HOPE SERIES

CLASS 10TH COMPLETE BACKLOG

One Shot Lecture

English

By – Anurag Tyagi Sir

TOPICS *to be covered*

1. **First Flight**
   - Prose: A Letter to God ✓
   - Prose: Nelson Mandela ✓
   - Poetry: Dust of Snow; Fire and Ice ✓
   - Poetry: A Tiger in the Zoo ✓

2. **Footprints without Feet**
   - A Triumph of Surgery ✓
   - The Thief's Story ✓

3. **Grammar**
   - Tense ✓

4. **Writing Skills**
   - Analytical Paragraph ✓

IT'S GAME TIME!

Unjumble as many words as possible!

Theme: Travel

1. u o j r y n e

an act of travelling from one place to another

2. c h s e l u d e

a plan for carrying out a process

3. i n e t r a y r i

a detailed plan or route of a journey

4. k r e n g t k i

go on a long journey, typically by foot

Unjumble as many words as possible!

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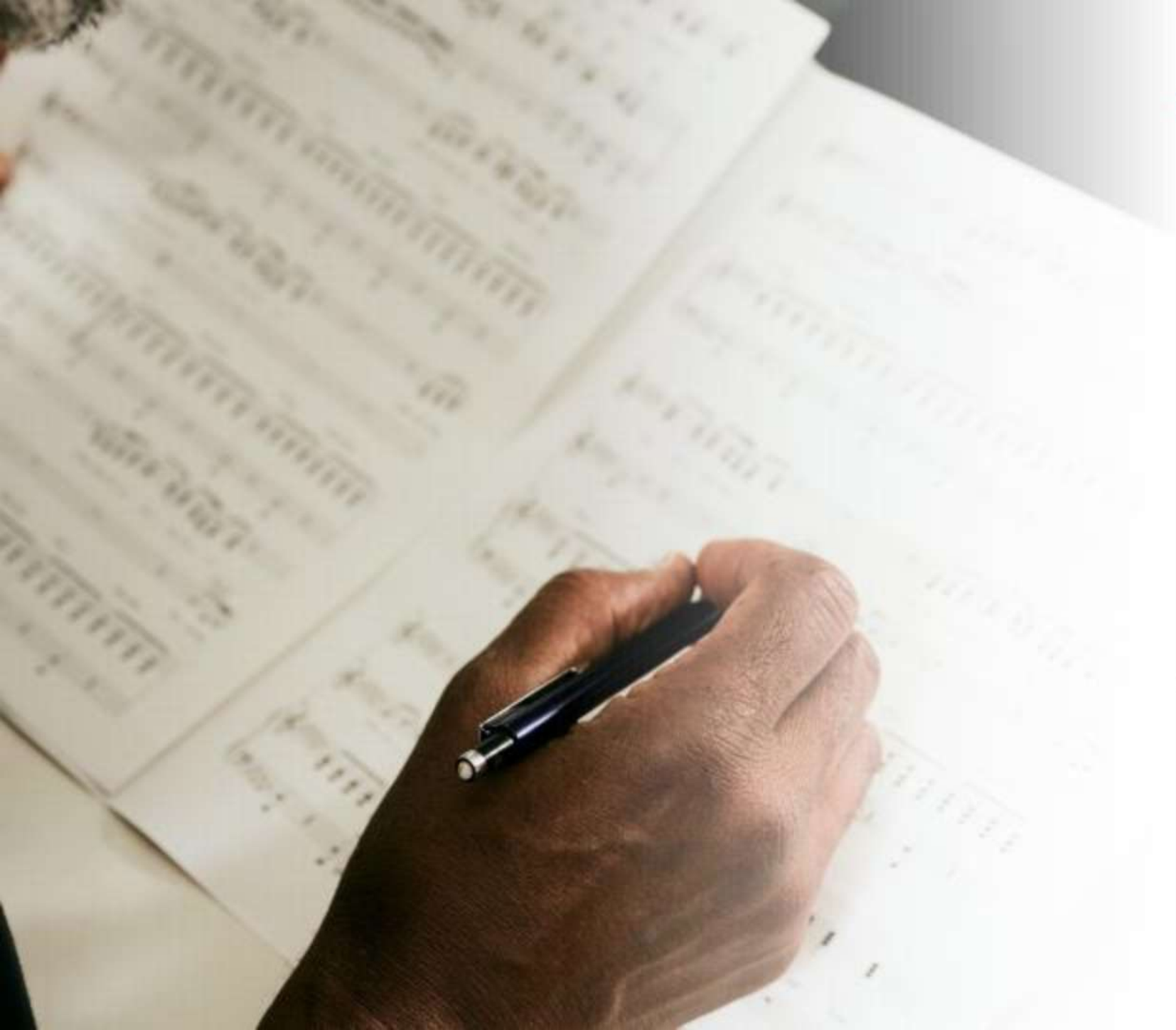
go on a long journey, typically by foot

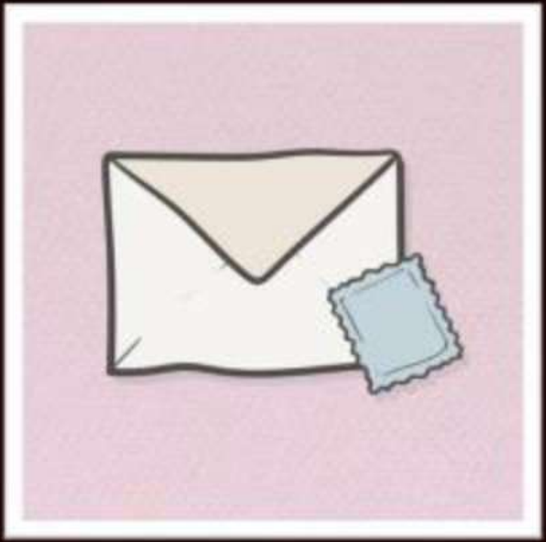
First Flight



A Letter to God

Topic : A Letter to God

By - G. L. Fuentes



- *A Letter to God' is a story about faith. It is a interesting tale about a farmer, Lencho, who writes a letter to God when his crops are ruined, asking for a hundred pesos.*
- *Does Lencho's letter reach God?*
- *Does God send him the money?*

Topic : Key Points

- Story setting and background
- Lencho - the farmer's hope
- The Arrival of Rain- Light of hope
- The Destructive Hail
- Lencho's Reaction
- Single hope- The help from God
- 'The Letter to God'
- The Receiving of Letter at the Post Office
- The Reply and Lencho's Response
- Lencho's Final Response & the Irony

Story setting and background

- Solitary house in the entire valley.
- On crest of a low hill. top part
- River, field of ripe corn dotted with flowers visible.
- Needed a downpour or at least a shower. heavy rain

Lencho - the farmer's hope

- All morning, Lencho stared sky towards North - East
- "Now we're really going to get some water, woman."
- His wife - preparing supper - older boys working - smaller boys playing
- 'Come for dinner!'

The Arrival of Rain - Light of hope

- During meal, big drops of rain
- North - East, huge mountains of cloud;
  - air - fresh & sweet.
- Lencho went out for no other reason than to feel the pleasure of rain on his body.
- *"These aren't raindrops falling from the sky, they are new coins. The big drops are ten cent pieces, and the little ones are fives."*
- With satisfied expression – Lencho regarded the field - draped in a curtain of rain.

The Destructive Hail

- Suddenly, strong wind blew – larger hailstones with rain.
- New silver coins
- Boys ran out – collected frozen pearls
- *"It's really getting bad now, I hope it passes quickly."*
- Hail rained for 1 hour - house, garden, hillside, cornfield, whole valley
- The field was white – like covered with salt
- No leaf left on trees – corn totally destroyed– flowers gone from plants

Lencho's Reaction

- Lencho's soul filled with sadness
- After storm passed, stood in middle of field & said to his sons -

group insects

'A plague of locusts would have left more than this. The hail has left nothing. This year we will have no corn."

All our work, for nothing."

"There's no one who can help us."

"We'll all go hungry this year."

Single hope - The help from God

- No one dies hunger, even though this seems a total loss
- All night – thought of only one hope – the help from god, who sees everything
- Lencho
  - An ox of man very hardworking
  - Knew how to read & write
- Following Sunday, at daybreak, began writing a letter – the letter to god

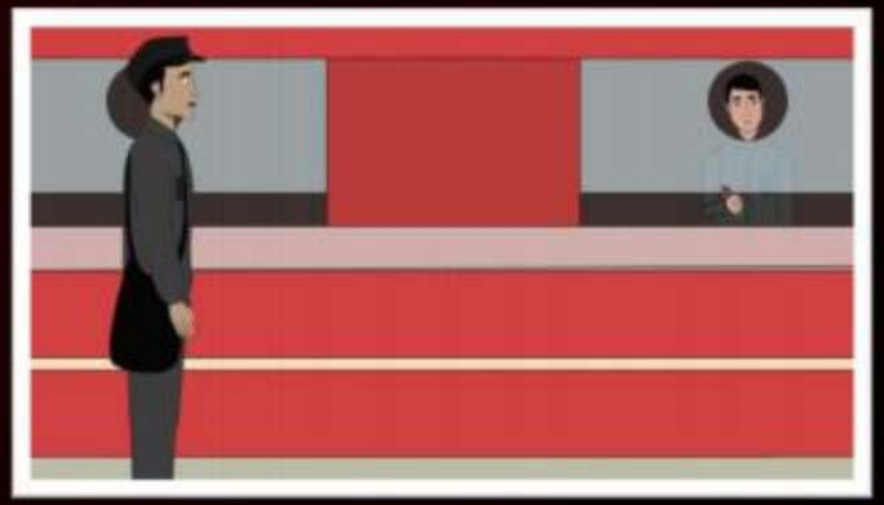
- **'The Letter to God'**

  "God, if you don't help me, my family and I will go hungry this year. I need a hundred pesos in order to sow my field again and to live until the crop comes, because the hailstorm...."

  - *Envelope - 'To God'*
  - *went to town - at post office – placed a stamp- dropped it in the mailbox*

The Receiving of Letter at the Post Office

- Postman - went to postmaster - laughed heartily - showed him the letter
- Never had he known this address in his career



- The postmaster
  - Fat, amiable fellow
    friendly
  - Broke out laughing
  - Immediately, turned serious & tapping letter on the desk, said,

    "What faith! I wish I had the faith of the man who wrote this letter.

    Starting up a correspondence with god!"

    written communication
- So, not to shake Lencho's faith, postmaster decided to reply and help.

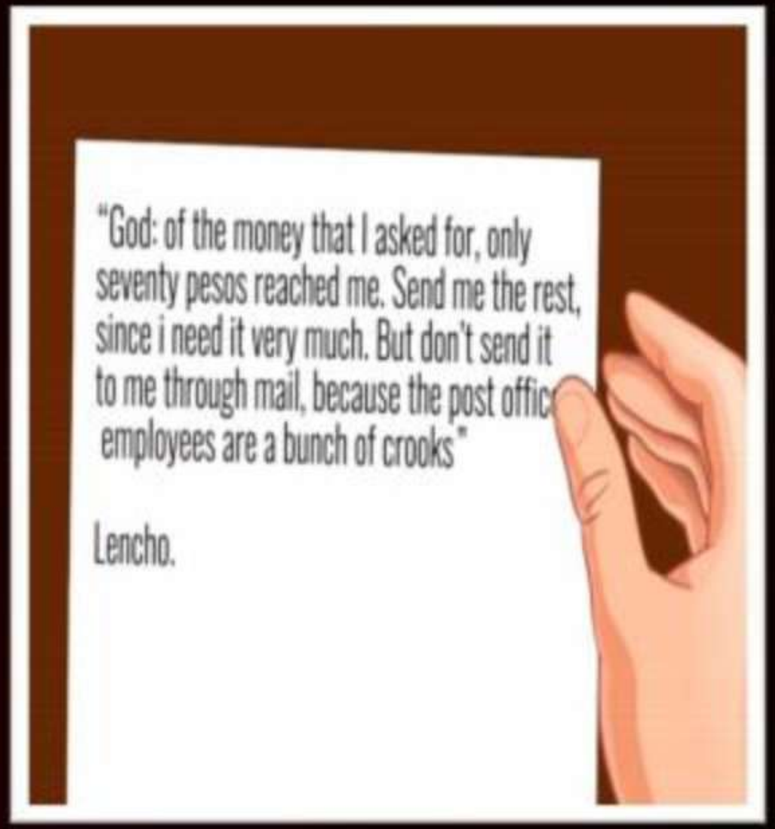
The Reply and Lencho's Response

- A little more than half money - 70 pesos - in envelope
- With a letter having single word signature 'god'
- Following Sunday, Lencho came early, at post office
- Postman handed over the letter while postmaster watching - experience contentment for a good deed
- Lencho – not surprised - such confidence
- ANGRY when counted the money
  - God couldn't make a mistake
  - Nor he would deny Lencho's request

Lencho's Final Response & the Irony

- Went window asking for paper & ink
- On public writing-table
  - Started to write– with wrinkling of his eyebrow
- Bought & affixed a stamp with a blow of fist and posted the letter
- Postmaster rushed to see the response
  - *"God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of crooks. Lencho."*

Criminal; cheat



Message :

1. We should always have faith in the almighty.
2. Be helpful. Be kind.

Topic : MCQs

#Q. Why did Lencho say the raindrops were like 'new coins'?

A. Because they were shiny like coins.

B. Because he saw them as a sign of wealth and prosperity.

C. Because they fell in a rhythmic manner.

D. Because they were small and round like coins.

Topic : MCQs

#Q. What were Lencho's feelings when the hail stopped?

(A) He felt relieved.

(B) He felt hopeful.

(C) He felt immense sadness and despair.

hopeless

(D) He felt indifferent.

Topic : MCQs

#Q. Why did the postmaster turn serious on seeing the letter addressed to God?

A. Because he realised that Lencho was asking for money.

B. Because he realised that Lencho need government's help.

C. Because he realised that Lencho had immense faith in God.

D. Because Lencho had an important task to do.

Topic : MCQs

#Q. What did the postmaster do to help Lencho?

A. He ignored the letter.

B. He sent Lencho a hundred pesos from his own savings.

C. He laughed and threw the letter away.

D. He collected money from employees and friends and sent it to Lencho with a letter signed 'God'.

Topic : MCQs

#Q. Why did Lencho ask the God not to send the money through mail?

A. He did not want to come to post office

B. He thought the post office employees had stolen it

C. Post office was far away

D. None of the above

Topic : MCQs

#Q. What is the irony in this lesson?

A. Lencho was sad after the hailstorm even though he was the one waiting for a shower.

B. Postmaster laughed at Lencho but still helped arrange money for him.

C. Lencho blamed the post office employees who in fact helped him.

D. There is no irony.

Topic : NCERT QUESTIONS

Section A

#Q. What did Lencho hope for?

#Q. Why did Lencho say the raindrops were like 'new coins'?

#Q. How did the rain change? What happened to Lencho's fields?

