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- Mr. Anupam Kumar, KV New Cantt, Allahabad (1st Shift)
- Mr. Manutosh Dutta, KV NTPC Shaktinagar
- Mr. Ashutosh Kumar Singh, KV Old Cantt. Allahabad

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- Ms. Usha Sharma, TGT (Eng), KV Pushp Vihar
## CONTENT

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SYLLABUS</td>
<td>3-4</td>
</tr>
<tr>
<td>2. BLUE PRINT of question paper and TERM WISE SPLIT UP</td>
<td>5-6</td>
</tr>
<tr>
<td>3. SECTION A : Reading Passages</td>
<td>7-16</td>
</tr>
<tr>
<td>4. SECTION B – WRITING AND GRAMMAR</td>
<td></td>
</tr>
<tr>
<td>i. Writing – Letter Writing</td>
<td>17-19</td>
</tr>
<tr>
<td>ii. Writing – Article Writing</td>
<td>20-23</td>
</tr>
<tr>
<td>iii. Writing – Story Writing</td>
<td>24-25</td>
</tr>
<tr>
<td>5. SECTION B – WRITING AND GRAMMAR</td>
<td></td>
</tr>
<tr>
<td>i. GRAMMAR</td>
<td>26-46</td>
</tr>
<tr>
<td>6. SECTION C – LITERATURE AND LONG READING TEXT</td>
<td></td>
</tr>
<tr>
<td>i. Literature – FICTION</td>
<td>47-65</td>
</tr>
<tr>
<td>ii. Literature – POETRY</td>
<td>66-91</td>
</tr>
<tr>
<td>iii. Literature – DRAMA</td>
<td>92-107</td>
</tr>
<tr>
<td>7. SECTION C - LITERATURE AND LONG READING TEXT</td>
<td></td>
</tr>
<tr>
<td>i. Long Reading Text (NOVEL)</td>
<td></td>
</tr>
<tr>
<td>The Story of my Life</td>
<td>108-114</td>
</tr>
</tbody>
</table>
ENGLISH COMMUNICATIVE (Code No. 101)

SYLLABUS

Summative Assessment (2016-17)
CLASS – X

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
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<td>B</td>
<td>25</td>
</tr>
<tr>
<td>C</td>
<td>25</td>
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<tr>
<td>D</td>
<td>20</td>
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<tr>
<td>TOTAL</td>
<td>90</td>
</tr>
</tbody>
</table>

Note:

It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments. The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.

Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative – II. Schools can conduct ASL for Summative – I themselves as per the guidelines provided by the CBSE. However, assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

1. Main Course Book (Revised Edition)
2. Workbook (Revised Edition)
3. Literature Reader (Revised Edition)

EXTENDED READING TEXTS:

NOVEL: The Story of My Life – 1903 by Helen Keller (unabridged edition)

SECTION A: READING 20 Marks

Qs 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

Q.1: A Factual passage 300-350 words with eight very short answer type questions.

8 marks
Q. 2: A Discursive passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis and four MCQs to test vocabulary. 12 marks

SECTION B: WRITING & GRAMMAR 25 Marks

Q. 3: Letter to the Editor /article in about 100-120 words will make use of any visual / verbal stimulus and the question will be thematically based on the MCB. 5 marks

Q. 4: Writing a short story based on a given outline or cue/s in about 150-200 words. 10 marks

The Grammar syllabus will include the following areas in classes IX & X.1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
   (i) Commands and requests
   (ii) Statements
   (iii) Questions
6. Clauses:
   (i) Noun clauses
   (ii) Adverb clauses of condition and time
   (iii) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 3 marks

Q. 6: Editing or Omission 4 marks

Q. 7: Sentences reordering or Sentence Transformation in context. 3 marks

SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT: 25 Marks

Q. 8. One out of two extracts from prose / poetry / play for reference to context. Three very short answer questions. One mark in each extra will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation. 3 marks

Q. 9. Four short answer type questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) 2x4 = 8 Marks

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). 4 marks

Q.11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character, in about 150-200 words based on prescribed novel. 10 Marks
# BLUE PRINT OF QUESTION PAPER (SA-I & SA-II)

## CLASS – X

**English Communicative 2016-17 (Code No. 101)**

<table>
<thead>
<tr>
<th>Typology</th>
<th>Testing competencies/learning outcomes</th>
<th>VSAQ 1 mark</th>
<th>SAQ 30-40 words 2 marks</th>
<th>LAQ-I 80-100 words 4 marks</th>
<th>LAQ-II 100-120 words 5 marks</th>
<th>VLAQ 150-200 words (HOTS) 10 marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Skills</strong></td>
<td>Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.</td>
<td></td>
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<tr>
<td><strong>Creative Writing Skills and Grammar</strong></td>
<td>Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.</td>
<td>12</td>
<td>04</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td><strong>Literature Textbooks and Extended Reading Text</strong></td>
<td>Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer’s message and writing fluently.</td>
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<td>01</td>
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</tbody>
</table>

**TOTAL**

25x1 = 25 marks  
8x2 = 16 marks  
1x4 = 4 marks  
1x5 = 5 marks  
2x10 = 20 marks

**Assessment of Speaking and Listening Skills**

Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency

**TOTAL**

Marks
## ENGLISH COMMUNICATIVE TERM-WISE COURSE

**Summative Assessment (2016-17)**

**CLASS X (Term wise Split up)**

### Textbooks

#### LITERATURE READER

<table>
<thead>
<tr>
<th>Summative Assessment – I (Term I)</th>
<th>Summative Assessment – II (Term II)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROSE</strong></td>
<td></td>
</tr>
<tr>
<td>1. Two Gentlemen of Verona</td>
<td>1. A Shady Plot</td>
</tr>
<tr>
<td>2. Mrs. Packletide’s Tiger</td>
<td>2. PatolBabu – A Film Star</td>
</tr>
<tr>
<td>3. The Letter</td>
<td>3. Virtually True</td>
</tr>
<tr>
<td><strong>POETRY</strong></td>
<td></td>
</tr>
<tr>
<td>1. The Frog and the Nightingale</td>
<td>1. Ozymandias</td>
</tr>
<tr>
<td>2. Mirror</td>
<td>2. The Rime of Ancient Mariner</td>
</tr>
<tr>
<td>3. Not Marble, nor the Gilded Monuments</td>
<td>3. Snake</td>
</tr>
<tr>
<td><strong>DRAMA</strong></td>
<td></td>
</tr>
<tr>
<td>1. The Dear Departed</td>
<td>1. Julius Caesar</td>
</tr>
<tr>
<td><strong>MAIN COURSE BOOK</strong></td>
<td></td>
</tr>
<tr>
<td>1. Health and Medicine</td>
<td>1. Environment</td>
</tr>
<tr>
<td>2. Education</td>
<td>2. Travel and Tourism</td>
</tr>
</tbody>
</table>

#### EXTENDED READING TEXT (NOVEL)

<table>
<thead>
<tr>
<th>The Story of My Life – 1903, Chapters 1-14</th>
<th>The Story of My Life – 1903 Chapters 15-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Helen Keller (unabridged edition)</td>
<td>By Helen Keller (unabridged edition)</td>
</tr>
</tbody>
</table>

#### WORK BOOK

<table>
<thead>
<tr>
<th>1. Determiners</th>
<th>1. Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Tenses</td>
<td>2. Avoiding Repetition</td>
</tr>
<tr>
<td>3. Subject-Verb Agreement</td>
<td>3. Nominalization</td>
</tr>
<tr>
<td>5. Relatives</td>
<td>5. Active and Passive</td>
</tr>
<tr>
<td>6. Connectors</td>
<td>6. Reported Speech</td>
</tr>
<tr>
<td>7. Conditionals</td>
<td>7. Prepositions</td>
</tr>
</tbody>
</table>
SECTION A: READING (20 Marks)

Reading passage is the passage given in Formative & Summative exams which is required to be read and understood. The questions that follow need to be answered. You need to understand the passage before getting down with the questions.

SKILLS TESTED: Reading for comprehension, conceptual understanding, critical evaluation, decoding, inference, interpreting analysis and vocabulary are the skills to be tested in Formative as well as Summative Assessments.

Some tips to answer unseen passage questions:

1. Read the questions first. It saves time to know what you are reading for.
2. Make sure you understand the questions. Underline the key word(s) in the questions and look in for the key words in the passage.
3. Now, Read the passage. Read the passage as quickly as you can. Look for the answer as you read. When you find the answer, take notice of it.
4. Use the key words from the question to locate the answer in the passage as discussed. Keep on reading. Read to the end. In this way you can be sure that your answer is the best and complete.
5. Try to get a general idea of the passage. You are not expected to know the meaning of all the words in the passage. Your three body organs should act in collaboration – Eyes, Hand and Brain.
6. After 1st reading, read the questions once again. The questions will give you the idea from which part the questions are asked. It will make answering the questions easily and correctly.
7. Either synonyms or antonyms will be asked from the passage. If you do not know the word, read the referred paragraph again. You will understand what the line is trying to convey and hence there is a possibility that the meaning will become clear to you and you will be able to answer its synonym or antonym. You just have to puzzle out the meaning. The form of word should be noticed in doing so.
8. Solve previous years’ SA1/SA2 Exam papers: -

   By solving the previous papers you can understand and identify what kind of questions are framed in the examination. This will provide you sufficient practice along with building up your confidence and enable you mentally prepared for those kinds of questions.
PASSAGE No. 1 (With solutions)

1. Read the following passage and answer the questions that follow: (8 Marks)

SPEEDING UP INDIA’S JOURNEY BY BULLET TRAINS

By: Vijay Kumar Dutt, Indian Railways

High speed in Indian Railways is at present limited to 150 KMPH. However, in many other countries the speed of Railways is of the order of 200 KM per hour (KMPH). In France, Japan, Germany, China, Spain and South Korea high speed traction above 280 KMPH has been introduced. India and Japan have signed a memorandum of understanding (MoU) on 12th December, 2015 on cooperation and assistance in the Mumbai–Ahmedabad High Speed Rail (HSR) Project referred to by many as ‘Bullet Train Project’. Japan has offered an assistance of over Rs. 79,000 crore for the project. The loan is for a period of 50 years with a moratorium of 15 years, at an interest rate of 0.1 per cent.

The project is a 508-kilometre Railway line costing a total of Rs 97,636 crore, to be implemented in a period of seven years. It has been agreed that for the Mumbai–Ahmedabad HSR Project. Japan’s Shinkansen Technology, known for its speeds reliability and safety, will be adopted. Transfer of technology and “Make in India” will be essential part of this assistance package. Japan will also assist India in training of personnel for HSR. The two countries have also entered into two comprehensive technological cooperation agreements on 11th December 2015, for modernization and upgradation of Indian railways. These agreements have been signed during the official visit to India of His Excellency Mr. Shinzo Abe, the Prime Minister of Japan, during December 11-13, 2015.

On the basis of your reading of the passage, answer the questions: (1x8=8 Marks)

a) Name the countries where high speed traction above 280 KMPH has been introduced.
b) Which project is known as “Bullet Train Project”? 
c) How much time and money is estimated for the Project? 
d) Which technology will be adopted for the Project? 
e) What agreements were signed during 11th December to 13th December 2015? 
f) What is Shinkansen Technology famous for? 
g) How has Japan assisted India financially for the Project? 
h) Find a word from the paragraph No. 2 which means 'Necessary'.

ANSWERS:

a) High speed traction above 280 KMPH has been introduced in France, Japan, Germany, China, Spain and South Korea.
b) The MoU signed between India and Japan on cooperation and assistance in the Mumbai–Ahmedabad High Speed Rail (HSR) Project is known as “Bullet Train Project”
c) The time of seven years and an amount of about Rs 97,636 crore is estimated for the project.
d) Shinkansen Technology will be adopted for the Project.
e) The agreements signed during 11th December to 13th December 2015 were modernization and upgradation of Indian railways.
f) Shinkansen Technology is famous for its speeds reliability and safety.
ga) Japan has offered an assistance of over Rs. 79,000 crore for the project. The loan is for a period of 50 years with a moratorium of 15 years, at an interest rate of 0.1 per cent.
h) The word is ‘essential’.

PASSAGE NO 2

2. Read the following passage carefully: (8 Marks)
Heartbeats get abnormal after exercising, running, or after doing some strenuous work. There is nothing to worry about. But if your heart beats at irregular pace often, it is important to take note of it rather than ignore it as it can be a warning sign for a heart ailment called arrhythmia.

A normal heartbeat is 60-100 times per minute while resting, but if it starts beating too slowly or too fast or if the heartbeat is irregular of premature, then that condition is known as arrhythmia. People tend to avoid it as a minor issue little knowing that it can lead to a stroke, fall due to drop of BP, loss of consciousness or even result in heart failure.

In a country where people take time to press the panic button when it comes to illnesses and medical problems, it is no surprise that a number of cases of irregular heartbeats go unnoticed for a long time. Some dismiss it as just a recurring symptom of body weakness; others may ignore it as a side-effect of blood pressure issues. The lack of awareness about arrhythmia means that not many people even take note of the symptoms.

When heartbeat is not too fast, it is called tachycardia. When the beats are slow, it is known as bradycardia. An irregular heartbeat may be due to atrial fibrillation. The problem is that the symptoms are quite vague and can be associated with other minor medical problems in India, not many people are aware that there is a heart's electricity related disorder called arrhythmia. Often it is diagnosed when doctors are checking a patient for something else. More often, by the time it is diagnosed, major damage has already been caused.

It is important to take seriously any abnormality in the rhythm of our heart. There are many symptoms that can help predict arrhythmia like shortness of breath, weakness, early fatigue, palpitations, thumping in the chest, dizziness, chest pain, fainting and, of course, too fast or slow heartbeats. Ignoring these symptoms is inviting a major health trouble.

While some type of arrhythmias can be harmless, other can be life threatening as it may disrupt the normal functioning of the heart. In some cases, it can lead to heart failure too. The condition is treatable with the help of implantation of a pacemaker, devices or through burning the points from where irregular beats originate through radio-frequency heat waves. There are a few things in medicine where a permanent cure is possible. For certain arrhythmia this stands true with radio frequency ablation.

On the basis of your reading of the passage, answer the following questions:

a) What is normal heartbeat?
b) What do you call the situation when the heartbeat is too slow or fast?
c) What happens when there is a drop in BP?
d) What results due to arterial fibrillation?
e) When is arrhythmia detected?
f) What danger is there when dizziness or chest pain is ignored?
g) When does heartbeat abnormally?
h) What is bradycardia?

PASSAGE No. 3

3. Read the following passage carefully: (8 Marks)

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and understanding what has been heard. Incompetent listeners fail in a number of ways. First, they drift off and finally they react. They let their personal feelings about the speaker of the subject, override the significance of the message which is being sent. What can a listener do to be more effective? The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message, his chances of success are high. It may need determination. Some speakers are difficult to follow, either because of voice problems, or because of the form in which they send a message. There is then a particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness, but also positioning of the body, the limbs and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note-taking, by trying to capture the critical headings and subheadings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested to take notes; the patterns of eye-contact when the note-taker looks up can be very positive; and the speaker's timing is aided – he can see when a note-taker is writing hard and can then make effective use of pauses.

On the basis of your reading of the above passage, answer the following questions:

a) What does effective listening lead to?
b) What is one of the hurdles that come in the way of effective listening?
c) Why is it difficult to understand what some speakers say?
d) How is note making useful for the speakers?
e) What should we do in order to concentrate?
f) What can enhance our concentration?
g) Find a word from paragraph No. 1 which means 'useless/unskilled'.

PASSAGE No. 4

4. Read the following passage carefully. (8 Marks)

Legends will tell you that flamingos are no ordinary visitors to Kutch. They were the honoured guests of king Lakho and he had forbidden the hunting of flamingos, which
came to Kutch from various parts of the world every year to breed. For centuries the region has been a heaven for the migratory birds. Today, Flamingos city, is an island in the middle of Kutch, known to the world over as one of the biggest breeding grounds of the greater flamingos, is strewn with bodies of hundreds of flamingo chicks. The parents of these chicks have fled from the island due to lack of food. Zooplanktons, algae and small fish that these birds survive on, are dying due to sudden increase in the salinity of the Rann water. One can ever see dead fish floating.

Flamingos need salt-encrusted, damp mud to build nests. The place where they build their nests has to be inaccessible to predatory cats and birds. It should also have sufficient food. The right mix of sweet brackish water in the Rann is crucial for the proliferation of planktons and algae that the flamingos feed on. Faced with starvation flamingos have fled from the island leaving their chicks to feed for themselves. Till date around a thousand flamingos have died.

On the basis of your reading of the passage answer the following questions in short: (1x8=8 Marks)

a. How did King Lakho look at the flamingos?
b. Where is Flamingo city situated?
c. How has Flamingo city become a mortuary today?
d. Why is Flamingo food not available in flamingo city?
e. What conditions are required to build the nests of flamingos?
f. Why did the parents of the chicks flee from the island?
g. Write the name of the fishes from the passage?
h. Find word from the Para No. 3 which means the same as “severe suffering due to hunger”.

PASSAGE No. 5

5. Read the following passage carefully: (8 Marks)

CHESS

Chess is a two-player strategy board game played on a chessboard, a checkered gameboard with 64 squares arranged in an eight-by-eight grid. Chess is played by millions of people worldwide, both amateurs and professionals.

Each player begins the game with 16 pieces: one king, one queen, two rooks, two knights, two bishops, and eight pawns. Each of the six piece-types moves differently. The most powerful piece is the queen and the least powerful piece is the pawn. The objective is to 'checkmate' the opponent's king by placing it under an inescapable threat of capture. To this end, a player's pieces are used to attack and capture the opponent's pieces, while supporting their own. In addition to checkmate, the game can be won by voluntary resignation by the opponent, which typically occurs when too much material is lost, or if checkmate appears unavoidable. A game may also result in a draw in several ways.

Chess is believed to have originated in India, some time before the 7th century, being derived from the Indian game of Chaturanga. Chaturanga is also the likely ancestor of the Eastern strategy games Xiangqi, Janggi and Shogi. The pieces took on their current
powers in Spain in the late 15th century; the rules were finally standardized in the 19th century. The first generally recognized World Chess Champion, Wilhelm Steinitz, claimed his title in 1886. Since 1948, the World Championship has been controlled by FIDE, the game's international governing body; the current World Champion is the Norwegian Magnus Carlsen. FIDE also organizes the Women's World Championship, the World Junior Championship, the World Senior Championship, the Blitz and Rapid World Championships and the Chess Olympiad, a popular competition among teams from different nations. There is also a Correspondence Chess World Championship and a World Computer Chess Championship. Online chess has opened amateur and professional competition to a wide and varied group of players. There are also many chess variants, with different rules, different pieces, and different boards.

On the basis of your reading of the passage, answer the following questions:

a) What things are required to play chess?
b) Name the six pieces which move differently?
c) What kind of power do the queen and the pawn have?
d) How can king be put into checkmate?
e) What are the other ways of winning a chess game?
f) When did obtaining power to pieces and standardizing rules in chess take place?
g) What is the role of FIDE?
h) Find a word from paragraph No. 2 that is opposite to the word ‘successor’.

PASSAGE No. 6
6. Read the following passage carefully: (8 Marks)
THE YOGIC WAY OF LIFE

We give undue importance to our health and the treatment of diseases. A large number of medicines treat only the symptoms of the disease, and not the root cause. In fact, the cause of many chronic ailments is still being researched. It is here that Yoga therapy comes to our assistance. Yoga emphasizes treatment of the root cause of an ailment. It works in a slow, subtle and miraculous manner. Modern medicine can claim to save a life at a critical stage, but, for complete recovery and regaining of normal health, one must believe in the efficiency of Yoga therapy.

The yogic way of life includes a code of ethics, regulations, discipline and more, combined with prayer and meditation. Even a discussion on these subjects helps one relieve mental tensions and change attitudes. Simple Asanas help to stretch and relax the whole body and neutralize tensions. The sincere practice of Yoga postures benefits all levels of experience. Through continuous practice, Yoga postures can have a profound effect on the inner dimensions of life, establishing deep calm, concentration, emotional stability and confidence. Man is a physical, mental, and spiritual being, all the three. Other forms of physical exercises, like aerobics, assure only physical well-being. They have little to do with the development of the spiritual or astral body.

On the basis of the reading of the passage given above answer the following questions:

a) What do most of the medicines treat?
b) How is yoga different from the other treatments?
c) What does the yogic way of life include?
d) What do ‘Simple Asanas’ help to do?
e) How does sincere practice of yoga postures benefit us?
f) How does yoga therapy work?
g) Is yoga better than physical exercise? How?
h) What does the phrase ‘Chronic ailments’ in paragraph No. 1 mean?

PASSAGE No. 7(12 Marks)

7. Read the following passage carefully:

BE THE CHANGE YOU WANT TO SEE IN OTHERS

We have learnt from modern psychology that nobody wants to be told what to do by someone else. We resist when someone tries to make us do something in a new way. Yet, we persist in trying to change others. If we want others to change their ways, telling them to do so will have little effect unless we are living examples of that behaviour.

A team of researchers went to Africa to study the behaviour of elephants. They came across a herd of elephants running wild, and destroying their environment.

They discovered that these were all teenage male elephants. They had no adult role models to learn from. The researchers arranged to have some adult elephants brought in. In the beginning, there was no change and the teen elephants continued to run wild and fight with each other. However, after a few days the teen elephants began to settle down. Over time, they became well behaved and their wild actions subsided.

On their own, the teen elephants had no role models and did not know how to behave. Once adults were introduced into their group, the teens had role models and began to be disciplined. In the same way, as parents, we teach our children through loving discipline and by setting an example. Our children do not believe in our words alone but in what they see us do. They copy our own good and bad habits because that is the example we set. Similarly, when we are in a position to train or teach others whether we are teachers, parents, employers, or citizens imploring others to be conscientious we must first set an example ourselves. That is the only way to bring about change. If we want to see positive change in others and in our family, neighbourhood, community, society, or country, then we need to set a good example.

Source: Speaking Tree

On the basis of your reading of the passage, answer the following questions:

(2x4=8 Marks)

a) How can you say that people dislike to be told what to do by someone else?
b) Why did the researchers arrange some adult elephants?
c) How did the introduction of adult elephants change the behaviour of teenage male elephants?
d) What is the only way to bring about change?

Choose the correct option out of the choices to give the meaning of the words and phrase given below:

(1x4 = 4 Marks)

i) Persist (Para-1)
   a) to continue or exist  b) to shiver  c) to remain absent  c) to order

j) Settle down (Para-3)
   a) settlement of accounts  b) calm down
REMEMBERING THE FATHER OF INDIAN CONSTITUTION – Dr. B.R. AMBEDKAR

Dr. Bhimrao Ramji Ambedkar, popularly known as BabasahebAmbedkar, is referred to as the architect of the Indian Constitution. Dr. Ambedkar was born in a community which had suffered oppression for many centuries and were treated as ‘untouchables’. However, this did not prevent him from realising his dreams. The struggle he had faced in his life had only strengthened him.

At a time when untouchability was the norm, it was because of the foresight of Maharaja Sayaji Rao of Baroda that Dr. Ambedkar was able to enter Elphinstone College in Bombay and after graduation join the Baroda State Service. Later, the Maharaja, who was sending some students to the USA for higher studies at the Columbia University, included Dr. Ambedkar among them. Subsequently, Dr. Ambedkar moved to the United Kingdom and studied at the London School of Economics and was subsequently awarded the degree of Barrister-at-Law by Gray’s Inn.

Though Dr. Ambedkar has contributed in many walks of life as a scholar, journalist, economist, activist, legal luminary, social reformer and political leader; his biggest and most important contribution was in his role as the Chairman of the Drafting Committee of the Constitution of India.

After India’s Independence on August 15, 1947, Jawaharlal Nehru, the then Prime Minister of India, invited Dr. Ambedkar to be a part of his Cabinet as the nation’s first Law Minister. He accepted the same and on August 29, 1947 Dr. Ambedkar was appointed as the Chairman of the Drafting Committee.

(Source: Employment News)

**On the basis of your reading of the passage, answer the following questions:**

(2x4=8 Marks)

a) How did Dr. Ambedkar’s early life struggle help him later on?
b) Why is Dr. Ambedkar called the architect of Indian Constitution?
c) Which social stigma did he face during his childhood?
d) Dr. Ambedkar was a multi-dimensional personality. Justify the statement.

**Choose the correct option out of the choices given that means:**

(1x4 = 4 Marks)

a) One who designs something.
   i) scholar  ii) journalist  iii) architect  iv) reformer
b) Cruel or unfair treatment.
   i) untouchability ii) oppression iii) stubborn iv) norm

c) An expert of something.
   i) activist ii) Chairman iii) reformer iv) luminary

d) One who knows a lot about a subject.
   i) scholar ii) referred iii) leader iv) suffered

PASSAGE No. 9 (12 Marks)

9. Read the following passage carefully:
EXCERPT FROM "WINGS OF FIRE"

A large variety of materials go into the making of a launch vehicle— both metallic and non-metallic, which include composites and ceramics. In metals, different types of stainless steel, alloys of aluminium, magnesium, titanium, copper, beryllium, tungsten and molybdenum are used.

Composite materials are composed of a mixture or combination of two or more constituents which differ in form and material composition and which are essentially insoluble in one another. The materials which combine may be metallic, organic or inorganic. While other material combinations possible are virtually unlimited, the most typical composites in launch vehicles are made of structural constituents, embedded in a matrix. We used a large variety of glass fibre reinforced plastic composites and opened avenues for the entry of Kevlar, polyamides and carbon-carbon composites. Ceramics are special types of baked clay used for microwave transparent enclosures. We considered using ceramics, but had to reject the idea then due to technological limitations.

Through mechanical engineering, these materials are transformed into hardware. In fact, of all the engineering disciplines which feed directly into the development of rocketry, mechanical engineering is perhaps the most intrinsic one. Be it a sophisticated system like a liquid engine or a piece of hardware as simple as a fastener, its ultimate fabrication calls for expert mechanical engineers and precision machine tools. We decided to develop important technologies like welding techniques for low-alloy stainless steel, electroforming techniques, and ultra-precision process tooling. We also decided to make some important machines in-house, like the 254-litre vertical mixer and the groove machining facility for our third and fourth stages. Many of our subsystems were so massive and complex that they implied sizeable financial outlays.

Without any hesitation, we approached industries in the private sector and developed contract management plans which later became blueprints for many government-run science and technology business organizations.

- Dr. A. P. J. Abdul Kalam

On the basis of your reading of the passage, answer the following questions:

(2x4=8 Marks)

a) What are the two basic characteristics of composite materials?

b) Why didn’t the narrator use ceramics into the making of a launch vehicle?
c) Why does the narrator term mechanical engineering as the most interesting and valuable engineering discipline?

d) How did the private industries contribute in making of the launch vehicle?

Choose the correct options out of the choices given as per the direction given:

(1x4 = 4 Marks)

a) The meaning of the word ‘insoluble’ in the given context is: (Para-2)
   i) a problem which is impossible to solve
   ii) a substance which does not dissolve in a liquid
   iii) a person who is not liked by anyone
   iv) a great occasion or event

b) The meaning of the word ‘embedded’ used in Para-2 is:
   i) to rotate something
   ii) to push something
   iii) to pluck out something
   iv) to fix something firmly

c) The word which means as – ‘very interesting or valuable’ in Para-3 is:
   i) Mechanical
   ii) sophisticated
   iii) intrinsic
   iv) vertical

d) The word which is opposite of – ‘horizontal’: (from Para – 3)
   i) material
   ii) expert
   iii) welding
   iv) vertical
Purpose of the letter:

- To express one’s opinion on a wide range of issues
- To express and share one’s observations and views in a public forum, for example a magazine or a newspaper

Language of the letter:

- Formal language must be used
- Repetition of ideas must be avoided
- Sub paragraphs should be used in an organised way
- Personal outlook must be included but biased language should be avoided
- Word limit must be kept in mind

Format:

Sender’s address
Date
Address of the addressee
Dear Sir/Madam

(Subject: ___________________________ )

Body of the letter (in 3-4 paragraphs)
1. Statement of the problem (Introductory)

2. Causes of the problem

3. Outcome of the problem

4. Suggestions/remedies

5. Conclusion

Yours faithfully/Yours sincerely
Sender’s name
LETTER TO THE EDITOR

Defence Colony
Bagdogra

15th April 2016

The Editor
The Siliguri Times
Siliguri

Dear Sir

Subject: Inadequate and bad quality of water supply.

Through the columns of your esteemed newspaper, I would like to draw the attention of the civic authorities to the bad quality and inadequate supply of tap water in our locality.

It is unfortunate that the local civic authorities do not take care to provide the citizens with even the basic amenities such as proper and adequate water supply. In our locality, water is supplied only for three hours in the morning. For the rest of the day the taps remain dry. Also, the quality of supplied water is poor. It is unhygienic and contaminated. There have been cases of water borne diseases like diarrhoea and dysentery. It is highly expected that these diseases may break out in form of epidemic if the problem is not properly addressed.

