



पुर्णा International School
Shree Swaminarayan Gurukul, Zundal

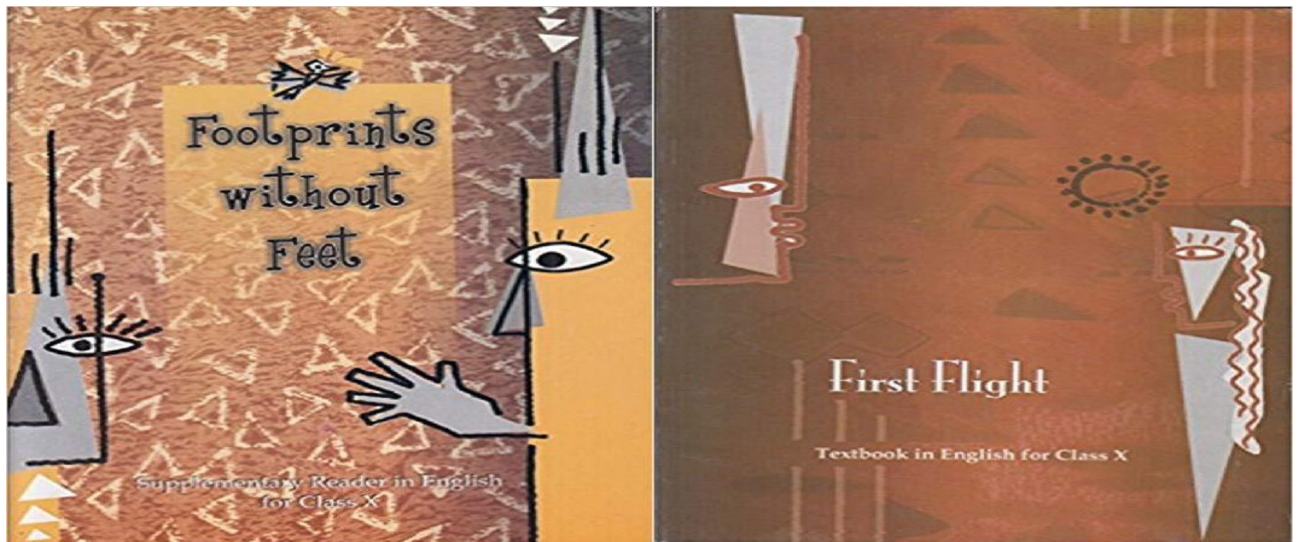
Grade: X

ENGLISH LANGUAGE

&

LITERATURE

April to June 2022-23



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Lesson 1

NAME : A LETTER TO GOD

AUTHOR : G.I.Fuentes



SUMMARY

Lencho's house and crop

Lencho had his lonely house in the valley. It was situated on the top of a low hill. From there one could see the river and the fields. Lencho had a good crop. But it needed rains badly.

It starts raining

Lencho saw the sky in the north. It had rain clouds. His wife was preparing the dinner. He told her that God willing it would rain. Soon big drops of rain began to fall. Lencho went out to feel the rain on his body. He was very glad. He said that the drops of rain were new coins.

Hailstorm and loss there from

But soon the hail rained on everywhere. The fields became white as if covered with salt. The crop was totally destroyed. Lencho became sad. He felt that they would go hungry that year. Also they would have no seeds for the next crop.

Lencho writes to God

But Lencho had a single hope : help from God. He was sure that no one dies of hunger. He had a great belief in God. The following Sunday he went to the post office. He wrote a letter to God to send him one hundred pesos. He wrote 'God' as the address.

Postmaster collects money for Lencho

An employee of the post office showed this letter to the postmaster. The postmaster laughed seeing the address. He wished to have such a faith in God. He had had an idea answer the letter. But reading it he found that the writer needed money. It was to keep the faith of the writer. So he asked all his friends and employees to give some money.

Money sent to Lencho

The postmaster could collect only seventy pesos this way put the money in an envelope and addressed it to Lencho. He wrote a single word on it 'God' as a signature.

Lencho receives the money

The following Sunday Lencho came to the post office. He asked if there was any letter for him. He was given that letter. Lencho did not show any surprise on seeing the money. He got angry when he counted the money. He felt that God couldn't have made a mistake.

Lencho's letter to God, calls post office employees crooks Immediately Lencho wrote another letter to God. He put it into the mailbox. The postmaster opened it. Lencho had written in that letter that he had received only seventy pesos. But he had asked for one hundred pesos. He asked God to send him the rest. But God should not send it through the mail. It was because the post office employees were crooks.

NEW WORDS

Crest

Downpour

Predicted

Expression

Destroyed

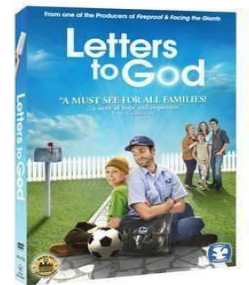
Harvest

Intimately

Approaching

Hailstones

Solitary



WORD MEANINGS

Affixed = Attached to something else

Draped = Covered

Intimately = In a private and personal way

Deny = Refuse

Amiable = Friendly and pleasant

Locusts = Insects which fly in big swarms (in groups) and destroy crops

Conscience = On inner sense of right and wrong

Peso = Currency of several Latin American countries

Contentment = Satisfaction

Read the extract below and answer by choosing the correct alternatives:

The house – the only one in the entire valley sat on the crest of a low hill . From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth

Answer the following questions in 30 to 40 words:

a) Who was Lencho? What were his main problems?

Ans: Lencho was a hard working farmer who lived on the crest of a low hill with his family. His was the only house in the entire valley. He eagerly waited for a good rain to have a good harvest but hailstorm destroyed his crop, so he needed money to sow his field again and support his family. So these were his main problems.

b) Why and how did the postmaster help Lencho?

Ans: The postmaster was mesmerised to see Lencho's faith in God and he didn't want his faith to be shaken. He asked his employees and friends to help Lencho. He was so determined to help Lencho that he himself contributed a part of his salary for this act of charity. He collected seventy pesos and put them in an envelope containing only a single word as a signature God.

c) How much money did Lencho need? How much did he get?

Ans: Lencho asked God to send him hundred pesos to sow the crops and support his family till the next harvest but when he received the letter from God which was sent by the post office employees, he saw only seventy pesos in it, less than he had demanded from God.

Answer the following questions in 100 to 150 words:

a) "Humanity still exists" this is what we get to know after reading 'A Letter To God' in which firm faith in God of a poor farmer and helpfulness of the post office employees are aptly depicted though. Write a paragraph on the values in it in about 120 – 150 words, Give the paragraph a suitable title.

"Existence of humanity"

Ans: The story "A Letter to God" written by GL Fuentes enforces our faith in humanity. After reading the story, we know that there are still people who help others without any self-interest. Here the post master and other employees lay an example of humanity and kindness for others .

First they all laughed at Lencho's letter to God because they knew that there was no such person but they were really moved by Lencho's faith in God .

They decided to help him to keep his faith alive and firm. Even though it was not possible for them to collect hundred pesos and kept them in an envelope for Lencho. They signed on it 'God' except their own name .This act shows us the true picture of humanity and motivates us to be a noble and kind person.

b) Describe Lencho's qualities in light of his faith in God. Do you have faith in God like Lencho ? Was Lencho's reaction towards post office employees right?

Ans: Lencho was a poor farmer who totally depended on the harvest to survive and fulfil basic needs of his family . Once his crops were destroyed due to heavy rainfall

and hailstones, he was afraid to think how his family would survive. He believed that God would help him in his plight.

He had firm faith in God, he believed that God would not let him be hungry. Now a days faith in God like Lencho's is almost impossible and unseen. People are very much aware that nobody is willing to help others without any self-interest. Lencho's reaction towards post office employees was not right or justified but it was just because of his innocence as he could not believe that God had done such a mistake. It were only the post office employees who had stolen money according to him.



HOTS QUESTIONS

Q1 In the lesson ‘A letter to God’ , What moral values does the postmaster display in his behaviour?

Answer : The postmaster first laughed looking at the letter which has a strange address. But soon he became serious . He was surprised at the faith that Lencho had in God. The postmaster was a kind and compassionate human being.

He tried to keep Lencho’s faith in God intact by collecting the amount for him. He was an empathetic and soft hearted person who cared for Lencho.

He displayed good leadership qualities by asking each Post office employee to contribute to his extent. The postmaster himself gave a part of his salary and also requested his employees and a few friends to contribute for the good cause as a charity..He encouraged to perceive others in a more positive light. He was a man who fostered a sense of community building and wished to spread positivity which helps in creating a healthy society.

