her brother's sneakers to school. Imagine she narrates the fact behind her wearing boy's shoes to school to her class teacher. Attempt the likely **narrative**.

### **DISCOURSES - 6 Marks**

15. Prepare a **profile** of Satyajith Ray from the given hints.

Born : May 2, 1921, Kolkata

Nationality : Indian

Famous as : Writer, Producer, Screenwriter, Lyricist and Composer

Awards : Academy Honorary Award, Bharat Ratna

Education : Vishwa-Bharati University, Presidency University, Kolkata

Died : April 23, 1992, Kolkata

16. The shooting at Notun Gram where Mr.Thorat arrived with two tigers in a lorry turns out to be an interesting incident for the onlookers. Imagine that you are a newspaper reporter who happened to be at the shooting location. Prepare a likely **News Report**.
17. Imagine you got a chance to interview Mr. Satyajith Ray, the successful Indian film maker. Prepare **six questions** for the interview.
18. Zahra was very sad to learn that her brother lost her shoes. She found it difficult to go to school with the only pair of shoes they had in common. So, she decides to share her feelings with one of her friends through a letter. Prepare the likely **letter**.
19. Satyajith Ray had a bitter experience controlling the mob while shooting the movie, Goopy Gyne Bagha Byne at Notun Gram. So, he decides to write a letter to the local police station requesting them to control the mob at Boral. Attempt the likely **letter**.

### **DISCOURSES - 5 Marks**

20. The shooting at Notun Gram was an unsuccessful attempt yet a memorable experience for Satyajith Ray. Imagine he decides to recollect his feelings in the form of a diary entry. Write the likely **diary**.
21. Ali's condition was very pathetic after he lost his sister's shoes. That night he couldn't sleep well and he decided to write down his feelings in a diary. What would be the likely **diary** entry?
22. Imagine Ali meets the junk collector the next day and enquires about his lost shoes. Prepare the likely **conversation** between Ali and the junk collector. **(5 exchanges)**

23. The shooting at Notun Gram was a terrible experience for Satyajith Ray since nothing went as he had planned. In the light of the above, write a **paragraph** on the difficulties faced by Ray and his crew at Notun Gram.
24. Imagine the Arts Club of your school decides to conduct Majid Majid Film festival in your school. Prepare a **notice** to be circulated in the school.

### Language Elements

#### Reported Speech

25. Read the conversation given and answer the questions that follow.

Thorat: How long do you need the tiger?

Ray: I need it for a couple of hours.

- (a) What did Thorat ask Ray?  
(b) What was Ray's reply?

#### Editing

26. There are some errors in the following passage. They are underlined. Edit them.

He was (a) ask to bring his birds, and he arrived with almost a hundred trained (b) raven. Admittedly, their training had not (c) went very bad. That is to say, they could not do (d) nothing that might be seen as extraordinary.

#### Phrasal Verbs

27. Read the following passage and use the phrasal verbs given in brackets to fill in the blanks.

Ray .....(a)..... to contact Bharath Circus for a tiger. He .....(b)..... his views with respect to shooting a scene with it. Although Mr Thorat was not confident initially, he .....(c)..... and promised to

provide the tiger. Finally, he agreed to .....(d)..... at the shooting location in time.

(turn up, make up one's mind, put forward, give in, give up)

### Cloze

#### **28. Fill in the blanks using suitable words from the brackets.**

Yet, .....(a).... dog might be difficult, not impossible to handle. What was one supposed to do if there was a need .....(b)... a tiger in a film? We had to deal with this problem, too, when we were shooting Goopy Gyne Bagha Byne. In the film Goopy, who is banished by .....(c)... king wanders in the forest, meets Bagha .....(d)..... is also banished.

(for, a, the, who, in)

### Completion of Dialogue

#### **29. Complete the conversation suitably.**

Zahra : You have forgotten to bring my shoes, .....(a).....?

Ali : Sorry dear, I lost them in the vegetable shop.

Zahra : .....(b).....?

Ali : You can wear my shoes.

Zahra : .....(c).....?

Ali : Yes, it will surely suit you. By the way, will you tell the father about this?

Zahra : Yes. I am going to tell the father.

Ali : If you tell him, he \_\_\_\_\_(d)\_\_\_\_\_

Zahra : Try to bring a pair of new shoes for me tomorrow.

Ali : I will try .....(e).....

## UNIT 2 – Answer Key

1. Mr. Thorat was the tiger’s trainer.
2. The tiger responded almost at once and sprang out of its cage to land on the space outside.
3. The tiger might have been panicked by the presence of the crowd around him.
4. “We stood around foolishly, watching a new and strange kind of circus which we were getting to see for free”
5. startled, taken aback
6. The oppressed/ marginalised
7. Yes, and how many years can a mountain exist / Yes, and how many times can a man turn his head
8. The mountain indicates ego.
9. Indifferent attitude of the people.

### **10. Appreciation – Grading Indicators**

- Introduces the poet
- Expresses the theme
- Paraphrases the lines of the poem
- Uses appropriate language and style
- Mentions the poetic devices with examples
- Expresses personal opinion

### 11. **Write –up - Grading Indicators**

- Gives a suitable title.
- Begins with a striking idea.
- Presents ideas using specific and clear language.
- Organises ideas in a sequential manner.
- Uses a variety of sentences.
- Uses language that shows the writer’s command over the language.
- Gives an appropriate conclusion

### 12. **Narrative – Grading Indicators**

- Gives a suitable title.
- Sequences the events properly.
- Expresses the theme/message properly.
- Uses suitable vocabulary and sentence varieties.
- Uses figurative language.
- Provides a proper beginning and ending

### 13. **Review - Grading Indicators**

- Gives a suitable title.
- Identifies the theme.
- Interprets different shades of meaning in the text.
- Analyses the character well.
- Identifies images, symbols, catchy expressions etc.
- Writes personal observations and views.
- Organises ideas.
- Uses well-formed sentences and appropriate language

14. Same as Q. 12

**15. Profile - Grading Indicators**

- Gives an appropriate title.
- Writes an effective introduction and conclusion.
- Organises important details.
- Uses appropriate descriptive vocabulary.
- Uses proper linkers for connecting the ideas.
- Uses precise and concise language

**16. News report – Grading Indicators**

- **Headline:** Short and catchy.
- **Lead paragraph:** Factual details like time, place, major events included.
- **Organisation:** Main points are clearly stated and explained.
- **Content:** Evidences are clearly and logically presented.
- **Language used:** Suitable for reporting

**17. Questionnaire - Grading Indicators**

- Relevant to the context
- Uses variety of questions
- Language and style

**18. Letter - Grading Indicators**

- Relevant to the context
- Uses language suitable for a formal/informal letter.
- Uses proper salutation and farewell phrases.
- Conveys the message.



- Uses well-formed sentences.
- Links the ideas properly

19. Same as Q. 18

**20. Diary – Grading Indicators**

- Relates the content to the context.
- Uses appropriate language.
- Uses first person narrative.
- Expresses personal feelings/emotions.

21. Same as Q. no. 20

**22. Conversation - Grading Indicators**

- Identifies the relationship between the people engaged in the conversation.
- Uses apt initiation.
- Focuses the conversation on the assigned context.
- Uses a variety of sentence patterns and expressions.
- Uses informal expressions (interjection, contracted forms).
- Ends creating a feeling of completion.
- Maintains a good flow

**23. Paragraph - Grading Indicators**

- Begins with a striking idea.
- Ideas are presented using specific and clear language.
- Ideas are organised in a suitable form.
- Uses a variety of sentences.

- Uses language that shows the writer's command over the topic.
- Gives an appropriate conclusion

24. **Notice - Grading Indicators**

- Gives details about the programme.
- Uses proper salutation.
- Mentions the date, time and venue of the programme.
- Uses appropriate layout and format.
- Uses clear and brief language.
- Specifies the agency/authority that issues the notice

25.. (a) Mr Thorat asked Ray how long he needed the tiger.  
(b) Ray replied that he needed it for a couple of hours.

26. (a) asked  
(b) ravens  
(c) gone  
(d) anything

27. a) made up his mind  
(b) put forward  
(c) gave in  
(d) turn up

28. a) a  
(b) for  
(c) the  
(d) who

29. (a) haven't you?  
(b) What shall I do now?  
(c) Will it suit me?  
(d) he will scold me.  
(e) but, I am not sure./ any suitable answer

## UNIT 3

### LORE OF VALUES

#### Comprehension - Textual Passage

**Read the following passage from the story, ‘The Best Investment I Ever Made’, and answer the questions that follow.**

I was a young doctor at the time and had just set up a practice in a working - class district of London. On a foggy November night, towards one o’clock, I was awakened by a loud banging on the door. Hurriedly, I threw on some clothes and went downstairs. It was a sergeant of police, in a dripping helmet and cape, mistily outlined on the doorstep. A suicide case, he told me abruptly, in the lodgings around the corner - I had better come at once.

