

SECTION A : READING

CHAPTER-1

UNSEEN PASSAGES

Comprehension of Unseen Passages:

- ❑ The Reading section comprises unseen passages to be comprehended by the students. The word 'comprehension' actually means the ability to understand something. In order to test the students' reading skills, three types of passages have been included in the syllabus:
 - (a) **Factual Passages (750 words):** Passages which focus completely on details or facts are called Factual Passages. These kind of passages generally include instructions, reports or descriptions.
 - (b) **Discursive Passages (750 words):** Passages which involve the opinion of a person through reasoning are called Discursive Passages. These passages involve opinions which are generally argumentative, persuasive or interpretative.
 - (c) **Literary Passages (750 words):** These passages are excerpts from any written text. These excerpts can be of any genre of literature, from poetry to fiction. There are three basic components to literary analysis: comprehension, interpretation and analysis.

What to do?

- Out of the following types of passages: Literal/Factual/Discursive, Objective Type Questions including Multiple Choice Questions and Very Short Answer type Questions
- Will be asked to test inference, evaluation and analysis. These questions should be attempted using one's own language and not by copying the text. The answers to Multiple Choice Questions should be selected from the four given options with utmost care and reasoning.

How to score maximum marks in Comprehension Passages?

- Scoring maximum marks in comprehension passages is a skill which can be mastered by constant practice. Before answering the question, a student must read the passage carefully and then try to find the answer from the passage itself by focusing mainly on what is required in the answer. Answers must be written in one's own words and should not be copied from the text.
 1. Try to answer questions in your own language. Do not use the language of the passage.
 2. Do not try to guess the answers. For that, first read the passage carefully.
 3. The answer should be in the same tense in which the question has been asked.

Some Useful Tips:

Tips for solving comprehension passages:

1. Read the passage thoroughly and carefully to get the general idea.
2. Focus on the relevant details and underline the key-words, phrases and the lines which are related to the questions with a pen or a pencil.
3. Read the questions carefully. Turn to the relevant portions of the passage read them again and frame the answers.
4. The answers are generally in a logical sequence.
5. Try to write the answers neatly and precisely in your own words.
6. To find answers to the vocabulary-based questions like synonyms etc., try replacing the word with its meaning. If you find that it is the same in meaning, the answer is correct.
7. Use complete sentences for the answers.
8. If you are asked to give meanings of any words or phrases, you should express the idea as clearly as possible in your own words.
Certain words require the kind of definition that is given in a dictionary. Take care to frame the meaning in conformance with the part of speech.

Marking Scheme

Objective : Local and global comprehension of a text.

To identify the main points of the text.

Marking : 20 marks – 1 mark for each correct answer.

No penalty for spelling, punctuation or grammatical mistakes.

SECTION B : WRITING SKILLS

CHAPTER-2 NOTICE WRITING



Revision Notes

A notice is a very short piece of writing which is usually formal in style. It is widely used by individuals and organizations to announce events and celebrations, births and deaths, occasions like inaugurations or sales, to issue public instructions, to make appeals and to extend invitations.

Most notices are written to give information to a large number of people together by putting up the information on the notice board. Many of them are pinned up or posted on special boards meant for this specific purpose only. There must be one or more such notice board in the school and other organizations. Notices issued by the government department and other big organizations also appear in various newspapers.

How to Write a Notice?

Writing an effective notice is a kind of art that can be acquired with practice with keeping some basic points in mind while writing them out. Your notice should give complete information and must be written in a clear and lucid style and in an easily understandable language.

Notices can be categorized under the following heads:

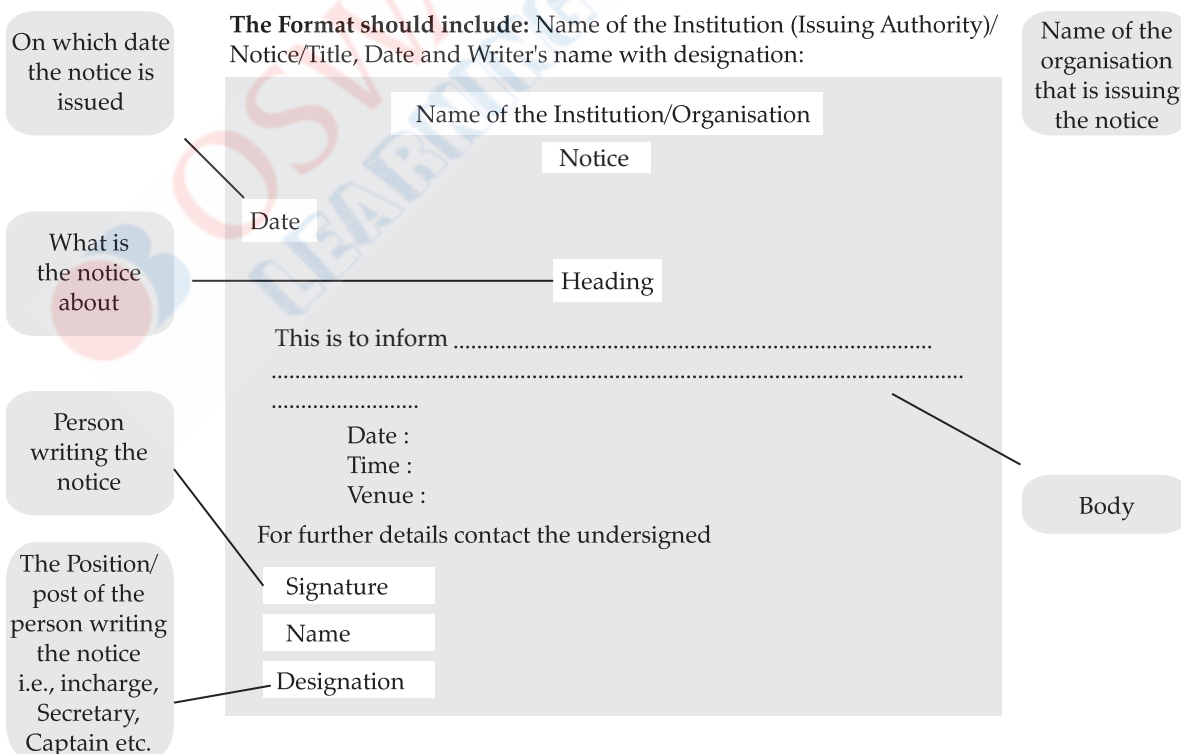
1. **Meeting should have :**
 - a. Date, Time, Place, Agenda, Purpose, Objective
 - b. Chief Presiding Person (if any)
 - c. Additional information
 - d. Audience/Invitees, etc.
 - e. Contact address
2. **Events or Functions should have:**
 - a. Name of the event
 - b. Occasion, Date, Time, Duration
 - c. Venue of the Event/ Function
 - d. Audience, Invitees, etc.
 - e. Additional information (if any)
 - f. Contact address
3. **Lost/ Found should have :**
 - a. Name of the article lost or found
 - b. Date, place, time of losing / finding the article
 - c. Specific marks for identification contents i.e. details regarding its shape, size, colour, etc.

- d. Person to be contacted for details
- e. When and where to contact
- f. Reward (if any)
- 4. **Tours & Camps should have:**
 - a. Name of the place/ destination
 - b. Duration, Occasion, date and number of days
 - c. Expenditure/ Cost per head
 - d. Additional Information (if any)
 - e. Things to be carried
 - f. Contact Address

While Writing a Notice Remember

- to mention the name of the organization, institution or office issuing it
- to write the notice within a box
- to write date of issuing of a particular notice
- to use passive voice as far as possible.
- to use bold letters and catchy slogans to enhance the visual appeal of your notice.
- to give a suitable description/eye-catching caption or heading or title to hold the immediate attention of the reader.
- to write the purpose for which it has been written like calling a meeting, drawing attention, making an appeal or informing the general public about some issue of concern, etc.
- to write the notice in third person (Avoid First Person)
- to mention the details of schedule i.e. date, time, venue, programme, duration, etc. in case the notice is about an event to be held in the near future.
- that the designation of the issuing authority must be mentioned.

Format of Notice Writing



MARKING SCHEME

Heading :	Must be appropriate to the event (Not Notice)	½ mark
Date :		½ mark
Time :		½ mark
Venue :	(Hall/Auditorium + Location) e.g. Sandra Hall; St Lawrence School	½ mark
Name of event :	War with words (Inter-School Debate)	½ mark
For whom?	Details of Target Audience, invitees, etc.	½ mark



CHAPTER-3

DIALOGUE WRITING

**Revision Notes**

A dialogue is a verbal exchange between two or more person. It should convey the thoughts of the speaker clearly. The punctuation marks used at the end of each dialogue should be correct. The dialogues should be brief but must convey the real thoughts. Greetings and long dialogues should be avoided while writing a dialogue.



CHAPTER-4

LETTER WRITING

**Revision Notes****Introduction**

Man is a social animal. As such he has to interact with other human beings. He has to be in contact with friends, relatives and others who are living at distant places. Besides, he has to communicate with offices, business firms, etc. No doubt, there are fast means of conveying messages these days. Important decisions concerning business, whether in the field of trade or industry have to be conveyed without delay. Delay means loss of business. But these means are no substitute for a letter which says in black and white, what otherwise you would have said verbally.

