

ഗുണനിലവാരമുള്ള വിദ്യാഭ്യാസം
കുട്ടികളുടെ അവകാശം

QEPR



ഒരുകൈ 2011

ഒരു തീവ്രപഠന പരിപാടി

ഇംഗ്ലീഷ്

പൊതുവിദ്യാഭ്യാസ വകുപ്പ്, കേരളം



എം. എ. ബേബി
വിദ്യാഭ്യാസ-സാംസ്കാരിക
വകുപ്പുമന്ത്രി

ഫോൺ : 0471-2327759
ഫോൺ : 0471-2327561
ഫസിൽ : 0471-2725671

E-mail : minister-education@kerala.gov.in

തിരുവനന്തപുരം



സന്ദേശം

21.12.2010

കേരളത്തിലെ സ്കൂൾ വിദ്യാഭ്യാസരംഗം നേരിടുന്ന പ്രശ്നങ്ങൾ ശാസ്ത്രീയമായി പഠിക്കുകയും അവ പരിഹരിക്കുന്നതിനുള്ള ക്രിയാത്മക പ്രവർത്തനങ്ങൾ രൂപീകരിക്കുകയും ചെയ്യുക എന്ന ലക്ഷ്യത്തോടെ 2006-07 -ൽ ആരംഭിച്ച 'ഗുണമേന്മയുള്ള വിദ്യാഭ്യാസം കുട്ടികളുടെ അവകാശം' (Quality Education Pupil's Right -QEPR) പദ്ധതി അഞ്ചു വർഷം പൂർത്തിയാക്കുകയാണ്. പരിപാടികൾ ആവിഷ്കരിക്കാനെടുത്ത റീതിശാസ്ത്രത്തിന്റെ തനിമ നിമിത്തം ഈ പദ്ധതി ദേശീയതലത്തിൽ തന്നെ ശ്രദ്ധ നേടിയെടുത്തിട്ടുണ്ട്. ലഭ്യ, ലൈബ്രറി സൗകര്യങ്ങൾ, പോഷകസമൃദ്ധമായ ഉച്ചഭക്ഷണം, കൃത്യമായി ആസൂത്രണം ചെയ്തു നടപ്പിലാക്കുന്ന പഠനപ്രവർത്തനങ്ങൾ, ഫലപ്രദമായ മോണിറ്ററിംഗ് എന്നിവയ്ക്ക് പിന്നോക്കാനിരക്കുന്ന വിദ്യാലയങ്ങളെ അക്കാദമികമായി മെച്ചപ്പെടുത്തുവാൻ കഴിഞ്ഞ നാലു വർഷങ്ങളിലെ പ്രവർത്തനങ്ങളിലൂടെ കഴിഞ്ഞിട്ടുണ്ട്. കുട്ടായ പരിശ്രമങ്ങളിലൂടെ ലഭിച്ച നേട്ടങ്ങളെ സ്ഥായിയായി സ്ഥിരീകരിക്കുകയാണ് ഇനി ചെയ്യേണ്ടത്. ഈ ലക്ഷ്യം നേടിയെടുക്കുന്നതിനായി ആസൂത്രിതമായി ഈ വർഷവും ഒട്ടേറെ പ്രവർത്തനങ്ങൾ എടുക്കുകയാണ്. സ്കൂളുകളെ അക്കാദമികമായി കൂടുതൽ ഉയരങ്ങളിലെത്തിക്കാനുള്ള ഈ ശ്രമങ്ങൾക്ക് ആശംസകൾ നേരുന്നു.

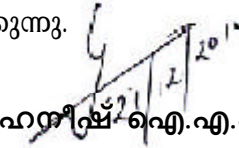
വിജയാശംസകളോടെ,

എം.എ. ബേബി

വിജയരഥത്തിലോൻ

ഗുണമേന്മയുള്ള വിദ്യാഭ്യാസം കുട്ടികളുടെ അവകാശം (Quality Education Pupil's Right) പദ്ധതി അഞ്ചു വർഷം പൂർത്തിയാവുകയാണ്. കഴിഞ്ഞ നാല് വർഷങ്ങളിലായി നടത്തിയ നിരവധി പ്രവർത്തനങ്ങളിലൂടെ അക്കാദമികരംഗത്തും ഭൗതികരംഗത്തും വലിയ മുന്നേറ്റങ്ങൾ ഉണ്ടാക്കുവാൻ നമുക്ക് കഴിഞ്ഞിട്ടുണ്ട്. ഈ മുന്നേറ്റങ്ങൾക്ക് കൂടുതൽ കരുത്ത് പകരാൻ നമുക്ക് കഴിയണം. അതോടൊപ്പം മുൻവർഷങ്ങളിലുണ്ടായ പരിമിതികൾ മറികടക്കുകയും വേണം. ഈ ലക്ഷ്യത്തോടെ വിദ്യാലയവർഷത്തിന്റെ തുടക്കം മുതൽ തന്നെ ചിട്ടയായ പ്രവർത്തനങ്ങൾ നാം നടത്തി വരുന്നുണ്ട്. 'എന്റെ വിദ്യാലയം മികച്ച വിദ്യാലയം' എന്ന കാഴ്ചപ്പാടോടെ നടപ്പാക്കിയ തത്സമയപിൻതുണാ സംവിധാനം (ഒ.എസ്.എസ്), ഗ്രേഡ് വിശകലനം, അവലോകനയോഗങ്ങൾ, തുടർപ്രവർത്തനങ്ങളുടെ ആസൂത്രണം, ഛെല്ലപ്പരമായ ക്ലാസ് പി.ടി.എ, ക്ലാസ്സുസഭകൾ, പഠനപ്രവർത്തനങ്ങൾക്കായുള്ള ബ്ലോഗ്, ഉച്ചഭക്ഷണം.... തുടങ്ങിയവ അവയിൽ ചിലതാണ്. അതോടൊപ്പം ശക്തമായ മോണിറ്റിംഗും നടത്തി.

