



PROSE

SUMMARY



A Letter of God

GL Fuentes

About the Chapter

'A Letter to God' is a story of a poor farmer named Lencho, who has an unbreakable faith in God. He writes a letter to God requesting him to send 100 pesos as he lost his crops to the devastating hailstorm. He is helped by the postmaster and his fellow workers. However, Lencho's strong faith in God makes him accuse them as 'a bunch of crooks' because he feels that they have stolen some amount of money that God sent him.

Lencho's Hope of Good Harvest

Lencho was a farmer who lived on the crest (peak) of a low hill with his family. His was the only house in the entire valley. His field was full of ripe corn and easily visible from the house. He was eagerly waiting for a good rain to have a good harvest so he could earn money for his family.

Turning of Lencho's Hope into Despair

As Lencho hoped, it started raining at the time of supper (dinner) which gave Lencho a ray of hope. He was extremely delighted to see that. He compared the raindrops with silver coins which shows his joy. But soon his joy turned into despair as the rain changed into hailstones which ruined the crops. The field had been covered with snow like a layer of white salt. Lencho was worried for his family.

Lencho's Firm Belief in God

Though Lencho was a poor farmer and had lost all his crops, he had firm faith in God. He found in God his last hope and decided to write a letter to God for help. He asked God to send him a hundred pesos so that he could sow his field again and support his family until the new crops were harvested. He also wrote that if God didn't help him, his family would die of hunger.

He told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. The teacher accepted his mistake.

The Postmaster's Reaction to Lencho's Letter

After reading Lencho's letter to God, the postmaster laughed but soon realised that Lencho had firm faith in God and his belief should not be shaken. So, he decided to help Lencho with the help of his post office employees. He collected seventy pesos and handed the envelope to Lencho himself in which he also contributed a part of his salary.

Lencho Addresses the Post Office Employees 'A Bunch of Crooks'

Lencho became angry when he saw seventy pesos in the envelope as he had demanded a hundred pesos. He did not believe that God could do such a mistake and send him less money. So, he decided to write a letter again for



the rest of money. In this letter, he requested God not to send the rest of the money through the money order because he thought that the post office employees were a 'bunch of crooks' who might have stolen his money.

Significant Morals

- A man's firm faith in God cannot be shaken. He ultimately gets help from God due to his belief in him.
- A strong belief in God gets a person closer to God but a 'blind' faith in him, gets the person away from the mankind.
- God is the biggest savior of man in need but blind faith in God can make a man doubt the kindness and generosity of the people who help him in the times of need.
- On the other hand, whether the kindness of people who help others selflessly is acknowledged or not, it helps keep the spirit of humanity alive.

Learning Outcomes

- Students should be able to read the chapter with understanding in order to demonstrate their reasoning skills.
- Students should be able to respond to complex texts and questions independently to reflect their creative skills.
- Students should be able to identify Lencho's and other main characters emotions, showcase their point of view and critically examine the significant elements of the chapter.

Conclusion of A Letter to God

In the chapter – A Letter to God, we learnt that faith in God has the power to move mountains and satisfy our needs. However, it should also be noted that humanity also prevails in the midst of one's faith in the Almighty. This story beautifully sketches Lencho's deep faith in God and how the post office employees helped him anonymously by contributing money from their pockets to help the poor man in crisis.

Questions & Answers

1. Describe Lencho's qualities in light of his faith in God. Do you have faith in God like Lencho? Was Lencho's reaction towards post office employees, right?

Ans. Lencho was destitute peasant whose crops were totally destroyed **due to** the heavy hailstorm. He had to suffer a huge loss **due to** it. He was petrified of the fact that he and his family would have to spend the entire year hungry **as** they had nothing to survive on. In the moment of despair, his only ray of hope was God. He believed that God would help him in this plight. He had firm faith in God **and** believed that God would not let him and his family die of hunger.

Yes, I do have a strong belief in God like Lencho. I believe that God is the only one who never disappoints a person at the time of predicament. Lencho's reaction towards the post office employees was not right. He doubted them to be the 'crooks' who have stolen the money **but in fact**, it were the post office employees only who had helped Lencho by donating their share of money for him.

2. The postmaster was a representative of God. Critically examine this statement in the context of your understanding of "A Letter to God".

Ans. The Postmaster was a representative of God. He was an epitome of humanity. **At first**, when he saw the letter addressed to 'God', he laughed at it **but then** after reading it, he was amazed by Lencho's deep faith in God. So, he decided to collect some money by asking his decided to collect some money by asking his fellow post office employees **and** his friends to contribute their share to it.

He himself donated a part of his own salary to the cause. He wanted to help Lencho to keep his belief in God intact. He didn't want Lencho's faith to be shaken.

Lencho's unshakeable faith in God made the postmaster, a representative of God. God **ultimately** helped Lencho through the postmaster.



Nelson Mandela – Long Walk to Freedom

Nelson Rolihlahla Mandela

About the Chapter

'Nelson Mandela: Long walk to Freedom' is an excerpt of Nelson Mandela's autobiography. He is the first ever black president of South Africa. In the chapter, Mandela shares his horrible experiences of the harsh atrocities carried out by the unsympathetic white rulers on the innocent black natives of South Africa under "apartheid". He also shares his overwhelming emotions at the time of victory against it.

The Inauguration

It was 10th May, the day of oath with a bright and shiny sun. Nelson Mandela was supposed to take oath as the first black President of South Africa. A large number of leaders all from around the world had gathered there to be the witness of the swearing-in ceremony of Nelson Mandela as the first black President. The inauguration ceremony took place in a big open building in Pretoria where the first democratic non-racial government was to be installed.

The Swearing-in Ceremony of Nelson Mandela

Nelson Mandela was accompanied by his daughter Zenani. Mr de Klerk was the first person who took oath as second Deputy President followed by Mr Thabo Mbeki who swore as the first Deputy President of South Africa. Nelson Mandela swore as the first black President of South Africa. He pledged to obey and uphold the Constitution and to devote himself to the well-being of the people. He also promised to make the nation free from poverty, deprivation, suffering and all sort of discrimination.

Display of the Military Power by South African Jets

When Mandela had taken oath, South African jets displayed the military power. It also showed the loyalty of military to democracy. The highest military generals saluted him. He recounted that they would have arrested him many years before. It was followed by the playing of two national anthems. The whites sang 'Nkosi Sikelel' the old song and the blacks sang 'Die Stem' the new song which marked the end of the ceremony.

Apartheid and South Africa

Nelson Mandela reminisces (remembers) about days gone by which will soon be the part of history where the whites had formed a system of racial dominance against the blacks. It was the basis of the harsh societies which is now overturned. He says that the policy of apartheid (policy of racial segregation) created a deep and lasting wound on his country and its people.

Now it is the system that recognised the rights and freedom of all people.

Regret of Mandela and Remembrance of Freedom Fighters

On the auspicious day, Mandela regretted the loss of thousands of people and remembered their sacrifices for the freedom from discrimination. He thought of himself as the sum of all those African patriots who sacrificed their lives before him. He was pained that he couldn't thank them.

He recalled great freedom fighters like Oliver, Tambos, Walter Sisulu, Chief Luthuli, Yusuf Dadoo etc who were the men of uncommon courage, wisdom and generosity.

He said that the country is rich in minerals but its greatest wealth is its people.

Goodness and Duties of a Man

The author says that being white or black is not the token of your goodness or superiority. No one is born hating other, people should love one another which comes without force as it is natural. It is man's essential goodness.



A man has to perform duties to his family, community and country which he didn't see in his country before he pushed himself to fight for the blacks. A black man was punished if he tried to live like a human being and forced to live apart from his own people. So, he was not allowed to perform his duties to his family.

Meaning of Freedom by Mandela

As a kid, Mandela had different meaning for being free as he wanted to run in the fields and wanted to stay out at night. As he grew older, he wanted the freedom of livelihood for himself and his family. But soon he realised that such freedom was only an illusion. He realised that his brothers and sisters who looked like him were not free, so he joined African National Congress (ANC). His hunger for freedom became great for the freedom of his people. He desired that everyone should be given the right to live his life with dignity and respect. He wanted the oppressor and the oppressed to be liberated. As no one is free if one is taking someone else's freedom. Only such feelings can bring true freedom for everyone.

Significant Morals

- Man should be an apostle of love. He should have a belief in the fact that love comes more naturally to human beings than hatred.
- Love and compassion are inborn and natural in people while hatred is acquired by them. A person is not born to hate others based on color or religion.
- Being white or black does not make a person superior or better. His honesty, kindness, generosity and devotion does so.
- People should not only sympathize with the oppressed but the oppressor too as he is also bound by hatred. The oppressor too needs to be freed from the slavery of hatred for other people.
- 'Courage is not the absence of fear, but triumph over it.' So, a person must fight for a right cause and never be afraid of it.

Learning Outcomes

- Students will be able to know more about Nelson Mandela through his autobiography.
- Students will be able to inspect the system of apartheid, develop an insight into the lives of freedom fighters.
- Students will be able to understand the need for formation of a non-racial democracy.

Conclusion of Nelson Mandela – Long Walk to Freedom

The brave man is not the one who does not feel afraid, but he is the one who conquers that fear. Mandela said that every man has his duties towards his country and community too.

Questions & Answers

1. Critically examine 'apartheid' as "an extraordinary human disaster" according to Nelson Mandela.

Ans. When Mandela mentions "an extraordinary human disaster" *at the beginning* of his speech, he *refers* to the racial discrimination policy named 'apartheid' that was introduced by the white-skinned people of the country. **According to** that policy, the dark-skinned people of the country were not provided any freedom or civil right as an equal native like the 'whites'. The 'black' people had to suffer severely due to this policy. They were subjected to oppression for long. They were not even allowed to discharge their obligations to their own families, community or country. White people had no compassion for them. They *even* arrested several black people and put them in prisons when they fought for freedom.

2. What did freedom mean to Mandela in childhood?

Ans. In childhood, the meaning of freedom for Mandela was quite simple. It *meant* freedom to run in the fields, swim in the clear stream, roast mealies *and* ride the board backs of slow moving bulls.



Two Stories about Flying

Liam O'Flaherty

About the Chapter

'His First Flight' is a narrative that describes the maiden flight of a young seagull. The young seagull is scared of taking the first flight of his life down the cliff. When all his parents' efforts fail to make him fly, his mother tricks him successfully in taking the plunge by making him crave for food which he has to grab himself. After a lot of efforts, the young seagull successfully makes his first flight.

'The Black Aeroplane' is a story of pilot who flies the old Dakota DS 088. Once, he took a normal flight from Paris to England. He began his flight in the morning when the weather seemed favorable. However, the deadly storm brought him close to death. Luckily, a mysterious black aeroplane came out of nowhere and guided the pilot out of the storm. After rescuing the pilot, the black aeroplane disappeared again.

Story – I His First Flight

This story is about a family of seagulls. There was a young child in the family who was unable to fly even after several tries. The story highlights the importance of family and friends in one's life. It also gives the message that one needs to believe in self to overcome all the hurdles of own life.

The Seagull Family

The seagull family consists of six seagulls-mother, father, three sons and one daughter. All of them except the youngest son are expert in flying high. His parents have tried several times to teach him how to fly but he is scared to do that and does not want to try anymore. He relies on the food that his parents bring back from their flights.

Young Seagull's Fear of Flying

The youngest son is afraid of flying as he thinks that if he flies, his wings would not support him and he would fall down in the sea below and drown. Even his parents have rebuked him. They even threatened him if he doesn't fly, he would die of hunger, but he does not try.

Parents Leave Young Seagull Alone

After so many failed attempts, his parents leave him alone on the rock without food. They even taunt him for his cowardice. The young seagull looks at his brothers and sister enjoying swimming, diving in the sea water for fish to feed themselves, but no one comes near him to offer food.

Hunger and Heat Increase

As the time passes, the young seagull could not tolerate the hunger and the heat. He moves closer to the ledge and pretends to fall asleep but nobody takes notice of him.

His brothers and sister have already had hearty breakfast and father seems busy in admiring and cleaning the feathers on his back. The mother looks at him and tries to tempt him with pieces of fish. His begging and crying does not affect her.

Young Seagull Dives for Food

The young seagull was very hungry. He was surprised enough at his mother's ignorance of his pitiful condition. Thus, he dives for food. He begins to fall down with a scream as soon as he dives.



Flight Begins

The young seagull begins to fall in the sea. He is afraid of drowning, so he tries to spread his wings outwards and begins flying. He feels a little dizzy but all his fear vanished (disappeared). He soars slowly downwards and upwards. He could finally fly on his own.

Joy of Flight and Reunion of Family

The seagull becomes so happy and soars higher calling 'ga, ga, ga'. It was really a joyous moment for the whole family; his brothers and sister along with his parents come near to encourage and cheer him. The young seagull successfully made his first flight.

Story – II

Black Aeroplane

Fredrick Forsyth

The Trip to England

The narrator was flying his aeroplane at night over France to England. He was eager to meet his family. He was dreaming of his holiday. The stars were shining in the clear sky. Even the city-Paris could be seen down below. He called Paris Control to get instructed about the way. He was instructed to turn 12 degrees West.

Fear of Storm

Everything was going well before he saw the storm clouds and Paris was about 150 kilometres behind him. It was natural for the narrator to panic. He knew that it was not possible to fly up and over those storm clouds. He was confused for a moment.

A Risky but Brave Decision of the Author

As everything was fearful at the moment, the narrator decided to risk and flew into the storm, but everything went out of control. The compass as well as other instruments stopped working. He was unable to see outside the plane as the plane was jumping and twisting in the air. He tried to contact Paris Control but couldn't. He was lost in the storm.

A Black Aeroplane Appeared

Suddenly, the narrator saw another black aeroplane in the storm by his side without lights on its wings. It seemed strange to him but he was glad to see another person in the storm.

The pilot of another plane waved at him and signalled to follow so he did that because he did not have other option except it.

A Safe Landing

The narrator flew for half an hour which was quite strange to him as he had fuel only for five or ten minutes. He felt fearful but suddenly he saw two bright lines in front of him. It was a runway. He was able to land safely which gave him a sigh of relief. It was just like a miracle for him.

The Greatest Surprise

The narrator came out from his plane to thank the pilot of the black aeroplane but he was shocked to see no one there. He went to Control Tower and asked the woman about the place and the black aeroplane. Hearing his words the woman laughed and said that there was no other aeroplane except his. It was a big surprise to the narrator. He was dumbfounded as he had no explanation for the miracle.

Significant Morals

- Self-reliance is very important for a child. Parents should always teach their children to face all the challenges of life themselves.



- One must be independent to survive on his/her own. Making efforts in achieving the goal ultimately leads to the victory.
- Courage is a weapon that helps one during the most difficult times of life.
- Faith and optimism give right direction to use the courage.
- A person should never give up even at the time of adversity.

Learning Outcomes

- Students will be able to respond to the role of parents in preparing their children to face the challenges of the world and to overcome the fear through self-reliance and belief.
- Students will be able to justify that courage and grit are necessary to overcome any obstacle or problem and to know that difficulties should be taken by horns with courage.

Conclusion of Two Stories About Flying

In the chapter – Two Stories About Flying, there are two stories that teach us that inner strength and determination is necessary to overcome fear. Having the courage to face tough situations helps us to overcome complex situations in our lives.

Questions & Answers

1. **What happened when the young seagull dived at the fish picked up by his mother?**

Ans. When the young seagull dived at the fish, he fell outwards and downwards with a scream. His monstrous terror seized him and his heart sank. He could hear nothing. **But** it only lasted a minute. The next moment he felt his wings spread outwards. He could feel the tips of his wings cutting through the air.

2. **How did the young seagull and his family celebrate his first flight?**

3. **What did the young seagull do to attract his mother's attention?**

Ans. **In order to** attract his mother's attention, the young seagull stood on one leg and pretended to be falling asleep on the brink of the ledge.

4. **Describe the sky when 'Dakota' took off from Paris.**

Ans. When 'Dakota' took off from Paris, the sky was quite clear. The moon was coming up in the east **and** the stars were shining. There were no signs of a storm in the sky.

5. **In a parallel world, the pilot of the black aeroplane narrates his adventure in a story titled 'The Old Dakota'. You come across the ending questions of 'Black Aeroplane' and describes the black aeroplane pilot's decision to fly away after watching the Dakota land. Compose the said excerpt of the story employing relevant details from 'Black Aeroplane'.**

Ans. The pilot of the old Dakota looked helpless **as** he was stuck in the storm. One could tell from the pale face of the pilot **that** he was clueless about the location of his plane. **As** I decided to help him, I moved towards the side of his plane. I raised my hand as a signal to follow me. The pilot followed me to the nearest airport. I was excited to meet the pilot of Dakota **as soon as** we would land. **But** when the old Dakota was about to land. I received an urgent message from the Control Room. There was an emergency landing of Boeing 655 on water **due to** the bad weather. I was asked to be the part of the rescue team for the same, **as** my technologically advanced black aeroplane was laden with strong equipment to deal with such kind of situations. **Hence**, I flew away without meeting the pilot of old Dakota. I was content at the fact that the pilot safely made it to the airport.



From The Diary of Anne Frank

Anne Frank

About the Chapter

'From the Diary of Anne Frank' is an excerpt from the personal diary of a thirteen-year-old Jewish girl named Anne Frank. She writes this diary while hiding in an attic with her family and four other members in Amsterdam during the German occupation of Netherlands by the horrified Nazis at the time of World War II. Her diary 'kitty' is full of secrets, funny incidents and her creative descriptions of people and war.

Anne Frank's First Entry in the Diary

Anne Frank, a thirteen-year-old girl, was gifted a diary by her father. So, she decided to write in her diary which she considered to be her best friend in loneliness and named it 'Kitty'. She began writing in June 1942. In her first entry, she expressed her desire to confide everything to the diary as she hadn't been able to do so to anyone else. She felt that paper had more patience than people. Secondly she thought that nobody would be interested in her diary as she was a small girl.

Her Childhood and Family

Anne called her father the most adorable person. He was 36 when he married her mother, who was just 25. She had an older sister Margot.

She had about 30 people around her but she had no true friend. They lived in Frankfurt for sometime but as they were Jewish, they had to migrate to Holland for refuge.

Anne's Schooling

She was sent to a Montessori nursery school. She stayed there until she was six. At her farewell, she and her headmistress Mrs Kuperus had tears in their eyes.

Her Grandmother's Death

In the summer of 1941, her grandmother fell ill. She had to be operated upon but she died in January 1942. It gave Anne a shock and she did not write her diary in that period, but after that she wrote again as she thought of her grandmother's love and affection.

Her View About Teachers

Anne was not good at Maths so she and her friends were always worried about it, but she was sure that she would go to the next class. She always considered teachers to be the most unpredictable creatures on the earth. So she told her friends not to lose hope.

Punishment by Mr Keesing

Anne was a good student and had a good relationship with all the teachers except Mr Keesing, who taught her Maths. He was always annoyed by her talkative nature. He used to give her extra homework as punishment.

He asked her to write an essay on 'A Chatterbox'. He also put a slip of it on her bag to remind her about it.

Completion of Homework

Anne was unable to understand what she could write in the essay. She started writing to consider it the necessity. She wrote the three pages for her satisfaction. She defined it as a feature of a student and also mentioned that she inherited this trait from her mother who also used to talk much.

Homework given as Punishment Again

Mr Keesing read Anne's essay in front of class and laughed at it. He gave her another essay as a punishment on the topic 'An Incurable Chatterbox' and 'Quack, Quack, Quack, Said Mistress Chatterbox'.

Anne Mocks Mr Keesing Amusingly with her Homework

Anne wanted to write something interesting and different this time. So, with the help of her friend Sanne who was good at poetry, she wrote an essay in verse. It was about three ducklings going dead because their father duck bit them as they quacked too much.

Mr Keesing took the joke in the right way and didn't bother Anne for talking after that incident. She was not even given any extra homework after that.

Significant Morals

- Writing a diary helps one to pen all their thoughts on paper. It can be your dearest friend who is always ready to listen to you.
- A paper never betrays or spills the secrets shared with it. It has more tolerance and patience than people.
- Teachers should always discipline their students but they should also let students speak their minds.
- They should encourage students' creativity and keep a balance between awarding punishments and appraisals.

Learning Outcomes

- Students should be able to demonstrate awareness and empathy for social injustice victims and understand their dilemma.
- Students should be able to analyse the anxiety of students before the result day and the various ways a teacher—student bond gets established, by looking at Anne's and her teacher's bond.

Conclusion of From the Diary of Anne Frank

In the story From the Diary of Anne Frank, we can conclude that a young student needs to talk and feel joyous in order to stay mentally fit.

Questions & Answers

1. Why does Anne want to keep a diary?

Ans. Anne wants to keep a diary **as** she thinks **that** she has no true friend with whom she could share her secrets and confide in. She believes the diary to be her best friend.

2. Anne wrote in her diary to get things off her chest. List any two reasons why getting things off one's chest is recommended by counsellors as therapeutic.

Ans. Getting things off one's chest is recommended by counsellor as therapeutic **because** it makes people free of their restraints of heavy thoughts **and** they get to know what they are thinking about something is true or not. It helps them get rid of their pent up emotions.

3. How did Anne regard her diary and what name did she give to it?

Ans. Anne regarded her diary as her long-awaited friend. She **considered** it as one with whom she could share her deepest feelings. She named it 'Kitty'.

4. Explain the emotion vested in Anne's statement, "....I was plunked down on the table as a birthday present for Margot."

Ans. When Anne's parents emigrated to Holland in 1933, both Anne and Margot had to live with their grandmother. **Later**, in December that year, Margot joined their parents **but** Anne joined them on Margot's birthday **as** a surprise. She was the birthday present for Margot that year.



Glimpses of India

Lucio Rodrigues

About the Chapter

'A Baker from Goa' is a chapter based on the traditional bakers of Goa. It shows that bakery is a legacy of the Portuguese and is of vital importance in a traditional Goan village. Several bakery items are prepared on the occasions of marriage, daughter's engagement ceremony, Christmas, etc.

'Coorg' is a chapter based on the unique heritage of the place situated between Mysore and the coastal town of Mangalore, named Coorg. The people of Coorg are a proud race of martial men and beautiful ladies who are fiercely independent. They have drawn their origin and valor either from Greeks or the Arabs.

'Tea from Assam' is a travelogue on Assam, its tea and tea plantations. The author wants the reader to know the contributions of Assam in tea productivity and its consumers' share. The travelogue shows the vast stretch of tea bushes and the legends surrounding the origin of tea, through two school children.

Part – I A Baker from Goa

Bread Making in Goa

This is a pen-portrait of the traditional Goan village baker, who is still remembered by Goans. Bread making started from the Portuguese days. They were the lovers of bread. Bread making was an art which needed perfection. Mixing, moulding and baking were the areas of specialisation of making bread. The loaves were baked in time tested furnaces. This profession has been continued by the baker's descendants.

The Author's Childhood Days Recalled

The author remembers his childhood days when the baker used to be their friend, companion and guide. He used to visit twice a day, once in the morning during his selling hours and then again while returning after selling all his bread. The jingling thud of the bamboo, he carried, woke them up in the morning and they ran to meet and greet him. They ran for getting the bread-bangles, which were a specially made sweet bread.

Delivering the Loaves

As the baker came, he would call out the lady of the house and wish her 'Good Morning'. The children would be pushed aside and the loaves would be delivered to the maid servant. The author recalls the aroma of loaves that filled the air. The children would not even brush their teeth and ate bread bangles made of bread with tea.

Importance of Bread in Traditional Ceremonies

The various kinds of bread were very important for all occasions. No marriage was complete until and unless the traditional bol was served. The lady of the house on the occasion of her daughter's engagement would prepare sandwiches and bolinhas would be prepared for Christmas and other festivals. (bol and bolinhas are the varieties of bread)

The Baker's Dress

The baker was usually dressed in a kabai, a long frock reaching down to the knees or a shirt and a trousers which were shorter than full-length ones and longer than half pants. Even today if anyone dares to go out in the streets wearing half pants, he is referred to as a pader (baker).

Bread Making - A Profitable Profession

The baker usually collected his bills at the end of the month. All the accounts were written on a wall in the premises with a pencil. It was a profitable profession during those days because Portuguese were lovers of fresh baked loaves. The baker, his family members and his servants looked prosperous and happy.

Part – II

Coorg

Lokesh Abrol

Coorg - A Heavenly Place

Coorg district of Karnataka lies between the towns of Mysore and Mangalore. It is like a heaven on Earth. It is inhabited by martial men, beautiful women and wild creatures.

Weather and Environment of Coorg

It is the smallest district of Karnataka. It consists of evergreen forests, spices and coffee plantations. The best season to visit Coorg starts in September and continues upto March. The weather in Coorg is pleasant during those months.

People of Coorg

The people here are possibly of Greek or Arabic descent. According to a legend, Alexander's army moved South along the coast and settled there only when they were unable to return to their country. These people married among the locals and their culture can be witnessed by their martial traditions, marriages and religious rites. The Kodavus (residents of Coorg) wear a long black coat with an embroidered waist belt. Known as Kuppia, it resembles Kuffia worn by the Arabs and the Kurds.

Bravery Tales of Coorg

Coorg people are well-known for their bravery. The Coorg Regiment is one of the most decorated regiments of the Indian Army. General Cariappa, the first Indian Army Chief, was a Coorgi. Even today, only the Kodavus are permitted to carry firearms without a licence.

Wildlife in Coorg

Coorg is home to a large number of wild animals and birds. Mahaseer, a large freshwater fish, is found here. Kingfishers, squirrels and langurs live without any fear. Wild elephants enjoy being bathed and scrubbed in the river by their mahouts. The river Kaveri gets its water from the hills of Coorg.

Coorg - A Tourist Place

Even the laziest tourists become adventurous on coming to Coorg as it is full of adventure sports like river rafting, canoeing, rock climbing etc. The climb to Brahmagiri hills brings smiles to many faces as one can see the panoramic view of Coorg from there.

Nature at its Best

India's largest Tibetan settlement at Bylakuppe is inhabited by monks in red, ochre and yellow robes. There are many more surprises waiting at Coorg for the tourists to discover.

Reaching Coorg

Coorg can be reached by road and by rail. If one prefers to go by air, then the nearest airports are Bangalore and Mangalore. By road, it is around 250-260 km from Bangalore.



Part – III

Tea from Assam

Arup Kumar Datta

Rajvir's Visit to Assam

Rajvir and Pranjol are travelling to Assam by train as Pranjol has invited Rajvir to visit his home during the summer vacation. Rajvir is very excited to see the beautiful scenery of greenery and tea plantations outside. Rajvir tells Pranjol that over eighty crore cups of tea are drunk everyday throughout the world.

The Beautiful Tea Gardens

Rajvir looks at the scenery outside and is mesmerised by its beauty. The view from the train was also panoramic (a wide view). There was greenery outside. The soft green paddy fields gave way to tea bushes. Tea bushes spread as far as the eye could see.

Legends about Discovery of Tea

There are many legends about the discovery of tea. The Chinese legend says that when a few tea leaves accidentally fell into boiling water which the emperor tasted and liked, and tea making started.

Indian legend tells that a Buddhist monk cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of these eyelids. The leaves of these plants when put in hot water and drunk, drove away sleep.

Chinese-the Tea Lovers

Rajvir told Pranjol that tea was first drunk in China. Words like 'chai' and 'chini' are of Chinese origin.

From China, it spread to Europe and then to Asia, Earlier tea was drunk more as a medicine than as a beverage.

Dhekiabori

The boys alighted at Mariani junction. Soon, they were driving towards Dhekiabari, the tea garden managed by Pranjol's father. Groups of tea pluckers, with bamboo baskets on their backs and wearing plastic aprons, plucking the newly sprouted leaves, could be seen everywhere. The best tea is obtained during the period of May to July.

Significant Morals

- Every state, region or area has a unique story or a peculiar thing about it to tell.
- The old traditions add prestige to the rich heritage of the country.
- Every community has its unique identity even if it's not a part of the mainstream culture of the country.
- Gathering a lot of information about a thing before working on it is a valuable activity.
- One should have sufficient information about his own country's heritage, diversity and uniqueness.

Learning Outcomes

- Students will be able to develop understanding for the go an tradition of baking and demonstrate critical thinking skills based on historical pieces of information.
- Students will be describe distinct features of Coorgis, their attires and traditions. They will also be able to understand Coorg as rich in variety of coffee and spices and as a place for travellers.
- Students will be able to recognize how pleasure and scholarship can be combined to make knowledge effective and lasting. They will also rationalize how doing one's homework before any new venture is a smart move.

Conclusion of Glimpses of India

In the chapter – Glimpses of India, we learnt about the beautiful landscapes and specialties of different parts of India. There are a lot of beautiful places to explore in India itself before we make our way to explore foreign locations.

Questions & Answers

1. **How did bakers become synonymous with celebrations and occasions in Goa?**

Ans. The bakers became synonymous with celebrations *and* occasions in Goa *as* no important occasion or festival was accomplished without the bakery items. The Bread had been an essential part of every occasion in Goa.

2. **Pranjal buried his head in his detective book while Rajvir was eager to look at the beautiful scenery during the train journey. Why do you think there was a difference in their excitement levels?**

Ans. Rajvir was *so* amazed to see the lush greenery of the tea gardens *and* the beautiful scenery during the train journey *as* he was visiting Assam for the first time *but* Pranjal had been born and brought up in those surroundings, *so* it wasn't anything new for him. *Hence*, he wasn't as excited as Rajvir.

3. **Why is Coorg called the land of rolling hills?**

Ans. Coorg is called the land of rolling hills *because* it is situated on the lush green sloppy hills *that* seemed to roll one after another.

4. **'How is the Coorgi tradition of courage and bravery recognized in modern India?'**

5. **How do we know that Goa's bakers are very prosperous?**

Ans. The Goan bakers have a very plump jackfruit like appearance *that* shows us *that* they eat well *and* are prosperous people. They *also* dress well.

6. **When would the baker come every day? Why did the children run to meet him?**

Ans. *During* the narrator's childhood, the baker would come every day to sell his breads. The children ran to meet him to look into his basket for the bread bangles.

7. **In the chapter, 'A Baker from Goa' the narrator talks about his childhood in Goa and his fond memories. Compare the childhood of Nelson Mandela with that of the narrator.**

Ans. Both the characters in the two chapters remember their good childhood days when things were simple *and* loving.

In the chapter, 'A Baker from Goa', the author fondly remembers *that* when he was young, a baker used to visit his street twice. Once in the morning, when he was to start the selling of bread *and* then in the evening while returning after selling all his bread. The children *used to* run listening to the jingling thud of his bamboo stick. They wanted to get sweet bread bangles for themselves.



