

STEM SCHOOL
ENGLISH RECORD
(2025 – 2026)

Submitted by:

Name: _____

Class: _____

Section: _____

Roll No: _____

Submitted to:

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H.O.D of English

ENGLISH LANGUAGE PAPER-I

(Use your creativity to make the title)

Acknowledgment

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[Your Name]

[Your Class/Section]

[Date]

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1. COMPOSITION

Describe an object which you believe has once saved your life or prevented adverse consequences for you or for any person close to you.

The Lucky Amulet That Saved the Day

Life often hinges on a fragile thread—one moment, one choice, or even one object can become the silent hero in a story you never expected to tell. For me, that object was a car windshield. It may seem ordinary, but on one rainy night, it became the transparent barrier between life and a potentially fatal tragedy.

It was a late December evening, and my family and I were returning home from a wedding in the countryside. The sky was dark and heavy, and the rain had been relentless for hours. My father was driving carefully, but the winding road, now slippery and half-submerged in rainwater, demanded intense focus. I sat in the backseat, half-asleep, lulled by the soft tapping of rain on the car.

Out of nowhere, a loud honk shattered the quiet. A speeding truck lost control while trying to overtake another vehicle on a narrow turn. It veered dangerously into our lane. In that split second, it felt like time had slowed down. My father swerved instinctively, but the truck's side brushed against our car, sending us skidding toward the edge of the road, dangerously close to a steep drop.

The crash was loud and jarring. I remember the screeching of tires, my mother's gasp, and the shattering sound of something hitting the front of the car. When the car came to a halt, my heart was pounding like a drum. Drenched in panic, we checked each other for injuries. Thankfully, apart from a few bruises and shock, we were unharmed.

Later, when we stepped out to assess the damage, we saw that a large branch had snapped from a tree during the crash and had flown directly toward the windshield. But instead of breaking through, the reinforced laminated glass had absorbed the impact and held firm. Had it shattered, the branch could have struck my father or mother, or even ricocheted inside, causing serious harm.

That windshield, often unnoticed and underappreciated, became our silent savior that night. It had not only shielded us from flying debris but prevented further chaos in a moment of crisis. It made me realize how even the most mundane objects around us can hold immense power and significance when it matters most.

Since then, I have never looked at a car windshield the same way. It may just be glass to some, but to me, it's a transparent shield—a testament to the idea that safety often lies in the simplest of protections. Sometimes, it's not capes or miracles that save lives. Sometimes, it's just a sheet of glass, doing its job with quiet strength.

2. LETTER WRITING

FORMAL LETTER FORMAT

Sender's address

_____ ,

_____ ,

_____ .

Date

Receiver's address

_____ ,

_____ ,

Salutation,

With or without subject,

_____ .

_____ .

Thanking you,

Yours faithfully,

_____ ,

_____ ,

_____ (two names)

2.1. Sample of Letter

Write a letter to the chief Minister of your state drawing his attention to the urgent need for a government hospital in your district.

B- 168, Vasant Sagar,

Delhi-110094

10th May, 2025

The Hon'ble Chief Minister

Andhra Pradesh

Subject: Request for the Establishment of a Government Hospital in [Your District Name]

Respected Sir/Madam,

I am writing this letter to draw your kind attention to the urgent need for a government hospital in our district, Guntur. The lack of proper medical facilities in our area has been a long-standing issue, causing great inconvenience to the residents, especially those from underprivileged backgrounds.

Our district is home to a large population, yet the absence of a well-equipped government hospital forces people to travel long distances to nearby cities for medical treatment. This delay often results in the worsening of health conditions, particularly in emergency cases. The private hospitals available in the vicinity charge high fees, making healthcare unaffordable for many.

A government hospital with modern medical facilities, experienced doctors, and 24/7 emergency services would greatly benefit the people of our district. It would not only provide affordable treatment but also improve the overall health conditions of the community.

I sincerely request you to look into this pressing matter and take the necessary steps to establish a government hospital in our district at the earliest. Your support and prompt action would bring immense relief to thousands of families in our area.

Looking forward to your kind consideration.

Yours sincerely,

John Royal

3. INFORMAL LETTER FORMAT

SENDER'S ADDRESS

_____ ,

_____ .

Date

Salutation,

_____ .

_____ .

_____ .

Yours Lovingly,

_____ ,

_____ .

3.1. Sample Letter

You met a strange man who claimed supernatural powers, but you did not believe him. Write a letter to your father, telling him how the same man was able to dupe one of your friends.

[Your Address]

[City, State]

[Date]

Dear Dad,

I hope you are doing well. I have something strange and rather unbelievable to share with you. A few days ago, I met a peculiar man in the market who claimed to have supernatural powers. He had long hair, wore a flowing robe, and spoke in a mysterious tone. He claimed that he could predict the future, read minds, and even perform miracles. I was sceptical from the start and didn't believe a word he said. However, my friend Rahul was completely taken in by his words, and unfortunately, he ended up getting duped.

The man asked Rahul to hold out his hand, closed his eyes, and started murmuring something. A moment later, he "predicted" that Rahul had recently lost something valuable. Rahul was shocked because he had misplaced his watch just the day before. The man then claimed that he could help Rahul get his watch back, but only if he made an "offering" to the spirits. Without thinking twice, Rahul handed over ₹500 to the man, who then gave him a small charm wrapped in red cloth and told him to sleep with it under his pillow. He promised that Rahul's watch would magically reappear the next morning.

