FA-3

Class x English

Lesson – 4, Poem-4

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| Hard Words | Dunned- Persistently ask for somethingCocky- OverconfidentDriveling- Speak nonsenseDraped- Set in an indolent manner.Reminiscent- With one’s mind full of men.Brogans- A heavy ankle high work boot with lacesOuija board- A board on which letters of alphabets are markedPremonitory- A forebodingArgify- ArgueBookkeeper- AccountantCoyly- FlirtatiousInexorable-UnstoppableSimpered-Smile in a silly mannerBrassily- RudelySkeered-ScaredHoodoos-Placing curses and charms to bring bad luck on someoneStaccatoed-Spoke in an abrupt mannerCoon- The one doing a menial jobWaspishly- In an irritated mannerBulliest- BestVisage-FaceRead- InterpretedStamped-SculptedSneer- Facial expression of scorn or hostilityTrunkless- Without the upper body |

 **Lesson-4**

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| **Main Points** | **Explanation** |
| 1. John Hallock was a budding writer
 | 1. Who specialised in the genre of ghost stories
2. His stories were published in a magazine owned by Jenkins
 |
|  2. John heard a voice in the room and a figure materialised out of thin air |  1. It was a ghost, named Helen 2. She informed that she had been providing inspiration for his stories |
|  3. The ghosts were going on strike and had formed ‘The writer’s Inspiration Bureau’ |  1. They worked there to provide ideas to the writer’s 2. Ouiza boards had proved tiring for them 3. They could not rest and were protesting by going on a strike |
|  4.John’s wife Lavinia bought an Ouija board |  1. She thought it would be useful for him to summon the ghosts of historical figures and get the required information 2. John was upset and asked her to return it but she refused |
|  5.John was unhappy to hear about Ouija board party organised by Lavinia | 1. In the party the Ouija board spelled out traitor and then John’s Name 2. The women in the party became suspicious instantly 3. They thought he was guilty of cheating on Lavinia.  |
|  6.John found a note from Lavinia where she said that |  1. She was leaving him 2. She wanted a divorce |
|  7.Gladolia informed them she wanted to leave the job |  1. As she was afraid of Hoodoos and Ouija board 2. Lavinia asked her to burn the Ouija board |
|  8.John tried to shield Helen from Lavinia’s eyes but |  1. She pushed him away and come face to face with the ghost. 2. She realised that John hadn’t cheated her. 3. She hugged John, who got a plot of a new story. |

**Message:-** Sometimes ghosts may prove useful/helpful in providing inspiration to the writers for their stories.

**Activity:-** Class discussion ‘What makes the shady plot humorous’.

 **Poem-4**

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| **Main Points** | **Explanation** |
| 1. The statue of ‘The kings of kings’ is now broken and neglected.
 | 1. It bears witness of the futile attempt of man to keep the memory of his greatness alive.
2. The hammers of the builders are always succeeded by the hammers of decay and destruction.
 |
|  2. The traveller told the poet of a broken statue that he had seen in the desert. |  1.The statue was of an Egyptian king, Ozymandias. 2. It was in a dilapidated condition 3. The head was broken and lying half sunken in sand. 4. Only Trunkless legs of the statue were standing. 5. Through the statue, the sculptor showed the haughty looks of the king. |
|  3. On the pedestal was an inscription that showed |  1. His pride and vanity 2. But his head that used to wear a crown was now lying alone. 3. Only the vast desert could be seen |
|  4.The poem shows Shelley’s |  1. Scorn and hatred for the despots. 2. He was against oppression and suppression |
|  5.Ozymandias ‘cold sneer’ on his visage half sunk in the endless sands. |  1. Speaks through the centuries of his greatness 2. But the irony is, for all its tributes, the symbol has become meaningless |

**Literary Devices in the poem**

1. **Alliteration:-** :- **Alliteration** is a stylistic literary device identified by the repeated sound of the first consonant in a series of multiple words, or the repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables of a phrase.

**Example**:- sneer of cold command

Survive, stamped on these lifeless things

 the lone and level sands stretch far away

 boundless and bare.

1. Rhyme:- Its rhyme scheme consists of an octave (a set of eight lines) and a sestet (a set of six lines).

The rhyme –Scheme doen not follow any of the recognised pattern, and some of the rhymes are faulty(for instance, stone and frown; appear and despair).

1. Images:- An image is often described as a mental picture.But it can be visual(sight), auditory (hearing) tactile(touch), olfactory(smell),gustatory(taste),and Kinesthetic(sensation of movement).In the following lines we have an image which appeals to our eyes.