ഇവയുടെ തുടർച്ചയെന്ന നിലയിൽ 2011 ജനുവരി 10 മുതൽ നടക്കുന്ന പ്രവർത്തനങ്ങൾക്ക് കൂടുതൽ കൃത്യതയും ലക്ഷ്യബോധവും നൽകുന്നതിനായി 'ഒരുക്കം' പഠനസഹായി പുറത്തിറക്കുന്നു. മുൻവർഷങ്ങളിലെ 'ഒരുക്കം' പ്രവർത്തനങ്ങളുടെ തുടർച്ചയായിട്ടാണ് ഇത്തവണ പഠനപ്രവർത്തനങ്ങൾ തയ്യാറാക്കിയിട്ടുള്ളത്. പി.ടി.എ, എം.പി.ടി.എ, പ്രാദേശികഭരണസമിതികൾ എന്നിവയുടെ സഹകരണത്തോടെ 'ഒരുക്കം' പഠനക്യാമ്പുകൾ ഛെല്ലപ്പരമായി നടത്തണം. ഇത്തരത്തിലുള്ള കൂട്ടായ്മയിലൂടെ എസ്.എസ്.എൽ.സി പരീക്ഷയിൽ മികച്ച വിജയം ആവർത്തിക്കാൻ കഴിയട്ടെ എന്നാശംസിക്കുന്നു.


എ.പി.എം. മുഹമ്മദ് ഹസീൻ
പൊതുവിദ്യാഭ്യാസ ഡയറക്ടർ

അന്യാപക സുഹൃത്തുക്കളെ,

ഗുണമേന്മയുള്ള വിദ്യാഭ്യാസം കുട്ടികളുടെ അവകാശം (QEPR) പദ്ധതി അഞ്ചു വർഷം പൂർത്തിയാവുകയാണ്. വിദ്യാലയത്തെ ഒന്നായി കണ്ടുകൊണ്ട് ചെച്ചെടുത്തുനന്നായി എന്റെ വിദ്യാലയം മികച്ച വിദ്യാലയം പരിപാടി ജൂൺ മാസം മുതൽ തന്നെ നമ്മൾ ആരംഭിച്ചു. ഗ്രേഡ് വിശകലനം, തുടർപ്രവർത്തനങ്ങളുടെ ആസൂത്രണം, ഉച്ചഭക്ഷണം, പ്രത്യേക ക്ലാസ്സുകൾ, പഠന ക്യാമ്പുകൾ തുടങ്ങി നിരവധി പ്രവർത്തനങ്ങൾ നടപ്പിലാക്കി. ഈ പ്രവർത്തനങ്ങളുടെ തുടർച്ച എന്ന നിലയിൽ ജനുവരി 10 മുതൽ നടപ്പാക്കാനുള്ള ഒരുക്കം പഠന പാക്കേജാണിത്. ഇവ ഓരോ വിദ്യാലയത്തിലും നടന്നു എന്ന് പ്രമോഷണപകർ ഉറപ്പുവരുത്തണം. അതിനുള്ള നിർദ്ദേശങ്ങൾ ചുവടെ ചേർക്കുന്നു.

- ജനുവരി ആദ്യവാരത്തിൽ എസ്.ആർ.ജി. യോഗം ചേർന്ന് പരിപാടികൾ ആസൂത്രണം ചെയ്യണം.
- പി.ടി.എ, എം.പി.ടി.എ, ജനപ്രതിനിധികൾ എന്നിവരുടെ യോഗം വിളിച്ച് പ്രവർത്തനങ്ങൾ വിശദമായി ആസൂത്രണം ചെയ്യണം.
- ജനുവരി 10 മുതൽ ഒരുക്കം ക്യാമ്പുകൾ നടക്കുന്നു എന്ന് ഉറപ്പുവരുത്തണം.
- കുട്ടികൾക്കാവശ്യമായ ഭക്ഷണം തയ്യാറാക്കി നൽകണം.
- ഓരോ അന്യാപകനും ദൈനംദിന കുട്ടികളുടെ പഠന പുരോഗതി നിരന്തരം വിലയിരുത്തി ചർച്ചകളിലൂടെ ചെച്ചെടുത്തണം.
- ക്യാമ്പിന്റെ ഭാഗമായി കുട്ടികൾക്ക് റോളിംഗ് ക്ലാസ്സുകൾ നടത്തണം.
- 8,9 ക്ലാസ്സുകളിലും സമാന പഠനപ്രവർത്തനങ്ങൾ നടക്കുന്നുണ്ടെന്ന് ഉറപ്പാക്കണം.

