

## Section-A

# Reading

### Types and Format of Questions

The students are mostly tested on content based questions which include factual questions and inferential questions. Vocabulary questions are also asked from the passages. These questions include *meanings*, *synonyms*, *antonyms* etc of a word in the passage. Three types of passages are designed to test the reading skills of students.

*These include*

- (i) Factual passages, e.g., instructions, descriptions, reports.
- (ii) Discursive passages involving opinion  
e.g., argumentative, interpretative or persuasive text.

*In class 10th syllabus there are three formats in which questions are asked;*

- (i) Short Answer Type Questions (SA)
- (ii) Very Short Answer Type Questions (VSA)
- (iii) Multiple Choice Questions (MCQ)

### Weightage in Examination

*This section carries 20 marks having two passages:*

- **1st Passage** of factual nature carrying 8 marks with 8 Very Short Answer Type Questions. passage (300-350 words)
- **2nd Passage** of discursive nature carrying 12 marks; Short Answer Type Questions and Multiple choice Questions. (350-400 words)

### Sample Passage (Factual)

#### TRAVELLING : THE INDIAN WAY

Over the years, the Pope has been driven around in quite a few different vehicles, which most people refer to as the 'Popemobile.' The last time the Pope visited the United States, for instance, his ride was a modified Mercedes-Benz M Class SUV which had been specially modified to accommodate his needs. In fact, Mercedes-Benz has a long history of creating vehicles especially for the Pope, and now Piaggio has joined in as well. Piaggio's contribution, though, features just three wheels and is made from the rickshaw platform which is popular in India, where the vehicle was created.

The auto-rickshaw is now all set for a papal touch. Two made-in-Maharashtra three-wheelers desi versions of the 'Popemobile', the specially-designed automobile used by the Pope at public appearances, is to whirr across the Vatican. The three-wheelers have been presented to the Pope by Italian automaker Piaggio which manufactures them at its Baramati plant. The Piaggio Ape Calessino vehicles, that carry special insignia of the Vatican city and are white in colour in line with papal requirements, were presented to Pope Benedict XVI at the Vatican last week, marking one of the most visible Indian connections to the spiritual leader. "These vehicles were given a complete look and feel of a Popemobile by putting a white coloured hood, white tyres, seat upholstery, and white body paint.

The insignia on the doors is specially handcrafted. The entire vehicle was given a complete unique decor to suit the aura of His Holiness," Ravi Chopra, CMD of Piaggio's Indian subsidiary, told TOI. Chopra said the Pope gave the delegation an audience where they apprised him of the vehicles and where they were manufactured. "He enquired about India and expressed a desire to visit the country," Chopra said. But would the Holy Father actually get to use the vehicles and why would he prefer a three-wheeler over his fleet of cars? Chopra is confident he will. "Just as a golf cart, they can be used by the Pope, may be for moving in the garden or some other purpose," he said.

### Questions

1. What is the profession of the Pope? (1)
2. Piaggio is a company belonging to which country? (1)
3. To meet the papal requirements, what did the manufacturer do? (1)
4. Why is the management of Piaggio confident that the Pope will prefer a three-wheeler over his fleet of cars? (1)
5. What did Mr Chopra tell the Pope about where the auto-rickshaws were manufactured? (1)
6. Which other manufacturer, besides Piaggio, has manufactured special vehicles for the Pope? (1)
7. Which word used in the third paragraph is a synonym of 'badge'? (1)
8. Pick out from the passage a word that means 'a particular quality that seems to surround a person'. (1)

### Answers

1. The Pope is a spiritual leader.
2. Piaggio belongs to Italy.
3. To meet the papal requirements, the manufacturer modified the vehicles to have a white coloured hood, white tyres, seat upholstery, and white body paint and to carry the insignia of the Vatican City.

4. The management of Piaggio is confident that the Pope will prefer a three-wheeler over his fleet of cars when he wants to use it as a golf cart, for moving in the garden or some such other purpose.
5. Mr Chopra told the Pope that the auto-rickshaws were manufactured in the Baramati plant of Piaggio in India.
6. Mercedes-Benz is the other manufacturer which has manufactured special vehicles for the Pope.
7. The word is 'insignia'.
8. The word is 'aura'.

### Sample Passage (Discursive)

Do children really need such long summer breaks, was a question posed by some experts recently. Apparently, such a long break disrupts their development and comes in the way of their learning process. Let's get them back to their books, is perhaps the expert view, if not in so many words. One would have thought the children are doing too much during their vacations and not too little, given the plethora of classes, camps and workshops involving swimming, art, personality development, music, computers and the like that seem to cram their calendar. Even the trips taken in the name of holidays seem laden with exotic destinations and customised experience packed into a short period of time.

