TOPIC- A MOST IMPORTANT PERSON

➢ Author-Margaret Weymouth Jackson
➢ Miss Lucy Quinn-One of the main characters whom was rich, but lonely
➢ Chester Chilton-The most important person, nicknamed Chuck
➢ Chester's home-Basalt-1028 3rd Floor
➢ During a fight-Chester and Miss Lucy meet
➢ Marie-Chester’s baby sister
➢ Miss Lucy Quinn was different from almost everyone else in her society because she had no family – parents died, siblings moved away and she did not marry. She had no social life although she was rich and influential. However, her life saw a great change after meeting Chester, a small boy.

NEW WORDS:
- Liveried – In uniform
- Howled – Shouted
- Porch – Car parking front area
- Alley – An open, narrow lane between two rows of houses
- Vague – Unclear; uncertain
- Solemn – Serious
- Gorgeous – Beautiful
- Icicles – A spike of ice formed while dropping from a tree or house, etc.
- Summons – An official order to appear in front of a judge
- Prejudice – Incorrect understanding
- Ask after – Inquire about someone’s health and well-being
- Gratify – Satisfy
- Brimming – Overflowing; overwhelming
- Verse – Poem

MODEL QUESTIONS:-
1. Why was Chester ‘a most important person’?
2. How was life of Miss Lucy Quinn before meeting Chester? How will you define the friendship between Miss Quinn and Chester?

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3. What was the name of the sister of Miss Quinn?

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4. What was the gift that she got in Christmas?

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5. With whom she had her dinner in this Christmas?

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TOPIC: ‘CAN WE CHANGE THIS?’ BY BUMA (1958-) TAMIL NOVELIST KNOWN FOR THE DALIT ISSUES IN HER WORKS

- The story is about ‘untouchability’ and discrimination.
- The narrator of the story saw some incidents of untouchability and that made her laugh. That an elder person brings the parcel of Vadai by holding it with a string so that it won’t get touched by that person and Naicker opened that to eat.
- Then her elder brother told that it wasn’t the matter to laugh and make fun of that and it was the matter of UNTOUCHABILITY as he belonged to the lower caste ‘PARAYAS’ so he brought that in that way. It made her angry then. It made her feel that they were getting insulted.
- Her grandmother (patti) worked in a Naicker family as a servant and they gave her food (water, left over of the food etc.) from a safe distance so that they wouldn’t get touched by her grandmother. This made the narrator angry but Patti told in reply, ‘These people are Maharajas who feed us our rice. Without them, how will we survive? Haven’t they been upper caste from generation to generation, and haven’t we been lower caste? Can we change this?’
- The narrator’s elder brother is a university student. One day he was coming from library, he was asked about his name, residence and caste. A soon as he came to know that he was from Paraya jati, he was humiliated and the grandmother was insulted for her grandson’s arrogant rather confident reply. Anna told the narrator that ‘Because we are born into a Paraya jati, we are never given any honour or dignity or way respect’
- So study is the only to get honour or respect so he advised his sister to study hard and she did, stood first in the class. Then he got friends.
- When the narrator was in class vii, she got humiliated for a silly mistake only because she belonged to a lower caste. She faced a lot of insult and injustice as she belonged to Paraya Jati.

NEW TERMS:

1. PARAYAS, PALLAS, NADAR--PARTICULAR CASTE IN THE SOCIETY
2. NAICKER--UPPER CLASS OF SOCIETY
3. MUZZLED--PUT A GUARDON AN ANIMAL’S MOUTH TO PREVENT IT FROM EATING AND BITING
4. VADAI- SNACK MADE FROM PULSES
5. ANNAN-ELDERBROTHER IN TAMIL
6. PATTI—GRANDMOTHER
7. REVERENTLY—SHOWING RESPECT
8. DISQUIETING—INDUCTING FEELING OF WORRY
9. THAMBI—YOUNGER BROTHER
10. JATI—CASTE
11. HARIJAN-LOWER CASTE
12. ROUNDLY—IN A FORCEFUL MANNER
MODEL QUESTION:-

1. What was the sight that the narrator found amusing? Was it actually so? Justify your answer.

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2. What alternative did the narrator’s Annan suggest to do? Is it effective?