Mijbil the Otter

Gavin Maxwell

About the Chapter

'Mijbil the Otter' is a story that defines the relationship between a pet and its owner. When Maxwell shifts to Iraq, he sees that people keep otters as pet. As the pet dog of Maxwell died, he adopts Mijbil, an otter, as his pet. However, when Maxwell travels from Iraq to London, he is bombarded with interesting queries about the animal as Londoners have never seen such an otter.

Maxwell Decides to keep an Otter

Maxwell travelled to Southern Iraq in 1956. He decided to keep an otter as a pet. As his native place of living, Camusfearna, had much water around so, an otter was suitable for the experiment.

Maxwell and his friend Travel to Basra

When Maxwell mentioned about his wish to keep an otter as a pet to his friend, he suggested him to take an otter from Tigris marshes as they are quite common there. They were going to Basra to collect their mails. The mail of his friend reached but his mail did not arrive.

Maxwell Mail Arrives and He Gets the Otter

Maxwell sent a telegram to England as his mail had not arrived. For three days, there was no reply. He tried to make a phone call but due to some problems he was not able to get through. Finally, after five days his mail arrived. Once his mail arrived, he went to his room to read it. There, he saw two Arabs with an otter. They told that it was for him.

Strangeness of the Otter

The otter changed the life of Maxwell. The otter came on to the tiled floor from the sack (bag). At once, it appeared like a small dragon. From head to tail, his body was coated with mud. In between the mud, a velvet fur-like creature resembling a chocolate brown mole appeared. There was a lot of dust on his body. It took Maxwell a month's time to remove all the dust from his body.

Domestication of the Otter

Maxwell named the otter as Mijbil. In short, he was called Mij. For the first twenty-four hours, the otter was neither unfriendly nor friendly. He was aloof and indifferent. He kept on sleeping on the floor far from the bed. The second night, he came onto Maxwell's bed and slept in the crook of his knees. In the day, he kept a keen interest in his surroundings. Maxwell made a body belt for him. The otter liked playing in the water in the bathroom.

Mijbil's Escape from the Bedroom

Two days later, Mijbil escaped from Maxwell's bedroom. He went to the bathroom. He entered the bathtub and turned the tap on with his paws within minutes.

Mijbil Becomes Friendly

Within a very less time, he became very friendly. He followed Maxwell when he called his name. He spent most of the time in playing with the rubber ball. He played it like a soccer ball. His favourite toys were the marbles.

Taking Mijbil Back to Home

Days passed peacefully at Basra. Maxwell had a fear of transporting Mij to England and then to Camusfearna. The British airlines would not fly animals. He booked a flight to Paris and then from there to London. The airlines told him to pack Mij in a box. He made a box for Mij. He put him inside the box before the flight so that he become habitual to it. Then Maxwell went to have lunch.

The Otter and the Box

When Maxwell came back after sometime, he was shocked to see a complete silence from the box. Blood was coming out from the airholes. He opened the box. He saw Mij covered with blood. Only 10 minutes were left for the flight and the airport was five miles away. He kept Mij inside the box and held the lid with his hands.

Maxwell Leaves for Airport

Maxwell sat in the car with the box beside him. The driver drove the car very fast. Just when the aircraft was about to take off, he was rushed through to it by the angry officials at the airport.

Maxwell in the Aircraft

Maxwell had booked the front seat for him. He covered the floor around his seat with newspapers. He gave the parcel of fish to the airhostess for the otter. She suggested him to keep the otter on his knees.

Mijbil Goes Out of the Box

Mij was out of the box at once. He disappeared in the aircraft. There was a woman shouting, "A rat! A rat!" in fear. Maxwell tried to catch the otter but he failed. The airhostess told him to be seated and said that she would find the otter for him. Very soon the otter came near Maxwell and climbed on his knees. He started rubbing his face and neck with his nose.

Mijbil Reaches London

Maxwell remained in London for almost a month. Mij kept on playing with ping-pong balls, marbles, rubber fruit and a terrapin shell that Maxwell had bought from the marshes.

Mijbil Plays Outside the House

Maxwell exercised Mij on a lead on the streets. Mij quickly developed certain habits during the walks on London streets. There was a primary school opposite to Maxwell's house. He would take Maxwell near the outer wall of it which was some two feet high. He would then gallop on to this. This distracted the students and the staff. The people in London were not able to recognise the otter and made wild guesses.

Significant Morals

- Animals always respond to the love and compassion shown to them by humans.
- One should always treat an animal in an affectionate way and provide it with a suitable environment.
- The strong bond built between a pet and its owner brings immense joy to both of them.
- Any animal can be kept as a pet if it is given tender care and proper training.

Learning Outcomes

- Students will be able to learn the use of expressions in the text and will comprehend the progression in the story, empathizing with animals.
- Students will be able to learn how to take care of animals and be responsible towards other life forms.

Conclusion of Mijbil the Otter

In the chapter – Mijbil the Otter, the story explained the beautiful bond of the author with his pet otter, Mijbil and the series of incidents that followed during their onward journey to London.

Questions & Answers

1. Maxwell was justified in thinking very highly of the air hostess. Justify.

Ans. In the flight, Maxwell shared his problem of carrying the otter with the air hostess. The air hostess was very kind. She understood Maxwell's problem **and** advised him to take Mijbil out of the box **and** put him on his knees.



2. **What happened when Maxwell took Mijbil to the bathroom? What did it do on next two days?**

Ans. When Maxwell first took Mijbil to his bathroom, he couldn't resist **and** went wild in the water. He plunged and rolled in the bathtub. Two days **after that**, Mijbil escaped to the bathroom himself and turned on the taps with his paws.

3. **What was the first characteristic of the otter discovered by the narrator?**

Ans. The first characteristic of the otter discovered by the narrator was **that** an otter can't resist the sight of water. It gets wild **and** plays like an energetic child in it.

4. **Mijbil caused a sensation in London. Expound with reference to the chapter "Mijbil the Otter".**

Ans. Mijbil was a strange sight for Londoners. Nobody there was familiar with otters. They made wild guesses about the animal's species. Some thought him to be a baby seal **while** some thought **that** it was squirrel. Other guesses **about** his species were a walrus, beaver, bear cub, leopard, hippo, etc.





Madam Rides the Bus

Vallikkannan

About the Chapter

'Madam Rides the Bus' is a story about an eight-year-old girl named Valli. She longs to take her first bus journey to the nearest town all alone. She saves money for the same. One afternoon, her mother goes to take a nap; she gets out of the house to take the bus journey. On the way, she sees beautiful scenes and merchandise at shops in the town. While returning, she comes across some harsh realities of life that makes her wiser.

Valliammai and Her Pastime

Valliammai was a girl, who was known as Valli in short. She was eight years old. She wanted to know about new things. She had no one to play with her of her own age. So her favourite pastime was to stand in front of the door of her house. This always gave her new experiences. The bus that travelled from her street to the town fascinated her the most. Looking at the new passengers every time the bus gave an unending joy to Valli.

Valli Wants to Travel in the Bus

Everyday when Valli watched the bus, she wanted to travel in it. This wish became stronger day-by-day until it became a desire. She used to stare at the people while they got up and down the bus. If one of her friends went on a bus ride and described her about the bus journey, she became jealous of her and would shout.

Valli Discovers Details About the Bus Journey

For many days and months, Valli listened to the talks of her neighbours and people who went on the bus journey. She even asked them some questions since they were regular travellers. This way she was able to get even the minute details about the bus journey. The fare was 30 paise for one way and the trip to the town took 45 minutes. She kept on planning and calculating the things for a long time.

Valli Takes the Bus

Valli took the bus on a spring afternoon. There were only six to seven passengers in the bus. The bus was new with soft and luxurious seats. The conductor was a jolly sort of a person and asked Valli to get seated right up there in front. He addressed Valli as madam'. She started looking outside the bus and was attracted by the outside view. She could see the canal, the palm trees, grassland, distant mountains and the blue sky. A cow running towards the bus made her laugh and clap. The cow was not moving aside despite continuous honking by the driver.

Valli Reaches the Town

The bus reached the town after some time. Valli was seeing the bright shops and big crowd. She stayed in the bus while the other passengers got down. The conductor asked her to get down but she told him that she would go back in the same bus. She refused his offer of giving her a cold drink as a treat.

The Return Journey

Valli saw the same wonderful sights on the return journey. She wasn't bored and greeted everything with the same excitement she'd felt the first time. Suddenly, she saw a young cow lying dead by the road side. It was the same cow that was running towards the bus when she was going to town. She was filled with sadness on seeing her. The bus moved on but the thoughts of the dead cow haunted Valli. She no longer looked outside the window. When the bus reached her village at three forty, she ran straight for home. Her mother did not get to know of her secret journey.



Significant Morals

- Children are not always as ignorant or vulnerable as adults think them to be. They are full of curiosity to explore life around them.
- They are keen to experience the things that catch their attention.
- One can accomplish his/her dream at any age.
- Death is an integral and inevitable part of life.
- Life doesn't come to a standstill by anybody's death. It goes on endlessly.

Learning Outcomes

- Students will be able to recognize the importance of being sensitive towards an individual's feelings.
- Students will be able to extrapolate the lessons and experiences through travelling.

Conclusion of Madam Rides the Bus

The chapter – Madam Rides the Bus explained the desire of a young girl to take a bus ride from her village to the nearest town. However, on her trip an unfortunate incident taught her the meaning of life and death.

Questions & Answers

1. What was the most fascinating thing that Valli saw on the street?

Ans. The most fascinating thing *that* Vallie saw on the street *was* the bus that travelled between the village and the nearest town. The sight of the bus loaded with passengers was a source of unending joy for Valli.

2. How did Valli save money to travel by bus?

Ans. When Valli saw the dead cow on the roadside, she became extremely sad and pensive. The dreadful event dampened her enthusiasm *so much so* that she had no more desire to look out of the window *and* kept glued to her seat till she reached the village.

3. During her journey, Valli observed the natural beauty and clapped her hands in happiness on seeing a young cow running very fast. What does this reveal about Valli?

Ans. When Valli saw the natural beauty *and* the running cow during her bus journey, she was bemused. This tells us that *even though* Valli had planned the journey all alone, she was still a child who got happy looking at the outside world.

4. Why does Valli stand up on the seat? What does she see now?

Ans. The canvas blind of the window has cut-off half of Valli's outside view from the window. *So*, she stands up on her seat to take a view from the upper half of the window. *Now*, she can see green fields and canals.

5. If you were to advise Valli on any two things she ought to take with her if she was travelling alone for the first time, what would they be and why?

6. Give examples from the text to show that journey? Was it easy for her? Justify.

Ans. Valli was a keen observer *as well as* a meticulous planner. She had collected all the useful information by observing the passengers everyday *and* by making discreet inquiries about the timings, duration *and* fare for the ride. She saved every penny to finance her trip *and finally* accomplished it by the efficient execution of her plans.



The Sermon at Benares

Betty Renshaw

About the Chapter

'The Sermon at Benares' tells us about the early life of Siddhartha Gautama and how he comes to be known as 'Gautama Buddha' after he attains enlightenment. Siddhartha's life is comfortable and luxurious as a Prince but he decides to leave all his riches after witnessing the sufferings of the human life. After becoming a spiritual devotee, he gives Kisa Gotami a sermon that death is an inevitable reality.

Buddha as a Prince

Gautama Buddha was born as a prince named Siddhartha Gautama in Northern India. At twelve, he was sent for schooling in Hindu sacred scriptures. Four years later, he returned home and got married to a princess. They had a son. They lived a royal life for ten years.

Gautama Feels Sufferings of the World

He was protected from the sufferings of the world. One day, he saw a sick man, an old man, a funeral procession and a monk begging for money and food. This moved Buddha and he then went out to seek enlightenment.

Gautama Seeks Enlightenment

He travelled aimlessly for seven years and then he stayed under a peepal tree until he attained enlightenment. After seven days, he got enlightened and renamed the tree as Bodhi Tree (Tree of Wisdom). There, he began to teach and share his knowledge and became known as Buddha.

Buddha Gives his First Sermon

Buddha preached his first sermon at the city of Benares. It is the holiest of the dipping places on the river Ganges. This sermon reflects Buddha's wisdom about the kind of suffering that is impossible to interpret.

Kisa Gotami's Story

Kisa Gotami had only one son who had died. She carried her dead son in her arms and went door to door asking for medicines for her dead child. The neighbours pitied her but could not help her as her son was dead. They were as helpless as Kisa and couldn't go against the will of God. Finally, somebody suggested that she should go to the Sakyamuni, the Buddha. Kisa Gotami went to meet Gautama Buddha. Gautama told her to bring a handful of mustard seeds from a house where death had never knocked at the door. Kisa thought that it was a very easy task. She went to all the houses in the village but couldn't find a single house where death had not taken a beloved away. She sat down, hopeless and tired. She soon realised that she was being very selfish in her grief. Death is common to all.

Buddha's Reply to Kisa Gotami

The life of morals is troubled, brief and combined with pain. It is not possible to avoid death. As the ripe fruits are in danger of falling, as the earthen vessels made by the potter break, similarly the mortals have the danger of death. Wise men and fools, all fall in the power of death. Only the wise do not grieve and they accept the reality. All weeping and grieving will bring more pain and sufferings to the body. One, who is composed, will obtain peace of mind and will be free from sorrow and be blessed.



Significant Morals

- Human life is full of sufferings and predicaments.
- Death is inevitable and is common to all mortals.
- One can only find peace and consolation after accepting the truth of life and giving up all sorts of selfishness.
- Grief only makes a person sick and traumatized. It's impossible to bring a dead person back to life. Keeping oneself away from sorrow is the only way to have peace.

Learning Outcomes

- Students will be able to inspect the loss of a loved one and how it causes sorrow.
- Students will be able to develop a spiritual outlook and discuss death as the ultimate truth.

Conclusion of The Sermon at Benares

The chapter – The Sermon at Benares explains one of the holiest preachings of Lord Buddha that ended the suffering of a grieving mother, Kisa Gotami who lost her son. By accepting the truth of life, she freed herself from unending pain.

Questions & Answers

1. Read the given quote by actor Jim Carrey.

I THINK EVERYBODY
SHOULD GET RICH AND
FAMOUS AND DO
EVERYTHING THEY EVER
DREAMED OF SO THEY
CAN SEE THAT IT'S NOT
THE ANSWER.

Can you relate this to the Buddha's life before and after he attained enlightenment? Provide examples from the text to support your answer.

- Ans.** Siddhartha Gautama, in his youth, had never seen any suffering of human life like weakness, diseases, old-age and death. He was born **as** a prince in a royal family. He lived a luxurious life **and** was oblivious to the common sufferings of the people. When he saw sufferings of people one day, he realized that nobody is spared by such sorrows. Money **and** materialistic things can't stop one from reaching death. Buddha then decided to give up all his riches and comforts of life in search of enlightenment concerning the sorrows and sufferings of human life. **However**, after enlightenment, Buddha achieved his aim of life **and** learnt that one must rise above all the worldly pleasures to attain peace of mind.



The Proposal

Anton Chekov

About the Chapter

'The Proposal' is a one-act play written by the famous Russian playwright Anton Chekov. Lomov, who is an unmarried man in his mid-thirties, decides to give a proposal to his neighbor, Natalya. Natalya is a twenty-five-year-old daughter of Chubukov, who is a wealthy landowner. Lomov has no confidence and beats around the bush regarding the proposal. When finally the proposal is made, all three of them still continue to quarrel.

Lomov at Chubukov's House

The play begins with the scene set in Chubukov's house. Lomov comes there and meets Chubukov. Chubukov is extremely happy to meet him. He asks him to sit down and also enquires why he was wearing an evening dress. Lomov tells him that he has come there with a purpose. He tells him that he wants to request him about something. Suddenly he gets excited. Chubukov feels that he must have come to borrow money from him. Lomov starts to speak and talks about random things. Finally, he tells Chubukov that he has come there to ask for Natalya's hand. Chubukov gets excited at hearing this.

Chubukov's Reaction to the Proposal

Chubukov gets so happy that he starts to behave idiotically. He hugs Lomov and kisses him. Lomov tells Chubukov that he wants his consent for the marriage. Chubukov tells him that he was always hoping that he would come to ask for Natalya's hand.

Lomov Thinks About Natalya and his Life

Lomov starts trembling due to overexcitement. He says that if he would have looked for a perfect partner he would have never got one and would have remained unmarried. He feels that Natalya is a good housekeeper. He says that she is not bad-looking and is very well educated. He feels he is already too old to get married and now he should lead a quiet and regular life. He starts to jump like a mad person.

Talk Between Lomov and Natalya

Natalya comes and asks Lomov why he had not come there for a long time. She informs Lomov about the harvest. She asks him why he was dressed in an evening dress and enquired if he was going to a ball.

Before Lomov told Natalya his purpose for the visit, they were off the point. He starts telling her that he has known his family for a very long time. He also tells her how he inherited his land and how he respects her father. He tells Natalya that his Oxen Meadows touch Natalya's Birchwood. On hearing this, Natalya says that the Oxen Meadows are theirs.

Argument Regarding Land Ownership

Natalya gets serious and tells him that Oxen Meadows do not belong to him. They actually belong to them. Lomov clarifies that he is talking about the Oxen Meadows that are between her Birchwoods and Burnt marsh. Natalya insists that they are theirs. Lomov refuses it. He tells her that his aunt's grandmother gave those meadows to her father's grandfather. The peasants used the land for forty years.

Argument Continues Between Natalya and Lomov

Natalya refuses and sticks on her point that those Meadows are theirs. Lomov on the other hand says that he has the documents to prove that it is his land. Natalya tells him that they had that land for nearly 300 years now.

Both of them continue fighting over the ownership of the land. Lomov offers to make a present of them to Natalya. She also says that she can make a present of them to him. They start shouting at each other.



Chubukov Takes Natalya's Side

Chubukov also enters the room. Natalya asks him to tell Lomov that the Oxen Meadows are owned by them. Chubukov also supports Natalya and regards the meadows as theirs. Lomov refuses. Chubukov says that by shouting Lomov cannot prove that the Oxen Meadows are owned by him.

Chubukov accuses Lomov by saying that he cannot talk to him so disrespectfully as he is twice of his age. Lomov says that he is calling his land as his and wants him to speak to him politely. He calls Chubukov a land grabber.

Lomov threatens that he would take Chubukov to the court. A lot of abuses are exchanged between them. Chubukov says that Lomov's grandfather was a drunkard. His younger aunt Nastasya ran away with an architect. Lomov felt that he was dying so he could not say anything at that time. Natalya also calls Lomov a rascal. Chubukov calls him a villain and a scarecrow. He also calls him a monster who has the courage to propose.

Chubukov Tells Natalya the Purpose of Lomov's Visit

As soon as Lomov leaves their home, Chubukov tells Natalya that he came to propose her. Hearing the word 'propose', Natalya enquires him. Chubukov tells her that Lomov had come there to propose Natalya for marriage. Hearing this, Natalya starts crying. She asks Chubukov to bring Lomov back at once.

Fight Over the Dogs

Lomov enters again. Natalya begs to be excused. They shift their talks to the dogs as Natalya tells him that the Oxen Meadows are his. They now talk about the dogs. Lomov tells Natalya that his best dog costed him 125 roubles. Natalya says that it is too much. She tells him that her father had given just 85 roubles for the Squeezer (her dog). She says that Squeezer is better than his dog. Lomov refuses and says that his lower jaw is shorter than his upper jaw. Natalya says that Squeezer is of the finest pedigree. They both continue fighting over the breed of their dogs. Chubukov enters and enquires about the matter. Chubukov also says that Lomov's dog is old and short.

Lomov Drops to the Ground

Lomov suddenly falls. Natalya asks her father what has happened to him. Chubukov thinks that he has difficulty in breathing. Natalya feels Lomov is dead. Chubukov then calls for water as well as a doctor.

Chubukov Asks Lomov to Marry Natalya

Chubukov seems helpless. He starts accusing himself. He asks for a knife and a pistol. He calls himself the most unhappy of men. Lomov starts reviving. Lomov says that he sees stars. He asks where he is. Chubukov says that he should hurry up and marry Natalya. He also tells him that she is willing to marry him. Natalya becomes extremely happy on hearing this. Chubukov also feels happy and offers some champagne for this occasion.

Significant Morals

- Marriage is a sensitive issue that needs to be raised in a solemn environment.
- Marriage is a band between two partners that is based on mutual understanding and love, not ego and fights.
- It is a pious relationship that shouldn't be burdened with any sort of selfishness, fights or mistrusts.
- One should always control one's anger, selfishness, impatience, intolerance, etc. as it ruins relationships.

Learning Outcomes

- Students will be able to demonstrate ability to discuss elements of drama as a form of literature.
- Students will be able to identify the different types of conflicts within the story, managing conflicts, anger management need to control the use of language, trust, faith and forgiveness.

Conclusion of The Proposal

In the chapter – The Proposal displayed the quarrelsome nature of the characters of the play and how a wealthy family ruthlessly encouraged marriage with another wealthier family as a means to enhance their economic condition.

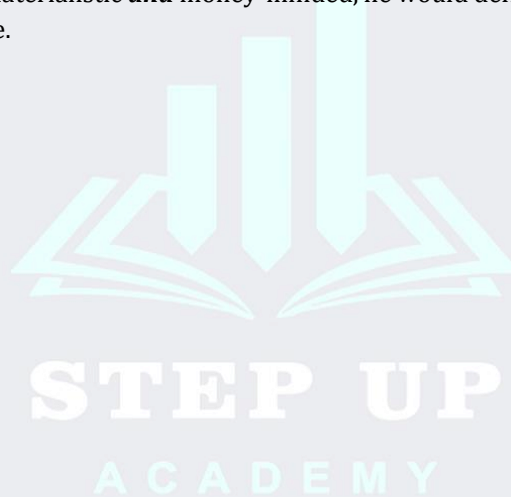
Questions & Answers

1. Look at the given matrimonial advertisement published in the Morning Post (newspaper) in December 1822. It was fairly common practice in the nineteenth century for gentlemen and ladies to seek courtship and matrimony by placing a suitable advertisement.

MATRIMONY—A Middle-aged Gentleman, of a respectable rank in life, who enjoys an income of Two Hundred Pounds a Year, with fair expectations, and who might otherwise offer a favourable account of himself, wishes to MARRY. The intimations of any Lady, of unblemishable character of an age not less than thirty, nor more than thirty-seven, and of an income at least equal to his own (as his rank requires such), leaving a similar wish, and condescending to favour him, will be received with due respect, and attended to with strict honour and inviolable secrecy. Letters to be addressed, post paid, S.H., No. 8, Park-place, Kennington.

Think of what might make Chubukov shortlist Lomov's advertisement if he was scanning the matrimonial section of the newspaper.

- Ans.** Chubukov would shortlist Lomov on the basis of his wealth **and** his status in the upper class Russian society. **As** Chubukov was totally materialistic **and** money-minded, he would definitely consider shortlisting Lomov for his daughter's marriage.





A Triumph of Surgery

James Herriot

About the Chapter

'A Triumph of Surgery' is a humorous story of an obese dog named Tricki, who is overfed by his over-concerned owner Mrs. Pumphrey. Tricki is turned into a lazy fat dog due to excessive eating and no physical activity. The vet, James Herriot, tells Mrs. Pumphrey to admit Tricki to his hospital for a 'surgery'. However, Tricki just requires a limited diet and lots of physical activities to get back into his shape.

James Enquires about Tricki

It was when James was driving that, he saw Mrs Pumphrey and Tricki walking down the street. He stopped his car to see how Trick was doing. He was shocked to see that he had become fat like a sausage and was lacking energy. After enquiring from Mrs Pumphrey about Trick's condition, he advised her to immediately stop giving the dog extra snacks between meals. He also wanted her to make him exercise daily along with a strict diet in order to improve his health. Mrs Pumphrey confessed that it was very difficult for her to do so but she agreed upon giving it a try and walked off with Tricki.

Herriot Received an Expected Call

Mrs Pumphrey called James Herriot, the vet, hurriedly, as Tricki had refused to eat food. Her concern grew even more when he had bouts of vomiting. James drove to Mrs Pumphrey's house with a firm mindset that the only way to cure Tricki was to get him out of the house for some time. He suggested to Mrs Pumphrey to hospitalise him for a fortnight for observation so that the proper treatment can follow. Although it broke Mrs Pumphrey's heart, she allowed James to take Tricki along with him to his surgery. He carried the dog wrapped in a blanket to his car. All the house helpers started to get together the blankets, rugs, bowls, coats etc that they thought Tricki might need during his hospitalisation. James started to drive off as he knew that his car could not carry so many things. All that Mrs Pumphrey managed to put were a few of his coats. Tricki left for the hospital leaving his caretakers behind in tears.

Tricki's Stay and Recovery at the Hospital

Tricki laid motionless on the bed that the vet made for him on the first day. He was put on a water diet for almost two days. Even the household dogs didn't bother him as he seemed uninterested in anything. After two days, he started responding a bit. On the following day, he whimpered (cried in low and weak sound), trotted (walked briskly) and joined the hound (hunting dog) in the garden. Later on the third day, he ran with enthusiasm when the food was served. He also gulped (swallowed) down the extra food that was put out for him. His recovery was speeding up. He had started running all day long and found joy in being bowled over and squashed. In spite of being a high maintenance dog, he had fitted in well with the gang of shabby and unkempt ones.

Mrs Pumphrey's Concern

Mrs Pumphrey used to phone the vet's clinic several times a day. She was keen to record his recovery and maintenance at short intervals. James brushed away her questions about Tricki's dressing, according to the weather but he didn't fail to assure her that Tricki was out of danger. Upon learning about Tricki's improving health, Mrs Pumphrey started sending additional food items, wine and brandy for Tricki, although this was not required. So the vet and his partner consumed these additional items themselves.

Tricki's Better Condition

After two weeks James called up Mrs Pumphrey to inform that Tricki was fit and could go home. Mrs Pumphrey reached the surgery within half an hour. While the chauffeur (driver) held the door open, she enquired about Tricki's actual condition. She was concerned about his well being and wanted to be sure about it. James found

Tricki playing with the pack. He had become healthy and strong in his two weeks stay. As James carried Tricki out to his mistress, he jumped off his arms and landed in his mistress lap. She was very happy at finding Tricki as excited as he used to be. He licked her face and wagged (swung) his tail. The chauffeur and the vet settled the dog's stuff in the car while Mrs Pumphrey thanked the vet for the 'triumph of surgery'.

Significant Morals

- Excessive love and pampering is not good for a pet.
- It may leave the pet ill and inactive.
- Over-indulgence can be life-threatening for animals.
- A restrictive diet and plenty of physical exercise is required for a healthy pet.
- Excess of anything is harmful, even if it's love.

Learning Outcomes

- Students will be able to demonstrate their opinions on how to raise a pet correctly by making him follow a healthy lifestyle.
- Students will deduce that a luxury lifestyle doesn't guarantee a good health but a healthy lifestyle does.

Conclusion of A Triumph of Surgery

In the chapter – A Triumph of Surgery signifies how rich parents indulge their children with expensive items, which prove harmful for their kids' health in the long run.

Questions & Answers

1. "It was a temptation to keep Tricki on as a permanent guest." Why was it so?

Ans. It was **definitely** a temptation to keep Tricki as a permanent guest **because** Tricki's owner, Mrs. Pumphrey, would send loads of delicious food and drinks for Tricki which the doctor would have himself **as** it wasn't suitable for Tricki to have them.

2. What was the major flaw in Tricki?

Ans. **According to** Dr. Herriot, the major flaw in Tricki was his greed for food. **However**, the over-indulgence and over-pampering of Mrs. Pumphrey led to the damaged health of the dog.

3. "I was really worried about Tricki this time." Comment on the writer's choice of beginning the story in this manner. What purpose does it serve?

Ans. The writer chose to begin the story in this manner **to show** that it wasn't the first time he had met Tricki. He was a vet who would have met Tricki earlier in a little bit better condition. **But** this time, the writer was worried as Tricki had gained more fat than ever.

4. Was it actually a triumph of surgery in reference to Tricki? Why/ why not?

Ans. No, it wasn't **actually** a 'triumph of a surgery' as no surgery was **ever** done on Tricki by the doctor. The doctor recovered Tricki's health by giving him a correct diet **and** making him do a lot of exercise.

5. What made James Herriot expect a call from Mrs. Pumphrey?

Ans. When Dr. James Herriot saw an extremely fat Tricki with Mrs. Pumphrey, he was sure that Tricki's over diet **and** no physical exercise would lead to his bad health. **Hence** he expected a call from Mrs. Pumphrey.

6. Do you think the narrator's decision to not to reveal the actual treatment to Mrs. Pumphrey was unprofessional? Justify your stance.

Ans. No, I do not think that the narrator's decision to not to reveal the **actual** treatment to Mrs. Pumphrey was unprofessional **because** he had done that to save Tricki's life. He knew that Mrs. Pumphrey would never be able to cut Tricki's diet **and** make him struggle with lots of physical activities.

7. Was Tricki suffering from any ailment in reality? If not, then what made him inactive and lethargic?

Ans. No, Tricki wasn't suffering from any ailment in reality. His greed for food **and** his owner's over-indulgence made him fat **and** lazy. Mrs. Pumphrey overfed him and spoilt his health to an extent **that** he had to undergo a treatment at Dr. Herriot's hospital.



The Thief's Story

Ruskin Bond

About the Chapter

'The Thief Story' is a chapter that deals with the relation of trust between a thief and a person who helps him. Anil is a twenty-five-year-old struggling writer who helps Hari Singh, who is a fifteen-year-old boy that survives on thievery. Anil's kind gestures and generosity has a great impact on the young thief's conscience and he dismisses his plan of robbing Anil.

Hari Singh Approaches Anil

Hari Singh approached Anil while he was watching a wrestling match, as he seemed to be an easy target to him. Hari used some flattering words to gain Anil's confidence and soon they started conversing. After a while, when Anil started to walk off, Hari followed him with his most appealing smile. He expressed his wish to work for Anil. But Anil bluntly expressed his inability to pay Hari. Hari questioned Anil if he could feed him. Anil agreed to feed Hari only if he knew how to cook. Hari said that he knew how to cook but this was a lie.

Anil Brings Hari to his Room

Anil took Hari to his room over Jumna Sweet Shop and let him occupy the balcony to sleep. Anil gave that night's meal to a stray dog because the meal cooked by Hari was terrible. Anil had realised that Hari didn't know how to cook. He asked Hari to go off to sleep, but Hari hung around, giving his most appealing smile. Anil patted Hari's head and told him that he would teach him how to cook.

