



School Education Department

Marusinchana

ENGLISH

2026-2027

Student Activity Book

10

Tenth Standard

Samagra Shikshana - Karnataka

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Foreword

Learning becomes meaningful when children actively engage with ideas, reflect on their understanding, and connect new concepts with what they already know. Recognising this, the Marusinchana Programme places strong emphasis on student participation and experiential learning. The programme is specifically designed to bridge learning gaps and enable students to master foundational and pre-requisite competency essential for achieving grade-appropriate learning levels.

The Student Activity Book (SAB) has been developed to support this vision. It serves as a structured learning companion that enables students to revisit prerequisite concepts, participate in guided learning activities, and consolidate their understanding of grade-level lessons.

The activities included in this book are designed to:

- help students to bridge learning gaps,
- encourage thinking, discussion, and problem-solving, and
- support gradual progression towards grade-level competencies.

The SAB is not an examination workbook or an additional textbook. It is meant to be used during regular classroom teaching, under the guidance of the teacher, as part of daily learning processes. Through carefully sequenced activities aligned with textbook lessons, students are supported at every stage - from readiness to reinforcement.

By engaging with these activities, students are encouraged to learn actively, express their thinking, learn from peers, and build confidence in their understanding of the subject. It is our belief that consistent use of the Student Activity Book, along with thoughtful facilitation by teachers will strengthen conceptual understanding, improve learning outcomes, and nurture joyful classroom learning environment. We hope this book inspires curiosity, participation, and confidence among learners as they progress in their learning journey.



Scan for additional learning

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Foundation Phase - Worksheet - 1

Picture Reading



Learning Outcome:

- ♦ Reads textual /non-textual,scripts in English with Comprehension.

Activity 1 : Look at the picture below carefully and answer the questions that follow



- a) What is this picture about?
.....
- b) What are the people doing in this picture?
.....
- c) Why is that warning board placed there?
.....

Write a short paragraph (4–5 sentences) about what you observe in the above picture:

.....

.....

.....

.....

.....

Activity 2: Fill in the blanks using the clues from the picture and complete the paragraph:



A is sitting under a tree with a A monkey is on the A boy and a girl are standing by the side of the A is moving along the road. There are many trees and is flowing in the canal.

Rewrite the paragraph in your own words:

.....

.....

.....

.....

.....

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.....

Activity 3: Study the picture given below. By using the clues complete the paragraph:



This is a picture of festival. There are..... children and elders. Children are enjoying crackers and the are watching them carefully. The woman is holding a in her hand and lighting the lamps. Deepawali is a festival of All are enjoying this of lights with one other.

Activity 4 : Write a short paragraph about the picture :



.....

.....

.....

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Foundation Phase - Worksheet - 2

Poem Reading



Scan for additional learning

Learning Outcome:

- ♦ Recites and enjoys poems/Rhymes individually/in groups with correct pronunciation and pauses.

Activity 1 : Listen to your teacher and recite the poem. Read the following poem and answer the questions that follow

Leap Year Poem

Mother Goose

Thirty days hath September,
April, June and November.

All the rest have thirty-one,
Excepting February alone.

And that has twenty-eight days clear,
And twenty-nine in each leap year.

1. How many months have 30 days?
.....
2. Which are the months with 31 days?
.....
3. Why is February the month of exception?
.....
4. List the rhyming pairs used in the poem.
.....
.....

Activity 2 : Read the following poem and answer the questions that follow :

The Boy Who Never Told a Lie

Anonymous

Once there was a little boy
With curly hair and pleasant eye
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy
The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
'T was said, "There goes the honest youth."
And when the people that stood near,
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

1. Who does the poem speak about ?
.....
2. How does the boy appear?
.....
3. "There goes the curly-headed boy. The boy that never tells a lie." Who says this?
.....
4. When did they say this?
.....
5. What was the quality of that boy?
.....

Activity 3 : Read the following poem and answer the questions that follow:

I Wandered Lonely as a Cloud

William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay.

Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:

A poet could not but be gay,
In such a jocund company
I gazed and gazed-but little thought
What wealth the show to me has brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;

And then my heart with pleasure fills,
And dances with the daffodils.

1. Who is the speaker of this poem?

.....

2. Name the figure of the speech used in this line "I wandered lonely as a cloud".

.....

3. Where and what were the daffodils doing?

.....

.....

.....

4. Why does the poet call it, 'a bliss of solitude'?

.....

.....

.....

Foundation Phase - Worksheet - 3

Passage Reading



Learning Outcome:

- ♦ Reads the given passage and comprehends its theme.

Activity 1 : Read the passage given below carefully twice and answer the question that follow :



Once addressing a huge gathering Dayananda Saraswathi thundered, "Your ancestors were not uncivilized men living in forests. They were great men who enlightened the world. Your history is not a story of defeats. It is the story of the conquerors of the world. Your Vedic scriptures are not the songs of cowherds. They are the immortal truths which shaped mighty souls like Sri Rama and Sri Krishna. Arise, awake and be proud of your glorious history. Take inspiration from it to mould the present. Shame upon your modern education which tells you with contempt for your ancestors.

- 1) What does Dayananda Saraswathi say about our ancestors?

.....

.....

.....

- 2) Pick out the correct antonym of the word 'ancient' from the given passage.

.....

- 3) What are the "Vedas"?

.....

.....

.....

4) Vedic scriptures are

.....

5) Pick out the words from the above given passage that begin with the following.

prefixes: 1) un.....:

2) im----- :

Activity 2 : Read the following passage carefully and answer the questions that follow:



It was a Sunday evening. I went to the market with my father. The market was crowded with people. The vendors were busy selling different things such as fruits, vegetables, toys, tasty toffees and bangles. I wanted my father to buy me some bangles and toys. In the beginning he refused, but later he agreed to buy one. He searched his wallet for money. But he found that his wallet was missing. Immediately we complained to the police. standing there. The policeman showed a wallet to my father and said, "Is this your wallet sir? "I felt that it was my father's wallet. The policeman said that a nice young boy had found it on the road and had given it to him to return it to its rightful owner. Father received the wallet from the policeman and checked it. Everything inside was intact. We couldn't find the boy to express our gratitude. But we thanked the policeman before leaving. My father didn't fail to get me the toy and bangles. We returned home happily after buying some sweets and fruits for my mother and brother.

1. What is the title of the passage?

.....

2. Who are the main characters mentioned?

.....

3. What is the theme of the passage?

.....

4. Write one new word you learned from the passage and use it in your own sentence.

Word: Sentence:

5. How did the passage make you feel? (happy/sad/excited/informed...) Why?

.....

Activity 3 : Read the biography of M.S. Subbalakshmi silently and answer the questions that follow:



M.S. Subbulakshmi is called the melody queen of India. She was born in Madurai in Tamil Nadu on 16 September 1916 into a family dedicated to music. Her mother was a famous Veena player: Subbulakshmi gave her first recital at the age of ten and when she was seventeen, she began giving major performances. She has also played the lead role in the film 'Meera'

M.S. Subbalakshmi has been conferred with many awards. She got Padma Bhushan in 1964, the Madras Music Academy's coveted title of Sangeetha Kalanidhi in 1969, the Magsaysay Award in 1974, Padma Vibhushan in 1975 and Bharath Rathna in 1997. She believes, "One should study music as one studies history, geography or arithmetic, for music is a laudable medium of national integration."

- A) When was Subbulakshmi born?

.....

- B) Who is called the melody queen of India?

.....

- C) According to Subbulakshmi, why should one study music?

.....

- D) Write a brief note on Subbalakshmi's achievements.

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Foundation Phase - Worksheet - 4

Simple Sentences



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Learning Outcome:

- ♦ Writes simple sentences and short paragraphs

Activity 1: (a) Read the following sentences and identify subject (S) and predicate (P) as given in the model:

Ex: The bird is flying.

S: The bird P: is flying

1. The dog is wagging its tail.

.....

2. Father is cooking my favorite dosa.

.....

3. The train is running along the tracks.

.....

4. Mother is reading a book.

.....

5. Hurrah! We won the football match.

.....

(b) Underline the subject and circle the predicate in each sentence given below:

1. The boy plays the guitar.

2. The tree gives fruit.

3. I write a letter.

4. She sings a song

5. The sun shines brightly.

Activity 2: Rearrange the following jumbled words to get meaningful sentences:

1. marriage/today/I/to/a/ going/am/anniversary/party.

.....

2. they/?/doing/what/are

.....

3. funny/is/very/brother/my.

.....

3. time/wait/tide/for/none/and

.....

4. a/what/surprise/!/pleasant

.....

Activity 3 : Look at the given picture and observe the things you can see in it.
Write a paragraph about the picture.



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Foundation Phase - Worksheet - 5 Punctuation



Learning Outcome:

- ♦ Writes paragraphs from verbal, visual clues with appropriate punctuation marks.

Activity 1: Match the punctuation marks with their uses: One example is given.

Sl. No.	Punctuation marks. (A)	Uses (B)	(C)
1	Full stop (.)	Used to show possession or for contraction of word.	
2	Comma (,)	To separate letters, numbers, or words.	
3	Colon (:)	To add extra information to sentences	
4	Semicolon (;)	To show that someone else has said it.	
5	Question Mark (?)	Used to join the words together...	
6	Hyphen (-)	To show that it is a question.	
7	Exclamation Mark (!)	Connects two complete sentences that are related.	
8	Apostrophe (').	To show strong emotion.	7(!)
9	Slash (/)	To separate items in a series	
10	Quotation marks ("")	To introduce a list	
11	Round brackets ()	At the end of the sentence.	

Activity 2: A. Use punctuation marks and capital letters wherever necessary and rewrite the following sentences correctly:

- 1) how are you
- 2) do you like chocolates
- 3) i like to eat banana mango and guava
- 4) what a beautiful place
- 5) i like to visit red fort

B. Identify the errors in in the following paragraph. Edit it and rewrite it correctly in the space given below:

pandit ravishankar and ustad allah rakha went up the wooden staircase and knocked softly on the door of aunt sushilas apartment. They went in and sat down on the divan by the window and played for the boy surrounding him with a great and beautiful. happiness as life went out of him gently very gently

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Activity 3 : Punctuate the following sentences using comma, full stop, question mark, exclamatory mark, apostrophe and use capital letter wherever needed:

- 1) hurrah i got the first prize
.....
- 2) will you drive rakeshs car
.....
- 3) ramya sanvi kavita and geetha havent come to class today
.....
- 4) are you going to delhi
.....
- 5) i am reading the novel malgudi days
.....
- 6) savita is reading the ramayana
.....
- 7) jyothiba phule fought for womens uplifiment
.....
- 8) we celebrate diwali
.....
- 9) devesh is talking with his brother in law
.....
- 10) oh god i lost my purse
.....