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3. Justify the title ‘Can we change this’?

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4. Enlist the name castes that are mentioned in the text.

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5. Describe the incident humiliation that the narrator faced in the school.

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TOPIC:- SUMMARY OF ‘ELEPHANTS RAID THE KITCHEN’ BY CYTHIA J. MOSS

Summary
This extract features Tuskless, an elephant and her companions entering the camp-kitchen after they got tempted by the smell of bananas and other fruits. They raided the kitchen in such a way that it was about to blow off (explode!)

Day Before the Raid
- Masaku the cook and camp-worker was on a five day leave.
- Phyllis, the narrator’s camp-mate, returns from a trip to Nairobi with a huge load of groceries. Meat, fresh-fruits and vegetables.

The Morning of the Raid
- Film-makers Warren and Genny Garst arrive the camp. They too bring another load of food.
- Stored the food in the car, in the kitchen and in the fridges.

The Raid
- That evening. The narrator, Phyllis and the film-makers go for a dinner. The camp is totally unattended.
- Left alone, Tuskless, Teddy, Tonie and Tilly feed on grass.
- Tuskless smells food and turns to kitchen.
- Tuskless rumbles loudly and calls her friends to follow her.
- The elephants approach the kitchen.
- Tuskless wraps her trunk around the sisal pole that supports the kitchen.
- Tuskless gets the pole wrecked.
- Tuskless makes a sizeable hole in the wall of the kitchen and reaches her trunk out to feel for bananas.
- Tuskless feels impatient. Starts pushing the wall.
- The other elephants join her.
- The building collapses sideways.
- Tuskless enters. Others follow.
- They start eating bananas, mangoes, pineapples, papaya and oranges.
- They start feeding on carrots, potatoes, tomatoes, avocados, egg-plants, lettuces, cabbages, cauliflower, etc.
- Start lifting the tin trunks and turning them upside down until they disgorged their contents.
- Tuskless is not satisfied. She smells the bread and cookies and crackers in a wooden cupboard. Knocks its down. Smashes it open. Eats all up.
- Crush the cooler and the smaller fridge.
- The elephants pull the bigger fridge until it gets disconnected from its gas cylinder.
- Noxious propane gas starts leaking from the cylinder.
- Start tackling the other cupboards with jams and spices.
- The author enters the scene in her Land Rower car.
- The elephants grab a last trunkful and start backing away.
- Tuskless stays back for a while because she is reluctant to leave the feast/food.
- The author enters the kitchen. Tuskless is finally forced to leave the kitchen.
- Grabbing a box of spaghetti (like noodles) and a paper bag full of half-pound garlic, she goes out to join the other elephants.
After the Raid

- Tuskless doesn’t stop raiding camps even after this incident.
- She still raids as many as three or four camps a day.
- These days she inspects the narrator’s camp to make another attempt but is chased away by Masaku.
- She is nonchalant/unmoved when Masaku comes out.
- Raids will go on.

The Raid – Through the eyes of the Elephants

NEW WORDS:-

1. WAFTING:— MOVING GENTLY THROUGH THE AIR
2. SWAYED-GOVERN
3. DANGLING-HANGING
4. NONCHALANTLY- BREATHELESSLY
5. NOXIOUS-HARMFUL
6. SAVOURED-TASTED
7. SURREPTIOUSLY-SECRETLY
8. PERIPHERY- OUTER EDGE OF PARTICULAR AREA

MODEL QUESTIONS:-

1. Were Tania, Teddy, Tonie and Tilly as curious as Tuskless in the matter of raiding the kitchen? Bring out evidences to support your answer.

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2. What carelessness led to the raiding of the kitchen?

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3. What is the name of the cook of the author? When did he take leave?

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4. What was food that Tuskless love to eat? How did he develop the taste?

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4. What was the name of the film maker? Where did they go for dinner?

