

Section A : Reading

Chapter - 1 : Unseen Passages

The students are required to do a thorough study and have understanding of the given comprehension passage which may consist of one or more than one paragraphs. The main purpose of this activity is to test the reading ability of the students and their intellectual skills. This section carries a weightage of **20 marks**.

Types of Passages : There are two types of passages which help to test the reading skills of the students during their examination. They are :

1. Discursive Passage : A Discursive passage consists of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions are to be answered. It may also include opinions or feedback. The students are able to come to a conclusion through their reasoning power rather than intuition. They discuss the subject to reach a balanced and objective approach.

2. Case-based Factual Passage : A case based factual passage contains visual input- statistical data, chart, etc. and it is of 200-250 words to test analysis and interpretation. Ten out of twelve questions are to be answered.

A good factual passage encourages the reader to compare or contrast the relevant information regarding facts, data, etc. A student learns to get a comprehensive view of the subject and he discusses to improve his or her mental ability. There are instructive, descriptive and reporting passages in this section.

Tips to Know :

Tips for solving comprehension passages :

- (i) Read the passage thoroughly. The reading should be quick.
- (ii) Focus on the relevant details and underline them with a pen or a pencil.
- (iii) Read the questions carefully and go back to the passage to find the answers.
- (iv) The answers are generally in a logical sequence.
- (v) To find the answer 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.
- (vi) To find the correct option in Multiple Choice Questions, go through all the options. Re-read the passage and then tick the correct option.



GRAMMAR

Chapter - 2 : Grammar Items

1. Tenses

The tense of a verb denotes the time of an action' *i.e.*, present, past and future. The principal tense forms are—indefinite, continuous, perfect and perfect continuous. There are twelve tense forms.

Revision of Tenses

Tenses	Auxiliary Verbs	Main Verbs
Present Indefinite	do, does (Negative, Interrogative)	I form – s or – es Affirmative I form (Negative-Interrogative)
Present Continuous	is, am, are	I form + ing
Present Perfect	has, have	III form
Present Perfect Continuous	has been, have been	I form + ing + since (definite time)/for (with indefinite time)

Past Indefinite	did (Negative, Interrogative)	II form (Affirmative) I form (Negative, Interrogative)
Past Continuous	was, were	I form + ing
Past Perfect	had	III form
Past Perfect Continuous	had been	I form + ing + since (definite time)/for (with indefinite time)
Future Indefinite	shall (I, we), will (Others)	I form
Future Continuous	will be, shall be	I form + ing
Future Perfect	will have, shall have	III form
Future Perfect Continuous	will have been, shall have been	I form + ing + since (definite time)/for (with indefinite time)

Common Errors in the Usage of Tenses

Incorrect

1. I have come yesterday.
2. I am working here since 1999.
3. I am going to school on foot everyday.
4. I am having a blue pen.
5. He is having a large family.
6. If it will rain, we shall not go out.

Correct

1. I came yesterday.
2. I have been working here since 1999.
3. I go to school on foot everyday.
4. I have a blue pen.
5. He has a large family.
6. If it rains, we shall not go out.

2. Modals

Modal auxiliaries are verbs such as can, must, could and would, which are used with main verbs to express such ideas as possibility, permission, necessity, obligation.

1. **Will and Shall** : 'Will' expresses intention, promise, threat, determination.

e.g. : I will try to come. (promise)

I will kill you. (determination)

'Shall' expresses order, threat, promise, determination, intention :

e.g. : Shall I go with you ? (intention)

You shall be punished. (threat)

2. **Should** expresses duty, advice, polite request :

e.g. : You should take care of yourself. (advice)

Should I help you ? (polite request)

3. **Would** expresses determination, habitual action willingness, wish :

e.g. : Would that I were a bird. (wish)

4. **'May'** expresses possibility, permission, wish, purpose :

e.g. : May you live long ! (wish)

May I come in ? (permission)

5. **'Might'** expresses a suggestion, possibility :

e.g. : It might rain.

6. **'Can'** expresses ability, permission :

e.g. : I can swim. (ability)

7. **'Could'** expresses past ability, polite request :

e.g. : Could you please help me ? (polite request)

8. **'Must'** expresses compulsion :

e.g. : You must obey my orders.