Example

1. Near them on the sand

Half suck,a shattered visage lies,whose frown

And wrinkled lip and sneer of cod command

1. Nothing beside remains,Round the decay

Of that colossal wreck, boundless and bare

The love and level sands stretch far away.

In the first image, the poet paints the picture of the broken statue, a huge wreck, the face of which still wears a frown and the sneer of cold command.

In the second image, the poet paints the picture of the love and level desert, boundless and bare, stretching far away.

4.Synecdoche:- It is a figure of speech in which substitution of a part stands for the whole or the whole stands for the part.

Example:- the hand that mock’d them.

**Message:-**The poet focuses on decay as the ultimate destiny of authoritarian rule and ruler.

**Activity:-** Write a letter to your friend about the sight you saw and your impression of it.

 **FORMAT OF A POSTER**

The following points should be kept in mind while drafting a poster.

1. Topic/Event/Article/Product
2. Date, Time and place
3. A clear message concerning the theme.
4. Name of the Individual/Association/Organisation issuing it.

**Note:-**

1. Make certain colourful drawings to make the poster attractive.
2. Preferably it should be drafted within a square or a rectangle.
3. Use different sizes of letters.

 **FORMAT OF A NEWSPAPER REPORT**

1. **Headline---** Brief and catchy
2. **Byline---** Name of the reporter.
3. **Opening paragraph—1.** What happened.

 **2.** Day, date and time of the incident.

 **4. Details---**Causes, consequences, eye-witness accounts, police action, etc.



 **5. Conclusion---**The impact of the event/ the success or failure of a function, etc—a personal observation.

FA-4

Class X English

Lesson – 5, Poem-5

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| Hard Words | Beyond his wildest dream-In a way he hadn’t imaginedVerged on obsession- Couldn’t think of anything elseSmooth Sailing- Having no problemsToying with the idea- Considering an ideaRecalls at times with a sigh- Sometimes remembers past events and experiences fondlyCast an appraising look- To consider or examine somebody and form an opinion about that person or thingRise to fame and fortune- becoming famousMake a go of it- Become successfulMariner- SailorQuoth- SaidLoon- A mad personKirk- ChurchGlittering- Shining brightlyEftsoons-At onceBassoon- A musical InstrumentPursued- ChasedMinstrelsy- Singers and musiciansFoe- EnemyTyrannous- CruelProw- The front part of shipKin- Members of your familyKen- SeeEmerald-A precious stoneDrifts- Floating iceHollo- ShoutSwound- A fainting fitShroud- SailCliffs- Steep sides of ice-bergsHelsman- The person steering the shipVespers nine- A fixed time everydaySheen- A smooth and gentle brightness on the surfacePerched- Sat on the edge of somethingCrossbow- A very powerful bow and arrow with a triggerPlague- to bother, trouble |

 **Lesson-5**

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| **Main Points** | **Explanation** |
| 1. Nishikanto Babu informed Patol Babu that
 | 1.His brother-in-law who was in film was looking for an actor for a scene in the movie.2. The role was fit for Patol Babu.3. He asked Patol Babu to stay at home.4. His brother-in-law would visit him. |
|  2. He could not concentrate on the shopping and bought the wrong provisions. |  1. He had a deep passion for acting 2. In the past, he had acted in Jatias, in amateur theatricals and in plays. |
|  3. In 1934, he moved to Calcutta and took up a clerical job. |  1. He got a flat in Nepal Bhattacharji lane. 2. He worked hard but lost his job.  |
|  4.Naresh Dutt visited Patol Babu and offered him role. |  1. He gave the address to Patol Babu 2. He asked him to wear a jacket which buttoned up to neck and left. |
|  5.He was very excited |  1. He broke the news to his wife. 2.He thought his entire life was about to change. |
|  6.Patol Babu was informed that |  1. The actor in the shot was the famous actor Chanchal Kumar. 2.He recalled the name and appreciated the looks of the actor. |
|  7.He was given a piece of paper on which just one word was written-‘Oh’! |  1.He felt that someone was playing a prank on him. 2. He felt diny, hot and stifled. 3. He was disheartened to have such a role. |
|  8.He remembered his mentor’s words who told him that |  1. He should not refuse a role and consider it beneath his dignity. 2. He should aim to make the most of the opportunity given and make it a success |
|  9.Patol Babu put his heart and soul into the scene |  1.He collided hard with Chanchal Kumar and said ‘Oh’! 2. He felt a deep sense of satisfaction after doing that role. 3. Money is not greater than satisfaction he achieved by doing his role. |

