

# Reading

## 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 Passages** (400-450 words) : Passages which involve the opinion of a person through reasoning are called discursive passages. These passages involve opinions which are generally argumentative, persuasive or interpretative.

**Type 2 : Case-based factual Passages** (300-350 words) : Passages which focus completely on details or facts are called factual passages. These kinds of passages generally include instructions, reports and descriptions.

### What to do?

- The Factual Passage has ten questions which require thorough understanding of the passage and carry one mark each. They include MCQs, Fill in the Blanks and True/False.
- In the Discursive Passage, ten multiple choice questions are asked to test inference, evaluation and analysis skill of the student. These questions test vocabulary and language skills. The answer has to be selected from the four given options with utmost care and by using reasoning.

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

- The skill of maximum marks in Comprehension Passage can only be mastered by consistent practice. Before answering the questions, the students need to go through the 3 S's of the reading process i.e., Skimming, Scanning and Summarizing. They should also remember the 5 R's (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. The reading should be done with speed and quickness.
2. Focus on the relevant details and underline them with a pen or pencil.
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.

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# Writing Skills

## Chapter - 1 : Letter Writing (Formal Letters)

### 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 is no ambiguity.



## Chapter - 2 : Analytical Paragraph

### 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 days	• 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.
- ✓ Summarize 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.



## Grammar

### Chapter - 1 : Grammar

#### 1. Tenses :

##### ➤ Present tense :

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

Henceforth

MV- Main verb

HV- Helping 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 :**

MV- I form (Plural Subject), I form+ e/es(Singular Subject)- Affirmative sentences.

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

**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 :**

MV- I form + ing

HV- is, am, are

##### 3. Present Perfect Tense

Usage :

**Just completed action.**

- I have completed my homework just now.

**Keywords** : Recently, Just now

**Verb :**

MV- III form

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

##### 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 :**

MV- I form + ing

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

**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 :**

MV- II form (Affirmative sentences)

HV- Did

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

2. With HV 'did', I 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 :**

MV-I form + ing

HV- was, were

##### 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 :**

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

HV- had (earlier 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 :**

MV- I form + ing

HV- had been

➤ **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 :**

MV- I form

HV- will, shall (Modals)

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

II<sup>nd</sup> & III<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 :**

MV- I form + ing

HV- will, shall (Modals) + be

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 :**

MV- III form

HV- will, shall (Modals) + have

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 :**

MV- I form + ing

HV- will, shall (modals) + have been

➤ **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.

2. **Modals :**

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

**Modal Verbs Function/Idea conveyed**

- (a) Can ..... Ability, Permission (informal)
- (b) Could Past of ..... Can
- (c) May ..... Possibility, Permission (Formal)
- (d) Might Past of ..... May'
- (e) Will & Shall ..... To express future time, to express determination, promise and threatening, to make requests
- (f) Should, Ought to ..... Moral obligation, to express advice
- (g) Must, have to ..... Social obligation (compulsion), duty, necessity
- (h) Used to ..... To express past habit.

3. **Subject-verb Agreement**

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 in plural verb according to the sense;**
    - The jury [=men of the jury] were divided in their opinions.
    - 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.

#### 4. Determiners :

**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) **Demonstrative adjectives** : this, that, these, those

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

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

(e) **Others** : each, every, next, another, either or neither ..... nor, first, second, etc.



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

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 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 (mute \_ '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.**



- *Direct* : She said, "My brother is writing a letter."
  - Indirect* : She said that her brother was writing a letter.
- (c) **A present perfect becomes a past perfect.**
- *Direct* : Lakshmi said, "I have passed the examination."
  - Indirect* : Lakshmi said that she had passed the examination.
- (d) **The will/shall of the Future Tense is changed into would/should**
- *Direct* : The girl said to her friend, "I will write a letter."
  - Indirect* : The girl said to her friend that she would write a letter.
- (e) **The simple past in the Direct becomes the Past perfect in the Indirect.**
- *Direct* : Doctor said, "The patient died in the night."
  - Indirect* : Doctor said that the patient had died in the night.
2. **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 :**

1. 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.
2. 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.
3. 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

- *Direct* : He said, "I am glad to be here this evening."
- Indirect* : He said that he was glad to be there that evening.

