

## SECTION A : READING SKILLS

### CHAPTER-1 UNSEEN PASSAGES



#### Revision Notes

- Reading section comprises unseen passages to be comprehended by the students. The word 'comprehension' actually means the ability to understand something. To test the students' reading skills, two types of passages have been included in the syllabus :

**Type 1 : Discursive Passage** (400–450 words) : A passage which involves the opinion of a person through reasoning is called a discursive passage. This passage includes opinions which are generally argumentative, persuasive or interpretative.

**Type 2 : Case-based factual Passage** (200–250 words) : A passage which focuses completely on details or facts is called a factual passage. This passage generally includes instructions, reports or descriptions.

#### How to score maximum marks in Comprehension Passages?

- The skill of obtaining maximum marks in Comprehension Passage can only be mastered by consistent practice. Before answering the questions the students need to go through the 3Ss of the reading process, i.e., Skimming,

Scanning and Summarising. They should also remember the 5 Rs (read, respond, record, recite and review) which enables them to actively study and comprehend the texts.

#### Some Useful Tips

1. Read the passage carefully and thoroughly. Reading should be done with speed and quickness.
2. Focus on the relevant details and underline them.
3. Read the questions carefully and go back to the passage to find the answers.
4. The answers are generally in a logical sequence.
5. To find answers to the vocabulary-based questions like synonyms, etc., replace the word with the meaning. If you find that it is the same in meaning, the answer is correct.
6. To find the correct option in Multiple Choice Questions, go through all the options. Re-read the passage and then tick the correct option.
7. The incorrect options are called distractors. These distractors appear to be so convincing that in their hurry or carelessness, students often mark them as correct answers.

## SECTION B : WRITING SKILLS WITH GRAMMAR

### CHAPTER-2 GRAMMAR

#### Topic-1

#### Tenses

**Concepts Covered** • *Indefinite Continuous, Perfect and Perfect continuous forms of Present Past & Future Tense and their Usage*



#### Revision Notes

#### ➤ Present tense :

##### 1. Indefinite (Simple) Tense

HV- Helping verb

MV- Main verb

Usage :

(i) **Habitual actions** : He **gets up** early in the morning.

(ii) **Scientific facts** : Water **boils** at 100° centigrade.

(iii) **Universal facts/General truth** : The sun **rises** in the east.

**Keywords** : daily, never, always etc.

**Verb** :

HV- Do (Plural Subject)/Does (Singular Subject)- Negative & Interrogative.

MV- 1<sup>st</sup> form (Plural Subject), I form + e/es(Singular Subject)- Affirmative sentences.

**Sentences**

NB- No 's/es' with 'do/does'

## 2. Continuous (Progressive, Imperfect) Tense

Usage :

(i) **Action taking place at the time of speaking.**

- I am teaching 'The Rime of the Ancient Mariner' by S.T. Coleridge at present.

(ii) **Action continued over a period of time in the present.**

- I am working on a science project nowadays.

**Keywords :** nowadays, at present, these days etc.

**Verb :**

HV- is, am, are

MV- 1<sup>st</sup> form + ing

## 3. Present Perfect Tense

Usage :

**Just completed an action.**

- I have completed my homework just now.

**Keywords :** Recently, Just now

**Verb :**

HV- Has (Singular Subject)/ Have (Plural Subject)

MV- III form

## 4. Perfect Continuous Tense

Usage :

**Action started somewhere in the past but being done now.**

**Example**

- I have been living in Baroda for the last two years.

- She has been studying in this school for two years.

**Keywords :** Since, for

**Verb :**

HV- Has been (Singular Subject)/ have been (Plural Subject)

MV- 1<sup>st</sup> form + ing

**Since-** Point of time

**For-** Period of time

## ➤ Past Tense :

### 1. Past Indefinite (Simple) Tense

Usage :

**Action done in remote past.**

**Example**

- I went to Mathura yesterday.

- I did not go to Mathura yesterday.

**Keywords :** - yesterday, last, etc.

**Verb :**

HV- Did

MV- II form (Affirmative sentences)

NB- 1-HV 'did' is used in negative & interrogative sentences.

2. With HV 'did', 1<sup>st</sup> form of MV.

### 2. Past Continuous Tense

Usage :

**An action done progressively in the past.**

**Example**

- He was working on a project, when I last visited him.

**Keywords :** those days, etc.

**Verb :**

HV- was, were

MV-1<sup>st</sup> form + ing

## 3. Past Perfect Tense

Usage :

**An action completed in the past before a said time or another action.**

- The patient had died before the doctor came.

**Keywords :** before, when, as soon as etc.

**Verb :**

HV- had (earlier past)

MV- III form (earlier past) & II form (Past)

## 4. Past Perfect Continuous Tense

Usage :

**An action being done continuously for the said period in the past.**

She had been reading for two hours when I reached her house.

**Keywords :** since, for

**Verb :**

HV- had been

MV- 1<sup>st</sup> form + ing

## ➤ Future Tense :

### 1. Future Indefinite (Simple) Tense

Usage :

**Refers to simple action which is yet to take place. I will go to Surat tomorrow.**

**Keywords :** tomorrow, next, coming etc.

**Verb :**

HV- will, shall (Modals)

MV- I form

NB- 1- 1<sup>st</sup> Person (I, We) - shall

2<sup>nd</sup> & 3<sup>rd</sup> Person (You, He/ She, It, They)-will

### 2. Future Continuous Tense

Usage :

**A progressive future action.**

At this time tomorrow, she will be doing her homework.

**Keywords :** tomorrow at this time etc.

**Verb :**

HV- will, shall (Modals) + be

MV- I form + ing

### 3. Future Perfect Tense

Usage :

**Refers to an action which will be completed at the said time in future.**

e.g., I will have prepared supporting material by Saturday.

**Keywords :** after, by, etc.

**Verb :**

HV- will, shall (Modals) + have

MV- III form

### 4. Future Perfect Continuous Tense

Usage :

**An action which will begin before a definite time in the future and will just end up at that time or may continue even after that.**

When I reach my school at 08:30 a.m. tomorrow, the teacher will have been giving remedial classes.

**Keywords :** Since, for, after three years, etc.

**Verb :**

HV- will, shall (modals) + have been

MV- I form + ing

**Future Time Reference**

1. **By using – will/shall**
  - I'll go to Agra tomorrow.
2. **By using – Simple Present tense**
  - What time does the match begin?
3. **By using – Present Continuous tense**
  - The PM is leaving for America next week.
4. **By using – Going to :**
  - I am going to take bath.
5. **By using – about to :**
  - The train is about to come.

**Topic-2****Modals****Concepts Covered** • Modal Auxiliaries - can, could, may, might, will, shall, should, ought to, must have to used to.**Revision Notes**

Modals are the auxiliaries that are used to convey a special idea.

**Modal Verbs Function/Idea conveyed**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>(a) Can _____ Ability, Permission (informal)</li> <li>(b) Could _____ Past of Can</li> <li>(c) May _____ Possibility, Permission (Formal)</li> <li>(d) Might _____ Past of May</li> </ol> | <ol style="list-style-type: none"> <li>(e) Will &amp; Shall _____ To express future time, to express determination, promise and threatening, to make requests</li> <li>(f) Should, Ought to _____ Moral obligation, to express advice</li> <li>(g) Must, have to _____ Social obligation (compulsion), duty, necessity</li> <li>(h) Used to _____ To express past habit.</li> </ol> |
|--|---|

**Topic-3****Subject-Verb Agreement****Concepts Covered** • The relationship between the subject and verb; The subject and verb must agree in two ways; Tense and Number.**Revision Notes**

A verb must agree with its subject in number and person, *i.e.*, the verb should be of the same number and person as the subject.

- Mohan **likes** sweets.
  - Children **like** sweets.
1. **Two or more singular subjects joined by 'and' take a plural verb;**
    - He and his brother were absent.
- ⇒ **Note:**
- ☞ When two subjects are regarded as representing one idea, then the verb is singular;
  - Slow and steady **wins** the race.
  - ☞ If two singular nouns refer to the same person or thing, the verb must be singular;
  - The poet and philosopher **is** dead. [Here 'poet' and 'philosopher' refer to the same person.]
2. **If two singular nouns joined by 'and' are preceded by 'each' or 'every', the verb is singular;**
    - Every man and every woman in the village **was** terrified.
  3. **Two or more singular subjects connected by 'or, nor', either ..... or, neither ..... nor, take a singular verb;**
    - Either Ashok or Ranjit **is** the culprit.
- ⇒ **Note:** when one of the nouns or pronouns joined by 'or, nor' is in the singular and the other on the plural, the subject should be placed near the verb;
- John **or** his brothers **are** to blame.
4. **If two subjects joined by 'or, nor' are of different persons, the verb agrees in person with the subject nearest to it;**
    - Either you **or** he **is** telling a lie.;
  5. **If two nouns are joined by 'with or as well as' the verb agrees with the first noun, i.e. if the first noun is singular, the verb must be singular, even if the second noun is plural;**
    - Raman **as well as** his friend **has** won the prize.
  6. **A collective noun takes a singular or a plural verb according to the sense;**
    - The jury [=men of the jury] **were** divided in their opinion.
    - The jury [=one body] **has** elected its leader.
  7. **'Either, neither, each, every one, many a' must be followed by a verb in the singular;**
    - Either of the two candidates **is** suitable.
    - Each one of these men **is** reliable.
  8. **When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular;**
    - One lakh rupees **is** a good sum. (not are)

9. Similarly, with titles of books and names of sciences
- The Arabian Nights is an interesting book.
10. A relative pronoun always agrees in number and person with its antecedent;
- I am a woman who works (not work) for children's welfare.
11. Errors of Proximity (nearness):  
Often the verb is made to agree in number with a noun near to it instead of its proper subject. This should be avoided:
- The behaviour of the children was excellent [Here the verb will agree with 'behaviour' not children]
  - The quality of the mangoes was (not were) good.
12. Some sentences begin with 'there' or 'here'. In these sentences the subject comes after the verb and the verb agrees with the subject;
- Here is a rabbit.
  - There is one girl behind the door.

## Topic-4

### Determiners

**Concepts Covered** • Types of determiners: 1. Articles; (i) Indefinite Article; (ii) Definite Article; 2. Demonstratives.; 3. Possessives; 4. Quantifiers; 5. Distributives;



### Revision Notes

#### What are determiners?

Determiners are the words which are used before nouns to determine or fix their meaning.

#### Types :

(a) **Articles** : a, an and the

(b) **Demonstratives** : this, that, these, those

(c) **Possessives** : my, our, your, his, her, its, their

(d) **Quantifiers** : some, any, much, many, all, both, little, few, several, less, one, two, etc.

(e) **Distributives** : each, every, either or neither ..... nor etc.



#### (a) (i) Indefinite articles (a/an)

##### Usage:

1. Used before singular countable nouns.

2. Represents a class or kind in general.

e.g., - A cow gives us milk.



(Every Cow)

**A** - used before singular countable nouns beginning with consonant sound.

[Example- a one-eyed man, a unique place, a

(i) I met a girl at the gate of the school. The girl was weeping.

↓ (First time reference)

→ (Second time reference)

(ii) The book which is on the table is mine.

↓ (Phrase)

2. Used before superlatives

She is the tallest girl of the class.

3. Used before the names of water bodies *i.e.*

- rivers, seas, oceans

The Ganges, The Arabian Sea, The Pacific Ocean, etc.

**Note** : not used before the names of lakes.

e.g., Dal Lake.

4. Used before the names of mountain ranges.

e.g. The Himalayas.

**Note** : not used before the names of peaks.

European, a university, a mango, etc.]

**An** - used before singular countable nouns beginning with vowel sound.

[Example- an Indian, an hour, an umbrella, an honest boy (silent \_ 'h')]

(ii) **Definite article (the)** – used before both countable and uncountable nouns.

##### Usage :

1. When we talk about something for the second time in the same context or anything qualified by a phrase.

e.g., Mount Everest.

5. Used before the names of satellites, planets, stars.

e.g., The moon, the earth, the sun.

6. Used before the names of monuments and memorials.

e.g., The Red Fort, The Taj Mahal.

7. Used before the names of states/countries that have a common noun in their name.

e.g., the USA, the UAE, the UNO, the UK.

8. Used before the names of scriptures.

e.g., The Ramayan, The Quran, The Guru Granth Sahib, The Bible.

9. **Used before the names of newspapers, magazines.**  
e.g., The Times of India, The Competition Success Review, The Reader's Digest.
10. **Used before an adjective when it acts as a noun/a class.**  
e.g., The poor, The rich (The rich become richer, the poor become poorer).
11. **When a proper noun is used as a common noun.**  
(a) Kalidas is the Shakespeare of India.

- (a great dramatist)
- (b) **Demonstrative adjectives**  
This- to demonstrate nearby things  
That- to demonstrate far off things  
These- plural of 'this'  
Those- plural of 'that'
- (c) **Possessives**  
These are used to show belongingness/ ownership.  
e.g., ● This is my book.  
● That is his book.