Q2 Lencho addresses the post office employees as a ‘bunch of crooks’, why ? Give reasons in

support of your answer

Answer:The hailstones ruined Lencho’s crop and left Lencho helpless. So he thought of writing a letter to God to help him for his destructed crop. Lencho requested God to send hundred pesos. The postmaster sent him 70 pesos. Lencho became angry when he counted the money. He thought that 30 pesos were taken by the post office employees. He warned God to send thirty pesos more and beware of those employees who were a bunch of Crooks.

LESSON 2

NAME : NELSON MANDELA

LONG WALK TO FREEDOM

WRITER : NELSON ROLIHLAHLA MANDELA



The inauguration ceremonies took place in a big open building in Pretoria. Here the South Africa's first democratic non-racial govt, was to be installed.

The author addresses

The author spoke of the newborn liberty. He thanked all the international guests. He said that they had come there to be with his countrymen. It was the common victory for justice, peace and human dignity. He pledged to liberate his people from poverty, suffering and discrimination.

Display by jets and helicopters

After a few moments colourful South African jets and helicopters flew over the Union Buildings there. It was for military's loyalty to democracy for a new govt. Then the highest military generals having medals on their chests saluted the author. He thought that they would have arrested him many years before.

Singing of the national anthem

The day was symbolised for the author by the playing of two national anthems. The whites sang 'Nkosi Sikelel' and the blacks sang 'Die Stem'. These formed the old anthems of the republic.

The author's thoughts

On that day of the inauguration, the author thought of history. In the first decade the South African people had patched up their differences with other black-skinned people. They had built a system of superiority also. It was the basis of the harshest societies. This system had now stood overturned. Now it was the system that recognised the rights and freedoms of all people.

The author's regret

This auspicious day came after the sacrifices of thousands of the people. The author thought of himself the sum of all those people. He was pained that he couldn't thank them. Freedom fighters remembered

The policy of apartheid created a lasting wound in his country and his people. This policy had produced great freedom fighters. They were like Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo etc. They were men of uncommon courage, wisdom and generosity. The country was rich in minerals. But its greatest wealth was its people.

The definition of courage

From these people the author learned the meaning of courage. They risked their lives. They underwent great torture. He learned that courage was not the absence of fear but the victory over it.

Man's natural goodness

The author says that no one is born hating another person due to colour or religion. They could be taught to love. Love comes naturally to the human heart. In prison they were pushed to the wall. But he saw humanity in the hearts of the guards. It was man's essential goodness. It can't be put out.

In life every man has twin duties—to his family, to his community and country. The author found it difficult to fulfil these two duties. It was because a coloured man in South Africa was punished if he lived like a human being. Such a man was forced to live apart from his own people. So he was not allowed to do his duties to his family.

Freedom defined

The author was born free. He was not born with a hunger to be free. He was free as long as he obeyed his father and obeyed the customs of his tribe. But soon he realized that his freedom was an illusion. He began to hunger for freedom when it was taken from him. As a student he wanted freedom to read and go. As a young man in Johannesburg he wanted freedom to be as per his potential. He also wanted the freedom of livelihood of his own and of family.

Desire for freedom made him bold

But soon he saw that he was also not free like his brothers and sisters. Then he joined the African National Congress. His hunger for freedom became great for the freedom of his people. The desire for the freedom of his people to live with dignity gave him power. It made him bold. It made him live like a monk. The chains on his people became chains for him too.

Oppressor and the oppressed without humanity

The author knew that the oppressor must be liberated like the oppressed. A man who takes away another's freedom becomes the hated. No one is free if he is taking someone else's freedom. Both the oppressor and the oppressed are robbed of humanity

New Vocabulary

Apartheid

Dignitaries

Oppression

Rare privilege

Emancipation
Gedecked
Chevron
Oppressor

Words – meanings

Transitory = Not permanent

Virtuous = Full of virtues

Racial domination = Control due to race

Besieged = Surrounded

Wrought = Done

Q1 Read the following extracts carefully and answer the questions that follow.

a) 10th May dawned bright and clear. For the past few days I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil. The ceremonies took place in the lovely sandstone amphitheater formed by the Union Buildings in Pretoria. For decades this had been the seat of white supremacy, and now it was the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic, non-racial government.

(a) Who were coming and for what before the inauguration?

(b) What happened on the inauguration?

(c) Find out the word that means the same 'commencement' from the passage.

(d) Find the word from the passage which means 'an open space surround by sloping land'.

Answers

(a) Dignitaries and world leaders were coming to pay their respects before the inauguration.

(b) On the inauguration the first ever democracy, a non-racial government was installed as a victory of
good or evil.

(c) The word is 'inauguration'.

(d) The word is 'ampitheater'.

b) On that lovely autumn day I was accompanied by my daughter Zenani. On the podium, Mr de Klerk was first sworn in as second Deputy President. Then Thabo Mbeki was sworn in as first Deputy President. When it was my turn, I pledged to obey and uphold the Constitution and to devote myself to the well-being of the republic and its people.

(a) Who accompanied Nelson Mandela on the inauguration?

(b) Who took the oath before Mandela? For what?

(c) Find out the word from the passage that has the same meaning as 'maintain'.

(d) means a small platform that a person stands on when giving a speech etc.

Answer

(a) Zenani, the daughter of Nelson Mandela accompanied him on the inauguration.

(b) Mr Deklerk and Mr Thabo Mbeki took oath before Nelson Mandela as the second and first deputy
president respectively.

(c) The word is 'uphold'.

(d) The word is 'podium'.

Q.2 Answer the following questions in 30 to 40 words:

a) Why did inauguration ceremony take place in the amphitheatre formed by the Union Building in Pretoria ?

Ans: It was the first democratic , non-racial government taking oath in South Africa . The ceremony was attended by dignitaries from more than 140 countries around the world and thousands of people of south Africa of all the races to make the day memorable. So it took place in the amphitheatre formed by the Union Building in Pretoria.

b) What did Mandela think for oppressor and oppressed ?

Ans : Mandela always thought that both oppressor and oppressed are deprived of their humanity. Oppressor is a prisoner of hatred while oppressed has no confidence in humanity, so both of them need to be liberated. He always desired people to live with dignity and respect.

c) What freedom meant to Mandela in childhood ?

Ans: During childhood , the meaning of freedom for Mandela was quite limited. He considered it to be free to run in the fields, to swim in the clear stream, free to roast mealies and ride the board backs of slow moving bulls He wanted to out at night .It was a transitory freedom.

Q.3. Answer the following questions in 100 to 150 words:

a) Describe the value of freedom for the human beings and how it is important for the growth of civilisation and humanism as described in the lesson 'Nelson Mandela: Long Walk To Freedom'

Ans. Everybody whether human or other creature wants to live free as freedom is natural to all living beings . The value of freedom is better known to that human being who has not tasted it till he gets it. A person who is chained with the limits and not allowed to perform his duties freely, values freedom more than anyone else.

For instance the value of freedom is known better to Mandela who remained behind the bars most of his life. Think about a bird or animal which is caged as they have the habit of living with full freedom but in the cage they are not free and their conditions are pitiable.

Similarly , life becomes a hell if we are deprived of freedom. There is no growth of civilisation as it grows only when one has freedom. As if a man is free to do his duties, he can produce better results. An oppressed person always commits mistakes and unable to perform well, so freedom is important for the growth of civilization.

b) Would you agree that the “ depths of oppression” create” heights of character” ? How does Mandela illustrate this / Can you add your own examples to this argument?

Ans: Yes I agree that the” depths of oppression “ create “ heights of character ”When Mandela said in his speech in swearing – in ceremony, he described that how the decade of brutality and oppression of the white people had an unintended effect of creating great African patriots like Oliver

Tambo, Walter Sisulu , Luthuli, Dadoo and many more.

They were all the men of courage , wisdom and large heartedness. They suffered a lot for the freedom of the nation and the equal rights of the black people. In similar manner, in our country there were many great patriots like Mahatma Gandhi ,Chandra Shekhar Azad, Bhagat Singh, Raj Guru and many more who suffered lot for our freedom but remained courageous while facing utmost cruelty at the hands of British.

HOTS QUESTIONS

1 What does Nelson Mandela refer to as “an extraordinary human disaster”?

Answer

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.

2 Describe the views of Mandela for the black people who fought and sacrificed their likes for the country’s political independence?

Answer

Mandela always said that the political freedom was the result of sacrifices of thousands of the black people who fought for that. He said that it could not be repaid. He thought himself as the sum of all of those African patriots. He regretted that he could not thank them. He cursed the policy of apartheid that wounded the people of his country, which would take centuries to heal.

