

From the session 2023-24, the textbooks are rationalised under the new National Education Policy 2020. this **Sanjiv Refresher** is completely based on the new rationalised textbooks and changed syllabus.

Sanjiv Refresher ENGLISH

CLASS X

LANGUAGE AND LITERATURE

Main Features

- **Strictly designed as per 2023-24 CBSE syllabus and latest NCERT textbooks edition**
- Case Based Factual Passages (with visual input statistical data/chart etc.) and Discursive Comprehension **Passages with Objective Type Questions including MCQs** as per the latest CBSE guidelines
- Sufficient number of solved and unsolved questions on Analytical Paragraphs and Situation Based, Formal Letter Writing to test the creative writing skills
- Detailed Explanation of Grammatical Concepts with Practice Exercises
- Consolidated Grammar Practice as per the CBSE paper pattern
- Explicit summary of the prose and paraphrasing of each stanza of the poems for better insight into the text
- Literature Reader based **Reference to Context with Multiple Choice Questions** and objective type questions as per the latest CBSE syllabus to assess interpretation and inference
- Solutions to all In-text and Textbook questions
- Extra Short and Long Answer Type Questions under the heading “Let’s Know More” to assess interpretation, inference, extrapolation beyond the text and across the text
- Unsolved questions for practice under the heading “Let’s Practise More”

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Contents

Section A : Reading

Type I : Discursive Passages	1 - 49
Type II : Case Based Passages	50 - 85

Section B : Writing and Grammar

Writing

1. Formal Letter Writing	86 - 109
2. Analytical Paragraph	110 - 120

Grammar

1. Tenses	121 - 143
2. Modals	144 - 147
3. Subject Verb Concord	148 - 150
4. Reported Speech	151 - 157
5. Determiners	158 - 171

Consolidated Grammar Practice

1. Gap Filling	172 - 177
2. Editing or Omission	178 - 189
3. Sentences Reordering and Transformation	190 - 197
4. Integrated Exercises	198 - 222

Section C : Literature Reader

First Flight : Prose

1. A Letter to God (<i>G.L. Fuentes</i>)	223 - 244
2. Nelson Mandela : Long Walk to Freedom (<i>Nelson Rolihlahla Mandela</i>)	245 - 271
3. Two Stories About Flying	
I. His First Flight (<i>Liam O' Flaherty</i>)	272 - 286
II. The Black Aeroplane (<i>Frederick Forsyth</i>)	287 - 303
4. From the Diary of Anne Frank (<i>Anne Frank</i>)	304 - 328
5. Glimpses of India	
I. A Baker From Goa (<i>Lucio Rodrigues</i>)	329 - 338
II. Coorg (<i>Lokesh Abrol</i>)	338 - 347
III. Tea From Assam (<i>Arup Kumar Datta</i>)	347 - 356

- | | | |
|----|--|-----------|
| 6. | Mijbil the Otter (<i>Gavin Maxwell</i>) | 357 - 374 |
| 7. | Madam Rides the Bus (<i>Vallikkannan</i>) | 375 - 392 |
| 8. | The Sermon at Benares (<i>Betty Renshaw</i>) | 393 - 407 |
| 9. | The Proposal (<i>Anton Chekov</i>) | 408 - 429 |

First Flight : Poetry

- | | | |
|-----|--|-----------|
| 1. | Dust of Snow (<i>Robert Frost</i>) | 430 - 437 |
| 2. | Fire and Ice (<i>Robert Frost</i>) | 438 - 444 |
| 3. | A Tiger in the Zoo (<i>Leslie Norris</i>) | 445 - 455 |
| 4. | How to Tell Wild Animals (<i>Carolyn Wells</i>) | 456 - 465 |
| 5. | The Ball Poem (<i>John Berryman</i>) | 466 - 477 |
| 6. | Amanda! (<i>Robin Klein</i>) | 478 - 493 |
| 7. | The Trees (<i>Adrienne Rich</i>) | 494 - 505 |
| 8. | Fog (<i>Carl Sandburg</i>) | 506 - 511 |
| 9. | The Tale of Custard the Dragon (<i>Ogden Nash</i>) | 512 - 531 |
| 10. | For Anne Gregory (<i>William Butler Yeats</i>) | 532 - 541 |