We can do Europe in ten days and Australia in a week and come back armed with digital memories and overflowing suitcases. Holidays are in some ways, no longer a break but an intensified search for experience not normally encountered in everyday life.

It is a far cry from summer holidays one experienced while growing up. For holidays every year meant one thing and one thing alone - you went back to your native place, logged in with the emotional headquarters of your extended family and spent two months with a gaggle of uncles, aunts and first and second cousins. The happiest memories of the childhood of a whole generation seem to be centred around this annual ritual of homecoming and of affirmation. We tendered tacit apologies for the separateness entailed in being individuals even as we scurried back into the cauldron of community and continuity represented by family. Summer vacation was a time sticky with oneness, as who we were and what we owned oozed out from our individual selves into a collective pot.

Summer was not really a break, but a joint. It was the bridge used to re-affirm one's connectedness with one's larger community. One did not travel, one returned. As times change, what we seek from our summer breaks too has changed in a fundamental way. Today, we are attached much more to the work and summer helps us temporarily detach from

this new source of identity. We refuel our individual selves now; and do so with much more material than we did in the past. But for those who grew up in different times, summer was the best time of their lives.

### Questions

1. Answer the following questions in about 30-40 words each. (2 × 4 = 8)
  - (i) What does that passage focus on?
  - (ii) What role do summer breaks play?
  - (iii) How have summer breaks changed with the times?
  - (iv) How did people spend their summer holidays earlier?
2. Tick the correct option. (1 × 4 = 4)
  - (i) Find a word from the passage which means 'a very large number of something'.
 

(a) Laden	(b) Family
(c) Plethora	(d) Memories
  - (ii) Find a word from the passage which means 'something that seems unusual and interesting because it is related to a foreign country'.
 

(a) Exotic	(b) Digital
(c) Holiday	(d) Native
  - (iii) Find a word from the passage which is a synonym of 'unspoken'.
 

(a) Bridge	(b) Tacit
(c) Connectedness	(d) Different
  - (iv) Find a word from the passage which means 'moved quickly with short steps'.
 

(a) Development	(b) Customised
(c) Intensified	(d) Scurried

### Answers

1. (i) The passage focuses on the need for summer breaks for children and how summer holidays can be explored. It focuses on the difference between the enjoyment in earlier days during summer vacations and at the current time.
  - (ii) Summer vacations bring a different enjoyment to a child's life. It explores new places and learns new things. Also, some of the best childhood memories are during summer vacations.
  - (iii) Summer holidays have changed drastically with time. Now, children are overburdened with school work and books they are not at all interested in.
  - (iv) Earlier people used to go to exotic destination and learn new things or visit their native place and have fun with uncles, aunts and cousins. One could connect oneself with the outer world.
2. (i) (c) Plethora; (ii) (a) Exotic; (iii) (b) Tacit; (iv) (d) Scurried.

## Section-B

# Writing and Grammar

### Letter to the Editor (Formal Letter)

Letters to the editor are most frequently associated with newspapers and newsmagazines.

These letters are written in a crisp and clear pattern and a matter of fact style. The language is formal, straightforward and to the point.

### Different Kinds of Formal Letters

- **Business Letters** These include letters of enquiry/asking for information, replying to letters received, placing orders and sending acknowledgement, cancelling orders.
- **Official Letters** These include letters of complaint, making enquiries, making requests/appeals.
- **Letter to the Editor** To give suggestions on a public interest issue.
- **Letter of Job Application** This is written to apply for job.
- A bio-data is enclosed focusing on qualifications and skills.
- **Letter to the Principal** This is written to request for permission, leave, to make a complaint etc.

### Purpose of Writing Letter to the Editor

The main purposes of writing a formal letter are

1. to voice your opinion in case of Letter to the Editor.
2. to get your problems addressed.
3. to inform.
4. to complain about or against someone. Many complaints are validated by recording the facts in letters.
5. to place an order, seek information, enquire, send reply, sell products etc.

### Points to be Keep in Mind

- An individual should keep the following points in his/her mind while writing formal letters/ official letters.
- Be **polite** and **formal**.

## 6 English Communicative **Revision Booklet** (Class X-Term I)

- It should start by introducing yourself and describing the purpose of writing.
- **Briefly describe** about what you want to convey through the letter, give complete information along with necessary details like date, reference number, etc.
- **Conclude** with a hope/appeal/warning/ suggestion, as required.
- If you are writing to an authority about a problem in your area, briefly give its details and seek or **suggest a solution**.
- In **Letters to the Editor**, do not ask the Editor to solve your problem. He/she can only give voice to your opinion, views, suggestions etc.
- **Word limit** of 120-150 words should be kept in mind.