Foundation Phase - Worksheet - 6

Creative Writing



Learning Outcome:

- ♦ Writes creatively

Activity 1 : What happened to Maya?

Read the story and guess what happened to Maya and complete the story .

Maya is a pretty girl. She wore a dark dress and went into a dark forest. Walking on a dark road, she entered a dark castle, where a witch was living in a very dark room. There

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Activity 2 : Look at the picture carefully and write a paragraph. The beginning sentences of the story are given for you.



Shushanthi loves animals. She fostered a dog. One day she took her dog to

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Activity 3 : Write a story which you know.

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Foundation Phase - Worksheet - 7

Pronouns



Learning Outcome:

- ♦ Uses simple nouns, pronouns and adjectives in verbal and written communication.

Activity 1 : Read the given paragraph and encircle the proper nouns. Rewrite the paragraph replacing proper nouns with appropriate pronouns:

Manasa is a good girl. Manasa is studying in 10th standard. Manasa is from Hosa Siddapur. Manasa is studying in Government High School. Manasa respects her parents and teachers. Manasa is well mannered. Manasa writes neatly. Manasa is not only intelligent but also polite. Manasa's favorite food is Masala Dose.

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Activity 2 : Fill in the blanks choosing suitable pronouns given in the brackets:

[They, I, She, It, We, He, me, them]

1. sings a song melodiously.
2. read the newspaper.
3. are going to a hotel.
4. were playing cricket yesterday.
5. The Teacher told to bring the pen.
6. I asked to read silently in the class.
7. is my mobile.
8. goes to school regularly.

Activity 3 : Underline the pronouns in the following sentences:

1. Priyanka enjoyed her birthday.
2. She has a new car.
3. We visited our grandma on Sunday.
4. Ekanth and his friends played cricket.
5. The doctor treated her patient.
6. Students took their bags.
7. Chandana wore her new dress.
8. My parents went to see the Jog falls last week.

Activity 4 : Use appropriate pronouns to complete the sentences given below:

1. My name is Chetan Kumar. am from Bhadravathi.
2. Ramappa lives in Shivamogga. is a beautiful city.
3. Nutana goes to an ice cream parlor. loves to eat ice cream.
4. Sinchana and I are friends. went to market yesterday to buy a new dress.
5. Arun and Diganth are neighbours. played chess yesterday.
6. The tree was old. fell beside the road.
7. Yogesh is a student. lost his new pen.

Foundation Phase - Worksheet - 8

Adjectives



Learning Outcome:

- ♦ Uses the variety of simple nouns, personal pronouns, adjectives and prepositions to make meaningful sentences.

Activity 1 : Identify the adjectives and circle them

book	ball	yummy	slow
long	large	phone	salty
girl	dog	each	cow
long	small	old	hard
tiger	car	cat	red
fast	tall	loud	box
delicious	cool	house	four

Activity 2 : A. Fill in the blanks with correct adjectives choosing from the table given below:

fast	biggest	yellow	small	funny
soft	blue	red	tall	green

- 1) The Daffodils are
- 2) The Hummingbird is
- 3) The story is
- 4) The sky is
- 5) Rakesh is a runner.
- 6) I like apple.
- 7) Asia is the continent in the world.
- 8) Rohan is a boy in the class.
- 9) He likes Idli.
- 10) She likes vegetables.

B. Choose the appropriate adjectives to make meaningful sentences:

1. Elephant is (big, small)
2. Lemon is (sweet, Sour)

3. Giraffe is (tall, short)
4. Market is (quite, noisy)
5. Mohan is a (smart, beautiful) boy.
6. Tortoise's shell is (hard, soft)
7. Tiger is a (ferocious, mild) animal.
8. Peacock is (beautiful, ugly)
9. Ice cream is (hot, cold)
10. The Nile is the (longest, shortest) river.

Activity 3 : Underline the adjectives in the following sentences:

1. The weather is nice today.
2. There are some yellow flowers in the garden.
3. They live in a modern house.
4. Please be quiet. I am reading.
5. The film was boring.
6. It's very cold outside.
7. Have you met any famous people?
8. I have six subjects to study.
9. Neetha speaks foreign languages.
10. Do you like Italian food?

Foundation Phase - Worksheet - 9 Verbs



Learning Outcome:

- ♦ Uses nouns, verbs and prepositions in speech and writing.

Activity 1: Match the following and write the complete sentences in the space provided below:

A

1. I
2. We
3. She
4. You
5. He
6. They

B

- are playing cricket.
- am driving now.
- are a dancer.
- is an intelligent girl.
- were going to school yesterday.
- was a lazy boy.

1.
2.
3.
4.
5.
6.

A verb is a word that tells an action. It tells us

1. What a person or thing is.
2. What a person or thing has.
3. What a person or thing does.

Helping or Auxiliary verb

- | | | | | |
|----|-----|--------------|--------------|-----------|
| 1. | I | am | going | to school |
| | | ↓ | ↓ | |
| | | Helping verb | Main verb | |
| 2. | You | have | done | the task. |
| | | HV | MV | |

Activity 2 : a) Circle the verbs and write them in the place given below :

Book, watch, read, play, sing, dance, eat, pen, swim, drink, paper, donkey, write, mobile, open.

.....

.....

b) Now complete the following sentences using correct forms of the verbs listed above.

1. I milk every day.
2. Ranjitha songs melodiously.
3. We in the school on the annual day.
4. Boys cricket.
5. You the story.
6. He the lesson loudly.
7. Varsha Masala Dosa slowly.
8. They the movie on Sundays.

Activity 3 :

a) Read the following statements and identify the verbs. List them below:

1. I have a car.
 2. You have a bicycle.
 3. The students have a special class today
 4. He has 100 rupees.
 5. Sheela has a new dress.
 6. It has two wings.
 7. I had a dog last year.
 8. Pradeep had a book.
-
-

(b) Complete the following sentences using verbs you have listed above:

1. I a new cricket bat.
2. she a new dress.
3. We a new house.
4. He a motorbike.
5. They a special class yesterday.

Activity 4 : Fill in the blanks with correct form of the verb choosing from the brackets:

1. Namitha 4 km. every day. [walk/walks]
2. The dogs all night. [barks/bark]
3. Gowthami 1st prize in a singing competition last week. [won/wins]
4. Have you the baby? [see/seen]
5. I..... a golden chain. [have/has]
6. I a letter to my friend. [writes/wrote]
7. She a smart watch. [has/have]
8. Chandana writing a story. [were/was]
9. I in 9th standard last year. [was/am]
10. You meeting my classmate. [is/are]

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Foundation Phase - Worksheet - 10

Vocabulary - Synonyms and Antonyms



Learning Outcome:

- ♦ Refers dictionary, thesaurus, as reference books for meaning and writing. Uses synonyms antonyms appropriately.

Activity 1 : Read the story given below and answer the following questions :



Bunny rabbit lived in a forest. He had many friends. He was proud of his friends. One day Bunny rabbit heard the loud barking of wild dogs. He was scared. He decided to ask for help. He quickly went to his friend deer. He said, "Dear friend, some wild dogs are chasing me. Can you chase them away with your sharp antlers?" The deer said, "Now I am in a hurry. Why don't you ask the bear for help?" Bunny rabbit ran to the bear and asked for help. The bear replied, "I am sorry. I am hungry and tired. Please ask the monkey for help." Poor Bunny went to the monkey, then to the elephant, and to all his other friends. Bunny felt sad that nobody was ready to help him. He hid under a bush and saved his life. Bunny learnt that he had to learn to survive by himself, not depending on others.

Eg. Identify the synonym for 'scared'.

- A. forget. B. frightened C. brave D. fight

Ans: B. frightened.

1. The word 'antlers' in the story means.....
A. blue B. horns C. brave D. hang
2. The word survive in the story means
A. die B. help C. live D. save
3. The opposite of the word 'proud' is
A. honesty B. honor C. humble D. friend
4. In the paragraph, the opposite of 'slowly' is
A. quickly B. slow C. friendly D. scared
5. The opposite of the word 'friend' is
A. angel B. cruel C. buddy D. enemy

Activity 2 : Fill in the blanks choosing appropriate synonyms given in the brackets of the underlined words:

1. Aishwarya is pretty. She looks (ugly, beautiful, handsome, clever)
2. Santosh is thin. He is (fat, plump, lean, strong)
3. The food was tasty. She cooks (interesting, liking, beautiful, delicious) food.
4. The rat is tiny. It is (strong, small, dangerous, big)
5. Rajan was smiling. He had an expression of on his face. (sympathy, honesty, happiness, poverty)

Activity 3 : Fill in the blanks with the antonyms of the underlined words:

1. Nisha's voice is soft. But her sister's is
2. She thought the watch was cheap, but it was very
3. Rahul was brave but his friend was
4. He agreed to help others and to take the money.
5. Put the wet towel on the clothesline to

Activity 4: (A) Look at the words given in the middle of the table given below and fill in synonyms and antonyms of them. One is done for you: (Refer dictionary or thesaurus)

Synonyms	Words	Antonyms
construct	build	destroy
	true	
	similar	
	dawn	
	different	
	loud	
	birth	
	sick	
	wealthy	
	hard	
	feeble	
	similar	

(B) Some words are given below. Circle their synonyms and underline their antonyms:

- easy - hard, simple, tough
- wrong - right, false, correct
- start - end, finish, begin
- tiny - little, huge, large
- sad - mournful, happy, glad
- over - under, below, above

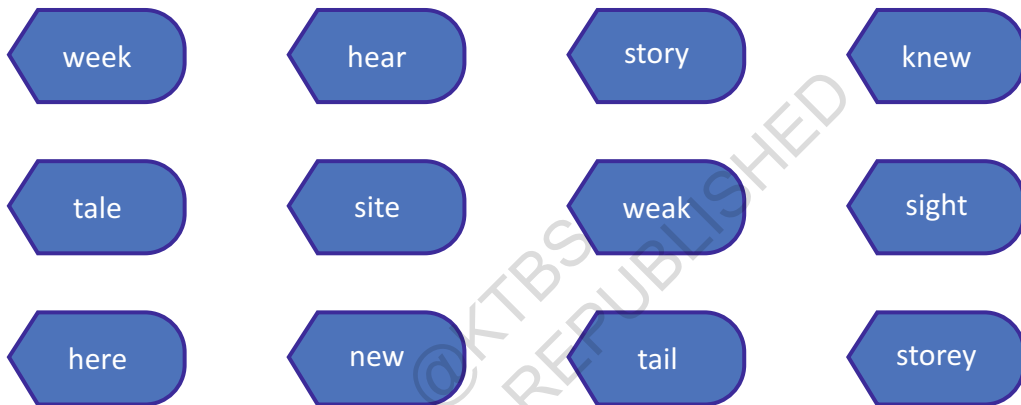
Supported Learning Phase Worksheet - 1 Dictionary Hunt



Learning Outcome:

- ♦ Refers dictionary, thesaurus, as reference books for meaning and writing. Uses synonyms antonyms appropriately.

