



# **KENDRIYA VIDYALAYA SANGATHAN ZONAL INSTITUTE OF EDUCATION AND TRAINING, CHANDIGARH**

**CLASS: X  
SUBJECT: ENGLISH  
LANGUAGE AND LITERATURE  
SESSION: 2023-24**

**STUDENT SUPPORT  
MATERIAL**

**COMPILED BY -**

**APARNA RAY**

**TA ENGLISH**

# ENGLISH LANGUAGE & LITERATURE

## CLASS X (2023-24)

### INDEX

Sl.	Contents	Page Number
1	Syllabus & Blue Print	1-10
2	Reading	11-49
3	Grammar	50-67
4	Creative Writing Skills	68-82
5	First Flight	83-168
6	Footprints without Feet	169-198

# ENGLISH LANGUAGE AND LITERATURE

Code No. 184  
2023-24

## 1. Background

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

## 2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements,

simple advertisements, short interviews, etc.)

- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation for Indian languages (multilingualism), translations and Indian Literature.

### **3. Language Items**

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

### **4. Methods and Techniques**

The methodology is based on a multi-skill, activity-based, learner-centered approach. Care is taken to fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, she/he presents language items, create situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- Simulating real life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings as a resource for comprehending and analysing issues.
- Borrowing situations and registers from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**CLASS – X**  
**2023-24**  
**SECTION - WISE WEIGHTAGE**

<b>Sections</b>		<b>Weightage</b>
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills with Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

\*This is a suggestive number.

**Section A**

**Reading Skills**

**I. Reading Comprehension through Unseen Passage** **20 Marks**

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **(10 marks)**

**(Total length of two passages to be 600-700 words)**

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

**Section B**

**II Grammar**

**Writing Skills and Grammar**

**10 Marks**

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
  - Commands and requests
  - Statements
  - Questions

3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

**III Writing Skills**

**10 marks**

4. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. **5 marks**
5. Writing an Analytical Paragraph in 100-120 words on a given Map / Chart / Graph / Cue/ s. One out of two questions is to be answered. **5 marks**

**Section C**

**40 Marks**

**Language through Literature**

**IV. Reference to the Context**

**(5+5 = 10 Marks)**

6. One extract out of two from Drama / Prose.  
7. One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

**v. Short & Very Long Answer Questions**

**30 Marks**

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**
10. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. **6 marks**
11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

**Prescribed Books: Published by NCERT, New Delhi**

• **FIRST FLIGHT**

**A. Prose**

- i. A Letter to God
- ii. Nelson Mandela - Long Walk to Freedom
- iii. Two Stories About Flying
- iv. From the Diary of Anne Frank
- v. Glimpses of India
- vi. Mijbil the Otter
- vii. Madam Rides the Bus
- viii. The Sermon at Benares
- ix. The Proposal (Play)

**B. Poems**

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

**2. FOOTPRINTS WITHOUT FEET**

1. A Triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet
6. The Making of a Scientist
7. The Necklace
8. Bholi
9. The Book that Saved the Earth

**3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11**

**Note: Teachers are advised to:**

- (i) encourage interaction among peers, students and teachers through activities such as role play, discussions, group work etc.



- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) follow the Speaking and Listening activities given in the NCERT books.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skills to be assessed through a judicious mixture of different types of questions.

#### **INTERNAL ASSESSMENT**

##### **Listening and Speaking**

**30**

Assessment of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced .

**Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14<sup>th</sup> May 2020 at the [http://cbseacademic.nic.in/web\\_material/Circulars/2020/33\\_Circular\\_2020.pdf](http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf) for details**

**Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.**

## ENGLISH LANGUAGE AND LITERATURE

Code no. (184)  
2023-24  
CLASS – X

Marks 80

Sections	Competencies	Total marks
<b>Reading Comprehension</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
<b>Writing Skills and Grammar</b>	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
<b>Language through Literature</b>	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
<b>Total</b>		<b>80</b>

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

### Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

#### Assessment of Listening and Speaking Skills: (5 Marks)

i. **Activities:**

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. **Parameters for Assessment:** The listening and speaking skills are to be assessed on the following parameters:

- a. Interactive competence (Initiation & turn taking, relevance to the topic)
- b. Fluency (cohesion, coherence and speed of delivery)
- c. Pronunciation
- d. Language (grammar and vocabulary)

A suggestive rubric is given below:

Interaction	1.	2.	3.	4.	5.
	<ul style="list-style-type: none"> <li>• Contributions are mainly unrelated to those of other speakers</li> <li>• Shows hardly any initiative in the development of conversation</li> <li>• Very limited interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions are often unrelated to those of the other speaker</li> <li>• Generally passive in the development of conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interaction adequately, makes however minimal effort to initiate conversation</li> <li>• Needs constant prompting to take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction is adequately initiated and developed</li> <li>• Takes turn but needs some prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates &amp; logically develops simple conversation on familiar topics</li> <li>• Takes turns appropriately</li> </ul>

<b>Fluency &amp; Coherence</b>	<ul style="list-style-type: none"> <li>• Noticeably/ long pauses; rate of speech is slow</li> <li>• Frequent repetition and/or self-correction this is all right in informal conversation</li> <li>• Links only basic sentences; breakdown of coherence evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually fluent; produces simple speech fluently, but loses coherence in complex communication</li> <li>• Often hesitates and/or resorts to slow speech</li> <li>• Topics partly developed; not always concluded logically</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to speak at length, however repetition is noticeable</li> <li>• Hesitates and/or self corrects; occasionally loses coherence</li> <li>• Topics developed, but usually not logically concluded</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks without noticeable effort, with a little repetition</li> <li>• Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction</li> <li>• Topics not fully developed to merit.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks fluently almost with no repetition &amp; minimal hesitation</li> <li>• Develops topic fully &amp; coherently</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Frequent inaccurate pronunciation</li> <li>• Communication is severely affected</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently unintelligible articulation</li> <li>• Frequent phonological errors</li> <li>• Major communication problems</li> </ul>	<ul style="list-style-type: none"> <li>• Largely correct pronunciation &amp; clear articulation except occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly correct pronunciation &amp; clear articulation</li> <li>• Is clearly understood most of the time; very few phonological errors</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounces correctly &amp; articulates clearly</li> <li>• Is always comprehensible</li> <li>• uses appropriate intonation</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates almost no flexibility, and mostly struggles for appropriate words</li> <li>• Many Grammatical errors impacting communication</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on some of the topics, with limited vocabulary.</li> <li>• Frequent errors, but self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics with appropriate vocabulary</li> <li>• Minor errors that do not hamper communication</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions</li> <li>• No grammatical errors</li> </ul>

**iii. Schedule:**

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

## **SECTION A: READING (20 Marks)**

Reading passage is to comprehend the unseen passages and answer the questions that follow. The questions include both comprehension and vocabulary as well.

### **SKILLS TESTED:**

Reading for comprehension, conceptual understanding, critical evaluation, decoding, inference, interpreting analysis and vocabulary are the skills to be tested.

### **Some tips to answer unseen passage questions:**

1. Read the questions first. It saves time to know what you are reading for.
2. Make sure you understand the questions. Underline the key word(s) in the questions and look in for the key words in the passage.
3. Now, Read the passage as quickly as you can. Look for the answer as you read. When you find the answer, take notice of it.
4. Use the key words from the question to locate the answer in the passage. In this way you can be sure that your answer is the best and complete.
5. Try to get a general idea of the passage. You are not expected to know the meaning of all the words in the passage. You should work in collaboration with Eyes, Hand and Brain.
6. After 1set reading, read the questions once again. The questions will give you the idea from which part, the questions are asked. It will make answering the questions easy and correct.
7. Synonyms will be asked from the passage. If you do not know the word, read the referred paragraph again. You will understand what the line is trying to convey and hence there is a possibility that the meaning will become clear to you and you will be able to answer its synonym. You just have to puzzle out the meaning.
8. Solve previous year's exam papers: - (CODE NO.184 LANGUAGE & LITERATURE)

By solving the previous papers you can understand and identify what kind of questions are framed in the examination. This will provide you sufficient practice along with building up your confidence and enable you to mentally prepare for those kinds of questions.

