STUDY MATERIAL
CLASS X (ENGLISH COMMUNICATIVE)

CHIEF PATRON : SHRI AVINASH DIKSHIT
(COMMISSIONER, KVS)
SPECIAL PATRONS : DR. DINESH KUMAR
ADDITIONAL COMMISSIONER (ACAD.)
PATRON : Dr. SHACHI KANT
(JOINT COMMISSIONER (TRG.))
GUIDE : SMT. LAKSHMI CHARI
DEPUTY COMMISSIONER &
DIRECTOR, ZIET, MUMBAI

EDITOR : SMT SUMATI DOGRA
PRINCIPAL, KV, DWARKA

SUBJECT CONTRIBUTORS :
1. SHRI GANESAN
   (PGT, ENG., KV, V.V.NAGAR)
2. SMT RAJA GOPALAN
   (TGT, ENG., KV, GANDHINAGAR)
3. SMT. PANKAJ THAKUR
   (TGT, ENG., KV, GANDHINAGAR)
4. SMT. MRUDULA NAROOLA
   (TGT, ENG., KV, AFS, JAMNAGAR)
5. SMT. P PADIAR
   (PGT ENG., KV, AF-II, JAMNAGAR)
6. SHRI SN DUBEY
   (TGT, ENG., KV, AFS, BARODA)
7. SMT. KUSUMALATA
   (TGT, ENG., KV, AFS, BARODA)
8. SMT. PAVANALATA
   (TGT, ENG., KV, AFS, BARODA)
9. SMT. ALKA VASAVADA
   (TGT, ENG.,KV,GANDHINAGAR CANTT.)
10. SHRI MEHUL KUMAR
    (PGT, ENG., KV, BSF, DANTIWADA)
11. SMT. VASANTI DEY
    (TGT, ENG., KV,SAC,30,GANDHINAGAR)
12. SMT. BHARTI TIWARI
    (PGT ENG., KV, SABARMATI)

Revised by:  Mr. Eugin PGT Eng ZIET, Mumbai
Mrs Shobana Dagae TGT Eng K.V IIT Powai
Mrs. Dolly James TGT Eng. KV Bhandup
Mrs. Jeyanthi TGT Eng KV Bhandup
Mrs. Lalit Kishore KV IIT Powai
Mrs. Vineetha Thakur KV Bhandup
Mrs Manisha KV Bhandup
## INDEX

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Contents</th>
<th>Page no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An outline of syllabus and marking scheme.</td>
<td>04</td>
</tr>
<tr>
<td>2</td>
<td>SECTION A- READING</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>SECTION B- WRITING</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>SECTION C-GRAMMAR</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>SECTION D- LITERATURE</td>
<td>84</td>
</tr>
<tr>
<td>6</td>
<td>Sample Question Papers- Summative Assessment-I (SA1) Summative Assessment-II (SA2)</td>
<td>141</td>
</tr>
</tbody>
</table>
CLASS-X (ENGLISH COMMUNICATIVE)
CODE NO. 101

SECTION A: READING 20 Marks

Qs 1-3 The reading section will have three unseen texts as shown below:

<table>
<thead>
<tr>
<th>Text Number</th>
<th>Text Type</th>
<th>Length</th>
<th>Marks</th>
<th>Type of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
<td>Factual/Discursive/Literary</td>
<td>450 - 500 words</td>
<td>10</td>
<td>Supply Type</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Gap filling, sentence completion, Table completion, word attack questions, short answer questions and Reference questions)</td>
</tr>
<tr>
<td>Text 2</td>
<td>Factual/Discursive/Literary</td>
<td>200 - 300 words</td>
<td>5</td>
<td>Multiple Choice Questions.</td>
</tr>
<tr>
<td>Text 3</td>
<td>Factual/Discursive/Literary</td>
<td>200 - 300 words</td>
<td>5</td>
<td>Multiple Choice Questions.</td>
</tr>
</tbody>
</table>

The total length of the three passages will be between 850 - 1100 words. There will be at least 5 marks for assessing vocabulary. All questions on vocabulary will not be from the same passage.

Care should be taken to cover all the three text types, i.e. factual, discursive and literary while selecting the passages. A poem may or may not be used as one of the three texts. Text I will be either factual or discursive. Apart from a poem, prose literary texts may include excerpts from authentic literature such as short story, autobiography, biography, travelogue, novel etc.

Whenever a poem or a prose literary text is used, the other two texts should be discursive and factual, thus covering all the three text types.

SECTION B: WRITING 25 Marks

The writing section comprises four writing tasks as indicated below.

Q. 4 A short composition of upto 50 words in the form of a Notice, Message or Diary Entry. 4 Marks

Questions 4 & 5 will assess students' skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing, transcoding information from one form to another or using a style appropriate for a notice, message or diary entry.

Q. 5 A composition of upto 100 words in the form of Biographical sketch, Data Interpretation, Dialogue writing or Description (People, Objects or Events) 6 Mark
Q. 6 An extended writing task of length upto 120 words in the form of a Formal/Informal Letter or Email. The long piece of writing will assess the use of appropriate style, language, content and expression. 7 Marks

Q. 7 An extended writing task of length upto 150 words in the form of an Article, Speech, Report or Story. 8 Marks

Students' skill in expressing ideas in clear and grammatically correct English, planning, organising and presenting ideas coherently by introducing, developing and concluding a topic, comparing and contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of writing and creative expression of ideas will be assessed.

Qs 6 & 7 will make use of a visual/verbal stimulus.

**Important Note on Format and Word Limit:**
* Format will not carry any separate marks and in most cases, format will be given in the questions paper.
* The word limit given is the suggested minimum word limit. No candidate may be penalised for writing more or less than the suggested word limit provided the topic is covered and adequately. Stress should be on content, expression, coherence and relevance of the content presented.

**SECTION C: GRAMMAR** 20 Marks

This section will assess Grammar items in context for 20 Marks. It will carry 5 questions of 4 marks each.

Questions 8 & 9 will have Multiple Choice Questions. The test types for MCQs include the following:

* Gap filling
* Sentence completion
* Dialogue completion

Questions 10, 11 & 12 will be based on response supplied by students (Supply Type). The test types will include the following:

* Sentence reordering
* Editing
* Omission
* Sentence transformation

Questions 8 to 12 will test grammar items which have been dealt with in class IX. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases etc., can be tested through formative assessment over a period of time. As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test them in context.

Tests types used will include gap-filling, cloze (gap-filling exercise with blanks at regular intervals), sentence completion, recording word groups into sentences, editing, dialogue-completion and sentence-transformation.
The grammar syllabus will be sampled each year, with marks allotted for:
- Verbs forms
- Sentence structures
- Other areas

Note: Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

Section D: LITERATURE 25 Marks

Q 13 will have the following arrangement:
13 A: An extract from poetry with three Multiple Choice Questions based on reference to context. (Word limit : 20-30 words) 3 Marks

13 B: An extract from a short story with three reference to context questions requiring the students to supply the answers. (Word limit : 20-30 words) 3 Marks

13 C: An extract from a play with three reference to context questions requiring the students to supply the answers. (Word limit : 20-30 words) 3 Marks

Q 14 Four out of Five short answer type questions based on prose, poetry and play of 2 marks each. The questions will not test recall but inference and evaluation. (Word limit : 30 - 40 words each) 8 Marks

Q 15 One out of two long answer type questions to assess personal response to text (story, poem or play) by going beyond the text/ poem/story or extract. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed. (Word limit : 150 words) 8 Marks

Prescribed Books/ Materials
1. Interact in English - X Main Course Book Revised edition
2. Interact in English - X Literature Reader Revised edition Published by CBSE

Reading Section:
Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively. There will be no division of passages for this section, however, for reading purpose. The Interact in English Main Course Book will be read in two terms i.e. Term I (April-September) and Term II (October-March).

Writing Section:
All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment. For purpose of assessment all themes dealt with in Main Course Book and other themes may be used.

Note on assessing Writing Tasks.
Q. 4 Content : 2 marks
Expression : 2 marks (Accuracy & Fluency)
Total : 4 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.
Q. 5 Content : 3 marks
Fluency : 2 marks
Accuracy : 1 mark
Total : 6 marks
Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q. 6 Content : 3 marks
Fluency : 2 marks
Accuracy : 2 marks
Total : 7 marks
Upto two marks may be deducted for spelling punctuation and grammar errors.

Q. 7: Content : 4 marks
Fluency : 2 marks
Accuracy : 2 marks
Total : 8 marks
Upto two marks may be deducted for spelling, punctuation and grammar errors.

Though marks have been allotted specifically for Content, they should not be awarded in a mechanical manner. For instance, if a student has merely mentioned the value points (content) as per the marking scheme, the examiner should assess whether the content has been expressed/communicated in a coherent and cohesive manner. It means content and expression are perceived as interlinked aspects of writing. Similarly in all the writing tasks credit should be given to creativity in the realm of ideas and language use. What it means for the examiner is that students who think differently and are able to use the language with felicity in terms of structures as well as vocabulary should be given due weightage. This need not necessarily be seen as leaning towards subjectivity in marking. A proper balance of content, expression (accuracy, fluency, cohesion and coherence) and creativity would encourage students to aim for higher standards in written communication. Errors in spelling, punctuation and grammar should be penalised to the extent of marks allotted for Accuracy.

Grammar:
Grammar items mentioned in the syllabus will be taught and assessed summatively as well as formatively over a period of time. There will be no division of syllabus for Grammar in the summative of formative assessments for the terms. However a suggested split - up of the Work Book for the two terms is given to help teachers in planning their classroom teaching.
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Text Books</th>
<th>First Term (April- September)</th>
<th>Second Term (October-March)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FA 1 10</td>
<td>FA 2 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA 1 30</td>
<td>FA 3 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA 4 10</td>
<td>SA 2 30</td>
</tr>
<tr>
<td>1</td>
<td>Two Gentlemen of Verona</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Mrs Packletide’s tiger</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>The Letter</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>A Shady Plot</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Patol Babu, Film Star</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Virtually True</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>POETRY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The Frog and the Nightingale</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Mirror</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Not Marble, nor the gilded Monuments</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Ozymandias</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>The Rime of The Ancient Mariner</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Snake</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DRAMA</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The Dear Departed</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Julius Caesar</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MAIN COURSE BOOK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-Health and Medicine</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2-Education</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3-Science</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4-Environment</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5-travel And Tourism</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6-National Integration</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

WORK BOOK-suggested Break-up of Units for the purpose of Classroom Teaching only-NOT FOR TESTING(See the note below)

<table>
<thead>
<tr>
<th>Term I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determiners</td>
</tr>
<tr>
<td>2. Tenses</td>
</tr>
<tr>
<td>3. Subject-verb agreement</td>
</tr>
<tr>
<td>4. Non-finites</td>
</tr>
<tr>
<td>5. Relatives</td>
</tr>
<tr>
<td>6. Connectors</td>
</tr>
<tr>
<td>7. Conditionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term II</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Comparison</td>
</tr>
<tr>
<td>9. Avoiding Repetition</td>
</tr>
<tr>
<td>10. Nominalisation</td>
</tr>
<tr>
<td>11. Modals</td>
</tr>
<tr>
<td>12. Active and Passive</td>
</tr>
<tr>
<td>13. Reported Speech</td>
</tr>
<tr>
<td>14. Prepositions</td>
</tr>
</tbody>
</table>
* NOTE ON WORKBOOK

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

**Note:**
1. Formative Assessment is **assessment 'for' learning.** Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.

### SECTION - A

**READING**

(APPLICABILITY SA I & SA II)

**TIPS ON COMPREHENDING UNSEEN PASSAGES**

- Read the passage carefully to know what the passage is about.
- Identify the main points.
- Analyse, interpret and infer the ideas in a text.
- Deduce the meaning of unfamiliar words.
- Read the whole passage before attempting questions.
SPECIFIC TIPS TO ENHANCE YOUR MARKS

For those who score between 15-18 marks
1. Reading cards upto No. 50

2. Newspaper articles of different types and lengths. Focus on topics like great personalities, events, latest scientific research, environment etc.

3. Newspaper article study: - read, study, find meanings of difficult words and write the summary.

For those who score between 11-14 marks.
1. Reading cards upto No.40


For those who score below 11 marks
1. Reading cards of the level and class you understand easily.

2. Read several small passages on different subjects. Refer the dictionary if required.

   Eg: short stories – Ruskin Bond, Leo Tolstoy.

List of newspapers and magazines.
Times of India
DNA
Indian Express                      Reader’s Digest
Hindustan Times                    Tinkle Special
Magazines                          Wizard
India Today                        Digit
Outlook                            Down to Earth
The Week                           Business World
Sports Star                        Quest
Frontline                          Tinkle
Geo                                Chip

For graded comprehension passages with answer key visit the website
www.englishforeveryone.org
1. Read the passage carefully:

How my Life changed its Course 

1. Ever since I can remember, I always felt I was stupid, really stupid. I lost my father when I was three. Since I was a sick child, a polio victim, I lived with my grandmother in Mumbai so I could avail of the metro’s advanced medical facilities. I remember being on the streets all day, playing or lazing around.

2. When I turned ten, my mother and my sister came to live in Mumbai too. My sister was a bright student, always securing high grades. She and my mother encouraged me to study, but I just could not bring myself to concentrate on any subject. I would get bored and feel sleepy when forced to open my books. After innumerable lectures on the importance of studying had failed, mother tried threats as well, but nothing worked, I truly believed I was stupid; no matter how much I worked, it wouldn’t help.

3. One afternoon, as always, I was sitting under a tree in the school premises eating potato wafers when I saw a former classmate approaching me. Aditi and I had been in the same class the year before. I had failed sixth grade and had to repeat the year; Aditi had topped the class and was the brightest student of the seventh grade too. I flinched a little Aditi as I saw her walk towards me. ‘Hi,’ she said. ‘Hi,’ I replied, but not with much enthusiasm; I wanted her to leave. I continued to eat my chips. Ignoring my coldness, she sat down next to me. For five minutes neither of us spoke and then she asked, ‘Is Devika your real sister?’ ‘Yes, she is, ‘I answered.

4. ‘So how come she doesn’t teach you so that you too can do well? she asked. I peered at her, wondering if she was making fun of me, but all I could see on her face was earnestness. No, she is not trying to tease me, I decided. This time I answered a little more warmly, ‘She tries to, but I don’t like studying.’ ‘Why not? I’m sure you can get good grades too,’ she said emphatically. ‘No, I can’t. I have no brains. God forgot to give me brains, health or beauty. He gave me nothing.’

5. ‘That’s not true. And anyway, health and beauty can’t be helped, but God has given brains to everyone, we only have to learn to use it.’ I shook my head, ‘No, I have difficulty in concentrating, and books bore me; there is no hope for me. Please leave me alone. I am stupid, and always will be.’ With the gentlest tone that she could muster she said, ‘I can prove it to you that you are not stupid. Give me one chance, I will teach you to study.’

6. Though I was softening from inside, I still held on to my low self-esteem. ‘You’ll be wasting your time. I cannot study, I am not as bright as you are nor lucky as my sister,’ I said ‘Let me try and help you, please. I will show you the right way to study. You just have to cooperate with me. Will you try?’ Her belief in me proved more powerful than my doubts about myself. She won and I relented.
A4.1 Give reasons for the following- 4 marks
   a) The writer believed that she was stupid.
   b) The writer flinched as she saw her friend walking towards her.
   c) The writer lacked interest in her studies.
   d) The writer was not a very confident or assertive girl.

4.2 Complete the following 4 marks
   a) When she had to study she felt ------ and ---------.
   b) The writer said that God had forgotten to give her brains ---------- and ------
   c) Her mother tried to convince her to study by __________ and ______________.
   d) ------- was the writer’s sister and ------- was a classmate in the previous year.

4.3 From the passage find one word which means the same as - 2 marks
   a) Make a sudden movement as a result of pain, fear, surprise etc. (para 3)
   b) Find as much support, courage etc as you can (para 5)
   c) Finally agree to something after refusing (para 6)
   d) To look carefully at something, to see it clearly (para 4)

Answers
4.1 a) because she could not concentrate on studies.
     b) because she did not want to talk to her.
     c) because she did not perform well.
     d) because she was not good at studies.

4.2 a) bored and sleepy
     b) health and beauty
     c) lecturing and threatening
     d) Devika, Aditi

4.3 a) flinch, b) muster c) relent d) peer

Unsolved
2. Read the passage carefully: (10 marks)
   1) The world’s smallest dog, the Chihuahua or the Pocket Dog is barely 1 kg to 2 kg as an adult! The Chihuahua is named after a Mexican State, but its roots can be traced back to China. Today this breed is popular choice among the dog lovers world over and their popularity seems to be ever increasing.

   2) The main advantage of this breed is that they need no particular exercise. They are quite satisfied with their walks within their house. Being small, however, does not mean that they are dull, on the contrary they are sharp, alert animals, very strong in character. They are good guard dogs due to their strong cords. They have an inherent curiosity that makes them want to know what goes on within the house.

   3) For show purposes the maximum permissible weight is 0.9 kg to 1.8 kg. Chihuahuas are of two types, the long coated and the smooth coated. The long
coated ones have flat or slightly wavy coats. The smooth coated ones are soft textured and glossy in appearance.

4) They can be of any colour. Their heads are apple dome-shaped and in some animals, the frontal areas of the skull do not fuse! The nose is short and the ears are at an angle of 45 degrees to the head. The dogs are slightly longer than the tail and the tail is carried like a sickle that just touches the back. The body on the whole is compact and has a graceful appearance. Occasionally a tail-less dog is born but tail cropping is not an accepted practice.

5) Compared to other pups, they require little care, and only the long-haired variety needs grooming. They tend to exercise themselves within the confines of the house. This makes them prone to have overgrown nails that need regular clipping. As far as their diet is concerned, they could be fussy and choosy eaters, but then almost all toy breeds are so! They are intelligent and learn easily.

6) They are very active within the house and literally are burglar alarms. They are good with children and are loyal and devoted to the family. On the whole, the Chihuahua is quite a pet! At just six inches, it is bundle of energy. Most people are surprised seeing these animals and the general awareness of this breed is still low. However, just one hurdle remains. Because this is a pocket dog, it may pinch a few pockets.

Q1 Read the following summary of the information given in the passage and fill in each of the spaces with one word only. (1/2 X 6=3marks)

The most popular variety of (a) -------- dogs today is Chihuahua. The (b) ------- size is its greatest attraction as an adult weighs just between 1 kg and 2 kg. A walk within the house gives them (c) -----------. Besides strength of character, they possess (d) --- ------ and alertness. They are always (e) ----------- to know what is happening inside the house. Their strong vocal cord makes them (f) ----------- as burglar alarms.

Q2 On the basis of your reading of the passage, answer the following questions as briefly as possible. (4 marks)

(a) The two types of Chihuahua are distinguished on the basis of their coats
1* ________________________________
2* ________________________________
(b) The pocket dog is not only a show piece but a good guard as well because ________________________________________.
(c) This breed is rapidly becoming more popular because these pups ________________________________________.

Q3 Below you can see some headings. Choose the best heading for the paragraph indicated below: (1 mark)
World’s smallest dog         Grooming & care

Physical characteristics                     Pet Appeal
Ornamental pets                     Reasons For Popularity
Pocket Pinchers                     Varieties Of Chihuahua

1* Paragraph 4 ________________________________
2* Paragraph 6 ________________________________

Q4 Find words/phrases from the passage (para indicated) which mean the same as the following. (2marks)
(a) intrinsic (para 2)
(b) small and strong (para 4)

3. Read the following poem carefully: (5 marks)

Four seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty Spring when fancy clear
Takes in all beauty with an easy span;
He has his Summer, when luxuriously
Spring’s honey cud of youthful thought he loves
To ruminate, and by such dreaming high
Is nearest unto heaven: quite coves
His soul has in its Autumn, when his wings
He furleth close; contended so to look
On mist in idleness- to let fair things
Pass by unheeded as a threshold brook.
He has his winter too of pale misfeature,
Or else he would forgo his mortal nature. -John Keats

Question: Choose the right option:
1) In this poem man’s mind is compared to:
1) How many seasons are there in the mind of man?
(a) four (b) three (c) five (d) two

2) ‘ruminate’ means:
(a) to think seriously (b) to chew slowly as cow do
(c) to depend on (d) to be melancholy

3) Winter, in this poem symbolizes:
(a) misfortune (b) weakness/debility (c) death (d) darkness

4) Line three in the poem describes:
(a) lust (b) youthfulness/zest/energy
(c) spring of one’s life (d) flowering

Answers 3: 1) (b) 2) (a) 3) (a) 4) (b) 5) (b)

Unsolved
4. Read the following passage carefully: (5 marks)
In acupuncture, no drug is injected into the body, so it has no adverse effects. The stimulation of acupuncture points was done so far by very thin, sharp sliver needles. The prick is almost painless. But now techniques like the use of laser beams (without using needles) are being used in which there is no prick, no pain. These are readily acceptable to children and those patients who are scared of needles. For every patient, there is a separate set of needles, which is sterilized after every use, so there should not be any fear of infection. Initially three of four courses of acupuncture treatment are given (one course is of ten days) to control asthma and usually the patient is off medicine by that time. After this, one sitting, weekly or fortnightly, is continued for some time, so as to prevent relapse. At the time of Holi or Diwali when there is a change of season, there is a tendency of relapse, so once/twice a week sittings are given during the period of three seasons, which generally results in an almost cure in children and young patients (up to the age of 25-30 years). Relapses are generally unusual. In older age groups though some damage to lungs has been done due to prolonged disease and medication, yet considerable improvement is possible resulting in decrease in severity and frequency of attacks.

Tick the correct option:
1) Acupuncture has no adverse effects because:
(a) only needles are used
(b) no drug is injected
(c) no pricks are made in the body
(d) the body is not touched at all

2) Laser beams are acceptable to those patients who are:
(a) scared of needles
(b) childish
(c) cannot bear any pain
(d) do not need needles

3) Acupuncture treatment continues for some time so that:
(a) the patient does not need any medicine
(b) the patient gets used to it
(c) there is no chance of relapse
(d) the patient is cured forever

4) ‘Severity’ means:
(a) seriousness/acuteness
(b) harshness
(c) unkindness
(d) extreme pain

5) In older patients, sometimes:
(a) the lungs are completely damaged
(b) relapses do occur
(c) treatment is unsuccessful
(d) death occurs
Julie’s Race

The dogs led race was about to begin. Julie’s team of dogs was lined up at the starting gate. Julie stood behind them. Other teams were lined up, too, and the dogs were excited. Julie kept her eyes on the clock. At exactly ten o clock, she and the other racers yelled, Mush! The dogs knew that meant Go! They leapt forward and the race began!

Julie had trained months for this race, and she hoped she and her dogs would win. Hour after hour, day after day, Julie’s dogs pulled the sled in order to get in shape for the race.

Now, they ran over snowy hills and down into frozen valleys. They stopped only to rest and eat. They wanted to stay ahead of the other teams. The racers had to go a thousand miles across Alaska. Alaska is one of the coldest places on Earth. The dogs thick fur coats helped keep them warm in the cold wind and weather. In many places along the route, the snow was deep. The ice could cut the dogs feet. To keep that from happening, Julie had put special booties on their feet.

At first, the dogs seemed to pull the sled very slowly. They were still getting used to the race. But on the third day out, they began to pull more quickly. They worked as a team and passed many of the other racers. Once, one of the sled’s runners slid into a hole and broke. Julie could have given up then, but she didn’t. She fixed it and they kept going.

When they finally reached the finish line, they found out that they had come in first! It was a great day for Julie and her dogs.

(1) The author of Julie’s Race wrote the story in order to ____________.
(a) describe how dogs stay warm in cold weather.
(b) tell about a dogsled race.
(c) explain how cold it can be in winter.
(d) entertain the reader with funny stories about dogs.

(2) The dogsled race took place _________________.
(a) in Antarctica
(b) on a track
(c) in Alaska
(d) in a field

(3) Before the dogs began running _________________.
(a) the dogs pulled the sled slowly
(b) Julie's dogs lined up at the starting gate.
(c) the runner on Julie's sled broke.
(d) Julie pulled the sled slowly.

(4) To keep the dogs warm_____________________.
(a) Julie put special booties on their feet.
(b) they slept by the fire at night.
(c) their thick fur coats helped them
(d) they slept under the blanket at night.

(5) The word thick means_____________________.
(a) thin(b) hard(c) fat(d) skinny.

6. Read the passage given below and complete the statements that follow by choosing the answers from the given options.

On Sprouts

(1) Sprouts relatively contain the largest amount of nutrients per unit of any food known to man. Sprouts produce a fountain of power for chemical changes. Enzymes are produced, starch gets converted into glucose. Protein is transformed into amino acids and vitamin value increases. In fact a new explosion of life force takes place. According to Dr. Bailey of the University of Minnerata, U.S.A the vitamin C value of wheat increases 600 percent in the early sprouting period. Dr. C.R. Show of the University of Taxas Cancer Centre found that cancer was inhibited upto 90% when healthy bacteria were exposed to a cancer causing substance in the presence of a juice made from wheat sprouts.

(2) Enzymes which initiate and control almost every chemical reaction in our bodies, are greatly activated in the sprouting process. Enzymes spark the entire digestive system to synthesize the nutrients in our food into blood. They are the key to longevity.

(3) Sprouts are enjoyed more when they are fresh. Mix sprouts with other foods and dressing, according to your taste and enjoy eating them. But eat them you must, everyday! you will soon realise that making sprouts a part of your diet has a dramatic effect on your health. With this live food, all the cells of your body will become active and agile.

(4) The nourishment which develops as the sprouts grow is very stable and can be frozen or dried for future. Sprouted potato or tomato seeds are likely to be poisonous. Alfalfa and moongbean Sprouts are excellent soft food. They are almost predigested and can be easily assimilated even by the children and the elderly. They contain every known vitamin in perfect balance, necessary for the human body.
(1) Sprouts are useful because they __________.
(a) contain largest amount of nutrients
(b) produce a fountain of power for chemical changes
(c) produce enzymes, convert starch into glucose
(d) all of the above.

(2) The vitamin C value of __________ increases 600 percent in the early sprouting process.
(a) nutrients (b) wheat (c) glucose (d) enzymes

(3) __________ seeds are likely to be poisonous when sprouted.
(a) Alfalfa  
(b) Moongbean 
(c) Potato and tomato 
(d) none of the above 

(4) `They are the key to longevity. Here `They refers to __________.
(a) nutrients  
(b) vitamins  
(c) sprouts  
(d) enzymes

(5) A word from the passage which means, to combine a large range of something is __________.
(a) contain  
(b) inhibited  
(c) synthesize  
(d) assimilate

7. Read the passage given below: (5marks)

Ganges River dolphins occur in the Ganges-Brahmaputra river system primarily in India and Bangladesh. They are listed as endangered by the IUCN due to a probable population decline of at least 50% over the last 50 years and projected future population declines. Dolphins have been destroyed in the upper reaches of many rivers, the population has been fragmented by irrigation barrages and dry season habitat is further reduced by diversion of water. In comparison to the Ganges, the Brahmaputra River is lesser degraded and is therefore of great importance for persistence of the subspecies. For this reason, a recent proposal by Oil India Ltd. to initiate seismic exploration using explosives and air guns along the bed of the Brahmaputra River to prospect for oil has potentially disastrous implications for Ganges River dolphins. Behavioural
studies on dive time, surfacing interval and acoustic investigations were also carried out in two dolphin hotspots. Dolphins spent an average 107.3 seconds under water and 1.26 seconds above water. Mortality through fisheries by-catch was identified as one of the major threats to Ganges dolphins in the Brahmaputra. Based on high abundance, potential for protection and possibilities for dolphin eco-tourism, eight river sections were identified as potential protected areas and community-based conservation areas.

Based on the reading of the above passage complete the following by choosing the most suitable options:

(1) Ganges River dolphins are listed as endangered because _________.
(a) they are dying in huge number
(b) their population has dwindled by fifty percent in the last fifty years
(c) the rivers are dammed
(d) the rivers are fast flowing

(2) Dolphin population has been completely wiped out from _________.
(a) the lakes situated in the higher regions
(b) from the forests
(c) from the upper reaches of many rivers
(d) from high rivers

(3) The Brahmaputra is highly suitable for dolphin conservation because _________.
(a) it is a big river
(b) it is less polluted
(c) it is perennial
(d) it is situated in Northeast India

(4) Behavioural studies on dive time and surfacing interval shows that a dolphin normally spends _________.
(a) 107.3 seconds under water
(b) 107.3 seconds in air
(c) 107.3 seconds above water
(d) 107.3 seconds in air
(e) 107.3 seconds on water

(5) The most imposing threat to Ganges dolphins in the Brahmaputra is mortality through _________.
(a) diseases
(b) drying up of rivers
(c) fisheries by-catch
(d) industrial activities

Read the passage given below and answer the questions that follow by writing the options that you consider the most appropriate in your answer sheet : 5 marks

The bees and the wasps make a special kind of shelter. It is called the hive where a colony of bees or wasps live comfortably. A hive made by bees is called a beehive and beehive that stores honey is called honeycomb
In a beehive, bees that live, are of three kinds - queens, drones and workers. Queen bees lay thousands of eggs and place one egg in each chamber of the hive. Only one queen bee is allowed in a beehive at a time. Drones are the male and they are used for mating. Worker bees are responsible for the welfare and maintenance of the comb. They protect the eggs also, till they hatch into larvae and larvae are fed till they grow into pupae. Pupae transform into adults. The adults so developed may be queens, drones or workers.

Honeybees visit flowers regularly. It is very much pleasant seeing them sitting on the flowers. They collect pollens and nectar from the flowers. Nectar collected by honeybees is honey. Honey has medicinal quality and possesses antibiotic substances.