### *Example of Letter to the Editor*

1. You are Raman. Taking help of the points given below, write a letter to the Editor of a newspaper expressing your concern regarding the health hazards caused by junk food and its long lasting effects. (120-150 words)

*Points for help*

- (i) Cheap, tasty and saves time.
- (ii) Zero nutritional value
- (iii) Disastrous effect on body
- (iv) Leads to diseases like tension, blood clotting, depression etc.
- (v) Below standard

**Ans** House No 13B, B Block  
Shalimar Bagh  
New Delhi  
14th October, 20XX

The Editor  
Hindustan Times  
KG Marg, New Delhi

**Subject** *Growing Consumption of Junk Food*

Dear Sir,

Through the column of your esteemed newspaper, I would like to draw your attention towards the growing consumption of fast food especially by the teenagers.

Junk food is eaten widely due to its mouth watering taste and most importantly for its economical value. College going students find it time

saving and easy on their pocket. While school going kids prefer it to the home made food.

Even parents don't understand that junk food has zero nutritional value and it is harmful for health. Nobody realises its disastrous effects on body. We see lot of children suffering from obesity and having other medical problems.

Some of them suffer from blood clotting, while others go into depression. Nutritious food should be encouraged in schools and colleges. School authorities should ensure healthy food being served in the canteen and should keep a check on the lunch brought by the students. Teenagers should be made aware of the harmful effects of consuming junk food.

*Yours sincerely*

Raman

## Article

An article is a piece of non-fiction prose writing especially meant for newspapers and magazines. It usually describes something, e.g., author's personal opinions or findings of research. It is divided into **three main parts**.

*These are*

- (i) **Introduction** This part establishes the content. This paragraph should have thought provoking lines so as to draw the reader's attention.
- (ii) **Middle Paragraph** This part should detail different aspects of the topic like causes, effects, advantages, disadvantages, merits, demerits etc.
- (iii) **Concluding Paragraph** It concludes the main idea and presents your viewpoint, comments and criticism as well as your recommendations. Always sum up articles with an appeal or a warning.

## Purpose of Writing an Article

*The main purposes of writing an article are*

1. to express personal opinion.
2. to present information on a variety of themes (describing an event, person and his life, actions, places, experiences, opinions on topics of social interest, arguments for or against a topic) in a long and sustained piece of writing.
3. to inform people, to persuade them, to entertain them or to convince them.

### Points to be Keep in Mind

An individual should keep the following points in his/her mind while writing an article.

- An article is a written appreciation with **facts** and **references**.
- The ideas presented should be planned, organised and presented in a **coherent** manner.
- An article may also be written using the various stimuli such as notice, newspaper, report, poster, advertisement, pictures, graph or diagram.
- While writing your **viewpoint**, develop your thoughts in a **systematic way**.
- While writing an article, some **positive/negative aspects**, effects and **consequences/results/arguments** related to the topic should be mentioned.
- Articles should be concluded by **comparing** and **contrasting** ideas.
- Avoid **long sentences**. Stick to the **use of simple language**. Restrict the article to the **word limit** of 120 words.
- And last but not the least : Always Revise Carefully.

### Example of Article

1. As Menaka/Mohit, write an article in about 120 words for your school magazine on the 'Importance of Sports and Games in Students' Life'.

*You may use the following notes*

games as importance as academics.

sound mind in a sound body.

sports and games as recreation.

physical activity important for health in the later life.

games promote leadership, cooperation and discipline.

#### **Ans IMPORTANCE OF SPORTS AND GAMES IN STUDENTS LIFE**

BY MOHIT

Games and sports are a necessary part of education. We all know that a sound body dwells in a sound mind. If body is weak, our mind can never be strong. A good student builds up his body and health by participating in games. They provide exercise in the open and fresh air. Games teach us discipline and sportsmanship. They prepare us for playing the game of life. They provide fun, enjoyment and relaxation. Moreover games promote team work, cooperation and patience. We can make the best use of leisure time by playing games. Games also help in making use of our surplus energy. They develop confidence and courage. By teaching us boldness and removing our fear. In order to make a complete man of a student, schools should give due importance to games and sports beside studies.

## Short Story

Story writing is a creative art, but rather an arduous one. It really requires a lot of creative thinking, planning and mastery of narrative skill and language. A short story is a narrative of moderate length that revolves around a single incident involving one or more characters.

### Purpose of Story Writing

*The main purposes of writing a story are*

1. to teach students to draw broader conclusions from the material.
2. to encourage them to think on a wider level about interconnected issues and themes throughout the material.

