

1. A LETTER TO GOD

Short Q/A:

1. Why were Lencho and his family in distress? Whom did he ask for help?

Ans. Lencho's crops were completely destroyed by the hailstones. He feared that he and his family would go hungry. He had no one to help but he had full faith in God whose eyes see everything. He wrote a letter to God asking for a hundred pesos to sow the crop and live until the next harvest.

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

Ans. The postmaster was a kind, generous, helpful and God fearing man. When he received the letter written to God asking for 100 pesos, he felt sympathetic towards Lencho. Hence, he decided to help Lencho. He gave a part of his salary and asked the other employees to help. He signed the letter 'God' in order to preserve the man's faith in God.

3. Why was Lencho angry? What did he do?

Ans. Lencho had deep faith in God and hence wrote a letter to God asking for 100 pesos. But when he received 70 pesos instead of 100, he was angry. He wrote another letter to God asking him to send the rest of the money, but not through the post-office as they were a 'bunch of crooks'.

4. What did Lencho write in his second letter to God? Why did he ask Him not to send the rest of the money by post mail?

Ans. Lencho wrote to God that he received only 70 pesos out of the 100 that he had asked for. He asked God to send him the rest of the money as he needed it very much. He even asked God not to send the money through the postal mail. He said that the post office employees were dishonest and 'a bunch of crooks'.

5. Lencho has great faith in God. Does he have the same kind of faith in man? Taking examples from the story describe his attitude towards God and man.

Ans. Lencho's crop was totally destroyed. He had great faith in God. He wrote a letter to God asking for a hundred pesos as help. The postmaster and the employees

collected seventy pesos and sent the money to him. Lencho thought that the employees had stolen 30 pesos. He wrote another letter to God asking for 30 pesos more but not through the post office. He called the employees 'a bunch of crooks'. This highlights Lencho's attitude to God and man. He had full faith in God but doesn't have any faith in man.

LONG Q/A:

1. Writing a letter to God for help really shows not only the unshaken faith in God of the writer Lencho but also shows his utter simplicity and innocence. Comment.

Ans. Lencho was a simple and hardworking farmer who worked like an ox in his fields. When the heavy fall of hailstones destroyed his corn totally, he and his family were rather on the verge of starvation. He was left with one hope, help from God. He believed that God is all merciful and hears the call of those who are of a clear conscience. He requested Him to send a hundred pesos immediately to help him to sow his fields. He and his family also needed some money to live on until the fresh crop coming.

Writing a letter to God and addressing it 'To God' shows the writer's unshaken faith in God. He was a simple man not distrusting that such a letter could reach God. His innocence and firm belief in God's mercy even deeply impressed and influenced the postmaster who decided to answer his letter. He didn't want to shake the writer's faith in God. He collected and sent 70 pesos as help signing the letter with one word, 'God'. Lencho had so much faith in God and His mercy that he didn't show any surprise when he received the money sent to him. He wrote another letter requesting Him to send the rest of the money immediately but not through the postal mail as the post office employees was a 'bunch of crooks'.

2. Who does Lencho think has taken the rest of the money? Describe the ironical ending of the story.

Ans. Lencho's faith in God was complete and unshaken. When he lost all hopes, he looked towards God for help. And he was sure that God would come to the help of a simple man of clear conscience like him. So, when he saw the money, he was not at all surprised as he had been waiting for it. But when he counted the money, he became angry. He was sure that someone had stolen thirty pesos out of the hundred sent by God. Who could be they except the employees at the post office? Therefore, he wrote a second letter to God to send him the rest of the money immediately. He

asked Him not to send the money through the mail as the post office employees were a 'bunch of crooks.'

The situation at the end becomes quite ironical. It is ironical that men who collected pesos to help Lencho were called 'a bunch of crooks,' by him. He couldn't know till the end who had really sent that money.

3. Give a character sketch of the Postmaster in your own words. Don't you think that he should have deserved a better recognition and appreciation of his act of charity?

Ans. It takes all kinds of people to make this world. The postmaster is a kind-hearted man who admires goodness in fellow human beings. He has a thorough understanding of a sharp, sympathetic and sensitive mind. He knows how the mind of a God fearing rustic like Lencho works. He is sensitive and sympathetic to human feelings. He doesn't want to break the deep faith of the writer in God. The fat and friendly postmaster had a large heart too. First, he laughed at the man who wanted to have a direct correspondence with God. But he soon became serious. After reading the letter, he was deeply moved and impressed by Lencho's faith in God.

He knew that merely goodwill was not sufficient. The farmer needed financial help. So he collected a sum of 70 pesos from his employees. He also contributed a part of his salary. He did so as to keep Lencho's faith in God. He wrote a single word as a signature: God.

It is ironical that a simpleton like Lencho could never know his real benefactor. Nor did he ever try to know how and from whom he received those seventy pesos. Naturally, his work of charity deserved better recognition and appreciation from the receiver. Ironically, the postmaster and his employees who had sent seventy pesos were called 'a bunch of crooks' by Lencho. Although the postmaster does not get due recognition and appreciation from Lencho yet he is an admirable character who inspires the virtue of fellow-feeling and generosity.

Dust of Snow

Robert Frost

Vocabulary Building:

	Word		Meaning
1.	Dejected	(Adj) -	depressed
2.	Rued	(V) -	held in regret
3.	Inauspicious	(Adj) -	unfortunate/unlucky
4.	Alighted	(V) -	landed/perched
5.	Uplifted	(V) -	boost/raise

- **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 of the soft snow all over the poet passing by under the tree, make a perfect, balanced and complete winter landscape.

- **Theme:**

The small poem “Dust of Snow” is based on the idea that nature is a perennial source of joy. The poet reveals that contact with nature provides a healing touch and relieves us of depression, sadness and gloom. Even those objects of nature which we tend to treat as are having negative, inauspicious associations, or unpleasant notions like a crow, a handful dust of snow, and a poisonous tree like hemlock can be instrumental in turning melancholy into cheerfulness. The poem, thus emphasizes that sometimes seemingly insignificant events can bring about a significant change in our lives.

- **Title:**

The soft and cold touch of snow changes the poet's mood from sad to happy. He starts feeling soothed and refresh. In this way a simple moment proves to be very significant and saves rest of the day of the poet from being wasted and held in regret. The black crow is commonly a symbol of death and fear. The title dust of snow is relevant to the poem, as the small act of kindness done by crow or falling of dust of snow has changed the poet’s whole mood and saved his whole day which he might have wasted on regretting.

- **Message:**

Dust of Snow is one of the greatest poems of Robert Frost. This poem gives a very positive message to all of us. Nature can transform our mood and take away all the gloom from our spirits. Nature treats every creature and object impartially and has the power to impact the minds of human beings. The poem tells about how a little thing can change your mood as the poet was very sad. He stood under a hemlock tree (poisonous tree) and there was a crow. Both, the tree and crow show sadness because both are symbolizing the sadness and cruelty.

But when the crow shook down some snow from the tree on the poet, the poet felt happy and it changed his mood as well as he saved the remaining time of the day. So the message conveyed from the poem is that 'a small thing has power to change your mood even if it doesn't matter for you'.

Literary Devices:

- **Rhyme Scheme in the poem: abab**

- **Alliteration**

- Has given my heart. 'H' sound has been repeated
 - And saved some part 's' sound has been repeated

- **Symbolism**

- 'a crow', 'a hemlock tree' and 'a dust of snow' symbols associated with sorrows are used to highlight poet's dark depressed and gloomy mood. These symbols are instrumental in bringing about a deep positive change in his mood.

- **Enjambment**

- Each line of the *poem* runs on to the next without any punctuation mark and the thought ends with the last

- **Imagery**

- The poem is full of visual imagery of the winter landscape
 - Landscape of the forest with snow covered trees
 - A crow perched on the hemlock tree
 - A lonely traveller
 -

Answer the following questions in about 30-40 words:

- 1. What is a "dust of snow"? What does the poet say has changed his mood? How has the poet's mood changed?**

Ans. “Dust of snow” refers to the tiny particles of snow. The particles are so small that poet referred to them as “dust”. The poet was in an awful mood when particles of snow had fallen on him. This changed the poet’s frame of mind instantly and his day got a lot better.

2. What is “a hemlock tree”? Why doesn’t the poet write about a more ‘beautiful’ tree such as a maple, or an oak, or a pine?

Ans. Trees are also seen as mighty creatures imparting wisdom as they’re too old. They give out oxygen and absorb the carbon dioxide which is connected with absorbing all the negative energy. But there are trees that are poisonous too, like a hemlock tree. The poet does not mention a more ‘beautiful’ tree such as maple, oak or pine because he wants to indicate a sad scene. Being poisonous, a hemlock tree is considered bad and so, he refers to it.

3. What does the poet want to convey through the poem ‘Dust of Snow’?

Ans. In the poem ‘Dust of Snow’, the poet wants to convey that sometimes certain moments or actions which are simple have larger significance. They can change the mood or life of a person. The way a crow shakes down dust of snow on the poet inspires and gives him the idea to shake off his depressive thoughts, become cheerful and do something useful.

4. What side of nature do ‘crow’ and ‘hemlock’ represent?

Ans. ‘Crow’ is a black, harsh-voiced bird and ‘hemlock’ is a tree with poisonous bitter fruit. Both are not beautiful. They represent the dark, depressive, sorrowful and bitter side of nature.

5. Why does the poet use such poetically uncommon bird and tree? What does it reflect?

Ans. The poet seems to be in a depressive and sorrowful mood. In such a mood, one cannot think of a sweet and beautiful side of nature. The harsh, bitter and poisonous

images come to his mind. That is why he uses an uncommon, harsh, ugly crow and poisonous tree like hemlock.

Answer the following questions in about 100-120 words:

1. How does the poem reveal that sometimes small, insignificant events can bring about a significant change in our state of mind?

Ans. It tells us that *sometimes* even a *small* incident may prove to be of a larger significance. The *poet* is upset in the beginning of the *poem* but a *small* incident of falling of snow *changes* his mood totally. In the end of the *poem* the *poet* feels relaxed and thankful. The movement of the crow led to the movement of the branch and the dust of snow fall on the poet which changed the mood of the poet. The crow was sitting on a hemlock tree. He shook down the snow from the hemlock tree onto the poet which changed his mode from depressed to happy or delighted.

2. There are times when we feel depressed and hopeless. We think that things will never change. Suddenly, a change comes in our mood when cheerfulness replaces the sense of regret. Justify the above statement in the context of the poem 'Dust of Snow'.

Ans. Change is the law of nature. Man's mood and spirits change like the change of the weather. In the poem, the poet is in a depressed and hopeless mood. He feels that the whole of the day has been wasted. But fortunately, this is not so. The falling of the fine dust of snow on him brings a sudden change in his mood. He realises that all is not lost. There is still hope for redemption. No doubt, a large part of the day has already been lost. It has been rather a bad day so far. But no more now. Now a part of the day has been redeemed. The change of landscape has changed his mood. Cheerfulness had replaced the feeling of regret. His spirits are no more depressed. The sudden change outside also cheers his heart and mood.



CLASS X

Fire & Ice (Poem)

(Vocabulary Building)

WORD		MEANING
1. Perish	(V)	die/ destroy
2. Suffice	(V)	be sufficient
3. Tasted	(V)	experienced
4. Rational	(Adj)	logical/sensible
5. Unbridled	(Adj)	uncontrolled

• Introduction:

Robert Frost's poem "Fire and Ice" expresses the profound idea that the world would end in either of two ways, either by ice or fire. Both the components are compared with self-destructing human emotions: hatred and desire. The poem, very artistically, underpins the philosophy that we let our emotions rule us and if not controlled, they will surely destroy everything around us. Similarly, he thinks fire and ice, both are just as competent in bringing the world to a catastrophic end. The poet has used the two elements both literally and symbolically.

• Theme:

Robert Frost's poem "Fire and Ice" is based on the idea that the world is likely to encounter two different destructive forces – 'fire' and 'ice', either of which will spell its end because of its intensity. The poet uses fire and ice at literal as well as symbolic levels. Literally, the world may move gradually towards excessive global warming or towards excessive coldness which will bring about its doom. Symbolically, 'fire' and 'ice' represent contrasting emotions – fire symbolizing violent passions like anger, cruelty, brutality etc. and ice signifying hatred, jealousy insensitivity, indifference etc.

• Title:

The title "Fire and Ice" is short, crisp and meaningful. It contains in itself the whole gist of the poem. 'Fire' and 'ice' are used symbolically for two sets of contrary emotions. Robert Frost shows the prevalence of fiery passions like fury, cruelty, violence and greed as well as of the cold feelings like hatred,

indifference and insensitivity. 'Fire' and 'ice' though contrary in nature, have a similar ability to destroy.

- **Message:**

The poem conveys the message that if human emotions of anger, lust, jealousy, greed, hatred and indifference keep rising, the world will sooner or later move towards a total destruction. Both the fiery and cold temperature have the power to destroy the world and such temperaments must be controlled for the world to survive. The poet indirectly emphasizes the need of sustaining human thoughts and feelings for the survival of the world. The poem contains a warning for mankind to be alert and aware of the danger in letting lose any such emotions.

Rhyming Scheme: abaabcbcb

Literary Devices:

1. Alliteration: Alliteration is the repetition of consonant sounds in the same line such as the sound of 'f' in "I hold with those who favour fire".

2. Imagery: Imagery is used to make readers perceive things involving their five senses. For example, "Some say the world will end in fire" and "some say that for destruction, ice is also great".

3. Symbolism: Symbolism is a use of symbols to signify ideas and qualities, by giving them symbolic meanings different from their literal meanings. "Fire" is the symbol of desires and "Ice" symbolizes hatred. Similarly, "green" and "gold" are the symbol of beauty and happiness.

4. Anaphora: It refers to the repetition of a word or expression in the first part of some verses. For example, "Some say the world will end in fire, Some say in ice."

5. Personification: Personification is to give human qualities to inanimate objects. In this poem, "Fire" and "Ice" are capable of destruction. Therefore, the poet personifies fire and ice by giving them a mind which is capable of destroying almost anything.

6. Enjambment: It is defined as a thought or clause that does not come to an end at a line break; rather, it moves over the next line. For example, "From what I've tasted of desire I hold with those who favour fire."

Answer the following questions in about 30-40 words:

1. What does the poet favour and why?

Ans. The poet favours those who believe that the world will be destroyed by fire. 'Fire' is a symbol of desire. The poet has already experienced desire. On the basis of his experience, he knows that excessive desire will destroy the world. That is why he holds with those who favour fire.

2. What does 'fire' signify literally and symbolically?

Ans. Robert Frost's "Fire and Ice" deals with the theme of 'destruction' as its deeper meaning. The poem depicts the concept of destruction that obsession and hatred can bring to the world. His use of the imagery of 'fire' and 'ice' portrayed the two reasons of destruction among humans.

3. What according to the poet would be enough to destroy the world?

Ans. Our desires and hatred would be enough to destroy the world. According to the poet, 'fire' represents 'desire' and 'ice' represents 'hatred'. Desires like fire spread rapidly and engulf one's whole life. Similarly, 'hatred' fills life with poison.

Answer the following questions in about 50 - 60 words:

1. What are the two contrasting views about the end of the world as projected in the poem, "Fire and Ice"?

Ans. In this poem, Robert Frost refers to two contrasting ideas—Fire and Ice as predictions of how the world will end. According to him, some people say that the world will end in fire while some others hold that it will end in ice. The poet equates desire with fire and hatred with ice. Both the desire and hatred are growing with such a rapid speed that the world will come to an end either of the ways.

Hatred can destroy us and the world. Intolerance in behaviour creates hatred that leads to fury and cruelty. One becomes hard-hearted and insensitive to the feelings of others. Love, brotherhood, tolerance, peace, contentment, sensitivity, benevolence, generosity among people can make this world a better place to live in.

CLASS –X STUDY MATERIAL

Nelson Mandela- A Long Walk to Freedom (First Flight)

Vocabulary Building:

Words

Meaning

- | | |
|---------------------|--------------------|
| 1. Supremacy (N) | superiority |
| 2. Oppression (N) | exploitation |
| 3. Wrought (V) | achieved/ resulted |
| 4. Transitory (adj) | temporary |
| 5. Grimpest (adj) | darkest/ serious |

Short Answer Questions (30 –40 words):

Q1. Can you say how 10 May is an ‘autumn day’ in South Africa?

Ans. In South Africa, 10th of May was an autumn day, literally as well as symbolically. In autumn trees leave old and rotten leaves and after that new leaves with fresh colours are born. Symbolically, the old and rotten system of apartheid was coming to an end. A new republic based on equality of men, colours and races was taking birth on the 10th of May during the autumn. Nelson Mandela was sworn in as the first Black President of South Africa

Q2. What does Mandela thank the International leaders for?

Ans. Nelson Mandela thanks the international leaders for sharing a common cause. By participating in the ceremony, they have supported the new republic where there will be no discrimination based on race and colour. He thanks the international leaders for sharing a common victory for justice, for peace and for human dignity.

Q3. Why were the two national anthems sung?

Ans. The Republic of South Africa consists of two major constituents: the blacks and the whites. It was thought necessary to show respect to the sentiments of both these communities. Playing their two national anthems symbolised their unity. It was a sign of the pledge of those who were laying the foundation of a new nation. As it was pledge to build a society devoid of any type of discrimination so the old republic song was also sung to show solidarity with white people and to show that it will be a truly multicultural and equal society.

Q4 . What do the military generals do? How has their attitude changed?

Ans. The military generals salute Nelson Mandela. The change in their attitude was because of struggle and sacrifices put in by many heroes of South Africa. This struggle not only ensured the freedom of South Africa but also brought a change of mindsets for many. Nelson Mandela remembers how the generals of the South African army and the high police officers were employed to arrest him and the other leaders of the blacks only some time ago. The end of the apartheid regime has brought all these changes in them.

Q5. What does courage mean to Mandela?

Ans. ‘Courage’ has a wider and deeper significance for Nelson Mandela. It is not merely limited to physical acts of bravery and boldness. On seeing men stand up to attacks and

torture without breaking and thus showing strength and resilience that defied the imagination, Mandela learnt that courage was not the absence of fear, but the triumph over it.

. It is our mental strength that helps us in becoming really brave. A brave man is not he who is never afraid but he who conquers fear. By courage, Mandela means the victory over fear.

Q6. How did Mandela's 'hunger for freedom's change his life?

Ans. Mandela's hunger for freedom changed his life. The desire for the freedom of his people, to live their lives with dignity and self-respect, animated his life. It transformed him from a frightened young man into a bold one. It drove a law abiding lawyer to become a rebel and a crusader for freedom. Mandela realized in his youth that it was not just his freedom that was being curtailed, but the freedom of all blacks. The hunger for his own freedom became the hunger for the freedom of his people. This desire of a non-racial society transformed him into a virtuous and self-sacrificing man. Thus, he joined the African National Congress and this changed him from a frightened young man into a bold man.

Long Answer Questions (100—120 words):

Q1. What does Nelson Mandela think of Apartheid?

Ans. Nelson Mandela refers to the apartheid policy of the white race against the black people as “an extraordinary human disaster”. White people snatched freedom from the coloured people of South Africa to whom the country belonged. The black people were subjected to oppression for long. They were not even allowed to discharge their obligations to their own families, community and their country. White people had no compassion for them and oppressed their own people and put them in prison. If they had some freedom, it was curtailed. The black people lived the life of a slave. They were subjected to untold miseries and suffered oppression of the worse kind. Mandela devoted his lifetime for the upliftment of his people.

Q2. Describe the obligations which the author is talking about and also describe his feelings for them.