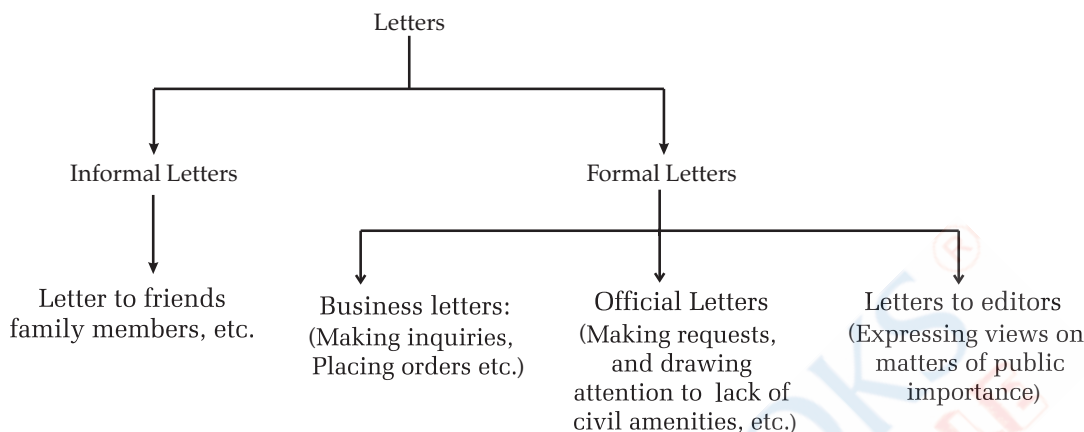
Letter writing is an art. Drafting a good letter is like designing a good dress or constructing a well-planned house. A letter conveys information and gives an impression of the personality of the writer. A letter may change the course of your life by winning a friend, healing a wound or getting a job. An application letter for your first job will be the most important one that you ever have written. You can succeed or fail through the first impression that you make. Letter writing is an art which improves with practice.

A personal letter becomes a substitute for chatting. William Cooper in a letter to friend remarked, "When I read your letter, I hear you talk; I have talking letters clearly." Success in life mainly depends on the ability to write good letters. This applies especially to business letters. Letters are said to make or mar our fortune. A good letter is much more than a mere piece of paper on which few words are written. How to write a good letter? Let us hear the advice of Earl of Chesterfield in this respect: "Let your letter be written as accurately as you are able - I mean as to language, grammar, and stops; but as to the matter of it, the less trouble you give yourself, the better it will be. Letters should be easy and natural and convey to the persons to whom we send what we should say if we're with them."

Letters can be broadly divided into the following categories:

1. Informal letters:
 - (a) Letters to friends
 - (b) Letters to blood relations
 - (c) Letters to acquaintances

2. Formal letters:
 (a) Business letters
 (b) Letters to authorities
 (c) Letters to editors



I. Informal Letters/ Personal Letters

Informal/ Personal letters are those that are written to friends, blood relations (father, mother, brother, sister, uncle, aunt, etc. or acquaintances. There are letters of congratulations written to a friend on his brilliant success in the examination; condolences, thanks for a gift to your parents and other blood relations. They are written in simple, familiar and informal style. The language should suit the occasion we are writing about. A personal letter should be without formalities, but it should not be without form. The ideas should be arranged in suitable and distinct paragraphs.

Marking Scheme

Format / Layout	:	2.5 marks
Body / Subject Matter	:	2.5 marks

LAYOUT OF INFORMAL LETTERS

The traditional pattern of the layout of Personal letters is given below.

(1) Address of the Writer

The address of the writer is placed at the top right-hand corner of the page. Do not write your name above the address. Each part of the address should be on a separate line — these may be straight or staggered. Your address may look like any of these (in block or indented form with or without punctuation).

- | | |
|--|--|
| (i) Block type with punctuation:
192, Residency Road,
Bengaluru - 560025 | (ii) Block type without punctuation:
192 Residency Road
Bengaluru - 560025 |
| (iii) Indented with punctuation:
192, Residency Road,
Bengaluru - 560025 | (iv) Indented without punctuation:
192 Residency Road
Bengaluru - 560025 |

(2) Date

The date of the letter tells you when the letter was written. It should be written under the last line of the address. Leave a little space between the address and the date as follows:

78, Prithviraj Road,
 Delhi-110003
 4th November, 2013

It is advisable to write the date in full, as shown above. There is a comma after the month. If your address is punctuated, put a full stop after the year, 2013. The full stop is not necessary, if the address is not punctuated. Note that *th* in 4th is on the line, i.e., it is written as 4th and not 4th. No full stop is necessary after *h* as *th* are the last two letters of the word, *fourth*. The same principle holds good for 1st, 2nd, 3rd, etc. Abbreviated forms of writing the date 3/3/13, 3.III.13 or Sept. 8, 13, are not considered appropriate by some and should therefore, be avoided.

(3) Greeting or Salutation

After writing your address and the date, write the *Salutation* on the left-hand side of the page. The *Greeting* or *Salutation* has a line to itself and is followed by a comma. The form of greeting will depend upon your closeness to the person to whom you are writing, as:

To whom	Greeting
Close relatives	My dear Mummy, Dear Uncle John, Dear Grandma, Dear Rohan, etc.
Close friends	Dear Meena, My dear Suzane, etc.
Acquaintances	Dear Mr. Gupta, Dear Miss Kate, etc.

(4) Opening Sentence

The opening sentence should either be in response to an earlier communication or have a reference to the subject of the letter. Sometimes, it may be general in nature. Avoid sentences like "How are you?" "Hope everything is fine with you." "How is the weather?" Here are some examples of how to begin the first sentence of a letter:

It was very kind of you

Thank you for your letter which I have received just now.

I have to apologise for

I congratulate you on your success

The whole family was shocked to know

(5) Body of the Letter

The body of the letter consists of the subject matter. You may write about two or three paragraphs.

[The following excerpt is taken from "The Last Letter", as Jawaharlal Nehru preferred to call it, which he wrote from Dehradun prison in 1933, to Indira Gandhi. It gives us a glimpse into the thought process of a father, who went on to shape the destiny of India.]

Great empires have risen and fallen and been forgotten by man for thousands of years, till their remains were dug up again by patient explorers from under the sands that covered them. And yet, many an idea, many a fancy, has survived and proved stronger and more persistent than the empire.

The past brings us many gifts; indeed, all that we have today is culture, civilisation, science, or knowledge of some aspects of the truth. It is a gift of the distant or recent past to us. It is right that we acknowledge our obligation to the past. But the past does not exhaust our duty or obligation; we owe a duty to the future also, and perhaps that obligation is even greater than the one we owe to the past. For the past is past and done with, we cannot change it; the future is yet to come and perhaps we may be able to shape it a little.

(6) Concluding Sentence

The concluding sentence rounds off the subject matter or conveys love to the family members or good wishes to friends and acquaintances. Some examples of concluding sentences which leave a friendly impression are:

Kindly convey my best wishes to our friends.

Give my love to Grandma.

Kindly let me know if I can be of any help.

(7) Subscription or Leave-taking

To whom	Leave-taking
Close relatives	Yours affectionately, Your affectionate daughter, (uncle, sister, nephew, etc.), Your lovingly, Your loving granddaughter/grandson
Friends	Yours sincerely,
Acquaintances	Yours sincerely,

Note: The leave-taking must be written at the bottom of the letter, on the right-hand side of the page. The first letter of the subscription must begin with a capital letter, e.g., 'Yours sincerely'. There is a comma at the end of the subscription.

(8) Signature or Name of the Writer

The signature or name of the writer comes below the subscription. Use only your first name for this purpose in the personal letters; as:

Yours sincerely,

Ankit

Important Tips

1. Follow a logical or chronological order.
2. Give an interesting introduction and conclusion.
3. Divide your letter into paragraphs.
4. Use simple and direct language. Be specific about what you want to state.
5. Try to be complete and provide a suitable conclusion.
6. Postscript at the end is a sign of confused thinking.
7. To understand the question better, read the question at least three times.

Five C's in Letter Writing

It is important to follow the five C's in letter writing. They are as follows:

1. **Clear:** Try not to beat about the bush when writing a letter. Every word should come across as something that is understood.
2. **Concise:** Do not ramble. Be concise and make your words go straight to the point.
3. **Courteous:** Sometimes words can come across a lot harsher on paper. So, do not be offensive. It always pays to be polite.
4. **Correct:** Double check your spelling, grammar and punctuation. There is nothing worse than trying to read a letter full of mistakes.
5. **Complete:** Make sure that you do not change your opinion midstream. Try to write what all you want to say and conclude your letter.