Activity 1: Look at the words in the bubbles. Match the pairs of words that sound the same (homophones)



Write down the correct pairs of homophones below. Write their meanings referring a dictionary and write their parts of speech.

(Example): flour –flower

flour: A powder used for baking. (Noun)

flower: The colorful part of a plant. (Noun)

1.
2.
3.
4.
5.
6.

Activity 2 : A. Use a dictionary to find the syllables for each word. Break each word into its syllables neatly. **Example :** beautiful → beau-ti-ful

1. environment →
2. educate →

- B. Use your dictionary. Find 5 new words that have 1 or 2 syllables. Write down each word and break it into syllables.**

Syllabification

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 3: Unscramble the words and break them into syllables. Use a dictionary and write their pronunciation and part of speech

Scrambled Word	Unscrambled Word	Syllabification	Pronunciation	Part of speech
1. tioncelebra				
2. mentdevelop				
3. inginterest				
4. cationappli				
5. litypossibi				

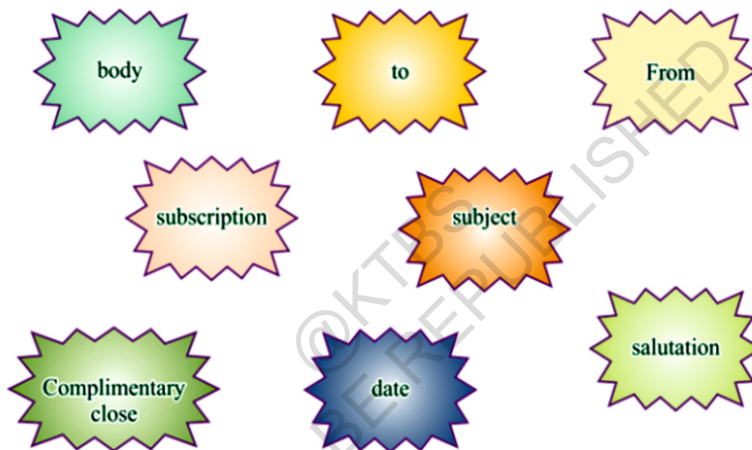
Supported Learning Phase Worksheet - 2 Letter Writing



Learning Outcome:

- ♦ writes formal letters, descriptions, narratives, and short personal/biographical experiences.

Activity 1: The steps of a formal letter are jumbled. Align them and write them in the space provided below



1.
2.
3.
4.
5.
6.
7.
8.

Activity 2 : A formal letter is given in jumbled order. Align it and rewrite it in the given space.

10/02/2024

Sub: To sanction education loan.

Dear sir,

To
The Manager,
Canara Bank,
Shivamogga.

Yours faithfully.
Ananya.

From
Anannya,
Kuvempu Nagara,
Sagara.

Thank you.

I did my engineering and want to continue my education. So I request you to please sanction me education loan.

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Activity 3 : (a) Write a letter to your Head Master/Head Mistress requesting to arrange a visit to a poultry farm.

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(b) Write a letter to the President of your Gram Panchayat requesting to arrange a talk on courses after SSLC and PUC.

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Supported Learning Phase Worksheet - 3 Dialogue Reading



Learning Outcome:

- ♦ Comprehends the situational context on the basis of a given dialogue /conversation.

Activity 1 : Read the dialogues. Choose the correct function of the underlined sentence.

- Sita: Could you please drop me to the bus stop?
Rita: Sure, why not?
a. request b. command c. wish d. suggestion
.....
- Doctor: Take these pills twice a day.
Patient: Sure. Thank you.
a. advice b. greeting c. seeking direction d. order
.....
- Sunitha: Many more happy returns of the day.
Smitha: Thank you.
a. suggestion b. greeting c. wish d. direction
.....
- Teacher: Very good morning. Come in.
Student : Thank you, Sir. Shall I have a seat?
a. advice b. greeting c. wish d. direction
.....
- Captain: May I come in, Sir?
Officer: Yes, come in.
a. seeking permission b. giving permission c. wish d. order
.....
- Ramu: Sir. How do I go to the bus stop?
Stranger: Go straight.

- a. seeking information b. giving permission c. wish d. order

.....

7. Rahim: Go straight. Take right and walk 100 metres.

Karim: Thank you, Sir.

- a. suggestion b. advice c. wish d. giving direction

.....

Activity 2: Complete each dialogue as directed below:

1. Raju:
Sanju: Yes, you can have my pen. (make a request)
2. Mona:
Teena: Thank you. Have a piece of cake. (make a birthday wish)
3. Sunitha:
Guru: Take a right turn and go straight.
Sumitha: Thank you. (Seek direction to the railway station)
4. Doctor: Good morning. What happened?
Patient: (Describe an illness)
5. Student:
Teacher: Very good morning. Answer your roll call. (Greet your teacher)

Activity 3: Choose the correct infinitive and fill in the blanks:

1. Sujan: Why did you go to Mysore?
Rajan: I went to Mysore my uncle..
a. to sit b. to meet c. to eat d. to play
2. Roopa : Hi. Are you going to the market?
Priya: Yes, I'm going some fruits.
a. to write b. to buy c. to laugh d. to read
3. Ashwini: Hello. Did you call me yesterday?
Jayanth: Yes, I called you on your birthday.
a. to wish b. to request c. to order d. to advise
4. Shashi: Why are you working so fast?
Nayana: Because I want the work by evening.
a. to stand b. to complete c. to study d. to eat
5. Miyon: Where are you going?
Perveez: I am going to Mysore a seminar.
a.to visit b. to attend c. to meet d.toquit

Supported Learning Phase Worksheet - 4 Summarizing



Learning Outcome:

- Summarizes textual and non-textual materials in English in their own words clearly and concisely.

Activity 1 : Always treat others as you want to be treated. Justify it by reading the following story

One day a poor, old woman entered a restaurant and sat at the table. The waiter came and put a glass of water in front of her. He asked her what she would like to have. "How much for a plate of Vada Pav?" she asked, " 60 rupees," replied the waiter. The old woman pulled a handful of change out of her old purse and began to count 1,2,3..... "Hamm." "How much for a single Vada Pav?", she inquired. Now, the waiter grew impatient with her "40 rupees," he said in a frustrating tone.

The old woman again counted her coins. Then she said, "Do you have a single Vada Pav?" The waiter brought the Vada Pav, put the bill and walked away. The old woman happily ate the Vada Pav. She paid the bill and went away. A few minutes later the waiter came to clean the table and then began to cry at what he saw. There, placed neatly beside the empty dish, was 20 rupees for his tip!

Activity 2 : Read the given text and write a short note on Vikram Sarabhai's education in the space provided below



Vikram sarabhai was born on 12th August 1919 in Ahmedabad in an affluent family. His parents were generous and their time as well as money was spent on social work. The Sarabhais had started a school called Retreat where children found a unique way of learning. The teachers were kind and affectionate.

Vikram's earliest education was at the Retreat. He was very good at his studies, especially in science and all his teachers were sure that he would make his mark as a scientist. As a high school student, he was fond of science. When his friends read story books, Vikram read about the achievements of great scientists Observing his interest in science, his father encouraged him and provided all the books and magazines that Vikram needed.

After his studies at the Gujarat college at Ahmedabad, he thought of going to England for higher studies in physics. In 1937, he left for England and joined St. John's college. He got his degree in Physics and Mathematics. He read about scientific discoveries and inventions. He was so well versed in various topics in Physics that many of his classmates went to him with their problems. He would solve their problems in an easy and interesting way.

Activity 3 : Read the dialogues in the given picture and summarize it in your own words:



Supported Learning Phase Worksheet - 5 Descriptive Writing



Scan for additional learning

Learning Outcome:

- ♦ Writes formal letters, description, narratives and short personal/biographical experiences.

Activity 1 : Read Himamshu's description of the park below. Underline the things he likes most about it.

A park is a place where I can freely move around, enjoy, play, do exercise, meditation, yoga and so on. The park where I go to play is full of greenery. Big trees, flowering plants, a small swimming pool and a pond for swans and ducks. See-saws and swings double my joy. It helps me stay healthy and get good exercise. Trees around the park keep the area more environment-friendly. Pets and vehicles are not allowed in the park. So, it is a safe place for me to play and for the aged to walk and relax.

Write any four things you liked about the park (from the paragraph):

- 1.
- 2.
- 3.
- 4.

Activity 2 : Use the clues to help you write a short paragraph describing any place you have visited such as temple, market, mall etc. (5–6 sentences).

- ♦ Name of the place:
- ♦ Distance from your house:
- ♦ How you travelled:
- ♦ Who accompanied you:
- ♦ How long you stayed:
- ♦ What you saw and how you felt:

Now, write your description below:

.....

.....

.....

.....

.....

.....

.....

Activity 3 : (a) Describe a recent event you took part in (like school day, sports day, a festival, or a family function).

.....

.....

.....

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.....

(b) Describe the picture given below:



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.....

.....

Supported Learning Phase Worksheet - 6 Picture Reading



Learning Outcome:

- ♦ Reads textual / Non-textual materials in English with comprehension.

Activity - 1: Study the picture given below and answer the questions that follow:



1. What is the picture about?
.....
2. Where is it happening?
.....
3. How many characters are there?
.....
4. What is happening?
.....

Activity 2 : Study the picture given below and fill in the blanks with suitable words:



Two children are sitting under a tree. A is sitting on the tree. Two boys are playing A girl is and another girl is The boy on the tree is looking through his There are trees and green The boy under the tree is

Now rewrite the paragraph below in the given space:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 3 : Study the picture given below. Write a description or an account of what the picture suggests to you in a paragraph.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Supported Learning Phase Worksheet - 7 Passage Reading



Learning Outcome:

- ♦ Reads the given passage and comprehends the theme of it.

Activity 1 : Read the following passage carefully and answer the questions that follow :



Once upon a time, there lived an ant and a grasshopper near a lake. They were good friends. The grasshopper was hopping and singing in the spring. He did not store food for winter. But the ant worked hard all day long from dawn to dusk and stored food for winter. Winter came. The grasshopper had to starve. So he approached the ant for some food. The ant asked the grasshopper what he was doing in spring and summer. The grasshopper replied that he spent it happily singing and dancing. The ant treated the grasshopper with contempt as he was lazy and irresponsible. He told the grasshopper to go and dance the winter away.