Of course, nothing happened. Rahul's watch remained lost, and the mysterious man was nowhere to be found the next day. When Rahul told me what had happened, I felt really bad for him. I had warned him that these so-called miracle workers are just frauds, but he was too caught up in the moment to listen. This experience has taught him a valuable lesson—not to believe everything people claim, especially when it seems too good to be true.

I wanted to share this with you because I know you always tell me to be cautious and not fall for such tricks. Now, I've seen firsthand how easily some people can be deceived. Don't worry, Dad—I'll always keep my wits about me and not let anyone fool me so easily.

Looking forward to seeing you soon. Take care!

Your loving son/daughter,
[Your Name]

NOTICE WRITING

CREATIVE TITLE

Asked event or competition

DATE:

TIME:

VENUE:

3.2. Sample

Recently, it was in the news that a hurricane hit Odisha and around 13 districts were affected. Being the Head of Environment Society of your school, draft a notice for the students and staff appealing for donations of relief products like clothes, money, books and other articles.

GIVE TILL IT HURTS!

Appeal for Donations

Date: 5th May, 2025

Time: 11.00 a.m. onwards

Venue: Auditorium, STEM School

Students can donate money, clothes, books, articles like blazers, etc. for the victims of the hurricane. Certificated will be given to the highest contributors.

5.1.EMAIL WRITING

principalhighlandschool@gmail.com

Salutation,

_____.

_____.

Yours faithfully,

Two names

Designation

5.1. Sample of Email:

Recently, it was in the news that a hurricane hit Odisha and around 13 districts were affected. Being the Head of Environment Society of your school, draft an email to the collector to give awareness about donation to the people.

guntur/Dist.collector@gmail.com

Subject: Appeal for Donation Drive to Support Hurricane-Affected Districts in Odisha

Respected Collector,

I hope you are doing well. The recent hurricane in Odisha has left many families in distress. To support relief efforts, the Environment Society of [Your School Name] is organizing an awareness and donation drive, encouraging contributions of clothes, food, medicines, and financial aid.

Your guidance in spreading awareness and coordinating with local authorities will help ensure aid reaches those in need. We believe small acts of kindness can make a big difference. Please advise us on the best way to channel our support effectively.

Looking forward to your kind cooperation.

Yours sincerely,

[Your Name]

Head, Environment Society

[Your School Name]

GRAMMAR

TENSES

Tense is the form of the verb which shows the time and the state of an action and an event.

Tenses are of three types.

1. Past tense
2. Present tense
3. Future tense

Each these tenses has four forms

1. Simple
2. Continuous
3. Perfect
4. Perfect continuous

PRESENT TENSE

1. Simple Present tense

Formation; - S+V1+O (When the sub is plural)

S+V1(S/ES) + O (When the sub is singular)

Negative: - add- do not- when the verb is V1

Add- does not- when the verb is V1(s/es)

Interrogative: - Begin with do/ does

EX:- I sing. - Affirmative

I do not sing - Negative

Do I sing? - Interrogative

Do I not sing? - Negative interrogative

How do I sing?

How don't I sing?

Uses:-

1. To express habitual action
2. To express universal truths
3. To express future actions planned in advance
4. To express a fact which is true at present

5. To introduce quotations with the verb 'say'
6. In running commentaries of sports events
7. Shows timeless states

Clue words: often, usually, always, frequently, regularly, daily, once a week/month

Note: Change the following sentences into simple present

- a. She _____ only the truth.
- b. We _____ water for keeping the body dehydrated.
- c. I often _____ books in my free time.
- d. My classmates _____ his favourite TV show after his class time.
- e. _____ your cousin have a job? Yes he does.

2. Present continuous or present Progressive tense

Formation: - use am/is/are +VI+ING

Structure: - S+am/is/are+VI+ING+O

Ex:- I am studying. - affirmative

I am not studying. -negative

Are you studying? - Interrogative

Are you not studying? -Negative interrogative

What are you studying? P

What aren't you studying? N

Use:-

1. To express an action happening now at the time of speaking.
2. To express an action in progress but not necessarily at the time of speaking
3. To express a definite arrangement in the near future. He is going to Jaipur after the session.
4. To express some undesirable habit.- he is always gambling.

Clue words:- now, at present, still, look, listen, observe, don't disturb

Verbs which are not generally used in perfect continuous tense:

1. Verbs of senses- see, hear, smell, notice
2. Verbs of emotions - love, hate, forgive, wish, like, dislike
3. Verbs of thought- think, feel, know, understand
4. Verbs expressing possession- have, belong, possess

Exercise:

- a. She _____ on the floor. (not/dance)

- b. The chief minister _____ the flag. (hoist)
- c. He _____ the workshop. (open)
- d. _____ they _____ in the drama. (act)
- e. We _____ on our record. (work)

DIFFERENCE BETWEEN SIMPLE PRESENT AND PRESENT CONTINUOUS

1. Simple present is used for habitual actions, general truths and permanent situations
2. Present continuous used- for the present moment, for temporary situations.

3. **Present perfect Tense;**

Formation: - Formed with have, has + 3rd form of the verb

Structure: - S+HAS/HAVE+v3+O

Ex:- I have written a book. – affirmative

I have not written a book.- negative

Have you written a book? – Interrogative

Have you not written a book? – Negative interrogative

What have you written? -WH interrogative.