Format of a Informal Letter

Comments

25, Begum Bazar	Your Address
Hyderabad-500012,	Space
3 rd March, 20.....	Date
My dear _____	Space
/ _____	Salutation
_____	Body of the Letter
_____	Space
Yours sincerely,	Subscription
_____	Space
Roshan	Signature
	(First name only)

Suggested Format of Informal Letter



CHAPTER-5

PARAGRAPH WRITING



Revision Notes

Tips for Writing an Effective Paragraph

- **Enhance your vocabulary :** A wide range of vocabulary helps you to write in exact and precise words. No one likes to read a composition with long, rambling points which could have been written in half the number of words used. Using a thesaurus and dictionary while reading or writing; learning prefixes, suffixes, root words; and making your own vocabulary book can help you build vocabulary. However, you must remember that while writing an essay, do not use big words for the sake of it. Instead of using obscure words, use words that convey the precise meaning of what you want to say.
- **Prepare an outline or diagram of your ideas :** Planning your composition before actual writing can help you to organize your thoughts. Creating a diagram is one of the best ways to organize your ideas. Write the topic in the middle and draw three to five lines branching off from this topic and write down your main ideas at the ends of these lines. Draw more lines off these main ideas and include any thoughts you may have on these ideas. Alternatively, you can prepare an outline by writing the topic at the top of the page. From there, you can begin listing the ideas. Keep space in between to add related ideas. Make sure that all your ideas are relevant to the topic. If your point is irrelevant, the reader will not be able to understand what you want to say. It is a good idea to identify the thesis statement or theme sentence and build your other ideas around it. Also, frame topic sentence for each subsequent paragraph to organize the essay.
- **Structure the paragraph properly :** For expository, discursive and argumentative essays, well-structured paragraphs are important because if the information is well-organized it is easier to read.
The TEEL strategy is very helpful for knowing what should be included in a paragraph.
 - Topic sentence (contains the main idea and is usually first in the paragraph)
 - Explain
 - Evidence and example (use references)
 - Link (refer back or sum up the main idea)Also, it is advisable to write at least 85 to 105 words in each paragraph though not necessary.
- **Take care of grammar, punctuation and spelling :** It is very easy to get carried away while writing on the topic of your choice and therefore, it is very important to use correct sentence structure, spellings and punctuation. Incorrect sentences, wrong spellings and lack of punctuation mar the very idea that you want to convey to the reader. Employ a variety of sentence structures, long and short, but don't let your sentences become too long and rambling, or they become difficult to read. Also, effective punctuation is vital in conveying your arguments persuasively; the last thing a teacher wants to read is an essay riddled with poor grammar. Writing in the active rather than the passive voice is another well-known trick that writers use to give their writing a sense of closeness and make it more convincing. Write using legible hand-writing and do not scribble. If you must cancel a word, just strike through the word with single or double lines.
- **Practice makes perfect :** Lastly, practise, practise and practise. You should practise a good number of essays throughout the year to master the art of writing an effective composition. The best way to get really good at making sure you always 'answer the question' is to write essay plans rather than whole pieces. Set aside a few hours, choose a couple of essay questions from past papers, and for each, write thesis statement, draw outline of each paragraph and write first and last sentence of each paragraph.

By following these general tips, you can easily score better in the composition question.



SECTION : C

GRAMMAR



Revision Notes

Some Important Grammar Items

1. Tenses

The tense of a verb denotes the time of an action, *i.e.*, present, past or future. The principal tense forms are—simple, continuous, perfect and perfect continuous. There are twelve tense forms.

Revision of Tenses

Tenses	Auxiliary Verbs	Main Verbs
Present Indefinite	do, does (Negative, Interrogative)	I form 's' or 'es' Affirmative I form (Negative-Interrogative)
Present Continuous	is, am, are	I form + ing with all subject
Present Perfect	has, have	III form
Present Perfect Continuous	has been, have been	I form + ing
Past Indefinite	did (Negative, Interrogative)	II form (Affirmative) I form (Negative, Interrogative)
Past Continuous	was, were	I form + ing with all subject
Past Perfect	had	III form
Past Perfect Continuous	had been	I form + ing
Future Indefinite	shall (I, We), will (Others)	I form with all subject
Future Continuous	will be, shall be	I form + ing
Future Perfect	will have, shall have	III form
Future Perfect Continuous	will have been, shall have been	I form + ing

Common Errors in the Usage of Tenses

Incorrect

1. I have come yesterday.
2. I am working here since 1999.
3. I am going to school on foot everyday.
4. I am having a blue pen.
5. He is having a large family.
6. If it will rain, we shall not go out.

Correct

- I came yesterday.
I have been working here since 1999.
I go to school on foot everyday.
I have a blue pen.
He has a large family.
If it rains, we shall not go out.

2. Modals

Modal auxiliaries are verbs such as can, must, could and would, which are used with main verbs to express such ideas as possibility, permission, necessity, obligation.

1. **Will and Shall:** 'Will' expresses intension, promise, threat, determination.
e.g., I will try to come. (promise)
I will kill you. (determination)

'Shall' expresses order, threat, promise, determination, intention:

e.g., Shall I go with you? (intention)

You shall be punished. (threat)

2. **Should** expresses duty, advice, polite request:
e.g., You should take care of yourself. (advice)
Should I help you? (polite request)

3. **Would** expresses determination, habitual action willingness, wish:
e.g., Would that I were a bird. (wish)
4. **'May'** expresses possibility, permission, wish, purpose:
e.g., May you live long ! (wish)
May I come in? (permission)
5. **'Can'** expresses ability, permission:
e.g., I can swim. (ability)
6. **'Might'** expresses a suggestion, possibility:
e.g., It might rain.
7. **'Could'** expresses ability, polite request:
e.g., Could you please help me? (polite request)
8. **'Must'** expresses compulsion:
e.g., You must obey my orders.
9. **'Need'** expresses obligation or necessity:
e.g., Need he solve all the sum?
10. **Dare** means 'to have the courage to do something':
e.g., You dare not do this.
11. **Used** expresses a habit in the past. Used to + V.
e.g., I used to swim when I was young.
12. **Has to/have to** expresses some compulsion, obligation or necessity in the present or future tense.
Has to/Have to + V.
e.g., Mohan has to finish his work in time.
13. **Had to** expresses compulsion, obligation or necessity in the past.
Had to + V.
e.g., He had to finish his work before 5 p.m.

3. Subject-Verb Agreement

The basic principle of subject-verb agreement is that singular subjects need singular verbs.

Plural subjects need plural verbs.

e.g., The girl is playing.

The girls are playing.

- (1) When two singular nouns refer to the same person or thing, the verb must be singular.
My sister and friend has come.
- (2) When two subjects are joined by 'as well as', along with 'with' the verb agrees with the first subject.
The king along with his friends has arrived.
- (3) Two or more singular subjects joined by 'and' take a plural verb.
He and I are brothers.
- (4) Either, neither, each, every and everyone are followed by a singular verb:
Each of the boys was given a prize.
Neither of the students was absent.
- (5) When a plural noun expresses some specific quantity or amount, considered as a whole, the verb is in singular:
Three kilometers is a small distance.
- (6) The verb agrees with the number of the nouns that follow the verb, in case of introductory 'there':
There are fifty boys in the class.
- (7) Some nouns which are plural in form but singular in meaning, take a singular verb.
Economics is a dull subject.
- (8) A plural noun which is the name of a country or province or the title of a book, is followed by a singular verb.
"The Arabian Nights" has interesting stories.
- (9) When the subject consists of 'one of + plural noun', the verb is singular.
One of the students was talking.
- (10) Some nouns which appear to be singular in form take a plural verb.
The police have arrested three terrorists.
- (11) 'Class' nouns such as food, furniture, clothing, etc., take a singular verb.
This furniture is very old.
- (12) Some nouns which appear to be plural in form when preceded by 'a pair of' take a singular verb.
e.g., shoes, scissors, trousers, etc.
A pair of shoes was bought by him.
But when these nouns are used without 'a pair of', they take a plural verb.
His shoes have worn out.
- (13) A collective noun such as jury, committee, family etc., takes a singular verb when considered one unit. But when they are regarded as individuals, they take a plural verb.
The jury is about to give its decision.
The jury are divided in their opinion.

4. Direct and Indirect Speech

The words spoken by a person can be reported in two ways—Direct and Indirect.

When we quote the exact words spoken by a person, we call it Direct Speech.

By reporting the meaning of the spoken words by the speaker, without quoting the actual words, it is Indirect Speech.

e.g., Sohan said to Mohan, "I am going to school."
Sohan told Mohan that he was going to school.

Rules for changing Direct Speech into Indirect Speech:

1. Change in Tenses:

- (1) If the reporting verb is in the present or the future tense, the tense of the reported speech is not changed:

e.g., Satish says, "I am flying a kite."

Satish says that he is flying a kite.

- (2) If the reporting verb is in the past tense, then the tense of the reported speech will change as follows:

Direct	Indirect
(1) Present Indefinite Write	Past Indefinite Wrote
(2) Present Progressive am/is/are writing	Past Progressive was/were writing
(3) Present Perfect have/has written	Past Perfect had written
(4) Past Simple wrote	Past Perfect had written
(5) Past Progressive was/were writing	Past perfect Continuous had been writing
(6) Past Perfect and Past Perfect Continuous	remain unchanged
(7) Future will write	Conditional would write

2. Change in Pronouns:

- (1) The first person pronouns (I, me, my, we, us, our) in the reported speech change according to the subject of the reporting verb.
- (2) The pronouns of the second person (you, your, yourself) in the reported speech change according to the object of the reporting verb.
- (3) The pronouns of the third person do not change. For e.g.,
 - (i) He said, "I like the book."
He said that he liked the book.