(a) Honeycomb is a __________.
(i) hive made by wasps (ii) beehive that stores honey
(iii) hive made by bees (iv) hive made by bees and wasps

(b) In a beehive __________ queen(s) can live at a time
(i) four (ii) three (iii) two (iv) one

(c) The work of egg-laying is performed by __________.
(i) queen (ii) drones (iii) workers (iv) drones and workers

(d) A larva changes into a/an __________.
(i) adult (ii) egg (iii) pupa (iv) a wingless bee

(e) Nectar collected by bees is called __________.
(i) wax (ii) pollen (iii) honey (iv) fat
SECTION B     WRITING

COMPOSITION

- Message Writing/Diary/ Notice (4 marks)
- Biographical sketch / Data Interpretation/ Dialogue Writing/ Description (People, Objects, Event) (6 marks)
- Letter: Formal & Informal, Email. (7 marks)
- Article/ Speech/ Report/story. (8 marks)

Note:- The questions will assess students’ skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing or transcending information from one form to another.

MESSAGE WRITING

General Instructions for message writing:
- A message does not need an address.
- The message must be put in a box.
- The key points are to be very brief and precise.

SAMPLE MESSAGE

1. You are Vivek. You have received a telephone call for your friend Rajesh from one of his clients. Mr. Satish, that the meeting fixed for the 5th has been postponed to 10th February at 9am at his chamber. He added that he should also carry his laptop.

Write the message.

<table>
<thead>
<tr>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 5, 2011</td>
</tr>
<tr>
<td>8 am</td>
</tr>
<tr>
<td>Rajesh</td>
</tr>
<tr>
<td>Mr. Satish called up to inform that the meeting fixed for 5th has been rescheduled to 10th Feb at 9 am at his chamber. You are also required to carry your laptop.</td>
</tr>
<tr>
<td>Vivek</td>
</tr>
</tbody>
</table>
2. The following is a conversation between Varun and Radha. After speaking to Varun she writes a message for her father. Write the message in not more than 80 words. Put the message in a box.

Varun: Hello! Hello! This is Varun from Agra. Could I speak to Mr. Mohan? I am his cousin.

Radha: Good morning, Uncle. I’m Radha. Daddy has not yet returned from his morning walk.

Varun: Well, I have some good news for him. I want to break it to him. When is he likely to return?

Radha: He may take half an hour or more.

Varun: In that case, ask him to ring me back. Tell him it is urgent.

Radha: I’m leaving for school, but I’ll leave a message for him. Thank you for calling.

---

**Message**

June 200X

7 am

Daddy

Uncle Varun called from Agra to say that he had some good news for you, but he wouldn’t break it to me.

Please ring him back as he said it was urgent. I’m leaving for school just now.

---

Radha

---

For Practice:

1. Karan had the conversation given below with his mother’s friend, Sheela. Since he was going out immediately afterwards he left a message for his mother. Read the conversation and write the message in not more than 50 words. Put the message in a box.

Sheela: Hello, this is Sheela speaking. Could I speak to Usha?

Karan: I’m afraid she’s not at home, aunty.

Sheela: When is she likely to come back?

Karan: Not before six in the evening. Could I give her a message?

Sheela: Yes, please. Could you tell her that I have been able to make the appointment with the editor of the magazine, “The Child’s Universe?” We have to
meet her at 10 a.m tomorrow. Since Usha doesn’t know the place. I will come and pick her up at 9.30 a.m. She should bring the manuscripts she wants to show Mrs. Shekhar that is the editor’s name.

2. The following is a telephonic conversation between John and David. After this call, Mr. John receives an urgent telephone call from Mumbai. Before leaving, he leaves a message for Mr. Tommy. Write the message in not more than 50 words. Put the message in a box.

David: Hello! Is it Ahmedabad 632392?
John: Yes, it is.
David: Can I talk to Mr. Tommy?
John: Sorry, he is not in the office. May I know who is on the line?
David: I am David, a friend of his.
John: Would you like me to convey a message?
David: Yes. Inform him that the interview scheduled for 5th October has been postponed to the 7th. So he can reach Delhi by 6th evening. The inconvenience is regretted.
John: I will surely convey this message to him.
David: Thank You.

NOTICE

A notice conveys information in a comprehensive manner.

Characteristics of a well-written Notice:

- Proper heading /title
- Date of issue
- Name and designation of the issuing authority
- Relevant content

The content should answer the questions like

-what
-when
-where
-from whom
-Accurate expression

SOLVED EXAMPLES

Q-1 You are Veena/Vinod, the cultural secretary of R.M. Public school, Alkapuri, Vadodara. You have been asked to inform students of class IX to XII about
an Inter School Dramatics Competition. Draft a notice in not more than 50 words for the students’ Notice board with all necessary details. Put the notice in a box.

**RM PUBLIC SCHOOL ALKAPURI VADODARA**

**NOTICE**

30 June, 2011

**OPPORTUNITY FOR BUDDING ACTORS**

An Inter School Dramatics Competition will be held on 30-7 2011 at Town Hall. An audition will be held to select students for the school team.

- **Date:** 07-07-2011
- **Time:** 11.30 am
- **Venue:** School Auditorium
- **Eligibility:** Class IX to XII
- **Last date for giving names:** 07-07-2011

Veena  
Cultural Secretary

Q-3) You are Arvind / Anushka Sharma, secretary of the Eco Club of your school. (Modern School, Bikaner) which is celebrating ‘Ban the Plastic Week ‘to create awareness regarding harms of plastic. Draft a suitable notice in not more than 50 words.

**MODERN SCHOOL , BIKANER**

**NOTICE**

**BAN THE PLASTIC**

The Eco Club is observing a Plastic Ban Week i.e. from 2 October to 8 October, 2011 in our school. Several activities including songs, street plays, declamation, and poster making competitions will be held to create awareness about the ill-effects of plastics on our environment. For further details, contact the undersigned.

Arvind Sharma  
Secretary, Eco Club

**FOR PRACTICE**

1) You are Amit/Amrita, Head boy/girl of your school. (Zenith Public School, Riwa) Your school is organizing a tour to Mumbai and Goa during the Autumn Break. Write a notice in not more than 50 words giving detailed information to the students and inviting them for joining it.

2) You are Ravi/Rachana, the sports secretary of RJ Public School, Ajmer. Write a notice in not more than 50 words asking students interested in Hockey to give their names for selection for the school Hockey Team. Give details of trial, selection etc. (5 marks)

3) Richa is the head girl of Mother Teresa School, Kochi. Her Principal has asked her to put up a notice, asking House Captains to submit names of volunteers for, ‘save water campaign’ for which a march is to be held on 20 August, 2011. Write a notice in not more than 50 words. (5 marks).
DIARY ENTRY

Purpose
Diary is a kind of personal document. It records an individual’s account of a day of his/her life.

Format
- Top left- Date, day and time.
- Tense Most frequently used- Simple past, Present perfect and future.
- First person application.

Steps
- Begin the entry with general sentence describing the day or momentary feelings.
- In the body, you may discuss an event, your feelings towards it. How it is likely to affect your future plans.
- Conclude with final remark and future course of action.

Solved Example
1- You are Naresh. You happened to go to Agra in a crowded bus on a hot summer day. Record your experience in the form of a diary entry.

Date:
Day:
Time:

Today I had the bitterest experience of my life. I never had such an awful experience in my life before. I had gone to Agra for an urgent work. There were very few buses plying today as most of them had been put on election duty. I waited for two hours at the bus-stop to get into the bus. It was much crowded. I somehow managed to get some space for myself. It was really difficult to breathe. Everyone was sweating. People were pushing each other. After journey of two hours, I came out of the bus and took a sigh of relief.

I’ll never forget this journey in my life.
Naresh

Questions for practice:
1- Today you visited your ancestral village and watched the farmers harvesting a crop of wheat. Make a diary entry describing your experience at the village.

2- You happened to visit the science city, Gandhinagar as a part of educational excursion of your school. Describe your experience in the form of a diary entry.
3- You were a member of a team of students campaigning against the spread of smoking in the village community. Make a diary entry describing your participation and success achieved in your mission.

**Biographical sketch**

**Meaning:-**
Biographical sketch means an account of the life and activities of an individual or family. It would include information about the person's name, place of residence, education, occupation, life and activities and other important details. A biographical sketch is always written by someone else except the person on whom it is written. It provides the pen picture of that person. A bio-sketch presents the facts about the person's life including what the person did and how he/she influenced the world. It should describe the person's personality and provide an explanation for why he or she acted in certain ways. 
Most bio-sketches not only present the facts, but also tell what those facts mean.

**Tips:-**
- Written in third person
- Significant and impressive points be included
- Special awards or recognitions be mentioned
- Be descriptive

**Main Points to be included:-**
- Name and age
- Main personality traits
- Special interests
- Education and training
- Special contribution or research, if any
- Why people like him/her

Such sketches focus on the biographical details besides the achievements and honours conferred on.

**SOLVED EXAMPLES:**
Q-1 On the basis of the given profile, write short bio sketch of Dr. P.N. Agrawal. (6 marks)

<table>
<thead>
<tr>
<th>Dr P.N. Agrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM ,FRCS,Cardiac Surgeon</td>
</tr>
<tr>
<td>Full Name: PremNarainAgrawal</td>
</tr>
<tr>
<td>Father’s Name : Dr A.N. Agrawal,Cardiac Surgeon</td>
</tr>
<tr>
<td>Presently working as:Director,Heart Care Research Institute Agra</td>
</tr>
<tr>
<td>Achievements: Govt. of India honour-Padma Vibhushan.</td>
</tr>
<tr>
<td>For conducting 300 successful bypass surgeries and four Human heart transplants.</td>
</tr>
</tbody>
</table>

**ANSWER:**
Dr. P.N. Agrawal, a renowned Cardiac Surgeon, is son of Dr A.N. Agrawal, a Cardiac Surgeon of world repute. He is presently the director, Heart Care Research Institute, Agra. 
He has been awarded Padma Vibhushan, India’s greatest honour, for conducting 300 successful bypass besides four human heart transplant cases, etc.
Q 2 With the help of the given clues, write a bio sketch of Subhash Chandra Bose in not more than 80-100 words:

| Name: Subash Chandra Bose; Netaji |
| Contribution: immense, Freedom Fighter |
| Born: January 23, 1897 in Cuttack, Orissa. |
| Career: Civil Services |
| Achievements: Joined struggle; established Indian National Army |
| Motto: Give me blood and I will give you freedom |
| Setback: Retreat after the defeat of Japan and Germany. |
| Death: Air crash over Taipei, Taiwan (Formosa) on August 18, 1945 |

Subhash Chandra Bose, affectionately called Netaji, was born on January 23, 1897 in Cuttack, Orissa. He was one of the most prominent leaders of Indian freedom struggle. Deeply moved by the JallianwalaBagh massacre, he gave up a promising career in the Civil Service to join the Freedom Movement. He founded the Indian National Army to overthrow British Empire from India. His famous motto was "Give me blood and I will give you freedom". However, defeat of Japan and Germany in the Second World War forced INA to retreat and it could not achieve its objective. Subhash Chandra Bose was reportedly killed in an air crash over Taipei, Taiwan (Formosa) on August 18, 1945.

Unsolved questions:
1-On the basis of given hints, write a biographical sketch of your English teacher.

Name: Vineet Kashyap
Profession: English teacher
Experience: 15 years as post graduate teacher
Qualification: MA in English with degree in teaching
Special areas of expertise: excellent teacher, talented in script writing, working for an NGO in his leisure for old aged
Others: head of department
Why is she popular? Calm, composed and helpful

2-Given below is some data on Abhinav Bindra, an ace shooter who brought credit to India by bagging the first ever individual gold medal in Beijing Olympics in 2008. Use the information to write his biographical sketch in about 80 words.

Birth: - 28 September, 1983- Dehradun
Education: - Doon school, Dehradun till 8th, St. Stephen’s school, Chandigarh, XII BBA from Colorado University
Achievements: - 2000- youngest Indian contributor at the Olympic Games :-
  2001Bronze medal in Munich World cup
  2002Gold medal in Manchester Commonwealth Games
  2008 Gold medal in Air Rifle shooting in Beijing Olympic
Awards: - 2000-Arjun Award
  2009 - Padma Bhusan

3. Given below are a few details about Rabindranath Tagore. Use the information to write his short bio-sketch.
Birth: in 1861 in a wealthy family of Kolkata
Education: no formal education- left free to pursue his literary activities- interest in literacy creation shown even in childhood
Achievements: Nobel Prize for literature (Gitanjali) in 1913-first man from the east to win the prize
Interests: Versatile genius-painted, acted, composed music- keen and active interest in the freedom struggle.

4. Given below is a profile of Mr. Raj, the school gardener. Write a short biosketch of Mr. Raj in about 100 words.
   * Age-around 50
   * Height/weight-six feet/75 kgs, solid built
   * Family-large-six children: four boys, two girls
   * Education-high school
   * His likes/dislikes-plants, nursery, organic manure
   * Why he is popular/unpopular-believes children are like young saplings…

5. Read the notes on Shri V.V. Giri, the former President of India. Develop the given notes in a paragraph of about 100 words.
   Birth-10 August 1894
   Education- At Behrampur and Dublin. Practised law for some time
   An ardent fighter for the rights of labour
   President of All India Railway Men’s Federation
   1929-36- Joint Secretary
   1927- Represented AITUC at ILO, Geneva.
   1930-31 Represented labour at RTC

   Official posts held: Labour minister in Jawaharlal Nehru’s ministry
   Governor of Uttar Pradesh, Kerala and Karnataka
   - Vice President of India
   - President of India

   Given below is some information about Maple, star detective of New York. Use the information to write a brief bio-sketch of Maple in about
   Breed - German Shepherd-mixed
   Age - 3 years, 7 months
   Gender - Male
   Complexion and built - Black, lean but strong
   Height and weight - 76cm, 34 kg
   Area of expertise - Raw sewage detection
   (Sniffs out illegal sewage and laundry connections)
   Trainer - Scott Reynolds
   Work experience - worked on city and country projects in New York.

DATA INTERPRETATION
This form of writing is used to interpret the facts presented in the form of table, graph or chart. A graph or chart is a visual stimulus to depict the data. Data interpretation requires an analysis and comparison of the given facts and drawing conclusions based on the given data.
SOLVED EXAMPLES:

1- Study the chart given below, which is the result of the survey conducted in the public schools and government schools of Vadodara. This depicts the types of activities the teenagers (Age 13-19 years are involved during their leisure time). Complete the summary in about 80 words.

Teenagers and leisure time

Now a days the teenagers are more techno-savvy than the children used to be ten years back. They do not play games like Ludo, Carrom, Chess and other indoor games. 9-18 % of boys and girls in the age group of 13-19 years possess their own cell phones. In the survey conducted recently on some 2000 students of two leading schools- one government and the other a public school, the following facts were revealed. While the students from public schools spend more of their leisure time in net-surfing and talking on cell phones, the government school students spend it in watching TV and talking to their friends.

2- The following data in the form of histogram shows that death due to violence has increased considerably during recent years. Write its interpretation in 100 words on how educated youth can play a major role in establishing peace in society.
Role of youth in establishing peace in society

Youth and peace are interlinked in society. Youth can play an important role in establishing peace in society. In a survey conducted, it has been found that number of deaths due to violence has increased enormously since the nineties. Death rate in 1000s was 2.5 in 1990. But in 2010, it has increased to 7.5. It is really very sad. It must be checked.

Our youth can play a major role in controlling this crime graph. They can contribute towards establishing peace in many ways. They can awaken the people towards the necessity of peace. They can help the police in catching the criminals. They can bring the criminals in the main stream by educating them and they can do much more.

UN SOLVED EXAMPLES:

1- Study the graph given below, which is based on a survey done on students of tenth class in three different types of schools in Ahmedabad. The chart depicts the number of students speaking English and Hindi. On the basis of the details given in the bar-graph given below, briefly summarize the data making comparison wherever necessary in about 80 words.
Hint- Compare the percentage of students speaking English and Hindi in all three schools giving the possible reasons.

Begin Like this:-

In a study conducted on the students of class tenth of three various types of schools- Government school, private school and a KV, it was observed that

2. As an aware citizen of the country, you are concerned about the increase in road accidents in the metropolitan city Delhi. Interpret the data given below in about 80 words. Also use your own ideas.
3-Give below is a pie-Chart, which shows different types of electric gadgets, used by middle-class people in their houses on an average in Ahmedabad. On the basis and the unit ‘Science’ of your Main course Book; write in about 80 words the reason of selecting the electric gadgets for their houses.

![Sales Chart]

Take into consideration the price range, durability, lower electric consumption & after sales-service.

**Dialogue Writing**

The aim of the dialogue writing is to enable the students to elaborate upon the given inputs in a grammatical correct and meaningful conversation.

Dialogue writing does not come easily to everyone. Done well, a dialogue leads to the advancement of the story and helps in fleshing out the characters while providing a break from straight exposition or explanation.

Points to remember:
- Punctuation
- Tense
- Subject-verb agreement
- Sentence type-declarative or interrogative
- Imperatives
- Contractions

**Solved example**

Here is a conversation between a doctor and a patient. The patient has a problem getting sleepless nights.

**Patient**: Hello Doctor!

**Doctor**: Hello, what is your problem?

**Patient**: Doctor, I have a problem of not having proper sleep at night.

**Doctor**: I’ll give you medicine.

**Patient**: Thank________________________________________________

**Doctor**: Just take______________________________________________
Patient: ______________________________________________________
Doctor: ______________________________________________________
Patient: ______________________________________________________
Doctor: ______________________________________________________

Key Vocabulary:
To get a good night’s sleep
- To take medicine
- To take a pill
- To stay calm

Solution:
Patient: Hello Doctor!
Doctor: Hello, what is your problem?
Patient: Doctor, I have a problem of not having proper sleep at night.
Doctor: I’ll give you medicine.
Patient: Thank you Doctor. How often should I take the medicine?
Doctor: Just take one pill about 30 minutes before you go to bed.
Patient: For how long?
Doctor: For at least 30 days. Come back, if problem continues.
Patient: Anything else?
Doctor: Be composed at work.

Practice questions:
1- Complete the dialogue between Anju and Ravi.
  Anju:-Did you see my brother yesterday?
  Ravi: Yes, I met him.
  Anju: _____________________________
  Ravi: _____________________________
  Anju: _____________________________
  Ravi: _____________________________

2- Aman was caught by the traffic police inspector for breaking the rules of traffic. Report the dialogues between the Police inspector and Aman in any suitable way.

3- The following dialogue between the student and the teacher is incomplete. Complete the dialogue in any suitable way.
  Teacher: Why are you late to school?
  Student: I got up late.
  _____________________________
  Teacher: _____________________________
  _____________________________
  Teacher: _____________________________
  Student: _____________________________
Description (People, Objects, Events)

It means to describe a person, place and an event factually. It needs to draw a complete mental picture of the person, place or event being described.

Note:-
- It should be descriptive and detailed.
- It must not include opinions or speculations.

A) Description of a person

Tips
- Physical appearance
- Habits
- Profession
- Good qualities
- Special traits
- Use active/passive voice
- Simple present is to be used
- Give concrete examples and anecdotes.
- Marking scheme
  - Content 2 marks
  - Language – 2 marks
  - Accuracy -2 marks
  - Total 6 marks

Solved example

Description of our prime minister

Name: Mr. Man Mohan Singh

Qualities of a true leader: honest, hardworking, humble

Different from other leaders: no desire of name, fame

Mission: service to the nation

Expectation from him: to take country to greater heights

Our Prime Minister Dr. Man Mohan Singh

Dr. Man Mohan Singh is my favourite leader. He is the Prime Minister of India. He has all the true qualities of a true leader. He is honest and hardworking. He is very humble. His simplicity connotes him. There is no trace of any pride in him. He is very different from other political leaders. He has no desire for any name, fame or riches. He is faultless and blotless personality. Service to the nation is the only mission of his life. All the Indians hold him in high esteem and expect that he will take the country to greater heights.

Practice questions:

1- Write a factual description of the postman of your locality.

2- Your friend could not attend the marriage of your sister. He desires to know about the groom from you. Describe the groom to your friend in about 80 words.
3- Give a detailed description of your principal.
4- A suspicious character is hanging around in your locality. Describe the character to the police.

B) Description of a place

Tips
- Mention the location, dimension and facility in case of school, home or library.
- Description of a city- geographical location, the people, their dress, food habits, social and cultural customs, occupations etc.
- Followed by remarkable features like weather etc
- Use simple present and passive forms.

Solved Example:
Give a brief description of your school using the hints given below.

- KV AFS Baroda
- Beautiful ‘C’ shaped building
- Vast play ground
- 30 rooms and a conference room
- 03 science laboratories-Physics, Chemistry and Biology
- 2 Computer labs
- A library full of books
- A group of learned teachers and well-disciplined 1500 students.
- Principal-Vibrant, talented, excellent administrator and child loving

My school
I have been the student of KV AFS Baroda since my beginning of school life. This is a ‘C’ shaped big building, spread in an area of about 2 acres. It has a beautiful vast playground. There are 30 spacious rooms to impart education to nearly 1500 students from classes I to XII. The rooms are big, airy, well ventilated and furnished with modern class room furniture. There is also a well-furnished large conference room. The school has three separate laboratories for Physics, Chemistry and Biology respectively. Besides, it has two air conditioned computer labs with internet facilities. A huge library with books on various subjects is the pride of the school. Education for all round development is imparted by a group of learned teachers to 1500 well-disciplined students. The school is well run by our vibrant & talented administrator and affectionate Principal Mrs. Sarita Naswa.

Practice Questions-
1- Describe your house to your pen friend.
2- Describe the library of your school.
3- Describe the Zoo of your city.
C) Description of an event

Tips

- Usage of past tense.
- Use Passive voice to describe scientific, technical writing and lab reports.
- Also known as report writing.

Solved Example:

Your school organized a free eye Camp for the students of your school during autumn break. Well known eye specialists were invited on this occasion. You are Rajat, the head boy of this school. Mentioning the title, the date, the number of students benefited from this camp, write a description of this camp in about 100 words.

Free Eye Camp
By: Rajat

Date:
Place:

During the autumn break, our school organized a three day free camp in the school auditorium. More than 150 students and residents living in the vicinity of the school visited the camp for eye-checkup. Dr. Abhimanyu, Head of the Deptt. , Eye Deptt. Civil Hospital, Vadodara and other prominent eye specialists treated the patients. The patients were provided with spectacles and medicines on the spot. The Assistance Commissioner of Ahmedabad Region graced the occasion with her august presence. The camp benefited the students and the visitors. The services were rendered free of cost. The camp was a great success.

Practice Questions-

1- Describe the Annual day Celebration of your school in about 100 words.
(Hints- Date & time- 22 April, 2011 at 06:00 pm at School auditorium, Chief guest Mr. Nanda, the district Collector, Activities- annual report presentation, prize distribution, cultural programmes, blessings by the chief guest and Vote of thanks.)

2- Describe a road accident you witnessed recently.

LETTER WRITING

1. FORMAL LETTERS

Formal letters include

(1. Business letters  2. Official letters  3. Applications  4. Letter to Editor of newspapers letters of complaints, etc.)
**Solved Examples**

1- Anand witnessed an accident near the school gate where a child fell down and was hurt very badly. Many people were standing around but did not know what to do. Finally the child was carried to the hospital by a taxi driver. Anand felt the necessity to enable the students to render the first aid to the victim. He decides to write a letter to the editor of a local daily about the importance of knowing first aid. Write the letter on his behalf using your own ideas and the ideas from the unit ‘Health and Medicine’.

RX-45, Abhilasha Complex  
Greater Kailash  
New Delhi-42  
April 17, 2011
The Editor  
The Times of India  
New Delhi  
Sub:-Importance of knowing first aid  
Sir,  
May I have the honour to draw the attention of the authorities and the people through the esteemed column of your newspaper about the importance of knowing the first aid? Today a child met an accident near the school gate. Many people were standing around but did not know what to do. Finally the child was carried to the hospital by a taxi driver. The students should be made aware of primary steps of first aid at school. In the school curriculum, it should be included. Even competitions should be held to make them efficient at first aid. At the same time, they should have their own mini first aid box at their home. The parents should encourage their children for this purpose. They should know what to do in such situations before the victim is carried to the hospital. At times, the first aid can be life saving. The government and the concerned educational authorities should initiate a step towards this.  

Thank you  
Yours sincerely  
Anand

---

2) A newspaper reader in Srinagar wants to write a letter to the editor of a local newspaper about the increasing awareness of health and diet. The table given below shows some changes from 1999 to 2009. Using the information together with your own ideas from the unit of ‘Health and Medicine’, write a letter in not more than 150 words.

<table>
<thead>
<tr>
<th>HEALTH IN SRINAGAR</th>
<th>1999</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of yoga &amp; health clubs</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>People using refined oil</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>People going for morning walk</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>People going for regular health checkup</td>
<td>8%</td>
<td>23%</td>
</tr>
<tr>
<td>Awareness programmes</td>
<td>10%</td>
<td>40%</td>
</tr>
<tr>
<td>Role of advertisements</td>
<td>7%</td>
<td>33%</td>
</tr>
<tr>
<td>Death rate</td>
<td>15%</td>
<td>11%</td>
</tr>
</tbody>
</table>
7/50, B Mal Road
Srinagar

10 June, 2011

The Editor
The Tribune
Srinagar
Sub: Increasing awareness of health and diet.

Sir,

I write this letter to highlight the changes that are being observed in terms of awareness among people regarding health. Health seems to be quite on the top of people’s priority list.

To give a few examples in 1999, there were only 5 yoga centres which doubled by 2009. As compared to 1999, the use of refined oil is increased by three times in 2009. There is a steep rise in the number of people going for morning walk, i.e. from 5% to 25%. The number of people going for regular health checkup has also gone up considerably. Advertisements are also playing a major role, in 1999 it was 7% and now it has increased to 33%. As a result of all this, death rate has fallen from 15% to 11%.

This shows that people’s attitude and concern regarding their own health has undergone a change. The dictum ‘Health is Wealth’ is probably being understood. As long as one lives, one should be healthy, hale and hearty, is the motto.

This has given boost to health related business, showing an upward movement. If one is conscious about one’s health, it definitely pays in long run.

Through this letter, I want people to know that they should avail the facility available as well as go for regular morning walks, to keep themselves hale and hearty.

Yours truly
Sudha

FOR PRACTICE

1) You were a part of audience in a debate held in your school on ‘Technology, Its effects on modern life’. This set you thinking how the youth of today misuses technology. Write a letter in 150 words to the Editor of a newspaper on the dangers of such misuse and how it can be controlled. Use the following notes:

Refer to the unit of science:

Youth – easy prey to technology

- Effects on health if misused
- Waste of money and time
2) Given below is an extract from an article in ‘Newsweekly’:

‘For years, I ate fast food because it was efficient and cheap. I had no idea I could be damaging my health,’ says Ravi Tripathi, 56, a maintenance worker with heart disease.

Your younger brother is studying in a boarding school. Write a letter telling him about the health hazards caused by junk food, using your own ideas and the ideas from the unit on ‘Health and Medicine’.

3) You are Gaurav. You feel that facilities for tourists should be improved in India. Write a letter to the secretary, Department of tourism in your state highlighting the need for improving facilities for tourists to promote tourism in your region. Ideas can be taken from the unit ‘Travel and tourism’ besides your own ideas on the subject. Your answer should not exceed 150 words.

4) You lost your wallet on the train. You haven’t found it yet.

Write a letter to the station master of the local train station in about 150 words. In your letter

a. Describe your wallet and what was in it.

b. Request information about their lost and found service.

c. State what action you want the station master to take.

5) You happen to come across a group of children in tattered clothes begging on the road side. Their bones were peeping out of their skin-a perfect picture of malnutrition. You were very much touched. You decided to write a letter to the editor of ‘The Tribune’, Chandigarh. Write the letter in about 180 words.

6) You are Rachana/Raghav, 15 MG road Agra. You happened to see the following news item in a newspaper. Write a letter to the editor of The Times of India, New Delhi expressing your views on the matter.

New Delhi:-The Supreme court has passed an order that it is the responsibility of every citizen to look after their aged parents. If they fail, they will have no right of inheritance.
INFORMAL LETTER
(Letters to friends, parents, relatives and acquaintances)

Solved Example
1- Imagine you are Raghav, a class X student of Army School Agra Cantt. You are living as paying guest at 24-D Sadar bazaar Idgah, Agra. Write a letter to your father telling him about the prize which you have won by standing first in the Chess Competition during annual sports day celebration.

24-D Sadar bazaar Idgah
Agra

15 April, 2011

Dear father,

The annual sports day celebration was held on last Monday. Brigadier RP Singh presided over the function.

You will be glad to know that I got the first prize by winning the inter-house Chess competition. There were many prize winners. When I was called, the students and the
teachers gave a loud applause. The chief guest, Brigadier RP Singh, gave me the prize and congratulated me. It was a very big moment for me. I wish you had been here.

Convey my best regards to Mom, brother and Ruchi.

Yours lovingly

Raghav

1. You are Mangla. On the basis of the notes given below, write a letter in about 150 words to your friend Radha, telling her about the dangers of drug addiction.

2.

NOTES

Why drug abuse? No single reason- addicts start out of curiosity-for pleasure-to get over boredom, symptom:

Loss of interest in sports, daily routine, appetite-puffy eyes-unclear vision-mood changes-temper tantrums.

Strike Drugs Before They Strangle You.

25, Raj Garden
Vrundavan

23 July, 2011
Dear Radha,
Hope this letter finds you in best of your spirit.

I am writing this letter specially to tell you about the dangers of consuming drugs. Drug consumption initially starts just out of curiosity, but when coaxed by friends, people start consuming for pleasure. This, slowly over a period of time, turns into a habit.

Some start consuming drugs to get over boredom. Soon with regular consumption, they start having depression symptoms. It then becomes a necessity. They lose interest in things around them, their hands start shaking and they lose appetite, they do not retain any interest in sports, academics, etc. Their eyes turn puffy and slowly they even tend to lose vision. Those who consume drugs regularly have temper tantrums. The person becomes the slave of drugs and if he is deprived, he develops several withdrawal symptoms. It slowly kills a person from inside.

