ENGLISH

SMART SKILLS 2021-22

Grade IX

SANSKRITI
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Index

Table of Contents	Page no.
1. Syllabus	4
2. Assessment plan for the session 2021-2022	9
3. Suggested Reading List	11
4. **Reading Passages**	13
5. **Writing**	40
Informal Letter Based on an Event	40
Descriptive Paragraph • Person • Place • Event	38
Letter of Enquiry	50
Letter of Placing an Order	
Letter of Complaint	56
Letter to the Editor	
Story Writing	62
6. **Grammar**	63
Worksheets	
Worksheet 1	74
Worksheet 2	78
Worksheet 3	80
Worksheet 4	83
Worksheet 5	87
Worksheet 6	90
Worksheet 7	93
Worksheet 8	98
Worksheet 9	103
Dialogue Writing	108
Reported Speech Rules	
Revision I	110
Revision II	112
7. **Literature- Prose**	
Beehive	113
1. The Fun They Had	
2. The Sound of Music	
3. The Little Girl	
4. A Truly Beautiful Mind	
5. The Snake and the Mirror	
6. My Childhood	
7. Packing	
8. Reach for the Top	
9. The Bond of Love	
10. Kathmandu	
11. If I were you	
Moments	153

SANSKRITI
THE CIVIL SERVICES SCHOOL

1. The Lost Child	
2. The Adventures of Toto	
3. Iswaran the Storyteller	
4. In the Kingdom of Fools	
5.The Happy Prince	
6. Weathering the Storm in Ersama	
7. The Last leaf	
8. A House is Not a Home	
9. The Accidental Tourist	
10. The Beggar	
POETRY	181
1. The Road Not Taken	
2. Wind	
3. Rain on the Roof	
4. The Lake Isle of Innisfree	
5. A Legend of the Northland	
6. No Men Are Foreign	
7. The Duck and the Kangaroo	
8. On Killing a Tree	
9. The Snake Trying	
10. A Slumber did My Spirit Seal	
Literary Terms and Poetic Devices	210
Extra Reading Material for literature	212
Additional Reading Lists	254
List 1	
List 2	

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SYLLABUS 2021-22
ENGLISH LANGUAGE AND LITERATURE
Code No. 184
(2021-22)

1. Background

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and
- inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English,
- and the culture they reflect
- enable the learner to access knowledge and information through reference skills
- (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple
- advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom
- situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video
- interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand
- taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue,
- short story or report

3. Language Items

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and
- exclamation mark)

4. Methods and Techniques

The methodology is based on a multi-skill, activity-based, learner-centred approach. Care is taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, She/he presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- Simulating real life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other
- disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

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ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS – IX (2021-22)

Sections	
A	Reading Skills (50periods)
B	Writing Skills with Grammar (60 periods)
C	Literature Textbooks and Supplementary Reading Text (60 periods)

PART A

Reading:-
Unseen Passage **20 Marks**

I. Multiple Choice Questions based on a Discursive passage of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered. **(10x1=10)**

II. Multiple Choice Questions based on a Case-based factual passage (with visual input statistical data, chart etc.) of 200-250 words to test analysis and interpretation. Ten out of twelve questions to be answered. **(10x1=10)**

(Total length of two passages to be 600-700 words)

Literature Textbooks 10 Marks

III. Multiple Choice Questions based on an extract from drama/prose to test inference, evaluation and vocabulary. Any 1 out of 2 extracts to be done. **(5x1=5)**

IV. Multiple Choice Questions based on an extract from poetry to test analysis and interpretation. Any 1 out of 2 extracts to be done **(5x1=5)**

Grammar 10 Marks

V. Ten Multiple Choice Questions, out of twelve, to be answered (including gap filling/ editing/ dialogue writing). Questions shall be based on the following:

- Tenses
- Modals
- Subject – verb concord
- Reported speech
- Commands and requests
- Statements
- Questions
- Determiner
- Use of Passive Voice
- Clauses: Noun, Adverb Clauses of condition and time, Relative Clauses
- Prepositions

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PART B

Writing **10 marks**

I. Writing an Informal Letter on a situation/ Descriptive Paragraph (person, place, event, diary entry) based on visual or verbal cue/s. **(word limit 100-120 words)**

One out of two questions is to be answered. **(5 marks)**

II. Writing a story based on a given outline or cue/s. **(word limit 100-120 words)**
One out of two questions is to be answered**. (5 marks)**

Literature **30 Marks**

III. Four out of six Short Answer Type Questions to be answered in 20-30 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS). **(2x4=8)**

IV. Four out of six Short Answer Type Questions to be answered in 40-50 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS). **(3x4=12)**

V. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. **(5 marks)**

VI. One out of two Long Answer Type Questions from MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **(5 marks)**

Prescribed Books: Published by NCERT, New Delhi

- BEEHIVE – Textbook for class IX
- MOMENTS – Supplementary Reader for Class IX
- Words and Expressions-I, Workbook

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(Code No. 184) CLASS – IX (2021 – 22) Marks-80

Sections	Competencies	Total marks	% Weightage
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	**20**	**25%**
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	**20**	**25%**
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	**40**	**50%**
Total		**80**	

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INTERNAL ASSESSMENT

Periodic Assessment (20) to be brought down to 5 UT1	**Multiple Assessment (5)**	**Portfolio (5)**	**Subject Enrichment** **(5) ASL**	**Term Exam (60)**

Multiple Assessment (5)	**Portfolio (5)**
Term 1 : 1.**Group Activity** Divide the class into groups of five or six. **Each student must write a short paragraph on their most valued object.**(50 to 60 words)E.g., a book, spectacles, album or any object. They must do a small illustration to highlight their choice. Then the **group members** should together artistically connect these documents and **draft the final story** Titled 'Joining the Dots'. Word limit 100- 120 words. Submission should be under two headings Varied Dots and Joining the Dots.	**Term 1** Notebook +online submission + Portfolio 1.**(Individual)** Based on the understanding of the poem 'Road not Taken' by Robert Frost and the message conveyed that a person should try to take his/her own path after being circumspect , **create a commemorative stamp** honoring such inspiring traits to empower and motivate all. The stamp should portray a combination of Symbols/ words , character traits, icons, even pictures of any person who inspires you in a similar way . Many different art forms may be used to create the image on a stamp including photography, painting, graphics, cartoons, sculpture and collage. Size: 11" x 17" You may give a realistic look to the stamp by making the edges perforated or dye cut.

Term 2: Create an illustration based on **In the Kingdom of Fools**. It may be a painting, a sketch or pencil shading/ collage Create a cause-and-effect chart to represent the sequence of events	**Term 2 :** Notebook + Art work **The Last Leaf** Leaf printing/ painting video to be sent https://www.youtube.com/watch?v=DknOvAlfX5o **PART A. Leaf Printing** · Place a sheet of paper on the newspaper. ... · Paint the underside of the **leaf**. ... · Gently flip the **leaf** (paint side down) onto the paper. · Carefully press on the **leaf** to be sure the whole area of the **leaf** touches the paper. · Peel the **leaf** off the paper. ... · Repeat with the same **leaf** or with different **leaves**. **PART B**. On an A4 sized sheet of paper write on the topic of 'Friendship . It may be a self-composed poem / anecdotes/ description of a person who is your ideal friend/diary entry in about 100-120 words

Art-integrated projects will be explained in class and posted in the Google Classroom.

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Resources for Grammar and Reading Comprehension

www.englishforeveryone.com

Recommended Reading List

1. **Without a Country by Ayse Kulin**
2. **The Paris Seamstress by Natasha Lester**
3. **The Pearl That Broke its Shellby Nadia Hashmi**
4. **Where the Crawdads Sing by Delia Owens**
5. **The War That Saved My Life by Kimberly Brubaker Bradley**
6. **Wayside School Is Falling Down by Louis Sachar**
7. **Philida By André Brink**
8. **A Man Called Ove By Fredrik Backman**
9. **Elephant Whisperer By Lawrence Anthony**
10. **My Brilliant Friend (The Neopolitan Novels)- Elena Ferrante**
11. **The Book Thief By Markus Zusak**
12. **I'd Rather Wear Pyjamas By Chelsea Walker Flagg**
13. **The Curious Incident of the Dog in the Night-Time by Mark Haddon**
14. **Steve Jobs by Walter Isaacson**
15. **A Brief History Of Time-Stephen Hawking**
16. **To Kill A Mocking Bird – Harper Lee**
17. **City of Djinns- William Darlymple**
18. **How To Find Love in A Bookshop By Veronica Henry**
19. **Fried Green Tomatoes At The Whistle Stop Cafe By Fannie Flagg**
20. **My Sister's Keeper by Jodi Picoult**
21. **The Moonstone- Wilkie Collins**
22. **The Strike Series by Robert Galbraith**
23. **Pope Joan-Donna Woolfolk Cross**
24. **The Lady of the Rivers - Philippa Gregory**
25. **To Kill A Mocking Bird – Harper Lee**
26. **Emma- Jane Austen**
27. **Gone With The Wind – Margaret Mitchell.**
28. **The Murder of Roger Ackroyd– Agatha Christie**
29. **Les Miserables – Victor Hugo**
30. **Inferno- Dan Brown**
31. **The Hobbit – J. R. Tolkien**
32. **The Murders in the Rue Morgue – Edgar Allan Poe**
33. **Daddy Long Legs- Jean Webster**
34. **Joy in the Morning – P G Wodehouse**

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35. **The Help-Kathryn Stockett**
36. **Chanakaya's Chant- Ashwin Sanghi**
37. **Life of Pi by Yann Martel**
38. **The Hunger Games by Suzanne Collins**
39. **Not Without My Daughter- Betty Mahmoody**
40. **The Colour of Water- James McBride**
41. **Luka and the Fire of Life- Salman Rushdie**
42. **The Nine-chambered Heart- Janice Pariat**
43. **The Princess Bride By William Goldman**
44. **The Keeper Of Lost Things By Ruth Hogan**
45. **The Secret Life Of Bees By Sue Monk Kidd**
46. **The Clifton Chronicles (7 book series) by Jeffrey Archer**
47. **The Secret Diary of Adrian Mole by Sue Townsend**
48. **Rebecca by Daphne du Maurier**
49. **Holes by Louis Sachar**
50. **The Joy Luck Club by Amy Tan**
51. .**Orphan Band of Springdale / Anne Nesbet** : With the United States on the verge of World War II, eleven-year-old Gusta is sent from New York City to Maine, where she discovers small-town prejudices — and a huge family secret. It's 1941, and tensions are rising in the United States as the Second World War rages in Europe. 2. Ashes in the Snow/Ruta Sepetys: Fifteen-year-old Lina is a Lithuanian girl living an ordinary. Until her family is swept up by Stalin's army and sent to Siberia, where they are forced to fight for their lives.
52. **Walk in Woods/ Bill Bryson**: Back in America after twenty years in Britain, Bill Bryson decided to reacquaint himself with his native country by walking the 2,100-mile Appalachian Trail, 5. Private Peaceful/ Michael Morpurgo: Private Peaceful details the gritty rural lives and loves of Tommo and Charlie - two young brothers - and their poor Devonshire family from 1909 until 1916, when the outbreak of war destroys their country idyll.
53. **Magnus Chase Series / Rick Riordan:** Since his mother's mysterious death, he's lived alone on the streets of Boston, surviving by his wits, keeping one step ahead of the police and the truant officers. One day, he is tracked down by a man he's never met -- a man his mother claimed was dangerous.
54. **And Then There Were None /Agatha Christie:** Ten people are gathered for a weekend on an island off the coast of Devon, England, 7 guests, a new personal secretary and the domestic couple running the estate. They were gathered by the mysterious Mr. and Mrs. U.N. Owen, whom none of the ten has ever actually met.
55. **Who Let the Gods Out? (series)/ Maz Evans:** Elliot's mum is ill and his home is under threat, but a shooting star crashes to earth and changes his life forever. The star is Virgo - a young Zodiac goddess on a mission. Normal, right?

Reading Passages for unseen comprehension

Learning Outcomes:

- Reads with comprehension, the given text /materials, employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.
- Reads silently with comprehension, interprets layers of meaning.
- Interprets map /graph /table
- Understands and elicits meanings of the words in different contexts

READING

The questions in this exercise are meant to prepare you for other exercises that follow. The questions will be integrated as we proceed.

Read the following passage and answer the questions that follow:

Cherry blossoms in Kyoto, Japan have bloomed at their earliest date in 600 years. Researchers from Osaka University say blossoms in the city of Kyoto peaked on the 26th of March. The previous record for Kyoto was set in 1409, when the season reached its peak on the 27th of March. Data on cherry blossoms blooming in Kyoto go back 1,200 years. As far back as the year 812, officials at Japan's imperial court in Kyoto wrote details on the blooms in documents and diaries. Japan experienced much warmer weather in the first few months of this year. Meteorologists say this is because of climate change. They say many plants are flowering and blossoming earlier than normal because of global warming.

Cherry blossoms are an important part of Japanese culture. People keep a close eye on the news of blossoming times from forecasts made by the Japanese Meteorological Agency. The blossoms are called "sakura" in Japan. Many people plan trips to famous cherry blossom areas and spend hours having picnics under the sakura. The cherry blossoms also provide Japan with an important economic boost each spring. People come from all over the world to view them. Japan's Mainichi newspaper explained the importance of sakura. It wrote: "Sakura has deeply influenced Japanese culture for centuries. It has regularly been used in poetry and literature. Their fragility is seen as a symbol of life, death and rebirth."

Choose the correct answer:

1) Which Japanese city is mentioned in the passage?
a) Osaka
b) Tokyo
c) Kyoto
d) Sapporo

2) When was the previous record for the earliest cherry-blossoms?
a) in 1409
b) in 1904
c) in 1049
d) in 1094

3) What year do cherry blossom records go back to in a Japanese city?
a) the year 812
b) the year 1094
c) the year 1200
d) the year 600

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4) What did officials write details of cherry blossoms in?
a) newspapers
b) documents and diaries
c) poems and novels
d) government records

5) What reason did meteorologists give for the earlier flowering blossoms?
a) fewer tourists
b) extra busy bees
c) more sunlight
d) climate change

6) What does the article say cherry blossoms are an important part of?
a) nature
b) Japanese culture
c) Japanese painting
d) Japanese cuisine

7) What do people in Japan keep a close eye on?
a) the news of blossoming times
b) their wallets
c) birds
d) glasses

8) What do Japanese people spend hours doing under cherry blossoms?
a) collecting cherry-blossom petals
b) staying out of the sun
c) having picnics
d) sleeping

9) Where does a newspaper say cherry blossoms have been regularly used?
a) in paintings and drawings
b) in cooking
c) in Japanese medicine
d) in poetry and literature

10) What does the newspaper say fragile cherry blossoms are a symbol of?
a) life, death and rebirth
b) Earth
c) success
d) beauty and kindness

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Identify the True and false statement in each of the following based on the passage you have read :

1. Cherry blossoms last bloomed so early in the year 600. **T / F**
2. The last record for early blooming cherry blossoms was set in 1409. **T / F**
3. Officials in Japan wrote details about cherry blossoms in the year 812. **T / F**
4. Meteorologists say climate change is not why cherry blossoms are early. **T / F**
5. Japanese people keep a close eye on cherry blossom forecasts. **T / F**
6. People in Japan spend hours having picnics under *sakura* trees. **T / F**
7. Cherry blossoms are very bad for Japan's economy. **T / F**
8. Cherry blossoms are a symbol of life and death in Japan. **T / F**

Match the following synonyms from the passage.

1. **bloomed**	a. well known
2. **previous**	b. usual
3. **experienced**	c. watch
4. **meteorologists**	d. frequently
5. **normal**	e. flowered
6. **keep a close eye on**	f. uplift
7. **famous**	g. weather forecasters
8. **boost**	h. earlier
9. **regularly**	i. sign
10. **symbol**	j. encountered

1. Read the following and answer the questions that follow:

The critically endangered Great Indian Bustard (GIB) is nearing extinction due to collision with high voltage power lines that criss-cross their flying path, according to a report by the Ministry of Environment. The report, which has been prepared by the Wildlife Institute of India (WII), a statutory body under the ministry, said only 150 GIBs are left, with the maximum number in Jaisalmer. They are dying at the rate of 15% annually due to collision with high voltage power lines.

The GIB population has been reduced by 75% in the last 30 years, said the WII report which has compiled various studies conducted by researchers across the country. Mortality of adult GIBs is high due to collision with power lines that criss-cross their flying path. All Bustards are prone to collision due to their poor frontal vision and inability to see the power lines from a distance," it said.

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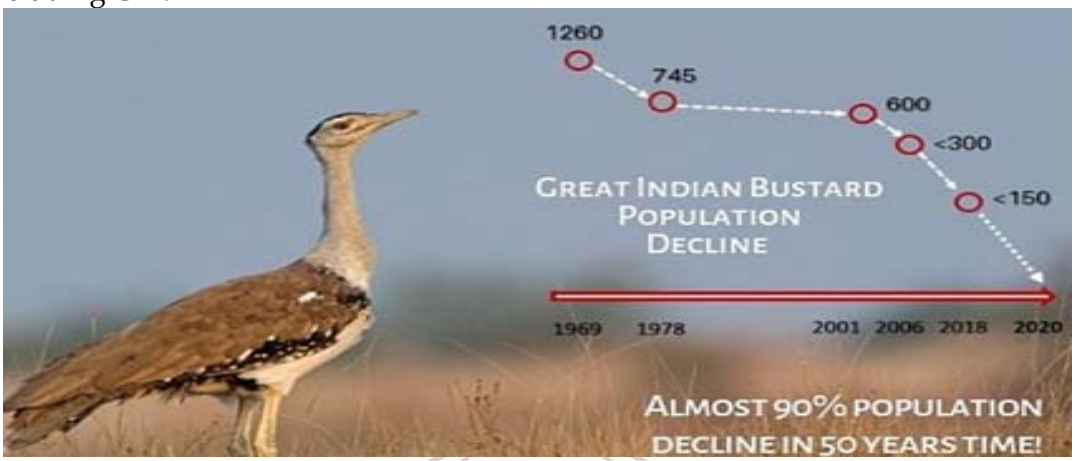
WII's research has shown that power lines are the biggest threat to GIB as of now and their habitats have a high density of transmission lines because of the impetus on renewable energy production in GIB habitats of Rajasthan and Gujarat.

"The study recorded 5 GIB deaths in 2017-18 in Jaisalmer alone and calculated that 15% of the GIB population may be dying because of this threat," the report said. If this is not controlled it could lead to their complete extinction.

It said that the maximum number of GIBs were found in Jaisalmer and the Indian Army controlled field firing range near Pokhran, Rajasthan. Other areas where they are found in less than 10 in number are Kutch district in Gujarat, Nagpur, Amravati and Solapur districts in Maharashtra, Bellary and Koppal districts in Karnataka and Kurnool district in Andhra Pradesh.

Listing out other threats to the GIB, the report said irrigation and farming technology, mining,

wind turbines and associated infrastructure growth have causes severe habitat degradation to birds, including GIB.



"Recent developments in irrigation and farming technologies have intensified agriculture and changed cropping practices from seasonal to year-round intensive crops. Because of frequent ploughing and cropping or use of pesticides, there is lack of food and vegetation cover to meet the ecological requirements of the species," it said.
Ill-informed forestry practices by state forest departments such as plantation of exotic shrub/tree species in deserts and grasslands in the name of afforestation have also degraded the habitat of GIB and other open habitat species that prefer visibility and openness

Q1. The Great Indian Bustard is the state bird of which Indian state?
a. Karnataka
b. Rajasthan
c. Gujarat
d. Maharashtra

Q2. Where is the highest number of GIBs found in India?
a. Kutch district in Gujarat
b. Amravati and Solapur districts in Maharashtra
c. Bellary and Koppal districts in Karnataka
d. Around Jaisalmer in Rajasthan

Q3. Why is the high-power lines considered to be the greatest threat to the GIB?
a. the bird is heavy and cannot perch on these lines
b. the birds have poor frontal vision and often get electrocuted
c. the power lines have not left much space for these birds to build their own homes
d. the birds end up damaging the wires and are then hunted by the villagers

Q4. What does the writer mean by "…the impetus on renewable energy production in GIB habitats of Rajasthan and Gujarat?"
a. the extreme scarcity of renewable energy production
b. the excessive focus on renewable energy production
c. the neglect of renewable energy production
d. the threat of renewable energy production

Q5. Which of the following have not been listed as a threat to the existence of the GIB?
a. irrigation and farming technology
b. wind turbines and associated infrastructure growth

c. hunting
d. changed cropping practices from seasonal to year-round intensive crops

Q6. Year around intensive farming and ploughing and cropping has led to…
a. scarcity of food and vegetation cover for the GIB
b. scarcity of sanctuaries for the birds
c. the migration of birds to other areas
d. hunting of the GIB

Q7. Over five decades, there has been a _____ decline in the population of GIBs.
a. 75%
b.15%
c. 65%
d. 90%

Q8. In 2001, there were about _____ GIBs in India
a. 745
b.1260
c.600
d. 150

Q9. How can afforestation adversely affect the population of the GIB?
a. reduces the vegetation cover to meet the ecological requirements of the species
b. greater forest cover means less space for their nests
c. it brings about climate change affecting their lifestyle requirements
d. planting exotic shrub/tree species in these areas degrade their habitation

Q10. In the phrase "the Wildlife Institute of India (WII), a statutory body under the ministry" what does 'statutory' mean?
a. immovable
b. legal
c. technical
d. government

Read the following and answer the questions that follow

So You Want to be a Cartoonist

What writers struggle to express through numerous newspaper columns, the cartoon manages in a pointed one-liner. Little wonder then, that the first thing most of us like to see when we pickup a newspaper is the cartoon. Simple though it may seem, making a cartoon is an art that requires a combination of hard work, training and a good sense of humour. Cartoonists say that the cartoons that make us laugh the most are in fact the cartoons that are hardest to make. Even celebrated cartoonists like R.K.Laxman admit that making a cartoon is not a piece of cake. Laxman says he has to wait for over six hours, which includes spending a lot of time scanning newspapers and television channels before any idea strikes him.

So how does one become a cartoonist? Which of us has the talent to make it? How can we master the rib-tickling strokes and the witty one-liners? How can we make people smile or laugh? There are few colleges or schools for cartoonists. Most cartoonists come from art colleges, while some learn the craft on their own. Most established cartoonists are of the view that no institute can teach you to make a cartoon. "You can pick up the craft, you may learn to sketch and draw in institutes, but no one can teach anyone how to make a good cartoon," says Uday Shanker, a cartoonist with Navbharat Times. While basics, like drawing and sketching can be learnt in an art college, and are important skills, these alone, do not make a good cartoonist. Because it's a question of one's

creativity and sense of humour; two qualities one simply may not have. The advice established cartoonists give is that just because you can sketch, don't take it for granted that you will become a cartoonist.

Read the questions given below and write the option you consider the most appropriate in your answer sheet.

Q1: What, according to Laxman, is the challenge in creating a good cartoon?

(i) waiting for the right thought
(ii) browsing newspapers to emerge. and television.
(iii) getting the right kind of
(iv) good drawing and sketching training. skills.

Q2: Which of these words BEST describes this passage?

(i) humorous
(ii) technical
(iii) challenging
(iv) informative

Q3: Of the many qualities that cartoonists should have, which of the following is not referred to directly but can be inferred from the passage?

(i) knowledge of current
(ii) knowledge of educational technologies. institutions.
(iii) knowledge of news
(iv) knowledge of different current affairs. languages.

Q4: According to the passage, which group of people is of the opinion that one cannot learn to make a cartoon in institutions?

(i) many struggling writers.
(ii) highly creative artists.
(iii) well-respected cartoonist.
(iv) all newspaper editors.

Q5: "Don't take it for granted that you will become a cartoonist." Choose the option that is closest in meaning to the sentence.

(i) Don't assume that you will
(ii) Don't hope that you will become a cartoonist. become a cartoonist.
(iii) Don't believe that you will
(iv) Don't imagine that you will become a cartoonist. become a cartoonist.

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I. Read the following passage and answer the questions that follow:

A new study from Stanford University has investigated the effects on our health of extended spells of video-conferencing. Researcher and communications expert Jeremy Bailenson dubbed the phenomenon "Zoom fatigue," but acknowledged the condition is not restricted to just that platform. In the past year, most of us have spent extended periods of time online using an array of video-conferencing platforms. The coronavirus pandemic has meant tools like Zoom, FaceTime, Skype and Google Hangouts have been the only way we have been able to see and chat to loved ones. Many companies have relied heavily on video-conferencing for meetings, and educators have used them to teach their lessons online.

Mr Bailenson outlined several factors that make video-conferencing so fatigue-inducing. He said it is not just tiredness and eye-strain from staring at a computer screen for hours and hours. It is also brought about by "cognitive overload" and feeling pressure to be perpetually switched on. We

constantly feel we need to be in touch with friends or available for bosses, customers or students. Bailenson cautioned this leads to burnout and stress and can heighten your chance of developing moderate to severe depression. He said this anxiety can adversely affect your self-confidence. This is because of the large number of faces staring at you in meetings. Bailenson likens this to the stresses of public speaking.

Answer the following on the basis of your reading. Choose the most appropriate answer:

1) At what university does the researcher who did the research work?
a) Oxford University
b) Stanford University
c) Tokyo University
d) Singapore University

2) What did the researcher dub a phenomenon?
a) Video-fatiguing
b) Cyber-exhaustion
c) Zoom fatigue
d) Chat-nap

3) Where did the researcher say we have spent extended periods of time?
a) in our living rooms
b) in lockdown
c) on holiday
d) online

4) Who does the article say we have chatted to using online tools?
a) penfriends
b) loved ones
c) children
d) grandparents

5) Who has relied heavily on video-conferencing?
a) companies
b) Zoom
c) politicians
d) journalists

6. How many factors did the researcher outline?
a) Several
b) Seven
c) Seventeen
d) seventy

7. What brings about fatigue besides tiredness and eyestrain?
a) Intelligence
b) Depression
c) shopping addiction
d) cognitive overload

8) What does the article say we are under perpetual pressure to do?

SANSKRITI
THE CIVIL SERVICES SCHOOL

a) research
b) write emails
c) switched on
d) watch videos

9) What does burnout and stress heighten the chances of developing?
a) a bad back
b) headaches
c) Internet addictions
d) moderate to severe depression

10) What did the researcher liken video-conferencing to?
a) movie making
b) public speaking
c) karaoke
d) science fiction

Read the following passage and answer the questions that follow:

A Life Message from my Father

My father, Janab Avul Pakir Jainulabdeen, gave me a lesson when I was a young boy. What was that lesson? My father was elected the President of Rameswaram Panchayat Board. I was at that time studying in school. Those days we did not have electricity and we used to study under ration kerosene lamps. I was reading the lessons loudly and I heard a knock at the door. We never used to lock the door in Rameswaram in those days. Somebody opened the door, came in and asked me where my father was. I told him that father had gone for evening Namaz. Then he said, "I have brought something for him, can I keep it here?" I asked the person to leave the item on the cot. After that I continued my studies. After some time my father came in and saw a tambalum kept on the cot. He asked me "What is this? Who has given that?" I told him, "Somebody came and has kept this for you". He opened the cover of the tambalum and found there was a costly dhoti, angawastram, some fruits and some sweets and he could see the slip that the person had left behind.

I was the youngest child of my father, he really loved me and I also loved him a lot. That was the first time I saw him very angry and also that was the first time I had got a thorough beating from him. I got frightened and started weeping. Then my father came and touched my shoulder lovingly with affection and advised me not to receive any gift without his permission. He quoted an Islamic Hadith, which states that, "*When the Almighty appoints a person to a position, He takes care of his provision. If a person takes anything beyond that, it is an illegal gain.*"

THE CIVIL SERVICES SCHOOL

Then he told me that it is not a good habit. Gift is always accompanied by some purpose and a gift is a dangerous thing. It is like touching a snake and getting the poison in turn. This lesson stands out always in my mind even when I am in my seventies. This incident taught me a very valuable lesson for my life. It is deeply embedded in my mind.
1. Who is the speaker here ?
a) father.
b) Abdul Kalam.
c) panchayat President.
d) a stranger.

2. What did the speaker learn?
a) not to accept any gift.

b) not to touch a snake.
c) Illegal gain will be punished by the Almighty.
d) Honesty is the best policy
(give 1 reason why)_____

3. Why did the stranger leave a gift?
a) to influence father.
b) to thank father.
c) to congratulate father.
d) to help father.

4. It is illegal to take
a) anything beyond what a person's position entitles him to
b) gifts that are very expensive
c) gifts when it is accompanied by greed
d) provisions without paying for them.

5. 'Tambalum' probably means
a) a basket.
b) a plate with a cover.
c) a vessel without a lid.
d) a bowl

6. Doors were not locked in those days. It implies that
a) it was very peaceful.
b) there were no criminals.
c) they are locked now.
d) there were no locks on doors.

Answers :
1. (b) 2. (a) 3. (a)
4. (a) 5. (b) 6. (c)

1. Read the following passage and study the infographic given below and then answer the questions that follow:

HSBC's latest edition of the Value of Education Foundations for the future study found that a vast majority (71%) of parents in India were willing to go into debt to fund their child's university or college education. This rose to 76% among those parents considering a university education abroad for their child.
Of the total number of parents surveyed in India, 41% felt that funding their child's education was more important than contributing to their own retirement savings.
Many parents (65%) said that paying for their child's education made it more difficult to keep up with other financial commitments.
HSBC's study found that parents shoulder most of the financial responsibility when it comes to paying for their child's education, and while the majority (70%) fund it from their day-to-day income, many have saved towards it or would be willing to get into debt to fund their child's university or college education.
S. Ramakrishnan, Head of Retail Banking and Wealth Management, HSBC India said: "The financial sacrifices that parents are willing to make to fund their children's education are proof of the unquestioning support. However, parents need to make sure that this financial investment is not made to the detriment of their own future wellbeing." He added, "By having a financial plan

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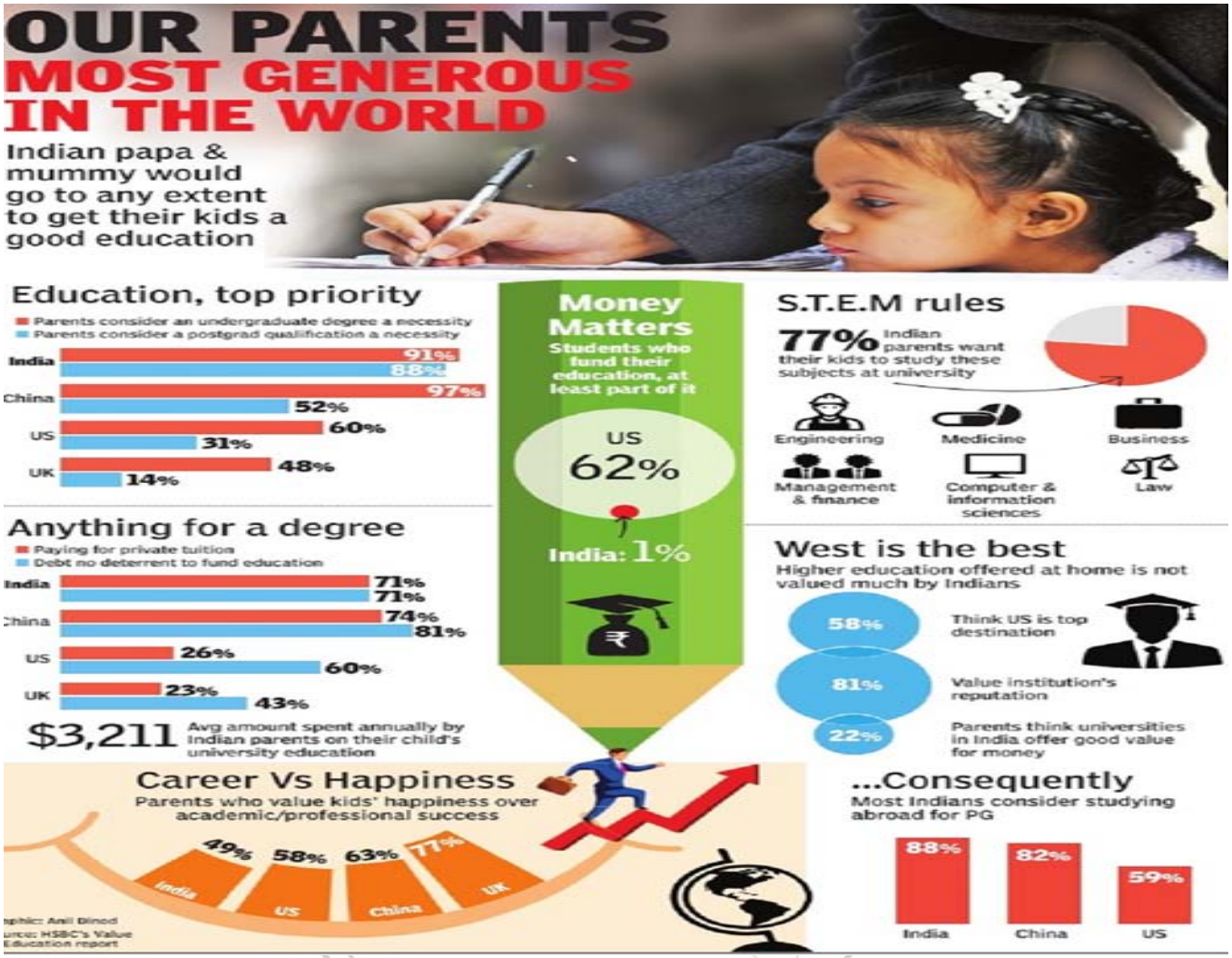
to meet their family's overall needs and reviewing it regularly, parents will be better placed to support their children's studies without compromising on their own long-term financial goals."



Q1. What does the title of the infographic reveal about the Indian education system?
a. the high percentage of brain drain in India
b. student's dependence on their parents' savings for education
c. academic achievements of Indian students
d. The excessive focus on STEM subjects in India

Q2. As per the given data, which country can do absolutely anything to help their children secure their academic degree?
a. India
b. China
c.UK
d.US
Q3. In the US, what percentage of students fund most/part of their education?
a. 60
b. 62
c.59
d. 58

SANSKRITI
THE CIVIL SERVICES SCHOOL

Q4. What percentage of India parents felt that paying for their children's education made it difficult to pay for other expenses?
a. 65
b. 71
c. 91
d. 88

Q5. Most parents of _____ value the student's happiness over their degrees.
a. China
b. India
c. US
d. UK

Q6. According to S. Ramakrishnan, it is important for Indian parents to…
a. stop sacrificing for their children and take care of themselves
b. to plan their expenses to ensure that they have enough for their own future
c. not incur a debt to fund their children's education
d. to focus less on foreign universities and stay in their own country

Q7. Which subjects are not preferred by a majority of parents in India?
a. Literature
b. Law
c. Medicine
d. Engineering

Q8. Which of the following statements are NOT TRUE as per the information given above?
a. Majority of Indian want to study abroad for undergraduate courses
b. more than half of the respondents feel that US is the best destination for education
c. only 22% parents believe that Indian universities offer good quality education
d. in China, most parents believe that debt is no deterrent to fund their child's education.

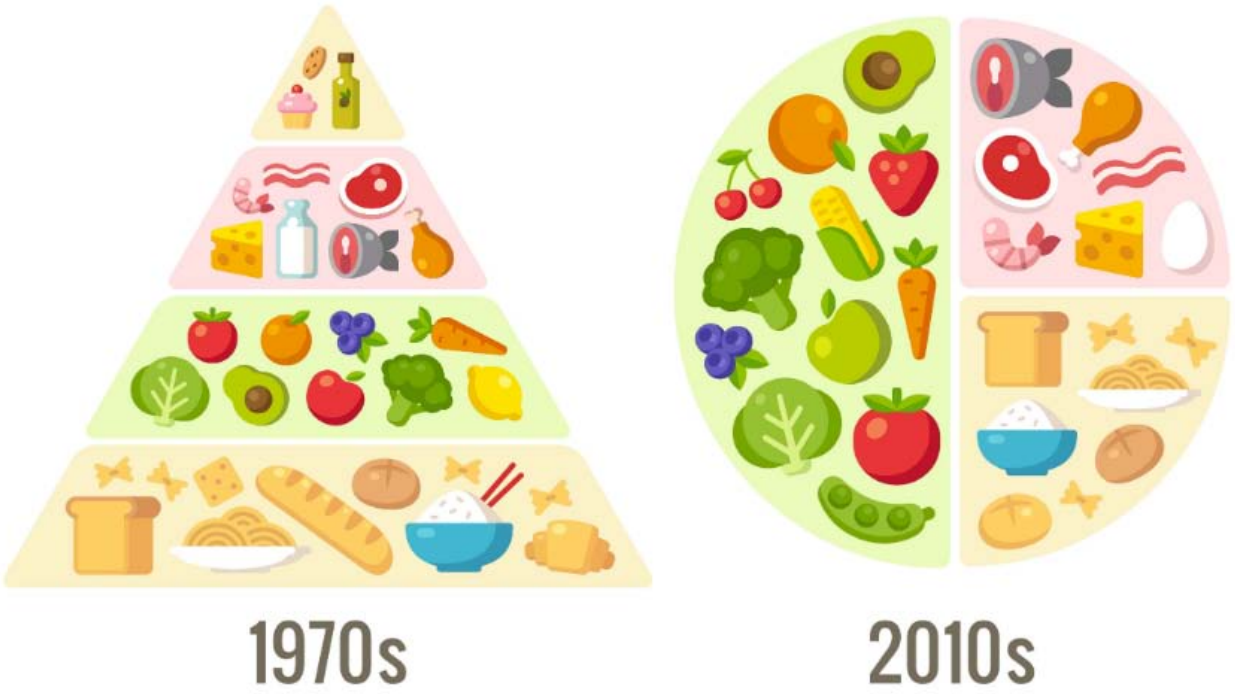
1. Read the given passage and answer the questions that follow:

A steady diet of pizza and cheeseburgers can lead to more than just a few extra pounds: poor eating is also associated with lower grades, susceptibility to illness, and increased fatigue. Other side effects include a higher risk of depression, anxiety, irritability, difficulty concentrating, menstrual problems, and sleep disturbances.

Nutrition may be less confusing when reduced to its fundamental building blocks. Foods can be broken into five distinct food groups, each serving a distinct purpose. Understanding how these food groups affect your body can help you determine what and how much you should eat.

Most Americans are familiar with the basic food groups: grains, fruits, vegetables, protein, dairy, and fats. The iconic food pyramid created by the US Department of Agriculture in 1992 became a symbol of balanced eating, and was ubiquitous in cafeterias and elementary school curriculums for more than 20 years.

In 2014, the US Department of Health scrapped the food pyramid and introduced a new image, called My Plate. Unlike the pyramid, My Plate only shows suggested proportions for the five basic food groups, rather than the number of servings recommended. The updated chart isn't cluttered with images of the food types themselves and My Plate is more transparent than the original pyramid.



In 1992, the USDA recommended that the average adult consume approximately 2,000 calories per day. This included 6-11 servings of grains like rice, pasta, bread, and cereal, along with 3-5 servings of vegetables. In light of new research into American nutrition and lifestyle patterns, the USDA now recommends that not only should we all be eating more fruits and vegetables and less bread, but that many of us don't actually need 2,000 calories every day.
Calorie and portion size requirements actually vary widely between people of different genders, ages, and activity levels. The difference in how much people should eat is surprisingly wide: among 19-30 year-olds, for example, the recommended daily intake between men and women differs by nearly 20%.

1. The knowledge of which of the following is required in order to manage stress? Put a tick against the most appropriate option, based on your understanding of the above passage.
   a. Nutrition
   b. Nervous System
   c. Adventure Sports

2. Which of the following was the first to take an initiative to spread awareness about the importance of balanced diet?
   a. US Department of Health
   b. US Department of Agriculture

3. Look at the diagram given above. What has been illustrated to consumers through My Plate?
   a. Fruits and vegetables should make up roughly half of our diet.
   b. Dividing the diet into five parts is a waste of one's effort.
   c. The numbers of servings taken during a day should be limited.

4. Read this statement and choose the correct option: Mr Khanna and his son should consume equal calories since their gender is the same.
   a. True
   b. False

SANSKRITI CIVIL SERVICES SCHOOL

5. Find a word from the passage which means the same as 'seeming to be everywhere'.
   a. cluttered
   b. fundamental
   c. ubiquitous

6. Find a word from the passage which is the antonym of 'ambiguous'.
   a. transparent
   b. recommended
   c. susceptibility

7. Choose the most appropriate title for this passage.
   a. Pyramid Vs Plate
   b. Healthy Nutrition Redefined
   c. American Policies on Nutrition

Read the following and answer the questions that follow:

A new study shows that while identical twins can look perfectly alike, it is not a perfect similarity. They are not clones of each other. Scientists at the University of Iceland analyzed the DNA from 387 pairs of identical twins - babies born from a single fertilized egg. The scientists compared the DNA with that of the twins' parents and children. The geneticists looked for mutations in the early stages of development. A mutation is a tiny change in the sequence of the DNA that can occur when a cell divides. This change causes a slight difference in the DNA replication process. A single, tiny change can create differences in height, intelligence, eye colour and even in susceptibility to disease.

The study shows that identical twins do not share totally identical DNA. In about 15 per cent of identical twin pairs, one twin carried a "substantial" number of mutations that the other did not share. The scientists say this difference is important as it sheds light on the "nature versus nurture" debate. This is whether human behaviour is determined by the environment, socialization and upbringing, or by a person's genes. The research shows that this tiny difference, and not environmental factors, could be the reason why one twin develops different behavioural characteristics or medical conditions. Professor Kari Stefansson said a genetic mutation may be the source of a given disease or trait

Match the following synonyms. The words in **bold** are from the article.

1. perfectly	a. childhood
2. analyzed	b. alteration
3. single	c. helps to explain
4. mutation	d. vulnerability
5. susceptibility	e. examined
6. substantial	f. affected
7. sheds light on	g. considerable

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8. determined	h. in every respect
9. upbringing	i. characteristic
10. trait	j. solitary

1) What does the article say identical twins are not clones of?

a) robots

b) each other

c) parents

d) grandparents

2) How many identical twins did scientists look at the DNA of?

a) 3,870

b) 387

c) 7,740

d) 774

3) Whose DNA did scientists compare the twins' DNA to?

a) a database

b) ancestors

c) parents and children

d) their own

4) What did the scientists look for?

a) mutations

b) DNA

c) cells

d) twins

5) What might DNA mutations increase the susceptibility of?

a) baldness

b) disease

SANSKRITI
THE CIVIL SERVICES SCHOOL

c) a lack of energy

d) danger

6) What does the DNA show identical twins do not share?

a) totally identical DNA

b) intelligence

c) the same hair colour

d) the same height

7) What debate does the research shed light on?

a) the great debate

b) the debate on life

c) the nature versus nurture debate

d) an economic debate

8) What might affect our behaviour besides socialization and environment?

a) upbringing

b) chemicals

c) drugs

d) money

9) What might be the reason for differences in medical conditions?

a) upbringing

b) money

c) debate

d) a tiny difference in DNA

10) What does a professor say may be the source of a disease or trait?

a) wealth

b) global warming

c) a genetic mutation

d) social media

SANSKRITI
THE CIVIL SERVICES SCHOOL

Read the following and choose an appropriate answer for the questions that follow:

A huge protest has taken place in India in what could be the largest demonstration in human history. Tens of thousands of farmers descended on the capital New Delhi to voice concerns about new farming legislation. This number is nothing out of the ordinary for a demo. However, history was made when up to 250 million people from a broad cross-section of the subcontinent joined in a 24-hour general strike. The protestors came from all walks of life to show solidarity with the farmers. The scale of the protest forced the government to meet the protesters face-to-face. The numbers made the government change its tactics somewhat, as marches are usually met with a show of force from the police.

India's farmers are up in arms about the enactment of three laws to "reform" the country's agriculture industry. The laws represent a radical upheaval of India's agrarian society. Furious farmers are venting their anger on the streets. They are accusing the government of selling out millions of India's agricultural workers for the benefit of big agri-business. They have set up protest camps around Delhi in what looks like a blockade of the city. A farmers' union representative said: "We will block rail tracks if our demands are not met." He said agriculture was too important for governments to play party politics with. Agriculture Minister Narendra Tomar said he was optimistic about finding a compromise.

Identify if 1-8 below are true (T) or false (F).

1. The article says hundreds of thousands of people protested in New Delhi. **T / F**
2. The article says the demonstration was something out of the ordinary. **T / F**
3. As many as 250 million people went on strike to support farmers. **T / F**
4. The police changed its tactics and met with protestors. **T / F**
5. Indian farmers are angry about four new farming laws. **T / F**
6. Farmers are accusing the government of pandering to agri-business. **T / F**
7. Farmers have set up protest camps around India's capital city. **T / F**
8. India's agriculture minister is not hopeful of moving forward. **T / F**

SYNONYM MATCH: Match the following synonyms from the article.

1. **protest**	a) unusual
2. **voice**	b) agreement
3. **out of the ordinary**	c) sample
4. **cross-section**	d) unity
5. **solidarity**	e) disruption
6. **tactics**	f) demonstration
7. **up in arms**	g) siege
8. **upheaval**	h) strategy
9. **blockade**	i) express
10. **compromise**	j) very, very angry

Choose the appropriate answer :

1) How many protestors demonstrated on New Delhi's streets?
a) millions
b) hundreds of thousands
c) tens of thousands
d) dozens and dozens and dozens

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2) What did protestors voice concerns about?
a) new farming legislation
b) seed prices
c) global warming
d) big agri-business

3) How many people joined a 24-hour general strike?
a) over 250 million
b) as many as 250 million
c) exactly 250 million
d) around 250,000

4) What did the protests force the government to do?
a) give out free seeds
b) lower the price of rice
c) start an investigation
d) meet protesters face-to-face

5) How are protests usually dealt with by police?
a) gently
b) with batons and riot shields
c) with a show of force
d) with water cannon

6) What are furious farmers venting?
a) their spleens
b) their anger
c) air
d) their tractors

7) What have farmers set up around Delhi?
a) food banks
b) Internet cafes
c) rallying points
d) protest camps

8) What will protestors block if their demands are not met?
a) roads
b) rail tracks
c) food distribution networks
d) legislation

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THE CIVIL SERVICES SCHOOL

9) What did a union official say it was important not to do with agriculture?
a) mess around with it
b) play party politics
c) reform it
d) send it into the dark ages

10) What is the agricultural minister optimistic about finding?
a) a compromise
b) a new strain of rice
c) financial aid for farmers
d) peace

Read the given passage and answer the questions that follow :

Necessity, they say, is the mother of invention. And Indian doctors have been quite creative when hamstrung by few or no tools to perform specific surgeries. They simply design it themselves at one-fourth the price they are sold abroad. In fact, some of their innovations are priced at as much as hundreds of dollars abroad.

Take 47-year-old Dr Burjor P Banaji, pioneer of Lasik surgery in India. He's invented over a dozen surgical instruments. When this senior eye surgeon at Max Eye Care started Lasik, there were few surgeons doing it worldwide and no specific instruments were available either. "As I want things super-perfect, I designed a whole slew of instruments that made my surgery more efficient," says Banaji. The most popular instruments are Banaji Lasik Shield and Banaji Lasik Spatula and Canulae. "It was simple. I had the designs in my head. Putting them down on paper was the simplest thing," he says. Instruments manufacturers and large multinationals in the US snapped them up. "They would send me computer generated drawings which I would correct and send back. Their level of execution was astounding. Within two weeks of the designs being finalised, the instruments were in the world market."

His instruments are priced at hundreds of dollars each in the US, and are also sold in Switzerland, South America, Korea, Eastern Europe, Africa and Japan. They're available in India at a fraction of the price.

—

Shobha John/TNN

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THE CIVIL SERVICES SCHOOL

Choose the option that you consider the most appropriate

Q1: Why have some Indian doctors created their own surgical tools?
(i) they have no tools to perform specific surgeries
(ii) they have a hamstring problem
(iii) the tools they get from abroad cost four times as much
(iv) they can sell these tools at a very high price.

Q2: What has Dr Burjor P Banaji created?
(i) Lasik surgery
(ii) Max Eye Care Centre
(iii) two surgical instruments called Banaji Lasik Shield and Banaji Lasik Spatula and Canulae
(iv) more than a dozen instruments for operating on the eye.

Q3: Where does Dr Banaji get the instruments manufactured?
(i) India (ii) the United States of America
(iii) Switzerland(iv) Japan

Q4: The term hamstrung refers to ……
(i) restricted (ii) helped
(iii) harmed (iv) liberated

Q5: What does the phrase slew of instruments refer to?
(i) a wide range of instruments (ii) instruments used for slaying
(iii) tools of a similar nature (iv) surgical instruments

Read the following passage and answer the questions that follow.

1. "Music expresses that which cannot be put into words and that which cannot remain silent," said the French poet Victor Hugo. Early on Saturday morning, 20 participants of the Times Passion: Sufi Poetry and Music Appreciation Trail embarked on a journey into this ineffable nature of Sufi music through the streets of the capital.

2. The weekend passion trail started with a heritage walk at the Bada Batashewala Mahal and then moved on to the chilla of Hazrat Nizamuddin Auliya, where the iconic saint is said to have lived for around 65 years. The walk was filled with facts on the historical significance of these places.

3. Serendipitously, the day, January 30, was also the final day of celebrations of the 712th urs of Hazrat Nizamuddin Auliya. On the occasion, the trail participants visited the Nizamuddin Auliya dargah, where they offered a chadar, participated in the prayers of the Fadia ceremony, and listened to qawwali renditions.

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4. The trail was led by Dhruv Sangari, a well–known Sufi singer who began training in classical music at the age of seven. Having developed an interest in Sufism, he also trained under the late Ustad Nusrat Fateh Ali Khan Saheb and has been performing professionally since 2001 with his troupe Rooh.

5. The heritage walk was followed by a session on Sufi poetry and music, where Sangari introduced the participants to the message of peace and love that Sufism delivers. Sufism is a mystical dimension that focuses on the purification of oneself. This aspect is felt strongly in Sufi music too… The famous Persian poet and Sufi master, Jalal ad-Din Muhammad Rumi, once said, "I want to sing like the birds sing, not worrying about who hears or what they think."

6. Sangari's session also featured revelatory anecdotes from the lives of Sufi saints like Baba Bulleshah, and their links to the origin of popular Sufi poetry. "This was my first heritage walk and Sufi trail in Delhi and I was completely hooked. Dhruv made all the difference," said Renuka Mahajan, a participant.

7. The passion trail culminated with a musical rendition by Sangari and his troupe where they performed popular Sufi songs like 'Chhap Tilak Sab Chheen' and 'Dama Dam Mast Kalandar'.

8. "I was moved to witness in the eyes of the participants the joy of having felt something profound," said the trail architect himself.

Attempt the following questions on the basis of the passage you have read:

(a) At Nizamuddin Auliya's dargah, the trail participants offered ……
(i) flowers
(ii) clothes
(iii)chaddar
(iv) eatables

(b) The person who spoke on the Sufism and the message of peace and love at the meet is ……
(i) Dhruv Sangari
(ii) Ustad Nusrat Fateh Ali Khan
(iii) Renuka Mahajan
(iv) Rumi

(c) Usta Nusrat Fateh Ali Khan trained Sangari.
a) True
b) False

(d) Victor Hugo was an American poet.
a) True
b) False

(e) Dhruv Sangari began training in classical music at the age of ten. (True/False)

(f) The heritage walk was followed by a session on sufi music and poetry. (True/False)

(g) Find the word from the passage which means the same as "making people aware of something". (para 6)

a) Trails
b) hooked
c) revelatory
d) anecdotes

(h) Find the word from the passage which means the same as "too great to be expressed in words". (para 1)

1. Ineffable
2. Affable
3. Embarked

SANSKRITI
THE CIVIL SERVICES SCHOOL

4. passion

Read the following passage and answer the questions that follow.

1. Mind management is a way to control one's mind. To do this, we need to be cautious about our thinking process and also need a high level of understanding and meditation as well. Understanding is wisdom – 80 percent of people are knowledgeable, while 20 per cent are wise. Knowledgeable men take sides without reason. They feel sad seeing deprived people but jealous when they see happy people. They work in the guidance of others' inspiration, take unnecessary responsibility to keep themselves disturbed.

2. A wise person does not stand for or against any idea without concrete reason. He works according to the situation and capacity. He looks at everything intellectually. To him, failure is a stepping stone for future success. So depression and conflict are not seen. Like the phrase 'Stop, Look, Go', first one should see, and this needs patience. Meditation is necessary to control and manage mind which then becomes an easy task.

3. Unless we control or manage our mind, it is difficult to achieve success and peace. Psychologists say every interest is first born in the mind as a seed. Then it continues to grow. Later it takes its real form which everybody can see. The interest that first appears in the mind remains weak for the first three minutes and it becomes strong within the next five minutes. All the negative aspects should be deleted within the first three minutes. If not taken out, they would become stronger later and you can never throw them out. After taking control over the mind, we can control passion, interest and unrest. Mind management is essential for a peaceful, successful and healthy life.

4. The age of computers has thrown us on the escalator of aspirations but has robbed us of simple charms like falling asleep. The compulsions of hectic schedules burden the mind and cause stress. However, the joys that elude us can be regained by practising power meditation. It creates tranquillity, simplifies life and cleanses the mind. It helps control indolence, ego and anger and builds confidence and patience. With power meditation, negative thoughts get dissipated and a sense of happiness is achieved.

Attempt the following questions on the basis of the passage you have read:

(a) Mind management is essential ……
(i) for a peaceful, successful, and a healthy life
(ii) to remain fit
(iii) for a wealthy life
(iv) to dominate others

(b) Traits exhibited by knowledgeable people are ……
(i) they take sides without reason
(ii) they are sympathetic to the deprived people
(iii) they are jealous of happy people
(iv) all of the above

(c) Mind management is a way to control one's mind. (True/False)

SANSKRITI
THE CIVIL SERVICES SCHOOL

(d) Understanding is wisdom. (True/False)

(e) A wise person feels jealous sometimes. (True/False).

(f) The age of computers has robbed us of simple charms of life. …….. .
True/False

(g) Psychologists say that every 'interest is first born in the mind as a .
1. seed
2. thought
3. spark
4. question

(h) Find the word from the passage which means the same as "based on facts, not on ideas". (para 2)
1. Concrete
2. capacity
3. conflict
4. meditation

Read the following passage and answer the questions that follow.

A Purpose In Life

1. A noble purpose gives meaning to one's own life and is of benefit to others. I realised this when researching on and writing about the life of Jamshedji Tata. What gave one man living in a colonised country the vision to advance it in the community of nations? He not only gave India the power of steel and hydroelectric energy, but also an institution of research.
2. He sent an educationist to Europe and the United States to report on what should be the best model for India. The Johns Hopkins University in Baltimore was recommended as the model. But Jamshedji made it a point to see that his name was not associated with the university. After his death, his dream came true with the establishment of the Indian Institute of Science in Bengaluru. It was to be the fountainhead of science in the decades to come.
3. There are others too whose purpose in life has made a difference to society. Mother Teresa had a comfortable life at Loretto Convent, Kolkata. On a train journey to Darjeeling, she felt her 'calling and wanted to give up her comfortable life in the convent and serve the poor and the needy.
4. After that, she took a three–month nursing course and returned to Kolkata. She devoted her time to the sick and the homeless. Touched by her sacrifice, some of her students joined her and work began. Not everyone has such a strong calling. When I asked her how one could be sure of one's calling, she replied, "Deep down in our hearts we know exactly what our calling is, if we are sincere."
5. One's purpose is shaped over a period of time, but every noble purpose is based on a feeling for the suffering of others and a desire for alleviating that condition. Some years ago, in Kerala, a young man saw his father join Gandhiji and fight for opening temples to the Harijans .When he grew up, the boy decided to take up agricultural studies, because he had seen the havoc caused by the Bengal famine. He went to Europe and studied agriculture. On his return to India, he spearheaded the Green Revolution. Dr. M.S. Swaminathan demonstrates how purpose intensifies with time.

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Attempt the following questions on the basis of the passage you have read:

(a) Jamshedji Tata sent an educationist to Europe and the United States because he wanted ……

(i) him to go abroad
(ii) the educationist to be away from him
(iii) him to understand the model best suited for India
(iv) to send him for a vacation

(b) When mother Teresa felt her "calling' she was on her way to ……

(i) Darjeeling
(ii) Dehradun
(iii) Delhi
(iv) Dimapur

(c) Mother Teresa took a six–month training course. (True/False)

(d) A noble purpose gives meaning to one's life. (True/False)

(e) Mother Teresa served the sick and the homeless in ……

1.Kolkata
2. Mumbai
3. Chennai
4. Bangalore

(f) We all know what our …….. is if we are sincere.

1.Worth
2.calling
3. answer
4. question

(g) Dr. M.S. Swaminathan spearheaded the …….. Revolution.

1. Green
2. seed
3. Indian
4. Scientific

(h) Find the word from the passage which means the same as "to make something less severe". (para 5)

1.alleviate
2. spearhead
3.intensify
4. havoc

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Read the following passage and answer the questions that follow.

1. Diabetes is a metabolism abnormality that affects the way your body uses blood sugar (glucose), your main source of energy. To understand diabetes, you have to start from the beginning – with food. Your body converts a portion of the food you eat and digest into glucose. Glucose is then absorbed into your bloodstream, where it can enter the individual cells of tissue throughout your body to be used as energy. Before your cells will let glucose in, however, they need the help of insulin.

2. Insulin is a hormone produced by your pancreas – a gland located just behind your stomach. Normally, insulin acts like a master key, unlocking the doors of your cells and allowing glucose inside. To simply maintain this process, such as at night when you're asleep, the pancreas releases a low level of insulin on a constant basis. When necessary, such as after a meal, your pancreas increases insulin supply to meet demand.

3. After you eat a meal or a snack, your pancreas releases more insulin to make sure the extra glucose in your bloodstream can enter your cells. If you have more glucose than you need, your body can remove the excess from your blood and store it in your liver and muscles or convert it to fat. Then, when you run low on fuel, your body can release this stored energy back into your bloodstream, where insulin is waiting to usher it into your cells.

4. If you have diabetes, this whole process goes awry. Instead of entering cells throughout your body, excess glucose builds up in your bloodstream and some of it may eventually be excreted in your urine. This can happen when your pancreas doesn't produce enough insulin (Type 1 diabetes), when your cells have become resistant to the effects of insulin (Type 2 diabetes) or, more commonly, when both of these problems occur.

Attempt the following questions on the basis of the passage you have read:

(a) Diabetes is a …….. .
(i) nervous disorder
(ii) metabolic disorder
(iii) throat disorder
(iv) physical disorder

(b) If your body does not produce sufficient insulin you have …….. .
(i) type 2 diabetes
(ii) jaundice
(iii) type 1 diabetes
(iv) iron deficiency

(c) Diabetes is related to the sugar intake of your food. (True/False)

(d) Secretions of pancreas decrease during the night. (True/False)

(e) Glucose from food gets absorbed in our …….. .
1. bloodstream
2. nervous system
3. insulin
4. pancreas

(f) Pancreas produces the hormone …….. .
1. insulin
2. endorphin
3. glucose
4. dopamine

(8) Find the word from the passage which means the same as "change from one form to another". (para 1)
1.convert
2. revert

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3. metamorphosise
4. adapt

(h) Find the word from the passage which means the same as "regular". (para 2)
1. Sincere
2. always
3. Constant
4. non-stop

Read the following passage and answer the questions that follow.

1. Few guessed that this quiet, parentless girl growing up in New York City would one day become the First Lady of the United States. Even fewer thought she would become an author and lecturer and a woman much admired and loved by people throughout the world.

2. Born Anna Eleanor Roosevelt in 1884 to wealthy, but troubled parents who both died while she was young, Roosevelt was cared for by her grandmother and sent to school in England. In 1905, she married her distant cousin, Franklin Delano Roosevelt. She and her husband had six children. Although they were wealthy, her life was not easy and she suffered several personal tragedies. Her second son died when he was a baby. In 1921 her strong athletic husband was stricken with polio, which left him physically disabled for life.

3. Eleanor Roosevelt was a remarkable woman who had great intelligence and tremendous strength of character. She never let things get her down. She nursed her husband back to good health and encouraged him to remain in politics. She then helped him to become governor of New York, and in 1933, president of United States.

4. While he was president, she took a great interest in all the affairs of the country. She became her husband's legs and eyes, she visited prisons and hospitals; she went down into mines, up scaffoldings, and into factories. Roosevelt was tireless and daring. During the depression she travelled all over the country bringing goodwill, reassurance, and help to people without food and jobs. During World War II she visited American soldiers in camps all over the world. The United States had never known a First Lady like her.

5. Roosevelt also kept in touch with the American people through a daily newspaper column called "My Day". She broadcast on the radio and delivered lectures, all firsts for a First Lady.

Attempt the following questions on the basis of the passage you have read:

(a) Eleanor's husband was struck by …….. .
(i) polio
(ii) paralysis
(iii) a brain disease
(iv) Parkinson's disease

(b) Eleanor Roosevelt was …….. .
(i) an author
(ii) a lecturer
(iii) the first lady of the US

(iv) all of the above

(c) Before becoming the President of the United States, Franklin Roosevelt was the Governor of New York. (True/False)

(d) Eleanor Roosevelt did not retire even after her husband's death. (True/False)

(e) When Eleanor was young, after her parents' death, she was cared for by her …….. .
1. Mother
2. aunt
3. grandmother
4. grand aunt

(f) Eleanor married her distant cousin …….. .
1.Franklin Delano Roosevelt
2. Fredrick Delano Roosevelt
3. Freddie Delano Roosevelt
4. Ulrich Franklin Roosevelt

(g) The daily newspaper column through which Eleanor Roosevelt kept in touch with people was
1. The Daily
2. The News
3. Our Day
4. My Day

(h) Find the word from the passage which means the same as "huge". (para 3)
1. Enormous
2. gigantic
3.tremendous
4.grand

Read the following passage and answer the questions that follow.