It is expected that instead of ignoring the issue, the authorities concerned will take immediate steps to ensure supply of adequate and good quality of water in our locality so that we citizens are able to live a disease free and stress free life.

Yours faithfully,

Saurabh Srivastava
ADDITIONAL QUESTIONS ON LETTER TO THE EDITOR

Q.1. Write a letter to the Editor of a newspaper expressing your views on the importance of saving water as you have seen people wasting water carelessly on one hand and on the other hand people fight for a single drop of water and farmers die because of drought. On the basis of the ideas reflected in MCB unit Environment and your own ideas write the letter.

Q.2. Recently you read a report on increasing stress level among the younger generation and you are very disturbed with the scenario. You decide to write a letter to the Editor of a newspaper expressing your concern and also about some measures which can be adopted by the youth to overcome stress. On the basis of the ideas reflected in the MCB unit Health and Medicine and your own understanding write the letter to the editor.

Q.3. Recently you came across a newspaper article depicting diversity of India as its greatest identity. After reading the article you are inspired enough to write a letter to the Editor of a newspaper expressing your views on the importance of maintaining unity and integrity for the growth of the nation.

Q.4. Recently, you got an opportunity to meet some courageous girls, who, despite serious opposition from their families, continue their education. This has made you feel both proud and concern about these girls and you decide to write a letter for the Editor of a newspaper emphasising upon the need to promote girl child education. Add up your own ideas to the ideas reflected in the MCB unit Education and write the letter to the Editor.

Q.5. A survey reveals that most of our health related problems are due to our over fascination with modern gadgets like smart phones, lap tops, television and video games. The findings of the survey compel you to share your views on the issue and you decide to write a letter to the Editor of a newspaper. On the basis of your understanding of the MCB unit Science and your own understanding write the letter.

Q.6. There is a ‘Divyanga’ (Physically Handicapped) child in your class and every day you watch him very closely. You appreciate his efforts and enthusiasm, but you find some of your classmates making fun of him regularly and you try to make them realise their insensitivity but they don’t change their ways and means. This has provoked you to write a letter to the Editor of a newspaper expressing your views on the need to be respectful to every individual including the specially abled ones.

Q.7. You observe that most of your class mates bring fast food items as part of their school tiffin and even some of them regularly suffer from one disease or other but they keep on bringing fast food. You wish to make parents of such children aware of
the harms of the fast food and so you decide to write a letter to the Editor of a news daily. On the basis of the ideas represented in the MCB unit Health and Medicine and your own understanding of the problem write the letter.

Q.8. Your friend studies in a school where there is no play-ground and also no facility for sports and games. He has to stay in his class room throughout the day. You feel about your friend and decide to write a letter to the Editor of a newspaper emphasising upon the need to have play grounds and other sports facility in schools as they help in the all-round development of an individual.

ARTICLE WRITING

Articles and speeches express the personal opinion of the writer and present information on a variety of themes.

FORMAT:

1. Write the HEADING/TITLE at the top.
2. Write the name of the writer below it.
3. Split your subject matter into 3-4 paragraphs.
   (i) Paragraph-1: Introduction-briefly tell what the Article is about, giving some startling fact or quotation to arouse interest.
   (ii) Paragraph-2&3: Develop the cause and effect of the problem. Give example to support your views. Compare and contrast.
   (iii) Paragraph-4: Conclusion.Briefly offer suggestions and solutions to improve the situation. Predictions and personal observation may be included.
4. Systematic presentation of ideas is a must.
5. Pay attention to grammatical accuracy and use of good vocabulary.
6. Use sentence linkers to ensure continuity- e.g. firstly, finally, moreover, etc.
7. Remove irrelevant information and repetition.
8. Follow word limit (150-200 words)

Write a good ending:
In an article, it’s better to give the readers something to think about, perhaps by asking them another question or giving them a call to action. Often, the best endings link back to the starting point in some way. Use of quotes, slogans, couplets may be incorporated as per the requirement and relevance.

Common mistakes students make in articles
The language is too formal and more suited to essays. Avoid words like: to sum up, some people say, nevertheless, on one hand etc.

They don’t use quotes or examples.

They either use not enough, or too many, questions. The questions, called rhetorical questions because they don’t require an answer, shouldn’t be more than one per paragraph. Some examples are:

- Have you ever ........?
- What do you think about ........?
- Are you one of those people who think that ......?
- What would life be like if ......?
- Will the future bring us ..... ?

A direct, rhetorical question in the first paragraph will make readers want to find out the answer.

Manage time while writing an article. You should not cross the word limit and spoil your precious time.

Use CODER to finally write your article. (Explained in the MCB of Class – IX)

DISTRIBUTION OF MARKS: **(5 marks)**

- FORMAT: (Title & writer's name) 1mark
- CONTENT: (2 marks)
- FLUENCY AND ACCURACY: (2 marks)

 (Grammatical accuracy, appropriate words and spellings
 Coherence and relevance of ideas and style )

SOLVED QUESTION:

Women walk long distances to fetch water in certain parts of the country. There is not only scarcity of water but water in most places is also contaminated. Using the hints given below together with your own ideas, write an article in about 125 words on the scarcity of clean drinking water, suggesting ways to improve the situation.

- Scarcity of clean drinking water
- Women travel long distances in certain areas like Rajasthan and Gujrat to fetch water
- Contamination of water
- Linking rivers
- Awareness of clean drinking water habits
- Water harvesting/water conservation
Water: Lifeline of life

By: XYZ, Class X

Water is the biggest crisis facing India in terms of spread and severity. With 20% of the world’s population, India must meet its water needs with just five percent of the globe’s available supply. The situation has reached the nadir because of dwindling water-supply, rapidly rising population and changing lifestyles.

Groundwater, which is the main source of drinking water, has been heavily overused. Moreover, it is polluted due to overuse of pesticides and chemicals in agriculture. River water, too, is contaminated and rendered unfit for drinking, due to discharge of effluents from industry and domestic sewage.

To provide permanent relief against water woes, the government must prepare a concrete plan of action. Awareness drives to educate users about water use should be carried on. Rain water, a free source of nearly pure water, must be harvested. The bitter irony is that large swathes of the east and northeast are flooded annually, killing hundreds and displacing millions, but schemes to link rivers that would relocate the water to where it is needed the most have remained only on paper. These schemes should be implemented without delay.

Only a healthy nation can make a headway and it is imperative to make every serious effort to make its citizens healthy and fit. This can only be possible if a concerted effort is made with gravity.

ADDITIONAL QUESTIONS

Q1. Over the past few years there has been constant rise in Coaching Institutes and private tuition centers all over India. Write an article in about 150-200 words highlighting the exploitation of young minds that seek sincere counseling and proper direction. You are Mahesh/Mita a student of class IX of KendriyaVidyalaya, BHU Varanasi.

Q2. Students spend a lot of time in front of the TV. They watch advertisements selling various consumer products targeted at children. As a result, children demand the clothes, shoes, food etc. advertised on the TV.

TV Advertisements and Children

A flood of new TV advertisements leaves no doubt that children are a major focus of advertisers. In April-May of 2002 an estimated 35% of all TV ads were using children to attract consumer interest and a large proportion were targeting the child viewer specifically. According to our findings, almost 75% children in 8-15 age group say they want to own products advertised on TV. Asked to name their ten favourite ads, they named detergent and even airline ads rather than ads for toys, games, sweets or food products.

Using the information provided here and using your own ideas, write an article for school magazine in about 125 words.
You are Upasana Dutta, President of ‘Save the Child Foundation’. You are a social activist working for the welfare of children in the developing world. As you travel to many developing countries, you have collected the following facts and then you decide to write an article to highlight the problem related to childhood. Using the information given below and your own ideas, write the article. (word limit: 100 to 120 words)

**Lost Childhood**

**FACT SHEET**

- In the developing world, more than one in three children do not have adequate shelter, one in five children does not have access to safe water and one in seven has no access to health services.
- As many as 120 million children, majority of them girls, do not attend school.
- Two million children under the age of five die every year because they are not immunized with routine, commonplace vaccine.
- If just 0.5 percent of global military spending were diverted to immunization, every child in the world could be immunized for the next decade.

Q.4. While reading the newspaper, the following news item caught your attention.

**Cut out the junk food**

Juhi Singh

Lucknow, 25th July 2016

More worrisome than addictions like cigarettes, alcohol, drug abuse or even excessive tea or coffee which would earn a social frown, junk food addiction not only has the sanction but it is not even considered worthy worrying about. Yet this addiction to junk food is a habit that invites a host of diseases ranging from obesity, diabetes, heart disease, cancer, arthritis, lethargy, anaemia and depression among others. The problem is that the onset of this addiction is very slow, almost like, committing slow suicide, a little bit every-day.

Using the information given above and adding up your ideas write an article for your school magazine on junk food addiction, sharing your concern. Remember, you are Jiya/Jay, the School Captain of your school. (word limit: 100-125 words)

Q.5. You are Sachin/Saumya, a student of AMA School, you are assigned a lot of homework. This makes you feel tired and depressed and you are not able to do outdoor activities. Write an article on the consequences of excessive homework, using your own ideas and the information which you have got in the MCB unit ‘Education’.
Q.6. India, as a tourist destination, has been attracting foreign tourists but incidents like misbehavior and misconduct with them have created a bad impression about our country. You feel concerned about it and decide to write an article about how can we, as true citizens of the country, help in improving the image of the country. By using your own ideas and the ideas shared in the MCB unit Travel & Tourism, write the article.

Q.7. The greatest strength of our country is our unity amidst diversity. In the present world environment it is important to strengthen the unity of the country and so you decide to write an article on the need of standing united as a nation. Using your own ideas and the information shared in the MCB unit- ‘National Integration’ write the article in about 100-125 words.

Q.8 “BETI BACHAO, BETI PADHAO“ is a tri-ministerial effort that aims at empowering the girl child. Despite sustained social mobilization and awareness campaigns, the drop-outs of girls in school education is truly a discourage one. Write a letter to the editor of National Daily highlighting the problems plaguing girl child education.

Q.9 How much touted campaign “Make in India” launched by our honourable prime minister will provide employment opportunities to millions of Indians. It compels the innovations in science and technology. Write a letter to the editor highlighting the salient features of this campaign.

Q.10 Tourism is an industry which not only generates foreign revenue but also creates a plethora of employment opportunities. In spite of having rich treasures of historical heritage, India is lagging behind in projecting itself as a global tourist destination. Write a letter to the Editor of a National Daily about the reasons for the grim state of tourism and suggest ways and means to promote tourism.

Q.11 India is one land embracing a multitude of castes, creed, color, conviction, culture, cuisine, costume and customs; yet we are one. The real strength lies in its unity in diversity. India is celebrating its diversity, but each part, each region, each state is constantly working for the unity and integrity of the nation. Write an article for the school magazine “I love my India”.

Q.12 India is the victim of recurring terrorist attacks. Attack on Taj Hotel in Mumbai, Parliament House- Akshradham in Gujarat- Lumbini park in Hyderabad- and recent Pathankot attacks. It is clearly understood our country is very much prone to terrorist attacks. Hence Government and people should work in tandem to protect the Nation. Vigilant citizen can avert major tragedies’- You are asked to speak in the morning assembly on the topic “the role of youth in combatting terrorism”.

[24]
A short story is a work of fiction and it usually focuses on one plot, one main character and a central theme. Short stories contain underlying themes that teach children to draw broader conclusions and to think on a wider level.

**Main points related to story writing:**

- **Title** - The title of the story must be interesting and it should evoke curiosity.
- Planned and logical series of events must be reflected and the events should not deviate the story from its theme.
- There must be an interesting theme of the story which is the controlling idea of the story.
- The depiction of the characters must be interesting and convincing. Characterization is an important part of story writing. If the writer wishes to show someone to be very good, the goodness of the character must be felt by the reader.
- Language of the story must suit the story. It should be as per the setting of the story.

**STORY WRITING (FOR PRACTICE)**

**Complete the following stories: (150 to 200 words)**

**Q.1.** Anuj had gone on a holiday for one month and when he returns, he turns the key in the lock and opens the door. To his horror, he finds.............

**Q.2.** It was festive time. There was a lot of excitement in the air. The sound of crackers could be heard all around. Shashi was enjoying it every bit. But all of a sudden..........

**Q.3.** Ravi is excited as he is going to his favourite place Darjeeling. It is his lifetime wish to be there. Before starting the journey, he ensures that he hasn’t forgotten anything. He gets into the train, settles in his seat and looks around......

**Q.4.** Raj wishes to be a champion footballer, so what if he is poor and his parents can’t get him admitted in any football academy. He will realise his dream one day but how........

**Q.5.** Kiran fills up the form to get admission in Air Force but how her parents will react once they come to know about it. After all she belongs to a traditional family which
will never allow her to make a career in Air Force which she wants to but how..................

**Story completion on the basis of the given outline**

**Q.6.** A miser____ loses purse having hundred gold pieces___sad______goes to the tower ___announces reward of ten gold pieces___farmer approaches the miser ___returns his purse ____miser counts the gold pieces, satisfied ___thanks the farmer __the farmer asks for reward ___the miser blames the farmer of already taking reward from the purse as it had hundred and ten gold pieces ___farmer approaches Court ___judge finds the purse having space for hundred gold pieces___declares that the purse can’t be of the miser ___farmer gets the purse with hundred gold __the miser has over reached himself

**Q.7.** A distressed king ___his subjects lazy ___places a big stone in the middle of a road____next day merchants pass and go around it ___an officer does the same ___a young soldier does the same ____everyone curses the stone _____blame the king and his government ___the king removes the stone ____finds an iron box marked “For the person who moves away the stone” and filled with gold ___people feel ashamed.
DETERMINERS

Determiners are broadly classified into the following categories:

Determiners
1. Articles
2. Possessive
3. Demonstratives
4. Quantifiers
5. Distributives
6. Interrogatives

1. **Articles**-There are two types of Articles:
   - **Definite Article**-The
   - **Indefinite Articles**-A and An
2. **Possessives**-his, her, my, your, their, its, our.
3. **Remonstratives**-This, That, These, Those, Such.
4. **Quantifiers**-Much, more, many, some, several, any, a lot of little, few, a little, any.
5. **Distributives**-Each, every, either, neither.
6. **Interrogatives**-Which, whose, what.

**Solved Example**
1. Fill in the Blanks appropriately.
   (a) And that was only.........................Beginning.
   (b) Till..............................lunch break he had scored 40.
   (c) I want.........................tea...............coffee. Just get me a glass of chilled juice.
   Ans. (a) the (b) the (c) Neither, nor

**Questions for Practice**
1. **Fill in the Blanks appropriately.**
   I have (a) .........................urgent work at home. So I can't go with you. I really want to come with you but every time I am having (b) .........................work or (c).....................meeting. I hope you will try to understand (d)..................problem
and believe me. There are many things I want to share with you. There will be time when problems will be solved.

2. **The following paragraph has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct blank numbers. Remember to underline the word that you have supplied.**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) One evening, during the informal</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(b) game on a ground, Ranji's friend</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(c) Bhim slipped while running after a ball</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(d) and cut his hand on the sharp stone.</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(e) Ranji took him to doctor near</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(f) the clock tower where a wound was washed and bandaged.</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(g) he come home limping.</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(h) the cut helled after a week</td>
<td>....................... ...............</td>
</tr>
</tbody>
</table>

3. **In the sentences given below, one word has been omitted in each line. Write the missing word along with the word that comes before it and the word that comes after it against the correct blank numbers. Underline the word that forms your answer.**

<table>
<thead>
<tr>
<th>Before Word</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I went to church to admire its architecture</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(b) Pen is lost. I have been looking for it for two hours</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(c) I hit him on head</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(d) I met the students of that class students well behaved</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(e) You can take of the two books.</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>He has enough money to buy the gift. So, he left it.</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(f) The side of the river is very clean.</td>
<td>....................... ...............</td>
</tr>
<tr>
<td>(g) The ring was stolen has been found.</td>
<td>....................... ...............</td>
</tr>
</tbody>
</table>

4. **Complete the following sentences with one word each.**

Example: - She is .......................tall and beautiful girl.
- She is a tall and beautiful girl.

I saw two movies last night (a).......................movie had (b).............. murder plot.
Have you got (c)..............eggs?
How (d) .......................pencils are there in your pencil box?
While the boys were playing on the roadside, two speedy cars approached. Both (e).......................... cars were black.
The poor boy was beaten to death for (f).............. rupees.

5. Look at the words phrases given below. Rearrange them to form meaningful sentences.

Example: - age/an/this/mobile/of/phones/is
This is an age of mobile phones.
i) essential/have/mobile/become/now a days/phones
(ii) use/restricted/its/is not/only/communication/to
(iii) has/an instrument/it/become/of photography/information technology/and

**Tenses (Verb Forms)**

There are three main tenses:

1. Present Tense
2. Past Tense
3. Future Tense

**PRESENT TENSE**

(a) Simple Present

**Usage.** It is used:
- To talk about a present action
- To talk about a habitual action
- To talk about a universal truth.
- To talk about a permanent condition
- To talk about a scientific fact.
- To express proverbs

**Form**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Root form of verb, root form +’s’ or ’es’</td>
</tr>
</tbody>
</table>

(b) **Present Continuous Tense**

**Usage.** It is used;
- To talk about an action that is going on at the time of speaking.
- For future time reference if we are sure of the action.

**Form**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
</table>
| I, You, We, They, He, she. It | am+present participle  
                        | are+present participle  
                        | is+present participle    |
(c) Present Perfect Tense

Usage. It is used;

- To talk about an action that has just been completed.

Form

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Have+past participle</td>
</tr>
<tr>
<td></td>
<td>Has+ past participle</td>
</tr>
</tbody>
</table>

(d) Present Perfect Continuous Tense

Usage. It is used;

- To express an action that began in the past and has been in progress till the time of speaking.
- To express an action that finished just a short while ago.

Form

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Have been + present participle</td>
</tr>
<tr>
<td></td>
<td>Has been+ present participle</td>
</tr>
</tbody>
</table>

Use of ‘since’ and ‘for’

- ‘since’ is used to denote ‘point of time’
- ‘for’ is used to denote ‘period of time’

For example,

- I have been living in Delhi for five years.
- She has been living in Agra since birth.

PAST TENSE

(a) Simple Past

Usage. It is used:

- To talk about a past action.
- To talk about some past habit

Form

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Second form of verb</td>
</tr>
</tbody>
</table>

(b) Past Continuous Tense

Usage. It is used

- To talk about an action which was in progress at some point of time before the time of speaking

Form

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Was +present participle</td>
</tr>
<tr>
<td></td>
<td>Were + present participle</td>
</tr>
</tbody>
</table>

(c) Past Perfect
Usage. It is used

- To talk about an action that was completed before a given moment in the past

**Form**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Had + past participle</td>
</tr>
</tbody>
</table>

**(d) Past Perfect Continuous**

Usage. It is used.

- To talk about an action that began before a definite moment in the past, had continued up to that moment and was still in progress at that moment, or had recently finished

**Form**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Had been + present participle</td>
</tr>
</tbody>
</table>

**FUTURE TENSE**

**(a) Simple Future**

Usage. It is used;

To talk about an action that will take place in future

**Form**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Shall + root form of ‘Verb’</td>
</tr>
<tr>
<td></td>
<td>Will + root form of verb</td>
</tr>
</tbody>
</table>

**Note:** in modern English ‘will’ is used with ‘T’ and ‘we’, too.

**(b) Future Continuous**

Usage. It is used.

To express an action that is almost certain to take place in the future.

**Form**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Shall be + present participle</td>
</tr>
<tr>
<td></td>
<td>Will be + present participle</td>
</tr>
</tbody>
</table>

**(c) Future Perfect**

Usage. It is used:

To talk about an action completed before a given moment in the future.

**Form**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Shall have + past participle</td>
</tr>
<tr>
<td></td>
<td>Will have + past participle</td>
</tr>
</tbody>
</table>

**Future Perfect Continuous Tense**
Usage: it is used.

To talk about an action that will begin before a definite moment in the future, will continue up to that moment and will be in progress even at that moment.

Form

<table>
<thead>
<tr>
<th>Subject</th>
<th>Shall have been + present participle</th>
<th>Will have been + present participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They, He, she. It</td>
<td>Shall have been + present participle</td>
<td>Will have been + present participle</td>
</tr>
</tbody>
</table>

**Solved Example**

1. **Fill in the blanks in the following passage by using the correct tense form of the verbs given in brackets, choosing the appropriate options from the given ones.**

   Once Martin Luther King (a) ........................ (address) a public meeting. Suddenly someone (b)......................(throw) a shoe at him. But king (c) ........................... (not lose) his cool. He (d) ....................(pick) up the shoe and told the gathering that some kind gentleman, knowing that he could not afford shoes, (e).................(throw) one for him. He (f)..........................(request) the gentleman to throw him the other one too. After he said so, a man appeared before him and apologized.

   **Ans.** (a) was addressing (b) threw (c) did not lose (d) picked (e) had thrown (f) requested

**Questions for Practice:**

1. **Fill in the blanks in the following passage by using the correct tense form of the verbs given in brackets.**

   A diesel tanker (a) .................... (catch) fire last evening when it (b)............(fill) up the underground tank of a petrol station situated on the G.T. Road. Soon the fire from the tanker (c).............(reach) the station’s administrative block. Suddenly the driver of the tanker (d)...................(get) into it and (e)............(driver) it 25 yards ahead of the station. A big tragedy (f).............(avert) due to his brave act.

2. **Fill in the blanks in the following passage by using the correct tense form of the verbs given in brackets.**

   A forty-year old man (a)..................(kill) and six others (b)..............(injure) when the van in which they (c) .....................(travel) overturned after colliding with a truck last evening. Soon after the incident a huge crowd (d).....................(gather) on the spot and (e) ............(start) beating the driver as he (f)...............(find) to be under the influence of alcohol. The police arrived on the scene and arrested the driver.

**MODALS**

Modals are those auxiliary (helping) verbs which express the ‘mode’ or ‘manner’ of the actions indicated by the main verbs. They express modes such as ability, possibility, probability, permission, obligation, etc.

The following are modal auxiliaries:

**Shall, should, will, would, can, could, may, might, must, ought to, used to, need, dare.**
Use of Modal Auxiliaries

(a)  **Shall and Will**
1. ‘Shall’ is used with the first person subject (I, we) and ‘will’, used with all person subject, to express simple future.
2. ‘Shall’ with the first person subject, expresses:
   - Intention e.g. I shall go home today,
   - promise e.g. I shall try to do better.
   - Threat e.g. I shall kill him.
   - Determination e.g. I shall do or die.
3. ‘Will’ with the second & third person subject, expresses:
   - order e.g. You will do it just now.
   - threat e.g. You will be punished
   - promise e.g. You will have a holiday
   - determination e.g. You will work for me.
   - Intention e.g. Will he go with you?

(b)  ‘Would’ is used to express:
   - Determination e.g. I would have my way.
   - habitual action e.g. he would sit all day with the book in his hand.
   - willingness e.g. I would do my best to satisfy you.
   - wish e.g. Would that I were healthy.

(c)  ‘Should’ is used to express:
   - Duty e.g. We should keep our word.
   - advice e.g. you should take rest.’
   - after ‘lest ’e.g. Work hard lest you should fail.
   - polite request e.g. Should I help you to solve this problem?

(d)  ‘May’ is used to express:
   - Possibility e.g. he may succeed in his work.
   - permission e.g. may I come in?
   - Wish e.g. may you live long.
   - Purpose e.g. he works hard so that he may pass.

(e)  **Can** is used to express:
   - Power/ability e.g.
     - He can swim
     - He cannot speak English
     - Permission e.g.
     - You can go now.
     - Can I use your bicycle?

(f)  **Might** (past tense of May) is used to express:
   - Suggestion e.g. he might join a college.
   - Possibility e.g. it might rain.
   - Purpose e.g. he works hard that he might win a scholarship.

(g)  **Could** (past tense of can) express:
   - Power/ability e.g. he could run fast when he was young.
   - Polite request e.g. Could you please help me?
(h) **Must express:**
Compulsion e.g. You must carry out my orders.

(i) **Ought to:**
It is used to denote duty or moral or social obligation. It is used nearly in the same sense as ‘should’. The verb that follow ought always takes the to +V1 form e.g.
We ought to obey our teachers.
We ought not to speak ill of others.

(j) **Need:**
It is used in the sense of ‘require’ or ‘want’. Need not expresses the idea that there is no compulsion,
E.g. You needn’t leave today, you can leave tomorrow.
You needn’t pay the whole amount in one installment.
Need I wait till he comes?

(k) **Dare:**
It means ‘to have the courage to do something’.
e.g. he dare not go there.

(l) **Used to +v1**
It expresses a habit in the past
Used to +V1
e.g. I used to swim when I was young.
I used to live in Mumbai. (Now I live in Delhi).
We used to go to Shimla in winter but now we don’t.

(m) **Has to/Have to:**
It expresses ‘some compulsion, obligation or necessity in the present or future tense’.
Has to/have to +V1
E.g. Mohan has to finish his work in time.
I cannot come with you because I have to finish my work in time.

(n) **Had to:**
It is used to express ‘compulsion, obligation or necessity in the past.’ The expression ‘had to’ is the past tense of ‘have to’
Had to +V1
e.g. Yesterday my servant did not come. I had to wash my clothes myself.
The enemy had to accept defeat at last.

(o) **Will have to:**
It is used to express compulsion, obligation or necessity in the future. The expression ‘will have to’ is the future tense of ‘have to’
Will have to +V1
e.g. Next week you will have to deposit your fee.

**Solved Examples**
1. Complete the passage, with the appropriate answer.
Self-miracle refers to your need to change your life to what you really (a)..................create. The simple truth is only you possess the power to improve your conditions in line with everything you (b)..................like to carry out. You (c) .........................live your dreams to be able to improve your life permanently. This must be done immediately if you wish to attain what you have targeted.

Ans. (a) must        (b) may          (c) need to

1. Complete the passage, with the appropriate answer.

One (a)..................meditate every day. When I say meditate, one (b)..................not perform yoga exercise. You (C) .........................Honour your spirit by witnessing the peace with a view of truthfulness and gratitude. With practice, the noise(d)..................silence itself. The solutions you seek out are within. You (e)..................worry for it. You just..................concentrate within.

2. Look at the words and phrases below. Rearrange them to form meaningful sentences.
(a) River/when I/could/ I swim/ was/young/across/the
(b) Parents/their/children/obey/should
(c) Dare/how/you/to him/talk/like/this

3. The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction against the correct blank number. Remember to underline the word/phrase that you have supplied.

Incorrect  Correction
(a) We can have a half holiday tomorrow  ............... ............... 
(b) Jyotish is going to be awarded for his bravery tomorrow. He tells why he is ............... ............... 
(c) being awarded. He once asked ............... ............... 
(d) if you has worked sincerely and courageously ............... ............... 
(e) you will have won everything. ............... ............... 
(f) Let he have God’s grace always. His ............... ............... 
(g) younger brother, Sunil, says, “Will I go to school tomorrow?”Jyotish gets angry ............... ............... 
(h) and says, “How would you say such a thing to me? ............... ............... 
Do not you like to see me receiving the award?”

NON- FINITES

There are three kinds of non-finites:

- Infinitives
- Gerunds
- Participles

INFINITIVES.- it is also referred to as the ‘to-verb’ for example.

She wants to play.

They need to renovate their house.

Note. But the infinitive can also be used without to. When we use an inventive without ‘to’ it is called a ‘a bare infinitive’. For example,
She **made** me repeat after her.

You must not **do** the sum again.

The omission of the to-infinitive the use of ‘to-infinitive’ is avoided-

- After the verbs like shall, will, did, do, might, may, could. Can,
- After the verbs like bid, let, make, need, see, hear, know, feel, watch, etc.

**THE PARTICIPLE.** It is called a verbal adjective’ that is, a verb that forms the work of an adjective.

There are two types of participles:

- The Present Participle
- The Past Participle

The present Participle is formed by adding ‘ing’ to the root form of the verb. For example,

- Hearing the news, the children shouted with joy.

The Past Participle is also called the third form of the verb. It usually ends in ed, d, t, en, n. for example:

Having entered the house stealthily, the thief broke the safe door open

**THE GERUND.** a Gerund is verbal noun, that is, it is verb that does work of a noun. For example:

- Swimming is a good exercise.
- Smoking is bad for health.

**Solved Example**

1. **Fill in the blanks in the following passage by writing the most appropriate non-infinite forms of the verbs given in bracket.**

   While (a) ........................(read) tips for health, I learnt that (b).............(takes) tea is not good for health. I tried (c) .............(think) about the ways of (d)..................(prepare) tea. Regular intake of tea is sure (e)..................(injure) one’s health. I decided to leave my habit of (f)..............(consume) tea.

   Ans. (a) Reading     (b) taking     (c) to thing    (d) preparing
       (d) To injure     (f) consuming

2. **Fill in the blanks in the following passage by writing the most appropriate non-infinite forms of the verbs given in bracket.**

   Mughal kings had the habit of (a).............. (rise) vbery early and (b)............(take) a bath with hot water. They never liked (c)............ (use) cold water as they thought that cold water would make them (d).................. (catch) cold. The Mughal kings were fond of (e)............. (were) very clothes (f).................. (makes) of wool.