ചിട്ടയായ പ്രവർത്തനങ്ങളിലൂടെ ഗുണമേന്മയുള്ള വിദ്യാഭ്യാസം കുട്ടികളുടെ അവകാശം എന്ന ലക്ഷ്യത്തിലെത്തിച്ചേരാൻ നമുക്ക് ഒത്തൊരുമിച്ച് പ്രവർത്തിക്കാം.

എല്ലാപേർക്കും മികച്ച വിജയം നേടാൻ കഴിയട്ടെ എന്ന് ആശംസിക്കുന്നു.


യു. കെ. ശ്യാമള
ഡി.ഡി.ഇ (ക്യൂ.ഐ.പി)

Placard

Teacher exhibit the given picture.



Interaction

- What does the picture convey to us?
- How do trees help us?
- How does a tree help birds and animals?
- Do you think the indiscriminate felling of trees affect the human life?
- How can we make our people aware of the hazards of deforestation?

Possible answers.

- Conduct public campaign.
- Social forestry programme
-

Exhibit the following placards prepared for conducting a public campaign against deforestation.

WE MUST BE READY TO PLANT MORE AND MORE TREES

NO TREES NO LIFE

GREEN EARTH GREEN LIFE

TREES ARE VERY IMPORTANT IN OUR LIFE

PLANT TWO IF CUT ONE

PLANT MORE TREES

WE SHOULD KEEP OUR EARTH GREEN

Teacher asks:

- Select best three or four placards from above.
- Justify your choice based on the checklist given.

	Message conveyed		Brevity		Catching/Attractive	
	Yes	No	Yes	No	Yes	No
1						
2						
3						
4						
5						
6						
7						

- What are the features of a good placard?

Elicits the answers

Consolidation

A placard:
Should convey the message clearly
Should be attractive
Must be brief
Must be simple and catchy

Now attempt the following

Prepare two more placards to make the people aware the horrors of war. One has been done for you.

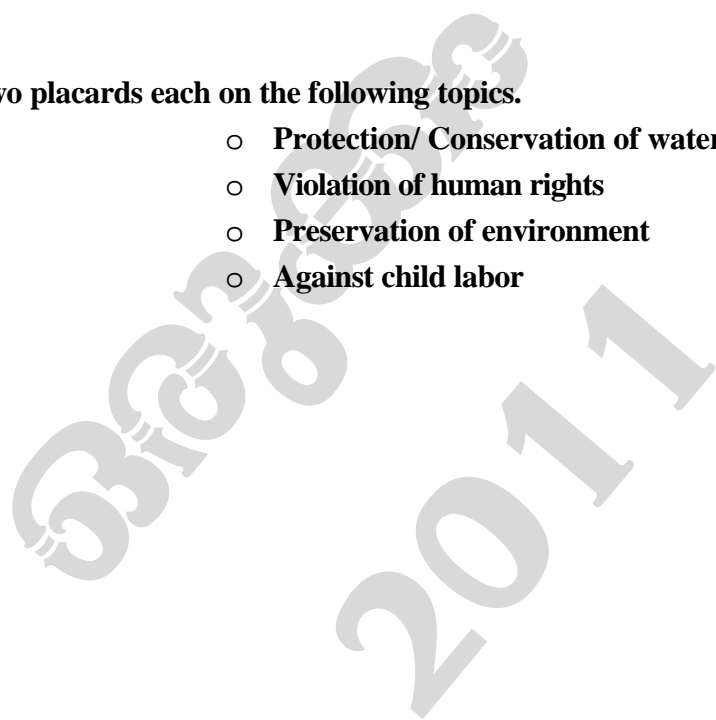
No More War

.....

.....

Now prepare two placards each on the following topics.

- Protection/ Conservation of water
- Violation of human rights
- Preservation of environment
- Against child labor



Module-2**LETTER WRITING****Teacher's informal interaction:**

Rakesh goes to his village during the Monsoon to help his parents.

He leaves his grandfather and the cherry tree.

He was very anxious about the cherry tree.

He decides to write a letter to his grandfather enquiring about the tree.

Teacher asks:

- How will he start the letter?
- What are the important points he may include in the letter?
- How will he conclude the letter?
 - Individual attempts
 - Random presentation
 - Ask the learners to sit in groups of 4/5 members.
 - Ask them to share their individual products.
 - Distribute the following sets of sample letters to each group and ask them to select the best from it.
 - Ask the learners to make use the check list given.

Sample letter-1

Dear father and mother,

How are you? Why don't you write to me. When will you come here to visit grandfather? When you come here you will get a pleasant surprise. I told you that I had planted a cherry tree. Now it has fully grownup and is much taller than myself. My tree is full of flowers and cherries. Many butterflies and small birds feed on the nectar and big birds come to feed on the cherries. It is a great pleasure to watch them. We rest under the tree during the evenings. When are you coming to enjoy the pleasant sight? Hope you will come soon. Grandfather says he is dying to see you. I hope to meet you soon.