## **DISCURSIVE PASSAGES**

### **PASSAGE 1(Solved)**

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

#### **LIFE IS BEAUTIFUL**

My childhood had always been a sheltered one. My parents along with my teachers, tried to instill good ethics in me. But sharing was one moral value which I was never comfortable with. -Why should I give? It was my question. During one vacation to my hometown, I was at the railway station with my parents. As we were waiting for a train, something caught my attention. Two small children, perhaps siblings, were seeking alms nearby. Though they appeared at ease, I was shocked by their overall untidiness. When they approached us, my father promptly gave the older one, some money.

Those were the days when I was constantly reminded of the virtues of “sharing” things with others. So, when my mother nudged me, I knew why and the look my mother gave me, confirmed. I had a pack of my favorite chocolates in my pocket and, even though I pretended to have forgotten about it, she remembered them. I was devastated. With a heavy heart I fished out one and placed reluctantly on the outstretched hand of the girl. She flashed a smile and the duo moved on. But my gaze never left them as I wanted to know about the fate of my chocolate. After a while I saw her unwrap it. She then did something which moved me. Without a moment’s hesitation, she put the chocolate in her brother’s mouth and watched his face brighten up as he savored it. Her action puzzled me. Why did she not eat it herself? Regret and shame overcame me when I realized that I had deliberately given only one chocolate. I quickly decided to give her one more chocolate voluntarily. Strangely, my action made me feel better than I had thought. As our train approached the station, the girl rushed to give me something. It was a small paper doll which she had made with the wrapper of the chocolates. I was speechless. Was she trying to convey a “Thank you”? That little girl taught me the joy of sharing and also answered one big question of -Why should I give? I now ask Why not, as sharing is all about loving. Happiness abounds when shared.

Years have rolled by and I still cherish that valuable lesson I learnt during that vacation. Sometimes life teaches us things we fail to learn from classrooms. I still think of that girl and her brother and wonder where they would be now..... Those sparkling eyes and beautiful smile.

**On the basis of your reading of the passage, answer the questions:**

(i) Complete the sentences on the basis of your reading of the passage:

- (a) As a child, the author learnt moral values from\_\_\_\_\_.
- (b) The author saw two siblings begging when she was on her way \_\_\_\_\_.
- (c) The author's mother forced her to\_\_\_\_\_.
- (d) Before parting the girl presented\_\_\_\_\_to the author.
- (e) The author interpreted the little girl's act as a way of\_\_\_\_\_.
- (f) The author felt ashamed of\_\_\_\_\_.
- (g) Find a word which means 'uncover'(Para 2)\_\_\_\_\_.
- (h) Find a word which means 'bright' (Para 3)\_\_\_\_\_.
- (i) The little girl derived happiness by:
  - (i) Throwing it
  - (ii) Giving it to another beggar
  - (iii) Putting it in her younger brother's mouth
- (j) The author learnt from the little girl:
  - (i) The joy of sharing
  - (ii) Everything can't be shared
  - (iii) Kindness

**ANSWERS**

- a. parents and teachers.
- b .to her hometown.
- c. give a chocolate to the beggar.
- d. paper doll made of the chocolate wrapper.
- e. expressing her gratitude for her act of giving only one chocolate to the two siblings.
- f. giving only one chocolate deliberately.
- g. unwrap
- h. sparkling
- i. putting the chocolate in her younger brother's mouth.
- j .joy of sharing.

## PASSAGE 2 (Solved)

Read the following passage and answer the questions that follow:

(10 Marks)

### **SPEEDING UP INDIA'S JOURNEY BY BULLET TRAINS By: Vijay Kumar Dutt**

Indian Railways High speed in Indian Railways is at present limited to 150 KMPH. However, in many other countries the speed of Railways is of the order of 200 KM per hour (KMPH). In France, Japan, Germany, China, Spain and South Korea high speed traction above 280 KMPH has been introduced. India and Japan have signed a memorandum of understanding (MoU) on 12th December, 2015 on cooperation and assistance in the Mumbai–Ahmadabad High Speed Rail (HSR) Project referred to by many as ‘Bullet Train Project’. Japan has offered an assistance of over Rs. 79,000 crore for the project. The loan is for a period of 50 years with a moratorium of 15 years, at an interest rate of 0.1 per cent.

The project is a 508-kilometre Railway line costing a total of Rs. 97,636 crore, to be implemented in a period of seven years. It has been agreed that for the Mumbai – Ahmadabad HSR Project. Japan’s Shinkansen Technology, known for its speeds, reliability and safety, will be adopted. Transfer of technology and ‘Make in India’ will be essential part of this assistance package. Japan will also assist India in training of personnel for HSR. ‘The two countries have also entered into two comprehensive technological cooperation agreementson 11th December 2015, for modernization and up gradation of Indian railways.

These agreements have been signed during the official visit to India of His Excellency Mr. Shinzo Abe, the Prime Minister of Japan, during December 11-13, 2015.

**On the basis of your reading of the passage, answer the questions:**

- a) Name the countries where high speed traction above 280 KMPH has been introduced.
- b) Which project is known as “Bullet Train Project”?
- c) How much time and money is estimated for the Project?
- d) Which technology will be adopted for the Project?
- e) What agreements were signed during 11th December to 13th December 2015?
- f) What is Shinkansen Technology famous for?
- g) How has Japan assisted India financially for the Project?



- h) Find a word which means ‘help’ (Para 1).
- i) Find a word which means ‘broad’(Para 2).
- j) In paragraph No. 2 the synonym of ‘essential’ is:
  - (i) unwanted
  - (ii) inessential
  - (iii) unnecessary
  - (iv) fundamental

**ANSWERS:**

- a) High speed traction above 280 KMPH has been introduced in France, Japan, Germany, China, Spain and South Korea.
- b) The MoU signed between India and Japan on cooperation and assistance in the Mumbai–Ahmadabad High Speed Rail (HSR) Project is known as –Bullet Train Project
- c) The time of seven years and an amount of about Rs 97,636 crore is estimated for the project.
- d) Shinkansen Technology will be adopted for the Project.
- e) The agreements signed during 11th December to 13th December 2015 were modernization and up gradation of Indian railways.
- f) Shinkansen Technology is famous for its speeds, reliability and safety.
- g) Japan has offered an assistance of over Rs. 79,000 crore for the project. The loan is for a period of 50 years with a moratorium of 15 years, at an interest rate of 0.1 per cent.
- h) assistance
- i) comprehensive
- j) (iv) The word is ‘fundamental’.

**PASSAGE 3 (Unsolved)**

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

Sniffer dog Tucker uses his nose to help researchers find out why a killer whale population off the northwest coast of the United States is on decline. He searches for whale faces floating on the surface of the water, which are then collected for examination. He is one of the elite team of detection dogs used by scientists studying a number of species including Right whales and Killer whales.

---

Conservation canines are fast becoming indispensable tools for biologists according to Aimee Hurt, associate director and co-founder of Working Dogs for Conservation, based in Three Forks, Montana.

Over the last few years, though, so many new conservation dog projects have sprung up that Hurt can no longer keep track of them all. Her organization's dogs and their handlers are fully booked to assist field researchers into 2012.

"Dogs have such a phenomenal sense of smell", explained Sam Wasser, director of the Center for Conservation Biology at the University of Washington in Seattle. He has worked with scat-detection dogs since 1990s. Scientists have been using Conservation Canines in their research since 1990s. These dogs have enabled them to non-invasively access vast amounts of genetic and physiological information which is used to tackle conservation problems around the world. Such information has proved vital for determining the causes and consequences of human disturbances on wildlife as well as the actions needed to mitigate such impacts.

The ideal detection dog is extremely energetic with an excessive play drive. These dogs will happily work all day long, motivated by the expectation of a ball game as a reward for sample detection. The obsessive, high energy personalities of detection dogs also make them difficult to maintain as pets. As a result, they frequently find themselves abandoned to animal shelters, facing euthanasia. The programme rescues these dogs and offers them a satisfying career in conservation research.

