

FA / FSc / ICS / ICOM · 2nd Year · PECTAA Board

English Class 12

Complete Notes — All 13 Units (Updated NCP 2023)

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Prepared by freebooks.pk — original student notes covering the PECTAA Board's Updated National Curriculum of Pakistan (NCP) 2023 syllabus for English Class 12 (2nd Year). Each unit includes an overview, key concepts, glossary, diagram, short and long questions, MCQs, revision summary, and exam tips.

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Unit 1: Journey to Taif

This unit presents 'Journey to Taif' by Sayyid Abul Hasan Ali Hasani Nadwi, a non-fictional/biographical account of Hazrat Muhammad's (ﷺ) journey to the city of Taif in 619-620 CE, roughly three years before the Hijrah, during one of the most difficult periods of his (ﷺ) life.

The passage recounts how, after the deaths of his (ﷺ) uncle Hazrat Abu Talib and his (ﷺ) wife Hazrat Khadija-tul-Kubra (رضي الله تعالى عنها) and amid severe persecution in Makkah, Hazrat Muhammad (ﷺ) travelled on foot to Taif with his (ﷺ) adopted son Hazrat Zayd bin Haritha (رضي الله تعالى عنه) to preach Tawheed, only to be rejected, mocked, and stoned by the people there.

These notes summarise the passage as given in the textbook, preserving the honorifics used, and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/ Grammar, Oral Communication, and Writing sections that accompany it.

Learning Objectives

- Listen to texts and critically analyse the situations and events described in them.
- Read with correct pronunciation, appropriate pitch, and voice variation suitable for fictional and nonfictional texts.
- Ask and answer higher-order questions to guide and assess reading (e.g. why the author says something, why a particular word is chosen, how events compare with other readings).
- Comprehend and use contemporary idioms and proverbs in different texts and in speech.
- Produce clear and coherent writing in which development, organisation, and style are appropriate to the task, purpose, and audience.



Key Concepts

Background and Circumstances of the Journey

Hazrat Muhammad (ﷺ) undertook the journey to Taif in 619-620 CE, during the tenth year of his (ﷺ) Nabuwat (prophethood), about three years before the Hijrah (Migration). These were among the most crucial and critical years of his (ﷺ) life, as both his (ﷺ) well-wishers, Hazrat Abu Talib and Hazrat Khadijā-tul-Kubra (رضي الله تعالى عنها), had passed away.

The Quraysh of Makkah had subjected Hazrat Muhammad (ﷺ) and his (ﷺ) companions (Sahabah, رضي الله تعالى عنهم) to severe brutality, boycott, blockade, and economic sanctions, making life in Makkah almost impossible. He (ﷺ) was in great need of spiritual peace, consolation, and moral support to continue delivering his (ﷺ) message of Tawheed (the Oneness of Allah).

In these conditions, Hazrat Muhammad (ﷺ), accompanied by his (ﷺ) adopted son Hazrat Zayd bin Haritha (رضي الله تعالى عنه), set out on foot towards Taif in the burning heat of the sun, visiting and preaching Tawheed to different tribes along the way.

Rejection by the Chiefs of Taif

The tribe of Banu Thaqeef resided in Taif, which was known for its rare greenery and cool climate in Arabia, and this had made its people very proud. The city's three chiefs — 'Abdylayl, Mas'ud, and Habeeb — were brothers, and Hazrat Muhammad (ﷺ) met them first to deliver the message of Islam.

Each chief responded dismissively: one said he would shave his beard in front of the Ka'bah if Hazrat Muhammad (ﷺ) were truly a messenger of Allah; another mocked him for lacking wealth or status befitting a messenger; the third refused to engage at all, saying it was too risky either to accept or reject the claim.

Hazrat Muhammad (ﷺ) asked them only to keep their views to themselves so others would not be misguided.



Persecution by the People of Taif

Undeterred, Hazrat Muhammad (ﷺ) began preaching to the people of Taif directly. The three chiefs instigated their slaves and street children to chase him (ﷺ), and when he (ﷺ) began delivering a sermon, they pelted him (ﷺ) with stones, causing severe injuries; blood trickled down to his (ﷺ) shoes and clotted there.

Forced to take refuge inside an orchard belonging to 'Otba and Shayba, sons of Rabi'a, Hazrat Muhammad (ﷺ) received some respite. On one occasion during the ordeal, mischief-mongers called him (ﷺ) names, clapped, and shouted at him (ﷺ) so relentlessly that he was compelled to seek shelter there.

The Episode of Addaas

Seeing his (ﷺ) miserable condition, 'Otba and Shayba took pity on him and sent grapes on a plate through their slave, Addaas. When Hazrat Muhammad (ﷺ) said 'Bismillah' before eating, Addaas was struck by the unfamiliar words and, in conversation, revealed he was a Christian originally from Naynawa (Nineveh).

Hearing this, Hazrat Muhammad (ﷺ) asked if Addaas knew of the pious Hazrat Yunus bin Matta (عليه السلام), and upon learning that Hazrat Muhammad (ﷺ) called him 'my brother' — since both were Rusul (messengers) of Allah — Addaas leaned toward him (ﷺ) in eagerness and kissed his (ﷺ) head, hands, and feet. When Addaas returned, 'Otba and Shayba scolded and rebuked him for this, warning him not to abandon his own faith.

Severe Injury and the Prophet's Supplication (Dua)

On one occasion of preaching in Taif, Hazrat Muhammad (ﷺ) received such serious injuries that he (ﷺ) fell unconscious. Hazrat Zayd bin Haritha (رضي الله عنه) carried him (ﷺ) on his back out of the city and sprinkled water on his (ﷺ) face until he (ﷺ) regained consciousness.



Although not a single person in Taif accepted Islam despite this immense suffering, his (ﷺ) heart remained full of faith in Allah's grandeur and love. He (ﷺ) offered a supplication expressing the feebleness of his strength, his reliance on Allah as the Protector of the oppressed and helpless, and his hope for Allah's pleasure rather than wrath, seeking refuge in the effulgence of Allah's Being.

The Offer of the Angels and the Prophet's Forgiveness

His (ﷺ) miserable and pathetic condition moved both heaven and earth. Archangel Hazrat Jibreel (عليه السلام), along with the Angel of the Mountains (Malakal-Jibal), appeared and sought his (ﷺ) permission to crush the town by overturning the mountains upon it.

Hazrat Muhammad (ﷺ), an embodiment of mercy and compassion, preferred forgiveness to vengeance and declared that he hoped Allah would instead bring forth from the descendants of the people of Taif those who would worship Allah alone, without associating any partners with Him.

Theme and Significance

The theme of this unit is the unwavering faith, patience, and compassion of Hazrat Muhammad (ﷺ) in the face of extreme hardship and rejection. It highlights his (ﷺ) dedication to spreading the message of Tawheed despite ridicule, insult, and physical harm, and reflects the struggles that often accompany truth and reform.

The episode with Addaas shows how sincerity and truth can touch hearts even in difficult circumstances, while the supplication demonstrates humility, deep reliance on Allah, and spiritual strength. His (ﷺ) forgiveness of the people of Taif, choosing not to curse them despite their cruelty, stands as the unit's central moral lesson — a lesson later vindicated when the people of Madinah embraced the same message that Taif had rejected.



About the Author

Sayyid Abul Hasan Ali Hasani Nadwi was a renowned Islamic scholar, thinker, and writer of the 20th century. Born into a respected scholarly family, he received his early education at home before studying at the famous institution Darul Uloom Nadwatul Ulama.

He dedicated his life to the revival of Islamic thought and the intellectual and spiritual uplift of Muslims worldwide, and as a prolific author wrote many influential books, including *Islam and the World* and *Saviours of Islamic Spirit*. Sayyid Nadwi passed away in 1999, leaving behind a lasting legacy as a reformer, educator, and global Islamic leader.

Important Definitions (Glossary)

arrogance

overconfidence with disrespect toward others

befit

to be suitable or appropriate for

brutality

extreme cruelty or violence

eagerness

strong desire or excitement to do something

effulgence

great brightness; shining light

feebleness

weakness; lack of strength

grandeur

greatness; beauty and impressiveness

instigated

provoked

magnanimity

generosity and kindness



miserable

very unhappy or uncomfortable

native

a person associated with a place by birth

oppressed

treated cruelly or unfairly

rebuked

spoke to someone angrily

resided

lived in a place

scolded

angrily criticized someone

serious

thoughtful, important

Key Facts

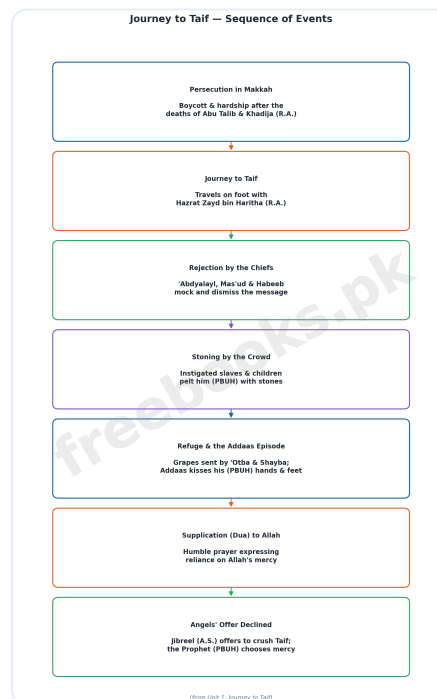
Item	Detail
Author	Sayyid Abul Hasan Ali Hasani Nadwi
Text type	Non-fictional / biographical recount
Year of the journey	619-620 CE, 10th year of Nabuwat, ~3 years before Hijrah
Companion on the journey	Hazrat Zayd bin Haritha (رضي الله تعالى عنه)
Tribe of Taif	Banu Thaqeef
Three chiefs of Taif	'Abdyalayl, Mas'ud, and Habeeb (brothers)
Owners of the orchard	'Otba and Shayba, sons of Rabi'a
Slave who brought grapes	Addaas (a Christian from Naynawa/Nineveh)
Angels who appeared	Hazrat Jibreel (عليه السلام) and the Angel of the Mountains



Item	Detail
Central theme	Patience, faith, and forgiveness in the face of persecution

Diagram

Journey to Taif — Sequence of Events: A purely textual/schematic timeline of the key events of the journey to Taif as described in the passage, from the circumstances that prompted the journey through to the Prophet's (ﷺ) forgiveness of the people of Taif, shown as labelled boxes connected by a single line (no illustrated human figures).



Journey to Taif — Sequence of Events

Short Questions & Answers

Why did Hazrat Muhammad (ﷺ) travel to Taif?

After the deaths of Hazrat Abu Talib and Hazrat Khadija-tul-Kubra (رضي الله تعالى عنها) and amid severe persecution, boycott, and economic sanctions by the Quraysh in Makkah, he (ﷺ) was in great need of spiritual peace and support to deliver his (ﷺ) message of Tawheed, so he (ﷺ) travelled to Taif to preach.



How did the chiefs of Taif respond to the message of Islam?

All three chiefs responded dismissively: one mockingly said he would shave his beard in front of the Ka'bah if the claim were true; another mocked him for lacking the wealth or status of a typical messenger; the third refused to engage at all, calling it too risky either to accept or reject the claim.

What did Hazrat Muhammad (ﷺ) ask the chiefs at the end of his meeting with them?

He (ﷺ) asked them only to keep their views to themselves, so that others would not be misguided by their dismissive remarks.

How did the people of Taif treat Hazrat Muhammad (ﷺ) when he (ﷺ) preached to the public?

The chiefs instigated their slaves and street children to chase him (ﷺ), and when he (ﷺ) began delivering a sermon, they pelted him (ﷺ) with stones, causing severe injuries so that blood trickled down to his (ﷺ) shoes and clotted there.

Who was Addaas, and what was his response to his meeting with Hazrat Muhammad (ﷺ)?

Addaas was a Christian slave from Naynawa (Nineveh) belonging to 'Otba and Shayba. On hearing Hazrat Muhammad (ﷺ) call Hazrat Yunus bin Matta (عليه السلام) his brother and identify himself as a Rasool too, Addaas leaned toward him (ﷺ) in eagerness and kissed his (ﷺ) head, hands, and feet.

What happened to Hazrat Muhammad (ﷺ) when he (ﷺ) was severely injured during his (ﷺ) preaching?

He (ﷺ) fell unconscious from his injuries. Hazrat Zayd bin Haritha (رضي الله عنه) carried him (ﷺ) on his back out of the city and sprinkled water on his (ﷺ) face until he (ﷺ) regained consciousness.

What does the supplication (dua) of Hazrat Muhammad (ﷺ) reveal about his (ﷺ) character and faith?

The dua reveals his (ﷺ) humility, his acknowledgement of the feebleness of his own strength, and his deep reliance on Allah as the Protector of the



oppressed and helpless, along with his hope for Allah's mercy and pleasure rather than His wrath.

Why did Hazrat Muhammad (ﷺ) refuse to curse the people of Taif despite their cruel behaviour?

When the angels offered to crush Taif between its mountains, he (ﷺ) declined, saying he hoped instead that Allah would bring forth from their descendants people who would worship Allah alone — choosing forgiveness over vengeance.

Long Questions & Answers

Describe the hardships Hazrat Muhammad (ﷺ) faced during his journey to Taif and explain how he (ﷺ) responded to them.

What circumstances in Makkah led Hazrat Muhammad (ﷺ) to undertake the journey to Taif?

The journey took place in 619-620 CE, about three years before the Hijrah, after the deaths of his (ﷺ) uncle Hazrat Abu Talib and his (ﷺ) wife Hazrat Khadija-tul-Kubra (رضي الله تعالى عنها). The Quraysh had subjected him (ﷺ) and his (ﷺ) companions to severe brutality, boycott, and economic sanctions, making life in Makkah almost impossible, and he (ﷺ) needed spiritual peace and support to continue his (ﷺ) mission.

How did the chiefs and people of Taif treat Hazrat Muhammad (ﷺ)?

The three chiefs of Taif — 'Abdylayl, Mas'ud, and Habeeb — dismissed and mocked his (ﷺ) message. When he (ﷺ) preached to the wider public, the chiefs instigated slaves and street children to chase and stone him (ﷺ), causing severe injuries, and he (ﷺ) was once forced to take refuge in an orchard to escape the mob.



How did Hazrat Muhammad (ﷺ) respond to this treatment, both at the time and afterwards?

Despite the pain and rejection, he (ﷺ) remained patient and continued preaching wherever possible. When severely injured and left unconscious, he (ﷺ) was carried to safety by Hazrat Zayd bin Haritha (رضي الله تعالى عنه); afterwards, rather than seeking revenge, he (ﷺ) offered a humble supplication to Allah and ultimately chose forgiveness over the angels' offer of punishment.

What does this episode reveal about the character of Hazrat Muhammad (ﷺ)?

It reveals extraordinary patience, spiritual strength, and endurance in the face of extreme suffering, as well as unwavering dedication to his (ﷺ) mission of spreading Tawheed even when met with total rejection. Above all, it reveals his (ﷺ) mercy and compassion, since he (ﷺ) chose to hope for the future guidance of Taif's descendants rather than their destruction.

Discuss the significance of the episode of Addaas and the Prophet's (ﷺ) supplication (dua) at Taif.

Who was Addaas, and what happened when he met Hazrat Muhammad (ﷺ)?

Addaas was a Christian slave from Naynawa (Nineveh), sent by 'Otba and Shayba to bring grapes to Hazrat Muhammad (ﷺ) after they saw his (ﷺ) miserable condition. Struck by hearing 'Bismillah' and by Hazrat Muhammad's (ﷺ) knowledge of Hazrat Yunus bin Matta (عليه السلام), Addaas kissed his (ﷺ) head, hands, and feet in eagerness, though his masters later scolded him for it.

What does the Addaas episode show about the power of sincerity and truth?

It shows that sincerity and truth can touch even a single receptive heart amid a hostile crowd — Addaas's response stands in sharp contrast to the outright



rejection of the chiefs and the mob, suggesting that the message of Tawheed could move people regardless of status or nationality.

What did Hazrat Muhammad (ﷺ) express in his (ﷺ) supplication after being injured?

He (ﷺ) expressed the feebleness of his own strength and resources, his complete reliance on Allah as the Protector of the oppressed and helpless, and his hope that Allah's grant of well-being would be immense to him regardless of his hardship, seeking refuge in the effulgence of Allah's Being.

How did Hazrat Muhammad (ﷺ) respond when the angels offered to punish the people of Taif?

When Hazrat Jibreel (عليه السلام) and the Angel of the Mountains sought his (ﷺ) permission to crush Taif between its mountains, Hazrat Muhammad (ﷺ), embodying mercy and forbearance, declined and instead expressed hope that Allah would bring forth from their descendants people who would worship Him alone.

Multiple Choice Questions (MCQs)

Why did Hazrat Muhammad (ﷺ) go to Taif?

- A. to trade
- B. to visit relatives
- C. to preach
- D. to fight

Answer: C. to preach

Explanation: He (ﷺ) travelled to Taif to preach the message of Tawheed after facing severe persecution in Makkah.

Who accompanied Hazrat Muhammad (ﷺ) on this journey?

- A. Hazrat Abu Bakr (رضي الله تعالى عنه)
- B. Hazrat Umar (رضي الله تعالى عنه)
- C. Hazrat Zayd bin Haritha (رضي الله تعالى عنه)
- D. Hazrat Ali (رضي الله تعالى عنه)



Answer: C. Hazrat Zayd bin Haritha (رضي الله تعالى عنه)

Explanation: He (ﷺ) was accompanied by his (ﷺ) adopted son, Hazrat Zayd bin Haritha (رضي الله تعالى عنه).

Which tribe lived in Taif?

- A. Banu Hashim
- B. Banu Quraysh
- C. Banu Thaqeef
- D. Banu Aws

Answer: C. Banu Thaqeef

Explanation: The tribe of Banu Thaqeef resided in Taif.

What made the people of Taif proud?

- A. their wealth
- B. their cool climate
- C. their army
- D. their trade

Answer: B. their cool climate

Explanation: The rare greenery and cool climate of Taif, uncommon in Arabia, had made its people very proud.

How did the chiefs of Taif respond to the message?

- A. They accepted Islam immediately.
- B. They listened respectfully.
- C. They ridiculed and rejected him (ﷺ).
- D. They asked for time to think.

Answer: C. They ridiculed and rejected him (ﷺ).

Explanation: All three chiefs responded with mockery and outright rejection of the message.

What did the chiefs do after rejecting the message?

- A. They ignored him (ﷺ).
- B. They helped him (ﷺ).
- C. They ordered people to throw stones at him (ﷺ).
- D. They sent him (ﷺ) away politely.

Answer: C. They ordered people to throw stones at him (ﷺ).



Explanation: The chiefs instigated their slaves and street children to chase and stone Hazrat Muhammad (ﷺ).

Who sent grapes to Hazrat Muhammad (ﷺ)?

- A. the chiefs of Taif
- B. a group of villagers
- C. 'Otba and Shayba
- D. Hazrat Zayd (رضي الله تعالى عنه)

Answer: C. 'Otba and Shayba

Explanation: 'Otba and Shayba, the owners of the orchard, took pity on him (ﷺ) and sent grapes through their slave, Addaas.

Who was Addaas?

- A. a chief of Taif
- B. a slave who served grapes
- C. a soldier
- D. a traveler

Answer: B. a slave who served grapes

Explanation: Addaas was a Christian slave of 'Otba and Shayba who brought grapes to Hazrat Muhammad (ﷺ).

What did the angels offer to do at Taif?

- A. Build a mosque
- B. Crush the town between its mountains
- C. Send rain
- D. Guide the chiefs to Islam directly

Answer: B. Crush the town between its mountains

Explanation: Hazrat Jibreel (عليه السلام) and the Angel of the Mountains offered to crush Taif by overturning the mountains upon it.

What did Hazrat Muhammad (ﷺ) hope for instead of punishing Taif?

- A. That the people would be exiled
- B. That their descendants would worship Allah alone
- C. That Makkah would attack Taif
- D. That Taif would be renamed

Answer: B. That their descendants would worship Allah alone



Explanation: He (ﷺ) declared he hoped Allah would bring forth from their descendants people who would worship Allah alone.

Quick Revision Summary

- 'Journey to Taif' is a non-fictional passage by Sayyid Abul Hasan Ali Hasani Nadwi.
- The journey took place in 619-620 CE, the 10th year of Nabuwat, about 3 years before the Hijrah.
- Hazrat Muhammad (ﷺ) was accompanied by Hazrat Zayd bin Haritha (رضي الله تعالى عنه).
- The tribe of Banu Thaqeef lived in Taif; its three chiefs were 'Abdylayl, Mas'ud, and Habeeb.
- The chiefs mocked and rejected the message; their slaves and street children stoned Hazrat Muhammad (ﷺ).
- 'Otba and Shayba sent grapes via their slave Addaas, who was moved to kiss the Prophet's (ﷺ) hands and feet.
- Injured and unconscious, Hazrat Muhammad (ﷺ) was carried to safety by Hazrat Zayd bin Haritha (رضي الله تعالى عنه).
- The angels offered to crush Taif, but Hazrat Muhammad (ﷺ) chose forgiveness over vengeance.
- The theme is unwavering faith, patience, and compassion in the face of extreme hardship and rejection.

Exam Tips

- This unit is a non-fictional/biographical recount — practise identifying its structure (context, events, dialogue, dua, resolution) since exams often test recognition of text type and purpose.
- Learn the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Memorise the sequence of events (background, chiefs' rejection, stoning, Addaas episode, dua, angels' offer, forgiveness) so long answers stay in the correct order.



- Practise reading the Prophet's (ﷺ) dua aloud with appropriate tone and pacing, since this unit's skill focus includes pitch and voice variation for nonfictional texts.
- Review the difference between an idiom and a proverb with your own examples, as this unit's Vocabulary and Grammar section tests that distinction directly.
- Maintain a formal, respectful tone and stick strictly to facts from the text when answering questions about Hazrat Muhammad (ﷺ); avoid inserting personal opinions or unsupported details.



Unit 2: The Last Lesson

This unit presents 'The Last Lesson' by Alphonse Daudet, a short story narrated by a French schoolboy, Franz, set in Alsace during the Franco-Prussian War, on the day French is officially replaced by German as the language of instruction in local schools.

The story follows Franz's late arrival at school, his surprise at the unusual solemnity of the classroom, and his growing realisation — through his teacher M. Hamel's final French lesson — of what it means to lose one's own language and identity.

These notes summarise the story as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/Grammar, Oral Communication, and Writing sections that accompany it.

Learning Objectives

- Demonstrate attentive listening skills in a class setting, taking turns to speak with standard pronunciation and intonation.
- Evaluate how authors use language, including figurative language, and its impact on the reader; express informed opinions and justify a viewpoint.
- Analyse how an author's structural choices (where to begin or end a story, a comic or tragic resolution) contribute to a text's overall meaning and aesthetic impact.
- Identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks.
- Apply editing and proofreading skills to a wide range of texts and contexts.
- Apply the techniques of writing a first draft with sufficient detail, followed by proofreading and editing suited to purpose and audience.



Key Concepts

Franz's Late Arrival and the Unusual Quiet

Franz starts for school very late, dreading M. Hamel's questions on participles, which he has not learned. Tempted by the warm, bright morning and the sight of Prussian soldiers drilling near the saw-mill, he nonetheless resists the urge to skip school and hurries on.

Passing the town hall, he notices a crowd reading the bulletin-board, which for two years had only brought bad news — lost battles, drafts, and orders from the commanding officer. Reaching school out of breath, he is struck by an unusual stillness in place of the usual bustling commotion, and has to walk in and take his seat before everybody, expecting a scolding.

The Announcement of the Last Lesson

M. Hamel, instead of scolding him, kindly tells Franz to take his seat quickly. Only then does Franz notice that his teacher is dressed in his best clothes — a green coat, frilled shirt, and black silk cap — usually worn only on inspection and prize days, and that village elders such as old Hauser, the former mayor, and the former postmaster are quietly seated on the back benches.