#Q. What were Lencho's feelings when the hail stopped?

Topic : NCERT QUESTIONS

Section B

#Q. Who or what did Lencho have faith in? What did he do?

#Q. Who read the letter?

#Q. What did the postmaster do then?

Topic : NCERT QUESTIONS

Section C

#Q. Was Lencho surprised to find a letter for him with money in it?

#Q. What made him angry?

Topic : Question

#Q. What idea does the Postmaster come up with? What did he do to stick to his resolution? (CBSE 2024)

Topic : Question

#Q. Why did the night after the rains turn sorrowful for Lencho? (CBSE 2024)

Topic : NCERT QUESTIONS

#Q. Who does Lencho have complete faith in? Which sentences in the story tell you this?

#Q. Why does the postmaster send money to Lencho? Why does he sign the letter 'God'?

#Q. Did Lencho try to find out who had sent the money to him? Why/Why not?

#Q. Who does Lencho think has taken the rest of the money? What is the irony in the situation?

Topic : NCERT QUESTIONS

#Q. Are there people like Lencho in the real world? What kind of a person would you say he is? You may select appropriate words from the box to answer the question.

greedy, naive, stupid, ungrateful,
selfish, comical, unquestioning

#Q. There are two kinds of conflict in the story: between humans and nature, and between humans themselves. How are these conflicts illustrated?

Topic : QUESTION

#Q. What were Lencho's feelings when the hail stopped?

Ans. When the hail stopped, Lencho became sad. All his flowering crops were destroyed due to the hailstones. He felt that no one can help his family and they would face hunger.

Topic : QUESTION

#Q. Did Lencho try to find out who had sent the money to him? Why/why not?

Ans. No, Lencho did not try to find out who had sent the money to him. The reason was that he could not believe that it could be anybody other than God who would send him the money. His faith in God was so strong that he believed that only God had sent money to him.

Topic : QUESTION

#Q. Who does Lencho think has taken the rest of the money? What is the irony in the situation? (Remember that the irony of a situation is an unexpected aspect of it. An ironic situation is strange or amusing because it is the opposite of what is expected).

Ans. Lencho thought that the post office employees had taken the rest of the money because he had asked for a hundred pesos from God. But in the letter there only seventy pesos. He believed that God could not make such a mistake. So, he assumed that the post office employees have stolen the money.

The irony in the situation is that Lencho suspected the people who helped him in his problem. He tried to keep his faith alive in God.

Topic : QUESTION

#Q. Are there people like Lencho in the real world? What kind of a person would you say he is? You may select appropriate words from the box to answer the question.

Greedy, Naive, Stupid, Ungraceful, Selfish, Comical, Unquestioning.

Ans. Yes, there are people like Lencho in the real world. Such people have blind faith in God and believe that God will help them in bad situations.

Lencho is a simple and a hardworking farmer who has extreme faith in God. He is innocent and naive but not stupid. He has an unquestioning attitude for he is unable to realise that anyone also instead of God would help him.

Topic : QUESTION

#Q. There are two kinds of conflict in the story between humans and nature and between humans themselves. How are these conflicts illustrated?

Ans. The conflict between humans and nature is illustrated by the destruction of Lencho's crop by the hailstorm. Lencho was expecting rain to have a good harvest. Nature in the form of hailstones, is in conflict with a human, in the form of Lencho. The story also illustrates conflict between humans themselves. The postmaster along with his friends and staff sent Lencho money that he had asked from God. However, when Lencho receives it and finds it to be less, he gets angry. He blames the employees of the post office to take out his money that God had sent him. He even calls them a "bunch of crooks". This shows that man does not have faith in man, thereby giving rise to this conflict.

Game time!

Solve the riddles!

1. —
2. —

1. What has a neck but no head?

2. I'm tall when I'm young, and I'm short when I'm old. What am I?

3. I have cities, but no houses.
I have forests, but no trees.
I have rivers, yet no water.
What am I, if you please?

Solve the riddles!

1. What has a neck but no head?

'Bottle'

2. I'm tall when I'm young, and I'm short when I'm old. What am I?

'Candle'

3. I have cities, but no houses.
I have forests, but no trees.
I have rivers, yet no water.
What am I, if you please?

'Map'

Nelson Mandela : Long Walk to Freedom

Topic : Introduction

Autobiography

252/400

- The extract 'Nelson Mandela : Long Walk to Freedom' is taken from the autobiography of this great man.
- It is a touching account of horrible atrocities and oppression imposed by the heartless white rulers on the innocent black natives in South Africa.

Apartheid

- System of institutionalized racial segregation and discrimination (1948-1994)
- Under apartheid, people were classified into racial groups (White, Black, Indian, and Colored) and segregated into different areas, schools, hospitals, and other public facilities based on their race.

Apartheid

- Non-white people were denied many basic human rights, including the right to vote, the right to own property, and the right to travel freely.
- Government imposed harsh laws like censorship, detention without trial, and torture.
- People were required to carry identity documents that indicated their racial classification.

Topic : Key Notes

- Establishment of S.A. First Democratic Non-Racial Govt.
- Pledge
- Mandela Addressed the Guests
- Ideals for Future
- Display of Military Power by Jets
- Recalled historical events marking growth of 'Apartheid'
- Mandela Recalled Sacrifices of Freedom Fighters
- Observation About Humanity
- Twin Obligations
- Mandela's Early Life and Concept of Freedom
- Mandela's Realisation About Oppressor and Oppressed

Establishment of S.A. First Democratic Non-Racial Govt.

- Swearing-in ceremony-
  - 10 May, 1994
  - Sandstone Amphitheatre, Pretoria
  - Autumn Day-
    - Accompanied by daughter Zanini
      - i. Mr. de Klerk - Second Deputy President
      - ii. Mr. Thabo Mbeki- First Deputy President

- **Pledge**
  - to obey and uphold constitution
    - devote himself to the well-being of Republic and people

Mandela Addressed the Guests

- Confer glory and hope to newborn liberty
- Misrule of whites = Extraordinary human disaster
  - a society of which all humanity must be proud
- Outlaws—Rare privilege
  - Host to nations of the world
  - Thanked all our distinguished international guests
  - Common victory for justice, peace and human dignity

- **Ideals for Future**
  - Achieved political emancipation
  - Pledge to liberate all people from bondage of-
    - poverty, deprivation, suffering, gender & other discrimination
  - Closing-
    - Sun shall never set on so glorious human achievement
    - *Let freedom reign! God bless Africa!*

Topic : MCQs

#Q. Why is 10 May an 'autumn day' in South Africa?

A. South Africa is in the Northern Hemisphere and

B. South Africa experiences a different calendar

C. South Africa is in the Southern Hemisphere where the seasons are opposite to those in the Northern Hemisphere e.g. India, US etc.

D. It was unusually cold on that day

Topic : MCQs

#Q. At the beginning of his speech, what does Mandela refer to as "an extraordinary human disaster"?

A. World War II

B. The Great Depression

C. Apartheid

D. The 1918 Flu Pandemic

Topic : MCQs

#Q. What is the "glorious ... human achievement" Mandela speaks of at the end?

A. The end of World War II

B. The establishment of a non-racial democratic government in South Africa

C. The first moon landing

D. The discovery of penicillin

Topic : MCQs

#Q. What does Mandela thank the international leaders for?

A. Providing financial aid to South Africa

B. Supporting apartheid

C. For support in the struggle against apartheid and visiting South Africa to celebrating the establishment of its first democratic government

D. Offering military support to South Africa

Topic : MCQs

#Q. "We have achieved our political emancipation."

What is the meaning of emancipation in the given statement?

(A) Freedom from restriction

(B) Enslavement

(C) Slavery

(D) Both (B) and (C)

Topic : QUESTION

SECTION A

#Q. Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?

#Q. Can you say how 10 May is an 'autumn day' in South Africa?

#Q. At the beginning of his speech, Mandela mentions "an extraordinary human disaster". What does he mean by this? What is the "glorious human achievement" he speaks of at the end?

#Q. What does Mandela thank the international leaders for?

#Q. What ideals does he set out for the future of South Africa

Display of Military Power by Jets

- SA jets, helicopter and troop carriers
- Display of pinpoint precision and military force
  - Demonstration of Military's loyalty to democracy – New govt.
- Change in attitude of highest Generals of police and defense force
  - Saluted and pledged loyalty—arrested me a few years ago
- Chevron of Impala jets leaving a smoke trail of SA flag

- Two National Anthems- signify 'unity'
  - Blacks- Nkosi Sikelel -iAfrica
  - Whites- Die Stem
- Neither group knew the lyrics that day
  - Soon they'd know the words by heart

Recalled historical events marking growth of 'Apartheid'

- Overwhelmed with a sense of history on the day of inauguration
  - Anglo-Boer War — 1899-1902 1901-1910
  - First Decade- spread of racism and white dominance by SA Whites
    - Most inhumane and harshest societies of world
  - 1994 Last Decade- this system overturned & replaced 1990-2000
    - Rights and freedoms of all people

Mandela Recalled Sacrifices of Freedom Fighters

- Freedom-Sacrifices of thousands of people
- Mandela- simply sum of all those patriots who had gone before him
- Pained(felt sorry)
  - Not able to thank them
  - They're not able to see the fruits of their sacrifices
- Confessed that Apartheid left a deep and lasting wound
  - Will take years, if not generations to recover

- Brutality and Oppression gave birth to 'Courageous Patriots'
  - Oliver Tambos, Walter Sisulus, Chief Luthulis...
- Men of great extraordinary courage, wisdom and generosity- *'Perhaps it requires depths of oppression to create such heights of character.'*
- Learnt real meaning of Courage from these comrades
  - Men & Women risking their lives for an idea
  - standing up to torture-Resilience that is unbelievable

विजय पाना

'The brave man is not who does not feel afraid, but he who conquers it.'

Observation About Humanity

- No one is born hating another person
  - because of skin color or background or religion
  - they learn to hate

'If they can learn to hate, they can be taught to love as love comes more naturally to human heart than its opposite'

- Glimmer of humanity In prison guards
- 'Man's goodness is a flame that can be hidden but never extinguished.'

Topic : MCQs

#Q. How has the attitude of the military generals changed?

A. They used to ignore Mandela, but now they respect him.

B. They used to support Mandela, but now they oppose him.

C. They would have arrested Mandela before, but now they pledge their loyalty to him.

D. They have always supported Mandela.

Topic : MCQs

#Q. Why were two national anthems sung?

A. To represent the official languages of South Africa.

B. To honor both black and white South Africans and symbolize unity.

C. To confuse the audience.

D. To fill more time in the ceremony.

Topic : MCQs

#Q. How does Mandela describe the system of government in the first decade of the twentieth century?

(A) A system of democracy.

(B) A system of racial equality.

(C) A system of racial domination.

(D) A system of colonial rule.

Topic : MCQs

#Q. How does Mandela describe the system of government in the final decade of the twentieth century?

A. A system of dictatorship.

B. A system of racial domination.

C. A democratic system recognizing the rights and freedoms of all people.

D. A system of racial segregation.

Topic : MCQs

#Q. What does courage mean to Mandela?

A The absence of fear.

B Never feeling afraid.

C The ability to conquer fear.

D Avoiding dangerous situations.

SECTION B

#Q. What do the military generals do? How has their attitude changed, and why?

#Q. Why were two national anthems sung?

#Q. How does Mandela describe the systems of government in his country

(i) in the first decade, and

(ii) in the final decade, of the twentieth century?

#Q. What does courage mean to Mandela?

#Q. Which does he think is natural, to love or to hate?

Responsibility

Twin Obligations

- Family & friends — 1
- Country & Community — 2
- In a civil and human society, everyone fulfills them according to their circumstances/abilities
- In SA, a man of color who tried to fulfil both was considered a criminal;
  - Punished & isolated
  - Ripped from his family and home
- Same happened with Mandela

Mandela's Early Life and Concept of Freedom

- As a child, freedom meant being able to do what he wanted
  - Run in the fields
  - Swim in the clear streams
  - Roast mealies Corn
  - Ride slow moving bulls
- If he obeyed his father and rules of his tribe, he was free in every way
- Realised as a Young man– Freedom has been taken away from him
  - Boyhood freedom was an illusion
  - Began to hunger for it

temporary

- As a student, wanted 'transitory freedoms' only for himself
  - Stay out at night, read what he pleased, go where he chose
- As a young man, yearned for long
  - Basic and honourable freedom
  - Achieving potential, earning his living, marrying & having a family
  - Not to be interrupted in a lawful life
- Slowly saw--everyone who black was not free
  - Joined African National Congress
  - Hunger for Freedom of all people– This desire

Changed

- Transformed:
  - a timid (shy) young man-bold
  - Law abiding attorney (lawyer)-criminal
  - Family loving husband-man without a home
  - Life loving man-monk

सन्यासी

Mandela's Realisation About Oppressor and Oppressed

- A man who takes away another man's freedom is a prisoner of hatred, pre-judice and narrow-mindedness.

  पूर्व-धारणा

  संकीर्ण-सोच

- *'The oppressed and the oppressor alike are robbed of their humanity.'*

Topic : MCQs

#Q. What are the twin obligations mentioned bf Nelson Mandela?

A. Obligation to parents and wife.

B. Obligation to children and countrymen.

C. Obligation to community and country.

D. Obligation to family and country.

1 2

Topic : MCQs

#Q. When is a man NOT truly free according to Nelson Mandela?

A. When a man takes away someone else's freedom.

B. When a man takes away someone's family from them.

C. When a man does not show humanity.

D. When a man is narrow-minded.

Topic : MCQs

#Q. What did being free mean to Mandela as a boy?

A. To be able to travel the world

B. To run in the fields, swim in the stream, roast mealies, and ride bulls

C. To read what he pleased

D. To participate in political activities

Topic : MCQs

#Q. What did being free mean to Mandela as a student?

A. To travel the world

B. To be able to stay out at night, read what he pleased, and go where he chose

C. To participate in political activities

D. To start his own business

Topic : MCQs

#Q. How does Mandela contrast "transitory freedoms" with "the basic and honourable freedoms"?

(A) Transitory freedoms were temporary pleasures, while basic freedoms were fundamental rights to live a dignified life.

(B) Transitory freedoms were long-lasting, while basic freedoms were short-lived.

(C) Transitory freedoms were only for children, while basic freedoms were only for adults.

(D) Transitory freedoms were materialistic, while basic freedoms were spiritual.

Topic : MCQs

#Q. Does Mandela think the oppressor is free?

A. Yes, because they have power and control

B. No, because they are also prisoners of hatred and prejudice

C. Yes, because they can make laws

D. No, because they live in constant fear

Topic : QUESTION

SECTION C

#Q. What "twin obligations" does Mandela mention?

#Q. What did being free mean to Mandela as a boy, and as a student? How does he contrast these "transitory freedoms" with "the basic and honourable freedoms"?

#Q. Does Mandela think the oppressor is free? Why/Why not?

Topic : NCERT QUESTION

#Q. Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?