**Topic-5****Reported Speech**

**Concepts Covered** ● Transformation rules from direct speech to indirect speech while reporting: (i) Statements; (ii) Commands & Requests; (iii) Questions

**Revision Notes**

There are two ways of reporting: ours or someone else's speech.

- (i) We may quote the actual words, that is, to report the speech exactly as we had heard or said it without making any change. This is called **Direct Speech**.
- (ii) We may report what is said, without quoting the exact words or changing their meaning. This is called **Indirect (or Reported) Speech**.

**Examples :**

Direct — His friend said, "I am going tomorrow."

Indirect — His friend said that he was going the next day.

It will be seen that in the first example, the first part of the sentence which is before the comma, is referred to as **reporting verb** and the part which is under inverted commas is called the **reported speech**.

It will be further noticed that in changing the above Direct Speech into Indirect, certain changes have been made.

Thus,

- (a) Remove the comma in the indirect sentence and put the conjunction 'that' in its place.
- (b) Remove the inverted commas of the reported speech.
- (c) Pronoun is changed according to the first and the second person.
- (d) Verb is changed according to the reporting verb.
- (e) The adverb is also changed accordingly.

**Rules for changing Direct Speech into Indirect**

- When the reporting or principle verb is in the Past Tense, all Present tense verbs of the Direct Speech are changed into the corresponding Past Tense verbs. Also Simple Past changes to Past Perfect and Past Continuous changes to Past Perfect Continuous Tense.
- If the reporting verb *i.e.* the main verb in the reporting speech is in the Present or the

**Future Tense, the tense of the verbs in the reported speech will not change.**

- Direct :** The girl says, "I may not sing today."
- Indirect :** The girl says that she may not sing that day.
- Direct :** Rahim will say, "I have not done my work."
- Indirect :** Rahim will say that he has not done his work.

**Exception :**

- If the reported speech contains some universal truth or habitual fact, the tense of the verb does not change even if the reporting verb is in the past tense.
  - Direct :** The teacher said to the students, "The earth is round."
  - Indirect :** The teacher said to the students that the earth is round.
- When two actions occur at the same time in the past, no change in the tense of the verb in the reported speech is made.
  - Direct :** He said, "I cried out when I saw the thief coming."
  - Indirect :** He said that he cried out when he saw the thief coming.
- Words expressing nearness in time or place are generally changed into words expressing distance. Thus:-

Today	becomes	that day
Tomorrow	becomes	the next day
Yesterday	becomes	the previous day /the day before
Now	becomes	then
Here	becomes	there
Ago	becomes	before
Last night	becomes	the previous night
This	becomes	that

6. **The changes do not occur if the speech is reported during the same period or at the place; e.g.,**

- **Direct :** He says, "I am glad to be here this evening."

**Indirect :** He says that he is glad to be here this evening.

7. **Change of person : The persons of the pronouns and the verbs in the reported speech undergo changes when converted into indirect form.**

Thus,

- (a) **First person pronouns** in the direct speech change according to the subject of the reporting verb.

- **Direct :** He says, "I am going to Delhi."

**Indirect :** He says that he is going to Delhi.

- (b) **Second person pronouns** change according to the noun or pronoun coming after the reporting verb.

- **Direct :** I said to Mohan, "You will have to read."

**Indirect :** I said to Mohan that he would have to read.

- (c) **Third person pronouns** of the direct speech remain unchanged when converted to indirect.

- **Direct :** Rita said to me, "He will be defeated."

**Indirect :** Rita said to me that he would be defeated.

8. **Questions :**

In reporting questions the indirect speech is introduced by verbs such as, asked, inquired, etc. When the question is not introduced by an interrogative word, the reporting verb is followed by whether or if.

- **Direct :** He said to me, "What are you doing?"

**Indirect :** He asked me what I was doing.

- **Direct :** "Where do you live?", asked the stranger.

**Indirect :** The stranger enquired where I lived.

- **Direct :** He said, "Will you listen to such a man?"

**Indirect :** He asked them whether they would listen to such a man.

9. **Imperatives :**

The Indirect Speech is introduced by verbs expressing command or request, and the imperative mood is changed into Infinitive.

- **Direct :** Ganguly said to Mahmood. "Go away."

- **Indirect :** Ganguly ordered Mahmood to go away.

- **Direct :** The Principal said to the visitor, "Please wait here till I return."

**Indirect :** The Principal requested the visitor to wait there till he returned.

- **Direct :** He said to the students, "Don't make a noise."

**Indirect :** He forbade the students to make noise.

10. **Exclamation and Wishes :**

The indirect speech is introduced by some verb expressing exclamation or wish.

- **Direct :** He said, "Alas! I am ruined."

**Indirect :** He exclaimed sadly that he was ruined.

- **Direct :** He said, "Bravo! You have done well."

**Indirect :** He applauded him saying that he had done well.

11. **Said to :**

If the reporting verb 'said to' is followed by an object, it is changed into 'told' while converting it into indirect speech.

- **Direct :** He said to me, "There is no more water."

**Indirect :** He told me that there was no more water.

- **Direct :** He said to me, "You are getting lazy."

**Indirect :** He told me that I was getting lazy.

'Said to' is not always changed into 'told'. It can also be changed into replied, stated, informed, remarked, etc., depending on the nature of the sentence.

12. **Must and need not :**

- (a) **In some cases these two are used in place of have to.**

- **Direct :** He said, "I must go now."

**Indirect :** He said that he had to go then.

- **Direct :** He said, "I need not go."

**Indirect :** He said that he would not have to go.

- (b) **'Must' is used in place of 'should/would, have to' when it expresses necessity or compulsion.**

- **Direct :** He said, "I must finish this book on Monday."

**Indirect :** He said that he would have to finish that book on Monday.

**Note :** But in some sentences when 'must' indicates some kind of advice or suggestion, in those sentences 'must' remains 'must'.

## CHAPTER-3

### GAP FILLING

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#### Revision Notes

##### Introduction

Gap filling / Cloze passage is an exercise in which some words are missing from the text and they are to be filled. The words to be filled are generally items of grammar like preposition, conjunction,

verb forms etc. the word / words filled should be filled in such a way that the entire paragraph makes complete sense and is grammatically sound.

##### Tips to remember

Read the paragraph carefully before attempting to fill in the blanks.

Make sure that the verb agrees with the subjects,

number and person as well as with the aspect of the tense.

## CHAPTER-4

### EDITING

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#### Revision Notes

##### Introduction

An editing is a type of exercise in which one word in each line is incorrect. The students have to find the error and write the correct word. In this

exercise, the word replaced is generally of the same part of speech as that of the incorrect verb form.

## CHAPTER-5

### REPORTED SPEECH

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#### Revision Notes

##### Introduction

There are two ways of reporting: ours or someone else's speech.

- (i) We may quote the actual words, that is, to report the speech exactly as we had heard or said it without making any change. This is called Direct Speech.

- (ii) We may report what is said, without quoting the exact words or changing their meaning. This is called Indirect (or Reported) Speech.

**CREATIVE WRITING SKILLS****CHAPTER-6****LETTER WRITING & ANALYTICAL PARAGRAPH****Topic-1****Formal Letter**

**Concepts Covered** • Letter of complaint • Letter of Inquiry • Letter to place order  
• Letter to the Editor

**Revision Notes****Introduction**

Writing a Formal Letter is a great way to engage with a topic you are passionate about and to influence public opinion.

**Tips to write a Formal Letter :**

1. Properly write your postal address, e-mail address, phone number or any other contact information.
2. Write a simple salutation.
3. State the argument you are responding to, provide evidence and say what should be done.
4. Give a simple closing.
5. Keep the tone 'formal' or 'business like' but always polite and courteous.
6. Keep the language formal, straight forward and clear. There should not be any ambiguity.

**Format of a Formal Letter****Sample Letter :**

You are Kavita Khanna, a resident of 50-C, Pushp Vihar, New Delhi. Write a letter to the editor of 'India Today' magazine based on the article on 'Ban on Poly Bags', published in the latest edition.

Sender's Address	50-C, Pushp Vihar New Delhi	Leave one line (Spacing)
Date	26 August 20XX	
Receiver's Designation and address;	The Editor India Today New Delhi	Leave one line (Spacing)
Subject Statement should not be very lengthy	<b>Subject : Ban on Poly Bags</b>	(Spacing)
Salutation	Sir Through the columns of your reputed newspaper, I wish to share my views on poly bags which are largely used these days. I totally agree with the views, published in the article 'Ban on Poly Bags'. It is a fact that poly bags are harmful due to their non-biodegradable nature. They don't decompose, instead they choke the drainage system. Most animals eat them and die in the long run. If they are burnt, their obnoxious smell pollutes the atmosphere.	Details  Why ban poly bags ?
Change in paragraph with the change in point.	I wish that people at large, in their own interest and in the interest of mother earth wake up to this problem. Everyone should stop using poly bags. Jute bags, paper bags, etc., should take their place. I request you to publish this letter of mine in your newspaper so as to make everyone aware about the harm of poly bags.	Measures that should be taken
Never use apostrophe in Yours Write full name if it is given	Thank you Yours truly Kavita Khanna	



**Topic-2****Analytical Paragraph Writing****Concepts Covered** • Chart, • Graph, • Cue, • Map**Revision Notes**

- Analytical paragraphs are the paragraphs where a comparative study of two or more things is done. The data is given in the form of pie charts, line-graphs, bar graphs, maps etc. and it is interpreted to show how the

things or the trend is different or has become different over the time. They show choices and preferences also. The following expressions can be used while writing the analytical paragraphs:

all.....	as many as.....	lesser.....
almost all.....	some.....	than
a majority.....	almost no.....	sharp increase.....
one third (etc.)	fewer.....	remain unchanged.....
hit a high of.....	an increase/a decrease	overall.....

Vocabulary for Line Graph :

1. Upward trend	2. Downward trend	3. Time Phrases	4. Other vocabulary
• rise/a rise	• decrease/ a decrease	• over the next three days	• fluctuate/ a fluctuate
• increase/ an increase	• drop/a drop	• three days later	• dip/a dip
• climb/a climb	• fall/ a fall	• in following three days	• remain steady
• grow/ a growth	• decline/ a decline	• the next three days show	• remain stable
• go up		• over the period	• remain unchanged
		• from ___ to ___ / between ___ and ___	• level off
		• the last final year	• peak at
		• at the beginning/ end of the period	• reach a peak of
			• hit a high/low of
			• bottom out
			• plateau

➤ **Points to remember:**

- ✓ Read the question carefully
- ✓ Summarise the information by selecting the main features.
- ✓ You can make relevant comparisons (only if needed)
- ✓ Do not add your own information or data.
- ✓ Avoid repetitions.
- ✓ Your analysis should support the given figure or data.

➤ **Format of an Analytical paragraph**

- ✓ **Heading**
- ✓ [explain introduction in one or two lines according to the subject of the given data]
- ✓ [**Body:** explain in detail what it is about, make comparisons, divide into sub-paragraphs, if required]
- ✓ [**Conclusion:** conclude the paragraph giving the overall view or summary of the given data].

## SECTION C : LITERATURE: TEXT-BOOKS & SUPPLEMENTARY READING TEXT

### CHAPTER-1 A LETTER TO GOD



#### Revision Notes

#### Introduction

'A Letter to God' is a story of extreme faith in God. A natural calamity leaves Lencho, a hard-working farmer, in distress. The farmer writes a letter to God asking him to send money. The chapter concludes in a very ironic situation.

#### Summary

Lencho was a poor but hardworking farmer. His house was on the top of a hill and that was the only house in the valley. He hoped for a good yield but his fields needed rain or at least a shower. He waited for the rain and it did come. One day, it started drizzling. In the beginning, Lencho felt the falling rain drops as 'new silver coins' falling from the sky. But gradually, the rain transformed into a hail storm. The hailstones fell for an hour. It destroyed his crops completely. Lencho's soul was filled with sadness. He thought that his family would go hungry for the whole year unless they found someone who could help them. Suddenly his heart was filled with hope. He had firm faith in God. Lencho knew how to read and write. The following Sunday, he wrote a letter to God mentioning his destroyed crops and asked him for money so that he could sow his field again. Then he put the letter in an envelope, addressed it to 'God' and went to the post office. He affixed a stamp on it and dropped it in the mail-box.

The postman, who took the letter out of the mail-box saw the letter and showed it to the postmaster. Everyone in the post office had a hearty laugh. But immediately the postmaster realised the man's predicament and unshakable faith in God. He decided to help the man. He discussed with his

colleagues and all of them decided to part with some money for an act of charity. They collected money, put it in an envelope and addressed it to Lencho. This letter contained a single word in the form of a signature: God.

The next Sunday, Lencho went to the post office. The postmaster handed him the letter. Lencho was not at all surprised on receiving a letter from God. He had unshakable faith that God would reply in the form of money and he did receive it. He opened the envelope but became angry on counting the money. There were only seventy pesos in the envelope, whereas he had asked for one hundred. He knew God could not have made a mistake. Immediately, he wrote another letter to God, put it in the mail-box and went out.

The postmaster took out the letter from the mail-box and opened it. Lencho had requested God to send the rest of the money i.e., thirty pesos as he had received only seventy pesos. Lencho had a feeling that the people at the post office had cheated him by taking out some money from God's envelope. So, he wrote that God should not send money through mail as according to him, the post office employees were a bunch of crooks.