**On the basis of your reading of the passage, answer the questions:**

- (a) According to the text there are a few \_\_\_\_\_ detection dogs like Tucker.
- (b) Tucker sniffs for whale \_\_\_\_\_
- (c) The dogs are special because they assist in research without \_\_\_\_\_
- (d) The ideal detection dog \_\_\_\_\_
- (e) The dog's expect \_\_\_\_\_ as a reward for their hard work.
- (f) \_\_\_\_\_ of these dogs make it difficult to keep them as pets.
- (g) These dogs find career in \_\_\_\_\_
- (h) The word 'euthanasia' means \_\_\_\_\_
- (i) Find a suitable word for 'prevention of wasteful use of a resource' (Para 2)
- (j) Find a word which means similar to 'all-consuming' (Para 3).

## PASSAGE 4

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

1 During the Gulf War, a few years back, tens of thousands of seabirds were killed due to oil spills. Do you know what makes crude oil on ocean water so deadly?

2. Crude oil is not used in the same state it is produced at the off-shore wells. It is converted in refineries into a wide range of products such as gasoline, kerosene, diesel, fuel oil, and petrochemical feed-stocks. Before it is refined, the oil also contains potentially fatal components.

3. Crude oil is made up of compounds of carbon and hydrogen called hydrocarbons. These hydrocarbons may be paraffin - the oil that is used as fuel in heaters and lamps, or cycloparaffins (naphthenic), or aromatic compounds, in varying proportions. While crude oil found in the US is mostly paraffinic, that found along the Gulf Coast are naphthenic, which contain sulphur compounds in varying amounts, a small amount of nitrogen and very little oxygen. Every variety of crude oil has nickel and vanadium in high concentration. Iron may be found in organic form due to the corrosion of pipes. Paraffin like methane and ethane are asphyxiates; Substances that cause suffocation.

4. The effects of cycloparaffins are more or less similar to those of the paraffin but unsaturated paraffin are more noxious than the saturated ones. The sulphur present in crude oil may be toxic. The mechanism of toxic action seems to involve its breakdown to hydrogen sulphide. They will act primarily on the nervous system with death, resulting mainly from respiratory paralysis. Sulphur in the form of aromatic thiophenes, benzothiophenes can damage the livers and kidneys of sea animals. Sulphur compounds like mercaptans can be very dangerous too.

**On the basis of your reading of the passage, answer the questions:**

- (a) How were Thousands of sea birds killed?
- (b) What are the primary components of crude oil?
- (c) What is Paraffin used for?
- (d) What is the effect of the Sulphur on sea animals?
- (e) What does every variety of crude oil contain in excess?
- (f) Asphyxiates cause death by \_\_\_\_\_

- (g) Find a word similar to 'unprocessed' \_\_\_\_\_
- (h) Find a word for 'relating to a solution in which the solvent is capable of dissolving still more of the solute'(Para 4)
- (i) The word 'refined' means \_\_\_\_\_
- (i) pure
  - (ii) impure
  - (iii) Fine
  - (iv) nice
- (j) Sulphur compounds like \_\_\_\_\_ can be dangerous too.
- (i) carbon
  - (ii) hydrogen
  - (iii) mercaptans
  - (iv) none of the above

#### PASSAGE 5

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

Heartbeats get abnormal after exercising, running or after doing some strenuous work. There is nothing to worry about. But if your heart beats at irregular pace often, it is important to take note of it rather than ignore it as it can be a warning sign for a heart ailment called arrhythmia. A normal heartbeats 60-100 times per minute while resting, but if it starts beating too slowly or too fast or if the heartbeat is irregular or premature, then that condition is known as arrhythmia. People tend to avoid it as a minor issue little knowing that it can lead to a stroke, fall due to drop of BP, loss of consciousness or even result in heart failure.

In a country where people take time to press the panic button when it comes to illnesses and medical problems, it is no surprise that a number of cases of irregular heartbeats go unnoticed for a long time. Some dismiss it as just a recurring symptom of body weakness; others may ignore it as a side-effect of blood pressure issues. The lack of awareness about arrhythmia means that not many people even take note of the symptoms.

When heartbeat is not too fast, it is called tachycardia. When the beats are slow, it is known as bradycardia. An irregular heartbeat may be due to arterial fibrillation. The problem is that the symptoms are quite vague and can be associated with other minor medical problems in India, not many people are aware that there is a heart's electricity related disorder called arrhythmia.

Often it is diagnosed when doctors are checking a patient for something else. More often, by the time it is diagnosed, major damage has already been caused. It is important to take seriously any abnormality in the rhythm of our heart.

There are many symptoms that can help predict arrhythmia like shortness of breath, weakness, early fatigue, palpitations, thumping in the chest, dizziness, chest pain, fainting and, of course, too fast or slow heartbeats. Ignoring these symptoms is inviting a major health trouble. While some type of arrhythmias can be harmless, others can be life threatening as it may disrupt the normal functioning of the heart. In some cases, it can lead to heart failure too. The condition is treatable with the help of implantation of a pacemaker, devices or through burning the points from where irregular beats originate through radio- frequency heat waves.

There are a few things in medicine where a permanent cure is possible. For certain arrhythmia this stands true with radio frequency ablation.

**On the basis of your reading of the passage Answer the following questions:**

- (a) What is a normal heartbeat?
- (b) What do you call the situation when the heartbeat is too slow or fast?
- (c) What happens when there is a drop in BP?
- (d) What results due to arterial fibrillation?
- (e) When is arrhythmia detected?
- (f) What danger is there when dizziness or chest pain is ignored?
- (g) When does the heart beat abnormally?
- (h) Find a word which means 'tiredness' (Para 5).
- (i) Find a word similar to "surgical removal of body tissue" (Para 5).
- (j) In paragraph No. 6 the synonym of 'permanent' is:
  - (a) Everlasting (b) temporary (c) mortal (d) impermanent

## PASSAGE 6

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and understanding what has been heard. Incompetent listeners fail in a number of ways. First, they drift off and finally they react. They let their personal feelings about the speaker or the subject; override the significance of the message which is being sent.

What can a listener do to be more effective? The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message, his chances of success are high. It may need determination. Some speakers are difficult to follow, either because of voice problems or because of the form in which they send a message. There is then a particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness, but also positioning of the body, the limbs and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note-taking, by trying to capture the critical headings and sub-headings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested to take notes; the patterns of eye-contact when the note-taker looks up can be very positive; and the speaker's timing is aided – he can see when a note-taker is writing hard and can then make effective use of pauses.

**On the basis of your reading of the passage, answer the questions:**

- a) What does effective listening lead to?
- b) What is one of the hurdles that come in the way of effective listening?
- c) Why is it difficult to understand what some speakers say?
- d) How is note making useful for the speakers?
- e) What should we do in order to concentrate?
- f) What can enhance our concentration?
- g) According to the passage, how can one be an effective speaker?

- h) Find a word similar to ‘focusing attention’(Para 3)
- i) Find a word which means ‘suggested as good’ (Para 4)
- j) Find a word from the passage which is the antonym of ‘useless’.
  - (a) Impractical
  - (b) Unusable
  - (c) Unserviceable
  - (d) Useful

### **PASSAGE 7**

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

Legends will tell you that flamingos are no ordinary visitors to Kutch. They were the honored guests of king Lakho and he had forbidden the hunting of flamingos, which came to Kutch from various parts of the world every year to breed. For centuries the region has been a heaven for the migratory birds. Today, Flamingo city is an island in the middle of Kutch, known to the world over as one of the biggest breeding grounds of the greater flamingos, is strewn with bodies of hundreds of flamingo chicks. The parents of these chicks have fled from the island due to lack of food. Zooplanktons, algae and small fish that these birds survive on, are dying due to sudden increase in the salinity of the Rann water. One can ever see dead fish floating.

Flamingos need salt-encrusted, damp mud to build nests. The place where they build their nests has to be inaccessible to predatory cats and birds. It should also have sufficient food. The right mix of sweet brackish water in the Rann is crucial for the proliferation of planktons and algae that the flamingos feed on. Faced with starvation flamingos have fled from the island leaving their chicks to feed for themselves. Till date around a thousand flamingos have died.

**On the basis of your reading of the passage, answer the questions:**

- (a) How did King Lakho look at the flamingos?
- (b) Where is Flamingo city situated?
- (c) How has Flamingo city become a mortuary today?
- (d) Why is Flamingo food not available in flamingo city?
- (e) What conditions are required to build the nests of flamingos?
- (f) Why did the parents of the chicks flee from the island?