1. Where had the doctor set up his medical practice?
2. What awakened the narrator?
3. What was the peculiarity of the November night mentioned here?
4. Pick out a word from the passage which means ‘a sleeveless outer garment’.
5. What did the sergeant say to the doctor abruptly?

#### Comprehension - Textual Poem

**Read the following lines from the poem, ‘Ballad of Father Gilligan’ and answer the questions that follow.**

The old priest Peter Gilligan  
was weary night and day  
for half his flock were in their beds  
Or under green sods lay

Once, while he nodded in a chair  
At the moth-hour of the eve  
Another poor man sent for him,  
And he began to grieve.  
I have no rest, nor joy, nor peace,  
For people die and die;  
And after cried he, 'God forgive!  
my body spake not I!'

6. Why was the priest weary night and day?
7. Why do you think the time is called 'moth - hour'?
8. The priest was overburdened with his religious duties. Pick out the line in support of this statement.
9. Why did the priest beg for God's forgiveness?
10. Pick out a pair of rhyming words from the first stanza?

### **Appreciation**

11. Read the following lines from the poem, 'The Ballad of Father Gilligan', and write an **appreciation** focusing on the theme, imagery and other poetic devices.

'And is the poor man dead'? he cried

He died an hour ago

The old priest Peter Gilligan

In grief swayed to and fro.

'When you were gone, he turned and died,

As merry as a bird.'

The old priest Peter Gilligan

He knelt him at that word.

He who hath made the night of stars  
For souls who tire and bleed,  
Send one of this great angels down,  
To help me in my need.

**DISCOURSES - 7 Marks**

12. **Narrate** in your own words the story of the young man who fell into unlawful hands and his making as a solicitor, based on your reading of the anecdote, The Best Investment I Ever Made.
13. Adolescence is a very important stage in the life of an individual. Do you agree? Support your views through a **speech** on the above topic to be delivered in the school assembly, based on the story The Best Investment I Ever Made, in which Mr. and Mrs. John had been guiding the derelict adolescents.
14. The Best Investment I Ever Made is a wonderful read for any adolescence since it depicts its importance quite emphatically. Prepare a **review** of the anecdote based on your reading of it.
15. Single stories breed stereotypes. Do you agree? Based on the lesson ‘The Danger of a Single Story’, prepare a **write up**.

**DISCOURSES - 6 Marks**

16. Mr. and Mrs. John have been offering selfless service to the society. Imagine their noble deed gets reported in one of the dailies. Prepare a **News Report** of the work they have been doing.

17. Mr. John in the story ‘The Best Investment I Ever Made, writes a letter to his friend describing the experience that he had with the doctor on the voyage. Write the likely **letter**.
18. Imagine you get a chance to interview the Nigerian writer, Chimamanda Ngozi Adichie. Frame **six questions** to interview her.
19. Adichie faced a lot of problems living as an African in America because people expected African authenticity from her. Write a **paragraph** on her realising the African authenticity.

### **DISCOURSES - 5 Marks**

20. Adichie’s visit to Fide’s family was a great learning experience for her. After reaching home, she jots down her feelings in her diary. Write the likely **diary** entry.
21. Mr John recognises the narrator when he sees him on the ship but feels reluctant to go and speak to him. Imagine he writes his thoughts for the moment. Write the likely **thoughts**.
22. Imagine you are inspired to conduct a seminar on the perils of Drug Addiction after going through the life experiences of Mr John in the story The Best Investment I Ever Made. Draft a **notice** to inform the students about the seminar.
23. Adichie was surprised to see the beautifully patterned baskets made by Fide’s brother because she never thought that anyone from Fide’s family could do such wonders. Imagine she talks to Fide about it. Write the likely **conversation**. (5 exchanges)

## Language Elements

### Reported Speech

#### **24. Report the following dialogue.**

Roommate: Could you sing a tribal song for me?

Adichie : No. I am sorry.

### Editing

#### **25. There are certain errors in the passage given below. They are underlined. Edit them.**

When I learned, some years ago, that writers **(a) are** expected **(b) to had have** really unhappy childhoods to be **(c) successfull**, I began to think about how I could invent horrible things my parents had done to me. **(d) but** the truth is that I had a very happy childhood, full of laughter and love, in a very close-knit family.

### Phrasal Verbs

#### **26. Read the following passage and use the phrasal verbs given in brackets to fill in the blanks.**

When the sergeant requested the doctor he agreed to go along. Both of them .....(a)..... the residence of the landlady where they found the body of a young man lying still on a bed. Immediately, without any delay the doctor began the work of resuscitation. This .....(b)..... for about an hour. Finally the efforts .....(c)..... The young man took a convulsive gasp and sat erect. Since the team of the doctor, sergeant and the landlady didn't .....(d)....., the young man was saved eventually.

(give in, go on, call on, pay off, call at)



## Cloze

### 27. Fill in the blanks using suitable words from the brackets

I was also ... (a) ..... early writer, and ..... (b) ..... I began to write, at about the age of seven, stories ..... (c) ..... pencil with crayon illustrations ..... (d) ..... my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading.

(an, when, in, that, a)

## Completion of Dialogue

### 28. Complete the conversation suitably.

Adichie : You make wonderful baskets, ..... (a) ..... ?

Fide: Yes. I have a collection at home.

Adichi: ..... (b) ..... ?

Fide: My mother helps me.

Adichie: Can I visit your place to see those baskets?

Fide: Yes, of course. If you visit us, ..... (c) .....

Adichie: The more I know about you ..... (d) .....

Fide: Thank you.

Adichie: Why don't you sell the baskets? You had better ..... (e) .....

Fide: It seems like a good idea.

## UNIT 3 – Answer Key

1. The doctor had set up medical practice in a working class district of London.
2. A loud banging on the door awakened the narrator.
3. It was a foggy November night.
4. Cape
5. The sergeant said abruptly that there was a suicide case.
6. The priest was weary night and day carrying out his priestly obligations.
7. It is called moth-hour because moths appear at that time of a day.
8. I have no rest, nor joy, nor peace,  
For people die and die;
9. The priest begged for God’s forgiveness because he regretted complaining.
10. day – lay

### 11. **Appreciation – Grading Indicators**

- Introduces the poet
- Expresses the theme
- Paraphrases the lines of the poem
- Uses appropriate language and style
- Mentions the poetic devices with examples
- Expresses personal opinion

### 12. **Narrative – Grading Indicators**

- Gives a suitable title.

- Sequences the events properly.
- Expresses the theme/message properly.
- Uses suitable vocabulary and sentence varieties.
- Uses figurative language.
- Provides a proper beginning and ending

### **13. Speech – Grading Indicators**

- Introduces the topic well.
- Makes a good salutation
- Divides the topic into component ideas logically and appropriately.
- Develops the topic with a variety of supporting materials.
- Presents the speaker’s own views.
- Organises ideas closely related to the theme.
- Concludes the speech effectively

### **14. Review - Grading Indicators**

- Gives a suitable title.
- Identifies the theme.
- Interprets different shades of meaning in the text.
- Analyses the character well.
- Identifies images, symbols, catchy expressions etc.
- Writes personal observations and views.
- Organises ideas.
- Uses well-formed sentences and appropriate language

### **15. Write –up - Grading Indicators**

- Gives a suitable title.
- Begins with a striking idea.
- Presents ideas using specific and clear language.
- Organises ideas in a sequential manner.
- Uses a variety of sentences.
- Uses language that shows the writer’s command over the language.
- Gives an appropriate conclusion

### **16. News report – Grading Indicators**

- **Headline:** Short and catchy.
- **Lead paragraph:** Factual details like time, place, major events included.
- **Organisation:** Main points are clearly stated and explained.
- **Content:** Evidences are clearly and logically presented.
- **Language used:** Suitable for reporting

### **17. Letter - Grading Indicators**

- Relevant to the context
- Uses language suitable for a formal/informal letter.
- Uses proper salutation and farewell phrases.
- Conveys the message.
- Uses well-formed sentences.
- Links the ideas properly

### **18. Questionnaire - Grading Indicators**

- Relevant to the context
- Uses variety of questions
- Language and style

### **19. Paragraph - Grading Indicators**

- Begins with a striking idea.
- Ideas are presented using specific and clear language.
- Ideas are organised in a suitable form.
- Uses a variety of sentences.
- Uses language that shows the writer's command over the topic.
- Gives an appropriate conclusion

### **20. Diary/ Thoughts – Grading Indicators**

- Relates the content to the context.
- Uses appropriate language.
- Uses first person narrative.
- Expresses personal feelings/emotions.