M. Hamel then announces, in a grave and gentle tone, that this is the last lesson he will give: an order has come from Berlin that only German will be taught in the schools of Alsace and Lorraine from the next day onward, and the new teacher arrives tomorrow. This is Franz's last French lesson, and M. Hamel asks the class to be very attentive.

Franz's Change of Heart

The news strikes Franz like a thunder-clap. He immediately regrets not having learned his lessons properly, and his books — which had felt like such a nuisance before — suddenly become like old friends he cannot bear to give up. His feelings about M. Hamel also change: forgetting the teacher's strict ruler and crankiness, Franz is now saddened at the thought of never seeing him again.



He realises that the village elders are present in class because they, too, regret not having attended school more often, and their presence is their way of thanking M. Hamel for forty years of faithful service and showing respect for a country that is theirs no more.

The Recitation and M. Hamel's Reflection

Called upon to recite the rule for participles, Franz gets mixed up on the first words. Rather than scolding him, M. Hamel gently reflects that everyone in Alsace has been guilty of putting off learning until tomorrow, blaming himself too for having often given Franz holidays or sent him on errands instead of lessons.

M. Hamel then speaks about the French language itself, calling it the most beautiful, clearest, and most logical language in the world, and urging the class to guard it carefully — because, he says, when a people are enslaved, holding fast to their language is like holding the key to their prison.

The Final Lessons of the Day

The class proceeds through a grammar lesson that Franz understands with unusual ease, followed by a writing lesson using new copies reading 'France, Alsace, France, Alsace,' which look like little flags hanging from the desks. The room is completely silent except for the scratching of pens, as even the youngest pupils work diligently.

M. Hamel sits motionless, gazing around the little schoolroom as if trying to fix every detail in his memory after forty years there. The lessons continue through history and the babies' alphabet chant, with old Hauser spelling along tearfully, his voice trembling with emotion.

The Closing Scene: 'Vive La France!'

At noon, the church-clock strikes twelve, followed by the Angelus, as the trumpets of the returning Prussian soldiers sound outside. M. Hamel stands, very pale, and tries to speak to the class but is too choked with emotion to continue.

Turning to the blackboard, he writes with all his strength: 'Vive La France!' ('Long Live France!'). Then, without another word, he leans his head against the wall and gestures with his hand that school is dismissed.



Theme

The theme of 'The Last Lesson' centres on the importance of language as a symbol of identity, culture, and national pride. The story reflects how people often take their language, education, and freedom for granted until they are threatened with losing them.

Through Franz's eyes, the story shows how language binds people to their history and heritage, and M. Hamel's final lesson becomes a moving tribute to the French language and a moment of collective regret for having neglected it — urging readers to appreciate and preserve their own cultural roots before they, too, are taken away.

About the Author

Alphonse Daudet was a French novelist and short story writer known for his vivid portrayals of rural life and deep patriotism. Born in 1840 in Nîmes, France, he began his career as a schoolteacher before turning to journalism and literature.

His works often reflect the struggles of ordinary people and the impact of historical events on their lives, and 'The Last Lesson' captures the pain of losing one's language and identity. Daudet wrote with simplicity, emotion, and a strong sense of place and time, and remains a respected figure in French literature.

Important Definitions (Glossary)

anxious

worried or nervous about something

apprentice

a person learning a trade or skill from someone experienced

blushed

turned red in the face because of embarrassment or shyness

dreadful

very bad, terrible, or causing fear

edge

the outer or farthest point of something



embroidered

decorated with patterns sewn using thread

emotion

a strong feeling like happiness, sadness, anger, or fear

floating

staying or moving on the surface of water

gentle

kind, soft, or not harsh

gesture

a movement of the hand or body to express an idea or feeling

logical

reasonable; making sense; based on facts; rational

motionless

still; not moving

nuisance

something or someone that is annoying or causes trouble

scolding

speaking angrily to someone because they did something wrong

trembled

shook slightly, often from fear, cold, or weakness

Key Facts

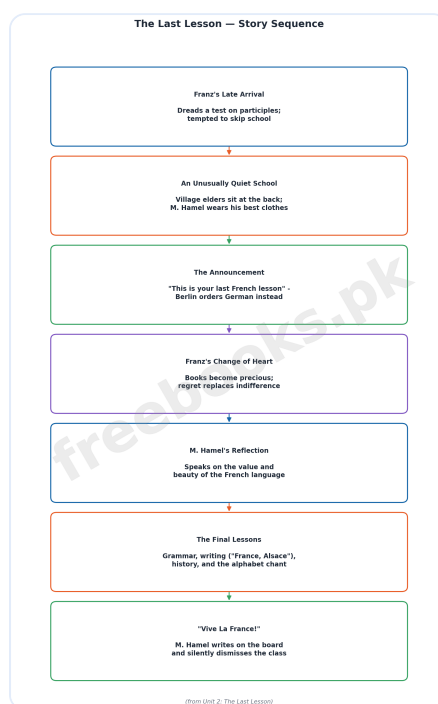
Item	Detail
Author	Alphonse Daudet (born 1840, Nîmes, France)
Narrator	Franz, a French schoolboy in Alsace
Setting	A village school in Alsace, during the Franco-Prussian War
Teacher	M. Hamel, who has taught for forty years



Item	Detail
Subject Franz feared being tested on	Participles (French grammar)
Order from Berlin	Only German to be taught in Alsace and Lorraine from the next day
Elderly villager present	Old Hauser, with his primer and spectacles
Words written on the blackboard	'Vive La France!' ('Long Live France!')
Central theme	Language as a symbol of identity, culture, and national pride

Diagram

The Last Lesson — Story Sequence: A purely textual/schematic timeline of the key events of the story, from Franz's late arrival through M. Hamel's announcement, the final lessons, and the closing 'Vive La France!' scene, shown as labelled boxes connected by a single line.



The Last Lesson — Story Sequence



Short Questions & Answers

Why was Franz afraid of going to school that morning?

He was in dread of a scolding because M. Hamel had said he would question the class on participles, and Franz did not know the rule at all.

What tempted Franz to skip school and spend the day outside?

The warm, bright weather, the chirping birds at the edge of the woods, and the sight of Prussian soldiers drilling in the open field tempted him more than facing the participle rule.

What unusual things did Franz notice when he reached the school?

Instead of the usual bustle and noise, the school was completely still; M. Hamel was dressed in his fine green coat, frilled shirt, and black silk cap; and village elders were seated quietly on the normally empty back benches.

Why were the village people sitting at the back of the classroom?

They were sitting there because they regretted not having attended school more often, and their presence was their way of thanking M. Hamel for his forty years of faithful service and showing respect for their country, which was theirs no more.

What news had come from the bulletin-board near the town hall?

For the past two years, the bulletin-board had brought only bad news — lost battles, the draft, and orders from the commanding officer; on this day it announced the order from Berlin replacing French with German in local schools.

What did M. Hamel say about the French language?

He said French was the most beautiful language in the world, the clearest and most logical, and that people must guard it carefully, because holding fast to one's language when enslaved is like holding the key to one's prison.

How did Franz's feelings about school, books, and M. Hamel change during the lesson?

His books, once seen as a nuisance, suddenly felt like old friends he could not give up, and his irritation with M. Hamel's strictness turned into sorrow at the thought of never seeing him again.

What emotions did the people in the classroom feel during the last lesson? Give two examples.



Old Hauser cried while spelling along with the alphabet chant, his voice trembling with emotion; M. Hamel himself grew so choked with emotion at the end that he could not finish speaking to the class.

Why did M. Hamel wear his special clothes that day?

He wore his fine Sunday-clothes in honour of this last lesson, marking the solemn importance of the occasion after forty years of teaching.

What was the significance of the phrase 'Vive La France' written on the blackboard?

It was M. Hamel's final, wordless expression of patriotism and love for his country and language, written with all his strength as a farewell tribute at the very end of French instruction in the school.

Long Questions & Answers

Describe how Franz's attitude towards school, his books, and his teacher changes over the course of the story.

How does Franz feel about school at the beginning of the story?

At the start, Franz dreads school because he fears being questioned on participles he has not learned, and he is even tempted to skip school entirely for a day outdoors, seeing his books and lessons as a burden.

What causes Franz's attitude to change?

M. Hamel's announcement that this is the last French lesson, due to the order from Berlin replacing French with German, strikes Franz like a thunder-clap and makes him instantly regret not having learned his lessons properly.

How does Franz's view of his books and M. Hamel change after the announcement?

His books, which had seemed such a nuisance a while before, suddenly feel like old friends he cannot give up, and his frustration with M. Hamel's strict ruler and crankiness is replaced by sorrow at the idea of never seeing him again.



What does this change in Franz reveal about the story's theme?

It shows how people often only realise the value of their language, education, and teachers when faced with losing them, reinforcing the story's central theme of language as a precious part of one's identity and heritage.

Discuss the significance of M. Hamel's final lesson and his closing message to the class.

Why does M. Hamel dress so formally and why are village elders present?

M. Hamel wears his fine Sunday-clothes in honour of the occasion, marking the seriousness of the last lesson after forty years of teaching. The village elders, including old Hauser, sit quietly on the back benches out of regret for not attending school more and to thank M. Hamel for his years of service.

What does M. Hamel say about the French language, and why is it important?

He calls French the most beautiful, clearest, and most logical language in the world, and tells the class to guard it carefully, since holding on to one's own language, even under oppression, is like holding the key to one's prison.

How does M. Hamel conduct the rest of the day's lessons?

He patiently teaches grammar, writing (using copies reading 'France, Alsace'), history, and the youngest pupils' alphabet chant, sitting motionless at times as if trying to memorise every detail of the schoolroom before he must leave it.

How does the story end, and what does M. Hamel's final gesture mean?

At noon, overcome with emotion and unable to speak, M. Hamel writes 'Vive La France!' on the blackboard with all his strength, then gestures silently that school is dismissed — a powerful, wordless expression of patriotism and farewell that captures the story's central message.

Multiple Choice Questions (MCQs)

Who is the narrator of the story?



- A. Hamel
- B. Franz
- C. Hauser
- D. Wachter

Answer: B. Franz

Explanation: Franz, a French schoolboy in Alsace, narrates the story.

What subject was Franz dreading to be questioned on?

- A. history
- B. grammar
- C. participles
- D. vocabulary

Answer: C. participles

Explanation: Franz feared being questioned on the rule for participles, which he had not learned.

French was being replaced with _____ in schools?

- A. German
- B. Spanish
- C. Latin
- D. English

Answer: A. German

Explanation: The order from Berlin required only German to be taught in the schools of Alsace and Lorraine.

What did the bulletin-board usually bring?

- A. weather
- B. good news
- C. bad news
- D. holidays

Answer: C. bad news

Explanation: For two years, the bulletin-board had only brought bad news such as lost battles and drafts.

Who wore a three-cornered hat?

- A. Franz
- B. M. Hamel
- C. Hauser



D. Wachter

Answer: C. Hauser

Explanation: Old Hauser, the former mayor, wore a three-cornered hat and sat at the back of the classroom.

What did the villagers come to the school for?

A. to protest

B. to say goodbye

C. to show respect

D. to learn German

Answer: C. to show respect

Explanation: The villagers came to show their respect for M. Hamel's forty years of service and for their country.

What did M. Hamel wear for the last lesson?

A. uniform

B. suit

C. casuals

D. Sunday-clothes

Answer: D. Sunday-clothes

Explanation: M. Hamel wore his fine Sunday-clothes in honour of the last lesson.

Which language had been taught in the school before the order from Berlin?

A. English

B. Spanish

C. French

D. Prussian

Answer: C. French

Explanation: French had been the language of instruction before Berlin ordered German to replace it.

What did M. Hamel write on the blackboard?

A. France Forever

B. Long Live France

C. Vive La France

D. Goodbye France



Answer: C. Vive La France

Explanation: M. Hamel wrote 'Vive La France!' on the blackboard as his final act before dismissing the class.

What time did the church-clock strike at the end?

- A. eleven
- B. twelve
- C. one
- D. ten

Answer: B. twelve

Explanation: The church-clock struck twelve, followed by the Angelus, signalling the end of the last lesson.

Quick Revision Summary

- 'The Last Lesson' is a short story by Alphonse Daudet, narrated by the schoolboy Franz.
- Franz nearly skips school, fearing a test on participles, but arrives to find the classroom unusually quiet and solemn.
- M. Hamel, dressed in his best clothes, announces this is the last French lesson, as Berlin has ordered only German to be taught.
- Village elders, including old Hauser, sit at the back of the room to honour M. Hamel and show regret for not attending school more.
- Franz's attitude changes instantly: his books become precious and his feelings for M. Hamel turn to sorrow and affection.
- M. Hamel calls French the most beautiful and logical language and urges the class to guard it, comparing it to a key to freedom.
- The class works through grammar, writing ('France, Alsace'), history, and the alphabet chant in complete, emotional silence.
- At noon, overcome with emotion, M. Hamel writes 'Vive La France!' on the blackboard and silently dismisses the class.
- The story's theme is language as a symbol of identity, culture, and national pride, often appreciated only when threatened.



Exam Tips

- This unit is a short story — practise identifying narrative structure (beginning, rising action, climax, resolution) since exams often test how the author's structural choices affect meaning.
- Learn the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Memorise the sequence of events (late arrival, unusual quiet, announcement, recitation, final lessons, 'Vive La France!') so long answers stay in the correct order.
- Review the difference between adjectival, prepositional, and adverbial phrases with your own examples, since this unit's Vocabulary and Grammar section tests all three directly.
- Practise the editing and proofreading exercise style shown in this unit — spotting spelling, grammar, and punctuation errors is a recurring skill-based question type.
- When answering questions about the story's theme, connect specific details (the copies reading 'France, Alsace', M. Hamel's final words) to the broader idea of language as identity.



Unit 3: On His Blindness (Poem)

This unit presents 'On His Blindness' by John Milton, a Petrarchan sonnet in which the poet reflects on the loss of his eyesight and his fear that he can no longer serve God (referred to in the textbook alongside 'Allah (جَلَّ جَلَالُهُ)') effectively through his talent.

The poem moves from an anguished, questioning octave — in which the poet worries that his 'one talent' now lies useless — to a calm, reassuring sestet, voiced by the personified figure of Patience, which teaches that faithful, humble waiting is itself a form of service.

These notes summarise the poem as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/Grammar, Oral Communication, and Writing sections that accompany it.

Learning Objectives

- Ask and answer questions for a range of communicative purposes.
- Critique reading interpretations, taking account of others' views on reading.
- Provide an objective summary of a range of texts.
- Clarify the meaning of unknown and multiple-meaning words and phrases using context clues, word patterns, and reference materials such as dictionaries and thesauruses.
- Write and critique (self/peer checking) a final draft after editing and proofreading, ensuring each paragraph's topic sentence supports the main idea.
- Apply skills and strategies for idea generation, selection, development, organisation, and revision across a variety of writing purposes and text types.



Key Concepts

About the Poem and Poet

'On His Blindness' is a sonnet by John Milton, a major English poet and intellectual of the seventeenth century. Born in 1608 in London and educated at Cambridge University, Milton is best known for his epic poem *Paradise Lost*, one of the greatest works in English literature.

Milton became completely blind during his life, yet continued to write with remarkable determination. His poetry often deals with themes of faith, morality, and human struggle, and he remains one of the most influential poets in the history of English literature.

The Octave: The Poet's Doubt and Complaint

In the opening lines, the poet considers how his 'light' (eyesight) has been spent before half his days are over, in this 'dark world and wide.' He reflects on the 'one talent' given to him — his God-given ability, likely his gift for poetry — which now feels 'lodged' uselessly within him, even though his soul is eager to use it to serve his Maker and present a true account of his life's work.

The poet fears being scolded ('chide') by God upon His return if he fails to use this talent, and so he fondly (foolishly) asks whether God 'exact[s] day-labour' even when 'light' (sight) has been denied to him — questioning whether God truly demands active work from someone who physically cannot perform it.

The Volta and the Sestet: Patience's Reply

Before this 'murmur' (complaint) can fully form, the personified figure of Patience interrupts to prevent it, replying that God does not need either man's labour or His own gifts back. Rather, those who best 'bear his mild yoke' — who accept God's will patiently and without resistance — serve Him best.

Patience explains that God's state is 'kingly': thousands of others rush at His command across land and ocean without rest, actively carrying out His will. But this does not mean patient waiting is worthless — the poem concludes with its



most famous line: 'They also serve who only stand and wait,' affirming that quiet, humble endurance is itself a valid and valuable form of service.

Theme

The theme of 'On His Blindness' revolves around patience, faith, and acceptance of God's will. The poet expresses his inner struggle after losing his eyesight and fears that he can no longer serve God effectively, worrying that his talent has become useless and that he may be judged for not using it.

However, the poem shifts from doubt to reassurance through the voice of Patience. It teaches that God does not demand great deeds from everyone, especially from those who are unable to act, and that true service lies in obedience, humility, and trust in the divine will.

Form and Poetic Devices

The poem is a Petrarchan (Italian) sonnet of fourteen lines, structured as an octave (the first eight lines, presenting the poet's problem and doubt) followed by a sestet (the final six lines, offering Patience's resolving answer) — a turn in tone and argument known as the volta.

Milton uses personification (Patience as a speaking figure), a biblical allusion (the parable of the talents, in which a servant who buries rather than uses his talent is rebuked), and the extended metaphor of 'light' for both physical sight and spiritual/creative capacity throughout the poem.

Important Definitions (Glossary)

chide

to scold, rebuke

denied

refused, not allowed

ere

before (an old English word)

lodged

kept, placed in a particular position



mild

gentle, not harsh

murmur

a soft complaint; low, unclear sound

stand

to remain firm, stay in a position, to remain patient

talent

intellect (here, a God-given ability or gift)

wait

to stay calm patiently

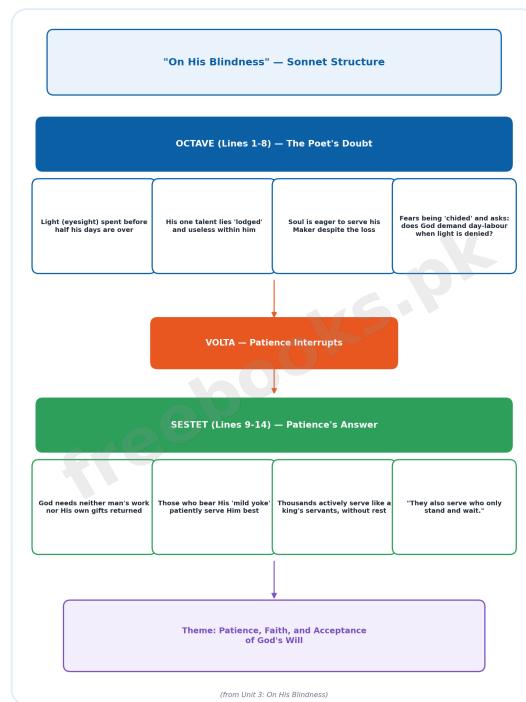
Key Facts

Item	Detail
Poet	John Milton (1608-1674), London
Poem form	Petrarchan (Italian) sonnet — octave + sestet
Poet's best-known work	Paradise Lost
Central image	The poet's lost 'light' (eyesight) and his 'one talent'
Speaker of the sestet's answer	The personified figure of Patience
Most famous line	'They also serve who only stand and wait.'
Central theme	Patience, faith, and acceptance of God's will

Diagram

On His Blindness — Structure of the Sonnet: A purely textual/schematic diagram contrasting the octave (the poet's doubt and complaint about his lost sight and useless talent) with the sestet (Patience's reassuring answer), showing the volta (turn) between them.





On His Blindness — Structure of the Sonnet

Short Questions & Answers

What does the poet mean by 'my light is spent'?

He means that his eyesight has been used up or lost — he has gone blind — before half of his expected lifespan ('days') has passed.

Why does the poet feel that his 'talent' is useless?

He feels his God-given talent, likely his gift for writing, now lies 'lodged' and unused within him because his blindness prevents him from actively working with it, even though his soul is eager to serve.

What fear does the poet express about serving God?

He fears that God will return and 'chide' (scold) him for not having used his talent, and worries about presenting a 'true account' of a life in which his gift went to waste.

What question does the poet ask about God's expectations?

He fondly (foolishly) asks, 'Doth God exact day-labour, light denied?' — questioning whether God truly demands active daily work from someone whose sight, and thus ability to work, has been taken away.

Who answers the poet's doubt in the poem?



The personified figure of Patience answers the poet's doubt, interrupting before his complaint (murmur) can fully form.

What is meant by 'bear his mild yoke'?

It means to accept God's will and guidance patiently and without resistance, as one would carry a gentle burden placed upon them.

How does the poem describe those who actively serve God?

It describes thousands who rush at God's command, travelling swiftly over land and ocean without rest, actively carrying out His will like a king's many servants.

What is the meaning of the line 'They also serve who only stand and wait'?

It means that patient, humble waiting and quiet endurance — not just active labour — is itself a valid and valuable form of service to God.

What is the central message or moral of the poem?

The central message is that true service to God does not always require visible action; patience, humility, and acceptance of one's circumstances are equally valuable forms of devotion.

Long Questions & Answers

Explain the poet's inner conflict in the octave of 'On His Blindness' and how it is resolved in the sestet.

What problem does the poet describe in the octave?

The poet describes how his eyesight ('light') has been spent before half his life is over, leaving his one talent 'lodged' uselessly within him, even though his soul remains eager to use it to serve his Maker and account for his life's work.

What fear and question arise from this problem?

He fears being scolded by God for failing to use his talent, and fondly asks whether God really demands active 'day-labour' from someone whose sight, and so ability to work, has been denied to him.



How does Patience answer the poet's doubt?

Patience explains that God does not need man's work or His own gifts returned; rather, those who bear God's 'mild yoke' patiently, accepting His will, serve Him best, since God's state is 'kingly' and does not depend on any one servant's active labour.

What is the resolution, and what does it reveal about the poem's theme?

The resolution comes in the famous closing line, 'They also serve who only stand and wait,' revealing that patient acceptance is itself valuable service — reflecting the poem's central theme of faith, humility, and trust in God's will even amid personal loss.

Discuss the poetic form and devices used in 'On His Blindness' and their effect on its meaning.

What form does the poem take, and how is it structured?

The poem is a Petrarchan sonnet made up of an octave (the first eight lines) and a sestet (the final six lines), with a turn in tone and argument, called the volta, occurring between them.

How does personification contribute to the poem?

Patience is personified as a speaking figure who interrupts the poet's complaint and delivers the poem's resolving message, giving an abstract virtue a voice and authority within the poem.

What role does the image of 'light' play throughout the poem?

'Light' serves as an extended metaphor for both the poet's physical eyesight and his spiritual or creative capacity, linking his literal blindness to his deeper anxiety about being unable to fulfil his God-given purpose.



How does the poem's structure support its overall theme?

The octave's doubt and the sestet's calm reassurance mirror the poem's movement from spiritual anxiety to acceptance, reinforcing the theme that patience and humility are themselves meaningful forms of service.

Multiple Choice Questions (MCQs)

What does 'my light is spent' mean?

- A. lost hope
- B. lost sight
- C. lost wealth
- D. lost friends

Answer: B. lost sight

Explanation: 'My light is spent' refers to the poet's loss of eyesight (blindness).

The poet worries his talent is...

- A. useful still
- B. completely lost
- C. useless now
- D. overrated gift

Answer: C. useless now

Explanation: He worries his God-given talent now lies 'lodged' uselessly within him due to his blindness.

"Doth God exact day-labour, light denied?" shows the poet...

- A. expresses anger
- B. asks doubt
- C. seeks wealth
- D. plans travel

Answer: B. asks doubt

Explanation: This line shows the poet questioning, in doubt, whether God demands active labour from someone denied sight.

"Bear his mild yoke" means...

- A. carry burden
- B. obey patiently
- C. work actively



D. suffer silently

Answer: B. obey patiently

Explanation: To 'bear his mild yoke' means to accept and obey God's will patiently.

