

DISTRICT EDUCATION COMMITTEE

S.S.L.C. COACHING PACKAGE 2012-13

ENGLISH

Prepared by:



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Dear children,

This is high time for us to go through the patterns of questions which would be asked for our exams. As far as this Term End, Year End exam system exists we have to get prepared for it. Go through it, work out it and practice the similar ones – sure victory is yours! Let us grab 'The leaping wealth of the tide' and make it our own!

Teacher: what types of questions come first in your question paper?

Learner: Comprehension questions.

Teacher: Of course. It would be comprehended from the reading passage selected from our course book. From those we get the answers by analyzing the lines through different ways of reading in the class itself. Reading the lines, between the lines and beyond the lines, we thoroughly study it. So the questions also become familiar. In case they are not become familiar, they may not create that much problem to us. The only thing is Read the passage one or two times. Read and understand the questions asked. Then find the answers from the passage.

Mind it can be

- In the lines itself.
- Just before or after the line which contain the question
- Sometimes it can be beyond the given lines.

Let us try to get what these 3 forms are.

1. Answer can be got from the same line:

Teacher: For questions beginning with 'What', where can we find the answer?

Learner: Answer will be in the same line.

Teacher: For eg, Swami is hesitant to go to school on Mondays.

Suppose here a question come like this -

What Swami is hesitant to do?

What would be the answer?

Learner: To go to school.

Teacher: Yes; here the answer is for the question words ' What ' - ' to do ' - and that is ' To go to school'

Here the answer is in the same line from where the question is posed.

Let us consider another one -

Probably the Headmaster would dismiss Samuel

What would the headmaster do against Samuel?

Learner: Dismiss.

Teacher: Yes. Here ' what ' and ' do ' denote the question and the answer is ' would dismiss'. So the answer is there in the same line.

But this cannot be generalized. Always for ' what ' questions the answer may not be there in the same lines which contain the words in the question.

For eg : What Swami feared of the consequence of delivering the letter to the Headmaster ?

If such a question is asked, this line is not there in the passage. This you have to read , get the meaning and respond to it – here understand ' what Swami feared ' - the word ' feared ' you know . So find what was Swami's fear – from the passage we can find it – what is it?

Learner: Headmaster would dismiss Samuel.

Police would arrest him.

Teacher: Yes. This is the answer.

So to get the answer, read the question again and again; catch the words you know. You will get at least a vague idea of it. It will help you catch the answer too.

Another ' what ' question.

What does the expression, ' you deserve your Samuel ' mean?

Here what are the key words?

Learner: ' What ' and ' mean'.

Teacher: So meaning is to be found. Meaning of what?

It is put in inverted comas ' You deserve your Samuel '. So the question is to say the meaning of that statement.

Swami's father said this to Swami when he said he didn't give the letter to the headmaster. Father thought Swami is a coward and also a liar. He said Samuel is a cruel teacher. Father meant cowards and liars like Swami should get such a cruel teacher like Samuel who would make vermilion marks on the forehead with the blood of children's beaten hands. Shorten these items and write in simple sentence. How would it be?

Learner: Swami told father lies.

He is coward

So father told Swami he deserved cruel Samuel.

Teacher: Very good. The questions like this and answer them. For that you should have an idea of the question word and what sorts of questions do they be given

Why	Reason for the given statement
When	Time of an event
Where	Place of certain action
Who	Person who is mentioned
Which	Something which mentioned
How	The way something is done
What	About what is said

These questions are called “Wh” questions.

There are other types of questions also.

Another group is 'Yes /No' questions- These are the questions which will get the answers as 'yes ' or 'No'.

They will be begun with Do / Does / Did ; Can / Could; Shall/ Should
'Has/Have/had ' ; ' Will/Would ' ; ' is/was/were '

For these sorts of questions, you should begin the answer with 'Yes/No ' .

eg. Would Swami give the letter to the Head Master?

Learner: No

Teacher: When you write the answer, it should be like this-

No, Swami wouldn't give the letter to the head Master.

Here what are the changes made?

The word order is changed and not is added as the answer is negative.

Let us see another eg.

Is Samuel such a cruel man as Swami said?