Examples:

1. He said to Sita, "I have passed the test."
He told Sita that he had passed the test.
2. I said to him, "Where are you going?"
I asked him where he was going.
I said to her, "Do you know him?"
I asked her if she knew him.
3. She said to me, "Open the door."
She ordered me to open the door.
4. He said, "Alas! I am ruined."
He exclaimed with sorrow that he was ruined.

- (ii) He said to me, "Do you like her?"

He asked me if I liked her.

3. Changes in words expressing nearness, time, auxiliaries etc.

this	changes into	that
these	changes into	those
now	changes into	then
here	changes into	there
today	changes into	that day
tomorrow	changes into	the next day
yesterday	changes into	the previous day
last night	changes into	the previous night
can	changes into	could
may	changes into	might
will/shall	changes into	would/should
ago	changes into	before
just	changes into	then
come	changes into	go

4. In statements, 'that' is used as the connector.

In questions, the indirect speech is introduced by verbs like 'asked' or 'inquired' etc., and 'if' or 'whether' is used to connect the questions with yes-no answer type sentences.

In introducing commands or requests, the indirect speech is introduced by verbs expressing command or request and the imperative mood is changed to the infinitive.

In exclamatory sentences, the reporting verb is changed to expressions like 'exclaimed with joy' etc., as per the mood conveyed by the reported speech.

Statement

Interrogative

Imperative

Exclamatory

5. Active and Passive Voice

Voice is that form of the transitive verb that shows whether the subject of the sentence is the doer of the action or has the action done to it.

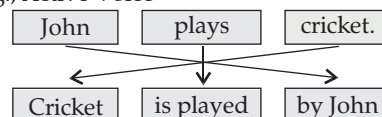
Rules at a Glimpse:

How to change from Active to Passive Voice:

- (1) The object of the active sentence becomes the subject of the verb in the passive voice. The preposition 'by' is put before it.

- (2) In Passive Voice we always use V3.
- (3) Imperative Sentence: Let + Sub. + Be + V3.
- (4) If a sentence contains two verbs, voice of both the verbs are changed.

e.g., Active Voice



(5) Change in Pronouns:

Active Voice**Passive Voice**

I	—	by me
We	—	by us
You	—	by you
He	—	by him
She	—	by her
It	—	by it
They	—	by them

(6) Change of tense (form of 'be')

Active**Passive****Present Indefinite**Do/Does, V₁ — Is/Am/Are + V₃**Past Indefinite**Did, V₂ — Was/Were + V₃**Future Indefinite**Will/Shall + V₁ — Will be/Shall be + V₃**Present/Past Continuous**Is/Am/Are/Was/Were — Is/Am/Are/Was/Were
+ V₄ + Being + V₃**Past/Present/Future Perfect**

Has/Have/Had/ — Has/Have/Had + Been

Will Have + V₃ + V₃Modal + V₁ Modal + Be + V₃

6. Determiners

Determiners are words which come before nouns. They limit the noun by giving additional information about the noun. Determiners and nouns together make noun phrases.

e.g., a boy, every boy.

The following are the most commonly used determiners:

Articles: a, an, the.

Possessives: my, our, your, his, its, their.

Demonstratives: this, that, these, those.

Interrogatives: which, whose (not where, when and what, unless they are followed by a noun).

Quantifiers: few, a few, many, much, each, every, some, any, little, a little.

Numbers: one, two, forty.

Ordinals: first, second, last, next.

Distributive: all, both, half, either, neither, each, every.

Determiners of Quantity:

Many is used only with plural nouns and to show a large number.

Much is used with uncountable nouns indicating a large quantity.

Some and **any** show not a very large quantity.

Some is used in affirmative sentences.

e.g., There are some books in the bag.

Any is used in interrogative or negative sentences.

e.g., Are there any children in the park?

There aren't any children in the park.

Each and **every** indicate single units in a group.

Each refers to individual members of a small group, while **every** to members of a large group.

e.g., We can help each other.

Every student wants to participate in the quiz show.

All is used to indicate the whole group rather than its components.

All the children in this building like to play.

Few means not many (hardly any). Negative in sense.

A few means not but at least some number. Positive in sense.

The few means very small specific numbers. It gives both positive and negative sense.

e.g., Few students are interested in reading books (hardly any).

A few students are good at Mathematics (at least some).

The few students who scored good marks (very few are good, all scored good marks).

Similarly, **little**, **a little** and **the little** denote quantity.

He had little milk. (Not much, negative)

He had a little milk. (Some at least)

He drank the little milk I had. (Implies negative and affirmative)

7. Prepositions

A preposition is a word placed before a noun or a pronoun to show its relation to some other words in the sentence.

Kinds of Prepositions:

- Simple Prepositions:** at, by, of, for, in, on, off, out, to, up, with, through.
- Compound Prepositions:** about, across, against.
- Double Prepositions:** from among, from beneath, from under, out of, etc.

4. **Participle Prepositions:** accepting, considering, during, regarding, etc.
5. **Phrase Prepositions:** along with, according to,

away from, because of, for the sake of, in addition to, in the course of, in lieu of, in place of, in spite of, on account of, with regard to, etc.

8. Connectors

A connector is a word that connects words phrases, classes or sentences.

e.g., He is thin but healthy.

Some connectors may be used in pairs as well such as Either—or, Neither—nor, Both—and Though—yet, whether—or, Not only—but also etc.

He is both a singer and a dancer.

Sometimes, certain compound expressions can be used as connector, like even if, so that, as though, as well as etc.

I shall continue my study even if I fail.

Conjunctions or connectors are of two types:

- (1) **Co-ordinating conjunctions** join clauses of equal rank.

He worked hard still he failed.

- (2) **Subordinating conjunctions** join a clause to another on which it depends for its full meaning.

We eat so that we may live.

■■■

SECTION D : LITERATURE TEXTBOOKS & EXTENDED READING TEXT

CHAPTER-1

HOW I TAUGHT MY GRANDMOTHER TO READ

—Sudha Murthy



Revision Notes

Introduction

'How I Taught My Grandmother to Read' is a story of a village in North Karnataka. Sudha Murthy, the author was only twelve years old. Still at the age of twelve, she taught her grandmother, who was an illiterate old woman, to read and was elated when her grandmother started reading the magazine.

Summary

This work of fiction is a story of a village in North Karnataka where a little girl who was twelve years old lived with her grandparents. The transport system in the village was quite bad and the villagers used to get the morning paper in the afternoon and the weekly magazine, one day late. The people of that village were very fond of Triveni, a popular writer in Kannada language. She wrote in an easy language and convincing style. The villagers used to read a weekly magazine called 'Karmaveera'. This magazine dealt with an old lady who had a keen desire to go to Kashi as it was a popular belief that worshipping Lord Vishweshwara in Kashi was the ultimate *punya*. Like every villager, the author's grandmother, Krishtakka was also fond of this weekly magazine. As she could not read, her granddaughter used to read the next episode on every Wednesday. Then she used to go to the temple courtyard to discuss the latest episode with her friends. One day, the narrator went to a neighbouring village to attend a wedding ceremony. She did not come back for a week. When she returned, she saw her grandmother in tears. She was a bit worried as her grandma always kept a smile on her face. She asked her the reason once or twice, but her grandma never replied back. Then at night, she came and sat beside the narrator and started telling her the story of her life, how she became so busy in cooking and feeding her children and grandchildren and thus, could not go to school.

Then she told the narrator that she missed her as there was no one to read the next episode of 'Kashi Yatre' when she was away on a wedding so, the grandmother decided to learn the Kannada alphabet from the very next day. The granddaughter laughed at the old woman but, grandma was firmly determined and from the next day, she started taking tuitions from the little girl. Grandma would read, repeat, write, recite and do the homework as well. At the age of sixty-two it was amazing.

The deadline: The Dussehra festival came. The magazine had been published as a novel by that time. Grandmother came and touched the feet of the narrator as she was the one who had taught her to read and become independent. The narrator gave the book to her grandmother as a gift, her first student, who read it immediately. The narrator was quite pleased with her student and herself as she had taught an old woman with wrinkled hands, wearing spectacles how to read.

■■■

CHAPTER-2

A DOG NAMED DUKE

—William D. Ellis



Revision Notes

Introduction

'A Dog Named Duke' written by William D. Ellis is a story of struggle. Duke the dog, played an important role in this struggle and helped his master come out of a critical situation. Many people believe that the dog did it unknowingly, but the author who witnessed the whole story believed that the dog knew what he was doing every step of the way.

Summary

Charles Hooper was a favoured young man. He had a smiling face and was a football player. He was the Zonal Sales Manager for a chemical company.

One day, he was hit by a car. This accident completely paralysed his left side due to the haemorrhage in the motor section of his brain. Hooper was critical and remained so for a month. Some men from his company came to the hospital to inform him that he should take leave for a year and a desk job would be created for him at the headquarters. He underwent physiotherapy for his paralysed arm and leg, but it didn't help much. Now he had to move on a wheelchair.