Anil Teaches Hari to Read and Write

Anil taught Hari to write his name and promised to teach him how to write whole sentences and to add numbers eventually. Hari was happy and grateful for this as he knew that he could achieve anything he wanted once he knew how to read and write like an educated man. He liked working for Anil. He started making tea in the morning and buying the day's supplies later. He used to make a profit of about a rupee on buying the day's supplies but knew that Anil didn't mind.

Hari had Gained Anil's Trust

One evening Anil came back with a bundle of currency notes he had got from selling a book he had written to a publisher. He kept the money under the mattress and slept peacefully. Hari had been working for Anil for almost a month and he had gained Anil's trust. Hari saw the opportunity to rob Anil. It was not an easy task as he knew that Anil will be sad about the loss of money. He brushed away his thoughts and decided to execute the robbery the same night, as Anil would've otherwise wasted the money on his friends.

Hari Robbed Anil

Hari considered the situation and crawled up to the bed when Anil was asleep. He slid his hand under the mattress and drew the money out quietly. He rushed out of the room and began to run on the road. He had secured the money with the string of his pyjama. He was heading towards the railway station to catch 10.30 express to Lucknow as planned. He was elated when he counted the money on his way.

Hari didn't Board the Train

Hari reached the station just when the train was about to pick up speed. He could have managed to get into one of the carriages but something unexplainable stopped him. He was left behind on the station. He decided to leave the station and thought while walking through the bazaar about how would Anil feel when he would come to know

about the theft. Hari had realised by then that he could not only cook the meals or go to the market to buy daily supplies, but he had also lost the chance to learn how to read and write. Due to these thoughts and his feeling of guilt, he decided to go back to Anil, if only for the sake of learning how to read and write.

Hari Kept the Money Back

Hari hurried towards the room. He opened the door cautiously so as not to wake Anil up. He quickly took out the currency notes which were damp because of the rain. He crept up to the bed and placed the notes under the mattress. After that, he went off to sleep in the balcony.

Anil Reacted Normally in the Morning

Hari woke up late in the morning. He found that Anil had already prepared tea. Anil gave a fifty rupee note to Hari, telling him that he had earned some money by selling a book to a publisher and now he would pay him regularly. Hari was motivated but he could make out that Anil knew everything though he didn't say anything to him about it.

Significant Morals

- People change into a better person when they get the right and kind company.
- Kindness and generosity can change an evil soul into a good one.
- One should never breach the trust that someone has in them.
- Education enables a person to earn a decent living and therefore should be chosen rather than opting for some bad habits for earning some quick money.

Learning Outcomes

- Students will be able to understand that to be successful in life, one needs to be educated enough and survive on its own skills.
- Students will deduce that breaking trust of a person who confided in you could be the worst damage of all.

Conclusion of The Thief's Story

In the chapter – The Thief's Story focuses on human values and relationships which are significant in our lives and those values have the power to change an individual.

Questions & Answers

1. Did Hari like working for Anil? Give reasons in support of your answer.

Ans. Yes, Hari Singh liked working for Anil as he did not have to do a lot of work. He used to make tea in the morning **and** go out to the local market for buying daily essentials, Hari would **also** steal about a rupee for himself.

2. What made Hari Singh come back to Anil?

Ans. Hari Singh returned to Anil **because** he realized that he had robbed the most trustful person that he had ever met. Anil's kindness, love **and** help that he provided him, made him repent his mistake **and** brought him back to Anil.

3. In which queer way did Anil make a living?

Ans. Anil made money by 'fits and starts'. He would borrow one week, lend it the next. **As soon as** his cheque arrived, he would go out and celebrate. He **also** made a living by writing for magazines.

4. At the end of the story, we realise that Anil knew about the incident of the previous night, yet he choose to overlook such a breach of trust. Explain.

Ans. **In the end of the story.** Anil knew that Hari Singh had stolen the bundle of money kept under the mattress **but** he choose to ignore it and forgave Hari **because** he was a kind-hearted, forgiving person who was content at the fact that Hari Singh returned to him **due to** trust **and** love that he had placed on Hari.



5. Read the following quote by Abraham Lincoln.

"The people when rightly and fully trusted will return the trust."

Justify the quote given above in the case of Anil and Hari Singh in the Thief's Story.

Ans. In the chapter 'The Thief's Story'. Hari Singh was a fifteen-year-old boy who robbed people for a living. **On the other hand**, Anil was an easy-going, kind-hearted and trusting person. Hari Singh took Anil in his confidence by flattering **and** giving an innocent smile. Anil helped Hari by keeping him as his domestic help and taught him to cook, read and write. Anil Trusted Hari so much so that he gave his door keys to Hari. He also overlooked small amounts that Hari stole on a daily basis. **But**, Hari decided to rob Anil. **However**, he returned to Anil with the stolen money and repented his mistake of breaching the trust that Anil had on him. Hari was grateful to Anil for all his teachings and the trust in him. This shows that even a thief can return the trust that is put in him by a person.

6. **Education means different things to different people. Evaluate how it impacted the young thief in the story.**

Ans. The young thief had no idea in the beginning that the education Anil was providing him could benefit Anil. **However**, after Hari Singh robbed Anil of his money, he realized his mistake of breaking the trust of Anil **and** the value of education that Anil was providing him. **Thus**, Hari Singh returned to Anil after realising that whatever he did was wrong and he breached the trust that Anil had in him. **Also**, he realized that the education that Anil provided would prove to be so beneficial for him **that** he would not have to rob people for a living anymore.





The Midnight Visitor

Robert Arthur

About the Chapter

'The Midnight Visitor' is a story that highlights the dangers in the life of secret agents. Ausable and Max are two secret agents. Ausable waits to receive an important report which is also desired by Max. In order to grab it from Ausable, Max visits Ausable in the midnight, that leaves Ausable shocked. However,, when Max came as a midnight visitor; Ausable shows his great skills of being an excellent spy.

Meeting of Secret Agent Ausable and Writer Fowler

Ausable was a smart secret agent, but did not look like one at all, being short and very fat. Fowler was a young writer who wanted to write about Ausable and so spent an evening with him. Fowler was feeling disappointed so far, as he could not find any characteristic of a secret agent in Ausable.

Another Secret Agent Max seen with a Pistol

When both Ausable and Fowler entered Ausable's hotel room, another secret agent named Max was waiting in the room with an automatic pistol pointed at them. Max was there because he had come to know that Ausable was going to receive an important report about some new missiles that night. Max threatened to shoot if Ausable tried to act smart.

Ausable Confuses Max

To ensure the report's safety as well as his own and the writer's safety, Ausable invented a story about anybody entering his room easily through a balcony just below the window in his room. Actually, there was no balcony - if anybody climbed out from the window, he would fall to his death, as the room was on the sixth floor. However, Max told them that he had entered the room through the door using a passkey.

Max Jumps in the Non-existing Balcony and Dies

Suddenly, there was a knocking on the door and Ausable pretended that it was the local police, who had been asked to provide him extra security for the important document he was about to receive. When the knocking was repeated, Max became angry at Ausable and decided to wait in the balcony (which he thought existed until the police went away. He stepped out of the window and fell to his death. When the door opened, a waiter came in with drinks which Ausable had ordered to be delivered to his room when he had returned to the hotel.

Significant Morals

- Never judge a person based on his appearance as appearances might be deceptive.
- Quick wit and presence of mind are very important aspects of a spy's life.
- A spy can't afford lack of vigilance or absence of mind in espionage.
- With great planning and strong attitude, any situation can be won over.

Learning Outcomes

- Students will be able to deduce that appearances are often misleading through Ausable as he was a fat guy who wasn't at all fit to be a spy but he had all the characteristics in him that are required to be one.
- Students will be able to understand that we may dream about a job that looks so appealing but in reality every job has its dangers and risks attached to it.



Conclusion of The Midnight Visitor

In the chapter – The Midnight Visitor illustrates the fact that one should not panic in a critical situation, rather stay focused to take a wise step in averting the problems with good presence of mind.

Questions & Answers

1. Why did Ausable frame the story of the balcony?

Ans. Ausable framed the story of the balcony **just** to save himself **and** Fowler from his rival agent Max. Max wanted to grab the important reports **that** Ausable was to receive.

2. “Stereotypes are often misleading.” Elaborate on the given quote in the context of “The Midnight Visitor”.

Ans. The stereotype for a spy is a fit body facing thrilling situations every moment. **However**, Ausable broke this stereotype by being very fat and simple **and thus**, proved that stereotypes are often misleading. **Though** Ausable looked like an ordinary man who wasn't active, he dealt with the dreadful event with the help of his amazing presence of mind **and** saved himself **and** Fowler from his rival spy, Max.

3. What information did Ausable give about the imaginary balcony? Why did he do so?

Ans. Ausable told Fowler and indirectly to Max that his room in the hotel was a part of the larger unit **and** was connected to another room. The balcony of the other room extended to Ausable's room's window. Ausable blamed **that** Max must have come up with the help of that balcony which was situated outside the window of Ausable's room. He **further** told Max that **earlier**, a man invaded into his room through the same balcony **and that** Ausable would not leave the hotel staff **as** they didn't take a note of plugging it off even after seeing the last intrusion. He did that in an attempt to save him and Fowler from losing their lives **or** the reports at the hands of his rival agent Max. Max trusted Ausable's story of the balcony **and** jumped off the window in order to escape from the police that was **also** a fake story told by Ausable.

4. Why was Fowler disappointed when he met Ausable? Was there anything that excited Fowler about the espionage?

Ans. Fowler, who was a young upcoming writer, wanted to meet Ausable for a write-up. Ausable was a renowned secret agent. **However**, Fowler was quite disappointed at the appearance of Ausable **that** didn't suit that of a spy. Ausable was a fat, sloppy man who appeared inactive. He spoke French **and** German with a American accent **as** he was born in Boston **and** even after twenty years of experience, he wasn't able to shed his old accent. Fowler was also disheartened to see **that** Ausable didn't lodge in a stylish hotel. **Rather** he chose a French Hotel room situated at the top sixth floor of a modest and gloomy hotel. The place showed no adventure. **However**, Ausable told Fowler **that** he was about to receive some very important papers that could change the course of history. This was the **only** thing that excited Fowler a little bit about the espionage.



A Question of Trust

Victor Canning

About the Chapter

'A Question of Trust' is a story of two thieves who happen to be at the same place for stealing. One of them is Horace Danby, an occasional thief who robs safe to finance his hobby of reading books. The other thief is a pretty young lady who deceives Horace by making him open the safe without using his gloves. Due to the lady's trick, Horace had to rot in jail for committing a crime which didn't even profit him in any way.

Horace Danby: A Businessman and an Unusual Thief

Horace Danby had a good reputation in society. He was about fifty years old and unmarried. He ran a business of making locks and had two helpers. But Horace was not totally honest. He loved rare and expensive books. Horace robbed a safe every year to finance his expensive hobby. He was now going for committing a robbery.

Horace Plans a Theft

For two weeks Horace had studied the country house at Shotover Grange, whose owners normally lived in London. He wanted to burgle (enter illegally for a crime) the jewellery lying in the safe in this house. Horace entered the house when the servants were away. He had an allergy to flowers called hay fever. He started sneezing. Then he heard a lady's voice. She told him a cure for the sneeze.

Horace Meets a Young and Pretty Lady

Then a young and pretty lady appeared in the doorway. She was young and pretty. His first thought was to run, as the lady told him that she would telephone the police. Horace told her to let him go and forget she ever saw him.

Lady's Condition for Horace's Freedom

The lady put one condition for letting Horace go. She told him that she had promised her husband to take her jewels to the bank. She had, however, left the jewels in the safe, as she wanted to wear the jewels in a party that night. She came down to get them, but had forgotten the number combination to open the safe. So she needed his help to break open the safe. So Horace opened the safe for her and handed her the jewels to get his freedom.

Horace Got Arrested

After two days a policeman arrested him for the jewel robbery at Shot over Grange. Horace's fingerprints were found all over the room. He had opened the safe without using his gloves. He told the police that the lady of the house had told him to open the safe. But the actual lady was a sixty-year-old woman. She said that Horace's story was nonsense. Then Horace realised that the pretty young woman was also a jewel thief who had used his skill to steal the jewels.

Horace is now assistant librarian in prison. He often thinks of the charming and clever young lady. She was in the same profession as him. She had simply tricked him. So he gets angry when anyone talks about "honour among thieves."

Significant Morals

- A thief is a wrong person who can never be trusted by anyone.
- The adage 'honor among thieves' is false as a thief can never keep the value of honor.
- Stealing for any reason is not acceptable.
- No reason, big or small, can justify an act of thievery.



Learning Outcomes

- Students will be able to deduce that even if a robbery is done for a good reason, it doesn't become a good deed or an unpunishable offence.
- Students will be able to recognize that often people may portray themselves as someone else but it is important to be alert enough otherwise one may end up getting into trouble due to their fraud.

Conclusion of A Question of Trust

In the chapter – A Question of Trust focuses on the message for students that we should not trust anyone blindly without finding out the truth about that person.

Questions & Answers

1. **The woman posing as house owner's wife had laid out a careful plan to dupe Horace Danby. Cite any two instances from the text that suggest the same.**

Ans. The woman was a shrewd crook. She had laid a careful plan to dupe Horace Danby. Her manner of speech **and the way** she treated the house dog. Sherry, are two instances **that** shows this.

2. **Why was Horace Danby sure that his robbery at Shotover Grange would be a successful one?**

Ans. Horace studied the house, its rooms, gardens, electric wires **and** all the other details about it quite minutely before the robbery. **So**, he was sure about the success of his robbery as he had laid a perfect plan according to his wits.

3. **How did the flowers hinder Horace in his work?**

Ans. Horace suffered from a disease called 'hay fever'. **So**, whenever he came into contact with, pollen or dust, he used to get an allergy **and** sneezed uncontrollably. The flowers kept in the room were making Horace's nose tickle **and** he was scared to get caught.

4. **What was the passion of Horace Danby and how did he satisfy it?**

Ans. Horace Danby had a passion of collecting rare **and** expensive books by robbing a safe once every year.

5. **"Honour among thieves". Explain this in the context the story 'A Question of Trust'.**

Ans. In the story 'A Question of Trust', the trust being talked about is when Horace trusts the lady and believes her when she says that she is the lady of the house. He is a thief **and even though** what thieves do is not honourable, he believes that there is an inherent honour among thieves which entails not crossing into each other's territory **or** befooling each other. **However**, the lady does that by stealing the jewels from under his nose **and** getting him caught for the crime. She turns out to be a dishonourable person. **This is why** when Horace is going over the events sitting in jail. He laments at the lack of 'honour among thieves'.



Footprints without Feet

H.G. Wells

About the Chapter

'Footprints without Feet' is an excerpt from the famous novel, "An Invisible Man" by H.G. Wells. The excerpt narrates multiple episodes of how a brilliant scientist named Griffin, discovers a way to get invisible. After his unique discovery of getting invisible, Griffin misuses his ability and troubles innocent people. The excerpt describes the numerous misdeeds carried out by Griffin to his own benefits.

Boys See Footprints in Street

Two boys on a street in London were surprised to see fresh muddy footprints of bare feet on the steps of a house without finding who was making them. Further on, the footprints disappeared. These footprints had been made by Griffin, an eccentric scientist who had discovered how to make his body transparent. He could only be seen with the clothes he was wearing.

Griffin : A Lawless Person

Griffin was having a criminal bent of mind and was a lawless person. He set fire to his landlord's house to take revenge against him for trying to evict (throw out) him. To get away, he had to remove his clothes so that he became invisible. He was a homeless wanderer in London without clothes or money during winter.

Escape of Griffin

Griffin managed to escape from the two keen boys' observation and entered unseen into a big store to get warm. After the store was closed at night, Griffin put on some new clothes, consumed meat and coffee from the restaurant in the store and went to sleep on a pile of quilts. He overslept and only woke up when the shop had opened and the assistants had arrived. On being seen and chased by them, he again took off his clothes so that they could not see him.

Griffin at a Theatrical Company

Then Griffin entered a theatrical company which gave items used in plays. There he wore bandages to outline his face, dark glasses, a false nose and bushy side-whiskers. He robbed the shopkeeper of his money and escaped to a village away from London to avoid being caught.

Griffin Arrives at Iping Village

Griffin booked two rooms at an inn belonging to Mrs Hall in the village Iping. He explained to her that he had an accident and did not want to be disturbed, as Mrs Hall tried to be social with him. Soon his money was finished and so he robbed a clergyman's house by using his invisibility.

Mrs Hall Enters Griffin's Room

That same day, when Mrs Hall found Griffin's room open, with his bandages and clothes lying around, she and her husband entered the room. Suddenly both of them were attacked by the furniture being flung at them, but they could not see who was doing this. Mrs Hall felt that the furniture was haunted by spirits, as she could not see Griffin.

Griffin becomes Invisible and Escapes from Iping

When the clergyman reported the burglary to the police, most people in the village felt that the strange scientist had a hand in it, because he paid his due rent, whereas earlier he was not able to do so. So Mr Jaffer's, the village police constable, was called to arrest Griffin on suspicion. Meanwhile, Mrs Hall asked Griffin to explain all the unusual happenings. Griffin lost his temper and decided to tell everything. He started removing his clothes and



even Jaffer's could not catch someone whom he could not see. He was knocked unconscious by the invisible man, who escaped.

Significant Morals

- Extreme power makes a person evil spirited and inhumane.
- One who has a power in hands should also understand his responsibility towards it.
- An intelligent mind causes more destruction than a weak does.
- Power should only be given to a person who could use it wisely without using it for his own selfish reasons.

Learning Outcomes

- Students will deduce that to have a power is very precious and that if it goes in wrong hands, it can only cause destruction.
- Students will be able to demonstrate their critical thinking by discussing on the responsibilities of a scientist or any person in power towards mankind.

Conclusion of Footprints without Feet

In the chapter – Footprints without Feet describes the tendency of human nature to misuse creative discoveries meant for common good but end up creating menace by misappropriating it.

Questions & Answers

1. What made the boys follow Griffin?

Ans. The boys were astonished to see the footprints of a barefooted man whose body wasn't visible. The imprints of bare feet in the middle of a street **made** the boys follow Griffin.

2. Scientists contribute to make the world a better place. Griffin is an antithesis to this statement. Justify.

Ans. Scientists contribute to make the world a better place **but** Griffin did the opposite. **Though** Griffin was a brilliant scientist he was a lawless person. He used his power of invisibility to use it for his own benefit. He committed a lot of misdeeds. Scientists like Griffin can destroy the world **if** they are able to discover such power.



The Making of a Scientist

Robert W. Peterson

About the Chapter

'The Making of a Scientist' is a biographical episode of a well-known scientist Richard H. Ebright. Richard has a habit of collecting butterflies, rock fossils and coins since childhood. The episode covers the hard work and stages of Richard in becoming a successful scientist. His curiosity and enthusiasm to achieve something great in the field of science is appraisable.

Richard's Success at Young Age

The article of Richard and his friend was published in the scientific journal 'Proceedings of the National Academy of Science'. He was only twenty-two years old at that time. It was the first time that the research work of college students was published. It was a rare honour for Richard.

Richard-A Collector from Childhood

Richard was the only child of his parents. He grew up at Reading in Pennsylvania, USA. He had no one to play with. So, he started collecting things like rocks, fossils and coins. Gazing at stars and collecting butterflies were his hobbies.

Richard's Mother—His Companion

Richard's mother was constantly with him. She encouraged him by taking him on trips and bought him telescopes and other equipment. She found work to challenge him and helped him to learn a lot.

Richard Reads 'The Travels of Monarch X'

The reading of a children's book titled 'The Travels of Monarch X' inspired him. He became interested in the world of science. The book asked the readers to study butterfly migrations. Richard came in contact with the scientist Dr Urquhart through this book, who influenced him greatly.

Richard Raises Monarch Butterflies

Richard decided to raise butterflies at home to study their migration pattern. He would catch a female monarch and take her eggs. He would watch all the stages of development of the butterfly. Then he would tag their wings and free them. He did it for many years and raised thousands of butterflies in the basement of his home.

Richard Enters County Science Fair

Richard displayed his slides of frogs at the county science fair, but did not win any award. He realised that he needed to carry out real experiments to win an award. He took suggestions from Dr Urquhart. As a result of his many experiments, he won many prizes at the county and international science fairs in the following years.

Richard's Eighth Grade Project

Richard tried to find the cause of a viral fever that kills thousands of monarch butterflies. He thought that a beetle may carry the virus that causes viral fever. Although this was not the case, he still won a prize for his project.

Richard's Win at County Science Fair

Richard experimented on viceroy butterflies. He tried to prove that viceroys copy monarchs. Viceroys do it to protect themselves from birds as birds don't eat monarchs. The project won the first prize in the Zoology division and overall third prize in the county science fair.



Richard's Discovery of a Hormone

Richard was curious to know the reason behind twelve gold spots on a monarch pupa. He and his friends built a device to prove that the spots were producing a hormone necessary for its full development. The project got him first prize in the county fair. He also entered the International Science and Engineering Fair. He got third prize for Zoology in this fair.

Richard Continues his Research on Monarch Pupa

Richard grew cells from the wings of a monarch butterfly. He further proved that cells grow into scales of wings only when they are injected with the hormone from the gold spots. He carried on his work at the Army laboratory and laboratory of the US Department of Agriculture. After his freshman year at Harvard, he returned to the laboratory of the Department of Agriculture to identify the chemical structure of hormone. This gave him a new idea about cell life.

Richard's Study of Cell and DNA

Richard's research on the hormone gave him an idea. He believed that his study could tell how cells read their DNA. He, along with his college roommate, James R Wong, worked on the idea. Then, they wrote a paper explaining their theory.

Richard's Glory at Harvard

Richard graduated with second position in a class of 1510 students. He became a graduate student researcher. He started experimenting to prove his new theory. His theory may create new ways to prevent some types of cancer and other diseases.

Richard—An All-Rounder

Richard was not just a scientist. He was an allrounder. He was a good debater and a public speaker. He was also a photographer and an outdoors-person. His social studies teacher praised him for his will to work hard, do his best and win.

Richard—A True Scientist

Richard had all qualities that made him a true scientist. He had curiosity and a first rate mind. He wanted to win for the right reasons.

Significant Morals

- One needs utmost devotion, determination and focus to be successful in life.
- Failures treated in a right way can become a boon for the person who tries.
- One must have curiosity, enthusiasm and will power to achieve rare distinctions.
- Family support and motivation is the biggest power in achieving greater heights.

Learning Outcomes

- Students will be able to know that along with being a great achiever, one should also be a great human as Ebright.
- Students will be able to deduce that perseverance and grit, makes a person achieve all that he wants and an emotional support of one's family too plays a great role in it.

Conclusion of The Making of Scientist

In the chapter – The Making of a Scientist teaches perseverant and dedicated towards our work. This will help us achieve our dreams and would bear the fruits of our labour some day, sooner or later.

Questions & Answers

1. What did Ebright learn in the country science fair?

Ans. In the county science fair, Ebright learned that **in order to** win the prize, he needed to show a real experiment rather than a neat display of research. He failed in the fair **as** he just showed the slides of the frog tissues **and** no real experiment.

2. Richard's mother was his companion and spent a lot of time with him. A parent should try to be a companion to a child. Justify.

Ans. A parent should always be a companion to a child. Ebright's mother was not only his moral support but also his learning partner. She encouraged Ebright to study new aspects of science **and for that**, she bought him many books.

3. Which book did Ebright's mother get for him? How did it change his life?

Ans. Ebright's mother got him a children's book titled 'Travels of Monarch X'. The book described how Monarch butterflies migrate to Central America. This book opened the world of science to the young **and** an enthusiastic butterfly collector, Ebright.

4. Albert Einstein said, 'The important thing is to never stop questioning'. Richard was a genius who proved this quote true. Justify.

Ans. Richard Ebright was a brilliant student. He had an urge to discover something new always. Albert Einstein's quote 'The important thing is to never stop questioning' suits Ebright perfectly. **Since** childhood, Ebright was a curious child. He used to read a lot of books and research on several theories. When he lost in his first entry at the country science fair, he didn't stop trying. He learned that to win, he had to do a real experiment **and** not just a display. Then he asked Dr. Urquhart about the ideas to work on 'insect to win the fair'. **Finally**, he won the first prize in his second attempt. **Later**, he worked on Monarch pupa's gold spots **and** how cells read their DNA. He never satisfied himself after accomplishing his task. **Nor did** he stop trying after failing at his attempt. He was a determined student who kept trying.

5. "Mother is the first teacher of a child." Evaluate the quote given above in the light of contribution of Richard Ebright's mother in 'making' him 'a scientist'.

Ans. The quote "Mother is the first teacher of a child" is apt in reference to Ebright's mother. When Ebright used to live at his home town Reading, he had nothing to do. **Nonetheless**, his mother always kept him busy by making him learn new things, buying him microscopes, telescopes, cameras **and** other useful equipment. She was his learning partner **and** would help him with his experiments. **As** Ebright used to collect butterflies since childhood, to keep his interest, his mother bought him a book on "Title of Monarch X" **that** made Ebright learn more about butterflies **and** made him discover great things about them. Ebright's mother turned him into a 'scientist' by continuously encouraging him to do things.



The Necklace

Guy De Maupassant

About the Chapter

'The Necklace' is a story of a beautiful girl named Matilda. She is born in a lower middle-class family with a desire to lead a lavish lifestyle. One day, she borrows a piece of jewellery from her rich friend to wear it to a ball but unfortunately loses it somewhere. To compensate for the loss, she has to spend the rest of her life in poverty only to realize later that the jewellery she thought was of diamond, was artificial.

Matilda Loisel and her Unhappiness –

Matilda Loisel, a middle class lady, desperately wished she were wealthy. She was very pretty and charming but had the bad luck to be born into a family of clerks and married to another clerk, M Loisel. Her husband worked as a clerk in the office of the Board of Education. Matilda was simple but she was unhappy. She was so convinced that she's meant to be rich that she detested her real life and spent all day dreaming and despairing about the fabulous life that she was not having.

M Loisel Brings an Invitation

One day, M Loisel brought an invitation to a fancy ball (party) organised by his boss, the Minister of Education. M Loisel thought that her wife would be delighted to read the invitation but she was not delighted to see the invitation. She told her husband that she did not have a good dress to wear to that occasion and asked him to give the invitation to his friend. Her husband M Loisel, told her that she could buy a new dress. He had saved four hundred francs to buy a gun to join some hunting parties. He said that he would give that money to her for buying a new dress.

Matilda Gets Necklace from Mme Forestier

Matilda brought a new dress but she was not happy. Her husband asked the reason of her sadness. She said that she would not go for the ball as she did not have jewellery to wear with the dress. He replied that she should wear some natural flowers, but she was not convinced. Then he advised her to borrow it from her friend, Mme Forestier. Next day, she went to her friend's house and borrowed a necklace for the ball.

Matilda at the Day of Ball

The night of the ball arrived and Matilda was happy at the occasion. She looked very beautiful in the dress. Everyone liked her and she was absolutely thrilled. She and her husband did not leave until 4 am. Then they caught a cab and returned home.

The Necklace was Lost

When she returned home and was changing her dress, Matilda wanted to see her beauty in final view before the mirror. Suddenly, she noticed that the necklace was not around her neck. She was shocked to see that her necklace had got lost. She cried out and informed her husband that she had lost the necklace. Her husband searched for the necklace on every place, where they went last night. He went to the police and the cab offices. He also put an advertisement in the newspapers, but the necklace was not found. So he advised her wife to write a letter to her friend telling her that she needed some time to get the necklace repaired.

Matilda Replace the Necklace

At last, Matilda decided to replace the necklace with a necklace that looked similar to it. Her husband gave her 18000 francs which his father had left for him. He took a loan of the remaining amount and purchased a diamond

necklace for 36000 francs. She returned the necklace to her friend. Buying the necklace bought the Loisel in poverty. They lost their house, their maid, their comfortable lifestyle and on top of it all, Matilda lost her good-looking face.

The Truth Revealed Out

After ten years, all the debts were finally paid. One day Matilda was walking in the Champs-Elysees and saw Mme Forestier. She was looking charming and beautiful as she had looked ten years before. Now all the debts were paid off, Matilda decided to tell the story to Mme Forestier about her necklace. At this, Mme Forestier informed her that it was a fake necklace and the cost of it was only five hundred francs.

Significant Morals

- One must always be thankful to God for all the good things that He has given.
- Contentment and satisfaction is the key to a happy life. Lamentation and dissatisfaction towards one's destiny or life doesn't do any good.
- People should avoid pretence and accept who they are.
- One must always live life within the available means and resources.

Learning Outcomes

- Students will be able to understand that God gives everybody all that he needs but desires are unstoppable and when desires turn into greed, it only leads to destructions.
- Students will be able to feel content at their lives and be grateful to God and deduce that pretence of something you aren't in real, is wrong and fateful.

Conclusion of The Necklace

In the chapter – The Necklace focuses that one should be content and satisfied with their belongings and not crave for expensive items that are not within their economical capabilities. Extreme desire for lavish items leads to unhappiness and loss of peace of mind.

Questions & Answers

1. Why was Matilda unhappy in her early married life?

Ans. Matilda was married to a simple clerk who earned a moderate income. She was unhappy in her early married life **because** she had rich dreams **and** lavish desires which her middle-class husband couldn't fulfil.

2. Mention two things you would have done, other than what M. Loisel did, to help resolve the problem of the lost necklace.

Ans. I would have written the truth behind losing the necklace, accepted my fault **and** apologized to Madame Frostier. I would have **also** thought of giving her another necklace **as** a gift which I could afford.

3. Why did Matilda leave the ball in a hurry? What does it show about her character?

Ans. Matilda left the ball in a hurry **because** she didn't want to face the other women **as** she had to cover herself in a modest wrap whereas the other women were wrapping themselves in rich furs. This shows **that** Matilda was a lady full of pretence. She was ashamed to accept her reality.

4. Why do you think M. Loisel was a loving husband?

Ans. M. Loisel was a loving husband. He adored his wife a lot. He wanted to see Matilda happy **and** made every effort to cheer her up. He **also** gave her four hundred francs **that** he had saved for himself to buy a hunting gun, to Matilda to buy a new dress.



5. Read the following quote.

"We are too involved in materialistic things, and they don't satisfy us. The loving relationship we have, the universe around us, we take these things for granted."

—Mitch Albom

Matilda was never satisfied with her lie and desired more. The given quote reflects her character. Justify.

