

कक्षा 10 के छात्र/छात्राओं में सीखने की कठिनाइयों  
(Learning difficulties) को दूर करने हेतु

# प्रेरणा

## Revision Notes अंग्रेजी



राज्य शिक्षा—शोध एवं प्रशिक्षण परिषद् बिहार, पटना द्वारा विकसित

## Chapter – 1

# The Pace for Living

R.C. Hutchinson

### Agony of modern man

- The essay 'The Pace for Living' captures the agony of modern man.
- The fast pace hurts the normal rhythm.
- The fast pace puts undue pressure on men.
- The person who doesn't maintain the pace feels disabled.

### The Corn Merchant as a representative of the agonised modern man

- The Irish Corn merchant fails to keep up with the fast pace of life.
- So out of despair, he says: 'there's an aeroplane that goes at 1000 miles an hour!'
- The corn merchant is an anxious man.
- He has many worries and grievances:
  - He felt his heart was weak..
  - His nephew was cheating him.
  - His wife was a spendthrift. She was wasting away his hard earned money.

### Aeroplane as a symbol of fast life

- Aeroplane is used as a symbol of fast –paced life.

### Advantages of fast-paced life

- Travelling has become fast:
  - We can dine in London and have lunch in New York the next day.

### Disadvantages of fast-paced life

- People are always in a hurry.
- The chances of accidents have increased.
- We are devoid of real pleasure of travel as well as life.

### Slow thinkers as misfit in the modern age

- Slow thinkers are those who cannot think of a clever come back (are cursed with 'l' esprit de l' escalier'). They do not understand even a joke quickly.
- They cannot keep up with today's fast pace of life.
- They fail in modern day intelligence tests.
- These are tests for the speed of one's mind.
- The author himself is a slow thinker:
  - The author once went to watch a movie along with his wife.
  - He could not follow the fast-paced scenes in the film.
  - He had to frequently ask his wife questions about the scenes in the film.

- He asked his wife whether the girl in the scene was the same that appeared at the beginning.

### **Questions**

**Now, on the basis of your understanding of this chapter try to answer the following questions:**

1. Write a few sentences about the elderly corn-merchant.
2. 'They tell me there's an aeroplane now that goes at 1000 miles an hour. Now that's too fast.' What light does the remark of the corn-merchant throw on the fast life today?
3. What sort of excitement do we have today which our ancestors lacked? Is it an advantage or disadvantage?
4. Who are taken to be slow thinkers? How are the slow thinkers, handicapped today?
5. What enlightenment does the writer seek from his wife? What does it suggest about the plight of the modern man?
6. Summarise the central idea of this essay.

## Chapter – 2

### Me and the Ecology Bit

Jon Lexau

#### What we mean by Ecology?

- Man's relationship with all living and non-living things in nature is Ecology.

#### Our attitude to ecology

- Most of us are not willing to do anything about ecology.
- We disturb the balance of nature by our various actions:
  - We cut trees which give us oxygen.
  - We use vehicles which emit poisonous gases.
  - We set up more and more factories which cause pollution.
  - We throw waste here and there and pollute the environment.
- We should keep the waste in dustbins to save our environment.
- If each of us do our bit, there will be a balance in ecology.

#### Examples of ignoring ecology in the story

- Most of the characters in the story ignore their duties regarding ecology.
- Jim's mother uses the electric mixer instead of the eggbeater.
- Several characters use modern appliances like refrigerator, A.C.:
  - These appliances also emit harmful gases, smokes and fumes.
  - These poison the atmosphere and affect ecology.

#### Jim's Attitude to ecology

- Jim shows awareness to ecology.
- He finds that people around him are not taking care of ecology.
- So he himself takes initiative.
- He keeps reminding his neighbours to be careful and save ecology from destruction.
- He asks Mrs. Greene to separate non- recyclable waste from recyclable waste.

#### Neighbours' response to Jim's initiative

- The neighbours do not respond favourably. They charge him of being careless to ecology.

#### Why do people not listen to Jim?

- Jim preaches his neighbours about saving ecology .

- However, he himself does not practice ecology measure sincerely:
  - He himself throws gum wrapper in Mrs. Greene's compound.
  - He avoids walking and always uses motorbike and snowmobile.
  - He also wastes electricity by watching TV whole day.
- So people do not take him seriously.

#### **Jim's acts which are not ecology friendly**

- Mrs. Greene scolds Jim for throwing gum wrapper in her lawn.
- Mr. Johnson points out to a tree and says that Jim has killed that tree by jumping over it everyday.

#### **Importance of the issue Jim raises**

- Jim may not be using ecology measures seriously. But the question he raises is serious.
- He points out the irresponsible acts of all characters.
- In the process, his own irresponsible acts are also exposed.

#### **Now, on the basis of your understanding of this chapter try to answer the following questions:**

1. Do you think that Jim is a real ecology friendly boy? Give your opinion.
2. Does Jim understand why his advice is being questioned? Explain.
3. Is Jim aware of all the aspects? Does he always practise ecology measures?
4. Did the narrator succeed in getting Ms. Greene to do something about ecology?

## Chapter – 3

### Gillu

Mahadevi Verma

#### Discovery of an injured squirrel

- The narrator found an injured baby squirrel in her verandah.
- Two crows were poking their beaks and injuring it further at the flowerpots.

#### Narrator's care and sympathy for the injured squirrel

- The narrator brought the injured squirrel to her room.
- She cleaned its wounds and applied penicillin.
- She tried to feed it milk.
- The squirrel couldn't suck the milk.
- Somehow she was able to put a drop of milk in its mouth.
- Her nursing made the baby squirrel hale and hearty.

#### Naming of the Squirrel

- The narrator names the baby squirrel 'Gillu'.
- With a human name, Gillu became a member of her family.

#### Gillu's habit

- Whenever Gillu was hungry, he would produce the sound 'chik-chik'.
- His favourite food was kaju.
- When he did not get kaju for several days, he would refuse other food items and throw them down the swing.
- The only instance when he refused kaju was when the narrator was hospitalised because of an accident.
- He refused to eat anything during her absence.

#### Bonding between Gillu and the narrator

- Gillu was very close to the narrator.
- No other pet would eat from her plate like Gillu.
- When the narrator was hospitalised, Gillu missed the narrator.
- He refused to eat anything during her absence.
- Gillu would gently stroke her forehead and hair.

#### Consideration for Gillu's freedom

- The narrator often noticed Gillu sitting by the window and peering at the world outside.
- She realised Gillu's need for freedom.
- She made a small opening in a corner of the wiremesh.

- This enabled him to have the thrill to be liberated.

#### **Gillu's life coming to an end**

- Squirrels have a life span of barely two years.
- Two years had passed in Gillu's life.
- The narrator realised that Gillu's life was coming to an end:
  - His claws were getting old.
  - She switched on the heater for warming him.
- Gillu died the next morning.

#### **After Gillu's death**

- His swing was taken off the hook.
- The opening made for him was closed.
- He was buried under the Sonjuhi creeper for two reasons:
  - he loved the creeper most
  - the narrator believed that Gillu will blossom like a tiny Juhi flower.

#### **Questions**

**Now, on the basis of your understanding of this poem try to answer the following questions:**

1. What did the narrator do with the wounded squirrel?
2. How did the narrator make the tiny baby squirrel hale and hearty?
3. How did Gillu sustain wounds?
4. How would Gillu inform that he was hungry?
5. What was Gillu's favourite food?
6. What is the life span of squirrel?

## Chapter – 4

# What is wrong with Indian Films?

Satyajit Ray

(Well known film director of India; Born on May 2, 1921)

This essay has been taken from his book Our Films, Their Films

### Cinema as an art form

- Cinema is most potent and versatile art form.
- It combines the features of poetry, music, painting, drama, architecture, etc
- It also combines the cold logic of science.

### Film production in India

- First short film was produced in 1907.
- First feature film was produced in 1913.
- Film production in India is quantitatively second only to Hollywood.
- The quality of the Indian films is not the same as that of Hollywood.
- Indian cinema is by and large imitative and adaptative.
- Storyline, technical applications, clichés, music etc are all imitative of Hollywood films.

### Should we imitate Hollywood?

- We should not imitate Hollywood because our life and society do not resemble theirs.
- Adapting their techniques, styles, stories makes our films look un-Indian, unnatural.
- The raw material of the cinema should be life itself.
- The film makers may learn from Indian painting, music and poetry and keep their eyes and ears open to life.
- The hope for the Indian cinema reside in a drastic simplification of style and content.

### Growing Maturity of Indian films

- Indian films have matured in recent years.
- They no longer suffer from certain basic weaknesses pointed out till a few years back:
  - Production without adequate planning
  - At times production without a shooting script
  - Fondness for complex plots and counterplots
  - Sandwiching songs in the most unlyrical situations,



### **Questions**

**Now, on the basis of your understanding of this chapter, try to answer the following questions:**

1. What is the most dominant influence on Indian films?
2. Films are the mirrors of the society.
3. Do you think Indian films have certain basic weaknesses?

## Chapter – 5

# Acceptance Speech

Aung San Suu Kyi (19 June 1945)

### About the Author

Aung San Suu Kyi was born on 19<sup>th</sup> June 1945 in Rangoon. She is a pro-democracy activist and leader of the National League for Democracy in Burma. She was awarded the Nobel Peace Prize in 1991.

### Award Ceremony in Oslo (1991)

- Alexander Aris accepted the Nobel Peace Prize on behalf of his mother Aung San Suu Kyi.
- His mother was incarcerated in Burma.
- Aris delivered the speech in Oslo on behalf of his mother.
- He tried his best to convey his mother's sentiments.