**21.** Same as Q. No. 20

### **22. Notice - Grading Indicators**

- Gives details about the programme.
- Uses proper salutation.
- Mentions the date, time and venue of the programme.
- Uses appropriate layout and format.
- Uses clear and brief language.
- Specifies the agency/authority that issues the notice

### **23. Conversation - Grading Indicators**

- Identifies the relationship between the people engaged in the conversation.
- Uses apt initiation.

- Focuses the conversation on the assigned context.
- Uses a variety of sentence patterns and expressions.
- Uses informal expressions (interjection, contracted forms).
- Ends creating a feeling of completion.
- Maintains a good flow

24. (a) Roommate asked Adichie whether she could sing a tribal song for her.  
(b) Adichie replied negatively and added that she was sorry.

25. (a) were  
(b) to have had  
(c) successful  
(d) But

26. (a) called at  
(b) went on  
(c) paid off  
(d) give in

27. (a) an  
(b) when  
(c) in  
(d) that

28. (a) don't you?  
(b) Who helps you?  
(c) I will show you many more.  
(d) the more I am impressed.  
(e) sell them and get money.

## UNIT 4

### FLIGHTS OF FANCY

#### Comprehension - Textual Passage

**Read the following passage from the story, ‘The Scholarship Jacket’ and answer the questions that follow.**

In May, close to graduation, spring fever had struck as usual with a vengeance. No one paid any attention in class; instead we stared out of the windows and at each other wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere. I was called ‘beanpole’ and ‘string bean’ and I knew that’s what I looked like. That really wasn’t much for a fourteen-year-old to work with, I thought, as I absentmindedly wandered from my history class to the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E shorts were still in a bag under my desk where I’d forgotten them.

1. Why didn’t the students pay attention in the class?
2. Why did the narrator feel despaired?
3. What was the narrator called by others?
4. Why was the narrator called a ‘string bean’?
5. Pick out the word from the passage which means ‘to lose hope’.

#### Comprehension Textual Poem

**Read the lines taken from the poem, ‘Poetry’ and answer the questions that follow.**

And it was at that age.....Poetry arrived  
in search of me.

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

6. 'Poetry arrived in search of me' is an example for .....
7. What happened to the poet when poetry arrived?
8. Bring out the contrast between winter and the river.
9. 'I was without a face', What does this line imply?

### **Appreciation**

10. Read the following lines from the poem, 'Poetry', and write an **appreciation** focusing on the theme, imagery and other poetic devices.

And it was at that age ... Poetry arrived  
in search of me. I don't know, I don't know where  
it came from, from winter or a river.  
I don't know how or when,  
no they were not voices, they were not  
words, nor silence,



but from a street I was **summoned**,  
from the branches of night,  
**abruptly** from the others,  
among violent fires  
or returning alone,  
there I was without a face  
and it touched me.

### **DISCOURSES - 7 Marks**

11. Martha was glad to be honoured with the scholarship jacket by the school authorities. Imagine she delivers her valedictory speech receiving the award formally. Attempt the likely **speech**.
12. Martha faces a lot of issues before receiving the scholarship jacket. Imagine she narrates her bitter experiences to her sister Rosie. Attempt the likely **narrative**.
13. The Never Never Nest is a wonderful one-act-play that depicts the tendency of the present generation to live a life of luxuries trying to realise their fantasies. In the light of the above reading prepare a **review** of the one-act-play, The Never Never Nest.
14. Aunt Jane was extremely unhappy after knowing the kind of lifestyle Jack and Jill were leading. Imagine she narrates the way Jack and Jill lived to her husband. Attempt the likely **narrative**.

### **DISCOURSES - 6 Marks**

15. Martha was very happy to receive the scholarship jacket finally after the Principal stood in her favour. Imagine she shares her experience of going through the turmoil with one of her friends through a letter. Attempt the likely **letter**.

16. Prepare a short **profile** of **Marta Salinas** using the hints given below.

Born: 1949, Los Angeles, USA

Spouse : Elliott Rodriguez

Education : University of California, Los Angeles

Profession : Journalist, News Anchor, Author

Award : News and Documentary Economy Award for outstanding Instant  
Coverage of a News story (1999, 2014, 2015)

17. Martha was not ready to give up her hopes even after the Principal told her that there was a change in the policy regarding the scholarship jacket. Prepare a **character sketch** of Martha.

18. Jill was extremely pleased to pay the hospital bill with the help of the cheque given by Aunt Jane. Imagine she writes a letter expressing her gratitude to her. Write the likely **letter**.

### **DISCOURSES - 5 Marks**

19. Jack was very happy to know that Aunt Jane had presented them a cheque before leaving. Imagine he writes down his thoughts in the form of a diary. Write the likely **diary**.

20. The English club of your school has decided to stage the one act play, 'The Never Never Nest'. Being the convener of the club you are asked to prepare a notice. Attempt the likely **notice**.

21. After receiving the jacket Martha meets her friend Juliet on her way back home. Prepare the likely **conversation** between them.

22. Imagine Martha meets Mr. Schmidt after the Principal informs her that she was going to get the scholarship jacket. Prepare the likely **conversation** between Mr. Schmidt and Martha.
23. Hard work always pays well irrespective of hardships. Do you agree with the above statement? Write a **paragraph** based on the challenges faced by Martha in achieving the coveted scholarship jacket.

**Language Elements**

**Reported Speech**

**24. Report the following dialogue.**

Schmidt : Why did they change the policy this year?

Boone : The management changed the policy under pressure.

- (a) Schmidt asked .....
- (b) Boone said .....

**Editing**

**25. There are certain errors in the passage given below. They are underlined. Edit them.**

The principal (a) mutters something I couldn't understand under his breath and walked (b) over the to window. He stood looking at something outside. (c) he looked bigger than usual when he stood up; he was a tall, (d) quant man with gray hair, and I watched the back of his head while I waited for him to speak.

**Phrasal Verbs**

**26. Read the following passage and use the phrasal verbs given in brackets to fill in the blanks.**

Aunt Jane .....(a).....Jack and Jill to see them at their new house. She was surprised to know that most of their belongings had been bought on

instalments. She .....(b)..... her suggestions to them. But none seemed favourable. Finally unable to .....(c).....them she .....(d).....to leave the place on her own.

(put across, call on, put up with, make up one's mind, call at)

### Cloze

#### **27. Fill in the blanks using suitable words from the brackets.**

His face looked as happy and innocent as a baby's, .....(a).....I knew better. Without answering I gave him .....(b)..... quick hug and ran to the bus. I cried .....(c)... the walk home again, but this time because I was so happy. I couldn't wait to tell Grandpa and ran straight to .....(d).... field.

(a, on, but, the, an)

### Completion of Dialogue

#### **28. Complete the conversation suitably.**

Martha: Did you call me, Sir?

Principal: Yes, Martha. I want to tell you something very important.

Martha: .....(a).....?

Principal: There is a change in policy this year. You will have to pay fifteen dollars.

Martha:.....(b).....?

Principal: Yes.

Martha : If I don't pay,.....(c).....?

Principal: Yes, it will go to the next one in the line. You had better .....(d).....

Martha: Ok. I will ask my grandfather.

Principal: Then, let us talk about it later, .....(e).....?

Martha: Ok Sir.

## **UNIT 4 – Answer Key**

1. The students did not pay attention in the class because spring fever had struck as usual with a vengeance.
2. The narrator felt despaired because she was pencil thin without a curve anywhere.
3. The narrator was called a beanpole or string bean.
4. The narrator was called string bean because she was pencil thin.
5. Despair
6. Personification
7. The poet was blessed with creativity.
8. Winter is static or frozen and rivers are flowing or dynamic.
9. The poet didn't have an identity.

### **10. Appreciation – Grading Indicators**

- Introduces the poet
- Expresses the theme
- Paraphrases the lines of the poem
- Uses appropriate language and style
- Mentions the poetic devices with examples
- Expresses personal opinion

### **11. Speech – Grading Indicators**

- Introduces the topic well.
- Makes a good salutation

- Divides the topic into component ideas logically and appropriately.
- Develops the topic with a variety of supporting materials.
- Presents the speaker's own views.
- Organises ideas closely related to the theme.
- Concludes the speech effectively

## **12. Narrative – Grading Indicators**

- Gives a suitable title.
- Sequences the events properly.
- Expresses the theme/message properly.
- Uses suitable vocabulary and sentence varieties.
- Uses figurative language.
- Provides a proper beginning and ending

## **13. Review - Grading Indicators**

- Gives a suitable title.
- Identifies the theme.
- Interprets different shades of meaning in the text.
- Analyses the character well.
- Identifies images, symbols, catchy expressions etc.
- Writes personal observations and views.
- Organises ideas.
- Uses well-formed sentences and appropriate language

**14.** Same as Q. No. 12

### **15. Letter - Grading Indicators**

- Relevant to the context
- Uses language suitable for a formal/informal letter.
- Uses proper salutation and farewell phrases.
- Conveys the message.
- Uses well-formed sentences.
- Links the ideas properly

### **16. Profile - Grading Indicators**

- Gives an appropriate title.
- Writes an effective introduction and conclusion.
- Organises important details.
- Uses appropriate descriptive vocabulary.
- Uses proper linkers for connecting the ideas.
- Uses precise and concise language

### **17. Character sketch - Grading Indicators**

- Describes the character's personality.
- Describes the character's physique/appearance.
- Uses a variety of words and expressions.
- Includes examples of how the character is developed throughout the story.
- Sequences the ideas well

### **18. Same as Q. no. 15**

### **19. Diary – Grading Indicators**

- Relates the content to the context.
- Uses appropriate language.