#### Key Words

1. **Peso:** currency of several Latin American Countries
2. **Amiable:** friendly and pleasant
3. **Contentment:** satisfaction

### CHAPTER-2 NELSON MANDELA : LONG WALK TO FREEDOM

– By Nelson Rolihlahla Mandela



#### Revision Notes

#### Introduction

The chapter is an extract from Mandela's autobiography 'Long Walk to Freedom'. It provides us a glimpse of the early life of Nelson Mandela, his education, thirty years in prison and the pains he had suffered in his young age. It also recounts his fight for the freedom of his own people who

were tortured by the whites.

#### Summary

The oath taking ceremony of Nelson Mandela, the first black President of South Africa and his

colleagues took place on 10th May 1994. It was a historic occasion. Dignitaries and representatives of 140 countries came to attend it. The ceremony took place in the lovely sandstone amphitheater, formed by the Union Buildings in Pretoria. First, Mr. De Klerk, the 2<sup>nd</sup> Deputy President and then Thabo Mbeki, the 1st Deputy President were sworn in. Nelson Mandela took oath as the President. He pledged to obey and uphold the Constitution and devote himself to the well-being of the republic and its people.

Then President Mandela addressed the guests. He welcomed and thanked them for having come to take possession with the people of his country for a common victory of justice, peace and human dignity.

After getting political freedom, his government pledged to liberate people from the bondage of poverty, deprivation, suffering, gender and other discriminations. He wished the sun of freedom to shine on his country forever.

After the ceremony, the display of military force was carried out. Finally, the jets left off smoke trails of different colours, e.g., black, red, green, blue and golden colour of the new South African flag. In the end, two National Anthems were sung by the whites and the blacks.

Later on, that day, Mandela reformed history. In the first decade of the 20<sup>th</sup> Century, a few years after Anglo-Boer War before his birth, the white skinned patched up their differences and erected a system of racial domination against the dark skinned people of South Africa. It was the birth of Apartheid, the harshest in human creation. Now, in the last decade of the 20th century, the system has been overturned forever, recognising the rights of all people irrespective of the colour of their skin or religion.

He remembered the suffering and courage of thousands of patriots who participated in the long struggles but were not there to witness the fruit of their achievement.

It was a reign of oppression and cruelty that created a deep wound in African people. But

deep oppression produced the Oliver Tambos, the Walter Sisulus, the Yusuf Dadoos. The Chief Luthulis, the Bram Fischers, the Robert Sobukwes, etc.— men of unparallel courage, wisdom and generosity. Mandela thinks South Africa's real wealth is her people who are finer, truer than the purest diamonds.

His comrades taught him what courage meant. It is not the absence of fear but victory over it. No one is born to hate another on the basis of colour of skin or religion. If they can learn to hate, then why not learn to love which comes naturally. He believed in the goodness of man that never dies.

Nelson Mandela was of the opinion that every man has twin obligations, one towards his family and the other towards his people and his country. In the reign of Apartheid, if one tried to fulfill his duty towards his people, he was ripped off his family and home.

Mandela said that he was born free. He had the freedom to run in the fields, swim in the stream and ride on a bull. Boyhood freedom was an illusion. As a student he wanted transitory freedom— freedom to stay out at night, to read books of his choice. As a young man, he yearned for basic honourable freedoms of achieving his potential, of earning, of marrying and having a family. When he became a young man and joined the African National Congress Party, he first wanted freedom only for himself and then for all his people and his country. Both need to be liberated. The oppressor is a prisoner of hatred, prejudice and narrow mindedness. The oppressor and the oppressed, both are robbed of their humanity.

### Key Words

1. **Ampitheatre:** a building without a roof, with many rows of seats rising in steps
2. **Emancipation:** freedom from restriction
3. **Discrimination:** Being treated differently or unfavourably
3. **Spectacular array:** An impressive display

## CHAPTER-3

### TWO STORIES ABOUT FLYING

– By Liam O'Flaherty

#### Topic-1 (A) His First Flight

– By Liam O'Flaherty



### Revision Notes

#### Introduction

This imaginary story conveys the message that one learns by taking courage and not by sitting idle. A young seagull is fed lovingly by his parents. But when the time comes for him to fly and feed

himself, he feels afraid. At last, his mother hits upon a plan by persuading him with food in her beak. And the seagull finally learns how to fly.

## Summary

The young seagull was alone on his ledge. His two brothers and his sister had already flown away. When he wanted to fly, he could not do so. He was afraid of flying.

His father and mother motivated him to fly. They even rebuked and threatened him to fly else he would die of hunger. But he didn't move. That was twenty-four hours ago. Since then, no one had come near him.

His parents had been perfecting his brothers and sister how to dive for fish. They called him to fly. But he did not.

The sun was rising. It was getting very hot. He felt the heat. He had not eaten for long.

He had gone forward and backward on the ledge. But he couldn't fly. He wanted to reach his parents but there was a deep sea below.

The seagull closed his eyes standing on one leg. He had the other leg hidden under his wing. He pretended to sleep. He thought that his parents didn't take notice of him. However, mother was looking at him. He saw her tearing at a piece of fish at her feet. He was mad to see the food. He gave out a sound to get it. His mother replied in a sound and looked at him. She picked a piece of the fish. She flew across to him with it. He leaned out tapping the rock with his feet. His mother flew across trying to get nearer to him. The seagull had the food within the reach of his beak. But he could not get at it.

He was so mad with hunger that he dived at the fish. He fell outwards with a scream and downwards into space. His mother had swooped upwards. As he passed beneath her, he heard the swish of her wings. Then a great fear caught him. His heart

stood still. He could hear nothing. But it only lasted for a moment. The next moment, he felt his wings spread outwards. He felt the wind rushing against his breast feathers. It rushed under his stomach and against his wings. He was not falling headlong now. He was soaring slowly downwards and upwards. He was no longer afraid.

The seagull gave out a joyous scream. His mother and his father reciprocated. Then he saw his brothers and sister flying around him. They were roaring and diving.

Then he completely forgot that he had not always been able to fly. He commended himself to dive and soar. He was near the sea now, flying straight over it. He saw a vast green sea beneath him. His parents and his brothers and sister had landed on the green surface of water ahead of him. They were calling him to do the same thing. He dropped his leg to stand on the green sea. But his legs sank into it. He cried with fear. He tried to rise again flapping his wings. But he was tired and weak with hunger. He could not rise. His feet sank into the green sea. His belly touched it but he sank no further. He was floating on it. Around him was his family, crying and praising him. It was offering him scraps of dog-fish.



### Key Words

1. **Rebuked:** To criticise harshly
2. **Threatened:** Feeling insecured
3. **Ledge:** A narrow cliff
4. **Joyous:** Full of joy
5. **Scraps:** Pieces, fragments

## Topic-2 (B) Black Aeroplane

– By Frederick Forsyth



### Revision Notes

#### Introduction

This is a mysterious story. The author was flying his Dakota aeroplane. Suddenly, he was caught in a big cloud and his compass, radio and other instruments failed. There was not much fuel in his plane. Suddenly he saw a black aeroplane near him. The pilot in that plane guided him. As a result, he was able to land safely. But he was greatly surprised when the woman at the control centre told him that there had been no other plane except the writer's Dakota in the sky that night.

#### Summary

The author says that he was flying an aeroplane at 1 o'clock at night. The moon was coming up in the east behind him. Stars were shining in the clear sky

above him. He was flying his old Dakota aeroplane over France, back to England. He was dreaming of his holiday. He was looking forward to being with his family.

He decided to call Paris control. He then radioed to it. He told it that he was on his way to England. Paris control acknowledged. It advised him to turn twelve degrees west.

He duly turned to that direction. Everything was going well. Paris was about 150 kilometers behind him. Then he saw the storm clouds. They looked like black mountains in front of him. He knew he could not fly up and over them.

He decided to go back to Paris. But he also wanted to get home. So, he took the risk and flew into the

storm. He could see nothing outside his aeroplane. Everything was black. The old aeroplane jumped and twisted in the air. He looked at the compass. It was gone. He tried to contact Paris control. He was lost in the storm.

Then in the black clouds, he saw another aeroplane. It had no lights on its wings. He could see it flying next to him in the storm. He was glad to see another person. He was signaling to follow him. The author thought he was trying to help him. So, he followed him. He flew for half an hour. He had fuel to last for five or ten minutes. He began to feel frightened. Then he started to go down.

Suddenly, he was on the runway. He looked for his friend in the black aeroplane. He wanted to thank

him. But the sky was empty. He went into the control tower. He asked the woman sitting there where he was. She looked at him strangely and then she laughed. She said that there was no other aeroplane except that of his.

The author was wonder struck. He wondered who had helped him to arrive there. He was without a compass or a radio and without any more fuel in his tanks, who was the pilot on the strange black aeroplane, flying in the storm without lights.



### Key Words

1. **Twisted:** Coiled, wound spirally
2. **Compass:** An electronic device used to determine the cardinal directions.

## CHAPTER-4 FROM THE DIARY OF ANNE FRANK

– By Anne Frank



### Revision Notes

#### Introduction

This is a story of a young girl named Anne Frank. The story is based on her diary. Anne is a Jewish girl who has to go into hiding during the World War to avoid the Nazis. She shares her experiences in the story when she is depressed. The chapter is an excerpt from the 'Diary of a Young Girl' by Anne Frank.

#### Summary

A thirteen-year old school girl, Anne Frank was under some depression and despair. She thought of the saying, "Paper has more patience than people." Then she started writing a diary but she was in need of a real friend and who could be more than a diary.

The writer explains that no one believed that the girl was alone in the world because she was actually not alone. She had her loving parents, a sister and thirty other people. She had a decent family except her one true friend. With friends one can have a good time. We can talk of ordinary things everyday but we won't get closer. Even we cannot confide in one another. Since the written facts cannot be changed, Anne started writing the diary. That was her everlasting friend. She called that friend 'Kitty'.

Anne wrote that her father was the most adorable person. At the age of thirty six, he got married to Anne's mother, Edith. In 1926, her sister Margot was born. Then she was born on 12th June, 1929. They lived in Germany. In 1933, her father emigrated to Holland. She along with Margot,

went to Aachen to stay with their grandmother. By December, both the sisters went to Holland. There, she started studying at the Montessori Nursery School. When she was in sixth class, Mrs. Kuperus was her headmistress. At the end of the year, there was a farewell function. The separation from head mistress was full of tears.

Anne loved her grandmother very much. Her grandmother fell ill in the summer of 1941. She had an operation but she died in January, 1942. Her death was all the more troublesome. At Anne's birthday celebrations, a separate candle was lit for the grandmother. In her diary, Anne wrote that all the four members were doing well. She was much dedicated to her diary. This event was written by Anne on 20th June, 1942 on Saturday.

In her diary, Anne made a mention of her school-experience. The complete class was nervous about their going to the next form. Some of the students had made bets and staked all their savings. Regarding her, they were declaring 'Pass' but Anne was not sure of maths. All had been telling one another not to lose heart.

There were nine teachers. Mr. Keesing taught Maths. He remained annoyed with Anne because of her talkative nature. So, he had given her some extra work, to write an essay on the title 'A Chatter Box'.

After the homework, Anne started thinking on the essay. An idea flashed in her mind. She wrote "Talking is a student's trait and I would do my best to control it. But I won't be able to cure this habit since my mother is also

talkative. So, moving from the inherited trait cannot be done." On reading her arguments, Mr. Keesing had a good laugh.

Then the teacher gave her another essay, 'An Incurable Chatter Box'. It was a sort of punishment for Anne for talking in class. Anne wrote it and handed it in. For two whole lessons, nothing went wrong. But in the third lesson, Mr. Keesing, again, was annoyed with her and gave her an essay to write on 'Quack Quack Quack, said Mistress Chatterbox'. At this topic, the whole class roared. Anne too laughed. Though Anne tried for this essay but her friend Sanne became ready to help her. In a way the teacher was playing a joke on her but in other words it was a joke on him. So, Anne wrote this essay like a poem. Anne read the

poem in the class. It stated, "There was a mother duck and a father Swan with three ducklings. The ducklings were beaten to death by their father since they quacked too much". It was Anne's good luck that the teacher took it in the right way. He read the poem, gave his own comments. After that Anne was allowed to talk and no extra work was given. Since then, Mr. Keesing too started making jokes.



### Key Words

1. **Listless:** With no energy or interest
2. **Confide:** To tell personal things privately to a person one trusts.
3. **Quaking in its boots:** Shaking with fear and nervousness.

## CHAPTER-5 GLIMPSES OF INDIA

– Lucio Rodrigues

### Topic-1 A Baker from Goa



### Revision Notes

#### Introduction

'A Baker from Goa' is a pen portrait of a traditional Goan village baker who still has an important place in his society. The narrator is travelling down the memory lane thinking about the loaves of bread, a baker delivered at his home, in his childhood, every morning.

#### Summary

Goa is very much influenced by the Portuguese. Their traditional work can be still seen there. The Portuguese are famous for preparing loaves of bread.