He also said that the oppression and brutality of the white people produced great freedom fighters like Oliver Tambo, Walter Sisulu, Luthuli, Dadoo, Fischer, Sobukwe and many more. They were the men of courage, wisdom and large heartedness. They really suffered a lot for the political freedom of the country.

POEM 1
Name : **DUST OF SNOW**

POET : Robert Frost



SUMMARY

'Dust of Snow' is a beautiful short poem written by Robert Frost. This poem tells that even a simple moment has a large significance. The poet has mentioned crow and hemlock tree in this poem. Crow signifies his depressive and sorrowful mood and hemlock tree is a poisonous tree. Both these signify that the poet was not in a good mood and so he describes the dark, depressive and bitter side of nature to present his similar mood

The poet says that once he was in a sad, depressive mood and was sitting under a hemlock tree. A crow, sitting on the same tree, shook off the dust of snow i.e., small particles of snow that remain on the surface after the snowfall, on the poet. This simple action changed the poet's mood. He realized that he had just wasted a part of his day repenting and being lost in sorrow. But the change in his mood made him realize that he should utilize the rest of the day in some useful activity. His sorrow was washed away by the light shower of snow dust. His spirit was revived and he got ready to utilize the rest of the day.

NEW WORDS

- Rued
- Mood
- Dust of snow
- Hemlock tree

WORDS MEANINGS

- Mood = A state of mind
- Rued = Held in regret
- Dust of snow = Particles of snow

Answer the following extract based questions:

**i) “ The way a crow
shook down on me
The dust of snow
From a hemlock tree”.**

a) What do you mean by “ The dust of snow “ ?

Ans : It means the flakes or particles of snow.

b) Where was the crow sitting ?

Ans : The crow was sitting on branch of the hemlock tree.

c) What does the hemlock tree signify ?

Ans : The hemlock tree signifies death and fear . It does not signify anything positive.

d) How does the dust of snow affected the poet ?

Ans; The dust of snow changed poet’s mood from bad to good and gladdened his heart

**(ii) “ Has given my heart
A change of mood
And saved some part
Of a day I had rued”**

a) Why did the crow changed the poet’s mood ?

Ans : The crow changed the poet’s mood by making him feel refreshed.

b) What does the poet try to suggest ?

Ans: .The poet is trying to suggest that small things can bring changes in life and unexpected happiness

c) What saved some part of the day ?

Ans : The dust of snow shaken down by a crow from the hemlock tree on the poet saved his heart by making him feel happy. The poet felt better and more positive for the rest of the day.

d) Why had the poet rued the day ?

Ans: The poet had rued the day as he was in a sad and depressed mood.

Answer the following questions in 30 to 40 words

i) How has the poet observed ‘ nature ‘ in the poem ‘ Dust of Snow’?

Ans: Robert frost is a nature lover . The crow and the hemlock tree are associated with bad omens or death and fear. But, frost has presented them very beautifully.

ii) Why was the poet standing under the hemlock tree ?

Ans: The poet was feeling very depressed and hopeless. He was in a state of sorrow. As he was lost in his thoughts, he happened to be standing under a hemlock tree. The

incident was not pre-planned.

iii) What does the poet Robert Frost want to convey through the poem 'Dust of Snow' ?

Ans: The poet Robert Frost , through this poem, 'Dust of Snow' ,wants to convey that the little things in life can make huge changes. In our life. The simple things we can make all the difference and brighten a person's day.

Answer the following questions in 100 to 150 words:

i) Small things in life make significant changes in our life. Elaborate with reference to the poem ' Dust of Snow' ?

Ans: The poem, 'Dust of Snow' , reiterates that the little things in life can make huge changes in our future . It also shows that if we can take the hard times of life in stride, eventually something will happen to change our situation in to happier times. The simple things that we do for others can make all the difference . Just think about those random acts of kindness we do and how much they brighten a person's day and sometimes change their future. Noticing and appreciating all the small things in life will make our life happier. It will cause us to have a spirit that is willing to change and therefore succeed.

ii) What are possible themes of this poem ? What do you learn from them ? Cite evidence from the text to support your answer .

Ans: ' Hope' is one of themes of this poem. The speaker happily and quickly decides that the day is saved because of the dust of the snow that falls on him. He no longer thinks the day is wasted and instead has a hope that the day can be saved .

Another theme of the poem revolves around the positive perspective. The speaker's perspective is changed by a small event .Perhaps the poem implies that we can either think positively or negatively about events depending on our perspectives and points of view.

However ,we should adopt the speaker 's outlook and maintain a positive perspective on life in general.

Value based question

1. Which moral lesson do you learn from The lesson " Dust of snow"

Answer : Robert Frost's Dust of Snow tells about the role of nature in human life. Nature may appear static ,but in reality it is kinetic. Self of nature that acts as a kind f healing balm to the psychological ailments of human beings. The movement of crow to hemlock tree and the resultant downward movement of the flaks of snow – from the tree to the poet's body- are suggestive of this dynamism .It is this dynamism of nature that helps the poet to shift his focus from inner self to the world outside.

The psychological ailment it cures is depression which has hither to overpower him.

Poetic devices used

1) Rhyme scheme : abad

2) Symbolism : Hemlock tree,crow

Poem 2

Name : Fire and Ice

Poet : Robert Frost



SUMMARY

'Fire and Ice' is a short poem by Robert Frost. In this poem, the poet refers to two predictions of how the world will end. Some say it will end in fire whereas others say it will end in ice. According to the poet 'fire' stands for desire, greed, avarice or lust. The more you try to satisfy them, the more they grow. There is no end to it.

They spread rapidly like fire and engulf your whole life. One becomes selfish and sometimes cruel also. On the other hand, 'ice' according to the poet, stands for hatred, coldness and rigidity. One becomes insensitive and indifferent towards the feelings of others. The poet says that both fire and ice are growing with such a rapid speed that the world would soon perish either way, in fire or in ice.

New words

Perish
Destruction
Suffice
Avarice
Rigidity

Word meanings

Desire = Wish
Favour = Incline towards
Perish = Die
Destruction = Wiping out



Answer the following extract based questions:i) “Some say the world who favour fire”

a) What is the poet’s opinion of the world in these lines

Ans : In the poet’s opinion the world will end in fire.

b) How will fire destroy the whole world ?

Ans: In these situations , the world can be destroyed by fire.

i) Heating up of the earth to a very high level.

ii) The poet relates fire with passion and desires.

c) What is the contradictory opinion of the public?

Ans: The contradictory opinion of public is the debate whether the World will end in fire or ice.

d) How are ice and fire similar to each other though they have contradictory traits ?

Ans : Both ice and fire are similar in the sense that both of them can Destroy everything in the world.

ii) “But if it had.....and would suffice”

a) What does ‘it’ refer to in the first line?

Ans: ‘It’ refers to the world.

b) What do you mean by perish?

Ans: To die.

c) What does ice stand for?

Ans: Ice stands for hatred, coldness and rigidity.

d) What would be the cause of destruction?

Ans: Either fire or ice can be the cause of destruction.

Q 2) Answer the following questions in 30 – 40 words:

a) What does the ‘fire’ and ‘ice’ stands for and what is the general opinion regarding the world?

Fire stands for fury, desire, lust, anger, avarice, cruelty and greed. Ice is symbolic of hatred, coldness, rigidity, insensitivity and intolerance. The general opinion regarding the world is that the world will end in fire and some say ice. Both the two reasons contrast each other and one equally opposite to each other. People who favour fire believe that it will be heat and passion which will end the world. On the other hand , some people think that It will be ice which will freeze the world.

Q3 Poetic devices

1) **Symbolism** : Fire symbolizes human desires where as ice stands for hatred and indifference.

2) **Alliteration** : Some say the world will end in fire.

3) **Paradox** ; (Paradox is a true statement which appear to be untrue) It is in “ But if it had to perish twice “. It is in “perish twice”

4) **Imagery** (Imagery a figure of speech where a thing gives out another meaning than its literal meaning)

Fire and Ice stand for desire, passion and hatred coldness in human relations.

Fire also connotes the feelings of heat and burning pain etc.