   [36]
3. Fill in the blanks in the following passage by writing the most appropriate non-infinite forms of the verbs given in bracket.

(a)...................(win) the first prize in the debate competition, Raghu decided
(b)..............(put) in his maximum effort in all the (c)..........(come) inter-school competitions. His teacher advised him not (d)...........(feel) overconfident. (e) .....................(win) is not that matters always. (f)..........(be) a good student, he knew the meaning of what his teacher advised him.

SUBJECT-VERB CONCORD

A verb agrees with the subject in number and person. A singular takes a singular verb and a plural subject takes a plural verb.

(I) She is a good speaker.

(II) They are good speakers.

In sentence (I) the subject ‘she’ is in the singular number; the verb ‘is’ also in the singular. But in sentence (II) the subject ‘they’ is in the plural number; the verb ‘are’ is also in the plural.

For example:
(a) Girls are taking a test.
(b) Boys were weeping bitterly.
(c) They have not finished the task.
(d) Geeta is reciting a poem.
(e) My sister does not tell lies.

In the above sentences, the verbs have changed according to the person of the subject. Thus, we know that the verb agrees with the subject in number and person. This is known is grammar as subject-verb concord.

1. Two or more singular subject joined by ‘and’ takes a plural verb. For example: You and I are friends.

2. When two subjects are joined by as well as the verb agrees with the first subject. For example: Her friends as well as she are talkative.

3. Either, neither, each, every an everyone are followed by a singular verb. For example: Each of them is lovable.

4. When two singular nouns refer to the same person or thing, the verb must be singular. For example: My sister and friend has come.

5. When two subjects together express one idea, the verb may be in the singular. For example: Two and two makes four.

6. When a plural noun expresses some specific quantity or amount considered as a whole, the verb is in singular. For example: Twenty kilos of rice is not much for the month.

7. When two or more singular subjects are connected by ‘with’, together with ‘and not’, ‘besides’ no less than’ the verb is in singular. For example: He and not you is to blame.

8. The verb agrees with the number of the nouns that follow the verb. For example: There are five girls in the office.

9. Some nouns which are plural in form but singular in meaning, take a singular verb. For example: English is my favorite subject
10. A plural noun which is the name of a country or province or the title of a book, is followed by a singular verb. For example:
   West Indies is a black country.
   ‘Human values’ is written by M.K. Diwan.

11. A collective noun generally takes a singular verb when the subject stands for the collection as a whole and a plural verb when the subject stands for the individuals of which is composed. For example:
   The whole class is present. The teams are celebrating their victory.

12. A relative pronoun must agree with its antecedent gender, number an person. For example:
   It is I who is to blame.

Solved Example

1. Fill in the blanks appropriately.
   (a) Neither you nor your friends………………passed the examination and it is really shameful.
   (b) None of the conspiracy…………….succeeded and this is really great.
   (c) All of the food……………..been consumed.
      Ans.. (a) have (b)has (c)has

Questions for Practice

1. Fill in the blanks with the most appropriate answer.
   (a) Her friends as well as Rama.................studying for last one Hour.
   (b) Each of you..........................responsible for the tragedy.
   (c) Your cousin and friend...............come.
2. Fill in the blanks with the most appropriate answer.
   (a) None of the plans............... succeeded.
   (b) Some of these books.............really in bad position.
   (c) Some of the water............... Finished.
3. Fill in the blanks with the most appropriate answer.
   (a) Most of the money.................spent.
   (b) ......................there any food left?
   (c) All of it......................been eaten.
4. Fill in the blanks with the most appropriate answer.
   (a) Bread and butter...............her favorite breakfast.
   (b) Bread and butter...............very costly nowadays.
   (c) Twenty kilos of flour...............insufficient for such a large family.
ACTIVE AND PASSIVE VOICE

1. Tenses and Verb Forms
   (a) Simple Present
      Active: She sings a song.
      Passive: A song is sung by her.
      Is/am/are + past participle
   (b) Simple Past
      Active: She sang a song.
      Passive: A song was sung by her.
      Was/were + Past Participle
   (c) Simple Future
      Active: She will sing a song.
      Passive: A song will be sung by her.
      Will by / shall by + Past participle
   (d) Present Continuous
      Active: She is singing a song.
      Passive: A song is being sung by her.
      Is/am/are + being + past participle
   (e) Past Continuous
      Active: She was singing a song.
      Passive: A song was being sung by her.
      Was/were + being + past participle
   (f) Future Continuous
      No Passive
   (g) Present Perfect
      Active: She has sung a song.
      Passive: A song has been sung by her.
      Has + been + past participle
   (h) Past Perfect
      Active: She had sung a song.
      Passive: A song had been sung by her.
      Had + been + past participle
   (i) Future Perfect
      Active: She will have sung a song.
      Passive: She will have been sung by her.
      Will + have + been + past participle

2. Kinds of sentences
   (a) Assertive Sentences
      Active: He plucked a flower.
      Passive: A flower was plucked by him.
   (b) Imperative Sentence (Negative)
      Active: Don’t run in the corridor.
      Passive: You are asked/ordered not to run in the corridor.
      Imperative Sentence (positive)
      Active: Switch off all lights at ten.
      Passive: You are asked/ordered to switch off all lights at ten.
   (c) Interrogative Sentence
      Active: what is he doing?
      Passive: What is being done by him?
      Active: Did he write the story?
      Passive: was the story written by him?
3. **Sentences with two objects**
   Active: He lent me some money.
   Passive: I was lent some money by him.
   Some money was lent to me by him.

4. **Verbs followed by Prepositions**
   Active: The people laughed at the clown.
   Passive: The clown was laughed at by the people.

5. **Sentences beginning with let**
   (I) Active: Let him finish the work.
       Passive: let the work be finished by him.
   (II) Active: Let me solve this sum.
        Passive: Let this sum be solved by me.
        OR
        You are asked to let me solve this sum.

**SPEECH-DIRECT AND INDIRECT**

**What is a Direct Speech?** In a Direct Speech, the speaker's own words are quoted without making any change. For example, Ravi said, "Mohit has gone to Delhi."

**What is an Indirect Speech?** in an Indirect Speech, the essence of the Speaker's words is given. For Example, Ravi said that Mohit had gone to Delhi.

**Some Important Points**

1. **In a Direct Speech**-
   (a) The Speaker’s actual words are placed within inverted commas (").
   (b) His actual words start with a capital letter.
   (c) There is a comma after the reporting verb.
   (d) At the end of his actual words, a full stop or a question mark or a sign of exclamation is put according to the need of the sentence.
   (e) The tense of the speaker’s words remains the same.

2. **In an Indirect Speech**-
   (a) Inverted commas are not used.
   (b) Only the first letter of the sentence starts with a capital letter.
   (c) There is no comma after the reporting verb.
   (d) Conjunctions like that, to, if/whether are used to link the reporting verb and the reported speech.
   (e) At the end of the sentence, only a full stop is put. Question marks are not allowed.
   (f) The tense of the speaker’s words undergoes a change.

**Note:** If the speaker's words express a habitual action, a universal truth, a scientific statement, a proverb or a permanent truth, the tense of the speaker's words remain the same.

**Changing Direct Speech into Indirect Speech**

1. **Tense And Verb Forms**
   (a) **Simple Present-Simple Past**

   Direct: Rahul said to me, “I am your friend.”
Indirect: Rahul told me that he was my friend.

(b)  **Present Continuous-Past Continuous**
Direct: Rahul said, “I am playing.”
Indirect: Rahul said that he was playing.

(c)  **Present Perfect- Past Perfect**
Direct: Rahul said, “I Have done my work.”
Indirect: Rahul said that he had done his work.

(d)  **Present Perfect Continuous – Past Perfect Continuous**
Direct: Rahul said, “I have been playing since morning.”
Indirect: Rahul said that he had been playing since morning.

(e)  **Simple Past – Past perfect**
Direct: Rahul said, “I did my work.”
Indirect: Rahul said that he had done his work.

(f)  **Past Continuous- Past perfect Continuous**
Direct: Rahul said, “I was doing my work.”
Indirect: Rahul said that he had been doing his work.

2.  **Change of Time, Place**
Words showing nearness of time and place change into words showing distance, time and place.

- Now-then
- Ago-before
- This-that
- These- those
- Here- there
- Today- that day
- Tomorrow- the following day/the next day
- Yesterday-the previous day/ the day before
- Last night- the previous night
- Last week- the previous week
- Will- would
- May- night
- Can- could

3.  **Change of Pronouns**
S - First person according to subject
O - Second person according to object.
N - Third person no change.

4.  **Change of Different Kinds of Sentences**
(a)  **Questions**
(I)  *‘Wh’ questions:* The questions beginning with which, when, where, why, how, whose, etc. do not need any conjunction. For example,
He said to me, “which book were you reading last night?” (Direct)
He asked me which book I had been reading the previous night. (Indirect)

(II)  ***Yes/No questions:* The question that begin with helping verbs like is, am, are, was, were, will, shall, do, does, it, has, have, had, etc, that the conjunction ‘if or ‘whether’. For example,
The teacher said to children, “Have you finished your work?” (Direct)
The teacher asked the children it they had finished their work. (Indirect)

(b)  **Commands :**
(i) The imperative sentences or commands take the conjunction ‘to’.
(ii) The reporting verb ‘said’ or ‘said to’ changes into ordered, commanded, advised or requested. For example:
The doctor said to the patient, “Take this tablet daily.” (Direct)
The doctor advised to patient to take that tablet daily. (Indirect)
The master said to the servant, “Bring me a glass of milk.” (Direct)
The master ordered the servant to bring him a glass of milk. (Indirect)

(c) Exclamations:
(i) The reporting verb ‘said’ is changed into exclaimed, exclaimed with joy exclaimed with sorrow, exclaimed with wonder, wished or prayed etc.
(ii) The conjunction ‘that’ is used to introduce the reported speech. For example,
He said, “What a beautiful painting!” (Direct)
He exclaimed with wonder that it was a beautiful painting. (Indirect)
The boys said, “Hurrah! We have won the match.” (Direct)
The boys exclaimed with joy that they had won the match. (Indirect)

(d) Sentences beginning with “Let”:
(i) The man said to the servant, “let the children play.” (Direct)
The man asked the servant to let the children play. (Indirect)
(ii) She said to her friend, “Let us go for a picnic.” (Direct)
She proposed to her friends that they should go for picnic. (Indirect)
(iii) The Principal said to the peon, “Don’t let the children enter my study.”
The Principal ordered the peon not to let the children enter his study. (Indirect)

Solved Example

Read the conversation below and complete the report that follows.

Lady : What a beautiful painting! Is it for sale?
Shopkeeper : No, ma’am. This painting is not for sale.
The lady exclaimed with appreciation (a).............................. and inquired the shopkeeper (b) ...................... The shopkeeper answered in the negative informing the lady that(c).............................

Ans. (a) that was a beautiful painting
(b) if that was for sale
(c) that painting was not for sale

Practice Questions
1. Rearrange the following sentences to make meaningful sentences.
   (a) Friends/Archie/movie/the/asked his / what / of they / thought /
   (b) preferred /said/book/had/the/his/friend/he
   (c) his/was/same/Ram/answer//always/said/the

2. Read the dialogue given below an report it by filling in the blanks
   Traffic police : You are going too fast. You have exceeded the speed limit.
   Raena : I am late for my work. Please let me go this time.
   Traffic Police : Don't worry. You have to report at the Police Station only tomorrow.

   The Traffic Police stopped Raena and told her that she was going very fast and that she (a) ........................................Raena pleaded with the policemen and said that (b) ........................................the traffic Police asked her not to worry and said that (c) ...........................................

CONNECTORS
(a) A Connector is a word which merely join sentences or sometimes words.
Examples:
Ram and Shyam are good friends
He is thin but healthy.

(b) Connectors or conjunction may be used in pairs as well.
Example:
Either-or-either behave properly or quite the class.
Neither-not-he is good neither at studies not at sports
Bothe-and-he is both honest and hard-working.
Though-yet-though he is hurt, yet he is not complaining.
Whether-or- I do not know whether he’ll come or not.
Not only-but also-he is not only foolish but also spoilt.

Note. Such connectors, also known as correlative conjunctions, are used immediately before the words to be connected.
Sometimes certain compound expressions can be used as connectors like even if, so that, as though, as well as, provide that, in order that, etc.

Examples:
I’ll lend you the book provided that you return it on time.
He walks as if he were lame.
The Connectors or conjunctions are two types:
(a) Co-ordinating conjunctions which join clause of equal rank.
Example:
Listen to me or I'll complain against you.
(b) Subordinating conjunctions which join a clause with another on which it depends for its full meaning.
Example:
Wait here till I return.
We eat so that we may live.
We shall cancel the picnic if it rains.

Solved Example
Fill in the Blanks with appropriate connectors.
(a) ……………………………he is my son, I love him.
(b) He has been ill………………………he came here.
(c) Rama cooked food……………………her sister served it.
(d) It is time to go, let us start………………
(e) Don’t leave ……………………….. I ask you to leave.

Ans. (a) Since/As/Because (b) since (c) while (d) them (e) until

Practice Question
1. Fill in the Blanks with appropriate connectors.
(a) …………………………….he was not feeling well, he did not go to the office.
(b) …………………………….you sow, so shall you reap.
(c)……………………….he is a gentlemen, he is well known.
(d)it has been a long time……………………….. I met you.
(e) I don’t go for evening walk……………………I am very tired after office hours.
(f)he has invited you may a time to his hour, why don’t you go……………………? 

2. Fill in the Blanks with appropriate connectors.

(a) I worked hard…………………………topped my class.
(b) he ………………………… his friends are responsible for breaking the seal and stealing the question papers.
(c)She ……………………….studied but went into the park.
3. Fill in the Blanks with appropriate connectors.
(a) I study for hours………………………………… I may top my class.
(b) He did not complete his homework……………………he was punished by his class teacher.
(c) Don’t cheat…………………………you should be caught red-handed by the invigilator.

**COMPARATIVES**

**Degrees of Comparison**

Adjectives can be compared in different ways. Look at the following examples:

Ram is tall. (Positive Degree)
Ram is taller than Shyam. (Comparative Degree)
Ram is the tallest boy in the class. (Superlative Degree)

The positive degree of an adjective is the adjective in its simplest form. It is used to denote mere existence of some quality of what we speak about.
The comparative degree of an adjective denotes a higher degree of quality than the positive and is used when two things or sets of things are compared.
The superlative degree of an adjective denotes the highest degree of quality and is used when more than two things or sets of things are compared.

Some adverbs, like adjectives, too have three degree of comparison. They are the adverbs of manner, degree and time.

Gita runs fast.
Gita runs faster than Sita. (Manner)
Gita runs the fastest of all.

He writes beautifully.
He writes more beautifully than his friends. (Degree)
His handwriting is the most beautiful of all.

He came early.
He came earlier than others. (Time)
He came the earliest of all.

Common errors:
He is superior/inferior than me. (Incorrect)
He is superior/ inferior to me. (Correct)
I prefer tea than coffee. (incorrect)
I prefer tea to coffee. (Correct)
I am feeling more better than yesterday. (Incorrect)
I am feeling better than yesterday. (Correct)
Ram is tallest by in the class. (Incorrect)
Ram is the tallest boy in the class. (Correct)

**Solved Example**

1. Fill in the blanks with the appropriate word to complete the sentences.

(a) However …………………………………… this typewriter is, I won’t buy it.
(b) She economizes…………………….she can. Yet she cannot make ends meet.
(c) He may get a deal of salary. Nevertheless, he will not work any harder.
(d) He may be…………………………person on the earth but he will fail to lift that iron box.
(e) The………………………………boy runs very quickly. Yet he always fail to catch the bus.
(f) The sea may be a ……………………………distance away. Yet those animals always reach it.

Ans. (a) cheap  (b) as much as  (c) great (d) the strongest  (e) small   (f) long

**Practice Question**
1. Fill the blanks with the appropriate word to complete the sentences.
   (a) What I have discovered so far in my life, is that sleep is the…………………………………………...thing in the world.
   (b) The………………………..we think, the ……………………………confused we get.
   (c) She is ……………………….. a rose.

2. Fill the blanks with the appropriate word to complete the sentences.
   (a) Only a few cities in the world are ………………………..Kolkata.
   (b) Some girls in her class are………………………. Than Radha.
   (c) Kolkata University is ………………………..all the other universities in India.

3. Fill the blanks with the appropriate word to complete the sentences.
   (a) His house is……………………….. from my house that from yours.
   (b) No. ……………………………….news is there regarding the bomb blasts.
   (c) I have two sons, Ayushman an Mridul. The Former is an MBA and the …………………………………………..is a doctor.

**PREPOSITIONS**

A **Preposition** is a word placed before a noun or a pronoun to show the relationship in which the person or the thing denoted by the noun stands to something else.

There are three kinds of Preposition:-

<table>
<thead>
<tr>
<th>Preposition of Time</th>
<th>Preposition of Place</th>
<th>Preposition of Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>on, at, in, until, within, before, after, by, about</td>
<td>on, at, in, under, over, behind, in front of, near, among, opposite, between</td>
<td>up, down, past, through, round, along, through, in, into, out of</td>
</tr>
</tbody>
</table>

**Solved Example**

1. Fill in the blanks appropriately.
   (a) Mild is used…………………………….various forms.
   (b) I have been knocking………………………….. the door for the last one hour but there is no reply.
   (c) He is good…………………………..Mathematics.

   **Ans.** (a) in   (b) at  (c) at

**Practice Question**

1. Fill in the blanks appropriately.
   (a) He felt sorry……………………….his mistake.
   (b) It was not expected……………………….you.
   (c) The Taj Mahal is ………………………….Agra.

2. Fill in the blanks appropriately.
   (a) What was he annoyed ………………………? 
   (b) Where do you come……………………….?
   (c) Where do the buses start……………………? 

3. Look at the words and phrases given below. Rearrange them to form meaningful sentences.
   (a) Something/ to many/ necessary/ a stamp /merely/ people/ a letter/ is/ for/ sending
   (b) stamp-collecting/ regard/they/ as a/ waste/ time/ and money/ effort
(c) people/ buying/ there are/ who/ but/ many/ love stamps

**NOMINALISATION**

Nominalization simply refers to changing the different parts of speech, i.e. verb, adverb or adjective, etc. to their respective noun forms.

**Solved Example**

**Fill in the blanks with the most appropriate word.**

(a) Life is full of .......................... And we have to solve them to continue the journey.
(b) You are not fit to our.....................
(c) Every beautiful thing produces......................

Ans. (a) problem   (b) expectation  (c) pain

**Practice Question**

1. **Fill in the blanks with the most appropriate nominalised forms of the word.**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Strong</td>
<td>Strongly</td>
<td>..........................</td>
</tr>
<tr>
<td>(b) Clear</td>
<td>Clearly</td>
<td>..........................</td>
</tr>
<tr>
<td>(c) Vast</td>
<td>Vastly</td>
<td>..........................</td>
</tr>
</tbody>
</table>

2. **Fill in the blanks with the most appropriate nominalised forms.**

(a) You must not borrow money from anyone as it spoils our..........................
(b) One must be laborious as ................................ is hidden behind the labour only.
(c) One day or the other you will be rewarded for your meritorious..........................

3. **Fill in the blanks with the most appropriate nominalised forms.**

(a) Today everyone wants money, money and money, not only that he wants every (a)........................ in life but also because he wants to achieve some high (b)........................ in society. He wants to be an emblem of money among his friends, relatives and above all, neighbors. He is working madly to make his (c)........................ come true. Finally he does achieve very less as compared to his hard work. But when he realizes it, it has become too late.

**INTEGRATED GRAMMAR PRACTICE**

**Editing**

The following passage has not been edited. There is an error in each line. Write the incorrect word and the correct word in the space provided.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Legends will tell you that flamingoes is .................. ..................</td>
<td></td>
</tr>
<tr>
<td>(b) no ordinary visitors to Kutch. They were a .................. ..................</td>
<td></td>
</tr>
<tr>
<td>(c) honoured guest of King Lakho and he has .................. ..................</td>
<td></td>
</tr>
<tr>
<td>(d) forbade the hunting of flamingoes, .................. ..................</td>
<td></td>
</tr>
<tr>
<td>(e) which come to Kutch from various .................. ..................</td>
<td></td>
</tr>
</tbody>
</table>
(f) parts of the world to breeding. For
(g) centuries, the region has been a heaven for
(h) the migratory birds. Today flamingo City, a
(i) island of the middle of the Rann of
  kutch is strewn with bodies of flamingo chicks.

Omission

In the following passage, one word has been omitted in each line. Write the word that has been omitted along with the word that comes before it and the word that comes after it. Write your answer in the answer sheet against the correct blank numbers.

<table>
<thead>
<tr>
<th>Before</th>
<th>Word</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study fossils is very important</td>
<td>............</td>
<td>............</td>
</tr>
<tr>
<td>and helps man learn about his own past and that of the animals lived</td>
<td>............</td>
<td>............</td>
</tr>
<tr>
<td>millions of years ago. It now developed into separate science called 'paleontology'</td>
<td>............</td>
<td>............</td>
</tr>
<tr>
<td>Fossils are not, some people think, the remains of bodies buried ages.</td>
<td>............</td>
<td>............</td>
</tr>
<tr>
<td>Actually, there are three kinds fossils</td>
<td>............</td>
<td>............</td>
</tr>
<tr>
<td>It is chiefly the study of fossils</td>
<td>............</td>
<td>............</td>
</tr>
<tr>
<td>That we know about animal life.</td>
<td>............</td>
<td>............</td>
</tr>
</tbody>
</table>

Gap-filing

Fill in the blanks by writing one word in each blank. Write your answers in the answer sheet against the correct blank number.

All life on earth can ultimately be traced back (a)........... the sea. Creature with limbs (b)..........................fingers rather than fins (c) evolved from fishes about 335 millions years (d)...................., which (e) .................mystery. The new fossil (f).......................... in the rock formation near Scotland provides one of the few (g)..........................to what has been happening in these 30 million years.

Rearrange the Jumbled Words

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

Friends/I/ my/ were/ grandmother/ and/ good
My grandmother and I were good friends.

(a) left me/ my/ city/ parents/ her/ with/ they/ in /went/live/ when/to/ they

(b) morning / to/ wake/ used/ up/ the/ in/ she/ me.

(c) ........................................................

(d) said / prayers /monotonously/morning/she/her.

(e) listened/I / loved/I/ voice/ because/ her.

(f) always / with/ school/ she/me/to/went.

(g) school/together/ after/ walk/always/ we/would/ back.

[47]
The story is of two young boys— their determination to challenge the challenges of life with spirit and human ways.

• The narrator of the story comes across two young boys— Nicola & Jacopo during the course of one of his visits to the city of Verona. Their first appearance, as wild strawberry sellers, impresses the narrator a lot.
• During his stay in the city hotel he comes to know so many things about these boys or rather the brothers who have become a great asset for him and his friends by facilitating them in many ways— arranging Opera tickets, guiding them to different places and making arrangements for their daily requirements.
• The brothers work tirelessly day and night and this makes the narrator very curious about them— Why they do multiple work for earning and that too endlessly?
• The narrator finds the answer of all his questions when he gets the opportunity of returning some favour of the two gentlemen just one day before his return journey in form of driving them to a countryside on a particular Sunday.
• The narrator comes to know that the two brothers have been working so hard to meet the expenses for the treatment of their tuberculosis suffering elder sister. He also comes to know about their past which had been very challenging.
• The nurse who attends their sister tells the narrator that the brothers lost their parents in their early childhood, faced a war against the Germans, faced homelessness and loneliness but they never gave up. Amidst all the crises they have kept their goodness intact.

CHARACTER SKETCH OF THE MAIN CHARACTERS

NICOLA & JACOPO

Nicola & Jacopo have endured immense suffering at the young age. They are homeless, parent-less and lonely. They face serious adversities in their life but nothing dampens their spirit to live life lively. They are hardworking, responsible, purposeful, serious, self-respecting and full of sense of pride. They both are honest and truthful. They dedicate themselves for the purpose and never think of following wrong path. They both carry the spirit of patriotism. Nicola is more mature than Jacopo but they are perfect foil for each other. They carry family values of love, care and sacrifice and in their characters we see hope for human society.
EXTRACT BASED COMPREHENSION QUESTION EXERCISES

[A] “Gazing at the two little figures, with their brown skins, tangled hair and dark earnest eyes, we felt ourselves strangely attracted.”

(a) Why is the narrator so attracted by the boys?
(b) How does he help these boys?
(c) What is the meaning of the word ‘earnest’?

Answers. (a) The narrator is attracted by the honesty and sincerity of the boys which he feels in their eyes.
(b) He helps the boys by buying their biggest basket of wild straw berries.
(c) serious or sincere

[B] “As we made the rounds, my interest was again provoked by their remarkable demeanour.”

(a) What is the narrator very curious to know about?
(b) What does the narrator notice about the boys?
(c) What is the meaning of the word - demeanour?

Answers.
(a) The narrator is very curious to know about the reason of the boys’ serious approach towards life at this tender age.
(b) The narrator notices the seriousness or sense of purpose in the boys.
(c) way of behaviour/attitude

[C] “You must be saving up to emigrate to America, I suggested. He looked at me sideways, spoke with an effort.”

(a) Why does the narrator make this comment?
(b) How does Nicola react at this statement?
(c) What is the meaning of the word - emigrate?

Answers.
(a) The narrator makes this comment as he fails to reason out that why the boys work hard and try to save money.
(b) Nicola doesn’t find the remark very tasteful.
(c) to settle in another country

SHORT ANSWER VALUE BASED QUESTIONS WITH ANSWER

Q. The story emphasises on the significance on family system and relationship.

Comment upon the statement.

Answer. The boys reflect some remarkable family values even at that tender age. They are an epitome of selflessness, devotion, determination, sacrifice, diligence, love and care which are basic family values.

The war destroys everything they had - parents, home, family, childhood, schooling, joy and mirth. Their sister is suffering from tuberculosis of spine and is hospitalised; even then they are not despaired. They resolve to build a new life for themselves and
their sister. They not only get their sister admitted but also they work very hard to meet the expenses of her treatment. All this they must well have learnt from their family. Thus, they signify the importance of family values.

ADDITIONAL SHORT ANSWER/VALUE BASED QUESTIONS FOR PRACTICE
Q.1. What led the boys to dislike the Germans?
Q.2. The narrator preferred to keep the secret which the boys did not want to reveal. What was the secret and why did the boys want to keep it?
Q.3. How does the narrator find both the brothers helpful for him?
Q.4. Compare and contrast the characters of the two brothers.
Q.5. Describe the miserable life condition of the brothers after the war?
Q.6. Give examples of hard work and determination of the two brothers.
Q.7. What similarity do you find in the characters of both the brothers and the Grandmother of the story How I taught my grandmother to read?
Q.8. What are the multiple works done by both the brothers to serve their purpose?
Q.9. Faced with a very serious crisis of their life the two brothers decide to fight it out. What were the other options before them?
Q.10. Why don’t the two brothers share the problems of their life to others?
Q.11. How does the writer try to return the favour of the two brothers about their sister and their difficulty?
Q.12. What was the reason of the relentless working of the brothers?
Q.13. The Nurse feels proud and surprised about the two brothers. Why?
Q.14. Why doesn’t the narrator ask anything from the brothers about their sister and their difficulty?
Q.15. What does Nicola mean by when he says ‘We are not complaining’?
Q.16. Detail about the family life of the brothers before they became homeless?
Q.17. Is it proper to call both the brothers ‘gentle-men’. Why?

VALUE BASED QUESTIONS
Q.1. ‘Appearances are deceptive’. Discuss with reference to Nicola and Jacopo. What values do you learn from them?
Q.2. ‘Tough days don’t last long but tough people do’. Explain with reference to the two boys.
Q.3. How does the story ‘Two Gentlemen of Verona’ promise hope for society? How can you promise hope for society?
Q.4. What can one learn from the story and the life of the two brothers?
Q.5. The attitude and the characters of the two brothers convey great message for us. What is the message and how do they convey it?
Q.6. The story reflects upon the disastrous impact of war on humanity. Reflect upon the statement in the context of the story.
Q.7. Wars also reflect upon the man’s ability to overcome stiff ordeals. In the context of the story comment on this.
Q.8. Family upbringing has a lot to do with the formation of an individual’s character. Comment upon the statement.

