



# MIDTERM MARATHON

For Class 10<sup>th</sup> Students

## English

By – Anurag Tyagi Sir



# Topics

*to be covered*

## First Flight : Prose

- 1 A Letter to God ✓
- 2 Nelson Mandela : Long Walk to Freedom ✓
- 3 Two Stories about Flying : His First Flight ✓
- 4 Two Stories about Flying : The Black Aeroplane ✓
- 5 From The Diary of Anne Frank ✓



# Topics

*to be covered*

## First Flight : Poetry

- 1 Literary Devices ✓
- 2 Dust of Snow; Fire and Ice ✓
- 3 A Tiger in the Zoo ✓
- 4 How to Tell Wild Animals ✓
- 5 The Ball Poem ✓
- 6 Amanda ✓



# Topics

*to be covered*

## Footprints Without Feet

- 1 A Triumph of Surgery ✓
- 2 The Thief's Story ✓
- 3 The Midnight Visitor ✓
- 4 A Question of Trust ✓



# Topics

*to be covered*

## Grammer

1

Tenses



2

Modals



3

Subject-Verb Concord



# Topics

*to be covered*



## Writing Skills

1

Analytical Paragraph



2

Formal Letters



# Topics

*to be covered*



## Reading Skills

1

Reading Comprehension

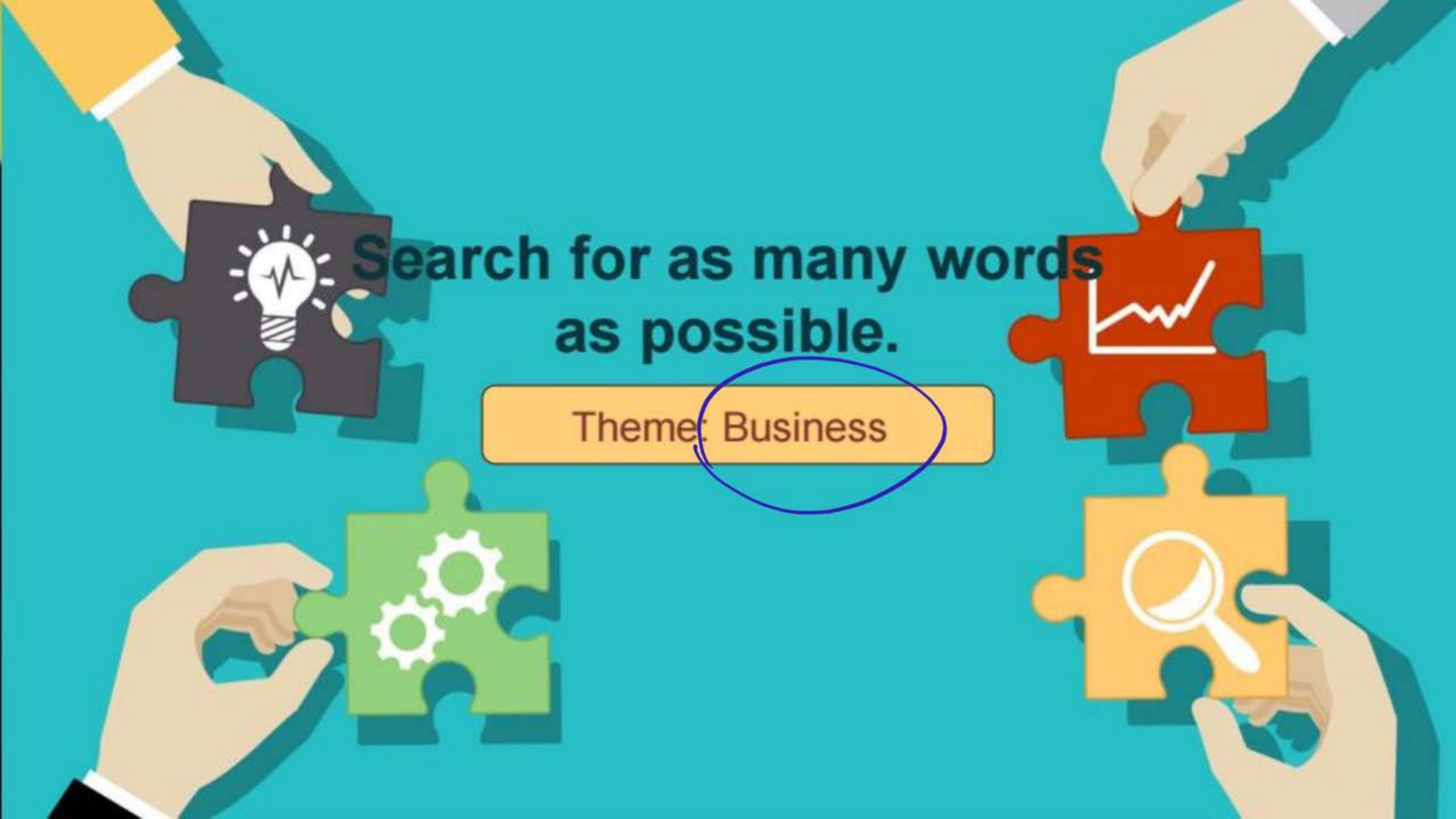




# First Flight : Prose



**Game time!**



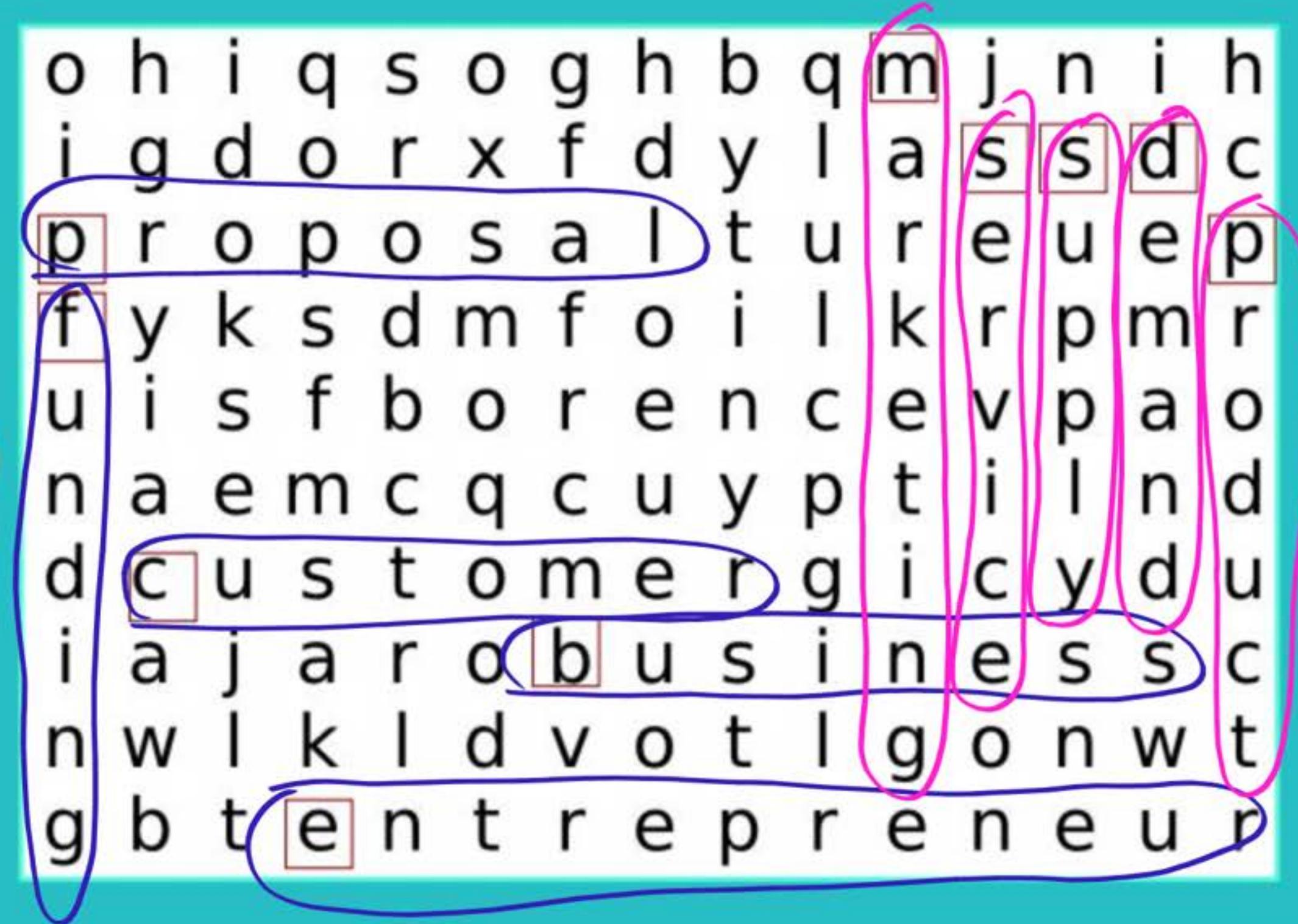
Search for as many words  
as possible.

Theme: Business



oh iq s o g h b q m j n i h  
ig d o r x f d y l a s s d c  
pr o p o s a l t u r e u e p  
fy k s d m f o i l k r p m r  
ui s f b o r e n c e v p a o  
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## Hints



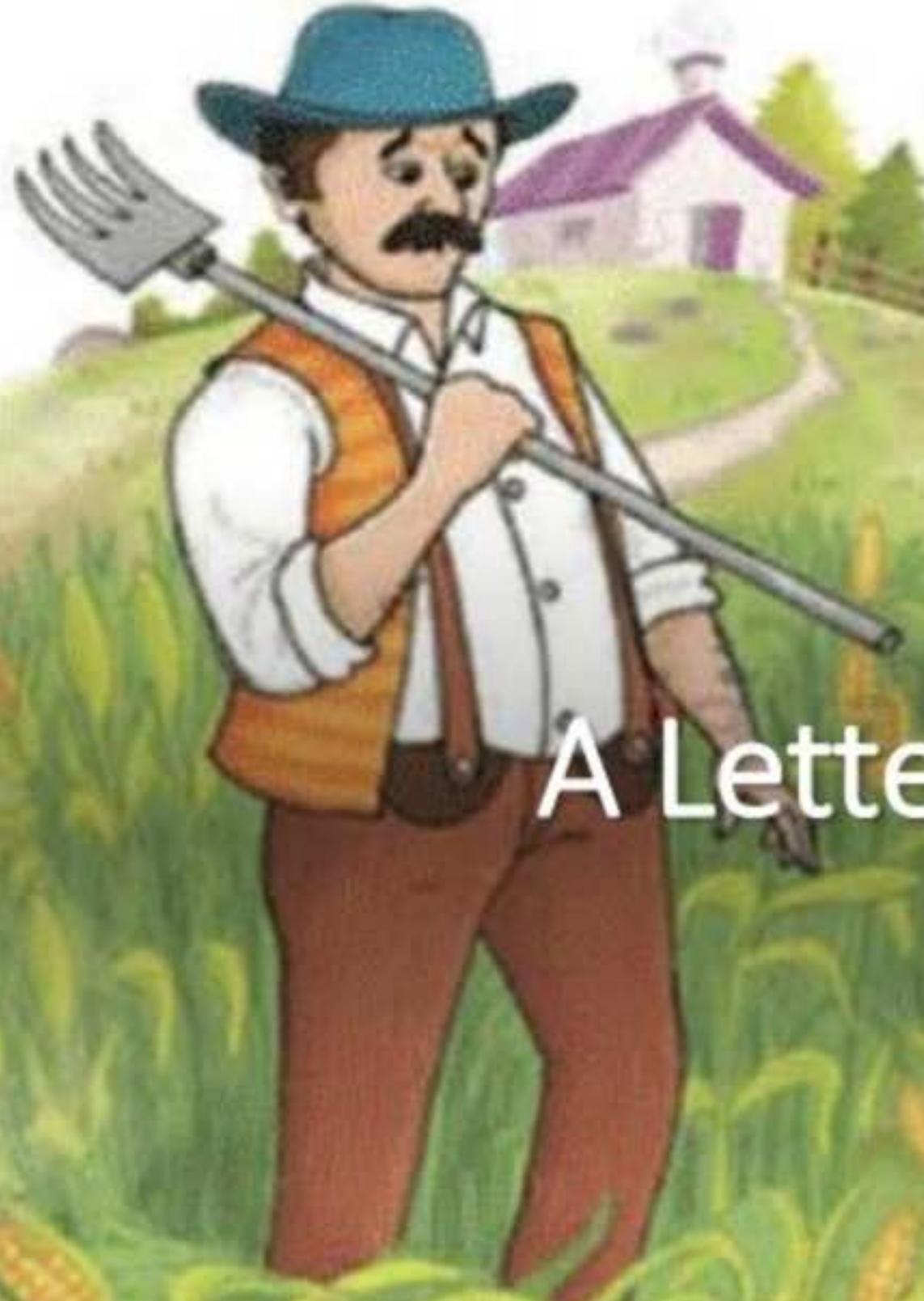
# Here are the answers!



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i	g	d	o	r	x	f	d	y	l	a	s	s	d	c
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i	a	j	a	r	o	b	u	s	i	n	e	s	s	c
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# A Letter to God

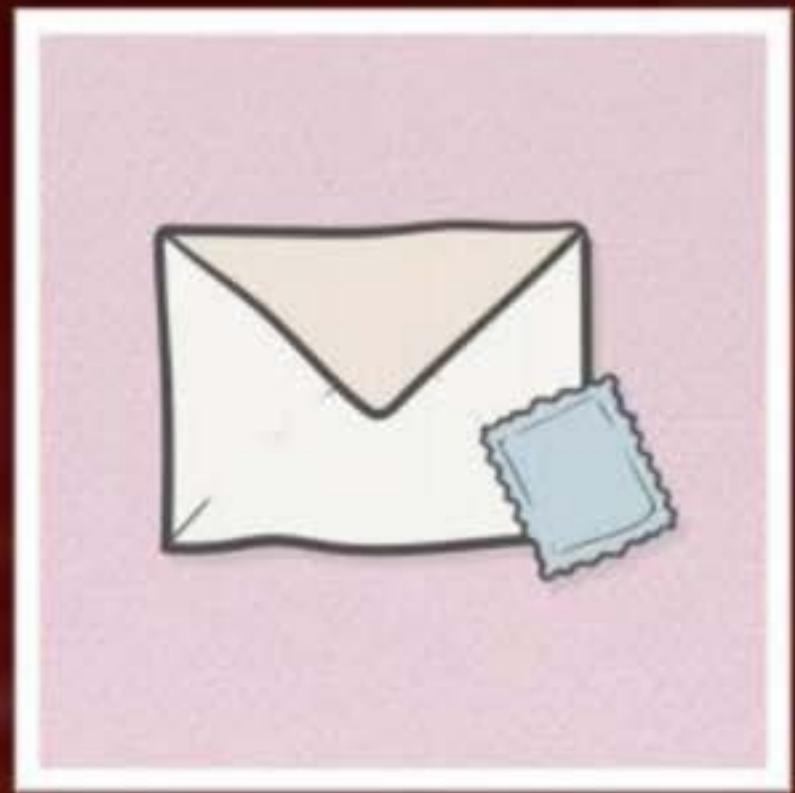




## Topic : A Letter to God



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**



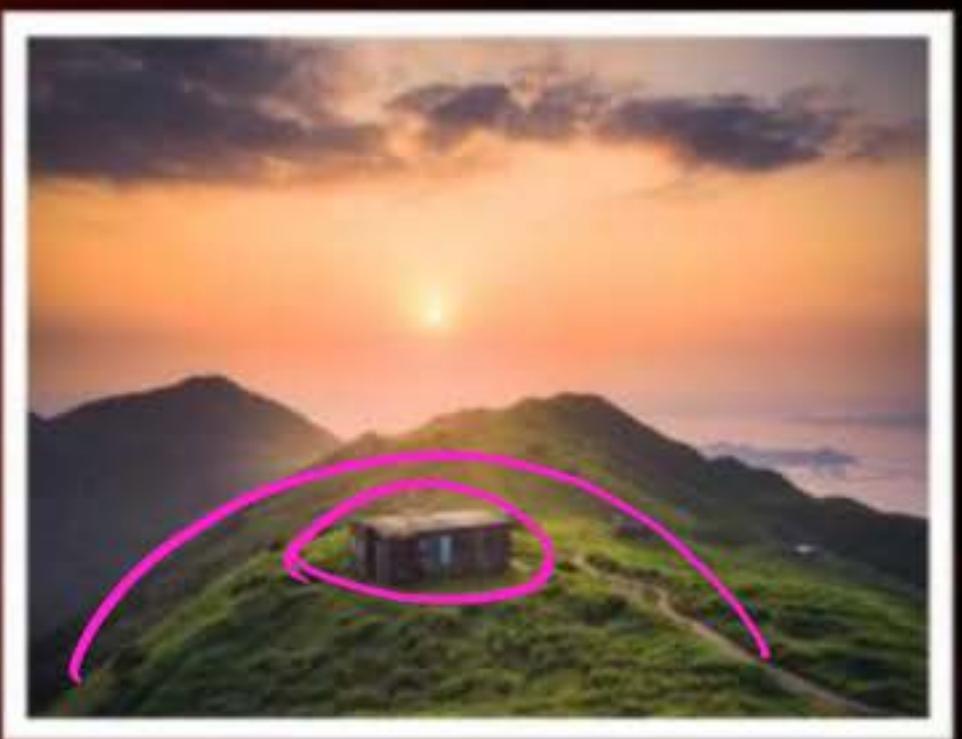
## Topic : Key Points



### Story setting and background

- o solitary house in the entire valley
- o on crest of a low hill
- o river, field of ripe corn dotted with flowers visible
- o needed a downpour or atleast a shower

Corn



## **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

- o north-east, huge mountains of cloud; air- fresh & sweet
- o during meal, big drops of rain
- o Lencho went out for no other reason than to feel the presence of rain on his body
- o ✓ "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."
- o 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 petals



## Lencho's Reaction

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

'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."

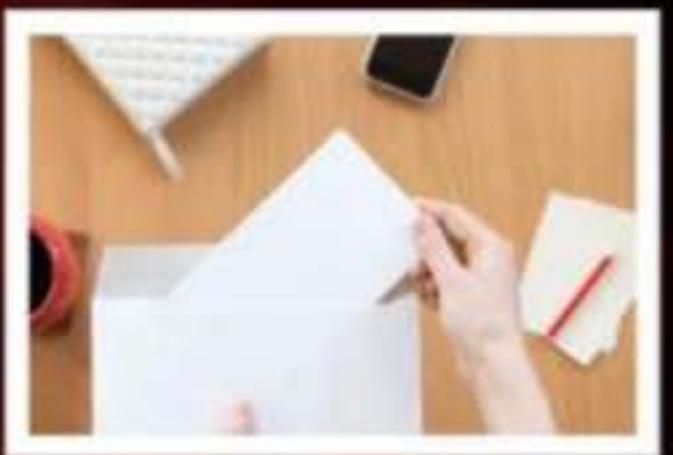
"There's no one who can help us."

"We'll all go hungry this year."



## Single hope- The help from God

- o no one dies hunger, even though this seems a total loss
- o all night-thought of only one hope- the help from God, who sees everything
- o Lencho
  - an ox of man
  - Knew how to read & write
- o 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

- o postman-went to postmaster- laughed heartily- showed him the letter
- o never had he known this address in his career
- o The Postmaster
  - ✓ friendly
    - Fat, amiable fellow
    - 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!”

- so, not to shake Lencho's faith, postmaster decided to reply  
and help

## The Reply and Lencho's Response

- o a little more than half money-70 pesos- in an envelope
- o with a letter having single word signature 'God'
- o Following Sunday, Lencho came early at the post office
- o Post handed over the letter while postmaster watching-  
experience contentment for a good deed
- o Lencho- not surprised- such confidence





- ANGRY when counted the money
  - God couldn't make a mistake
  - Nor he would deny Lench's request

## Lencho's Final Response & the Irony

- o went window asking for paper & ink
- o on public writing-table, started to write- with wrinkling of his eyebrow
- o 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."

group

criminal; dishonest  
people

//

**#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.

**#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

**#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.

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

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

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

#Q. Why did Lencho not want the money to be sent through mail? ↗

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

**#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.

**#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.

**#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.**

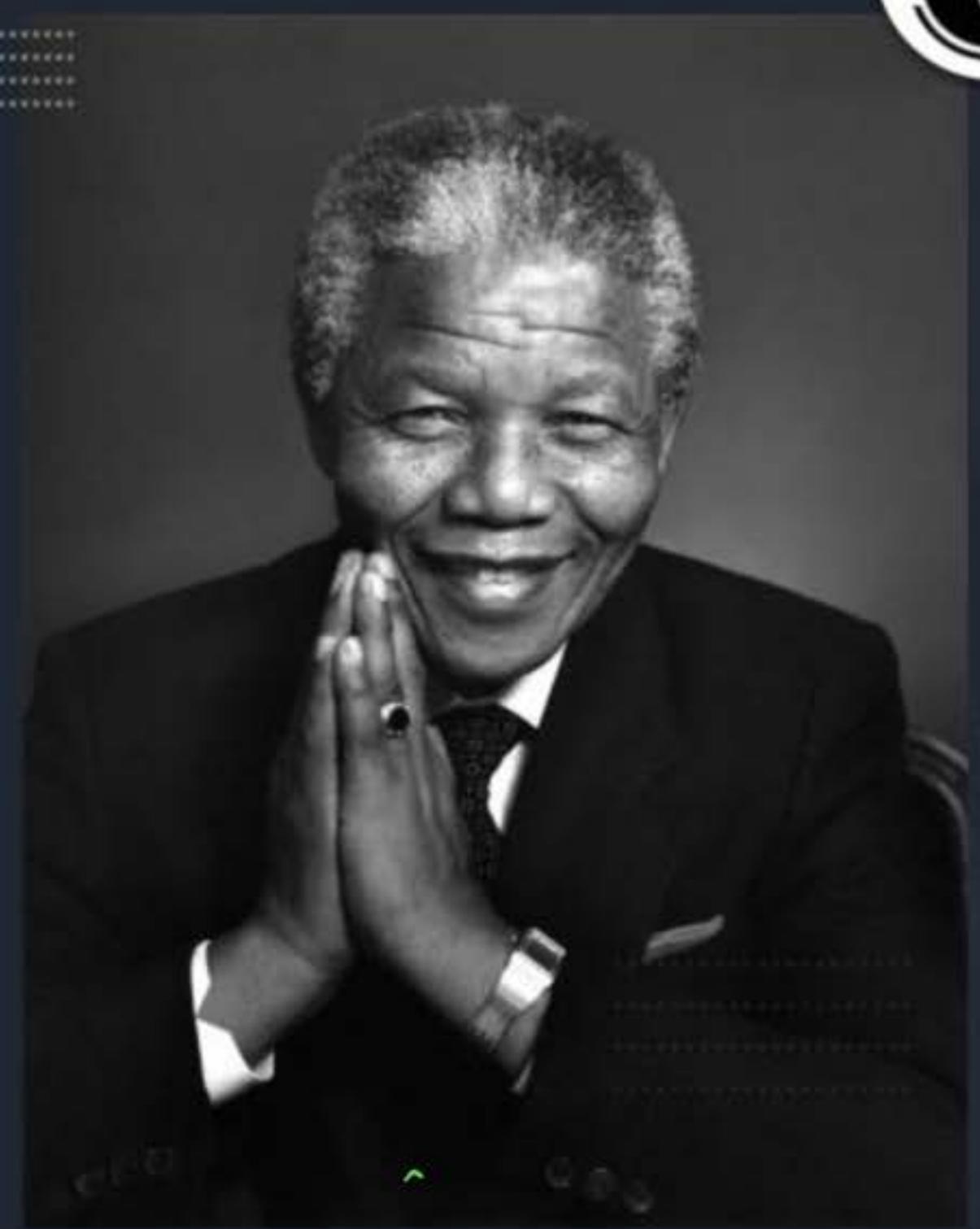
**Ans.** Yes, there are people like Lencho in the real world. Such people have blind faith in God and believe that God will help them in bad situations. Lencho is a simple and a hardworking farmer who has extreme faith in God. He is innocent and naive but not stupid. He has an unquestioning attitude for he is unable to realise that anyone also instead of God would help him.

**#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.

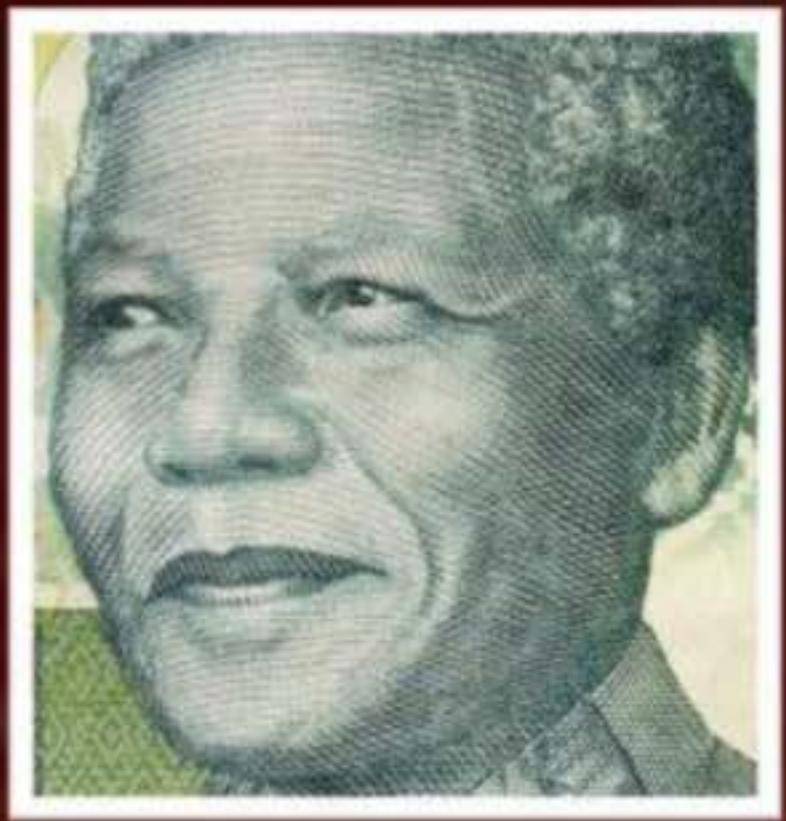


# Nelson Mandela - Long Walk to Freedom





## Topic : Nelson Mandela - Long Walk to Freedom



- *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 imposed by the heartless white rulers on the innocent black natives in South Africa.*



## 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



## Topic : Key Notes



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

#### □ Swearing-in ceremony-

- 10 May, 1994

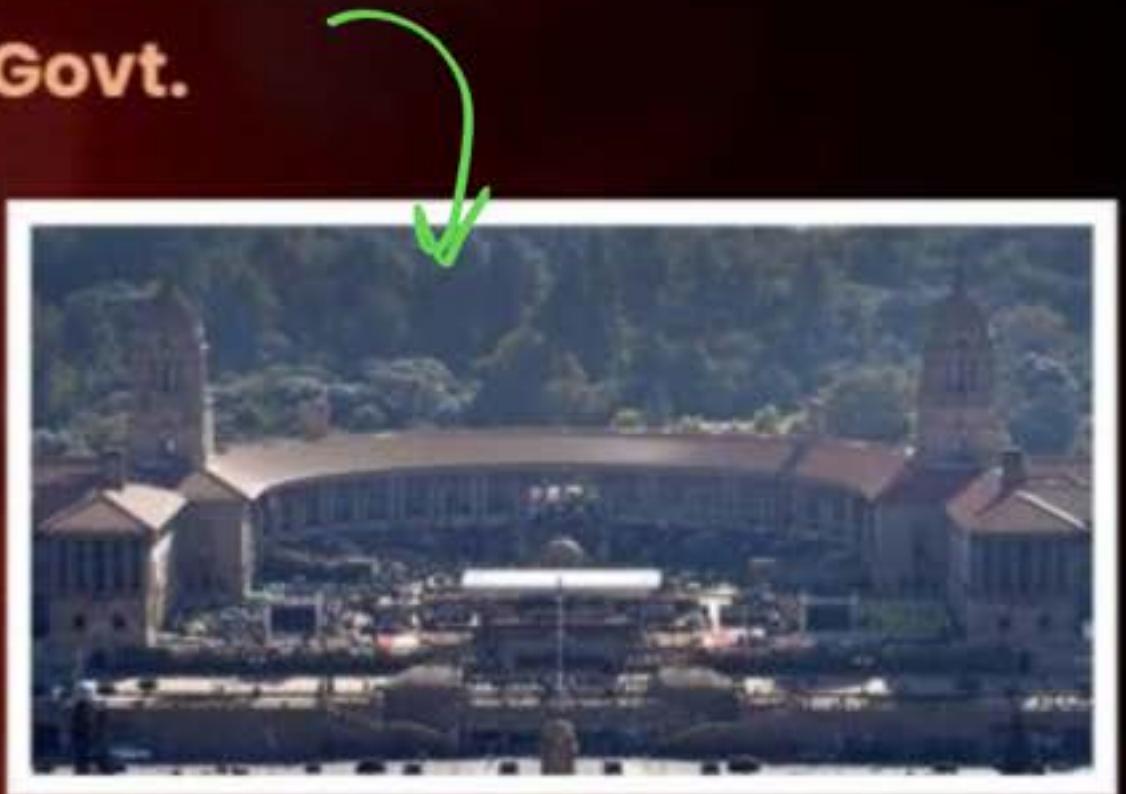
✓ ○ Sandstone Amphitheatre, Pretoria

✓ ○ Autumn Day-

- Accompanied by daughter Zenani

✓ i. Mr. de Klerk - Second Deputy President

✓ ii. Mr. Thabo Mbeki- First Deputy President



➤ **Pledge**

*Support*

- ✓ 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

freedom

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

➤ **Display of Military Power by Jets**

- ✓ SA jets, helicopter and troop carriers



- ✓ Display of pinpoint precision and military force

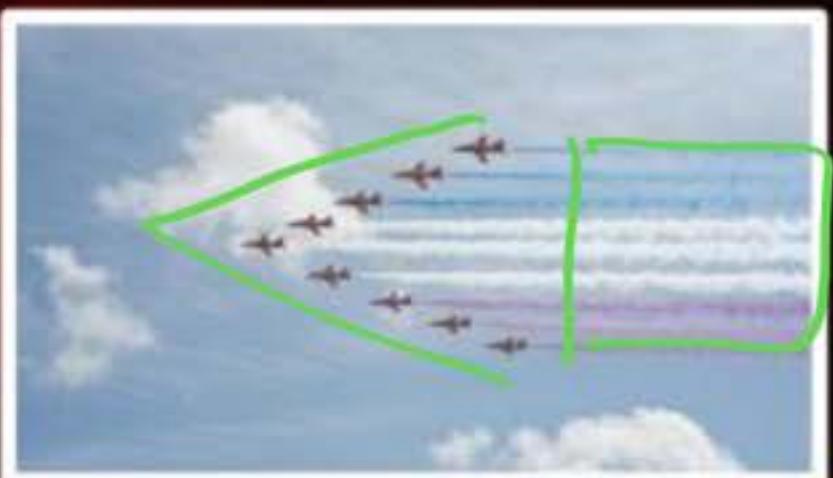
- Demonstration of Military's loyalty to democracy – New govt.