After being discharged from the hospital, he was very depressed. His wife went to work and he had to stay alone in the house as their pet dog Duke was in the kennel.

To give him company, Duke was called back from the kennel. When Duke saw his master after a long time, he was very happy. 'He was a 23-kilo missile of joy'. Duke could not control himself and jumped on Chuck to show his happiness. Charles Chuck Hooper had to fight him to keep his balance. But that was the first and last time that he jumped on him. He never repeated it.

Chuck's health worried Marcy also but she was helpless. She could do nothing but cry. Even the dog could not take the boredom that was settling in the house. Sometimes he would quiver with impatience, but was calmed down by Chuck.

One day, something unpredictable happened. Chuck idly hooked the leash on Duke's collar. It was as if the dog understood what he had to do. He forced his master's feet, with the help of Marcy, Chuck took some steps. Now this became a daily affair. Everyday Duke would help Chuck struggle out of his chair and walk a few steps. Gradually, they increased the steps and the posts. Then they began two trips a day by lengthening the targets.

On January 4, Hooper went to his office without the support of Duke. Everyone was amazed. In his office Hooper informed his manager that he would come down for an hour to the office and he stuck to his words. After a few months Hooper was perfectly alright and if the need ever arose, Duke was always there as a companion.

In March 1956, *i.e.*, after three years they shifted to a new place. Nobody knew the story of Chuck and Duke there. In October 1957, Duke was hit by a car and taken to a hospital but he did not survive. Now Chuck had to walk alone. He missed Duke but carried on.

Duke had shown him the way to a successful life. He was promoted as the Assistant National Sales Manager. Chuck gave the credit of his success to Duke who was still a part of his life.



CHAPTER-3

THE MAN HOW KNEW TOO MUCH

—By Alexander Baron



Revision Notes

About the Author

Alexander Baron started his career as an assistant editor of the Tribune and later worked as the editor of New Theatre. He also wrote several film scripts, plays and novels.

Introduction

Private Quelch was an ambitious man. He worked hard day and night to excel in his training. His strongest desire was to emerge at the top of his class. He worked hard and read military manuals. He believed that it was “all a matter of intelligent reading”. He sought knowledge which, to him, was power. But he had one shortcoming. He could never resist the urge to brag and show off his knowledge. In this process, he offended his friends and superiors alike. He put his colleagues down constantly and became an unpopular fellow. No one wished to associate with him. His desire to gain recognition, made him reckless. He did not hesitate before interrupting Corporal Turnbull’s lecture on grenades. He offered suggestions on how to improve the lecture. Corporal Turnbull was infuriated and he assigned permanent cookhouse duties to Quelch. It was completely opposite to what Quelch had desired, to achieve a stripe. One can say that while Quelch had all the knowledge that can be gained from books, he lacked common sense. A little knowledge can indeed be a dangerous thing.

Summary

Private Quelch was a serious looking, lanky, stooping and bespectacled man whom the writer met at the training centre. He was very fond of showing off his knowledge and was in the habit of sermonising. So he became an object of fun, sarcasm and was nicknamed ‘Professor’.

During lessons of musketry, he would interrupt the Sergeant and try to correct him. Private Quelch could answer a lot of questions and when others marvelled, his standard answer was, “It’s all a matter of intelligent reading.” In course of time, the writer and his teammates discovered more about Private Quelch. He was very competitive, wanted quick promotion and always tried to appear better than others. He read a lot, attacked his instructors with questions and on every occasion tried to belittle and, overshadow others. Private Quelch’s behaviour was very condescending and he would try to appear exceptional before his seniors. Whether it was to identify an aircraft or handling of a rifle, he would tower over others and irritate them. He was unstoppable in his pretentious behaviour.

Corporal Turnbull, who was highly renowned for his toughness, was not a person to be taken lightly. When Quelch tried to correct the corporal, he got offended and asked Quelch to change places with him. Though Quelch delivered a brilliant lecture, it was for sure that he had stirred up trouble. Corporal Turnbull took his revenge by delegating Quelch for permanent cookhouse duties. But who could stop Quelch, his sermonising continued even within the four walls of the kitchen. However, the writer and his friends had a surge of immense relief that they were temporarily rid of a great nuisance like Private Quelch.

■■■

CHAPTER-4

KEEPING IT FROM HAROLD

—By P.G. Wodehouse



Revision Notes

About the Author

P. G. Wodehouse, was a very famous comic writer in English language, especially for his creations of Jeeves, the Butler and his humorous employer Bertie Wooster. His works are so engrossing that it is difficult to keep it down.

Introduction

The story is built around the theme of differences in the view points of parents and their children. Most parents unnecessarily worry about the growth and development of their child and go all lengths to ensure that their child does not have to face anything bad, objectionable or hurtful in life. They keep worrying themselves to death as, to what is appropriate for their child to learn and know about. Although they would want him/her to be truthful, they do not mind telling lies themselves to closely guard certain 'secrets' they think their child must not know. In doing so, they often end up teaching their child wrong values or depriving him/her of something he/she might have reasons to be proud of. In short, the story suggests that children must be allowed to grow up as naturally as possible and should be told that there is nothing undignified about their parents' professions or economic status. Besides excellence in academics, a lot of self-esteem should be instilled into them.

Summary

Mr. and Mrs. Bramble were immensely proud of their son Harold. Harold, was ten years old, a prodigy and an exceptional child by all standards. An intellectual, he won prizes in competitions. He was very classy and so superior that even his parents developed a complex. Harold was a model of excellent behaviour and he respected his parents a lot.

Mr. Bramble was a professional boxer and had been proud of his fame but ever since Harold was born, he had kept this a secret. Harold was told that his father was a commercial traveller. Mr Bramble, who had thrived on his feats in the boxing ring, trembled to see his name in print now. Both Mr. and Mrs. Bramble were secretly a little afraid of their son and did not wish to fall in his esteem.

Mr. Bramble was already thirty-one years old and he had decided to have his last boxing match and then retire. A week away, Bill Bramble was scheduled to have his last fight, the twenty-round contest with American Murphy at the National Sporting Club, for which he was training at the White Hart down the road. Mrs. Bramble sent Harold for a walk but she was surprised to see her husband and her brother, Major Percy Stokes in the doorway.

She was shocked to know that Bill has decided not to fight and there was lot of discussion regarding his decision with Percy Stokes.

Mrs. Bramble made it clear that this step was unacceptable to her, even if she did not like her husband's profession. Bill Bramble was supposed to win five hundred pounds, and one hundred and twenty, even if he lost. This money was very much needed to cater to the Harold's education. The trainer, Jerry Fisher, enters at this juncture and he is also shocked to discover that Bill had decided to back out at the eleventh hour.

Jerry begged, pleaded, cried and tempted Bill but he was steadfast in his decision because this fight would be covered by all the newspapers and then Harold would discover this secret. Tempers were running high, and at this critical moment, Harold made his entry. Mr. Jerry Fisher felt cheated, he wanted his revenge. So, he spilled over the entire story to Harold, despite all opposition. Bill felt let down in front of his son and told him frankly that he was not a man of wrath but just a professional boxer and he was withdrawing from his last match.

Harold, who had been watching all, suddenly surprised everyone. He was angry with his parents for hiding this secret but the content of his speech took everyone's breath away.

Harold revealed that he was betting his pocket money on the defeat of Jimmy Murphy and his friends would have been awfully proud of him, had they known that his father was 'Young Porky'. He even requested for a photograph of his father to impress his friends.

This talk encouraged Jerry Fisher and Bill also went to complete his training. Harold reverted back to playing games with his mother and continued with his affectionate chat.

■■■

CHAPTER-5

BEST SELLER

—By O. Henry



Revision Notes

About the Author

One of the finest American short story writers, William Sydney Porter wrote under the pen name of O' Henry. His stories were a model for movies and TV shows because of the ironic twist.

Introduction

Bestsellers are known to spin imaginative yarns bordering on fantasy and melodrama. The story revolves around the incredible romance between a beautiful maiden from the most affluent royal family and a hero who is ordinary in terms of looks and family background but extraordinary in terms of his bravery and determination to win the lady. He has a heart to 'do and dare'. Pescud's story is no different. He sees her in a train. It is love at first sight. He follows her from Cincinnati to Louisville, forgetting the fact that he was on a business tour. When he comes to know that Jessie hailed from a royal family, like a bestseller hero, he is not disheartened. He proposes and wins the lady despite the gulf of differences in their family backgrounds. Pescud's story has all the elements of a best seller—romance, struggle, obstacles, suspense and finally the victory.

Summary

The writer was travelling to Pittsburgh on business. In the compartment, most of the men and women were sitting in their chair-cars, idly gazing here and there. The gentleman sitting in chair No 9, appeared quite familiar and when he turned around, the writer discovered to his delight, that he was an old friend, John A Pescud. Pescud was a travelling salesman for a plate-glass company and the writer had not met him for the last two years. Pescud was of small built, having a wide smile and he believed that plate-glass was the most important commodity in the world. He told the writer that business was doing well and he was going to get off at Coketown. Pescud was reading the latest bestseller, "The Rose Lady and Trevelyan". Pointing towards the book, Pescud said that the novel dealt with an American hero who falls in love with a royal princess from Europe. He believed that such romances only happened in novels because in real life, any sensible fellow will pick out a girl from the same kind of status and family.