What haven't you written? N

Use:

1. To express an action that has just come to an end.
2. To express past actions that began in the past and continued up to the present moment.
3. To express the present state of a completed action.

Clue words:- already, recently, just, yet (in questions and negatives), still (in negative)

Exercise:

- a. I _____ Paris several times. (visit)
- b. _____ you _____ your work? (Finish)
- c. _____ the guests _____ still? (arrive)
- d. We _____ our homework. (finish)
- e. She _____ Spanish for five years. (study)

4. **PRESENT PERFECT CONTINUOUS TENSE**

Formation: - formed by using has/have been

Structure: - S+HAS/HAVE+ BEEN+V1+ING+O

EX- I have been studying. - affirmative

I have not been studying. - negative

Have you been studying? - interrogative.

Have you not been studying? -interrogative negative

Who has been studying for two hours? -wh interrogative

Who hasn't been studying for two hours?

USE-

-To express an action that has been completed but the effects of that actions still persist.

-For and since are commonly used in both the tense. Since indicates a point of time in the past whereas for indicates a period of time.

Clue words:- since (point of time), for (period of time)

EXERCISE:-

- a. She _____ a movie since morning. (watch)
- b. I _____ healthy food. (eat)
- c. We _____ for two hours. (work)
- d. They _____ football. (play)
- e. I _____ a car for ten years. (drive)

PAST TENSE

1. SIMPLE PAST;-

Formation- Formed with V2

Structure:- S+V2+O

EX- I sang. – affirmative

I did not sing. - negative

Did you sing? Interrogative

Did you not sing? Negative interrogative.

What did you sing? -WH interrogative

What didn't you sing? N

Use;-

1. To express an action which is totally unrelated to the present. It denotes an action which happened in the past.
2. To express those events which are repeated in the past.
3. To denote an action which lasted for a period of time in the past.
4. For permanent long-term situations in the past
5. To convey an unusual condition (2nd condition)

Clue words: last Sunday, last year/month, week, ago, once, past years

Difference in the usage of present perfect and simple past

1. Simple past tense expresses an action which happened at a certain. present perfect tense expresses the completion of an action by now.
2. Present perfect Tense expresses the present state of an action that has been completed. It shows or establishes a relationship with the present. Simple past has no link with the present.
Ex- I worked here for 2 years. (Simple past)
I have worked here for 2 years. (Present perfect.)
3. Adverbs of past are never used in present perfect whereas they are used in simple past.
Ex- I sold my house last month. (correct)
I have sold my house last month. (incorrect)

Exercise:-

- a. He _____ me to put it back.(ask)
- b. Without a word, she _____ me. (follow)
- c. Of course she _____ me. (not/ hear)
- d. You cannot say we _____ it. (do)
- e. He _____ again to the two women.

2. Past continuous tense

Formation:- Formed by using – was/were/V1+ing

Structure:- S+WAS/WWERE+V1+ing+ O

EX- I was crying. Affirmative

I was not crying. Negative

Were you crying ? Interrogative

Were you not crying? Interrogative negative

Why were you crying? -WH interrogative

Why weren't you crying?

Use:-

1. To denote an action that was going on at some time in the past.
2. To denote two or more than two actions which were going on at the same time.
3. While describing any action- all the spectators were clapping.
4. To make polite queries about a certain period of time in the past.

Ex- what were you doing when I came to your house

Clue words: Certain time in the past, when, while

Exercise:

- a. He _____ food. (eat)
- b. I _____ by train. (travel)
- c. The sun _____ (shine)
- d. _____ you _____ English these days? (study)
- e. Where _____ you _____? (go)

3. Past perfect tense

Formation:- formed by Had + V3

Structure:- S+had+V3+ o

Ex= I had slept. - affirmative

I had not slept. – negative

Had you slept? - interrogative

Had you not slept? Negative interrogative

Who had slept? -WH Interrogative

Who hadn't slept?

Use-

1. to express an action completed before a certain moment in the past.
2. To express an action of the past which was completed before another action also in the past. Ex-the train had left before we reached the station.
3. To express unfulfilled conditions of the past.
4. To express unfulfilled desires of the past.
Ex- I wish I had heeded the words of your advice.

Clue Words: after, before, when

Exercise:

- a. She _____ a novel on humanity. (write)
- b. _____ the snake _____ on his leg? (bite)
- c. She _____ her puppy on the road when she was with her father. (not/leave)
- d. They _____ a bad man very badly on the road. (bear)
- e. What _____ in their dairy? (write)

4.PAST PERFECT CONTINUOUS TENSE

Formation; - had+been+V1+ing

Structure- S+had+been+V1+ing+o

EX= I had been writing. - affirmative

I had not been writing. -negative

Had you been writing? Interrogative

Had you not been writing? Negative interrogative

What had you been writing? WH Interrogative

What hadn't you been writing? N

Use:-

1. To express an action that began before a certain time in the past and continued up to that time or concluded just before it.
2. To express a repeated action in the past perfect as a continuous action. Ex-Ram had written many times to her.

Clue words: time of reference in the past (from-to, since/for with past time)

Exercise:

- a. We _____ video games for five hours. (play)
- b. I _____ your clients for five years. (call)
- c. My son _____ hard during exams. (study)
- d. _____ you _____ since little age. (laugh)
- e. Who _____ a podcast for three weeks. (leasing)

FUTURE TENSE

1. SIMPLE FUTURE:-

Formation- will/shall

Structure-S+WILL/SHALL+V1+O

Ex- I shall go there. Affirmative

I shall not go there. Negative

Will you go there. Interrogative

Will you not go there. Negative interrogative.