- ~~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**

V-shape



□ Two National Anthems- **signify 'unity'**

- Blacks- Nkosi Sikelel -iAfrica
- Whites- Die Stem
- Neither group knew the lyrics that day
- Soon know the words by heart

10 May  
1994

➤ **Recalled historical events marking growth of 'Apartheid'**

✓ Overwhelmed with a sense of history on the day of  
inauguration

- **Anglo-Boer War**

1899-1902

- First Decade- spread of racism and white dominance  
by SA Whites

- Most inhumane and harshest societies of world

✓ Last Decade- this system overturned & replaced

- 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

*'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.'

#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

#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 have always supported Mandela.
- D They would have arrested Mandela before, but now they pledge their loyalty to him.

**#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.  
*(This option has a green checkmark next to it.)*
- C** To confuse the audience.
- D** To fill more time in the ceremony.



## Twin Obligations

- Family & friends ✓
- Country & Community ✓
- 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

- 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
  - ✓ 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
- Realised as a Young man- Freedom has been taken away from him
  - ✓ Boyhood freedom was an illusion
  - ✓ Joined African National Congress
  - ✓ Hunger for Freedom of all people- This desire

# Change

## ❑ Transformed:

- ✓ a timid young man - bold  
shy lawyer
- ✓ Law abiding attorney - criminal
- ✓ Family loving husband - man without a home
- ✓ Life loving man - monk  
मोक्षी; hermit

## आनंदवारी

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

#Q. What does courage mean to Mandela?

**A** The absence of fear.

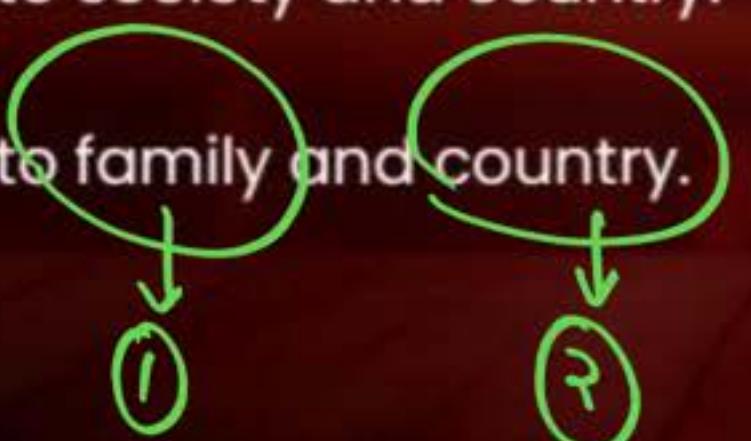
**B** Never feeling afraid.

**C** The ability to conquer fear.

**D** Avoiding dangerous situations.



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

- A** Obligation to parents and wife. ✗
  - B** Obligation to children and family. ✗
  - C** Obligation to society and country. ✗
  - D** Obligation to family and country. ✓
- 

**#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.

Compare



#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.

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

#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. What "twin obligations" does Mandela mention?

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



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

- ① child
- ② Student
- ③ Young man

**#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.

**#Q.** Can you say how 10<sup>th</sup> 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, 10<sup>th</sup> May was an autumn day.

**#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, due to which the blacks suffered a lot. They were not allowed to demand freedom and did not have 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.



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.

**#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.

**#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.

**#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.

**#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.

**#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.

**#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.

**#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.

**#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.

**#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.



Mandela contrasts these 'transitory freedoms' with 'the basic and honorable freedoms'. Now, he wanted to achieve his potential, earn his money, 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.

**#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.

**#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.

**#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 sacrificed 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.

**#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.

**#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.

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.

**#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.



# Two Stories About Flying



Game  
time!

✓ Identify the options that sound similar!

1



Bat

2



Puppy

3



Bat

1, 3

Homophones

Identify the options that sound similar!



1 2 6  
2 8 5  
3 8 8  
4 8 7



Sea

Son

flower

Night

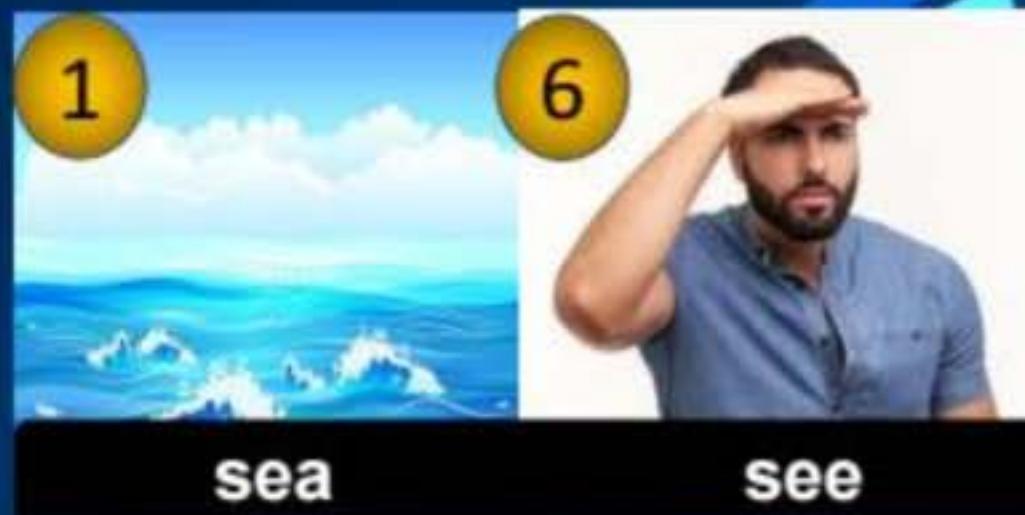
Sun

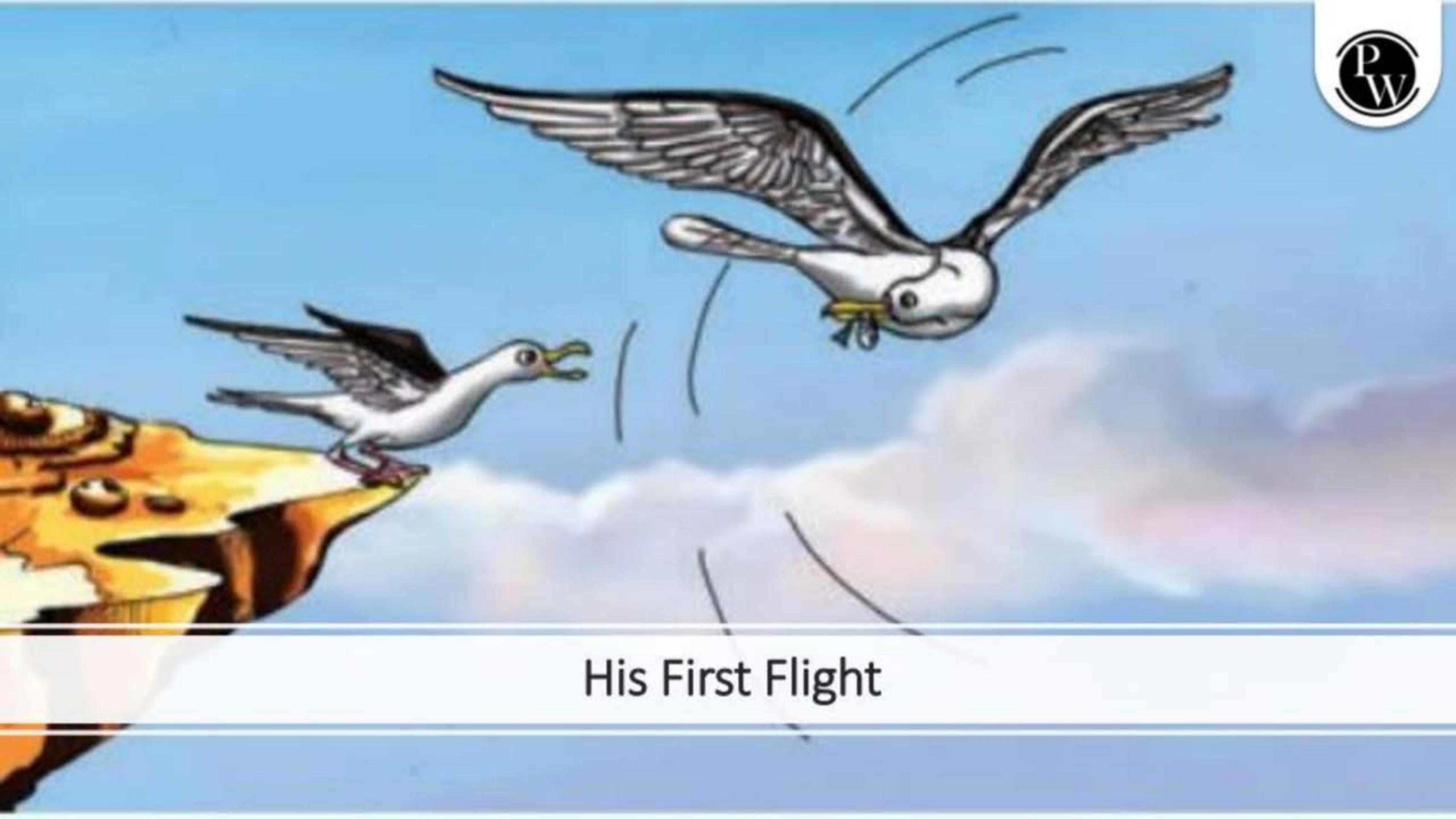
See

Knight

Flour

These are the answers!

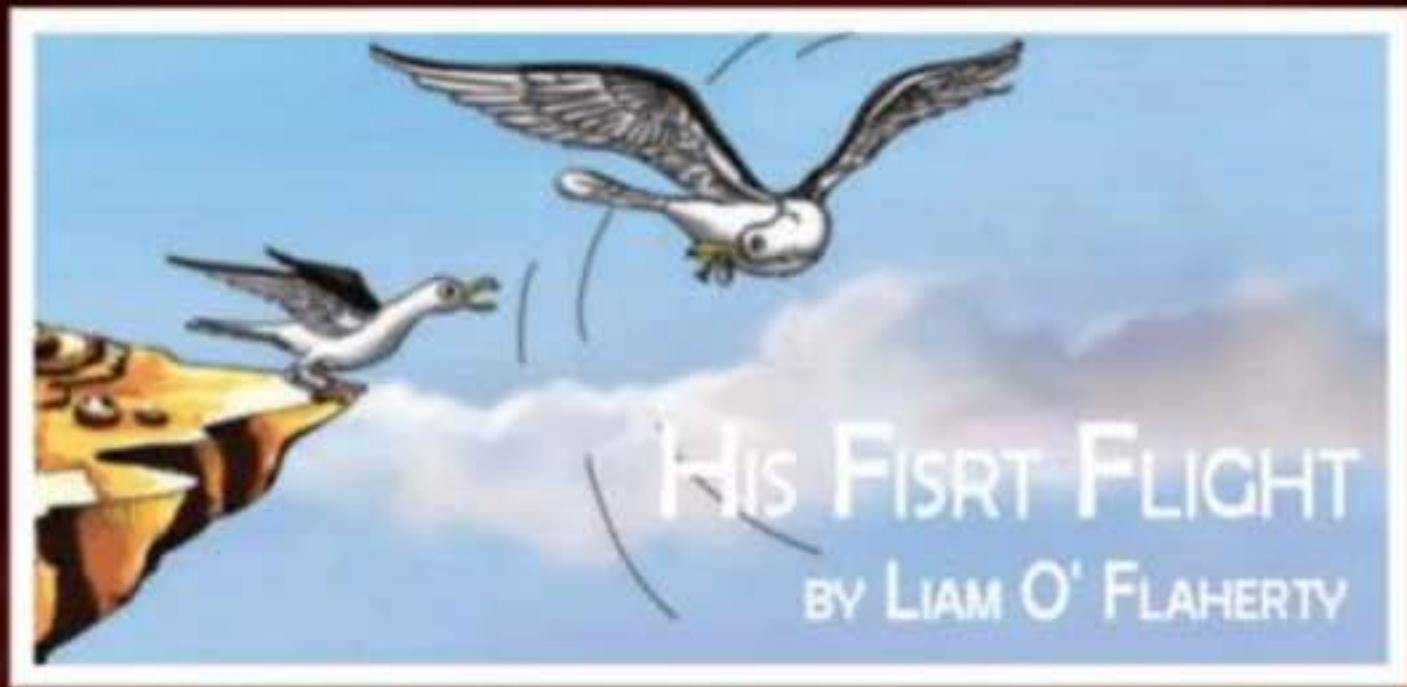




His First Flight



## Topic : Two Stories About Flying : His First Flight



- *This story is about a family of Seagulls. There was a young seagull in the family who couldn't fly due to fear of falling down.*
- *The story highlights the importance of family in one's life.*
- *It also shows that one needs to believe in oneself to overcome all the hurdles of life.*



## Topic : Key Notes

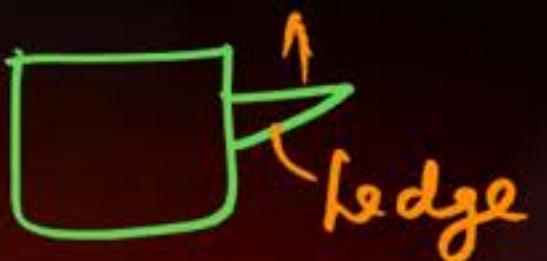
**The Young Seagull's Fear of Flying**

**Parents Leave the Young Seagull Alone**

**The Hungry Seagull**

**The Mother's Trick**





## > The Young Seagull's Fear of Flying

- ✓ Young seagull was alone on his ledge.
- ✓ His two brothers and his sister had already learnt to fly.
- Young Seagull was afraid to fly because of the long stretch and depth of the sea.
- ✓ He thought that his wings will not support him. Therefore, the young seagull failed to gather up the courage to fly.
  - So, he ran back to his hole on the ledge.
- ✓ His father and mother tried to persuade him to fly.
- Scolded, even threatened him – if he does not try to fly, they would let him die of  
hunger. But the young seagull did not move.



## ► Parents Leave the Young Seagull Alone

- Twenty four hour passed and nobody came near him.
- All the day, the young seagull watched his parents teaching his brothers and sister how to fly.
  - Also teaching them how to skim the waves
  - how to dive for catching the fish.
- He had seen his elder brother catch the first herring fish
  - When he ate it, his parents praised him.
- The whole family taunted the young seagull for his cowardice.



## > The Hungry Seagull

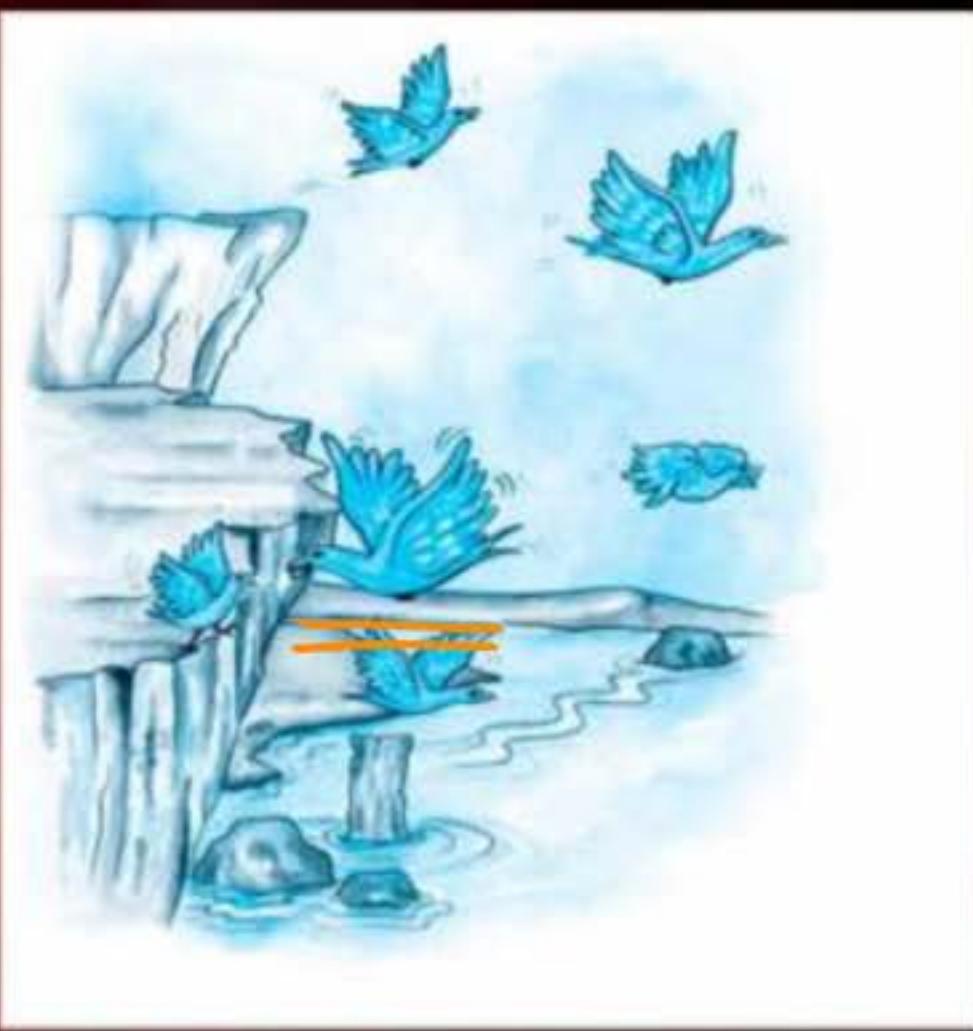


- As the time passes, the young seagull could not tolerate the hunger and the heat.
- He moved closer to the ledge and pretended to fall asleep but nobody took notice of him.
- His two brothers and his sister were sleeping
- His father was preening his feathers on his white back.
- Only his mother noticed him. She was standing high on the hump of a plateau with a fish—scrapping her beak
- As the young seagull saw the food, he felt more hungry.



## ➤ The Mother's Trick

- Realising his madness for the food, his mother tried to tempt him with pieces of fish.
- Initially, she tore the fish in the manner the young seagull loved to eat.
- This sight maddened the young seagull. Then, the mother flew nearer to him which filled young seagull with joy.



- However, the mother stopped near the edge of the ledge.
- Out of excitement and hunger, the young seagull ran towards his mother and dived for the fish.



## The Joy of Flight

- Initially, the seagull was scared and screamed with fear who he dived.
- But soon he felt his wings spread outwards and he began to fly slowly downwards and upwards. He was not afraid of flying.



## The Family Celebration

- Soon his parents, brothers and sister flew around him.
- When all the family members landed on the green sea, they called the young seagull to be with them.
- As the young seagull landed on the green sea, his legs sank into it. He tried to fly again but he was tired and weak with hunger.
- ✓ • Finally, his belly touched it and he was floating on it. The family members praised him and offered him pieces of dog- fish as he had made his first flight. //



## \* Message

- ① Believe in yourself
- ② Importance of family bonds

**#Q. What was the young seagull's main fear?**

- A The length of the ledge.
- B The depth of the sea below.
- C The strength of the wind.
- D The noise of the waves.

#Q. How did the young seagull's family react to his inability to fly?

- A They ignored him completely ✓
- B They encouraged him gently.
- C They upbraided and threatened him. ✓  
*Scold*
- D They tried to carry him away.

**#Q. What did the young seagull's family do once he landed on the sea?**

- A They flew away from him.
- B They scolded him for being late.
- C They praised him and offered him food.
- D They left him to fend for himself.

## Topic : PYQs

- #Q. How did the Seagull's parents try to make him fly? [CBSE 2019]
- #Q. How did the young Seagull and his family celebrate his first flight? [CBSE 2019]
- #Q. 'The sight of the food maddened him'. What does this suggest? [CBSE 2020]

**#Q.** How did the Seagull's parents try to make him fly?

**(CBSE 2019)**

**Ans.** The young Seagull's parents tried hard to make him fly. They scolded him and threatened him to let him starve. But the young Seagull could not gain courage to fly. Then, they taunted him. Finally, the young Seagull's mother tempted him with food which resulted in making him fly.

**#Q. How did the young Seagull and his family celebrate his first flight?  
(CBSE 2019)**

**Ans.** When the young Seagull started flying, he was filled with joy and delight. His family came near him and were flying around him. They celebrated the young Scagull's first flight. They screamed with joy and praised him. They even offered him pieces of fish to eat.

**#Q.** 'The sight of the food maddened him'. What does this suggest?  
**(CBSE 2020)**

**Ans.** The phrase "The sight of the food maddened him" suggests that the young Seagull was very hungry. As the young Seagull was afraid to fly, his parents refused to give him any food. So, when he saw food, his hunger increased.



The Black Aeroplane



## Topic : Two Stories About Flying - The Black Aeroplane



By - '*Fredrick Forsyth*'

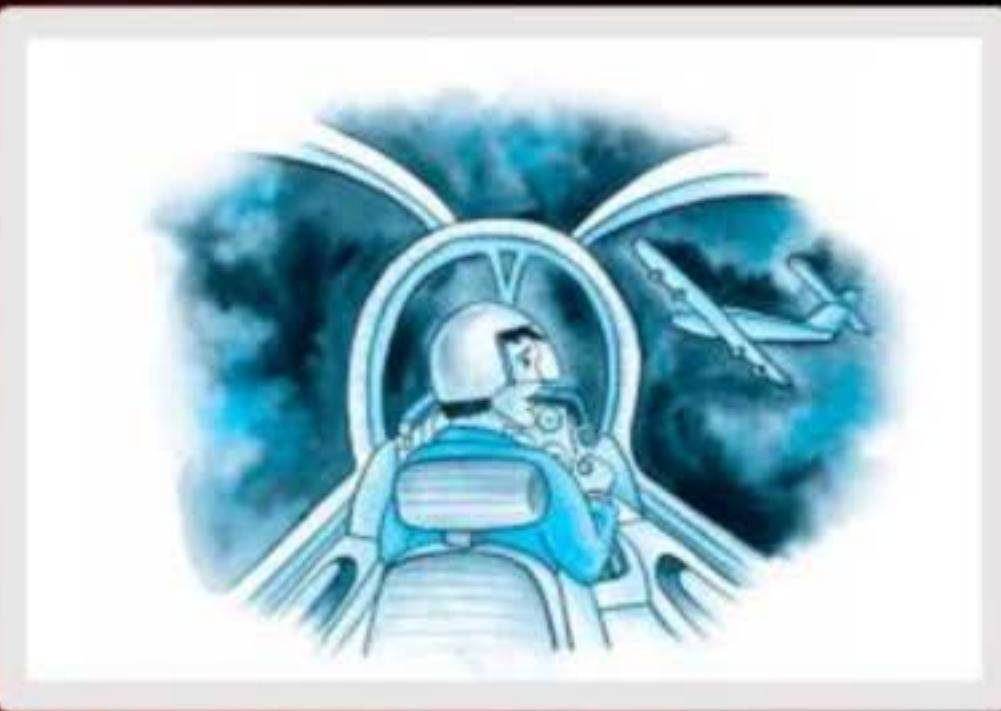


*'The Black Aeroplane' details the experience of a pilot caught in storm. It is an account of emotional turmoil the pilot faces during this time and how he manages to land the plane safely.*

## Topic : Key Points

### ➤ The Narrator's Trip to England

- At night, the narrator was flying his old Dakota aeroplane
    - Paris, France→London, England
  - The sky was clear and moon was shining. No Clouds.
  - Happy up above, alone—Sleeping countryside
- ✓ Dreaming of Holiday – look forward to being with family – 1:30 am
- When the narrator looked down in front of Nose of Aeroplane, he saw the light of Paris city in front of him.



## > Call to Paris Control

- He called the Paris Control to get instructed about the way.
- He turned the Radio on and said:

*'Paris Control, Dakota DS 088, Can you here me? I'm on my way to England. Over'*

- Response from control room-

*'I Can hear you. You ought to turn **12 degrees west** now, DS 088. Over'*

## > Action Taken

- ✓ ◦ Switched to 2nd fuel tank
- ✓ ◦ Turned 12 degrees west towards England
- Thought- 'I'll be in time for breakfast, a good big English Breakfast.'



## > Appearance of Storm Clouds

- When the narrator reached 150 km beyond Paris,
- he suddenly saw huge storm clouds in front of him.
  - Blank Mountains standing across sky
- He knew—It was not possible to fly up and over the clouds.
- He also did not have enough fuel to go around the clouds.
- He thought- “I ought to get back to Paris”
- However, the thought of breakfast with his family made him determined to fly through the clouds.
- So, he took the risk and flew the aeroplane into storm.



## > The Risky Decision

- Everything went out of control.
  - He was unable to see because everything outside the plane was black.
- The Aeroplane jumped and twisted in the air.
- All instruments dead!
  - His compass turning round and round – dead
  - He tried to contact the Paris Control for directions but his radio had also stopped working.
  - No visibility outside.
  - Consequently, he was totally lost in the storm.



## ➤ A Black Aeroplane Appears

- The narrator saw a black aeroplane near him.
- It had no lights on its wings.
- Its pilot's face was turned towards him.
- He raised his hand & signalled the narrator to follow him.
- The narrator saw the pilot of black aeroplane waving at him signalling him to follow him. So, he followed the strange aeroplane.
- Turned aeroplane to north slowly.



## Narrator Follows Black Aero plane

- The black aeroplane stayed in front of the old Dakota – so, it was easy to follow.
- The narrator was happy to go behind the black aeroplane like an obedient child
- He followed the black aeroplane for about half an hour.
- Now, he could only fly the plane for five or ten minutes. He felt frightened again.
  - Suddenly, he saw two straight lines of lights ahead of him on the ground.
  - They were the lights of an airport's runway.
  - He was able to land safely which gave him a sigh of relief.



## > The Black Aero plane Remains a Mystery

- When he turned to look for the black aeroplane, he could not see it anywhere.
- After landing, the narrator went to the control centre of the airport.
- He asked the woman in the control centre about the mysterious plane.
- He wanted to find out where the other plane was and to thank him for guiding him in the storm.
- However, the woman looked at him strangely and laughed.
  - "*Another aeroplane? Up there in the storm? No other aeroplane was flying tonight. Yours was the only one I could see on the radar.*"
- The narrator was surprised at this. He wondered who had helped him.



**#Q. What motivated the narrator to take the risk of flying into the storm?**

- A** The desire to see the storm clouds up close
- B** The need to reach England in time for breakfast
- C** A challenge to test the capabilities of the Dakota aeroplane
- D** Curiosity about the mysterious black aeroplane

**#Q. What problem did the narrator face with the instruments inside the storm clouds?**

- A They malfunctioned and stopped working
- B They showed incorrect readings
- C They were too bright to read
- D They were covered in ice

**#Q. Why did the narrator feel grateful towards the other pilot in the black aeroplane?**

- A The pilot guided him safely through the storm
- B The pilot offered him food and water
- C The pilot repaired his instruments
- D The pilot entertained him during the flight

#Q. "I'll take the risk." What is the risk? Why does the narrator take it?



#Q. Describe the narrator's experience as he flew the aeroplane into the storm.

#Q. Why does the narrator say, "I landed and was not sorry to walk away from the old Dakota..."?



#Q. What made the woman in the control centre look at the narrator strangely?



**#Q.** 'I'll take the risk'. What is the risk? Why does the narrator take it?

**Ans.** The risk referred to here is the decision of the narrator to fly through the storm clouds. The narrator took the risk because he wanted to go home and to have his breakfast with his family in England next day.

**#Q.** Describe the narrator's experience as he flew the aeroplane into the storm.

**Ans.** The narrator had a very frightening experience in the storm. As he entered the storm, his plane started jumping and twisting. He could not see anything outside the plane as it was totally dark. When he looked at the compass and other instruments, they had stopped functioning. It was a terrible experience for him. Suddenly, he saw another black aeroplane by his side. The pilot of the plane signalled him to follow. The narrator followed it and soon landed safely.

**#Q.** Why does the narrator say, "I landed and was not sorry to walk away from the old Dakota..."?

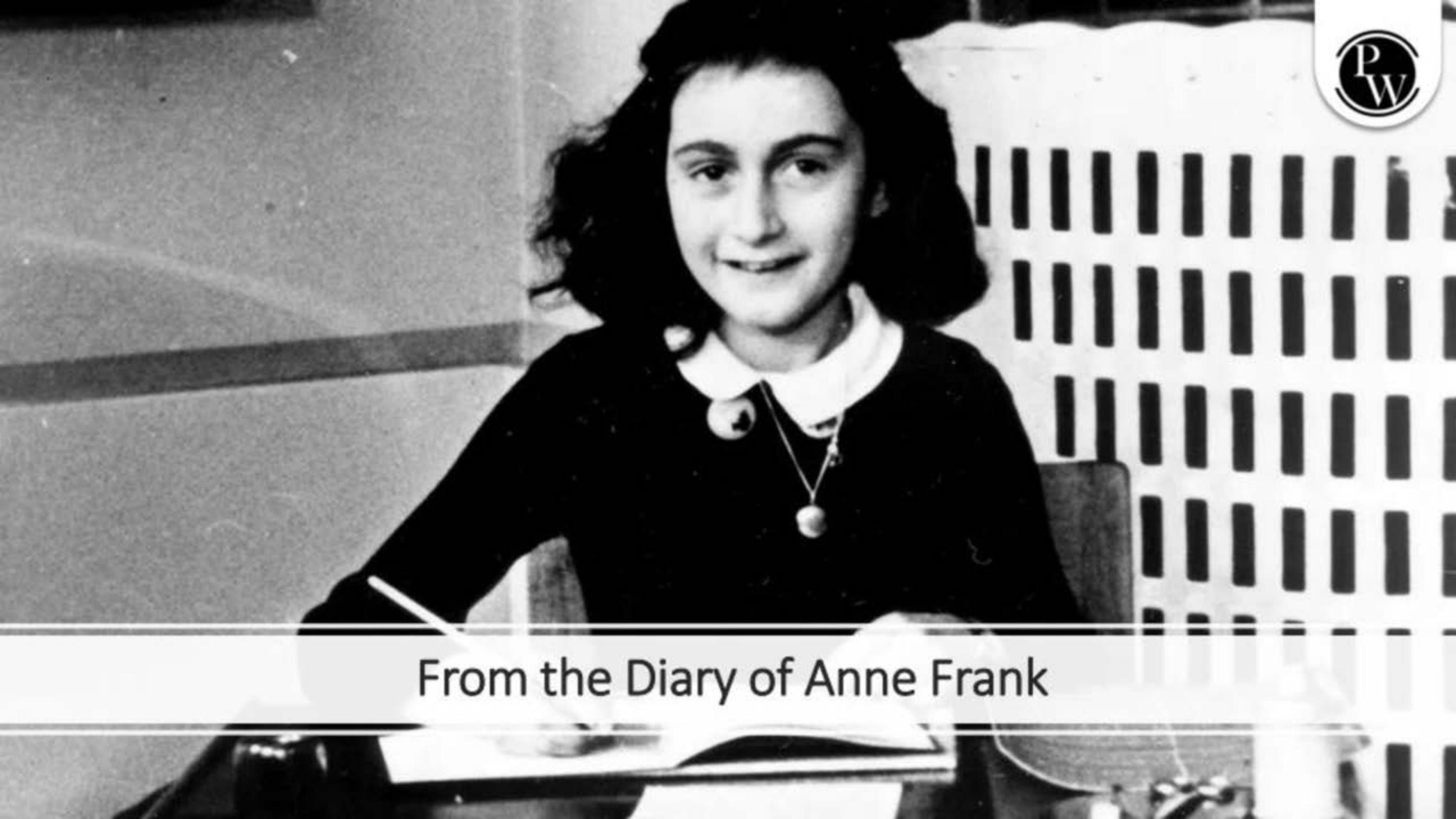
**Ans.** The narrator said this because so had a terrible experience of flying. He had terrible experience of flying. He had centered a storm cloud in his old Dakota aero plane. While in the cloud, the plane turned and twisted and all its equipment's had stopped working. So when he had landed safely, he was not sorry for leaving the plane. He was infect relieved and happy.

