

**Let's pave the way for learning and  
Move Forward**

**Standard - 10  
English**



**State Council of Educational Research and Training (SCERT), Kerala  
2022**

Dear students,

The evaluation of the answer scripts of the First Terminal Examination 2022 and the classroom experiences shared by the teachers concerned, have brought to light the fact that our children have suffered some serious learning gap due to the non-availability of proper learning experiences as a result of the unprecedented situation created by the Covid Pandemic from 2019 to 2022. An activity book has been designed to assist children internalize the concepts which they ought to have mastered in the previous classes and with the intention to facilitate further learning. Necessary explanations and activities are included in the booklet to help children bridge the gap. It is hoped that this package will facilitate the learners for self-study or for studying with the help of their teachers and I wish them success in their endeavors to move forward with confidence.

**Director**  
SCERT, Kerala



## **A WORD TO THE TEACHERS**

The Bridge Material for classes 3-10 is an activity package for bridging language learning gaps in English among school students in Kerala. This package gives the learners freedom to go beyond text books. The activities that are designed for outside the class room may add to the interest of the learners. Learners are given chances to go through diverse reading materials. They give the teachers opportunity to create English friendly atmosphere in the class.

- There are chances for the learners to read, listen, comprehend passages and perform activities.
- **Learner friendly activities** are included in the package. Students with special needs are also considered.
- **Performance based activities** may kindle the innate abilities of the students.
- Ample chances are given for their **creative writing and reflexive thinking**.
- All activities are **self-learning as well as self-evaluating**, but teachers' directions are needed in certain areas.
- Students are given opportunities to **evaluate the activities** performed by their peers as well. Even the parents can make their children do the activities.

Hope all the learners including the students with special needs may make use of the material properly. Effective usage of this material will undoubtedly result in enhancing the linguistic competence of the learners. To a great extent, the learning gaps will be minimized.

## BRIDGE MATERIAL FOR CLASS X

### ***ENTRY ACTIVITY - CHOREOGRAPHY***

Hope you have learned the poem “The Ballad of Father Gilligan” written by William Butler Yeats. You enjoyed it a lot, didn’t you?

What about performing a choreography of the poem?

Ready? It’s time for you to perform it.

### ***ACTIVITY 1***

How was it? Hope you have enjoyed it.

Did you get the meanings of the lines?

What is the theme of the poem?

What is the tone of the poem?

What makes this poem different from the other poems you have already gone through in your text?

What is a ballad?

Match the given lines with their meanings.

***Match column A (Lines from the poem) with column B (Meanings and expressions)***

A	B
For half of his flocks were in their beds	Father couldn’t do his duty as he was physically weak.
Or under green sods lay	An expression of sorrow
My body spake not I	God is the creator of the whole universe.
Mavrone, mavrone!	The people of Father Gilligan’s parish were suffering from an epidemic.
He who hath made the night of stars	

## ACTIVITY 2

Identify the poetic devices.

Names of some poetic devices are given in column A. Some examples are given in the box below. Pick out the most suitable examples and place them in Column B.

A	B
Simile	
Auditory Image	
Visual Image	
Rhyme scheme	
Rhyming words	
Alliteration	

- Priest Peter
- Sparrow chirp
- abcb
- eve-grieve
- As merry as a bird
- Rocky lane and fen

## ACTIVITY 3

Shall we try a part of its appreciation? (Guided writing)

Complete the appreciation of the poem with the help of the words, phrases and sentences given below.

how he intervenes in the life of a priest at the time of immense need
add to the beauty of the poem
William Butler Yeasts
musical and dramatical
helps those who help others
a sick man sent for the priest to get his last communion
an epidemic in the Irish countryside
go there due to his weariness

'The Ballad of Father Gilligan' is a famous ballad written by the Irish poet \_\_\_\_\_(a)\_\_\_\_\_. The poem reveals God's everlasting benevolence and \_\_\_\_\_(b)\_\_\_\_\_. Father Gilligan was tired of carrying out his priestly duties day and night during \_\_\_\_\_(c)\_\_\_\_\_. One day, while he was nodding in his chair, \_\_\_\_\_(d)\_\_\_\_\_. But Father Gilligan was not able to \_\_\_\_\_(e)\_\_\_\_\_. This touching narrative throws light on the message 'God \_\_\_\_\_(f)\_\_\_\_\_. The poem is \_\_\_\_\_(g)\_\_\_\_\_. The uses of the poetic devices, images, religious beliefs etc. \_\_\_\_\_(h)\_\_\_\_\_.

