

Reading Comprehension

CHAPTER-1

UNSEEN PASSAGE

Revision Notes

Introduction

- Comprehension means to understand the text fully using one's intellect. A comprehension passage is a text set for testing the reader's ability to comprehend (understand) the meaning implied by the text and the theme of that particular passage.
- Questions based on a passage generally appear in chronological relationship to the passage. Usually, the first question has the answer in the earlier paragraphs and so on, but if the answers are inferential, then the matter might have to be collected from various paragraphs and should be familiar with the entire passage.

Tips to Know

How to read a passage for comprehension

Following are a few guidelines that should be followed while attempting to comprehend unfamiliar passage:

1. Read silently. Do not read aloud.
2. Read the entire sentence together to make out the sense or meaning.
3. Read the passage thoroughly to determine the main idea before you look at the questions.
4. Don't panic about the words you do not understand.
5. Try to make out the meaning of the word you don't understand in context to the passage.
6. Go through the questions carefully and read that part which contains the answer again.
7. Answer must be relevant and to the point.
8. Write complete sentences as answers.
9. Try to write the answers in your own words, but if required, they can be copied from the passage.
10. Keep to the order in which the questions appear in the test paper.



CHAPTER-2

NOTE-MAKING AND SUMMARISING

Revision Notes

Introduction

- Today, extensive reading is the buzz word in every field of study or research. While reading, we are often bombarded with information of a vast ambit. It often becomes difficult to recall all the key points of a passage/article we may have read.
- Note-making is a means to capture the key ideas of a given passage in an easily readable, logically structured format. The style is fairly casual though within the prescribed CBSE framework and we are even allowed to use abbreviations.
- The key to abbreviations at the end of the task ensures that any other reader may also be able to interpret the gist of the passage. Thus, note-making can be a wonderful tool to take notes in class, share notes with each other and even revise for an exam.

Purpose of Note-Making

- To revise lessons before examinations
- To write a report or any composition
- To plan a speech or any lecture
- To convey any message only by giving important details
- To make presentation
- To summarize the text that you have read

How to Make Notes

Step 1 : Notice that the important information has been underlined.

Step 2 : Read the passage again asking yourself questions and answering them as you read.

Step 3 : With the help of the answers note down the main points. Write the points without full forms of the verbs.

Notice : Two or three related ideas can be combined into one point.

Use of colons

Use of the long dash

Step 4 : Now go over the facts and number them.

Step 5 : Finally we go over the facts and number them again.

Characteristics of Note-Making

1. Notes need not be written in grammatically correct sentences.
2. Notes are much shorter than original text.
3. The main points and the supporting details are distinguished.
4. Many unimportant words, helping words etc. are usually dropped out.
5. Information is condensed by using symbols, abbreviations, shorter words etc.
6. Try not to exceed 5 words in every heading and supporting points.
7. Try to complete the notes within 4 to 5 headings.
8. Notes should be presented in a systematic manner that brings out the structure of the original text.
9. Headings and supporting details are numbered.
10. Finally, the summary is prepared on the basis of the notes. It should not exceed the limit of 80 words.

Summarising

Summarizing follows note-making. Summarizing is the selection and paraphrasing information of the original source. This is done by analysing the paragraphs/passages in order to formulate a plan of writing.

How To Make Summary

The process of summarizing would involve the steps followed in note-making :

1. underlining important ideas
2. writing them down, abridging the verbs
3. avoiding examples, explanations, repetition

However, instead of nominalizing the points (changing verbs into nouns), we expand the points into full sentences and link them using suitable connectors. We need to be precise in our expression. The summary will contain all the main ideas of the original. Practice in using one word for many will help.

For Example :

- Children who *show intelligence* far beyond their age often turn out to be mediocre in adult life.

Or

Precocious children often turn out to be mediocre in adult life.

- Her genius was marked by *excellence* in the various arts, *languages* and science.

Or

She was a *versatile* genius.

Sub-Titling

The purpose of sub-titling is to convey the main idea or theme of each section of a long piece of writing. It helps the reader know at a glance the sub-topics that are being addressed. Giving suitable sub-titles helps break the monotony of reading long passages.

FORMAT

Title	3. Heading 3
1. Heading 1	3.1
1.1	3.2
1.2	3.3 Supporting points
1.3 Supporting points	3.4
1.4	4. Heading 4
2. Heading 2	4.1
2.1	4.2
2.2	4.3 Supporting points
2.3 Supporting points	4.4
2.4	

Key to Abbreviations			
1.	eg.	–	example
2.	etc.	–	etcetera
3.	&	–	and



CREATING WRITING SKILLS & GRAMMAR

CHAPTER-3

DESIGNING/DRAFTING POSTERS

Revision Notes

Introduction

Poster Writing is a part of the short composition section of the CBSE Grade Eleven and Twelve question paper and it forms part of a choice of notices, invitations, advertisements. Marks are awarded for creativity, sticking to the format and following conventions. Posters are fun to make and they are scoring too!

Kinds of Posters:

- There are two kinds of Posters that can come in the exam.

1. The Event Poster:

Event Posters include events like School Fetes, Book Fairs, Blood Donation Camps...etc

It deals with events that are to take place.

The event poster contains the following value points:

- Slogan
- Statement (also announcement)
- Venue
- Date
- Special Feature
- Other Features
- Important Information
- Concluding slogan/statement
- Name of Organiser

2. The Non-Event Poster:

Posters on Social Issues, Social Evils and Bad Habits (Child Marriage, Female Infanticide, Alcohol abuse, Deforestation... etc.)

- This type of poster deals with important every day social issues. This poster is made up of the following elements:
 - Slogan
 - Statement
 - List of reasons (to answer the question why?)
 - Statement
 - Slogan
 - Name of the person or organiser who has issued the poster

How to Draft a Poster:

- (a) Begin with a catching title/slogan.
- (b) Graphics should in the form of match stick figures. (Optional)
- (c) Date, venue, time must be mentioned if the poster is being drafted for an event.
- (d) Mention the name of the organisation which has issued the poster.
- (e) Sponsored/Issued by to be post scripted at the bottom.

Marking Scheme

Poster will be of 3 marks

- | | |
|--------------|--------|
| • Layout | 1 mark |
| • Content | 1 mark |
| • Expression | 1 mark |

Format

1. Format of an Event Poster:

Ans.

For Fun Food Frolic and Lots of Excitement!

Visit: The New Era Public School Annual School Fete

Venue
The New Era Public School ground-Roop Nagar-Delhi

on
25th February, 20xx

From
10:00 a.m. to 5:00 p.m.

Special Attraction
Magic Show by M.K. Sarkar, famous Magician

Other Attractions:
 Food Stalls Game Stalls
 Joy Rides Attractive Raffle Prizes

Entry by Ticket
 Adults - ₹ 50/-
 Children - ₹ 25/-

Come One, Come All!
 Fete Organised by
 (New Era Public School P.T.A.)

Long Writing Tasks

CHAPTER-4

LETTER WRITING

Revision Notes

Letter-writing is an important channel of communication between people who are geographically distant from one another. In earlier times, when the telephone and e-mail were not available, the only means of communication between people was through letter. A letter is usually one in a series of exchanges between two people or parties.

Letter-writing is a skill that has to be developed. In general, there are two types of letters:

- (i) **Formal Letter:** Letters written to convey official business and information. Formal letters are sent out when we need to write to various public bodies or agencies for our requirements in civic life. For example, we might have to ask for a certificate or to inform a change in our address.
- (ii) **Informal Letter:** Personal Letters to communicate with friends and family.

A Formal Letter has the following parts:

- Sender's Address
- Date
- Receiver's address
- Salutation
- Subject
- Body of the letter (content) (preferably in three or four paragraphs)
- Complementary ending
- Sender's signature and name

Note: Formal letter must be written in fully blocked format as per CBSE curriculum.

Steps to write Formal Letters

Let us now examine some of the steps in writing formal letters.

1. (i) Introducing oneself if it is the first time you are writing.
(ii) Referring to an earlier letter if you are responding to it.
2. Stating the purpose of the letter
3. (i) Stating action/information required from the addressee
(ii) Explaining action taken/supplying information
4. (i) Urging action to be taken
(ii) Offering assistance in future

This is the basic structure of a letter. It will have to be modified according to the purpose for which it is written and the person to whom it is addressed.