Supplementary Reader

Footprints Without Feet

- | | | |
|----|---|-----------|
| 1. | A Triumph of Surgery (<i>James Herriot</i>) | 542 - 553 |
| 2. | The Thief's Story (<i>Ruskin Bond</i>) | 554 - 564 |
| 3. | The Midnight Visitor (<i>Robert Arthur</i>) | 565 - 574 |
| 4. | A Question of Trust (<i>Victor Canning</i>) | 575 - 585 |
| 5. | Footprints Without Feet (<i>H.G. Wells</i>) | 586 - 596 |
| 6. | The Making of a Scientist (<i>Robert W. Peterson</i>) | 597 - 609 |
| 7. | The Necklace (<i>Guy De Maupassant</i>) | 610 - 624 |
| 8. | Bholi (<i>K.A. Abbas</i>) | 625 - 639 |
| 9. | The Book That Saved the Earth (<i>Claire Boiko</i>) | 640 - 649 |

Workbook : Words and Expression-II

- | | | |
|----|--|-----------|
| 1. | Unit 1 : A Letter to God | 650 - 656 |
| 2. | Unit 2 : Nelson Mandela : Long Walk to Freedom | 657 - 662 |
| 3. | Unit 3 : Two Stories About Flying | 663 - 668 |

4.	Unit 4 : From the Diary of Anne Frank	669 - 673
5.	Unit 5 : Glimpses of India	674 - 679
6.	Unit 6 : Mijbil the Otter	680 - 687
7.	Unit 7 : Madam Rides the Bus	688 - 693
8.	Unit 8 : The Sermon at Benares	694 - 699
9.	Unit 9 : The Proposal	700 - 704

SECTION A : READING

Type I : DISCURSIVE PASSAGES

[Passages with short answer type questions to test inference, evaluation and analysis, and objective type questions (including MCQs) to test vocabulary]

SOLVED PASSAGES

Passage 1

Read the following text.

(CBSE Sample Paper 2023-24)

- (1) As a high school student, studying poetry can be a rollercoaster ride. This journey is punctuated by moments of profound appreciation for simpler pieces and intermittent frustration with more complex works. Let's be real here – some poems are just plain confusing and no amount of re-reading seems to help decipher the intended meaning. The puzzlement that results from such instances can be both vexing and demotivating. If solving a riddle is what was intended, then playing Sudoku is a better option. One is led to ponder if obscurity was the goal.
- (2) Conversely, some pieces resonate with the reader's soul, stirring feelings of warmth, happiness, and connection to the world. Often, these compositions centre on themes that are universally understood, such as love, nature, or faith. Being able to actually understand what the poet is trying to say can feel like a little victory and is a welcome relief after grappling with more perplexing poetry.
- (3) Then there are poems that are emotionally charged; the ones that make the reader curl up in a ball and cry or jump up and down with joy. One is left in awe of the poet's ability to convey emotion through words. Let's not forget the downright weird poems. These are the ones that defy categorization and leave the reader to their own devices in attempting to interpret meaning. The author's use of figurative language and unconventional imagery can create a sense of bewilderment that is either intriguing or off-putting. Regardless, the reader can appreciate the uniqueness of the work.
- (4) Despite the wide range of emotions and reactions that come with studying poetry, it can be a rewarding pursuit. Not only does reading poetry allow one to appreciate the artistic beauty of the written word but also enables one to develop crucial critical thinking and analytical skills. The process of unlocking a poem's meaning can feel like cracking a code or solving a puzzle but the sense of accomplishment derived from mastering a challenging piece can be deeply gratifying. Finally, impressing an English teacher with a well-analysed poem can be a source of pride and validation.
- (5) Overall, studying poetry is like a box of mixed chocolates, you never know what you're going to get. But whether it's complex, emotional, simple, or just downright weird, there's always something to be gained from the experience. So, let's applaud all the poets out there, for making us laugh, cry, scratch our heads, and occasionally feel like a genius.