**#Q.** What made the woman in the control centre look at the narrator strangely?

**Ans.** The woman in the control centre looked at the narrator strangely because the narrator asked her about a black aeroplane, whereas the airport's radar screen showed no plane except the narrator's plane in the sky during that stormy night.

**#Q.** Who do you think helped the narrator to reach safely? Discuss this among yourselves and give reasons for your answer.

**Ans.** It is very difficult to say about the unknown pilot who helped the narrator to reach safely. But probably it was the narrator himself who overcame his fear in the scorn as no other plane was seen in the radar except the narrator' Dakota plane. In that fearsome situation, he might have been imagining. He himself was a good pilot and brave enough; thus, he helped himself in landing



A black and white photograph of a young Anne Frank. She is seated at a desk, looking directly at the camera with a slight smile. She has dark hair and is wearing a dark dress over a white collared shirt. A necklace with a small pendant hangs around her neck. Her right hand is resting on a piece of paper, and a pen is visible near her hand, suggesting she is writing in a diary. The background is slightly blurred, showing what appears to be a window or a screen with vertical bars.

From the Diary of Anne Frank



Game  
time!

# Guess the sports!



1



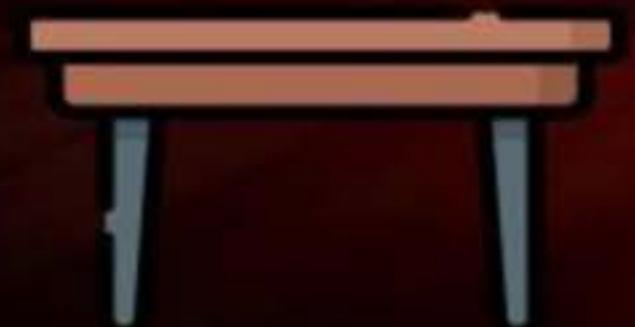
→ Basketball

2



→ Boxing

3



→ Table Tennis

# These are the sports!



1



+



=

basketball

2



+



=

boxing

3



+



=

table  
tennis

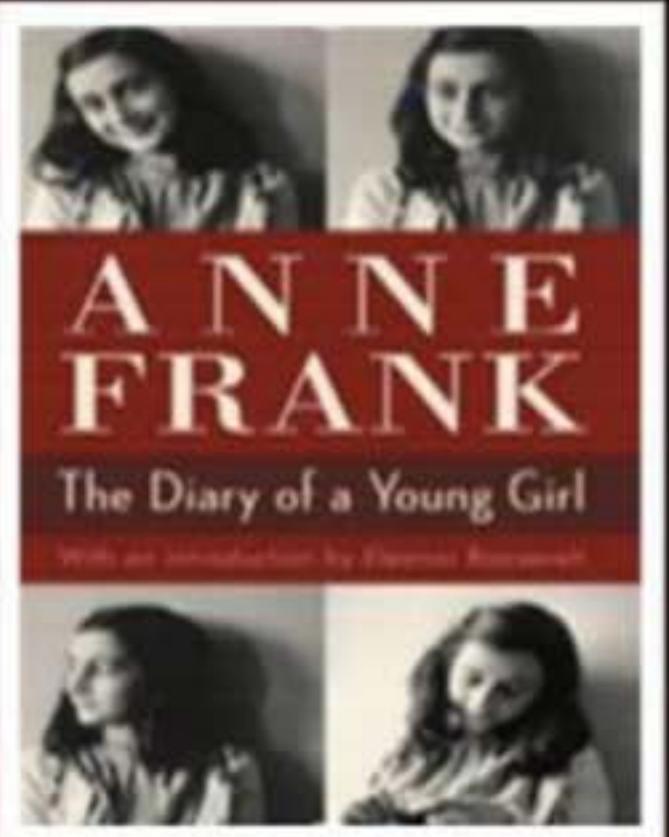
table

ten eyes



## Topic : From the Diary of Anne Frank

- The extract is an excerpt from the personal diary of a 13-year-old Jewish girl who witnessed the horrors of the Nazi rule at the time of World War II.
- She wrote the diary while hiding in an attic with her family and four others in Amsterdam, Netherlands.
- It is an insight into the thoughts of Anne Frank, who spent her adolescent years hiding and her diary kept all her secrets.
- She is one of the most talked about Holocaust Victims.





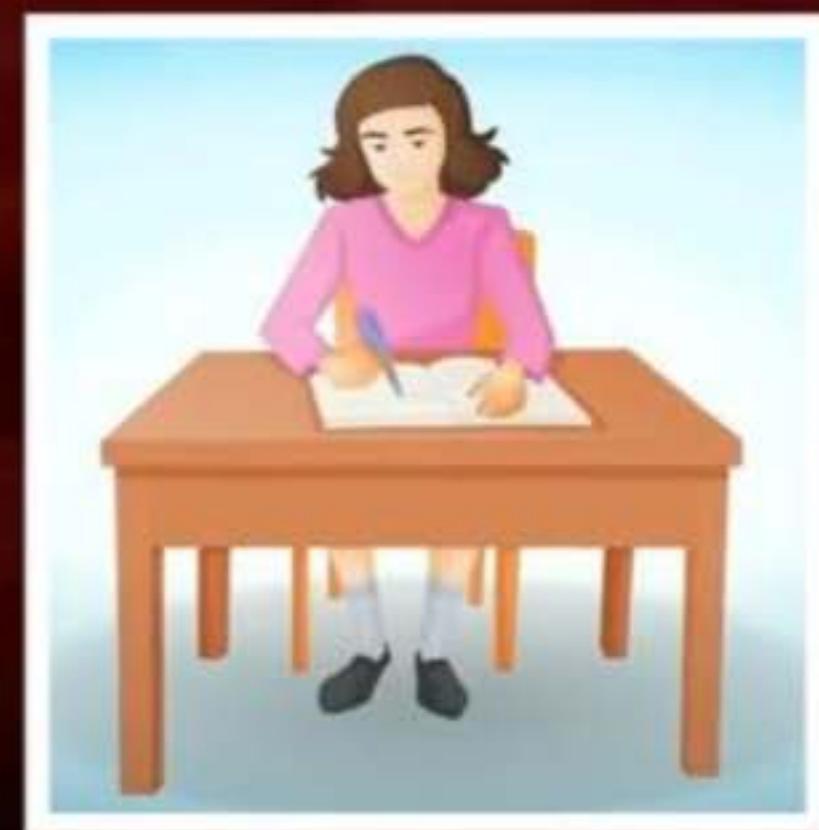
## Topic : Holocaust



- The Holocaust was a genocide that occurred during World War II, between 1941 and 1945.
- It was the systematic persecution and mass murder of approximately six million Jews, by Nazi Germany and its collaborators.
- The establishment of concentration camps, extermination camps, and ghettos, as well as forced labor, deportations, and mass shootings.

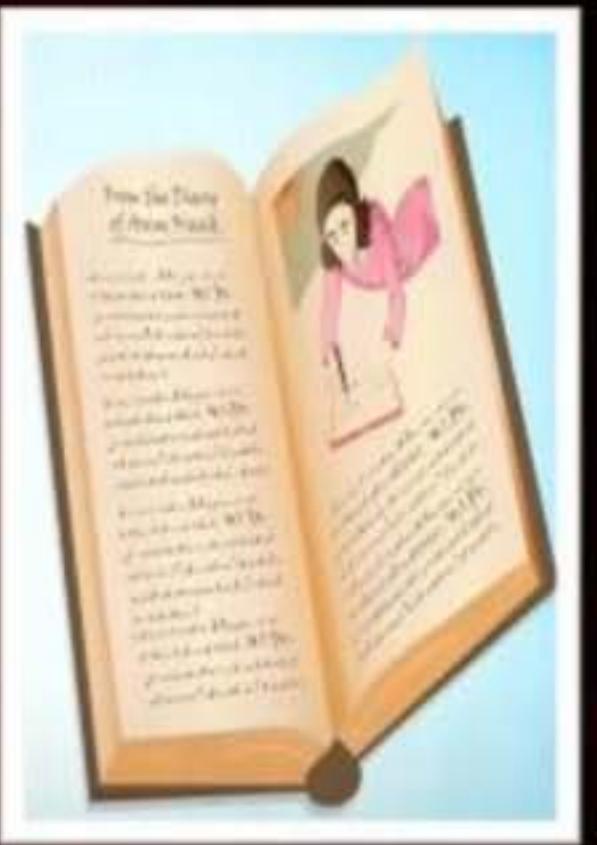


- **Reason to 'keep' a diary - 'I don't have a friend.'** ✓
- **No one would believe that a 13-year-old, is completely alone**
- Loving parents, 16-year-old sister, about 30 friends
- Family, loving aunts and a good home
- I seem to have everything, except **one true friend.**



- Why did Anne start write diary

- When with friends-all I think about-having a good time
- Talk about ordinary everyday things-not getting any closer
- My fault-we don't **confide** in each other (reserved nature)
- It's how things are-not liable to change-so, started diary
- Unlike most people-want the diary to be my friend-'Kitty'



## Brief Sketch of Anne's life ✓

- Why?-as no one would understand a word of my stories to Kitty
- Father 36-married-Mother, 25
- → 1926-Margot (sister)-born in Frankfurt, Germany
- 12 June 1929-Anne Frank was born-lived in Frankfurt until 4
- 1933-her father emigrated to Holland
- September 1933-Mother, Edith Hollander Frank followed
  - While Margot and Anne sent to Aachen to stay with our grandma
  - December- Margot went to Holland
  - February 1934- Anne followed-birthday present for Margot



- **Education**

- Montessori Nursery School until the age of 6-1<sup>st</sup> form(grade)

- 6<sup>th</sup> form-Mrs. Kuperus, the headmistress

- Teary Heartwarming farewell

- Summer of 1941-Grandma fell ill-Operation

- Birthday with little celebration

- January 1942-Grandma passed away

- Very often I think of her-Still love her

- This birthday celebration (12 June 1942)

- intended to make up for other-Grandma's candle lit

- **All 4 well- Present day '20 June 1942'**

• **Dearest Kitty, '20 June 1942'**

- Entire class quaking in its boots
  - o ✓ Reason- forthcoming meeting to decide who'll pass/fail ↴
- Bets-(G.N. and I)-Two boys C.N. and Jacques- irritating argument
- My opinion: Quarter of the class should be kept back-dummies
- Teachers are the most unpredictable creatures on Earth

idiots

- ✓ **Anne thinks her girlfriends and she would pass-Maths doubtful**
- Wait and don't lose heart ↵

**#Q. What motivated Anne Frank to start writing a diary?**

- A** She wanted to improve her writing skills and become a famous author one day.
- B** She was encouraged by her parents to record her thoughts and experiences.
- C** She felt lonely and needed an outlet to express her thoughts, as she did not have a true friend to confide in.
- D** She wanted to document the historical events happening around her for future generations.

#Q. Why did Anne believe that her diary could be a better confidant than people?

- A Because she found it easier to write in her diary than to speak openly with others.
- B Because she feared that people might betray her trust and reveal her secrets.
- C Because her diary was more creative and imaginative than her friends.
- D Because she believed that people lacked the patience to listen to her innermost thoughts.

- **Anne's interaction with teachers**

- Get along well with all the teachers-9 teachers-7 men, 2 women

- **Mr. Keesing, Math's teacher**

- Old fogey
- Annoyed with me for ages as I talked too much
- After several warnings, he assigned me extra homework
- ✓ Essay on the subject- 'A chatterbox'
  - Anne's reaction- jotted down title and kept quiet

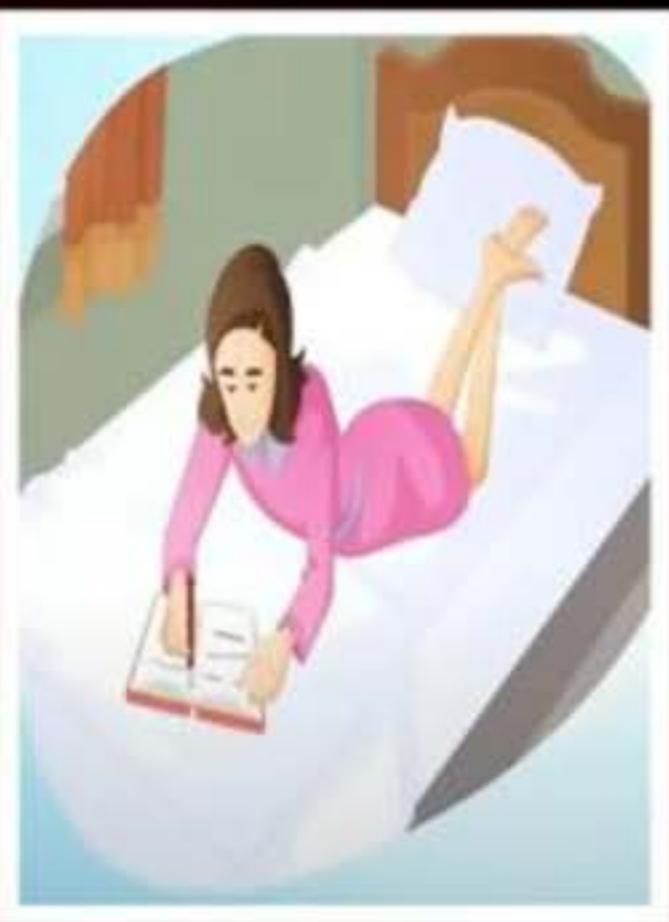


- **Anne's Dilemma**

- Anyone could ramble on & leave big space between the words
- Trick: Come up with convincing arguments to prove the necessity of talking.

- **Response**

*'I wrote the three pages Mr. Keesing had assigned me and was satisfied. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.'*



- **Mr. Keesing's Reaction**

- Had a good laugh
- But when Anne proceeded to talk in the 2nd lesson
  - Assigned a second essay '**An Incorrigible Chatterbox**'
  - Anne handed it and no complain for two lessons





- **Third class Punishment**

- Mr. Keesing finally had enough
- Essay- 'Quack, Quack, Quack, Said Mistress Chatterbox'
- Everyone laughed

- **Challenge**

- Exhausted ingenuity on the topic
- Needed something else, something original



- **Sanne, the poem writer, came to the rescue**

- Write the essay from beginning to end in verse-Anne happy
- *'Mr. Keesing was trying to play a joke on me, but I'd make sure the joke was on him.'*

- *Finished poem, beautiful-'It was about a mother duck and a father swan with three baby ducklings who were bitten to death by the father because they quacked too much.'*
- *Mr. Keesing took the joke right way.-No extra homework now.* //



**#Q. What indicates that Anne Frank loved her grandmother deeply?**

- A** She dedicated her diary to her grandmother and mentioned her in every entry.
- B** She often spoke of her grandmother's wisdom and kindness to others.
- C** She lit a candle for her grandmother during her birthday celebration in 1942 and frequently thought of her.
- D** She insisted on visiting her grandmother every day, even when she was busy with school.

#Q. How did Anne justify her being a chatterbox in her essay? 

**A**

She claimed it was due to her mother's talking habits and argued that talking was an essential trait for students.

**B**

She suggested that talking was a sign of intelligence and that she could not help it.

**C**

She argued that her talking was a result of her excitement for learning and was unavoidable.

**D**

She mentioned that talking helped her socialize and that it was a necessary part of her daily routine.

**#Q. What made Mr. Keesing allow Anne to talk in class?**

- A** Anne's improved academic performance convinced him to relax his rules.
- B** Anne's poem, which he found amusing, led him to appreciate her creativity and humor.  
*(This option has a green checkmark next to it.)*
- C** Anne's promise to reduce her talking convinced him to allow her more leeway.
- D** Anne's parents intervened and requested that he be more lenient with her.

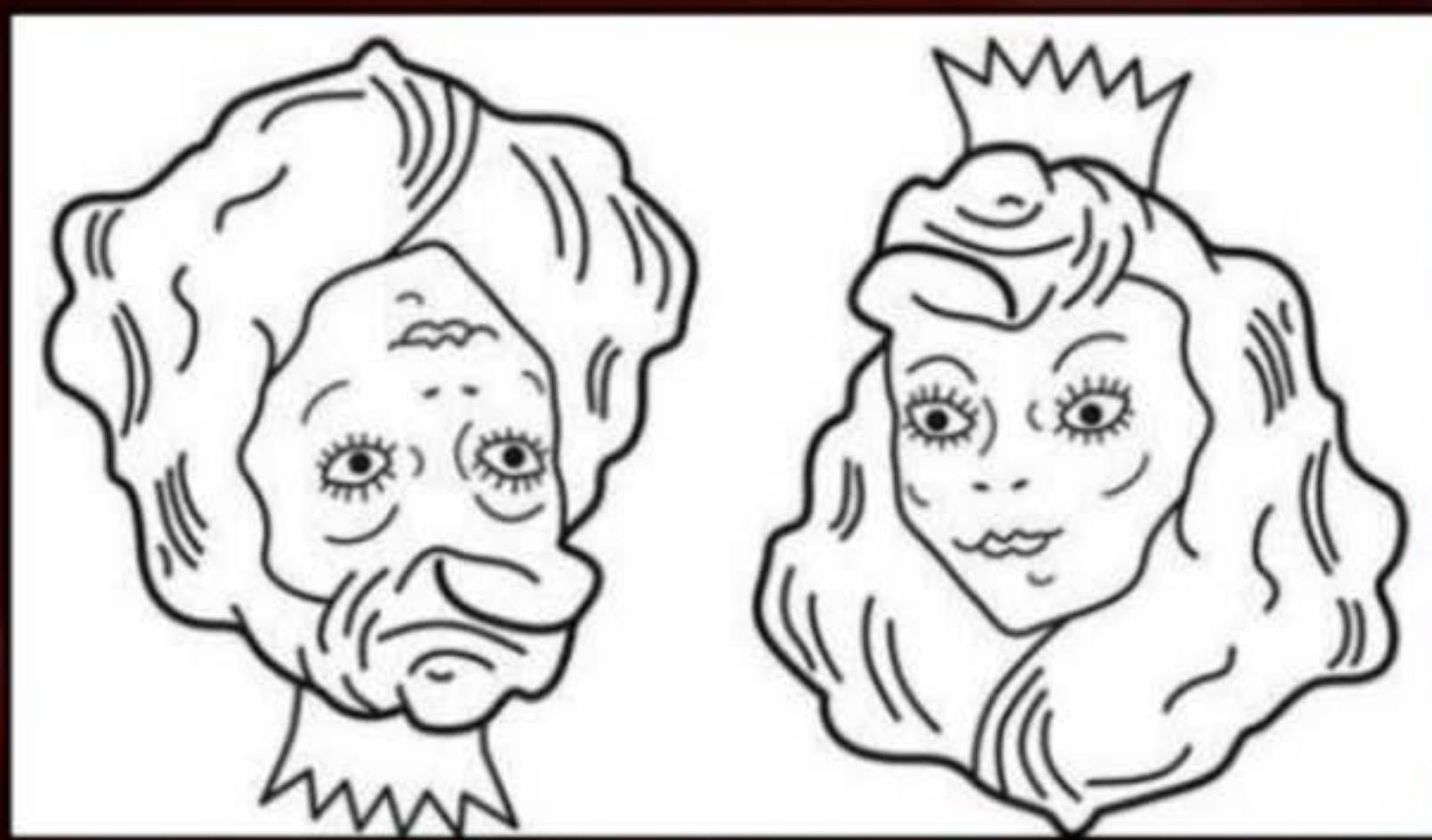


Game time!

What's in the image?



What's in the image?



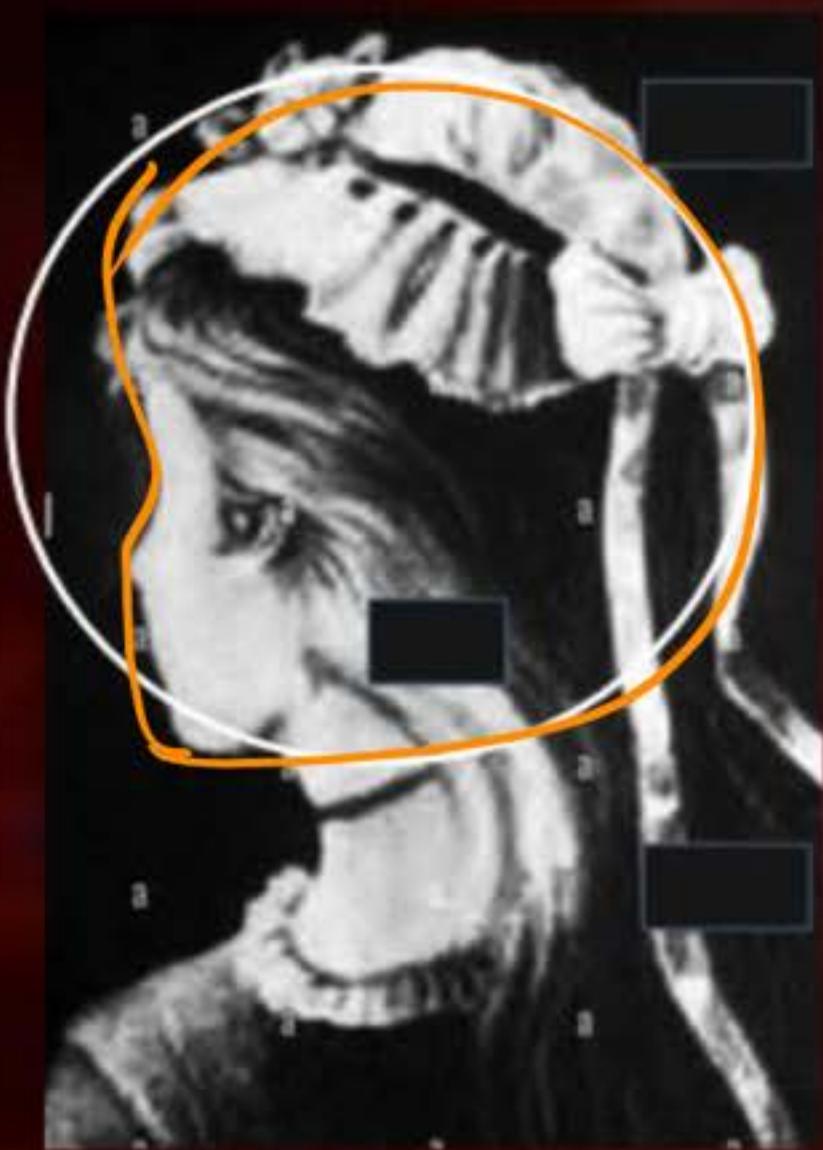
What's in the image?



What's in the image?



What's in the image?





# Glimpses of India



## Topic : Glimpses of India



By-**"Lucio Rodrigues"**



- *The lesson deals with a lesser-known aspect each of Goa, Coorg, and Assam.*
- *The author provide three unique glimpses of India by describing the essence of each of these places.*
- *In the first part, the narrator presents a pen portrait of a traditional Goan village baker who still has an important place in its society.*
- *It illustrates that old Portuguese traditions still exist within the state.*



## Topic : Key Notes

**The Old Portuguese Days in Goa**

**The Traditional Baker during Narrator's Childhood**

**The Baker's Musical Arrival**

**Importance of Bread in Traditional Ceremonies**

**The Baker's Dress and Monthly Accounts**

**Baking: A Profitable Profession**



## The Old Portuguese Days in Goa

- Elders often heard reminiscing nostalgically-
  - Good old Portuguese days
  - The Portuguese
  - Their famous **loaves of bread**
    - Eaters vanished but makers are still there
    - The mixers, molders and the people who bake the loaves still exist



# Pader

## The Traditional Baker during Narrator's Childhood

- Narrator recalls his childhood in Goa, when the baker used to be their friend, companion and guide
- He came to their house twice a day
  - ✓ In the morning while selling his bread
  - Again, in the evening after selling all his bread



## The Baker's Musical Arrival

- Baker woke everyone up a jingling sound of the

bamboo staff

*greet*

- He would ~~great~~ greet the lady of the house - put basket on the stick
- Children ran to meet the baker
  - Were pushed aside
  - The children still found a way to peep into the basket

Bread bangles



*Hooves of bread*



- Loaves of bread, for elders - delivered to Paskine or Bastine
- Bread bangles, for children - made of sweet bread
  - Author still remembers the sweet fragrance of the bread
- They did not even brush their teeth or wash mouth after eating
  - Who would take the trouble of plucking the mango-leaf?
  - The Tiger never brushed his teeth



## Importance of Bread in Traditional Ceremonies

- Presence of a baker was essential during those times in Goa
- Marriages or any festival were incomplete without the sweet bread known as 'bol'
- Any party or feast lost its charm without bread
- Sandwiches were prepared by the lady of the house
  - For daughter's engagement
- Cakes and 'bolinhas' were essential for Christmas and other festivals



## The Baker's Dress and Monthly Accounts

- The baker in Goa wore a special dress known as 'Kabai'
  - It was a single piece long frock that reached down to knees
- During the narrator's childhood
  - Bakers wore shirt and trousers shorter than full-length and longer than half pants



- Even today in Goa, if anyone in the streets is seen wearing half pants, invites the comment that 'he is dressed like a pader!'
- The baker maintained his monthly accounts **on a wall in pencil**
  - Collected his bills at the end of the month

## Baking: A Profitable Profession

- In old days, baking was a profitable profession.
- A baker's family and servants were always happy and prosperous.  
*fat / healthy*
- Their plump body structure proved the fact that a baker and his family were never hungry.
- Even today any person with a **jackfruit-like physical appearance** is easily compared to a baker.



## Topic : PYQs

- #Q. Why was the baker's furnace essential in a traditional Goan village?  
(CBSE 2010, 2020)
- #Q. How did the baker become synonymous with celebrations and occasions in Goa?  
(CBSE 2022 Term II)
- #Q. How is the Goan baker still an important part of the life of a Goan village?  
(CBSE 2023)



## Topic : Coorg



**By- "Lokesh Abrol"**



- *In this lesson, the author provides information about, Coorg, its valorous people and its scenic beauty.*
- *It is the home of evergreen forests, spices and coffee plantations.*



## Topic : Key Notes

**A Heaven called Coorg**

**Weather and Environment of Coorg**

**The Origin of People of Coorg**

**Hospitality and Bravery Tales of Kodavus**

**River Kaveri and Wildlife in Coorg or its sods**

**Tourism in Coorg**





## Topic : Key Notes



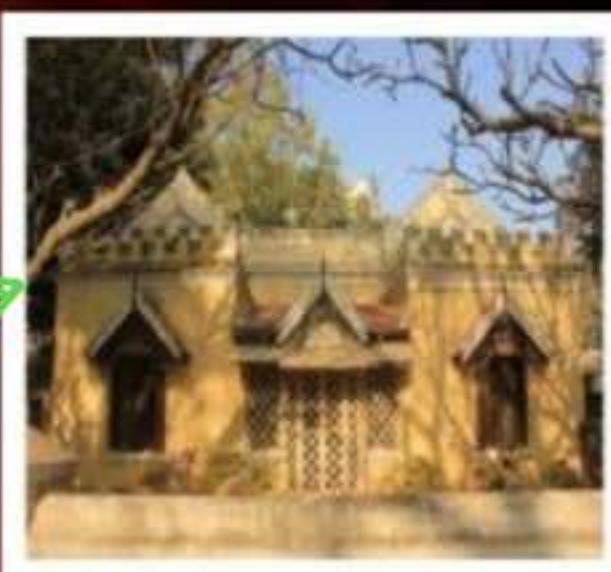
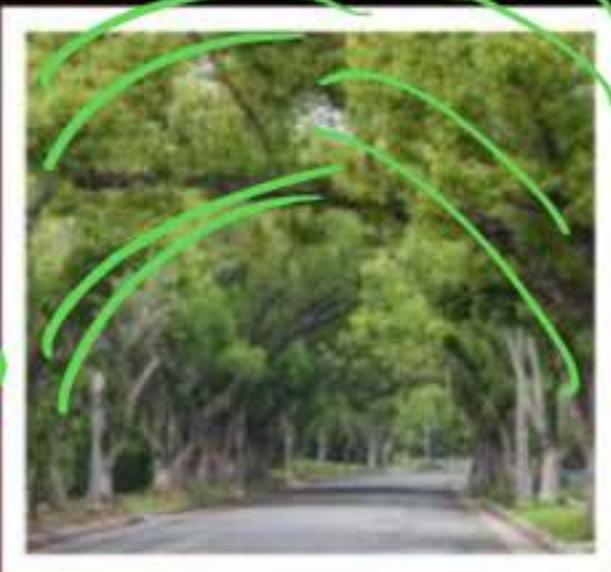
### A Heaven called Coorg

- **Coorg or Kodagu** is the smallest district of Karnataka
  - Lies between Mysore and the coastal town of Mangalore
  
- It is a land of rolling stones (numerous hills or rocky formations)
  - Inhabited by martial men
  - ✓ Beautiful women
  - ✓ Many wild creatures



## Weather and Environment of Coorg

- Evergreen forests which cover 30% of the district along with coffee and spice plantations
- Best time to visit - September to March
  - During this time, the weather is pleasant with some amount of rainfall and the smell of coffee all around
  - ✓ With coffee estates and colonial bungalows hidden in corners, the landscape seems like heaven on Earth.



## The Origin of People of Coorg

brave

- Very independent; hospitable and valorous
- The people of Coorg are possibly descendants of Greeks or Arabs.
- The Theory of Greek Descent:
  - It is believed the Alexander's army moved South along the coast and settled there, when they were unable to return to their country.
  - These people married amongst the locals and their culture can be seen in their martial traditions, marriages and religious rites.



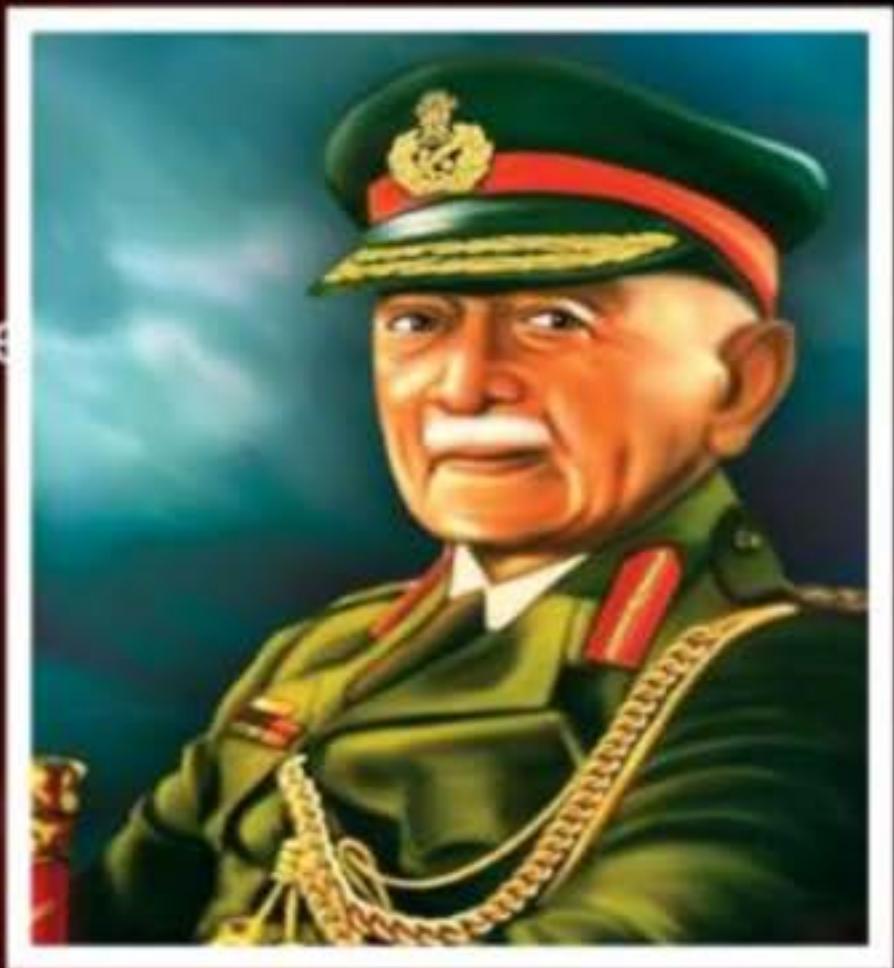
➤ The theory of the Arab descent:

- Can be proved by their traditional clothes
  - ❖ The Kodavus wear a long black coat with an embroidered waist belt known as '**Kuppiā**'
  - ❖ It resembles '**Kuffia**' worn by the Arabs and the Kurds.