- Uses first person narrative.
- Expresses personal feelings/emotions.

## **20. Notice - Grading Indicators**

- Gives details about the programme.
- Uses proper salutation.
- Mentions the date, time and venue of the programme.
- Uses appropriate layout and format.
- Uses clear and brief language.
- Specifies the agency/authority that issues the notice

## **21. Conversation - Grading Indicators**

- Identifies the relationship between the people engaged in the conversation.
- Uses apt initiation.
- Focuses the conversation on the assigned context.
- Uses a variety of sentence patterns and expressions.
- Uses informal expressions (interjection, contracted forms).
- Ends creating a feeling of completion.
- Maintains a good flow

**22.** Same as Q. no. 21

## **23. Paragraph - Grading Indicators**

- Begins with a striking idea.
- Ideas are presented using specific and clear language.
- Ideas are organised in a suitable form.



- Uses a variety of sentences.
  - Uses language that shows the writer's command over the topic.
  - Gives an appropriate conclusion
24. (a) Schmidt asked Boone why they had changed the policy that year.  
(b) Boone replied that the management had changed the policy under pressure.
25. (a) muttered  
(b) over to the  
(c) He  
(d) gaunt
26. (a) called on  
(b) put across  
(c) put up with  
(d) made up her mind
27. (a) but  
(b) a  
(c) on  
(d) the
28. (a) What is it Sir?  
(b) Is it necessary?  
(c) will it go to the next person?  
(d) ask your grandfather.  
(e) shall we?

## UNIT 5

### RAY OF HOPE

#### Comprehension - Textual Passage

Read the following passage and answer the questions given below.

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

1. What would Grandad be doing at the gate?
2. Where does the Grandad fasten his rattle?
3. What does the Grandad offer the women?
4. Which word in the passage means, 'to walk stiffly and noisily'?
5. How did the women react as a result of having a pinch of snuff?

#### Comprehension - Textual Poem

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

But all the time

I'se been a-climbin' on,

And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.

So, boy, don't you turn back.  
Don't you set down on the steps.  
'Cause you finds it's kinder hard.  
Don't you fall now-  
For I'se still goin', honey,  
I'se still climbin',  
And life for me ain't been no crystal stair.

6. What is the mother's advice to her son?
7. What is the poetic device used in the line 'don't you set down on the steps'?
8. What does the word 'dark' stand for?
9. Pick out an expression from the poem that suggests sudden changes in life.

### **Appreciation**

10. Read the following lines from "Mother to Son" and attempt an **appreciation** focusing on the theme, imagery and other poetic devices.

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 torn up,  
And places with no carpet on the floor—  
Bare.

But all the time  
I've been a-climbin' on,  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.

### **DISCOURSES - 7 Marks**

11. Vanka was a victim of atrocities inflicted by his employers and wasn't able to cope up with it. Imagine he narrates his sufferings to one of his friends. Attempt the likely **narrative**.
  
12. Nikanta in the story 'The Castaway' was happy with Kiran and her family. But he was heartbroken when Kiran left him behind as she went back to Chandernagore. Imagine Nilkanta shares his feelings with one of his friends. Prepare the likely **narrative**.
  
13. The story 'Vanka' revolves around writing a letter. The story ends when the letter is dropped in the letter box. Prepare a **review** of the story focusing the theme, characters and style of presentation.
  
14. Vanka is a victim of child labour. He was denied his rights as a child. Imagine that you have to deliver speech on Children's Day in the school assembly about child labour and Child Rights. Prepare the likely **speech** based on your reading of the story Vanka.

### **DISCOURSES - 6 Marks**

15. Konstantin Makarich, Vanka's Grandfather, is one of the important characters in the story Vanka written by Anton Chekov. Based on the reading of the story, prepare the character **sketch** of the grandfather.

16. A news reporter comes to know about the sufferings of Vanka, the victim of child labour. Imagine he reports it as a news in one of the local dailies. Write the likely **news report**.

17. Prepare a short **profile** of Rabindranath Tagore using the hints given below.

Birth : 7 May 1861

Place of Birth : Calcutta

Famous as : Writer, Song Composer, Playwright, Essayist, Painter

Language : Bengali, English

Notable Works : Gitanjali, Gora, Jana gana mana

Notable Awards : Nobel Prize in Literature (1913)

Spouse : Mrinalini Devi

Died : 7 August 1941

18. Imagine Vanka is rescued by a team working for the benefit of children who have been a victim of child labour. Frame **six questions** to interview Vanka on behalf of the rescue team.

19. Nilkanta felt really ashamed when he knew that Kiran had found the inkstand in his box. So he ran away. Imagine he writes a letter to Kiran asking her to forgive her. Write the likely **letter**.

### **DISCOURSES - 5 Marks**

20. Vanka was extremely sad living the life of an orphan in Moscow under his master Alyakhin. Imagine he compiles his sad feelings on a paper. Write the likely **thoughts**.

21. The English Club of your school decides to conduct a seminar on the topic 'Rights of Children' in connection with the World Day against Child Labour. Prepare a **notice** to be circulated among the students for the same with the details of the programme.

22. Sathish's inkstand goes missing in the story, The Castaway and he believes that Nilkanta might have taken it. Attempt the heated **conversation** between them.
23. Kiran didn't want Sharat to search Nilkanta's box to know more about him. What were Kiran's feelings then? Imagine she recollects her feelings as her diary entry. Attempt the likely **diary**.
24. Nilkanta was a homeless boy who was provided shelter by a kind and generous lady, Kiran but he had to leave the house eventually. Write a **paragraph** on the plight of orphans or homeless based on the reading of the story, The Castaway.

### Language Elements

#### Reported Speech

25. Report the following dialogue
- (a) Nilakanta: Will I get a place to live here?
- (b) Kiran: Yes. You can live here as long as you wish.

#### Editing

26. **There are certain errors in the passage given below. They are underlined. Edit them.**

Vanka (a) give a sharp sigh and once more gazed at the windowpane. He remembered his grandfather (a) going get to a Christmas tree for the gentry, and taking his grandson with him. Oh, what happy times those had been (c) ? Grandfather would give a (d) chuckle, and the frost-bound wood chuckled, and Vanka, following their example, chuckled, too.

## Phrasal Verbs

**27. Read the following passage and use the phrasal verbs given in brackets to fill in the blanks.**

Nilkanta wanted to .....(a)..... his feelings but was reluctant. In fact, he was afraid to .....(b)..... his thoughts and tell everything to Kiran. Actually, the presence of Satish was disturbing him. Although Kiran asked him many times, he .....(c)..... all her requests. He just wanted to .....(d)..... the matter but was not being able to do it.

(turn down, put forward, get over, put across, turn up)

## Cloze

**28. Fill in the blanks using suitable words from the brackets**

The day before they were about .....(a)... depart, the inkstand was missing. Satish was furious and pounced ... (b)..... the boy shouting, “You have stolen my inkstand, you thief!” Nilkanta wobbled towards ... (c).... wall with ... (d)... swollen heart and head.

(for, to, a, the, upon)

## Completion of Dialogue

**29. Complete the conversation suitably.**

Sharat: You have stolen the inkstand, .....(a).....?

Nilkanta: No. I didn't steal it.

Sharat: I doubt.

Nilkanta: .....(b).....?

Sharat: No. But your mannerisms are a proof of your character.

Nilkanta: .....(c).....?

Sharat: Your friend told me about you.

Nilkanta: I don't believe it. My friend will never tell me that.

Sharat: You had better .....(d).....

Nilkanta: I don't need to ask anybody.

Sharat: If you didn't stop all this .....(e).....

Nilkanta: I don't care. I haven't done anything wrong.



## **UNIT 5 – Answer Key**

1. Grandad would be standing at the gate screwing his eyes to look at the bright red light coming from the church windows or stumping about in his felt boots, fooling with the servants.
2. Grandad fastens his rattle to his belt.
3. Grandad offers snuff to the women
4. stump
5. The women would take a pinch and sneeze.
6. The mother's advice to her son is to face the challenges of life.
7. Alliteration
8. Dark stands for challenges of life
9. turnin' corners

### **10. Appreciation – Grading Indicators**

- Introduces the poet
- Expresses the theme
- Paraphrases the lines of the poem
- Uses appropriate language and style
- Mentions the poetic devices with examples
- Expresses personal opinion

### **11. Narrative – Grading Indicators**

- Gives a suitable title.
- Sequences the events properly.