Who will go there? WH interrogative

Who won't go there? N

USE-

1. To denote an action yet to take place.

Clue words: Next year/ week, tomorrow, coming years

Exercise:

- a. You _____ it or leave it? (take)
- b. I _____ nothing more about myself. (hear)

- c. Well, I _____ about the matter. (not/argue)
- d. She _____ when I am well. (go)
- e. Why _____ good marks. (not/get)

2.FUTURE CONTINUOUS TENSE: -

Structure: - S+WILL/SHALL+BE+V1+ING+O

Ex- I shall be going there.

I shan't be going there.

Will you be going there?

Won't you be going there?

Where will you be going?

Where won't you not be going?

Use:-

1. To express an action that will happen in the normal course.
2. To express an action that will be in progress at a given time in future.
3. In the interrogative, the future continuous is used to express a polite request.

Ex- Will you be going to the office tomorrow?

Clue words:- certain time in future

Exercise:

- a. What _____ he _____ today? (play)
- b. He _____ his friend hand tightly. (hold)
- c. The patient _____ a single word. (not/say)
- d. She _____ from Japan tonight. (come)
- e. _____ they _____ their homework? (do)

3.FUTURE PERFECT

Structure: - S+WILL/SHALL+HAVE+V3+O

EX= I will have taken a book. affirmative

I won't have taken a book. negative

Will you have taken a book? positive interrogative

Won't you have taken a book? Negative interrogative

What will you have taken? WH interrogative

What won't you have taken? N

USE:-

1. To express an action expected to be completed by a certain time in future.
Ex-by the end of the term we would have covered the whole syllabus.
2. To express that something has taken place.
Ex- he will have come back by now.

Clue words: by next year/month

Exercise:

- a. _____ they _____ from the Goa tour? (Exam)
- b. She _____ to Parish to meet her parents. (go)
- c. She _____ her dinner on time. (eat)
- d. What _____ you _____ by this time next year. (do)

4.FUTURE PERFECT CONTINUOUS TENSE

STRUCTURE: - S+WILL/SHALL+HAVE+BEEN+V1+ING

Ex:- She will have been studying for exams by next year. -affirmative

She won't have been studying for exams by next year. -negative

- Will she have been studying for exams by next year? Positive interrogative

-Won't she have been studying for exams by next year? Negative interrogative

What will she have been doing for exams by next year? WH interrogative

What won't she have been doing for exams by next year?

Use:

1.To express an action in progress over a period of time that will end in future.

Other ways of expressing future:

1. Present continuous tense is used to express a very definite future agreement.

Clue words: by -future time and for (period of time

Exercise:

- a. Ben _____ weight for three months. (lose)
- b. He _____ for two months. (not/leave)
- c. _____ my mom _____ food for many years? (cook)
- d. We _____ for two hours. (sing)
- e. What _____ she _____ for three years? (learn)

RULES IN SEQUENCE OF TENSES

1. when principal clause is in past tense, subordinate clause should be in past tense.
Exception- universal truth, general truth, etc.

Ex- she said that she wanted money.

2. If there is universal truth/ general truth etc., subordinate clause will be in present tense.

Ex- the teacher said that the sun rises in the east.

3. If than is used as a subordinator, present tense will be used in subordinate clause.

Ex- my friend loved me more than I love him.

Your brother requested her more than I do

4. When there is present tense or future tense in the principal clause, subordinate clause can be written in any tense.

Ex-You know that he is a teacher/ he was a teacher/ he will be a teacher.

If Condition

Conditionals in English grammar Sometimes, call them 'if clauses'. They describe the result of something that might happen (in the present or future) or might have happened but didn't (in the past) . They are made using different English verb tenses.

In if conditional sentence there are two clauses:

1. Subordinate clause (If clause)
2. Main clause

If you stay calm, I will give you the ice cream

- **If you stay calm, (Subordinate clause)**
- **I will give you the ice cream (Main clause)**

1. The Zero Conditional (General truths)

We can make a zero conditional sentence with two **present simple** verbs (one in the 'if clause' and one in the 'main clause')

When to use This Condition

when the result is universal truth and Scientific fact.

Syntax:

If + subject + Simple present (V₁) + object/complement, subject + Simple present (V₁) + object/complement

If water **reaches** 100 degrees, it **boils**.

So, if water reaches 100 degrees, it always boils. It's a fact. I'm talking in general, not about one particular situation. The result of the 'if clause' is always the main clause. The 'if' in this conditional can usually be replaced by 'when' without changing the meaning.

- *People **eat** too much. They **get** fat.*
- *If people **eat** too much, they **get** fat.*
- ***Touch** a fire. You **get** burned.*
- *If you **touch** a fire, you **get** burned.*

2. Open Conditional- First Conditional (Real Possibilities)

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

When to use This Condition

When the verb in the given sentence, is in Simple present (V₁), use open condition

Syntax:

If + subject+ V₁+object/complement, subject + present Modal+ base form + object/complement

Pay the fee. Then come to school.