We need to treat such people with understanding and sympathy.

Dear Radha, drugs are a curse on the society and one should not even try them. You need to be healthy to achieve success for yourself in the world.

Convey my regards to aunt and uncle and love to Beena.
3. You have just witnessed the impact of evaluation through grades, instead of marks in class ten Board results. Write a letter to your younger cousin advising him how to deal with changes.

Hints:

- Good grades--- consistent, continuous effort
- Once a 9 or 10 point average, you are slotted with the best
- One mark may make you lose or gain the next grade
- Grades bring in several toppers

22-D Swaroop Nagar
New Delhi
18th Aug 200X

My dear Aman,

Hope everything is fine at your end. As you know, the CBSE introduced the grading system last year in class ten. Since we were the first to have witnessed the evaluation through grades instead of marks, I relate through this letter the good points of this new system.

First of all grades eliminated the hollow competition from our minds. But, we remained determined to get good grades. Now I have found that getting good grades is not very difficult. They require just consistent and continuous efforts. It means regular studies with whole hearted participation in class activities. If you take active part in class room activities, like enacting some scenes, group discussions and delivering speeches, you get very good grades. I personally think that once you start getting a 9 or 10 point average, you are slotted with the best. However, all this depends on your continuous and regular work. Just one mark can make you lose or gain your next grade. There is no doubt that grades bring in several toppers. Of course these are not like evaluation through marks, but I find them rewarding. Because of them we start taking a keen interest in our studies.

I find the grades good and encouraging.

I shall be glad to explain to you more on this as and when you want.

With regards
Yours lovingly
XXXX

Practice Questions-
1-You are Anuj/Ambuja of class X living in the hostel of KV 1 Delhi Cantt. Write a letter to your mother telling her how you prepared Maggi for the first time in your room.
2- You are Abhay/ Abha living in Surat. You have been invited to attend your friend’s marriage. You are not able to attend the marriage due to personal problems. Write a letter to your friend congratulating him and showing your inability to attend his marriage.

3- Write a letter to your father asking him to send money as you have to buy the new books, pay the school fee and hostel charges for the new academic session.

4- Write a letter to your sister congratulating her on getting admission in MBBS. Also ask some tips about her success.

E- Mails
E-mail, also known as Electronic Mail is a method of exchanging digital messages across internet or other computer networks. It is the quickest way to communicate in writing.

E-mail messages consist of two major sections:
1- **Header** consisting of- subject, sender, receiver, date and time.
2- **Body** which contains the message. It can contain formal/informal language depending on the purpose

**Tips on composing E-mails:**

**Subject**
- It should be brief
- It should give a clue to the content of the message
- It need not be a complete sentence

**Salutation**
- Dear Sir/first name of the person

**Opening Statement**
- Begin with a pleasantry or greeting
- When replying a message- Thank you for your message/ I received your message

**Clarity and tone**
- When you expect a reply- ‗Please let me know‘
- When you want help-‘please’ or ‘kindly’

**Paragraphs**
- Each main idea should be in a separate paragraph
- Use complete sentence. Do not use SMS language.

**Complimentary close**
- Regards/Love
Name

Meaning of CC & BCC:

CC - Carbon Copy - add addressee to it, if those people need to know about the subject, but are not required to act on the contents.

BCC - Blind Carbon Copy - People in this field are concealed from other recipients in the ‘To’, ‘CC’ and ‘BCC’ fields. They can see others in the ‘To’ & ‘CC’ fields, but not the ‘BCC’ fields.

Do’s and Don’ts about E Mail:

Do’s

- Use an informative subject line.
- Write most important information first.
- Use number and bullets to make the message clearer.
- Use simple grammar and language.
- Write short sentences.
- Use separate paragraphs.

Don’ts

- Write about irrelevant issues.
- Give personal information that you don’t want someone else to know.
- Use capital letters to write whole words as in emails, this is considered shouting.
- Use different fonts (the recipient’s computer may not be compatible).
- Use Italic.
- Use exclamation marks.
- Use incomprehensible abbreviations, acronyms and smileys.
### Formal Email

**Solved Example**

You are Mr RK Singh, the librarian of KV AFS Baroda. Write an email to Bhatia Book Depot, Ahmedabad requesting them to cancel your order for English literary books and books on environment. Give reasons for cancellation of the order.

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To</td>
<td></td>
</tr>
<tr>
<td>CC</td>
<td></td>
</tr>
<tr>
<td>BCC</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td></td>
</tr>
</tbody>
</table>

[Send]  [Save]
Date: 14.04.2011  
To: bhatiabookdepot@rediffmail.co.in  
CC:  
BCC:  
Subject:  

Dear sir,

I placed an order on behalf of the principal on 15/03/2011 for supply of English literary books and books on environment. They said that the supply order was supposed to be received by this school on or before 31/03/2011. But sorry to say that the books have not been received till date and also no communication has been made from your side for the delay.

Hence the school has placed the order for these books to other book depot due to urgency of the books. The said order may be treated as cancelled.

Thank You,
Yours sincerely

RK Singh  
Librarian

Questions for practice:

1- You are Rachit/Rachana, a class IX student of Army School Mathura Cantt. You want to join computer classes during summer vacation at Sony computer centre, a well reputed computer institute of Agra. Send an E- Mail to the institute seeking the following information:-

- Courses offered
- Duration of each course
- Respective course fee
- Frequency of classes
- Lodging/boarding facility
- Any other information

The E-Mail ID of the institute is ‘sonycompagc@yahoo.co.in

2-You are Varun/ Varnika. Write an e-mail to your principal, complaining to him/her about the problems of sanitation and cleanliness in your school.

**Informal Email**

**Solved Example**

1. You are Soham, an employee of Reliance India Limited Mumbai. You planned to visit your home during the month of May, 2011. But you are not able to go your home as you have been asked to go to Kolkata during that period by the company. Send an email to your father showing your inability to go home as planned earlier.

<table>
<thead>
<tr>
<th>Date</th>
<th>14.04.2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>To</td>
<td><a href="mailto:raviraj@yahoo.com">raviraj@yahoo.com</a></td>
</tr>
<tr>
<td>Subject</td>
<td>Inability to come home in May</td>
</tr>
</tbody>
</table>

Dear father,

How are you? I am going to Kolkata for 15 days in the month of May for an urgent work of the company. So I will not be able to come home as planned earlier. However I will come after I return from Kolkata.

I miss you all.

Yours lovingly

Sohan
2. On ‘Mother’s Day’ you gifted your mother with “LenovoA600 Idea Centre”. Your cousin wants you to write an E-Mail and describe how your mother reacted when you gave her the gift. Also describe the functions of the Computer.

You may take the help of hints given below.

Mother overwhelmed, gave blessings, invited her friends to show the new computer-“LenovoA600 Idea Centre”——slimmest computer-HD display—can watch TV, Soap operas—DOLBY THEATRE SOUND SYSTEM.

Date: 25th July 200X

From: Suresh@gmail.com

To: Sudhir 15@gmail.com

Subject: Mother and LenovoA600

Dear Sudhir

I hope you are fine. As you desired I am writing this E-Mail about my mother’s reaction, when I gifted her the new LenovoA600 on ‘Mother’s day’.

You know LenovoA600 is the latest version of laptops. It is the slimmest of laptops with HD Display. One can watch TV, soap operas on it. It is like theater, with Dolby sound system.

When I gave my mother this laptop, she was simply thrilled. She just hugged me and blessed me profusely. Tears of joy were there in her eyes. I consider this LenovoA600 as the best gift for my mother, as I knew she wanted it very badly. Being a great enthusiast for keeping herself abreast of what is happening around and hungry for knowledge, she would enjoy using it. She can not only satisfy her hunger for knowledge, but also entertain herself by seeing TV, etc. She can experience Theatre, as it is fully equipped with Dolby theatre Sound system.

Regards

Yours lovingly

Suresh
Article Writing

Tips-
- Read the question carefully
- Use CODER
- Make some points to be covered
- Expand the points in 3-4 paragraphs
- Plan, organize and present ideas coherently
- Be creative
- Take care of grammar
- Use proper layout

Writing an article is a challenging task. It needs creativity, good vocabulary, good knowledge of the subject and skill to organize ideas.

Purpose
To focus on themes like social concern, narrating an event, description of a place, etc.

Format
- Heading/Title- must be catchy and sharp
- By- name of the author
- Body

I Para- Introduction- Start with a slogan, a question, an amazing fact, figure or statement.

II/III Para- Causes, effects, present state of affairs, etc.

IV Para- Draw solutions and conclusions

Solved Example
1- You decide to write an article in the school magazine on how it is important to save the planet, Earth. Write the article in about 180 words.

Save the planet, Earth
This is a cause of complete concern across the globe today. The global warming has accelerated the rise of temperature on earth which is said to have risen by 4°C. The sea level is also rising. The glaciers are also melting away. There has been very less rainfall in the recent years resulting in the scarcity of food around the world. The death rate due to starvation has increased immensely. We, the human beings are solely responsible for this calamity. We pollute our planet in many ways. Deforestation, industrial pollution, toxic wastes, vehicular pollution and lack of greenery are the chief causes of imbalance in the ecosystem.
The urgent need of the hour is that each one of us takes step to save the planet in every possible way. We should protect our forests, save fuel, plant trees, take care of toxic pollutants, conserve water and change our life style.

Awareness programmes must be launched by the students and NGOs to make people aware of environmental problems. The public should avoid the use of polythene bags. All of us must strive hard to save our beautiful planet for the future generations.

**News item**

Video games, Internet, Cell Phones and other high-tech gear are just part of growing up in a digital world. But parents are concerned about the amount of time their children spend with these and worry that it might be distracting and cramping academic and social development.

Using your own ideas and those taken from the unit “Science”, write an article in 180 words, describing both the benefits and harms of using these high-tech devices.

**High – Tech Device- Boon or Bane**

The present day high-tech gear is just part of growing up in a digital world. Nevertheless one cannot deny that all these gadgets have become a part and parcel of our daily lives. Besides we have become highly dependent on these devices. This is more so in the case of children. Their lives are completely ruled by these devices.

These devices have many benefits. They have made our lives easier and more comfortable. They have made the world jump forward with a leap, and built up a glittering modern world. They have also opened innumerable avenues for the growth of knowledge and have given a definite form to the wild imagination of man. They have indeed revolutionised every sphere of life. But on the other hand the excessive interest of children in these gadgets, has made parents concerned and worried. Children spend a great deal of time on these gadgets like video games, internet, cell phones etc the parents feel that excessive use of these gadgets will definitely be destructive for the children. This could also cramp their academic and social development. If children are not checked, they would continue to waste time on these gadgets.

They will recline into their own high-tech shell. Thereupon it will become very difficult for parents to bring them out of this world. If these high-tech devices are used in moderation they can fulfill the purpose for which they have been invented.

**Questions for practice:**

1- India is a country of temples, lakes and monuments which exhibits fine architecture. India is regarded as favourite tourist attraction. But as a country, we need to promote tourism, make people aware of its importance and make it a safe destination for the tourists. By using the information and ideas from the unit “Travel and tourism” together with your own ideas, write an article in about 150 words.

2- Write an article on the given topic using hints given below in not more than 150 words.

**Mobile Phones: a modern utility or a health hazard**

**Hints:**
A- Use of mobile phones
i- 50% of India is going to have mobile phone by 2012
ii- Growing at a fast rate.
B- Utility of Mobile phones
i- Keeps well connected
ii- Inexpensive
iii- Handy
iv- Helps in personal and professional tasks
C- Health Hazards posed by Mobile phones
i- Electromagnetic radiation
ii- Distraction while driving

3. You are Ruchi. Once you got a chance to visit a remote village of Rajasthan. You noticed the girl children did not go to school. Write an article on “Need to educate the girl child” for the school magazine.

4. What goes inside the mind of terrorists and why they commit such heinous crimes which lead to the deaths of so many innocents, no one knows. The recent bomb blasts at various metros of the country have left everyone shocked. You are Sania/Sonik. Write an article in about 150 words on Terrorism-A threat to Humanity by taking help from the points given below.

   Terrorism has taken deep roots
   Terrorists attack anywhere, any time
   Have a vast network, Use latest technology
   Solutions :
   Combating this evil is everybody’s duty should be vigilant
   Security forces to upgrade technology.

SPEECH WRITING

Purpose
To express views in the public.

Format
- Salutation or greeting
- Disclosure of topic
- Narration of facts, presentation of data, relevant examples, etc.
- Sensible deviation from the topic
- Draw conclusion in an innovative and imaginative way.
Solved Example:
1. Today is women’s day and you are asked to deliver a speech on changing role of women in 21<sup>st</sup> century acknowledging their significant contribution in changing face of modern era. Your speech should not exceed the limit of 120-150 words.

HINTs: Gone are the days when women were considered only fit to become home makers-position remarkably improved-have all rights of equality-possess higher position without any distinction have made their place in literature ,education ,administration-modern woman- self-confident, Self-respect, we are proud of them.

ROLE OF WOMEN
Respected Principal, Learned Teachers and Friends,

I am glad to have this opportunity of expressing my views on the ROLE OF WOMEN on women’s day.

Gone are the days when women considered themselves a weaker sex. Today, they are neither weak nor inferior .They have proved their worth. Name any field of progress wherein they have not left their mark? They are known for their sincerity, sensibility, hard work and timely wit. They have never failed in using them in time of need. Women like BarkhaDutt, Sonia Gandhi, RahatTaslim who won 1 million rupees in KBC Quiz Contest have left their signature style in whatever field they chose. Being woman myself, I feel tremendous power in myself and see no reason to lag behind. I am proud to be woman. We know that modern world cannot afford to leave women as they have time and again made the world realise their strong presence.

I acknowledge the vital role the women play for the emancipation of the society and their immense contribution in shaping and creating the definition of this era and therefore, salute them.

Questions for practice:
1- Ankit, a class X student was asked by his teacher to deliver a speech in the morning assembly of his school on “World Environment Day”-5<sup>th</sup> June. Using ideas given below, together with your own, write the speech in not more than 120 words.

a. Let’s not pollute the air we breathe!

b. Wake up in fresh air and maintain cleanliness

c. Plant trees and see them growing

d. Fight vehicular pollution

2-You are a member of your school Social Service League. You are visiting a nearby village to speak to the villagers how smoking is a silent killer of life, besides being drain on the limited income of an average man. Prepare your speech and also mention how vital organs are affected due to smoking, how it is harmful even to those who do not smoke but happen to be seen with smokers and how we should educate people on the dangerous effects of smoking. Restrict your speech to 150 words.
STORY WRITING

Purpose
A story is narration of a set of fictitious events often used to convey a moral message.

Format
- Context- Use phrases like- ‘Once upon a time…’, ‘It happened so…’, ‘Longlong ago…’
- Introduction of characters- through dialogues or narration.
- Plot- Description of an event/accident
- Climax- end of the story, Most interesting, Unpredictable

Steps
- Set the context
- Introduce characters
- Develop plot(s)
- Reach climax
- End the story

Practice Questions
1) Interpret the pictures below and write a short story in about 150 words:
2. You went to your aunt, Mary’s house for her blessings on your birthday. She asked you to do one good thing every day. The next day when you were going to your school you helped an old woman. Write a story how you helped an old woman when you remembered your aunt’s advice.

**DEBATE**

**What is debate?**

A debate is a formal discussion, or an argument on a subject on which people have different opinion.

**Purpose**

To show skills and ability of presenting an argument.

**Format/Steps**

- **Salutation**- ‘Respected chairperson, honorable judges and all present…’.
- **Introduction**- views for/against-topic.
- **Body**- views, facts, Contradiction of opponent’s argument, rebutting the statement, questions etc.
- **Conclusion**- clarification of stand made.

**Common phrases**

I’d like to raise/the question/argue…..

In my opinion…………

Nothing could be more illogical than

I feel very strongly that…….. 

I would like to draw attention to…..

I fail to understand…….

I submit that…….

May I ask all present……

I strongly oppose…….

On the contrary…….

**Practice Questions**

1- The motion of the debate is ‘Computers and Children: A boon or a Bane’. Write the debate speech for or against the motion in 150-180 words.

2- The motion of the debate is ‘Grading is better than marking of examination performance’. Write the debate speech in for or against the motion in 150-180 words.

3- The motion of the debate is ‘Home work should be abolished’. Write the debate speech for or against the motion in 150-180 words.
SECTION C
GRAMMAR
SECTION C- GRAMMAR (APPLICABILITY SA I & SA II)
Test type includes
- Gap filling
- Sentence completion
- Dialogue completion
- Sentence reordering
- Editing
- Omission
- Sentence transformation
- Reported speech
- Active – Passive Voice
- Newspaper Head lines

Prescribed syllabus
1- Determiners
2- Tenses
3- Subject-verb agreement
4- Non-finites
5- Relatives
6- Connectors
7- Conditionals
8- Comparison
9- Avoiding Repetition
10- Nominalisation
11- Modals
12- Active and Passive
13- Reported Speech
14- Prepositions
ESSENCE OF GRAMMAR

1-DETERMINERS

What are determiners?
Determiners are the words which are used before nouns to determine or fix their meaning.

Types:
1- Articles : a/an, the
2- Demonstrative adjectives : this, that, these, those
3- Possessives : my, our, your, his, her, its, their
4- Adjectives (Quantity & Number) : some, any, much, many, all, both, little, few, several, less, one, two, etc.
5- Others : each, every, next, another, either, either, first, second, etc.

Additional information

Nouns

Countable

Uncountable
(Oil, water, furniture, etc.)

Singular
(Boy)

Plural
(Boys)

1- Articles

Indefinite
(a/an)

Definite
(The)

Indefinite article (a/an)
1- Used before singular countable nouns.
2- Represents a class or kind in general.
e.g. - a cow gives us milk.

(Every cow)
A- Used before singular countable nouns beginning with **consonant sound**.
Example- a one-eyed man, a unique place, a European, a University, a Mango etc.

An- Used before singular countable nouns beginning with **vowel sound**.
Example- an Indian, an hour, an umbrella, an honest boy (Mute ‘h’)

**Definite article (the)** – Used before both countable and uncountable nouns.

**Usage:**

1- **When we talk about something for the second time in the same context or anything qualified by a phrase.**

i- I met a girl at the gate of the school. The girl was weeping.

(First time reference)  
(Second time reference)

ii- The book which is on the table is mine.

(Phrase)

2- **Used before superlatives**

She is the tallest girl of the class.

3- **Used before the names of water bodies i.e. - rivers, seas, oceans**

   The Ganges, the Arabian Sea, The Pacific ocean, etc.

**Note:** - Not used before the names of lakes.
   e.g. the Dal Lake

4- **Used before the names of mountain ranges.**

   e.g. The Himalayas  

**Note:** - Not used before the names of peaks.
   e.g. Mount Everest

5- **Used before the names of satellites, planets, stars.**

   e.g. The moon, the earth, the sun

6- **Used before the names of monuments and memorials.**

   e.g. The Red Fort, the Taj Mahal

7- **Used before the names of states/countries that have a common noun in their name.**

   e.g. The Punjab, The Congo, the USA, the UAE, the UNO, the UK

8- **Used before the names of scriptures.**

   e.g. The Ramayan, the Quran, the Guru Granth sahib, The Bible

9- **Used before the names of newspapers, magazines.**

   e.g. The Times of India, the Competition Success Review, The Reader’s Digest
10- **Used before an adjective when the noun is understood.**
   e.g. The poor, the rich(The rich becomes richer, the poor becomes poorer).

11- **When proper noun used as common noun.**
   Kalidas is the Shakespeare of India.
   (A great dramatist)

   **2- Demonstrative adjectives**
   This- to demonstrate nearby things
   That- to demonstrate far off things
   These- plural of ‘this’
   Those- plural of ‘that’

   **3- Possessives**
   These are used to show belongingness/ownership.
   e.g.- This book is mine.
   That is his book.

   **4- Adjectives (Quantity & Number)/others**

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Before countable nouns(number)</th>
<th>Before uncountable nouns (quantity)</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Any</td>
<td>✓</td>
<td>✓</td>
<td>Used in negative &amp; interrogative sentences</td>
</tr>
<tr>
<td>Much</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Many</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Little     |                                 | ✓                                   | Little- hardly any
                                      |                                    | A little- Not much but sufficient |
                                      |                                    | The little-Not much but all that is |
| Few        |                                 |                                      | Few- hardly any
<pre><code>                                  |                                    | A few- not many but some |
                                  |                                    | The few- all of them, |
</code></pre>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>but not many</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>One, two, etc.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Each, every</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Next</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Another</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Either, neither</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>First, second, etc.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**2-Tenses**

Tense refers to the time at which an action takes place.

**Types:**

Tense

![Tense Diagram]

1- Indefinite

2- Continuous

3- Perfect

4- Perfect continuous

**Additional information**

**1-Types of sentences:**

1- Affirmative

2- Negative

3- Interrogative
   i- Yes/No type
   ii- question word/Wh words type

4- Interrogative- Negative
   i- Yes/No type
   ii- question word/Wh words type
**2- Subject**
1- Singular
2- Plural

**3- Verb**
- Main
- Helping
- Auxiliaries
- Modals

**4- Person**
- First (I, We)
- Second (You)
- Third (He, She, It, They)

**Present tense:**
1- Indefinite (Simple)

**Hence forth:**
MV- Main verb
HV- Helping verb

**Usage:**
1- Habitual actions  
   He gets up early in the morning.
2- Scientific facts  
   Water boils at 100° Centigrade.
3- Universal facts/ General truth  
   The sun rises in the east.

**Key- words:** Daily, never, always etc.

**Verb:**
MV- I form (Plural Subject), I form+ e/es(Singular Subject)- Affirmative sentences
HV - Do (Plural Subject)/Does (Singular Subject) - Negative & Interrogative Sentences

NB - No ‘s/es’ with ‘do/does’

2 - Continuous (Progressive, Imperfect)

Usage:

1 - Action taking place at the time of speaking.
   I am teaching ‘The Rime of the Ancient Mariner’ by ST Coleridge at present.

2 - Action continued over a period of time in the present.
   I am working on a science project nowadays.

Key-words: Nowadays, at present, these days etc.

Verb:
MV - I form + ing
HV - Is, Am, Are

3 - Perfect Tense

Usage:

Just completed action.
   I have completed my homework just now.

Key-words: Recently, Just now

Verb:
MV - III form
HV - Has (Singular Subject)/ Have (Plural Subject)

4 - Perfect Continuous Tense

Usage:

Action started somewhere in the past but being done now.
   I have been living in Baroda for the last two years.
   She has been studying in this school for two years.

Key-words: Since, for

Verb:
MV - I form + ing
HV - Has been (Singular Subject)/ have been (Plural Subject)

NB - Since- Point of time
For- Period of time
Past tense:
1-Past indefinite (Simple)

Usage:
Action done in remote past.
I went to Mathura yesterday
I did not go to Mathura yesterday.

Key-words: - yesterday, last etc.

Verb:
MV- II form (Affirmative sentences)
HV- Did
NB- 1-HV ‘Did’ is used in negative & interrogative sentences.

2- With HV ‘Did’, I form of MV.

2-Past Continuous

Usage:
An action done progressively in the past.
He was working on a project, when I last visited him.

Key- words: those days, etc.

Verb:
MV-I form + ing
HV- was, were

3-Past Perfect

Usage:
An action completed in the past before a said time or another action.
The patient had died before the doctor came.

Earlier past Past

Key-words: before, when, as soon as etc.

Verb:
MV- III form (earlier past) & II form (Past)
HV- had (earlier past)

4-Past Perfect Continuous

Usage:
An action being done continuously for the said period in the past.
She had been reading for two hours when I reached her house.

Key-words: since, for
**Verb:**
MV- I form + ing
HV- had been

**Future tense:**

1- **Future indefinite (Simple)**

**Usage:**
Refers to simple action which is to take place.

I will go to Surat tomorrow.

**Key words:** tomorrow, next, coming etc.

**Verb:**
MV- I form
HV- will, shall (Modals)

**NB-**
1- 1st Person (I, We) - shall
   II and III rd Person (You, He/ She, It, They)-will

2- During three situations, i.e. determination, promise, threatening ‘shall’ → will & will → shall.

2- **Future Continuous**

**Usage:**
A progressive future action.

At this time tomorrow, she will be doing her homework.

**Key words:** tomorrow at this time etc.

**Verb:**
MV- I form + ing
HV- will, shall (Modals) + be

3- **Future Perfect**

**Usage:**
Refers to an action which will be completed at the said time in future.

E.g. I will have prepared support material by Saturday.

**Key words:** after, by, etc.

**Verb:**
MV- III form
HV- will, shall (Modals) + have
4-Future Perfect Continuous

Usage:
An action which will begin before a definite time in the future and will just end up at that time or may continue even after that.

When I reach my school at 08:30 a.m tomorrow, the teacher will have been giving remedial classes.

Key words: - Since, for, after three years, etc.

Verb:
MV- I form + ing
HV- will, shall (Modals) + have been

Tense Table

<table>
<thead>
<tr>
<th>Tense</th>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indefinite</td>
<td>I form/I form +s/ es (Affirmative sentences)</td>
<td>II form (Affirmative sentences)</td>
<td>Will/Shall + I form</td>
</tr>
<tr>
<td></td>
<td>Do/does+ I form ( Negative/ Interrogative sentences)</td>
<td>Did+ I form ( Negative/ Interrogative sentences)</td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td>Is/ Am/ Are+ I form + ing</td>
<td>Was/were+ I form + ing</td>
<td>Will/shall + be+ I form + ing</td>
</tr>
<tr>
<td>Perfect</td>
<td>Has/have + III form</td>
<td>Had +III form</td>
<td>Will/shall+ have +III form</td>
</tr>
<tr>
<td>Perfect-Continuous</td>
<td>Has/Have + been+ I form +ing+ since/for</td>
<td>Had+ been+ I form +ing+ since/for</td>
<td>Will/shall +Have +been+ I form +ing +since/for</td>
</tr>
</tbody>
</table>

Future Time Reference

1- By using ‘will/shall’
I’ll go to Agra tomorrow.

2- By using ‘Simple present tense’
What time does the match begin?

3- By using ‘Present Continuous tense’
The PM is leaving for America next week.
4- By using ‘Going to’ form.
   I am going to take bath.
5- By using ‘about to’ form,
   The train is about to come.

3- Non-finites

He always **tries** to find an easy way.

They always **try** to find an easy way.

He always **tried** to find an easy way.

(Limited by number, person & time) (Not limited by number, person & time)

(Finites) (Non-finites)

1- Participle:

Present: Verb+ ing= adjective (function)

Past III form= adjective (function)

Examples:

Computer is a **calculating** machine.

I saw a **crashed** aircraft.

2- Gerund:

Verb+ ing= Noun (function)

Examples:

Swimming is a good exercise.

3- **to-infinitives** to show purpose

Examples:

I went **to post** a letter.
4- Relatives

Give information about a person or thing.

<table>
<thead>
<tr>
<th>Relatives</th>
<th>usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who(whose, whom)</td>
<td>Persons</td>
</tr>
<tr>
<td>Which</td>
<td>Inanimate things and animals</td>
</tr>
<tr>
<td>That</td>
<td>Persons and things</td>
</tr>
<tr>
<td>Where</td>
<td>Place</td>
</tr>
<tr>
<td>what</td>
<td>things</td>
</tr>
</tbody>
</table>

5- Comparison

When we compare things, persons and places.

**Degrees of comparison:**

1- **Positive degree- No comparison is made.**
   - Lata is a tall girl.
   - Maya is a beautiful girl.
   - Ramesh is junior to me.

2- **Comparative degree- Comparison between two.**
   - Gayatri is taller than Lata.
   - Ravita is more beautiful than Maya.

3- **Superlative degree- Comparison between more than two.**
   - Seema is the tallest girl of class X B.
   - Savitri is the most beautiful girl of class X B.

**Note:**

1- Use of ‘than’ in comparative degree.
2- Use of ‘to’ in comparative degree.
3- Use of article ‘the’ in superlative degree of comparison.
4- Formation of comparatives and superlatives of double and more than double syllable words i.e. beautiful.
6-Modals

Modals are the auxiliaries that are used to convey special idea.

<table>
<thead>
<tr>
<th>Modal Verbs</th>
<th>Function/Idea conveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>Ability, Permission (informal)</td>
</tr>
<tr>
<td>Could</td>
<td>Past of ‘Can’</td>
</tr>
<tr>
<td>May</td>
<td>Possibility, Permission (Formal)</td>
</tr>
<tr>
<td>Might</td>
<td>Past of ‘May’</td>
</tr>
<tr>
<td>Will &amp; Shall</td>
<td>To express future time, to express determination, promise and threatening, to make requests</td>
</tr>
<tr>
<td>Should, Ought to</td>
<td>Moral obligation, to express advice</td>
</tr>
<tr>
<td>Must, have to</td>
<td>Social obligation (compulsion), duty, necessity</td>
</tr>
<tr>
<td>Used to</td>
<td>Past habit</td>
</tr>
</tbody>
</table>

7-Active and Passive

Used when work done is more prominent than the doer.

**Active to Passive:**

**Steps:**
1. Change Object to Subject. (Refer noun case below)
2. Change the verb according to tense.
3. Change Subject to Object and add ‘by’ before it. (Refer noun case below)

**Additional information**

<table>
<thead>
<tr>
<th>Noun case</th>
<th>Subjective</th>
<th>Possessive</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Person</td>
<td>I</td>
<td>my</td>
<td>me</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td>our</td>
<td>us</td>
</tr>
<tr>
<td>II Person</td>
<td>You</td>
<td>your</td>
<td>you</td>
</tr>
<tr>
<td>III person</td>
<td>He</td>
<td>his</td>
<td>him</td>
</tr>
<tr>
<td></td>
<td>She</td>
<td>her</td>
<td>her</td>
</tr>
<tr>
<td></td>
<td>It</td>
<td>its</td>
<td>It</td>
</tr>
<tr>
<td></td>
<td>They</td>
<td>their</td>
<td>them</td>
</tr>
</tbody>
</table>

**Types of Objects**

I teach you English.
1- What do I teach you?
   Answer- English   Direct Object

2- Whom do I teach English?
   Answer- You        Indirect Object

**Example:** (Active to Passive voice)
I write a letter.

A letter is written by me.