Ans. Matilda was never satisfied with her life **and** always desired more. She was a very materialistic lady. She just loved all things material and had very less emotions. The fact **that** she had such a loving and caring husband with whom she had a good, simple life wasn't sufficient for her. She was greedy **and** full of lavish desires even when she knew she had no means to fulfil them. She never accepted her poor reality **and** was never grateful for all the good things **that** she had in her life. She was never content or satisfied with what life had to offer her. She took her husband's love, her blessed life for granted. Her greedy **and** dissatisfied nature led both of them to live a miserable life full of extreme poverty.

6. **"No legacy is so rich as honesty."**

—William Shakespeare

Matilda lost her friend's necklace and ruined her life in the process. Evaluate the given quote in the context of the leasson, 'The Necklace'. How do you think the lesson reflects the importance of honesty?

Ans. Honesty is an important trait to possess. The story, 'The Necklace' exemplifies this idea. I think **that** Matilda could have led a peaceful life had she controlled her social ambition, to borrow the necklace that she could ill-afford.

Matilda distressed herself with her unfulfilled desires to be accepted among the higher class. She was filled with wild joy at the party where she could show off her diamond necklace, borrowed from her rich friend, Mme. Forestier. After losing the necklace, she is once again unhappy, suggesting **that** material possessions cannot guarantee long-lasting happiness, **and that** greed can lead to ruin.

Had Matilda not been greedy **and** accepted the truth, she could have worked hard for making her own standard of living better which she always desired for. She became greedy and had to be dishonest to Mme Forestier about the necklace, which **eventually** ruined her entire life.



Bholi

K.A. Abbas

About the Chapter

This is an inspiring story of a girl named Bholi. The story highlights her plight as a differently-abled child. She has to bear the harsh evils of the conservative society. However, the determination of Bholi to serve her parents and teach students of the village (rather than marrying an old and limped greedy man for dowry) provides inspiration for everyone a ray of hope for coming out of such atrocities.

Bholi's First Few Years

Bholi was one of seven children of Ramlal. Ramlal was a well-to-do man as he was the Numberdar of the village. There was no lack of comforts in his home but Bholi was still neglected. She fell off her cot when she was just ten months old. Her brain suffered some damage and she was slow in learning things. So, everyone called her Bholi. An attack of small pox at the age of two years left her pock-marked on her entire body. She learned to speak when she was five but she stammered. Everyone made fun of her. Even her parents took her to be just an ugly burden.

Bholi Goes to School

Once the Tehsildar came to inaugurate a new primary school in the village. He asked Ramlal to send his daughters to school. Ramlal could not say no to him. His wife objected that no one would marry the girls if they went to school. But, then she felt that Bholi was ugly and it would be difficult to get her married. So, they decided to send only Bholi to school.

Bholi Prepares for School

Bholi was fearful of going to school at first. Then, she was given new and clean clothes to wear. She was given a bath and her hair was oiled. Now, she felt better. She thought of school as a nice place. All these years no one had taken so much care of her.

Bholi's First Day at School

Bholi found the classroom full of girls like her. She was afraid and sat in one corner. She was attracted to the colourful pictures on the wall. She was much impressed by the realistic pictures of birds and animals. The teacher asked her name. Bholi stammered and then started crying. After the other children left, the teacher came back to her. She called her lovingly. This time Bholi was able to speak her name better. The teacher encouraged her. She asked her to be fearless. She also told her to come to school everyday. Bholi felt as if a new life was beginning for her.

A Match for Bholi

After a few years, Bholi's parents got a marriage proposal for her. Ramlal was not very happy. The man was a widower with grown up children. But, his wife was unconcerned. She just felt that as Bholi was so ugly that proposal was good for her. Her father wanted to know how Bholi felt about the proposal but her mother refused to ask Bholi about it.

Bholi Stands up for her Rights

When the wedding was about to take place, Bishamber Nath asked for five thousand rupees to marry Bholi as she had pock-marks. He also threatened to walk away from the ceremony. Ramlal was afraid of the humiliation and so, with tears in his eyes, he handed the dowry money to Bishamber. Bishamber proceeded to garland Bholi but Bholi threw the garland away. She asked her father to take back the money and refused to marry the greedy coward. Everyone went away. Ramlal asked her what she would do now. She just told him she would work as a teacher in the same school where she had studied. Her education has changed her outlook.



Significant Morals

- Nobody has a right to treat a differently-abled child in a bad way.
- Negative criticism makes a person full of fear, insecurities and inferiority complex.
- There should be no discrimination between boys and girls on any ground in the society.
- Love and compassion can turn an insecure child into a strong person one day.

Learning Outcomes

- Students will be able to learn how one can become independent and determined to take stand for oneself, only with the help of education.
- Students will be able to develop an understanding of dealing with people having innocent and less-smart skills with patience and politeness and to never underestimate any one in life.

Conclusion of Bholi

In the chapter – Bholi illustrates that proper moral and emotional protection should be given to children during the formative years of childhood to help them grow up into responsible citizens.

Questions & Answers

1. What filled Bholi, a dumb cow, with a new hope in her?

Ans. Bholi's teacher's kind and loving gestures towards her filled her with a new hope of becoming a skilled human. Bholi's teacher told her **that** very soon, she would stop stammering **and** learn to read like other girl's of her age.

2. You've read the quote: 'A teacher affects eternity. He can never tell where his influences stop.' In the context of this statement, comment on the role of Bholi's teacher in her life.

Ans. Bholi's teacher was the reason behind her extreme transformation from a shy insecure girl to a strong opinionated lady. The teacher understood that Bholi needed love **and** 'special' care **as** she was a differently-abled child. The teacher had instilled such confidence and strength in Bholi **that not only** did she overcome her fear and stammering **but also** took a stand at her marriage by refusing to marry the old greedy man for dowry.

3. Which character traits of Bholi have had an everlasting impression on you? Why?

Ans. Bholi's immense strength to speak up at the most delicate time of her life had an amazing impression on me. She knew **that** Bishamber was a greedy man who wanted to 'compensate' for her pock-marked face. This kind of cheap behaviour demanded the exact repercussion **as** she had made. The way she strongly stood for herself against the groom **and** the entire society norms inspired me a lot.

4. How did education change Bholi's personality?

Ans. Bholi used to be meek girl. She had pock marks on her entire body. Her brain was damaged when she was just ten months old. She was **also** a slow learner. She could not speak till she was five. Later, she suffered from stammering while speaking. She was sent to school just as formality. Her parents were not serious about her studies. **But** her teacher changed her life. She encouraged her to speak properly **and** to become independent. She taught Bholi what was good and what was bad **and** how to differentiate between the right **and** wrong? Education changed her personality completely. **Even then** she behaved like an obedient girl and agreed to marry Bishamber who was fifty years old. She could not stand his demand of dowry and **hence**, refused to fulfil his demand of five thousand rupees and denied marrying him. **Thus**, education changed her attitude towards life.

The Book that Saves the Earth

Claire Boiko

About the Chapter

'The Book That Saved the Earth' is a humorous play set in the twenty-fifth century. A historian calls twentieth century the "era of the books" where all the knowledge was saved in the books. The play describes the events of the twenty-first century where, the Earthlings were engaged in a fight with the Martians and how a nursery rhyme book, "Mothe Goose" saved the Earth when Martians tried to invade the planet in 2040.

Historian Talks about a Book that Saved Earth

It is the twenty-fifth century. The scene is set at the Museum of Ancient History. The department is that of twentieth century. Historian tells the people that twentieth century was called the Era of the Book. There were books on everything. They covered all aspects of life. She tells that Martians (people of Mars) decided to invade Earth in 2040. Everyone was surprised to know that it was a book that saved the Earth. She turns on the projector and shows how it all happened.

Think Tank Orders the Invasion of Earth

The ruler of Mars, the Mighty Think Tank, is a proud creature whose head is full of himself. He calls Earth a ridiculous planet. He commands his trainee Noodle to call the space probe that is invading the Earth.

Space Probe Lands in Centerville Public Library

The space probe finds itself in a Centerville Public library. They are puzzled. They are not familiar with books. They do not understand what are those thousands of objects.

Guesses made by Martians about the Books

Sergeant Oop thinks that the books are hats. But Think Tank calls them sandwiches and orders the crew to eat them. The wise noodle gently suggests that they may be devices of communication. Think Tank asks the probe team to listen to them. They do not hear anything. Again, Noodle very politely suggests that earthlings watched them. They cannot read the books and come to a conclusion that the printed lines and pictures must be some kind of code.

Think-Tank Commands the Team to Take Vitamins

Think Tank asks the probe team to eat the vitamins given to them. They follow him and are able to read the book. The lines are about Mistress Mary and her garden of cockle shells and silver bells.

Mighty Think-tank is Alarmed

Think Tank thinks that the earthlings were very advanced. They grew shells and silver. They had taught animals culture and music. He thought they were about to send cows for an invasion to the moon. He is further terrified when he is sent the picture of the fallen Humpty-Dumpty. He thinks it to be his picture.

Think-Tank Calls Off the Invasion

He cancels the invasion. He asks his probe to leave. He orders his fleet to escape to the star Alpha Centauri and evacuate Mars. He wants to be as far away as possible from earthlings.

Martians and Earthlings are Friends in Twenty Fifth Century

The Historian reveals that it was 'Mother Goose', a book of rhymes, that saved the Earth. Anyway, Noodle succeeded Think Tank and became the head of Mars. Mars and Earth were now friends. Earthlings had even set up a library in their capital, Marsopolis. Funnily, however, Martians could never gather the courage to read the 'Mother Goose' book.



Significant Morals

- To live in harmony with one another, it is important to have a good understanding.
- Knowledge about something clears the wrong assumptions and fears related to it.
- Lack of knowledge destroys a lot of things.
- A ruler shall always be mighty and intelligent in order to achieve success for his people.

Learning Outcomes

- Students will be able to deduce that it is very important to have a complete knowledge of the subject before stating your views on it.
- Students will be able to judge how misinformations and wrong interpretations of things may change the outcomes from good to bad.

Conclusion of The Book That Saves the Earth

In the chapter – The Book That Saved the Earth states how Mother Goose, which is a well-known English nursery rhymes book, saves Planet Earth from a Martian invasion. It teaches students that a person who thinks greatly of himself but has little knowledge can be dangerous.

Questions & Answers

1. How did a book change Think-Tank's opinion about the Earthlings?

Ans. Think-Tank used to look down upon Earthlings. He thought them to be ugly creatures who were dumb-witted **and** always are crude food. He was about to invade the Earth when he read a book named "Mother Goose". **However**, after reading the book, he came to know that the Earthlings were an advanced lot who were after his life.

2. Elaborate on the quality of a book that saves the planet Earth.

Ans. The reference to the discoveries made by men and the resemblance of the pictures in the book to Think Tank, the ruler of Mars, petrified him. He was scared of the fact **that** the Earthlings were advanced a lot and were after his life. The book's misinterpretation by Think-Tank saved the planet Earth.

3. The play suggests that 20th century was the 'Era of the Book'. With that reference, what would you like to call the era of the 21st century? What role does that object/concept play in the lives of human beings?

Ans. The play suggests that the twentieth century was the "Era of the Books". I would like to call the era of 21st century **as** the "Era of Artificial Intelligence". **Earlier** in the twentieth century, all the information **and** knowledge was preserved in the books. **Likewise**, today all the information, knowledge **and** documents are preserved in electronic devices. There is no need of books now. We have multiple devices that could contain millions of data into them. The information preserved in these devices is accessible from anywhere. Nobody has to visit a certain place like a library for it. Today, one can find information on each and every topic on these devices. We can not only find information but play, watch movies, find location, order food **and** what not through these devices.

4. Compare and contrast the characters of Great and Mighty Think-Tank and Noodle.

Ans. Great and Mighty Think-Tank and Noodle have contrasting characters.

Think-Tank likes to be called 'Great and the Mighty'. He orders **and** commands his apprentices arrogantly. He is the ruler of Mars, **but** has no intelligence of any kind. He thinks **that** the books found on Earth are 'sandwiches'. He is wrong about everything. He demands **that** the crew obey him. He likes to present others' ideas as his own. He is a coward who simply boasts about his power.

Noodle, his apprentice, **on the other hand** is very clever and wise. He corrects the mistakes of his ruler 'Think-Tank' very gently without the latter even noticing it. He never takes credit for his ideas and offers them to the ruler very wisely. Though the most intelligent of all, he never blows his own trumpet and follows his ruler like an obedient subordinate.

POEM

SUMMARY



Dust of Snow

Robert Frost

About the Chapter

'Dust of Snow' is based on the idea that nature is a great source of joy. The poet explains through the poem that when human feels depressed, melancholy or dejected, the Mother Nature provides him with selfless love. It removes all the negativity and gloom from the person's mind. The poem conveys a message that nothing in the nature is ugly. Inauspicious or negative.

Stanza 1

*The way a crow
Shook down on me
The dust of snow
From a hemlock tree*

Explanation: The poet, Robert Frost, recounts a small incident that changes his mood. It seems very simple but it has a great significance. The poet was, once, very depressed and hopeless. He was in a state of sorrow and was lost in his thoughts. He was standing under the hemlock tree. Suddenly a crow, that was sitting on the tree, shook the tree and the fine particles of snow from the tree fell on the poet.

Stanza 2

*Has given my heart
A change of mood
And saved some part
Of a day I had rued.*

Explanation: When the soft and cold snow fell on the poet, it changed his mood from the state of sadness to happiness. He started feeling soothed (peaceful and refreshed). This simple incident helped him enjoy the remaining part of the day. He, thus, became happy as it saved his rest of the day from being wasted and held in regret.

Significant Morals

- Nature has the power to turn negativity into positivity.
- It has the power to transform the mood of the person.
- A person should always be optimistic in life like nature.



Learning Outcomes

- Students will be able to inspect the fact that nature treats every creature and object impartially.
- Students will be able to infer the merits of adopting an optimistic attitude and accept that joys and sorrows are inevitable in life.

Conclusion of Dust of Snow

The poem teaches us a lesson that every small act in life can illuminate our soul and motivate us to do better.

Questions & Answers

1. **What is the underlying message helpful to us in our hectic lives with reference to the poem, 'Dust of Snow'?**

Ans. The underlying message for us with reference to the poem 'Dust of Snow' is *that* we should always be optimistic towards life. In the grave hours of depression, the smallest act of nature can lead to a drastic positive change.

2. **The dusting of snow on account of the crow helped make the poet's day better. How do you think the crow's droppings might have impacted the poet?**

Ans. The poet was gloomy when he was passing by the tree. His mind was filled with negative thoughts. When the crow shook the dust of snow on him, he felt a sudden change in his mood. His mind was *then* filled with happiness *and* positive thoughts.

3. **How has the poet observed 'nature' in the poem 'Dust of Snow'?**

Ans. The poet has observed 'nature' in the poem by using words, expressions and poetic devices related to nature. It is a short poem of two stanzas only *and* the imagery used in the poem is of things present in nature.

STEP UP
ACADEMY

Fire and Ice

Robert Frost

About the Chapter

The poem 'Fire and Ice' conveys the idea that the world will encounter two different possibilities of destruction. It may either be destroyed by 'fire' or 'ice'. The poet has used the terms 'fire' and 'ice' in both the literal as well as symbolic meanings. The world may end by any of the destructive forces of 'fire' and 'ice' as they have intense power to suppress human values and alienate people from one another.

Stanza 1

*Some say the world will end in fire
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.*

Explanation: The poet is analysing about the end of the world. The poet provides and deals with two possible causes for the end of the world. He considers the age-old question of whether the world will end in fire or in ice. Both the two reasons contrast each other and are equally opposite to each other. On one side of the debate are those people who are in favour of fire. They believe that it will be the heat and the passion, which will lead the humanity, the world, to end. On the other side of the debate are those people who favour ice and feel that it will be the 'ice which will freeze the world.

Frost is providing a powerful statement on the subject of greed and jealousy. He is saying that above anything else, even hatred, which is the trait of humanity, is most likely to lead the world to its demise.

Stanza 2

*But if it had to perish twice,
I think, I know enough of hate
To say that for destruction ice
Is also great
And would suffice.*

Explanation: The poet is very much sure of the destruction of the humanity. He first talks about the destruction caused by fire and in case this fails, then ice will result into hatred that will end humanity one day. Frost goes on to discuss, in a more understated manner, the power of hate, which is symbolised in the poem by ice. Hate, according to the speaker, is just as powerful as desire. While desire consumes, quickly, hate is just as great and powerful. Infact, by ending the poem with the concept of hate.

'Frost directs the reader to the shy yet restrained devastation that hate can produce. Hate can occur and linger in people's minds and hearts for years', sometimes even lifetimes. Hate is presented as having the ability to lead to the destruction of the world if it were to happen for a second time, again providing a powerful warning against this human fallacy (misunderstanding).

Significant Morals

- The human emotions such as anger, frustration, lust, brutality, hatred, etc., have the power to destroy the world.
- Both fiery and cold feelings of humans should be kept in control for the world to survive.
- Mankind should be alert of losing any warm emotion and love for each other.



Learning Outcomes

- Students will be able to participate in the discussion and demonstrate awareness regarding the end of the world.
- Students will be able to deduce that both fiery and the cold temperaments have the power to destroy the world.

Conclusion of Fire and Ice

The poem is revolving around the theme that human emotions are destructive, and has two possible forms.

Questions & Answers

1. To say that for destruction, ice is also great for the poet, what does ice stand for? How is it sufficient to bring destruction?

Ans. Ice stands for the cold feelings of the humans *such as* indifference, hatred, greed, jealousy, apathy, lack of love, cold-heartedness, etc. *Although* the poet states that he believes fire would bring an end to the world, he *also* states that *if* the world has to end twice, *then* ice or the cold feelings of people are also great to end the world.

2. How will the world end? Support your answer with a scientific explanation.

Ans. *According to* some people, the world will end in fire. The core of the earth will get extremely heated up due to the increasing global warming. It may lead to severe natural calamities like volcanic eruptions, earthquakes, uncontrollable forest fires and tsunamis that *may* end the world.

However, some people believe that the world may end in ice. *As a result* of the melting ice caps or glaciers, there would rise an ice age that would freeze all the living things on the earth to death. All the ice and snow from the mountains will melt down to the plains one day *and* thus, will shrink the world.

STEP UP
ACADEMY

A Tiger in the Zoo

Leslie Norris

About the Chapter

'A Tiger in the Zoo' conveys a deep idea about the enslavement of animals by the selfish humans. It totally unfair and unjustifiable on the part of man to cage the animals into the zoo and deprive them of their natural habitats. The tiger in the zoo is a pathetic sight of the wildlife entrapped in the confines of the zoo. The poem shows a striking contrast between the life of a tiger in the zoo and his life in the forest.

Stanza 1

*He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.*

Explanation: The poet sees a tiger locked in a concrete cell in the zoo. It is a very small cage. The tiger can hardly take a few steps along the length of the cage. He looks majestic as he slowly moves up and down in his cage. The sharp and clear stripes on his body are of strong bright colour. His pads are velvet soft. In spite of all his strength, he now lies imprisoned behind the bars. The caged tiger is angry. He is full of rage, but is quiet because he knows that he is helpless here.

Stanza 2

*He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.*

Explanation: Looking at the imprisoned tiger, the poet is filled with pity. He says that the poor tiger should have been in his natural habitat i.e. in the jungle, hunting and resting. Then, at this hour of the night, he would have been lying in the shadows of trees and sliding quietly through the long grass. He would, then, near the water hole, wait for some fat and healthy deer to pass that way. Thus, he would be lying there in expectation of a heavy feast.

Stanza 3

*He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorising the village!*

Explanation: In these lines, the poet imagines, what the tiger would be doing in case he failed to find any prey in his natural habitat. He says that the tiger would be angrily moving around the houses in a nearby village. He would be growling at the edge of the jungle near some village. He would be showing his white fangs and terrible claws while moving here and there. He would, thus, become a cause of terror for the villagers.

The poet here gives a hint that if we continue to destroy the forest cover and the natural habitat of the tigers, they will be forced to turn to our towns and villages to find their food.



Stanza 4

*But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.*

Explanation: The poet sees the tiger is locked in a concrete cell in the zoo. In spite of all his strength, he now lies imprisoned behind the bars. Very slowly and silently, the tiger moves up and down along the length of the cage. He moves in an angry and threatening manner. He takes no note of the visitors, who had come to the zoo to have a look at him. He completely ignores them as none of them thinks of releasing him from his prison. Moreover, due to their presence, he hardly gets any rest during the day.

Stanza 5

*He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.*

Explanation: Due to the visitors, the tiger gets no rest during the day. Even at night, he remains disturbed due to the noise that comes from the patrolling cars. The tiger has, thus, lost all hope and feels very helpless. He, thus, stares at the brilliant stars shining brightly in the sky. It seems that he is looking for some sort of comfort and hope in these stars. His brilliant eyes show that he still hopes for the day when he would be able to run free in the forest and live in natural surroundings.

Significant Morals

- Wild animals are born to live free. They must only be kept in their natural habitat.
- Enslaving a wild animal in a zoo or otherwise, not only takes away their freedom to move in their natural habitat, but also their original self.
- It is cruel to cage wild animals, depriving them of their freedom.

Learning Outcomes

- Students will be able to empathize with the condition of a caged animal.
- Students will be able to develop a suitable opinion about the cruelty of man towards animals.

Conclusion of a Tiger in the Zoo

In this poem, the poet is conveying an important message that wild animals should be in their natural habitat.

Questions & Answers

1. How does the poem point at the cruelty towards animals in captivity?

Ans. The poem is a perfect example of the cruelty inflicted on animals by keeping them in captivity. The tiger changed his natural self by controlling his fierce emotions **and** behavior inside the zoo. His freedom to growl, hunt and terrorize were snatched away from him. This shows the cruelty of man on the animals by keeping them in captivity.

2. Why should the tiger snarl around the houses at the edge of the forest?

Ans. The tiger should snarl around the houses at the edge of the forest **in order to** scare the villagers **so that** they won't disturb the peace of the mighty animal. **Also**, snarling is a natural characteristic of tiger.

3. Do you think the tiger in the poem had lost its natural instinct due to captivity? Support your response with evidence from the poem.

Ans. Yes, the tiger in the poem had lost its natural instinct due to captivity. *Although* the tiger was in terrific rage as he had been taken away from his natural habitat, he didn't roar as he would have done in the forest. *Instead*, he walked silently about the length of the cage. The zoo had controlled the tiger's natural display of emotions.

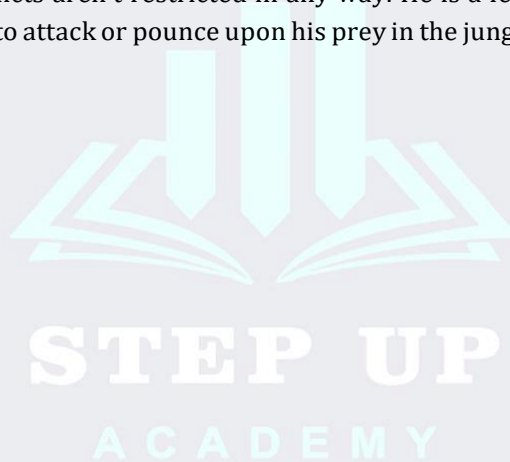
4. How does a tiger create terror for the villagers?

Ans. The tiger terrorizes the villagers by barring his big white fangs *and* revealing his sharp claws. He makes terrifying low snarls moving around the houses of the villagers that are situated at the edge of the forest. His mighty presence *and* roars scares the villages.

5. Tiger in the poem 'A Tiger in the Zoo' presents a contrasting image with the tiger in the poem 'How to Tell Wild Animals'. Compare and contrast the two tigers with reference to the manner in which they have been presented in both poems.

Ans. The tiger in the poem 'A Tiger in the Zoo' is an enslaved animal held in captivity. In the zoo, his movements and instincts are restricted. *Although* he is a mighty beast, he remains silent in the zoo as he is totally hopeless and sad *at the fact that* his freedom has been taken away by people. He is annoyed at being the object of display for the visitors at zoo.

The tiger in the poem 'How to Tell Wild Animals' is a royal Bengal tiger that is an animal of free will. His movements and instincts aren't restricted in any way. He is a ferocious beast who seldom keeps silent *and* has the liberty to attack or pounce upon his prey in the jungle. He kills everybody who comes his way.





How to Tell Wild Animals

Carolyn Wells

About the Chapter

'How to Tell Wild Animals' is a humorous description of the wild beasts of the forests. The poet presents a brief yet accurate description of the physical appearance and the chief characteristics of some of the wild beasts such as an Asian Lion, a Bengal Tiger, a Leopard, a Bear, a Hyena, a Crocodile and a Chameleon. The poet wittingly describes each of the animals and tells the readers how to identify them.

Stanza 1

*If ever you should go by chance
To jungles in the east;
And if there should to you advance
A large and tawny beast,
If he roars at you as you're dyin'
You'll know it is the Asian Lion...*

Explanation: The poet here cautions the readers against the wild beasts found in the jungle. He says that if by chance you happen to go to any forest in the East, you are likely to encounter a huge and terrible animal moving forward towards you. You will notice that it is brownish-yellow in colour. And if that beast roars loudly at you and you feel that you are going to die due to fear then you will come to know that it is the Asian Lion..

Stanza 2

*Or if some time when roaming round,
A noble wild beast greets you,
With black stripes on a yellow ground,
Just notice if he eats you.
This simple rule may help you learn
The Bengal Tiger to discern.*

Explanation: The poet says that it is very likely that while roaming in the forest, you are greeted by a wild beast. This wild animal is very impressive in size and his majestic body is covered with black stripes on a yellow hide. The poet cautions that if the readers notice this beast and that if he eats them, then this simple rule will teach them that it is a 'Bengal Tiger'.

Stanza 3

*If strolling forth, a beast you view,
Whose hide with spots is peppered,
As soon as he has lept on you,
You'll know it is the Leopard.
Twill do no good to roar with pain,
He'll only lep and lep again.*

Explanation: The poet here helps the readers to identify a leopard. He says that if you happen to walk in the forest, you might encounter a beast with spots on his skin. When this wild beast will jump at you, you will understand that it is a leopard as he will keep jumping on you and will tear you apart. Moreover, it will be of no use then to shout or cry with pain because he will continue pouncing on you. So, be careful and don't allow it to leap on you.

Stanza 4

*If when you're walking round your yard
You meet a creature there,
Who hugs you very, very hard,
Be sure it is a Bear.
If you have any doubts, I guess
He'll give you just one more caress.*

Explanation: The poet says that while you are walking in your yard, you may encounter a creature there. When this creature hugs you very very tightly, then believe that it is a bear. Bears are thought to be good wrestlers and can give a really tight hug. Although a friendly hug is referred to as bear hug, if a real bear hugs you, then it may not feel friendly at all. The bear hugs a man to kill him. The poet further says that in case of any doubt you will find that the bear will embrace you once again till death..

Stanza 5

*Though to distinguish beasts of prey
A novice might nonplus,
The Crocodile you always may
Tell from the Hyena thus:
Hyenas come with merry smiles;
But if they weep they're Crocodiles.*

Explanation: The poet here says that a novice (a beginner) may be puzzled and confused and thus might not be able to distinguish between the different wild animals. Hence, the poet helps to differentiate the crocodile from the hyena. He says that a hyena always laughs as it swallows its victim. A laughing hyena's voice resembles human's laughing sound. A crocodile on the other hand, is said to shed tears while eating its prey. The poet, thus, warns the readers to not wait for a hyena to laugh or for a crocodile to weep.

Stanza 6

*The true Chameleon is small,
A lizard sort of things;
He hasn't any ears at all,
And not a single wing.
If there is nothing on the tree,
Tis the Chameleon you see.*

Explanation: The poet describes a chameleon in this stanza. He says a chameleon is a small garden lizard. It doesn't have ears or wings. The poet, further, says that if you are unable to see a thing on the tree, then chances are that a chameleon is sitting there. A chameleon is an expert at camouflage. It changes colour as per its surroundings and is Therefore difficult to see. This capacity of camouflage helps the lizard in saving it from hunters.



Significant Morals

- All the animals in nature have distinctive features and behavioral traits.
- Each of them has its own unique characteristic which makes it easy to identify them.
- It is dangerous for a person to be in close proximity of wild animals.

Learning Outcomes

- Students will be able to respond to the humour inherent in close proximity with wild animals.
- Students will be able to recognize the use of paradoxical statements to induce humour and wit in the poem.

Conclusion of How to Tell Wild Animals

This poem is beautifully introducing the wild animals in a different way analogous to the hidden human beings.

Questions & Answers

1. **Hyperbole is a literary device used when the poet exaggerates an image to make it comical. State two instances from the poem "How to Tell Wild Animals" where the literary device is used.**

Ans. The poet has used hyperbole at many instance *like* "Just notice if he eats you" *and* "Who hugs you very, very hard." In both of these sentences, the poet has used extreme narrative of how a tiger *and* a bear would attack a person.

2. **How can you identify an Asian Lion and a Bengal tiger?**

Ans. An Asian lion can be identified by its huge body with a dull-brown skin. He roars violently *while* killing his prey *whereas* a Bengal Tiger can be identified by its black stripes on a yellow body. He silently kills its prey.

3. **Between which animals would it be difficult to differentiate?**

Ans. It would be difficult to differentiate between a hyena *and* a crocodile. A hyena makes a laughing sound when it devours its prey *while* the crocodile always shed tears when it swallows its prey.

4. **Why does the poet use the term 'noble' and 'wild' for the tiger?**

Ans. The poet has used the term 'noble' *and* 'wild' for the tiger to bring humor *and* paradox in the poem. The term 'noble' is used as the tiger is a 'royal' animal of Bengal *and also* ironically *as* it won't treat any of its prey humbly. It is truly a 'wild' animal.

5. **What is so weird about the hyena and the crocodile?**

Ans. Both hyena *and* the crocodile show their natural instincts *while* devouring their prey. Hyenas laugh or smile *while* eating their prey *whereas* crocodiles shed tears *while* swallowing their prey. The hyena's laughter is famous as it resembles *that* of a man. It seems like a hyena is laughing *but* it doesn't *In the same way*, crocodile tears are also famous *but* in reality, it doesn't cry out of emotion. Its tears are a part of the process of swallowing his prey.

6. **Would you agree that the poet has on in-depth knowledge of the wild? Support the statement in context of the poem "How to Tell Wile Animals".**

Ans. Yes, I think that the poet has an in-depth knowledge of the wild *because* she has given accurate details of the physical appearances and the unique characteristics of different beasts of prey. *For instance*, the poet has correctly described the 'peppered spots' on a leopard's body *and* the instinct of 'camouflaging' of a chameleon.