CONSOLIDATED GRAMMAR PRACTICE

1

GAP FILLING

1. Complete the following paragraph by filling in the blanks with appropriate words :

(a) peeling the sweet lime and oranges (b) careful so that the segments are not mashed. The lettuce leaves are broken (c).....pieces. They are kept in ice-cold water (d) ten minutes.

- | | | | |
|--------------|-------------|--------------|------------|
| (a) (i) When | (ii) Which | (iii) While | (iv) That |
| (b) (i) you | (ii) should | (iii) be | (iv) can |
| (c) (i) in | (ii) into | (iii) among | (iv) along |
| (d) (i) in | (ii) into | (iii) around | (iv) for |

Ans. (a) (iii) While (b) (iii) be (c) (ii) into (d) (iv) for

2. Complete the following paragraph by filling in the blanks :

In case of drowning, you have to raise (a) alarm and then stay out of the way of the rescuers so (b)..... not to hamper operations. In case a person is suffering (c) pain (d)..... some form of injury, do not administer any medication.

- | | | | |
|--------------|-----------|-------------|-------------|
| (a) (i) one | (ii) the | (iii) a | (iv) an |
| (b) (i) that | (ii) as | (iii) while | (iv) should |
| (c) (i) with | (ii) of | (iii) in | (iv) from |
| (d) (i) and | (ii) also | (iii) along | (iv) or |

Ans. (a) (iv) an (b) (ii) as (c) (iv) from (d) (iv) or

3. Complete the following paragraph by filling the blanks :

Today, you are proud to say that you live in India's capital. But (a) you guess how many of your fellow citizens were actually around (b) the national capital was shifted from Calcutta (c) New Delhi in 1911? Believe it or not, the answer is not in mere tens or hundreds but (d) astounding 3,938.

- | | | | |
|--------------|------------|-------------|------------|
| (a) (i) will | (ii) would | (iii) can | (iv) could |
| (b) (i) that | (ii) so | (iii) while | (iv) when |
| (c) (i) in | (ii) and | (iii) to | (iv) from |
| (d) (i) one | (ii) the | (iii) an | (iv) by |

Ans. (a) (iii) can (b) (iv) when (c) (iii) to (d) (iii) an

4. Complete the following paragraph by filling in the blanks.

Katherine Mansfield (a) born in 1888 in Wellington, New Zealand. She moved to London (b)1903 and studied (c) Queen's College, where she joined as (d) staff college magazine editor.

- | | | | |
|-------------|-----------|------------|----------|
| (a) (i) was | (ii) is | (iii) has | (iv) had |
| (b) (i) at | (ii) in | (iii) on | (iv) by |
| (c) (i) in | (ii) from | (iii) at | (iv) for |
| (d) (i) a | (ii) an | (iii) this | (iv) the |

Ans. (a) (i) was (b) (ii) in (c) (iii) at (d) (iv) the

5. Complete the following paragraph by filling the blanks :

Stress may actually be the trigger for eating (a) causes the most trouble. Many of us have high levels of chronic stress, whether (b)from workload, relationship troubles or long to-do lists. Our bodies respond to this stress the way our ancestors' bodies did triggering "fight or flight" chemicals in the brain that lead to calorie accumulation and fat storage. But the difference (c).....that we have plenty of food at our disposal; they didn't. (d)....., we end up continually upgrading the size of our storage unit.