#Q. What does Mandela mean when he says he is "simply the sum of all those African patriots" who had gone before him?

#Q. Would you agree that the 'depths of oppression' create 'heights of character'? How does Mandela illustrate this? Can you add your own examples to this argument?

#Q. How did Mandela's understanding of freedom change with age and experience?

#Q. How did Mandela's 'hunger for freedom' change his life?

Topic : Summary

- The chapter is a biography of Nelson Mandela, a prominent leader of the anti-apartheid movement in South Africa.
- It describes Mandela's early life in a rural village, his education, and his move to Johannesburg, where he became involved in politics.
- The chapter details Mandela's role in the African National Congress (ANC), a political organization that fought against apartheid, a system of racial segregation and discrimination enforced by the South African government.

- It describes Mandela's imprisonment for 27 years, during which time he became a symbol of the struggle against apartheid.
- The chapter discusses Mandela's release from prison in 1990, and his subsequent role in negotiating an end to apartheid and the establishment of a democratic government in South Africa.
- Mandela served as South Africa's first black president from 1994 to 1999, and the chapter describes his efforts to reconcile the country's different racial groups and promote social and economic justice.

- The chapter portrays Mandela as a heroic figure who dedicated his life to the struggle for equality and justice, and whose legacy continues to inspire people around the world.
- It also discusses the importance of Mandela's philosophy of forgiveness and reconciliation in post-apartheid South Africa.
- The chapter highlights Mandela's contributions to promoting education, healthcare, and human rights in South Africa, as well as his efforts to promote peace and justice around the world.

- Finally, the chapter encourages readers to draw inspiration from Mandela's life and work, and to work towards creating a more just and equitable world.

Topic : NCERT QUESTION

#Q. Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?

Ans. The ceremonies took place in the sandstone Amphitheatre formed by the Union Buildings in Pretoria. Some public buildings in India made of sandstone are the Rashtrapati Bhawan and the Red Fort in Delhi.

Topic : NCERT QUESTION

#Q. Can you say how 10th May is an 'autumn day' in South Africa?

Ans. As South Africa is in the southern hemisphere, the month of May has the autumn season. Thus, 10th May was an autumn day.

Topic : NCERT QUESTION

#Q. At the beginning of his speech, Mandela mentions "an extraordinary human disaster." What does he mean by this? What is the "glorious ..... human achievement" he speaks of at the end?

Ans. By mentioning 'an extraordinary human disaster', Mandela is referring to the practice of apartheid followed in South Africa. This meant that there was racial segregation based on colour, dure to which the blacks suffered a lot. They were not allowed to demand freedom and did not had any basic human right.

The 'glorious ..... human achievement' that Mandela referred to in the end was that as South Africa had gained its freedom, a black person had become its President.

Topic : NCERT QUESTION

It was an achievement for the nation as earlier racial discrimination, oppression and torture was the basis of the nation. Now with the first non-racial democracy, each and every human was entitled to certain rights, freedoms and equality which were earlier denied.

Topic : NCERT QUESTION

#Q. What does Mandela thank the international leaders for?

Ans. Mandela thanked the international leaders for their presence in the inaugural ceremony. Due to their presence, the event could be considered as a common victory of the South African people for justice, peace and human dignity.

Topic : NCERT QUESTION

#Q. What ideals does he set out for the future of South Africa?

Ans. Mandela set out certain ideals for the future of South Africa. He stated that all people would be free from poverty, deprivation, suffering and discrimination of all kinds. They would never be made slaves again. All of them would enjoy equal rights and privileges.

Topic : NCERT QUESTION

#Q. What do the military generals do? How has their attitude changed and why?

Ans. The military generals saluted Mandela to express their loyalty to democracy.

Their attitude has changed from what it used to be before the ceremony. Earlier these generals had treated Mandela as a criminal and had arrested him.

This attitude is changed due to the fact that Mandela was now the elected President of their country.

Topic : NCERT QUESTION

#Q. Why were two National anthems sung?

Ans. Two National anthems, one of the blacks and the other of the whites, were sung to end racial prejudice. It was done to signify equality of both the races.

Topic : NCERT QUESTION

#Q. How does Mandela describe the systems of government in his country.

(i) in the first decade and

(ii) in the final decade, of the twentieth century?

Ans. Mandela describes the systems of government in his country as follows

(i) In the first decade of the twentieth century, the white-skinned people of South Africa ended their own differences. They started a system of racial domination against the dark-skinned people of South Africa. The system they created formed the basis of harsh and most inhumane societies the world had ever known.

(ii) In the final decade of the twentieth century, the previous system had been removed forever. It had been replaced by one that recognised the rights and freedoms of all people, regardless of the colour of their skin.

Topic : NCERT QUESTION

#Q. What does courage mean to Mandela?

Ans. For Mandela, courage did not mean the absence of fear, but the victory over it. According to him, brave man did not need to be fearless, but they should be able to conquer fear.

Topic : NCERT QUESTION

#Q. What does he think is natural, to love or to hate?

Ans. He thinks love is natural, whereas hate is not natural. The feeling of love comes to our heart naturally. On the other hand, we have to learn how to hate, as this feeling does not develop by itself.

Topic : NCERT QUESTION

#Q. Which 'twin obligations' does Mandela mention?

Or

What, according to Nelson Mandela, are a man's twin obligations? CBSE 2019

Ans. According to Nelson Mandela, every man has twin obligations. The first obligation is to look after his family, parents, wife and children. The second obligation is to serve his people, his community and his country.

Topic : NCERT QUESTION

#Q. What did being free mean to Mandela as a boy, and as a student? How does he contrast these 'transitory freedoms' with 'the basic and honourable freedoms'?

Ans. As a boy, for Mandela 'being free' did not have much meaning as he thought he was born free. He was free to do what he liked. He believed that as long as he obeyed his father and the rules of his tribe, he was free in every way.

As a student, Mandela realised that the freedoms that he enjoyed as a child was an illusion and he was actually not free. Then, he wanted the temporary freedom that existed only for his own self. He wanted freedom to stay out at night, read what he pleased and go wherever he wanted.

Topic : NCERT QUESTION

Mandela contrasts these 'transitory freedoms' with 'the basic and honorable freedoms'. Now, he wanted to achieve his potential, earn his moncy, marry and start his family. These freedoms unlike the transitory freedoms revolved around himself as well as the people of his community. This freedom existed without any racial discrimination.

Topic : NCERT QUESTION

#Q. Does Mandela think the oppressor is free? Why/ Why not?

Ans. Mandela does not feel that the oppressor is free. He thinks that the oppressor is a prisoner of hatred. He is locked behind the bars of prejudice and narrow-mindedness. He feels that both the oppressor and the oppressed lack humanity.

Topic : NCERT QUESTION

#Q. Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?

Ans. A large number of international leaders attended the inauguration to pay their respects to the freedom of South Africa.

It signified the triumph of the people over discrimination and oppression. It also signified the recognition of human equality.

Topic : NCERT QUESTION

#Q. What does Mandela mean when he says he is "simply the sum of all those African patriots" who had gone before him?

Ans. When Mandela says he is 'simply the sum of all those African Patriots', he means that he represents the ideals and the dreams for which the African patriots scarified their lives. These patriots for him created a path of unity and cooperation which supported him in his journey to get South Africa free. In other words, as the new President of the nation, he represented the vision of all African freedom fighters.

Topic : NCERT QUESTION

#Q. Would you agree that the 'depths of oppression' create 'heights of character'? How does Mandela illustrate this? Can you add your own examples to this argument?

Ans. Yes, I agree that the 'depths of oppression' creates 'heights of character'. To illustrate this, Mandela gives the example of many patriots like Olivet Tambos, the Walter Sisulus, the Chief Luthulis, the Yusuf Dadoos, etc.

These freedom fighters emerged due to the extreme oppression faced by the blacks. They had extraordinary courage, wisdom and generosity.

We can also add our own examples to illustrate this. In our freedom struggle, the oppression of the Britishers produced courageous patriots such as Bhagat Singh, Lala Lajpat Rai and Mahatma Gandhi, besides many others.

Topic : NCERT QUESTION

#Q. How did Mandela's understanding of freedom change with age and experience?

Ans. Mandela's understanding of freedom changed a lot with age and experience. As a child, freedom for him meant doing things that he wanted to do, because he was born free. For him, as long as he obeyed his father and followed the rules of his tribe, he was free in every way.

As he grew up, he realised that freedom that he enjoyed as a young boy was just an illusion. Infact, he did not have any freedom. Now he developed a desire to gain freedom. When he was a student, the freedom was just for himself but soon he wanted freedom for his community.

Topic : NCERT QUESTION

Mandela slowly realised that not only his but the freedom of all blacks was also curtailed (deprived). With this understanding, he developed a hunger for freedom of his people and started working for it.

Topic : NCERT QUESTION

#Q. How did Mandela's 'hunger for freedom' change his life?

Ans. When Mandela realised that the entire Black community lacked freedom, his life changed. A 'hunger for freedom' of his people to live a life of respect and dignity transformed him.

Because of this hunger, the frightened young man transformed to a bold man. He built his entire life around fighting for the basic fundamental rights for his community. He was more selfless and virtuous than ever.

Game Time

Guess the word!

1 + → Butterfly

2. + → Starfish

3. + → Toothpaste Holder

Guess the word!

1. + +

2. + +

3.

+ +

Guess the word!

1. + +

milk key way = Milky Way

2. + +

mic crow scope = microscope

3.

+ +

elect tree city = electricity

Dust of Snow

Topic : Poem - Dust of Snow

By- "Robert Frost"

- *'Dust of Snow' is a short poem that presents the details of a landscape and focuses on the transformative power of nature.*
- *It emphasizes that sometimes seemingly insignificant events can bring about a significant change in our lives.*

The way a crow

Shake

Shook down on me

nature's blessing

The dust of snow

From a hemlock tree

ill-omen

Has given my heart

A change of mood

And saved some part

hold in regret; sad; depressed

Of a day I had rued.

Message

1. Nothing in nature is inauspicious.
2. Nature has a healing capacity.

QUESTION

What is the rhyme scheme of the poem?

(A) abaa

(B) aaab

(C) abab

(D) bba

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

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

QUESTION

Why does the poet call it 'dust of snow'?

A. Snow particles were too tiny

B. They smelled like dust

C. They felt like dust

D. They looked like dust

QUESTION

The poet says 'Of a day I had rued'. What is the meaning of 'rued'?

A. Ruined

B. Held in regret

C. Ruled

D. Conquered

QUESTION

In the poem Dust of Snow, which negative symbols have been used to create a positive effect?

A. Hemlock tree; crow

B. Crow; snow

C. Snow; hemlock tree

D. Crow; dust

QUESTION

Has given my heart
A change of mood

What is the poet's mood now?

A. Despair

B. Thoughtful

C. Happy

D. Cool

Poetic Devices

Letters

Vowels

a, e, i, o, u

- a - umbrella
- u - yu(यू) - unicorn, union

apple, ear, ice, orange

eg. It is a beautiful day.

ASSONANCE

Consonants

b, c, d, f, g, h . . . z

eg. Early bird gets the worm.

CONSONANCE

eg. She sells seashells by the seashore.

ALLITERATION

The way a crow

Shook down on me

The dust of snow

From a hemlock tree

Has given my heart

A change of mood

And saved some part

Of a day I had rued.

ASSONANCE

Symbolism

Imagery

ALLITERATION

Enjambment (no punctuation)

The way a crow

Shook down on me

The dust of snow

From a hemlock tree

Has given my heart

A change of mood

And saved some part

Of a day I had rued.

1. Alliteration
2. Enjambment
3. Symbolism
4. Imagery
5. Assonance

QUESTION

Identify the line of the poem "Dust of Snow" which uses assonance.

A. Shook down on me

B. The dust of snow

C. A change of mood

D. Of a day I had rued

Topic : Summary

Dejected and depressed, in a very sullen and melancholic mood, the poet had spent a part of his day, feeling absolutely out of sorts and spirits when unexpectedly a seemingly small occurrence lifted the weight off his mind and made him experience a joyous mood.

The poet describes how when he was passing by under a snow-laden hemlock tree, a crow perched on it shook some flakes of snow which fell on him. This little incident brought about a big and positive change in his mood. The sudden contact with nature set in a strong sense of joy in the poet and made all his melancholy disappear.

Topic : Question

#Q. What mood of the poet is reflected in the poem 'Dust of Snow' initially? What images are used by the poet to bring about the effect? Comment. (Cbse 2024)

hemlock tree

crow

NCERT QUESTIONS

#Q. What is a 'dust of snow'? What does the poet say it has changed his mood? How has the poet's mood changed?

#Q. How does Frost present nature in this poem?

QUESTION

#Q. What is a 'dust of snow'? What does the poet say it has changed his mood? How has the poet's mood changed?

Ans. The 'dust of snow' means the fine particles of snow. The sudden shower in the form of the dust of snow changed the poet's mood.

The poet's mood changed from the state of sadness to happiness. He felt refreshed and wanted to enjoy the rest of the day.

QUESTION

#Q. How does Frost present nature in this poem? The following questions may help you to think of an answer.

(i) What are the birds that are usually named in poems? Do you think crow is often mentioned in poems? What images come to your mind when you think of a crow?

(ii) Again, what is 'a hemlock tree'? Why doesn't the poet write about more 'beautiful' tree such as a maple, or an oak, or a pine?

(iii) What do the 'crow' and 'hemlock' represent-joy or sorrow? What does the dust of snow that the crow shakes off a hemlock tree stand for?

Ans. Frost is often called the poet of nature. Unlike Wordsworth, he does not glorify nature but takes on an objective view. He describes the positive and negative aspects of nature. In the poem 'Dust of Snow', Frost presents a positive view of nature. His depressed and sad mood is changed in a happy one when a simple event happened with him. A crow shook down the dust of snow on him and changed his mood.

(i) Generally, poets take the birds which are known for their beauty and good qualities, like peacock, swan, cuckoo, mynah, etc.

But, here Frost has taken a totally different approach as he chose a crow. Crow is not often used in poems. Crow is black in colour and has a very harsh voice. It is believed to be a symbol of bad omen.

Thinking of a crow brings very depressing and sorrowful pictures to our mind.

(ii) A hemlock tree is a poisonous plant with small white flowers.

The poet, Robert Frost, didn't choose to use an oak, maple or pine tree and instead, chose the hemlock tree so that he could present his depressed mood and feelings.

(iii) The crow and hemlock tree represent sorrow and depression felt by the poet in this materialistic world.

The dust of snow is the symbol of natural joy and energy. The dust of snow that the crow shakes off from a hemlock tree is a sign of nature's blessing. (It means that the poet is passing through the sad and depressing moments and is entering the time full of joy and optimism.)

POEM - FIRE AND ICE

Topic : Poem - Fire and Ice

- "Fire and Ice' is a short poem that deals with two possibilities of destruction of the world- fire and ice.
- However, the poet has used both the elements literally and figuratively.