### Keep in Mind

- *An individual should keep the following points in his/her mind while writing a story.*
- A story focuses on one **single incident**.
- Story is framed on a **situation** from real life.
- **Place** and **time** should be defined.
- A story is framed by keeping a **central character/main character** in mind.
- **Basic suggestions/troubles/incidents** should be included, according to the type of story given.
- **Consequences** of the story should be made clear.
- Story is made interesting using some twists, include **innovative use of language**.

### *Example of Short Story*

1. Using the given clues, write as interesting story in about 80-100 words.  
dark night-quiet jungle-sounds of footsteps-followed footprints trail-reached lonely house-hidden behind trees-entered-shocked to see.

**Ans**

#### **AN ADVENTUROUS NIGHT**

It was a dark and lonely night when I was admist a quiet jungle. I cried for help but there was no response. I was horrified to hear the sounds of owls and bats. It was scary as hell and I lost all hope of survival. Suddenly, I heard sounds of footsteps. I suspected something fishy, so I decided to follow the trail of some footprints I saw. After ten minutes, I reached a lonely house. I hid behind the trees to see whether it's safe to go near the house. Finally, I decided to take shelter in the lonely house, but to my shock it was full of dancing skeletons. I fainted and when I opened my eyes, I was sleeping in my lovely bed. What a nightmare it was!

# Grammar

## Determiners

*Determiners can be classified into*

1. Articles A, an, the.
2. Demonstrative Adjectives This, that, these, those.
3. Numerals
  - (i) Definite One, two,....., hundred, first, second, both etc.
  - (ii) Indefinite Some, many, few, all etc.
  - (iii) Distributive Each, every, either etc.
4. Quantitative Little, much, more, any etc.
5. Possessive My, your, his, our, her, its, their etc.

### Use of Some Important Determiners

1. **'Some'**

**'Some'** is used normally in affirmative sentences with both countable and uncountable nouns. In interrogative sentences, 'some' is used for making a request or offer or command, for which the answer 'yes' is expected.

e.g., I shall buy some books. (*Countable*)
2. **'Any'**

**'Any'** is used in negative and interrogative sentences for countable nouns and uncountable nouns, when we refer to a quantity of something which may/may not exist.

e.g., I don't have any pen.
3. **'Little', 'A little', 'Much'**
  - (i) 'Little' is used for uncountable nouns. 'Little' means 'hardly any'. It has a negative meaning here (almost nothing).  
e.g., He takes little interest in parental business (means he has hardly any or no interest).
  - (ii) 'A little' means 'some, though not much'. It has a positive meaning.  
e.g., A little knowledge is a dangerous thing (means some, not full knowledge).
  - (iii) 'Much' is used before uncountable nouns and it emphasises a large amount.  
e.g., (a) How much money have you got?

**4. 'All'**

- (i) When followed by a countable plural noun, it requires a plural verb. It includes every person or thing of a particular kind.  
e.g., All the students were happy.
- (ii) When followed by an uncountable noun, it requires a singular verb.  
e.g., All that glitters is not gold.

**5. 'Most', 'Several'**

- (i) 'Most' refers to nearly all of a group or amount. It is usually used with uncountable and plural nouns.  
e.g., Most people do not trust others.
- (ii) 'Several' refers to more than two, but not a very large number. It is generally used with plural nouns.  
e.g., Several people were against her.

## Tenses

### Types of Tenses

*There are three types of tenses*

**1. Present Tense**

- (i) **Simple Present** It uses the root form of the verb (i.e., infinitive without 'to');  
's' or 'es' is added for the third person singular he, she, it  
e.g., (a) He studies hard.  
(b) Pearl usually believes everybody.  
(c) Arnav often gets late for lunch.
- (ii) **Present Continuous** It is formed with is/are/am + (first form of the verb + ing)  
e.g., (a) He is studying.  
(b) It is raining outside.  
(c) She is coming next week.
- (iii) **Present Perfect** It is formed with have/has + past participle  
e.g., (a) He has studied hard.  
(b) I have just seen that film.  
(c) I have already had my breakfast.
- (iv) **Present Perfect Continuous** It is formed by have (has) + been + first form of the verb + ing + since/for  
e.g., (a) He has been studying hard since 2 o'clock.  
(b) I have been writing a letter since 6 pm.  
(c) I have been playing well for three years.

## 2. Past Tense

- (i) **Simple Past** It is formed with the past tense (second form of the verb)  
e.g., (a) Girls studied.  
(b) The boys played.
- (ii) **Past Continuous** It is formed with was/were + (first form of the verb + ing)  
e.g., (a) He was studying.  
(b) It was still raining when I reached there.  
(c) He was busy in packing last evening.
- (iii) **Past Perfect** It is formed with had + past participle (third form of the verb)  
e.g., (a) I had studied.  
(b) I had gone to Delhi last week.  
(c) I had already taken breakfast.
- (iv) **Past Perfect Continuous** It is formed with had been + (first form of the verb + ing) + since/for  
e.g., (a) I had been studying here since 3 years.  
(b) He had been sleeping since 9 am.