Tips to Know

While writing a letter, one should keep in mind the following points:

1. Purpose
2. Person to whom it is addressed
3. Tone you should adopt
4. Completeness of the message
5. Action required
6. Conciseness of expression

We have so far considered the content of letters. A letter also has a typical format.

1. **Name and address of the sender:** Companies have printed letterheads with the name of the company printed on them. A letterhead may also carry the name and designation of persons in responsible positions.
2. Name and address of the addressee
3. Date

4. **Mode of address or salutation:** Salutation is the mode of addressing a person. We may have the following forms.
 - (i) Dear Sir/Madam (when we write to a total stranger whom we do not know at all).
 - (ii) Dear Mr/Ms/Dr/Professor + Surname as in: Dear Dr. Sinha, (when it is a formal relationship with the addressee and the writer does not know him or her personally).
 - (iii) Dear Sujata (when the writer knows the addressee personally and the two share a semi-formal relationship).
5. Reference to previous correspondence, if any. Most official letters carry a subject line just above the salutation. This is for quick reference to the subject.
6. **Content of letter:** The content of the letter begins on the next line and is arranged in two or three paragraphs.
7. **Complimentary close and signature:** Letters usually end politely with the following phrases:
 Thank you, With regards, With best wishes, Hope to see you soon, Hope to receive an early reply, etc. The complimentary close is followed by 'Yours sincerely/ Yours truly' and the writer's signature in the next line.

Format of a Formal Letter

Sender's address
Date
Receiver's address
Sir/Madam,
Subject:
Salutation:
BODY OF THE LETTER
.....
.....
Yours faithfully / sincerely
Signature
Name

Example of the format of a formal letter.

Ritu Patel Manager, Customer Services Vijayanagar Gas Company 121, Ameerpet Hyderabad 500 016 12 November, 2005 Mr. Shagun Thomas 801, Vijay Apartments Begumpet Hyderabad - 500 016 Subject: Your application No. F323 for a new gas connection Dear Mr. Thomas, _____ _____ _____ _____ With Regards, Yours sincerely Ritu Patel
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Nowadays, all the parts of a letter are aligned on the left. This style is called the Full-Block style.

Remember:

- The date and signature are very important in letters.
- We do not use commas after every line in the address.
- Do not begin your letters with hackneyed expressions like, 'With reference to your letter dated 10 January'. Instead, use personalised variations like, 'I was glad to receive your letter of 10 January...' or 'We were happy to note from your letter that the goods have reached you safely...'
- Never end your letters with hanging participles like 'Thanking you' or 'Awaiting your reply'. Instead write, 'Thank you' or 'We/I await/look forward to your reply'.



CHAPTER-5

DEBATE WRITING

Revision Notes

Introduction

Debate Guidelines:

Points to remember

1. Begin with 'Honourable judges and my dear friends, I stand before you to express my views for/against the motion/topic'.
2. Total agreement or disagreement with the topic should be expressed forcefully and clearly.
3. Use argumentative style and logical reasoning.
4. Back up arguments with relevant information.
5. Conclude with a, "Thank you", at the extreme left.
6. Always make a rough draft, edit and time yourself (20 minutes).

Use powerful expressions like:

- I'd like to argue
 - In my opinion
 - May I ask?, etc.
 - Refer to your opponent's view/views
7. Stick to your view point either in favour or against

Tips to Know

- A debate is also a speech but with a different way of presenting content.
- All speeches are persuasive in style. The speaker's intention is to convert the audience to his/her own way of thinking on the topic.
- Remember that your points need to be forceful with examples and data as evidence. Points should not be repeated.
- You can use any tense but follow the same throughout.
- You can write in 1st person and use expressions such as "In my opinion", "I believe", etc.
- This is a personal form of writing and hence, you should give personal opinions.

Marking Scheme

- | | |
|---|----------------|
| • Format | 1 mark |
| (Note: for speech/debate - opening address and conclusion) | |
| • Content | 2 marks |
| • Expression – Grammatical accuracy, appropriate words and spelling | 2 marks |
| • Coherence and relevance of ideas and style | |



Grammar

CHAPTER-6

DETERMINERS

Introduction

A Determiner in a sentence determines something. They are:

1. Articles: a or an and the
2. Demonstratives: - this, that, these, those.
3. Possessives: his, her, your, my, their, our
4. Quantifiers: some, any, on, much

1. ARTICLES:

'A', 'an' and 'the' are special adjectives. These are called Articles. When articles combine with nouns, they form noun phrases. There are two types of articles in English.

Types	Words	Examples
Indefinite Article	A or An	A boy, an elephant
Definite Article	The	Call the man.

Use of **a / an / the**

1. 'A' / 'An' represents one. So, we can use a / an only with singular countable nouns.
2. 'An' is not used with proper nouns.

Examples * We cannot say: a milk, a water, a tea, a sugar, a rice.

* 'The' can be used with all nouns (singular or plural).

INDEFINITE ARTICLE:

The words 'a' and 'an' are called indefinite articles. We can use them with singular nouns. Which indefinite article is to be placed in front of a word depends upon the initial sound of the word, not the first letter of the word.

When to use 'a' and when to use 'an'

The Indefinite Article (A)

'A' is used before words beginning with a consonant sound.

Examples:

A usual	A student	A doctor	A hotel
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The Indefinite Article (An)

The article 'an' should be placed before words that begin with a vowel sound.

Examples:

an hour	an elephant	an actor	an ice-cream
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Rules for 'a' and 'an'

Rule 1. 'A' must be used before words which begin with a consonant sound.

Examples:

a Europe	a uniform	a union	a unique
a Unitarian	a united	a university	a usual
a useful thing	a year	a one-eyed giant	a one-dollar note

'Europe', 'university' has a 'Y' i.e., consonant sound.

Rule 2: Sometimes 'an' is used before words beginning with the letter 'h'. Silent 'h': 'an' is used before these words.

Examples:

an hour	an honour	an heir	an heirloom
an hourly	an honorarium	an honesty	an honorary

If 'h' is pronounced, 'a' is used.

Examples:

a hotel	a house	a horse	a human being
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Rule 3: We use 'an' before abbreviations that begin with vowel sound.

Examples:

an M.A.	an M.Sc.	an M.B.B.S.	an M.L.A.
an N.C.C. officer	an M.Com.	an M.C.A.	an M.B.A.

Rule 4: 'A' or 'an' must be used before a singular noun standing for things that can be counted.

Examples:

England is a country.	London is a city.
Rice is a cereal.	A dog is an animal.

Rule 5: 'A' or 'an' must be used before the names of professions.

Examples:

His father is a doctor.
She is an engineer.

Rule 6: Words like hero, genius, fool, thief and liar take the indefinite article.

Examples:

Beware of that fellow. He is a liar.
My friend is a genius.

Rule 7: The following word has indefinite article. Such + a/an + noun (or) such + a/an + adjective + noun.

Examples:

Such a thing.	Such a person.
Such an honour.	Such an interesting story.

Rule 8: The following word has indefinite article. So + adjective + a/an + noun.

Examples:

So interesting a person.	So nice an opportunity.
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Rule 9: 'Few' and 'Little' are negative in meaning. 'A few' and 'a little' are positive in meaning.

Examples:

He has little knowledge of this subject.	I have a little money on me.
He has few friends.	I have a few books on this subject.

Rule 10: In its original numerical sense of one.

Examples:

Not a word was said.	Twelve inches make a foot.
A bird in the hand is worth two in the bush.	I have a book.

Rule 11: A/an means one thing or person.

Examples:

Sara works in a bank.	Can I ask a question?
I have not got a car.	There's a woman at the bus stop.

Rule 12: We use a/an when we talk about what a thing or a person is.

Examples:

The sun is a star.	Football is a game.
A mouse is an animal. It's a small animal.	He is a very jolly person.

Note: The indefinite articles are not used before plural nouns, proper nouns, abstract nouns, uncountable and material nouns.

Examples:

A dog is a faithful animal.	Dogs are faithful animals.
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THE DEFINITE ARTICLE:

The Definite Article 'the' generally specifies and identifies. It answers the question: 'Which one?' It specifies a person, place or thing.

It can be used with both singular and plural nouns. A noun is first introduced with the indefinite article and the definite article is used to refer to it again. For example: There was a bird in my garden. The bird was blue in colour.

Rules for 'The'

Rule 1: 'The' is used before a superlative degree.