**Message:- Money when measured against the intense satisfaction of a small job done with perfection and dedication is nothing.**

**Activity:- Imagine you are Patol Babu. Express your feelings about the day you acted in the movie in your own words.**

 **Poem-5**

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| **Main Points** | **Explanation** |
| 1. An elderly sailor once stopped one of the three persons going to attend a wedding.
 | 1. The man is in no mood to listen to his story.
2. He is a close relative of the bridegroom.
 |
|  2. He resented his detention |  1. The mariner fixed his eyes on the guest. 2. He made him stand still to hear the story. |
|  3. The mariner held him by the hand and started narrating his story. |  1.He called the Mariner mad and told him to drop his hand. 2.He was spell bound with his glittering eyes and had to listen to the story.  |
|  4.When they started the voyage, they were given a warm send-off. |  1. The weather remained good for some days. 2.Then a storm arose and drove the ship towards the icy South Pole. |
|  5.Then an albatross appeared |  1. A wind helped the ship to come out of the cold region. 2.The albatross followed the ship and was considered to be the bird of good omen. 3. One day the old Mariner shot the bird dead with his cross-bow without any reason. |
|  6.The crew condemned, their mate for killing the bird first changed their opinion about the bird |  1. They thought it was the bird that had brought the mist. 2.The Shipmate was right in killing it. |
|  7.When the ship reached the equator |  1. It was very hot and the ship stranded. 2. There was no water to drink. 3. Strange creatures fell in and out of water around the ship. |
|  8.Some sailors dreamt of a spirit that wanted to take revenge for killing of the albatross. |  1. Without wind and water, the sailor’s felt silent. 2. They could not speak. 3. They held the old mariner responsible for their sufferings. |
|  9.They Snatched the cross from the old mariner’s neck | 1. They hung the dead albatross in its place.2. It was a constant reminder of his guilt. |

**Literary Devices in the poem**

1. **Alliteration:-** :- **Alliteration** is a stylistic literary device identified by the repeated sound of the first consonant in a series of multiple words, or the repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables of a phrase.

**Example** (1) the furrow followed free

 (2) down dropped the breeze

1. Metaphor:-A **"metaphor"** is a [figure of speech] that identifies something as being the same as some unrelated thing, for [rhetorical](http://en.wikipedia.org/wiki/Rhetoric) effect, thus highlighting the similarities between the two.

Example: - (1) the very deep

 (2) Snowy cliffs

1. Simile:- A **simile** is a [figure of speech](http://en.wikipedia.org/wiki/Figure_of_speech) that directly compares two things through the explicit use of connecting words (such as *like, as, so, than,* or various verbs such as *resemble*).

**Example:-** (1) I like a three years’ child

 (2) red as a rose

(3) like noises in a swound

(4) like witch’s oils

4. Repetition:- Sometimes poet repeats certain words, phrases or lines to create a musical effect or to underline some points. In this poem the repetition of the words ‘ice’ underlines the ideas of abundance of ice everywhere.

Example:- The ice was here, the ice was there

 The ice was all around

5.Personification: - It is to endow an inanimate object or an abstract concept with life or human attributes.

Example: - out of the sea came he

**Message:-** The poem is a ‘mith of guilt and redemption’. It clearly illustrates Christian concept of sin, its punishment and redemption.

**Activity:-** In groups discuss what you think happens next in the poem. Share your views with the class.

 **FORMAT OF A NOTICE**

1. Name of the organisation/institution issuing the notice**.**
2. Write the word ‘NOTICE’.
3. Date.
4. Heading or subject**.**
5. Content
6. Signature
7. Name
8. Designation



SA-2

Class X English

Lesson – 6, Poem-6, play 2

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| Hard Words | Wheez- To beathe with an audible whistling sound.Coma- A prolonged state of deep unconsciousness.Nutty- Crazy about, has a passion forMhz- Megahertz, one million hertzCDROM- Random-Access memory compact disk with read only memoryGizmos- Gadgets, psycho-drive-driven by mental powerSarsaparilla- A carbonated drink flavoured with sarsaparilla rootSkeleton Swipe-Card- A plastic card on which data has been stored magnetically and can be read by an electronic reading device.Riddled-Making a large number of holes in something.Sniper fire- Gunshots fired by somebody in a concealed position.Carob Tree- A red flowered treePitcher- Tall, round container with an open top and large handleFissure- Cracked,Flickered- MovedMused- Think aboutBowels- Bottom of earthPerversity- illogicalPaltry- WorthlessConvulsed- Violent movementWrithed- to twist and turnExplate- make amends |