People unable to serve actively...

A. are useless

B. can serve

C. must work

D. should cry

Answer: B. can serve

Explanation: The poem teaches that people unable to serve actively can still serve through patience and acceptance.

The main lesson of the poem is _____ matters.

A. wealth

B. patience

C. courage

D. strength

Answer: B. patience

Explanation: The poem's central lesson is that patience, not just active labour, matters in serving God.

"Ere half my days" means...

A. early life

B. midlife point

C. night time

D. noon hour

Answer: B. midlife point

Explanation: 'Ere half my days' means before half of the poet's expected lifespan had passed — around midlife.

"They also serve who only stand and wait" means...

A. active work

B. patient service

C. physical standing

D. tireless effort

Answer: B. patient service



Explanation: This famous line means that patient, humble waiting is itself a valid form of service.

Quick Revision Summary

- 'On His Blindness' is a Petrarchan sonnet by John Milton, author of *Paradise Lost*.
- The octave presents the poet's doubt: his 'light' (eyesight) is spent, and his 'one talent' lies useless.
- He fears God's rebuke and asks whether God demands 'day-labour' when sight has been denied.
- The personified figure of Patience answers in the sestet, preventing his complaint (murmur).
- Patience explains that bearing God's 'mild yoke' — patient acceptance — is itself the best service.
- God's state is 'kingly'; thousands actively serve Him, but active labour is not the only valid service.
- The poem ends with its most famous line: 'They also serve who only stand and wait.'
- The central theme is patience, faith, and acceptance of God's will despite personal loss.

Exam Tips

- This unit is a sonnet — learn its structure (octave + sestet, divided by the volta) since exams often test recognition of poetic form.
- Learn the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Practise explaining the famous closing line 'They also serve who only stand and wait' in your own words, as it is the poem's most frequently tested line.
- Be ready to identify poetic devices used in the poem — personification (Patience), extended metaphor (light), and biblical allusion (the parable of the talents).
- Review context-clue and word-pattern strategies from the Vocabulary and Grammar section, since this unit's skill focus is on clarifying unfamiliar word meanings.



- When answering theme-based questions, connect the poet's personal loss of sight to the universal lesson about patience and humble service.



Unit 4: The Power of Digital Learning

This unit presents an informative essay, 'The Power of Digital Learning,' which explores how MOOCs (Massive Open Online Courses), Twitter, and LinkedIn have reshaped how people learn, share ideas, and build professional careers in the 21st century.

The essay explains each platform's features and educational value, discusses the advantages and limitations of digital learning, and shows how the three platforms work together to create a powerful ecosystem for lifelong learning and career growth.

These notes summarise the essay as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading (organisational patterns), Vocabulary/Grammar (denotative-connotative meaning), Oral Communication, and Writing Skills sections that accompany it.

Learning Objectives

- Use complex questions for a range of audiences.
- Analyse organisational patterns in a text: list/sequence, comparison-contrast, cause-effect, problem-solution, and reasons/assumptions-conclusion.
- Distinguish between the connotative and denotative meanings of words, including similar and dissimilar denotations, and their appropriate use in a variety of writing and texts.
- Write multiple paragraphs, essays, or stories, poems, or playscripts using correct mechanics for written English.
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.



Key Concepts

Introduction: Learning Beyond the Classroom

The essay opens by noting that in the 21st century, education and career development are no longer confined to classrooms and traditional workplaces. The rise of the internet and digital platforms has reshaped how people acquire knowledge, build skills, and connect with professional communities.

Among these innovations, MOOCs, Twitter, and LinkedIn stand out as transformative tools that together represent a powerful blend of learning, sharing, and networking, changing the very meaning of education and career growth.

MOOCs: Learning Without Borders

MOOCs (Massive Open Online Courses) are online courses accessible to anyone with an internet connection, offered by universities and organisations such as Coursera, edX, and Future Learn, featuring courses from institutions like Harvard, MIT, and Oxford.

Their key advantages are accessibility (learners anywhere can access world-class education) and flexibility (most MOOCs are self-paced, with recorded lectures, readings, forums, and interactive quizzes). MOOCs teach valuable 21st-century skills like digital literacy, problem-solving, and critical thinking, and often provide certificates for résumés and LinkedIn profiles.

Their main limitations are the lack of personal interaction compared to face-to-face classrooms and low completion rates, as learners often drop out before finishing. Despite these challenges, MOOCs have had a profound impact on global education by offering affordable or free learning opportunities.

Twitter: The Micro-University of Ideas

Twitter, with its short-form character limit, encourages concise communication and functions as a 'micro-university of ideas,' where experts, thought leaders, and learners share ideas in digestible pieces. Students and professionals can



follow academics and organisations to receive updates in their fields, and hashtags like #EdTech create learning communities.

Twitter's strength is real-time learning: breaking news, discoveries, and live discussions are instantly accessible. It also lets students build a professional voice by sharing insights, though professionalism and critical thinking are essential since posts become part of one's public identity.

Its risks include information overload, misinformation, and unproductive arguments, meaning users must develop strong digital literacy skills to filter reliable sources from unreliable ones.

LinkedIn: The Professional Network

LinkedIn is described as 'the global career fair and networking event rolled into one' — a professional networking platform where individuals showcase skills, experience, and achievements, connecting job seekers with employers and professionals with industry peers.

A well-structured LinkedIn profile serves as a dynamic online résumé, listing education, internships, certifications (including MOOC certificates), and skills, and can include posts, articles, and recommendations. LinkedIn also enables networking with industry leaders and alumni, and functions as a powerful job and internship search engine.

LinkedIn Learning offers professional development courses from leadership to coding, with certificates that signal competence to employers.

How the Platforms Work Together

The essay explains that MOOCs, Twitter, and LinkedIn form a powerful ecosystem: MOOCs provide knowledge and skills, Twitter offers real-time insight and community engagement, and LinkedIn showcases achievements and connects learners to career opportunities.

For example, a student could take a MOOC in data science, share insights on Twitter to engage with the community, and list the certification on LinkedIn to attract recruiters — turning passive learning into an active career-building strategy.



Digital Literacy, Responsibility, and the Future

The essay stresses that these platforms demand digital literacy and responsible use: students must evaluate sources, protect personal information, and balance online engagement with offline life, since overuse causes distraction while underuse means missed opportunities.

Tips for students include setting clear goals for each platform, allocating specific times for online activities, verifying information before sharing, and maintaining a professional and respectful tone.

Looking ahead, the essay predicts greater integration of learning and networking through virtual reality classrooms, AI-powered career guidance, and personalised course recommendations, with adaptability becoming the most valuable skill of all.

Conclusion and Theme

The essay concludes that MOOCs, Twitter, and LinkedIn are gateways to opportunity, enabling anyone to learn from world-class educators, engage with global communities, and connect with industry leaders. The key is to use these platforms wisely, with purpose, curiosity, and integrity.

The theme of the unit is the transformative role of digital platforms in modern education and career development, showing how MOOCs, Twitter, and LinkedIn together create a powerful ecosystem for lifelong learning while emphasising digital literacy and responsible online behaviour.

Important Definitions (Glossary)

acquire

to gain or get something, especially knowledge or skills

adaptability

the ability to change and adjust to new situations easily

collaborate

to work together with others to achieve a goal

concise



giving a lot of information clearly and in a few words

curiosity

the strong desire to know or learn something

dynamic

constantly changing, active, and full of energy

integration

combining different parts into a whole so they work well together

interactive

allowing two-way communication or active participation

motivated

having a strong reason or desire to do something

offline

not connected to the internet or a network

reliable

able to be trusted or depended on

remote

far away

traditional

following old customs and beliefs

visibility

the state of being seen or noticed easily

Key Facts

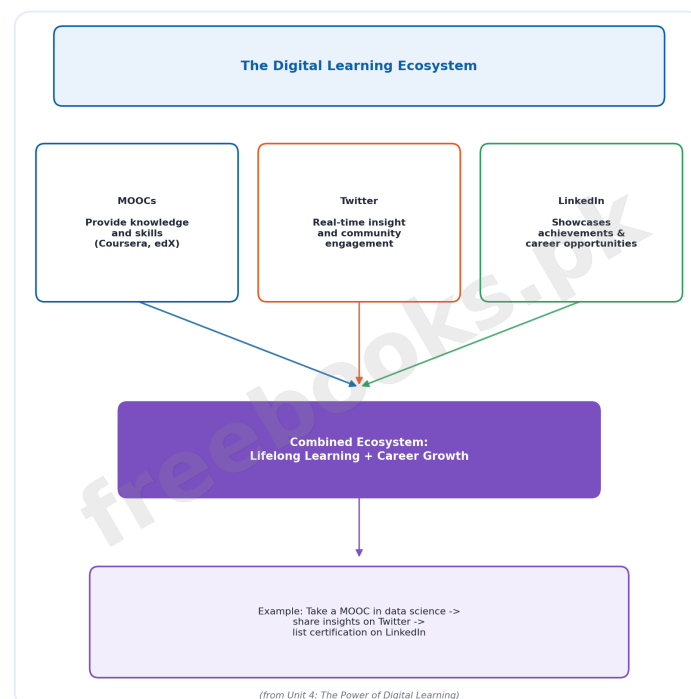
Item	Detail
MOOCs stands for	Massive Open Online Courses
Major MOOC platforms	Coursera, edX, Future Learn (courses from Harvard, MIT, Oxford, etc.)
Twitter's role	'Micro-university of ideas' — concise, real-time learning and discussion



Item	Detail
LinkedIn's role	Professional networking platform and online résumé; also offers LinkedIn Learning
Key advantage of MOOCs	Accessibility and flexibility (self-paced learning)
Key limitation of MOOCs	Lack of personal interaction; low completion rates
Central theme	The transformative role of digital platforms in modern education and career development
Most valuable future skill (per essay)	Adaptability

Diagram

How MOOCs, Twitter, and LinkedIn Work Together: A three-part diagram showing MOOCs providing knowledge and skills, Twitter offering real-time insight and community engagement, and LinkedIn showcasing achievements and connecting learners to career opportunities — combining into one digital-learning ecosystem.



How MOOCs, Twitter, and LinkedIn Work Together



Short Questions & Answers

What does the term MOOCs stand for, and what is its main purpose?

MOOCs stands for Massive Open Online Courses. Their main purpose is to provide online courses accessible to anyone with an internet connection, allowing large numbers of learners worldwide to access quality education.

Name two major platforms that provide MOOCs and the universities they partner with.

Two major platforms are Coursera and edX, which offer courses from universities such as Harvard, MIT, and Oxford.

List two key advantages of MOOCs mentioned in the essay.

Two key advantages are accessibility (learners anywhere can access world-class education) and flexibility (most MOOCs are self-paced, fitting around learners' other responsibilities).

What is one major limitation of MOOCs that can affect learners' success?

One major limitation is the lack of personal interaction compared to face-to-face classrooms, which can make it harder for learners to stay motivated, leading to low completion rates.

How does Twitter act as a 'micro-university of ideas'?

Twitter's character limit encourages concise communication, allowing experts, thought leaders, and learners to share ideas in digestible pieces, so users can follow academics and organisations to receive the latest updates in their fields.

Give two examples of how students can use Twitter for educational purposes.

A computer science student can follow AI researchers for updates, and students can use hashtags like #EdTech or #ScienceTwitter to join communities that share resources and discuss ideas.

What is the main purpose of LinkedIn for students and professionals?

LinkedIn's main purpose is professional networking — it lets individuals showcase their skills, experience, and achievements, connecting job seekers with employers and professionals with industry peers.

Besides networking, what learning opportunity does LinkedIn provide?



LinkedIn offers LinkedIn Learning, a library of professional development courses covering skills from leadership to coding, with certificates that can be displayed on profiles.

According to the essay, how can MOOCs, Twitter, and LinkedIn work together to benefit a student's career growth?

MOOCs provide knowledge and skills, Twitter offers real-time insight and community engagement, and LinkedIn showcases achievements and connects learners to career opportunities — together turning passive learning into an active career-building strategy.

List two tips given in the essay for students to use these platforms responsibly.

Two tips are: set clear goals for each platform (learning, networking, or sharing), and verify information before sharing or acting on it.

Long Questions & Answers

Discuss how MOOCs, Twitter, and LinkedIn each contribute to modern education and career development.

What role do MOOCs play in modern education?

MOOCs provide accessible, flexible online courses from world-class universities, teaching 21st-century skills like digital literacy, problem-solving, and critical thinking, while offering certificates that strengthen résumés and profiles.

What role does Twitter play in learning and professional engagement?

Twitter functions as a 'micro-university of ideas,' offering real-time learning through breaking news and live discussions, and letting students build a professional voice by following experts and joining topic-based communities.

What role does LinkedIn play in career development?

LinkedIn serves as a dynamic online résumé and professional network, enabling users to showcase skills and achievements, connect with industry leaders, search for jobs and internships, and take LinkedIn Learning courses.



How do these three platforms combine into one ecosystem?

Together they form a powerful ecosystem: MOOCs supply knowledge and skills, Twitter provides real-time insight and community engagement, and LinkedIn showcases achievements and connects learners to career opportunities, turning passive learning into active career-building.

Explain the advantages, limitations, and responsible use of digital learning platforms as presented in the essay.

What are the main advantages of MOOCs discussed in the essay?

The essay highlights accessibility, since learners anywhere can access world-class education, and flexibility, since most MOOCs are self-paced with recorded lectures, readings, forums, and quizzes suited to busy schedules.

What limitations do MOOCs and Twitter present?

MOOCs suffer from a lack of personal interaction and low completion rates, while Twitter's fast flow of information can lead to misinformation and unproductive arguments, requiring strong digital literacy to filter reliable sources.

Why does the essay emphasise digital literacy and responsibility?

Because these platforms demand that students evaluate sources critically, protect personal information, and balance online engagement with offline life, since overuse causes distraction while underuse means missed opportunities.

What tips does the essay give for responsible platform use?

The essay advises setting clear goals for each platform, allocating specific times for online activities, verifying information before sharing, and maintaining a professional and respectful tone at all times.

Multiple Choice Questions (MCQs)

What does MOOCs stand for?

- A. massive open online courses
- B. massive open



- C. major online
- D. modern open

Answer: A. massive open online courses

Explanation: MOOCs stands for Massive Open Online Courses.

Which platform offers courses from Harvard and MIT?

- A. Twitter space
- B. Coursera EdX
- C. LinkedIn jobs
- D. Future Network

Answer: B. Coursera EdX

Explanation: Platforms like Coursera and edX offer courses from Harvard, MIT, and other top universities.

Which is a key advantage of MOOCs?

- A. limited access
- B. flexible schedule
- C. fixed timing
- D. restricted entry

Answer: B. flexible schedule

Explanation: MOOCs are typically self-paced, offering learners a flexible schedule.

Which is a major challenge of MOOCs?

- A. low-cost
- B. high quality
- C. low completion
- D. wide access

Answer: C. low completion

Explanation: A major challenge of MOOCs is their low completion rates, as learners often drop out before finishing.

How is Twitter described in the essay?

- A. micro university
- B. digital library
- C. online college
- D. virtual school



Answer: A. micro university

Explanation: The essay describes Twitter as a 'micro-university of ideas.'

What feature makes Twitter useful for learning?

- A. paid ads
- B. real time
- C. long posts
- D. private groups

Answer: B. real time

Explanation: Twitter's real-time nature makes breaking news and discussions instantly accessible.

What does LinkedIn primarily focus on?

- A. social gaming
- B. professional networking
- C. music sharing
- D. video streaming

Answer: B. professional networking

Explanation: LinkedIn is primarily a professional networking platform.

What is LinkedIn Learning known for?

- A. entertainment news
- B. skill development
- C. political debate
- D. sports update

Answer: B. skill development

Explanation: LinkedIn Learning offers professional development courses for skill development.

How can MOOCs, Twitter, and LinkedIn work together?

- A. learn share
- B. post photos
- C. play games
- D. sell products

Answer: A. learn share

Explanation: Together they let students learn (MOOCs), share and engage (Twitter), and showcase achievements (LinkedIn).



Which skill is essential for using these platforms effectively?

- A. digital literacy
- B. manual writing
- C. physical strength
- D. cooking skills

Answer: A. digital literacy

Explanation: The essay emphasises that digital literacy is essential for using these platforms responsibly and effectively.

Quick Revision Summary

- MOOCs (Massive Open Online Courses) offer accessible, flexible online education from platforms like Coursera and edX, partnering with universities such as Harvard, MIT, and Oxford.
- MOOCs' main advantages are accessibility and flexibility; their main limitations are low interaction and low completion rates.
- Twitter functions as a 'micro-university of ideas,' offering real-time learning, community engagement via hashtags, and a platform for building a professional voice — but also carries risks of misinformation.
- LinkedIn is a professional networking platform serving as a dynamic online résumé, job/internship search engine, and source of LinkedIn Learning courses.
- MOOCs, Twitter, and LinkedIn work together: MOOCs provide knowledge, Twitter offers real-time engagement, and LinkedIn showcases achievements and career opportunities.
- Responsible digital learning requires digital literacy, verifying information, protecting personal data, and balancing online and offline life.
- The essay predicts future integration through virtual reality classrooms and AI-powered career guidance, with adaptability as the most valuable future skill.
- The central theme is the transformative role of digital platforms in modern education and career development.

Exam Tips

- Learn the three platforms (MOOCs, Twitter, LinkedIn) and one key advantage plus one key limitation of each — these are commonly tested individually.



- Practise explaining how the three platforms work together as an ecosystem, since this integration point is a frequent long-answer question.
- Review the glossary words carefully; synonym-in-context questions are commonly drawn from unit glossaries.
- Revise the five organisational patterns (list/sequence, comparison-contrast, cause-effect, problem-solution, reasons-conclusion) from the Reading skill section, as this essay itself uses several of these patterns.
- Be ready to distinguish denotative and connotative meanings of words, using the paired examples from the Vocabulary and Grammar section.
- When answering theme-based questions, connect the essay's discussion of individual platforms to its broader message about digital literacy and responsible use.



Unit 5: The Giving Tree

This unit presents 'The Giving Tree,' a well-known story by American writer and illustrator Shel Silverstein, about a tree that loves a little boy and gives him everything she has throughout his life, asking nothing in return.

The story follows the boy from childhood to old age, showing how his needs change over time — from play, to money, to a house, to a boat, and finally to a quiet place to rest — while the tree keeps giving until only a stump remains.

These notes summarise the story as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading (inference and deduction), Vocabulary/Grammar (figurative language), Oral Communication, and Writing Skills (narrative writing) sections that accompany it.

Learning Objectives

- Speak confidently and fluently in a wide range of contexts (conflict resolution, panel discussion, role-play, dialogue) to fulfil different purposes such as exposition and argumentation.
- Read and use inference and deduction to recognise implicit meaning, using prior knowledge and contextual cues effectively.
- Link new facts, terms, and concepts with prior knowledge, and choose words and phrases for effect.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including figures of speech such as euphemism and oxymoron.
- Write narratives to develop real or imagined experiences or events, using effective techniques, well-chosen details, and well-structured event sequences, with a conclusion that reflects on what is resolved over the course of the narrative.



Key Concepts

About the Author

Shel Silverstein was an American writer, poet, and illustrator known for his unique and imaginative style. He was born in 1930 in Chicago, USA, and became famous for writing children's literature.

Besides writing, he was also a cartoonist, songwriter, and musician. Some of his well-known books include *The Giving Tree* and *Where the Sidewalk Ends*. His writing often combines playful language with serious themes, making it appealing to both children and adults.

Childhood: Play and Companionship

The story begins with a tree who loved a little boy. Every day the boy would gather her leaves to make crowns and play king of the forest, climb her trunk, swing from her branches, eat her apples, play hide-and-go-seek, and sleep in her shade. The boy loved the tree very much, and the tree was happy.

As time passed, the boy grew older and the tree was often alone, marking the first sign of the changing relationship between them.

Youth: The Boy Wants Money

When the boy returns as a young man, he says he is 'too big to climb and play' and wants money to buy things and have fun. The tree, having no money, offers her apples for the boy to sell in the city. The boy gathers and carries away her apples, and the tree is happy — though she is left alone again for a long time, and sad.

Adulthood: The Boy Wants a House

The boy returns wanting a house to keep him warm, since he now wants a wife and children. The tree offers her branches to be cut off and used to build a house. The boy cuts off her branches and carries them away, and the tree is happy, though again left alone for a long time.



Middle Age: The Boy Wants a Boat

When the boy returns, he says he is 'too old and sad to play' and wants a boat to sail far away. The tree offers her trunk to be cut down and made into a boat. The boy cuts down her trunk, and the tree is happy — 'but not really,' signalling the cost of her endless giving.

Old Age: The Boy Needs Rest

In the end, the boy returns as an old man. The tree, now just a stump with nothing left to give — no apples, no branches, no trunk — apologises that she has nothing left. The boy says he no longer needs much, just 'a quiet place to sit and rest,' since he is very tired.

The stump straightens herself up as much as she can and invites the boy to sit and rest. The boy does, and the tree is happy — completing the cycle of giving that defines her relationship with the boy throughout his life.

Theme

The theme of 'The Giving Tree' centres on unconditional love and selfless sacrifice. The tree represents a figure who gives everything without expecting anything in return, while the boy takes from the tree at different stages of his life, reflecting changing human desires and priorities.

The tree's happiness in giving highlights the idea that true love often involves sacrifice, while the story also suggests the imbalance that can exist in relationships where one side only takes, reflecting how people may overlook or take for granted those who care for them deeply. Overall, the story teaches the importance of love, generosity, and appreciating those who give selflessly.

Important Definitions (Glossary)

quiet

calm, silent, not noisy

sail

to travel on water in a boat



shade

a cool, dark area protected from the sun

shook

moved quickly back and forth

sighed

breathed out slowly, often showing tiredness or sadness

stump

the remaining part of a tree after it has been cut down

trunk

the main, thick stem of a tree

warm

having a comfortable, slightly hot temperature

whispered

spoke very softly or quietly

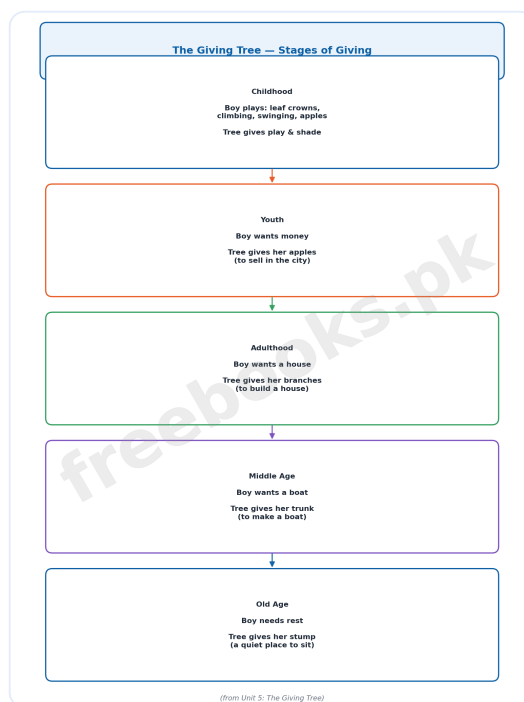
Key Facts

Item	Detail
Author	Shel Silverstein (1930-1999), Chicago, USA
Author's other famous work	Where the Sidewalk Ends
Main characters	The tree and the boy
What the boy takes over his life	Leaves/play, apples (for money), branches (for a house), trunk (for a boat), and finally a stump to rest on
What the tree becomes at the end	An old stump
Central theme	Unconditional love and selfless sacrifice
Reading skill focus	Inference and deduction
Writing skill focus	Narrative writing



Diagram

The Giving Tree — Stages of Giving: A five-stage diagram showing what the boy asks for at each stage of his life (play, money/apples, a house/branches, a boat/trunk, and finally rest/stump) and what the tree gives in return.



The Giving Tree — Stages of Giving

Short Questions & Answers

Who are the main characters in the story?

