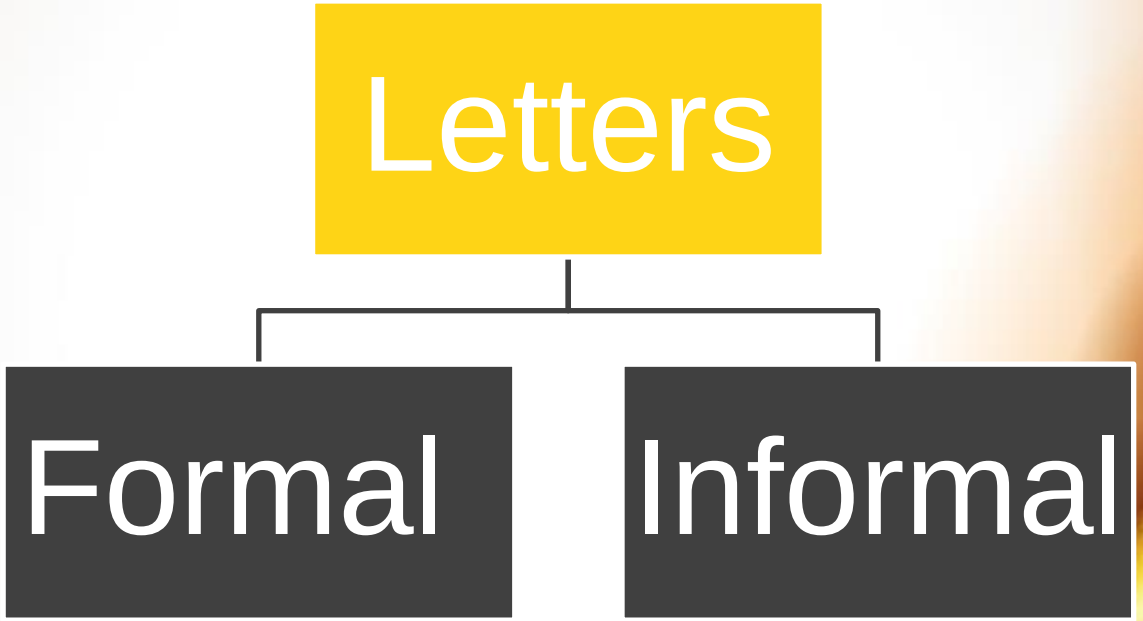
Situation Based Formal Letters

What is a Letter

- Letter is a mode of communication and a store of information.
- Used to express and convey one's thoughts to someone in particular or masses.
- Can be more expressive, emotional and can be preserved for posterity.



Types of Formal letters

Business Letters

- Complaints
- Inquiry
- Placing Order

Letter to the Editor

- Problems
- Concerns
- Solutions

Applications

- Job
- School
- Loan

Govt. Officials

- Complaints
- Theft
- Water / Power

Letter Of Inquiry

Inquiry Vs Enquiry

Inquire	Enquire
• Traditionally, INQUIRE meant ‘to formally investigate’. • In the modern word Inquire is the preferred spelling in the United States. • It’s synonymous with verb ‘ to ask’	• Enquire meant ‘to ask’. • Enquire has the same meaning but is very rarely used when refereeing to official investigation

Format

Sender's Address

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

Date

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

Receiver's Address

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

Salutation

We must write 'Sir/ Madam' as greeting

Subject

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

Format

The Body / content

First Paragraph

- Self Introduction and purpose of the letter.
- Source of information / reference to be given.

Second Paragraph

- Details about which inquiry is to be made.
- Give details in bullet points only.

Third Paragraph

- Date by which information to be received, self-addressed envelope to be enclosed to provide the information / email.

Complimentary Closure & Subscription

- Sender’s name
- Designation

Format

C- 47
Rohini **(Sender's Address)**
New Delhi

5 November 2020 **(Date)**

The Manager **(Receiver's Rank)**
Hotel Sheraton
Karol Bagh **(Address)**
New Delhi
Sir/ Madam **(Salutation)**

Subject : Inquiry about / seeking information …… **(To be underlined)**

Introductory Paragraph
Second Paragraph
Third Paragraph
I hope that you will take my request on priority basis and provide the necessary information at the earliest. / Looking forward for an early and favourable response from your side.
Thanking you
Yours sincerely **(Subscription)**
ABC
Enclosure : Self Addressed Envelope

Sample Question

- **Write a letter of inquiry to the manager, Maurya Sheraton Hotel, New Delhi for conducting the wedding reception of your younger sister in one of their halls. You are Abhinav / Aprajita of Rajouri Garden New Delhi.**

Sample Question

15 – A

Rajouri Garden

New Delhi

09 November 2020

The Manager

Maurya Sheraton Hotel

Vasant Kunj

New Delhi

Sir

Subject: Inquiry about Availability of Venue for Wedding Reception .

Sample Question

The wedding reception of my younger sister has been fixed to be performed on 3 December, 2020. We want to conduct the wedding reception on the lawns of Maurya Sheraton on 3rd evening. The wedding party may comprise around two hundred heads, including children. Moreover, we may also need two double-bedded rooms facing the lawns. I expect you to arrange for the reception, catering, service and the decoration for the occasion. The ceremony may continue up to the early hours of 4 December 2020.

Sample Question

Kindly furnish the following details regarding the arrangements.

- **Catering cost per head**
- **Service charges**
- **Decoration charges, including the decoration of the stage and the 'mandap'.**
- **Room charges for two double-bedded rooms.**
- **Amount of advance money to be paid.**
- **Any other relevant information concerning the wedding reception.**

Sample Question

Kindly reply me as early as possible so that we can do the booking formalities. Looking forward for prompt response from your side.

Yours sincerely

Aprajita

Practice Question

- You are Riya / Rajan of F-16 Sector 3 Rohini New Delhi. You are interested in taking admission in National Film Institute, Pune. Write a letter of inquiry to the Director, National Film Institute , Pune in about 100-120 words.
- You are the librarian of ABC Public School, Noida. You want to purchase some text and reference books for the school library. Write a letter to M/S Saraswati Publication House, Agra, in 100-120 words, inquiring all necessary details.

Letter Of Placing Order

Format

C- 47
Rohini **(Sender's Address)**
New Delhi

5 November 2020 **(Date)**

The Manager **(Receiver's Rank)**
M/s XXX Ltd.
Karol Bagh **(Address)**
New Delhi
Sir/ Madam **(Salutation)**

Subject : Placing Order for …… **(To be underlined)**

Introductory Paragraph **About the order**
Second Paragraph **List of items, quantity, brand order in tabular form**
Third Paragraph Expected date of delivery with reasons on why it should be delivered on the specified date, payment details with mode of payment, request for discount, measures that would be taken in case of late delivery

Expecting a prompt delivery.
Thanking you
Yours sincerely **(Subscription)**
ABC

Key Points

- The format of the letter placing order is similar to that of a formal letter. When you are placing an order for goods keep in mind:
- To mention the quotation received from the suppliers and the reference number of the quotation, be exact about the description of the goods to be ordered, mention the quantity /number of each item that you are ordering, request for discount, mention the mode of payment, be clear about the date of delivery, present your order of goods in a tabular form.

Key Points

- **Opening (Introductory Paragraph)**
- "This is with reference to the inquiry letter dated 12th May 2019, regarding the purchase of silk thread."
- This is a follow up of our communication on 12th May and then on 21st May regarding a bulk purchase of …"
- With reference to…
- Your letter of May 12
- Our meeting on March 3,
- Our conversation last week…
- Further to our telephone conversation on, ….
- Following our discussion last week….
- Following our meeting last Thursday….
- I refer to your letter of May 17 in which you….

Key Points

Closing (Concluding Paragraph)

- We have already made 50% of the payment at the SBI today at 12.20 PM.
- Hope to receive the order delivered on or before 22nd of this month.
- Kindly refer to the agreement on post delivery services such as clearance and stocking.
- Please find enclosed/attached:
- Receipt of the bank-payment

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Sample Question

- You are the Principal of R.K. Public School, Pitampura, New Delhi. You require various furniture items like chairs, desks, cupboards, almirahs etc. for your school. Write a letter to Kishore Furnitures, Vidhya Nagar, New Delhi placing the order for the furniture.

Sample Question

R.K. Public School
Pitampura
New Delhi

25 October 2020

The Manager
Kishore Furnitures
Vidhya Nagar
New Delhi

Sir
Subject: Placing Order for Furniture.

Sample Question

With reference to your quotation for furniture vide no A248/41 dated 10th October 2020, We are happy with the offered quality of furniture as well as the price of the items.

I request you to send the following items to the address mentioned above.

S.No.	Item Description	Brand	Quantity
1	Cupboards	Godrej Interio	10
2	Chairs	IKEA	50
3	Desks	Usha Lexus Furniture	80
4	Tables	Usha Lexus Furniture	40
5	Almirah Steel	Godrej Interio	15

Sample Question

I will be grateful if the furniture is sent through local transport. Kindly pack all the items properly to avoid damage. The payment shall be done via cheque within ten days from the date of delivery of the goods. I hope you would give us a discount of 25 % as per the quotation received. Kindly deliver the items on or before 12 November, 2020.

Yours sincerely
Geeta Ahuja
Principal, R. K. Public School
New Delhi

Practice Questions

- You are Pratap Singh, Sports Instructor of Springdales Senior Secondary School, Patiala. Write a letter placing an order for sports items (minimum 5) with M/S Sports & Sports Co., Patiala.

- Write a letter to the Sales Manager, MMS Books, Ashok Vihar, Delhi, placing order for five titles of books that you need for educational purpose. You are Sanjeev/Sanjana, 12/CA, Model Town, Kurukshetra.

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 contended, 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.

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CLASS –X STUDY MATERIAL

Madam Rides the Bus

Vocabulary Building:

Words		Meaning
1. Stifled	(V)	crushed
2. Discreet	(adj.)	tactful
3. Kindle	(V)	arouse
4. Glee	(N)	happiness
5. Resolutely	(Adv.)	determinedly

ABOUT THE AUTHOR

Vallikannan is the pseudonym (fictitious name) of the famous writer R. S. Krishnansamy. He was born in a village near Trunelveli in Tamil Nadu on 12 November 1920 and he died on 9 November 2006. He was a famous Tamil writer, journalist, critic and translator. He started writing at a very young age and had published 25 books by the time he turned thirty. He wrote a total of 75 books in his life. He was awarded the Sahitya Academy award in 1978, for his critical works on modern Tamil poetry. (Not to be written)

INTRODUCTION:

The lesson "Madam Rides the Bus" is about a brave eight year old who had a strong desire and along with it, the courage to fulfil it. She liked gazing at the hustle and bustle of the street and her favourite part was the sight of a bus arriving and departing. Thus, she developed a deep desire to travel by bus. For that, she needed all sorts of information about the bus journey, collect the bus fare and then plan it so that she could be back at home before her mother woke up from her afternoon nap. Thus, the story brings us recounts of how innocently but responsibly she fulfilled her deepest desire and her experiences on the bus ride. How an incident makes her realize the reality of death.

THEME:

Through this translation, the author explores the wish of a poor, village girl to ride a bus to town and experience the thrill of it. Valli wanted to explore the outside world which for her is charming and fascinating but also mysterious. She longs to explore it by herself. The talks of the village people about the town added fuel to the fire. She decides to go to the town all by herself without anybody's support. She asked the bus conductor to take her to the town and also paid her fare. She wanted to see everything with her eyes and enjoy the outer world. She was overwhelmed.

Another theme that the author delves into is a child's response to death. During the bus ride, Valli was overjoyed when she saw a cow running with her raised tail on the road ahead of the bus. While returning she noticed that the body of the same cow was crushed and bled. She was moved from within and became very sad.

MESSAGE:

The message that the author conveys is that the world has both aspects that can make us sad or happy. One has to come to terms with death. During the bus ride Valli was overjoyed when she saw a cow running with her raised tail on the road ahead of the bus. While returning she noticed that the body of the same cow was crushed and bled. She was moved from within and became very sad. The writer seems to suggest that the world does not promise us only happiness, it has both aspects that can make us happy or sad. Man has to learn and understand the nature of death too as it is an inseparable part of life.

Short Answer Questions (30 –40 words):

Q1. What was a source of unending joy for Valli? What was her strongest desire?

Ans.. Valli enjoyed watching the bus and its new set of passengers every time it crossed the village. It gave her a never ending joy. Her strongest desire was to travel in the bus and take a ride to the nearby town and back.

Q2. What did Valli find out about the bus journey? How did she find out these details?

Ans.. Valli found out that the town was six miles from the village and it cost thirty paise to travel one side. It took forty five minutes to reach town and the same bus could bring you back as well. Once she decided to travel by bus, even if just once, she started listening to her neighbour's conversations about their bus rides very carefully. In the process, she would herself ask some careful questions here and there in order to enhance her knowledge about the journey.

Q3. What does Valli tell the elderly man when he calls her a child?

Ans.. On being advised by a concerned old man to sit down, Valli told him that she was not a child and she could take care of herself. She told him that she was just as capable and responsible like other passengers as she had paid the fare of thirty paise for the ticket.

Q4. How did Valli save up money for her first journey? Was it easy for her?

Ans.. Undoubtedly, she had put innumerable amount of effort in planning and saving for her first ever bus journey. It was a dream ride for her. She resisted every temptation ranging from peppermints, toys, balloons to merry-go-round at the village fair. After so many efforts, she finally saved sixty paise. No, it was not easy for her.

Q5- How did Valli react when she saw the dead cow by the roadside?

Ans. When Valli saw the dead cow by the roadside, she was overwhelmed with sadness. The memory of the dead cow haunted her, depressing her enthusiasm. She no longer wanted to look out of the window.

Q6. How did the conductor treat Valli? How did Valli feel when the conductor called her 'My Fine Madam'?

Ans. When Valli got into the bus, the conductor treated her as a child. He asked her who was coming in the bus. Valli told him confidently that it was she only. She bought the ticket and

the conductor called her ‘Madam’ jokingly. The conductor was a jolly fellow. Valli did not like him treating her as a child. Her temperament made the conductor call her ‘Madam’. Valli was overcome with shyness.

Long Answer Questions (100—120 words):

Q1. Valli got jealous every time one of her friends told her about the bus ride and the sights of the town. Do you think jealousy is a positive trait? What should be done to keep jealous thoughts away?

Ans. Valli had a deep desire to visit the town and experience a bus journey. The world outside holds a charm for her. Whenever her friends told Valli about their bus ride and the sights of the town, she used to get jealous and would ask them to shut up. Jealousy is not a positive trait. It’s a negative feeling that arises out of hatred and contempt for others. We must not ever be jealous of others instead; we must share the achievements and happiness of our friends. We should feel inspired by their accounts and try to achieve our goal with all our heart.

Q2.. Valli dared to travel alone in the bus and behaved haughtily with everyone who showed care and concern for her. Why do you think she was behaving in such a way? Was it proper on her part to go to the city without the knowledge of her mother? What advice would you give to such children?

Ans. As Valli was travelling alone in a bus for the first time; it was natural on her part to behave like this. Initially she seemed haughty but later on she joined other people, though maintaining a distance. In fact, Valli was a very confident and mature girl. She saved her pocket money and planned carefully for the journey.

Valli knew that the world outside was strange to her so she was being extra cautious. I appreciate her sense of responsibility but it was also not proper on her part to go out alone without telling her parents. By doing this, she put herself in a vulnerable position as she could have easily been a victim of child abuse had she come in contact with wrong people. Children must confide in their parents in whatever they do. Our elders have experience and knowledge and under their guidance, we can make our life a success.

Q3. Valli sternly refused the conductor’s offer of a cold drink though she might be willing to have one. What lesson do you learn from her gesture?

Ans. By the end of the journey, the conductor had got quite fond of Valli. When the bus reached its destination, the conductor went to the nearby stall to have something to drink. He offered to bring one for Valli as a treat from him but Valli refused sternly. She didn’t have much money and out of the feeling of self-respect she was not ready to take obligation either.

Such a conduct from an eight year old girl shows her good upbringing. We learn not to be greedy and live within our means. We must not get lured by the attractions, however strong they may be. It is always wise to spend money judiciously. Children must not waste their pocket money on unwanted items.

CLASS –X STUDY MATERIAL

The Sermon at Benares

Vocabulary Building:

Words		Meaning
1. Shielded	(V)	prevent from being seen/ saved
2. Sermon	(N)	a talk on a religious or moral subject,
3. Weary	(adj.)	tired
4. Desolation	(N)	great unhappiness or loneliness.
5. Composed	(adj.)	calm

ABOUT THE AUTHOR

Betty Louise Renshaw Barber was born in Shannon, Mississippi on September 3, 1927. She was very active in praying for, supporting, and visiting those involved in mission work. Betty was dedicated to serving God and loving others and often prayed that God would use her gifts for His glory. The **Sermon at Benares** is a summary by Betty Renshaw. She was the author of such books like Values and Voices. In this chapter, she throws light on the early life of Lord Buddha.