Ice connotes the feelings of coldness, hatred, intolerance and indifference

Rhyme Scheme : abaa ababa

Value based question

1 Discuss how extreme behaviour can hasten the end of the world with respect to ‘Fire and Ice

Answer

Fire’ symbolises desire and ‘Ice’ symbolises hatred. Desire is a kind of intense love or want that focuses people on getting and possessing and acquiring. Our society is full of people who spend their lives working to get a bigger and better TV, a more stylish car or a more extravagant house. This kind of desire can lead people to destruction in the form of bankruptcy or even broken relationships. Frost’s poem speaks on the issue of greed corrupting people and even society. The power of hate, which is symbolised by ice is just as great as desire. While desire consumes quickly hate produces shy yet restrained devastation. For instance, Kate is the root cause of racism and war. It can linger in people’s mind for lifetimes. Moreover, it consumes the hater even more than the person hated. It thus, ruins lives

POEM : 2

NAME : A TIGER IN THE ZOO

POET : LESLIE NORRIS



SUMMARY

This poem contrasts a tiger in the zoo with the tiger in its natural habitat. The poem moves from the zoo to the jungle, and back again to the zoo. The poem provides a contrast in the mood and environment of a tiger when he is in the zoo and a tiger when he is in the forest. In the zoo, he has no freedom. He is kept in a cemented cell behind the bars. He feels angry, frustrated and helpless. This reminds him of his natural habitat, his hiding and sliding in the long grass near the water hole and pouncing upon the fat deer, the way he terrorised the villagers, displaying his sharp teeth and claws.

At night in the zoo he hears the sounds of patrolling cars. The tiger in the zoo appears helpless as to be a mere showpiece and source of entertainment to people. The poet wants to convey that it is cruel to keep wild animals in small enclosures of the zoo, away from their natural habitat. They feel angry, helpless and unhappy in the cage. He pays no attention to the visitors who came to watch him. In the silence of the night, he stares at the brilliant stars with his bright eyes.

NEW WORDS

- 1) **Stalks**
- 2) **Lurking**
- 3) **Snarling**
- 4) **Patrolling**
- 5) **Brilliant**

WORDS –MEANINGS

- 1) **Rage – anger**
- 2) **Stalk – walk with pride**
- 3) **Lurking – staying hiding**
- 4) **Snarling – growling**
- 5) **Fang – teeth**

❖ Extract based questions:

A) “He should be lurking plump deer pass”

- 1) The tiger is passing through_____.
- | | | | |
|-----------------|----------|--------------|----------|
| a) Grass | b) trees | c) mountains | d) river |
|-----------------|----------|--------------|----------|
- 2) For whom is tiger waiting near the water hole?
- | | | | |
|-----------------|-------------|--------------------|-----------|
| a) Fat elephant | b) fat hare | c) fat deer | d) fat ox |
|-----------------|-------------|--------------------|-----------|
- 3) Find the word from the passage which means same as ‘fat’.
- | | | | |
|------------|------------|---------|-----------------|
| a) Lurking | b) sliding | c) rage | d) plump |
|------------|------------|---------|-----------------|
- 4) Who is ‘he’ here?
- | | | | |
|-------------|---------------------|--------------|----------------|
| a) The lion | b) the tiger | c) the camel | d) the giraffe |
|-------------|---------------------|--------------|----------------|

B) “He hears the last voice at the brilliant stars”.

- 1) Who hears the last voice at night?
a) **Tiger** b) horse c) wolf d) rabbit
- 2) The last voice that he hears is that of _____.
a) Trucks b) airplane c) **patrolling cars** d) trains
- 3) At what does he stared with his brilliant eyes?
a) Sky b) sun c) moon d) **stars**
- 4) Which word means the same as 'speaking' in the passage?
a) patrolling b) stares c) **brilliant** d) concrete

❖ **Answer the following questions in 30-40 words:**

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

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

2) **Why does the tiger express his anger quietly?**

➤ 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. The tiger's strength is locked behind the bars. Thus it can only show anger.

3) **What does the poet want to convey through the poem?**

➤ 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. Even they have a right to remain free. They should not be caged for our personal interests.

❖ **Answer the following questions in 100-120 words:**

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

➤ Wild animals should not be caged. This is 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 a wild animal, specially a tiger. We should not cage them for our personal interest. Even animals love to live in their natural habitat along with their families. We should not separate them from their families.

VALUE BASED

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

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.

Is it right to confine wild animals into cages? Why or why not?

Wild animals are meant to live in the wild. They are not meant to be caged and displayed in the zoos. We all know that the majestic species of tiger is on the verge of extinction. There used to be a time when they used to roam proudly and freely in the jungle. They are not meant to live a life in confinement. They also have the right to freedom like all other living beings. Confinement leads to depression and misery. Moreover, their offsprings lose the hunting capabilities as they are not trained to hunt in the wild. As a result, they would not be able to feed themselves. Furthermore confining wild animals disturbs the whole ecological balance. We should, thus, let the animals run free in the wild. They belong to the forest and not to the cage

POETIC DEVICES USED

1) Alliteration : Repetition of initial consonant sounds in the same line

- He stalks in his vivid stripes
- But he is locked in a concrete cell.
- Stalking the length of his cage

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

- on pads of velvet quiet, in his quiet rage - repetition of 'quiet'
- And stares with his brilliant eyes, at the brilliant stars --repetition of Brilliant

3) Rhyme Scheme

For 1st, 2nd and 5th stanza *abc*

For the 3rd and 5th stanza *abcd*

Lesson 1

Name : A Triumph Of Surgery

Writer : James Harriot



Tricki's illness

The narrator of the story is Mr. Herriot. He is a veterinary surgeon. He was really worried about the dog. Its name was Tricki. He was shocked to see it with its mistress. It had become hugely fat. Its eyes had become red. Its tongue came out from its jaws. It was in a state of disease.

Tricki's mistress made Tricki ill

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.

Herriot's warning to Mrs. Pumphrey

Herriot looked at the dog again. Its big trouble was that it had become greedy. It did not refuse food. Herriot asked Mrs. Pumphrey if she had been giving the dog plenty of exercise. She said she had not. Herriot warned her. If she didn't cut its food and gave it more physical exercise, it would be really ill. She said that he was right. But it was difficult for her.

Tricki to be in hospital

Within next few days Mrs. Pumphrey told Herriot that Tricki didn't eat anything. It refused to eat even its favourite dishes. It spent all its time lying panting. The narrator had made his plans in advance. He suggested that Tricki should be hospitalised for about a fortnight. The lady almost became unconscious. She was sure that it would die if he did not see it. The narrator kept an eye on Tricki for two days. He gave it plenty of water but no food. On the third day, it started whimpering on seeing other dogs. It followed them down the garden. Later that day other dogs had their food. When they had finished, Tricki walked round the bowls. He also licked them. It meant he was hungry. It was given some food.

Tricki shows improvement

Tricki started to show progress. It was given no medicinal treatment. It ran about with the dogs all day. It discovered the joy of being with other dogs. Meanwhile Mrs. Pumphrey continued ringing regularly. She

asked various questions about Tricki. But the narrator told her that the dog was out of danger.

When Tricki becomes all right

Mrs. Pumphrey started to bring round fresh eggs to build up Tricki's strength. The narrator began giving Tricki wine before and during the meal. The dog began to drink brandy also. Tricki now had one extra egg in the morning. It had wine at noon and brandy in the evening. After a fortnight, the narrator rang her up saying the dog was all right.

Mrs. Pumphrey comes to take Tricki home

Mrs. Pumphrey arrived at the narrator's Surgery in a big car. She asked him if the dog was better. The narrator told her that the dog was fine. He would bring it to her. When Tricki saw its mistress, it ran into Mrs. Pumphrey's lap. It began licking her face and barking.

Tricki's cure—a triumph of Surgery

The narrator helped the driver to bring out Tricki's various things. These were Tricki's beds, toys, cushions, coats and bowls. They had not been used. As the car moved away, Mrs. Pumphrey leaned out of the window. Tears shone in her eyes. Her lips trembled. She told the narrator that it was a triumph of surgery.

New Words

- 1) Malnutrition
- 2) Hastened
- 3) Lumbago
- 4) Swooned
- 5) Despairing

Word meanings:

- 1) Sausage – a thin tube like casing
- 2) Lolloped – came out
- 3) Wrung – twisted
- 4) Tottering – walking weakly
- 5) Swooned – became unconscious

❖ Answer the following questions in 30 – 40 words:

1) Why did Mrs. Pumphrey make a frantic call to Mr. Herriot?

- Mrs. Pumphrey had a dog named Tricki. Indirectly, she was responsible for the dog's illness. She gave him little extra between meals i.e., malt, cod-liver oil, etc. He was not given any physical exercise. So, the dog fell ill and started vomiting also. It made Mrs. Pumphrey so much worried that she had to call the veterinary surgeon, Dr. Herriot for his treatment.

2) Why was the narrator shocked at Tricki's appearance?

- The narrator was shocked at Tricki's appearance because he had become very fat. His blood red and rheumy eyes gazed straight. His tongue lolled from his jaws. He had become hugely fat, like a bloated sausage with a leg at each corner.