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.

4. **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.

5. **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.

## 6. Commands and Requests :

In reporting commands and requests, the Indirect Speech is introduced by some verb 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.

## 7. Exclamation and Wishes :

In reporting exclamations 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.

## 7. Statements

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.

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

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

## 8. 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.**

## 9. 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'.

When transforming statements, check whether you have to change:

- pronouns
- present tense verbs (3<sup>rd</sup> person singular)
- place and time expressions
- tenses (backshift)

Type	Example
Direct speech	"I speak English."
Reported speech (no backshift)	He says that he speaks English.
Reported speech (backshift)	He says that he spoke English.



## 8. Questions

When transforming questions, check whether you have to change:

- pronouns
- present tense verbs (3<sup>rd</sup> person singular)
- place and time expressions
  - tenses (backshift)

**Also note that you have to:**

- transform the question into an indirect question
- use the interrogative or if / whether

Type		Example
With interrogative	Direct speech	<i>"Why don't you speak English?"</i>
	Reported speech	<i>He asked me why I didn't speak English.</i>
Without interrogative	Direct speech	<i>"Do you speak English?"</i>
	Reported speech	<i>He asked me whether/ if I spoke English.</i>

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## Chapter - 2 : Gap Filling/ Cloze Passages

### 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 make complete sense and is grammatically correct.

### Tips to remember

- Read the paragraph carefully before attempting to fill in the blanks.
- Make sure that the verb agrees with the subjects in number and person as well as the aspect of the tense.

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## Chapter - 3 : Editing

### 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 the same part of speech which has been given as incorrect e.g., verb form with another verb form.

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## Chapter - 4 : Dialogue Reporting

### Introduction

Dialogue reporting is an exercise in which the speaker's dialogue is reported indirectly. Changes are made generally in the verb forms. There is a change in the first person and second person pronouns as they are changed to third person pronouns. There is always a full stop at the end while reporting a dialogue. Question marks or exclamation marks are not used while reporting a dialogue. In addition an appropriate reporting very is used to report the conversation and a connector is used to join the reporting very with the reporting speech.

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## Literature : First Flight

### Chapter - 1 : Glimpses of India

— By Lucio Rodrigues

#### (I) 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 through the memory lane thinking about the loaves of bread, a baker delivered 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. We can come across the bakers of bread.

The writer talks about his childhood days in Goa when the baker used to visit 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.

#### (II) Coorg

#### 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.

### (III) Tea from Assam

#### 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.

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## Chapter - 2 : 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.

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## Chapter - 3 : 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 Gautami whose only son had died. She went to people asking medicine for him. At last, a man told her to go to Buddha, the Shakyamuni.

Buddha told her that he would cure her son if she brought some mustard seeds from a house where no death had 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.

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## Chapter - 4 : The Proposal

### 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 to 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.

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## Poetry

### Chapter - 1 : Amanda

— By Robert 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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. **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.

7. **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

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## Chapter - 2 : Animals

— *By Walt Whitman*

## Revision Notes

### Introduction

The poet Walt Whitman praises animals for being better than human beings and for possessing all such qualities that humans lack or have forgotten. Those qualities are calmness, the lack of greed and the ability to stay happy and contented among others.

### Summary

In this poem, Walt Whitman has beautifully brought out the contrast between animals and human beings. Animals are generally simple in nature whereas human beings are generally greedy, selfish and very complicated. He is very happy with the easy going nature of animals and he wants to follow them.

The poet is desirous to live among the animals as he thinks that they are contented and serene. They are wise and this is the reason why they never bewail of their lot and condition. They do not weep for their sins and they have no care to worship even God. They are always satisfied and do not need to possess things. They respect none including their ancestors and they remain indifferent in their pleasure and pain. For this very reason, the poet wishes to learn from animals. They do not have any kind of falsehood. They are free from all types of trivial anxieties, so they are still living their natural life.

## Explanation of the Poem

1. I think I could turn and live with animals, they are  
So placid and self-contained

I stand and look at them long and long.

**Explanation:** The poet here desires to turn into an animal and live with them as he is impressed by their calmness and the purity of their mind. Animals appear to be contented with their lives. The poet stands and looks at them for a long time.