The Ball Poem

John Berryman

About the Chapter

'The Ball Poem' conveys the inevitable loss of possessions in a life of human over time. The poet describes an incident of a little boy whose ball has been lost somewhere and couldn't be retrieved. He gets utterly grief-stricken due to the loss of his lovely possession. The poet, who witnesses this incident, leaves the boy alone instead of consoling him as he wants the boy to accept the truth of his loss bravely and move on.

Stanza 1

*What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over-there it is in the water!
No use to say "O there are other balls":*

Explanation: The poem is about a little boy. For the first time in his young life, he is learning what it is like to experience grief at the loss of a much-loved possession, that is, his ball. The ball is here symbolic of the sweet memories of his childhood. The boy loses his ball and watches it bouncing down the street into the water. To us, the loss of a ball is of minor consequence but to the little boy, it was a valued possession. The poet here, deters himself from saying that there are other balls because the boy wants the same ball. The ball had been with him for a long time and it was linked to the memories of the days when he played with it. The boy's ball personifies his young days and happy innocence.

Stanza 2

*An ultimate shaking grief fixes the boy
As he stands rigid, trembling, staring down
All his young days into the harbour where
His ball went. I would not intrude on him;
A dime, another ball, is worthless.*

Explanation: When the young boy loses his ball, it bounces away and lands in the harbour. The boy is very much troubled at the loss of his ball and plunges into grief. He stands stiff and trembling while staring at his ball. He is upset as he looks into the gloomy water because he cannot find the ball. The boy is deeply affected by the loss of his ball because it has been with him for a long time. When the ball bounces into the water all his memories of the childhood days flashes in front of him. This leads to a realisation that those poet doesn't offer him money to buy another ball because that would be worthless.

Stanza 3

*..... Now
He senses first responsibility
In a world of possessions. People will take
Balls, balls will be lost always, little boy.
And no one buys a ball back. Money is external.*

Explanation: The boy is upset when he looks into the gloomy water because he cannot find the ball. This is when he gets his first sense of responsibility. The poet suggests that from the loss of the ball, the boy is learning what it



means to lose something in a world of possessions where he will lose things, will buy some more to replace the ones lost, but would never be able to buy back the thing that he had lost. In this poem, the boy's ball personifies his young days and happy innocence. The poet, thus, makes the boy understand about his responsibility as the loss is immaterial. Money is external as it cannot buy memories, nor can it replace the things that we love, the things that really matter.

Stanza 4

*He is learning, well behind his desperate eyes,
This epistemology of loss, how to stand up
Knowing what every man must one day know
And most know many days, how to stand up.*

Explanation: The poet suggests that from the loss of the ball the boy is learning how to stand up in a world of possessions. The boy is learning what it means to lose something. The poet says that knowing that every man has to stand up after such losses, the boy too will learn how to stand up and leave the losses behind as he would have understood the true meaning and nature of loss.

Significant Morals

- Loss of someone or something is inevitable in life.
- A person needs to bravely accept the truth of the loss of his beloved possession.
- Life never stops for a person at the loss of a thing. It goes on.

Learning Outcomes

- Students will be able to express the young child's feelings at the loss of a valuable possession and the fact that loss is inevitable.
- Students will be able to know how to bear the loss bravely and move on.

Conclusion of The Ball Poem

This poem successfully describes how we may feel to lose something that we love and grow up eventually without it.

Questions & Answers

1. **A popular quote states: Responsibility is self-taught. How does the poem address this thought?**
Ans. It is *well said* that 'responsibility is self-taught'. It comes from within. In the poem, *as* the boy lost his beloved possession of the ball, he understood his responsibility of keeping his possessions with utmost care.
2. **Write the sum and substance of the poem "The Ball Poem".**
Ans. The poet, John Berryman, wants to teach *through* his poem "The Ball Poem" that how to cope with the loss of possessions *and* move on in life. The poem brings forth *the fact* that loss is an inevitable part of person's life. *However*, it is important for the person to bravely bear loss as life goes on *and* no loss should bring life to a halt.
3. **The poem deals with a child understanding loss for the first time. Matches and championships too, deal with a different sense of loss. Explain how games and sports are a good way to train children to take losses in their stride.**
Ans. Sports are an amazing way to teach children how to accept the losses and failures in life. Life is full of inevitable happenings, losses and failures. *In the same way*, games and sports are full of uncertainties and losses. A player may win a tournament one day, and lose it the other day. *However*, no strong player may

ever stop playing due to his/her failure in the match. He will definitely take advantage of his failure to learn his shortcomings **and** work even harder for the next tournament. **In the same way**, when a loss of a beloved possession takes place in life, a person shouldn't bring his/her life to a standstill. He should accept his loss bravely and move on in life.

4. Why is it important for everyone to experience loss and to stand up after it?

Ans. It is important for everyone to experience loss and to stand up after it **because** if a person gets stuck in his life after going through a loss, he won't be able to move ahead in life. A person cannot get his lost possession back. **Through** this experience, the person learns two lessons. **First**, he learns how to cope up with the saddening incident of losing his beloved possession. Second, he learns that a loss is an inevitable part of life and with a loss of someone or something, life doesn't stop. The person has to move on bravely, accepting the truth of life. He may work to get another possession, perhaps, to lose again. **That's how** life goes on.





Amanda!

Robin Klein

About the Chapter

'Amanda!' is a poem about the mental state of a young school-going girl who is constantly nagged by her elders, probably her mother. Amanda is given instructions a long list of do's and don'ts that she is asked to follow. The poem deals with child psychology and the lack of understanding on the part of parents. Parents suppress their children and pressurize them that leads to a negative impact on children's state of mind.

Stanza 1

*Don't bite your nails, Amanda!
Don't hunch your shoulders, Amanda!
Stop that slouching and sit up straight,
Amanda!*

Explanation: In the above lines, Amanda is getting instructed, most probably by her parents for biting nails and sitting lazily with her shoulders bent. The tone of instructions here is not a friendly one and thus fails to make any sense to Amanda. The poet here, focusses on the aspects related to the upbringing of a child (girl) and how parents go to any limit to bring proper sense to their child. Amanda is thus, getting trained for the society she is a part of. The pressure of making oneself presentable to the society triumphs over every other behaviour and manners. The last phrase or word 'Amanda!' is used with an exclamation mark which shows the irritation and frustration of the parent.

Stanza 2

*There is a languid,
emerald sea,
where the sole inhabitant is me
a mermaid,
drifting blissfully.*

Explanation: It is to be noted that the above lines are given within brackets. Brackets are used to provide more meaning to the phrase. Here the poet uses it to present the imagination of the little girl, the free-flow of pure thoughts. Amanda uses her imagination as an escape point from day-to-day commands of her parents. She feels suffocated in the real world and thus finds peace in her very own created world where there are no restraints. She imagines herself to be a joyful mermaid sailing without any confines alongside soft waves of the green sea. This world of Amanda is free and contained in itself and her happiness doesn't require any other human being. For a child, mermaid is a symbol of freedom and wonder.

Stanza 3

*Did you finish your homework, Amanda?
Did you tidy your room, Amanda?
I thought I told you to clean your shoes,
Amanda!*

Explanation: Amanda is now being asked about whether she has finished her homework, or tidied up her room and also whether she has cleaned her shoes. This set of instructions marks a shift from the instructions given in Stanza 1. Now Amanda is being coached about the things that are related to her surroundings. The pattern of instructions explains that how every aspect of her is related to questioning and proper guidance. She is being disciplined for every little thing, making her lose of her freedom. Her innocence is eventually getting lost with passage of time. The way these instructions are delivered points out the regular nature of these lessons. Her name being called again with an exclamation mark shows that the parents seem to be losing their cool and are troubled.

Stanza 4

*I am an orphan, roaming the street.
I pattern soft dust with my hushed, bare feet.
The silence is golden, the freedom is sweet.*

Explanation: In this stanza, we once again see Amanda's reaction to her mother's harsh words. Amanda withdraws into another imaginary world. The very first line is awfully depressing where Amanda imagines herself to be an orphan suggesting how much frustrated she is with continuous questioning of her parents specially her mother. She has no shoes on her feet and instead she is getting them even dirtier by making designs on the dusty ground with them. However, she makes no sound while making these dusty designs. She cherishes the silence as well as the freedom to do as she likes that world of her imagination. Her love for silence is as a result of the shouting and yelling of her parents.

Stanza 5

*Don't eat that chocolate, Amanda!
Remember your acne, Amanda!
Will you please look at me when I'm speaking
to you, Amanda!*

Explanation: The set of instructions provided here indicate how much essential it is for Amanda to understand the value of external beauty, and steps to be taken to preserve it from a very tender age. Amanda is stopped by her parents from eating a chocolate as previously that had caused her acne. Here, we see how a child is made conscious of a natural experience such as acne. However, Amanda is still lost in her own thoughts and doesn't care enough to look up to her scolding parents. This carelessness further angers the parents and they ask for her attention when she is being scolded. The role of appearance in the society is given more significance than the basic values and creativity.

Stanza 6

*I am Rapunzel, I have not a care;
life in a tower is tranquil and rare;
I'll certainly never let down my bright hair!*

Explanation: Amanda is still lost in her own dreams. She pictures herself to be the long golden-haired Rapunzel who lived in a castle and had no care about anything. Amanda imagines that the life of Rapunzel must have been very peaceful and fantastic in the tower. But she wishes to evade the fate that was met out to Rapunzel as she is unwilling to let her hair down. Amanda doesn't want her peace to be disturbed anyhow. She seeks a life which is away from any other human form. We can see here how the presence of her parents and their inhuman behaviour had made her against any human connection. Hence, she only wanted to live by herself as the presence of another being in her life would require her to act in a certain way. Amanda wanted to live as a free and happy person.



Stanza 7

*Stop that sulking at once, Amanda!
You're always so moody, Amanda!
Anyone would think that I nagged at
you, Amanda!*

Explanation: The parents keep instructing Amanda on the dos and don'ts, but Amanda remains lost in her own dreams. The parents believe that Amanda is not reacting because she is annoyed. Amanda's behaviour has made her parents look bad and they are worried about their image. They are concerned about how society will perceive them if their child always remains in a foul mood. They want to prove themselves as responsible parents who manage to balance out what the child wants and what the society expects out of Amanda. However, they have already failed in their efforts.

Significant Morals

- Children should be given their share of privacy and freedom by their parents.
- Excessive nagging turns children defiant and they start escaping the reality through imaginations as they do not like their parents snatching away their freedom.
- Parents should develop a friendly and healthy relationship with their children.

Learning Outcomes

- Students will be able to evaluate Amanda's situation and suggest solutions.
- Students will be able to analyse the situation that leads Amanda to escape into the fantasy world.

Conclusion of Amanda

This poem conveys the moral that children need to be allowed more freedom. Excessive nagging may make them disobedient and hence they may develop a type of dislike for real life.

Questions & Answers

1. **Why does Amanda seem moody most of the time?**

Ans. Amanda's mother constantly keeps a check on her activities **and** habits **and** scolds her all the time for correcting her ways of life. **That's why**, Amanda gets fed up and escapes into the world of imagination, **so** she seems moody most of the time.

2. **What does the line "never let down my bright hair" tell us about Amanda? Comment.**

Ans. The line "never let down my bright hair" tells us **that** Amanda longed for freedom **and** privacy **so much so that** imagining herself **as** Rapunzel, she wouldn't let her hair down **because** she didn't want anybody to come **and** invade her privacy **and** freedom.



The Trees

Adrienne Rich

About the Chapter

‘The Trees’ is a poem that conveys different themes on various levels. On a superficial level, the poem contrasts the characteristics of man and nature. Man tends to curtail the freedom of nature by cutting off the objects from their natural habitats while nature always tries to get free from the confinements of man. On a deeper level, the poem indicates the suppression of man over the other genders, particularly women.

Stanza 1

*The trees inside are moving out into the forest,
the forest that was empty all these days
where no bird could sit
no insect hides no sun bury its feet in shadow
the forest that was empty all these nights
will be full of trees by morning.*

Explanation: The speaker of the poem observes that the trees in his house are moving outside into the forest which has been empty for a long time. It is important to understand that the trees are not actually moving, but it has been used as an imagery by the poet to show the destroyed forests and the false nature that humans have tried to keep in their houses. Since the forest outside was empty, no birds could sit on the branches of trees, no insects could hide in the trees and sunlight could never disappear under the shadows of the trees. The speaker feels that the empty forest will be full of trees by the next morning..

Stanza 2

*All night the roots work
to disengage themselves from the cracks
in the veranda floor.
The leaves strain toward the glass
small twigs stiff with exertion
long-cramped boughs shuffling under the roof
like newly discharged patients
half-dazed, moving to the clinic doors.*

Explanation: It seems like the trees work silently in the night in order to complete their mission of getting free from the boundaries of the house. Therefore, they work all night to free themselves through the cracks on the veranda floor. The leaves of the trees try very hard to put a lot of pressure on the glass so that they could break it. The small twigs have become very hard due to applying so much pressure to free themselves. The larger branches of the trees that have shrunk because of being inside the walls and under the roof, where they cannot grow much. They try to move slowly from there and look like newly discharged patients from a hospital, who become half-shocked on coming to the outside world.



Stanza 3

*I sit inside, doors open to the veranda
writing long letters
in which I scarcely mention the departure
of the forest from the house.
The night is fresh, the whole moon shines
in a sky still open
the smell of leaves and lichen
still reaches like a voice into the rooms.*

Explanation: The speaker, who could be the poet herself, sits in her house, the doors of which open to the veranda. She is writing long letters. She hardly mentions in her letters about the trees that are moving out to the empty forest. The poet presents a conflict between man and nature. Man uses plants for interior decoration cuts trees to make a house for himself. Through these lines the poet is indicating towards a possible rebellion by nature against man as they strive to go outside the house into the open in a full moon night where the moon is shining in the open sky and the night is very fresh. The poet can smell the leaves and lichens coming from the trees that reach her room like a voice.

Stanza 4

*My head is full of whispers
which tomorrow will be silent.
Listen, the glass is breaking.
The trees are stumbling forward
into the night. Winds rush to meet them.
The moon is broken like a mirror,
its pieces flash now in the crown
of the tallest oak.*

Explanation: The speaker listens to the sounds coming from the leaves and lichens of the trees. These sounds will not be there in the morning as the trees will move out to the forest in the night and will not be in the house by morning. Now, the speaker can hear the glass breaking due to the efforts of the twigs. As the glass breaks, the trees hurry outside and in doing so, they fall on each other and get struck at different places. As the trees go in the open, it seems like the wind is moving fast towards them to meet them. The tall trees can finally stand straight as they are free. They are so tall that they have broken the moon into pieces like a broken mirror. The moon now sits like the crowns on the heads of the tall oak trees. Again, the use of moon is an imagery to show that between the ground and the sky stand the trees; and one can only look at parts of the moon, and not the full moon, from under the trees.

Significant Morals

- No object or human in this world can be suppressed for long. People may restrict other's freedom, growth and development but, the oppressed breaks free from the confines one day.
- Trees are essential for environment while women are essential for the survival of the humanity.
- Both trees and women sustain the environment and generations so, instead of enslaving them, one should help them grow.

Learning Outcomes

- Students will be able to develop awareness about the social issues and gender discrimination.
- Students will be able to reiterate the importance of trees for life to survive and analyse the symbolism that establishes a relation between the trees and womanhood.

Conclusion of The Trees

The Tree is a short symbolic poem and it focuses on the movement of trees that are initially indoors but seeking to escape to freedom in the forest. The trees represent the nature and womanhood in particular.

Questions & Answers

1. **The trees have been shown to have human qualities in the poem. Justify the statement with any two instances from the text.**

Ans. The trees have shown some human qualities in the poem. The way they struggled to get themselves free from the boundary of the house is similar to the struggle of the oppressed people who are deprived of their freedom. **Similarly**, the trees did not give up when enslaved **and** were determined like humans to get the freedom. Humans, **too**, fight till end and finally win.

2. **In the poem 'Trees', where are the trees? What are their roots, twigs, etc., trying to do?**

Ans. In the poem 'Trees', the trees are inside the house. The roots work to disengage themselves from the cracks in the veranda floor. **While** the tree struggles to get out of the house, its leaves strain towards the glass. The small twigs **and** boughs try to move towards the doors **while** they struggled to be freed.

3. **The poem ends on a note of victory. Justify with reference to the literal and symbolic meaning.**

Ans. In the literal sense, the poem ends with the trees successfully returning back to their natural habitat, *i.e.* the forest. **However**, symbolically, it ended with the victory of women to get themselves free from the confines of the patriarchal society **and** domination of man.

4. **What message does Adrienne Rich want to convey through the Poem "The Trees".**

Ans. In the poem 'The Trees', the poet Adrienne Rich subtly gives the message about the importance of trees for everyone. Without trees, the birds would not get a place to sit, insects will have no place to hid and the sun would not bury its feet in shadow. We enjoy looking at the saplings **as** they beautify our surroundings. **But** slowly as the saplings grow into the trees, they spread their roots, their branches **and** leaves and seems to yearn to go outside where they can live **and** grow without any restrictions. Then the trees no longer look attractive indoors. The trees are however, welcomed into the nature by strong winds and the moon. The author hereby emphasizes **that** the trees need to be kept alive, by not imprisoning them inside the house for the mere reason **that** they look beautiful indoors.



Fog

Carl Sandburg

About the Chapter

'Fog' is an extremely short poem which reveals the poet's observation of the fog appearing over the city and its harbor. The poet observes how the fog hovers over the surroundings for a short period of time and then quickly retreats. The poet has metaphorically compared the fog with a 'cat'. The placid, stealth and smooth movements of the fog exactly replicate that of a cat.

Stanza 1

*The fog comes
on little cat feet.
It sits looking
over harbour and city
on silent haunches
and then moves on.*

Explanation: This short poem is an expression of the view of fog. For the poet, fog is not just a natural phenomenon, it is rather a creature. Fog has been compared with a cat as the way fog comes, is very similar to the ways of a cat. As a cat walks silently on its small feet, the fog also comes in the same manner, as if trying to avoid any attention. Fog's presence over and around a city seems as if a cat is sitting silently on its haunches and looking over the harbour and the city. Finally, when fog leaves a city, it looks like a cat's slow and silent steps moving on from a place.

Significant Morals

- Nature has beautiful similarities.
- Things happen for a short period of time and come to an end.

Learning Outcomes

- Students will be able to critically analyse the theme, moral values imported through the poem and interpret the specific features of the short poem.
- Students will be able to engage in creatively expressing the understanding of the poem.

Conclusion of Fog

This very small poem is describing nature's act in a beautiful manner.

Questions & Answers

1. Is fog portrayed as a resident of the city or as an outsider? Support your answer with two such references from the poem "Fog".

Ans. "Fog" is portrayed **as** on outsider **as** it comes to the city, hovers over it for some time **and** then returns back all of a sudden like an outsider who visits a city.

2. Why does the poet use the phrase “silent haunches”? Substantiate your answer with reference to the poem “Fog”.

Ans. In the poem ‘Fog’, the poet uses the phrase “silent haunches” to describe the quiet **and** sneaky movement of fog **as** it sits over the city and its harbour for some time. “Silent haunches” is the way a cat sits on its haunches, **i.e.**, on its bent knees, without anybody noticing, **similarly**, the fog hovers over the city silently.

3. The poet beautifully compares the fog to a cat. Chose any two animals from ‘How to Tell Wild Animals’ that do not have qualities that can be compared with a fog.

Ans. The two animals from the poem ‘How to Tell Wild Animals’ not having qualities that comparable to fog are leopard **and** Asian Lion. The slow and stealthily movements of fog are opposite to the fast-paced and quick movements of a leopard. This ferocious animal attacks its victim repeatedly at a great speed. **On the other hand**, the strong roars of the Asian Lion can be heard from a mile away unlike for, **that** moves on silently without anybody noticing it.





The Tale of Custard the Dragon

Ogden Nash

About the Chapter

'The Tale of Custard the Dragon' is a poem which highlights that the judgments we make about others on the basis of their superficial characteristics are not always correct. Belinda, a little girl, has pets. They include Ink, Blink, Mustard and Custard. Belinda and her pets have a poor opinion of Custard as they think him to be a coward. However, it is Custard who saves Belinda and her pets from attack of the pirate.

Stanza 1

*Belinda lived in a little white house,
With a little black kitten and a little gray mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.*

Explanation: The poem opens with introducing the characters of the poem, namely, Belinda, a little girl who lived in a little white house with her pets and a wagon. Her pets include a black kitten, a little grey mouse, a little yellow dog and a little dragon.

Stanza 2

*Now the name of the little black kitten was Ink,
And the little gray mouse, she called her Blink,
And the little yellow dog was sharp as Mustard,
But the dragon was a coward, and she called him Custard.*

Explanation: Belinda had named her little black kitten as Ink and her little gray mouse was called Blink. The colour of her dog was as sharp and yellow as Mustard and her dragon was called Custard. Here, the readers are introduced to the cowardice of Custard as he was not brave and feared a lot.

Stanza 3

*Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio, daggers on his toes.*

Explanation: The description of Custard's physical appearance seems quite surprising to the readers as it has been shown as carrying all the features of a dragon that makes dragons powerful, scary and brave. It has big sharp teeth and spikes on its back that could easily scare anyone away. Custard also has the ability to spit fire which makes its mouth look like a fireplace showing his power. And his nose becomes the chimney through which the smoke comes out from the fire in his mouth. Custard's toes are so pointed and sharp that they could cut anything like a dagger.

Stanza 4

*Belinda was as brave as a barrel full of bears,
And Ink and Blink chased lions down the stairs,
Mustard was as brave as a tiger in a rage,
But Custard cried for a nice safe cage.*

Explanation: All the members of the house except Custard are very brave. Belinda's bravery has been compared to the bravery of many bears combined together. Ink and Blink, despite being so small in size have the power to scare and chase away someone as strong as a lion. Her dog's bravery has been compared to that of a tiger's anger. But Custard is completely opposite to his physical description and instead of being brave, always looks for a nice safe cage.

Stanza 5

*Belinda tickled him, she tickled him unmerciful,
Ink, Blink and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon
At the realio, trulio, cowardly dragon.*

Explanation: Belinda used to tickle (touch the dragon without stopping and she did it quite cruelly to make it laugh. It should be noted here that tickling is a very soft touch on body and it is related to softness. Since the dragon was such a coward, tickling worked on him. It does not work on rough bodies; hence it's another proof of the dragon's softness. It was rudely named as Percival by Ink, Blink and Mustard. Seeing the dragon react to the tickling made all of them laugh and they laughed sitting in the wagon at the cowardly dragon.

Stanza 6

*Belinda giggled till she shook the house,
And Blink said Week!, which is giggling for a mouse,
Ink and Mustard rudely asked his age,
When Custard cried for a nice safe cage.*

Explanation: Belinda laughed a lot at the dragon, she laughed so hard that it seemed that the house is shaking due to her laughter. Blink, the mouse used to say Week, which is the giggling sound for mouse. Ink and Mustard asked dragon's age to make fun of him as it shows that the dragon behaved like a small kid would do but he was not a small kid. Custard just wanted a nice safe cage for himself.

Stanza 7

*Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.
Meowch! cried Ink, and Ooh! cried Belinda,
For there was a pirate, climbing in the winda.*

Explanation: While all of them were busy making fun of the dragon, there came a very unpleasant sound from the house Mustard, the dog, looked around growling for the source of that sound. Ink cried 'Meowch' and Belinda cried 'Ooh' when they saw that there was a pirate climbing the window of the house to loot it.



Stanza 8

*Pistol in his left hand, pistol in his right,
And he held in his teeth a cutlass bright,
His beard was black, one leg was wood;
It was clear that the pirate meant no good.*

Explanation: The appearance of the pirate seemed very dangerous as he was carrying many arms with him. He had a pistol in both hands and he was carrying a bright sharp blade between his teeth as well. He had black beard and a wooden leg indicating that he was a tough man, who must have lost his leg in some fight or battle. His looks made it very clear to the housemates that the pirate meant to harm the people and pets living there.

Stanza 9

*Belinda paled, and she cried, Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the household,
And little mouse Blink strategically mouseholed.*

Explanation: Looking at the pirate, Belinda became pale with fear and cried for help. All her brave pets could not help her and everyone fled from the scene. Mustard made a huge cry and ran away; Ink silently went to the bottom of the house and Blink very smartly disappeared in a mouse hole, leaving Belinda all alone in front of the pirate. Their bravery could not do them any good.

Stanza 10

*But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm.
He went at the pirate like a robin at a worm.*

Explanation: When everyone fled on seeing the pirate, it was the coward dragon, Custard, who came to rescue and fought the pirate bravely. He jumped in front of the pirate and made large noises through his nose like an engine, indicating his anger. He started to move his tail and it made clattering sounds like an iron rod striking the walls of a prison in a dungeon. With all these dangerous sounds, he followed the pirate like a robin follows a worm to eat it.

Stanza 11

*The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets but they didn't hit,
And Custard gobbled him, every bit.*

Explanation: Custard shocked the pirate and he took a good look at him and drank some wine from a bottle that he carried in his pocket. The pirate then took out his pistol and fired two bullets at Custard. But, he failed to hit him and Custard remained unharmed. Then Custard swallowed the whole of the pirate, without leaving any trace of him.

Stanza 12

*Belinda embraced him, Mustard licked
him, No one mourned for his pirate victim
Ink and Blink in glee did gyrate
Around the dragon that ate the pirate.*

Explanation: After the Custard ate the pirate, to everyone's surprise, there was joy all over the house. Belinda embraced him to express gratitude for saving everyone. Mustard licked the dragon as that's how a dog show its love for someone. Everyone celebrated the death of the pirate and there was no grief. Ink and Blink started dancing around the dragon out of happiness.

Stanza 13

*But presently up spoke little dog Mustard,
I'd have been twice as brave if I hadn't been flustered.
And up spoke Ink and up spoke Blink,
We'd have been three times as brave, we think,
And Custard said, I quite agree
That everybody is braver than me*

Explanation: It became very clear that, who is brave and who is a coward after the pirate incident. But, Mustard started to give excuses for his cowardice and said that he would have been twice as brave as Custard if he had not got nervous, when the pirate came. Ink and Blink said that they would have been thrice as brave as the dragon. They could not believe that Custard, the coward dragon, had done such a heroic act and so they started giving excuses for running away. The humble dragon accepted that he was the most coward and everyone was braver than him.

Significant Morals

- One must not judge people from their appearances or their claims.
- Appearances might be deceptive while claims may prove false.

Learning Outcomes

- Students will be able to respond to the poem in the context of a real-life situation.
- Students will be able to imbibe the essential values as morals and deduce that judging appearances can prove totally wrong.

Conclusion of The Tale of Custard the Dragon

It is quite visible that in The Tale of Custard the Dragon poem summary, the poet is trying to say that sometimes even a timid person comes out to be the actual hero in the most challenging situations that life throws at you just like Custard came out and saved everyone's lives and proved his bravery to all of them.

Questions & Answers

1. What did Custard look like?

Ans. Custard, the dragon, had big sharp teeth, spikes on top of him **and** scales underneath. His mouth was like a fireplace, his nose looked like a chimney, emitting smoke **and** daggers on his toes.



For Anne Gregory

William Butler Yeats

About the Chapter

'For Anne Gregory' is a poem that highlights the idea of what is true love? Usually, most men fall in love with the physical attributes of a lady that diminishes with age. However, women want to be loved for their heart, mind and soul. Physical appearance of a person could be changed with age, time or money. But the beauty of their heart and nature, can never fade away.

Stanza 1

*"Never shall a young man,
Thrown into despair
By those great honey-coloured
Ramparts at your ear,
Love you for yourself alone
And not your yellow hair."*

Explanation: The poem starts with the speaker addressing Anne Gregory. The speaker says that her beautiful honey-coloured hair can make any man fall in love with her. This love is not for Anne but for her beautiful features. Anne's gorgeous hair have been compared to walls, symbolising outer beauty that prevents anyone from looking inside her soul. This beauty can capture any man's attention so that he may never be able to look beyond that beauty and into Anne's character. This is what makes the speaker believe that no man can love Anne, for what she is, without her beauty. One can love her only for her beautiful yellow hair and her beauty.

Stanza 2

*"But I can get a hair-dye
And set such colour there,
Brown, or black, or carrot,
That young men in despair
May love me for myself alone
And not my yellow hair."*

Explanation: In the second stanza, Anne replies to the speaker of the first stanza. She says that what is visible from the outside is very superficial and not important. She gives an example of her beautiful hair, that she can change the colour of her hair and dye them in black, brown or carrot. Just like the colour of her hair is changeable, outer beauty of any kind is changeable and hence not true. She wants to tell the speaker that anyone falling in love with her must see the actual person behind the beauty. Anne thinks that young men, who fall in love with her, must love her for what she is and not for her yellow hair or outward appearance.

Stanza 3

*"I heard an old religious man
But yesternight declare
That he had found a text to prove
That only God, my dear,
Could love you for yourself alone
And not your yellow hair."*

Explanation: In the third and final stanza of the poem, the speaker replies to Anne's statement about love for internal and not for external beauty. The speaker mentions an old religious man, who announced that he had found a text in which it is written that only God is capable of looking beyond external beauty. Here speaker means that humans do not have the depth and understanding to look inside the soul of a person. Humans are always carried away by the shine and glitter of outer beauty and they never care to know the person behind the beautiful appearance, Therefore, the speaker concludes that only God can love Anne only for herself and not for her beauty.

Significant Morals

- True love is never based on physical attributes alone.
- True love is only based on inner beauty of heart, mind and soul.
- It is only God who loves His people selflessly.

Learning Outcomes

- Students will be able to analyse the poem in real life situation and infer the essence.
- Students will be able to restore divine love and its root in inner beauty.

Conclusion of for Annies Gregory

God is the supreme being who loves a person for his real beauty, that is his inner beauty, regardless of his external beauty or his body. Humans want to be loved in this manner, but in today's world, people value superficial qualities and looks more than internal attributes. One who loves the soul can capture the heart and can only selflessly love others. Summary of the poem For Anne Gregory is not just a lesson to Anne Gregory but a lesson to all the people that you can't find anyone, other than God who will love you for who you are. There would be a lot of people who will desire you for your external beauty, but only God is the one who admires your inner beauty.