1. January 26 is celebrated as Republic Day in our country. It was on this day, in 1950, the new constitution of independent India came into force and India became a democratic republic. The Constituent Assembly headed by Dr. Rajendra Prasad, with Dr. BR Ambedkar as the Chairman of the Drafting Committee, took more than two years to bring the world's lengthiest constitution to its final shape.

2. The enormous task before the Constituent Assembly was to frame the basic law that would formalize India as a truly democratic nation. Democracy is aptly defined as a system of Government by the people, for the people and of the people. The founding fathers of the Constitution, therefore had to ensure that the basic law of the land contained sufficient provisions for the fulfilment of the democratic aspirations of the people of India not only in the political sphere, but also in the social and economic spheres. That explains the inclusion of a separate part in the Constitution, called the Directive Principles of State Policy.

3. These principles signify the fact that the framers of the Constitution were well aware of the wide gaps and inequalities that existed among the various sections of the Indian population. The Constitution makers had the wisdom to appreciate that political democracy is meaningless when

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an overwhelming majority of the population is historically trapped in poverty, illiteracy, ill–health and superstition. The Central and State Governments were expected to frame policies so that every citizen is assured of a decent living standard irrespective of sex, caste, religion, language and region.

4. The makers of our Constitution describe India as a Union of States and not as a federation. Being well conversant with the diversity of the nation in terms of the language, religion, caste and region, and its implications on the intended socio–economic development of the country as a whole, the makers of the Constitution opted for a political system in which the Central Government is equipped with overwhelming administrative, legislative and financial muscle. Most of the nations' policies and programmes for socio-economic development originate at the Central Government, and the responsibility for their successful implementation is entrusted to the states.

Attempt the following questions on the basis of the passage you have read:

(a) The programmes for the socio-economic development originate at ……
(i) state level
(ii) regional level
(iii) district level
(iv) central government level

(b) The British had left behind
(i) a developed India
(ii) a wealthy India
(iii) a poverty-stricken, illiterate India
(iv) a strong and healthy India

(c) The new constitution of independent India came into force in 1950 on 26th January. (True/False)

(d) Dr. B.R. Ambedkar was not part of the drafting committee. (True/False)

(e) The constitution framers were not aware of the gaps and inequalities that existed among the Indian population. (True/False)

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(f) The constitution-makers describe India as a Union of states and not as a ……

1. federation
2. union
3. bloc
4. confederation

(g) The constitution-makers took more than two years to bring the world's …….. . constitution to its final shape.

1. lengthiest
2. most complex
3. most dynamic
4. shortest

(h) Find the word from the passage which means the same as "recognize the good quality of somebody". (para 3)
1. acknowledge
2. appreciate
3. recognise
4. value

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WRITING SKILLS

Learning Outcomes : Writing and Grammar

- Understand the differences between spoken and written English
- Understand the factors that influence use of grammar and vocabulary in speech and writing
- Understand the different ways in which grammar has been described.
- write a paragraph with a topic sentence, support, and concluding sentence;
- produce coherent and unified paragraphs with adequate support and detail;
- write an effective introduction and conclusion;
- write a thesis statement that addresses the writing prompt;
- produce a well-organized academic essay;
- produce appropriate vocabulary and correct word forms;
- use a variety of accurate sentence structures;
- produce accurate grammatical structures; and
- demonstrate control of mechanics.

Informal Letter What is an Informal letter?

Learning Outcomes:

- Organizes and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.
- Writes letters both formal and informal
- Demonstrates correspondence skills and promotional skills for the target audience.

An **informal letter**, also referred to as a **friendly letter**, is a **personal letter written to friends or relatives.** It is written in personal fashion. You can write it to anyone with whom you have a non-professional relationship, although this doesn't exclude business partners or workers whom you're friendly with either.

There are fewer **formatting rules for informal letters** than there are for business or formal letters. The letter can be used for some reasons like conveying message, news, giving advice, congratulate recipient, request information, asking questions, etc. It is a personal letter, written to whom you are familiar with, like friends, siblings, parents or any other closed one. While writing an informal letter, one can afford to be friendly, and make use of personal or emotional tone.

Difference between Formal letter and Informal letter

The formal letter is written for business or professional purposes with a specific objective in mind. It uses simple language, which is easy to read and interpret. On the contrary, informal letters are written to friends and relatives for personal communication and require a casual or an emotional tone.

The size of a formal letter should be concise; that does not include irrelevant matter. In contrast, the informal letter can be lengthier.

Formal letters are used for writing letters to business contacts, i.e. partners, suppliers, customers, clients, etc. , college or institute, employer, professionals, etc. As against this, we write informal letters to friends, relatives, acquaintance, etc.

Format of Informal letter

There is no set **format when writing an informal letter**. But there is a general pattern, some conventions that people usually follow. We will be looking at this pattern and certain tips on how to write effective and **attractive informal letters**. These can act as guidelines when you are drafting a letter; they are not hard and fast rules. Let us begin.

Address

The first thing to write is your address, i.e. the address of the writer (basically, the sender's address). We usually write the address on the left-hand side of the page at the very top. The address should be accurate and complete. Even when writing to close friends or relatives the address must be written, so they can reply back to the letter with ease. If the recipient of the letter is in another country, do not forget to write your country as well in the address.

Date

Next just below the address we write the date. This allows the reader to have a reference as to when the informal letter was written. He can then relate better to the contents of the letter. The date, preferably, should be in expanded form.

Greeting

Now since you know the person you are writing to, the greeting can be informal as well. If it is a friend or someone close to your age you can greet them by their first name, like "Dear Alex". If you are writing to your relative like your mother/father/aunt/uncle etc., you may greet them as such, for example, "Dear Mom". And if you are writing to an elder person, someone you respect greatly you can address them as Mr. or Mrs. Like say for example you were writing a congratulatory letter to your teacher, it can be addressed as "Dear Mrs. Alex".

Introductory Paragraph

And now we begin writing the actual letter. The introductory paragraph sets the tone for the whole letter. You might begin by asking the recipient about their wellbeing. Or you may say that you hope the letter finds them in good health and great spirits. The opening of informal letters should be casual and comforting. It must not be formal and direct as in business letters.

Body of the Letter

The letter overall should maintain a friendly tone. But you have to adjust the language and the wordings according to who you are writing to. With a friend, you can afford to be very casual and flippant even. But if you are writing to an elder relative, you must be extremely respectful and considerate.

One way to determine the tonality of your letter is to remember how you talk to the person in a conversation. And then apply the same syntax and sentiments to the letter.

Conclusion

In the conclusive paragraph sum up the reason for writing the letter, i.e. summarize the letter. Say a meaningful and affectionate goodbye to the reader. And do not forget to invite the reader to write back or reply to your letter. It shows an intention to keep the conversation going.

Signature

There is no one way to sign off informal letters. Since they do not follow a strict format, you may sign off as you please. Some commonly used phrases are

- Lots of Love
- Best,
- Best Wishes,
- Kind Regards,
- Kindly,

Pick the one that best suits the occasion and then simply sign your name below the greeting.

Some tips for writing informal letters :

Type	**Informal letters and emails**	**Formal letters and emails**
Writing to	-Friends -Family Members	-People we don't know -Bosses or managers

Informal letters and emails are the ones that we'd write to people that we know well. For example, our friends or our family members. Whereas formal letters and emails are ones that we might send to a stranger or to our bosses.

The language that we use in informal letters is more casual and relaxed. It's language that's more similar to the way that we speak. The structure of an informal letter is also more relaxed. Although we do have some tips that you can follow to make your informal letter or email clear and easy to understand.

Now the first thing I have to do is think of a greeting. It's an informal email so one can start with a more casual greeting.

- Dear Nic,
- To Nic,
- Hi Nic,
- Hey Nic!

Use an exclamation point here to show that you are excited to write to him but that's something you wouldn't do in a formal email or letter. You could can also use your friend's first name without a title. And you could follow that with a friendly expression like:

- How are you?
- I hope you're well.

Or if you are responding to a letter ,you could say:

- Thanks for your letter.

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- It was great to hear from you.
- I enjoyed reading your letter.

Divide the letter into short paragraphs to make it easier to read. Start with the main body of your letter. Think about why you are sending the letter.

It could be to respond to some news that your friend has told me which could be happy or sad. For example:

I wanted you to know that I'm coming to visit you next week.

I'm so happy to hear about your engagement.

I'm really sorry to hear that you've been sick.

Or to say congratulations or thank you.

You could be writing to make an apology. For example:

I was really sorry to miss your party but I had to work.
Or it could be to send an invitation or respond to an invitation or it could be to make a request or ask for a favour.

There are different levels of politeness that you can use when making a request. The most polite way to ask is indirectly. For example:

I would be grateful if you could send me the photos you took at the wedding.

I would really appreciate it if you could send me the photos you took at the wedding.
Another polite way to ask is to write:

Could you please send me the photos?

Could you send me the photos, please?

Now how polite you want to be depends on who you're writing to and what you're asking for.

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Then you can finish off your letter. There are lots of options here. For example:

- Give my love/regards to your family.
- Say hello to the kids for me.
- Thanks again for your help.
- I hope to hear from you soon.
- See you soon.
- Write soon.
- Keep in touch!

Then you can sign off with:

- Love,
- Lots of love,
- Best wishes,
- Yours,
- All the best,

They're some suggestions but what you write in an informal letter is really up to you. Remember, because it's informal you can use more contractions like:

Contracted form	**Full form**
It's	It is
Isn't	Is not
It'll	It will
Won't	Will not
Can't	Cannot

You can also use more idioms and colloquialisms. For example:

- *I was feeling under the weather.*
- *The party was awesome.*

Hey Nic,

How are you doing?

Thanks for sending me the photos from your holiday. It looks like you had a great time!

How're Leah and the kids? And what about your dog, Snoopy? He was just a puppy last time I saw him.

I'm sorry that I couldn't get to your birthday party. I would have loved to come but I was really busy at work and it was hard to get away. Thanks for the invitation though.

Would it be possible for you to send me some photos from the party? I'd love to see how it all went.

I can't wait until you come to visit in March. Do you know how long you'll be staying? I'll try to think of some fun things to do.

See you soon.

All the best,

विद्या च विमुच्यते
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Jack

P.S. Sarah says hello
Sarah: Aww... that's nice. By the way PS stands for postscriptum which is Latin for "written after". We sometimes use it to add something to a letter after it's been written and signed.

Questions:

1. Write a letter to your friend on your feelings about the lockdown due to the corona virus pandemic and how it has affected your life.

2. Write a letter to your grandfather/ grandmother who is getting restless due to the lockdown giving him suggestions on keeping himself occupied while staying indoors.

3. Write an informal letter to your cousin about the new way of learning that you have had to adapt to in the new academic session.

FORMAL LETTER

Word Limit: 100-120 words
Marks: 10
IMPORTANT POINTS

- Formal Letter is written in formal language. Sentences should be short and to the point.
- Try to avoid starting with "I".
- Use Passive Voice where possible.
- Keep sentences short and to the point.
- State the purpose clearly and concisely.
- Do not use contractions (I've, won't etc).
- Be positive and polite.
- Write one idea in one paragraph.
- Always plan your letter. State the reason for writing the letter clearly and present the facts in logical order.
- Subject should be brief.
- Adhere to the word limit.

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AVOID THESE COMMON ERRORS

- Don't write Your's instead of Yours.
- Don't write the entire letter in one paragraph.
- Don't ask the editor to do something about a problem. Students fail to realise that letters are meant to draw the attention of the concerned authorities to a particular problem.

POINTS TO REMEMBER

Letter to the Editor (Important points)

- Begin with reference to a recent development/ event/ issue
- Give details of topic—bring out cause-effect relationship.
- Offer suggestions/ solutions
- Do NOT ask the editor to solve the problem as he can only voice your views, ideas.
- Remember that a 'leading national daily' means that a newspaper that is popular across the country and is circulated on an everyday basis.

FORMAT OF FORMAL LETTER TO THE EDITOR OF A NEWSPAPER

SENDER'S ADDRESS

DATE

RECEIVER'S ADDRESS

DEAR SIR

SUBJECT: [**Underline the subject]**

PARA 1 - STATE THE PURPOSE OF WRITING THE LETTER (Through the columns of your esteemed newspaper, I wish to highlight/bring to your notice/express my concern/ This is with reference to/ This is to bring to your notice that)

PARA 2 - CAUSES OF THE PROBLEM AND RESULTS OF THE PROBLEM.
Reasons advanced/Describe the nature of the complaint/problem [cause and effect of the problem] (..... has led to...../ As a result.....)

PARA 3 - SUGGESTIONS/ HOW TO COMBAT THE PROBLEM
Suggestions to solve the problem at an individual level and as a group (I feel that /In my opinion/I suggest that/ .....can be ..../The government must/can)

PARA 4 - CLOSING STATEMENT (I hope you will publish this letter in your newspaper and bring this problem to the attention of the concerned authorities.)

YOURS SINCERELY
SIGNATURE
(NAME)

Sample Question-Formal Letter to the Editor

Q. You were deeply affected by the information that you received after watching a show on National Geographic channel recently on the rising menace of poaching tigers in Indian forest reserves. Write a letter to the editor of a leading national daily, requesting him to publish an article in his newspaper on this issue, to create awareness among Indians.

56,
MG Road Greater Kailash
New Delhi-110003

1 April, 2022

The Editor
The Hindustan Times
Kasturba Gandhi Marg
New Delhi-110001

Dear Sir

Subject: The Menace of Poaching at Indian Wildlife Reserves

This is with reference to a show on a National Geographic Channel, regarding poaching at wildlife reserves in India and the role that the wildlife mafias are playing. The situation is a cause of concern to all, as more and more animals in these reserves are falling prey to man's greed and callousness.

The wildlife mafias have penetrated the very heart of famous animal reserves like Jim Corbett National Park. The killing of tuskers has become rampant, resulting in a sharp fall in the number of elephants at this reserve. All indications prove that the police are either hand-in-glove with the poachers, or are doing very little to trace the men responsible for such a crime. Rising prices of ivory and the popularity of Indian ivory in foreign markets has led to the killings of these animals.
The stark reality struck recently, with the killing of Rhinos in Kaziranga, during the visit of Prince William and his wife. The practice of culling of neelgais, and of leopards which stray into human habitations, is not just a heinous crime, but is also harmful to the environment.

The government needs to make stricter laws against poaching. Harsh steps against the criminals and increased awareness among the masses can help the issue. After all, it is our duty to protect our animal reserves.

I hope that timely action by the concerned authorities will contain the damage already done and create safer habitats for animals.

Yours sincerely
Raman Sharma

Questions :

Q1. As Vaibhav/ Vibha you are quite concerned about the increasing incidents of deaths and accidents caused due to the endemic disorder called road rage. He/ She decides to write a letter to the editor of a national daily drawing attention to this problem and the urgent need to curb it and inculcate the habit of disciplined driving. Use the following clues and write the letter in not more than 20 words.

- Rash driving – both dangerous and an offence; License to drive is not license to kill
- Causes of road rage – intolerance, lack of self-discipline, sense of superiority on owning a bigger vehicle, family and work related stress, absence of severe penalty for defaulters
- Avoid road rage-be a disciplined motorist

Know traffic rules; be courteous to fellow drivers; start before time if you have an appointment, maintain your cool-don't carry stress while driving

Q2. Write a letter to the Editor of Hindustan Times about the disregard shown by the industries near the rivers towards the environment, causing water pollution by discharging their chemical waste in the nearby water bodies. Follow the format. You may use the following hints:

- A whole range of industries discharge their effluents into the river water.
- Affecting the aquatic life.
- Leading to many water borne diseases.
- Reducing the drinkable water to non-portable water.

Q3. The discrimination on the basis of Caste and class is a major hurdle for National Integration of India. The people engaged in weakening the unity of the country tried desperately to create divisions and rifts in the name of caste, creed and culture. Write a letter to the Editor of a leading national daily highlighting the significance of national integration.

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LETTER OF ENQUIRY

We write an enquiry when we want to ask for more information concerning a product, or service. These letters are often written in response to an advertisement that we have seen in the paper, a magazine, a commercial on television when we are interested in a product, but would like more information before making a decision. (e.g. joining CAT coaching classes with TIME)

Important:

- Start with: Dear Sir or Madam
- Giving Reference: With reference to your advertisement in…
- Requesting a Catalogue, Brochure, Etc.: After the reference, add a comma and continue-, would (Could) you please send me…
- Requesting Further Information: I would also like to know…
  Could you tell me whether …
- Yours sincerely

A Sample Letter of Enquiry

An enquiry letter is intended to get all relevant information about a firm before you start a relation with it. It can be a letter to know more information about a school before seeking admission, an import company before you import certain goods or it can be a coaching institute before you join one of its coaching courses. Let's begin with a sample:

Sample –

You are interested in taking online classes/tuition from www.studyonline.com, a reputed provider of online classes in New York. Having found the site's information inadequate, write letter enquiring various details regarding the functioning of the classes that you intend to avail from. You are Mina Rawat, Blossom Hills, Bangalore.

House no-121/32,
Bliss Gardens
Blossom Hills, Bangalore

12 March 2021

Manager
Study Online
6/7, Yellow Street
New York- 333333

Sir/Madam

Subject: Enquiry about online classes

I am pursuing a regular course in Business Management from Rudra University, Bangalore but due to personal reasons I missed a large portion of the course. I have been cheered to hear that your education establishment is providing online classes for this course and that there are thousands of satisfied students who are availing your service around the globe.

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First of all, I would like to know the exact way how classes are provided. As I am a part time worker, I would like to attend the classes only after four in the evening. If that is fine, next I would like to know what kind of a computer I should have. At present I have a COMPAQ laptop with camera and headphones, all working. Apart from this, I have all the notes and other materials for the entire course.

Kindly tell me the course fee and the modes of payment acceptable to you. Can I avail any provisions for crash courses? Do you also have faculty who can take my classes after Midnight, Beijing time? I am looking forward to an early reply.

Yours sincerely
Mina Rawat

Format
Address Lines

- Sender's Address
  - 5B/ND, Church Road,
  - Phase 4, St. Mary's Avenue,
  - New York
- Date
  - 12th March 2021
- Receiver's Address – Samples
  - The Director
  - MacroSoft India Ltd
  - 22 C, II Floor, Club Road
  - Gurgaon – 221122
- Salutation – Samples
  - Madam/Sir
  - Sir
  - Madam
- Subject – Samples
  - Enquiring about Admission Procedure
  - Enquiry Regarding Admission
  - Seeking Information Regarding Admission
  - Regarding Tour Packages

Below, read some professional lines and phrases to style your letter. They are very important.

Introduction – Say what your company is or who you are:

- Ours is a Canada based telecom company with its base in ….
- To begin with, we are an educational institute providing coaching for IAS and NDA…
- We, Townvale School Group, a leading education establishment in Canada, would like to be informed of the terms and conditions…

Content

- What are the courses that your college offers…
- I believe that these courses are internationally recognized…
- We intend to enter into a long term business relationship…
- Apart from this, we would be glad if you could inform us of the time…
- How do you prefer us to pay… Do you accept credit card payments?
- It will be great if I can pay the amount in easy instalments…

Closing

- Your early reply is greatly appreciated.
- Looking forward to an early reply from your side so that we can discuss further business deals in a week's time….

Sample. Seeking information about Admission

You are Mallika, student of class XII, Townvale Girls' School, Shimla. You are eager to enter the National Film Academy, Shimla, after your board results. Write a letter to the director of the film academy seeking information regarding admission procedure, eligibility criteria, fee structure, placement opportunities, etc.

Townvale Girls' School
Shimla-11223322

20, March 2021

The Director
National Film Academy
Shimla-112211

Sir/Madam

Subject: Seeking information about admission

I am greatly interested in joining your esteemed academy for the academic year 2012-13. I am a student of class XII at present and hope to be eligible for your admission criteria. I have heard quite a lot about your institution from my friends and advertisements, but I would like to clear some of my doubts regarding your admission procedure.

Kindly let me know what the right time to apply would be. Also do let me know where the admission forms will be available. Can I download a form over the internet? I hope your institution welcomes payment of fee in instalments. Are there scholarships for eligible students? I would also like to know further details such as the course duration, tuition and other fee and study centres.

Looking forward to an early reply from you.

Yours sincerely
Mallika

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Here is another sample in the context of tour packages

Sample
Write a letter to the Tours Manager, Ashoka Tours and Travels, Bangalore, seeking information regarding the tour packages offered by the company. You are Mr. Ajay Mittal from Chandigarh, Punjab, who is planning to visit all the holy places of South India with your aged mother and father for a month's time this September.

1/1, Mittal's Villa
Rani Bagh – Chandigarh
Punjab – 555555

12 March 2021

Tours Manager
Ashoka Tours and Travels
Kalasipalayam ,North – Bangalore
Karnataka – 777777

Sir/Madam

Subject – Seeking information about your tour packages

I am greatly pleased to be told about your tour agency by a friend of mine who recently availed your service for a trip to Ooty and Kodaikanal. I am planning to take my aged parents on to a visit to all the Hindu temples and Churches, especially the Church of St. Philomena in Mysore and Meenakshi Temple in Madurai, for a week's time. Apart from the holy places, we also wish to visit Thekkadi and backwaters in Kerala and Ooty in Tamilnadu.

Kindly tell me the details regarding the places you cover in your pilgrim packages. What your mode of transport is etc. We prefer hygienic buses or cars with working air conditioners. We would be alright with three star or five star stay in just a single room with television and cable connection. We wish to be provided with strictly vegetarian breakfast but welcome fish or chicken for lunch and dinner/supper. Besides, kindly inform us the details of your charges for stay, food and travel, all separately.

Looking forward to an earliest reply,

Yours sincerely
Mr. Ajay Mittal

Questions for Practice

1. You are Dhruv Gupta, 12/B, Ashok Vihar, Delhi. Write a letter of enquiry to Extra Marks Coaching, 1, Mount Road, Pitampura, enquiring about the courses offered by the institute, timing, fee, teachers, etc.

2. Write a letter to the Director, Nehru College of Aeronautics, New Delhi, making enquiries about the Engineering Courses, commencement time, duration of courses, fee, mode of fee payments, etc. You are Peter Samson/Anne Aggarwal, Mohali, Chandigarh.

3. You are Meghna/Mohan, the assistant manager of Falcon Ink, Delhi, a leading manufacturer of ink cartridges for all kinds of printers. As your company is expanding to the eastern side of India and to Nepal, you wish to enter into a business ties with Everyware, a national distributor with its headquarters in Patna, Bihar. Write a letter of enquiry to the Zonal Manager of Everyware, demanding information leading to the terms and conditions of their services, payment methods, samples, etc.

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4. Write a letter to the Export Manager, Falcon Dye Inc. Tokyo, a leading provider of dyes for all sorts of cloths, enquiring about the availability of dye in bulk quantity for which you would like to place an immediate order. You are Abraham Samuel, purchase manager, Overseas Cotton, Mumbai.

Letter of Placing an Order

Formal Letter for placing an order

Sender's address
(e.g., 4/49
ABC Colony
New Delhi)
(leave a line)

(date)
20 November 2017
(leave a line)

Addressee's address
The **M**anager (designation)
Action Sports Store (name of the company)
New Delhi (address)
(leave a line)

Dear Sir/Madam
(leave a line)

SUBJECT: brief (6/7 words), state the purpose clearly, highlight/underline (e.g., Placing an order for sports goods)
(leave a line)

- (paragraph 1) You may give reference (with reference to your advertisement in The Times of India, dated, October 10, 2017, I would like to place an order for…on behalf of my school).
  You can also begin with acknowledgment of previous conversation (with reference to your reply to the letter of enquiry dated/with reference to our telephonic conversation dated…)
- Then generally talk about your order. (Thank you for your prompt response to our letter of enquiry/thank you for the quotation and samples/your products match our requirement/are suitable for our requirement)
- (Paragraph 2) We would be placed to place an order/a bulk order/ with your company/we would like to place an order as per details given below/as per specifications given below. State all product details such as catalogue number, quantity, price (with discounts), shipping instructions and so on.

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- In case of bulk orders, it is advised that you place the order in tabular form, stating all the details clearly, such as the serial number, number of items, types/titles, model numbers, colour/size/material/finish preferences (if any) and so on. E.g.

S.No	Name of item	Brand	Quantity
1	Cricket bats	Reebok	1 dozen
2	Volleyballs	Cosco	6
3	Volleyball nets	Cosco	3
4	Volleyball nets	Cosco	3
5	Badminton Racquets	Yonex	1 dozen

- You may also say: kindly ensure that a discount of 20 per cent is given on the entire purchase as it is a bulk order/for a long-lasting business relationship.
- (Paragraph 3) clearly mention the date by which you want the order to be delivered. If you need the order urgently or by a particular date, state it clearly. You may need the order in a hurry and maybe willing to pay for the extra cost for it. (e.g. Please ensure that the above-mentioned items are safely delivered latest by December 1, 2017)
- Please mention/discuss the mode of payment (cheque/COD/money order) or seek information about the same. (e.g. Kindly find enclosed a demand draft of ____ as advanced payment. The remaining amount will be paid at the time of delivery/Kindly let us the know the mode of payment)
- Mention the address on which you would like the products to be delivered. (You can say that it should be delivered to the address mentioned/given)
- Complimentary Close: Looking forward to a prompt and safe delivery/Hoping to hear from you at the earliest.

(leave a line after the closing statement)

Yours sincerely
(signature)
(name in caps)

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Questions

1. Write a letter to the Sales Manager, MMS Books, Ashok Vihar, Delhi, placing order for five titles of books that you need for educational purpose. You are Sanjeev/Sanjana, 12/CA, Model Town, Kurukshetra.
2. You are Mohan Bhagat, Eureka Forbes, NOIDA. You have received the reply to your enquiry letter from Woodcutter's Inc, dated 2rd March, 2021. You feel positive about the company's terms and conditions. Write a letter placing order for the furniture that you have mentioned in the previous communication.
3. Write a letter to Steel House, Rawalpindi, Punjab, placing order for steel utensils for your new home at Raipuri, Uttar Pradesh, India. You are Ahan Malik, 343, Old Fort Road, Raipur.

4. You are Sohail/Soha , Senior librarian at Peace Public School. Draft a letter to Teksons bookstore, Khan Market, New Delhi placing an order for a few fiction titles for the library.

Letter of Complaint

Format of a Letter of Complaint

Sender's address

Date

Receiver's Address

Dear Sir

Subject: _____

Structure your letter so that you include a heading – which identifies the issue and name of product, service, with purchase or reference number if applicable.

Para 1: State the simple facts, with the relevant dates and details clearly. Make sure you include all the necessary facts that will justify why your complaint should be resolved. For example: "*The above item number 1234 was delivered to xyz address on 00/00/00 date and developed ABC fault on 00/00/00 date.*

Para 2: Explain how this caused inconvenience. For example: This put our firm in a difficult position, as we had to make some emergency purchases to fulfil our commitments to all our customers. This caused us considerable inconvenience.
Para 3: Next state what you'd like to happen – a positive request for the reader to react to. For Example*: I am writing to ask you to please replace the defective items immediately and to ensure that such errors do not happen again.*

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Include also, (as a sign-off point is usually best), something complimentary about the organization and / or its products, service, or people. For example: "*I've long been a user of your products/services and until now have always regarded you as an excellent supplier/organization.*

Closing: For example: *I have every faith therefore that you will do what you can to rectify this situation. / I look forward to prompt action*.

Complimentary close

Sample Letter of Complaint –

Write a letter to the in-charge of text-books section of NCERT, New Delhi complaining about the non-availability of text books even one month after beginning of new session. You are Rohit Rana of St. Xavier's School, Delhi.

St. Xavier's School
Delhi

May 1, 2021

North-west Supervisor
NCERT Office
Pitampura, Delhi

Sir/Madam

Subject- Complaint regarding non-availability of textbooks.

This is to bring to your notice that even after a month of commencement of classes the latest NCERT textbooks are not available at any bookstore.

Students are forced attend the school without textbooks. We have resorted to borrowing the older versions from senior students and the syllabus has been altered. This is resulting in tremendous difficulties in learning and understanding. Students are missing out on important learning material and precious time is being wasted in trying to find the relevant material much to the frustration of both the students and teachers.

Academic books like yours play an important part in learning and are needed for examination purposes and we hope you understand the intensity of the situation.
I request you to look into the matter at the earliest.

Looking forward to hearing from you at the earliest and our problems being resolved.

Yours Sincerely
Rohit Rana

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Descriptive Paragraph Writing

Word limit
100-120 words
Weightage : 5 marks

Learning Outcomes:

- Communicates thoughts, ideas, views and opinions verbally and non-verbally.
- Is able to describe clearly in words what I perceived in reality
- Is able to creatively express ideas and create images with words
- Builds accurate description of a place or a place using appropriate vocabulary
- Is able to report with attention to details and chronological accuracy.

Factual description of a person , place or an event requires a detailed account of a **person, place or an event.**

The ideas should be systematically presented with important points coming first followed by not-so-important points. Heading is an essential part of it and should be short and crisp.

Make a note of tenses used in your description as most often this is the place where students find greater difficulty in.

Language

The language used should be semi-formal in nature. Try to be simple, attractive and appealing. You should make your factual description in such a way that it shows your attention to detail and observatory skills.

Content

PERSON based

Physical attributes
Intellectual and emotional qualities
Others' perception about him/her
Any other relevant trait of him/her by use of an incident

PLACE based

Location
Dimensions
Special features about the place

EVENT based

When did the event occur, venue of the event
Sequence of programme
Information about participants/chief guests/judges
Kind of organization, people responsible for programme/arrangements
Results, if describing a contest
Value points

You usually start writing factual descriptions by writing the TITLE at the centre and then following it with regular paragraphs. The factual descriptions would generally look like the

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following and for ease in organizing, I've marked areas so that you know how your content flows in the factual descriptions.

Format for Factual descriptions

Descriptive paragraph on a person (Here are some samples from literature that provide some beginnings

Hitchhiker's Guide to the Galaxy by Douglas Adams (page 11):
"He was not conspicuously tall, his features were striking but not conspicuously handsome. His hair was wiry and gingerish and brushed backward from the temples. His skin seemed to be pulled backward from the nose. There was something very slightly odd about him, but it was difficult to say what it was. Perhaps it was that his eyes didn't seem to blink often enough and when you talked to him for any length of time your eyes began involuntarily to water on his behalf. Perhaps it was that he smiled slightly too broadly and gave people the unnerving impression that he was about to go for their neck." This description of Ford Prefect is sparky and full of action, you can practically see him smiling unblinkingly at you.

Lord of the Rings: The Fellowship of the Ring by J.R.R. Tolkien (page 274):
"The face of Elrond was ageless, neither old nor young, though in it was written the memory of many things both glad and sorrowful. His hair was dark as the shadows of twilight, and upon it was set a circlet of silver; his eyes were grey as a clear evening, and in them was a light like the light of stars." You can almost feel night gathering as you read that passage, from the grey of evening to the appearance of the night sky, and the overall impression is one of great age despite the claim of agelessness.

Descriptive paragraph on a place :

1) The Laundry Room

The windows at either end of the laundry room were open, but no breeze washed through to carry off the stale odours of fabric softener, detergent, and bleach. In the small ponds of soapy water that stained the concrete floor were stray balls of multi-coloured lint and fuzz. Along the left wall of the room stood ten rasping dryers, their round windows offering glimpses of jumping socks, underwear, and fatigues. Down the centre of the room were a dozen washing machines, set back to back in two rows. Some were chugging like steamboats; others were whining and whistling and dribbling suds

Two stood forlorn and empty, their lids flung open, with crudely drawn signs that said "Broke!" A long shelf partially covered in blue paper ran the length of the wall, interrupted only by a locked door. Alone, at the far end of the shelf, sat one empty laundry basket and an open box of Tide. Above the shelf at the other end was a small bulletin board decorated with yellowed business cards and torn slips of paper: scrawled requests for rides, reward offers for lost dogs, and phone numbers without names or explanations.

On and on the machines hummed and wheezed, gurgled and gushed, washed, rinsed, and spun.

2) Mabel's Lunch stood along one wall of a wide room, once a pool hall, with the empty cue racks along the back side. Beneath the racks were wire-back chairs, one of them piled with magazines, and between every third or fourth chair a brass spittoon. Near the centre of the room, revolving

slowly as if the idle air was water, a large propeller fan suspended from the pressed tin ceiling. It made a humming sound, like a telephone pole, or an idle, throbbing locomotive, and although the switch cord vibrated it was cluttered with flies.

At the back of the room, on the lunch side, an oblong square was cut in the wall and a large woman with a soft, round face peered through at us. After wiping her hands, she placed her heavy arms, as if they tired her, on the shelf.

Adapted from a paragraph in The World in the Attic, by Wright Morris (Scribner's, 1949).

3) The Subway Station

Standing in the subway station, I began to appreciate the place--almost to enjoy it. First of all, I looked at the lighting: a row of meagre light bulbs, unscreened, yellow, and coated with filth, stretched toward the black mouth of the tunnel, as though it were a bolt hole in an abandoned coal mine. Then I lingered, with zest, on the walls and ceilings: lavatory tiles which had been white about fifty years ago, and were now encrusted with soot, coated with the remains of a dirty liquid which might be either atmospheric humidity mingled with smog or the result of a perfunctory attempt to clean them with cold water; and, above them, gloomy vaulting from which dingy paint was peeling off like scabs from an old wound, sick black paint leaving a leprous white under surface. Beneath my feet, the floor a nauseating dark brown with black stains upon it which might be stale oil or dry chewing gum or some worse defilement: it looked like the hallway of a condemned slum building. Then my eye travelled to the tracks, where two lines of glittering steel--the only positively clean objects in the whole place--ran out of darkness into darkness above an unspeakable mass of congealed oil, puddles of dubious liquid, and a mishmash of old cigarette packets, mutilated and filthy newspapers, and the debris that filtered down from the street above through a barred grating in the roof.

Adapted from a paragraph in Talents and Geniuses, by Gilbert Highet (Oxford University Press, 1957).

4) The Kitchen

by Alfred Kazin

The kitchen held our lives together. My mother worked in it all day long, we ate in it almost all meals except the Passover Seder, I did my homework and first writing at the kitchen table, and in winter I often had a bed made up for me on three kitchen chairs near the stove. On the wall just over the table hung a long horizontal mirror that sloped to a ship's prow at each end and was lined in cherry wood. It took up the whole wall, and drew every object in the kitchen to itself. The walls were a fiercely stippled whitewash, so often rewhitened by my father in slack seasons that the paint looked as if it had been squeezed and cracked into the walls. A large electric bulb hung down the centre of the kitchen at the end of a chain that had been hooked into the ceiling; the old gas ring and key still jutted out of the wall like antlers. In the corner next to the toilet was the sink at which we washed, and the square tub in which my mother did our clothes. Above it, tacked to the shelf on which were pleasantly ranged square, blue-bordered white sugar and spice jars, hung calendars from the Public National Bank on Pitkin Avenue and the Minsker Progressive Branch of the Workmen's Circle; receipts for the payment of insurance premiums, and household bills on a spindle; two little boxes engraved with Hebrew letters. One of these was for the poor, the other to buy back the Land of Israel. Each spring a bearded little man would suddenly appear in our kitchen, salute us with a hurried Hebrew blessing, empty the boxes (sometimes with a sidelong look of disdain if they were not full), hurriedly bless us again for remembering our less fortunate Jewish brothers and sisters, and so take his departure until the next spring, after vainly trying to persuade my mother to take still another box. We did occasionally remember to drop coins in the

boxes, but this was usually only on the dreaded morning of "midterms" and final examinations, because my mother thought it would bring me luck.

Adapted from a paragraph in A Walker in the City, by Alfred Kazin (Harvest, 1969)

Descriptive paragraph based on an event

Sports Day-2019

The Sports Day of Sanskriti School for the session 2019-20 was held on the 28th of December in the sports field, from 9am to 12pm. Students from grades 9th to 12th participated in the wide array of events that were organised, with their peers and families cheering them on from the stands.

The day's proceedings started with the speeches by the principal as well as the Chief Guest, Ms. Gayatri Singh. Thereafter, the sports captains hoisted the school flag and officially opened the ceremony. The various events included a high jump competition, a long jump competition, a 200m race as well as a relay race. The events were followed by a prize distribution ceremony, in which the Green House emerged victorious. Thereafter, all the participants from the four houses took to the field to sing the national anthem, after which they proceeded to their classes.

Diary Writing

Learning Outcomes:

- Communicates thoughts, ideas, views and opinions verbally and non-verbally.
- Is able to describe clearly in words what I perceived in reality
- Is able to creatively express ideas and create images with words
- Builds accurate description of a place or a place using appropriate vocabulary
- Is able to report with attention to details and chronological accuracy.
- Is able to give a personal touch to writing as an alternate means of informal conversation.

Guidelines

1. A good diary writing contains the day, the date, place and even the time of writing. For example:
   Friday, 20th July, 2021
   22:00
   New Delhi

2. The style and tone is generally informal and personal. However, it depends on the subject. Sometimes the tone can be philosophical and reflective too. You can freely express your viewpoints and feelings.

3. As the diary is a writer's personal document, the diary entry doesn't need any signature. It is optional.

4. **Word limit 100-120 words.**

5. **Weightage : 5 marks**

Q1. You have always suffered from 'stage fright'. Describe how you overcame this weakness of yours and ultimately won a prize in an Inter-School Debate Competition. Record your feelings in a diary.

Q2. At the end of the academic session of 2020-2021, you went on an adventure camp with your classmates. Since all students would be shuffled after being promoted to class IX, it was a bittersweet experience. Write a diary entry, describing your memories of this trip.

Q3. You had visited Antarctica as a part of the Young Explorers Programme and had an opportunity to see the polar ice caps melting and realised that the threat of global warming is very real. Write a diary in about **100-120 words** on what a student can do to preserve the environment.

Q4. Write a diary entry based on the extended lockdown in your city and the other parts of the world, closure of schools, inability to travel or move outside your home during the pandemic. How did you feel and how did you spend your time? How did the days vary? What was the relationship like between the family members? What was a deep realization that dawned on you during this period? Write a detailed account in 100-120 words.

Short Story Writing

Learning Outcomes:

- write short stories and composes poems on the given theme or on their own.
- identify strengths and weaknesses as a writer of fiction
- demonstrate a general awareness of fiction writing
- develop fiction using basic vocabulary.
- demonstrate creative use of language along with its literary elements, grammar, etc.

Word limit: 100 -120 words
Marks: 5
A short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and covers a short period of time.
Plot: Select a situation. Define the time and place.
Main character: Define your protagonist and set your focus right about what he or she wants
Conflict: Suggest basic outlines of the conflict what all the trouble is going to be about. The complication describes all the troubles and incidents of action dramatized into scenes.
Dramatic intensity: After a crisis, a climax is reached. Then comes the turning point and the beginning of the end.
Resolution: Make clear the consequences of the action. There must be a clear connection to the narrative.
Twists in the plot make the story interesting. Innovative use of language and structure fused with humour, vivid descriptions and style, add flavour.
Questions:
1) Read the outline of a story given below. Write a short story using the outline and your own ideas. Assign a suitable title to it.
Three friends find a bag of money- agree to divide the money- all very hungry- one sent to buy food in village- wants all the money himself- so poisons the food- in his absence the other two plan to murder him- so when he comes back they murder him- then they eat the poisoned food- then they eat the poisoned food- they die-

2) Write a story in 100-120 words beginning "The plane was about to land when suddenly there was an announcement……."
3) Write a story in a minimum of 100-120 words developing the following idea further:
'The garden gate creaked open. She looked up and saw….'

4) Given below is the beginning of a story. Complete it.

She sat on the edge of the well looking down into the deep water below……

5) It was their favourite time of the day. The children huddled around the old figure holding the book and smiled at her endearingly…….

6) Write a short story in 100-120 words on the basis of the hints provided:

Summer holidays had begun. Mohit was excited. His father had made arrangements for a trip to…

7) Using the hints given below develop a story in about 100-120 words:

We were on a school excursion to The National Arts gallery. We were busy watching the various art forms and the colours used. My friends were there with me, but all of a sudden I found myself all alone and the little boy in the portrait asking me….

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GRAMMAR

Learning Outcomes : Grammar

- Understand the factors that influence use of grammar and vocabulary in speech and writing
- understand the different ways in which grammar has been described.
- write a paragraph with a topic sentence, support, and concluding sentence;
- produce coherent and unified paragraphs with adequate support and detail;
- use grammar items in context such as reporting verbs, passive and tense, time and tense etc.
- produce appropriate vocabulary and correct word forms;
- use a variety of accurate sentence structures;
- apply grammar in an integrated way to enhance language
- identify errors and omissions
- fill cloze exercises with the right word using grammatical accuracy and word context in consonance with tense and context
- produce accurate grammatical structures; and
- demonstrate control of mechanics.

I. ACTIVE AND PASSIVE VOICE

Examine the following sentences:
1 Anu has broken the window. (active)
The window was broken by Anu. (passive)

2 The company is launching a new car this year. (active)
A new car is being launched by the company. (passive)

In the above sentences, there are two major changes to be noted. Primarily, the subject and the object have exchanged their places and secondly the verbs have undergone a change. In an active voice sentence, the subject is active and in a passive voice sentence the subject is passive or inactive.

If the subject in the active voice sentence is unknown or unimportant or obvious, 'by+object' is omitted from the sentence in the passive voice.
We make milk from butter.
Butter is made from milk.
When a sentence has two objects, only one of the objects is taken to the subject position. The sentence can be changed into the passive in two ways:
Prakash told me a story. (active)
I was told a story by Prakash. (passive)
A story was told to me by Prakash.(passive)

When the verb in a sentence is intransitive, it cannot be changed into the passive form:
Snow falls in winter.
He left for Mumbai yesterday.
The children are enjoying themselves.

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II. SUBJECT VERB AGREEMENT

The verb always agrees with the subject in number or person
Lisa **loves** eating mangoes
They **love** playing chess

Here are some rules to remember:

- When the subject of a sentence is singular, the verb must also be singular. When the subject is plural, the verb must be plural.
  E.g. : Henry likes Deepak. (singular)
  Henry and Deepak like Mary. (Plural)

- When the subject is of the phrase one of, followed by a plural noun, the verb is singular and agrees with one, which is singular.
  E.g.: one of the students in our class was praised by the teacher.
  Priya is one of my best friends.

- When a sentence has two singular subjects joined by the conjunction and the verb must be plural.
  E.g.: Bishakha and Suman go to the same school

- When two or more nouns represent a compound name of one person or thing, then the compound is thought of as singular and takes a singular verb.
  E.g.: the horse and carriage is waiting at the door.
  Slow and steady wins the race.

- When the subject is the introductory there , the verb agrees with the real subject that follows it.
  E.g. : there was a cruel king.
  There are six teachers in our department.

- 'A lot of' and 'plenty of' take a plural verb when they denote number, they take a singular verb when they denote quantity or amount.
  E.g. : There is a lot of oil in Assam.
  There are a lot of hill stations in our country.
  Where are plenty of roses found?
  There is plenty of water in the well.

- 'Both' always takes a plural.
  E.g. : both the hill stations were simply great.

- 'A number of' means 'several' or 'many' and is therefore always followed by a plural verb.
  E.g. : There have been a number of important incidents this year.
  A large number of people are waiting to meet the prime minister.

- A singular collective noun like 'a herd of cattle' , 'a team of players' , 'a fleet of ships' , 'a troop of soldiers' and 'a bunch of flowers' always takes a singular verb.
  E.g.: There was a herd of cattle in the middle of the road.
  This is a lovely bunch of flowers.
  A troop of soldiers is marching through the streets.

- A dozen takes a plural verb
  E.g.: there are a dozen shoes in the cupboard.

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- A pair of when applies to things like scissors, shoes, trousers, where two components are always thought of together, takes a singular verb.
  E.g. : A pair of scissors is lying on the table.

- A plural word must take a plural verb.
  E.g. : The scissors are in the drawer.
  His trousers were very fashionable.

- Class names such as clothing, footwear, scenery, crockery, fruit, hair, furniture, stationery are singular and must take a singular verb.
  E.g. : the furniture here is of the best quality.
  Fruit is very good for health.

- News is always treated as singular so is advice, business and information.
  E.g.: the news is that the President will visit our school next week.
  This is good advice.

- Names of certain diseases, sciences and branches of knowledge which end with s are also singular.
  E.g. : mumps is a painful disease.
  Mathematics is my favourite subject.

- Some of or half of take a plural verb if the reference is to number but a singular verb if reference is to amount or quantity.
  E.g.: some of the boys are dishonest.
  Half of the books were sold.

- Many refers to number is thus plural; much refers to amount so is singular.
  E.g.: many of the apples were rotten.
  Much of the truth was not told.

- People, poultry, repairs, clergy, studies, and cattle are always in plural.
  E.g.: The people of our town our very educated.
  The clergy have arrived.
  The cattle were grazing in the field.

- When a plural number applies to distances, weights, heights or amounts of money, it is taken as a whole and is therefore treated as singular. Thus it takes a singular verb.
  E.g. : thousand miles is a long distance.
  One lakh rupees is a lot of money.

- If the title of a book or the name of a house or a hotel is plural it takes a singular verb since it is only one title or one building.
  E.g. : the adventures of tom sawyer is an interesting book.

- If two or more singular subjects are preceded by either, either of, neither, neither of, each, each of, everyone, many a, none, none of, nobody or somebody, the verb is the singular.
  E.g. : either Neetu or her brother has won the prize.
  Everyone is equal in the eyes of god
  Each of the boys has worked well.
  Neither of them comes on time.
  Somebody has stolen my aunt's purse.

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Nobody is to be blamed.

III. Reported Speech

1. What is Direct & Indirect Speech?

Direct Speech: the message of the speaker is conveyed or reported in his own actual words without any change.

Indirect Speech: the message of the speaker is conveyed or reported in our own words.

Example on Process of Conversion from Direct to Indirect Speech

a) Direct: Radha said, "I am very busy now."

b) Indirect: Radha said that she was very busy then.

1. **All inverted commas or quotation marks are omitted and the sentence ends with a full stop.**
2. **Conjunction 'that' is added before the indirect statement.**
3. **The pronoun 'I' is changed to 'she'.** ***(The Pronoun is changed in Person)***
4. **The verb 'am' is changed to 'was'.** ***(Present Tense is changed to Past)***
5. **The adverb 'now' is changed to 'then'.**

2. Conversion Rules as per the Reporting Verb

When the reporting or principal verb is in the Past Tense, all Present tenses of the direct are changed into the corresponding Past Tenses.

a) Direct: He said, "I am unwell."

b) Indirect: He said (that) he was unwell.

If the reporting verb is in the Present or Future Tense, the tenses of the Direct Speech do not change.

a) Direct: He says/will say, "I am unwell."

b) Indirect: He says/will say he is unwell.

The Tense in Indirect Speech is NOT CHANGED if the words within the quotation marks talk of a universal truth or habitual action.

a) Direct: They said, "We cannot live without water."

b) Indirect: They said that we cannot live without water.

3. Simple Present Changes to Simple Past

a) Direct: "I am happy", she said.

b) Indirect: She said that she was happy.

Present Continuous Changes to Past Continuous

a) Direct: "I am reading a book", he explained.

b) Indirect: He explained that he was reading a book.

Present Perfect Changes to Past Perfect

a) Direct: She said, "He has finished his food".

b) Indirect: She said that he had finished his food.

Present Perfect Changes to Past Perfect

a) Direct: "I have been to Gujarat", he told me.

b) Indirect: He told me that he had been to Gujarat.

4. Conversion Rules of Past & Future Tense

Simple Past Changes to Past Perfect

a) Direct: He said, "Ira arrived on Monday."

b) Indirect: He said that Ira had arrived on Monday.

Past Continuous Changes to Past Perfect Continuous

a) Direct: "We were living in Goa", they told me.

b) Indirect: They told me that they had been living in Goa.

Future Changes to Present Conditional

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a) Direct: He said, "I will be in Darjeeling tomorrow."

b) Indirect: He said that he would be in Darjeeling the next day.

Future Continuous Changes to Conditional Continuous

a) Direct: She said, "I'll be using the car next Friday."

b) Indirect: She said that she would be using the car next Friday.

5. Changes in Modals

CAN changes into COULD

a) Direct: He said, "I can swim."

b) Indirect: He said that he could swim.

MAY changes into MIGHT

a) Direct: He said, "I may buy a house."

b) Indirect: He said that he might buy a house.

MUST changes into HAD TO/WOULD HAVE TO

a) Direct: He said, "I must work hard."

b) Indirect: He said that he had to work hard.

Modals that DO NOT Change: Would, Could, Might, Should, Ought to.

a) Direct: He said, "I should face the challenge."

b) Indirect: He said that he should face the challenge.

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6. Conversion of Interrogative

Reporting Verb like 'said/ said to' changes to asked, enquired or demanded

a) Direct: He said to me, "What are you doing?"

b) Indirect: He asked me what I was doing.

If sentence begins with auxiliary verb, the joining clause should be if or whether.

a) Direct: He said, "Will you come for the meeting?"

b) Indirect: He asked them whether they would come for the meeting.

If sentence begins with 'wh' questions then no conjunction is used as the "question-word" itself act as joining clause.

a) Direct: "Where do you live?" asked the girl.

b) Indirect: The girl enquired where I lived.

7. Command, Request, Exclamation, Wish

Commands and Requests

Indirect Speech is introduced by some verbs like ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences. The imperative mood is changed into the Infinitive.

a) Direct: Rafique said to Ahmed, "Go away."

b) Indirect: Rafique ordered Ahmed to go away.

c) Direct: He said to her, "Please wait."

d) Indirect: He requested her to wait.

Exclamations and Wishes

Indirect Speech is introduced by some words like grief, sorrow, happiness, applaud. Exclamatory sentence changes into assertive sentence and Interjections are removed.

a) Direct: He said, "Alas! I am undone."

b) Indirect: He exclaimed sadly that he was undone.

8. Change of Pronouns

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The first person of the reported speech changes according to the subject of reporting speech.

a) Direct: She said, "I am in ninth class."

b) Indirect: She says that she was in ninth class.

The second person of reported speech changes according to the object of reporting speech.

a) Direct: He says to them, "You have completed your job."

b) Indirect: He tells them that they have completed their job.

The third person of the reported speech doesn't change.

a) Direct: He says, "She is in the tenth grade."

b) Indirect: He says that she is in the tenth class.

9. Change of Place and Time

Words expressing nearness in time or place in Direct Speech are generally changed into words expressing distance in Indirect Speech.

Now -- then

Here -- there

Ago -- before

Thus -- so

Today -- that day

Tomorrow -- the next day

This -- that

Yesterday -- the day before

These -- those

Hither-- thither

Come -- go

Hence -- thence

Next week/month -- following week/month

SANSKRITI
THE CIVIL SERVICES SCHOOL

a) Direct: She said, "My father came yesterday."

b) Indirect: She said that her father had come the day before.

c) Direct: She says/will say, "My father came yesterday."

Indirect: She says/will say that her father had come yesterday. (*Here the reporting verb 'says' is in the present tense OR 'will say' is in future tense; hence the time expression 'yesterday' won't change.)*

10. Punctuation

The words that are actually spoken should be enclosed in quotes and begin with a capital letter

Example: He said, "You are right."

Comma, full stop, question mark, or exclamation mark must be present at the end of reported sentences and are placed inside the closing inverted comma or commas.

Example: He asked, "Can I come with you?"

If direct speech comes after the information about who is speaking, comma is used to introduce the piece of speech, placed before the first inverted comma.

Example: She shouted, "Stop talking!"

Example: "Thinking back," she said, "he didn't expect to win." (*Comma is used to separate the two reported speeches and no capital letter to begin the second sentence).*

11. Conversion of Indirect to Direct Speech

1. **Use the reporting verb, "say" or "said to" in its correct tense.**
2. **Remove the conjunctions "that, to, if or whether etc" wherever necessary.**
3. **Insert quotation marks, question mark, exclamation and full stop, as per the mood of the sentence.**
4. **Put a comma before the statement.**
5. **Write the first word of the statement with capital letter.**
6. **Change the past tense into present tense wherever the reporting verb is in the past tense.**
7. **Convert the past perfect either into past tense or present perfect as found necessary.**

Example

a) Indirect: He asked whether he is coming.

b) Direct: He said to him, "Are you coming?"

Examples

1: Direct: The boy said, "I'm happy with my results."

Indirect: The boy said that he was happy with his results. (Correct)

2: Direct: She said, "I have baked a cake."

Indirect: She said (that) she had baked a cake. (Correct)

3: Direct: He said, "All people have equal rights."

Indirect: He said that all people have equal rights. (Correct)

SANSKRITI
THE CIVIL SERVICES SCHOOL

4: Direct: Roshni said, "I may meet him here".

Indirect: Roshni said that she might meet him there. (Correct)

5: Direct: She says, "I will go to school tomorrow."

Indirect: She says that she will go to school tomorrow. (Correct)

6: Direct: He said, "She is coming this week to discuss this."

Indirect: He said that she was coming that week to discuss it. (Correct)

7: Direct: He said to them, "Will you come for dinner?"

Indirect: He asked them whether they would come for dinner.(Correct)

8: Direct: The teacher said, "Be quiet and listen to my words."

Indirect: The teacher urged /ordered them to be quiet and listen to his words. (Correct)

9: Direct: The old man said, "Ah! I am ruined."

Indirect: The old man exclaimed with sorrow that he was ruined.

10:Direct: The policeman enquired where we were going.

Indirect: The policeman said, "Where are you going?" (Correct)

Remember:

Speaker's words Reported statement changes

present simple ----------past simple
present continuous ----------past continuous
past continuous----------past perfect continuous
present perfect/past simple---------past perfect
will----------would
shall ----------should
is ----------was
must ----------had to
can ----------could
tomorrow ----------the next day/the following day
yesterday----------the day before
here ----------there
this ----------that
today ----------that day
tonight ---------- that night
last Tuesday ----------the previous Tuesday
the day after tomorrow ---------- in two days' time
ago ---------- before/previously

WORKSHEET – 1

1) Fill in the blanks with the most appropriate option given below.

Always (a) _____ to answer the questions briefly. Do not write (b) _____ understanding what you (c) _____. Examiners (d) _____ give you a mark if they do not follow what you (e) _____ to say. You (f) _____ penalized for the mistakes provided you show a good understanding of the unseen passage.

(a) i. trying ii. tried
iii. try iv. have tried

(b) i. by ii. on
iii. with iv. without

(c) i. are writing ii. wrote
iii. were writing iv. have been writing

(d) i. will ii. may not
iii. cannot iv. would

(e) i. try ii. is trying
iii. have not tried iv. are trying

(f) i. can be ii. will not be
iii. will be iv. would not

2) Read the following conversation carefully and complete the following passage by making appropriate changes.

Dilip: I've been watching the sea and there hasn't been any trace of a ship.
Ralph: I told you yesterday too that we'll be rescued, so have patience.
Dilip: Why do you ask me to keep quiet whenever I say something?
Ralph: Have you ever said anything sensible?

1. Dilip said (a) _____
   i) He had been watching the sea and there hadn't been any trace of a ship.
   ii) He had been watching the sea and there hasn't been any trace of a ship.
   iii) He has been watching the sea and there hasn't been any trace of a ship.
   iv) I had been watching the sea and there hasn't been any trace of a ship

2. Ralph replied (b) _____ and so asked him to have patience.
   i) That he had told him the day before as well that they would be rescued.
   ii) That he had told him yesterday as well that they would be rescued.
   iii) That he had told him the day before as well that they will be rescued.
   iv) That he told him the day before as well that they would be rescued.

3. Dilip angrily asked Ralph (c) _____
   i) Why do you ask me to keep quiet whenever I say something.
   ii) Why he asked him to keep quiet whenever he said something.
   iii) Why did he ask him to keep quiet whenever he said something.
   iv) Why he asked him to keep quiet whenever he said something?

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4. to which Ralph wanted to know (d) _____.

i) If he had ever said anything sensible.
ii) If he had ever said anything sensible?
iii) If he ever said anything sensible.
iv) If he has ever said anything sensible.

3) In the passage below, one word has been <u>omitted</u> in each line. Write the missing word along with the word that comes before and after it, along with the correct blank number. Ensure that the word that forms your answer is underlined.

How does a tree die? When it is cut	
down an axe. But sometimes we may	a) _____
end hurting or killing a tree without	b) _____
meaning. It may happen when we	c) _____
carve names or draw a heart a	d) _____
tree trunk by cutting at bark	e) _____
of a tree with knife. For, along with	f) _____
the bark we also cut the important	g) _____
tissue: the phloem, tissue that	h) _____
carries the food made the leaves	i) _____
to the different parts the tree.	j) _____

4) The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction, against the correct blank number.

One always think that caterpillars are lazy	a) _____
creatures who do anything but eat.	b)_____
Recently research shows that this is	c)_____
not truth. While munching, they also	d)_____
talk to every other and decide on	e)_____
where to went for their next feast.	f)_____
Like much other creatures of the	g) _____
animal world, caterpillars also lived	h) _____
in community and exchange	i) _____
information about enemy or	j) _____
source of food. They communicate by	k) _____
drumming by the leaves.	l) _____

Q 5.The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction. The first one has been done as an example: (4 marks)

The jungle was thick for dense. We	e.g. For and
had to hold on to the vines to avoiding	(a) _____ _____
slip on the mud paths. We had	(b) _____ _____

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walked for four hours but everyone were tired. The sun was shining brightly generating heat and vapour which will soon turn from rain. We were given some bread and cheese. After we had ate, the trip began again. Some of the weaker members were already feeling tiring.

(c) _____ _____
(d) _____ _____
(e) _____ _____
(f) _____ _____
(g) _____ _____
(h) _____ _____

Q 7. Read the conversation between a mother and her daughter and then complete the passage given below:

Mother: Who do you think will win the match?
Daughter: Who is wearing blue?
Mother: India
Daughter: Who are the men in yellow?
Mother: They are the Australians
Daughter: They will surely win the match.
Mother: Oh! Why do you feel so?
Daughter: There are 11 of them against just two Indians.

a. The mother asked her daughter who a)……

i) She thought would win the match.
ii) did she think will win the match
iii) did she think would win the match
iv) She thought will win the match

b. The daughter enquired who the ones in blue were. The mother replied that they were Indians. The girl then wanted b) ……

i) To know who the men in yellow were
ii) To know who are the men in yellow
iii) To know who the men in yellow were?
iv) To know who are the men in yellow?

c. When the mother said that they were

Australians, the daughter emphatically c)

i) Said that they would surely win the match
ii) Said that they will surely win the match
iii) said they surely would win the match
iv) Said that they surely will surely win the match.

d. The mother d)…… . The daughter replied that there were 11 of them against just two Indians.

i) Exclaimed and asked why she felt so.
ii) Wondered why did she feel so?
iii) Asked why do you feel so?
iv) Exclaimed and asked why did she feel so

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Q 8. Read the following paragraph and fill in the blanks with appropriate prepositions:

across	at	before	between	for	in
into	near	on	off	over	
since	to	towards			

My friends and I decided to spend the day _a._____ an island _b._____a lake c. _____ my parents' holiday cottage. They have owned the cottage d._____ 2002, but don't use it very often. We had arranged to meet there e._____ 10 o'clock. However , I was late and my friends arrived f._____ me. "We have been waiting g._____ nearly an hour," said Latha crossly "Sorry, "I replied. We made our way _____ the lake and hired a rowing boat. Stepping h._____ the jetty i. _____the boat we discussed who should do the rowing. Tushar volunteered, and soon the boat was moving j._____ the lake k._____ the island. I put my arm l._____ the side of the boat, letting the water run m._____ my fingers. It was very cold. "I don't think we'll be able to swim today,' I said.

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THE CIVIL SERVICES SCHOOL

WORKSHEET- 2

1) In the passage below, one word has been omitted in each line. Write the missing word along with the word that comes before and after it, along with the correct blank number. Ensure that the word that forms your answer is underlined.

In his book 'Pain: The Gift Nobody Wants', Dr Paul Brand

a) explores the purpose and value physical pain. a) _____

b) He is of opinion that pain is a very serious friend b) _____

c) that warns us of some danger the body and thus c) _____

d) protects us. If no warning in the form of pain, one d) _____

e) would not even hesitate to stick one's hand the fire e) _____

f) to retrieve a burning object. Our hand get singed and f) _____

g) we wouldn't even know. Little pain saves us from g) _____
a larger damage.

2) **The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction, against the correct blank number.**

Aesop prawns starts life as colourless, almost a) _____

transparent creatures who drift with the tide. On reaching b) _____

maturity, they drift in shore, reached out to grasp c) _____

the first passing seaweed and, once establish on it, d) _____

they proceed to colouring themselves to blended e) _____

with it. After a week, their colouring are complete f) _____

and they are safe from the close scrutiny. g) _____

3) Complete the following passage by choosing the correct option. The first one has been done as an example:

Martin Cooper, (a) _____ a Motorola researcher and executive, is widely (b) _____ to be the inventor (c)_____ the first mobile phone in 1973. There are (d) _____ categories of mobile phones (e)_____ from basic phones and feature phones (f)_____ as music phones, camera phones to smart phones. The (g)_____commonly used data application on mobile phones (h)_____ text messaging. Mobile phones generally (i)_____power from batteries which (j)_____ be recharged. The use of cellphones (k)_____ while driving as a safety measure.

(a) (i) an
(ii) the
(iii) a
(iv) X

(b) (i) consider
(ii) considered
(iii) considering
(iv) have considered

(c) (i) for
(ii) of
(iii) as
(iv) off

(d) (i) many
(ii) few
(iii) much
(iv) more

(e) (i) are ranging
(ii) ranging
(iii) range
(iv) ranges

(f) (i) some
(ii) like
(iii) such
(iv) similar

(g) (i) much
(ii) more
(iii) most
(iv) many

(h) (i) is
(ii) are
(iii) has been
(iv) being

(i) (i) obtain
(ii) is obtaining
(iii) obtaining
(iv) obtained

(j) (i) would
(ii) can
(iii) may
(iv) should

(k) (i) ban
(ii) was banned
(iii) banning
(iv) is banned

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WORKSHEET- 3

1) Fill in the blanks with suitable verb forms:

INDIAN-AMERICAN WINS DEMOCRATIC PRIMARY IN PHILADELPHIA

Thu, May 20 Iraq war –veteran Indian –American doctor MananTrivedi a) _____ the Democratic Party nomination to contest the November elections to the US House of Representatives from Pennsylvania Congressional district. A doctor-turned war-veteran, Trivedi, 35, (b)_____ Dough Pike, a former local journalist,(c)_____ margin of 672 votes; thus earning the right to challenge Republican incumbent Jim Geralch in the November polls for Pennsylvania seat for the US House of Representatives. Conceding his defeat, Pike in a statement supported Trivedi. The elections(d)_____ Tuesday.