## Hospitality and Bravery Tales of Kodavus

- Kodavus are known for their hospitality
- There are many tales of bravery related to the people of Coorg.
- **The Coorg Regiment**-one of the most decorated regiment of the Indian Army
  - The first Chief of the Indian-Army, General Cariappa was a Coorgi
  - Even today, Kodavus are the only people in India permitted to Carry Firearms without a license



## River Kaveri and Wildlife in Coorg or its soda

- The river Kaveri originates in the hills of Coorg.
- In the waters of the river, a large freshwater fish, **Mahaseer** can be found in abundance.
- The land of Coorg is a home to a number of birds and animals including kingfishers, squirrels, langurs, elephants, slender loris, macaques, bees, butterflies, etc.

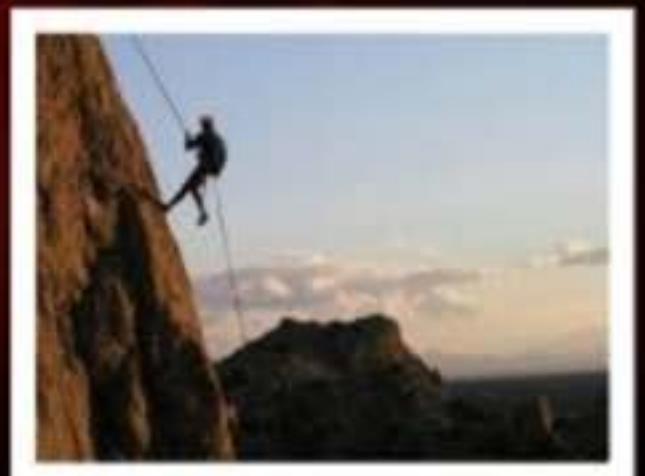


→ **Slender Loris**



## Tourism in Coorg

- Coorg offers many adventurous activities such as -
  - River rafting, canoeing, rappelling, rock climbing, mountain biking and trekking
- One can have a panoramic view of the entire Coorg by climbing the **Brahmagiri hills**
- Other interesting places are the **Nisargadhamma** and the largest Tibetan settlement of Buddhist monks at **Bylakuppe**.



- One can have a panoramic view of the entire Coorg by climbing the Brahmagiri hills



## Topic : PYQs

#Q.  Describe Coorg's weather. When is it most pleasant for the tourists to visit Coorg? (CBSE 2012)

#Q.  Coorgis belong to a valorous and hospitable race. Comment on this statement with reference to the text. (CBSE Question Bank 2021)



## Topic : Tea From Assam



By- "Arup Kumar Dutta"



- *In this part the narrator describes the vastness of the lush green tea-gardens found here.*



## Topic : Key Points

**Pranjol and Rajvir Visit to Assam**

**Popularity of Tea and Tea Gardens**

**Rajvir's Knowledge of Tea**

**At the Dhekiabari Tea Plantation**

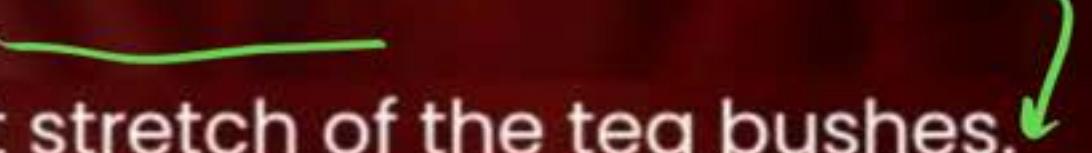


## Pranjol and Rajvir Visit to Assam

- Pranjol and Rajvir--classmates from the same school in Delhi.
- Pranjol belonged to Assam where his father was the Manager of a tea garden.
- He invited Rajvir to visit his home during the summer vacation.
- So, both of them were travelling to Assam by train.
  - When the train had stopped on the way at a station, they bought tea from a vendor and started sipping it.

## Popularity of Tea and Tea Gardens

- While sipping tea, Rajvir told Pranjol that over 80 crore cups of tea drunk everyday around the world.
  - A very popular drink ✓
- As the train started moving, Rajvir looked out of the window. He was amazed to see the beautiful scenery of greenery outside. ✓
  - The soft rice fields gave way to tea bushes.  

  - Rajvir was fascinated by the vast stretch of the tea bushes.  

  - On the other hand, Pranjol was reading his detective book.

- Pranjol was born and brought up in a tea plantation - was not as excited.
- However, he told Rajvir that Assam has the largest concentration of tea plantations in the world. 



## Rajvir's Knowledge of Tea



- Rajvir told Pranjol that there are many legends or stories about the discovery of tea.
- According to a legend, a Chinese emperor discovered tea when he was boiling water for drinking.
  - When the water was put to boil, a few leaves of the twigs burning under the pot fell into the water. Thus, the boiled water got a delicious taste. It is believed that they were tea leaves. ✓

- Rajvir further told Pranjol that Tea was first drunk in China in 2700 BC and the words like 'tea', 'chai' and 'chini' are also Chinese.
- He also mentioned that tea first came to Europe in the sixteenth century, and it was drunk more as medicine than as a beverage.
- Rajvir also told Pranjol about another legend from India which said that Bodhidharma, an ancient Buddhist monk, cut off his eyelids because he felt sleepy during meditations.
  - Ten tea plantations grew out of his eyelids. It is believed that the leaves of these plants, when put in hot water and drunk, banished sleep.

## At the Dhekiabari Tea Plantation

- ✓ Rajvir and Pranjol reached the Mariani Junction where Pranjol's parents received them.
- ✓ In car, they went to Dhekiabari, the tea estate managed by Pranjol's father.
- ✓ On both the sides of the road, there were huge acres of tea bushes.
- ✓ Groups of tea-pluckers with bamboo baskets on their backs and wearing plastic aprons were plucking the newly sprouted leaves.

- Looking at the tea-pluckers, Rajvir told Pranjol's father that it was the second flush or sprouting season.
- He also told him that this season lasts from May to July and yields the best tea.
- Rajvir's knowledge surprises Pranjol's father to which Rajvir tells him that he expects to learn more there.



#Q. Rajvir was very fond of reading detective stories. Why did he not like to read them during his journey? ✓ (CBSE 2020)

#Q. Why did Pranjol not share Rajvir's excitement on seeing the tree plantation? (CBSE 2013, 2019)

#Q. 'This is a tea country now'. Explain this with reference to Assam.  
✓ (CBSE 2013)

BREAK

20 min



# First Flight : Poetry



# Literary Devices



## Topic : Sequence

1. Simile
2. Metaphor
3. Personification
4. Assonance
5. Consonance
6. Alliteration
7. Hyperbole
8. Imagery
9. Repetition
10. Anaphora
11. Onomatopoeia
12. Irony
13. Oxymoron
14. Antithesis
15. Allusion
16. Symbolism
17. Paradox
18. Synecdoche
19. Poetic License
20. Transferred Epithet



## Tools of Comparison

Simile

Direct comparison

as, like

e.g. John runs  as fast as a Cheetah.

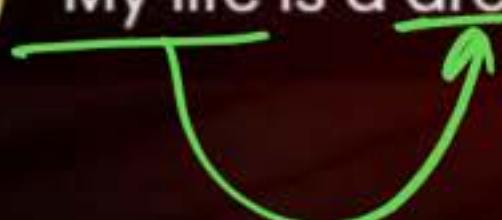
Metaphor

State one thing is the other

e.g. John is the Cheetah of our class.

#Q. Which of the following is an example of **metaphor**?

- A** The glasses smiled at me
- B** Cute cats chase toys
- C** Snow is like the sun
- D** My life is a dream



as, like

#Q. Which of the following is an example of simile?

- A Hiss, slurp, hush, scream-MOM!
- B Hopping hens' shop for shoes
- C My hand is as cold as snow
- D The Shirt said, "Wear Me!"

## Personification

Personification is a literary device in which the poet associates human attributes/qualities with some abstract idea or an inanimate object or a natural phenomenon.

### **Example:**

- "the wind whispered through the trees"

*Here, the wind is personified as capable of whispering, which is a human action.*

# Letters

## Vowels

a, e, i, o, u

apple ✓

ear

ie

Orange

ASSONANCE

a - umbrella

ə - unicorn  
(yu) union

## Consonants

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

e.g. Early bird gets the worm.

e.g. It is a beautiful day.

CONSONANCE

e.g. She sells shells by the sea.

ASSONANCE



## Alliteration

Alliteration is the occurrence of the same sound at the beginning of adjacent or closely connected words. It creates a musical effect and enhances the pleasure of reading a literary work.

### Examples:

- In the phrase "Peter Piper picked a peck of pickled peppers," the repetition of the "p" sound creates a pleasing and memorable rhythm.
- And no one buys a ball back.

Here the poet has used 'b' sound repeatedly which makes the expression musical.

#Q. Which of the following is an example of alliteration?

- A My hair is a vast forest
- B I sat by the river. I lived by the sea. I died by the lake.
- C Pants are like legs
- D Dogs dodge digging dandelions

**#Q. From the given options, select the figure of speech (Poetic Device) used in the expression-**

**"The angry clouds marched across the sky."**

- A Simile
- B Metaphor
- C Personification
- D Onomatopoeia



**Hyperbole** → *exaggerate*

This is something most of you do on a daily basis: exaggerate.

Hyperbole is an exaggerated statement or claim that is not meant to be taken literally. It's a rhetorical device often used for emphasis, humor, or dramatic effect in both literature and everyday language. Hyperbole stretches the truth to such an extent that it becomes obvious that it's not meant to be interpreted literally.



## Examples:

- I am so hungry that I could eat a horse.
- I so tired that I could pass out right now.
- My head aches so badly that its going to explode.



## Imagery

Imagery refers to the use of descriptive language that appeals to one or more of the five senses, creating mental pictures or sensory experiences for the reader.

### Examples:

- ✓ *The sky was painted with streaks of pink and orange as the sun dipped below the horizon.*
- “The old farmhouse stood weather-beaten and worn, surrounded by fields of golden wheat swaying in the breeze.”

## Repetition

Repetition is using a word, phrase, or clause a number of times with the purpose of emphasis or to provide unity to the poem.

### Examples:

- *I told you, and I told you, and I told you again: do not touch that button!*  
The words "I told you" and "I told you again" are underlined with a yellow bracket.
- *Balls, balls will be lost always, little boy.*

## Anaphora ✓

Anaphora is a specific type of repetition in which a word or phrase is repeated at the beginning of successive clauses or sentences. This rhetorical device is commonly used in both written and spoken discourse to create emphasis, rhythm, and emotional impact.

### Examples:

- *It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity..."*

Some say the world will end in fire.  
Some say in ice.

## Onomatopoeia (Sound Words)

Onomatopoeia is a figure of speech in which words imitate the sound or sounds they describe. In other words, the sound an onomatopoeic word produces is the meaning it intends to convey. 'Bang', 'pop', 'hiss' etc. are some onomatopoeic words.

Meow Hisssss  
Buzz  
Ning Nong



## Examples:

- *Ding-dong: The sound of a bell ringing.*
- *Buzz: The buzzing of bees filled the air.*
- *Hiss: The snake hissed menacingly as it coiled up.*
- *Meow: The cat meowed plaintively outside the door.*
- *Chirp: The birds chirped cheerfully in the early morning.*
- *Beep: The car horn beeped loudly in traffic.*

**#Q. From the given options, select the figure of speech (Poetic Device) used in the expression-**

The bees buzzed angrily around the flowers.

- A Simile
- B Metaphor
- C Personification ✓
- D Onomatopoeia

**#Q. From the given options, select the figure of speech (Poetic Device) used in the expression-**

He's so thin that if he turned sideways, he'd disappear.

**A** Simile

**B** Hyperbole

**C** Oxymoron

**D** Metaphor

**#Q. From the given options, select the figure of speech (Poetic Device) used in the expression-**

Every day,  
every night,  
in every way, I am getting better and better.

- A Alliteration
- B Simile
- C Anaphora
- D Onomatopoeia



## Irony

Irony is a literary device or a situation where there is a marked contrast between what is expected to happen and what actually occurs.

**For example**, if a fire station burns down, that's an example of situation irony because it's unexpected for an institution designed to prevent fires to be destroyed by one.



## Oxymoron

A phrase that combines normally contradictory terms.

### Examples:

- Bittersweet
- Open Secret
- Deafening Silence
- Original Copy
- Virtual reality
- Awfully good

## Antithesis

Antithesis involves the presentation of contrasting ideas in parallel structures to create emphasis or highlight differences.

### Examples:

- “It was the best of times; it was the worst of times.”

*Charles Dickens, A Tale of Two Cities*

- “To err is human; to forgive, divine.”

*Alexander Pope, “An Essay on Criticism”*

✓ “Speech is silver but silence is gold.”

**#Q. From the given options, choose the correct figure of speech that has been used in the following expression:**

**"Many are called, but few are chosen."**

- A** Oxymoron
- B** Antithesis
- C** Alliteration
- D** Metaphor

**#Q. From the given options, select the figure of speech (Poetic Device) used in the expression-**

**"The locksmith's own house was broken into last night."**

**A** Simile

**B** Metaphor

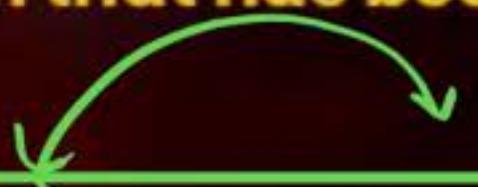
**C** Irony

**D** Hyperbole

## Topic : MCQs

#Q. From the given options, choose the correct figure of speech that has been used in the following expression:

"The play was a tragic comedy, blending elements of both sorrow and humor."



- A Antithesis
- B Oxymoron
- C Allusion
- D Metaphor



## Allusion

An allusion is a literary device that makes a reference to a person, place, event, or work of literature or art, either directly or indirectly. It's a brief and indirect mention that draws on the reader's familiarity with the referenced material to add depth, meaning, or resonance to the text.



## Examples:

- mentioning “Romeo and Juliet” in a love story is a literary allusion to Shakespeare’s play
- describing someone as having “Herculean strength” alludes to the legendary strength of Hercules
- referring to someone as “having the wisdom of Yoda” alludes to the character from “Star Wars”

## Symbolism

Symbolism is a literary device in which an object, person, situation, or action is used to represent a deeper meaning beyond its literal interpretation.

### Examples:

- In 'The Ball poem', 'ball' has been used as a symbol of the possessions a person may have. It is also symbolic of the childhood innocence of the boy.
- For instance, the color red might symbolize passion or danger, while white might symbolize purity or innocence.

## Paradox

A paradox is a statement or situation that appears to be contradictory or logically absurd, but upon closer examination, reveals a deeper truth or meaning. Paradoxes are often used in literature, philosophy, and rhetoric to provoke thought, challenge assumptions, and explore complex ideas.

### Examples:

- More is less ] *Knowledge*
- The beginning of the end



## Synecdoche

Synecdoche is a figure of speech in which a part of something is used to represent the whole, or vice versa.

**Examples:**

Car

- "He's driving a new set of wheels" refers to a new car, with "wheels" representing the vehicle as a whole.
- "The hired hands" refers to workers or employees, with "hands" representing the labor they provide.
- "He asked for her hand in marriage."

In this phrase, "hand" is used to represent the person as a whole.

#Q. From the given options, choose the correct figure of speech that has been used in the following expression

"Cowards die many times before their death."

Metaphor

A ~~Technology can enhance~~ learning but should not replace human interaction.

Simile

~~Traditional~~ methods of teaching are outdated and ineffective.

Personification

~~Personalized~~ learning is essential for academic success.

Paradox

~~Education~~ should prioritize efficiency over individual needs.

#Q. From the given options, choose the correct figure of speech that has been used in the following expression

"All hands on deck."

→ crew members

A Simile

B Paradox

C Synecdoche

D Alliteration

#Q. From the given options, choose the correct figure of speech that has been used in the following expression

"He's a modern-day Hercules."

- A Synecdoche
- B Allusion
- C Alliteration
- D Simile



## Poetic License

Poetic license is a convention that allows a poet to take liberty with language by changing the spellings or violating grammatical rules, with the purpose of creating rhymes, lyricism, rhythm, emphasis or humour.

It is - 'Tis

blindow  
↓  
Minda



## Examples:

- *Anda realio, trulio, little pet dragon*

Here for 'really', the word coined is 'realio' and 'trulio' is for 'truly'.

- *For there was a pirate, climbing in the winda.*

Here the spellings of 'widow' have been changed to 'winda' to make it rhyme with 'Belinda'.

## Transferred Epithet

Quality

Transferred Epithet is a figure of speech in which an adjective or modifier is grammatically applied to one noun but actually describes another noun in the sentence.

### Examples:

- *John had a sleepless night.*
- *I felt a biting cold as I entered the valley.*
- *He faced the harsh reality of life.*

Rahul had a sleepless night.  
  
He felt a biting cold.

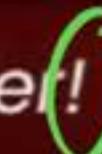
## Enjambment ✓

It is a poetic device in which a line runs on to the next line or lines carrying on the idea without a punctuation mark (a comma, or a full stop) at the end of a line.

### Examples:

- *What, what is he to do? I saw it go*

*Merrily bouncing, down the street, and then*

*Merrily over - there it is in the water!* 

- *An ultimate shaking grief fixes the boy*

*As he stands rigid, trembling, staring down*

*All his young days into the harbour where*

*His ball went.*

In both these examples, lines run on to the next without a punctuation mark at the end to show a pause.

**#Q. From the given options, choose the correct figure of speech:**

"He is a dreamer of dreams that never come true, but dreams he does."

- A Allusion
- B Poetic License
- C Simile
- D Metaphor

**#Q. Identity the figure of speech which has been used in the following expression:**

The tanned teenager tripped over the steps.

- A Alliteration
- B Paradox
- C Metaphor
- D Personification

**#Q. What figure of speech (poetic devices) has been used in the following expression:**

The child smiled like a blooming flower

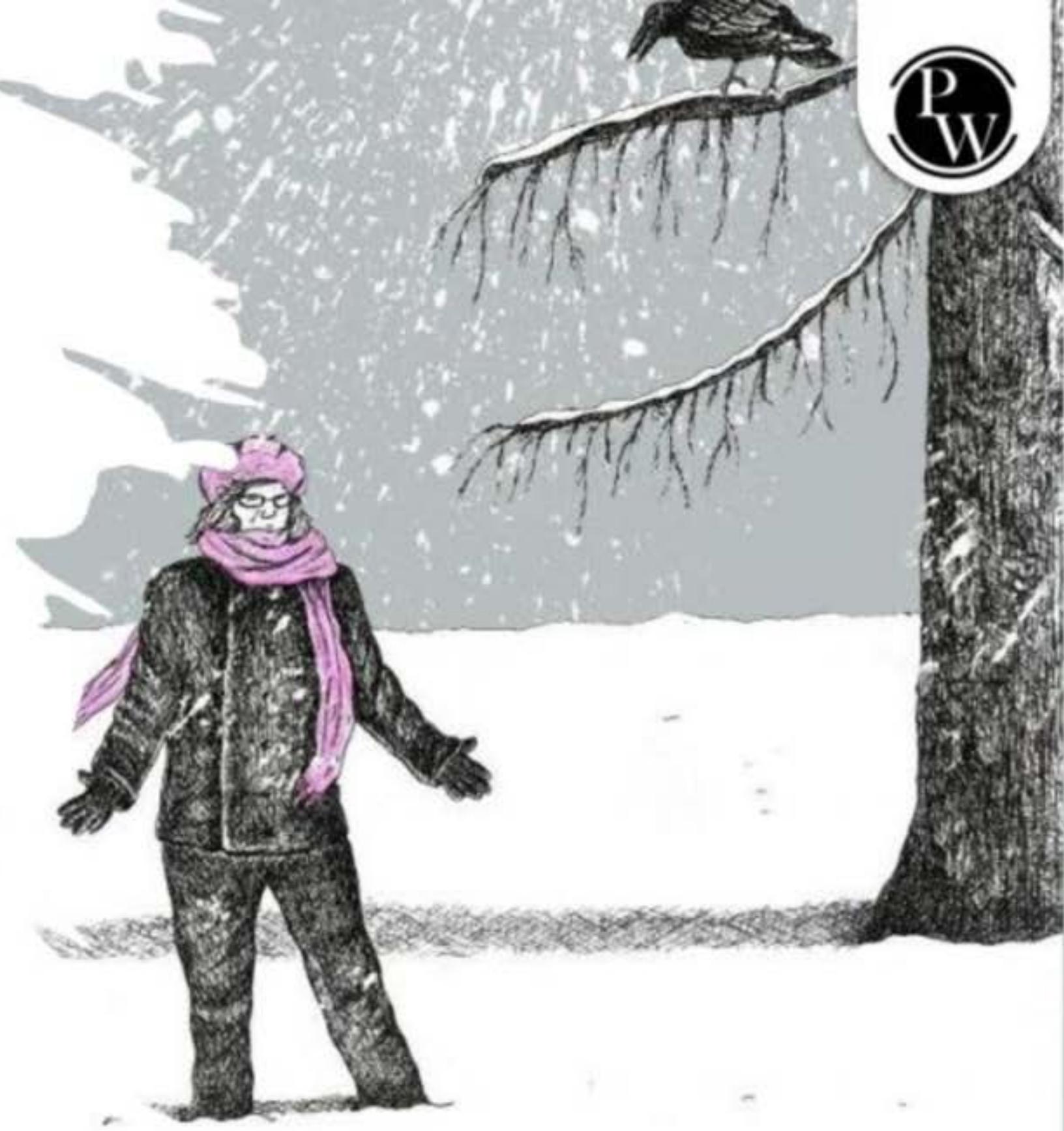
- A Simile
- B Irony
- C Paradox
- D Oxymoron

#Q. From the given options, choose the correct figure of speech that has been used in the following expression:

"The classroom was a real zoo."

- A Synecdoche
- B Allusion
- C Alliteration
- D Metaphor

# Dust of Snow





## Topic : Dust of Snow



**By - "Robert Frost"**



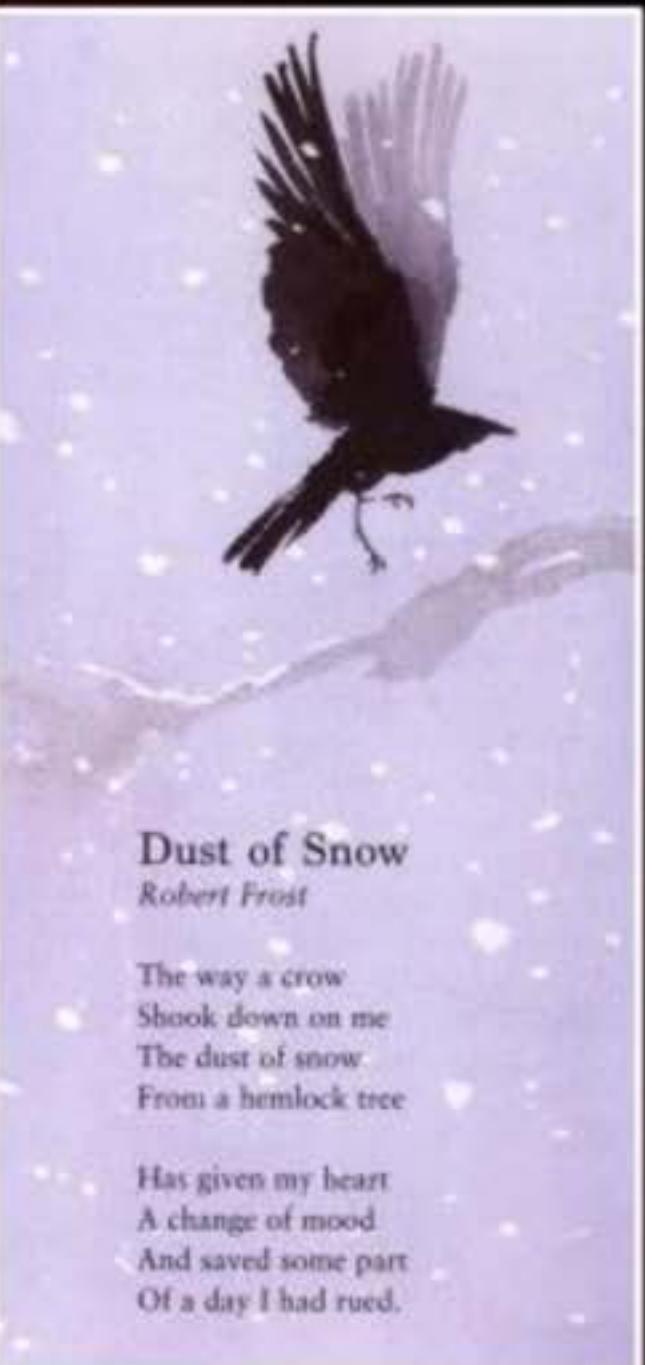
- '*Dust of Snow*' is a short poem that presents the details of a landscape and focuses on the transformative power of nature.
- It emphasizes that sometimes seemingly insignificant events can bring about a significant change in our lives.



## Topic : Introduction



- "Dust of Snow" is a short poem consisting of just two stanzas. However, the poem has got the beauty of a miniature painting.
- In the fewest possible words, the poet has given the details of a landscape.
- A snow-laden hemlock tree, with a crow flying out of it, scattering the soft snow all over the poet passing by under the tree, make a perfect, balanced and complete winter landscape.



The way a **crow**  
**Shake**  
Shook down on me

The dust of **snow**  
From a **hemlock tree**

Nature  
blessing

Has given my heart  
A change of mood

And saved some part  
held in regret; bad  
Of a day I had rued.

Ill omens





## Topic : Message



#Q. What is the rhyme scheme of the poem?

- A** abaa
  - B** aaab
  - C** Bba
  - D** abab
- D

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.

#Q. 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



#Q. 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

#Q. Which poetic device is used in the following line - 'and saved some part'

- A** Simile
- B** Metaphor
- C** Hyperbole
- D** Alliteration



# Poetic Devices

The way a crow — Assomance

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.

Imagery

Symbolism

Fugacement

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.

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

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

→ Unconventional

**#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.

**#Q.** Have there been times when you felt depressed and hopeless? Have you experienced a similar moment that changed your mood that day?

**Ans.** Yes, there have been number of times when I felt depressed and hopeless. Sometimes such moments were a result of my own action and sometimes they were aroused by other people's behaviour and attitude.

Yes, I have experienced a similar moment that changed my mood. One day, I was very upset so I went out for a walk. I saw a small boy sitting in the park and enjoying with his friends. The sight and the joy that the boy was sharing with his friends changed my mood and I felt very happy for the rest of the day. I also joined him and enjoyed the company.

#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.)



# Fire and Ice





## Topic : 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.

[From what I've tasted of desire] ✓

I hold with those who favour fire.  
agree

destroy  
But if it had to perish twice,

[I think I know enough of hate]

To say that for destruction ice

Is also great enough  
And would suffice.



Fire

Desire

Fiery emotions

Anger

Gruelty

Brontality

Ice

Hatred

Cold emotions

J

Ignorance

Insensitive

Intolerance



## Topic : Message



0 Sustain human Values

#Q. What is the rhyme scheme of the poem?

- A abaa aabaa
- B abaa ababa
- C aaba abbba
- D abab babaa

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

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

desire

#Q. 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

#Q. Which option correctly replaces the underlined phrase in the give line from Fire and Ice?

I hold with those who favour fire.

- agree

- 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 ]

① Anaphora

[ Some say in ice. ]

② Alliteration

From what I've tasted of desire — ⑤ Enjambment

I hold with those who favour fire.

⑥ Imagery

But if it had to perish twice, ③ Assonance

I think I know enough of hate

To say that for destruction ice ④ Symbolism

Is also great

And would suffice.



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



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

- A** Metaphor
- B** Personification
- C** Alliteration
- D** Oxymoron

- #Q ✓ What is the rhyme scheme of the poem? How does it help in bringing out the contrasting ideas in the poem?
- #Q ✓ Explain why the poet personally holds the conviction that the world will primarily end in fire?  
✗ (PYQ)

**#Q.** WThere 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.

#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.

**#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.



# A Tiger in the Zoo

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1. u o j r y n e

an act of travelling from one place to another ↗

2. c h s e I 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!**

Theme: Travel

1. j o u r n e y

an act of travelling from one place to another

Unjumble as many words as possible!

2. s c h e d u l e

Theme: Travel

a plan for carrying out a process

3. i t i n e r a r y

a detailed plan or route of a journey

4. t r e k k i n g

go on a long journey, typically by foot



## Topic : 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

bright & clear

He stalks in his vivid stripes

The few steps of his cage,

a soft cloth

On pads of velvet quiet,

In his quiet rage.

extreme

anger

Zoo

Waiting in order to attack

He should be lurking in shadow,

move quickly

Sliding through long grass

a place where animals drink

Near the water hole

Where plump deer pass.

fat / healthy

forest

growling; दृश्यता; दृष्टिता

He should be snarling around houses

At the jungle's corner,  
showing पूर्ण; paws

Baring his white fangs, his claws,

long canine teeth,

Terrorising the village!

threatening

forest

But he's locked in a concrete cell,  
*Cage*

power  
His strength behind bars,

Stalking the length of his cage,

Ignoring visitors.

}  
Loo

He hears the last voice at night,

The patrolling cars,

And stares with his brilliant eyes

At the brilliant stars.

Shiny

Too



**Topic : Message**



#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

**#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

**#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



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 -

#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



# 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!

## Alliteration

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.

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,  
In his **quiet rage.**

— Metaphor

→ **Oxymoron**

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

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,** → **Transformed Epithet**  
And stares with his brilliant eyes  
At the brilliant stars.

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



➤ 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



# How to Tell Wild Animals

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## Topic : How to Tell Wild Animals



By - 'Carolyn Wells'



- *This poem is a description of physical features and the behaviour of certain wild animals.*
- *It is a beautiful blend of information and wit as it suggests some dangerous ways to identify wild animals!*

If ever you should go by chance

To jungles in the east;

And if there should to you advance

yellow-brown

A large and tawny beast, animal

If he roars at you as you're dyin'

You'll know it is the Asian Lion...

- ① Huge
- ② Tawny
- ③ Roar



Or if some time when roaming round,

*royal*

A noble wild beast greets you,

With black stripes on a yellow ground,

*skin/body*

Just notice if he eats you.