#### **ACTIVITY 4**

Collect similar poems and songs, pictures related to the theme - God showers His kindness on all His creations. Prepare an album with this theme.

#### **ACTIVITY 5**

On the basis of your collection and the poems you have read, try to write a poem of your own.

#### **ACTIVITY 6**

Now, try to present the poems you've written in the class. After listening to all the presentations, try to refine them if needed. Keep the poems ready for the Poetry Meet Up.

#### **ACTIVITY 7**

Let's conduct a Poetry Meet Up and a Choreography of your own poem, shall we? If so, prepare an announcement for the programme.

### **ACTIVITY 8**

In the Poetry Meet Up, sing or recite the poems you've written. Listen to the comments of your classmates after finishing your performance. Also, try to choreograph your poem in the class.

### **ACTIVITY 9**

How was the Poetry Meet Up? Could you present your poem well? What about your friends? Did you enjoy their presentations? How about writing a letter describing the event to your friend who is not studying in your school?

### **ACTIVITY 10**

Prepare a brief report of the event to be published in your school magazine.

### **ACTIVITY 11**

You have learned the lesson 'The Scholarship Jacket', haven't you? Let's read the narration of the events that led to Martha's winning of scholarship jacket.

Martha, the fourteen-year-old girl always dreamt of receiving the scholarship jacket. Being a straight 'A' grade student since the first grade, she was anticipating to be the valedictorian and earn the scholarship jacket. It represents her eight years of hard work and determination. Rosie, her elder sister, who was entitled the valedictorian, motivated her to be successful. The teachers too favoured Martha.

But things took a sudden turn when the board decided to give the scholarship jacket to Joann, the daughter of a board member who owned the only store in town. Once Martha overheard a heated argument between Mr Schmidt, her History teacher and Mr. Boone, her Maths teacher. They were arguing as to whom the scholarship jacket should be awarded. Even though Mr Schmidt was arguing in favour of Martha, Martha realised the fact that the scholarship jacket was going to be a dream only.



Mr. Boone's reference of Marta as Mexican shattered her dreams and evoked a feeling of discrimination.

She went home utterly disappointed. The next day she was summoned to the principal's office. With much hesitation, the Principal informed Martha of the change in policy by the Board, the decision to charge fifteen dollars for the scholarship jacket. If Marta is unable to pay the fifteen dollars, it will be given to the next one in line. Martha knew it was beyond her.

She made a last attempt and discussed the matter with her grandfather. But all her hopes were shattered when grandfather denied her request saying that award should be earned and not to be purchased. Martha was deeply hurt.

The next day Martha informed the Principal of her decision of withdrawal, quoting the words of her grandfather. When Martha was about to leave the office, the Principal called and informed her that she was going to get the scholarship jacket.

The words of grandfather were a realisation to the Principal that there are greater things in life that money cannot buy. The decision of not paying fifteen dollars has taught Martha the values of dignity and self-respect in an individual's life.

- What made Martha anticipate to be the valedictorian and earn the scholarship jacket?
- What does the scholarship jacket represent?
- Who inspired her to get the scholarship jacket?
- Why did her teachers engage in an argument?
- What did the principal tell Martha about the change of policy in getting the scholarship jacket?
- How did grandfather reply when Martha asked money for the scholarship jacket?

- When did the principal realise that greater things in life cannot be bought by money?
- What were the qualities that Martha learned when her grandfather denied her money for the scholarship jacket?

### **ACTIVITY 12**

How did you feel when Martha got the scholarship jacket? Happy? Imagine that Martha is a student of your school and you are planning a Graduation Ceremony in which Martha is awarded the Jacket. Shall we enact it on the stage?