FICTION: MRS. PACKLETIDE’S TIGER
SUMMARY
The story is a sarcastic remark on the artificiality prevailing in modern ‘civilized’ society with the depiction of the event of tiger ‘hunting’ undertaken by ‘Nimrod’ like Mrs. Packletide.
• Mrs. Packletide wishes to kill a tiger out of her jealousy for her bete noire, Miss LoonaBimberton’s recently achieved popularity.
• She has the intention of killing two birds with the same stone by killing a tiger-gaining fame and humiliating Loona.
• A manipulated tiger hunting expedition is arranged by the ‘commercial instinct’ villagers of a nearby village at the outskirt of which a tired, old, weak, domestic animal’s dependent tiger lives.
• The artificial hunting exercise is given a natural look by involving over-anxious, money minded ‘paid companion’ Miss Louisa Mebbin.
• On the destined day of hunting, Mrs. Packletide misfires the bullet which hits the bait (a high pitched bleating goat) which dies then and there; the targeted tiger also dies because of heart failure as it could not bear the sound of the bullet.
• Villagers celebrate the killing of the tiger, but Miss Mebbin draws the attention of Mrs. Packletide towards the fact that the wrong animal is killed.
• Mrs. Packletide believes that she can manage everyone by using his money power but she doesn’t know that she will have to pay heavily to her ‘paid companion’ to keep mum.
• Miss Mebbin blackmails her and gets financial gains and is ultimately able to manage a week-end-cottage from her money.
• Mrs. Packletide now avoids indulging herself in any new sports as she realises that ‘incidental’ expenses of such misadventures are very hard to bear.

CHARACTER SKETCH OF THE MAIN CHARACTERS

MRS. PACKLETIDE
She is competitive by nature and that is why she decides to go on a hunt to counter LoonaBimberton’s achievements. She is shrewd and manipulative in her approach. She manipulates the entire hunting saga shrewdly by involving the villagers by offering them thousand rupees. She makes sure that there is no risk involved in the hunting and thus she chooses an old tiger. She has this belief that everything and everyone can be manipulated. She is jealous in nature and can go to any extent to achieve her objectives.

MISS. LOUISA MEBBIN
She is very stingy and always fascinated by the thought of saving money. She is shrewd and practical. Just like MrsPackletide she is also manipulative, as soon as she gets an opportunity of making money by exploiting a situation she moves on with purpose. She is an opportunist and self- centred. Just like MrsPackletide, she can also go to any extent to achieve her objectives.

EXTRACT BASED COMPREHENSION QUESTION EXERCISES

[A] “MrsPackletide had already arranged in her mind the lunch she would give at her house in Curzon Street, ostensibly in LoonaBimberton’s honour, with the tiger-skin rug occupying most of the foreground and all of the conversation.”
(a) What is the real intention of Mrs Packletide in hosting the lunch on party?
(b) Why is she so jealous of Miss Bimberton?
(c) What is the meaning of the word ‘ostensibly’?

Answers. (a) The real intention of Mrs Packletide in hosting the lunch on party is to humiliate Miss Bimberton.
(b) She is so jealous of Miss Bimberton because of her recently gained popularity on account of her plane journey with an Algerian pilot at an altitude of eleven miles.
(c) supposedly

[B] “The prospect of earning thousand rupees had stimulated the sporting and commercial instinct of the villagers.”
(a) Why are the villagers so excited about the tiger hunting by Mrs Packletide?
(b) Give two examples of active involvement of the villagers in tiger hunting mission?
(c) What is the meaning of the word ‘stimulate’?

Answers.
(a) The villagers are so excited about the tiger hunting because as per the deal with Mrs Packletide they are assured of thousand rupees if they help her out in hunting the tiger successfully.
(b) (i) posting of children on the outskirts of the jungle to monitor the tiger and (ii) supplying cheaper goats to satisfy the hunger of the tiger
(c) to make active or enthusiastic

[C] “With an accurately sighted rifle and a thumb-nail pack of patience cards the sportswoman awaited the coming of the quarry.”
(a) Who is referred as sportswoman and what is she waiting for?
(b) What is so funny about the tiger hunting expedition?
(c) What is the meaning of the word ‘quarry’?

Answers.
(a) Mrs Packletide is referred as sportswoman and she is waiting for the hunt-the tiger.
(b) The fact that the expedition involves relaxation, mirth, fun and comical events in place of danger, adventure, risk and excitement, make it funny.
(c) the hunt

[D] “Mrs Packletide indulges in no more big game shooting. ‘The incidental expenses are so heavy’, she confides to inquiring friends.”
(a) Why does Mrs Packletide show no more interest in hunting?
(b) What does she mean by ‘The incidental expenses are so heavy.’?
(c) What is the meaning of the word ‘confide’?

Answers.
(a) Mrs Packletide is no more interested in shooting as the hunt has proved very expensive to her.
(b) MrsPackletide means that the expenses that she has to make to silent her ‘paid companion’, who has threatened to reveal the truth related to the tiger ‘hunting’.
(c) to share any secret/ to show confidence.

SHORT ANSWER QUESTIONS WITH ANSWERS

Q.1. Why does MrsPackletide wish to kill a tiger?
Ans. MrsPackletide wishes to kill a tiger to overshadow the media publicity which has been gained by her rival LoonaBimberton on account of her feat of travelling in an airplane at an altitude of eleven miles.

Q.2. ‘Tiger shooting was an arranged event.’ Justify the statement.
Ans. MrsPackletide comes to know about a village which has an old tiger in its neighbourhood, she manages the villagers by offering them thousand rupees if they help her out in killing the tiger which they happily agree to. Thus we can conclude that it was an arranged event.

Q.3. How can you conclude that Miss Mebbin was not devoted to MrsPackletide?
Ans. Miss Mebbin was not at all devoted to MrsPackletide, in fact, she was only devoted to money and this is proved when she blackmails MrsPackletide it she fails to meet her demand by revealing the truth about the tiger ‘hunting’.

Q.4. Why does Miss Mebbin plant so many tiger lilies in her garden?
Ans. Miss Mebbin plants so many tiger lilies in her garden to pay tribute to the tiger because of which she has become owner of the week-end-cottage.

VALUE BASED QUESTION WITH ANSWER

Q. How does the writer of the story expose human greed and vanity in the story ‘MrsPackletide's Tiger’?

Answer. Through various incidents and characters, the writer Saki exposes the negativity and vanity of human behaviour. He exposes the human exploitation of big game animals as a brutal act of violence. LoonaBimberton and MrsPackletide are examples of human lust, folly and opportunism for personal sake. He also exposes the jealous behaviour on humans. To satisfy his ego man can stoop to any extent and this is evident in MrsPackletide’s approach towards hunting the tiger. The story also exposes the fact that by nature man is manipulative and he plays with situations for personal gains at the cost of morality and ethics. Thus, the writer has been successfully able to expose human behaviour of greed and lust in the story.

ADDITIONAL SHORT ANSWER/VALUE BASED QUESTIONS FOR PRACTICE
SHORT ANSWER QUESTIONS:

Q.1. ‘It was Mrs. Packletide's pleasure and intention that she should shoot a tiger’. Why was Mrs. Packletide intent on shooting a tiger?
Q.2. What preparations were made for the shooting?
Q.3. ‘Mrs. Packletide was reasonably annoyed at the discovery’. Which discovery is referred to and What has led her to be annoyed?
Q.4. How does MrsPackletide manipulate the tiger hunting event?
Q.5. Who was Miss Mebbin? How did she manage the week-end cottage?
Q.6. ‘The villagers show immense devotion for the event.’ How can you justify the statement?
Q.7. Why does MrsPackletide give up hunting?

VALUE BASED QUESTIONS

Q.1. You are Louisa Mebbin. Write a diary entry expressing how you could afford a cottage.
Q.2. “Having a weakness for publicity sometimes leads to humorous consequences”. Explain with reference to the chapter Mrs. Packletide’s Tiger.
Q.3 ‘Miss Mebbin was a paid companion.’ Do you think that friendship can be bought? Give reasons to support your answer highlighting the qualities of a true friendship.

FICTION: THE LETTER

SUMMARY

The story deals with the boundless faith and trust of an individual who believes in destiny and God.

- Ali, a weakening old man regularly comes to the post office early in the morning with the expectation of receiving a letter of his only daughter Miriam who has settled far away from him after her marriage.
- Ali’s wait for the letter gets prolonged and becomes a test of his patience and faith.
- The post office staff always makes him a laughing stock and plays pranks with him, calls him mad and disrespects his fatherly sentiments, even then he remains undeterred.
- Ali was not such a person in his youthful days, he was a passionate ‘shikari’ and loved killing animals and birds. His only daughter lived with him. A transformation takes place in him after the marriage of her and then he realises that everything in this world is governed by love and that pain of separation is unavoidable. He gives up hunting and since then he comes to the post office to know about the wellbeing of his daughter.
- His trust in humanity and humans suffers as he is ill-treated by everyone in the post office including the Post Master whose daughter has also settled far away from him after the marriage.
- Ali makes request to the Post Master to help him out in getting the letter of his daughter but the Post Master insults him by calling him a ‘pest’.
- Ali does not come to the post office for many days and when he returns he feels like approaching the end of his life. In frustration he decided to make an offer to one clerk of the post office. He requests the clerk to place the letter of his daughter at his grave yard when it comes and as a favour for this he offers five golden guineas to him.
- The story takes an interesting turn around when the Post Master finds himself in trouble as his daughter get ill at her in-laws place and he becomes anxious to know about her well-being. Now he understands the fatherly emotions of Ali.
- The Post Master changes his attitude and outlook towards humans & letters.
Finally a letter arrives which is addressed to Ali and then the Post Master decides to hand it over to Ali personally as part of his repentance. He waits for Ali in the morning and gets an illusion that he has faced Ali and handed him the letter of his daughter, but to his greater shock he comes to know that Ali has died a few days back.

**CHARACTER SKETCH OF THE MAIN CHARACTERS**

**COACHMAN ALI**

Ali symbolises faith, determination and patience. His later part of life is in total contrast with his earlier part. In the earlier part of his life his only identity is his passion for hunting. In fact, it is his addiction without which he can’t dream his life. He is merciless, cruel and insensitive but as soon as his daughter gets married, we find a contrasting Ali in him. Now he understands human life in a better way. He experiences the pain of separation and very soon he gives up hunting. He shows great determination and patience in dealing with life and people. It is only because of his unbinding faith and patience he is able to drag his otherwise a cheerless life.

**EXTRACT BASED COMPREHENSION QUESTION EXERCISES**

[A] “Beholding the wooden arch of this building, the old man was filled with the joy that the pilgrim feels when he first sees the goal of his journey.”

(a) What makes the old man feel joyful?
(b) Why is the old man called a pilgrim?
(c) What is the meaning of the word - ‘pilgrim’?

**Answers.**

(a) The sight of the post office of the town makes him feel joyful.
(b) The old man comes to the post office with the devotion and faith of a pilgrim heading for a worship place and in that respect he is called a pilgrim.
(c) a person who makes a journey to a holy place

[B] “But for the faith and love that warmed him, he could not have borne the bitter cold.”

(a) How could the old man bear the bitter cold?
(b) Why does he go to the post office regularly?
(c) What do you mean by ‘faith and love’ in the given context?

**Answers.**

(a) His faith in the Almighty and his love for his daughter helped Ali in bearing the bitter cold.
(b) Ali regularly goes to the post office with the expectation of getting the letter of his only daughter.
(c) ‘Faith’ stands for Ali’s faith in the Almighty and ‘love’ stands for Ali’s love for his daughter.

[C] “Now he understood the meaning of love and separation. He could no longer enjoy the sportsman’s pleasure and laughter at the bewildered terror of the young partridges bereft of their parents.”
(a) How has Ali understood the meaning of love and separation?
(b) How he used to react at the hunting of young partridges?
(c) What is the meaning of the word ‘bewildered’?

Answers.
(a) Ali’s only daughter gets married and settles far away from him, he has not got any news of his daughter for the past five years. His loneliness and separation with his daughter makes him understand these feelings.
(b) Earlier, Ali used to enjoy and laugh at the hunting of the young partridges.
(c) confused or unable to understand anything

[D] “Here look at this!” and Ali produced an old tin box and emptied five golden guineas into the surprised clerk’s hands. “Do not look so startled”, he continued. “They will be useful to you and they can never be to me.”

(a) Why did Ali give five golden guineas to the clerk?
(b) Why were the golden guineas of no use to Ali now?
(c) What is the meaning of the word ‘startled’?

Answers.
(a) Ali gave five golden guineas to the clerk so that the clerk placed his daughter’s at his graveyard.
(b) The golden guineas were of no use to Ali now as he believed that he was going to die soon.
(c) shocked/surprised

**SHORT ANSWER QUESTIONS WITH ANSWERS**

Q.1. Why did Ali give up hunting?
Ans. After the marriage of his only daughter Ali became alone. This loneliness made him realise the meaning of love and pain of separation. He understood that by hunting he was separating young animals and birds with their parents and so he decided to give up hunting.

Q.2. The Postmaster says to Ali, ‘What a pest you are, brother!’ Do you agree with the statement? Give reasons for your answer.
Ans. No, Ali is not a pest. Though he daily comes to the post office, he never disturbs the staff in imparting their duties. In fact, he never tries to enter the room and waits patiently outside and only tries to enter the room when he is called by the post office staff jestingly. He also never argues with anyone. All this goes to show that he is not a pest.

Q.3. What brought about a change in the Postmaster’s attitude?
Ans. The Postmaster’s attitude changed when his daughter lay ill in another town and he waited anxiously for her news. This worry and anxiety about his daughter changed him. His fatherly heart recognised Ali’s emotions for his daughter. Because of this realisation he gave up his arrogance and became a genuine human being who could understand others.

Q.4. How did the post office staff treat Ali?
Ans. For the post office staff Ali was a laughing stock. They treated him to be a mad person who visited the post office without any reason. They used to play with his emotions. They could never realise the fatherly emotions of Ali. Their behaviour was undesirable.

**VALUE BASED QUESTION WITH ANSWER**

Q. It is essential to respect everyone’s feelings. Bring out this message with reference to the story.

**Answer.** The value that one can derive from the story is that we should always respect the feelings of others irrespective of the status or the position of the individual and must not disrespect and disregard the sentiments of others. Life has its own ways and means and it returns to us whatever we offer to it.

In the story the same idea is reflected. Coachman Ali’s daughter gets married and leaves him. Now, he understands the meaning of love and separation. Since then he has been making visits to the post office with the expectation of getting a letter of his daughter. In place of helping him out and consoling him, the post office staff ridicules him. Even the Postmaster also behaves rudely with him and even terms him a pest. But when he suffers with the same trauma and agony, he realises his mistakes and regrets for his behaviour and wishes to help Ali. In this way, we come to realise that it is imperative to respect everyone’s feelings because one never knows when one will have to face the same situation.

**ADDITIONAL SHORT ANSWER/VALUE BASED QUESTIONS FOR PRACTICE**

**SHORT ANSWER QUESTIONS:**

Q.1. How does the Postmaster understand the feelings of Ali?
Q.2. The post office staff displays a total lack of empathy towards Ali. Justify the statement.
Q.3. Why did Ali stop coming to the post office?
Q.4. Why were Ali’s eyes filled with the tears of helplessness when he visited the post office after many days?
Q.5. How can you say that Ali was a great shikari?
Q.6. Why is the Postmaster shocked when Lakshmi Das informs him about Ali’s death/
Q.7. Why was the Postmaster tortured by doubt and remorse?

**VALUE BASED QUESTIONS**

Q.1. ‘Ali symbolises love, patience and faith.’ These are the essential elements which bind this world. Justify the statement in the context of the story.
Q.2. The story also reflects upon the fact that persons at higher posts must carry greater sense of sympathy and responsibility. Express your views in the light of the story.
Q.3 ‘Life ensures balance and justice for everyone.’ Justify the statement in the context of the story.

**FICTION: A SHADY PLOT**

**SUMMARY**

- John Hallock, a ghost story writer, is given the task of writing another one of the same ‘genre’ by Mr Jenkins, the only publisher of his stories.
An over-confident John starts thinking about the ‘plot’ of his new story but to his amazement he finds ideas missing his imagination, at this very juncture he sees an abnormal, ghostly ‘she’ figure in his room.

The ghost claims that she has been the reason behind him writing his ghostly stories that easily by providing him ideas and plots.

She informs John that she has no further intention to help him as she, along with other members of Writer’s Inspiration Bureau, is going on strike to protest against the misuse of ‘Ghost Calling Board’, i.e., Ouija Board by human beings.

She also proposes a way out that if he uses his status and authority as a writer in convincing people of not misusing the Board, she would again be the same helping ‘spirit’ for him.

Even as John ponders of helping himself by following the line of suggestion by the ‘she ghost’, his ‘shopping savvy’ wife shares with him the horrible ‘breaking news’ that she has ‘picked up’ an Ouija Board for both of them.

To John’s greater shock his wife Lavinia arranges an ‘Ouija Board party’ for her friends on the next day.

John is forced to become a part of the party in the capacity of ‘pair mate’ to flirtatious Laura Hinkle.

During the course of the party, all the Ouija Boards are attended by the same ‘she ghost’ who accuses John to be a ‘traitor’, John leaves the party in embarrassment.

On account of the happening in the party, Lavinia concludes that John is her ‘betrayer’.

On the next morning of the party Lavinia informs John (through a paper slip) about her decision of leaving him for her grandmother’s place immediately and serving him legal divorce papers later on.

John feels miserable as he believes that without Lavinia life is going to end for him forever.

The ghost ‘Helen’ re appears before John to know that when his wife is going to get rid of the ‘Board’

Lavinia enters in John’s room and suspects that John is hiding someone from her. At this very moment Gladolia, their maid enters to whom Lavinia instructs to burn the Ouija Board.

Finally, Lavinia is able to glimpse up Helen and suddenly she bursts into laughter as she finds ‘Helen’ to be an ugly one.

The ghost disappears and John yells that he has got a plot for his story which he has been trying for the past two days.

### MAIN CHARACTERS AND THEIR CHARACTERISTICS

<table>
<thead>
<tr>
<th>JOHN HALLOCK</th>
<th>LAVINIA</th>
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<tbody>
<tr>
<td>John Hallock is an amateur story writer and he has got the tag of an expert of ghost stories. He is an over confident fellow who believes that he can manage any one and anything easily. He is also very creative and thus he is able to write successful ghost stories</td>
<td>Her primary identity is that she is the wife of John Hallock. She is a very interesting character. She is spendthrift and spends a lot of money on any ‘fad’. She is also adventurous and that’s why she picks up Ouija Board for her. She suspects John and believes him to be a</td>
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one after another with newness. He is also a sceptical fellow who suspects about anything and everything. He also carries a great sense of humour even during difficult period of his life.

flirt. She is also adamant of her choices and decisions.

EXTRACT BASED COMPREHENSION QUESTION EXERCISES

[A] “Well, I was in no position to contradict Jenkins, for, as yet, his magazine had been the only one to publish my stuff. So, I had said, “Precisely!” in the deepest voice I was capable of and ad gone out.”

(a) Who was Jenkins?
(b) What kind of stuff did the author use to write?
(c) What is the meaning of the word ‘contradict’?

Answers:
(a) Jenkins was the publisher who used to publish the stories of the writer.
(b) The author used to write ‘ghostly stories’.
(c) to oppose

[B] “So I went home and sat down before my desk and sucked at the end of my pencil and waited, but nothing happened. Pretty soon my mind began to wander off on other things.”

(a) What did the author wait for?
(b) Where did the author’s mind begin to wander?
(c) What is the meaning of the phrase- ‘wander off’?

Answers:
(a) The author waited for ideas to take shape as plot for his new ghost story.
(b) The author’s mind began to wonder off on things related to his personal life like his wife’s whim for shopping and how he would find a solution to it.
(c) To get diverted

[C] “Then it began to fly around so fast that I gave up any attempt to follow it. My companion was bending forward and had started to spell out loud: ‘T-r-i-t-o-r’ Traitor! Why, what does she mean?”

(a) What did the speaker stop following?
(b) Why is the speaker called a ‘traitor’?
(c) What is the meaning of the word- traitor?

Answers:
(a) The speaker, Mr. Hallock, stopped following the sparkling alphabetical blocks of the Ouija Board.
(b) The ghost had asked the narrator to get his friends and followers to stop using the board but here he himself has been using the board.
(c) deceiver

**SHORT ANSWER QUESTIONS WITH ANSWERS**

Q.1. What genre of stories does Jenkins want the narrator to write and why?
Answer. Jenkins wants the narrator to write another ghostly story because he knows that the narrator has got this special ability of writing such stories with ease and his past history also authenticates this.

Q.2. What makes Helen, the ghost, and her other co-ghosts to organise ‘The Writer’s Inspiration Bureau’?
Answer. The ghost Helen and her other co-ghosts organise ‘The Writer’s Inspiration Bureau’ to help writer lacking in ideas or storyline for their literary work.

Q.3. Why is John’s wife angry? What does she decide to do?
Answer. John’s wife Lavinia is angry as she believes that her husband is a flirt and has an affair with other woman. As part of her reaction she decides to leave him for her grandmother’s place immediately and later on serving him legal divorce paper.

Q.4. Why does John wish he were dead?
Answer. John wishes to be dead as his wife has decided to leave him and get divorced from him. He feels that it would mean the end of life of him.

**VALUE BASED QUESTION WITH ANSWER**

Q.1. What lesson does John Hallock learn from his experience of the Ghost?
Answer. John Hallock is an over-confident writer of ghost stories and he believes that writing stories of such a genre is a cake walk for him and that’s why his approach towards ghost story writing is casual but his experience with the she ghost teaches him that life is unpredictable and not everything should be taken casually every time. There is a thin difference between being confident and casual about something and one should have this very sense. Because of his over confidence in his ability he approaches his family crises in a casual way when he asks his wife to go to her grandmother’s place and he will follow her later on. He invites a massive trouble for himself through his casual and overconfident approach. Thus, we learn that we must adopt serious approach towards life.
ADDITIONAL SHORT ANSWER/VALUE BASED QUESTIONS FOR PRACTICE
SHORT ANSWER QUESTIONS:
Q.1. What made the author over-confident about his story writing skills?
Q.2. The narrator does not relish writing ghost stories any further, still he does so, why?
Q.3. Why was the writer not able to imagine ideas of his new ghost story?
Q.4. The narrator makes an ironical statement that story writing business is delightful. Why is the statement termed as ironical?
Q.5. What statement does the narrator make about the ghost’s appearance?
Q.6. What reason does the ghost point out for her arrival before the narrator?
Q.6. Why does John want his wife to get rid of Ouija Board?
Q.7. What made John to become part of the party? Did he like it?
Q.8. How did the ladies react when all the Boards start calling the narrator a ‘traitor’?
Q.9. How does Lavinia react at the sight of the ghost Helen? Why does the narrator feel so unusual about it?
Q.10. Why does the ghost decide to leave the place?

VALUE BASED QUESTIONS:
Q.1. ‘The writer of the story is sarcastic in representing female characters.’ Do you agree with him in this regard or you carry your own opinion about women?
Q.2. ‘John Hallock teaches some very important life skills to us while dealing with situations and persons.’ Comment on the statement.

FICTION: PATOL BABU, FILM STAR
SUMMARY
- PatolBabu lives a life of resignation and isolation in Nepal Bhattacharji Lane, fighting hard for existence.
- One morning he is informed by his neighbour Nishikanto Ghosh to make up his mind for a film role to be offered by his brother-in-law, Naresh Dutt, on behalf of a film production house in which he works.
- PatolBabu feels both nervous and excited at the prospect of playing role in a movie which he has never attempted in his life even though he had worked as stage artist during his younger days.
- The prospect of playing a movie role makes him nostalgic and he goes down the memory lanes and recalls his past life.
- He remembers of his past when he had shifted from Kanchrapara to Calcutta in 1934 to join Hudson & Kimberley where he had worked smoothly till 1943. He also remembers the fact that he had lost his job in the company because of sudden retrenchment due to world war. Since then his life has become challenging and he has to struggle for survival.
- The present offer of the role reminds him of his theatre days when he was appreciated and acknowledged as a legendary stage actor but he hasn’t acted for many years which makes him feel a bit apprehensive of accepting the present offer.
- Finally he agrees to work in the movie when a formal offer is made to him by Naresh Dutt, who also gives him a brief idea of the role- the role of a pedestrian.
• Excited PatolBabu shares the breaking news to his wife who shows no sense of excitement and even blames him to be a day dreamer.

• On the next day PatolBabu reaches the shooting site – Faraday House, and gets the first hand feel of film shooting and gets the detail of others associated with movie- the hero of the movie, the director etc. but he is more curious about his scene and role.

• After many requests, he is detailed about his scene and dialogue, which make him feel humiliated. He feels himself to be cheated as he comes to know that his dialogue is merely a single word – ‘Oh’.

• Sosanko, the person who tells him about his dialogue, tries to convince him by claiming that his role is very significant as per the scene and situation in the film but PatolBaburemains undeterred. He makes up his mind to leave the place but at this very moment he is reminded of his acting mentor & guru Gogon Pakarshi and his preaching that no role is big or small. The actor makes a role the way he sees it.

• Now, he gets convinced of his role and then he puts his best effort to make his role and performance a memorable one. He works upon his expression, body language, accent etc. so that the scene becomes a perfect one. He rehearses his dialogue many a time to meet with the required expression as per the scene.

• Finally, he performs his scene/role with precision and gets appreciation from all.

• After performing his role with satisfaction, he does something very unusual which surprises everyone. He decides to leave the place without getting paid as he believes that his performance and satisfaction can’t be valued in monetary term as these are invaluable.

• And thus he proves himself to be a real film star.

CHARACTER SKETCH OF THE MAIN CHARACTER(S)

PATOL BABU

PatolBabu carries so many wonderful human traits in him. His ordinary appearance is a deceptive one as we find him to be an extraordinary human being and more so an extraordinary actor. He is kind hearted, committed, friendly, punctual, dedicated, meticulous and to certain extent a perfectionist. He is very passionate of acting and his involvement and preparation for his small role is an evidence of it. For him personal satisfaction holds more importance than money and that’s why he leaves the shooting place without getting paid.

EXTRACT BASED COMPREHENSION QUESTION EXERCISES

[A] “Buying provisions in the market, PatolBabu mixed up his wife’s orders and bought red chillies instead of onion seeds and he quite forgot about aubergines. This was not surprising. At one time PatolBabu had a real passion for the stage.’

(a) Why does PatolBabumix up his wife’s order?
(b) Why did PatolBabu stop acting on the stage?
(c) What is the meaning of the word ‘provision’ in the given context?

Answers:
(a) He does so because his mind is pre-occupied with the thought of the offer of a film role to be made to him after a few hours.
(b) He did so because he had to make his both ends meet as he was jobless and thus he could not focus upon his acting.
(c) food items, here it refers to vegetables.

[B] “This is only the first step on the ladder, my dear better half! Yes.....the first step that would.. God willing.....mark the rise to fame and fortune of your beloved husband.”
(a) What does PatolBabu mean by ‘first step on the ladder’?
(b) What do we come to know about him?
(c) What is the contextual meaning of ‘fame and fortune’?

Answers:
(a) He means that even though his film role is a small one but it will pave the way for his grand success.
(b) We come to know that he has the habit of counting his chickens even before the eggs are hatched.
(c) success as an actor

[C] “Oh, oh, oh, oh…. PatolBabu began giving the exclamation a different inflection each time he uttered it. After doing it for a number of times he made an astonishing discovery.”
(a) Why does PatolBabu repeat the word Oh, over and over again?
(b) What does he discover after repeating the dialogue again and again?
(c) What is the meaning of the word- ‘inflection’?

Answers:
(a) PatolBabu repeats the word so that he can give exact expression required for his scene.
(b) PatolBabu discovers that the same word Oh, can be performed with different expressions carrying different meaning.
(c) change in the tone or pitch of voice.

SHORT ANSWER QUESTIONS WITH ANSWERS
Q.1. How does PatolBabu react at the prospect of a movie role?
Answer. When Nishikanto Ghosh informs him about the role he feels both excited and nervous. Excited because he will have the opportunity to relive his golden past and nervous because he hasn’t acted for years and film acting will be a new experience for him.

Q.2. ‘PatolBabu had acted in many a play but still he felt nervous because he hadn’t got his dialogues to rehearse’. What does this suggest about him?
Answer. It suggests that he is a well-planned actor who needs every bit of detail to make his performance satisfying and that’s why he insists for his dialogue so that he can go into the skin of his character.

Q.3. How does PatolBabu react on knowing his dialogue?
Answer. PatolBabu feels cheated/duped when gets to know of his dialogue. He concludes that everyone is making fool of him, he curses them and wishes to leave the site.

Q.4. How does PatolBabu convince himself for the role?
Answer. PatolBabu convinces himself for the role by remembering the inspiring words of his mentor GogonPakrashi who had told him not to measure the importance of the role on the basis of its length as no role was small or big. It was up to the actor to make it small or big.

**VALUE BASED QUESTION WITH ANSWER**

Q.5 Through the character of PatolBabu, Satyajit Ray has portrayed that personal satisfaction is more important than financial rewards. Explain the statement with reference to the story.

Answer. PatolBabu gets the opportunity of acting after many years. The opportunity makes him feel both elated and nervous but once he makes up his mind to act, he moves ahead. When he comes to know about his dialogue, he initially feels disappointed but very soon he regains his spirit and gives more than 100% for his role. The performance gives him immense satisfaction and then he decides to move away from the place without getting his payment even though he suffers from immense financial crisis. This goes to show that for him personal satisfaction of performing his task with perfection and dedication is invaluable. We also need to understand that life means going beyond materialistic achievements. Money should be given importance but not at the cost of quality and no compromise should be made in this regard.