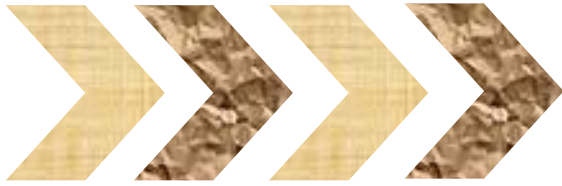
Questions & Answers

1. How would you, as a young adult of your times, title this poem? Give a reason for your choice.

Ans. As a young adult, I would title this poem **as** "Beauty that Stays Forever". The reason **being** that the poem highlights the same idea of true love. It is always the beauty of soul **that** stays forever, **however** the physical beauty fades away with time.



GRAMMER



Discursive Passage

DISCURSIVE PASSAGE

A passage where the writer rambles from topic to topic is called a discursive piece of writing. The adjective discursive is often used to describe a speech or writing that tends to stray from the main point, but the word can also have almost the opposite meaning.

A discursive passage includes argumentative, interpretative and persuasive text. Such passages may include opinions or feedback. It allows students to arrive at a conclusion through reasoning and understanding rather than intuition. It presents a balanced and objective approach towards the subject being discussed.

Passages of this kind are analytical. Sometimes the author presents his views with great depth of reasoning or force of argument with the intention of convincing the reader to his point of view. Such texts have great persuasive power.

Discursive writing expresses opinions. It can be argumentative, i.e. may give reasons, explanations, or explore cause and effect relationship. Passages of this kind are analytical.

Sometimes the author presents his views with great depth of reasoning or force of argument with the intention of convincing the reader to his point of view. Such texts have great persuasive power.

Sample - 1

Read the passage given below.

1. Roshni Bairwa remembers running all the way from her home in Tonk's Mahmoodnagar Dhani village to the room where the 'bal samoooh' (children's group) met. "My grandparents are getting me married, you have to do something," the then 12-year-old told the 20 or so children sitting there.
2. The children, all aged between eight and 16, trooped up to Roshni's house and urged her grandparents to stop the impending wedding. Others, including village elders and teachers, joined in. The wedding was stopped. She had discovered a way out of the quagmire with the help of a local NGO and the village children.
3. When she was in class XII, the pressure to get married returned. This time her uncle found a match for her. When she resisted, she was taunted, and beaten. People would point to her as the girl who brought shame to her family and asked their children not to speak to her. "I was 16 years old and alone in the world. I walked to school with my eyes fixed to the ground. I would think sometimes, what have I done that is so terrible for everyone to hate me so much? to sleep," recalls Roshni, who lost her father when she was two and had been abandoned by her mother shortly after. But even in those dark moments, Roshni didn't give up, moving out of the village to Peeplu tehsil in Rajasthan where she rented a room and attended college.
4. With education and independence came a sense of confidence. "I kept in touch with the children in the village. Every time there was a child marriage, they would call me and I would go to stop it. I realized I had already been thrown out of the village, the worst had already happened, what else could the villagers do? So I went and fought with everyone who was getting their child married," she says with a laugh. So far she has stopped over a dozen marriages.



5. Even without the support of the law, young girls have been crusading against the practice. Earlier this month, 19-year-old Sushila Bishnoi from Barmer succeeded in getting her marriage annulled, submitting photographs and congratulatory messages from her husband's Facebook account to the court. The court accepted these as evidence that the union took place when oth bride and groom were 12 years old, and declared the marriage invalid.
6. Seema Bairwal (name changed) was 15 when she was married to a man a few years older. Later when she started attending 'bal samoooh' meetings with NGO Shiv Shiksha Samiti and Save the Children, it dawned on her that she had a choice. "I learnt that my life is mine. I have the power to say no to marriage.

Questions

- 1.1** On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices.
- a. The brides mentioned in the passage are rebels against
 - i. the dowry system
 - ii. child marriage
 - iii. purdah system
 - iv. arranged marriages
 - b. When Roshni was twelve years old, she succeeded in her mission with the help of
 - i. 20 children aged between eight and sixteen
 - ii. her grandparents
 - iii. 20 children, her grandparents, village elders and teachers
 - iv. children and an NGO
 - c. When she was sixteen the people of the village
 - i. taunted her and beat her up
 - ii. boycotted her
 - iii. were angry with her
 - iv. were sympathetic and understanding
 - d. Roshni moved out of the village in order to
 - i. seek a job
 - ii. escape the villagers
 - iii. attend college
 - iv. marry a boy of her choice
 - e. "Give up" in para 3 means
 - i. stop attending classes
 - ii. stop doing something
 - iii. very eager
 - iv. voluntary help
 - f. Annulled in para 5 means
 - i. To state officially that something is not legally valid
 - ii. Help somebody
 - iii. impending doom
 - iv. social works

**1.2** Answer the following.

- a. The children, all aged between eight and 16, trapped to and urged her grandparents to stop the impending wedding.
- b. Roshni lost her father when she was only years old.
- c. Education and independence made Roshni confident. [True/False]
- d. "Bal Samoooh" meetings with NGO Shiv Shiksha Samiti and 'Save the Children' encouraged child marriage. [True/False]

1.3 Find words/expressions from the passage that have a meaning similar to the following.

- a. about to happen soon (paragraph 2)
- b. realised (paragraph 6)

Answer**1.1**

- (a) (ii) child marriage
- (b) (ii) 20 children, her grandparents, village elders and teachers.
- (c) (i) taunted her and beat her up
- (d) (iii) attend college
- (e) (ii) stop doing something
- (f) (i) To state officially that something is not legally valid

1.2

- (a) Roshni's house
- (b) two
- (c) True
- (d) False

1.3

- (a) impending
- (b) dawned upon her

Sample - 2

The problem of unemployment is a serious problem in our country. If millions of people are without any jobs, its effect is very bad. A man without any employment is a burden on others. If he has got to maintain a family, the situation is worse. Such unemployed persons are reduced to poverty. It demoralises them and they are forced to do undesirable things. They may commit crimes. They may create trouble and spread discontent. In fact, they are a source of danger to society and the state.

The causes of unemployment are mainly the rapid growth of population, the prevailing system and underdevelopment of industry and trade. The population of India is growing very rapidly. It is very difficult to get jobs for all who are in need of it. The British Government had introduced a system of education in this country for carrying on administration only. It is being continued in free India also with very slight changes. The system of education prepares most young men to be clerks. But neither the Government nor private firms can absorb all the educated unemployed persons in their offices for clerical work. Industry and trade have not yet properly developed.

Cottage industries in the villages have been ruined owing to the establishment of large mills and factories in towns. Consequently, many artisans have been thrown out of employment. There has been great pressure on agricultural



land because of the growth of population; consequently, many cultivators have got no land for cultivation. All these are mainly responsible for this acute problem of unemployment.

The acute problem of unemployment is a cause of unrest in the country. So the Government is seriously thinking over the matter and trying to find out a remedy. The remedy is to find work for the people. The Government had earlier undertaken five-year plans for the material prosperity of the country. For carrying out these plans many mills and factories had been set up both by the Government and by industrialists. Many new offices had been started. Many educated young men were absorbed in offices as clerks and in mills and factories as skilled workers. Uneducated and unskilled men were being absorbed in mills and factories as labourers. But these measures have been proved inadequate.

Our government is now encouraging the revival of cottage industries in the villages. This will help many villagers to earn a living. Our Government is also trying to develop agriculture. But as yet, it has not been able to cope with the situation fully. The number of unemployed persons is increasing. So our Government should allow establishment of a large number of large and small technical and vocational institutions in the country. Only a limited number of bright young men should try to get higher education in the universities. Most young men try to enter technical or vocational institutions. After coming out of these, they may find jobs in factories and commercial firms. For this, of course, more factories must be set up throughout the country. Unskilled labourers should be taught various traits in technical institutes. They may find jobs in factories as skilled labourers. They may also set up cottage industries in their villages. Government will have to help them with loans to start their work. It is heartening to find that our Government has already taken some steps in this direction. Nationalised banks are now giving lump sum loans to intending young persons under self employment schemes.

Questions

- On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary. Supply an appropriate title to it.
- Write a summary of the above passage in 80-100 words.

Answer

- (a) Title Unemployment: A Serious Problem

Notes:

- Consequence of Unemployment
 - Poverty
 - low morale
 - high crime rate
 - discontent
- Causes of Unemployment
 - rapid growth of ppltn
 - plan
 - prevailing system of edu
 - prepares young people to be clerks
 - underdevelopment of industry & trade
- Remedy: Role of Government
 - follow up 5-yr plans
 - set up many factories
 - create more job opportunities



- b) allow vocational & technical institutions to open
- c) help unskilled to become skilled
- d) revive cottage industries
- e) give loans for self-employment

Key to Abbreviations

Abbreviations	Words
ppltn	Population
edu	Education
indty	Industry
yr	Year
&	And
optnts	Opportunities

Summary

The consequences of unemployment, a serious problem in India, are poverty, low morale, high crime rate and discontent in the population. The causes of unemployment are rapid growth of population, the prevailing system of education which prepares young people to be clerks, and underdevelopment of industry and trade. The remedy is that the role of Government should change: it should follow up the 5-yr plans by setting up many factories to create more job opportunities. It should allow vocational and technical institutions to open to help the unskilled become skilled. Government should revive cottage industries by giving loans for self-employment.

Sample - 3

Depression is a common problem of modern times. Both the rich and poor suffer from it. According to the World Health Organisation, by the year 2020, depression will become the second leading cause of disease in the world. Many solutions have been prescribed for the problem of depression but most have proved to be ineffective as a complete cure. They may offer temporary relief but fail to resolve the problem permanently.

Meditation is often advised to treat this problem of depression. But meditation focuses on the heart and modern science has established that the heart is merely an organ that pumps blood, whereas many kinds of depression stem from the mind. It is the mind that controls the heart and not vice-versa. In many cases, depression is non-physical and the heart is physical. How can a physical organ resolve a non-physical problem?

We also often hear about physical techniques to counter depression. But the reach of physical techniques is confined to the body and does not extend to the mind.

Many kinds of depression are the result of non-acceptance of reality. The real solution to this problem is the acceptance of reality. While non-acceptance creates the problem, acceptance of reality will solve it.

Our world is one of freedom, competition, challenge and clash of interests. This nature of human life is bound to create problems. No one is exempt from this process. This being so, to de-stress, learn the art of stress management rather than trying to eliminate the stress.

A person may become sad upon facing a loss in business or feeling discriminated against at work. He may give in to anxiety and frustration if he suffers a loss in an election, his love marriage turns into a problem or if he is offended by criticism. In all such cases, a person becomes negative because of being unaware of the real cause. He attributes the cause to another person and holds this person responsible for his difficulties. He fails to realise that all these are due to the law of nature. If you attribute the cause of the problem to the divine law of nature, it will arouse no negativity, but when you attribute it to a person, it brings on negative thinking. This is because the law of nature is not your rival, whereas you see a person as your competitor. When you attribute the cause of your



problem to a rival, it will invariably arouse negative thoughts and cause anger. But when you attribute the cause to the law of nature, because it is not your rival and is equal in its treatment of all, it will lead to introspection.

When you follow nature-based thinking instead of man-based thinking, you will try to discover its wisdom and will realise that whatever has happened is for your betterment. It was to activate your mind and enhance its creativity. It was a means of developing a realistic approach, fostering incentive, making you realise your mistake and helping you to re-plan practically.

When this thought comes to you, your mind will automatically change from negative to positive. You will be grateful towards the law of nature for bestowing this blessing in disguise. This thought will eliminate your stress and you will be able to live normally. This is a good way to help de-stress the mind.

Questions

- a. On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary. Supply an appropriate title to it.
- b. Write a summary of the above passage in 80-100 words.

Answer

(a) Title Depression: Accept It, Tackle It

Notes

1. Depression
 - a) common prblm of modern times
 - b) acc to WHO, will soon become second leading disease
 - c) prescribed soln
 - offer temporary relief
 - d) no permanent cure
2. Kinds of Depression and its Cure
 - a) non-acceptance of reality
 - soln - acceptance of reality
 - b) Clash of interests
 - soln - learn stress mgmt
3. Causes of Stress / Depression
 - a) atrbt to another person cause of prblm
 - b) fail to realise law of nature
4. Ways to De-Stress
 - a) atrbt prblm to the divine law of nature
 - b) don't atrbt cause of problem to a person
 - c) follow nature-based thinking
 - d) this causes realisation that
 - whatever hpnd is for betterment
 - means of dvipg a realistic approach
 - fostering incentive
 - helping you to re-plan
 - understanding mistake
 - e) realisation eliminates stress

**Key to Abbreviations**

Abbreviations	Words
prblm	Problem
Acc	According
WHO	World Health Organisation
Soln	solution
Mgmt	Management
Atrbt	Attribute
Hpnd	Happened
Dvlpng	developing

Summary

According to the World Health Organisation, depression is expected to become the second leading cause of disease in the world. Prescribed solutions offer temporary relief but offer no permanent solution. The cause is non-acceptance of reality or clash of interests.

Solutions are acceptance of reality and learning to manage stress. Stress is caused by attributing problems to other persons instead of understanding the law of nature. One should realise that whatever has happened is for the betterment. This enables development of a realistic approach to the problem and helps in re-planning. This realisation eliminates stress.

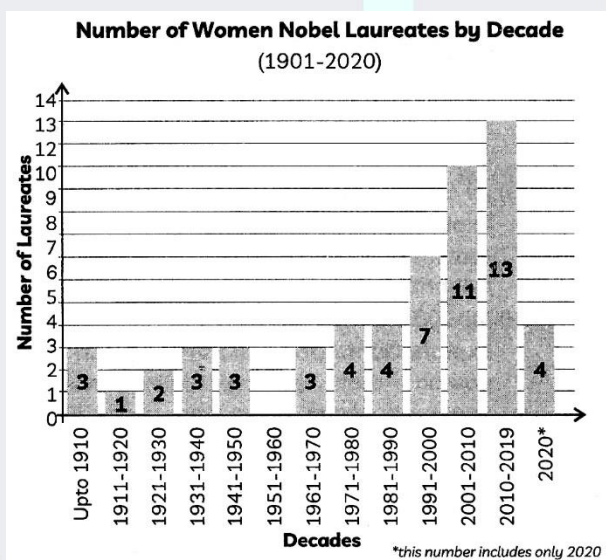




Case Based Factual Passage

Read the passage give below.

- (1) The Nobel Prize is an international award administered by the Nobel Foundation and is based on the fortune of Alfred Nobel, a Swedish inventor and entrepreneur. The Nobel prize is awarded for the best contribution in the fields of Physics, Chemistry, Medicine, Literature and to the person who has contributed by and large to bring Peace on Earth. In 1968, Sweden's central bank established the Sveriges Riksbank Prize in Economic Sciences in memory of Alfred Nobel.
- (2) A look into the history of the recipients of the award reveals that only 57 women have received the award compared to 873 male recipients. There are various historical reasons for why this is the case, but the trend appears to be improving.
- (3) Goran Hansson, the permanent secretary of the Royal Swedish Academy of Sciences said, "While more women are being recognised now compared with previous decades, only about 10% of the professors in natural sciences in western Europe or North America are women, and even lower if you go to east Asia." All over the world, the number of men working in STEM fields is much higher than the number of women.



- (4) Hansson emphasised that they have made sure to identify the problem and also learn about subconscious bias in the prize-awarding committees and academies. "We've had lectures by sociologists, we've had group discussions, we have put quite a lot of effort into it," he said.
- (5) "In the end, we will give the prize to those who are found the most worthy, those who have made the most important contributions," he added.

Based on your understanding of the passage, answer the eight questions by choosing the correct option.

- (A) According to the passage, the gender disparity among Nobel Prize recipients is due to factors.
- (a) historical
 - (b) economical
 - (c) sociological
 - (d) psychological

- (B) Based on the passage, what efforts are being made by the Royal Swedish Academy of Sciences to address the low representation of female scientists?
- (1) The Academy is consciously awarding female scientists from the 2000s.
 - (2) The Academy is inviting sociologists to lecture about the gender gap.
 - (3) The Academy is hosting group discussions to boost the intelligence of female scientists.
- (a) only (1)
 - (b) only (2)
 - (c) (1) and (3)
 - (d) (2) and (3)
- (C) According to the passage, Goran Hansson says that there are.....
- (a) more female scientists in East Asia than in Europe
 - (b) fewer male scientists than female scientists in Europe
 - (c) fewer male scientists being considered for recognition now
 - (d) more female scientists being recognised for their work now
- (D) Which of these can be inferred from the graph showing the number of women Nobel laureates by decade?
- (a) No woman received the Nobel prize before the year 1910.
 - (b) More women have received the Nobel prize since 1971 than men.
 - (c) At least one woman received the Nobel prize every year since 1901.
 - (d) Since 1961, women Nobel laureates have been increasing steadily every decade.
- (E) Which of these pieces of information is NOT present in the passage?
- (a) number of Nobel prizes given in the year 2009
 - (b) number of men who have received Nobel prizes till date
 - (c) percentage of male scientists belonging to eastern countries
 - (d) percentage of female scientists belonging to western countries
- (F) Select the sentence that CORRECTLY uses the phrase 'by and large' as used in paragraph I.
- (a) Paula prepared a by and large cake for dinner.
 - (b) We bought by and large clothes for the campaign.
 - (c) Most of the lions by and large eat deer when hungry.
 - (d) She was so excited that she screamed by and large on the road.
- (G) The Nobel Prize is an international award because it recognises the achievements made
- (a) in all subjects
 - (b) by all genders
 - (c) in all countries
 - (d) by all institutions
- (H) Identify the opinion from these statements about the information shared in the passage.
- (a) The Nobel prizes have been awarded to more men than women.
 - (b) Alfred Nobel's wealth is used to award the Nobel prizes to the winners.
 - (c) The Nobel prize was awarded for the best contribution in only four fields initially.
 - (d) Women in general are more inclined to working on world peace than on other subjects.

Answer

- (A) (a) Historical

Explanation: It is clearly given in the passage that there are various historical reasons' for the gender disparity among Noble Prize recipients. Hence, (a) is the right answer.



(B) (d) (ii) and (iii)

Explanation: It is given in the passage that the academy 'had lectures by sociologists, had group discussions and has put quite a lot of efforts into it.' Hence, (d) is the right answer.

(C) (d) more female scientists being recognized for their work

Explanation: It is given in the passage that Garon Hansson says that (d) 'more women are being recognized now compared with previous decades. Options (a), (b) and (c) are wrong. Hence, (d) is the right answer.

(D) (d) Since 1961, women Nobel laureates have been increasing steadily every decade

Explanation: It is visible from the graph that (d) since 1961 every decade has seen an increase in the female Nobel laureates while options (a), (b) and (c) are wrong as per the graph. Hence, (d) is the right answer.

(E) (c) percentage of male scientists belonging to eastern countries

Explanation: Options (a), (b) and (d) are all stated clearly in the passage but (c) is nowhere mentioned. Hence, (c) is the right answer.

(F) (c) Most of the lions by and large eat deer when hungry

Explanation: The phrase 'by and large' means mostly or majorly. Here, (c) represents the correct meaning of the phrase. Hence, (c) is the right answer.

(G) (c) in all countries

(H) (a) The Nobel prizes have been awarded to more men than women

Explanation: The main theme of the given passage is the gender disparity among the Nobel Prize laureates. Options (b), (c) and (d) do not match the opinion given in the passage. Hence, (a) is the right answer.

What are Case Based (Factual Passages)?

Factual passages are those passages, which let the readers imagine and feel the factual qualities of a topic as mentioned in the passage. The topic can be about a place, person, thing or event. A factual passage tells the reader about the consecutive things related to the topic in detail, occurring in an orderly manner.

Q.1. Read the passage and answer the questions that follow:

India Covid-19 numbers explained

1. With novel Coronavirus spreading rapidly all over the country, there are only three states right now, Meghalaya, Sikkim and Andaman and Nicobar Islands, that have less than 1,000 people infected with the disease.
2. Lakshadweep, of course, still hasn't reported even a single case till now, the only region in India entirely free of the epidemic.
3. Otherwise, even the relatively smaller states now have significantly large spread of the disease. Goa, for example, has seen more than 7,000 of its people infected by the virus till now. Tripura has over 5,500 cases, while Manipur has more than 3,000, and Nagaland a little less than 2,500. Puducherry has more than 4,000 cases, while even Daman and Diu has over 1,300 people infected.
4. And in each of these states, the numbers are rising at a fast pace, at a rate higher than the national level. The infections had initially reached these states in the first and second week of May, when the lockdown was relaxed for the first time to enable people stuck in different parts of the country to return to their native places.
5. After a period of very slow growth, the number of cases have begun to rise rapidly in the last one month. In Goa, for example, the total number of infected people has nearly doubled in the last 15 days. Same has happened in Puducherry, as well.
6. Tuesday was one of those rare occasions when the number of active cases in the country, those who are yet to recover from the disease, went down compared to the previous day. That is because the number of recoveries, combined with the number of deaths, exceeded the new cases that were detected on Tuesday.

7. With over 52,500 new cases detected in the country, the total number of infections crossed 19 lakh, out of which 12.82 lakh people have recovered from the disease. The number of dead is now close to 40,000.
8. The number of recoveries on Tuesday was the highest-ever for a single day. More than 51,700 people were declared to have been recovered. Three days earlier, the number of recoveries had crossed 50,000 for the first time, but in the next two days the number had fallen to much lower levels.

Choose the correct option to answer the questions based on the above passage and graphics. Do any ten.

- (a) How are these three states – Meghalaya, Sikkim and Andaman and Nicobar Islands – different from the rest of India?
 - (i) they are the only states to have less than 1,000 people infected with novel coronavirus
 - (ii) they are three of the five states to have less than 1,000 people infected with novel coronavirus
 - (iii) they are the only states to have less than 2,000 people infected with novel coronavirus
 - (iv) none of these
- (b) _____ is the only region in India which is entirely free of the epidemic.
 - (i) Andaman and Nicobar Islands
 - (ii) Maharashtra
 - (iii) Lakshadweep
 - (iv) Tripura
- (c) What is common among Goa, Tripura, Manipur, Nagaland, Puducherry and Daman and Diu?
 - (i) the numbers are rising at a fast pace at rates lower than the national level
 - (ii) the numbers are falling at a fast pace at rates equal than the national level
 - (iii) the numbers are rising at a fast pace at rates higher than the national level
 - (iv) none of these
- (d) Based on your understanding of the passage, choose the option that lists the inherent qualities of climate in the present times.
 - (i) 1 and 4
 - (ii) 2 and 6
 - (iii) 1 and 3
 - (iv) 3 and 5
- (e) Which date in the graph shows the highest jump of detected cases in a day?
 - (i) July 30
 - (ii) July 31
 - (iii) August 1
 - (iv) August 2
- (f) Of the 19 lakh infected cases, how many have recovered?
 - (i) 11.82 lakh
 - (ii) 13.82 lakh
 - (iii) 12.81 lakh
 - (iv) 12.82 lakh
- (g) More than 51,700 people were declared to have been recovered on _____.
 - (i) Wednesday
 - (ii) Sunday
 - (iii) Tuesday
 - (iv) Monday



- (h) When had the number of recoveries crossed 50,000 for the first time?
- (i) two days earlier
 - (ii) Tuesday
 - (iii) three days earlier than Tuesday
 - (iv) none of these
- (i) Which word in the passage means the same as “quickly”?
- (i) rapidly
 - (ii) significantly
 - (iii) native
 - (iv) rare
- (j) Which word in the passage is opposite in meaning to “indigenous”?
- (i) rapidly
 - (ii) significantly
 - (iii) native
 - (iv) rare

Answers

- (a) (i) they are the only states to have less than 1,000 people infected with novel coronavirus
- (b) (iii) Lakshadweep
- (c) (iii) the numbers are rising at a fast pace at rates higher than the national level
- (d) (iii) 1 and 3
- (e) (ii) July 31
- (f) (iv) 12.82 lakh
- (g) (iii) Tuesday
- (h) (iii) three days earlier than Tuesday
- (i) (i) rapidly
- (j) (iii) native

Q.2. The UN's 2017 International Year tells that sustainable tourism is an important tool for development, most importantly in poor communities and countries. Today sustainability – environmental, social, and economic – is increasingly recognised as the benchmark for all tourism businesses. As noted by the UN World Tourism Organisation, 57% of international tourist arrivals will be in emerging economies, by 2030. The various 'Tourism Terms' are defined as follows:

Based on data collected by a survey by Travel Bureau, the following market profile of an ecotourist was constructed: –

Age: 35 – 54 years old, although age varied with activity and other factors such as cost. Gender: 50% female and 50% male, although clear differences based on activity were found.

Education: 82% were college graduates, a shift in interest in ecotourism from those who have high levels of education to those with less education was also found, indicating an expansion into mainstream markets.

Household composition: No major differences were found between general tourists and experienced ecotourists

Party composition: A majority (60%) of experienced ecotourism respondents stated they prefer to travel as a couple, with only 15% stating they preferred to travel with their families, and 13% preferring to travel alone. (** experienced ecotourists = Tourists that had been on at least one “ecotourism” oriented trip.)

Trip duration: The largest group of experienced ecotourists- (50%) preferred trips lasting 8-14 days.

Expenditure: Experienced ecotourists were willing to spend more than general tourists, the largest group (26%).

Important elements of the trip: Experienced ecotourists' top three responses were: (a) wilderness setting, (b) wildlife viewing, (c) hiking/trekking.

Motivations for taking the next trip: Experienced ecotourists' top two responses were (a) enjoying scenery/nature, and (b) new experiences/places.

On the basis of your understanding of the passage attempt all the questions given below.

- i. In the line ".....recognised as the benchmark", the word "benchmark" DOES NOT refer to
- a basis for something.
 - the criterion required.
 - the ability to launch something new.
 - a standard point of reference.
- Ans:** c) the ability to launch something new.
- ii. The World Tourism Organisation of the UN, in an observation, shared that
- emerging economies of the world will gain 57% of their annual profits from International tourists.
 - countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade.
 - a large number of international tourists in 2030 will be from developing countries.
 - barely any tourist in the next decade shall travel from an economically strong nation to a weak one.
- Ans:** b) countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade.
- iii. One of the elements that are important to ecotourists on trips is
- wild and untouched surroundings.
 - cultural exchange.
 - car and bus rides.
 - fully furnished flats.
- Ans:** a) wild and untouched surroundings.
- iv. Choose the option that lists the correct answers for the following:
- Asha Mathew, an NRI, loves animals and wishes to travel to places that safeguard their rights and inculcate awareness of their rights. What kind of tourist is she?
 - Gurdeep Singh from the UK is an environmental scientist and has always chosen to travel to places that are examples of a symbiotic relationship between man and nature. What kind of tourist is he?
- (1) is an ecotourist and (2) is a geotourist
 - (1) is an ethical tourist and (2) is a geotourist
 - (1) is a sustainable tourist and (2) is a pro-poor tourist
 - (1) is a geotourist and (2) is a responsible tourist
- Ans:** b) (1) is an ethical tourist and (2) is a geotourist
- v. Based on your understanding of the passage, choose the option that lists the inherent qualities of geotourism.
- (showcases adventure sports)
 - (promotes landscape appreciation)
 - (promises luxurious travel)
 - (includes being environmentally responsible)
 - (believes in commercializing forests)
 - (initiates donations for the underprivileged)
- 1 & 2
 - 5&6
 - 2&4
 - 3&5
- Ans:** c) 2&4



vi. In the market profile of an ecotourist, the information on gender indicates that

- a) female ecotourists were more than male ecotourists.
- b) the activity preferences were varied in females and males.
- c) the choice of things to do on a trip was quite similar for both genders.
- d) male ecotourists were frequent travellers.

Ans: b) the activity preferences were varied in females and males.

vii. The education aspect in the market profile of the ecotourist revealed that

- a) mainstream market trends were popular with undergraduates.
- b) ecotourists were only those who had basic education.
- c) mainstream markets were popular tourist destinations for educated ecotourists.
- d) ecotourism was no more limited to the small group of highly educated travellers.

Ans: d) ecotourism was no more limited to the small group of highly educated travellers

viii. According to the survey conducted by the Travel Bureau, the total percentage of experienced ecotourists who DID NOT prefer to travel alone was

- a) 60%.
- b) 75%.
- c) 15%.
- d) 13%.

Ans: b) 75%.

ix. According to the survey, one of the most powerful driving forces leading experienced ecotourism to invest in new trips was

- a) setting up work stations in new places.
- b) the chance to go camping in the wild.
- c) competing with other ecotourists as frequent travellers.
- d) the opportunity to travel to new places.

Ans: d) the opportunity to travel to new places.

x. Choose the option that lists statement that is NOT TRUE.

- a) Economically backward countries will benefit from sustainable tourism.
- b) The tourism business currently recognizes sustainability as an important factor.
- c) Emerging economies will receive negligible international tourists in the near future.
- d) The sustainability factor in tourism is a significant means for development.

Ans: c) Emerging economies will receive negligible international tourists in the near future.



Determiners

What are Determiners?

- A determiner is a word which is used to modify a noun or a noun phrase.
- It is a word which provides context or reference to a noun.
- It can also show the quantity, quality, position or specificity of the noun.
- Various parts of speech can function as determiners to the noun.
 - Articles
 - Demonstrative adjectives
 - Numeral adjectives
 - Adjectives of quantity
 - Possessive adjectives

Articles

Definite Articles

- Definite articles are used as determiners to express the specificity of the noun.
- They can be used to refer to singular or plural nouns.
- They can be used to refer to countable and uncountable nouns.

The man in the car wants to know where Hotel Piccadilly is.

There is a slight change in the temperature. Mr Sreekumar knows where the files are.

Sharad is the captain of the team. The ship sets sail from the harbour.

Indefinite Articles

- Indefinite articles are used to refer to the noun in the general sense.
- They are used to refer to the noun for the first time.

Example: There is a lady on the phone. (The noun phrase 'a lady' is mentioned for the first time.)
- They are used to refer to a particular group or class of nouns.
- They are used with singular nouns.
- They are used to refer to countable nouns only.



Mr Manekchand hired a clerk.
 She is a woman of great strength.
 There is a difference in the way she conducts herself.
 Try an egg sandwich.
 I want to buy a cupboard.

Demonstrative Adjectives

- Demonstrative adjectives are used are words to point out a specific noun or noun phrase.
- **That** and **This** are used with singular nouns. **Those** and **These** are used with plural nouns.
- **This** and **These** are used to point towards nouns which are nearby. **That** and **Those** are used to point towards nouns which are far away.