3) Why was Mr. Herriot tempted to keep Tricki as a permanent guest?

- Mrs. Pumphrey used to send lots of things like eggs, wine, brandy etc., for Tricki. But nothing was given to Tricki. All the things were consumed by the doctor and the other members of the hospital. Hence, Mr. Herriot was tempted to keep Tricki as his permanent guest.

❖ **Answer the following questions in 100 – 120 words:**

1) How can you say that Mrs. Pumphrey was a rich lady?

- Mrs. Pumphrey was a rich lady who had a small dog, named Tricki. She had pampered the dog by providing him things like a raincoat for wet days, a whole wardrobe and full of tweed coats. There were separate bowls like breakfast bowl, lunch bowl, supper bowl etc. for his different meals. She had a lot of servants and maids to take care of him and to serve Tricki's favourite cushions, toys and rubber rings. Besides, she owned chauffeur driven long, black car. All these things suggest that she was a rich lady. She used to give Tricki some extras between meals to build him up. Some malt, cod-liver oil and a bowl of Horlicks which only the rich can afford to feed their dogs. She also fed him with cream cakes and chocolates which he loved very much.

2) What treatment was given to Tricki by Dr. Herriot?

- Tricki fell ill. Dr. Herriot was called upon. When he looked at the dog, he immediately made out that Tricki did not need any medicine. He was sick because he had taken excess food. So, he gave little food and stressed on lots of water and exercise which Tricki was not used to. He was served food with other dogs and was made to run and play also with them. He joined them in their friendly scrimmages. Gradually, he learnt the art of hunting rats in the old den, house, fighting like a tiger for his share at mealtimes. In other words, he was leading a normal life which he never had done with Mrs. Pumphrey. Soon, Tricki became normal without taking any medicine. His progress was very rapid. He learnt to live an active and normal life, like other dogs. He had lot of fun and he had never had such a time in his life because of luxuries provided to him.

VALUE BASED

Q1 Excess of everything is bad. Comment in the wake of Mrs Pumphrey's love for Tricki.

Answer Pumphrey was a rich woman who loved her dog very much. She loved to live a comfortable 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 overfeed Tricki out of her love and concern. She used to serve him cod-liver oil and malt between the main meals and Horlicks after dinner to give him strength. She never realised that Tricki was a greedy dog and this would spoil his health. She could not even refuse to answer Tricki drooling for cream cakes and chocolates. Her overfeeding worsened Tricki's condition. This made the dog lazy, inactive and obese. He used to lie on his rug and pant all day long. Mrs Pumphrey fed him excessively, spoiling Tricki's health to such an extent that he had to be hospitalised. Even in the

hospital she continued to convey Tricky her love through eggs, wine and brandy. Her fondness and care for Tricky proved that excess of everything made him fall sick.

LESSON 2

NAME : THE THIEF STORY

AUTHOR : RUSKIN BOND



SUMMARY

How the narrator (a thief) befriends Anil

The narrator was a thief when he met Anil. He was only 15. Anil had been watching a wrestling match when he went to him. Anil was about 25 and was lean and tall. He looked kind, simple and easy-going. The narrator soon made Anil his Mend. He lied that his name was Hari Singh. He changed his name every month. It was to avoid the police and his former employers.

Both the narrator and Anil at Anil's room

Anil walked away. The narrator followed him. He smiled and told Anil that he wanted to work for him. Anil replied that he couldn't pay him. He asked Anil if he could feed him. Anil asked if he could cook. The narrator lied that he could cook. So Anil took him to his room over the Jumna Sweet Shop. He told him that he could sleep on the balcony. The narrator cooked the food. But Anil gave it to a dog as it was tasteless. He asked the narrator to go. But he remained there. After some time Anil told him to stay. He also told him that he would teach him how to cook.

Narrator at his old game

The narrator made the tea in the morning. He would buy the day's supplies. In that he would make a profit of about a rupee a day. Anil knew he made money that way. But he never spoke about it.

Trust between Anil and the narrator increases

Anil made money by fits and starts. When he made much of it, he would celebrate. One evening he came home with a small bundle of notes. He told the narrator that he had just sold a book to a publisher. By this time the narrator had been working for Anil for almost a month. By this time Anil had given him a key to the door. He could come and go as he liked.

The narrator steals Anil's money

The narrator found it difficult to rob Anil because he was careless. That took all the pleasure of robbing. However, he decided to steal money. He thought it right as Anil did not pay him any money. The narrator studied the situation. Anil was asleep. He had the money under the mattress. If he took the money he could catch the 10.30 Express to Lucknow. So he stole the notes and went out of the room.

Narrator escapes with money

The narrator held the notes by the string of his pyjamas. The notes were 600 in fifties. He could live like an oil-rich Arab for a week or two. When he reached the station, the Lucknow Express was just moving out. He could jump into it but he didn't. He was on the platform. He had no idea where to spend the night. He did not want to stay in a hotel either. He walked through the bazaar slowly.

What the narrator thinks about Anil after theft

As a thief the narrator had studied men's faces when they had lost their goods. The greedy man showed fear. The rich man showed anger. The poor man showed acceptance. But he knew that Anil would show sadness when he would know of it. This sadness would be for the loss of trust. Such a theft was always good for the thief.

The narrator in the rain

He went to the maidan and sat down on a bench. It was a chilly November night. A light drizzle added to his discomfort. Soon it began to rain heavily. He was drenched. He sat down in the shelter of the clock tower

Narrator's thoughts at this stage

It was midnight. The notes were damp. He felt that it was Anil's money. In the morning he would probably have given him two or three rupees. It was for the cinema. Now he had it all. He couldn't cook his meals and learn to write

The narrator decides to return

The narrator had forgotten these things in the excitement of the theft. He felt that writing could bring him more than a few hundred rupees. It was simple to be a thief. But to be really a big man, clever and respected, was something else. He decided to go back to Anil to learn to read and write.

How he puts the money back

He hurried back to the room. He was feeling very nervous. He opened the door and stood in the doorway. Anil was still asleep. He slipped the notes back under the mattress.

Friendship intact

He awoke late next morning. Anil had already made the tea. He offered a fifty-rupee note to the narrator. The narrator's heart sank. He felt that he had been discovered. Anil told him that he had made some money the day before. Now he would pay the narrator regularly. He also told that they would start writing sentences. The narrator smiled at Anil in his most appealing way. Anil knew the theft but he did not say anything to him about it.

NEW WORDS

- 1) Wrestler
- 2) Flattery
- 3) Modesty
- 4) Appealing
- 5) Achieve

WORDS – MEANINGS

- 1) Grunting – making a low sound
- 2) Stray – of the street
- 3) Queer – strange
- 4) Slid – put slowly
- 5) Stuck – clung

❖ Answer the following question in 30 – 40 words:

1) What condition did Anil put forward before appointing Hari Singh as a servant?

- Before appointing Hari Singh as a servant, Anil told him that he would not give Hari a regular salary. He had to cook food for both and Anil could only feed him, to this Hari agreed willingly.

2) How did Anil come to know that Hari Singh had run away with his money?

- Perhaps Anil might have woken up at night and discovered that Hari was not present in the house. Moreover, he found the wet notes under his mattress. Out of that, he gave a fifty rupee note to Hari and reacted normally.

3) Why does Anil not hand the thief over to police?

- Anil was a large hearted person. He forgave Hari Singh as he wanted to reform him. He knew that Hari Singh was sorry for his act. So, he did not think it right to hand him over to police. Anil gave another chance to Hari to improve his habits.

❖ Answer the following question in 100 – 120 words:

1) Why did the thief befriend with Anil? Why did he steal Anil's money? Why did he come back and put Anil's money back?

- The thief befriended with Anil because he wanted to have an acquaintance with him so as to make him his next victim. Moreover, he needed a place to live. He started to work for Anil who was a credulous person. Anil started teaching him how to read and write. One day Anil brought a bundle of notes. The thief stole the money though he was cut of practice and had not robbed anyone for so many days. After stealing the money, he planned to go to Lucknow. But at the station, his inner conscience pricked him and did not allow him to go. His heart changed as he wanted to be an educated man. So, he returned back and placed the money back to its place. Hari was grateful to Anil because Anil had taught him to read and write and was helping him in becoming an educated man. With education, Hari would be able to achieve much more in life. So he didn't want to hurt Anil losing his trust.