Examples:

The best	The tallest	The least
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Rule 2: 'The' is used before the names of -

Examples:

River	The Ganges
Seas	The Arabian Sea
Oceans	The Pacific Ocean
Bays	The Bay of Bengal
Trains	The Blue Mountain Express
Banks	The State Bank of India
Ships	The Queen Elizabeth is a famous British liner.

Rule 3: 'The' is used before the words King or Queen, if they represent the whole nation.

Examples:

The king of France	The queen of England
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But 'the' is not used before the words King and Queen, if they are followed by the name of the king or queen.

King George V (the Fifth)	Queen Elizabeth II (the Second)
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Rule 4: Do not put 'the' before the names of any sport.

Examples:

I play cricket.	She loves tennis.
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Similarly: football, rugby, hockey, polo, baseball, chess, etc.

Rule 5: Put 'the' before the names of musical instruments.

Examples:

She plays the guitar.	He plays the violin.
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Rule 6: Do not put 'the' before the names of single mountains or hills.

Examples:

Mt. Everest	Nanga Parbat
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But 'the' must be put before the names of mountain ranges or ranges of hills.

The Himalayas	The Alps
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Rule 7: Use 'the' with ordinals: as

Examples:

The first	The tenth
He was the first man to arrive.	The tenth chapter of the book is very interesting.

Rule 8: Do not put 'the' before the names of meals, if they refer to the meals in general, as a part of the daily routine.

Examples:

I have breakfast at eight every morning.
We have lunch in the afternoon.

● But 'the' must be used when the meal is a particular one, thought of as a social function.

Example:

The dinner will be held at the Park Plaza.

Rule 9: We use 'the' with different times of the day and night, but not with day and night.

Examples:

All the morning	All the afternoon
All the evening	All the week

Rule 10: Use 'the' before the names of municipal or government departments and before the names of shops, business houses, industrial concerns, banks, etc., except when they begin with a personal noun.

Examples:

The Ministry of Education	The Public Library
The Grand Hotel	The State Bank of India

Example of exception: Mehra & Sons

Rule 11: Do not use 'the' before the names of railway stations when they are also names of a place.

Examples:

New Delhi Railway Station

Old Delhi Railway Station

Rule 12: Do not use 'the' before the names of any language. 'The' is used before the names of any language to represent the inhabitants.

Languages	Inhabitants
English	The English
French	The French

Examples:

We are learning English.

The English has been sea faring people for many countries.

The French live in France and speak French.

Rule 13: 'The' may be used before the name of a road, but it may also be omitted.

Examples:

He lives in Gandhi Road.

I bought this pen at a shop in the Salmon Road.

Rule 14: We use 'the' before a building, when the purpose for its visit is specified.

Examples:

go to school	go to the school
go to college	go to the college
go to hospital	go to the hospital
go to prison	go to the prison

- When 'the' is omitted, the reference is for the purpose for which the building exists.

Examples:

Students go to school to study.

Christians go to church to pray.

Examples:

He went to the school to meet the Headmaster.

He went to the church to look at the building.

Rule 15: Do not put 'the' before the names of substances if they are used in a general sense.

Examples:

Gold is a precious metal.

We drink water.

Apples are good for health.

- But 'the' must be used if the reference is to a particular kind of specimen of the substance.

Examples:

The gold mine here is of poor quality.

The water in that well is very muddy.

Rule 16: Do not put 'the' before plural nouns when they are used in a general sense.

Examples:

Aeroplanes need good maintenance.

Apples are good for health.

Rule 17: Do not use 'the' before the names of countries unless the name suggests that the country is made up of smaller units or constituent parts.

Examples:

Japan	France	Italy
The United State of America	The U.K.	The U.S.S.R.

Rule 18: 'The' is used before a singular noun to express what we call the generic singular, i.e., the one thing mentioned is taken to represent all of the kind.

Example:

The tiger and the cat belong to the same family of animals.

- An exception to the above rule is the noun 'man' when it is used to denote the human race as a whole.

Rule 19: 'The' is used before names of things, that are unique in their kind.

Examples:

The sun	The moon	The earth
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Rule 20: 'The' is used before an adjective when the noun is understood.

Example:

The rich must help the poor.

Rule 21: 'The' is also used as an adverb with comparatives.

Examples:

The more you study, the more you learn.

The earlier you come, the better for you.

2. **DEMONSTRATIVES:**

- There are four 'demonstrative determiners' in English and they are: **this, that, these and those**.
- Note that demonstrative determiners can also be used as demonstrative pronouns. When they are used as determiners, they are followed by the nouns they modify. Compare:
This is my camera. (Demonstrative used as a pronoun, subject of the verb is)
This camera is mine. (Demonstrative used as a determiner modifying the noun 'camera'.)

3. **POSSESSIVES:**

Possessive adjectives - **my, mine, your, his, her, hers, its, our, ours, your, yours, their, theirs** - modify the noun following it in order to show possession.

Possessive determiners are different from possessive pronouns - mine, his, hers, yours, ours, their.

- * Possessive pronouns can stand alone and are not followed by nouns.
- * Possessive determiners, on the other hand, are followed by nouns.

Compare:

Sentences which have same pronoun should be taken to compare

For example

This is your car. Is this car yours?

Or

This is my house. This house is mine.

4. **Quantifiers:**

Quantifiers are followed by nouns which they modify. Examples of quantifiers include:

Some, any, few, little, more, much, many, each, every, both, all, enough, half, little, whole, less, etc. Quantifiers are commonly used before countable and uncountable nouns.

He knows more people than his wife.

Little knowledge is a dangerous thing.

CHAPTER-7

TENSES

Introduction

The tenses simply show the time of an action or state of being as shown by a verb.

The verb ending is changed (conjugated) to show what time it is referring to.

Time can be split into three periods **the Present** (what you are doing), **the Past** (what you did) and **the Future** (what you are going to do, or hope / plan to do).

The tenses are further split into **Simple, Continuous, Perfect and Perfect Continuous** tense, based on the state of action referred to.

Simple Tenses

The simple tenses are used to show regular habits of people, general truths and to express the words as it was said by someone.

Simple Present Tense

The simple present tense is used to discuss permanent situations and the frequency of events.

To have	Short form	Other Verbs (to work)
I have	I've	I work.
he has	he's	He works.
she has	she's	She works.
it has	it's	It works.
you have	you've	You work.
we have	we've	We work.
they have	they've	They work.

Positive Statements	Negative Statements	Interrogative Sentences	Positive Short Statements	Negative Short Statements
I work.	I don't work.	Do I work?	Yes, I do.	No, I don't.
He works.	He doesn't work.	Does he work?	Yes, he does.	No, he doesn't.
She works.	She doesn't work.	Does she work?	Yes, she does.	No, she doesn't.
It works.	It doesn't work.	Does it work?	Yes, it does.	No, it doesn't.
You work.	You don't work.	Do you work?	Yes, you do.	No, you don't.
We work.	We don't work.	Do we work?	Yes, we do.	No, we don't.
They work.	They don't work.	Do they work?	Yes, they do.	No, they don't.

Regular or permanent situations

When something happens regularly or is a permanent situation, we usually use the simple present tense. When using the simple present tense, the verb (with the exception of the auxiliary verbs) remains in the dictionary form (verb+s/es with third person singular such as he/she/it /any name).

For example:

Q. Where do you live?

Ans. I live in Germany.

Q. Where does he live?

Ans. He lives in Germany.

Q. What do you do?

Ans. I'm a teacher.

Q. What does he do?

Ans. He's a teacher.

Frequency

The simple present tense is also used to show how often something happens with **adverbs of frequency** - always, usually, often, sometimes, occasionally, seldom, rarely, never, etc.... and while discussing daily, weekly, monthly,

etc. routines.

For example:

I **always get up** at 6.00.

I **never drink** coffee before 12.00 noon.

I **work** on my website **every day**.

Every Monday and Thursday I **go** to the gym.

We also use the simple present to ask for and give instructions or to discuss a series of actions.

For example:

Q. How do I make pancakes?

Ans. First take 4 eggs and crack them into a bowl. Then weigh out 4 oz. of flour and sieve it into the eggs., etc.

The simple present tense can also be used for future events which are part of fixed timetable or programme.

For example: The Minister visits the city this week.

Simple Past Tense

The simple past tense is used to talk about finished actions that happened at a specific time in the past. You state when it happened using a **time adverb**.