Learner 1: Yes.

Learner 2: No, teacher, no.

Teacher: Both the answers can be accepted. But how to say it?

Learner 1: Yes, Samuel is a cruel man as Swami said.

Learner 2: No, Samuel is not a cruel man as Swami said.

By getting these ideas, you can answer almost all the comprehension questions.

Let us practice some questions:

The result was that he proposed to send Swami late to his class as a challenge .He was also going to send a letter with Swami to the Head Master. No amount of protest from swami was of no avail. Swami had to go to school.

Read the passage given and answer the given questions:

1. Who proposed to send Swami to school?

Where is the answer? Read the line again.

.....he proposed to send the letter.....

so who is this 'he'?

Who send Swami to school ?

Learner : His father'.

Teacher: Yes, his father sent Swami to school .

Here the answer is the same.

When swami's father proposed to send Swami late to his class , how did Swami react to it ?

Which is the question word here ?

Is it 'When' ? No, the question part is the next part.

ie.how did Swami react to it .

So what would be the answer?

'How' is the question word and 'a way' would be the answer.

Way of what? Way of swami's reaction.

So where is the answer ?

Which line suggest it?

No amount of protest from swami was of no avail.

See this line. This shows that Swami showed some protest. So, that is the answer.

Swami protested when father asked him to go to school.

Shall we do another question?

Did Swami's protest have any result ?

In which category does this question fall ?

It is an 'yes / no ' question .So the answer would begin with yes/ no .

Read the same sentence again. - No amount of protest from swami have of any avail.

This is the answer.

Shall we do another question?

Why Swami's father propose to send him to school?

Here 'why ' is the question word. So reason would be the answer.

Reason for Swami's father sending him to school.

What is it?

Shall we get it from the following sentence? Let us see.

'It was a kind of challenge.'

partially it is the answer But it is incomplete.

What is the challenge also should be explained. What is it ?

That idea we have heard earlier.

Swami said that Samuel sir had punished the late comers violently .hence Swami;s father took it as a challenge and got ready to his child late with an explanation letter to the headmaster.

See another question .

Did Swami go to school ?

The question word is 'Did.'

Again the answer would begin with yes/ no .

Which sentence will provide the answer ? Swami had to go to school. It is a positive sentence .

So the answer will be 'yes'.

ie. Yes, Swami had to go to school.

Whom did Swami's father send the letter ?

To whom should be answered . ie. The answer would be a name.

Letter is the thing send. And it is send to the Head Master. So , that is the answer.
Swami's father sent the letter to the Head Master.
In this way we have to analyse the questions and answer them .

POEM

Now let us try to analyse certain questions from the poem-

When we get comprehension questions from poems, how can we answer them?

The lines cannot be written as answer for all questions except for the questions which demand to quote the lines [Pick the line/ quote the line /which lineWhen the question begins like this ,answer will be the line as such.]

In other cases how to change the lines in to prose order?

For answering questions from poems, first detect the line where the answer is ; then change it in to prose order. Here also , as in the prose - reading the lines ,reading between the lines and beyond the lined as such .are to be done. Our own reflection on certain lines also can be asked for which answer cannot be got from the line but be written as per our opinion .

Poem's specials - imagery. Rhyming words, sound effects etc. s also can be asked.

Let us analyze them one by one.

See the lines from the poem 'Night of the Scorpion':

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One .

Now see the questions:

1. Who came there at that night? Or who came like swarms of flies?

What would be the answer? As the question word is 'who', the answer is a name. Here from the line itself it is very clear. The line goes like this- The peasants came like..... Hence the answer is the

same .ie. The peasants came there at that night like swarms of flies.

What did the peasants do? For what did they do so?

For this question, we have to answer two questions .The first one is 'What did the peasants do' ?

For this, the question word is what and hence the answer is to be given for what they have done.

The peasants came like swarms of flies .They buzzed the name of God a hundred times.

Then comes the second part of the question .

For what did they do so- Read the line again . The last part says 'to paralyse the evil one '

ie. To make the 'evil one ' paralysed . which is the evil one? No doubt, the scorpion itself . Hence the answer is The peasants came there and buzzed the names of God to make the scorpion paralysed.