Ans. In the chapter the author has talked about two obligations for every man. The first obligation is towards his family, parents, his wife and children. The second is towards his community and his country. Being a social person one has to fulfil these obligations. But being a black coloured person in South Africa, a man was not free to perform his obligations and got punished if he tried to do so. He was isolated and forcefully separated from his family and his home. He was forced to lead a life of secrecy and rebellion. Being a child, the author never thought of such obligations but after he did so, he fought for the people and the country to be free and enjoy their freedom of performing their duties, personal and social, freely.

Q3. Why does Mandela say that freedom is indivisible? How are the oppressed and the oppressor alike and robbed of their humanity?

Ans. Nelson Mandela believes that freedom is indivisible. His hunger for his own freedom became the greater hunger for the freedom of his people. He couldn't live his life with dignity and self-respect if his own people were bound in chains on him. Mandela realised that the oppressor must be liberated as surely as the oppressed. A man who takes away another's freedom is a prisoner of hatred, prejudice and narrow mindedness. He is not truly free if he is

taking away someone else's freedom. Surely, he is not free when his freedom is taken away from him. Thus the oppressed and the oppressor alike are robbed of their humanity.

Q4. Nelson Mandela in his inaugural speech used these two words 'an extraordinary human disaster' and so 'glorious a human achievement'. What did he mean by that?

Ans. The extraordinary disaster was the rule of Apartheid in South Africa. This disaster of racial discrimination brought oppression, deprivation, cruelty and suffering for the black people of South Africa. They were deprived of justice, peace and human dignity. Blacks were not allowed to visit the places reserved for the whites. They led a life of humiliation.

At last on 10 May 1994, after more than three centuries of white rule, Nelson Mandela's African National Congress Party won the elections. Nelson Mandela became the first black President of South Africa. The coming into power of non-racial government was a glorious human achievement. The new republic ensured social justice, equality and human dignity. Mandela said that never will South Africa see any exploitation of men by men and racial discrimination.

HOTS

Q1. The apartheid regime, the whites created in South Africa, was one of the harshest and most inhumane societies the world has ever known. Elucidate.

Ans. The apartheid regime symbolised oppression, exploitation and an extraordinary human disaster. The white regime was based on racial discrimination. The blacks in South Africa were deprived of their rights, equality and human dignity. After the Boer war, the white groups in South Africa patched up their differences. They imposed a system of racial discrimination against the black people of their own land. It was one of the harshest and most inhumane regimes the world has ever known. The policy of apartheid created a deep and lasting wound in South Africa and its people. Thousands of black patriots sacrificed their lives fighting for the rights and freedom of their. Thousands of Tambos, Sisulus, Dadoos, Fishers and Sobukwes suffered deep oppression and tortures but never gave up their cause. Ultimately, their struggles and sacrifices led the blacks to victory under Nelson Mandela. Their victory was a common victory of inhumanity, for peace, for justice and for human dignity.

Q2. The inauguration ceremony symbolised a common victory for justice, for peace, for human dignity against the most hated apartheid regime based on racist discrimination. Comment.

Ans. The inauguration ceremony of the installation of a democratically elected government in South Africa was of a great historical importance. After the Boer war, the white 'peoples', patched up their differences. They imposed the domination of the whites through the apartheid based on racial discrimination. The inauguration ceremony attracted a world wide recognition. International leaders and dignitaries from more than 140 countries assembled at the amphitheater in the Union Buildings in Pretoria. The whole world hailed it as a common victory for justice, for peace, for human dignity. The grand struggle of the black patriots against the most hated regime of apartheid succeeded. There was a spectacular display of jets and the salute by the bedecked generals with ribbons to the President Mandela. It showed the military's loyalty to democracy. The playing of the two national anthems symbolised a new regime based on equality irrespective of race and colour.

Q3. How was Mandela's concept of freedom different in boyhood and youth than what it was in his mature age? How were 'transitory freedoms' changed into his hunger for the freedom of his people?

Ans. Nelson Mandela was not born with a hunger to be free. In his boyhood, he felt free till he obeyed his father and tribe. The concept of freedom was limited only to run in fields, swim in the local stream and ride on the slow-moving bulls. When he was a youth, he realised that his boyhood freedom was an illusion. His freedom had already been taken away from him. He yearned to enjoy 'transitory freedoms' like staying out at night, reading and going anywhere as he pleased. When he joined the African National Congress, only then his own freedom became the greater hunger for his people. He desired that his people should live their lives with dignity and self-respect. This hunger for freedom forced him to be a rebel and live in secrecy away from his family.

Class-X
English Study Material
TENSES

TENSE		SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
PRESENT	FORM	S+V in the Present form	S+am/is/are+ V 'ing' form	S+has/have+ past participle form of the verb	S+has/have+ been+ 'ing' form
	AFFIRMATIVE	He writes a letter.	He is writing a letter.	He has written a letter.	He has been writing a letter.
	NEGATIVE	He does not write a letter.	He is not writing a letter.	He has not written a letter.	He has not been writing a letter.
	INTERROGATIVE	Does he write a letter?	Is he writing a letter?	Has he written a letter?	Has he been writing a letter?
PAST	FORM	S+V in the Past	S+was/were+ 'ing' form	S+had+past participle	S+had+been+ 'ing' form.
	AFFIRMATIVE	He wrote a letter.	He was writing a letter.	He had written a letter.	He had been writing a letter.
	NEGATIVE	He did not write a letter.	He was not writing a letter.	He had not written a letter.	He had not been writing a letter.
	INTERROGATIVE	Did he write a letter?	Was he writing a letter?	Had he written a letter?	Had he been writing a letter?
FUTURE	FORM	S+will/shall+ root verb	S+will/shall+be+ 'ing' form	S+will/shall+ have+past participle	S+will/shall+ have+been+ 'ing' form
	AFFIRMATIVE	He will write a letter.	He will be writing a letter.	He will have written a letter.	He will have been writing a letter.
	NEGATIVE	He will not write a letter.	He will not be writing a letter.	He will have not written a letter.	He will have not been writing a letter.
	INTERROGATIVE	Will he write a letter?	Will he be writing a letter?	Will he have written a letter?	Will he have been writing a letter?

EXERCISE ON TENSES

1. Fill in the blanks using an appropriate form of the verb given in the brackets:

Information technology (**change**) the way we access information. Since its introduction in the 1980's, the internet (**become**) cheap and common place. Some people (**see**) this as an opportunity to deal with problems like unemployment. They (**argue**) that the government(**provide**) free internet access to people (**look**) for a job. I (**not agree**) with this point of view for several reasons.

Lack of skills (**be**) the main reason that(**prevent**) jobless people from (**find**) employment. Instead of..... (**offer**) free internet to the people, the government (**organize**) training programs for the jobless people.

Giving free internet is unlikely to be of any help. In the first place, it..... (**be**) nearly impossible to control how these technologies (**use**). Instead of this, the government (**use**) public money to provide subsidized or free bus tickets for the unemployed who (**need**) to travel for a job interview.

Solution

1) has changed 2) has become 3) see 4) argue 5) should provide 6) looking 7) don't agree 8) is 9) prevents 10) finding 11) offering 12) should organize 13) is 14) are used 15) should use 16) need

2. Mary (**be born**) -----in Glasgow but when she (**be**) -----three years old her parents (**move**) -----to London. She (**go**)----- to school in London. While she (**study**) -----at University she (**meet**) -----with a serious accident and she (**spend**) -----six months in bed. During this time she (**learn**) - -----French and when she finally (**get**) -----up from the bed she (**speak**) -----it fluently. She (**get**) -----a job as French translator in 2001 and she (**work**) ----- for this firm since then. She (**like**) ----- the job because it (**allow**) -----her to speak to a lot of people but right now she (**consider**) -----the possibility of changing her job. Next year she (**take**) -----a course in computer science because she (**think**) -----it (**give**) ----- her the opportunity to find a better job.

Solution:

1) was born 2) was 3) moved 4) went 5) was studying 6) met 7) spent

8) learnt 9) got 10) spoke 11) got 12) has been working 13) likes
14) allows 15) is considering 16) is going to take 17) thinks 18) will
give.

3. Re-arrange the following sentences into meaningful sentences:

- (a) vitamins/rich/watermelon/A and C/like/source/of/is/a/
(b) It/ageing/from/prevents/body/the/
(c) Watermelon/keeps/skin/the/hydrated
(d) is/during/tonic/it/to the body/a/summer

Answers

- (a) Watermelon is a rich source of vitamins like A and C.
(b) It prevents the body from ageing.
(c) Watermelon keeps the skin hydrated.
(d) It is a tonic to the body during summer.

- (a) The/stars/sky/twinkle/the/in/night/at
(b) reveal/universe/could/the size/this/of the
(c) flecking/scientists say/the/stars/that/of the/distance/indicates
(d) of the/give out/a very/at night/they/beautiful picture/sky

Answers

- (a) The stars twinkle in the sky at night.
(b) This could reveal the size of the universe.
(c) Scientists say that the flecking of the stars indicates distance.
(d) At night they give out a very beautiful picture of the sky.

CLASS –X STUDY MATERIAL

LETTER WRITING (Formal)

LETTER TO THE EDITOR

Letter writing is an essential skill. It is still one of the most important and popular means of communication.

Points to Remember:

- Grab the reader's attention.
- Explain the matter in the first paragraph.
- Explain why the issue is important.
- Give evidence of your praise or criticism.
- State the writer's opinion about what should be done.

Purpose of the letter:

- To express one's opinion on a wide range of issues.
- To express and share one's observations and views in a public forum.

Language of the letter:

- Formal language must be used.
- Repetition of ideas must be avoided.
- Sub paragraphs should be used in an organized way.
- Personal outlook must be included and biased language should be avoided.

Format of the letter:

1. Sender's Address

Sender's address is preferred on the top left hand corner.

2. Date

The date is preferred below the sender's address and it should be alpha numeric.

3. Receiver's Address

Receiver's rank, Name of the firm/ department/ etc. is written on the left margin below the date.

4. Salutation

We must write 'Sir/ Madam' as greeting

5. Subject

The subject should be as per the question and underlined. The first letter of each word should be capital.

6. The Body / content

- First Para.....Introduction
- Second Para.....Causes/ Effects/ Problems...
- Suggestions/ Solution
- Third Para..... Concluding Para
- Complimentary Close.....Subscription
- Signature

SAMPLE FORMAT

C- 47

Rohini
New Delhi

(Sender's Address)

5 May 2020

(Date)

The Editor
The Times of India
Karol Bagh
New Delhi

**(Receiver's Rank)
&
Address**

Sir/ Madam

(Salutation)

Subject : As Per the Question (To be underlined)

Through the columns of your esteemed daily/ prestigious newspaper, I would like to draw the attention of the concerned authorities /general public towards.....

.....**(Introductory Para)**.....

Causes/ effects/ Problems..... **(Main paragraph---2nd Para)**.....

.....
Suggestions/ Solutions.....

I hope that you will publish my letter in your esteemed daily and the concerned authorities will take quick and speedy action. **(3rd Para-concluding para)**

Yours truly/Yours sincerely/ Yours faithfully **(Subscription)**
ABC

SAMPLE QUESTION:

Q. You are Keshav / Karuna, living at A- 32, MG Road, Bangalore. You are very much concerned about the bad state of roads in the city. Write a letter to the editor of a newspaper expressing your concern over the problems faced by the commuters and giving suitable suggestions to solve the problem.

A-32
MG Road
Bangalore

3 May 2020

The Editor
The Times of India
Indira Nagar
Bangalore

Sir / Madam

Subject: Bad State of Roads in Bangalore

Through the columns of your prestigious newspaper, I would like to draw the attention of the concerned authorities towards the bad state of roads in Bangalore. I also want to throw light on the problems and inconveniences faced by the people of Bangalore due to the deplorable condition of roads in the city.

Bangalore is no more a pleasant city to live in now. Most of its roads are riddled with Potholes and craters despite crores of rupees spent every year. The recent monsoons exposed all the tall claims of authorities to provide trouble-free and convenient road drives on the roads of Bangalore. Potholes and craters have added to the woes of thousands of commuters. The students of the city are the worst sufferers. Bad state of roads in the city causes frequent delays and traffic jams. Uneven surfaces, potholes and craters cause frequent road accidents. Bad planning and compromises made in specifications result in substandard work. The absence of shoulder-drains to carry rain water obviously damages the roads. More than anything else the politician- contractor nexus has to be blamed for the pathetic condition of roads.

The situation is grave but not beyond redemption. It demands immediate attention and prompt and effective measures. Only contractors of proven integrity and credentials should be shortlisted for building roads. Proper planning or design and use of good material can help in keeping the roads of the city in a good state.

I hope my letter will get due space in your esteemed newspaper and the concerned authorities would take necessary and speedy action.

Yours truly
Keshav/ Karuna

PRACTICE QUESTIONS:

Q1. You are Ajay Singh of A-12, Fort Road, Kochi. Write a letter to the editor of a national daily in 100- 120 words stating the powerful impact of media in promoting National Integration.

Value points:

- Media link between the people to propagate.
- Plays important role in binding the people in oneness.
- Acts like a watch dog
- Conscious and earnest efforts of media have always aided.

Q2. You are Ritika, a resident of Delhi. With the increase in choices of processed food and an inactive lifestyle, the problem of obesity is rising. Write a letter to the Editor of 'The Times' New Delhi, expressing your concern regarding the issue and suggest measures that can be taken to reduce the problem.

DIARY ENTRY

Diary writing is one of the most personal and informal categories of writing. It can be based on an experience, a scene, a description or narration of certain event or any other thing or activity that the writer considers worth writing in his personal diary. Diary is a kind of personal document. It records an individual's account of a day of his/her life.

Features of Diary Entry

- Day, Date and Time of the entry.
- A suitable descriptive heading of the entry you are putting on.
- The detailed comprehensive body of the diary entry (i.e. content).
- A Diary should be written in the First Person and not in the second or third, i.e. - I went to the port (not he went to the city).
- A Diary doesn't need to be formal it can be written in an Informal style.
- Signature of the writer, to give it much needed authenticity.

Points to Remember

- Creativity, imagination and expression in diary writing are tested.
- You should write as if you have really been a part of the situation.
- It is written in the first person.
- One does not write about things experienced on a daily basis. Only matters of some significance are recorded.
- It is a secret record of one's life, so one can be very honest about one's feelings and emotions.

• FORMAT

- **Day, Date**
- **Time**
- **Salutation (Optional)**
- **Heading of the diary entry (Optional)**
- **Content of Diary Entry**
- **Signature / Name of the writer**
- **Sample Question:**

- Its the best day of your life. You have scored a whopping 98.2% marks in your Board Examinations, but all your friends have gone their ways and forgotten to congratulate you on your success. You have mixed feelings about the day and decide to pen down your feelings. Write your diary entry.

-

- Friday, 3 July 2020

- 10:00 PM

- Dear Diary

- Today is the *best day* of my life. My hard work is rewarded with brilliant success. My *joy knew no bounds* when I came to know that I had scored 98.2% in Board Examinations. I am at *cloud nine* to know about my success but at the same time feeling somewhat *alone and isolated* in the societal world. I am expecting 'congrats messages from my near and dear ones. But nobody has *bothered to wish* me or sent me an SMS. I am really *feeling disgusting* about my friends who have failed to wish me at my grand success. But I must say my *heartiest* thank to almighty who makes *my fortune enlightened* with this grand success.

- Manisha

- **Your brother has turned up from abroad after his higher studies. Your all family members celebrated his arrival. Write a diary entry describing how you gave homecoming welcome to your brother and soon that day becomes 'A Memorable Family Occasion' for you.**

- Friday, 3 July 2020

- 10:00 PM

- Dear Diary

- The return of my eldest brother from overseas after completing his medical studies in England was a *memorable* family occasion. Every member of our family turned up at the airport with *joy and expectations* to await his arrival. As the plane taxied in, we *wondered* how he would look after his long absence, for he had returned only once for a holiday and that was four years back. At last, he appeared, taller and bulkier than ever, looking very different in his trendy clothes and a new hairdo.

- After we had exchanged hugs and greetings, he introduced to us his best friend who had also qualified as a doctor at the same university. We were *thrilled beyond words* when he announced that the two of them jointly topped the University. We went home to celebrate the *double joy* with a reunion dinner. Some of his old classmates, friends and our relatives, too, had been invited that night. A sumptuous dinner of various courses and delicacies was served with desserts and fruits to round off the meal. Throughout dinner, my brother entertained us with interesting tales of life in England and of his university

experiences. That memorable day ended with *great joy*. We, his family were especially *proud of* his achievements.

- Sarita
- **Q1** While going home you came across many children on the roads with begging bowls in their hands. You are shocked and disgusted at this unflattering picture of a country which boasts of being a major economy in the world. Record your experience in your diary.
-
-
- **Q2.** You were a part of a group of volunteers who removed plastic waste from a water body near your village / town / city. Write a diary entry in 100-150 words describing your experience.
- **Hints:**
- **When and where you carried out the activity**
- **Why it was carried out.**
- **who all took part in it.**
- **How you and others in the group felt about your achievement**
-
-
-
-

MODALS

Modals are a special kind of auxiliary (helping) verbs which are used with the main verbs to express the speaker's attitude towards the action. They are used before ordinary verbs and express meanings such as permission, possibility, certainty, and necessity. They cannot act alone as the main verb in a sentence.

The modal verbs are:

Can, could, may, might, will, would, must, ought to, shall, should, dare, need, have to, used to

Characteristics of Modal Verbs.

1. Modal verbs have only one form. They have no 'ing' or 'ed' forms.
2. They don't add 's' or 'es' to the third person singular form.
For ex.: Mohan can speak two languages.
3. Modal verbs are followed by the infinitive of another verb without 'to' (first form of
4. the verb).
5. Questions are formed without do/does in the present or did in the past.
Can I help you? May I come in?
6. Negative sentences are formed with not and do not use do/does or did.

USE OF MODAL AUXILIARIES

Shall and Will

'**Shall**' is used with the first person subject (I, We) and '**will**' is used to express simple future with all person subject.

'**Shall**' with the first person subject, expresses

Intention e.g. I shall go home today.

Promise e.g. I shall try to do better.

Threat e.g. I shall destroy him.

Determination e.g. I shall do or die.

'**Will**' with the second and person subject, expresses

Order e.g. You will do it just now.

Threat e.g. You will be punished.

Promise e.g. You will have a holiday.

Determination e.g. You will work for me.

Would is used to express

Determination

e.g. I would have my way.

Habitual action e.g. He would sit all day with the book in his hand.

Willingness e.g. I would do my best to score well.

‘Should’ is used to express

Duty

e.g. We should keep our word.

Advice e.g. You should take rest.

After ‘lest’ e.g. Work hard lest you should fail.

Polite request e.g. Should I help you to solve this problem?

I should be thankful if you give me some money.

‘May’ is used to express

Possibility e.g. He may succeed in his work.

Permission e.g. May I come in?

Wish e.g. May you live long !

Purpose e.g. He works hard so that he may pass.

‘Can’ is used to express

Power/ ability e.g. He can swim.

He cannot speak English.

Permission e.g. You can go now.

Can I use your bicycle?

Must and have to:

- Must is used for all persons in the present and the future tenses.
- The negative is must not (mustn’t).
- The interrogative form is must I?
- Must has no infinitive and no past tense. It is followed by the infinitive without ‘to’.

(i) Must is used to express obligation:E.g.

- You must obey your parents.
- You must go to school in time.

(ii) It is used to express compulsion, e. ordering someone to do something because it is necessary or important to do so: E.g.

- You must answer all questions.
- I must reach there in time.

(iii) It is used for saying that something is probably true because nothing else seems

Possible : E.g.

- You must be tired after your long journey .
- There must be some mistakes.

(iv) **The negative form of must (must not) is used for prohibition: E.g**

- You must not come here.
- You must not use the office phone for private calls.