(The verb in the sentence 'Pay' is in simple present (V₁). So use Open condition)

*If you **pay** the fee, you **can come** to the class*

Note: if there is **and/ or/or else/ otherwise** in the given sentence, change **if clause or subordinate clause into negative**

- ***Come in fast or the doors will be closed.***
- ***If you don't come in, the doors will be closed***
- ***It rains. I don't go to the park.***
- ***If it rains, I won't go to the park.***
- ***Study today then you can go to the party tonight.***
- ***If you study today, I can go to the party tonight.***

Open Condition vs. Zero Conditional:

The first conditional describes a *particular* situation, whereas the **zero condition** describes what happens *in general*.

For example (zero conditional): ***if you sit in the sun, you get burned*** (here I'm talking about every time a person sits in the sun - the burning is a natural consequence of the sitting)

But (Open conditional): ***if you sit in the sun, you'll get burned*** (here I'm talking about what will happen today, another day might be different)

3. Improbable or Imaginative conditional- Second Conditional (Unreal Situations)

It has two uses.

First, we can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream

Example:

- If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery)
- If I **met** the Queen of England, I **would say** hello.
- She **would travel** all over the world if she **were** rich.

Second, we can use it to talk about something in the present which is impossible, because it's not true.

Example:

- If I **knew** his number, I **would call** him. (I don't know his number now, so it's impossible for me to call him).
- She **would pass** the exam if she **studied**.

When to use This Conditional

In the given sentences, the verb is in simple present (V₁) and both sentences are in negative use improbable condition syntax. Even if there is 'want' in the given sentence use same condition

Syntax:

If + subject+ simple past (V₂) + object/complement, subject + would/should/could+ V₁ + object/complement

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

- *She **doesn't win** the lottery. She **doesn't buy** a big house*
- *If I **won** the lottery, I **would buy** a big house.*
- *I **am not** you. I **don't go** out with him.*
- *If I **were** you, I **wouldn't go** out with that man.*
- *I **don't** have his number. So I **can't** call him.*
- *If I **had** his number, I **could call** him.*

Pay attention:

If I were you

The form 'If I were you' which is often used to give advice.

- *If I **were** you, I'd look for a new place to live.*

- *If I were you, I'd go back to school and get more qualifications.*

Note: if there is 'don't' in the very beginning of a sentence use open condition.

- *Don't play with me. You can't win.*
- *If you play with me, you can't win.*

4. Unfulfilled condition: Third Conditional (Past Unreal Situations)

It talks about the past events and about how things that happened or did not happen might have affected other things. We often use this condition to express regret.

When to use This Conditional

If the verb is in V₂ / did + V₁ or there is was/were in the given sentence use unfulfilled condition

Syntax:

If + subject+had+V₃+object / complement, subject + past modal + have + V₃ + object/complement

Note: change sentences from: "Positive to Negative" and Negative to positive"

- *She **didn't study**, she **didn't pass** the exam.*
- *If she **had studied**, she **would have passed** the exam.*
- *I **ate** so much, so I **felt** sick.*
- *If I **hadn't eaten** so much, I **wouldn't have felt** sick.*
- *We **didn't take** a taxi. So we **missed** the plane.*
- *If we **had taken** a taxi, we **wouldn't have missed** the plane.*

Pay Attention

Omitting if

- ***Were** I you, I **wouldn't go** out with that man.*
- ***Were** she rich, she **would travel** all over the world.*
- ***Had** I had money, I **would have bought** a car.*
- ***Had** she gone to bed earlier, she **wouldn't have been** tired.*
- ***Had** I not eaten so much, I **wouldn't have felt** sick.*
- ***Should** you need my advice, you **can meet** me.*

5. Mixed Conditionals

Mixed conditionals combine elements from different types of conditionals, typically to describe a past condition with a present consequence or vice versa.

- **Example:**
 - If I had studied harder (past condition), I would be a doctor now (present result).

Common Points to Remember:

- **"If" can be replaced with "when"** in zero conditionals without changing the meaning.
- **"Were" is used instead of "was"** for all subjects in the second conditional to express formality or hypothetical situations.
- **Comma use:** A comma is used when the "if" clause comes at the beginning of the sentence, but not when it follows the main clause.

**LITERATURE IN
ENGLISH
PAPER-II**

JULIUS CAESAR



1. JULIUS CAESAR:

1.1. About the author:

William Shakespeare (1564–1616) was an English playwright, poet, and actor, widely regarded as one of the greatest writers in the English language and world literature. Born in Stratford-upon-Avon, he wrote 39 plays, 154 sonnets, and two narrative poems. His works, including tragedies like *Hamlet*, *Macbeth*, and *Romeo and Juliet*, comedies like *A Midsummer Night's Dream*, and histories like *Henry V*, continue to be studied and performed worldwide. Known for his profound understanding of human nature, poetic brilliance, and rich language, Shakespeare's influence on literature and drama remains unparalleled.

1.2. Historical Background of Julius Caesar

William Shakespeare's *Julius Caesar* is a historical tragedy based on the real events surrounding the assassination of **Gaius Julius Caesar**, a Roman general and statesman. The play, written in 1599, reflects both **ancient Roman history** and Shakespeare's contemporary concerns about power and political instability in Elizabethan England.

1. Julius Caesar and the Roman Republic

- Julius Caesar (100–44 BCE) was a military leader who expanded Rome's territories and became a key political figure.
- His rise to power led to tensions with the Roman Senate, which traditionally opposed individual rule.
- In 49 BCE, he crossed the **Rubicon River**, defying the Senate and leading to a civil war.
- After defeating his rival **Pompey**, Caesar declared himself **dictator for life**, alarming many senators who feared he would overthrow the Republic.