The main characters are the tree, who loves and gives to the boy throughout his life, and the boy, who takes from the tree at each stage of his life.

How did the boy first play with the tree?

As a child, the boy gathered the tree's leaves to make crowns and play king of the forest, climbed her trunk, swung from her branches, ate her apples, played hide-and-go-seek, and slept in her shade.

Why was the tree happy when the boy took her apples, branches and trunk?

The tree was happy because giving to the boy, whom she loved, brought her joy — her happiness came from being able to help him, even though each gift cost her a part of herself.



What did the boy want when he grew older?

As he grew older, the boy wanted money to buy things and have fun, then a house for his wife and children, then a boat to sail far away, and finally just a quiet place to rest.

How did the boy use the tree's apples, branches, and trunk?

He sold the apples in the city for money, used the branches to build a house, and used the trunk to make a boat to sail away.

How did the tree feel when the boy stayed away for a long time?

The tree felt sad and lonely when the boy stayed away for long periods, though she remained happy and welcoming whenever he returned.

What lesson does the story teach us about love and giving?

The story teaches that true love often involves selfless sacrifice, and that those who give generously deserve to be appreciated rather than taken for granted.

How does the boy's needs change as he grows older?

The boy's needs shift from play as a child, to money as a young man, to a house as an adult, to a boat in middle age, and finally to rest in old age.

What does the stump symbolize at the end of the story?

The stump symbolises the tree's complete self-sacrifice — having given everything she had, all that remains is a humble resting place, showing that even in having nothing left, she still has something to offer.

Why is the story considered a tale of selfless friendship?

It is considered a tale of selfless friendship because the tree continually gives to the boy throughout his life without ever asking for anything in return, embodying unconditional love and generosity.



Long Questions & Answers

Trace the boy's relationship with the tree across the different stages of his life and explain what this reveals about the story's theme.

How does the boy relate to the tree in childhood?

As a child, the boy plays freely with the tree — making leaf crowns, climbing her trunk, swinging from her branches, eating her apples, and sleeping in her shade — and the tree is happy in this companionship.

How does the boy's relationship with the tree change as he grows older?

As the boy grows older, he visits less often and each time asks for something material — money from her apples, a house from her branches, and a boat from her trunk — taking a part of the tree with each visit.

How does the tree respond to the boy's changing demands?

The tree responds by giving whatever she has, whether apples, branches, or her trunk, finding happiness in helping the boy even as she is left with progressively less of herself and often long periods of loneliness.

What does this pattern reveal about the story's theme?

It reveals the story's central theme of unconditional love and selfless sacrifice, while also showing the imbalance in a relationship where one side only takes — a reminder to appreciate those who give without expecting anything in return.

Discuss the ending of 'The Giving Tree' and what it suggests about the nature of the tree's happiness.

What does the tree have left to offer by the end of the story?

By the end, the tree has given her apples, branches, and trunk, leaving her as just an old stump with nothing more to give the boy, who has also grown old.



What does the boy ask for in his final visit?

In his final visit, the boy, now old and tired, says he no longer needs much — just a quiet place to sit and rest.

How does the tree respond, and what is significant about this response?

The tree straightens herself up as much as she can and invites the boy to sit and rest on her stump, showing that even with nothing material left, she still finds a way to give something of herself.

What does the final line 'and the tree was happy' suggest about her happiness throughout the story?

It suggests that the tree's happiness was never really about what she had, but about being able to give to and be with the boy she loved — reinforcing the theme that true love finds fulfilment in selfless giving, even when what is given seems small.

Multiple Choice Questions (MCQs)

Who is happy in the story?

- A. the boy
- B. the tree
- C. both
- D. neither

Answer: B. the tree

Explanation: Throughout the story, it is the tree who repeatedly expresses happiness through her acts of giving.

What does the boy first play with?

- A. apples
- B. leaves
- C. stump
- D. boat

Answer: B. leaves

Explanation: As a child, the boy first gathered the tree's leaves to make crowns and play king of the forest.



Why does the boy take the tree's branches?

- A. to sell
- B. to build a house
- C. to eat
- D. to play

Answer: B. to build a house

Explanation: The boy takes the tree's branches to build a house for his wife and children.

What does the tree become in the end?

- A. apple tree
- B. stump
- C. branches
- D. boat

Answer: B. stump

Explanation: By the end of the story, the tree has given everything and become just an old stump.

What lesson does the story teach?

- A. honesty
- B. friendship & love
- C. hard work
- D. adventure

Answer: B. friendship & love

Explanation: The story teaches a lesson about selfless friendship and unconditional love.

Quick Revision Summary

- 'The Giving Tree' is a story by Shel Silverstein, author of Where the Sidewalk Ends.
- The tree loves the boy and gives to him at every stage of his life: play in childhood, apples for money, branches for a house, and her trunk for a boat.
- Each time the boy returns after a long absence, the tree is happy to give, even though she is often left sad and lonely in between visits.
- By the end of the story, the tree has given everything and become just an old stump.



- In old age, the boy needs only a quiet place to rest, and the stump offers itself for this purpose.
- The central theme is unconditional love and selfless sacrifice, alongside the imbalance that can exist when one side only takes.
- The story's reading skill focus is inference and deduction; its writing skill focus is narrative writing.

Exam Tips

- Learn the five stages of the boy's requests (play, money/apples, house/branches, boat/trunk, rest/stump) in order — this sequence is frequently tested.
- Practise explaining the story's theme of unconditional love and selfless sacrifice, along with the idea of imbalance in giving relationships.
- Review the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Be ready to distinguish inference from deduction using the textbook's own example, since this is the unit's key reading skill.
- Revise the concept of figurative language (oxymoron, simile) covered in the Vocabulary and Grammar section, since this unit uses a Shakespeare example to illustrate it.
- When answering theme-based questions, connect the tree's repeated self-sacrifice to the story's broader message about appreciating those who give selflessly.



Unit 6: The Fun They Had

This unit presents 'The Fun They Had,' a short story by Isaac Asimov set in the futuristic year 2155, in which two children, Margie and Tommy, discover a real printed book and marvel at the old-fashioned schools of the past compared to their own mechanical, screen-based education.

The story contrasts Margie's isolated, machine-taught schooling with the old human-centred schools described in the book, where children learned together in a schoolyard and classroom, sharing homework and friendship — something Margie comes to long for by the story's end.

These notes summarise the story as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Vocabulary/Grammar, Oral Communication, and Writing Skills (informative/explanatory writing) sections that accompany it.

Learning Objectives

- Speak confidently and fluently in a wide range of contexts (conflict resolution, panel discussion, role-play, dialogue) to fulfil different purposes.
- Comment on implied meaning, such as the writer's viewpoint and relationships between characters.
- Explain whether predictions about the content of a text are acceptable or should be modified, and why.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
- Acquire and use appropriate words and phrases for reading, writing, speaking, and listening, independently gathering vocabulary important for comprehension or expression.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately, with a formal style, objective tone, and a concluding statement that follows from the information presented.



Key Concepts

About the Author

Isaac Asimov was a famous American writer known for his works in science fiction and popular science. He was born in 1920 and showed great interest in reading and writing from an early age.

Asimov wrote hundreds of books and is especially known for his stories about robots and futuristic worlds. His writing often explores the relationship between humans and technology, making complex ideas easy to understand, and he remains one of the most influential science fiction authors of all time.

Tommy Finds a Real Book

The story opens in the year 2155, when Margie writes in her diary that Tommy found a real, old printed book in his attic. Its pages are yellow and crinkly, and the words 'stood still' instead of moving on a screen as they were used to.

Tommy finds it wasteful that printed books get thrown away once finished, unlike his television screen, which has held a million books and can hold many more. Margie, at eleven, has seen fewer telebooks than thirteen-year-old Tommy.

Margie and Her Mechanical Teacher

Margie hates school because her mechanical teacher had been giving her worse and worse test scores in geography, prompting her mother to call the County Inspector, who took the teacher apart and repaired it, finding that its geography sector had simply been geared too fast for her level.

Margie is disappointed the inspector did not take the teacher away altogether, recalling that Tommy's teacher was once taken away for a month after its history sector blanked out. She dislikes the homework slot most, where she must submit work written in a punch code learned since age six.

Discovering the Old Schools

The book Tommy found is about school — but 'the old kind of school' from centuries ago, where an actual man was the teacher, not a machine. Margie is



astonished that a man could be smart enough to teach, and that all children of the same age learned the same lessons together in a special building.

Tommy explains that in the old days, all the neighbourhood kids went to the same schoolhouse, unlike Margie's mechanical teacher, which her mother says must be individually adjusted to fit each child's mind.

Margie's Longing for the Old Days

Called away to her own schoolroom, Margie inserts her homework as instructed by the mechanical teacher's screen. As she works through her arithmetic lesson on fractions, she thinks about the old schools, imagining how much fun the children of the past must have had, laughing and shouting together in the schoolyard, sitting together in the classroom, and helping one another with homework.

The story closes with Margie reflecting wistfully on 'the fun they had' — the human companionship and shared learning of the old schools that her own isolated, machine-taught world lacks.

Theme

The story highlights the contrast between modern, technology-driven education and traditional human-centred learning. It shows how excessive dependence on machines can make learning lonely, mechanical, and less enjoyable.

Through Margie's experiences, the story suggests that personalised digital teaching may lack the warmth, interaction, and emotional connection of real classrooms, while the old schools reflect the importance of social learning, where students learn together, share ideas, and support one another. It emphasises that human teachers provide understanding and encouragement that machines cannot fully replace, reminding readers that progress in technology should not take away the joy and human element of education.

Important Definitions (Glossary)

attic

the space or room just below the roof of a house



betcha

informal way of saying 'I bet you' (used to show certainty)

fractions

numbers that represent parts of a whole, like 1/2, 3/4

insert

to put something into something else

loftily

in a proud or superior manner

nonchalantly

in a calm and unconcerned way, without showing much interest

printed

produced or written on paper using ink

sector

a part or section of something

shaken

past form of 'shake,' meaning moved suddenly or disturbed

ugly

unpleasant to look at

waste

something used carelessly or without value

Key Facts

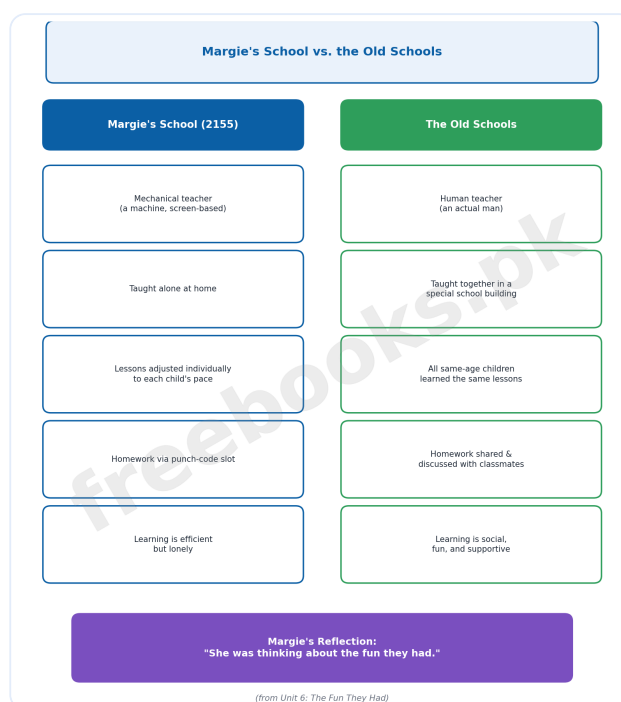
Item	Detail
Author	Isaac Asimov (born 1920), American science fiction writer
Setting	The year 2155
Main characters	Margie (age 11) and Tommy (age 13)
What Tommy finds	A real, old printed book, found in his attic



Item	Detail
Who repairs Margie's teacher	The County Inspector
Subject of Margie's arithmetic lesson	Addition of proper fractions
Central theme	Contrast between technology-driven education and human-centred, social learning
Closing line's significance	Margie imagines 'the fun they had' in the old, human-taught schools

Diagram

Margie's School vs. the Old Schools: A two-column comparison diagram contrasting Margie's isolated, machine-taught schooling in 2155 with the human-centred, social schools of the past described in Tommy's book.



Margie's School vs. the Old Schools

Short Questions & Answers

What did Margie write in her diary on May 17, 2155?



Margie wrote, 'Today Tommy found a real book!' — describing Tommy's discovery of an old printed book.

Where did Tommy find the real book?

Tommy found the book in the attic of his house.

Why did Margie and Tommy find the book strange and funny?

They found it strange and funny because its pages were yellow and crinkly, and the words stood still instead of moving on a screen as they were used to, and because you could turn back and find the same words still there.

What was the book about, and how did Margie react to it?

The book was about school. Margie was initially scornful, saying she hated school and didn't understand what there was to write about it, but she became curious once Tommy explained it was about an old kind of school from centuries ago.

Why did Margie dislike her mechanical teacher?

Margie disliked her mechanical teacher because it had been giving her test after test in geography with worsening results, and she especially hated the slot where she had to insert her homework and test papers written in punch code.

What did the County Inspector do to Margie's teacher?

The County Inspector took the teacher apart, examined it, and found that its geography sector had been geared too fast for Margie's level; he then slowed it to an average ten-year level and put it back together.

How were old schools different from Margie's school?

In old schools, a human man served as the teacher, all children of the same age learned together in a special school building, and they could talk and help each other with homework — unlike Margie's mechanical teacher, which taught her alone at home.

What did Margie imagine about the children and schools of the past?

Margie imagined the children of the past laughing and shouting together in the schoolyard, sitting together in the schoolroom, and going home together, helping one another with homework — and she thought about 'the fun they had.'



Long Questions & Answers

Compare Margie's mechanical education with the old human-taught schools described in the book Tommy found.

What was Margie's schooling like in the story?

Margie was taught alone at home by a mechanical teacher that displayed lessons on a screen and required homework to be inserted into a slot in punch code, with the teacher individually adjusted to fit her own pace of learning.

What were the old schools like, according to the book Tommy found?

In the old schools, an actual human man served as the teacher; all the neighbourhood children of the same age attended a special building together, sat in the same classroom, and learned the same lessons at the same time.

How did Margie initially react to learning about the old schools, and how did her attitude change?

Margie was initially scornful and doubtful that a man could be smart enough to teach, but she grew increasingly curious and wanted to keep reading the book, eventually imagining how much fun the old-school children must have had together.

What does this comparison suggest about the story's theme?

It suggests that Margie's isolated, machine-taught education, though efficient, lacks the companionship, warmth, and shared experience of the old human-centred schools, reinforcing the theme that technology should not replace the human and social element of learning.



Discuss how the story 'The Fun They Had' reflects on the advantages and disadvantages of a technology-driven education system.

What advantages does Margie's mechanical education offer?

It offers personalised pacing, since the County Inspector adjusted her teacher's geography sector to match her own learning level, ensuring lessons suit her individual progress rather than a fixed group pace.

What disadvantages does the story highlight in this system?

The story highlights loneliness and a lack of companionship, since Margie studies alone at home with a machine, has no classmates to share ideas or homework with, and dislikes the impersonal homework-submission process.

How does the book about old schools contrast with Margie's experience?

It shows a warmer alternative, where children learned together, supported one another, and enjoyed a shared social experience with a human teacher who could understand and encourage them in ways a machine could not.

What overall message does the story convey about technology and education?

The story conveys that while technology can make education more efficient and personalised, it should not come at the cost of the human connection, social learning, and joy that define a truly fulfilling education.

Multiple Choice Questions (MCQs)

What did Tommy find?

- A. a robot
- B. a real book
- C. a computer
- D. a diary

Answer: B. a real book

Explanation: Tommy found a real, old printed book in his attic.

Where was the book found?



- A. in the classroom
- B. in the basement
- C. in the attic
- D. in the library

Answer: C. in the attic

Explanation: The book was found in the attic of Tommy's house.

What was the book about?

- A. science
- B. space
- C. school
- D. machines

Answer: C. school

Explanation: The old book Tommy found was about school.

Who repaired Margie's mechanical teacher?

- A. her father
- B. Tommy
- C. the county inspector
- D. her mother

Answer: C. the county inspector

Explanation: The County Inspector repaired Margie's mechanical teacher after it began giving her worse test scores.

What did Margie dislike most about her school?

- A. the subjects
- B. the teacher's voice
- C. the homework slot
- D. the classroom

Answer: C. the homework slot

Explanation: Margie disliked the slot where she had to insert her homework and test papers most of all.

Quick Revision Summary

- 'The Fun They Had' is a science fiction short story by Isaac Asimov, set in the year 2155.



- Tommy finds a real, old printed book in his attic, which Margie finds strange since its words 'stood still' unlike her screen-based telebooks.
- Margie is taught alone at home by a mechanical teacher; the County Inspector repairs it after its geography sector was geared too fast for her.
- The old book describes schools from centuries ago, where a human man taught all the neighbourhood children together in one building.
- Margie initially doubts a man could be smart enough to teach, but grows curious and wants to keep reading about the old schools.
- The story ends with Margie imagining the companionship and fun the old-school children had together, which her own isolated schooling lacks.
- The central theme is the contrast between technology-driven education and human-centred, social learning.

Exam Tips

- Learn the key characters (Margie, Tommy), the setting (year 2155), and the central object (the old printed book) — these are frequently tested details.
- Practise explaining the contrast between Margie's mechanical schooling and the old human-taught schools, since this comparison is central to most long-answer questions.
- Review the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Be ready to explain the story's theme about technology's impact on education and the importance of human connection in learning.
- Revise the closing line's significance ('the fun they had'), as it is the story's title and its most frequently tested reflective moment.
- When answering theme-based questions, connect Margie's personal experience to the story's broader message about balancing technology with human warmth in education.



Unit 7: Because I Could Not Stop for Death

(Poem)

This unit presents 'Because I Could Not Stop for Death,' a well-known poem by the American poet Emily Dickinson, in which Death is personified as a kind, polite companion who takes the speaker on a calm carriage ride from life, through key stages of existence, and into eternity.

The poem uses the journey of the carriage to reflect on mortality, presenting death not as something frightening but as a natural, gentle transition, while also exploring how time loses its ordinary meaning once eternity is reached.

These notes summarise the poem as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading (fact vs. opinion, skimming/scanning), Vocabulary/Grammar (parts of speech), Oral Communication (dramatic techniques), and Writing Skills (argumentative writing) sections that accompany it.

Learning Objectives

- Apply dramatic techniques with confidence in a two/three act play, or assembly/class presentation, preferably on the Sustainable Development Goals (SDGs).
- Perform a drama showing different roles and scenarios through deliberate choice of dialogues, speech, gestures, and movements, preferably on SDGs.
- Distinguish cause from effect, fact from opinion, and generalized statements from evidence-based information, with specific reference to informational texts.
- Apply skimming and scanning strategies to identify the writer's purpose and intended audience, and infer the theme or main idea of a text.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.



- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence, with a formal style and a concluding statement that follows from the argument presented.

Key Concepts

About the Poetess

Emily Dickinson (1830-1886) was an American poetess, widely regarded as one of the most original voices in English literature. She was born in Amherst, Massachusetts, and spent most of her life in seclusion, rarely leaving her family home.

Despite her reclusive lifestyle, Dickinson produced nearly 1,800 poems, though only a handful were published during her lifetime. Her poetry is known for its unconventional style, with short lines, slant rhymes, and unusual punctuation, particularly her frequent use of dashes. She explored themes such as death, immortality, nature, love, faith, and the search for meaning, and is celebrated today as one of the greatest poets of the 19th century and a pioneer of modern American poetry.

The Carriage Ride Begins

The poem opens with the speaker explaining that she could not stop for Death, so Death 'kindly stopped' for her instead. The carriage holds only the speaker, Death, and Immortality — establishing Death as a personified, courteous companion rather than something to be feared.

The journey proceeds slowly and without haste, since Death 'knew no haste,' and the speaker sets aside her labour and leisure in return for his civility — suggesting a calm, willing acceptance of the journey.

Passing the Stages of Life

As the carriage travels, they pass a school where children 'strove' at recess, symbolising childhood; the 'Fields of Gazing Grain,' symbolising maturity and the fullness of life; and the 'Setting Sun,' symbolising the decline toward the end of life.



The speaker then notices that it is actually the sun that passes them, rather than the reverse, and the dews grow 'quivering and chill,' since her clothing — only gossamer and tulle — offers little protection, reflecting her vulnerability as death draws near.

The Pause at the Grave

The carriage pauses before a house that 'seemed a Swelling of the Ground,' with a roof scarcely visible and its cornice in the ground — a description that represents a grave, described gently rather than with fear or horror.

Eternity and the Perception of Time

In the final stanza, the speaker reflects that although centuries have passed since that day, it feels shorter than the single day she first realised the horses' heads were turned toward Eternity — showing that, once in eternity, ordinary measures of time lose their meaning.

Theme

The poem explores the theme of death as a calm and inevitable part of life. It presents Death not as something frightening, but as a kind and polite companion who gently leads the speaker toward eternity.

The journey in the carriage symbolises the passage from life to death, highlighting different stages of human life. Through peaceful and reflective imagery, the poem suggests that death is a natural transition rather than an end, and that time loses its meaning after death, as centuries feel shorter than a single day. Overall, the poem emphasises acceptance of mortality and the continuity of existence beyond physical life.

Important Definitions (Glossary)

cornice

the top edge or decorative border of a building or structure

eternity

endless time; life that has no end



haste

great speed or hurry

immortality

the state of living forever; never dying

leisure

free time when one is not working

quivering

shaking or trembling slightly

scarcely

hardly; almost not

strove

tried very hard

surmised

guessed or understood something without full proof

Key Facts

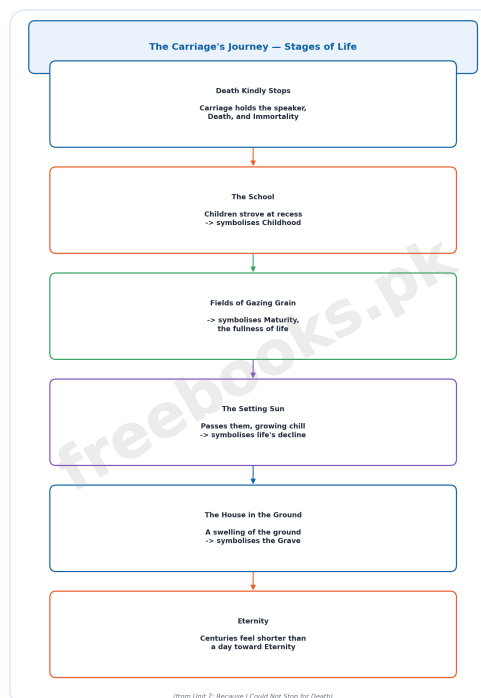
Item	Detail
Poetess	Emily Dickinson (1830-1886), Amherst, Massachusetts, USA
Who accompanies the speaker in the carriage	Death and Immortality
What the school symbolises	Childhood
What the fields of grain symbolise	Maturity / the fullness of life
What the setting sun symbolises	The decline toward the end of life
What the 'house' in the ground represents	A grave
Central theme	Death as a calm, natural, and inevitable transition to eternity



Item	Detail
Key literary device	Personification of Death as a kind, polite companion

Diagram

The Carriage's Journey — Stages of Life: A diagram showing the carriage's journey passing key symbolic stages: the school (childhood), the fields of grain (maturity), the setting sun (decline), and the house in the ground (the grave), ending at Eternity.



The Carriage's Journey — Stages of Life

Short Questions & Answers

Who kindly stops for the speaker in the poem?

Death kindly stops for the speaker, since she 'could not stop' for him herself.

What does the carriage symbolize in the poem?

The carriage symbolises the journey from life to death, carrying the speaker calmly through the stages of life toward eternity.

How does the speaker describe the pace of the journey with Death?



The speaker describes the journey as slow and unhurried, since Death 'knew no haste,' and she willingly sets aside her labour and leisure for his civility.