(v) **It is used to give emphatic advice: E.g.**

- She must consult a doctor at once.
- You must work hard if you want to get good marks.

Must and have to:

Have to, like **must**, expresses obligation in the present while **had to** does so in the past.

Must expresses an obligation imposed by the speaker.

Have to/ Had to expresses external obligations—an obligation by some authority or circumstances.

- I must reach there in time (the speaker himself feels so).
- You must reach in time (ordered to do so by some external authority).

Had to is used when describing something belonging to the past. E.g

- He had to go early to catch the train.

Need

This form of a verb is usually followed by an infinitive without 'to'.

It is mainly used in questions and negatives.

E.g. you need not to attend the function.

- The negative form 'need not' is used as needn't.
- **Need** does not change with the third person singular or the present tense. E.g.
He need not attend the meeting.
- It is used to express absence. E.g. You need not to send the letter of request.
- It is used to express necessity. E.g. Need I have to solve all the questions today?
- It is used to express unnecessary action.

This rule is applied for **need not** with the perfect infinitive.

E.g. you needn't have to go to the market as it is raining.

Ought

- This form of the modal verb is usually followed by 'to' and an infinitive. E.g.
You ought to tell the truth.
- It does not change with third person singular form.
E.g. she ought to work little harder,
- It can be used as a present past and future tense
- **Ought to see/ hear/ meet** is used for emphasizing unusual or impressive things.

- E.g. You ought to see their new house.
Ought to is used to believe something strongly. E.g.
The Indian team ought to win or Raman ought to pass the entrance.
- **Ought to** is used when we realize that we have not done the right thing in the past.
E.g. you ought to have listened to my advice.
- **Important note-**
- **Ought** is used to express the subject's obligation or a duty. But it indicates neither the speaker's authority as with **must** nor an outside authority as with **have to**. The speaker is reminding the subject of his duty.
- **Ought** can be used just like should. E.g.
You ought to / should obey your parents.

Exercise

Q) Fill in the blanks with appropriate modals:

- (i) We..... obey our teachers, (have to, must)
- (ii) She..... pass this time, (ought to, has to)
- (iii) He.....not buy a car. (has to, need)
- (iv) He works hard lest he..... fail, (should, must)
- (v) Do you.....cook your own meal? (should, have to)
- (vi) The villagers.....use kerosene lamps a few years ago. (must, had to)
- (vii) The old lady..... take a bath every day before taking meals, (ought to, should)
- (viii) She..... finish this work before I go. (has to, must)
- (ix) Ramesh said that they..... report for duty on Monday, (should, ought to)
- (x) We.....prepare our lessons well before examination, (ought to, must)

Answer:

- (i) must (ii) ought to (iii) need (iv) should (v) have to (vi) had to (vii) should
(viii) must (ix) should (x) ought to.

- Q) Mr. Kapoor (a)to pay the debts of Naman otherwise, Naman (b).....
inform the police. Everyone feels that Mr. Kapoor (c).....return the money. In the
first place only, he (d).....not have taken the money as he is from a well-off
family.

Answer:

- a) ought to b) will c) should d) should

Exercise

In India, the death toll due to road accidents (a) _____ increased drastically. Most of them (b) _____ have been averted. Wider road awareness among road users (c) _____ be taught. Separate lanes for heavy vehicles (d) _____ be made. More stringent laws (e) _____ be enforced while issuing licenses. If we do not follow this, the degrading society like ours (f) _____ fail the next day.

Answers:

- | | | | |
|-----|----------|-----|--------|
| (a) | has | (d) | should |
| (b) | could | (e) | must |
| (c) | ought to | (f) | will |

DELHI PUBLIC SCHOOL, GANDHINAGAR

STUDY MATERIAL (Class X)

DETERMINERS

‘Determiner’ is a word used before a noun to indicate which things or people we are talking about. The words ‘a’, ‘the’, ‘my’, ‘this’, ‘some’, ‘many’, etc. are called determiners.

Example: He is a good boy.

This story is very interesting.

There were many people at the station.

Kinds of Determiners:

Pre-determiners	Articles	Demonstratives	Possessives	Ordinals	Cardinals	Quantifiers	Distributives	Interrogatives
All, all of, half of, both, twice, such, what, etc.	a, an, the	This, that, those, these	my, our, his, your, its, their, etc.	First, Sixth, next, last, etc.	One, two, hundred, etc.	Much, some, many, enough, lot of, few, all etc.	Each, either, every, neither	What, which, whose, etc.

Pre-determiners:

Pre-determiners are the words which occur before a determiner to limit the meaning of a noun. Examples:

1. All the boys joined the race.
2. He drank half of the milk.
3. He has such a beautiful bird.

Articles:

There are three articles in English---A, An, and The.

- ‘A’ and ‘An’ are indefinite articles. ‘A’ is used before a word beginning with a consonant sound and ‘An’ is used before a word beginning with a vowel sound. E.g. A cow, an elephant, an hour, an MLA, an honest man etc.
- ‘The’ is the definite article.
We use ‘the’ before the superlative degree, when we talk of a particular person or a thing, when we refer to holy books, newspapers, rivers, seas, oceans, well-known buildings, mountain ranges, some countries, etc., and when there is only one of something which is unique. Examples:

The Tallest girl, the movie, The Gita, The Times of India, The Ganga, The Indian Ocean, The United Kingdom, The Taj Mahal, The Sun, The Equator, The Earth.etc.

Demonstratives:

The demonstrative determiners are used to talk about persons or things that have already been mentioned.

This and **These** refer to the things that are near and can be seen.

That and **Those** are used to refer to the things that are at a distance but can be seen.

Example: 1) We lived in this house for five years.
2) Those boys are very naughty.

Possessives:

They are used to show possession. Examples:

- 1) He is my brother.
- 2) Their house is very big.
- 3) Do you know its value?

Ordinals:

The ordinals show what position something has in a series. Examples:

- 1) He is the first boy who has joined this group.
- 2) I shall meet him the next week.
- 3) He is the last man to help you.

Cardinals:

They are ordinary numbers like one, thirty hundred, etc. Examples:

- 1) She is ten years old.
- 2) He has two sons.

Quantifiers:

The quantifiers refer to the quantity of things or amount of something. Examples:

- 1) There is no water in the bottle.
- 2) He drank a lot of water.
- 3) There were several toys in the shop.
- 4) Is there any female in the factory?
- 5) There were some people at the shop.
- 6) There is enough space in the room.
- 7) She has little hope of recovery.
- 8) There is hope of a little water for the villagers.
- 9) Few students try to improve themselves.
- 10) Only a few were able to complete.

Distributives:

They refer to each single member of a group.

- **Each** is used when we talk about the members of a group individually. E.g.
Each child was dressed properly.

- **Every** is used when we make a general statement. E.g.
I agree with every word he says.
Every Indian should be proud of his/her country.
- **Either** is used to talk about two things, but usually indicates that only one of the two is involved. It can also mean both. E.g.
Either of the two girls should come here.
Beautiful landscape is there on either side (both sides) of the museum.
- **Neither** is followed by a singular noun. It means : not the one nor the other.E.g.
Neither boy said anything.
I liked neither of the designs.

Interrogatives

They are used for asking questions. Eg.

What subjects are you studying?

Which train goes to Patna?

EXERCISE

There are so (a) _____ ways of entertainment in life. (b) _____ circus is one of the most entertaining media. Last Sunday (c) _____ of (d) _____ friends went to see the Diamond Circus. My uncle took us there. (e) _____ one paid for (f) _____ ticket.

Answers:

- | | | | |
|-----|------|-----|-------|
| (a) | many | (d) | our |
| (b) | The | (e) | Every |
| (c) | some | (f) | his |

The interact club of ABC Public School recently organised (a) _____ voluntary blood donation camp. (b) _____ event was (c) _____ initiative of (d) _____ Rotary Club of Delhi. As (e) _____ part of drive (f) _____ students took out a rally in the vicinity of the school.

Answers:

- | | | | |
|-----|-----|-----|-----|
| (a) | a | (d) | the |
| (b) | The | (e) | a |
| (c) | an | (f) | the |

Practice exercise:

1. Fill in the blanks with suitable determiners:

- I know very..... about him.
- Shakespeare wroteplays.

- c) citizen should vote.
- d) I collected all the marbles but I think.....are still left.
- e) vehicle is parked in front of our gate?
- f) They have planted trees on.....side of the road.
- g) The subject ofspeech was very interesting.
- h) Do you need.....help?
- i) Notis known about that temple.
- j)people have benefitted from meditation.

2. Complete the following using suitable articles:

- a) While going to office yesterday, my sister met.....old lady with.....begging bowl in her hand and she was in.....bad shape too.
- b) I desperately needed..... break from work as I used to feel exhausted atend ofday. My parents took me to..... specialist who after examining me , prescribed.....few supplements. After about.....week, I felt better and thanked.....doctor.

POEM: A TIGER IN THE ZOO

*** ABOUT THE POET:(Not to be written in the notebook)**

Leslie Norris (born in 1921 and died in 2006) He was a prize-winning Welsh poet and short story writer. Until 1974 he earned his living as a college lecturer, teacher and headmaster. From 1974 he combined full-time writing with residencies at academic institutions in Britain and the United States. Today he is considered one of the most important Welsh writers of the post-war period.

*** INTRODUCTION:**

. The poem aims to bring out the plight of a tiger in a zoo. The tiger's natural habitat is the jungle and its vast lands. Its natural instinct is to hunt. But the caged tiger is deprived of expressing his natural instincts and behaviour.

.The poem brings out how a tiger in the zoo has to suffer because of the insensitivity and selfishness of man.

*** TITLE:**

- The title is justified as Norris narrates the woeful state of a tiger in a zoo. The poet focuses on the tiger which paces in its small cell. Its natural habitat is the jungle and its natural instinct is to hunt, but the caged tiger is deprived of expressing his natural instincts.

- Through the poem, the poet wishes to convey his concern for the wild animals which are forced into a life of captivity by humans.

- Man's whims and fancies are endless. So he seeks to cage wild animals and display them in a zoo for visitors. But man fails to see that in the process the animals are being deprived of their natural environment. This is morally wrong as man has no right to harm and destroy other lives.

*** MESSAGE OF THE POEM:**

- From this poem, we come to know that animals like to live freely in the forest. They do not want to live in the zoo. Their life is pitiable in it. The poet feels that the tiger belongs to the wild and that is where it should remain.

- The poem presents the tiger in two distinct settings. The first setting is that of the zoo and it is the setting that the tiger inhabits in reality. The second setting is that of the forest and it is the setting that the tiger has been taken out of and no longer has access to, and also the setting that the poet would like the tiger to inhabit once again. These two settings are contrasted. The poet's motive is to show how much better the tiger is suited to the second setting than the first.

*** POETIC DEVICES:**

1. **Alliteration:** Repetition of initial consonant sounds in the same line. E.g ---

- He stalks in his vivid stripes.
- But he is locked in a concrete cell.

2. **Repetition:** It is the repetition of words/ phrases in the same line.

- Velvet quiet, quiet rage
- Brilliant eyes , brilliant stars

3. **Personification:** The poet refers the tiger by the word "he" which is used for humans. So, the tiger has been personified as a human with emotions who can understand.

4. **Metaphor:** The poet compares the condition of tiger in the cage and in the forest..

5. **Symbolism:** It is the use of symbolic images and indirect suggestion to express mystical ideas. The poet describes eyes of the tiger and stars in the sky as brilliant. The eyes are bright either because of rage or because of its majestic look. On the other hand, the stars are brilliant because they twinkle in the sky.

6. **Enjambment:** Line three continues to line four without any punctuation mark.(And stares with his brilliant eyes At the brilliant stars.)

7. **Imagery:** The poet has tries to create an image of tiger's activities (lurking in shadow).

Short Answer Type Questions 30 – 40 words

1. Describe some of the activities of the tiger as stated by the poet.

Ans: Some of the activities of the tiger as stated by the poet are – walking along the cage, hearing the patrolling of cars, ignoring visitors and staring at the brilliant stars of the sky.

2. Why does the tiger express his anger quietly?

Ans: The tiger expresses his anger quietly, because he is helpless. He can do nothing from behind the bars. He is not free as he was in the forest.

3. What does the poet want to convey through the poem?

Ans: The poet exhibits the miserable life led by the animals in the zoo. He shows the two different – lives i.e., in the zoo and the life at a natural habitat. According to the poet animals should not be caged. They should be let free in the wild.

Long Answer Type Questions (8 marks each)

1. Do you agree that wild animals should be caged? Comment yes or no giving reasons.

Ans: Wild animals should not be caged. This is a well-known fact that tiger is a royal species which is on the verge of extinction. In ancient times tigers moved around freely in the forests. But today they are caged and left in the zoo for the entertainment of people. In fact, they are not meant for confinement. The result is that their off spring also do not learn to hunt, when they are caged. Caging wild animals also leads to disturbance of ecological balance. So, wild animals should be let free. They belong to the forest. Cages are not meant for a wild animal specially a tiger.

Class-X Study Material

Two Stories About Flying (His First Flight)

Vocabulary Building

Words:

1. Ledge (N)
2. Brink (N)
3. Plunge (V)
4. Derisively (Adv)
5. Swooped (V)

Meaning

- a narrow horizontal shelf projecting from a wall a cliff
the extreme edge
jump or dive
in a manner expressing contempt or ridicule. Plaintively- sad
move rapidly downwards

Short Answers Questions (30-40 words):

1. Why did the young seagull not go with the rest of his family? How did seagull's parents try to make him fly?

Ans: The young seagull did not go with the rest of his family because he was afraid to fly. Seagull's parents tried everything to make him fly. They screamed, scolded and threatened to let him starve on the ledge unless he flew away.

2. What was the young seagull's mother doing before him?

Ans: The young seagull's mother was standing on the plateau, her white breast thrust forward. She tore a piece of fish that lay at her feet, then she scrapped each side of her beak on the rock.

3. When did the seagull get over his fear of flying over the sea?

Ans: The seagull was afraid of flying over the sea because he thought that he would drown. His family decided to teach him a lesson. They left him unattended. The mother tore at a piece of fish that lay at her feet now and then in his front. Since the seagull was hungry too much, he was compelled to attempt his first flight in order to get food. He was successful. This is when he got over his fear flying over the sea.

4. Why did the young seagull feel very miserable on the ledge?

Ans: The young seagull felt very miserable on the ledge as he was alone and his family had already flown away. He was feeling very hungry and had nothing to eat. His condition was worsening because he could not even dive for fish.

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

Ans: When the young seagull started flying and got over his fear, his family screamed around him out of joy. They praised him and offered him scraps of dog-fish out of delight as he made a successful attempt

6. Describe the first flight of the young seagull.

Ans: The young seagull dived at the fish due to hunger and fell outwards and downwards into space. He thought of getting drowned but his wings spread outwards automatically. He moved downwards and outwards and landed safely on the sea and floated on it without any fear.

Long Answer Type Questions [100-120 words]:

1. How did the mother make the young seagull come out of his fear and teach him the art of flying?

(or)

How did the seagull family help the young seagull overcome his fear and fly?

(or)

Why was the young seagull afraid of flying? What compelled the seagull to finally fly?

(or)

Describe the tricks used by the seagull family to help the young seagull overcome his fear and fly.

Ans: The young seagull was afraid of flying because he thought that his wings won't support him and he would drown. When his family left him alone on the ledge, he felt alone and was very hungry. They tried hard to make him fly but he never showed the courage to try. His mother knowingly tore a piece of fish near him and flew across to him with it. She came close to him but did not go nearer. Already mad by hunger, he dived at the fish but fell into space. After sometime his wings spread outwards and he began to fly. His family landed on the sea ahead of him. They beckoned him so he landed on the sea and began to sink into water but when his belly touched the water, he floated without any fear and difficulty.

2. Fear and lack of confidence stop one from learning new things. Do you agree? How did these two traits of the young seagull make him coward? How did he overcome these short comings?

Ans: Yes, It is true that fear and lack of confidence stop one from learning new things as in the story, the young seagull lacked the value of courage and confidence in his character. He was too scared of flying. His family tried hard to make him fly but he refused to do so because of his fear of sinking in the seawater. They even scolded him for his cowardice. They tried to tempt him with food but he was not willing to learn flying. Once he dived, his fear disappeared and he enjoyed his first flight.

It is a fact that unless we try for something and overcome our fear, we can't learn anything. Confidence and motivation are two most important traits that make any learning possible.

1. 'Maddened by hunger, he dived at the fish,' says the narrator about the young seagull. Do you feel hunger was the main motivating force that made the young seagull take the plunge that taught him how to fly in the air?

Ans: Food is the most essential ingredient that sustains all life — of humans, animals as well as birds. Hunger motivates many of their actions. The young seagull used to sit all alone on his ledge. Whenever he tried to flap his wings to fly, he was seized with fear. He felt certain that his wings would never support him. He had seen his older brother catch his first herring and devour it. It compounded his helplessness even more. He uttered a joyful scream when he saw his mother holding a piece of fish in her beak and flying quite near him. He wondered why she didn't come to him and offer that piece of fish to him. Maddened by hunger, he

dived at the fish. With a loud scream, he fell outwards and downwards into space. Then a monstrous terror seized him but only for a minute. The next moment he felt his wings spread outwards. He began to soar downwards towards the sea. The fear left him. He began to float on the sea. His admiring family offered him pieces of fish flying around him.

2. 'All parental acts are for the betterment of the children.' It is true. However, one has to make efforts through trials and errors shedding off one's early hesitations and fears to succeed in any enterprise. Justify this statement by taking points from the lesson 'His First Flight.'

Ans. This statement is absolutely true. Sometimes parents have to take strict actions against their children to help them conquer some of their fears. Parents learn from experiences and wish that their children would do the same. An example, from the first flight is that there was a seagull who was afraid of flying.

His younger siblings would fly fearlessly and he refused to fly due to his fear. His parents used hunger as a driving factor by threatening to starve him. Since, obviously survival in this world is the key, his starvation got the best of him and he dove at a piece of fish which his mother. He forgot the fear and actually flew in the air. This story had a moral that sometimes the fear gets to you and you must conquer it, for it is all in your head.

CLASS X

Supplementary Reader ---Footprints without Feet A Triumph of Surgery

WORD

MEANING

1. Bloated (adj.) Swollen
2. Drooping (V) hanging
3. Swooned (V) fainted
4. Scrimmages (N) a confused struggle or fight
5. Whimper (V) to whine / to cry

About the Author

James Alfred Wight (3 October 1916 – 23 February 1995), known by the pen name **James Herriot**, was a British veterinary surgeon and writer, who used his many years of experiences as a veterinary surgeon to write a series of books each consisting of stories about animals and their owners. He is best known for these semi-autobiographical works, beginning with ‘If Only They Could Talk’ in 1970, which spawned a series of movies and television series.

Introduction:

This is a simple story with simple subject written by famous writer James Herriot, a veterinary surgeon. He loved dogs and had a number of experiences with dogs and their owners. In this lesson he tells his experience with a rich lady, Mrs. Pumphrey. She loved her dog and overfed him. He was really worried about the dog named Tricki. He was shocked to see that it had become hugely fat. Its eyes had become red. Its tongue came out from its jaws. It was in a state of disease. The mistress of the dog was Mrs. Pumphrey. She told Mr. Herriot that the dog seemed to have no energy. So, she gave it more malt and cod liver oil and a bowl of horlicks. She also gave it some cream cakes and chocolates despite Herriot’s refusal. It was a rich diet.