- Prepare a skit for the same.
- Prepare a notice for the function.
- The Principal of the school delivered the Welcome Speech for the occasion. Prepare the script for the speech.
- Prepare a report of the function.

### **ACTIVITY 13**

Imagine that Mr John writes a diary after meeting A J Cronin for the second time. Here is an excerpt from his diary and a few words are missing. Fill in the blanks using suitable words from the brackets.

The most exciting day .....(a).... my life. I never imagined .....(b)..... such a dream would come true. How long have I been waiting .....(c).....such a moment! Finally I was able .....(d)..... meet the saviour who helped me to come back to life. If I'm alive today, he's one .....(e)..... the reasons behind it.

(for, in, on, that, of, to)

### **ACTIVITY 14**

A J Cronin came across Mr and Mrs John S\_ on his voyage from New York. Here is a conversation between Cronin and Mr John.

Cronin : Have you visited New York before?

Mr John : No, we are here for the first time.

Cronin : Why did you go to the New England states?

Mr John : We visited summer recreational camps for young people there.

**After reaching home, Mrs John said about the conversation between her husband and Cronin to her mother. Could you help her to complete the narration?**

Mom, a few days back John met his guardian angel Cronin. It was a surprise meeting. Cronin asked John if ..... John replied that ..... Cronin again asked ..... John replied that .....

**ACTIVITY 15**

Remya, a student of class 10 has prepared a short character sketch of Martha. But a few errors occurred in it. Help her to edit the errors.

Martha is a (a) 8<sup>th</sup> grade Mexican-American girl who lives in Texas with her grandparents. Martha's entire family is knew (b) for being poor. This scholarship jacket was the only aim at (c) Martha's mind. She was a skinny girl, but (d) not very pretty either. However, she was incredible (e) smart and had maintained an A plus average in her eight ears (f) of school.

**ACTIVITY 16**

Given below is a passage about Mr. John. A few expressions are underlined. Replace them with the most suitable phrasal verbs given in bracket.

Mr John decided to avoid (a) his bad habits that ruined him. He and his wife have set up an organisation to care (b) delinquent youth. Years back he had met (c) the narrator who saved his life. The narrator tried to reject (d) his request in the beginning. But finally, they bore (e) each other.

(give up, came across, turn down, look after, put up with)

### ACTIVITY 17

Here is a conversation between Mr Schmidt and the Principal. Complete it meaningfully.

Mr Schmidt : Sir, I came to know of an unexpected news from Mr Boone.

Principal : .....(a).....?

Mr Schmidt : The scholarship Jacket is going to be awarded to Joan.

Principal : Yes, that's true.

Mr Schmidt : How can we do that? Don't you think that Martha deserves it?

Principal : Yes, but we can inform Martha about it in a different way, .....  
(b).....?

Mr Schmidt : Sir, this is purely unjust. ....(c).....?

Principal : Yes, I know the tradition carried out in our school for the past few years. But see Mr Schmidt, this year we have a few projects for which we need financial assistance.

Mr Schmidt : We had better .....(d).....

Principal : Finding sponsors is not an easy task you know. If Joan's father helps us, .....(e).....

Mr Schmidt : Anyway, I can't stand by this injustice. I'll surely record my dissent in the Board meeting.

Principal : Even I am not fully satisfied with that decision. We'll wait for the outcome.

### **Hints:**

### ACTIVITY 7

### **FEATURES OF AN ANNOUNCEMENT**

- Proper salutation/ Address the audience.
- Gives details about the programme
- Clarity of the language and the content

- Uses catchy and attractive expressions.

### **ACTIVITY 9**

#### **FEATURES OF AN INFORMAL LETTER**

- Address of the sender (house name, place, date)
- Salutation and body of the letter (introductory paragraph, message/content, closing of the letter)
- Leave taking (Yours lovingly, with love etc.)
- Name and Signature

### **ACTIVITY 10**

#### **FEATURES OF A REPORT**

- Catchy headline
- Date and place
- Lead paragraph: Major events, place, people involved
- Body: State and explain the main points clearly.
- Style: Use third person narration and past tense.