. (Not to be written)

INTRODUCTION:

The Sermon at Benares throws light upon the early life of Lord Buddha who was originally born as a prince in the royal family. On being exposed to the sufferings of the world which he was earlier shielded from, he left his prince hood and went in search of salvation thus leaving all the worldly pleasures behind. Upon attaining spiritual awakening, he gave his first sermon in the city of Benares hereby making a lady named Kisa Gotami realise that men are mortal and a wise person should not grieve at what is bound to happen for it only enhances pain and suffering.

The Sermon at Benares- Summary

Gautama Buddha (563 B.C. – 483 B.C.) He was born in northern India to a North Indian royal family and was named Siddhartha Gautama. When he was twelve years old, he was sent to a faraway place to study Hindu sacred scriptures and upon returning four years later, he got married to a princess. Soon, they both had a son and they continued to live the royal life for about ten years. The royals were shielded from all the unpleasant experiences of the world until one day, on his way to hunt, the Prince met a sick man, an aged man, a funeral procession and a monk begging for alms. These experiences acted as eye-openers for him and thus, he left all the royalty behind to seek a higher sense of spiritual knowledge. Upon attaining salvation, he began preaching. He gave his first sermon in the city of Benares. There was a lady named Kisa Gotami whose son had died. Suffering with unending pain, she went from house to house looking for a medicine to bring her son back to life. People started thinking that the lady had lost her senses. One day, she met a man who directed her towards Lord Buddha who could possibly have a solution for her problem. Buddha asked her to look

for mustard seeds and the seeds must be procured from a house that had seen no death. Reinstated with hope, Kisa Gotami once again went on a search from house to house but to her dismay, she could not find mustard seeds from a house that would fulfil Buddha's condition. Disheartened, she sat at the edge of the road thus realising how selfish she had been. She became conscious to the fact that men were mortal and no one could escape the cycle of life. This was exactly what Buddha wanted her to understand. According to Lord Buddha, feelings of grief and sorrow only increases man's pain and suffering thus, deteriorating his health. Therefore, a wise person fully aware about nature's functioning must not grieve at something bound to happen and only then he can be happy and blessed.

THEME:

The theme of this famous sermon delivered by Buddha is that man must understand and accept that death is a part of life. Life and death are inseparable and man must be rational and accept this universal truth rather than grieve over it. The terms of life given to man should be clearly accepted by man otherwise man will have to pass a phase of undue grieving. This philosophy is illustrated by the Buddha through the story

'Sermon at Benares 'which is the story of an unfortunate woman Kisa Gotami. She had lost her only son. In her grief, she carried the dead body of her son from one place to another. In the end, she came to Lord Buddha. She needed the medicine that could cure her son. The Buddha asked her to bring him a handful of mustard seeds from a house where no one had lost a child, husband, parent or friend. Kisa Gotami didn't find a house where some beloved one had not died in it. She thought to herself that it was the fate of mankind. Death was inevitable. Nobody can avoid dying. The world is afflicted with death and decay. The wise don't grieve. `He who has overcome all soon will become free from sorrow, and be blessed.'

MESSAGE:

The message of this famous sermon delivered by Buddha is that to attain peace, man must understand and accept that death is a part of life and man must not grieve over it. Life and death are inseparable and man must be rational and accept this universal truth. The terms of life given to man should be clearly accepted by man otherwise man will have to pass a phase of undue grieving.

Short Answer Questions (30 –40 words):

Q1. Why was Gautama known as Buddha?

Ans. 'Buddha' means 'The Awakened' or 'The Enlightened'. After seven years of wandering Gautama attained wisdom. When he started sharing his new understandings with the suffering people, he was called 'Buddha'.

Q2. Where did Gautama Buddha preach his first Sermon? What was it all about?

Ans. Gautama Buddha preached his first sermon at Benares, the holiest city. It was about the ways to overcome our sorrows. It reflects Buddha's wisdom about one inscrutable kind of suffering.

Q2. When and where was Gautama Buddha born? Why did he decide to leave the palace?

Ans. Gautama Buddha was born in 563 B.C. in Northern India. Buddha was away from all

the sorrows of life. Once on his way to hunt, he saw a sick man, an aged man, a funeral procession and a monk begging for alms. He realised that the world was full of sorrow. These sights moved him so much that he went out into the world to seek enlightment and truth. He left all the royalty behind to seek a higher sense of spiritual knowledge.

Q3. What does Kisa Gotami understand the second time that she failed to understand the first time? Was this what the Buddha wanted her to understand?

Ans.When Kisa Gotami failed to find mustard seeds that could fulfil Lord Buddha's condition of having seen no deaths in the family, she became disheartened. After deep reflection, she realised that the man's fate was just like the city lights that flickered and extinguished repeatedly. The cycle of birth and death was nature's way of working. Suddenly, she became conscious as to how selfish she had been in her sorrow and that one who was born must rest eternally. Men are mortal. Yes, this is exactly what Lord Buddha wanted her to understand.

Q4. Why do you think Kisa Gotami understood this only the second time? In what way did the Buddha change her understanding?

Ans. Kisa Gotami was too overwhelmed with sorrow and pain that her ability to think clearly got clouded. She couldn't realise that no one can escape the cycle of death. When Kisa Gotami failed to find mustard seeds that could fulfil Lord Buddha's condition of having seen no deaths in the family, she became disheartened. After deep reflection, she made peace with the terms of the world. Lord Buddha played a major role in facilitating the shift in her understanding by teaching her a lesson that one must not grieve for what is bound to happen for it will only deepen the pain and suffering.

Long Answer Questions (100—120 words):

Q1. "The life of mortals in this world is troubled and brief and combined with pain… ." with this statement of the Buddha, find out what Kisa Gotami learnt after the death of her child.

Ans. According to Buddha, all men are mortal so those who have been born cannot avoid dying. Life of mortal is always troubled and brief. Sorrow and suffering are inevitable to the mortals. All young and adult fall into the power of death; all are subject to death. Life and death are inseparable and man must be rational and accept this universal truth rather than grieve over it. The terms of life given to man should be clearly accepted by man otherwise man will have to pass a phase of undue grieving. So, the wise do not grieve, knowing the terms of the world. Kisa Gotami after the death of her child learnt from Lord Buddha that death is common to all; he who has overcome pain will become free from pain, and be blessed.

Q2.. The sight of a sick man, an aged man, a funeral procession and a monk made Siddhartha leave his home and go out in search of enlightenment. What lesson about life do you learn from this episode?

Ans. Siddhartha lived a life full of luxuries till the age of twenty-five. Once when he went outside to hunt, he saw a sick man, an aged man, a funeral procession and finally, a monk

begging for alms. The sight moved Siddhartha so much that he left the home and went in search of enlightenment. The incident revealed a great truth — life is short. Beauty, riches, comforts all are transitory and vanish one day.

If we all understand this fact and work towards making our life valuable for others, there would be no fight, grudges and pain. When somebody does something wrong, he/she forgets that one day we are going to be punished for our wrong deeds. In our trouble, we should have faith in God to struggle in life and wait for good times to come.

Q3. Kisa Gotami lost her only son and grieved. She is desperate in saving his life. She goes from one place to another. She is criticized for this act of desperation and is called mad. Is it not a normal reaction of a normal human being? Is it justified to criticize Kisa Gotami? What is your opinion?

Ans. Kisa Gotami lost her only son and grieved. She is desperate in saving his life. She goes from one place to another. She is criticized for this act of desperation and is called mad. But I find it a normal reaction of a normal human being. Every mother has such feelings for her son. Every possible effort is made to save a life. Kisa Gotami is also a normal mother who wants her son to come to life. Her action is a normal action. A person loses his common sense when one is grieved.

All logic or reasoning fails. No doubt one has to accept the universal truth of life and death. But it takes time to understand it. Kisa Gotami's action was a normal act and she should not be called a mad woman. It is a normal action of a grieving mother. It is easy to say that in case of any loss one should be quiet, calm and composed but is difficult to put in practice.

Q4. A timely help and sympathy is a great help for those who are in grief. Gautama Buddha helped Kisa Gotami by his kind words and guidance in overcoming her grief. It is a big relief for the grieving person if support and care are extended to them. How are kindness and sympathy important in a peaceful and joyful life?

Ans. Most people in our society are unhappy and grieved because the values of kindness and sympathy are missing day by day from our life. There is no timely guidance and help. People suffer because of their ignorance or their lack of knowledge about the reality of life. They do not accept the things as they are over ambition and unnecessary craving for the things make them ultimately suffer. They are not satisfied with what they have. They desire for the things they don't deserve for and suffer.

People are not kind to one another. There is lack of sympathy for one another. This all leads to sufferings. Kisa Gotami suffers because of her selfish desire and craving for her son. Gautama Buddha relieves her from her pain by his guidance and kindness. All human beings are victims of such desires and they suffer but the timely guidance and kindness may help them. Timely help and sympathy is a great help for those who are in grief. Gautama Buddha helped Kisa Gotami by his words love and guidance in overcoming her grief. It is a big relief for the grieving person if support and care are extended to them in time.

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CLASS –X STUDY MATERIAL

The Tale of Custard the Dragon

Vocabulary Building:

Words		Meaning
1. Nasty	(adj.)	very bad or unpleasant.
2. Squirm	(V)	wriggle or twist the body from side to side
3. Gyrate	(V)	rotate / spin
4. Flustered	(adj.)	agitated or confused/ nervous
5. Cutlass	(N)	a short sword with a slightly curved blade

ABOUT THE AUTHOR

Frederic Ogden Nash (August 19, 1902 – May 19, 1971) was an American poet well known for his light verse, of which he wrote over 500 pieces. When Nash wasn't writing poems, he made guest appearances on comedy and radio shows and toured the United States and the United Kingdom, giving lectures at colleges and universities. He was regarded with respect by the literary establishment, and his poems were frequently anthologized even in serious collections such as Selden Rodman's 1946 A New Anthology of Modern Poetry. With his unconventional rhyming schemes, he was declared the country's best-known producer of humorous poetry. He received Sarah Josepha Hale Award in 1964. **(Not to be written)**

INTRODUCTION:

Ogden Nash has written a poem about a little girl Belinda who owns many pets, namely, a black kitten named ink, grey mouse named blink, yellow dog named mustard and a coward dragon named custard. The poet has described every character to be brave except the dragon who is a coward. But the whole situation changes when a pirate attacked Belinda's house. No one else had the guts to face him; it was the dragon that killed the pirate. All the characters are happy because they are saved by the dragon but quickly change their thoughts and describe themselves to be more powerful had the situation not been so confusing for all of them.

Summary of the poem

The tale of custard the dragon is a ballad. It is a humorous poem about a cowardly dragon named custard. Custard is a pet of Belinda, a little girl who lives in a little white house with her pets. She had a black kitten named ink, a grey mouse named blink, a yellow dog mustard and a cowardly dragon custard. The poet says that all of them are very brave except the dragon. Others were described as brave and are compared with animals like bear, tiger or lion but the dragon is very timid. He always demands a safe place for himself. All the other characters make fun of him. But one night they are surprised by the entry of a pirate in the house. All of them get frightened and start hiding here and there. But to everyone's surprise, the dragon not only tackles him but also eats him up. As all of them are saved by custard, they thank him. But at the end, they realize that they used to make fun of the dragon because of his being timid. So, all of them suddenly start saying that they are braver and could have

handled the situation in a much better way. Here the poet has tried to say that sometimes a timid person is the actual hero in the toughest situations of life.

THEME:

The Tale of Custard the Dragon' by Ogden Nash presents themes such as appearance versus reality, hypocrisy, courage, love, and jealousy. The main theme of the poem is appearance vs. reality. Here, the creatures like the cat, mouse, and dog appear as courageous but in crisis, they reveal their real cowardice. In contrast, the ugly and formidable dragon who is, in reality, dangerous of them all, appears as a coward creature. But, during the crisis he saves everyone. So, someone's appearance doesn't make the person powerful. It is on how one reacts when impediments block the way and scare him.

Moreover, the theme of hypocrisy is present in the ninth and thirteenth stanzas. Here, the showy creatures run away when the pirate creeps in. They even give baseless explanations about their fleeting. However, the dragon's comment adds a cherry at the top of Nash's irony. He remarks, "I quite agree/ that everybody is braver than me."

MESSAGE:

The message of the poem The Tale of Custard the Dragon is that every human on earth has his own capabilities and the way of his living. We should never judge him and discriminate against him because of the way he looks or thinks. Moreover, we should never believe those who boast about their abilities and appreciate themselves. A person is judged when the trouble arises. E.g. in the poem, all the animals boast about themselves while Custard remains a coward. However, when the pirate comes, their bravery is gone and they run away for life. On the other hand, Custard fights the pirate bravely and kills him. Hence, he was not a coward at all. It was just the thinking of other animals that could never discover bravery in him.

Ogden Nash gives a subtle message to the readers through the fate of Custard, the dragon. In this world of deceit, self-confidence, self-dependence and self-respect are essentials to earn your rightful place among your peers. Mere presence of physical strength is not enough. The more important point is that you must be conscious of your strength.

Incidentally, the poem also gives the message that 'barking dogs seldom bite'. Those who boast of their bravery are rarely brave. All the brave were scared and ran away at the sight of the pirate except Custard who said he was a coward but proved to be the bravest.

Rhyme Scheme: aabb

Literary Devices

- The Tale of Custard the Dragon' by Ogden Nash presents **personification** in the first two stanzas. Here, the poet invests animals with the qualities of human beings.
- There is a **repetition** of "little" in the first stanza that is meant for creating an internal rhythm in the poem. However, the repetition of the "l" sound is also an example of **alliteration.**
- The poet also uses **anaphora** in the first and second stanzas. Eg

  And a little yellow dog
  And a realio trulio

- The poet uses the device of **metaphor** in the 3rd line of the 3rd stanza when he compares the dragon's nose with a chimney.
- Moreover, the use of **simile** is present in phrases such as, “sharp as Mustard” and “Mouth like a fireplace”.

Using the nouns like “Mustard”, “Custard”, “fireplace”, “chimney”, and “daggers”, the poet associates the qualities associated with those nouns to the features of the creatures mentioned in the poem. Such an association of ideas is called metonymy.

(Metonymy is a figure of speech in which one object or idea takes the place of another with which it has a close association. In fact, **metonymy** means “change of name.” As a **literary device**, it is a way of replacing an object or idea with something related to it instead of stating what is actually meant**.)**

Short Answer Questions (30 –40 words):

Q1. Why did the Custard, the dragon cry for a nice, safe cage? Why the dragon is called “cowardly dragon”?

Ans. Custard, in fact, was very brave but still he kept asking for a nice, safe cage. It made people think him to be cowardly. He might be crying for a nice, safe cage so that he might not harm anyone when in anger or he might be proving that a little safety cage averts a disaster. The others thought that he cried for a cage as he was a coward. He is called cowardly dragon because other characters are defined to be very brave in the following manner:

- Belinda is described to be as brave as a barrel full of bears
- Ink and blink can chase lions down the stairs
- Mustard was as brave as a tiger in rage.

Q2. “Belinda tickled him, she tickled him unmerciful...” Why?

Ans. Belinda tickled him unmerciful because custard the dragon was a coward. He always demanded a safe cage. That is why all of them made fun of him.

Q3. What did Belinda and her pets hear?

Ans. Belinda and her pets heard a nasty sound made by the pirate breaking in through the window. Belinda and her pets except Custard were terrified and cried for help. Ink, Blink and Mustard fled away cowardly.

Q4. Write the poetic aspect of the poem “The Tale of Custard the Dragon”.
Ans. The poem “The Tale of Custard the Dragon” is a light-hearted story, written in the ballad style. It is written in a four-lined stanza format with the rhyming scheme of aabb. It takes it near to the heroic couplet. The poem offers many similes. The stanzas vary in size and the lines are prosaic and long. The first two stanzas act as refrain to indicate continuity. The words are simple.

Long Answer Questions (100—120 words):

Q1. Do you find The Tale of Custard the Dragon to be a serious or a light-hearted poem? Give reasons to support your answer.

Ans.- The Tale of Custard the Dragon is a light hearted and funny poem meant to be enjoyed by everyone. The way the poem has been written with a fix rhyme scheme, makes it very easy and enjoyable to read. The poet has even used wrong spelling to maintain the rhyme scheme. The features of Belinda and her pets described in the poem make it quite funny. All the characters have names which rhyme with each other. They all are defined to be very brave except the dragon. Belinda's bravery has been compared to a barrel full of bears, a liquid substance. All the tiny creatures such as the kitten and the mouse have been shown so brave that they can scare a lion and the dog's bravery is like a tiger's rage. But in reality the dragon proves to be the real hero. When they are attacked by the pirate, the dragon gulps him. Though all the other characters were not brave enough to handle the pirate but still they define themselves as more powerful than the dragon after the incident is handled by the dragon alone. Though, the dragon was defined as a coward by the poet right from the beginning of the poem.

The biggest of them all, the dragon is the only one, who has been shown as a coward and soft being, who looks for a cage for himself, which is very ironic, hence making the poem funny

Q2. 'Appearances are deceptive' is an apt summation of the poem, 'The Tale of Custard the Dragon.' Elucidate.