9. **'Need'** expresses obligation or necessity :

e.g. : Need he solve all the sum ?

10. **Dare** means 'to have the courage to do something' :

e.g. : You dare not do this.

11. **Used to** express a habit in the past. Used to + V.

e.g. : I used to swim when I was young.

12. **Has to/have to** expresses some compulsion, obligation or necessity in the present or future tense.

Has to/have to + V.

e.g. : Mohan has to finish his work in time.

13. **Had to** expresses compulsion, obligation or necessity in the past.

Had to + V.

e.g. : He had to finish his work before 5 p.m.

3. Reported Speech

The words spoken by a person can be reported in two ways – Direct and Indirect.

When we quote the exact words spoken by a person, we call it **direct speech**.

By reporting the meaning of the spoken words by the speaker, without quoting the actual words, it is **indirect speech**.

e.g. : Sohan said to Mohan, "I am going to school."

Sohan told Mohan that he was going to school.

Rules for changing Direct Speech into Indirect Speech :

1. Change in Tenses :

(1) If the reporting verb is in the present or the future tense, the tense of the reported speech is not changed :

e.g. Satish says, "I am flying a kite."

Satish says that he is flying a kite.

(2) If the reporting verb is in the past tense, then the tense of the reported speech will change as follows

2. Change in Pronouns :

(1) The first person pronouns (I, me, my, we, us, our) in the reported speech change according to the subject of the reporting verb.

(2) The pronouns of the second person (you, your, yourself) in the reported speech change according to the object of the reporting verb.

(3) The pronouns of the third person do not change. *e.g.* :

(i) He said, "I like the book."

He said that he liked the book.

(ii) He said to me, "Do you like her?"

He asked me if I liked her.

3. Changes in words expressing nearness, time, auxiliaries etc.

this	changes into	that
these	changes into	those
now	changes into	then
here	changes into	there
today	changes into	that day
tomorrow	changes into	the next day
yesterday	changes into	the previous day
last night	changes into	the previous night
can	changes into	could
may	changes into	might
will/shall	changes into	would/should
ago	changes into	before
just	changes into	then
come	changes into	go

4. In statements, 'that' is used as the connector.

In **questions**, the indirect speech is introduced by verbs like 'asked' or 'inquired' etc. and 'if' or 'whether' is used to connect the questions with yes-no answer type sentences.

:		
	Direct	Indirect
(1)	Present Indefinite	Past Indefinite
<i>e.g.</i>	Write	Wrote
(2)	Present Progressive	Past Progressive
<i>e.g.</i>	am/is/are writing	was/were writing
(3)	Present Perfect	Past Perfect
<i>e.g.</i>	have/has written	had written
(4)	Past Simple	Past Perfect
<i>e.g.</i>	wrote	had written
(5)	Past Progressive	Past perfect
		Continuous
<i>e.g.</i>	was/were writing	had been writing
(6)	Past Perfect and Past Perfect Continuous	remain unchanged
(7)	Future	Conditional
<i>e.g.</i>	will write	would write

While introducing **commands or requests**, the indirect speech is introduced by verbs expressing command or request and the imperative mood is changed to the infinitive.

1. Statement
2. Interrogative
3. Imperative
4. Exclamatory

In **exclamatory sentences**, the reporting verb is changed to expressions like 'exclaimed with joy' etc., as per the mood conveyed by the reported speech.

Examples :

He said to Sita, "I have passed the test."

He told Sita that he had passed the test.

I said to him, "Where are you going?"

I asked him where he was going.

I said to her, "Do you know him?"

I asked her if she knew him.

She said to me, "Open the door."

She ordered me to open the door.

He said, "Alas ! I am ruined."

He exclaimed with sorrow that he was ruined.

4. Determiners

Determiners are words which come before nouns. They limit the noun by giving additional information about the noun. Determiners and nouns together make noun phrases.

e.g. : a boy, every boy.

The following are the most commonly used determiners :

Articles : a, an, the.

Possessives : my, our, your, his, its, their.

Demonstratives : this, that, these, those.

Interrogatives : which, whose (not where, when and what, unless they are followed by a noun).

Quantifiers : few, a few, many, much, each, every, some, any, little, a little.

Numbers : one, two, forty.

Ordinals : first, second, last, next.

Distributive : all, both, half, either, neither, each, every.