### Passive Voice Tense Table

<table>
<thead>
<tr>
<th>Tense</th>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indefinite</td>
<td>Is/am/are+ III form</td>
<td>Was/were+ III form</td>
<td>Will be/shall be+ III form</td>
</tr>
<tr>
<td>Continuous</td>
<td>Is/am/are + being+ III form</td>
<td>Was/were+ being+ III form</td>
<td>X</td>
</tr>
<tr>
<td>Perfect</td>
<td>Has/have + been +III form</td>
<td>Had + been +III form</td>
<td>Will/shall + have + been +III form</td>
</tr>
<tr>
<td>Perfect-Continuous</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Modals

Modal + be + III form

### Reported Speech

8-Reported Speech

Direct speech  
(Actual words of speaker are quoted)  

Reported speech  
(Words of speaker are reported)

**Example:**
He said to me, “How are you?”

Reporting verb reported speech

He asked me how I was.

**Steps to change direct speech into reported speech:**
1- Change the reporting verb-according to type of sentence of reported speech.
2- Remove commas- use conjunction- according to type of sentence of reported speech.
3- Change the verb of reported speech- according to tense of reporting verb.
4- Change the personal pronouns in reported speech.
5- Always use full stop (.) at the end.
### Change of reporting verb

<table>
<thead>
<tr>
<th>Reporting verb(said to) changed to</th>
<th>Type of sentence (reported speech)</th>
</tr>
</thead>
<tbody>
<tr>
<td>told</td>
<td>Declarative</td>
</tr>
<tr>
<td>asked</td>
<td>Interrogative</td>
</tr>
<tr>
<td>Asked/advised/requested/ordered</td>
<td>Imperative</td>
</tr>
</tbody>
</table>

### Removal of commas (Conjunction used)

<table>
<thead>
<tr>
<th>Type of sentence (reported speech)</th>
<th>Conjunction used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td>that</td>
</tr>
<tr>
<td><strong>interrogative</strong></td>
<td></td>
</tr>
<tr>
<td>i- yes/No type</td>
<td>If/whether</td>
</tr>
<tr>
<td>ii- Wh-words type</td>
<td>Wh- word</td>
</tr>
<tr>
<td><strong>Imperative</strong></td>
<td></td>
</tr>
<tr>
<td>i- Affirmative (begins with I form)</td>
<td>To</td>
</tr>
<tr>
<td>ii- Negative (begins with ‘Do not’)</td>
<td>Not to</td>
</tr>
</tbody>
</table>

### Changing the verb of reported speech

<table>
<thead>
<tr>
<th>Verb (direct speech)</th>
<th>Verb (reported/Indirect speech)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reporting verb (Present/future tense)</strong></td>
<td></td>
</tr>
<tr>
<td>Verb (direct speech)</td>
<td>No change</td>
</tr>
<tr>
<td><strong>Reporting verb (Past tense)</strong></td>
<td></td>
</tr>
<tr>
<td>I form</td>
<td>II form</td>
</tr>
<tr>
<td>Is/am/are</td>
<td>Was/were</td>
</tr>
<tr>
<td>Has/have</td>
<td>Had</td>
</tr>
<tr>
<td>II form</td>
<td>Had+ III form</td>
</tr>
<tr>
<td>Was/were</td>
<td>Had been +I form + ing</td>
</tr>
<tr>
<td>Will/shall</td>
<td>Would</td>
</tr>
<tr>
<td>Can</td>
<td>Could</td>
</tr>
<tr>
<td>May</td>
<td>Might</td>
</tr>
<tr>
<td>Must</td>
<td>Must/had to</td>
</tr>
<tr>
<td>Would</td>
<td>No change</td>
</tr>
<tr>
<td>Could</td>
<td>No change</td>
</tr>
<tr>
<td>Might</td>
<td>No change</td>
</tr>
<tr>
<td><strong>Universal fact</strong></td>
<td>No change</td>
</tr>
</tbody>
</table>

### Changing the personal pronouns

| I person-               | with the speaker         |
| II person-              | with the listener        |
| III person-             | No change                |
| (Refer ‘noun case’ table for changing the personal pronouns) |

### Solved/Unsolved exercises

1- Editing/Omission
Tips:
- Read the passage carefully. Identify the tense of passage.
- Underline the error/identify the missing word
- Look for errors/missing words in the use of

- Determiners
- Tenses/Verb
- Subject-verb agreement
- Non-finites
- Relatives
- Connectors
- Comparatives
- Modals
- Prepositions
- Gender
- Number(singular-plural)

**Editing**

**Solved exercises**
The following passage has not been edited. There is one error in each line. Underline the error and write the incorrect word and the correction. The first one has been done as an example.

<table>
<thead>
<tr>
<th>Incorrect word</th>
<th>correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inactivity is the greater cause of overweight</td>
<td>greatest</td>
</tr>
<tr>
<td>these days. People physical activity</td>
<td>a-peoplepeople’s</td>
</tr>
<tr>
<td>had decreased these days. The main reason</td>
<td>b-had has</td>
</tr>
<tr>
<td>is there are many labour saving devices</td>
<td>c-isbeing</td>
</tr>
<tr>
<td>They does not want to walk on foot.</td>
<td>d-does do</td>
</tr>
<tr>
<td>They spend enough time sitting and</td>
<td>e-enough more</td>
</tr>
<tr>
<td>watch television. Their excess weight</td>
<td>f-watch watching</td>
</tr>
<tr>
<td>make them sick and they have to spend</td>
<td>g-make makes</td>
</tr>
<tr>
<td>money in medicine.</td>
<td>h-in on</td>
</tr>
</tbody>
</table>

**Answers**

<table>
<thead>
<tr>
<th>Incorrect word</th>
<th>correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inactivity is the greater cause of overweight</td>
<td>greatest</td>
</tr>
<tr>
<td>these days. People physical activity</td>
<td>a-peoplepeople’s</td>
</tr>
<tr>
<td>had decreased these days. The main reason</td>
<td>b-had has</td>
</tr>
<tr>
<td>is there are many labour saving devices</td>
<td>c-isbeing</td>
</tr>
<tr>
<td>They does not want to walk on foot.</td>
<td>d-does do</td>
</tr>
<tr>
<td>They spend enough time sitting and</td>
<td>e-enough more</td>
</tr>
<tr>
<td>watch television. Their excess weight</td>
<td>f-watch watching</td>
</tr>
<tr>
<td>make them sick and they have to spend</td>
<td>g-make makes</td>
</tr>
<tr>
<td>money in medicine.</td>
<td>h-in on</td>
</tr>
</tbody>
</table>

**Unsolved exercises**
The following newspaper report has not been edited. There is one error in each line. Underline the error and write the incorrect word and the correction.

<table>
<thead>
<tr>
<th>Incorrect word</th>
<th>correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three year old girl has rescued by the police</td>
<td>a-__________</td>
</tr>
</tbody>
</table>
last Tuesday. She was kidnap by a neighbour due to ransom. The mother inform the police about the missing girl. a probe had supervised by the DSP himself. Greater than fifty residents were questioned Ultimately, Rohit, one of the residents of the colony admit the crime and disclosed where the girl was hiding

Omission

Solved exercises
In the passage below one word has been omitted in each line. Put a slash (/) where the word has been omitted. Write the missing word in the space provided.

One thing we all must do to cooperate with police and pay heed to their advice. They warn us not touch unidentified, unclaimed suspicious objects like transistors, brief cases etc. we need watch out for abandoned cars, scooters report the deatails such objects to the nearest police control room dialing 100. One should not touch the objects till the bomb disposal squad arrives.

Answers
One thing we all must do /to cooperate with police and pay heed to their advice. They warn us not /touch unidentified, /unclaimed suspicious objects like transistors, brief cases etc. we need /watch out for abandoned cars, scooters /report the deatails such objects to the nearest police control room/ dialing 100. One should /not touch the objects till the bomb disposal squad arrives.

Unsolved exercises
In the passage below one word has been omitted in each line. Put a slash (/) where the word has been omitted. Write the missing word in the space provided. The first one has been done as an example.

The small town was the at foot of the mountains. Most the people were farmers. There traders also in the town. Though not rich were happy contended. At one time the peace broken by several robberies. The people frightened The Mayor the town called for a meeting discuss the matter.
Sentence reordering

Tips
1- First look for the subject (Noun/ Pronoun).
2- Look for the helping verb.
3- Look for the Main Verb.
4- Look for the object (direct & indirect).
5- Also look for Wh-word.
6- Arrange the words in a meaningful sentence.

Solved exercises
1. Look at the words and phrases below. Rearrange them to form meaningful sentences. The first one has been done as an example.

the watermelon/thirst quenchers/in summers/is/one of the best.
a- around/it is/96 countries/cultivated in/the world.
b- in Africa/about 5000 years/grown/ago/it was/first.
c- say that/at the/it was grown/some researchers/same time/in India.
d- the travellers/across a desert/it was/when they/used by/travelled.

Answers
a- It is cultivated in 96 countries around the world.
b- It was first grown in Africa about 5000 years ago.
c- Some researchers say that it was grown in India at the same time.
d- It was used by travellers when they travelled across a desert.

2. (a) water supply/they get/they eat/from/all their/the leaves
(a) inhabited//tree leaves/so,/by koalas/in areas/of/is high/demand
(b) one group/it takes/to support/several acres/of koalas/of trees
(c) can eat/every day/each/one and a half kilograms/adult Koala/up to/of leaves
ANS: (a) They get all their water supply from the leaves they eat.
(a) So, in areas inhabited by Koalas demand of tree leaves is high.
(b) It takes several acres of trees to support one group of Koalas.
(c) Each adult Koala can eat one and a half kilograms of leaves every day.

Unsolved exercises
1. Look at the words and phrases below. Rearrange them to form meaningful sentences.
a- no parallel/discipline/of any kind/has
b- go together/duties/should/discipline/and rights
c- equally important/should be/treated/for a/they/satisfying life
d- the other/or ignored/very bad/it will/if one/prove/overlaps

2. Rearrange the following to form meaningful sentences.
Peruvian foraging societies were already chewing coca leaves 8,000 years ago
foraging societies/Peruvian/8,000 years ago/chewing coca leaves/were already
(a) showed evidence/of chewed coca/in the northwestern Peru/and calcium
richrocks/ruins.
(b) such rocks/to create lime./would have been burned/chewed with coca.
(c) contain a range/coca leaves coca leaves/known as alkaloids/of chemical Compounds.
(d) of the Incas/for medicinal purposes/of coca leaves/the chewing/was a pastime

3. a) depicted/architecture of/has been/the Veena/about 500 A.D. /in temple
b) no takers/sadly/instruments/but/of all/this mother/has/today
c) to whom/there are/students/turn to/few/ can/exponents/the rare
d) subject in /it is/a subsidiary/ not even/university curricula

4.a) paralytic attack/is/prolonged/main cause/high/of/ blood pressure/the
b) tongue, lip, and the vocal cords/people affected/can communicate/either with limbs/with a paralytic stroke
c) to answer/some can/their eyes/even blink
d) nervous system/to the voluntary/due to extensive damages/is impossible/ but in a few even a small gesture

5. a) left me/my/city/parents/her/with/they/in /went/live/when/to/the
b) morning/to/wake/used/up /the/in/she/me
c) said/in a/prayers/sings song/monotonous/morning/she/her
d) listened/ I /loved /I/ voice /because/her

Reported speech

Tips:
- Given dialogue is to be changed into indirect speech.
- Change the reporting verb.
- Remove commas and use conjunction.
- Change the pronouns and verb in the reported speech.
- Use a (.) at the end of every sentence.

Solved exercises
1. Read the conversation between Rama and Sita. Then report the paragraph that follows.

Rama: I am going to jungle.
Sita: Why?
Rama: I have been banished for fourteen years by father.
Sita: Oh! It is very sad. Can I go with you?
Rama: No. Stay at home to care of my old parents.

On being banished by his father, King Dasharath, Rama told Sita (a)_________________.
She asked him (b)_________________. Rama told that (c) ___________________. Sita exclaimed saying it was very bad and asked Rama (d)_____________________. Rama asked her to stay at home to take care of my old parents.

Answers
a- that he was going to jungle.
b- why he was going to jungle.
c- he had been banished for fourteen years by father.
d- if she could go with him.
2. Read the comic strip given below and complete the paragraph

While making the list of what Charlie wanted from Santa Claus, he asked Patty how everything. (b) __________. She could bet that (c) ___________, he would find that she thought Santa (a) ___________ all those toys. Patty replied that it was possible as Santa (d) ___________ big eastern chain.

Answers:
(a) could afford to give away
(b) everything these days is promotion
(c) if the truth were brought out
(d) was being financed by some big eastern chain

Unsolved exercises
Read the conversation between Anita and Prakash. Then report the paragraph that follows.

Anita: What do want to do this morning?
Prakash: I feel like taking a walk. It’s so nice outside.
Anita: Great, let’s walk around the lake in the park.
Prakash: It’s really rocky here.
Anita: Yes, watch your steps so you don’t trip.
Anita asked Prakash (a) ___________. Prakash answered that he (b) _______. It was so nice outside. Anita agreed to this and suggested (c) ___________. Then Prakash observed that (d) ___________. Anita cautioned him to watch his steps.

Newspaper Headlines

Tips:
➢ Identify the time of event whether past or future.
➢ Use present perfect, simple past or future time reference.
➢ Identify passive/active voice.
➢ Connect the expanded headline properly with the whole sentence.

Solved exercise 1:
(a) CAPARO ENTERS US MARKET
The Lord Swaraj Paul Caparo group ____________ the North American vehicle market.
(b) PM TO VISIT PAKISTAN ON APRIL 11
Indian Foreign Minister SM Krishna On Sunday informed that prime Minister, Mr Man Mohan ____________ in the second week of April 2011.
a- has entered
b- will be going to Pakistan on a three day visit

**Unsolved exercises**

1. Use the information in the headlines to complete the news items given below.
   (a) **TV SHOW LANDS BOY IN HOSPITAL**
   A popular show on a Tamil TV channel ________________ a 13 year old boy in hospital, when he filled his mouth with Kerosene and blew it over fire, in an attempt to imitate the show.
   (b) **2 KILLED IN BLUELINE ACCIDENTS**
   ________________ bus here on Monday, one, an 18-year-old boy and the other a cyclist.
   (c) **SIX AIR-INDIA FLIGHTS DELAYED**
   There was anger, frustration and helplessness amongst nearly a thousand passengers of six Air-India flights ____________ for hours at IGI airport.

2. Use the information in the headlines to complete the news items given below.
   a- **CHINA DEVELOPS MEDICAL ROBOT**
   A polytechnic university in china _____________ that can conduct surgeries.
   b- **KIDS FALL ILL AFTER EATING MID-DAY MEAL**
   05 kids of a UP primary school in Mathura District ________________ after having mid-day meal on Friday.
   c- **SPORTS WEEK CELEBRATION ENDS**
   A week long sport day celebration in various schools of Kendriya Vidyalaya Sangathan ____________ on 22 April with grand prize distribution ceremony.
   d- **BUS CRUSHES A GIRL TO DEATH**
   A four-year-old girl ____________ to death when a speedy bus ran over her in Makarpura.
   e- **5 LAKH JOBS TO BE CREATED BY 2012------- PLANNING COMMISSION**
   Mr AR Sahni, member of planning commission said yesterday that ____________ by the year 2012.
   f- **INDIAN-AMERICAN WINS DEMOCRATIC PRIMARY IN PHILADELPHIA**
   Thu, May 20 Iraq war- veteran Indain-American doctor Manan Trivedi(a)_______ the Democratic Party nomination to contest the November elections to the US house of Representatives from Pennsylvania Congressional district.
   A doctor-turned war- veteran, Trivedi, 35, (b) __________ Dough Pike, a former local journalist, (c)____________ margin of 672 votes; thus earning the right to challenge Republican of Representatives. Conceding his defeat, Pike in a statement supported Trivedi. The election (d) ______ Tuesday.
   a-i- won
   ii- had won
   iii- has won
   iv- was won
   b-i- had defeated
   ii- been defeated
   iii- was defeated
iv- defeated
c-i- through a narrow
  ii- with a narrow
  iii- too narrow
iv- in a narrow
d-i- was held on
  ii- were held on
  iii- been held on
iv- had been held

Procedure Reporting

Tips:
- Read the given instructions carefully.
- Rewrite the process in passive voice.
- Know the tense/time used. Hint will be hidden somewhere in the question.
General verb pattern will be either ‘is/are+ III form or ‘was/were + III form

Solved exercises
1-Read the following set of instructions for washing the dirty white cotton clothes. Complete the procedure.
1-Collect all the dirty white cotton clothes.
2- Soak them fully in a boiling water and soap solution.
3- Take them out and beat them with fists or stick.
4- Then rinse them in running water until the soap content is washed off.
5- Squeeze them and hang them for drying.

All the dirty white cotton clothes are (i) __________ of boiling water and soap. They (ii) __________ with fists or stick. Then they (iii) ______until the soap content is washed off. Then they (iv) __________ for drying.

Answers (Hint-are)
(i) are soaked in a mixture
(ii) are taken out and beaten
(iii) are rinsed in running water
(iv) are squeezed and hung

2-Read the following instructions for making ‘Maggi Noodles’ and complete the passage:
- Boil two 500 ml of water in a container.
- Add noodles and taste maker.
- Add finely chopped vegetables after steaming them separately.
- Cook only for two minutes.
- Serve hot.

Firstly, 500 ml of water (a) __________ in a container. After that noodles and taste makers (b)_________. Then finely chopped vegetables (c)_________ after steaming them separately. The mixed stuff (d)_________ for only two minutes. It is then served hot.

Answers (Hint-is)
(a)- is boiled  
(b)- are added  
(c)- are added  
(d)- is cooked

**Dialogue completion**

**Tips:**
- Read the preceding dialogue and the one that follows it.  
- Identify the type of sentence.  
- Make sure entire dialogue is relevant and meaningful.

**Solved exercises**

Read the following conversation between a brother and a sister. Complete the conversation by choosing the correct option.

Sister : When do you leave for Mumbai?  
Brother: I am leaving the day after tomorrow.  
Sister : Where have you decided to stay?  
Brother: (a)_________________________  
Sister : Why are you not staying with Aunt and Uncle?  
Brother: (b)_________________________. I won’t be able to enjoy my holidays.  
Sister : Don’t tell me that you’ll stay in a hotel!  
Brother: Definitely not (c)________________.  
Sister : How are you both spending your vacation?  
Brother: (d) ____________________________.

a- i- I won’t decide as yet. ii- I won’t decide as yet.   
iii- I hadn’t decided as yet. iv- I haven’t decided as yet.  
b- i- They were too strict. ii- They are too strict.  
iii- They will be too strict. iv- They are too funny.  
c- i- I plan to stay with aunty &uncle. ii- I plan to stay in a hotel.  
iii- I plan to stay with Rahul. iv- I won’t stay with aunty &uncle.  
d- i- We’ll go nowhere. ii- We’ll go site seeing.  
iii- We’ll stay nearby. iv- We’ll go somewhere.

**Answers**

(a)iv- I haven’t decided as yet.  
(b)ii- They are too strict.  
(c) iii- I plan to stay with Rahul.  
(d) ii- We’ll go site seeing.

**Unsolved exercises**

1. Read the following conversation between a doctor and his patient. Complete the conversation by choosing the correct option.

Doctor: How long have you been sick?  
Patient: I have been having this headache (a)_____________ one month.  
Doctor: Have you taken any medicine?  
Patient: No, I haven’t. But I (b)______________ by an eye specialist.  
Doctor: What did he say?  
Patient: He said my eyes are fine.  
Doctor: (c)____________________ sleeping late at night?  
Patient: No, I sleep regularly at 10 pm.  
Doctor: Have you (d)________________ in the past or lately?
Patient : No but I had injured my head when I was ten years old.

FOR PRACTICE

1) Look at the notes given below and complete the paragraph that follows by filling up the blanks with the most appropriate option from those given. 1 x 4 = 4 marks

Egyptians discovered paper-made a stalks of tall reed- from wood ‘papyrus’-supplies limited-export restricted

The (a) _________ the Egyptians. It (b) _________ reed .The English word ‘paper’ (c) _________. When supplies were limited a (d) ________ on export.

(d) 1 paper discovered
2 discovery of paper was made
3 discoverer of paper was
4 papers was discovered by

(b) 1 makes of stalks of tall
2 made of stalks of tall
3 was made of stalks of tall
4 has made of stalks of tall

(c) 1 derive from the word ‘papyrus’
2 derives from the word ‘papyrus’
3 has derived from the word ‘papyrus’
4 is derived from the word ‘papyrus’

(d) 1 restriction imposed
2 restriction is imposed
3 restriction was imposed
4 restriction has imposed

2) Given below is a conversation between David and his friend, Meenu. Complete the dialogue below by filling up the blanks with the most appropriate options from those given. 1X 4 = 4

David : Hello. Is this 26857903?
Menu : Yes, (a) ______________?
David : Could I speak to Meenu ? I am her friend, David?
Meenu : David ? It’s Meenu . (b) ____________ ?
David : I am calling from Indira Gandhi International airport. I’m here for visit.
Meenu : That’s great.(c) __________ about your visit ?
David : I wanted to give you a surprise .
Meenu : When did you arrive ? (d) __________?
David : I just got here and I am alone.
(a) I shall I know to whom do you want to talk
2 will I know which do you want to talk
3 need I know whom do you want to speak to
4 may I know who do you want to speak to
(b) 1 From where you are calling
   2 Where you are calling from
   3 Are you calling where from
   4 You are calling from where
(c) 1 Why you not inform me earlier
   2 Why didn’t you informed me earlier
   3 Why didn’t you inform me earlier
   4 Why you didn’t inform me earlier
(d) 1 Are you being accompanied by some one
   2 you are being accompanied by some one
   3 Are some one accompanying you
   4 Are anyone accompanied you

Gap filling

Tips:
- Read the passage carefully and form a general idea.
- Mind the tense of the paragraph.
- Check for subject-verb agreement

Solved exercises

Fill in the blanks with the most appropriate option from those given below.

1. Complete the passage given below choosing the correct alternatives: $\frac{1}{2} \times 8 = 4$ marks
Tokyo was rocked by its (a) ______ earthquake in more than a year today, but escaped (b) ______ little damage because it (c) ______ centered far beneath the floor of the Pacific Ocean. The quake (d) ______ struck shortly before noon with a magnitude of 6.6, (e) ______ large buildings sway back and forth. The intense (f) ______ for about one minute caught people (g) ______ guard in Tokyo and other cities (h) ______ east.

(a) 1 big         (b) 1 from     (c 1 is            (d) 1 who
2 bigger       2 by        2 was        2 whom
3 biggest    3 with       3 has        3 whose
4 very big   4 for        4 have       4 which

(e) 1 make         (f) 1 shake (g) 1 in          (h) 1 to
2 made       2 shaker  2 on         2 towards
3 send       3 shaking 3 of         3 for
4 sent      4 shook   4 off        4 forward

ANS:
(a) biggest     (b) with      (c) was       (d) which
(e) made       (f) shaking   (g) off       (h) towards
FOR PRACTICE

1) In fruit farms fruits are picked before they are fully ripe for otherwise they (a) ---- become overripe or decay (b) ------ reaching customers. Fruit picked too young (c)-------- never ripen. It’s a problem to predict whether a certain fruit will ripen (d) ------- not. Now a scanner has (e)---- ---- developed which can predict those fruits (f) ------ ultimately will ripe so that farmer (g) ------- sort out future fruits from the too-green .The scanner works (h) ---- a ripeness predictor.

(a) 1 must (b) 1 while (c) 1 will (d) 1 and
2 shall 2 after 2 are 2 or
3 may 3 when 3 being 3 but
4 should 4 before 4 were 4 so

(e) 1 being (f) 1 who (g) 1 can (h) 1 for
2 been 2 whom 2 need 2 by
3 be 3 that 3 dare 3 so
4 was 4 whose 4 shall 4 as

ANS: (a) -------------- (b) ----------- (c) -------------- (d) --------------
(e) -------------- (f) ----------- (g) -------------- (h) --------------

2) Cataract is a (a) ------- in the lens of the eye. Today, modern (b) ------- advances have made cataract surgery very successful. The cause of the cataract (c) ------ are not fully known. It is basically (d) ------- ageing phenomenon .Next to old age (e) --- --- other factors like deficiency of food like proteins (f) ------- vitamins ,some toxic drugs and general diseases (g)-------- diabetes ,infections and injuries. Nourishing diet rich (h) ------- proteins and vitamins can delay the onset of cataract.

(a) 1 opaque (b) 1 medicine (c) 1 forming (d) 1 a
2 opaque 2 medicinal 2 formed 2 an
3 opaqueness 3 medical 3 forms 3 the
4 opacity 4 medicated 4 formation 4 some

(e) 1 is (f) 1 or (g) 1 like (h) 1 at
2 was 2 and 2 so 2 on
3 are 3 but 3 as 3 with
4 were 4 so 4 such 4 in

ANS: (A) --------- (b) ------ (c) ------ (d) ------
(e) --------- (f) ------ (g) ------ (h) ------
SECTION D: LITERATURE

Syllabus for TERM I (SA I)

FICTION

TWO GENTLEMEN OF VERONA

-A J Cronin

Two Gentlemen of Verona is a touching story of Jacopo and Nicola, two brothers aged 12 and 13, who do odd jobs and live a hard life themselves to sustain and treat their elder sister Lucia, who is suffering from tuberculosis of the spine. A J Cronin uses the title of William Shakespeare's famous play, The Two Gentlemen of Verona in an ironic manner. Cronin's portrayal of these modern "gentlemen" of Verona re-defines the concept of what it means to be a gentleman. Cronin shows us that one may polish boots or sell newspapers, but it is the magnanimity of heart and the nobleness of purpose that actually determines whether one is a true "gentleman". The story recounts the hard life chosen by the two young boys so that they could pay for the treatment of their sister afflicted with tuberculosis. The boys exhibit sincerity and devotion to the cause and the maturity they display in their actions gives a new hope for humanity.

The writer and his friend are stopped at the outskirts of Verona by two small boys when they drive through lower hills of the Alps. The boys are brothers Nicola, the elder and Jacopo, the younger one. They were selling wild strawberries. Next time when they meet the boys, they are polishing shoes in the public square. Interacting with them, the writer comes to know that they do various tasks. One mid night, they see the boys resting on the stone of a footpath. Nicola sat tired with a bundle of unsold newspapers. His brother was sleeping by putting his head on Nicola's shoulder. The narrator asks the boys if they save the money for emigration to America, they deny and say that they have other plans. The writer offers them help for which Jacopo asks him to drop them at Poleta by their car. The writer accepts their request.

The next afternoon, they reach the village located on a hill. The two boys are dropped from the car. After sometime, the writer follows them and finds from the nurse about the two boys and their sister. She tells him that their father, a famous singer died in the war. A bomb had destroyed their home. They had a cultured life, but due to the war, they were left alone on road. Lucia was a good singer, but now she is suffering from tuberculosis and the boys are working hard day and night for the treatment of their sister. Their selfless action, nobility and devotion touch the writer's heart and show a greater hope for mankind.

Read the following extracts and answer the questions that follow by choosing the option you consider most appropriate:
1) One boy had on a worn jersey and cut-off khaki pants; the other a shortened army tunic gathered in loses folds about his skinny frame. Yet gazing at the two little figures, with their brown skin, tangled hair and earnest eyes, we felt ourselves strangely attracted

(1) One boy had on:
(a) a new jersey
(b) a worn jersey and a khaki pants
(c) a coat and a pant
(d) a sweater and a blue pant.

(2) The other boy had:
(a) a robust body
(b) a swollen head
(c) a stout frame
(d) a skinny frame

(3) The narrator and his companion gazed at:
(a) two shopkeepers
(b) two things
(c) two little figures
(d) two beggarly women

Ans: 1) b) a worn jersey and cut off khaki pant 2)d) a skinny frame3) c) two little figures

Answer the following questions in about 30-40 words.

1) What did the narrator’s companion discover about the boy?
Ans: The narrator’s companion discovered that the boys were real brothers. The elder brother Nicola was 13 years old while the young Jacopo was 12 years old. Their rags and shabby appearance display their acute poverty.

2) How can you say that the boys were willing workers?
Ans: The boys did their independent job. They shined shoes in the scorching heat. They sold strawberries and conducted the tourism round of the town. They sold newspapers in the stormy nights. They changed their work at will. That’s why they can be called willing workers.

3) Why didn’t the narrator go inside?
Ans: The boy’s sister was admitted into the hospital. The boys did not like to share their secret with the narrator. The narrator had no desire to expose them. Moreover he could not bear to intruder upon their happy family meeting .Therefore he preferred to stay out.