2. The Conspiracy and Assassination

- On **March 15, 44 BCE (the Ides of March)**, a group of senators, including **Brutus** and **Cassius**, assassinated Caesar in an attempt to restore the Republic.
- However, instead of restoring democracy, the assassination led to another civil war.
- Caesar's adopted son **Octavian (later Augustus)** and **Mark Antony** defeated the conspirators, leading to the end of the Roman Republic and the rise of the **Roman Empire**.

3. Shakespeare's Interpretation

- Shakespeare's play explores themes of **power, ambition, betrayal, and fate**.
- The character of **Brutus** is portrayed as a tragic hero, torn between loyalty to Caesar and his duty to Rome.
- The famous funeral speeches of Brutus and Antony showcase **rhetorical persuasion** and the power of public opinion.

- The play also reflects concerns about **monarchy and tyranny**, relevant to Shakespeare's time, when Elizabeth I ruled England without a direct heir.

Thus, *Julius Caesar* is not just a retelling of Roman history but also a political commentary on leadership, democracy, and the consequences of political assassination.

1.3. Themes of *Julius Caesar*

William Shakespeare's *Julius Caesar* is a tragedy that explores themes of power, betrayal, fate, and political ambition. The play is set in ancient Rome and revolves around the **conspiracy against Julius Caesar, his assassination, and the aftermath of his death.**

1.4. Understanding the *Julius Caesar's Play*:

Act 1: The Rising Tension

The play opens with **Roman citizens celebrating Caesar's recent victory** over Pompey's sons. However, some politicians, including **Cassius**, resent Caesar's growing power. Cassius persuades **Brutus**, a noble Roman and Caesar's close friend, that Caesar's ambition threatens the Republic. Brutus, torn between his love for Caesar and his duty to Rome, ultimately joins the conspiracy.

Act 2: The Conspiracy Strengthens

Brutus, struggling with his decision, is convinced that **Caesar must die for Rome's sake**. The conspirators, including **Casca, Decius, and Cinna**, finalize their plan. Despite warnings from his wife **Calpurnia**, an ominous storm, and a **soothsayer's prophecy ("Beware the Ides of March")**, Caesar decides to go to the Senate.

Act 3: The Assassination

At the Senate, **the conspirators stab Caesar to death**, with Brutus delivering the final blow. As Caesar falls, he utters the famous words: **"Et tu, Brute?"** meaning "You too, Brutus?" Afterward, Brutus addresses the crowd, justifying the assassination as necessary to prevent tyranny. However, **Mark Antony's funeral speech** turns the people against the conspirators. His **famous oration ("Friends, Romans, countrymen, lend me your ears")** stirs the crowd's emotions, leading to a violent riot.

Act 4: The Civil War Begins

Antony joins forces with **Octavius (Caesar's heir) and Lepidus** to form a triumvirate. Meanwhile, Brutus and Cassius prepare for war against them. Their alliance weakens as they argue over strategy, showing cracks in their cause.

Act 5: The Tragic End

The final battle takes place at **Philippi**. **Cassius, believing they have lost, commits suicide. Brutus, seeing no hope, also takes his own life.** Antony and Octavius emerge victorious. As the play ends, Antony honours Brutus as **"the noblest Roman of them all"**, acknowledging that his intentions were pure, though misguided.

Conclusion: *Julius Caesar* is a tragedy about **political betrayal, power struggles, and fate**. It highlights how **misguided idealism and manipulation can lead to chaos**, with unintended consequences for all involved.

1.5.Short Analysis of *Julius Caesar*

Shakespeare's *Julius Caesar* is a political tragedy that explores themes of power, betrayal, fate, and rhetoric. The play questions the nature of leadership and the consequences of political ambition.

1. The Theme of Power and Ambition

Julius Caesar is portrayed as a powerful leader, but his growing ambition makes him a threat to the Roman Republic. The conspirators, especially Brutus, believe they are saving Rome from tyranny. However, their actions lead to greater chaos, suggesting that power struggles often result in unintended consequences.

2. The Role of Rhetoric and Persuasion

The play highlights the power of language and persuasion, especially in Antony's funeral speech. While Brutus appeals to logic, Antony manipulates emotions, turning the public against the conspirators. This demonstrates how public opinion can be shaped through skilled rhetoric.

3. Fate vs. Free Will

The presence of omens, the soothsayer's warning ("Beware the Ides of March"), and Calpurnia's dream suggest a struggle between destiny and human choices. Despite the warnings, Caesar ignores fate, leading to his downfall. Similarly, Brutus' idealism blinds him to the consequences of his actions.

4. The Tragic Hero – Brutus

Although the play is named after Julius Caesar, Brutus is the true tragic hero. He is noble and honorable but too idealistic and easily manipulated, leading to his tragic end. His downfall highlights the conflict between personal loyalty and duty to the state.

Conclusion

Julius Caesar is a timeless exploration of political ambition, manipulation, and the fragility of democracy. It warns that violence in the name of justice often leads to greater destruction, making it relevant even in modern political contexts.

1.6.Description of one of the most notable characters in the play: Brutus in *Julius Caesar*

A Complex and Noble Character

Marcus Brutus is one of the most significant and complex characters in William Shakespeare's *Julius Caesar*. His internal struggles, moral dilemmas, and sense of honour make him the tragic hero of the play. Shakespeare presents Brutus as a man torn between his loyalty to his friend Julius Caesar and his duty to Rome.