### Acceptance Speech of Aung san Suu kyi

- Gratitude:
  - The prize doesn't belong to her, but to the people of Burma.
  - It is a recognition of their struggle and sacrifices.
  - Aung symbolises the plight of the people of Burma.
  - The Burmese people feel honoured that their suffering has been recognised in the far distant land.
  - The prize is being given on the International Human Rights Day.
- Dimension of the struggle
  - The struggle in Rangoon is part of the much larger struggle worldwide.
  - The struggle is for the liberation of the human spirit from political tyranny and psychological subjection.
  - This award is significant for the choice of the recipient
  - It makes strong case for the early release of Aung from detention.
  - The Nobel Peace Prize encapsulates the ideals of humanism.
- Motivation
  - Peace, freedom and democracy are essential for human beings.
  - We all should make efforts to prove Martin Luther King Jr right that humanity will be free from slavery.
  - We should realise that the beauty of genuine brotherhood and peace is more valuable than diamonds or silver or gold.

### **Questions**

**Now, on the basis of your understanding of this lesson, try to answer the following questions:**

1. Why had Alexander accepted the Nobel Peace Prize on behalf of his mother?
2. Peace, freedom and democracy are essential for human beings. Do you agree? Give your own opinion.
3. The beauty of genuine brotherhood and peace is more precious than diamond, silver or gold? Why does Aris claim so? Do you agree with him?

## Chapter – 6

# Once Upon a Time

Tony Morrison

### About the Author

Tony Morrison was the eighth woman and the first black woman to receive the Nobel Prize (1993) in literature. This speech underlines the magic of the proper use of language. It also makes the point that language should be living and vibrant.

### The old woman

- The speech uses the anecdote (story) of a blind but a wise negro woman.
- She was widely respected for her wisdom.
- She lived a secluded life in a small hut house outside the town.
- Her words were law among her people.
- Even for deviating from the conventions of the society, they looked upon her.
- She was famous in the city where people usually laugh at the intelligence of village people.

### The old woman receives the visitors from the city

- One day, some young people of the town visited her to test her knowledge.
- One of them asked if the bird he was holding in his hands was dead or alive.
- She at once knew their motive.
- So, after a long silence she answered that whether dead or alive, it was in their hands.

### The interpretation of the old woman's answer

- This was a way of scolding them for making fun of her disability.
- The bird represents language and the blind woman stands for a writer with experience.
- In other words, the blind woman scolded the young people for killing the language, ie, not using it correctly.

### Different interpretations of the story

- The children may not have a proper language in which to understand or explain things.
- They may make up a story about a bird to ask questions to an adult about the adult world.
- They felt that the old woman was lucky to be blind:
  - She could understand things without looking at them.
  - She had the power to explain things.
- The young people were scared of things which did not have a name.

- They thought that language could help them to be calm.
- May be, the children wanted to understand the life of woman so that they could understand the life of a man.
- May be, the children wanted to know about the life at the edge of the towns.
- May be, the children wanted to know what life would be there after this.

#### **Conclusion**

- The different speeches of the young men towards the end of the story suggest that they have learnt to use language properly, and effectively.
- Hence, they have truly 'caught' the bird (language) which is lovely (living and vibrant).

#### **Questions**

**Now, on the basis of your understanding of this lesson, try to answer the following questions:**

1. Enumerate the traits of the old woman.
2. Have you recently heard a story which is interesting? Write that story in 100 words.
3. The art of storytelling is dying down.
4. Stories have been a great source of information since time immemorial.
5. Do you think that language is crucial to a writer? Give any three reasons.
6. What do you think about the terms

## Chapter – 7

# The Unity of Indian Culture

Humayun Kabir

### About the author and the lesson

- Humayun Kabir was a famous poet, novelist, essayist and renowned political thinker.
- The present piece is an adapted version of his lecture delivered in Baroda University.
- The lecture focuses on the glorious past of India's culture and its rich heritage. It precisely reflects Kabir's love and faith in the greatness of his motherland.

### Culture and civilization

- Culture is a complex of many strands of varying importance and vitality.
- Culture expresses itself through language, art, philosophy, religion, social habits and political institutions and economic organisations.
- Not one of them is separately culture, but collectively they constitute culture.
- Civilization forms the base of any culture. It creates the condition for culture.
- There can be a civilization without culture, but there can't be a culture without civilization.

### What is Indian culture?

- The Indian culture is marked by an underlying unity of spirit surviving through the ages.
- It is a blend of different streams and elements.
- Unity in diversity is the main trait of Indian culture.
- It is based on the principle of 'Live and let Live' in all spheres.

### Unity of spirit in Indian culture

- Unlike other cultures, Indian culture has retained an underlying unity despite growth or change.
- Unlike them it encompasses all its sections and classes.

### Capacity of adjustment and toleration

- Indian society has grown and changed but never grown or changed at the expense of an underlying unity.
- This has been possible only because Indian society has the capacity of readjustment.
- The capacity of adjustment is found in the spirit of toleration.
- 'Live and let Live' in all spheres has been the guiding principle of Indians in all spheres of life.

- Contrary, if not contradictory, attitudes have been allowed to survive together.
- Indian society has been highly accommodative towards foreign invaders who chose to settle here.
- These various streams became the strength of Indian society.

#### Unity and continuity of Indian culture

The unity and continuity of Indian culture is remarkable.

- There has been no violent or sudden breaks in the Indian culture.
- There has always been a steady growth and extension of culture.
- Every class and section of the society has accepted this growth and extension of culture.

#### Questions

**Now, on the basis of your understanding of this chapter, try to answer the following questions:**

1. How is the Indian culture different from the cultures of other countries?
2. How does Humyun Kabir define culture?
3. How does Humayun Kabir define civilization?

## Chapter – 8

# Little Girls Wiser Than Men

Leo Tolstoy

### Meeting of the two girls

- This story of Leo Tolstoy is set during Easter, a festival of the Christians.
- The snow had started melting and flowing in the lanes of the villages.
- Two little girls Akoulya and Malasha had just come from the church.
- They met in a lane where the dirty water had formed a pool.
- They were very happy and showing off their new frocks to each other.
- They were excited to see the water running in streams down the village street.

### Splashing water

- Malasha and Akoulya had a sudden desire to splash about in the water.
- Akoulya suggested Malasha to remove their shoes and stockings to save them from being wet and dirty.
- They stepped into the puddle and began walking towards each other.

### Quarrel between the two

- When they came close to each other Akoulya asked Malasha to walk carefully and not splash water.
- Malasha had splashed the dirty water on Akoulya's frock, eyes and nose.
- Seeing the stains on her new frock Akoulya was very angry.
- She ran after Malasha to beat her.

### Intervention of the elders

- When Akoulya's mother saw her daughter's dirty dress, she scolded her.
- Akoulya blamed Malasha for it.
- Akoulya's mother seized Malasha and struck her on the back of her neck.
- Malasha began to howl.
- Malasha's mother came out and shouted at Akoulya's mother.
- The two mothers began quarrelling.

### The fighting of the families

- The quarrel between the mothers drew the attention of the men of both the houses.
- They came out shouting.
- They all went on quarrelling without listening to others.
- Akoulya's old grandmother tried to make peace but they would not listen to the old woman.



### **Little girls make peace**

- Amidst the quarrel of the big people, Akoulya wiped the mud off her frock and went back to the puddle.
- She started making a channel through which the water could run out into the street.
- Malasha joined her and helped her with a chip of wood.
- As they saw the chip float along on their stream, they were highly delighted.
- They happily ran together straight into the group of men.

### **Little girls teaching the 'big people'**

- Akoulya's grandmother drew the attention of the fighting men to the little girls.
- Look, these girls have forgotten about their quarrel and you are still fighting!
- The men looked at the little girls.
- They were ashamed.
- They laughed at themselves and went back to their own home.
- The two innocent children – the dear little souls – thus teach the 'big people' that it is not wise to keep on quarrelling on petty issues.

### **Questions**

**Now, on the basis of your understanding of this story try to answer the following questions:**

1. Why did Akoulya shout at Malasha?
2. Why does the writer call the two little girls 'dear little souls'?
3. What lesson do you learn from the story "Little Girls Wiser than Men"?

## Chapter – 1

**God Made the Country**

## About the Poet

William Cowper's (1731-1800) poems show deep respect for the rural life, the common people and the lovely, quiet landscape.

**Main idea(s) of the poem**

The poem is about

- the creation of countryside by God
- the evolution of towns by men
- rural life is natural, quiet, simple and tension-free
- urban life is artificial, noisy and luxurious

**Presentation/ style**

- The poem uses the scale of contrast.
- He compares the rural life and the urban life.

**Features of Rural (Village) life in the poem**

- Life close to nature:
  - Open fields and Trees
  - Birds are found chirping
  - Moonlight at night
  - Thrush and nightingale sing sweetly
  - Trees give shade and coolness
- The life is calm and quiet
- People live natural life
- People feel peace and comfort
- People are hard-working
- People are healthy.

**Features of Urban (Town) life in the poem**

- People are not close to nature
  - Thrush and nightingale become silent
  - Lamps do not allow people to enjoy moonlight
- Atmosphere is very noisy
- They live artificial and luxurious life:
  - They see only artificial paintings

- They depend on vehicles and artificial light (lamp/ electricity)
- People are not laborious
- They lack good mind and good heart
- Worry and anxiety (harmful thoughts) fill in their mind.

#### **Conclusion**

- The creation of God ( countryside) is better than that of man (town)
- Village life is full of peace and comfort whereas town life is very noisy.
- The closeness of village life to nature suggests that God created the countryside.
- The distance of the town life from Nature suggests that man ( and not God) made the town
- The poet lives in a village so he likes village life.

#### **Questions**

**Now, on the basis of your understanding of this poem, try to answer the following questions:**

1. Why does the poet believe that God made the country?
2. Why does the poet believe that man made the town?
3. Where does the narrator of the poem live?
4. Which two types of life have been compared in the poem?

## Chapter – 2

# Ode on Solitude

Alexander Pope

### About the poet

Alexander Pope (1688-1744) is a great poet of the eighteenth century. This poem is an ode which means a meditative (thoughtful) lyric poem. It draws a beautiful picture of a happy man.

### Main idea (s) of the poem

- The poem brings out the bliss of solitude (seclusion).
- A man living in seclusion enjoys health of body and peace of mind.