- Expresses the theme/message properly.
- Uses suitable vocabulary and sentence varieties.
- Uses figurative language.
- Provides a proper beginning and ending

12. Same as Q. No. 11

### **13. Review - Grading Indicators**

- Gives a suitable title.
- Identifies the theme.
- Interprets different shades of meaning in the text.
- Analyses the character well.
- Identifies images, symbols, catchy expressions etc.
- Writes personal observations and views.
- Organises ideas.
- Uses well-formed sentences and appropriate language

### **14. Speech – Grading Indicators**

- Introduces the topic well.
- Makes a good salutation
- Divides the topic into component ideas logically and appropriately.
- Develops the topic with a variety of supporting materials.
- Presents the speaker's own views.
- Organises ideas closely related to the theme.
- Concludes the speech effectively

### **15. Character sketch - Grading Indicators**

- Describes the character's personality.
- Describes the character's physique/appearance.
- Uses a variety of words and expressions.
- Includes examples of how the character is developed throughout the story.
- Sequences the ideas well

### **16. News report – Grading Indicators**

- **Headline:** Short and catchy.
- **Lead paragraph:** Factual details like time, place, major events included.
- **Organisation:** Main points are clearly stated and explained.
- **Content:** Evidences are clearly and logically presented.
- **Language used:** Suitable for reporting

### **17. Profile - Grading Indicators**

- Gives an appropriate title.
- Writes an effective introduction and conclusion.
- Organises important details.
- Uses appropriate descriptive vocabulary.
- Uses proper linkers for connecting the ideas.
- Uses precise and concise language

### **18. Questionnaire - Grading Indicators**

- Relevant to the context
- Uses variety of questions
- Language and style

### **19. Letter - Grading Indicators**

- Relevant to the context
- Uses language suitable for a formal/informal letter.
- Uses proper salutation and farewell phrases.
- Conveys the message.
- Uses well-formed sentences.
- Links the ideas properly

### **20. Diary/Thoughts – Grading Indicators**

- Relates the content to the context.
- Uses appropriate language.
- Uses first person narrative.
- Expresses personal feelings/emotions.

### **21. Notice - Grading Indicators**

- Gives details about the programme.
- Uses proper salutation.
- Mentions the date, time and venue of the programme.
- Uses appropriate layout and format.
- Uses clear and brief language.
- Specifies the agency/authority that issues the notice

### **22. Conversation - Grading Indicators**

- Identifies the relationship between the people engaged in the conversation.
- Uses apt initiation.
- Focuses the conversation on the assigned context.
- Uses a variety of sentence patterns and expressions.

- Uses informal expressions (interjection, contracted forms).
- Ends creating a feeling of completion.
- Maintains a good flow

23. Same as Q. No. 20

**24. Paragraph - Grading Indicators**

- Begins with a striking idea.
- Ideas are presented using specific and clear language.
- Ideas are organised in a suitable form.
- Uses a variety of sentences.
- Uses language that shows the writer's command over the topic.
- Gives an appropriate conclusion

25. (a) Nilkanta asked Kiran whether he would get a place to live there.

(b) Kiran replied positively and added that he could live there as long as he wished.

26. (a) gave

(b) going to get

(c) !

(d) chuckle

27. (a) put across

(b) put forward

(c) turned down

(d) get over

28. (a) to  
(b) upon  
(c) the  
(d)a

29. (a) haven't you?  
(b) Did you see me stealing it?  
(c) Who told you about me?  
(d) ask him.  
(e) I would file a complaint.

## Comprehension - Unseen Passages

### **1. Read the passage given below and answer the questions that follow**

The great advantage of early rising is the good start it gives in our day's work. The early riser has done a large amount of hard work before other men get out of bed. In the early morning the mind is fresh and there are few sounds and distractions so that work done at that time is generally well done. In many cases, the early riser also finds time to take some exercise in the fresh morning air and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early he knows that he has plenty of time to thoroughly do all the work he can be expected to do and is tempted to hurry over any part of it. He gets to sleep several hours before midnight, at the time when sleep is most refreshing and after a night's sound rest, early next morning he is in good health and spirits for the labours of a new day.

- (a) What advantage does an early riser have over others?
- (b) Why is it said that the work done in the early morning is well done?
- (c) Why does one take exercise in the morning and begin one's work so early?
- (d) What are the uses of going to sleep long before mid-night?
- (e) Give a suitable title to the passage.

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

Sophia is a social humanoid robot developed by Hong Kong based company Hanson Robotics. She was activated on February 14, 2016. The robot, modelled after actress Audrey Hepburn, is known for human - like appearance and behaviour

compared to previous robotic variants. According to the manufacturer, David Hanson, Sophia uses artificial intelligence visual data processing and Sophia imitates facial recognition, human gestures and facial expressions and is able to answer certain questions and to make simple conversations on predefined topics.(e.g. on the weather.) Sophia uses voice recognition (speech - to text) technology from Alphabet Inc. Parent company of Google) and is designed to get smarter over time. Sophia’s intelligence software is designed by Hanson Robotics. The AI programme analyses conversations and extracts data that allows it to improve response in the future. Hanson designed Sophia to be a suitable companion for the elderly at nursing homes or to help the crowd at large events or parks. Sophia has nine robot humanoid “siblings” who were also created by Hanson Robotics. Fellow Hanson robots are Alice. Albert Einstein, Hobo, BINA 48, Han Jules, Professor Einstein, Philip. K. Dick, Android, Zeno and Joey Chaos.

- (a) Who is Sophia?
- (b) What is Sophia known for?
- (c) How does Sophia resemble human beings?
- (d) What was the intention of Hanson when he designed Sophia?

**3. Read the passage given below and answer the questions that follow.**

The world appears to be gloomy in the absence of true friends. Man, by nature, is a social animal. A man, who lives alone, is either an angel or a beast. Therefore, the need for a true and honest friend is always important for man. True friends, no doubt, are rare in this world. A friend is the elixir of life and panacea for many ills. A friend is very useful in times of adversity. But there are many people in this world who are fair weather friends. When one’s purse jingles with money, they flock around him; otherwise, run away. I would always like to have friends who possess qualities of both the head and heart. Do you have any such friends?

- (a) When does the world appear to be gloomy?
- (b) Why does a true friend become important?



- (c) What does the phrase ‘fair weather friends’ mean?
- (d) Why should a friend possess the qualities of the ‘head and the heart’

**4. Read the passage given below and answer the questions that follow.**

Sarah was hoping to get the lead role in the upcoming school play. Last year she played the role of Dharma in the school’s production of ‘My Favourite Day’. The audience loved her performance. She received a huge round of applause at the end of every performance.

This year the school will be putting on a production called ‘My Crazy week’. Sarah began to practise her lines three times a day for four weeks before auditions. The week before the audition she began to practise with two friends. Sarah practised the part of Jane, Mike practised the part of James and Amanda practised the part of Teresa.

When the auditions started Sarah did an excellent job! Her outstanding performance won her the role of Jane. As soon as she learned that she won the part, she ran home to practise for opening night.

- (a) What is the name of the play in which Sarah acted as Dharma?
- (b) How long did Sarah practise her lines?
- (c) What aspect of Sarah’s character is being revealed in the passage?
- (d) What did she do as soon as she knew that she had won the part?

## Information Transfer/ Interpretation of Data

A. Look at the following table showing the arrival time of different trains at the respective stations and answer the questions that follow.

Name of the Train	Timings at Stations		
	Kasaragod	Kannur	Kozhikode
Maveli Express (Daily)	19.35	21.20	23.45
Chennai Mail (Daily)	12.20	14.00	17.10
Mangala Express(alternate days)	21.15	22.25	01.15
Okha Express (weekly)	12.50	14.35	17.42

1. Which train would you prefer to go to the capital of Tamil Nadu?
2. What is the arrival time of Mangala Express at Kozhikode?
3. Which is the train that commutes only once in a week?
4. Which train arrives in Kannur at 21.20 hrs?
5. Which train is scheduled once every two days?

B. Read the table given below and answer the questions that follow.

Name of the painting	Painter	Country	Inspired by
Mona Lisa	Leonardo da Vinci	Italy	Unknown
Starry Night	Vincent van Gogh	Netherland	Personal experience
The Persistence Of Memory	Salvador Dali	Spain	Albert Einstein's theory of relativity
Guernica	Pablo Picasso	Spain	Spanish Civil War
Scream	Edward Munch	Norway	Personal experience

1. Who painted the painting, The Persistence Of Memory?
2. What is the name of Picasso's painting mentioned here?
3. What is the nationality of Salvador Dali?
4. What inspired Picasso to paint Guernica?
5. Name the painting made by a Dutch painter.