1. Brutus as a Patriot

Brutus is portrayed as a deeply patriotic Roman who places the welfare of Rome above all else. His primary motivation for joining the conspiracy is not jealousy or hatred but his fear that Caesar's ambition might lead to the downfall of the Roman Republic.

His famous lines:

"Not that I loved Caesar less, but that I loved Rome more" (Act 3, Scene 2)

This shows his unwavering devotion to his country, even at the cost of personal loss.

2. Brutus' Internal Conflict

One of the most striking aspects of Brutus' character is his internal struggle between friendship and duty. He loves Caesar as a friend but fears his growing power will turn him into a tyrant.

The soliloquy in **Act 2, Scene 1** reveals Brutus' inner turmoil:

*"It must be by his death; and for my part,
I know no personal cause to spurn at him,
But for the general..."*

This soliloquy highlights how Brutus convinces himself that Caesar's assassination is necessary for the greater good, despite having no personal hatred against him.

3. Brutus as a Conspirator

Although Brutus joins the conspiracy, he insists on maintaining honour and morality even in the act of murder. He persuades the conspirators not to kill Mark Antony, believing that their act should be seen as a **sacrifice** and not as **butchery**.

He says:

"Let us be sacrificers, but not butchers, Caius." (Act 2, Scene 1)

This shows his idealistic nature and desire to act with honour.

4. Brutus as an Orator

After Caesar's assassination, Brutus delivers a powerful speech to the Roman crowd, justifying his actions. He appeals to their sense of reason and patriotism. However, his speech lacks the emotional appeal that Antony's later speech uses to sway the crowd.

Brutus says:

"If there be any in this assembly, any dear friend of Caesar's, to him I say, that Brutus' love to Caesar was no less than his." (Act 3, Scene 2)

5. Brutus' Tragic Flaw

Brutus' greatest flaw is his **idealism** and **naivety**. He believes that everyone shares his high moral standards. His decision to spare Antony proves disastrous, as Antony's manipulative speech turns the public against the conspirators.

6. Brutus' Downfall and Death

In the final act, Brutus realizes that his decision to assassinate Caesar has brought more harm than good. His army is defeated, and he ultimately takes his own life. His final words:

*"Caesar, now be still:
I kill'd not thee with half so good a will"*

reflect his deep regret and recognition of his mistake.

Summary of Act 1 – Julius Caesar

Act 1 of *Julius Caesar* introduces the political tension in Rome following Caesar's victory over Pompey. The play opens with commoners celebrating Caesar's triumph, but they are scolded by tribunes Flavius and Marullus, who disapprove of his growing power and remove decorations from his statues.

In Scene 2, during the Feast of Lupercal, a soothsayer warns Caesar to "Beware the Ides of March," but Caesar dismisses him. Meanwhile, Cassius begins manipulating Brutus, persuading him that Caesar's ambition threatens Rome's freedom. Brutus, though loyal to Caesar, starts contemplating Cassius' words.

Scene 3 presents a stormy night filled with omens. Cassius interprets these signs as warnings against Caesar's rule and convinces Casca to join the conspiracy. He also plans to further influence Brutus.

Act 1 sets the stage for conspiracy against Caesar, highlighting themes of ambition, manipulation, and fate.

Summary of Act 2 – Julius Caesar

Act 2 of *Julius Caesar* focuses on the growing conspiracy against Caesar and Brutus' internal conflict.

In **Scene 1**, Brutus wrestles with his conscience, ultimately deciding that Caesar must die to prevent him from becoming a tyrant. The conspirators, including Cassius and Casca, visit Brutus at night and finalize their plans. They debate whether to kill Mark Antony but Brutus opposes it, believing Antony is powerless without Caesar.

In **Scene 2**, Calpurnia, Caesar's wife, warns him not to go to the Senate after having ominous dreams. At first, Caesar agrees to stay home, but Decius, a conspirator, reinterprets the dream positively and persuades him to attend.

In **Scenes 3 and 4**, Artemidorus, a supporter of Caesar, writes a letter warning him about the conspiracy. Meanwhile, Portia, Brutus' wife, senses his distress and sends their servant to check on him.

Act 2 builds suspense, showing how persuasion and fate drive events toward Caesar's assassination.

Conclusion

Brutus is a **tragic hero** whose noble intentions are overshadowed by his idealism and misjudgments. His internal conflict, moral integrity, and eventual downfall evoke both admiration and pity. Shakespeare presents him as a man who struggles to balance personal loyalty with public duty, making him one of the most memorable and human characters in literature.

PROSE

(Short Story)

Bonku Babu's Friend by Satyajit Ray



2. Short Story- Bonku Babu's Friend by Satyajit Ray

2.1. About the Author

Satyajit Ray (1921–1992) was one of India's greatest filmmakers, authors, and artists. Apart from his remarkable contributions to Indian cinema, he was a prolific writer, especially known for his science fiction, detective stories, and children's literature. His literary works include the famous Feluda detective series, Professor Shonku series, and various short stories. Ray's writing style blends humour, imagination, and human emotions, making him one of the most celebrated storytellers in Indian literature.

2.2. Theme

The primary theme of **Bonku Babu's Friend** is the idea of **self-respect and transformation**. It highlights how an ordinary, timid man can gain confidence and self-worth when given the right encouragement. The story also touches upon **the possibility of life beyond Earth** and the human fascination with the unknown. Ray subtly criticizes society's tendency to belittle those who are different or less assertive.

