

Let's Retrospect

Every lesson/poem begins with an opportunity to chat with your benchmate/group/classmates and even teacher. No one can stop you from chatting about the topic given. The only rule is CHAT IN ENGLISH. It will improve your speaking/oral skills and boost your confidence in Spoken English and Conversation.

So open your mouths and TALK! Let's make some meaningful noise in the class.



1. From the word-grid below pick out words related to Language Study (Grammar and Vocabulary) and write them against each of the clues.

H	M	N	O	P	R	O	N	O	U	N	Q
O	S	A	T	R	R	V	X	L	H	O	A
M	A	D	V	E	R	B	F	B	C	U	D
O	R	J	Q	P	X	Y	Z	P	E	N	G
P	T	E	H	O	K	L	M	L	G	D	P
H	I	C	B	S	I	N	G	U	L	A	R
O	C	T	K	I	H	P	I	R	B	G	E
N	L	I	L	T	M	P	O	A	R	T	F
E	E	V	I	I	P	R	I	L	K	B	I
W	S	E	R	O	C	O	M	P	L	E	X
S	Y	N	O	N	Y	M	D	V	E	R	B

Clues

- (a) I refer to only one noun in number.
- (b) I qualify a noun
- (c) I say more about an action (verb)
- (d) I am a naming word
- (e) I can replace naming words
- (f) I accompany nouns/pronouns and show their relation to another word
- (g) I am a sentence with a subordinate clause

- (h) I am an Action or Being
- (i) I am an affix attached before a word
- (j) I sound the same but differ in spelling and meaning
- (k) I am a word having nearly the same meaning
- (l) I come before nouns to point out definite or indefinite

1.1 A Teenager's Prayer

Warming up!

Chit-Chat

- Form groups of 5 to 6 and discuss. Give a rating of 1 to 5, to each of the following.

When you have to take important decisions what do you generally do?

- (a) Consult parents/elders ☐
- (b) Contact friends for advice ☐
- (c) Pray to God for guidance ☐
- (d) Think deeply in silence ☐
- (e) Ask your teacher for help ☐
- (f) Toss a coin to decide ☐

- In poetry, very often, there are lines in which the poet seems to talk directly to an absent person, an abstract idea or thing/object.

Such a tactic/device used by the poet is the Figure of Speech 'Apostrophe'.

For example,

Twinkle, twinkle little star

Death! Where is thy sting?

O Cave man! I wish I could live with you.

Now, complete the following, creating examples of Apostrophe of your own.

- (a) O, Life! How
- (b) Dear God, Please
- (c) Books! You are
- (d) Exams! I wish
- (e) O, You beautiful sky

Teacher should explain the Apostrophe in punctuation and Apostrophe as a Figure of speech.

A Teenager's Prayer



Each day brings new beginnings,
Decisions I must make.
I am the only one to choose
The road that I will take.

I can choose to take the road of life,
That leads to great success
Or travel down the **darkened** road,
That leads to great **distress**.

Please open up my eyes, dear Lord,
That I might clearly see
Help me stand for what is right,
Bring out the best in me.

Help, Lord, to just say "no"
When **temptation** comes my way,
That I might keep my body clean
And fit for life each day.

When my teenage years are over,
I know that I will see
That life is lived its very best
With you walking next to me.

– J. Morse

- ✦ What is the age-group of the speaker in the poem?
- ✦ What decisions does the speaker have to take?
- ✦ What does each new day fetch?
- **darkened** : here, it refers to evil
- **distress** : great worry and strain
- **temptation** : a strong wish to do something bad or wrong
- ✦ How should one react to temptation?
- ✦ What effect does the speaker wish to see in himself at the end of his teens?
- ✦ In what condition does the poet wish to maintain his body?
- ✦ Whose company does the poet wish for, in the walk of life?

ENGLISH WORKSHOP

1. Choose the correct alternative and complete the given sentences.

- According to the poet, are brought by each new day.
(new beginnings/new endings)
- We must decide to take the road which leads to
(great distress/great success)
- The poet prays to the Lord to help him stand for what is
(might/right)
- The poet wants to see that his teenage years have been the years of his life. (worst/best)

2. Find and write the pairs of rhyming words from the poem.

-
-
-
-
-

3. What is the rhyme scheme of the poem? Choose the correct one from the following options.

- (i) aabb (ii) abcd (iii) abcb (iv) abba

4. Match the lines in Column A with the Figures of Speech in Column B.

Column 'A'	Column 'B'
(i) Decisions, I must make	(a) Apostrophe
(ii) Please open up my eyes, dear Lord	(b) Inversion
(iii) Travel down the darkened road	(c) Metaphor
(iv) I can choose to take the road of life	(d) Alliteration

Alliteration is the occurrence of the same sound at the beginning of words in a phrase, sentence etc. such as 'That life is lived its very best.'
Find out more examples of **Alliteration** from other poems in your book.

5. Elements of Planning An Interview : (Group Activity)

Form groups and discuss each element of planning an interview and prepare notes on each element.

Format - Structure

.....

Size/Length - How much

.....

Do's and Dont's - Rules and Regulations

.....

Type of Questions - Yes/No questions or Wh Type.

.....

6. Prepare a set of 10 questions to interview any successful teenager. You may use the following guidelines.

Standard template for conducting an Interview (Format)

Name of the Interviewee

Name of the Interviewer

Topic - (Personal/Recent/Sports/Business/Music/Art)

Venue - (Studio/TV channel/ Auditorium Hall/etc.

Date - Time - Duration -

(Total 10 questions)

- Mix up of Yes/No and Wh questions.
- Place a proper background before every question.
- Conversation should sound like a real interview.
- Avoid very personal questions.
- Avoid very casual, cheap and vulgar language.

7. Read the poem. Write an appreciation of the poem in about 12 to 15 sentences with the help of the following points.

Point	
Title	
Poet	
Rhyme scheme	
Favourite line	
Theme/Central idea	
Figures of speech	
Special features - Type of the poem, language, style, tone, implied meanings etc.	
Why I like/dislike the poem	

8. Compose a short prayer in English asking God to guide you in your teenage years. Later, you can even try to make the lines rhyme to give it a poetic form.

9. Look around in your vicinity - your family, friends, neighbours, classmates, etc. and write about any four teenagers who have made a name for themselves by doing something extraordinary.

Teenager Group	Name/s	Special/extraordinary tasks/things performed
1. Family		
2. Friends		
3. Neighbours		
4. Classmates		