**ADDITIONAL SHORT ANSWER/VALUE BASED QUESTIONS FOR PRACTICE**

**SHORT ANSWER QUESTIONS**

Q.1. How does PatolBabu prepare himself for the role?
Q.2. How does his wife react when he shares the news with her?
Q.3 Why does PatolBabu give up stage acting?
Q.4. Why is PatolBabu so eager to know every detail about his role from Naresh Dutt?
Q.5. How does Sosanko try to convince him about his role?
Q.6. What changes PatolBabu's outlook about his role?
Q.7. Why does PatolBabu choose to rehearse his part many a times?
Q.8. PatolBabu leaves the shooting place without getting his payment. Why?

**VALUE BASED QUESTIONS**

Q.1. The story tells us about the importance of taking every task seriously irrespective of its grandness or smallness. Comment upon the statement.
Q.2. ‘The memory of his guru made PatolBabu bow his head in obeisance.’ In the light of the statement reflect upon the importance of teachers in grooming up the children.
Q.3. ‘In the modern materialistic world where everyone seems to be running after money, characters like PatolBabu reflect the true meaning of human life.’ In the context of the story comment upon the statement.
The story is a science fiction and the story line is very difficult to believe but it is virtually true or at least it may be true in near future.

- The narrator of the story, a young child named Michael, comes across a news item related to miraculous recovery of a boy, named Sebastian, to life from the state of coma.
- The narrator is puzzled as he believes that he has met Michael somewhere.
- He recalls that he has met him while playing different ‘psycho drive games’, he knows him to be a computer character so how can that computer character ‘Michael’ be a real man.
- The narrator also recalls that his computer ‘nutty’ dad had brought several psycho-drive computer games a few months back and it was in those games like- Wild west, Dragon quest, Jailbreak and War Zone that he had met this boy requesting him to rescue him.
- The narrator is also reminded of the fact that he could not rescue the boy in different computer games as he was not allowed to control the games.
- He again recalls that while he was attempting ‘War Zone’, he could rescue the computer character named Sebastian the previous day.
- The narrator finds everything mysterious about Sebastian and his recovery. He tries to unfold the mystery by surfing the internet and finally his curiosity is addressed.
- The narrator comes to know that Sebastian is a real character and his memory had got transported to the computer memory of his lap top on which he was playing the same psycho-drive games when an accident took place and when the narrator found the same games from a computer fair he came across Sebastian Shultz- the computer character.
- He realises that by cracking the last psycho-drive game War Zone, actually he has been able to bring out Sebastian from the state of ‘coma’.
- The mystery is unfolded for the narrator and he receives a mail from the real Sebastian who thanks him for rescuing him and wishes to meet him.

**EXTRACT BASED COMPREHENSION QUESTION EXERCISES**

[A] “Sebastian Shultz, the boy I’d got to know so well recently, had apparently been in a coma for all that time. I felt nervous and shivery. It didn’t make any sense at all.”

(a) How does the narrator know Sebastian?
(b) What had happened to him?
(c) What is the meaning of the word ‘shivery’?

**Answers.**
(a) The narrator knows Sebastian as a computer character whom he has met in different psycho-drive games.
(b) Sebastian Shultz had met an accident and had gone to the state of coma.
(c) frightened
[B] “‘Can we have one last try’ it said, ‘I think the helicopter was the right idea. There’s got to be some kind of an accident... go into ‘Warzone’. If this doesn’t work I won’t bother you again. Cheers, Seb.”

(a) What did Sebastian want to have a last try for?
(b) What is the ‘Warzone’?
(c) What does Sebastian mean by - I won’t bother you again?

Answers.
(a) Sebastian wanted the narrator to have a last try in rescuing him by attempting the psycho-drive game named ‘War Zone’.
(b) War zone is a psycho-drive computer game in which the target of the player is to safely pass through the battle field.
(c) Sebastian means that he would not disturb the narrator for helping him in getting him rescued any more if this attempt fails.

[C] “He jumped in, turned the ignition key and revved the engine. ‘Jump in’. I climbed into the passenger seat and we were off.”

(a) Who are ‘we’ in these lines?
(b) Where are they off to?
(c) What is the meaning of the word- ‘revved’?

Answers.
(a) The narrator and Sebastian Shultz are ‘we’ in the lines.
(b) They are off to a grounded helicopter which is landed on the other side of the ‘war zone’ in the computer game ‘War Zone’.
(c) to prepare/to start.

**SHORT ANSWER QUESTIONS WITH ANSWERS**

Q.1. Why does Michael fail in his first three attempts in rescuing Sebastian?
Ans. Michael fails in his first three rescuing attempts as he is not allowed to play in all these attempts. The entire happening is controlled by Sebastian himself but in the fourth attempt Michael gets an opportunity to act and by doing so he helps out Sebastian in rescuing his life.

Q.2. How does the communication take place between both of them?
Ans. The communication between both of them takes through printing tray. Mostly it’s Sebastian who conveys message by using printing tray.

Q.3. What are the questions that trouble the narrator after he finally saves Sebastian?
Ans. The narrator is curious to know about two things-(i) How Sebastian’s memory gets stored inside the computer and (ii) How he has been led to play the weird version of the psycho-drive games with Sebastian.

Q.4. Why does the narrator term his father as ‘nutty’ about computers?
Ans. The narrator terms his father to be very nutty about computers because his father has all the latest computer accessories as well as computers which can do a variety of things. Also, he shows his keen interest in new gadgets and gizmos that are launched in the market.
VALUE BASED QUESTION WITH ANSWER
Q. ‘Will power and determination bring success against all odds.’ Comment on the statement in the context of whatever happens in the story ‘Virtually True’.

Answer. The story teaches us the lesson of ‘never giving up’ attitude in life. It shows us how will power and determination help an individual in achieving whatever one strives for.

In the story we find Michael working relentlessly to rescue Sebastian despite failing in one effort after another. He finally succeeds in rescuing Sebastian and later on he comes to know that by doing so he has actually saved a real human. In our life also we can ensure success in any field and of any nature by remaining determined and focussed. We need not to give up at any juncture of our endeavour. Real heroes are born out real tests. Human civilization is also full of such examples.

ADDITIONAL SHORT ANSWER/VALUE BASED QUESTIONS FOR PRACTICE

SHORT ANSWER QUESTIONS
Q.1. What does the narrator come to know about Sebastian Shultz from the newspaper and why is he so amazed about it?
Q.2. The narrator terms his father ‘nutty’ about computers. Why does he make such a statement?
Q.3. Where does the narrator meet Sebastian Shultz at first?
Q.4. What is the request made by Sebastian to the narrator?
Q.5. Why does the narrator fail in rescuing Sebastian in first three psycho-drive games?
Q.6. How does the narrator help him in the last video game?
Q.7. How does Sebastian become part of psycho-drive games?
Q.8. How does the narrator get the psycho-drive games of Sebastian?

VALUE BASED QUESTIONS
Q.1. “The computer games are causing a lot of harm to a child’s psychological, physical, emotional and social life.” Express your views on the statement.
Q.2. ‘Life is full of surprises and miracles.’ Share your views on this. Do you think that these add up to the charm of life?

POETRY
THE FROG AND THE NIGHTINGALE

Poem at a Glance
- Once upon a time a frog croaked in Bingle Bog every night on a sumac tree.
- The animals and birds of the bog hated his hoarse and unpleasant noise.
- One night a nightingale came and perched on that sumac tree.
- Her melodious voice attracted all the creatures of the bog. They came in flocks to hear her.
- The Frog was dumbfounded. He hopped to the nightingale next night.
- He introduced himself as the owner of that sumac tee and famous critic of art and music.
- He boasted that he had long been famous in the bog for his loud and manly voice.
- The nightingale was highly impressed and asked how he liked her song.
• The frog replied that it was not very bad. The technique was “fine but it lacked force and strength.
• The frog adopted a patronizing attitude. He told her that she couldn’t become a winner without getting his expert guidance and training.
• The nightingale felt highly flattered and obliged. She called him Mozart in Disguise.”
• He exploited the magical voice of the nightingale to his advantage.
• Soon all the animals and birds came to hear her song every night.
• The frog imposed entry-tickets and collected a lot of money at the ticket-window.
• The heartless and greedy frog forced her to sing even in rain and cold.
• The cruel frog was relentless. He himself started singing with her.
• The nightingale was totally tired and exhausted and couldn’t sing anymore.
• Her voice became hoarse and she lost the old magical touch.
• The animals and birds didn’t find it anymore inspiring and interesting. They stopped coming to listen to her song.
• The income at the ticket-window crashed.
• The frog became very angry. He advised her to puff up her lungs and sing passionately.
• The nightingale tried to sing but one of her veins got burst and she died.
• The frog remained unrepentant and showed no sympathy even at her death.
• She should have known that “your” song must be “Your own”.
• The frog once more sang at night in the frog unrivalled.

Literary Devices in the Poem
(I) Rhyme Scheme
The rhyme scheme of the poem is: aa bb cc dd……...
(II) Allusion
The example of allusion is: ‘And you’re Mozart in disguise’.

SHORT ANSWER QUESTIONS
(To be answered in not more than 30-40 words each)

1. **Why did the nightingale agree to accept the frog as a music critic?**
   **Ans.** The nightingale came again the next night and got ready to sing her song. Just then she heard the croaking of the frog. He took pride in saying that he was known from his splendid male voice in the bog. He even composed songs for the musical group, called “Bog Trumpet”. This impressed the nightingale very much.

2. **How did the frog appear to the nightingale like a Mozart in disguise?**
   **Ans.** The nightingale admitted that there was nothing divine in her song. But she felt proud of her song. It was sweet and pleasant. But the frog was a crafty fellow. He planned to eliminate his rival in the bog. So he pointed out that there was not much to boast about the song. She was a beginner in the art of singing and needed proper training. He assured her to take upon himself the task of imparting training to her. The frog appeared to her like a Mozart in disguise.

3. **Describe in your own words in the role of the audience. How did it affect the fate of the nightingale?**
   **Ans.** The nightingale had been singing continuously the previous night. She was completely exhausted. She was feeling tired. Her enthusiasm had gone. There was a gathering of distinguished creatures. They were all eager to
listen to the sweet song of the nightingale. They hoped to be delighted by the melody of her song. But a surprising discovery came to light. Her song had turned monotonous and uninspiring. The attendance at the concert fell sharply. This was very discouraging to the nightingale. It affected her fate.

4. **What made the nightingale sad and sorrowful?**
   Ans. Excessive singing made the nightingale pale and sorrowful. The creatures in the bog lost interest in her song because it had become dull and boring. It had lost its previous freshness. The income at the ticket-office fell sharply. Finding her-self singing all alone the nightingale felt no delight in singing.

**VALUE BASED QUESTIONS**  
(4 Marks)
(To be answered in not more than 100 words each)

1. Describe in your own words the contest between the frog and the nightingale with reference to the following lines:
   “In this bog I’ve long been known  
   For my splendid baritone  
   And, of course, I wield my pen  
   For Bog trumpet now and then.”
   Ans. The poem the frog and the Nightingale brings about the foolishness of following anybody blindly. It describes a contest between the frog and the nightingale. Both claim to be the best singers. It is true that nightingale sings in a melodious voice. But the bird is credulous and simple-minded. The frog, on the other hand, is a bad singer. His voice is hoarse. He is very cunning and clever. But he feels proud of his singing. He claims that he is the best singer. He arranges concerts and charges an admission fee and earns a lot of money. The frog feels jealous of the popularity of the nightingale. He thinks that his singing expresses his hearts elation and his style is unique. He can win favour of many of his listeners. He claims to be a music critic. He takes the nightingale into confidence and makes an evil plan to get rid of her. He makes the nightingale sing excessively and this brings her doom. The result is that the nightingale has to suffer at the hands of the frog, she loses the beauty and sweetness of her voice. Ultimately she dies after she has burst one of her veins. Thus the frog turns out to be Hippocratic, clever and cunning.

**MULTIPLE CHOICE QUESTIONS**
(Reference to Context)

On the basis of your understanding of the poem, complete the sentences given below by choosing the appropriate option. (3 Marks)

Once upon a time a frog  
Croaked away in Bingle Bog  
Every night from dusk to sawn  
He croaked awn and awn and awn.  
Other creatures loathed his voice.  
But, alas, they had no choice,  
And the crass cacophony  
Blared out from the sumac tree  
At whose foot the frog each night  
Minstrelled on till morning light.

(i) ‘Bingle Bog’ refers to
(a) An imaginary place.
(b) An imaginary muddy place.
(c) A city
(d) A dry place

(ii) The repetition of the word ‘awn’ helps convey

(a) The endless quality of the frog’s song.
(b) The jarring effect of the frog’s song.
(c) The sweetness of the frog.
(d) None of the above.

(iii) Other creatures hated the frog’s voice because it was

(a) Monotonous
(b) Dull
(c) Loud and unpleasant.
(d) In monotone.

Answer: (i) (b) (ii) (b) (iii) (c)

(2)
Neither stones nor prayers nor sticks.
Insults or complaints or bricks
Stilled the frog's determination
To display his heart's elation
But one night a nightingale
In the moonlight cold and pale
Perched upon the sumac tree
Casting forth her melody.

(i) All efforts to quieten the frog failed because of the frog’s

(a) Stubbornness
(b) Humility
(c) Deafness
(d) Indifference

(ii) The frog continued to sing as he wanted to

(a) Trouble others
(b) Harass others
(c) Enjoy
(d) Take full pleasure out of his singing.

(iii) The rhyme scheme used here is

(a) abab.
(b) abcd.
(c) abba
(d) aa, bb, cc……..

Answers: (i) (a) (ii) (d) (iii) (d)

EXTRACT BASED COMPREHENSION QUESTIONS (3 Marks)

Read the following extracts and answer and answer the questions:

(1)
Dumbstruck sat the gaping frog.
And the whole admiring bog
Stared towards the sumac, rapt,
And when she had ended, clapped,
Ducks had swum and herons waded
To her as he serenaded,
And a solitary loon
Wept, beneath the summer moon.

(i) How did the frog feel when the nightingale sang?
(ii) How was the nightingale's song heard?
(iii) What does the word 'serenaded' mean?

Answers
(i) The frog was dumbfounded when the nightingale sang.
(ii) All creatures heard the nightingale’s song with interest.
(iii) The word 'serenaded' means 'sang sweetly'.

(2)
Toads and teals and tiddlers, captured
By her voice cheered on, enraptured:
"Bravo!" "too divine!" "encore!"
So the nightingale once more,
Quite unused to such applause,
Sang till dawn without a pause.

(i) Who praised the nightingale’s song?
(ii) How did the nightingale react when all applauded her?
(iii) What does the word 'encore' mean?

Answers
(i) The nightingale's song was liked by toads and teals.
(ii) The nightingale felt excited at the applause.
(iii) The word 'encore' means 'sing some more'.

(3)
"Dearest frog", the nightingale
Breathed: "this is a fairy tale
And you’re Mozart in disguise
Come to earth before my eyes”.
"Well, I charge a modest fee.”
“Oh!” “But it won't hurt, you'll see”.

Now the nightingale inspired.
Flushed with confidence and fired
With both art and adoration.
Sang-and was a huge sensation.

(i) How does the nightingale feel on hearing comments from the frog’?
(ii) What impression do you make of the frog?
(iii) ‘And you’re Mozart in disguise’. What literary device is used here?

Answers
(i) The nightingale seems to feel impressed by the comments from the frog.
(ii) The frog appears to be cunning and greedy.
(iii) The literary device used here is metaphor.

“You must practice even longer
Till your voice, like mine, grown stronger.
In the second song last night.
You got nervous in mid-flight.
And, my dear, lay on more trills
Audiences enjoy such frills.
Yu must make you public happier
Give them something sharper, snapper.
We must aim for better billings.
You still owe me sixty shillings.”

(i) In which mood did the frog speak to the nightingale?
(ii) What was noticed in the song of the nightingale?
(iii) What do the lines tell about the frog?

Answer
(i) The frog spoke to the nightingale in an angry mood.
(ii) The nightingale seemed to have lost confidence in her song.
(iii) These lines tell that the frog is deeply concerned about money.

MIRROR

Poem at a Glance

- The mirror describes itself.
- It is silver-coloured and exact.
- It doesn’t suffer from pre-conceived notions or pre-thoughts.
- It is not affected by love, hate or other emotions.
- The mirror reflects, whatever it sees, faithfully and objectively.
- The mirror meditates on the opposite wall most of the times.
- Another form of the mirror is a lake.
- A women bends over it searching for her youth and beauty.
- The woman sees her face in the mirror everyday and day by day she grows older.
- She realizes that she has lost her beauty and youth.
- The turns to candles and the moon who are just liar and never present exact and true images.
- The mirror never deceives. The women feels agitated when reality bites her.
- She is quite restless to realize that she is no more young and beautiful.
- She feels terrible as a fish feels when it is out of water.

Literary Devices in the poem

(I) Personification
I (mirror has been imaged as a person)
(II) Metaphor
I am a lake.
SHORT ANSWER QUESTIONS  
(To be answered in not more than 30-40 words each)

1. The mirror says 'I am not cruel, only truthful' Discuss.  
Ans. The mirror says that it has no personal feelings. It is neither cruel nor hard-hearted. It is only truthful. It reflects or shows whatever it sees in all its exactness. It does not hide, twist or distort anything. In other words, it accepts the reality as it is. In this sense the mirror is 'the eye of a little god'. Its four corners include the entire world. It looks at things from all the corners. Its observation is impartial.

2. What makes the woman sad and tearful?  
Ans. The woman looks into the water of the lake to see how she really looks. The mirror says that the candles and the moon are liars. They do not depict the true reality of a person. The mirror reflects her picture in true colours. Time and ageing have spoiled her beauty. She is no longer young and charming.

3. What lesson does the mirror convey?  
Ans. The mirror conveys that human beings are unable to accept decay and ageing. They long for the simple and undeniable fact that youth and beauty cannot last long. The mirror is a constant reminder of this harsh fact.

4. Who is the woman in the poem 'Mirror'? Why does she feel like a terrible fish trapped in the lake of life?  
Ans. The woman in the poem 'Mirror' is an old woman who once was young, beautiful and charming. She looks into the mirror and finds that she is becoming older and older day after day. There are wrinkles on her face. The process of ageing has left its marks on the face of the woman. She is unwilling to accept the reality of life. She is full of tears and agitation.

5. How does the mirror become 'the eye of a little god'?  
Ans. The mirror says that it has no preconceptions. It is silver and exact. It reflects what it sees. There is no twist or distortion in its reflecting the thing or a person. It is like 'the eye of a little god'. It watches everything in an impartial manner. Thus it becomes the eye of little god.'

VALUED BASED QUESTIONS  
(4 Marks)  
(To be answered in not more than 100 words)

1. “The poem 'Mirror' is like a lake of water”. Discuss the statement with reference to the following extract.  
'I and silver and exact, it have no preconceptions.  
Whatever I see I swallow immediately  
Just as it is, un-misted by love or dislike.'  
Ans. The poem is very suggestive and meaningful. It truly reflects what is before it. It is free from prejudices. The reflection is neither twisted nor distorted. It describes its true nature and function. It gives and exact image of whatever appears before it. It accepts everything as it sees and remains unaffected by any feelings of love or hatred. The poet compares the mirror to a lake. The water in the lake also reflects objects and the human being in all their reality. A women comes and looks into the water of the lake to see how she looks. Then she turns to look at the reflection of the candles and the moon in the lake. The mirror says that the candles and the moon are liars. They do not depict the reality of a person. It is only the mirror that reflects the picture in its true colour. The fact is that the woman has grown old. Time and ageing have spoiled her beauty and
charm. There are wrinkles on her face. This brings tears into her eyes. She feels sad and sorrowful.

MULTIPLE CHOICE QUESTIONS
(Reference to Context)

(1) Read the extracts and answer the following question by choosing the appropriate option:
I am silver and exact. I have no preconceptions.
Whatever I see I swallow immediately
Just as it is, unmisted by live or dislike.
I am not cruel, only truthful.

(i) 'I' here refers to
(a) The poet
(b) The mirror
(c) A woman
(d) A god.

(ii) When the poet says that the mirror has no preconceptions it means.
(a) It reflects your image objectively.
(b) It gives a biased view of the person.
(c) It is emotionally involved with the person whose image it reflects.
(d) It does not care what the other person thinks of it.

(iii) 'I am not cruel, only truthful' reveals that the mirror is
(a) Not liked by all people.
(b) Not liked by some.
(c) Hated by some.
(d) Avoided by some.

Answer
(i) (b) (ii) (a) (iii) (d)

(2)

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

(i) Which poetic device has been used in the first line?
(a) Metaphor
(b) Simile
(c) Alliteration
(d) Repetition

(ii) The woman turns away from the mirror as she is unable to face
(a) The mirror
(b) Others
(c) The reality
(d) Herself in the mirror

(iii) The woman is searching for
(a) Her real self
(b) Her lost purse
(c) Her old self
(d) Her lost youth

ANSWER: (i) (a) (ii) (c) (iii) (d)
SHORT ANSWER TYPE QUESTIONS

Read the following extracts and answer the questions:

(1)

I am important to her. She comes and goes.
Each morning it is her face that replaces the darkness.
In me she has drowned a young girl. And in me an old woman
Rises toward her day after day like a terrible fish.
(i) Since when has the woman been coming to the mirror?
(ii) What is the ‘terrible fish’ symbolic of?
(iii) ‘In me she has drowned a young girl.’ What does it refer to?

ANSWER
(i) The woman has been coming to the mirror since her youthful days.
(ii) The ‘terrible fish’ is symbolic of the lady’s terrible old age.
(iii) It refers to the loss of youth and beauty.

NOT MARBLE, NOT THE GILDED MONUMENTS (SONNET 55)

Poem at a Glance

- Marble and guilded (gold-plated) monuments are built by the princes and rulers to perpetuate their memory.
- With the passage of time these monuments, memorials and statues lie neglected and ravaged by the immoral and evil practices of the people living in different times.
- However, the memory of the poet’s friend and patron will not be affected by the ravages of time.
- The word of this poem will outlive all those monuments memorials or status.
- Wasteful and unnecessary wars will demolish all memorials, monument or status erected by princes and rulers.
- Tumults and conflicts will destroy and ruin huge buildings and monuments made of stones.
- Even the mighty sword of Mars, the God of war and the quick fire of war will not touch and affect this ‘powerful rhyme’.
- This sonnet will remain as a living record of the memory of his friend and patron.
- Neither death nor enmity shall obscure or fade away the memory of the poet’s friend and patron.
- The praise of the poet’s friend will find a permanent place in the eyes and hearts of the coming generations through this poem.
- The memory of his friend will last till the doomsday or the day on which the last Judgment will occur.
- The poet’s friend and patron will live in the eyes of all the lovers till the day of judgment in the form of this poem an its word.

LITERARY DEVICES IN THE POEM

(i) Alliteration: Shall shine more bright in these contents
                : When wasteful war shall statues overturn
(ii) **Allusion**: Mars as god of war.

(iii) **Symbols**: Sluttish time
: Posterity
: Doom
: Judgment

(iv) **Sonnet**: it is a poem of 14 Lines with a structured rhyme scheme in which a thought about a subject is developed thoroughly. ‘Not Marble, Nor the Gilded Monuments’ is a sonnet.

(v) **Rhyme scheme**: abab, cdcd, efed, gg.

**SHORT ANSWER QUESTIONS**  
(30-40 Words)

1. **What does the poet compare poetry with? What does he say about poetry?**
   **Ans.** The poet compares poetry with stone, statues and ornate monument. The poet says that his poetry will outlive stone- statues and gold-plated monuments of princes.

2. **What does the poet say about his friend?**
   **Ans.** The poet sings praises of his friend in his poetry and says that the image of his friend portrayed in his poem will shine more brightly than the gold-plated monuments.

3. **What is the effect of wars on monuments? What remains unaffected by wars?**
   **Ans.** Wars overturn stone statues and destroy the buildings and monuments. Poetry remains unaffected by wars.

4. **How does the poet want to immortalize his friend?**
   **Ans.** The poet has sung praises of his friend in his poetry. Wars and the forces of nature will not be able to demolish his poetry in which he has sung praises of his friend. Thus his friend will be remembered by the future generations. Poetry as an art is permanent and therefore poetry will immortalize him.

5. **Why did the rich and powerful people get their monuments erected?**
   **Ans.** They got their monuments erected so that they could be remembered till posterity.

6. **What does ’living record’ refer to in the line ’the living record of your memory’?**
   **Ans.** The ’living record’ refers to their sonnet that the poet has written to sing praises for his friend.

7. **Describe the tone of the poet in this sonnet?**
   **Ans.** In this sonnet, the poet praises his friend. He says that the image of his friend portrayed in his sonnet will shine more brightly than the ornate monuments. So his tone is admiring in the poem.

8. **How does the poet prove that poetry as an art is eternal?**
   **Ans.** The poet says that wars and the forces of nature cannot destroy his poetry in which he has sung praises of his friend. His poetry will be read by coming generations and would immortalize his friends.

**VALUE-BASED QUESTIONS**  
(100 Words)

1. **The poet in his sonnet ‘Not Marble……………..’ compared poetry with gold-plated monuments. Discuss the statement with reference to the extract given below.**
   ‘Not marble, nor the gilded monuments
of princes, shall outlive this powerful rhyme.’

Ans. ‘Not Marble, Nor the Gilded Monuments‘ is a very meaningful poem. It conveys that ornate monuments and the statues of princes cannot outlive poetry. It other words, poetry is an art and therefore it is eternal. It outlives the gold-plated monuments. It is possible that wars and the forces of nature may damage and destroy the gold-plated monuments and statues. But they cannot demolish his poetry it will continue to shine for all times.

The poet sings praises of his friend. He records memory of his clear friend in his poetry. He hopes that it will live till posterity. The praises of his friend that he has sung in his verses will pass on to the next generation. In the concluding lines, the poet asserts that poetry is an art. Therefore, it is permanent. It will immortalize his friend, the ‘Earl of Southampton.’

The title of the sonnet is very suggestive. It brings out a vivid contrast between the everlasting power of poetry and the transitory nature of gold-plated monuments and beautiful statues of princes.

MULTIPLE CHOICE QUESTIONS(Reference to Context)

Read the extracts and answer the following questions by choosing the most appropriate option:

(1)

‘Not marble, nor the gilded monuments
of princes, shall outlive this powerful rhyme.’
But you shall shine more bright in these contents
Than unswept stone, besmear’d with sluttish time.

(i) The princes got their monuments erected in order to………………………………………………………..
(a) Show off their wealth
(b) Display their power
(c) Show their artistic talent
(d) Be remembered till posterity.

(ii) What will outlive gilded monuments of Princes?
(a) Fame
(b) Wealth
(c) Power
(d) Shakespeare’s poem

(iii) What does ‘you’ refer to in the third line?
(a) Time
(b) Princes
(c) The poet’s friend
(d) Monuments

ANSWERS

(i) (d) (ii) (d) (iii) (c)

(2)
When wasteful was shall statues over-turn,
And broils root out the work of masonry,
Nor Mars his sword nor War’s quick fire shall burn
The living record of your memory.

(i) Which poetic device is used in the first line?
(a) Alliteration
(b) Metaphor
(c) Simile
(d) Onomatopoeia
(ii) Which poetic device is used in the third line?
(a) Symbol
(b) Metaphor
(c) Personification
(d) Image
(iii) In the last line, the ‘living record’ refers to
(a) The sonnet the poet has written for his friend
(b) An existing statue of his friend
(c) His friend who lives in the poet’s memory
(d) The autobiography of the poet’s friend.
ANSWERS: (i) (a) (ii) (b) (iii) (a)

EXTRACT BASED COMPREHENSION QUESTIONS

Read the following extracts and answer the given question:

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

(i) How long will the poet’s friend live?
(ii) What poetic device is used in the fourth line?
(iii) What does the ‘ending doom’ mean here?
Answers
(i) The poet’s friend will live till posterity.
(ii) It is alliteration
(iii) It means doomsday.

When wasteful was shall statues overturn,
And broils root out the work of masonry.
Nor Mars his sword nor War’s quick fire shall burn
The living record of your memory.

(i) What attributes of war are referred to here?
(ii) What cannot harm the memory of the poet’s friend?
(iii) Who are these lines addressed to?
Answers
(i) War is referred to as a greater destroyer of great statues and buildings designed by architects.
(ii) Swords, weapons of war cannot bring harm to the memory of the poet’s friend.
(iii) These lines are addressed by the poet to his friend and patron- Earl of Southampton.

OZYMANDIAS - POEM AT A GLANCE

- The poet meets a traveler from an ancient land.
- The traveler tells the poet that he has seen two huge trunk-less legs of stone standing in the desert.
- Near those legs lay a shattered and half buried face in the sand.
- The face of the statue showed signs of contempt and cold command on it.
- It seems that the workmanship of the sculptor who made the statue, was of a very high order.
- The sculptor had read those passions of the living man quite well. He stamped those passions exactly on the lifeless stones.
- On the pedestal of the statue the following words are written: “My name is Ozymandias, Kings of Kings: Look upon my works, ye Mighty, and despair!”
- Only boundless and bare sand is spreading all around the broken statue and the shattered face of Ozymandias.