The doctor knew that Mrs. Pumphrey would not be able to keep the dog on a proper diet. When the greedy dog went to the hospital he had to remain hungry if he was slow to approach for food. He was given food at fixed intervals. He was left with other dogs so that it could play and run as it needed physical exercise. Soon he shed off a lot of his body weight and became quite active. The doctor treated Tricki without any medicine and without any operation. When Tricki was at home, he was pampered by Mrs. Pumphrey. He had a luxurious life when he was served with cream cake chocolate and horlicks. But when he came to the doctor he became all right. When Mrs. Pumphrey saw her active dog, she thanked the doctor and felt that it was a triumph of surgery.

Theme

The lesson is about an ill dog named Tricki and his rich mistress, Mrs. Pumphrey. Her over feeding the dog had made it very fat and ill. She came to the narrator's clinic. The doctor advised her to cut down on sweet things. When his advice did not work and Tricki was in danger, she called on the narrator and he decided to take the dog to his clinic. The narrator gave the dog nothing to eat, for first two days except water. On the third day, the dog started showing some signs of improvement. He started to take food and thus within a week, he got well. The doctor didn't give him any medical treatment. Tricki used to run around and play with other dogs cheerfully. Soon, he recovered completely. Mrs. Pumphrey was very happy when she came to collect her dog. She called this magical recovery: 'A Triumph of Surgery'.

Message

The lesson imparts the message for the ones suggesting them to own the responsibilities. They should not shower unnecessary love to their young ones as it might be fatal to their life. Mrs. Pumphrey was a rich woman who loved her dog very much and wanted her dog to live a comfortable and lavish life as she lived. She used to over feed her dog, Tricki out of her love and concern. She never realized that this would spoil his health. The dog became lazy, inactive and obese. Mrs. Pumphrey fed him excessively, spoiling Tricki's health to such an extent that he had to be hospitalised. Even in the hospital she continued to shower Tricki her love by sending eggs, wine and brandy. Her fondness and care for Tricki proved that excess of everything made him fall sick.

Answer the following questions in 30 to 40 words:

1) Why is Mrs. Pumphrey worried about Tricki?

Ans. Mrs. Pumphrey was worried for her pet because he did not seem well to her. She was distraught as Tricki was not eating anything. When she offered its favourite dishes, it did not show any interest. It had bouts of vomiting. It spent all its time lying on the rug and panting. It did not want to go for walks or do anything. It became lethargic and disinterested.

2) What does Mrs. Pumphrey do to help him?

Ans. Mrs. Pumphrey made every effort to make him more lively and happy. But when she failed in her efforts, she called Dr Herriot to help Tricki. The doctor suggested that Tricki should be hospitalised. The doctor was successful in curing Tricki and making him healthy again.

3) What treatment did the vet give to the ailing Tricki ?

Ans. Tricki was given a non-medicinal treatment by the veterinary doctor. His diet regime was altered. He was kept on liquid diet for first two days and then his diet was gradually increased. This treatment did help Tricki as it built up energy in him. Tricki started taking interest in his

surroundings and started running and playing with other dogs. The proper diet and regular exercise helped a lot in his speedy recovery.

4) What was the cause of Tricki's ailment ?

Ans. Tricki was overfed by Mrs Pumphrey. She used to serve him cod-liver oil and malt (a gram, barley or other grain that has been germinated and dried) between the main meals. He became hugely fat and inactive. He was pampered with a lot of cream cakes, chocolates and Horlicks. This was the main cause of his illness.

5). Why was Tricki sent to the hospital?

Tricki had become sluggish as he had grown so fat that it became difficult for him to walk. He started panting all the time, kept on vomiting and stopped eating. He seemed very ill so he was hospitalized.

6) "I think I know a cure for you." What was the `cure`?

Ans. The cure was to control Tricki's diet. The doctor did not give any food to Tricki for two days. He gave him no medicine but a lot of water to drink. He gave him a lot of exercises and this all made Tricki very active.

7) Why was Dr. Herriot tempted to keep Tricki as a permanent guest?

Ans. Mrs. Pumphrey used to send lots of things like eggs, wine, brandy etc. for Tricki. But nothing was given to Tricki as all these things were consumed by the doctor and the other members of the hospital. Hence, Mr. Harriot was tempted to keep Tricki on as his permanent guest. Secondly, he was aware that Mrs. Pumphrey would continue to over pamper the dog that would ruin his health.

Long Answer Questions (100 -120 words)

1.) In the end of the lesson Mrs. Pumphery says "This is a triumph of surgery." Why did she say so? Did she know what Tricki's ailment was?

Ans. Mrs. Pumphrey had over pampered her dog, Tricki by over feeding him. The dog fell ill and had to be hospitalised in Dr. Herriot's hospital for treatment. The doctor gave him a lot of water and exercise which helped Tricki to recover. When Mrs.Pumphery went to collect Tricki, he jumped into her lap and licked her face. She was so happy to see that he had been transformed into a lithe, hard muscled animal who was now active and healthy. Mrs. Pumphrey declared Tricki's recovery as "A triumph of Surgery" to express her happiness and gratitude towards the doctor.

No, Mrs Pumphrey did not know about Tricki's ailment. She also did not know how he was cured.

2) Excess of everything is bad. Comment in the wake of Mrs. Pumphrey's love for Tricki.

Ans. Mrs. Pumphrey was a rich woman who loved her dog very much. She loved to live a comfortable life and lavish life and also wanted her dog to spend a similar one. She had

maintained a wardrobe full of fancy fur coats, dresses, beds, etc. for Tricki. Apart from this , she used to over feed Tricki out of her love and concern. She used to serve him malt and cod liver oil between the main meals and a bowl of Horlicks after dinner . She also gave him some cream cakes and chocolates despite Herriot's refusal. It was a rich diet. She never realised that Tricki was a greedy dog and this would spoil his health.

Her overfeeding worsened Tricki's condition. This made the dog lazy, inactive and obese. He used to lie on his rug and pant all day long. Mrs. Pumphrey fed him excessively, spoiling Tricki's health to such an extent that he had to be hospitalised. Even in the hospital, she continued to convey Tricki her love through eggs, wine and brandy. Her fondness and care for Tricki made him fall sick. It proved that excess of everything is bad.

CLASS X

Supplementary Reader ---Footprints without Feet The Thief's Story---- (Ruskin Bond)

WORD		MEANING
1. Flattery	(N)	false praise
2. Modestly	(Adv.)	humbly
3. Appealing	(Adj.)	attractive
4. Dashed	(V)	ran fast
5. Queer	(Adj.)	Strange

About the Author

Ruskin Bond (born 19 May 1934) is a famous Indian author of British descent. At the age of ten, Ruskin started living with his grandmother in Dehradun after his father's death in 1944. He is considered to be an icon among Indian writers and children's authors and a top novelist. He spent four years in London where he started writing his first novel, '**The Room on the Roof**' when he was seventeen, which won John L. Rhys Memorial Prize in 1957.

The Indian Council for Child Education has recognised his role in the growth of children's literature in India. He was awarded the Sahitya Academy Award in 1992 for **Our Trees Still Grow in Dehra**, his novel in English. He was awarded the Padma Shri in 1999 and the Padma Bhushan in 2014.

RUSKIN BOND has been writing for over sixty years and is now recognized as a leading writer in English, particularly known for his short stories. He currently lives in Landour, Mussoorie's Ivy Cottage which has been his residence since 1964. Ruskin Bond turned 86 on May 19 and to celebrate the occasion, publisher Speaking Tiger has brought out his new book which is about his adventures on boats, trains and planes.

Introduction

Ruskin Bond is a famous Indian writer. 'The Thief's story' is one of his well known stories. In this story, the writer shows how the Reformation of a criminal is best achieved through love and understanding rather than punishment.

The story deals with a valuable relationship. Two unknown people came together to a level of strengthened bond that a thief could think of leading a respectable life. Hari Singh is a thief and a cheat who came into contact with Anil. Anil gave him work in his house and taught him how to cook and also educated him. One day Hari Singh stole Anil's money and ran away. But the kindness and love of Anil made him come back and return the money. The understanding between the two made Hari Singh think of giving up thievery and living a dignified social life. He could have easily spent his life, where his fate was inevitable, as one day he would have been caught and put behind bars. But the essential goodness was evolved in him by a generous and understanding writer. He bestowed faith in him and reformed him.

Theme

Ruskin Bond's 'The Thief's Story' is more than a Thief's story. The story deals with basic human values and relationships. It is easier for a thief to rob a greedy man but it is difficult for a thief

to rob a careless and honest person. The story tells us how a thief changes into a good man. The centre point of the story is Hari Singh, who is a thief and the narrator of the story. He is just 15 years old and Anil, whom he asks for work, is a simple and common man. Hari Singh did steal Anil's money but he couldn't run away with it. He had no friends because he regarded them to be trouble than help. The only person he really knew was the man he robbed. Moreover, Anil was ready to educate Hari Singh. The Thief's conscience pricked him and he came back to Anil. He slipped the money under the mattress from where he had stolen it a few hours ago.

Message

The Thief's Story is highly inspiring. The story has a simple plot with important message. It describes how a thief gets ready to give up stealing. He sees a bright future if he follows into the footsteps of Anil who is a freelance writer and earns some money. Anil allows Hari Singh to stay with him and educates him. Hari Singh knew that being an educated man would add to his abilities. But when he left Anil's house, he realized that stealing was completely different to getting educated. His conscience stops him from running away with the stolen money. His mind changes and he doesn't want to break Anil's faith. He returns and puts the money back from where he had stolen. He returns to Anil because he wants to live a life of respect. Anil does not show that he knew about the incident and accepts Hari Singh with open arms.

Thus, a well intentioned person tries to reform a teenager who had diverted from the correct path. A person's life could be changed if he meets a mentor who could guide and help him to choose the right path in life.

Answer the following questions in 30-40 words:

Q1. Why did Hari Singh choose Anil to be his next victim?

Ans. Hari Singh was an experienced thief. He found Anil, an easy-going, kind and simple man, the correct person for his purpose. He found him an easy target to win confidence.

Q2. What was Anil's job? What did he usually do with the money he earned?

Ans. Anil was a freelance writer and wrote articles for magazines. He had no regular source of income. He earned by fits and starts. He would borrow one week and lend the next week. However, he spent with an open heart when he got money more than he needed. He would go out to celebrate with his friends..

Q3. What does the thief Hari Singh say about the reactions of different types of people when they were robbed? How did he think Anil would react when he discovered the theft ? Why did he think so ?

Ans. The thief, Hari Singh experienced different reactions of different people whom he had robbed. According to him, a greedy man shows fear, panic, the rich shows anger and the poor shows acceptance, a sense of resignation.

He thought that Anil would be sad when he would discover the theft. This sadness would be due to the loss of trust and not due to the loss of money.

Q4. Why did Hari Singh feel bad after stealing the money?

Ans. Anil had trusted Hari Singh completely and also taught him how to cook. Anil also started teaching him how to read and write. Thus, when Hari Singh stole the money from Anil, conscience pricked him as he had broken Anil's trust. He knew that loss of money would not affect Anil but the loss of trust would make him sad and he didn't want to break the trust of a generous man. Moreover, he realised the importance of education he was receiving from Anil.

Q5. . What made him come back to Anil?

Ans. Hari Singh wasn't happy even after stealing money from Anil who had been teaching Hari Singh to read and write. He thought that without education, he would remain only a thief. But with education, he would become a big, clever and respected man and being a literate person would open doors to many opportunities. This made him go back to Anil.

Q6. What had Hari Singh forgotten in the excitement of the theft?

Ans. Hari Singh had forgotten the trust he had earned from Anil who had offered him food and shelter. Anil had even helped him to read and write. He had also given Hari Singh the key to the door. But Hari Singh forgot all these values in the excitement of the theft.

Q7. Did Hari Singh understand the value of education? How can you prove it?

Ans. Hari Singh clearly understood the value of education. Education could bring him respect, status and money. If he learnt how to write like an educated person, the sky would be the limit for him. In the heat and excitement of the theft, he forgot all about it. He decided to receive education at any cost. His deep urge to learn to read and write brings him back to Anil.

Q8. Why didn't Anil hand Hari Singh over to the police even when he knew all about the theft?

Ans. Anil was careless and unsuspecting, but not a fool. He knew how the boy stole money out of daily shopping. He also knew all about the theft of his 600 rupees. Neither his lips nor his eyes showed anything about the theft. He could have easily handed him over to the police. However, he didn't want to ruin Hari Singh's life. He wanted to give education to the unfortunate boy. Anil was a thorough gentleman with sympathy and compassion in his heart. He wanted to reform Hari Singh without showing it. Instead of handing him over to the police, he gave him a fifty -rupee note and promised to pay him regularly.

Long Answer Questions:

Answer the following questions in 100-150 words:

Q1. Anil plays a major role in the transformation of Hari Singh. Comment on the statement by highlighting the values possessed by Anil which touched Hari's heart and made him return to his honest ways of earning his livelihood.

Ans. Anil was a struggling writer who made money by fits and starts. He wrote for magazines and his income was not regular. Hari Singh was an experienced, 15-year-old thief. He found Anil an easy target to steal. Anil offered him to stay with him and also taught him how to read and write. He also taught him to add numbers. Anil was a simple, kind hearted and generous person who employed Hari Singh just out of sympathy and compassion. Gradually, Anil developed trust in Hari Singh and ignored his misdeeds. He handed over all the responsibilities without any verification. But Hari Singh was waiting for the right opportunity to do what he was best at. After stealing money, he tried to go away forever but some inner voice stopped him from doing so. Anil reposed faith and trust in him. He felt guilty of breaking his heart. His conscience pricked him for robbing a man like Anil. Also he realized the significance of education in life. He returned to Anil because he wanted to live a life of respect. Anil did not show that he knew the incident and accepted Hari with open hands. Thus, a well-intentioned person, Anil changed Hari Singh and brought him on the right path. The story shows that trust and spirit to forgive someone can bring big changes in someone's life. . A person's life could be changed if he meets a mentor who could guide and help him to choose the right path in life.

Q2.. Give a character-sketch of the thief, Hari Singh. Highlight the gradual changes that come in him.

The narrator of 'The Thief's Story' is a thief. He is just fifteen but an experienced and fairly successful hand. He used to change his name every month. This he did to avoid being arrested by the police. He worked for many employers. He used to run away after cheating them. This time he introduced himself as Hari Singh. Hari Singh was a clever thief. He knew how to humour a person like Anil. He called Anil a bit of a wrestler. He was an expert in telling lies. He lied that he knew how to cook. He was a good judge of men and the situation. He exploited Anil's generosity and made money by keeping aside a rupee for him from buying the day's supplies.

In the heat and excitement, Hari Singh forgot his love for education. He knew that if he were educated, he could earn respect, name and money. No doubt, he breached Anil's trust by stealing his money. Soon, he realised that he had no friends and well-wishers. The only person who knew and could help him was Anil whom he had robbed a few hours ago. Anil's large-heartedness and his love for education transformed him in the end. He came back to Anil and put the stolen money back to the place from where it was stolen. Anil knew everything but he rewarded Hari Singh. He gave him a fifty-rupee note and promised to pay him regularly.

HOTS

Q. Love, human sympathy and education can transform even a thief. How could Anil bring such a change in Hari Singh?

Ans. Man is a product of circumstances and environment. Hari Singh was just a boy of fifteen but was an experienced and fairly a successful hand. Circumstances made him a thief. In spite of being no use to Anil, he was retained to work for him. They say old habits die hard. After all, a thief couldn't leave stealing and cheating. He made a rupee every day from the buying of the day's supplies. However, Anil was not a fool. He knew everything and also all about the theft. But he was kind large-hearted and full of human sympathy. He taught the unfortunate boy to write his name. He also promised him to teach to write sentences and add numbers. This left a deep impression on the boy-thief. He started realising that education could bring him respect and money.

Hari Singh breached Anil's trust but Anil was all forgiving and compassionate. In the heat and excitement of theft, Hari Singh forgot about education. Then came the true realisation and transformation. The boy-thief realised that the only man who could help him was the man he had robbed a few hours ago. Then he realised the value of education that could give him respect and more money than he could get by stealing. He realised where he should go. Large-hearted Anil not only forgave him but also gave him a fifty-rupee note, and promised to pay him regularly.

Q. Hari Singh could have lived like a rich Arab for a week or two. Why did he choose to go back to Anil in the end?

Hari Singh definitely had a bumper catch. The money he stole from under Anil's bedroom's mattress was perhaps the largest amount he had ever stolen in life. When he was on the road, he counted the money. It was a sum of rupees six hundred, in the fifties. With that money, Hari Singh could live in luxury like a rich Arab, at least for a week or two. He decided to run away with the money and came to the station. He found that the Lucknow Express had just moved. He could have jumped into one of the compartments but couldn't do so. Perhaps something

troubled him. He hesitated and remained standing alone on a deserted platform. He had no friends. The only man he knew was Anil whom he had robbed only a few hours ago. The thing that motivated Hari Singh to go back to Anil was his love for getting an education. He realised that education could give him respect, status and much more money than he could get from stealing. Anil had promised him to teach writing and adding numbers. Hari Singh's urge to get an education brought him back to Anil.

Study Material Lesson-5. Footprints without Feet

Short Answer Type Questions [30-40 words]

1. Why were the two boys in London surprised and fascinated?

Ans: The two boys in London were surprised and fascinated when they saw fresh muddy footprints of a human being on the steps of a house, but no man was there making them! As they looked, a fresh footprint appeared from nowhere.

2. Why did Griffin decide to slip into a big London store?

Ans: Griffin decided to slip into a big London store, because the season was mid-winter, due to which it became difficult to wander around without clothes in London.

3. How was Griffin a lawless man?

Ans: Griffin was a lawless man because he had committed many anti-social deeds for which he never felt guilty. He set fire to his landlord's house and ran away, he stole foodstuffs and clothes from a London store, stole other goods from a theatrical company and also stole money from a clergyman's house to pay his bills.

4. What did Griffin do in the shop of a theatrical company?

Ans: The second time Griffin tried the stock of a theatrical company in the hope of finding not only clothes but also something like side whiskers, glasses, false nose, bandages, hat etc that would hide the empty space above his shoulders.

5. How did Griffin find himself invisible but naked in the chill January air for the second time?

Ans: As Griffin had overslept in the big London store, when the store opened in the morning the store assistants came in. Griffin panicked and ran, chased by the assistants. He had to take off his newly found clothes to become invisible and escape, so that he found himself invisible but naked in the chill January air for the second time.

6. What did the Halls see in the scientist's room?

Ans: As the door of the room was opened and nobody appeared to be inside, the Halls entered the scientist's room. They saw that the bedclothes were cold, showing that the scientist must have been up for some time; and stranger still, the clothes and bandages that he always wore were lying about the room.

7. How did the visible man become invisible? What did he do then?

Ans: The invisible man got angry with Mrs Hall for asking an explanation for the mysterious happenings and threw off all he was wearing on his head so that he became a man without a head. Soon the constable Jaffers arrived to arrest him, but the invisible man threw off all his clothes to become invisible and, in the ensuing scuffle, knocked Jaffers unconscious and escaped.

8. What happened to Jaffers when he tried to catch the invisible scientist?

Ans: When constable Jaffers tried to catch Griffin, he became invisible by removing his clothes. Jaffers found himself struggling with someone who couldn't be seen. He was hit blows by Griffin and soon was knocked unconscious.

Long Answer Type Questions: (100-120 words)

1. Griffin is a talented scientist but he misused his invention. The lesson we learn from his example is that the misuse of a scientific discovery can play havoc with humanity.

Explain.