With Love

Rakesh

Sample letter-2

Green House,

Mussoorie,

15th March 2008

Dear father and mother,

How are you? Why don't you write to me. When will you come here to visit grandfather? When you come here you will get a pleasant surprise. I told you that I had planted a cherry tree. Now it has fully grownup and is much taller than me. It is full of flowers and fruits. Many butterflies and small birds feed on them. It is a great pleasure to watch them. We rest under it during the evenings. When are you coming to enjoy the pleasant sight? Hope you will come soon. Grandfather says he is dying to see you. I hope to meet you soon.

With Love

Rakesh

Sample letter-3

Dear father and mother,

I told you that I had planted a cherry tree. Now it has fully grownup and is much taller than me. It is full of flowers and fruits. Many butterflies and small birds feed onit. It is a great pleasure to watch them. We rest under the tree during the evenings. When are you coming to enjoy the pleasant sight? Hope you will come soon. Grandfather says he is dying to see you. I hope to meet you soon.

Check List												
Letter	Place& date		Proper salutation		Proper beginning		Message conveyed		Sequencing of the ideas		Appropriate leave taking	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1												
2												
3												

Based on the assessment let the learners refine the letter that they have attempted earlier.

Presentation

Editing

Further activities

1. Swami writes a letter to his cousin confessing what really happened that night. Write the possible letter.
2. After visiting Lucia, A.J. Cronin felt very sorry for her. He wished to write a letter to her. How would the letter be?
3. On the first day of her imaginary eyesight, Helen was very happy and she wrote a letter to her dearest friend. Write the likely letter.
4. Imagine that Tcherviakov wrote a letter to General Brizjaloff apologizing for the sneezing incident. What could be the possible letter.

Module-3

DIARY

Ask the learners to read the following extract taken from the Elixir of life by Dr. C. V. Raman.

It was a memorable sight .Two extremes like day &night or light& darkness. It reminds the happiness and sorrows of life. The line which separates the Libyan Desert from the valley of the Nile in Egypt. .It was very difficult to reach there, it was a wonderful & exciting experience. One side was visible a large sea of sand without a speck of living thing in it. But the other side was decorated with green vegetation and fertile & densely populated areas. It was filled with life and vegetation. It is the magic of water. Really it can show wonders on earth. Surely it is the elixir of life.

Here is the diary entry of Dr. C V Raman.

Ask the learners to read and compare it with the extract given above.

Oh!! What a memorable sight it was .Two extremes like day &night or light& darkness. It reminded me of the happiness and sorrows of life. when I reached on the line which separates the Libyan Desert from the valley of the Nile in Egypt. It was a very difficult journey, but when I reached there it was a wonderful & exciting experience for me. One side was visible a large sea of sand without a speck of living thing in it. But the other side was decorated with green vegetation and fertile & densely populated areas. It was filled with life and vegetation. Here I think of the magic of water. Really it can show wonder on earth. Surely it is the elixir of life.

Interaction:

- What makes the later one a diary?
- What are the new words used to make it a diary? Underline them.
-

Elicit the answers.

Consolidation

Features of a Diary

- Suitable beginning
- First person narrative
- Highlight the major events of the day
- Expression of feelings
- Sequencing of events
- Proper conclusion
- Put date and time (if necessary)

Further activities

- 1. Lucia was really troubled at the sight of her younger brothers who work hard to save her life. She was much worried about them. But she had non to express her feelings. So she note down her thoughts in her diary. Write the possible diary entry.**
- 2. Swami's father is worried about the way the boy is being brought up. He makes a diary entry showing his anxiety. Write the possible diary entry.**
- 3. Imagine that Helen wrote her exciting experiences of the second day of her imagined eyesight in her diary. Write the likely diary.**
- 4. Nocola was really moved by the help given by the author and records it in her diary. What could he have recorded?**

ഒക്ടോബർ 2011

Module-4

CONVERSATION

Teacher's informal interaction:

Hope you are familiar with the story The Hero.

Don't you like the boy Swami? He is in a trouble. His father compels him to sleep alone in the office room. The challenge created a head ache to Swami. He thinks that there was only one person in the whole world who can help him, his grandma. He approached his grandma. Given below are some of the attempts of a group of children go through it .

A.

Grandma: Why are you so sad?

Swami: I have a problem.

Grandma: What is your problem?

Swami: I have to sleep alone in the office room.

Grandma: What can I do for you?

Swami: Help me

Grandma: OK

Swami: Thank you

B.

Grandma: Hello, my dear son. What makes you so sad?

Swami: Grandma, I've a problem.

Grandma: Tell me dear. What's it?

Swami: Father told me sleep alone in the office room.

Grandma: Is it? That's very bad

Swami: Can you help me please?

Grandma: Ofcourse

Swami: How?

Grandma: I'll tell him that you are already asleep. Nice idea, isn't it?

Swami: Thank you grandma

Grandma: Welcome

C.

Grandma: Why are you so sad?

Swami: I cannot sleep alone in the office room.

Grandma: Who told you to sleep alone?

Swami: My father.

Grandma: I am sorry

Teacher asks the learners to select the best conversation on the basis of the check list given below.