- 1) How did the grasshopper spend spring and Summer?

.....
.....

- 2) Why did the grasshopper approach the ant?

.....
.....

- 3) How did the ant treat the grasshopper?

.....
.....

- 4) What did you learn from this story?

.....
.....
5) Pick out the opposite of the following words from the passage:

a) hard working -----

b) enemies - -----

c) sadly -

d) dawn -

Activity 2 : Read the passage carefully and answer the questions that follow:



Most of us believe in prayers, don't we? More things are wrought by prayer than this world dreams of. We are aware that prayer can perform miracles. Prayer can change our lives and make us better humans. It has the power of magic yet many of us do not pray. Why?

A number of great men bear testimony to the power of prayer. Nobel laureate Dr. Alexis Carrel wrote, "Prayer is a powerful source of energy that one can generate. It is a force as powerful

as terrestrial gravity. I have seen men, after all other therapy had failed, were lifted out of the disease and sorrow by the serene effect of prayer." The world today stands on the verge of destruction because people have forgotten to pray. It is by prayer that man reaches God and God enters him. Man needs God as he needs water and oxygen.

(a) Write the synonyms of the following words. (refer a dictionary)

1) testimony

2) gravity

3) laureate

4) serene

5) miracle

(b) Answer the following questions:

1) What is the miracle referred to in the passage?

.....

2) What does Dr. Carrel say about prayer?

.....

3) How powerful is the effect of prayer, according to the passage?

.....

.....

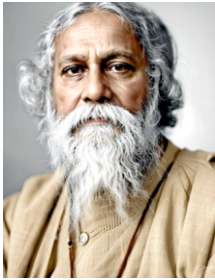
.....

.....
.....
.....
.....
4) How does prayer help us?
.....
.....

(C): Find out the opposite of the following words from the passage:

- 1) joy x -----
2) exits x -----

Activity 3 : Read the following passage carefully and answer the questions that follow in two or three sentences each:



Rabindranath set out for England when he was 17 years. Before joining the university, he joined a public school for a few months. His classmates seemed to like their new Indian friend and they showed their affection in many ways. Often they would secretly put an apple or an orange into his pocket and run away.

He joined the university at London. He stayed with the Scotts, an English family Rabindranath Tagore was lucky because Mrs. Scott looked after him like her own son.

One of Rabindranath's teachers at the university was Henry Morley. He taught literature and often asked the students to write essays. Rabindranath once wrote an essay on the improper attitude and conduct of the British in India. Fearing the reaction of his British teacher, Rabindranath did not go to class the next day. Actually Morley was impressed by the high standard of Rabindranath's writing. Rabindranath later came to know that he had been praised in the class during his absence.

1. How did Rabindranath's friends show their affection to him?
.....
.....

2. Why did he not go to class the next day?
.....
.....

3. Underline the silent letter in the following words:

- 1) would- 2) write- 3) often-

Supported Learning Phase Worksheet - 8 Degrees of Comparison



Learning Outcome:

- ♦ Uses appropriate grammatical forms in communication
[Eg: noun, pronoun, verbs, determiners, time and tense, passives, adjective and adverb]

Activity 1 : Complete the table with the correct forms of the adjectives:

S. No	Positive	Comparative	Superlative
1	hot		
2	big		
3		taller	
4			smallest
5	good		
6		larger	
7			cleverest
8	heavy		
9			brightest
10		merrier	
11	beautiful		
12			most intelligent
13	lazy		
14		longer	
15	dark		

Activity 2 : Fill in the blanks with comparative or superlative forms

- Kishan is the boy in our class.(tall)
- Kavana is the girl in our family.(pretty)
- The Nile is the river in the world.(long)
- Manvith runs than Rohan. (fast)
- Apples are than chips.(healthy)
- Gold is than silver.(expensive)
- Elephants are than bears.(big)
- Asia is the continent in the world.(large)

9. Vijayapura weather is than Shivamogga.(hot)
10. Hemanth is the boy in our class.(intelligent)

Activity 3 : Convert the following sentences into the other two degrees:

1. No other city is as busy as Bombay.
Comparative:
Superlative:
2. The tiger is more ferocious than any other animal.
Positive:.....
Superlative:
3. Shankar is the richest man in our village.
Positive:.....
Comparative:.....
4. English is an easy subject.
Comparative:.....
Superlative:
5. No other boy is as brave as Bhargav.
Comparative:.....
Superlative:
6. Sagar is cleverer than any other boy in our class.
Positive:.....
Superlative:

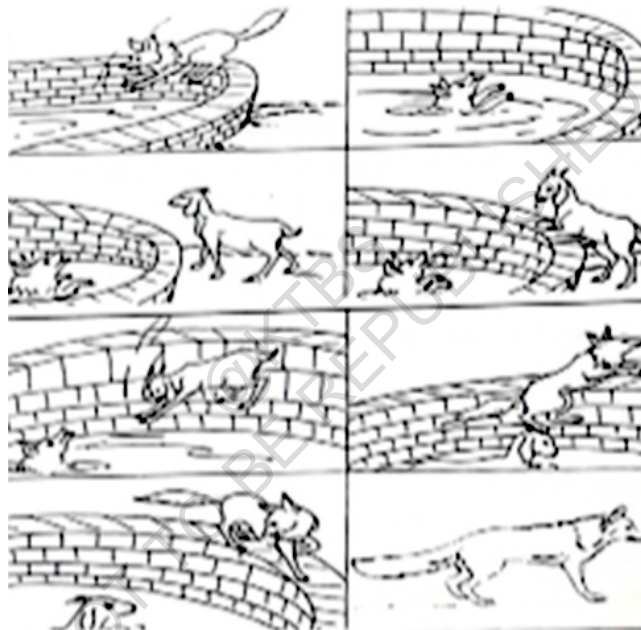
Supported Learning Phase Worksheet - 9 Developing a Story



Learning Outcome:

- ♦ Writes short stories creatively

Activity 1 : Observe the following picture and make a write up of a story



.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 2: Complete the story using the words given in the brackets:

(crow, went away, piece of meat, sat, tree, fox, opened, saw, flattered, thought of a plan, sing, praised, as sweet as nightingale, fell down, crafty)

Once upon a time there was a _____ who was very innocent. He had _____ and _____ on a branch of a _____ to eat _____. The _____ saw this. His mouth watered when he _____ the Piece of meat. He was hungry too. So he _____ to get it. He praised the voice of the crow. The fox said, "your voice is _____." He asked the crow, "Can you.... for me?" The crow was _____ by the fox's words and _____ his mouth to sing, then the piece of meat _____. The _____ fox ate it happily and _____

Make a write up :

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity-3: Develop a story using the clues given:

A lion asleep ____ a forest ____ awakened by a mouse ____ lion angry ____ about to kill ____ it with his paw ____ the mouse begged for mercy ____ promised to pay back his kindness ____ the lion caught in a trap ____ The mouse saw ____ released him ____ lion grateful to the mouse.

.....

.....

.....

.....

.....

Supported Learning Phase Worksheet - 10 Essay Writing



Learning Outcome:

- ♦ Write essays based on real-life experiences

Activity 1 : Read what Smitha said about preparing lemon juice.

Smitha says :

It was a hot summer. I was exhausted and tired. I felt dry in my throat and was feeling dehydrated. So I thought of preparing lemon juice to rehydrate. I cut a lemon into two halves and squeezed it well to extract juice from it. To the extracted juice, I added a pinch of salt, powdered sugar and cardamom. I stirred the solution well till the sugar dissolved completely. Then I put some ice cubes into the solution. I had cold lemon juice and felt relieved.

Activity 2 : Help Harsha Make Dose!

Use the clues to write clear, step-by-step instructions to prepare dose batter and cook dose.

Fill in the blanks to complete the paragraph.

Clues: soak, rice, urad dal, grind, ferment, salt, pan, batter, oil, cook

Help Harsha by completing the paragraph below:

Take a vessel, soak _____ and _____ for 6 hours.

_____ it to make a fine paste. Add _____ and mix well.

Leave the batter to _____ for 5 to 6 hours.

Heat a _____, pour and spread the _____.

Apply a little _____ around the edges.

Cook until golden brown and then _____ it. Your dose is ready!

Activity 3 : Write about a time you helped your friend prepare for an examination. Explain what you did and what you gained from the experience.

.....

.....

.....

.....

Supported Learning Phase Worksheet - 11 Articles and Determiners



Learning Outcome:

- ♦ Uses appropriate grammatical forms in communication. [eg: noun, pronoun, verbs, determiners, time and tense, passives adjective and adverb]

Activity 1 : Read the following sentences. Observe the underlined words and write (S) if the word is Specific, and (G) if it is General.

1. I know that it is his book. (___)
2. I would like to read this book. (___)
3. There are some children in the classroom. (___)
4. Is there any magazine on the table? (___)
5. This is the car which he purchased yesterday. (___)
6. I came here to meet your sister. (___)
7. I saw an old man walking with a stick in his hand. (___)
8. I lost my purse. (___)
9. Shashi lost her handbag. (___)
10. There are a few mangoes on the table. (___)

Activity 2 : A. Fill in the blanks with suitable articles or determiners choosing the correct word from the brackets: (a, an, some, any, much, many)

1. Please don't make ___ mistakes.
2. How ___ time has she taken to finish her project work?
3. Rakshita needs ___ rest.
4. His brother is ___ teacher.
5. He is ___ intelligent boy.
6. How ___ chocolates do you need?
7. She gets ___ free time at the break.
8. There is ___ orange in the box.
9. How ___ time do you need to finish your work?
10. Do you have ___ ideas about this?

B. Fill in the blanks with suitable articles:

- 1) Mr. Rakesh is----- S.P of this district.
- 2) He is -----doctor.
- 3) Sanvi is playing -----flute.
- 4) I am reading -----India Times.
- 5) She is reading -----useful book.
- 6) He will visit----- Qutub Minar.
- 7) Ranjan is -----M.Com student.
- 8) -----Moon moves around -----earth.
- 9) Rajesh is----- interesting person.
- 10) Mohan is----- best boy.

C. Underline the determiners in the following sentences:

1. His dog is very friendly.
2. Those flowers are beautiful.
3. Their team won the cup.
4. Several students were absent yesterday.
5. That book is quite interesting.
6. The children are very happy.
7. Each student must attend the class.
8. He has three daughters.
9. He got the second prize.
10. A few students came to school.