2. They do not sweat and whine about their condition,  
They do not lie awake in the dark and weep for their sins,  
They do not make me sick discussing their duty to God.

**Explanation:** The poet is quite impressed by the animals that they do not complain and cry about their conditions in the same way as human do. They eat and sleep peacefully and they have nothing to worry about. The animals are pure and they do not pray to God for forgiveness or ask God to fulfil their desires like humans do.

3. Not one is dissatisfied, not one is demented with  
the mania of owning things,  
Not one kneels to another, nor to his kind that  
lived thousands of years ago,

Not one is respectable or unhappy over the whole earth.

**Explanation:** Animals do not possess material things like humans do, and they are happy and satisfied without all the worldly items. Animals are free from the habit of praying to their ancestors. When the poet says 'not one is respectable', he means that since all of them are equal, there is no question of respect for some and insult to other. Thus animals are happy and uncomplaining.

4. They bring me tokens of myself, they evince  
them plainly in their possession  
I wonder where they get those tokens,  
Did I pass that way huge times ago and  
negligently drop them ?

**Explanation:** The poet feels that animals represent human beings in some way. This means that animals seem to have virtues, like kindness and innocence, which humans once had. They symbolise the lost values of human race. The poet believes that humans dropped these virtues a long time ago and have forgotten them.

## Poetic Devices

**Repetition :** Stand and look at them long and long.

Not one is dissatisfied, not one is demented with .....

**Alliteration :** make me sick.

I wonder where they get those tokens.

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## Chapter - 3 : 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, 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.

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 but a coward.

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, 'Week' 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 it for the sound. Ink cried 'Meowch' 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.

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## Supplementary Reader : Footprints without Feet

### Chapter - 1 : The Making of a Scientist

— Richard H. Ebright

#### 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 will to win for the right cause made him an exceptional scientist.

##### Summary

This story is the unbelievable account of Richard Ebright, efforts as a scientist, who 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.

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## Chapter - 2 : The Necklace

— 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 gown.

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.

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## Chapter - 3 : The Hack Driver

— Sinclair Lewis

### Revision Notes

#### Introduction

The story 'The Hack Driver' is about a man named Oliver Lutkins. He was a cunning man who was a witness in a case, but he ignored all the summons for appearing. A young lawyer was given the duty to find this man in New Mullion. There he met a helpful hack driver. The driver took him around the village in search of Lutkins but was unable to find him. Later on, the lawyer came to know that the hack driver was Oliver Lutkins himself. Hence, the young lawyer became the laughing stock of all.

#### Summary

This story is about a junior assistant clerk. His job was to serve summons. As he hated this work, he thought about running away to his own home town, and become a lawyer right away. One day, he was asked to serve summons on a man, called Oliver Lutkins as he was a witness in a law suit.

On reaching New Mullion, he found that a delivery man (hack driver) was willing to help him find the person in quarry. He would charge two dollars an hour for that work, as it would be very difficult to locate Lutkins. The hackman started talking to him and said that Lutkins never parted with his money.

Wherever they went, he told the narrator to keep out of sight, while he enquired for Lutkins. They went to Fritz's where Lutkins played poker and from there to a barber and then a poolroom. They were not able to find Lutkins.

In the afternoon as the narrator was feeling hungry, he decided to buy lunch and offered to pay for the hack driver's lunch also. The driver got the lunch prepared by his wife and charged him half a dollar for it.

Finally, the hack driver took him to Lutkin's house. When Lutkin's mother heard that they had come to serve summons on her son, she seized an iron rod and marched on them. She also threatened to burn them if they did not go away. Although the narrator was frightened, they searched all over, but were unable to locate Lutkins. The narrator returned to his city.

As the case was coming up for hearing the next day, he was asked to go back and somehow serve summons on Lutkins. A man who knew Lutkins went with him.

On reaching New Mullion, the narrator was shocked to find that the hack driver himself was Oliver Lutkins. Lutkins and his mother laughed at him. Feeling insulted and humiliated, the narrator served summons on Lutkins.

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## Chapter - 4 : Bholi

— Khwaja Ahmed 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 of 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 and 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 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, and a high school.

When Bholi was of marriageable age, her father fixed her match with a person named Bishamber, as he had a big shop, house and a large bank balance. Nearly fifty years old, 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.

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