In simple past, the verb takes its second form. The singular form of verb 'be' 'is' 'was' and plural form is 'were'.

Similarly, past form of do/does is did, which goes with both singular as well as plural noun and pronoun forms.

Also note that, with 'did', we use only first form of verb.

To be Statements (Positive)	To be Statements (Negative)	Questions?
I was.	I wasn't.	Was I?
He was.	He wasn't.	Was he?
She was.	She wasn't.	Was she?
It was.	It wasn't.	Was it?
You were.	You weren't.	Were you?
We were.	We weren't.	Were we?
They were.	They weren't.	Were they?

Regular Verb (to work) Statements (Positive)	Regular Verb (to work) Statements (Negative)	Questions	Short Answer (Positive)	Short Answer (Negative)
I worked.	I didn't work.	Did I work?	Yes, I did.	No, I didn't.
He worked.	He didn't work.	Did he work?	Yes, he did.	No, he didn't.
She worked.	She didn't work.	Did she work?	Yes, she did.	No, she didn't.
It worked.	It didn't work.	Did it work?	Yes, it did.	No, it didn't.
You worked.	You didn't work.	Did you work?	Yes, you did.	No, you didn't.
We worked.	We didn't work.	Did we work?	Yes, we did.	No, we didn't.
They worked.	They didn't work.	Did they work?	Yes, they did.	No, they didn't.

Simple Past: Uses

When you mention a time in the past:

For example: Last year I *took* my exams.
I *got* married in 1992.

It can be used to describe events that happened over a period of time in the past, but not now.

For example: I *lived* in South Africa for two years.

The simple past tense is also used to talk about habitual or repeated actions that took place in the past.

For example: When I *was a child*, we always went to the seaside on a bank holiday.

Continuous Tenses

The continuous tenses are used when talking about a particular point in time.

Present Continuous Tense

For example: **Q.** What are you doing? **Ans.** I'm building a website.

- * We also use the present continuous tense to talk about things that are happening around now but are temporary.

For example: Q. What are you doing these days? **Ans.** Unfortunately, I'm **working** a lot.

- * It is also used to describe trends or situations that are happening but may be temporary.

For example: Nowadays, more and more people are shopping on the Internet.

- * It is also used to describe a negative habit.

For example: He's always **cleaning** his car.

The present continuous tense is also used to discuss **future** events:

For example: I am going to meet Naina in the evening.

My brother is coming from New York, the next week.

Note: The present continuous tense is usually used with action verbs not with static verbs. Following are some static verbs that are not used in continuous tense:

Conditions: belong, cost, need, own, seem

Feelings: like, love, hate, want, wish

Beliefs: believe, feel, know, mean, remember, think, understand

Past Continuous

We use the past continuous tense to describe a past action over a period of time.

For example: Q. What **were** they **doing** yesterday? **Ans.** They **were working** all day.

- * It can be used to describe what someone was doing at a particular point in time.

For example: Q. What **were** you **doing** at 7:30 last evening? **Ans.** I **was watching** television.

- * The past continuous can also be used to show that an activity frequently took place over a period of time.

Q. What did you enjoy the most during holidays? **Ans.** I enjoyed doing **skiing** the most.

- * Sometimes Past Continuous and Past Simple are used together in a same sentence. The longer action in past is expressed in Past Continuous Tense and the action that happened in the middle of the longer action is expressed in Simple Past Tense.

For example: I was **driving** to work when I **crashed** my car.

Or

As I was **driving** to work, my car crashed.

Perfect Tenses

Sometimes you need to give just a little bit more information about an action or state and that is where the perfect tenses come in.

The perfect tenses are used when an action or situation in the present is linked to a moment in the past. It is often used to show things that have happened up to now but aren't finished yet or to emphasize that something happened but is not true anymore. When they end, determines which of them you use.

Perfect tenses are never used when we say when something happened *i.e.*, yesterday, last year, etc. but can be used when discussing the duration of something *i.e.*, often, for, always, since, etc.

The present perfect simple tense is used to talk about a past time, which has very strong meaning for the present.

Present Perfect Simple Timeline

For example: Q. Where is Jane?

Ans. She **has gone out**. She should be back in an hour.

We form the present perfect simple by using the auxiliary verb has/have with third form of verb. 'Has' is used with third person singular such as he/she/it/ any name 'Have' is used with first person, second person and all plurals.

Statements Positive	Statements Negative	Interrogative	Short Answer Positive	Short Answer Negative
I've worked.	I haven't worked.	Have I worked?	Yes, I have.	No, I haven't.
He's worked.	He hasn't worked.	Has he worked?	Yes, he has.	No, he hasn't.
She's worked.	She hasn't worked.	Has she worked?	Yes, she has.	No, she hasn't.
It's worked.	It hasn't worked.	Has it worked?	Yes, it has.	No, it hasn't.
You've worked.	You haven't worked.	Have you worked?	Yes, you have.	No, you haven't.
We've worked.	We haven't worked.	Have we worked?	Yes, we have.	No, we haven't.
They've worked.	They haven't worked.	Have they worked?	Yes, they have.	No, they haven't.

- * The present perfect simple is used to discuss events that have just been completed at the moment of speaking.

For example:

Have you done your homework?"

Ans. Yes, I've just finished it.

- * It is often used to suggest that a past action still has an effect upon something happening in the present.

For example: The pound has fallen against the dollar.

- * It is also used to discuss unfinished time.

For example:

Q. *Have you done your homework today?*

Ans. No, I haven't done it yet.

Note: You are talking about today and today isn't finished, so you may do your homework later.

Q. *Have you ever been to England?*

Ans. Yes I have.

Note: You are talking about something that has happened in your life.

- * You can also use the present perfect to discuss something from the past, but you don't want to say exactly when.

For example:

Q. *Are you learning any languages?*

Ans. Yes, I've begun to learn English.

- * This tense is often used to discuss events that have been happening over a period of time, but aren't finished yet.

For example:

Q. *How long have you studied English?*

Ans. I've studied English for two years now.

- * However, it is better (grammatically speaking) to use the Present Perfect Continuous to express yourself in this way.

For example:

Q. *How long have you been studying English?*

Ans. I've been studying English for two years now.

Past Perfect Tense

The past perfect tense is used to go further back in time when we are already talking about the past. It can make it clear that something had already happened at the time we are talking about.

We form the past perfect by using the auxiliary verb *had* and the -ed form of the regular verb (the past participle) **irregular verb** forms have to be learned:

Statements Positive	Statements Negative	Interrogative	Short Answer Positive	Short Answer Negative
I'd worked...	I hadn't worked...	Had I worked...?	Yes, I had.	No, I hadn't.
He'd worked...	He hadn't worked...	Had he worked...?	Yes, he had.	No, he hadn't.
She'd worked...	She hadn't worked...	Had she worked...?	Yes, she had.	No, she hadn't.
It had worked...	It hadn't worked...	Had it worked...?	Yes, it had.	No, it hadn't.
You'd worked...	You hadn't worked...	Had you worked...?	Yes, you had.	No, you hadn't.
We'd worked...	We hadn't worked...	Had we worked...?	Yes, we had.	No, we hadn't.
They'd worked...	They hadn't worked...	Had they worked...?	Yes, they had.	No, they hadn't.

For example: I had already done the shopping by the time she came home.

I was late for work; by the time I arrived, the client had already left.

- * The past perfect simple can be used to show how often something happened in the past.

For example: I'd visited the city many times before.

- * It can also be used to express unfulfilled wishes or dreams. Sometimes called, The Third Conditional.

For example: If I had won the lottery, I would have bought a new car.

Present Perfect Continuous

The present perfect continuous tense is often used (with *for* or *since*) to describe how long something has been happening up to now.

For example:

Q. *How long have you been studying English?*

Ans. I've been studying English for four years.

Q. *How long have you been living in Germany?*

Ans. I've been living here since 1998.

- * The present perfect continuous is also used to refer to an event that may or may not be finished when it's effect can be seen now.

For example: Look ! It's been snowing.

- * You should also use the present perfect continuous when talking about how long you have been doing your current job or working on unfinished projects:

For example: I have been working at BT for three years.

We have been exporting to China since 1999.

Past Perfect Continuous

The past perfect continuous tense is used to talk about longer situations that continued up to the moment in the past we are talking about.

For example: By the time I left England, we **had been living** in Bristol for five years.