Activity 3 : Identify the mistakes in the following sentences and rewrite them correctly:

1. He is an European.
.....
2. A Americans are hardworking people.
.....
3. It is an universal truth that the sun rises in the east.
.....
4. He is a honourable man.
.....
5. It is an unique experience.
.....

6. She is carrying a icebox.

.....

7. She is a ideal teacher.

.....

8. I have read a Mahabharat.

.....

9. His father is a M.L.A.

.....

10. She bought a umbrella.

.....

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Supported Learning Phase Worksheet - 12 Sequencing



Learning Outcome:

- ♦ Completes a flow chart by arranging the order of occurrence of a text in a sequential manner.

Activity 1 : Read the poem **Grandma Climbs a Tree** from your text and rearrange the jumbled sentences into a meaningful summary and fill in the flow chart given below:

- ♦ Grandma enjoyed sherry on the tree house as her right.
- ♦ Because she could climb trees even at 62.
- ♦ Ruskin Bond wrote the poem Grandma Climbs a Tree.
- ♦ One day she climbed a tree but could not come down.
- ♦ Then she ordered her son for a tree house.
- ♦ After the rescue the doctor advised her to rest for a week.
- ♦ She learnt climbing trees from her brother when she was six.
- ♦ She felt like in hell.
- ♦ Ruskin Bond describes his grandma as a genius.

1.



2.



3.



4.



5.

↓

6.

↓

7.

↓

8.

↓

9.

Activity 2 : Read the poem 'The Song of India' given in your text. Rearrange the following jumbled sentences and complete the flow chart

- ◆ When the poet is disappointed Mother India rises and writes the bright future of India in her Book of Morrow.
- ◆ But Mother India asks him to write about the poor, beggars, orphan, dirt and class war of our society.
- ◆ Song of India was written by VK Gokak.
- ◆ The poet asks if he can sing about the beauty, history, great people, science and technology of India
- ◆ The poet and Mother India are the two speakers.

1.

↓

2.

↓

3.

↓

4.



5.

Activity 3 : Rearrange the following jumbled sentences into a meaningful summary reading the poem I Am The Land from your text in the following flow chart:

- ◆ The land is the speaker.
- ◆ Soldiers come with guns and put fences. Land feels breathless.
- ◆ Children dance and people sing.
- ◆ Men buy the land and shout. The land does not complain.
- ◆ People plough it. They grow trees, grass and fruits on it.
- ◆ The land challenges man with self-assertion..
- ◆ It endures everything patiently.

1.



2.



3.



4.



5.



6.



7.

Supported Learning Phase Worksheet - 13 Time and Tense (Part-1)



Learning Outcome:

- ♦ Uses appropriate grammatical forms in communication
[Eg: noun, pronoun, verbs, determiners, time and tense, passives, adjective and adverb]

Activity 1: Refer to the substitution table and form meaningful statements:

A. Present Tense – Use V1 (Simple Present)

Example: I go to school.

Subject	Verb	Object
1. I	get/s up wash/es go/es clean/s write/s	to school the face early in the morning the room the homework
2. You		
3. He		
4. She		
5. It		
6. We		
7. They		
8. Chetan Kumar		

1.
2.
3.
4.
5.
6.
7.
8.

B. Past Tense – Use V2 (Simple Past)

Example: You got up early.

Subject	Verb (V2)	Object
1. I	got up washed cleaned wrote went	the homework the room early in the morning the room the face to school
2. You		
3. He		
4. She		
5. It		
6. We		
7. They		

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

C. Future- Use will+V1

Example: You will get up early.

Subject	M.Aux	Verb	Object
1. I	will	get up wash go clean writes	to school the face early in the morning the room the homework to school early to school
2. You			
3. He			
4. She			
5. It			
6. We			
7. They			
8. Dhruva			

1. I.....
2.
3.
4.
5.

6.
7.
8.

Activity 2: Underline the verbs in the passage. Then rewrite them in the past tense.

Mr. Dhruva is a teacher. He wakes up at 7 o'clock every day, except Sunday. He does morning exercises. He washes, cleans his teeth. Then he has his breakfast. In the morning, he likes to eat Idly sambar. He usually goes to school at 9 am. He returns home at 6 o'clock and has a rest. He watches TV and plays chess with his friend.

.....

.....

.....

.....

B. Write a short paragraph about your daily routine.

(Use Simple Present Tense)

.....

.....

.....

.....

C. Write a short paragraph on your future plans using Simple Future Tense:

.....

.....

.....

.....

Activity 3: Fill in the blanks using the correct tense form of the verbs in brackets:

1. I (play) football every Saturday.
2. Yesterday, he (watch) a movie with his friends.
3. She (sing) songs melodiously.
4. In two hours, she..... (complete) the assignment.
5. Namitha (work) in that company for five years before she resigned.
6. Last week, I (visit) my grandparents.

Supported Learning Phase Worksheet - 14 Time and Tense – Part 2



Learning Outcome:

- ♦ Uses appropriate grammatical forms in communication
[Eg: noun, pronoun, verbs, determiners, time and tense, passives, adjective and adverb]

Activity 1 : Tense Practice – Continuous Tenses

A. Present Continuous Tense

Write 5 sentences about what you and your friends are doing today. Use the Present Continuous tense.

Example: I am playing football.

1. Boys
2. Girls
3. We
4. My friend
5. A girl

B. Past Continuous Tense

Write 5 sentences about actions that were happening at a specific time in the past.

Example: I was eating lunch yesterday.

1. Last Sunday
2. Last week
3. Last year
4. Yesterday
5. Last evening

C. Future Continuous Tense

Write 5 sentences expressing ongoing actions that are expected in the future:.

Example: I will be watching movie at 6 p.m.

1. He next year.
2. It in the evening.
3. They coming Saturday.
4. The students

5.

Activity 2: Perfect tense practice

A. Present Perfect Tense – Write 5 sentences:

Structure: have/has + V3

1. I have completed my homework.
2. We
3. She
4. Rajesh
5. They

B. Past Perfect Tense – Write a short paragraph:

Structure: had + V3

I had packed my bag before the bus arrived.
.....
.....
.....
.....

C. Future Perfect Tense – Write 5 sentences:

Structure: will have + V3

1.
2.
3.
4.
5.

Activity 3: A. Complete the statements with present perfect form of the verbs given in the brackets:

1. I..... not..... movie today. [watch]
2. He..... the whole novel. [read]
3. They.....to the railway station. [go]
4. Yashaswini..... not.....her lunch. [eat]

B. Fill in the blanks with past perfect form of the verbs given in the brackets:

1. I..... a movie before finishing the homework. [watch]
2. She a cup of milk before going to bed. { drink}
3. They.....4 packets of popcorn by the time the film ended. [eat]
4. Kuvempu.....many books before dying. [write]

5. Priyanka..... the railway station before the train arrived. [reach]

C. Fill in the blanks with future perfect form of the verbs given in the brackets:

1. I this book reading by next week. [finish]

2. My mother.....dinner by 8 pm tonight. [cook]

3. We..... the headmaster tomorrow morning. [meet]

4. He the English tenses by next Sunday. {learn}

Activity 4 : Perfect Continuous Tense

Structure : have/has/had+been+Ving

Fill in the blanks with perfect continuous tense form of the verbs given in the brackets:

1. I since morning. (work)

2. She the project before it was submitted. (do)

3. We here for three years by next June. (stay)

4. He for the exam. (prepare)

5. They the wall before the guests arrived. (paint)

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Supported Learning Phase Worksheet - 15 Preposition



Learning Outcome:

- ♦ Uses appropriate grammatical forms in communication

Activity 1 : Underline the prepositions in the following paragraph. Write them in the space below.

My favorite place to study is under a tree in front of my house. I sit with my back against the trunk. Sometimes I read there for 2 hours. I like to read the Panchatantra stories. Very often my friend Diganth also joins me. He is from a small village. Today I have been waiting for him since morning.

- 1) 2) 3)
4) 5) 6)

Activity 2 : A. Choose appropriate prepositions from the box and fill in the blanks:

[for, at, on, since, to, from, before, after, during, throughout, until]

1. Revathi is arriving ____ August 15th ____ seven o'clock.
2. The weather is too hot in Shivamogga ____ May.
3. Varsha got married ____ October.
4. He was born ____ 24 June 1969 ____ Monday ____ 6:30 p.m.
5. The class is ____ 9 a.m. ____ 4.30 p.m.

B. Circle the prepositions and write them in the space given:

1. The dog slept under the tree.
2. The bird flew above the house.
3. She is writing a letter to her father.
4. The cat is standing between me and my friend.
5. The aeroplane is below the clouds.

C. Fill in the blanks with appropriate prepositions:

1. He walked ____ the door and rang the doorbell.
2. The mouse ran ____ the chair to get the corn.
3. The policeman is walking ____ the burglar.

4. The birds are flying _____ the sea.
5. She walked _____ me and gave me a red rose.

Activity 3 : Fill in the blanks with suitable prepositions:

1. I must finish my homework _____ the evening.
2. Mr. Chandan had been waiting _____ a long time.
3. Do you live _____ Banashankari?
4. My birthday is _____ Saturday.
5. My sister was born _____ 24th June.
6. She went to the temple _____ her mother.

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Supported Learning Phase Worksheet - 16 Conjunction



Scan for additional learning

Learning Outcome:

- ♦ Uses appropriate grammatical forms in communication

Activity 1 : Underline the conjunctions in the following sentences. Then write them below.

1. My friend Shakunthala and I went on a trip to Kavishyla, Kuppalli.
2. I did not go to school because I was not feeling well.
3. He studied well but failed in the examination.
4. She did not like Masala dosa, yet she ate it.
5. Yashaswini and Tanushree are best friends.
6. Although my sister does not cook much, she loves baking.
7. He is the teacher who taught me English.
8. Shakunthala said that she was going to the hotel.
9. Take it or leave it.
10. The coffee is too hot to drink.

1. 2) 3)..... 4) 5)
2. 7) 8)..... 9) 10)

Activity 2 : A. Fill in the blanks using these conjunctions: [or, and, but, so, because, yet, for, nor]

1. Hurry up _____ you will miss the train.
2. He is on leave _____ he doesn't come to school.
3. I know the truth _____ I can't tell you.
4. Priyanka completed her assignment _____ she is relaxed now.
5. She studied a lot _____ she still failed.
6. Neither he _____ she got good marks in the last formative assessment.

B. Use the correct pair of correlative conjunctions from this list:

[neither.....nor, not only.....but also, either.....or, too.....to, both.....and]

1. The bag is _____ heavy _____ carry it.

2. Gowthami is _____ beautiful _____ intelligent.
3. He is _____ the chief minister _____ the prime minister.
4. Darshini came home _____ at 9 a.m. _____ at 10 a.m.
5. Indushree refused to wear the dress as it was _____ long _____ loose.