## Comprehension - Unseen Passage – Answers

1.

- (a) An early riser gets an early start and does a lot of hard work before others are out of bed.
- (b) The work done in the early morning is said to be well done since the mind is fresh and there are few sounds and distractions.
- (c) Taking exercise early in the morning keeps one energetic to work till evening and an early start gives one enough time to do all work thoroughly.
- (d) One feels refreshed by going to sleep before midnight and rises in good health the next morning.
- (e) Advantages of Early Rising.

2. (a) Sophia is a social humanoid robot

(b) Sophia is known for human-like appearance and behaviour compared to previous robotics.

(c) Sophia imitates facial recognition, human gestures and facial expression and is able to answer certain questions.

(d) Hanson designed Sophia to be a suitable companion for the elderly at nursing homes or to help a crowd at large events or parks.

3. (a) The world appears to be gloomy in the absence of a true friend.  
(b) A man, who lives alone, is either an angel or a beast and needs to be loved, advised or controlled.  
(c) A friend who cannot be relied upon /not a good friend / any sensible answer.  
(d) A friend should possess the qualities of wisdom and empathy to guide a person.
4.  
(a) My favourite day.  
(b) Three times a day for four weeks  
(c) Her dedication and love towards art.  
(d) She ran home to practise for opening night.

### **Interpretation of Data/ Information Transfer - Answers**

A.

1. Chennai Mail
2. 22.25 hrs
3. Okha Express
4. Maveli Express
5. Mangala Express

B.

1. Salvador Dali
2. Guernica
3. Spanish
4. Spanish Civil War
5. Starry Night

## Reported Speech

**Report the following dialogues.**

### Unit 1

1. Boy : How old is the banyan tree?  
Grandfather : The tree is as old as the town of Dehra.
2. Grandmother : Is the squirrel afraid of you?  
Boy : He is familiar enough to take food from my hands.
3. Boy : Why don't you try taming the mongoose?  
Grandfather : Wild mongoose is more useful than a domesticated one.
4. Boy : Did you get this squirrel from the neighbouring house?  
Grandfather : No. I bought it from the bazaar.
5. Homeopath : Has a snake ever coiled round any part of your body?  
Friend : I have never experienced it.

### **Answer**

1. The boy asked the grandfather how old the banyan tree was.  
The grandfather replied that the tree was as old as the town of Dehra.
2. The grandfather asked the boy if the squirrel was afraid of him.  
The boy replied that he was familiar enough to take food from his hand.

3. The boy asked the grandfather why he didn't try taming the mongoose.

The grandfather replied that wild mongoose was more useful than a domesticated one.

4. The boy asked the grandfather if he had got that squirrel from the neighbouring house.

The grandfather replied negatively and said that he had bought it from the bazaar.

5. The homeopath asked the friend if a snake had ever coiled around any part of his body.

The friend replied that he had never experienced it.

## **Unit 2**

1. Manager : How long do you need the tiger?

Ray : We need it for a couple of hours.

2. Ray : Do you think that it's easy to set the animal free in the bamboo grove?

Thorat : I'm not sure because I have never let him out of his cage on his own.

3. Junk collector : Shall I take these junks from here?

Akbar : You can take it for sure.

4. Zahra : How can I go to school tomorrow without shoes?

Ali : You can wear my sneakers.

5. Ray : Why did you bring these two tigers?

Thorat : I brought two to be on the safer side.

## **Answer**

1. The manager asked Ray how long he needed the tiger.

Ray replied that they needed it for a couple of hours.

2. Ray asked Thorat if he thought that it was easy to set the animal free in the bamboo grove.

Thorat replied that he was not sure because he had never let him out of his cage on his own.

3. The junk collector asked Akbar if he could take those junks from there.

Akbar replied that he could take it for sure.

4. Zahra asked Ali how she could go to school the next day without shoes.

Ali replied that she could wear his sneakers.

5. Ray asked Thorat why he had brought those two tigers.

Thorat replied that he had brought two to be on the safer side.

## **Unit 3**

1. Cronin : What were you doing in America?

John : We were making a tour of the New England states.

2. Cronin : Was it your first visit to America?

John : Yes. It was our first trip to America.

3. Cronin : How did you reach London?

John : My uncle brought me here.



4. Roommate : How do you speak English so well?  
 Adichie : English is the official language in Nigeria.
5. Interviewer : Did you have an unhappy childhood?  
 Adichie : No. I lived in a close – knit family.

### **Answer**

1. Cronin asked John what they had been doing in America.  
 John replied that they had been making a tour of the New England states.
2. Cronin asked John if it had been their first visit to America.  
 John replied positively and told that it had been their first trip.
3. Cronin asked John how he had reached London. John replied that his uncle had brought him there.
4. The roommate asked Adichie how she spoke English so well.  
 Adichie replied that English was the official language in Nigeria.
5. The interviewer asked Adichie whether she had an unhappy childhood.  
 Adichie replied negatively and told that she had lived in a close – knit family.

### **Unit 4**

1. Martha : How can they change the policy this year?  
 Mr. Schmidt : They can do it if the management approves.
2. Mr. Schmidt : Who will get the scholarship jacket in case it's not given to Martha?  
 Mr. Boone : It will be given to Joann.

3. Jill : What do you think of our little nest, Aunt Jane?  
Aunt Jane : I think it's really wonderful.
4. Jack : What have you done with the cheque?  
Jill : I have sent it off to the doctor.
5. Jack : Shall I drive you to the station?  
Aunt Jane : No. I'll take the bus.

### **Answer**

1. Martha asked Mr Schmidt how they could change the policy that year.  
Mr. Schmidt replied that they could do it if the management approved.
2. Mr. Schmidt asked Mr. Boone who would get the scholarship jacket in case it was not given to Martha.  
Mr. Boone replied that it would be given to Joann.
3. Jill asked Aunt Jane what she thought of their little nest.  
Aunt Jane replied that she thought it was really wonderful.
4. Jack asked Jill what she had done with the cheque.  
Jill replied that she had sent it off to the doctor.
5. Jack asked Aunt Jane whether he should drive her to the station.  
Aunt Jane replied negatively and added that she would take a bus.

## **Unit 5**

1. Alyakhin : Why did you sleep while rocking the baby?  
Vanka : I fell asleep unknowingly.
2. Senior Apprentice : Where are the cucumbers that I asked you to bring?  
Vanka : They are with the master now.
3. Olga : Didn't you go to bring the fir-tree with your Grandpa?  
Vanka : Yes. I went to bring it.
4. Sharat : How shall we help this homeless boy?  
Kiran : We will give him a space over here.
5. Satish : Have you stolen my inkstand?  
Nilkanta : I haven't stolen anything from here.

## **Answer**

1. Alyakhin asked Vanka why he had slept while rocking the baby.  
Vanka replied that he had fallen asleep unknowingly.
2. Senior apprentice asked Vanka where the cucumbers were that he had asked him to bring.  
Vanka replied that they were with the master then.
3. Olga asked Vanka whether he had gone to bring the fir-tree with his Grandpa.  
Vanka replied positively and added that he had gone to bring it.

4. Sharat asked Kiran how they should help that homeless boy.  
Kiran said that they would give him a space over there.
5. Satish asked Nilkanta whether he had stolen his inkstand.  
Nilkanta replied that he hadn't stolen anything from there.

### Sentence Analysis

**A. Read the following sentences and identify the Noun Phrase in subject position.**

1. Grandfather and his friends were happy to know that the boy lived close to the nature.
2. The homeopath didn't move from his place.
3. Ray and his team contacted the Bharat Circus for a tiger.
4. Ali's family tried hard to make ends meet with their resources.
5. The maladjusted and delinquent youth were rescued by John's organisation.
6. The American room-mate had a single story of Africa.
7. Martha's teachers had a heated discussion in the classroom.
8. The burden of equated monthly instalments had made Aunt Jane feel tensed.
9. The senior apprentices along with Vanka had to face a lot of difficulties.
10. The homeless boy from Chandernagore who had been caught in the storm swam to safety.

## **Answer**

1. Grandfather and his friends
2. The homeopath
3. Ray and his team
4. Ali's family
5. The maladjusted and delinquent youth
6. The American room-mate
7. Martha's teachers
8. The burden of equated monthly instalments
9. The senior apprentices along with Vanka
10. The homeless boy from Chandernagore who had been caught in the storm

### **B. Identify the Verb phrase in the following sentences.**

1. The banyan tree was one of the noisiest places in the city of Dehra during the fig season.
2. The villagers who had turned up listened attentively to the doctor's narration.
3. The mob at Boral dissolved as if by magic.
4. The junk collector who was drawing a cart arrived at the vegetable shop.
5. The sergeant, the landlady and the doctor helped the young man in their own ways.
6. Adichie was an early reader.
7. Martha, who wanted to get the scholarship jacket couldn't understand the reason behind the change in policy.
8. Jack and Jill had moved into their new apartment.