## 3. Future Tense

- (i) **Simple Future** It is formed with will/shall + (first form of the verb)  
e.g., I think India will win.  
Some other examples of future simple are  
e.g., (a) I am going to buy some new books.  
(b) We are about to have our lunch.
- (ii) **Future Continuous** It is formed with will/shall + be + (first form of the verb + ing)  
e.g., (a) I will be meeting him tomorrow.  
(b) Sushant will be arriving soon.  
(c) I shall be going tomorrow.
- (iii) **Future Perfect** It is formed with will/shall + have + past participle  
e.g., (a) You will have reached home before it rains.  
(b) He will have suffered a lot by now since his birth.  
(c) He will have known her for two years next month.
- (iv) **Future Perfect Continuous** It is formed with will/shall + have + been + (first form of the verb + ing) + since/for  
e.g., (a) You will have been living in Meerut for ten years.  
(b) I shall have been working here since 2012.  
(c) You will have been trying this since one hour.

## Prepositions

### At, In, To, Into

- (i) **At** shows stationary position or existing state.  
e.g., She is **at** home.
- (ii) **In** shows movement  
e.g., The train is **in** motion.  
Also, it is used to express a period of time.  
e.g., **in** February, **in** the morning, **in** the year 1992, **in** summer etc.
- (iii) **At** is used for a small place and for a precise point of time.  
e.g., He lives **at** Surajkund in Haryana.

### To/Into

- (i) **To** is used in the following sentences
  - (a) **To specify direction** Turn **to** the left.
  - (b) **Destination** I am going **to** Jaipur.
  - (c) **Until** From **Monday to** Friday, five minutes **to** ten.
- (ii) **Into** is used in the following sentences
  - (a) **To the inside** We stepped **into** the room.
  - (b) **Change in condition** The boy changed **into** a man.

### With/By

'With' is used for instruments and by is used for agents.  
e.g., The snake was killed **by** him **with** a stick.

### Under/Underneath

Underneath is used for things only.  
e.g., (a) Hide this **underneath** the table.  
(b) I work **under** Mr Singh.  
(c) He is hiding **under** the table.

### On/Upon

On is used for things at rest; upon for things in motion.  
e.g., (a) We sat **on** the chair.  
(b) The cat jumped **upon** the chair.

### **Till/Until**

- (i) **Till** means upto. It can be used with 'from' or without it.  
e.g., (a) We work from 10:00 am **to/till** 6:30 pm.  
(b) We work **till** 6:30 pm.
- (ii) **Until** means up to a time or before. We use until when the activity continues throughout the period up to the time limit.  
e.g., There were visa applicants in our waiting room **until** 7:00 pm.

### **Since/From**

- (i) **Since** is used to denote point of time and never for period of time.  
e.g., It has been raining **since** 6 o'clock.
- (ii) **From** is normally used with to or till/until.  
e.g., Most people work **from** eight to six.

## **Active Passive Voice**

### **Changes of Verb in Case of Tenses**

#### **Simple Present Tense**

is/am/are + past participle.  
e.g., Cheese is eaten by mice.

#### **Simple Past Tense**

was/were + past participle.  
e.g., The cheese was eaten by mice.

#### **Present Continuous Tense**

is/am/are + being + past participle.  
e.g., The cheese is being eaten by mice.

#### **Past Continuous Tense**

was/were + being + past participle.  
e.g., The cheese was being eaten by mice.

#### **Simple Future Tense**

shall/will + be + past participle.  
e.g., The cheese will be eaten by mice.

#### **Present Perfect Tense**

have/has + been + past participle.  
e.g., The cheese has been eaten by mice.

**Past Perfect Tense**

had + been + past participle.  
 e.g., The cheese had been eaten by mice.

**Future Perfect Tense**

will have + been + past participle.  
 e.g., The cheese will have been eaten by mice

**Summary of Changes of Tenses**

	Simple/Indefinite	Continuous	Perfect
<b>Present</b>	is/am/are + Past Participle	is/am/are + being + Past Participle	has been/have been + Past Participle
<b>Past</b>	was/were + Past Participle	was/were + being + Past Participle	had been Past Participle
<b>Future</b>	will be/shall be + Past Participle	No Passive	will have been shall have been + Past Participle

**Changes with Prepositions**

Prepositions used with the verbs in Active Voice are retained in Passive Voice.

*Active* Students are looking at the blackboard.  
*Passive* The blackboard is being looked at by the students.