2.3. Characters

- **Bonku Babu:** A humble, timid schoolteacher who is often ridiculed by others. He undergoes a transformation after meeting the alien.
- **The Alien (Ang):** A friendly, intelligent extraterrestrial who helps Bonku Babu discover his inner confidence.
- **Other villagers:** They represent society's harsh judgment towards weak or humble individuals.

2.4. Plot

1. **Introduction:** Bonku Babu's timid nature and the mockery he faces from the villagers.
2. **Rising Action:** The arrival of the alien in the village.
3. **Climax:** Bonku Babu's interaction with the alien.
4. **Falling Action:** Bonku Babu gains confidence from the alien's respectful behavior.
5. **Conclusion:** Bonku Babu finally stands up against the villagers' insults, marking a new beginning in his life.

2.5. Summary

The short story, *Bonku Babu's friend*, traces the character growth of the protagonist, Bonkubihari Datta. Bonku Babu is a school teacher in the village of Kankurgacchhi, Bengal. He is known to be amicable with everyone. However, the school children and adults take advantage of his mild temperament and subject him to humiliation and ridicule. His job as a teacher of Geography and Bengali is rewarding because of the presence of a few good students. Otherwise, Bonku Babu finds himself stuck in his position and, hence, does not protest against the insults to which he is subjected. He finds it very difficult to socialise as he has been made the laughing stock among the adults as well. He is at the receiving end of pranks and practical jokes. One night, while returning from a usual social meeting, Bonku da comes across an alien creature called Ang. The alien creature is profoundly intelligent and has access to strange and intelligent devices. Bonku Babu refers to him as Mr. Ang. The creature had been on its way to the

Planet Pluto, but landed on Earth by mistake. Mr. Ang is very articulate in his speech, using both English and Bengali as medium to communicate with his earth-born friend. The alien creature is quite talkative.

Mr. Ang makes Bonku Babu wonder that he hasn't travelled the world at all, despite being a geography teacher. The encounter with Mr. Ang fills the protagonist of the story with wonder. When Bonku Babu expresses his desire to see the North Pole of the Earth, the alien creature readily fulfils his wish using a device consisting of glass tied to the end of a tube. Mr. Ang then proves that he belongs to a superior race of creature. The plot twist is relevant because earlier in the evening, the residents of the village were discussing why would an alien ship land in an inconsequential village of Kankurgacchi. The intelligent aliens would rather choose to communicate with "Sahib", or the overlords. The interaction with the alien creature makes Bonku Babu feel relevant, important, and worthy. Mr. Ang makes him aware that he is a very good man by average standards. However, Bonaku Babu has character flaws. He doesn't speak against injustice when he needs to do so. This also prevents his capacity to advance in life. It is as if Bonku Babu's eyes are opened after this meeting. In the next village get together, he storms in confidently, and makes the residents aware of their foolishness. Once a soft-spoken school teacher, Bonku now surprises everyone with his straightforwardness and candor. He makes it clear that he won't be insulted anymore. The school teacher establishes himself to be significant and respectable in his own eyes, more than anyone else's.

POETRY

I REMEMBER

I REMEMBER



3. Poetry-I Remember I Remember

3.1. About the Poet: Thomas Hood (1799–1845)

Thomas Hood was a British poet, humourist, and author known for his sentimental and humorous poetry. His works often reflected his sensitivity to human suffering, nostalgia, and social issues. He is best remembered for poems like *The Song of the Shirt* and *I Remember, I Remember*, where he blends emotional depth with vivid imagery.

3.2. Summary

The poem, 'I Remember, I Remember' is a nostalgic poem by Thomas Hood, written in the first person, where the speaker reminisces about his childhood and the memories associated with it. The poem begins with the speaker stating that he remembers his childhood home and the chestnut tree that stood beside it. He then remembers the happiness of his childhood, the games he played, and the friends he had.

The speaker then talks about how he left his home and went to live in a different place. He says that he missed his childhood and the things he had left behind. The memories of his childhood, however, continued to stay with him, and he reminisces about them from time to time.

The poem takes a somber turn in the last stanza when the speaker talks about how time has passed, and he has grown old. He says that he has lost the innocence and happiness of his childhood and can never go back to those days. He concludes by saying that he will always remember his childhood home, the chestnut tree, and the happiness he experienced there.

Overall, the poem is a reflection on the fleeting nature of childhood and the nostalgia that accompanies memories of it. It also serves as a reminder of the importance of cherishing the present moment as time waits for no one.

3.3. Themes:

- **Nostalgia:** The poem expresses the poet's fond memories of childhood and contrasts them with the harsh realities of adulthood.
- **Innocence vs. Experience:** It highlights the innocence and joy of childhood, which are lost as one grows older.
- **Nature's Beauty:** The poet fondly remembers the natural beauty of his childhood surroundings.
- **Passage of Time:** The poem emphasizes how time changes everything, including one's perception of happiness.

3.4. Figures of Speech:

- **Alliteration:**
 - "I remember, I remember" (Repetition of the sound 'r')
- **Imagery:**
 - "The house where I was born" (Describes the house vividly)
 - "The little window where the sun / Came peeping in at morn" (Visual image of sunlight)
- **Metaphor:**
 - "The sun came peeping in" (Sun is compared to a curious person)
- **Personification:**
 - "The roses red and white" (Roses are given human-like qualities)

- **Contrast:**
 - The joyful past is contrasted with the sorrowful present.

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THANK YOU