Determiners of Quantity :

Many is used only with plural nouns and to show a large number.

Much is used with uncountable nouns indicating a large quantity.

Some and **any** show not a very large quantity.

Some is used in affirmative sentences.

e.g. : There are *some* books in the bag.

Any is used in interrogative or negative sentences.

e.g. : Are there *any* children in the park?

There aren't *any* children in the park.

Each and **every** indicate single units in a group. **Each** refers to individual members of a small group, while **every** to members of a large group.

e.g. : We can help *each* other.

Every student wants to participate in the quiz show.

All is used to indicate the whole group rather than its components.

e.g. : *All* the children in this building like to play.

Few means not many (hardly any). Negative in sense.

A few means not but at least some number. Positive in sense.

The few means very small specific numbers. It gives both positive and negative sense.

e.g. *Few* students are interested in reading books (hardly any).

A few students are good at Mathematics (at least some).
The *few* students who scored good marks (very few are good, all scored good marks).

Similarly, little, **a little** and **the little** denote quantity.

He had *little* milk. (Not much, negative)

He had *a little* milk. (Some at least)

He drank *the little* milk I had. (Implies negative and affirmative)

5. Subject-Verb Concord/Agreement

The basic principle of subject-verb agreement is that singular subjects need singular verbs.

Plural subjects need plural verbs.

e.g. : The *girl* is playing.

The *girls* are playing.

(1) When two singular nouns refer to the same person or thing, the verb must be singular.

My sister and friend has come.

(2) When two subjects are joined by 'as well as', 'with', 'along with', the verb agrees with the first subject.

The king, along with his friends, has arrived.

- (3) Two or more singular subjects joined by 'and' take a plural verb.
He and I are brothers.
- (4) Either, neither, each, every and everyone are followed by a singular verb :
Each of the boys was given a prize.
Neither of the students was absent.
- (5) When a plural noun expresses some specific quantity or amount, considered as a whole, the verb is in singular :
Three kilometers is a small distance.
- (6) The verb agrees with the number of the nouns that follow the verb, in case of introductory 'there' :
There are fifty boys in the class.
- (7) Some nouns which are plural in form but singular in meaning, take a singular verb.
Economics is a dull subject.
- (8) A plural noun which is the name of a country or province or the title of a book, is followed by a singular verb.
"The Arabian Nights" has interesting stories.
- (9) Collective nouns like group, crowd, flock, regiment, etc., are generally followed by a singular verb.
A crowd of people rushes into the hall.
- (10) When the subject consists of 'one of + plural noun', the verb is singular.
One of the students was talking.
- (11) Some nouns which appear to be singular in form take a plural verb.
The police have arrested three terrorists.
- (12) Nouns such as food, furniture, clothing, etc., take a singular verb.
This furniture is very old.
- (13) Some nouns which appear to be plural in form when preceded by 'a pair of' take a singular verb. *e.g.* : shoes, scissors, trousers, etc.
A pair of shoes was bought by him.
But when these nouns are used without 'a pair of', they take a plural verb.
His shoes have worn out.
- (14) A collective noun such as jury, committee, family, etc., takes a singular verb when considered one unit. But when they are regarded as individuals, they take a plural verb.
The jury is about to give its decision.
The jury are divided in their opinion.



Chapter - 5 : Dialogue Writing/Reporting

Dialogue Writing

The dialogue completion task requires you to follow some rules. The language used should be simple and the tone should suit the relationship between the speakers. The dialogue should read like real speech; however, it should not include any boring or unessential information. Remove filler words and only include information that contributes to the situation.



WRITING

Chapter - 6 : Descriptive Paragraph

Introduction

A **descriptive paragraph** describes a thing, a person, or place or an event. Detailed information allows the reader to form an image in his or her imagination. The better the description, the clearer the image. Using the description allows the reader to form a better mental image of whatever is being described.

In a descriptive paragraph, you have to write about what a person, place, or thing is like. Sometimes, you may describe where a place is located. The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place or a thing, our aim is to reveal a subject through vivid and carefully selected details.

Types of Descriptive Writing

- **Descriptions of People** : These portray the physical appearance of a person and show the readers that why the subject is important or special.
- **Describing a Person** : What you choose to describe depends on the topic and purpose.
 - * When describing a person, you are not obliged to describe every single detail about the person's appearance.