C. Circle the subordinating conjunctions and write them below.

1. I was honored in the school because I was the topper in 10th standard.
 2. The teacher will not award the marks unless she completes her assignment.
 3. JK said that he would have a special class the next day.
 4. When the teacher entered the class, the whole class was pin-drop silent.
 5. Though Suma was not feeling well, she came to school.
 6. If I run fast, I will catch the bus.
 7. We can take some snaps if you have a good camera.
 8. While those students are highly brilliant, they have little sense.
 9. The cat needs to go out as soon as she comes home.
1. 2) 3)..... 4) 5)
2. 7) 8)..... 9)

Activity 3: Fill in the blanks with appropriate conjunctions:

1. Kishan bought apples, oranges, grapes _____ pomegranates from the market today.
2. Ranjitha neither speaks Tamil _____ Telugu.
3. Ramya really wants to go to her grandmother's house the next day, _____ she has an annual examination.
4. Would you like to eat either Masala dosa _____ Masala poori now?
5. This is the school _____ I completed my high school education.
6. Don't watch the mobile _____ you are writing the examination.
7. Shashikala is very honest _____ everyone trusts her.
8. Gagana is not only intelligent _____ polite.
9. I studied well, _____ I got low marks in the last test.
10. Do you like vanilla ice cream _____ chocolate better?
11. You have to be on time _____ you'll miss the bus.
12. I went to the hospital _____ I am not feeling well.
13. Varsha is pretty _____ brilliant.

Supported Learning Phase Worksheet - 17 Biography Writing



Learning Outcome:

- ♦ Writes formal letters, description, narratives and short personal/biographical experiences

Activity 1 : Read the given passage and answer the questions that follow:

The credit of making the first war of independence a memorable event goes largely to Tanya Tope, a man with a commanding personality. Tanya had courage, zeal, foresight and the ability to make quick decisions. He was of immense help to Lakshmi Bai and Nana Saheb. He was the commander in chief of the rebel army at Shivrapur. The victory of Indian forces at Kanpur was mainly due to his able leadership.

He won many battles by confusing the British General with guerrilla tactics. His name was synonymous with bravery. For days he wandered in jungles facing hardships but still could hoodwink the enemy. However, he was unaware of the traitor who deceived him. The British captured him on 7th April 1859. In the trial, he admitted that all he did was for the sake of his country and he had no regrets. The first war of independence came to an end with Tanya's death,

1. Who is the passage about?

.....

2. What information did you get about the person you have read? List them.

.....
.....
.....
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.....

Activity 2 : Read and list all the italicized words below. Discuss with your friends, what they replace and function of those words in the sentences.

This is about Mr. FOX'S SCHOOL

Mr. Fox was very happy that there were more than fifty admissions in *his* new school. *He* was determined to make *it* the best school in the jungle. He introduced everything in his curriculum-reading, writing, arithmetic, swimming, dancing, running, climbing

trees etc. He insisted the teachers to be regular to the class, and he also insisted the teachers to text the students regularly. The teachers, however, were very unhappy with the results. *They* could not teach the lion to swim, the tiger failed in climbing trees and the cow refused to sing. The teachers tried all the methods and they regularly conducted classes. The students had to attend special classes. The peacock would help the teachers to conduct dancing classes, but attend special classes. The peacock would help the teachers to conduct dancing classes, but the pig could not get a single step correct. Likewise, the owl did not want to learn to read and the monkey could not swim. All the students failed in the exam and Mr. Fox was very worried. Then the wise bat told *him* to let the students take up courses they wanted to and then conducted the exams. The monkey did not have to learn swimming anymore, but the crocodile could practice swimming and diving. The crow could fly and learn to do somersaults in the air and the squirrel could continue learning arithmetic. When the exams were conducted, all the animals passed with flying colours and Mr. Fox was very proud of his school.

.....

.....

Activity 3 : Read what Jane Goodall did. Discuss with your friends the need of the italicized words in the sentences and the usage of them.

Jane Good all's great passion *for* life was animals. She had dozens *of* books about them. The walls *of* her bedroom were covered *with* pictures of animals, just as other girls *of* her age had posters of pop stars. She used to keep animals *in* the garden and, if she could, brought them *into* the house too. Usually, however, her mother caught her. "Get those animals out of here!" she used to shout. "If you must keep them, use the shed or the end of the garden!"

Most of Jane's animals quite small rabbits, mice and birds. But one day something quite big came her way. Jane's mother noticed that she was spending quite a lot of time at the shed. She also noticed that food was disappearing *from* the house, especially bread and fruit. One evening she decided to go down to the shed to see for herself.

As she stood *outside* the door of the shed, she could hear Jane talking to someone inside. "She has got a friend in there with her," she thought. She opened the door and looked in. At first, she could only see Jane sitting on the ground. Then she made out the shape of an animal sitting *beside* Jane. Two huge eyes stared up at her. She nearly screamed. It was a gorilla!

Activity 4 : Read the biography of Frederick Douglass. After reading the above biography, fill the following blanks to complete Douglass' biography,

Frederick Douglass was a mulatto child. His mother was Harriet Bailey, a coloured woman, quite dark in her complexion. His father was a white man. It was believed that Captain Anthony, his master, was his father. As Douglass was the son of a slave woman, he was separated from his mother when he was an infant, perhaps even before he reached twelfth month. This separation from mother might be to destroy the natural affection between the child and its mother.

Douglass never saw his mother more than four or five times in his life. Every meeting with his mother was short in duration and it was at night. His mother was hired by Mr. Stewart, who lived twelve miles from Douglass home. After his separation from his mother, he lived under the care of an old woman. His mother made her journeys to see him in the night, travelling the whole distance on foot, after the performance of her day's work. He had never seen his mother by the light of the day. She used to be with him in the night, would lie down with him and get him to sleep. But long before he woke up, she used to leave the place. There was no communication between mother and son. Thus, he grew up without knowing his mother well. Feeling of affection towards his mother was not known to him.

Death of that woman soon ended the link between him and his mother. When she died, he was about seven years old. He was not allowed to be present during her illness, at her death or burial. He never enjoyed her soothing presence, her tender and watchful care and motherly affection. Because of that reason, he received the news of her death with the same emotion just like the emotion he must have felt at the death of a stranger. It was due to the pitiless world of the dominant whites and miserable black slaves.

Activity - 5 : Identify the missing words and write them in the space given below.

Frederick Douglass was a mulatto child ¹..... mother was Harriet Bailey, a coloured woman, quite dark in ²..... His father was a white man. It was believed that captain Anthony ³..... master was.....⁴.....As Douglass was the son of a slave woman, ...⁵..... from his mother when ⁶..... an infant, perhaps even before he reached twelfth month. This separation from mother might be to destroy the natural affection between the child and its mother.

Douglass never ⁷..... more than four or five times ⁸..... Every meeting with his mother was short in duration and it was at night. ⁹..... hired by Mr. Stewart, who lived twelve miles from Douglass' home after ¹⁰..... from his mother, ...¹¹.....under the care of an old woman. His mother made her journeys ¹²..... travelling the whole distance on foot, after the performance

of.....13..... He had never seen his mother by the light of the day. 14.....to be with in the night, would lie down with him and got him to sleep. But long before he woke up. 15..... the place. There was no communication between mother and son. Thus, he grew up without knowing his mother well. Feeling of affection towards.....16..... to him. Death of that woman soon ended the link between him and his mother. When 17....., He was about seven years old.....18..... to be present during her illness, at her death or burial. He never enjoyed 19.....presence, her tender and watchful care and motherly affection. Because of that reason, he received the news of 20.....with the same emotion just like the emotion 21..... at the death of a stranger. It was due to the pitiless word of the dominant whites and miserable black slaves.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....
- 12.....
- 13.....
- 14.....
- 15.....
- 16.....
- 17.....
- 18.....
- 19.....
- 20.....
- 21.....

Activity 6: The profile is given below. Write a paragraph using the clues given :

Name : Sir Mokshagundam Vishweswarayya
Known as : Sir M V
Born : 15 September 1861
Place : Muddenhlli, Chikkaballapura
Father : Mokshagundam Srinivasa Shatry, teacher, Sanskrit Scholar
Mother : homemaker
Education : B A degree, Central College, Bangalore
Award : Bharat Ratna, 1955

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Supported Learning Phase Worksheet - 18 Collocation



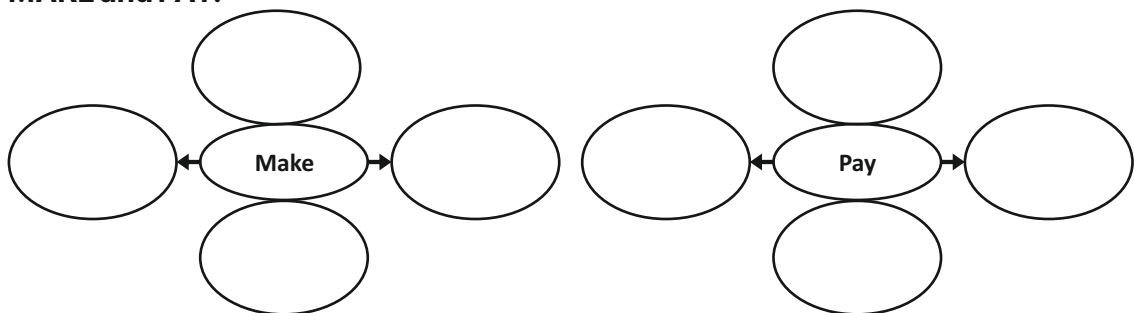
Learning Outcome:

- ♦ Infers the meaning of unfamiliar words by reading them in context.

Activity 1: Match the word in Column 'A' with one of its collocative words from Column 'B' and write them in column 'C'

A	B	C
1) rapid	a) growth, progress, speed	
2) lay	b) attention, emphasis, notice	
3) walking	c) purse, bag, stick	
4) raise	d) action, payment, double	
5) land	e) quick, house, lord	
6) break	f) fast, lunch, super	
7) street	g) way, light, road	
8) swift	h) escape, dance, action	

Activity 2: A. Fill in suitable collocative words in the bubbles related to the verbs **MAKE** and **PAY**.



B. Choose the correct collocative word for each phrase from the options in brackets.

(colour, girl, concerned, song, achievement, problem, attention, life, patience, bicycle)

- | | |
|-------------------|--------------------|
| 1) ride..... | 6) remarkable..... |
| 2) melodious..... | 7) deeply.... |
| 3) bright..... | 8) mechanical..... |
| 4) major..... | 9) beautiful..... |
| 5) lose..... | 10) pay..... |

Activity 3: Choose suitable collocative words from the box and fill in the blanks.