(a) (I) won (II) had won (III) has won (IV) was won
(b) (I) had defeated (II) been defeated (III) was defeated (IV) defeated
(c) (I) through a narrow (II) with a narrow (III) to a narrow (IV) in a narrow
(d) (I) was held on (II) were held on (III) been held on (IV) had been held on

2) In the passage below, one word has been omitted in each line. Write the missing word along with the word that comes before and after it, along with the correct blank number. Ensure that the word that forms your answer is underlined.

a)	Combat sports are sports based the skills used	a) _____
b)	in fighting. In these sports, competitors	b) _____
c)	may not unarmed as is the case with judo and	c) _____
d)	boxing, or armed as fencing and archery.	d) _____
e)	Fencing a combat sport using swords which	e) _____
f)	is played on narrow platform 14m long. It is	f) _____
g)	believed that fencing born out of the historical	g) _____
h)	tradition swordsmanship. In fencing, the competitors	h) _____
i)	to touch specific target areas on their opponent	i) _____
j)	with their sword while avoiding touched themselves.	j) _____

3) **Fill in the blanks with the correct form of the verb given in brackets.**

I _____ (looking) forward to next weekend. On Saturday my father and I _____ (go) to visit Hareton House, which _____ (be) a big old house on the edge of the town. It used to _____ (be) the home of a man called Joseph Fox. It has now _____ (be)turned into a kind of museum. Joseph Fox _____ (be) a wealthy businessman who _____ (travel) all over the world. He _____ (buy) interesting objects in each country he _____ and these _____ (be) now on display at the house. My mother and sister _____ (plan) to come with us but they have _____ (decide) to visit my grandmother instead. She _____ (fall)

and _____ (break) her leg when she _____ (run) to catch a bus last week. _____ (be) an active woman, she _____ (feel) very frustrated at having to _____ (lie) in bed all day.

Choose an appropriate answer for each of the following:

1. This problem .... by your brother yesterday.

a. Was solved
b. Is solved
c. Will be solved
d. Solves

2. My father wrote this book. It ..... by my father.

a) Will be wrote
b) Was written
c) Was write
d) Is written

3. This clock ..... in 1750.

a. Is made
b. Was made
c. Is making
d. Will be made

4. Bronson scored a goal. Yes, a goal .... by Bronson.

a. Is scored
b. Will be scored
c. Scored
d. Was scored

5. This job ... by my friend next week.

a. Is done
b. Did
c. Will be done
d. Was done

6. This house was .... my grandfather.

a. Build for
b. Build by
c. Builded for
d. Built by

7. This exercise will ..... at home by me.

a. Be doing
b. Have done
c. Do
d. Be done

8. **Was the window pane .... the children?**

a. Broke
b. Broken by
c. Broke for

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THE CIVIL SERVICES SCHOOL

d. Broken for

9. All the beds were .... my grandmother.

a. Made by
b. Made of
c. Make by
d. Make for

10. Many writers were .... Shakespeare.

a. Influence by
b. Influenced by
c. Influence for
d. Influenced for

विद्या च विमुच्यते
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WORKSHEET- 4

1. Write the following sentences in reported speech:

Q1. Nancy said, "I may leave tomorrow."
A. Nancy said that she might leave the next day.
B. Nancy said that she might leave tomorrow.
C. Nancy asked if she should leave the next day.
D. Nancy informed me to leave tomorrow.

Q2. Keshav said, "Rita is busy right now."
A. Keshav said Rita was busy.
B. Keshav informed that Rita was busy then.
C. Keshav said Rita had been busy.
D. Keshav informed that Rita is busy.

Q3. The teacher said, "You are suspended!."
A. The teacher exclaimed that I am suspended.
B. The teacher exclaimed to me to suspend.
C. The teacher informed me that I was suspended.
D. The teacher exclaimed that I was suspended.

Q4. He said, "I have been a great mentor."
A. He said that he had been a great mentor.
B. He said that he was a great mentor.
C. He exclaimed that he was a great mentor.
D. He said that he has been a great mentor.

Q5. Vidushi said, "We went for a summer trip."
A. Vidushi said that they went for a summer trip.
B. Vidushi said that they were on a summer trip.
C. Vidushi said that they had gone for a summer trip.
D. Vidushi said they went for a summer trip.

Q6. Rahul said, "I will manage hereafter."
A. Rahul said that he would manage hereafter.
B. Rahul said that he will manage thereafter.
C. Rahul said that he would manage thereafter.
D. Rahul said that he will manage hereafter.

Q7. "I am going out tonight." Manisha said.
A. Manisha said that she was going out tonight.
B. Manisha said that she was going out that night.
C. Manisha said she was going out that night.
D. Manisha said that she will be going out that night.

Q8. The guard asked, "Who are you?"
A. The guard asked who he was.
B. The guard asked me who he was.
C. The guard asks me who he was.
D. The guard asked who I was.

SANSKRITI THE CIVIL SERVICES SCHOOL

Q9. Ravi said, "The concert ended yesterday."
A. Ravi said that the concert had ended yesterday.
B. Ravi said that the concert ended the day before.
C. Ravi said that the concert had ended the previous day.
D. Ravi said that the concert ended already.

Q10. She said, "Bring a glass of water, please."
A. She commands me to bring a glass of water.
B. She requested me to bring a glass of water.
C. She asked me to brought a glass of water.
D. She ordered me to bring her a glass of water.

2) Complete the following passage by choosing the most appropriate options from the ones given below:

Like many Indian children, I grew up (a)_____ the vast, varied and fascinating tales of Mahabharata. Set (b)_____ the end of what the Hindu scriptures term Dvapur Yuga or the third age of the man a time (c)_____ the lives of the gods and the people still intersected, the epic weaves myth, history, religion, science and statecraft (d)_____ stories.

(a) (i) saying (ii) listening to (iii) questioning (iv) celebrating

(b) (i) by (ii) at (iii) from (iv) into

(c) (i) where (ii) from (iii) when (iv) before

(d) (i) as (ii) in (iii) through (iv) into

3) In the passage below, one word has been omitted in each line. Write the missing word along with the word that comes before and after it, along with the correct blank number. Ensure that the word that forms your answer is underlined.

Henry Ford, the founder of mass car production not	a) _____	_____
the easiest person work for. He disliked chewing gum so	b) _____	_____
he banned it his factories. Any worker who disobeyed the rule	c)_____	_____
sent to chew in the street and his pay was deducted. Ford	d)_____	_____
also wanted complete silence and men forbidden to whistle,	e)_____	_____
sing or even talk working. One man was sacked because he	f)_____	_____
was caught talking a colleague and looking around.	g)_____	_____

4) The following passage has not been edited. There is one error in each line. Identify the error and write incorrect word and the correction in the blank given. The first one has been done as an example.

	Error	Correction
Next period they had History.		
The boys look forward to it eagerly.	(a)_____	_____
It was took by D. Pillai, who had earned a	(b)_____	_____
name in the school of kindness and good humour.	(c)_____	_____
He is reputed to have never frowned	(d) _____	_____
And sworn at the boys at any time. His method	(e) _____	_____

SANSKRITI THE CIVIL SERVICES SCHOOL

of teaching History conformed at no (f) _____ _____

canon of education. He told a boys with a wealth of (g) _____ _____
detail the private histories of Vasco da Gama, Clive, Hastings and others.

5) Fill in the blanks using only one word in each blank:
In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested, one of which fills the blanks appropriately. Find out the appropriate word in each case.

Around the world, forests are being __(1)__ at a rate of about thirteen million hectares a year and deforestation accounts for an estimated 17% - 20% of all global emissions. In addition, forests and other terrestrial carbon sinks play a __(2)__ role in preventing runaway climate change, soaking up a full 2.6 Gt of atmospheric carbon every year. The destruction of forests, therefore, not only emits carbon-a staggering 1.6 Gt a year, which severely __(3)__forests capacity to absorb emissions from other sources-but also drastically __(4)__the amount of forested land available to act as a carbon sink in the future.

However, the effects of deforestation extend beyond carbon. Rainforests __(5)__ a wide variety of ecosystems services, from regulating rainfall to purifying groundwater and keeping fertile soil from __(6)__; deforestation in one area can seriously damage food production and __(7)__ to clean water in an entire region. The value of global ecosystem services has been estimated at 33 trillion USD each year (almost half of global GDP), but these services have been taken for granted without a mechanism to make the market reflect their value. Rainforests are also a home and __(8)__ of income for a huge number of people in Africa, Asia and South America. __(9)__ this, economic pressures frequently drive both logical communities and national governments in the developing world to __(10)__ these forests in ways that are unsustainable, clear-cutting vast areas for fuel, timber, mining or agricultural land.

1.	A. ended	B. destroyed	C. extinct	D. killed	E. wasted
2.	A. tough	B. important	C. vital	D. biggest	E. effective
3.	A. affects	B.diminishes	C. increases	D.alternates	E. impairs
4.	A. plagues	B. develops	C. reduces	D.shortens	E. influences
5.	A. Sell	B. Offer	C. give	D. provide	E. earns
6.	A. transforming	B. decoding	C. erupting	D. draining	E. eroding
7.	A. handiness	B. excess	C. availability	D. access	E. supply
8.	A. beginning	B. source	C. ways	D. references	E. measure
9.	A. Despite	B. Also	C. Inspite	D. Apart	E. Beside
10.	A. exploit	B. encompass	C. nurture	D. work	E. improve

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6) **Read the conversation given below and then convert it into reported speech.**
Rashmi : I have invited four friends for dinner tonight.
Renu: I will also call my friends.
Rashmi: What should we serve them for dinner?
Renu: We can serve them Chinese food.
Rashmi told Renu_
a. that she had invited four friends for dinner that night.
b. that she had invited four friends for dinner tonight.
c. that I had invited four friends for dinner that night.
d. that I have invited four friends for dinner that night.

Then Renu said
a. that she would also call her friends
b. that she will also call her friends
c. that I would also call my friends
d. that I will also call my friends

Rashmi asked
a.What should we serve them for dinner?
b. What should we serve them for dinner.
c. what they should serve them for dinner
d. what should they serve them for dinner.

Renu suggested
a. We can serve them Chinese food.
b. We could serve them Chinese food.
c. they can serve them Chinese food.
d. they could serve them Chinese food.

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WORKSHEET- 5

1) Fill in the blanks with one word only:

Child marriages _____(is, are) rampant in North India. The curse _____(continue, is, continues) to blight the lives of people _____ (even, because) as the country stands (on, at, of) _____ the threshold of the 21st century. Children bound (by, to, of, from) _____ marriages are victims of blind customs and superstitions prevalent in rural areas and in certain urban concentrations as well. (Nothing, something, anything)_____ seems to stop this anti-social practice (despite, though, even as, since)_____ the Child Marriage Act passed as early as in 1929, which (prohibits, makes, seems, verifies) _____ child marriage a grave offence.

2) In the passage below, one word has been omitted in each line. Write the missing word along with the word that comes before and after it, along with the correct blank number. Ensure that the word that forms your answer is underlined.

The Egyptians embalmed their dead they believed the	a) _____
deceased born after death for existence in the	b) _____
afterlife. The Egyptians devoted great effort preserving	c) _____
the lifelike appearances of corpses they believed that the	d) _____
deceased needed physical bodies the next life. They	e) _____
preserved bodies by drying them placing them within a	f) _____
protective covering. Several styles of mummification	g) _____
used, depending upon wealth of the deceased's family.	h)_____

3) The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction, against the correct blank number.

Situated at the southern bank of the Yamuna river, the Taj	a) _____
Mahal is composed by four identical facades, each containing	b) _____
the large central arch 33m high. A large bulb-shaped dome, of	c) _____
73m tall, rises over the centre, with four smaller domes	d) _____
surrounding it. The building is raised at a square podium by	e) _____
a minaret at each corner. It is flanked with two red sandstone	f) _____
buildings—a mosque and its replica. Visitors approaches the	g) _____
Taj by an imposing red sandstone gate, decorated by	h) _____
inscriptions from the Koran.	

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4) Read the following dialogues. Fill in the blanks to complete the passage.

Ram: Have you done today's English Homework?

Rajesh: No, I had to go to my uncle. So I could not do it.

Ram: Can you show me your notebook when you have done it?

Rajesh: Ok, I will.

Ram asked Rajesh (a) _____. Rajesh answered in the negative saying (b) _____. Then Ram requested Rajesh (c) _____. Rajesh readily agreed to this.

6) **Complete the following paragraph by choosing the correct word/ words from the options given below.**

When the old lady a) _____ to her flat she saw at once that the burglars b) _____ in her absence. Though he burglars themselves c) _____ no longer, there she saw at once that they d) _____ because there was a burning cigarette in the ashtray. Probably they e) _____ the lift coming up and f) _____ down the stairs. But in their hurry one of them dropped his wallet. The old lady called the police and all of them were arrested.

a)	i) return	ii) returning	iii) returned	iv) had returned
b)	i) break	ii) broke	iii) had broken	iv) were breaking
c)	i) be	ii) were	iii) was	iv) are
d)	i) just leave	ii) just leaving	iii) are just leaving	iv) had just left
e)	i) heard	ii) hear	iii) had heard	iv) hearing
f)	i) run	ii) were running	iii) ran	iv) had run

Convert the following into reported speech.
Choose the correct option.

Q1. He said, "Let us have dinner here."

A. He proposed that we had dinner there.
B. He asked if we wished to have dinner there.
C. He said that we should have dinner there.
D. He said that we had dinner there.

Q2. The salesman said, "Are you interested in the scheme?"

A. The salesman said that if I was interested in the scheme.
B. The salesman said that if I were interested in the scheme.
C. The salesman asks if I am interested in the scheme.
D. The salesman asked me if I was interested in the scheme.

Q3. She said, "Shut the door!"

A. She asked me whether I would shut the door.
B. She ordered me to shut the door.
C. She said that I should shut the door.
D. She shouted and said to shut the door.

Q4. She said, "They will be leaving soon."

A. She said that they would leave soon.
B. She said that they are leaving.
C. She said that they would be leaving soon.
D. She said that they will leave soon.

Q5. "Alas! It can't be this bad" he said.

A. He exclaimed with sorrow that that couldn't be that bad.
B. He grieved that it couldn't be that bad.
C. He said that it was really that bad.
D. He said with sorrow that that was bad.

Q6. The teacher said, "The wind is a renewable energy source."

A. The teacher said that the wind was a renewable energy source.
B. The teacher said that the wind is a renewable energy source.
C. The teacher told that the wind is a renewable energy source.
D. The teacher tells that the wind was a renewable energy source.

Q7. The secretary said, "Is Mr. Fisher in his office?"

A. The secretary said that if Mr. Fisher was in his office.
B. The secretary enquired if Mr. Fisher was in his office.
C. The secretary enquired that if Mr. Fisher was in his office.
D. The secretary asked if Mr. Fisher had been in his office.

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WORKSHEET- 6

1) Complete the following passage using the correct form of the verb in brackets:

Traffic lights were first _____ (use, used, being used, using) in the 1920s. They are devices used for _____ (to regulate, for regulation, regulating, regulated) the flow of traffic. The early types controlled the traffic flow in cities only in three ways: they showed only a red light _____ (saying, which said, says, to say) STOP, a green light _____ (saying, which said, says, to say) GO, or a yellow light _____ (to tell), telling, which told, tells) the drivers to be ready for a change. Problems arose when at the crossroads some drivers _____ (having wanted, to want, wanting, wanted) to turn right, found themselves blocked by other vehicles _____ (going, to go, gone, went) straight across the junctions. _____ (preventing, prevented, prevent, to prevent) from _____ (turn, turning, turned, to turn) right, they had _____ (stopped, stopping, stop, to stop) in the middle of the crossroads. Then, when the lights changed, vehicles _____ (came, had come, coming, come) from right angles to them were also blocked.

Various methods were invented _____ (to deal, dealt, dealing,deal) with this difficulty. One-way streets, _____ (to design, were designed, designing, designed) to make right turns illegal, were introduced. Another method, _____ (saw, see, seen, will see) at many intersections today, is to _____ (have, had, having, to have) two different green lights, one with a vertical arrow, _____ (allow, allowing, allowed, to allow) vehicles _____ (go, going, to go, will go) straight ahead only, and the other, with a right-angled arrow, _____ (permitting, permitted, will permit permit) right turns only. However, at most intersections left turns are free even when the light is red.

2) Complete the following passage by choosing the correct options:

(a) Five people _____ and 59 people were rescued from a disabled boat carrying suspected asylum-seekers in the Indian Ocean, Australia's government said on Sunday.

(i) has been dead (ii) have been dead (iii) has died (iv) were feared dead

(b) While speaking to the media persons at Kathmandu on Sunday, Prime Minister of Nepal, Madhav Kumar Nepal, said that _____ until the Maoist combatants were integrated and its paramilitary structure was dissolved.

(i) he will not resign (ii) he would not resign(iii) he could not resign (iv) he cannot resign

(c) Twin blasts rocked a university in Islamabad a while back. Early reports say at least four persons died and _____ in the suicide attack outside the chairman's office.

(i) 16 were injured (ii) 16 are injured (iii) 16 have been injured (iv) 16 had been injured

(d) Thousands of people stepped out of their houses to witness the longest Solar eclipse in their lifetime. The next such total solar eclipse _____, in 2132.

(i) may only happen 105 years later (ii) will be happen 105 years later (iii) will only happen 105 years later (iv) might happen 105 years later.

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3) In the passage below, one word has been omitted in each line. Write the missing word along with the word that comes before and after it, along with the correct blank number. Ensure that the word that forms your answer is underlined.

Peak hour traffic scenario a cartoonist's delight.	a) _____
Hassled motorists wipe off sweat their forehead,	b)_____
accusing each other lack of traffic sense in loud	c) _____
voices. It is almost legendary now that one Asia's	d) _____
wealthiest cities, Singapore, has one of calmest	e) _____
traffic. A number of major land use transportation	f) _____

studies carried out to prepare long term plans for Singapore Development. It was evident the planners that traffic congestion to be addressed first.

g) _____
h) _____
i) _____

4) **Given below are a few sentence connectors. Use them appropriately in the passage that follows:**

and	**but**	**also**	**however**	**instead**
or	**so**	**therefore**	**too**	

It was a wet 1) _____ windy night. I really wanted to spend the evening reading a book 2) _____ watching television,3) _____ there was absolutely no chance of that. I had to attend a meeting of the Literati Club at the Community Centre. I would have loved to ring up 4) _____ say that I couldn't go. 5) _____ , I had agreed to give a talk at the meeting, 6) _____ I couldn't let everyone down. 7) _____ I always give my neighbour a lift to the meeting. She doesn't have a car 8) _____ the bus service is very poor. She 9) _____ has no other means of getting there. I sometimes give one of the other members a lift 10) _____ , 11) _____ she had already called to say that she was going with her friend 12) _____ .

Choose the appropriate options to complete the sentences.

1. I.....all night long, and I must get some sleep, or else I.....asleep during the exam.
A) have been studying / will fall
B) was studying / fall
C) am studying / was falling
D) studied / have fallen
E) study / am going to fall

2. The main staple food.....in Ethiopia is a flat, sour, spongy bread which .... *injera*.
A) to eat / calls
B) having eaten / has been called
C) to have eaten / has called
D) eating / was called
E) eaten / is called

3. The famous animal conservationist .....to raise funds for her latest African project when she.....in a tragic accident.
A) has been trying / had killed
B) had been trying / killed
C) would try / was being killed
D) tried / has been killed
E) was trying / was killed

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4. In Japan, all buildings.....during the past decade are designed..... powerful earthquakes.
A) building / withstanding
B) built / to withstand
C) having built / to be withstood
D) to build / to have withstood
E) to be built / having withstood

5. You.....to Bali in the high season unless you ..... reservations.
A) don't go / will make
B) can't go / were making
C) haven't gone / would make
D) shouldn't go / have made
E) wouldn't go / make

6. In Turkey, people can now buy as much foreign currency as they like,.....it was not always.....
A) yet / too
B) so / already
C) thus / yet
D) but / so
E) still / either

7. You will have to study for years..... you intend to read the ancient Greek classics In the original.
A) if
B) unless
C) so
D) yet
E) nor

8. Ted thought.....would be a good Idea to study with friends rather than on ..... but In the end they just listened to music and played cards.
A) they / them
B) it / his own
C) he / himself
D) theirs / him
E) his / their own

9. Although he is 75 years old and drinks and smokes, Mr. Winston doesn't have problems with his lungs,.....does he suffer from a bad liver.
A) each
B) rather
C) unless
D) nor
E) whether

10. .....his money for several years, Jerry had enough.....his master's degree without any help from his family.
A) Being saved / financing
B) Saving / being financed
C) To be saved / having financed
D) Having saved / to finance
E) To save / financed

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WORKSHEET- 7

1) Read the following dialogues. Fill in the blanks to complete the passage.

Gennie: Why have you not brought my dress?
Dimi: I haven't brought it because I had gone to my cousin's house with my mother, so I forgot to keep it.
Gennie: Don't give me lame excuses. I want to know the truth.
Dimi: I am sorry Gennie. I was playing with my friends till late. I forgot that you needed it today.

Gennie asked Dimi (a) Why have you not brought my dress?
b. she had not brought her dress?
c. she had not brought her dress.
d. had she not brought her dress

Dimi said that she (a) she hadn't brought it because I had gone to her cousin's house with my mother and forgot to keep it.
b. she hadn't brought it because she had gone to her cousin's house with her mother and so she had forgotten to keep it.
c. she hadn't brought it because she had gone to her cousin's house with my mother and so she had forgotten to keep it.
d. she hadn't brought it because she had gone to her cousin's house with her mother and so she forgot to keep it.

Gennie (a) said don't give me lame excuses.
b. told her don't give me lame excuses.
c. asked her not to give any lame excuses.
d. asked her to not give any lame excuses

and further added that she wanted to know the truth. Dimi said that she was sorry and further added that she was playing with her friends and she had forgotten that she needed it that day.

2) The following passage has not been edited. There is one error in the first nine lines. Write the incorrect word and the correction as given in the example against the correct blank number.

	Error	Correction
Gone <u>were</u> the days when classical dancing	(a) were	are
was anything your family forced on you as a kid.	(b) _____	_____
Today, more and more people are turning on it	(c) _____	_____
even as adults, to learn a new skill but tone up	(d) _____	_____
their body. Classical dance is much more than the	(e) _____	_____
weight loss exercise. Not only does it helps one	(f) _____	_____
relieve stress but it also give balance, strength.	(g) _____	_____
and flexibility.		

3) Read the following choose the correct option to convert each into direct speech:
Q1. He said that the grandmother would be visiting.
A. He said, "The grandmother will visit."
B. He said, "The grandmother shall visit."
C. He said, "The grandmother must be visiting."
D. He said, "The grandmother may be visiting."
Q2. Mr. Steven said that that explanation was easier.
A. Mr. Steven said, "That explanation is easier!"

B. Mr. Steven said, “This explanation was easier.”
C. Mr. Steven said, “This explanation could be easier.”
D. Mr. Steven said, “This explanation is easier.”

Q3. He said to his wife that they should buy a new car.
A. He said to his wife, “We shall buy a new car.”
B. He said, “Wife, let us buy a new car.”
C. He said to his wife, “We can buy a new car.”
D. He tells his wife, “We may buy a new car.”

Q4. The King ordered that they should celebrate their victory.
A. The King said, “One should celebrate their victory.”
B. The King said, “We should celebrate our victory.”
C. The King said, “I order everyone to celebrate.”
D. The King said, “We may celebrate.”

Q5. The head said to the staff that they had thought of a solution.
A. The head said, “We have a solution.”
B. The head said to the staff, “We have thought of a solution!”
C. The head said to the staff, “We have thought of a solution.”
D. The head said, “We have been thinking of a solution.”

Q6. He asked who had been responsible for that.
A. He said, “Who was responsible for this?”
B. He said, “Who has been responsible for this?”
C. He said, “Who is responsible for this?”
D. He said, “Who shall be responsible for this.”

Q7. She exclaimed with joy that that was her birthday party.
A. She said, “It is my birthday party.”
B. She said, “On! It is my birthday party.”
C. She said, “I have been waiting for my birthday party.”
D. She said, “Yay! It is my birthday party.”

Q8. Anthony said that I should definitely visit there.
A. Anthony said, “You shall definitely visit here.”
B. Anthony said, “You should definitely visit there.”
C. Anthony said, “You may visit there once.”
D. Anthony said, “Everyone should definitely visit there.”

Q9. He asked me whether you were ready or he should wait.
A. He said to me, “Is she ready or shall I wait?”
B. He said, “Are you ready or should I wait?”
C. He said to me, “Are you ready or shall I wait?”
D. He said, “Are you ready or not?”

Q10. Kiara said that she had been planning for that for a while.
A. Kiara said, “I had a plan for this for a while.”
B. Kiara said, “I have planned for this for a while.”
C. Kiara said, “I have been planning for this for a while.”
D. Kiara said, “I planned this for a while.”

4) Complete the passage by choosing the correct options from those given below.

Sea water, (a) _____ freshwater or rainwater is very salty (b) _____ taste. The saltiness (c) _____ due to the presence of (d) _____ minerals in sea water. The total amount of (e) _____ minerals is termed (f) _____ salinity and measured in grams of salt in a kilogram of salt water. (g) _____ feature of sea water is (h) _____ the amount of dissolved salt varies from place to place.

(a) (i) dislike (ii) unlike (iii) like (iv) likely

(b) (i) to (ii) in (iii) for (iv) as

(c) (i) was (ii) has (iii) is (iv) are

(d) (i) much (ii) little (iii) no (iv) many

(e) (i) dissolving (ii) dissoluted (iii) dissolved (iv) dissolve

(f) (i) as (ii) like (iii) in (iv) for

(g) (i) The (ii) An (iii) A (iv) Some

(h) (i) which (ii) that (iii) this (iv) then

5) Fill in the blanks with the most appropriate option given below.

2,000 DUCKS DIE OF POISONING IN COLOMBIA Bogota, May 19 (IANS/EFE)
More than 2,000 migratory ducks from Canada (a)_____ after eating poisoned rice. The birds (b) _____ near the city of San Martin, municipal official Ramon Galvis told reporters. This is a criminal act because they (farmers) (c) _____, Galvis said. 'Every duck that ate the seeds ended up like this, dead'. The number of dead birds may be higher since thousands (d) _____, the official added.

(a) (i) are dead (ii) have been (iii) have died (iv) had been

(b) (i) were found dead in rural areas (ii) are found dead in rural areas (iii) found dead in rural areas (iv) has been found dead in rural areas

(c) (i) have used poisoned seeds (ii) might have used poisoned seeds (iii) had used poisoned seeds (iv) used poisoned seeds

(d) (i) comes to this area in search of food (ii) came to this area in search of food (iii) had come to this area in search of food (iv) come to this area in search of food

Q 6) Fill in the blanks with an appropriate word.
Birds and animals live in the lap(a) _____ (of, off, by ,at) nature and can predict the likely changes accurately. Swallows usually fly high(b) _____(towards, on, over, above) the sky. But during a storm, they come down and fly close (c) _____(to, through, by, across)the ground. Watch the swallows carefully. If they fly low, you (d) _____(can, could, will, may) be sure of

strong winds. Even a toad is (e) _____(a, the, one, most) reliable weather man. Normally it is silent but (f) _____(when, if, as, during) the rain comes, it croaks happily.

Q7) The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction. The first one has been done as an example:

The jungle was thick for dense. We	eg.For and
had to hold on to the vines to avoiding	(a) _____ _____
slip on the mud paths. We had	(b) _____ _____
walked for four hours but everyone	(c) _____ _____
were tired. The sun was shining brightly	(d) _____ _____
generating heat and vapour which will	(e) _____ _____
soon turn from rain. We were given some	(f) _____ _____
bread and cheese. After we had ate, the	(g) _____ _____
trip began again. Some of the weaker	
members were already feeling tiring.	(h) _____ _____

Q8 Read the conversation and then complete the passage given below:
Inspector: What is the matter, boys?
Varun: My bicycle is stolen.
Inspector: Where did you park your bicycle?
Varun: I parked it under a tree.

The Inspector asked the boys _____. Varun replied _____. The Inspector wanted to know _____. Varun told him _____.

Q9. **Complete the passage by filling in the blanks from the options given . The first one has been done for you.**

In volcanic areas, underground water 1) can often rise to a temperature of 200° . Nowadays, wells 2) are _____ drilled to extract the steam that is used to drive turbines. This is 3) _____ of the world's fastest growing sources of energy. 4) _____ the water is heated by enormous reservoirs of cooling rock several kilometres across, geothermal steam is 5) _____ to be a renewable energy resource. Even in non-volcanic areas, underground water can 6) _____ heated by natural radioactivity. In this case, however, it is necessary to drill deeper before the water is as hot as 200° .

1)	i) could	ii) can	iii) must	iv) might
2)	i) is	ii) been	iii) are	iv) being
3)	i) any	ii) some	ii) one	iv) few
4)	i) As	ii) While	iii)Though	iv) Even
5)	i) called	ii) said	iii) regarded	iv) told

6) i) be ii) been iii) being iv) is

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WORKSHEET 8

Grammar Worksheet

I) Fill in the blanks using an appropriate word:

The plant world is an immense store (a) _____**(of, by, to, an)** active chemical compounds. Nearly half the medicines we use today are herbal (b) _____**(in, of, by, to)** origin, and A quarter contains plant extracts or active chemicals (c) _____ **(derived, found, present, seen)**directly from plants. Many more are (d) _____ **(also, yet, soon, more)** to be discovered, recorded and researched; only a few thousand (e) _____**(has, have, are, known)** been studied. (f) _____ (**throughout, all, in, outside)**the globe, the hunt will always be on to find species that could form the bases of new medicines.

II) Read the passage given below. Each line has an error. Write the correct word along with the incorrect one in the space provided:

		Incorrect	**Correct**
Patriotism is a love for one's own country.	E.g.	**a**	**the**
It teaches a man with love his own	(a)	_____	_____
native land more than anything else.	(b)	_____	_____
A patriot thinks that none sacrifice	(c)	_____	_____
is to great for his own country. He is	(d)	_____	_____
ever prepared to die with his motherland.	(e)	_____	_____
But an narrow-minded exclusive patriotism	(f)	_____	_____
is dangerous. Patriotism often make people	(g)	_____	_____
unjust in their estimate for people of other	(h)	_____	_____
countries.			

III) One word has been omitted in the passage given below. Find the missing word and write it in the space provided along with the word that comes before and after the word:

		Before	**Word**	**After**
India is current tourism hotspot. Some	(a)	_____	_____	_____
of the epithets used referring to the nation	(b)	_____	_____	_____
include 'Destination the Millennium' and 'Land	(c)	_____	_____	_____
Of All Seasons'. India a culture of warm hospitality.	(d)	_____	_____	_____
In India it is that honouring guests	(e)	_____	_____	_____
equals to honouring God. Guest is welcomed	(f)	_____	_____	_____
our home and hearth cheerful gratitude. This	(g)	_____	_____	_____
tradition has become the unique selling of the	(h)	_____	_____	_____
modern tourism industry.				

IV) Fill in the blanks using the most appropriate word:

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Conversation is indeed (a) _____ most teachable (b) _____ all arts. All you need to do in order to become a good conversationalist is to find a subject that (c) _____ you and your listener. You can talk about hobbies (d) _____ instance. But the important thing is to talk about the other person's hobby rather than your own. Therein lies the secret (e) _____ your popularity. There is nothing (f) _____ pleases people so much as your interest in their interest. A (g) _____ conversationalist can be effective (h) _____ if he/she is able to blend humour, wit, presence of mind, knowledge of various things and logical thinking (i) _____ fine proportion.

A.1. the
2. a
3. one
4. is

B. 1.off
2. of
3. form
4. through

C. 1.interests
2. attracts
3. suits
4. is

D.1. as
2. for
3. of
4.by

E. 1. To
2. of
3. from
4. for

F.1. that
2. for
3. to
4. really

G1. Good
2. serious
3. engaging
4. successful

H. 1. In
2. to
3. of
4. through

V) Rewrite the conversation using reported speech:

Aviv: How will you reach the venue?

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THE CIVIL SERVICES SCHOOL

Bhavani: I am planning to take a cab.
Aviv: is it possible for you to pick me up on the way?
Bhavani: sure. Are you carrying your laptop?
Aviv: yes, it has the final presentation.

Aviv asked Bhavani (a)_____. Bhavani said that (b) _____. Aviv asked (c) _____. Bhavani agreed and then asked Aviv (d) _____. Aviv answers in the affirmative and then informed her (e) _____

1. (a) How will you reach the venue?
b. How he would reach the venue?
c. how he would reach the venue.
d. how would he reach the venue

2. B. a.I am planning to take a cab.
b. he was planning to take a cab
c. I was planning to take a cab
d. that he planned to take a cab

3. C. a. is it possible for you to pick me up on the way?
b. if it was possible for him to pick him up on the way?
c. . if it was possible for him to pick him up on the way
d. if would be possible to pick me up on his way.

4.E a.it has the final presentation.
b. It had the final final presentation
c. it had had the final presentation
d. yes, it had the final presentation.

Choose the correct answer:

QI) David said, "Can we go tomorrow?"
A. David said if we can go tomorrow.
B. David asked if they could go the following day.
C. David asked if we could go tomorrow.
D. David said whether we could go tomorrow.

Q2. The student said, "Ma'am, please extend the deadline."
A. The student asked the teacher to extend the deadline.
B. The student said if the teacher would extend the deadline.
C. The student requested ma'am to extend the deadline.
D. The student said that ma'am should extend the deadline.

Q3. He said, "Ah! You are here."
A. He exclaimed with delight that I was there.
B. He said that he was delighted that I was there.

SANSKRITI THE CIVIL SERVICES SCHOOL

C. He exclaimed with joy to see me there.
D. He said it was a joy to see me there.

Q4. The maid said, "I gave them the address."
A. The maid asked whether she should have given the address to them.
B. The maid informed me that she had given the address to them.
C. The maid said that she would give them the address.
D. The maid said to give the address to them.

Q5. The driver said, "Do you want to halt for a while?"
A. The driver said if we wanted a halt for a while.
B. The driver asked if we want to halt for a while.
C. The driver asks if we wanted to halt for a while.
D. The driver asked if we wanted to halt for a while.

Q6. The suspect said, "I am not guilty!"
A. The suspect exclaimed that he was innocent.
B. The suspect shouted that he was not guilty.
C. The suspect exclaimed that he was not guilty.
D. The suspect said that he has been found not guilty.

Q7. "Don't make noise in the library." the librarian said.
A. The librarian said not to make noise in the library.
B. The librarian ordered me not to make noise in the library.
C. The librarian said to be quiet while in the library.
D. The librarian asks me to not make any noise.

Q8. Ms. Nita said, "Reschedule the meeting to next Monday."
A. Ms. Nita asked to reschedule the meeting to the following Monday.
B. Ms. Nita asked for the meeting to be rescheduled to the next Monday.
C. Ms. Nita said to reschedule the meeting for Monday.
D. Ms. Nita asked for the rescheduling of the meeting for the following Monday.

Q9. Philip said, "I was playing football."
A. Philip said that he was playing football.
B. Philip said that he would be playing football.
C. Philip said that he had been playing football.
D. Philip said that he plays football.

Q10. Jen said, "I like drawing sketches."
A. Jen said that she liked drawing sketches.
B. Jen said that she has liked drawing sketches.
C. Jen said that she liked to draw sketches.
D. Jen said that she likes drawing sketches.

Q11. Jacob said, "Have you read this book?"
A. Jacob asked me if I have read this book.
B. Jacob asked me if I had read that book.
C. Jacob asked me if I would read this book.
D. Jacob asked me if I had been reading this book.

Q12. She said to him, "It is good to see you!"

SANSKRITI IAS PUBLIC SERVICES SCHOOL

A. She exclaimed that it was good to see him.
B. She exclaimed that she was happy to see him.
C. She exclaimed that it is good to see him.
D. She exclaimed that it was good to see me.

Q13. He said, "How much is left to do?"
A. He asked how much had been left to do.
B. He asked how much had been left to be done.
C. He asked how much was left to be done.
D. He asked how much was still left.

SANSKRITI
THE CIVIL SERVICES SCHOOL

WORKSHEET 9

Exercise 1
Read the conversation given below and complete the paragraph that follows.
Ganga: How did you spend your holidays?
Gautham: I went for cricket coaching. What did you do?
Ganga: I went for the NTSC coaching classes.
Gautham: At least during the holidays you could have enjoyed yourself.
Ganga: I enjoyed going for the coaching classes.

Ganga asked Gautham (a) _____ holidays. Gautham said that (b) _____ Cricket coaching and wanted to know (c_____ during the holidays. When Ganga told him that she had gone for NTSC coaching classes, Gautham told her that she could have enjoyed herself during the holidays. Ganga replied that (d) _____ _____ the coaching classes.

1a. a. How he had spent his holidays
b. How had he spent his holidays
c. How he spent his holidays
d. how did he spend his holidays

2b.
a. he went for
b. He had gone
c. he had went
d. he gone

3c. a. what had he done
b. what did he do
c. what he did
d. what he had done.

4d.a. she enjoyed going for
b. She had enjoyed going for
c. I enjoyed
d. I had enjoyed

SANSKRITI
THE CIVIL SERVICES SCHOOL

Exercise 2
Complete the following passage with the most appropriate words from the options given.

An ATM, or Automated Teller is (a) ____ **(a, an, the, no word**) simple machine which (b) ____ **(acting, acted, acts, is acted)** as an extension of a bank even (c) ____ **(as, which, when, where)** the bank is closed. The machine (d) ____ **(was, is, has been, should be)** usually placed (e) ____ (**at, of, in, on)** a small room with a security guard stationed outside. You can (f) ____ **(withdraw, withdrawal, withdrawn, withdrew)** money from your account, deposit cheques, order (g) ____ **(a,**

an, the, no word) cheque book, get (h) ____ **(my, our, somebody's, your**) account statements etc. The ATMs work round the year 24 hours a day.

Exercise 3

On the basis of the newspaper headlines given, complete the sentences with the options give below each.

(a) China Develops Medical Robot

A Polytechnic University in China …… that can conduct surgeries.
i) have developed a medical robot
ii) has developed a medical robot
iii) is developing a medical robot
iv) will be developing a medical robot

(b) Bomb Blast Kills 17 Soldiers

A bomb blast in the cantonment area of Islamabad ……
i) killed 17 soldiers
ii) has killed 17 soldiers
iii) had killed 17 soldiers
iv) have killed 17 soldiers

(c) Suchitra Sen in Hospital

Bengali actress, Suchitra Sen …… with high blood pressure and fever.
i) was admitted into hospital
ii) is admitted into hospital
iii) had been admitted into hospital
iv) has been admitted into hospital

Exercise 4

The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction in your answer sheet as given below against the correct blank number. Remember to underline the word you have supplied.

Newton had a little dog name Diamond name (incorrect) / named (correct)

One day when he is fifty years	(a) _____
old, he went out of his room, left the	(b) _____
dog asleep. On the table lie his	(c) _____
papers. They contained all the discovery which	(d) _____
he had made while the last twenty years. When	(e) _____
he was gone, down rose little Diamond. He	(f) _____
jumped upon the table and overthrow the lighted	(g) _____
candle. The papers caught fire. They were reduce	(h) _____
to a heap of ashes.	

Exercise 5

SANSKRITI THE CIVIL SERVICES SCHOOL

Read the following conversation carefully and complete the following passage.

Ruby: Raj, how is your knee today? Is it still giving trouble?
Raj: No. It feels a lot better today. I went to a doctor and he told me it was only a pulled ligament. I should be fine for Saturday's game.
Ruby: Great. But why don't you take it easy today? Maybe just practice throwing. Don't do any running.
Raj: OK.

Ruby asked Raj (a) _____
and if it was still giving him trouble. Raj replied that (b) _____He told him that he had gone to the doctor, who (c) _____ that it was only a pulled ligament. He(d)_____ for Saturday's game. Ruby then suggested that he should take it easy that day and just practice throwing and not do any running.

a) A. how his knee was that day
B. how was his knee
C. how my knee was today
D. how was his knee today

b. A.in the negative and said it felt a lot better that day.
B. No, It feels a lot better today
C. said no, it feels a lot better that day
D. in the negative and said it feels a lot better today.

c. A. he told me
B. he told him
C. had told him
D. had told me

d. A. told him that I should be fine
B. told me that I should be fine
C. he assured me that I should be fine
D. he assured him that he should be fine

Choose an appropriate option for each of the following:

SANSKRITI
THE CIVIL SERVICES SCHOOL

1. The money ..... stolen by the thieves if you leave it there.

A. Was

B. Will be

C. Has been

D. Is

2. Mr Johnson ..... this book.

A. Is translated by

B. Translated by

C. has translated

D. Was translated

3. This policeman ..... that man.

A. Was arrested by

B. Arrested for

C. Arrested

D. Will be arrested

4. We will ..... by that teacher.

A. Be teached

B. Have taught

C. Be taught

D. Been taught

5. Many things ..... in this house.

A. Is said

B. Are said

C. They say

D. They are said

SANSKRITI
THE CIVIL SERVICES SCHOOL

6. This mansion ..... in 1750.

A. Is built

B. Was built

C. Will be built

D. Builded

7. They will ..... this car soon.

A. Be bought

B. Buying

C. Buy

D. Is bought

8. This car will ..... soon.

A. Be bought

B. Be buying

C. Buy

D. Is bought

9. The jar ..... by the guest.

A. Was broken

B. Broke

C. Is broken

D. Breaks

10. The centre forward ..... a goal.

A. Was scored

B. Scoring

C. Is scored

D. Has scored

SANSKRITI
THE CIVIL SERVICES SCHOOL

Dialogue writing

The dialogue completion task requires you to follow some rules.

- The language used should be simple and the tone should suit the relationship between the speakers.
- The dialogue should read like real speech; however, it should not include any unessential information.
- Remove filler words and only include information that contributes to the situation.

Complete the following dialogue between a secretary and her boss.

Boss: Mary, why haven't you sent that report on new products to the marketing department yet?

Mary: I'm sorry, Sir. I was just going to send it.

Boss: ……

Mary: Yes, I was, but …….

Boss: ……

Mary: Yes, the production department sent some more files in the morning. I have been busy all this while adding new information to the report.

Boss: Oh, I see. ……..?

Mary: Yes, I have drafted the report.

Boss: Okay, then, ……..

Solution

Boss: Mary, why haven't you sent that report on new products to the marketing department yet?

Mary: I'm sorry, Sir. I was just going to send it.

Boss: But you were supposed to have sent it yesterday itself?

Mary: Yes, I was, but I was waiting for more information from the production department.

Boss: Have you received all the information you need?

Mary: Yes, the production department sent some more files in the morning. I have been busy all this while adding new information to the report.

Boss: Oh, I see. Have you finished drafting the report?

Mary: Yes, I have drafted the report.

Boss: Okay, then, send it right away.

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THE CIVIL SERVICES SCHOOL

Dialogue completion

Exercise 1

Read the following conversation and complete the dialogues :

Meera : Where have you been, Riya ? It's _____

Riya : I had gone to Shillong for two months.

Meera : _____

Riya : My maternal grandmother.

Meera : _____

Riya : All of us except my father. He couldn't take off from work.

Meera : _____

Riya : _____

Exercise 2

Complete the given dialogues appropriately :

Amiya : We are going on a trip to Manali next week. _____ ?

Ravish : It's not possible for me to join you on this trip.

Amiya : _____ ?

Ravish : My cousin's coming from Denmark.

Amiya : _____ ?

Ravish : Only for a week.

Amiya : Oh ! Maybe you could _____ ?

Ravish : I can't promise you that. He does want to spend time with his family and I wouldn't want to take that away from him !

Amiya : Alright, we'll miss you though !

Ravish : _____.

SANSKRITI
THE CIVIL SERVICES SCHOOL

Questions :

1. Write a dialogue between cousins planning a summer vacation trip.
2. Write a dialogue between two students who haven't done their homework.
3. Write a dialogue between a father and daughter on time management.
4. Write a dialogue between two friends on the online mode of learning.
5. Write a dialogue between family members on the need to spend more time together.
6. Write a dialogue between siblings one urging the other to reduce the volume of music being played as the other has to study.

REVISION I

1) Use the words given in brackets and fill in the blanks to complete the following passage:

My family (a) _____ (be) of five members. Each of them (b) _____ (be) very kind and helpful. My mother, as well as my two sisters (c) _____ (is)good in household work. I, who (d)_____ (be) the eldest, (e)_____ (help) my father in shopping. Neither of my sisters (f) _____ (be) arrogant, though they both (g) _____ (is) good in studies. All of us (h) _____ (is) good at sports as well.

2) The points given below describe the procedure for opening a Savings Account in a bank. Read the procedure and then complete the following explanation using a phrase in each space. The first one has been done for you.

1. collect a form from the counter
2. fill in all the required information
3. attach passport size photographs
4. get form attested by an account holder
5. submit form along with Rs,1000/- at cash receipt counter
6. collect passbook on following day

The form for opening a Savings Account (a) can be collected from the counter. All the necessary information (b) _____ in and two passport size photographs (c) _____.Next, the form (d)_____ by an account holder in the same bank who would introduce the new account opener. The form (e) _____ along with Rs. 1000/- at the cash receipt counter and a receipt (f) _____ for the amount. The following day, the(g) _____ from the bank.

4) Read the conversation given below and complete the following in Reported Speech:

Shopkeeper : Good morning! How can I help you, Sir?

Customer : I would like to buy a tennis racket for my son.

Shopkeeper : Would you like a Titanium or a wooden one?

Customer : Show me the different varieties before I decide.

Shopkeeper : Sir, all the rackets are on display in that corner. Please see them and let me know.

Shopkeeper: No ma'am, it is not for sale.

The shopkeeper wished the customer good morning and (a) _____ _____. The customer said (b) _____ _____ his son. The shopkeeper enquired whether he wanted a Titanium or a wooden one. The customer asked (c) _____

_____. The shopkeeper told the customer (d) _____. He could see and let him know.

5) Join each of the following pairs of sentences using the conjunction given in brackets.

1. Work hard. You will pass. (If)

_____.

2. Give full attention to your studies. You will succeed. (Unless)

_____.

3. Hurry up. You will miss the train. (Unless)

_____.

4. Ruth ran very fast. She could not catch up with Mark. (Though)

_____.

5. He has already delivered a good performance. Nobody can question his eligibility. (Since)

_____.

6. I know. He is a brave boy. (That)

_____.

7. 'Would you like to accompany me?' He asked. (Whether)

_____.

8. We all respect him. He is an honest man. (Because)

_____.

9. She cannot go to work. She fully recovers from her illness. (Before)

_____.

10. Jane is quite warm and friendly. Her sister is quite warm and friendly. (Both…and)

_____.

SANSKRITI
THE CIVIL SERVICES SCHOOL

REVISION II

1. Choose the most appropriate options to complete the dialogue given below:

Anchal : (a) _____ shouting wildly?
Mary : What is life without some sound and fury?
Anchal : I know that but I (b) _____ music from my teacher when school reopens if my project is incomplete.
Mary : (c) _____ in the next room and do your work?
Anchal : Are you sure if that room is sound proof?

(a) i. could you stop ii. can you stop
iii. will you stop iv. would you stop

(b) i. would have to face ii. will have to face
iii. should have to face iv. shall have to face

(c) i. why can't you sit ii. why don't you sit
iii. why didn't you sit iv. why shouldn't you sit

2. There is an error in each line. Write the incorrect word identified. In the other, write the correct alternative. One has been done for you as example.

	Incorrect	**Correct**
Majority people know how important silence is.	Majority	Few
It is important for him whom initiates it,	(a)_____	
and him to who it is addressed.	(b)_____	
Raj may be good looking and have a MBA	(c)_____	
degree, but silence is an skill he is yet to master.	(d) _____	

3. Complete the passage by filling in the blanks by choosing the most appropriate alternative from those given below:

He has 1) _____ money yet he is not happy. 2)_____ reason is his desire for 3) _____ and 4) _____ money. Whatever he has, he can't take care of properly. 5) _____ times he has had IT raids on his bungalow and factories. If he learns to be satisfied, his misery can be reduced but 6) _____ will teach him?

1)	i) a lot of	ii) more	iii) much	iv) many
2)	i) Only	ii) The	iii) a	iv) That
3)	i) only	ii) the	iii) a	iv) that
4)	i) only	ii) the	iii) a	iv) that
5)	i) Many	ii) Some	iii) A lot of	iv) The few
6)	i) who	ii)one	iii) some	iv) none

LITERATURE

Prose

The Fun they Had- Isaac Asimov

Learning Outcomes :

- The students will be able to understand the text and to compare the present system of education to the future one.
- To offer observations, make connections, speculate, interpret, and raise questions in response to the text.

Knowledge:

- Students understand a text being read.
- Students find characters in the text and can describe them
- After reading the story they can identify the advantages and disadvantages of the present and future school system.
- They select information.

Skills:

- Students analyse the text.
- They work with different sources of information.
- They search for and classify information.
- They can identify and interpret correctly the feelings of the characters in the story
- They are able to work in groups.
- They can create a characteristic of a character based on the story.
- They can complete the tasks successfully

Competences:

- They can identify and interpret correctly the feelings of the characters in the story
- They are able to work in groups and individually, too.
- They can accept other members of the group
- They can understand the emotions of the characters, they are emphatic

Isaac Asimov (born January 2, 1920, Petrovitch, Russia—died April 6, 1992, New York, U.S.)is an America writer and a biochemist. He is best known for his science fiction written for the layperson. He wrote or edited about 500 volumes, of which the most famous are those in the Foundation and Robot series.

In this short story, Asimov takes us to the future, year 2157. He introduces us to two young children who chance upon a book as we know it today. Having been born in a world where technology has permeated almost all aspects of human life, Margie and Tommy wonder what school life in the past would seem like. We also get a peek into the future where real books have been replaced by telebooks and human teachers have been substituted by mechanical teachers. While the students can now 'attend' school in the comfort of their home, Margie imagines a school where children would study and play together. Despite all the comforts that technology can provide to make our lives convenient, it cannot fulfil our need for companionship.

Reference to Context

"What a waste. When you're through with the book, you just throw it away, I guess."

a. Identify the speaker. Who is he/she speaking to?
b. What is being described as 'a waste'? Why?
c. What has 'it' been replaced by in the speaker's time?

Answer the following questions in about 30-40 words:

1. How was the book found in the attic different from those that Tommy and Margie were used to?
2. Why did Margie hope that the County Inspector wouldn't know how to put her mechanical teacher together again?
3. What kind of a school did Margie's grandfather attend?

Answer the following question in about 100-120 words:

1.The future of the human civilization hinges on technological advancements. Asimov's story describes a futuristic school with technology at the centre of it, yet the protagonist doesn't seem content. With relevant examples, discuss the hazards of computer-based education that forecloses the possibility of human interaction.

2. Even though the future depends on technological development, advancements made without human touch will only lead to discontentment. Elaborate with instances from the chapter.

<u>Words and Expressions 1 Workbook work : Page 14 listening; page 18 formal letter</u>

Read the questions and choose the correct answer :

Question 1.
"……..If you don't like it, you don't have to read the book"- Who said this?
(a) Tommy
(b) Margie
(c) County Inspector
(d) Mrs. Jones

Question 2.
Who didn't want a strange man as a teacher?
(a) Tommy
(b) Blair
(c) Mrs. Jones
(d) Margie

Question 3.
What does a century mean?
(a) 10 years
(b) 1000 years
(c) 100 years
(d) 110 years

Question 4.
Margie and Tommy took their lessons via

SANSKRITI
THE CIVIL SERVICES SCHOOL

(a) Real book
(b) Mechanical teacher
(c) Attending schoolrooms
(d) None of the above

Question 5.
Tommy's mechanical teacher was away for
(a) Nearly 2 months
(b) Nearly 1 month
(c) Nearly 3 months
(d) Nearly 2.5 months

Question 6.
After fixing the mechanical teacher, _____ smiled
(a) Margie
(b) Tommy
(c) Mrs. Jones
(d) County Inspector

Question 7.
Approximately how long did the inspector take to fix the mechanical teacher?
(a) 2 hours
(b) 1 hour
(c) 3 hours
(d) 4 hours

Question 8.
What did Margie hope for when the county inspector took the mechanical teacher apart?
(a) That it rains
(b) That Tommy finds the real book
(c) That the inspector will never know how to put back the mechanical teacher
(d) That she gets a long holiday

Question 9.
The County Inspector had a
(a)Blue face
(b)Brown face
(c)Red face
(d)Whiteface

Question 10.
Who found the real book?
(a)Margie
(b)Mrs. Jones
(c)Tommy
(d)County Inspector

SANSKRITI
THE CIVIL SERVICES SCHOOL

Question 11.
Did Margie have fixed hours of study?
(a) No
(b) she studied off and on
(c) Yes, she had fixed time and hours daily to study except Saturday and Sunday
(d) None of the above

Question 12.
Why did Margie hate school?
(a) because of the mechanical work using a machine
(b) she did not have fun
(c) the constant homework
(d) the tests that she was always failing
1. only a
2. a,b,c
3. a,c,d
4. only d

Question 13.
The section of which subject was completely deleted from Tommy's computer?
(a) English
(b) History
(c) Social Studies
(d) Geography

Question 14.
In which subject was Margie failing repeatedly?
(a) Science
(b) History
(c) English
(d) Geography

Question 15.
With whom is the mechanical teacher contrasted with?
(a) with other teachers
(b) with old teachers
(c) with human teachers
(d) with other robots

Question 16.
Who went to a real school in buildings?
(a) Margie
(b) Tommy
(c) Teachers
(d) Margie and Tommy's ancestors

Question 17.
What subjects did Margie and Tommy learn?
(a) Mathematics
(b) Science

SANSKRITI
THE CIVIL SERVICES SCHOOL

(c) Geography
(d) All of the above

Question 18.
What is a telebook?
(a) an e-book
(b) an electronic book
(c) book stored in a computer
(d) all of the above

Question 19.
What was strange about the book for Margie?
(a) its title
(b) its pages
(c) its still words printed on page
(d) its color

Question 20.
What did Tommy find?
(a) an old book with yellow crinkly pages
(b) a yellow-paged book
(c) a brand new book
(d) a diary

Question 21.
Who are Margie and Tommy?
(a) cousins
(b) siblings
(c) friends
(d) neighbors

Question 22.
Which year has the story been set in?
(a) 2057
(b) 1957
(c) 2157
(d) 2257

Question 23.
Who is the main character of the story?
(a) parents
(b) children
(c) Margie
(d) Tommy

Question 24.
What is a Virtual Classroom?
(a) class outside classroom
(b) class in the garden

SANSKRITI
THE CIVIL SERVICES SCHOOL

(c) class in the field
(d) where learning done is through computer software and internet

Question 25.
To which world does the story take the readers to?
(a) future world
(b) past world
(c) present World
(d) future world where computers will play a major role

Extract based questions
Read the following extracts and answer the questions that follow

Question 1
MARGIE even wrote about it that night in her diary. On the page headed 17th May, 2157, she wrote, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to . on a screen , you know. And when they turned back to the page before, it had the same words on it that it had when they read it the first time.

i) What strange thing did Margie find one day?

a) A new computer

b) A newspaper

c) A book with fixed words

d) A new game

ii) How is the old book different from E-book?

a) Cannot be read on computer

b) Has non-moving /fixed words

c) It plays music

d) Has pictures in it

iii) Which word in the passage means the same as humorous?

a) Read

b) Funny

c) Awful

SANSKRITI
THE CIVIL SERVICES SCHOOL

d) Wrinkled

iv) How long ago were the old schools around?

a) Centuries ago

b) Fifty years ago

c) Thousands of years ago

d) Ten years ago

Question 2 : *'Gee', said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."*

"Same with mine", said Margie. She was eleven and hadn't seen as many tele books as Tommy had. He was thirteen.

She said "Where did you find it?"

"In my house." He pointed without looking because he was busy reading. "In the attic."

"What's it about?"

"School."

i) Tommy calls this old book a waste because

a) it could not be stored

b) it was costly

c) pages could not be turned

d) did not teach anything

SANSKRITI
THE CIVIL SERVICES SCHOOL

ii) The old book was about

a) movies

b) paintings

c) school

d) house

iii) Which word in the passage is antonym of 'less'?

a) Million

b) Slight

c) Plenty of

d) Deficient

iv) What is a tele book?

a) It is made of pages

b) Full of printed words

c) Book on screen

d) Book on cartoons

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The Sound of Music by Deborah Cowley

1. **The Sound of Music**

Learning Outcomes:
Part 1: Evelyn Glennie
Learning Outcomes
Students will :

- develop sensitivity towards differently abled people.
- to undertake a piece of individual research.
- understand the character of Evelyn.
- develop and enhance their critical reading skills.

Part I: Evelyn Glennie
Deborah Cowley, writer and broadcaster, writes about Evelyn Glennie, is a Scottish virtuoso percussionist. She was the first full-time solo percussionist in 20th-century western society. Profoundly deaf (meaning severely impaired but not completely deaf) since the age of 12, the percussionist identifies notes by vibrations she feels through her feet and body; she insists her deafness is irrelevant to her ground-breaking, critically acclaimed work.
Cowley's article encapsulates the journey of the artiste as she follows her passion and leaves an indelible mark in the field of music, her physical shortcomings notwithstanding. The lesson shows her resilience, perseverance and humility. Glennie does not stop after achieving success and also devotes time to social causes.

Part 2: Ustad Bismillah Khan
Learning Outcomes
Students will :

- Be introduced to a Music Maestro acquainted with various musicians and instruments of Indian classical music.
- Believe in the importance of simplicity and hard work in one's life.
- Develop love for the motherland through Bismillah khan's biography.
- Appreciate the concept of communal harmony

Part II: Bismillah Khan
The second part of this section is about the shehnai and the name that is synonymous with shehnai in India, Bharat Ratan, Bismillah Khan. The lesson gives us an insight into the life of Khan, his devotion to his art and his love for India. Like Glennie, Khan also believed in reinventing his art and was a pioneer in his field. He was proud of his heritage and tried to promote classical music among the youth. Like Glennie, his humility and passion make him an icon of Indian classical music.

Answer the following questions in about 30-40 words:

1. How did percussionist Ron Forbes help Evelyn in overcoming her limitations?
   Sample Answer:
   Percussionist Ron Forbes was the first person to recognize the untapped potential of Evelyn Glennie in the field of music despite her hearing impairment. Once he tuned two large drums to different notes for her, enabling her to feel the sensation of their beats. He repeated this exercise for her, making her realize that music could be felt too and not only be heard. From that point onwards, there was no looking back for Evelyn Glennie.

2. Evelyn Glennie is a stellar performer and a very humble person too. Comment.
3. Describe the way in which Evelyn 'feels' music.
4. What were Evelyn's achievements after she joined the Royal Academy of Music, London?

At the age of sixteen she joined the Royal academy of Music in London. She made music her passion. At the end of three years she captured most of the top awards. She also became the world's most sought after multi-percussionist who achieved mastery in several instruments. In 1991, she received the prestigious Soloist of the Year Award that is awarded by the Royal Philharmonic Society.

5. How is Ustad Bismillah Khan's life a perfect example of the rich cultural heritage of India?
6. How did a pungi evolve into a shehnai?

Answer the following question in about 100-120 **words:**

7. How is Evelyn Glennie a 'shining inspiration' for the differently abled?
8. Evelyn only had a physical limitation. Mentally, she was an exemplary woman with an indomitable spirit . Substantiate with suitable examples.
9. The biographies of Ustad Bismillah Khan and Evelyn Jennie inspire us to appreciate music and to be awake to the many sensations of music. Comment.

Multiple Choice Questions –
Reference to Context

1. *"They called her name and she didn't move. I suddenly realised she hadn't heard."*

A. Who is the speaker of the above lines?
i. Evelyn Glennie
ii. Isabel Glennie
iii. Ron Forbes
iv. Evelyn's teacher

B. Why was her name called?
i. to take the roll call
ii. to collect her prize
iii. to play the piano
iv. to play the violin

C. Why didn't she move?
i. she was busy talking
ii. she slept by mistake
iii. she couldn't hear her name being called
iv. she was standing far away

2. *"It was her first day at the prestigious Royal Academy of Music in London and daunting enough for any teenager fresh from a Scottish farm. But this aspiring musician faced a bigger challenge than most"*

A. Who is being referred to in the above lines?
B. What do you understand by the expression 'fresh from a Scottish farm?'
C. What was the bigger challenge that the aspiring musician had to face?

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3. *"For years to come the temple of Balaji and Mangala Maiya and the banks of the Ganga became the young apprentice's favourite haunts where he could practise in solitude. The flowing waters of the Ganga inspired him…"*

A. Who does 'the young apprentice' refer to?

i. Ali Bux
ii. Rasool Bux Khan
iii. Paigambar Bux
iv. Bismillah Khan

B. What is the meaning of apprentice? Why is he referred to as the young apprentice?

i. someone who hires a skilled person for a particular period of time/he became the youngest teacher
ii. someone who hires a skilled person for a particular period of time/ he had been getting lessons in playing the shehnai from his uncle
iii. someone who has agreed to work for a skilled person for a particular period of time/he became the youngest teacher
iv. someone who has agreed to work for a skilled person for a particular period of time/ he had been getting lessons in playing the shehnai from his uncle

C. How did the flowing waters of the Ganga inspire him?

i. made him improvise and invent raagas that were earlier considered to be beyond the range of the pungi
ii.made him improvise and invent raagas that were earlier considered to be beyond the range of the shehnai
iii. made him improvise and invent raagas that were earlier considered to be beyond the range of the tabla
iv. Ganga inspired him to wake up early and practice various raagas

Choose the correct option:

1. '..... she felt the vibrations of the approaching train'. It means that
    1. was fond of listening to the sounds of trains.
    2. could only make out the arrival of the train through vibrations.
    3. the train was making a lot of noise as it approached the platform.
    4. Evelyn could not see the approaching train and so relied on the noise it was making to know its arrival.