A person who is satisfied with what he has and whose wants are simple is a happy person.

### Presentation/ style

The poem is a graphic presentation of a happy and contented person. The picture is presented by giving minute details of the person. .

### Detail of a happy person in the poem

- His wants are satisfied with his paternal property
- He gets food from his own farm.
- He gets milk from his own cattle.
- He gets wool from his own flock of sheep.
- He enjoys shades of trees in summer.
- His body is healthy and mind is peaceful.
- His days pass away quietly
- He has sound sleep at night
- He spends his time in studies and meditation mixed with recreation (pleasure).

### Conclusion

The poet wishes to live and die in solitude. Nobody should know him in his life and his death. He thinks that a quiet life in solitude is a happy life.

### Questions

**Now, on the basis of your understanding of this poem, try to answer the following questions:**

1. Why does the poet want to live and die stealthily (secretly)?
2. The poet thinks that those who are contented with what they have are happy men. Do you agree? Give reasons.

### Chapter – 3

## Polythene Bag

Durga Prasad Panda

#### About the Poet:

Durga Prasad Panda is an Indian poet of English. He writes poems in Oriya and English.

#### Main idea (s):

- Polythene bag, if uncared for, is harmful to the environment.
- Negative human feelings like ‘hurt’, if uncared for, harm the hurt person and the people around him.

#### Presentation/ Style

- The poem “Polythene Bag” touches on the pressing environmental issue metaphorically. It correlates human emotion like ‘hurt’ and a mundane thing like a polythene bag. Thus, two dissimilar things are compared and correlated in a highly suggestive manner.

#### Correlation between polythene bag and human feelings

- Non-dissolving:
  - Hurt and polythene bag are never dissolved.
- Both of them respond to touch, burning and the case of left alone
  - A polythene bag is as touchy as a hurt person
  - When touched, polythene bag makes a squeaky noise and a hurt person moans or groans.
  - A polythene bag is as stinking as a hurt person
  - A burning polythene bag gives off a sharp, strong smell.
  - Similarly, a hurt person burning in anger speaks out foul words.
  - If a polythene bag is left alone, it pollutes the environment.
  - Similarly if the feeling of hurt is left uncared for, it continues to pollute the heart and mind of the hurt person as well as the people around him.
- Warmth as a remedy
  - A little heat can melt a polythene bag.
  - Similarly, a little warm feeling of love can soften the hurt.
- Uncared state harmful
  - When a polythene bag is thrown into a dustbin, it is attacked by germs and so pollutes the environment.
  - Similarly, hiding the feeling of hurt is no remedy, as it keeps on hurting the person again and again.
  - That person proves harmful to the surroundings.

**Conclusion**

Pollution is a big environmental problem. Polythene bags are a major source of pollution. The poet uses this issue to underline the danger of negative human feelings like 'hurt'. Man can have proper environment only when the surroundings and the feelings both are properly taken care of.

**Questions**

**Now, on the basis of your understanding of this poem, try to answer the following questions:**

1. Why does the poet compare 'hurt' with a 'polythene bag'? Give any two reasons.
2. How does a polythene bag pollute our environment?
3. "The polythene bag remains within." Explain.
4. Have you ever been hurt? Write your feelings in your own words.

## Chapter – 4

### Thinner Than a Crescent

Vidyapati

#### About the poet

Vidyapati is a great poet of Maithili. He is known as 'Maithil Kokil' (Cuckoo of Mithila). This poem is an English translation of a Maithili poem by him.

#### Main idea

- Radha loves Lord Krishna very deeply:
  - The pang of separation from Lord Krishna is unbearable for Radha.
  - Her health declines when she does not see him for some days.

#### Presentation/ style

- The poem is metaphoric:
  - The image of crescent (Amavashya se thik pahale ka chand) has been used to suggest Radha's declining health.
- The poem is in a report form:
  - Radha's friend reports Radha's condition to Krishna.
- The language is simple.

#### Radha's waning health

- Radha is deeply hurt, as she has not seen Krishna for several days.
- She weeps so much that her tears 'carve' a river.
- She does not give proper answer to any question.
- Radha's friends are worried for her condition:
  - She has grown thinner than the thinnest moon (Amavashya se thik pahale ka chand).

#### Conclusion

**The image of 'crescent in the sky' suggests the urgency of the situation. Radha's condition is fast declining. If Krishna delays further, Radha may disappear, as the moon disappears in the sky.**

#### Question

**Now, on the basis of your understanding of this poem, try to answer the following questions:**

1. Who has written the poem?
2. Describe Radha's condition, as reported by her friend.
3. Why is Radha's friend so worried?

## Chapter – 5

# The Empty Heart

Periasamy Thooran (1908 -87)

### About the poet

- Periasamy Thooran (1908 -87) is a Tamil writer.

### Main idea

- The poet highlights a great human weakness:
  - man's insatiable greed which ultimately destroys him.

### Presentation/ Style

- The poet uses narrative technique:
  - Narrates the story of a greedy man

### The story of a greedy man

- There was a rich but greedy man.
- He was not satisfied with what he had.
- There was a tree named 'Kalpaka' having power to grant wishes.
- The man prayed to the tree and asked for a pot of gold.
- The tree granted him seven silver pots full of gold with one extra pot half full of gold coins because the tree knew that the man was greedy.
- The man forgot the seven full pots and tried hard to fill the half filled pot.
- He did not eat, drink and sleep properly.
- He forgot every relation.
- He died before he could fill the half-filled pot.

### Conclusion

Empty heart is more harmful than empty purse. There is no end of greed, though there is an end of life. We should be satisfied even if we have very little (half-filled purse).

### Question

**Now, on the basis of your understanding of this poem try to answer the following questions:**

1. Comment on the title of the poem. Is the title justified?
2. What does the name 'Kalpaka' evoke? What light does it throw on the character of the person?
3. Contentment is the style of life. Discuss in the light of the poem.



## Chapter – 6

### Koel

Puran Singh

#### About the poem

- The poem is about the cuckoo or the Koel.
- It presents the contrast between the Koel's appearance and its sweetness

#### Main Idea(s)

- Love is fire that burns.
- This burning is positive, as it leads to the dissolution of ego.
- The dissolution of ego makes the person love sweet.
- A person in love seeks nothing but his/ her beloved.

#### Presentation/ style

- The poem has presented the poem in question- answer mode.
- The supreme sensitivity of love is presented metaphorically.

#### Features

- The poem is divided into two parts.
- In the first part, the poet asks some questions from the Koel.
- In the second part, the Koel answers the questions.
- Seeing the black colour of the Koel, the poet thinks that some lightening have fallen on it and burnt its wings.
- He wonders as how the koel is so fresh even if she is burnt.
- The songs of Koel remind the poet many things that have happened in the past and which have hurt him.
- Koel's songs express the pangs of separation from her beloved.
- In the state of separation, nothing is soothing.
- The lovelier the thing, the more it hurts.
- The koel is restless because she does not find her beloved.

#### Conclusion:

- The poem presents the contrast between the Koel's appearance and its sweetness to underline the magical and positive impact of love.

#### Questions:

1. What does the poet ask the Koel?
2. What does the Koel's song express?

## Chapter – 7

# The Sleeping Porter

Laxmi Prasad Devkota

### About the poet

Laxmi Prasad Devkota (1909 – 1959) was a renowned Nepali poet and storywriter of his time.

### Main idea

- The poet describes the difficult lives of porter in the hills.
- The poet sketches porter's poor condition as well as his strong will power.

### Presentation/Style

The poem presents a vivid picture of a porter. The readers can see before them the porter's strength, his toils and his pitiable condition.

### Feature

- The porter is carrying a heavy load on his back and climbs up a cliff balancing himself.
- It is winter and the roads are covered with snow. His work is very hard but he is determined to do it properly,
- He is so thin that his bone can be seen
- On the top of the cliff, there is a hut where he lives.
- He does not get enough to eat.
- The poet calls him a hero and a conqueror.
- Just as a king has power over his kingdom, the porter has power over his sleep.
- At night, he enjoys a good and peaceful sleep like a king.

### Conclusion

- The poet admires the hard work of the porter because he fights against and overcomes the problems caused by nature. The porter's determination - not to give up - helps him to complete his work. He shows us the values of determination, contentment and hard work.

### Questions

1. Do you think that the porter deserves to be called 'the hero of the mountain'?
2. How do you know that the porter found it difficult to climb the mountain?
3. Determination, hard work and continuity win the race. Do you agree?

## Chapter – 8

### Martha

Walter de la Mare

#### About the poet/poem

- Walter de la Mare (1873-1956) was a modern poet.
- He was quite different from the poets of his age.
- In his poems he creates an atmosphere of mystery, where experience is a dream like reality.

#### Main idea(s)

- The poet remembers about the magical effects that storytelling of Martha had on him in his childhood
- He remembers how peaceful their hearts would become while listening to her stories.

#### Presentation/Style

- The poet while expressing his ideas creates an atmosphere of mystery.
- It also presents a vivid picture of Martha as a storyteller and the effect she had over her audience.

#### Main points

- Martha was a beautiful girl who used to tell stories to the children in the hazel glen.
- She had clear grey eyes and slim hands.
- When Martha told stories the children were relaxed and comfortable as they stared at her.
- The meaning of the words of the story were made clear by the sound of her voice.
- Her narrow chin and a small lovely head had a serious expression.
- Her stories were about gnomes (tiny men who guard treasure in stories) and fairies.
- Martha's way of storytelling had a magical effect that captured the heart and mind of the listeners.
- The listener did not know where they were.
- They got transported to the land of wonder.

#### Conclusion

- In the poem, the poet remembers his childhood when he used to listen to stories by Martha. He felt happy and tranquil. Martha's beauty, her sweet manners and her storytelling had soothing and magical effect on him.

**Question**

1. What is the nature of the poem?
2. Describe Martha's physical features.
3. Do you think that Martha and the children enjoyed the stories?