LITERARY DEVICES IN THE POEM

Alliteration
- Sneer of cold command
- Survive, stamped on these lifeless things
- The lone and level sands stretch far away
- Boundless and bare

Rhyme
- Its rhyme-scheme consists of an octave (a set of eight lines) and a sestet (a set of six lines)
- The rhyme-scheme does not follow any of the recognized pattern, and some of the rhymes are faulty (for instance, stone and frown; appear and despair).

Images

(i) Near them, on the sand  
Half sunk, a shattered visage lies, whose frown  
And wrinkled lip and sneer of cold command

(ii) Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare.  
The lone and level sands stretch far away

In the first image, the poet paints the picture of the broken statue, a huge wreck, the face of which still wears a frown and the sneer of cold command.

In the second image, the poet paints the picture of the lone and level desert, boundless and bare, stretching far away.

Synecdoche
It is a figure of speech in which substitution of a part stands for the whole or the whole stands for the part.

E.g. the hand that mocked them.

**SHORT ANSWER QUESTIONS**  
*(2 Marks)*

**To be answered in 30 to 40 words:**

1. **Whom did the narrator meet? Where?**
   **Ans.** The narrator met a traveler from an ancient country, i.e. Egypt.

2. **What did the traveler tell the narrator?**
   **Ans.** The traveler told the narrator that he had seen two huge and trunkless legs of a statue in the desert. There lay the broken face of a statue near them. One could see the expression of arrogance and a sense of authority which had been skillfully depicted on the statue by the sculptor.

3. **What was inscribed on the pedestal?**
   **Ans.** The inscription on the pedestal was:
   
   ‘My name is Ozymandias, king of kings
   Look on my works, ye Mighty, and despair.
   
4. **What did the sculptor observe about the king?**
   **Ans.** The sculptor observed that the king was proud, vain, and arrogant. He had the sense of authority.

5. **How did the sculptor capture the king’s feeling?**
   **Ans.** The sculptor made a statue of the king on which he skillfully depicted the expression of haughtiness and a sense of authority.

6. **Explain the touch of melancholy about the poem.**
   **Ans.** There is a touch of melancholy about the poem because it makes us reflect over the vanity of human wishes and the failure of all our efforts to keep our memory alive for ever.

7. **Explain the two pictures painted by the poet in his poem.**
   **Ans.** The first picture refers to the broken statue. Though the statue lies broken in the desert, it carries the frown and the sneer cold command of the king on its face.

8. **What is the theme of the poem?**
   **Ans.** The poet wants to convey that human glory and pomp are not everlasting. Ozymandias, the king of Egypt, got his statue made in order to immortalize himself. But time played havoc with his statue and now it lies broken and disfigured in a desert. Thus, the poet illustrates the vanity of human greatness and the failure of all attempts to immortalize human grandeur.

9. **What impression do you form of the sculptor?**
   **Ans.** The sculptor appears to be very competent, skillfully and observant. He observed that the king was vain, proud, and arrogant and had a sense of
authority. So he captured the feelings and passions of the king in the statue of the king very skillfully.

VALUE BASED QUESTION (80-100 WORDS)  (4 Marks)

1. ‘The poem Ozymandias illustrates the vanity of human greatness’. Discuss with reference to the lines given below.

“My name is Ozymandias, king of kings: look upon my works, ye Mighty, despair! Nothing beside remains. Round the decay of that colossal wreck, boundless and bare. The lone and level sands stretch far away.”

Ans. Ozymandias is a sonnet by P.B. Shelley. It conveys the idea that human glory and greatness are short lived. Time works havoc with monuments and statues made by the kings to immortalize their name and fame. Thus, the poem depicts the fertility of human glory and greatness.

Ozymandias was a great Egyptian king. He made his statue to immortalize his name and fame. With the passage of time his glory and greatness disappeared. His life-like statue lay in ruins in a desert.

A traveler from Egypt notices the broken statue of the king Ozymandias. He finds two huge and trunk less legs of the statue standing on a platform in a lonely desert. Near them lies, half-buried, the broken face of the statue. He sees the expression of arrogance and sense of authority on the face of the statue. It was the artist’s hand which reproduced the king’s feelings on the face of the statue. But it was the king’s heart which nourished those feelings in his heart. The following words were written on the pedestal:

‘My name is Ozymandias, king of kings’

The words reflect that Ozymandias was a king of kings but he did not realize that the human pride and arrogance cannot live long. There s no trace of his kingdom or greatness anywhere.

MULTIPLE CHOICE QUESTIONS (3 Marks)

(Reference to Context)

Read the extracts given below and answer the following questions by choosing the most appropriate answer:

(1)

I met a traveler from an antique land
Who said, “Two vast and trunk less legs of stone
Stand in the desert......................near them, on the sand
Half sunk, shattered visage lies.............................

(i) The traveler who met the narrator came from
(a) A palace.
(b) An ancient land
(c) A desert
(d) A forest

(ii) The traveler sees two vast and trunk less legs of stone in
(a) A forest
(b) A desert
(c) A city
(d) The wilderness

(iii) What did the traveler see lying on the sand?
(a) Two trunk less legs of stone
(b) Half-sunk statue
(c) Half-sunk and broken face of statue
(d) Broken legs of a statue

Answers: (i) (b) (ii) (b) (iii) (c)

“...whose frown
And that its sculptor well those passions read
Which yet survive...”

(i) The expression on the face of the statue is one of
(a) Admiration
(b) Anger
(c) Despair
(d) Contempt

(ii) The sculptor was able to understand Ozymandias’s
(a) Words
(b) Expressions
(c) Feelings
(d) Ambition

(iii) What literary device does the poet use in the second line?
(a) Alliteration
(b) Metaphor
(c) Image
(d) Symbol

Answer: (i) (d) (ii) (c) (iii) (a)

EXTRACT BASED COMPREHENSION QUESTIONS (3 Marks)

Read the following extracts and answer the given question:

(1)

“...stamped on these lifeless things
The hand that mocked them, and the heart that fed. And on the pedestal these words appear,
“My name is Ozymandias, king of Kings,
Look on my works, ye Mighty, and despair”

(i) What literary device does the poet use in ht second line?
(ii) Who should look on Ozymandias’s work and despair?
(iii) What does ‘the hand’ here refer to?

Answers
(i) It is synecdoche.
(ii) The powerful kings are asked to look on Ozymandias's work and despair.
(iii) The hand refers to the sculptor who carved the statue.

(2)
Who said, “Two vast and trunk less legs of stone
Stand in the desert .Near them, on the sand
Half-sunk, a shattered visage lie..
(i) Who had the poet met?
(ii) In which state was the statue lying?
(iii) Where was the visage seen and in which condition?
Answers
(i) The poet had met a traveler from an ancient land.
(ii) The statue was lying neglected in a desert.
(iii) The visage was lying half-buried near the statue in a desert.

THE RIME OF THE ANCIENT MARINER

POEM AT A GLANCE

- The ancient Mariner stops one of the wedding guests.
- He wants to narrate his tale to him and unburden his grief.
- The Wedding-Guest is in a hurry as he has to attend the wedding party.
- The bright-eyed Mariner made the wedding-guest helpless.
- He had no option but listen to his tale.
- The old Mariner began narrating his story.
- Their ship was cheered off the harbor happily.
- There came a severe storm and it drove them southwards
- Then it became very cold with both mist and snow.
- The ship was surrounded by huge icebergs as high as the mast.
- Then came the albatross from the fog.
- The sailors cheered it as a ‘Christian Soul’.
- The albatross’s arrival was auspicious as it brought a favourable south wind.
- The sailors gave it food and it flew over the ship.
- In a senseless fit, the ancient Mariner killed the albatross with his crossbow.
- The fellow mariners cursed the old Mariner for killing an innocent and auspicious bird.
- The weather worsened. The Mariners changed their opinion.
- Now they justified the killing of the albatross as it had brought mist and snow.
- Sadness prevailed all around.
- The sun started blazing and the ocean seemed to rot.
- The wind stopped blowing and the sails were dropped down.
- The ship stuck at one point and didn’t move ahead.
- It looked like a painted ship on a painted ocean.
- Water was all around but the sailors didn’t have even a drop of water to drink.
- The sailors saw in their dreams a spirit that was plaguing them.
- They were in a hopeless situation and felt choked and dry in their mouth.
- They held the ancient Mariner responsible for all their woes.
- They all looked at him with “evil-eyes”.
- The ancient Mariner was punished for his crime.
- Instead of the holy cross, the dead albatross was hung around his neck.
Literary Devices in the poem

(i) **Alliteration**
(a) The furrow followed free
(b) Down dropt the breeze

(ii) **Simile**
(a) Like a three years child
(b) Red as a rose
(c) Like noises in a swound
(d) Like witch’s oils

(iii) **Metaphor**
(a) Snowy cliffs
(b) The very deep

(iv) **Repetition**
(a) Glittering eye
(b) Water, water

(v) **Personification**
(a) Sun
(b) Storm blast

**SHORT ANSWER QUESTIONS**  
(2 Marks)

(To be answered in not more than 30-40 words each)

1. **How does the Wedding Guest feel while listening to the story of the Ancient Mariner?**

**Ans.** The Ancient Mariner stops one of the three Wedding Guests and forces him to listen to his story. But the Wedding Guest is in a hurry. He is in no mood to listen to his story. The Ancient Mariner holds his hand and immobilizes him by placing him under a spell. The Wedding Guest stands still like a three years old child and listens to the Mariner’s story.

2. **What role does the Albatross play in the poem ‘the Rime of the Ancient Mariner’?**

**Ans.** The Albatross is a bird of good omen. It plays a significant role in the poem. The sailor call it a Christian Soul. It emerges from the fog and is welcomed by the sailors. They play with it and feed it with their hands the bird provides a good company to the sailors. So they all rejoice at its arrival they are filled with a new hope. But it brings suffering for the mariners after being killed by the Ancient Mariner.

3. **Give in your own words the theme of the poem ‘the Rime of the Ancient Mariner’?**

**Ans.** ‘The Rime of the Ancient Mariner’ is a supreme triumph of poetry. It is a poem of exquisite beauty. It has a moral which gives it a human significance:

‘heprayeth well, who loveth well
Both man and bird and beast.”

The whole poem illustrates the moral of an intimate kinship between all living things. God is on the side of pity and love. The poem is a ‘myth of guilt
and redemption’. It clearly illustrates the theme of Christian concept of sin, punishment and redemption. This Christian concept of sin is clearly illustrated when the Rime of the Ancient Mariner kills the albatross and undergoes suffering.

4. **How do the Mariner’s fellow sailors become a party to the sin?**

   **Ans.** The ship enters the unfamiliar sea and comes to a standstill. The south wind drops suddenly. The sailors fear that a great misfortune will befall them. They condemn the killing of the bird of good omen. But nothing untoward happens. The sun appears bright and the favourable wind starts blowing. The sailors change their views. They say that the mariner has done the right thing in killing the bird. Thus they become a party to the sin.

5. **What were the blessings which the mariners experienced when the albatross arrived on the ship?**

   **Ans.** When the albatross appeared the icebergs began to crack and split. The pleasant south wind began to blow and mist disappeared. The weather underwent a pleasant change. The mariners noted the changes and attributed these to the bird. They regarded the appearance of the bird as good omen. So they welcomed it. They fed the bird with their own hands. They thought that the bird was a good Christian soul.

**VALUE BASED QUESTION**  (Solved)

(To be answered in not more than 100 words each)  (4 Marks)

1. “The poem is full of strange, uncanny or supernatural elements.”

   **Discuss with reference to the extract given below:**
   ‘About, about, in reel and rout
   The death-fires danced at night;
   The water, like a witch’s oils,
   Burnt green, and blue, and white.’

   **Ans.** The poem is remarkable for its supernatural events. It is full of strange events and remote, romantic setting. It appeals to us greatly because we are transported from our familiar world to an unknown world. The voyage covers different kinds of seascape and weather. There is calm and quiet weather, storm-blast, icy region and extremely hot region near the equator. The appearance of the albatross- a huge seabird- as an omen of hope is a product of fertile imagination. Its inexplicable killing by the old mariner by hanging the dead albatross round his neck. The dead albatross remains a constant reminder of his guilt. The glittering eyes of the mariner reveal that he has some extraordinary. Supernatural power. With the mesmerizing power of his eyes he transfixes a wedding guest and forces him to listen to his story. Thus, the whole poem is full of strange, uncanny or supernatural elements.

**MULTIPLE CHOICE QUESTIONS**  (3 Marks)

(REFERENCE TO CONTEXT)

Read the extracts and answer the following questions by choosing the appropriate option:
(1)  
With sloping masts and dipping prow,  
As who pursued with yell and blow,  
Still tread the shadow of his foe,  
And forward bends his head,  
The ship drove fast, loud roared the blast,  
The southward aye we fled.  

(i) **Who are 'we' referred to here?**  
(a) The wedding guests  
(b) Sailors on the ship  
(c) Guests  
(d) On-lookers  

(ii) **The poetic device used in the second line is**  
(a) Metaphor  
(b) Onomatopoeia  
(c) Personification  
(d) Simile  

(iii) **The ship moved fast because of**  
(a) A storm  
(b) A gentle breeze  
(c) Its powerful engine  
(d) Sailors  

**ANSWERS: (i) (b) (ii) (d) (iii) (a)**  

(2)  
The ice was here, the ice was there  
The ice was all around  
It cracked and growled, and roared and howled,  
    Liked noise in a swound!  

(i) **The poetic device used in the first two lines is**  
(a) Metaphor  
(b) Alliteration  
(c) Repetition  
(d) Refrain  

(ii) **The narrator wants to focus on**  
(a) The beauty of the landscape  
(b) The noises produced by ice.  
(c) The enormity or the ice scattered all around  
(d) Weather conditions.  

(iii) **The ship was in the icy region in**  
(a) The South  
(b) The north  
(c) The east  
(d) The west  

**ANSWERS: (i) (c) (ii) (c) (iii) (a)**  

**EXTRACT BASED COMPREHENSION QUESTIONS**  
(3 Marks)
Read the following extracts and answer the given question:

(1)

The sun now rose upon the right
Out of the sea came he,
Still hid in mist, and on the left
Went down into the sea.

(i) Who is 'he' in the second line?
(ii) What does the scene refer to?
(iii) Which direction is the ship moving to?

ANSWER:

(i) 'He' refers to the sun.
(ii) The scene refers to the sunset.
(iii) The ship is now moving towards north.

(2)

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

(i) What did the speaker feel on killing the bird?
(ii) What was the reaction of the crew?
(iii) What had the crew thought of the bird?

ANSWER:

(i) The speaker felt repentant (remorseful) after killing the bird.
(ii) The crew condemned the old mariner in fear.
(iii) The crew had thought that the bird was lucky.

(3)

Nor dim nor red, like God's own head
The glorious sun purist
Then all averred. I had killed the bird
That brought the fog and mist.
'I was right, said they, such birds to slay
That bring the fog and mist

(i) What poetic device is used in the first line?
(ii) Why did the crew justify the killing of the Albatross?
(iii) What attitude of the crew is revealed in these lines?

ANSWER:

(i) It's simile
(ii) The crew justified the killing of the albatross as they thought that the bird was responsible for their sufferings.

(iii) It shows their fickle-mindedness.

**SNAKE**

**POEM AT A GLANCE**

- A snake came to the poet’s water trough.
- The snake reached down from a crack in the earth-wall and came to the water-trough.
- He slipped with his straight gums into his slake long body.
- The poet came down the steps with the pitcher.
- The poet realized that he must wait as the snake had come to the water-trough before him.
- The snake lifted his head and looked at the poet as cattle do while drinking.
- It was a very hot day of July and the snake had come from the ‘burning bowels of the earth.
- The voice of his worldly education told him the yellow-brown snake was poisonous and must be killed.
- The poet confessed that he liked the snake and thought him as his guest.
- There is no doubt, that he feared the snake and couldn’t kill him.
- Even so, the poet felt honoured that the snake had come to seek his hospitality.
- The snake quenched his thirst and proceeded to go away.
- He put his head into the dreadful black hole in the wall.
- A sort of horror or protest overcame the poet.
- He didn’t like the snake deliberately going back into that black hole.
- He picked up a log of wood and threw at the snake.
- The poet immediately regretted at his ‘vulgar’ and ‘mean’ act.
- He was fascinated by the presence of the snake who seemed to him like a king.
- He wanted to atone for his ‘pettiness’.

**LITERARY DEVICES IN THE POEM**

**Similes**

- He lifted his head from his drinking, as cattle do
- And flickered his tongue like forked night on the air
- Seemed to me again like a king.

**Alliteration**

- Strange-scented shade, slackness soft-belled down, sipped with his straight mouth, burning bowels
- And depart peaceful, pacified
- The dark door of the secret earth.
- To lick his lips
- Broken bank of my wall-face
- He put his head into that dreadful hole
- Put down my pitcher
- Softly drank through his straight gums, into his slack long body, silently
Repetition

- On a hot, hot day
- I was afraid, I was most afraid
- And slowly, very slowly
- Like a king, like a king in exile

Onomatopoeia

- He sipped with his straight mouth

SHORT ANSWER QUESTIONS (2 Marks)

1. Where did the snake go and why?
   Ans. The snake went to the poet’s water-trough to drink water.

2. How did the snake quench his thirst?
   Ans. The snake rested his throat upon the stone bottom and sipped water with his straight mouth. He quenched his thirst by drinking through his straight gums into his slack long body.

3. What did the voice of education tell the poet?
   Ans. The voice of education directed the poet to kill the snake. The poet knew that the golden snakes were venomous and so they must be killed. And this snake was of golden colour.

4. What was the instinctive approach of the poet towards the snake?
   Ans. Instinctively, the poet liked the snake and treated him like a guest. He felt honoured that snake had come to drink water from his water-trough.

5. Why does the poet make reference to the albatross?
   Ans. The mariner had killed the albatross without any reason. The poet also tried to kill the snake without any reason. He thinks that his act is similar to that of the mariner. So he makes reference to the albatross.

6. What did the poet wish?
   Ans. The poet wished that the snake would come back again.

7. How did the poet feel at the end of the poem?
   Ans. The poet felt guilt-ridden and repentant. He regretted the meanness of his action of throwing a log at the snake.

VALUE BASED QUESTION (4 Marks)

(To be answered not more than 100 words)

1. Why does the poet curse the voices of the education and civilization that urge him to kill the snake?
   Discuss the statement with reference to the following lines:
   ‘I thought how paltry, how vulgar, what a mean act!
   I despised myself and the voices of my accursed human education.
   And I thought of the albatross.”

   Ans. The poet describes his encounter with the snake who had come to quench his thirst. He came out from the crack and twisted over the edge of the stone-trough. It was a hot afternoon. The snake visited the water-trough to quench his thirst. The poet had also gone to the trough to fill water in a pitcher. The snake rested his throat upon the stone bottom and sipped the water into his slack long body. After drinking water, he raised his head and the bent down to drink some more water.
   The voices of education inside the poet reminded him that it was the fear of the snake that made him refrain from killing him. The poet was quite afraid of
the snake, but he felt honoured that a snake had come to seek his hospitality from the deep recesses of the earth.

The snake drank water to his satisfaction and slowly proceeded to the curve. As he put his head into the hole. The poet was filled with a protest against the idea of the snake withdrawing into his hole. The poet picked up a log and threw it at the snake. The snake twisted violently and hurriedly vanished into the hole.

The poet regretted his action and cursed the voices of education that had urged him to kill the snake. For a moment he felt like the ancient mariner who had killed the albatross for no reason. He wished that the snake would come back. He felt that had to atone for the meanness of his action of throwing a log at the snake.

MULTIPLE CHOICE QUESTION (3 Marks)

(Reference to Context)

Read the extracts given below and answer the following question by choosing the most appropriate answer:

(1)

“A snake came to my water-trough
On a hot, hot day, and I in pyjamas for the heat,
To drink there.
In the deep, strange-scanted shade of the great dark carob tree
I came down the steps with my pitcher
And must wait, must stand and wait,
For there he was at the trough before me.”

(i) The poet went to his water-trough to
(a) Drink water
(b) See the snake
(c) Escape the heat of the day
(d) Fill his pitcher with water

(ii) The snake visited the water-trough on a hot day to
(a) Rest under a tree near the water-trough
(b) Hide himself behind the trough
(c) Drink water at the water-trough
(d) Escape the presence of the poet

(iii) What figure of speech does the poet use in the sixth line?
(a) Simile
(b) Image
(c) Repetition
(d) Alliteration

ANSWER: (i) (d) (ii) (c) (iii) (c)

(2)

He sipped with his straight mouth
Softly drank through his straight gums, into his slack long body
Silently,
Someone was before me at any water trough,
And I, like a second corner, waiting.

(i) **The snake drank the water**
   (a) Gently
   (b) Silently
   (c) Softly
   (d) Hurriedly

(ii) **The literary device used by the poet in the first line is**
   (a) Simile
   (b) Alliteration
   (c) Metaphor
   (d) Onomatopoeia

(iii) ‘Someone’ in the fifth line refers to the
   (a) Snake
   (b) Poet
   (c) Trough
   (d) Tree

**ANSWER:** (i) (c) (ii) (b) (iii) (a)

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He lifted his head from his drinking, as cattle do
And looked at me vaguely, as drinking cattle do
And flickered his two-forked tongue
From his lips, and mused a moment
And stooped and drank a little more

(i) **What literary device does the poet use in the first line?**
   (a) Alliteration
   (b) Simile
   (c) Image
   (d) Metaphor

(ii) **The snake looked at the poet**
   (a) Silently
   (b) Stealthily
   (c) Vaguely
   (d) Carefully

(iii) **Before drinking a little more water, the snake**
   (a) Mused
   (b) Stooped
   (c) Mused and stooped
   (d) Hissed forward

**ANSWER:** (i) (b) (ii) (c) (iii) (c)

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**EXTRACT BASED COMPREHENSION QUESTIONS**

The voice of my education said to me
He must be killed
For in Sicily the black, black snakes are
Innocent, the gold are venomous
And voice in me said, if you were a man
You would take a stick and break him now
And finish him off.

(i) What told poet to kill the snake?
(ii) In Sicily, what colour are venomous snakes?
(iii) What literary device does the poet use in the third line?

**ANSWER**

(i) It was his education that told the poet to kill the snake.
(ii) In Sicily, venomous snake are of golden colour.
(iii) It is repetition.

(2)

But I must confess how I liked him
How glad I was he had come like a guest
In quiet, to drink at my water trough
And deport peaceful, pacified and thankless
Into the burning bowels of this earth?

(i) How did the poet treat the snake?
(ii) What figure of speech does the poet use in the third line?
(iii) What does ‘burning bowels of this earth’ mean?

**ANSWER**

(i) The poet treated the snake as a guest.
(ii) It is alliteration.
(iii) It means the bottom of the earth.

(3)

And truly I was afraid, I was most afraid,
But even so, honoured still more
That he should seek my hospitality
From out the dark door of the secrete earth

(i) What is the figure of speech used in the first line?
(ii) Why did the poet feel honoured?
(iii) What does ‘the dark door of the secret earth’ mean?

**ANSWER**

(i) It is repetition
(ii) The poet felt honoured because the snake had come to seek his hospitality.
(iii) It means the bottom of the earth.
THE DEAR DEPARTED

By - Stanley Houghton

SUMMARY

- Mrs. Slater scolds her daughter Victoria for loitering around in a fancy-colourful dress when her grandfather is lying dead upstairs.
- She asks Victoria to wear a white frock with a black sash.
- Her Aunt Elizabeth and Ben are coming and they will not like her in such a dress.
- Mrs. Slater wants to grab/steal the things that belonged to grandfather before the Jordans come.
- She asks her husband Henry to use new slippers of grandfather.
- She has eye on the old man’s bureau and wants to bring downstairs in her room.
- Mrs. Slater knows that her sister Elizabeth is very sharp and clever and will drive a hard bargain over things left by grandfather.
- Henry doesn’t seem much interested but gives in soon.
- When Henry and his wife are bringing the bureau down, Victoria asks if they were stealing it.
- Mrs. Slater tells a lie that the bureau was given by Grandfather before he died.
- Then Mrs. Slater brings the man’s beautiful clock downstairs.
- The Jordans come and they ask how the old man died.
- They are annoyed that Mrs. Slater didn’t call any other doctor when Dr. Pringle, the family doctor was not available.
- Mrs. Slater tells that he was well in the morning, had his breakfast and then left for the insurance office to pay his premium.
- Mr. Jordan shows no emotion and says everybody has to die sooner or later.
- They talk about giving announcement in the paper.
- Mr. and Mrs. Jordan are more interested in having tea than going up and seeing the dead man.
- Mrs. Jordan wants that a list must be made of the things left by the old man.
- Henry tells them that the old has not left any jewelry or valuables
- Mrs. Jordan reminds that he must have left a gold watch for Jimmy because he was very fond of him.
- Mrs. Slater is not pleased. Ben asks for receipt for the premium paid that morning.
- He calls grandfather “the drunken old beggar” when he realizes that premium has not been paid.
- Victoria goes upstairs to fetch the bunch of keys when she finds her grandfather moving.
- She starts shouting “Mother! Mother! Grandpa’s getting up”.
- Soon Mr. Abel Merryweather comes down and they are transfixed with amazement.
- He is surprised to find Henry wearing his new slippers.
He finds Elizabeth, Amelia, Henry and little Victoria wearing dresses for mourning.

Abel Merryweather is again surprised to see his bureau and clock downstairs.

Mrs. Jordan tells grandfather that Mrs. Slater and Henry have stolen his bureau and clock.

Mrs. Slater tries to silence her but Mrs. Jordan is relentless.

She tells her father what was going on in the house when he was dead.

Mr. Abel Merryweather understands why all of them were in black.

Grandfather declares that he is going to make a new will.

He will leave his belongings to the person with whom he will be living at time of his death.

The selfish and greedy daughters compete with each other to keep the old man with them.

Abel Merryweather comes to know what his greedy daughters think of him.

Grandfather declares that on Monday he is going to do three things.

First he will go to his lawyer to change his will.

Then he will go to the insurance office to pay the premium.

In the end he will go to St. Phillip's Church and get married.

Everyone is shocked and surprised and Mrs. Slater that the old man has gone out of senses.

Mr. Abel Merryweather declares that he is going to marry Mrs. John Shorrock, who keeps the 'Ring-'o'-Bells.

He invites all of them at the wedding at twelve o'clock at St. Phillip's Church.

**PLOT OF THE PLAY**

Mrs. Slater discovers that grandfather is dead.

Mrs. Slater instructs her daughter to put her white frock on a black sash.

Mr. Slater fetches the bureau and the clock from the upstairs.

The Jordans arrive and know in detail about grandfather’s demise from the slaters.

The family sits down to have a tea.

They discuss about obituary announcement in the papers and the insurance premium payment.

Victoria is asked to fetch the bunch of keys to the bureau to look for the insurance receipt.

Grandfather comes down and is surprised to see the Jordans.

Grandfather comes to know how his daughters were in hurry to divide his belongings between them.

Grandfather announces his intention to change the will and to marry Mrs. Shorrock.

**DIFFICULT WORDS AND THEIR MEANINGS**

- **PEARSON'S WEEKLY** - A British weekly magazine founded by Sir Cyril Pearson
(1866-1921) in 1890.

• Precocious - a person whose mental attitude is developed beyond his/ her age.
• Gallivanting - go about seeking pleasure.
• Colours - wearing gay dress
• Drive a hard bargain - to argue in an aggressive manner and force somebody to agree on the best possible arrangement.
• Money-grubbing - seeking greedily to obtain money at every opportunity.
• Ostentatiously – showily
• Piqued - experienced indignation
• As merry as a sandboy - extremely happy and care free.
• Poetic license - freedom to change facts or normal rules of language.
• 'Ring-O-Bells' - the name of a restaurant.
• Tomfoolery - foolish behavior
• Dickens - informal way of saying that you are annoyed or surprised.

MAJOR CHARACTERS IN THE PLAY

MR. ABE MERRYWEATHER

• Victoria’s grandfather, an old widower.
• Enjoys life, used to drinking.
• Knows people have many faces.
• Has an affair with Mrs. John Shorrock
• Destroys his will and gets married again, leaving nothing for his daughters.

AMELIA SLATER/MRS. SLATER

• Abel’s daughter.
• Looks after her father only for his possessions.
• Is more interested in what mourning dress she should wear to out-stage her sister than having genuine feelings for her father.
• Detests her sister and doesn’t want her to gain anything for their father’s will.
• Steals her father’s belongings so that her sister can’t have them after his supposed death.

HENRY SLATER

• Henry Slater, the husband of Amelia.
• He is a stooping, heavy man with a drooping moustache.
• He is not mean like his wife but he has no strength to contradict what his wife says.
• When Amelia asks him to put on the slipper of grandfather, he is reluctant to do it.
• He is a selfish and cunning, but not to the extent his wife is.