3. Find the example for simile from here.

To answer this, should know what is simile. Simile is a comparison ie. Two things would be mentioned where one is said to be like the other. Here the peasants coming chanting names of God is compared to swarms of flies coming buzzing.

- What is mentioned by the term, 'evil one'?

Here in this poem ,we know the evil doer is the scorpion who stung the mother. Hence the evil one is the scorpion itself.

- Explain the image used here .

What is an image ?

It is a picture of words. By reading these lines what picture comes to our mind should be explained .

We get the picture of peasants coming in group murmuring or chanting the names of Gods like a group of flies coming making sounds like saying , buzzz.....

These are the main questions which can be asked from this portion.

Now let us take examples of other figures of speech :

See the line 'may the sins of your previous birth be burned away.....

Here find example for alliteration.

What is alliteration ?

It is repetition of consonant sounds in the same line .

Herebirth be burned..... /b/ sound is repeated .Hence it is example for alliteration.

Similarly assonance also can be asked.

With candles and with lanterns.....

Which sound is repeated ? Candles ; and ; lanterns

Here the sound denoted by the letter 'a' is repeated and that is example for assonance

Now see another line ---

throwing giant scorpion shadows on the mud baked walls----'

Here whose shadow is seen ?

It is that of the peasants . But it is felt to be scorpion shadows for the child .Here we can see figure of speech

What is it? Here also we can see comparison. But the thing compared is said to be the compared; not as in the simile where it is said to be like the other thing .What is the figure of speech here ? It is called _____ It is called metaphor.

In this way we can answer all the comprehension questions of the poem too.

Now another type seen in the question paper is again for comprehension but from an unseen passage .

ie. A passage taken outside from your text _____ will be given along with comprehension questions .

There also you have to answer them after reading and understanding it thoroughly. For that , you should read the passage in a skimming mode at first and then read the questions .so you will get an idea of the question and the answer .Then do a scanning reading of the passage once again . Now you are ready to answer the questions asked.

Here is a passage taken from the daily. Read it -skimming and scanning – and answer the questions.

Each one of us felt it-- the sheer exhaustion that envelops us as we rush through the deadlines in office and completing chores at home,beating the traffic, meeting deadlines in office and multi – tasking. At the end of the day we may realise that we have matched the pace of the ticking clock.\, but lost a lot in the bargain--

Whether it is peace of mind , our health , or day spent well.

Fareed Zakaria, one of the most respected journalists in the world,being too busy to check his column said,"it forced me to rethink my heavy workload and slowdown."

What is the slow movement ?In this speed-obsessed age,each one of us crams too many things in each minute to race through life. Slow movement advocates a cultural shift toward slowing down life's pace and enjoy living rather than rushing through life. It is a cultural revolution against the notion that faster is always better.

Read the passage given above and answer the following questions:

- What is the passage about ?
- 'Each one of us have felt it'-What?
- What is Fareed Zakaria ?
- At the end of the day what might we realize ?
- What do you believe,faster is better or slower ? Why ?

How to answer them ?

Read the passage well .Then read the question -What is the passage about -

What said here ? It is about the speed of our life or rather about the slowness we need in our life.

How should we get this ?By reading the passage thoroughly you will get it.

The second one rather easy to get. It is in the line itself. We can locate it in the first para .

The third qn .and the forth also can be answered from the same lines which contain the questions .

What about the fifth one ?

It is for us to reflect .

You can answer either faster is better or slower is better . Then add your own reason for that opinion

Let us see some other possible questions from this passage.

- How do we match the pace of the clock?

- What is Fareed's opinion about speedy life?
- Which life would be enjoyable -speedy or slow?
- Give a title to this passage.

A cultural shift is mentioned here. What is it?

By practicing answering these sorts of questions, you will get confidence, improve your language and thus score good marks.

Students: Good Morning Teacher

Teacher: Good Morning. Today we are going to discuss how to write a letter. Do you write letters?

Students: Yes, We write letters to our friends and relatives.

Teacher: Do you write any other type of letters.

Students: Yes, We write leave letters.