Some say the world will end in fire

Some say in ice.

wish

From what I've tasted of desire

agree

I hold with those who favour fire.

die ; destroyed

But if it had to perish twice,

I think I know enough of hate

आग

To say that for destruction ice

Is also great

to be enough

And would suffice.

FIRE

Fiery emotions

- Desire
- Anger
- Cruelty
- Brutality

ICE

Cold emotions

- Hatred
- Indifference
- Ignorance
- Insensitive

Message

1. Sustain human values.
2. Be kind!

Topic : Rhyme Scheme

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

abaa

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

ababa

QUESTION

What does the poet compare fire with?

A hatred

B desire

C hot

D both 1 and 3

QUESTION

Why does the poet hold with those who favour fire?

A. Because love among people is increasing fast

B. Because hatred among people is increasing fast

C. Because the lust for material things is increasing quickly

D. None of the above

QUESTION

Which option correctly replaces the underlined phrase in the give line from 'Fire and Ice'?

I hold with those who favour fire.

(A) am as experienced as

(B) strongly disagree with

(C) have the same opinion as

(D) habitually avoid

Poetic Devices

Some say the world will end in fire

Some say in ice. (3) ANAPHORA

From what I've tasted of desire

I hold with those who favour fire.

But if it had to perish twice,

I think I know enough of hate

To say that for destruction ice

Is also great

And would suffice.

(1) ALLITERATION

(2) ASSONANCE

(4) Symbolism (Fire & Ice)

(5) Imagery

(6) Enjambment

Some say the world will end in fire

Some say in ice.

From what I've tasted of desire

I hold with those who favour fire.

But if it had to perish twice,

I think I know enough of hate

To say that for destruction ice

Is also great

And would suffice.

1. Alliteration
2. Assonance
3. Anaphora
4. Enjambment
5. Symbolism
6. Imagery

Topic : Summary

The poem presents two contradictory views about how the world would see its end. The idea is based on the scientific theories that the world will come to its doom either because of the excessive, fiery heat or because of the freezing ice. Some scientists are of the view that the world would be scorched because of global warming while others hold an entirely contradictory view that it would be frozen to its end in an ice age in the future.

The poet subscribes to the first view that it would end in 'fire'. But he uses 'fire' and 'ice' symbolically, associating each with a different emotion.

'Fire' is used as a symbol of violent, fiery passions like anger, cruelty, brutality etc. The poet is of the opinion that human beings are so much overpowered by these destructive passions that they may cause the end of the world. These emotions, in their intensity, have the potential to consume the world.

Similarly, 'ice' has a symbolic significance in the poem and represents cold feelings like hatred, indifference, jealousy, apathy, self-centeredness, etc. The poet, who finds violent passions to be a potent threat to the existence of the world, is not blind to the rampant cold emotions. People have lost the warmth of human affection, kindness and sympathy.

The icy feelings of selfishness and self-centeredness have suppressed human values and have so strongly overpowered human beings that they are a potent danger to the world. They may spell the doom of the world because they are sufficiently destructive forces.

Thus, the poet does not rule out the probability of 'ice' being a potential deadly force which can annihilate the world completely. While 'fire' consumes the world quickly, 'ice' is like a slow poison to lead the world gradually to its end.

's' & 'w'

QUESTION

Identify the poetic device used in the line 'Some say the world will end in fire'.

A. Metaphor

B. Personification

C. Alliteration

D. Oxymoron

QUESTION

#Q. There are many ideas about how the world will 'end'. Do you think the world will end some day? Have you ever thought what would happen if the Sun gets so hot that it 'bursts' or grows colder and colder?

#Q. For Frost, what do 'fire' and 'ice' stand for? Here are some ideas

greed F	avarice F	cruelty F	lust F
conflict I	fury F	intolerance I	rigidity I
insensitivity I	coldness I	indifference I	hatred I

#Q. What is the rhyme scheme of the poem? How does it help in bringing out the contrasting ideas in the poem?

QUESTION

#Q. There are many ideas about how the world will 'end'. Do you think the world will end some day? Have you ever thought what would happen if the Sun gets so hot that it 'bursts' or grows colder and colder?

Ans. There are definitely many ideas about how the world will 'end'. I do believe that the world will end some day as anything that has a beginning is sure to have an end. This stands true for the world also. If the Sun got so hot that it burst, the whole of the Earth would be destroyed immediately. No part of the Earth would be able to bear the heat of that intensity. But even if the sun grew cold, everything will come to an end as without sunlight, life will end. Too cold would effect the life of all creatures on this planet; thus, bringing an end to it.

QUESTION

#Q. For Frost, what do 'fire' and 'ice' stand for? Here are some ideas

greed	avarice	cruelty	lust
conflict	fury	intolerance	rigidity
insensitivity	coldness	indifference	hatred

Ans. 'Fire' stands for cruelty, greed, avarice, lust, conflict and fury.

'Ice' stands for intolerance, rigidity, insensitivity, coldness, indifference and hatred.

QUESTION

#Q. What is the rhyme scheme of the poem? How does it help in bringing out the contrasting ideas in the poem?

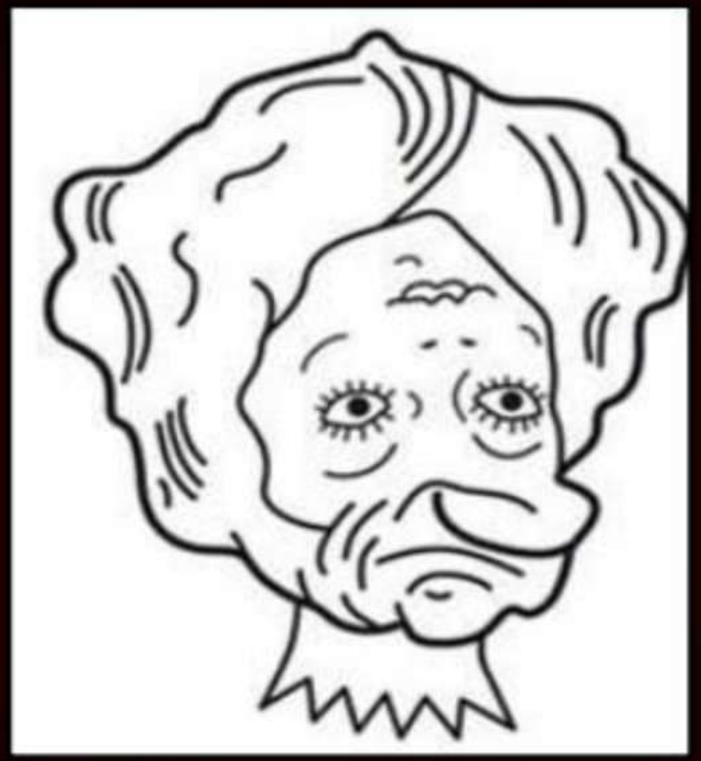
Ans. The rhyme scheme of the poem is abaabcbcb. This rhyme scheme helps in bringing out the contrasting ideas of 'fire' and 'ice' presented in the poem.

The poet mentions that both fire and ice can bring this world to an end. He talks about how fire represents desire and can be the reason for destruction.

Frost also mentions ice in between to symbolise that the coldness and indifference towards one another will be enough to end the world.

Game time!

What's in the image?



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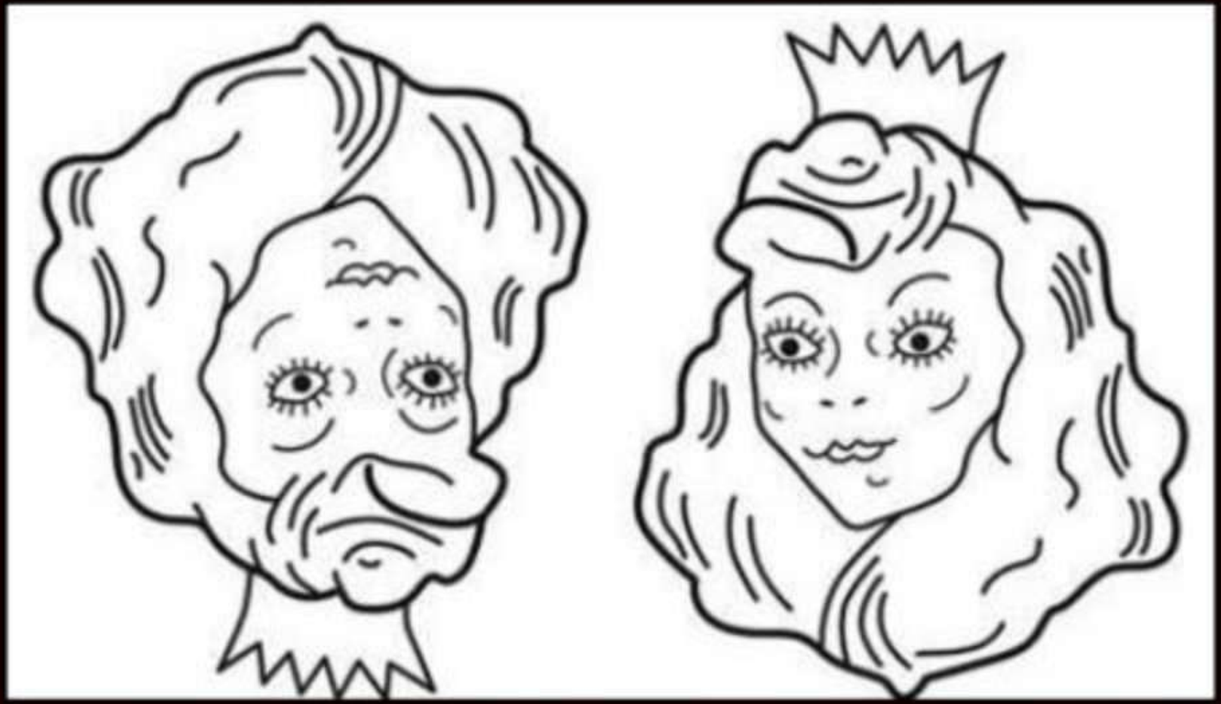

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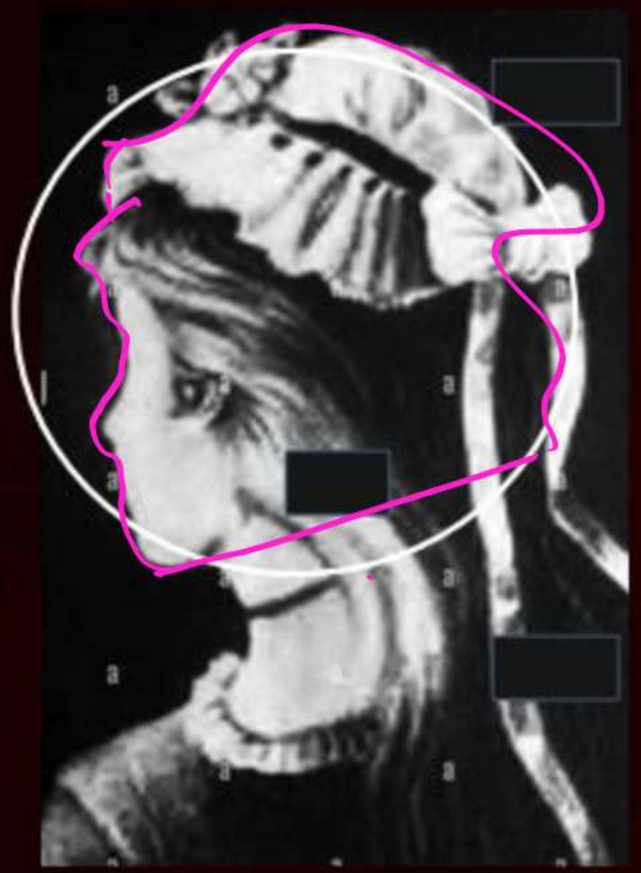


A Tiger In The Zoo

Topic : Theme - A Tiger in the Zoo

By-"Leslie Norris"

- It presents a contrast between a tiger's life in the zoo and in the forest.
- It arouses the reader's sympathy for encaged tiger deprived of his freedom and his natural self.

move quietly bright

He stalks in his vivid stripes — धारियाँ

The few steps of his cage,

On pads of velvet quiet,

a type of soft cloth; मखमल

In his quiet rage.

anger

Zoo

hiding in order to attack

He should be lurking in shadow,

moving

Sliding through long grass

Near the water hole a place for drinking water

Where plump deer pass.

fat; healthy

Jungle

गुर्राना ; दहाड़ना

He should be snarling around houses

Corner

At the jungle's edge,

Showing Sharp teeth पंजा

Baring his white fangs, his claws,

Terrorising the village!

threatening

Jungle

building material

But he's locked in a concrete cell, prison

power

His strength behind bars, prison

moving

Stalking the length of his cage,

Ignoring visitors.

Zoo

He hears the last voice at night,

गश्त लगाना

The patrolling cars,

to look

shiny

And stares with his brilliant eyes

At the brilliant stars.

Loo

Topic : Message

(1) We should not encage wild animals. Freedom is a right of all creatures.

Topic : MCQs

#Q. What does the "quiet rage" of the tiger symbolize in a broader context?

A. The suppressed anger of all captive animals

B. The silence of the jungle

C. The stillness of night

D. The calm demeanor of visitors

Topic : MCQs

#Q. What does the phrase "his strength behind bars" imply about the tiger's condition?

A. The tiger is physically weak

B. The tiger's power is diminished by captivity

C. The tiger is stronger in captivity

D. The tiger is aggressive towards the bars

Topic : MCQs

#Q. In the poem 'A Tiger in the Zoo', what does the tiger's 'quiet rage', indicate? It indicates that the tiger's anger is – (CBSE SQP 2021 Term I)

A Forgotten

B Provoked

C Suppressed

D Opposed

Topic : MCQs

#Q. What significance does the final image of the tiger staring at the stars have in the poem?

A. It symbolizes hope and a longing for freedom

B. It shows the tiger's indifference to captivity

C. It represents the tiger's contentment

D. It highlights the tiger's aggression

Topic : MCQs

#Q. How does the poem reflect on the human impact on wildlife?

A By praising zoos for protecting animals

B By showing the benefits of captivity

C By criticizing the confinement and loss of natural habitats

D By depicting the tiger as happy in captivity

Poetic Devices

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

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

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

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

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

Alliteration

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

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

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

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

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

Repetition

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet, Metaphor
In his quiet rage. → Oxymoron
opp

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

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

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

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

* Oxymoron

Two opposite / contradictory ideas.

eg. Bittersweet

Deafening silence

Tools of Comparison

Simile

$\boxed{\text{as, like}}$

eg. John runs $\boxed{\text{like}}$ a Cheetah.

Metaphor

State that one thing is another

eg. John is the Cheetah of our class.

Personification

Inanimate / Animal — human quality

Trees are dancing in the storm.