- (g) Write the name of the fishes from the passage?
- (h) Find a word which means 'mating and producing offspring'(Para 1)
- (i) Find a suitable one-word substitute for 'preying naturally on others' ( Para 2).
- (j) Find a word from the passage which is the synonym of 'scatter'.
  - (a) Flock
  - (b) scads
  - (c) multitude
  - (d) strewn

### PASSAGE 8

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

Chess is a two-player strategy board game played on a chessboard, a checker game board with squares arranged in an eight-by-eight grid. Chess is played by millions of people worldwide, both amateurs and professionals. Each player begins the game with 16 pieces: one king, one queen, two rooks, two knights, two bishops, and eight pawns. Each of the six piece- types moves differently.

The most powerful piece is the queen and the least powerful piece is the pawn. The objective is to 'checkmate' the opponent's king by placing it under an inescapable threat of capture. To this end, a player's pieces are used to attack and capture the opponent's pieces, while supporting their own. In addition to checkmate, the game can be won by voluntary resignation by the opponent, which typically occurs when too much material is lost, or if checkmate appears unavoidable. A game may also result in a draw in several ways.

Chess is believed to have originated in India, sometime before the 7th century, being derived from the Indian game of Chaturanga. Chaturanga is also the likely ancestor of the Eastern strategy games Xiangqi, Janggi and Shogi. The pieces took on their current powers in Spain in the late 15th century; the rules were finally standardized in the 19th century. The first generally recognized World Chess Champion, Wilhelm Steinitz, claimed his title in 1886.

Since 1948, the World Championship has been controlled by FIDE, the game's international governing body; the current World Champion is the Norwegian Magnus Carlsen. FIDE also organizes the Women's World Championship, the World Junior Championship, the World Senior Championship, the Blitz and Rapid World Championships and the Chess Olympiad, a popular competition among teams from different nations. There



is also a Correspondence Chess World Championship and a World Computer Chess Championship. Online chess has opened amateur and professional competition to a wide and varied group of players. There are also many chess variants, with different rules, different pieces, and different boards.

**On the basis of your reading of the passage, answer the questions:**

- a) What are the things required to play chess?
- b) Name the six pieces which move differently?
- c) What kind of power do the queen and the pawn have?
- d) How can king be put into checkmate?
- e) What are the other ways of winning a chess game?
- f) When did obtaining power to pieces and standardizing rules in chess take place?
- g) What is the role of FIDE?
- h) Write a brief history of chess.
- i) Find a word which means unprofessional' (Para 4)
- j) Find a word which is the antonym of inescapable'.
  - (a) unavoidable
  - (b) avoidable
  - (c) probable
  - (d) inevitable

### **PASSAGE 9**

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

We give undue importance to our health and the treatment of diseases. A large number of medicines treat only the symptoms of the disease, and not the root cause. In fact, the cause of many chronic ailments is still being researched. It is here that Yoga therapy comes to our assistance. Yoga emphasizes treatment of the root cause of an ailment. It works in a slow, subtle and miraculous manner. Modern medicine can claim to save a life at a critical stage, but, for complete recovery and regaining of normal health, one must believe in the efficiency of Yoga therapy.

The yogic way of life includes a code of ethics, regulations, discipline and more, combined with prayer and meditation. Even a discussion on these subjects helps one relieve mental tensions and change attitudes.

Simple Asanas help to stretch and relax the whole body and neutralize tensions. The sincere practice of Yoga postures benefits all levels of experience.

Through continuous practice, Yoga postures can have a profound effect on the inner dimensions of life, establishing deep calm, concentration, emotional stability and confidence. Man is a physical, mental, and spiritual being, all the three. Other forms of physical exercises, like aerobics, assure only physical well-being. They have little to do with the development of the spiritual or astral body.

**On the basis of your reading of the passage, answer the questions:**

- a) What do most of the medicines treat?
- b) How is yoga different from the other treatments?
- c) What is yogic way of life?
- d) How do 'Simple Asanas' help?
- e) How does sincere practice of yoga postures benefit us?
- f) How does yoga therapy work?
- g) Is yoga better than physical exercise? How?
- h) Find a suitable word which mean 'persisting for a long time'.(Para 1)
- i) Find a word which means 'relating to the stars'(Para 3)
- j) Find a word from the passage which is the antonym of 'shallow'.
  - (a) profound
  - (b) ghastly
  - (c) deepened
  - (d) dreadful

### **PASSAGE 10**

**Read the passage given below and answer the questions that follow: (10 Marks)**

Driving etiquette is a civilized driving behavior, comprising observance of rules and propriety. Certain statutory obligations have to be observed. While driving a vehicle, it is absolutely essential that all documents connected with the ownership of the vehicle, driving license, pollution - free certificate in original etc. are kept in the car. They have to be produced on demand by the competent authority.

When a person driving a vehicle is still a learner, an 'L' board should be prominently displayed. To caution pedestrians or a slow moving vehicle in front of us, sounding the horn is essential. We are bound to do it legally as well but we should not honk unnecessarily, creating sound pollution.

Basic human dignity is more important than strict observance of rules. At crossroads, those who come from our right always have precedence. We should give hand signals for those who follow us, particularly when we slow down, take a sudden turn or overtake a vehicle. Never overtake a vehicle from the wrong side even if there is space. When another driver makes a mistake, try to correct him if time permits, instead of abusing him or threatening him with dire consequences. When you make a mistake, admit it gracefully and apologize for it if possible. When we cause an accident, instead of escaping we should find out from the victim whether we caused any injury and whether any medical assistance is required. If necessary, we should take the injured person to the hospital and inform the police.

The sign of good driving is to create a feeling of safety among other passengers. Abrupt braking, smoking or speaking over the mobile phone makes them insecure. Drunken driving is illegal and immoral. Under the influence of liquor the driver does not know what he is doing. When you stop at a traffic signal, stop the engine as otherwise it leads to atmospheric pollution.

Powerful lights cause harm to those who come from the opposite side. Dipping and dimming lights should be a habit with us. Similarly, playing the music system at high volume is irritating to others.

We must be sensitive to others' needs. Keeping to our lane is not only convenient and safe for us but is also a legal compulsion. Finally, politeness on the roads does not cost us anything; it only makes driving a pleasure. So let us all be polite even as we observe the rules of the road.

**1. On the basis of your reading of the passage, answer the following questions in about 30-40 words each.**

1. (i) What is driving etiquette?
  - (ii) Write some examples of etiquette to be followed while driving.
  - (iii) What is the sign of good driving?
  - (iv) Which documents should be kept in the vehicle while driving?
  - (v) What kind of lights should be used while driving?
  - (vi) Write about road attitude.
-

**2. Tick the correct option:**

(i) Find a word from Para 1 which is a synonym of 'protocol'.

- (a) Etiquette                      (b) Competent  
(c) Obligations                      (d) Behavior

(ii) Find a word from the passage which is synonym of 'mandatory'.

- (a) Essential                      (b) Possible  
(c) Statutory                      (d) Inform

(iii) Find a word from Para 1 which is the synonym of 'concerned'.

- (a) Insecure                      (b) Competent  
(c) Immoral                      (d) Legal

(iv) Find a word from the passage which means 'sudden and unexpected'.

- (a) Abrupt                      (b) Essential  
(c) Injury                      (d) Assistance

**PASSAGE 11**

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

**BE THE CHANGE YOU WANT TO SEE IN OTHERS**

We have learnt from modern psychology that nobody wants to be told what to do by someone else. We resist when someone tries to make us do something in a new way. Yet, we persist in trying to change others. If we want others to change their ways, telling them to do so will have little effect unless we are living examples of that behavior.

A team of researchers went to Africa to study the behavior of elephants. They came across a herd of elephants running wild, and destroying their environment. They discovered that these were all teenage male elephants. They had no adult role models to learn from. The researchers arranged to have some adult elephants brought in. In the beginning, there was no change and the teen elephants continued to run wild and fight with each other. However, after a few days the teen elephants began to settle down. Over time, they became well behaved and their wild actions subsided. On their own, the teen elephants had no role models and did not know how to behave.