Her back was sore because she **had been sitting** at the computer all day.

- * It is also used to say how long something went on for, up to a time in the past.

For example: We apologised because we had kept them waiting **for 3 hours**.

We apologised because we had kept them waiting since lunch time.

The Future Tense

Discussing the future in English can be complicated. The simple, present continuous, present perfect and the present perfect continuous can also be used and often it is possible to use more than one structure but have the same meaning.

Using the present continuous for the future

It is often used to ask about and discuss future arrangements or plans with just the addition of a future time, but you only use it when these arrangements are certain.

For example:

Q. What are you doing next week?

Ans. I'm working.

Q. What's he doing tomorrow?

Ans. He's playing tennis.

- * The present continuous tense is also used to talk about and make future appointments and arrangements using the words go or come....

For example:

Q. When are you coming to see me?

Ans. Next week.

Q. What are you doing tomorrow?

Ans. I'm going to the dentist.

- *and using verbs of arrival and departure.

We're **arriving** in London at 2.30.

The train leaving from platform one is the 2.45 to Edinburgh.

The Future Continuous (will be doing)

The use of 'will be doing' in a sentence is often referred to as the future continuous. It is used to talk about activities that will be happening at a particular time or over a particular time in the future.

For example: Next week we will be having a party. Can you come?

- * You can also use it (or the present continuous form) to talk about future plans.

For example: We will be eating lunch at 2.00 P.M.

Discussing the future using the present perfect simple form

You can use the present perfect form to say that something will have happened by a certain time in the future.

This time next year, I will have finished my exams.

Discussing the future using the present perfect continuous form (also known as the future perfect continuous using will have been doing).

You can use the present perfect continuous form to say how long something will have been happening by a certain time in the future.

This time next year, I will have been teaching English for 9 years.

Discussing the future using the present perfect simple form

You can use the present perfect simple form to say that something will have happened by a certain time in the future.

Discussing the future using the present perfect continuous form (also known as the future perfect continuous using will have been doing).

You can use the present perfect continuous form to say how long something will have been happening by a certain time in the future.

This time next year, I will have been teaching English for 9 years.

Discussing the future using going to

We say something is going to happen when it has already been planned.

For example:

Q. Are you going to fly to Germany?

Ans. No, we're going to drive.

We also use it to show something has already been decided.

For example: We're going to buy a new car next year.

We also use going to when we can see something is about to happen.

For example: Look at that cloud. I think it's going to rain.

Watch out! He's going to crash into the tree!

You can also use 'going to' to predict the future based upon the evidence now.

For example: It looks as though Manchester United are going to win the European cup.

I think my friend Louise is going to have a baby.

Note: I'm going to Germany isn't really the future tense. You would have to say I'm going to go to Germany.

Discussing the future using shall/will

When we give information about the future or predict future events that are not certain, we usually use shall/will.

For example:

Q. Who do you think will win the election?

Ans. I'm not sure, but I think the current party will win.

* We can also use shall/will to make promises for the future.

When leaving work, I would say - Good night, I'll (I will) see you tomorrow.

* Shall/Will is often used when we just decide to do something.

For example: The phone is ringing - If I decide to answer the phone, I would say - I'll (I will) get it.

* It can also be used in formal situations to express planned events and is preferred in formal written English.

For example: The party will start at 10.00 p.m.



CHAPTER-8

INTEGRATED GRAMMAR PRACTICE

Re-ordering of Sentences

Introduction

Sentence Reordering is one of the important chapters of English Grammar. The chapter concentrates on the arrangement of a few jumbled sentences. It is known by various names like rearranging of words, rearranging sentences etc. and in this exercise, students are required to arrange a bunch of words, phrase or parts of sentences, into a well-constructed, meaningful sentence. Students are required to be extra careful, good observer and analyze the sentence well while attempting the "Sentence – Reordering" questions.

For Example:

of electricity / water / an excellent conductor / is

Solution: Water is an excellent conductor of electricity.

Sentence transformation

Introduction

Transformation of sentences means to change the form of a sentence without changing its meaning. A simple sentence can be changed into a complex or a compound sentence and vice versa. Similarly, an interchange of affirmative, negative and interrogative sentences can be done, without changing their meaning.

GAP FILLING

Introduction

In grammar, a gap-fill is a practise exercise meant to test specific language points, for example, grammar and vocabulary or features of written texts. In this exercise, words are removed from a text or sentence and replaced with spaces. Students need to replace/ fill the blank with the suitable word or phrase required to make the sentence complete and grammatically correct.

For Example:

She told me she to come with me.

Solution: She told me she wanted to come with me.



Literature (poem)

Chapter-1 : The Voice of the Rain

—By Walt Whitman

Revision Notes

Introduction

The poem is in the form of a conversation between the poet and the 'rain'. The poet asks the rain 'who are you?' To this question, the rain replies that it is the poem of the earth, it rises continuously in the form of vapour and returns to earth in the form of rains. It says that it purifies earth and also gives life to it. It returns to earth exactly like a song, which finally returns to its singer in the form of appreciation after it is heard everywhere around the globe.

Summary

'The Voice of the Rain' contains a dialogue between the poet and the rain itself. The rain in its personified form describes what it is and what it does. In other words, the poet describes the cycle of the rain and also celebrates the coming of the rain.

The poet inquires who the rain is.

The poet asks the rain who she is. The rain promptly answers the question and the poet translates it.

The reply of the Rain

Being personified, the rain replies, "I am the Poem of Earth. I rise out of the land and the bottomless sea like something which cannot be touched. I rise upward to the sky where I change my form yet remain the same. Then I fall down on the surface of the earth to wash or bathe the droughts, atoms, dust, etc. I also fall on the things which cannot imagine life without me."

Functions of the rain

"Day and night I give life to my own origin and make it pure and beautify it. A song issuing from its birth-place after fulfilling and wandering as voice here and there acquires love when it returns. So do I return with love after giving life to anything that I touch."

Explanation of the Poem

Stanza 1

And who art thou? said I to the soft-falling shower,
Which, strange to tell, gave me an answer, as here translated:
I am the Poem of Earth, said the voice of the rain,

Explanation:

In the above given lines, the poet asks a question to the soft-falling rain 'Who are you?' (assuming the rain as a person). The answer, which the rain gives, is strange to express, but it is still translated or explained here. The rain replied 'I am the poem of the earth'.

Stanza 2

Eternal I rise impalpable out of the land and the bottomless sea,
Upward to heaven, whence, vaguely form'd, altogether changed and yet the same,

Explanation:

The rain says that it is the poem of the earth. It is born in an invisible and intangible form which rises from the water bodies and reaches the infinite sky to change its appearance into clouds of different shapes and sizes. Yet, the rain says, it remains the same in its heart as it was at its birth.

Stanza 3

I descend to lave the droughts, atomies, dust-layers of the globe,
And all that in them without me were seeds only, latent, unborn;
And forever, by day and night, I give back life to my own-origin and make pure and beautify it;

Explanation:

The rain then falls down on the earth as little water droplets which brings respite to us, rejuvenates the earth's soul and washes away dust and dirt. It gives life to new plants which would have otherwise remained unborn underground as mere seeds. Thus, rain continues its journey where it returns to the earth, its place of origin giving it life and making it all the more beautiful and pure.

Stanza 4

(For song, issuing from its birth-place, after fulfillment, wandering,
Reck'd or unreck'd, duly with love returns.)

Explanation:

Walt Whitman feels that the rain is a kind of some song. The song's birth place is the poet's heart. Once it is completed, it transfers from one person to other person and one day it returns to all its listeners.

The last lines of the poem are kept in brackets as they do not belong to the conversation between the poet and the rain.

Poetic devices:

Personification: The rain has been personified as it speaks.

Paradox: 'I give back life to my own origin' (a situation, person or thing that combines contradictory features or qualities.)

Metaphor: I am the poem of the Earth

Hyperbole: Bottomless sea

Imagery: Soft falling shower

Alliteration:

- I descend to lave the droughts, atomies, dust-layers of the globe
- said I to the soft-falling shower
- whence, vaguely form'd

Anaphora:

And all that in them without me were seeds only, latent, unborn;
And forever, by day and night, I give back life to my own-origin,
And make pure and beautify it;

Apostrophe: And who art thou? said I to the soft-falling shower,



Literature (Prose)

Chapter-2 : The Ailing Planet: The Green Movement's Role

—By Nani Palkhivala

Revision Notes

Introduction

The chapter comments on the deteriorating condition of our planet. It speaks about the problems faced by our planet and reasons for its poor condition and the changing view of the world for the planet.