Teacher: Good. You are writing leave letter to an office. Can you say some other letters that we write to an office?

Students: We write applications, letter to a newspaper, To Village office, To Panchayath office, etc.

Teacher: Very Good, so we write 2 types of letters- 'Formal letters' & 'informal Letters'.

Teacher explains formal and informal letter.

Teacher: Do you remember the situation Swami's father writing letter to the Headmaster?

Students: Yes.

Teacher: Let us discuss the features of a formal letter.

Now read the likely letter his father would have written to the headmaster.

A.B.C. Street,

Malgudi,

Mysore.

22/8/1985

To

The Headmaster,

Albert Mission School,

Malgudi..

Dear Sir,

I am Viswanathan. My son Swaminathan is studying in your school. He is a student of class 4. I came to know that Mr. Samuel his class teacher punishes children very severely. My son is very hesitant to come to school because he is afraid of his

class teacher. I understand that he often punishes children unsympathetically. His violent methods of punishes are notorious. I heard that one day he made a student stand on his knees for whole period for coming late and he gave him a good beating and twisted his years. There are many more incidents of violence on his part.

I want you to view this matter seriously and take necessary steps to stop him behaving in this manner to children.

Thanking you,

Yours faithfully,

sd/-

Viswanathan

- *Format of a formal letter.*
- *Proper salutation.*
- *Formal language.*
- *Proper beginning.*
- *Convey the message.*
- *Formal linkers.*

Let us write some more letters:

1. “Swami realised that he was perjuring himself and was ruining his teacher”. Swami regrets for blaming Samuel. Suppose he decided to write a letter of apology to Samuel. What would that letter be?
2. 'As he approached the yellow building he realized that he was perjuring himself and was ruining his teacher.' Swami was regretful of his lies. Imagine he wrote a letter seeking apology from his teacher Samuel. How would that letter be?
3. The narrator of the story 'The Blue Bouquet' got a letter from one of his friends after his shocking experience. The letter is given below. Read it and prepare a reply to the letter.
4. A news report describing the bitter experience of the narrator of the story 'The Blue Bouquet' is given below. Read it carefully and write a letter to the editor of a daily expressing your concern on the increase of such violent incident.
5. The sergeant was angry and sent Private Quelch for permanent cookhouse duties. Imagine that Private Quelch writes a letter seeking the sergeant's apology. What would he write in the letter? Write the likely **letter**.
6. The members of the Eco Club of your school plans to write a letter to the editor of a daily to make the public aware of the indiscriminate felling of trees for the expansion of roads in the city. Draft a **letter** highlighting the consequences of indiscriminate felling trees.
7. Imagine that you write a letter to the editor of a newspaper expressing your views on the role played by media in bringing important issues for public discussion. What would you write in the letter? Write the likely **letter**.
8. The headmaster wrote a reply for the letter that Swami's father had written. How would that letter be like?

9. The report given below is from a newspaper describing the bitter experience of the narrator of the story 'The Blue Bouquet'. After reading the same, write a **letter** to the editor of a daily expressing your concern on the increase of such violence.
10. After reading the story —The Hound of the Baskervilles□. You are an admirer of the power of the detection of Mr. Sherlock Holmes who logically proved that Mr. James Mortimer who had worked in the Charring Cross Hospital in London and left the same after his marriage and wanted to take up a country practice, had got a walking stick from his friend. Mr. Holmes was sharp, shrewd, and observant and had immense analytical and logical powers. You wanted to write regarding both the story and its detective to your friend in Chennai who likes books the most. Write a likely **letter**.
11. Dr. Octavio Giraldo knew about Jose Montiel's neglect of the cage that Balthazar made. A hope of buying the cage returns to the Doctor's mind. He writes a letter requesting Balthazar to rethink and sell it to him. Write the likely letter.
12. Have you read Vaikom Muhammed Basheer's 'Bhoomiyude Avakasikal' . Write a letter to your friend regarding your point of view in connection with Ravi's experience in the shed.
13. Ravi writes a letter to his uncle about his 'harrowing tale' of being isolated in the entire game. What the letter would be.
14. Inspired by the investigations made by Holmes, Watson writes a letter to his friend about the incident. How the letter would be ?
15. Pepe was very happy that he got a beautiful cage as a gift. If he were to write a letter of thanks to Balthazar, what could it be like ?