Once adults were introduced into their group, the teens had role models and began to be disciplined. In the same way, as parents, we teach our children through loving discipline and by setting an example. Our

children do not believe in our words alone but in what they see us do. They copy our own good and bad habits because that is the example we set.

Similarly, when we are in a position to train or teach others whether we are teachers, parents, employers, or citizens imploring others to be conscientious we must first set an example ourselves. That is the only way to bring about change. If we want to see positive change in others and in our family, neighborhood, community, society or country, then we need to set a good example.

Source: Speaking Tree

**On the basis of your reading of the passage, answer the following questions:**

- a) How can you say that people dislike to be told what to do by someone else?
- b) Why did the researchers arrange some adult elephants?
- c) How did the introduction of adult elephants change the behavior of teenage male elephants?
- d) What is the only way to bring about change?
- e) How do the children learn from their elders?
- f) What will be our reaction when we have to accept a change?
- g) Find a word which means 'requesting'(Para 4)
- h) Find a suitable one word substitute for 'wishing to do one's duty well and thoroughly'(Para 4)
- i) Find a word from Para 1 which means the same as 'continue'.
  - (a) terminate                      (b) cease
  - (c) discontinue                      (d) persist
- j) Find the word from Para 2 which is the opposite of 'decrease'.
  - (a) subsided                      (b) deplete
  - (c) diminish                      (d) reduce

## PASSAGE 12

**Read the following passage and answer the questions that follow:**

**(10 Marks)**

### **REMEMBERING THE FATHER OF INDIAN CONSTITUTION – Dr. B.R. AMBEDKAR**

Dr. Bhimrao Ramji Ambedkar, popularly known as Babasaheb Ambedkar, is referred to as the architect of the Indian Constitution. Dr. Ambedkar was born in a community which had suffered oppression for many

centuries and were treated as ‘untouchables’. However, this did not prevent him from realizing his dreams. The struggle he had faced in his life had only strengthened him.

At a time when untouchability was the norm, it was because of the foresight of Maharaja Sayaji Rao of Baroda that Dr. Ambedkar was able to enter Elphinstone College in Bombay and after graduation join the Baroda State Service. Later, the Maharaja, who was sending some students to the USA for higher studies at the Columbia University, included Dr. Ambedkar among them. Subsequently, Dr. Ambedkar moved to the United Kingdom and studied at the London School of Economics and was subsequently awarded the degree of Barrister-at-Law by Gray’s Inn.

Though Dr. Ambedkar has contributed in many walks of life as a scholar, journalist, economist, activist, legal luminary, social reformer and political leader; his biggest and most important contribution was in his role as the Chairman of the Drafting Committee of the Constitution of India.

After India’s Independence on August 15, 1947, Jawaharlal Nehru, the then Prime Minister of India, invited Dr. Ambedkar to be a part of his Cabinet as the nation’s first Law Minister. He accepted the same and on August 29, 1947 Dr. Ambedkar was appointed as the Chairman of the Drafting Committee.

(Source: Employment News)

**On the basis of your reading of the passage, answer the following questions:**

- a) How did Dr. Ambedkar’s early life struggle help him later on?
- b) Why is Dr. Ambedkar called the architect of the Indian Constitution?
- c) Which social stigma did he face during his childhood?
- d) Dr. Ambedkar was a multi-dimensional personality. Justify the statement.
- e) Who invited Dr. Ambedkar to be a part of his cabinet as Nation’s first Law Minister?
- f) When was Dr. Ambedkar appointed as the Chairman of the Drafting Committee?
- g) What role did Dr Sayaji Rao play in Dr Ambedkar’s life?
- h) Find a word which means ‘thereafter’(Para 2).
- i) Find the word from Para 2 which means the same as ‘vision’.
  - (i) Hindsight                      (ii) foresight
  - (iii) shortsightedness      (iv) improvidence
- j) Find the word from Para 3 which is the opposite of ‘amateur’.
  - (i) Non-professional      (ii) inexperienced
  - (iii) expert                      (iv) untrained

## CASE-BASED PASSAGES

### PASSAGE 1 (Solved)

**Read the passage given below.**

The incidence of dengue has grown dramatically around the world in recent decades. A vast majority of cases are asymptomatic or mild and self-managed, and hence the actual numbers of dengue cases are under-reported or often misdiagnosed.

One estimate indicates 390 million dengue virus infections per year (95% credible interval 284 –528 million), of which 96 million (67–136 million) manifest clinically (with any severity of disease). The number of dengue cases reported to WHO increased over 8 fold over the last two decades.

This alarming increase in case numbers is partly explained by a change in national practices to record and report dengue to the Ministries of Health, and to the WHO. But it also represents government recognition of the burden, and therefore the pertinence to report dengue disease.

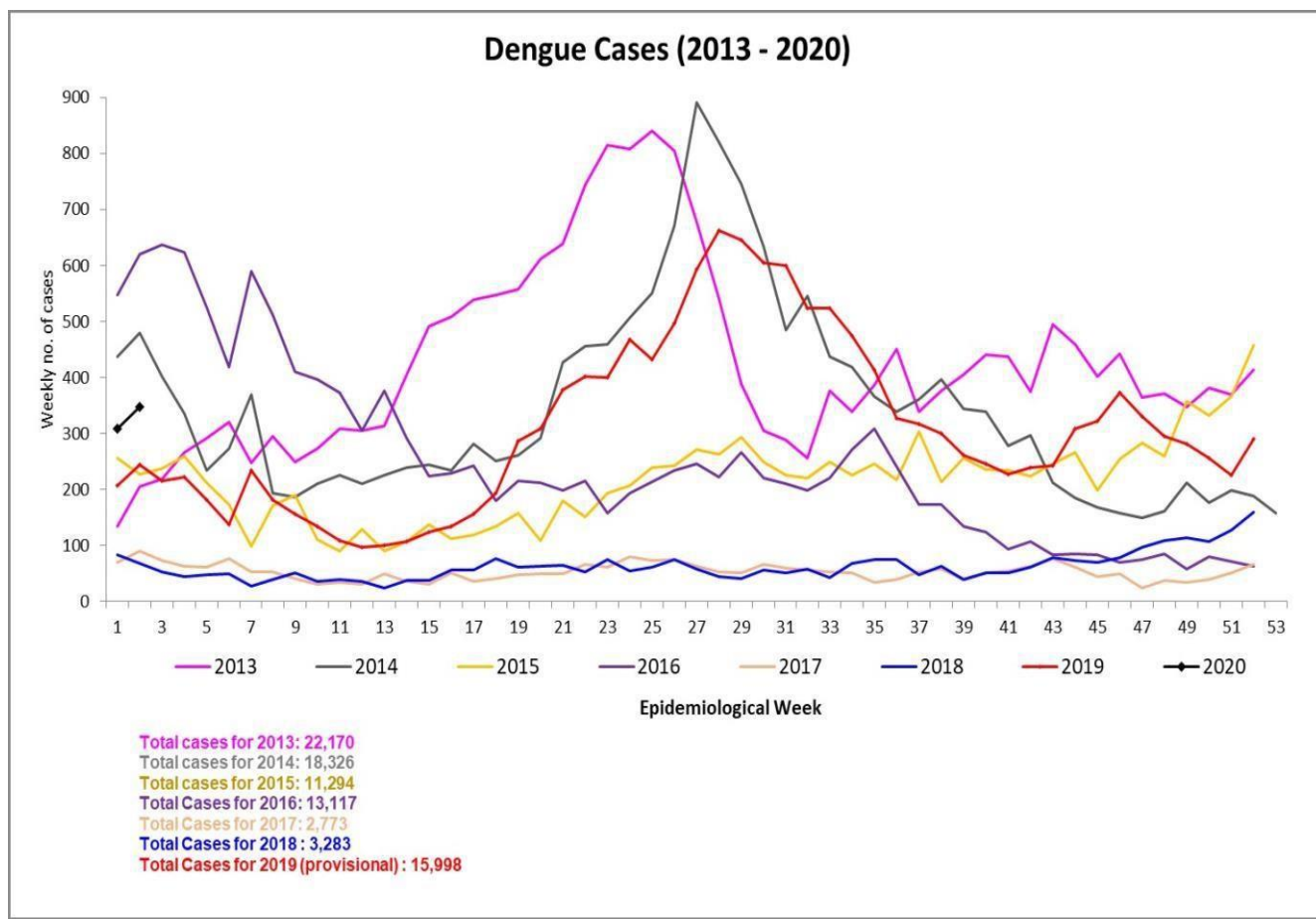
Before 1970, only 9 countries had experienced severe dengue epidemics. The disease is now endemic in more than 100 countries in the WHO regions of Africa, the Americas, the Eastern Mediterranean, South - East Asia and the Western Pacific, The America, South-East Asia and Western Pacific regions are the most seriously affected, with Asia representing ~70% of the global burden of disease.