 **Lesson**-**6**

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| **Main Points** | **Explanation** |
| 1. A young boy Michael came across a newspaper article that talked about
 | 1. The miracle recovery of Sebastian Shultz .
2. Sebastian Shultz was badly injured in an accident and had slipped into a coma.
3. After 6 weeks he regained consciousness.
 |
|  2. Michael and his father shared a deep passion for computers. |  1. They had visited a computer fair. 2. Where they bought new gadgets and some psycho-drive games. 3. Michael launched into one of the games called wildwest. |
|  3. He felt he was in the game, striding down the dusty truck. |  1.He entered a saloon and encountered black eyed Jed who challenged him to fight. 2. A second sheriff appeared through the back door. 3. He asked Michael to follow him. 4. They tried to escape on horses but just then a gunshot hit him and the game was over.  |
|  4. Michael settled down to play dragonquest |  1. He felt he was in the dragon’s lair to rescue princess Aurora. 2. He reached the princess when suddenly Sebastian appeared as a knight. 3. He chopped the princess’s plaits to use as a rope to jump out of the window. 4. They tried to escape through the dungeons but the dragon cornered them |
|  5.Michael started the game Jailbreak |  1.His task was to rescue his cellmate who was prisoner 02478 Sebastian Shultz. 2.They try to escape by dodging the guards and the dogs, pounded towards the terrace. 3. A helicopter appeared in the sky when the guards and dogs reached them. 4. Sebastian fell down from the roof. |
|  6.The last chance: Warzone he started playing this game |  1. A war was going on in a city with machine guns firing and bombs exploding. 2. They ran through various huddles and tried to reach the helicopter. 3. They jumped in a jeep and a tank followed them. 4. Michael managed to get into the helicopter and saved Sebastian.5. The helicopter flew into the thick cloud and he could see nothing. 6. The computer flashed game over. |
|  7.Michael searched the net for information |  1. He found that at the time of accident Sebastian was using laptop to play one of the Psycho- drive games. 2.Sebastian might have banged his head and the computer had saved his memory in its own. 3. The games he bought at the computer fair belonged to Sebastian originally. 4. He received an e-mail from Sebastian who thanked him and requested a meeting. |

**Objectives:-** The player has to evade deadly creatures and escape death. He has three chances to gather chests.

**Activity:-** After Sebastian Shultz recovers, he returns to school and narrates his experience to his classmates. As Sebastian Shultz, narrate your experience.

 **Poem-6**

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| **Main Points** | **Explanation** |
| 1. The poem ‘snake’ is about an encounter between a person and a snake.
 |  1.The person has to choose between listening to his voice and admiring the snake. 2.Listening to the voice of his education and forcing the snake to leave.  |
|  2. In the starting of the poem, the speaker admired the snake and ignores the voice of his education. |  1.But when the snake retreats back into the fissure, he chooses to listen to his voice of education. 2. He decides to pick up a log and throw it at the snake as a protest. |
|  3. In the poem the poet has narrated the story of his incidental meeting with a snake. |  1. He was fascinated by his dignified and quite ways. 2. He loved and respected him as a guest.  |
|  4. The poem points out poet’s reaction of fear and fascination to the snake. |  1. There is a conflict between his natural feelings and rational thinking. 2. Although the poet hits the snake under the influence of his education, yet he feels sorry for his mean act. |
|  5.The poem points out how our feelings of affection are crushed by our social education. |  1. Our reasoning often misleads us. 2. The poem arouses the feelings of love and sympathy for all creatures in this world. |

**Literary Devices in the poem**

1. **Alliteration:-** :- **Alliteration** is a stylistic literary device identified by the repeated sound of the first consonant in a series of multiple words, or the repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables of a phrase.

**Example**

1. Strange scented shade slackness soft bellied down,

Sipped with his straight mouth, burning bowels

2. and depart peaceful, pacified

3. the dark door of the secret earth.

4. to lick his lips.

5. broken bank of my wall-face

6. he put his head into that dreadful hole.

7. put down my pitcher.

8. softly drank through his straight gums, into his slack long body, silently.

1. Simile:- A **simile** is a [figure of speech](http://en.wikipedia.org/wiki/Figure_of_speech) that directly compares two things through the explicit use of connecting words (such as *like, as, so, than,* or various verbs such as *resemble*).