Grace lives in this house.
 Can you please clear these plates? Those bonbons sure look tempting. Manisha was talking to that girl.
This book is mine

Numeral Adjectives

- Numeral adjectives are words which specify the number of the noun.
- Cardinal numeral adjectives are numbers. (one, two, three)
- Ordinal numeral adjectives are numerical rankings. (first, second, third)

There were five people in the room.
 Every second building here is painted blue.
 Christopher is three steps behind you.
 Complete these two assignments tomorrow.
 The tenth house from the left is Mr Mahmood's house

Adjective of Quantity

Adjectives of quantity are words which suggest the quantity of the noun.

Little knowledge is a bad thing.
Most workers are paid less.
Several residents came forward to protest. I have read every novel by Stephen King.
 He had fewer friends by the end of his career

Possessive Adjectives

- Possessive adjectives are used to indicate the possession or ownership of a noun to another.
- They can be confused with pronouns, but they are actually adjectives.

My house is near the railway station.
 The dog has injured its snout. Kiran forgot her watch at home.
 Swami was consulted for his wise counsel.
 May I use your phone



Tenses

What are Tenses?

Tense is something which tells us **when** the action expressed by the verb **took place**. There are three main divisions of tenses.

Past Tense: The **past tense** is used to talk about actions which took place in the past.

Manjula studied in this school. Gretel was cleaning her house.

Raman had perfected the art of hospitality.

Harsh had been touring the country this time last year.

Present Tense: The **present tense** is used to talk about actions which take place in the present.

Sarita lives with her parents.

Yamini is preparing dinner for her family. I have finished my work.

The company has been functioning well.

Future Tense: The **future tense** is used to talk about actions which will take place in the future.

Geeta will return the book.

I shall be travelling to Munich.

Rajat will have completed his chores in some time. Beena will have been working with us for ten years.

Present Tense

The present tense can be divided into four categories:

1. Simple/ Indefinite
2. Continuous/ Progressive
3. Perfect
4. Perfect Continuous

Simple Present Tense

Examples of sentences in the **simple present tense**:

Habitual action	I <u>exercise</u> every day. Mala <u>visits</u> her mother on Tuesdays.
Ability	Manish <u>plays</u> the flute. Rishi can drive cars. Rishi <u>can drive</u> cars.
Events of the near future	We <u>leave</u> tonight. The <u>move</u> to their new apartment this week.
Facts	Mr. Prasad <u>is</u> the CEO of this company. Man <u>is</u> a social animal.
Non-factual beliefs	The pen <u>is</u> mightier than the sword. I <u>trust</u> you more than I trust myself.



Present Continuous Tense

- The **present continuous tense** is used to express actions which are currently in progress.
- Progressive helping verbs (**is, am, are**) are used along with the „-ing’ form of the verb.

Helping Verbs	Main Verb (-ing form)
is	working
are	paking

Examples of sentences in the present continuous tense:

Present continuous tense on a timeline:



Present Perfect Tense

- The **present perfect tense** is used to express an action which may have happened at a specific time before now.
- Perfect helping verbs (**has, have**) are used with the past participle form of the verb.

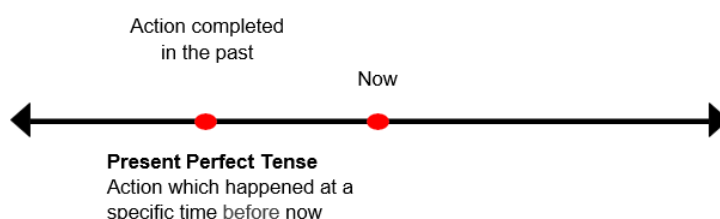
Helping Verbs	Main Verb (Past Participle)
has	frozen
have	moved

- The present perfect tense is never used when the time or date of the action is mentioned.
 - Frieda has visited us in 1999. *Incorrect*
 - Frieda visited us in 1999. *Correct*

Examples of sentences in the present perfect tense:

Recently completed action	Bob <u>has released</u> the birds from their cage.
When the time of completion is unspecified	The train <u>has halted</u> at the station.
A past action which is still in continuation	This <u>has happened</u> before.
Change which have happened over time	Jennifer <u>has met</u> you once.
When the consequences are more important than the action itself	We <u>have believed</u> every word you said.
A past action whose benefits can be felt to this day	Meera <u>has always</u> used the best cosmetics.
	The despot <u>has led</u> the country to ruins.
	Pooja <u>has turned</u> into a high-flying socialite.
	Manoj <u>has eaten</u> the last biscuit on the plate.
	The rebels <u>have ended</u> the rule of the autocratic king.
	I <u>have learnt</u> how to speak in Mandarin.
	Ratna <u>has set up</u> an automatic burglar alarm.

Present perfect tense on a timeline:



Present Perfect Continuous Tense

- The **present perfect continuous tense** is used to express an action which may have happened in the past and has continued up to this very moment.
- It is formed out of the addition of perfect helping verbs (**has, have**) to the participle form of progressive helping verbs (**been**) and finally to the „-ing' form of the main verb.

Helping Verb (Perfect)	Helping Verb (Participle)	Main Verb (-ing)
has	been	speaking
have	been	playing

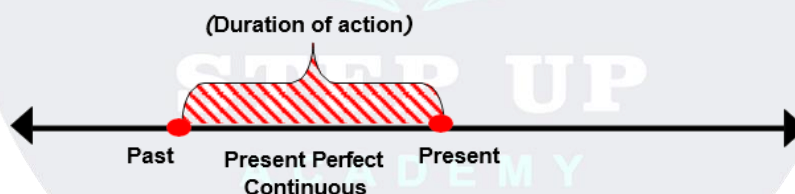
Examples of sentences in the present perfect tense:

Actions of the past which continue to the present moment
Lionel has been writing his assignment since 6 o'clock. Meera has been waiting for you at the reception.

Points to remember

- The words „**for**' and „**since**' are used with the present perfect continuous tense to indicate the duration of the action.
- Use „for" to talk about the duration of the action.
 - The Principal has been lecturing us **for one hour**.
 - It has been pouring **for four hours**.
- Use „since' to indicate when the action began.
 - Ram Singh has been working in this company **since 1980**. Both the men have been toiling in the field **since morning**.

Present perfect continuous on a timeline:



Past Tense

The **past tense** can be divided into four categories:

- Simple/ Indefinite
- Continuous/ Progressive
- Perfect
- Perfect continuous

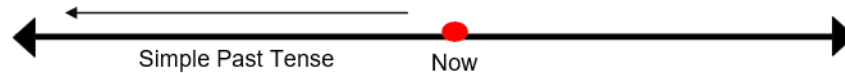
Simple Past Tense

- The **simple past tense** is used to express an action which was completed at one point of time in the past.

Completed actions	I appeared for the interview yesterday. Meera paid her bills.
Habitual actions of the past	The prince practiced archery by the river.
Past facts or generalisations	Queen Celopatra was married to Julius Caesar. We lived only on bread and water.



Simple past tense on a timeline:



Past Continuous Tense

- The **past continuous tense** is used to express actions which were in progression at one point of time in the past.
- It is formed when progressive helping verbs (was, were) are added to the „-ing‘ form of the main verb.

Helping Verb	Main Verb (-ing)
was	having
were	thinking

<p>Continuing actions of the past</p> <p>To mention the action of longer duration while comparing two actions</p> <p>To talk about a progressive action in a narrative</p>	<p>Gerald was painting on a huge canvas.</p> <p>Sangeeta was talking in her sleep.</p> <p>The bomb was ticking as they spoke.</p> <p>Lalith was sleeping when he heard the alarm bell.</p> <p>The mice were following the Pied Piper.</p> <p>The queen was listening to the minstrel's songs.</p>
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Past continuous tense on a timeline:

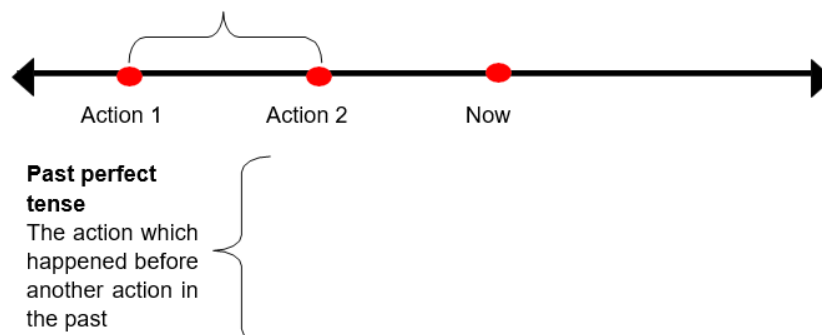


Past Perfect Tense

- The **past perfect tense** is used to express an action which may have happened at a specific time before another action began in the past.
- The perfect helping verb 'had' is used with the past participle form of the verb.

Helping Verbs	Main Verb (Past Participle)
had	begun
had	insisted

Past perfect tense on a timeline:



Past Perfect Continuous Tense

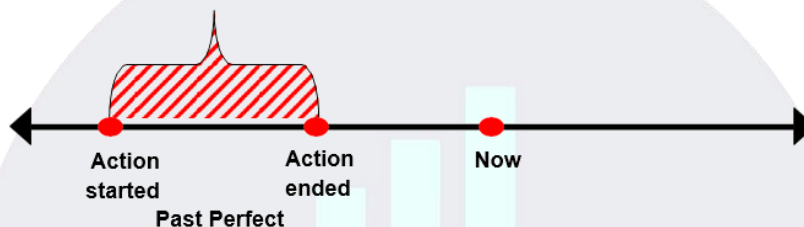
- The **past perfect continuous tense** is used to express an action which may have started at a particular point of time in the past and may have ended at another point of time in the past.
- It is formed out of the addition of the perfect helping verb **had** to the participle form of the progressive helping verb **been** and finally to the „-ing‘ form of the main verb.

Helping Verb	Helping Verb (Participle)	Main Verb (-ing)
had	been	sleeping
had	been	talking

Examples of sentences in the **past perfect continuous tense**:

An action which may have started and may have gone on for a while in the past	Krishna had been talking to himself in a stupor. William had been sleeping during the lecture.
-------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------

Past perfect continuous tense on a timeline:



Future Tense

The future tense can be divided into four categories:

- Simple/ Indefinite
- Continuous/ Progressive
- Perfect
- Perfect continuous

Simple Future

- The **simple future tense** is formed by adding the modal auxiliaries „will‘, „would‘, „may‘, „shall‘ and „might‘ to the simple present tense of the main verb.

Modal	Main
will	leave
would	come
may	Stay
shall	bring
might	rain

Events of the future	The lunch will be ready in 10 minutes. Dr. Paranjpe will preside over the meeting.
Consequences of present actions	You will regret if you are hasty. Children would get the wrong message.
Expressing promise or a plan	I will travel to Ireland someday. Prince Dhruva will be the heir to the throne.
Future facts or habitual actions	Our child will study in this school. Nagma will report the matter to me.

Simple future tense on a timeline:



Future Continuous Tense

- The **future continuous tense** is formed by adding the modal auxiliaries „**will**‘ or „**would**‘ and the progressive helping verb „**be**‘ to the „**-ing**‘ form of the main verb.

Modal Auxiliary	Progressive Helping Verb	Main Verb
will	be	going
would	be	breaking

Examples of sentences in the future continuous tense:

Future events which will be in continuation	Future events or plans
Rita will be travelling to Mumbai at this time tomorrow.	I will be studying in the National Institute of Technology.
George would be listening to music at night.	Falguni and I will be accompanying Sheetal to her house.

Future continuous tense on a timeline:

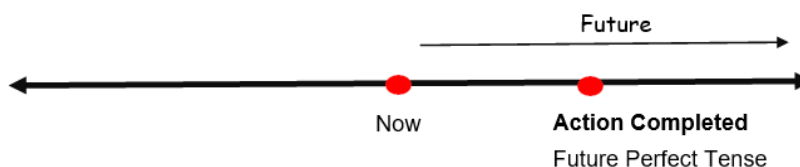


Future Perfect Tense

- The future continuous tense is formed by adding the modal auxiliaries „**will**‘ or „**would**‘ and the perfect helping verb „**have**‘ to the participle form of the main verb.

Modal Auxiliary	Progressive Helping Verb	Participle Form of Main Verb
will	have	eaten
would	have	taken

Future events which will be completed on or a by a particular time
Manish <u>will have cleaned</u> the room by the time we return.
The authorities <u>will have arrested</u> him by daybreak.



Future Perfect Continuous Tense

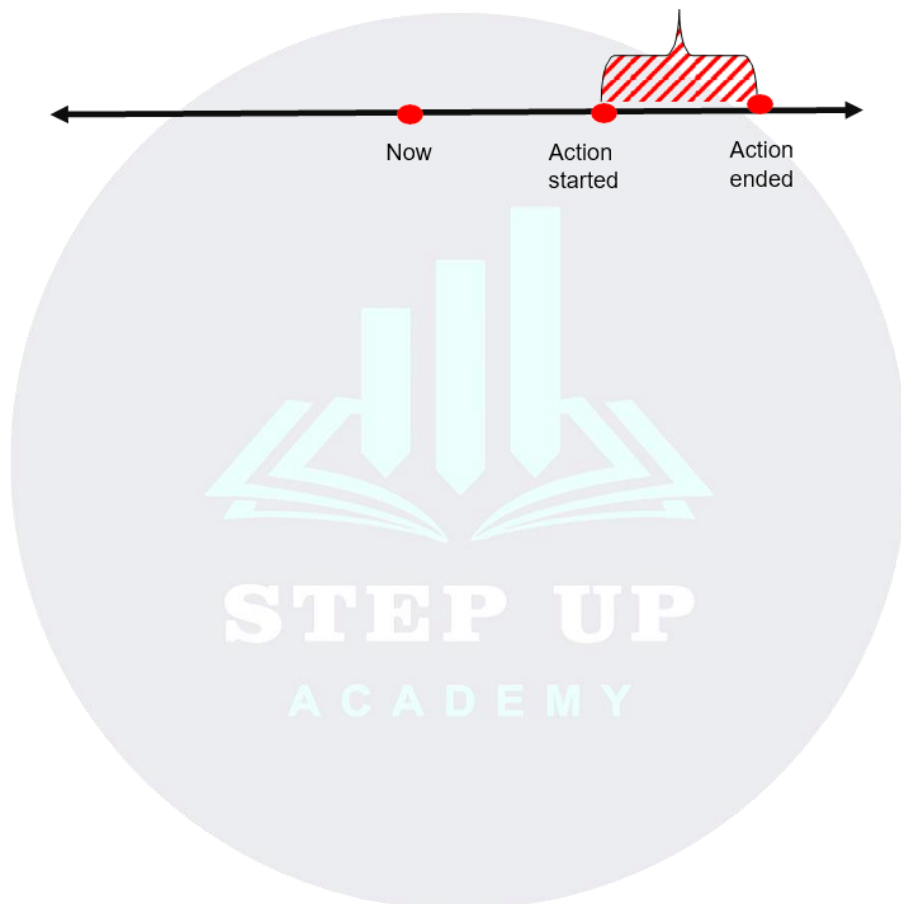
- The **future perfect continuous tense** is formed by the addition of the modal auxiliaries will or would; perfect helping verb have; the past participle form of progressive helping verbs (**been**); and the present participle (**-ing**) form of the main verb.

Modal Auxiliary	Perfect Helping Verb	Helping Verb Participle	Past Main Verb (Present Participle)
will	have	been	Talking
would	have	been	sleeping

Examples of sentences in the future perfect continuous tense:

A cause for something in the future
Jatin will have left as he will have been waiting for two hours by then. Anuja will have slept as she will have been awake for two hours.

Future perfect continuous tense on a timeline:

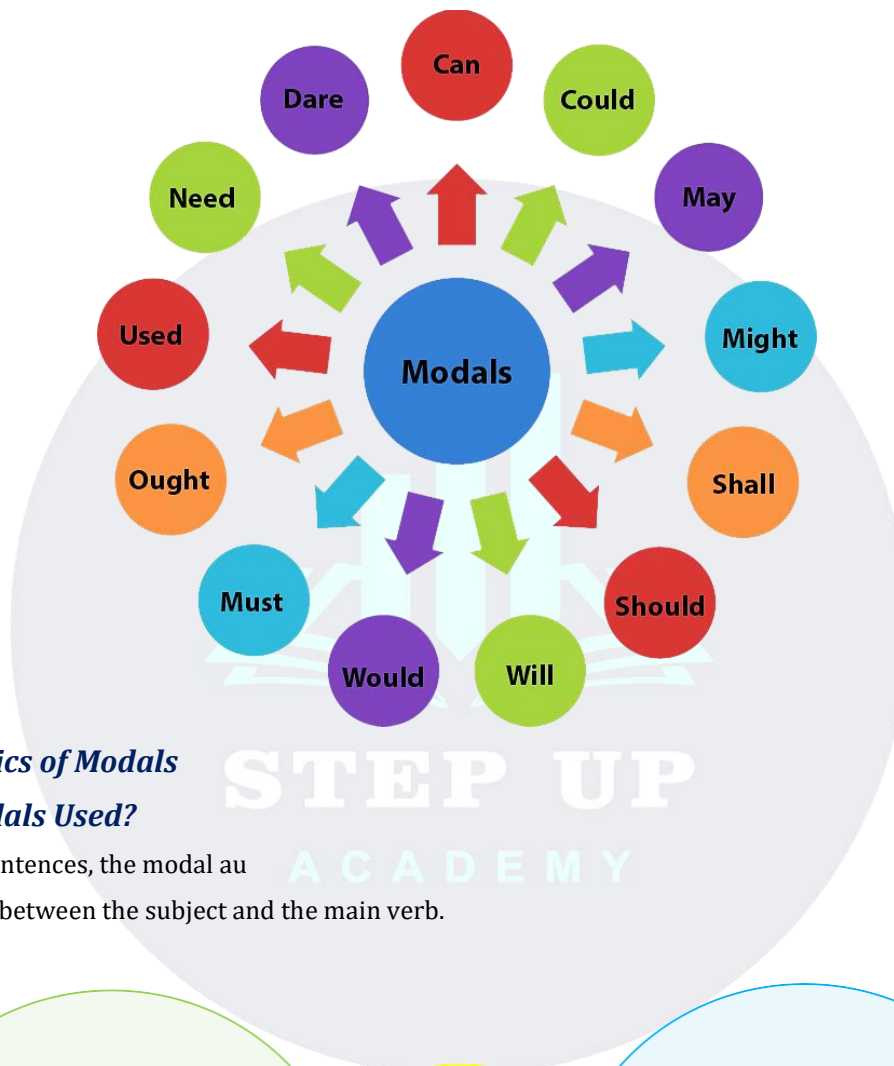




Modals

What are Modals?

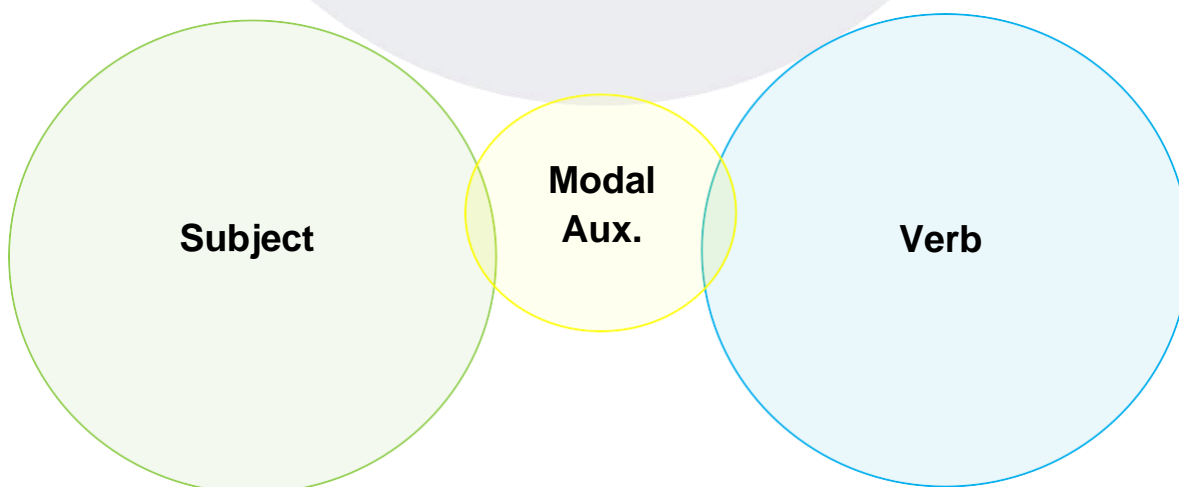
Modal auxiliaries are helping verbs which are used to indicate modality (likelihood, ability, permission, certainty and obligation). They give information about the tense and function of the main verb in the sentence. They exist only in relation to the main verbs, without which, they make little sense in the sentence.



Characteristics of Modals

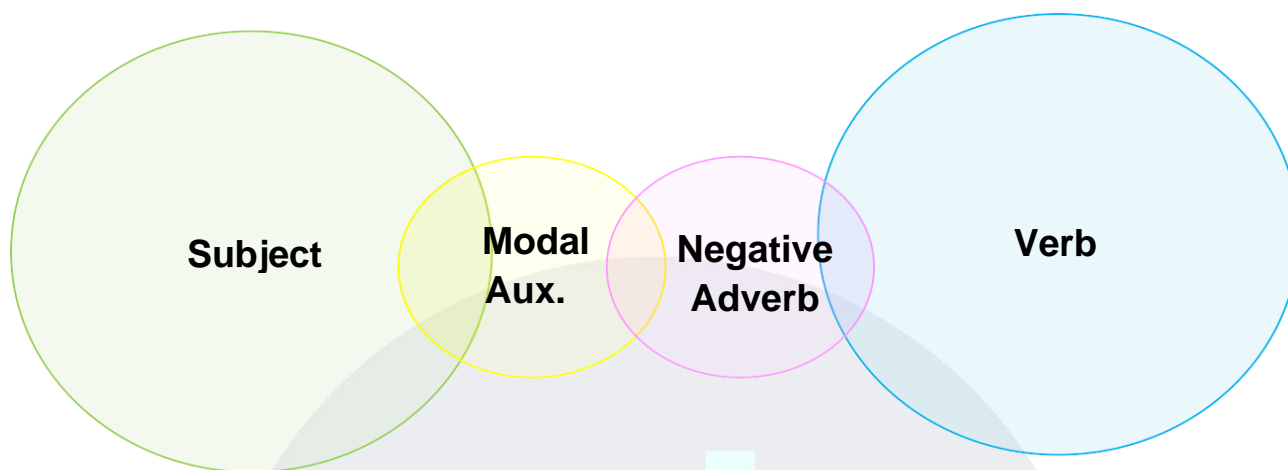
How are Modals Used?

In affirmative sentences, the modal auxiliary is placed between the subject and the main verb.



They must call the authorities.
The students ought to bring their own materials.

In negative sentences, the modal auxiliary is placed between the subject and the negative adverb.



You should not procrastinate.
It may not rain today.

Rules of Modals

- They do not agree in number with the subject except for the modals '**need**' and '**dare**'.

She needs to go.	She can go.
They need to go.	They can go.

- With the exception of '**ought**', '**need**' and '**dare**', the modal auxiliaries are followed by infinitive forms of verbs without the preposition '**to**'.

She needs to listen/	Do you dare to dream?
I can help.	Rishab ought to study.

The modal auxiliary 'ought' + 'to' is used to duty, necessity, fitness, and moral obligation.
The modal auxiliary 'need' + 'to' is used to show requirement.
The verb 'dare' when followed by 'to' becomes a modal auxiliary and is used to show a challenge.

- They have no non-finite forms ('-en', '-ed' or '-ing' forms).
- All tense forms are not represented by the modal auxiliary.

Types of Modals

There are three types of modal auxiliaries:

- Single concept modals – having just one meaning
- Double concept modals – having two meanings



Past modals – modals in the past tense

Single Concept Modals	Double Concept Modals	Past Modals
Will	May	Would have
Might	Must	Could have
Should	Would	Might have
Ought to	Shall	Should have
Had better	Can	May have
	Could	Must have

Single Concept Modals

Modal	Meaning	Usage
Will	Future	I will buy a new car.
Might	Diminished possibility (more unlikely than likely)	It might rain today.
Should	Advice, Suggestion	Ranjit should practise daily.
Ought to	Obligation	You ought to help in times of need.
Had better	Advice, warning	He had better leave if he wants to catch the 5 pm bus.

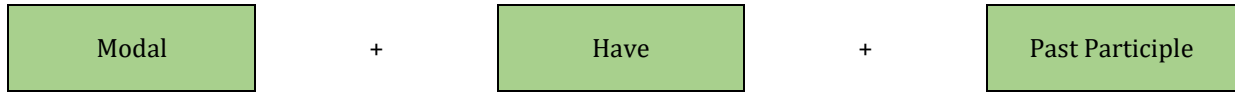
Double Concept Modals

Modal	Meaning	Usage
May	Permission	May I borrow your car?
	Increased possibility (more likely than unlikely)	It may rain today.
Must	Compulsion	You must complete the work.
	Assumption	Mahesh is absent today. He must be sick.
Would	Past habit (used to)	Mother would send her children to school.
	Future possibility	They would visit us some day.
Shall	<ul style="list-style-type: none"> Similar to 'will' Used with first person pronouns 	I shall call you tonight.
	Polite expression	Shall I help you? Shall I take leave?

Modal	Meaning	Meaning
Could	Past ability	Tushar could eat 10 rotis at a time.
	Present probability (unsure)	It could move if we all pushed hard.
Can	Present ability	Gavin can help you with your homework.
	Permission	Can I try one of these?

Past Modals

- These modals help to refer to actions which took place in the past.
- The structure of such sentences is as follows:



You should have asked for help.
They ought to have informed us.

Modal	Meaning	Usage
Must have	Assumption	He must have forgotten about us.
May/might have	Guessing/speculating	Raj may have bought these oranges.
Could have	Possibility (likely not to have been fulfilled)	Yash could have apprised us of the matter.
Would have	Possibility	The guests would have left.
Should have/ ought to have	Hypothetical situation which may have been ideal	He ought to have helped you.



Subject – Verb Concord

What is Subject Verb Agreement?

Subject verb agreement or **subject verb concord** in grammar is the agreement of the subject with the verb in number and person.

- (a) The dog grows in the corner.
(b) The dogs growl in the corner.

The verbs in Sentences (a) and (b) demonstrate the agreement rule. In Sentence (a), the subject 'The dog' is singular. Hence, a singular verb 'growls' is used. In Sentence (b), the subject 'The dogs' is plural. Hence, the plural verb 'growl' is used. This relationship between the noun and the verb is called subject verb agreement.

The bee <u>flutters</u> by the flower. The bees <u>flutter</u> by the flower.	The group of women <u>was</u> arrested by the police. The groups of women <u>were</u> arrested by the police.
The sheep <u>jumps</u> over the fence. The sheep <u>jump</u> over the fence.	All the troupes <u>have</u> performed. The troupe <u>has</u> performed.

Rules of Subject Verb Agreement

- **Uncountable nouns** and **material nouns** will agree with singular verbs.

Water <u>is</u> a precious commodity.
Golden sand <u>covers</u> the shore of the renowned beach.
Time <u>files</u> when you are having fun.
Crocodile leather <u>is</u> used for making bags.
Copper <u>is</u> a malleable metal.

- In a **noun phrase**, the head word (either a noun or a pronoun) agrees with the verb.

The <u>stars</u> in the southern sky <u>shine</u> beautifully.
A <u>swarm</u> of bees <u>has</u> descended on him.
The <u>books</u> in the library <u>are</u> old and tattered.

- Some **collective nouns** always agree with plural verbs.

The <u>police</u> are apprised of the matter.
The cattle <u>have</u> been fed.
The vermin <u>are</u> crawling out of the sewers.

- While dealing with **collective nouns**, one should determine whether the verb refers to the collection or the members within the collection. If the verb refers to the collection, the verb is singular. If the verb refers to the actions of individual members of the collective noun, the verb is plural.
- The nature of the action of the members in the collection nouns also determines whether the verb will be singular or plural. If the action is in unison, the verb is singular. If the action is not in unison, the verb is plural.

The team has played well.

(The action is united and the verb refers to the collective noun 'team'.)

The team have fought among themselves.

(The action is not united and the verb refers to the actions of the team members.)

- Indefinite pronouns always agree with singular verbs.

Someone <u>has</u> been here.	Nothing <u>is</u> impossible.	None of this <u>makes</u> sense.
Much <u>was</u> wasted.	Everything <u>is</u> illuminated.	Something <u>is</u> crawling under the rug.

- Gerunds always agree with singular verbs.

Smoking <u>is</u> prohibited.	Lying <u>is</u> a sin.
Screening for narcotics <u>is</u> mandatory.	Farming <u>was</u> their occupation.

- In the case of compound subjects joined by the conjunction 'and', the verb will be plural.

Amit and Raghu <u>have</u> completed their assignments.	Bones and teeth <u>are</u> excavated from the ruins of the ancient city.
The purse and all its contents <u>were</u> missing.	Krishna and Balarama <u>are</u> brothers.

- Sometimes, the compound subject may represent a single idea, notion or thing. In such cases, the subject will agree with a singular verb.

Law and order <u>was</u> restored. (The words 'law' and 'order' represent the same idea.)	Ramu, the gardener and cook, <u>was</u> absent today. (('Ramu', 'gardener' and 'cook' is the same person.)
The horse and carriage <u>has</u> arrived. (('Horse' and 'carriage' are parts of the same unit.)	Peace and prosperity <u>prevails</u> . (('Peace' and 'prosperity' represent the same idea.)

- Phrases such as 'along with' and 'as well as' and 'together with' connect two nouns like the conjunction 'and'.
- The verbs in these cases will agree with the first noun.

The <u>man</u> along with his sisters <u>lives</u> with their mother.
The <u>minister</u> along with the members of his party <u>was</u> staying in this hotel.

- When two nouns are connected by correlatives either...or and neither...nor, the verb agrees with the noun which is closest to it.

The <u>man</u> along with his sisters <u>lives</u> with their mother.
The <u>minster</u> along with the members of his party <u>was</u> staying in this hotel.

- When distributive pronouns are in the subject, the verb will be singular.

Each of the books <u>was</u> destroyed in the fire.	Either of the sisters <u>is</u> the culprit.
Neither of the men <u>is</u> eligible for the post.	None of you <u>has</u> a choice.



- When **units of measurement** are used in the subject, the verb will be singular.

5 kilos of rice <u>was</u> bought by the wealthy man.	3 hours <u>is</u> not a long time.
40 degrees <u>is</u> very hot even for the summer.	400 runs <u>is</u> a tough score to beat.