(P)

LITERARY DEVICES

- Alliteration
  - Stalks in vivid stripes
  - Locked in concrete cell
  - Behind bars
- Repetition
  - Velvet quiet and quiet rage
  - Brilliant eyes and brilliant stars

- Oxymoron
  - Quiet rage
- Transferred Epithet
  - Patrolling cars
- Imagery

- Enjambement
- Metaphor
  - On pads of velvet quiet

#Q. The "quiet rage" of the tiger is an example of:

A. Oxymoron

B. Simile

C. Hyperbole

D. Alliteration

#Q. The line "stares with his brilliant eyes at the brilliant stars" uses which literary device?

(A) Simile

(B) Metaphor

(C) Alliteration

(D) Repetition

Topic : Summary

- The poem written by Leslie Norris explains the agony and helplessness of a caged tiger that lives in a zoo. The poet explains what his life could be if he had been a free animal. The poet has tried to explain about the condition of animals that are caged by human beings for their own fun.
- The poem begins with a description of a tiger that is very beautiful and is walking in his little cage. He has beautiful stripes on his skin and has velvet like soft paws. But the tiger is not happy and is quite angry about being confined in the cage.
- The poet says that if the tiger was not confined to the zoo cage, he would have been hiding himself behind the long grass near some water body, in order to catch its prey that is the deer. Also, he would have terrorised the residents of the villages around the forest area.

- But the reality is totally opposite to this. He was confined in a cage which was made up of strong building material and he was helpless there. He could not show his power to the visitors, therefore, never tried to terrorize them.
- The tiger is described as being powerless and agonized by the poet. He says that during night also he is alone, hearing the voice of the patrolling vehicles of police and looking at the stars. The cage life has totally changed the tiger's personality. The poet is trying to say that the animal which is famous for its fearlessness and freedom is confined and sad due to the human beings who want to derive pleasure by looking at him in the zoo cage.

Topic : Extract Based Question

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

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

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

CBSE
(2024)

Topic : Extract Based Question

#Q. State any one point of contrast between the tiger in the zoo and in its natural habitat.

Topic : Extract Based Question

#Q. When the speaker suggests that the tiger should be "Snarling around houses at the jungle's edge"? What does he insinuate about the tiger's natural behaviour and habitat?

Topic : Extract Based Question

#Q. The poet's skillful use of imagery effectively depicts the confinement and frustration of the tiger. Elaborate in about 40 words.

Topic : Extract Based Question

#Q. Which phrase would correctly substitute 'quiet rage' in the given sentence from the extract?

The few steps of his cage on pads of velvet quiet in his 'quiet rage.'

Suppressed anger

Topic : Extract Based Question

HW

He stalks in his vivid stripes

The few steps of his cage

On pads of velvet quiet

In his quiet rage.

He should be lurking in shadow

Sliding through long grass

Near the water hole

Where plump deer pass

[CBSE 2023]

Topic : Extract Based Question

#Q. 'He' is in a rage because he is -

(A) Hungry

(B) Tied

(C) Thirsty

(D) In a cage

Topic : Extract Based Question

#Q. He is lurking in the shadow because -

Topic : Extract Based Question

#Q. **Complete the sentence appropriately.**

It is clear that metaphor is the poetic device used for 'pads of velvet' – because -

(Clue : explain how metaphor is applied here.)

Topic : Extract Based Question

#Q. The contrast in the above extract is between life in the forest and life in the -

A. Circus

B. National park

C. Cave

D. Zoo

Footprints without Feet

A Triumph of Surgery

1. Mrs. Pumphrey
2. Tricki
3. Mr. Herriot

Topic : A Triumph of Surgery

By-James Herriot

- *'A Triumph of Surgery' is a humorous account of an overfed dog who becomes fat and sick due to excessive care by his owner.*
- *The story details on how he recovers with the tactful treatment by the narrator, a veterinary surgeon.*

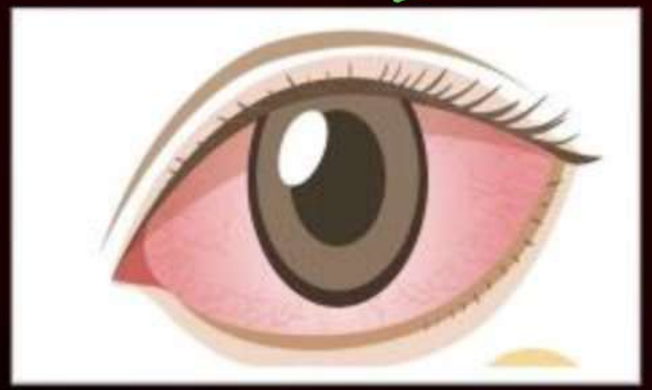
Notes

Story setting and background

- Dr Herriot, the narrator, shocked to see Tricki's appearance in the street – pulled up car
- hugely fat like bloated sausage – bloodshot & rheumy eyes – tongue lolled from his jaws

watery

lolll



Listless Tricki & Mrs. Pumphrey's treatment

- Listless Tricki – no energy– malnutrition
- extras between meals to build him up
  - Some malt
  - Cod-liver oil
  - A bowl of Horlicks at night to make him sleep

Update on Sweet Intake and Exercise

- Sweet intake
  - Tricki got weak, so Mrs. Pumphrey had to allow sweets
  - cream cakes – chocolates
- Tricki's fault – greed; he would tackle a meal at any hour of the day
- Exercise
  - Little walks with mistress
  - No ring throwing lately – Hodgkin, the gardener, down with Lumbago
- Dr. Herriot's warning – strict diet, more exercise – harden heart – agreed

The expected call and Dr Herriot's Plan

- Dr. Herriot concerned – Tricki was struggling
  - Tottering with tweed coat – drooping in his harness
- whole wardrobe of coats – cold weather; raincoat
- Dr. Herriot expected a call soon!
- Mrs. Pumphrey, upset & worried, called in a few days
  - Tricki refusing food
  - Bouts of vomiting
  - Lying on a rug, panting – didn't want to do anything
- Plan – get Tricki out of house – hospitalise him for about a fortnight

14 days

Mrs. Pumphrey's Reaction & the event of Tricki's Departure

- Mrs Pumphrey almost fainted – Tricki would pine & die
- Dr. Herriot took a firm line – marched out with Tricki wrapped in blanket
- The event of Tricki's departure
  - Entire staff was roused
  - maids rushed in & out bringing -
    - Day bed, night bed, cushions, toys, rubber rings, breakfast bowl, lunch bowl, super bowl

- Doctor drove away – Mrs. Pumphrey threw armful of little coats
- saw everybody in tears – while turning the corner
- Doctor – 'You haven't a kick in you, but I think I know a cure for you.'

The Arrival at the Hospital

- At the surgery, dogs surged round the doctor
- Tricki looked down with dull eyes – lay motionless
- other dogs sniffed round him – uninteresting object – ignored him
- Doc made him a bed – a warm loose box, next to other dogs, place

The Treatment

- For two days, doctor kept an eye on him
  - No food – plenty of water
- At the end of 2nd day – some interest in surroundings
- At the start of 3rd day – whimpered on hearing other dogs
- The inspection by Greyhound, Joe – roll over
- Dogs moved to garden – Tricki followed
- Feeding Time

- Tristan slopped food –
  - headlong rush
  - sounds of high-speed eating
- After all, finished, Tricki walked and licked inside shining bowls
- Next day, an extra bowl kept –
  - Tricki jostled his way towards it

- **Tricki enjoying the time of his life**
  - Friendly scrimmages with dogs
  - Joys of being bowled over, trampled on, squashed (playing)
  - Became accepted member of the gang
  - 'An unlikely, silky little object in a shaggy crew'
  - Fighting like a tiger for his share at mealtimes
  - Hunting rats at night in the old henhouse
  - Tricki never had such a time

Mrs. Pumphrey's Supplies

- Mrs. Pumphrey ringing a dozen times for update
  - Cushions turned regularly? – weather suiting coat worn?
- Dr. Herriot dodged & told her – Tricki out of danger and **'convalescing'**

recovering

- Mrs. Pumphrey started to send supplies for Tricki
  - Two dozen round fresh eggs at a time
  - Bottles of wine to enrich Tricki's blood
  - Brandy

- Dr. Herriot and his partners – ceremonial & luxurious meals
- temptation to keep Tricki as a permanent guest –
  - Mrs. Pumphrey suffering – after fortnight treatment – Tricki recovered and waiting collection

Tricki's collection from the Surgery

- Within mins – 30 feet long shiny black car arrived
- Chauffeur opened the door – weakened Mrs. Pumphrey inside
  - *'Oh, Mr Herriot, do tell me the truth. Is he really better?*
  - *'Yes, he's fine. There's no need for you to get out of the car – I'll go fetch him.'*
- Dr. Herriot went to fetch Tricki from the garden – with other dogs
- In two weeks, Tricki transformed – lithe, hard-muscled animal

flexible

Triumph- victory (जीत)

- Tricki leaped – Mrs. Pumphrey surprised and defended –'Ooh!'
- With tears & trembling voice, ("Oh, Mr. Herriot, how can I ever thank you? This is triumph of surgery!')

Topic : MCQs

#Q. What is Tricki's main issue according to the passage?

A. Lack of energy

B. Malnutrition

C. Overfeeding

D. Lack of exercise

Topic : MCQs

#Q. What were the symptoms of Tricki before he was admitted to the hospital?

1. He would eat only once a day.
2. He would not eat anything.
3. He would eat only his favourite dishes.
4. He had bouts of vomiting.

A. 1 and 4

B. 2 and 4

C. 3 and 4

D. 1 and 3

Topic : MCQs

#Q. What treatment did Tricki receive during his stay at the surgery?

A. He underwent surgery.

B. He received medication and therapy.

C. He was given ample food and water.

D. He was left to recover naturally without any intervention.

Topic : MCQs

#Q. What items did Mrs. Pumphrey bring for Tricki's recovery at the surgery after the doctor mentioned "convalescing"?

A. Tricki's favorite toys and treats.

B. Fresh eggs, bottles of wine, and brandy.

C. Day bed, night bed, and favorite cushions.

D. Rubber toys, grooming kit, and feeding bowls.

Topic : MCQs

#Q. Why was the doctor tempted to keep Tricki as a permanent guest?

A. Because Tricki had become a beloved member of the household.

B. Because Tricki's recovery had become an ongoing experiment for the doctor.

C. Because Mrs. Pumphrey kept sending lavish gifts and treats for Tricki's comfort.

D. Because Tricki had shown remarkable improvement in his health.

Topic : NCERT QUESTIONS

#Q. Why is Mrs. Pumphrey worried about Tricki?

#Q. What does she do to help him? Is she wise in this?

#Q. Who does 'I' refer to in this story?

#Q. Is the narrator as rich as Tricki's mistress?

#Q. How does he treat the dog?

#Q. Why is he tempted to keep Tricki on as a permanent guest?

Topic : NCERT QUESTIONS

#Q. Why does Mrs. Pumphrey think the dog's recovery is "a triumph of surgery"?

#Q. What kind of a person do you think the narrator, a veterinary surgeon, is? Would you say he is tactful as well as full of common sense?

#Q. Do you think Tricki was happy to go home? What do you think will happen now?

H.W

#Q. Do you think it is a real-life episode or mere fiction? Or is it a mixture of both?

#Q. This episode describes the silly behaviour of a rich woman who is foolishly indulgent, perhaps because she is lonely. Do you think such people are merely silly or can their actions cause harm to others?

Topic : NCERT QUESTION

#Q. Why is Mrs. Pumphrey worried about Tricki?

Ans. Mrs. Pumphrey is worried about Tricki because he is unwell. She feels that he is suffering from a serious health issue such as malnutrition, as he has become dull and seems to have no energy.

Topic : NCERT QUESTION

#Q. What does she do to help him? Is she wise in this?

Ans. To help Tricki to improve his condition, Mrs. Pumphrey starts giving him extra food like malt, cod-liver oil and Horlicks, in between his main meals. She also continues to give him sweets like cream cakes and chocolates.

She is not wise in doing so because overfeeding Tricki is worsening his condition instead of improving it. It has made him very fat and lazy.

Topic : NCERT QUESTION

#Q. Who does 'I' refer to in this story?

Ans. 'I' refers to the narrator, Dr. James Herriot, a veterinary doctor who guides Mrs. Pumphrey in taking care of her dog, Tricki.

Topic : NCERT QUESTION

#Q. Is the narrator as rich as Tricki's mistress?

Ans. No, the narrator is not as rich as Tricki's mistress, Mrs. Pumphery. We can say so because the narrator seems fascinated by how Mrs. Pumphrey spends on the well-being and maintenance of her pet. He is unusually surprised by the enriching items she sends for Tricki, as he cannot afford them for himself.

Topic : NCERT QUESTION

#Q. How does he treat the dog?

Ans. James Herriot treats Tricki just like he would treat an overweight and lazy dog. He cuts down his food intake and keeps him under strict observation for the initial days at the hospital. He gradually increases Tricki's food and sets him free for physical activities to improve his health.

Topic : NCERT QUESTION

#Q. Why is he tempted to keep Tricki on as a permanent guest?

Ans. Mr. Herriot is tempted to keep Tricki on as a permanent guest because of the good food and wine he is enjoying in Tricki's name. He does not want to lose the luxurious inflow of fresh eggs, wine and brandy that Tricki's mistress, Mrs. Pumphrey, sends for her dog.

Topic : NCERT QUESTION

#Q. Why does Mrs. Pumphrey think the dog's recovery is "a triumph of surgery"?

Ans. Mrs. Pumphrey thinks that Tricki's recovery is "a triumph of surgery" because according to her, his illness was very serious. She was of the opinion that there were very few chances of Tricki's improvement, and he needed immediate medical attention. Thus, Tricki's revival was a great achievement.

Topic : NCERT QUESTION

#Q. What kind of a person do you think the narrator, a veterinary surgeon, is? Would you say he is tactful as well as full of common sense?

Ans. The narrator, a veterinary surgeon, is a capable and wise doctor. He handles Tricki properly which shows that he is sincere about his profession.

He does not operate upon the dog unnecessarily and cures him by changing his diet and activities.

He is a tactful person as he knew exactly how to convince Mrs. Pumphrey to hospitalise Tricki for a surgery. His decision to inform Mrs Pumphrey to take Tricki home supports his sensibilities even though he was tempted to keep Tricki as a permanent guest.

Topic : NCERT QUESTION

#Q. Do you think Tricki was happy to go home? What do you think will happen now?

Ans. Yes, I think Tricki was happy to go back home as he really loved his mistress and the comfort of his lavish life. He didn't have any friends at home like in the hospital, but he seemed equally excited at the sight of Mrs. Pumphrey.

I think that Mrs. Pumphrey will now be careful about Tricki's diet and health. She may also give him exercise daily as prescribed by the veterinary doctor earlier.

Topic : NCERT QUESTION

#Q. Do you think it is a real-life episode or mere fiction? Or is it a mixture of both?

Ans. The story seems to be a mixture of both. It may be possible for rich persons to overfeed their pets due to love. It is not unusual for them to maintain a big wardrobe for them either.