*With certain verbs, instead of 'by' other prepositions are used.*

*Active* The news has shocked me.  
*Passive* I have been shocked at the news.

**Modals**

The finites which express the **mode** or **manner** of the actions denoted in the principal verb are termed as Modals. This class of helping verbs not only assists in forming questions and negatives but expresses a wide range of meanings also.

These helping verbs are **can, could, will, would, shall, should, may, might must, and ought to**. These are also known as **modal auxiliaries**. They express the degree of certainty of the action in the sentence or the attitude or opinion of the writer/speaker concerning the action. **Need, dare** and **used to** are called **semi-modals**.

## Functions of Modals

### Can

- (a) To take permission  
e.g., **Can** I use your car?
- (b) To make a request  
e.g., **Can** you lend me some money please?
- (c) To express a possibility  
e.g., You **can** go there by car.
- (d) To express ability  
e.g., I **can** solve this puzzle.

### May

- (a) For request  
e.g., **May** I use your umbrella?
- (b) To take permission  
e.g., **May** I go now?
- (c) To show possibility  
e.g., It **may** rain today.
- (d) To show purpose  
e.g., He is working hard so that he **may** win.

### Will

- (a) To express future time reference (*1<sup>st</sup> person and 3<sup>rd</sup> person*)  
e.g., You **will** win.
- (b) To express determination (*1<sup>st</sup> person*)  
e.g., I **will** teach him a lesson.
- (c) To make request, permission, comments  
e.g., He **will** always sulk.
- (d) To issue invitation  
e.g., **Will** you come with me to the Coffee House today?

### Would (past form of 'will')

- (a) For request  
e.g., **Would** you mind sitting here?
- (b) To express determination  
e.g., He **would** sit for hours studying his material.
- (c) To express past habit  
e.g., He **would** start grumbling as soon as he came.

**Should** (past form of 'shall')

- (a) To express advice/duty  
e.g., We should obey our elders.
- (b) To express instructions  
e.g., You should always conduct yourself in this manner.

*The following table will help you in understanding the use of modals*

Modal	Usage of Express
<i>Can</i>	ability, permission, request, possibility
<i>Could</i>	ability, request, possibility
<i>Shall</i>	futurity, willingness, suggestion, insistence
<i>Should</i>	obligation, advisability, necessity
<i>Will</i>	willingness, prediction, insistence, request in question
<i>Would</i>	willingness, habitual action in past, probability, wish
<i>May</i>	purpose, permission, concession
<i>Might</i>	possibility, permission
<i>Must</i>	compulsion, obligation, prohibition
<i>Ought to</i>	desirability, duty, obligation

## Section-C

# Literature and Novel

### Julius Caesar (Drama)

One of the greatest dramatists of all times, Shakespeare has skillfully dramatised historical material from Roman history for this play. This is an extract from his famous play 'Julius Caesar'. It has been set against a political background. It is the story of a man's personal dilemma, set against a backdrop of strained political drama. The people celebrate the victorious return to Rome of Julius Caesar, an able general, after defeating Pompey's sons. Fearing that Caesar may one day become a dictator due to his growing power, some noble conspire to murder him. Brutus, an honourable noble and Caesar's friend also joins in this conspiracy. However, the tale takes its own twists and turns and Caesar is avenged by Mark Antony, his loyal friend.

The common people of Rome celebrate the victory and the return of Julius Caesar. Mark Antony offers the crown to Julius Caesar, which is refused by him. Cassius, who is jealous of Caesar, feels that he might become a dictator, so he instigates a conspiracy to murder Caesar. To make his action legitimate, he includes Brutus, who is a very honourable man and a great friend of Caesar, in his plot to murder Caesar. Caesar is murdered at the foot of Pompey's statue.

#### The Main Characters

Modal	Usage of Express
<b>Julius Caesar</b>	The greatest and most powerful ruler of Rome. Assassinated by Brutus, Cassius and a band of conspirators who feel that Caesar is too ambitious and wishes to be crowned.
<b>Calpurnia</b>	Caesar's wife and a very superstitious character in the play.
<b>Mark Antony</b>	Caesar's loyal friend and a very effective orator.
<b>Marcus Brutus</b>	Caesar's great friend, who joins the conspiracy because of his love for Rome and for democracy.
<b>Cassius</b>	Main conspirator and organiser of the conspiracy.
<b>Decius Brutus</b>	Co-conspirator in Caesar's assassination.

**Extract Based Questions**

1. "Cowards die many times before their deaths;  
The valiant never taste of death but once.  
of all the wonders that I yet have heard.  
It seems to me most stranger that men should fear."
- (a) Mention any two traits of Caesar that you get to know from the above lines.  
(b) What did Calpurnia see in her dream?  
(c) What happened to Caesar?