Which places do they pass on their journey, and what might each represent?

They pass a school where children strove at recess (representing childhood), the Fields of Gazing Grain (representing maturity), and the Setting Sun (representing the decline toward the end of life).

How is the school described, and what could it symbolize about life?

The school is described with children striving at recess in the ring, symbolising the energy and activity of childhood as an early stage of life.

What imagery does Dickinson use to describe the fields of grain?

Dickinson describes 'Fields of Gazing Grain,' imagery suggesting the grain seems to watch or gaze back at the passing carriage, evoking the fullness and maturity of life.

How is the setting sun described, and what could it signify in the poem?

The setting sun is described as passing the carriage rather than the carriage passing it, signifying the decline toward the end of life and the speaker's growing vulnerability as evening (death) approaches.

What does the 'House that seemed a Swelling of the Ground' represent?

It represents a grave, described gently as a low mound in the earth with a scarcely visible roof and its cornice in the ground.

How does the speaker describe her clothing, and what effect does it create?

She describes her clothing as only gossamer and tulle, delicate and thin fabrics that leave her cold and vulnerable to the chill dew, reflecting her fragile state as death approaches.

How does the poem convey the idea of time passing differently after death?

The poem conveys this through the final stanza, where centuries since that day feel shorter than the single day the speaker first realised she was heading toward Eternity, showing that ordinary time loses meaning after death.



Long Questions & Answers

Discuss how Emily Dickinson personifies Death in 'Because I Could Not Stop for Death' and explain the effect of this personification.

How is Death personified at the start of the poem?

Death is personified as a considerate figure who 'kindly' stops his carriage for the speaker, since she could not stop for him herself, immediately establishing him as courteous rather than frightening.

What qualities does Death display throughout the journey?

Death displays patience and calm, since he 'knew no haste' and takes the journey slowly, allowing the speaker to set aside her labour and leisure in exchange for his civility.

How does this personification shape the reader's view of death?

By portraying Death as a gentle, well-mannered companion rather than a frightening figure, the poem reframes death as a natural and peaceful transition rather than something to be feared.

What overall effect does this personification create for the poem's theme?

It reinforces the poem's central theme that death is a calm and inevitable part of life, encouraging acceptance of mortality rather than dread, and framing the journey toward eternity as a continuation rather than an ending.

Explain the symbolic stages of the journey in the poem and what each stage reveals about life and death.

What does the school scene symbolize?

The school where children strove at recess symbolises childhood, an early stage of life full of energy and activity.



What does the fields of grain symbolize?

The 'Fields of Gazing Grain' symbolise maturity, the fullness of adult life, observed calmly as the carriage passes.

What does the setting sun symbolize, and how does the speaker's description of it shift?

The setting sun symbolises the decline toward the end of life; notably, the speaker realises it is the sun that passes them, rather than the reverse, signalling her own passivity as death advances and she grows cold and vulnerable.

What does the final destination — the house in the ground — reveal about the poem's view of death?

The house that is 'a Swelling of the Ground' represents a grave, described gently rather than with horror, reinforcing that the poem views death and burial as a quiet, natural resting point on the larger journey toward eternity.

Multiple Choice Questions (MCQs)

Who accompanies the speaker in the carriage besides Death?

- A. a child
- B. a friend
- C. immortality
- D. a teacher

Answer: C. immortality

Explanation: Immortality accompanies the speaker in the carriage along with Death.

What does the 'setting sun' most likely symbolize?

- A. morning
- B. birth
- C. the end of life
- D. happiness

Answer: C. the end of life

Explanation: The setting sun symbolises the decline toward the end of life.



What kind of journey is described in the poem?

- A. a joyful trip
- B. a journey to school
- C. a journey from life to death
- D. a journey through a city

Answer: C. a journey from life to death

Explanation: The poem describes a calm journey from life to death and into eternity.

How is Death portrayed in the poem?

- A. frightening and cruel
- B. kind and polite
- C. angry and loud
- D. weak and helpless

Answer: B. kind and polite

Explanation: Death is portrayed as a kind and polite companion who 'kindly' stops for the speaker.

What does the 'house' in the ground represent?

- A. a palace
- B. a school
- C. a grave
- D. a garden

Answer: C. a grave

Explanation: The 'house' described as a swelling of the ground represents a grave.

Quick Revision Summary

- 'Because I Could Not Stop for Death' is a poem by Emily Dickinson (1830-1886), an American poetess known for her unconventional style and frequent use of dashes.
- Death is personified as a kind, polite figure who stops his carriage for the speaker, accompanied also by Immortality.
- The journey passes symbolic stages of life: a school (childhood), fields of grain (maturity), and the setting sun (decline toward death).



- The carriage pauses at a house that is 'a Swelling of the Ground' — a grave, described gently rather than fearfully.
- The poem's final stanza shows that time loses ordinary meaning after death, as centuries feel shorter than the single day the journey toward Eternity began.
- The central theme is death as a calm, natural, and inevitable transition rather than something to be feared.

Exam Tips

- Learn the poem's key symbols (the school, the fields of grain, the setting sun, the house in the ground) and what stage of life or death each represents.
- Practise explaining how Dickinson personifies Death as a kind, courteous companion, since this personification is central to the poem's theme.
- Review the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Revise the eight parts of speech and the example sentence breakdown from the Vocabulary and Grammar section, since this unit's skill focus is grammar-based.
- Be ready to explain the significance of the poem's closing lines about time and eternity, as this is a frequently tested reflective moment.
- When answering theme-based questions, connect the poem's calm, peaceful imagery to its broader message about accepting mortality.



Unit 8: The Devoted Friend

This unit presents 'The Devoted Friend' by the Irish writer Oscar Wilde, a story told within a frame narrative in which a Green Linnet tells the Water-rat, the Duck, and their pond companions a tale about a kind-hearted little man named Hans and his so-called 'devoted friend,' the rich Miller.

Within the story, the Miller repeatedly asks little Hans for favours and labour, always justifying it with fine words about friendship while never actually giving him the promised wheelbarrow — until, on a stormy night, Hans loses his life while running an errand for the Miller.

These notes summarise the story as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Vocabulary/Grammar (sentence structure), Oral Communication (collaborative discussion), and Writing Skills (descriptive composition) sections that accompany it.

Learning Objectives

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues.
- Examine how an author develops and contrasts the points of view of different characters or narrators in a text.
- Critique the plot development with respect to different aspects of the story.
- Apply knowledge of parts of speech, tenses, sentence structure, and other features of grammar and vocabulary to understand how language functions in different contexts.
- Write a descriptive composition giving physical description and characteristics of a person, object, or place, moving from general to specific, using the process approach of brainstorming, mind mapping, and drafting.
- Write formal letters and emails to people in extended academic and professional environments for various purposes.



Key Concepts

About the Author

Oscar Wilde was a famous Irish writer, poet, and playwright known for his wit, humour, and sharp criticism of society. He was born in 1854 in Dublin, Ireland, and became one of the most popular literary figures of his time.

Wilde is best known for his plays, fairy tales, and short stories that often carry deep moral lessons beneath their entertaining style. His writing is marked by clever dialogue, imaginative storytelling, and a focus on human nature and hypocrisy. Some of his well-known works include *The Happy Prince and Other Tales* and *The Importance of Being Earnest*.

The Frame Story: The Water-rat and the Linnet

The story begins at a pond, where the Water-rat declares that friendship is nobler than love, believing a devoted friend should simply be devoted to him. When the Green Linnet asks what the Water-rat would give in return, he doesn't understand the question, so the Linnet offers to tell 'the story of The Devoted Friend' to illustrate the idea.

Little Hans and the Miller

The story concerns an honest, kind-hearted little man named Hans, who lived alone in a cottage and tended the loveliest garden in the countryside. His most devoted friend, he believed, was big Hugh the Miller, a wealthy man who often took flowers and fruit from Hans's garden but never gave anything back, always insisting that 'real friends should have everything in common.'

In winter, when Hans had no flowers to sell, he suffered greatly from cold and hunger, forced to sell his silver buttons, silver chain, pipe, and finally his wheelbarrow just to survive. The Miller never visited him during this time, reasoning that people in trouble should be left alone.

The Promised Wheelbarrow

When spring came, the Miller visited Hans and offered him his old, broken wheelbarrow as a gift, calling it an act of great generosity. In exchange, he asked



Hans to fill his large basket with primroses, taking nearly all the flowers Hans needed to sell for income.

From then on, the Miller repeatedly asked Hans for favours — carrying flour to market, mending his barn roof, driving his sheep to the mountain — each time reminding Hans that he was 'going to give him his wheelbarrow,' even though the wheelbarrow was never actually delivered. Hans, trusting and loyal, always agreed, neglecting his own garden and health in the process.

The Stormy Night and Hans's Death

One wild, stormy night, the Miller came to Hans's door asking him to fetch the Doctor because his son had fallen and hurt himself, saying it was only fair since he was going to give Hans his wheelbarrow. The Miller refused to lend Hans his lantern for the dangerous journey, fearing it might be damaged.

Hans bravely set off in the storm, found the Doctor, but lost his way home on the moor and drowned in a pool of water. At Hans's funeral, the Miller insisted on walking at the head of the procession as 'chief mourner' and 'best friend,' and afterward complained that Hans's death left him not knowing what to do with the now-useless wheelbarrow, vowing never to be generous again.

Theme

The theme of 'The Devoted Friend' is the difference between true and false friendship. The story shows how selfish people often use kind-hearted individuals for their own benefit while pretending to be loyal friends.

Through the character of the Miller, Wilde criticises those who talk about generosity and friendship but never practise it. Little Hans represents innocence and kindness, but his blind trust leads to his suffering and tragic end. Overall, the story teaches that true friendship requires honesty, sacrifice, and mutual care, not just empty words.

Important Definitions (Glossary)

afraid

feeling fear or worry about something



anxious

feeling nervous, worried, or eager about something

deserve

to be worthy of something because of one's actions

distressed

very upset, worried, or unhappy

envious

jealous of someone else's possessions or qualities

flatter

to praise someone too much, often insincerely, to gain favour

moor

a large open area of land, often covered with grass and very wet

obliged

grateful or thankful

opinion

a personal belief or view about something

privilege

a special right or advantage given to someone

whisk

to move quickly or suddenly, like a tail moving swiftly

Key Facts

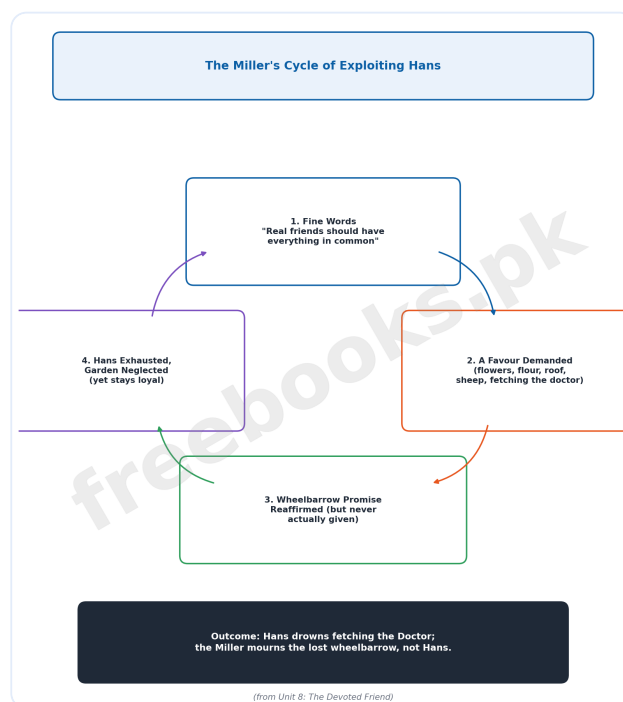
Item	Detail
Author	Oscar Wilde (born 1854), Dublin, Ireland
Author's other famous works	The Happy Prince and Other Tales; The Importance of Being Earnest
Main characters (frame story)	The Water-rat, the Green Linnet, the Duck
Main characters (inner story)	Little Hans and the Miller



Item	Detail
What the Miller repeatedly promises Hans	His old wheelbarrow (never actually delivered)
What happens to Hans on the stormy night	He is sent to fetch the Doctor and drowns in a moor on the way home
The Miller's behaviour at the funeral	He insists on walking as 'chief mourner' as Hans's 'best friend'
Central theme	The difference between true and false friendship

Diagram

The Miller's Pattern of Exploiting Hans: A cyclical diagram showing the Miller's repeated pattern: fine words about friendship, a favour demanded of Hans, a promise of the wheelbarrow reaffirmed, and Hans exhausted and neglecting his own garden — repeating until his death.



The Miller's Pattern of Exploiting Hans



Short Questions & Answers

How did the Miller treat little Hans during the different seasons, especially in winter?

During spring, summer, and autumn, the Miller often took flowers and fruit from Hans's garden while visiting him, but in winter, when Hans had no fruit or flowers to offer, the Miller never visited at all, reasoning that people in trouble should be left alone.

What did the Miller say about true friendship, and how did his actions differ from his words?

The Miller often spoke beautifully about friendship, generosity, and sharing everything in common, but in practice he never gave Hans anything of real value, constantly took advantage of his labour, and only offered a broken wheelbarrow he never actually delivered.

Why did little Hans sell his belongings during the winter?

Hans sold his silver buttons, silver chain, pipe, and finally his wheelbarrow because he had no money to buy bread during the harsh winter, when he had no flowers or fruit to sell.

What promise did the Miller make about the wheelbarrow, and how did he use it to take advantage of Hans?

The Miller promised to give Hans his old, broken wheelbarrow as a generous gift, but he used this promise repeatedly to guilt Hans into doing favours for him — carrying flour, mending the barn roof, tending sheep — without ever actually delivering the wheelbarrow.

How did Hans respond to the Miller's constant demands and requests?

Hans always agreed to the Miller's requests out of loyalty and gratitude, even when it meant neglecting his own garden, health, and needs, believing the Miller was truly his best friend.

What happened on the stormy night when the Miller asked Hans to fetch the doctor?

The Miller asked Hans to fetch the Doctor for his injured son, refusing to lend him his lantern; Hans bravely went through the storm, found the Doctor, but lost his way home on the moor and drowned.



How did the Miller behave after Hans' death, and what does it reveal about his character?

The Miller insisted on being chief mourner at Hans's funeral, calling himself his best friend, but afterward complained only about the inconvenience of the now-useless wheelbarrow, revealing his complete selfishness and lack of genuine care for Hans.

What moral lesson does the story teach about friendship and selfishness?

The story teaches that true friendship requires honesty, sacrifice, and mutual care, not just fine words, and warns against selfish people who exploit the kindness and trust of others while pretending to be devoted friends.

Long Questions & Answers

Trace how the Miller exploits little Hans's kindness throughout the story, and explain what this reveals about the Miller's character.

How does the Miller behave toward Hans before winter?

Before winter, the Miller frequently visits Hans's garden, taking flowers and fruit while praising the idea that 'real friends should have everything in common,' though he never gives Hans anything of value in return.

How does the Miller behave toward Hans during winter?

During winter, the Miller stops visiting altogether, reasoning that people in trouble should be left alone, even as Hans suffers from cold and hunger and is forced to sell his possessions.

How does the Miller use the promised wheelbarrow to control Hans?

The Miller repeatedly reminds Hans that he is 'going to give him' his wheelbarrow, using this unfulfilled promise to pressure Hans into doing increasingly demanding favours, from filling his flower basket to mending his barn roof and driving his sheep.



What does this pattern reveal about the Miller's character?

It reveals that the Miller is deeply selfish and hypocritical, using flowery language about friendship and generosity to disguise his exploitation of Hans's trust and labour for his own benefit.

Discuss the significance of the story's ending and how it reinforces the theme of true versus false friendship.

What happens to Hans on the stormy night?

The Miller asks Hans to fetch the Doctor for his injured son, refusing to lend his lantern; Hans bravely undertakes the dangerous journey through the storm but loses his way on the moor and drowns.

How does the Miller behave at Hans's funeral?

The Miller insists on walking at the head of the funeral procession as chief mourner, calling himself Hans's best friend, performing grief while giving no real acknowledgment of his own role in Hans's death.

What does the Miller say afterward, and what does it reveal?

Afterward, the Miller complains only that Hans's death has left him with a useless wheelbarrow he cannot get rid of, revealing that his concern was never for Hans but for his own convenience and possessions.

How does this ending reinforce the story's theme?

The ending sharply contrasts Hans's genuine, selfless loyalty with the Miller's empty words and self-interest, reinforcing the theme that true friendship requires honesty and sacrifice, while false friendship exploits kindness and offers nothing real in return.

Multiple Choice Questions (MCQs)

What was little Hans known for?

- A. great wealth
- B. kind heart



- C. clever tricks
- D. strong body

Answer: B. kind heart

Explanation: Little Hans was known for his kind heart and good-humoured face, not for wealth or distinction.

What did the Miller promise to give Hans?

- A. a sack of flour
- B. a horse
- C. a wheelbarrow
- D. a house

Answer: C. a wheelbarrow

Explanation: The Miller repeatedly promised to give Hans his old wheelbarrow, though he never actually delivered it.

Why did Hans suffer during the winter?

- A. He was ill.
- B. He lost his garden.
- C. He had no work or income.
- D. He moved away.

Answer: C. He had no work or income.

Explanation: Hans suffered during winter because he had no fruit or flowers to sell, leaving him with no income.

What task did the Miller ask Hans to do on the stormy night?

- A. fix the roof
- B. carry flour
- C. fetch the doctor
- D. take care of sheep

Answer: C. fetch the doctor

Explanation: On the stormy night, the Miller asked Hans to fetch the Doctor for his injured son.

What happened to little Hans at the end of the story?

- A. He became rich.
- B. He moved to another village.
- C. He was rewarded.
- D. He drowned.



Answer: D. He drowned.

Explanation: Little Hans drowned in a pool on the moor after losing his way in the storm.

Quick Revision Summary

- 'The Devoted Friend' is a story by Oscar Wilde, told within a frame narrative between the Water-rat, the Green Linnet, and the Duck.
- Little Hans is a kind-hearted man with a beautiful garden; the Miller is his supposedly 'devoted friend' who takes from him but rarely gives back.
- During winter, the Miller abandons Hans, who is forced to sell his silver buttons, chain, pipe, and wheelbarrow to survive.
- In spring, the Miller offers his old, broken wheelbarrow as a gift, then uses this unfulfilled promise to demand repeated favours from Hans.
- On a stormy night, the Miller sends Hans to fetch the Doctor without lending him a lantern; Hans loses his way and drowns on the moor.
- At Hans's funeral, the Miller poses as chief mourner but later complains only about the inconvenience of the unused wheelbarrow.
- The central theme is the difference between true and false friendship — true friendship requires honesty, sacrifice, and mutual care, not empty words.

Exam Tips

- Learn the frame-story structure (Water-rat and Linnet at the pond) and how it introduces the inner story of Hans and the Miller.
- Practise tracing the sequence of favours the Miller demands from Hans, since this pattern is central to most long-answer questions.
- Review the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Be ready to explain the significance of the wheelbarrow as a symbol of the Miller's empty promises throughout the story.
- Revise the story's ending and the Miller's reaction to Hans's death, as this is the story's most frequently tested contrast between true and false friendship.
- When answering theme-based questions, connect Hans's selfless loyalty to the story's broader moral about honesty and sacrifice in real friendship.



Unit 9: The Doll's House

This unit presents 'The Doll's House' by Katherine Mansfield, a short story in which the Burnell children receive a beautiful doll's house from Mrs. Hay and proudly show it off to their schoolmates, while the poor Kelvey sisters are excluded from this privilege because of their family's low social standing.

Through the children's excitement over the doll's house and the cruel exclusion of Lil and Else Kelvey, the story exposes how deeply social class prejudice runs, being practised by children and adults alike, until a small act of kindness from Kezia briefly crosses the social divide.

These notes summarise the story as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Vocabulary/Grammar (spot the error), Oral Communication (role-play discussion), and Writing Skills (reimagining the narrative) sections that accompany it.

Learning Objectives

- Engage in extended discussions and critiques, considering other speakers' viewpoints and presenting one's own with clarity and coherence.
- Evaluate the particular elements of a story or drama, such as how the setting shapes the characters or plot.
- Identify rhyme schemes and figurative language in poems.
- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- Identify and use compound prepositions and prepositional phrases in writing.
- Apply skills and strategies for idea generation, selection, development, organization, and revision for a variety of writing purposes and text types.



Key Concepts

About the Author

Katherine Mansfield was a famous modernist short story writer born in 1888 in Wellington, New Zealand. She is well known for her innovative writing style that focuses on human emotions and everyday life.

Mansfield spent much of her life in Europe, especially in England and France, where she became part of the literary modernist movement. Her stories often highlight themes such as class differences, childhood experiences, and social inequalities. Some of her well-known works include *The Garden Party* and *Other Stories* and *Bliss* and *Other Stories*.

The Doll's House Arrives

Old Mrs. Hay sends the Burnell children a large, elaborate doll's house after her stay with the family. Despite the strong smell of fresh paint, the children are delighted by its detailed rooms, furniture, and decoration — but what captivates Kezia most of all is a small, exquisite amber lamp on the dining-room table, which feels 'real' to her in a way the stiff, oversized dolls do not.

Isabel Takes Charge and Shows It Off

As the eldest, Isabel insists on being the first to tell the school about the doll's house and the one to choose which classmates may come see it. At school, she becomes the center of attention, describing the carpet, beds, and stove in detail — but it is Kezia who has to remind her not to forget the lamp, which Kezia insists is 'best of all.'

The Kelvey Sisters and Social Exclusion

The story introduces Lil and Else Kelvey, daughters of a poor washerwoman and a father believed to be in prison, who are shunned by all the other children, including the Burnells, and treated coldly even by their teacher. Their shabby, secondhand clothing marks their poverty, and they are never included in games, conversations, or invitations — including the excitement over the doll's house.



When Kezia asks her mother if she can invite the Kelveys to see the doll's house, she is firmly told 'Certainly not,' with no real explanation beyond social convention.

Cruelty at the Pine Trees

During the dinner hour, the other girls, led by Emmie Cole and Lena Logan, taunt Lil Kelvey about being 'a servant when she grows up' and her father being in prison. Lil only responds with her usual 'shamefaced smile,' but the other girls feel a thrilling, cruel sense of triumph and solidarity from the humiliation, running off afterward to skip rope with wild excitement.

Kezia's Act of Kindness

Later, alone at the courtyard gate, Kezia impulsively invites the passing Kelvey sisters to see the doll's house, insisting it 'doesn't matter' that they had been forbidden to speak. Lil hesitates, but Else, who rarely speaks or shows emotion, silently urges her sister forward, and the two follow Kezia to see the doll's house — with Kezia opening it and beginning to show them the rooms.

Aunt Beryl's Anger and the Ending

Aunt Beryl discovers the Kelveys in the courtyard and furiously drives them away, scolding Kezia as a 'wicked, disobedient little girl.' Her anger is shown to be linked to her own personal stress from a threatening letter, suggesting her cruelty toward the Kelveys is partly a release of her own frustration rather than genuine moral concern.

As the humiliated Kelvey sisters rest by the roadside afterward, Else quietly tells Lil, 'I seen the little lamp,' smiling her rare smile — showing that despite the cruelty surrounding them, she found genuine joy in the one small, real thing Kezia shared with them.

Theme

The theme of 'The Doll's House' is social class discrimination and the cruelty of prejudice in society. The story shows how children and adults treat others differently based on their social status and wealth.



The Burnell sisters enjoy their privilege, while the Kelvey children are excluded and humiliated because of their lower class. Through the symbol of the beautiful doll's house, Mansfield highlights how material wealth creates division and injustice. Ultimately, the story teaches that kindness and equality are more important than social status.