Ans: A true scientist works for the good of humanity. He wants to make man's life easier, more comfortable and enjoyable. He doesn't misuse his discoveries for personal gains or selfish ends. But Griffin, though a brilliant scientist, misuses his discovery. By his experiments, he has been able to make his body transparent and invisible. He uses his discovery to puzzle people enters store and shops unseen, robs people of their money or things and escapes. He sets fire to the house of his landlord. He steals food, sweets, wine. It shows that the misuse of a scientific discovery can disturb the peace of society. Such a scientist will use his invention for self-interest and for taking revenge upon the people around him, he won't honour the law and thus will become a lawless person.

2. Describe the landlord's and his wife's experience with the strange scientist.

Ans: Both Mrs Hall and her husband were surprised to find the scientist's room door open because normally it was always locked. So they peeped in, but found nobody there. The clothes and bandages that he always wore were lying about the room. Suddenly Mrs Hall heard a sniff close to her ear and the hat on the bedpost leapt up and dashed itself into her face. Then the bedroom chair sprang into the air and pushed them both out of the room and then appeared to slam and lock the door after them. Mrs Hall became hysterical and almost fell down the stairs. She thought that her furniture was haunted. They decided to confront the scientist next time when they met him.

3. Describe Jaffer's fight with Griffin at the village of Iping.

Answer:

Griffin entered the clergyman's house with an intention to steal money. He opened the desk and stole the money. When people came to know about the burglary, they suspected the strange. They sent for the village constable. The scientist became furious and threw off his bandages, whiskers, spectacles and false nose. Mr. Jaffers was surprised that he had to arrest a headless man. He tried to get hold of the man who was becoming more and more invisible. The constable was struggling with someone who could not be seen at all. Some people tried to assist him but received blows. The constable was knocked unconscious and Griffin escaped.

Study Material – Lesson 3

Two Stories about Flying

The Black Aeroplane

Short Answer Type Questions [30-40 words]

1. Describe the sky when 'Dakota' took off from Paris.

Ans. When 'Dakota' took off from Paris, the sky was quite clear. The moon was coming up in the east and the stars were shining. There were no clouds in the sky. The climatic condition was ideal.

2. What risk did the writer take while flying? Why?

Ans: The writer decided to risk to fly through the storm clouds because he wanted to enjoy his holiday with his family in England.

3. What did the writer feel inside the clouds?

Ans: When the writer entered the clouds, it became impossible to see outside the aeroplane. The aeroplane jumped and twisted in the air and all the instruments like compass etc stopped working due to the weather conditions.

4. What did the writer, see inside the black clouds?

Ans: The writer saw a black aeroplane which had no lights on its wings. The writer could see the face of the pilot in the black clouds who was waving and giving him signal to follow to get out of the storm.

5. Why did the writer follow the pilot of another aeroplane?

Ans: The writer followed another aeroplane because he had lost the way in the storm and was unable to see anything. The pilot of another aeroplane was helping him to get out of the storm and land safely.

6. Why did the woman in control room get shocked when the writer asked about another aeroplane?

Ans: The woman in the control room was shocked when the writer asked about another aeroplane because there was no such plane flying in the sky that night as she saw on the radar.

7. Why did the writer want to meet the pilot of another black aeroplane?

Ans: The writer wanted to meet the pilot of another black aeroplane to thank him as he had saved the life of the writer by helping him come out from in the storm.

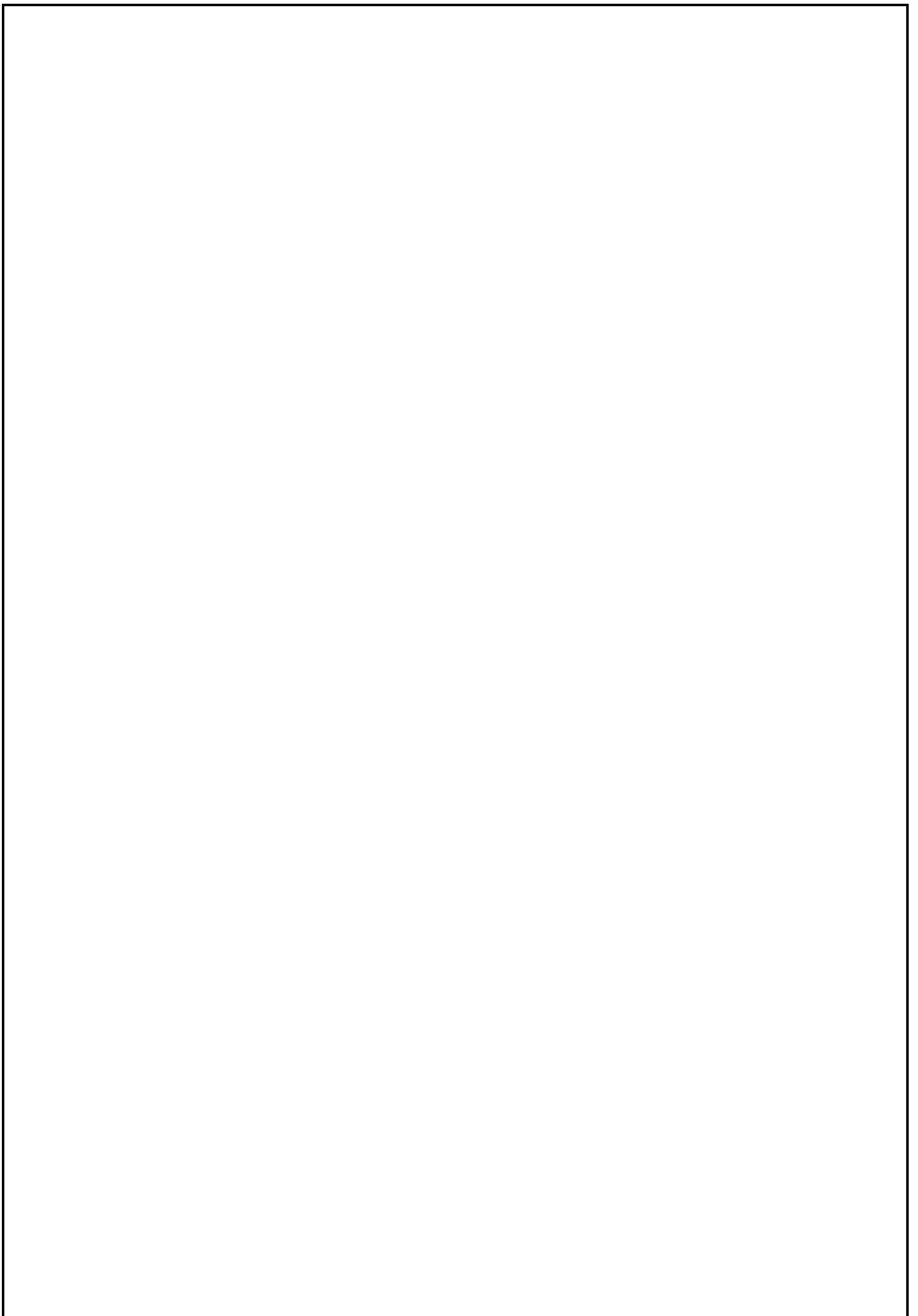
Long Answer Type Questions [80-100 words]

1. The pilot wanted to thank another pilot after his safe landing. Why? What values of the writer are reflected from his action?

Ans: The pilot (writer) of the old Dakota was caught in the storm. He lost his contact with the control room. In this troubling situation, his fuel tank was also empty. He lost all his hopes but suddenly a black strange plane appeared. The pilot of the black plane asked writer to follow him. The writer landed safely. After his safe landing, he wanted to thank the pilot of the black plane. This shows his gratitude towards the pilot of the Black Plane. He was thankful to him for saving his life. It shows that the pilot of Dakota had a value of gratefulness in his character.

2. From the beginning to the end of the lesson the black aeroplane is a mystery. How?

Ans. The narrator started his journey with old Dakota – 088. At that time, the sky was clear. But suddenly, he found himself in the midst of black clouds. There was zero visibility, everything was black. He couldn't find any way to escape. To his shock, the compass and the radio were dead. He was lost in the storm. All of a sudden, the narrator saw a black aeroplane and was helped by the other pilot. For half an hour he was flying behind that plane like an obedient child. There was only enough fuel in the tank to fly for five or ten minutes when suddenly he saw two rows of lights. It was a runway in front of him. He safely landed at the airport. He went to the control centre to ask who the other pilot was. To his horror, his was the only flight that could be seen on the radar. Who was the other pilot on the strange black aeroplane flying in the storm, without lights, remained a mystery till the end.



CLASS X

Literature Reader ---First Flight

From the Diary of Anne Frank

WORD

MEANING

1. Musing (N) thinking
2. Listless (adj) lethargic / unenergetic
3. Fogey (N) dull, a very old-fashioned or conservative person.
4. Brooding (adj) thinking seriously
5. Ingenuity (N) original, and inventive.

About the Authoress

Anne Frank (12 June 1929---February/ March1945) was a German Jew. The twelve year old Jewish girl wrote 'The Diary of Anne Frank' while in hiding with her family and four family friends in Amsterdam during the Nazi's occupation of the Netherlands in World War II. After two years in hiding, the group was betrayed and transported to a concentration camp in Bergen where Anne and her elder sister Margot died of typhus in 1945. Anne's father, Otto Frank , the only survivor of the group found her diary and got it published in English under the name 'The Diary of a Young Girl'.

(NOTE: About the author AND Introduction-- not to be written in the note book.)

Introduction:

This lesson is an excerpt from “**Diary** of a Young Girl” or “The **Diary of Anne Frank**”. It is an autobiography that was first published in 1947. In this, Anne expresses her thoughts in a diary which was gifted to her on her thirteenth birthday. She names the diary “kitty” which she considers as her only true friend. She mentions about her childhood, her family and a lot other things that she told no one else.

It is a book of the writings from the Dutch language diary kept by Anne Frank while she was in hiding for two years with her family during the Nazi occupation of the Netherlands. The family was apprehended in 1944, and Anne Frank died of typhus in the Bergen-Belsen concentration camp in 1945. The diary was retrieved by Miep Gies, who gave it to Anne's father, Otto Frank, the family's only known survivor, just after the war was over.

Theme:

'The Diary of Anne Frank' and the given extract is one of the most authentic works describing the atrocities committed on the Jews during the Nazi's occupation of the Netherlands in 1940's. It also provides an intimate account of daily life that Anne's small group led in hiding in Amsterdam. Anne's frankness, honesty and sincerity of description of

her parents, friends and teachers make her writing the most important document of the Holocaust period.

The Extract depicts a poignant vision of a young girl living happily in a place where her life is threatened. She recounts joyful experiences of her family and school life. She particularly describes how her maths teacher made her write essays on hilarious topics like 'A Chatterbox.'

Message

The diary ends suddenly on 1 August 1944. There are many important messages in this book, but the most important message is that all people have the right to live in freedom. Anne's story shows us that just because people may be a different religion or race, doesn't mean that they should be treated differently.

Answer the following questions in 30 to 40 words:

Q1. What makes writing in a diary a strange experience for Anne Frank ?

Ans. Writing in a diary was a strange experience for Anne as she had never written it before and also she believed that later on neither she nor anyone else would be interested in the musings of a thirteen year old school girl.

Q2. Why does Anne want to keep a diary ?

Ans. Anne wants to keep a diary as she believed that she had no real and close friend. In spite of a family and friends, Anne felt rather lonely. There were thirty persons whom she could call her friends. She couldn't share most feelings with them and nor could she confide in them. She wanted the diary to be her best friend as she hoped that she would confide her innermost feelings and thoughts to the diary.

Q3. Why did Anne think she could confide more in her diary than in people.

Ans. Anne felt that paper had more patience than people to listen to her plight. So, it was easier for her to write all kind of thoughts which she had in her mind. Her personal diary was not meant for anyone else to read.

Q4. Why was Mr. Keesing annoyed with Anne? What did he ask her to do?

Ans. Mr Keesing, Anne's math's teacher was annoyed with Anne because she was very talkative. He punished her by giving her extra homework to write essays to keep her silent and the topics always related to her nature.

Q5. What made Mr Keesing allow Anne to talk in class?

Ans. Anne's last essay in the form of a poem showed Mr. Keesing the lighter side of a naughty child. It helped bridge the generation gap between the teacher and the student.

Long Answer Questions (100 -120 words)

Q1. Anne believed that ‘Paper has more patience than people.’ Do you agree with the statement?

Ans. Anne believed that ‘paper has more patience than people’. Yes I agree with the statement. Anne believed that people are not interested in other’s lives as they are stuck with their own problems, so it is really hard to get someone who can give importance to her diary. People feel bored and become impatient when we talk about our problems.

On the other hand when we write our feelings and thoughts on paper, we can write as long as we want without thinking of anyone, as it does not react. We can share our feelings, both happy and sad. It never gets bored or stops us from writing. It behaves like a true friend who keeps our secret and listens to us patiently. So Anne thinks that paper has more patience than people.

Q2. Who brought out the writer in Anne ? Describe.

Ans. Anne was fond of talking a lot. Mr Keesing, her Maths teacher punished her and gave her essays to write on talkativeness one after another as she didn’t stop talking in the class. When she was asked to write the essay on the topic ‘Quack, Quack, Quack said Mistress Chatterbox’ she decided to make it original. Her friend Sanne helped her as she was good at poetry and suggested her to write the entire essay in verse. Anne tried to play a joke on Mr. Keesing with the essay. Mr Keesing took it in the right way and read it in the class. He understood that she was not a dull student, but talkative so he allowed her to talk and did not punish her again. Thus he was responsible for bringing out the writer in Anne Frank.

Q3. Give a brief character-sketch of Anne Frank highlighting the contradictions and conflicts she faced in her short life.

Ans. Anne Frank was a very sensitive, sharp and mature girl of thirteen. Actually, unpleasant circumstances she was living in, made her mature and wise beyond her years. Being a Jew, she was constantly hounded by the Nazis. Born in Germany, she and her family had to migrate to Amsterdam to escape persecution. They were forced to live in a hiding when the Nazis occupied Holland.

No doubt, she had a family, relatives and friends, but she was an introvert. She felt utterly lonely and couldn’t confide in others. She needed a true friend before whom she could open out her heart and share her innermost feelings. She found that true friend in her diary , ‘Kitty’. She was very emotional and loved her grandmother very much. She was in tears as she said a heart breaking farewell to the headmistress, Mrs. Kuperus, when she left the Montessori school. She was ‘a chatterbox’ and annoyed her maths teacher, Mr. Keesing as she talked too much in the class. He punished her by giving extra homework to write essays on this subject and the essays gave the right message to Mr. Keesing and her joke pleased him very much. He allowed Anne to talk and never assigned her any homework again.

CLASS X

Supplementary Reader ---Footprints without Feet

The Making of a Scientist

WORD

MEANING

1. Lumbago (N) backache/ pain in the joints of lower back
2. Stack (N) pile of objects
3. Variegated (Adj.) multi-coloured / marked irregularly
4. Nucleus (N) central part
5. Tedious (Adj.) slow, dull, tiresome

About the Author

Robert W. Peterson (1925 Warren, Pennsylvania –February 11, 2006) was an American newspaper writer who later became a freelance author of magazine articles and books, especially on the topics of sports and scouting. He wrote with authority, particularly on the topics of sports and scouting. His 1970 chronicle of Negro league baseball titled ‘Only the Ball Was White’ was hailed by The New York Times as having "recaptured a lost era in baseball history and a rich facet of black life in America".

(NOTE: About the author and introduction -- not to be written in the note book.)

Introduction:

The story is an account of the achievements of the great scientist Richard H Ebright who grew up in the town of Reading in Pennsylvania, USA. As he did not have much to do there, collecting things was his hobby. He used to collect butterflies as a child in kindergarten and rock fossils and coins. He had a constant support, as his father died when he was in third grade, of his mother who took him on trips and bought various things for him. His interest in science began with a failure and his later understanding of how real science is all about real experiments and not a neat display. He won various awards and was able to discover a hormone that Monarch pupa produces for its full development. This study helped him find how cells read their DNA. He had all the other qualities also. He was a good speaker, debater and a photographer.

Theme

The lesson is the journey of a scientist whose interest and pursuing the same led him to discovery and bring some great changes in the world of science. His constant hard work could fetch him great opportunities and make him win different awards. The story tries to showcase how a failure doesn't pull one's motivation down rather motivates the person to move further and go into the intricacies of things by following one's passions and interests. It also reflects

how a person need not be limited to a single quality but may carry different aspects of a personality.

Message

The lesson gives the message that hard work always pays off. If one shows dedication and determination, success can't be left behind. Richard was an exceptional child with rare qualities of intelligent observation and keen interest in the nature of things. The traits of his successful career were nurtured and honed during his childhood itself. These qualities are definitely desirable in every child and the curiosity should never be curbed or discouraged. Providing logical answers to the queries go a long way to develop a scientific way of thinking and problem solving. Children learn to analyse the things and come to logical conclusions.

Answer the following questions in 30 to 40 words:

Q1. How did a book become a turning point in Richard Ebright's life?

Ans) After Richard had collected all the 25 species of butterflies, he thought that it would be an end to butterfly collection. His mother bought him a book named 'Travels of Monarch X' which told him about how butterflies migrated to Central America. This book aroused an interest in him and he started studying more about monarch butterflies. The world of science was opened to him through this book.

Q2. Write a short note on the role of Richard's mother in his success.

Ans) Richard's mother constantly supported him in his learning. She bought telescopes, microscopes, cameras, mounting equipment and used to try to help him by getting him things to learn in the evening when he used to be free. She also used to take him out on field trips and the book 'Travels of Monarch X' was also bought by her. So, we can say that the mother played a very important role in the making of what he was.

Q3. What lesson does Ebright learn when he does not win anything at a science fair?

Ans) Ebright learnt that just by showing neat and clean simple slides won't make him win anything but the actual experiment that he will perform will help him win the prize at any fair.

Q4. What experiments and projects does he then undertake?

Ans) He did an experiment to see the cause of the viral disease that kills nearly all the monarchs after a few years and also took up a project to prove that the viceroy butterflies copy monarchs to survive by behaving like them.

Q5) What are the qualities that go into the making of a scientist?

Ans) According to the chapter, there are three qualities that a person needs to have to be a scientist. Firstly, a first- rated mind, secondly, curiosity and thirdly, the will to win for the right reasons.

Q6.) List any two contributions by Ebright in the field of science.

Ans. Richard Ebright discovered the insect hormone that is instrumental in the growth of monarch pupa. Further, he contributed through his study that how cells can read the blue print of its DNA.

Q7. What will be the importance of Richard's theory, if it is correct ?

Ans. If his theory proves to be correct, it will help in decoding the processes of life. It might also aid in the prevention of some types of cancer and other diseases.

Long Answer Questions (100 -120 words)

Q1. ' Richard Ebright was a successful scientist.' How?

Ans. Ebright was a bright student with inclination towards research in science. He tried experiments on butterflies for a science fair. In his project, in the second year of high school, he tried to explain the purpose of twelve tiny gold spots on a Monarch pupa. He found out that those spots produced a hormone necessary for the full development of a butterfly. He continued with his experiments even after graduation using sophisticated instruments of the university. He discovered the chemical structure of the hormone. He came across his new theory of cell life. It gave an answer to one of his questions—"How a cell can read the blue print of DNA". His success is his continuous and sincere effort. It made a difference in his life.

Q2. Dr. Urquhart contributed significantly to Ebright's growth as a scientist. Explain.

Ans. Richard had become bored with collecting butterflies. His mother got him a book on the migration of butterflies. Richard came in contact with Dr Urquhart through the book. Dr Urquhart directed him to study the migration pattern of butterflies. When he did not win any prize in the science fair in seventh grade, he again wrote to Dr Urquhart to guide him. The scientist gave him many suggestions for new experiments. Richard performed these experiments throughout his high school and won many prizes. Later, he worked on why bright spots are found on a monarch pupa, motivated by Dr Urquhart. It led to the discovery of a new hormone. The discovery of this new hormone further led to an important theory. The theory was about how cells read their DNA. In this way Dr Urquhart proved to be his true mentor.