9. The maids were offered the snuff by the Grandad.
10. Satish and Kiran used to spend a lot of time together.

### **Answer**

1. was one of the noisiest place in the city of Dehra during the fig season
2. listened attentively to the doctor's narration
3. dissolved as if by magic
4. arrived at the vegetable shop
5. helped the young man in their own ways
6. was an early reader
7. couldn't understand the reason behind the change in policy
8. had moved into their new apartment
9. were offered the snuff by the Grandad
10. used to spend a lot of time together

## **Sample Answers**

### **Appreciation (Unit 3 Q. No. 11)**

#### **The Ballad of Father Gilligan - An Appreciation.**

The Ballad of Father Gilligan by W.B. Yeats is a touching narrative that illustrates God's everlasting benevolence and how he intervenes in the life of an affirmation of a loving and kind God who showers his blessings on all his creations.

Father Gilligan was tired carrying out his priestly obligations. Since his parishioners were dying due to an epidemic. One day he fell asleep in prayer leaning on the chair and he could not attend one sick man's last moments. Realizing that he failed to do his duty, the next day morning in great grief, he rode on his horse to the man's house. His wife told the priest that her husband had already died and asked why he came again. From her question he understood that in his absence, God has sent an angel to do his duties. He knelt and cried in repentance and thanked God for his mercy. The poet presents in the poem a powerful but merciful God and a pious and dutiful priest and that is the theme of the poem.

This poem is written in the form of a Ballad. It is written in four lined stanzas keeping a regular rhyme-scheme of abcb. The poem is rich in imageries. Brilliant use of visual images like 'green sods', the 'moth - hour' and auditory images like 'sparrow chirping' makes the poem enchanting. The line, "he turned and died /As merry as a bird" is an example for simile. The repetition of the line 'The old priest Peter Gilligan' constitutes for the use of Refrain in the poem.

sd/

## **Discourses**

### **Narrative (Unit 1 Q. No. 13)**

#### **Nature and its Wonders**

Nature and its ways are truly wonderful. Even though I was aware of it, having hands on experience is what brings a world of difference in our thought process.

My banyan tree also gave me a similar experience. It was my domain as compared to the house that belonged to my grandfather. I had made a small platform mid way up the tree. Moreover, the cushions made me feel comfortable too, when I went through my set of books like The Treasure Island and others.

The tree was in fact a second home for me and umpteen other beings that were the usual visitors to my banyan tree. The first among them was a squirrel which didn't bother to befriend me. The birds also made the place lively during the fig season. All this made it a busy location as well. This in turn made me wonder whether a tree could give such an opportunity to all. But it was a reality and I felt it. Although there was a harmony all over, yet the fight between the two, the cobra and the mongoose was a proof of the existing rivalry or the rule that decides the supremacy in nature. Ultimately, the mongoose won but it showed that nature gives a chance to balance as well.

But, the truly astonishing aspect was the strange case of the grey squirrel and the white rat. I had only seen white rats and to my astonishment, here I came across three white baby squirrels. Even my grandfather hadn't seen such white squirrels. He was amazed too. Hence, the only inference we could finally make was that this nature is full of wonders and we as humble beings try to live peacefully according to its ways.

In fact nature is one of the biggest gifts of God and we being a part of it have all the reasons to wonder about it no matter whatsoever.

### **Review (Unit 1 Q. No. 14)**

#### **Adventures in a Banyan Tree**

Adventures in a Banyan Tree, is a story written by Ruskin Bond, a well known Indian author of British descent. The story is about a boy who marvels at the endless pleasures of nature. A magnificent banyan tree, as old as the city of



Dehra is the setting of the story. The narrator, a boy, banyan tree, grandfather, grandmother, mongoose and a cobra are the major characters of the story. A grey squirrel, a myna and a crow appear as minor characters.

The boy builds a platform half way up the banyan tree and spends his afternoons either reading his favourite books or enjoying the scenes down through the leaves. The boy gets a golden opportunity to observe some of the wonders of nature up on this platform. In the first part of the story we see the boy developing a spectacular relationship with a small grey squirrel. The presence of grandfather makes the story more homely.

The story next focuses on the pleasures of the boy being in company with a variety of birds on the banyan tree during the fig season. What marvels the boy most was an encounter between a mongoose and a huge black cobra! There follows a fight between the two soon. The fight becomes aggressive. The crow and the myna are the other witnesses. They are also excited to take part in the fight. A detailed eye-witness account of the fight makes the story more exciting and lively.

The boy's acquaintance with the white rat is another chapter of pleasure that the boy describes from nature. The friendship of the white rat with the squirrel and the appearance of white baby squirrels are all some of the excitements in the story.

The experience narrated in the story are the clear watermarks of some of the pleasures that man can nourish being in harmony with nature. Had there been thousands of such banyan trees and boys, our world would have been a heavenly place to live in. The story is an eye opener as it kindles love for nature and its lives.

### **Speech (Unit 4 Q. No. 11)**

Respected dignitaries, Principal, teachers and my dear friends, it is indeed a moment that I will cherish all through my life.

Today I stand before you as a proud winner of the prestigious scholarship jacket. But it is not a mere jacket for me. It is something I have dreamt of since my

initial days in this school; yes my Texas school. In fact, my sister Rosie showed me the way. She inspired me. Her proud possession of a scholarship jacket always motivated me. All the time the green and gold shade of the jacket has fancied me. To be frank, every year I had looked forward to accomplishing the task to maintain a straight A grade to qualify myself and thereby make myself eligible. Eight years of perseverance paved the way. Actually, I am indebted to all who helped me in the course of action.

The scholarship jacket is really a concept that instills a feeling of hard work and dedication for an aspirant. I think such awards should always be promoted. Every child irrespective of any background can aspire to grab it. Since it doesn't differentiate one on the basis of caste, colour or status rather than recognises the efforts of excellence and acknowledges it.

I would like to thank all my teachers, friends and well-wishers who supported me in the time of need even when the things weren't favourable. But, I know challenges make us stronger and the success becomes even sweeter in the event of a few bitter experiences. So, I don't have any complaints. Moreover, I am extremely happy to receive this coveted prize.

So formally on this occasion, I would like to thank all the jury members, the board, my teachers and all the authorities who found me eligible for this award. I shall remember this for my lifetime and hope to justify this award in my future as well.

With these words I would like to conclude my speech.

Thank you.

## Write-up (Unit 3 Q. No. 15)

### Single Stories Breed Stereotypes

Single stories are deceptive since they fail to see the complete story. Adichie in her speech shares her personal experiences of how she became a victim of her room-mate's single story of Africans. Her room-mate had very low perception of the potentialities of Africans. She grew up in a world where she was forced to infer that the country Africa has only troubles and turmoils to share with. According to her perception, they aren't skilled enough to fight for and protect their interests. They would be looking for those superior Whites to save them from their eternal doom. This preconceived notion has prevented her from perceiving thousands of other stronger stories that define the very existence of each African. Adichie felt very uncomfortable at her room-mate's perception of her as uncultured and unsophisticated. Adichie herself was biased when she was too young. She too had a single story to share. Her mother would force her to have food pointing at Fide, their domestic help and his family's inability to feed all the members. Hence in her eyes Fide and his family was a picture of suffering. She could never imagine them being happy or skilled.

People tend to form opinions regardless of the existing facts. To them a story lives a thousand lives. Adichie says that sticking to a single story has prevented her room-mate from seeing the truth. She felt alienated from the world and her cultural identity was at stake. She wished to shout to the world that she is not just an African, she is more. Many of us still believe in single stories. They are dangerous because one would never be able to have a clear picture or the true identity.

**Letter – Formal (Unit 2 Q. No. 19)**

Satyajith Ray

Film Director

Kolkata

05 August 1968

The Station House Officer

Kolkata Police Station

Kolkata

Respected Sir,

Sub: Request to control the mob at the shooting location – regarding

I am Satyajith Ray, a film-maker writing this letter to seek help from your kind offices.

At present the shooting of one of my movies named Goopy Gyne Bagha Byne is going on and the next location is Boral near Kolkata. We had faced a lot of difficulties when the shooting was held at Notun Gram because we couldn't control the mob. Since the scene requires a tiger, it makes our job more difficult.

So, I shall be obliged if you could kindly provide us with the necessary security for the smooth functioning of the shooting at Boral and make things easier for us.

Thanking You.