2) Write a brief character sketch of Hari Singh in the light of his honesty. Express your opinion

- Hari Singh, a boy of 15, was an experienced and successful thief. He was successful because of his cleverness and intelligence. He planned everything meticulously before choosing his victims. He went to places where he would meet an unsuspecting victim. He would then win his confidence to get a job. After sometime, he used to run away after stealing money from there. Then he used to change his name to befool the police and his former employers. Thus he was a liar. He got a job as a cook, though he could not cook well. He was a greedy boy. He was cruel enough to rob a simple and trusting man like Anil. He managed to steal six hundred rupees from his house. But, there is transformation in the end of the story, when he decides to come back to Anil and keep his trust alive. This shows that there is goodness concealed in even the worst of men. Hari Singh wanted to become an educated person in future. He wanted to mend his ways by becoming a big, clever and respected man and earn his livelihood honestly instead of stealing.

VALUE BASED QUESTION

Q 1 Hari Singh didn't board the express and returned to Anil. Why did he return? On what values does this incidence put light on?

Answer:

Hari Singh was a thief and he had stolen Anil's money. After the theft, he realised that he had robbed not only Anil but also himself of the chance of being literate and having a bright future. His conscience pricked him to think what all he could have got had he not done this. It was difficult for him to rob Anil but it was tougher for him not to back. He realised that he could not make tea, buy daily supplies and learn how to read and write then. His inner self did not agree to bypass this and forced him to return.

Hari's return to Anil shows that despite indulging in criminal acts, he still had a practical and positive attitude towards life. It is the awakening of Hari's conscience and Anil's love and care that reformed Hari's character. It teaches us that love alone can change a person. Anil's understanding nature and care changed Hari's thinking to mend his ways for good.

Q2 Money can't make a man as much as education can. Elucidate the statement. **Answer:** The statement stands true in almost all the aspects of life. Money may buy us all the luxuries and fulfil our needs but it cannot buy us knowledge, civilised thinking, skills and abilities to achieve our

dreams. Education lays the platform for all to act upon our goals according to our abilities. Education enables us to keep up with the fast moving world. It opens the door to opportunities we do not know even exist. Money, on the other hand, can assist us to a certain level. It can buy us a plan but education gives us the knowledge of its execution. Just as in the story 'A Thief's Story', Hari Singh prioritised the chance of being literate over a few hundred rupees, we must understand that education can help us to achieve whatever we desire.

READING SKILLS

READING PARAGRAPH

. 1. Read the passage given below and answer the questions/complete the sentences that follow:

Sniffer dog Tucker uses his nose to help researchers find out why a killer whale population off the northwest coast of the United States is on the decline. He searches for whale faeces floating on the surface of the water, which are then collected for examination. He is one of the elite team of detection dogs used by scientists studying a number of species including right whales and killer whales.

Conservation canines are fast becoming indispensable tools for biologists according to Aimee Hurt, associate director and co-founder of Working Dogs for Conservation, based in Three Forks, Montana. Over the last few years, though, so many new conservation dog projects have sprung up that Hurt can no longer keep track of them all. Her organization's dogs and their handlers are fully booked to assist field researchers into 2012.

Dogs have such a phenomenal sense of smell", explained Sam Wasser, director of the Center for Conservation biology at the University of Washington in Seattle. He has worked with scat-detection dogs since 199(g). Scientists have been using Conservation Canines in their research since 199(g). These dogs have enabled them to non-invasively access vast amount of genetic and physiological information which is used to tackle conservation problems around the world. Such information has proved vital for determining the causes and consequences of human disturbances on wildlife as well as the actions needed to mitigate such impacts.

The ideal detection dog is extremely energetic with an excessive play drive. These dogs will happily work all day long, motivated by the expectation of a ball game as a reward for sample detection. The obsessive, high energy personalities of detection dogs also make them difficult to maintain as pets. As a result, they frequently find themselves abandoned to animal shelters, facing euthanasia. The programme rescues these dogs and offers them a satisfying career in conservation research.

Unseen passage with questions and answers class 10 English: (1×8 = 8 marks) (Board 2014, Set 8L1922Q)

- (a) According to the text there are a few _____detection dogs like Tucker.
(b) Tucker sniffs for whale_____

- (c) The dogs are special because they assist in research without _____
- (d) The ideal detection dog _____
- (e) The dogs expect _____ as a reward of their hard work.
- (f) _____ of these dogs make it difficult to keep them as pets.
- (g) These dogs find career in _____
- (h) The word 'euthanasia' means _____

Ans

- (a) elite team of.
- (b) farces floating on the surface of water.
- (c) invasion.
- (d) is extremely energetic with an excessive play drive.
- (e) a ball game.
- (f) The obsessive, high energy personalities.
- (g) conservation research.
- (h) painless killing.

2 Read the following paragraph and chose the correct answer from the alternatives given below:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the

westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The 16th century was an age of great _____ exploration.

1. cosmic
2. land
3. mental
4. common man
5. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political _____.

1. entanglement
2. discussion
3. negotiation
4. problem
5. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a _____ direction.

1. north and south
2. crosswise
3. easterly
4. south east
5. north and west

4. One of Magellan's ships explored the _____ of South America for a passage across the continent.

1. coastline
2. mountain range
3. physical features
4. islands
5. None of the above

5. Four of the ships sought a passage along a southern _____.

1. coast
2. inland
3. body of land with water on three sides
4. border
5. Answer not available

6. The passage was found near 50 degrees S of _____.

1. Greenwich
2. the equator

3. Spain
4. Portugal
5. Madrid

7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

1. imaginary circle passing through the poles
2. imaginary line parallel to the equator
3. area
4. land mass
5. Answer not available

Answers

1. B

“Terrestrial” means land. No choice here offers a synonym for “marine,” e.g. nautical/naval/water/seagoing, and no other choices match either marine or terrestrial.

2. A

“Quagmire” means literally a bog or marsh, and figuratively an involved situation difficult to escape; entanglement is a synonym, more specifically similar than the other choices.

3. A

Longitudes are imaginary geographical lines running north and south. Latitudes run east and west. The other choices do not equal either latitude or longitude in direction.

4. C

Topography means the physical features of a land mass. It does not mean coastline (A), mountain range (B), or islands (D).

5. C

A peninsula is a piece of land connected to the mainland by an isthmus and projecting into the ocean such that it is surrounded on three sides by water. A peninsula is not a coast (A); it is not found inland (B); and it is not a border (D).

6. B

The passage was found near 50 degrees S latitude. Latitudes are measured horizontally, in relation to the equator or central imaginary line, equidistant between the North and South Poles. Longitudes are measured vertically. Greenwich (A), the location of zero degrees longitude, adopted as the global

standard, is both incorrect and never named in the passage. Spain (C), Portugal (D), and Madrid (E) in Spain are also incorrect.

7. A

Meridians are imaginary geographical circles intersecting the poles. Imaginary lines parallel to the equator (B) are latitudes. The International Date Line is a specific meridian, not an area (C). It is not a land mass (D) as it crosses both water and land.

3 Read the following paragraph and chose the correct answer from the alternatives given below:

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

1 The Curies' _____ collaboration helped to unlock the secrets of the atom.

1. friendly
2. competitive
3. courteous
4. industrious
5. chemistry

2 Marie had a bright mind and a _____ personality.

1. strong
2. lighthearted
3. humorous
4. strange
5. envious

3 When she learned that she could not attend the university in Warsaw, she felt_____.

1. hopeless
2. annoyed
3. depressed
4. worried
5. None of the above

4 Marie_____by leaving Poland and traveling to France to enter the Sorbonne.

1. challenged authority
2. showed intelligence
3. behaved
4. was distressed
5. Answer not available

5_____she remembered their joy together.

1. Dejectedly
2. Worried
3. Tearfully
4. Happily
5. Irefully

6 Her_____began to fade when she returned to the Sorbonne to succeed her husband.

1. misfortune
2. anger
3. wretchedness
4. disappointment
5. ambition

7 Even though she became fatally ill from working with radium, Marie Curie was never_____.

1. troubled
2. worried
3. disappointed
4. sorrowful
5. disturbed

Answers

1. A

“Amicable” means friendly. It does not mean competitive (B), i.e. oppositional, ambitious, or aggressive; courteous (C), i.e. polite; industrious (D), i.e. hard-working; or chemistry (E): their collaboration was in physics, but moreover, the passage specifically describes their collaboration as “amicable.”

2. B

“Blithe” means light-hearted. It does not mean strong (A), humorous (B) or funny; strange (D), or envious (E).

3. B

“Disgruntled” means annoyed. It does not mean hopeless (A), depressed (C), or worried (D).

4. A

Marie challenged authority by going to study at the Sorbonne, because Warsaw’s university did not admit women. The passage indicates this challenge by describing her “defiantly” leaving Poland for France; i.e., she was defying authority. The passage does not indicate she showed intelligence (B), “behaved” (C), or was distressed (D) or upset by her move.