4) Why did the boys hate the Germans? How did they react against them?
Ans: The Germans had bombed their city and had destroyed their home. Their father was also killed in the war. The boys and their sister were thrown in the streets. The boys were forced to live in a shelter. Then the Germans became the rulers. Therefore the boys hated the Germans. To show their hateful reaction they joined the resistance movement.
B) Answer the following in 30-40 words each:

1. Why did the driver not approve of their buying fruit from the boys?
2. When did the author’s companion find out that the boys were brothers?
3. What were the jobs the boys did to earn money?
4. What attracted the visitors towards the boys?
5. Where did the author meet the two boys for the first time? What were they doing?
6. Why was the author surprised to see Nicola and Jacopo working as shoe shiners?
7. How were the boys useful to the author?
8. Why did the author say that what struck one most was their willingness to work?
9. Why were the boys out in the deserted square at night?
10. Were the boys quite happy to work? Which sentence tells you this?
11. What made the author think that they were earning much?
12. Why did Nicola say “just plans” when the author asked them what their plans were?
13. Who asked the author to drive them to Poleta? Did the other brother approve of the request? Why?
14. Did the boys try to prevent the author from finding out the real purpose of their visit to Poletta? Did they succeed?
15. How did the war affect the boys’ family?
16. How did the boys take care of their sister?
17. Do you think the two boys enjoyed what they were doing? Why do you think so?
18. How does the story of the Two Gentlemen of Verona give promise of greater hope for human society?
19. How can you say that the boys worked quite hard?
20. What did the narrator tell the narrator?
21. How was the life of the boys comfortable and cultured?
22. How did the boys react to the Lucia’s suffering from the tuberculosis of the spine?
23. What happened when the boys rejoined the narrator?

C) Long answer type questions:

1. Write a paragraph on the early life of the two boys.
   Hints:
   Father a widower .... well-known singer ....killed in war ... bomb blast destroyed house...boys and sister left to the streets ... suffered ...horribly ... starvation

2. Write a note on the character of Nicola and Jacopo.
   The following hints will help you:
   motherless .... loss of father .... sufferings .....loss of their house ...made their own shelter willing to do any job ... their devotion to ...their sister .... dedication .... patriotic ... proud...did not want sympathy ...
2. Narrate the story of Two Gentlemen of Verona beginning with their experience during the war in about 200 words. You may use the following hints for your essay.

Nicola and Jacopo … sons of a well-known singer and widower … only sister Lucia … father killed … house destroyed … children left to the streets … starved horribly … a shelter … built by themselves … boys did different jobs. The visitors make friends … their willingness to work … one midnight … deserted square wanted to sell newspapers … earning money … request author to take them to the country … Drive to the country … the boys leave the author waiting … he follows … discovers the secret.

3. A J Cronin came to know the story of the two boys from the nurse in the story 'Two Gentlemen of Verona'. Imagine that the boys themselves narrated the story to A.J Cronin. Write the story in the words of the boys. You may begin like this.

We were living happily in our............................

5. Yet in both these boyish faces there was a seriousness which was far beyond their years. Does this sentence signal anything to you?

Now use the following hints:

Boys simple … aged 13 and 12 … sense of responsibility though too young .....doing anything .

MRS. PACKLETIDE’S TIGER
-SAKI

Mrs. Packletide’s Tiger by Saki (HH Munro) is a short story in which one character’s disloyalty to another proves the crux of the plot. Set mostly in Colonial India, the author aims to highlight and ridicule the pretentious nature of the upper classes of Edwardian society. With sophisticated language, we are encouraged ingeniously to dislike Mrs. Packletide, who endeavours to shoot a tiger in order to upstage her rival Loona Bimberton. The satirical tone employed throughout the story enables us to applaud her gullibility at the hands of her paid companion, Miss Mebben.

From the beginning the satirical tone employed increases our dislike of the petty Mrs. Packletide whose motive for shooting a tiger was that her rival Loona Bimberton had recently flown in an “aeroplane by an Algerian aviator.” This feat in those times was considered not only a daring and brave feat (because aeroplanes had just been invented and were nothing like the comfortable, reliable modes of transport they are today) but Saki’s tone also shows us his repulsion of these classes by implying that this feat of Loona Bimberton’s was only a show of bravery. The word “carried” suggests she had to be helped and coaxed along the way and in the end it was only her greed for the fame it would bring her that made her do it. The alliteration highlights Mrs. Packletide’s outrage at being battered by a rival and we see her petty nature emerge from beneath her mask of society’s fashion.
Our dislike of Mrs. Packletide’s character increases as the story continues along with Saki’s sarcasm. The word “ostensibly” used by the author to describe how Mrs. Packletide is planning to show off the tiger skin rug to her friends seemingly in order to honour Loona Bimberton, is really an excuse to show off to her rival and upstage her. Similarly her offer of a thousand rupees for the chance to shoot a tiger “without much risk or exertion” shows the extravagance of this ridiculous expedition on which she is intent and reminds us of her shallow nature. This detail allows the author’s theme to grow, showing us the stupid side of Mrs. Packletide. She has no sense of the value of money or the actual excitement of hunting: the hunt, the chase, the kill.

Saki then introduces Mrs. Packletide’s paid companion, Miss Mebbin as having a: “morbid dread of performing an atom more service than she had paid for.” This statement of Miss Mebbin’s nature immediately creates in our minds a stingy, strict, sneering, cold-hearted woman. It also suggests she is observant and cautious, not for others but for herself. The title “Miss” combined with the detailed description of her thrifty nature creates an image of a mean old spinster. The idea that she is greedy is highlighted in the way he writes that she: “adopted a protective elder-sister attitude to money.”

Saki is suggesting that on the surface, she is unthreatening but in truth she cares for money so much she treats it as a person, a sibling even. This revelation prepares us for her betrayal of Mrs. Packletide.

On the night of the shoot Mrs. Packletide reassures Miss Mebbin of the lack of danger showing that Mrs. Packletide knows how much of a farce this expedition really is. Miss Mebbin wasn’t actually mortally afraid but rather was concerned in case she missed a bonus in her pay. The shooting’s absurd nature is highlighted even more when Saki introduces the added detail of Mrs. Packletide playing “Patience” with cards as she awaits the old decrepit tiger to go for the obvious bait. In the end Mrs. Packletide misses the stationary tiger – and kills the bait instead! However, the tiger dies of a heart attack because of the loud gun report. Mrs. Packletide ignores this fact and claims she shot the tiger, assuming Miss Mebbin will not say a word as she is merely a “paid companion.” The villagers keep quiet so as not to jeopardise their reward.

Upon returning to England Mrs. Packletide has her revenge and gains admiration from everyone except, of course, Loona Bimberton. Once the fuss has died down we begin to see Mrs. Packletide enjoying happiness and we beg for repercussions. Saki answers our plea! Miss Mebbin returns to her old boss to blackmail her into paying for an idyllic cottage, which she does, promptly. We cheer enthusiastically!

In my view Saki achieved his goal superbly. By making Mrs. Packletide such a fake show-off with his sardonic tone and extravagant language, we grow hateful of her. Her petty, selfish nature annoys us and the extremes she will go to achieve her aims are deplorable. Although Miss Mebbin is a nasty piece of work herself, we still support her disloyalty towards Mrs. Packletide because it results in her comeuppance. The betrayal of Mrs. Packletide gives us the ending we want to this humorous story and leaves us in no doubt as to Saki’s feelings towards the upper classes.
II) Answer the following question in about 30-40 words.

A) Why did Mrs. Packletide want to kill a tiger?
Ans: Loona Bimberton had enjoyed a joy ride in an aero plane with Algerian pilot. She always boasted of this feat. Mrs. Packletide had a strong dislike of Loona. She wanted to outshine Loona by attempting a much daring feat. Therefore she wished to kill a tiger.

B) How did the circumstance prove favorable for Mrs. Packletide?
Ans: An old tiger used to roam about in the jungle around the village. It was too old and weak to kill a big game. So it used to feed itself on goats, sheep, and other domestic animals Mrs. Packletide availed herself of the god sent opportunity. She made efforts to obtain the tiger. Hence, the circumstances proved favorable for her.

C) In what two ways did Mebbin show her elder sister's attitude during the tiger's hunt?
Ans: Miss Louisa Mebbin was a paid companion of Mrs. Packletide. She had adopted a protective elder sisterly attitude towards money in general. She smartly intervened in preventing Mrs. Packletide from paying unnecessary tips in some Moscow hotel. She pointed out that Mrs. Packletide has wrongly paid a thousand rupees for the old, weak, and ailing tiger.

D) What did Louisa Mebbin plant in her garden? Why did she do so?
Ans: Louisa Mebbin exploited the situation. She threatened Mrs. Packletide that she would pass on her discovery to Loona Bimberton. To keep her mouth shut Mrs. Packletide bought a cottage for her – Mebbin named the cottage, 'Les Fauves (wild beast)'. She planted tiger lilies there. It reminded her of the secret of the tiger’s death every time.

III) Long Answer Question:
Mrs. Packletide's tiger is indeed a humorous story. Saki, the author employs several techniques to bring in the element of humour. Mention three incidents in the story you find most humorous and the reasons for calling them humorous? (Word limit: 150)
Ans: Mrs. Packletide Tiger is a humorous story from the beginning to the end. Mrs. Packletide’s motive for killing the tiger is preposterous as it had become a prestige issue. None of them wanted to face the reality. The pettiness and hunger for publicity of the characters evoke laughter. The publicity achieved by the two arch rivals surpassed their achievements is quite funny as compared to their dubious talents. Also, the way in which the villagers connive with the theory that the tiger had indeed died by Mrs. Packletide’s shot so as to earn the promised thousand rupees evokes laughter. Last but not the least, Louisa's naming the cottage 'Les fauves' and growing tiger-lilies as a constant reminder of her victory over her arch rival are some of the incidents of humour.

UNSOLVED:
I) Short answer type questions:
1. What were the circumstances which compelled Mrs. Packletide to undertake the tiger shooting expedition?
2. What happened at the tiger shooting spot? What were the benefits and difficulties Mrs. Packletide has after the event?
3. What were the humorous elements in the story?
4. Was Mrs. Packletide an Indian or a foreigner? How do you know?
5. Who was Loona Bimberton? What was Mrs. Packletide’s attitude to her?
6. What did Mrs. Packletide want to do before she left the country?
7. What seemed to happen when the rifle ‘flashed out’ what really happened?
8. Why did Mrs. Packletide dress the way she did for the country ball?
9. Describe the three steps taken by the villagers to keep the tiger in good humour?
10. How did Mrs. Packletide react to Loona Bimberton’s adventure?
11. What causes the tiger’s death?
12. What was Mrs. Packletide’s plan to do after shooting the tiger?
13. Why did Loona Bimberton refuse to look at the illustrated weekly?

III) Long answer type questions:
1. Do you agree with the view that the author ridicules the pretentious nature of the upper class of then prevailing society? Justify your answer.
2. Describe the character of Mrs. Packletide.
3. At the end of the story we develop hatred towards Mrs. Packletide. What is the reason for this? Explore the elements in the story.
5. In "Mrs. Packletide’s Tiger," Saki (H.H. Munro) tackles the human beings’ fascination with wild-game hunting, as well as the timeless drive to keep up with the Bimberton’s. Discuss.
6. What sort of an attempt did Mrs. Packletide make? What was the result?
7. Differentiate Loona Bimberton and Mrs. Packletide.
8. Suppose you are Mrs. Packletide. Years later you think of tiger hunt-episode. You decide to write in your diary what led you to give up the big game of hunting. Write a page of Mrs. Packletide’s diary.
9. Suppose you are Miss Mebbin. Your cottage is the wonder and admiration of your friends. Write a page of your diary recording how you managed to buy a pretty week-end cottage and maintain it so well.

**THE LETTER**

-DHUMAKETU

Coachman Ali is the central character of the story, The Letter. He is unable to bear the pain of separation when his daughter Miriam leaves him after her marriage. He feels lonely. He desperately waits for her letter, but in vain.

The story shows the need for love, sympathy, and fellow-feeling for those who are in pain. The grief and the long waiting lead to Ali’s death in the end.

Dhumaketu has portrayed the reality of life by his lively imagination, invested it with emotion, and touched it with a romantic idealism. His story casts an irresistible spell by the freshness of its theme, style and technique, a rich variety of incident, plot and situation, and its diverse world of distinctly individual characters, brilliant and idealistic.
Gist of the lesson

(Para 1-12) – Ali’s never ending wait for news from Miriam
The story begins with a description of the long and arduous journey that Ali makes every day to the post office in the hope of receiving a letter from his daughter Miriam who has not been in touch with him since her marriage 5 years ago. He starts early when the whole town is asleep. Though he is poor and old, his faith and love for his daughter makes him bear the bitter cold as he plods supporting himself on a staff.

The post office becomes his place of pilgrimage. He dedicatedly goes there for five long years, sits there through the day, is mocked and jeered at by the post office employees as he sits at a specific place each day. He is treated like a mad man by everyone and is the object of ridicule for one and all. They think that he comes in vain to receive a letter that would never come. They would call out his name falsely to indicate that he has received a letter and enjoy the disappointment on his face.

(Para 13-15) – Ali – a changed man
Ali was a skilled and clever hunter once. He was so addicted to hunting that he couldn’t spend a single day without hunting. Something he was very good at. As he grew older he began to change. His only daughter Miriam married and left him to stay with her soldier husband from a regiment in Punjab. He transforms completely and feels lonely in her absence. Hunting no longer interests him. He understands the meaning of love and separation when he misses his daughter and in the simple hope of receiving a letter from her someday he goes to the post office religiously. Although he has never received a letter, he keeps at it.

(Para 16-30) -- Misery at the post office
The post office becomes a place of pilgrimage for him because of the devotion and regularity with which he comes to visit it. Receiving a letter from his daughter becomes the sanctimonious purpose of his life. Nobody at the post office seems to understand Coachman Ali. They are indifferent and use him only as a subject of their ridicule and derision. They just want to enjoy the sight of him jumping to the sound of his name. They just have fun and laughter at his expense, never for once trying to understand his pain. But Ali, does not pay heed to the cruel treatment that he receives and with ceaseless faith and endurance he comes daily to the post office even if to go empty handed. The post office employees simply write him off as a mad man before the post master.

(Para 31-51) – Ali embraces death – remains hopeful. Towards the end of his life Ali suffers from ill health and stops coming for a while. People at the post office—have no sympathy, understanding or concern to try and guess the reason but are curious to know why he hasn’t come. At last he returns on recovering a little but signs of ill health, old age and approaching end can be seen on his face. He can no longer remain patient and pleads with the ill-tempered postmaster asking him if there was a letter for him. The postmaster who is in a hurry gets irritated and calls him a pest. He is very rude to Ali and thoughtlessly and angrily scolds him. Ali is sad and helpless. His patience is exhausted but his faith remains intact. Before departing that day, Ali gives five gold guineas to Lakshmi Das—the office clerk and extracts a promise from him to deliver his daughter’s letter at his grave. Ali is never seen again as he dies before receiving any letter.
(Para 52-72)—Poetic Justice (a literary device that shows an ironic twist of fate intimately related to a character's own conduct. The postmaster who was rude to Ali suffers just like Ali did)Time takes a turn. The postmaster is restless and anxious because he has not received any news from his daughter who is in another town and is unwell. He anxiously looks through the mail only to find Miriam’s letter addressed to Ali. He immediately recalls the past and realizes the pain and anguish Ali must have gone through. A single night spent in anxiety makes him understand Ali’s heart and soul. He is filled with a deep sense of remorse and repentance for having been rude to Ali. He decides to hand over the letter himself to Ali. He hears a soft knock on the door at 5—thinks it is Ali who has come to receive the letter. He opens the door immediately and sees old Ali bent with age standing outside. Actually it is a hallucination that the postmaster gets. He is fearful and astonished to see the unearthly look on Ali’s face. Ali disappears as he came leaving the postmaster in a state of utter shock.

Lakshmi Das, the clerk is shocked to hear the postmaster call out the name of Coachman Ali who has now been dead for three months. The letter is found near the door. Lakshmi Das tells him about his last meeting with Ali to convince him. That evening both of them go to place the letter on Ali’s grave. The postmaster understands the essential human worth of letters and doesn’t just treat them as envelopes and postcards anymore. Part of his penance is to keep waiting for the letter from his daughter.

II) Answer in 30-40 words:

a) What kind of life did Ali lead as a young man?
As a young man, Ali had been a clever and skilled hunter. He was always successful in finding a partridge where others had failed. His sharp sight could spot a hare crouching low in a bush, when even dogs failed to see it. He hunted animals mercilessly.

b) When and why did he change his attitude?
His attitude changed when his daughter Miriam got married and shifted to another place. Then, he realized the pangs of separation and concluded that the world was made of love and sorrow. He left his old ways of hunting and now kept waiting for his daughter’s letter.

c) How was the postmaster a changed person in the end?
The postmaster now saw through Ali’s heart. He also realized Ali’s feelings, while waiting for his own daughter’s news, who was ill in another town. He now understood Ali’s pain and agony that he experienced, while waiting for the letter. He was no longer ill-tempered as he was in the beginning.

UNSOLVED

II. Short Answer questions in about 30-40 words:
1. Highlight Ali’s character traits as a Shikari.
2. What was the reason behind Ali’s transformation?
3. Why was Ali considered to be a madman by the post office officials?
4. What was the attitude of the postmaster towards Ali?
5. Ali had ‘exhausted his patience but not his faith’. Explain.
6. What do we understand about Ali’s character from his regular visits to the post office in spite of all the humiliation that he faced?
7. How Ali’s faith is finally vindicated?
8. ‘The haughty temper of the official had quite left him’. What change came about in the official and how?
9. ‘He dropped it as though it had given him an electric shock’. What is being referred to? Why was it such a shock?
10. What promise did Ali extract from the clerk and how did he ensure that the promise is fulfilled?
11. What significant lesson did the postmaster’s experience teach him?
12. How did doubt and remorse trouble the otherwise cold and merciless postmaster?
13. The officials at the post office had much fun at the expense of Ali. Cite two examples to prove this.
14. What was the postmaster’s state of mind after he had given Ali’s letter to Lakshmi Das for delivering it to him

III) LONG ANSWER QUESTIONS:
1. Elucidate on the happiness Ali would’ve felt had the letter come before his death
2. Comment on the vivid phases of Ali’s transition
3. Do you think Miriam had deliberately left her father? Why? Why not?
4. Do you think Ali had a peaceful death? Why? Why not?
5. Make a character analysis of the Post Master.
6. Ali is a true representative of modern parents who are abandoned by their children. Explain.
7. ‘The newly awakened father’s heart in him was reproaching him for having failed to understand Ali’s anxiety’. As the postmaster write a diary entry outlining your feelings about your former behaviour with Ali.
8. Imagine you are Ali. You are completely exhausted by your futile visits to the Post Office. Write a letter to your friend Ashraf telling him about the disappointment and humiliation that you undergo every day at the Post Office and your decision to not go there anymore.
9. Justify the title - The Letter
10. Imagine that Ali writes a letter to his daughter Miriam after he hands over the five guineas to the clerk at the post office. Write his letter.
11. Imagine you are Lakshmi Das. You have finally fulfilled the promise that you made to Ali. Write a letter to your friend expressing how satisfied and relieved you are.
12. Imagine Ali writes his diary daily. He feels disgusted with life in going to the post office and waiting daily for Miriam’s letter which never comes. This feeling of utter despair has been triggered by the Postmaster’s insult. Ali writes his diary page that evening. Write that page.
13. After 5 years, Miriam writes a letter to her father, expressing her personal problems for which she could not write. Write the letter on behalf of Miriam.
Vikram Seth is a well-known poet in India. He was born in 1952 in Calcutta (Kolkata). The poem The Frog and the Nightingale is from his book of poems called Beastly tales from Here and There (1991). As the title makes it explicit that the poems are based on narratives from various parts of the world, Greece, China, India and Ukraine not to mention the fantasy world of Gup. The poems highlight the tension between good and evil. These tales in verse are simple to read and are like the fables, teaching important lessons of life. The poem under study portrays the cunning frog and the Naïve Nightingale who pays the price of her innocence by losing her purity, her originality and ultimately her life.

Gist of the Poem
(Lines 1-34)
Once upon a time a frog living in Bingle Bog (marshy area) croaked away in his unpleasant voice all night. The other creatures hated his voice and did everything in their power to make him quiet—threw sticks, stones, prayed, insulted, complained, threw bricks but all in vain. Nothing could stop the frog from minstrelling (singing) all night in his harsh voice. One night his renditions were interrupted when a Nightingale perched itself on the Sumac Tree and burst into the most melodious song ever heard under the Sumac Tree. The other creatures of the Bingle Bog unused to such sweet voice heard her mesmerized by the beauty of the song. Creatures from all over the forest were drawn towards the bird’s song and asked for a repeat performance. Toads, Tiddlers, teals Ducks and Herons cheered her song. Not used to praise the Nightingale kept giving performance the whole night. Next night when the nightingale got ready for the performance (She had all the mannerisms of an artist—clearing of throat, adjusting the mike, her appearance).
(Lines 35-60)
The Frog made his presence felt introduced himself as the owner of the tree, known also for his deep voice and as a columnist for the Bog Trumpet (Magazine). Highly impressed by the Frog’s credentials, the Nightingale was too eager to hear about his opinion. The Frog without mincing any words criticized her art as a professional. Nightingale being too naïve believed and defended herself by claiming to be original. The Frog brushed her claims aside and told her in no uncertain terms that without his guidance she would be nobody.
(Lines 61-84)
Unable to hide her excitement at her good luck, the nightingale accepted the honour of being trained by a musician of repute! The frog made it very clear that he would be charging a modest fee but assuring her that she would be able to pay back. So the Nightingale began her career as a performer-infused with confidence, filled with a zest for performance and inspired by the fawning, sang and became a sensation overnight.
The magical quality of her song attracted creatures of the Bingle Bog from far and wide
The opportunist frog cashed on the crowd and started charging admission fee. The arrogant and heartless frog never let an opportunity to make the Nightingale realize who was in control. Without a care for the bad weather, he would order her to
practice, push her to her limit. In his role of a patron he became a hard task master, pushing the Nightingale to the verge of collapse.
(Lines 85-110)
Day after Day this went on, the Nightingale now sleep deprived and exhausted went on performing. The Sumac tree of Bingle Bog was humbled (honoured) by the presence of the elite of the Bingle Bog (Poet is being sarcastic about people who come to see musical performance only for the sake of showing off jewels, without little bit of interest in the art. Employing the pun on words the poet lists few royal titles-Duke, Count, Cardinal, Mallord, Earl who visited the Sumac tree to hear the Nightingale perform. On one hand the Frog was happy as his business was so profitable on the other hand he was jealous of the success of the Nightingale. His greed made him unreasonable, every day he would point out her flaws, criticized her singing, advised her on the technique; remind her of her goal of being successful and how much she owed him.
(Lines 111-140)
This constant badgering by the Frog robbed the Nightingale of her creativity. She started sounding bored, uninspired and no amount of mannerism could revive the audience. The cash collection started falling and the disinterested applause of few who still were coming gave her no happiness. It made her sorrowful and depressed. The Frog was livid as his business was getting affected. He lost his temper and became cruel. He asked her to follow trends and give the people what they wanted. The Nightingale tried very hard, collected her wits about her, performed but alas she burst a vein and collapsed. The calculative Frog quickly washed his hands off the Nightingale. He pointed out how the Nightingale was a stupid creature, he tried to teach her but she was very nervous, easy on the ear and gullible. He became a little brazen as he pointed out the Bird should have known that one’s song should be one’s own (meaning - You can’t let other people dictate your life. She should have known when to say no.) The manipulative Frog not only cleared himself of all responsibility of the Bird’s death but also made it appear that the bird was responsible for her death. He projects himself as a confident, practical and wise creature who sings with a élan! Hence the Frog resumed his position in the Bog and continued to blare out in his harsh and unpleasant voice undisputed and unrivalled. The moral of the poem is that one has to pay for one’s gullibility. Being inspired and influenced by someone unknown and stranger is indeed a foolish work. The nightingale had to suffer for her misjudgment. If our self-image is based on what others make us believe we are, we will always be misguided. It is important to know your own worth. The Nightingale’s gullible servile nature results in her tragic death. The pompous, scheming frog plans her destruction after winning her trust. Lack of confidence and good judgement of character can bring misery from which there is no escape.
Frog:
He has been portrayed as arrogant, pompous, haughty, patronizing, opportunist, condescending and boastful.
He is used to his position of the only singer of the Bingle Bog
The entry of the melodious nightingale is an eye opener
Being practical and worldly wise he uses his position to influence her
He impresses upon her his superiority by discussing her art condescendingly
He manipulates the situation to his advantage, starts making profit by charging admission fee.
His haughtiness is evident when he doesn’t tolerate any slips on the nightingale’s part.
He gradually works on the nightingale’s weakness- of being rich and Famous (downfall of many)
A smooth talker brushes away the blame of nightingale’s death by philosophising it that ‘your song must be your own’

Nightingale
She is portrayed as the innocent, naïve, gullible, polite, unsure, timid, shy and nervous type.
The taste of appreciation enhances her self-esteem making her gullible.
The desire to impress makes her blind to the faults of the frog.
Her purity, originality and piousness get shadowed by the greed for status and commercial success.
Trapped in the vicious circle of success, she pushes herself to a point of exhaustion.
Addicted to her status, unable to get out of the clutches of the frog she tries-
The misguided efforts result in her death.

1. Read the given stanzas and choose the correct option from the list of options given:

Trembling, terrified to fail, 
Blind with tears, the nightingale
Heard him out in silence, tried, 
Puffed up, burst a vein, and died.

1. The nightingale was terrified of:
(a) failure (b) humiliation (c) losing her confidence (d) frog’s anger

2. The most appropriate word that describes the nightingale’s character is:
(a) foolish (b) diffidence (c) humble (d) obedient

3. The nightingale died due to:
(a) lack of sleep (b) bursting of a vein (c) humiliation (d) grief

1. Answers
(a) frog’s anger (b) foolish (c) bursting of a vein

2. Well, poor bird she should have known
That your song must be your own
That’s why I sing with panache:
    Koo-oh-ah!ko-ash!ko-ash!
And the foghorn of the frog
Blared unrivalled through the bog

(a) The nightingale is referred to as a poor bird because she _________.
    (a) couldn’t earn much money
    (b) couldn’t impress her audience
    (c) died due to humiliation
    (d) was too prone to influence and was foolish
(b) The meaning of the word ‘Panache’
(1) Lack of confidence
(2) very confident
(3) patience
(4) very loud sound

(c) The traits of the frog reflected in the poem are

(i) simplicity and innocence
(ii) stupidity and foolishness
(iii) sympathy and kindness
(iv) cunningness and cruelty

2. Answers:
(a) she was too prone to influence and was foolish
(b) very confident
(c) cunningness and cruelty

3. Dumbstruck sat the gaping frog
And the whole admiring bog
Stared towards the sumac, rapt
And, when she had ended, clapped

1. The animals of the Bog were dumbstruck because------
   (a) The frog sang very well
   (b) The nightingale sang melodiously
   (c) The moon shone brightly
   (d) All the animals came to the same place

2. “Whole Admiring Bog” means---------
   (a) Creatures of the bog who hated the nightingale’s song
   (b) Creatures of the bog who liked the frog’s song
   (c) Creatures of the bog who admired the nightingale’s song

3. Everyone stared at the sumac because--------------
   (a) The frog was speechless
   (b) The nightingale had perched on it
   (c) The nightingale was sitting and singing melodiously in her sweet voice

3. Answers
(a) The nightingale sang melodiously
(b) Creatures of the bog who admired the nightingales
(c) The nightingale was sitting and singing melodiously in her sweet voice

3. Answer in 30-40 words:
(a) How did the frog benefit from the nightingale’s song?
(b) How did the frog train the nightingale in her singing?
(c) What is your impression about the frog in the poem?
Answers:
a) The nightingale sang melodiously. All the creatures came to listen to her singing. The wily frog charged admission fee from all of them. The frog made a lot of money, as everyone admired the nightingale’s song. He also sold his songs to the nightingale and made money. In this way he got benefitted from the nightingale’s song.
b) The training began on a rainy day. He coaxed her to sing, although she was quite unused to singing in that weather. He told her to journey up and down the scales of musical notes for six hours, without giving her any rest, till her voice became hoarse and trembling. He advised her to put on her scarf and sash as this would help her to sing in the weather. He also charged her a fee and told her to practice for a longer time each day till her voice, like his own, grew stronger.
c) The frog is an arrogant creature. All the creatures of the bog loath his song. Even prayers or bricks fail to silence him. He considers himself as the master of the bog. He is proud of his voice. He is jealous of the nightingale’s popularity and is determined to remove her from the scene, and even succeeds. He is heartless.

Unsolved

Based on your understanding of the poem, choose the correct options for the following:

1. So the Nightingale once more,
   Quite unused to such applause,
   Sang till dawn without a pause.

   a) The nightingale was not used to so much appreciation as
      i. She had had no audience before
      ii. She was a no body so far
      iii. This was her first performance
      iv. She was unaware of her musical talent

   b) The creatures of the Bingle Bog requested her for another song as
      i. They were tired of listening to the unpleasant notes of the frog
      ii. They were all free and wanted to be entertained
      iii. Her musical notes were a welcome change
      iv. The frog was on a holiday

   c) The nightingale’s song made the frog think about
      i. Ways of insulting the nightingale
      ii. How ungrateful were the creatures of Bingle Bog
      iii. How to take advantage of the situation
      iv. Ways of teaching a lesson to the creatures of Bingle Bog

2. That a critic of such note
   Had discussed her art and throat
   “I don’t think the song is divine,
   But- oh, well at least it’s mine”
a) The ‘critic’s claim for his reputation was that he
i. Was known for his singing.
ii. Was owner of the tree.
iii. Writes for the bog trumpet.
iv. Reflects his arrogance.
b) The nightingale is apologetic about her song as
i. The frog did not like it
ii. It was copied from somewhere
iii. The frog had pointed out the technical flaws
iv. The nightingale lacked confidence
c) Her claim that “at least it’s mine” implies that
i. The song was original
ii. She was proud of it
iii. She wanted to show off
iv. She was confident

3. “But I can’t sing in this weather”
“Come my dear—we’ll sing together.
----So the frog and nightingale
Journeyed up and down the scale

a) The nightingale resists the frog’s suggestion as
i. It was very hot
ii. It was raining
iii. It was very humid
iv. It was very cold
b) The way frog brushes away her excuses reflects his
i. Arrogance
ii. Hard task master
iii. Servile
iv. Clever
c) Journeyed up and down the scale’ means
i. Travel in Bingle Bog
ii. Travelling up and down the tree
iii. Singing on different notes
iv. Popularity ratings

4. Day by day the nightingale
Grew more sorrowful and pale
Night on Night her tired song----
Till the birds and the beasts grew tired

a) The nightingale was growing sad and pale as
i. The frog was always criticizing her
ii. He was making her practice for long hours
iii. She was afraid of displeasing her
iv. She felt trapped
b) The birds and the beasts grew tired of
i. Waiting for the nightingale
ii. Paying the frog
iii. Uninspired songs of the nightingale
iv. Nightingale’s repetitive performance
c) The effect of nightingale’s substandard performance was
i. The creatures started going to the frog’s performance
ii. The creatures did not appreciate her performance
iii. The gross collection at the ticket office fell down
iv. The nightingale stopped singing

Dumbstruck sat the gaping frog,
And the admiring bog
Stared towards the sumac, rapt,
And when she had ended, clapped

(a) She in the above lines refers to the __________.
(i) duck (ii) heron (iii) nightingale (iv) cuckoo

(b) The frog was dumbstruck because __________.
(i) he had never heard such a melodious voice
(ii) he had never seen such a beautiful bird.
(iii) a huge crowd had gathered to listen to his voice.
(iv) he was being awarded for his beautiful voice.