This simple rule may help you learn

*identify*

The Bengal Tiger to discern.



If strolling forth, a beast you view,

body

Scattered / Sprinkled

Whose hide with spots is peppered,

As soon as he has lept on you, leapt  
jump

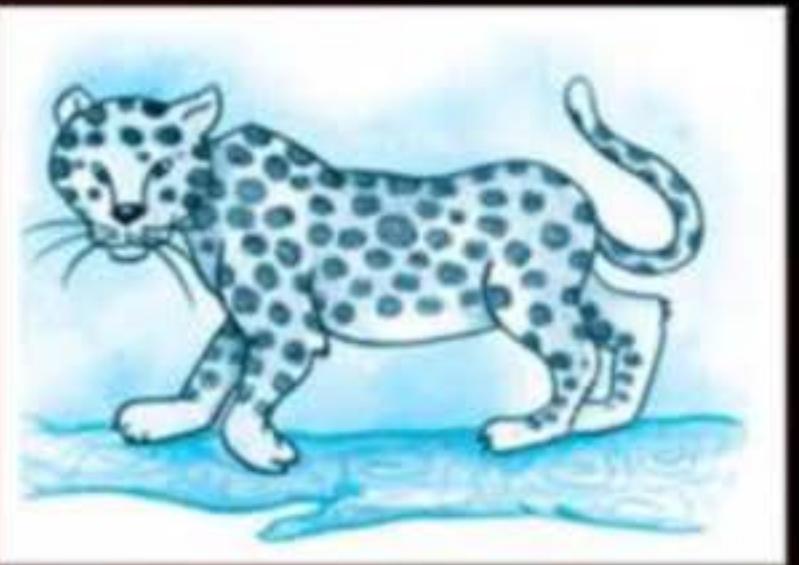
You'll know it is the Leopard.

It will

'Twill do no good to roar with pain,  
(jump)

He'll only lep and lep again.

leap



If when you're walking round your yard

You meet a creature there,

Who hugs you very, very hard,

Be sure it is a Bear.

If you have any doubts, I guess

He'll give you just one more caress.

Swat/Slap



differentiate

तिराकार

Though to distinguish beasts of prey

beginner

confused

A novice might nonplus, (nonplussed)

The Crocodile you always may

Tell from the Hyena thus:

happy

Hyenas come with merry smiles;

Cry

But if they weep they're Crocodiles.



The true Chameleon is small,

A lizard sort of thing;

He hasn't any ears at all,

And not a single wing.

If there is nothing on the tree,

It is

'Tis the chameleon you see.





**Topic : Message**



#Q. How can a Asian Lion be identified?

- A** Large body ✓
- B** Dull, brown color ✓
- C** Loud roar ✓
- D** All of the above ✓

#Q. The yellow ground refers to:

- A** The color of the Bengal Tiger's skin
- B** An enclosure in a zoo
- C** The grass in a park in Bengal city
- D** The dry grass in a forest

**#Q. A leopard can be recognised by -**

- A** Its loud roar
  - B** Its unique movement
  - C** The pattern of its stripes
  - D** The spots on its body
- A green checkmark is drawn through the circle containing option D.

#Q. Despite the presence of a chameleon on a tree, there seems nothing because he can easily -

- A** Climb very high
- B** Hide in his nest
- C** Hide behind the leaves
- D** Merge with the surroundings



# Literary Devices



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

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

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

## Alliteration

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

## Repetition

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

## Paradox

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

## **LITERARY DEVICES**

- **Alliteration**
  - Or if some time when roaming round
  - If when you're walking round your yard  
You meet a creature there,
- **Repetition**
  - He'll only **leap** and **leap** again
  - Who hugs you **very, very** hard,
- **Paradox**
  - If there is nothing on the tree,  
'Tis the chameleon you see.

# Poetic Licence

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

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

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

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

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

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



- Poetic License

- If he roars at you as you're dyin'

You'll know it is the Asian Lion...

- As soon as he has lept on you,

You'll know it is the Leopard.

'Twill do no good to roar with pain,

He'll only lep and lep again.

- Though to distinguish beasts of prey

A novice might nonplus.



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

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

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

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

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

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

- Humour

*It is a literary device in which the poet tries to make the poem witty by provoking laughter. This poem is full of humorous images.*

- Just notice if he eats you.
- He'll give you just one more caress.
- If there is nothing on the tree,

'Tis the chameleon you see.

- Irony

*It is a literary device which occurs when a person says something that is different from what they really mean.*

- A **noble** wild beast greets you
- He'll give you just one more **caress**

- #Q. How can you identify the Asian Lion and the Bengal Tiger?
- #Q. How can you distinguish between a tiger and a leopard?
- #Q. How does a leopard behave when he sees someone?
- #Q. Why does the poet use the term 'noble' and 'wild' for the tiger?

#Q. How can you identify the Asian Lion and the Bengal Tiger?

Ans. The Asian lion can be identified by its large body and a brownish-yellow colour. It roars loudly when it attacks its prey. On the other hand, the Bengal tiger can be identified by black stripes on a yellow background of its body. It silently attacks its prey.



#Q. How can you distinguish between a tiger and a leopard?

Ans. A tiger has black stripes on its yellow body. On the other hand, a leopard does not have any stripes. It has spots peppered on its body.

Moreover, a tiger kills only when it is hungry, while a leopard can kill for the pleasure of killing by jumping continuously on its prey.



#Q. How does a leopard behave when he sees someone?

Ans. As soon as a leopard sees someone, it jumps over them at once. It keeps on jumping and attacking its victim, continuously until death.

#Q. Why does the poet use the term 'noble' and 'wild' for the tiger?

Ans. In the poem 'How to tell wild Animals', the poet calls the Bengal tiger 'noble' as well as 'wild' because the tiger hunts only when he is hungry unlike other animals who may kill a prey for the pressure of killing.

# The Ball Poem

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## Topic : The Ball Poem



By -'John Berryman'



- *This poem vividly captures a young boy's state of mind whose joyful activities are suddenly interrupted when he loses a ball.*
- *The poem is about how small and insignificant events of life give significant lessons and prepare one to gradually face harsh realities of life.*



*Before you read-*

- *A boy loses a ball. He is very upset. A ball doesn't cost much, nor is it difficult to buy another ball. Why then is the boy so upset? Read the poem to see what the poet thinks has been lost, and what the boy has to learn from the experience of losing something.*

What is the boy now, who has lost his ball,

What, what is he to do? I saw it go

*happily*

Merrily bouncing, down the street, and then

Merrily over – there it is in the water!



No use to say 'O there are other balls':

extreme                          Sadness  
An ultimate shaking grief fixes the boy

As he stands rigid, trembling, staring down  
Shaking

(All his young days into the harbour) where

His ball went.



*interfere*

I would not intrude on him;

*money*

*useless*

A dime, another ball, is worthless. Now

He senses first responsibility

In a world of possessions. People will take

Balls, balls will be lost always, little boy.

*Ball = valuable asset*





And no one buys a ball back. Money is external.

He is learning, well behind his desperate eyes,

*the knowledge of something*—what it means to lose something  
The epistemology of loss, how to stand up

Knowing what every man must one day know

And most know many days, (how to stand up.)



## Topic : Message



- ① Loss is inevitable.
- ② We must learn how to manage a loss and move on.

#Q. Why does the poet say "a dime, another ball, is worthless"?

A Because the boy doesn't like playing with balls

B Because the ball has sentimental value

C Because money can't replace the lost ball's emotional value

D Because the boy is too rich to care

#Q. What does the poet mean by "Money is external"?

- A Money can buy everything one wants and make them happy
- B Money cannot replace lost possessions with sentimental value
- C Money is more important than emotions
- D Money is irrelevant in the modern world

#Q. What does the poet mean by "the epistemology of loss"?

- A The study of losing things
- B The science of understanding the reason for hidden items and finding them
- C The knowledge of playing games
- D Understanding the nature of loss and how to cope with it

**#Q. What is the boy ultimately learning by the end of the poem?**

- A How to stand up after experiencing loss
- B How to save money and become rich
- C The value of new toys and happiness
- D How to find lost things



# Literary Device

What is the boy now, who has lost his ball,  
I would not intrude on him;  
What, what is he to do? I saw it go  
A dime, another ball, is worthless. Now  
Merrily bouncing, down the street, and then He senses first responsibility  
Merrily over — there it is in the water!

Transferred epithet

No use to say 'O there are other balls':

An ultimate **shaking grief** fixes the boy

As he stands rigid, trembling, staring down  
He is learning, well behind his desperate eyes,  
All his young days into the harbour where  
The epistemology of loss, how to stand up  
His ball went.

Balls, balls will be lost always, little boy.

Repetition

Alliteration

And no one buys a ball back. Money is external.

Knowing what every man must one day know  
And most know many days, how to stand up.



## Alliteration

Alliteration is the occurrence of the same sound at the beginning of adjacent or closely connected words. It creates a musical effect and enhances the pleasure of reading a literary work.

## Examples:

- *Balls, balls will be lost always...*

Here the poet has repeated 'b' sound.

- And no one buys a ball back.

Here the poet has used 'b' sound repeatedly which makes the expression musical.

## Transferred Epithet

Transferred Epithet is a poetic device in which an adjective is used not with the noun which it normally qualifies but with some other noun.

### Example:

- *shaking grief*

Here, it is not the grief that shakes but the boy.

What is the boy now, who has lost his ball,  
What, what is he to do? I saw it go  
Merrily bouncing, down the street, and then  
Merrily over – there it is in the water!

### Anaphora

No use to say 'O there are other balls':

An ultimate shaking grief fixes the boy  
As he stands rigid, trembling, staring down  
All his young days into the harbour where  
His ball went.

I would not intrude on him;  
A dime, another ball, is worthless. Now  
He senses first responsibility *Frijambrent*  
In a world of possessions. People will take  
**Balls, balls** will be lost always, little boy.

### Repetition

And no one buys a ball back. Money is external.  
He is learning, well behind his ~~desperate~~ eyes,  
The epistemology of loss, **how to stand up**  
Knowing what every man must one day **know**  
And most **know** many days, **how to stand up.**

## Repetition

Repetition is using a word, phrase, or clause a number of times with the purpose of emphasis or to provide unity to the poem.

### Examples:

- *What, what is he to do?*

Here the repetition of the word 'what' emphasizes the helplessness of the boy who cannot retrieve the lost ball.

- *Balls, balls will be lost always, little boy.*

Here the word 'balls' has been repeated to emphasize the idea that 'balls' stand for the possessions of a person.

- *Knowing what every man must one day know*

*And most know many days, how to stand up.*

Here 'know' is repeatedly used to emphasize that the incident has given a lesson to the boy about the hard fact of life that one has to suffer losses from time to time and one should know how to accept the losses bravely without being shaken by them.



- *The epistemology of loss, how to stand up*

*Knowing what every man must one day know*

*And most know many days, how to stand up.*

The poet repeats the expression 'how to stand up' to bring home the idea that one must accept a loss bravely and move on in life.

## Anaphora

Anaphora is a literary device in which the writer repeats the same beginning of a clause or a sentence, chiefly with the purpose of emphasis on the repeated element, but also to bring rhythm in the Writing.

### Examples:

- *What is the boy now, who has lost his ball,*

*What, what is he to do? I saw it go*

Here the poet starts the first and the second line with 'What' to arouse the curiosity of the reader about the reaction of the boy to the loss of the ball.

- *Merrily bouncing, down the street, and then*

*Merrily over - there it is in the water!*

Here each of these two lines begins with 'Merrily' to present the ball moving away happily, which is contrasted with the sad mood of the boy.

## Enjambment

It is a poetic device in which a line runs on to the next line or lines carrying on the idea without a punctuation mark (a comma, or a full stop) at the end of a line.

### Examples:

- *What, what is he to do? I saw it go*

*Merrily bouncing, down the street, and then*

*Merrily over - there it is in the water!*

- *An ultimate shaking grief fixes the boy*

*As he stands rigid, trembling, staring down*

*All his young days into the harbour where*

*His ball went.*

In both these examples, lines run on to the next without a punctuation mark at the end to show a pause.

What is the boy now, who has lost his ball,

What, what is he to do? I saw it go

Merrily bouncing, down the street, and then

Merrily over – there it is in the water!

personification

No use to say 'O there are other balls':

An ultimate shaking grief fixes the boy

As he stands rigid, trembling, staring down

All his young days into the harbour where

His ball went.

I would not intrude on him;

A dime, another ball, is worthless. Now

He senses first responsibility

In a world of possessions. People will take

Balls, balls will be lost always, little boy.

Symbolism

And no one buys a ball back. Money is external.

He is learning, well behind his desperate eyes,

The epistemology of loss, how to stand up

Knowing what every man must one day know

And most know many days, how to stand up.

## Symbolism

Symbolism is the use of symbols to signify the ideas and qualities, by giving them symbolic meanings that are different from their literal meaning. Generally, it is an object representing another, to give an entirely different meaning that is much deeper and more significant.

In this poem, 'ball' has been used as a symbol of the possessions a person may have. It is also symbolic of the childhood innocence of the boy.

## Personification

Personification is a literary device in which the poet associates human attributes with some abstract idea or an inanimate object or a natural phenomenon.

### Example:

- *merrily bouncing down the street*

Here the ball has been personified, as the expression “merrily bouncing” presents the inanimate ball jumping happily like a human being.

**#Q.** Why does the poet say, "I would not intrude on him"? Why doesn't he offer him money to buy another ball? (CBSE 2020)

**#Q.** Why is it important for everyone to experience loss and to stand up after it? (CBSE 2014)

#Q. What does John Berryman want to convey through this poem? (CBSE 2011, 2016)

#Q. "Money is external". What does the poet mean by this expression? (CBSE 2014)

**#Q. Why is it important for everyone to experience loss and to stand up after it?**

(CBSE 2014)

**Ans.** It is important for everyone to experience loss and to stand up after it in order to be strong and to get on with life. One needs to stay strong no matter how much it hurts inside. Staying strong is the only way to survive. Moreover, one needs to learn to accept and let go and not cling to something that they can never have. One should understand that the past is gone and it will never come back. Experiencing loss sometimes helps us to grow up and face hardships.

This helps us in breaking all the boundaries into freedom. The poem teaches us a philosophy of life through the loss of ball i.e. "Loss is a universal truth in our life." We have to lose something at one point of time. Through the loss of ball, the boy learns real knowledge of the world. If he is able to bear the loss, he will be able to face the difficulties of life courageously. The boy must know how to stand up after a loss. It is very essential for every human being to be able to move on or stand up after being knocked down. Here, the ball signifies losing something valuable that can not be bought or replaced. The poet wants us to understand that loss is inevitable and everyone must learn to cope up with the loss with patience and courage.

**#Q.** Not from weeping nor from grieving will anyone obtain peace of mind". If you had to use the message of the given quote from the Buddha's sermon (The Sermon at Benares) to help the boy cope with the loss of his ball and what it signifies (The Ball Poem), what would you include in your advice? (CBSE SQP 2023)

**Ans.** The Buddha's words teach us to cope with the loss of irreplaceable things. They tell us that the loss of irreparable things brings griefs and sorrow but as wise people we must learn to stay calm and accept the loss, understanding that we might lose things we love, even people we once loved. The existence of some things in our lives is ephemeral. This acceptance helps us in living normally and forgetting about loss.

These words can help the boy in 'The Ball Poem' cope with the loss of the ball by making him understand that loss is a constant and important part of life. Only by learning to accept and adapt to it can we live a normal life.

This notion might be too difficult for the boy to understand because he is too young. He is all alone in his loss. There is no one beside him to explain everything about the loss. So, he must learn from his experience painstakingly. For the same he require time to cope for he can easily feel disheartened at such a young age.



Unjumble the adjectives to describe the image.



I g a i c m a

Magical

w l g g i o n

Glowing

y s m l i c a t

Mystical

Here are the answers!



magical

glowing

mystical

# Amanda

---





## Topic : Amanda!



By - "**ROBIN KLEIN**"



- “Amanda!” is a short poem about the mental state of a young school-going girl.
- She is always checked & instructed by her elders, most probably by her mother.
- Feeling annoyed, she ignores the instructions and finds escape in dreams of a life full of liberty, where she may live according to her own whims and fancies.

Don't bite your nails, Amanda!

bend

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight,

Amanda!



relaxed green

(There is a languid, emerald sea,  
only resident  
where the sole inhabitant is me -

a mermaid, drifting blissfully.)

स्वर्णी floating happily



Mermaid



Did you finish your homework, Amanda?

*clean*

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!



ବୀର୍ଯ୍ୟ

(I am an orphan, roaming the street.

quiet

I pattern soft dust with my hushed, bare feet.

The silence is golden, the freedom is sweet.)



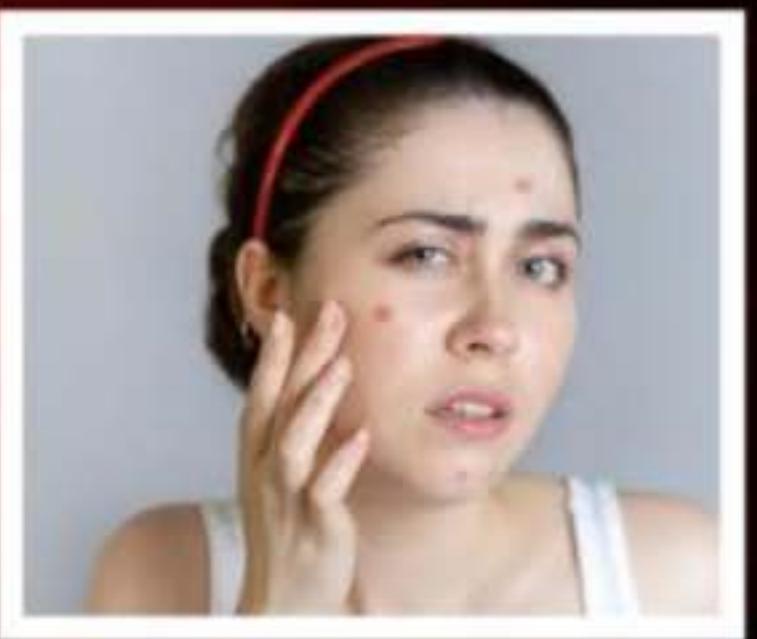


Don't eat that chocolate, Amanda!

Remember your acne, Amanda!

Will you please look at me when I'm speaking to you,

Amanda!



(I am Rapunzel, I have not a care;

*peaceful*

life in a tower is tranquil and rare;

I'll certainly never let down my bright hair!)



Stop that sulking at once, Amanda!

You're always so moody, Amanda!

Anyone would think that I nagged at you, Amanda!





## Topic : Message



- The poem conveys the message that children need to be allowed more liberty.
- In fact, the poem indirectly emphasizes the need of a healthy bond between parents and children. Parents should understand the psychology of children, who in turn, should be respectful and responsible to their parents.

**#Q. What could Amanda do if she were a mermaid?**

- A** Be in the green sea
- B** Lead a relaxing life
- C** All of the above
- D** None of the above

**#Q. What does she want to do as an orphan?**

- A** Walk freely in the streets
- B** Play in dust with bare feet
- C** All of the above
- D** None of the above

**#Q. What will Amanda's behaviour make people think?**

- A** Her mother loves her
- B** Her mother harasses her
- C** Her mother is understanding
- D** Both (A) and (C)



# Poetic Devices



Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!

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

Did you finish your homework, Amanda?

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!

(I am an orphan, roaming the street.

I pattern soft dust with my hushed, bare feet.

The silence is golden, the freedom is sweet.)

Don't eat that chocolate, Amanda!

Remember your acne, Amanda!

Will you please look at me when I'm speaking  
to you, Amanda!

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

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



## Alliteration

Alliteration is the occurrence of the same sound at the beginning of adjacent or closely connected words. It creates a musical effect and enhances the pleasure of reading a literary work.

## Examples:

- *Stop that slouching and sit up straight.*
- Here 's' sound has been repeated which makes the line musical.
- *Stop that sulking at once, Amanda!*

Here 's' sound has been used repeatedly.



Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!

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

Did you finish your homework, Amanda?

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!

(I am an orphan, roaming the street.

I pattern soft dust with my hushed, bare feet.

The silence is golden, the freedom is sweet.)

Don't eat that chocolate, Amanda!

Remember your acne, Amanda!

Will you please look at me when I'm speaking  
to you, Amanda!

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

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

## Repetition

Poets often repeat single words or phrases, lines, and sometimes, even whole stanzas at intervals to create a musical effect; to emphasize a point; to draw the readers' attention or to lend unity to a piece.

### Example:

- In the poem the name of 'Amanda' has been repeatedly used to emphasize the commanding manner in which the mother addresses the young girl.



Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!

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

Did you finish your homework, Amanda?

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!

(I am an orphan, roaming the street.

I pattern soft dust with my hushed, bare feet.

The silence is golden, the freedom is sweet.)

Don't eat that chocolate, Amanda!

Remember your acne, Amanda!

Will you please look at me when I'm speaking  
to you, Amanda!

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

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



## Anaphora

Anaphora is a poetic device in which a word or group of words is used repeatedly at the beginning of sentences or clauses to creates special effect or to emphasise something.



## Examples:

- *Don't bite your nails, Amanda!*

*Don't hunch your shoulders, Amanda!*

Each sentence in this example starts with “Don’t” which stresses the authoritative tone of the mother.

- *Did you finish your homework, Amanda?*

*Did you tidy your room, Amanda?*



Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!

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

Did you finish your homework, Amanda?

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!

(I am an orphan, roaming the street.

I pattern soft dust with my hushed, bare feet.

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

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



## Allusion

Allusion means an indirect reference or suggestion. It is a figure of speech in which a passing, but significant reference is made to a well-known person, place, thing or idea of a historical, mythological, cultural, literary or political significance. It does not describe in detail the person or thing it refers to.

There are two allusions in the poem.

## Examples:

- *A mermaid, drifting blissfully*

*Here a reference is made to a mermaid who in folklore is presented as an aquatic creature with the head and upper body of a female human and the tail of a fish.*



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

*Here the poet alludes to Rapunzel, a golden-haired young girl in a German fairytale. Rapunzel was imprisoned in a tower by a witch. She let her long hair down through the window of the tower. Her prince climbed up the hair, entered the tower and rescued her.*



Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!

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

Did you finish your homework, Amanda?

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!

(I am an orphan, roaming the street.

I pattern soft dust with my hushed, bare feet.

The silence is golden, the freedom is sweet.)

Don't eat that chocolate, Amanda!

Remember your acne, Amanda!

Will you please look at me when I'm  
speaking to you, Amanda!

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

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



## Metaphor

A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. Unlike a simile, where two things are compared directly using 'like' or 'as', a metaphor's comparison is more indirect, usually made by stating 'something is something else'. A metaphor is very expressive; it is not meant to be taken 'literally'.



*The poet uses metaphors in stanzas 2, 4 and 6 as he compares Amanda to a mermaid, an orphan and Rapunzel respectively. Amanda imagines herself to be gliding over the sea like a mermaid. Then she dreams that she is an orphan roaming about freely without any restraints, and finally she imagines that she is Rapunzel living a solitary life in a tower.*

#Q What could Amanda do if she were a mermaid?

#Q Is Amanda an orphan? Why does she say so?

#Q Do you know the story of Rapunzel? Why does she want to be Rapunzel?

#Q What does the girl yearn for? What does this poem tell you about Amanda?

**#Q** How old do you think Amanda is? How do you know this?

**Ans.** Amanda is a little, 8-12 years old school going girl. We know this because of the reference of a mermaid and Rapunzel. Also, the instructions given to her, for doing homework, nail biting, correcting posture, etc. are generally given to children of such age group.

**#Q Who do you think is speaking to her?**

**Ans.** Any one of Amanda's elder's or parents is speaking to her. From the instructions given to Amanda, one can say that it is most probably Amanda's mother or governess.

**#Q** Why are stanzas 2, 4 and 6 given in parenthesis?

**Ans.** Stanza 2, 4 and 6 are given in parenthesis because they reflect Amanda's inner thoughts. Amanda is lost in her dream world and is not listening to what her mother is asking/telling her.

**#Q** Who is the speaker in stanzas 2, 4 and 6? Do you think this speaker is listening to the speaker in stanzas 1, 3, 5 and 7?

**Ans.** The speaker in stanza 2, 4 and 6 is the child, Amanda. No, Amanda is not listening to the speaker of stanza 1, 3, 5 and 7 as she is lost in the world of her imagination.

**#Q** What could Amanda do if she were a mermaid?

**Ans.** If Amanda were a mermaid, she could be the only resident of the beautiful green sea where she would afloat in the soft waves of the sea. There, she could relax and enjoy her freedom.

**#Q Is Amanda an orphan? Why does she say so?**

**Ans.** No, Amanda is not an orphan, though she wishes to be an orphan. She says so because she is upset at being scolded again and again by her mother. Thus, she thinks that if she had been an orphan, she would be free, and her life would be peaceful.

**#Q** Do you know the story of Rapunzel? Why does she want to be Rapunzel?

**Ans.** Rapunzel was a beautiful golden-haired princess who lived in a tower. She had very long hair by which she used to allow people to come into her tower. Amanda believes that Rapunzel's life in the lonely tower would be very happy. So, she wanted to be Rapunzel and wishes to live in such a tower, away from everyone. She even imagines that in order to live a happy life she would never allow anyone to come into her tower.

**#Q** What does the girl yearn for? What does this poem tell you about Amanda?

**Ans.** The girl Amanda yearns for freedom and peace in life.

According to the poem, Amanda feels that her freedom has been limited by her mother. She is fed up of the constant scolding and instructions by her mother. She wants to go away and live a peaceful life.

**#Q** Read the last stanza. Do you think Amanda is sulking and moody?

**Ans.** No, Amanda is neither sulking nor she is acting moody. The speaker (her mother) of the last stanza thinks so because Amanda is not paying any attention to her instructions, rather she is lost in her own world.

BREAK  
15 min

9.20 pm



# Footprints Without Feet



# Game Time

# Guess the word!

1.



+



- *Butterfly*

2.



+



→ *Starfish*

3.



+



→ *Toothpaste Stand*

# Guess the word!

1.



2.



3.



1.



way

= Milky Way

2.



mic



scope

= microscope

3.



elect



city

= electricity

# A Triumph of Surgery



## Topic : A Triumph of Surgery



↓  
Victory



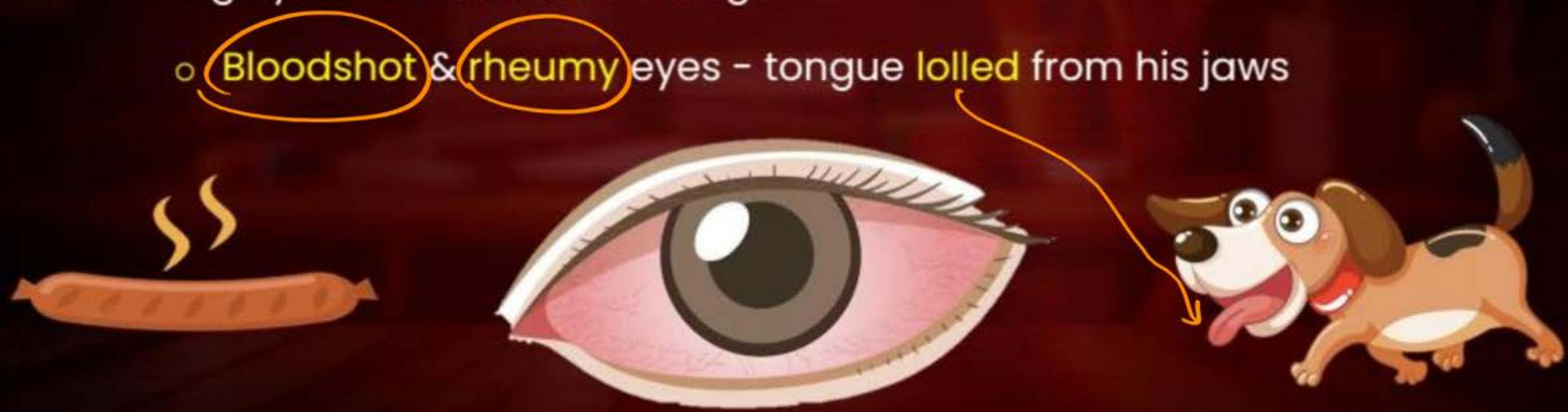
**By-James Herriot**

Veterinary

- '*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.