After mocking the imaginative content of the novel, talk veers around Pescud's personal life. Pescud informs the writer that professionally, he was prospering and he had also invested in real estate. On being asked regarding his love-interest, Pescud relates his personal experience. He was going to Cincinnati, when he came across a very beautiful girl, whom he wished to marry. He chased her wherever she went, crossing many stations and finally reached Virginia. She was escorted to a palatial mansion by a tall old man. Pescud stayed back in the village and discovered that she was the daughter of Colonel Allyn, who was the biggest and finest man in Virginia. He met the beautiful girl next day and tried to converse with her. He discovers that her name was Jessie and her father was the royal descendant of a renowned British family. She had been aware all along that Pescud was following her and warned him that her father would feed him to the hounds, if Pescud ever thought of a proposal.

Nevertheless, nothing seemed to deter Pescud and with due ceremony, he arrived at the mansion. He was surprised to see that the inside of the palace was very impoverished with very old furniture. Colonel Allyn arrived in great style, despite his shabby clothes. Amidst talking of anecdotes and humorous occurrences, Pescud frankly put forth his proposal, giving all details of his business and family. He was accepted by Jessie and her family and the marriage had taken place a year ago. Pescud had built a house in the East End and the Colonel was also residing with him. He waited daily at the gate for Pescud to hear a new story. By this time, the train was nearing Coketown. It appeared to be a dull and dreary place and the writer questioned Pescud regarding his purpose of getting down at Coketown. Pescud told the writer that he was halting there to get some Petunias which Jessie had seen in one of the houses. Pescud invited the writer to pay a visit and got down at the station. The train moved forward and the writer discovered that Pescud had left his bestseller behind. He picked it up and smiled to himself because Pescud's own story was no less than a bestseller.

■■■

POETRY

CHAPTER-1

THE BROOK

—Alfred Lord Tennyson



Revision Notes

The Poet

Alfred Lord Tennyson was born in Lincolnshire. He wrote many short poems like 'The Lady of Shallot', 'The Princess', 'Ulysses', 'The Palace of Art', etc. He retained interest in poetry when the novel was becoming very popular.

The Summary

'The Brook' is one of the best poems of Lord Tennyson. It is an autobiography of a brook. The poem describes the origin of the brook, its passage, the sounds made by it and the different movements that it undergoes.

The brook is personified in this poem. It narrates its own story and describes its journey of life. It says that it emerges from the places which are frequently visited by water birds like 'coots and herns.' It emerges suddenly to flow down a valley with a lot of noise.

During its journey it passes many hills, ridges, towns, villages and bridges. Its mood is revealed by the noise or sound that it makes when it moves on the pebbles, it makes a joyous noise, whereas it shows its anger when it makes many curves on the bank and follows a zig-zag passage. The brook also passes many a 'fairy foreland' which are covered with willow-weed and mallow (a plant). Then it joins the brimming river.

On its way, the brook finds many lusty trouts and graylings (names of fish). Many flowers blossom on its surface. The transparent water makes its bottom look clear.

It passes silently by lawns, grassy plots and small hazel trees. Swallows touch the water as they fly overhead. The sunbeams dance happily on its shining water. The brook slips, slides, glooms and glances merrily as it flows endlessly.

It murmurs when it passes through the thorny wilderness at night under the dim-light of the moon and the stars. It flows very slowly when it passes the strange places. It then curves and flows to join the brimming river. Its journey seems to be endless as it says "Men may come and men may go, but I go on forever."

The Central Idea

This poem parallels the journey of the brook with human life. It makes us realize that human life is transitory whereas the brook's existence is eternal. The brook then compares and contrasts itself with human life. Just as the brook passes through many ups and downs throughout its journey, man also faces many ups and downs in his life. So neither the life of a man nor the journey of the brook is smooth. The only difference between the two is that human journey ends when it attains death, whereas the brook's journey is eternal and continuous. Man is mortal, but the brook is immortal. Thus, human beings should also accept that struggles and ups and downs are a part of life and they must try to overcome them like the brook which continually shows movement despite the hurdles in its journey.

Explanation of the Poem

1. I come a valley.

Explanation

The brook *i.e.* a small river has been personified in this poem. It says that it originates or takes birth from the places which are regularly frequented by coots and herns (water birds). The brook emerges suddenly and flows down noisily, sparkling through the ferns.

Poetic Devices:

Personification : I come from haunts of coot and hern.
I make a sudden sally.

Alliteration: I come from haunts of coot and hern.
I make a sudden sally.

2. By thirty hundred bridges.

Explanation

The brook then flows down hurriedly through thirty hills. It slips between the ridges, passes through twenty villages and a little town and flows down fifty bridges.

Poetic Devices:

Personification: By thirty hills I hurry down.

Alliteration: By thirty hills I hurry down.
By twenty thorpes, a little town.
And half a hundred bridges.

3. Till last on forever.

Explanation

The brook flows near the Philip's farm in the end and joins the river which is full of water. Then the brook compares its journey to the human journey of life by saying that men may take birth or die in their journey of life but the life of a brook is continuous and never-ending. It keeps on flowing forever and does not stop anywhere.

Poetic Devices:

Personification: Till last by Philip's farm I flow.
But I go on forever.

Alliteration: Till last by Philip's farm I flow.
For men may come and men may go.

4. **I chatter on the pebbles.**

Explanation

The brook flows noisily, as if chattering, when passing through the story way. It also makes high-pitched sounds. It creates happy sounds when it enters the spiral waters of the bays or strikes against the pebbles.

Poetic Devices:

Personification: I chatter over stony ways.
I bubble into eddying bays.
I babble on the pebbles.

Alliteration: I bubble into eddying bays.

5. **With many and mallow.**

Explanation

The brook moves on in its journey towards the Philip's farm. It moves in curves. Sometimes it shows anger when it strikes against the banks. During its journey, it crosses many fields and fallows and forelands which look like the land of fairies. It passes through willow weeds and mallow plants in its journey.

Poetic Devices:

Personification: With many a curve my banks I fret.

Alliteration: By many a field and fallow.
And many a fairy foreland set.
With willow-weed and mallow.

6. **I chatter forever.**

Explanation

The brook keeps on moving and chatters as it moves. Its main aim is to join the brimming river. The journey of the brook is never-ending as compared to the journey of a man who takes birth and dies with the passage of time.

Poetic Devices:

Personification: I chatter chatter as I flow.
But I go on forever.

Alliteration: For men may come and men may go.

Repetition: I chatter chatter as I flow.
For men may come and men may go.

7. **I wind a grayling.**

Explanation

The brook goes on flowing in a zig-zag manner. It becomes a source of life for the blossoms that sail in its clear water. Varieties of fishes like trout and grayling can also be seen in its water.

Poetic Devices:

Personification: I wind about in and out.

Oxymoron: I wind about in and out.
And here and there a lusty trout.
And here and there a grayling.

8. **And here golden gravel.**

Explanation

Foamy flakes can be seen on the water of the brook as it moves ahead. The water of the brook gives a silvery appearance as it passes over the golden gravel.

Poetic Devices:

Personification: Upon me as I travel.

Alliteration: And here and there a foamy flake.
Above the golden gravel.

Oxymoron: And here and there a foamy flake.

9. **And draw then on forever.**

Explanation

The brook carries the flakes, blossoms, fish, etc. along with it on its journey towards the brimming river. Its journey is eternal unlike that of men who enter this world and then die as their journey of life is temporary.

*Poetic Devices:***Personification:** But I go on forever.**Repetition:** For men may come and men may go.**Alliteration:** For men may come and men may go.**Oxymoron:** For men may come and men may go.

10. I steal for happy lovers.

Explanation

When the brook reaches the lawns and grassy plots, it starts moving silently. It slides stealthily by hazelnut bushes, carrying away the sweet flowers named forget-me-nots which grew for happy lovers.

*Poetic Devices:***Personification:** I steal by lawns and grassy plots.I slide by hazel covers.I move the sweet forget-me-nots.

11. I slip sandy shallows.

Explanation

The brook slips and slides silently. Sometimes it appears to be sad but sometimes it appears to be happy shining in the sunlight. The swallows fly over it. When the rays of the sun fall on it, they seem to make a net which dances against its sandy shallows.

*Poetic Device:***Personification:** I slip I slide I gloom I glance.Among my skimming swallows.I make the netted sunbeam dance.Against my sandy shallows.**Alliteration:** I slip I slide.I gloom I glance.Among my skimming swallows.

12. I murmur round my cresses.

Explanation

The brook moves through the brambly wildernesses under the moon and stars at night. It produces only a murmuring sound. Then it moves leisurely over the areas covered with small rounded pebbles and round the cresses—a pungent leaved plant which grows near its bank.

*Poetic Devices:***Personification:** I murmur under moon and stars.I linger by my shingly bars.I loiter round my cresses.**Alliteration:** I murmur under moon and stars.