- * Sometimes it is better to focus on one or two outstanding features that convey something about the person's character.

TIPS to write a Descriptive Paragraph

- (i) Style should be informal and personal.
- (ii) Always use short sentences.
- (iii) Language should be simple, polite and effective.
- (iv) Write only what you have experienced.
- (v) Word limit should be strictly followed.
- (vi) Make sure to choose a meaningful person, place, or thing.
- (vii) Introduce the person you are describing.
- (viii) Engage the reader's sense of sight.
- (ix) Describe smells and tastes if you can.
- (x) Describe how the moment or item feels.
- (xi) Describe how your subject sounds.



Chapter - 4 : Story Writing

Introduction

A short story is different from a novel. While novel is a longer story, short story is shorter than a novel. In short story, there is only one plot, one or two main characters and a central theme. Story writing is an imaginative skill and creative art. Story writing depends on a deep thinking, creative imagination, ability of planning and expert narrative technique and effective and impressive language.

How to write a short story?

It is true that specific standards can be applied in story writing as it depends upon the imagination of the writer, but there are numerous ways to shape an impressive story. Some of these ways are as follow :

1. First and foremost, one who intends to write a story, should find out the central character and peep into her/his characteristics and qualities.
2. The writer should adopt techniques in which the reader should find himself/herself spell bound. The details should enhance the interest of the readers.
3. All the events should be kept in proper sequence to avoid any kind of confusions and complexities.
4. The writer should use a wide range of thought process.
5. The writer may use her/his personal experiences to give a realistic approach to the story.
6. The climax of the story should be apt and according to the expectation and mind set of readers. They should not be in a dilemma. They should be clear in their minds.

Tips to write a short story

- There should be only one plot of the story.
- Story is always written in past tense.
- The theme of the story should be fabricated encircling the central character of the story.
- The end of the story should be clear and devoid of ambiguity.
- Effective language and simple sentences are the basic requirements of the story writing.
- To maintain the readers interest and curiosity, there must be turn and twist in the plot.
- The story should end with a moral.
- The word limit should be maintained.

Format

- Context
- Introduction of characters
- Plot
- Climax



Beehive : Prose

Chapter - 1 : The Fun They Had

— Isaac Asimov

SUMMARY—

- This is a story set in a futuristic scenario of around 150 years hence. In this phase of human development, every activity of education has become dependent on electronic media. There are telebooks in which the words move across the screen. The teachers are mechanical robots and the school is in an adjacent room in the house, where the student sits with the mechanical teacher, reading instructions on the screen and giving answers. It is a very boring process as there is no interaction between the teacher and the student.
- One day, Margie, an eleven year old girl, made an entry in her diary, 'Today Tommy found a real book'. Tommy was two years older to Margie. He had found the book in the attic of his room. Till then, they had never seen a real book. They had only heard from grandfather that there used to be books written on paper. They were very excited to find this book because it was a new discovery for them.
- The book was on the concept of school. The school was that of an old system. From this book they learnt a lot of things about the schools in the past. They learnt that there used to be a separate building for school where children went for studying. The classrooms contained a number of students who were taught by a human teacher. Since all learned the same things, they could easily help each other and could also easily interact with the human teachers. Margie used to dream of lots of kids going to school together, laughing, playing and helping each other. This appeared more interesting than sitting alone in a room in front of a computerised robot and reading instructions on the screen, without being able to ask any questions. As a result, she started hating her school even more.

Chapter - 2 : The Sound of Music

— Deborah Cowley

Part 1 : Evelyn Glennie

SUMMARY—

- Evelyn Glennie, a most sought after musician internationally, is a multi-percussionist who can play thousands of instruments to perfection. Surprisingly, she achieved this status in spite of her disability as she was profoundly deaf. But she learnt to listen with her body instead of the ears. She feels the sound through her body.
- Evelyn was eleven years old when it was discovered that she had a hearing problem. She wanted to pursue her career in music but her teachers discouraged her. It was Ron Forbes who recognised her potential and supported her. He advised her not to listen through her ears but try to sense it in some other way. This proved to be the turning point. She learnt to open her body and mind to the sounds and vibrations. After that she never looked back. She had mastered the art of interpreting different vibrations of sound on her body.
- She joined the prestigious Royal Academy of Music and scored the highest marks in the history of the Academy. She worked hard and with determination stood against all odds and got right to the top. In 1991, she was presented with the *Royal Philharmonic Society's* prestigious 'Soloist of the year award'. Apart from the regular concerts, Evelyn gave free concerts in hospitals, prisons and also to aspiring young musicians. She became a source of inspiration for the deaf and other handicapped children. She inspired them and made them believe that if Evelyn could do, so could they.