VICTORIA SLATER

• Ten-year-old daughter of the Slaters.
• Different from her parents and aunt.
• Ignorant to the intentions of her mother.
• Shows a streak of goodness despite being young.
• Is fond of her grandfather

BEN JORDAN

• Ben Jordan is the husband of Elizabeth.
• He is a jolly little man accustomed to be humorous.
• He has bright Chirpy little voice. Chirpily he remarks, ‘We have all got to die sometime or other’.
• Even on a grave occasion, He humorously remark about the grandfather, “If there was one thing he couldn’t bear, it was water.”
• Internally he is very timid.
• More money minded than Henry-throughout the play what keeps him worried is to find the receipt of the premium that the grandfather had paid at the insurance office.

ELIZABETH JORDAN

• She is Ben’s wife, Amelia’s sister and Abel’s daughter.
• Equally insensitive, impolite and money minded like her sister.
• She is real hypocrite.
• She has a habit to drive a hard bargain over whatever she likes
• Has a habit of grabbing all good things in the world-eyed on her father’s valuable gold watch.
• She does not leave any chance to disgrace her sister to get his father’s property.

EXTRACT BASED QUESTIONS

1. I am amazed at you, Victoria; I really am. How you can gallivanting about in the street when your grandfather is lying dead and cold upstairs, I don’t know. Be off now, and change your dress before your Aunt Elizabeth and your uncle Ben come. It would never do for them to find you in colours.
   a) Who is the speaker of these lines?
   b) Why does the speaker ask Victoria to change her dress?
   c) What does the word ‘amazed’ mean?

Ans. a) The speaker is Mrs. Slater.
   b) The speaker asks Victoria to change her dress because Aunt Elizabeth and Uncle Ben would be upset to see her in coloured dress as her grandfather is lying dead upstairs.
   c) Surprised.

2. ‘Elizabeth’s that sharp she’ll see I’m after it, and she’ll drive a hard bargain over it. Eh, what it is to have a low money grubbing spirit!’

a) Who is the speaker of these lines?
b) Who will drive a hard bargain and why?
c) Who has a low money grubbing spirit?

Ans. a) Mrs. Slater is the speaker here.
   b) Aunt Elizabeth will bargain hard over things which her sister is trying to get.
   c) Elizabeth has low money grubbing spirit
3. ‘No, for myself it’s such a relief to get into the black. And now perhaps you’ll tell us all about it. What did the doctor say?’
   a) What is a great relief for the speaker?
   b) What does the speaker mean by telling “us all about it”?
   **Ans.**
   a) To get into the black dress for mourning is a great relief for the speaker.
   b) It means that they want to know how grandfather died.
   c) Mrs. Jordan is the speaker of these lines.

4. ‘Well he must have gone round to the ‘Ring-O-Bells’ afterwards, for he came in as merry as a sand-boy. I says, ‘We are only waiting for Henry to start dinner’. ‘Dinner’, he says ‘I don’t want no dinner. Am going to bed’
   a) Who must have gone to the Ring-O-Bells?
   b) What is the Ring-O-Bells?
   c) What does the word ‘Sand-boy’ mean?
   **Ans.**
   a) Abel Merryweather must have gone to the Ring-O-Bells.
   b) It is a restaurant owned by Mrs. Shorrock.
   c) Happy and jolly.

5. ‘Amelia and Henry. They have stolen your clock and bureau. (Working herself up.) They sneaked into your room like a thief in night and stole them after you were dead.’
   a) Who is Amelia?
   b) How did they steal the clock and the bureau?
   c) Give the meaning of the word ‘sneak’?
   **Ans.**
   a) She is Mrs. Slater.
   b) They entered like thieves into grandfather’s room after he was dead and stole the clock and the bureau.
   c) Without being seen or heard.

**ADDITIONAL EXTRACT BASED QUESTIONS**

1. ‘I don’t want to be hard on anyone. I will tell you what I am going to do. Since your mother died, I’ve lived part of the time with you, ’Melia’, and part with you, Lizzie. Well, I shall make a new will, leaving all my bits of things to whomever I’m living with when I die. How does that strike you?’
   a) How had the speaker been living since their mother died?
   b) Who is the speaker?
   c) What is the meaning of the word ‘will’?
   **Ans.**
   a) She has been living half with Melia and half with Lizzie.
   b) The speaker is Mrs. Slater.
   c) A legal document providing for what is to happen after death.

2. ‘To Mrs. John Shorrock who keeps the Ring-O-Bells. We’ve had it fixed up a good while now, but I was keeping it for a pleasant surprise. (He rises.) I felt I was a bit of burden to you, so I found someone who’d think it a pleasure to look after me. We shall be very glad to see you at the ceremony.’
   a) Who is the owner of Ring-O-Bells?
   b) What have they ‘fixed up a good while now’?
   c) Give the meaning of the word ‘ceremony’?
   **Ans.**
   a) Mrs. Shorrock.
   b) They made it presentable.
   c) An event to mark a special occasion.

**SHORT ANSWER TYPE QUESTIONS (30-40 WORDS EACH)**

1. Why does Mrs. Slater scold Victoria?
   **Ans.** Elizabeth and Ben have been informed of grandfather’s death by Amelia and will be there soon. Victoria is gallivanting about in the street. Mrs. Slater wants Victoria to go
away and change her dress before her Aunt Elizabeth and Uncle Ben arrive as they would not like her to see in colourful dress on the day of mourning.

2. Why does Mrs. Slater decide to shift the bureau from grandfather’s room before the arrival of the Jordans? How does Henry react to the suggestion?

**Ans.** Mrs. Slater decides to shift the bureau from grandfather’s room because she knows that Elizabeth is a hard bargainer. She must have the bureau before Elizabeth arrives. Moreover, she ‘always wanted to have it after he died.’ Henry asks her that she must arrange with Elizabeth when they are dividing the articles of grandfather.

3. Why does grandfather think of destroying the old will and making another will? What does he intend to do?

**Ans.** When Henry asks grandpa if he made a will Abel replies that it was locked up in the bureau. He is thinking of destroying it and making another. He doesn’t want to be hard on any one. He will leave all his belongings to whomever he is living with when he dies. He will not live alternatively with one of his daughters as he has been doing since his wife died.

4. What three things grandfather is going to do on next Monday?

**Ans.** Abel Merryweather declares what he is going to do on next Monday. First of all he will go to his lawyer and alter his will. Then he will go to insurance office and pay his premium. In the end he will go to St.Phillip’s Church to get married. He is going to marry Mrs. John Shamrocks who keeps the Ring-O-Bells.

5. What do the Slaters and Jordans talk about the old man’s insurance?

**Ans.** Mrs Slater informs the Jordans that grandfather went to pay his insurance after the breakfast. Ben supports his act as a ‘good thing’. Mrs. Jordan considers her father “too honourable to have gone” without paying the premium. But later on they doubt that “he’s not paid it”. Ben calls him “the drunken old beggar”. Mrs. Slater calls it “nothing sort of swindling.”

**ADDITIONAL SHORT ANSWER TYPE QUESTIONS**

1. Why does Victoria come down shouting “Mother! Mother!”?

2. How do his daughters and their husbands react after seeing Abel alive?

3. Who is Victoria? What is her role in the play?

4. How do Amelia and Elizabeth compete with each other to keep grandfather with them after they come to know of the terms of the new will?

5.4. Why didn’t the Slaters call the doctor? What three things grandfather is going to do on next Monday?

**LONG ANSWER TYPE QUESTIONS/VALUE BASED QUESTIONS (80-100 WORDS EACH)**

1. Give a character sketch of Mrs. Slater comparing her with her sister Elizabeth.

**VALUE POINTS:**

1. Both the sisters—many traits common—insensitive, inhuman—greedy and money-minded. Amelia is vigorous, plump red-faced and self-centered woman—Elizabeth is a
stout -- complacent woman--. Both understand each other very well-- Amelia grabs grandpa’s new pair of slippers-- bureau and clock before Elizabeth arrives -- she knows Elizabeth is very sharp -- will drive a hard bargain. Elizabeth -- insensitive-- prefers to have tea first than going upstairs to see her father-- accuses grandfather of not paying the insurance premium. -- considers him a burden-- leaves no chance of humiliating Slaters-- exposes Amelia and Henry-- a real hypocrite.

2. Write the theme of the play ‘The Dear Departed’.

VALUE POINTS
Social drama--depicts the social message--advocates of giving due respect and love to old/elderly people - suffer loneliness and emptiness in their lives. The playwright aptly satirizes -the degradation of moral values in families - people give more importance to money and materialism --destroying the old culture of family ties-- running after money-- insensitivity defeating family bonds-disregarding decency and modesty to compete in this world—inhuman attitude--leaving their duties and responsibilities towards old people-humiliating humanity for the sake of money.

3. Elderly/old people need to be treated with great care and love. How can we take care of elderly people?

VALUE POINTS:
1. Elderly people --must be treated with great care and love-materialistic people-no thought for modesty, decency and filial obligations-desire to move with time makes insensitive-forgetting our responsibility towards old people-think them burden—old people feel neglected and dull without a smile on their faces-suffer from loneliness- we need to take proper care—understand their needs—we should try to be a good caretaker—provide them better food and medicine --give emotional support and love.

ADDITIONAL LONG ANSWE TYPE QUESTIONS/VALUE BASED QUESTIONS

1. Write a character sketch of Henry comparing with Ben Jordan.

2. The play The Dear Departed shows inhuman attitude of Amelia and Elizabeth towards their father. Explain.

3. Mr. Abel Merryweather decides to change the will and get married with Mrs. Shorrock at the end of the play. Do you think his act is justified?

4. Your parents misbehave with your grandparents and never look after them properly. How you are going to change the behavior of your parents?

JULIUS CAESAR
By- William Shakespeare

[99]
SUMMARY

- Caesar's wife Calpurnia dreams of somebody killing Caesar. She is restless throughout the night and keeps shouting in her sleep.
- Calpurnia believes that such bad omens are a premonition of evil and some harm would befall Caesar.
- Calpurnia wants Caesar to stay at home. She tells Caesar that she does not believe in omens and forecast but what she had seen in her dream had made her believe that there was a threat to his life.
- Caesar rebuffs her, refusing to give in to fear. Caesar says these signs apply to the world in general and refuses to believe that they bore ill for him personally.
- He feels that valiant people like him should not exhibit cowardice and succumb to dreams.
- Calpurnia says it is Caesar's overconfidence which has consumed his wisdom.
- Finally, Calpurnia prevails upon Caesar to stay at home.
- Decius Brutus arrives and jeopardizes Calpurnia's plan. He tells that Calpurnia has misinterpreted her dream.
- He appeals to the ambitious side of Caesar and forces Caesar to go to the Senate, where the senators are waiting to offer a crown to him.
- The conspirators put before Caesar the petition of the banished Publius Cimber, the brother of Metellus Cimber. Caesar rejects the petition of Metellus Cimber to revoke the orders for his brother's banishment. He believes that if somebody has done wrong he/she deserves to be punished. He rejects Metellus Cimber's mercy plea.
- This proves to be the last nail in his coffin.
- Immediately afterwards, Casca and other senators along with Brutus stab Caesar. Caesar's last words are, "Et tu Brute?"
- The conspirators proclaim that they have got liberty and freedom. They call Caesar a tyrant. The conspirators turn to the plebeians and start shouting slogans of "Liberty, Freedom and Enfranchisement" as if they were safeguarding the rights of all the Romans.
- Mark Antony is too dumbstruck to see Caesar's dead body in a pool of blood, but tactfully restrains himself from making any statements.
- Antony calls Brutus and other conspirators who have murdered Caesar as 'the choice and master spirits of this age.' He wants them to even kill him and lay him beside Caesar.
- Both Brutus and Cassius tell Antony that he must not think of them as murderers. Their hands may be smeared with blood but their hearts are full of brotherly love for him. They try to justify their action.
- Antony requests Brutus for allowing him to make a funeral speech.
- Cassius does not want Antony to speak at funeral ceremony because he feels that people may be moved by his speech.
- Dismissing Cassius' objection, Brutus allows him but only after he has himself addressed the public. He tells Antony that he could take Caesar's dead body for the funeral and he also tells him that he will speak only about the good aspects of Caesar and not blame them (conspirators).
- Antony calls Brutus and others as butchers. He feels miserable that he has shaken hands with them. He foresees war, strife and destruction in Rome. He says that a curse will befall Rome and civil war will take place. Killings will be common and there will be fire, destruction and death all around.
• Brutus asks people of Rome to listen to him with patience. He tells them he too loved Caesar and was his friend but he loved Rome more than he loved Caesar. He says Caesar was honourable, valiant and fortunate but he was very ambitious too. It was this reason because of which he killed him.

• The public hails Brutus and agrees with him.

• Antony draws the attention of the people towards all the deeds done by Caesar. He tells them that Caesar always wept when the poors wept. Ambitious men do not cry as they are made of sterner stuff. Then he draws their attention to the number of times Caesar had refused to adorn the crown. This clearly indicates that Caesar was not ambitious.

• He tries to arouse the emotions of people of Rome by appealing to their senses and comparing it with the statement made by Brutus. This has a great impact in the head and heart of the Romans.

• He also very cleverly mentions the will made by Caesar wherein Caesar has rewarded them with seventy five silver coins, his private arbours and newly planted orchards.

• Antony uses his excellent oratorical skills very cleverly and succeeds in inciting the mob to mutiny and wreak havoc against the conspirators. His speech arouses the people to such an extent that they declare mutiny and decide to burn down the houses of Brutus and other conspirators for murdering Caesar.

• Antony with the help of Octavius Caesar, Julius Caesar's nephew defeats Brutus and Cassius at Phillippi and Sardis and both commit suicide.

**PLOT OF THE PLAY**

• The heavens forecast the death of Caesar through Calpurnia's dream.

• Calpurnia tries Caesar to tell that he should stay at home and not go anywhere because what she had seen in her dream had made her believe that there is threat to his life.

• Caesar rebuffs her, refusing to give in to fear. He feels that valiant people like him should not exhibit cowardice and succumb to dreams.

• Calpurnia says it is Caesar's overconfidence which has consumed his wisdom.

• Finally, Calpurnia prevails upon Caesar to stay at home.

• Decius Brutus arrives. He appeals to the ambitious side of Caesar and forces Caesar to go to the Senate, where the senators are waiting to offer a crown to him.

• The conspirators put before Caesar the petition of the banished Publius Cimber, the brother of Metellus Cimber.

• Caesar rejects the petition of Metellus Cimber to revoke the orders for his brother's banishment.

• Casca and other senators along with Brutus stab Caesar. Caesar's last words are, "Et tu Brute?"

• The conspirators proclaim that they have got liberty and freedom.

• Mark Antony is too dumbstruck to see Caesar's dead body in a pool of blood, but tactfully restrains himself from making any statements.

• Antony requests Brutus for allowing him to make a funeral speech.

• Brutus allows him but only after he has himself addressed the public.

• Brutus asks people of Rome to listen to him with patience. He tells them he too loved Caesar and was his friend but he loved Rome more than he loved Caesar. He says Caesar was becoming ambitious and therefore he was killed by them.
Antony tries to arouse the emotions of people of Rome by appealing to their senses and comparing it with the statement made by Brutus. He also mentions the will of Caesar. This has a great impact in the head and heart of the Romans.

His speeches arouse the people to such an extent that they declare mutiny and decide to burn down the houses of Brutus and other conspirators for murdering Caesar.

Brutus and Cassius commit suicide.

**DIFFICULT WORDS AND THEIR MEANINGS**

- Right form of war - correct battle order
- Beyond all use - most unnatural
- Valiant - brave
- Graybeards - old men (contemptuously dismissing the senators).
- Portents - omen
- Great men shall press For tinctures, stains, relics and cognizance - great men shall gather around Caesar and stain their handkerchiefs in his blood which will serve as colours added to a coat of arms, an object of reverence, mementos and a badge of service.
- Expounded - explained
- Puissant – powerful
- Couchings and these lowly courtesies - bowing and bending.
- Pre-ordinance- an order that has existed from earlier times.
- First decree - law passed earlier
- I could pray to move - pray to others to change their minds.
- Resting – permanent
- Ettu, Brute - even you, Brutus
- Bear me hard - bear a grudge against me
- Reek - stench
- Cumber – burden
- Custom of fell deeds - terrible deeds shall become so familiar.
- Ate - Greek goddess of revenge
- Believe me for mine honour- believe me because you know I am honourable.
- Censure- judge
- Rude- uncivilized
- Lupercal- the feast of the god Lupercus. Lupercus was the protector of flocks and herds, the god of fertility.
- Disprove- contradict
- Stood against - overcome the opposition of.
- Wrong the dead - be unjust to Caesar, who has been assassinated, by calling him ambitious.
- To wrong myself - by not speaking what I know.
- You - by allowing you to be deceived by Brutus.
- Ingratitude - the blow struck by Brutus' ingratitude.
- Which all the while ran blood - which was covered with Caesar's blood.

**MAJOR CHARACTERS OF THE PLAY**

**CALPURNIA**

- Caesar's wife.
- Loves and cares for Julius Caesar.
- Calpurnia invests great authority in omens and portents.

[102]
- She warns Caesar against going to the Senate on the Ides of March, since she has had terrible nightmares and heard reports of many bad omens.
- Caesar's ambition ultimately causes him to disregard her advice.

**MARCUS BRUTUS**
- Emerges as the most complex character in Julius Caesar.
- Close associate and friend of Caesar.
- He is a powerful public figure, a dignified military leader, a republican, a great patriot and a loving friend.
- To him his country and countrymen held great importance.
- Brutus’s rigid idealism is both his greatest virtue and his most deadly flaw.
- He was a gullible person who couldn’t judge people. He easily believes Cassius when he told him that Caesar was threat to Rome as he was an ambitious person and he wanted to make Romans his slaves.
- For the love of his country and countrymen Brutus kills Caesar.

**JULIUS CAESAR**
- The greatest and most powerful of the Romans.
- A valiant warrior who brought Rome great glory.
- Loved Rome and its people.
- Did not believe in omens and forecasts.
- Calpurnia says he is overconfident and his overconfidence has consumed his wisdom.
- Somewhere deep within he wants to be the ruler of Rome.
- It is his ego and ambition that Decius Brutus appeals and persuades him to go to the senate.
- Assassinated by Brutus, Cassius and band of conspirators who feel Caesar is very ambitious and wants the crown.

**MARK ANTONY**
- Caesar's most loyal friend.
- A great orator who incites the mob through his oratory skills.
- Antony proves strong in all of the ways that Brutus proves weak.
- Antony claims allegiance to Brutus and the conspirators after Caesar's death in order to save his own life.
- Later, however, when speaking a funeral oration over Caesar's body, he spectacularly persuades the audience to withdraw its support of Brutus and instead condemn him as a traitor.
- With tears on his cheeks and Caesar's will in his hand, Antony engages masterful rhetoric to stir the crowd to revolt against the conspirators.

**CASSIUS**
- A talented general and longtime acquaintance of Caesar.
- Cassius dislikes the fact that Caesar has become godlike in the eyes of the Romans.
• He slyly leads Brutus to believe that Caesar has become too powerful and must die.
• Inspirer and organizer of the conspiracy.
• Impulsive and unscrupulous, Cassius harbors no illusions about the way the political world works.
• A shrewd opportunist.

EXTRACT BASED QUESTIONS

1. ‘Cowards die many times before their deaths;
The valiant never taste of death but once.
Of all the wonders that I yet have heard.
It seems to me most strange that men should fear;
Seeing that death, a most necessary end,
Will come when it will come.’
a) Whom is Caesar speaking to? Why does he say these words?
b) What fears has the listener expressed?
c) What does the word ‘valiant’ mean?

Ans-a) Caesar is speaking to his wife Calpurnia. He says this because Calpurnia does not want him to leave the house as she had a bad dream. But Caesar is not ready to listen her.
b) Calpurnia says that she dreamt of Caesar’s death.
c) Brave.

2. ‘This dream is all amiss interpreted;
It was a vision fair and fortunate:
Your statue spouting bloods in many pipes,
In which so many smiling Romans bathed,
Signifies that from you great Rome shall suck
Reviving blood and the great men shall press
For tinctures, stains, relics and cognizance.’
a) Who is the speaker?
b) What is speaker’s interpretation of the dream?
c) What do you understand by “great men shall press……….cognizance?

Ans- a) Decius Brutus is the speaker.
b) According to him it was a vision fair and fortunate.
c) It means that great men shall gather around Caesar and stain their handkerchiefs in his blood which will serve as colours added to coat of arms, an object of reverence, mementos and a badge of service.

3. ‘I must prevent thee, Cimber.
These couchings and these lowly courtesies
Might fire the blood of ordinary men,

[104]
And turn pre-ordinance and first decree
Into the law of children’.
a) To whom the speaker is speaking to?
b) What the listener is pleading?
c) What do you mean by ‘couchings and these lowly courtesies’?

**Ans** a) The speaker is speaking to MetellusCimber.
b) The listener is pleading for freedom of his banished brother PubliusCimber.
c) It means bowing and bending.

4. ‘When that the poors have cried, Caesar has wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was an ambitious;
You all did see that on Lupercal
I thrice presented him a kingly crown
Which he did thrice refuse: was this ambition?’
a) Who is the speaker and to whom is he addressing?
b) What the speaker is trying to prove?
c) What is meaning of the word ‘stern’.
**Ans** a) Mark Antony is the speaker and he is addressing the Romans.
b) He wants to prove that Caesar was not ambitious as said by Brutus.
c) Tough.

5. ‘Mark Antony, here , take you Caesar’s body .
You shall not in your funeral speech blame us,
But speak all good you can device of Caesar,
And say you do it by our permission;’
a) Who is the speaker?
b) What do you mean by ‘device of’?
c) What conditions have been laid by the speaker to Antony?

**Ans** a) Marcus Brutus is the speaker.
b) It means to ‘think of’.
c) The conditions were-Antony should not blame them for killing Caesar-can speak all good things about Caesar-tell people that we (conspirators) have allowed you to speak-will speak only after Brutus’ speech is over.

6. ‘I kiss thy hand, but not in flattery, Caesar;
Desiring that publiusCimber may
Have an immediate freedom of repeal’.
a) Who is the speaker?
b) What he desires?
c) The opposite of ‘freedom’ is.......?

**Ans** a) Marcus Brutus is the speaker.
b) He desires immediate freedom of PubliusCimber.
c) Slavery.

**ADDITIONAL EXTRACT BASED QUESTIONS**

1. ‘I shall not find myself so apt to die:
   No place will please me so, no mean of death,
   As here by Caesar and by you cut off,
   The choice and master spirits of this age.’

   a) Who is the speaker and to whom is he talking to?
   b) Who has been killed?
   c) Who are ‘the choice and master spirits of this age’ according to the speaker?

2. ‘You know not what you do: do not consent
   That Antony speak in his funeral:
   Know you how much the people may be moved’
   By that which he will utter?

   a) Who is the speaker?
   b) What is his objection?
   c) What does the word ‘utter’ mean?

3. ‘Pardon me, thou bleeding piece of earth,
   That I am meek and gentle with these butchers!
   Thou are the ruins of the noblest man
   That ever lived in the tide of times.’

   a) Who is the speaker?
   b) Why is he meek and gentle with the butchers?
   c) Give the meaning of the word ‘butcher’?

4. ‘But here’s a parchment with the seal of Caesar;
   I found it in his closet is his will:
   Let but the commons here this testament—
   Which pardon me; I do not mean to read—

   a) What do you mean by ‘parchment’?
   b) Why Antony wants to read it?
   c) What is listeners’ reaction afterwards?

**SHORT ANSWER TYPE QUESTIONS (30-40 WORDS EACH)**

1. How do the heavens ‘blaze forth’ the death of Julius Caesar?
   **Ans.** The heavens forecast the death of Caesar through Calpurnia’s dream. She had a dream of some people murdering Caesar. She is worried and restless
throughout the night and keeps shouting in her sleep ‘Help, ho! they murder Caesar!’.

2. What does Calpurnia try to convince Caesar of?
Ans. Calpurnia tries to tell Caesar that he should not move out of the house that day. She does not believe in omens and forecasts but whatever she had seen in her dream had made her believe that there was threat and danger to Caesar’s life. According to her when ordinary people die, there are no forecasts or predictions but when royal people are involved, the stars try to forewarn us.

3. Why does Calpurnia say Caesar’s ‘wisdom is consumed in confidence’?
Ans. Caesar refuses to stay at home. Calpurnia sees him to be overconfident. Caesar’s overconfidence has made him blind so much that he is not able to understand her fears and act wisely.

4. Who says “Et tu Brute”? When are these words spoken?
Ans. These words are said by Caesar when he saw his dear friend Marcus Brutus stabbing him along with the conspirators.

5. Why does Cassius object to allowing Antony to speak at Caesar’s funeral ceremony?
Ans. Cassius knows very well that the people may be moved by Antony’s speech as Antony was a good orator and also a much respected man in Rome. Therefore, he objects giving permission to Antony to speak at the funeral ceremony.

ADDITIONAL SHORT ANSWER TYPE QUESTIONS

1. What are the arguments put forward by Decius Brutus to convince Caesar to go to the Capitol?

2. What is the petition put before Caesar by the conspirators?

3. Whom does Antony call ‘the choice and master spirits of this age’? Why?

4. What prediction does Antony make regarding the future events in Rome?

5. At the end of the scene what is the fate of Brutus and Cassius?

LONG ANSWER TYPE / VALUE BASED QUESTIONS (80-100 WORDS EACH)

1. How does Antony incite the mob against the conspirators?

   Value Points:
   Antony a good orator—draws the attention of people—deeds done by Caesar—tells them all—Caesar was not ambitious—Caesar cried—when poor wept—was always with them—ambitious people never cry—made of sterner stuff—on Lupercal—Caesar thrice refused to take the crown—not a sign of an ambitious man—tries to arouse the emotions of people—appeals to their senses—compares his statements with the
statements made by Marcus Brutus—discloses about the will of Caesar for Romans—seventy five silver coins—arbours and orchards—wins mind and heart of people—tells about goodness of Caesar—tells that Caesar always worked for the betterment of Rome and Romans—entices the mob wisely—uses his skillful oratory skills—exposes the conspirators and the plot to kill Julius Caesar—killed Caesar because of jealousy.

2. Why Calpurnia wants Caesar to stay at home? Is she successful?

**Value Points:**
Calpurnia—wife of Julius Caesar—loves and cares for her husband—dreams some people killing Julius Caesar—restless throughout night—keeps shouting in her sleep 'Help, ho! they murder Caesar!—tries to convince Caesar to stay at home—tells Caesar threat to his life—when ordinary people die there are no prediction—heavens blaze themselves when princes are to die—Caesar refuses—remains adamant—feels valiant people—not exhibit cowardice and succumb to dreams—Calpurnia accuses him of being overconfident—Caesar’s overconfidence has consumed his wisdom—unable to understand her feelings and act wisely—Finally, Calpurnia prevails upon Caesar to stay at home.
Decius Brutus arrives—jeopardizes Calpurnia’s plan—tells that Calpurnia has misinterpreted her dream—he appeals to the ambitious side of Caesar—tempts Caesar to go to senate—senators are waiting to offer the crown to him.

3. Antony through his oratory skills wins the heart and mind of people. Why one should be a good orator and what we should avoid while speaking?

**Value Points:**
Great orators have got success—achieved their aim—words have great power—should be used wisely—a good orator is liked and followed—people get inspiration—a good orator can bring about great changes in people—Harsh words should be avoided—they hurt—give pain—demoralize—sweet words are soothing—make us happy—they can heal the wounds—always please others—a skillful orator can change situations in his favour.

**ADDITIONAL LONG/VALUE BASED QUESTIONS**

Q.1. Compare the speeches of Brutus and Antony.
Q.2. Brutus commits a number of mistakes and is responsible for the ultimate downfall of the conspirators. Comment.
Q.3. Briefly describe how Caesar was assassinated.
Q.4. What reasons does Brutus give for murdering Caesar?
Q.5. Why does Antony ‘shake hands’ with Caesar’s enemies?
Q.6. Write a paragraph about the Roman mob as depicted in the play ‘Julius Caesar’.
NOVEL: THE STORY OF MY LIFE
By - Helen Keller

SUMMARY
Helen Keller, the little deaf and blind girl triumphed over adversity to become world famous. Helen was born on June 27, 1880 in Tuscumbia, Alabama, to Captain Arthur Henry Keller, a confederate army veteran and a newspaper editor, and her mother was Kate Adams Keller. By all accounts, she was a normal child. But at 19 months, Helen suffered an illness – scarlet fever or meningitis that left her deaf and blind. Although Helen learned basic household tasks and could communicate some of her desires through a series of signs, she did not learn language the way other children do. Indeed, her family wondered how a deaf and blind child could be educated.

At the age of six, her mother managed to get a teacher, Anne Sullivan, to teach Helen. After studying at the Wright Hu mason School for the Deaf and the Cambridge School for Young ladies, Helen entered Radcliff College in 1900 and finished her graduation in 1904. The Story of My Life shows, Helen Keller's life is neither a miracle nor a joke. It is a tremendous achievement. Helen built upon the brilliant work of her teacher, Anne Sullivan, became an inter-nationally recognized and respected figure. In 1908 Helen published “The World I Live In”, an account of how she experienced the world through touch, taste and scent. In magazine articles she advocated for increased opportunities for the blind and for improving methods of reducing childhood blindness.