2. Evelyn concealed her growing deafness from friends and teachers because she
    1. was afraid of getting punished.
    2. was too proud to reveal her handicap.
    3. did not want to be ridiculed.
    4. thought it was not a serious matter.

3. 'Everything suddenly looked black' when
    1. a serious nerve damage was discovered.
    2. Evelyn's parents took her to a specialist.
    3. Evelyn was fitted with hearing aids and sent to a school for the deaf.
    4. Evelyn could not play the piano.

4. Evelyn took to percussion instruments because

1. she was very fond of 'rhythm'- based music.
2. she could feel the vibrations through different parts of her body.
3. she began her serious practice with a xylophone.
4. percussionist, Ron Forbes, spotted her potential.

5. 'My speech is clear because I could hear till I was eleven', says Evelyn.
    1. she learnt speaking after her eleventh year.
    2. a person cannot learn speaking if born deaf.
    3. her speech was not clear before she attained the age of eleven.
    4. practice is necessary to achieve clarity in speech.

6. Evelyn removes her shoes while performing because
    1. that is the way she shows her respect to music
    2. she feels uncomfortable in her shoes on a stage.
    3. she cannot walk properly on a stage with her shoes on.
    4. she has to feel the resonance of music flowing into her body.

7. Evelyn expresses music beautifully because she
    1. has mastered some thousand instruments.
    2. does not hear what she plays and hence is spontaneous.
    3. feels the music more deeply through her entire body than other musicians.
    4. gives regular concerts and so gets a lot of practice.

8. Evelyn also displays social commitment by
    1. giving free concerts in prisons and hospitals.
    2. giving priority for young musicians.
    3. being an example for deaf children.
    4. giving enormous pleasure to millions of people.

Words and Expressions 1 Workbook Page 22 Unseen,24, unseen, 28 vocabulary

The Little Girl by Katherine Mansfield

Learning Outcomes:

- understand the feelings of others
- understand the character from the point of view of another character.
- analyse their own personality and come up with a perception of their own self.
- express opinions with clarity and convincingly.
- describe the kind of relationship between Kezia and her parents;
- comment on Kezia's father's attitude towards her and analyse its impact on her personality;
- analyse own relationship with parents in terms of mutual communication and expectations;
- suggest ways to promote a healthy relationship between parents and children
- make inferences and predictions based on information in the text;
- infer meanings of unfamiliar words;
- identify author's purpose and tone.

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Kathleen Mansfield Murry (1888-1923) was a prominent New Zealand modernist *short story writer who was born and brought up in colonial New Zealand and wrote under the pen name of Katherine Mansfield.*
The short story The Little Girl is the story of Kezia who was terrified of her father. We look at the family from the perspective of the little girl who sees her father as a giant. She stutters in his presence and has to be urged constantly to talk to him. Kezia finds solace in the company of her grandmother, who is compassionate and a good listener to the concerns of the little girl. She doesn't enjoy much freedom as a child. On an occasion, when Kezia is punished by her father for destroying important documents for his birthday gift, she questions why God had created fathers in the first place. It is much later, when her father comforts her after a nightmare that Kezia is able to connect with her father. He might be different from Mr Macdonald who spends time with his children, but he is definitely kind. There is acceptance as she forgives him for past actions and understands that he has to work hard.

Reference to Context

1. ***'And every day he had to work and was too tired to be a Mr. Macdonald...'***

a) Who is the 'he' referred to in the above lines?
b) What did Kezia realize about her father? Explain with reference to the given line.

2. ***"What did God make fathers for?" she sobbed.***

a) Who is the speaker in the above line?
b) Who is she speaking to?
c) Explain the context of the given line**.**

Answer the following questions in about 30-40 words:

3. Why was Kezia intimidated by her father? Explain with instances from the text.

4. What was unusual about Kezia' stuttering?

5. Describe the complex relationship between the father and daughter in the story. How did her father exhibit his love for her?

6. What did Kezia observe about her neighbours? Why did she like Mr. Macdonald?

Sample Answer
The McDonalds who lived next door made an exuberant, lively, playful family. Looking through the vegetable garden-wall, Kezia saw the five children playing with their father, turning a hose at him and the father tickling the children. When compared with her scary father who never played with her, Kezia saw the height of love between father and children next door and she loved the MacDonald family.

Answer the following in 100-120 words :

7. Was Kezia's father justified in punishing her for ruining his great speech? Give reasons.
8. Describe the relationship between Grandmother and Kezia.
9. How did Kezia's mother going to the hospital bring about a change in the household? How did she become closer to her father? What precipitated this change?
10. What was Kezia's nightmare? How would you interpret it?

11. Elaborate on the statement that, 'love and affection can create bridges and improve relationships. '

12. Describe the father from Kezia's point of view. Write it as a conversation between her and an imaginary friend.

Some examples:

1. ***...figure to be feared and avoided.***
2. ***...terrifying to the little girl.***
3. ***... big like a giant.***
4. ***difficult to talk to***
5. ***... strict/ cruel***

Multiple Choice Questions:

Question 1.
On the night of hue and cry, after Kezia was put to bed, she watched
(a) Evening light making sad little patterns on the floor
(b) A cartoon
(c) The mood through the window
(d) A nightmare of a giant

Question 2.
How did Kezia see the Macdonalds playing?
(a) While studying in her room
(b) Through a gap in the fence
(c) While returning from school
(d) From the terrace

Question 3.
This chapter portrays
(a) The relationship between a girl with her grandmother
(b) A hard phase of life
(c) Relationship between a little girl with her parents
(d) The envy of a little girl with a cruel father

Options:
1. a,b,c
2. a,b,d
3. b,d
4. a,c

Question 4.
After getting a beating from her father, the next time Kezia sees him she
(a) Runs away to her grandmother
(b) Sits down in silence

SANSKRITI THE CIVIL SERVICES SCHOOL

(c) Puts both hands behind her back
(d) runs to her mother

Question 5.
Kezia can't stay in the dak because she says it gets
(a) Cloudy
(b) Whispery
(c) Sultry
(d) Cold

Question 6.
Kezia screamed out "Grandma! Grandma!" at night and found
(a) Her grandmother beside her bed
(b) Alice with her teddy bear
(c) Her mother beside her bed with a candle
(d) Her father beside her bed with a candle

Question 7.
Who suggested Kezia to make a gift for her father?
(a) her mother
(b) her grandmother
(c) Mr. Macdonald
(d) Alice

Question 8.
What did Kezia's father do in the drawing room on Sunday afternoons?
(a) reads newspaper
(b) has his tea
(c) talks to her mother
(d) sleeps on the sofa

Question 9.
Where did grandmother send Kezia on Sunday afternoons?
(a) to the playground
(b) to the church
(c) to her friend's house
(d) to her father and mother in the drawing room

Question 10.
How did Kezia feel when she had to speak to her father?
(a) joyful and ecstatic, she would laugh
(b) confident and exuberant, they had a lot to talk about and agree on
(c) self-conscious and scared, she would stutter while speaking to him
(d) depressed and lonely, she would often begin to cry

SANSKRITI
THE CIVIL SERVICES SCHOOL

Question 11.
What kind of a father was Mr. Macdonald?
(a) light hearted
(b) very strict
(c) rude
(d) harsh

Question 12.
What changed Kezia's perception about her father?
(a) his scolding, that made her understand him better
(b) her grandmother, who explained his true nature
(c) her mother, who tried to comfort her
(d) the situation, the night she had a nightmare he comforted her

Question 13.
What did Kezia wish for?
(a) she wished her father to be happy, playful and friendly like Mr.Mcdonald
(b) a good night's sleep without any nightmares
(c) to live alone with her mother and grandmother
(d) to be left alone without her father making her nervous and scared

Question 14.
Why did Kezia avoid her father?
(a) she wanted to surprise him
(b) she wanted to check him
(c) she wanted to play hide and seek
(d) she was afraid of him

Question 15.
Why did Kezia's efforts to please her father irritate him?
(a) he appears to have no patience, understanding or sensitivity
(b) he was unhappy and tired and mentally exhausted
(c) didn't know how to speak to the children, thought of them as a bother
(d) she had torn his important speech papers, anxious about it

Options:
1. a,b,d
2. a,d
3. b,c
4. a,b,c

Question 16.
How did Kezia's grandmother help her to have a better relation with her father?
(a) by asking her to make a gift for him
(b) by sending her to talk to him in his room as often as she could
(c) by getting her involved by doing little tasks for him

SANSKRITI
THE CIVIL SERVICES SCHOOL

(d) all of the above

Question 17.
Who is the author of this story?
(a) Katherine Hepburn
(b) Katherine Mansfield
(c) Emily Dickinson
(d) Jane Austen

Words and Expressions 1 Workbook Page 38 To Kill a Mocking Bird extract, Pg 48 Que Sera Sera

A Truly Beautiful Mind

Learning Outcomes:

- reflect on the contribution made by some famous scientists.
- identify the qualities common to these scientists.
- develop critical thinking skills.
- Appreciate the need for world peace and how to balance it with the growth of science and its discoveries
- make inferences and predictions based on information in the text;
- infer meanings of unfamiliar words;
- identify author's purpose and tone
- transfer information in the text into a graphic organizer;

The lesson is a short biographical piece on Albert Einstein (1879-1955). It tells us about the life of one of the greatest scientific minds of the 20th century. Einstein was a non-conformist and abhorred unreasonable notions imposed by the society through its various institutions such as family and school. He could think out of the box and worked passionately in the field of science. We also meet Mileva Maric, his first wife, who shared his passion for science. Einstein was not only a great scientist but also a far sighted and sensitive individual. He understood the devastating consequences of nuclear weapons and till end of his life, put up a fight to end the arms race.

Reference to Context Questions :

He also felt a special interest in a fellow student, Mileva Marie whom he found to be a clever creature.

a) Who is he in the above extract?
b) Mileva Marie was clever by what standards?

c) What other interest did 'he' have at the university of Zurich?

Answer the following questions in about 30-40 words:

1. What did Einstein's mother mean by the remark about Mileva that 'She is a book like you.'?
2. How was Einstein's 'Theory of Relativity ',a scientific revolution
3. Why did Einstein leave the school in Munich for good?
4. At what stage of life did Einstein evolve further from a genius in Mathematics and science to a world citizen?
5. What character trait is evident by his selection of friends?

6. Who were the people who considered Einstein peculiar and mention why? Did he at any stage prove them wrong?

7. What was Einstein's stance concerning nuclear weapons?

SampleAnswer:
It was a letter by Einstein to the President of USA describing the ferocity of nuclear weapons in the hands of Germany that inspired USA to develop its own nuclear weapon. However Einstein was a pacifist, and shocked at the devastation caused by the bombs, in Hiroshima and Nagasaki, he fought against nuclear weapons and conducted a lifelong campaign for nuclear disarmament.

Answer in 100-120 words

1.Albert Einstein is both a genius in his own field and a caring individual rolled in one. Pick put examples from the text to throw light on both aspects of his character.

2. Taking ideas from the poem No Men Are Foreign, discuss Einstein's perspective on how wars can annihilate everything and elaborate on how he did his best to spread the message of peace. (LAQ- 100-120 Words)

Multiple Choice Questions

A Truly Beautiful Mind.

1. Einstein was deeply shaken by the extent of the destruction. This time he wrote a public missive to the United Nations. In it he proposed the formation of a world government. Unlike the letter to Roosevelt, this one made no impact. But over the next decade, Einstein got ever more involved in politics — agitating for an end to the arms buildup and using his popularity to campaign for peace and democracy.

1. As per the passage, how had Roosevelt responded to Einstein's letter?
a.Negatively
b. Affirmatively
c. Doubtfully
d.Frantically

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2. According to Einstein, the formation of a world government would lead to…….?

a. Peace and Harmony
b. Less destructive tendencies among nations
c. Restriction on the horrific construction of destructive bombs and weapons
d. Diplomatic relationship among nations

3. What did Einstein "use" to combat destructive ways of the nations?

a. His charm
b. His convincing arguments
c. His popularity
d. His scientific knowledge

4. According to the passage a public missive is….

a. A public message
b. An open warning
c. A formal announcement
d. An open letter

5. Based on the passage, the meaning of the word agitating CANNOT BE TRUE for which of the following words?

a. Irritating
b. Struggling
c. Repelling
d. Combating

Read the passage given below and answer the questions that follow:

Question 1:

A headmaster once told his father that what Einstein chose as a profession would not matter, because "he will never make a success at anything". Einstein began learning to play the violin at the age of six, because his mother wanted him to. He later became a gifted amateur violinist, maintaining this skill throughout his life.

1. What was the headmaster's opinion about Einstein ?
2. Why did Einstein learn to play violin ?
3. Find a word from the passage that means "having great natural ability

Question 2:

Einstein was deeply shaken by the extent of the destruction. This time he wrote a public missive to the United Nations. In it he proposed the formation of a world government. Unlike the letter to Roosevelt, this one made no impact.

1. What did Einstein write and to whom ?
2. Why did he write a letter to Roosevelt earlier ?
3. Find the word from the extract that means – 'a long and official letter.

Question 3:
"The pair finally got married in January 1903, and had two sons. But a few years later, the marriage faltered".

1. Name the "pair" referred to in the above lines.
2. What happened to their marriage ?
3. Which word from the extract means "became weak" ?

Question 4:
He also felt a special interest in a fellow student, Mileva Maric, whom he found to be a "clever creature". This young Serb had come to Switzerland because the University in Zurich was one of the few in Europe where women could get degrees. Einstein saw in her an ally against the "philistines"- those people in his family and at the university with whom he was constantly at odds.

1. Who is "clever creature" and "young Serb" in the passage ?
2. Why did the young Serb come to Switzerland ?
3. What was the attitude of Einstein towards the young Serb ?

Words and Expressions 1 Workbook 55-58 Einstein and Gandhi

The Snake and the Mirror by Vaikom Muhhamad Basheer (Translated by V. Abdulla)

Learning Outcomes :

- understand the central theme
- enhance analytical skills
- Analyse the story
- predict the events
- support analysis with inference
- appreciate the language and humour
- compare it with real life situations and popular conceptions of ideas of marriage and educational qualifications
- explain what happens to the mental faculties when faced with emotions like fear
- Writes short answers /paragraphs /reports using appropriate vocabulary and grammar on a given theme in order to demonstrate language comprehension and communication skills along with critical thinking skills

Vaikom Muhammad Basheer (1908 –1994) was a Malayalam fiction writer from the state of Kerala in India. He was a humanist, freedom fighter, novelist and short story writer. He was noted for his path-breaking, disarmingly down-to-earth style of writing that made him equally popular among literary critics as well as the common man.

The Snake and the Mirror is about a homeopath who had just set up his practice. His earning were meagre and he lived in a shabby house. He thought he was an eligible bachelor and admired his

good looks. His grand plans for his marriage and future were rudely interrupted he heard a thud and realised that there was a snake in the room. It soon slithered around his shoulder. He could not move or speak. Humbled by this unexpected encounter, he started thinking of God, a force more powerful than himself. Soon, however, the snake saw its reflection in the mirror and seemed to be enamoured of his own reflection. The narrator ran to save his life. He returned only to realise that he had left his house open and was robbed of him limited belongings and cash, all except, a dirty vest.

Reference to Context Question:

'I was but a poor foolish stupid doctor…..'

(a) When and why does the doctor say this?
(b) What is the doctor's opinion about himself earlier ?
(c) What does it reveal about his state of mind?

Answer the following questions in about 30-40 words:

1. Was the doctor economically well off? Support your answer with information from the text.

Sample Answer: *No, he was not economically well off as he says he lived in a rented ,rat infested house without electricity. He had just started his medical practice and his earnings were poor. He also says that he had a mere sixty rupees in his trunk along with a few dhotis and kurtas and a solitary black coat.*

2. What does the author mean when he says, 'The wind god seemed to have taken off…..?'
3. Why does the doctor say, ' I leapt into the yard and ran for all I was worth!'
4. When did the doctor feel like a foolish, weak person?
5. What kind of woman did the doctor decide to marry and why?

Answer in about 100-120 words

6. Was the author arrogant? Was he also courageous? Support your answer with incidents from the text.

Multiple choice questions

Choose the correct answer :

1. What kind of a doctor was the author?
a) Ayurvedic doctor.
b) Allopathic doctor.
c) Naturopathy doctor.
d) Homeopathy doctor.

2. Which medical book did the doctor have?
a) Homeopathy.
b) Book of medical practice.
c) Materia Medica.
d) A novel in Malayalam.

3. The mirror was a symbol of his pride of being
a) a doctor.
b) a handsome man.

SANSKRITI
THE CIVIL SERVICES SCHOOL

c) a handsome bachelor and doctor.
d) a bachelor.

4. After taking a close look at his face in the mirror, the doctor decided to:

a) shave daily, grow a moustache and keep his smile.
b) maintain his bachelor status and live in peace.
c) keep his hair straight and neat and oiled.
d) marry a rich doctor and run a joint medical clinic.

5. Why was the author turn into a statue?

a) The snake was wrapped around his arm.
b) The snake was large and he was cursed.
c) He was immobilised with fear.
d) He was too proud to move or surrender

6. What kind of wife did the doctor wish for?

a) A thin wife.
b) A fat and rich wife.
c) A thin and rich wife.
d) a healthy wife

7. What did the incident with the snake teach the doctor?

a) be less vain.
b) be a better doctor.
c) be bolder.
d) marry a thin wife.

8. Why was the vest not stolen?

a) It was used.
b) It was dirty.
c) It had holes in it.
d) The thief did not need it.

Answers:

1 (d) 2 (c) 3 (c) 4 (a) 5 (c) 6 (b) 7 (a) 8 (b)

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Words and Expressions 1 Workbook Pg.71,72 Reported Speech

My Childhood by A.P.J. Abdul Kalam

Learning Outcomes:

- understand the key areas of the narrative.
- recognise individual effort in bringing about greater and more significant changes
- Appreciate the life and principles of Kalam through his biography

- Appreciate the influences in life and how they shape the perspective of an individual
- identify the main idea(s) in the text;
- identify specific details;
- distinguish main idea(s) from supporting detail;
- distinguish fact from opinion

This autobiographical except by the former president of the country, Dr. Kalam, shares some of his experiences from his childhood. He talks about the people who became his role models, his parents and his teachers. He learns humility and discipline from his father and kindness and charity from his mother. His teacher, Sivasubramanium Iyer taught him an important lesson, to be persistent in face of challenges. The lesson shows us the impact that family, neighbourhood and school can have on children. It also shows us the change is an inevitable yet a gradual phenomenon. It takes time to let go of old, redundant habits, think rationally and embrace change.

Reference to Context

...but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.

a. Who is Lakshmana Shetty?
b. Who has been referred to as 'this young teacher' in the above extract? Why did he need to be reformed?
c. What did Shetty do to bring about this reform?
d. What is the meaning of the word 'conviction' ?

Answer the following questions in about 30-40 words:

1. How did the war impact the people of Rameshwaram?

Sample Answer:

Initially their town was completely unaffected by war. Things changed after India joined the Allied forces in the second world war. There was suspension of the train halt at Rameswaram station. The newspapers now had to be bundled and thrown out from the moving train on the Rameswaram Road

2. Why does Kalam call his science teacher ' a rebel'?
3. Discuss Sivasubramania Iyer's idea of bringing about social change?
4. How does Kalam's father convince his mother to let Kalam leave his hometown for further studies?

Answer the following question in about 100-120 **words:**

1.Family is the first school of every child. The values that they learn from their parents and other family members often become essential traits of their personality. Kalam and his friends also inherited qualities such as kindness, humility and a fair sense of judgement from their parents. Discuss with examples from the text.

2. Write an informal letter as any one of the characters based on the incident that took place in the school in about 100-120 words.

Reference to context questions

1. ***"I felt so sad, and so did Ramanadha Sastry. He looked utterly downcast as I shifted to my seat in the last row."***

A. Who is 'I' in the above lines? Why did he/ she feel sad?
i. Kalam/ new teacher did not let him play
ii. Kalam/ new teacher did not let him sit with his hindu best friend
iii. Kalam/ new teacher scolded him for talking loudly
iv. Kalam/ he did not want to attend school

B. Who looked utterly downcast and why?
i. Kalam/ he was made to shift his seat
ii. Kalam/ he was insulted in front of the class
iii. Ramanadha Sastry/ separated from his best friend, Kalam
iv. Ramanadha Sastry/he was insulted in front of the class

C. What can we say about Ramanadha Sastry based on the above lines?
i. He was a rebel
ii. He was a staunch believer of the caste system
iii. He did not let the difference in religion affect his friendship
iv. He was secular but the new teacher's words had a lasting impact on him

D. The meaning of downcast is:
i. extremely happy
ii. extremely angry
iii. sad and without hope
iv. downtrodden

2. ***"Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, but instead, served me with his own hands and sat down beside me to eat his meal."***
A.What could have perturbed Sivasubramania Iyer?
i. the tasteless meal
ii. his wife's refusal to serve the muslim guest
iii. his wife's refusal to prepare the meal of his choice
iv. his wife's refusal to eat the meal

B.Why did Sivasubramania Iyer not get angry with his wife?
i. he was too tired to fight with her
ii. he knew if he wished to change any system, he would encounter problems
iii. he didn't want to create a scene in front of his guest
iv. he knew that it was not his wife but he who was at fault

C. Based on the above extract, choose the characteristic that DOESN'T FIT Sivasubramania Iyer:
i. broad-minded
ii. tolerant
iii. garrulous
iv. progressive

3. ***"Your children are not your children. They are the sons and daughters of Life's longing for itself. They come through you but not from you. You may give them your love but not your thoughts. For they have their own thoughts."***

a) Who said the above lines and to whom?
b) In what context have the lines been spoken?
c) What can we say about the speaker from the above lines?

Words and Expressions 1 Pg.94 Speaking- social issues, group work

Packing by Jerome K Jerome

Learning Outcomes :

- infer the meaning of unfamiliar words and phrases using contextual clues.
- Appreciate humour in a narrative
- Develop curiosity of life in a different setting and culture
- make inferences and predictions based on information in the text;
- infer meanings of unfamiliar words;
- identify author's purpose and tone;

This is an extract from the book 'Three Men in a Boat.'
Three Men in a Boat starts with three friends named Jerome, George, and Harris smoking together in their apartment in London. They are all hypochondriacs and always talk about their illnesses. After doing some research on various diseases at the British Museum, J. somehow concluded that he has all the diseases known to man except for housemaid's knee. The friends then make a plan of taking a vacation together as it would be good for their health. After some contemplation, they decide to spend a week rowing up the Thames with their dog, Montmorency.

The men then make the necessary arrangements for the trip and choose to bring a cover for the boat and sleep in it, instead of carrying a tent or living at an inn. They make a long list of items but then realize that they ideally need to only carry the essentials. Although they are friends, J. doesn't really like Harris and compares him at length to J.'s incompetent Uncle Podger. They finally decide to bring a hamper of food, clothing, a methylated spirit stove for cooking and a cover for the boat.

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Jerome
Jerome is the narrator of the story and the entire gamut of events are depicted from his point of view. He is overconfident and rates his packing skills a bit too high. He is also arrogant and expects his friends to carry out the tedious part of packing while he sits back and passes orders. His friends, however, do not take him seriously and finally he has to struggle while trying to pack the bag. Jerome is both clumsy and forgetful. He first forgets to pack the shoes and then can't recall if he has put in his toothbrush or not. He unpacks the bag twice clumsily to accommodate the missing items. When his friends fumble while packing the hamper, he sits at the edge of the table and watches them because now it is his turn to have fun at their expense. However, he is an ordinary boy who ignores the shortcomings of his friends in the same way as he ignores his own.

George and Harris

George and Harris are the friends of the narrator, Jerome. Both of them are as clumsy, ill-organised, forgetful and casual as Jerome. They commit mistakes even while doing ordinary tasks and keep repeating their mistakes. Like Jerome, they too are mistaken about their talent to pack stuff and are over-confident about their performance. They damage or spoil many things like cups, pies, tomatoes, butter and lemons while packing the hamper. Their action amuses the readers, especially when they misplace the butter and search for it all over the place. Somehow, in spite of making a fool of themselves, while packing for the trip, they don't believe in any blame game and ignore each other's mistakes.

Montmorency – the pet dog

Montmorency is the pet dog of the three friends – Jerome, George and Harris. He is a pampered pet and knows no restrains on his behaviour. His animal instinct to probe everything creates a nuisance for his masters. He likes to be a part of all the activities going on in the house and gets excited to see the boys packing things. He doesn't mind being shouted at and does not even respond when they try to move him away from the packed stuff. He is a super energized pet and '10 amount of scolding dampens his enthusiasm. He may ill-trained temperamental, destructive and meddlesome but he is loved by the readers as much as his masters.

His presence in the story makes it more interesting and amusing' .

Reference to Context Questions :

1. *They fell into the suggestion with a readiness that had something uncanny about it.*
   a) Who is the speaker and which suggestion is he talking about?
   b) Who are *they* in the above extract?
   c) What is the meaning of uncanny?
   d) Why did their readiness to follow the suggestion seem uncanny to the speaker?

2. *They began in a light- hearted spirit, evidently intending to show me how to do it. I made no comment; I only waited.*
   a) Who are they in the above extract and why are they in a light-hearted spirit?
   b) What did they intend to show and why?
   c) Why didn't the narrator make any comment? What is he waiting for?
   d) Give another word for *evidently.*

3. Describe the way in which George and Harris packed the hamper.
4. Describe Montmorency's contribution in the packing. According to the narrator, which *natural, original sin* was he born with?
5. Discuss the humorous aspects of the chapter 'Packing'. How is humour used to bring out the human tendency of boastfulness and exaggeration? .(100-120 words)
6. *I rather pride myself on my packing.* The speaker's claims were rather hollow. Comment.(100-120 words)
7. Give a character sketch of :
   a) Jerome

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b) Montmorency

Multiple Choice Questions

1. *To get somebody to stumble over him, and curse him steadily for an hour, is his highest aim and object; and, when he has succeeded in accomplishing this, his conceit becomes quite unbearable.*
   a. Who is being spoken about in the given extract?
      i. Jerome
      ii.George
      iii. Harris
      iv. Montmorency

   b. What is 'his highest aim and object'
      i. to be in someone's way
      ii. To drive someone crazy
      iii. both i and ii
      iv. only i
      v. only ii

   c. What literary device is being used in this extract?
      i. Allusion
      ii. transferred epithet
      iii. hyperbole
      iv. metaphor

   d. Identify the author of the text.
      i. Jerome.K.Jerome
      ii.James .H. Jerome
      iii. Jerom.K.Jerom
      iv.Jeremy.K. Jerome

2. '*What I had meant, of course, was, that I should boss the job, and that Harris and George should potter about under my directions…'*. The meaning of the phrase ' to **potter about' is :**
   i. boss around
   ii. do important things
   iii. do some unimportant things
   iv. indulge in creative pottery

3. Which of the following is not true:
   i.Jerome took pride in his packing skills
   ii. Montmorency was a docile dog
   iii. the three friends were hypochondriacs
   iv. The three friends were most inept at packing.

Words and Expressions 1 Workbook Pg96-97 Reading

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Reach for the Top

Learning Outcomes :

- Read literary texts for enjoyment /pleasure and compares, interprets, and appreciates characters, themes, plots, and incidents in order to give an opinion with reasoning
- participate in critical conversations and prepare, organize, and deliver their work to the public.
- Use words, phrases, idioms, and word chunks for meaning making in contexts in order to demonstrate ability to process the language in real-time
- Listen to and speak on a variety of verbal inputs viz. Debate, speech, group discussion, power point presentation, radio show, interview, mock parliament etc. in order to demonstrate language comprehension and communication skills.
- read diverse texts within their historical and cultural contexts.
- be able write an informed mini-biography for an audience.

SANTOSH YADAV

Santosh Yadav was born on 10th October 1967 in village Joniyawas of Rewari District in Haryana. In spite of her rural background and in the prevalent social taboo forbidding education of girls in rural set up, she was able to force her way and continue her schooling. She graduated from the Maharani College, Jaipur, in Economic (Honours) in 1987 and also obtained her NCC 'C' Certificate, the following year. While studying in the prestigious Maharani College, Jaipur, she found her way to the Himalayas through the Aravali Mountains. In 1986 she did her Basic Mountaineering Course from the Nehru Institute of Mountaineering (NIM), Uttarkashi with 'A' Grading and saw snow / ice for the first time in her life. In the following year she did Advance Mountaineering Course from the same Institute, also with 'A' Grading.

Had she not been a mountaineer, Padmashri award winner Santosh Yadav (48) would have been an environmentalist. She was the first woman to climb the 29,035 feet high Mount Everest twice, in 1992 and 1993, and the first woman to climb it from its Kangshung face. Ms. Yadav, a former Indo-Tibetan Border Police officer, is passionate about nature.

In Mumbai to deliver the second annual Radhika Rajan Leadership Lecture at IIT-Bombay, she urged students to be true to nature, not as a virtue but out of necessity.

Above all, she asked them to be patient and positive. “If you yearn for something without wistfulness but with happiness and faith, it comes to you. That’s what pulled me through every situation and kept me going is good health. That comes from the state of mind,” she said.

Narrating her story, she said, “I became a mountaineer by fluke. I was born in a village called Joniawas in Haryana in an affluent family that wanted to get me married at 14, as that was the

norm then. I decided to stay in a hostel in Jaipur and continue with my studies to escape family attention. From my hostel room, I could see the Aravalli range. It fascinated me."
To view the mountains from close quarters, Ms. Yadav decided to join the Nehru Institute of Mountaineering in Uttarkashi. There were many hurdles. Her father refused permission, so she decided to skip going home after exam and joined the institute directly. When her father got to know, he got ready to get her back home.

However, a hairline fracture kept him at home for 45 days, by which time Ms. Yadav was through with her course. "I understood my father's concern that nobody would marry me if I became a mountaineer. But I never wanted to be one. I simply wanted to see the Himalayas," she said.
She had expected to return home after her month-long training at the institute, so she paid little heed to the instructors' lament that she had 'tiny lungs' compared to other girls, most of whom were from hilly areas. She was also underweight, but up ahead of her class. "Many of them were in a hurry to beat others. I was never competitive. I simply focused on my goal. Competitiveness breaks your rhythm; it breeds negative emotions like greed and envy. It harms you."

During her training, they tested her patience, compassion and perseverance. She says she scored well in physical tests because of her childhood habit of waking up early. "I would wake up at 4 am. Our lungs are very active from 3 am to 5 am, and the energy around is very good. I have kept up this practice, because of which my lungs, though small, have the maximum oxygen saturation among Everest climbers tested during a Japanese study," she said.

While climbing down from Mt Everest on one occasion, her fingers developed third-degree frostbite. "There were just crevices in the vertical slope down for which I needed to use my hands, and they were not working. Two foreign doctors told me there was nothing to do except to wait for a bit. I was told I'd lose all my fingers. At that time, I remembered my instructors' advice that the best medicine for high-altitude sickness is to come down, so I resolved to go down in spite of the weather."

She not only climbed down but also completed four days of travel in 23 hours. At some point, her hands started aching. "I was just happy to get sensation back." While doctors felt it was a subject of research, Ms. Yadav said she succeeded because of her patience, presence of mind, and a balanced temperament.

Invoking Newton's third law of motion, she said it applies in life too. "Every action has a reaction. By staying positive, you are attracting positivity. This is not bookish knowledge but the gist of all my experiences," she said. Her respect for nature underlined most of her speech. "Nature is very powerful. If you approach it with a sense of humility, it will bless you. If you approach it with bravado, it will destroy you."
Having weathered many a storm successfully, she should know.

MARIA SHARAPOVA
Tennis champion Maria Sharapova became the first Russian woman to win Wimbledon and is an Olympic champion.

Born in Russia in 1987, Maria Sharapova moved to the U.S. at an early age and began training at the Nick Bollettieri Tennis Academy. After turning professional at age 14, she burst into the spotlight by winning the 2004 Wimbledon women's singles title. Sharapova became the 10th woman to earn a career Grand Slam with her French Open win in 2012, and she added a second French crown in 2014. In 2016, she was suspended for two years by the International Tennis Federation following her positive test for a banned substance. After an appeal, her suspension was reduced to 15 months, allowing her to return to competition in April 2017.

Her father worked in the construction industry, and both parents were avid athletes. They had met in Gomel, a city in the Ukraine that was near the Chernobyl nuclear reactor, the site of the world's worst nuclear accident in April 1986, just a year before Sharapova was born. When her mother became pregnant, she and Yuri decided to move east to escape the potentially damaging radioactive effects of the accident. They settled in Nyagan, Siberia, where Sharapova was born. Yuri found work in the Siberian oilfields, but the climate was too cold for them. They saved their money for four years and finally were able to move to Sochi, a pleasant resort town on the Black Sea in the south of Russia.

Sharapova's parents liked to play tennis, and they gave her a racket as a toddler and began teaching her how to hit the ball. Because they could not afford a genuine child-size racket, they cut off the handle of an adult one for her to master instead. She proved a quick learner, and when she was six years old they travelled to Moscow for a youth tennis clinic. One of the celebrity athletes at the event was Czech-born Martina Navratilova (1956–), a nine-time women's singles winner at Wimbledon. Navratilova was impressed by Sharapova's skills and suggested to the parents that they contact the Nick Bollettieri Tennis Academy in Bradenton, Florida.

The Sharapovas decided to go to Florida and try to get Maria enrolled there. But only Yuri could get a visa (a document permitting a foreign citizen to legally enter the country) to travel to the United States, and so Yelena stayed behind in Sochi and waited for her visa application to be approved. They also needed money for the trip and had to borrow several hundred dollars from Yuri and Yelena's parents. This was an enormous sum for her parents, partly because Russia was in a state of financial chaos at the time, and average working families like hers struggled to obtain the basic necessities of life in the new, non-Communist era in which the state did not generously provide jobs, housing, and healthcare for all citizens. "My parents weren't stupid," Sharapova told Peter Kafka in Forbes. "The conditions in Russia weren't the best for tennis."

In 1994 Sharapova and her father arrived at the Bollettieri Tennis Academy in Bradenton, but they were told that admission to the school was by invitation only, and that the seven-year-old girl was too young to enter anyway. They remained in Florida, and a coach was found for her while her father worked as a waiter and took odd jobs to support them. She learned English in just four months, and her tennis skills steadily improved. At the age of nine, she and her father went back to the Bollettieri Academy, and she proved herself so well on a try out that she was given a full scholarship to the $46,000-a-year school.

Around this same time, Yelena Sharapova finally received her visa and was able to join her husband and daughter, ending a two-year separation. But when Sharapova entered the Bollettieri Academy, she had to live in its boarding school. She later hinted in interviews that it was a tough,

competitive atmosphere, and she was sometimes the target of bullying by the older girls. Her days included regular academic classes and as many as six hours a day on the tennis courts in practice sessions. At the age of eleven, she signed on with coach Robert Lansdorp, who had guided the careers of Sampras as well as Tracy Austin (1962–), a two-time U.S. Open winner, and Lindsay Davenport (1976–), who won three Grand Slam events between 1998 and 2000.

"Nothing scares me," she told Kazanjian, "because I'm not worried about failure. You never know until you try. So if you don't try, you've failed. All I know is, I'm starving to be the best."

Reference to Context

'She decided to fight the system in her own quiet way when the right moment arrived'

a) What was the system that Santosh had to fight? How did she fight it? Explain with evidence from the text.
b) What was the right moment?

Answer the following questions in about 30-40 words:

1. How do the biographies of Maria Sharapova and Santosh Yadav inspire you? What specific qualities from each of them would you like to imbibe?

2. What according to you was the toughest point in Santosh Yadav's life? How might you have dealt with a situation like that?

3. Describe an event from your life when you felt on top of the world. Explain your journey to the top. What odds did you have to face?

4. Does gender play a role in success in life? Is it the same throughout the world? Elaborate using examples from the contemporary world.

5. What are the recent controversies that Maria Sharapova has had to face? How has she dealt with these struggles? What are your views on use of medication for enhanced performances? Discuss.

6. How did Santosh Yadav get into the record books?

Sample Answer:

Santosh Yadav got into the record books for the first time when she scaled Mt. Everest at the age of twenty. She became the youngest woman in the world to climb Mt. Everest. She scaled the Everest for the second time next year, thus becoming the only woman in the world to do so.

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7. Describe Santosh's fight against the system?

Sample Answer:

Right from the beginning Santosh had to fight the system to assert for her right to equality and education. She never lost her spirit and determination. She defied all the customs and traditions, which limit the girls within the spheres of family, marriage and children. She ventured into a man's domain to become a role model for others.

8. Describe Maria's struggle to reach at the top of the world in the field of the women tennis.

Sample Answer:

Maria started working to achieve her goal at a very young age. She had to face separation from her mother and stay in completely unfamiliar and hostile surroundings for years. She also faced humiliation but never let it affect her negatively. She took it as a challenge and with her mental toughness and competitive nature, she succeeded in achieving her goal.

9. How are Maria's achievements significant?

Sample Answer:

Maria exemplifies the success achieved through hard work and dedication. Her mental strength, focus, dedication and determination make her an ideal role model for girls all over the world. Her success in her chosen field such as winning Wimbledon and then becoming world's No. 1 woman tennis player also makes her achievement significant.

10. Write a character sketch of Maria Sharapova and Santosh Yadav in about 100-120 words comparing and contrasting their lives.

But to everyone's surprise, the unborn child's grandmother, who was standing close by, told him that they did not want a son. The holy man was also surprised.

Questions

a) Name the Lesson and what does the lesson highlight.
b) Why was everyone surprised?
c) What blessings did the holy man give earlier?
d) Why was the holy man surprised?

The straight looks and the answers she gives when asked about her ambition make it amply clear that she considers the sacrifices were worth it. "I am very, very competitive. I work hard at what I do. It's my job. " This is her mantra for success.

(a) How does Maria show she is not a sentimental person?

(b) What does the writer mean by "straight looks"?

(c) What helped Maria win the women's singles crown at Wimbledon in 2004?

(d) Why does the writer say there is no room for sentiment in her life?

Multiple Choice Questions :

One day I decided to check it out myself. I found nobody except a few mountaineers. I asked If I could join them.

a) Who is 'I' in these lines?
i. Maria Sharapova
ii. The mountaineering head
iii. Santosh Yadav
iv.The author

b) What did the speaker want to check?
i. The speaker wanted to check where the people used to disappear
ii. The speaker wanted to check the height of the mountain
iii. The speaker wanted to see how the mountaineers were spending their time
iv.The speaker wanted to tell them to leave from there

c) Whom did the speaker join?

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i. The friends in the college
ii. The college club
iii. The expedition to the Ganges
iv. The mountaineers

d) Were the speakers' parents happy about it?
i. They were indifferent.
ii. They were not willing to support her decision
iii. They were extremely happy
iv. They gave their whole hearted support.

Words and Expressions 1 Workbook Pg 115-116- Vocabulary; Pg 121 Listening Hugh Herr- Born to Run
Pg 125 Letter to the Editor

The Bond of Love by Kenneth Anderson

Learning Outcomes:

- Read literary texts for enjoyment /pleasure and compare, interpret, and appreciate characters, themes, plots, and incidents in order to give an opinion with reasoning.
- Compose cohesive paragraphs and short essays with identifiable topics, clear organization, and grammatical sentences.
- Analyze prose to identify main and subordinate ideas, distinguish various modes of argument.
- interpret texts with attention to complexity, and aesthetic value
- love and respect animals.
- develop sensitivity towards animals.
- develop sensitivity towards the caged animals.
- Write short answers /paragraphs /reports using appropriate vocabulary and grammar on a given theme in order to demonstrate language comprehension and communication skills along with critical thinking skills

Kenneth Douglas Stewart Anderson (8 March 1910 – 30 August 1974) was an Indian-born, British writer and hunter who wrote books about his adventures in the jungles of South India.

Kenneth Anderson was born in [Bolarum] and came from a British family that settled in India for six generations. His father Aryan Stewart Anderson was superintendent of the F.C.M.A. in Poona, Maharashtra and dealt with the salaries paid to military personnel, having an honorary rank of

captain. His mother Lucy Ann née Taylor was the grand-daughter of John Taylor who, for his services, had been gifted land in Bangalore by Sir Mark Cubbon. Douglas like most British soldiers took an interest in sport hunting and influenced Anderson's interest in the outdoors and hunting.
Anderson went to Bishop Cotton Boys' School and also studied at St. Joseph's College, Bangalore. He was sent to study law at Edinburgh but he quit studies and returned to India. He worked for fifteen years in the posts and telegraph department and later worked at the British Aircraft Factory in Bangalore (later HAL) in the rank of Factory Manager for Planning. He owned nearly 200 acres of land across Karnataka, Hyderabad and Tamil Nadu. In 1972 he was diagnosed with cancer from which he died in 1974. He was buried at the Hosur road cemetery.

His love for the inhabitants of the Indian jungle led him to big game hunting and to writing real-life adventure stories. He often went into the jungle alone and unarmed to meditate and enjoy the beauty of untouched nature. As a hunter, he tracked down man-eating tigers and leopards. His kills include the Sloth bear of Mysore, the Leopard of Gummalapur, the Leopard of the Yellagiri Hills, the Tigress of Jowlagiri, the Tiger of Segur and the Tiger of Mundachipallam.

He is officially recorded as having shot 8-man-eating leopards (7 males and 1 female) and 7 tigers (5 males and 2 females) on the Government records from 1939 to 1966 though he is rumoured to have unofficially shot over 18 man eating panthers and over 15–20-man eating tigers. He also shot a few rogue elephants.
Anderson's style of writing is descriptive, as he talks about his adventures with wild animals. While most stories are about hunting tigers and leopards – particularly man-eaters – he includes chapters on his first-hand encounters with elephants, bison, and bears. There are stories about the less 'popular' creatures like Indian wild dogs, hyenas, and snakes. He explains the habits and personalities of these animals.

Anderson gives insights into the people of the Indian jungles of his time, with woods full of wildlife and local inhabitants having to contend with poor quality roads, communication and health facilities. His books delve into the habits of the jungle tribes, their survival skills, and their day-to-day lives.

This incident is described in his book Man Eaters and Jungle Killers in the chapter entitled "The Marauder of Kempekarai".

In his introduction to Tales from the Indian Jungle, Anderson writes: "He [Anderson] appears to be of the jungle himself, and we get the impression that he belongs there. This is the home for him and here is the place he would want to die; the jungle is his birthplace, his heaven and his resting place when the end comes."

The Bond of Love is story by Kenneth Anderson which shows the love of a human with a sloth bear whom she called 'Bruno'. Bruno was a sloth bear rescued by the author. Bruno was shot by the author's companions. Bruno gets attached to the author's wife. Soon in the story there are accounts of Bruno's life which shows how he spends the time with the author, with frequent accidents. As he grew in size he was sent to a zoo. The story then comes to effect when the author's wife wants to meet Bruno, the author thinking that he must have forgotten her takes her to the zoo, bur after reaching there she came to know that it was true love. They with the permission of the superintendent of the zoo bring him back home. At home a separate island is made for the animal where the author's wife and the bear spend hours together.

Reference to Context Question:

Back we went to Mysore again, armed with the superintendent's letter. Baba was driven into a small cage and hoisted on top of the car; the cage was tied securely, and a slow and careful return journey to Bangalore was accomplished.

1. Who are we in the above extract?
2. What effect did the Superintendent's letter have ?
3 What does the narrator mean by return journey to Bangalore?

Answer the following questions in about 30-40 words:

1. How did the narrator find Bruno?
Sample Answer:

When the narrator was passing through the sugarcane fields near Mysore, people, over there, where shooting and driving away the wild pigs from the fields. Suddenly, they saw a black sloth bear emerging out from the field. One of his companions instantly shot the sloth bear without noticing that a baby bear had been riding on its mother's back she got shot. So, the narrator ran up to it to capture it. Once he could grab it, he put it in a gunny-bag and presented to his wife.

2. How was Baba trained?
Sample Answer:

Baba responded to commands pretty well. At the command, 'Baba, wrestle', or 'Baba, box', he tackled anyone who came near him for a tumble. When someone gave him a stick and said 'Baba, hold gun', he pointed the stick at people. When someone asked him 'Baba, where's baby?', he produced and cradled a stump of wood which he had carefully concealed in his straw bed. He ate everything, from porridge to vegetable, buts, curry, rice, eggs, chocolates and ice cream and more.

3. What was the narrator's wife's condition after Baba was given to the zoo.

4. How was the problem of what to do with Bruno finally solved?

Sample Answer:
As Bruno was not feeling happy after getting separated from its foster family and was getting weak as a result, the author's wife went to meet Bruno. After seeing Bruno's pitiful condition they decided to bring it back to their home. They built a special cordoned area for Bruno with all the facilities befitting a playful bear. In this way, finally Bruno was back to its home.

2. Why was Bruno sent away to the Zoo and why was he brought back?
3. 'Love is mutual'. Illustrate with reference to "The Bond of Love"?
4. Give a factual description of Bruno's island.

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Answer the following question in about 100-120 **words:**

1. How can we justify that the statement *a sloth bear has no sense of affection, memory and no individual characteristics* is false?' Animals also feel the pleasure of love and the pain of separation'. Elaborate, in reference to the story ,'The Bond of Love".
2. Describe the two incidents that befell Bruno or Baba.
3. Give a character sketch of the author's wife.
4. Write a dialogue between the narrator and his wife during the period when they had sent Bruno away to the Zoo. The dialogue should be based on the character traits that you have understood and facts given in the chapter. (LAQ 100-120 Words)

Multiple Choice Questions

1. **Ten minutes later: breathing less stertorous— Bruno can move his arms and legs a little although he cannot stand yet. Thirty minutes later: Bruno gets up and has a great feed! He looks at us disdainfully, as much as to say, 'What's barium carbonate to a big black bear like me?**

1. Which word is suitable to describe Bruno's condition?
   a. Injured
   b. Inured
   c. Incapacitated
   d. Incapable

2. What kind of an animal is Bruno?
   a. Grizzly bear
   b. Alsatian bear
   c. Lazy bear
   d. Sloth bear

3. **breathing less stertorous,** would mean….?
   a. Breathing was normal
   b. Breathing was slightly better
   c. Breathing was laboured
   d. Breathing was smooth

4. How does Bruno look at his family when he makes his recovery.?
   a. Affectionately
   b. Cheerfully
   c. Bravely
   d. Dismissively

5. Based on the above extract, which of the following pairs of adjectives suit Bruno?
   a. Haughty and Naughty
   b. Playful and Pretty
   c. Bubbly and Boisterous
   d. Chubby and chirpy

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Words and Expressions 1 Workbook
Pg.128-129 Reading Texts 1,2
Pg136 Listening

Kathmandu by Vikram Seth

Learning outcomes:

- Reads literary texts for enjoyment /pleasure and compares, interprets and appreciates characters, themes, plots and incidents in order to give an opinion with reasoning
- Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations
- Expresses thoughts, ideas, views, and opinions, verbally and non-verbally, in order to demonstrate language communication skills
- Learns the nuances of language used in a narrative
- Understands how to write a travelogue
- Is able to compare and contrast the cultural diversity and similarity in different cultures
- Learns how to write a descriptive paragraph of a person and place with attention to details
- writes about the cities visited by them create their own travel diary or travelogue
- uses prior knowledge by comparing the place with India
- infers the local's level of environmental consciousness through events
- explains the cultural context of places and events mentioned
- compares and contrasts the two places of worship
- Writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, proposals, memorandums, blogs, brochures, and emails, etc. In order to demonstrate research skills, correspondence skills, and promotional skills for the target audience.

Kathmandu is a travelogue written by Vikram Seth. It is the description of the two famous temples of Kathmandu. One is the Pashupatinath and the other is the Baudhnath Shrine. The author first visits Pashupatinath Temple where he finds that the atmosphere is of feverish confusion due to the crowd of Priests, hawkers , devotees , tourists , cows , monkeys , pigeons and dogs that roam through the ground . Only Hindus are allowed to enter inside the temple. He sees people performing different rituals performing on the bank of the holy river Bagmati .He also talks about the belief related to the end of the Kaliyug .

Next, he visits Baudhnath Shrine. He observes that there is a sense of stillness in contrast to the Pashupatinath temple. It feels like a Haven of Quietness. There is complete silence and the atmosphere is.

There are Tibetan immigrants selling felt bags , silver jewelry antiques etc. on the pavement of the road . After this, he roams the streets of Kathmandu and finds it extremely busy and more of a religious city. These streets are crowded with fruit sellers, hawkers of postcards etc. The shops sell western cosmetics, film rolls, chocolates etc. It is the noisiest city because of the honking sound of the cars , bells of bicycle and the low of the cows and filmy songs of the radios . He enjoys his visit to Kathmandu roaming in the busy market eating corn –on the cob, reading comics and Reader's Digest.

However, he becomes tired and homesick and decided to return back to his home. He buys an airline ticket and returns back to his hotel .Closer to his hotel he hears the melodious sound of the flute seller which enchants him. His carefree style of selling flutes pleases him. It reminds him of the commonality of all mankind as the music of the flutes unites all mankind in one single thread of universality. He is fascinated. He eventually returns home with a flood of memories.

About the Author :

Vikram Seth is an Indian poet, novelist, travel writer, librettist, children's writer, biographer and memoirist.
Born in 1952 in Calcutta, India, Vikram Seth was educated at Corpus Christi College, Oxford, Stanford University and Nanjing University.

His father, Prem Nath Seth, was an executive of Bata Shoes and his mother, Leila Seth, a barrister by training, became the first female Chief Justice of the Delhi High Court.
He studied at St. Michael's High School, Patna and at The Doon School in Dehradun, where he edited The Doon School Weekly. After graduating from Doon, Seth went to Tonbridge School England, to complete his A-levels.[4][5][6] He also studied at Patna. Later he moved to the United Kingdom and read Philosophy, Politics and Economics at Corpus Christi College, Oxford. He then pursued a Ph.D. in Economics at Stanford University though never completed it.

He has travelled widely and lived in Britain, California, India and China. His first novel, The Golden Gate: A Novel in Verse (1986), describes the experiences of a group of friends living in California. His acclaimed epic of Indian life, A Suitable Boy (1993), won the WH Smith Literary Award and the Commonwealth Writers Prize (Overall Winner, Best Book). Set in India in the early 1950s, it is the story of a young girl, Lata, and her search for a husband. An Equal Music (1999) is the story of a violinist haunted by the memory of a former lover.

Vikram Seth is also the author of a travel book, From Heaven Lake: Travels Through Sinkiang and Tibet (1983), an account of a journey through Tibet, China and Nepal that won the Thomas Cook Travel Book Award, and a libretto, Arion and the Dolphin: A Libretto (1994), which was performed at the English National Opera in June 1994, with music by Alec Roth.

His poetry includes Mappings (1980), The Humble Administrator's Garden (1985), winner of the Commonwealth Poetry Prize (Asia), and All You Who Sleep Tonight: Poems (1990). His children's book, Beastly Tales from Here and There (1992), consists of ten stories about animals told in verse. Vikram Seth's latest works include Two Lives (2005), a memoir of the marriage of his great uncle and aunt, and Summer Requiem (2015), a book of poems.

KEY POINTS

- Vikram Seth visit Pashupatinath temple and finds that only Hindus are allowed for darshan . There is an atmosphere of feverish disorder in and around Pashupatinath temple due to the crowd of Priests, hawkers , devotees , tourists , cows , monkeys , pigeons and dogs roam through ground .
- The author sees that the people are performing different rituals on the holy bank of Bagmati River.
- Next he visits Baudhnath Shrine which seems to him as Haven of Quietness. There is complete silence and still atmosphere.
- Tibetan immigrants were selling felt bags , silver jewelry antiques etc. on the pavement of the road .
- The author finds that Kathmandu is more religious, vivid and mercenary city.
- It is the noisiest and busiest city because of thousands of tourists, vendors shouting, playing of film songs, honking sound of the vehicles.
- He enjoys his visit to Kathmandu by visiting Pashupatinath and Baudhnath shrine and roaming in the busy market eating corn –on the cob, reading comics and reader digest.
- Vikram enchanted by the melodious songs played by the flute seller he finds the way of selling his flute was different from other hawkers.
- The author becomes tired and feels home sick and decided to return home by air.

SANSKRITI THE CIVIL SERVICES SCHOOL

Answer the following with reference to the context given :

1. *'But I am too exhausted and homesick… …'*

(a)Who is homesick and why?
(b) What does the person decide to do ?
(c) Where does the person decide to go after realizing that he is too exhausted and homesick?

2. "To hear any flute is to be drawn into the commonality of all mankind." Why does the author say this?

3. What experience stirs the author the most and why?
Or
How does he describe the flute seller? What does he say about flute music?

4. 'In a curiously offhanded manner….'. Explain.
Sample Answer*:*
The flute player was more interested in playing the flute as opposed to the other hawkers who were passionately 'selling' their ware for money. The flute player was deeply involved in the act of playing his flute. The effect of his musical notes was the actual reward for him and the money he got on the sale of a flute was incidental. And so he was not excessively elated when he sold one of his flutes which surprised the author.
5. The author's description of Kathmandu creates a vivid picture of the city in the reader's mind. Write a diary entry describing a visit to a place whose sounds, sights and smells are deeply imprinted on your heart and mind. (100-120 words)

Words and Expressions 1

Page 141 reading; 142 Mark Twain's The Innocent Abroad

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THE CIVIL SERVICES SCHOOL

If I Were You by Douglas James

Learning Outcomes :

- Analyze, and compare and contrast two or more literary genres.
- Formulate and communicate persuasive arguments for particular audiences and specific outcomes.
- Compare and contrast characters within the plays
- make inferences and predictions based on information in the text

'If I Were You' is a short play written by American playwright and novelist Douglas James. His style is lucid and simple but his work! is enlivened with a well-polished humour and crisp straight forward dialogues. In this short play, James maintains the suspense till the end and the level of curiosity and interest is never broken throughout the play. Gerrard the central character of the play lives in the wilds of Essex. The intruder who resembles Gerrard, enters the cottage intending to murder Gerrard, and impersonate him. Gerrard, promised that he could help the intruder to escape from the police conveniently. Gerrard, is a witty man. He shows the intruder the various props he had-certain dresses, pairs of moustaches etc. Gerrard, tells the intruder that he himself is a criminal and hiding away from the police. Gerrard, shows him his luggage and convinces him that he was getting ready to escape otherwise the police would catch him. The intruder now totally convinced that Gerrard, is also a criminal wishes to join him and calls Gerrard, his 'boss'. Gerrard, asks the intruder to leave the place in his car. But as soon as the Intruder is about to open the door, which is in fact the door of a cupboard Gerrard, pushes him into the cupboard and locks him up. Later Gerrard, informs the police about the Intruder.

At one point in the play we hear the Intruder saying confidently that he would not be hanged twice for the same crime -murder .This statement reveals the criminal psychology of not being afraid from the law. In such other instances Douglas James brings out the criminal mentality of the Intruder and also Gerrard's intelligence in dealing with the situation. A hidden message in the play is that maintaining one's presence of mind helps in adverse situations. The play is charming in its effects.

Reference to Context

This is all very melodramatic, not very original, perhaps, but…

a. Identify the speaker and the spoken to.
b. What does the speaker describe as 'melodramatic' and unoriginal and why?
c. What does the speaker's response in the above situation reveal about him?
d. Give another word for 'melodramatic'.

Answer the following questions in about 30-40 words:

1. What information did the intruder have about Gerrard before he broke into his house?

Sample Answer:

The intruder knew that he owned a car, which he calls a 'dandy bus'. He also knew that Gerrard didn't see too many tradespeople. If he wore his clothes and spectacles, he would appear more or less like him. He would be able to impersonate Gerrard easily and escape the Police forever.

2. Why does the intruder choose Gerrard as the man whose identity he wanted to take on?
3. What was the intruder's original plan to escape the Police?
4. How did Gerrard fool the intruder with his story?
5. *'A mystery which I propose to explain.'* Which mystery is Gerrard talking about and how does he explain it?
6. Discuss the title of the play. Do you think it's an appropriate one? Give reasons. You may also suggest an alternative title.
7. What does Gerrard do for a living? Do you think he does it well? Explain with reasons.

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8. Though both the characters speak the same language, they use it differently. What does that reveal about the two characters and their socio-cultural background? Discuss with any two examples from the text.

Answer the following question in about 100-120 words:

1. Gerrard is a man with quick wit and presence of mind. He manages to overpower an armed intruder without using any physical strength. In about 100-120 words, discuss how it is wiser to respond to unexpected situations sensible and patiently, instead of reacting to it impulsively. Use relevant examples from the text to justify your answer.

2. Write an informal letter as Gerrard, based on the incident of the intruder breaking in to your house.

Reference to Context with multiple choice questions. Read the question and the options carefully before attempting to answer.

i. *'A mystery which I propose to explain…'* What is the mystery that Gerrad wishes to explain to the intruder?

a) That he is a wanted man himself
b) That he is dodging the police and hence goes away suddenly and comes back just the same
c) That being a crook he doesn't wish to be recognised and hence limits his social interaction by placing orders by phone
d) That he would gain nothing by taking on his identity
e) That there was trouble for him that night and he was running away.

Choose the correct answer:

a. 1,2,3
b. 3,4,5
c. 1,4,5
d. 1,2,4

ii. The reason why the intruder decided to impersonate Gerrard was because

A. He had found out that he lives alone, in a secluded cottage
B. Similar build, would be able to impersonate voice and manner of speech
C. Did not interact or socialise much, would be safe from being detected
D. Would come and go as he pleased without explanation, routine is not fixed
E. All of the above

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Choose the correct answer:

a. A,B
b. C,D
c. Only B
d. E
e. A

3. How did Gerrard get the better of the intruder?

(a) by being calm and patient, did not panic
(b) by engaging him in conversation, bought time to think
(c) by locking him in a cupboard, outwitting him despite the intruder being armed

(d) by being resourceful and practical, use of intellect
(e) by threatening to call the police, creating panic in the intruder

Choose the correct answer

I. a, b,d,e
2. a,b,c,d
3. c,d,e,a
4. c,a,b,e

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Words and Expressions 1 Workbook
Pg 157 Vocabulary

MOMENTS

The Lost Child by Mulk Raj Anand

Learning Outcomes :

- Students will interpret texts with attention to ambiguity, complexity, and aesthetic value.
- Students will read diverse texts within their historical and cultural contexts.
- Analyze prose to identify main and subordinate ideas, distinguish various modes of argument.

Mulk Raj Anand *(1905 –2004) was an Indian writer in English, notable for his depiction of the lives of the poorer castes in traditional Indian society. Anand is admired for his novels and their perceptive insight into the lives of the oppressed and their analysis of impoverishment, exploitation and misfortune.*

The Lost Child is a story of a young boy narrated by an omniscient narrator (3rd person narration). Along with his parents, he is headed to the village fair. On the way, the sky, the fields, the insects and the birds he sees bewitch the curious boy. His mother constantly calls out to him, to ensure he keeps up with them. She tries to distract him. In the fair, a number of things draw his attention. He is, however, well aware that his father is a disciplinarian and would not buy him anything. Thus, he refrains from asking him for anything, until he reaches the roundabout. When he turns to ask his parents' permission, he could not see them around. The child cries and run around in panic and desperations. A kind stranger picks him and tries to console him. He offers the very things he wanted a while ago, but none of that matters anymore. Material things cannot substitute the sense of security that a child feels in the presence of his parents.

Q1. *His father looked at him red-eyed, in his familiar tyrant's way. His mother, melted by the free spirit of the day was tender and giving him her finger to hold...*

a) What does the father's *familiar tyrant's way* suggest about his attitude towards his child?
b) How was the mother's nature different?
c) Explain *the free spirit of the day.*
d) Give another word for a tyrant.

Q2.How did the inconsolable child react to the kind stranger's offers? Why did he give such a reaction?

Q3. What all did the child desire to have at the fair? How did his father and mother react to his pleas?

Q4. Why has the child's desire to go on a roundabout been described as a 'bold request'?

Sample Answer:

The child was familiar with the way his parents responded to his requests. He had earlier expressed his desire for a toy, sweetmeats and a garland but his pleas had gone unheard and he even received a harsh look from his father. Therefore expressing a wish to go on a roundabout was a bold request and a risk he was taking, knowing his father's temper.

Q5. Despite his repeated pleas and lingering at the many stalls at the fair, the child was very obedient. Comment.

Answer the following questions in about 100-120 words:

Q6. Have you ever lost your way or been accidently left behind? Describe your experience in the form of a diary entry in not more than 120 words, recalling the harrowing experience, your feelings and your eventual rescue from such a difficult situation.

Q7. How did the child react when his pleas were going unheard? How do you feel when you are denied your favourite things?

Q8. How does the author Mulk Raj Anand explore the concept of desire and materialistic possessions verses human relations in the story?

The story revolves around the little boy's sudden realization about the worthlessness of material goods in the absence of his parents. For a child his world revolves around his parents but the importance of this close-knit bond only dawns on the child once he is lost and fails to find them. The story also explores the underlying theme of trust. The kindness shown by the stranger is like a pillar of strength in the harrowing time faced by the child and the reader at the end of the chapter is satisfied that boy is in safe hands.

Q9. Write a detailed description of the fair as seen by the child in 100-120 words.