In 2020, dengue continues to affect several countries, with reports of increases in the numbers of cases in Bangladesh, Brazil, Cook Islands, Ecuador, India, Indonesia, Maldives, Mauritania, Mayotte (Fr), Nepal, Singapore, Sri Lanka, Sudan, Thailand, Timor-Leste and Yemen.

The largest number of dengue cases ever reported globally was in 2019. All regions were affected, and dengue transmission was recorded in Afghanistan for the first time.

The first dengue vaccine, Dengvaxia® (CYD-TDV) developed by Sanofi Pasteur was licensed in December 2015 and has now been approved by regulatory authorities in ~20 countries. In November 2017, the results of an additional analysis to retrospectively determine serostatus at the time of vaccination were released.

As described in the WHO position paper on the Dengvaxia vaccine (September 2018) the dengue vaccine CYD-TDV has been shown in clinical trials to be efficacious and safe in persons who have had a previous dengue virus infection. However, it carries an increased risk of severe dengue in those who experience their first natural dengue infection after vaccination. For countries considering vaccination as part of their dengue control programme, pre-vaccination screening is the recommended strategy.





**On the basis of your understanding of the passage attempt the questions that follow.**

**(1x10=10)**

1. In the line, 'and therefore the pertinence to report dengue disease' , the word pertinence does not mean
    - a. Importance
    - b. Ignorance
    - c. Relevance
    - d. Appropriateness
  2. According to the WHO report, around 70% of the dengue cases from around the world,
    - a. Affect people in Asia
    - b. Misdiagnosed in Asia
    - c. Do not occur in Asia
    - d. Remain untreated in Asia
  3. The actual number of dengue cases are more than the figures in the reports because:
    - a. There has been a misprint
    - b. Cases reported late
    - c. Cases are under-reported
    - d. Cases constantly increase
  4. Choose the option that is correct about the rise in the number of dengue cases
    - a. Rise in dengue is due to rise in tourism
    - b. Dengue is being tested and reported in vast numbers
    - c. Dengue is a communicable disease
    - d. Dengue spread is uncontrollable
  5. According to this WHO report which year recorded the maximum number of Dengue cases?
    - a. 2017
    - b. 2015
    - c. 2020
-

- d. 2019
6. Which statement is not true about the dengue vaccine as stated in the report?
- a. Dengue vaccine works effectively on people who have been infected before
  - b. Dengue vaccine works effectively on people who haven't been infected before
  - c. Dengue vaccine must be administered to people in the countries where it is an endemic
  - d. Dengue vaccine has been in clinical trials but the results are not as expected
7. What does the word 'endemic' refer to?
- a. Disease regularly found in people of a certain area
  - b. Disease irregularly found in people of a certain area
  - c. Disease regularly found in people any where
  - d. Disease irregularly found in people any where
8. The number of cases of Dengue reported to WHO
- a. Decreased 8 times in the last ten years
  - b. Decreased 10 times in the last twenty years
  - c. Increased 10 times in the last eight years
  - d. Increased 8 times in the last twenty years
9. What is the above report informing us about? Choose the most appropriate response
- a. Spread of dengue and its effects around the world
  - b. Spread of dengue and its under-reportage
  - c. Spread of Dengue and how it affects Asia
  - d. Spread of Dengue and directions on the use of vaccine
10. Where do we need to administer the dengue vaccine?
- a. In country where dengue is wide-spread
  - b. In country where dengue may spread
  - c. In country where dengue spread is limited
  - d. In country where dengue spread originated

## Answers

1. B
2. A
3. C
4. B
5. D
6. B
7. A
8. D
9. D
10. B

## PASSAGE 2 (Solved)

Read the passage given below.

1. A youngster quit Face book in December after spending over three years on the social networking site. With that one act, he bid a silent adieu to more than 300 contacts that he had added to his account during the period. Like almost everyone from his 'friends circle' the 20-year-old was a regular on the service; visiting it every day to post photos and status updates. But last week, a new feature on Face book called Timeline forced him to reconsider the pros and cons of being on the networking site.



2. “Everyone has some skeletons in their closet and I am just not comfortable with Face book digging up and displaying all the facets of my life on a bulletin board,” says this youngster who joined the network in July 2007 while he was in Class 11.
3. Face book, you see, had compressed the time he spent on the site and arranged it in chronological order. And while he initially liked the new, neatly organised scrapbook–like feature, he wasn’t happy to reveal posts from the past, those that, until recently, were hidden under layers and layers of recent updates. Just clicking on a date on the timeline could transport his friends back in time and enable them to view every embarrassing comment, link or photo he had posted on his profile.
4. “I think it’s a recipe for disaster”, he says. “In 2007, I had some wall posts, which seemed appropriate at the time, but now after a lapse of four years, I have moved on and don’t want them to be openly displayed for all to see.”
5. And he is not alone. Many users, worried about how Face book activity could possibly affect their offline lives, are choosing to commit ‘Face book suicide’. While some have privacy concerns, others feel that the site that was meant to bring them closer to their friends actually does the opposite – it reduces their friendship to something superficial.
6. “Poking and liking are not enough to keep a friendship going,” says a business analyst. Having quit Face book three years ago, she prefers meeting her ‘real friends’ face–to–face, instead of reading their trite posts online.
7. “On Face book, people hype everyday issues including what they ate and where they went on a daily basis,” says this analyst who continues to use Twitter.
8. Similarly, an engineering student quits Face book last December four years after joining it. One fine day, he exported all the data from his account into a little zip file and hit the delete button.
9. “I realised that when it came to my friends who really mattered, I could actually keep in touch with them over the phone or by meeting them in real life,” he wrote on his blog.

**On the basis of your understanding of the passage, answer the questions that follow.**

**(1x10=10)**

1. The feature of Face book where one can see the posts, the embarrassing comments and thoughts, photos and links that a person has put on his profile in the past is:
  - a) create story
  - b) face book live
  - c) timeline
  - d) messenger
2. According to the passage, the social media:
  - a) can cause more harm than good.
  - b) is just a waste of time.
  - c) connects one to real life.
  - d) provides opportunities to meet people face to face.
3. The feature 'Timeline' on Face book according to passage, forces the youngster to reconsider:
  - a) meeting friends face to face.
  - b) increasing use of social media.
  - c) saving time on social media.
  - d) the advantages and disadvantages of being on Face book
4. Many people are getting out of Face book as they feel:
  - (a) addicted to it.
  - (b) that their face book activity could affect their real life
  - (c) they should join Instagram, Whatsapp or Twitter.
  - (d) poking and liking is not enough
5. The meaning of the word 'share' in Para 3 is:
  - (a) liked
  - (b) timeline
  - (c) hidden
  - (d) reveal
6. Which of the following is OPPOSITE in meaning to the word 'retained' as used in the passage?
  - (a) exported
  - (b) delete
  - (c) account

(d) quit

7. Which of the following statements is NOT TRUE in the context of the passage?
- (a) People love being poked and liked on Face book.
  - (b) People visit social media everyday to post photos and for status updates.
  - (c) No one prefers meeting 'real friends' face-to-face, instead of reading their trite posts online.
  - (d) Few think that social media reduces their friendship to something superficial.
8. The phrase -Face book suicidell refers to get someone:
- (a) Poking and liking
  - (b) quitting face book as it could affect their real life.
  - (c) clicking on a date on the timeline
  - (d) using Twitter
9. Which of the following statements is TRUE in the context of the passage?
- (a) Time spent on social media is better than meeting face-to-face.
  - (b) Social media use could increase the time teens spend together in person.
  - (c) Stalking, personal attacks, and misuse of information are some of the threats faced by the users of social media.
  - (d) Face book activity does not affect real life.
10. Select the option that makes the correct use of -tritell, as used in the passage, to fill in the blank space.
- (a) At that moment, his words sounded\_\_\_\_\_to me.
  - (b) It was either a\_\_\_\_\_or an excellent copy.
  - (c) Her\_\_\_\_\_powers give life and colour to her paintings.
  - (d) A little\_\_\_\_\_air might clear some of the cobwebs.