Ans. Belinda's pet dragon though ferocious in looks, believed he was a coward at heart, it seemed. In comparison, the other pets boasted of their bravery, their ability to chase lions and their tiger cries, while the dragon just whimpered for a safe cage to hide in. He was an apparently timid pet. He did not know his own power. The appearance of a pirate brought forth the dragon's true worth for while the other creatures scuttled off to hide, the dragon measured up to the pirate's threats by snorting at him, clattering his steely tail, and finally, gobbling him up. Custard proved everyone wrong as he showed true bravery and did not boast like Belinda and her other pets used to do. Also after his heroic act, he did not brag about it and comes across as quite humble and simple, allowing others to save face. Qualities like bravery and courage can only be tested when someone is actually put in a dangerous situation.

Q3. The poet has employed many poetic devices in the poem. For example: "Clashed his tail like iron in a dungeon"—the poetic device here is a simile. List some more poetic devices used in the poem.

Ans. In the entire poem, the poet has made extensive use of similes. **Apart from simile,** another poetic device that has been used is **repetition.** For example, the repetitive use of the word 'little' in the first stanza to emphasize how everything from the house to Belinda to her

pets were all little. The poet uses the device of **metaphor** in the 3rd line of the 3rd stanza when he compares the dragon's nose with a chimney.

Also, in the seventh stanza, **the poet has made use of incorrect spelling as a poetic device to maintain the rhyme scheme of the poem.**
He has chosen to write 'winda' instead of 'window' as 'winda' rhymes with 'Belinda', whereas 'window' does not. He has also used **alliteration** in the poem. For example, in the tenth stanza, 'custard' has 'clashed' his tail with a 'clatter' and a 'clank'. Similarly, in stanza eleven, the pirate 'gaped' at the dragon and 'gulped' some 'grog".
Apart from that, the poet uses irony, sarcasm and satire, throughout the poem. **There is an allusion to Percival, one of the knights of King Arthur's round table.** Sounds such as "weeck", "growled", "clatter", "clank", "jangling", etc. contain **onomatopoeia**. Apart from that, there is a tautology **(a phrase or expression in which the same thing is said twice in different words) in, "At the realio, trulio, cowardly dragon".**
Example:

Belinda tickled him, she tickled him unmerciful,
Ink, Blink and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon

Percival: A knight in King Arthur's court

Belinda used to stroke the dragon in a very cruel way. Ink, blink and mustard made fun of him by comparing him to a knight named Percival who was thought to be brave but ran away due to lack of courage. They used to tease the dragon while sitting in their little red wagon.

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CLASS –X STUDY MATERIAL

BHOLI

Vocabulary Building:

Words		Meaning
1. Mimicked	(V)	imitate
2. Matted	(adj.)	tangled
3. Scurried	(V)	ran hurriedly
4. Throbbing	(adj.)	pulsating
5. Contemptible	(adj.)	hateful

ABOUT THE AUTHOR

Khwaja Ahmad Abbas was a famous Indian film director, novelist, screen writer and a journalist in Urdu, Hindi and English languages. He was born in Panipat, Haryana on 7June, 1914 in the family of the famous Urdu poet, Hali, who was a student of Mirza Ghalib. He died on 1st June, 1987 at the age of 72 in Bombay. (Not to be written)

INTRODUCTION:

Bholi is a story written by K.A. Abbas. The story revolves around a girl who due to accidental fall and disease in her childhood faces the problem of being dull and ugly. She is always a target by everyone for not being good looking and intelligent. Her life turns when she joins a nearby school where her teacher encourages her and helps her to become a learned and confident person. Later in the story, circumstances arise where Bholi has to give acceptance to the marriage with an unequal match but rejects it when she sees her father pleading to the bridegroom when he demands dowry. The story shows the rise of a girl against social injustice. Child marriages were banned in India but the practice never stopped.

THEME:

The major theme of the story Bholi is the impact of family on children. Bholi is a little girl who fails to develop self-confidence because of her parents' attitude towards her. The story hints at why family support and emotional security are essential for proper child development.

‘Never judge a book by its cover.’ This saying holds true meaning in the lesson. Bholi, who was seen to be an ugly and dumb girl because of her disfigured looks, became a powerful character at the end when she was nurtured with love and care by her teacher at the school.

The lesson also gives insights about the village which fails to get rid of the social evils like child marriage. The harsh reality of villages where people lack education and have

perceptions of beauty which can pull down anyone who does not fit the standards is also depicted in the lesson.

MESSAGE:
'Bholi 'is the story of a simple rustic girl. She was ignored because of pock marks on her face and she fails to develop self-confidence because of her parents' attitude towards her. When sent to school, she was encouraged and motivated by her teacher who nurtured Bholi with lot of love and care. She had to marry an old, lame widower who was almost her father's age and was greedy. She refused to marry him and stood firm and determined. She decided to serve the village. Her strength of character made her lead an exemplary life. Her attributes might inspire the society to make their girls self –confident and independent.

Short Answer Questions (30 –40 words):

Q1. Bholi's real name is Sulekha. We are told this right at the beginning. But only in the last but one paragraph of the story is Bholi called Sulekha again. Why do you think she is called Sulekha at that point in the story?

Ans. The word "Bholi" means simpleton. On the other hand, the word Sulekha means a person with good handwriting. Throughout the story Bholi was sketched as a person who was a simpleton and never raised her voice for her betterment. At the end of the story she raised her voice for her self- respect and for her father's dignity and refused to marry a greedy old man. The word Sulekha is used in the end to show her confidence, knowledge and ability to speak up against the injustice.

Q2. **Does Bholi enjoy her first day at school?**

Ans. Bholi was afraid at first. She even wept when the teacher asked her name. She just sat in a corner. But, the beautiful pictures on the classroom wall attracted her. The gentle, kind and loving manner of her teacher made her comfortable. She was looking forward to her new life by the time the first day ended. Thus, although initially she did not enjoy it, but by the time she went home she had liked school.

Q3. Does she find her teacher to be different from the people at home?

Ans. Bholi had been a neglected child at home. She was never bathed nor her clothes washed. She was criticised and everyone made fun of her. But, she found her teacher to be entirely different. Her teacher did not make fun of her ugliness or her stammering. She encouraged her tenderly. Her affection deeply touched Bholi's heart.

Q4. Why did Bholi at first agree to an unequal match? Why did she later reject the marriage? What does this tell about her?
Ans. Bholi agreed to the match at first to fulfil her parents' wishes. Later on, she rejected the marriage when the bridegroom asked for dowry. This tells us that Bholi was not a timid – and dumb girl. She was aware of her rights. She also knew how to fight for her own dignity and feared no one.

Long Answer Questions (100—120 words):

Q1. Should girls be aware of their rights and assert them? Should girls and boys have the same rights, duties and privileges? What are some of the ways in which society treats them differently? When we speak of 'Human rights', do we differentiate between girl's rights and boy's rights?

Ans. Yes, there is a differentiation between girl's and boy's rights. Although equal in the eyes of law, society treats them differently. Parents spend more on a boy's education than that of a girl. A girl is just trained to be a wife and mother. Boys have special privileges in matters of food, career or freedom. Girls must be aware of their rights to exercise them. They must utilise their education to preserve their self – reliance and dignity. They must be ready to demand their due and even fight for it. Their individuality should become so strong that no one would dare to put their dignity down.

Q2. How did Bholi's teacher play an important role in changing the course of her life?

Ans. Bholi was always laughed at by everyone. People used to call her dumb and laughed at her when she would fumble while speaking. This made her sad and a low confident child who would remain quiet and sit with her head bent down into her knees. It was on the first day of her school that her teacher discovered her problem of being low confident due to her inability to speak clearly. She encouraged Bholi and treated her in a polite manner. Bholi was never treated like this by anyone. Her teacher told her that with practice she could become a learned person who could speak properly without stammering. This filled her with hope and led to a change in the course of her life.

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CLASS –X STUDY MATERIAL

The Proposal

Vocabulary Building:

	Words		Meaning
1.	Twitch	(V)	convulse / jerk/ tremble
2.	Perpetuity	(N)	continuity/ eternal
3.	Impudent	(adj.)	insulting / insolent / shameless
4.	Contradiction	(N)	opposition
5.	Implore	(V)	beg

ABOUT THE AUTHOR

Anton P Chekhov (January 29, 1860, Russia—died July 14/15, 1904),was a Russian playwright and short-story writer who is considered to be among the greatest writers of short fiction in history. His career as a playwright produced four classics, and his best short stories are held in high esteem by writers and critics. Chekhov's best plays and short stories lack complex plots and neat solutions. Concentrating on apparent trivialities, they create a special kind of atmosphere, sometimes termed haunting or lyrical. Chekhov described the Russian life of his time using a deceptively simple technique devoid of obtrusive literary devices, and he is regarded as the outstanding representative of the late 19th-century Russian realist school.

(Not to be written)

INTRODUCTION:

The Proposal' (originally titled 'A Marriage Proposal') is a one-act play, a farce, (a comic dramatic work) by the Russian short story writer and dramatist Anton Chekhov.. The play is about the tendency of wealthy families to seek ties with other wealthy families, to increase their estates by encouraging marriages that make good economic sense. Ivan Lomov, a long time wealthy neighbour of Chubukov, also wealthy, comes to seek the hand of Chubukov's twenty-five-year-old daughter, Natalya. Before he could actually convey it to the girl, they enter into an argument about Oxen Meadows. Chubukov, the lady's father also joins the heated discussion. After they end this, they enter into another argument about their dogs and which one is better than the other. All three are quarrelsome people, and they quarrel over petty issues. The proposal is in danger of being forgotten amidst all this quarrelling. Before he could actually convey it to the girl, they enter into an argument about Oxen Meadows. Chubukov, the lady's father also joins the heated discussion. After they end this, they enter into another argument about their dogs and which one is better than the other. But economic good sense ensures that the proposal is made, after all — although the quarrelling perhaps continues! In the midst of all this, proposal gets forgotten until Lomov falls off due to his palpitations and Chubukov instantly puts her daughter's hands in Lomov's. Unfortunately, the quarrelling still continues.

The author displays how the rich want to marry their children into other wealthy families with the aim of enhancing their wealth. Still, they remember the marriage proposal which will bestow monetary gains and finalise the wedding amidst the fighting.

THEME:

The Proposal by Anton Chekov-- the theme is that marriage is not as romantic as some people believe. The major theme is the cold approach to marriage that had been common in nineteenth century Russia, especially among the wealthy. The play, as a satire for this money –driven type of marriage, depicts the two main characters as excessively posh and desperately wanting to marry each other for economic security, blind to the fact that they may not get along well. Lomov and Natalya act like a married couple before they become engaged. They are argumentative from the start. The play is about the tendency of wealthy families to seek matrimonial ties. The real purpose is to increase their estates and landed properties. Amidst this quarrelling, they completely forget the real issue — the marriage proposal. But good sense prevails in the end.

MESSAGE:

The play focuses on the cold approach to marriage that had been common in nineteenth century Russia, especially among the wealthy. Anton satirises the wealthy, money-minded wealthy people of the times to whom the consideration of wealth of the prospective bride, appealed more than love and compatibility between the bride and groom.

Short Answer Questions (30 –40 words):

Q1. What does Chubukov at first suspect that Lomov has come for? Is he sincere when he later says "And I've always loved you, my angel, as if you were my own son"? Find reasons for your answer from the play.

Ans.. At first Chubukov suspected that Lomov had come to borrow money as he was in his evening dress. He was not sincere when he told Lomov that he had always loved him and that he was like his own son, because he had decided to not give any money to Lomov. It was only when Lomov asked for his daughter's hand in marriage that his attitude changed and he rushed out to call his daughter, Natalya Chubukov.

Q2. Why does Natalya quarrel with Lomov? What is the result?

Ans. Lomov fought with Natalya for a piece of land. Both of them wanted to have a claim for the same piece of land, i.e., Oxen Meadows. The second time they fought for their dogs to establish the superiority of one over the other. Lomov and Natalya are not able to decide whose dog is superior as Natalya is proud of her dog, Squeezer who is young and belongs to a pedigree, whereas Lomov considers it to be upper shot and boasts of his pet 'Guess' who he thinks is a first rate dog. But Natalya considers 'Guess' to be old and as ugly as a worn out cab horse.

Q3. With what request does Lomov come to Chubukov? What is his state of mind at that time?

Ans. Lomov came to Chubukov to request him to allow him to propose to his daughter Natalya. At that time he was suffering from weakness. His limbs became numb. Whenever he was excited, his heart started palpitating. His foot often became numb and he was unable to bear the shock in life.

Q4. Which qualities are common in all three characters of the play 'The Proposal'?

Ans. All the three characters in the play are argumentative, full of pride and possessiveness. They are quarrelsome and always ready to argue for petty things.

Q5. Why was Chubukov sure that Natalya would give her consent for the proposal?

Ans. Chubukov was sure that Natalya would give her consent for the proposal because Natalya was in love with Lomov. Therefore, she would give her consent for the marriage proposal. Moreover, she wanted to get married.

Q6. How does Lomov react when Chubukov says that he is not used to misbehaviour by a young man like Lomov?

Ans. Lomov reacts by saying that Chubukov thinks that he is a fool. He says that he cannot talk to him calmly and politely as he is making a false claim to his property. He further accuses Chubukov of being a grabber.

Q4. Long Answer Questions (100—120 words):

Q1. The principle 'forgive and forget', helps a lot in maintaining cordial relations with our neighbours. Do you think Anton Chekov conveys this message in the play 'The Proposal'?

Ans. Anton Chekov does convey the message that the principle of 'forgive and forget' helps a lot in maintaining cordial relationship with one's neighbours. Initially, the neighbours in the play, Lomov, Natalya and Chubukov were fighting over petty issues. They were putting important issues behind them and wasting their time by arguing over small things. These arguments slowly developed into fights and they started hurling abuses at one another. This damaged their relationship with each other.

It was when Natalya came to know that Lomov had come to propose her that she left the topic of argument (Oxen Meadows) behind. She also asked for forgiveness from Lomov and requested him to come to the point. Hence it is mandatory to 'forgive and forget' if one wants to have cordial relationship with others.

Q2.. Based on your understanding of the Play 'The Proposal' how do you think good relationships can be maintained? Why in today's time we see so many people going away from each other?

Ans. The play 'The Proposal' teaches us how anger and arguments can easily ruin a relationship. Thus to maintain a good relationship, it is important to have a control over your

anger. Having arguments over unimportant or small issues is extremely harmful and a waste of time. If someone commits a mistake, one should be ready to forgive and forget rather than being angry and arguing with the person endlessly. In today's time people try to find only the positives in others and do not easily accept their negatives. Hence it is becoming extremely difficult to maintain a good and cordial relationship with others.

Q3. Neighbours must have a cordial relationship which Lomov and Natalya do not have. Describe the first fight between them.

Ans. Lomov and Natalya meet and rather than proposing her he gets off the point. He tells her how he inherited his land and how he respects her father. He also tells Natalya that his Oxen meadows touch Natalya's Birchwood. On hearing this, Natalya says that Oxen Meadows are theirs. They start arguing about it. Lomov clarifies that he is talking about the Oxen Meadows that are between her Birch woods and Burnt marsh. Natalya again insists that Oxen Meadows are theirs.

Lomov refuses it. He tells her that his aunt's grandmother gave those meadows to her father's grandfather. The peasants used the land for forty years and started regarding it as their own. Natalya's father comes and also starts quarrelling with Lomov. They get into a heated argument and resort to name-calling. After some time, Lomov leaves their house.

Q4. **Natalya and her father both accused Lomov of telling a lie regarding the Oxen-Meadows but when Natalya came to know that Lomov had come to propose her, she at once wanted him back. This shows her selfishness. What traits of Natalya's character are revealed here? Do you like her?**

Ans. Both Chubukov and her daughter Natalya have a dual personality. Natalya welcomed him warmly and talked with him pleasantly. But when Lomov referred to the Oxen Meadows, a disputed piece of land, as 'My Oxen Meadows, she objected strongly saying that the land belonged to them. The argument went on for some time. When she came to know that Lomov wanted to marry her, she at once changed her tactics and hysterically told her father to bring Lomov back.

Like her father, she also turned out to be very selfish. As she was about to pass the marriage age, she was desperate to get married. In spite of the differences in their thought and opinions, she agreed to marry him. I don't like Natalya as she is too self-centred, short tempered and eccentric. Just to settle down in her life, she agreed to marry Lomov, with whom she had many differences. One should always be honest in one's behaviour. Never compromise on your values.

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CLASS –X STUDY MATERIAL

Madam Rides the Bus

Vocabulary Building:

Words		Meaning
1. Stifled	(V)	crushed
2. Discreet	(adj.)	tactful
3. Kindle	(V)	arouse
4. Glee	(N)	happiness
5. Resolutely	(Adv.)	determinedly

ABOUT THE AUTHOR

Vallikannan is the pseudonym (fictitious name) of the famous writer R. S. Krishnansamy. He was born in a village near Trunelveli in Tamil Nadu on 12 November 1920 and he died on 9 November 2006. He was a famous Tamil writer, journalist, critic and translator. He started writing at a very young age and had published 25 books by the time he turned thirty. He wrote a total of 75 books in his life. He was awarded the Sahitya Academy award in 1978, for his critical works on modern Tamil poetry. (Not to be written)

INTRODUCTION:

The lesson "Madam Rides the Bus" is about a brave eight year old who had a strong desire and along with it, the courage to fulfil it. She liked gazing at the hustle and bustle of the street and her favourite part was the sight of a bus arriving and departing. Thus, she developed a deep desire to travel by bus. For that, she needed all sorts of information about the bus journey, collect the bus fare and then plan it so that she could be back at home before her mother woke up from her afternoon nap. Thus, the story brings us recounts of how innocently but responsibly she fulfilled her deepest desire and her experiences on the bus ride. How an incident makes her realize the reality of death.