(Begin..The fair was really exciting. There was so much to see .....the balloons; the snake charmer; the toys ;wanted to eat to my heart's content; colourful things; a sea of people; noise; roundabouts ....having fun till I lost sight of my parents; the worst moment of my life)

Q10. The lost child is found by a man who asks the child about his parents/ home to make an announcement. Write the dialogue between the man and the child. (ask names, name of the village, what his parents were wearing, where he lost them, etc)

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Multiple Choice Questions:

The child wept more bitterly than ever now and only cried, I want my mother, I want my father.

a) Why did the little child cry?

i. Because he wanted the sweets and toys

ii. Because he was separated from his father

iii. because he was separated from his mother

iv. Because he was separated from his parents

b) Name the lesson and the author.

i. The Lost Kid by Mulk Raj Anand

ii. The Lost Child by Mulk Raj Anand

iii. The Lost Child by Mulk Raaj Anand

iv. The Lost Children by Mulk Raj Anand

c) What did the child want ?

i. He wanted his parents

ii. He wanted his father to buy him sweets

iii. He wanted his mother to take him on the Merry- go- round

iv. He wanted his parents to buy toys for him

d) Present form of 'wept' is .....

i. weept

ii. will weep

iii. weep

iv. wep

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The Adventures of Toto by Ruskin Bond

Learning Outcomes :

- Students will support, understand and appreciate how literary texts reflect on life and ideas in different contexts and on how people as well as animals respond to these.
- Students will engage with literary texts which deal with personal, emotional, social, moral issues and the changes in each one with the passage of time and needs of society
- Students will demonstrate in written and oral form both the comprehension and the analysis of text
- share their thoughts in a group and express them in speech.
- understand the needs of pets.
- Understand and appreciate the reactions of their family members towards their pets.

Ruskin Bond (1934-present) is an Indian author of British descent. Most of his works are influenced by life in the hill stations at the foothills of the Himalayas, where he spent his childhood.
The Adventures of Toto is a humorous narrative on the exploits of a playful monkey names Toto. The story is also about the narrator's grandfather and his immense love for animals. He tried to shield Toto despite his antics and was sensitive towards him. Toto's pranks on the grandmother, their donkey named Nana and during their train journey to Saharanpur evoke humour. Keeping Toto was proving to be practically difficult and so the grandfather had to sell him back to the same Tonga driver from whom he had first bought Toto.

1. Give a character sketch of the narrator's grandfather.
2. ' It was decided that Toto's presence be kept a secret.'
    a) Who is Toto?
    b) Who decided to keep it a secret and from whom?
    c) Where was he kept and for how long?
3. Toto was a mischievous pet. Elucidate with examples from the text.
4. Who was Nana? How did Toto become acquainted with Nana? Describe the relationship that they shared.
5. Write a factual description of Toto in 100-120 words.

<u>Multiple Choice Questions</u>

"Given time, I'm sure he could have tied the torn pieces of your blazer into a rope and made his escape from the window.

1. Who said this to whom?
    a. Grandfather to Toto
    b. Grandfather to Grandmother
    c. Grandfather to the author
    d. Toto to the author

2. Why was Toto put away?
    a. He was mischievous
    b. He was troublesome
    c. Grandmother fussed about a new pet
    d. All of the above

SANSKRITI
THE CIVIL SERVICES SCHOOL

3. Where was he kept in hiding?
   a) Little wall in the grandfather's bedroom
   b) A little closet in the wall of the author's bedroom
   c) A little closet in the wall of the drawing room
   d) A little wall in the author's room

4. What mischief did he do?
   a. The author's school blazer was in shreds
   b. The peg in the wall had been wrenched out
   c. The wall paper had been torn
   d. All of the above

Choose the correct option and fill in the blanks:

1. Grandfather wanted to hide the monkey because .....

a) it was an unusual pet
b) grandmother was terrified of monkeys.
c) grandmother did not like pets.
d) grandmother would not have accepted the monkey as a pet.

2. Grandfather was not the least bit offended with the destructive pet because .....

a) the monkey did not destroy grandfather's things.
b) he was amused by the antics of the monkey.
c) the monkey was smart.
d) it was an unusual pet.

3. Grandfather described the scene as an 'exhibition that attracted ... crowds' because.....

a) monkeys are an unusual sight at a station.
b) it is unusual to see a monkey with an old man.
c) people don't usually travel with monkeys.
d) people expected the monkey to put up an act.

4. During bath Toto behaved like a child because he .....

a) used the tub to take a bath.
b) bathed in warm water.
c) tested the water before bathing.
d) hated people laughing at him.

5. If you had to describe Toto in one word, it would be .....

a) irritating
b) amusing
c) mischievous
d) annoying

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Answers in the next few pages

Iswaran the Storyteller by R.K.Laxman

Learning Outcomes:

- Identify the theme of the story.
- learn the art of story writing/telling.
- find out various components of a short story.
- enhance their reading skills.
- Able to critically analyse and write about characters
- Understand how suspense is developed in a story
- Learn about foreshadowing and inference as techniques in narratives
- Appreciate the cultural context of the story

R.K. Laxman (1921 –2015) was an Indian cartoonist, illustrator, and humourist. He was best known for his creation The Common Man and for his daily cartoon strip, You Said It in The Times of India, which started in 1951. His creations also include the sketches drawn for the television adaptation of Malgudi Days which was written by his elder brother R. K. Narayan.

This story is about Mahendra, who works in a supervising firm, and his loyal and multi-talented cook, Iswaran. Avid reader, Iswaran enjoys narrating the most exciting stories in the most dramatic manner. Mahendra listens to his stories regardless of their credibility as these are his only source of entertainment. Iswaran has mastered the art of storytelling, with his dramatic gestures, strategic pauses, use of suspense and exaggeration and pointing out the finer details to make an impact on the listener. He scares Mahendra with one of his stories, forcing him to apply for a transfer.

Reference to Context

'From that day on Mahendra, for all his brave talk, went to bed with a certain unease. Every night he peered into the darkness outside through the window next to his bed, trying to make sure that there was no movement of dark shapes in the vicinity.'

1 What was the brave talk Mahindra is referring to?
2 Why was Mahendra uneasy?
3 Earlier than that day Mahendra had enjoyed what during night time.

Answer the following questions in about 30-40 words:

1. Who was Ishwaran?
2. What had influenced Ishwaran's imaginative story telling?

Sample Answer:

Ishwaran's descriptions were greatly influenced by the Tamil thrillers running into hundreds of pages that he regularly read. Their imaginative descriptions and narrative flourishes could hold Ishwaran enthralled so while narrating even the smallest of incidents he would try to bring in suspense and a surprise ending to the account.

THE CIVIL SERVICES SCHOOL

3 Describe the nature of the job Mahindra did?
4. What influenced Mahendra's decision to leave the work site. Do you think Mahendra's decision was consistent with scientific temper and his profession?
5. What did Ishwaran ask Mahendra on one auspicious day?
6.What happened after the most delicious dinner on that auspicious day?

Sample Answer: *That day after dinner when Mahendra enjoyed the most delicious dinner, unexpectedly Ishwaran launched into a most garish account involving the supernatural elements.*

8. *Why does the author say that Ishwaran seemed to more than make up for the absence of T.V. in Mahendra's living quarters?*

Sample *Answer:*
The author says so because Ishwaran was a fascinating storyteller. He recounting everyday some story packed with adventure, horror and suspense whether the story was credible or not Mahendra enjoyed listing to it because of the inimitable way in which it was told.

Answer the following question in about 100-120 words:
1. What influenced Mahendra's decision to leave the work site? Do you think Mahendra's decision was consistent with scientific temper and his profession?

2. Iswaran is a brilliant storyteller. Elaborate on his power to transform the mundane events into an extraordinary narrative with instances from the text.

Answer the following questions by choosing the most appropriate option:
1. As a junior supervisor Mahendra had to
a) construct factories, bridges and dams.
b) oversee construction work at different sites
c) move from place to place every now and then
d) work in a coal mine and railway construction site.

2. Mahendra was highly adaptable because
a) his needs were few and simple as a bachelor
b) he had to live in makeshift canvas tents.
c) he was a conservative and traditional person
d) he had the services of an expert cook wherever he went.
a junior supervisor Mahendra had to

3. Iswaran had the amazing capacity to produce vegetables and cooking ingredients even in places where there were no shops. This shows that he
a) was highly resourceful and smart.
b) was capable of walking long distances to procure vegetables and ingredients.
c) was devoted to cooking and had the desire to excel in it.
d) wanted to please his master with tasty dishes even in remote sites.

4. Iswaran was interested in reading Tamil thrillers because he
a) had a lot of spare time and reading helped him pass the time.
b) had been influenced by the authors of the book he read.
c) was by nature imaginative and fond of suspense.
d) was imaginative and liked to be dramatic while recounting tales.

5. Mahendra enjoyed listening to Iswaran's stories because
a) they were packed with horror and suspense.
b) they were woven around real incidents of life.
c) Mahendra had no TV and Iswaran's stories helped him spend his leisure time.
d) of the dramatic way in which Iswaran narrated them.

6. Iswaran said that the factory area was once a burial ground. He based this view on
a) a human skull lying in the path
b) a number of human skulls found in the area
c) the appearance of the ghost of a woman at night.
d) the appearance of a skeleton holding a foetus in its arms.

7. Mahendra asked Iswaran to get his digestive system as well as head examined because

a) Mahendra did not believe in ghosts or spirits
b) Mahendra thought that Iswaran was talking nonsense
c) Iswaran was ill and needed medical treatment immediately.
d) Iswaran was behaving in an odd way that disturbed Mahendra.

8. After hearing Iswaran's story, Mahendra avoided looking out of his window at night because
a) he was afraid that Iswaran would be standing outside, ready to tell another story.
b) he had lost interest in the beauty of the new moon.
c) he was afraid that he would see ghosts.
d) the story had frightened him.

9. Mahendra decided to quit his job after he
a) saw a dark cloudy form clutching a bundle outside his window at night.
b) broke into cold sweat and fell back on the pillow, panting.
c) learnt that Iswaran had seen him the previous night sighting the 'ghost'
d) realized that he was actually camping in a haunted place.

10. It is probable that Iswaran himself had appeared as the ghost. If so, he would have done it to
a) frighten his master and take pleasure in it.
b) teach his master a lesson for calling him crazy and not believing his story.
c) ensure that they would leave the camp site and move to a better place.
d) satisfy his desire for drama and suspense.

Answers:
1. grandmother did not like pets
2. the monkey was smart
3. people don't usually travel with monkeys
4. hated people laughing at him
5. mischievous

SANSKRITI
THE CIVIL SERVICES SCHOOL

In The Kingdom of Fools by A.K Ramanujan

Learning Outcomes :

- Students will be able to critically analyze humour and satire in different genres of literature .
- Students will read diverse texts within their historical and cultural contexts.
- Prepare and deliver effective oral presentations and arguments.

Based on a well-known folk tale, this is a story about a kingdom rules by a vain and foolish king whose orders are blindly carries out by his equally unwise group of ministers. It is also the story of a greedy disciple who refuses to pay heed to the words of caution offered by his Guru. It is interesting that none of the characters have been given names, keeping with the tradition of folklore. The system of justice in this kingdom is not based on logic; instead the whimsical king and his ministers take decisions arbitrarily. The power-hungry king lacks foresight and is easily fooled by the wise Guru.

Reference to Context.

'They are all fools… this won't last very long and you can't tell what they will do to you next……'

(a) Who says this to whom?
(b) What would 'not last very long'?
(c) What did ' they' do to the listener finally?

1. What did the king and his ministers decide to do? Why?
2. Why did the guru decide to leave the kingdom?

Sample Answer:

The guru was a wise man and he soon realized that the manner in which the kingdom was being run was impractical and would soon end up in a disaster. He did not want to be part of such an eventuality and so he decided to leave the kingdom.

3. How did the disciple pay for his greed?
4. Everyone must pay a price for being greedy. How does the story justify this statement.

Choose the correct answer:

1. Who are the fools in this story?
a) King.
b) Guru.
c) Disciple.
d) King and minister.

2. What did the disciple learn?
a) He should not be greedy.
b) He should not become fat.
c) Fools are dangerous.
d) One should listen to elders.

3. Why was the merchant called to court?
a) To listen to his crimes.
b) To thank the king.
c) to pay for the death of a thief.
d) the king wanted to punish him.
4. The new law in the kingdom of fools was that

SANSKRITI THE CIVIL SERVICES SCHOOL

a) night would be day and day would be night.
b) People should not sleep at night.
c) People should only work at night.
d) People should not sleep in the morning.

5. Everything was available in the kingdom of fools
a) for money.
b) for a single duddu.
c) for a single rupee.
d) in exchange for some food.

6. The thief was killed when
a) he went to steal from the merchant.
b) he was following his old profession.
c) the wall fell on him.
d) he made a hole in the wall.

7. Identify the order in which people were blamed:
a) Merchant, bricklayer, dancing girl, goldsmith.
b) Dancing girl, goldsmith, merchant, bricklayer.
c) Disciple, goldsmith, merchant, bricklayer.
d) King, minister, guru, disciple.

8. Who did the bricklayer blame?
a) The merchant.
b) The goldsmith.
c) The disciple.
d) The dancing girl.

9. Why was the disciple put on the stake?
a) the merchant was thin.
b) the stake was large.
c) fat man would fit the stake.
d) he was greedy.

10. Who did the dancing girl blame?
a) The merchant.
b) The goldsmith.
c) The bricklayer.
d) The disciple.

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THE CIVIL SERVICES SCHOOL

11. Who did the goldsmith blame?
a) The merchant.
b) The dancing girl.
c) The bricklayer.
d) The disciple.

12. How did the guru save the disciple?
a) By advising the king.
b) By fooling the king.
c) By teaching the king and minister a lesson.
d) By arguing with the king.

The Happy Prince by Oscar Wilde

Learning Outcomes:

- Students will read diverse texts within their historical and cultural contexts.
- Understand the true meaning of benevolence and charity
- Students will be able to critically evaluate different genres
- demonstrate in written and oral form both the comprehension and the analysis of texts.

Oscar Wilde (1854 –1900) was an Irish poet and playwright. He is best remembered for his epigrams and plays. His greatest talent was for writing plays, and he produced a string of extremely popular comedies such as The Importance of Being Earnest.

A swallow, flying to Egypt to join his friends, stopped to rest at the feet of the statue of the Happy Prince. While he was alive he had only witnessed a sheltered and therefore, happy life. After his death, a gilded statue of the 'beloved' prince was erected in the middle of the town. Now he could witness the poverty and misery of his people and he was truly unhappy. He requested the swallow to take the precious jewels and layers of gold from his statue and give it to the people who need them. As winter approached, the prince was only a pale reminder of the beautiful statue that it was. The selfless swallow, unable to bear the cold, died and the lead heart of the prince was shattered. The sight of the ugly statue and the dead bird at its feet were unacceptable to the materialistic administrators of the town who only valued external beauty. The broken heart and the dead bird, thrown in the dust heap, found a place in heaven. They were valued for their inner beauty and lived forever in his city of gold and garden of paradise.

Reference to Context

"I have ordered flowers to be embroidered on it, but the seamstresses are so lazy."

a. Identify the speaker.
b. Which 'order' is she referring to?
c. Is the seamstress really lazy? Give reasons for your answer.
d. What do the above lines reveal about the speaker?

Answer the following questions in about 30-40 words:

1. What kind of life had the Happy Prince known while he was alive?

Sample answer:

While he was alive, the Prince had lived a very comfortable life inside his palace that kept out all forms of misery. Everybody called him Happy because that's the kind of life he had led, away from the sorrows of life.

2. What pleasures did the swallow forgo to do the Happy Prince's bidding?(discuss at least2)
3. Comment on the significance of the title of the story 'The Happy Prince'
4. Why did the swallow decide to quit his journey to Egypt and stay with the Prince forever?
5. What does the swallow see when it flies over the city?
6. What broke the heart of the Prince?
7. What happened to the Prince and the swallow in the end? Did they deserve it? What does it tell you about the people of the city?
8. The Happy Prince says 'There is no mystery greater than misery'. What is the meaning of these words? What message is the author trying to send across to the readers?

(**Value points**: so much in the world yet there is starvation, poverty; never understand it truly till we experience it ourselves)

Answer the following question in about 100-120 words:

1. 'As he is no longer beautiful he is no longer useful' said the professor of art in Oscar Wilde's The Happy Prince. We live in a world where outer appearance is used as the unit to measure Man's worth. Using suitable examples from the text, discuss human obsession with outward appearance and how we should value people for their inner worth.

2. **What did the Angel consider the two most precious things in the city? Why?**

The two most precious things mentioned in the story are the kind heart of the happy Prince and the dead swallow. They are precious because the Angel chooses them for their virtues and noble deeds, and God gives them a place in his garden of Paradise.

3. **What is the moral of the story 'The Happy Prince'?**

The moral of the story is that charity, compassion and unconditional giving can endear us to God. Love, sacrifice and generosity should be the governing virtues of mankind. Outward beauty is superficial and a heart which beats for others is the noblest heart. All pain and suffering can be well endured if the ultimate goal of it is to bring joy in other's lives. The story asks us to dedicate our lives to uplift others and in doing so rise above common selfish motives and also set a target for others to scale.

Choose the correct answer

Question 1.
What did the swallow do before he fell down dead?
(a) He kissed the Happy Prince on his lips.
(b) He told the Happy Prince that he was going to the House of Death.
(c) Both a and b above.
(d) Prayed to God

Question 2.
What were two little boys doing under the archway of a bridge?
(a) They were lying in each other's arms to keep themselves warm.
(b) They were waiting for the swallow to bring them some gold.
(c) They were hungry and were begging for food.
(d) They were trying to hide from the watchman

Question 3.
What did the Happy Prince say was more marvellous than anything?
(a) The sapphires in his eyes.
(b) The suffering of men and women.
(c) The beauties of nature.
(d) The beautiful things in his palace.

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THE CIVIL SERVICES SCHOOL

Question 4.
Who did the Happy Prince send his second sapphire for?
(a) For the poor match-girl.
(b) For the poor seamstress.
(c) For the poor playwright.
(d) For the mayor of the city.

Question 5.
What did the Happy Prince say about the Sapphires in his eyes?
(a) He said they were rare sapphires.

(b) He said they were brought out of India a thousand years ago.
(c) Both a and b above.
(d) that he would not be able to see without them

Question 6.
What was the trouble facing the playwright?
(a) he was sick
(b) he was cold and hungry
(C) he was dull and boring
(d) he had no work to do

Question 7.
Why was the boy tossing on the bed?
(a) because of fever
(b) because of hunger
(C) because of cold
(d) because of thirst

Question 8.
Where did the little swallow take the ruby to?
(a) to the palace
(b) to the seamstress' house
(C) to Egypt
(d) nowhere

Question 9.
What does the Happy Prince ask the little swallow to take to the poor lady?
(a) an orange
(b) a sapphire
(C) a ruby
(d) a bag of coins

Question 10.
What was the profession of the woman who was sitting in her cottage with prickled hands?
(a) seamstress
(b) baker
(c) charwoman
(d) gardener

Question 11.
What did his courtiers call him when he was alive?
(a) The Happy Prince
(b) The Enlightened One
(c) Immortal
(d) The Blessed One

Question 12.
Why was the Happy Prince weeping?
(a) to see the condition of the children and the apathy of the townsmen
(b) to see the sorrows and little swallow town sufferings of the people

SANSKRITI THE CIVIL SERVICES SCHOOL

(c) to see the callousness and greed of the people
(d) all of the above

Question 13.
What happened as the little swallow was going to sleep?
(a) a cool breeze blew
(b) the clouds thundered
(c) a large drop of water fell on him
(d) the statue began to shake

Question 14.
Where was the little swallow going?
(a) to Egypt
(b) to India
(C) to Mississippi
(d) to Syria

Question 15.
What was the body of the Happy Prince gilded with?
(a) flowers
(b) silver leaves
(c) thin leaves of brass
(d) thin leaves of gold

Question 16.
What happens when the Swallow dies?
(a) Leaden Heart of the Prince was broken into two pieces
(b) Prince cried as he comes back to life with the immense sorrow
(c) The Prince cried at the loss of his only friend
(d) People cried filled with shame and regret

Question 17.
Where did the Swallow die?
(a) in the city
(b) under the fountain
(c) at the feet of the Statue
(d) in a house

Question 18.
What did Swallow do to be with Happy Prince?
(a) helped him flying here and there
(b) stopped flying to distant places
(c) sacrificed his trip to Egypt
(d) All of the above

Question 19.
Why were Prince and the Swallow so precious?
(a) because of their kindness and selflessness
(b) because of their services
(c) because they had many possessions
(d) they were rich

SANSKRITI THE CIVIL SERVICES SCHOOL

Question 20.
Why did Happy Prince give away all his assets?
(a) to eradicate misery and sorrow from his city
(b) to show his power
(c) to show his wealth
(d) his assets were becoming a liability

Question 21.
Why was the Swallow not ready to move to Egypt?
(a) Because Happy Prince had become blind
(b) because of the kindness of Happy Prince
(c) Because Happy Prince would be alone
(d) It was too tired to fly now

Question 22.
What did the swallow notice while flying over the city?
(a) plight of the poor and greed of the rich
(b) many people and their plight
(c) many poor people
(d) many waste things

Question 23.
Whom did the Prince send the sapphire to?
(a) matchgirl and young writer across the city
(b) poor lady
(c) a beggar
(d) none

Question 24.
Whom did the Happy Prince send the Ruby to?
(a) Seamstress- a poor woman
(b) a man
(c) a beggar
(d) Swallow

Question 25.
Why was the Prince called happy?
(a) because he never cried
(b) because he was very lucky
(c) because he had everything
(d) because he always smiled and was living in palace of happiness

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THE CIVIL SERVICES SCHOOL

Complete the following sentences on the basis of your understanding of the story.

1. a) The happy prince was a____
2. b) He was happy when he was a_____
3. c) The swallow found a _____to sleep in.
4. d) The prince gave the_____to the seamstress.
5. e) The _____was given to the_____in the attic.
6. f) The gold leaves on the statue were given to_____
7. g) The swallow was a_____
8. h) The swallow died of_____
9. i) The happy prince died of a_____

Weathering the Storm in Ersama by Harsh Mander

Learning Outcomes:

- read the summary of the lesson and answer questions.
- read for understanding.
- write fluently and accurately.
- understand the central theme.
- develop sensitivity for the suffering caused by natural disasters.
- familiarise themselves with language used in newspapers etc. to describe events.

Harsh Mander, fifty-five, social worker and writer, is a member of the National Advisory Council. He is also the founder of the campaigns Aman Biradari, for secularism, peace and justice; Nyayagrah, for legal justice and reconciliation for the survivors of communal violence; and Dil Se, for street children and homeless people. He is special commissioner to the Supreme Court of India in the Right to Food case, and director, Centre for Equity Studies.

Weathering the Storm in Ersama narrates the adventures of a young man Prashant who was marooned on a rooftop for two nights following a dreadful storm.

Prashant had gone to the coastal town of Erasma in Orissa to spend a day with his friend seven years after his mother's demise. It was that fateful day the storm lashed in full fury with heavy wind and rain. Trees were uprooted and water entered neck deep inside the friend's house. For two days, everyone took refuge on the roof till the situation calmed down a bit.

Although everyone tried to persuade Prashant to stay for a few more days as the situation had not fully settled, he was determined to move ahead. Using a stick to guide him, he waded his way through the water to his village, eighteen kilometres away. Once there, he sought the assistance of Red Cross to find out the whereabouts of his family. Slowly, he found each one of them.

The story leaves the message that we should withstand every hard situation and be brave and courageous.

1. *As they waded through the waters, the scenes they witnessed grew more and more macabre.*
   a) Who are they in the above extract? Why are they wading through the waters?
   b) Give another word for macabre.
   c) Describe the scenes they witnessed.
   d) Where exactly do they witness the scenes?

2. What did Prashant see when he reached his village Kalikuda?
3. Describe the devastation wreaked by the super cyclone that hit Orissa in 1999.
4. "It was a journey he would never forget". Why has Prashant's journey from his friend's house to his own been described as an 'expedition' and that too an unforgettable one?
5. How did Prashant alleviate the suffering of children and widows post the devastating cyclone?
6. Why did Prashant fear the possibility of being bereaved for the second time?

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7. How did Prashant and his select group of youth and elders manage to overcome hard times post the cyclone?
8. Explain the significance of the title of this chapter.

Answer the following questions in 100-120 words

9. In the face of adversity and complete deprivation, Prashant, a young teenager showed exemplary courage , determination and resilience. Substantiate with examples from the chapter, 'Weathering the Storm in Ersama'.
10. Describe in detail all that Prashant did in order to remove the 'deathly grief' of the people of his community?

Multiple Choice Questions

For the next two days, Prashant sat huddled with his friend's family in the open on the rooftop. They froze in the cold and incessant rain; the rain water washed away Prashant's tears. The only thought that flashed through his mind was whether his family had survived the fury of the super cyclone. Was he to be bereaved once again?

1. When did the storm hit the town Ersama?
a) 1989
b) 1979
c) 1969
d) 1999

2. What does this lesson speak about?
a) storm
b) A young boy and his ventures
c) Importance of courage and positive approach towards life
d) How to face storms

3. What was the impact of the cyclone?
a) destruction
b) homes were lost
c) many lives were lost
d) all of the above

4. Meaning of the word bereaved is
a. Suffering of a loved one
b. Death of a loved
c. Pain of a loved one
d. None of the above

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The Last leaf by O.Henry

Learning Outcomes:

- understand the central theme and writer's message.
- enhance their creative and imagination skills.
- understand the story.

- enhance their speaking skills.
- read for understanding.
- write realistic dialogues and understand the perspective of different characters.
- enhance their creativity and theatrical skills.

O. Henry was an American writer whose short stories are known for wit, wordplay and clever twist endings. He wrote nearly 600 stories about life in America.

He was born William Sidney Porter on September 11, 1862, in Greensboro, North Carolina. His father, Algernon Sidney Porter, was a medical doctor. When William was three his mother died and he was raised by his grandmother and aunt. He left school at the age of 15 and then had a number of jobs, including bank clerk
O. Henry is credited for creation of The Cisco Kid, whose character alludes to Robin Hood and Don Quixote. The Arizona Kid (1930) and The Cisco Kid (1931) are among the best known adaptations of his works.

"The Last Leaf" concerns Johnsy, a poor young woman who is seriously ill with pneumonia. She believes that when the ivy vine on the wall outside her window loses all its leaves, she will also die. Her neighbour Behrman, an artist, tricks her by painting a leaf on the wall. Johnsy recovers, but (in a twist typical of O. Henry) Behrman, who caught pneumonia while painting the leaf, dies.
The main theme explored in the short story "The Last Leaf" by O. Henry is that of selflessness and sacrifice. Other minor themes also resurface from the text, and the most notable ones are the theme of hope and the theme of death.

This theme is illustrated by Behrman and his efforts to help Johnsy find a reason to live and something to hold on to. When he finds out that Johnsy is convinced that she will die once the last ivy leaf falls, the man is determined to do something to prevent her death. As an ultimate sacrifice, he gets out in the rain and snow in the middle of the night to paint an ivy leaf on the brick wall.
The theme of hope is illustrated in the story by Sue. Even though the doctor only gives Johnsy one chance in ten to recover, Sue does not lose her hope. Note that she tries to be optimistic in her interactions with Johnsy, lying to her about her chances to survive and hoping that Johnsy finds something to cling on to.
The theme of death is explored in several ways in the story. On the one hand, this theme is hinted at through the title of the story, where the word "last" represents something close to an end.
Henry also appears to be exploring the theme of friendship. There is the obvious friendship between Sue and Johnsy with Sue remaining focused on helping Johnsy get better. Also Behrman, though when first introduced to the reader comes across as being a cantankerous old man, is in reality fond of both Sue and Johnsy. This fondness is probably based on Behrman's understanding of how difficult life is for an artist. It is only at the end of the story that the reader realises just how committed or fond of Johnsy (and Sue) Behrman actually is when he sacrifices his own life in order to save Johnsy's.

It is also noticeable that Johnsy very early on in the story, gives up any hope of living or beating pneumonia. The doctor mirrors this lack of hope in many ways. He remains practical, aware that there is nothing he can do for Johnsy unless she herself also makes some form of commitment (to stay alive). He feels that rather than focusing on the leaves on the vine it would be more practical for her to focus on her recovery from pneumonia.

There is also some symbolism in the story, which may be important. Each leaf that Johnsy sees falling from the vine in many ways leads her into further despair. However when Behrman paints the one leaf, it symbolises hope for Johnsy. Something that is noticeable when her health improves on her discovery that the last leaf has not fallen.

The ending of the story is interesting because it is only at the end does the reader fully realize the sacrifice that Behrman has made. He has given his own life in order to save another person's life and in many ways the single leaf that he has painted on the wall is his masterpiece. It has rejuvenated Johnsy. Just as the pneumonia was taking a toll on her lungs (and breathing) the last leaf has given her back her breath or life. Something that is noticeable when the doctor arrives and notices an improvement in Johnsy's well-being. It is also interesting that on seeing the last leaf Johnsy no longer views life as negatively as she has previously done throughout the story. Rather she realises that 'it is a sin to want to die.' This line may be important as it is possible that Henry is suggesting that regardless of how one feels an individual should never give up. That they should keep trying just as Behrman did till the end when he finally managed to complete his masterpiece and restore hope into Johnsy's life.

Answer the following questions :

1. *"His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night."*
    a) Who is being talked about in the given lines?
    b) What had the person being referred to here been doing on such a dreadful night?
    c) His action had both, a happy result and a sad one. What were those?

2. What is the epidemic that afflicted Johnsy?
3. What did the doctor say was Johnsy's only chance to live?
4. Why did Johnsy keep counting the leaves on the ivy vine?
5. Who was Behrman? What was his life's mission?
6. What change comes over Johnsy on the second morning when she found the last leaf still on the vine?
7. Imagine you are Sue. Write a diary entry explaining why you lied to Johnsy about what he doctor had said and why you felt justified in doing so.(100-120 words)
8. What was Behrman's lifelong dream? Did he realize it? Explain with reference to the story.

    Sample Answer:

    Mr. Behrman's lifelong dream had been to paint a masterpiece. When Johnsy was on deathbed, he risked his life by going out in the stormy weather and painting the last ivy leaf on the wall after the original leaf had fallen. It was on seeing that the last leaf, with the falling of which she had associated her death, Johnsy got the hope and the will to live and was finally cured of her illness. But in the process of saving Johnsy's life, Behrman, exposed to the harsh weather of the night, drenched and soaking wet, caught pneumonia and died. He gave up his own life in saving another but his lifelong dream had come true. The painting was so brilliant and so life-like that it caused Johnsy to believe it was a real leaf. Thus in sacrificing his life, Behrman accomplished his lifelong dream of painting a masterpiece. The last leaf was indeed his last painting and masterpiece.

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9. Give a character sketch of
    a) Behrman
    b) Johnsy

Write in about 100-120 words.

Multiple Choice Questions :

Johnsy's eyes were open wide. She was looking out the window and counting – counting backward.

"Twelve," she said, and little later "eleven"; and then "ten," and "nine"; and then "eight" and "seven", almost together.

1. Johnsy was suffering from _____.

i. pneumonia

ii. malaria
iii. a headache
iv. stomach pain

2. Why do many teenagers feel depressed?

i. because of too many desires
ii. because of higher aspirations
iii. because of inability to cope up with the expectations
iv. All

3. **When was Behrman able to make his dream true?**

i. when he painted the last leaf on ivy
ii. when he died
iii. when he thought of Johnsy
iv. none

4. What misconception had Johnsy developed in her mind?

i. she was great
ii. she can't be cured
iii. she would die with the fall of last the leaf on the creeper
iv. All

5. What was Behrman's dream?

i. to travel the world
ii. to paint a masterpiece
iii. to make a colorful painting
iv. to make a poster

6. **According to the doctors what was the cure to her illness?**

i. medicines
ii. strong medicines
iii. love and care
iv. her own willingness to live

Reference to Context :

Q2 **You won't die," said Sue energetically. "You have to live for your friends. What would happen to me if you die?"**

i. Who is Sue Speaking to?
ii. Why is the listener talking about death?
iii. Give a synonym of energetically
iv. Name the author of the above extract.

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A House Is Not a Home by Zan Gaudioso

Learning Outcomes:

- **understand the term 'disaster'.**
- distinguish between natural and human caused disasters.
- think about ways of dealing with disaster.

- Comprehend the text
- express emotions and feelings through a diary entry.
- write fluently and accurately.
- collect information about firefighting.
- enhance their understanding of the ways to fight with natural disasters
- Analyse the impact of personal loss, psychological upheaval during adolescence and understand different coping mechanisms

Zan Gaudioso is a contributing author and editor of several volumes of the best-selling Chicken Soup for the Soul series, most notably Chicken Soup for the Teenage Soul III. She is also co-author of the award winning book, *The Buddha Next Door*. Zan is currently working on a documentary about Happiness, while also writing a weekly blog on the same subject. She is exploring what constitutes happiness in a time of change.

Teenage is a rebellious phase of a child's life. At this time, children not only grow but also find difficulties in daily routines or for that matter the changes taking place in their life invariably. This is a real incident of a teenager Zan Gaudioso. This story starts when the narrator, a young school girl, leaves her junior school for a new high school. She loves her previous school so much that she hates attending her new school. She misses friends and teachers from there. Because of this change, she is upset with herself and thinks that she is a misfit in the new school.

One day while doing homework, she notices wisps of smoke coming out of the ceiling. Before her mother and she could understand anything, the home gets into the clutches of fire. The girl runs out calling for help. Her mother comes out of the home with a metal box, which consists of family photographs and other mementos of her late father. The fire spreads, the house is on the verge of destruction. Her mother goes inside the house once again. When the girl sees that, she charges to run inside for her mother. A fireman spots her trying to go back in and doesn't allow her to move from her spot. The house is on fire and firefighters are trying to extinguish the fire. Seeing the intense fire, the girl sadly thinks that her mother and cat are lost in the fire. Well, after five hours tussle, firefighters come out with her mother unscathed.

They spend the night at their grandparents' home. Next morning she goes to school in old clothes and borrowed shoes. They borrow money from the grandparents and rent a house in the neighbourhood. At school, the news of the fire reaches the students and teachers. To help her they students collect and donate many things such as clothes and shoes.. Seeing this help, the girl's heart warms up to the new place and people. And one day, a woman comes to her with a cat possibly that belongs to her. The girl is elated her joy knows no bounds.

Reference to Context

It always seems that bad news spreads quickly, and in my case it was no different. Everyone in high school, including the teachers, was aware of my plight.

1. What was the bad news?
2. What impact did the spreading of the news have on the speaker of the above extract?
3. How did the bad news change the behaviour of the people towards her in the High School?

Answer the following question in about 30-40 words:

1. Why was the narrator being pushed to the Gym? What did she see when she reached there?
2. What experience did the narrator have in the first year of High School?
3. How did the narrator react in the after math of fire?

Answer the following question in about 100-120 **words:**

1.There is intrinsic goodness in every person. This goodness instils hope in human hearts and gives a new promise of a greater hope for human society and the nobility of humanity. Elaborate in the light of the chapter, 'A House Is Not a Home'.

2.Give a detailed character sketch of the protagonist in about 100-120 words.

Question 1. Multiple Choice Questions:

My mother kept stoking the fire to keep the house nice and warm. Suddenly, I smelled something strange, and then I noticed it... smoke pouring in through the seams of the ceiling.

In the story 'A House Is Not a Home', how many hours did it take for the fire to finally put out?

(a) 3
(b) 4
(c) 5
(d) 6

3. **"But then it struck me .."- What struck the author?**

(a) She hadn't seen her mother
(b) She hadn't seen his cat
(c) Her old school's story
(d) Condition of her father's pictures and letters

3. In the story 'A House Is Not a Home', who broke down to tears and cried and cried?

(a) The author
(b) Author's mother
(c) The old schoolteacher
(d) The cat

4. **Where did the author and her mother go to spend the night?**

(a)Author's friend's house
(b)Author's father's office
(c)Author's grandparents' house
(d)They stayed inside their car

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5. "They became yet another casualty of the fire.."- Here 'they' indicates-

(a) Author's a bunch of pencils
(b) Author's books
(c) Author's school uniform
(d) Author's shoes

6. In the story 'A House Is Not a Home', from whom did the author borrow some tennis shoes?

(a) Her friend
(b) Her cousin
(c) Her aunt
(d) Her neighbour

7. Do you think the author was ready to go to school the very next day after the fire broke out?

(a) Yes
(b) No, she had lost her mother
(c) No, her clothes were weird, and her backpack was gone
(d) No, her cat wasn't there to accompany her to school

9. **In the story 'A House Is Not a Home', the author had her life in that _____**

(a) Old school
(b) Burnt house
(c) Front yard of her previous house
(d) Backpack

9. "The more I tried to fit in, the worse it got."- Where was the author trying to fit in?

(a) Her new house
(b) Her new school
(c) Her new clothes
(d) None of the above

10. **In the story 'A House Is Not a Home', the author didn't want to grow up and handle things in life. She just wanted to-**

(a) Have some ice creams and die
(b) Play some football and die
(c) Curl up and die
(d) Both (a) and (b)

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<u>The Accidental Tourist by Bill Bryson</u>

Learning Outcomes :

- understand the central theme.
- express ideas in speech on writing
- speak and write with fluency and accuracy.
- Learning Outcomes: The students will be able to
- understand the central theme of the story.
- identify, understand new words and use themes.

- compare and analyse various chapters and draw out similarities.
- enhance their reading skills.
- enhance thinking and analytical skills.
- The students will recall the humorous incidents
- give a brief oral description of events / incidents of topical interest
- generate vocabulary needed for the understanding of the text.
- write a character sketch of the protagonist

William 'Bill' McGuire Bryson (born December 8, 1951) is a best-selling American author of humorous books on travel, as well as books on the English language and on scientific subjects.

In 2003, in conjunction with World Book Day, voters in Great Britain chose Bryson's book Notes From a Small Island as the book that best sums up British identity and the state of the nation. In the same year, he was appointed a Commissioner for English Heritage.

In 2004, Bryson won the prestigious Aventis Prize for best general-science book with *A Short History Of Nearly Everything.* This concise and engaging piece of literature explores not only the histories and current status' of the sciences, but also reveals their humble and often humorous beginnings. One "top scientist" is alleged to have jokingly described the book as "annoyingly free of mistakes".

In 2005, Bryson was appointed Chancellor of Durham University, a city he had praised as "a perfect little city" in Notes from a Small Island.

In *The Accidental Tourist,* the author describes his experiences as a traveller. He writes about humorous things that have happened to him on aeroplanes, such as knocking a drink over the person sitting next to him, or dropping the contents of his bag.

1. **'It's *not much fun, but it does cut down on the laundry bills'?***

(a)What is not 'much fun'?
(b) How does it cut down on the laundry bills?
(c) Who is the author of the story?

2. What kind of a man does the narrator appear to be?

3.Was the narrator able to use his 'air miles' finally? Why? What was ironical about the whole incident.

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Sample Answer*:*
No, he was unable to avail the air miles as the name on his ticket said Bill and the name on the airlines card had William on it. The lady at the counter refused to give him the air miles benefit as the names did not match. This was ironical as after many futile attempts to realize his air miles he had finally come so close to fulfilling his wish and then the unexpected names mismatch shattered his dream abruptly. It was even more ironical as Bill is actually a widely accepted nickname for William in England but the lady at the counter was unwilling to oblige.

4. How does Bill Bryson offend his lady co-passenger in a flight?

5. How does he console himself on not flying to Bali?

Long answer Questions

6. The Accidental Tourist is told in a humorous way by a narrator who has an enviable ability to laugh at his own ineptitude and clumsiness . In a paragraph of about 100-120 words, give a humorous account of a similar journey/ visit/incident which you may have experienced.

7. Describe any two incidents that justifies the fact that the author is in fact very clumsy and unable to do simple tasks that others find normal.

The Beggar by Anton Chekhov

Learning Outcomes:

- understand the key theme of the story.
- enhance their thinking skills.
- write fluently and accurately.
- know about the problem of begging.
- suggest ways to rehabilitate 'beggars'.
- write and speak a dialogue.
- enhance their creative skills.
- enhance their speaking skills.
- Appreciate the impact of dependency and addiction and make responsible choices
- Appreciate the importance of financial independence and its impact on quality of life

'Anton Chekhov was born in Russia in 1879. He studied medicine at Moscow University but he is known as a writer of stories and plays. He started writing stories even when he was a student. He died of tuberculosis in 1904 just at the age of 44. Today he is regarded as one of the greatest short story writers in the world.

In *The Beggar*, we have the themes of change, dishonesty, alcoholism, kindness, compassion, desperation, struggle, selflessness and gratitude.

Lushkov, due to his alcoholism, is no longer able to work and has to resort to begging in order to survive. He also begins to lie about his misfortune hoping that the story he creates will help him to get money from strangers. He knows that should a stranger be aware that he wants money so that he can continue to drink none will be given to him. In essence Lushkov is being dishonest in order to survive or feed his addiction to alcohol.
It is also interesting that due to his lying Sergei shows Lushkov little or no compassion believing that hard work will cure him of his homelessness and addiction to alcohol. Though some critics might suggest that the path Sergei follows is a noble one it turns out that Sergei's suggestion does not work for Lushkov and it is only through the kindness of Olga that Lushkov begins to really

change his life and give up drinking. It is through listening and talking to Olga that Lushkov sees the error of his ways and is able to mend his life.

Throughout the story the reader senses that Sergei's goodwill is more about him boosting his ego than helping Lushkov. Rather than showing Lushkov compassion when they first meet Sergei is upset that Lushkov has lied to him.

Though some critics might suggest that Lushkov continued to lie to Olga about being unable to chop the wood and played on her good nature, it is more likely that Lushkov through his alcoholism was unable to physically exert himself.
It is also worth noting that though Sergei thinks he is acting out of charity he is in fact gaining something, whether it is chopping the wood or helping to move furniture. He cleanses his soul by way of paying Lushkov and in many ways patronizing him when it comes to Lushkov's alcohol intake. At no stage in the story is there a sense that Sergei understands Lushkov's alcoholism. Olga attempts to help Lushkov by chopping the wood and giving him advice on the evils of alcohol. She takes more of an interest (selflessly) in Lushkov's life than Sergei does. It is also noticeable that Lushkov is grateful to Olga, something that the reader becomes aware of when he is talking to Sergei at the theatre. Despite the passing of time he has not forgotten all the Olga has done for him, which appears to come as a surprise to Sergei, who feels as though he is the one who is responsible for helping Lushkov reclaim his life.

However the reality is that Sergei's words and deeds are no match for the actions of Olga who is the real impetus for change in Lushkov's life.

Reference to Context
But what else can I do? I can't get along without lying. No one will give me anything when I tell the truth, what can I do?"

a. Identify the speaker and the spoken to.
b. What did the speaker lie about?
c. Did the speaker really have no choice? Give reasons.
d. What do the above lines reveal about the speaker?

Answer the following questions in about 30-40 words:

1. Why did the beggar who claimed to be a school teacher seem familiar to Sergei?
2. How did his alcoholism affect Lushkoff's life?
3. **Sample answer:**
   His addiction to alcohol had weakened him physically and psychologically. He had dull, drunken eyes and lacked physical strength. He had also lost his will to do something to alter his situation and live with dignity.
4. How did Lushkoff react when he was sent to the woodshed with Olga?
5. How did Sergei react when he saw Lushkoff at the theatre?
6. Did Lushkoff feel indebted to Sergei?
7. Why do you think Lushkoff stopped drinking?

Answer the following questions in about 100-120 words:

8. After Lushkoff reveals the truth behind his reformation, Sergei writes a diary entry describing the impact of this revelation.

9. We have always been taught to help those who are less privileged than we are. There are, however, different ways to help them. Chekhov's story puts forth two distinct ways of helping

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the destitute. How are they different from each other? Compare and contrast the method used by Sergei with that used by Olga. Which one was more effective and why?

10. Give a character sketch of:
    a) Olga
    b) Lushkoff
    c) Sergei

Multiple Choice Questions :

1. *'I fell a victim to calumny.'* The word **calumny** means :

a. Intrigue
b. Cheating
c. Defamation
d. Misrepresentation
e. All of the above

1. What is the theme of the lesson?

(a) responsibility of the government towards its citizens

(b) addiction and its effects

(c) power of kindness in transforming anyone for the better

(d) wisdom in choosing a vocation life

2. ***"This is dishonesty, my dear sir!" he cried angrily. "This is swindling — I shall send the police for you, damn you!"***

a.Olga
b.Lushkoff
c. Sergei
d. Tolstoy

ii. What is the dishonesty being spoken about?

a. The fact that the beggar had said that he was a student who had been expelled,
b. The fact that the beggar had said that he had been a village schoolteacher and then had lost his place through intrigues.
c. The fact that the beggar had been swindling people through stories to evoke pity and sympathy to earn money for drinking
d. All of the above.
e. Only c.

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POETRY

Learning outcomes

- Read different kinds of texts such as prose, poetry, play for understanding, appreciation and to write answers of questions in order to demonstrate comprehension and inferential skills.
- identify personal experiences that can be used when writing poems
- understand the basic terminology and practical elements of poetry.
- Recognize poetry from a variety of cultures, languages and historic periods
- Understand and appreciate poetry as a literary art form
- Analyze the various elements of poetry, such as, genre, imagery, figures of speech, symbolism, theme, etc.
- Read and discuss selected poems in translation
- Apply the principles of literary criticism to the analysis of poetry
- Broaden vocabulary and develop an appreciation of language and its connotations
- Develop critical thinking skills
- Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
- Develop own creativity
- Enhance writing skills

The Road Not Taken by Robert Frost

Learning Outcomes:

- Understand the idea of making choices in life
- Be able to express their thoughts
- Be able to ponder over his/her life
- Understand the meaning of difficult words and phrases used in the poem.
- Know the appropriate the use of poetic devices
- Understand the underlying meaning of the poem.

Robert Frost, the author of ***The Road Not Taken***, writes about how a person must choose his or her own path in life. Everyone is a traveller and must choose how to live his or her life. This poem demonstrates Robert Frost's belief that the road a person chooses to follow in their life will define what kind of person they will become, and how fulfilling their life will be. He describes the choice as difficult, and with consequences. He reminds the reader that their choice may not be popular.
"The Road Not Taken" describes the path of a solitary traveller who pauses his travels in an effort to correctly choose his fate. He even feels sorry that he cannot travel both the paths as he has to choose only one out of the two.
Several factors define not only the traveller's life, but all people's lives as well. There will always be times in life when a decision that defines destiny and alters the course must ultimately be decided. Life is not always about the road taken, but sometime the road not taken.

Read the following extract and answer the questions by choosing the most appropriate alternative from those given below:

1. ***And both that morning equally lay….I doubted if I should ever come back.***
   a. What decision does the speaker take?
   b. Does the speaker seem happy about this decision?
   c. Which 'morning' is the narrator discussing in the first line?
2. ***I shall be telling this … ….all the difference.***

a. Why shall the poet be telling ages and ages hence?
b. Why is the poet sighing in the end?

3. ***"And be one traveller, long I stood***
And looked down one as far as I could
To where it bent in the undergrowth "
a) Explain ' Long I stood…..'
b) what does the road bent in the undergrowth imply?
c) How does the first road appear?

Answer the following questions in about 30 – 40 words:
1. What dilemma does the poet face in the poem?
2. Why does the poet choose the road less travelled by? Does he sound happy/ unhappy?
3. What do the two roads represent if we were to draw a parallel with our lives?
4. Do you think the poet is satisfied at end with the choice he makes. Do you think he would return to take the other path?
A .*The 'sigh' in the last stanza is not a sigh of regret but an expression of nostalgia. The difference made in the life of the poet is because of the choice he had made. The message here is to carve out a brave future for oneself and that will only occur when a brave choice has been made.*

Long Answer Questions (100-120 words)
4. How is the poem 'The Road Not Taken' a reflection on taking up challenges, observing caution and remaining committed, while making decisions in life?
5. Justify the title of the poem.
6. Robert Frost's poem reflects the spirit of adventure and discovery that was characteristic of the time when the poem was written. Discuss.

Reference to Context -Multiple Choice Questions:

1. *"And both that morning equally lay*
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back."

A. What is the traveller's dilemma?
i. to go for a morning walk or not
ii. both roads were covered in leaves, which had not yet been turned black by foot traffic
iii. which career choice to make
iv. to clear the path or wait for someone else to do it

B. "Oh, I kept the first for another day!" What feeling(s) of the traveller does this line convey?
i. He was jubilant as he always wanted to take the other road.
ii. He was consoling himself that he would come for a morning walk when the sky was clear.
iii. He was consoling himself that he would perhaps tread the other road on another occasion.
iv. He was happy to do this as he was busy that day.
C. Why did the traveller doubt if he should ever come back?
i. he had plans to shift abroad

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ii. he didn't like that road that much
iii. he knew he wouldn't find any companion to give him company on that path
iv. he knew he would get busy travelling on the chosen path as one choice leads to a set of other choices

2. *"Two roads diverged in a yellow wood,*

And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth"

A. What do the roads symbolise?
i. career choices that the traveller will have to make in future
ii. route that the traveller needs to take
iii. different choices in a man's life which when taken will make a difference in his life.
iv. Different people that the traveller may come across in his life

B. Find a word from the extract which means the same as 'separated from another':
i. Undergrowth
ii. bent
iii. diverged
iv. afar

C. What does 'yellow wood' signify?
i. forest covered with sunflowers
ii. autumn season
iii. Forest covered with daffodils
iv. spring season

3. *"Then took the other, just as fair,*
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same."

A. According to the poet, which road had a better claim and why?
B. What does the expression 'passing there' mean?
C. "Because it was grassy and wanted wear;" State the poetic devices used in this line.

Wind by Subramania Bharati (translated by A. K. Ramanujan)

Learning Outcomes:

- Understand and appreciate poetry as a literary art form

- comprehend the poem.
- Analyze the underlying meanings of the poem by using the elements of poetry.
- Relate the poem to real life.
- Compare the particular poem with other poems.
- Apply the principles of literary criticism to the analysis of poetry
- Identify the poetic devices
- Broaden vocabulary and to develop an appreciation of language and its connotations and denotations
- Develop critical thinking skills
- Understand the purpose
- explore symbolism by comparison.

Bharati (1882 – 1921), was a Tamil writer, poet, journalist, Indian independence activist and a social reformer from Tamil Nadu. His numerous works included fiery songs kindling patriotism during the Indian Independence movement.

His poem Wind is an inspiring poem that urges the readers to shake of the stupor and all forms of weakness and face the challenges of life. Bharati uses the metaphor of the wind to remind us that difficulties are inevitable and challenging. The anarchic energy of the wind creates chaos and can be intimidating. Bharati urges the reader to be strong. The wind winnows out the weak from the strong and crushes the former. Instead of running away from the wind, we must build stronger homes. Similarly, we should make ourselves stronger, physically and mentally. We should grow stronger with every challenge and be friends with the wind rather than hide from him.

1. *...the wind god winnows and crushes them all*
   He won't do what you tell him.
   a) Explain the first line
   b) Which character trait of the wind god comes out in the second line?
   c) According to the poet, what all do we possibly tell the wind to do?

2. *The wind blows out weak fires.*
   He makes strong fires roar and flourish.
   a) Identify the poetic devices used in the above lines.
   b) Explain the second line.
   c) Give another word for *flourish.*

3. *He won't do what you tell him*
   So, come, let's build strong homes
   a) Who is 'he' in the first line? Why is he uncontrollable?
   b) How will building a strong home, create a defense for the poet?

4. How can we befriend wind?
5. Describe all that the wind does? Why do we still need to be friends with him?
6. How is this poem a reminder to be resilient and not be vulnerable?
7. How does one benefit from facing a fierce wind? 100-120)

Wind, come softly.
Don't break the shutters of the windows.
Don't scatter the papers.
Don't throw down the books on the shelf.

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There, look what you did – you threw them all down.
You tore the pages of the books
You brought rain again.
You're very clever at poking fun at weakling

1. Name the poet of this poem.
   (a) Robert Frost.
   (b) Subramania Bharati.
   (c) W.B. Yeats.
   (d) Phoebe Cary.

2. What does the poet want the wind to do?
   (A) don't break the shutters of windows
   (B) don't scatter the papers
   (C) don't throw down the books
   (D) all the above

3. Who does the wind make fun of?
   (A) the rich
   (B) the strong
   (C) the weak
   (D) none of these

4. What is the figure of speech in the above lines?
   (A) Personification
   (B) Metaphor
   (C) Simile
   (D) all the options are correct

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Rain on the Roof by Coates Kinney

Learning Outcomes:

- think imaginatively and creatively.
- learn basic elements of a poem, eg, rhymes, images etc.
- enhance vocabulary, understand it and use them appropriately
- infer the meanings of unfamiliar words using contextual clues
- understand the key areas of the lesson taught.
- personalize the experience they have read about.
- understand the emotional impact that processes around us have on us
- Relate to the impact natural processes have on our memories
- Analyze the underlying meanings of the poem by using the elements of poetry.
- Compare the particular poem with other poems.

Coates Kinney (1826 - 1904) was a lawyer, politician, journalist, and poet from the United States.

In the poem, the poet is lying on the bed on a rainy day. He can see the dark shadows of the clouds hovering over the sky. The clouds hide the stars and soon it begins to rain. The melancholy at the beginning is soon replaced by the soothing and softer sound of the rain. The light sound of the rain triggers his imagination and a thousand memories arise in his mind. Like a web, one memory leads to another. Soon, he thinks about his mother as she used to be when he was young. She looked at her darling dreamers (her children) with affection as they go to sleep. The melody of the rain forms a calming background as the poet remembers the fondness with which she looked at him at dawn.

1. Explain the importance of dreams in the poet's life.
2. Describe the effect of the falling rain on the poet/ what happens when the poet listens to the patter of the rain. How does it transform from an auditory effect to a deeply mental and psychological one?
3. What does each sound of the shingle create?

Sample Answer:

Every raindrop on the tiles of the roof creates a rhythm with the poet's heartbeat. This evokes thousands of dreams making his thoughts busy. While he focuses on the listening to the pitter-patter on the roof, his mind starts weaving recollections of fond memories of yesteryears.

4. *Now in memory comes my mother,*
As she used in years agone,
To regard the darling dreamers
Ere she left them till the dawn:
0! I feel her fond look on me
As I list to this refrain
Which is played upon the shingles
By the patter of the rain.

a) Name the poem and the poet.
b) What is the memory that comes to the poet?
c) Who are the darling dreamers he refers to?
d) Identify a word that means' rectangular wooden tiles.'

5. *Every tinkle on the shingles has an echo in the heart*
And a thousand recollections weave their air threads into
Woof as I listen to the patter of the rain upon the roof.

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a) How does the poet describe the falling rain?
b) What is the effect of the tinkle on the shingles?
c) Describe what the poet means by the given lines.

6. *When the humid shadows hover*
Over all starry spheres
And the melancholy darkness
Gently weeps in rainy tears
a) What are the humid shadows?
b) Identify the poetic device used
c) Why is darkness called melancholic?
d) Identify the poetic devices used in the poem.

7. *Now in memory comes my mother,*
As she used in years agone,
To regard the darling dreamers
Ere she left them till the dawn:
O! I feel her fond look on me
As I list to this refrain
Which is played upon the shingles
By the patter of the rain.
a) What is the memory that comes to the poet?
b) Who are the darling dreamers he refers to?
c) Trace a word from the extract that means "rectangular wooden tiles".

8. Explain how the poem 'Rain on the Roof' lauds the healing power of nature's rain.

9.There is an image of the past in the poem,' Rain on the Roof'. Is this imagery similar to the ones used in the poem, 'The Road not Taken'? Explain.

Choose the correct answer:
Question 1.
Select the correct meaning of 'refrain'.
(a) stop making noise
(b) sound of piano music
(c) making refined efforts
(d) the noise of the rain

Question 2.
Who are the darling dreamers?
(a) the poet and his brothers
(b) the street children
(c) the school children
(d) none of these

Question 3.
Who comes in the poet's memory?
(A) the rain
(b) his father

SANSKRITI
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(c) his mother
(d) his friends

Question 4.
What makes an echo in the poet's mind?
(a) his poverty
(b) his successes
(c) the music of pattering rain
(d) all these things

Question 5.
What does the poet enjoy listening to?
(a) the classical music of piano
(b) film music
(c) pattering sound of raindrops
(d) old songs

Question 6.
What does the poet attach the darkness with?
(A) joyful mood
(b) sadness
(c) pleasant
(d) soothing

Question 7.
What is bliss in the poem for the poet?
(a) his memories
(b) his mother
(c) listening to the sound of rainfall
(d) All of the above

Question 8.
Who are darling dreamers in the poem?
(a) children who miss their mothers
(b) mothers
(c) hard working mothers
(d) poet's memories

Question 9.
What does starry spheres mean?
(a) places where stars are born
(b) sky filled with stars
(c) star groups in the sky
(d) all

Question 10.
Which literary device has been used in this poem?
(a) alliteration & personification
(b) metaphorical
(c) anaphora
(d) hyperbole
Question 11.
What does this poem talk about?

SANSKRITI
THE CIVIL SERVICES SCHOOL

(a) about rain
(b) rain falling
(c) rainfall and disturbance
(d) healing powers of the rain

The Lake Isle of Innisfree by William Butler Yeats

Learning Outcomes:

- Reads aloud and recites poems with proper stress, pause, tone and intonation
- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives
- Writes short answers /paragraphs /reports using appropriate vocabulary and grammar on a given theme in order to demonstrate language comprehension and communication skills along with critical thinking skills

William Butler Yeats (1865-1939), born in Dublin, Ireland, was the son of a well-known Irish painter, John Butler Yeats. He spent his childhood in County Sligo, where his parents were raised, and in London. Yeats became involved with the Celtic Revival, a movement against the cultural influences of English rule in Ireland, which sought to promote the spirit of Ireland's native heritage.

Innisfree seems an uninhabited island where Yeats spent his summer as a child. He suddenly remembers the place as he is walking down the busy street of a city (probably London). He expresses his longing to return to Innisfree, amid nature and its beauty. He longs to return to the simple life with its slow pace and tranquillity. The colourful world of nature is contrasted to the grey and monotonous life of the city. The twist in the end is that Innisfree is more of a state of mind for the poet as he may not be able to leave the city yet he hears the low lapping sounds of the lake in the core of his heart.

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made;
Nine bean-rows will I have there, a hive for the honey-bee,
And live alone in the bee-loud glade.

Reference to Context
1. What does the poet mean by 'I will arise"?
2. In what way does the word now emphasize his state of mind?
3. Why does the poet want a small cabin of clay and wattles?

And I shall have some peace there
For peace come dropping slow
Dropping from the veils of the morning
To where the cricket sings
a. How has peace been depicted in the above lines?
b. Identify the figure of speech in the third line and explain it.
Short Answer Questions

1. What is the poet's idea about peace?

Sample Answer:
According to the poet peace is a heavenly bliss. It comes slowly in our life. We have to associate ourselves with the nature.

2. How shall the poet have peace in Innisfree?

Sample Answer:
The tiny island with green watery landscape will soothe his tired nerves. Far from the noise, the dull concrete surrounding and the hectic pace of life in a city, he will live happily in the lap of nature. In a small cabin build there a small cabin made of clay and fence he will hear the singing of the cricket. During evenings he will listen to the song of flying linnet, the sound of lake water lapping the shore and he will hear the song of the cricket in the morning. He will enjoy seeing, the beautiful mornings, the noon purple glow, the glimmer of midnight, shall all provide natural peace, beauty and harmony.

3. State the poetic devices used in the poem.

4. Briefly describe the theme of the poem

5. What does the island Innisfree symbolize?

Long Answer Question (Write in 100-120 **words)**
6 How does the poet compare the life in the city with the life in a tiny Island? Where can one find long lasting happiness? Amidst nature and isolation or tranquillity and solitude?

Multiple Choice Questions
Choose the correct option:
A. Where does the poet plan to go?
a) a forest
b) Innisfree
c) a city
d) his home

B. The poet says, *"And a small cabin build there, of clay." The* poet wants to say that he .....
a) will be happy only in a mud house.
b) does not want a huge house to be happy.
c) will build with his own hands.
d) will be happy in a small mud house in Innisfree .

C. The poet will have .....
a) linnets and a bee loud glade.
b) nine bean rows and a hive for honeybee.
c) eatables.
d) all his friends visiting.

D. How will the poet live?
a) by throwing a party.
b) alone and lonely.
c) alone and peaceful.
d) listening to the birds.
E. The poet says, "I hear it in the deep heart's core." The poet wants to say that.....
a) going to Innisfree is his fantasy and he can hear the sound of the lake water.
b) he is tired of the city.
c) he is longing to visit the sea shore.

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d) The poet has a vision of the isle of Innisfree.

F. In his vision the poet sees
a) lake water lapping and low sounds by the shore.
b) glimmering midnight and shimmering noon.
c) peace dropping slowly through the morning veil.
d) the cemented pavements.

G. The poet thinks about Innisfree when he is
a) walking in a city.
b) tired and wishes to sleep.
c) driving on the roadway.
d) standing on a road or the pavement.

A Legend of the Northland by Phoebe Cary

Learning Outcomes :

- differentiate between myths, legends and fables.
- develop quick thinking skills and enhance their power to imagine.
- generate vocabulary needed for the understanding of the text.
- understand the key areas of the lesson taught.
- understand the characters in the poem.
- identify the characteristics of the lady and Saint Peter.
- develop speaking skills
- compile the data and draw conclusions.
- prepare a presentation in a concise and coherent manner.

Phoebe Cary (1824 –1871) was an American poet. She along with her sister, Alice Cary published volumes of poetry.
The poem tells the story of apostle, Saint Peter, who came across a lady baking cakes on her hearth. Hungry and tired, he asks her for a single cake. Despite having enough for herself, she could not even part with the smallest of the cakes. Infuriated by her selfishness and lack of charity, Saint Peter turns her into a woodpecker. The poem is a moral tale that cautions us about the consequences of greed and cruelty. Food, shelter and warmth are gifts that should be valued and shared. As a woodpecker, the lady would have to hunt for her food every day.

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1. Why was the old lady in the poem turned into a woodpecker?
2. What did the person want from the old lady? Did he receive it?
3. What is a ballad?
4. What kind of person was the lady? Would she have reacted differently if she knew that the old man was St Peter? Why?

Sample Answer: *The old lady was blessed with food and shelter and still she was mean hearted ,selfish and, in a way, ungrateful. She did not feed the old man as she probably understood that he had nothing to offer in return for her cake. It can be assumed that such a selfish, greedy person would have acted differently, had she known that the old man was St Peter, in the hope of being richly rewarded by a saint.*

Answer in about 100-120 words

1. The poem teaches us, that kindness and generosity are inherent, basic attributes that each person should display. Elaborate with instances from the poem.