Practice questions:

Q1. How did Richard Ebright's not winning anything at his first County Science Fair motivate him to become a great scientist? What lesson did he learn from his failure there?

Q2. "Hobbies are the stepping stone to innovative ideas". Elaborate with reference to the chapter.

Delhi Public school Gandhinagar

Class X

Study material(Writing Skills)

Analytical Paragraph Writing

What is Analytical Paragraph Writing:

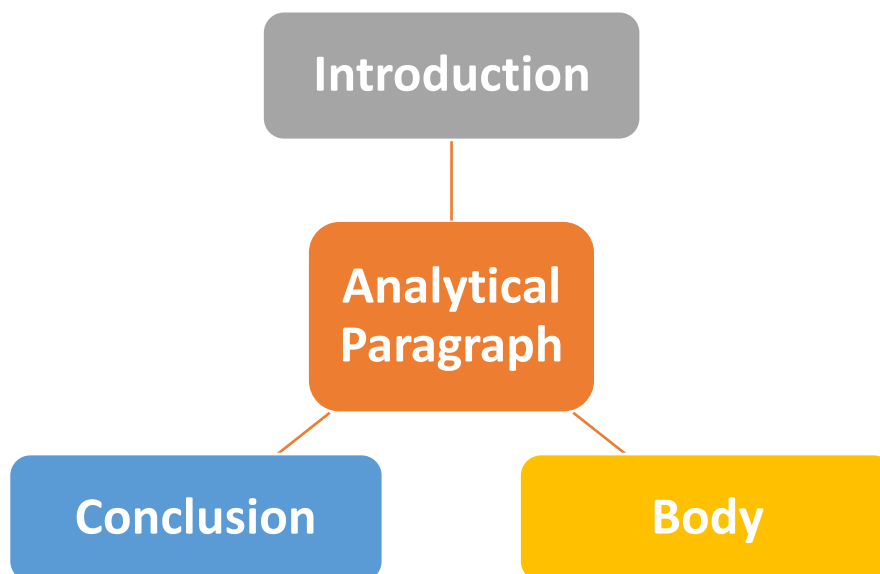
- The word 'Analytical' stands for the word 'Analysis', which means detailed examination of an element or a structure of something.
- Analytical paragraph writing is about analyzing a given graphic and summarizing the details given in that , into a paragraph.
- Analytical writing assesses your ability to think critically and transfer your ideas into well-developed , well-reasoned and well-supported writing.
- The graphic may be a map , chart , graph , report and may include comparative data.

Why is Analytical Paragraph Writing important:

The analytical writing assesses critical thinking and analytical writing capabilities. It evaluates your ability to communicate and support complicated ideas , design and test arguments and engage in a clear and intelligible discussion of an issue. It doesn't assess how much you know about a specific topic.

Elements of the Analytical Paragraph:

Title , Introduction, Body, Conclusion



Introduction

- This tells the reader what your paragraph is about , it is the main idea of that paragraph.
- It should be the first sentence of your paragraph. Introduce your chart to the readers in one or two sentences.

Body

- Explain in your own words how your evidence supports your topic sentence. Talk about specific words , phrases or ideas found in your evidence. Make specific connections between your evidence and topic sentence.
- Never write all the specific details in one large paragraph. You should group the specific features of your graphic into separate paragraphs.
- Should have at least three paragraphs.

Conclusion

- It answers the question, “what is your point?” It should tie back to the topic sentence. It should be in one sentence. You can use the words like ,
- ‘In all.....’
- Thus it can be concluded....’
- ‘On the whole...’ etc.

Points to remember

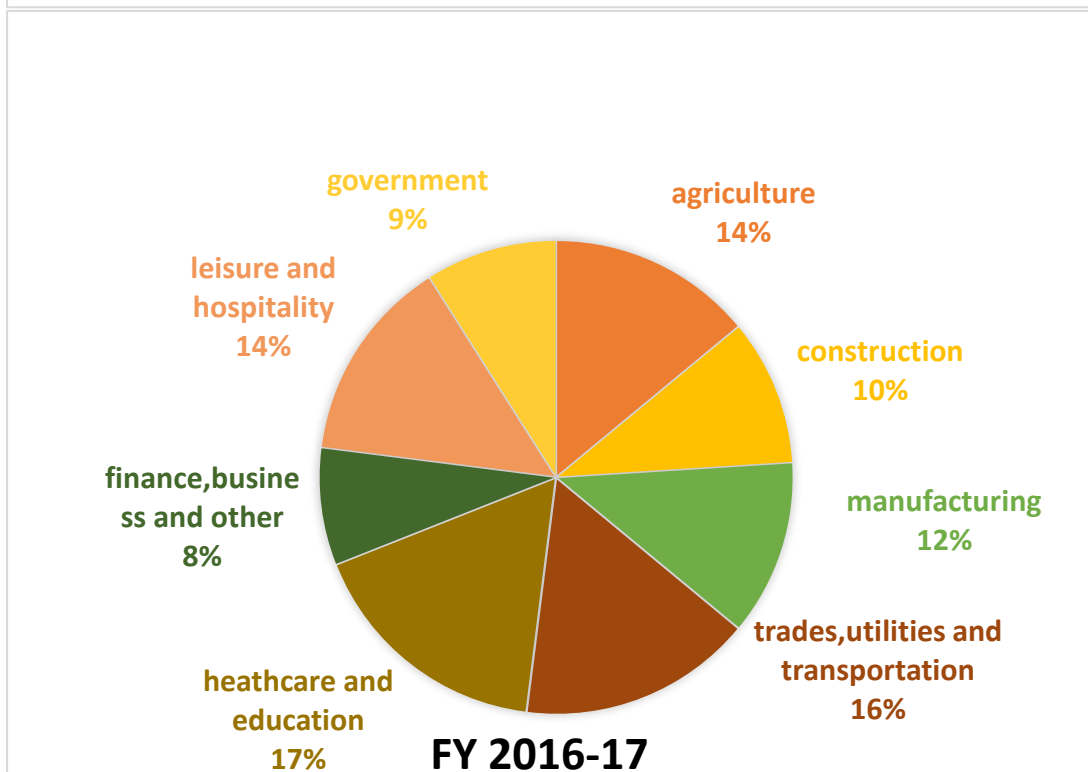
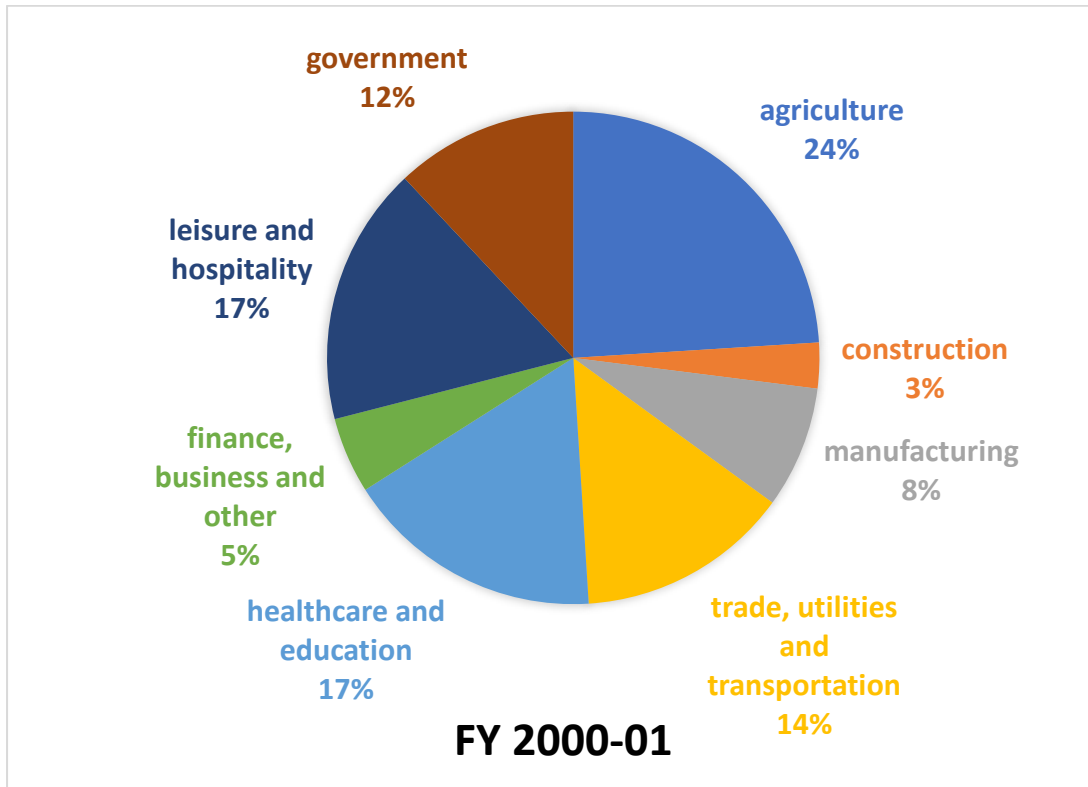
- Introduce your graphic and your task.
- Use short meaningful sentences of your own.
- Include the main details of the graphic.
- Summarize the information given therein accurately.
- Compare the details and data meaningfully (if needed).
- Conclude with a line of overview.
- Don’t add your information or data.

Different Types of Analytical Paragraphs:

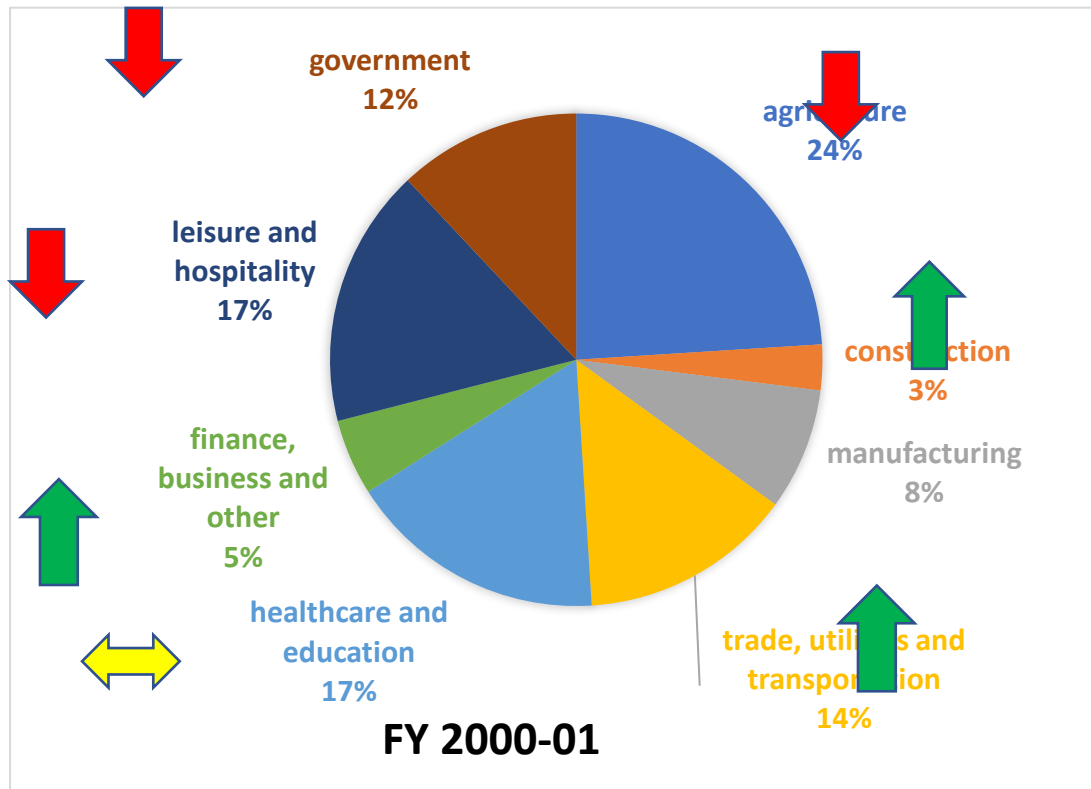
1. Sample Question

Example – Pie Chart

Contribution to economy of Turkey By different Sectors



Specific Features - Contribution to economy of Turkey By Sector



Contributors to Turkey's Economy

The two pie charts illustrate how different industry sectors contributed to the economy of Turkey percentagewise in the financial years FY 2000-01 and FY 2016-17

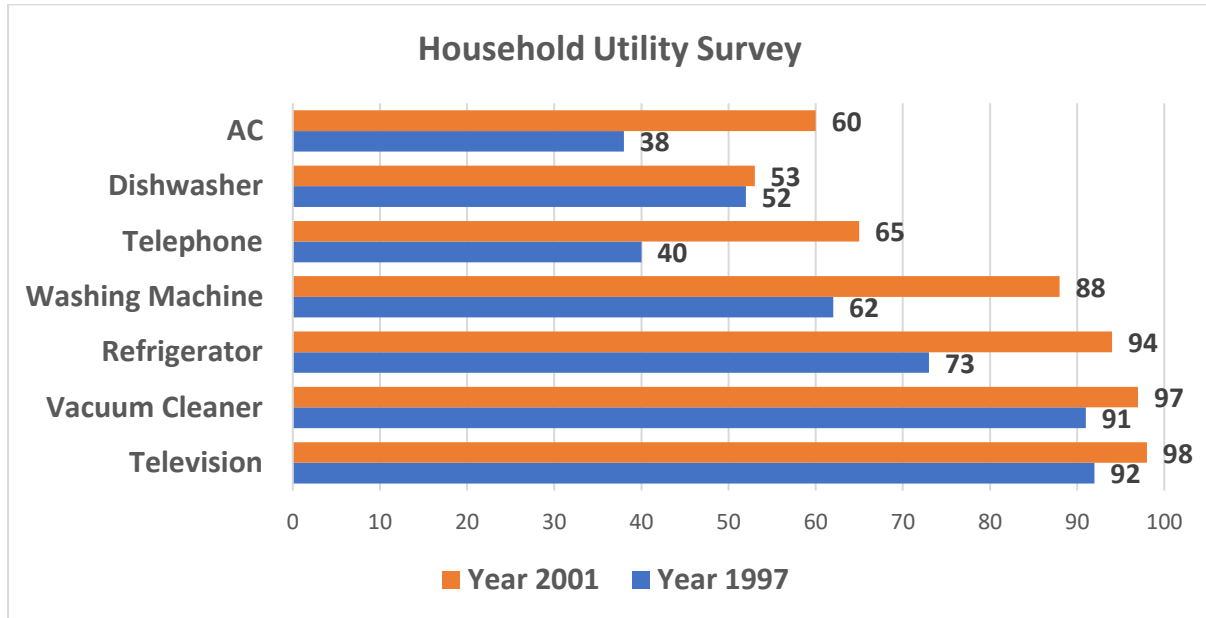
Construction sector accounted for 3% of Turkey's economy in FY 2000-01 and experienced a more than threefold increase to one-tenth in 2016. Economic income from trade, utilities and transportation was 14% in FY 2000-01 and had a slight growth of 2% in FY 2016-17. At the beginning of the period, manufacturing and finance, business and other services made up 8% and 5% of Turkey's economy respectively, and these figures rose to 12% and 8% in FY 2016-17.

Agriculture, which comprised almost a quarter of Turkey's economy in FY 2000-01, fell to 14% in FY 2016-17. In FY 2000-01 economic outputs from government and leisure and hospitality sectors were at 12% and 17%, respectively, and both decreased by 3% after 16-year period. In contrast, contribution from healthcare and education sector remained constant in both years at 17%.

Overall, at the beginning of the period construction contributed the least to the economy of Turkey, while agriculture was the most significant economic sector. In comparison, at the end of the period healthcare and education became the largest economic segment and the lowest contribution was made by finance, business and other services.

2. Sample Question – Bar Graph Analytical Paragraph

A survey was conducted on percentage of households using various household utility products and the result is evident in the bar-chart given below. Study the following bar-chart and write the paragraph that was compiled after the survey



Use of Utility Goods

The bar-chart indicates various utilities being used by percentages of households, surveyed in the year 1997 and 2001.

The chart shows that the most popular household utility item in 1997 and 2001 is the television and about 98% households have it. The fascination for TV remains steadfast, since there are a number of channels to suit each temperament and taste. The increasing sales of vacuum cleaners and washing machines are clear pointers that doing such chores manually is becoming difficult.

The refrigerator appears to have gained popularity even among the poor sections of society and has become a necessity today. The telephone also is becoming increasingly popular. However, the use of dishwasher does not really show an upward trend despite the variety of brands launched in the market due to cost factor. The use of AC appears to remain limited to the rich sections of society, though it has improved from 1997 and now 60% of the households use it.

Overall, there is an increasing trend in the use of various household utility items from 1997 to 2001 due to the comfort, time saving and reduction of manual efforts.

Key points for Map Analysis

- What time periods are shown?

Are the maps of past, present or future situations? This is important to note because it will determine whether you write your essay using past, present or future tenses.

- What are the main differences between the maps?

What features have disappeared? What new features are in their place?

- What features have remained the same over the time period?

Although the location on the maps will have undergone major development, some features may remain unchanged. think about directional language you can use, such as

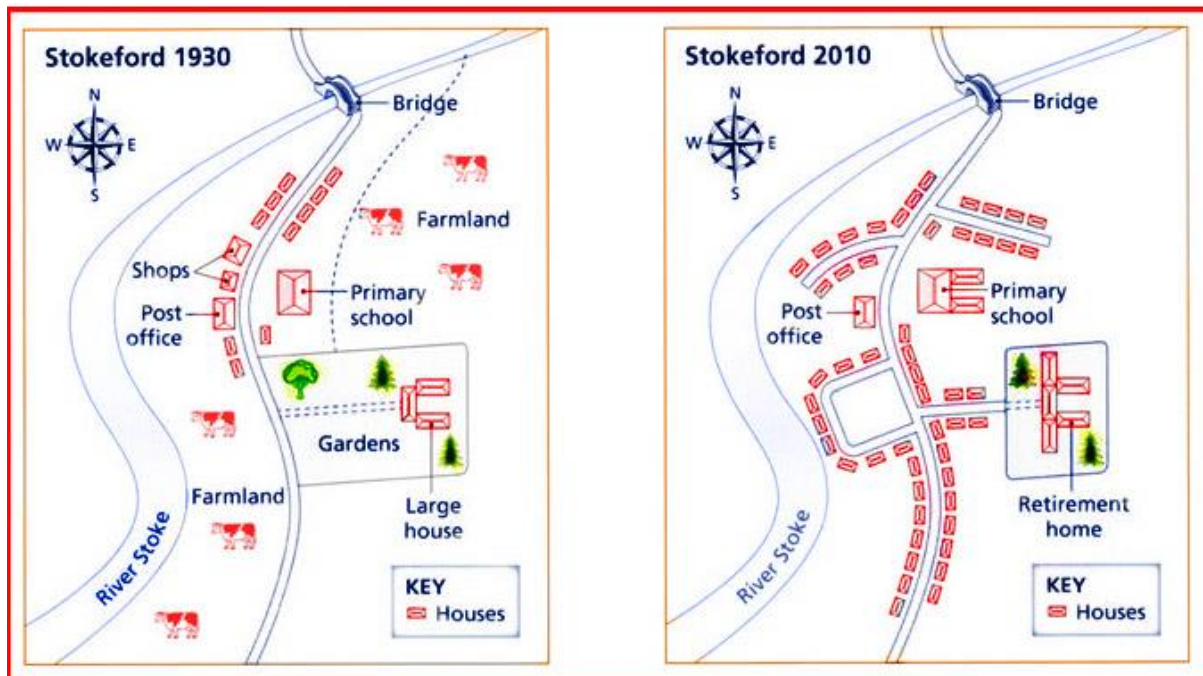
North south east west

north-east north-west south-east south-west

Example – Map Based Analytical Paragraph

The maps below show the village of Stokeford in 1930 and 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Transformation of Village Stokeford

The two maps illustrate how the village of Stokeford, situated on the east bank of the River Stoke, changed over an 80 year period from 1930 to 2010.