(large crowd, lengthy meeting, brisk walk, quick glance, far later, strong coffee, bus stop)

Ramesh : Hi Suresh. Why are you waiting here?

Suresh : Hi Ramesh. I had a in my office. So I am waiting for the bus.

Ramesh : Yeah, nowadays there are a in buses.

Suresh : I too missed the bus and another bus will come

Ramesh : Come. Let's go to a hotel.

Suresh : Ok.

Ramesh : Let's have a at the menu.

Suresh : Can we have a cup of?

Ramesh : Yes, we can.

Suresh : Let's go. If we go by, we can reach the.....

Supported Learning Phase Worksheet - 19 Reported Speech



Learning Outcome:

- ♦ Converses appropriately with the family members and different professionals like shopkeepers, salesmen, vendors, bank officers etc.,

Activity 1 : Change the following sentences into Reported Speech. One is done.

A) Assertive Sentences

1. The servant said, "I will do my duty sincerely."
- The servant said that he would do his duty sincerely.
2. The teacher said, "The earth goes around the sun."
.....
3. Ram said, "I finished my homework yesterday."
.....
4. He said, "Your dress is dirty."
.....
5. She said to Savitha, "I cannot answer this question."
.....

B) Interrogative Sentences

1. He said to me, "Did you visit the Taj Mahal?"
- He asked me if I had visited Taj Mahal.
2. Seema said to Sheetal, "Have you completed your homework?"
.....
3. Ramesh said to his brother, "When will you return from Bangalore?"
.....
4. Kiran said to his friend, "Where is your house?"
.....
5. My mother said to me, "What are you doing now in the kitchen?"
.....

C) Imperative and Exclamatory Sentences:

1. The servant said to his master, "Please give me hundred rupees."
- The servant requested his master to give him hundred rupees.

2. The student said to the teacher, "Please tell me again."

.....

3. The doctor said to the patient, "Take two tablets at a time."

.....

4. The captain said, "Hurrah! We won the match."

.....

5. She said, "What a lucky man you are!"

.....

Activity 2: Change the following conversation into reported speech

1. Manu: I want a balloon and I can release it into the air.

Balloon man: You can take any balloon

Manu said to the balloon man that

The balloon man said to Manu that

2. Harshitha: When did you purchase this watch?

Kavana: I purchased it last week.

Harshitha asked Kavana

Kavana replied that

3. Anjali: Are you coming to office today?

Sahana: No, I am going to attend my sister's marriage today.

Anjali asked Sahana whether

Sahana replied

Supported Learning Phase Worksheet - 20 Voices of verb



Learning Outcome:

- ♦ Uses appropriate grammatical forms in communication
[Eg: noun, pronoun, verbs, determiners, time and tense, passives, adjective and adverb]

Activity 1 : Write whether the action is important, or the doer is important in each sentence. One is done for you.

Example : They will finish the work tomorrow – Doer is important

1. She helped the poor boys. _____
2. A cake was being made. _____
3. You can help me. _____
4. He is helped by his friends. _____
5. The chef cooked the meal. _____

Activity 2 : Change the voices of the following sentences:

1. We did not grow rice.
.....
2. Mohan is liked by everyone.
.....
3. Mahesh is building a house.
.....
4. She had finished her homework.
.....
5. They will run a race.
.....
6. The driver was being beaten by people.
.....
7. My pen has been stolen by someone.
.....
8. The steam engine was invented by James Watt.
.....
9. The work must be finished by the students.
.....
10. Suma sings lovely songs.
.....

Consolidation Phase -Worksheet - 1

Language Skills & Letter Writing

Time: 40 minutes

Total marks : 25

Learning Objectives :

- ♦ By the end of this session, students will be able to
- 1. Identify and use correct language functions and infinitives through conversational contexts.
- 2. Differentiate between formal and informal letter writing.
- 3. Recognize and use If-Clause Type 3 (unreal past conditional) to express regrets or unreal past situations.

I Four alternatives are given for each of the following questions/ Incomplete statements. Only one of them is correct or most appropriate. Choose the correct alternative and write the complete answer along with its corresponding letter of alphabet.

A. Read the conversation and fill in the blank with correct 'If clause' choosing from the given alternatives: **5x1=5**

Q1. Anvith : Did you purchase that flat ?

Dhanush : No, I couldn't purchase. If I had applied for the loan earlier, I purchased that flat.

(A) will have B) wouldn't have C) would have D) shall have

.....

Q2. Madhura : I had been with my family. It was fantastic.

Savitha : If you had called me, I missed it.

(A) should have (B) wouldn't have (C) shouldn't have (D) would have.

.....

Q3. Ananda : Akash, I'm going to picnic tomorrow. Will you come ?

Akash : Thank you for inviting me. If you had told me earlier, I joined you.

(A) would not have (B) would have (C) shall have (D) will have.

.....

Q4. Ramesh: Rajesh, have you bought a new house?

Rajesh : Yes. If I hadn't saved enough money, I bought one.

(A) wouldn't have (C) would have (B) shouldn't have (D) should have

.....

Q5. Neha: Nihal, have you had your lunch ?

Nihal: If I had been hungry, I eaten something.

(A) wouldn't have (C) would have (B) shouldn't have (D) should have

.....

B. Read the following conversation and identify the language function in the underlined sentence: 5x1=5

Q6. Old lady: Could you help me to cross the road ?

Boy: Yes, of course

(A) Offering help (B) Offering information

(C) Seeking information (D) Seeking for help

.....

Q7. Ramu :Sir, I studied hard. But scored less.

Teacher : Don't worry. Next time prepare a time table and study.

A) Requesting B) Ordering C) Advising D) Apologizing

.....

Q8. Sinchu: Where are you going?

Priya: I am going to the attend special class.

A) Asking permission B) Asking information

C) Giving permission D) Giving information

.....

Q9. Ganesh: Can you speak English?

Shashank: Yes. I can

A) Ability B) Advice C) Wish D) Giving direction.

.....

Q10. Mira: I'm really sorry I forgot your birthday.

Tanu: It's okay, Mira. I know you didn't mean to. Let's celebrate today instead!

A) Requesting B) Ordering C) Advising D) Apologizing

C. Read the following conversation and identify the infinitive: 5x1=5

Q11. Gowri: By the way, what are your plans for this weekend?

Swathi: I am planning to watch a movie in the mall.

A) are B) to watch C) am D) planning

.....

Q12. Prakruthi : Did you watch the first ODI between India and Australia ?

Susheela : No, but I am planning to see the second ODI at Chinnaswamy stadium this Saturday.

(A) did (B) planning (C) to see (D) go.

.....

Q13. Suresh : Mahesh, shall we go to play now?

Mahesh : Not now. But definitely in the evening we'll.

A) go (B) to play (C) shall (D) we'll

.....

Q14. Ragini: I cooked vegetable today. Do you know how to cook?

Ravi: No. I don't know how to cook.

A) Do (B) know (C) how (D) to cook

.....

Q15. Avi: "I came to say sorry for what I said yesterday."

Neha: "Thank you for coming to apologize. It means a lot."

A) Came (B) coming (C) to say (D) means

II Write one formal and one informal letter. Follow proper letter format and use appropriate tone. 2x5=10

Q16. Imagine that you are Asha/Arun, studying in 10th standard, GHS Arasikere. Write a letter to the Municipal Commissioner of your town complaining about the irregular garbage collection in your area.

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Q17. Imagine that you are Suma/ Suresh, studying in 10th standard, GJC Bhadravathi.

Write a letter to your friend describing how you celebrated your birthday.

Informal Letter

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Facilitator's Feedback :

Peer Review

Student's Self Reflection :

Self- Practice:

Imagine you are Ravi/Radha, a 10th standard student at GHS Chikkamagaluru. Write a formal letter to the Headmaster of your school requesting permission to organize a science exhibition on the school premises.

Consolidation Phase -Worksheet - 2

Editing and Describing Picture

Time: 40 minutes

Total marks : 25

Learning Objectives :

- ♦ By the end of this session, students will be able
- 1. To identify and correct common grammatical, spelling, and punctuation errors in short paragraphs.
- 2. To develop descriptive writing skills through observation and imaginative interpretation of images.

I (Editing) Each paragraph below has errors. Correct the errors using the clues given and rewrite them in the space given below: 5x2=10

- Q1. Rahul is going to Delhi next weak. He have booked the ticket. He is excited to meet his uncle. He will stay there for five days.

Clues: a. Spelling to be corrected b. verb is to be corrected

.....

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.....

- Q2. The sun rises in the east. It is very beautifull to see. Many people go to a morning walk in the park.

Clues: a) spelling to be corrected b) preposition to be corrected

.....

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.....

- Q3. Hemanth moved to the edge of the compound to pluck flowers. He last balance, fell down but broke his leg.

Clues: a) Spelling mistake to be corrected. b) Conjunction to be corrected.

.....

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Q4. Bharath is a physician. Everyone likes him but he has a lot of patience and talks to the patients polite.

Clues : a) Linker is to be corrected b) Adverbial mistake is to be corrected

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Q5. Ravi enjoy playing cricket with his friends. She had a big bat which she called 'Lucky'.

Clues: a) verbal mistake b) pronoun mistake

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II Study the pictures given below. Write a description or an account of what each picture suggests.

5x3=15

Q6.



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Q7.



Q8.



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Q9.



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Q10.



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Facilitator's Feedback:

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Peer Review:

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Student's Self Reflection:

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Self- Practice:

Write a picture description of your school as if you were showing it to someone for the first time

Consolidation Phase -Worksheet - 3

Developing Stories and Syllabification

Time: 40 minutes

Total marks : 25

Learning Objectives :

- ♦ By the end of this session, students will be able to
- 1. Identify one-syllable and two-syllable words accurately.
- 2. Develop structured short stories using clues.

I Do as directed:

A. Choose the word with one syllable from the following sets: **5x1=5**

Q1. elephant, book, open, tiger

.....

Q2. dance, pencil, table, garden

.....

Q3. sky, monkey, window, teacher

.....

Q4. loyal, easy, often, speech

.....

Q5. make, total, create, image.

.....

B. Choose the word with two syllables from the following sets: **5x1=5**

Q6. apple, sky, chair, tree

.....

Q7. paper, door, beak, light

.....

Q8. garland, fox, ball, star

.....

Q9. feel, family, follow, strict

.....

Q10. Story, use, clue, give.

.....