The writer talks about his childhood days in Goa when the baker used to visit their home as their friend. He used to visit the house twice a day. In the morning, his jingling sound of the bamboo woke them from sleep. They all ran to meet him. The loaves were purchased by the man-servant of the house. The villagers were much fond of the sweet bread known as 'bol'. The marriage

gifts were meaningless without it. So, the bakers' furnace in the village was the most essential thing. The lady of the house prepared sandwiches on the occasion of her daughter's engagement. In those days, the bread sellers wore a particular dress known as 'Kabai'. It was a single piece long frock up to the knees. Even today, they can be seen wearing a half pant that reaches just below the knees. People usually comment that he is dressed like a 'pader'. Baking was a profitable profession in the olden days. The baker and his family never starved and they looked happy and prosperous.



### Key Words

1. **Bol:** Sweet bread
2. **Starved:** Extremely hungry

**Topic-2 Coorg**

– Lokesh Abrol

**Revision Notes****Introduction**

'Coorg' is a coffee producing area in Karnataka State of India. It is situated midway between Mysore and the coastal town of Mangalore. This land is famous for its rainforests and spices. The writer seems to be fascinated by the beauty of the place and says that it must have come from the Kingdom of God. It is the smallest district of Karnataka.

**Summary**

Coorg is a heavenly place which lies midway between Mysore and Mangalore. It is the smallest district in Karnataka and has evergreen forests, spices and coffee plantations. The best season is between September and March when the weather is perfect for a visit to Coorg.

The people are of Greek or Arabic descent. It is rumoured that a part of Alexander's army drifted here and found it impossible to return. They married among the locals, so their traditions and rites may be different from other Indians. Some

people say that Coorgis are of Arabic descent as many people wear a long black coat with embroidered waist belt which is similar to the *kuffia* worn by the Arabs.

The people of Coorg are known for their hospitality and recount many tales of bravery. General Cariappa, the first Army Chief was a Coorgi. The Kodavus are the only people in India to carry firearms without a license.

A variety of wildlife like the Mahseer— a large fresh water fish, kingfishers, squirrels, langurs and elephants can be seen here.

Coorg is also well-known for high energy adventures like river rafting, canoeing, rappelling, rock-climbing, etc.

The Brahmagiri hills give the climbers an awe-inspiring view of Coorg. A walk across the rope bridge leads to the sixty-four acre island of Nisargadhama.

Bylakuppe in Coorg, is India's largest settlement of Buddhist monks. These Buddhist monks can be seen here dressed in red, ochre and yellow robes.

**Topic-3 Tea from Assam**

– Arup Kumar Datta

**Revision Notes****Introduction**

This is a very short description of Assam, a North-Eastern State in India. This state is famous for its tea plantations. In this extract, Pranjol, a youngster from Assam is Rajvir's classmate at a school in Delhi. Pranjol's father is a manager of a tea-garden in upper Assam and Pranjol has invited Rajvir to visit his home during the summer vacation.

**Summary**

'Tea from Assam' is an interesting story about tea, its history and significance. Two boys Rajvir and Pranjol are travelling to Assam. Rajvir tells Pranjol that over 8,00,000,000 cups of tea are drunk every day throughout the world.

The train passes through green hills with a sea of tea bushes as far as can be seen. Rajvir is very

excited but Pranjol, who has been brought up on a plantation, does not share his excitement. Rajvir then tells him about the various legends—Indian and Chinese—behind tea. He tells him how a Chinese emperor by chance discovered tea, back in 2700 BC. Another story was about how ten tea plants grew out of eyelids of Bodhidharma, a Buddhist ascetic.

These words 'Chai' and 'Chini' are Chinese words. It was only in the sixteenth century that tea came to Europe.

By now, they had reached Marian junction where they got down and set off for Dhekiabari Tea Estate. On both sides of the road, there were tea bushes with women plucking tea leaves. Pranjol's father told Rajvir that he would tell them many more things about tea plantations.

## CHAPTER-6

# MIJBIL, THE OTTER

– By Gavin Maxwell



### Revision Notes

#### Introduction

Gavin Maxwell lives in a cottage in Camusfearna, in the west Highlands in Scotland. He is fond of keeping pets. After the death of his pet dog, Jennie, he was too sad to think of a dog again. The author is in Basra city of Iraq. On a visit there, he expresses his wish to domesticate an otter. He takes this otter to England where he has flat of his own. He had some interesting experiences during his air journey from Basra to Paris and London.

#### Summary

The story begins with the author travelling to Basra along with his friend. During their journey, the author expresses his desire to domesticate an otter because after he had lost his pet dog, life had become lonely for him. His friend suggested that he should get one from the Marshes along the river Tigris in Iraq. When they reached the destination, they found that only the friend's mail had arrived. After a few days, the friend left while the narrator was still waiting to receive his mail. Upon receiving it, he went to his room only to find an otter (brought to him in a sack) accompanied by two Arabs with a note. It was a gift from his friend. The narrator named the otter, Mijbil or shortly, Mij. It took some time for Mij to open up and get acquainted with his surroundings. He was covered in mud to an extent that it took almost a month of cleaning and washing to reveal his actual colour. Mij loved playing with water so much so that he even learnt to open the tap on his own. He believed that each drop of water should be squished and splashed till the bowl had been emptied. Everything was going on smoothly in Basra, but now it was time to fly back to London. British Airlines did not allow animals, so he had to book another flight that allowed Mij with a condition

that he had to be carried in a box. The narrator put him in a box an hour before the flight so that Mij could get accustomed to it and then left for a quick meal. When he returned, he found that the box was still but Mij had created a mess by destroying the inner lining. As a result, blood was dripping out of the holes. Scared as he was, he hurried. They were far away from the airport and there were only ten minutes left for the flight to take off. He cleaned it all, hurried in a cab and managed to reach just in time. He explained the series of events to a very kind and generous air hostess who advised him to keep the box in his lap. Gaven developed deep admiration for the air hostess as she was very kind to him.

As soon as he opened the box, the otter leapt out and disappeared there by creating a chaos. Passengers were frightened. A lady climbed up a chair and in an attempt, to get hold of Mij, the author got himself covered in curry. The air hostess offered help and brought him back to Gaven and finally, they reached London. Mij was fond of playing with ping-pong balls and marbles. He even developed a game with the author's damaged suitcase. It could keep him engrossed for a long period of time. Narrator took him for walks while taking the lead and played with him. People of London, being unfamiliar with otters, had wild guesses about what Mij was. Some thought it to be a baby seal, squirrel or even a hippo. The most shocking reaction came when a labourer digging the hole asked the author, "What is that supposed to be?"



#### Key Words

1. **Squished:** to squeeze
2. **Domesticate:** to adapt to live with humans

## CHAPTER-7

# MADAM RIDES THE BUS

– By Vallikkannen



### Revision Notes

#### Introduction

This is a sensitive story of an eight-year old girl, Valli's first bus journey into the world outside her village. At a very tender age, she tries to

understand the mystery of life and death in her own terms.



## Summary

'Madam Rides The Bus' is the story of a young girl who travels for the first time outside her village by a bus.

Valliammai, Valli for short, was an eight-year-old girl who wanted to know a number of things. She had no one to play with. A bus ran between her village and the nearest town and Valli longed to travel by that bus.

Listening to people who had travelled by the bus, she gathered a little details about the trip. She decided to gather enough money to travel by it. When she had the required money, she went on the bus.

The conductor was surprised to see a young girl, travelling by herself but jokingly called her 'Madam' and offered her the front seat. Valli observed everything very carefully e.g., the trees that seemed to be running towards them, a cow that suddenly moved in front of the bus and so on.

When they reached the town, Valli gaped at

everything in amazement—the big shops and so on. The conductor asked her to get down and have a look at the sights but Valli refused. She said that she had come only for the bus ride. The conductor offered to buy a cold drink for her but she refused.

On the journey back, Valli saw a young cow dead by the roadside. The conductor told Valli that it was the same cow that they had seen earlier. Valli felt sad. The memory of the cow haunted her. When they reached the village, the conductor told her to come again, but to remember to bring the fare. When Valli reached home, she found an aunty with her mother. Her mother asked her where she had been. Valli did not replied but only smiled secretly.

### Key Words

1. **Longed:** Have a strong desire or wish
2. **Haunted:** Tormented
3. **Secretively:** Hiding feelings, thoughts or action from others

## CHAPTER-8

# THE SERMON AT BENARES

– By Betty Renshaw



## Revision Notes

### Introduction

'The Sermon at Benares' is a chapter written by Betty Renshaw. The chapter covers the journey of Gautam Buddha from princehood to his saintly life. After seeing the suffering of the world, he decided to give up all worldly pleasures and sought enlightenment. He finally attained salvation under a tree at Bodhgaya.

### Summary

Gautam Buddha (563 B.C. to 483 B.C.) was a prince. His parents had named him Siddhartha Gautama. He had been shielded from the sufferings of the world. At the age of twenty five, he saw a sick man, an aged man and a dead man. He also saw an ascetic begging for alms. Unable to understand that, he went in search of spiritual knowledge.

After wandering for seven years, he sat under a Peepal tree and vowed that he would stay there until he got enlightenment. He got that after a week and named the tree as 'Tree of Wisdom'. He himself came to be known as Buddha.

He gave his first sermon at Benares. This sermon contained ten important points. These points were conveyed through the story about Kisa Gotami

whose only son had died. She went to people asking medicine for him. At last, a man told her to go to Buddha, the Sakyamuni.

Buddha told her that he would cure her son if she brought some mustard seeds from a house where no death has taken place. Kisa went from house to house, but was unable to find one where no death had been seen.

She finally realised that death was common to all and no one could avoid dying. No one can save their relatives. People weep over their dead ones. It is only the wise who do not grieve as they have accepted the truth.

If a person weeps, his sufferings only become greater. Those who do not grieve have peace of mind and will overcome sorrow.

### Key Words

1. **Enlightenment:** To give knowledge or understanding
2. **Salvation:** Process of being saved.
3. **Grieve:** To cause sorrow or distress to

## CHAPTER-9

# THE PROPOSAL

– By Anton Chekhov



### Revision Notes

#### Introduction

'The Proposal' (originally titled 'A Marriage Proposal') is a one-act play, a farce by Anton Chekhov. The play highlights the tendency of wealthy families seeking ties with other wealthy families to increase their estates by encouraging marriages that make good economic sense.

#### Summary

This play is about how wealthy families seek to tie up with one another through marriages in order to increase their property and wealth. Lomov is a rich bachelor who wishes to marry Natalya, the daughter of Chubukov who himself is a rich man. The play deals with how all the three characters are very quarrelsome. They quarrel over trivial issues and call each other names. Lomov is not really in love with Natalya but wants to marry her as he

feels she is a good house-keeper, beautiful and well educated. He feels that it is the time he should settle down. Natalya, who doesn't know he has come to propose her, feels that he has come to claim Oxen Meadows as his own. This results in a quarrel with her father Chubukov joining in. After much mud-slinging, when Natalya comes to know that he has come to propose her, she becomes willing to marry him. The proposal is made and accepted, with the knowledge that quarrels will take place in life and important things should not be side-lined because of this.



#### Key Words

1. **Quarrelsome:** Argumentative
2. **Trivial:** Of little importance, ignorable

### POEM

## CHAPTER-1

# DUST OF SNOW

– By Robert Frost



### Revision Notes

#### Introduction

'Dust of Snow' by Robert Frost is a brief poem but it conveys the poet's message coherently. The poem shows how human judgement on certain issues can be misleading. The poet depicts the crow and the hemlock tree as reasons for his changed mood and increased optimism.

#### Summary

'Dust of Snow' is a beautiful short poem, written by Robert Frost. This poem tells that even a simple moment has a large impact and 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 of 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. In such a sad, depressive mood, the poet 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 realised that he had just wasted a part of his day repenting and being lost in sorrow. But the change in his mood made him realise 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 utilise the rest of the day constructively.

#### Explanation of the Poem

1. **The way a crow  
Shook down on me  
The dust of snow  
From a hemlock tree  
Has given my heart  
A change of mood  
And saved some part  
Of a day I had rued.**

**Explanation:** The poet is upset and sitting under the hemlock tree. Suddenly a crow, sitting on the tree, shakes the particles of snow from the tree which fall on the poet. The soft and cold touch of snow changes the poet's mood from sad to happy.

He starts feeling soothed and refreshed. In this way, a simple moment proves to be very significant and saves the rest of the day of poet from being wasted and held in regret.

## Poetic Devices

**Rhyme Scheme :** abab

**Alliteration :** Has given my hear.  
And saved some part.p



### Key Words

1. **Significance:** Importance
2. **Depressive:** Causing unhappiness
3. **Particles:** The smallest fragment
4. **Repenting:** feeling of regret

# CHAPTER-2 FIRE AND ICE

– By Robert Frost



## Revision Notes

### Introduction

This short poem outlines the familiar question about the fate of the world, wondering if it is more likely to be destroyed by fire or ice. People are on both sides of the debate.

confesses that he agrees with those people who believe that the world will be burnt by fire.