THEME:

Through this translation, the author explores the wish of a poor, village girl to ride a bus to town and experience the thrill of it. Valli wanted to explore the outside world which for her is charming and fascinating but also mysterious. She longs to explore it by herself. The talks of the village people about the town added fuel to the fire. She decides to go to the town all by herself without anybody's support. She asked the bus conductor to take her to the town and also paid her fare. She wanted to see everything with her eyes and enjoy the outer world. She was overwhelmed.

Another theme that the author delves into is a child's response to death. During the bus ride, Valli was overjoyed when she saw a cow running with her raised tail on the road ahead of the bus. While returning she noticed that the body of the same cow was crushed and bled. She was moved from within and became very sad.

MESSAGE:

The message that the author conveys is that the world has both aspects that can make us sad or happy. One has to come to terms with death. During the bus ride Valli was overjoyed when she saw a cow running with her raised tail on the road ahead of the bus. While returning she noticed that the body of the same cow was crushed and bled. She was moved from within and became very sad. The writer seems to suggest that the world does not promise us only happiness, it has both aspects that can make us happy or sad. Man has to learn and understand the nature of death too as it is an inseparable part of life.

Short Answer Questions (30 –40 words):

Q1. What was a source of unending joy for Valli? What was her strongest desire?

Ans.. Valli enjoyed watching the bus and its new set of passengers every time it crossed the village. It gave her a never ending joy. Her strongest desire was to travel in the bus and take a ride to the nearby town and back.

Q2. What did Valli find out about the bus journey? How did she find out these details?

Ans.. Valli found out that the town was six miles from the village and it cost thirty paise to travel one side. It took forty five minutes to reach town and the same bus could bring you back as well. Once she decided to travel by bus, even if just once, she started listening to her neighbour's conversations about their bus rides very carefully. In the process, she would herself ask some careful questions here and there in order to enhance her knowledge about the journey.

Q3. What does Valli tell the elderly man when he calls her a child?

Ans.. On being advised by a concerned old man to sit down, Valli told him that she was not a child and she could take care of herself. She told him that she was just as capable and responsible like other passengers as she had paid the fare of thirty paise for the ticket.

Q4. How did Valli save up money for her first journey? Was it easy for her?

Ans.. Undoubtedly, she had put innumerable amount of effort in planning and saving for her first ever bus journey. It was a dream ride for her. She resisted every temptation ranging from peppermints, toys, balloons to merry-go-round at the village fair. After so many efforts, she finally saved sixty paise. No, it was not easy for her.

Q5- How did Valli react when she saw the dead cow by the roadside?

Ans. When Valli saw the dead cow by the roadside, she was overwhelmed with sadness. The memory of the dead cow haunted her, depressing her enthusiasm. She no longer wanted to look out of the window.

Q6. How did the conductor treat Valli? How did Valli feel when the conductor called her 'My Fine Madam'?

Ans. When Valli got into the bus, the conductor treated her as a child. He asked her who was coming in the bus. Valli told him confidently that it was she only. She bought the ticket and

the conductor called her ‘Madam’ jokingly. The conductor was a jolly fellow. Valli did not like him treating her as a child. Her temperament made the conductor call her ‘Madam’. Valli was overcome with shyness.

Long Answer Questions (100—120 words):

Q1. Valli got jealous every time one of her friends told her about the bus ride and the sights of the town. Do you think jealousy is a positive trait? What should be done to keep jealous thoughts away?

Ans. Valli had a deep desire to visit the town and experience a bus journey. The world outside holds a charm for her. Whenever her friends told Valli about their bus ride and the sights of the town, she used to get jealous and would ask them to shut up. Jealousy is not a positive trait. It’s a negative feeling that arises out of hatred and contempt for others. We must not ever be jealous of others instead; we must share the achievements and happiness of our friends. We should feel inspired by their accounts and try to achieve our goal with all our heart.

Q2.. Valli dared to travel alone in the bus and behaved haughtily with everyone who showed care and concern for her. Why do you think she was behaving in such a way? Was it proper on her part to go to the city without the knowledge of her mother? What advice would you give to such children?

Ans. As Valli was travelling alone in a bus for the first time; it was natural on her part to behave like this. Initially she seemed haughty but later on she joined other people, though maintaining a distance. In fact, Valli was a very confident and mature girl. She saved her pocket money and planned carefully for the journey.

Valli knew that the world outside was strange to her so she was being extra cautious. I appreciate her sense of responsibility but it was also not proper on her part to go out alone without telling her parents. By doing this, she put herself in a vulnerable position as she could have easily been a victim of child abuse had she come in contact with wrong people. Children must confide in their parents in whatever they do. Our elders have experience and knowledge and under their guidance, we can make our life a success.

Q3. Valli sternly refused the conductor’s offer of a cold drink though she might be willing to have one. What lesson do you learn from her gesture?

Ans. By the end of the journey, the conductor had got quite fond of Valli. When the bus reached its destination, the conductor went to the nearby stall to have something to drink. He offered to bring one for Valli as a treat from him but Valli refused sternly. She didn’t have much money and out of the feeling of self-respect she was not ready to take obligation either.

Such a conduct from an eight year old girl shows her good upbringing. We learn not to be greedy and live within our means. We must not get lured by the attractions, however strong they may be. It is always wise to spend money judiciously. Children must not waste their pocket money on unwanted items.

CLASS –X STUDY MATERIAL

The Sermon at Benares

Vocabulary Building:

Words		Meaning
1. Shielded	(V)	prevent from being seen/ saved
2. Sermon	(N)	a talk on a religious or moral subject,
3. Weary	(adj.)	tired
4. Desolation	(N)	great unhappiness or loneliness.
5. Composed	(adj.)	calm

ABOUT THE AUTHOR

Betty Louise Renshaw Barber was born in Shannon, Mississippi on September 3, 1927. She was very active in praying for, supporting, and visiting those involved in mission work. Betty was dedicated to serving God and loving others and often prayed that God would use her gifts for His glory. The **sermon at Benares** is a summary by Betty Renshaw. She was the **author** of such books like Values and Voices. In this chapter, she throws light on the early life of Lord Buddha.

. (Not to be written)

INTRODUCTION:

The Sermon at Benares throws light upon the early life of Lord Buddha who was originally born as a prince in the royal family. On being exposed to the sufferings of the world which he was earlier shielded from, he left his prince hood and went in search of salvation thus leaving all the worldly pleasures behind. Upon attaining spiritual awakening, he gave his first sermon in the city of Benares hereby making a lady named Kisa Gotami realise that men are mortal and a wise person should not grieve at what is bound to happen for it only enhances pain and suffering.

The Sermon at Benares- Summary

Gautama Buddha (563 B.C. – 483 B.C.) He was born in northern India to a North Indian royal family and was named Siddhartha Gautama. When he was twelve years old, he was sent to a faraway place to study Hindu sacred scriptures and upon returning four years later, he got married to a princess. Soon, they both had a son and they continued to live the royal life for about ten years. The royals were shielded from all the unpleasant experiences of the world until one day, on his way to hunt, the Prince met a sick man, an aged man, a funeral procession and a monk begging for alms. These experiences acted as eye-openers for him and thus, he left all the royalty behind to seek a higher sense of spiritual knowledge. Upon attaining salvation, he began preaching. He gave his first sermon in the city of Benares. There was a lady named Kisa Gotami whose son had died. Suffering with unending pain, she went from house to house looking for a medicine to bring her son back to life. People started thinking that the lady had lost her senses. One day, she met a man who directed her towards Lord Buddha who could possibly have a solution for her problem. Buddha asked her to look

for mustard seeds and the seeds must be procured from a house that had seen no death. Reinstated with hope, Kisa Gotami once again went on a search from house to house but to her dismay, she could not find mustard seeds from a house that would fulfil Buddha's condition. Disheartened, she sat at the edge of the road thus realising how selfish she had been. She became conscious to the fact that men were mortal and no one could escape the cycle of life. This was exactly what Buddha wanted her to understand. According to Lord Buddha, feelings of grief and sorrow only increases man's pain and suffering thus, deteriorating his health. Therefore, a wise person fully aware about nature's functioning must not grieve at something bound to happen and only then he can be happy and blessed.

THEME:

The theme of this famous sermon delivered by Buddha is that man must understand and accept that death is a part of life. Life and death are inseparable and man must be rational and accept this universal truth rather than grieve over it. The terms of life given to man should be clearly accepted by man otherwise man will have to pass a phase of undue grieving. This philosophy is illustrated by the Buddha through the story

'Sermon At Benares 'which is the story of an unfortunate woman Kisa Gotami. She had lost her only son. In her grief, she carried the dead body of her son from one place to another. In the end, she came to Lord Buddha. She needed the medicine that could cure her son. The Buddha asked her to bring him a handful of mustard seeds from a house where no one had lost a child, husband, parent or friend. Kisa Gotami didn't find a house where some beloved one had not died in it. She thought to herself that it was the fate of mankind. Death was inevitable. Nobody can avoid dying. The world is afflicted with death and decay. The wise don't grieve. `He who has overcome all soon will become free from sorrow, and be blessed.'

MESSAGE:

The message of this famous sermon delivered by Buddha is that to attain peace, man must understand and accept that death is a part of life and man must not grieve over it. Life and death are inseparable and man must be rational and accept this universal truth. The terms of life given to man should be clearly accepted by man otherwise man will have to pass a phase of undue grieving.

Short Answer Questions (30 –40 words):

Q1. Why was Gautama known as Buddha?

Ans. 'Buddha' means 'The Awakened' or 'The Enlightened'. After seven years of wandering Gautama attained wisdom. When he started sharing his new understandings with the suffering people, he was called 'Buddha'.

Q2. Where did Gautama Buddha preach his first Sermon? What was it all about?

Ans. Gautama Buddha preached his first sermon at Benares, the holiest city. It was about the ways to overcome our sorrows. It reflects Buddha's wisdom about one inscrutable kind of suffering.

Q2. When and where was Gautama Buddha born? Why did he decide to leave the palace?

Ans. Gautama Buddha was born in 563 B.C. in Northern India. Buddha was away from all the sorrows of life. Once on his way to hunt, he saw a sick man, an aged man, a funeral procession and a monk begging for alms. He realised that the world was full of sorrow. These sights moved him so much that he went out into the world to seek enlightment and truth. He left all the royalty behind to seek a higher sense of spiritual knowledge.

Q3. What does Kisa Gotami understand the second time that she failed to understand the first time? Was this what the Buddha wanted her to understand?

Ans.When Kisa Gotami failed to find mustard seeds that could fulfil Lord Buddha's condition of having seen no deaths in the family, she became disheartened. After deep reflection, she realised that the man's fate was just like the city lights that flickered and extinguished repeatedly. The cycle of birth and death was nature's way of working. Suddenly, she became conscious as to how selfish she had been in her sorrow and that one who was born must rest eternally. Men are mortal. Yes, this is exactly what Lord Buddha wanted her to understand.

Q4. Why do you think Kisa Gotami understood this only the second time? In what way did the Buddha change her understanding?

Ans. Kisa Gotami was too overwhelmed with sorrow and pain that her ability to think clearly got clouded. She couldn't realise that no one can escape the cycle of death. When Kisa Gotami failed to find mustard seeds that could fulfil Lord Buddha's condition of having seen no deaths in the family, she became disheartened. After deep reflection, she made peace with the terms of the world. Lord Buddha played a major role in facilitating the shift in her understanding by teaching her a lesson that one must not grieve for what is bound to happen for it will only deepen the pain and suffering.

Long Answer Questions (100—120 words):

Q1. "The life of mortals in this world is troubled and brief and combined with pain… ." with this statement of the Buddha, find out what Kisa Gotami learnt after the death of her child.

Ans. According to Buddha, all men are mortal so those who have been born cannot avoid dying. Life of mortal is always troubled and brief. Sorrow and suffering are inevitable to the mortals. All young and adult fall into the power of death; all are subject to death. Life and death are inseparable and man must be rational and accept this universal truth rather than grieve over it. The terms of life given to man should be clearly accepted by man otherwise man will have to pass a phase of undue grieving. So, the wise do not grieve, knowing the terms of the world. Kisa Gotami after the death of her child learnt from Lord Buddha that death is common to all; he who has overcome pain will become free from pain, and be blessed.

Q2.. The sight of a sick man, an aged man, a funeral procession and a monk made Siddhartha leave his home and go out in search of enlightenment. What lesson about life do you learn from this episode?

Ans. Siddhartha lived a life full of luxuries till the age of twenty-five. Once when he went outside to hunt, he saw a sick man, an aged man, a funeral procession and finally, a monk begging for alms. The sight moved Siddhartha so much that he left the home and went in search of enlightenment. The incident revealed a great truth — life is short. Beauty, riches, comforts all are transitory and vanish one day.

If we all understand this fact and work towards making our life valuable for others, there would be no fight, grudges and pain. When somebody does something wrong, he/she forgets that one day we are going to be punished for our wrong deeds. In our trouble, we should have faith in God to struggle in life and wait for good times to come.

Q3. Kisa Gotami lost her only son and grieved. She is desperate in saving his life. She goes from one place to another. She is criticized for this act of desperation and is called mad. Is it not a normal reaction of a normal human being? Is it justified to criticize Kisa Gotami? What is your opinion?

Ans. Kisa Gotami lost her only son and grieved. She is desperate in saving his life. She goes from one place to another. She is criticized for this act of desperation and is called mad. But I find it a normal reaction of a normal human being. Every mother has such feelings for her son. Every possible effort is made to save a life. Kisa Gotami is also a normal mother who wants her son to come to life. Her action is a normal action. A person loses his common sense when one is grieved.

All logic or reasoning fails. No doubt one has to accept the universal truth of life and death. But it takes time to understand it. Kisa Gotami's action was a normal act and she should not be called a mad woman. It is a normal action of a grieving mother. It is easy to say that in case of any loss one should be quiet, calm and composed but is difficult to put in practice.

Q4. A timely help and sympathy is a great help for those who are in grief. Gautama Buddha helped Kisa Gotami by his kind words and guidance in overcoming her grief. It is a big relief for the grieving person if support and care are extended to them. How are kindness and sympathy important in a peaceful and joyful life?

Ans. Most people in our society are unhappy and grieved because the values of kindness and sympathy are missing day by day from our life. There is no timely guidance and help. People suffer because of their ignorance or their lack of knowledge about the reality of life. They do not accept the things as they are over ambition and unnecessary craving for the things make them ultimately suffer. They are not satisfied with what they have. They desire for the things they don't deserve for and suffer.

People are not kind to one another. There is lack of sympathy for one another. This all leads to sufferings. Kisa Gotami suffers because of her selfish desire and craving for her son. Gautama Buddha relieves her from her pain by his guidance and kindness. All human beings are victims of such desires and they suffer but the timely guidance and kindness may help them. Timely help and sympathy is a great help for those who are in grief. Gautama Buddha helped Kisa Gotami by his words love and guidance in overcoming her grief. It is a big relief for the grieving person if support and care are extended to them in time.

Study Material Class X
Animals (Poem)

	WORD		MEANING
1.	Placid	(Adj.)	calm
2.	Whine	(N)	cry
3.	Demented	(Adj.)	insane, mad
4.	Tokens	(N)	sign
5.	Evince	(V)	reveal / show

About the Author:

Walt Whitman was an American poet, essayist and journalist. He was born on 31 May 1819 in New York. He died on 26 March 1892. 'Leaves of Grass', 'Song of Myself' are some of his great works. The present poem 'Animals' written in free verse, is one of the poems published in 'Leaves of Grass'. (Not to be written in the note book)

Introduction:

Walt Whitman has shown the comparison between human beings and animals in his poem. He has pointed out the evils present inside the human brain which he thinks animals don't have. In the poem animals, the poet has described his will to become an animal because he thinks animals are far better than human beings. Human beings are greedy and full of jealousy against each other. But animals are calm and self contained. The animals are happy with what they have. They never complain about miseries and sorrows. On the other hand human beings complain about their miseries. They give more importance to the rich and strong people, stay restless because of their wrongdoings and run behind the luxurious things of this world. Whereas animals are honest about their relations and don't give importance to a particular class. They live a life which is full of honesty and less of greed and jealousy.

Theme:

In the poem, Whitman explores the theme of natural existence as opposed to modern day living. He believes that the civilized man has lost touch with nature and God. Since money has become his God, there is no end to his desires and resultant complications. He wants to own more possessions and this is causing him untold sufferings. He needs to relearn from the animals, how to be self-contained and live naturally as God intended us to live.