II Develop stories using following clues:

5x3=15

11. Boy – finds a wallet – in the park – no one around – opens it – finds money and ID card – feels tempted – remembers moral lesson – returns it to the owner – praised for honesty.

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- Q12. Old woman – lives alone – heavy rain – water enters house – power goes out – neighbors notice – help her – give food – shelter in their house – woman feels grateful – calls them her family.

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- Q13. A house catches fire ---- people try to put out the fire with buckets of water, sand etc--- they fail ---- fire runs to his uncle who has a mobile phone ---takes it and calls fire brigade ----- fire brigade arrives ----- the fire is put out ----- people praise the boy's presence of mind.

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- Q14. A huge eagle — nest on a high hill — everyday — swoop down — pick up — animal — go back — nest — eat — foot step of hill — tree — lived — crow — watching eagle — daily — one day — eagle — swoop down — picked small lamb — went back — crow — amazed — encouraged — decided — imitate eagle — next day — crow — saw — lamb — swoop down — tried — pick lamb — lost balance — dashed rock — broke neck — died on spot.

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Q15. Once ----- a hare ----- tortoise and challenged ----- a race ----- the hare sprinted ---- and decided ----- nap midway. -----the tortoise kept walking ----- without stopping----- hare woke up ---saw the tortoise ----- finish line The hare ran ----- too late The tortoise crossed ----- won the race

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Facilitator's Feedback:

Peer Review:

Student's Self Reflection:

Self- Practice:

Write a short story of 5–6 sentences using the given beginning.
It was a dark and stormy night. Suddenly, I heard a knock on the door...

Consolidation Phase -Worksheet - 4

Passage Reading and Collocation

Time: 40 minutes

Total marks : 25

Learning Objectives :

- ♦ By the end of this session, students will be able
- 1. Understand and apply collocations correctly.
- 2. Read and interpret short passages with comprehension and moral insight.

I Do as directed:

Combine the word in Column - A with its collocative word in Column - B

'A'	'B'	5x1=5
Q1. life	(hour, weather, rest, style)	
Q2. brisk	(look, walk, talk, bake)	
Q3. march	[first, long, past, last]	
Q4. fast	[table, food, water, breakfast]	
Q5. hand	(table, clock, bag, catch)	

II Read the following passages and answer the questions that follow:

5x(2x2)=5x4=20

Q6. Healthy eating is not about strict limitations, staying unrealistically thin, or depriving yourself of the foods you love. Rather, it's about eating well-balanced meals that leave you feeling great, having more energy, improving your health, and boosting your mood.

Healthy eating doesn't have to be overly complicated. If you feel overwhelmed by all the conflicting nutrition and diet advice out there, you're not alone. It seems that for every expert who tells you a certain food is good for you, you'll find another saying exactly the opposite. The truth is that while some specific foods or nutrients have been shown to have a beneficial effect on mood, it's your overall dietary pattern that

is most important. Eating well involves eating more foods that are closer to the way nature made them. This can make a huge difference in how you think, look, and feel.

a) What is the truth about healthy eating?

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b) Healthy eating is not about strict limitations. Justify.

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Q7. Just like a diet of healthy nutrients is needed for nourishing the body, playing sports holds a great significance in enhancing our lives, especially for growing children. As a student, one has to face many challenges, and playing sports helps them cope with the exam pressure and prepare them for further challenges by providing them with physical and mental strength.

Children who are indulged in physical activities sustain good values of mutual respect and cooperation. Playing sports teaches them skills such as accountability, leadership, and learning to work with a sense of responsibility and confidence.

a. How is sports helpful for children?

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b. What is the importance of sports?

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Q8 Three young girls live in a beautiful colony. They used to quarrel every now and then about their saris, about their hands, asking themselves, "Whose hands are the most beautiful?" Each tried to think of a way to make her sari and hands look more beautiful. In the same colony there was also a poor servant- girl of the same age and she worked for these young girls. She said to herself, "Though I am poor, I am very happy, I have nothing to boast of or to quarrel about".

One day, very old woman came to the three girls and asked each one of them for something to eat. Each said angrily that she had nothing to give. The servant girl who was standing there, pulled out the knotted corner of her sari, found a five paise coin in it and gave it to the old woman saying, "I have nothing except this". When the coin was put in the old woman's hand, the servant made began to change into the most beautiful girl. Then the old woman look at the three girls and said," You must have hands to help, lips to smile and words to cheer others. The hands that help are the most beautiful".

a. What was the issue of quarrel between three girls?

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b. Who's hands were proved to be the most beautiful? What advice did the old lady give to the young girls?

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Q9. Ravi loves to visit his grandfather's farm during the summer holidays. The farm is surrounded by green fields and tall trees. Every morning, Ravi wakes up early to feed the hens and water the plants. He enjoys helping his grandfather and learning about farming.

In the evenings, Ravi sits under the big mango tree and listens to his grandfather's stories. Sometimes, he picks ripe mangoes and shares them with his cousins. The

farm is a peaceful place where Ravi feels happy and relaxed.

1. What activities does Ravi do on his grandfather's farm?

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2. Why does Ravi enjoy spending time on the farm?

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10. Nature is full of beauty and wonder. The tall mountains, flowing rivers, green forests, and colorful flowers make the world a lovely place. Birds sing sweet songs in the morning, and butterflies dance from flower to flower. These sights and sounds bring joy to everyone who sees them.

Trees give us shade and clean air, while rivers give us water to drink. Animals, big and small, live in forests and help keep the balance of nature. It is important to protect nature so that future generations can also enjoy its gifts.

1. How does nature make the world a beautiful place?

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2. Why is it important to protect nature?

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.Facilitator's Feedback:

Peer Review:

Student's Self Reflection:

Self- Practice:

1. Write a short paragraph about a time when helping someone made you or someone else feel proud or happy.
2. Describe the servant girl in 4-5 sentences using adjectives and examples from the story.

Consolidation Phase -Worksheet - 5

Voices, Summarizing and Biography Writing

Time: 40 minutes

Total marks : 25

Learning Objectives :

- ♦ By the end of this session, students will be able to
- 1. Write concise summaries of prose and poems.
- 2. Structure short descriptive and biographical paragraphs using key information and logically connect ideas.
- 3. Convert sentences from active voice to passive voice using correct tense and structure.

I Do as directed: Change the following into passive voice: 5x1=5

Q1. The minister distributed the prizes.

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Q2. A tiger chases a deer.

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Q3. I am writing a letter.

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Q4. Radha is driving a car.

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Q5. He can speak English fluently.

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II Answer the following questions in 5 to 6 sentences: 2x3=6

Q6. Physical disability is no barrier to success. Justify this statement with the life of Satish Gujral.

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Q7. Write in your own words the substance of the poem "Ballad of the Tempest".

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III Profiles are given below. Write paragraphs based on the given profile clues:
2x3=6

Q8. Name. Kalpana Chawla

Born: March 17, 1962 Karnal, Haryana

Profession: Astronaut, Engineer

Education: Punjab Engineering College, later in USA

Achievements: First Indian woman in space (1997),

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Q9. Name: Dr. Rajendra Prasad

Born: December 3, 1884 Bihar

Profession:, Lawyer, Freedom Fighter

Education: University of Calcutta

Achievements: First President of India (1950-1962), Bharat Ratna

Died: February 28, 1963

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IV **Answer the following question in about 8-10 sentences. 2x4=8**

Q10. Jazz player is a pathetic figure, but at the same time a commanding artist. Explain as it is depicted in the poem Jazz Poem Two.

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Q11. Write the summary of the poem Off to Outer Space Tomorrow Morning

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Facilitator's Feedback:

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Peer Review:.

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Student's Self Reflection:

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Self- Practice:

1. Write a short summary (5-6 sentences) of any other lesson/poem you studied in this term.

Consolidation Phase -Worksheet - 6

Language Skills

Time: 40 minutes

Total marks : 25

Learning Objectives :

- ♦ By the end of this session, students will be able to
- 1. Identify and apply articles correctly in different sentence structures.
- 2. Identify parts of speech within a sentence correctly.
- 3. Use correct tense forms in a variety of sentence patterns.
- 4. Use words as nouns and verbs appropriately.
- 5. Change the sentences into other degrees.

Do as directed:

A. Fill in the blank with a suitable article and write it in the answer booklet:

5x1=5

- Q1. Rajesh is ----- excellent football player.
Q2. Democracy is ----- best form of government.
Q3. His father is ----- Assistant Engineer.
Q4. It was ----- tough situation.
Q5. ----- Taj Mahal is ----- wonderful building.

B. Change the following into other degrees:

5x1=5

- Q6. Geeta is shorter than any other girl in the family. (superlative)

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- Q7. Rose is the most beautiful flower. (comparative)

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- Q8. No other continent in the world is as big as Asia . (superlative)

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- Q9 Rama is the tallest boy in the class. (positive)

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- Q10. No other peak is as high as Mt. Everest. (comparative)

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C. Identify the part of speech of the underlined word : (noun, pronoun, verb, adverb, adjective) 5x1=5

Q11. We should use eco-friendly things.

.....

Q12. Professor Shrinivasan Hugged me affectionately.

.....

Q13. I expected you to perform well.

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Q14. We celebrate Teachers' Day on 5th September every year.

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Q15. The cat is under the chair.

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D. Fill in the blank with appropriate tense form of the verb given in bracket : 5x1=5

Q16. Encyclopedia (give) us basic information on every subject.

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Q17. Last month he..... (attend) the meeting in Chennai.

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Q18. Sumanth is a teacher. He ----- (work) in a high school.

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Q19. Pavithra (be + go) to New Delhi.

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Q20. There (be) 7 talukas in Shivamogga district.

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E. Use the following words as noun and verb in sentences: 5x1=5

Q21. 'play' as a noun:

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Q22. 'smile' as a verb:

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Q23. 'book' as a verb:

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Q24. 'live' as a verb:

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Q25. 'pay' as a noun:

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Facilitator's Feedback:

Peer Review:

Student's Self Reflection: .

Self- Practice:

1. Fill in the blanks with suitable articles :

- a. She is reading ___ interesting book.
- b. My mother is ___ honest woman.
- c. ___ moon looks beautiful tonight.

2. Complete with correct form:

- a. If I _____ (know) about the meeting, I would have attended it.
- b. If they had studied harder, they _____ (pass) the exam.

3. Identify the part of speech for the underlined word:

- a. He ran quickly to catch the train.
- b. We had a funny moment yesterday.

4. Fill in the blanks with correct verb form:

- a. She _____ (finish) her homework already.
- b. They _____ (play) cricket when it started to rain.
- c. Raju usually _____ (go) for a walk in the evening.