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

### 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 while 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 will soon perish either way, in fire or in ice.

**Explanation:** In these lines, the poet stops discussing the first theory and goes on to talk about the second theory – the theory about the destruction of earth by ice. He does not disagree with the first theory about fire. He simply considers what might happen if the earth were to be destroyed a second time. He is sure that the second time ice will be enough to destroy the earth as nearly and effectively as the fire. He compares ice with hatred and indifference.

### Poetic Devices

**Symbolism :** Fire symbolises human desires, whereas ice stands for hatred and indifference.

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

I hold with those who favour fire.

**Rhyme Scheme :** abaa abab



### Key Words

1. **Predictions:** A statement of what will happen in future.
2. **Avarice:** Greed for wealth
3. **Perish:** To decay and disappear

### Explanation of the Poem

1. **Some say the world will end in fire,  
Some say in ice.  
From what I've tasted of desire  
I hold with those who favour fire.**

**Explanation:** The poet says that there are two notions in the society about the destruction of the world. The first of these theories states that fire will cause the disaster to happen. He equates fire with human passion and desire. The poet frankly

# CHAPTER-3

## A TIGER IN THE ZOO

– By Leslie Norris



### Revision Notes

#### Introduction

The poem gives a sharp contrast of a tiger. The poem provides a contrast in the mood and environment of a tiger, when he is in the zoo and when he is in the forest, when it is in its natural habitat and when it is imprisoned.

#### 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 again back to the zoo. 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 a mere showpiece and a 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 come to watch him. In the silence of the night, he stares at the brilliant stars with his bright eyes.

#### Explanation of the Poem

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

**Explanation:** The tiger in the zoo walks in the limited space provided to it in a concrete cell in a zoo. It takes a few steps. There are stripes on its body which are quite prominent. Its paws are soft like velvet. No noise is produced when it walks on its 'pads of velvet'. The tiger is in rage but silent because he finds himself helpless in the locked cell.



#### Key Words

1. **Frustrated:** disappointed
2. **Terrorised:** to fill with terror or fear
3. **Enclosures:** Something enclosed.

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

**Explanation:** The poet suggests that the cage is not the proper place for the tiger. It is not its natural habitat. He should have been sitting under long grass near a stream. As soon as he would see his prey, like deer coming, he would slide silently through the grass and kill them. The poet wants to convey that the tiger should be there in the forest, in its natural habitat and not in a cage.

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

**Explanation:** The poet then gives another suggestion that the tiger should be sitting at the jungle's edge in close vicinity of a village. He should be terrorising the people passing that way by its sharp teeth, baring its claws and producing low sound of anger.

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

**Explanation:** The poet now shows deep sympathy at the plight (unpleasant situation) of the tiger that is imprisoned in a cell made of concrete. He cannot come out of the cell because strong bars are fixed. Thus, the poet says that the tiger's strength is locked behind the bars. He shows no interest in looking at the visitors. Rather he keeps on stalking (in anger) in the limited space of the cage.

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

**Explanation:** The poet again takes the readers to the cage where the tiger is sitting in the cage and feeling unpleasant and restless. He hears the sound of the patrolling cars of the zoo authorities. He shows no interest in them. He stares at the shining stars with his brilliant eyes and hopes for his freedom.

The poet raises a moral issue here. He intends to present a strong case against such animal cruelty.

#### Poetic Devices

**Imagery :** The phrase 'lurking in shadow' creates a word picture of some danger hovering for the animal who has come to drink water. Other such word pictures are "sliding through" and "plump deer".

**Alliteration:** (a) He stalks in his vivid stripes.  
(b) His strength behind bars.

# CHAPTER-4

## HOW TO TELL WILD ANIMALS

– By Carolyn Wells



### Revision Notes

#### Introduction

This humorous poem suggests some dangerous ways to identify wild animals. The poetess gives a beautiful description of the Asian Lion and the Bengal Tiger. Then she points out about the Leopard and the Bear. She describes the Hyena for its smiling face and the crocodiles for its tears. Then the poetess describes how the chameleon changes its colour.

#### Summary

'How To Tell Animals', is a beautiful poem by Carolyn Wells about the strange habits and behaviour of some wild animals. The poetess says that the Asian Lion is a large tawny beast with a fearful roar. A tiger has black stripes on his yellow skin and is always ready to eat his victim. A Leopard has black spots on his skin. He leaps on his prey and eats it up. A bear can come to human colonies. He hugs up against a person and can put to death. A crocodile always sheds tears while eating its victim. A hyena will always look smiling. A chameleon always changes its colours according to its surrounding. This is the strange world of some of the wild animals.

#### Explanation of the Poem

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

**Explanation:** If you go, by chance, to the jungle of the countries lying in the east, you will see a grand and majestic wild beast. If in those thick forests you see a large and terrible animal with dark yellowish skin, you should be sure that he is the Asiatic lion. And if he roars loudly and the roar terrifies you to death, then you are hearing the roar of an Asiatic lion.
- Or if some time when roaming round  
A noble wild beast greets you,  
With black stripes on a yellow ground  
Just notice if he eats you.  
This simple rule may help you learn  
The Bengal Tiger to discern.**

**Explanation:** If you are roaming around in the forest and you see a noble beast, you must understand that you are face to face with the Bengal tiger. This noble beast has black stripes over his yellowish hide. He is so quick that the moment you notice him, he will eat you at once. This is the simple rule of distinguishing the Bengal Tiger.



#### Key Words

- 1. Tawny:** of an orange brown or yellowish-brown colour.
- 2. Victim:** One that is harmed or injured.
- 3. If strolling forth, a beast you view,  
Whose hide with spots is peppered,  
As soon as he has leapt on you,  
You'll know it is the Leopard.  
Twill do no good to roar with pain,  
He'll only lep and lep again**

**Explanation:** If you are walking leisurely in the forest and view a beast, it might be a leopard. His hide is covered with dark spots. The moment he sees his prey, he pounces upon it. His attack is sudden. There is no escape from him even if you cry with pain. He will continue jumping at you and start eating you before you understand that he is a leopard.
- 4. If when you're walking round your yard  
You meet a creature there,  
Who hugs you very, very Hard  
Be sure it is a Bear.  
If you have any doubt, I guess  
He'll give you just one more caress.**

**Explanation:** If you are walking around your yard, you may meet a creature there. The moment he sees you, he hugs you very hard. If he does it so, you must be sure that you are hugged by a bear. If you have any doubt in your mind, then he will just give you another tight hug. This hug may seem friendly but it can be fatal.
- 5. Though to distinguish beasts of prey  
A novice might nonplus,  
The Crocodile you always may  
Tell from the Hyenas thus:  
Hyenas come with merry smiles;  
But if they weep they're Crocodiles.**

**Explanation:** It is not an easy job for an inexperienced person to distinguish beasts of prey. He will be confused in distinguishing them. He may not be able to differentiate between a hyena and a crocodile. Hyenas are very deceptive. They will attack their victims with weird smiles and kill them. Crocodiles pretend to be weeping before attacking or killing their prey.
- 6. The true Chameleon is small,  
A lizard sort of thing;  
He has not any ears at all,  
And not a single wing.  
If there is nothing on the tree,  
Tis the Chameleon you see.**

**Explanation:** A true chameleon is a small animal. It looks like a lizard. It has no ears at all. It doesn't have a single wing either. If you see only this creature on the tree and not any other thing, you must be sure that you are seeing a chameleon.

**Poetic Devices**

Rhyme Scheme : ababcc

Alliteration : roaming roundlep and lep againwho hugs you very very hardA novice might nonplus.**CHAPTER-5  
THE BALL POEM**

– By John Berryman

**Revision Notes****Introduction**

This poem is written in blank verse. This poem is about losing something that you love, and learning to grow up. It is about a little boy, who, for the first time in his young life, is learning what it is like to experience grief at the loss of a much beloved possession – his ball.

**Summary**

Once a boy was playing with his ball. It was bouncing in the street up and down. The boy was happily enjoying the game. While bouncing, suddenly it fell into the water and was lost. Without the ball, the boy became full of grief. The poet said and that there were other balls. He could purchase another since it was not a great loss. There was no need to worry. But, the boy had that ball for a long time so he was deeply grieved due to his attachment with it. It was linked to his memories. The poet thinks that it is of no use to purchase another ball. He must feel his responsibility of the loss.

**Explanation of the Poem**

1. **What is the boy now, who has lost his ball,  
What, what is he to do ? I saw it go  
Merrily bouncing, down the street, and then  
Merrily over — there it is in the water!  
No use to say 'O there are other balls'.**

**Explanation:** The poem is about a little boy. He loses his ball and watches it bouncing down the street into the water. To us, the loss of ball is of minor consequence but to the little boy, it was a valued possession. The ball had been with him for a long time and it was linked to the memories of the days when he played with it.

2. **An ultimate shaking grief fixes the boy  
As he stands rigid, trembling, staring down  
All his young days into the harbour where  
His ball went. I would not intrude on him;  
A dime, another ball, is worthless.**

**Explanation:** The boy is very much troubled at the loss of his ball and plunges into grief. He stands stiff and trembling while staring at his ball. He is upset as he looks into the gloomy water because it has been with him for a long time. When the

ball bounces into the water, all his memories of the childhood days flash in front of him. Moreover the poet doesn't offer him money to buy another ball because that would be worthless.

3. **Now he senses first responsibility  
In a world of possessions. People will take  
balls will be lost always, little boy.**

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

**Explanation:** The boy cannot find his ball in the gloomy water. This is when he gets his first sense of responsibility. The poet suggests that from the loss of the ball, the boy is learning what it means to lose something in the world of possessions, where he will lose things, he will buy some more to replace the ones lost, but would never be able to buy back the thing that he had lost. The poet, thus, makes the boy understand about his responsibility as the loss is immaterial. Money is external as it cannot buy memories, nor can it replace the things that we love, the things that really matter.

**Key Words**

1. **Grief:** Emotional pain or suffering
2. **Linked:** connected

4. **He is learning, well behind his desperate eyes,  
The epistemology of loss, how to stand up  
Knowing what every man must one day know  
And most know many days, how to stand up.**

**Explanation:** The poet suggests that from the loss of the ball, the boy is learning how to stand up in a world of possessions. The boy is learning what it means to lose something. The poet says that knowing that every man has to stand up after such losses, the boy too will learn how to stand up and leave the losses behind as he would have understood the true meaning and nature of loss.

**Poetic Devices**

**Symbolism :** The ball is symbol of the boy's young and innocent days.

**Repetition :** What, what  
Balls, balls

**Alliteration :** buys a ball back  
Balls, balls  
What, What

# CHAPTER-6

## AMANDA!

– By Robin Klein



### Revision Notes

#### Introduction

In the above poem, the poet Robin Klein says that a child should never be denied freedom. It deals with the upbringing of a small child, Amanda. It highlights the struggles faced by the child.

#### Summary

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

#### Explanation of the Poem

- Don't bite your nails, Amanda !  
Don't hunch your shoulders, Amanda !  
Stop that slouching and sit up straight,  
Amanda !**

**Explanation:** In the above stanza, Amanda is getting instructed, most probably by her mother, for not biting her nails and for sitting lazily with her shoulders bent. The tone of instruction here is not a friendly one and thus fails to make any sense to Amanda.
- There is a languid, emerald sea,  
where the sole inhabitant is me—  
a mermaid, drifting blissfully.**

**Explanation:** Amanda uses her imagination as an escape point from day to day commands of her parents. She finds peace in her own created world where there are no restraints. She imagines herself to be a joyful mermaid sailing without any confines on the soft waves of the green sea.
- Did you finish your homework, Amanda ?  
Did you tidy your room, Amanda ?  
I thought I told you to clean your shoes,  
Amanda !**

**Explanation:** Amanda is now being asked about whether she had finished her homework or had made her room tidy and also whether she had cleaned her shoes. These set of instructions mark a shift from the instructions given in stanza. Her name is being called again with an exclamation mark which shows that her mother seems to be losing their cool and are troubled.
- I am an orphan, roaming the street.  
I pattern soft dust with my hushed, bare feet.  
The silence is golden, the freedom is sweet.**

**Explanation:** Amanda is again lost into her own world. After getting a fresh list of instructions

from her mother, she wishes to be away from this daily routine life. Amanda perceives herself as an orphan roaming on the streets, moving aimlessly without any purpose. She seems happy as she draws patterns using her bare feet.

#### Key Words

- Nagging:** persistent annoying someone
  - Restrictions:** Limitations
  - Languid:** Spiritless, lacking enthusiasm
- Don't eat the chocolate, Amanda !  
Remember your acne, Amanda !  
Will you please look at me when I'm speaking to you  
Amanda !**

**Explanation:** Amanda is stopped by her mother from eating a chocolate as previously it caused her acne. Amanda is still lost in her own thoughts and doesn't care enough to look up to her scolding mother. This carelessness further angers the mother and ask for her attention when she is being scolded.
  - I am Rapunzel, I have not a care;  
life in a tower is tranquil and rare;  
I'll certainly never let down my bright hair!**

**Explanation:** Amanda is still lost in her own dreams. She pictures herself to be the long golden-haired Rapunzel who lived in a castle and had no care about anything. Amanda imagines that the life of Rapunzel must have been very peaceful and fantastic in the tower. But she is unwilling to let her hair down. She only wants to live by herself as the presence of another being in her life would require her to act in a certain way. Amanda wants to live free and happy.
  - Stop that sulking at once, Amanda !  
You're always so moody, Amanda !  
Anyone would think that I nagged at you,  
Amanda !**

**Explanation:** Her mother keeps instructing Amanda on the do's and don'ts, but Amanda remains lost in her own dreams. Her mother believe that Amanda is not reacting because she is annoyed. Her behaviour has made her mother feel bad and they get worried about her image. She is concerned about how society will perceive her if her child always remains in a foul mood.