(c) The whole bog clapped because __________.
(i) the frog had told them to do so.
(ii) the whole bog was in the habit of clapping
(iii) she sang really very well
(iv) she was really very beautiful and smart

II) Short answer questions in about 30-40 words: (2 marks each)
Based on your reading of the poem answer the following questions briefly:
1. In spite of the frog’s crass cacophony how could he emerge as the winner?
2. What chance incident brought some respite to the creatures of Bingle Bog?
3. How did the frog encash on the nightingale’s popularity?
4. What characteristics helped the frog to overpower the Nightingale?
5. What piece of advice did the frog give to the nightingale to improvise her singing?
6. Why do you think the nightingale lost her appeal for the masses?
7. How did the celebrity status affect the nightingale?
8. What do you think the nightingale was afraid of?
9. In what sense was the nightingale a stupid creature?
10. How did the frog become the unrivalled king of the Bog?
11. “Every day the frog who’d sold her songs for silver, tried to scold her.”
a) What actually made the frog scold her
b) What does ‘silver’ stand for?
c) Contrast the nature of the frog and the nightingale in the light of the above lines.

12. And a solitary loon
Wept beneath the summer moon
Toads and teals and tiddlers captured
By her voice, cheered on, enraptured
Bravo! Too Divine! Encore

a) Who are the two characters in this story in verse?
b) What is such a poem called?
c) What two tall claims did the frog make?
d) Which tree did the frog own and what did he do there?

13. This is a fairy tale,
   And you’re Mozart in disguise
   Come to earth before my eyes.

a) Who is the speaker of the above lines?
b) Who is Mozart in disguise?
c) What comparison does the speaker wish to draw here?

14. Did you---did you like my song?
   Not too bad– but far too long.
   The technique was fine, of course,
   But it lacked a certain force.

   (a) What flaw did the frog find in the nightingale’s song?
   (b) What impression do you form about the frog?
   (c) What is your opinion about the nightingale?

III Long answer questions in about 100-150 words:
1. Do you think nightingale was responsible for her own death? Substantiate your answer with examples from the poem
2. Taking the nightingale as a protégée was a ploy employed by the frog to save his position. Comment
3. The poem is an example of how professional rivalry can play with the lives of people. Elaborate.
4. Bring out the symbolism as used by the poet in the poem “The frog and the Nightingale”
5. Write the theme of the poem in 100 words. Use the given hints:
   Simple poem—great moral—theme - talented but meek and servile—easily influenced—talent and person—soon destroyed. Nightingale symbol of meekness — has talent—frog----selfish- haughty—arrogant. Nightingale—no confidence—comes under frogs influence
6. How did the arrival of the nightingale affect the frog?
7. How did the frog kill the nightingale without any blame on him?
8. The frog was boastful and insensitive. Give reasons for your answer.
9. Think upon the gender bias and suppression in the poem (for appreciation)
The poem ‘Mirror’ is an autobiographical account of mirror, highlighting its qualities. It reflects how a woman is disappointed and frustrated to see her gradually fading beauty and youth. It symbolizes the eternal truth of old age and loss of beauty in the course of life. The mirror is real and shining. It is unbiased. It shows what comes to it. It is a monologue of the protagonist Mirror who is free of any preconceptions and prejudice. It is not distorted by emotions of love or hatred as human beings do.

GIST OF THE POEM:

( Lines 1-4 )
The mirror in the poem symbolizes the eternal truth of life. It is real and shining. It is silver in colour and appears perfectly smooth. It does not judge others with pre-conceived ideas like human beings. It does not have any pre-decided ideas and doesn’t get affected by love or dislike. It has no feelings, emotions and preferences. It reflects exact what comes to it. It shows the person’s accurate image from any kind of distortion. Since mirror is exact, truthful and objective, it may appear as unfeeling and cruel, though it is not so.

(Lines 5-9)
The mirror says that it is above any kind of personal feeling. It is like God, who sees the truth and views everything from all corners of the world. It is something mystic and divine, above the ordinary and the worldly. So, like God, the mirror looks at everything with equal eye. Most of the time, it keeps thinking about the opposite wall which is pink and has on it. It has grown passionate about it and now it has begun to think of the wall as a part of its heart, here it means that it has become an integral part of its being, consciousness and existence. The wall flickers i.e. its view shakes and dims with changes in the shades of light. The mirror’s view of the wall is interrupted by the people’s faces and the darkness when they stand between the mirror and the wall.

(Line 10-13)
The mirror says that sometimes it is in the form of a lake, and when the woman looks into the mirror, the memories of life flash across her mind as both deeply (lake and mirror) reveal her true identity as a person. She attempts to see her flaws behind the darkness. The illusion created by the reflection of candles and the moon makes her appear beautiful and different from what she really is (old and ugly). But the mirror reflects her image truthfully without any bias.

(Lines 14-18)
The true (ugly and old) image as reflected by the mirror makes the woman ‘frustrated and depressed. She cries and throws her hands in agitation and despair. She is ageing but it is difficult for her to accept the natural process of ageing. She comes and stands in front of the mirror every morning; it is her face that replaces the darkness. She misses her youth and beauty. She is no longer charming as she was in her youth. She feels insecure and insignificant. She feels, she has become very ugly. The loss of her youth and beauty makes her behave like a fish out of water or a terrible fish trapped in the pond of time.
SIGNIFICANCE OF THE TITLE
The poem deals with the varied qualities of mirror – exactness, truthfulness and its relationship with the human beings (here the old woman) for years together. The whole poem revolves around the mirror. Hence, the title is quite apt and appropriate. The poem conveys strong message to humans- rather than living in the world of illusion, we need to change our thinking and attitude. We need to learn to face and accept the reality of life without indulging in too much of self-pity.

Question1: Read the extracts given below and answer the questions by choosing the correct option----

Now I am a lake. A woman bends over me, Searching my reaches for what she really is, Then she turns to those liars, the candles or the moon. I see her back, and reflect it faithfully. She rewards me with tears and an agitation of hands.

1) The mirror is a lake as ..............
   (a) both have reflective surfaces.
   (b) both are without preconceptions.
   (c) the mirror is truthful.
   (d) the lake is truthful.

2) Candles and moon are called liars because................
   (a) of their flickering light
   (b) their light adds to the beauty of people
   (c) their dim light hides the blemishes of one’s face
   (d) they reflect misleading images

3) Which figure of speech has been used in ‘Now I am a lake’?
   (a) simile
   (b) irony
   (c) metaphor
   (d) alliteration

Question2. Answer the following questions in about 30-40 words.

A) How the wall has become a part of the mirror’s heart? What separates them?
   Ans: Wall has become a part of the mirror’s heart because wall is always there and its reflection is on the mirror is also permanent. They are separated only either by the faces or the darkness.

B) How do you think the old woman rises day by day?
   Ans: The old woman once was a young and beautiful lady. As each day passes that woman grows older and older.

C) Why does the mirror appear to be lake in the second stanza? What aspect of the mirror do you think is being referred to here?
   Ans: In the second stanza mirror is compared to lake. It is highly suggestive. Lake cannot reflect exactly as a mirror. The lake also suggests the flow of time and age, hence the beauty being drowned in the lake.
Question I: Read the extract given below and answer the questions by choosing the correct option:

A) I am important to her. She comes and goes. Each morning it is her face that replaces the darkness. In me she has drowned a young girl, and in me an old woman rises towards her day after day like a Terrible fish

1) In the above lines ‘I’ refers to .............
   a) the mirror  
   b) the poet  
   c) the young lady  
   d) the old lady

2) What replaces darkness each morning?
   a) the lake  
   b) the front wall  
   c) the woman’s face  
   d) the moon

3) An old woman is compared to .............
   a) burning candle  
   b) terrible fish  
   c) mirror  
   d) truthful God

(B) I am silver and exact, I have no preconceptions. Whatever I see I swallow immediately just as it is unmisted by love or hatred. I am not cruel, only truthful

(a) “Silver and exact” in the extract mean
   (i) Made of unalloyed silver  
   (ii) Very expensive and decorative  
   (iii) Absolutely silver colored  
   (iv) Clear and accurate

(b) “I have no preconcepts” means mirror
   (i) has no state and outdated ideas  
   (ii) is very imperfect  
   (iii) has no preconceived ideas  
   (iv) reflects the image with a bias
(c) “Unmisted by love or dislike’ refers
(i) to mirror’s love and dislike for the old lady
(ii) to impartial reflection of the old lady
(iii) to love and dislike towards the lady
(iv) partial reflection of the old lady’s image

(C) The eye of a little God, four-cornered. Most of the time I meditate on the
opposite all.
   It is pink, with speckles; I have looked at it long I think it is a part of my heart.

(a) The literal meaning of the expression ‘four cornered’ as used in the poem is:
(i) in the eyes of God everybody is equal
(ii) mirror is unbiased
(iii) it is impartial
(iv) the mirror is rectangular and it has four corners

(b) The expression: ‘pink speckles’ refers to
(i) a lady with a healthy pink face and freckles
(ii) spots made on the mirror with pink paint
(iii) the mirror
(iv) the opposite wall that is pink

(c) The expression: ‘I meditate on the opposite wall’ mean
(i) the mirror keeps looking at the wall
(ii) the woman keeps viewing herself in the mirror
(iii) the mirror is in love with the wall
(iv) the image of the wall is reflected in the mirror

(D) Searching my reaches for what she really is, than she turns to those liars, the
   candles
   or the moon. I see her back, and reflect it faithfully.

(a) The lady is reaching for ___
(i) her lost ring
(ii) her lost youth and beauty
(iii) her lost friend
(iv) her strength and vitality

(b) What she really is ___
(i) She is very beautiful and charming
(ii) The truth that she is no more young and charming
(iii) She has become extremely old and ugly
(iv) She cannot hold her youth anymore.

(c) The speaker is different from those liars
(i) It does not show false images
(ii) It does not tell lies
(iii) It is faithful
(iv) It does not mislead the woman
(E) I have looked at it so long I think it is a part of my heart but it flickers faces and darkness separate as over and over.

(i) ‘I’ and ‘it’ ‘in the above extract are___
(a) the young girls .......... the lake
(b) the mirror ........ the wall
(c) the woman .......... the mirror
(d) the wall ..... the light

(ii) The expression: ‘a part of my heart’ means
(a) It lives in her heart
(b) It is a part of her existence
(c) It is very dear to her
(d) It is a part of her body.

(iii) The expression: ‘But it flickers’ means
(a) The light flickers because of the wind
(b) The image in the mirror flickers because of the light
(c) The candle flame flickers because of the lives
(d) The girl’s image flickers in the lake water

(II) Short Answer Questions in about 30-40 Words (2 marks each)
Based on your reading of the poem, answer the following questions briefly. Each question carries 2 marks.

(a) What is the significance of the expression ‘unmisted’ in the first stage of the poem?
(b) How does the ‘mirror’ swallow? What is the poetic device used here?
(c) The expression – ‘I have no pre-concepts’ has a deeper meaning in context to human beings. Explain.
(d) What is the other name the mirror calls itself by? Why do you’ think this comparison has been made?
(e) What are the different qualities of mirror highlighted by the poet?
(f) How is the mirror typically different from most of the human beings?
(g) Explain- The mirror like a four cornered god and a lake.
(h) Why do you think the poet refers to the fish in the last line?
(i) It is not the mirror but the woman herself who is responsible for the pain that she experiences, comment.
(j) What is personification? Quote some examples of personification from the poem – ‘Mirror’.
(k) What two distinctive features of mirror are pointed out by Sylvia Plath in the poem Mirror?
(l) Give two examples of personification used in the poem
(m) “In me she has drowned a young girl.” Explain.
n) Why has the mirror been described as ‘unmisted’? What is the image it is trying to convey about the nature of the mirror?
o) How does the mirror perform its functions dispassionately?
p) What is the woman searching for in the depth of the lake?

III) Long Answer Question in about 100-150 words:
Q1. Give the characteristics of the mirror as conceived by Sylvia Plath in her poem “Mirror”.
Q2. Why does the poetess refer to the woman as a “terrible fish” in the poem ‘Mirror’?
Q3. What kind of relationship does the woman share with the mirror?
Q4. The woman in the poem searches for something in the depth of the mirror. What is it?
Q5. Why has been the mirror called ‘a four-cornered God’ – What are its qualities?

NOT MARBLE, NOR THE GILDED MONUMENTS(SONNET 55)

-William Shakespeare

Not marble, nor the gilded monuments / Of princes, shall outlive this powerful rhyme;
Statues and monuments will not last as long as this poem;
But you shall shine more bright in these contents / Than unswept stone, besmear’d with sluttish time.
And you will last longer, immortalized in this poem, than the stone statues and monuments, which will fade and become dusty over time.
When wasteful war shall statues overturn, / And broils root out the work of masonry, War and other disturbances will destroy statues and monuments,
Nor Mars his sword, nor war's quick fire shall burn / The living record of your memory.
But poetry, which memorializes you, cannot be destroyed by these means.
Gainst death, and all oblivious enmity / Shall you pace forth; your praise shall still find room
You shall outlast death and all other forces that seek to destroy things
Even in the eyes of all posterity / That wear this world out to the ending doom. Even for future generations.
So, till the judgment that yourself arise, / You live in this, and dwell in lovers' eyes. So you will live through this poem until judgment day.

SUMMARY

In this sonnet, the speaker of the poem claims that his powerful rhyme will outlast marble and gilded monuments, keeping the youth’s memory alive until the Judgement Day. As in many of Shakespeare’s sonnets, the passage of time is a major theme. Here Time is portrayed predominantly as a negative force connected with death and decay. Line 3, for example, personifies time as a sluttish character, who besmears human attempts to achieve immortality by building stone monuments. The
poem reflects a common view during the Elizabethan age that the entire world was in a process of gradual decay and decline as humanity moved through time toward the Last Judgement, the Judeo-Christian idea of apocalypse and an end of time. This poem is predominantly concerned with the human desire to be remembered and immortalized in an attempt to overcome death. The poem suggests a strong awareness of the inevitability of death; images of the aging effects of time and the destructive results of wasteful war are emphasized. Worse than death, the sonnet suggests, is the force that conspire to ensure that an individual is forgotten, such as war’s quick fire and the all oblivious enmity of other people. The anxiety running throughout the poem is not merely due to a fear of death, but the idea that all traces of the self might be completely erased from the earth. The poem rejects traditional human attempts at preserving the memory of an individual through the building of monuments, statues, or buildings as doomed to either decay through the effects of time or to ruin through the violence of war. The sonnet itself (this powerful rhyme), however, is upheld as a vehicle of immortality that will not be destroyed. You live in this, declares the poet in the last line of the sonnet, suggesting that the youth to which the poem is addressed can somehow be preserved through the poem, which is immune to physical destruction. The last line of the poem also connects love with eternity and immortality by asserting that despite death, the youth will always dwell in lover’s eyes. This phrase suggests that while the body and self are lost and forgotten, love is eternal; the youth will somehow live in the eyes of all lovers who might read the poem throughout time. While this sonnet takes a defiant stand against oblivion, the speaker’s attitude towards death can be seen as ultimately ambiguous. L. C. Knights in his 1934 essay on Shakespeare’s Sonnets commented: In all the sonnets [which promise some form of immortality], it is the contemplation of change, not the boasting and defiance, that produces the finest poetry; they draw their value entirely from the evocation of that which is said to be defied or triumphed over.

What is a SONNET?
The sonnet is a lyric poem of fourteen lines.
The term "sonnet" derives its meaning from the word sonet and the Italian word sonetto, both meaning “little song” and "little sound".

Solved Questions:

I) Multiple Choice Questions:

A.'Gainst death and all-oblivious enmity
Shall you pace forth; your praise shall still find room
Even in the eyes of all posterity
That wear this world out to the ending doom.

1. What does the poet suggest here?
   a) To become a hero in the eyes of the future generation
   b) To forget death
   c) To forget all enmity
   d) To wait till doomsday

2. Posterity will come to know about the poet’s friends---
   (a) By his recorded or written memory of life
   b). By the poet’s powerful rhyme
   c) By this sonnet only
   d) By the monuments gilded by him
3. “Pace forth” means------
   a) Walk ahead
   b) Come ahead
   c) Stride forwards
   d) To be in race

A. Answers
1 (c) 2 (a) 3 (c)

B. So, till the judgment that yourself arise, you live in this, and dwell in lovers’ eyes

1. The poet is addressing
   a) His father
   b) The person he loves
   c) Powerful rulers
   d) Everyone

2. One should wait till------
   a) One’s death
   b) One’s biography is written
   c) One creates an example for posterity
   d) The day of the last judgment

3. These lines convey the message----
   a) One must act in order to be loved by all
   b) One gets justice in the doomsday
   c) Everything comes to an end
   d) Poetry immortalizes friend

B. Answers
1. (b) 2. (d) 3. (d)

II) Answer in 30-40 words:
   a) How according to the poet, will his beloved outlive monument and time? 
   According to the poet, his beloved, is captured in this sonnet and therefore shall outlive the marble and gilded monuments built by the princes, because the monuments shall get spoiled by time.

   b) How does the poet immortalize his beloved?
   The poet immortalizes his beloved by stating that his beloved shall live forever in this sonnet and in the eyes of posterity. Also she will wear out this world till the judgment day and outlive it.

   c) What is the moral of the poem?
   The moral of the poem is that literary art is not affected by time, though marble and gilded monuments are. They are ravaged by time but it will have no effect on his beloved who is a living record in this sonnet. Time is shown as a great leveler and destroyer here.
UNSOLVED:

I Multiple Choice Questions:

Not marble, nor the gilded monuments
Of princes, shall outlive this powerful rhyme;
But you shall shine more bright in these contents
Than upswept stone, besmeared with sluttish time.

1. The rich and powerful got ornate monuments made in order to ----
a) show off their wealth
b) show their position
c) show their artistic talent
d) be remembered till posterity

2. The poet addresses his sonnet to
i) time b) war c) the person he loves d) powerful rulers

3. The rhyme scheme of this stanza is ----
i) aabb ii) abab iii) abba iv) abbb

II Answer the following in 30-40 words each:

1. What is the central idea of the poem?
2. How does the poet glorify the work of art such as poetry?
3. What are the things that last for centuries?
4. What does the poet think of time?
5. What efforts have been made to thwart the ravages of time and what has been the result?
6. Why do you think the rich and powerful people get monuments and statue erected in their memory?
7. Describe how the monuments and statues brave the ravages of time.
   Why does the poet refer to Time as being sluttish?
8. The poet says that neither forces of nature nor wars can destroy his poetry. In fact, even godly powers of Mars will not have a devastating effect on his rhyme. What quality of the poet is revealed through these lines?
9. What comparison does Shakespeare draw between poetry and monuments?
10. How have the effects of war been described in this sonnet?
11. How does Shakespeare hope his dear friend to enjoy immortality?
12. What according to Shakespeare is more enduring—his poetry or the ornate gilded monuments? How?
13. How according to Shakespeare, can poetry withstand the devastating effect of hostile forces of nature or deadly engines of war?

III) Long Answer Questions:

1. What is the theme of the poem?
2. Which of two is more powerful—poetry or wars? Why?
3. Explain briefly the reference of time in the poem ‘Not Marble, Nor the Gilded monuments’?
4. How does the poet call his beloved, in the second quatrains?
5. Briefly comment on the poetic devices used in the poem, Not marble, nor the gilded monuments’, by William Shakespeare.
In this ironical play, the author satirizes the degradation of moral values in the British middle class. It throws light on the increasing trend in the society of leaving elderly generation abandoned and neglected. The story also supports the idea that the elderly generation has the right to live merrily according to their own decisions.

In this play, the daughters Mrs. Amelia Slater and Mrs. Elizabeth Jordan want to get rid of their father, Mr. Abbel Merryweather, but both wish to get their father’s belongings. When their father comes to know the fact, he reveals his new will and master plan. According to new will, all of his belongings will be given to the daughter with whom he would be residing at the time of his death. Now both the daughters wish that he should live with them. Father realises that both of them want his belongings and not him. Thus, he decides to marry Mrs. John Shorrocks who loves and cares for him. So, the dear are united instead of departing.

Points to remember:
1. Mrs. Slater discovers that grandfather is dead.
2. Mrs. Slaters instructs Victoria to put her white frock with a black sash on.
3. The Slaters fetch the bureau and the clock from upstairs.
4. The Jordans arrive and learn the details of grandfather’s demise from the Slaters.
5. The family sits down to have tea.
6. They discuss the obituary announcement in the papers and the insurance premium payment.
7. Victoria is asked to fetch the bunch of keys to bureau to look for the insurance receipt.
8. Grandfather comes down and is surprised to find the Jordans.
9. Grandfather comes to know how his daughters were in a hurry to divide his things between them.
10. Grandfather announces his intention to change his will and to marry Mrs. John Shorrocks.

SOLVED QUESTIONS
Q-1 Answer the following questions in about 30-40 words.

a) How would you describe Mrs. Amelia Slater?
Ans: Mrs. Amelia Slater is a vigorous, plump, red faced, vulgar woman who can go to any extent in her own way. She is not ready to share her father’s bureau and the clock with her sister and so takes them in her possession before she arrives. She dominates her family members. Throughout the play, she is impolite and insensitive.

b) What did Victoria consider as ‘pinching’? What does this show about her personality?
Ans: The Slaters are moving away grandpa’s bureau stealthily before the arrival of the Jordans. They want to take it into their possession without revealing the truth to the Jordans. So Victoria considers it as ‘pinching’. It shows that she is a precocious girl and has the ability to distinguish between the good and the bad.
c) “That is professional etiquette”. Who says these words and what kind of professional etiquette is being referred to here?
Ans: Mrs. Slater says these words to Elizabeth. She was referring to the grandfather’s doctor, who was out when the grandfather was discovered ‘dead’. She further informs her that she did not go to any other doctor, because according to the professional etiquette, Dr. Pringle should attend to grandpa when he’s dead, as he was the one who attended him when he was alive.

UNSOLVED

B) “Are we pinching it before Aunt Elizabeth comes?”
What does ‘it’ refer to here?
1. How does Vicky conclude that her parents ‘are pinching it’?
2. Mention the two reasons that Mrs. Slater gives for her action.

III Short answer type questions:
1. How does Mrs. Slater plan to outshine the Jordans? What does it reveal about her character?
2. Why does Mrs. Slater decide to shift the bureau from grandfather’s room before the arrival of the Jordans? How does Henry react to the suggestion?
3) Ben appreciates grandfather saying ‘it’s a good thing he did.’ Later he calls him a ‘drunken old beggar’. Why does he change his opinion about grandfather?
4) What change does grandfather make in his new will? What effect does it have on his daughters?
5) What are the three things that grandfather plans to do on the next Monday?
6) What does the grandfather thank Mrs. Slater for? Why?
7) What according to Mrs. Jordan is ‘a fatal mistake’? What argument does she offer to support her view? How do others react to it?
8) Why does Mrs. Slater rebuke her daughter, Victoria?
9) Which qualities of her sister Elizabeth Jordan are hinted at by Mrs. Slater? Are these unique to her?
10) How does the bureau episode add to the merits of the play as a comedy?
11) Why do the Slaters & Jordans fail to agree on the form and exact words of the Obituary Notice for the newspapers?
12) What does the shifting of the bureau downstairs reveal about the difference between the attitude of the elders and that of Vicky?
13) What, do you think, is the initial error committed by the Slaters? How does it recoil on them?
14) How do the Slaters and Jordans react to the grandfather’s decision to get married? What trait of their character is revealed?
15) How does Mrs. Slater ready herself and Victoria for the arrival of her sister, Elizabeth and Ben, her husband?
16) What does Mrs. Slater ‘steal’ of her father’s things before Mrs. and Mr. Jordan arrive? How does Henry react to it?
17) What do the Slaters and Jordans discuss immediately after arrival for themourning at the Slaters? What does it show of their character?
18) What of their father do Mrs. Slater and Mrs. Jordan talk about after taking tea?
19) How do all react when they see father alive and not dead as they had thought? What does father say about himself?
20) How do both the sisters quarrel after father asks Mrs. Slater why had his bureau been shifted?
21) What does father promise to do after Mrs. Slater asks him not to be hard on her?
22) How do Mrs. Slater and Mrs. Jordan behave about keeping father with them?
23) How does Abel frustrate the designs of both of the sisters?
24) What according to Mrs. Jordan is a fatal mistake? What argument does she offer to support her view? How do others react to it?
25) How does the bureau episode add to the merits of the play as a comedy?
26) How do the Slaters and Jordans react to the grandfather’s decision to get married? What trait of their character is revealed?

IV) Long Answer type questions:
a) Write the character sketch of Mrs. Slater highlighting the following points: Her greed, her overpowering nature, straight talk, her impoliteness and lack of the sense of feelings.
b) In the play the two daughters do not seem to be concerned at their father’s death. Do you think it is proper? Why?
c) How are the two sisters exposed in the play, The Dear Departed?
d) Justify the title of the play, The Dear Departed.
e) Discuss the comic elements in the play.
f) What are ironical elements that make the play a comedy?
g) Compare and contrast Henry’s character with that of his wife. Support your answer with evidence form the play.
h) What is your impression about Abel as portrayed in the play?
i) How is the play a kind of bitter commentary on the hollowness of familial love and relations?
j) Compare and contrast the character of Mrs. Slater and Mrs. Jordan.
k) How does the spat between his daughters lead to grandfather discovering the truth?
l)”Grandfather is not entirely right in moving away from his daughters.” Discuss. Give reason in support of your answer.

Syllabus for TERM II (SA II)

FICTION

A SHADY PLOT
-Elsie Brown

This humorous ghost story revolves around the three characters namely John Hallock, his wife Lavinia and the Ghost Helena. Lavinia suspects that her husband maintains a secret relationship with a girl and she says this with surety as she has seen him talking with her alone. She decides to break her relationship with him. Luckily she comes to know from the ghost itself that it is helping him write a ghost story. Now they reconcile with each other.

Jenkins, a magazine publisher asks the writer to give some story on supernatural things. The writer accepts. The writer has no specialization in the ghost story writing. As he sits for writing about ghostly things issues like house hold matters crop up in his mind. Then he hears a voice and starts his conversation with a she-ghost as it were. The ghost says that she has come on his request through Ouija board to help him write a story. The ghost asks him to avoid calling through Ouija board. His wife calls him then and the ghost disappears and warns him about their strike.
His wife asks him why he is sitting in the dark. She brings an Ouija board to know about historical events to help him write a story. He does not like the idea and asks her to return the board aback and get something else in its replacement. His wife stares at him. He tries to write a story, but cannot do it. Then next Saturday he writes his story. When he comes back, his mind is churning and his house is brightly lighted. The room is filled with middle-aged women belonging to his wife’s book club. They are sitting with Ouija boards. He is scared that his wife may notice the ghost. When his wife asks him to join the Ouija board, he refuses. Somehow his wife comes to know from the Ouija board and the board operator namely Laura that John has betrayed his wife by having relationship with a girl called Helen. She decides to break the relationship, but luckily she comes to know from John that Helen is helping him to write a ghost story.

Solved:
I) Short Answer Question:
   a) Why did John wish he were dead?
   Ans. The ladies gathered at his house had troubled him. The chaos created due to the ladies’ conversation and the Ouija board disturbed him a lot. Moreover his wife doubted that he had an affair with Helen and threatened him that she would divorce him.

II) Long Question Answer:
   Describe A Shady Plot as a ghost story, describing the supernatural and the atmosphere around which it revolves.
   Ans. Helen, an owl-eyed and unattractive ghost plays a vital role in the story. She appears in parts, first her arm, then a leg, a sleeve and at last, a complete woman stood there. It does not create fear, on the other hand, the ghost appears to be a real human being, and helps the couple to reunite at the end, instead of creating trouble in their lives, as ghosts are supposed to do. Ouija boards are mentioned which are intended to communicate with the spirits of the dead. Ouija boards help to get answers to their questions. This story is different from other ghost stories as it does not send a chill down the spine. Here the ghost does not threaten, but creates inspiration and the best plot for writing a ghost story.