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5. What was ‘near ecstasy’ for the raiders in the “The Elephants raid the kitchen”? 
TOPIC:- ‘JUNGLE IN JEOPARDY’ BY ARUP KUMAR DUTTA (1946-)

- It is a graphic story about Rhino poaching in Assam’s Kaziranga Park.
- Three boys—SHIVA, BISNU AND DEV. DISTRICT FOREST OFFICER—MR. KEDAR, CORRUPT FOREST OFFICER—DARU (HEAD FOREST RANGER), HEAD OF POCHER—MR. BOSE. NAME OF THE ELEPHANT—DAYA

- Details of the rhino that was killed:
  1. Size—2 metre long, 4 metre long
  2. Weight—2200 kg
  3. Size of horn—50 cm
  4. Speed—40 km/hour
  5. Population in India—2800

- Clues that they found about the poachers:
  1. Six banana leaves with remains of rice, fish and mustard curry
  2. 6 earthen cups
  3. Six holes in the ground

They understood that the poachers were from local area by the left over of the food and they were 6 in numbers by the number of the cups and holes

- They finally by the intelligence and taking risk and instant effort caught the poacher and they were arrested by the police.

NEW TERMS:

1. POACHING—ILLEGAL HUNTING OF ANIMALS
2. JEOPARDY—DANGEROUS CONDITION AND LIKELY TO BE HARMED
3. DAO—SWORD USED BY THE LOCAL PEOPLE OF ASSAM
4. BATTERED—INJURED
5. SOLITARY—ALONE
6. GOES AWRY—DOESN’T GO AS PLANNED

MODEL QUESTIONS:-

1. Where is Kajiranaga forest? Tell me the name of another forest?

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2. How did the 3 boys understand that they are 6 in numbers and from local areas?

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3. Why was the rhino poached for?

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4. How did you understand that Daru was involved in crime?

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5. How do you like the three boys of the story?

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TOPIC:- SUMMARY OF “MENDING WALL” BY ROBERT FROST (American Poet-1875-1963)

- This poem is the first work in Frost's second book of poetry, “North of Boston,” which was published upon his return from England in 1915.
- A stone wall separates the speaker’s property from his neighbour’s. In spring, the two meet to walk the wall and jointly make repairs.
- The speaker sees no reason for the wall to be kept—there are no cows to be contained, just apple and pine trees.
- He does not believe that a wall should exist simply for the sake of existing. Moreover, he cannot help but notice that the natural world seems to dislike the wall as much as he does: mysterious gaps appear, boulders fall for no reason. The neighbour, on the other hand, asserts that the wall is crucial to maintaining their relationship, asserting, “Good fences make good neighbours.”
- The presence of the wall between the properties does ensure a quality relationship between the two neighbours but the annual act of mending the wall also provides an opportunity for the two men to interact and communicate with each other,
- Over the course of the mending, the narrator attempts to convince his neighbour otherwise and accuses him of being old-fashioned for maintaining the tradition so strictly. No matter what the narrator says, though, the neighbour stands his ground, repeating only: “Good fences make good neighbours.”
- In terms of form, “Mending Wall” is not structured with stanzas; it is a simple forty-five lines of first-person narrative.

NEW TERMS:-

1. Abreast- Side by side
2. Hill- Wall
3. Notion- Idea
4. Yelping- Shriek/ shout in a shrill voice
5. Elves- Dwarf like creature with pointed ears and magical powers
MODEL QUESTIONS

1. What does the ‘wall’ stand for? *Good fences make good neighbours.*—What did the speaker want to convey? Do you support it?

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2. How did the hunters damage the wall?

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3. “Spring is mischief in me’—Who is the speaker here?

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MODAL VERBS:-

What are modal verbs?