There was considerable development of the settlement over these years and it was gradually transformed from a small rural village into a largely residential area.

The most notable change is the presence of housing in 2010 on the areas that were farmland back in 1930. New roads were constructed on this land and many residential properties built. In response to the considerable increase in population, the primary school was extended to around double the size of the previous building.

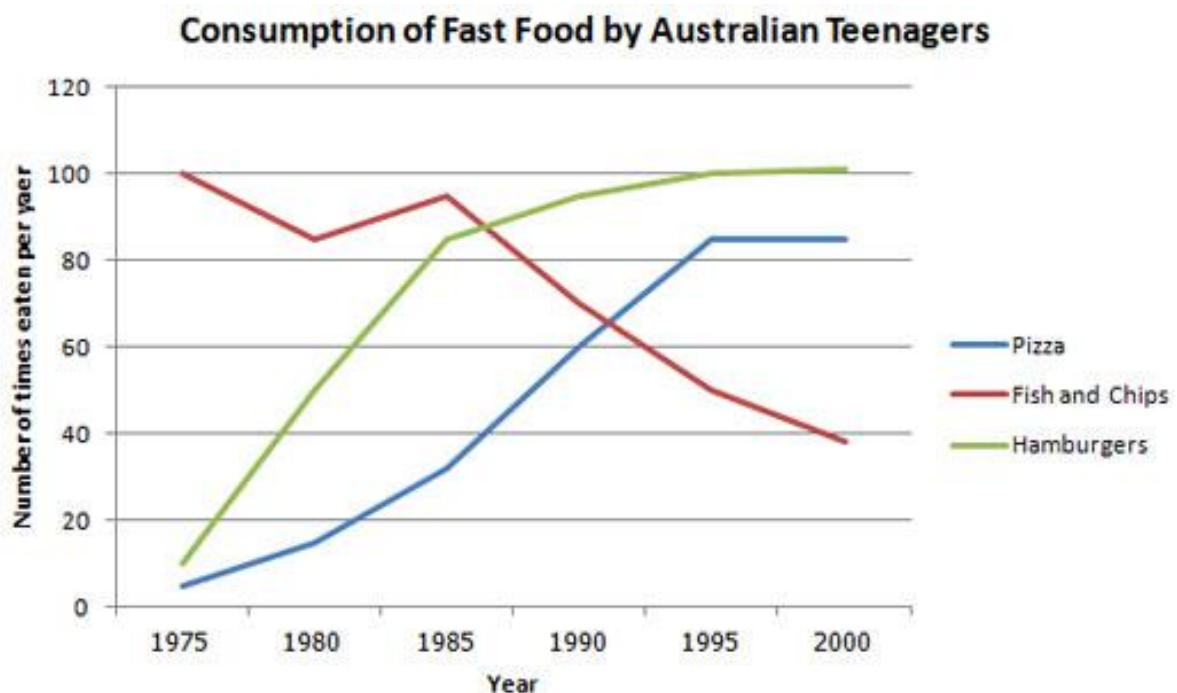
Whilst the post office remained as a village amenity, the two shops that can be seen to the north-west of the school in 1930, no longer existed by 2010, having been replaced by houses. There also used to be an extensive property standing in its own large gardens situated to the south-east of the school. At some time between 1930 and 2010, this was extended and converted into a retirement home. This was another significant transformation for the village.

Over the period of time the village Stokeford has undergone a lot of developments from a farmland to a well architect infrastructure.

Practice Question-1

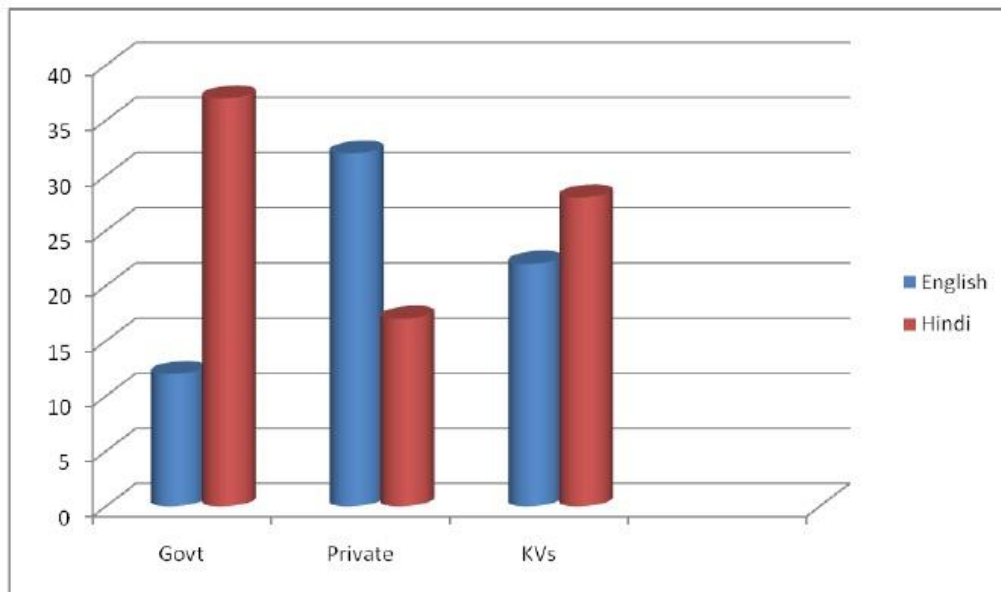
The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.



Practice Question-2

Study the graph given below, which is based on a survey done on students of tenth class in three different types of schools in Ahmedabad. The chart depicts the number of students speaking English and Hindi. On the basis of the details given in the bar-graph given below, briefly summarize the data making comparison wherever necessary in about 100-120 words.



Hint- Compare the percentage of students speaking English and Hindi in all three schools giving the possible reasons.

CLASS –X STUDY MATERIAL

THE BALL POEM (First Flight)

Vocabulary Building:

<u>Words</u>		<u>Meaning</u>
1. Intrude	(V)	Enter forcibly/ invade/disturb
2. Ultimate	(adj.)	Final
3. Dime	(N)	Ten cents (coin)
4. Epistemology	(N)	Knowledge/ nature/ understanding
5. Harbour	(N)	Port/ dockyard

INTRODUCTION:

The poet John Berryman through his poem, 'The ball poem' has described the reality of life which everyone has to face one day. He has touched the topic of how to stand up against the miseries and sorrows of life.

THEME:

This poem is about losing something which we love and then learning to grow up. It is about a little boy, who in his young life, for the first time, is learning what it is like to experience grief after the loss of a much-beloved possession which is here his ball.

John Berryman in his poem describes the grief of a boy over the loss of his ball. The poet sympathises with the boy but says that very soon he would also learn to stand up despite all obstacles from the experience of losing something. The ball is symbolic in the poem as it is associated with the sweet memories of his childhood. No other ball can compensate the loss. With that loss he senses his first responsibility in a materialistic world. He learns that our loved ones and our worldly possessions will not be with us forever.

MESSAGE:

In 'The Ball Poem' John Berryman gives a very positive message. Gain and loss, getting and losing are the essentials in the cycle of life. One should learn the epistemology or the knowledge and the nature of loss. Our childhood with all its attachments and sweet memories has gone forever never to come back again. We should not weep over the losses that we have suffered. Though excruciatingly painful, we have to learn how to accept the loss of one's loved ones and our worldly possessions. It is the nature of life that things are lost and found. We have to take loss in our stride and be brave enough to understand and also accept the inevitability of loss.

The message that the poet wants to convey is the importance of loss and responsibility in life. We should not forget the importance of possessions.

Literary Devices:

- 1. Alliteration:** Alliteration is the repetition of consonant sounds in the same line such as ‘no one **buys a ball back**’.
- 2. Anaphora:** use of repeated words in two or more lines (What is the boy... what, what and merrily bouncing... merrily over)
- 3. Assonance:** repeated use of vowel ‘o’ (boy, now, who, lost)
- 4. Repetition:** ‘What, what is he to do’ is repeated

Rhyme scheme: There is no rhyme scheme followed in the poem.

Short Answer Questions (30 –40 words):

Q1. How does the boy feel at the loss of his ball?

Ans: The boy is very much upset and troubled at the loss of his ball. His ball falls in the water and it was an unexpected loss. The boy is completely shaken and it seemed as if he was thinking of his childhood days which had disappeared forever like the lost ball. The boy felt an emotional shock at this loss as he had a long association with the ball.

Q2. Why does the poet say, “I would not intrude on him”? Why doesn’t he offer him money to buy another ball?

Ans: The poet wants the boy to experience the loss fully as he thinks that it is a part of growing up. He should learn that it is the part of life. That’s why the poet doesn’t want to interfere in the boy’s experience, or to console him or offer him money to buy another ball.

Q3. “Money is external.”What does the poet mean by this expression?

Ans: The poet believes that the boy needs to understand about his responsibility as the loss is immaterial and he can purchase another ball. He explains that the world is full of possessions and money is an external item. What is significant is what goes on in the inner world when one loses something.

Q4. What does ‘in the world of possessions’ mean?

Ans: In the world of possessions’ means all the possessions that people like to collect in the world and cling to. Money is external because it can buy only material objects; it cannot buy everything that one loses. It cannot compensate for the emotional loss that one goes through.

Long Answer Questions (100—120 words):

Q1. Loss is a part of life. How does the poem convey this message?

Ans: The poem makes one think of how people react when they lose something dear to them. It could be as trivial as a ball or as important as the loss of some person one loves. One feels tremendous grief at any kind of loss. The message of the poem is that though excruciatingly hurtful, we have to learn how to accept the loss of one's loved ones and our worldly possessions. It is the nature of life that things are found and lost too. Nothing remains with us forever, so we have to take loss in our stride and be brave enough to understand and also accept the inevitability of loss which is a part of life.

Q2. How is the lost ball, the metaphor of the lost childhood of the boy? Why doesn't the poet want to 'intrude on' the boy by offering him money to buy another ball?

Ans: The boy has a ball. Perhaps he has been keeping it for a long time. He must have developed a lot of attachment and love with the ball. Suddenly while he is playing, the ball bounces down the street. And after a few bounces, it falls down into the harbour. It is lost forever. The boy stands there shocked and fixed to the ground. He constantly goes on staring at the spot where his ball fell down into the water. Outwardly, the loss seems to be quite small. The boy seems to be making a fuss over the loss. Many boys have lost such balls and will lose so in future. A new ball can be easily bought in a dime. The metaphor of the lost ball is beautifully linked to the loss of the sweet childhood. No amount of money can buy the ball back that has been lost forever. Similarly, no worldly wealth can buy back the lost childhood. The poet doesn't want to sermonise on this issue. The boy himself has to learn the epistemology or the nature of loss. He has to move ahead in life forgetting all the losses he has suffered in the past.

CLASS –X STUDY MATERIAL

The Hundred Dresses –1 (First Flight)

Vocabulary Building:

<u>Words</u>	<u>Meaning</u>
1. Enduring (adj)	Durable, lasting long
2. Nudge (N)	a gentle push
3. Stolidly (Adverb)	not showing any feeling.
4. Exquisite (adj)	very beautiful
5. Shuddered (V)	shook

INTRODUCTION:

The story The Hundred Dresses was written in 1944 by Eleanor Ester but is still popular today as it was when published. The story is based on Ester's own experiences. While in elementary school, she had a classmate who was teased because she wore the same dress to school every day. Ester never forgot the little girl and felt guilty for teasing her. She knew what it felt like to be poor. Thus to right this wrong and to ease her guilt Ester decided to write 'The Hundred Dresses'.

The story is about the discrimination encountered by a young school girl of polish origin in America. Her classmates mock her because she is always clad in the same light blue ill-fitting dress and they found her name to be "funny". It was because everyone had "easier" names than 'Wanda Petronski'. Her name was different because she was a Polish immigrant who had come to an American town with her family. She was poor and did not have many friends. She was quiet and was always seen sitting in the corner of the classroom.

The truth about the hundred dresses unveiled when she submitted her hundred drawings in a drawing contest. They were the same hundred dresses she used to talk about. All of them were immensely beautiful. The author has sensitively highlighted the issue that people form opinions about other on the basis of appearance and possessions.

Creativity and talent often go unnoticed, although these two qualities make an individual worthy.

The story is deeply moving, and touches the children who are moved by Wanda's forgiving nature.

THEME:

The main theme of the story is about the act of forgiving someone's mistake. In this story, Wanda forgives her classmates who used to bully her for her wired name and her story about hundred dresses. The theme of forgiveness is dominant in the story. Although the girls teased Wanda every single day, Wanda forgives Maddie and Peggy and demonstrates this by giving them each one of the beautiful dresses she has painted. This also shows Wanda to be the bigger person given that her school experience has not been fun because of them.

One of the themes of the story is bullying because even though Peggy and Maddie do not think of their teasing as bullying, and do not mean to make Wanda unhappy, it is bullying nonetheless. Maddie begins to recognise it as such but does not want to say anything in case the teasing transfers to her instead of Wanda. The story also suggests that it is important to resist bullies as it is cruel.

The Hundred Dresses is the story about an innocent girl named Wanda Petronski and her experience of bullying in school. The story was narrated by the author from the perspective of Wanda's classmate. The story ends with a letter written by the girls who bullied Wanda about their pleasant surprise about Wanda's artistic talent and her readiness to forgive.

MESSAGE:

The message of the Story 'The Hundred Dresses-1' is that teasing and bullying others for being poor or different in some way is quite reprehensible as it is insensitive to the victim's feelings. Wanda suffers isolation and bullying at the hands of Peggy and Maddie.

The young students should not indulge in insensitive actions like mocking and jeering at those who are different. Such a behaviour is harmful, disheartening and totally unjustified. Realization comes quite late usually after the damage has been done.

We should rise above the narrow walls of ethnicity and learn to accept each other with all the differences. We should acknowledge and accept each other whole heartedly as latent qualities cannot be estimated from outward appearances.

Another message of the story is that forgiveness is the greatest virtue. Wanda despite being targeted by bullies approaches them with great love and forgiveness. This is shown by her gesture of presenting them with beautiful paintings of her dresses.

Short Answer Questions (30 –40 words):

Q1. In what way was Wanda different from the other children?

Ans: Wanda was different from the other children in so many ways. She was an immigrant and lived at a place which was not particularly liked by others and her classmates. Her name Wanda Petronski sounded rather difficult to pronounce and funny to her classmates. She always wore a faded blue dress and her feet were always covered with dry mud. She did not have friends and did not talk much. She was very serene and rarely laughed at anything. She was a talented, patient and skilled girl.

Q2. What was unusual about the dress of Wanda?

Ans: Wanda always wore a faded blue dress that didn't fit her well. It was neat but it was wrinkled all over and required a good ironing. She always wore the same dress.

Q3. What do you think 'to have fun with her' means?

Ans: Wanda was a quiet and shy girl who used to wear a faded blue coloured dress everyday to school. Both Peggy and Maddie waited for Wanda outside the school to have some fun with her. This fun didn't mean harmless natural fun. For Peggy it was a deliberate attempt to insult Wanda Petronski. She always spoke in a mocking tone when she asked Wanda about hundred dresses. It was only to show other girls that Wanda was telling a lie.

Q4. What shows that Peggy was not really cruel?

Ans : Peggy always made fun of Wanda yet she was not really cruel. She protected small children from bullies. Not only this, she cried for hours if she saw an animal being mistreated. She made fun of Wanda for the sake of fun.

Q5. Why did Maddie write a note to Peggy and the tear it ?

Ans: Maddie wrote a note to Peggy wishing to convey to her to stop making fun of Wanda. She tore it because she thought it could annoy Peggy and she would make fun of her instead. Also she saw Peggy as being smart and superior to her and did not wish to cross her.

Q6. How does everyone in the class react to Wanda's Drawings?

Ans: Everyone clapped after having a look at Wanda's drawings. Even the boys who were not interested in drawing applauded and whistled at the beautiful sketches that Wanda had made, of the hundred dresses she claimed to have all lined up in her closet.

Long Answer Questions (100—120 words):

Q1. "The Hundred Dresses-I" is about teasing Wanda. It also borders on ragging and racism indirectly. Describe how does it affect you and how do you evaluate it?

Ans: The story 'The Hundred Dresses-I' is really all about teasing of Wanda being Polish and having a strange name. They made fun of Wanda and made her feel inferior by asking her about her dresses. Their behaviour towards Wanda was completely undesirable as it shows attitudes of racism and ragging. These are totally condemnable issues in the society.. Peggy and Maddie never thought of Wanda's feelings and continued teasing her. Wanda didn't say anything directly whenever she was teased but when the dress design competition was held, she showed her quality. Her designs were unique and different. Her selection as a winner shows that colour, prejudice or racism are not the parameters of talent, merit is the most desirable quality.

Q2. Pen down the Character Sketch of Wanda Petronski .

Ans: Wanda Petronski was a poor Polish girl who had immigrated to America with her parents. She lived at Boggins Heights which was considered as the poor area of the town. She joined an American school and was different from other students. She was very calm and quiet and did not have friends. She wore the same faded blue coloured dress everyday to school and her classmates Peggy and Maddie made fun of her by asking how many dresses she had and to which she would answer that she had hundred dresses all lined up in her closet. Their poking fun regarding her one hundred dresses was perhaps the most attention she ever received among the group of children. She was talented, creative and had a good aesthetic sense. She drew sketches of hundred dresses having different colours and design and won the girl's medal in the art competition. This also proved her statement that she had hundred dresses all lined up in the closet.

Q3. Write a note on the character of Maddie.

Ans : Maddie was a kind and compassionate American girl. She was Peggy's best friend and joined other girls in teasing Wanda. But she really didn't like teasing others and knew in her heart that it was wrong. She wanted to stop Peggy from teasing Wanda. She was reluctant to speak up and say that teasing others was unkind and cruel. But she could not gather courage

as she was afraid of Peggy. Maddie herself was poor and wore hand-me-downs, many from Peggy, which her mother used to alter with ribbons and frills to make sure nobody in the school could make out that the dresses were old and she belonged to a poor family .She feared Peggy could make her the next victim and would start teasing her instead.

Maddie considered herself to be guiltier for remaining silent. When Wanda left the school, she felt very restless and could not sleep at night. She went to Wanda's house to say sorry and decided not to remain silent if anybody was being teased for their poor dress or funny name. She would speak up. She was even ready to sacrifice her friendship with Peggy.

CLASS –X STUDY MATERIAL

AMANDA (First Flight)

Vocabulary Building:

<u>Words</u>	<u>Meaning</u>
1. Hunch (V)	bend
2. Languid (adj.)	relaxed, peaceful
3. Drifting (V)	moving leisurely
4. blissfully (adverb)	happily
5. Sulking (V)	in a bad mood

INTRODUCTION: (Not to be written in the book.)

Robin Klein has expressed the views of a little girl, Amanda who is constantly pointed out by her mother for making mistakes. Mistakes which she considers so as they are not part of the code of good conduct laid out by the society in which we live.

The poem Amanda is about a small child whose parents are forever nagging her about what to do and what not to do. This frequent interference makes her very unhappy. It seems as if she is not free to do anything that she wants to do. She wants freedom from all restrictions. She dreams to lead a life of a mermaid in a Languid, emerald sea with her being the only inhabitant there. She feels that an orphan has more freedom than her. She also wished to lead a calm and quiet life in a tower like that of Rapunzel with nobody to disturb her.