5 A

A synonym for “despondently” is “dejectedly,” meaning sadly, with despair or depression. The passage indicates this by describing Curie’s emotional state as one of “heartbreaking anguish” over her husband’s sudden accidental death. She is not described in this passage as worried (B) by her memories, or recalling them tearfully (C), happily (D), or irefully (E), i.e. angrily.

6C

The closest synonym for the “feeling of desolation” (despair) described in the passage is wretchedness. Misfortune (A) or ill fate/luck is not as close. Anger (B) is a separate emotion from desolation.

Disappointment (D) is also different from desolation, meaning feeling let-down rather than hopeless. Ambition (E) is drive to succeed or accomplish things. It was not Curie’s ambition that faded upon returning to the Sorbonne but her depression.

7C

“Disillusioned” means disappointed. It does not mean troubled (A), i.e. concerned or disturbed;

worried
(B) or anxious; sorrowful (D) or sad; or disturbed (E).

WRITING

NG

SKILL

S1

ARTICLE

LE

Write an article in school magazine on “ How it is important to save the planet Earth ”In not more than 120 words

This is a cause of complete concern across the globe today. The global warming has accelerated the rise of temperature on earth which is said to have risen by 40 C. The sea level is also rising. The glaciers are also melting away. There has been very less rainfall in the recent years resulting in the scarcity of food around the world. The death rate due to starvation has increased immensely. We, the human beings are solely responsible for this calamity. We pollute our planet in many ways. Deforestation, industrial pollution, toxic wastes, vehicular pollution and lack of greenery are the chief causes of imbalance in the ecosystem.

The urgent need of the hour is that each one of us takes step to save the planet in every possible way. We should protect our forests, save fuel, plant trees, take care of toxic pollutants, conserve water and change our life style.

Awareness programmes must be launched by the students and NGOs to make people aware of environmental problems. The public should avoid the use of polythene bags. All of us must strive hard to save our beautiful planet for the future generations.

2 Video games, Internet, Cell Phones and other high-tech gear are just part of growing up in a digital world. But parents are concerned about the amount of time their children spend with these and worry that it might be distracting and cramping academic and social development.

Using your own ideas ,write an article in 180 words, describing both the benefits and harms of using these high-tech devices.

High – Tech Device- Boon or Bane

The present day high-tech gear is just part of growing up in a digital world. Nevertheless one cannot deny that all these gadgets have become a part and parcel of our daily lives. Besides we

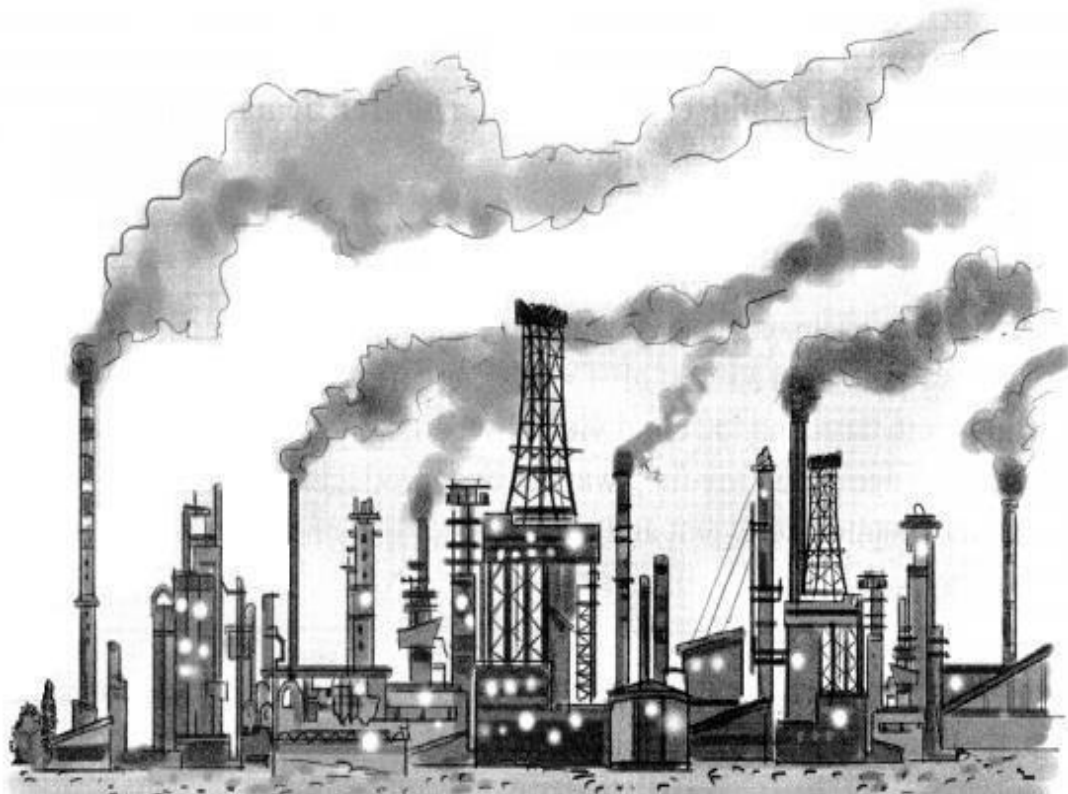
have become highly dependent on these devices. This is more so in the case of children. Their lives are completely ruled by these devices.

These devices have many benefits. They have made our lives easier and more comfortable. They have made the world jump forward with a leap, and built up a glittering modern world. They have also opened innumerable avenues for the growth of knowledge and have given a definite form to the wild imagination of man. They have indeed revolutionised every sphere of life. But on the other hand the excessive interest of children in these gadgets, has made parents concerned and worried. Children spend a great deal of time on these gadgets like video games, internet, cell phones etc the parents feel that excessive use of these gadgets will definitely be destructive for the children. This could also cramp their academic and social development. If children are not checked, they would continue to waste time on these gadgets.

They will recline into their own high-tech shell. Thereupon it will become very difficult for parents to bring them out of this world. If these high-tech devices are used in moderation they can fulfill the purpose for which they have been invented.

they have

3 Given below is a picture showing the effects of global warming on climate change. Write an article on climate trends in recent years, their causes and effects, especially the threat they pose to the future of mankind. You are Anjana/Arjun Rastogi of Navyug School, Patna. Using the information given below, your own ideas, together with ideas from the unit Environment in your Main Course Book. Complete the article in not more than 120 words.



Letter writing

Question 1 Your grandfather is very upset about the rising prices and keeps thinking of his olden times when things were very cheap. You are convinced that inflation has made life difficult for common man. Write a letter in 100-120 words to the editor of a national daily describing the difficulties faced by poor families.

79 Kaveri Vihar – New Delhi
14th July 20xx
The Editor The Times of India New Delhi

Subject: Rising Prices

Sir

I wish to draw your attention towards the inflation which has made life difficult for common man.

It was not so in earlier times when things were very cheap and were within the reach of almost everyone. But the sharp rise in prices of all commodities has made it difficult for a common man to make both his ends meet. He cannot bear even the daily expenses of his family. This is giving rise to disappointments and dejections in their life. Corruption is also on the rise, so as to avoid financial crisis, people are turning towards bribery which is the root cause of all evils. The society is taking a bad turn only because of inflation.

It is high time that the concerned authorities should wake up to this social cause and try to put reins to the rising price so that people can lead a comfortable and peaceful life.

Thanking you.

Yours sincerely Sahil

Question 2 Write a letter to the editor of a national daily, expressing your opinion and views on the increased human dependence on technology. Right from a small child to an adult, or even an old man, everyone wants gadgets only-cell phone, I-pod, laptop, etc. This also has a negative effect on social relationships. Using your own ideas and the unit, 'Science', write the letter in 100-120 words.

Answer:

230 C.O.D. Colony New Delhi
15th May, 20 xx
The Editor The Times of India New Delhi

Subject: Human Dependence on Technology .

Sir

Through this letter of mine, I wish to draw the attention of everyone towards the increased dependence of humans on technology. We use internet for any type of information which we find only a click away. Everyone, whether a child or an adult, wants gadgets like cell phones, I-pod, laptop, etc. No doubt, technology is a boon to mankind and has a great future ahead. But in my opinion, we should not depend on it as excess of everything is bad. It is making everyone lazy. On the other hand, cyber crimes are also growing. The key word for this is caution.

We must make judicious use of technology and should not totally depend on it. We must believe in natural and simple living.

I hope you will publish this letter in your newspaper for better future of human beings.

Thanking you.