The poet wishes to live with animals and to experience a life where no one complains, and where everyone is free of sins and sorrows. The most important theme of the poem is not to admire how good animals are, but to compare humans with them in order to focus on the flaws of their nature.

Message:

In the poem 'Animals, the poet wishes to convey that humans have become complicated and false. They have forgotten their true nature. They want to earn more and more, so that they

can earn more luxuries. They commit sins in order to earn and they end up repenting. Their sins have made them restless. On the other hand, animals are free from all types of trivial anxieties, so they are still living their life naturally. According to him, animals are calm, complacent and self contained unlike humans.

Literary Devices:

1. **Metaphor**: Sweat and Whine refer to the cries and complaints of human beings. The inner qualities of humans are referred to as tokens.
2. **Repetition:** use of the word 'long',
3. **Anaphora**: It refers to the repetition of a word or expression in the first part of some verses. E.g. **'I', 'They do not'** used at the start of two consecutive lines.

Answer the following questions in about 30-40 words:

Q1. Notice the use of the word 'turn' in the first line, "I think I could turn and live with animals…" What is the poet turning from?

Ans. The poet is turning away from living in the world of human beings. He finds animals more placid and self contained and therefore, he wants to live with them.

Q2. Mention three things that humans do and animals don't?

Ans. The three things that humans do and animals don't are that humans complain and cry about the miseries and sorrows they face. They lie awake in the night thinking about their wrongdoings. They also keep telling others about their religiousness and duties towards God.

.Q3. What makes the poet sick?

Ans. The fact, that humans commit all kinds of sins and still discuss their duty to God, makes the poet sick. This shows the hypocrisy of humans, who on the one hand do wrong and on the other pray to God.

Q4. What does the poet mean by, "Not one is respectable or unhappy over the whole earth"?

Ans. The poet means that animals do not pray to God or to ancestors and all of them are equal, hence no one is more respectable than the other. The good values of animals and the lack of social conventions make them happy.

Q5. What are the 'tokens' that the poet says he may have dropped long ago, and which the animals have kept for themselves ?

Ans. The word tokens according to the poet are the good qualities in human beings. They are the qualities of innocence, simplicity and contentment that animals have retained. The poet feels that now days good qualities do not exist in human beings. They have lost them for the sake of worldly things which they want to achieve at any cost.

Long Answer Questions:

1. **Why do you think the poet has called the desire to own things, a mania? Is the poet right in doing so? Write your own views.**

Ans. The poet uses words such as 'demented' and 'mania' for never ending desire of human beings to own things. These words show that poet is comparing this desire to madness. The poet stands right in doing so as this desire makes us so greedy and traps us in a vicious circle of aspiring more and more. Animals that are free from any possession are also free from sins, worries and complaints. In order to gain more wealth, all the important values such as morality and kindness are left behind.

2. What according to you should be the virtues that humans should possess?

Ans. Human beings should be gentle not only to their own kind but also to everyone and everything. Virtues such as kindness bring along other important values like innocence and honesty that together make the world a better place to live. The lack of such values results in a corrupt society where people commit sins and weep over them in dark. This situation makes them dissatisfied and unhappy in life. Human beings probably had these virtues in them but along with civilization processes, they have left them behind and adopted greed and cunningness.

3. It is not complaining but accepting a situation, the key to happiness in life. Elaborate in context of the poem 'Animals'.

Ans. The poet Walt Whitman in his poem 'Animals' compares animals to human beings and differentiates between them on the basis of their characteristics. Animals have been ranked much higher than humans in poet's perception. Since animals do not complain about their situation, they are considered to be much happier than humans. Animals live in natural surroundings, they accept their natural lives. Humans, on the other hand, have never accepted nature, i.e., they complain about it and try to change it, leading to an unhappy life.

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CLASS –X STUDY MATERIAL

BHOLI

Vocabulary Building:

Words		Meaning
1. Mimicked	(V)	imitate
2. Matted	(adj.)	tangled
3. Scurried	(V)	ran hurriedly
4. Throbbing	(adj.)	pulsating
5. Contemptible	(adj.)	hateful

ABOUT THE AUTHOR

Khwaja Ahmad Abbas was a famous Indian film director, novelist, screen writer and a journalist in Urdu, Hindi and English languages. He was born in Panipat, Haryana on 7June, 1914 in the family of the famous Urdu poet, Hali, who was a student of Mirza Ghalib. He died on 1st June, 1987 at the age of 72 in Bombay. (Not to be written)

INTRODUCTION:

Bholi is a story written by K.A. Abbas. The story revolves around a girl who due to accidental fall and disease in her childhood faces the problem of being dull and ugly. She is always a target by everyone for not being good looking and intelligent. Her life turns when she joins a nearby school where her teacher encourages her and helps her to become a learned and confident person. Later in the story, circumstances arise where Bholi has to give acceptance to the marriage with an unequal match but rejects it when she sees her father pleading to the bridegroom when he demands dowry. The story shows the rise of a girl against social injustice. Child marriages were banned in India but the practice never stopped.

THEME:

The major theme of the story Bholi is the impact of family on children. Bholi is a little girl who fails to develop self-confidence because of her parents' attitude towards her. The story hints at why family support and emotional security are essential for proper child development.

‘Never judge a book by its cover.’ This saying holds true meaning in the lesson. Bholi, who was seen to be an ugly and dumb girl because of her disfigured looks, became a powerful character at the end when she was nurtured with love and care by her teacher at the school.

The lesson also gives insights about the village which fails to get rid of the social evils like child marriage. The harsh reality of villages where people lack education and have

perceptions of beauty which can pull down anyone who does not fit the standards is also depicted in the lesson.

MESSAGE:
'Bholi 'is the story of a simple rustic girl. She was ignored because of pock marks on her face and she fails to develop self-confidence because of her parents' attitude towards her. When sent to school ,she was encouraged and motivated by her teacher who nurtured Bholi with lot of love and care. She had to marry an old, lame widower who was almost her father's age and was greedy. She refused to marry him and stood firm and determined. She decided to serve the village. Her strength of character made her lead an exemplary life. Her attributes might inspire the society to make their girls self –confident and independent.

Short Answer Questions (30 –40 words):

Q1. Bholi's real name is Sulekha. We are told this right at the beginning. But only in the last but one paragraph of the story is Bholi called Sulekha again. Why do you think she is called Sulekha at that point in the story?

Ans. The word "Bholi" means simpleton. On the other hand, the word Sulekha means a person with good handwriting. Throughout the story Bholi was sketched as a person who was a simpleton and never raised her voice for her betterment. At the end of the story she raised her voice for her self- respect and for her father's dignity and refused to marry a greedy old man. The word Sulekha is used in the end to show her confidence, knowledge and ability to speak up against the injustice.

Q2. **Does Bholi enjoy her first day at school?**

Ans. Bholi was afraid at first. She even wept when the teacher asked her name. She just sat in a corner. But, the beautiful pictures on the classroom wall attracted her. The gentle, kind and loving manner of her teacher made her comfortable. She was looking forward to her new life by the time the first day ended. Thus, although initially she did not enjoy it, but by the time she went home she had liked school.

Q3. Does she find her teacher to be different from the people at home?

Ans. Bholi had been a neglected child at home. She was never bathed nor her clothes washed. She was criticised and everyone made fun of her. But, she found her teacher to be entirely different. Her teacher did not make fun of her ugliness or her stammering. She encouraged her tenderly. Her affection deeply touched Bholi's heart.

Q4. Why did Bholi at first agree to an unequal match? Why did she later reject the marriage? What does this tell about her?
Ans. Bholi agreed to the match at first to fulfil her parents' wishes. Later on, she rejected the marriage when the bridegroom asked for dowry. This tells us that Bholi was not a timid – and

dumb girl. She was aware of her rights. She also knew how to fight for her own dignity and feared no one.

Long Answer Questions (100—120 words):

Q1. Should girls be aware of their rights and assert them? Should girls and boys have the same rights, duties and privileges? What are some of the ways in which society treats them differently? When we speak of 'Human rights', do we differentiate between girl's rights and boy's rights?

Ans. Yes, there is a differentiation between girl's and boy's rights. Although equal in the eyes of law, society treats them differently. Parents spend more on a boy's education than that of a girl. A girl is just trained to be a wife and mother. Boys have special privileges in matters of food, career or freedom. Girls must be aware of their rights to exercise them. They must utilise their education to preserve their self – reliance and dignity. They must be ready to demand their due and even fight for it. Their individuality should become so strong that no one would dare to put their dignity down.

Q2. How did Bholi's teacher play an important role in changing the course of her life?

Ans. Bholi was always laughed at by everyone. People used to call her dumb and laughed at her when she would fumble while speaking. This made her sad and a low confident child who would remain quiet and sit with her head bent down into her knees. It was on the first day of her school that her teacher discovered her problem of being low confident due to her inability to speak clearly. She encouraged Bholi and treated her in a polite manner. Bholi was never treated like this by anyone. Her teacher told her that with practice she could become a learned person who could speak properly without stammering. This filled her with hope and led to a change in the course of her life.

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CLASS –X STUDY MATERIAL

THE HACK DRIVER

Vocabulary Building:

	Words		Meaning
1.	Summon	(V)	legal call from court
2.	Pursued	(V)	followed
3.	County	(N)	district.
4.	Rejoiced	(V)	feel or show great joy or delight.
5.	Earnestly	(Adv.)	seriously, honestly

ABOUT THE AUTHOR

Harry Sinclair Lewis (1885-1951) was an American novelist, short- story writer and playwright. He was the first American writer to receive the **Nobel Prize in Literature.** He was awarded with the Nobel Prize for his vigorous and graphic art of description. He created his characters with wit and humour .Some of his famous novels are 'Hike and the Aeroplane', The Job: An American Novel, Free Air etc. (Not to be written)

INTRODUCTION:

The story The Hack Driver' by Sinclair Lewis, is about a man named Oliver Lutkins. He was a cunning man who was a witness in a case, but he ignored all the requests for appearing. A young lawyer was given the duty to find this man in New Mullion. There he meets a helpful, noble and cheerful hack driver.

The driver takes him around the village in search of Lutkins but is unable to find him. Later on, the lawyer came to know that the hack (cart) driver was Oliver Lutkins himself. The young lawyer becomes the laughing stock of all.

THEME:

The lesson talks about a character, a lawyer who was duped. He should have been careful and should not have taken his work for granted. The world is full of fraudulent people and imposters. The lawyer was easily tricked and fooled by villagers, where he had least doubts. He wasn't cheated personally only but even financially as well. He spent his day roaming around with a trickster who turned out to be the same at the end. Not only was he tricked but also humiliated. Thus one has to keep his eyes open so that he won't fall and minimize himself as a joker.

MESSAGE:

'The Hack Driver' gives us the message that appearances are deceptive and fully endorses Shakespeare's view that 'a man may smile and smile and yet be a villain'. However, the writer conveys the message very subtly and artistically. The seemingly simple, innocent and helpful villagers in the story are actually too crafty for the narrator to handle. The young city lawyer forms a very positive opinion about the villagers when he meets them first. He even

decides to move to New Mullion and begin practising law in this small place inhabited by wonderful people. However, he later discovers that all those he had met had befooled him. Thus, the story clearly imparts the message that one should not form opinions about others based on their face value. One can learn that a well read lawyer can be duped if he becomes careless or dependent. Cautious moves could have saved the lawyer's time and money.

Short Answer Questions (30 –40 words):

Q1. When the lawyer reached New Mullion, did 'Bill' know that he was looking for Lutkins? When do you think Bill came up with his plan for fooling the lawyer?

Ans: No, Bill didn't know anything about the lawyer. It was a matter of chance that he went himself to Bill and enquired about Oliver Lutkins. Bill at once came up with the plan of fooling the lawyer when he was enquired by the lawyer about Lutkins because as per the story he was a very cunning man who had to pay off many people. Therefore, we can say that he was ready with a plan to befool him.

Q2. Why do you think Lutkins' neighbours were anxious to meet the lawyer?

Ans: -Lutkins took the lawyer all across the town in search of Lutkins himself. He was able to fool a lawyer with his cooked up stories about Lutkins and other villagers. All this must have become the talk of the town as how a man could fool the other man in his own search. Everyone had seen this happening. So, Lutkins' neighbours were keen to see him as they missed seeing him that day.

Q3. After his first day's experience with the hack driver the lawyer thinks of returning to New Mullion to practise law. Do you think he would have reconsidered this idea after his second visit?

Ans: Yes, he may have reconsidered his idea of practicing law at New Mullions. He had taken this decision because he was impressed by the noble and friendly nature of Bill. He found that the villagers were nice, innocent and kind. They were far better than the city people who were not so simple and humble. But on the second visit when he realized that Lutkins had fooled him, he would rethink over his idea and would decide not to settle in New Mullion.

Q4- Do you think the lawyer was gullible? How could he have avoided being taken for a ride?

Ans.- Yes, the lawyer was very gullible as he was taken away with whatever he was told by the hack driver. He never thought of cross checking it. The lawyer could have checked everything himself by going to the people himself but he let Bill to do this. He was so impressed by Bill's friendliness and cheerfulness that he never cross checked with what he was told by the Bill and made it easy for the hack driver to fool him.

Long Answer Questions (100—120 words):

Q1. Lutkins openly takes the lawyer all over the village. How is it that no one lets out the secret? (Hint: Notice that the hack driver asks the lawyer to keep out of sight behind him when they go into Fritz's.) Can you find other such subtle ways in which Lutkins manipulates the tour?

Ans.- Lutkins (Bill) was a very cunning man who cooked up a story for the lawyer that Lutkins would run away if he saw a man dressed like a lawyer enquiring about him. So, he suggested him to stay behind. It was Lutkins, who used to go into the various shops first, due to this no one could able to answer the truth as he would come up with another story for the villager or may take them in confidence. Even when they went to search for Lutkins at his mother's place, he described his mother as very horrible and there also he introduced himself as bill the hack driver to his mother and informed her about the lawyer who was searching for Lutkins. This made his mother to help him out as she knew that she was not supposed to disclose anything to the lawyer.

Q2. **A person may appear humble but in actually he may not be so. Appearances can be deceptive. Explain with reference to the story 'The Hack Driver'.**

Ans. Appearances are not always true. At times a person on first meeting appears to be friendly, co-operative, understanding but as the time unfolds a different story is revealed. When the lawyer comes to the city for first time he is very happy to meet the hack driver. In fact the hack driver himself is Oliver Lutkins.

The hack driver seemed to be a simple country man ready to help. The hack driver showed affectionate behaviour. He left a favourable impression on the narrator's mind. But very soon lawyer was able to realize that hack driver himself was Oliver Lutkins. It is so foolish to find that a wise person like a lawyer is be fooled by a simple country man.

Q3. Give a brief character sketch of Oliver Lutkins.

Ans. Oliver Lutkins was a jolly natured and fun loving person. He had a pleasant appearance. He impressed the lawyer at the railway station by his friendliness and simplicity. But he was not so simple and honest as he appeared to be. He knew about the lawyer's ignorance and his purpose. He decided to befool him. He introduced himself as Bill. He had a lot of fun out of his ignorance.

But Oliver had no other intention to befool the narrator besides having simple fun and enjoyment. He had a good understanding with the town folks who helped him in his plan. He loved poker. Lutkins never harmed anybody. He was very kind and well mannered too. He was a talented actor who made fun of an intelligent lawyer. He was very clever and smart to plan at the moment and include everyone in his plan right before the narrator's eyes.

CLASS –X STUDY MATERIAL
REPORTED SPEECH

For Revision (Explanation Not to be written in the notebook, only exercises to be done in the notebook)

The words spoken by a person can be reported in two ways—Direct and Indirect. When we quote the exact words spoken by a person, we call it Direct Speech.

Sohan said to Mohan, "I am going to school."

The exact words spoken by Sohan are put within inverted commas.

But when we give the substance of what Sohan said, it is called the Indirect Speech.

Sohan told Mohan that he was going to school.

The words which generally come before the inverted commas are called **the reporting clause, i.e. Sohan said to Mohan** and the **verb 'said', is called the reporting verb**. The words spoken by Sohan and put within inverted commas are called the **reported speech**.

i.e. "I am going to school."

GENERAL RULES

In the indirect speech:

1. We do not use quotation marks or inverted commas.
2. We remove the comma separating the reporting verb and the speaker's words.
3. We change the personal pronouns according to person
4. We change all kinds of sentences in to statements.
5. We use the reporting verbs said and told for statements. If the reporting verb has an object, use **told**. If it doesn't, use **said.**

CHANGES IN TENSE

- . If the reporting verb is in the **present or future tense, the tense of the main verb does not change. Examples:**

  Direct: Radha says, "Mesta sings a song."
  Indirect: Radha says that Mesta sings a song.
  Direct: Radha says, "Mesta is flying a kite."
  Indirect: Radha says that Mesta is flying a kite.
  Direct: Sunny will say, "I want a glass of milk."
  Indirect: Sunny will say that he wants a glass of milk.

- . **The simple present in direct speech becomes the simple past in reported speech. Example:**

  Direct: Radha said , "Mesta sings a song."
  Indirect: Radha said that Mesta sang a song.