Summary

The Green Movement

The author begins by commenting on the great attention received by the Green Movement that began some 25 years ago. The world's first nationwide Green party was founded in New Zealand in the year 1972 and the movement has been a great success since then.

A change in the human perception

A revolutionary change has come in the perception of the human beings bringing in a 'holistic and ecological view' of the world. There has been a shift from the understanding developed by Copernicus to the people's belief that the earth is a living organism whose needs must be respected and preserved by us. According to the writer, our earth is like a 'patient in declining health'. Thus, we have to realise our ethical responsibility of guarding the planet.

Sustainable Development

The World Commission on Environment and Development propagated the concept of 'sustainable development' in 1987. Sustainable development calls for a well-balanced development, so as to meet the demands of the present and not to deprive our future generations from the natural world of resources.

Man and the other living-species

Man has been considered as the most dangerous being on the planet. However, due to the efforts of a number of agencies all over the world, man is learning to live in harmony with the other living species on the planet. Man's existence is shifted from the system of domination to that of partnership.

The depletion of the principal biological systems

There are still many millions of living species that have not been catalogued. The author mentions the ecological concern pointed out by Mr. Lester R. Brown in his book 'The Golden Economic Prospect'. Mr. Brown points out four principal biological systems – fisheries, forests, grasslands and croplands. These form the foundation of the global economic system as they supply food and provide raw materials for industries except minerals and petroleum-derived synthetics.

The demand of the human beings on these systems is increasing to such an 'unsustainable' extent that the productivity of these systems is being hampered. The excessive demand has resulted in deterioration and depletion of resources leading to the breakdown of fisheries, disappearance of forests, deterioration of croplands and turning of grasslands into barren lands.

Deforestation

The forests are being destroyed in large proportions to obtain firewood in poor countries. Depletion of tropical forests has led to the extinction of several species. In fact, the tropical forests or 'the powerhouse of evolution' are eroding at the rate of forty to fifty million acres per year. Besides, the increasing use of dung for burning deprives the soil of important natural fertilizers.

According to our Parliament's Estimates Committee, a near 'catastrophic depletion' has been marked in the number of the forests of India over the last four decades. Ironically, article 48 A of the Indian Constitution states that the state shall protect and improve the environment and safeguard the forests and wildlife of the country. However, India is losing its forests at the rate of 3.7 million acres a year. The condition of the environment is 'critical' as per the study conducted by the United Nations.

The problem of over-population

One of the major factors adding to the deforming future of the human society is the fast-growing world's population. The present world's population is estimated at 5.7 billion. With this ever-increasing population, development seems a far-fetched dream.

As per the author, the best contraceptive to control the population is development. Voluntary family planning with an element of coercion is the only alternative. Rise in income, spread of education and improved health would lead to fall in fertility. Population and poverty are directly proportional to each other. Thus, control of the population should be our top-most priority.

Era of Responsibility

The author now re-mentions the 'holistic view' of the basis of our existence. He points that it is an 'Era of Responsibility' that calls for 'seeing the world as an integrated whole rather than a dissociated collection of parts'. Industry plays an important role in this responsibility. Excellence in environmental performance is required for the manufacturers to continue their existence. Our earth belongs as much to the future generation as much to us. We should soon realise our duty towards our planet and should not treat it solely as our property.

The chapter concludes with the beautiful lines of Mr. Lester Brown, "We have not inherited this earth from our forefathers; we have borrowed it from our children".

Literature (Play)

Chapter-3 : The Browning Version

—By Terence Rattigan

Revision Notes

Introduction

This is an excerpt from a play from Rattigan's book 'The Browning Version,' translated by Robert Browning. The scene is set in a school. Taplow, a boy of sixteen, is a pupil of teacher named Crocker Harris. He has come for extra work. He is expecting his results the next day. Mr. Harris has not arrived because it is his last day at school and he is very busy. Mr. Frank is a young teacher. When he comes, he finds Taplow waiting. They fall into conversation. The conversation between Taplow and Frank gives the reader an insight into the characters of teachers as well as students. Taplow reveals what type of teacher Crocker Harris is. Frank also reveals himself. He is very different from Crocker Harris.

He encourages Taplow to mimic Crocker Harris. This small excerpt shows the mutual jealousy between teachers.

Summary

Taplow comes to Crocker Harris

This play is a story of two school masters and a student named Taplow. Taplow, a boy of 16, comes in to do extra work for Mr. Crocker Harris. Mr. Harris is not there, but the other teacher Mr. Frank arrives.

Franks conversation with Taplow

Frank asks Taplow many questions about him. He learns that Taplow is in the lower fifth and is waiting for his 'remove' to be announced the next day. Results have been prepared and fate of students has already been decided. Infact most students know whether they have been promoted to the next class or not. He finds that in case Taplow's 'remove' is favourable, he intends to opt for science in the next class. He sees that the boy is a little bitter for having to come for extra work on the last day of school. He likes Taplow's imitation of Mr. Crocker Harris but does not like to show his feelings to Taplow. On the other hand, he rebukes Taplow and asks him to read his Greek play.

Then, he suggests that Taplow could go back because Mr. Crocker Harris was already late. Seeing that Taplow is shocked at the suggestion, he admits that he feels envious of Mr. Harris for keeping his students scared. He asks Taplow if Mr. Harris beats his students.

Taplows opinion about Crocker Harris

Taplow denies and says that Mr. Harris is not a sadist still. Taplow admits that he is more frightening than those teachers who beat. And yet, there is something that Taplow likes about Mr. Harris. He considers Mr. Harris very special as he seems to have no feelings. Unlike other teachers, he is not pleased when he is praised or liked. Despite this, Taplow loves Crocker.

Millie Crocker Harris appears

While they were talking, Millie Crocker Harris comes in. It is a few seconds before the other two noticed her presence. Taplow feels uneasy as he thinks that Millie has perhaps heard him talking ill of her husband. She gives Taplow a medical prescription and asks him to get it made up from the chemist. At first, he is reluctant to go fearing that Mr. Harris might get angry in case he comes in Taplow's absence. When Millie says that she will take the blame, he goes and the play comes to an end.

Literature (poem)

Chapter-4 : Childhood

—By Markus Natten

Revision Notes

Introduction

In this poem, the poet, Markus Natten wonders when and where he lost his childhood. In his quest to find the moment when he grew up, Markus highlights the innocence and faith he lost even as he gained rational individuality.

Summary

The poet Markus Natten wonders when did he lose the innocence of his childhood. He is perhaps sad that; step by step he has lost that innocence and its place has been filled by a foolish craze for individuality, the so called rationalism and the hypocrisy. Childhood is a special period in everyone's life. Once gone, never comes back. He thinks of a few stages in his life time, when there was a change in his thoughts and perception of the world around him. The poet thinks of the place where his childhood has gone. Here, he has no doubt that he can find it hidden in the innocence of an infant.

Feelings of Rationalism

The poet is surprised at which point of life he ceased to be a child. He asks himself if it was when he entered the twelfth year of his life or perhaps, it was when he became sensible enough to realise that Hell and Heaven are not to be found in geography and they must be fragments of imagination only.

Learning of Hypocrisy

Slowly, as the poet grew in age, he found that the world of adults was different. The adults are not what they seem to be. They pretend a lot. They are hypocrites who preach love and all good things but behave in a different manner. Slowly, he too began to learn this art and lost his childhood.

Individuality

Then, there came a time when the poet learnt the art of thinking independently. He learnt that his mind is his own and he should apply it to think in his own original way. In short, he learnt that a man need not always be guided in his thinking by others. May be, it was that day when he learnt to be an individual that he lost his childhood.

Where has the childhood gone?

In the last stanzas, the poet does not think of the time he lost his childhood. He wants to know the place where he has lost it and where it can be found again. He cannot remember the place. However, when he looks at a child's face, he becomes sure that the place is hidden in that innocence. Thus, the poet concludes that the loss of innocence was the loss of childhood.

Explanation of the Poem

Stanza 1:

When did my childhood go?
Was it the day I ceased to be eleven.
Was it the time I realised that Hell and Heaven,
Could not be found in Geography,
And therefore could not be,
Was that the day!