- Ans** (a) Caesar appears to be brave but is full of over-confidence and arrogance.  
(b) Calpurnia saw in her dream that something miserable was going to happen to Caesar.  
(c) Caesar was murdered by the conspirators.

2. Brutus (Aside): That every like is not the  
same, O Caesar,  
The heart of Brutus yearns to think upon!
- (a) What does Brutus mean by 'That every like is not the same'?  
(b) Why is Brutus yearning?  
(c) Why had Brutus come to Caesar's house?

- Ans** (a) Brutus means that though Caesar says that they will go to the Senate House 'like' friends there was a difference in 'being' friends.  
(b) Brutus is yearning as he is one of the conspirators and not Caesar's friend.  
(c) He came to take Caesar to the Senate House.

**Short Answer Type Questions**

1. How does Decius Brutus interpret the dream? (TBQ)

- Ans** Decius Brutus interprets Calpurnia's dream very cleverly, because being a cunning man and a flatterer, he gives entirely a different version. He told Caesar that the dream had been wrongly interpreted. It meant Rome depended on Caesar to renew her vitality. People will honour him and consider having his belongings as keepsakes as a memory which they will treasure and leave for their successors as a great legacy.

2. What are the arguments put forward by Decius Brutus to convince Caesar to go to the Capital? (TBQ)

- Ans** First, Decius Brutus convinces Caesar that the dream is a good omen. Secondly, he says the Senators want to crown him. If he does not go to the Senate, the Senators' minds may change and they may not offer him the crown later on.

### Long Answer Type Questions

1. Both Adolf Hitler and Gandhiji were said to be great orators. While Gandhiji used his skills to spread non-violence, Hitler used his skills to push the world into a world war. What do you think good orators should be like? Using references from the chapter, answer it in about 100 words. (VBQ)

**Ans** Gandhiji used his oratory skills to spread the message of non-violence and free his country, but Hitler used his oratory in an evil way. Though his intentions were to uplift his nation, he plunged the world into a war. A great orator should handle his power of persuasion with utmost care. If one has this power, then one should choose one's words very wisely, as they make a deep impact. In the play, Antony displays the qualities of a true orator. First he convinces the conspirators to not kill him and let him speak to the crowd. Then he instigates the crowd for the greater good. Thus, a good orator should always think of the greater good.

## Story of My Life (Novel)

### *Important Character Sketches*

#### **Helen Keller**

Helen Adams Keller was born on June 27, 1880 in Tuscumbia, Alabama to Kate and Arthur H. Keller. She lost her eyesight and hearing after an illness when she was nineteen months old. Although her disability left her shattered, she achieved a lot in life with her will power, dedication and focus. She understood the need for an education and was the first deaf-blind person to earn a Bachelor of Arts degree.

She did not want to depend on others most of the time. Even before her teacher came, Helen used to spend her time in the garden and feel the flowers and plants to comfort herself. Again, later in life, when Helen started reading books, she preferred doing it on her own than have Miss Sullivan read and reread the stories. Since her childhood Helen was curious to learn and know about the things around her, so she felt every object and observed every motion.

#### **Arthur H Keller**

Helen's father Arthur H Keller had been a captain in the Confederate Army and was the editor of a newspaper. Helen describes her father as the most loving and indulgent person who was devoted to his family. His other passion was hunting. He was a great hunter and he also loved his gun. He was very fond of dogs and the Keller family had a couple of dogs

as pets. He enjoyed having guests over to their house and entertained them well. Helen was in the North when her father died of an illness in 1896 and his passing away was her first ever experience with death and her first great sorrow.

### **Miss Anne Sullivan**

Miss Anne Sullivan was sent to teach Helen, who was deaf and blind. As a teacher she was extremely patient and tolerant with Helen. She knew the problems a child without sight and hearing must be facing and was aware of the psychology of such a person. She handled Helen sensitively but firmly when Helen got frustrated and threw tantrums. Miss Sullivan dealt with each incident in a practical way. She knew what Helen wanted and accordingly taught her to communicate with the people around her.

Miss Sullivan made Helen confident by making her self-dependent. She took her to various places and taught her in natural surroundings, encouraging Helen to touch, feel and explore. She motivated Helen to read, write and also speak like others. In addition, she taught Helen the Manual alphabet, a highly useful method of communication for the blind. A teacher like her was not only the guiding force for Helen but a true friend, companion and a mother like figure.

### **Kate Adams Keller**

Kate Adams Keller, Helen's mother, was Arthur Keller's second wife and much younger to him. She was tall, fair complexioned with pretty blue eyes. She was a loving and caring mother and did whatever was best for her children. Intelligent and widely read, it was Kate Keller who read Dickens 'American Notes' and came to know about Laura Bridgman, who in spite of being deaf and blind, had been educated.