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.g., the bare infinitive.)
- They are used to indicate modality, allowing speakers to express certainty, possibility, willingness, obligation, necessity, ability

List of modal verbs

Here is a list of modal verbs:

*can, could, may, might, will, would, shall, should, must*

The verbs or expressions *dare, ought to, had better*, and *need not* behave like modal auxiliaries to a large extent and may be added to the above list

Use of modal verbs:

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. Possibility
8. Probability

Examples of modal verbs

Here is a list of modals with examples:
**Modal Verb** | **Expressing** | **Example**
--- | --- | ---
**must** | Strong obligation | You must stop when the traffic lights turn red.
 | logical conclusion / Certainty | He must be very tired. He's been working all day long.
**must not** | prohibition | You must not smoke in the hospital.
**can** | ability | I can swim.
 | permission | Can I use your phone please?
 | possibility | Smoking can cause cancer.
**could** | ability in the past | When I was younger I could run fast.
 | polite permission | Excuse me, could I just say something?
 | possibility | It could rain tomorrow!
**may** | permission | May I use your phone please?
 | possibility, probability | It may rain tomorrow!
**might** | polite permission | Might I suggest an idea?
 | possibility, probability | I might go on holiday to Australia next year.
**need not** | lack of necessity/absence of obligation | I need not buy tomatoes. There are plenty of tomatoes in the fridge.
**should/ought to** | 50 % obligation | I should / ought to see a doctor. I have a terrible headache.
 | advice | You should / ought to revise your lessons
 | logical conclusion | He should / ought to be very tired. He's been working all day long.

**EXERCISE**

1. He ____________ eat rice today
2. He ____________ have gone home yesterday.
3. No, you ____________ not.
4. If winter comes, ____________ spring be far behind
5. He was so weak that he ____________ not walk
6. He ____________ be a liar.
7. We ____________ abide by the will of God.
8. He ____________ bathe in the river
9. We ____________ not sleep in the day time.
10. You ____________ quarrel with your friends
11. Vimal ____________ read 4 hours a day.
12. ____________ you please tell me the time?
13. ____________ I put little more sugar in your tea?
14. Rohit ____________ to worry.
15. You ____________ have waited so long.
TOPIC: SUMMARY OF ‘I HAVE A DREAM’

- The “I Have a Dream” speech by Dr. Martin Luther King, Jr. was delivered during the 1963 March on Washington for Jobs and Freedom. He gave the speech at the Lincoln Memorial in Washington, D.C.; this speech expresses King’s notorious hope for America and the need for change.
- One hundred years later, the coloured American were living in the poverty but on the other hand, the Americans were living in the ocean of prosperity.
- American told them that they don’t have sufficient fund (BAD CHEQUE) to provide then. But it was quite unbelievable.
- King then adopts a more hopeful tone by adding that the “bank of justice” is not bankrupt. He also states that there is urgency in their cause: “This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.
- The basic rights—‘life, liberty and the pursuit of happiness’ should be guaranteed but it was not so. American told them that they don’t have sufficient fund (BAD CHEQUE) to provide then. But it was quite unbelievable.
- They were not given their due justice in various aspects of life such as education, hotel facilities etc. There were many places where there was a sign board “For Whites Only”
- They decide that though there would be difficulty but they have to join their hands together to take a step and the speaker told ‘I still have a dream…………..that all men are created equal’
- Dr. Martin Luther Jr. Told that “I have a dream that one day the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood”…………I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.
- They had a dream that one day they will sing a spiritual song….. ‘Free at last!Free at last! Thank God Almighty, we are free at last!’
- He believed in GANDHIAN PHILOSOPHY OF NON-VIOLENCE as he thought of constructive protest against racial prejudice, discrimination and injustice.

NEW TERMS:-

1. BANKRUPT: ONE WHO HAS LOST ALL MONEY
2. COOLING OFF- LOSING FOCUS AND INTENSITY
3. NEGRO-AFRO-AMERICAN (NOW THIS WORD IS TABOO)
4. GHETTO- USUALLY POOR SECTION OF THE SOCIETY IN TERMS OF RACIAL, RELIGIOUS, AND FINANCIAL BACKGROUND
5. SEGREGATION- SEPARATION BETWEEN THE WHITE AND BLACK
6. CARVACEOUS- CURVED
7. SCORE- 20 YEARS
MODEL QUESTIONS :-

1. What was his dream about his four children?

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2. What was the injustice that the Afro-American faced?