In 1909, Helen joined the Socialist Party of Massachusetts and supported many progressive era causes, including birth control, labour unions and the right of women to vote. In 1924, her popularity somewhat recovered, Helen began working as a lecturer fund-raiser for the American Foundation for the Blind (AFB). Helen was devastated when her companion Anne Sullivan died in 1936. After the Second World War she toured more than thirty countries, continuing her advocacy for the blind. In 1955, she published the biography of Anne Sullivan “Teacher”, and in 1957 “The Open door”, a collection of essays. In 1964 she was awarded the Presidential Medal of Freedom, the nation's highest civilian honor, by President Lyndon Johnson. On 1st June, 1968, she died at her home in Arcane Ridge, Connecticut. In the second part of the book, we can read the letters written by Helen to her beloved ones during 1887-1901. It was quite interesting and informative with wonder and curiosity. Through these letters, she opened her mind, saw, felt and touched the worlds of wonders. They are exercises which have trained her to write. The book “Story of My Life” is a story of courage and determination and a work of inspirational literature.

MAJOR CHARACTERS
ARTHUR H. KELLER
- Father of Helen Keller, was captain in the Confederate Army, editor of The North Alabamian newspaper and Marshal of Alabama

[109]
Brave, competent and respected citizen.
Loving, indulgent and hospitable and quite close to his family.
Hunting was his passion.
Nature lover—loved his big garden.
Famous story teller shared many anecdotes with his daughter.
Very much concerned for Helen, tried his utmost to assure her that she was not handicapped or desolate.
Brought light into the life of Helen through Miss Sullivan, a competent teacher for Helen.
Died of a heart attack when Helen was just sixteen.

KATE ADAMS KELLER
Arthur's second wife, beautiful, tall, fair complexioned and blue eyes.
Intelligent and had excellent memory.
Showed courage to fight with adverse circumstances. Her husband's death and paucity of funds created insurmountable hardships.
Did everything possible for Helen to stand on her own legs.
Supportive and had positive attitude.

MARTHA WASHINGTON
Child of the cook, little coloured girl and Helen's constant companion.
An expert in understanding Helen's sign and gave Helen a lot of support.
Helen always bossed her and Martha willingly obeyed
She was mischievous too. Once she seized a pair of scissors and cut off one of Helen's curl. She was about to cut them all but Helen's mother saved her from the cruel scissors of Martha

ANNE SULLIVAN
Ann Sullivan arrived in Helen's life when she was just six
She was her teacher.
She proved strong crutches for Helen
Helen kissed success only because of Sullivan's support and encouragement.
She proved to be a true teacher. Being blind herself she knew how ruthless and torturing life she had to pass. She was able to understand Helen's mental state.
She boosted Helen's love for nature.
She taught her manual alphabets and helped her to communicate
Sullivan was Helen's teacher, mentor, constant companion and role model.
Helped Helen learn more from life itself.
Her nurturing and loving care helped Helen grow into a perfect adult, all selfless and compassionate.

MILDRED KELLER
Mildred was Helen's younger sister.
Helen was jealous of her because she thought she was an intruder who had divided their mother's love. Once she overturned the cradle in which Mildred was sleeping.
Later Helen and Mildred came very close. Mildred accompanied Helen everywhere. To give Helen company, she even went to the same school as Helen.

**MICHAEL ANOGNAS**
- Director of the Perkinson Institution for the Blinds, an orthodox immigrant from Greece.
- It was Anognas who sent Miss. Sullivan to Keller’s home.
- He and Helen were good friends, encouraged Helen and appreciated her compositions. He got ‘The Frost King’ written by Helen published in Institute’s journal.
- Helen was accused of plagiarism for her story ‘The Frost King’.
- This incident ended the relationship between the two.

**BISHOP BROOKS**
- Man of genius, a true preacher and noble soul Helen considered it was the sweetest privilege of her life to know and converse with him.
- Bishop Brooks broadened her horizon, never tried to limit her thought about religion.
- He said – there is one religion – the religion of love. He himself loved all and taught Helen this great lesson of love.
- He taught her two great ideas - the fatherhood of God and the Brotherhood of Man.
- Lessons taught by him broadened Helen’s outlook and thinking. The whole humanity became her family.

**DR. ALEXENDER GRAHAM BELL**
- It was Dr. Bell who advised Helen’s parents to contact the Perkins Institute for the Blind.
- Dr. Bell remained a friend of Helen and he accompanied her and Miss. Sullivan on a trip to the World’s Fair.
- Dr. Bell’s tenderness, sympathetic attitude won the heart of Helen.
- He was deeply committed to the education of hearing impaired.
- He founded the Volta Bureau for the Deaf.
- He was a teacher of deaf and this passion made him develop on the nature of sound that enabled him to invent the telephone.

**MR. ARTHUR GILMAN**
- Principal of Cambridge School for Young Ladies.
- Efficient teacher. His teaching was interesting and effective. His lessons made learning quite easier.
- Kind and warm hearted.
- As principal he permitted Mildred to study at Cambridge as he knew it was good for Helen.
- He urged Helen not to take stress in her studies.
- Helen had great respect for Mr. Gilman
Long Answer Type Questions based on theme/Plot/Events (150-200 words each)

Q1. Write a pen-portrait of Helen Keller.

Ans. Helen Keller was a great woman who was born on June 27, 1880 in Tuscumbia, a little town of northern Alabama. When she was still a child, she fell ill and lost her sight as well as hearing. The world outside became dark and silent. Initially, she used to have fits of temper when she realized she was different from others but gradually adjusted herself in a positive way to the life which fate had chosen for her. Her teacher, Miss Anne Sullivan helped her a lot in this. Her relationship with Miss Sullivan was long-lasting and she never moved out without her. She taught Helen to communicate with others through words and later sentences.

Helen had a great respect for physical bravery. She had a sportsman spirit and never felt defeated. She loved nature and wanted to be with the trees, animals, birds, flowers, and bushes, etc. Despite her physical disabilities, she learnt how to climb trees, swimming, etc. She enjoyed the snowfall at Boston.

Helen was a girl who liked the company of others. She never felt shy. She used to greet the guests when they visited her parents. She went to celebrate Christmas with Tuscumbia school children and exchanged gifts with them.

She loved fragrances. Whenever she was free, she used to go out into the orchards and gardens to enjoy the fragrances of persimmons, lilies, jasmines, ripe peaches, etc. Her description of her various experiences were very vivid and clear. In short, we can say that Helen was an optimistic lady who never let her disabilities come in the path of her progressing life. Life to her was a teacher and she learnt many things from it.

Q. 2. What were the qualities that attracted everyone towards Helen before she fell victim to her mysterious illness? Give your views.

Ans. Helen was a very bright and happy child. She attracted everyone’s attention towards her with her mischiefs.

In her childhood, she was an eager and self-asserting child. She imitated everyone and learned walking as well as talking at an early age. She was the first baby in her family so she received the love and affection of her family members to the maximum. Helen herself wrote ‘I came, I saw, I conquered’ as the first baby in the family does. She started walking when she was a year old. Her mother had just taken her out of the bath-tub and was holding her in her lap when she started walking towards the leaves that danced in the sunlight. Even her naming ceremony was a big event. She was not to be lightly named being the first baby in the family. She initiated every one and learnt talking at an early age. Everyone got attracted towards her due to these qualities.
Q. 3. Why did Helen call her pony 'Black Beauty'?

Ans. Helen had her pony at Fern Quarry. She called him Black Beauty as she had read the book in which there was a black horse. Helen's horse resembled his name-sake. He had a black glossy coat and a white star on his forehead. Helen spent many of her happiest hours on Black Beauty's back. Sometimes, her teacher Miss Sullivan would let go of the horses' rein and the pony used to stop at his sweet will to eat grass or nibble the leaves of the trees. Helen loved her pony very much.

Q. 4. Helen Keller says, "Happy days did not last long." Why does she say this? What had happened to her?

Ans. Helen was an eager and assertive child during her childhood. The beginning of her life was simple and much like every other little life. She received all the privileges as the first baby in the family does. She was having a wonderful time as a baby but 'happy days did not last long'. In the month of February, she fell ill. The doctors called it 'acute congestion of the stomach and brain'. They thought she would not live. However, one day the fever left her as suddenly and mysteriously as it had come. Everyone rejoiced on her being well. After getting well, she could feel her eyes turning dry and hot. Gradually, the light became dimmer by the day. It was like a nightmare as she turned blind and deaf for life. Not even the doctors realised that she would never see or hear again. It was terrible but with the passage of time she got used to the silence and darkness that surrounded her and forgot that life had, at some stage, been different and wonderful.

Q. 5. What type of relationship did Miss Anne Sullivan and Helen share?

Ans. After the illness which left Helen deaf and blind, her parents went to meet Dr. Chisholen, an eye, ear, nose, throat specialist in Baltimore. He put them in touch with Alexander Graham Bell who worked with deaf children.

Bell advised them to contact Perkins Institute for the Blind. This institution sent Miss Anne Sullivan as Helen's instructor. The eventful day, on which Miss Sullivan was to arrive, Helen felt that something unusual was going to happen. She had no idea that the future had a surprise for her. Miss Sullivan arrived and filled Helen's life with brightness. Both of them shared a wonderful relationship. Miss Sullivan was like a mother to her. She taught her the spellings of words by writing them on her hand like doll. Later she taught her abstract words like love, water, think etc. Once she improved her vocabulary, Miss Sullivan taught Helen how to use the words in sentences, thus gradually increasing her knowledge. She accompanied Helen everywhere and Helen also looked towards her whenever she wanted to know about something, their relationship lasted for 49 years and eventually Miss Sullivan became a companion to Helen from a mere governess.

Q. 6. 'The best and most beautiful things in the world can't be seen or even touched. They must be felt with the heart.' Justify the famous quote of Helen Keller.

Ans. This quote is really relevant and truly signifies the life of Helen Keller herself. This quote holds true for everything that we experience in life. It is the feeling towards
what we experience in life that is more important than what we actually see or touch.

Helen Keller had lost her sight and hearing at a very tender age to an illness. She did not give up on life. With all the adversities surrounding her, she still fought back with the courage and the love of the people who surrounded her and supported her throughout. It is these feelings of love, courage, hope, satisfaction, happiness, desire, pain, ambition, etc., which makes a person what they are. In fact Helen learns the beauty of love not by seeing or touching but by feeling it. Her life itself stands testimony to this statement ‘The best and most beautiful, things in the world can’t be seen or even touched. They must be felt with the heart.’

Q. 7. **How did Helen learn subjects like Geography, History and Science?**

**Ans.** Helen had a different way of learning subjects like Geography, History, etc. She went with Miss Sullivan to an old tumble-down lumber wharf on the Tennessee River which was used during the Civil War to land soldiers.

She built dams of pebbles, made islands and lakes, dug river-beds all for fun, never realizing that she was learning a lesson. She listened to Miss Sullivan’s descriptions of burning mountains, buried cities, moving rivers of ice, etc. She made raised maps on clay so that she could feel the mountain ridges and valley and follow the course of river with her fingers.

She learnt Arithmetic by stringing beads in groups and by arranging kindergarten straws, she learned to add and subtract. She did not have much patience to arrange more than five or six groups at a time.

She studied Zoology and Botany also in a leisurely manner. She listened carefully to the description of terrible beasts which tramped the forests and died in the swamps of an unknown age.

The growth of a plant itself taught her a lesson in science. She bought a lily and set it in a sunny window. Very soon she noticed the signs of opening in the pointed buds. This process was reluctant in the beginning but later on used to go on rapidly-in order and systematically. There was always one bud larger and more beautiful than the rest which pushed her outer covering with more pomp. In a way she learned from life itself.

**ADDITIONAL QUESTIONS**

Q. 1. “Helen had a great strength and courage which helped her come out of her dark and silent world.” Justify.

Q. 2. Write character sketch of Anne Sullivan.

Q. 3. Write a character sketch of Bishop Brooks.

Q. 4. Describe Helen’s relationship with her sister Mildred.
Q.5. Helen was very close to nature. She could understand nature through touch and smell. Discuss the role of nature in Helen's life.


SAMPLE QUESTION PAPERS
KENDRIYA VIDYALAYA SANGATHAN
SUMMATIVE ASSESSMENT –I
ENGLISH
CLASS X

Time: 3 Hours
Mark 70

SECTION A - Reading 20 Marks.

Q 1. Read the passage given below and answer the questions that follow. 8M

1. Overweight and obesity are affecting many countries in the world: More than 300 million people are overweight or obese. In India, some people tend to be overweight because of their high calorie diet and lack of physical activities. In the United States, obesity is more prevalent in lower economic groups. Obesity is now well recognized as a disease in its own right. Though obesity commonly means overweight, it is defined as an excess amount of body weight that includes muscles, bone, fat and water. “Obesity” specially refers to an excess amount of body fat. Some people, such as body builders or other athletes with a lot of muscle, can be overweight without being obese.

2. Woman have more body fat than men. Usually men with more than 25% body fat and women more than 30% body fat are regarded as obese. Obesity occurs when a person consumes more calories than he or she burns.

3. Obesity tends to run in families, suggesting a genetic cause. Environmental factors mean lifestyle behaviors such as what a person eats and his or her level of physical activity. Although you cannot change your genetic makeup, you can change your eating habits and levels of activity. You can learn how to choose more nutritional meals which are low in fat and become more active.

4. Then there are the physical factors. Negative emotions such as boredom, sadness, anger respond to people who overeat. There is also “binge eating” when people eat large amount of food thinking that they cannot control how much they are eating. Those with
the most severe binge eating problems are also likely to have symptoms of depression and low self-esteem.

5. Obesity is a health hazard. Several serious medical conditions have been linked to obesity, including type-2 diabetes, heart disease, high blood pressure and stroke. Obesity is linked to higher rates of certain types of cancer. Other diseases and health problems linked to obesity include gall bladder disease and gallstones, liver disease and deterioration of joints.

6. The benefits of exercise are much more than any other way of losing weight. Not only does exercise help you lose weight but it also improves your fitness and flexibility and improves skin texture. Exercises also free one from the harmful side effects of crash dieting, slimming capsules and the heat treatment used by slimming centers.

1.1 On the basis of your reading of above text, answer the following questions in your answer sheet: 6 marks

   a) What is obesity?
   b) When can women be described as being obese?
   c) What are the environmental factors which cause obesity?
   d) what are the consequences of binge eating?
   e) Mention any four diseases linked to obesity.
   f) What are the benefits of exercise?

1.2 Find words in the passage which mean the same as the following. Write your answers in the answer sheet against the correct blank numbers: 2 m

   a) eats/uses (para 2)
   b) signs (para 4)

Q 2. Read the following passage carefully and answer the questions that follow. 12M

1. The quality of fruits and vegetables that feed most of Delhi’s population is being affected by the river’s pollution. It is not pesticides, but a toxic mix of industrial effluents that are contaminating the fruits and vegetables that are being grown on the river bed. This is risking the lives of those people specially who eat greens grown on this soil. The National Green Tribunal has been asking for a ban on artificial colours applied to fruits and vegetables and on the waxing of certain fruits such as apples.

2. That the government is conscious of this grave danger looming large over the city’s population is evident from the fact that they recently issued an advertisement asking consumers to clean their vegetables in various solutions, to do away with the chemical residue. They have advised consumers to discard the outer layers of leafy vegetables such as lettuce and cabbage. In the case of melons, carrots and turnips, consumers are advised to rub the surface first with a dry brush or towel and then rinse it. Others advise that vegetables be kept in boiling water before being rinsed and an even more ingenuous
solution to the problem is to soak the vegetables in diluted vinegar before rinsing them. Another advice given is to dip the vegetables in ozonized water to help reduce pesticide residues. A more sober approach given by some is to eat a variety of fruits and vegetables to avoid excessive consumption of the same kind of pesticides.

3. The Energy and Resources Institute in its study has found that the level of toxic metals like nickel, lead, manganese, chromium, and zinc are high in many water samples. Sometimes it is as high as ten times the accepted limits and water in the vicinity of thermal plants the mercury concentration is as high as 200 times more than the required level. Even the polished food grains are not free from this menace for these items, contaminated with hazardous substances are being sold in wholesale and retail markets. Farmers growing vegetables and fruits for a livelihood have thus no choice but to use the polluted water as the pollution and industrial agencies have failed in their task of controlling the flow of effluents into the river.

2.1 Answer the following questions in about 30-40 words. 2x4=8m

a) What is the type of contamination of greens taking place in Delhi?
b) How should leafy vegetables be consumed?
c) What were the findings of The Energy and Resources Institute?
d) What was the condition of farmers in such precarious condition?

2) Which word in the passage substitutes the meaning for the above statement 1x4=4 M

a) the sewage being thrown into the water
b) something is threatening the present situation
c) the object which is found just within that locality
d) Poisonous and dangerous substances

SECTION B- Writing and Grammar  15 +10= 25 Marks

3. The following lines are constant reminders for the present day youth

When you wish upon a star,
Makes no difference who you are,
Anything your heart desires,
Will come to you?

Dr. A.P.J Kalam’s life is a classic testimony for true patriotism. He lived like legend and died like a martyr. His life is an inspiration to millions of Indians especially the youth. Can the present day youth pay befitting tribute to Dr.Kalam the exemplary leader by sweating hard to make India Super Power Nation by 2020?

Prepare a speech to be delivered in the morning assembly. 5M
4. Try to sketch a plot for an adventure story. Some clues and ideas are given below that may give you a start.

Adventure: You meet a man somewhere who talks of a ruined temple in a jungle. Shows you a magnificent jewel - talks on inscriptions on temple walls - you are an expert in interpreting ancient languages and scriptures - you interpret it in a logical way - helps government to unearth the treasure - you are greatly rewarded in the mission of treasure hunt - 10 M

5. Fill in the blanks with suitable word

James was ______ a) honest boy who lived in a European countryside. He was very hard working and excelled b) ______academics. When he grew up he went to a university and finally took up a job in an advertising firm. As an officer he was kind and considerate. He was known c) ______his commitment and dedication.. 1x 3 = 3 M

6. Correct the errors in the following sentences and rewrite them in the blanks mentioned against. 4 M

1. The nurse enquired how I am

2. They asked when I have arrived

3. The taxi driver asked me where I want to go.

4. The student told the teacher that he did not brought his note book.

7. Re arrange the following to form meaningful sentences. 1x 3 = 3 M

1. Oliver Twist/ workhouse/ a / was/ in/ born

2. Knew/ father/his/ was /who / nobody

3. Died/ his birth/mother/his/ soon/ after

SECTION C LITERATURE AND LONG READING NOVEL.- 25 MARKS

8. ANSWER ANY ONE OF THE FOLLOWING : 1X3=3M

I am not cruel only truthful

The eye of a little god, four cornered

Most of the time I meditate on the opposite wall.

a. How is the mirror not cruel but truthful?

b. Explain “the eye of a little god, four cornered”.

c. What is meant by meditate?

OR

“Are we pinching it before aunt Elizabeth comes”

a. What does “it” refer to here?

b. How does Victoria conclude that her parents “are pinching it”?

c. What is meant by pinching?
9. Answer any four of the following words in about 30 to 40 words each. 2x4=8m
   a. When did the postmaster realise his mistake?
   b. What is the message conveyed in the poem “Not marble nor gilded monuments”
   c. How did the creatures in the Bingle Bog react to the nightingale’s singing?
   d. Why were the boys in the deserted square at night? What quality do they exhibit?
   e. What was the contribution of the villagers for shooting the tiger planned by Mrs. Packletide?

10. VALUE BASED QUESTION? 1x4= 4m
   War had not broken their spirit. Their selfless action brought a new nobility to human life, gave promise of a greater hope for human society. What values are highlighted through the actions of the two young boys
   OR
   The poem” The Frog and the Nightingale” is a replica or a reflection of the different shades of the human society. Justify with reference to the characters portrayed in the poem.

11. NOVEL – LONG READIND TEXT 1X10= 10 M

12. ANSWER ANY ONE OF THE FOLLOWING

A teacher can play a very significant role in the life of her pupils. Anne Sullivan is an embodiment of a true teacher who strives relentlessly for the empowerment of Helen her student who is differently abled. Elaborate.

OR

Helen has given a vivid description of “the Ivy green”. Create a pen-picture of the house.

KENDRIYAVIDYALAYA SANGATHAN

SUMMATIVE ASSESSMENT II

CLASS X

SUBJECT – ENGLISH

M.M 70 Marks

TIME; 3.00 hrs

Read the following instructions carefully

   i) The paper is divided into three sections: A,B and C. All the sections are compulsory.
   ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and write accordingly.
   iii) Don’t exceed the prescribed word limit while answering the questions.

1. Read the following passage carefully and answer the questions given below.
   Impoverished children Beat odds to turn Role models
Being born in a poor family often cuts into a child’s chances of a bright future, but not for the group of children who have not only managed to beat their misfortune but have also turned into inspiring role models for others in their communities.

Nanda Munda, a thirteen year old tribal boy from a remote village of Odisha’s Nayagarh district was forced to work at a road-side eatery to help his family to meet their daily needs, but his strong desire to not only just helped him fulfill his dream, but also made him a ‘change maker’ in his community who now inspires others to continue to go to school.

Similarly, Nazeema Khatoon (14) who hails from a small village in Jamtara district of Jharkhand, always believed that all children should enjoy their childhood and not to be sent to work. This belief which she held despite all the difficulties of living in acute poverty, helped her turn into an activist who is now a known figure in her locality.

The story of Sukra Majhi is nothing different, as the 16 year old from a remote Odisha village proved that poverty and disability could not stop one from dreaming big even making them happen. Majhi, blind one eye, who was forced to quit school a few years ago, is now a player with India’s blind cricket team. He has recently represented the country in a tournament against Pakistan. What is common among these children is that they all have got the much-needed assistance and motivation that helped them dream for a better and a meaningful future.

Dolo Mohapatra, National Director of Child Fund India, an international NGO which has been working for such children for the past 60 years in India says “Every child has some potential circumstances prevent them from realizing that. All they need is a small push. If we can provide them that, they can also shine like other privileged children”.

1. What would be major setback often cuts into child’s bright future?
2. Describe Nanda Munda’s success story-
3. Nazeema Khatoon turned into an activist. Why?
4. Explain how the story of Sukra Majhi is inspiring-
5. What is the opinion of Dolo Mohapatra about these children?
6. The common factor among all these children mentioned in the passage is-
7. Who proved the point that disability cannot kill the human spirit?
8. The word which means living in deplorable state or abject penury

**Should E-Learning Technology Replace Teachers? 12 marks**

1. Gone are the days when one had to wait for a teacher to get back to you to clear your doubts. In this age of technology, we can learn things at any time, from any place. We need not wait to begin learning until the start of the semester, as e-learning has become popular around the world.

2. A person sitting in a remote place can learn anything the world offers. Students belonging to different countries can learn the courses offered from a country they cannot afford to go to. What is the need for a teacher when a person can find things out for himself or herself? E-learning was devised such that the educators’ work is reduced. Through e-learning, the process of learning is revamped. It makes one feel independent, but does this mean we no longer require teachers?
3. Of course not! E-learning is made easy because they are a set of learned educators and teachers working together to put in the information required and organizing things such that the person on the other end gets a hustle-free and hassle-free training session.

4. You may think that you will be able to completely rely on technology to get the answers for all your questions. But the truth is that you will still require a guide to take you through the right path. At times, you may not be able to get the right answer but will be led into a loop wherein everything you get as an answer is not relevant. In such cases one requires a teacher who has done intensive study and research on the subject.

5. Also, a system may crash any time. You cannot 100 percent rely on something that is virtual. E-learning is a ‘virtual’ learning process. Just imagine, actually you are interacting with ‘nobody’ but only a programmed machine. It is incomplete if there is nobody to update the data or guide you through properly or answer your queries as and when they occur. Nothing can take over human intelligence and the teachers who share knowledge without hesitating. No technology or man-made robot can ever replace the ‘old reliable teacher’ who is just a call away, to answer you, guide you and to help you out and most importantly, be your motivator.

2.1 Answer the following questions 2x4=8m

a) Why does the author state that no machine can replace the ‘old reliable teacher’?
b) As per the passage, what are the author’s views about the reliability of e-learning?
c) What are the major advantages of e-learning mentioned in the passage?
d) What are the two reasons given in the passage for e-learning being easy?

2.2 Find out the most suitable words from the passage for the given expressions

a) The word which means ‘far off place, distant land or unconnected

b) An antonym of ‘relevant’ in Para 4 is .................

c) What do you mean by ‘virtual’ ____________

d) “Nothing can take over human intelligence” - find the most suitable expression from the passage, that substitutes the statement.

Section B (Writing and grammar 15+10=25)

3. Tourism is an industry which not only generates foreign revenue but also creates a plethora of employment opportunities. In spite of having rich treasures of historical heritage, India is lagging behind in projecting itself as a global tourist destination. Write a letter to the Editor of a National Daily about the reasons for the grim state of tourism and suggest ways and means to promote tourism. (Insanitary and unhygienic conditions at all holy pilgrimage centers- Lack of transport facility- Scarcity of accommodation- Fleecing tendency of vendors and priests- Uncultured behaviour of pilgrims- Security threats and terrorist attacks)
4. One door closes, another door opens’ is a famous quote, but we often look so long and so regretfully upon the closed door that we do not see the one which opens for us. (A young man goes for an interview for a job- interviewed by the board members- rejected- comes out dejected- meets an old man on the way- car broke down- no garage nearby- seeks young man’s help- young man unmindful of his new clean and ironed dress offers to help- car repaired- old man happy and grateful- offers to give him lift in the car- comes to know that the young man was looking for a job- gives job in his reputed firm) Develop a story upholding the statement given above by using the hints given in brackets.

5. The following passage has not been edited. There is an error in each of the line against which a blank is given.

Yesterday I have met an old friend a)_________ 1x3= 3m
She is living in Mumbai for many b)_________
years. She is a intelligent girl and c) ___________
She hopes to be a successful person one day.

6. The factual passage given below has missed out certain verb forms. Use the correct form of verbs and complete the passage. 1/2X6= 3 Marks

The battle of Haldighati a) ___________( fight) in the sixteenth century. Maharana Pratap b) ___________( defeat) in the battle. A number of his soldiers c)______( kill) . Many of them d)_________( take ) as prisoners. He escaped to the jungles of Mewar. He e) __________( pursue) by the Mughal army but f) _______not ( capture) . 3 m

7. Read the conversation given below and complete the passage that follows 1x4=4 M

Swaroop; I am planning to visit my aunt in Delhi next week
Varun : Is she working there?
Swaroop : she is a lawyer in supreme court
Varun : How long will you be there?
Swaroop : For about a week.
Swaroop told varun a)_____________________ in Delhi the following week. Varun wanted to know b)______________ . Swaroop agreed and said c)_____________. Varun asked how long d)________________ there. Swaroop replied that he would be there for about a week.

Section C- Literature and Long Reading Novel(15+10=25)

8. ANSWER ANY ONE OF THE FOLLOWING: 1x3=3m

And he stoppeth one of three
By thy long grey beard and glittering eye
He holds him with his skinny hand
“there was a ship,” quoth he.

a) Who does “He“ refer to in the above extract?
b) Pick out the words that describe the physical condition of speaker
c) Why is his hand called “ skinny”? Or
“I am going back to my grandmother. My lawyer will communicate with you later,”
a) Who speaks the above lines?
b) Why is the speaker going back?
c) What kind of temperament did you notice in the character or speaker?

9. Answer any four of the following question in about 30-40 words.
   2x4=8M
   a) What was Calpurnia’s dream and how did Decius Brutus interpret it?
b) What were sufferings undergone by mariners in the silent sea?
c) Why did Lavinia decide to leave her husband and what did she do
d) “I have something to expiate” Explain.
e) what were the lines engraved on the pedestal? What character trait of the king is revealed?

10 VALUE BASED QUESTION  Following are the lines from “Julius Caesar“  1X4= 4 M

‘ And turn pre-ordinance and first decree into the law of children “I am constant as northern star”. Cowards die many times before their death but valiant once in life.

Julius Caesar was firm and resolute. He did not budge an inch on decision taken. And he was not afraid of death in dispensing his duties. Laws are meant to establish orderliness in society. One can glean a bundle of values from his life. We need leaders like Julius Caesar- prepare a speech to be delivered in the morning assembly.

OR
The poem, Ozymandias’ illustrates the vanity of human greatness- comment. It is a poem on the conceit of those in power. One should understand the transience of human life and pretensions of fame and fortune. Identify the values conveyed through the message of the poem.

11. NOVEL – LONG READING TEXT Answer any one of them  1x10=10M

a) Teachers are pace setters for future generations. They immensely contribute to the society. After reading the book we realize Helen’s teacher Anne Sullivan was indeed a Miracle worker in the life of Helen Keller. Comment with examples and also stress upon the need of having such teachers who are endowed with patience and perseverance.

OR
b) The theme of “The story of My life” can be summed up as the triumph of fortitude and perseverance over the disabilities and infirmities. Her story is an inspiration to all the physically challenged people in the world. What message does Helen want to convey through the story of life?