Part 2 : Bismillah Khan

SUMMARY—

- This chapter throws light on the origin of *Shehnai* and the life of all time great *Shehnai Vadaak* – Bismillah Khan. The winner of Bharat Ratna, the highest civilian award of India, for his dedication to music and his love for India.

- ‘Pungi’, a musical instrument was banned by Emperor Aurangzeb because of its shrill and unpleasant sound. In fact, it was regarded more of a noise maker rather than a musical instrument. It was modified and perfected by a barber who belonged to a family of professional musicians. He played it in the chamber of the king. Its sound was so appreciated by the emperor that it was made a part of *Naubat*. Since, it was played for the first time in Shah’s chamber by a *nai*, it came to be known as *Shehnai*.
- Traditionally, it was played in the temples and on every auspicious domestic occasion also. Its sound was regarded as auspicious. But it was treated as an incomplete musical instrument, not capable of creating independent pages. But Bismillah Khan broke this myth.
- Bismillah belongs to the Benaras (now Varanasi) Gharana. He was born in 1916 at Dumraon, in Bihar. From 5 years of age, he used to visit the Bihariji Temple and sing Bhojpuri ‘*Chaita*’ there. For his melodious singing, as a child he used to earn a big *Laddu* from the local Bhojpuri King. At the age of 6, he moved to Banaras. There under the guidance and training of his maternal uncle, Ali Baksh, he started picking up the finer nuances of *shehnai*. He used to spend most of his time practicing on the banks of the River Ganges. The themes of his music were deeply affected by the sounds of flowing water of the Ganga.
- He got the best performer award at All India Music Conference in Allahabad in 1930. In 2001, he won 3 awards the Padma Bhushan, Padmashree and Padma Vibhushan. He was invited to play the *shehnai* from the ramparts of the Red Fort in 1947, becoming the first to greet the independent India. He won many international awards also. He became the first Indian to perform at the Lincoln Central Hall, USA. An auditorium in Tehran was named after him—*Tahar Mosiquee Ustad Bismillah Khan*.
- Bismillah was very fond of Benaras and Dumraon. He declined an offer from one of his students to settle in the USA, as he was not willing to stay away for long from Benaras and its holy river Ganga. He ventured into the film world also. He contributed his music in two movies. His composition ‘*Dil ka khillona hai.....*’ for movie ‘*Goonj Uthi Shehnai*’, was a chartbuster. But he could not associate himself with the artificial glamour of the film world. For him, music was his soul, his life.

Chapter - 3 : The Little Girl

— Katherine Manstield

SUMMARY—

- Kezia was a little girl who lived with her mother, her father and her grandmother. She was afraid of her father and used to avoid him. She used to feel relieved on seeing her father go to his office. Kezia was so afraid of her father that she stuttered in front of him. He appeared to her as a harsh, rude and critical human being. Her Grandmother wanted her to understand her parents better, and would ask her to go to the drawing room to chat with her parents. But she found them indifferent towards her.
- One day her Grandmother suggested that she should prepare a pin cushion for her father’s birthday. Kezia stitched the three sides of the pin cushion casing. Now, she wanted to stuff it with something. In her mother’s room on the bed table, she found many sheets of fine paper. She tore them off into small pieces, filled the pin cushion and stitched the fourth side. By mistake she had used the very papers, which contained her father’s very important speech for the Port Authority. Though she accepted her mistake and tried to explain the reasons behind it, her father was too angry to listen to anything and punished her with a bashing of ruler on her palms. She failed to understand the punishment meted out to her when she had already accepted her mistake. Bitterly she said, ‘What did God make fathers for?’
- One evening, she saw Mr. McDonald playing with his five children, laughing and enjoying with them. This convinced Kezia that all fathers are not alike. Some are loving and caring like Mr. McDonald and some are cruel like her father.
- But soon, her attitude towards her father also changed. One day, her mother had to be taken to the hospital and her grandmother accompanied her. Kezia was left alone in the house with the cook. The day was fine. But the night was a different issue. She woke up in the middle of the night screaming as she had a horrible nightmare. She was weeping out of fear. When she opened her eyes, she saw her father beside her bed. He carried her to his bedroom, and made her warm and comfortable on his bed. Father told her to rub her feet with his legs and set them warm. She felt very safe and comfortable with him.
- It was then she realised that her father was not a giant after all. She could also sense that he loved and cared for her in his own way. She realised that he had to work the whole day to provide for his family and was too tired by the evening to play with her.