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3. What do you understand by “insufficient funds”? How will you relate this to this chapter?

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The speaker starts us off by saying that he knows exactly what a caged bird feels.
The speaker tells us that he knows why the caged bird "beats his wing" until they're bloodied against the bars of its cage and things get a little bit more violent.
In the final stanza, the speaker tells us he knows why the caged bird sings.
We can guess by this point in the poem that this bird is singing not because it's a happy bird. After all, its wing is "bruised" and its bosom is "sore." The caged bird's song, the speaker tells us, is a prayer and a plea that he (the bird) sends to heaven.
Though the speaker doesn't tell us what this prayer is for exactly, we can assume that it's a prayer and a plea for freedom.
The bird wants to breathe the fresh air of the jungle and wants to bathe in the cooling water of the stream. The caged bird is metaphorically standing for the slaves and oppressed people of the America.

NEW WORDS:-
1. OPES- OPENS
2. FAIN- HAPPILY
3. CAROL- SONG
4. STIR- MOVE
5. FLING- THROW/SCATTER
6. THROS- BEATS
7. CHALICE- LIKE THE WINE CUP
8. BRISHED- SMASHED

MODEL QUESTIONS
1. Who wrote the poem? Why is the poem named as “Sympathy”?

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2. What is ending tone of the poem? Justify your answer by giving suitable examples.

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3. Give the description of the natural beauty.

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4. What was the bird’s reaction where it was in cage?

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Put the verbs into the correct tense (simple present or present continuous)

1. Look! Sara (go) ________ to the movies.
2. On her right hand, Sara (carry) ________ her handbag.
3. The handbag (be) ________ very beautiful.
4. Sara usually (put) ________ on black shoes but now she (wear) ________ white trainers.
5. And look, she (take) ________ an umbrella because it (rain) ________

Put the verbs into the correct tense (simple past or past perfect)

1. When he (wake up) ________, his mother (already /prepare) ________ breakfast
2. We (go) ________ to London because our friends (invite) ________ us
3. He (hear) ________ the news, (go) ________ to the telephone and (call) ________ a friend.
4. When she (start) ________ learning English she (already /learn) ________ French.
5. Jane (already / type) ________ three pages when her computer (crash) ________.
6. By the time the doctor (arrive) ________ at the house the patient ( die) ________
7. Before that day we (never / think) ________ of traveling to Japan.
8. I (know) ________ him a long time before I (meet) ________ his family.
9. They (not / know) ________ where to meet because nobody (tell) ________ them.
10. It (be) ________ cloudy for days before it (begin) ________ to rain.

Put the verbs into the correct tense (simple past or present perfect)

1. I (just / finish) ________ my homework.
2. Mary (already / write) ________ five letters.
3. Tom (move) to his home town in 1994.
4. My friend (be) in Canada two years ago.
5. I (not / be) to Canada so far.
6. But I (already / travel) to London a couple of times.
7. Last week, Mary and Paul (go) to the cinema.
8. I can't take any pictures because I (not / buy) a new film yet.
9. (they / spend) their holidays in Paris last summer?
10. (you / ever / see) a whale?

Put the verbs into the correct tense (Simple Past or Past continuous).

1. The receptionist (welcome) the guests and (ask) them to fill in the form.
2. The car (break) down and we (have) to walk home.
3. The boys (swim) while the girls (sunbath).
4. My father (come) in, (look) and (tell) me to tidy up my room.
5. While one group (prepare) dinner the others (collect) wood for the campfire.
6. While the parents (have) breakfast the children (run) about.
7. Martha (turn) off the light and (go) to bed.

Put the verbs into the correct tense (simple future or future perfect)

1. Tomorrow I think I (start) my new project.
2. I (finish) it by the end of this month.
3. The teacher (probably/assign) a test to his students next Monday.
4. He (correct) it by the end of next week.
5. My friend (certainly/get) a good mark.
6. By 9 o'clock, we (finish) our homework.
7. They (leave) the classroom by the end of the hour.
8. I think I (start) my trip tomorrow.