#### Poetic Devices

- Alliteration :** Stop that slouching and sit up straight  
Stop that sulking at once, Amanda!
- Allusion :** Mermaid (Taken from fairy tales)  
Rapunzel (Taken from German fairy tales)
- Metaphor :** Languid, emerald sea  
Silence is golden  
Freedom is sweet

# CHAPTER-7

## THE TREES

– By Adrienne Rich



### Revision Notes

#### Introduction

'The Trees' shows the conflict between man and nature. With the growth and development of society, human beings have used nature for their own benefit and caused a lot of harm to it. In order to use natural resources, men have forgotten the importance of nature.

#### Summary

Adrienne Rich's poem, 'The Trees', is a voice with a body engaged in activities and sensing intrusions that are not organic to the conventions of a nature poem. This poem narrates the struggle of a population of trees to escape the confines of a green house or container of nature.

The poet tells us that how trees want to break out of the bondage of man-made things and reunite with their natural surroundings. The message is that the forests have disappeared. So people have planted trees in their homes. Trees are revolting as they have lost their natural usefulness. No bird nests in them, nor do they spread their shadows to the tired people.

#### Explanation of the Poem

1. **The trees inside are moving out into the forest,  
the forest that was empty all these days  
where no bird could sit  
no insect hide  
no sun bury its feet in shadow  
the forest that was empty all these nights  
will be full of trees by morning**

**Explanation:** The poet observes that the trees in his house are moving outside into the forest which has been empty for a long time. It is important to understand that the trees are not actually moving, but it has been used as an imagery by the poet to show the destroyed forests and the false nature that humans have tried to keep in their houses. Since the forest outside was empty, no birds could sit on the branches of trees, no insects could hide in the trees and sunlight could never disappear under the shadows of the trees. The speaker feels that the empty forest will be full of trees by the next morning.

2. **All night the roots work  
to disengage themselves from the cracks**

**in the veranda floor.**

**The leaves strain toward the glass  
small twigs stiff with exertion  
long-cramped boughs shuffling under the roof  
like newly discharged patients  
half-dazed, moving  
to the clinic doors.**

**Explanation:** It seems like the trees work silently in the night in order to complete their mission of getting free from the boundaries of the house. Therefore, they work all night to free themselves through the cracks on the veranda floor. The leaves of the trees try very hard to put a lot of pressure on the glass so that they could break it. The small twigs have become very hard due to applying so much pressure to free themselves. The



#### Key Words

1. **Personified:** to have all the attributes of (here-humans)
2. **Confined:** not free to move
3. **Grandeur:** greatness, vastness
4. **Dimensions:** A single aspect of a given thing.

large branches of the trees try to move slowly from there and look like newly discharged patients from a hospital, who become half-shocked on coming to the outside world.

3. **I sit inside, doors open to the verandah  
Writing long letters**

**In which I scarcely mention the departure  
of the forest from the house.**

**The night is fresh, the whole moon shines  
in a sky still open**

**the smell of leaves and lichen**

**still reaches like a voice into the rooms.**

**Explanation:** The poet sits in her house, writing long letters, with the doors of house opening to the Veranda. She mentions in her letters, the trees that are moving out to the empty forest. It is a full moon night where the moon is shining in the open sky and the night is very fresh. The poet smells the leaves and lichens coming from the trees that reach her like a voice reaching into the rooms.

4. **My head is full of whispers  
which tomorrow will be silent.**

**Listen. The glass is breaking.**

**The trees are stumbling forward**



into the night. Winds rush to meet them.

The moon is broken like a mirror,  
its pieces flash now in the crown  
of the tallest oak.

**Explanation:** The poet listens to the sounds coming from the leaves and lichens of the trees. These sounds will not be there in the morning as the trees will move out to the forest in the night and will not be in the house by morning. Now, the poet can hear the glass breaking due to the efforts of the twigs. The trees hurry outside stumbling on each other. As the trees go in the open, it seems like the wind is moving fast towards them to meet

them. The trees are so tall that they have the moon into pieces like a broken mirror. The moon sits like a crown on the head of the tallest oak tree.

## Poetic Devices

**Simile :** Like newly discharged patients  
Still reaches like a voice into the rooms  
The moon is broken like a mirror

**Imagery :** Its pieces flash now in the crown of the tallest oak.

**Alliteration :** Writing long letters in a sky still  
open the smell of leaves and lichen.

## CHAPTER-8

### FOG

– By Carl Sandburg



## Revision Notes

### Introduction

In this short poem, the poet Carl Sandburg portrays the nature and its silent working. The poet says that the fog comes silently and slowly like a cat. It is a fine example of the use of metaphor in the poetry.

### Summary

In the poem 'Fog' the poet has portrayed the taciturn working of nature. To prove his point, the poet gives a comparison of the fog and a cat. The poet says that the fog comes silently and slowly like a cat. When it comes, it does not disturb us. It sits silently as a cat does. It goes on falling and looking silently over harbor and city. Then it moves on all at once with a gust of wind.



### Key Words

1. **Portray:** to describe
2. **Taciturn:** silent, temperamentally untalkative

### Explanation of the Poem

1. The fog comes  
on little cat feet  
It sits looking  
over harbour and city  
on silent haunches  
and then moves on.

**Explanation:** The fog enters silently like a small cat. The fog seems to change into a cat and the cat again morphs into the fog. Then, it sits there for a while as a cat on its haunches and then moves ahead.

### Poetic Devices

**Metaphor :** The fog comes  
on little cat feet.

**Personification :** Fog is personified.

**Analogy :** The fog is featured as that of a cat.

## CHAPTER-9

### THE TALE OF CUSTARD, THE DRAGON

– By Ogden Nash



## Revision Notes

### Introduction

'The Tale of Custard, the Dragon' is a funny poem that tells the story of a little girl Belinda and her pets. Belinda lives with her little pets – a kitten, a mouse, a dog and a dragon, in her little house. Belinda and all her pets except the dragon have

been described as very brave creatures. But the dragon is so coward that it is always looking for the safety of a cage.

### Summary

This is a story of a girl Belinda, who had some strange pets. They had queer names. She called the

black kitten 'Ink', the little grey mouse as Blink, the yellow dog as 'Mustard' and the cowardly dragon 'Custard'. Belinda's, kitten, mouse and dog were very brave but the dragon was a coward. One day, a pirate came armed with a pistol into their house. Except the dragon, Custard, all others were terrified of the pirate. Custard attacked the pirate and gobbled him up. Belinda then embraced him, while Mustard licked him. Even after this brave incident, Custard did not give up his cowardly ways. He still kept on crying for a safe cage.

## Explanation of the Poem

1. **Belinda lived in a little white house,  
With a little black kitten and a little grey mouse,  
And a little yellow dog and a little red wagon,  
And a realio, trulio, little pet dragon.**

**Explanation:** In the first stanza of the poem, the characters of the poem are introduced. They are: Belinda, a girl, who lived in a little white house with her pets and a wagon. Her pets include a black kitten, a little grey mouse, a little yellow dog and a little dragon.



### Key Words

1. **Cowardly** : lacking in courage
2. **Terrified**: extremely frightened
3. **Gobbled**: ate hastily or greedily

2. **Now the name of the little black kitten was Ink,  
And the little grey mouse, she called him Blink,  
And the little yellow dog was sharp as Mustard,  
But the dragon was a coward, and she called him Custard.**

**Explanation:** Belinda called her little black kitten as Ink and her little grey mouse was called Blink. The colour of the dog was as sharp and yellow as mustard. Her dragon was called Custard. He was not brave like other pets.

3. **Custard the dragon had big sharp teeth,  
And spikes on top of him and scales underneath,  
Mouth like a fireplace, chimney for a nose,  
And realio, trulio daggers on his toes.**

**Explanation:** This stanza describes the dragon, Custard's physical appearance. He carried all the features of a dragon that could make him powerful, scary and brave. It had big sharp teeth and spikes on its back that could easily scare anyone away. Custard also had the ability to spit fire which made his mouth like a fireplace and thus his nose became a chimney. His toes were so pointed and sharp, that it could cut anything like a dagger.

4. **Belinda was as brave as a barrel full of bears,  
And Ink and Blink chased lions down the stairs,  
Mustard was as brave as a tiger in a rage,  
But Custard cried for a nice safe cage.**

**Explanation:** This stanza describes all the members of the house. Belinda as brave as many bears combined together into one. Ink and Blink had the power to chase away someone as strong as a lion. The bravery of Belinda's dog is compared to that of a tiger. But Custard was just opposite to his physical appearance. He was not at all brave, but

he always looked for a nice safe cage.

5. **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**

**At the realio, trulio, cowardly dragon.**

**Explanation:** Belinda tickled the dragon quite cruelly to make it laugh. The dragon was named Percival by Ink, Blink and Mustard. Seeing the dragon react to the tickling, made all of them laugh and they laughed sitting in the wagon at the cowardly dragon.

6. **Belinda giggled till she shook the house,  
And Blink said Weeck! which is giggling for a mouse,**

**Ink and Mustard rudely asked his age,**

**When Custard cried for a nice safe cage.**

**Explanation:** Belinda laughed a lot at the dragon. She laughed so loudly that it appeared that the house was shaking due to her laughter. Blink, the mouse said, 'Weeck' which is the giggling sound of the mouse. Ink and Mustard asked the dragon's age to make fun of him as he always behaved like a kid. But Custard, the dragon, only wanted a nice safe cage for himself.

7. **Suddenly, suddenly they heard a nasty sound,  
And Mustard growled, and they all looked around.  
Meowh! cried Ink, and ooh! cried Belinda,  
For there was a pirate, climbing in the window.**

**Explanation:** When all the members were busy making fun of Custard, suddenly there came an unpleasant sound from the house. Mustard, the dog growled and looked around for the sound. Ink cried 'Meowh' and Belinda cried 'Ooh' when they all saw a pirate, climbing the window of the house to rob it.

8. **Pistol in his left hand, pistol in his right,  
And he held in his teeth a cutlass bright,  
His beard was black, one leg was wood;**

**It was clear that the pirate meant no good.**

**Explanation:** The pirate looked very dangerous as he was carrying many weapons with him. He had pistol in both his hands. He also held a sharp blade between his teeth. He had black beard and a wooden leg. His looks and gesture made it quite clear that he meant to harm the house and the people living in it.

9. **Belinda paled, and she cried Help ! Help !  
But Mustard fled with terrified yelp,  
Ink trickled down to the bottom of the household,  
And little mouse Blink strategically mousehold.**

**Explanation:** When Belinda looked at the pirate, she turned pale with fear and cried loudly for help. All her brave pets fled from the place. Mustard cried and ran away. Ink silently went to the bottom of the house and Blink very smartly disappeared in a mouse hole, leaving Belinda all alone.

10. **But up jumped Custard, snorting like an engine,  
Clashed his tail like irons in a dungeon,  
With a clatter and a clank and a jangling squirm,  
He went at the pirate like a robin at a worm.**

**Explanation:** When all the pets hid themselves, it was the coward dragon, Custard, who came to their rescue. He jumped in front of the pirate and made huge sounds like an engine, in anger. He moved his tail and made clattering sounds like an iron rod striking the walls of a prison in a dungeon. Making all these dangerous sounds, he followed the pirate like a robin who follows a worm to eat it.

11. **The pirate gaped at Belinda's dragon,  
And gulped some grog from his pocket flagon.  
He fired two bullets but they didn't hit,  
And custard gobbled him every bit.**

**Explanation:** The pirate was shocked to see Belinda's dragon. He gaped at him and drank some wine from a bottle that he carried in his pocket. The pirate then took out his pistol and fired two bullets at Custard. But he failed to hit him and Custard was unharmed. Then Custard swallowed the whole of the pirate, without leaving any trace of him.

12. **Belinda embraced him, Mustard licked him,  
No one mourned for his pirate victim.  
Ink and Blink in glee did gyrate  
Around the dragon that ate the pirate.**

**Explanation:** Everyone was surprised to see Custard eating the pirate. There was joy all over the house. Belinda embraced him to express her gratitude for saving everyone. Mustard licked the dragon to show his love. Everyone celebrated the death of the pirate. They were all happy. Ink and Blink started dancing around the dragon out of happiness.