- However, for statements about universal truths or things that are true at all times, no change is made in the tense of the verb.
- . The present continuous becomes the past continuous.
- . The present perfect becomes the past perfect.
- . **The simple past becomes the past perfect.**

  Example: Direct: Ramu said, "I saw a lion in the forest."

  Indirect: Ramu said that he had seen a lion in the forest.
- . The past continuous changes to the past perfect continuous.
- The past perfect and the past perfect continuous remain unchanged
- The modal auxiliaries can, may, will and shall change to could, might, would and should respectively.

  Modals must and might do not change.

CHANGES IN TIME AND PLACE EXPRESSIONS

Depending on the time and place while reporting, words that show nearness in time and Place change to words expressing distance. The most common of such changes are:

This	changes	into	that
These	changes	into	those
Now	changes	into	then
Today	changes	into	that day
Tonight	changes	into	that night,
Last night	changes	into	the night before /the previous night
Next week	changes	into	the following week
Last week	changes	into	the previous week,
Yesterday	changes	into	the previous day
Tomorrow	changes	into	the next day/the following day,
Here	changes	into	there
Ago	changes	into	before
Thus	changes	into	so
Come	changes	into	go

Exceptional rules

If the direct speech indicates a 'general truth' or 'universal truth' and also 'a continuing habitual action', the tense form' of 'the direct speech will not be changed', even if the 'reporting verb' is in 'simple past'. **Examples:**

Direct: My friend said, "I am an early riser."

Indirect: My friend said that he is an early riser.

Direct: The teacher said, "Honesty is the best policy." ...

Indirect: The teacher said that Honesty is the best policy.

Changing Statements into Indirect Speech:

- The reporting verb "said to' is changed to 'told, 'replied',''remarked',
- The reporting verb is not followed by an object, it is not changed.
- The inverted commas are removed. The conjunction 'that' is used to

connect the reporting clause withthe reported speech.

- The rules for the change of pronouns, tenses, etc. are followed.

The interrogative sentence is changed into a statement by placing the subject before the verb and the full stop is put at the end of the sentence. The reporting verb 'said' is changed into asked, inquired, etc. **Examples:**

Direct: He said to me, "Will you be here tomorrow?"
Indirect: He asked me whether I would be there the next day.
Direct: The teacher said," Do you know the exact answer?
Indirect: The teacher asked me if I knew the exact answer.

Change in Imperative Sentences:

In imperative sentences the reporting verb is changed into command, order, allow, advice, request etc. The imperative mood is changed into infinitive mood by putting 'to' before the verb. In case of negative sentences, the auxiliary ' do' is dropped and 'to' is replaced after 'not'.

Direct: Alice Said, "Please give rice to Parya".
Indirect: Alice requested me to give rice to Parya.
Direct: She said to me, "Open the door".
Indirect: She ordered me to open the door.
Direct: Rita said to him, "Leave this place at once".
Indirect: Rita told him to leave that place at once.

Changing Exclamations and Wishes into indirect speech:

Sometimes Exclamatory sentences contain exclamations like Hurrah!, Alas!, Oh!, Heavens!, Bravo, etc. Such exclamatory words are removed in the indirect speech and we use 'exclaimed with sorrow', exclaimed with joy, exclaimed with surprise, etc. instead of 'said'.

Direct: She said to me "May you live long!"
Indirect: She prayed that I might live long.
Direct: She said, "Goodbye friends!"
Indirect: She bade goodbye to her friends.
Direct: She said to me "Alas! I wasted my time last year."
Indirect: She regretted that she had wasted her time the previous year.

Sentences with 'Let'

- **to make a 'proposal.'**

Direct: He said, "Let us go home"
Indirect: He suggested that we should go home.

- **used as 'to allow'**

Direct: Ram said to Mohan, "Let him do it"

Indirect: Ram ordered Mohan to let him do that.

To be written in the notebook.

Sample Exercises:

1. Read the dialogues and complete the Passages given below:

Anoop: Where can we meet tomorrow?
Atul: I may not be able to meet you tomorrow.
Anoop: Are you going to be busy?
Atul: Yes, I will be travelling tomorrow.

Anoop asked Atul (a) _____. Atul replied that (b) _____ Anoop again asked (c)_____Atul replied in affirmative that (d)_____.

(a) where they could meet the next day.
(b) he might not be able to meet him the next day.
(c) if he was going to be busy.
(d) he would be travelling the next day.

2. Pulkit : Where are you going?
Shardul : To the airport.
Pulkit : Can I drop you there in my car?
Shardul : Thanks a lot. It will be a great help to me.

Pulkit asked Shardul where (a) _____ Shardul replied (b) _____ . Further Pulkit asked him (c) _____ there in his car. Shardul thanked him adding that it (d)_____

(a) he was going.
(b) that he was going to the airport.
(c) if he could drop him
(d) would be a great help to him.

Practice Questions:

1. Captain: Do you know how to play cricket?
Aryan : Never had a chance to learn it.
Captain: In this school every student has to learn it.
Aryan : Give me a chance and I shall learn it.

The captain asked Aryan (a)_____Aryan replied (b) _ _____

to learn it. The captain then told Aryan (c)_____Aryan requested the captain (d)_____.

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2. Gardener : Did you water the plant today?
Dev : No, but I will, today.
Gardener : Then tomorrow I will get a sapling of sunflow**er.**

The gardener asked Dev (a) _____. Dev replied negatively but (b) _____. Then the gardener said that (c) _____.

3. Doctor : You should take this medicine every day.
Patient : Should I take it before dinner or after dinner?
Doctor : No, you should take it after breakfast.

The doctor advised the patient that (a) _____. The patient asked (b)_____. The doctor replied negatively and then said (c)_____.

4. Reena : Do you know how to swim?
Surbhi : Yes I know. I have learnt it during this summer vacation.

Reena asked Surbhi (a) …… Then Surbhi replied (b) …… and also added that (c) ……..

5. Buddha : Honesty is the best policy.
Disciple : Does honesty always pay?
Buddha : It may or may not, but at least you will never feel guilty.

Buddha in his preaching said that (a) …… the best policy. A disciple asked him if (b) …… always pays, Buddha replied (c) …… but at least he would never feel guilty**.**

6. Electrician: When did your electricity go?
Mohan: It is not working since evening.
Electrician: Sorry sir, in this case, I will have to check the fuse now.

The electrician asked Mohan (a) …… Mohan replied that (b) …… The electrician apologetically said that in that case (c) ……

7. Choose the correct option to fill in the blanks to complete Venu's narration.

I saw Suppandi standing in the field. When I – (a) – doing there, he – (b) - he was trying to win a Nobel prize. I was confused and enquired how standing in the rice field would help him do so. He stumped me by saying that he – (c) – won Nobel prizes had all been outstanding in their fields !

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Letter of Complaint

A Complaint Letter is a type of letter written to address any type of offence, grievance, problem arising out of a product, service, etc.

Topics for writing a Complaint Letter

- Incomplete order
- Defective order
- Abnormal Delay
- Goods in damaged condition
- Work undertaken is done unsatisfactorily
- Misbehaviour of a staff
- Mistakes in the invoice
- Wrong-doing in public
- Rash driving

Any other related issue

Points to Remember:

- The motive of the letter is to vent your grievance but the language should be formal and the tone should be polite.
- DO NOT USE DISRESPECTFUL WORDS.
- Introduce yourself properly.
- The purpose of writing should be clear.
- Write to the point.
- Adhere to the format.
- Double check for grammatical accuracy and spellings.
- Presentation is very important.
-

Format of the letter

SENDER'S ADDRESS
DATE
RECEIVER'S DESIGNATION
RECEIVER'S ADDRESS
SALUTATION
SUBJECT

BODY OF THE LETTER - PARAGRAPH 1 – INTRODUCTION

PARAGRAPH 2 – ELABORATE THE SUBJECT

PARAGRAPH 3 – CLOSING

SUBSCRIPTION

Name

Enclosure:

Sample Question-1

The insanitary conditions in your colony are causing multiple diseases. Write a letter (100-120 words) to the Municipal Commissioner bringing the problem to his notice and request him to take an urgent action in the matter. You are Deepak Sharma of C 28, Ankur Enclave, Rohini, New Delhi.

C-28 Ankur Enclave
Rohini
New Delhi

14 August 2021

The Municipal Commissioner

Rohini

New Delhi

Dear Sir

Subject: Complaint about the insanitary conditions.

I have been a resident of Ankur Enclave for the past eleven years. With due regards, I would like to bring to your kind notice the insanitary conditions in our colony.

Rubbish and garbage lie in heaps. Lack of drainage system raises a persistent foul smell in the area. During rainy season, water stagnates in pits on the street which makes the whole condition even worse. These become the breeding ground for mosquitoes, which expose the residents to multiple diseases like dengue, malaria, etc.

Our colony has become an unhealthy and disease prone area. Every day, someone or the other is succumbing to deadly diseases. Some of the families have also shifted to new places. You are requested to take an immediate action to set things right.

Thank you

Yours sincerely

Deepak Sharma

Sample Question-2

You are Kapil/Komal, living at C-424, Sector-18, Green Park, New Delhi. You bought a washing machine from Balaji Electricals Private Limited, Lajpat Nagar, New Delhi. It started giving trouble within a few days. Write a complaint letter (100-120 words) to the Sales Manager seeking immediate repair or replacement. Invent the details of defects.

C-424, Sector-18,
Green Park New
Delhi

14 August 2021

The Sales Manager
Balaji Electricals Private Limited
Lajpat Nagar
New Delhi

Sir/Madam

Subject: Complaint regarding Defective Washing Machine

On November 5, 2020 I had bought an LG A4520 washing machine from your showroom vide bill number AEDC-21510. After its successful installation, it worked fine for a week but soon started giving trouble. It seems that it is defective. Please find below the list of issues:

1. The tub won't drain despite repeated settings.
2. The front door panel seems to be jammed.
3. The washing machine doesn't spin as per the timer settings.
4. The machine is quite noisy as well.
5. It is life threatening as gives electric shocks.

To resolve the problem, I would appreciate if your company would send in their executives to pick up the machine, and arrange for its replacement as per the terms of purchase. Enclosed herewith are the details of my cash memo, item code and warranty details.

It's highly regrettable that a reputed chain of stores, such as yours, is also not able to provide appropriate service. Looking forward to an early redressal, I shall wait till two weeks before seeking help from a consumer protection agency.

In case of any further query/information, please contact me at 9123456780, or at the above address.

Yours sincerely

Kapil/Komal

Enclosure: Cash Memo, Warranty Card

Practice Question

1.You read in a newspaper the news ‘An Old Couple Murdered in South Delhi’. You decide to write a letter to the Commissioner of Police, complaining against the rising rate of crime against the old people. Write the letter giving suggestions for the security of the elderly. You are Aanchal of B-6/12, Phase I, Ashok Vihar, New Delhi.

2.Write a letter to the Chief Post Master, General Post Officer, Lucknow complaining of late delivery of letters causing a lot of inconvenience to you. You are Meena/Mohit of 21, Babuganj, Lucknow.

3.You are Ram Mehra, 32 Beedan Pura, Karol Bagh, New Delhi. Last week, you bought a mobile phone from ‘The Mobile Junction’, 20 L, Nehru Place, New Delhi.The mobile phone developed a problem within a few days of its purchase.Write a complaint letter to the manager giving details of the nature of the problem and asking him to rectify the defect or replace the phone.

CLASS –X STUDY MATERIAL

The Hundred Dresses –1 (First Flight)

Vocabulary Building:

Words		Meaning
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 recognize 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 .Shefeared 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.

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CLASS –X STUDY MATERIAL
The Hundred Dresses –2 (First Flight)

Vocabulary Building:

Words		Meaning
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?

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 asick feeling and was feeling ashamed of herself. She was repenting for her behaviour towards Wanda. She wanted to apologize 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 stoppedPeggy 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 personalityof 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. Maddiewas 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 thesame. Maddie had a different temperament than Peggy. In the end when they came to knowthat Wanda was leaving the school, Maddie was affected the most. She came out as a betterhuman being by the end of the story.

Q4. Appearance could be misleading'. Support this statement with reference to the story 'The Hundred Dresses'.

Ans. 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 qualitiescannot be estimated from outward appearances.

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CLASS –X STUDY MATERIAL

THE BALL POEM (First Flight)

Vocabulary Building:

	Words		Meaning
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 sympathizes 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 inlife. 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 sermonize 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.

Q3. Why is it important for everyone to experience loss and to stand up after it?

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

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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. Aftertwo 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 ina 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. Inspite 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 silentand 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 anaughty 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 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, unpleasantcircumstances 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 asshe 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.

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CLASS –X STUDY MATERIAL
Two Stories about Flying 2
The Black Aeroplane

Vocabulary Building:

Words	Meaning
1. Gleaming (adj.)	Shining
2. Twisted (adj.)	deviant
3. Obedient (adj.)	dutiful

Introduction

The lesson "Black Aeroplane" by Frederick Forsyth reflects on how one's judgement gets distorted due to fantasizing and how it creates problems. In this chapter, the narrator is a pilot who is so eager to meet his family and have a good breakfast that he takes the wrong decision of facing the storm instead of doing the right thing. Miraculously, he somehow manages to escape with the help of a mysterious aeroplane.

Theme :

The story oscillates or shifts between Miracle and Mystery. The main character of the story is a pilot and he is flying at night in his old Dakota (DS 088) aeroplane to travel from France to England. He dreams of his holiday and looks forward to meet his family.

The pilot was an adventurous person who loved to fly and the absence of the clouds in the sky made him happy about flying alone. He was looking forward to spending time with his family, which shows his concern and love for his family. His adventurous spirit is reflected through his willingness to take up risks and to fly straight into the storm. His idea of being led by another aeroplane is the subconscious mind that guides him in the right direction. He does not lose confidence but has the presence of mind to stay calm and composed.

Message:

The lesson "Black Aeroplane" by Frederick Forsyth reflects on how one's judgement gets distorted due to fantasizing and how it creates problems. It conveys the message that one should not lose one's hope during distressing times and face the challenges with courage and strength. One must not lose hope in any consequences because our life is full of pros and cons and we must learn to overcome them.

The Black Aeroplane is a sort of Hope enlightenment that tells the narrator never to lose hope. This also says that one must be determined on the path they choose. However, they

must not sigh after they choose their distinctive paths as the narrator had chosen that he will go to London, whether or not the storm appears. It is the narrator's own self that teaches him as well as us to go on with the path and to never turn back.

Short Answer Questions (30 –40 words):

1.“I’ll take the risk”. What is the risk? Why does the narrator take it?

Ans. A huge storm was brewing up and the author was keen to reach his home to spend his holiday with his family. So, he decided to fly through the storm as he did not want to miss the chance to meet his family at breakfast. Thus he took the risk even when the visibility was almost zero in the storm.

2. Describe the narrator’s experience as he flew the aeroplane into the storm.

Ans. As the pilot (author) entered the storm, his plane started jumping and twisting. He could not see anything outside the plane as it was black. When he looked at compass and other instruments they had stopped to function due to storm. It was a terrible and fearsome experience for him. The fuel tank was almost empty and he could not fly more than ten minutes. Then he saw another black aeroplane by his side and the pilot of the plane signalled him to follow. It was a surprise for the narrator as the other black plane was having no light. He followed him without any choice and landed safely on the runway.

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

Ans. It is very difficult to say about the unknown pilot who helped the narrator. But probably it was the narrator himself that helped him to overcome the fear in the storm as no other plane was seen in the radar except the narrator’s Dakota plane. In that fearsome situation, he might have been hallucinating. He himself was a good pilot and brave enough who helped himself land safely.

4. Why did the pilot fly straight into the storm instead of returning to Paris?

Ans. The pilot had a strong desire to get back home and have breakfast with his family. That is why, pilot took the risk and flew straight into the storm instead of going back to Paris.

Long Answer Questions (100—120 words):

1.Do you think the story ‘The Black Aeroplane’ is a mystery? Do you see some elements of supernatural power in the story? Do you believe in supernatural powers?

Ans. The Black Aeroplane’ by Frederick Forsyth is undoubtedly a mystery. The pilot of the old Dakota plane is trapped in black stormy clouds. Nothing is visible. All the instruments of his plane also stop functioning. Suddenly from nowhere a black aeroplane appears in the cloud. The pilot of the black aeroplane guides him.

The plane has no lights on its wings but its pilot is still flying at ease. The first pilot arrives safely at the airport but when he goes to thank the pilot of the black plane, the woman in the control room even denies having seen any other aeroplane on the ‘radar’. This statement

leaves the mystery of the pilot of the black aeroplane unfolded. However, there is no element of supernatural power in the story. There is no ghost or spirit in the plot. I don't believe in supernatural elements like ghosts or spirits.

2. Was it the imagination of the pilot of Dakota aeroplane or a supreme power which helped the first pilot in landing safely? Do you think that there is always a supreme power that helps us in adversity?

Ans. The pilot of the old Dakota aeroplane was caught in the black stormy clouds. Suddenly, a black aeroplane comes to his rescue. In the modern age of science and technology some people may reject the idea of a supreme power helping a person in crisis. It may be the imagination of the Dakota pilot. When in distress, he lost all hope. Maybe his own imagination guided him to go ahead and land safely.