**Answer:**

**1X10=10**

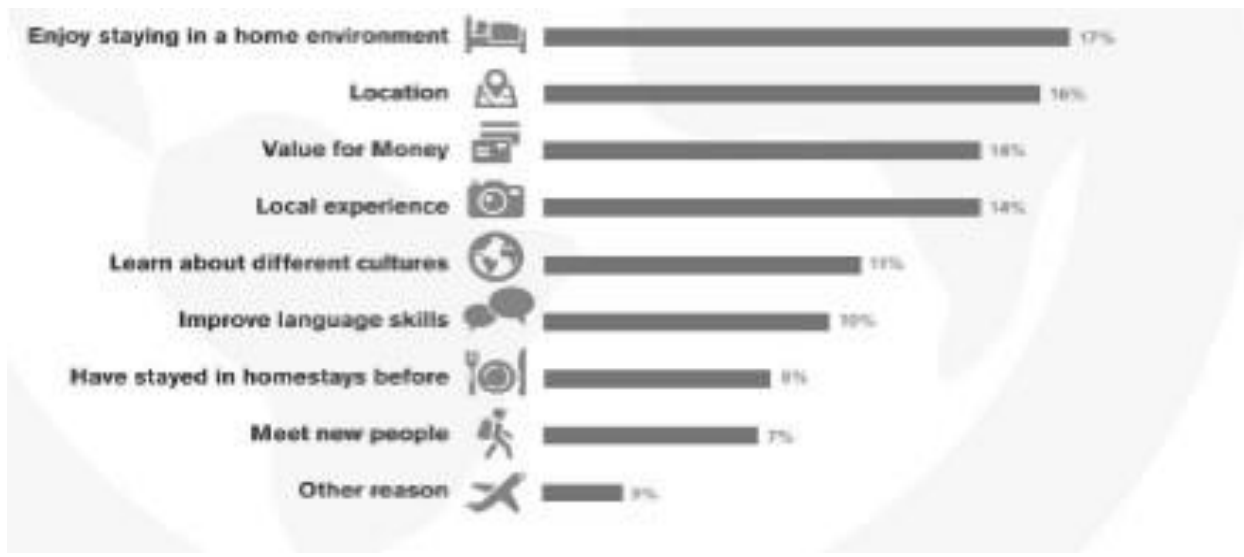
- 1. C
- 2. A
- 3. D
- 4. B
- 5. D
- 6. A
- 7. C
- 8. B

9. C  
10. A

### PASSAGE 3 (Unsolved)

**Read the passage given below.**

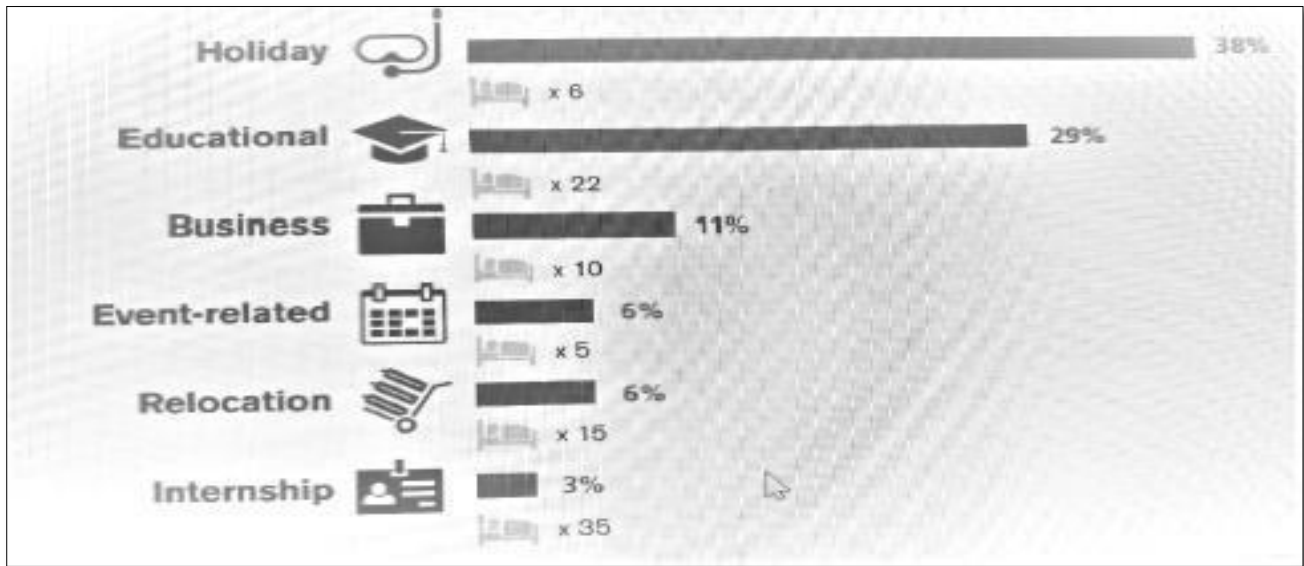
Home stays initially grew in popularity as a way for language, cultural or student travellers to immerse themselves in the local culture of a town or city. But in the last few years, thanks in part to online aggregators that specialize in connecting guests and hosts, the profile of the typical home stay traveller has changed significantly. As indicated by the research by PhoCus Wright's U.S. Consumer Travel Report Sixth Edition while students still account for 29% of home stay guests, nearly half of all home stay guests travel for leisure.



A home stay is an increasingly popular form of accommodation that connects guests with individual hosts who have opened their homes to travellers. Guests don't stay in an empty apartment or home, but instead share the accommodations provided by the homeowner and his or her family. Home stays are a popular lodging option for consumers of all ages who want a more personalized, immersive and authentic travel experience. The key to a great home stay experience for both host and guest is about not only finding the right home, but also the right person. In other words, finding the right match. While some guests are seeking an immersive and cultural experience, others might simply want good quality, affordable accommodations in the right location with a host they get along with. Similarly, some hosts will want to spend hours chatting with guests over a meal while others will prefer guests who are more independent.

According to research presented in PhoCus Wright’s U.S. Consumer Travel Report Sixth Edition: 77% of next-generation travellers chose a home or apartment rental for lodging. The top reasons for choosing a rental over a hotel include: Home like amenities • More space • Multiple rooms • Multiple travellers • Value for money and A perfect fit for millennial Holiday. The home stay traveller is most likely to be on holiday — 38% of our respondents indicated that they were traveling for leisure.

The graph below depicts the motivations of home stay traveller.



Home stay caters to a new breed of traveller, one who places the experience of the travel over the price or destination. This traveller is served by a host who recognizes that opening one’s home to guests is enriching and life-changing.

SOURCE: Homestay.com

**On the basis of your understanding of the passage attempt the questions that follow.**

**(1x10=10)**

- i. In the line “.....thanks in part to online aggregators that specialize in connecting...”, the word “aggregator” does not refer to...
  - a) Web based collector of information about a topic
  - b) Web based banking
  - c) Web based application to gather and provide data
  - d) Website based communication about a particular topic
- ii. According to research presented in PhoCus Wright’s U.S. Consumer Travel Report Sixth Edition:



- a) Almost 50% of home stay guests travel for leisure
  - b) Almost 50% of home stay guests are students
  - c) Almost 29% of students travel for leisure
  - d) Nearly 29% of home stay guests travel for leisure
- iii. One of the elements that is important to a home stay is:
- a) Guests are required to spend time with owners
  - b) Guests stay with the homeowners of the house
  - c) Guests have to cook their own food
  - d) Guests stay in a cheap place with basic amenities
- iv. Rita might have to shift to Goa if she accepts an offer for a new job. However, she wants to experience the culture, meet people, interact with them and get a feel of the place before she makes the final decision. Which type of accommodation should she stay at?
- a) A five-star hotel
  - b) Hostels
  - c) Home stay
  - d) Guesthouse
- v. As per the data of all the people who opt for home stays the ones who like it the most are:
- a. Those who travel for fun or education
  - b. Those who travel for education or business
  - c. Those who travel for business or events
  - d. Those who travel for relocation or internship
- vi. Why do guests book home stays? They have certain requirements. Identify the top three in correct order as per the passage...
- a) 1. Homely atmosphere 2. Location of the stay 3. Affordable
  - b) 1. Ease of access 2. Affordable 3. Homely atmosphere
  - c) 1. Homely atmosphere 2. Local experience 3. Learn about cultures
  - d) 1. Affordable 2. Local experience 3. Location of the stay
- vii. According to the report what percentage of the people who travel for some type of work prefer home stay
- a) 11
  - b) 14
  - c) 3
  - d) 6