Yours faithfully,

Sd/-

(Name)

**Letter - Informal (Unit 4 Q. No. 15)**

New Mexico

10 October 2023

Dear Sandra,

Hope this letter finds you in the best of your spirits and health. I am fine as always. In fact, I am here to share the realization of my long awaited dream. Finally, it happened. Won't you like to know what it is? Let me tell you.

So finally, I have the coveted scholarship jacket. It's mine now. The one for which I had to wait eight long years was awarded to me. Although, there was much of a fuss in the meanwhile yet things got solved later. But I shall be ever thankful to Mr. Schmidt, my history teacher who stood by me. He favoured me. Otherwise, the management or a few other teachers like Mr. Boone, my Math teacher who was adamant on awarding it to Joann. But, it didn't happen. Even the Principal had opined the same but later he changed of policy when I overheard my teachers Mr. Schmidt and Mr. Boon talking about me. Consequently, the Principal called me and informed about the change and asked me to pay fifteen dollars if I wanted the scholarship Jacket or else it would be awarded to the next one in the line.

Now you can understand the plight. Since I stay with my grandparents I ought to ask for the money from my grandpa. So even though I couldn't control my sadness and had cried a lot, I went to my grandpa and asked him for the money but had no way out. You know my grandpa is a strict disciplinarian and doesn't like these things. He even questioned me about the genuineness of a scholarship. I didn't have any answer. I stood motionless only to return to the Principal's room to inform him of my helplessness or rather my grandpa not agreeing to pay the requisite fifteen dollars.

But, when I informed him of the matter, to my astonishment I found a different person in front of me. He informed me that they would abide by the previous policy and the Jacket will be awarded to me as per the existing norms.

My joy knew no bounds. I became ecstatic. Immediately, I ran out of the cabin. I cried in joy. On the way, I met Mr. Schmidt. He looked happy too. I gave him a quick hug and straight away ran to the bus. It's a moment I will cherish all through my life.

I think I have written a lot about myself. Do share something from your side. I am waiting to hear from you. Let's have the rest in the next letter. Please convey my regards to your parents.

Yours lovingly,

Martha.

### **Character sketch (Unit 5 Q. No. 15)**

#### **Konstantin Makarich**

Konstantin Makarich is the grandfather of Vanka, the protagonist in the story Vanka. He is a night watchman on the estate of Zhivarev. He is a small, lean, old man about sixtyfive years of age. He is remarkably lively and agile with a smiling face and eyes bleary with drink. He is a fun-loving man. In the day time either he sleeps in the back kitchen or spends time cracking jokes with the cooks and other kitchen maids. In the night he does his watchman duty walking round and round the estate, sounding his rattle, wearing a large sheepskin coat and felt boots. He has two dogs named Kashtanka and Eel. He will always be in the company of his beloved dogs. He has the habit of snuffing tobacco and he will offer the snuff to kitchen maids and even to his dogs. He enjoys seeing them sneeze, breaking out

into jolly laughter. This grandfather is the only relative of Vanka now remaining in this world for him. When we read about Vanka's miserable plight at Alyakhin's house, we might ask ourselves why this man has sent the boy to such a cruel person. But we cannot blame the old, innocent and illiterate man. We are sure that while sending Vanka to Moscow, he must have in his mind only the thought that his grandchild should learn a trade and earn a living!

**Profile (Unit 5 Q. No. 17)**

**RABINDRANATH TAGORE**

India has been blessed with some of the greatest personalities and one of the names that can never be forgotten is Rabindranath Tagore, a name associated with the hearts of Indians. The honour of having written the national anthem goes to him only. He was not only a poet but also a novelist, painter, playwright, philosopher as well as a social reformer. Being born in pre - independent India, Rabindranath Tagore is also termed as the one who participated actively in the freedom struggle as well. He was born in the year 1861 at Kolkata in West Bengal. His wife's name was Mrinalini Devi. The world of literature was enriched with the thoughts and writings of Tagore. Among his famous compositions, stands Gitanjali that fetched him the prestigious Nobel Prize in literature, which was formally awarded to him in the year 1913 as well. In fact, he was the first non European to achieve that honour. Although the world lost this famous personality on August 7, 1941 at the age of 80, yet the name lives in the hearts forever.

### **News report (Unit 3 Q. No. 16)**

#### **SELFLESS SERVICE**

New York, April 5 : The world of selfishness is bowing before Mr. and Mrs. John, a couple who have chosen to live for others. They have been offering selfless service for 15 years in the field of youth welfare. Mr. John is a solicitor by profession. He lives in New York with his wife.

Mr. John is devoted to the welfare of boys and girls from the slums that had fallen under the ban of law. They take the derelict adolescents from the juvenile courts and place them in a healthy environment. They not only rescue them but also give training in handicraft, rehabilitate them and make them worthy members of the community. They visit settlement houses to study the methods to deal with backward, maladjusted youth. They are a real blessing to our society. Mr. John finds time to act as the director of a charitable organisation devoted to the youth welfare. Hearing about this noble work many eminent persons have offered their support to the mission.

### **Questionnaire (Unit 5 Q. No. 18)**

1. How did you reach Moscow?
2. Did anybody force you to become an apprentice?
3. Who else was there with you?
4. Didn't your master treat you badly?
5. Why didn't you inform your Grandad?
6. Are there many more children like you over here?

### **Conversation (Unit 2 Q. No. 22)**

Ali : Uncle, I think you collect junk from Akbar Aqa's shop, don't you?



- Junk Collector : Yes. I do it regularly.
- Ali : Did you find a pair of shoes yesterday among the rags?  
Actually, I lost my sister's shoes yesterday.
- Junk Collector : Is it? I don't remember exactly. Did I pick it up?
- Ali : Yes, I think so, since you had come near Akbar Aqa's shop when I was there.
- Junk Collector : Where had you kept the shoes?
- Ali : Among the pile of boxes.
- Junk Collector : Then, I might have picked them up. But, I usually dump the waste in the processing area.
- Ali : Ok. Where is the processing area?
- Junk Collector : It is near the ground, just a kilometre away from here.

### **Diary (Unit 3 Q. No. 20)**

13 November, 2023

Monday

What a fool I was! I thought poor people like Fide and his family had nothing but poverty. Today I realised that my idea was utterly wrong. Poor may lack comforts and luxuries in life. But, they are rich in many other aspects of life. At Fide's home I could find that in creativity and craftsmanship, they are equal or better than others. What a beautiful basket they have made! In their expertise even raffia strings became beautiful patterned baskets. I couldn't believe that it was made by his brother. I had only a single idea about Fide. A wrong idea or having a single idea about a person will lead us to misunderstanding. Thank God I could visit Fide's family

today. So I could realise my mistake. The visit to his house has taught me a great lesson - to have a single story about anybody or anything is dangerous. We remain ignorant about many things around us if we believe that the single story about anything is the only story. Today I realised that single idea about anything is not wrong but they are incomplete.

**Notice (Unit 4 Q. No. 20)**

<b>NOTICE</b> <b>ABC SCHOOL, KASARAGOD</b> <b>ENGLISH CLUB</b> <i>Presents</i> <b>THE NEVER NEVER NEST</b>	
Dear friends,	
Drama is something that everyone likes. To fulfill the wish of many, the English Club of our school has decided to stage the play, 'The Never Never Nest'.	
Venue : School Auditorium Date : 10 <sup>th</sup> November 2023 Time : 10.00 am	
Do join us in time..... All are invited.	
Texas 01.11.23	Sd/ Convener English Club
<b>Programme Details</b>	
Prayer	
Welcome Speech	: Secretary, English Club
Inauguration	: Secretary, Film Club
Presidential Address	: Headmaster, ABC School
Vote of Thanks	: Convener, English Club
On Stage Performance – The Never Never Nest	

**Paragraph (Unit 5 Q. No. 24)**

**Plight of an Orphan**

Leading a life as an orphan or being homeless seems to be a curse, certainly. It is quite difficult for anyone to live in that manner. In fact nobody should be destined to lead such a life. Even the same is felt by any reader when we go through the story Castaway. Nilkanta, the homeless had to leave Kiran's house even after receiving a lot of love, which lasted only for a short period though. It showed very clearly that a homeless person can get some support but that's not permanent. They have to live by themselves. It is quite normal for a human being to expect love and care from the near ones but that doesn't happen in the case of an orphan. They are deprived of them. Even if someone seeks, it is never guaranteed. In the case of Nilkanta too, he got the love and care he wanted from Kiran and when deprived of it, he resorts to stealing Satish's inkstand just because of the feeling of being neglected or having lost attention of Kiran. So, it was quite obvious on his part to do such an act. This really shows the plight of an orphan or homeless who had an only wish of a little love from another human being. Indeed such a life is a life of plight and miseries where there's no one to be around, who could be termed as yours. Nobody should be destined to have such a fate ever, of course.