## Forms of Verb

English verbs के रूप tense तथा विभिन्न प्रयोगों के आधार पर बदल जाते हैं ।  
ये निम्न प्रकार के होते हैं।

V1	V2	V3	V4	V5
Simple present (in plural number)	Simple Past (both in singular and plural)	Past Participle (both in singular and plural)	Present Participle (both in singular and plural)	Simple Present (in Singular)
Play (खेलना)	played	played	playing	plays
Eat (खाना)	ate	eaten	eating	eats
Buy (खरीदना)	bought	bought	buying	buys
Teach (पढ़ाना)	taught	taught	teaching	teaches
Read (पढ़ना)	read	read	reading	reads
Open (खोलना)	opened	opened	opening	opens
Lose (खोना)	lost	lost	losing	loses
Stand (खड़ा होना)	stood	stood	standing	stands
Spend (बिताना/ खर्च करना)	spent	spent	spending	spends
Do (करना)	did	done	doing	does
Sing (गाना)	sang	sung	singing	sings
Fall (गिरना)	fell	fallen	falling	falls
Build (बनाना)	built	built	building	builds
Climb (चढ़ना)	climbed	climbed	climbing	climbs
Shine (चमकना)	shone	shone	shining	shines
Pay (चुकाना)	paid	paid	paying	pays
Cry (बिल्लाना)	cried	cried	crying	cries
Hurt (चोट पहुँचाना)	hurt	hurt	hurting	hurts
Put (रखना)	put	put	putting	puts
Cut (काटना)	cut	cut	cutting	cuts
Leave (छोड़ना)	left	left	leaving	leaves
Go (जाना)	went	gone	going	goes
Know (जानना)	knew	known	knowing	knows

V1	V2	V3	V4	V5
See (देखना)	saw	seen	seeing	sees
Win (जीतना)	won	won	winning	wins
Tell (कहना)	told	told	telling	tells
Say (कहना)	said	said	saying	says
Speak (बोलना)	spoke	spoken	speaking	speaks
Obey (आदेश मानना)	obeyed	obeyed	obeying	obeys
Order (आदेश देना)	ordered	ordered	ordering	orders
Bless (आशिर्वाद देना)	blessed	blessed	blessing	blesses
Curse (अभिशाप देना)	cursed	cursed	cursing	curses
Ask (कहना, पूछना)	asked	asked	asking	asks

## Tense at a glance

### Present Tense:

<p>Simple Present or Present Indefinite</p>	<p>Ram eats mango. <i>S + V5 + O</i></p> <p>A cat likes milk.</p> <p>I like music. <i>S + V1 + O</i></p> <p>You write a letter.</p>	<p>राम आम खाता है।</p> <p>बिल्ली दूध पसन्द करती है।</p> <p>मुझे संगीत पसंद है।</p> <p>तुम पत्र लिखते हो।</p>	<ul style="list-style-type: none"> <li>• यदि subject (कर्ता) 1st Person, 2nd. Person or 3rd Person के plural number के हों तो उनके साथ V1 का प्रयोग होता है।</li> <li>• यदि subject (कर्ता) 3rd Person singular number के हो तो उनके साथ V5 का प्रयोग होता है।</li> </ul>
<p>Present Progressive or Present Imperfect or Present Continuous</p>	<p>They are reading. <i>S+is/ am/are+V4+O</i></p> <p>Sita is singing a song.</p>	<p>वे पढ़ रहे हैं।</p> <p>सीता गीत गा रही है।</p>	<ul style="list-style-type: none"> <li>• यदि sub। रहे तो Auxiliary verb के रूप में 'am' का प्रयोग होता है।</li> <li>• यदि sub. We, you, they or plural noun हो तो auxiliary verb 'are' होता है। यदि Sub. He, She, it or singular noun हो तो 'is' का प्रयोग होता है।</li> </ul>
<p>Present Perfect</p>	<p>I have read this book. <i>S+has/have+V3+O</i></p> <p>She has done this work</p>	<p>मैं यह किताब पढ़ चुका हूँ।</p> <p>उसने यह काम किया है।</p>	<ul style="list-style-type: none"> <li>• I, we, you, they तथा plural noun के साथ have का प्रयोग</li> <li>• He/ She/ it/ singular noun के साथ has का प्रयोग सभी sentences में V3</li> </ul>
<p>Present Perfect Continuous or Present Perfect Imperfect</p>	<p>I have been studing in this school for two years. <i>S+ has/ have+ been+ V4 + O+ for/ since+ time</i></p> <p>She has been waiting for you since 3 P.M.</p>	<p>मैं दो वर्षों से इस स्कूल में पढ़ रहा हूँ।</p> <p>वह तीन बजे से आपका इन्तजार कर रही है।</p>	<ul style="list-style-type: none"> <li>• Period of time के पहले for का use</li> <li>• Point of time के पहले since का use.</li> </ul>

### Past Tense:

Simple Past or Past Indefinite	You saved my life. <i>S+ V2 + O</i>  I completed the work.	आपने मेरी जान बचाई।  मैंने काम समाप्त कर लिया।	ऐसे sentence में सभी प्रकार के Subject के साथ V2 का प्रयोग होता है।
Past continuous or Past Progressive or Past Imperfect	He was playing cricket. <i>S+ was/ were + V4 +O</i>  They were teaching us.	वह क्रिकेट खेल रहा था।  वे हमें पढ़ा रहे थे।	<ul style="list-style-type: none"> <li>• I, He, She, it तथा singular noun के साथ 'was' का प्रयोग</li> <li>• You, We, They तथा plural noun के साथ 'were' का प्रयोग</li> </ul> ऐसे वाक्यों में was/ were के बाद V4 का प्रयोग
Past Perfect	I had done it. <i>S + had+ V3+ O</i>  They had won the match.	मैंने इसे किया था।  वे मैच जीत चुके थे।	<ul style="list-style-type: none"> <li>• ऐसे वाक्यों में सभी subject के साथ had तथा V3 का प्रयोग</li> </ul>
Past Perfect Continuous	It had been raining for two hours. <i>S + had + been + V4+ O + for/ since+time</i>  Naghma had been waiting since January last.	दो घंटा से वर्षा हो रही थी।  नगमा गत जनवरी से इन्तजार कर रही थी।	<ul style="list-style-type: none"> <li>• सभी प्रकार के subject के साथ had been और V4 का प्रयोग</li> <li>• Period of time के पहले 'for' तथा point of time के पहले 'since'</li> </ul>



### Future Tense:

Simple Future or Future Indefinite	She will help you. <i>S+ will/ shall+ V1+ O</i>  We shall dance today.	वह तुम्हारी मदद करेगी।  आज हमलोग नाचेंगे।	<ul style="list-style-type: none"> <li>• I, We के साथ 'shall' का प्रयोग</li> <li>• You, we, they, he, she, it तथा किसी भी noun के साथ 'will' का प्रयोग</li> </ul>
Future Continuous	We shall be reading a novel. <i>S+ shall/will+be +V4+ O</i>  She will be singing a song.	हमलोग उपन्यास पढ़ते रहेंगे।  वह गीत गाती रहेगी।	ऐसे वाक्यों में shall/ will के बाद 'be' और V4 का प्रयोग
Future Perfect	I shall have reached Delhi. <i>S+ shall/will + have+ V3 + O</i>  The baby will have slept.	मैं दिल्ली पहुँच चुकूँगा।  बच्ची सो चुकी होगी।	इस तरह के वाक्यों में shall/will के बाद have तथा V3 का प्रयोग।

**Solved example from the text book**

सूर्य अभी पूर्व में उग रहा है।	Now the Sun is rising in the east.
डाक्टर ने हमें धूम्रपान से मना किया।	The Doctor prohibited us from smoking.
क्या पृथ्वी सूर्य का चक्कर लगाती है।	Does the Earth move around the Sun?
पोलीथीन घुलता नहीं है।	Polythene does not dissolve.
यह बहुत आवाज उत्पन्न करता है।	It makes a lot of noise.
यह काफी दुर्गन्ध देता है।	It excecudes bad smells.
यह कविता किसने लिखी।	Who wrote this poem?
तुमसे यह किसने कहा?	Who told you this?
मैं तुम्हें सूचना देने आया हूँ।	I have come to inform you.
वह बाजार गया है।	He has gone to the market.
वे सुबह में टहलते हैं।	They walk in the morning.
उसने पटना के बारे में पत्र लिखा है।	He has written a letter about Patna.
मेरी दादी कहानियाँ सुनायेंगी।	My grand mother will tell stories.

## Active and Passive Voice

Active voice	Passive Voice
Mohan wrote a letter	A letter was written by Mohan.
She helps me.	I am helped by her.
They have completed the work	The work has been completed by them.