- | | | | |
|-----------------|------------|--------------|-------------|
| (a) (i) and | (ii) but | (iii) that | (iv) who |
| (b) (i) which | (ii) where | (iii) whom | (iv) it's |
| (c) (i) was | (ii) were | (iii) is | (iv) are |
| (d) (i) Because | (ii) So | (iii) Atlast | (iv) Anyhow |

Ans. (a) (iii) that (b) (iv) it's (c) (iii) is (d) (ii) So

6. Fill in the blanks with correct forms of the verbs given in the brackets :

Yesterday Savita (a)..... (come) to my house to give me the happy news of her standing first in the Board Examination. I (b) (be) overjoyed to know this. We (c).....(share) our views regarding the latest trend in paper setting. She also (d).....(tell) me that she had attended.

- | | | | |
|---------------|------------------|-------------------|---------------------|
| (a) (i) came | (ii) come | (iii) will come | (iv) won't come |
| (b) (i) an | (ii) wasn't | (iii) was | (iv) had |
| (c) (i) share | (ii) shared | (iii) could share | (iv) couldn't share |
| (d) (i) tells | (ii) was telling | (iii) told | (iv) could tell |

Ans. (a) (i) came (b) (iii) was (c) (ii) shared (d) (iii) told

7. Fill in the blanks with correct forms of the verbs given in the brackets :

When Chintu (a).....(come) back home after playing whole evening, he (b).....(see) that his mother (c).....(wait) for a long time. Seeing his muddy clothes, she (d).....(shout), "Where were

- | | | | |
|----------------------|----------------------|------------------------|-------------------------|
| (a) (i) will come | (ii) comes | (iii) came | (iv) would come |
| (b) (i) will see | (ii) saw | (iii) could see | (iv) had seen |
| (c) (i) was waiting | (ii) will be waiting | (iii) had been waiting | (iv) would be waiting |
| (d) (i) was shouting | (ii) shouted | (iii) had shouted | (iv) could have shouted |

Ans. (a) (iii) came (b) (ii) saw (c) (iii) had been waiting (d) (ii) shouted

8. Fill in the blanks with correct forms of the verbs given in the brackets :

When I (a)..... (return) home yesterday, I (b).....(see) that an old friend of mine (c)..... (wait) for me. I (d).....(not see) him for the last ten years.

NELSON MANDELA : LONG WALK TO FREEDOM

— *Nelson Rolihlahla Mandela*

INTRODUCTION

The chapter has been taken from the book, 'Long Walk to Freedom' an autobiography written by South African President Nelson Mandela, and first published in 1994 by Little Brown & Company. The book profiles his early life, coming of age, education and 27 years in prison. It recollects his life-long dedication to the fight against racial oppression in South Africa. It won him the freedom of his own people who were tortured by whites and the presidency of his country. Here, Mandela provides two opposite pictures of his own country, one in which the blacks were abused and tormented quietly and in second, blacks would be free to live an independent life.

SUMMARY

The Inauguration

It was 10th May 1994, the day when Nelson Mandela was supposed to take oath as the first black President of South Africa. After South Africa's first national democratic elections were held in April 1994, the President of the African National Congress (ANC), Nelson Mandela, was sworn in as South Africa's first black President at the Union Buildings, Pretoria after being unanimously elected by parliament where a large number of leaders had gathered from all over the world to see the oath ceremony.

Sworn in Statement

The inauguration was held at a big building in Pretoria where the first democratic non-racial government was to be installed. Nelson Mandela was accompanied by his daughter named, Zenani. On the Podium, Mr. De Klerk was the first person who swore in as the second Deputy President, then came Mr. Thabo Mbeki who took oath as the first Deputy President of South Africa and Nelson Mandela took oath as the first black President of South Africa. He pledged to be faithful to the Republic of South Africa, and solemnly and sincerely promised at all times to promote that which will oppose all that may harm the Republic; to obey, observe, uphold and maintain the Constitution. He also promised to keep the nation free from poverty, deprivation, suffering and all sorts of discrimination.