## ➤ 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



## ➤ 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

- Cut down Sweet intake?
  - Tricki got weak, so Mrs. Pumphrey allowed 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

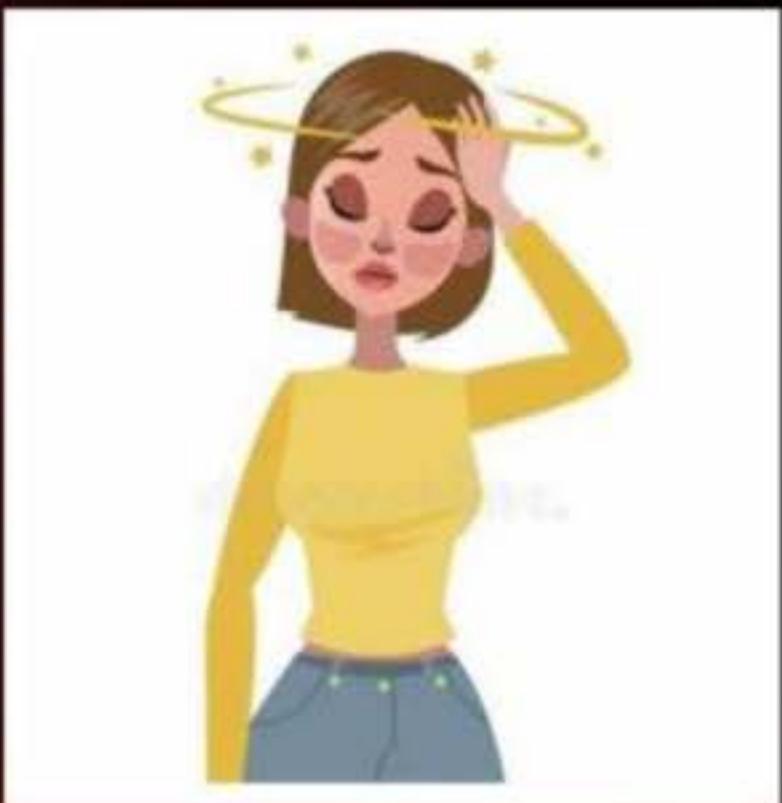
- Dr. Herriot expected a call soon!
- Mrs. Pumphrey, upset & worried, called in a few days
  - ✓ Tricki refusing food
  - ✓ Bouts of vomiting
  - ✓ Lying on a rug, panting – didn't want to do anything
- Plan - get Tricki out of house – hospitalise him for about a for tonight



## 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, supper bowl





- Doctor drove away – Mrs. Pumphrey threw armful of little coats
- saw everybody in tears – while turning the corner
- *Doctor said, "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 2<sup>nd</sup> day -
    - Some interest in surroundings
    - At the start of 3<sup>rd</sup> day -
      - Whimpered on hearing other dogs
      - The inspection by Greyhound, Joe - roll over
      - Dogs moved to garden – Tricki followed

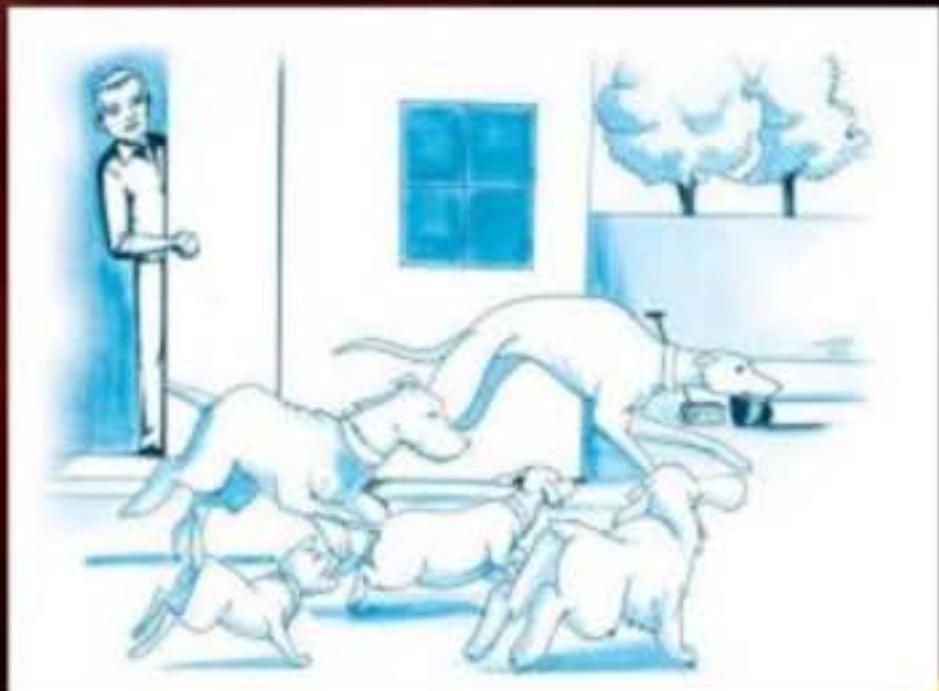


Joe

- 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

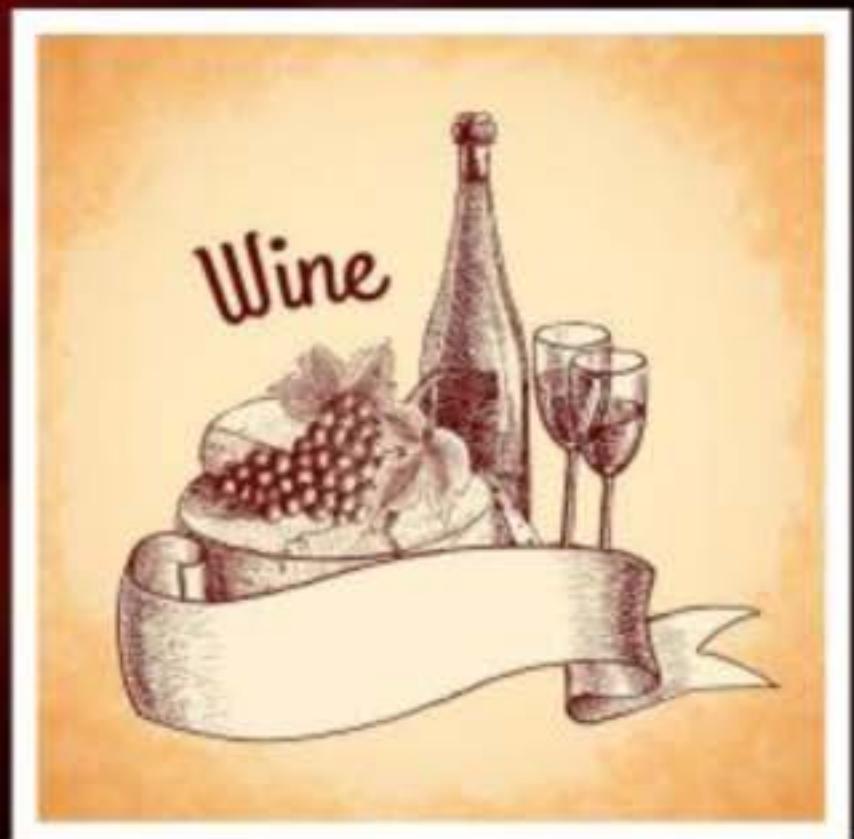
- ✓ Friendly scrimmages with dogs
- ✓ Joys of being bowled over, trampled on, squashed (playing)
- ✓ Became accepted member of the gang
- ✓ 'An unlikely, silky little object in a shaggy crew'  
*untidy*
- ✓ Fighting like a tiger for his share at mealtimes
- Hunting rats at night in the old henhouse
-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



## Mrs. Pumphrey's Supplies



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



- Ceremonial & luxurious meals of Dr Herriot and his partners
- Temptation to keep Tricki as a permanent guest –
  - But Mrs. Pumphrey suffering
  - So, after a fortnight of treatment
  - Compelled to phone and tell Mrs. Pumphrey
    - Tricki had recovered
    - Awaiting 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
- Tricki took from Dr. Herriot's arm in a tremendous leap
  - Sailed into Mrs Pumphrey' arm
  - Mrs. Pumphrey surprised and confused - 'Ooh!'
  - Licked her face and barked
- *With tears & trembling voice, "Oh, Mr. Herriot, how can I ever thank you? This is a triumph of surgery!"*





## Topic : Key Notes

**Tricki Looks ill**

**Dr. James Enquires About Tricki**

**Dr. James Advice**

**Dr. James Received an Expected Call from Mrs. Pumphrey**

**Tricki's Farewell**

**Tricki's Stay and Recovery at the Hospital**

**Tricki's Recovery**

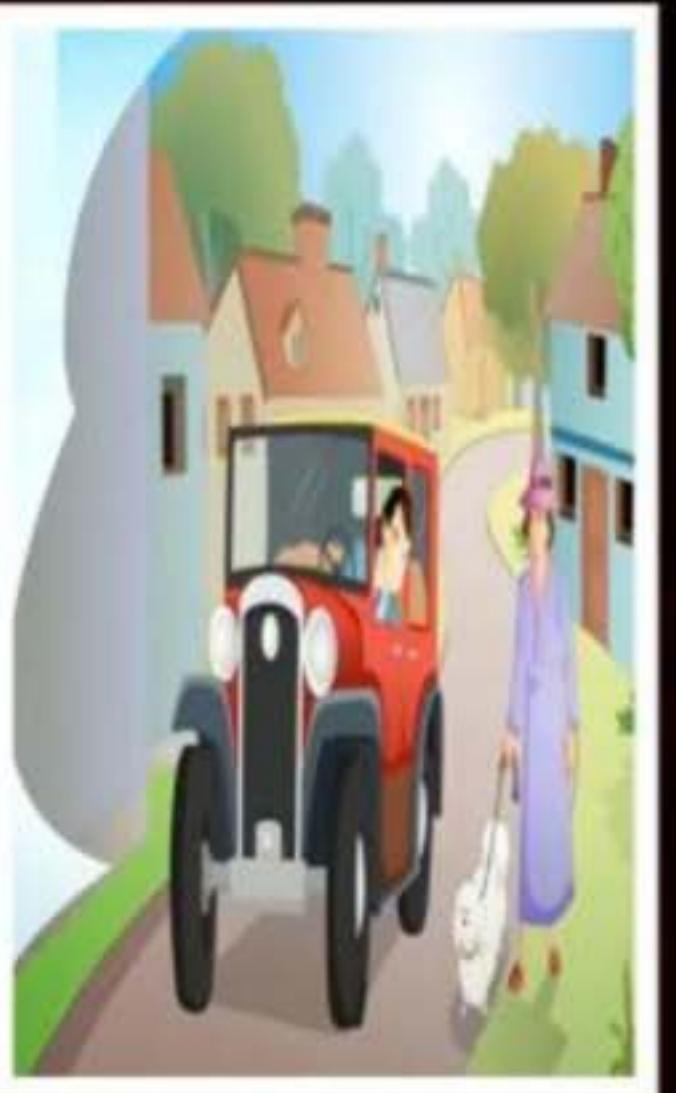
**Mrs. Pumphrey's Concern**

**Tricki Goes Home**



## Tricki Looks ill

- When Dr. James was driving, he saw Mrs. Pumphrey and Tricki walking down the street.
- As he stopped his car, he was shocked to see that Tricki had become fat like a sausage.
- His eyes were red, and his tongue was hanging out. It looked like Tricki lacked energy and was ill.
- Dr. James enquired about Tricki's health from Mrs. Pumphrey.



## Dr. James Enquires About Tricki

- Mrs. Pumphrey explained to Dr James that Tricki was looking listless (dull) and weak.
- She felt that he was suffering from malnutrition. So, she had been giving him some extra food (malt, cod-liver oil and Horlicks) between his main meals.
- Further, Dr. James asked Mrs. Pumphrey whether she had cut down the sweet things from Tricki's diet.
- Mrs. Pumphrey replied that she had tried but failed as Tricki used to love cream cakes and chocolates.
- She also told Dr. James that Tricki only walked with her and did not play games like ring-throwing which he played earlier.



## Dr. James Advice

After knowing about Tricki's condition and his routine, Dr. James informed Mrs. Pumphrey that if she would not reduce his food and increase his exercise, her dog would fall ill.

He also advised her to strictly follow the prescribed diet. Mrs. Pumphrey confessed that it would be very difficult for her. But she agreed to try and walked off with Tricki.



## Dr. James Received an Expected Call from Mrs. Pumphrey

After a few days, Mrs. Pumphrey called and informed Dr. James about Tricki's health. She told him that Tricki was not eating anything and had been vomiting. She further informed him that her dog spent all his time lying on a rug and did not do anything. Dr. James knew that the only way to cure Tricki was to get him out of the house for some time. He suggested Mrs. Pumphrey to hospitalise him for a fortnight for a surgery observation so that the proper treatment can follow.



## Tricki's Farewell

Dr. James' suggestion broke Mrs. Pumphrey's heart but, she allowed him to take Tricki along with him to his clinic. Dr. James carried Tricki wrapped in a blanket to his car. The maids started to put together things that Tricki would need during hospitalisation. These included his beds (day and night) cushions, toys, bowls, etc.



Dr. James started to drive off as he knew that his car could not carry so many things. He noticed in the mirror that everybody was in tears.

## Tricki's Stay and Recovery at the Hospital

Tricki laid motionless on the carpet. Many other dogs in the hospital sniffed around him and found him uninterested and went off.

Tricki was put on a water diet for first two days. At the end of the second day, Tricki started to show some interest in his surroundings. On the third day, he whimpered, trotted and joined the greyhound in the garden.

Later on, the third day, he ran with enthusiasm when the food was served. He also gulped down the extra food that was put out for him.

## Tricki's Recovery

Tricki recovered at a very fast pace. No medicine had been given to Tricki for his treatment. He had started running all day long and enjoyed with other dogs.

He found joy in being bowled over and squashed. He became a part of the pack of dogs at the hospital. He not only fought with them for food but also chased rats with them at night.



## Mrs. Pumphrey's Concern

Mrs. Pumphrey used to phone the vet's clinic several times in a day as she was keen to know about Tricky's recovery. Dr. James did not pay much attention to her questions about Tricki's comforts, but he assured her that Tricki was out of danger.



As Tricki's health started improving, Mrs Pumphrey started sending additional food items, like eggs, wine and brandy for Tricki. Since this was not required for Tricki's diet, the vet and his partner consumed those additional items themselves.

Everybody was so happy with the unusual delicious food that they wanted to keep Tricki as a permanent guest.



## Tricki Goes Home

Dr. James knew that Mrs Pumphrey loved Tricki very much so he called and informed her that Tricki was fit and could go home.

Mrs. Pumphrey reached the surgery within half an hour.

Mrs. Pumphrey enquired about Tricki's actual condition. Dr. James informed her that Tricki was fine and went to get Tricki from the garden. Tricki had become healthy and strong in his two weeks stay at the clinic.



As soon as the dog saw his owner, he jumped into her lap and started licking her face. Mrs. Pumphrey was very happy at finding Tricki as excited as he used to be. She thanked Dr. James Herriot and called the treatment "A triumph of surgery."



## Topic : Message



**#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

**#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.

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

- A** He becomes more lethargic and uninterested.
- B** He starts whimpering when he hears the other dogs.
- C** He actively participates in feeding time and explores his surroundings.
- D** He remains motionless and unresponsive throughout.

## Topic : PYQs

#Q. What was the only fault of Tricki as diagnosed by Dr Herriot? Why did he say so?

Or

What was the major flaw in Tricki?

(CBSE 2020)

#Q. Dr. Herriot knew his patients as well as their owners really well. Discuss.

(CBSE SQP  
2023)

#Q. What excuses did Mrs Pumphrey make about Dr. Herriot's advice?

(CBSE 2023)

**#Q.** What was the only fault of Tricki as diagnosed by Dr Herriot? Why did he say so?

Or

What was the major flaw in Tricki?

**(CBSE 2020)**

**Ans.** Dr. Herriot diagnosed that the only fault of Tricki for his health condition was his greed for food.  
The surgeon says so because he knew that the pampering of Tricki's owner, Mrs. Pumphrey created problems for the dog.

**#Q.** "Tricki's only fault was greed", says the narrator. What might be Mrs. Pumphrey's 'only fault'? **(CBSE Question Bank 2021)**

**Ans.** Mrs. Pumphrey's only fault was her richness and over caring nature. She had provided luxurious things to Tricki that replaced his actual needs and made him ill and obese.

**#Q.** Dr. Herriot knew his patients as well as their owners really well. Discuss.  
**(CBSE SQP 2023)**

**Ans.** Dr. Herriot could very well discern what his patients (the dogs) were going through just by observing. He saw Tricky in the market and immediately knew that the dog needed help. He understand the owners of his patients quite well too. He never spoke harshly or blamed them for what the dogs were going through.

**#Q.** What excuses did Mrs Pumphrey make about Dr. Herriot's advice? **(CBSE 2023)**

**Ans.** Dr. Herriot's advice was to cut down on the sweet things and to give him a plenty of exercise. But Mrs Pumphrey thought Tricki was weak. So, she gave him cream cakes and chocolates.



# 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.*



## Topic : Key Points

**Hari Follows Anil**

**Anil Brings Hari to His Room**

**Hari's Daily Routine**

**Anil's Source of Earning**

**The Stealing Opportunity**

**Reason Why It was Difficult to Rob Anil**

**The Robbery Episode**

**Reached Station & Missed the Train**

**Hari's Realisation and Final Decision**

**The Conclusion**



## 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

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

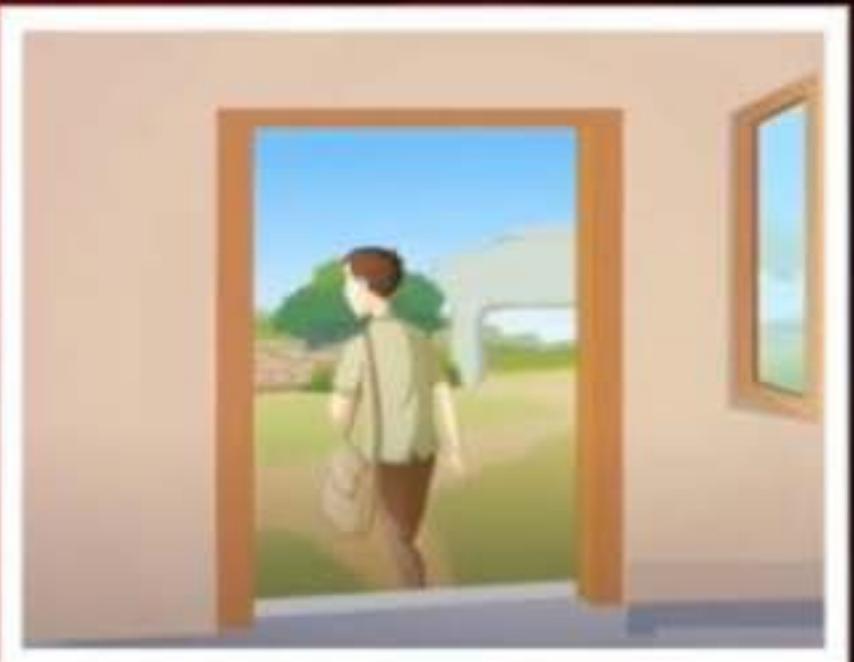


- Anil patted his head & said- '*He'd teach him to cook'*
- Taught him to write his name ✓
- Promised to teach -
  - Write whole sentences and add numbers
  - Hari happy and grateful for education
  - *He knew that there would be no limit to what he could achieve once he knew how to write like an educated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

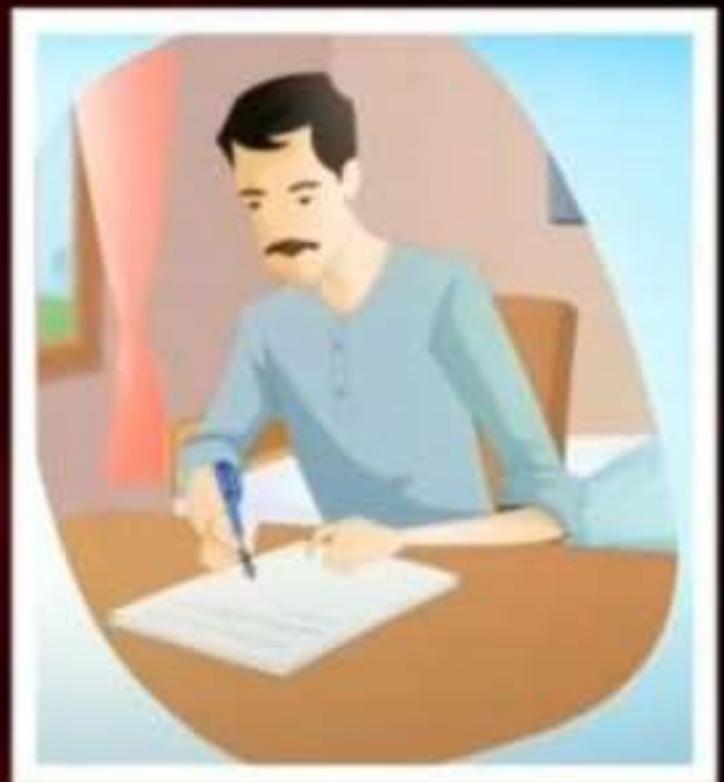


## Anil's Source of Earning



- 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.'*

- 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'

50 → 12 → 60



## 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?

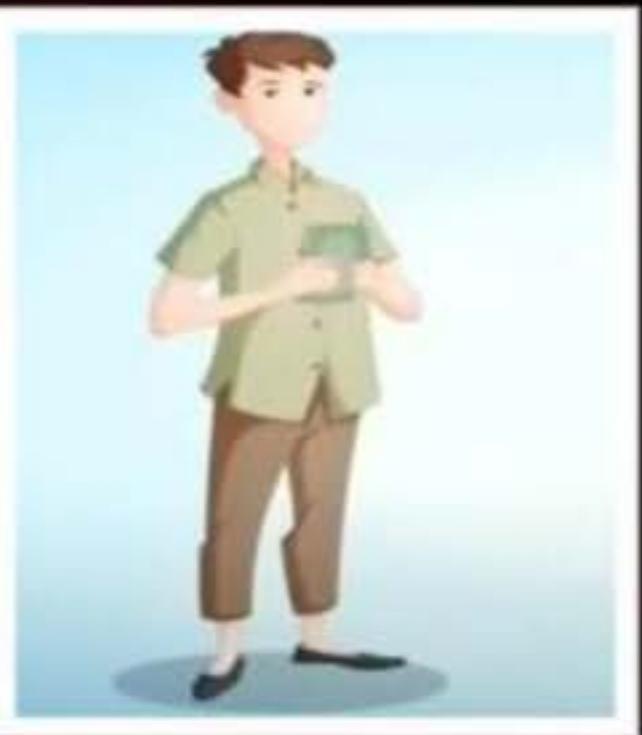


- Reached Maidaan
  - Early November night, raining – Chilly
- Clock tower - 12 o'clock – Notes wet
- Anil's Money
  - 2-3 rupees for Cinema
  - Couldn't cook his meals, run to bazaar, write sentence



## 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.





## Topic : Message



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

- A Greedy men show anger, rich men show fear, and poor men show acceptance
- B Greedy men show fear, rich men show anger, and poor men show acceptance
- C Greedy men show acceptance, rich men show fear, and poor men show anger
- D Greedy men show fear, rich men show acceptance, and poor men show anger

**#Q. What does the narrator realize about the money he stole?**

- A** It was fake
- B** Anil would never notice it was missing
- C** Anil would waste it on his friends
- D** Learning to read and write could bring him more than the stolen money

**#Q. How does Anil respond the next morning after realizing the theft?**

- A He scolds the narrator
- B He reports the theft to the police
- C He gives the narrator a fifty-rupee note and says they will start writing sentences
- D He ignores the incident completely

**Topic : PYQs**



- #Q. Why did Hari Singh smile in his most appealing smile toward the end of the story? (CBSE 2023)
- #Q. In which queer way did Anil make a living? (CBSE 2018)
- #Q. What made Hari Singh go back to Anil's house? (CBSE 2020)
- #Q. Why does Anil not hand Hari Singh over to the police? (CBSE 2020)
- #Q. Education, love and sympathy can transform even a thief. How is it true in the case of Hari Singh? (CBSE 2020)

**#Q.** Fiction writers prefer creating grey characters rather than black and white. Analyse this in detail, with reference to both the characters of 'The Thief's Story'. (CBSE SQP 2023)

**#Q. Why did Hari Singh smile in his most appealing smile toward the end of the story? (CBSE 2023)**

**Ans.** Hari Singh smiled in his most appealing way towards the end in a natural manner and from the innermost corner of his heart. It was spontaneous and unlike that on the previous occasions.

**#Q.** In which queer way did Anil make a living? (CBSE 2018)

**Ans.** Anil made a living by writing articles for magazines, which seemed queer to Hari, because the money was not earned by Anil on a regular basis.

**#Q.** What made Hari Singh go back to Anil's house? (CBSE 2020)

**Ans.** Hari Singh decided to go back to Anil's house because he realised the importance of the education he was receiving from Anil. He knew that learning how to write and being a literate person would open doors to many opportunities. He was sure that he would then be able to earn more than a few hundred rupees he had in hand at that time.

**#Q. Why does Anil not hand Hari Singh over to the police? (CBSE 2020)**

**Ans.** Anil does not handover Hari to the police on theft charges. He knew about the theft, but he did not thrash him nor even mentioned it in front of Hari. He was glad that Hari had realised his mistake and the importance of education in life. Anil wanted Hari to become a literate man and lead a respectful life.

**#Q.** Education, love and sympathy can transform even a thief. How is it true in the case of Hari Singh? (CBSE 2020)

**Ans.** A man is essentially a product of the circumstances and the environment that he lives in. Hari Singh was a boy of just fifteen but was an experienced thief who had a fairly successful hand in his profession. It was his circumstances that led him into such a profession which he retained even while he lived with Anil. He went to live with Anil with a purpose of robbing him and was even successful in doing so. However, Anil was not a fool. He knew about Hari's act of theft but did not hand over Hari to the police.

It was his care, love and sympathy that affected Hari so much so that he could not run away after robbing Anil. Anil's compassion and kind-heartedness brought about a change in Hari.

Further, Anil taught Hari how to read and write. The prospect of education created a deep impression on Hari's mind. He realised that with education he would not only be able to earn money but will also become a respected man.

Hence, it is true that education, love and sympathy can transform even a thief like Hari Singh.



# The Midnight Visitor



## Topic : The Midnight Visitor



*By - 'Robert Arthur'*

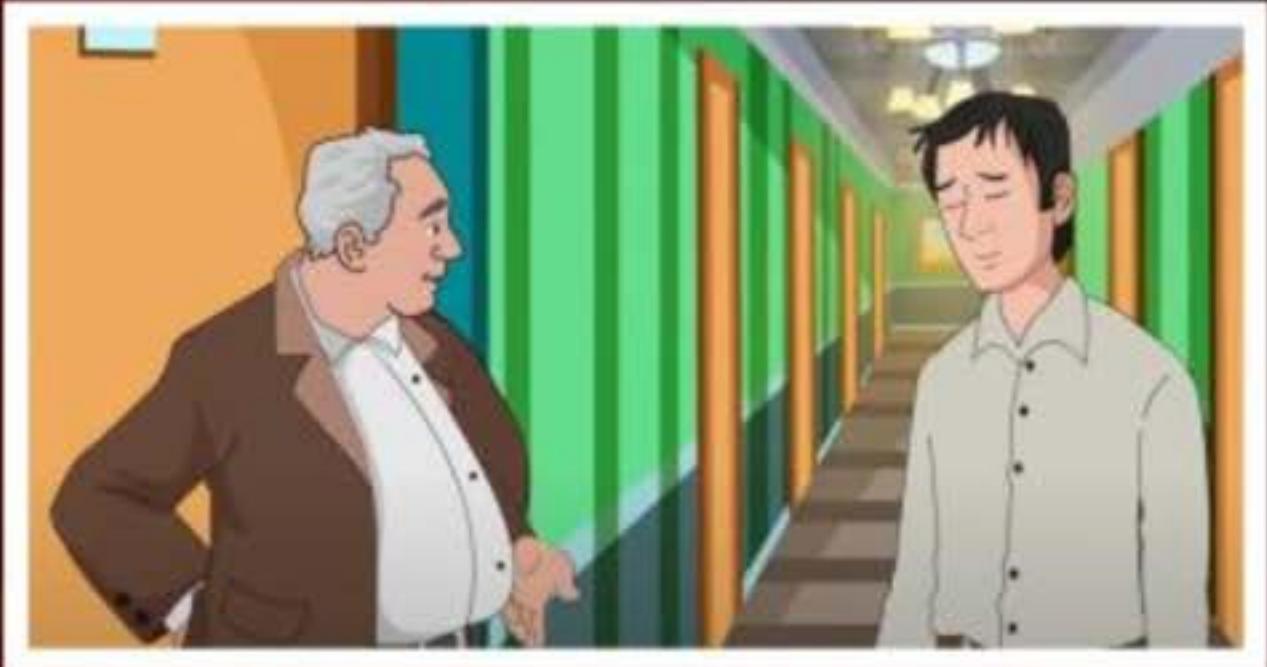


- It is an interesting story that illustrates the thrill and excitement involved in the field of spying.
- It elaborates how the key to survival in difficult situations is quick thinking and perfect planning.

## Topic : Key Points

- **The Story Setting**

- Gloomy French hotel ✓
- Musty corridor ✓
- Small room, 6th floor ✓



- **Description of Ausable**

- Very fat, American accent - spoke French and German
- Boston, US - Paris, France

- **Fowler Disappointed**

- Expected to meet a spy - dealing in spying and danger
- Spent a dull evening - French music hall - sloppy fat man
- Prosaic phone call making appointment in room
- 'You've been bored'



## Ausable's room and the first thrill of the day

- You're disillusioned, but take cheer
- an important paper-course of history
  - In that thought is there drama?
- Thrill: a man with an automatic pistol halfway across the room
- Ausable's reaction - blinked and wheezed
- *'Max! You gave me quite a start! You should be in Berlin. What are you doing in my room.'*



- **Description of Max**

- ✓ Slender
- ✓ Less than tall
- Features suggesting crafty,
  - pointy countenance of a fox
- ✓ Not menacing



## ❖ Max's Mission

- Why did he come?
  - To take he Report concerning new missiles
- Ausable's reaction and complaint about nuisance of a Balcony
- Moved to armchair and sat down
  - Going to raise the devil with the management this time
  - 2<sup>nd</sup> time someone broke in
    - Max surprised to know about Balcony– passkey– saved trouble
    - Fowler reaction looking at the window
  - Ausable's explanation about how Balcony got there



- **The Final episode**

- Max's command to sit down & wait
- meeting in 31 mins - 12.30 appointment
- Wish I knew how you got the report
- Knock at the door!
  - 'What is that? Who is that?'
  - Fowler jumped - Ausable smiled



➤ *'That'll be the police! I thought such an important paper as the one we are waiting for should have a little extra protection. I told them to check on me to make sure everything was alright.'*

- Max scared, bit his lips nervously backed towards Window

➤ *Ausable asked, 'What will you do Max? If I don't answer the door, they enter anyway. The door is unlocked. And they will not hesitate to shoot.'*



- Conclusion-

- Max's face, black with anger - backed swiftly towards window
- Swung one leg over sill
- '*Send them away. I'll wait on the Balcony. Send them away or I'll shoot and take my chances.*'
- Knocking louder- 'Mr. Ausable!...' 'Mr. Ausable'.



- Door Knob turned --
  - Henry with a tray, a bottle and two glasses
- ✓ The Final Drop- Screamed shrilly
- ✓ White-faced Fowler: 'But won't that man on the balcony...?' //





**Topic : Message**



**#Q. How did Ausable got rid of Max?**

- A** By fighting him
- B** Through his intelligence
- C** By surrendering
- D** By weaving a story

#Q. 'If I do not answer the door, they'll enter anyway. The door is unlocked. And they will not hesitate to shoot.'- Who is actually at door?

- A** Police
- B** Ausable
- C** Henry
- D** Max

**#Q. What was Fowler's 'first thrill of the day'?**

- A** Meeting Ausable
- B** Sight of a man with automatic pistol
- C** Seeing a very important paper
- D** None of the above

#Q. How is Ausable different from other secret agents?

**(CBSE 2011, 2020)**

#Q. Henry unintentionally saved Ausable's life. Briefly comment.

**(CBSE Question Bank 2021)**

#Q. Max was unprepared for his mission. Discuss with reference to the chapter 'The Midnight Visitor'.

**(CBSE Question Bank 2021)**

#Q. Ausable displays an acute sense of awareness of his surroundings. Justify with any two instances from the text.

**(CBSE Question Bank 2021)**

**#Q. How is Ausable different from other secret agents?**

**(CBSE 2011, 2020)**

**Ans.** Ausable is different from other secret agents in several ways. He was extremely fat. Inspite of living in Paris for over twenty years, he spoke French and German with difficulty and had an American accent. Instead of getting messages passed secretly to him by beautiful girls, he got only a routine telephone call for making an appointment. In these ways, he was different from other secret agents.



#Q. Henry unintentionally saved Ausable's life. Briefly comment.

**(CBSE Question Bank 2021)**

**Ans.** Henry was the waiter of the hotel in which the Ausable lived. He helped Ausable unintentionally by coming on time and by not telling from outside the door that he had brought the drink he ordered. Because Ausable told Max that the police will come within half an hour.



#Q. Max was unprepared for his mission. Discuss with reference to the chapter 'The Midnight Visitor'. **(CBSE Question Bank 2021)**

**Ans.** It is truly said that Max was unprepared for his mission. Even though Max was a clever man with a gun in his hand, he did prepare himself to match the cleverness of Ausable. He does not make sure that he knows the place where Ausable was staying and thus was easily convinced about the balcony. As a result, he fell to his death.

**#Q.** Ausable displays an acute sense of awareness of his surroundings.  
Justify with any two instances from the text.

**(CBSE Question Bank 2021)**

**Ans.** It is absolutely true a calm mind can help you tackle direct stress or any difficult and unwanted situation. Ausable is a secret agent whose physical appearance and joviality deceive everyone. However, in reality, he is a clever person with an acute sense of awareness of his surroundings.

When Max tries to elicit some secret information out of Ausable, he calmly makes such a clever plan of the ordinary happenings that Max gets trapped in them. He makes Max believe that knocking on the door is by the police; he also makes him believe that the window opens to a safe balcony where Max could hide. As Max tries to go into the balcony, Max falls-to the ground.