Changing Active Voice into Passive Voice			
<ul style="list-style-type: none"> <li>Active Voice के object को Passive का Subject बना दिया जाता है।</li> <li>Passive voice के Auxiliary verb का Form Active voice के Tense के अनुसार होता है। इसमें Auxiliary verb के बाद past participle (V3) का प्रयोग होता है।</li> <li>Active voice के subject को passive voice में 'by' के बाद agent (object) के रूप में लिखा जाता है। जैसे :</li> </ul>			
Active Voice	Passive Voice	Active Voice	Passive Voice
I	me	She	her
We	us	It	it
You	you	They	them
He	him	Noun	noun
इसे इस डायग्राम से भी समझा जा सकता है:-			
<pre> graph TD     subgraph Active         S1[Subject] --- V1[Verb] --- O1[Object]     end     subgraph Passive         O2["Object (in the form of Subject)"] --- V2[Verb] --- A2["by + Subject (in the form of an agent)"]     end     S1 --&gt; O2     O1 --&gt; A2     V1 --&gt; V2     </pre>			

Tense wise changes	Active voice	Passive voice	Points to remember
Simple present	Ram eats a mango <i>S + V1/V5 + O</i>	A mango is eaten by Ram <i>Object + is/am/are+V3+by+S</i>	Simple present tense के passive voice के verb के रूप में is/am/are और V3 का प्रयोग होता है।
Present continuous	Sheela is reading a book. <i>Sub+is/am/are+V4+O</i>	A book is being read by Sheela. <i>Object+is/am/are+being+V3+by+S</i>	Passive voice में is/am/are के बाद being तथा V3 का प्रयोग

Tense wise changes	Active voice	Passive voice	Points to remember
Present Perfect	I have done this work. <i>S+has/have+V3+O</i>	This work has been done by me. <i>Object+has/have+been+V3+by+Sub</i>	इसमें has/ have के बाद been+v3 का प्रयोग होता है।
Past Indefinite	He wrote a letter. <i>S+V2+O</i>	A letter was written by him <i>O+was/were+v3+by+Sub</i>	इसमें was/were के बाद V3 का प्रयोग होता है।
Past Continuous	She was singing a song. <i>S+was/were+V4+O</i>	A song was being sung by her. <i>O+was/were+being+V3+by+S</i>	इसमें was/were के बाद being+V3 का प्रयोग होता है।
Past Perfect	They had won the match. <i>S+had+V3+O</i>	The match had been won by them. <i>O+had been+V3+by+S</i>	had been के बाद V3 का प्रयोग होता है।
Simple Future	Ramesh will write a letter. <i>S+shall/will+V1+O</i>	A letter will be written by Ramesh. <i>O+shall/will+be+V3+by+S</i>	Shall/will के बाद be तथा V3 का प्रयोग होता है।
Future Perfect	She will have finished the letter. <i>S+will/shall+have+V3+O</i>	The letter will have been finished by her. <i>O+shall/will+have been+V3+by+S</i>	Shall/will के बाद have been तथा V3 का प्रयोग होता है।
<u>Modals</u> Can, could, may, might, should, must, ought to, used to	I can do this work. <i>S+modal+V1+O</i>	This work can be done by me. <i>O+modal+be+V3+by+S</i>	Modal के बाद be तथा V3 का प्रयोग होता है।
Infinitive (to + V1)	She is to write a letter. <i>S+Auxiliary verb+infinitive+O</i>	A letter is to be written by her. <i>O+Aux verb+to be+V3+by+S</i>	Infinitive वाले वाक्यों में Passive voice में सारे नियम पहले जैसे होते हैं केवल aux. verb के बाद to be+V3 होता है।

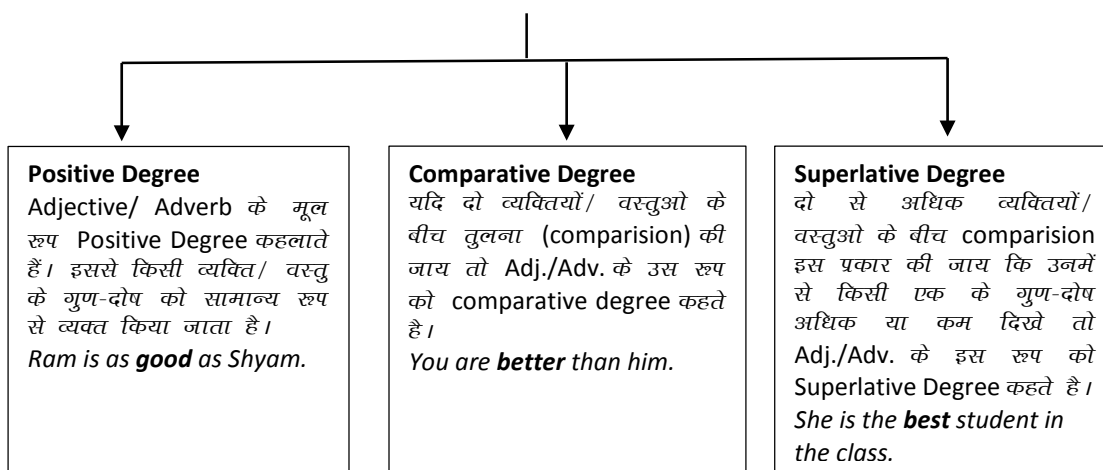
Tense wise changes	Active voice	Passive voice	Points to remember
Interrogative sentence	Does he play cricket? <i>Aux. verb+S+V+Obj</i>	Is cricket played by him? <i>Aux. verb+O+V3+by+S</i>	Aux. verb (is,am, are, was, were, has, have, had, do, does, did, shall, will या modals से वाक्य का प्रारंभ होने पर passive भी aux. verb से शुरू होता है।
	Why is he selling his house? <i>Wh-word+Av+S+V+O</i>	Why is his house being sold by him? <i>Wh-word+AV+O+V3+by+S</i>	Passive में भी वाक्य wh-word और AV से शुरू होता है। बाकी नियम पहले जैसे रहेंगे।
	Who composed this poem? <i>Who+verb+O</i>	By whom was this poem composed? <i>By whom+AV+O+V3</i>	By whom के बाद AV tense के अनुसार बदल जाते हैं।
Imperative sentence	Post this letter. <i>V1+object</i>	Let this letter be posted. <i>Let+obj+be+V3</i>	
	Help the poor. <i>V+Obj</i>	The poor should be helped <i>O+should be+V3</i>	
	Please come here. <i>Please/kindly+V1+O</i>	You are requested to come here. <i>You are requested to+V1+O</i>	

## Removal of 'Too'

Too का अर्थ होता है - आवश्यकता से अधिक, (more than required) । वाक्यों में 'Too' का प्रयोग negative गुणों को दर्शाने के लिए adj./adv. के साथ किया जाता है।

	Sentences with 'Too'	Sentences after removal of 'Too'	Points to remember
Type- 1	The water is too hot. <i>S+ verb+too+adj/adv.</i>	<p>The water is hotter than is proper. <i>S+V+Adj./Adv. (in comparative degree+ than it is/ was proper)</i></p> <hr/> <p>The water is hotter than it should be. <i>S+verb+Adj.+ Adv. (in comparative + than+ pronoun+ should be)</i></p>	<ul style="list-style-type: none"> <li>Sub के साथ वाला verb अगर Present Tense में हो तो it के बाद is का प्रयोग</li> <li>Sub के बाद वाला verb अगर Past Tense में हो तो it के बाद was का प्रयोग</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>इस तरह से removal of 'Too' करने पर than के बाद वाला pronoun subject के अनुरूप होता है । Example : She is too strict.</li> <li><u>She</u> is more strict than <u>she</u> should be.</li> </ul>
Type- 2	He is too weak to run. <i>S+V+too+Adj./Adv.+ infinitive.</i>	He is so weak that he cannot run. <i>S+V+so+Adj./Adv+ that+pronoun+ cannot /could not/V1</i>	<ul style="list-style-type: none"> <li>Sub के साथ वाला verb अगर present or future tense में है तो that के बाद वाला cannot का प्रयोग करें और अगर sub के बाद वाला वर्ग past tense में हो तो cannot के बाद could not का प्रयोग करें।</li> <li>that के बाद वाला pronoun subject के अनुसार होता है ।</li> </ul>
	<p>The rod is too hard to break.</p> <p>The box is too heavy to lift.</p>	<p>The rod is so hard that one cannot break it.</p> <p>The box is so heavy that one cannot lift it.</p>	यदि subject निर्जीव हो तो सभी नियम पहले जैसे परन्तु that के बाद one का प्रयोग होता है ।

## Degrees of Comparison



	Positive	Comparative	Superlative	Points to remember
A	tall big	taller bigger	tallest biggest	सामान्यतः किसी adj/ adv. के अन्त में - er जोड़कर comparative तथा est जोड़कर superlative बनाते हैं।
B	beautiful useful	more/less beautiful more/less useful	most/least beautiful most/least useful	यदि adj/ adv दो या दो से अधिक syllable के हों तो इसके पहले more/ less लगाकर comparative तथा most/ least लगाकर superlative बनाते हैं।
C	good/ well bad/ evil/ ill much many little old	better worse more more less older/elder	best worst most most least oldest/ eldest	कुछ adj/adv के comparative और superlative degree अनियमित (irregular) होते हैं। इसे ध्यान में रखने की आवश्यकता है।

नोट :

- (i) Positive degree के Adj./dv. Affirmative sentence में as..... तथा negative sentence में so..... as/as.....as के बीच होते हैं।
- (ii) Comparative degree के adj/adv के बाद than का प्रयोग होता है। लेकिन कुछ adjective हमेशा comparative degree में ही होते हैं और उनके बाद 'to' का प्रयोग होता है। जैसे : He is junior to me. I am senior to him
- (iii) Superlative degree के adj/ adv के पहले आम तौर पर 'the' का प्रयोग होता है।

Positive	Comparative	Superlative
Ram is as good as Shyam	Shyam is not better than Ram	
No other man is as intelligent as Mr. Jha.	Mr. Jha is more intelligent than any other man/ all other men.	Mr. Jha is the most intelligent man.
Very few poets are as great as Tulsi.	Tulsi is greater than most other Poets.	Tulsi is one of the greatest Poets.

## Narration

Direct Speech	Indirect Speech
Ram said to me, "I am busy." Reporting verb    Reported speech	Ram told me that he was busy.

### Change of Person

	Points to Remember
Rahul said to me, "I go to school." Rahul told me that he went to school.	Reported speech में प्रयुक्त pronoun निम्न प्रकार से बदलते हैं:
Meena said to me, "You are going to market." Meena told me that I was going to market.	<b>1<sup>st</sup> Person</b> → Reporting verb के subject के person के अनुसार (I, me, my, mine, we, us, our, ours)
Dina said to me, "He laughs at me". Dina told me that he laughed at me.	<b>2<sup>nd</sup> Person</b> → Reporting verb के object के person के अनुसार (You, your, yours)
Seema said to me, "They have played cricket." Seema told me that they had played cricket.	<b>3<sup>rd</sup> Person</b> → No change (He, him, his, she, her, they, them, their, theirs, names)
Raman said to me, "I saw a tiger." Raman told me that he had seen a tiger.	