13. **But presently up spoke little dog Mustard,  
I'd have been twice as brave if I hadn't been  
flustered.  
And up spoke Ink and up spoke Blink,  
We'd have been three times as brave, we think,  
And Custard said, I quite agree  
That everybody is braver than me.**

**Explanation:** After the pirate incident, it was quite clear who was brave and who was coward. But, Mustard gave an excuse for his cowardice and said that he would have been twice as brave as Custard if he had not got nervous; when the pirate came. Ink and Blink said that they would have been thrice as brave as the dragon. They started giving excuses for their running away. The humble dragon accepted that he was the most coward of all and everyone was braver than him.

14. **Belinda still lives in her little white house,  
With her little black kitten and her little grey  
mouse,  
And her little yellow dog and her little red wagon,  
And her realio, trulio little pet dragon.**

**Explanation:** Same as stanza 1

15. **Belinda is as brave as a barrel full of bears,  
And Ink and Blink chase lions down the stairs,  
Mustard is as brave as a tiger in a rage,  
But Custard keeps crying for a nice safe cage.**

**Explanation:** Same as stanza 4

### Poetic Devices

**Simile :** Mouth like a fireplace

Belinda was as brave as a barrel

Snorting like an engine

Dashed his tail like irons in a dungeon

Went at pirate like a robin at the worm.

**Repetition :** Suddenly, suddenly they heard  
She cried Help! Help!

**Alliteration :** And he held in his teeth.

## CHAPTER-10

### FOR ANNE GREGORY

– By William Butler Yeats



### Revision Notes

#### Introduction

The poem is in a form of dialogue between two people, Anne Gregory and another is identified as speaker. It could be anyone i.e. Anne's lover or a friend or the poet himself. The poem is about perception of love by different people.

#### Summary

In this poem, a young man discusses why a person falls in love, i.e. what determines it. According to them, a person is not loved for his basic nature but because of his/her physical feature, i.e., outward physical appearance. It is not possible to love one for oneself. Only God can do so.

The poem 'For Anne Gregory' by W.B. Yeats is a poem of eighteen lines in all. In this poem, the poet addresses young Gregory and tells her that her hair is of the same colour as honey and when it falls, the poet begins to think of her beauty being spell bound. Her hair is so beautiful that every man falls in love with her. At this, Gregory gives response to the poet that man loves her only for her outward beauty while this outward appearance may change at any time. At this, the poet proclaims it a truth since time immemorial that man can not easily judge a woman other than her looks. He tells Anne that she can never be ugly inward or outward even if she wishes to be so.

### Explanation of the Poem

1. "Never shall a young man,  
Thrown into despair  
By those great honey-coloured  
Ramparts at your ear,  
Love you for yourself alone  
And not your yellow hair"

**Explanation:** The speaker, addressing Anne Gregory, says that her beautiful honey-coloured hair can make any man fall in love with her. This love is not for Anne but for her beautiful external features. Her beautiful hair is compared to wall, symbolising outer beauty. This beauty can capture any man's attention. But he may not be able to look beyond that into Anne's character. So the speaker says that no one can love Anne, for what she is. One can love her only for her beautiful yellow hair and her physical beauty.

2. "But I can get a hair-dye  
And set such colour there,  
Brown or black, or carrot,  
That young men in despair

**May love me for myself alone  
And not my yellow hair"**

**Explanation:** In this stanza, Anne replies to the speaker that she can change the colour of her beautiful hair and dye them in black, brown or carrot. She wants to tell the speaker that anyone falling in love with her must see the actual person behind the beauty. She thinks that young men, who fall in love with her, must love her for what she is and not for her yellow hair.

### Key Words

1. **Proclaims:** announce officially or publicly
2. **Immemorial:** ancient; very old

3. "I heard an old religious man  
But yesternight declare  
That he had found a text to prove  
That only God, my dear,  
Could love you for yourself alone  
And not your yellow hair."

**Explanation:** In the last stanza, the speaker replies to Anne about the importance of love for internal beauty and not the external one. The speaker talks about an old religious man, who announced that he had found a text in which it is written that only God is capable of looking beyond external beauty. He means that humans do not have the insight and understanding to look into the soul of a person. They are swayed away by the glitter of outer beauty. Therefore, only God can love Anne only for herself and not for her beauty.

### Poetic Devices

**Metaphor :** Honey coloured ramparts.

**Alliteration :** Your yellow hair

**Rhyme Scheme :** abcbdb

## SUPPLEMENTARY READER

# CHAPTER-1 A TRIUMPH OF SURGERY

– By James Herriot



## Revision Notes

### Introduction

The story recounts the episode where the narrator, a veterinary surgeon, saves the life of a dog, Tricky, by hospitalising him to prevent him from being

overfed by his wealthy owner, Mrs. Pumphrey, who was simply worsening his condition.

## Summary

Dr. Herriot had pulled up his car when he saw Mrs. Pumphrey with her little dog on the street. The dog was very fat. He had blood-red and rheumy eyes. His tongue lolled from his jaws. Dr. Herriot was shocked to see his appearance.

Mrs. Pumphrey called Tricki (the little dog) as listless. He had no energy. So, she gave him extras between meals. But his health could not be built up. Even the malt, cod liver oil and bowl of Horlicks failed to make him sleepy.

Mrs. Pumphrey cut down on the sweet things but relented when Tricki started getting weaker. She gave him his favourite cream cakes and chocolates. She gave him food at odd and irregular hours. She gave him only little walks and no other exercise.

The doctor advised Mrs. Pumphrey to cut Tricki's food right down and to give him more exercise. Mrs. Pumphrey got determined to adhere to the doctor's stern advice. Dr. Herriot watched Tricki's progress but was not satisfied. Soon after, he left eating and kept vomiting and panting. The doctor suggested that Tricki should be kept under observation in the hospital.

Mrs. Pumphrey started wailing when Dr. Herriot took Tricki to his hospital. Everybody in her household, including her maids, were in tears.

Tricki could not even wag his tail or kick with his legs. His eyes too had become dull and he lay down motionless on the carpet. The other dogs at the surgery ignored him as an uninteresting object. The doctor gave him plenty of water. He became a bit energetic after two days. On the third day, he trotted out and enjoyed the company of other dogs. He also started eating properly.

The doctor did not give Tricki any medicinal treatment. All day, he frolicked with other dogs cheerfully. He got out of danger and started convalescing rapidly.

Mrs. Pumphrey enquired about Tricki on phone many times a day. She was suffering from the pangs of his separation. Ultimately, she was told that Tricki had recovered. She reached the 'surgery' by car to collect him. The doctor brought Tricki in his arms. Tricki jumped into Mrs. Pumphrey's lap and started licking her face. Tears were shining in her eyes. She thanked the doctor with trembling lips.

### Key Words

1. **lolloped**: to hang from mouth.
2. **relented**: to soften in temper
3. **trotted**: to move along briskly

## CHAPTER-2

# THE THIEF'S STORY

– By Ruskin Bond



## Revision Notes

### Introduction

'The Thief's Story' by Ruskin Bond is about a fifteen year old boy, Hari Singh, whose life changes when he meets Anil, a twenty five year old writer. Anil's unspoken words and kind gestures leave a positive imprint on Hari Singh who is an artful thief.

### Summary

Hari Singh is the narrator of this story. He was an artful thief. One day, he met a young man of twenty-five named Anil, at a wrestling match. He gave him an artificial smile. He desired to have an acquaintance with him in order to make him his next victim. Anil avoided him. Hari Singh followed Anil after the match was over. He asked Anil for work. He was ready to work for Anil if he could just feed him. Anil agreed to engage Hari Singh if he could cook food for both. The thief lied that he was a good cook as Anil had to throw the bad meal, prepared by Hari Singh to dogs, on the first day.

Anil took upon himself to teach him how to cook and read and how to write. The thief made the morning tea and bought the daily supplies. Anil was aware of the fact that Hari Singh made a profit from the purchases.

Anil was not a rich man. He borrowed money sometimes but repaid the loan whenever he earned money through his writings for magazines. The thief thought it a strange way of making money.

One day, Anil sold a book to a publisher and brought home a bundle of notes. He put the money under his mattress. The thief had not stolen anything since a month of his working there. He had no desire to rob a careless person who trusted him blindly. However, he could not resist the temptation of getting the bundles of notes. The thief got up quietly when Anil had gone to sleep. He took the money and slipped out of the room. He had six hundred rupees in his possession. He reached the railway station just as the Lucknow Express was picking

up speed. He could have boarded it but something held him back. The train was soon out of his sight. Hari Singh was left alone on the platform. He was in a dilemma where to go. He had no acquaintance there. He did not like to go to a hotel lest he should be suspected.

The thief thought that Anil would be sad not for the loss of money but for the loss of trust he had reposed in him. It was a cold night. It was drizzling when he went to the maidan and sat down on a bench. His clothes got drenched. He went back to the bazaar. There he took shelter under the clock tower. It was midnight. He thought and realised that he had let go a chance of being a respectable man. Anil was taking pains to teach him reading and writing. He decided to go back to Anil and reached his home.

Anil was still asleep. He slipped the money at its usual place. He slept till late hours.

Anil had made tea before Hari Singh woke up. Anil offered him a fifty rupee note. He also promised him to pay him regularly. The note was still wet. Anil understood everything but he did not expose the thief's doing. Instead, Anil said that they would start writing sentences that day. Hari Singh felt guilty and smiled shamefacedly.



### Key Words

1. **acquaintance:** fellowship, intimacy
2. **temptation:** attractive, appealing
3. **drenched:** completely wet

## CHAPTER-3

### THE MIDNIGHT VISITOR

– By Robert Arthur



### Revision Notes

#### Introduction

Ausable, a secret agent, is expecting to get a very important report. Another secret agent, Max, threatens him with a pistol, demanding the report. This story tells how Ausable outwits Max by making up convincing stories.

#### Summary

Ausable was a secret agent in an organisation. He was a fat man with a strange accent. He was an American and could speak German and French fluently. He lived in a small room on the top floor of a French hotel in Paris.

Fowler was a young and romantic writer. One day, he visited Ausable in the hope of finding some unusual happenings there. He was also a spy and dealt in espionage and danger. However, he felt disappointed at Ausable's sight.

Ausable and Fowler spent the evening in a French music hall. Fowler was feeling bored. Ausable informed him that he would soon receive an important paper. The paper might affect the course of history. It had also made many men and women risk their lives. He had got a telephone call making an appointment in his room.

Ausable switched on the light after closing the door. There was a man with a pistol standing half way across the room. Fowler was thrilled. Ausable was surprised to see Max (another secret agent belonging to another agent's organisation) in his

room. On being asked, Max informed him that he had come there at an odd hour to take from him the prospective report about some new missiles.

Ausable sat in an armchair in a serious and angry mood. He started saying that it was the second time in a month that somebody had got into his room through a balcony. Max had no knowledge about the balcony. He reported that he had a pass key. Ausable explained that the balcony belonged to the next apartment which used to be the living room. The balcony extended under his window. The management had not still blocked it off and intruders could get in from the apartment.

Max asked Fowler to sit down, rather than stand stiffly for half an hour till the report arrived. Ausable was at a loss to find how Max had learnt about the incoming report. Just then, there was a knock at the door. Fowler jumped at it. Ausable concocted another story that the police might have come to provide him security for the important paper. Ausable told Max that the police would enter the room any way and shoot if he did not open the door. Max got unnerved.

Max got infuriated and started backing swiftly towards the window. He opened the window with one hand behind. He wanted to escape through the balcony. He informed Ausable that he would wait on the balcony. He would shoot and take his chances if Ausable did not send the police away. The knocking became louder. Somebody called Ausable

repeatedly. Max dropped to the balcony, screamed loudly and died.

A waiter entered the room with a bottle and two glasses set on a tray with the drink ordered by Ausable. Fowler was perplexed. Ausable explained that he was waiting for the waiter and not for the police. Fowler was afraid lest Max should shoot them from the balcony. Ausable assured Fowler that Max would never return.



### Key Words

1. **accent** : modulation of voice in speaking
2. **espionage**: spying
3. **Concocted**: invented, made up
4. **infuriated**: extremely angry
5. **perplexed**: confused

## CHAPTER-4

### A QUESTION OF TRUST

– By Victor Canning



### Revision Notes

#### Introduction

Horace Danby collects rare books as his hobby, and he finances his hobby by breaking safes. This year, however, he is caught by a pretty young lady claiming to be the wife of the house owner. She tricks him into opening the safe and handing her the jewels. Horace is later arrested for the jewel robbery.

#### Summary

Horace Danby was generally considered to be a good and respectable citizen. He was a fifty year old bachelor. He lived with a housekeeper. He was an expert lock maker. However, he was not completely honest. He had been to prison, fifteen years ago for stealing jewels. He had no desire to become honest. He was careful lest he should run into difficulties for his dishonesty.

Horace Danby hated prison. He was heartily fond of rare and expensive books. He used to commit one theft a year on an average. The stolen money lasted for the year. He chose the house at Shotover Grange to commit his next burglary. He studied the design of the house carefully for a fortnight. He found that the family had gone to London and the servants to the movie. He broke into the house one afternoon. He hoped to get fifteen thousand pounds worth of jewels from the safe. The jewellery would enable him to buy the books he wanted. He put on his gloves. He took the key from its usual place. He pacified the pet dog by addressing it with love. He reached the safe, placed in the drawing room behind a painting. He was suffering from hay fever. The smell of the flowers at the table made him sneeze.