13. And out forever.

Explanation

Then the brook takes a curve and comes out. It flows towards its destination—the brimming river. Because whatever may happen the journey of the brook is continuous, eternal and never-ending unlike the journey of the man which is temporary.

*Poetic Devices:***Personification:** And out again I curve and flow.But I go on forever.**Alliteration:** For men may come and men may go.**Repetition:** For men may come and men may go.**Oxymoron:** For men may come and men may go.**Rhyme scheme of all stanzas:** abab.**Refrain:** For men may come and men may go.

But I go on forever.

CHAPTER-2

THE ROAD NOT TAKEN

—Robert Frost



Revision Notes

The Poet

Robert Frost (1874-1963) was born in San Francisco. He spent most of his adult life in rural New England. He made attempts to write poetry while working on a farm or teaching in a school. In 1913, his first book was published. Gradually, he became one of the country's best loved poets. He employed traditional patterns to write a poem. He chose "The old fashioned way to be new." His well-known poems are 'Stopping By Woods on a Snowy Evening', 'Mending Wall', 'The Road Not Taken' etc.

The Summary

'The Road Not Taken' is an autobiographical poem. Once, the poet came across a junction when his path diverged into two and he had to take a decision of which road to take. He stood there for a long time and gave a serious thought to each road. Then he decided to take the road which was less travelled. The reason for this was that it was grassy and as far as the condition of the road was concerned, both the roads were equally worn.

He decided to keep the other road for some other time, though he knew that he might not be able to go back to that road.

That morning, both the roads lay equally covered in leaves. No traveller had trodden on them that day. The poet felt that after ages he would be telling with a sigh that both the roads diverged in a forest. And the decision of taking the less travelled road made all the difference in his life.

Central Idea

The poem revolves round a general problem that one faces in life. It is of making a choice in life. Life gives us many opportunities and one has to take a decision and stick to it. One can't get everything in life. The decision taken can sometimes be wrong also but the choice has to be made. The choice affects our life, but the step once taken cannot be retraced.

Explanation of the Poem

1. Two roads in the undergrowth.

Explanation

The poet was standing at a junction where the road forked into two. It was a forest full of yellow leaves due to the autumn season. As the poet could not travel both the roads, he stood there for a long time, deciding which road to take. He looked down at one road as far as he could and to where it bent and disappeared in the wild bushes.

2. Then took about the same.

Explanation

After viewing both the roads, the poet decided to take the second road because it was grassy and had not been travelled by many. The poet was adventurous and wanted to travel on the road which had not been worn out. As far as the passing of travellers was concerned, both the roads were worn out in the same manner.

Poetic Device:

Alliteration: Because it was grassy and wanted wear.

3. And both ever come back.

Explanation

Both the roads lay in the same condition in front of the poet that morning. No leaf had been crushed black as no one had passed on both the roads that morning and both of them were covered with leaves. The poet decided to go back to the first road some other day although he knew that one way leads to another and had the doubts if he would ever be able to travel on the first road.

Poetic Device:

Repetition: Yet knowing how way leads on to way.

4. I shall be all the difference.

Explanation

The poet was not sure about the success of his choice. He thought he might regret his decision of travelling on the second road and he might tell others about it with a sigh. He again talked about the two roads from which he selected the one which was less travelled by and the choice made all the difference in his life.

Poetic Device:

Repetition: Somewhere ages and ages hence.

Rhyme scheme (all stanzas): abaab.

■■■

CHAPTER-3

THE SOLITARY REAPER

—William Wordsworth



Revision Notes

The Poet

William Wordsworth was born on 7th April, 1770 in England. He was a great lover of nature. He admired simple rustic life, you can find common people like peasants and shepherds figuring in his poems. Some of his famous poems include 'The Prelude', 'Ode to Duty', 'Intimations of Immortality' and 'The Solitary Reaper'. He died in 1850.

The Summary

'The Solitary Reaper' is a beautiful description of the poet's personal experience. Once, while passing through the hills of Scotland, a melodious song catches his attention. He sees a young girl reaping and binding grain in a field. She is all alone and is singing a sad song. The poet stops there to listen to her song. He makes no noise so that she is not disturbed.

The poet finds the song very enchanting and melodious. The entire valley is flooded with her beautiful voice. The song is sweeter than the song of a cuckoo or a nightingale. The poet then says that no nightingale could have sung so sweetly to welcome and soothe the tired travellers of the Arabian deserts as the solitary reaper. Her song is sweeter than the song of the cuckoo bird that disturbs the seas' silence in the distant islands.

The poet cannot understand the theme of this reaper's song as the dialect is quite unfamiliar to him. So, he makes some guesses. Perhaps, she is singing about some tragic event of the past or some familiar event of her life, like the loss of parting from the dear ones. It could have been about some battles that were fought long ago.

Then the poet moves on to say that whatever be the theme of the song, the music of her song and the melodious voice leaves the poet spellbound. He stands motionless to listen to the girl's song. It seemed as if the song was never-ending. The poet listens to her as she reaps and binds the grains bending over the sickle. Then the poet goes up the hill, but he carries the music of the melodious song with him. The song leaves an everlasting impression on his mind and haunts him for long.

The Theme

'The Solitary Reaper' describes the poet's feelings on hearing an enchanting song of a country girl. This song touches his heart. It makes/leaves him spellbound. The song remains a dear memory for the poet long afterwards.

Explanation of the Poem

1. Behold her gently pass.

Explanation

The poet tells us to look at a girl who is working in a field all alone. She is reaping the crop and is singing a song. Then the poet tells the passers-by that it doesn't matter to her whether they stop there or go away, as she is so engrossed in her work that she won't even notice.

Rhyme scheme: abcb

2. **Alone she cuts with the sound.**

Explanation

The solitary reaper is all alone in the field. She cuts and binds the grain and is also singing a sad song. The whole valley echoes the sound of that reaper's song.

Poetic Device:

Alliteration: And sings a melancholy strain.

Rhyme scheme: aabb

3. **No nightingale Arabian sands.**

Explanation

The poet then moves on to compare the melodious song of the reaper to that of a nightingale who sings welcome songs to the tired group of travellers who take rest in shady places among the Arabian sands. According to the poet, the song of the reaper is sweeter and more melodious than the song of the nightingale.

Poetic Device:

Alliteration: No nightingale did ever chant.

More welcome notes to weary bands.

Among Arabian sands.

Rhyme scheme: abcb

4. **A voice farthest Hebrides.**

Explanation

The poet compares the song of the Solitary Reaper to another bird-cuckoo bird which is well known for its sweet voice. The voice of the reaper is sweeter and more thrilling than that of the cuckoo bird which breaks the silence of the sea among the remotest group of islands.

Poetic Devices:

Alliteration: Breaking the silence of the seas.

Rhyme scheme: aabb

5. **Will no one long ago.**

Explanation

The poet is unable to guess the theme or subject of the song as he can't understand the dialect. So, he asks others if they could tell him what she was singing. Then he himself tries to guess that perhaps the song was related to some old, unhappy events that took place long ago or the battles which were fought long ago.

Poetic devices:

Alliteration: Perhaps the plaintive numbers flow.

For old unhappy far off things.

Rhyme scheme: abcb

6. **Or is it may be again?**

Explanation

The poet makes further guesses that her song might be related to some familiar day-to-day matter or some natural calamity, loss or pain which has already happened in the past or may happen again.

Poetic Device:

Alliteration: Some natural sorrow, loss or pain.

Rhyme scheme: aabb

7. **What e'er the theme sickle bending.**

Explanation

Then the poet says whatever the theme of the song of the Solitary Reaper may be, it seems as if the song had no ending. She kept on singing a never-ending song and was bending on the sickle and working as well.

Poetic Device:

Alliteration: I saw her singing at her work.

Rhyme scheme: abcb

8. **I listen'd heard no more.**

Explanation

The poet gets mesmerized by the song and listens to it while standing there silently. Then he started climbing the hill. He could still hear the echo of the girl's song as he had cherished it in his heart even though he could hear it no more. The song had left a deep impression on his mind.

Poetic Device:

Alliteration: The music in my heart I bore.

Rhyme scheme: aabb

■■■

CHAPTER-4

THE SEVEN AGES

—By William Shakespeare



Revision Notes

The Poet:

William Shakespeare is regarded as the greatest writer of all time. He paints a vivid and clear perception of human beings. He gives a philosophical yet simple view of human life.

Summary

The poem is a comparison about human life and a drama being acted on stage. Just like a person plays many parts in a drama, man plays many parts as he progresses through life. Like the stage has entrances and exits, similarly life also has it in life and death respectively. With their birth, men and women come on the stage, play their different roles and go away with their death. The parts or acts played by them are generally seven.

The first act of the drama of life starts with the birth of the child, with a baby crying and vomiting in the nurse's arm. The next stage starts when he enters the school as a school boy, where he drags and goes unwillingly. The role of a lover is the third stage, full of passion and sadness. The fourth stage is that of a soldier where honour is of utmost importance to the person. He is quick and fierce and always seeks fame which is short lived. The next stage is that when he considers himself very wise and intelligent. He moves into the last stage, *i.e.*, of old age where he is shrunken and has lost his youthful energies. His voice is like that of a child again. A whistling sound can be heard from his mouth since its devoid of teeth. The last stage is the end of life where he is left without teeth, without eyes, without taste and finally with nothing.