However, it is unlikely for a veterinary doctor to go out of the way in order to save an animal. It is also unusual for anyone to consume food which is given in the name of a pet's health.

Topic : NCERT QUESTION

#Q. This episode describes the silly behaviour of a rich woman who is foolishly indulgent, perhaps because she is lonely. Do you think such people are merely silly or can their actions cause harm to others?

Ans. Mrs. Pumphreys's silly behaviour of being foolishly indulgent with her dog Tricki, most probably rises out of her loneliness. She treats Tricki like a child. She not only dresses him up according to the weather but also pampers him:

Such actions of Mrs. Pumphrey are not only silly, they, also cause harm to others. Because of her over pampering, Tricki's condition gets worsened, and he needs to be hospitalised to be kept away from her.

Topic : NCERT QUESTION

#Q. Do you think there are also parents like Mrs. Pumphrey?

Ans. Yes, I think there are some parents like Mrs. Pumphrey who spoil their children by over pampering them. They overfeed their children/pets despite being aware of its harmful effects on their health. They regret only when things get worse.

Topic : NCERT QUESTION

#Q. What would you have done if you were:

(i) a member of the staff in Mrs. Pumphrey's household.

(ii) a neighbour?

What would your life have been like, in general?

Ans. (i) If I were a member of the staff in her household, I would have not followed Mrs. Pumphrey's command to feed Tricki blindly. In fact, I would have fed him according to the vet's advice. I would have also skipped sending the unnecessary stuff like toys, cushions, etc., to the hospital. My life would have been a very busy one, as I would have had to take care of the household chores and meet Tricki's demands on time.

Topic : NCERT QUESTION

(ii) If I were Mrs. Pumphrey's neighbour, I would have advised her to consult a vet and follow his advice strictly keeping in mind Tricki's deteriorating health. I would have also been supportive in their hard time when Tricki was hospitalised. My life as Mrs. Pumphrey's neighbour would have been full of surprises and gifts as Mrs. Pumphrey was a loving lady.

Topic : NCERT QUESTION

#Q. What would you have done if you were in the narrator's place?

Ans. If I were in the narrator's place, I would have treated Tricki with a similar amount of compassion and love. I would have been equally caring towards Tricki as Dr. James Herriot. I would have just been a little more serious while advising Mrs. Pumphrey to put Tricki on a strict diet knowing her way of showing love. I would have also not consumed Tricki's share of eggs, wine and brandy sent by Mrs. Pumphrey.

The Thief’s Story

Topic : The Thief's Story

-By Ruskin Bond

- *It is a tale about a thief, his bonding with an employer, his changed life and ultimately the difficulty he faces breaking free from a life of crime.*
- *A young thief's conscience is awakened by his employer's complete trust on him.*
- *The story deals with the reformative power of trust.*

Hari Singh (Narrator) Approaches Anil

- Narrator, Hari Singh, 15 years old-experienced/ fairly successful hand
- Anil, tall and lean, easy-going, kind, simple, 25 years old
- Watching wrestling match
  - Narrator used flattering words to gain Anil's confidence
  - Lied about his name – changed it every month
  - Talked about Wrestlers – Anil walked away

Hari Follows Anil

- Told him – He wanted to work for Anil

  Anil- 'Can't pay you.'

  Hari- 'Can you feed me?'

  Anil- 'Can you cook?'

  Hari said yes and Anil employed him

Anil Brings Hari to His Room

- Located over Jamuna Sweet shop
- Told Hari to sleep in balcony
- Hari cooked – Terrible food
  - Anil gave it to stray dogs
  - Asked Hari to get off
  - Hari Smiled in his most appealing way

- Anil patted his head & said- *'He'd teach him to cook'*
  - Taught him to write his name
  - Promised to teach -
    - Write whole sentences and add numbers
  - Hari happy and grateful for education
  - *He knew that there would be no limit to what he could achieve once he knew how to write like an educated man.*

Hari's Daily Routine

- Quite pleasant working for Anil
- Made tea in the morning
- Then, buy day's supplies
  - Making a profit of 1 rupee
  - Anil knew– He didn't seem to mind

Anil's Source of Earning

- Made money by fits and starts (irregular bursts of activities)
  - Borrow one week, lend the next
  - Kept worrying about next cheque – celebrated as
- He Wrote for Magazines – A Queer way to earn a living

Strange

The Stealing Opportunity

- Anil came home with a bundle of notes – tucked money under mattress
  - Sold a book to a publisher
- Hari had been working for Anil for a month
  - Did nothing in his line of work – except cheating while shopping
  - Opportunity came – Anil gave key to door

Reason Why It was Difficult to Rob Anil

- Most Trusting Man
- *"It's easy to rob a greedy man, because he can afford to be robbed; but it is difficult to rob a careless man – sometimes he doesn't even notice that he's been robbed and that takes away all the pleasure out of the work.'*

  आनन्द
- *Finally, Hari decided to rob Anil-*
  - *Do some real work - Out of practice*
  - *He'll waste it on friends – doesn't pay Hari*

The Robbery Episode

- Thinking under moonlight - Lucknow Express - 10.30
- At night, Hari crawled up to Anil's bed
  - Slid his hand under the mattress
  - drew out the money quietly

- Rushed out and began to run on the road
  - Secured money with the string of Pyjama
  - Rs 600 in 50s
  - 'Live like a oil rich Arab for a week or two'

➢ Reached Station & Missed the Train

- Dashed straight to the platform – Didn't stop at ticket counter
  - Decided not to board the train – thinking how Anil would feel
- Didn't know where to go then – no friends – no hotel – robbed Anil
- Reached Bazaar

- Reading faces of people when robbed
  - Greedy - fear
  - Rich- Anger
  - Poor - acceptance
  - Anil's face - touch of sadness - Why?

- Reached Maidaan
  - Early November night, raining – Chilly
- Clock tower - 12 o'clock – Notes wet
- Anil's Money
  - 2-3 rupees for Cinema
  - Couldn't cook his meals, run to bazaar, write sentence

Hari's Realisation and Final Decision

- Excitement of theft
- Whole sentences, one day could earn him more than few 100 rupees
- Simple to steal – simpler to get caught
  - But, something else to be a big, clever & respected man
- Thought - Go Back to Anil
  - If not for something else – to learn to read and write

- Decided to go back
  - Went back to room – cautiously put back wet notes under mattress

The Conclusion

- Hari woke up late
- Anil already prepared Tea
- Walked up to him – gave 50 rupee note
- Told he had made some money and Hari would be paid regularly now
- Note still wet

- *'Today we'll start writing sentences.'*
- Anil knew but didn't show
- Hari smiled in the most appealing way. It came without effort.

Message :-

1. There is a reformative power in trust.
2. Importance of Education

Topic : MCQs

#Q. The thief was grateful to Anil in many ways. Out of these, the greatest one was -

(A) Giving him a job and teaching him

(B) Giving him money

(C) Watching wrestling match with him

(D) Talking to him

Topic : MCQs

#Q. Why did the narrator lie about his name?

A. To impress Anil

B. To avoid the police and former employers

C. To sound more educated

D. To hide his identity from his family

Topic : MCQs

#Q. How did Anil make money?

A By working at a bank

B By writing for magazines

C By running a sweet shop

D By teaching wrestling

Topic : MCQs

#Q. Why did the narrator find it difficult to rob Anil?

A. Because Anil was always watching him

B. Because Anil kept the money locked away

C. Because Anil was a careless and trusting person

D. Because the narrator had no opportunity

Topic : MCQs

#Q. What was the narrator's justification for planning to steal the money?

A. He believed Anil didn't need it

B. He wanted to save it for Anil

C. He thought Anil would waste it on his friends

D. He wanted to buy gifts for Anil

Topic : NCERT QUESTIONS

Section B

#Q. How does the thief think Anil will react to the theft?

#Q. What does he say about the different reactions of people when they are robbed?

#Q. Does Anil realise that he has been robbed?

Topic : NCERT QUESTIONS

Section C

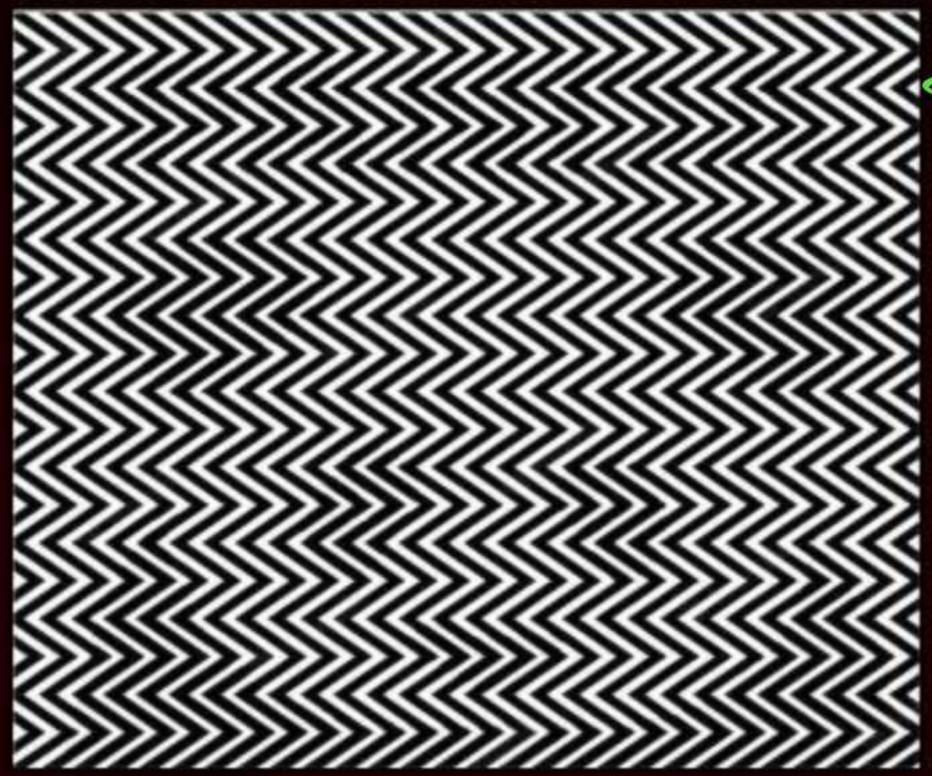
#Q. What are Hari Singh's reactions to the prospect of receiving an education? Do they change over time? What makes him return to Anil?

#Q. Why does not Anil hand the thief over to the police? Do you think most people would have done so? In what ways is Anil different from such employers?

Grammar

Game time!

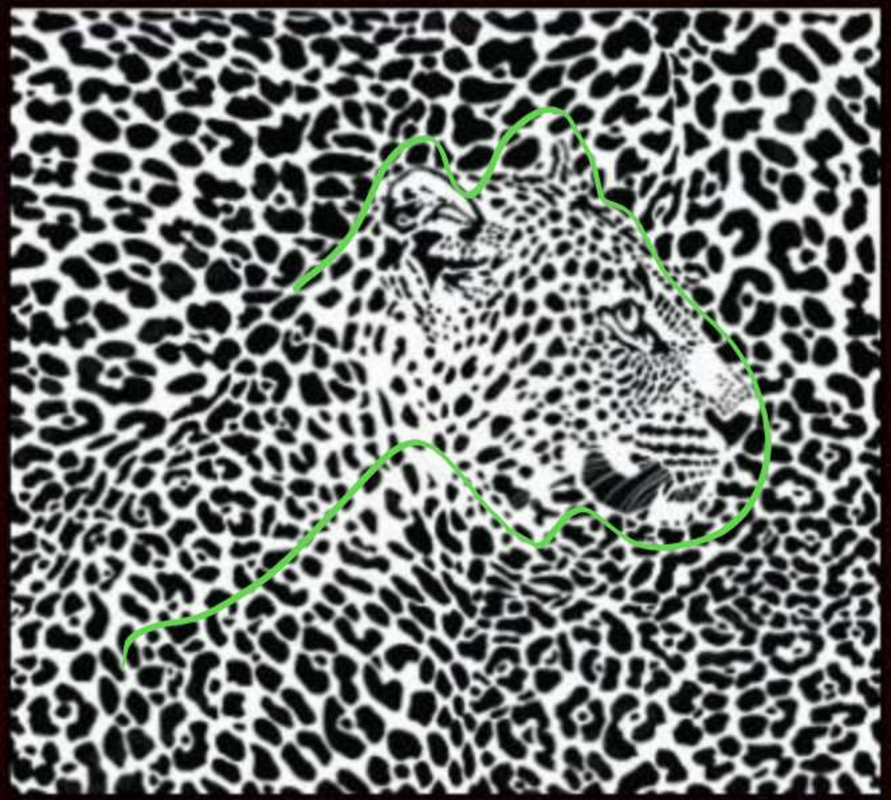
Guess the animals hiding in the frames.



Panda

Guess the animals hiding in the frames.

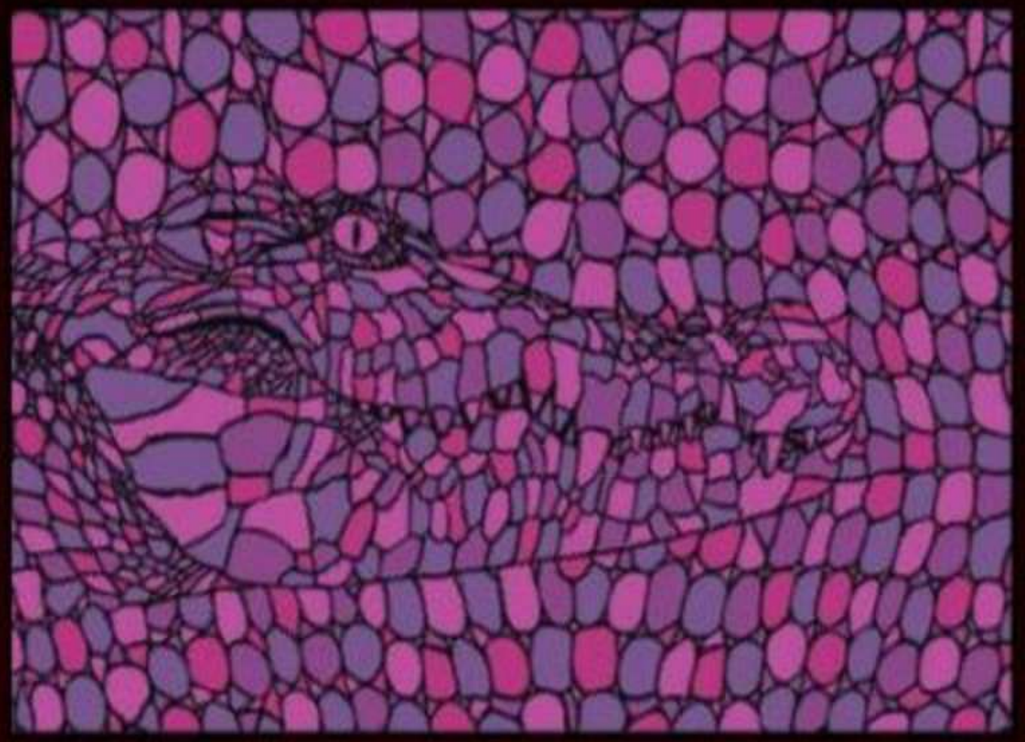
2.