Just then, a young beautiful woman in red clothes entered the house. She posed to be the mistress of the house. She suggested him that he should see a doctor if he was serious about his work. His sneezing had brought her down from the top of the house. She thanked her stars that she had returned in time not expecting to see a burglar in the house. To avoid trouble, Horace started conversing with her in a pleasant manner. He replied that he too had not expected to find her there. She got furious when he asked her to let him go. She threatened to get him arrested. The thought of going to prison made Horace shudder. He pledged that he would never repeat such kind of thing if he was let off.

The woman took a cigarette from a silver box. Horace took off his gloves and held his lighter towards her. She promised to let him go if he did something for her. Horace readily consented to the proposal. The woman said that she had come to take her jewels as she had to attend a party. She had forgotten the numbers to open the safe. She requested Horace to open it. She would get the safe repaired. Horace broke the safe open and gave her the jewels. Then, he was allowed to go.

Horace's fingerprints were found on the safe. He was arrested for the jewel robbery on the third day. The house lady was an aged woman of sixty. He realised that he was befooled by a lady who was also a thief.



### Key Words

1. **Pacified** : brought to peace
2. **posed** : presented
3. **shudder** : tremble with fear

# CHAPTER-5

## FOOTPRINTS WITHOUT FEET

– By H.G.Wells



### Revision Notes

#### Introduction

This story is about a scientist who discovered how to make himself invisible. As he was afraid of being discovered in London, where he had committed some crimes, he ran away to a remote village. However, he ran out of money and resorted to robbery, using his advantage of invisibility.

#### Summary

Griffin was a brilliant scientist. He carried on experiments for years to prove that human body could become invisible. He swallowed certain rare drugs and became an invisible person. He had a quarrel with his landlord. In revenge, he set fire to the house. He removed his clothes, became invisible and got away without being seen. He began to wander about the streets of London, without clothes, without money by being invisible. Once he happened to be in some mud. As a result, his footprints were left behind as he walked. Two boys were fascinated by the footprints without feet. They followed the foot-marks. However, Griffin easily dodged them.

It was mid-winter. The air was bitterly cold and he was without clothes. When the cold became unbearable, he slipped into a big London store. When the store was closed, he broke open boxes and found warm clothes for himself. On wearing them, he became a visible person. He found cold meat and coffee in the kitchen. Then he took sweets and wine. At last, he slept on a pile of quilts. When he woke up the next morning, the assistants had already arrived. He got nervous and began to run. They chased him. Then he quickly took off his clothes, became invisible and escaped from there. This time he entered a theatre company. He made his way upstairs. Nobody could see him because he was invisible. A little later when he came out, he was wearing bandages round his forehead, dark glasses, false nose, big bushy six whiskers and a large hat. He attacked the shopkeeper from behind and robbed him of all that he could find.

Griffin was eager to get away from crowded London. He went to the village of Iping and booked two rooms at a local inn. His uncommon appearance attracted everybody's attention. Mrs. Hall, the landlord's wife made every possible effort to be friendly with him. But he told her frankly that he had come there to work in solitude and did

not want to be disturbed. She was satisfied. She thought he was an eccentric scientist. Moreover, he had paid the rent in advance. When his stolen money was spent, he admitted that he had no ready cash. He said that he was expecting a cheque and then he would make the payment. Thus, he satisfied the landlord.

Griffin took off his clothes and became invisible. He entered the clergyman's home with an intention to steal money from there. The clergyman and his wife woke up when they heard noises in the study-room. The clergyman entered the room with a poker in his hand. To his surprise, the room appeared to be empty. He and his wife searched everywhere, but there was no trace of the burglar. Yet the desk had been opened and the money had been stolen.

That morning the landlord and his wife got up early. They were surprised to find the scientist's door wide open, because it was usually shut and locked and he did not allow anybody to enter his room. When they entered the room, they found the scientist missing. The clothes and bandages, that he always wore, were lying in the room. In the meantime, the invisible scientist entered the room. He attacked Mrs. Hall with the bedroom chair. She and her husband left the room in terror.

Mrs. Hall was convinced that the room was haunted by spirits. She held the strange scientist responsible for that. The neighbours felt that the trouble was caused by witchcraft. When they came to know of the burglary at the clergyman's home, they suspected the strange scientist. Their suspicion was strengthened when he suddenly produced some ready cash because only a day before, he had admitted that he had no money.

They secretly sent for the village constable. When Mrs. Hall saw the scientist emerging from his empty room, she demanded explanation. The scientist became furious. He threw off his bandages, whiskers, spectacles and false nose. The space above his shoulders was now empty. The people in the bar were horrified to see a headless man.

In the meantime, Mr. Jaffers, the constable, arrived there. He was surprised to find that he had to arrest a headless man. He tried to get hold of the man who was becoming invisible. The constable was struggling with someone whom he could not



see at all. Some people who tried to assist him also received blows from the invisible scientist. The constable was knocked unconscious. Griffin had shaken himself free. In their nervousness, people tried to hold him, but they did not know from where to catch him.



### Key Words

1. **dodged:** to avoid with sudden quick movement.
2. **solitude:** state of being alone.
3. **eccentric:** strange

## CHAPTER-6

### THE MAKING OF A SCIENTIST

– By Robert W. Peterson



### Revision Notes

#### Introduction

This lesson is about one of the greatest scientist Richard H. Ebright who was an inspiration for the young generation of his times. In his childhood, he had the habit of collecting butterflies, rock fossils and coins. He started his scientific study and research on butterflies during his school time. His extreme curiosity and a will to win for the right cause made him an exceptional scientist.

#### Summary

This story is the unbelievable account of Richard Ebright, whose efforts as a scientist did wonders in the field of science and made a niche for himself in the field of scientific research. He was the only child of his parents, who had a great fascination for butterflies, right from when he was very young. His mother was a source of inspiration for him right from his childhood and always encouraged him to have a wonderful collection of fossils, rocks, coins

and butterflies in his room. Guided by Dr. Urquhart, he started tagging monarch butterflies, but when there was no feedback, he started losing interest. Right from the eighth grade, he started doing real experiments. He soon started winning awards after awards. He then realised the importance of cells and showed how a cell would divide and develop into normal butterfly wing-scales. He won the first prize at the International science Fair. Then he got a new blue print of its DNA. Other than Science, Ebright was a good debater, canoeist as well as an expert photographer.



### Key Words

1. **Fossils:** mineralized remains of an animal or plant.
2. **Canoeist:** someone who is skilled at racing in a canoe.

## CHAPTER-7

### THE NECKLACE

– By Guy de Maupassant



### Revision Notes

#### Introduction

'The Necklace' is a touching story of a pretty lady named Matilda by Guy de Maupassant. He was a popular writer of his times very aptly remembered for his short stories with real life situations. In this particular story, the main character Mme Matilda is married to a clerk named M. Loisel. She was very dissatisfied in her life because of her 'poverty'. Once she borrowed a necklace from her friend Madame Forestier and lost it in the party. To

replace the necklace, she had to live a very hard and miserable life. The tale is about how her desire to have luxurious life, lead to her ruin.

#### Summary

Matilda was born in a poor family. She was married to a clerk. She suffered a lot as she felt that she had been born for better things. All day, she would be

day dreaming of luxurious houses, dainty dinners, elegant dresses and beautiful jewellery.

One fine day, her husband came home very happy. He had an invitation to a ball for both of them from the Minister's house. He thought his wife would be happy, but she got angry and threw the invitation card on the table. On being asked why she reacted in such a manner, she replied that she did not have any pretty dress for the party. Her loving husband gave her all the money he had set aside to buy a gun.

When the dress was ready, Matilda's husband saw that still she was not happy. On being asked the reason, she said that she had no jewels. Exasperated, her husband asked her to wear fresh flowers. When she refused to do so, in desperation he told her to borrow jewellery from her dear friend — Mrs. Forestier. Matilda borrowed a diamond necklace from her. She was a great hit at the party. Everyone admired her. She danced till 4 a.m. and then went home tired, but happy.

On reaching home, she decided to take a final look at herself. She was terribly shocked when she found the necklace was missing. The couple looked everywhere for it, but it was nowhere to be found. They went to the police and also put an advertisement in the papers. In the meantime,

they wrote to Madame Forestier that the clasp was broken and also that they would get the necklace repaired and return it.

When the necklace was not found, they decided to replace it with a similar necklace. They bought it for thirty six thousand Francs, and had to take a loan for it.

In order to repay the loan, they took a rented room and turned away the maid. All the household work was done by Matilda. Mr. Loisel took up overtime work to save money. This life continued for almost ten long years, by the end of which Mrs. Loisel looked old, worn out and scruffy.

One day she happened to meet Mrs. Forestier who still looked young. Matilda told her the whole story. Shocked at the story, Mrs. Forestier told her a shocking truth i.e. the diamond necklace that she had lent to Matilda had been made of artificial diamonds and was worth only five hundred francs.



### Key Words

1. **Exasperated:** intensely irritated and frustrated
2. **Scruffy:** Shabby and untidy or dirty
3. **Francs:** monetary unit of France, Switzerland, etc.

## CHAPTER-8

### BHOLI

– By K. A. Abbas



### Revision Notes

#### Introduction

'Bholi' is the story of Sulekha. She is a young girl neglected by all. Education transforms her. It inspires courage and confidence in her. She raises her voice for her rights.

#### Summary

The main character of this story is a simple girl, named Bholi. Her real name is Sulekha and she is the fourth daughter of Numberdar Ramlal. She fell off a cot when she was ten months old and probably, a part of her brain was damaged. Pretty at the time of her birth, her body was disfigured at the age of two, by an attack of smallpox. Only her eyes were saved. As late speaker, she could not speak clearly and stammered while speaking and because of this children made fun of her.

Bholi was the weakest child, while her brother and sisters were healthy. Her sisters, who were good looking, were married off and her brothers were sent to the city to study. When a primary school was opened in their village, Bholi's father who was a

revenue officer, wanted her to study there. He sent Bholi to school even though her mother protested against it.

Dressed in new clothes, she was sent to school. Happy to see other girls there, she hoped that one of them would become her friend. The teacher asked her, her name but Bholi was too scared to answer. The teacher smilingly encouraged her to speak. She also asked Bholi to come to the school daily. She gave her a book with many colourful pictures in it. She also told Bholi that she would soon be able to read it and everyone would treat her with respect. Bholi was filled with hope, to do something in her life.

With passing of time, the village progressed, to a high school level.

When Bholi was of marriageable age, her father fixed her match with a person named Bishamber, who had a big shop, house and a large bank balance. He was nearly fifty years old, and he also walked with a limp. Not only that, he was a widower and had grown up children.

Bholi was not consulted when this marriage was fixed. The day of her marriage came, and Bishamber arrived with a big baraat. He was pleased with the arrangements but when Bholi's silken veil was removed, he was shocked to see her pock-marked face.

He refused to marry her, and said that the marriage would go through only if an additional five thousand rupees were given to him. Ramlal brought the money. When Bishamber was about to garland her, Bholi flung the garland into the fire. She very clearly told her father that she would not marry that

man, who was not just only old and lame but also a mean and greedy person. She took a vow never to get married. She decided that she would become a teacher and serve her parents in their old age.

### Key Words

1. **disfigured:** defaced, damaged
2. **pock-marked:** scar or marks on the skin
3. **stammered:** Speak with sudden involuntary pauses

## CHAPTER-9

# THE BOOK THAT SAVED THE EARTH

– By Claire Boiko



## Revision Notes

### Introduction

This play is set in the 25th century at the museum of Ancient History. A historian tells the students how the Earth had been invaded by Martians in the 21st century, but was saved by a book of nursery rhymes.

### Summary

This play is set in the twenty-fifth century at the museum of Ancient History. A historian tells the students how the Earth had been invaded by Martians in the twenty-first century, but was saved by a book of nursery rhymes.

The ruler of Mars, 'Think-Tank' was an arrogant fool. He planned to invade Earth. He confided his plan to Noodle and instructed him to gather information of where his crew was on the Earth. Noodle found out that they, i.e., Captain Omega, Lieutenant Iota and Sergeant Oop were in the Centerville Public Library. They were trying to identify the objects there, but as they had never seen books, could not identify them.

Think-Tank thought that the books were a kind of

crude refreshment—may be sandwiches. Iota and Omega were ordered to eat them.

Then Think-Tank guessed that it was a communication satellite. He ordered them to take vitamins to help them transcribe the code.

Omega managed to read some of the nursery rhymes like—'The Cat and the Fiddle', 'Mistress Mary' and 'Humpty-Dumpty'. Think-Tank interpreted the dreams in his own way and concluded that the earthlings were more powerful than them and that they were planning to attack them.

Think-Tank got scared and decided to migrate to Alpha Century, which was one hundred million miles away from Mars. Noodle who had become friendly with the people on the Earth, took over as the leader. In that way, a book of nursery rhymes was able to save the world.

### Key Words

1. **Arrogant :** boastful, full of oneself
2. **Confided:** disclosed