**Example:-** (1) He lifted his head from his drinking, as cattle do.

 (2) and flickered his tongue like a forked night on the air.

(3) seemed to me again like a king

1. **Repetition:-** Sometimes poet repeats certain words, phrases or lines to create a musical effect or to underline some points. In this poem the repetition of the words ‘ice’ underlines the ideas of abundance of ice everywhere.

Example:-

1. On a hot, hot day
2. I was afraid, I was most afraid
3. And slowly, very slowly
4. Like a king, like a king in exile

**4. Onomatopoeia:-** It refers to a word or words whose sound seems to resemble the sound it denotes.(hiss, buzz, rattle, bang etc)

Example:- He sipped with his straight mouth.

**Message:-** We should have feelings of love and sympathy for all creatures in this world.

SA-2

Class X English

Play-2 Julius Caesar

|  |  |
| --- | --- |
| Hard Words | Stood on ceremonies- Paid much attention to omens and forecasts.Right form of war- Correct battle order.Hurtled- ClashedBeyond all use-UnnaturalGreybeards- Old men Lusty- StrongPuissant- PowerfulFirst Decree- Law passed earlierPre-ordinance- Order that has existed from earlier times.Spoils- Trophies of warMaster- PowerfulReek- StenchBear Mehard- Bear a grudge against meConceit- ConsiderCorse- CorpseGood Regard- Serious ConsiderationProtest- AnnounceDevise of – Think of cumber-burdenate-Greek goddess of revengeEnrolled- Recorded-Censure- JudgeThe Commonwealth- The free republicEnforced- EmphasizedMantle- CloakLupercal- The feast of god LupercusWrong the dead- Be unjust to CaesarNervil- The most war like of the gallic tribesFlood of mutiny- Wave of violenceAfoot- StartedAction- GesturesDrachmas- Silver coins |

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| --- | --- |
| **Main Points** | **Explanation** |
|  1. Roman citizens are preparing to welcome Julius Caesar |  1. He is returning home after achieving victory over the followers of Pompey. 2. The people are rejoicing and are in a holiday mood.  |
|  2.There is something Supernatural about the dream of Calpurnia |  1.She sees Caesar’s statue bleeding  2. It foretells his murder. 3. She almost prevails upon her husband to stay at home and avoid going to the senate. |
|  3.Caesar is fearless and headstrong |  1. He wonders why anybody should be afraid of death. 2. He agrees to send a message through Antony that he won’t be coming to senate. |
|  4.Decius Brutus comes to fetch Caesar to the Senate house and gives a new interpretation to Calpurnia’s dream |  1.Caesar tells him about the dreadful dream of his wife. 2. Decius says that her dream is a sign of good fortune. 3. The Romans will get new life and strength from Caesar’s blood. 4. The senate has decided to confer the crown to Caesar. 5. They might change their mind if Caesar did not reach there. |
|  5.Decius leads the victim Caesar to the slaughter house to be sacrificed. |  1. Caesar is presented with petition that Cimber’s banished brother may be pardoned. 2. Caesar refuses to grant such a request  3. He refuses to oblige Brutus who also supports the petition. 4. He stays firm like the pole star. |
|  6.Casca stabs Caesar. Brutus also stabs others follow them |  1. Caesar is shocked to see his most trusted companion turning a traitor. 2. Caesar falls dead. |
|  7.Antony, the most loyal friend of Caesar arrives |  1. He is grieved to see the bleeding body of Caesar. 2. he asks the killers to stab him also in case they want so. |
|  8.At the Funeral of Caesar,Brutus goes into the pulpit to explain the murder. |  1. He tells the crowd that Caesar has been put to death because he was ambitious to become the king of Rome. 2. After Brutus finishes his address, Anotony is given an opportunity to speak. |
| 1. Anotony exposes the claim of the conspirators.
 | 1. He incites the mob to mutiny.
2. He shows them Caesar’s will in which Caesar has generously gifted money to every Roman Citizen.
 |
| 1. The people rise up in revolt against the conspirators.
 | 1. They burn their houses, kill some of them.
2. They force Cassius and Brutus to flee from Rome.
 |

**Message:-** It is the story of a man’s personal dilemma over moral action, set against a backdrop of political drama.

**Activity:-** Role play by the students.

 **Format of a Formal Letter**

1. Address
2. Date
3. Receiver’s Address
4. Salutation
5. Subject
6. Body of the Letter
7. Subscription
8. Name and Designation