### **Dr Alexander Graham Bell**

Dr Alexander Graham Bell was the inventor of the telephone and a teacher of the deaf. Helen felt the tenderness and sympathy which endeared Dr Bell to so many hearts. He understood her signs and Helen loved him at once. He was competent in the various fields of science and encouraged others to pursue the subject with interest. Dr Bell had a humorous side and enjoyed poetry and books. He enjoyed working for the deaf and was very happy in the company of children. He was a true friend and companion to Helen and a person who brought light into her dark world. Dr Bell was a helpful and kind man and advised Helen's father to write to Mr Anagnos, Director of the Perkins Institution for the Blind in Boston, to enquire about a teacher for Helen.

## **Diary of a Young Girl**

(Novel)

### *Important Character Sketches*

#### **Anne Frank**

We learn a lot about Anne through her diary. At first she appears to be very lonely. She is somewhat of an introvert and finds it hard to open up to others. The diary becomes her true confidant. She is a bold and brave girl. Throughout the diary, we see her adjusting with crisis situations very well. This also shows that she is quite content and optimistic.

Anne calls herself 'spoilt' a lot of times and 'spoilt' she is, but like a teenager. She has a good relationship with her father but speaks ill of her mother. This surprises even her. We can tell that she is going through an introspective and thoughtful phase. We see her transforming from an impudent and obstinate girl to a more emotionally independent young woman.

#### **Otto Frank**

In Anne's eyes, Mr Frank is one of the kindest, smartest, most gentle and thoughtful father. He always supports Anne and frequently takes her side during family arguments. He is generous, kind and level-headed, while the other adults in the Annexe can be stingy, harsh and emotional, unlike Mr Dussel. For example, Mr Frank always tries to save the best food for the children and takes the smallest portion for himself.

#### **Edith Frank**

What we learn about Edith is only through the eyes of Anne. Anne feels that her mother is cold, critical, and uncaring, that they have very little in common and that her mother does not know how to show love to her children. Like Margot, Mrs Frank is mentioned almost exclusively in instances when she is the source of Anne's anger and frustration. Anne rarely comments on her mother's positive traits. Later in her diary, Anne gets older and gains a clearer perspective; she begins to regret her quick, petty judgements of her mother. Despite her new perspective, Anne continues to feel estranged from her sentimental and critical mother. It seems that Mrs Frank's inability to provide emotional support to Anne rises from the stress and pain of the situation.

## **Margot Frank**

Margot is Anne's elder sister. Margot was born in Frankfurt in 1926. She receives little attention in Anne's diary and Anne does not provide a real sense of Margot's character. Anne thinks that Margot is pretty, smart, emotional and everyone's favourite. However, Anne and Margot do not form a close bond and Margot mainly appears in the diary when she is the cause of jealousy or anger. Later at the Annexe, Anne tries to bond with her sister but the attempts are not fruitful. It seems that Margot was unable to provide any emotional support to her younger sister. In this part of the diary, the only mention is of her reassuring Anne that she is not particularly fond of Peter. This has a beneficial effect on Anne and shows Margot as a true sister who cares for her younger sibling.

## **Mr van Daan**

Mr van Daan was a former business associate of Otto Frank. He, his wife and his son Peter are with the Franks in the secret Annexe. Although Mr van Daan was not well developed in the diary, Anne did indicate that he was a chain smoker. As long as he had cigarettes, he was a quiet and calm man, but without them, he grew cranky. He forced Mrs van Daan to sell her fur coat to support his smoking habit. According to Anne, he is intelligent, opinionated, pragmatic and somewhat egotistical. Mr van Daan is temperamental, speaks his mind openly and is not afraid to cause friction, especially with his wife, with whom he fights frequently and openly.

Neither Mr van Daan nor his wife was a good parent. They never knew how to properly handle Peter's disobedience. When he read a book not meant for him, Mr van Daan grew furious and beat Peter, an action that made even the Franks more uncomfortable.

## **Mrs van Dann**

Anne described Mrs van Daan as a quarrelsome and irritating woman. She was always picking a fight with someone, especially her husband. She also constantly criticised Anne's behaviour, indicating that she had been improperly raised. Although all of the Franks found her troublesome and lazy, they could do nothing about her.

Anne initially describes Mrs van Daan as a friendly, teasing woman, but later calls her an instigator. She is fatalistic and can be petty, egotistical, flirtatious, stingy and disagreeable. Mrs van Daan frequently complains about the family's situation-criticism that Anne does not admire or respect. Neither Mr van Daan nor his wife was a good parent. They never knew how to properly handle Peter's disobedience.