Students: Good Evening teacher

Teacher: Good Evening. Today we are going to discuss how to write a character sketch. What do you know about a character sketch?

Elicit response

Teacher: *We describe the characters, personality appearance etc. using appropriate words and expressions.*

You have read the story *The Blue Bouquet*. Here is a character sketch of the Hotel keeper. Read and identify the features of a character sketch.

I have enjoyed the story 'The Blue Bouquet' and noted some peculiarities in the character of the hotel keeper. He was physically fit for the job. But his character is very mysterious. He was not sleeping even though it was late. He was the man who had only one eye. He looked gloomy. He cunningly looked the narrator with his partially closed-eye. His passive mood seemed as if he was alienated from other planets and had affected nothing from this world. He looked at the narrator who rushed into the hotel after the horrifying incident in the street that midnight in a unemotional mood. His mysterious behaviour creates in me a doubtful look at him. He might have left the narrator while realizing that his eyes were not blue. He might have attempted to gouge his eyes only to satisfy his sweet heart. I think he is really a strange character in the story 'The Blue Bouquet'.

- Describe the Physical appearance.
- Describe how the character is developed in the story.
- Use appropriate words and expressions.
- Use linkers.

Students: Good Morning Teacher

Teacher: Good Morning. Today we are going to discussion how to write a notice.
Have you read notices in our school notice board?

Students: Yes.

Teacher: So today we are going to discuss how to prepare a notice. When do we write a notice?

Elicit response

Teacher: It is a written information of an event or a programme. Here is a notice.
Read and identify the features of a notice.

The Beggar and the King

A Play Presented by the English club of G.B.H.S

Dear friends,

The English club of G.B.H.S., R.K.Puram has decided to stage the one act play 'The Beggar and the King' by Winthrop Parkhurst as a part of the school's Annual Day celebrations. The members of the English club have prepared the script and directed the play. Mr. Jayaprakash, a well known Theatre personality has consented to inaugurate the staging of the play.

All are welcome.

Sd/-

Secretary

English club

- Give a suitable heading.
- Proper salutation.
- Formal language.
- Give details of the programme
- Convey the message.
- Formal linkers.
- Specify the authority issuing the notice.

Shall we try some more:

1. The film club of your school is organising a film festival. BICYCLE THIEVES, CHEMMEEN, and NEELAKKUYIL are some of the films to be screened. ShajiN Karun, one of the famous film directors of Kerala, will inaugurate the festival. Draft a **notice** giving details.
2. The English club of your school is organizing a Music Festival. As the Secretary of the club, you have invited Sri. M.K.Arjunan, the famous music composer to inaugurate the function. Prepare a **notice** showing the details of the function.
- 3.

Students: Good Evening Teacher

Teacher: Good Evening. Today we are going to discuss how to write a narrative. What do you know about a narrative?

Elicit response

Teacher: It is the description of a sequence of imaginary and real events. We use all the sensory details in a narrative like What, Where, When, how etc.

Now let us read a narrative.

The Murmur of the Pebbles

The night was murmurous. 'You had better stay in', the hotel keeper told me. The advice of the hotelkeeper didn't prevent me from going out of the hotel room in which I was hated the way he sat, the way he talked and the way he stared at me. I just wanted to breathe fresh air. I wanted to run away from the suffocating walls of the hotel room. When I opened the window, I felt the feminine breathing of the night. I felt I was called by the galaxy of eyes in the sky. Yes, the sky beckoned me! Without thinking of anything else I went out of the room and walked down the street ignoring the hotel keeper's warning. The pebbles rumbled under my feet when I was walking down the street in the silent night. What were the pebbles trying to say?

- Give a suitable title
- Describe the events and develop it properly
- Use a suitable language for the theme.
- It should have a proper beginning and ending
- Mention the time and place
- Use suitable images.
- Organise the ideas properly.

Students: Good morning Teacher

Teacher: Good morning. Today we are going to discuss how to prepare a write up. What do you know about preparing a write up?