Important Definitions (Glossary)

astounded

shocked or greatly surprised

boast

to talk with excessive pride and self-satisfaction

congealed

changed from a fluid to a solid or semi-solid state

exquisite

extremely beautiful, delicate, and carefully made

imploring

making an earnest, passionate, and pleading request

propped

supported or held up by placing something underneath or against it

shunned

persistently avoided, ignored, or rejected out of dislike or disapproval

varnish

a hard, clear, glossy liquid applied to wood

wicked

evil or morally wrong

Key Facts

Item	Detail
Author	Katherine Mansfield (born 1888), Wellington, New Zealand

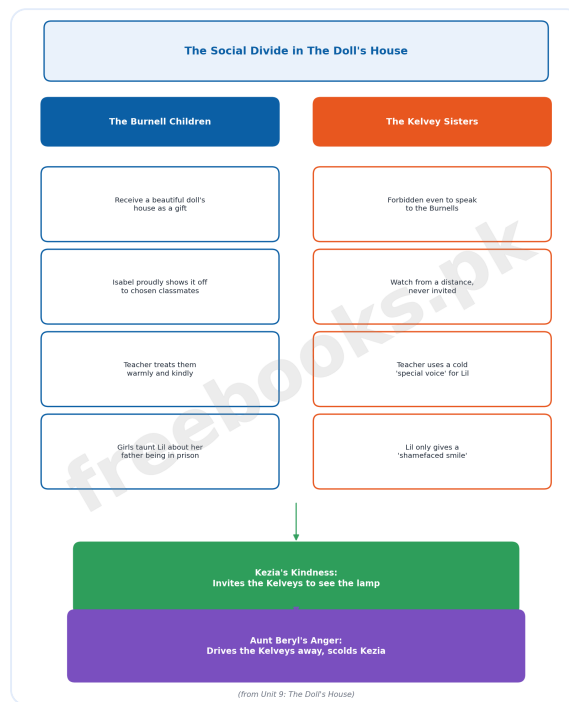


Item	Detail
Author's other famous works	The Garden Party and Other Stories; Bliss and Other Stories
Who sends the doll's house	Old Mrs. Hay, a family friend
What Kezia values most in the house	The small amber lamp with a white globe
Who are excluded from seeing the doll's house	Lil and Else Kelvey, daughters of a washerwoman
Who drives the Kelveys away	Aunt Beryl
Else's final line	'I seen the little lamp' — her one moment of joy
Central theme	Social class discrimination and the cruelty of prejudice

Diagram

Social Divide in The Doll's House: A diagram contrasting the privileged Burnell children, who display and boast about the doll's house, with the excluded Kelvey sisters, who are shunned by classmates, teacher, and Aunt Beryl — until Kezia's small act of kindness briefly crosses the divide.





Social Divide in The Doll's House

Short Questions & Answers

Who sent the Burnell children the doll's house, and how did the children react to it?

Old Mrs. Hay sent the doll's house after staying with the Burnells; the children were overjoyed and amazed, especially by the little amber lamp, which Kezia found more meaningful than anything else in the house.

Why was the little lamp more meaningful to Kezia than the rest of the doll's house?

The lamp felt 'real' to Kezia in a way the stiff, oversized dolls did not — it seemed to genuinely belong and say 'I live here,' representing warmth and authenticity rather than mere material display.

Who were the Kelvey sisters, and why were they excluded by the other children?

Lil and Else Kelvey were the daughters of a poor washerwoman, with a father believed to be in prison; they were excluded and shunned by the other children, and even by adults, because of their low social status and poverty.

How did the teacher's treatment of Lil Kelvey reveal that adults, too, practised social discrimination?



The teacher used a 'special voice' for Lil Kelvey and a different smile for the other children, showing that adults formally modelled and reinforced the same social exclusion practised by the children.

What cruel thing did Lena Logan say to Lil Kelvey, and how did the other girls react?

Lena Logan taunted Lil about her father being in prison; the other girls reacted with wild excitement and joy, since the cruelty reinforced their own sense of social superiority and group solidarity.

What did Kezia do when she saw the Kelvey sisters passing by the gate?

Kezia impulsively invited the Kelvey sisters to come see the doll's house, insisting it didn't matter that they had been forbidden to speak to each other.

How did Aunt Beryl react when she found the Kelveys in the courtyard?

Aunt Beryl was furious, drove the Kelvey sisters away as if they were chickens, and scolded Kezia as a 'wicked, disobedient little girl.'

What does Else's final line, 'I seen the little lamp,' reveal about her character?

It reveals that despite the humiliation and cruelty she faced, Else found genuine joy in the one small, real thing that was shared with her kindly, showing her quiet resilience and appreciation for small kindnesses.

Long Questions & Answers

Discuss how the story 'The Doll's House' portrays social class discrimination through the treatment of the Kelvey sisters.

How are the Kelvey sisters introduced and characterised in the story?

The Kelvey sisters are introduced as the poor daughters of a washerwoman and a father believed to be in prison, dressed in secondhand 'bits' of clothing, and consistently excluded from the other children's activities.



How do the children treat the Kelveys throughout the story?

The other children, led by the Burnells' example, shun the Kelveys entirely, refusing to speak to them, and at one point cruelly taunt Lil about being a servant and her father's imprisonment.

How do adults reinforce this exclusion?

Adults reinforce the exclusion as well: the teacher uses a special, colder voice for Lil, Kezia's mother forbids her from inviting the Kelveys, and Aunt Beryl furiously drives them away when she finds them in the courtyard.

What does this portrayal suggest about the story's broader theme?

It suggests that social class prejudice is deeply embedded in society, practised by both children and adults alike, and that such discrimination causes real pain and humiliation to those excluded, reinforcing the story's central theme of class-based cruelty and injustice.

Explain the significance of the little lamp and Kezia's act of kindness in the story's message about human connection.

Why does the lamp stand out to Kezia among all the doll's house's features?

The lamp stands out because, unlike the stiff, oversized dolls, it feels genuinely 'real' to Kezia, seeming to belong naturally in the house and say 'I live here,' representing something authentic amid the display of wealth.

What does Kezia do that sets her apart from the other children?

Kezia impulsively invites the excluded Kelvey sisters to see the doll's house, disregarding the social rule that forbids speaking to them, showing a moment of genuine kindness and empathy.



How does Else's reaction to the lamp reflect the story's deeper meaning?

Else's quiet, joyful comment, 'I seen the little lamp,' shows that this small act of kindness meant more to her than any material wealth, offering a rare moment of genuine happiness amid constant exclusion.

What does this moment suggest about the story's overall message?

It suggests that small acts of genuine kindness and connection can transcend social barriers, and that true value lies not in material wealth or status, but in authentic human warmth and equality.

Multiple Choice Questions (MCQs)

Why might the author describe the doll's house as having a "dark, oily, spinach green" colour with "lumps of congealed paint"?

- A. to show that old Mrs. Hay had poor taste in gifts
- B. to suggest the house is slightly ugly and artificial, yet still prized by children who value novelty over beauty
- C. to indicate the paint was still wet and stinky
- D. to prove that the Burnells usually received better quality presents

Answer: B. to suggest the house is slightly ugly and artificial, yet still prized by children who value novelty over beauty

Explanation: The description suggests the house is imperfect and artificial in its details, yet the children still prize it purely for its novelty and excitement, not its actual beauty.

How does Isabel's declaration "I'm to tell, because I'm the eldest" function within the family and social structure?

- A. It demonstrates her natural leadership abilities.
- B. It shows how age-based hierarchies are used to justify power and control over others.
- C. It proves she is her mother's favourite child.
- D. It reveals her insecurity about being forgotten.

Answer: B. It shows how age-based hierarchies are used to justify power and control over others.

Explanation: Isabel's declaration shows how age-based hierarchy is used to



justify her control and authority over her sisters, reflecting the story's broader theme of arbitrary social hierarchies.

Why does Kezia insist that "The lamp's best of all" when Isabel is showing off the doll's house?

- A. because the lamp is the most expensive item in the house
- B. because Kezia instinctively values warmth, light over mere material display
- C. because she wants to contradict Isabel and assert herself
- D. because the lamp was a separate gift just for her

Answer: B. because Kezia instinctively values warmth, light over mere material display

Explanation: Kezia instinctively values the lamp's warmth and authenticity over the mere material display Isabel emphasises.

Why do the other girls become "wild with joy" after Lena insults Lil about her father being in prison?

- A. They genuinely believe Lena has said something brave and clever.
- B. The cruelty reinforces their own social superiority and group solidarity against an outsider.
- C. They are relieved that Lena didn't target any of them instead.
- D. They think Lil will finally fight back and provide entertainment.

Answer: B. The cruelty reinforces their own social superiority and group solidarity against an outsider.

Explanation: Their excitement stems from the cruelty reinforcing their own sense of social superiority and group solidarity against the excluded Kelveys.

How does the teacher's treatment of Lil Kelvey—using a "special voice" for her—reinforce the story's larger themes?

- A. It shows that teachers must be strict to maintain classroom order.
- B. It demonstrates how adults formally sanction and model social exclusion for children.
- C. It proves Lil was not a very good student.
- D. It reveals the teacher's personal dislike of flowers.

Answer: B. It demonstrates how adults formally sanction and model social exclusion for children.

Explanation: The teacher's differential treatment shows how adults formally sanction and model the same social exclusion practised by the children.



Quick Revision Summary

- 'The Doll's House' is a story by Katherine Mansfield, a New Zealand-born modernist writer known for *The Garden Party* and *Other Stories*.
- Mrs. Hay sends the Burnell children an elaborate doll's house; Kezia values the small amber lamp above all its other features.
- The Kelvey sisters, Lil and Else, are shunned by all the children and even by the teacher because of their poverty and their father's imprisonment.
- Lena Logan cruelly taunts Lil about being a servant and her father's imprisonment, delighting the other girls with a sense of social superiority.
- Kezia impulsively invites the Kelveys to see the doll's house, but Aunt Beryl furiously drives them away and scolds Kezia.
- Else's final line, 'I seen the little lamp,' shows her quiet joy at Kezia's small act of kindness despite the surrounding cruelty.
- The central theme is social class discrimination and the cruelty of prejudice, practised by children and adults alike.

Exam Tips

- Learn the contrast between the Burnell children (privileged) and the Kelvey sisters (excluded) — this comparison is central to nearly every long-answer question.
- Practise explaining the symbolic significance of the little lamp, since it represents authenticity and warmth in contrast to material wealth.
- Review the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Be ready to discuss how both children and adults (the teacher, Aunt Beryl, Kezia's mother) reinforce social exclusion in the story.
- Revise the ending — Else's line about the lamp — as it is the story's most frequently tested reflective moment.
- When answering theme-based questions, connect Kezia's small act of kindness to the story's broader message that human connection matters more than social status.



Unit 10: All the World's a Stage (Poem)

This unit presents 'All the World's a Stage,' a famous speech by William Shakespeare (from the play As You Like It), in which life is compared to a stage and every person to an actor who plays seven distinct roles, or 'ages,' over the course of a lifetime.

The poem moves through the infant, the schoolboy, the lover, the soldier, the justice, the aging pantaloon, and finally second childhood, using vivid imagery and comparisons to capture the changing nature of each stage of human life.

These notes summarise the poem as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Vocabulary/Grammar (literary devices, grammatical aspects), Oral Communication (dialogue practice), and Writing Skills (a modern 'stages of life' composition) sections that accompany it.

Learning Objectives

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues.
- Evaluate stages of plot development in a fictional text: exposition, setting, climax, character development, and resolution.
- Examine how complex characters develop over the course of a text, interact with other characters, and advance the plot or theme.
- Interpret and integrate information from a variety of sources for comprehension, such as maps, graphs, charts, and diagrams.
- Examine and interpret the use of conjunctions and transitional devices in speech and writing, including subordinating conjunctions connecting independent and dependent clauses.
- Write multiple paragraphs of free writing for fluency, creativity, brainstorming, or pleasure, and proofread and edit texts for errors.



Key Concepts

About the Poet

William Shakespeare (1564-1616) was a renowned English poet, playwright, and actor, widely regarded as the greatest writer in the English language. He was born in Stratford-upon-Avon, England, and studied Latin and classical literature at the local grammar school.

He later became a successful member of the Lord Chamberlain's Men theatrical company, whose plays were performed at the famous Globe Theatre in London. Shakespeare wrote 37 plays, 154 sonnets, and several narrative poems, including tragedies such as Hamlet, Macbeth, and Othello, and comedies like As You Like It and Romeo and Juliet. His writings explore universal themes such as love, ambition, jealousy, power, and the stages of human life, and he greatly enriched the English language by introducing many new words and expressions.

The Central Metaphor: The World as a Stage

The poem opens with Shakespeare's famous metaphor that 'all the world's a stage, and all the men and women merely players,' who have their 'exits and their entrances' — meaning death and birth. Each person, in their time, plays many parts across seven distinct ages of life.

The First Three Ages: Infant, Schoolboy, and Lover

The first age is the infant, 'mewling and puking in the nurse's arms,' representing complete helplessness. The second is the 'whining schoolboy,' reluctant and slow, 'creeping like snail unwillingly to school.'

The third age is the lover, 'sighing like furnace,' composing a 'woeful ballad' for his beloved — representing the emotional intensity of youth and romance.

The Middle Three Ages: Soldier, Justice, and Pantaloon

The fourth age is the soldier, full of 'strange oaths,' bearded 'like the pard' (leopard), quick to quarrel and seeking fame ('the bubble reputation') even in the face of danger ('the cannon's mouth').



The fifth age is the justice, a wise and mature figure with a 'fair round belly,' 'eyes severe,' and a formal beard, full of wise sayings and modern examples. The sixth age shifts into the 'lean and slipper'd pantaloon' — an aging man with spectacles, a pouch, and youthful clothes now 'a world too wide' for his shrunken frame, his once-manly voice turning back toward a childish, high-pitched 'treble.'

The Final Age: Second Childishness

The seventh and final age is 'second childishness and mere oblivion,' a return to complete helplessness — 'sans teeth, sans eyes, sans taste, sans everything' — meaning without teeth, without eyes, without taste, without anything at all, closing the cycle of life exactly where it began.

Theme

The central idea of the poem is that life is like a stage and human beings are merely actors who perform different roles at different stages of life. Shakespeare explains that every person passes through seven stages, from infancy to old age, each with its own characteristics, responsibilities, and behaviour.

The poem highlights the temporary and changing nature of human life, showing that just as actors enter and exit a stage, people are born, grow old, and eventually leave the world. In the final stage, humans return to a helpless condition similar to childhood, emphasising the cycle of life and the inevitability of aging.

Literary Devices

The poem opens with a metaphor directly comparing the world to a stage and humans to players (lines 1-2). It uses similes such as 'creeping like snail,' 'sighing like furnace,' and 'bearded like the pard' to vividly describe the schoolboy, the lover, and the soldier.

Vivid imagery appears in the closing line, 'sans teeth, sans eyes, sans taste, sans everything,' which also uses repetition of the word 'sans' (without) for emphasis, alongside parallel structure across the four phrases. Personification appears in 'the cannon's mouth,' giving the cannon a human feature, and the poem's structure is ironic, since life ends in the same helplessness with which it began.



Important Definitions (Glossary)

entrances

coming onto the stage; here it means birth

exits

leaving the stage; here it means death

justice

judge; a wise and mature person

mewling

crying softly like a baby

oblivion

forgetfulness; loss of awareness

pantaloon

trousers

pard

leopard

players

actors in a play; here it refers to human beings

quarrel

fight or argument

reputation

fame or respect earned by actions

sans

without

satchel

a small bag used for carrying books; a schoolbag

shank

the lower part of the leg

stage

a platform where actors perform; here it means the world



treble

high-pitched voice

woeful

full of sorrow or sadness

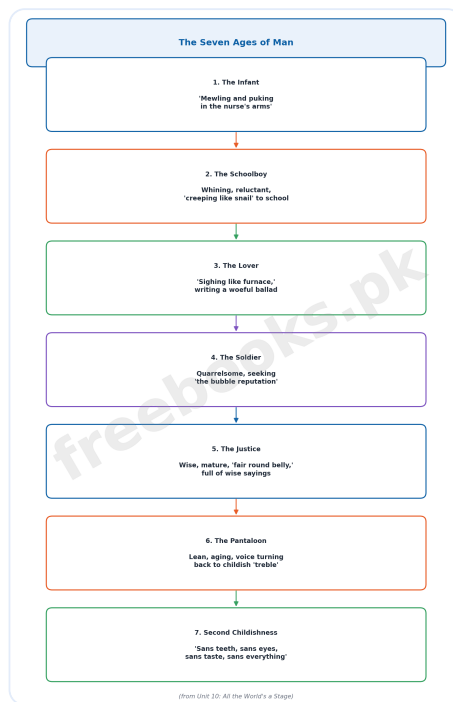
Key Facts

Item	Detail
Poet	William Shakespeare (1564-1616), Stratford-upon-Avon, England
Source play	As You Like It
Poet's other famous works	Hamlet, Macbeth, Othello, Romeo and Juliet
Central metaphor	The world is a stage; men and women are merely players
The Seven Ages	Infant, Schoolboy, Lover, Soldier, Justice, Pantaloon, Second Childishness
Meaning of 'exits and entrances'	Death and birth
Closing line	'Sans teeth, sans eyes, sans taste, sans everything.'
Central theme	Life as a temporary, ever-changing performance through seven stages

Diagram

The Seven Ages of Man: A seven-step diagram showing Shakespeare's seven ages of man in order: the Infant, the Schoolboy, the Lover, the Soldier, the Justice, the Pantaloon, and Second Childishness, with a brief description of each stage.





The Seven Ages of Man

Short Questions & Answers

What is the central metaphor of the poem?

The central metaphor compares the world to a stage and all men and women to actors ('players') who play different roles, entering through birth and exiting through death.

What are the seven ages of man described in the poem?

The seven ages are the infant, the schoolboy, the lover, the soldier, the justice, the pantaloon (aging man), and second childishness.

How is the infant described in the first age?

The infant is described as 'mewling and puking in the nurse's arms,' representing complete helplessness at the start of life.

How is the schoolboy described in the second age?

The schoolboy is described as whining, carrying his satchel, with a 'shining morning face,' 'creeping like snail unwillingly to school,' reflecting reluctance and slow, dragging movement.

How does Shakespeare describe the lover in the third age?

The lover is described as 'sighing like furnace,' composing a 'woeful ballad' about his beloved's eyebrow, capturing intense, dramatic youthful emotion.



What characteristics define the soldier in the fourth age?

The soldier is full of 'strange oaths,' bearded 'like the pard,' quick to quarrel, and seeks fame ('the bubble reputation') even in dangerous situations like 'the cannon's mouth.'

How is the justice portrayed in the fifth age?

The justice is portrayed as a mature, wise figure with a 'fair round belly,' severe eyes, and a formally cut beard, full of wise sayings and modern examples.

What happens in the sixth age, the pantaloon?

In the sixth age, the man becomes 'lean and slipper'd,' wearing spectacles and a pouch, his youthful clothes now too big for his shrunken frame, and his voice turning back to a childish, high-pitched 'treble.'

How does the poem describe the seventh and final age?

The final age is described as 'second childishness and mere oblivion' — a return to complete helplessness, 'sans teeth, sans eyes, sans taste, sans everything.'

What does the poem suggest about the nature of human life overall?

The poem suggests that human life is temporary and constantly changing, moving through distinct stages from helplessness in infancy to helplessness again in old age, much like a play with entrances and exits.

Long Questions & Answers

Explain how Shakespeare uses the metaphor of a stage to describe the seven ages of man.

What is the central comparison Shakespeare makes at the start of the poem?

Shakespeare compares the entire world to a stage and all people to actors, or 'players,' who have their 'exits and their entrances' — meaning death and birth — and who play many different parts over the course of a lifetime.



How does this metaphor structure the rest of the poem?

The metaphor structures the poem as a sequence of seven distinct roles, or 'acts,' that every person plays in turn: the infant, the schoolboy, the lover, the soldier, the justice, the pantaloons, and second childishness.

What do the details of each age contribute to the stage metaphor?

Each age is given vivid, specific details — such as the infant's crying, the schoolboy's reluctant satchel-carrying, or the soldier's quest for reputation — that function like stage directions, making each 'role' distinct and recognisable.

What does the poem's ending reveal about the metaphor's overall meaning?

The poem ends with the seventh age returning to helplessness, just like the first, suggesting that life's 'play' is a complete cycle — reinforcing the idea that human existence, like a performance, is temporary and follows a fixed, universal script.

Discuss the literary devices used in 'All the World's a Stage' and their effect on the poem's meaning.

What is the poem's central literary device, and how is it used?

The poem's central device is metaphor, directly comparing the world to a stage and people to actors in the opening lines, establishing the framework for the entire poem.

How do similes contribute to the poem's descriptions?

Similes such as 'creeping like snail,' 'sighing like furnace,' and 'bearded like the pard' vividly capture the schoolboy's reluctance, the lover's emotional intensity, and the soldier's fierce appearance.

What effect does repetition create in the poem's final line?

The repetition of 'sans' (without) in 'sans teeth, sans eyes, sans taste, sans everything' emphasises the complete loss and emptiness of old age, while its parallel structure gives the line a rhythmic, final quality.



How does the poem's irony reinforce its central theme?

The poem is ironic in that the final stage of 'second childishness' mirrors the helplessness of the first stage of infancy, showing that life ends much as it began — reinforcing the theme that human existence follows an inevitable, cyclical pattern.

Multiple Choice Questions (MCQs)

All the men and women merely players.

- A. workers
- B. actors
- C. teachers
- D. leaders

Answer: B. actors

Explanation: 'Players' means actors, referring to human beings performing roles on the stage of life.

They have their exits and their entrances.

- A. successes
- B. birthdays
- C. departures
- D. celebrations

Answer: C. departures

Explanation: 'Exits' refers to departures from the stage, symbolising death.

Mewling and puking in the nurse's arms.

- A. sleeping
- B. vomiting
- C. laughing
- D. crawling

Answer: B. vomiting

Explanation: 'Puking' means vomiting, describing the helpless infant.

And then the whining schoolboy, creeping like snail.

- A. singing happily
- B. running quickly
- C. complaining in a weak voice



D. studying seriously

Answer: C. complaining in a weak voice

Explanation: 'Whining' means complaining in a weak, unhappy voice, describing the reluctant schoolboy.

Sighing like furnace, with a woeful ballad.

A. a short humorous story

B. a sad or romantic song

C. a historical speech

D. a dramatic play

Answer: B. a sad or romantic song

Explanation: A 'woeful ballad' is a sad or romantic song, fitting the lover's sorrowful devotion.

Seeking the bubble reputation.

A. permanent

B. short-lived

C. noble

D. powerful

Answer: B. short-lived

Explanation: The word 'bubble' suggests reputation is fragile and short-lived, like a bubble that can burst.

And then the justice, in fair round belly.

A. policeman

B. judge

C. soldier

D. farmer

Answer: B. judge

Explanation: 'Justice' here means a judge, a wise and mature figure in the fifth age.

Quick Revision Summary

- 'All the World's a Stage' is a famous speech by William Shakespeare from his play As You Like It.



- The poem's central metaphor compares the world to a stage and all people to actors, with birth as 'entrance' and death as 'exit.'
- The seven ages are: the Infant, the Schoolboy, the Lover, the Soldier, the Justice, the Pantaloon, and Second Childishness.
- Vivid similes describe each stage: 'creeping like snail' (schoolboy), 'sighing like furnace' (lover), 'bearded like the pard' (soldier).
- The final age returns to complete helplessness, described in the famous line 'sans teeth, sans eyes, sans taste, sans everything.'
- The central theme is that human life is temporary and ever-changing, following a universal cycle from helplessness to helplessness.

Exam Tips

- Memorise the seven ages in order (Infant, Schoolboy, Lover, Soldier, Justice, Pantaloon, Second Childishness), since exams frequently test this sequence.
- Learn the key descriptive phrase for each age (e.g., 'mewling and puking' for the infant, 'sighing like furnace' for the lover), as these are commonly quoted in questions.
- Review the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Study the literary devices table (metaphor, simile, imagery, repetition, personification, irony) with their exact line references, since this unit's skill focus is literary analysis.
- Be ready to explain the significance of the poem's closing line and its ironic return to infancy-like helplessness.
- When answering theme-based questions, connect the seven ages to the poem's broader message about life's temporary, cyclical nature.