No Men Are Foreign by James Kirkup

Learning Outcomes:

- Recognize the rhythms, metrics and other musical aspects of poetry.
- Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
- Apply the historical and social information to the poem.
- Locate the particular poem in its historical and social context.
- List and explain the figures of speech.
- Develop their own creativity. Enhance their writing skills

James Falconer Kirkup (England, 23 April 1918 – Andorra, 10 May 2009) was a prolific English poet, translator and travel writer. He was brought up in South Shields, and educated at South Shields Secondary School and Durham University. He wrote over 30 books, including autobiographies, novels and plays. He became a Fellow of the Royal Society of Literature in 1962.

During World War II he was a conscientious objector, and worked for the Forestry Commission and on the land in the Yorkshire Dales and at the Lansbury Gate Farm, Clavering, Essex. He taught at The Downs School in Colwall, Malvern, where W.H. Auden had earlier been a master. Kirkup wrote his first book of poetry, The Drowned Sailor at the Downs, which was published in 1947. From 1950 to 1952 he was the first Gregory Poetry Fellow at Leeds University, making him the first resident university poet in the United Kingdom.

In 1952 he moved south to Gloucestershire and became visiting poet at Bath Academy of Art for the next three years. Moving on from Bath, he taught in a London grammar school before leaving England in 1956 to live and work in Europe, the Americas and the Far East. In Japan, he found acceptance and appreciation of his work, and he settled there for 30 years, lecturing in English literature at several universities.

James Kirkup reminds us that the man-made differences are senseless though they have caused endless wars in the world and shed blood more than the water on the earth! Why do you feel more like an American and less like an Armenian? Why do you love India more and ignore the problems in Afghanistan? Why do you join the Japanese Army but not Chinese? The reason is our narrow thinking. The poet warns us – get rid of the feelings of differences. Break the walls that separate nations and people. Under every uniform is the same human body, same human feelings, love, hatred, sympathy!

Human race is still under a great but slow evolution. Because it is still under progress and development, most countries encourage a negative patriotism and nationalist feeling. Under such a situation, every child is taught to love his nation more than others and consider the other nations as enemies at a time of war but this is wrong. It is time our students were taught to look at the earth as a single piece or a single home.

One should keep in mind that no human beings are distant, unfamiliar or far off. Underneath any colour of any soldier's uniform belonging to any nation, another human being breathes the breath of life just like any other person. The land that even our political enemies walk upon is the same earth like our own native soil that one fine day in different timings we shall all be laid to rest. In times of war or peace, even our international foes undergo the same trials, the way our native population experience. They too, like us, enjoy the bright sunshine day, breathe the same air from the atmosphere and drink the same water available on earth to survive. All people feed abundantly on the prosperity of agriculture and farming and may even starve to death in times of war and food shortage during long drawn winters if not stored appropriately. They also house more of the hard-working people with busy hands to survive a decent income and living. They toil in the same manner that we do. Our enemies also have the same kind of eyes the way we do, eyes that see, sleep and wake. We both have physical strength that can be won by brute force and the strength of the heart that can be won by love. Every population of every nation in this world recognizes and understands the true essence of the common life of people.

So let us all remember that whenever we are brainwashed and compelled to hate and kill our brothers, we only deceive, disown, betray and condemn ourselves to the curse of plaguing blood-thirsty arms against each other. When an imminent war between two hostile nations breaks out, it is our mother earth that we pollute to such an extent to create living hells of dust and fire that will violate the purity of our surroundings including our thoughts and actions.

Both hostile nations will suffer the same fate of shedding innocent blood. The air gets polluted on both the countries. To prevent such a catastrophe, we should begin with ourselves to accept that 'no men are foreign and no countries strange'

Reference to Context

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours…

a. What does the line 'no countries foreign ' mean in the above lines?
b. What are the different kinds of uniforms that the poet might be referring to?
c. What message is the poet trying to send across in the above lines?

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Answer the following questions in about 30-40 words:

1. *'the land our brothers walk upon*

Is earth like this, in which we all shall lie.'

How does the poet bring out the similarities between human life in the above lines?

Sample Answer:

Men are brothers who go through the same stages of life. We all live on the same earth and are buried under it when we die.

2. How does Nature connect human beings to each other?
3. How does the poet present the act of hating other human beings as the recipe of self-destruction?
4. Identify and explain the poetic devices used in the poem.
5. Who tells us to hate our brothers and what happens when we do so?

Answer the following question in about 100-120 words:

1. Wars mark borders that separate countries and people. Kirkup's poem deals with the similarities that underline all differences. Write a short note on the importance of recognising and valuing similarities in a world divided on the basis of race, colour, gender, religion and class.

2. Analyse the general theme of the poem and its relevance in the modern context.

3. How does the poet in the poem " No men Are Foreign " advocate brotherhood and unity of the human race? Discuss how he convinces his readers that war is unnatural.

Value points

(unity of human, dreams and aspirations, same land, our hands, unnatural, breathing body, same eyes, brotherhood, language, human earth)

This poem is about the brotherhood of all men. The subject of the poem is the unity of human race, despite the difference in colour, caste, creed, religion , country etc. All human beings are the same. We walk on the same land and we will be buried under it. Each and every one of us are related to the other. We all are born the same and die in the same way. We may wear different uniforms like 'languages',' during wars the opposing side will also have the same breathing body like ours. We as humans do the same labour with our hands and look at the world with the same eves Waging war against others as they belong to a different country is like attacking our own selves. It is the human earth we impair. We all share the same dreams and aspirations. We are similar to each other. So, the poet concludes that we shouldn't have wars as it is unnatural to fight against us.

Multiple Choice Questions

Q1 Reference to Context

1. Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.
a) What is found beneath all uniforms?
b) What is the same for everyone?
c) Where are we all going to lie finally?
d)What is common for all of us?

Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.
They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.
Their hands are ours, and in their lines we read
A labour not different from our own.

1. ***Are fed by peaceful harvests, by war's long winter starv'd .***
State the poetic device

i. Metaphor and Transferred Epithet
ii Simile and Metaphor
iii Imagery and Personification

iv Transferred Epithet

2. ***Our hells of fire and dust outrage the innocence***

i. The poet uses imagery in the " Hells of Fire"
ii. The poet uses Transferred Epithet in the Hells of Fire
iii. The poet uses Both Metaphor and Imagery
iv. The poet uses both personification and Transferred Epithet

3. ***Their hands are ours, and in their lines, we read***
A labour not different from our own.

Who does ***'their'*** refer to?

i. Men of our country living away
ii. Men who are misanthropist
iii. Men who are philanthropist
iv. Men from different countries

Q 4 These lines refer to ……..

i. Our Destiny
ii. Fortune Telling
iii. Hard work
iv. Farming

Q.5 What is not strange?

i. Countries
ii. People
iii. Labour
iv. natural resources
v. All of the above

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Match table A and B according to your understanding of the poem:

Table A	Table B
1. We are similar because	a. it gives us the opportunity to grow crops.
2. We do not like war because	b. it leads to starvation.
3. We are fed by peace means that	c. to any venture filled with love.
4. We are ready to lend a hand	d. we have similar bodies.

5. We all work hard	e. all lie in this earth.
6. When we die we will	f. because we are all brothers.
7. We should not fight or kill each other	g. to make a living.
8. Life is common to everyone	h. equally beneficial to everyone.
9. Sun, air and water are	i. kill the innocent too.
10.Armies and weapons	j. who lives on earth.

Answers on the next page

The Duck and the Kangaroo by Edward Lear

Learning Outcomes:

- Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.
- Narrates stories (real or imaginary) and real-life experiences in English to demonstrate creative use of and fluency in the language and skills of public speaking.
- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.
- Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

Edward Lear
The British poet and painter known for his absurd wit, Edward Lear was born on May 12, 1812 and began his career as an artist at age 15. His father, a stockbroker of Danish origins, was sent to debtor's prison when Lear was thirteen and the young Lear was forced to earn a living. Lear quickly gained recognition for his work and in 1832 was hired by the London Zoological Society to execute illustrations of birds. In the same year, the Earl of Derby invited Lear to reside at his estate; Lear ended up staying on until 1836.

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His first book of poems, A Book of Nonsense (1846) was composed for the grandchildren of the Derby household. Around 1836 Lear decided to devote himself exclusively to landscape painting (although he continued to compose light verse). Between 1837 and 1847 Lear travelled extensively throughout Europe and Asia.

After his return to England, Lear's travel journals were published in several volumes as The Illustrated Travels of a Landscape Painter. Popular and respected in his day, Lear's travel books have largely been ignored in the twentieth century. Rather, Lear is remembered for his humorous poems, such as "The Owl and the Pussycat," and as the creator of the form and meter of the modern limerick. Like his younger peer Lewis Carroll, Lear wrote many deeply fantastical poems about imaginary creatures, such as "The Dong with the Luminous Nose." His books of humorous

verse also include Nonsense Songs (1871) and Laughable Lyrics (1877). Lear died on January 29, 1888 at the age of 76.

Although the subject and form of his works varies greatly, all of Lear's poems can be characterised by his irreverent view of the world; Lear poked fun at everything, including himself in "By Way of a Preface." Many critics view Lear's devotion to the ridiculous as a method for dealing with or undermining the all-pervasive orderliness and industriousness of Victorian society. Regardless of impetus, the humour of Lear's poems has proved irrefutably timeless.

The Duck and the Kangaroo, both were very good friends. As the duck lived in a pond and does not get a variegated life of visiting world, he wanted to have a pleasure tour all around the world. So he requested the kangaroo to allow him to sit on the top of his tail and have a pleasure tour. The kangaroo accepted the wish, but at the same time put some conditions too. According to him the duck's feet were unpleasantly wet and cold. This may cause with rheumatism. At this the Duck assured him with the remedies he thought about. According to him he has already bought four pairs of woollen socks to put on. Besides he has bought a cloak to cover himself and he will smoke cigar too. In this way both the duck and the kangaroo started their tour and continued their happy journey.

1. *As I sat on the rocks,*
   I have thought over that completely,
   And I bought four pairs of worsted socks
   Which fit my web-feet neatly.
   And to keep out the cold I've bought a cloak,
   And every day a cigar I'll smoke,
   All to follow my own dear true
   Love of a Kangaroo!

   a) Who is the speaker and what dilemma does he have?
   b) Why has the Duck bought socks and a cloak?
   c) Explain the reason behind the Duck's immense love for a kangaroo?
   d) Give another word for *worsted*.

2. Why does the Duck think of its pond as a nasty place of dwelling? Why is he envious of the Kangaroo?
3. What request is made by the Duck to the kangaroo? How does the latter react to it?
4. What reservations did the Kangaroo have to the Duck's request? What amicable agreement did they reach?

Critical Thinking

1. The duck said he wanted to get out of his "nasty pond" because it was boring. Do you think animals also get bored sometimes, just like people? Give reasons.

_____

_____

_____

2. A lot of what the poet writes about is not 'real', does it mean that he is telling lies? If not, what is the poet doing when he writes a poem like this?

_____

_____

_____

3. The duck wished he could hop like the kangaroo. Do you sometimes wish you could do something like someone else or like a certain animal? Which person or animal, and why?

_____

_____

_____

4. Do you think animals can communicate with each other? How?

_____

_____

_____

5. At first the kangaroo would not carry the duck because of its wet and cold feet. Was that a selfish thing to do? Do you think the kangaroo would have cared about the wet feet if it had considered the duck a very good friend? Give reasons.

_____

_____

_____

_____

Answers:

1. We are similar because	d. we have similar bodies.
2. We do not like war because	b. it leads to starvation.
3. We are fed by peace means that	a. it gives us the opportunity to grow crops.
4. We are ready to lend a hand	c. to any venture filled with love.
5. We all work hard	g. to make a living.
6. When we die we will	e. all lie in this earth.
7. We should not fight or kill each other	f. because we are all brothers.
8. Life is common to everyone	j. who lives on earth.
9. Sun, air and water are	h. equally beneficial to everyone.
10. Armies and weapons	i. kill the innocent too.

On Killing a Tree by Geive Patel

Learning Outcomes :

- Reads aloud and recites poems with proper stress, pause, tone and intonation

- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.
- Identify and list the use of poetic devices
- Tell the tone and theme in poetry.
- Recognize poetry from a variety of cultures, languages and historic periods
- Understand and appreciate poetry as a literary art form
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Develop an understanding and appreciation for conservation
- Writes short answers /paragraphs /reports using appropriate vocabulary and grammar on a given theme in order to demonstrate language comprehension and communication skills along with critical thinking skills.

"On Killing a Tree" is a scathing criticism of human callousness and cruelty in chopping down trees for agriculture, urbanization and industrialization. Apparently, the poem reads like a 'How-to-Do' manual of killing a tree but actually, it is a passionate appeal not to cut trees. The poem also applauds the sturdiness and resilience of trees in that they take all kinds of attacks and wounds in their stride but refuse to die. They may be wounded, scarred or maimed, but they bounce back into life by healing themselves in due course of time. One wonders if human beings can ever have that kind of attitude to life.

The poem conveys the message that trees are living beings just like any other form of life. They have strong survival instincts and can withstand any type of assault, trauma or crisis. It is not easy to kill them, for they have a never-say-die attitude to life. Every time they are attacked, injured or scraped, they heal themselves and regain their glory. However, if they are uprooted and left in the air and the sun, they die. We human beings must live just as trees do.

This poem works on several levels. On the literal level, the poem talks about the act of cutting down trees. The poet here hints towards rampant deforestation and through this very visual representation wishes to communicate to the readers the dangers of deforestation.

He never directly advises the readers to stop cutting down trees. Instead, he goes on explaining with painstaking details as to how a tree should be cut down.

He uses the trick of reverse psychology to make the readers realize the pain inflicted on trees.

On another level, it is a social critique. It not only puts deforestation in a negative light, but it also exposes the violent nature of humans. It taps into the primal nature of human beings where survival of the fittest is the guiding mantra. On yet another level, it talks about human beings in general.

In this sense, the tree is symbolic of a human being. An individual is made up his/her roots (birth, upbringing and social surroundings). He/she acquires nourishment in the form of love, care and education from parents, teachers, peers. And when an individual is properly nourished on these, it becomes difficult to destroy him/her.

Here, death is also symbolic: as in, it represents spiritual death. But when the source of an individual's nourishment, by which his soul is made alive, is maimed, it becomes easy to kill the individual.

The poem is not only talking of keeping trees safe from harm, for the sake of our ecosystem, our earth; but it is also talking of protecting the spiritual lives of human beings for our society to be wholesome.

The poem is preoccupied with attributing human physicality and qualities to the tree, as seen in most other poems of Patel. This is probably due to his medical background. Most of his poems are tinged with a sense of growth, both organic and sensual.. this poem encompasses both in the form of the tree and human spirituality.

Nature has done its best to protect mankind. It is very difficult to destroy nature. Man's greed and lust for power is so great that he destroys nature only to kill himself.

Read the extract given below and answer the questions that follow:

So hack and chop
But this alone won't do it,
Not so much pain will do it,
The bleeding bark will heal

1. What does "it" in the second line signify?
2. Who does the hack and chop? Why do you think they do it?

3. Who is the narrator? What does the narrator mean by 'but this alone won't do it".

4. What does the poet mean by bleeding bark? Do trees bleed? What effect does this word create?

Sample Answer:

By bleeding bark the poet means the harm inflicted on the bark of the tree by the hacking and chopping action of man. Trees do not bleed .The word bleed creates an effect of injury ,torture and physical assault so as to remind the human beings of their cruel act. It evokes a feeling of pity and remorse for the tree that has been ill-treated and almost killed.

Short answer questions:

1. Why does it take much time to kill a tree?

2. Do you think the narrator wants the trees to be killed? Give reasons for your answers.

3. What needs to be done for the trees to regain its former size? What message does it give us?

4. Why do you think the root of the tree is very sensitive?

Sample Answer: *The root is sensitive as it has always remained away from the sun hidden under layers of earth. It is protected and secure, away from the sunlight. The root is the strength of the tree so the most guarded .It holds both the life and the probable death of the tree.*

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Long Question (100-120 **words)**

What does a tree symbolize? How is the title suitable? In what way has the poem projected man's greed and cruelty towards nature?

Multiple Choice Questions:

So hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.

(a) Why does the poet say 'killing' a tree rather than cutting it?
- i. Because the tree has been personified
- ii. Because human beings are not cutting but strangling it
- iii. Because it is not a tree but actually a human being
- iv. To beautify the expression

(b) Which parts of the tree help it to revive even after cutting?
- i. leaves
- ii. twigs
- iii. branches
- iv. roots

(c) What does the phrase 'bleeding bark' mean?
- i. Blood gushing out
- ii. area on the tree trunk where it has been hit with the axe
- iii. Bleeding of leaves
- iv. Bleeding of roots

(d) Another word for 'miniature' is
- i. tiny
- ii. curled
- iii. huge
- iv. tender

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No,
The root is to be pulled out –
Out of the anchoring earth;

It is to be roped, tied,

And pulled out-snapped out

Or pulled out entirely,

Out from the earth-cave,

And the strength of the tree exposed

The source, white and wet,
The most sensitive, hidden
For years inside the earth.

(a) Where does the strength of the tree lie?

i. In its branches

ii. In its roots

iii. In its bark

iv. In its leaves

(b) How does the earth protect the tree?

i. by giving it nourishment and allowing its root to spread

ii. by giving it sunlight and allowing its root to spread

iii.by giving it nourishment and but not allowing the roots to spread

iv. by giving it food supplements and multivitamins

(c) What role do the sun and air play in killing a tree?

i. by scorching and choking the twigs.

ii. by scorching and choking the trunk.

iii.by scorching and choking the branches.

iv. by scorching and choking the root.

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(d) Explain the meaning of "earth cave"?

i. the space created in the earth by humans

ii. the space created in the earth by animals

iii.the space created in the earth by uprooting a tree.

iv. the space created in the earth.

The Snake Trying W.W.E.Ross

Learning Outcomes :

- Listens to and discusses literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate
- Reads aloud and recites poems with proper stress, pause, tone and intonation
- Recognize the rhythms, metrics and other musical aspects of poetry.
- Apply the principles of literary criticism to the analysis of poetry.
- Broaden their vocabulary and to develop an appreciation of language.
- Understand and empathize with the predator and prey as a metaphor for relationships in life
- Relates the poem to real life.
- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives
- Writes short answers /paragraphs /reports using appropriate vocabulary and grammar on a given theme in order to demonstrate language comprehension and communication skills along with critical thinking skills.

William Wrightson Eustace Ross (June 14, 1894 – August 26, 1966) was a Canadian geophysicist and poet. He was the first published poet in Canada to write Imagist poetry, and later the first to write surrealist verse, both of which have led some to call him "the first modern Canadian poet ."

Ross's passion for the natural world is evident in his poetry through its focus on Canada's physical environment. He published only two collections during his lifetime: Laconics (1930) and Sonnets (1932). After 1930 the majority of Ross's work was published in anthologies and literary magazines at the behest of editors. Though now considered to be Canada's first Imagist poet, Ross remained relatively unrecognized during his lifetime.

His first book' Laconics', "ratified Ross's claim as an innovative poetic craftsman by establishing an aesthetic bridgehead on the modern world, and the conditions under which poetry could be written in order to be reconciled with the modern world." It "collects the imagist poems Ross is best known for:" "The Fish," "The Diver," "The Dawn; the Birds," "The Snake Trying," "Gum," "The Creek," "The Walk": mostly, the poems of "North" that he had written that one night in April 1928.

In the poem ,the poet tries to say that all snakes are not poisonous. Some them are quite harmless.

It is foolish to kill a snake as soon as we see it. Even if a snake is poisonous, it will do us no harm if it doesn't see any danger from us . A snake always bites in self-preservation and protection only. it does not hurt or harm anyone unprovoked. It is an harmless as any other creature. But sadly, human beings, always try to kill a snake as soon as they see it.

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Questions:

1. Identify words from the poem that depict a sense of fear and loathing than man exhibits towards a snake.
2. What is the central theme of the poem?

Sample Answer:

There are two main themes in the poem: the relationship of people to nature and the narrator's own sense of identity. The narrator offers us two possible ways we can relate to the natural world. The first way is to admire the beauty and grace of the snake. Even though the snake has the potential to be dangerous, we are

actually in no danger from it if we simply stand by and observe while it drinks, appreciating its grace and wildness. The second way to relate to nature is through fear and anger, destroying even the possibility of any form of competition or danger to humanity.

3. How does the poem throw light on the relationship between man and other beings?

4. Explain how the poem may be understood as a metaphor. Provide your own examples to draw parallel between whom the snake could represent and who the one chasing or pursuing it might be.

5. "*O let him go*
Over the water
Into the reeds to hide
Without hurt."
   a) Name the poem and the poet
   b) Who is the 'him' in the above lines?
   c) Who is the poet appealing to and why?
   d) Identify the poetic device used in the given lines.
6. Describe the appearance of the snake.

7. Where was the snake before anyone saw it and chased it away? Where does the snake disappear?

8. Identify and explain the poetic devices used in the poem.

9. 2. Give a factual description of the event of the snake being hit and what happens subsequently

Long Answer Questions 100-120 words:

10. Write a diary entry as the snake in the poem.

11. Have you ever felt victimized? Have you observed anyone else being victimized for no fault of his or hers? Share your observation.

12. Read the following two extracts and then based on each extract, comment on the treatment meted out to animals.

A. Small and green
He is harmless even to children.
Along the sand
he lay until observed
and chased away, and now
he vanishes in the ripples
among the green slim reeds.

B. As we watched the fallen animal, we were surprised to see that the black fur on its back moved and left the prostrate body. Then we saw it was a baby bear that had been riding on its mother's back when the sudden shot had killed her. The little creature ran around its prostrate parent making a pitiful noise.

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Multiple Choice Questions

1. *The snake trying*
to escape the pursuing stick,
with sudden curvings of thin
long body. How beautiful
and graceful are his shapes!
He glides through the water away
from the stroke. O let him go
over the water
into the reeds to hide
without hurt.

1. Identify the poetic device in "the pursuing stick".
   a. Imagery
   b. Personification
   c. Transferred Epithet
   d. Metaphor

2. Pursuing Stick denotes……
   a. Apathetic humans
   b. Pathetic humans
   c. Attacking humans
   d. Pursuing humans

3. Which pair of adjectives would suit the snake's description?
   a. Long and lanky
   b. Slender and Slack
   c. Green and Gracious
   d. Sudden and Soft

4. What is the poet's request to the readers?
   a. To let the snake go
   b. To let the snake hide
   c. Not to be cruel
   d. To live and let live

5. Which of the following IS MOST IMPORTANT?
   a. The poet is demystifying the wrong opinions about snake
   b. The poet is appreciating snakes' beauty
   c. The poet is admonishing snake haters
   d. The poet is talking about peaceful coexistence with snakes

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A Slumber did my Spirit Seal by William Wordsworth

Learning Outcomes:

- discusses literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate
- Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives
- Reads aloud and recites poems with proper stress, pause, tone and intonation
- Writes short answers /paragraphs /reports using appropriate vocabulary and grammar on a given theme in order to demonstrate language comprehension and communication skills along with critical thinking skills

William Wordsworth was born in Cumberland, England in 1770. He met with early tragedy in his young life as his mother died when he was only seven years old and he was orphaned at 13. Though he did not excel, he would eventually study at and graduate from Cambridge University in 1791. Wordsworth fell in love with a young French woman, Annette Vallon while visiting France. The two were separated after England and France declared war in 1793 and Wordsworth began to develop his radical ideology. Soon after, Wordsworth became friends with Samuel Taylor Coleridge and the two co-wrote, Lyrical Ballads, which contains some of the most well-known poetry from both writers.

Wordsworth's radical ideas did not last as he aged and by 1813, reunited with Vallon and their child, he moved to the Lake District. He continued to create poetry, although his most productive period had passed, until his death at 80 in April of 1850. He held the position of England's poet laureate for the last seven years of his life.

"A Slumber did my Spirit Seal" is a short two-stanza poem, made up of two quatrains, or sets of four lines. The stanza are simple in their formation and follow the rhyme scheme of ABAB CDCD. The rhythm and syllables of this piece are also constant. The second and fourth line of each stanza contains six syllables, while the first and third contain eight.

Summary

"A Slumber did my Spirit Seal" by William Wordsworth, tells of a speaker's realization that his beloved is not immune to the ravages of time.

The poem begins with the speaker describing how up until now his "spirit" had been sealed off. His mind and soul had been protected from the realization that his love, Lucy, was going to be subject to aging, just like everyone else. Because he never actively acknowledged this fact he lived without "human fears." His lack of fear made him unprepared for the shock of reality when his love died.

It had seemed to him, while she was still alive, and his spirit was in that trance-like state, that Lucy could not "feel / The touch of earthly years." Time could not affect her as it does everyone else. This illusion was shattered.

The second stanza of the poem speaks of this realization. His love now has "no motion" or force to move through the world with. Additionally, time and death have taken her sight and hearing from her. Aging has done to her what it does to every other living thing and she has become a true part of the earth. Just as the "rocks, and stones, and trees" change with time, so now, the speaker sees, does Lucy.

At the beginning of this short but complex narrative the speaker states that he has been consumed by a "slumber." His "spirit" has been sealed up in a trance-like state that has kept him from seeing the truth of the world. Blinded by his idolized love for "Lucy," who remains unnamed in this piece, the speaker has disregarded basic elements of life and death.

While in this trance he has "no human fears." He did not acknowledge or worry about the things that most humans, especially lovers, do. The speaker did not think of an end to the relationship, or the possible aging and death of his beloved. These are things that are going to surprise him, and that he is going to describe as the poem continues.

It had "seemed" to the speaker, while his "spirit" was sealed up, that his love, Lucy, was immune from the "touch of earthly years." She was to him, so beyond the realm of normal human women, that it was impossible to even fathom her death.

Whether he truly believed this to be true, that his beloved could not age, is not clear. Either way, he was unprepared when confronted with the truth.

In the second stanza the speaker is forced to come to his senses. He sees that she has died and regards her as now have "No motion." She does not have the "force" that she did previously; to move her own body, or to wield the same power over him that she did when she was alive. That does not mean that he is unaffected by her death. He is surprised and shocked by the change in his circumstances. He speaks further on her new condition, saying that now she is unable to either "hear [or] see." The "earthly years" have taken these senses away from her and have confined her to death. He now recognizes that she is, and always was, a part of "earth's diurnal course." She is impacted and changed by the daily progress of time, just like anyone else.

Now, she has cemented her place within the Earth and is holding an even more important spot in its progression. She is "Rolled round" in the Earth and has become one, physically, and spiritually, with the "rocks, and stones, and trees." Just as they do, she ages, and just as she does, they make up the foundation of the Earth.

1. How does the title of the poem, 'A Slumber did my Spirit Seal', convey the impact of the loss experienced by William Wordsworth?

Sample Answer:

The poet is struck with grief at the loss of his dear one. However, instead of an outward outpouring of grief , he is in a stupor (slumber)which has numbed(seal) his senses(spirit) and he is stunned to stone .

2. Why does the poet say,' she neither hears or sees….'?
3. Why do you think the poet has no human fears?
4. How does the poet imagine his dear one to be after death?

Long Answer Question:

1. Describe the general theme of the poem in about 100-120 words.
2. As the poet Wordsworth write a diary entry on his experience of writing the poem in about 100 words.

Reference to context with sample answers:
A Slumber did my Spirit Seal Extra Questions and Answers

Reference to Context
Read the extracts given below and answer the questions that follow.

Question 1.
A slumber did my spirit seal
I had no human fears.
She seemed a thing that could not feel
The touch of earthly years.

(a) What was the poet's state of mind when Lucy was alive?
Answer:
When Lucy was alive the poet was in a state of spiritual peace as he did not even think about her aging or dying.

(b) What was the 'human fear' he did not have?
Answer:
It blinded him to the reality that eventually all things that are born perish or die one day.

(c) Why did he not have this fear?
Answer:
The poet could not imagine that she was a human being and subject to suffering and death.

(d) How does the poet imagine her to be, after death?
Answer:
The poet imagines her to now be a part of nature.

Question 2.
A slumber did my spirit seal-
I had no human fears.
She seemed a thing that could not feel
The touch of earthly years.
(a) Who does 'she' refer to?

Answer:
The poet does not disclose in the poem the identity of the girl. But because the poem is one of the Lucy Poems, she refers to Lucy, the girl Wordsworth loved.

(b) What could she not feel?
Answer:
She could not feel the touch of earthly years.

(c) Explain "the touch of earthly years".
Answer:
By "the touch of earthly years", the poet means the ravages of time or the process of aging.

(d) Why does the poet say that his loved one is rolling round in the way of the earth?
Answer:
The poet says that his beloved is a part of Nature she is also moving round with the earth.

Question 3.
No motion has she now, no force –
She neither hears nor sees,
Rolled round in earth's diurnal course
With rocks and stones and trees.

(a) What happened to the poet's beloved?
(b) Where is she now?
(c) How does she become an inseparable part of nature?
(d) Explain: she is in "earth's diurnal course with rocks and stones and trees"?

Question 4.
No motion has she now, no force –
She neither hears nor sees,
Rolled round in earth's diurnal course
With rocks and stones and trees.

(a) What does the word 'slumber' refer to?
(b) How will time not affect the poet's beloved?
(c) 'No motion has she now, no force.' Why is 'she' motionless?
(d) What is the central theme of the poem?

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Literary Terms & Poetic Devices

- Imagery is the use of language to represent experiences of the senses --- what can be seen, heard, touched, tasted, and smelt. With vivid, skilful imagery, poets and other writers can evoke deeply felt responses from the reader.

- When you find a reference to some person, character, or event—real or fictional, past or present – you have encountered an allusion. It can come from literature, myth, history or even any religious book. Have you heard of the expression 'sour grapes?' This expression refers to a fable in which a fox who could not reach a bunch of grapes said they were probably sour anyway.
- A figure of speech, in which two basically unlike things are directly compared, usually with *like* or *as*, is called a simile. A writer sees and brings out the likeness in the two items in a fresh and clear way. E.g. Snow white's skin was as white as snow, and her lips were like a red rose.
- A metaphor is an implied comparison between things essentially unlike, often with no clue words. It does not use the words *like* or *as*. It is not always confined to poetry: it occurs even in daily conversation. You may refer to a studious classmate as a 'bookworm' and someone who is speechless may be called 'tongue-tied,'
- In poetry, exaggeration is called hyperbole. In advertising, similar exaggeration is called hype. For example you might read a claim that you can 'recapture the magic of childhood' by buying a certain collector's doll that is a 'big' seven inches high. Another good example is 'I'm so hungry I could eat a bear,' or 'He cried his eyes out.'
- Alliteration is the repletion of initial and stressed sounds at the beginning of words or in stressed syllables of words. A common example is tongue twisters. Alliteration is popular in our language (safe and sound, rough and ready, through thick and thin) because it gives pleasure in itself. But it is also used where possible to echo the sense and provide emphasis. It creates melody, establishes mood, calls attention to certain words and points to similarities and contrasts.
- Onomatopoeia is the use of words having sounds that suggest their meaning or which imitate the sound associated with them. E.g. The buzzing of bees, the hiss of a snake.

- Tone is the author's or poet's attitude, stated or implied, towards a subject or audience. The tone can be serious, indignant, angry, sad, humorous.
- Personification is when human characteristics are assigned to nonhuman things. E.g. 'Oreo—Milk's favourite Cookie' (Slogan on a packet of Oreo cookies).
- Irony is in general, a contrast between what really is and what appears to be. You have probably heard the expression 'Thanks a lot!' used sarcastically, spoken in a way to mean, 'Thanks for – nothing.' You might have come in from a snowstorm and remarked, 'Nice day, uh?' In each case you are saying one thing while meaning another, often emphasizing that meaning by the tone of your voice.

-Identify what literary / poetic device the underlined words refer to:

1) *Nothing is so beautiful as spring---*
When weeds, in wheels, shoot long and lovely and lush
Thrush's eggs look little low heavens…. _____

2) The Romeo whistled at the pretty girl. "Will you be my Juliet? "he called. _____

3) He looked at her and gave his heart away. _____

4) As he got out of his strawberry- coloured car, his immense fists looked like two slabs of slightly gnawed ham. He waddled over to the counter and snarled under his garlic-laden breath…. _____

5) She pushes cloth

through a pounding needle, under,
around, and out,
breaks thread with a snap
against finger bone.
Sleeve after sleeve, sleeve.
It is easy. The same piece.

For eight or nine hours, sixteen bundles maybe

250 sleeves to ski coats, all the same.
It is easy. _____

6) To him the moon was a silver dollar, spun into the
sky by some mysterious hand; the sun was a golden coin… _____

7) The moan of doves in immemorial elms,
The murmuring of innumerable bees _____

8) Till last by Philip's farm I flow
To join the brimming river,
For men may come and men may go
But I go on for ever. _____

9) He looked like a horse with a burr under its saddle. _____

10) Only the champion daisy trees were serene. After all, they were part of a rain forest already two thousand years old and scheduled for eternity, so they ignored the men and continued to rock the diamondbacks that slept in their arms. It took the river to persuade them that indeed the world was altered."
(Toni Morrison, *Tar Baby*) _____

11**)** I had to get up in the morning at 10 o'clock at night, half an hour before I went to bed, eat a lump of cold poison, work 29 hours a day down mill, and pay mill owner for permission to come to work, and when we got home, our Dad would kill us, and dance about on our graves singing "Hallelujah." _____

12) "I'm a night owl, Wilson's an early bird," he said. _____

13) Every time I see ya
My senses tell me hubba
And I just can't disagree.
I get a feeling in my heart that I can't describe. . . .

It's sort of whack, whir, wheeze, whine
Sputter, splat, squirt, scrape
Clink, clank, clunk, clatter
Crash, bang, beep, buzz
Ring, rip, roar, retch
Twang, toot, tinkle, thud
Pop, plop, plunk, pow
Snort, snuck, sniff, smack
Screech, splash, squish, squeak
Jingle, rattle, squeal, boing
Honk, hoot, hack, belch."

Extra Reading Material for literature:

Contents:

1. Insert knob A in Hole B — Isaac Asimov
2. A Pair of Mustachios — Mulk Raj Anand
3. Those Three Bears — Ruskin Bond
4. The Nightingale and The Rose — Oscar Wilde
5. Excerpt on Galileo's Struggle with the church (reading material for Einstein)
6. Mending the Wall — Robert Frost
7. Skillful Cartoonist and master Satirist: R.K.Laxman + another story based on the art of storytelling
8. After Twenty Years — O. Henry
9. Dusk — Saki
10. Flowers for Algernon — Daniel Keyes
11. God Sees the Truth But Waits — Leo Tolstoy
12. The Sniper — Liam O' Flaherty

INSERT KNOB A IN HOLE B **- Isaac Asimov**

Dave Woodbury and John Hansen, grotesque in their spacesuits, supervised anxiously as the large crate swung slowly out and away from the freight-landing pod and onto the waiting transporter vehicle. With nearly a year of their hitch on the Mars-5 Colony Station behind them, they were understandably weary of filtration units that clanked, hydroponic tubs that leaked, air generators that hummed constantly and stopped occasionally.

"Nothing works," Woodbury would say mournfully, "because everything is hand assembled by ourselves."
"Following instructions," Hansen would add, "written by an idiot."

There were undoubtedly grounds for complaint there. The most expensive thing about a spaceship was the room allowed for freight so all equipment had to be sent across space to Mars disassembled and "nested". All equipment had to be assembled at the Mars-5 Colony Station itself with clumsy hands, inadequate tools and with blurred and ambiguous direction sheets for guidance.

Painstakingly, Woodbury had written complaints - to which Hansen had added appropriate adjectives - and formal requests for relief of the situation had made their way back to Earth. And Earth had responded. A special Mars robot had been designed, with a positronic brain crammed with the knowledge of how to properly assemble any disassembled machine in existence.

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That robot was in the crate being unloaded now and Woodbury was trembling as they drove the transporter back to the Colony Station…
"First," he said, "it overhauls the Food-Assembler and adjusts the steak attachment knob so we can get the meat rare instead of burnt."

They entered the Colony Station and attacked the crate with dainty touches of the demoleculizer rods in order to make sure that not a precious metal atom of their special assembly-robot was damaged.

The crate fell open!
And there within it were five hundred separate pieces - and one blurred and hard-to-understand instruction sheet to help them assemble their newest gadget!

A Pair of Mustachios **-Mulk Raj Anand**

There are various kinds of mustachios worn in my country to mark the boundaries between the various classes of people. Outsiders may think it stupid to lay down, or rather to raise, lines of demarcation of this kind, but we are notorious in the whole world for sticking to our queer old conventions, prides and prejudices, even as the Chinese or the Americans or, for that matter, the English. And, at any rate, some people may think it easier and more convenient to wear permanent boundary-lines, like mustachios, which only need a smear of grease to keep them bright and shiny, rather than to wear frock coats, striped trousers and top hats, which constantly need to be laundered and dry-cleaned, and the maintenance of which is already leading to the bankruptcy of the European ruling classes. With them clothes make the man but, to us, mustachios make the man.

So we prefer the various styles of mustachios to mark the differences between the classes. And very unique and poetical symbols they are too. For instance, there is the famous lion moustache, the fearsome upstanding symbol of that great order of resplendent rajas, maharajas, nawabs and English army generals who are so well known for their devotion to the King Emperor. Then there is the tiger moustache, the uncanny, several-pointed moustache worn by the unbending, unchanging survivals from the ranks of the feudal gentry who have nothing left but pride in their greatness and a few mementoes of past glory granted by the former emperors, a few gold trinkets, heirlooms and bits of land. Next there is the goat moustache—a rather unsure brand, worn by the nouveau riche, the new commercial bourgeoisie and the shopkeeper class who somehow don't belong—an indifferent, thin little line of a moustache, worn so that its tips can be turned up or down as the occasion demands—a show of power to some coolie or humility to a prosperous client. There is the Charlie Chaplin moustache worn by the lower middle class, by clerks and professional men. There is the sheep moustache of the coolies and the lower orders, the mouse moustache of the peasants, and so on. In fact, there are endless styles of mustachios, all appropriate to the wearers and indicative of the various orders, as rigorously adhered to as if they had all been patented by the Government of India. And any poaching on the style of one class by members of another is resented.

There was a rumpus in my own village the other day about a pair of mustachios. It so happened that Seth Ramanand, the grocer and moneylender, who had been doing well out of the recent fall in the price of wheat by buying up whole crops cheap from the hard-pressed peasants and then selling them at higher prices, took it into his head to twist the goat moustache, integral to his order and position in society, at the tips, so that it looked nearly like a tiger moustache. Nobody seemed to mind very much because most of the mouse-moustached peasants in our village are beholden to the local moneylender. Besides, the Seth had been careful enough to twist his moustache so that it seemed nearly, though not quite, like a tiger moustache.

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But there lives in the vicinity of our village, in an old dilapidated Moghul style house, a mussulman named Khan Azam Khan, who claims descent from an ancient Afghan family whose heads were noblemen and councillors in the court of the great Moghuls. Khan Azam Khan, a tall, middle-aged man, is a handsome and dignified person, and he wears a tiger moustache and remains adorned with the faded remnants of a gold-brocaded waistcoat, though he hasn't even a patch of land left. Some people, notably the landlord of our village and the moneylender, maliciously say that he is an impostor. Others, like the priest of the temple, concede that his ancestors were certainly attached to the Court of the Great Moghuls, but as sweepers. The landlord, the moneylender and the priest are manifestly jealous of anyone's long ancestry, however, because they have all risen from nothing—and it is obvious from the stately ruins around Khan Azam Khan what grace was once his and his forefathers. Only Khan Azam Khan's pride is greatly in excess of his present possessions and he is inordinately jealous of his old

privileges and rather foolish and headstrong in safeguarding every sacred brick of his tottering house against vandalism.

Khan Azam Khan happened to go to the moneylender's shop to pawn his wife's gold nose-ring one morning and he noticed the upturning tendency of the hair on Ramanand's upper lip which made the moneylender's goat moustache look almost like his own tiger moustache.

'Since when have the lentil-eating shopkeepers become noblemen?' he asked sourly. 'I don't know what you mean, Khan', Ramanand answered. 'You know what I mean!' said the Khan. Look at the way you have turned the tips of your moustache upwards. It almost looks like my tiger moustache. Turn the tips down to the style proper to the goat that you are! Fancy the airs of people nowadays!' 'Oh, Khan, don't get so excited,' said the moneylender, who was nothing if he was not amenable, having built up his business on the maxim that the customer is always right. 'I tell you, turn the tip of your moustache down if you value your life!' raged Khan Azam.

'If that is all the trouble, here you are', said Ramanand, brushing one end of his moustache with his oily hand so that it dropped like a dead fly. 'Come, show me the trinkets. How much do you want for them?'

Now that Khan Azam Khan's pride was appeased, he was like soft wax in the merchant's sure hand. His need, and the need of his family, for food, was great and he humbly accepted the value which the moneylender put on his wife's nose-ring. But as he was departing, after negotiating his business, he noticed that though one end of the moneylender's moustache had come down at his behest, the other end was still up.

'A strange trick you have played on me,' the Khan said.
'I have paid you the best value for your trinket, Khan, that any moneylender will pay in these parts,' he said,

' 'It has nothing to do with the trinket,' said Azam Khan, 'but one end of your moustache is still up like my tiger moustache though you have brought down the other to your proper goat's style. Bring that other end down also so that there is no aping by your moustache of mine.'
'Now Khan,' said the moneylender, 'I humbled myself because you are doing business with me. You can't expect me to become a mere worm just because you have pawned a trinket with me. If you were pledging some more expensive jewellery I might consider obliging you a little more.'
'Bring that tip down!' Khan Azam Khan roared, for, the more he had looked at the moneylender's moustache the more the still upturned tip seemed to him like an effort at an imitation of his own.
'Now, be sensible, Khan,' the moneylender said, waving his hand with an imperturbable calm.
'All right, the next time you come to do business with me, I shall bring that tip down,' answered the moneylender cunningly.

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Khan Azam Khan managed to control his murderous impulses and walked away. But he could not quell his pride, the pride of generations of his ancestors who had worn the tiger moustache as a mark of their high position. To see the symbol of his honour imitated by a moneylender—this was too much for him. He went home and fetched a necklace which had come down to his family through seven generations and, placing it before the moneylender, said: 'Now will you bring that tip of your moustache down?'

'By all means, Khan,' said the moneylender. 'But let us see about this necklace. How much do you want for it?'

'Any price will do, so long as you bring the tip of your moustache down,' answered Azam Khan.
After they had settled the business, the moneylender said: 'Now Khan, I shall carry out your will.'

And he ceremoniously brushed the upturned tip of his moustache down. As Azam Khan was walking away, however, he noticed that the other tip of the moneylender's moustache had now gone up and stood dubiously like the upturned end of his own exalted tiger moustache.

He turned on his feet and shouted: 'I shall kill you if you don't brush that moustache into the shape appropriate to your position as a lentil-eating moneylender!' 'Now, now, Khan, come to your senses. You know it is only the illusion of a tiger's moustache and nowhere like your brave and wonderful adornment,' said the greasy moneylender. 'I tell you I won't have you insulting the insignia of my order!' shouted Azam Khan.

'I wouldn't do it, Khan, even if you pawned all the jewellery you possess to me,' said the moneylender.

'I would rather lose all my remaining worldly possessions, my pots and pans, my clothes, even my house, than see the tip of your moustache turned up like that!' spluttered Azam Khan.
'Achcha, if you care so little for all your goods and chattels you sell them to me and then I shall turn that tip of my moustache down,' said the moneylender. 'And what is more, I shall keep it flat. Now, is that a bargain?' 'That seems fair enough,' said the landlord from under the tree where he was preparing for a siesta.

'But what proof have I that you will keep your word?' said Azam Khan.
'We shall draw up a deed, here and now,' said the moneylender. 'And we shall have it signed by the five elders of the village who are seated under that tree.'

'Now, there is no catch in that,' put in the landlord. 'I and four other elders will come to court as witnesses on your behalf if he doesn't keep his moustache to the goat style ever afterwards.'
'I shall excommunicate him from religion if he doesn't keep his word,' added the priest, who had arrived on the scene on hearing the hubbub.

'Achcha,' agreed Azam Khan. And he forthwith had a deed prepared by the petition writer of the village, who sat smoking his hubble-bubble under the tree. And this document, transferring all his household goods and chattels, was signed in the presence of the five elders of the village and sealed. And the moneylender forthwith brought both tips of his moustache down and kept them glued in the goat style appropriate to his order. Only, as soon as Khan Azam Khan's back was turned he muttered to the peasants seated nearby: 'My father was a Sultan.'

And they laughed to see the Khan give a special twist to his moustache as he walked away maintaining the valiant uprightness to the symbol of his ancient and noble family, though he had become a pauper.

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Those Three Bears **-Ruskin Bond**

Most Himalayan villages lie in the valleys, where there are small streams, some farmland, and protection from the biting winds that come through the mountain passes in winter. The houses are usually made of large stones and have sloping slate roofs so the heavy monsoon rain can run off easily. During the sunny autumn months, the roofs are often covered with pumpkins, left there to ripen in the sun.
One October night, when I was sleeping at a friend's house in a village in these hills, I was awakened by a rumbling and thumping on the roof. I woke my friend and asked him what was happening.
'It's only a bear,' he said.
'Is it trying to get in?'

'No. It's after the pumpkins.'

A little later, when we looked out of a window, we saw a black bear making off through a field, leaving a trail of half-eaten pumpkins.

In winter, when snow covers the higher ranges, the Himalayan bears come to lower altitudes in search of food. Sometimes they forage in fields and because they are short-sighted and suspicious of anything that moves, they can be dangerous. But, like most wild animals, they avoid humans as much as possible.

Village folk always advise me to run downhill if chased by a bear. They say bears find it easier to run uphill than down. I am yet to be chased by a bear, and will happily skip the experience. But I have seen a few of these mountain bears in India, and they are always fascinating to watch.

Himalayan bears enjoy pumpkins, corn, plums, and apricots. Once, while I was sitting in an oak tree hoping to see a pair of pine martens that lived nearby, I heard the whining grumble of a bear, and presently a small bear ambled into the clearing beneath the tree. He was little more than a cub, and I was not alarmed. I sat very still, waiting to see what he would do.

He put his nose to the ground and sniffed his way along until he came to a large anthill. Here he began huffing and puffing, blowing rapidly in and out of his nostrils, so that the dust from the anthill flew in all directions. But the anthill had been deserted, and so, grumbling, the bear made his way up a nearby plum tree. Soon he was perched high in the branches. It was then that he saw me.

The bear at once scrambled several feet higher up the tree and lay flat on a branch. Since it wasn't a very big branch, there was a lot of bear showing on either side. He tucked his head behind another branch. He could no longer see me, so he apparently was satisfied that he was hidden, although he couldn't help grumbling.

Like all bears, this one was full of curiosity. So, slowly, inch by inch, his black snout appeared over the edge of the branch. As soon as he saw me, he drew his head back and hid his face.

He did this several times. I waited until he wasn't looking, then moved some way down my tree. When the bear looked over and saw that I was missing, he was so pleased that he stretched right across to another branch and helped himself to a plum. I couldn't help bursting into laughter.

The startled young bear tumbled out of the tree, dropped through the branches some fifteen feet, and landed with a thump in a pile of dried leaves. He was unhurt, but fled from the clearing, grunting and squealing all the way.

Another time, my friend Prem told me, a bear had been active in his cornfield. We took up a post at night in an old cattle shed, which gave a clear view of the moonlit field.

A little after midnight, a female bear came down to the edge of the field. She seemed to sense that we had been about. She was hungry, however. So, after standing on her hind legs and peering around to make sure the field was empty, she came cautiously out of the forest.

Her attention was soon distracted by some Tibetan prayer flags, which had been strung between two trees. She gave a grunt of disapproval and began to back away, but the fluttering of the flags was a puzzle that she wanted to solve. So she stopped and watched them.

Soon the bear advanced to within a few feet of the flags, examining them from various angles. Then, seeing that they posed no danger, she went right up to the flags and pulled them down. Grunting with apparent satisfaction, she moved into the field of corn.

Prem had decided that he didn't want to lose any more of his crop, so he started shouting. His children woke up and soon came running from the house, banging on empty kerosene tins.

Deprived of her dinner, the bear made off in a bad temper. She ran downhill at a good speed, and I was glad that I was not in her way.

Uphill or downhill, an angry bear is best given a very wide path

The Nightingale and the Rose **-Oscar Wilde**

"She said that she would dance with me if I brought her red roses," cried the young Student; "but in all my garden there is no red rose." From her nest in the holm-oak tree the Nightingale heard him, and she looked out through the leaves, and wondered.
"No red rose in all my garden!" he cried, and his beautiful eyes filled with tears. "Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a red rose is my life made wretched." "Here at last is a true lover," said the Nightingale. "Night after night have I sung of him, though I knew him not; night after night have I told his story to the stars, and now I see him. His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has set her seal upon his brow." "The Prince gives a ball to-morrow night," murmured the young Student, "and my love will be of the company. If I bring her a red rose she will dance with me till dawn. If I bring her a red rose, I shall hold her in my arms, and she will lean her head upon my shoulder, and her hand will be clasped in mine. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break."
"Here indeed is the true lover," said the Nightingale. "What I sing of, he suffers: what is joy to me, to him is pain. Surely Love is a wonderful thing. It is more precious than emeralds, and dearer than fine opals. Pearls and pomegranates cannot buy it, nor is it set forth in the market-place. It may not be purchased of the merchants, nor can it be weighed out in the balance for gold." "The musicians will sit in their gallery," said the young Student, "and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin. She will dance so lightly that her feet will not touch the floor, and the courtiers in their gay dresses will throng around her. But with me she will not dance, for I have no red rose to give her"; and he flung himself down on the grass, and buried his face in his hands, and wept.
"Why is he weeping?" asked a little Green Lizard, as he ran past him with his tail in the air. "Why, indeed?" said a Butterfly, who was fluttering about after a sunbeam.
"Why, indeed?" whispered a Daisy to his neighbour, in a soft, low voice.
"He is weeping for a red rose," said the Nightingale.
"For a red rose!" they cried; "how very ridiculous!" and the little Lizard, who was something of a cynic, laughed outright.
But the Nightingale understood the secret of the Student's sorrow, and she sat silent in the oak-tree, and thought about the mystery of Love.
Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden.
In the centre of the grass-plot was standing a beautiful Rose-tree, and when she saw it, she flew over to it, and lit upon a spray.
"Give me a red rose," she cried, "and I will sing you my sweetest song." But the Tree shook its head.
"My roses are white," it answered; "as white as the foam of the sea, and whiter than the snow upon the mountain. But go to my brother who grows round the old sun-dial, and perhaps he will give you what you want." So the Nightingale flew over to the Rose-tree that was growing round the old sun-dial.
"Give me a red rose," she cried, "and I will sing you my sweetest song." But the Tree shook its head.
"My roses are yellow," it answered; "as yellow as the hair of the mermaiden who sits upon an amber throne, and yellower than the daffodil that blooms in the meadow before the mower comes with his scythe. But go to my brother who grows beneath the Student's window, and perhaps he will give you what you want."
So the Nightingale flew over to the Rose-tree that was growing beneath the Student's window.
"Give me a red rose," she cried, "and I will sing you my sweetest song." But the Tree shook its head.
"My roses are red," it answered; "as red as the feet of the dove, and redder than the great fans of coral that wave and wave in the ocean cavern. But the winter has chilled my veins, and the frost

has nipped my buds, and the storm has broken my branches, and I shall have no roses at all this year." "One red rose is all I want," cried the Nightingale. "Only one red rose! Is there any way by which I can get it?" "There is a way," answered the Tree; "but it is so terrible that I dare not tell it to you." "Tell it to me," said the Nightingale, "I am not afraid." "If you want a red rose," said the Tree, "you must build it out of music by moonlight, and stain it with your own heart's-blood. You must sing to me with your breast against a thorn. All night long you must sing to me, and the thorn must pierce your heart, and your life-blood must flow into my veins, and become mine." "Death is a great price to pay for a red rose," cried the Nightingale, "and Life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Sweet is the scent of the hawthorn, and sweet are the bluebells that hide in the valley, and the heather that blows on the hill. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?" So she spread her brown wings for flight, and soared into the air. She swept over the garden like a shadow, and like a shadow she sailed through the grove.

The young Student was still lying on the grass, where she had left him, and the tears were not yet dry on his beautiful eyes. "Be happy," cried the Nightingale, "be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart's-blood. All that I ask of you in return is that you will be a true lover, for Love is wiser than Philosophy."

The Student looked up from the grass, and listened, but he could not understand what the Nightingale was saying to him, for he only knew the things that are written down in books. But the Oak-tree understood, and felt sad, for he was very fond of the little nightingale who had built her nest in his branches. "Sing me one last song," he whispered; "I shall feel very lonely when you are gone."

So the Nightingale sang to the Oak-tree, and her voice was like water bubbling from a silver jar. When she had finished her song the Student got up, and pulled a note-book and a lead-pencil out of his pocket. "She has form," he said to himself, as he walked away through the grove, "that cannot be denied her; but has she got feeling? I am afraid not. In fact, she is like most artists; she is all style, without any sincerity. She would not sacrifice herself for others. She thinks merely of music, and everybody knows that the arts are selfish. Still, it must be admitted that she has some beautiful notes in her voice. What a pity it is that they do not mean anything, or do any practical good." And he went into his room, and lay down on his little pallet-bed, and began to think of his love; and, after a time, he fell asleep.

And when the Moon shone in the heavens the Nightingale flew to the Rosetree, and set her breast against the thorn. All night long she sang with her breast against the thorn. All night long she sang, and the thorn went deeper and deeper into her breast, and her lifeblood ebbed away from her.

She sang first of the birth of love in the heart of a boy and a girl. And on the topmost spray of the Rose-tree there blossomed a marvellous rose, petal followed petal, as song followed song. Pale was it, as first, as the mist that hangs over the river- pale as the feet of the morning, and silver as the wings of the dawn.

But the Tree cried to the Nightingale to press closer against the thorn. "Press closer, little Nightingale," cried the Tree, "or the Day will come before the rose is finished." So the Nightingale pressed closer against the thorn, and louder and louder grew her song.

And a delicate flush of pink came into the leaves of the rose. But the thorn had not yet reached her heart, so the rose's heart remained white, for only a Nightingale's heart's-blood can crimson the heart of a rose. And the Tree cried to the Nightingale to press closer against the thorn. "Press closer, little Nightingale," cried the Tree, "or the Day will come before the rose is finished." So the Nightingale pressed closer against the thorn, and the thorn touched her heart, and a fierce pang of pain shot through her. Bitter, bitter was the pain, and wilder and wilder grew her song, for she sang of the Love that is perfected by Death, of the Love that dies not in the tomb.

And the marvellous rose became crimson, like the rose of the eastern sky. Crimson was the girdle of petals, and crimson as a ruby was the heart.

But the Nightingale's voice grew fainter, and her little wings began to beat, and a film came over her eyes. Fainter and fainter grew her song, and she felt something choking her in her throat. Then

she gave one last burst of music. The red rose heard it and opened it petals to the cold morning air.
"Look, look!" cried the Tree, "the rose is finished now"; but the Nightingale made no answer, for she was lying dead in the long grass, with the thorn in her heart.
And at noon the Student opened his window and looked out. "Why, what a wonderful piece of luck!" he cried; "here is a red rose! I have never seen any rose like it in all my life. It is so beautiful that I am sure it has a long Latin name"; and he leaned down and plucked it. Then he put on his hat, and ran up to the Professor's house with the rose in his hand.
The daughter of the Professor was sitting in the doorway winding blue silk on a reel, and her little dog was lying at her feet. "You said that you would dance with me if I brought you a red rose," cried the Student. "Here is the reddest rose in all the world. You will wear it to-night next your heart, and as we dance together it will tell you how I love you."
But the girl frowned. "I am afraid it will not go with my dress," she answered; "and, besides, the Chamberlain's nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers."
"Well, upon my word, you are very ungrateful," said the Student, angrily; and he threw the rose into the street, where it fell into the gutter, and a cartwheel went over it.
"Ungrateful!" said the girl. "I tell you what, you are very rude; and, after all, who are you? Only a Student. Why, I don't believe you have even got silver buckles to your shoes as the Chamberlain's nephew has"; and she got up from her chair and went into the house.
"What a silly thing Love is," said the Student as he walked away. "It is not half as useful as Logic, for it does not prove anything, and it is always telling one of things that are not going to happen, and 7 making one believe things that are not true. In fact, it is quite unpractical, and, as in this age to be practical is everything, I shall go back to Philosophy and study Metaphysics."
So he returned to his room and pulled out a great dusty book, and began to read.

Excerpt on Galileo's Struggle with the church (reading material for Einstein)

The Galileo affair was a sequence of events, beginning around 1610, culminating with the trial and condemnation of Galileo Galilei by the Roman Catholic Inquisition in 1633 for his support of heliocentrism.

On this day in 1633, chief inquisitor Father Vincenzo Maculano da Firenzuola, appointed by Pope Urban VIII, begins the inquisition of physicist and astronomer Galileo Galilei. Galileo was ordered to turn himself in to the Holy Office to begin trial for holding the belief that the Earth revolves around the Sun, which was deemed heretical by the Catholic Church. Standard practice demanded that the accused be imprisoned and secluded during the trial.

This was the second time that Galileo was in the hot seat for refusing to accept Church orthodoxy that the Earth was the immovable centre of the universe: In 1616, he had been forbidden from holding or defending his beliefs. In the 1633 interrogation, Galileo denied that he "held" belief in the Copernican view but continued to write about the issue and evidence as a means of "discussion" rather than belief. The Church had decided the idea that the Sun moved around the Earth was an absolute fact of scripture that could not be disputed, despite the fact that scientists had known for centuries that the Earth was not the centre of the universe.

This time, Galileo's technical argument didn't win the day. On June 22, 1633, the Church handed down the following order: "We pronounce, judge, and declare, that you, the said Galileo… have rendered yourself vehemently suspected by this Holy Office of heresy, that is, of having believed and held the doctrine (which is false and contrary to the Holy and Divine Scriptures) that the sun is the centre of the world, and that it does not move from east to west, and that the earth does move, and is not the centre of the world."

Along with the order came the following penalty: "We order that by a public edict the book of Dialogues of Galileo Galilei be prohibited, and We condemn thee to the prison of this Holy Office during Our will and pleasure; and as a salutary penance We enjoin on thee that for the space of three years thou shalt recite once a week the Seven Penitential Psalms."

Galileo agreed not to teach the heresy anymore and spent the rest of his life under house arrest. It took more than 300 years for the Church to admit that Galileo was right and to clear his name of heresy. (source: www.history.com)

Mending Wall **By Robert Frost**

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbours? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down." I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.

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He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbours."

Skilful Cartoonist and master Satirist: R.K.Laxman

The Face on the Wall **by E. V. Lucas**

We were talking of events which cannot be explained by natural causes at Dabney's last evening. Most of us had given an instance without producing much effect. Among the strangers to me was a little man with an anxious face. He watched each speaker with the closest attention, but said nothing. Then Dabney wishing to include him in the talk, turned to him and asked if he had no experience he could narrate - no story that could be explained. He thought a moment. "Well," he said, 'not a story in the ordinary sense of the word; nothing like most of your examples. Truth, I always believe, is not only stringer than a made up story, but also greatly more interesting. I could tell you an occurrence which happened to me personally and which strangely enough completed itself only this afternoon."

We begged him to begin.

"A year or two ago," he said, "I was in rooms in an old house in Great Ormond Street. The bedroom walls had been painted by the previous tenant, but the place was damp and there were great patches on the walls. One of these - as indeed often happens - exactly like a face. Lying on a bed in the morning and delaying getting up I came to think of it as real as my fellow lodger. In fact, the strange thing was that while the patches on the wall grew larger and changed their shapes, this never did. It remained just the same.

"While there I fell ill with influenza, and all day long I had nothing to do but read or think, and it was then that the face began to get a firmer hold of me. It grew more and more real and remarkable. I may say that it filled my thoughts day and night. There was a curious curve of the nose and the forehead was remarkable, in fact the face of an uncommon man, a man in a thousand."

"Well, I got better, but the face still controlled me, found myself searching the streets for one like it. Somewhere, I was convinced, the real man must exist, and him I must meet. Why, I had no idea; I only knew that he and I were in some way linked by fate. I often went to places where people gather in large numbers - political meetings, football matches, railway stations. But all in vain. I had never before realized as I then did how many different faces of man there are and how few. For all faces differ, and yet they can be grouped into few types."

"The search became a madness with me. I neglected everything else. I stood at busy corners watching the crowd until people thought me mad, and the police began to know me and be suspicious. I never looked at women; men, men, men, all the time."

He passed his hand over his brow as if he was very tired. "And then," he continued. "I at last saw him. He was in a taxi driving east along Piccadilly. I turned and ran beside it for a little way and then saw an empty one coming. 'Follow that taxi,' I said and leaped in. The driver managed to keep it in sight and it took us to Charing Cross. I rushed on to the platform and found my man with two ladies and a little girl. They were going to France. I stayed there trying to get a word with him, but in vain. Other friends had joined the party and they moved to the train in one group."

I hastily purchased a ticket to Folkstone, hoping that I should catch him on the boat before it sailed; but at Folkstone he got on the ship before me with his friends, and they disappeared into a large private cabin. Evidently he was a rich man."

"Again I was defeated; but I determined to go with him, feeling certain that when the voyage had begun he would leave the ladies and come out for a walk on the deck. I had only just enough for a single fare to Boulogne but nothing could stop me now. I took up my position opposite his cabin door and waited. After half an hour the door opened and he came out, but with the little

girl. My heart beat fast. There was no mistaking the face, every line was the same. He looked at me and moved towards the way to the upper deck. It was now or never, I felt."

"Excuse me," I stammered, "but do you mind giving me your card? I have a very important reason in asking it."

"He seemed to be greatly surprised, as indeed well he might; but he granted my request. Slowly he took out his case and handed me his card and hurried on with the little girl. It was clear that he thought me mad and thought it wiser to please me than not."

"Holding the card tight in my hand I hurried to a lonely corner of the ship and read it. My eyes grew dim; my head reeled; for on it were the words; Mr. Ormond Wall, with an address at Pittsburgh, U.S.A. I remember no more until I found myself in a hospital at Boulogne. There I lay in a broken condition for some weeks, and only a month ago did I return."