Chapter - 4 : A Truly Beautiful Mind

— Albert Einstein

SUMMARY—

- Albert Einstein was born on 14 March in the year 1879 in the German city of Ulm. For about two and a half years, he could not speak and when he did learn to speak, he uttered every word twice. His playmates called him 'Brother Boring', and his mother regarded him a freak because of the abnormally large size of his head. At school, his headmaster regarded him as stupid and good for nothing. But he proved them all wrong.
- At the age of 6, at the behest of his mother, he learned to play the violin. He became a gifted violinist. At the age of 15, his family shifted to Munich. He did not feel at ease with the strict regimentation of the school and left it for good. Later on, for higher education, he joined the University in Zurich because the atmosphere there was more liberal and amenable to new ideas and concepts. He showed more interest in Physics and Mathematics. He met a fellow student, Mileva Maric at the University- equally intelligent and clever. Later on they married and had two sons but unfortunately their marriage did not survive and were divorced in 1919.
- After completing his education, Albert worked as a technical expert in the patent office at Bern. Here, he worked secretly on his idea of relativity. In 1915, he published his paper on special theory of relativity, followed by the world famous equation $E = mc^2$.
- In 1915, he published his paper on *General Theory of Relativity*, which gave an absolutely new definition to the concept of gravity. This theory made him a known personality. In 1919, during the solar eclipse, his theory came out to be accurate and revolutionised physics. In 1933, he emigrated to USA as Nazis had come to power in Germany. He did not want his finding and research to be used for destruction. In 1938, when Germany discovered the principle of Nuclear Fission, he was the first person to write to the American President about the dangers of the atomic bombs.
- In 1945, when America dropped the Atomic Bombs on Nagasaki and Hiroshima, he was deeply hurt and wrote to the United Nations for the formation of a World Government to prevent recurrence of such destruction. He spent his later days in politics advocating world peace and democracy. He died at the age of 76 in the year 1955.

Chapter - 5 : My Childhood

— A.P.J. Abdul Kalam

SUMMARY—

- Abdul Kalam was born in a middle class Muslim family in Rameshwaram. He had three brothers and one sister. His father was a generous and wise man. His mother was a hospitable lady. They lived in their ancestral house on Mosque Street. His father lived a simple life but provided all necessities to his children. His parents were neither much educated nor rich, yet were generous and kind. Many outsiders ate with the family every day. Kalam inherited the qualities of honesty and self – discipline from his parents.
- Kalam was only 8 years old when the Second World War broke out in 1939. Then, there was a great demand for tamarind seeds. Abdul used to collect those seeds and sell them in the market. His cousin Shamsuddin distributed newspapers and employed him as a helping hand. This way he earned his first wages. He inherited faith in goodness and kindness from his parents.
- Kalam's family respected all religions. They took part in the Hindu festivals as well. His mother and grandmother told stories from the Ramayana and the life of the Prophet to the children at bed time. Kalam had three friends- *Ramanadha Sastry*, the son of a high priest of the Rameshwaram temple, *Aravindam* and *Sivaprakasan*. They had different religious backgrounds and upbringing. They never felt any difference among themselves. They adopted different professions when they grew up.
- One day when Abdul was in 5th standard at the Rameshwaram Elementary School, a new teacher came to their class. He used to wear a cap, which set him apart as a Muslim. Kalam always sat in the front row- next to Ramanadha Sastry, but the teacher could not tolerate a Hindu Priest's son sitting with a Muslim boy. Kalam was asked to sit on the back bench. Both the friends felt very sad and told their parents about the incident after school. Ramanadha's father called the teacher and told him not to spread the poison of communal hatred and social inequality in the minds of innocent children. He told the teacher to either apologise or leave the school and city. The teacher apologised and reformed himself.