The Central Idea

The poem is a comparison between life and a drama. It shows that everything in the world is transient, momentary and not everlasting. Everything completes its cycle in a fixed span of time. Just like for the success of a play all the actors should act together, similarly in life everyone has to live each stage of life successfully so that life can be a success.

■■■

CHAPTER-5

OH, I WISH I'D LOOKED AFTER ME TEETH

—By Pam Ayres



Revision Notes

The Poet

Pam Ayres, was born in Berkshire. She joined the Civil Services as a clerk and later enlisted for women's Royal Air Force and finally chose the career of a writer and poet. Her poems are generally humorous and about ordinary, everyday topics.

Summary

It is a humorous poem about naughty children who do not listen to the sincere advice of their elders and regret it later in life. The poet expresses her regret for not being careful about the health of her teeth. The narrator wishes that it would have been much better if she had chewed fewer toffees and had taken greater care of her teeth. She wishes that she had bought something different.

She repents having bought so many candies, lollies, and hard peanut brittles. Though she brushed her teeth she did not give up these sweets and the damage was done as it paved the way to caps, decays, etc., and she had to undergo injections, fillings, drillings, etc.

She is full of despair when she sits in the dentist's chair for drillings and fillings. She has to get two fillings. She wishes that she had taken better care of her teeth.

The Central Idea

The poem is about the author's regret for not having taken care of her teeth in time. She regrets all those occasions when she bought candies and sweets. It is addressing a universal phenomenon that children like to do things which they are told not to.

CHAPTER-6 SONG OF THE RAIN

—By Kahlil Gibran



Revision Notes

The Poet

Kahlil Gibran is a Lebanese by birth who settled in America. The style of his poems is very formal and it offers a deep insight into various facts of human life.

Summary

The poem is an autobiography of the rain. The rain talks about its arrival, its effect on the earth and sky and clouds and finally of its departure. The emergence of the rain from the heart of the sea is announced by the roar of thunder. It descends to embrace the flowers on the earth. It is like a dotted silver thread dropping from the heavens and joins earth and the sky. It departs after it has quenched the thirst of the parched earth and relieved the clouds of their heaviness. The rainbow announces its departure. The rain is a source of joy to all the dry earth, the swollen clouds and the flowers which rejoice when it arrives. It looks as if it joins the lovers—the earth and the sky with threads of pearly drops.

The Central Idea

The rain has been personified as a source of relief to the clouds and a harbinger of joy to the earth and flowers. The poem shows celebration and gives a message of love and reunion.



DRAMA

CHAPTER-1

VILLA FOR SALE

—Sacha Guitry



Revision Notes

Introduction

'Villa for Sale' is an interesting play by Sacha Guitry. The story revolves around a villa which is for sale. Juliette, the owner of the villa, wants to dispose it off as soon as possible, but no customer turns up. But the drama takes a turn when a couple comes to see the villa. The husband is reluctant to buy the villa, but in the end, the husband is willing to buy the villa just because of a dramatic turn.

Summary

In the beginning of the play, the villa-owner Juliette is shown to be in a very sad mood. She's talking to her maid about the villa which she wants to sell. She had hung the sign 'For Sale' outside the gate one month ago, but no customer had come forward to buy it. She seems to be quite in a hurry to dispose it off at one hundred thousand francs. The villa is near Joinville, the French Hollywood, but even then she is finding it difficult to sell it. At this stage the maid suggests her to play a role of a cook in a film and earn some money, but she politely refuses. Suddenly, the bell rings. The maid opens the door to find a couple, Gaston and Jeanne, standing at the door.

The couple have come to see the villa. The husband Gaston seems reluctant to buy the villa. He makes all kinds of excuses for not buying the villa. But Jeanne wishes to see the villa at least once so that they can think before making the final decision. At one point, both of them almost start quarrelling. Gaston hints that Jeanne wants to buy the villa for her parents and that's also one of the reasons why Gaston doesn't want to buy it. Both of them decided to leave the place without talking to Juliette who suddenly makes her entry at this point.

They exchange wishes and then Juliette starts describing the villa. She tells them that it has all the advantages like electricity, gas, water, telephone, drainage etc. The bathroom is beautifully fitted. There are two bedrooms, a kitchen and a servant room. The villa also has a garden. A picture of a painter, Corot, is hung in the room. Juliette tells them that she will not sell the picture along with the villa; she will keep the picture for herself. Juliette makes the first offer of two hundred and fifty thousand francs which is put down by Gaston, so she reduces the price to two hundred thousand francs.

Gaston is still unwilling to buy the villa. But Jeanne wants to go and see the upper floor and the bathroom. Gaston politely puts down the offer and prefers to sit back and relax.

Jeanne goes with Juliette alone to see the upper floor.

After their exit, another lady Mrs. Al Smith makes her entry. She is an American lady who works in films. She wants to buy this villa which is near Paramount studios where she is going to shoot films. She sees Gaston in the room. Thinking him to be the owner of the villa, she starts making the deal with him for the villa, Gaston, an opportunist, understands the situation and takes advantage of it by posing himself as the owner.

He repeats the lines that Juliette told him about the rooms, the advantages, the bathroom fittings and so on, but Mrs. Al Smith doesn't have time for it. She just wants to know the price of the villa. She informs him that she doesn't give a damn about the rooms and fittings of the villa because she wants to knock it down and will make a bungalow in its place. Gaston agrees to sell that villa for three hundred thousand francs to which the lady agrees. The deal is fixed; she hands a cheque to Gaston and tells him to vacate the villa by the next day so that her architect can start working on it.

The moment Mrs. Al Smith departs, Jeanne and Juliette come down after looking at the upper floor. There's a change in Jeanne's attitude. She now seems less interested to buy the villa. But Gaston has already accepted the cheque from Mrs. Smith. He now wants to buy the villa which makes the situation a bit funny. He tries to let Jeanne focus on the qualities of the house and fixes the price at two hundred thousand francs. The deal is fixed. Juliette and Gaston exchange the receipt and cheque with each other. The villa now belongs to Gaston who has made one hundred thousand francs by his quick-wittedness and cleverness. He tells Juliette to vacate the villa by the next day positively and leaves the place.



CHAPTER-2

THE BISHOP'S CANDLESTICKS

—By Norman Mckinnell



Revision Notes

Introduction

'The Bishop's Candlesticks' by Norman Mckinnell is dramatisation of a part of Victor Hugo's famous novel 'Les Miserables' (The Miserables). This play raises a profound and thought-provoking question — Are criminals born or are they made thus by society? The play also deals with the issue of crime, sin, punishment and redemption. Christian beliefs of charity and forgiveness are reinforced in the play and many ethical questions are also answered in the context of the play.

Summary of the Play

The play opens with a scene in the Bishop's kitchen. The Bishop's younger sister Persome and maid Marie are busy in their conversation, while soup is being cooked on the stove. Persome is worried that her brother has gone out in the extreme cold. When she learns that her brother has gone to see Marie's ailing mother, she bursts out in anger at the selfishness of the people, who went about troubling him. Persome's anger is genuine because her brother has already sold off his estate, furniture and other valuables to help the poor and the needy. Persome is shocked to discover further that the Bishop has even sold off his silver salt-cellars to help another ailing lady, to pay her rent.

The Bishop promptly arrives and dispatches Marie to tend to her mother. He gives away his comforter to her to ward off the cold outside. Persome gets very furious and says, "You'll sell your candlesticks next." The Bishop thanks her for giving him the idea, although he admits that the candlesticks were his proud possessions, a gift from his dying mother and he would not like to part with them.

Persome takes leave and the Bishop settles down to read. It is already midnight. A convict enters the room stealthily, seizes the Bishop from behind and demands something to eat. He threatens to kill the Bishop if he raises an alarm. The Bishop is unflustered. He calls the convict 'son' and wakes his sister to serve some food and wine to the convict. He also calms down Persome who is frightened to see the knife in the convict's hand.

The convict pounces on the food greedily. After eating, the convict warms up to the Bishop and relates his sad story. He tells the Bishop that he was once a normal man. He had a wife and a home, but no work. So he stole to feed his sick wife. He was caught and sentenced to serve ten years in prison. He was chained like an animal and beaten mercilessly and fed on filth. The Bishop consoles him and arranges for him to rest there for the night.

The next morning Persome finds that the convict and the silver candlesticks are missing. She raises an alarm and informs the Bishop about the theft. The Bishop is upset but he refuses to report the theft to the police. Soon a Sergeant appears with two soldiers and the convict in chains. They had arrested the convict on the suspicion of stealing the Bishop's candlesticks. The Bishop tells the police that the convict was his friend and he had gifted the candlesticks to him. The police frees the convict and go away. The convict is thunderstruck by such kindness. He promises to reform himself and begin his life anew. The Bishop blesses him and gifts the candlesticks to him. He shows him a secret path to Paris, where the convict could lead a safe and respectable life.