Explanation:

The poet wonders when he lost his childhood. He muses that perhaps it was the day he realised that the concepts of Heaven and Hell, he had been taught of since his youngest years, had no standing in the light of the day. Geography textbooks did not give the location of any such place. Education made the poet question his faith and

look at the world much more rationally. The poet realises that he might have lost his childhood when he gained this rational outlook.

Stanza 2:

When did my childhood go?
Was it the time I realised that adults were not
All they seemed to be,
They talked of love and preached of love,
But did not act so lovingly,
Was that the day!

Explanation:

In the second stanza, the poet recalls the time when he realised that the adults around him did not practise what they preached. They told the poet to be loving and caring; however, they were themselves argumentative, violent and discourteous. Their behaviour was a far cry from the love they sermonised about and advocated so reverently to the child.

Thus, the child lost his faith in the adults around him, whom he had so far, trusted without question. Their latent hypocrisy became evident to the growing child. Perhaps, says Natten, that broken trust was one of the major steps towards adulthood.

Notice that, this is perhaps the longest line of the poem. Markus Natten is a genius at putting punctuation to use. The length of this line and the difficulty to recite it in one go indicates that this is perhaps the biggest loss the child has suffered.

Stanza 3:

When did my childhood go?
Was it when I found my mind was really mine,
To use whichever way I choose,
Producing thoughts that were not those of other people
But my own and mine alone
Was that the day!

Explanation:

As he grew up, the poet realised that his mind was unique, could form its own opinions and could take its own decisions. He gained a sense of individuality which set him free from the prejudiced opinions of others around him. His own experiences shaped his thoughts now and he realised that this might have been the time he lost his childhood innocence completely.

Stanza 4:

Where did my childhood go?
It went to some forgotten place,
That is hidden in an infant's face,
That's all I know.

Explanation:

In the final stanza, the poet changes his question. From wondering at what point in time, he had lost his childhood, the poet now wonders where it went.

The last three lines may be interpreted in two ways.

- (a) The poet claims that his childhood is nothing more than a long lost memory. He recalls his infancy and believes that his true childhood resides there, in that infant's face and that innocence cannot resurface in this lifetime.
- (b) The poet believes that his childhood has become nothing more than a memory for him but has become the reality of some other infant. Innocence is a cyclical process which lost from one person, it travels to another, finding residence there. Thus, till date, adults can easily recall and seem to almost relive their own childhood, through an infant in their lives.

Poetic devices:

Refrain: 'Where did my Childhood go' 'Was that day'

The refrain of any poem is/are line(s) that repeat at regular intervals throughout the poem. The refrain often carries the central message of the poem. The two lines which do so in this poem are:

When did my childhood go?

Was that the day!

Repetition: They talked of love and preached of love. In poetry, repetition is repeating words, phrases, lines or stanzas. Repetition is used to emphasize a feeling or idea, create rhythm and/or develop a sense of urgency.



Part C: Literature (Prose)

Chapter-5 : Silk Road

—By Nick Middleton

Revision Notes

Introduction

The writer describes his pilgrimage to Mount Kailash. He wants to be more adventurous than to be religious. As he starts from Ravu towards Kailash, he describes all the things he sees—landscape, people and animals. He goes to Mount Kailash to do the Kora with other pilgrims.

Summary

The Journey Begins

It was early morning when the author left Ravu. He told Lhamo that he was going towards Mount Kailash to complete the Kora. At this, Lhamo gave him a gift of a long sleeved sheep skin coat.

Took Short Cut

Tsetan was the driver of their vehicle. He knew the route to Mount Kailash. He told the author that if there was no snow there would be no problem, Tsetan took a short cut from Ravu. This took them across the vast open grassy plains to the stony plains. The air was clean. Sometimes they saw a few gazelles and wild asses.

The Mastiffs

The way through the hills started. On the way, they met solitary drokpa tending their flocks. Seeing the car they would pause and stare at it. They also came across nomads' dark tents. Giant Tibetan mastiffs stood guard before these tents. These dogs would chase the author's car for a hundred metres or so.

The First Big Hindrance

They could see snow capped mountains far away as they entered a valley where the river was wide. The turns now became sharper and the ride more uncomfortable. After a while, the driver Tsetan had to stop. The author's companion Daniel also came out of the car. There was snow capped route ahead for about fifteen metres, after which the dusty trail could be seen again. The three men took handfuls of dirt and flung it on the icy surface. Then Tsetan got in and drove the car carefully across the dusty snow. It happened at the height of 5210 metres.

Next Hurdle

There was another blockage after about ten minutes but somehow, Tsetan negotiated it. The author felt a terrible headache.

The Cairn

Finally, they reached the top of the pass at 5515 metres. It was marked by a large cairn of rocks. They all took a turn round the cairn according to the tradition. Then they careered down the other side of the pass. Now, the author's headache had cleared and they stopped for lunch.

The Town 'Hor'

By late afternoon, they had reached the small town of Hor. Here Daniel parted company as he returned to Lhasa. Hor seemed a grim place. Although the town was on the shore of Lake Man Sarovar, the most venerated stretch of water, it seemed a dirty place. Anyway, the author was within striking distance of Mount Kailash and was eager to forge ahead. But he had to wait. The car tyres had suffered two punctures one after the other and they had to be fixed.

The Town 'Darchen'

They started after about half an hour. It was 10.30 pm. when the car drew up outside a guest house in Darchen. The author had to pass a troublesome night at the height of 4,760 metres. In the morning Tsetan took him to the Darchen Medical College. The Tibetan Doctor gave him some medicine and assured him that he would be able to

do the Kora. The medicine had its effect and that night, the author slept well. Seeing that the author was now well, Tsetan went back leaving him alone.

The Author's Worry

The town Darchen seemed tolerable but the author was worried because he could not see the pilgrims which he very much expected. In fact, he had timed his arrival to coincide with the season for pilgrimage.

Arrival of Norbu

There was a cafe in Darchen. One afternoon, the author sat there thinking what to do. He thought that he could only wait because he dared not go alone on pilgrimage. While he was thus lost in his thoughts, a man called Norbu came there. Seeing an English novel, in the author's hand he came to him. He sought the author's permission to sit opposite him. After introducing himself, he told the author that he had come to do the Kora. The author was as glad to find his company as Norbu was to find the author.



Literature (Prose)

Chapter-6 : Albert Einstein at School

—By Patrick Pringle

Revision Notes

Introduction

This chapter is an extract from the biography of Albert Einstein, the greatest scientist. It throws light on the basic nature of the young boy. During his school days, he was considered a dull student. He did not like his school and the subjects taught there. He considered it useless to study subjects other than those related to Science.

Summary

Albert's views on education

Einstein's history teacher Mr. Braun asked him in what year the Prussians had defeated the French at Waterloo. He respectfully replied that he did not know. Mr. Braun further asked him if he ever tried to learn it. Einstein told him that he did not see any point in learning dates as one could always look them up in a book. He said that he did not think learning facts was education. He thought it was not facts that mattered but ideas. Mr. Braun's eyes grew cold and cruel. He asked Einstein to stay in for an extra period. He called him a disgrace to the school and told him to ask his father to take him away. But Albert knew that his father would ask him to stay until he had taken the diploma.

His boarding and lodging in Munich

He felt miserable as he knew that his father had so little money to spare that Albert had to live in a room in one of the poorest quarters in Munich. He did not mind bad food, lack of comfort and even the dirt and squalor, but he hated the slum violence. The landlady used to beat her children regularly and she herself was beaten up by her husband who came drunk on Saturdays.

Albert's interests

Albert doubted if he would ever pass the exam. He was much intelligent than most of the boys. He was supposed to only repeat in the exam what he was taught. But his problem was that he was not good at learning things. His interests were different. There was little science at school, still he was studying a book on Geology. His interest lay in Science. Apart from studying Science, his only other hobby was music. He played the violin regularly. He told his friend Yuri that it was absurd that he should go on like this. In the end, it would turn out that he had been wasting his father's money and everyone's time. It would be better for all if he stopped that.

Gets a certificate for nervous breakdown

Albert asked Yuri if he knew any friendly doctors who might declare that he had a nervous breakdown and it was bad for him to go to school. Yuri suggested to him the name of Dr. Ernest Weil.

Albert met the doctor, who understood Albert's problem and agreed to certify the same. But he wanted to know what Albert would do next.