I support this because the statement of the woman in the control room further confirms the non-existence of any black aeroplane on the radar. So there was neither any black aeroplane nor any pilot, it was purely the imagination of the Dakota pilot.

I personally feel the presence of supreme power in our own acts. At the time of adversity our own power helps us. We may call it supreme power or something else except supernatural power.

3. Have you ever been alone, or away from home during a thunderstorm or something like that? Narrate your experience in the form of a paragraph. What helped you in that situation?

Ans. The students will share their experience.

4. The pilot wanted to thank another pilot after his safe landing. Why? What Characteristics are reflected from his action?

Ans. The pilot of the old Dakota was caught in the storm. He lost his contact with the control room. His fuel tank was also empty. The instrument also stopped working. He had lost all hopes when a black strange plane appeared from nowhere. The pilot of the black plane asked him to follow him. He landed safely. After his landing safely, he wanted to thank the pilot. When asked the lady in the control room about the pilot, he came to know that there was no pilot or plane with him. It was only his imagination. He wanted to thank the pilot to show his gratitude. He was thankful to him for saving his life.

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Class-X Study Material

Two Stories about Flying

(His First Flight)

Vocabulary Building

Words:		Meaning
1. Ledge	(N)	a narrow horizontal shelf projecting from a wall, a Cliff
2. Brink	(N)	the extreme edge
3. Plunge	(V)	jump or dive
4. Derisively	(Adv)	in a manner expressing contempt or ridicule.
5. Plaintively	(Adj.)	sad
6. Swooped	(V)	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'sparents 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 and 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 se

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 the space. He thought of getting drowned but his wings spread outwards automatically. He moved downwards 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)

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

3. '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 spreadoutwards. 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.

4.'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 'HisFirst 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 wasas 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 thisworld 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 sometimesthe fear gets to you and you must conquer it, for it is all in your head.

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CLASS X
Footprints without Feet

Vocabulary Building:

Words		Meaning
1. Bewildered	(adj.)	perplexed and confused; very puzzled.
2. Callously	(adv.)	cruelly
3. Slam	(V)	smashed/ shut
4. Eccentric	(adj.)	abnormal
5. Flung	(V)	threw

Introduction:

The story Footprints without Feet by H.G. Wells describes the story of a brilliant scientist, Griffin, who degenerated himself into a lawless person. Griffin discovered that the human body could become transparent and invisible. ... If he put on clothes, he lost his invisibility and could be seen by the people around him.

Theme:

The theme of the story 'Footprints without feet' is that one should not misuse science and its great discoveries as this can turn even a brilliant scientist into a threatening lawless person. In the story, it is Griffin, a scientist, who misuses his great discovery and becomes a threat to society.

Message:

The story 'Footprints without Feet' describes the story of a brilliant scientist, Griffin, who degenerated himself into a lawless person. ... The lesson gives a message that misuse of science and its great discoveries can make even a brilliant scientist like Griffin a monster and a threatening lawless person.

Answer the following questions in 30 to 40 words:

1. **Why were the two boys in London surprised?**

Ans. The two boys in London were surprised and fascinated because they saw the fresh muddy impressions of a pair of bare feet on the steps of a house in London. The man was not in sight (not visible anywhere).

2. **What happened when Griffin didn't wake up on time? How did he escape from the London Store?**

Ans. Griffin was still sleeping when the assistants arrived and stared towards him. When Griffin saw two of them approaching, he panicked and began to run. They chased him. He

escaped from the London store after taking off his clothes. He became invisible and naked once again.

3. What experiments did Griffin carry out? What was the final result of these experiments?

Ans. Griffin was a brilliant scientist. He conducted many experiments and discovered a drug which if swallowed could make a person invisible. Griffin misused his invention for his personal gains and selfish ends. He became invisible and got involved in lawlessness.

4. Why did Griffin slip into a big London store? What did he do inside the shop?

Ans. Griffin was wandering on the streets of London in mid-winter. The air outside was chilling cold and he needed clothes to save himself from this unbearable weather. Griffin decided to enter a London store. Griffin broke open the boxes and wrappers and dressed himself in warm clothes. He ate cold meat and had coffee in the restaurant followed by sweets and wine from the grocery store.

5. Three extraordinary things happened in the room. What were they?

Ans. The following three things happened in the room:

- Mrs Hall heard a sniff quite close to her ears.
- The hat on the bedpost leapt up and dashed into her face.
- The bedroom chair sprang into the air and pushed them out of the room

Long Answer Questions (100 -120 words)

1. Discoveries of science can be used for welfare as well as for destruction." How is this applicable to Griffin's scientific discovery? How did Griffin bring a bad name to his invention? How was his character?

Ans. A true scientist works for the good of humanity. He wants to make man's life easier, more comfortable and enjoyable. He does not 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 this discovery to puzzle other people, enters stores and shops unseen, robs people of their money or things and escapes. He sets fire to the house of his landlord who tried to eject him. He steals food, sweets and wine. Griffin brought a bad name to science by misusing his invention. He was a selfish man with a criminal bent of mind.

2. Griffin was a brilliant scientist but not a true one. What made him a bad scientist? What does it show about his character? How is the value of Welfare for all' important in the life of a scientist?

Ans. Griffin was a brilliant scientist but not a true one. He discovered how human body could be made transparent. It was an amazing discovery that could be used the welfare of the society. But Griffin misused it. He used it to puzzle others. He disturbed the peace of others. He robbed the innocent people. He took revenge upon his landlady.
It shows he was not a man of good character. He lacked the value of kindness, cooperation and humility'. He was an eccentric dishonest and lawless scientist who brought bad name to science. He did not understand the value of welfare for all. If he had used his invention for a good cause, he would have become immortal and remembered forever.

3. **One must be a law abiding citizen of the country. Griffin lacked this attribute in his character. How did it make him an undesirable person? How did lawlessness overshadow his greatness as a scientist?**

Ans. One must be a law abiding person. Those who don't follow rules become a nuisance for society. Griffin was no doubt a brilliant scientist but his lawlessness overshadowed his brilliance. He misused his discovery and disturbed the peace of society.
He robbed a storehouse, hit the landlady and the shopkeeper, had a fight with the constable. All these lawless activities of Griffin made him an undesirable person in society. He used his invention for self-interest and for taking revenge upon the people around him.

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Class-X

Study Material

Subject Verb Agreement

Subjects and verbs must agree with each other in number for a sentence to make sense.

THE RULES OF SUBJECT VERB AGREEMENT

1. Subjects and verbs must agree in number. When subject is singular, the verb will also besingular.

The dog *growls* when he is angry.
The dogs *growl* when they are angry.

2. Subordinate clauses that come between the subject and verb don't affect their agreement.The dog, who is chewing on my jeans, *is* usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.The colours of the rainbow *are* beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after theverb. Some care needs to be taken to identify each part correctly.

There *is* a problem with the balance sheet.
Here *are* the papers you requested.

5. Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Where *are* the pieces of this puzzle?

6. If two subjects are joined by "and," they typically require a plural verb form.The cow and the pig *are* jumping over the moon.

7. The verb is singular if the two subjects separated by "and" refer to the same person or thingas a whole.

Red beans and rice *is* my mom's favorite dish.
The owner and CEO of Nike has been arrested.

8. If one of the words "each," "every," or "no" comes before the subject, the verb is singular.

No smoking or drinking *is* allowed.
Every man and woman *is* required to check in.

9. If the subjects are both singular and are connected by the words "or," "nor," "neither/nor,""either/or," or "not only/but also," the verb is singular.

Either Jessica or Christian *is* to blame for the accident.

10. The only time the object of the preposition decides plural or singular verb forms is when noun and pronoun subjects like "some," "half," "none," "more," or "all" are followed by a prepositional phrase. Then the object of the preposition determines the form of the verb.

All of the chicken *is* gone.
All of the chickens *are* gone.

11. The singular verb form is usually reserved for units of measurement or time.

Four quarts of oil *was* required to get the car running.

12. If the subjects are both plural and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is plural.

Not only dogs but also cats *are* available at the animal shelter.

13. If one subject is singular and the other is plural, and the words are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," use the verb form of the subject that is nearest the verb.

Either the bears or the lion *has* escaped from the zoo.
Neither the lion nor the bears *have* escaped from the zoo.

14. Indefinite pronouns typically take singular verbs (with some exceptions).

Everybody wants to be loved.
Nobody likes to be alone.
Somebody is waiting for you.

15. A collective noun, such as "team" or "staff," can be either singular or plural depending upon the rest of the sentence. Typically, they take the singular form, as the collective noun is treated as a cohesive single unit.

The **herd** *is* stampeding.

16. Titles of books, movies, novels, and other similar works are treated as singular and take a singular verb.

The Burbs *is* a movie starring Tom Hanks.

17. ‘ Class nouns such as food, furniture, clothing, etc. take a singular verb.
Eg. This furniture is very old.
This cutlery is very costly.

18.. When some nouns are regarded as one unit, they take a singular verb.
Eg. Bread and butter is a wholesome food.

Final rule: Remember, only the subject affects the verb! Nothing else matters.

Jacob, who owns sixteen houses, *is* on his way to becoming a billionaire.

EXERCISES

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.

2. Either my mother or my father (is, are) coming to the meeting.

3. The dog or the cats (is, are) outside.

4. Either my shoes or your coat (is, are) always on the floor.

5. George and Tamara (doesn't, don't) want to see that movie.

6. Benito (doest, don't) know the answer.

7. One of my sisters (is, are) going on a trip to France.

8. The man with all the birds (live, lives) on my street.

9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.

11. Bread and butter..... served for breakfast. (was / were)

12. The horse and carriage ..... at the door. (is / are)

13. My brother .....to be an astronaut. (want / wants)

14. My parents .....teachers. (is / are)

15. Politics.....not something I am interested in. (is / are)

16. The cost of essential commodities ..... gone up. (has / have)

17. Her clothes .....made of expensive fabrics. (is / are)

18. Either Manu or I..... to go. (has / have)

19. Neither Mala nor her parents .....at the party. (was / were)

20. Nobody..... what happened to her. (know / knows)

21. Ravi as well as his brother .....cricket well. (play / plays)

22. Everybody ..... a man of integrity. (respect / respects)

Answers:

1. Annie and her brothers **are** at school.
2. Either my mother or my father **is** coming to the meeting.
3. The dog or the cats **are** outside.
4. Either my shoes or your coat **is** always on the floor.
5. George and Tamara **don't** want to see that movie.
6. Benito **doesn't** know the answer.
7. One of my sisters **is** going on a trip to France.
8. The man with all the birds **lives** on my street.
9. The movie, including all the previews, **takes** about two hours to watch.
10. The players, as well as the captain, **want** to win.
11. **Bread and butter was** served for breakfast.
12. The **horse and carriage is** at the door.
13. My **brother wants** to be an astronaut.
14. My **parents are** teachers.
15. **Politics is** not something I am interested in.
16. The **cost** of essential commodities **has** gone up.
17. Her **clothes are** made of expensive fabrics.
18. Either Manu **or I have** to go.
19. Neither Mala **nor her parents were** at the party.
20. **Nobody knows** what happened to her.
21. Ravi **as well as his brother plays** cricket.
22. **Everybody respects** a man of integrity.

Practice Exercise

Choose the correct form of the verb that agrees with the subject.

1. Either answer (is, are) acceptable.
2. Every one of those books (is, are) fiction.
3. Nobody (know, knows) the trouble I've seen.
4. (Is, Are) the news on at five or six?

5. Mathematics (is, are) John's favourite subject, while Civics (is, are) Andrea's favorite subject

6. Eight dollars (is, are) the price of a movie these days.

7. (Is, Are) the tweezers in this drawer?

8. Your pants (is, are) at the cleaner's.

9. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!

10. The committee (debates, debate) these questions carefully.

11. The committee members (leads, lead) very different lives in private.

12. The Prime Minister, together with his wife, (greets, greet) the press cordially.

13. All of the CDs, even the scratched one, (is, are) in this case.

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

1. Fill in the blanks with suitable determiners:

a) I know very..... about him.
b) Shakespeare wrote .....plays.
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 of .....speech was very interesting.
h) Do you need.....help?
i) Not .....is 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 at .....end of .....day. My parents took me to..... specialist who after examining me , prescribed.....few supplements. After about.....week, I felt better and thanked.....doctor.

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CLASS –X STUDY MATERIAL
Letter Writing
Formal letter--Letter of Enquiry

An **Enquiry letter** is a formal letter, written to enquire and get details regarding something that a person wants to gain further knowledge about. It could be written with respect to an item that a person is interested in buying, a course that a person wants to study, a vacation trip that a person wants to go on, etc.

As the sender of an Enquiry letter needs information about something, the enquiry letter must mention the contact details of the sender where the said information has to be sent. It must contain the particulars of the thing enquired about.

It must also list down all the aspects of the thing about which the sender wants detailed information.

Format:

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

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

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

Salutation: We must write 'Sir/ Madam' as greeting

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

The Body / content:

First Paragraph

- Self Introduction and purpose of the letter.
- Source of information / reference to be given.

Second Paragraph

• Details about which inquiry is to be made

. • Give details in bullet points only

Third Paragraph

Date by which information to be received, self-addressed envelope to be enclosed to provide the information / email.

Complimentary Closure & Subscription

Sender's name
Designation

Format

C- 47
Rohini **(Sender's Address)**
New Delhi

5 Nov 2020 **(Date)**

The Manager **(Receiver's Rank)**
Hotel Sheraton **(Address)**
Karol Bagh
New Delhi

Sir/ Madam **Salutation**

Subject: Inquiry about / seeking information …… **(To be underlined)**

Introductory Paragraph

Second Paragraph

Third Paragraph

I hope that you will take my request on priority basis and provide the necessary information at the earliest. / Looking forward for an early and favourable response from your side.

Thanking you
Yours sincerely (Subscription)
ABC
Enclosure: Self Addressed Envelope

Sample Question

Q) Write a letter of inquiry to the manager, Maurya Sheraton Hotel, New Delhi for conducting the wedding reception of your younger sister in one of their halls. You are Abhinav / Aprajita of Rajouri Garden New Delhi.

15 – A
Rajouri Garden
New Delhi

2 June2021

The Manager
Maurya Sheraton Hotel
Vasant Kunj
New Delhi

Sir

Subject: Inquiry about Availability of Venue for Wedding Reception.

I am Abhinav Gupta and I want to enquire about the tariff details of your hotel rooms as well as the facilities available for weddings. I came to know through reliable sources that your hotel provides the best facilities for such occasions.

The wedding reception of my younger sister has been fixed to be performed on 11August 2021. We want to conduct the wedding reception on the lawns of Maurya Sheraton on 13th evening. The wedding party may comprise around two hundred heads, including children. Moreover, we may also need two double bedded rooms facing the lawns. I expect you to arrange for the reception, catering, service and the decoration for the occasion. The ceremony may continue up to the early hours of 14th August.

Kindly furnish the following details regarding the arrangements.

1. Catering cost per head
2. Service charges
3. Decoration charges, including the decoration of the stage and the 'Mandap'.
4. Room charges for two double-bedded rooms.
5. Amount of advance money to be paid.
6. Any other relevant information concerning the wedding reception.

Kindly reply me as early as possible so that we can do the booking formalities.
Looking forward for prompt response from your side.

Yours sincerely
Aprajita
Enclosure: Self Addressed Envelope

PRACTICE QUESTIONS:

1. You are interested in a short term course in computer graphics during the holidays. Write a letter to the Director, Fortune Graphics Computers, inquiring about their short term courses and asking for all the necessary details. You are Anuj / Anju of 28 A, Uttam Nagar, New Delhi.

2. You are David / Dhruvi of 32, B- Block, Ashok Nagar, New Delhi. You need an accommodation at a hotel in Simla. Write a letter to the Manager of Hill View Hotel, enquiring about booking an accommodation.

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CLASS X

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

WORD		MEANING
1. Easy –going	(Adj.)	carefree**,** relaxed
2. Damp	(Adj.)	moist, wet
3. Modestly	(Adv.)	humbly
4. Appealing	(Adj.)	attractive
5. Queer	(Adj.)	Strange
6. Flattery	(N)	false praise

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 is 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. He 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. **(Not to be written in the notebook).**

Introduction **(Not to be written in the notebook).**

Ruskin Bond's '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 who 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 (Not to be written in the notebook).

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 conscious 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 (Not to be written in the notebook).

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. Who was Hari Singh ? Why did he choose Anil to be his next victim?
Ans. Hari Singh was a fifteen year old clever, experienced and a successful thief who couldn't be caught. He knew all the tricks of his trade. He found Anil, a wrestler an easy-going, kind and simple man, the correct person for his purpose. He found him an easy target to win confidence.

Q2. In which queer way did Anil make a living? What did he usually do with the money he earned?
Ans. Anil lived a strange life**.** He 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 man 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. He had never been trusted by anyone but Anil was the most trusted him he had ever met.

Q4. Why did Hari Singh feel bad after stealing the money? What made him come back to Anil?

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.

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.

Ans. 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 largeheartedness 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?

Ans. 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. Hari Singh's urge to get an education brought him back to Anil.