Unit 11: A Letter to God

This unit presents 'A Letter to God' by the Mexican writer Gregorio Lopez Fuentes, a short story about a poor farmer, Lencho, whose crop is destroyed by a hailstorm and who writes a literal letter to God asking for a hundred pesos to survive until the next harvest.

The story follows the postmaster and his colleagues, who are so moved by Lencho's unwavering faith that they collect money among themselves and send it anonymously, signed 'GOD' — only for Lencho's gratitude to turn to anger when he assumes the post office employees stole part of the sum.

These notes summarise the story as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Vocabulary/Grammar (correlative conjunctions, word meanings), Oral Communication (group discussion), and Writing Skills (objective summary) sections that accompany it.

Learning Objectives

- Listen to texts and critically analyse the situations and events they present.
- Evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.
- Use summary skills to extract salient points and develop a mind map, table, diagram, or flowchart summarising informational texts.
- Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, and relevant punctuation, and make inferences to draw conclusions from contextual information.
- Recognize and use correlative conjunctions, including pairs such as both/and, either/or, neither/nor, not/but, and not only/but also.
- Use summary skills to write an objective summary of a given text or poem.



Key Concepts

About the Author

Gregorio Lopez Fuentes stands as a seminal figure in the landscape of Mexican literature, celebrated for his profound and empathetic portrayals of rural life and the struggles of indigenous peoples during the early 20th century.

A master of narrative simplicity and emotional depth, his works bridge the personal and the political, offering readers a window into the soul of a nation in transformation. Through novels and short stories rich with authenticity, Lopez Fuentes gave voice to the marginalised, exploring universal themes of justice, resilience, and human dignity.

Lencho's Hopeful Harvest

The story opens with Lencho, a farmer, anxiously watching the sky for rain to save his ripening corn and kidney bean crop. When rain finally begins to fall during dinner, Lencho happily compares the raindrops to coins, delighted at the prospect of a good harvest.

The Hailstorm and Its Destruction

The rain quickly turns into a violent hailstorm that lasts an hour, destroying the entire crop and stripping the trees bare. Lencho, devastated, tells his sons that even a plague of locusts would have left more than the hailstorm did, leaving the family with no corn or beans for the year.

Lencho's Letter to God

Despite his despair, Lencho holds onto a single hope: help from God, whose eyes 'see everything, even what is deep in one's conscience.' Trusting this faith completely, Lencho writes a literal letter addressed 'To God,' asking for a hundred pesos to re-sow his field and survive until the next crop, and mails it himself.

The Postmaster's Response

The postal employees are amused, then moved, by the letter's sincerity; the postmaster, struck by Lencho's remarkable faith, decides to answer it himself



rather than let it go undelivered. He collects money from his own salary and from colleagues and friends as 'an act of charity,' but can only gather a little more than half of the hundred pesos requested.

He sends the money to Lencho in an envelope signed simply 'GOD.'

The Ironic Twist

Lencho shows no surprise at receiving the money, since his faith was so complete — but grows angry upon counting it, certain that God could not have made a mistake or denied his full request. He writes a second letter to God, saying only seventy pesos reached him and asking for the rest, but insisting it not be sent through the mail, since 'the post office employees are a bunch of crooks.'

Theme

The theme of communication and collaboration is explored through a lens of profound irony and human fallibility. Lencho's earnest letter to God, pleading for financial aid after a devastating hailstorm, represents a form of direct, faith-driven communication that transcends conventional means.

The postmaster and his colleagues, moved by Lencho's unwavering belief, collaborate to collect money and send it anonymously, embodying collective human empathy in action. However, the resulting miscommunication — when Lencho receives only part of the requested sum and accuses the post office employees of theft — reveals the fragile and often misinterpreted nature of human interactions. Ultimately, the narrative underscores that while collaboration can spring from noble intentions, imperfect communication can lead to unintended misunderstandings.

Important Definitions (Glossary)

amiable

friendly and pleasant

conscience

sense of right and wrong that guides a person's actions



correspondence

communication by exchanging letters or messages

crest

the top or highest point of something, like a hill or a wave

intimately

in a close, personal, or detailed way

moment

a very short period of time

obliged

thankful or grateful; also means required to do something

wrinkling

forming small lines or folds, especially on skin or cloth

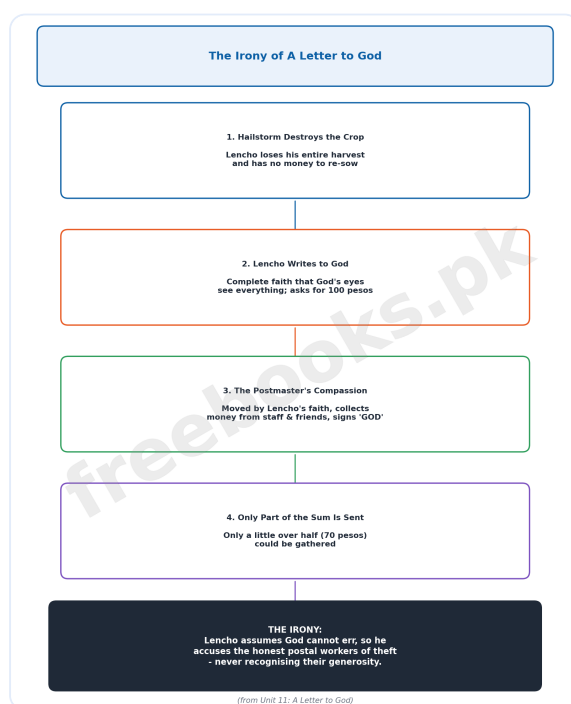
Key Facts

Item	Detail
Author	Gregorio Lopez Fuentes, Mexican writer
Main character	Lencho, a poor farmer
What destroys Lencho's crop	A violent hailstorm
Amount Lencho requests from God	One hundred pesos
Who answers the letter, and how	The postmaster, by collecting money from staff and friends and signing it 'GOD'
Amount actually sent to Lencho	A little more than half (seventy pesos, per Lencho's second letter)
Central irony	Lencho blames the post office employees for 'stealing' money they generously gave him
Central theme	Communication and collaboration, explored through irony and human fallibility



Diagram

The Irony of A Letter to God: A diagram showing the story's central irony: Lencho's complete faith leads him to write to God, the postmaster's compassion leads him to collect and send money anonymously as 'GOD,' and Lencho's assumption of theft (rather than gratitude) reveals the story's central misunderstanding.



The Irony of A Letter to God

Short Questions & Answers

What was the 'only thing the earth needed' in the beginning of the story, and why was it so crucial?

The earth needed rainfall or at least a shower, since it was crucial for Lencho's ripening corn and kidney bean crop to produce a good harvest.

How did Lencho react when he received the letter? Why was his reaction surprising?

Lencho showed no surprise at seeing the money, since his faith was so complete, but he grew angry upon counting it — a surprising reaction because most people would feel grateful, not angry, upon receiving unexpected help.



What did Lencho's second letter reveal about his faith and his perception of the post office employees?

It revealed that Lencho's faith in God remained completely unshaken, since he assumed God could not have made a mistake, while he instead blamed and accused the innocent post office employees of being 'a bunch of crooks' who had stolen part of the money.

Why was Lencho so certain that it would rain at the start of the story?

Lencho was certain because he knew his fields intimately and had spent the morning scanning the sky toward the northeast, showing his deep, experienced connection with nature and farming.

Describe the event that transformed Lencho's hopeful anticipation into despair.

The gentle rain suddenly turned into a violent hailstorm that lasted an hour, destroying the entire cornfield and stripping the kidney bean plants and trees bare, turning his hope of a good harvest into total loss.

What was the postmaster's initial reaction to Lencho's letter, and why did he decide to help him?

The postmaster initially laughed at the letter but quickly turned serious, deeply moved by Lencho's remarkable faith; he decided to help so as not to discourage that faith, since the letter could not otherwise be delivered.

Why was Lencho not surprised or grateful when he received the money? What emotion did he feel instead?

Lencho was not surprised because his faith was absolute and he had expected the money to come; instead of gratitude, he felt anger, since the amount was less than what he had requested.

Explain the contradiction between what Lencho believes happened to the money and what actually happened.

Lencho believes the post office employees stole part of the money God sent him, when in reality the postmaster and his colleagues generously gave their own money out of compassion and could only gather a little more than half of what was requested.



Long Questions & Answers

Discuss the theme of faith and its consequences as portrayed in 'A Letter to God.'

How is Lencho's faith established at the beginning of the story?

Lencho's faith is shown through his complete trust that God's eyes 'see everything,' leading him to write a literal letter asking for a hundred pesos after his crop is destroyed by hail, fully believing his request will be answered.

How do the postal employees respond to this display of faith?

The postmaster and his colleagues, moved by the sincerity of Lencho's faith, collect money among themselves as an act of charity and send it to him, signed simply 'GOD,' so as not to disappoint his belief.

How does Lencho's faith lead to an unintended consequence?

Because Lencho's faith is so absolute that he believes God could never make a mistake or deny his request, he assumes the shortfall in money must be due to theft by the post office employees rather than any limitation in what could be collected.

What does this outcome suggest about the story's message on faith?

It suggests that while faith can inspire remarkable generosity and compassion in others, blind or absolute faith can also lead to misplaced blame and misunderstanding when reality does not match expectation.

Explain the central irony of the story and how it reveals the fragile nature of human communication.

What is the central irony of 'A Letter to God'?

The central irony is that the postmaster and his colleagues act with genuine compassion and self-sacrifice to help Lencho, yet Lencho responds by accusing them of theft rather than recognising their generosity.



How does this irony develop over the course of the story?

It develops as Lencho's unwavering faith initiates a chain of kind actions from strangers, but the resulting gap between what was requested and what could be gathered creates a misunderstanding that undermines the goodwill behind it.

What does Lencho's accusation reveal about human interpretation and perception?

It reveals that even well-intentioned actions can be misinterpreted when the recipient's expectations do not align with reality, showing how communication can break down despite the best intentions on both sides.

What broader lesson does this irony teach about collaboration and goodwill?

It teaches that while collaboration can spring from noble intentions, imperfect communication and unmet expectations can lead to unintended misunderstandings, highlighting the delicate balance between goodwill and how it is perceived.

Multiple Choice Questions (MCQs)

The house sat on the crest of a low hill.

- A. base
- B. top
- C. side
- D. shadow

Answer: B. top

Explanation: 'Crest' means the top or highest point of something, such as a hill.

The field was dotted with kidney bean flowers.

- A. erased
- B. sprinkled
- C. coloured
- D. replaced

Answer: B. sprinkled

Explanation: 'Dotted' means scattered or sprinkled across an area.



He was mortified by the turn of events.

- A. excited
- B. embarrassed
- C. humiliated
- D. amused

Answer: B. embarrassed

Explanation: 'Mortified' means feeling deeply embarrassed or distressed.

He experienced the contentment of a good deed.

- A. sadness
- B. satisfaction
- C. confusion
- D. regret

Answer: B. satisfaction

Explanation: 'Contentment' means a state of happiness and satisfaction.

He needed to re-sow the field.

- A. plant again
- B. water
- C. harvest
- D. sell

Answer: A. plant again

Explanation: 'Re-sow' means to plant seeds again.

He made a resolution to answer the letter.

- A. joke
- B. promise
- C. decision
- D. mistake

Answer: C. decision

Explanation: 'Resolution' here means a firm decision to do something.

Lencho had an unyielding faith in God. What is the best synonym for 'unyielding'?

- A. Flexible
- B. Adamant
- C. Temporary
- D. Questioning



Answer: B. Adamant

Explanation: 'Unyielding' means firm and unchanging, similar to 'adamant.'

Lencho's field needed a downpour to have a good harvest. Which word could replace 'downpour'?

- A. Drizzle
- B. Deluge
- C. Breeze
- D. Drought

Answer: B. Deluge

Explanation: 'Downpour' means a heavy fall of rain, similar to 'deluge.'

The postmaster and his employees made a conscientious effort to help Lencho. What does 'conscientious' mean?

- A. Careless
- B. Meticulous
- C. Secret
- D. Quick

Answer: B. Meticulous

Explanation: 'Conscientious' means careful and thorough, similar to 'meticulous.'

When Lencho found only a portion of the money, he assumed the post office employees were a 'bunch of crooks.' What is a synonym for 'crooks'?

- A. Heroes
- B. Benefactors
- C. Swindlers
- D. Officials

Answer: C. Swindlers

Explanation: 'Crooks' refers to dishonest people, similar to 'swindlers.'

Quick Revision Summary

- 'A Letter to God' is a short story by the Mexican writer Gregorio Lopez Fuentes.



- Lencho, a poor farmer, loses his entire crop to a violent hailstorm after hoping for rain.
- Trusting completely in God, Lencho writes a letter asking for a hundred pesos to survive until the next harvest.
- The postmaster, moved by Lencho's faith, collects money from himself, staff, and friends, sending it signed 'GOD.'
- Only a little more than half the requested amount could be gathered.
- Lencho, certain God would not err, angrily accuses the post office employees of stealing the rest in his second letter.
- The central theme is communication and collaboration, explored through irony and the fragile, often misinterpreted nature of human interaction.

Exam Tips

- Learn the story's key sequence: hope for rain, the hailstorm's destruction, Lencho's letter, the postmaster's response, and the ironic second letter.
- Practise explaining the central irony — genuine charity mistaken for theft — since this is the story's most frequently tested concept.
- Review the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Be ready to discuss Lencho's character (his connection to nature, his unwavering faith) as this is central to most long-answer questions.
- Revise the postmaster's motivations and actions, since his compassionate response is equally important to the story's theme.
- When answering theme-based questions, connect the story's irony to its broader message about the fragile, easily misunderstood nature of human communication and goodwill.



Unit 12: A Visit to the Swat Valley

This unit presents 'A Visit to the Swat Valley' by H. P. Stewart, a travelogue describing a spring journey into the Swat Valley through the Malakand Pass, capturing its snow-capped mountains, blossoming fields, clear rivers, ancient Buddhist ruins, and local village life.

The narrative follows the traveller's route from the dramatic crossing of the Malakand Pass through Saidu Sharif, Mingora, Manglaur, and Miandam, describing encounters with Gujar herders, a colourful wedding procession, and scattered remains of old Buddhist monasteries and stupas, before the journey ends in heavy rain.

These notes summarise the travelogue as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Vocabulary/Grammar (word meanings), Oral Communication (paraphrasing and discussion), and Writing Skills (analytical paragraph and precis writing) sections that accompany it.

Learning Objectives

- Demonstrate attentive listening skills while working in a whole class setting and taking turns to speak with standard pronunciation and intonation.
- Practice precis writing skills.
- Give an informed personal and analytical response to a variety of texts and provide textual references in support.
- Critique how authors distinguish their position from that of others.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling, including hyphenation conventions, and produce legible, correctly formatted work.
- Develop precis writing skills, and use paraphrasing skills to paraphrase a poem or descriptive passage.



Key Concepts

About the Author

H. P. Stewart is the author of 'A Visit to the Swat Valley,' a travelogue that reflects a deep appreciation for the cultural and natural richness of the region. With a keen eye for detail and a passion for exploration, Stewart brings to life the landscapes, traditions, and people of Swat through vivid and engaging prose.

The writing serves both as a travelogue and as a thoughtful commentary on the historical and social nuances of the area, inviting readers to experience the beauty and complexity of Swat Valley as though journeying alongside the author.

Crossing the Malakand Pass

The journey begins with a dramatic crossing of the Malakand Pass on a clear day after rain, the steep precipices, winding road, and craggy cliffs making the travellers feel as though 'the giant's castle' had to be stormed before entering the 'enchanted land' beyond — a green and pleasant valley.

The Beauty of the Valley in Spring

The valley is described in rich, colourful detail: willows in pale yellow leaf, mustard fields still in bloom, young wheat, red poppies, fresh snow on the hills, and small forts with towers scattered along the road. The author notes that olive trees survive mainly in graveyards, where sharp stones mark the graves at angles suggesting outstretched arms or wings.

The travellers also observe Gujar herders on the road, wild flowers such as nepeta, sophora, and the rare Hazara lily, and Buddhist remains covering the hilltops, giving the impression that 'time had stood still' in this sheltered valley.

Saidu Sharif and the Journey Onward

Saidu Sharif surprises the travellers with its great white mosque and large, comfortable hotel, unlike the stone hillside villages that blend into the landscape. The next day, they follow the opposite bank of the Swat River through Mingora and Manglaur, visiting a large bas-relief statue of Buddha carved into a rock face,



and continue on to Miandam, where medlar trees in full bloom create 'a cascade of lacy white' across the valley.

The Wedding Procession and Buddhist Ruins

On the return journey, the travellers encounter a lively wedding procession, with the bride carried in a doli and women in embroidered black garments dancing and clapping alongside. The following day is spent visiting Buddhist ruins scattered across nearly every hilltop, with the author imagining saffron-clad Buddhist monks who once lived in the valley.

The travellers also spend time shopping in the bazaar for Swat blankets, hats, and embroidered items before the weather turns to rain, cutting short a planned excursion to Pir Baba.

The Rainy Departure

As heavy rain sets in, the travellers abandon plans to visit Bahrein and Kalam, and depart the valley the way they came, via Chakdara and the Malakand Pass, passing bedraggled Gujar families walking in the rain with their animals and belongings. The author closes by comparing the brief visit to 'an afternoon's performance at the cinema' with only two of three parts seen, expressing regret at the roads and hills left unexplored.

Theme

The unit evocatively portrays the enchanting beauty and serene tranquillity of the Swat Valley in spring, capturing a landscape of breathtaking contrasts — snow-capped mountains, vibrant fields of blossoms, and crystal-clear rivers set against ancient ruins and cultural richness.

Through vivid imagery, the narrative conveys a sense of awe and timelessness, celebrating the valley's natural splendour, historical depth, and the gentle rhythm of local life, while also acknowledging the fleeting nature of such an idyllic experience — a tribute to a place where nature, history, and human presence harmonise into an unforgettable tapestry of sights, sounds, and emotions.



Important Definitions (Glossary)

bas-relief

a type of sculpture with slightly raised figures on a flat background

bedraggled

messy and wet, typically from being in the rain

cragginess

the quality of being rough, uneven, and full of rocks

doli

a palanquin used to carry a bride

dowry

property or money brought by a bride to her husband at marriage

mistletoe

a parasitic plant that grows on trees

nepeta

a genus of flowering plants, commonly known as catmint

precipices

very steep rock faces or cliffs

saffron-clad

dressed in robes of a bright orange-yellow colour

schist

a type of rock that splits easily into thin layers

sophora

a genus of trees and shrubs with typically yellow flowers

stupa

a Buddhist shrine, typically a dome-shaped structure

terraced

(of land) shaped into a series of flat areas resembling steps



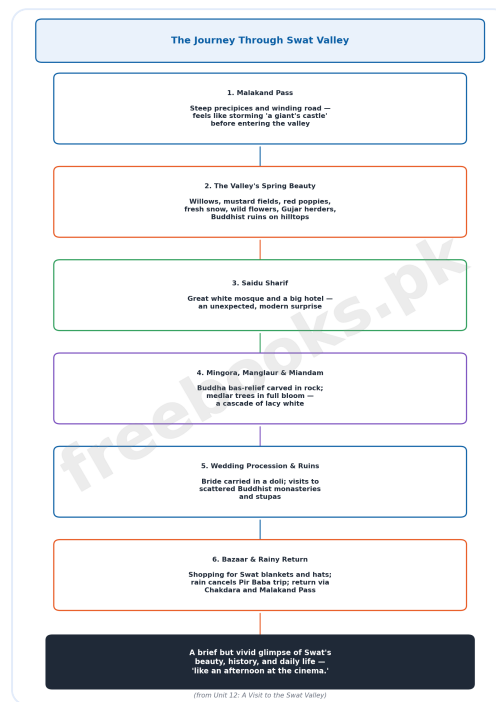
Key Facts

Item	Detail
Author	H. P. Stewart
Mountain pass crossed into Swat	The Malakand Pass
City that surprised the travellers	Saidu Sharif, with its great white mosque and hotel
Notable ancient sight	A large bas-relief statue of Buddha carved into a rock face
Loveliest sight near Miandam	Medlar trees in full bloom
How the bride travelled in the wedding procession	In a doli (palanquin)
What travellers bought in the bazaar	Swat blankets and hats
Central theme	The enchanting beauty, timelessness, and fleeting nature of a spring visit to Swat Valley

Diagram

The Journey Through Swat Valley: A diagram showing the traveller's route in sequence: crossing the Malakand Pass, arriving in Saidu Sharif, visiting Mingora and Manglaur, reaching Miandam, encountering the wedding procession and Buddhist ruins, and finally returning through Malakand in the rain.





The Journey Through Swat Valley

Short Questions & Answers

What natural setting made the spring scenery of the Swat Valley so beautiful?

The spring scenery was set against snow-capped mountains and a blue river with shining pebbles, framing the young leaves, fruit blossom, and flowers of the fields.

What did the Malakand Pass make the travellers feel as though they had to storm?

The steep, craggy cliffs and winding road made the travellers feel as though they had to storm 'a giant's castle' before entering the enchanted valley beyond.

Where did the author note that groups of olive trees seemed to survive?

The author noted that olive trees survived mainly in the graveyards, where sharp stones marked the graves.

What architectural remains covered the hilltops throughout the valley?

Buddhist monasteries and stupas covered nearly every hilltop, giving the impression that time had stood still in the valley.

What unexpected sight did the travellers encounter in Saidu Sharif?



The travellers were surprised to find a great white mosque and a large, comfortable hotel amid a city that otherwise blended into the stone hillside villages.

What was the 'loveliest sight' on the trip up the valley to Miandam?

The loveliest sight was the medlar trees in full bloom, described as a cascade of lacy white that suddenly filled the valley.

How was the bride transported during the wedding procession the travellers encountered?

The bride was transported in a doli, a palanquin, surrounded by women in embroidered black garments dancing and clapping.

What did the travellers primarily shop for in the bazaar?

The travellers primarily shopped for Swat blankets and hats, along with embroidered scarves and decorative caps.

How did the weather affect the travellers' plans toward the end of their visit?

Heavy rain forced the travellers to abandon their plans to visit Pir Baba, Bahrein, and Kalam, and to leave the valley earlier than intended, retracing their route through the Malakand Pass.

How does the author describe the overall experience of the brief visit at the story's close?

The author compares the visit to 'an afternoon's performance at the cinema' with only two of three parts seen, expressing regret over the roads and hills left unexplored.



Long Questions & Answers

Discuss how H. P. Stewart uses vivid imagery to portray the beauty of the Swat Valley in spring.

How does the author describe the entrance into the valley through the Malakand Pass?

The author describes steep precipices, winding roads, and craggy cliffs that made the crossing feel like storming 'a giant's castle,' building anticipation before revealing the green, pleasant valley beyond.

What specific natural details does the author use to capture the valley's spring beauty?

The author describes willows in pale yellow leaf, mustard fields in bloom, young wheat, red poppies, fresh snow on distant hills, and wildflowers such as nepeta, sophora, and the rare Hazara lily.

How does the author use human and historical elements alongside natural imagery?

The author blends natural beauty with human presence and history, describing Gujar herders on the road, quaint forts along the way, and Buddhist ruins scattered across nearly every hilltop, suggesting a timeless, layered landscape.

What overall impression does this imagery create for the reader?

Together, this imagery creates a vivid, almost dreamlike impression of the valley as a place where natural splendour, history, and daily life harmonise, reinforcing the story's theme of enchantment and timelessness.



Explain how the wedding procession and the sudden change in weather contribute to the narrative's portrayal of local life and the fleeting nature of the visit.

What does the wedding procession reveal about local customs?