Leopard

Guess the animals hiding in the frames.

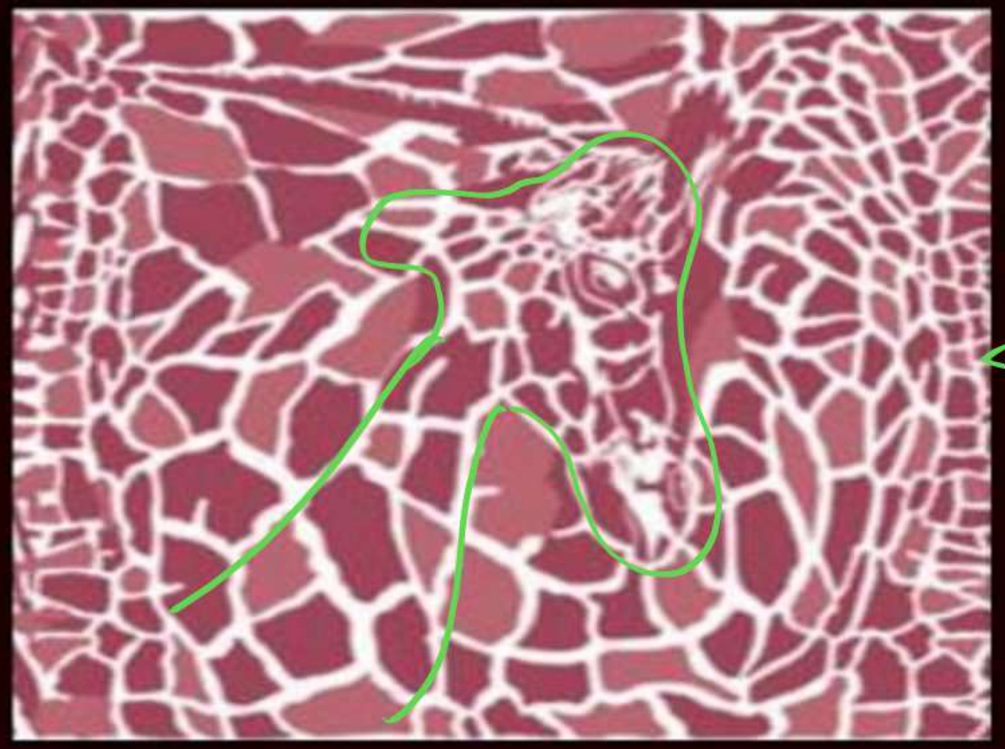
3.



Crocodile

Guess the animals hiding in the frames.

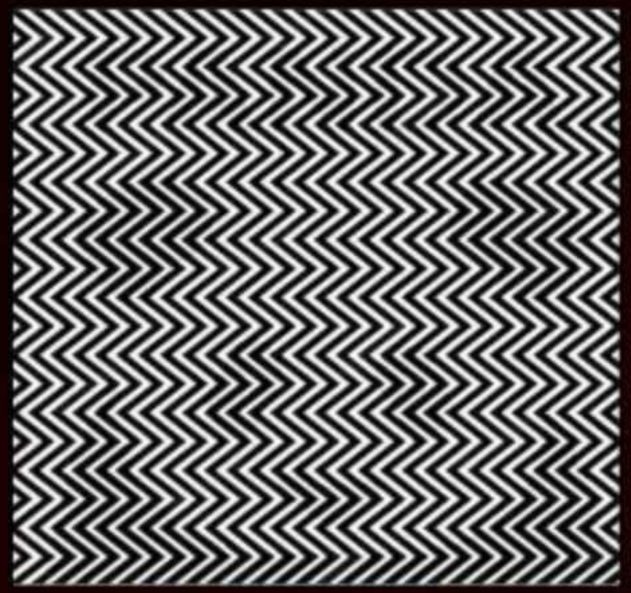
4.



Giraffe

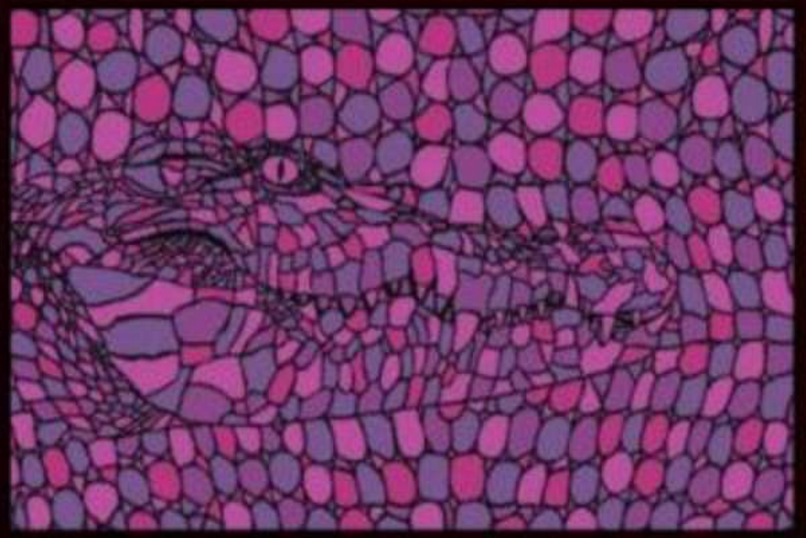
Here are the answers!

1. panda



2. leopard

3. crocodile



4. Giraffe

Tenses

He is playing.

H.V. M.V.

VERB

- → action – play, eat, go
- → state of being – He is smart. I know you.
- → occurence – He developed a symptom.

Main Verb

action

Helping Verb

additional info.

Primary Auxiliary Verb

Be, Do, Have

- Be → is, am, are; was, were; been, being
- Do → Do, does, did
- Have → Has, have; had

Modals

Can, could; Shall, should; Will, would etc.

TENSE

forms of verb

action

Time (Present, Past, future)

State of action (Complete, Incomplete, ?)

He plays.

He is playing.

He has played.

He has been playing for 2 hours.

TENSE → action → Time / State

PRESENT | PAST | FUTURE] Time (H.V.)

INDEFINITE	He plays.	State of action (M.V.)
CONTINUOUS	He is playing	
PERFECT	He has played.	
P. CONTINUOUS	He has been playing for 2 hours.	

VERB FORMS :-

1. Base form/Bare Infinitive – V_1 — play, eat, go
2. Infinitive – to + V_1 — to play, to eat, to go
3. Simple past form – V_2 — played, ate, went
4. Past Participle – V_3 — played, eaten, gone
5. Present Participle – V_1 + ing – playing, eating, going

Topic : QUESTION

#Q. **Select the option that identifies the error and supplies the correction in the given sentence:**

She wants to learns how to play the piano.

(A) **Error** – want; **Correction** – wanted

(B) **Error** – learns; **Correction** – learn

(C) **Error** – play; **Correction** – played

(D) **Error** – play; **Correction** – plays

Present Tense

	Simple		Continuous		Perfect		Perfect Continuous	
	HV- Do	MV- V_1	HV- Be	MV- V_1+ing	HV- Have	MV- V_3	HV- Have been	MV- V_1+ing
Present	(P) S + V_1 + s/es + O (3.P.S.) He plays. I play. (N) S + do/does + not + V_1 + O He doesn't play.		(P) S + is/am/are + V_1 + ing + O I am playing. He is playing. (N) I am not playing.		(P) S + has/have + V_3 + O He has played. I have played. (N) I haven't played.		(P) S + has/have + been + V_1 + ing + O + since/for + time He has been playing for 2 hours. He hasn't been playing....	
Past								
Future								

	S.N.	P.N.
1st P	I am	We
2nd P	You	You are
3rd P	He, She, It, Name	They

play

plays

teaches

is

s/es

does

has

Since	For
point of time	period of time
particular/specific time	duration
hour: 6 am, 5 pm, 4 o'clock	6 hours, 5 hours
day: Monday, Wednesday	3 days, 5 days
month: Jan, Feb, Nov.	8 months, 9 months
year: 1992, 2014, 2023	5 years, 4 years, 2 years

Exercise-1

Q.1 Complete the following sentences using the correct form of verbs. (Simple Present Tense)

v_1 + s/es

(A) She always ____gets_____ up early in the morning. (get)

~~(B) Two and two _____ four. (make)~~

(C) Mr. James ___teaches_____ English. (teach)

(D) Here we ____go_____ ! (go)

(E) If it ___rains_____ today, the match will be played tomorrow. (rain)

Topic : Exercise

He, She, It, Name → V_1+s/es

#Q. Complete the following sentences using the correct form of verb. (CBSE 2024)

Dear Sir,

Name

In response to your query, the document that _____ our country's sustainability initiatives has been attached for your consideration.

(A) explain

(B) explaining

(C) explains

(D) do explain

Topic : Exercise

#Q. Identify the error and provide a correction for the same. (CBSE 2024)

We offers a 30-day return policy on all unopened products purchased from our websites.

(A) Policy; policies

(B) Unopened; unopen

(C) Purchased; purchase

(D) Offers; offer

#Q. Complete the following sentences using the correct form of verb.

The morning dew captures your essense,

The flowers and grass _____ your colour,

The Sunrise embraces your arrival,

As the dawn welcomes a new day.

(A) explain

(B) explaining

(C) explains

(D) do explain

Topic : Exercise

#Q. Fill in the blanks with 'since' or 'for'.

(A) He has been running this shop _____ 1988.

(B) The teacher has been teaching the class _____ an hour.

(C) The students have been playing _____ 2 p.m.

(D) She has been painting a portrait _____ many days.

(E) She has been looking after our school _____ last fifteen years.

(F) They have been living with me _____ March.

Topic : Exercise

#Q. There is one error in each line. Identify the error and write its correction against the correct blank number. Remember to underline the correction.

		Incorrect Word	Correct Word
A.	She go to the gym every day to keeps herself fit.	_____	_____
B.	The teacher teaches English grammar on Mondays and Wednesdays.	_____	_____
C.	They is playing soccer in the park right now.	_____	_____
D.	My family and I are plan to visit the zoo this weekend.	_____	_____
E.	Our company provide high-quality services to their customers.	_____	_____
F.	The bus arrive at the station at 8 o'clock in the morning.	_____	_____
G.	We loves to spend our weekends at the beach.	_____	_____

Past Tense

	Simple		Continuous		Perfect		Perfect Continuous	
	HV- Do	MV- V_1	HV- Be	MV- V_1+ing	HV- Have	MV- V_3	HV- Have been	MV- V_1+ing
Present	(P) S + V_1 + s/es + O (3.P.S.) He plays. I play. (N) S + do/does + not + V_1 + O He doesn't play.	(P) S + is/am/are + V_1 + ing + O I am playing. He is playing. (N) I am not playing.	(P) S + has/have + V_3 + O He has played. I have played. (N) I haven't played.	(P) S + has/have + been + V_1 + ing + O + since/for + time He has been playing for 2 hours. He hasn't been playing....				
Past ☆☆	(P) S + V_2 + O I played football. (N) S + did + not + V_1 + O I did not play football.	(P) S + was/were + V_1 + ing + O I was playing. They were playing. (N) They weren't playing.	(P) S + had + V_3 + O He had played. He hadn't played.	(P) S + had + been + V_1 + ing + O + since/for + time + By time The baby had been crying for 10 mins when the nurse came.				
future								

Topic : EXERCISE-1

#Q. Use the correct form of verb- negative or positive to complete the following sentences. (Use Simple Past)

didn't + V_1 V_2

(A) He returned (return) to India last month.

(B) I was in a hurry, so I did not have (have) time to talk to you.

(C) Did you meet (you/meet) the doctor? No, I could not.

He Was (be) not in his clinic when I visited (visit) it.

Topic : Exercise

#Q. **Fill in the blanks with the correct form of verb given in the brackets.**

(Use Past Perfect Tense)

had + V_3

(A) The boys had plucked _____ (pluck) the flowers before the gardener came.

(B) We had completed _____ (complete) our work before Sunday.

(C) The train had left _____ (leave) the station before I came.

(E) He had died _____ (die) before the doctor came.

(F) The house had burnt _____ (burn) before the fire brigade came.

* Usage :

① to show actions completed before a certain time

eg. He had finished his work by 8 pm.

②

Two actions completed in past

1st action The train had left before I reached the station. 2nd action

$\boxed{\text{had} + V_3}$ had left

$\boxed{V_2}$ reached

reach - ②

leave - ①

Topic : Exercise

#Q. The thieves _____ (escape) by the time the police _____ (arrive).

(A) escaped; had arrived

(B) had escaped; arrived

(C) escaped; arrived

(D) had escaped; had arrived

Topic : Exercise

#Q. By the time Sarah _____ (arrive) at the airport, her flight _____ (already, leave).

(A) had arrived / already left

(B) arrived / had already left

(C) arrive / was already leaving

(D) arrive / was already leaving

Future Tense

Topic : Future Tense

Will, Shall

1. Modern Grammar - Will
2. Spoken → I'll, We'll
3. Legal, Official → Shall

	S.N.	P.N.	
1st P	I	We	→ Shall
2nd P	You	You	→ Will
3rd P	He, She, It, Name	They	→ Will

	Simple		Continuous		Perfect		Perfect Continuous	
	HV- Do	MV- V_1	HV- Be	MV- V_1+ing	HV- Have	MV- V_3	HV- Have been	MV- V_1+ing
Present	(P) S+ V_1+ s/es +O (3.P.S.) He plays. I play. (N) S+ do/does+not+V_1+O He doesn't play.	(P) S+ is/am/are+V_1+ing+O I am playing. He is playing. (N) I am not playing.	(P) S+ has/have+V_3+O He has played. I have played. (N) I haven't played.	(P) S+ has/have+been+V_1+ing +O + since/for + time He has been playing for 2 hours. He hasn't been playing....				
Past	(P) S+ V_2 + O I played football. (N) S+ did+not+V_1+O I did not play football.	(P) S+ was/were+V_1+ing+O I was playing. They were playing. (N) They weren't playing.	(P) S+ had+V_3+O He had played. He hadn't played.	(P) S+ had+been+V_1+ing+O + since/for+time + By time The baby had been crying for 10 mins when the nurse came.				
future	(P) S+ will/shall+V_1+O I will play tomorrow I won't play tom.	(P) S+ will/shall+be+V_1+ing+O He will be playing.	(P) S+ will/shall+have+V_3 +O+ by time By 12:15, we shall have completed our session.					

Topic : Integrated Exercise–1

#Q. **Fill in the correct form of the verb from those given in the options.**

The earth _____ around the sun.

simple present

V_1 + s/es

(A) moved

(B) move

(C) moves

(D) moving

Topic : Integrated Exercise–1

#Q. **Fill in the correct form of the verb from those given in the options.**

We _____ for his call since 5 O' Clock.