- Once Abdul's science teacher invited him to dinner at his home. His wife refused to serve Kalam dinner in her kitchen as she believed in religious segregation. The teacher himself served him food and sat beside him to eat his own meal. His wife observed from behind the door and did not find any change in Abdul's behaviour. After dinner, the teacher again invited him to join them next weekend. This time the wife served food inside the kitchen with her own hands.
- When the Second World War had ended, Kalam asked his father to permit him to go to Ramanthapuram to study. His father knew that Kalam would have to go away to grow up and so he permitted him. He told his hesitant wife that they should give their children their love but, not force their thoughts on them.



Beehive : Poetry

Chapter - 1 : The Road Not Taken

— Robert Frost

SUMMARY—

'This is one of the finest poems by Robert Frost. It's a poem with deep implications. It deals with the problem of making a right choice. Many times in our life, we are confounded with different choices and such a choice is often difficult to make.

The poet stands in the woods, considering a fork in the road. Both ways are equally worn and equally overlaid with untrodden leaves. The speaker chooses one, telling himself that he will take the other on some another day. Yet, he knows it is unlikely that he will have the opportunity to do so. And he admits that someday in the future, he will recreate the scene with a slight twist. He will claim that he took the less-travelled road. *The Road Not Taken* consists of four stanzas of five lines each. The rhyme scheme is abaab.

Chapter - 2 : Wind

— Subramania Bharati

SUMMARY—

In this poem, the poet has very beautifully expressed his ideas about both the constructive and destructive aspects of the wind. The wind is often satirical of weak men. Wind symbolises the difficulties that are faced in life. When we have the endurance to bear the difficulties of life, we can overcome each challenge but, if we are weak and unstable, we succumb to the difficulties of life.

Chapter - 3 : Rain on the Roof

— Coates Kinney

SUMMARY—

It is a poem that tells us about the poet's sweet memories of his childhood. At night, when dark clouds cover the sky and it rains gently, then the poet lies in his cosy bed listening to the sound of the gentle rain droplets on the rooftop of his house. He remembers that his mother used to tell him stories which gave him immense solace and pleasure.

Chapter - 4 : A Legend of the Northland

— Phoebe Cary

SUMMARY—

The poem is a legend about an old lady who angered Saint Peter because of her greed. The story goes on like this. In Northland, lived a lady who was very selfish and greedy. Saint Peter while preaching the world reached her door one day. She was making cakes and baking them on a hearth. St. Peter was fainting with hunger. He asked

the lady to give him a piece of cake. The cake that she was baking then appeared to be too big so she did not give him a piece from that and baked another small one. That also appeared too big so she did not give him that also. Now, she took an extremely little scrap of dough and rolled it flat. She made it as thin as a wafer but was unable to part with that also. This angered St. Peter a lot. He said that she was not fit to live in human form and enjoy food and warmth. He cursed her and transformed her into a woodpecker who has to bore into hard and dry wood to get its scanty food. She can be seen in the trees all day boring and boring for food.



Supplementary Reader : Moments

Chapter - 1 : The Lost Child

— Mulk Raj Anand

SUMMARY—

It was spring time and the people in colourful attire were going to the fair. A child, along with his parents, was going to the fair and was very excited and happy. The child was fascinated by the stalls of toys and sweets. Though, his father got angry but his mother pacified him and diverted his attention towards other things. The child moved forward but once again, lagged behind because his eyes were caught by one thing or the other every now and then.

As they moved forward, the child got demurred by the decorative items on the stalls. His mouth watered seeing sweets decorated with gold and silver leaves. "I want *burfi*" but he did not wait for his parent's reply as he knew very well that his parents will never agree to buy *burfi* for him. They would say he was greedy, therefore, he kept moving. Then, he witnessed beautiful garlands but didn't ask for it. Then, he saw balloons, but he knew very well that his parents will say he was too old to play with balloons so he walked away.