Elicit response

Teacher: It is a short article describing about a book or an incident or a place. It expresses the writer's opinion or point of view.

Now let us read a write up.

Cinema: A cultural Document

Every art form reflects the culture of the society from where it is being created. Cinema also is not an exception to this. Our films of all periods record the cultural elements of our times in a way or the other.

The article 'Tea-shops in Malayalam Cinema' by Sri. C.S. Venkiteswaran tried to document the role played by tea-shops in the social transformations that took place in the cultural domain of Kerala. According to the author tea-shops in Kerala initiated a revolution in our dining habits. Dining together is marked as a milestone in the fight against the prevailing caste system in Kerala then. The tea-shop was considered as secular spaces where the only criterion for entry was the possession of money. Anybody could have tea snacks if they had money with them. The customers were not belittled according to their caste or creed. The writer points out that the tea-shops emerged at a time when wages began to be paid in cash. It was also the time when people began to travel extensively for their livelihood.

The film 'Sunshine through the Rain' by Akira Kurosawa portrays the customs and belief systems of Japan in a striking way. The thread of the film is taken from an Asiatic myth which is prevalent even today. The boy in the film is prohibited to go out by his mother when the rain and sunshine come together as it is the time of the

foxes marriage'. Apart from the portrayal of a myth that is also seen in Kerala culture the film also documents the dress code, architecture, flora and fauna of Japan in a vivid fashion.

Thus these two pieces of writing try to emphasise the fact that film is a media for documenting the culture and way of life of a society. It also tries to record the similarity in the belief systems of people living in different cultures.

- Use suitable title
- Describe & develop it properly
- Use suitable language.
- It should have a proper beginning and ending
- Organise the ideas properly.
- Use appropriate linkers.

Students: Good Evening Teacher

Teacher: Good Evening. Today we are going to discuss how to write a review. What do you know about writing a review?

Elicit response

Teacher: it is a description and evaluation of a work of art. It gives a brief description of the plot, characters, setting and background of the work. One expresses his arguments and opinion about it.

Now let us read a review.

The Marquez Touch

‘ Balthazar’s Marvellous Afternoon’ is one of the fascinating stories which compels the reader to bow his head in humility before the master craftsmanship of one of the greatest writers of our times-Gabriel Garcia Marquez. Balthazar is a poor carpenter whose social standing is on the lower rung. His only claim to fame is his lifelong ability to make bird cages. His two week long effort to make a cage of outstanding beauty and quality was the chisel he used to break the social barrier that separated him from the wealthy. He has made a cage that is a piece of fine art, and highly desirable. Doctor Octavio Giraldo calls the cage a creative piece. The doctor says ‘you wouldn’t even need to put birds in it. It would be enough to hang it in the trees so it could sing by itself’

The story begins with Balthazar, who is accustomed to making cages since his childhood, finishing the work of a beautiful cage. Many people came to see it and a crowd is formed in front of the house. Balthazar has to take it down and close the shop. Ursula, his wife desires him to sell the cage for 50 or 60 pesos. Doctor Octavio Giraldo is disappointed when the Balthazar tells him that the cage is already being sold to Pepe Montiel, Son of the rich Jose Montiel. But, when Balthazar reaches Montiel’s to hand over the cage to Pepe , Jose Montiel reacts very rudely to him. Balthazar gifts the cage to Pepe. But Balthazar lies to everyone that he got 60 Pesos for the cage from Jose Montiel. His friends then ask him to celebrate the moment and he is seen rejoicing his newly acquired status with least care for money. Even when he is robbed off his shoes and when the church going women think he is dead, he does not want to free himself from the bliss of having being reborn as an artist.

The story clearly shows that art has its place in every society, but ownership of fine art is often the privilege of the wealthy. Balthazar is definitely not a model as no artist can exist unsupported by money. His entry in to the realm of fine art

is still a point worth discussing. It readily explains one of the basic features of artistic experience.

- Give a suitable title
- Describe different shades of meaning in the works.

• Use suitable language for the theme.

- It should have a proper beginning and ending
- Organise the ideas properly.
- Interpret images and symbols in the work
- Make an assessment of the characters if any.