Check List

No	Appropriate initiation		Message conveyed		Question tags		Expressions		Contracted forms		Proper conclusion	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
A												
B												
C												

Consolidation

- Proper initiation
- Meaningful exchanges appropriate to the context
- Use of short expressions
- Contracted forms
- Question tags
- Message conveyed
- Proper conclusion

Further activities

1. Write the possible conversation between Swami and his friend after the burglar incident.
2. After the burglar incident the P.T.A of the school conducted a programme to congratulate Swami. Back home his mother was waiting for him to hear the details of the function. What can be the likely dialogue between them.

Module-5

WRITING REPORT

Teacher asks the learners to read the report given below.

Schools Harvest Rain

Kasaragode, 20th December: The Rain Water Harvesting, a project proposed by the Department of Education in association with Green Kerala, was officially inaugurated by Mr. Pokkudan at GHSS Rajamala yesterday. The Headmaster, Mr. NMV Raghavendra welcomed the guests and the president of the District Panchyat Mr. S. Surendran presided over the function. In his presidential address he stressed the importance of preserving water and exhorted the audience to collect rain water in every possible way. Mr. Ramesan, the Municipal Vice Chairman felicitated and Master Prajeesh, the school leader extended vote of thanks. As a part of the campaign every student planted a tree in the school premises.

Ask the learners to find out answers for the following questions from the report.

What is the major event reported here?

When did it happen?

Where was it conducted?

Who inaugurated the function?

Who felicitated the function?

What are the essential features of a report?

Elicit answers from the learners.

Consolidation

A short headline that catches attention

Place and date of the report

Content (what, when, where, who etc.)

Brevity and clarity

Proper language and style

Further activities

1. Details of the inaugural function of the Nature Club of your school are given below. Prepare a newspaper report of the function.

Date: 28-10-2010

Chairman : Headmaster (stressed the need of planting trees)

Inauguration: Mrs. Jaseela Vahab (President, Grama Panchayat) (need of preserving forest, ozone layer, drinking water)

Vote of thanks : School leader

2. Based on the programme given below prepare a news report.

Seminar on human rights

Date : 10-11-2010

Chair : Municipal Vice Chairman

Inauguration : Dr. Suresh (Director, Child Line)

Paper presenters : Adv. Simon Joseph

Sri. Vasudevan

Smt. Jasmine

Vote of thanks : Smt. Vasundhara

Follow the process given:

- o Individual attempt**
- o Random presentation**
- o Refinement based on the following scoring indicators.**
- o Idea conveyed**
- o Headline**
- o Format and content**
- o Organization of ideas**
- o Language and style**
- o Brevity and clarity**

Module-6

NOTICE

Informal interaction:

The English club of our school organizes a seminar on children's right. The programme is scheduled for 20th February 2011.. Mr. C. Asharaf, District Judge will inaugurate the programme.

Interaction:

- How can we inform this programme to all the students in this school?

(Teacher concludes after a brief discussion that a notice is one of the ways for letting the people know about the details of an event/function.)

- What all the details would you include in this notice?

(Teacher writes all the suggestions on the blackboard. Discuss the essential features of a notice)

Catchy heading

Content

Event

Programme schedule(time, date, venue)

Chief guest/chairman

Invitation

Place, Date

Issuing authority

Teacher asks the learners to write the notice.

Presentation

Let the learners compare the notice they have prepared with that of their friends'. Assess the notice with the help of the checklist given below.

Indicators	Yes	No
Striking heading		
Details of the programme, venue, time, day and date		
Invitees		
Salutation		
Appropriateness of language		
Suitability of layout		
Name of the issuing authority		

Further activities:

Prepare a notice based on the hints given below.

The scout and guide unit of your school conduct an elocution competition on "Increasing Road Accidents" prepare a notice.

Individual work

Random presentation

Self and pair assessment based on the group product

ഒക്ടോബർ
2011

Module-7

Sequencing the events based on reading

Divide the class into six groups and give the task of sequencing the major events of the story, 'The Cherry Tree'.

Group-1

- a) Rakesh ate the last one.
- b) Grandfather advised him to plant the see
- c) One day Rakesh on his way from school bought some cherries
- d) He wanted to know whether its seed was lucky
- e) Rakesh planted the seed in the shady corner of his garden
- f) By the time he reached the cottage there were only three cherries left.
- g) He gave one cherry to his grandfather.

Ans: 1.C; 2. ...; 3. ...; 4. ...; 5. ...; 6. ...; 7. ...

Group-2

- a) Rakesh felt very happy
- b) He looked after the plant very carefully
- c) He watered it every day
- d) One spring morning Rakesh found that the
- e) cherry seed had grown into a tiny tree.
- f) He circled the cherry plant with pebbles for privacy.

Ans: 1. ...; 2. ...; 3. ...; 4. ...; 5. ...

Group-3

- a) When it was about two feet high a goat entered the garden and ate all the leaves.
- b) In summer it sent out new shoots with tender green leaves.
- c) During Monsoon the cherry tree grew quickly.
- d) Seeing that Rakesh was upset.
- e) It grew stronger and taller
- f) Then a woman cutting grass cut the cherry in two.
- g) But the cherry tree had no intension of dying.
- h) Towards the end of the season new leaves appeared on the tree.