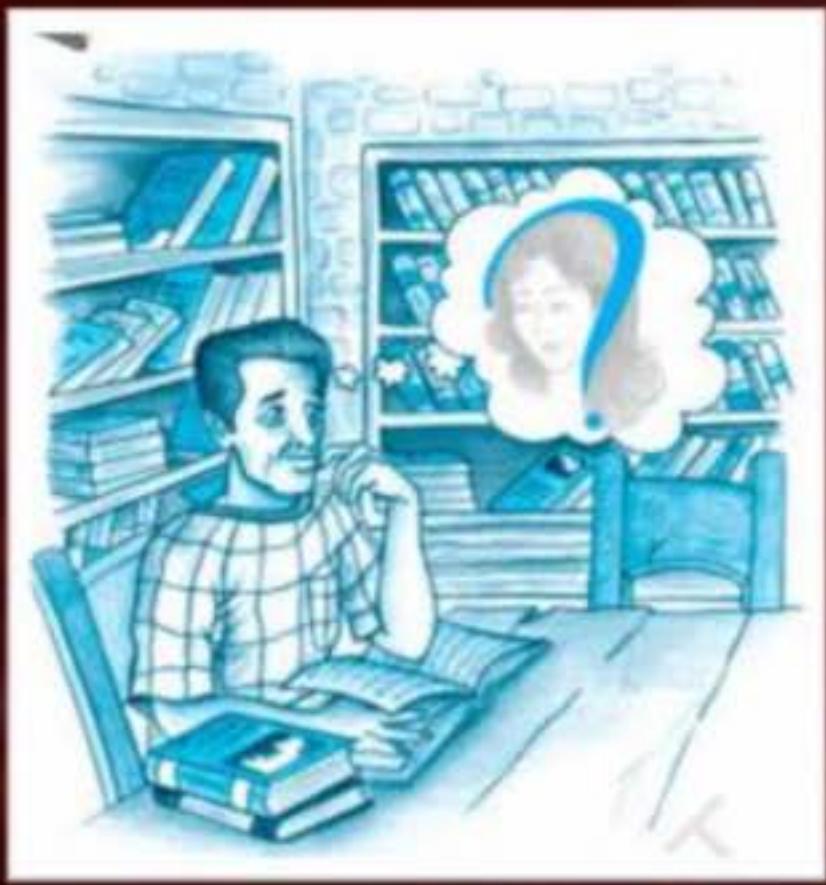
# A Question of Trust





## Topic : A Question of Trust

By -'Victor Canning'



- *It is a story of Horace Dancy, a person who is considered to be a respectable and good citizen but steals for a specific reason.*



## Topic : Key Points



### Horace Danby

- 50, unmarried, lived with a housekeeper
- Well and happy—attacks of hay fever in summer
- Established business of lock-making
  - Successful, had two helpers
  - Considered to be respectable and good citizen
    - But, not completely honest
      - 15 years ago—served his only sentence in prison library



## Danby's Weakness and his way of fulfilling it

- Loved collecting rare and expensive books
- Couldn't pursue this hobby with his limited resources
  - So, robbed a safe every year with meticulous planning
  - Gathers enough money to last one year
  - Secretly buys books through an agent



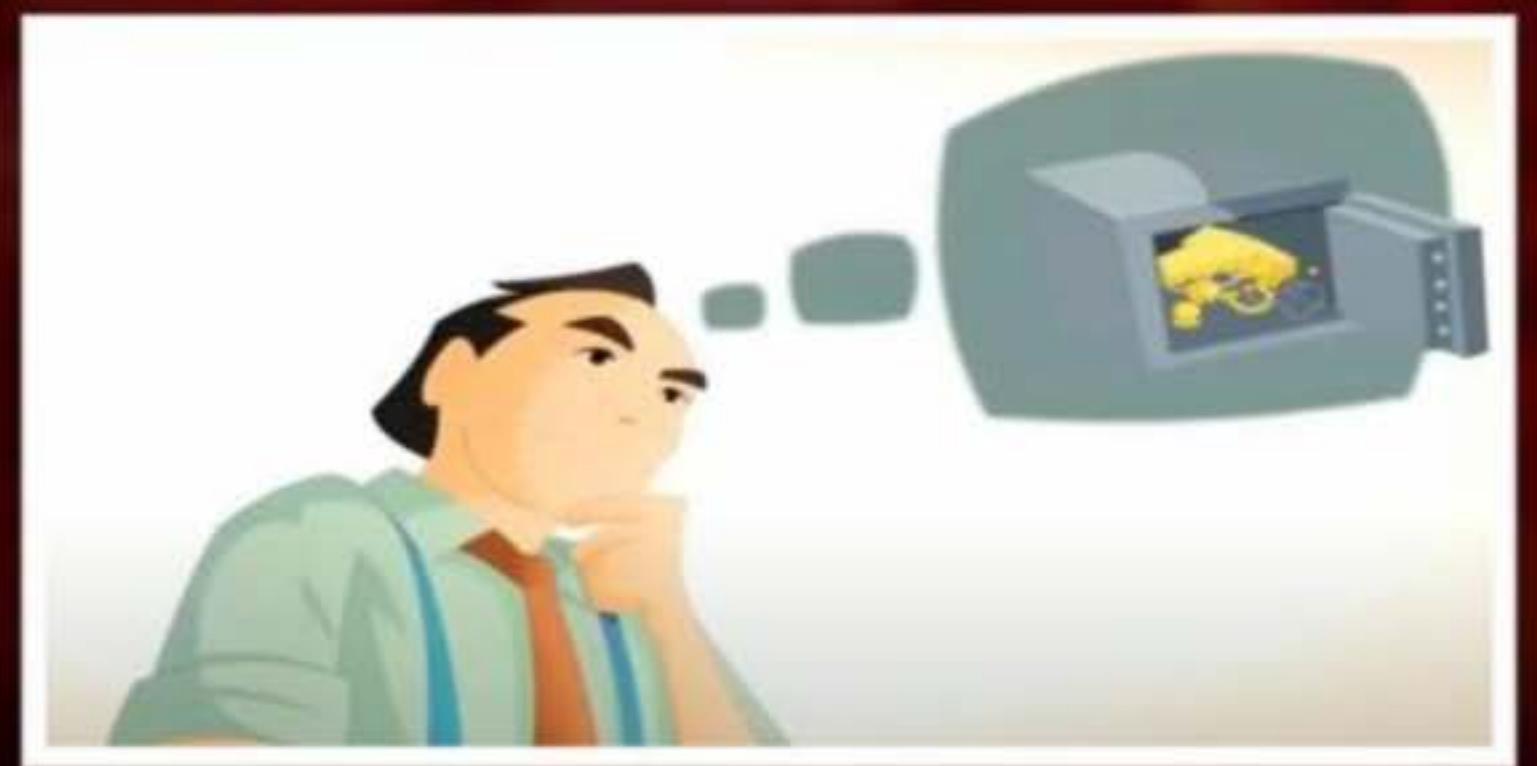
## The Act of Robbery and Receipt

- In July – for two weeks – a house at Shotover Grange
- Rooms, electric wiring, its paths and its garden
- Finds out – family is in London -- 1 month
- 2 servants looking after the place
- One afternoon, servants away for a movie– 4 hours
- Decides to break open safe during this time
  - Behind garden wall
  - Tools packed in a bag



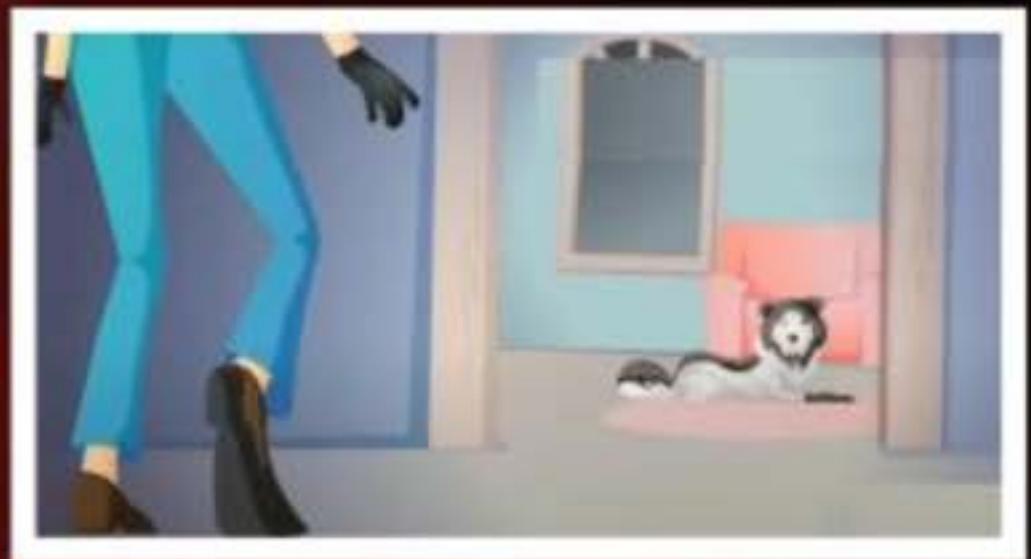
## Expectation from Loot

- Jewelry worth 15 thousand pounds
- If sold one by one – can gather 5k pounds – enough for 1 yr
- Interesting books coming up in Autumn – would buy them



## Entry in the house

- Noticed housekeeper-hang key to the kitchen door on a hook
- Always careful – no fingerprints
  - Pair of gloves – took key – opened the door
- Small dog in kitchen –
- *'All right, Sherry'* – call dogs by right names – show love



## Drawing Room

- Bowl of flowers on table – nose tickled – sneezed
  - Put down bag and arranged his tools
- Safe not hard to open ✓
- Burglar alarm poorly built – cut his wire, hall
- Came back and sneezed loudly again as smell of flowers came



## Foolish Rich people

- 'How foolish people are when they own valuable things'
- Magazine article – describing this house – plan of all rooms, picture
- 'SAFE' behind a painting



## The Mysterious Female voice

- Flowers hindering his work—Buried face in handkerchief
- A voice from doorway came
  - ‘What is it? A cold or hay fever’
  - Horace replied and sneezed again
  - Female voice suggested that he should find a cure for it
  - and he can do it if he finds out which particular plant gave him the disease.



## The Conversation

- Horace notices a woman standing in the doorway
  - ✓ Young and pretty
  - Dressed in red
- Sherry, the dog, rubbing against her
- ✓ Walked to the fireplace
  - straightened the ornaments there



## The Conversation between Horace and Lady

- Lady: She came in time but had not expected to meet a burglar
- Horace: He didn't expect anyone either
- Lady: I know it is an inconvenience for you.
  - What will you do now?
- Horace: First though- to run!
- Lady: I'll call the police. They'll catch you.
- Horace: He'd cut the Telephone lines and leave her helpless.
- Lady: Would you hurt me?



## Lady's Condition For Horace's Freedom

- Horace suggested that she forgets the incident and
  - begs her to let him go.
- Lady: Society should be protected!
  - You'd only rob someone else.
- Horace: I rob only from rich and for a very good reason.
  - Begged to let him go.
- Lady sensing that he is scared to go to Prison.

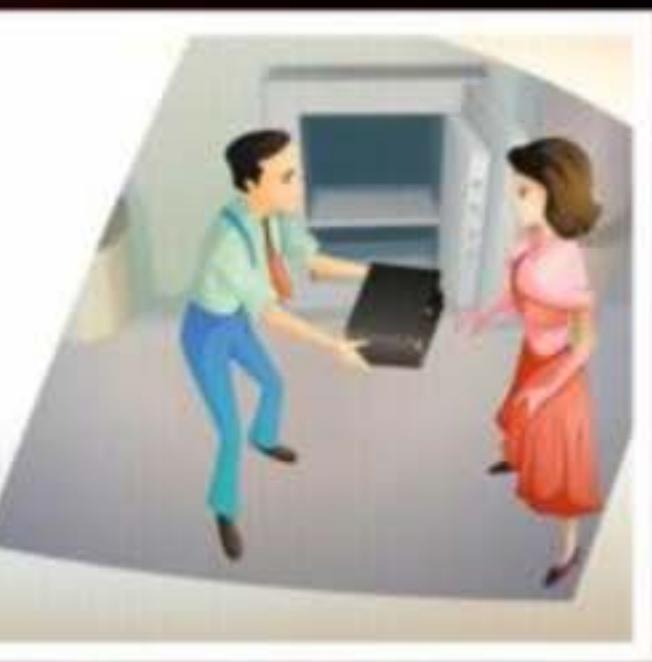


- Says: She promised her husband to take jewels to bank
  - but kept them in her safe— wants to wear them to a party
  - forgot password, asked Horace to open it
- Horace agrees, but tells him he'd have to break open the lock.



## The Conclusion

- Within an hour – opens safe without gloves
- Horace gives her jewels – merrily walks out
- 2 days – Horace keeps promise – no robbery
  - 3<sup>rd</sup> day – overpowered by desire – another safe
- ✓ No chance – nabbed by police for robbery
- ✓ Fingerprints all over the safe
- ✓ No one believed his story about wife of owner asking him to open safe



- Grey haired, sharp tongued, 60 – actual mistress of house- nonsense
- Sentence-assistant librarian in prison – thinks about red dressed lady
- Irritated about 'honor among thieves'





## Topic : Message



① Appearances are deceptive

**#Q. What does Horace Danby like to collect?**

- A** Antique coins
- B** Rare and expensive books
- C** Fine paintings
- D** Vintage jewelry

**#Q. Why does Horace Danby steal every year?**

- A To pay off his debts
- B To support his housekeeper
- C To fund his passion for collecting rare books
- D To invest in his lock-making business

**#Q. Who is speaking to Horace Danby in the house?**

- A** The actual owner of the house
- B** A servant who stayed back
- C** A young woman pretending to be the owner's wife
- D** A neighbor who noticed him sneezing

**#Q. Who is the real culprit in the story?**

- A The housekeeper
- B The young woman who tricks Horace
- C The owner's wife
- D The police officer who arrests Horace

#Q. What was the passion of Horace Danby and how did he satisfy it?  
(CBSE 2011)

Or

What was Horace Danby's hobby? How did he manage to fulfill it?

#Q. How did Danby prepare for the robbery at Shotover Grange?  
(CBSE 2011)

Or

How did Horace Danby plan his robberies?

Or

Why was Horace Danby sure that his robbery at Shotover Grange would be a successful one? (CBSE 2014)



#Q. Describe the safe at Shotover Grange.

Or

Where was the safe at Shotover Grange? What was there inside it?

What did Horace expect to get if he sold them one by one?

(CBSE 2012)

- #Q. Horace was a successful thief because he carefully planned his robberies. Should we call him a successful thief and still appreciate his work? Why or why not? (CBSE 2013)
- #Q. 'Honour among thieves' is considered a popular code. Examine 'A Question of Trust' as a story woven around this code. (CBSE SQP 2023)

**#Q.** What was the passion of Horace Danby and how did he satisfy it?  
(CBSE 2011)

Or

What was Horace Danby's hobby? How did he manage to fulfill it?

**Ans.** Horace Danby's hobby and passion was to collect rare and expensive books. To fulfill it or to satisfy this passion, he used to rob a safe every year and then brought the books secretly through an agent.

**#Q. How did Danby prepare for the robbery at Shotover Grange?  
(CBSE 2011)**

Or

**How did Horace Danby plan his robberies?**

Or

**Why was Horace Danby sure that his robbery at Shotover Grange would be a successful one? (CBSE 2014)**

**Ans.** Danby always planned his robberies meticulously. He prepared for the robbery at Shotover Grange by studying the house, its rooms, the electric wiring, paths and garden. He knew that the family was in London. He also knew that the servants were going out to watch a movie that afternoon.

It could be opened only through a specific code and had a poorly build burglar alarm attached to it.

**#Q.** Whom did Horace Danby see in the kitchen? How did they greet each other? What tact did Horace apply there? (CBSE 2013)

**Ans.** Horace Danby saw the family dog, Sherry, in the kitchen. The dog greeted Horace by stirring, making a noise and wagging its tail in a friendly way. Horace greeted the dog by tactfully calming it down, calling it by its name and showing love to it.

**#Q. Describe the safe at Shotover Grange.**

**Or**

**Where was the safe at Shotover Grange? What was there inside it?  
What did Horace expect to get if he sold them one by one?**

**(CBSE 2012)**

**Ans.** The safe at Shotover Grange was kept in the drawing room behind a poor painting. The safe had jewels worth about 15000 pounds kept in it. Because of his careful planning, Horace Danby was sure that his robbery at Shotover Grange would be a successful one. Horace expected to get at least 5000 pounds if he sold the jewels one by one.

**#Q.** What did Horace Danby wonder about for a moment? What did he think and decide? (CBSE 2010)

**Ans.** On seeing the poor painting in front of the safe, Horace Danby wondered for a moment whether to collect pictures instead of books. But then, he thought that books were better in a small house like his, as paintings took up too much space in the room.

**#Q.** Horace was a successful thief because he carefully planned his robberies. Should we call him a successful thief and still appreciate his work? Why or why not? (CBSE 2013)

**Ans.** Yes, Horace is a successful thief as he carefully planned his robberies and completes them well. As a thief, he had never been caught except for once. Horace's last robbery at Shotover Grange was very carefully planned. Before carrying out his plans, he had made sure to carefully study the infrastructure of the house for two weeks. He had briefly looked at the electrical wiring, the path and the gardens of the house. Horace cleverly entered the house and made sure to wear gloves so that no fingerprints were left. He had even studied the schedules of the people in the house. All the meticulous planning does make him a successful thief.

However, we cannot appreciate his work. The wealth that he had gathered was a result of his robberies. It did not belong to him. By stealing other people's valuables, he may have become successful but can never stop to be a thief/criminal. He may be efficient but would not be appreciated.

**#Q.** 'Honour among thieves' is considered a popular code. Examine 'A Question of Trust' as a story woven around this code. (CBSE SQP 2023)

**Ans.** It is commonly believed that thieves don't betray or double cross each other. They say thieves don't commit crime against each other, rather they may even help each other. This goes hand-in-hand with the protagonist of 'A Question of Trust', Horace Danby, who was careful in his thievery and conducted a theft once a year. He prepared for his thefts so well that it would have been impossible for him to be ever caught.

In the story, then his only fault was trusting the lady in red blindly. He failed to anticipate the role of the lady in red, who fooled him.

The lady in red did not follow the code of honour that normally exists between two thieves even though she herself was a thief. Infact, she made a fool of him and incriminated him for a theft that she actually committed. Thus, Horace ended up going to a prison and for the first time in his life. He felt very betrayed by a fellow thief.



# Grammer



# Tenses





## Topic : Tenses

### VERB FORMS

- ① Infinitive - to + V<sub>1</sub> - to play , to sit , to eat
- ② Base form - V<sub>1</sub> - play , sit , eat
- ③ Simple past - V<sub>2</sub> - played , sat , ate
- ④ Past Participle - V<sub>3</sub> - played , sat , eaten
- ⑤ Present Participle - V<sub>1</sub> + ing - playing , sitting , eating



#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.

(V)

- A Error – want; Correction – wanted
- B Error – learns; Correction – learn
- C Error – play; Correction – played
- D Error – play; Correction – plays

## Simple Present

HV - do

P S + V<sub>I</sub> + S/les\* + O  
3.P.S  
(He, She, It, Name)

I play cricket

He plays cricket.

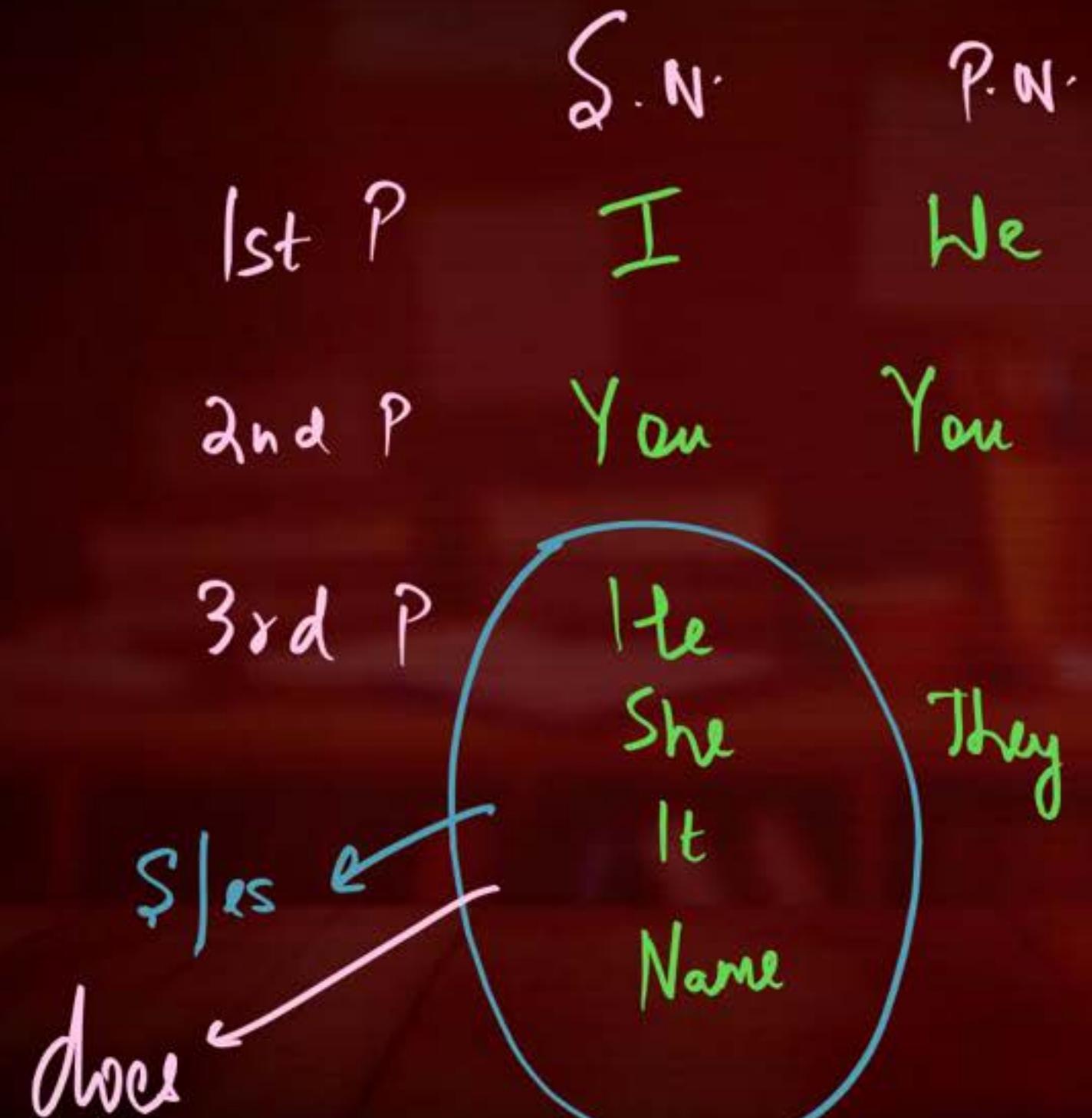
MV - V<sub>I</sub>

N S + do/does + not + V<sub>I</sub> + O

I don't (don't) play cricket

He doesn't play cricket

play  
plays  
teaches



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

(Simple Present)

- (A) She always gets up early in the morning. (get)
- (B) I do not believe what you are saying. (not believe)
- (C) Mr. James teaches English. (teach)

↓  
V<sub>1</sub> + s / es

do/does + not + V<sub>1</sub>

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

Dear Sir,

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

- A explain
- B explaining
- C explains
- D do explain

#Q. Identify the error and provide a correction for the same.

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

## Topic : Exercise



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

The morning dew captures your essence,

The flowers and grass reflect your colour,

The Sunrise embraces your arrival,

As the dawn welcomes a new day.

( Reflect )

- A Policy; policies reflect
- B Unopened; unopen reflected
- C Purchased; purchase reflecting
- D Offers; offer reflects

## Simple Past

HV — did

MV — V<sub>2</sub>(P) S + V<sub>2</sub> + O

I played cricket.

He played cricket.

(N) S + did + not + V<sub>1</sub> + OI did not (didn't) play cricket.He didn't play cricket.

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

(Use Simple Past)

(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) X: Did you meet (you/meet) the doctor?

Y: No, I could not.

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

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

He \_\_\_\_\_ (break) his leg in an accident last year.

- A** break
- B** broke
- C** breaking
- D** did broke

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

Sarah wasn't well last night. She didn't watch (watch) the movie.

A watched

B watch

C didn't watch

D watching

#Q. Select the correct sentence with the negative form of the verb.

(Use Simple Past)

- A watched
- B watch
- C didn't watch
- D watching

## Past Perfect

HV - had

MV - V<sub>3</sub>

2 action completed in past

1st action

had + V<sub>3</sub>

(past perfect)

(had died)

The patient had diedbefore the doctor arrived.

2nd action

V<sub>2</sub>

(simple past)

Arrived

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

**(Use Past Perfect Tense)**

- (A) The boys \_\_\_\_\_ (pluck) the flowers before the gardener came.
- (B) We \_\_\_\_\_ (complete) our work before Sunday.
- (C) The train \_\_\_\_\_ (leave) the station before I came.



## Topic : Uses of Past Perfect



### Past Perfect

1. to express an action completed before a certain time in the past (to refer to time up to then)
  - a. By 7pm, all the shops had closed.
  - b. At 16 years, she had passed her B.A. examination.
2. to express an action in the past which was completed before another action, also in the past
  - a. We had locked all the rooms before we left the house.
3. to express impossible (unfulfilled) conditions of the past
  - a. If you had worked hard, you would have passed.

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

↓  
had + V<sub>3</sub>

- A escaped; arrived
- B escaped; had arrived
- C had escaped; arrived
- D escapes; arrives

#Q. After they ----- (finish) dinner, they ----- (decide) to watch a movie.

- A had finished / decided
- B finished / had decided
- C finished / were deciding
- D had finished / were deciding

**Topic : Exercise**

#Q. The condition of the room ----- (indicate) that someone ----- (come) in my absence.

V<sub>2</sub>

had + V<sub>3</sub>

- A had indicated; came
- B indicated; had come
- C indicate; come
- D Indicating; coming

**Topic : Exercise**

#Q. Bhim Singh ----- (be) in the army for ten years when I first ----- (meet)  
him.

T  
had + V<sub>3</sub>

- A had been; met
- B been; met
- C been; had met
- D be; meet

#Q. By the time Sarah ----- (arrive) at the airport, her flight -----  
(already, leave).  
    ↳ had + V<sub>3</sub>

- A had arrived / already left
- B arrived / had already left
- C arrive / was already leaving
- D arrive / was already leaving



## Future Perfect

HV

MV

**#Q. Supply Future Perfect Tense of the verb given in brackets for each blank.**

- (A) They ----- (complete) all the assignments by next week.
  
- (B) By the time the boss comes, the meeting ----- (end).
  
- (C) Before you go to him, he ----- for England.
  
- (D) ----- (clothes/dry) by the time I return?

**#Q. Supply Future Perfect Tense of the verb given in brackets for each blank.**

I ----- (not waste) a whole year by 2025.

- A** will not have wasted
- B** shall not have wasted
- C** shall have wasted
- D** wasted

**#Q. Supply Future Perfect Tense of the verb given in brackets for each blank.**

By the time rain sets in, the raging fire \_\_\_\_\_ (destroy) over 2000 hectares of forest.

- A** will destroy
- B** will have destroyed
- C** shall have destroyed
- D** destroyed



# Integrated Exercise

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

The earth ----- around the sun.

- A moved
- B move
- C moves
- D moving

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

The mango ----- good.

- A tastes
- B is tasting
- C taste
- D tasted

#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

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

Sara \_\_\_\_\_ in this Mall for 2 hours.

- A has been shopping
- B is shopping
- C has shopped
- D will be shopping

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

After the guests ----- (leave), I ----- (sit) down and took some rest.

- A left; had sat
- B had left; sat
- C left; sat
- D leave; sit

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

The servant had finished his work when I \_\_\_\_\_ (call) him.

- A called
- B had called
- C have called
- D calling

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

Thousands of people \_\_\_\_\_ (travel) to work by the Metro everyday.

- A travel
- B are travelling
- C has been travelling
- D have travelled

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

The night ----- (be) very clear and the stars ----- (shine).

- A is; are shining
- B are; shine
- C am; are shining
- D be; shine

## Topic : Integrated Exercise



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

		Incorrect Word	Correct Word
A.	She go to the gym every day to keeps herself fit.	go, keeps	goes, Keep
B.	The teacher teaches English grammar on Mondays and Wednesdays.	No error	
C.	They is playing soccer in the park right now.	is	are
D.	My family and I are plan to visit the zoo this weekend.	plan	planning
E.	We loves to spend our weekends at the beach.	loves	love
F.	They had already eaten dinner by the time we will arrive.	will arrive	arrived
G.	We are hiking in the mountains when the storm hit us.	are	Were

#Q. Choose the best word (verb) from the options given to complete the following passage.

I (a) \_\_\_\_\_ to learn English for the last three years. But I haven't (b) \_\_\_\_\_ yet. I (c) \_\_\_\_\_ it difficult to (d) \_\_\_\_\_ some words. My teacher (e) \_\_\_\_\_ very patient with me. She (f) \_\_\_\_\_ me every time I fail.

- A (i) tried (ii) have tried (iii) am trying (iv) have been trying
- B (i) succeed (ii) succeeded (iii) will succeed (iv) been succeeded
- C (i) found (ii) am finding (iii) will find (iv) find
- D (i) pronounced (ii) be pronouncing (iii) have pronounced (iv) pronounce
- E (i) is (ii) was (iii) am (iv) were X
- F (i) is encouraging (ii) encourages (iii) encouraged (iv) encourage



# Modals





## Topic : Modal Verbs



### #Q. Identify the error and supply the correction.

A flu vaccine's most common side effects are soreness, redness and swelling at the injection site. These ought begin six to twelve hours after vaccination and can last upto two days.

- A** Can
- B** Should
- C** Could
- D** Would



## Topic : What are Modals and why are they required?



Modality



Special situations

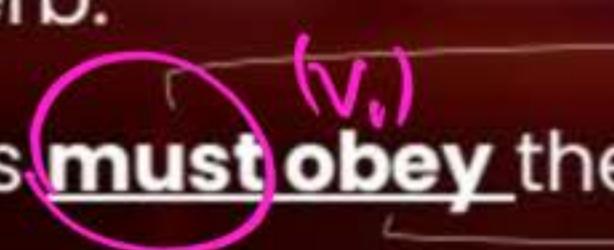
It is raining.

It can rain today. ( Possibility )

It might rain today. ( " )



## Topic : Modals

- Modal auxiliary verbs / modal verbs / modals
- They express ideas such as ability, probability or possibility, permission, command, compulsion, duty, obligation, etc.
- ✓ They are never used alone. They are always followed by the **base form** of the main verb.  


→ (modal)

→ (main verb)
- e.g. Soldiers must obey the orders of their officers.
- **Sentences that use modal verbs follow the structure:**

subject



modal verb



main verb

①



## Topic : Possibility/ Probability, Certainty



- ① It is cloudy outside. It can rain. (70-80%) - Strong possibility
- ② Although the clouds have subsided.  
It may rain  
(could) → (40-50%) - Moderate possibility
- ③ The sky is clear but it might rain → (20-30%) - Weak possibility

## Topic : Question



#Q. You better stay hydrated. Outdoor activities in the sun \_\_\_\_\_ tire you.

(strong possibility)

- A Can
- B Might
- C Could
- D Must

**Topic : Question**

#Q. The sky is cloudy; it \_\_\_\_\_ rain soon.