Questions

A) Answer the following in 60 words:
1. Why does the ghost appear before the writer?
2. How does the writer react when ghost appear before him?
3. Why does the ghost want the writer to stop his guests from using Ouija Board?
4. Why do Helen and other ghosts organize the writer’s inspiration bureau?
5. What happened when Hallock sat down his desk and waited for getting ideas for his ghost story?
6. How did the narrator react to the appearance of the ghost?
7. How was this ghost different form the ghosts the narrator used to write about in his stories?
8. What did the ghost tell about herself which didn’t sound that she was a ghost?
9. What did the ghost tell the narrator of her present assignment and what for did she request him?
10. What made Lavinia buy Ouija board? How did the narrator react to her doing so? What for did Lavinia buy the Ouija board for the narrator? How could he get help form it?
11. “My wife is never so pretty as when she is doing something she knows I disapprove of. What did she do which he unapproved of?
12. What happened when Laura Hinkle worked on the Ouija board?
13. How did the Ouija board make things easier to understand after Miss Hinkle asked it to explain itself more fully?
14. When did Helen, the ghost appear before the narrator?
15. “It is all your fault. She glared at me.”
   What was the narrator’s fault as per the ghost? What for did the narrator blame the ghost?
14. Describe how Lavinia faced Helen, the ghost?
15. Explain the appropriateness of the title “A Shady Plot”
16. How does the narrator rate himself as a ghost story writer?
17. Why does the ghost appear before the writer?
18. How does the writer react when ghost appears before him?
19. Why does the ghost want the writer to stop his guests from using Ouija Board?
20. Why do Helen and other ghosts organize the writer’s inspiration bureau?

**Long answer type**
1. Describe the character of John Hallock.
2. A Shady Plot is a humorous ghost story. Do you agree with this? Justify your view.
3. Justify the title of the lesson “A Shady Plot”
4. There are no scenes of horror or thrill but still the story is interesting. What are the elements that make the story interesting?
5. Describe the first meeting between the narrator and the ghost of Helen. How does she materialize and how does the narrator react to it?
6. Describe the meeting of the members of the Lavinia’s Book Club at her house with Ouija boards.
7. Describe the second meeting of the ghost of Helen with the narrator when Lavinia happens to be there.
8. Imagine the ghost of Helen writes a diary page about how it appears to help the narrator and what happens. Write the diary page on its behalf.
9. Imagine the narrator writes a letter describing how he gets the idea of a ghost story. Write that letter on his behalf.

**PATOL BABU, FILM STAR**

-Satyajit Ray

Personal Satisfaction vs. Financial Rewards is the theme in the chapter, Patol Babu, Film Star.

**Summary:** Personal satisfaction is more important than financial rewards, as depicted in Satyajit Ray's short story, Patol Babu, Film Star. The main character Patol Babu realized that personal satisfaction could not be measured and weighed by money, and so he acted in the film out of passion. He felt towards the job more than the money he would make from the job. In Patol Babu, Film Star, Satyajit Ray has highlighted the idea that personal satisfaction is more important than financial rewards. According to him, one does a job because he is interested in it rather than getting reward from it. In the story Patol Babu was given only a minor role in the film, as a pedestrian who was only needed to collide into the main actor Chancal Kumar and uttered a monosyllable sound "oh." Nevertheless, his passion for the job drove him to work hard to give the best performance by rehearsing himself. Eventually, he had done a...
terrific job and received praise from Chancal Kumar-"You timed it so well that I nearly passed out", and Barren Mullick praised him saying, "Jolly good! Why, you're quite an actor!" He felt very pleased with his performance and "a total satisfaction swept over him." He thought that it did not matter whether he received any payment or not. "What were twenty rupees when measured against the intense satisfaction of a small job done with perfection and dedication?" Thus, he did not wait to collect his payment.

Patol Babu realized that personal satisfaction could not be measured and weighed by money. To him, personal satisfaction is more crucial than material rewards. Ever since the beginning, Patol Babu did not act in the film because of the money merely. In contrast, it was because of his passion towards the job that drove him to act in the film. "I'll be paid, of course, but that's not the main thing." He also knew that nobody would appreciate his performance as he is only a minor actor in the film. Even though Baren Mullick praised him, he would soon forget about it. "But all his labour and imagination he had put into this one shot--were these people able to appreciate that?" However, Patol Babu thought that his own satisfaction was more salient. He had proven his ability and talent in acting and these worked as a sort of motivation to him.

In the nutshell, personal satisfaction was more important than financial rewards and this idea work as one of the main issues in the story.

Solved questions:

1. What did Nishikandto Ghosh tell Patol Babu one morning? Why?
   One morning Nishikandto Ghosh, patol babu’s neighbour told him that his youngest brother in law was looking for an actor for film scene. The person was to be around fifty, short, and bald headed. Since patol babu had acted earlier and was in need of work’ he recommended him.

2. Describe the past of Patol Babu as an actor.
   Patol babu had a real passion at one time. He was always in demand in Jatras, in amateur theatricals, in plays put up by the club in his neighbourhood. There was a time when people bought tickets especially to see him.

3. What did Patol Babu do for a living after having been retrenched?
   Patol Babu opened a variety store. But he had to wind it up after five years. Then he had a job in Bengali firm but had to give it up due to high handedness of the boss. Then he remained an insurance salesman for ten years. Of late he has been with a firm dealing with scrap iron.

4. How did Patol Babu disclose his pleasure for the film role before his wife?
   Patol babu disclosed his pleasure for the film role before his wife in talking about his past. He told her that his first role on the stage had been of a dead soldier. It was appreciated by all. The chairman of the municipality then gave him a silver medal. God willing he would rise to fame again after this role.

5) Answer the following questions in a sentence or two each:
   1. How did Sosanko convince Patol Babu about the dialogue given to him?
   2. Describe the scene Patol has to play in the film.
   3. Which incidents prove that Patol was a man of imagination?
   4. How did Patol react to the lines given to him?
   5. Why did he leave the shooting spot without taking the money?
   6. How does he rate the people in the filmdom?
   7. What did Nishikandto Ghosh tell Patol Babu one morning? Why?
8. Describe the past of Patol Babu as an actor.
9. What did Patol Babu do for a living after having been retrenched?
10. How did Patol Babu disclose his pleasure for the film role before his wife?
11. What did Patol Babu think of Chanchal Kumar after his shoot?
12. What did Jyoti tell Patol Babu about his role before it was to be shot?
13. What did Patol Babu do with the paper on which his dialogue was written?
14. What did he hear standing near the paan shop and how he reacted to it?
15. What had Patol Babu’s mentor Gogon Pakrashi told him about the actor as an artist?
16. How was Patol Babu emboldened by his mentor Gogon Pakrashi’s advice?
17. What did Patol Babu think of Chanchal Kumar after his shoot?
18. What did Patol Babu feel after the shoot? Why did he go without taking any money?

II) Long answer type questions:
1. Why did Nishikanto Gosh call on Patol Babu one morning? How did Patol Babu react after hearing him? What kind of a stage actor had Patol Babu been earlier?
2. What happened when Patol Babu went to Faraday House for shooting after he had met Naresh Dutt? How did he feel after having been given his one-worded dialogue?
3. How did Patol Babu give an emotional touch to his dialogue of Oh?!
4. Imagine Patol Babu writes a diary page about important events. He writes a diary page describing this event. Write a diary page on his behalf about this event in 150 words.

VIRTUALLY TRUE

-PAUL STEWART

We generally hear about different views regarding virtual computer games. In this story we find personalities teleporting themselves to other bodies. Sebastian Shultz meets with a severe motorway accident. His body is badly injured. He becomes unconscious on the spot. He is admitted to general hospital. Doctors declare his state as critical yet stable. The doctors too are not hopeful. He awakes with the memory of a dangerous dream as he is caught in a dragons trap. It imprisons him but he requests a boy called Michael who visits there to rescue him. He tries but fails for the first time. Then Shultz suggests to him jail break plan but he cannot be rescued this time. Then he requests him third and last time to enter the war zone. There are jeeps, tanks, guns, helicopters etc. They escape from the jail and run across a no man’s island. He sees a jeep. They ride in it towards the helicopter. He breaks the car, but it starts spinning like a top. Michael jumps into the helicopter, but he cannot. A chasing tank hits their jeep, which throws him up in the air near the helicopter. Then Michael pulls him in the helicopter. Later on, he comes to know that actually he is teleported in a game of Michael and now how he reaches there, is also equally interesting. Shultz’s memory is stored in his laptop at the time of the accident. His games are stolen at the time of accident. The games are sold in a computer fair. And Michael has bought the game. Thus he enters Michael’s game. When Michael enters the virtual world, Schulz requests him to save him. Michael is a gentle boy so he saves Schultz. Schultz thanked him because due to his help, he has awoken from coma.
Points to remember:
1. Sebastian Shultz was badly injured in a motorway accident and went into a coma.
2. Sebastian’s memory was saved in the computer, when he banged his head on it during the accident.
3. The games were stolen from Shultz’s house.
4. Michael bought the latest psycho–driven games from the computer fair.
5. Sebastian Shultz was the second sheriff in the dragon’s quest. When Michael played the game he entered Sebastian’s memory.
6. Sebastian failed to save the boy who fell through the air.
7. Sebastian requested Michael to try jail-break.
8. Sebastian thought the helicopter was the right idea and they should go into the war-zone.
9. Michael pulled Sebastian into the helicopter and the screen flashed the score of 40,000,000.
10. Sebastian thanked Michael for saving his life and asked him to keep the games.

Short answer type questions:
1. What had happened to Sebastian Shultz? How was he at present?
2. How did the narrator come to know about Sebastian Shultz’s condition?
3. When did the first video game Wild West become complicated? Who was the second sheriff? How does the narrator describe him?
4. When did the first video game come to an end and with what?
5. What was the second video game Dragon quest about?
6. What did Sebastian Shultz suggest to Michael, the narrator to save him? What happened when the narrator swiped a skeleton’s e-card?
7. What plan did Sebastian Shultz have for escaping from prison cell? How did it fail?
8. The narrator tried the three video games to rescue Sebastian Shultz, but could not. What did he do and why?
9. How did the narrator rescue Sebastian Shultz after entering the Warzone?
10. How did the narrator happen to crack the video game?

II Long answer type questions:
1. How did the narrator come to know about Sebastian Shultz? What had happened to him? How did the narrator happen to initiate rescuing him?
2. Describe what Michael finds in the video game “Wildwest” when he plays it? Whowas the second sheriff?
3. What did Michael do after he got a message “I’m struck. Please help to retrieve me. Try Dragonquest”? Describe how Sebastian Shultz could not be rescued.
4. How did the narrator finally rescue Sebastian Shultz starting from the second Video Game, “Dragonquest”?

Short answer type questions
1. What had happened to Sebastian Shultz? How was he at present?
   Ans. Sebastian had been badly injured in a motorway accident. His condition was critical but stable. Despite doctor’s hope he didn’t regain consciousness. He was in a coma.
2. How did the narrator come to know about Sebastian Shultz’s condition?
   Ans. The narrator came to know about Sebastian from a newspaper article. He happened to see that a big woman was reading it. It was titled Miracle Recovery and
had the name of Sebastian Shultz in it. It was about the accident and consequential coma.
3. When did the first video game come to an end and with what? 
Ans. The narrator and the second sheriff went ahead on horseback being chased by the horsemen. At that moment the sound of a gunshot echoed round the air. The second sheriff groaned and slumped back against him. At this the game was over.

Long answer type questions
1. How did the narrator come to know about Sebastian Shultz?
The narrator came to know about Sebastian from a newspaper article. He happened to see that a big woman was reading it. It was titled Miracle Recovery and had the name of Sebastian Shultz in it. Six weeks back Sebastian had been badly injured in a motorway accident. His condition was critical but stable. Despite doctor’s hope he didn’t regain consciousness. He was in a coma.

The narrator had known him recently and recollected the events connected with him. He and his father had bought some video games at the computer fair on reaching home the narrator launched himself into the first of the games called Wild west while playing it he happened to meet Sebastian Shultz in the form of second sheriff. He continued playing the game. Both he and Sebastian were escaping but the gunshot hit Sebastian and he slumped against him. The screen showed the game over with the narrator winning 21095 scores. But he got a message with a request from Sebastian to retrieve him by trying Dragon Quest.

POETRY

OZYMANDIAS

-P B Shelley

The speaker describes a meeting with someone who has travelled to a place where ancient civilizations once existed. We know from the title that he’s talking about Egypt. The traveller told the speaker a story about an old, fragmented statue in the middle of the desert. The statue is broken apart, but you can still make out the face of a person. The face looks stern and powerful, like a ruler. The sculptor did a good job at expressing the ruler’s personality. The ruler was a wicked guy, but he took care of his people.

On the pedestal near the face, the traveller reads an inscription in which the ruler Ozymandias tells anyone who might happen to pass by, basically, “Look around and see how awesome I am!” But there is no other evidence of his awesomeness in the vicinity of his giant, broken statue. There is just a lot of sand, as far as the eye can see. The traveller ends his story.

The first-person poetic persona states that he met a traveller who had been to “an antique land.” The traveller told him that he had seen a vast, but ruined statue, where only the legs remained standing. The face was sunk in the sand, frowning and sneering. The sculptor interpreted his subject well. There also was a pedestal at the statue, where the traveller read that the statue was of “Ozymandias, King of Kings.” Although the pedestal told “mighty” onlookers that they should look out at the King’s works and the despair at his greatness, the whole area was just covered with flat sand. All that is left is the wrecked statue.
Analysis:
Here we have a speaker learning from a traveller about a giant, ruined statue that lay broken and eroded in the desert. The title of the poem informs the reader that the subject is the 13th-century B.C. Egyptian King Ramses II, whom the Greeks called “Ozymandias.” The traveller describes the great work of the sculptor, who was able to capture the king’s “passions” and give meaningful expression to the stone, an otherwise “lifeless thing.” The “mocking hand” in line 8 is that of the sculptor, who had the artistic ability to “mock” (that is, both imitate and deride) the passions of the king. The “heart” is first of all the king’s, which “fed” the sculptor’s passions, and in turn the sculptor’s, sympathetically recapturing the king’s passions in the stone. The final five lines mock the inscription hammered into the pedestal of the statue. The original inscription read “I am Ozymandias, King of Kings; if anyone wishes to know what I am and where I lie, let him surpass me in some of my exploits.” The idea was that he was too powerful for even the common king to relate to him; even a mighty king should despair at matching his power. That principle may well remain valid, but it is undercut by the plain fact that even an empire is a human creation that will one day pass away. The statue and surrounding desert constitute a metaphor for invented power in the face of natural power. By Shelley’s time, nothing remains but a shattered bust, eroded “visage,” and “trunkless legs” surrounded with “nothing” but “level sands” that “stretch far away.” Shelley thus points out human mortality and the fate of artificial things.
The lesson is important in Europe: France’s hegemony has ended, and England’s will end sooner or later. Everything about the king’s “exploits” is now gone, and all that remains of the dominating civilization are shattered “stones” alone in the desert. Note the use of alliteration to emphasize the point: “boundless and bare”; “lone and level.”
It is important to keep in mind the point of view of “Ozymandias.” The perspective on the statue is coming from an unknown traveller who is telling the speaker about the scene. This helps to create a sense of mystery of history and legend: we are getting the story from a poet who heard it from a traveller who might or might not have actually seen the statue. The statue itself is an expression of the sculptor, who might or might not have truly captured the passions of the king. Our best access to the king himself is not the statue, not anything physical, but the king’s own words.
Poetry might last forever unlike other human creations. Yet, communicating words present a different set of problems. Finally, we cannot miss the general comment on human vanity in the poem. It is not just the “mighty” who desire to withstand time; it is common for people to seek immortality and to resist death and decay. Furthermore, the sculptor himself gets attention and praise that used to be deserved by the king, for all that Ozymandias achieved has now “decayed” into almost nothing, while the sculpture has lasted long enough to make it into poetry. In a way, the artist has become more powerful than the king. The only things that “survive” are the artist’s records of the king’s passion, carved into the stone.
Perhaps Shelley chose the medium of poetry in order to create something more powerful and lasting than what politics could achieve, all the while understanding that words too will eventually pass away. Unlike many of his poems, “Ozymandias” does not end on a note of hope. There is no extra stanza or concluding couplet to honor the fleeting joys of knowledge or to hope in human progress. Instead, the traveller has nothing more to say, and the persona draws no conclusions of his own.
Solved:

Answer the following questions by picking the correct options:

a) Ozymandias got his huge statue erected
   i) to be seen by the posterity for being mighty and powerful.
   ii) he had great love for art.
   iii) people will remember him for his nobility.
   iv) he wanted to convey the message that life is momentary.

b) The poem highlights the nature of Ozymandias. That he was
   i) cruel
   ii) humble
   iii) arrogant
   iv) aggressive

c) The sculptor who built the statue of Ozymandias could better understand his
   i) feelings
   ii) words
   iii) expression
   iv) ambition

The backdrop of the poem is

i) palace ii) mountain iii) desert iv) wilderness

Answers: a) i
        b) iv
        c) i
        d) iii

II) Short Answer Questions:
What was written on the pedestal of the statue? What does it indicate?
Ans. On the pedestal, it was written ‘My name is Ozymandias, king of kings’. The inscription is a brief description of the man whose statue it was. The man was drunk with power and strength. He was also boastful of his achievements and even challenged the mighty and powerful people of the world to look upon his achievements. They would be lost in despair to see his achievements in comparison to theirs.

What message does the poet want to convey?
Ans. The poet conveys a definite message through this poem to humanity that one day or the other, one’s power and glory is ravaged by time. Even the mighty and the powerful cannot escape. Time does not make any discrimination between a king and beggar.
Unsolved:
Read the extract and answer the questions that follow:

*And wrinkled lip, and sneer of cold command,*  
*Tell that its sculptor well those passions read*  
*Which yet survive, stamped on these lifeless things,*  
*The hand that mocked them and the heart that fed;*

a) **Wrinkled lip and sneer of cold command depict:**
i) That Ozymandias was a haughty person
ii) that he was Lord of himself
iii) that the sculptor had well read the feelings on the face of the man whose statue he was to make.
iv) The sculptor was quite professional.
b) **Those passions are still noticeable**
i) carved on the lifeless stone
ii) lying on the sand
iii) stamped on the face of the statue of the stone
iv) on the broken pieces of the statue.
c) **Whose hands mocked them?**
i) The hands of Ozymandias
ii) The hands of the sculptor
iii) The hands lying broken
iv) The hands of the trunkless legs

II) **Answer the following in about 40 words:**
a) Describe the statue as seen by the traveller.
b) What was the contrasting element near the statue and what does it convey to humanity?
c) Whose greatness is glorified? Was it the appearance of the king on the statue or the sculptor who made the statue or the force of nature? Justify your answer.
d) What did the traveller tell the narrator about what he saw in the ancient land?
e) What kind of expression did the human face have? What did it tell of the sculptor and the human being after whom he had carved that statue?
f) What else remained there beside the broken statue? What does it signify?
g) What is the message given indirectly in the poem?

III) **Long answer type questions:**
a) The futility of human beings is exposed in this poem. Discuss
b) What is the central idea of the poem?
c) The poem portrays the short living political power as against the force of time and nature. Discuss
d) What does the traveller tell the narrator of what he saw in a desert?
THE RIME OF THE ANCIENT MARINER  
- S.T.COLERIDGE

The poem is an extract taken from Coleridge’s famous poem. Here, he brings out the torment and strong feeling of guilt faced by an ancient mariner (an old sailor) who, in a moment of cruelty, killed an innocent albatross. In order to overcome his pain and guilt, he often stopped strangers and told them the story of the troubles faced by the crew as a result of his cruelty.

PART 1  
LINES 1-20  
An old grey bearded Mariner with hypotonic, bright eyes stopped a wedding guest, who along with his two companions, was going to attend a wedding. The wedding guest said that he was a close relative of the bridegroom and that he had to go as the feast was ready. The ancient mariner held the young man by his arm, but he (the young man) objected to it angrily calling him an old mad man. The old sailor held him by the power of his hypnotising eyes and the wedding guest had no choice, but to listen to him like a small child.

LINES 21-40  
The ancient mariner narrated his story that when he was a sailor, their ship sailed southwards on a bright sunny day. It reached the equator where the sun was directly overhead at noon. At this point, the wedding guest heard the loud music of the bassoon and was frustrated. He visualized that the bride must have entered the hall as beautiful as a rose and merry singing will be around to welcome the bride. The wedding guest stood helpless and annoyed as he had to listen to the mariner’s story.

LINES 41-60  
The ancient mariner continued his story stating that a dreadful storm struck his ship, pushed it at high speed towards the south direction. The storm was like a hunter chasing its prey (the ship) following it closely. The ship was moving fast making lot of noises as if it was followed by an enemy. The ship reached a place where there was lot of mist and snow. It was extremely cold as both mist and snow surrounded the ship. The ice was flowing as high as the ship looking like as green as emerald. The snow cliffs created a very sad looking shine, as there was no life around. The ice cracked, growled, howled and roared as it moved heavily, holding the ship at one place.

LINES 61-81  
The crew of the ship was disturbed with the cold weather, but it was a great relief for them when they were eventually greeted by the arrival of an albatross which came through the fog. It was welcomed by the sailors. As it flew around the ship for food and play, the ice cracked and split. A good south wind propelled the ship out of the icy region into the sea. The albatross followed the ship everyday but at one point the ancient mariner in a fit of anger shot dead the innocent bird with his crossbow. He confessed this to the wedding guest.
PART 2
LINES 80-105
The south wind continued to propel the ship northwards. The sailor soon realised that he had done a hellish thing by killing the bird that had brought the change in the breeze. But when the glorious sun rose after days of mist and snow, they all agreed that he had done a right thing to kill the bird that had earlier brought the fog and the mist. The ship sailed on until the winds brought it to a silent sea. Suddenly the winds died down and they were once again stranded in the middle of the sea.

LINES 106-121
When the breeze stopped to blow, the sails dropped and the ship was becalmed. It was so quiet that the sailors spoke only to break the silence. All day long the red sun shone in the hot sky. Day after day for many days there was no breeze and the ship remained still motionless like a painting. The crew had no water to drink in spite of the vast sea around them. Even the boards of the ship began to shrink.

LINES 120-140
The condition of the crew was pathetic as the sea looked terrible. Soon the bright and slimy creatures crawled out of it and walked on the surface. At night, the water looked like oil and it changed its colours. The sailors had no peace even in their ship and were constantly haunted by the presence of the dead Albatross’s spirit. Day after day, they had no water to drink, their tongues dried up and they were unable to even speak. The sailors held the mariner responsible for their woes and as a constant reminder of killing an innocent bird, the sailors hung the dead albatross around his neck.

SOLVED:
MULTIPLE CHOICE QUESTIONS:
Read the following extract and choose the correct option:

A)  In mist or cloud, on mast or shroud
   It perched for vespers nine;
   Whiles all the night, through fog-smoke white
   Glimmered the white Moon-shine

(a) ‘It’ in the above stanza is __________ .
   (i) the ship
   (ii) the albatross
   (iii) the cloud
   (iv) the mist

(b) Vespers nine refers to __________ .
   (i) a fixedtime everyday
   (ii) nine hours of a day
   (iii) nine days
   (iv) nine weeks
(c) It was a boon for the sailors because _________.

(i) It had brought them a lot of money

(ii) It had helped the sailors to reach the shore

(iii) It had brought luck and the sailors could move out of the land of mist and snow.

(iv) None of the above

(A) Answers

(a) the albatross

(b) a fixed time every day / ninedays

(c) it had brought luck and the sailors could move out of the land of mist and snow

II) Short Answer Questions:

a) ‘God save thee, ancient Mariner from the fiends that plague thee thus! Why look’st thou so?’ What does this mean? Answer: The wedding guest wanted to know why the Mariner was looking so much tormented.

b) How does the Mariner express the fact that the ship was completely surrounded by icebergs? Answer: Huge blocks of ice were floating here and there. The scene presents an awesome spectacle. There was no sight of human or animal nearby. There was no passage visible through which the ship could be steered.

UNSOLVED:
I) Read the following extract and choose the correct option:

(A) The ship was cheered, the harbour cleared, Merrily did we drop.
Below the Kirk, below the hill,
Below the lighthouse top.

Questions:-

1) The ship was cheered by

a) the people on the shore

b) the captain of the ship

c) the ancient Mariner

d) the young sailors

2) Explain: MERRILY DID WE DROP.

a) The sailors slowed down their ship

b) The sailors anchored their ship

c) The sailors happily sailed away

d) The sailors stopped making merry and began steering the ship away
3) The poetic device used in line 3 and 4
a) Alliteration
b) Repetition
c) Metaphor
d) Simile

(B) He holds him with his skinny hand,
‘There was a ship’ quoth he,
‘Hold off! Unhand me, grey-bearded loon!
Festoons’ his hand dropt he.

Questions:-

1) He holds him with his skinny hand
a) to test the power of his hand
b) to enjoy his company
c) to narrate to him his story
d) to play a prank on him

2) the second speaker reacted to the first speakers action very
a) angrily
b) respectfully
c) mildly
d) indifferently

3) The old mariner was speaking to
a) The bridegroom
b) The bride
c) The wedding guest
d) An old man

(C) And I had done a hellish thing,
And it would work’em woe:
For all averred, I had killed the bird
That made the breeze to blow.
Ah wretch! Said they, the bird to slay,
That made the breeze to blow!
Questions:-

1) The ‘hellish thing’ that the speaker had done was:
a) He had killed his friend
b) He had killed the albatross
c) He had cheated his fellowmen
d) He had drowned a sailor in the sea

2) Here the speaker is:
a) The wedding guest
b) The albatross
c) The captain of the ship
d) The Ancient Mariner

3) He made the breeze to blow:
a) The Ancient Mariner
b) The Albatross
c) The poet
d) The wedding guest.

(D)All in a hot and copper sky,
    The bloody Sun, at noon.
Right up above the mast did stand,
No bigger than the Moon.

Questions:-

1) How did the sky look:
a) Blue as sea
b) Dark as clouds
c) Bright as sun
d) Copper coloured

2) The sun was:
a) Behind the dark clouds
b) Behind the fog and mist
c) right below the mast of the ship
d) right above the mast of the ship
3) The poetic device used in this line is:
   a) Hyperbolic and simile
   b) Simile and metaphor
   c) Alliteration and personification
   d) Assonance and alliteration

II) Short Answer Questions in about 30-40 words:
1) How did the Ancient Mariner stop one of the wedding guests? What was his reaction?
2) What happened when the Ancient Mariner’s ship reached the equator?
3) Why did the sailors hang the dead albatross round the neck of the mariner?
4) Briefly describe how the ship was caught in the storm?
5) How was the arrival of the albatross a good omen?
6) How does the ancient mariner describe the land of mist and snow?
7) What painful experience did the mariner undergo in “the silent sea”?
8) What impression do you form of the ancient mariner from the poem?
9) What consequences did the mariner have to face as a result of killing the albatross?

III) Long Answer Questions in about 100-150 words:
1) ‘Water, water, everywhere.... Nor any drop to drink’. When does the ancient mariner make this comment?
2) Describe the ship’s journey from harbour to the southern sea full of mist and snow.
3) The ancient mariner’s shipmates are a bunch of fickle minded sailors. Comment.
4) ‘Punishment does catch up with the sinner although it may be delayed sometimes’. Comment on this statement with the reference to the poem.
5) Write a short note on the element of supernaturalism in the poem.

Snake

-D. H. Lawrence

Summary: Inspired by an event in the natural world, D. H. Lawrence’s poem "Snake" is about an encounter between a person and a snake; the person has to choose between listening to his own voice and admiring the snake, and listening to the voice of his education and forcing the snake to leave. Many figures of speech strengthen the power and meaning of the poem, including alliteration, simile, personification, and emphasis.

This poem, entitled "Snake" was composed by D.H. Lawrence in 1923. It is mainly about an encounter between the speaker and the snake on a very hot morning of July in Sicily, Italy. The feelings of the speaker play a very large role in the process voicing his feelings as well as his education.
Lawrence places the speaker in the middle of two choices, to choose between the voice of his education and his own. At the start of the poem, the speaker admires the snake and ignores the voice of his education. But, it is not until the snake retreats back into the fissure that the speaker chooses to listen to the voice of his education and decides to pick up a log and throw it at the snake as a protest. Lawrence introduces the poem by getting straight to the point, also using a repetition to show that it is a really hot day. Lawrence wrote the poem, possibly because it was a true story, but most likely because he was trying to display man’s feelings about snakes and question it. He believes that the snake is a gentle creature, simply thirsty and grateful to be near water. To him it is a compliment. But to most, it is a natural instinct to kill the beautiful creature. The poem indicates that even though his knowledge was telling him to end the snake right then and there. But he considered it a king, which shows that the snake had as much right to drink from the water trough as any man or beast did. Even though it was venomous, it was doing no harm.

A great technique used, as I mentioned earlier, is repetition. D. H. Lawrence uses repetition at the beginning, describing how hot the day is. Lawrence obviously wants us to know that the reason he and the snake have come to the trough is because it is a very hot day. Another technique he uses is simile. He uses it when describing the snake lifting his head like drinking cattle do. He uses the drinking cattle reference twice, showing that the snake’s actions deeply resemble those of cattle. He also uses a simile when saying that the snake looked around like a god. Another good technique Lawrence uses is when he is describing his act after he threw the log. By using the three synonyms paltry, vulgar and mean, he shows that trying to harm the creature was definitely a horrible thing to do.

SOLVED:

Multiple Choice Questions:

Read the extract and answer the questions that follow:

*But suddenly that part of him that was left behind*
Convulsed in undignified haste
Writhe like lightning, and was gone
Into the black hole, the earth-lipped fissure in the wall-front,
At which, in the intense still noon, I stared with fascination.
And immediately, I regretted it.

**a) Which part of the snake convulsed in undignified haste?**

i) which had entered the black hole
ii) which had left behind at the water trough
iii) that was left behind outside the black hole
iv) the part hit by the log.

**b) Why did the poet stare at the snake with fascination?**

i) the snake was earth brown
ii) he liked the snake
iii) the snake had its own beauty and grace
iv) he feared the snake
c) Why did the snake convulse in undignified haste?
   i) the snake had finished drinking
   ii) hit by log
   iii) there was intense heat outside
   iv) wanted to take rest.
   **Answers:** a) iii b) iii c) iv

II) Short Answer Questions:

a) **How does the poet describe the day when he saw the snake?**
   Ans. The poet happened to see the snake at the water trough on a hot day of Sicilian July. The poet went to the water trough in his pyjamas. The poet also used the image of Mount Etna to heighten the intensity of the heat. Also, the snake had come from the burning bowels of the earth to quench its thirst.

b) **The poet has a dual attitude towards the snake. Why does he experience contrast emotions on seeing the snake?**
   Ans. When the poet saw the snake drinking water from the water trough, he was overpowered by the voices of human education and natural instinctive fascination for the snake. On one hand, the voice of modern education prompts the poet to kill the snake for golden brown snakes are poisonous. On the other hand, his natural instinct fascinated him and he felt honoured that the snake had sought his hospitality.