Yours sincerely Sambhav Jain

Question 3 Write a letter to Delhi Sports, Daryaganj, New Delhi, placing an order for sports articles like footballs, cricket balls, Tennis balls and cricket bats to be supplied to your school. Sign as Ravi/Raveena, Sports Secretary.

Answer:

Happy Time Public School

Bhajan pura

New Delhi 1100XX

19 January 20XX

The Manager

Delhi Sports, Darya Ganj

New Delhi 1100XX

Dear Sir

Subject: Placement of sports goods

This has reference to the quotation dated 19 December 20XX. Kindly send the following items at the above address.

Name of the Items	No. of Items	Remarks
Football	10	Sparton
Cricket balls	10	Leather
Tennis balls	20	Vicky (brand)
Cricket bats	10	SS

All the items should be in good condition, well bound and packed properly and delivered within a week. The payment will be made by cash once the items reach us. Any damage during transportation would be your responsibility. Though in the past, you have never given us any opportunity to

complain and – the goods have always reached us well on time, and in excellent condition as per our specifications, we do expect the same delivery this time as well.

Yours faithfully
Raveena
(Secretary)

Modals

Modal Auxiliaries that express the mode of action denoted by the main verbs are called Modals. Modal verbs, also called modal auxiliary verbs, are like auxiliary verbs, used in combination with lexical verbs. Lexical verbs are action verbs, as well as linking verbs.

Lexical verbs are of two kinds:

- (a) action verbs
- (b) linking verbs

1. Action verbs denote physical activity such as

drink	eat	hit
jump	kick	run
stand	swim	walk

2. Action verbs also represent mental activities or states such as:

forget	guess	hate
know	love	remember
think	wonder	worry

Or

Modals are the modified forms of helping verbs, i.e. they modify the mood of the action verb

1. Must and have to:

- **Must** is used for all persons in the present and 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:

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

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

- You must answer all questions.
- You must return by the evening.

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

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

(iv) The negative form of must (must not) is used for prohibition:

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

(v) It is used to give emphatic advice:

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

Must and Have to/Had to:

Have to, like **must**, expresses obligation in the present while **had to** does so in the past. **Must** expresses an obligation imposed by the speaker. **Have to/Had to** expresses external obligations—an obligation by some authority or circumstances.

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

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

- He had to go early to catch the train.

2. Have to/Had to:

(i) **Have to** expresses obligation and necessity in the present. **Had to** does so in the past:

- She has to look after her mother.
- He had to finish his work before 5 p.m.

(ii) **Have to** and **had to** are used for giving advice:

- First you have to mix the water and the sugar
- She had to take those pills to get better.

(iii) **Have to** and **had to** are used to draw a logical conclusion:

- There has to be some reason for his mischief.
- This has to be a part of the whole plan.

(iv) **Have to** is used for supposition or to describe something based on possible ideas or situations:

- You will have to work very hard to stand first.
- If she has to choose, she won't marry him.

(v) **Have to** is used to indicate that something is very important or necessary:

- We have to be more careful in future.
- They will have to clear all their debts before December.

. Should:

(i) **Should** is the past tense of **shall**. In indirect form of speech 'shall' changes into should.

- I said, "I shall go to school tomorrow."
- I said that I should go to school the next day.

(ii) **Should** is used to express obligation, duty, etc.

- You should look after your old parents.
- You should pay all your taxes.

(iii) **Should** is used to give advice or suggestion:

- You should consult a doctor.
- She should do yoga exercises daily.
- He should learn English if he wants to get a good job.

iv) **Should** is used to express purpose:

- Mohan walked fast so that he should catch the train.
- Satish worked hard so that he should stand first in the class.

(v) **Should** is used to state imaginary results:

- He should get angry if he had come to know about it.

(vi) **Should** is used to express polite requests:

- I should be thankful if you give me some money.

4. **Need:**

As a modal verb, **need** is usually followed by an infinitive without 'to':

- This is the only thing you need do.

The modal verb need is mainly used in questions and negatives, which are formed without 'do': Need I go now? You need not go.

The negative need not is often shortened to needn't in conversation and informal writing.

Need does not change its form, so the third person singular of the present tense does not end in '-s': He need not go there.

The modal verb need has no past tense. But it can be used in the pattern followed by a past participle:

Need not have/needn't have

- You needn't have waited for me.

The negative and interrogative forms of the past tense are:

Did not (didn't) need and did I need?

In the present and future tenses, the negative and interrogative can be formed in either of the two ways:

	<i>Negative</i>	<i>Interrogative</i>
Present Tense:	need not (needn't) or don't/doesn't need	need I? or do I need/does he need?
Future Time:	need not	or need I? shall I need?
Reference	or shan't/won't need	will he need?

(i) The negative need not expresses absence of obligation:

- They need not send the letter now.
- You need not go. (i.e., It is not necessary for you to go).
- He need not come now.

(ii) **Need** is used to express obligation or necessity:

- Need I attend the class today?
- Need he solve all the sums?

(iii) **Need not + perfect infinitive** is used to express an unnecessary action which was performed:

- You needn't have gone to see the doctor. He was on leave today.
- You needn't have carried an umbrella as it was not raining.

5. Ought

Ought is usually followed by 'to' and an infinitive:

- You ought to tell the truth.

It does not change its form so that the third person singular form does not end in '-s':

- She ought to work a little harder.
-

It can be used as a present, past, or future tense.

The negative is **ought not** (oughtn't) and the interrogative is **ought I?**, Ought you?, Ought he?, etc:

- Ought I do it at once?
- He ought not disobey his teachers.

(i) **Ought to** is used for expressing what is the right or sensible thing to do, or the right way to behave:

- You ought to get up earlier.
- We ought to exercise daily.
- Teachers ought not smoke before students.

(ii) **Ought to** is used when we believe strongly or expect that something will happen:

- The Indian team ought to win.
- Satish ought to pass.
- The meeting ought to have finished by 2 o'clock.

ii) **Ought to see/hear/meet, etc.** is used for emphasizing how good, impressive or unusual something or someone is:

- You ought to see their new house.
- You ought to meet his elder brother.

Ought to have is used when we realize that we did not do the right thing in the past:

- You ought to have listened to my advice.
- She ought to have taken the money.

Ought, must, have to, and should

Note: Ought is used to express the subject's obligation or duty. But it indicates neither the speaker's authority as with **must**, nor an outside authority as with **have to**. The speaker is only reminding the subject of his duty. Besides this, he is giving advice or indicating a correct or sensible action.

Ought can be used in exactly the same way as **should**:

- You ought to/should obey your parents.

Have to and must:

- You have to be regular. (These are the rules.)
- You must obey your teachers. (The speaker insists on it.)
- You have to take this medicine. (The doctor insists on it.)
- You must take this medicine. (The speaker insists on it or It is the speaker's emphatic advice.)
- You mustn't drink this, it is poison, (prohibition)
- You oughtn't smoke so much. (It is not right or sensible.)

Exercise A

. Fill in the blanks with appropriate modals.

1. _____ I borrow your pencil, please?
2. _____ There be a number of people at the airport today.
3. I _____ to reach the restaurant in five minutes.
4. We _____ postpone the picnic to next week?
5. She _____ never eats so much again.
6. _____ you report this matter to your boss immediately.
7. _____ The government considers increasing the number of schools in this village.
8. _____ I see you tomorrow again?

Exercise B Fill in the blanks with appropriate modals choosing from ‘have to’ ‘has to’ or ‘had to’.

- a) Prachi work hard as one week is left for her CA Final Examination.
- b) We borrow money as there was lack of funds.
- c) All the children of class tenth will go to the principal’s office to collect their mark sheets.
- d) Nowadays the women have dual responsibilities as they work at home and office as well.
- e) The government give up as Anna Hazare was determined to fight corruption in his own way.
- f) Rakesh work hard to clear his exams this time.
- g) Kartik help his mother as all their servants were on leave.
- h) Garima go to the market to buy the grocery as the guests are arriving now.
- i) The masons complete the construction today.
- j) Prema cannot accompany them as she wind up with her work.

Answer:

- (a) has to (b) had to (c) have to (d) have to (e) had to (f) has to (g) had to (h) has to (i) have to (j) has to

Exercise C

Complete the dialogue by filling in the blanks

Frog : You (a) _____ practice for longer hours as it will make your voice grow stronger.

Nightingale :But ,I (b) _____ as the weather is bad.

**Frog : If you don’t then you (c) _____ lose your audience . You (d) _____
To make them happier.**

Nightingale : No, I am leaving your Bingle Bog Jungle right now, I ,(e) _____ not sing at any cost

Frog : You (f) _____ not or else I will kill you

Answers (a) must (b) Can’t (c) shall (d) ought 9e) would (f) dare