- A Can
- B Might
- C Could
- D Must

**Topic : Question**

#Q. I can't see any clouds, but it \_\_\_\_\_ rain.

- A Might
- B Can
- C Must
- D Will

## Certainty

- All of us will die someday.
- The house will be renovated by Sunday.

#Q. Jaya ----- surely get well soon. She is responding to the treatment well.

- A Will
- B Might
- C Can't



## Topic : Ability, Past Ability, Inability

②

① Saifin can lift a 100 kg box. (Present ability)

→ Can't

② Saifin could lift a 100 kg box when he was 10.  
(Past ability)

→ Couldn't

✓ 1. I can read Italian.

✓ 2. He would read when he was four.

✓ 3. He would swim very well when he was young.



#Q. Ravi ----- speak five languages now it's surprising.

- A Might
- B Should
- C Could
- D Can

#Q. I ----- run five miles at a time when I was young.

- A Might
- B Could
- C Should
- D Can



## Topic : Asking for Giving 'Permission' / 'Requests'



➤ Can, could, may, - asking

① Can I borrow your pen? (Informal)

② May I go out, Sir? (Formal)

③ Could I ask for a favour, please?  
(Polite)

➤ Can, may, - giving/refusing

→ Can't

→ mayn't

1. Could you lend me your pen, please? (talking to a stranger)
2. May I go out, Sir? (talking to your teacher)
3. Can I borrow your pencil? (talking to a friend)

✓.g. Can / May / Could I ask you something?

## Topic : Question



#Q. ----- I borrow your car tonight, bro?

- A Could
- B May
- C Might
- D Can

## Topic : Question



#Q. ----- you please pass me the salt?

- A Can
- B Could
- C May
- D Might

## Topic : Question



#Q. Dad, \_\_\_\_\_ I use your debit card, please?

- A Can
- B Could
- C Should
- D Will

#Q. I've finished all my work. \_\_\_\_\_ I go home now, Sir?

- A** Can
- B** Could
- C** Might
- D** May



# Topic : Obligation, Compulsion, Moral Duty, Necessities

① Compulsion

② Public Instruction



- ✓ All passengers must present valid photo identification at check-in for all flights.
- ✓ Seat belts must be worn even in the back of the car.
- ✓ We Should/Ought to love our neighbours.
- ✓ We Should obey our parents.

## Topic : Question



#Q. A judge \_\_\_\_\_ be just and fair.

- A Should
- B Might
- C Could
- D Must



#Q. You ----- respect your elders.

- A Ought to
- B Can
- C Must X
- D Can

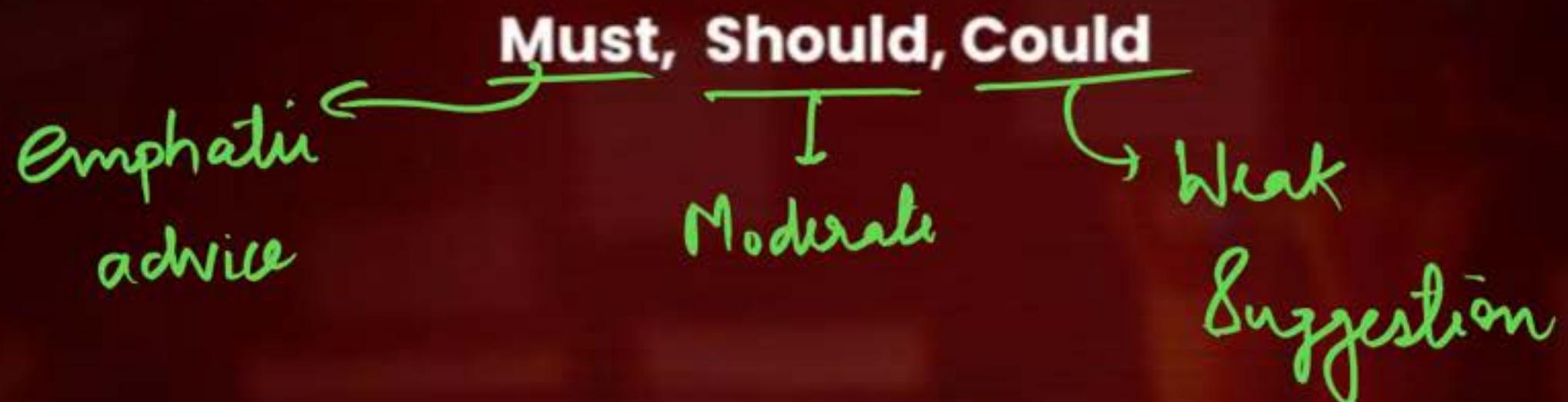
#Q. Candidates \_\_\_\_\_ answer all the questions on the question paper itself.

- A Can
- B Might
- C Must
- D Ought to

#Q. I \_\_\_\_\_ do as father says otherwise, he will scold me very much.

- A** Can
- B** Might
- C** Must
- D** Could

## Topic : Advice/Suggestions



- ✓ You are not well. You must see a doctor immediately.
- We should leave it until tomorrow; it's late now.
- ✓ You could see 'Daughter of the Moon' - it's a great film.

#Q. You ----- see a doctor about that cough.

- A** Must
- B** Will
- C** Should
- D** Could

## Topic : Question



#Q. To be healthy, you \_\_\_\_\_ eat nutritious food and take regular exercise.

- A Can
- B Will
- C Should
- D May

#Q. You are getting extremely late. You \_\_\_\_\_ leave immediately.

- A Must
- B Ought to
- C Should
- D Could



## Topic : Preference, Logical Deduction, Wish



Logical  
deduction

Must, Would, May

wish

- ① Preference  
② Past Habit

- ✓ Would you like some coffee?
- ✓ He's so small. He must be no more than four years old.
- ✓ He would rise early in the morning and go for a walk.
- ✓ It has been a while since he left. He must have reached now.
- ✓ When I was young. I thought that in years to come I \_\_\_\_\_ be really tall. X

#Q. He \_\_\_\_\_ be at work; his car is in the office parking lot.

- A Can
- B May
- C Must
- D Would

#Q. Dr. Bansal \_\_\_\_\_ have been home for lunch. He is not in his clinic.

- A** Can
- B** May
- C** Must
- D** Would

## Topic : Question



#Q. ----- God protect you from every harm and danger!

- A Can
- B May
- C Must
- D Would



## Topic : Pure Future



Shall, Will

S P

1st P I We Shall

2nd P You You

3rd P He She They  
It

Name

→ will

✓ I shall help you.

✓ The PM will inaugurate the auditorium.

**Topic : Question**



#Q. ----- we go out for dinner tonight?

- A** Will
- B** Shall
- C** Might
- D** Must

#Q. ----- I get something to eat, please? I am very hungry.

- A** Can
- B** Should
- C** Could
- D** Would

## Topic : Question



#Q. ----- I use your phone, please?

- A Could
- B Can
- C Should
- D Would

#Q. I \_\_\_\_\_ love to coach this team. (Preference)

- A** Could
- B** Can
- C** Should
- D** Would

## Topic : Question



#Q. I am sure that you \_\_\_\_\_ support the right candidate. (certainty)

- A Could
- B Will
- C Can
- D Would

#Q. Malti is seriously ill. We \_\_\_\_\_ call a doctor. (advice)

- A Could
- B Can
- C Must
- D Will

#Q. Gandhiji \_\_\_\_\_ have his evening meal soon after his evening prayer.

(Past Habit)

- A** Could
- B** Would
- C** Can
- D** Should

#Q. The King ----- always have his way. (certainty)

- A** Will
- B** Could
- C** Ought to
- D** Should

#Q. I ----- swim across the river in 10 minutes.

- A** Will
- B** Could
- C** Might
- D** Can

#Q. You ----- keep your promise.

- A** Will
- B** Should
- C** Must
- D** Ought to

#Q. You ----- keep your promise.

- A** Could
- B** Must
- C** Should
- D** Can



# Subject-Verb Concord

# Topic : Subject-Verb Agreement

Subject

Number → S → Mango is sweet.  
Number → P → Mangos are sweet.

Person →	1st P	S	P	I play Cricket.
2nd P	You	You	He <u>plays</u> Cricket.	
3rd P	He She It	They		

Noun

Sing

Book

Plural

Books

Table

Tables

Pen

Pens

Verb

plays

play

eats

eat

## Questions:

- (1) Mangoes ----- not good. (is / are)
- (2) The Jury ----- divided in their opinion. (is / are)
- (3) Ram and Shyam ----- going to the party. (is / are)
- (4) Rice and Curry ----- a wonderful dish. (is / are)
- (5) The PM and President ----- coming for inauguration. (is / are)



## Topic : Rules



### Rule I:

- (1) The quality of the mangoes Was not good. (was / were)  
① ✓ ②
- (2) His knowledge of Indian vernaculars is far beyond the common.  
(is / are) regional dialects



## **Rule I: A Verb must agree with its Subject in Number and Person.**

- (1) The quality of the mangoes \_\_\_\_\_ not good. (was / were)
- (2) His knowledge of Indian vernaculars \_\_\_\_\_ far beyond the common.  
(is / are)

**Rule II-A:**

N1 'and' N2 → Plural Verb

(4) Fire and water do not agree. (do / does)

(5) Are your father and mother at home? (Is / Are)

**Rule II-A: Two or more singular nouns or pronouns joined by 'and' require a plural verb.**

- (4) Fire and water \_\_\_\_\_ not agree. (do / does)
- (5) \_\_\_\_\_ your father and mother at home? (Is / Are)

## Rule II-B:

- (6) The horse and carriage \_is at the door. (is / are)
- (7) Rice and curry \_is my favorite dish. (is / are)
- (8) Slow and Steady \_wins the race. (win / wins)  
P                    S



**Rule II-B: But if the nouns suggest one idea to the mind, or refer to the same person or thing, the verb is singular.**

- (6) The horse and carriage \_\_\_\_\_ at the door. (is / are)
- (7) Rice and curry \_\_\_\_\_ my favorite dish. (is / are)
- (8) Slow and Steady \_\_\_\_\_ the race. (win / wins)

**Rule III:**

Sing. Noun  $\xrightarrow{\text{with, together with}}$  Sing. Verb  
no less than,  
and not, in addition to  
as well as

- (9) The suitcase, with all its contents, Was stolen. (was / were)
- (10) Kamal, together with her sisters, is present. (is / are)
- (11) He, no less than you, is guilty. (is / are)
- (12) He, and not you, is to blame. (is / are)
- (13) Hari, in addition to his brother, has come. (has / have)

You, They

P

**Rule III: Words joined to a singular subject by 'with', 'as well as', etc., are parenthetical. The verb should therefore be put in the singular.**

- (9) The suitcase, with all its contents, \_\_\_\_\_ stolen. (was / were)
- (10) Kamal, together with her sisters, \_\_\_\_\_ present. (is / are)
- (11) He, no less than you, \_\_\_\_\_ guilty. (is / are)
- (12) He, and not you, \_\_\_\_\_ to blame. (is / are)
- (13) Hari, in addition to his brother, \_\_\_\_\_ come. (has / have)

**Rule IV-A:**

Either, Or      → Sing Verb  
Neither, nor

- (14) Either you or he has stolen the watch. (has / have)
- (15) No nook or corner was left unexplored. (was / were)
- (16) Neither he nor his friend is present here. (is / are)

**Rule IV-A: Two or more singular subjects connected by 'or' or 'nor' require a singular verb.**

(14) No nook or corner \_\_\_\_\_ left unexplored. (was / were)

(15) Neither he nor his friend \_\_\_\_\_ present here. (is / are)

(16) Neither he nor his friend \_\_\_\_\_ present here. (is / are)



## Rule IV-B:

X X

- (17) Neither the Chairman nor the directors are present. (is/are)



**Rule IV-B: But when one of the subjects joined by 'or' or 'nor' is plural, the verb must be plural, and the plural subject should be placed nearest the verb.**

- (17) Neither the Chairman nor the directors ----- present. (**is/are**)

**Rule IV-C:**

- (18) Either he or I <sup>3</sup> <sup>1</sup> am mistaken. (is / am)
- (19) Neither you nor he <sup>2</sup> <sup>3</sup> is mistaken. (is / am)

**Rule IV-C: When the subjects joined by 'or' or 'nor' are of different persons,  
the verb agrees with the nearer.**

- (18) Either he or I \_\_\_\_\_ mistaken. (is / am)
- (19) Neither you nor he \_\_\_\_\_ mistaken. (is / am)



Faith,  
every,  
either, neither

## ~~Rule V:~~

- (20) Either of the two brothers is at fault. (is / are)

(21) Each of these substances is found in India. (is / are)

(22) Everyone of the girls likes her dress. (like / likes)  
P S

(23) Every Scout honours the Scout Law. (honour / honours)  
S

(24) Neither of these two roads leads to the hospital. (lead / leads)  
S

(25) Many a man does not know his own good deeds. (do / does)  
S

**Rule V: 'Either, Neither, each, everyone, many a, must' be followed by a singular verb.**

- (20) Either of the two brothers \_\_\_\_\_ at fault. (is / are)
- (21) Each of these substances \_\_\_\_\_ found in India. (is / are)
- (22) Everyone of the girls \_\_\_\_\_ her dress. (like / likes)
- (23) Every Scout \_\_\_\_\_ the Scout Law. (honour / honours)
- (24) Neither of these two roads \_\_\_\_\_ to the hospital. (lead / leads)
- (25) Many a man \_\_\_\_\_ not know his own good deeds. (do / does)

## Rule V-A:

(24) a. Every boy and every girl was given a packet of sweets. (was/were)

**Rule V-A: Two nouns qualified by each or every, even though connected by and require a singular verb.**

- (24) a. 'Every' boy and 'every' girl \_\_\_\_\_ given a packet of sweets.  
(was/were)

**Rule VI:**

Plural form → sing. meaning → Sing. Verb

(26) Economics has no charm for him. (has / have)

(27) The wages of sin is death. (is / are)

(28) Politics is with him the business of his life. (is / are)

**Rule VI: Some nouns which are plural in form, but singular in meaning, take a singular verb.**

(26) Economics \_\_\_\_\_ no charm for him. (has / have)

(27) The wages of sin \_\_\_\_\_ death. (is / are)

(28) Politics \_\_\_\_\_ with him the business of his life. (is / are)

**Rule VIII:**

Proper Noun → Sing Verb

- (30) Great Expectations, is an interesting novel. (is / are)
- (31) The United States has a big navy. (has / have)
- (32) Plutarch's Lives is an interesting book. (is / are)



**Rule VIII: When the plural noun is a proper name for some single object or some collective unit, it must be followed by a singular verb.**

- (30) Great Expectations, \_\_\_\_\_ an interesting novel. (is / are)
- (31) The United States \_\_\_\_\_ a big navy. (has / have)
- (32) Plutarch's Lives \_\_\_\_\_ an interesting book. (is / are)

## Rule IX:

(33) Fifteen minutes \_\_\_\_\_ allowed to each speaker. (is / are)

(34) Two-thirds of this book \_\_\_\_\_ easy. (is / are)

(35) 5 kms \_\_\_\_\_ a long distance. (is / are)

**Rule IX: When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.**

(33) Fifteen minutes \_\_\_ is allowed to each speaker. (is / are)

(34) Two-thirds of this book \_\_\_ is easy. (is / are)

~~(35)~~ 5 kms \_\_\_ is a long distance. (is / are)

**Rule X:**

- (36) The poet and philosopher is dead. (is / are)
- (37) My friend and colleague has come. (has / have)  
        <sup>s</sup>  
        <sup>+</sup>
- (38) The Principal and the Chairman are present today. (is / are)



**Rule X: When two singular nouns refer to the same person or thing, the verb must be singular. The article is then not repeated.**

(36) The poet and philosopher \_\_\_\_\_ dead. (is /are)

(37) My friend and colleague \_\_\_\_\_ come. (has / have)

(38) The Principal and the Chairman \_\_\_\_\_ present today. (is / are)

## Rule XI:

- (39) The whole class is absent. (is / are)
- (40) The jury has four members. (has / have)
- (41) The jury have different opinions. (has / have)
- (42) The crew was arrested. (was / were)

## Collective Noun

bunch of keys

army of soldiers

class of students

jury of judges

Plural Verb

Sing Verb

**Rule XI: A Collective noun takes a singular verb when the collection is thought of as one whole; plural verb when the individuals of which it is composed are thought of.**

- (39) The whole class \_\_\_\_\_ absent. (is / are)
- (40) The jury \_\_\_\_\_ four members. (has / have)
- (41) The jury \_\_\_\_\_ different opinions. (has / have)
- (42) The crew \_\_\_\_\_ arrested. (was / were)

**#Q. Complete the given narrative, by filling in the blank with the correct option:**

Each of the boys \_\_\_\_\_ rewarded.

A are being

B have been

C was

D were

#Q. Select the option that identifies the error and supplies the correction for the given line, from a survey.

Everyone **are** expected to submit their feedback to our customer service representative at the event.

- A Error – are; Correction – is
- B Error – their; Correction – your
- C Error – feedback; Correction – feedbacks
- D Error – the; Correction – a

#Q. Fill in the blank with the correct option.

When one gazes at the sky, the glimmer of stars fills the vastness above.  
Stares

- ①  ②

- A fill
- B fills
- C to fill
- D is filling

**#Q. Complete ANY TEN of twelve of the following tasks, as directed.**

Complete Nelson Mandela's quote by filling in the blank with the correct option.

"The greatest glory in living — *lies* — not in never falling, but in rising every time we fall." - Nelson Mandela

- A** lie
- B** lies
- C** lays
- D** laying

## Topic : MCQs

#Q. No news ----- good news.

T  
S

- A has ]
- B had ]
- C is
- D are

#Q. The treasurer and secretary ----- left from the bank.



- A have
- B has
- C are
- D is

**#Q. In each of the following sentences, supply a verb in agreement with its subject:**

- (A) To take pay and then not to do work \_\_\_\_\_ dishonest. (is/are)
- (B) The cost of all these articles \_\_\_\_\_ risen. (has/have)
- (C) The jury \_\_\_\_\_ divided in their opinions. (is/are)
- (D) That night every one of the boat's crew \_\_\_\_\_ down with fever. (was/were)
- (E) One or the other of those fellows \_\_\_\_\_ stolen the watch. (has/have)

- (F) The strain of all the difficulties, vexations and anxieties \_\_\_\_\_ more than he could bear. (was/were)
- (G) No news \_\_\_\_\_ good news. (is/are)
- (H) The accountant and the cashier \_\_\_\_\_ absconded. (has/have)
- (I) A good man and useful citizen \_\_\_\_\_ passed away. (has/have)
- (J) The famous juggler and conjurer \_\_\_\_\_ too unwell to perform. (is/are)
- (K) The Three Musketeers \_\_\_\_\_ written by Dumas. (was/were)

## Topic : Questions



- (L) Each of the suspected men \_\_\_\_\_ arrested. (is/are)
- (M) The ebb and flow of the tides \_\_\_\_\_ explained by Newton. (was/were)
- (N) Ninety rupees \_\_\_\_\_ too much for this bag. (is/are)
- (O) The cow as well as the horse \_\_\_\_\_ grass. (eat/eats)
- (P) Neither his father nor his mother \_\_\_\_\_ alive. (is/are)
- (Q) There \_\_\_\_\_ many objections to the plan. (is/are)

## Topic : Questions



- (R) Two-thirds of the city \_\_\_\_\_ in ruins. (is/are)
- (S) The formation of paragraphs \_\_\_\_\_ very important. (is/are)
- (T) Man's happiness or misery \_\_\_\_\_ in a great measure in his own hands.  
(is/are)



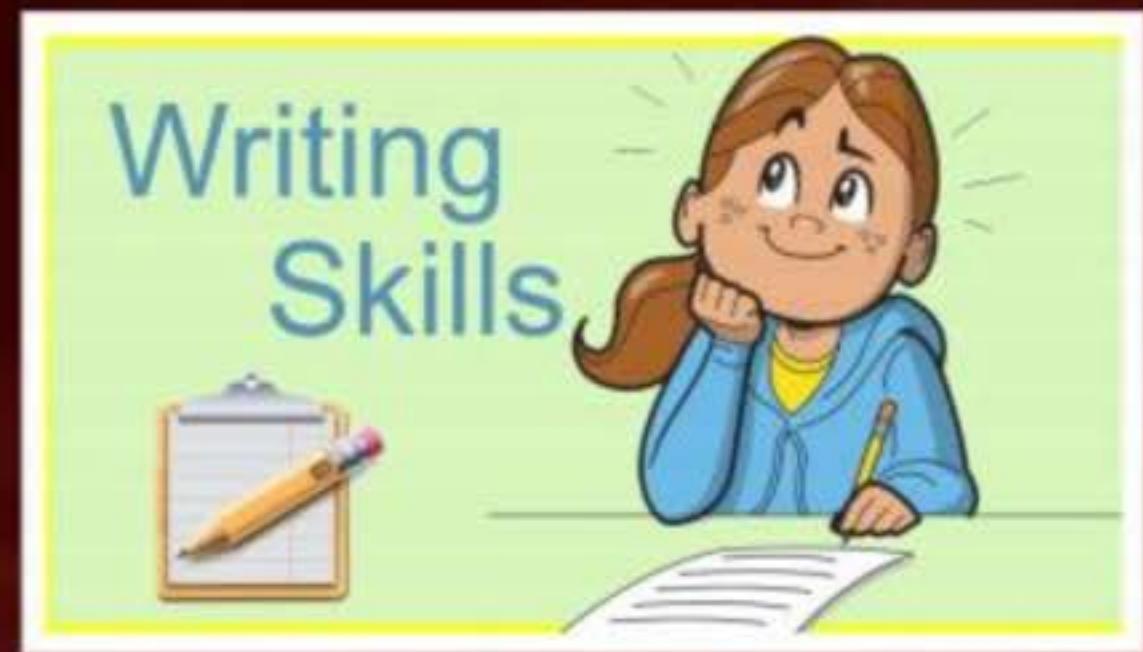
# Writing Skills



# Analytical Paragraph



## Topic : Analytical Paragraph



- o An analytical paragraph is a written text that gives descriptive analysis of the information given in the form of chart, graphs, clues, table etc.
- o It entails dissecting a specific topic, idea, or concept in a detailed and thoughtful manner.
- o 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*





## Topic : Tips



- For writing an analytical paragraph, the following strategies need to be kept in mind:-
  - Understand the given data carefully.
  - Understand the topic on which analytical paragraph is to be written.
  - Carefully study the trends, figures and information given for analysis.
  - Describe the facts
  - Cover maximum information given in the graphs/data
  - Use simple language

- Mention the data accurately.
- Don't add any personal fact/observation.
- No graph required in answer.

- ① Understand the data
- ② Information - extract
- ③ Paragraph

**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. professionals

15% → Scientists, Fashion Designers

10% → Engineers, Photographers, Doctors

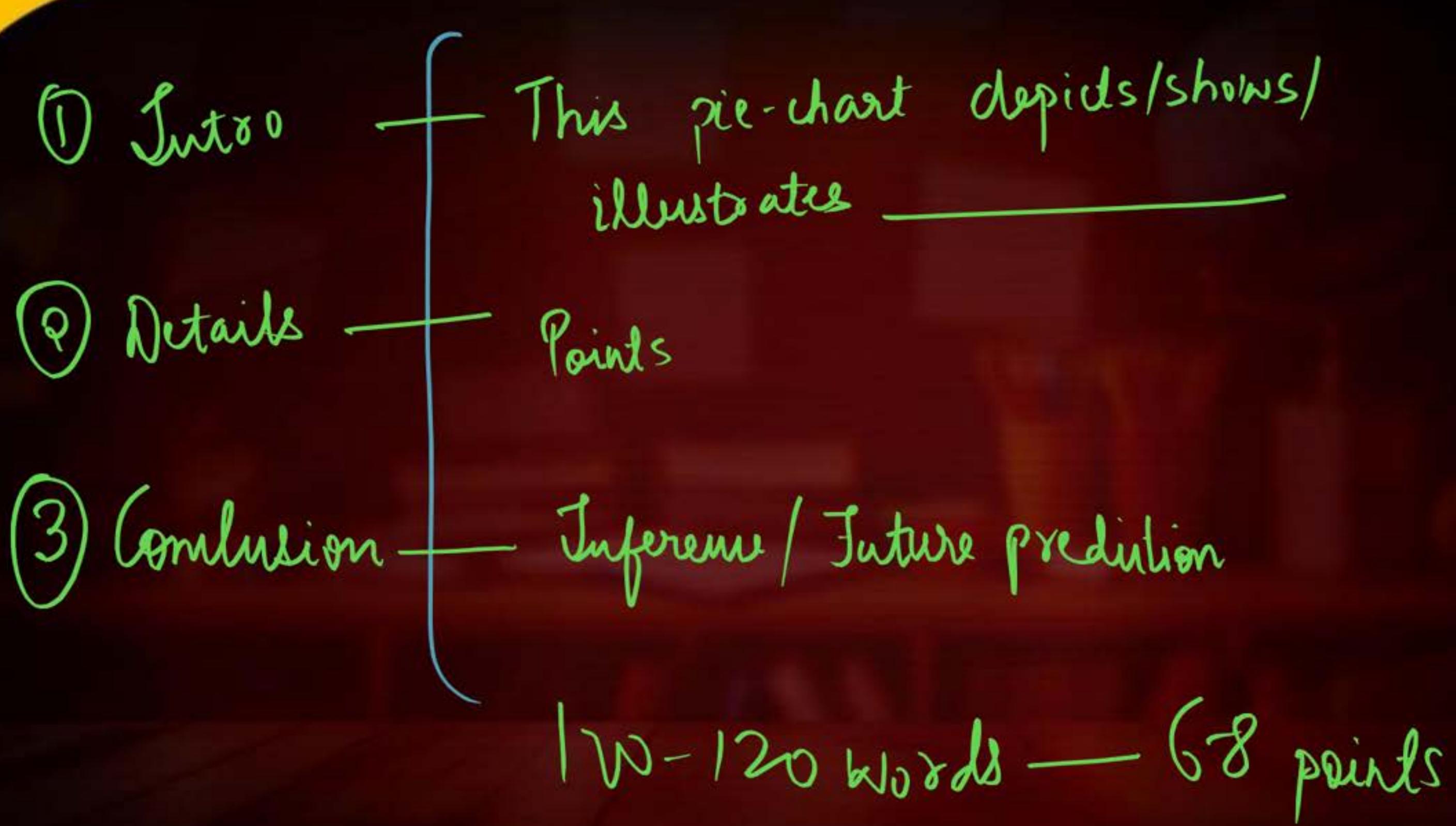
→ ① Highest

② Lowest

③  $\frac{20+20+15}{100}$

④ Conclusion

⑤



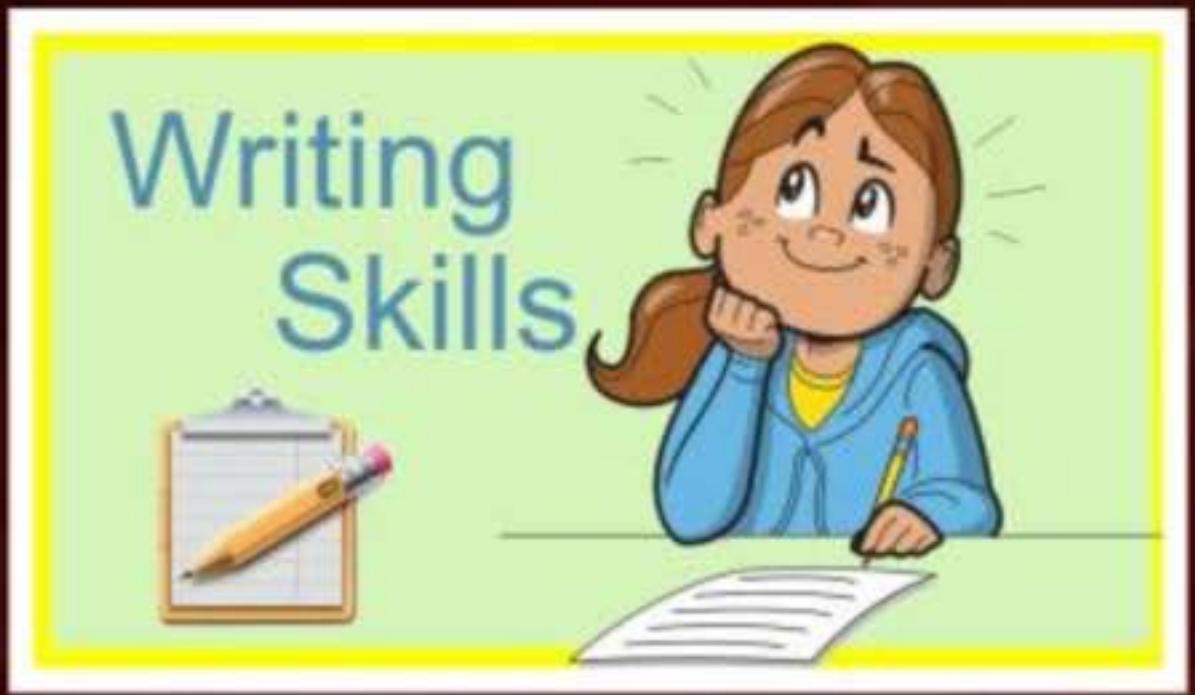


# Formal Letters





## Topic : Letter Writing



- *Letter is the most common and convenient method of expressing our thoughts and opinions.*
- *They're important mode of communication, especially for official purposes.*



## Topic : Types of Letter



1. **Formal Letters:** These letters are written in formal, simple and polite language. These follow a certain format. Such letters are written for official purposes to authorities, companies, institutes, etc.
2. **Informal Letters:** These letters are written to parents, friends and relatives. They are written in everyday and conversational language. They are mainly used for personal communication.



## Topic : Types of Formal Letter



### Types:

- ✓ Complaint letter ✗
- ✓ Enquiry letter
- ✓ Letters of Placing Order/ cancelling order
- ✓ Letter to the Editor ✗ ✗



## Topic : Marking Scheme

- o Marks- 5
- o Word Limit- 100-120 Words
  - Format- 1
  - Content-2
  - Expression and organization of ideas- 1
  - Accuracy of spellings and grammar- 1





## Topic : Format of a Formal Letter



You are Ritika Sharma, a resident of Delhi. With the increase in choice of processed food and an inactive lifestyle, the problem of obesity is rising. Write a letter to the Editor of 'The Times' Delhi, expressing your concern regarding the issue and suggest measures that can be taken to reduce the problem (100-120) Words.



36-D, Nehru Enclave  
Jangpura  
New Delhi 110014



Sender's Address

1 March, 20XX

Date

The Editor  
The Times  
Delhi - 110002



Receiver's Official Designation and Address

Subject – Increasing  
Problem of Obesity }

Sir/Ma'am

Through the  
columns - - - - - }

Obesity is a medical  
- - - - - }

I hope my - - - - -

Thank you  
Yours Sincerely

Ritika - -

Subject

Saluation

Introductory Sentence

Informative Paragraph

Concluding Sentence

Complimentary Close

Signature

Body of  
the Letter

① Sender's address

\_\_\_\_\_

② Date

8 September, 20XX / September 8, 2024

③ Receiver's address

The Editor

\_\_\_\_\_

④ Salutation

Dear Sir/Ma'am

⑤ Body

{

① Intro  
② Cause-effect  
③ Conclusion

⑥ Complimentary  
Class 2

Thank you  
Yours sincerely truly

⑦ Sign & Name



XYZ

(Designation)



# THANK YOU