THEME:

In the poem, 'Amanda! Robin Klein explores the theme of excessive restraint and control on young children and its consequences.

Klein describes how difficult it is for children to compromise their freedom and behave according to the societal norms as this not only restrains them but also is responsible for making a child lose his/her individuality as controlling all of them would simply take away their uniqueness and originality. She seems to believe that parents should allow their children to make their own ways of dealing with life as her tone is sympathetic to Amanda, who has to face a torrent of constant instructions which she is expected to obey.

MESSAGE:

Robin Klein wishes to convey that extreme parental restriction does not allow children to blossom fully and freely. The poem focuses on the upbringing of a small child, whose name is Amanda and the struggles which she is facing. Poet Robin Klein makes the important point that the children should never be deprived of their freedom. However, it is the parents who are responsible for the proper upbringing of their child. The poem conveys the message that children need to be allowed more liberty. Excessive nagging makes them defiant and they turn a deaf ear to the instructions of the elders. They develop a kind of dislike for real life and start escaping into the world of dreams and imagination. In fact, the poem indirectly emphasis 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.

Literary devices:

Anaphora: Repeated use of a word at start of two or more lines (don't bite... don't hunch)

Assonance : use of vowel sound 'o' (don't hunch your shoulders)

Metaphor: use of word emerald sea for green colour of sea being similar to the colour of emerald , silence is golden - silence is said to be glorious like golden colour
freedom is sweet - freedom is said to be sweet in taste.

Repetition: use of word 'Amanda'

Imagery: drifting blissfully

Alliteration: 'Stop that slouching and sit up straight' - 's' sound is being repeated at the start of closely placed words.

Allusion: 'mermaid' is a well known imaginary creature.
use of famous fairy tale character Rapunzel

Short Answer Questions (30 –40 words):

Q1. How old do you think Amanda is? How do you know this?

Ans:- Amanda's age could be between ten to twelve years old. We can guess this because of the reference to mermaid or Rapunzel. Usually, these stories are read by the children in the age group of ten to twelve.

Q2. - Why are Stanzas 2, 4 and 6 given in parenthesis?

Ans: Parenthesis is a remark that is added to a sentence, often to provide an explanation. So, in stanzas 2, 4 and 6 parenthesis is used to describe the reaction of child Amanda towards her mother's continuous nagging.

Q3. What could Amanda do if she were a mermaid?

Ans: The little girl Amanda wants to be a mermaid and the only resident of the beautiful green sea. She thinks that her life will be very relaxing in the sea. She just wishes to be carried away by the waves slowly and gradually. Amanda longs for a place where she is all by herself as her happiness is not dependant on any other human being. Hence, she desires to be a mermaid because for a child, mermaid is a symbol of freedom and wonder. She will be able to enjoy her freedom.

Q4. - Is Amanda an orphan? Why does she say so?

Ans: No, Amanda is not an orphan as she is constantly being pointed out by one of her parents in the poem. She said so because she is sad and depressed because of the continuous scolding and nagging which she faces because of her parents. Therefore, she feels that it would have been much better and peaceful if she would have been an orphan.

Q5. What does the girl yearn for? What does this poem tell you about Amanda?

Ans: The girl Amanda yearns for freedom and peace in her life. She is constantly reminded of her mistakes. Her parents want her to follow the code of conduct of good behaviour. They are doing so because they want their child to be well mannered and obedient. But while doing this they forget that she is a child and should be allowed some freedom. The poet has drawn the reader's attention towards the condition of children who are constantly oppressed by their elders in the name of good behaviour.

Q6. Read the last stanza. Do you think Amanda is sulking and is moody?

Ans: - In our sense, Amanda is not moody. She feels oppressed because of her mother's constant nagging. She doesn't want to be pointed out for such small things like cleaning the room, sitting straight, cleaning her shoes, completing her homework, etc. She feels that she is not free and is under a constant pressure of trying to be a well behaved girl as per her parent's demand.

Long Answer Questions (100—120 words):

Q1. State the key points in the poem Amanda. What do you learn from it?

Ans: Every child is special in itself, and it requires a great deal of patience and love to make them understand this. Parents should give proper space to children, as they learn through experiences as well. Children do tend to learn certain bad habits, to undo that requires great level of understanding and right approach. One cannot teach their child everything in one day and expect them to behave properly henceforth. It is natural for a childlike Amanda to seek freedom at her place, to curb that freedom means to make her angry and moody. Growing up of child should not be about do's and don'ts only.

To have nagging parents, judging every action of child would do more harm than good. Robin Klein points to the fact that Amanda is forbidden to do anything without seeking permission. Everything she does it is corrected by her mother all the time; she cannot perform a single thing according to her will. She can't sit lazily around; she can't eat chocolate for that could cause acne. Life of Amanda is very suffocating and limited in itself. She yearns for freedom and choice. Her mother doesn't understand the fact that Amanda is innocent and naive, she is too small to understand the benefits of advice. Only thing that matters to Amanda's mother is what society will make of Amanda. We witness miserable failure of parents when Amanda wishes to be an orphan so that she could be free.

Q2. Discuss the importance of proper upbringing with reference to the poem Amanda by Robin Klein.

Ans: Upbringing plays an essential role in personality development of an adult. Whenever we wish to admire or criticise someone we question the upbringing of that person. Robin Klein's poem Amanda highlights the tension in the 'proper' upbringing of a child. To instil good values and moral principles in a growing child comes as a foremost duty for the parents. However, the poem Amanda shows how a child feels trapped within the cluster of instructions. Amanda is no less than a victim in this travesty. No proper space is given to her creativity. She is instructed for everything. As a result, she feels trapped and seeks an escape. Her imagination proves to be her escape and also her defence against her nagging parents. Situation of Amanda is so

worse that she wishes to be an orphan, in order to get rid of her parents. She imagines enacting various roles varying from mermaid to Rapunzel. Amanda wishes to live alone and carefree. It is very important to understand the situation of Amanda where her freedom is cut short by constant instructions and guidelines. Proper balance should be maintained when dealing with such delicate issues. Love and care should always be part of this two way transaction.

Q3. How does Amanda tackle the nagging nature of her parents? Explain with examples from the poem. What values does it portray about Amanda?

Ans: Amanda is a small girl who is termed as moody for her careless behaviour. But it is very surprising to know that this is her defence mechanism to shield against her nagging parents. Amanda is getting instructions from her parents, which become too much to handle for the small girl. She is told not to eat her nails and sit in a proper position. Amanda's response to it is her work of imagination where she is a mermaid drifting effortlessly by the languid river. Further, she is asked about cleaning her room and finishing her homework to which she reacts being an orphan roaming in the street and making patterns with her bare feet. Amanda then faces the heat for eating a chocolate, which had once caused her acne. She takes the form of Rapunzel and wishes to live on top of a tower away from everyone in her imagination. Amanda's parents are upset over her behaviour and casualness, but she stays in her own world. All these portray Amanda in a positive light while her parents in a negative light. We as readers feel very sorry for a childlike Amanda.

CLASS X Study Material

Supplementary Reader ---Footprints without Feet

The Necklace

WORD	MEANING
1. Incessantly (adverb)	continuously
2. Stupefied (V)	greatly shocked
3. Vexation (N)	annoyed, anger
4 Awry (Adj.)	improper
5. Odious (Adj.)	revolting, hateful

Introduction:

'The Necklace' is a story written by Guy De Maupassant. It deals with vanity and aspirations of a woman who wish to be admired. She was unhappy with the poverty of her house, she was suffering with inferiority complex. She adorned herself with borrowed jewels. Her ambition and discontentment with her life put her into pain and suffering for ten years. When she learnt that she had wasted her life and youth for no good reason, she was devastated.

Theme

There is no doubt in saying that man's final goal should be contentment. Human beings can never be happy if they have unlimited desires and wants. This is shown by the character Matilda who was never happy with what she had but always desired for more and more which led her to ruin her life. Man should find happiness in what he has, rather than running after what he does not have. It could be the cause of his unhappiness and sorrow.

Message

'The Necklace' is a story of a middle class lady named Matilda. She was born in a clerk family and was married to a clerk named M Loisel. Matilda was a very pretty young lady but she was dissatisfied with the poverty of her family. She wanted to have the luxuries in her life. She hated her own humble surroundings and spent her time dreaming about a fancy and luxurious life. She borrowed a necklace from her friend, Mme Forestier and lost it in the ball (party). She decided to replace it by a necklace that looked similar to it. It had cost her fortune and they had to live in a miserable condition to repay the loan they took to buy it. It is a tale of how her desire to have more led to her ruins.

Short Answer Questions:

Answer the following questions in 30 to 40 words:

Q1) What kind of a person is Mme Loisel -- why is she always unhappy?

Ans: Mme Loisel was an unhappy, discontented person. She was very pretty but born in a poor family, she called it an error of destiny. She thought she was born for luxuries. She had no money for dowry and could not expect to marry a rich, famous husband. She could not marry a poor clerk. The poverty of her house tortured and angered her.

Q2) What was the cause of Matilda's ruin? How could she have avoided it?

Ans: Matilda was a very pretty lady. She had every reason to feel vain of her looks and figure. But her vanity proved the cause of her ruin. She conquered the ball by wearing her borrowed jewels. But she lost them on her way to home. For an evening's delight and success, she had to pay a very heavy price. She could have avoided her long misery by keeping herself within her means and by not dreaming of luxuries.

Q3) What would have happened to Matilda if she had confessed to her friend that she had lost her necklace?

Ans: Matilda's clean confession would have saved her all the trouble. The borrowed necklace was lost by her carelessness. Instead of pledging all her beauty, youth and happiness, she should have told Mrs. Forestier the whole story. The rich friend might not have demanded from her even the petty price of the necklace. The scenario after the confession would have been altogether different and beautiful.

Q4) What would Matilda dream of?

Ans: Matilda would often dream of all the delicacies, luxuries, elegant dinners marvellous dishes, rich silver, beautiful dresses, jewels, adoration and a life of glory. She would escape into her dreams from the dullness of her very humble existence.

Q5) How hard was it for the Loisels to manage for the necklace?

Ans: Matilda had to buy a necklace similar to the one she had lost. The new necklace cost the Loisels thirty six thousand francs. M. Loisel had to lose his entire inheritance of eighteen thousand francs and the rest he had to borrow from the usurers. Both had to work hard to manage the expenses.

Q6) How did Mme Loisel now know about the life of necessity?

Ans: Mme Loisel wasn't satisfied with her life. But when she had to pay the debt of eighteen thousand francs, the Loisels let go of their decent living. They lived in impoverished neighbourhood. Matilda had to cook, clean, wash, mend, bring water and bargain with the butcher and grocer. Her husband worked day and night to save every penny.

Q7) Why was Matilda's friend astonished to see her at the end of the story?

Ans: Jeanne, Matilda's friend, could not recognize her as she seemed an old and worn out poor woman. Matilda was no longer her former beautiful and joyous self.

Long Answer Questions (100 -120 words):

Q1) Why did Matilda's husband go out into the cold night minutes after returning from the ball?

Ans: When Matilda and her husband returned from the ball she realized that the necklace which she had borrowed from Mme Forestier was missing. They searched for the necklace everywhere. Matilda's husband went out into the cold night searching for the lost necklace. He went on foot over the route. He filed a police complaint and enquired from cab offices and even put an advertisement in the newspaper, offering a reward. But then all his efforts went in vain. He was not able to find the lost necklace.

Q2) Write the character sketch of Matilda Loisel.

Ans: Matilda Loisel belongs to a family of clerks. Her existence is quite average. They live on meagre income, enough for basic needs but not to fulfil aspirations. She gets married to a clerk and is so caught up with her dreams of wealth and pleasure that she is out of touch with the truths of her real life. In order to keep up appearances and just to flatter her pride, she blows up four hundred francs on a gorgeous dress. And, still not contented, she goes on borrowing a necklace from her friend. And, all of this is just to impress the wealthy and the rich with her beauty and glamour (even if on loan). No doubt, her pride is flattered and her wish of fine dining, expensive dresses and jewels has been satisfied but at a great price. Unfortunately, the necklace has been lost and the couple has to cough up their entire inheritance and borrow as well to replace it. Repayment of their debt eats away the next ten years of their youth. They struggle hard. All the household chores and cares of a life of poverty visit them. Hence, her disposition invites her doom.

Q3. Contentment is a great wealth.' Explain with reference to Matilda—the main character of this story.

Ans :There is no doubt in saying that man's final goal should be contentment. Human beings can never be happy if they have unlimited desires and wants. This is shown by the character Matilda who was never happy with what she had but always desired for more and more which led her to ruin. She was vain of her beauty and always thought that she had been meant for a higher society. She was married in an ordinary family. The invitation to the party was the beginning of her vanity. She suffered so much after borrowing the necklace for the party. To be content with what one has is always desirable and good. But one must never ignore the realities of life. Matilda should have told Mme Forestier about the loss of the necklace..Man should find happiness in what he has, rather than running after what he does not have. It could be the cause of his unhappiness and sorrow.

CLASS –X STUDY MATERIAL

The Hundred Dresses –2 (First Flight)

Vocabulary Building:

<u>Words</u>	<u>Meaning</u>
1. Gruffly (adverb))	roughly
2. Dumb (adj.)	innocent
3. Holler (verb)	shout/ yell/ cry
4. Blinked (verb)	winked

INTRODUCTION: (not to be written in the notebook.)

The story The Hundred Dresses was written in 1944 by Eleanor Ester but is still popular today as it was when published. The story is based on Ester's own experiences. While in elementary school, she had a classmate who was teased because she wore the same dress to school every day. Ester never forgot the little girl and felt guilty for teasing her. She knew what it felt like to be poor. Thus to right this wrong and to ease her guilt Ester decided to write 'The Hundred Dresses'.

The story is deeply moving, and touches the children who are moved by Wanda's forgiving nature.

THEME:

The main theme of the story is about the act of forgiving someone's mistake. In this story, Wanda forgives her classmates who used to bully her for her wired name and her story about hundred dresses. The theme of forgiveness is dominant in the story. Although the girls teased Wanda every single day, Wanda forgives Maddie and Peggy and demonstrates this by giving them each one of the beautiful dresses she has painted. The chapter highlights through the character of Wanda how forgiveness is a nobler virtue.

The story ends with a letter written by the girls who bullied Wanda about their pleasant surprise about Wanda's artistic talent and her readiness to forgive.

MESSAGE:

The message of the Story 'The Hundred Dresses-2' is that repentance for a wrong doing is good for the soul as it cleanses it. Peggy and Maddie repent for their cruel and mean behaviour towards Wanda and wish to make amends. They are unable to meet her but correspond with her .

We should rise above the narrow walls of ethnicity and learn to accept each other with all the differences. We should acknowledge and accept each other whole heartedly as latent qualities cannot be estimated from outward appearances.

Another message of the story is that forgiveness is the greatest virtue. Wanda despite being targeted by bullies approaches Peggy and Maddie with great love and forgiveness. This is

shown by her gesture of presenting them with beautiful paintings of her dresses. Thus her action shows that she is a loving and noble soul.

Short Answer Questions (30 –40 words):

Q1. What do you think about Wanda’s action of not coming to school anymore?

Ans: Wanda never replied to anyone against their misbehaviour. But due to insult she faced, she decided not to come to school anymore. It was very mature of her age to teach them a lesson without any argument.

Q2. What does Maddie think hard about? What important decision does she come to?

Ans: Wanda thinks about not letting injustice happen to anyone and would protest if she would see anybody teasing and misbehaving with anybody. She would no longer be a mute spectator the way she did earlier.

The important decision that Maddie made was that she would never stand by and say nothing again. If she ever heard anybody picking on someone because they were funny-looking or because they had strange names, she would speak up. She did not even mind losing Peggy’s friendship over it..

Q3. How did Peggy try to save herself about bullying Wanda?

Ans. Peggy gave various excuses for her behaviour. She told that she had never called Wanda a foreigner or made fun of her name. She even told that Wanda might have made Peggy her inspiration. That was the reason her designs were so exquisite. By this way, Peggy tried to save herself about bullying Wanda.

Q4. How did Peggy and Maddie know that Wanda liked them even though they had teased her?

Ans: Peggy and Maddie came to know that Wanda liked them even though they had teased her as she had asked Miss Mason to give the green dress with red trimming to Peggy and the blue one to Maddie. Later when Maddie looked at the drawing very carefully, she realized that the dress had a face and a head, which looked like her own self. The head and face in the drawing given to Peggy looked just like Peggy.

Q5. Maddie thought her silence was as bad as Peggy’s teasing. Was she right?

Ans: Yes, Maddie was right when she realized that remaining silent while Peggy teased Wanda was a mistake. She too was a part of it because she remained silent and let Peggy tease Wanda.

Long Answer Questions (100—120 words):

Q1. What was the effect of the letter of Wanda’s father on Miss Mason? How did Maddie react to it ?

Ans: When Miss Mason read the letter that Wanda’s father had written, she was very upset and unhappy. She looked at the students and spoke in a very low voice. There was a deep silence in the class when Miss Mason read the letter. She said that none of the students in that

class would knowingly hurt anyone's feelings because of their name. Whatever happened was due to thoughtlessness. It was also unfortunate and sad. She didn't like that other students had hurt the feelings of Wanda just because she had a name which happened to be a long, unfamiliar one. She wanted everyone to think about it. On the other hand, Maddie had a sick feeling and was feeling ashamed of herself. She was repenting for her behaviour towards Wanda. She wanted to apologise to Wanda and request her to stay in their city only. She thought that she never wanted to hurt Wanda in this way.

Q 2. Maddie was full of sympathy and compassion for Wanda but she never stopped Peggy from making fun of Wanda. Why? What does it show about Maddie? Do you think it was her self-interest and lack of courage which stopped her from helping Wanda?

Ans: Maddie and Peggy were good friends. Peggy was a pretty and rich girl. Maddie was not so rich. She knew that Peggy was making fun of Wanda but she never stopped her. She did not want to lose Peggy as a friend. She had compassion and sympathy for Wanda. She did not appreciate Peggy's act of making fun of Wanda but never opposed her. It shows Maddie was not a bold girl. She did not have courage to say right things right. She was selfish to some extent. Yes, in my opinion it was her self-interest and lack of courage that stopped her from helping Wanda.

Q3. Who is a better human being-Maddie or Peggy? What attributes in the personality of Maddie make her different from Peggy?

Ans: Peggy and Maddie both were good friends. They studied in the same school and the same class. They were American girls. Peggy was a rich, pretty girl with blonde hair. Maddie was also a pretty girl but she was not as rich as Peggy. Both, Maddie and Peggy used to make fun of Wanda. Peggy never missed any opportunity of teasing Wanda. Maddie belonged to a poor family.

She was always with Peggy but she had sympathy for Wanda too. She did not like Peggy making fun of Wanda. She wanted to stop Peggy but could never muster the courage for the same. Maddie had a different temperament than Peggy. In the end when they came to know that Wanda was leaving the school, Maddie was affected the most. She came out as a better human being by the end of the story.

Q2. Appearance could be misleading'. Support this statement with reference to the story 'The Hundred Dresses'.

Wanda was a poor polish girl. She used to sit in a lonely corner of the classroom where the noisy rough boys sat. She always wore pale blue dress that was never ironed. Despite all that, she was highly intelligent and dignified. She was a talented artist and had drawn a hundred dresses for a drawing competition which she ultimately won. She won the heart of her classmates, when she gave those drawing to them.

We should rise above the narrow walls of ethnicity and learn to accept each other with all the differences. We should acknowledge and accept each other whole heartedly as latent qualities cannot be estimated from outward appearances.