### CHANGE OF TENSE

He says to me, "I am cooking food." He tells me that he is cooking food.	यदि Reporting verb Present या Future Tense में रहे तो Reported speech के tense में कोई बदलाव नहीं करते हैं।
Rahim will say to me, "I have seen the Golghar." Rahim will tell me that he has seen the Golghar.	
Mukul said to me, "You don't help me." Mukul told me that I didn't help him.	यदि Reporting verb past Tense में रहे तो Reported speech का tense निम्न प्रकार से बदलता है : i. Present Indefinite → Past Indefinite ii. Present Continuous → Past Continuous iii. Present Perfect → Past Perfect iv. Present Perfect Continuous → Past Perfect Cont. v. Past Indefinite → Past perfect vi. Past Continuous → Past perfect continuous vii. Past Perfect → No change viii. Past Perfect continuous → No change
My teacher said to me, "You are doing well." My teacher told me that I was doing well.	
She said to me, "He has not seen the Taj Mahal." She told me that he had not seen the Taj Mahal.	
Sarla said to me, "I have been working hard for two hours." Sarla told me that she had been working hard for two hours.	



Mathur said to me, "I can do this work for you." Mathur told me that he could do that work for me.	Reporting verb के past Tense में रहने पर Reported speech के निम्नलिखित शब्द भी बदल जाते हैं:
Vinayak said to Amar, "You will play tomorrow." Vinayak told Amar that he would play the following day.	Can- could      Now- then      today- that day May- might      Here- there      shall- should/would this- that      will- would      these- those Ago- before      should- no change      must- no change last night- previous night tomorrow- the following day Yesterday- the day before
The teacher said to his student, "Work is worship." The teacher told his student that work is worship.	यदि Reporting verb Past Tense में रहे और Reported speech का वाक्य Universal truth या Habitual expression रहे तो Reported Speech का Tense नहीं बदलता है ।
My mother said to me, "The Sun rises in the east." My mother told me that the sun rises in this east.	
Amar said, "Parents love their children." Amar told that parents love their children.	

### Change of Sentences :

Sentence		Reporting Verb	connecting words	Direct Speech	Indirect Speech
Assertive		Say (to) = tell Says (to) = tells Said (to) = told	that	Mira says to me, "I am going to school."	Mira tells me that she is going to school.
				Mira said to me, "I am going to school."	Mira told me that she was going to school.
Interrogative	Yes/ No Question (is/are/am/was/were/ has/have/ can, will ...)	Said to = asked	if/ whether	Mira said to me, "Are you going to school?"	Mira asked me if I was going to school.
	wh' Question (who, what, when, where)	Said to = asked	wh' words	Meera said to me, "Where are you going?"	Mira asked me where I was going.
Imperative		said to = asked/ requested/ orderd/advised	to/ not to	Mira said to me, "Give me your pen please." My father said to me, "Don't waste your time."	Mira requested me to give her my pen. My father advised me not to waste my time.
Optative		Said to = wished/ prayed/ blessed /cursed	that	Mira said to me, "May you get success!" He said to her, "May you die soon!"	Mira wished that I might get success. He cursed her that she might die soon.
Exclamatory		Said to = exclaimed with joy /sorrow surprise /regret	that	Mira said, "What a fool I am?" Ram said, " What an idea?"	Mira exclaimed with sorrow that she was a big fool. Ram exclaimed with joy that it was an extraordinary idea.

## Preposition

A preposition is a word which usually comes before a Noun or Pronoun to show its relation to another Noun/ Pronoun in a sentence.

### Types of Preposition

Prepositions of Direction	Prepositions of place or position	Prepositions of time
to, towards, for, from, at, on, into, up, down, along, across, against	at, in, on, between, among, below, over, under, behind, before, beside, by	at, in, for, since, from, before, after, within, by, between, till, until, during, for

### Position of Preposition

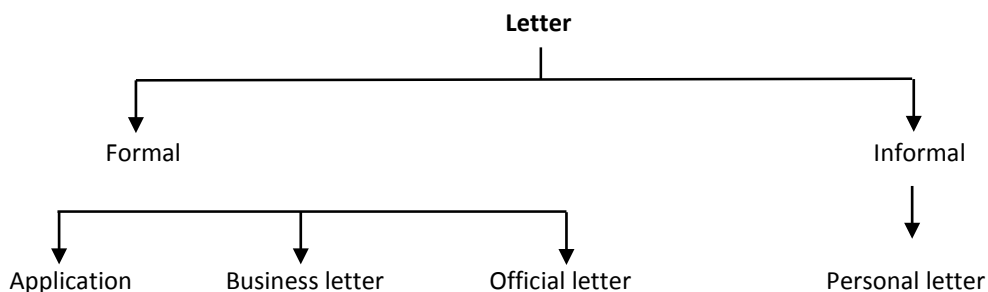
I write <u>with</u> a pencil. The rat is afraid <u>of</u> the cat. Why are you angry <u>with</u> me.	<i>सामान्यतः preposition का प्रयोग Noun या Pronoun के पहले होता है ।</i>
This is the pen I write <u>with</u> . Which house do you live <u>in</u> ? Where is she coming <u>from</u> ?	<i>यदि that, whom, which, where आदि का प्रयोग relative या interrogative pronoun के साथ हो तो preposition का प्रयोग अंत में होता है ।</i>

### Some important prepositions

Amazed at - I was amazed at her ability.	Ashamed of- He is ashamed of his conduct.
Congratulate on - He congratulates me on my success.	Accuse of- He was accused of murder.
Prevent from - He prevented me from going there.	Astonished at- I was astonished at his arrival.
Knock at - She knocked at her door.	Confidence in- I have confidence in him.
Listen to - They listen to music.	Confident of- He is confident of his success.
Live on - Babies live on milk.	Different from- This shirt is different from that.
Fail in - He failed in his first attempt.	Good at- She is good at mathematics.
Glance at - Have a glance at the scenery.	Known to- It is known to everyone.
Hope for - She hopes for her success in the exam.	Laugh at- He laughed at the old man.
Satisfied with - I am satisfied with your performance.	Proud of- His parents are proud of his success.
Pleased with - My teacher was pleased with me.	Taste for- I have taste for music.
Aware of - He is aware of the situation.	
Beware of – Beware of dogs.	

Deal in- व्यापार करना- He deals in hardware.	Look into- ध्यान से समझना- He is looking into the matter.
Deal with- व्यवहार करना- I know how to deal with elders.	Agree to- किसी प्रस्ताव से सहमत होना- He agreed to my proposal.
Die of- बीमारी के कारण मर जाना- He died of cancer.	Agree with- किसी व्यक्ति से सहमत होना- I agree with you.
Die from- अन्य कारणों से मरना- He died from accident.	Wait at- किसी स्थान पर प्रतीक्षा करना- He is waiting at the station.
Arrive at- किसी स्थान या निष्कर्ष पर पहुँचना- The P.M. arrived at Patna.	Wait for- किसी व्यक्ति या वस्तु की प्रतीक्षा करना- I am waiting for the train.
Arrive in- किसी देश में पहुँचना- My brother arrived in Japan.	Write with- किसी साधन से लिखना- She is writing with a pen.
Look for- ढूँढना, खोजना- He is looking for his pen.	Write in- This letter has been written in ink.

## Letter writing



<p>To          Recipient's Designation          Address          Sub: .....</p> <p>Salutation,</p> <p>The body          .....          .....</p> <p style="text-align: center;">Leave taking</p> <p>Date....                      Sender's signature</p>
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<p style="text-align: right;">Sender's Address          Date : .....</p> <p>Salutation</p> <p>The body          .....          .....</p> <p style="text-align: center;">Leave taking</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">Stamp</td> </tr> </table> <p>Recipient's Address                      Signature</p>	Stamp
Stamp	

### Application

<p>To          The Headmaster,          H.S. Nalanda</p> <p>Sub:- Leave for five days.</p> <p>Sir,</p> <p style="padding-left: 40px;">I have to request you that my mother is seriously ill. She is confined to bed. I am the only person to work after her.</p> <p style="padding-left: 40px;">So, I request you to grant me leave for five days from 20<sup>th</sup> to 25<sup>th</sup> Dec. 2015.</p> <p style="padding-left: 40px;">Thanking you,</p> <p style="text-align: right;">Yours faithfully          (X Y Z)          Class-X</p> <p>Date- 19 Dec. 2015</p>
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### Letter

<p style="text-align: right;">Katka          20 Dec. 2015</p> <p>My Dear Mother,</p> <p style="padding-left: 40px;">I am very happy to receive your letter. You want me to be a doctor to serve the humanity. I agree with you and honour your feeling. But I wish to be an army officer to serve the motherland. For this I seek your blessings.</p> <p style="padding-left: 40px;">Respect for father and love for brother and sister.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">Stamp</td> </tr> </table> <p>To,          ABC          Vill+P.O. - M          Dist - N</p> <p style="text-align: right;">Your's brave son,          (XYZ)</p>	Stamp
Stamp	

## Paragraph writing

Paragraph writing is an art. A Paragraph is a group of sentences relating to a single topic or developing one central idea.

Points to keep in mind while writing a paragraph.

- (a) Unity of thought: There should be only one central idea in a paragraph so that the gist of the paragraph may be summarized in one sentence only.
- (b) Order: There should be sequence of thoughts and incidences. The first sentence is a topic sentence or main idea of the paragraph, then some sentences in support of the main idea should be written. Finally a simple concluding sentence that can tie everything together and reinforce the main idea is needed.
- (c) Coherence: To maintain continuity of thought the use of cohesive words like hence, so, therefore, or, and then are needed. Similarly, to explain an idea of contradiction, word and phrases like — on the other hand, on the contrary, nevertheless, but, yet, still are used.
- (d) Length: There is no fixed rule regarding the length of a paragraph. However a balanced paragraph may be expanded between 50 to 70 words.

## Health is wealth

Health is very valuable for human being. All wealth without health is useless. A rich man with poor health does not enjoy life. He likes nothing. He always remains in distress and anxiety. On the other hand, a healthy man remains in distress and tension-free even if he is poor. He enjoys life in a real sense. So health is wealth.