(A) have been waiting

(B) were waiting

(C) are waiting

(D) are being waiting

Topic : Integrated Exercise–2

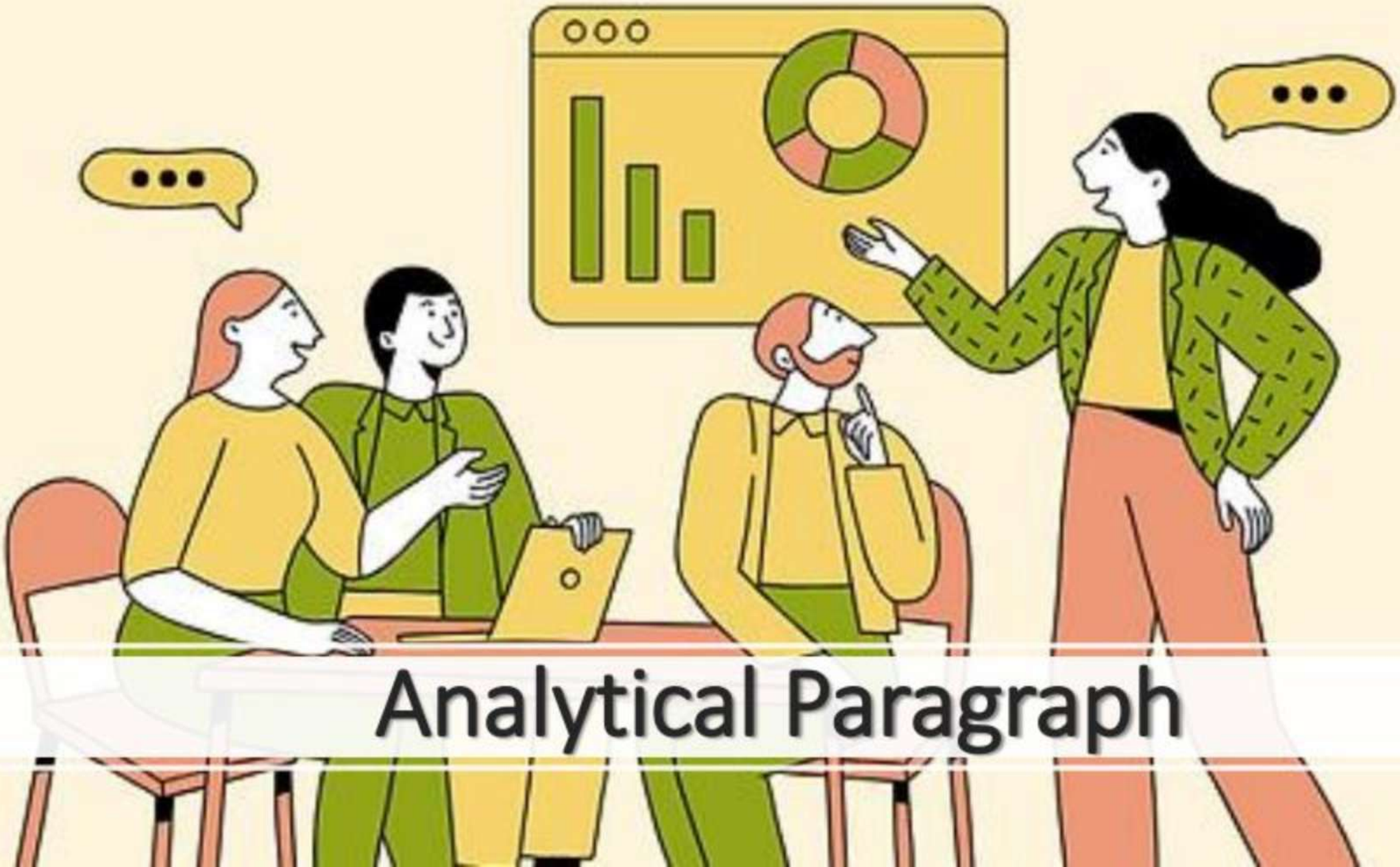
#Q. **Fill in the blanks by choosing the correct verb given in the brackets.**

We (a) _____ (listened, will listen, were listening) to the radio when father came home. He usually (b) _____ (come, comes, came) home by 6 p.m. Today, he is late. He might have got (c) _____ (catch, caught, being caught) in the rain. It (d) _____ (is raining, was raining, had rained) so heavily that it is difficult to (e) _____ (drive, be driving, drove).
A strong wind is also (f) _____ (blown, blowing, blew).

Topic : Integrated Exercise–3

#Q. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet against the correct question number.

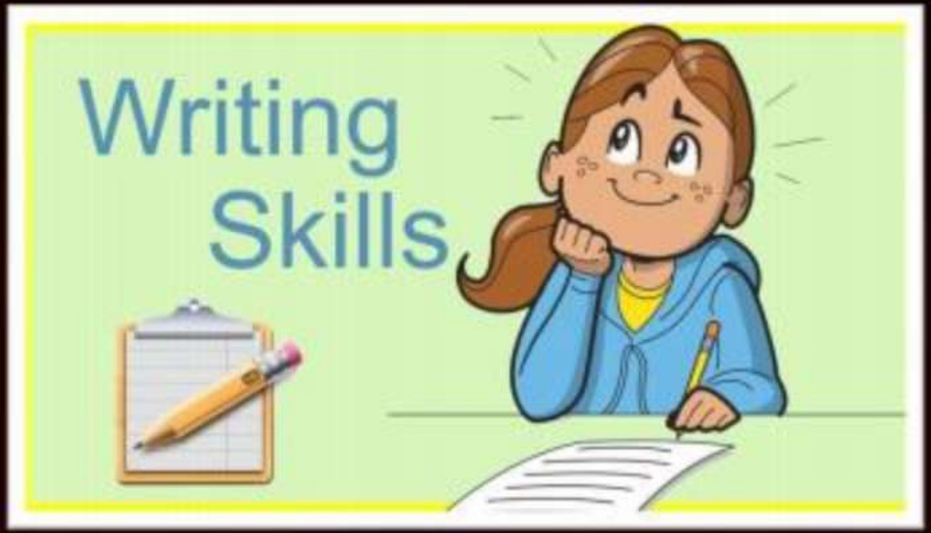
		Incorrect	Correct
a)	She was walking down the street when she sees her old friend.	Sees	Saw
b)	I will be working on my project all day yesterday.	will be	was
c)	They had already eaten dinner by the time we will arrive.	will arrive	arrived
d)	We are hiking in the mountains when the storm hit us.	are	were
e)	The concert will have started by the time we arrived.	arrived	arrive



Analytical Paragraph

Topic : Analytical Paragraph

— SM



- *An analytical paragraph is a written text that gives descriptive analysis of the information given in the form of chart, graphs, clues, table etc.*
- *It entails dissecting a specific topic, idea, or concept in a detailed and thoughtful manner.*
- *The primary goal of an analytical paragraph is to provide an in-depth analysis, interpretation, or evaluation of the subject matter, often with the aim of uncovering underlying patterns, relationships, or implications.*

Topic : Key Points

- Marks- 5
- Word Limit- 100-120 Words
- Information Given- Chart/ Graph/ Clues/ Outline/ Table etc.
- Descriptive Analysis of the given information

10-15 words - 1 pt

6-8 points

1. Introduction
2. Body - details / facts / trends / comparison
3. Conclusion — Summary / product

Topic : Analytical Paragraph

Elements of An Analytical Paragraph

- Introduction: Explain Subject of graph/ data

  Make a clear statement or give a title to your para about what you want to communicate based on the given data.

  e.g.

  - The chart describes the various hobbies of teenagers.
  - The table gives us information about _____.

- *Body: Explain the detail about the graph/data, using relevant figures, trends, comparisons (if possible)*
  - *Include most of the information, if not all of it'*
  - *Use accurate data*
  - Talk about smallest and largest values, if applicable
  - Talk about changing/ similar/ constant aspects
  - Increasing/ Decreasing/ Fluctuating values
  - Use suitable phrases wherever possible

- Show contrasting trends wherever applicable.

e.g.

- The chart describes the various hobbies of teenagers.
- The table gives us information about _____.

- *Conclusion: Overall summary/ inference/ view of what you see from the given data.*
  - *2-3 sentences*
  - *Give an essence of data*
  - *Also mention if you can predict something based on the data*

e.g.

In a nutshell/ In short, ...

We can conclude that .....

To sum it up/ In conclusion, ...

We can infer from the given data .....

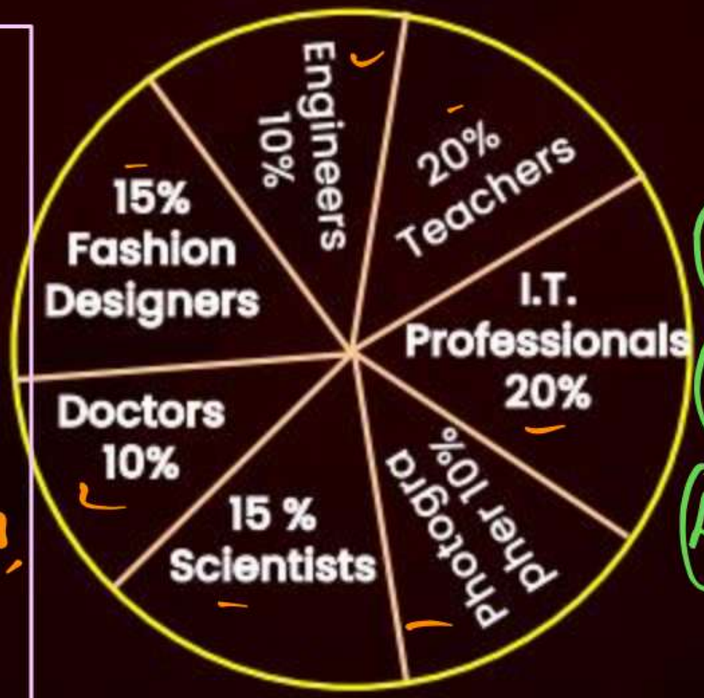
Topic : Question

#Q. In an exclusive survey conducted by a leading daily, student of Class X expressed their job preferences. On the basis of the information given in the pie chart, write a paragraph analysing the careers they want to pursue after school. (words limit 100-120 words.)

20% – Teachers, I.T.

15% → Scientists, Fashion Designers

10% → Engineers, Doctors, photographers



① Highest No. (Most preferred) → Teachers, I.T. 20% each

② Least preferred pro. → 10%

③ More than half (t + I.T. + Scienti (55%))

④ P + F.D. (25%) – 1/4 – Unconventional professions

Introduction

The given data depicts | illustrates the job preferences of grade X students after school.

Body

Teaching and I.T. are the most preferred professions with a weightage of 20% each.

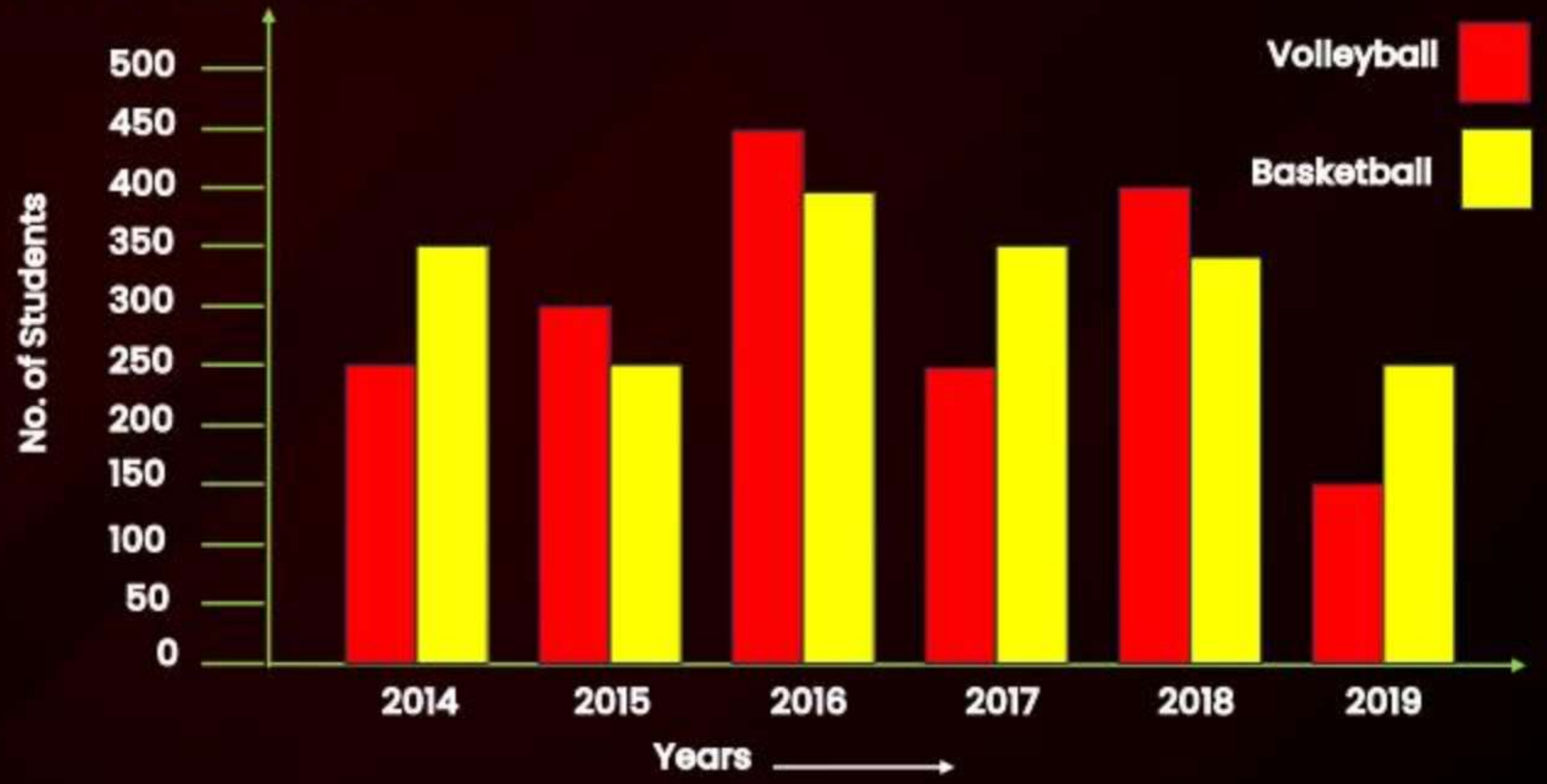
Moreover,

Conclusion

We need to spread awareness about unconventional professions like Photography and fashion designing as they amount for only 25% of the total weightage.

Topic : Question

#Q. The given bar graph shows the preferences of children in a school in playing different games over the span of six years. Write an analytical paragraph about the given information in about 100 words.



Thank You