1..; 2. ...; 3. ...; 5. ...; 6. ...; 7. ...; 8. ...

Group-4

- a) Rakesh became thinner and stronger when he came back to grandfather's house.
- b) One day Rakesh found a bright green praying mantis.
- c) During Monsoon Rakesh went to his village to help his father and mother in farming.
- d) The next visitor was a hairy caterpillar
- e) He let it remain there.
- f) He removed it and put it on a heap of dry leaves
- g) It was the cherry tree's first visitor

1.; 2. ..; 3. ..; 4. ..; 5. ..; 6. ..; 7. ..

Group-5

- A1) There was a pale pink blossom at the end of a branch of the cherry tree.
- A2) There were many visitors on the tree to eat the cherry fruits
- A3) By then, the cherry tree became taller than grandpa
- A4) It gave fruits and cool shade
- A5) The tree looked very beautiful and it danced in breeze
- A6) One morning Rakesh and grandpa saw a miracle
- A7) Grandpa spent his leisure time under the cherry tree
- A8) Very soon more and more blossoms appeared on the tree

Ans: 1.C; 2. ..; 3. ..; 4. ..; 5. ..; 6. ..; 7. ..; 8. ..

Group-6

- B1) Rakesh's grandfather too loved the cherry tree very much
- B2) Both of them looked after the cherry tree with utmost care
- B3) The cherry tree brought Rakesh and his grandfather very close to Nature
- B4) Cherry tree had a special place in the heart of Rakesh because he planted it

Ans: 1.C; 2. ..; 3. ..; 4. ..

Answer key

Group-1

C, F, G, A, D, B, E

Group-2

J, G2, I, K, H

Group-3

N, L, O, S, Q, R, M,P

Group-4

V, T, U, Z, X, W,Y

Group-5

A6, A1, A8, A2, A3, A4, A5

Group-6

B4, B1, B2, B3

ഒരുക്കം 2011

Module-8

STUDY SKILL

I. The following table gives you some information about a group of students. Read it carefully and answer the questions given below.

Name	Rekha	Sunil	Shaju	Veena
Age	15	14	14	13
Height	139	130	132	125
Weight	45 kg	43kg	46kg	40kg
Brothers	1	2	1	0
Sisters	2	0	1	0
Hobbies	Reading	Gardening	Cycling	Video games
Father	Farmer	Tailor	Clark	Postman
Mother	Nurse	Beautician	Teacher	Peon

1. Who is the shortest member in the group?
2. How does Veena spend her leisure?
3. How tall is the youngest member in the group?
4. Whose mother works in hospital?
5. What is Sunil's father?

II. There are 40 students in class 10. Out of them 22 are boys and 18 girls. The table given below shows the number of hours boys and girls spend on their hobbies on holidays.

Hobby	No. of boys	No. of hours spent	No. of girls	No. of hours spent
Reading	4	1	5	2
Gardening	2	1	3	1
Watching T.V	10	2	8	2
Computer Games	4	1	1	1
Playing Chess	1	1	1	1
Playing Tennis	1	1	0	0

Write a paragraph on the preferences of the boys and girls with regard to their hobbies.

2 Nicola

Nicola the eldest of the two brothers is a thirteen year old lean boy. Younger brother is Jacopo. He is dressed in a worn jersey and cut off khaki pants. His hair is tangled but his eyes are dark and earnest.

3 Nicola

The eldest of the two brothers Nicola is a lean boy of thirteen years, who is dressed in a worn jersey and cut off khaki pants. Even though his hair is tangled his eyes are dark and earnest. Jacopo is the only younger brother of Nicola.

Profile	Merits	Demerits	Grade(A, B, C)
1			
2			
3			

Now let's write a profile of Jacopo

Self evaluation

1. I have used proper linkers in the profile.
2. I have used different types of sentences in the profile.
3. I've arranged the data given.
4. Spacing between words and sentences is appropriate.
5. I've given a title/heading for the profile

Hobbies : Watching Hindi films and Hearing of Songs

Father's Name: Joseph Philip

Mother's Name: Aleyamma

Brother's Name: George

Major awards :

- 2002, Filmfare Best Female Debut (Tamil), Run**
- 2003, National Film Award for Best Actress, Paadam Onnu: Oru Vilapam**
- 2003, Kerala State Film Award for Best Actress, Paadam Onnu: Oru Vilapam**
- 2007, Kerala State Film Award for Best Actress, Ore Kadal.**



Module-12

FILLING OMISSIONS

In the following passages words have been omitted where "/" are given.

1. That was/ jolly story which Mr. Arthur Ransom told the other day /one of his messages/ Petrograd. A stout old lady was walking/her basket down the middle/a street in Petrograd/the great confusion of the traffic and with small peril to herself. It was pointed out to her/ the pavement was the place/ foot passengers.

(for, at, a, from, in, with, that, to, of)

2. Rakesh was/ his way home/school when he bought/cherries. He paid fifty paise/the bunch. It took him/half/hour/walk home, and /the time he reached the cottage there were only three cherries left.