III. Expressing Your Opinion

Do you think there is colour prejudice in our own country? Discuss this with your friend and write a paragraph of about 100 to 150 words about this. You have the option of making your Paragraph a humorous one. (Read the short verse given below.)

When you were born you were pink
 When you grew up you become white
 When you are in the sun you are red
 When you are sick you are yellow
 When you are angry you are purple
 When you are shocked you are grey
 And you have the cheek to call me 'coloured'.

Ans. Colour Prejudice in India

It is not true. There is no colour prejudice in our country. In India, our constitution does not allow colour discrimination in any aspect. The colour of the skin makes a lot of differences. A white man regards himself as superior to a black coloured man. He thinks himself to be the master and the black to be his slave. But this type of prejudice does not exist in our country. In the same family, we can find members of different colours. Similarly the people of South India have dark skin but the people of North India have no prejudice against them on this basis. They enjoy equal rights throughout the country. As a nation, we have swept the issue of skin colour bias under a mountain of other social issues and have convinced ourselves that it's not important to speak against the blatant discrimination against dark skin.

We have blinded ourselves to the psychological effects it has on the psyche of our society, including the minds of our children. The following points help us to have an effectively functioning society free from any prejudice.

- Don't compare siblings who are of different skin tones
 - Teach children to include friends of different colors
 - Don't let skin color stop you from pursuing your dreams
 - Learn to see beauty in all skin tones
 - Don't believe the false notion that you are not beautiful because of your skin color
 - When it comes to marriage don't choose partners simply based on their skin color
- Appreciate who you are, and celebrate the way you are made.

EXTRACT BASED COMPREHENSION PASSAGES

Extract 1

Tenth May dawned bright and clear. For the past few days I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil.

Questions :

1. Who is 'T' in these lines?

'T' in these lines is :

- (a) Nelson Mandela's daughter Zenani
- (b) Nelson Mandela
- (c) Mr. De Klerk
- (d) Mr. Thabo Mebeki

2. Which inauguration ceremony is being talked about here?

- (a) the inauguration ceremony of new bridge in South Africa.
- (b) the inauguration ceremony of African Olympics.
- (c) the inauguration ceremony of biggest university of the world.
- (d) the inauguration ceremony of the Nelson Mandela's presidency

3. He had been pleasantly besieged by dignitaries for

4. The meaning of the word 'besieged' is

5. What was so special about Tenth May?

- Answers :** 1. (b) 2. (d) 3. being the first ever black President of South Africa
 4. to surround a place especially with army
 5. Tenth of May was the day when after years of oppression by the whites, Nelson Mandela was sworn in as South Africa's first black President.

Extract 2

In life, every man has twin obligation- obligations to his family, to his parents, to his wife and children; and he has an obligation to his people, his community, his country. In a civil and humane society, each man is able to fulfil those obligations according to his own inclinations and abilities. But in a country like South Africa, it was almost impossible for a man of my birth and colour to fulfil both of those obligations. In South Africa, a man of colour who attempted to live as a human being was punished and isolated.

Questions :

1. What are the obligations that every man has in his life?

Every man in his life has obligation towards :

- (a) nature and his family.
- (b) family and friends.
- (c) his family and his country.
- (d) God and his family.

2. Why was it impossible for a coloured man to discharge his obligations in South Africa?

It was impossible for a coloured man to discharge his obligations in South Africa because if a coloured man tried to discharge his duties :

- (a) he would be punished and isolated
- (b) he would face many obstacles.
- (c) he would be killed.
- (d) his family members would be killed.

3. The phrase 'a man of my birth' means that

4. The noun form of the verb 'punished' is

5. Why was a man of colour who attempted to live as a human being was punished and isolated?

- Answers :** 1. (c) 2. (a) 3. the person was born in a poor and humble family
 4. punishment
 5. Black people were considered to be inferior and were not allowed rights equal to the whites.