## Notice Writing

A notice is a very short form of writing to convey important information to a group of people or general public. It is used by individuals and organisations to announce events and celebrations, deaths, occasions like inauguration and sales, to issue public instructions, to make appeals and to extend invitations etc.

### Points to be kept in mind while writing a notice:

- ❖ A notice is written in a box.
- ❖ The name of the organisation or issuing authority is written on the top.
- ❖ The word NOTICE should be mentioned in capital letter.
- ❖ A precise title should be given to indicate what the notice is about.
- ❖ It must contain all relevant information related to the purpose including date, time, place/venue and any other details required.
- ❖ In case of lost or found an article, the notice must include details what lost/ found when, where identification mark (colour, size, content, material) how and whom to return, contact number.....

Name of school (in capital letters)	
Date .....	NOTICE
	Holidays
The school will remain closed for 10 days from .....to..... October, 20....., on the occasion of Durga Puja.	
(xyz)	
Principal/ Head Master	

NOTICE	
Lost ! Lost ! Lost	
Date .....	
I lost my folder bag on _____. The bag is new and blue in colour. My name and address is written in the specified space. I left it in the Sinha Library room. It contains my certificates and testimonials. If anyone finds it, please contact me.	
My mobile number is .....	
Name:.....	
Address:.....	

# January Night

Premchand

## About the author:

- Dhanpat Rai a prolific writer of both Hindi and Urdu; Born in Varanasi on July 31, 1880.
- He changed his pen name to “Premchand” after his “Soje vatan” banned by British government.
- He wrote about the realities of life and the various problems faced by the common man in a turbulent society.
- He also emphasized on the unity of Hindus and Muslims.
- Well known works: Godan, Gaban, Karmabhoomi, Pratigya etc.

## Story:

- January Night is a translation of a Premchand’s famous story “Poos ki Raat”. This is the story all about of the cold night, Halku, his wife Munni, dog (Jabra) and the nilgais.

## Halku:

- Man is sometimes helpless before fate.
- Halku is destined to his fate.
- He is a poor tenant farmer.
- He needs a blanket in the cold night while watching over fields.
- Halku pays his rent with the money saved for his blanket even though his wife Munni opposes him. He is a simple man, who responds according to the situation. He knows that there is no chance that the rent could be withheld from the landlord.

## Munni, his wife:

- Munni understands that her husband works at someone else’s land. Whatever he earns, he puts back into it and gets insulted in bargain.
- Munni’s response to the landlord is quite natural. She is angry with Halku as to how he would bear the cold January nights in the field.
- She understands the injustice well. She wonders how many debts are always left over that they cannot pay off.
- She angrily asks him to give up tenant farming. She protests as to how the landlord could insult Halku.

**The cold night:**

- Halku does not want his pet dog Jabra to come along in the cold night.
- Jabra being a loving and faithful companion, follows his master.
- Even after smoking eight pipefuls, Halku is shivering wrapped in an old shawl.
- Halku gathers dry mango leaves from the mango grove nearby and sets them on fire from the lighted cowdung cake he had brought.

**The attack of Nilgais:**

- Halku wraps himself with a shawl again, sits by the warm ashes feeling drowsy. Even in the lap of Halku, Jabra is alert to his duty. He starts barking when he senses that Nilgais are grazing the crops.
- Halku also realizes that the animals are destroying his field but as his body is sufficiently warmed up, he becomes lazy.
- He does not go out into the field to drive away the Nilgais.
- He is destined to his fate. He does not have any will power to defend his crop from being grazed up.

**Freedom from the bond:**

- The hostile nature with its icy cold wind proves to be the devil for Halku.
- It prevents him from going out in the cold to drive away the Nilgais.
- He is content at the end because he would not have to sleep in the cold anymore.

**Conclusion:**

The story presents a real picture of a poor farmer. The life of a farmer is very miserable. He is not capable to save himself or his family from the curse of nature. He is destined to live on his fate.

**Now, on the basis of your understanding of this chapter try to answer the following questions:**

1. Give the summary of the story January Night.
2. Animals also have the ability to understand human feelings. Elaborate this statement keeping in view the role of Jabra in the story.
3. How many characters are there in the story? Whom do you like most? Give reason for your choice.
4. Give the main idea of the story.
5. Why did Halku need a blanket?
6. Suppose you are Munni. The landlord comes to your house and asks you to pay the rent. What will you do them?
7. Why did Munni suggest Halku to give up tenant farming?



# Allergy

Dr .Rana S.P.Singh

## About the Author:

- Dr. Rana S.P. Singh is a reputed physician who has specialisation on 'Allergy'.

## What do you mean by allergy?

- Allergy is a malfunction of the human immune system. It causes a violent reaction against normally harmless substances in our natural environment. This reaction creates an inflammation which, in turn, can lead to a variety of symptoms such as hay fever, eczema, asthma and other conditions popularly referred to as allergies.
- Hay fever is allergy caused by pollen and dust in which mucous membranes of the eyes and nose are inflamed causing running of the nose and water eyes.
- Eczema is an itching sensation of pain
- Asthma is difficulty in breathing

## Causes of allergy:

- Genetic risk factor: If the parents have a certain allergy the children may inherit the same.
- Environmental risk factor: In pollen season there is a risk of allergy called hay fever.
- People who smoke face the risk of allergy
- People living in polluted area face allergic reactions e.g. air pollution causes asthma.

## Triggers:

- Sometimes a certain food or drug or an ordinary insect bite can result in severe allergic reaction.

## Allergy March:

- In some cases allergy starts as simple problems such as eczema or gastrointestinal problems. Then it evolves into asthma. This condition frequently involves respiratory symptoms such as hyper activity and obstruction of the airways. This direct path of development of allergy is known as 'allergy march'.

## Allergens:

- Any substance capable of producing allergy is an allergen. These are of two types:
- Seasonal: Pollen and outdoor mold spores cause seasonal allergic rhinitis. (Sneezing)
- Perennial: Perennial allergic rhinitis is caused by indoor allergens such as house dust mites, animal dandruff, cockroaches and indoor mold spores.

**Precautions:**

- Pollen mask to be used while cutting grass or cleaning house.
- Remain indoors in the morning or on windy days.
- Houses to be kept dry and free of fungus and animals like cats and dogs who shed dandruff.
- Cotton materials should be used instead of feather: Pillows and woolen blanket.
- A acaricide chemical should be used to kill dust mites and tannic acid solution neutralizes the allergy in mite dropping.
- Bedsheets, mattresses and blankets should be washed in hot water weekly.
- Persons with food allergy should read and understand the composition of food.

**Treatment:**

- Medicines for seasonal allergy have to be taken weeks before exposure.
- Inhaled steroids are helpful for their anti-inflammatory effect but treatment may have serious side effects.
- Using a diagnostic test, ECP can be detected in body fluids to ensure the lowest effective doses.

**Conclusion:**

The lesson is scientific. It describes different types of allergy, causes, symptoms and precautions. It is very useful for anyone to lead a healthy life in different seasons.

**Now, on the basis of your understanding of this chapter try to answer the following questions:**

1. Suggest a few positive ways to avoid allergy.
2. What are allergens?
3. Have you noticed that certain food items or the change of weather effect you when you take such food items or find yourself in such a weather?
4. What is allergy march? Explain.
5. Name some particular diseases which are caused due to changing of weather and also mention its remedial measures.
6. Which types of concern allergic diseases are generally found in children? ( 0-6 years.)
7. What are risk factors?

# The Bet

Anton Chekov

## About the author:

- Russian author Anton Chekhov was born on January 17, 1860.
- He is among the major short-story writers and dramatists in history.
- He wrote seventeen plays and almost six hundred stories.

## Story:

- This story is about a Bet between a very rich banker and a Lawyer.
- One autumn, the banker gave a party.
- In the party there was a discussion about capital punishment and life imprisonment.
- Most of the guests were against capital punishment and some of them thought that life imprisonment should be given in place of capital punishment.

## The banker:

- The banker did not agree to the opinion of his guests. He thought that capital punishment was better and kinder because it killed the person at once. On the other hand, life imprisonment killed slowly.

## The lawyer:

- Among the guests, there was a young lawyer, he said that both these forms of punishment were equally wrong. However if he was allowed to choose he would surely choose life imprisonment. He thought that it was better to live somehow than not to live at all.

## The banker's reaction:

- He was ready to bet two million that the lawyer would not be able to stay in prison for five years.
- The lawyer replied that if the banker was serious about this bet, he was ready to stay in prison for fifteen years.
- The banker agreed to this at once.
- After this, the terms & conditions of the imprisonment were decided. The lawyer had to spend fifteen years locked away in the portion of banker's house which was in the garden.
- He was neither allowed to step out of the place see or hear people nor receive letters or newspapers.
- He was allowed to have musical instruments, as many books he liked and to write letters, drink wine or smoke tobacco.

- He would just have to write his demands on a note and send through a window. If he broke any of these conditions or escape even two minutes before time, the banker would not have to pay the lawyer two million.

**The lawyer in the first year:**

- He played the piano all the time.
- Did not take wine & tobacco.
- Read only books with light themes.

**In the second year:**

- He stopped playing the piano & read only classics.

**In the fifth year:**

- He again started playing music and asked for wine.
- Spent the year eating, drinking, and lying on his bed and talking about angrily.
- Stopped reading, but sometimes he wrote in the night and then tore up all he had written.

**In the sixth year:**

- He studied different Languages, Philosophy & History.
- Read six hundred books in four years.

**After the tenth year:**

- He read the New Testament for one whole year.
- After that he studied religious books.

**In the last two years:**

- He read poetry by Byron and Shakespeare and book of Chemistry, medicine, novels, philosophy, natural science & religion.
- The banker remembered all these things when only a day was left before the prisoner was to be set free.
- Fifteen years ago when he had proposed the bet, he had been very rich. However the banker had lost his money since then. He knew he would have nothing left if he paid the prisoner two million now. So he decided to murder the lawyer.
- In the night when it was raining and very cold & everyone was sleeping, he unlocked the prisoner room & entered.
- He found the prisoner asleep & noticed that he looked much older than his age. He saw that the prisoner had written something on the piece of paper & decided to read it.
- The prisoner had written that he knew he would be free the next day.
- Now he hated freedom, life, health & everything that is valued in the world.
- The books he had read made him cleverer than all people as he knew everything that human-beings had thought about for hundreds of years.