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CLASS X
A Tiger in the Zoo (Poem)

WORD		MEANING
1. Stalks	(V)	Follows, Walk in an angry or proud way
2. Vivid	(adj)	bright, clear
3. Lurking	(adj)	waiting secretly
4. Patrolling	(V)	guard
5. Rage	(N)	fury, violent anger

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 storywriter. 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.

Theme:

In The poem, 'A Tiger in the Zoo' the poet Leslie Norris wants to convey that it is cruel to keep wild animals in small enclosures in the zoo, away from their natural habitat. They feel angry, helpless and unhappy and remember their life and environment in the forest.

In this poem, the poet tries to depict the mental condition of a caged tiger. He compares the life of a tiger in the zoo with its life in its natural habitat. The poet conveys an important message that the wild animals should be in their natural habitat.

Message:

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.

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.

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.

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.

Rhyming Scheme: abcb

Literary 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).

<u>Answer the following questions in about 30-40 words:</u>

Q1. How does the tiger act in the cage?

Ans. The tiger in the cage is powerless and helpless and longs for freedom. His velvet pads do not make 'any noise. He is in the silent anger, roaring and ignoring the visitors.

Q2. What would the tiger do in a forest?

Ans. In the forest, the tiger can enjoy complete freedom. He would walk around freely without any fear. He would terrorize the villagers by growling. He would show his teeth and claws.

Q3. 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.

Q4. . 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.

Q5. 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:

Q1. Do you agree that wild animals should be caged? Comment.

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 does 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 wild animals.

Q2. Love for freedom is the natural instinct of every living being. Comment.

Ans. It is rightly said that love for freedom is the natural instinct of every living being. Everyone loves freedom and does not want to live in confinement. Similarly, the tiger also longed for freedom. He was so fed up being caged that he even ignored the visitors. He took to and fro steps in the cage as if trying to while away the time. The tiger wanted to escape this captivity.

God has made all living beings equally and thus, the animals too have the right to freedom. They should not be caged. It is their right to enjoy their natural habitat i.e. the forest and run freely in the wild. We should, thus, respect their freedom and should not put them in the zoo.

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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, etc.

Characteristics of Modal Verbs.

- Modal verbs have only one form. They have no 'ing' or 'ed' forms.
- Modal verbs are followed by the infinitive of another verb without 'to' (first form of
- the verb).
- Questions are formed without do/does in the present or did in the past. E.g. Can I help you? May I come in?
- Negative sentences are formed with not and do not use do/does or did.

USE OF MODAL AUXILIARIES

<u>Shall and Will</u>

' **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?

<u>Must and have to:</u>

- 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.

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.

Examples: 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 infinite 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 infinite..
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

Q) 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.

Answer:

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

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CLASS X

Supplementary Reader ---Footprints without Feet

The Midnight Visitor

WORD		MEANING
1. Deftly	(adv)	skilfully
2 Grimly	(adv)	seriously
3. Musty	(adj.)	smelly
4. Crafty	(adj)	clever
5. Sloppy	(adj)	untidy, careless
6. Espionage	(N)	spying
7. Envisioned	(V)	imagined

About the Author

Robert Arthur Jr. Was an American writer of mystery and speculative fiction. His stories were published in many magazines between 1930 and 1940.He was twice honoured by the 'Mystery Writers of America' with his writing partner Edgar. His fame rests on 'The mysterious Traveller' radio series and his 'Three Investigators' series of novels**.**
(NOTE: About the author-- not to be written in the note book.)

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

Ausable, a secret agent, is expecting a very important report. Another secret agent, Max, threatens him with a pistol, demanding the report. Does Ausable outwit him?

The story is about a secret agent, Ausable who has spent an evening with a writer named Fowler who had expected that as he would be meeting a secret agent he would be looking into a lot of adventure. But instead, he rather gets bored when he meets Ausable as the things that happened were exactly the opposite of what he had imagined. How Ausable gets rid of his unexpected guest proves his expertise as a secret agent.

The lesson gives a hint that looks and appearances may be deceptive. Efficiency and presence of mind does not depend on looks. Ausable was not at all match up with a general perception of a secret agent we heard of or saw in movies or magazines. In the story, he did not try to overpower his competitor. On the contrary, he sat on the chair with no sign of fear or anxiety. He defeated his rival agent by his sharp intellect. He took advantage of knowing who was at the door and convinced his enemy, Max to hide himself. Max was not suspicious of his intentions, and entrapped in Ausable's plan.

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

The story highlights the theme that wisdom is more powerful than other weapons. Ausable's intelligence is highlighted in the story. It is also based on the theme that one should not judge a person by merely his appearance. Ausable is fat and lazy but he is the most intelligent of all in the story.

The Midnight Visitor is a very thrilling account of a secret agent Ausable's one particular episode. A writer named Fowler who wanted to write a book on detectives gets surprised when he sees Ausable who didn't fit any description of a secret agent. He didn't live up to the romantic picture of a secret agent that he had read in books or seen in films. He was rather fat and sloppy. He lived in a very small room on the sixth floor. However, Ausable was gifted with a rare presence of mind. He was quick in actions and his fertile brain could invent and cook up stories and situations that would confuse and unnerve his rivals. He cooked up the story of the balcony below the window of his room and the arrival of the police. He outwitted and outsmarted his rival and enemy secret agent, Max, who had come to take away a very important paper concerning some new missiles. Through his presence of mind, Ausable was able to get rid of his rival, Max.

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

Message of this chapter is that in any situation we should not panic, **instead** we should take a step and face the situation with great presence of mind. In this chapter, when Ausable and the young writer, Fowler reached his room, they saw a man with gun pointing towards them. The Young writer was scared but Ausable's presence of mind saved both lives by making a non-existence story of balcony. Instead of panicking Ausable faced the situation with his mind.

The lesson gives a strong message to be calm and composed in difficult times. Ausable wasn't prepared for sudden intrusion and mal-intentions of Max, but when he learnt the truth; he took advantage of the situation and immediately made up his mind to overpower Max. Fowler, the writer of detective stories had come to visit Ausable was surprised at the outcome and really had a thrilling experience where a secret agent saved documents facing life threats. The danger of life did not deter (discourage) him.

Answer the following questions in 30 to 40 words:

Q1. Why did Fowler want to meet Ausable? Why was he disappointed?

Ans. Fowler was a young writer. He wanted to meet Ausable to know how he tackled dangerous situations and cover him up for writing for his publication. He expected Ausable to look like a spy but was disillusioned (disappointed) because he didn't look like that. Fowler had hoped that a secret agent must be dealing in espionage (doing the work of a spy) and danger , he had imagined many adventures in the night. Unfortunately, all that Fowler could

meet was a fat man who looked least like a detective. The time that Fowler spent with Ausable was dull and boring until the entry of Max.

Q2. How is Ausable different from other secret agents?

Ans. Ausable was a secret agent with a difference. Generally, secret agents are believed to be like James Bond. They are smart, trigger-happy and crack-shots. They are surrounded by dark-eyed beauties. However, Ausable was a very fat and sloppy man who lived in a small room in the musty corridor of a gloomy French hotel. It was on the sixth and top floor and it was scarcely the setting for a romantic adventure. In gestures and appearance, he didn't fit any description of a secret agent.

Q3. How did Fowler have his first authentic thrill of the day?

Ans. Fowler was rather bored and disillusioned after meeting the secret agent, Ausable .But soon, he had his first authentic thrill of the day. He was thrilled because when fowler and Ausable entered the room, they saw Max, another secret agent standing in the room with a pistol levelled at them. Max was slender, not tall and except for the gun, he did not look very dangerous. The man demanded the report concerning some new missiles from Ausable who just blinked his eyes on seeing Max. Fowler was stunned.

Q4. Why and how did Max enter Ausable's room?

Ans. Max's entry was not merely accidental. He had entered Ausable's room through a passkey. When Ausable switched on the light, he found him standing with a small automatic pistol in his hand. He had come to grab a very important paper that was related to some new missiles. Several men and women had already risked their lives to get that report.

Q5. How did Ausable kill Max without using a weapon?

Ans. Ausable was a very intelligent spy agent. He had an instant and fertile mind. He could cook up all kinds of stories that fit in different situations. When he found Max waiting for him in his room, he immediately thought of a plan. He told Max that there is a balcony from where people enter his room and it has become a big nuisance and further added that it was the second time that someone had got into his room through it. Actually, Ausable wanted to confuse Max and make him jump out of the window to get rid of him.

Max got convinced about the story and hence when someone knocked at the door, he ran towards the balcony to hide. There was no balcony and when he climbed out of the window, he fell down and died.

Long Answer Questions (100 -120 words)

Q1.Presence of mind and intelligence are more powerful than a gun. How far is it true in case of Ausable, the secret agent?

Ans. Ausable as a detective is actually not of that kind as we read in detective stories and books. Nor is he like the heroes of James Bond films. He is an exception. The young writer

Fowler is disappointed after meeting Ausable as he does not fit any description of a secret agent. He is fat and sloppy. His room is rather small and that too on the sixth floor. However, appearances are deceptive. Ausable proves that presence of mind and intelligence are more powerful than a gun.

Presence of mind and intelligence are the assets of Ausable. His sharp reaction, particularly to a dangerous situation, is very quick and thorough. When he finds crafty Max in his room with a pistol in his hand, he at once understands the purpose of his visit. The rival secret agent had come to take away the important report about some new missiles. Ausable cooks up stories of the balcony and the police so convincingly that Max falls into his trap. While there is no balcony below the window of his room, the knockings at the door are not of the police but of his waiter. The confused and unnerved Max jumped out of the window in desperation. Thus, through his presence of mind and intelligence, Ausable proves himself more powerful than a gun.

Q2. What fake story was made by Ausable in the hotel room? What made it a convincing story?

Ans. Ausable was a clever agent. One day he was visited by a writer, Fowler, who wanted to write about detectives and was eager to know about Ausable's life. When Ausable entered his room, he found Max in his room who aimed at him with a pistol. Ausable didn't lose his courage as he was a quick witted man. He fabricated a story about a balcony which extended under his room window. Just then there was knocking at the door and Ausable said that he had called the police to have extra protection as they were having an important paper with them. Max took the whole story as a gospel of truth. He retraced his steps, reached the window sill and jumped down the balcony which never existed.

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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 temperatures 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 sameline 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 destroyingalmost anything.
6. **Enjambment:** It is defined as a thought or clause that does not come to an endat 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.

<u>Answer the following questions in about 30-40 words:</u>

Q1. 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. Onthe basis of his experience, he knows that excessive desire will destroy the world. That is why he holds with those who favour fire.

Q2. 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.

Q3. 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.

Q4. But if it had to perish twice'. How will the world perish twice?
According to the poet, the world will end due to the 'fire', which symbolises desire. But if the world had to end twice then it will be due to the hatred symbolised by 'ice'. The poet feels that there is enough hatred in the world that is spreading among the people. This hatred will end the world one day.

Q. There are many ideas about how the world will 'end'. Do you think the world will end some day? Have you ever thought what would happen if the sun got so hot that it 'burst', or grew colder and colder?

A. Unfortunately, the world is going to end one day and there is nothing we can do about it. There are many ideas as to how it will end but one can't say surely. The reason that life exists only on Earth is that the circumstances and temperature is apt to make it possible. If the sun gets so hot one day that it is at the verge of bursting, it would lead to rapid destruction as there would be fire everywhere. Conversely, if it grows colder and colder, there will be ice everywhere on Earth and life in any form would not be able to sustain at such low temperatures.

Q. Today's world is conflict ridden. People fight over various issues and there is no peace in the world. Explain/Describe based on your reading of the poem 'Fire' and 'Ice'.:
Ans. Hatred is a predominant issue in today's world. Neighbour hates his neighbour, brother hates his brother. None is willing to forgive each other or tolerate each other. As a result of the hatred we live in a very fragmented world. If hatred continues to rule our lives and world, nothing will remain intact. All our achievements will perish and the world will come to an end. If we have to save the world we need to learn how to forget and forgive. For this we need to have enormous amount of love and compassion and be willing to tolerate the differences and learn to get along with each other.

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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. Grimmest	(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. Byparticipating 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 whois 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 familyand 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 dignityand 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 werenot 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 blackPresident 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 harshestand most inhumane societies the world has ever known. Elucidate.
Ans. The apartheid regime symbolized 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 mostinhumane regimes the world has ever known. The policy of apartheid created a deep and lasting wound in South Africa and it's people. Thousands of black patriots sacrificed their lives fighting for the rights and freedom . Thousands of Tambos, Sisulus, Dadoos, Fishers 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 worldwide 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 symbolized 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 livetheir lives with dignity and self-respect. This hunger for freedom forced him to be a rebel andlive in secrecy away from his family.

Dust of Snow

--- Robert Frost

Vocabulary Building:

Word		Meaning
1. Hemlock	(N)	a poisonous tree
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 hasgot 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 outof 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 sourceof joy. The poet reveals that contact with nature provides a healing touch and relievesus of depression, sadness and gloom. Even those objects of nature which we tend totreat 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 instrumentalin 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 objects 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:
ababcdcd

- **<u>Alliteration</u>**
- Has given my heart. 'H' sound has been repeated
- And saved some part 's' sound has been repeated

<u>Symbolism</u>

- 'a crow', 'a hemlock tree' and 'a dust of snow' symbols associated with sorrows are used to highlights poet's dark depressed and gloomy mood. These symbols are instrumental in bringing about a deep positive change inhis mood.
- **Enjambment**
- Each line of the *poem* runs on to the next without any punctuation mark andthe 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 traveler

<u>Answer the following questions in about 30-40 words:</u>

Q1. 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 particlesof snow had fallen on him. This changed the poet's frame of mind instantly and his day got a lot better.

Q2. 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.

Q3. 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.

Q4. 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.

Q5. 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.

<u>Answer the following questions in about 100-120 words:</u>

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 areno more depressed. The sudden change outside also cheers his heart and mood.

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1. A LETTER TO GOD

-- G. L. Fuentes

(Vocabulary Building)

WORD		MEANING
1. Crest	(N)	Peak
2. Amiable	(adj.)	friendly
3. Intimately	(adv)	closely
4. Evident	(adj)	clear
5. Draped	(v)	wrapped, covered

Short Question Answers:

Q1. What are the raindrops compared to and why?

Ans. The raindrops are compared to new coins ten-cent and five cent pieces. It is because they promised a good harvest and as such good money.

The crop needed the rain badly and it was the sign of good harvest. Good harvest meant prosperity for Lencho as he needed the money to fulfill his basic needs.

Q2. Why was Lencho's soul filled with sorrow?

Ans. The hail and hailstones rained on the valley for an hour. It had left the field totally covered with snow. The crop was completely destroyed. It made Lencho's soul filled with sorrow.

Q3. Why was Lencho and his family in distress? Whom did Lencho 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.

Q4. 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. He was impressed by Lencho's firm faith in God. To sustain that faith, the postmaster sent a reply to Lencho. 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.

Q5. 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 did not 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 familywere 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 freshcrop coming.

Writing a letter to God and addressing it `To God' shows the writer's unshaken faithin 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 hundredsent 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 werea 'bunch of crooks.'

The situation at the end becomes quite ironical. It is ironical that men who collectedpesos to help Lencho were called `a bunch of crooks, by him. He couldn't know tillthe 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 humanfeelings. 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 readingthe 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 ofhis 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. Nordid 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 thereceiver. 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 whoinspires the virtue of fellow-feeling and generosity.

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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 veterinarysurgeon. 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 overfedhim. 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 quiteactive. The doctor treated Tricki without any medicine and without any operation. When Trickiwas at home, he was pampered by Mrs. Pumphrey. He had a luxurious life when he was servedwith 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 triumphof 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 gavethe dog nothing to eat, for first two days except water. On the third day, the dog started showingsome 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. Theyshould 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:

Q1.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. Itdid not want to go for walks or do anything. It became lethargic and disinterested.

Q2. 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 hospitalized. The doctor was successful in curing Tricki and making him healthy again.

Q3. 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 surrounding and started running and playing with other dogs. The proper diet and regular exercise helped a lot in his speedy recovery.

Q4. 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.

Q5.Why was Tricki sent to the hospital?

Ans. 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.

Q6.“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 twodays. 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.

Q7.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 thatwould 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 illand 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 forTricki.

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 thatTricki was a greedy dog and this would spoil his health.

Her overfeeding worsened Tricki’s condition. This made the dog lazy, inactive and obese. Heused 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 forTricki made him fall sick. It proved that excess of everything is bad.

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 ofcommunication.

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 shouldbe 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
(Sender's Address)
Rohini

5 May 2020 **(Date)**

The Editor **(Receiver's Rank)**
&
The Times of India
Karol Bagh

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……**…….....**

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 muchconcerned 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

21 April 2021

The Editor
The Times of India
Indra Nagar
Bangalore

Sir / Madam

Subject: Bad State of Roads in Bangalore

Through the columns of your prestigious newspaper, I would like to draw the attentionof the concerned authorities towards the bad state of roads in Bangalore. I also want tothrow light on the problems and inconveniences faced by the people of Bangalore dueto 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 promptand 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 authoritieswould 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 aninactive 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 thatcan be taken to reduce the problem.

Class-X

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 writea 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 thebrackets:

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 **1 4)** 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.