(the, from, on, an, for, about, by, to, at)

3. / following afternoon, we drove/ the tiny village set high/ the hill side. I imagined/ our destinations would be some humble dwellings. But, directed/ Jacopo we drew up/ a large red roofed villa surrounded by/ high stone wall. I could scarcely believe my eyes/ before I could recover breath my two passengers had leaped from the car.

(and, at, a, by, upon, that, the, to, from)

4. Something seemed/ break inside Tcherviakov. He stumbled through/ door and out/ the street. He could not see or hear/ thing and he crawled along the pavement. He walked home mechanically and/ he reached there, he lay down/ a sofa without taking/ his uniform/ died.

(off, and, a, when, on, the, into, to, under)

Module-13

TENSES

1. Here is the letter written by Rakesh to his friend on the day the grass cutting woman cut the cherry tree into two. There are some errors in it. Try to edit it.

I shock to see my cherry tree being cut in two. If the woman was careful she will not have done it. Now I has taken a decision. Today onwards I will not allows anybody to enter my garden.

2. Given below are the sentences written by Tom, a student of standard 10, in connection with the lesson "Two Gentlemen of Verona". There are some error in it. Edit the passage.

One of the boys were wearing a worn jersy. He was doing hard work. The author have just reached there. He starts gazing at the two little figures. What struck him more is his willingness to work.

3. Here is an extract from Nisha's diary. There are some mistakes in it. Help her to correct them.

Yesterday I am going to my friend's house. Before I reached there he leave the place. His brother watch T.V then. He told me that he return at 5 P.M.

4. Imagine that Tcherviakoff has written the following letter addressed to the general. There are some errors in it. Correct them.

I have sneezed on you yesterday evening while I am sitting in the opera house just behind you. I have apologized to you several times before I wrote this letter. I am hopping that I did not do anything intentional to trouble you.

Kindly forgive me

Tcerviakoff

Module-14

REPORTED SPEECH

Read the dialogues given below.

1. "Are cherry seeds lucky?" asked Rakesh. "Nothing is lucky, if you put it away" said grandfather.

Complete the sentences given below.

Rakesh asked Grandfather

Grandfather replied

2. Granny said "are you really sleepy?" "Please, shut up granny" Swami whispered.

Granny asked

Swami whispered

3. Helen asked a friend "What did you see in the woods?" "Nothing in particular" she answered.

Helen asked

Friend replied

4. The author asked, "Why are you so late Nicola?" "Waiting for the last bus from Padua" said Nicola.

The author asked

Nicola answered

Module-15

PHRASAL VERBS

Replace the underlined words in the passages with suitable phrasal verbs from the boxes.

1. Radha nursed her old father with great patience. She told him to stop smoking. He could not tolerate her advice. He got annoyed and left the place.

(went out, put up with, put out, give up, gave in, looked after)

2. John's uncle died yesterday. He postponed his trip to Mumbai. He decided to start next Monday. The station master helped him to overcome all the difficulties regarding the cancellation of tickets.

(put out, passed away, get around, put off, set out)

3. When the Monsoon began Rakesh started home to assist his parents in farming. He had to use a lot of efforts. At the end when he returned he was thin but stronger.

(set in, set out, put in, get back)

Some Phrasal verbs

Get

- 1. Get at - find, reach
- 2. Get up - awake, rise
- 3. Get back - obtain, return
- 4. Get on - continue
- 5. Get over - recover from a disease

Go

- 1. Go on - to continue
- 2. Go through - examine
- 3. Go up - rise price
- 4. Go off - explode
- 5. Go for - attack

Keep

- 1. Keep away - stay away
- 2. Keep on - continue

Turn

1. Turn up - arrive at a place
2. Turn on - to switch on
3. Turn off - to stop the supply
4. Turn over - to turn a page in a book
5. Turn down - to refuse

Set

1. Set in - begin
2. Set out - start

ഒരുക്കം 2011

Supplementary Reader

Merchant of Venice

Characters

Antonio: A wealthy Venetian merchant who occasionally lends money, but never charges interest. Since his main source of income is from his merchant ships, he is the "merchant" of the play's title.

Bassanio: He is a typical Elizabethan lover and nobleman who is careless with his money; hence, he has to borrow from Antonio so that he can marry Portia.

Portia: The most intelligent and witty heroine, she is famous for her beauty and for her wealth, and she is deeply anguished that she must marry only the man who chooses the casket which contains her portrait.

Shylock: Shylock is an intelligent businessman and moneylender, he believes that charging high interest is his right.

The Duke of Venice: He presides as judge over the court proceedings in Shylock's claim on Antonio.

The Prince of Morocco: One of Portia's suitors; he loses the opportunity to marry her when he chooses the golden casket.

The Prince of Arragon: He chooses the silver casket; he is another disappointed suitor for Portia's hand in marriage.

Gratiano: He is the light-hearted, talkative friend of Bassanio, who accompanies him to Belmont; there, he falls in love with Portia's maid, Nerissa.

Lorenzo: He is a friend of Antonio and Bassanio; he wins the love of Shylock's daughter, Jessica.

Jessica: She is the young daughter of Shylock; she falls in love with Lorenzo and elopes with him.