He was silent.

We looked at him and at one another and waited. All the other talk of the evening was nothing compared with the story of the little pale man.

"I went back," he started once again after a moment or so, "to Great Ormond Street and set to work to find out all I could about this American. I wrote to Pittsburgh; I wrote to American editors; I made friends with Americans in London: but all that I could find out was that he was a millionaire with English parents who had resided in London. But where? To that question I received no answer."

"And so the time went on until yesterday morning, I had gone to bed more than usually tired and slept till late. When I woke, the room was bright with sunlight. As I always do, I looked at once at the wall on which the face is to be seen. I rubbed my eyes and sprang up. It was only faintly visible. Last night it had been clear as ever - almost I could hear it speak. And now it was a ghost of itself."

"I got up confused and sad and went out. The early editions of the papers were already out. I saw the headline, 'American Millionaire's Motor Accident.' You all must have seen it. I bought it and read. Mr. Ormond Wall, the Pittsburgh millionaire, and party, motoring in Italy, were hit by a wagon and the car overturned. Mr. Wall's condition was critical."

"I went back to my room and sat on the bed looking with unseeing eyes at the face on the wall. And even as I looked, suddenly it completely disappeared."

"Later I found that Mr. Wall died of his injuries at what I take it to be that very moment."

Again he was silent.

"Most remarkable," we said, "most extraordinary," and so forth, and we meant it too.

"Yes," said the stranger. "There are three extraordinary, three most remarkable things about my story. One is that it should be possible for a patch on the wall of a house in London not only to form the features of a gentleman in America but also to have a close association with his life. Science will not be able to explain that yet. Another one is that the gentleman's name should bear any relation to the spot on which his features were being so curiously reproduced by some unknown agency. Is it not so?"

We agreed with him, and our original discussion on supernatural occurrences set in again with increased excitement, during which the narrator of the amazing experience rose up and said good-night. Just as he was at the door, one of the company recalled us to the cause of our excited debate by asking him, before he left what he considered the third most exciting thing in connection with his deeply interesting story. "You said three thing, you know?" said he.

"Oh, the third thing," he said, as he opened the door, "I was forgetting that. The third extraordinary thing about the story is that I made it up about half an hour ago. Good-night again."

After Twenty Years **by O. Henry**

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands--'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."
The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, stanchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.
"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."
"Did pretty well out West, didn't you?" asked the policeman.
"You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"
"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.
There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.
"Is that you, Bob?" he asked, doubtfully. "Is that you, Jimmy Wells?" cried the man in the door.
"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! -- twenty years is a long time. The old gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."
"Oh, I grew a bit after I was twenty." "Doing well in New York, Jimmy?"
"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."
The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.
The man from the West stopped suddenly and released his arm.
"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one, said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

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The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.
"Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.
JIMMY."

Dusk by SAKI

Norman Gortsby sat on a bench in the Park, with his back to a strip of bush-planted sward, fenced by the park railings, and the Row fronting him across a wide stretch of carriage drive. Hyde Park Corner, with its rattle and hoot of traffic, lay immediately to his right. It was some thirty minutes past six on an early March evening, and dusk had fallen heavily over the scene, dusk mitigated by some faint moonlight and many street lamps. There was a wide emptiness over road and sidewalk, and yet there were many unconsidered figures moving silently through the half-light, or dotted unobtrusively on bench and chair, scarcely to be distinguished from the shadowed gloom in which they sat.

The scene pleased Gortsby and harmonised with his present mood. Dusk, to his mind, was the hour of the defeated. Men and women, who had fought and lost, who hid their fallen fortunes and dead hopes as far as possible from the scrutiny of the curious, came forth in this hour of gloaming, when their shabby clothes and bowed shoulders and unhappy eyes might pass unnoticed, or, at any rate, unrecognised.

A king that is conquered must see strange looks,
So bitter a thing is the heart of man.

The wanderers in the dusk did not choose to have strange looks fasten on them, therefore they came out in this bat-fashion, taking their pleasure sadly in a pleasure-ground that had emptied of its rightful occupants. Beyond the sheltering screen of bushes and palings came a realm of brilliant lights and noisy, rushing traffic. A blazing, many-tiered stretch of windows shone through the dusk and almost dispersed it, marking the haunts of those other people, who held their own in life's struggle, or at any rate had not had to admit failure. So Gortsby's imagination pictured things as he sat on his bench in the almost deserted walk. He was in the mood to count himself among the defeated. Money troubles did not press on him; had he so wished he could have strolled into the thoroughfares of light and noise, and taken his place among the jostling ranks of those who enjoyed prosperity or struggled for it. He had failed in a more subtle ambition, and for the moment he was heartsore and disillusioned, and not disinclined to take a certain cynical pleasure in observing and labelling his fellow wanderers as they went their ways in the dark stretches between the lamp-lights.

On the bench by his side sat an elderly gentleman with a drooping air of defiance that was probably the remaining vestige of self-respect in an individual who had ceased to defy successfully anybody or anything. His clothes could scarcely be called shabby, at least they passed muster in the half-light, but one's imagination could not have pictured the wearer embarking on the purchase of a half-crown box of chocolates or laying out ninepence on a carnation buttonhole. He belonged unmistakably to that forlorn orchestra to whose piping no one dances; he was one of the world's lamenters who induce no responsive weeping. As he rose to go Gortsby imagined him returning to a home circle where he was snubbed and of no account, or to some bleak lodging where his ability to pay a weekly bill was the beginning and end of the interest he inspired. His retreating figure vanished slowly into the shadows, and his place on the bench was taken almost immediately by a young man, fairly well dressed but scarcely more cheerful of mien than his predecessor. As if to emphasise the fact that the world went badly with him the new-corner unburdened himself of an angry and very audible expletive as he flung himself into the seat.

"You don't seem in a very good temper," said Gortsby, judging that he was expected to take due notice of the demonstration.

The young man turned to him with a look of disarming frankness which put him instantly on his guard.

"You wouldn't be in a good temper if you were in the fix I'm in," he said; "I've done the silliest thing I've ever done in my life."

"Yes?" said Gortsby dispassionately.

"Came up this afternoon, meaning to stay at the Patagonian Hotel in Berkshire Square," continued the young man; "when I got there I found it had been pulled down some weeks ago and

a cinema theatre run up on the site. The taxi driver recommended me to another hotel some way off and I went there. I just sent a letter to my people, giving them the address, and then I went out to buy some soap — I'd forgotten to pack any and I hate using hotel soap. Then I strolled about a bit, had a drink at a bar and looked at the shops, and when I came to turn my steps back to the hotel I suddenly realised that I didn't remember its name or even what street it was in. There's a nice predicament for a fellow who hasn't any friends or connections in London! Of course I can wire to my people for the address, but they won't have got my letter till to-morrow; meantime I'm without any money, came out with about a shilling on me, which went in buying the soap and getting the drink, and here I am, wandering about with two pence in my pocket and nowhere to go for the night."

There was an eloquent pause after the story had been told. "I suppose you think I've spun you rather an impossible yarn," said the young man presently, with a suggestion of resentment in his voice.

"Not at all impossible," said Gortsby judicially; "I remember doing exactly the same thing once in a foreign capital, and on that occasion there were two of us, which made it more remarkable. Luckily we remembered that the hotel was on a sort of canal, and when we struck the canal we were able to find our way back to the hotel."

The youth brightened at the reminiscence. "In a foreign city I wouldn't mind so much," he said; "one could go to one's Consul and get the requisite help from him. Here in one's own land one is far more derelict if one gets into a fix. Unless I can find some decent chap to swallow my story and lend me some money I seem likely to spend the night on the Embankment. I'm glad, anyhow, that you don't think the story outrageously improbable."

He threw a good deal of warmth into the last remark, as though perhaps to indicate his hope that Gortsby did not fall far short of the requisite decency.

"Of course," said Gortsby slowly, "the weak point of your story is that you can't produce the soap."

The young man sat forward hurriedly, felt rapidly in the pockets of his overcoat, and then jumped to his feet.

"I must have lost it," he muttered angrily.

"To lose an hotel and a cake of soap on one afternoon suggests wilful carelessness," said Gortsby, but the young man scarcely waited to hear the end of the remark. He flitted away down the path, his head held high, with an air of somewhat jaded jauntiness.

"It was a pity," mused Gortsby; "the going out to get one's own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had had the brilliant forethought to provide himself with a cake of soap, wrapped and sealed with all the solicitude of the chemist's counter, he would have been a genius in his particular line. In his particular line genius certainly consists of an infinite capacity for taking precautions."

With that reflection Gortsby rose to go; as he did so an exclamation of concern escaped him. Lying on the ground by the side of the bench was a small oval packet, wrapped and sealed with the solicitude of a chemist's counter. It could be nothing else but a cake of soap, and it had evidently fallen out of the youth's overcoat pocket when he flung himself down on the seat. In another moment Gortsby was scudding along the dusk-shrouded path in anxious quest for a youthful figure in a light overcoat. He had nearly given up the search when he caught sight of the object of his pursuit standing irresolutely on the border of the carriage drive, evidently uncertain whether to strike across the Park or make for the bustling pavements of Knightsbridge. He turned round sharply with an air of defensive hostility when he found Gortsby hailing him.

"The important witness to the genuineness of your story has turned up," said Gortsby, holding out the cake of soap; "it must have slid out of your overcoat pocket when you sat down on the seat. I saw it on the ground after you left. You must excuse my disbelief, but appearances were really rather against you, and now, as I appealed to the testimony of the soap I think I ought to abide by its verdict. If the loan of a sovereign is any good to you — "

The young man hastily removed all doubt on the subject by pocketing the coin.

"Here is my card with my address," continued Gortsby; "any day this week will do for returning the money, and here is the soap — don't lose it again it's been a good friend to you."

"Lucky thing your finding it," said the youth, and then, with a catch in his voice, he blurted out a word or two of thanks and fled headlong in the direction of Knightsbridge.

"Poor boy, he as nearly as possible broke down," said Gortsby to himself. "I don't wonder either; the relief from his quandary must have been acute. It's a lesson to me not to be too clever in judging by circumstances."

As Gortsby retraced his steps past the seat where the little drama had taken place he saw an elderly gentleman poking and peering beneath it and on all sides of it, and recognised his earlier fellow occupant.

"Have you lost anything, sir?" he asked.

"Yes, sir, a cake of soap."

FLOWERS FOR ALGERNON Daniel Keyes

FLOWERS FOR ALGERNON Daniel Keyes progris riport 1-martch 5, 1965

Dr. Strauss says I shud rite down what I think and evrey thing that happins to me from now on, I dont know why but he says its importint so they will see if they will use me. I hope they use me. Miss Kinnian says maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old. I have nuthing more to rite now so I will close for today.

progris riport 2-martch 6

I had a test today. I think I faled it. And I think maybe now they wont use me. What happind is a nice young man was in the room and he had some white cards and ink spillled all over them. He sed Charlie what do vo see on this card. I was very skared even tho I had my rabits foot in my pockit because when I was a kid I always faled tests in school and I spillled ink to.

I told him I saw a inkblot. He said yes and it made me feel good. I thot that was all but when I got up to go he said Charlie we are not thrn yet. Then I dont remember so good but he wantid me to say what was in the ink. I dint see nuthing in the ink but he said there was picturs there other pepul saw some picturs. I couldnt see any picturs. I reely tryed. I held the card close up and then far away.

Then I said if I had my glases I coud see better I usally only ware my glases in the movies or TV but I said they are in the closit in the hall. I got them. Then I said let me see that card agen I bet Ill find it now.

I tryed hard but I only saw the ink. I told him maybe I need new glases. He rote something down

on a paper and I got skared of faling the test. I told him it was a very nice inkblot with littel points all around the edges. He looked very sad so that wasnt it. I said please let me try agen. Ill get it in a few minits becaus Im not so fast sometimes. Im a slow reeder too in Miss Kinnians class for slow adtilts but I'm trying very hard.

He gave me a chance with another card that had 2 kinds of ink spilled on it red and blue.

He was very nice and talked slow like Miss Kinnian does and he explaned it to me that it was a raw shok. He said pepul see things in the ink. I said show me where. He said think. I told him I think a inkblot but that wasn't rite eather. He said what does it remind you-pretend something. I closed mv eves for a long time to pretend. I told him I pretend a fowutan pen with ink leeking all over a table cloth.

I don't think I passed the raw shok test progris riport 3-martch 7

Dr Strauss and Dr Nemur say it dont matter about the inkblots. They said that maybe they will still use me. I said Miss Kinnian never gave me tests like that one only spelling and reading. They said Miss Kinnian told that I was her bestist pupil in the adult nite school becaus I tryed the hardist and I reely wantid to lern. They said how come you went to the adult nite scool all by yourself Charlie. How did you find it. I said I asked pepul and sum

1

body told me where I shud go to lern to read and spell good. They said why did you want to. I told them becaus all my life I wantid to be smart and not dumb. But its very hard to be smart. They said you know it will probly be tempirery. I said yes. Miss Kinnian told me. I dont care if it herts.

Later I had more crazy tests today. The nice lady who gave it to me told me the name and I asked her how do you spell it so I can rite it my progris riport. THEMATIC APPERCEPTION TEST. I dont know the frist 2 words but I know what test means. You got to pass it or you get bad marks. This test lookd easy becaus I could see the picturs. Only this time she dint want me to tell her the picturs. That mixd me up. She said make up storys about the pepul in the picturs.

I told her how can you tell storys about pepul you never met. I said why shud I make up lies. I never tell lies any more becaus I always get caut.

She told me this test and the other one the raw-shok was for getting personality. I laffed so hard. I said how can you get that thing from inkblots and fotos. She got sore and put her picturs away. I don't care. It was sily. I gess I faled that test too.

Later some men in white coats took me to a difernt part of the hospitil and gave me a game to play. It was like a race with a white mouse. They called the mouse Algernon. Algernon was in a box with a lot of twists and turns like all kinds of walls and they gave me a pencil and a paper with lines and lots of boxes. On one side it said START and on the other end it said FINISH. They said it was amazed and that Algernon and me had the same amazed to do. I dint see how we could have the same amazed if Algernon had a box and I had a paper but I dint say' nothing. Anyway there wasnt time because the race started.

One of the men had a watch he was trying to hide so I wouldnt see it so I tryed not to look and that made me nervus.

Anyway that test made me feel worser than all the others because they' did it over 10 times with

different amazeds and Algernon won every time. I dint know that mice were so smart, Maybe thats because Algernon is a white mouse. Maybe white mice are smarter than other mice.

progris riport 4-Mar 8

Their going to use me! Im so excited I can hardly write. Dr Nemur and Dr Strauss had a argament about it first. Dr Nemur was in the office when Dr Strauss brot me in. Dr Nemur was worried about using me but Dr Strauss told him Miss Kinnian rekemmended me the best from all the people who she was teaching. I like Miss Kinnian becaus shes a very smart teacher. And she said Charlie your going to have a second chance. If you volunteer for this experiment you mite get smart. They dont know if it will be perminint but theirs a chance. Thats why I said ok even when I was scared because she said it was an operashun. She said dont be scared Charlie you done so much with so little I think you deserv it most of all.

So I got scaird when Dr. Nemur and Dr. Strauss argud about it.

Dr. Strauss said I had something that was very good. He said I had a good motorvation. I never even knew I had that. I felt proud when he said that not every body with an eye-q of 68 had that thing. I dant know what it is or where I got it but he said Algernon had it too.

Algernons motor-vation is the cheese they put in his box. But it cant be that because I didn't eat any cheese this week.

2

Then he told Dr Nemur something I dint understand so while they were talking I wrote down some of the words. He said Dr. Nemur I know Charlie is not what you had in mind as the first of your new brede of intelek** couldnt get the word) superman. But most people of his low ment** are host** and uncoop** they are usually dull apath** and hard to reach. He has a good natcher hes intristed and eager to please.

Dr Nemur said remember he will be the first human beeng ever to have his intelijence tripled by surgicle meens.

Dr. Strauss said exakly. Look at how well hes lerned to read and write for his low mentel age its as grate an acheve** as you and I lerning einstines therey of **vity without help. That shows the inteness motor-vation. Its comparat** a tremen** achev** I say we use Charlie.

I dint get all the words but it sounded like Dr Strauss was on my side and like the other one wasnt.

Then Dr Nemur nodded he said all right maybe your right. We will use Charlie. When he said that I got so exited I jumped up and shook his hand for being so good to me. I told him thank you doc you wont be sorry for giving me a second chance. And I mean it like I told him. After the operashun Im gonna try to be smart. Im gonna try awful hard.

progris riport 5-Mar 10

Im skared. Lots of the nurses and the people who gave me the tests came to bring me candy and wish me luck. I hope I have luck. I got my rabits foot and my lucky penny. Only a black cat crossed me when I was comming to the hospitil. Dr Strauss says dont be supersitis Charlie this is science. Anyway Im keeping my rabits foot with me.

I asked Dr Strauss if Ill beat Algernon in the race after the operashun and he said maybe. If the operashun works Ill show that mouse I can be as smart as he is. Maybe smarter. Then Ill be abel to read better and spell the words good and know lots of things and be like other people. I want to be smart like other people. If it works perminint they will make everybody smart all over the wurld.

They dint give me anything to eat this morning. I dont know what that eating has to do with getting smart. Im very hungry and Dr. Nemur took away my box of candy. That Dr Nemur is a grouch. Dr Strauss says I can have it back after the operashun. You cant eat befor a operashun....

progress report 6-Mar 15

The operashun dint hurt. He did it while I was sleeping. They took off the bandijis from my head today so I can make a PROGRESS REPORT. Dr. Nemur who looked at some of my other ones says I spell PROGRESS wrong and told me how to spell it and REPORT too. I got to try and remember that. I have a very bad memary for spelling. Dr Strauss says its ok to tell about all the things that happin to me but he says I should tell more about what I feel and what I think. When I told him I dont know how to think he said try. All the time when the bandijis were on my eyes I tryed to think. Nothing happened. I dont know what to think about. Maybe if I ask him he will tell me how I can think now that I am supposed to get smart. What do smart people think about. Fancy things I suppose. I wish I knew some fancy things already.

progress report 7-mar 19

3

Nothing is happining. I had lots of tests and different kinds of races with Algernon. I hate that mouse. He always beats me. Dr. Strauss said I got to play those games. And he said some time I got to take those tests over again. Those inkblots are stupid. And those pictures are stupid too. I like to draw a picture of a man and a woman but I wont make up lies about people.

I got a headache from trying to think so much. I thot Dr Strauss was my frend but he dont help me. He dont tell me what to think or when Ill get smart. Miss Kinnian dint come to see me. I think writing these progress reports are stupid too.

progress report 8-Mar 23

Im going back to work at the factory. They said it was better I shud go back to work but I cant tell anyone what the operashun was for and I have to come to the hospitil for an hour evry night after work. They are gonna pay me mony every month for learning to be smart.

Im glad Im going back to work because I miss my job and all my frends and all the fun we have there.

Dr Strauss say's I shud keep writing things down but I dont have to do it every day just when I think of something or something speshul happins. He says dont get discoridged because it takes time and it happins slow. He say's it took a long time with Algernon before he got 3 times smarter than he was before. Thats why Algernon beats me all the time because he had that operashun too. That makes me feel better. I coud probly do that amazed faster than a reglar mouse. Maybe some day Ill beat him. That would be something. So far Algernon looks smart perminent.

Mar 25 (I dont have to write PROGRESS REPORT on top any more just when I hand it in once a week for Dr Nemur. I just have to put the date on. That saves time)

SANSKRITI THE CIVIL SERVICES SCHOOL

We had a lot of fun at the factory today. Joe Carp said hey look where Charlie had his operashun what did they do Charlie put some brains in. I was going to tell him but I remembered Dr Strauss said no. Then Frank Reilly said what did you do Charlie forget your key and open your door the hard way. That made me laff. Their really my friends and they like me.

Sometimes somebody will say hey look at Joe or Frank or George he really pulled a Charlie Gordon. I dont know why they say that but they always laff. This morning Amos Borg who is the 4 man at Donnegans used my name when he shouted at Ernie the office boy. Ernie lost a packige. He said Ernie for godsake what are you trying to be a Charlie Gordon. I dont understand why he said that.

Mar 28 Dr Strauss came to my room tonight to see why I dint come in like I was suppose to. I told him I dont like to race with Algernon any more. He said I dont have to for a while but I shud come in. He had a present for me. I thot it was a little television but it wasnt. He said I got to turn it on when I go to sleep. I said your kidding why shud I turn it on when Im going to sleep. Who ever herd of a thing like that. But he said if I want to get smart I got to do what he says. I told him I dint think I was going to get smart and he puts his hand on my sholder and said Charlie you dont know it yet but your getting smarter all the time. You wont notice for a while. I think he

was just being nice to make me feel good because I dont look any smarter.

Oh yes I almost forgot. I asked him when I can go back to the class at Miss Kinnians school. He said I wont go their. He said that soon Miss Kinnian will come to the hospitil to start and teach me speshul.

Mar 29 That crazy TV kept up all night. How can I sleep with something yelling crazy things all night in my ears. And the nutty pictures. Wow. I don't know what it says when Im up so how am I going to know when Im leeping.

4

Dr Strauss says its ok. He says my brains are lerning when I sleep and that will help me when Miss Kinnian starts my lessons in the hospitl (only I found out it isn't a hospitil its a labatory.) I think its all crazy. If you can get smart when your sleeping why do people go to school. That thing I don't think will work. I use to watch the late show and the late late show on TV all the time and it never made me smart. Maybe you have to sleep while you watch it.

progress report 9-April 3 Dr Strauss showed me how to keep the TV turned low so now I can sleep. I don't hear a thing. And I still dont understand what it says. A few times I play it over in the morning to find out what I lerned when I was sleeping and I don't think so. Miss Kinnian says. Maybe its another langwidge. But most times it sound american. It talks faster then even Miss Gold who was my teacher in 6 grade. I told Dr. Strauss what good is it to get smart in my sleep. I want to be smart when Im awake. He says its the same thing and I have two minds. Theres the ubconscious and the conscious (thats how you spell it). And one dont tell the other one what its doing. They dont even talk to each other. Thats why I dream. And boy have I been having crazy dreams. Wow. Ever since that night TV. The late late late show.

I forgot to ask him if it was only me or if everybody had those two minds.

(I just looked up the word in the dictionary Dr Strauss gave me. The word is subconscious. adj. Of the nature of mental operations yet not present in consciousness; as, subconscious conflict of desires.) There's more but I still dont know what it means. This isnt a very good dictionary for dumb people like me.

Anyway the headache is from the party. My friends from the factery Joe Carp and Frank Reilly invited me to go to Muggsys Saloon for some drinks. I don't like to drink but they said we will have lots of fun. I had a good time.

Joe Carp said I shoud show the girls how I mop out the toilet in the factory and he got me a mop. I showed them and everyone laffed when I told that Mr. Donnegan said I was the best janiter he ever had because I like my job and do it good and never miss a day except for my operashun.

I said Miss Kinnian always said Charlie be proud of your job because you do it good.

Everybody laffed and we had a good time and they gave me lots of drinks and Joe said Charlie is a card when hes potted. I dont know what that means but everybody likes me and we have fun. I cant wait to be smart like my best friends Joe Carp and Frank Reilly.

I dont remember how the party was over but I think I went out to buy a newspaper and coffe for Joe and Frank and when I came back there was no one their. I looked for them all over till late. Then I dont remember so good but I think I got sleepy or sick. A nice cop brot me back home Thats what my landlady Mrs Flynn says.

But I got a headache and a big lump on my head. I think maybe I fell but Joe Carp says it was the cop they beat up drunks some times. I don't think so. Miss Kinnian says cops are to help people. Anyway I got a bad headache and Im sick and hurt all over. I don't think Ill drink anymore.

April 6 I beat Algernon! I dint even know I beat him until Burt the tester told me. Then the second time I lost because I got so exited I fell off the chair before I finished. But after that I beat him 8 more times. I must be getting smart to beat a smart mouse like Algernon.

But I dont feel smarter.

I wanted to race Algernon some more but Burt said that's enough for one day. They let me hold him for a minit. Hes not so bad. Hes soft like a ball of cotton. He blinks and when he opens his eyes their black and pink on the eges.

5

I said can I feed him because I felt bad to beat him and I wantedto be nice and make friends. Burt said no Algernon is a very specshul mouse with an operashun like mine, and he was the first of all the animals to stay smart so long. He told me Algernon is so smart that every day he has to solve a test to get his food. Its a thing like a lock on a door that changes every time Algernon goes in to eat so he has to lern something new to get his food. That made me sad because if he couldnt lern he woud be hungry.

THE CIVIL SERVICES SCHOOL

I don't think its right to make you pass a test to eat. How woud Dr Nemur like it to have to pass a test every time he wants to eat. I think Ill be friends with Algernon.

April 9 Tonight after work Miss Kinnian was at the laboratory. She looked like she was glad to see me but scared. I told her dont worry Miss Kinnian Im not smart yet and she laffed. She said I have confidence in you Charlie the way you struggled so hard to read and right better than all the others. At werst you will have it for a little wile and your doing something for science.

We are reading a very hard book. Its called Robinson Crusoe about a man who gets merooned on a dessert Iland. Hes smart and figers out all kinds of things so he can have a house and food and hes a good swimmer. Only I feel sorry because hes all alone and has no frends. But I think their

must be somebody else on the iland because theres a picture with his funny umbrella looking at footprints. I hope he gets a frend and not be lonly.

April 10 Miss Kinnian teaches me to spell better. She says look at a word and close your eyes and say it over and over until you remember. I have lots of truble with through that you say threw and enough and tough that you dont say enew and tew. You got to say enuff and tuff. Thats how I use to write it before I started to get smart. Im confused but Miss Kinnian says theres no reason in spelling.

Apr 14 Finished Robinson Crusoe. I want to find out more about what happens to him but Miss Kinnian says thats all there is. Why.

Apr 15 Miss Kinnian says Im lerning fast. She read some of the Progress Reports and she looked at me kind of funny. She says Im a fine person and Ill show them all. I asked her why. She said never mind but I shouldnt feel bad if I find out everybody isnt nice like I think. She said for a person who god gave so little to you done more then a lot of people with brains they never even used. I said all my friends are smart people but there good. They like me and they never did anything that wasnt nice. Then she got something in her eye and she had to run out to the ladys room.

Apr 16 Today, I lerned, the comma, this is a comma (,) a period, with a tail, Miss Kinnian, says its importent, because, it makes writing, better, she said, somebody, coud lose, a lot of money, if a comma, isnt, in the, right place, I dont have, any money, and I don't see, how a comma, keeps you, from losing it.

Apr 17 1 used the comma wrong. Its punctuation. Miss Kinnian told me to look up long words in the dictionary to lern to spell them. I said whats the difference if you can read it anyway. She said its part of your education so now on Ill look up all the words Im not sure how to spell. It takes a long time to write that way but I only have to look up once and after that I get it right.

You got to mix them up, she showed? me" how to mix! Them (and now; I can! mix up all kinds" of punctuation, in! my writing? There, are lots! of rules? to lern; but Im gettin'g them in my head. One thing I like about, Dear Miss Kinnian: (thats the way it goes in a business letter if I ever go into business) is she, always gives me' a reason" when--I ask. She's a gen'ius! I wish I cou'd be smart" like, her; (Punctuation, is; fun!)

Apr 18 What a dope I am! I didn't even understand what she was talking about. I read the grammar book last night and it explanes the whole thing. Then I saw it was the same way as Miss Kinnian was trying to tell me, but I didn't get it.

6

THE CIVIL SERVICES SCHOOL

Miss Kinnian said that the TV working in my sleep helped out. She and I reached a plateau. Thats a flat hill.

After I figured out how punctuation worked, I read over all my old Progress Reports from the beginning. Boy, did I have crazy spelling and punctuation! I told Miss Kinnian I ought to go over the pages and fix all the mistakes but she said, "No, Charlie, Dr. Nemur wants them just as they are. That's why he let you keep them after they were photostated, to see your own progress. You're coming along fast, Charlie."

That made me feel good. After the lesson I went down and played with Algernon. We don't race any more.

April 20 I feel sick inside. Not sick like for a doctor, but inside my chest it feels empty like getting punched and a heartburn at the same time. I wasn't going to write about it, but I guess I got to, because its important. Today was the first time I ever stayed home from work.

Last night Joe Carp and Frank Reilly invited me to a party. There were lots of girls and some men from the factory. I remembered how sick I got last time I drank too much, so I told Joe I didn't want anything to drink. He gave me a plain coke instead.

We had a lot of fun for a while. Joe said I should dance with Ellen and she would teach me the steps. I fell a few times and I couldn't understand why because no one else was dancing besides Ellen and me. And all the time I was tripping because somebody's foot was always sticking out.

Then when I got up I saw the look on Joe's face and it gave me a funny feeling in my stomach. "He's a scream," one of the girls said. Everybody was laughing.

"Look at him. He's blushing. Charlie is blushing."

"Hey, Ellen, what'd you do to Charlie? I never saw him act like that before."

I didn't know what to do or where to turn. Everyone was looking at me and laughing and I felt naked. I wanted to hide. I ran outside and I threw up. Then I walked home. It's a funny thing I never knew that Joe and Frank and the others liked to have me around all the time to make fun of me.

Now I know what it means when they say "to pull a Charlie Gordon." I'm ashamed.

progress report 11 April 21 Still didn't go into the factory. I told Mrs. Flynn my landlady to call and tell Mr. Donnegan I was sick. Mrs. Flynn looks at me very funny lately like she's scared.

I think it's a good thing about finding out how everybody laughs at me. I thought about it a lot. It's because I'm so dumb and I don't even know when I'm doing something dumb. People think it's funny when a dumb person can't do things the same way they can. Anyway, now I know I'm getting smarter every day. I know punctuation and I can spell good. I like to look up all the hard words in the dictionary and I remember them. I'm reading a lot now, and Miss Kinnian says I read very fast. Sometimes I even understand what I'm reading about, and it stays in my mind. There are times when I can close my eyes and think of a page and it all comes back like a picture.

Besides history, geography and arithmetic, Miss Kinnian said I should start to learn foreign languages. Dr. Strauss gave me some more tapes to play while I sleep. I still don't understand how that conscious and unconscious mind works, but Dr. Strauss says not to worry yet. He asked me to promise that when I start learning college

THE CIVIL SERVICES SCHOOL

7

subjects next week I wouldn't read any books on psychology-that is, until he gives me permission.

I feel a lot better today, but I guess I'm still a little angry that all the time people were laughing and making fun of me because I wasn't so smart. When I become intelligent like Dr. Strauss says, with three times my I.Q. of 68, then maybe I'll be like everyone else and people will like me.

I'm not sure what an I.Q. is, Dr. Nemur said it was something that measured how intelligent you were--like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence

you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff.

Then when I asked Burt, who gives me my intelligence tests and works with Algernon, he said that both of them were wrong (only I had to promise not to tell them he said so). Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all.

So I still don't know what I.Q. is except that mine is going to be over 200 soon. I didn't want to say anything, but I don't see how if they don't know what it is, or where it is--I don't see how they know how much of it you've got.

Dr. Nemur says I have to take a Rorshach Test tomorrow. I wonder what that is.

April 22 I found out what a Rorshach is. It's the test I took before the operation--the one with the inkblots on the pieces of cardboard.

I was scared to death of those inkblots. I knew the man was going to ask me to find the pictures and I knew I couldn't. I was thinking to myself, if only there was some way of knowing what kind of pictures were hidden there. Maybe there weren't any pictures at all. Maybe it was just a trick to see if I was dumb enough to look for something that wasn't there. Just thinking about that made me sore at him.

"All right, Charlie," he said, "you've seen these cards before. remember?"

"Of course I remember." The way I said it, he knew I was angry, and he looked surprised.

"Yes, of course. Now I want you to look at this. What might this be?

What do you see on this card? People see all sorts of things in these inkblots. Tell me what it might be for you-what it makes you think of."

I was shocked. That wasn't what I had expected him to say.

"You mean there are no pictures hidden in those inkblots?"

He frowned and took off his glasses. "What?"

"Pictures. Hidden in the inkblots. Last time you told me everyone could see them and you wanted me to find them too."

He explained to me that the last time he had used almost the exact same words he was using now. I didn't believe it, and I still have the suspicion that he misled me at the time just for the fun of it. Unless--I don't know any more--could I have been that feeble-minded?

We went through the cards slowly. One looked like a pair of bats tugging at something. Another one looked like two men fencing with swords. I imagined all sorts of things. I guess I got carried away. But I didn't trust him any more, and

8

I kept turning them around, even looking on the back to see if there was anything there I was supposed to catch. While he was making his notes, I peeked out of the corner of my eye to read it. But it was all in code that looked like this:

WF+A DdF-Ad orig. WF-A SF + obj

The test still doesn't make sense to me. It seems to me that anyone could make up lies about things that they didn't really imagine? Maybe I'll understand it when Dr. Strauss lets me read up on psychology.

April 25 I figured out a new way to line up the machines in the factory, and Mr. Donnegan says it will save him ten thousand dollars a year in labor and increased production. He gave me a $25 bonus.

I wanted to take Joe Carp and Frank Reilly out to lunch to celebrate, but Joe said he had to buy some things for his wife, and Frank said he was meeting his cousin for lunch. I guess it'll take a little time for them to get used to the changes in me. Everybody seems to be frightened of me. When I went over to Amos Borg and tapped him, he jumped up in the air.

People don't talk to me much any more or kid around the way they used to. It makes the job kind of lonely.

April 27 I got up the nerve today to ask Miss Kinnian to have dinner with me tomorrow night to celebrate my bonus. At first she wasn't sure it was right, but I asked Dr. Strauss and he said it was okay. Dr. Strauss and Dr. Nemur don't seem to be getting along so well. They're arguing all the time. This evening I heard them shouting. Dr. Nemur was saying that it was his experiment and his research, and Dr. Strauss shouted back that he contributed just as much, because he found me through Miss Kinnian and he performed the operation. Dr. Strauss said that someday thousands of neuro-surgeons might be using his technique all over the world.

Dr. Nemur wanted to publish the results of the experiment at the end of the month. Dr. Strauss wanted to wait a while to be sure. Dr. Strauss said Dr. Nemur was more interested in the Chair of Psychology at Princeton than he was in the experiment. Dr. Nemur said Dr. Strauss was nothing but an opportunist trying to ride to glory on his coattails.

When I left afterwards, I found myself trembling. I don't know why for sure, but it was as if I'd seen both men clearly for the first time. I remember hearing Burt say Dr. Nemur had a shrew of a wife who was pushing him all the time to get things published so he could become famous. Burt said that the dream of her life was to have a big shot husband.

April 28 I don't understand why I never noticed how beautiful Miss Kinnian really is. She has brown eyes and feathery brown hair that comes to the top of her neck. She's only thirty-four! I think from the beginning I had the feeling that she was an unreachable genius--and very, very old. Now, every time I see her she grows younger and more lovely.

THE CIVIL SERVICES SCHOOL

We had dinner and a long talk. When she said I was coming along so fast I'd be leaving her behind, I laughed.

"It's true, Charlie. You're already a better reader than I am. You can read a whole page at a glance while I can take in only a few lines at a time. And you remember every single thing you read. I'm lucky if I can recall the main thoughts and the general meaning."

"I don't feel intelligent. There are so many things I don't understand."

She took out a cigarette and I lit it for her. "You've got to be a little patient. You're accomplishing in days and weeks what it takes normal people to do in a lifetime. That's what makes it so amazing. You're like a giant sponge now, soaking things in. Facts, figures, general knowledge.

And soon you'll begin to connect them, too.

9

You'll see how different branches of learning are related. There are many levels, Charlie, like steps on a giant ladder that take you tip higher and higher to see more and more of the world around you. "I can see only a little bit of that, Charlie, and I won't go much higher than I am now, but you'll keep climbing up and up, and see more and more, and each step will open new worlds that you never even knew existed." She frowned. "I hope . . . I just hope to God--"

"What?" "Never mind, Charles. I just hope I wasn't wrong to advise you to go into this in the first place." I laughed. "How could that be? It worked, didn't it? Even Algernon is still smart."

We sat there silently for a while and I knew what she was thinking about as she watched me toying with the chain of my rabbit's foot and my keys. I didn't want to think of that possibility any more than elderly people want to think of death. I knew that this was only the beginning. I knew what she meant about levels because I'd seen some of them already. The thought of leaving her behind made me sad.

I'm in love with Miss Kinnian.

10

progress report 12 April 30 I've quit my job with Donnegan's Plastic Box Company. Mr. Donnegan insisted it would be better for all concerned if I left. What did I do to make them hate me so? The first I knew of it was when Mr. Donnegan showed me the petition. Eight hundred names, everyone in the factory, except Fanny Girden. Scanning the list quickly, I saw at once that hers was the only missing name. All the rest demanded that I be fired. Joe Carp and Frank Reilly wouldn't talk to me about it. No one else would either, except Fanny. She was one of the few people I'd known who set her mind to something and believed it no matter what the rest of the world proved, said or did-and Fanny did not believe that I should have been fired. She had been against the petition on principle and despite the pressure and threats she'd held out.

"Which don't mean to say," she remarked, "that I don't think there's something mighty strange about you, Charlie. Them changes. I don't know. You used to be a good, dependable, ordinary man--not too bright maybe, but honest. Who knows what you done to yourself to get so smart all of a sudden. Like everybody around here's been saying, Charlie, it's not right."

"But how can you say that, Fanny? What's wrong with a man becoming intelligent and wanting to acquire knowledge and understanding of the world around him?"

SANSKRITI
THE CIVIL SERVICES SCHOOL

She stared down at her work and I turned to leave. Without looking at me, she said: "It was evil when Eve listened to the snake and ate from the tree of knowledge. It was evil when she saw that she was naked. If not for that none of us would ever have to grow old and sick, and die."

Once again, now, I have the feeling of shame burning inside me. This intelligence has driven a wedge between me and all the people I once knew and loved. Before, they laughed at me and despised me for my ignorance and dullness; now, they hate me for my knowledge and understanding. What in God's name do they want of me?

They've driven me out of the factory. Now I'm more alone than ever before.

May' 15 Dr. Strauss is very angry at me for not having written any progress reports in two weeks.

He's justified because the lab is now paying me a regular salary. I told him I was too busy thinking and reading. When I pointed out that writing was such a slow process that it makes me impatient with my poor handwriting, he suggested I learn to type. It's much easier to write now because I can type seventy-five words a minute. Dr. Strauss continually reminds me of the need to speak and write simply so people will be able to understand me. I'll try to review all the things that happened to me during the last two weeks. Algernon and I were presented to the American Psychological Association sitting in convention with the World Psychological Association. We created quite a sensation. Dr. Nemur and Dr. Strauss were proud of us.

I suspect that Dr. Nemur, who is sixty--ten years older than Dr. Strauss--finds it necessary to see tangible results of his work. Undoubtedly the result of pressure by Mrs. Nemur. Contrary to my earlier impressions of him, I realize that Dr. Nemur is not at all a genius. He has a very good mind, but it struggles under the spectre of self- doubt. He wants people to take him for a genius. Therefore, it is important for him to feel that his work is accepted by the world. I believe that Dr. Nemur was afraid of further delay because he worried that someone else might make a discovery along these lines and take the credit from him.

Dr. Strauss on the other hand might be called a genius, although I feel that his areas of knowledge are too limited. He was educated in the tradition of narrow specialization; the broader aspects of background were neglected far more than necessary-even for a neurosurgeon.

11

I was shocked to learn that the only ancient languages he could read were Latin, Greek, and Hebrew, and that he knows almost nothing of mathematics beyond the elementary levels of the calculus of variations. When he admitted this to me, I found myself almost annoyed. It was as if he'd hidden this part of himself in order to deceive me, pretending--as do many people I've discovered—to be what he is not. No one I've ever known is what he appears to be on the surface.

Dr. Nemur appears to be uncomfortable around me. Sometimes when I try to talk to him, he just looks at me strangely and turns away. I was angry at first when Dr. Strauss told me I was giving Dr. Nemur an inferiority complex. I thought he was mocking me and I'm oversensitive at being made fun of. How was I to know that a highly respected psychoexperimentalist like Nemur was unacquainted with Hindustani and Chinese?

It's absurd when you consider the work that is being done in India and China today in the very field of his study. I asked Dr. Strauss how Nemur could refute Rahajamati's attack on his method and results if Nemur couldn't even read them in the first place. That strange look on Dr. Strauss' face can mean only one of two things. Either he doesn't want to tell Nemur what they're saying in India, or else--and this worries me--Dr. Strauss doesn't know either. I must be careful to speak and write clearly and simply so that people won't laugh.

May 18 I am very disturbed. I saw Miss Kinnian last night for the first time in over a week. I tried to avoid all discussions of intellectual concepts and to keep the conversation on a simple, everyday level, but she just stared at me blankly and asked me what I meant about the mathematical variance equivalent in Dorbermann' s Fifth Concerto.

When I tried to explain she stopped me and laughed. I guess I got angry, but I suspect I'm approaching her on the wrong level. No matter what I try to discuss with her, I am unable to communicate. I must review Vrostadt's equations on Levels of Semantic Progression. I find that I don't communicate with people much anymore.

Thank God for books and music and things I can think about. I am alone in my apartment at Mrs.

Flynn's boardinghouse most of the time and seldom speak to anyone.

May 20 I would not have noticed the new dishwasher, a boy. Of about sixteen, at the corner diner where I take my evening meals if not for the incident of the broken dishes. They crashed to the floor, shattering and sending bits of white china under the tables. The boy stood there, dazed and frightened, holding the empty tray in his hand. The whistles and catcalls from the customers (the cries of "hey, there go the profits!" ..."Mazeltov!". . . and "well, he didn't work here very long which invariably seem to follow the breaking of glass or dishware in

a public restaurant) all seemed to confuse him.

When the owner came to see what the excitement was about, the boy cowered as if he expected to be struck and threw up his arms as if to ward off the blow.

"All right! All right, you dope," shouted the owner, "don't just stand there! Get the broom and sweep that mess up. A broom . . . a broom, you idiot! It's in the kitchen. Sweep up all the pieces."

The boy saw that he was not going to be punished. His frightened expression disappeared and he smiled and hummed as he came back with the broom to sweep the floor. A few of the rowdier customers kept up the remarks, amusing themselves at his expense.

"Here, sonny, over here there's a nice piece behind you...."

"C'mon, do it again." "He's not so dumb. It's easier to break'em than to wash'em. . ."

12

As his vacant eyes moved across the crowd of amused onlookers, he slowly mirrored their smiles and finally broke into an uncertain grin at the joke which he obviously did not understand.

I felt sick inside as I looked at his dull, vacuous smile, the wide, bright eyes of a child, uncertain but eager to please. They were laughing at him because he was mentally retarded. And I had been laughing at him too. Suddenly, I was furious at myself and all those who were smirking at him. I jumped up and shouted, "Shut up! Leave him alone! It's not his fault he can't understand. He can't help what lie is! But for God's sake . . . he's still a human being!"

The room grew silent. I cursed myself for losing control and creating a scene. I tried not to look at the boy as I paid my check and walked out without touching my food. I felt ashamed for both of us.

How strange it is that people of honest feelings and sensibility, who would not take advantage of a man born without arms or legs or eyes--how such people think nothing of abusing a man born with low intelligence. It infuriated me to think that not too long ago, I ike this boy, had foolishly played the clown.

And I had almost forgotten. I'd hidden the picture of the old Charlie Gordon from myself because now that I was intelligent it was something that had to be pushed out of my mind. But today in looking at that boy, for the first time I saw what I had been. I was just like him!

Only a short time ago, I learned that people laughed at me. Now I can see that unknowingly I joined with them in laughing at myself.

That hurts most of all.

I have often reread my progress reports and seen the illiteracy, the childish naivete, the mind of low intelligence peering from a dark room, through the keyhole, at the dazzling light outside. I see that even in my dullness I knew that I was inferior, and that other people had something I lacked-something denied me. In my mental blindness, I thought that it was somehow connected with the ability to read and write, and I was sure that if I could get those skills I would automatically have intelligence too.

Even a feeble-minded man wants to be like other men. A child may not know how to feed itself, or what to eat, yet it knows of hunger.

This then is what I was like, I never knew. Even with my gift of intellectual awareness, I never really knew. This day was good for me. Seeing the past more clearly, I have decided to use my knowledge and skills to work in the field of increasing human intelligence levels. Who is better equipped for this work? Who else has lived in both worlds? These are my people.

Let me use my gift to do something for them.

Tomorrow, I will discuss with Dr. Strauss the manner in which I can work in this area. I may be able to help him work out the problems of widespread use of the technique which was used on me. I have several good ideas of my own.

13

There is so much that might be done with this technique. If I could be made into a genius, what about thousands of others like myself? What fantastic levels might be achieved by using this technique on normal people? Or geniuses?

There are so many doors to open. I am impatient to begin.

progress report 13

May 23 It happened today. Algernon bit me. I visited the lab to see him as I do occasionally, and when I took him out of his cage, he snapped at my hand. I put him back and watched him for a while. He was unusually disturbed and vicious.

May 24 Burt, who is in charge of the experimental animals, tells me that Algernon is changing. He is less co- operative; he refuses to run the maze any more; general motivation has decreased. And he hasn't been eating. Everyone is upset about what this may mean.

May 25 They've been feeding Algernon, who now refuses to work the shifting-lock problem. Everyone identifies me with Algernon. In a way we're both the first of our kind. They're all pretending that Algernon's behavior is not necessarily significant for me. But it's hard to hide the fact that some of the other animals who were used in this experiment are showing strange behavior.

Dr. Strauss and Dr. Nemur have asked me not to come to the lab any more. I know what they're thinking but I can't accept it. I am going ahead with my plans to carry their research forward. With all due respect to both of these fine scientists, l am well aware of their limitations. If there is an answer, I'll have to find it out for myself. Suddenly, time has become very important to me.

May 29 I have been given a lab of my own and permission to go ahead with the research. I'm on to something. Working day and night. I've had a cot moved into the lab. Most of my writing time is spent on the notes which I keep in a separate folder, but from time to time I feel it necessary to put

down my moods and my thoughts out of sheer habit.

I find the calculus of intelligence to be a fascinating study. Here is the place for the application of all the knowledge I have acquired. In a sense it's the problem I've been concerned with all my life.

May 31 Dr. Strauss thinks I'm working too hard. Dr. Nemur says I'm trying to cram a lifetime of research and thought into a few weeks. I know I should rest, but I'm driven on by something inside that won't let me stop. I've got to find the reason for the sharp regression in Algernon. I've got to know if and when it will happen to me.

June 4 LETTER TO DR. STRAUSS (copy)

Dear Dr. Strauss:

Under separate cover I am sending you a copy of my report entitled, "The Algernon-Gordon Effect: A Study of Structure and Function of Increased Intelligence," which I would like to have you read and have published. As you see, my experiments are completed. I have included in my report all of my formulae, as well as mathematical analysis in the appendix. Of course, these should be verified. Because of its importance to both you and Dr. Nemur (and need I say to myself, too?) I have checked and rechecked my results a dozen times in

14

the hope of finding an error. I am sorry to say the results must stand. Yet for the sake of science, I am grateful for the little bit that I here add to the knowledge of the function of the human mind and of the laws governing the artificial increase of human intelligence.

I recall your once saying to me that an experimental failure or the disproving of a theory was as important to the advancement of learning as a success would be. I know now that this is true. I am sorry, however, that my own contribution to the field must rest upon the ashes of the work of two men I regard so highly.

Yours truly, Charles Gordon encl.:rept.

June 5 I must not become emotional. The facts and the results of my experiments are clear, and the more sensational aspects of my own rapid climb cannot obscure the fact that the tripling of intelligence by the surgical technique developed by Drs. Strauss and Nemur must be viewed as having little or no practical applicability (at the present time) to the increase of human intelligence.

As I review the records and data on Algernon, I see that although he is still in his physical infancy, he has regressed mentally. Motor activity is impaired; there is a general reduction of glandular activity; there is an accelerated loss of co-ordination.

There are also strong indications of progressive amnesia. As will be seen by my report, these and other physical and mental deterioration syndromes can be predicted with statistically significant results by the application of my formula.

The surgical stimulus to which we were both subjected has resulted in an intensification and acceleration of all mental processes. The unforeseen development, which I have taken the liberty of calling the Algernon-Gordon Effect, is the logical extension of the entire intelligence speed-up. The hypothesis here proven may be described simply in the following terms: Artificially increased intelligence deteriorates at a rate of time directly roportional to the quantity of the increase.

I feel that this, in itself, is an important discovery.

As long as I am able to write, I will continue to record my thoughts in these progress reports. It is one of my few pleasures. However, by all indications, my own mental deterioration will be very rapid. I have already begun to notice signs of emotional instability and forgetfulness, the first symptoms of the burnout.

June 10 Deterioration progressing. I have become absentminded. Algernon died two days ago. Dissection shows my predictions were right. His brain had decreased in weight and there was a general smoothing out of cerebral convolutions as well as a deepening and broadening of brain fissures.

I guess the same thing is or will soon be happening to me. Now that it's definite, I don't want it to happen. I put Algernon's body in a cheese box and buried him in the back yard. I cried.

15

June 15 Dr. Strauss came to see me again. I wouldn't open the door and I told him to go away. I want to be left to myself. I have become touchy and irritable. I feel the darkness closing in. It's hard to throw off thoughts of suicide. I keep telling myself how important this introspective journal will be. It's a strange sensation to pick up a book that you've read and enjoyed just a few months ago and discover that you don't remember it. I remembered how great I thought John Milton was, but when I picked up Paradise Lost I couldn't understand it at all. I got so angry I threw the book across the room. I've got to try to hold on to some of it. Some of the things I've learned. Oh, God, please don't take it all away.

June 19 Sometimes, at night, I go out for a walk. Last night I couldn't remember where I lived. A policeman took me home. I have the strange feeling that this has all happened to me before—a long time ago. I keep telling myself I'm the only person in the world who can describe what's happening to me.

June 21 Why can't I remember? I've got to fight. I lie in bed for days and I don't know who or where I am. Then it all comes back to me in a flash. Fugues of amnesia. Symptoms of senility—second childhood. I can watch them coming on. It's so cruelly logical. I learned so much and so fast. Now my mind is deteriorating rapidly. I won't let it happen. I'll fight it. I can't help thinking of the boy in the restaurant, the blank expression, the silly smile, the people laughing at him. No--please--not that again. . .

June 22 I'm forgetting things that I learned recently. It seems to be following the classic pattern--the last things learned are the first things forgotten. Or is that the pattern? I'd better look it up again.... I reread my paper on the Algemon-Gordon Effect and I get the strange feeling that it was written by someone else. There are parts I don't even understand. Motor activity impaired. I keep tripping over things, and it becomes increasingly difficult to type.

June 23 I've given up using the typewriter completely. My coordination is bad. I feel that I'm moving slower and slower. Had a terrible shock today. I picked up a copy of an article I used in my research, Krueger's Uber Psychische Ganzheit, to see if it would help me understand what I had done. First I thought there was something wrong with my eyes. Then I realized I could no longer read German. I tested myself in other languages. All gone.

June 30 A week since I dared to write again. It's slipping away like sand through my fingers. Most of the books I have are too hard for me now. I get angry with them because I know that I read and understood them just a few weeks ago. I keep telling myself I must keep writing these reports so

that somebody will know what is happening to me. But it gets harder to form the words and remember spellings. I have to look up even simple words in the dictionary now and it makes me impatient with myself.

Dr. Strauss comes around almost every day, but I told him I wouldn't see or speak to anybody. He feels guilty. They all do. But I don't blame anyone. I knew what might happen. But how it hurts.

July 7 1 don't kno w where the week went. Todays Sunday I know because I can see through my window people going to church. I think I stayed in bed all week but I remember Mrs. Flynn bringing food to me a few times. I keep saying over and over Ive got to do something but then I forget or maybe its just easier not to do what I say Im going to do.

I think of my mother and father a lot these days. I found a picture of them with me taken at a beach. My father has a big ball under his arm and my mother is holding me by the hand. I don't remember them the way they are in the picture. All I remember is my father drunk most of the time and arguing with mom about money. He never shaved much and he used to scratch my face when he hugged me. My mother said he died but Cousin Miltie said he heard his mom and dad say that my father ran away with another woman.

When I asked my mother she slapped my face and said my father was dead. I don't think I ever found out which was true but I don't care much. (He said he was going to take me to see cows on a farm once but he never did. He never kept his promises. . .)

July 10 My landlady Mrs Flynn is very worried about me. She says the way I lay around all day and dont do anything I remind her of her son before she threw him out of the house. She said she doesnt like loafers. If Im sick its one thing, but if Im a loafer thats another thing and she wont have it. I told her I think Im sick. I try to read a little bit every day, mostly stories, but sometimes I have to read the same thing over and over again because I dont know what it means. And its hard to write. I know I should look up all the words in the dictionary but its so hard and Im so tired all the time.

Then I got the idea that I would only use the easy words instead of the long hard ones. That saves time. I put flowers on Algernons grave about once a week. Mrs Flynn thinks I'm crazy to put flowers on a mouses grave but I told her that Algernon was special.

July 14 Its sunday again. I dont have anything to do to keep me busy now because my television set is broke and I dont have any money to get it fixed. (I think I lost this months check from the lab. I dont remember) I get awful headaches and asperin doesnt help me much. Mrs Flynn knows Im really sick and she feels very sorry for me. Shes a wonderful woman whenever someone is sick.

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July22 Mrs Flynn called a strange doctor to see me. She was afraid I was going to die. I told the doctor I wasnt too sick and that I only forget sometimes. He asked me did I have any friends or relatives and I said no I dont have any. I told him I had a friend called Algernon once but he was a mouse and we used to run races together. He looked at me kind of funny like he thought I was crazy. He smiled when I told him I used to be a genius. He talked to me like I was a baby and he winked at Mrs Flynn. I got mad and chased him out because he was making fun of me the way they all used to.

July 24 I have no more money and Mrs. Flynn says I got to go to work somewhere and pay the rent because I havent paid for over two months. I dont know any work but the job I used to have at Donnegans Plastic Box Company. I dont want to go back there because they all knew me when I was smart and maybe theyll laugh at me. But I dont know what else to do to get money.

July 25 I was looking at some of my old progress reports and its very funny but I cant read what I wrote. I can make out some of the words but they dont make sense. Miss Kinnian came to the door but I said go away I dont want to see you. She cried and I cried too but I wouldn't let her in because I didn't want her to laugh at me. I told her I didn't like her any more. I told her I didn't want to be smart any more. Thats not true. I still love her and I still want to be smart but I had to say that so shed go away. She gave Mrs Flynn money to pay the rent. I dont want that. I got to get a job.

Please . . . please let me not forget how to read and write. .

July 27 Mr Donnegan was very nice when I came back and asked him for my old job of janitor. First he was very suspicious but I told him what happened to me then he looked very sad and put his hand on my shoulder and said Charlie Gordon you got guts. Everybody looked at me when I came downstairs and started working in the toilet sweeping it out like I used to. I told myself Charlie if they make fun of you dont get sore because you remember their not so smart as you once thot they were. And besides they were once your friends and if they laughed at you that doesnt mean anything because they liked you too.

17

One of the new men who came to work there after I went away made a nasty crack he said hey Charlie I hear your a very smart fella a real quiz kid. Say something intelligent. I felt bad but Joe Carp came over and grabbed him by the shirt and said leave him alone you lousy cracker or Ill break your neck. I didnt expect Joe to take my part so I guess hes really my friend.

Later Frank Reilly came over and said Charlie if anybody bothers you or trys to take advantage you call me or Joe and we will set em straight. I said thanks Frank and I got choked up so I had to turn around and go into the supply room so he wouldnt see me cry.

Its good to have friends.

July 28 I did a dumb thing today I forgot I wasnt in Miss Kinnians class at the adult centre any more like I used to be. I went in and sat down in my old seat in the back of the room and she looked at me funny and she said Charles. I dint remember she ever called me that before only Charlie so I said hello Miss Kinnian Im redy for my lesin today only I lost my reader that we was using. She startid to cry and run out of the room and everybody looked at me and I saw they wasnt the same pepul who used to be in my class.

Then all of a sudden I remembered some things about the operashun and me getting smart and I said holy smoke I reely pulled a Charlie Gordon that time. I went away before she come back to the room. Thats why Im going away from New York for good. I dont want to do nothing like that agen. I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factery and I dont want that eather so Im going someplace where nobody knows that Charlie Gordon was once a genus and now he cant even reed a book or rite good.

Im taking a cuple of books along and even if I cant reed them Ill practise hard and maybe I wont forget every thing I lerned. If I try reel hard maybe Ill be a littel bit smarter than I was before the operashun. I got my rabits foot and my luky penny and may'be they will help me.

If you ever reed this Miss Kinnian dont be sorry for me Im glad I got a second chanse to be smart becaus I lerned a lot of things that I never even new were in this world and Im grateful that I saw it all for a little bit. I dont know why Im dumb agen or what I did wrong maybe its becaus I dint try hard enuff. But if I try and practis very hard maybe Ill get a little smarter and know what all

the words are. I remember a littel bit how nice I had a feeling with the blue book that has the torn cover when I red it. Thats why Im gonna keep trying to get smart so I can have that feeling agen. Its a good feeling to know things and be smart. I wish I had it rite now if I did I would sit down and reed all the time. Anyway I bet Im the first dumb person in the world who ever found out something importent for sience. I remember I did something but I dont remember what. So I gess its like I did it for all the dumb pepul like me. Good-by Miss Kinnian and Dr Strauss and evreybody.

And P.S. please tell Dr Nemur not to be such a grouch when pepul laff at him and he would have more frends. Its easy to make frends if you let pepul laff at you. Im going to have lots of frends where I go.

P.P.S. Please if you get a chanse put some flowrs on Algernons grave in the bak yard....

18

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GOD SEES THE TRUTH, BUT WAITS

By Lev Nikolaevich Tolstoi

IN the town of Vladímir lived a young merchant named Iván Dmítritch Aksyónof. He had two shops and a house of his own.

Aksyónof was a handsome, fair-haired, curly-headed fellow, full of fun, and very fond of singing. When quite a young man he had been given to drink, and was riotous when he had had too much, but after he married he gave up drinking, except now and then.

One summer Aksyónof was going to the Nízhny Fair, and as he bade good-bye to his family his wife said to him, 'Iván Dmítritch, do not start to-day; I have had a bad dream about you.'

Aksyónof laughed, and said, 'You are afraid that when I get to the fair I shall go on the spree.'

His wife replied: 'I do not know what I am afraid of; all I know is that I had a bad dream. I dreamt you returned from the town, and when you took off your cap I saw that your hair was quite grey.'

Aksyónof laughed. 'That's a lucky sign,' said he. 'See if I don't sell out all my goods, and bring you some presents from the fair.'

So he said good-bye to his family, and drove away.

When he had travelled half-way, he met a merchant whom he knew, and they put up at the same inn for the night. They had some tea together, and then went to bed in adjoining rooms.

It was not Aksyónof's habit to sleep late, and, wishing to travel while it was still cool, he aroused his driver before dawn, and told him to put in the horses. Then he made his way across to the landlord of the inn (who lived in a cottage at the back), paid his bill, and continued his journey.

When he had gone about twenty-five miles, he stopped for the horses to be fed. Aksyónof rested awhile in the passage of the inn, then he stepped out into the porch and, ordering a samovár[1] to be heated got out his guitar and began to play.

Suddenly a tróyka[2] drove up with tinkling bells, and an official alighted, followed by two soldiers. He came to Aksyónof and began to question him, asking him who he was and whence he came. Aksyónof answered him fully, and said, 'Won't you have some tea with me?' But the official went on cross-questioning him and asking him, 'Where did you spend last night? Were you alone, or with a fellow-merchant? Did you see the other merchant this morning? Why did you leave the inn before dawn?'

Aksyónof wondered why he was asked all these questions, but he described all that had happened, and then added, 'Why do you cross-question me as if I were a thief or a robber? I am travelling on business of my own, and there is no need to question me.'

Then the official, calling the soldiers, said, 'I am the police-officer of this district, and I question you because the merchant with whom you spent last night has been found with his throat cut. We must search your things.'

They entered the house. The soldiers and the police-officer unstrapped Aksyónof's luggage and searched it. Suddenly the officer drew a knife out of a bag, crying, 'Whose knife is this?'

Aksyónof looked, and seeing a blood-stained knife taken from his bag, he was frightened.

'How is it there is blood on this knife?'

Aksyónof tried to answer, but could hardly utter a word, and only stammered: 'I -- I don't know -- not mine.'

Then the police-officer said, 'This morning the merchant was found in bed with his throat cut. You are the only person who could have done it. The house was locked from inside, and no one else was there. Here is this bloodstained knife in your bag, and your face and manner betray you! Tell me how you killed him, and how much money you stole?'

Aksyónof swore he had not done it; that he had not seen the merchant after they had had tea together; that he had no money except eight thousand roubles[3] of his own, and that the knife was not his. But his voice was broken, his face pale, and he trembled with fear as though he were guilty.

The police-officer ordered the soldiers to bind Aksyónof and to put him in the cart. As they tied his feet together and flung him into the cart, Aksyónof crossed himself and wept. His money and

goods were taken from him, and he was sent to the nearest town and imprisoned there. Enquiries as to his character were made in Vladímir. The merchants and other inhabitants of that town said that in former days he used to drink and waste his time, but that he was a good man. Then the trial came on: he was charged with murdering a merchant from Ryazán, and robbing him of twenty thousand roubles.

His wife was in despair, and did not know what to believe. Her children were all

quite small; one was a baby at her breast. Taking them all with her, she went to the town where her husband was in gaol. At first she was not allowed to see him; but, after much begging, she obtained permission from the officials, and was taken to him. When she saw her husband in prison-dress and in chains, shut up with thieves and criminals, she fell down, and did not come to her senses for a long time. Then she drew her children to her, and sat down near him. She told him of things at home, and asked about what had happened to him. He told her all, and she asked, 'What can we do now?'

'We must petition the Tsar not to let an innocent man perish.'

His wife told him that she had sent a petition to the Tsar, but that it had not been accepted.