- When **pronouns** such as '**there**' and '**here**' are used, the verb will agree with the noun which follows it.

There <u>are</u> two reasons for this phenomenon.	Here <u>are</u> your books.
Here <u>is</u> a flowery hat.	There <u>goes</u> my ballon.

- Some nouns may end in '-s' and may seem plural, but they agree with singular verbs.

Economics <u>is</u> my favourite subject.	Measles <u>is</u> a disease.
The news <u>is</u> not very good.	Physics <u>is</u> taught by Dr. Desai.

- Some nouns are always in the plural form and will agree with plural verbs. These words may sound awkward in their singular form. Many of them operate in pairs. Examples: Jeans, scissors, shorts

My glasses <u>are</u> missing from the table.	The alms <u>were</u> collected by the beggars.
The goods <u>were</u> delivered before 9 pm the next day.	These pants <u>require</u> thorough washing.

- Some nouns do not have a plural form. These words may be singular or plural.

The deer <u>is</u> petrified.	The deer <u>are</u> petrified.
The fish <u>swims</u> in the pond.	The fish <u>swim</u> in the pond.
The sheep <u>jumps</u> over the fence.	The sheep <u>jump</u> over the fence.

- Fractional expressions** may agree with singular or plural verbs depending on their number.

<u>One</u> -fifth of the wealth <u>was</u> donated to charity. (One part)
<u>Two</u> -thirds of my hair are grey. (Two parts)
<u>Three</u> -fourth of the estate <u>is</u> covered with trees. (Three-fourth is a single part)

- The phrase '**...is one of the**' will be followed by a plural verb.

She is one of the greatest pianists who <u>have</u> ever played in this hall.
Manish is one of the tallest boys who <u>have</u> played for the team.
Michael Jackson is one of those artists who <u>have</u> admirers all around the world.

- Sometimes, a **modifier** may distance the subject from the verb. In such cases, the modifiers should not affect subject verb agreement in any way.

<u>He</u> who garnered the most number of votes <u>has</u> been declared the winner.
<u>The monkeys</u> living in the most secluded part of the jungle <u>have</u> made an appearance.
<u>The one</u> glaring at her while munching on peanuts <u>is</u> her mother-in-law.

Reported Speech

What is reported speech?

Reported speech or indirect speech is the form of speech used to convey what was said by someone at some point of time.

(Statements, Commands, Requests, and Questions)

The words spoken by a person can be reported in two ways—Direct and Indirect. When we quote the exact words spoken by a person, we call it Direct Speech.

Sohan said to Mohan, "I am going to school."

The exact words spoken by Sohan are put within inverted commas. But when we give the substance of what Sohan said, it is called the Indirect Speech.

Direct and Indirect Speech

Sohan told to Mohan that he (Sohan) was going to school.

1. Reporting Clause and Reported Speech:

Sohan told Mohan that he was going to school. The words which generally come before the inverted commas are called the reporting clause, i.e. Sohan said to Mohan and the verb 'said', is called the reporting verb. The words spoken by Sohan and put within inverted commas are called the reported speech, i.e. "I am going to school."

2. Rules for Changing Direct Speech into Indirect Speech:

In the Indirect speech, no inverted commas are used.

The conjunctions that, if, whether, are generally used after the reporting verb.

The first word of the reported speech begins with a capital letter.

The tense of the reporting verb is never changed.

The reporting verb changes according to sense: it may be told, asked, inquired

3. Rules for the Change of Pronouns:

The first person pronouns (I, me, my, we, us, our) in the reported speech change according to the subject of the reporting verb.

The pronouns of the second person (you, your, yourself) in the reported speech change according to the object of the reporting verb.

The pronouns of the third person do not change.

For example:

He said, "I like the book."

He said that he liked the book.

He said to me, "Do you like the book?"

He asked me if I liked the book.

He said, "He likes the book."

He said that he liked the book.

4. Changes in words expressing nearness, time, auxiliaries, etc.

5. Change in Tenses:

If the reporting verb is in the present or the future tense, the tense of the reported speech is not changed:



Satish says, "I am flying a kite."

Satish says that he is flying a kite.

Satish will say, "I want a glass of milk."

Satish will say that he wants a glass of milk.

If the reporting verb is in the past tense, then the tense of the reported speech will change as follows:

If the direct speech expresses a historical fact, universal truth, or a habitual fact, then the tense of the direct speech will not change:

Direct: He said, "Honesty is the best policy."

Indirect: He said that honesty is the best policy.

Direct: He said, "The sun rises in the east."

Indirect: He said that the sun rises in the east.

Direct: Rakesh said, "I am an early riser."

Indirect: Rakesh said that he is an early riser.

Direct: She said, "God is omnipresent."

Indirect: She said that God is omnipresent.

Direct: The teacher said, "The First World War started in 1914."

Indirect: The teacher said that the First World War started in 1914.

Now let us check our understanding through this table.

Tense	Direct Speech	Reported Speech
present simple	I like Burger	She said (that) she liked Burger
present continuous	I am living in Australia	She said (that) she was living in Australia
past simple	I bought a new house	She said (that) she had bought a new house OR She said (that) she bought a new house
past continuous	My mom was watching a movie	She said (that) her mom had been watching a movie
present perfect	I haven't seen Ram	She said (that) she hadn't seen Ram.
will	I will travel to Delhi	She said (that) she would travel to Delhi.
would	I would suggest, but.."	She said (that) she would suggest but...
can	I can play cricket	She said (that) she could play cricket.
could	I could go the wedding	She said (that) she could go to the wedding.
shall	I shall come later	She said (that) she would come later.
should	I should talk to her	She said (that) she should talk to her.
might	I might be coming late	She said (that) she might be coming late
must	I must attend the party	She said (that) she must attend the party. She said she had to attend the party.

Changing Statements into Indirect Speech

The reporting verb 'said to' is changed-to 'told', 'replied', 'remarked',

The reporting verb is not followed by an object, it is not changed.

The inverted commas are removed. The conjunction is used to connect the reporting clause with the reported speech.

The rules for the change of pronouns, tenses, etc. are followed.

Direct: Satish said to me, "I am very happy here."

Indirect: Satish told me that he was very happy there.

Direct: I said to my friend, "He has been working very hard."

Indirect: I told my friend that he had been working very hard.

Direct: I said, "I agree to what he said."

Indirect: I said that I agreed to what he had said.

Direct: The student said to the teacher, "I am sorry that I am late."

Indirect: The student told the teacher that he was sorry that he was late.

Rules for the Change of Interrogative (Questions) sentences:

The reporting verb 'say' is changed into ask, inquire,

The interrogative sentence is changed into a statement by placing the subject before the verb and the full stop is put at the end of the sentence.

If the interrogative sentence has a wh-word (who, when, where, how, why, etc) the wh-word is repeated in the sentence. It serves as conjunction.

If the interrogative sentence is a yes-no answer type sentence (with auxiliary verbs am, are, was, were, do, did, have, shall, etc), then 'if' or 'whether' is used as a conjunction.

The auxiliaries do, does, did in a positive question in the reported speech are dropped.

The conjunction is not used after the reporting clause.

Direct: He said to me, "Will you go there?"

Indirect: He asked me if I would go there.

Direct: My friend said to Deepak, "Have you ever been to Agra?"

Indirect: My friend asked Deepak if he had ever been to Agra.

Direct: I said to him, "When will you go there?"

Indirect: I asked him when he would go there.

Direct: He said to me, "How is your father?"

Indirect: He asked me how my father was.

Direct: He said to her, "Do you like apples?"

Indirect: He asked her if she liked apples.

Changing Commands and Requests into Indirect Speech:

In imperative sentences having commands, the reporting verb is changed into command, order, tell, allow, request, etc.

The imperative mood is changed into the infinitive mood by putting 'to', before the verb. In case of negative sentences, the auxiliary 'do' is dropped and 'to' is placed after 'not':

Direct: The captain said to the soldiers, "Attack the enemy."

Indirect: The captain commanded the soldiers to attack the enemy.

Direct: I said to him, "Please bring me a glass of water."

Indirect: I requested him to bring me a glass of water.

Direct: I said to my friend, "Please lend me your book."

Indirect: I requested my friend to lend me his book.

6. Sentences with 'Let'.

'Let' is used in various meanings.



- (i) 'Let' is used to make a proposal.

First change the reporting verb into 'proposed' or 'suggested'.

Use 'should' instead of 'let'.

Example:

Direct: He said to me, "Let us go home."

Indirect: He suggested to me that we should go home.

- (ii) 'Let' is used as 'to allow'.

In Indirect Speech, we change the reporting verb to 'requested' or 'ordered'.

We start Reported Speech with 'to'.

Direct: Ram said to Mohan, "Let him do it."

Indirect: Ram ordered Mohan to let him do that.

Or

Ram told Mohan that he might be allowed to do that.

7. Sentences with Question Tags

- (i) In the indirect speech the question-tag is usually left.

- (ii) In indirect speech these words are removed and the word 'respectfully' is used in the reporting clause.

Direct: Mahesh said, "Sir, may I go home?"

Indirect: Mahesh respectfully asked his sir if he might go home.

8. Sentences with 'Yes' or 'No'

Direct: He said, "Can you dance?" And I said, "No."

Indirect: He asked me if I could dance and I replied that I couldn't.

Direct: My mother said, "Will you come home on time?" And I said, "Yes."

Indirect: My mother asked me if I would come home on time and I replied that I would.

Note: 'Yes' or 'No' hides a complete sentence. Therefore, change yes/no into a short answer.

Direct: She said to me, "You didn't break the window, did you?"

Indirect: She asked me if/whether I had broken the window.

Direct: He said to Geeta, "You are going to the station, aren't you?"

Indirect: He asked Geeta if/ whether she was going to the station.

9. Sentences with 'have to' or 'had to'

- (i) Change 'have to' according to the rules.

- (ii) But change 'had to' into 'had had to' in the indirect speech.

Direct: Hari said, "I have to work a lot."

Indirect: Hari said that he had to work a lot.

Direct: Hari said, "I had to work a lot."

Indirect: Hari said that he had had to work a lot.

10. Sentences with 'Sir', 'Madam' or 'Your Honour' etc.

Generally such words are used to show respect to the person concerned.

You can master in English Grammar of various classes by our articles like Tenses, Clauses, Prepositions, Story writing, Unseen Passage, Notice Writing etc.

11. Exclamations and Wishes

Sometimes Exclamatory sentences contain exclamations like Hurrah!, Alas!, Oh!, Heavens!, Bravo, etc. Such

exclamatory words are removed in the indirect speech and we use 'exclaimed with sorrow', exclaimed with joy, exclaimed with surprise, etc. instead of 'said'.

Examples:

Direct: Reema said, "Alas! Karina's mother is suffering from cancer."

Indirect: Reema exclaimed with sorrow that Karina's mother was suffering from cancer.

Direct: The captain said to Kapil, "Bravo! You scored 89 runs."

Indirect: The captain exclaimed with praise that he (Kapil) had scored 89 runs.

(a) Look at these sentences.

Direct: My mother said, "May God bless you!"

Indirect: My mother prayed to God for my wellbeing.

Direct: She said, "May God save the country!"

Indirect: She prayed to God to save the country.

Direct: They said to the king, "Long live!"

Indirect: They blessed the king for his long life.

(b) Look at these sentences.

Direct: Mohan said, "What a pity!"

Indirect: Mohan exclaimed that it was a great pity.

Direct: I said, "How stupid he is!"

Indirect: I exclaimed that it was a very stupid of him.

All the sentences in inverted commas are exclamatory sentences.

(i) Use 'exclaimed' in place of 'said' in the reporting verb in the indirect speech.

(ii) In Indirect sentences, we use exclamatory sentences as statements.

(iii) Indirect speech begins with that and full stop (•) is used instead of the exclamation mark (!).

STEP UP
ACADEMY



Formal Letter Writing

What is a Formal Letter?

Formal letters are letters used mainly for impersonal discourses. They are used while communicating with officials or associates with whom the writer does not share a personal relation. These letters can be recognised by their tone which is often a combination of politeness and formality and their short length.

Format of a Formal Letter

Sender's Address

Date: (DD/MM/YYYY)

Recipient's Name: _____

Designation & _____

Address: _____

Subject: (One short sentence stating the purpose of the letter.)

Salutation, (E.g.: Dear ...)

Introduction: (Begin by introducing yourself and the purpose of writing the letter.)

Body Paragraph: (Explain the situation in detail listing factual information needed to validate your point.)

Conclusion: (End the letter by restating your request or an assurance, whichever is the case.)

Thanking you.

Complimentary Ending:

(E.g.: Yours sincerely/faithfully,) Sender's Signature

Sender's Name



Points to Remember

- The date when the letter is written is extremely important as these letters are often saved for further reference.
- Use of modal auxiliaries implies the forcefulness of your request even while maintaining the polite tone.
- Contact details could also include email address and phone numbers, especially where a reply is requested.

Types of Formal Letters

These letters can be broadly classified into three wide categories:

- Business letters
- Letters to officials
- Letters to newspapers

Tips for Writing a Formal Letter

- The subject should address the prime purpose of the letter.
- The letter should begin by discussing the matter at hand stated in the subject.
- The letter should be concise and to the point by avoiding unnecessary details.
- Complex professional jargon should be avoided where simple language is sufficient.
- It is important to maintain a polite yet professional tone throughout the letter.
- Cross checking for spelling or grammatical errors is always helpful.

Sample Formal Letters

Sample 1

Letter requesting for break time extension

Rohit Vare

B/205, Vivekanand Society
S.V. Road
Mahim, Mumbai 400 028
5th January 2015

The Principal

Modal High School
S.V. Road
Mahim, Mumbai 400 028

Subject: Request for an extension in break time

Dear Sir,

With due respect, I, Rohit Vare, studying in Class 9 B would like to request you to consider extending the break time from fifteen minutes to thirty minutes.

Since many of our parents bring us lunch from home, it becomes difficult to go to the entrance to fetch it and finish eating it on time. We are therefore often late for the next lesson and are punished for the same. Also, it is the only time we get to practice for the annual day celebration. This extension will also allow us to play on the school grounds and prevent us from becoming mere book worms.

Your understanding in this regard will be greatly appreciated.

Thanking you

Yours faithfully,

Rohit Vare

**Sample 2*****Letter placing order of books*****Priya Joshi**

Bhageshwar Bhavan Gokhale Road

Mahim, Mumbai 400 016

4th January 2015

The Bookseller

Nitin Book Publishing Company

P.R. Street

Mahim, Mumbai 400 016

Subject: An order for books

Dear Sir/Madam,

I am in need of a few books that are available at your publishing house. I would be extremely grateful if you could send them to me at your earliest. Also, kindly ensure that all of them are of the latest edition.

The books which I need are

1. A Critical History of English Literature by David Daiches 1 Copy
2. The Glossary of Literary Words by M. H. Abrams 1 Copy
3. The Short Oxford History of English Literature by Andrew Sanders 1 Copy

I am willing to pay the delivery charges incurred by you for posting the books to me. In anticipation of your reply, I remain,

Yours faithfully,

Priya Joshi**Sample 3*****Letter for exemption from payment of donation*****Shashi Pandey**

New Public High School,

Panvel 544 001

12th June 2015

The Secretary

Veeranna Gowda Trust

Panvel 544 001

Subject: Request for exemption from payment of donation

Dear Sir,

I am writing this letter to request you to exempt me from paying the donation fee. I am studying in Class 8 and scored 95% in Semester I. I also scored 90% in Class 7.



My father works as an attendant in the local post office and his salary is the only means of income of my family which contains seven members. Moreover, we live in a rented house. After paying the rents and the medical bills of my mother, there is hardly any money left for food. Therefore, it is impossible for me to pay the donation of Rs 30,000/- demanded by the institution.

I assure you that I will pay the amount after I complete my education and find a job. Kindly take my request into consideration and do the needful.

In anticipation of your reply, I remain,

Yours faithfully,

Shashi Pandey

Sample 4

Letter requesting for information of courses

Shiv Swaroop

M. K. Institute of Science and Medicine

2nd Road, Ratan Nagar

Andheri East, Mumbai 400 015

5th May 2015

Mahesh Pawar

B/205, Jayant Society

Orient Cross Road

Pali Hill, Bandra

Mumbai 200 022

Subject: Comprehensive information of courses

Dear Mahesh,

I write this letter on behalf of the Department of Pharmacy at M. K. Institute of Science and Medicine to which your letter dated 20th April 2015 was addressed.

I would like to inform you that our institute offers degree, diploma and certificate courses in most fields of science.

We currently offer:

I. Three-year degree courses in

- a. Computer Science
- b. Botany
- c. Pharmacy
- d. Paramedic Science
- e. Ayurveda
- f. Homoeopathy

II. Two-year diploma courses in

- a. Computer Hardware
- b. Health Care Management
- c. Hospital Assistance



III. Certificate courses in

- a. Earth Science
- b. Teaching Elementary School Science
- c. Life Science

The courses stretch from two months to three years. Additional information regarding the eligibility for admission and course syllabus is available in the prospectus of the institute and the institute's web site. Please refer to www.m.k.instofsciandmed.com for the same.

You will need to provide copies of your previously achieved mark sheets to be eligible for the courses. You can contact the general office for admission-related queries.

I hope this letter provides you with the information you were seeking.

Yours truly,

Shiv Swaroop

Sample 5
Letter requesting information

Arvind Rathod

15, Madhur Milan

Linking Road

Bandra, Mumbai 200 070

14th April 2015

The Manager XYZ Learning Vadia Building

L. J. Road Khar (W)

Mumbai 200 077

Subject: Request for information

Dear Sir,

With reference to your advertisement printed in today's newspaper, I, the father of Sagar Rathod, request you to send me a brochure with the relevant details.

My son has passed Class IX and is currently in Class X. I have been on the lookout for the best assistance for his current academic year. Your advertisement appears very promising; however, I would like to take a closer look at your brochure before making my final decision.

As you understand that this is a critical year for my child I request you to send me the details at the earliest.

I await your reply. Thank you.

Yours truly,

Arvind Rathod



Sample 6

Letter for duplicate school leaving certificate

Anuja R. Patil

15/B Sunita Apartments

Kurla West

Mumbai 400 085

7th June 2015

The Principal

M. K. High School

Off Lokhande Marg

Mumbai 400 080

Subject: Application for duplicate school leaving certificate

Dear Ma'am,

I, the undersigned ex-student of your reputed school, request you to grant me a duplicate copy of my school leaving certificate. I misplaced my original certificate awhile ago, and I am in urgent need of it for my further education.

I was a student of the 2006–2007 batch. My school roll number then was 52, and I was in Division

B. My hall ticket number was A400152. I am enclosing a photocopy of my marksheet for your convenience.

Kindly give me the document as soon as possible as its absence is causing hindrance in my admission process. I am ready to pay any charges applicable for the same.

Thanking you,

Yours sincerely,

Anuja R. Patil

STEP UP
ACADEMY

Sample 7

Letter confirming participation in Cleanliness Drive

Komal Gala

New Era High School

15th Road,

Sion, Mumbai 400 005

16th September 2015

The Municipal Authorities Head Municipal Office

Sion, Mumbai 400 017

Subject: Participation in Cleanliness Drive Dear Sir,

On behalf of my classmates and other students of New Era High School, I would like to express our wish to assist you in the Cleanliness Drive your organised.



The Principal and teachers of our school informed us of this drive and encouraged us to participate in it. I am proud to say that your endeavour has not gone unnoticed. On the contrary, they have proved to be extremely inspirational and encouraging. Asking people to contribute in their own small ways to such social causes makes people feel a sense of belonging and responsibility. When a person puts in his own time and energy to nurture the place he lives in, he begins to recognise its value and appreciate it. If every person in this country does his part in keeping his neighbourhood clean, we will save a lot of money and manpower which can in turn be put to better use for the development of our country.

We the students of New Era High School would like to contribute to this noble cause and will encourage our friends and families as well to do the same. We are grateful for this opportunity we received to serve the land which provides for and nurtures us at all times.

Thanking you,

Yours sincerely,

Komal Gala

Sample 8
Letter requesting admission

Dilip Naik

17/B, Praful Society

15th Street, Off Hill Road Bandra,

Mumbai 400 006

3rd August 2015

The Principal

St. Mary Girls High School

M. M. Chautany Marg Mahim, Mumbai 400 018

Subject: Request for admission

Dear Ma'am,

I, the undersigned, am a parent of Pooja Naik. I request you to grant her admission to your school.

Prior to this, my daughter was studying in Class 6 at Jain Society High School at Kolkata. Because of my transfer here to Mumbai, my entire family had to move here with me.

We therefore request you to grant her admission to your school. I am enclosing a copy of her previous year's marksheets, school leaving certificate and transfer certificate for your reference.

Kindly consider my request and grant her admission. In anticipation of your reply, I remain,

Yours truly,

Dilip Naik



Sample 9

Letter for subject change

Roshni Irani

Std. VI, Div. B, Roll No. 45

M. I. K. Government High School

15th June 2015

The Principal

M. I. K. Government High School maintained

C. E. Society Marg Oshiwara, Mumbai 400 011

Subject: Application for Subject Change

Dear Sir,

I am a student of your school currently studying in Standard VI. Kindly grant me permission to switch one of my subjects. I wish to take up French instead of Hindi.

Since I do not have a background in Hindi, I find it very difficult to grasp it. I have been trying my level best to catch up with the teacher's explanations for the past one year but am unable to excel in it. This has also resulted in a decline in my overall percentage. I understand that I will have to work hard as French is a new subject, but I am ready to take up the challenge. My language teachers have already explained to me the pros and cons of this decision, and I have discussed the same with my parents too. We all feel that taking up French is the best option for me at this juncture.

I therefore request you to consider my application and grant me your permission to give up Hindi and study French instead.

Thanking you,

Yours faithfully,

Roshni Irani

Sample 10

Letter requesting for extra classes

Shweta P. Rai

Std. IX, Div D

Modal High School Vikhroli

The Principal Modal High School

L. K. Jhah Marg

Vikhroli Mumbai 420 001

Subject: Extra classes to complete portion

Dear Ma'am,

I am the class leader of Std. IX Div D and would like to bring to your notice a serious matter.



Since the sudden illness of Miss Kamat, our class has been lagging in the completion of the History portion. You may be aware that we did not have history periods for a long time after Miss Kamat left. The new teacher who is appointed to substitute her has begun by going back to all the topics which we were already taught. Therefore, in all probability, we will not finish the entire portion before the exams. Since the dates of the final exams were declared, all of us are under a lot of pressure.

I request you to look into the matter and make the necessary arrangements. If need be, all of us are even willing to attend extra classes after school.

In anticipation of your response, I remain,

Yours sincerely,

Shweta P. Rai



Analytical Paragraph

CBSE introduced analytical paragraph writing in the English question paper of class 10 board exams in recent years. The question would carry 5 marks and would enhance the analytical and reasoning skills of the students.

The question would require the students to:

- Comprehend
- Analyze
- Compare
- Conclude
- The given data/information in the mentioned format.

What is an analytical paragraph?

An analytical paragraph is a form of descriptive writing used to test the analytical skills of students by providing them with a hypothetical chart, graph, table, data etc. It requires an in-depth comprehensive analysis of the given data. CBSE introduced the concept of analytical passage in the writing section so as to enhance the analytical and reasoning skills of the students. The motive to write analytical paragraphs is to analyze and explain a text or data and then describe it in simple and clear language. Analytical writing should be lucid and crisp.

Key Characteristics of An Analytical Paragraph

- It should be brief; around 120-150 words.
- It should be precise and well directed
- Clear and crisp language should be implemented
- The entire paragraph should be written using a single tense
- Personal opinions should not be included in the paragraph
- It should clearly portray the stated facts
- The use of first-person pronouns should be omitted

Types of Analytical Paragraphs

Data-oriented

Here, the class 10 students would be required to carefully comprehend and analyze the information that is presented in the form of graphs, pie-chart or a table. The students would do the comparative analysis and draw a conclusion from it.

Map oriented

Here two maps with considerable differences would be provided. One has to meticulously analyze the variations and finally summarize them in the form of a paragraph.

Information-oriented

This revolves around comprehending and processing the provided information that is presented as input and eventually describing it in the form of a paragraph.

Problem-oriented

Here a problem would be depicted and students would be required to think rationally and suggest some solution based on some logic backed by data.

Process description oriented

The information is given in the form of a flow chart, diagram, or infographic. Again the student has to carefully analyze the information and well summarize it in the form of the passage.



Format of an Analytical Paragraph

The content should be well summarized and should comprise the following components:

Introduction

This should well direct and explain briefly the principle content that is highlighted in the graph or table. It should be no more than two or three lines.

Body

It focuses on the key areas of the information/data that is given in the question asked by CBSE. It clearly portrays the significance of the graph. The following requirements should be covered as part of the body:

- It should be well presented
- Can divide it into sub-paragraphs; breaking the body facilitates comprehension for the reader
- Use simple and clear language
- Explain the graph/diagram in detail
- Highlight the comparisons and variations observed using appropriate words
- If mentioning numbers and figures, their accuracy must be ensured
- The sentences should be rationally framed and connected

Conclusion

It should cover the entire summary of the given chart, graph, or diagram. This is the closing paragraph, so should be concluding in nature.

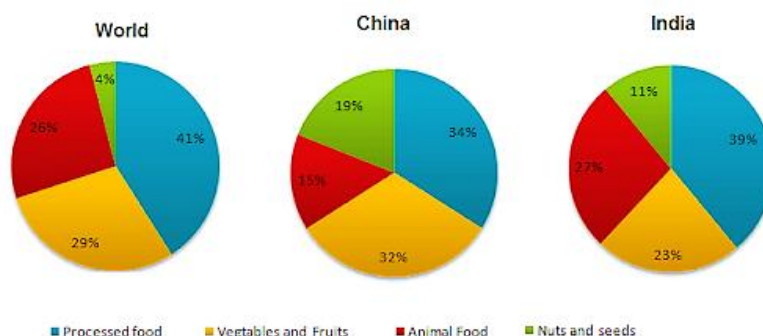
How to write an Analytical Paragraph?

The perfect way of writing an analytical paragraph in the English class 10 CBSE examination is to primarily select the key information, organize it systematically, state facts accurately, and well summarize the paragraph. Keep the following points in mind for scoring well:

- Carefully analyze the provided information
- Try to comprehend the literal and surface meaning of the data given
- The facts and data should be accurate
- Follow a sequential and logical pattern while writing the content
- Use simple and lucid language
- To depict the comparisons, variations and withdraw the conclusion implement functional language
- Do proofread to avoid any grammatical and structural errors
- Present the factual information in the best possible manner
- Try to cover every little piece of information that is provided by the charts/diagrams/graphs etc.

Questions

Q.1. Below given are three pie charts showing consumption habits of India, China and World overall in 2008. Write an analytical paragraph describing the pie charts (100-120 words).



Ans.: The three given pie charts depicts types of food consumption in 2008 as compared in two countries- India and China. In general, processed food is the major type of food eaten.

Processed food comprises as high as 41% of the global consumption. In China and India as well, processed foods are consumed the most, the rate of consumption being 34% and 39% respectively. On an average, vegetables and fruits constitute 29% of consumption. In China, vegetables and fruits comprise 32% of food consumption which is 9% more than that of India.

For Indians, animal food accounts for 27% of their diet, exceeding Chinese food consumption by a striking 12%. However, nuts and seeds comprise almost one-fifth of Chinese food habits. This is way more than the global consumption of 4% and 11% of India. Overall, world food consumption largely comprises processed food. Chinese consumption of nuts and seeds is unbelievably higher than the average percentage.

Q.2. As the Captain of the school's Cultural Club, you have been asked to study the given itinerary provided by a tour-organising vendor.

A 3N/2D Educational Tour for the Senior School Students: Jabalpur and Kanha National Park (Vandhya Pradesh)

- **Tour Travel & sightseeing by bus.**
- **Accommodation on quad sharing basis.**
- **One staff complimentary for every 20 students.**
- **Bottled mineral water throughout the tour.**
- **Dance Party on 22 November.**
- Insurance policy of ₹ 20,000/- per head.
- Provision of Tour Manager's assistance to all places.

Day	Estimated time of departure from	Estimated time of arrival	Sight-seeing Destination/ Activity	Tiem spent at the destination
22 Nov., 2023	8:49 am (Nagpur Junction) 8 hr. 30 mins.	5:23 pm	Reporting at the hotel	
23 Nov., 2023	9:00 am (hotel)	10:00 am	Bhawarlal Garden	1 hr.
	11:00 am (garden)	11:40 am	Bhedaghat Dhuandhar Falls	1 hr.
	12:40 pm (falls)	1:00 pm	Lunch (nearby restaurant)	1 hr.
	2:00 pm (restaurant)	2:15 pm	Marble Rocks Cable car tour	1 hr. 30 mins.
	3:45 pm (Marble Rocks)	4:45 pm	Rani Durgavati Museum	1 hr. 30 mins.
	6:15 pm (museum)	7:00 pm	Back to the hotel	
24 Nov. 2023	5:30 am (hotel) 170 km. – 4 hrs. drive	9:30 am	Ranha Tiger Reserve	7 hrs.
	4:30 pm (Tiger Reserve)	9:00 pm	Back to the hotel	
25 Nov. 2023	7:54 am (Jabalpur Railway Station) 8 hrs. 45 min.	4:21 pm	Nagpur Railway Station	



Analyse this itinerary to either approve or reject the tour proposal, while focusing on the students' safety, interest, and physical wellness. Write this analytical paragraph in about 120 words, by selecting features that support your analysis.

You may begin like this: A thorough analysis of the itinerary provided by the tour organising vendor reveals that the tour proposal should be accepted / rejected.

You may end like this: Therefore, the tour proposal for the educational trip should be approved / rejected.

Ans. A thorough analysis of the itinerary provided by the tour organising vendor reveals that the tour proposal should be accepted / rejected.

The given itinerary displays the timings and the activities of the three nights and two days educational trip to Jabalpur and Kanha National Park. This trip is for the senior students only. Vandhya Pradesh is a good place for landscape and wildlife sightseeing. Considering that the Kanha National Park holds dangerous animals like tigers, it is a risky site for children. On the other hand, the senior students are suitable for such a trip. However, one staff complimentary with 15 students seems more suitable for the location. The insurance is too low. There is no mention of the dance party in the given time table. A 7 hour trip in the park can be too exhausting. Along with the bottled mineral water, some light refreshment should also be provided. Interestingly, the tour trip, despite its flaws, will be a fun and educational trip for the students.

Therefore, the tour proposal for the educational trip should be approved.