Nerissa: Portia's merry and sympathetic maid.

Balthasar: The servant whom Portia sends to her cousin, Dr. Bellario.

Dr. Bellario: A lawyer of Padua.

THE PLOT SUMMARY

Long ago, the city of Venice in Italy was one of the richest of the world.

Among the wealthiest of its merchants was Antonio. He was a kind & generous person.

Bassanio was a young Venetian, of noble rank. But he spends money lavishly.

He wishes to travel to Belmont to marry a beautiful and wealthy heiress Portia.

He approaches his friend Antonio, for three thousand ducats for three months.

Antonio agrees, but his ships and cargo are at sea and had no money.

There was a Jewish moneylender Shylock who was a Jew in Venice.

Shylock hates Antonio, because he is a Christian and also because he insulted and spat on Shylock for being a Jew.

Antonio challenges Shylock's money lending business by lending money at zero percent interest.

So Antonio and Bassanio turn to Shylock for borrowing the money.

Shylock asks Antonio to be the loan's guarantor. He told that he will lend the money without interest.

Shylock proposes a condition for the loan: If Antonio is unable to repay the money at the specified date; he may take a pound of Antonio's flesh from any part of his body.

Bassanio does not want Antonio to accept such a risky condition.

But Antonio signs the contract.

With money at hand, Bassanio leaves for Belmont with his friend Gratiano.

Gratiano is a likeable young man, but talkative.

The two leave for Belmont and Portia.

In Belmont, Portia's father has left a will stipulating each of her suitors must choose correctly from one of three caskets - one each of gold, silver, and lead.

If one chooses the right casket, he gets Portia, if he lost, he had to go away.

The first suitor, the Prince of Morocco, reasons to choose the gold casket, because gold proclaims "Choose me and get what all men desire".

Inside the casket are a few gold coins and a skull with a scroll containing the famous verse:

All that glisters is not gold

The second suitor is the Prince of Aragon. He decides to choose silver, because the silver casket proclaims "Choose Me and Get What You Deserve".

Inside the casket, however, is the picture of a court jester's head on a baton and remarks "What's here? The portrait of a blinking idiot . . .

The scroll reads: Some there be that shadows kiss meaning that he was foolish to be a husband for Portia and that he was always a fool.

The last suitor is Bassanio, who chooses the leaden casket.

He has made the right choice. He is the man to marry Portio.

At Venice, Antonio's ships are reported lost at sea. This leaves him unable to satisfy the bond.

Shylock is very much determined to take revenge against Christians.

His daughter Jessica had run from his home to convert to Christianity and elope with Lorenzo

She has taken a substantial amount of Shylock's wealth with her.

Shylock has Antonio arrested and brought before court.

At Belmont, Portia and Bassanio have just been married.

Gratiano and Portia's maid Nerissa also got married.

Bassanio receives a letter from Antonio that he has been unable to return the loan taken from Shylock.

Shocked, Bassanio and Gratiano leave for Venice immediately.

They move with the money from Portia, to save Antonio's life by offering the money to Shylock.

Portia has now sent her servant, Balthazar, to seek the counsel of Bellario, a lawyer, at Padua.

The climax of the play comes in the court of the Duke of Venice.

Shylock refuses Bassanio's offer of 6,000 ducats, twice the amount of the loan. He demands his pound of flesh from Antonio.

The Duke, wishing to save Antonio refers the case to a visitor who introduces himself as Balthazar, a young lawyer, bearing a letter of recommendation from the lawyer Bellario.

Balthazar is actually Portia in disguise and the "clerk" who accompanies her is actually Nerissa, also in disguise.

Balthazar asks Shylock to show mercy in a famous speech.

But Shylock refuses. He asks the court to allow him to extract the pound of flesh.

At once, Portia points out a mistake in the contract: the bond only allows Shylock to remove the flesh, but not to fall a drop of blood from Antonio's body.

Thus, if Shylock were to shed any drop of Antonio's blood, his land and all the wealth would be forfeited under Venetian laws.

Defeated, Shylock compromises to accept Bassanio's offer of money for the defaulted bond, but Portia prevents him from taking the money on the ground that he has already refused it.

She then quotes a law under which Shylock, as a Jew and therefore an alien, having attempted to take the life of a citizen.

His property has to be forfeited, half to the government and half to Antonio.

The Duke pardons Shylock's life.

Antonio requests the Duke to give his share back to Shylock till his death and then it will be given to Lorenzo and Jessica.

The Duke grants the request of Antonio.

Bassanio does not recognize his disguised wife and offers to give a present to the supposed lawyer.

First she declines, but when he insists, Portia requests his ring.

He gives the ring only after much persuasion from Antonio.

As earlier in the play he promised his wife never to lose, sell or give it to anyone.

Nerissa, the lawyer's clerk, also succeeds in giving her ring from Gratiano, who does not understand her disguise.

At Belmont, Portia and Nerissa pretend to accuse their husbands before revealing they were really the lawyer and his clerk in disguise.

After all the other characters make changes, all ends happily.

Antonio learns from Portia that three of his ships were not destroyed and have returned safely.

www.ck12.com
2011