- He said that no matter how proud, wise and beautiful human-beings are. Death spares none. Nothing is permanent in the world.
- He said that he would come out of his cell five minutes before the agreed time and would give him up his right to his two million. On the reading this, the banker felt guilty & cried.

**Now, on the basis of your understanding of this chapter try to answer the following questions:**

1. Why did the banker weep to read the notes of the Lawyer?
2. What did the banker do to kill the lawyer?
3. What do you think about the terms & conditions of the bet?
4. What were the terms & conditions of the bet? Do you think them proper?

# Quality

John Galsworthy

## About the author:

- He began to write at the age of twenty-eight for his own amusement.
- A Novelist, Galsworthy is chiefly known for his 'The Foryste Saga.'
- He wrote many novels, short stories, and plays.
- He often deals with specific social grievances such as the double standard of justice as applied to the upper and lower classes.

## Story:

- About Mr. Gessler, a German shoemaker settled in London.
- A perfect artist.
- Devoted his life towards his art.

## Mr. Gessler:

- Spoke English with a German accent.
- The author's father was one of his customers and so the author knew him from the early age.
- Mr Gessler's shop was located in the fashionable area of west end in London.
- He was a very skilled boot master and made boot according to order from customers.
- Mr. Gessler did not advertise his product like the big firms did.
- Few people knew about him.
- He did not keep any helpers to assist him in his work and so took a long time to finish his orders.
- His shoes were very long lasting & always fitted to the feet perfectly.
- The author complained to Mr. Gessler about the particular pairs of boots made by him which made creaking noise.
- Mr, Gessler thought about it for a long time and asked the author to send them back to him.
- If defective, he would not charge the author for them.
- Author went into Mr. Gessler's shop in a pair of boots that he had bought from a large firm.
- Mr. Gessler immediately pointed out the place on the left boot where it hurt the author without being told anything about it by the author.
- Mr. Gessler became emotional and blamed the big firms for taking away the livelihood of workers like himself who worked on a low scale.

**Mr. Gessler - Causes of death:**

- Every time the author met Mr. Gessler he seemed to look much older than he did the last time.
- Author visited Mr. Gessler's shop, he found his name gone and was met by a young man with an English face who now owned the shop.
- The young man told him that Mr, Gessler used to eat so little that he did not get enough nutrition.
- The doctor who had examined him had stated that slow starvation was the cause of his death.
- Mr. Gessler always used the best quality leather.
- All his earnings were spent in paying rent and buying leather.
- He worked for long period without taking rest and did not let anybody else help him.
- As he did not advertise & took a long time to finish his work, he slowly lost all his customers.
- Both the young Englishman & the author admitted that Mr. Gessler was the best shoemaker in London.
- Industrialization has led to the death of individual artists & tradesman like Mr. Gessler.

**Now, on the basis of your understanding of this chapter try to answer the following questions:**

1. Mr. Gessler was not successful in his trade, why?
2. The work style of Mr. Gessler was unique. Explain.
3. How did the author know Mr. Gessler?
4. Suppose, you are one of the customers of Mr. Gessler's shop. You know how Mr. Gessler struggled for the existence of his trade. What will you suggest to protect the trade from the on slaught of big firms?

# Sun and Moon

Katherine Mansfield

## About the authoress:

- A well-known short story writer.
- She was an impressionist in her art and sought to portray with objectivity “The significant moment of human relationship.”
- Her growth was directed towards the intensity of feeling and maturity of vision.
- Her stories: Prelude, To the Bay, The Fly, The Garden Party.

## Story:

This story shows the authoress’s sensitive perception of subtle feelings and emotions especially of children whose heart and mind, she studied with rare insight about a young boy named 'Sun' and his younger sister, 'Moon'.

## Sun and Moon:

- Moon is a cheerful child who likes attention.
- Sun is a serious and quiet boy.
- He is slightly upset that his sister gets more attention than him.
- Sun appreciates beauty and does not like to see pretty things destroyed.

## Preparation for the party:

- A party was to be held in the evening at the children’s house.
- The mother was very busy in the preparations.
- Everyone was happy except Sun who found the preparations too grand.
- The nurse dressed them in fancy dresses.
- Moon’s shoes were white with big blobs on them.
- Children saw golden chains and flowers arriving.
- Piano was checked.
- The dining table was decorated beautifully.

## The Party:

- The children were sent down hand in hand to meet the guests.
- Moon got most of the attention.
- They were sent to bed upstairs.
- They woke up by a loud noise of clapping from down stairs.
- From the stairs they saw the adult enjoying themselves.
- Soon they fell asleep there.



- They woke up again when they heard their father's loud voice and their mother's continuous laughters.

**After Party:**

- The children's father discovered them on the stairs.
- He look them down to give them some left over food.
- Moon did not notice that the dining room was dirty.
- She was happy to eat the nut which was on the ice pudding.
- Sun was very upset. He started crying loudly and called everything horrid.

**Behaviours of the parents:**

- Sun started crying the father became angry and scolded Sun.
- He asked Sun to go away.
- Neither the father nor the mother made any effort to understand why Sun was upset.
- The mother pointed out to their father that this was why, she did not allow the children to come down for the party.
- The mother did not have any time for her children. She employed a nurse to look after them. She treated them like pretty things.

**Feeling of the children:**

- The author talks about how children think and feel.
- The message she gives the adult is that they should treat children as human beings and not just pretty things.
- Children need adult company which should not be refused.

**Now, on the basis of your understanding of this chapter try to answer the following questions:**

1. How did Moon's shoes look like?
2. Why did the children go upstairs?
3. Did the parents realize the children's pain?
4. Suppose you are Sun. There was a party at your house in which you were not allowed to attend. How did you feel? And how did you face such situation?

# Two Horizons

Binapani Mohanty

## About the Author:

- Binapani Mohanty was born in 1936.
- A well known Oriya short writer.
- Got Sahitya Academy award in 1990.

## Story:

This story is translated from Oriya by Jayant Mahapatra.

- Story of two letters one of a mother and the other is of a daughter.
- These two letters stand for two generation, one for older generation and the other for modern or younger generation.

## Status of a woman in a family:

- Before Marriage: Before marriage she lives with her parents. There is inter dependent love between the daughter and the members of the family. She enjoys life without any responsibility of the family.
- After Marriage: She goes to her husband's house. She is unknown to the new family. Now she has to show herself as a responsible woman.
- Everybody (father-mother-in-law, brother, sister in law etc.) in the family has some expectations from her.
- After becoming mother, she has to take care of her children too.
- All these work make her tired and in this situation she feels weariness and emptiness.

## A letter of a daughter to her mother:

- The daughter writes a letter to her mother. She says that she is performing her duties well here. She has learnt good manners and behavior from her mother. But she is not able to attain the satisfaction her mother had experienced in her married life.

## Reply of a mother to her daughter's letter:

- After going through her daughter's letter, the mother feels sad and confused.
- She advises her daughter that she herself had faced such difficulties and felt tired but she had found the energy inside herself to carry on with her work.
- One has to develop the strength inside oneself to face the problems in life.

## Effect of generation gap

- Generation gap between the mother and the daughter.
- The mother had kept all her feelings and problems to herself.

- Nobody knew that she was tired or unhappy but the daughter questions this. This is not the fault of the daughter. This is the effect of new generation.

**Now, on the basis of your understanding of this chapter try to answer the following questions:**

1. What did the mother feel after going through her daughter's letter?
2. What picture of the status of women in the family is represented in Two Horizons? Do you find any trace of generation gap in the approach to life shown by the mother and her daughter?

# Love Defiled

Gridhar Jha

## **About the author:**

- Giridhar Jha is a senior Journalist and script writer based in Patna. The present story “Love Defiled” was published in 1996 in the Hindustan Times (Delhi Edition).

## **Friendship and career:**

- The narrator had promised to marry his girlfriend because they were in friendship for eight years.
- He put a condition that he would marry her after he became an IAS officer.
- Everyone around them thought that they would surely get married.
- After some time, he realized that he was not intelligent enough to become an IAS officer.
- So he decided to become a journalist.

## **The breakup:**

- The narrator’s parents and other family members did not agree to accept his girlfriend.
- He himself was not strong enough to go against the will of his family.
- He broke up with his girlfriend giving false reasons and showing false sadness.
- She was so gentle that she did not get angry with him and had no complain against him.

## **Two Weddings:**

- When the narrator got married, he did not invite his ex-girlfriend to his wedding.
- He also avoided telling his wife about his relationship with the girlfriend.
- Two years later, his ex- girlfriend invited him to her own wedding
- The girlfriend's husband was a handsome IAS officer.
- The girlfriend introduced her ex-friend to her husband.

## **The realization:**

- The girlfriend's husband played a joke that it was surprising that she parted with a person like the narrator.
- This made the narrator realize that she had already told her husband about their past relationship.
- She had also taken the blame for the break up upon herself.
- The narrator was ashamed of his behaviour and realized that his character was as bad as his physical appearance.

- He was disappointed that he had not learnt any good qualities from his girlfriend even though he had lived with her for a long time.

**Contrast between the personality of the author and his girlfriend:**

- The girl was beautiful and intelligent.
- She knew him well but overlooked the narrator's shortcomings.
- She tried to make him confident of himself.
- She was open minded and forgiving.
- In her comparison the narrator was not good looking.
- He had the habit of self-praise.
- He was a selfish and a weak man.
- He was not honest even to his wife as he did not disclose his past relationship to her.

**Question:**

1. Why did the narrator leave the girl he loved so passionately? Was he honest in his relation?
2. Has the goodness of some one ever made you feel very mean? Explain.