I Answer the following in about 40 words:

1. What was the poet on his way to do when he first became aware of the snake?
2. What was the snake doing?
3. What did the ‘voice of his education’ tell the poet he should do?
4. How did he actually feel about the snake when the voices told him to kill it?
5. What caused the poet’s horror towards the snake?
6. What did the poet do?
7. What does he feel after having done it?
8. What does the poet mean by “the voices of my accursed education.” Why are they accursed?
9. Why does the poet call the snake one of the ‘Lords of Life’?
10. Why does the poet call his sin a ‘pettiness’?

II. Long Answer Question:
1. Write a paragraph on: What underlying statement do you think the poet is making in ‘Snake’ about human beings in general and himself in particular? Support your answer with a quotation from the poem.
The Play Julius Caesar is in five acts. Given below is a brief summary of the events that happen before Act II Scene II:--

Two Roman tribunes, Flavius and Murellus, see the common people parading in the streets instead of working in their shops. They demand to know why the men are not working. A cobbler informs them that the people are celebrating Caesar's victory. Murellus is infuriated and tells them that Caesar has not defeated an enemy, but rather has killed the sons of Pompey the Great. Pompey previously ruled Rome along with Caesar until their alliance fell apart, at which point they went to battle over the right to rule.

Julius Caesar triumphantly returns to Rome on the festival of Lupercalia, celebrated on February 15. He is followed by Antony and Brutus and many followers. A soothsayer approaches Caesar and calls out for attention. Caesar allows him to speak, and the man tells Caesar to, "Beware the ides of March". Caesar ignores this warning and calls the man a dreamer.

Brutus remarks to Cassius that he is afraid the people will crown Caesar king. Cassius then tells Brutus that "Brutus" is just as good a name as "Caesar", and that both names could just as easily rule Rome.

Brutus, afraid that Caesar will become a king, struggles to decide whether to take action with Cassius. Casca remains onstage with Brutus and Cassius and tells them that the three shouts they heard were because Caesar turned down the crown three times. Apparently Antony offered him the crown three times, and Caesar turned it down three times.

Casca then adds that the people forgave Caesar and worshipped him even more for turning away the crown. Cassius informs the audience in a soliloquy that he will fake several handwritten notes and throw them into Brutus' room in an attempt to make Brutus think the common people want him to take action against Caesar.

Cassius then arrives and Casca tells him that the senators are planning to make Caesar a king the next morning. Cassius draws his dagger and threatens to die before ever allowing Caesar to achieve so much power. Casca shakes hands with Cassius and they agree to work together to prevent Caesar from seizing power.

Cinna, a co-conspirator, arrives and together they then leave to go throw Cassius' handwritten notes through Brutus' window. Cassius indicates that he is quite sure Brutus will join them within the next day.

Brutus is in his garden and has made up his mind that Caesar must be killed. His reasons are that Caesar is abusing his power and that he has ascended far too quickly.

Lucius, Brutus' servant, brings him a letter he has found in Brutus' private room. Brutus interprets the letter as if it were from all of Rome, telling him to slay Caesar and restore the republic.
Cassius is further of the opinion that Mark Antony should be killed along with Caesar, but again Brutus is against the plan, calling it too "bloody." They plan to commit their murder of Caesar at the Senate at eight o'clock that morning (it is only three in the morning at this point). However, they are worried that Caesar will not show up because he has become so superstitious over the past few months. Decius tells them that he knows how to flatter Caesar, and assures them that he will convince Caesar to go to the Senate. Cassius and his followers then depart, leaving Brutus alone.

Caesar, still in his nightgown, is terrified by a dream his wife Calpurnia has had in which she cried out, "Help, ho! They murder Caesar!" He orders a servant to go to the priests and have them sacrifice an animal in order to read the entrails for predictions of the future. Calpurnia arrives and tells him that he dare not leave the house that day. Caesar acts brave and tells her that he fears nothing, and that he will die when it is necessary for him to die. The servant returns and tells him that the sacrificed animal showed a very bad omen, namely the beast did not have a heart. Caesar insists on misinterpreting the omens, but Calpurnia begs him to blame her for his absence from the Senate, to which he finally agrees. However, Decius arrives at that moment in order to fetch Caesar to the Senate House. Caesar tells him to inform the Senate that he will not come this day. Decius claims that he will be mocked if he cannot provide a better reason than that. Caesar then tells him about Calpurnia's dream, which Decius reinterprets in a positive light. Decius then overwhelms Caesar's resistance by asking him if the Senate should dissolve until a better time when Calpurnia has more favourable dreams.

Decius also tempts Caesar by saying that the Senate plans to give the crown to him and they may change their minds if he does not go. Caesar tells Calpurnia that he was acting foolishly, and agrees to go to the Senate. Cassius and the other conspirators arrive at that moment to accompany him to the Senate. Antony also appears and joins the group of men who then escort Caesar out of his house.

Caesar takes his seat in the Senate and proceeds to allow Metellus Cimber to petition him. The man throws himself down at Caesar's feet in order to beg for his brother's release from banishment, but is ordered to get up.

Caesar tells him that fawning will not win him any favours. At this Brutus comes forward and pleads for the man's brother. Cassius soon joins him. Caesar tells them his decision is, "constant as the Northern Star" and that he will not remove the banishment. Casca kneels and says “Speak hands for me” .Casca first, and then the other conspirators and Brutus all stab Caesar who falls saying, "Et tu, Brute? - Then falls Caesar.

Antony arrives and laments the death of Caesar. He begs the murderers, specifically Brutus, to tell him why Caesar had to be killed. Brutus tells him that Caesar was destroying the republic and had to be removed from power. Antony pretends to be convinced by this and asks the conspirators to, "Let each man render me his bloody hand" He then shakes hands with each of them, naming them as he shakes the hand.
Antony quickly recants his agreement with the murderers, and tells Cassius that he almost joined them after shaking their hands; He asks them if he may have permission to take the body to the marketplace and show it to the crowds. Brutus gives him permission to do this, but immediately Cassius pulls Brutus aside and says, "You know not what you do"

Brutus decides to give his speech first, and to allow Antony to speak afterwards, provided that Antony only says positive things about the conspirators. Antony agrees to this.

Left alone with the body of Caesar, Antony says, "O pardon me, thou bleeding piece of earth / That I am meek and gentle with these butchers" He continues, with his speech becoming ever more violent, "Domestic fury and fierce civil strife / Shall cumber all the parts of Italy"

Brutus tells the masses that he loved Caesar more than any of them, but that he killed Caesar because he loved Rome more.

Brutus then asks them if they want him to kill himself for his actions, to which the crowd replies, "Live, Brutus, live, live!"

He lastly begs them listen to Mark Antony speak and to let him depart alone. He leaves Mark Antony alone to give his oration.

Antony's speech begins with the famous lines, "Friends, Romans, countrymen, lend me your ears". His speech continually praises Brutus as "an honourable man" who has killed Caesar for being ambitious.

He then presents all of the images of Caesar in which Caesar has not been ambitious, such as when Caesar thrice refused the crown on the day of Lupercal, or when Caesar filled the Roman treasury with ransom money from victories in war. The plebeians slowly become convinced that Caesar was not ambitious and that he was wrongly murdered.

Antony then pulls out Caesar's will and tells them he should not read it to them. They beg him to read it, and he finally agrees, but puts off by descending into the masses and standing next to the body of Caesar.

He shows them the stab wounds and names the conspirators who gave Caesar the wounds. The crowd starts to surge away in anarchy, crying, "Revenge! About! Seek! Burn! Fire! Kill! Slay!" Antony stops them and continues speaking.

He finally reads them the will, in which Caesar has given every Roman citizen seventy five drachmas. The plebeians react in a frenzy of anger against the men who killed Caesar, and carry away the body.

Antony says, "Now let it work. Mischief, thou art afoot. / Take thou what course thou wilt‖. He has successfully instigated the mob to mutiny.

---

SOLVED:
I. Read the extract and answer the questions that follow:

1. Cowards die many times before their deaths
   The valiant never taste of death but once
   Of all the wonders that I yet have heard
   It seems to me most strange that men should fear
   Seeing that death, a necessary end
   Will come when it will come
(a) Who is the speaker of the above lines?
(b) What fears has the listener expressed?
(c) What is the basis of the fears expressed?

Answers:
(a) Calpurnia
(b) Calpurnia is afraid that her husband Julius Caesar is in danger.
(c) Calpurnia had dreams and some unnatural incidents occurred which spelled bad omen.

2. *This was the most unkindest cut of all;*

 _For when the noble Caesar saw him stab,_
 _Ingratitude, more strong than traitors’ arms,_  
 _Quite vanquish’d him: then burst his mighty heart;_

**a) Why was the cut ‘most unkindest’?**

i) it was made by Brutus

ii) it was made by Decius

iii) it was made by Cassius

iv) it was made by Cimber.

**b) What proved fatal for Caesar?**

i) the sword of conspirators

ii) Cassius’s sword

iii) Brutus’s dagger

iv) ingratitude of Brutus

**c) These lines are spoken by:**

i) Mark Antony

ii) Cassius

iii) Brutus

iv) Cimber

**d) What could Caesar’s heart not bear?**

i) Being surrounded by traitors

ii) Plot against him

iii) Seeing his best friend among traitors

iv) They did not crown him.

**Answers:** a.i) b.i) c.i d.iii.
II) Short Answer Questions:

a) Whom does Antony call “the choice and master spirit of this age”? Why?
Ans. Julius Caesar is called “the choice and master spirit of this age”, as he has feathered many conquests, glories, triumphs in his cap. He was humane and one of the noblest persons.

b) Why does Calpurnia say that Caesar’s ‘wisdom is consumed in confidence’? What does she mean?
Ans. Caesar ignores bad omens and warnings and decides to go forth to the Senate. So Calpurnia is forced to comment as above.

III) Long Answer Question:

a) How did Mark Antony outperform even a great orator like Brutus and turn the Roman mob against him?
Ans. Mark Antony proved to be a greater orator than Brutus. He aroused the Roman mob not by cold reason and logic, but their basic passions like pity and sympathy for Caesar. He proved that Caesar was not ambitious as told by Brutus and other conspirators. He worked throughout his life for the welfare of his subjects. He rejected the offer of crown three times before. Even his will showed his love for his people. He directed the anger of the mob towards Brutus and other conspirators by proving that they were liars and murderers.

Unsolved:
I. Multiple Choice Questions:
Read the following extracts and answer the questions by choosing the most appropriate option.

1. “What can be avoided?
Whose end is purposed by the mighty Gods?
Yet Caesar shall go forth: for these predictions
Are to the world in general as to Caesar”

a) The extract shows that the speaker is
i. a believer in destiny
ii. arrogant and fearless
iii. confident
iv. obstinate

b) ‘Caesar shall go forth’ refers to Caesar’s plan:
i. to go to the battlefield
ii. to meet the senators
iii. to attend the meeting of the senate
iv. to go ahead
c) According to Caesar the predictions
   i. are very general in nature
   ii. made for the world
   iii. bode ill for the whole world and not him alone
   iv. are a reflection of God’s purpose

2. The dream is all amiss interpreted
   It was a vision fair and fortunate

   a) The speaker of these lines is:
      i. Cassius
      ii. Marcus Brutus
      iii. Decius Brutus
      iv. Mark Antony

   b) The speaker aims to:
      i. guide Caesar
      ii. mislead Caesar
      iii. give Caesar a false sense of security
      iv. reveal the reality behind the dream

   c) ‘amiss interpreted’ means that the dream:
      i. is inappropriate
      ii. is incomplete
      iii. is wrongly interpreted
      iv. is differently construed

3. ‘Cowards die many times before their death
   ‘The valiant never taste of death but once’

   a) The quality of Caesar highlighted through these lines is
      i. optimism
      ii. bravery
      iii. pride
      iv. arrogance
b) ‘Cowards die many times before their deaths’ means
   i. cowards die several times in their lifetime
   ii. cowards are terrified and don’t live their lives properly
   iii. cowards lead a death like existence
   iv. cowards waste their precious life being afraid of and anticipating death

c) Caesar is speaking to:
   i. Marcus Brutus
   ii. Calpurnia
   iii. Decius Brutus
   iv. Mark Antony

d) ‘The valiant never taste of death but once’ means
   i. the brave are never faced with death
   ii. the brave never die
   iii. the brave accept death fearlessly
   iv. the brave die only once in a lifetime

4. *I doubt not of your wisdom*

   *Let each man render me his bloody hand*

   *Gentleman all, - alas what shall I say?*

   *My credit now stands on such slippery ground*

a) The speaker of these lines is
   i. Marcus Brutus
   ii. Caesar
   iii. Cassius
   iv. Mark Antony

b) The speaker’s tone is
   i. deceptive and guileful
   ii. flattering and indecisive
   iii. Sad and troubled
   iv. Appreciative

c) The speaker thinks he stands on slippery ground because:
   i. he may be regarded as deceitful
   ii. he may be considered a coward or flatterer
   iii. he is standing on Caesar’s blood
   iv. he may be thought of as a fickle-minded person
5. Now let it work, mischief, thou art afoot,
Take thou what course thou wilt

a) The speaker of these lines is
i. Marcus Brutus
ii. Mark Antony
iii. Caesar
iv. A citizen of Rome

b) ‘Mischief is afoot’ because
i. Caesar has been murdered
ii. The citizens have been instigated to rebel
iii. The conspirators are playing a prank
iv. A plot is being hatched against Roman citizens

c) The final course taken by mischief was
i. Brutus became the king
ii. Mutiny broke out in Rome
iii. Roman citizens turned against Antony
iv. Antony took revenge for Caesar’s death

6. Not that I loved Caesar less but that I loved Rome more.
Had you rather Caesar was living and die all slaves,
than that Caesar were dead, to live all free men?

a) Through these words the speaker is:
i. Condemning Caesar’s murder before Roman mob
ii. Justifying Caesar’s death to Roman masses
iii. Instigating Roman crowds
iv. Advising the masses

b) The main aim of the speaker is to prove that
i. Caesar was his friend
ii. Caesar was a tyrant
iii. Caesar’s death has saved them from slavery
iv. His loyalties are towards Rome
c) These lines are addressed to:
i. Mark Antony
ii. Calpurnia
iii. Roman masses
iv. Cassius

7. This was the unkindest cut of all
For when the noble Caesar saw him stab
Ingratitude, more strong than traitor’s arms,
Quite vanquish’d him:

a) The ‘unkindest cut’ refers to:
i. The blow struck by Brutus’ ingratitute
ii. The attack by Brutus
iii. The cruelty of the conspirators
iv. The bloody attack on Caesar

b) The speaker of these lines wants to:
i. Condemn the traitors
ii. Create public opinion against Brutus
iii. Express his anger
iv. Mourn Caesar’s death

c) The speaker is
i. addressing the traitors
ii. talking to himself
iii. addressing the Roman mob
iv. talking to Caesar’s body

8. When beggars die, there are no comets seen,
The heavens themselves blaze forth the death of princes.

(a) These lines have been written by __________.
(i) Charles Dickens
(ii) Vikram Seth.
(iii) William Shakespeare
(iv) Nadine Gordimer
(b) Beggars here means __________.

(i) ordinary people
(ii) beggars on the streets.
(iii) beggars at the railway station
(iv) none of the above

(c) The death of princes attracts the attention of __________.

(i) the palace
(ii) ordinary people
(iii) the king’s subjects
(iv) even the gods

II. Short answer Questions in about 30-40 words:
1. What commotion is noticed by Calpurnia? What is suggestive of her?
2. Highlight two most important qualities of Caesar’s character and substantiate them from the text.
3. ‘How foolish do your fears seem now, Calpurnia?’ Bring out the irony behind Caesar’s statement.
4. What does Caesar mean when he says ‘Cowards die many times before their death, the valiant never taste of death but once?’
5. How does Decius persuade Caesar to go to the senate in spite of Calpurnia’s best efforts to dissuade him?
6. Why does Cassius object to Antony’s speaking to the Roman Mob? How do his fears come true?
7. Explain why Antony calls Caesar a ‘bleeding piece of earth’?
8. What were the contents of Caesar’s will? Why did Antony elaborate upon them?
9. How does Brutus justify the assassination of Caesar?
10. How was Antony able to provoke the Roman mob through his speech?
11. Antony disproves the conspirators’ claim about Caesar’s ambition with three examples. What are they?

III) Long Answer Questions in about 100-150 words:
1. Bring out the significance of the words- ‘Et Tu Brute’.
2. Compare and contrast the funeral orations of Mark Antony and Marcus Brutus.
3. Write the character sketch of Julius Caesar.
4. Do you think Brutus is close to being an honourable man? Why? Why not?
5. Mark Antony emerges as the true friend to Caesar. Comment with reference to the Play.
6. Now let it work. Mischief, thou art afoot,
   Take thou what course thou wilt!

   Who says the above lines? How does he succeed in instigating the people of Rome against the conspirators?
Set A

Class X ENGLISH (Communicative)

Maximum Marks: 90

The Question Paper is divided into four sections:
Section A: Reading 20 Marks
Section B Writing 25 Marks
Section C: Grammar 20 Marks
Section B Literature 25 Marks

General Instructions:
1. All questions are compulsory.
2. You may attempt any section at a time.
3. All questions of a particular section must be attempted in the correct order.

SECTION - A: (READING) (20)

1. Read the following passage carefully: (10 marks)

Our house is filled with photos. They cover the walls of my kitchen, dining room and den. I see our family's entire history, starting with my wedding, continuing through the births of both sons, buying a home, family gatherings and vacations. When my sons were little, they loved to pose. They waved, danced, climbed trees, batted balls, hung upside down from the jungle gym and did anything for a picture. But when they reached adolescence, picture-taking changed into something they barely tolerated. Their bodies were growing at haphazard speeds. Reluctantly they stood with us or with their grandparents at birthday celebrations and smiled weakly at the camera for as short a time as possible.

2. I am the chronicler of our photographs. I select those to be framed and arrange the others in albums. The process is addictive, and as the shelves that hold our albums become fuller and fuller, I wonder what will become of them. Will anyone look at these photographs in future years? If my sons look at them, what will they think of us and of
themselves? One bright afternoon, I took some photographs of my father with my husband as they fished in a lake near our vacation house. As my sons and I sat on the shore and watched them row away, I picked the camera up and photographed the beautiful lake surrounded by green trees. The two men I loved gradually grew smaller until all I could see were my father's red shirt, and the tan and blue caps on their heads. 3. My father died a week later, and suddenly those photos became priceless to me. I wept when I pasted them in our album. I wept again afterwards when I saw my younger son looking at them. It was a few days before he went away to college. He had taken all our albums down from the bookshelves in the den and spread them out on the carpet. It had been a very long time since I had seen him doing this. Once he stopped posing for pictures, he seemed to lose interest in looking at them. But now he was on the verge of leaving home. This was his special time to look ahead and look back. I stood for a moment in the hall by the den, and then tiptoed away. I didn't take a photo of my son that afternoon, but I will remember how he looked for as long as I live. Some pictures, I learned, don't have to be taken with a camera.

1. Fill in the summary using one word only. (1x4= 4 marks)
The author was (a) _____________________________ about taking photographs and framing them. But she always (b) _____________________________ whether her sons would ever look at them. She was full of (c) _____________________________ when she pasted the pictures of her father's last days in the album. She learnt that some pictures always (d) _____________________________ in one's mind without a camera.

2. Two examples that show that the author's sons were averse to taking photographs are:
(a) _______________________
(b) _______________________

3. Give words that mean the same as (1x4= 4 marks)
1. not organized or planned (para 1)
2. one who records events in order (para 2)
3. very valuable (para 3)
4. continued engagement with an activity (para 2)

2. Read the passage given below and answer the questions that follow by choosing the answers from the given options (5 marks)
Style is a way of writing, a manner of expressing one’s thoughts and feelings in words. The matter remaining the same, the manner may change. It may be high sounding, or simple and yet emotional or a plain, brief statement without feelings. The same fact may have different effects on the reader because of variations in style. Some people think that style, or what they might call ‘good style’ or ‘literary style’, is something that can be added to plain thought or a plain statement of facts, as icing can be put on a cake. A student once said to me, “I have written my report, but I have brought it to you to put some style into it.” I could not put style into it. It was already written in a certain style, though it may not have been a very good style. I could have re-written it in a certain style. Then it would have been my arrangement of facts, my choice of words, and my style. As a man thinks and feels, so he writes. If his thoughts are clear and sharp, his writing will reflect this.
a) The effect of written word on the reader varies according to
   i) variation in style   ii) variation in words
   iii) the mood of the reader   iv) length of the writing

b) It is not possible to put some style to other person’s writing because
   i) style cannot be added   ii) each writing has its own style
   iii) styles are different   iv) the writer will not like it

c) Muddled means
   i) clear   ii) lucid   iii) unclear   iv) aggressive

d) A matter written in one style has to be__________ if somebody decides to rewrite it
   i) partly changed   ii) rewritten   iii) rephrased   iv) corrected

e) If thoughts are clear and sharp, the writing would be
   i) high sounding   ii) bad   iii) boring   iv) clear and sharp

3. Read the following poem carefully: (05marks)

   Once upon a time, son
   They used to laugh with their hearts
   And laugh with their eyes;
   But now they laugh only with their teeth,
   While their ice-block-cold eyes
   Search behind my shadow.
   There was a time indeed
   They used to shake hands with their hearts;
   But that’s gone, son.
   Now they shake hands without their hearts
   While their left hands search
   My empty pockets.

   “Feel at home”, “Come again,”
   They say, and when I come
   Again and feel at home, once,
   Twice, there will be no thrice –
   For then I find doors shut on me.
   So, I have learnt many things, son.
   I have learnt to wear many faces
   Like dresses – home-face,
   Office-face, street-face, host-face,
Cocktail-face, with all their conforming smiles
Like a fixed portrait smile.
And I have learnt, too.
To laugh with only my teeth
And shake hands without my heart.
I have also learnt to say ‘Goodbye’
When I mean ‘Good – riddance’;
To say ‘Glad to meet you’
Without being glad; and to say ‘It’s been
Nice talking to you’, after being bored.
Believe me, son
I want to be what I used to be
When I was like you. I want
To unlearn all these muting things.
Most of all I want to relearn
How to laugh, for my laugh in the mirror
Shows only my teeth like a snake’s bare fangs!

So show me, son
How to laugh; show me how
I used to laugh and smile
Once upon a time when I was like you.Gabriel Okar

2. Answer the following questions by choosing an appropriate option from those given below:

1. **The father also ‘wears many faces’ as he**
   a. wants to imitate others  
   b. wants to hide his feelings  
   c. wants to wear a portrait smile  
   d. doesn’t like the face he has

2. **The father yearns to laugh like**
   a. a child  
   b. his son  
   c. other people  
   d. he used to when he was young

3. **The father appeals to his son as**
   a. he doesn’t laugh anymore
b. his laughter does not reflect his feelings  
c. he is old and can no longer laugh like a child  
d. he has forgotten how to laugh

4. The poem clearly conveys that  
a. appearances are deceptive  
b. people are actors  
c. children teach adults  
d. when you grow up you have to relearn things

5. The human behaviour being discussed here is  
a. dishonesty  
b. benevolence  
c. hypocrisy  
d. friendliness

Section B Writing 25 marks

3. You are the Secretary of Nature club of Modern Public school, Chennai. A tree saplings planting campaign is being organized by the club to mark the World Environment Day. Draft a notice informing this to the members of the club. Include necessary details. 4 marks

5. You are Ravikant. You received your first salary. You want to purchase an electronic gadget. You discussed about it with one of you colleagues, Prema. Write a dialogue in about 100 words with her about the brand, model, size and price of the gadget you have finalized to purchase. 6 marks

6. Write a letter in about 120 words to the Manager of Mawana Sugar Mill seeking permission to visit the Mill. Give the number of students and the date on which you propose to visit. Sign yourself as Amit/Amrita, General Secretary, St Mary Convent, Hyderabad. 7 marks

7. You are Durvasa/Draupath. You saw an advertisement in a magazine for youth. Upset by the misleading language, you decide to write an article entitled "Health is a treasure with no short cuts" for publication in your school magazine. Write the article in 150 words. 8 marks

Section C: Grammar 20 Marks

8. Complete the paragraph choosing the correct options: 4 marks

When (a) _________ papayas (b) _________ our garden were ripe, grandmother (c) _________ sent a basket of (d) _________ to her friend, Mrs. Ghosh (e) _________ was the Principal (f) _________ the nursery school. On (g) _________ occasion, Henry (h) _________ to get into the basket.
9 Complete the following dialogue by choosing the most appropriate options.
4marks

John: Friends, I sent you many flowers on Valentine's Day

Harry : (a)________

Jack : Are you sure you sent it to us?

John : (b)________

Harry : You must have sent cauliflowers!

John : (c)________

Jack : I kept them in the refrigerator!

Harry : (d)________

(a) (i) I sent many flowers on Valentine's Day
(ii) I had sent flowers on Valentine's Day
(iii) What do you mean? I did not receive them
(iv) he sent many flowers on Valentine's Day

(b) (i) Yes, they were big white ones.
(ii) No, they were big white ones.
(iii) What did he mean?
(iv) That what he meant was flowers.

(c) (i) What he got in return
(ii) what had he got in return
(iii) Will I get anything in return?
(iv) Your guess is right

(d) (i) Thanks for sending cauliflowers.
(ii) Must have sent cauliflowers.
(iii) Thanks you may have sent cauliflowers
(iv) Should you had sent cauliflowers?
10 Read the conversation given below and complete the paragraph that follows in reported speech. 4marks

Kavita : Where do you want to go ?
Sabita : I want to go to the drop point near the Zoo
Kavita : In that case you will have to get down at the Lakshmi Nagar bus stop and take an auto.
Sabita : How long will I take to reach there ?

Kavita asked Sabita (a)________________ Sabita told her that
(b)________________ Kavita told Sabita that (c) ________________ at the Laxmi Nagar and take an auto. Sabita asked Kavita (d)______________.

11 Rearrange the following to form meaningful sentences. 4marks
a) an immediate / of energy / bananas are / source / and prolonged
b) levels up / snacking / helps to / on bananas / keep blood sugar / between the meals
c) bananas can / people trying / smoking / also help / to give up
d) are /bananas / every / season /in/ available

12 Read the newspaper headlines and complete the reports. 4marks

(i) WOMAN TIED UP, ROBBED
Two unidentified men _____________ of her mobile phone.

(ii) FOOD INFLATION STEPS TO 16.75%
Food inflation ________________ the week ending 12 th December.

(iii) JCB ENTERS SHOE BUSINESS
JCB India on Thursday __________ its entry into the footwear segment by launching a range of safety and lifestyle shoes.

(iv) BABY SURVIVES TSUNAMI, FOUND IN CLUMP OF TREES
A 16 month- old baby _____________ alive in a clump of trees days after the devastating tsunami that killed 44 people.
Section D Literature 25Marks

13 (A) Read the excerpt given below and complete the statements that follow by choosing the right options : 3marks

Animals for miles around
Flocked towards the magic sound
And the frog with great precision
Counted heads and charged admission

(a) Animals came from miles around_________.
   (i) to listen to the frog s baritone
   (ii) for a meeting with other creatures
   (iii) to discuss the problems of the creatures of the bog
   (iv) to listen to the nightingale s sweet songs

(b) The frog counted heads with precision because he wanted to_____________.
   (i) know the exact number of people coming for the concert
   (ii) avoid most of the crowd
   (iii) make money by giving entry tickets to all who came to the concert
   (iv) see that there was proper seat arrangement for all the guests

(c) The frog in these lines seems to be_____________.
   (i) proud (ii) meticulous
   (iii) boastful (iv) greedy and money-minded

13(B). Read the excerpt given below and answer the questions that follow : 3marks

Lakshmi Das, were you indeed the first to come to the office this morning ?

(a) Who is the speaker here ?
   (b) Who appeared first to the speaker ?
   (c)What was given by the speaker to that person who appeared first ?

2. The dream is all amiss interpreted
   It was a vision fair and fortunate

   a) The speaker of these lines is:
      i. Cassius
      ii. Marcus Brutus
iii. Decius Brutus  
iv. Mark Antony  

b) The speaker aims to:  
i. guide Caesar  
ii. mislead Caesar  
iii. give Caesar a false sense of security  
iv. reveal the reality behind the dream  

c) ‘amiss interpreted’ means that the dream:  
i. is inappropriate  
ii. is incomplete  
iii. is wrongly interpreted  
iv. is differently construed  

14 Answer any four of the following in about 30-40 words. 8 marks  
a). How did the war affect the boys’ family?  
b). Justify the statement of the mirror, I am not cruel, only truthful.  
c). At the end of the lesson Mrs Packletide decides to stop indulging herself in game shooting. Why did she take such a decision?  
d) Why did Ali give up hunting?  
(e) How did the frog exploit the nightingale?  

15. If you are the postmaster in The Letter, describe how you have come to realize the importance of a letter in 150 words  

OR  

Yet in both these boyish faces there was a seriousness which was far beyond their years. Does this sentence signal anything to you? Write a paragraph in about 150 words about the boys’ lifestyle and the need for it.
NOTE

For any comment or suggestions, please feel free to contact:

Guide
Ms. Lakshmi Chari
(DC. & Director ZIET, Mumbai)
E-mail: zietmumbai@gmail.com

OR

Editor
Shri Eugin D Leen
(PGT English, ZIET, Mumbai)
E-mail: euginleen@gmail.com