Then, he saw a snake charmer, a round about swing. Now, he stopped to ask his parents for the permission to enjoy the swing but to his utter surprise there was no reply. Neither his father nor his mother was there. Now, the child realised that he was lost. He ran here and there but with no fruitful result. The place was too overcrowded. He got terrified but suddenly a kind hearted man took him up in his arms and consoled the bitterly weeping child. He asked if he would like to have a joyride but the child sobbed "I want my father, I want my mother." The man offered him sweets, balloons and garland but the child kept sobbing "I want my father, I want my mother."

Chapter - 2 : The Adventures Of Toto

— Rusking Bond

SUMMARY—

This story is about the admiration of the grandfather of the narrator and his liking for animals. He bought a baby monkey from a *tonga*-driver and named it Toto.

He wanted Toto because he already possessed a tortoise, a pair of rabbits, a tame squirrel, a goat but no monkey. With the coming of Toto, his mini zoo transformed into a real zoo.

Toto's presence was kept top secret as grandmother abhorred animals. Toto was kept in a little closet which opened into the narrator's room. Toto tore off narrator's school blazer. Toto, when kept in the zoo, started troubling other animals.

One day, grandfather had to go to Saharanpur to collect his pension. He took Toto along with him because he was a great menace to be left in the zoo troubling other animals. Toto, was ultimately accepted by the family. He was left in the stable to stay along with Nana, the family donkey. Even Nana got fed up with Toto.

One day, Toto nearly boiled himself alive by jumping into the large kitchen kettle that had been left on the fire to boil for tea. It was grandmother who came to his rescue and saved him. As days passed by, Toto's pernicious activities did not lessen. Therefore, ultimately grandfather sold back Toto to the *tonga*-driver and heaved a sigh of relief.

Chapter - 3 : In the Kingdom of Fools

— *Kannada Folktale (ed.) A.K. Ramanujan*

SUMMARY—

This is an interesting story about a Kingdom of Fools. The king and his minister did not have any brain. Once, they ordered that night should be considered day and vice-versa. They ordered that the people should keep awake at night and sleep during the day.

One day, a *guru* and his disciple visited the kingdom. To their utter surprise, the city looked deserted during the day time and by evening the shops opened and they purchased food to eat. The disciple felt happy at the cheap rate of eatable commodities and decided to stay back, while the *guru* rejected the idea.

An incident almost saved the kingdom. One day, a thief entered the house of a merchant but before he could steal anything, the wall fell on him and he died. The brother of the thief complained to the king against the merchant whose weak wall had taken the life of his poor brother. Ultimately the merchant blamed the mason, the mason blamed the dancing girl, the dancing girl blamed the goldsmith and the goldsmith blamed the family of the merchant. It was decided that merchant should be executed as he had inherited all his father's wealth as well as his sins. The merchant was fat and the stake was meant to execute very thin people.

As a result, a new stake was built to execute the merchant but it was too big, therefore, the king ordered that a fat man should be executed first. The king's men brought the disciple to be executed. Seeing in his vision, the *guru* came to rescue his disciple. He said to the king that this stake is new, therefore, he wants that he himself should be executed first. The king asked the reason. The *guru* said that the person who is executed first on this holy stake, will be reborn as the king of this kingdom. Now, the king wished to die first in order to become the king again. Therefore, the foolish king was executed and the *guru* through his wisdom saved his disciple.

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Chapter - 4 : The Happy Prince

— *Kannada Folktale (ed.) A.K. Ramanujan*

SUMMARY—

The Happy Prince was a beautiful statue. One day, a little swallow stayed between the feet of the Happy Prince. A large drop of water fell on the swallow when he got ready to go to sleep. The swallow learnt that these were the tears falling from the Happy Prince's eyes. The Happy Prince told him about the misery around him. The swallow made up his mind to stay there.

The Happy Prince gave a ruby for a poor seamstress. He gave a sapphire for a playwright and another sapphire for a match girl. The swallow carried out the prince's wishes. He also plucked out the gold leaves from the statue and gave it to the poor. He decided to go to Egypt as desired by the Happy Prince. The bird said that he was leaving for the House of Death. And he fell down dead at the Prince's feet. Just then Prince's leaden heart cracked into two parts because of the hard frost. The next morning, the Mayor ordered it to be taken down and melted in a furnace. The broken lead heart, however, did not melt. So, it was thrown on a heap of dust. The dead bird was also lying there. In Heaven, God asked one of the Angels, to bring him two most precious things from the city. The Angel carried away the broken heart and the dead bird.

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