Albert's future plans

Albert replied he would go to Milan where his parents were. There he would seek admission in some Italian college. Albert was certain of getting help from his Maths teacher. He had learnt all the Maths that they taught at school and even more. Dr. Weil handed him a certificate and wished him best of luck.

Expelled from the School

Albert was summoned to the head teacher's room. The head teacher told Albert, to his surprise, that his work had been terrible and he was not prepared to have him there any longer. He wanted him to leave the school. Einstein asked if it was an expulsion. The head teacher replied that if he went of his own accord, the question won't arise. The charge against him was that he was on constant rebellion and made it impossible for teachers to teach and the other children to learn. Albert told him that he himself was going to leave anyway.

He walked out of the school where he had spent five miserable years.



Literature (Play)

Chapter-7 : Mother's Day

—By J.B.Priestley

Revision Notes

Introduction

The person whom we all adore next to God is our Mother. We can never repay our debt to her. It is ironical to note that she rarely gets her due. This play brings out the sad condition of the mother in most homes. A mother works from dawn till night to satisfy the needs of her husband and children. She cleans and sweeps. She cooks and washes. But sadly, she gets no reward or praise for her labour. Her husband and children are most thoughtless. They never realize that she, too, is a human being and needs rest. We work for five or six days in a week and claim it as a right to have a day or two off. But do we allow the same right to our mother? Don't mothers, too like all of us, have a body that can get tired and a mind that can get bored? Don't they, too, need some recreation? Do we ever think of it? If we don't, we need to be chastised in some way or other. This is what this play is all about.

Summary

Mrs. Pearson's position in her family

Mrs. Pearson is very fond of her husband and children. But they are thoughtless and selfish. The children (Cyril the son and Doris, the daughter) take no notice of the mother. They treat her like a servant.

Mrs. Fitzgerald offers a solution-they change personalities

Mrs. Pearson's neighbour Mrs. Fitzgerald, offers to set the Pearson's family right. She knows some magic. Mrs. Fitzgerald changes her personality with that of Mrs. Pearson. Now she looks like Mrs. Pearson and Mrs. Pearson look like her. Mrs. Fitzgerald sends Mrs. Pearson to her house for some time.

Mrs. Pearson becomes firm and strict with her family

Soon Mrs. Pearson's daughter Doris, comes home from work. She feels shocked to see her mother smoking (Actually, as we know she is Mrs. Fitzgerald.) and playing cards. She gets a curt reply in incisive tone when she asks for tea which is not ready. The mother says she might go later for dinner at Clarendon. Doris says angrily that she had been working hard all day and yet she can't get even tea.

The mother replies that she too has been working hard all day long. Doris is unable to understand why her mother is behaving so strangely.

Now, Mrs. Pearson's son Cyril comes in. He is back from work. He feels annoyed to find that his mother has not prepared tea for him. He asks his mother if his shirt has been mended. Mrs. Pearson replies sharply that she doesn't like mending. Cyril wonders what has happened to his mother. Mrs. Pearson says that they all work for fixed hours in their offices. They have two days off a week. She announces that she will also have off days in a week.

In the meantime, her husband, George Pearson comes in. He notices Doris in tears. He looks at Mrs. Pearson sipping stout at the odd hour of the day. He is surprised at her and annoyed to learn that there is no tea ready for him. He is further told that he is one of the standing jokes for club members. They call him Pompy-Ompy Pearson because he is so slow and pompous; George is horrified. He turns to Cyril for help. But Cyril only confirms Mum's observation that Dad is laughed at by club members at his back. George leaves the room, much put out Cyril

angrily at mother and asks why she has hurt Dad's feelings and his too. Her answer is that truth ought not to hurt anybody. Secondly, if father did not go to the club so often they would stop laughing at him.

All the three can hardly believe the change they see in Mrs. Pearson. They have never seen her in such a terrible form. Now they are all scared of her. None dares to oppose her in anyway. Meanwhile, Mrs. Fitzgerald from next door knocks at the door. Cyril calls her a silly old woman which is object to his mom. She is let in. She enquires if everything is all right. Cyril doesn't like her interference in the family affairs. The mother silences him with a rebuke and calls him a silly, spoilt young pie can. But the next moment, the real Mrs. Pearson can no longer stand the shabby treatment of her family. George, Doris and Cyril are asked to leave the room for sometime.

Family attitude changed

The two ladies change back into their proper personalities. Mrs. Fitzgerald warns Mrs. Pearson not to go soft again or it would all be mere waste. George, Doris and Cyril have now changed a lot. They readily agree to do whatever Mrs. Pearson wants them to do.



Literature (Prose)

Chapter-8 : Birth

—By A. J. Cronin

Revision Notes

Introduction

This chapter is an extract from A.J. Cronin's novel 'The Citadel (1937)'. It describes how a young doctor reviews a child that is thrown away as still born. Joe Morgan and his wife are a middle-aged couple. They have been married for twenty years but haven't had any child so far. Now, Mrs. Morgan is expecting her first child. Both her husband and her mother are feeling very nervous because the delivery of the child is going to be before time. A young doctor named Andrew is called in. The doctor has to put in hard labour in the delivery of the child. When the child is born, it seems to be still born. This shock could be too much for the Morgans to bear. When the doctor is attending to the mother, the nurse places the baby under the bed among dirty newspapers. After assuring himself that the mother is safe, the doctor looks for the baby. Finding it under the bed, he at once pulls it out. It was a boy perfectly formed. The boy was warm but was not breathing. At once, the doctor sets to revive the child's breath. After half an hour's terrible effort, he is at last successful. He thanks God and hands the child to the nurse. While going in the street, he keeps thinking, "I have done something; ohh, God! I have done something real at last."

Summary

About Andrew Manson

Andrew Manson had just completed his study of medicine. He began his medical practice as an assistant to Dr. Edward Page in a small town of Blainelly. He loved a girl, Christine, but his experience was disappointing.

Joe Morgan expecting his first baby – waiting for Andrew

It was nearly midnight when he reached Bryngower. He found Joe Morgan waiting for him. Joe had been married for nearly twenty years and now his wife was expecting her first baby. An expression of relief came on Morgan's face at the sight of the doctor. He told the doctor that he had been waiting for him for an hour. He said that his wife needed his presence because the child was expected to be born before time.

Andrew waits at Morgans for the delivery

Andrew went into the house. He saw two ladies inside the room. One was Joe's mother-in-law and the other was the mid-wife. The mother was worried. She realized that the delivery might take some time. She was afraid that the doctor would leave the case, saying that he would return later. But looking at the family's concern Andrew decided to wait. He drank the tea down in tile kitchen. He was tense. He knew that the case would demand all his attention. He made up his mind to remain there until everything was over.

An hour later, he went upstairs. He noted the progress made and came down once more. He sat down by the kitchen fire.

The child born lifeless

At last, the nurse's voice was heard calling from the top landing. Andrew looked at the clock. It now showed half past three. He rose and went up to the bedroom. He saw that he could now begin his work. An hour passed. It was a long, hard struggle. Then as the first rays of dawn appeared the child was born, lifeless.

Andrew's Dilemma

Andrew was horrified to see the still-born child. His face chilled suddenly. There were two options before him- whether to attend to the child or save the mother, who too was in critical state. Blindly, he gave the child to the nurse and turned his attention to Susan Morgan. She lay collapsed, almost pulseless. She was still under the effect of ether. He gave an injection and worked feverishly until her heart strengthened. He realized that she was safe. Swinging round to the nurse he asked for the child. The mid-wife made a frightened gesture. She had placed the child under the bed. In a flash, Andrew knelt down. Fishing among the sodden newspapers below the bed, he pulled out the child.

Andrew's efforts to revive the child

When Andrew looked at the child, he at once knew that it was a case of asphyxia (unconsciousness due to lack of oxygen). Instantly, he was on his feet. He asked for hot water and cold water and basins too. He laid the child into the icy cold water and then into the steaming hot water. Fifteen minutes passed.

Andrew was feeling a sense of defeat and hopelessness. The mid-wife was watching him in dismay and astonishment. The old women stood there leaning against the wall. He remembered how keen she was to have a child.

The child revived-Andrew feels he has done something meaningful

And then like a miracle, the little chest gave a short heave and the child started gasping. The skin started changing colour and then came the child's cry. Andrew handed the child to the nurse. He dazed. He left the house thinking he had done something real at last.