Aksyónof did not reply, but only looked downcast.

Then his wife said, 'It was not for nothing I dreamt your hair had turned grey. You remember? You should not have started that day.' And passing her fingers through his hair, she said: 'Ványa dearest, tell your wife the truth; was it not you who did it?'

'So you, too, suspect me!' said Aksyónof, and hiding his face in his hands, he began to weep. Then a soldier came to say that the wife and children must go away; and Aksyónof said good-bye to his family for the last time.

When they were gone, Aksyónof recalled what had been said, and when he remembered that his wife also had suspected him, he said to himself, 'It seems that only God can know the truth, it is to Him alone we must appeal, and from Him alone expect mercy.'

And Aksyónof wrote no more petitions; gave up all hope, and only prayed to God.

Aksyónof was condemned to be flogged and sent to the mines. So he was flogged with a knout, and when the wounds made by the knout were healed, he was driven to Siberia with other convicts.

For twenty-six years Aksyónof lived as a convict in Siberia. His hair turned white as snow and his beard grew long, thin, and grey. All his mirth went; he stooped; he walked slowly, spoke little, and never laughed, but he often prayed.

In prison Aksyónof learnt to make boots, and earned a little money, with which he bought The Lives of the Saints. He read this book when there was light enough in the prison; and on Sundays in the prison-church he read the lessons and sang in the choir; for his voice was still good.

The prison authorities liked Aksyónof for his meekness, and his fellow-prisoners respected him: they called him 'Grandfather,' and 'The Saint.' When they wanted to petition the prison authorities about anything, they always made Aksyónof their spokesman, and when there were quarrels among the prisoners they came to him to put things right, and to judge the matter.

THE CIVIL SERVICES SCHOOL

No news reached Aksyónof from his home, and he did not even know if his wife and children were still alive.

One day a fresh gang of convicts came to the prison. In the evening the old prisoners collected round the new ones and asked them what towns or villages they came from, and what they were sentenced for. Among the rest Aksyónof sat down near the new-comers, and listened with downcast air to what was said.

One of the new convicts, a tall, strong man of sixty, with a closely-cropped grey beard, was telling the others what he had been arrested for.

'Well, friends,' he said, 'I only took a horse that was tied to a sledge, and I was arrested and accused of stealing. I said I had only taken it to get home quicker, and had then let it go; besides, the driver was a personal friend of mine. So I said, "It's all right." "No," said they, "you stole it." But how or where I stole it they could not say. I once really did something wrong, and ought by rights

to have come here long ago, but that time I was not found out. Now I have been sent here for nothing at all. . . . Eh, but it's lies I'm telling you; I've been to Siberia before, but I did not stay long.'
'Where are you from?' asked someone.
'From Vladímir. My family are of that town. My name is Makár, and they also call me Semyónitch.'
Aksyónof raised his head and said: 'Tell me, Semyónitch, do you know anything of the merchants Aksyónof, of Vladímir? Are they still alive?'
'Know them? Of course I do. The Aksyónofs are rich, though their father is in Siberia: a sinner like ourselves, it seems! As for you, Gran'dad, how did you come here?'
Aksyónof did not like to speak of his misfortune. He only sighed, and said, 'For my sins I have been in prison these twenty-six years.'
'What sins?' asked Makár Semyónitch.
But Aksyónof only said, 'Well, well -- I must have deserved it!' He would have said no more, but his companions told the new-comer how Aksyónof came to be in Siberia: how someone had killed a merchant and had put a knife among Aksyónof's things, and Aksyónof had been unjustly condemned.
When Makár Semyónitch heard this, he looked at Aksyónof, slapped his own knee, and exclaimed, 'Well this is wonderful! Really wonderful! But how old you've grown, Gran'dad!'
The others asked him why he was so surprised, and where he had seen Aksyónof before; but Makár Semyónitch did not reply. He only said: 'It's wonderful that we should meet here, lads!'

These words made Aksyónof wonder whether this man knew who had killed the merchant; so he said 'Perhaps, Semyónitch, you have heard of that affair or maybe you've seen me before?'
'How could I help hearing? The world's full of rumours. But it's long ago, and I've forgotten what I heard.'
'Perhaps you heard who killed the merchant?' asked Aksyónof.
Makár Semyónitch laughed, and replied, 'It must have been him in whose bag the knife was found! If someone else hid the knife there, "He's not a thief till he's caught," as the saying is. How could anyone put a knife into your bag while it was under your head? It would surely have woke you up?'
When Aksyónof heard these words, he felt sure this was the man who had killed the merchant. He rose and went away. All that night Aksyónof lay awake.
He felt terribly unhappy, and all sorts of images rose in his mind. There was the image of his wife as she was when he parted from her to go to the fair. He saw her as if she were present; her face and her eyes rose before him; he heard her speak and laugh. Then he saw his children, quite little, as they were at that time: one with a little cloak on, another at his mother's breast. And then he remembered himself as he used to be -- young and merry. He remembered how he sat playing the guitar in the porch of the inn where he was arrested, and how free from care he had been. He saw, in his mind, the place where he was flogged, the executioner, and the people standing around; the chains, the convicts, all the twenty-six years of his prison life, and his premature old age. The thought of it all made him so wretched that he was ready to kill himself.
'And it's all that villain's doing!' thought Aksyónof. And his anger was so great against Makár Semyónitch that he longed for vengeance, even if he himself should perish for it. He kept repeating prayers all night, but could get no peace. During the day he did not go near Makár Semyónitch, nor even look at him.
A fortnight passed in this way. Aksyónof could not sleep at nights, and was so miserable that he did not know what to do.
One night as he was walking about the prison he noticed some earth that came rolling out from under one of the shelves on which the prisoners slept. He stopped to see what it was. Suddenly Makár Semyónitch crept out from under the shelf, and looked up at Aksyónof with frightened face. Aksyónof tried to pass without looking at him, but Makár seized his hand and told him that

he had dug a hole under the wall, getting rid of the earth by putting it into his high-boots, and emptying it out every day on the road when the prisoners were driven to their work.
'Just you keep quiet, old man, and you shall get out too. If you blab they'll flog the life out of me, but I will kill you first.'
Aksyónof trembled with anger as he looked at his enemy. He drew his hand away, saying, 'I have no wish to escape, and you have no need to kill me; you killed me long ago! As to telling of you -- I may do so or not, as God shall direct.' Next day, when the convicts were led out to work, the convoy soldiers noticed that one or other of the prisoners emptied some earth out of his boots. The prison was searched, and the tunnel found. The Governor came and questioned all the prisoners to find out who had dug the hole. They all denied any knowledge of it. Those who knew, would not betray Makár Semyónitch, knowing he would be flogged almost to death. At last the Governor turned to Aksyónof, whom he knew to be a just man, and said:

'You are a truthful old man; tell me, before God, who dug the hole?'
Makár Semyónitch stood as if he were quite unconcerned, looking at the Governor and not so much as glancing at Aksyónof. Aksyónof's lips and hands trembled, and for a long time he could not utter a word. He thought, 'Why should I screen him who ruined my life? Let him pay for what I have suffered. But if I tell, they will probably flog the life out of him and maybe I suspect him wrongly. And, after all, what good would it be to me?'

'Well, old man,' repeated the Governor, 'tell us the truth: who has been digging under the wall?'
Aksyónof glanced at Makár Semyónitch, and said 'I cannot say, your honour. It is not God's will that I should tell! Do what you like with me; I am in your hands.'
However much the Governor tried, Aksyónof would say no more, and so the matter had to be left.
That night, when Aksyónof was lying on his bed and just beginning to doze, someone came quietly and sat down on his bed. He peered through the darkness and recognized Makár.
'What more do you want of me?' asked Aksyónof. 'Why have you come here?'
Makár Semyónitch was silent. So Aksyónof sat up and said, 'What do you want? Go away, or I will call the guard!'

Makár Semyónitch bent close over Aksyónof, and whispered, 'Iván Dmítritch, forgive me!'
'What for?' asked Aksyónof.
'It was I who killed the merchant and hid the knife among your things. I meant to kill you too, but I heard a noise outside; so I hid the knife in your bag and escaped out of the window.'
Aksyónof was silent, and did not know what to say. Makár Semyónitch slid off the bed-shelf and knelt upon the ground. 'Iván Dmítritch,' said he, 'forgive me! For the love of God, forgive me! I will confess that it was I who killed the merchant, and you will be released and can go to your home.'

'It is easy for you to talk,' said Aksyónof, 'but I have suffered for you these twenty- six years. Where could I go to now? . . . My wife is dead, and my children have forgotten me. I have nowhere to go. . . .'
Makár Semyónitch did not rise, but beat his head on the floor. 'Iván Dmítritch, forgive me!' he cried. 'When they flogged me with the knout it was not so hard to bear as it is to see you now . . . yet you had pity on me, and did not tell. For Christ's sake forgive me, wretch that I am!' And he began to sob.
When Aksyónof heard him sobbing he, too, began to weep.
'God will forgive you!' said he. 'Maybe I am a hundred times worse than you.' And at these words his heart grew light, and the longing for home left him. He no longer had any desire to leave the prison, but only hoped for his last hour to come.
In spite of what Aksyónof had said, Maker Semyónitch confessed his guilt. But when the order for his release came, Aksyónof was already dead.

(Written in 1872.)

The Sniper By Liam O'Flaherty

The long June twilight faded into night. Dublin lay enveloped in darkness but for the dim light of the moon that shone through fleecy clouds, casting a pale light as of approaching dawn over the streets and the dark waters of the Liffey. Around the beleaguered Four Courts the heavy guns roared. Here and there through the city, machine guns and rifles broke the silence of the night, spasmodically, like dogs barking on lone farms. Republicans and Free Staters were waging civil war.

On a rooftop near O'Connell Bridge, a Republican sniper lay watching. Beside him lay his rifle and over his shoulders was slung a pair of field glasses. His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of the fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death.

He was eating a sandwich hungrily. He had eaten nothing since morning. He had been too excited to eat. He finished the sandwich, and, taking a flask of whiskey from his pocket, he took a short drought. Then he returned the flask to his pocket. He paused for a moment, considering whether he should risk a smoke. It was dangerous. The flash might be seen in the darkness, and there were enemies watching. He decided to take the risk.

Placing a cigarette between his lips, he struck a match, inhaled the smoke hurriedly and put out the light. Almost immediately, a bullet flattened itself against the parapet of the roof. The sniper took another whiff and put out the cigarette. Then he swore softly and crawled away to the left.

Cautiously he raised himself and peered over the parapet. There was a flash and a bullet whizzed over his head. He dropped immediately. He had seen the flash. It came from the opposite side of the street.

He rolled over the roof to a chimney stack in the rear, and slowly drew himself up behind it, until his eyes were level with the top of the parapet. There was nothing to be seen – just the dim outline of the opposite housetop against the blue sky. His enemy was under cover.

Just then an armoured car came across the bridge and advanced slowly up the street. It stopped on the opposite side of the street, fifty yards ahead. The sniper could hear the dull panting of the motor. His heart beat faster. It was an enemy car. He wanted to fire, but he knew it was useless. His bullets would never pierce the steel that covered the grey monster.

Then round the corner of a side street came an old woman, her head covered by a tattered shawl. She began to talk to the man in the turret of the car. She was pointing to the roof where the sniper lay. An informer.

The turret opened. A man's head and shoulders appeared, looking toward the sniper. The sniper raised his rifle and fired. The head fell heavily on the turret wall. The woman darted toward the side street. The sniper fired again. The woman whirled round and fell with a shriek into the gutter.

Suddenly from the opposite roof a shot rang out and the sniper dropped his rifle with a curse. The rifle clattered to the roof. The sniper thought the noise would wake the dead. He stooped to pick the rifle up. He couldn't lift it. His forearm was dead. "I'm hit," he muttered.

Dropping flat onto the roof, he crawled back to the parapet. With his left hand he felt the injured right forearm. The blood was oozing through the sleeve of his coat. There was no pain--just a deadened sensation, as if the arm had been cut off.

Quickly he drew his knife from his pocket, opened it on the breastwork of the parapet, and ripped open the sleeve. There was a small hole where the bullet had entered. On the other side there was no hole. The bullet had lodged in the bone. It must have fractured it. He bent the arm below the wound. the arm bent back easily. He ground his teeth to overcome the pain.

Then taking out his field dressing, he ripped open the packet with his knife. He broke the neck of the iodine bottle and let the bitter fluid drip into the wound. A paroxysm of pain swept through him. He placed the cotton wadding over the wound and wrapped the dressing over it. He tied the ends with his teeth.

Then he lay still against the parapet, and, closing his eyes, he made an effort of will to overcome the pain.
In the street beneath all was still. The armoured car had retired speedily over the bridge, with the machine gunner's head hanging lifeless over the turret.
The woman's corpse lay still in the gutter.
The sniper lay still for a long time nursing his wounded arm and planning escape. Morning must not find him wounded on the roof. The enemy on the opposite roof covered his escape. He must kill that enemy and he could not use his rifle. He had only a revolver to do it. Then he thought of a plan.
Taking off his cap, he placed it over the muzzle of his rifle. Then he pushed the rifle slowly upward over the parapet, until the cap was visible from the opposite side of the street. Almost immediately there was a report, and a bullet pierced the centre of the cap. The sniper slanted the rifle forward. The cap clipped down into the street. Then catching the rifle in the middle, the sniper dropped his left hand over the roof and let it hang, lifelessly. After a few moments he let the rifle drop to the street. Then he sank to the roof, dragging his hand with him.
Crawling quickly to his feet, he peered up at the corner of the roof. His ruse had succeeded. The other sniper, seeing the cap and rifle fall, thought that he had killed his man. He was now standing before a row of chimney pots, looking across, with his head clearly silhouetted against the western sky.
The Republican sniper smiled and lifted his revolver above the edge of the parapet. The distance was about fifty yards – a hard shot in the dim light, and his right arm was paining him like a thousand devils. He took a steady aim. His hand trembled with eagerness. Pressing his lips together, he took a deep breath through his nostrils and fired. He was almost deafened with the report and his arm shook with the recoil.
Then when the smoke cleared, he peered across and uttered a cry of joy. His enemy had been hit. He was reeling over the parapet in his death agony. He struggled to keep his feet, but he was slowly falling forward as if in a dream. The rifle fell from his grasp, hit the parapet, fell over, bounded off the pole of a barber's shop beneath and then clattered on the pavement.
Then the dying man on the roof crumpled up and fell forward. The body turned over and over in space and hit the ground with a dull thud. Then it lay still.
The sniper looked at his enemy falling and he shuddered. The lust of battle died in him. He became bitten by remorse. The sweat stood out in beads on his forehead. Weakened by his wound and the long summer day of fasting and watching on the roof, he revolted from the sight of the shattered mass of his dead enemy. His teeth chattered, he began to gibber to himself, cursing the war, cursing himself, cursing everybody.
He looked at the smoking revolver in his hand, and with an oath he hurled it to the roof at his feet. The revolver went off with a concussion and the bullet whizzed past the sniper's head. He was frightened back to his senses by the shock. His nerves steadied. The cloud of fear scattered from his mind and he laughed.
Taking the whiskey flask from his pocket, he emptied it a drought. He felt reckless under the influence of the spirit. He decided to leave the roof now and look for his company commander, to report. Everywhere around was quiet. There was not much danger in going through the streets. He picked up his revolver and put it in his pocket. Then he crawled down through the skylight to the house underneath.
When the sniper reached the laneway on the street level, he felt a sudden curiosity as to the identity of the enemy sniper whom he had killed. He decided that he was a good shot, whoever he was. He wondered did he know him. Perhaps he had been in his own company before the split in the army. He decided to risk going over to have a look at him. He peered around the corner into O'Connell Street. In the upper part of the street there was heavy firing, but around here all was quiet.
The sniper darted across the street. A machine gun tore up the ground around him with a hail of bullets, but he escaped. He threw himself face downward beside the corpse. The machine gun stopped.

Then the sniper turned over the dead body and looked into his brother's face.

Additional Reading List 1

1.Orphan Band of Springdale / Anne Nesbet : With the United States on the verge of World War II, eleven-year-old Gusta is sent from New York City to Maine, where she discovers small-town prejudices — and a huge family secret. It's 1941, and tensions are rising in the United States as the Second World War rages in Europe.
2. Ashes in the Snow/Ruta Sepetys: Fifteen-year-old Lina is a Lithuanian girl living an ordinary life until her family is swept up by Stalin's army and sent to Siberia, where they are forced to fight for their lives.
3. Escaping from Houdini /Kerri Maniscalco: Audrey Rose Wadsworth and her partner-in-crime-investigation, Thomas Cresswell, are en route to New York to help solve another blood- soaked mystery.
4. Walk in Woods/ Bill Bryson: Back in America after twenty years in Britain, Bill Bryson decided to reacquaint himself with his native country by walking the 2,100-mile Appalachian Trail,

Mystery/Fantasy/Thriller/Horror

1. Two Can Keep a Secret/ Karen McManus: Ellery's never been to Echo Ridge, but she's heard all about it. It's where her aunt went missing at age sixteen, never to return. Where a Homecoming Queen's murder five years ago made national news. And where Ellery now has to live with a grandmother she barely knows.
2. Gilded Wolves / Roshani Choksi : Set in a darkly glamorous world The Gilded Wolves is full of mystery, decadence and dangerous but thrilling adventure.
3. The Cruel Prince/Holly Black : As Jude becomes more deeply embroiled in palace intrigues and deceptions, she discovers her own capacity for trickery. But as betrayal threatens to drown the Courts of Faerie in violence, Jude will need to risk her life in a dangerous alliance to save her sisters, and Faerie itself.
4. Sea Fire/Natalie C. Parker: After her family is killed by corrupt warlord Aric Athair and his bloodthirsty army of Bullets, Caledonia Styx is left to chart her own course on the dangerous and deadly seas.
5. Green Glass House/ Kate Milford: It's wintertime at Greenglass House. The creaky smuggler's inn is always quiet during this season, and twelve-year-old Milo, the innkeepers' adopted son, plans to spend his holidays relaxing. But on the first icy night of vacation, out of nowhere,
6.The Last Apprentice/Joseph Delaney: Enter a land where creatures of the dark creep out of the shadows The Last Apprentice series follows the terrifying adventures of the Spook's apprentice, Thomas Ward, as he learns to battle the monsters of the dark and keep the county safe.
7. Hatchet/Gary Paulsen: Brian is on his way to Canada to visit his estranged father when the pilot of his small prop plane suffers a heart attack. Brian is forced to crash-land the plane in a lake--and finds himself stranded in the remote Canadian wilderness with only his clothing and the hatchet his mother gave him as a present before his departure.
8. Murder on the Orient Express /Agatha Christie: Just after midnight, a snowdrift stops the Orient Express in its tracks. The luxurious train is surprisingly full for the time of the year, but by the morning it is one passenger fewer. An American tycoon lies dead in his compartment, stabbed a dozen times, his door locked from the inside. Isolated and with a killer in their midst, detective Hercule Poirot must identify the murderer – in case he or she decides to strike again.
9.The Great Adventures of Sherlock Holmes / Sir Arthur Conan Doyle; From the strange case of 'The Red-Headed League' to the extraordinary tale of 'The Engineer's Thumb', Sherlock Holmes and his assistant Dr Watson grapple with treachery, murder, and ingenious crimes of all kinds.

10. Numbers/Rachel Ward: Ever since she was child, Jem has kept a secret: Whenever she meets someone new, no matter who, as soon as she looks into their eyes, a number pops into her head. That number is a date: the date they will die.

11. Echo/ Pam Munoz Ryan- It includes information about the beginning of the Holocaust, the Great Depression, and what life was like in America after Pearl Harbor, including how Japanese people were sent to internment camps.

12. Graveyard Book/Neil Gaiman: It traces the story of the boy Nobody "Bod" Owens who is adopted and raised by the supernatural occupants of a graveyard after his family is brutally murdered.

13. Amulet of Samarkand/ Jonathan Stroud. A magician's young apprentice, Nathaniel, summons the irascible 5,000-year-old djinni, Bartimaeus, to do his bidding. Nathaniel has an interesting assignment for Bartimaeus: he must steal the powerful Amulet of Samarkand from Simon Lovelace, a master magician.

14. Maze Runner/ James Dashner: In the dark of an elevator, a teenaged boy awakes with no memories other than that his name is Thomas. When the elevator comes to a halt, the doors open and Thomas finds himself surrounded by around fifty teenaged boys.

15. Nation/ Terry Pratchet: Alone on a desert island — everything and everyone he knows and loves has been washed away in a storm — Mau is the last surviving member of his nation. He's completely alone — or so he thinks until he finds the ghost girl ...

16. Magnus Chase Series / Rick Riordan: Since his mother's mysterious death, he's lived alone on the streets of Boston, surviving by his wits, keeping one step ahead of the police and the truant officers. One day, he is tracked down by a man he's never met -- a man his mother claimed was dangerous.

17. And Then There Were None /Agatha Christie: Ten people are gathered for a weekend on an island off the coast of Devon, England, 7 guests, a new personal secretary and the domestic couple running the estate. They were gathered by the mysterious Mr. and Mrs. U.N. Owen, whom none of the ten has ever actually met.

18. Who Let the Gods Out? / Maz Evans: Elliot's mum is ill and his home is under threat, but a shooting star crashes to earth and changes his life forever. The star is Virgo - a young Zodiac goddess on a mission. Normal, or is it?

19. The Trials Of Apollo(series)/ Rick Riordan: The book follows the god Apollo, who is turned into a human teenager and thrown down from Olympus to New York City as a punishment by his father Zeus. Joined by the demigod Meg McCaffrey, Apollo goes to Camp Half-Blood, where he discovers that he will have to regain control of the five oracles of Ancient Greece in order to receive pardon from Zeus.

20. Keeper of the Lost Cities/ Shannon Messenger : At age twelve, Sophie learns that the remarkable abilities that have always caused her to stand out identify her as an elf, and after being brought to Eternalia to hone her skills, discovers that she has secrets buried in her memory for which some would kill.

THE CIVIL SERVICES SCHOOL

Realistic

1. Ahimsa/Supriya Kelkar: In 1942, when Mahatma Gandhi asks Indians to give one family member to the freedom movement, ten- year-old Anjali is devastated to think of her father risking his life for the freedom struggle. But it turns out he isn't the one joining.

2. Tall Story/ Candy Gournay: Andi, a passionate basketball player is stunned to discover her half-brother whom she has not seen in ten years has grown to eight feet a tall. Bernardo, is sixteen and suffers from a condition call Gigantism. He leaves the Philippines to live with his mother's family in London to the delight of his half- sister.

3. Fish in a Tree/ Lynda Mullay Hunt: Ally has been smart enough to fool a lot of smart people. Every time she lands in a new school, she is able to hide her inability to read by creating clever yet disruptive distractions.

4. Out of My Mind: Sharon M. Draper: Melody Brooks is an eleven-year-old girl who was born with cerebral palsy. Her parents have done everything they can to help her live a normal life, but life is often frustrating for Melody since she cannot speak, move, nor communicate her wishes. As a result, Melody has to fight to get her wishes.
5. A Seven Letter Word/Kim Slater: Finlay's mother vanished two years ago. And ever since then his stutter has become almost unbearable. Bullied at school and ignored by his father, the only way to get out the words which are bouncing around in his head is by writing long letters to his ma which he knows she will never read, and by playing Scrabble online. But when Finlay is befriended by an online Scrabble player called Alex, everything changes. Could it be his mother secretly trying to contact him? Or is there something more sinister going on?
6. Siddhartha/Hermann Hesse: It that deals with the spiritual journey of self-discovery of a man named Siddhartha during the time of the Gautama Buddha. The book, Hesse's ninth novel, was written in German, in a simple, lyrical style.
7. Turtles All the Way Down /John Green: The story centres on 16-year-old American Aza Holmes, a high school student with OCD and anxiety, and her search for a fugitive billionaire.
8. Rain Reign/ Ann M. Martin Rose Howard has Asperger's syndrome, and an obsession with homonyms (even her name is a homonym). She gave her dog Rain a name with two homonyms (Reign, Rein), which, according to Rose's rules of homonyms, is very special. Rain was a lost dog Rose's father brought home.

Science Fiction
1. Brief Answers to The Big Questions/Stephen Hawking: No one created the universe and no one directs our fate," celebrated physicist and a known atheist Stephen Hawking writes in his final book, which also covers important existential questions such as creation of the universe, alien intelligence, space colonization and artificial intelligence.

2. Foundation/ Isaac Asimov : It is a science fiction short story collection. When the book begins, the 12,000-year-old Galactic Empire is in a state of decay and decline.
3. Ender's Game/Orson Scott Card: Ender Wiggin, a brilliant young strategist, is recruited by the International Military to lead the force defending Earth from a genocidal alien race bent on annihilating humankind.
4. Russian Roulette: The Inside Story of Putin's War on America and the Election of Donald Trump/ Michael Isikoff, David Corn; It is a story of political skullduggery unprecedented in American history. It weaves together tales of international intrigue, cyber espionage, and superpower rivalry.
5. Feed/ M. T. Anderson : It is the story of a failing futuristic society that is controlled by large corporations. People are taught to value objects, money, and entertainment over everything else. As Feed begins, Titus goes to the moon for a spring break trip with his friends.
6. Short Fiction by Arthur C Clarke: Themes of his stories of this type were a possible dead end of mankind's science and technology, or the confrontation of a naive view of progress with alien civilizations.
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7. The Thirteen Reality series- James Dashner: Atticus "Tick" Higginbottom receives a mysterious letter from Alaska, signed 'M. G'. This marks the beginning of a deadly and crazy adventure where Tick is reintroduced to the world like he never knew it. Accompanied by new friends while trying to evade frightful enemies, he sets off on a life-threatening journey through the Realities—alternate worlds created every time a choice is made—to discover secrets and solve missions.

Humour
1. Flora and Ulysses/Kate DiCamillo: It is the story of a young girl, Flora Belle Buckman, and a squirrel named Ulysses. The action begins when Flora Belle's neighbor, Mrs. Tickham, accidentally vacuums up a squirrel with a Ulysses Super-Suction Multi-Terrain 2000X vacuum.

2. Hitchhiker's Guide to the Galaxy/Douglas Adams: It is about the misadventures of the last surviving man, Arthur Dent, following the demolition of the planet Earth by a Vogon constructor fleet to make way for a hyperspace bypass.
3. My Man Jeeves /P. G. Wodehouse :Of the eight stories in the collection, half feature the popular characters Jeeves and Bertie Wooster, while the others concern Reggie Pepper,
4. Cat's Cradle/Kurt Vonnegut: It explores issues of science, technology, and religion, satirizing the arms race and many other targets along the way.
5. The Ice Monster/David Walliams: This is the story of a ten- year-old orphan and a 10,000-year-old mammoth.
6. I Funny Series /James Patterson: It is about a kid named Jamie Grimm. He is very good at being funny and telling jokes. His Uncle Frank tells him to sign up for a comedy contest in New York.

Inspirational

1. Conch Bearer/Chitra Banerjee Divakaruni: The story begins on the teeming streets of modern-day Kolkata, India, where twelve- year-old Anand lives in a dingy shack with his mother and sister, Meera. Anand is captivated by stories of magic and the opportunities he believes it could create -- if only magic was a reality.
2. Life of Pi/ Yann Martel: It is the story of a young man who survives a harrowing shipwreck and months in a lifeboat with a large Bengal tiger named Richard Parker. The beginning of the novel covers Pi's childhood and youth.
3. Old Man and the Sea/Ernest Hemingway: It is the story of an old Cuban fisherman and his supreme ordeal: a relentless, agonizing battle with a giant marlin far out in the Gulf Stream. It takes the timeless themes of courage in the face of defeat and personal triumph won from loss and transforms them into a fable.
4. Village by the Sea/Anita Desai: In a rural area in India, near the sea a small family forced to live in poverty. The parents are unable to take care of their three children so the oldest, Lila and Hari, assume the roles of adults in the house. Lila takes care of her ill mother and the house while her brother works in the fields to sustain his family.
5. Goodbye Stranger/Rebecca Stead: It takes place when Bridge is in seventh grade, and it follows her and two of her best friends, Emily and Tab. The three of them vow to be a set of friends who never fight.
6. Jonathan Livingston Seagull / Richard Bach: It is a story of an ambitious and adventurous seagull whose main aim in life is to do something worthwhile and unforgettable. For this reason, he practices flying day and night and soon learns to fly flawlessly to the utmost heights of the blue sky.
7. Uglies/Scott Westerfeld: It is set in a future post scarcity dystopian world in which everyone is considered an "ugly", but then turned "Pretty" by extreme cosmetic surgery when they reach the age of 16.
8. A Dog's Journey/W. Bruce Cameron: The sequel to the heart-warming global hit 'A Dog's Purpose', beloved dog Bailey finds his new destiny and forms an unbreakable bond that will lead him, and the people he loves, to places they never imagined.
9. Criss Cross/Lynne Rae Perkins: It includes the character Debbie from her previous novel, 'All Alone in the Universe', but introduces several new characters, primarily her neighbourhood friends Hector, Lenny and Phil. This story takes place in Seldem, during spring and summer. It follows the crisscrossing stories of a group of middle-school children. A necklace plays a significant part in all of the crisscross moments, helping the characters in the book to find their true selves, giving the novel a touch of magic realism.
10. The Railway Children/E Nesbit: The comfortable lives of three well-mannered siblings are greatly altered when, one evening, two men arrive at the house and take their father away. They are forced to live in a simple country cottage near a railway station. The youngsters' days are filled

with adventure and excitement, including their successful attempt to avert a horrible train disaster.

Memoir/Biography/Travel/Sports

1. We Are Displaced: My Journey and Stories from Refugee Girls Around the World /Malala Yousafzai. The book follows Yousafzai's own experience being displaced in Pakistan and later forced to move to England, and tells stories from nine other displaced people around the world.
2. Heat /Mike Lupika: Michael Arroyo has a pitching arm that throws serious heat. But his firepower is nothing compared to the heat Michael faces in his day-to-day life. Newly orphaned after his father led the family's escape from Cuba, Michael's only family is his seventeen-year-old brother Carlos.
3. American Snipper: The Autobiography of the Most Lethal Sniper in U.S. Military History is an autobiography by United States Navy SEAL Chris Kyle, written with Scott McEwen and Jim DeFelice. With 255 kills, 160 of them officially confirmed by the Pentagon, Kyle is the deadliest marksman in U.S. military history.
4. Tuesdays With Morrie/ Mitch Albom; It is about a series of visits Albom made to his former sociology professor Morrie Schwartz, as Schwartz gradually loses his life to ALS.
5 Unbroken: A World War II Story of Survival, Resilience and Redemption/Laura Hillenbrand; An unforgettable story of a man's journey into extremity, Unbroken is a testament to the resilience of the human mind, body, and spirit.
6. Make it Messy/ Marcus Samuelsson: In this inspirational autobiography, world-famous chef and owner of Red Rooster Harlem, it tells his extraordinary story and encourages young people to embrace their mistakes and follow their dreams.

7. Elon Musk: Elon Reeve Musk FRS is a business magnet, technology entrepreneur, investor, and engineer. He holds South African, Canadian, and U.S. citizenship and is the founder, CEO, and lead designer of SpaceX;
8. Shoe Dog: Shoe Dog is a memoir by Nike co-founder Phil Knight. The memoir chronicles the history of Nike from its early struggles to its evolution into one of the world's most recognized and profitable companies.
9. Wings of Fire/ A P J Abdul Kalam; An autobiography by visionary scientist Dr. APJ Abdul Kalam, who from very humble beginnings rose to be the President of India. The book is full of insights, personal moments and life experiences of Dr. Kalam.
10. My Experiments with Truth/Mohandas K. Gandhi, covering his life from early childhood through to 1921. It was written in weekly installments and published in his journal Navjivan from 1925 to 1929.
11. Race of My Life/Milkha Singh; Powerful and gripping, the book documents the journey of an impoverished refugee who rose to become one of the most towering figures in Indian sports.

Short Stories
1. Wise and Otherwise/Sudha Murty: These are just some of the poignant and eye-opening stories about people from all over the country that Sudha Murty recounts in this book. From incredible examples of generosity to the meanest acts one can expect from men and women, she records everything with wry humor and a directness that touches the heart.

2. The Land of Stories/Chris Colfer : Described by Colfer as a "modern day fairy tale", following twins Alex and Conner Bailey as they fall from the real world into a world full of fairy tales they have only ever read about before and discover there is more to this world than meets the eye.

3. Athletic Stories: Six Short Stories / Chris Crutcher: Here Chris Crutcher presents characters from some of his best–loved novels, as well as creating some unforgettable new personalities, in tales of love, death, bigotry, heroism, and coming of age.

4. Haroun and Sea of Stories: / Salman Rushdie, Paul Birkbeck;
This is the story of Haroun, a 12-year-old boy whose father Rashid is the greatest storyteller in a city so sad that it has forgotten its name. When the gift of gab suddenly deserts Rashid, Haroun sets out on an adventure to rescue his print.

5.Miss Peregrine's Home for Peculiar Children/Ransom Riggs ;A mysterious island, an abandoned orphanage and a strange collection of very curious photographs. It all waits to be discovered in Miss Peregrine's Home for Peculiar Children, an unforgettable novel that mixes fiction and photography in a thrilling reading experience.

6. The Martian Chronicles/Ray Bradbury; It chronicles the colonization of Mars by humans fleeing from a troubled and eventually atomically devastated Earth, and the conflict between aboriginal Martians and the new colonists.

7. Stories for Boys Who Dare to be Different/ Ben Brooks;
Stories for Boys Who Dare to Be Different, It's an accessible compilation of 75 famous and not-so-famous men from the past to the present day, every single one of them a rule-breaker and stereotype-smasher in his own way. Entries include Frank Ocean, Salvador Dali, Beethoven, Barack Obama, Ai Weiwei, Jesse Owens, and so many more-heroes from all walks of life and from all over the world.

Non-Fiction
1.The Forgotten Cities of Delhi/ Rana Safvi; In The Forgotten Cities of Delhi, book two of the Where Stones Speak trilogy covers historical trails in Siri, Jahanpanah, Tughlaqabad, Firozabad, Din Panah, Shergarh and Hazrat Nizamuddin Basti. In her trademark style, Rana Safvi combines narrative history with Sufi couplets and takes you on a walk across the first city of Mehrauli and Firozabad.
2. What If?: Serious Scientific Answers to Absurd Hypothetical Questions / Munroe; In this book the author answers hypothetical science questions sent to him by readers of his webcomic, XKCD. The book contains a selection of questions and answers originally published on his blog What If?, along with several new ones.
3. Einstein's Cosmos: How Albert Einstein's Vision Transformed Our Understanding of Space and Time (Great Discoveries) / Michio Kaku ; Keying Einstein's crucial discoveries to the simple mental images that inspired them, Michio Kaku finds a revealing new way to discuss his ideas, and delivers an appealing and always accessible introduction to Einstein's work.
4. Days of the Decision Series/ Andrew Langley: This series objectively examines some of the most important decisions of the last 100 years. The books open with a synopsis of the decision and then provide background that explains how the historical situation and each subject's personality, experiences, political circumstances, country's cultural background, and range of possible choices factored into his final choice. They close with analysis about the intended and unintended results of the decision and its positive and negative historical consequences.
5. Legends, Icons & Rebels: Music That Changed the World:
It is a tribute to some of the biggest musical legends of the last century, including The Beatles, Elvis, Bob Marley, Bob Dylan, and more. Each profile features a full-page photo of the artists and all the essentials about them.
6. Math Hacks/ Rich Cochrane; The perfect introduction to algebra, logic, probability and much more, this is a great new way to learn about the most important mathematical ideas and concepts in a way that makes them easy to recall even months after reading the book.

7. Encyclopedia Blazertannica/ Roger Bennett and Michael Davies; The essential guide to world soccer—the history, the players, the fan culture—from the phenomenally popular duo from NBC Sports.

8. 50 Ideas You Really Need to Know/Giles Sparrow; Introduction to the most important concepts, discoveries and mysteries in astronomy. How did the universe begin? Where did the Moon come from? What happens in the heart of a black hole? Why are gravitational waves so significant? And is there life elsewhere in the cosmos?

9.Jungle Trees of Central India: A Field Guide for Tree Spotters/
Pradip Krishen; Covering an area larger than France, and including five of India's most visited tiger reserves, the forests of Central India are one of the country's most iconic wildscapes. The book has over 2000 photographs with thumbnail keys to all the bark, flowers, fruit and leaves.

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Additional Reading List 2

1. The Last Queen of India /Michelle Moran: Told from the perspective of Sita, one of the guards in Lakshmi's all-female army and the queen's most trusted warrior, it traces the astonishing tale of a fearless ruler making her way in a world dominated by men.

2. Where The Crawdads Sing / Delia Owens : For years, rumours of the "Marsh Girl" have haunted Barkley Cove, a quiet town on the North Carolina coast. So in late 1969, when handsome Chase Andrews is found dead, the locals immediately suspect Kya Clark, the so-called Marsh Girl. But Kya is not what they say. Sensitive and intelligent, she has survived for years alone in the marsh that she calls home, finding friends in the gulls and lessons in the sand. Then the time comes when she yearns to be touched and loved. When two young men from town become intrigued by her wild beauty, Kya opens herself to a new life–until the unthinkable happens.

3. The Underground Railroad /Colson Whitehead: Cora is a slave on a cotton plantation in Georgia. Life is hell for all the slaves, but especially bad for Cora; an outcast even among her fellow Africans. When Caesar, a recent arrival from Virginia, tells her about the Underground Railroad, they decide to take a terrifying risk and escape.

4. The Nightingale / Kristin Hannah: It tells the story of two sisters in France during World War II, and their struggle to survive and resist the German occupation of France.

5. The Seven Sisters/Lucinda Riley: Maia D'Apliese and her five sisters gather together at their childhood home, "Atlantis"—a fabulous, secluded castle situated on the shores of Lake Geneva—having been told that their beloved father, who adopted them all as babies, has died. Each of them is handed a tantalizing clue to her true heritage—a clue which takes Maia across the world to a crumbling mansion in Rio de Janeiro, Brazil. Once there, she begins to put together the pieces of her story and its beginnings.

6. Lincoln in the Bardo / George Saunders: The novel takes place during and after the death of Abraham Lincoln's son William "Willie" Wallace Lincoln and deals with the president's grief at his loss. The bulk of the novel, which takes place over the course of a single evening, is set in the bardo—an intermediate space between life and rebirth.

7. All The Light We Cannot See/Anthony Doerr: It is about a blind French girl and a German boy whose paths collide in occupied France as both try to survive the devastation of World War II.

8. Empire of the Moghul / Alex Rutherford: The series consists of six volumes covering the rise and height of the Moghul Empire in medieval India.

9. The Book Thief / Markus Zusak: Set during World War II in Germany, it is the story of Liesel Meminger, a foster girl who scratches out a meagre existence for herself by stealing when she encounters something she can't resist – books. She learns to read and shares her stolen books with her neighbors during bombing.

10. An Ember in the Ashes /Sabaa Tahir: Under the Martial Empire, defiance is met with death. Those who do not vow their blood and bodies to the Emperor risk the execution of their loved ones and the destruction of all they hold dear. When Laia's brother is arrested for treason, Laia is forced to make a decision. In exchange for help from rebels who promise to rescue her brother, she will risk her life to spy for them from within the Empire's greatest military academy.

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THRILLER /MYSTERY/ACTION

1. 'Salem's Lot Stephen King: Thousands of miles away from the small township of 'Salem's Lot, two terrified people, a man and a boy, still share the secrets of those clapboard houses and tree-lined streets. They must return to 'Salem's Lot for a final confrontation with the unspeakable evil that lives on in the town.

2. New Comer /Keigo Higashino: Detective Kyoichiro Kaga of the Tokyo Police is assigned to the team investigating the murder of a woman. But the more he investigates, the greater number of potential suspects emerges. It isn't long before it seems nearly all the people living and working in the business district of Nihonbashi have a motive for murder. To prevent the murderer from eluding justice, Kaga must unravel all the secrets surrounding a complicated life. Buried somewhere in the woman's past, in her family history, and the last few days of her life is the clue that will lead to the murderer.

3. The Outsider/Stephen King: Detective Ralph Anderson was stumped when physical evidence placed a suspect for the brutal murder of a child in two different places at one time. Taught to follow the physical evidence, Ralph encountered amateur detective Holly Gibney who showed him that sometimes the supernatural does impact the natural world. The unlikely pair use the fable of El Cuco, a Mexican ghost or monster, to keep the creature from killing again.

4. The Chalk Man/ C.J. Tudor: In 1986, Eddie and his friends are just kids on the verge of adolescence. They spend their days biking around their sleepy English village and looking for any taste of excitement they can get. The chalk men are their secret code: little chalk stick figures they leave for one another as messages only they can understand. But then a mysterious chalk man leads them right to a dismembered body, and nothing is ever the same.

5. Circe/ Madeline Miller: In the house of Helios, god of the sun and mightiest of the Titans, a daughter is born. But Circe is a strange child—not powerful, like her father, nor viciously alluring like her mother. Turning to the world of mortals for companionship, she discovers that she does possess power—the power of witchcraft, which can transform rivals into monsters and menace the gods themselves.

6. The Tattooist of Auschwitz/Heather Morris: In April 1942, Lale Sokolov, a Slovakian Jew, is forcibly transported to the concentration camps at Auschwitz-Birkenau. When his captors discover that he speaks several languages, he is put to work as a Tätowierer (the German word for tattooist), tasked with permanently marking his fellow prisoners.

7. The Widows of Malabar Hill /Sujata Massey: Bombay, 1921- Perveen Mistry, the daughter of a respected Zoroastrian family, has just joined her father's law firm, becoming one of the first female lawyers in India. Armed with a legal education from Oxford, Perveen also has a tragic personal history that makes her especially devoted to championing and protecting women's rights.

8. Origin/Dan Brown: It is the fifth instalment in his Robert Langdon series, following Angels & Demons, The Da Vinci Code, The Lost Symbol, and Inferno. Navigating the dark corridors of hidden history and extreme religion, Langdon and Vidal must evade a tormented enemy whose all- knowing power seems to emanate from Spain's Royal Palace itself.
investigation but in the lives of everyone involved. Has she done more harm than good?

9. Private India/Ashwin Sanghi and James Patterson: It is a gritty crime thriller set in Mumbai, a book written in the style of a western thriller but with an Indian soul. In Mumbai, seemingly unconnected people are dying, strangled in a chilling ritual and with strange objects carefully arranged with the corpses.For Santosh Wagh, head of Private India, the Mumbai branch of the world's finest investigation agency, it's a race against time to stop the killer striking again.

10. Memory Man/ David Baldacci: The first time was on the gridiron. A big, towering athlete, he was the only person from his hometown of Burlington ever to go pro. But his career ended before it had a chance to begin. On his very first play, a violent helmet-to- helmet collision knocked him off the field for good, and left him with an improbable side effect--he can never forget anything.

11. Redemption/(Amos Decker #5)/David Baldacci: Amos Decker and his FBI partner Alex Jamison are visiting his hometown of Burlington, Ohio, when he's approached by an unfamiliar man. But he instantly recognizes the man's name: Meryl Hawkins. He's the first person Decker ever arrested for murder back when he was a young detective. Though a dozen years in prison have left Hawkins unrecognizably aged and terminally ill, one thing hasn't changed: He maintains he never committed the murders. Could it be possible that Decker made a mistake all those years ago? As he starts digging into the old case, Decker finds a startling connection to a new crime that he may be able to prevent, if only he can put the pieces together quickly enough..

12. The Never Game/Colter Shaw-1 /Jeffery Deaver: Shaw finds himself caught in a cat-and-mouse game, risking his own life to save the victims even as he pursues the kidnapper across both Silicon Valley and the dark 'net. Encountering eccentric game designers, trigger-happy gamers and ruthless tech titans, he soon learns that he isn't the only one on the hunt: someone is on his trail and closing fast.

13. The Fox/Frederick Forsyth: It is a race-against-time thriller across continents to find and capture, or protect and save, an asset with the means to change the balance of world power. Whatever happens he must not fall into the wrong hands. Because what follows after that is unthinkable.

14. The Reckoning/John Grisham: It takes the reader on an incredible journey, from the Jim Crow South to the jungles of the Philippines during World War II; from an insane asylum filled with secrets to the Clanton courtroom where Pete's defence attorney tries desperately to save him.

15. Six of Crows / Leigh Bardugo: It is the first volume in a series of two, its sequel called Crooked Kingdom. Set in a fictional city called Ketterdam, a large boat called the Ferolind, and the surrounding fictional land of Fjerda, the book employs the points of view of the characters Kaz, Inej, Nina, Matthias, and Jesper, as well as some secondary characters, as they observe, prepare, and carry out a heist led by the mastermind Kaz. The book utilizes suspense, multiple perspectives, revelation, and complex character development to create its mystical setting.

FANTASY

1.The Fall of Gondolin/ J.R.R. Tolkien: On the one hand, it delves even deeper into Middle-earth lore, offering a fascinating and immersive look at the realm. On the other, it's also the final collaboration between the legendary writer and his son, Christopher.

2.Throne of Glass/Sarah J. Maas: After serving out a year of hard labor in the salt mines of Endovier for her crimes, 18-year-old assassin Celaena Sardothien is dragged before the Crown Prince. Prince Dorian offers her freedom on one condition: she must act as his champion in a competition to find a new royal assassin.

3.Red Queen by Victoria Aveyard: If you ever wondered what X-Men would look like in a fantasy setting, this book might provide an answer for you. In a world where people with silver blood have superpowers and people with red blood are the people they subjugate, a girl with red blood discovers she has special abilities of her own.

4**. Fire and Blood /George R R Martin:** It is a complete history of House Targaryen, a family from his series A Song of Ice and Fire.

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5. Only Story/Julian Barnes: First love has lifelong consequences, but Paul doesn't know anything about that at nineteen. At nineteen, he's proud of the fact his relationship flies in the face of social convention. As he grows older, the demands placed on Paul by love become far
greater than he could possibly have foreseen.

REALISTIC

1. The Great Alone / Kristin Hannah: In this unforgettable portrait of human frailty and resilience, the author reveals the indomitable character of the modern American pioneer and the spirit of a vanishing Alaska—a place of incomparable beauty and danger.

2. Leila/ Prayaag Akbar: In a digitized city, sometime in the near future, as an obsession with purity escalates, walls come up dividing and confining communities. Behind the walls high civic order prevails. In the forgotten spaces between, where garbage gathers and disease festers, Shalini must search for Leila, the daughter she lost one tragic summer sixteen years ago.

3. Golden House/Salman Rushdie: When powerful real-estate tycoon immigrates to the States under mysterious circumstances, he and his three children assume new identities and move into a grand mansion in downtown Manhattan. Arriving shortly after the inauguration of Barack Obama, he and his sons, each extraordinary in his own right, quickly establish themselves at the apex of New York society.

4. Inheritance of Loss/ Kiran Desai: In a crumbling, isolated house at the foot of Mount Kanchenjunga in the Himalayas lives an embittered judge who wants only to retire in peace, when his orphaned granddaughter, Sai, arrives on his doorstep. The judge's cook watches over her distractedly, for his thoughts are often on his son, Biju, who is hopscotching from one gritty New York restaurant to another.

5. Fountainhead/Ayn Rand: Howard Roark, the protagonist of the story is an architect and a firm opposer of collectivism. It is his firm belief than only an individual's vision can be effective in producing genuine art. Mediocrity in art may get rampant if interference by committees and councils is allowed. The Fountainhead is his journey against tradition and his fight against the system.

6. We Were Liars / E. Lockhart: It focuses on the theme of self-acceptance, family morals, and the possibly-deadly consequences of one's mistakes. It is centred on the wealthy, seemingly perfect Sinclair family, who spend every summer gathered on their private island. However, not every summer is the same—when something happens to Cadence during the summer of her fifteenth year, the four "Liars" re-emerge two years later to prompt Cadence to remember the incident.

SCIENCE FICTION

1. Dune/Frank Herbert: Here is the novel that will be forever considered a triumph of the imagination. Set on the desert planet Arrakis, Dune is the story of the boy Paul Atreides, who would become the mysterious man known as Muad'Dib. He would avenge the traitorous plot against his noble family--and would bring to fruition humankind's most ancient and unattainable dream.

2.Hyperion/ Dan Simmons: The novel then tells the story of seven individuals of different backgrounds whom are chosen to travel to the Outback planet of Hyperion as pilgrims on the Final Shrike Pilgrimage to the mysterious, ancient Time Tombs wherein lives a creature of extreme power, the Shrike.

3.Red Moon/Kim Stanley Robinson: It blends realism and drama in a way that instantly transports the reader to the lunar surface. The book, which takes place 30 years into the future, opens on the journeys of Fred Fredericks, an American quantum engineer working for a Swiss company, and Ta Shu, a poet, feng shui expert and celebrity travel reporter to the moon where they are traveling to work. In the world of the book, China has become the first political and technological entity to inhabit the moon in a serious, long-term way.

4. Lord of Light / Roger Zelazny: A group of tough characters have acquired some radical technology, and they use it to set themselves up on a colonized planet as quasi-deities modeled on the divine figures of Hinduism. But one breaks away, reinventing himself as a Buddhist alternative, taking on the guise of Siddhartha, and thus undermining the more rough-and-tumble philosophy of his rivals.

5. Ender's Game/Orson Scott Card: Andrew "Ender" Wiggin thinks he is playing computer simulated war games; he is, in fact, engaged in something far more desperate. The result of

genetic experimentation, Ender may be the military genius Earth desperately needs in a war against an alien enemy seeking to destroy all human life. The only way to find out is to throw Ender into ever harsher training, to chip away and find the diamond inside, or destroy him .

INSPIRATIONAL/PHILOSOPHICAL/MYTHOLOGY

1. Forest of Enchantments /Chitra Banerjee Divakaruni: It re-examines the narrative of the Ramayana through Sita's eyes. It sheds fresh light on a major Hindu epic, and attempts to question a woman's place in society and reflects on the idea of female autonomy in a patriarchal community.

2. Homo Deus ; A Brief History of Tomorrow /Yuval Noah Harari: It explores the projects, dreams and nightmares that will shape the twenty-first century—from overcoming death to creating artificial life. It asks the fundamental questions: Where do we go from here? And how will we protect this fragile world from our own destructive powers? This is the next stage of evolution. This is Homo Deus.

3. When Breath Becomes Thin Air/Paul Kalanithi: A profoundly moving, exquisitely observed memoir by a young neurosurgeon faced with a terminal cancer diagnosis who attempts to answer the question What makes a life worth living?

4. Into Thin Air / Jon Krakauer: A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm, which claimed five lives and left countless more--including Krakauer's--in guilt-ridden disarray, would also provide the impetus for Into Thin Air, Krakauer's epic account of the May 1996 disaster.

5. Thinking Fast and Slow / Daniel Kahneman: It takes us on a ground breaking tour of the mind and explains the two systems that drive the way we think. System 1 is fast, intuitive, and emotional; System 2 is slower, more deliberative, and more logical.

6. Being Mortal/Atul Gawande: It tackles the hardest challenge of medical profession: how medicine can not only improve life but also the process of its ending.

7. The Tipping Point: How Little Things Can Make a Big Difference / Malcolm Gladwell- It explains and analyses the 'tipping point', that magic moment when ideas, trends and social behaviour cross a threshold, tip and spread like wildfire. Taking a look behind the surface of many familiar occurrences in our everyday world, Gladwell explains the fascinating social dynamics that cause rapid change.

8. Keepers of the Kalachakra/ Ashwin Sanghi: It revolves around an ancient concept in Vajrayana Buddhism – the Kalachakra which forms the basis of this story essentially means wheels of time.

9. Alchemist / Paulo Coelho: A young shepherd boy who goes on a journey and quest for treasure to realize his 'personal legend'. Along the way, he runs into many obstacles and the journey quickly turns into an adventure.

10. Simon vs. the Homo Sapiens Agenda / Becky Albertalli: Sixteen-year-old and not-so-openly gay Simon Spier prefers to save his drama for the school musical. But when an email falls into the wrong hands, his secret is at risk of being thrust into the spotlight. Now Simon is actually being blackmailed: if he doesn't play wingman for class clown Martin, his sexual identity will become everyone's business.

11. Crime and Punishment / Fyodor Dostoyevsky: A man grappling with what's considered socially acceptable in his desire to become superhuman, and dealing with the guilt caused by his actions.

12 .The Last Lecture/ Randy Pausch: A lot of professors give talks titled 'The Last Lecture'. Professors are asked to consider their demise and to ruminate on what matters most to them. When Randy Pausch, was asked to give such a lecture, he didn't have to imagine it as his last, since he had been diagnosed with terminal cancer. But the lecture he gave wasn't about dying. It was about the importance of overcoming obstacles, of enabling the dreams of others; of seizing every. It was a summation of everything Randy had come to believe. It was about living.

13. **Three Daughters of Eve/Elif Shafak:** Peri, a married, wealthy, beautiful Turkish woman, is on her way to a dinner party at a seaside mansion in Istanbul when a beggar snatches her handbag. As she wrestles to get it back, a photograph falls to the ground an old Polaroid of three young women and their university professor. A relic from a past and a love Peri had tried desperately to forget.

14. Seven Habits of Highly Effective People/ R. Stephen Covey: It aims at providing its readers with the importance of character ethics and personality ethics. The author talks about the values of integrity, courage, a sense of justice and most importantly, honesty. The book is a discussion about the seven most essential habits that every individual must adopt to in order to live a life which is more fulfilling.

MEMOIR/BIOGRAPHY

1. Shoe Dog/ Phil Knight: In this candid and riveting memoir, for the first time ever, Nike founder and CEO Phil Knight shares the inside story of the company's early days as an intrepid start-up and its evolution into one of the world's most iconic, game-changing, and profitable brands.

2. Becoming/ Michelle Obama: The memoir of former United States First Lady, described as a deeply personal experience, the book talks about her roots and how she found her voice, as well as her time in the White House, her public health campaign, and her role as a mother.

3. The Secret Diary of Kasturba/ Neelima Dalmia Adhar: The book tells what it meant to be Kasturba Gandhi, wife of Mohandas Karamchand Gandhi - in a gripping tale of unconditional love, passion, ecstasy and the ultimate liberation that every woman seeks.

4. Zen and the Art of Motorcycle Maintenance/ Robert M. Pirsig: A story of love & fear--of growth, discovery & acceptance--that becomes a profound personal & philosophical odyssey into life's fundamental questions, this uniquely exhilarating modern classic is both touching & transcendent, resonant with the myriad confusions of existence & the small, essential triumphs that propel us forward.

5. Heroines; Powerful Indian Women of Myth and History / Ira Mukhoty: In these engrossing portraits, mythological characters from thousands of years ago walk companionably besides historical figures from more recent times. They rise to reclaim their rightful place in history.

6.Second Half / Roy Keane: Memoir by one of the greatest of modern footballers, and former captain of Manchester United and Ireland, Roy Keane - co-written in a unique collaboration with Man Booker Prize-winner Roddy Doyle.

7.Longitude/Dava Sobel: The True Story of a Lone Genius Who Solved the Greatest Scientific problem of His Time is a best-selling book by Dava Sobel about John Harrison, an 18th-century clockmaker who created the first clock (chronometer) sufficiently accurate to be used to determine longitude at sea.

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SHORT STORIES

1.Three Thousand Stitches: Ordinary People, Extraordinary Lives/ Sudha Murty ;So often, it's the simplest acts of courage that touch the lives of others. Author-through the exceptional work of the Infosys Foundation as well as through her own youth, family life and travels-encounters many such stories... She talks candidly about the meaningful impact of her work in the devadasi community, her trials and tribulations as the only female student in her engineering college and the unexpected and inspiring consequences of her father's kindness. From the quiet joy of discovering the reach of Indian cinema and the origins of Indian vegetables to the shallowness of judging others based on appearances, these are everyday struggles and victories, large and small. Unmasking both the beauty and ugliness of human nature, each of the real-life stories in this collection is reflective of a life lived with grace.

2. Stories from Modern India / Suresh Kohli: a brilliant collection of short stories, from some of the finest literary voices across India, explores themes as diverse as the aftermath of Independence, the trauma of alienation, the mindless strides of industrialization, rural exploitation, nation-building, corruption, and the crests and troughs of human lives.
3. 50 World's Greatest Short Stories / Various authors: This anthology is a compilation of some of the classic short stories of the eighteenth and early nineteenth century from around the world.

4. The Very Best of Fyodor Dostoyevsky: This short story collection includes some of his most famous works including the Dream of a Ridiculous Man, the Crocodile, the Heavenly Christmas Tree and Book. Embassy Books proudly presents this book as part of the Embassy Classics Series, which comprises of some of the finest literary works of great authors.
5. How to Change the World / David Bornstein: It tells the fascinating stories of these remarkable individuals--many in the United States, others in countries from Brazil to Hungary--providing an In Search of Excellence for the non-profit sector. It conveys that with determination and innovation, even a single person can make a surprising difference and make a positive mark on the world.
6. American Gods / Neil Gaiman: The stories re-imagine myths and gods in the modern age and take you on a road trip.
7. 50 World's Greatest Short Stories / Various authors: This anthology is a compilation of some of the classic short stories of the eighteenth and early nineteenth century, from around the world. Beginning with the realistic stories of Pushkin and Chekov, it includes 'The Necklace' by Guy de Maupassant, 'Eve's Diary' by Mark Twain, 'The "Slapping Sal"' by Arthur Conan Doyle, 'The Fly' by Katherine Mansfield, 'A Little Cloud' by James Joyce, 'White Nights' by Fyodor Dostoevsky, 'The Postmaster' by Rabindranath Tagore and 'The Gift of Magi' by O. Henry.
8. Interpreter of Maladies; A book collection of nine short stories/Jhumpa Lahiri: The stories are about the lives of Indians and Indian Americans who are caught between their roots and the "New World.

NON FICTION
1. Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar /by Kumkum Roy and Naina Dayal/The book is divided into five parts —'Political Processes', 'The Symbolic and the Social', 'Historical Consciousness and Reconstructions', 'Looking Beyond India', 'The Past and the Present.'
2. Sapiens: A Brief History of Humankind / Yuval Noah Harari: It traces the evolution of our species – from the rise of our most ancient ancestors to our current place in the modern, technological age. How have we, a species of hairless, tailless ape, managed to completely dominate the entire planet?
3. The Gene / Siddhartha Mukherjee: A magnificent history of the gene and a response to the defining question of the future: What becomes of being human when we learn to "read" and "write" our own genetic information?
4. Educated /Tara Westover: An account of the struggle for self-invention. It is a tale of fierce family loyalty and of the grief that comes with severing the closest of ties. A universal coming-of-age story that gets to the heart of what an education is and what it offers: the perspective to see one's life through new eyes and the will to change it.

5**. MBA at 16/ Subroto Bagchi:** Today's teenagers are the smartest generation yet. They are tomorrow's entrepreneurs, investors, managers, policy makers, watchdogs and consumers. But do you know what the corporate and business world is all about? How do businesses touch everyone's lives? What really makes an entrepreneur tick? How does the engine of a company run? Who is a social entrepreneur? And why do we need the world of business? Is business good or bad for us?

6.The Future of Humanity/ Michio Kaku: It speculates about possible future technological development over the next 100 years. With interviews of notable scientists about their fields of research, it lays out the vision of coming developments in medicine, computing, artificial intelligence, nanotechnology, and energy production.

7.The Rise and Fall of Nations / Ruchir Sharma: The book shaped by the author's twenty five years travelling the world and interactions with people around the globe, rethinks the 'dismal science' of economics as a practical art.

8. Mythos/Stephanie Fry: The Greek myths are the greatest stories ever told, passed down through millennia and inspiring writers and artists as varied as Shakespeare, Michelangelo, Joyce and Walt Disney. Thoroughly spellbinding, informative and moving, Stephen Fry's Mythos perfectly captures these stories for the modern age - in all their rich and deeply human relevance.
9. Song for the Blue Ocean/ Carl Safina: Part odyssey, part pilgrimage, and this epic personal narrative follows the author's exploration of coasts, islands, reefs, and the sea's abyssal depths. She takes readers on a global journey of discovery, probing for truth about the world's changing seas, deftly weaving adventure, science, and political analysis.

10. Books That Changed History(foreword by James Naughtie): A unique encyclopedia spanning the history of the written word, from 3000 BCE to the modern day. Chronological chapters show the evolution of human knowledge and the changing ways in which books are made.

11. The Best of Times, the Worst of Times/Michael Burleigh: Who could have imagined that China would champion globalization and lead the battle on climate change? Or that post-Soviet Russia might present a greater threat to the world's stability than ISIS? And while we may be on the cusp of still more dramatic change, perhaps the risks will—in time—bring not only change but a wholly positive transformation. In the decades since the end of the Second World War, it has been widely assumed that the western model of liberal democracy and free trade is the way the world should be governed. But is this really the worst of times? In a forensic examination of the world we now live in, acclaimed historian sets out to answer that question.

12. Around the World in Eighty Trees /Jonathan Drori: The author uses plant science to illuminate how trees play a role in every part of the world .From India's sacred banyan tree to the fragrant cedar of Lebanon, they offer us sanctuary and inspiration – not to mention the raw materials for everything from aspirin to maple syrup.
James

13. The Art of War/Sun Tzu: A classic book of military strategy based on Chinese warfare and military thought. All levels of military have used the teaching on Sun Tzu to warfare and civilization has adapted these teachings for use in politics, business and everyday life. The Art of War is a book which should be used to gain advantage of opponents in the boardroom and battlefield alike.

14. We Should All Be Feminists/Chimamanda Ngozi Adichie: With humour and levity, the novel offers readers a unique definition of feminism for the twenty-first century—one rooted in inclusion and awareness.

And some more…

1. The Last Queen/ Chitra Banerjee Divakaruni
2. Aru Shah and the Tree of Wishes/ Roshani Chokshi

3. Keeper of the Lost Cities:Unlocked/Shannon Messenger
4. Amnesty/Arvind Adiga
5. The Awakening/Nora Roberts
6. Red Pill/Hari Kunzru
7. To Sleep in a Sea of Stars/ Christopher Paolini
8. Scientists Who Changed History
9. A Tale of Witchcraft/Chris Colfer
10. Suheldev:The King Who Saved India/Amish

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