The wedding procession reveals rich local customs: the bride carried in a doli, women in beautifully embroidered black garments dancing and clapping, and even the old custom of sending the bridegroom away three weeks before the wedding.

How does the wedding scene add to the narrative's portrayal of Swat's culture?

It adds a vivid, joyful glimpse of community life and tradition, contrasting the valley's natural beauty with its living cultural richness.

How does the weather change affect the ending of the journey?

Heavy rain forces the travellers to cancel planned excursions to Pir Baba, Bahrein, and Kalam, cutting the visit short and turning the once-vivid colours of the valley soft and muted.

What does the ending suggest about the nature of the travellers' experience?

The ending, comparing the trip to an incomplete cinema performance, suggests that the visit was beautiful but fleeting and incomplete, leaving the author with lasting regret over the parts of the valley left unseen.

Multiple Choice Questions (MCQs)

According to the text, what natural feature provides a 'setting' for the beautiful spring scenery?

- A. a dense, dark forest
- B. a vast, empty desert
- C. snow-capped mountains and a blue river
- D. a single, towering volcano



Answer: C. snow-capped mountains and a blue river

Explanation: The spring scenery is set against snow-capped mountains and a blue river with shining pebbles.

The Malakand Pass made the travellers feel as if they had to storm

_____.

- A. a dragon's lair
- B. a giant's castle
- C. a fortified city
- D. a sacred temple

Answer: B. a giant's castle

Explanation: The steep, craggy pass made the travellers feel as though they had to storm 'a giant's castle.'

Where did the author note that groups of olive trees seemed to survive?

- A. around government buildings
- B. in royal gardens
- C. in the graveyards
- D. along the riverbanks

Answer: C. in the graveyards

Explanation: The author noted that olive trees survived mainly in the graveyards.

What architectural remains are described as being on 'every hilltop' in the valley?

- A. Mughal palaces
- B. Greek amphitheatres
- C. Buddhist monasteries and stupas
- D. Victorian mansions

Answer: C. Buddhist monasteries and stupas

Explanation: Buddhist monasteries and stupas covered nearly every hilltop in the valley.

What unexpected sight did the travellers encounter in the city of Saidu Sharif?

- A. a massive, modern factory
- B. a great white mosque and a big hotel



- C. a crowded, noisy market
- D. an ancient, ruined colosseum

Answer: B. a great white mosque and a big hotel

Explanation: Saidu Sharif surprised the travellers with its great white mosque and a large, comfortable hotel.

What was the 'loveliest sight' provided during the trip to the valley leading to Miandam?

- A. the Swat River
- B. Medlar trees in full bloom
- C. the snowy mountain range
- D. a wedding procession

Answer: B. Medlar trees in full bloom

Explanation: The loveliest sight was the medlar trees in full bloom, described as a cascade of lacy white.

During the wedding procession, how was the bride transported?

- A. on a decorated horse
- B. in a doli (palanquin)
- C. in a modern car
- D. on a flower-covered cart

Answer: B. in a doli (palanquin)

Explanation: The bride was transported in a doli, a traditional palanquin.

What did the travellers primarily shop for in the bazar?

- A. spices and local foods
- B. antique weapons
- C. Swat blankets and hats
- D. Buddhist artifacts

Answer: C. Swat blankets and hats

Explanation: The travellers primarily shopped for Swat blankets and hats in the bazaar.

Quick Revision Summary

- 'A Visit to the Swat Valley' is a travelogue by H. P. Stewart describing a spring journey into the valley through the Malakand Pass.



- The journey passes through Saidu Sharif (with its white mosque and hotel), Mingora, Manglaur, and Miandam, known for its medlar trees in bloom.
- The valley is filled with Buddhist ruins, monasteries, and stupas on nearly every hilltop, alongside a large bas-relief statue of Buddha.
- The travellers encounter Gujar herders and a lively wedding procession, with the bride carried in a doli.
- Heavy rain cuts the visit short, forcing the cancellation of planned trips to Pir Baba, Bahrein, and Kalam.
- The author closes by comparing the brief visit to an incomplete cinema performance, expressing regret over what was left unseen.
- The central theme is the enchanting beauty, timelessness, and fleeting nature of the visit to Swat Valley.

Exam Tips

- Learn the journey's key locations in order (Malakand Pass, Saidu Sharif, Mingora, Manglaur, Miandam, Pir Baba attempt) since sequencing is often tested.
- Practise explaining the significance of key images and metaphors, such as 'the giant's castle' and the closing 'cinema performance' comparison.
- Review the glossary words with their exact textbook meanings; synonym-in-context questions are commonly drawn from unit glossaries.
- Be ready to discuss the wedding procession scene and what it reveals about local customs and community life.
- Revise the descriptions of Buddhist ruins and monuments, since the valley's historical depth is a recurring theme.
- When answering theme-based questions, connect the valley's natural beauty and historical richness to the story's broader message about timelessness and the fleeting nature of travel experiences.



Unit 13: The Pearl (Novel)

This unit presents 'The Pearl,' a short novel by John Steinbeck, told as a parable about Kino, a poor Mexican pearl-diving fisherman, his wife Juana, and their baby Coyotito, and how the discovery of an extraordinary pearl brings hope, greed, violence, and tragedy into their lives.

The story unfolds across six chapters: it begins with a scorpion sting that sends the family to a prejudiced doctor, follows Kino's discovery of the 'Pearl of the World,' traces the town's growing greed and the family's mounting persecution, and ends with a desperate flight into the mountains and Kino's final rejection of the pearl.

These notes summarise the novel chapter by chapter as given in the textbook and provide the author's background, theme, glossary, and exam-oriented material for this unit, since Unit 13 alone carries the largest weightage in the Section-I short-question paper (any 7 out of 11 questions) among all English 12 units.

Learning Objectives

- Speak confidently and fluently in a wide range of contexts (conflict resolution, panel discussion, role-play, dialogue) to fulfil different purposes such as exposition and argumentation.
- Analyse descriptive, argumentative, and persuasive essays.
- Analyse applications, letters, reports, summaries, biographies, autobiographies, and reviews.
- Evaluate different points of view (first-person, third-person narrative) and examine an author's point of view or purpose in a text.
- Gather relevant information from multiple authentic resources, following research ethics, to write and present an assignment.
- Write a book review.



Key Concepts

About the Author

John Steinbeck (1902-1968), the 1962 Nobel Laureate in Literature, is regarded as one of the towering figures of 20th-century American literature. Raised in the Salinas Valley of California, a landscape that became the backdrop for much of his fiction, Steinbeck wrote with deep sensitivity about the land and its people.

His body of work ranges widely, from the picaresque comedy of *Tortilla Flat* to the mythic allegory of *The Pearl* and the unflinching social realism of his masterpiece, *The Grapes of Wrath*. His close friendship with marine biologist Ed Ricketts gave his writing a strong ecological awareness of humanity's link to the natural world, and his fiction is remembered for bringing the struggles of the dispossessed and the migrant worker into sharp focus, while probing deeper questions of fate, identity, and human consciousness.

Chapter 1: The Scorpion and the Doctor

The story opens with Kino waking at dawn in his brush house, listening to the peaceful 'Song of the Family' as his wife Juana and baby Coyotito begin their morning. This calm is shattered when a scorpion creeps down the rope to Coyotito's hanging box; Kino kills it, but not before it stings the baby.

Juana insists they take Coyotito to the town doctor. The doctor, who belongs to the colonising race that has long exploited Kino's people, refuses to treat a poor family without payment. Kino offers his only wealth, a few small, misshapen seed pearls, but the doctor lies about being called away rather than treat them. Humiliated and enraged, Kino strikes the doctor's gate with his fist, splitting his knuckles.

Chapter 2: The Pearl of the World

The chapter opens with a description of the town, the estuary, and the fishing people's canoes, before Kino and Juana paddle out to the oyster beds. Juana treats Coyotito's swollen shoulder with a seaweed poultice while Kino dives for oysters.



Kino finds an unusually large oyster lying apart from the rest. Back in the canoe, he prises it open and discovers an enormous, flawless pearl, 'as large as a sea-gull's egg' — the greatest pearl anyone has seen. At the very same moment, Juana notices that the swelling in Coyotito's shoulder has begun to recede. Overwhelmed with emotion, Kino throws back his head and howls in triumph.

Chapter 3: The Town's Greed Awakens

News of the pearl spreads through the town almost instantly, reaching the priest, the doctor, the shopkeepers, the beggars, and the pearl buyers, each of whom begins scheming how to profit from Kino's fortune. That evening, as neighbours crowd into his house, Kino dreams aloud of a church wedding, new clothes, a rifle, and above all an education for Coyotito, declaring, 'My son will go to school... these things will make us free.'

The priest visits and blesses the family while hinting at donations for the church. The doctor, now aware of the pearl, arrives and deceives Kino into letting him treat Coyotito with a capsule that deliberately worsens the baby's condition, so that the doctor can then 'cure' the crisis he created and demand payment. That night, an intruder tries to steal the buried pearl in the dark; Kino fights him off but is wounded. A shaken Juana begs Kino to destroy the pearl, calling it 'evil' and 'like a sin,' but Kino refuses, insisting it is their only chance to secure Coyotito's future.

Chapter 4: The Pearl Buyers' Deception

The whole town gathers to watch as Kino takes his pearl to be sold. The pearl buyers, who secretly work for a single patron under the appearance of competition, conspire to cheat him: one dealer calls the pearl 'a curiosity' and offers only a thousand pesos, another dismisses it as 'fool's gold,' and a third claims it is 'soft and chalky' and worthless.

Furious at being cheated, Kino refuses every offer and declares he will take the pearl to the capital to sell it himself, defying the entire local trading system. His brother, Juan Tomas, warns him that he has defied not merely the pearl buyers but 'the whole structure, the whole way of life,' and fears for his safety. That night, Kino is attacked in the dark outside his house.



Chapter 5: Betrayal, Violence, and Flight

Before dawn, Kino wakes to find Juana secretly trying to throw the pearl into the sea to save the family from further harm. He catches her, strikes her, and takes the pearl back. On his way home he is attacked again and kills a man in self-defence.

Returning to his house, Kino finds his canoe deliberately smashed and his brush house burned to the ground — the two things he valued most after his family. With everything destroyed and a dead man on his conscience, the family takes refuge with Juan Tomas, who hides them for a day, gathers supplies, and helps them prepare to flee north under cover of night.

Chapter 6: Pursuit and the Rejection of the Pearl

Kino and Juana flee on foot toward the mountains, hoping to escape north. Kino soon notices they are being followed by two trackers on foot and a horseman carrying a rifle. The family hides in a small cave near a mountain spring, but the trackers draw steadily closer.

Realising he must fight or be caught, Kino creeps down at night to attack the trackers while they sleep. Just as he leaps to attack, a rifle shot rings out, and Kino discovers to his horror that the shot has killed Coyotito, hidden with Juana in the cave. In a desperate, brutal struggle, Kino kills all three men.

The grieving family returns to La Paz together, walking side by side rather than in the traditional single file, carrying Coyotito's body. At the shore, Kino offers the pearl to Juana, but she tells him, 'No, you.' Kino hurls the great pearl with all his strength back into the sea, and it sinks beneath the water as its haunting 'music' fades into silence forever.

Theme

John Steinbeck's *The Pearl* is a parable exploring how the pursuit of sudden wealth can corrupt human relationships and consciousness. At its heart is Kino's tragic transformation: the pearl, meant to bring his family security and opportunity, instead isolates him from his community, turns a peaceful fisherman into a killer, and estranges him from his own humanity.



The novel exposes how every human value in the town becomes reduced to money: the doctor refuses to treat a sick child without payment, the pearl buyers collude to cheat a poor fisherman, and even Kino comes to see the pearl as an extension of his own pride. In its devastating conclusion, when Kino throws the pearl back into the sea, Steinbeck offers not triumph but sorrowful wisdom — that some possessions cost more than they are worth, and that greed, once awakened, can destroy the very things it promised to protect.

Important Definitions (Glossary)

avarice

extreme greed for wealth or material gain

bulwark

a defensive or protective wall; a source of protection against harm

consolation

comfort received after a loss or disappointment

contemptuous

showing scorn or disdain

cozened

cheated, deceived, or tricked

detachment

a state of being aloof or lacking emotional involvement

dissembling

hiding one's true motives or feelings; lying or misleading

edifice

a large, imposing, or elaborate building or structure

estuary

the wide part of a river where the current meets the sea tides

furtive

secretive; done in a quiet and sneaky way to avoid notice

gloating

dwelling on one's own success or another's misfortune with smugness



incandescence

light emitted from a hot object; a high degree of brilliance

indigent

poor; needy; impoverished

judicious

having or showing good judgment; sensible and wise

malignant

dangerous and harmful; showing great ill will; deadly

parable

a simple story used to illustrate a moral or spiritual lesson

Key Facts

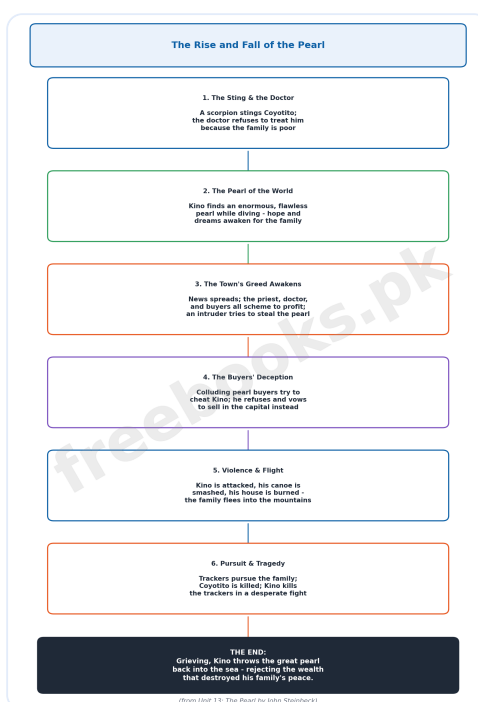
Item	Detail
Author	John Steinbeck (1902-1968), 1962 Nobel Laureate in Literature
Main characters	Kino (fisherman), Juana (his wife), Coyotito (their baby son)
What stings Coyotito in Chapter 1	A scorpion
Where Kino finds the great pearl	In an unusually large oyster while diving at the oyster bed
Nickname given to the pearl	The Pearl of the World
Kino's brother who shelters the family	Juan Tomas
What Kino loses in the attacks	His canoe (smashed) and his brush house (burned down)
How the novel ends	Kino throws the great pearl back into the sea after Coyotito is killed



Item	Detail
Central theme	How the pursuit of sudden wealth corrupts human relationships and brings tragedy

Diagram

The Rise and Fall of the Pearl: A diagram tracing the pearl's journey through the story: its discovery and the hope it brings, the town's growing greed, the violence and losses the family suffers, and Kino's final rejection of the pearl at the novel's end.



The Rise and Fall of the Pearl

Short Questions & Answers

What is the 'Song of the Family' and what does it represent to Kino?

It is a recurring melody in Kino's mind that represents the safety, warmth, and wholeness of his family life, forming a backdrop to his thoughts throughout the novel.

What happens when the scorpion falls into Coyotito's hanging box?

The scorpion stings the baby on the shoulder before Kino can stop it; Kino kills the scorpion in fury, and Juana sucks the poison from the wound.



Why does the doctor initially refuse to treat Coyotito?

The doctor refuses because Kino's family is poor and cannot pay him, dismissively saying he has better things to do than 'cure insect bites for little Indians.'

Where and how does Kino find the great pearl?

While diving at the oyster bed, Kino finds an unusually large oyster lying apart from the others; when he opens it in the canoe, he discovers an enormous, flawless pearl inside.

What does the town's reaction reveal when news of the pearl spreads?

It reveals widespread greed, as the priest, the doctor, shopkeepers, beggars, and pearl buyers all begin scheming how they might benefit from Kino's sudden fortune.

What future does Kino imagine for Coyotito because of the pearl?

Kino dreams of a church wedding, new clothes, a rifle, and most importantly an education for Coyotito, believing that learning to read and write will make the family free.

How do the pearl buyers try to cheat Kino?

The pearl buyers, who secretly work for one patron, pretend to compete but all undervalue the pearl, calling it a 'curiosity,' 'fool's gold,' and 'soft and chalky,' offering only a fraction of its worth.

What does Juan Tomas warn Kino about after he refuses to sell locally?

Juan Tomas warns that by defying the pearl buyers, Kino has defied 'the whole structure, the whole way of life,' and fears the powerful system will retaliate against him.

What happens to Kino's house and canoe after the second attack?

His canoe, the one thing of value he had inherited from his father, is found deliberately smashed, and his brush house is burned to the ground.

How does the story end for Kino, Juana, and the pearl?

After Coyotito is accidentally killed by the trackers, the grieving family returns to La Paz together, and Kino throws the great pearl back into the sea, where it sinks and disappears.



Long Questions & Answers

Trace how the pearl transforms Kino's family and their relationship with the town, from its discovery to its final rejection.

How does the discovery of the pearl initially bring hope to Kino's family?

The pearl fills Kino with dreams of a better future: a church wedding, new clothes, a rifle, and most importantly an education for Coyotito, which he believes will free the family from poverty and ignorance.

How does the pearl change the town's attitude toward Kino?

Once word spreads, the priest, the doctor, shopkeepers, beggars, and pearl buyers all begin scheming to benefit from the pearl, turning Kino from a respected neighbour into 'every man's enemy.'

What violence and losses does the pursuit of the pearl bring upon the family?

The family suffers repeated attacks, the burning of their house, the destruction of their canoe, forced flight into the mountains, and ultimately the death of their baby son, Coyotito.

Why does Kino finally throw the pearl back into the sea?

After the pearl has cost him his home, his peace, and his son's life, Kino recognises it as the source of his family's ruin and rejects it entirely, choosing to destroy the very dream that destroyed his family.

Discuss the character of Juana and her role throughout the novella.

How does Juana show strength and determination early in the story?

After Coyotito is stung, Juana insists on taking him to the doctor despite knowing the doctor never treats poor families, showing her fierce determination to protect her child.



How does Juana react to the growing danger of the pearl?

As attacks and misfortunes mount, Juana grows increasingly afraid of the pearl, repeatedly urging Kino to destroy it or throw it back into the sea before it destroys the family.

What does Juana's warning about the pearl reveal about her wisdom?

Juana intuitively senses, long before Kino accepts it, that the pearl's promise of wealth is not worth the destruction it brings, showing a clear-eyed practicality that contrasts with Kino's growing obsession.

How does Juana's relationship with Kino change by the end of the story?

By the novel's end, after shared tragedy, Juana walks beside Kino rather than behind him as tradition dictated, symbolising a new equality forged through their common suffering and loss.

Multiple Choice Questions (MCQs)

Why does Kino instinctively sense danger when the doctor is near him?

- A. Kino dislikes all authority figures without reason
- B. The music warns him only of scorpions
- C. The doctor's medicine is genuinely dangerous
- D. Kino senses the doctor's exploitative intent toward his people

Answer: D. Kino senses the doctor's exploitative intent toward his people

Explanation: Kino's rage and fear toward the doctor stem from centuries of his people being exploited by the doctor's race, so he instinctively senses the doctor's exploitative intent.

Why does the doctor give Coyotito a capsule that makes him sick?

- A. He accidentally uses the wrong medicine
- B. To properly treat the scorpion sting
- C. To create a crisis so he can then profit from curing it
- D. To punish Kino for his earlier visit

Answer: C. To create a crisis so he can then profit from curing it

Explanation: The doctor deliberately worsens Coyotito's condition with a



harmful capsule so that he can then 'cure' the crisis he created and demand payment.

How does the town change the moment Kino finds the pearl?

- A. Every person begins scheming to profit from it
- B. The town ignores the news completely
- C. The town holds a celebration in Kino's honour
- D. The town becomes more peaceful and unified

Answer: A. Every person begins scheming to profit from it

Explanation: News of the pearl spreads instantly, and the priest, doctor, shopkeepers, beggars, and pearl buyers all begin scheming how they might benefit from Kino's fortune.

Why does Juana call the pearl 'like a sin' early in the story?

- A. She wants to keep the pearl for herself
- B. The priest told her so in confession
- C. She intuitively senses its destructive power
- D. She is superstitious without any real reason

Answer: C. She intuitively senses its destructive power

Explanation: Juana senses early on, through intuition rather than any specific event, that the pearl carries destructive power that will harm the family.

How do the pearl buyers manipulate Kino's understanding of the pearl's value?

- A. They refuse to examine it at all
- B. They all undervalue it while secretly working for one patron
- C. They send him to different buyers daily
- D. They openly praise the pearl's beauty and value

Answer: B. They all undervalue it while secretly working for one patron

Explanation: Although appearing to compete, the pearl buyers secretly work for a single patron and collude to undervalue the pearl, calling it a curiosity or fool's gold.

Why does Kino refuse to sell the pearl to the local buyers?

- A. He wants to keep the pearl forever without selling it
- B. He refuses to be cheated and decides to sell it in the capital instead
- C. He is too afraid to travel anywhere
- D. Juana convinces him to keep it at home



Answer: B. He refuses to be cheated and decides to sell it in the capital instead

Explanation: Furious at being cheated by the colluding local buyers, Kino refuses their offers and declares he will take the pearl to the capital to sell it himself.

How does Juan Tomas's warning about the 'whole structure' function in the story?

- A. It reveals Juan Tomas's cowardice
- B. It foreshadows the system turning against Kino
- C. It convinces Kino to sell the pearl locally
- D. It encourages Kino to fight the buyers immediately

Answer: B. It foreshadows the system turning against Kino

Explanation: Juan Tomas warns that Kino has defied not just the pearl buyers but the entire established system, foreshadowing the violence and persecution that follows.

Why does Kino strike Juana when she tries to throw the pearl into the sea?

- A. She stole the pearl without his permission
- B. The pearl has corrupted his attachment into possessiveness
- C. He has always been violent toward her
- D. He values the pearl more than his family, without exception

Answer: B. The pearl has corrupted his attachment into possessiveness

Explanation: By this point the pearl has so consumed Kino that his growing possessiveness over it overrides his usual gentleness, leading him to strike Juana when she tries to get rid of it.

Quick Revision Summary

- 'The Pearl' by John Steinbeck tells the story of Kino, Juana, and their baby Coyotito, and how a great pearl brings both hope and tragedy into their lives.
- Chapter 1: A scorpion stings Coyotito; the town doctor refuses to treat him because the family is poor.
- Chapter 2: Kino finds an enormous pearl, 'the Pearl of the World,' while diving at the oyster bed.
- Chapter 3: News of the pearl spreads, awakening greed throughout the town; the doctor deceives the family, and an intruder tries to steal the pearl.



- Chapter 4: The colluding pearl buyers try to cheat Kino, who refuses their offers and resolves to sell in the capital instead.
- Chapter 5: Kino is attacked, kills a man in self-defence, and finds his canoe smashed and his house burned; the family flees with Juan Tomas's help.
- Chapter 6: Trackers pursue the family into the mountains; Coyotito is accidentally killed, after which Kino kills the trackers and the family returns home in grief.
- The novel ends with Kino throwing the great pearl back into the sea, rejecting the wealth that destroyed his family's peace.
- The central theme is how the pursuit of sudden wealth can corrupt human relationships and bring tragedy upon those who chase it.

Exam Tips

- Learn the six chapters in sequence, since sequencing and 'what happens in which chapter' questions are common in exams.
- Be ready to explain key symbols: the pearl (both hope and corruption), the canoe (heritage and livelihood), and the recurring 'songs' in Kino's mind (intuition and emotion).
- Revise the glossary words with their exact textbook meanings, since Unit 13 alone contributes 4 synonym-based marks in the objective paper.
- Practise writing balanced answers on Juana's character, since foil/contrast questions comparing her to Kino are frequently asked.
- Review the theme carefully, connecting specific incidents (the doctor's refusal, the buyers' collusion, the burned house) to the novel's broader message about greed and wealth.
- For long questions, always support your answer with specific details from the story (names, events, outcomes) rather than general statements alone.