- viii. Choose the option that is 'Not True' as per the report
- a) Home stays are the new alternative of stay for travellers
  - b) Home stays are affordable and a great option for budget travellers
  - c) Home stays are often in far corners and there difficult to locate
  - d) Home stays offer vast space and a home like environment
- ix. According to the report what percentage of people stay at a home stay to improve their communication in a particular language
- a) 12%
  - b) 8%
  - c) 6%
  - d) 10%
- x. A home stay owner and guest are required to have dinners and long conversations with each other.
- a) True
  - b) False
  - c) It depends on the owner and guest
  - d) Can't say

#### **PASSAGE 4**

**Read the passage given below.**

The choice we make on a daily basis – wearing a seatbelt, lifting heavy objects correctly or purposely staying out of any dangerous situation – can either ensure our safety or bring about potentially harmful circumstances.

You and I need to make a decision that we are going to get our lives in order. Exercising self-control, self discipline and establishing boundaries and borders in our lives are some of the most important things we can do. A life without discipline is one that's filled with carelessness.

We can think it's kind of exciting to live life on the edge. We like the image of "Yeah! That's me! Living on the edge! Woo-hoo!" It's become a popular way to look at life. But if you see, even highways have lines, which provide margins for our safety while we are driving. If we over one side, we will into the ditch. If we cross over the line in the middle, we could get killed. And we like those lines because they help to keep us safe. Sometimes we don't even realise how lines help to keep us safe.



# SELF-DISCIPLINE

Why It's  
IMPORTANT &  
How to MASTER  
SELF-CONTROL

I am not proud of this, but the first 20 years of my life at work, I ignored my limits. I felt horrible, physically most of the time. I used to tell myself, “I know I have limits and that I’ve reached them, but I am going to ignore them and see if and how long I can get by with it.” I ran to doctors, trying to make myself feel better through pills, vitamins, natural stuff and anything I could get my hands on. Some of the doctors would tell me, “it’s just stress.” That just made me mad. I thought stress meant you don’t like what you do or can’t handle life, and I love what I do. But I kept pushing myself, travelling, doing speaking engagements and so on- simply exhausting myself.

Finally, I understood I was living an unsustainable life and needed to make some changes in my outlook and lifestyle.

You and I don’t have to be like everyone else or keep up with anyone else. Each of us needs to be exactly the way we are, and we don’t have to apologize for it. We’re not all alike and we need to find a comfort zone in which we can enjoy our lives instead of making ourselves sick with an overload of stress and pressure.

**On the basis of your understanding of the passage, answer the questions from that follow.**

**(1x10=10)**

- i. The reason why living on the edge has become popular, is because of the
  - a) constant need for something different.
  - b) population being much younger.
  - c) exhausting effort to make changes.
  - d) strong tendency to stay within our limits.

- ii. Which of the following will be the most appropriate title for the passage?
- a) Much too soon
  - b) Enough is enough
  - c) How much is too much?
  - d) Have enough to do?
- iii. The phrase “potentially harmful circumstances” refers to circumstances that can
- (a) certainly be dangerous.
  - (b) be fairly dangerous.
  - (c) be possibly dangerous.
  - (d) seldom be dangerous.
- iv. Select the option that makes the correct use of ‘unsustainable’, as used in the passage, to fill in the blank space.
- a) In the long run, the \_\_\_\_\_ officials followed emergency procedures
  - b) Emergency procedures were \_\_\_\_\_ by the officials
  - c) Officials reported a/an \_\_\_\_\_ set of events during the emergency
  - d) Officials admit that the emergency system is \_\_\_\_\_ in the longer run
- v. The author attempts to the readers through this write-up.
- a) rebuke
  - b) question
  - c) offer aid to
  - d) offer advice to
- vi. The author uses colloquial words such as Yeah and Woo-hoo! Which of the following is NOT a colloquial word?
- a) hooked
  - b) guy
  - c) stuff
  - d) stress
- vii. What does the author mean when he says, “to get our lives in order”?
- a) To resume our lives.
  - b) To organize our lives.
  - c) To rebuild our lives.
  - d) To control our lives

- viii. Choose the option that correctly states the two meanings of ‘outlook’, as used in the passage’.
1. A person’s evaluation of life
  2. A person s experiences in life
  3. A person’s point of view towards life
  4. A person s regrets in life
  5. A person’s general attitude to life

**Choose the option:**

- a) (1) and (4)
  - b) (2) and (3)
  - c) (3) and (5)
  - d) (4) and (5)
- ix. The author explains the importance of discipline and boundaries in our lives using the example of:
- a) road accidents.
  - b) traffic rules.
  - c) lines on the highway.
  - d) safe driving.
- x. What is the message conveyed in the last paragraph f the passage?
- a) Love what you do.
  - b) Love yourself to love others.
  - c) Be the best version of yourself.
  - d) Be yourself.

**PASSAGE 5**

**Read the passage given below.**

The UN s 2017 International Year tells that sustainable tourism is an important tool for– development, most importantly in poor–communities and countries. Today sustainability environmental, social, and economic is increasingly recognized as the benchmark for all tourism business. As noted by the UN World Tourism Organisation, 57% of ‘international’ tourist arrivals will be in emerging economies, by 2030. The various Tourism Terms are defined as follows:

CATEGORY	DEFINITION
<b>Ecotourism</b>	Responsible travel to natural areas that conserves the environment, socially and economically sustains the well-being of local people, and creates knowledge and understanding through interpretation and education of all involved (including staff, travelers, and community residents). <sup>4</sup>
<b>Ethical Tourism</b>	Tourism in a destination where ethical issues are the key driver, e.g. social injustice, human rights, animal welfare, or the environment. <sup>5</sup>
<b>Geotourism</b>	Tourism that sustains or enhances the geographical character of a place – its environment, heritage, aesthetics, culture, and well-being of its residents. <sup>6</sup>
<b>Pro-Poor Tourism</b>	Tourism that results in increased net benefit for the poor people in a destination. <sup>7</sup>
<b>Responsible Tourism</b>	Tourism that maximizes the benefits to local communities, minimizes negative social or environmental impacts, and helps local people conserve fragile cultures and habitats or species. <sup>8</sup>
<b>Sustainable Tourism</b>	Tourism that leads to the management of all resources in such a way that economic, social, and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity, and life-support systems. <sup>9</sup>

Based on data collected by a survey by Travel Bureau, the following market profile of an ecotourist was constructed: -

**Age:** 35 - 54 years old, although age varied with activity and other factors such as cost. **Gender:** 50% female and 50% male, although clear differences based on activity were found.

**Education:** 82% were college graduates, a shift in interest in ecotourism from those who have high levels of education to those with less education was also found, indicating an expansion into mainstream markets.

**Household composition:** No major differences were found between general tourists and experienced ecotourists.

**Party composition:** A majority (60%) of experienced ecotourism respondents stated they prefer to travel as a couple, with only 15% stating they preferred to travel with their families, and 13% preferring to travel alone. (experienced ecotourists = Tourists that had been on at least one ecotourism oriented trip.)

**Trip duration:** The largest group of experienced ecotourists- (50%) preferred trips 8-14 days.

**Expenditure:** Experienced ecotourists were willing to spend more than general tourists, lasting the largest group (26%) .

**Important elements of trip:** Experienced ecotourists top three responses were:

- (a) wilderness setting,
- (b) wildlife viewing,
- (c) hiking/trekking.

**Motivations for taking next trip:** Experienced ecotourists top two responses were

- (a) enjoy scenery/nature,
- (b) new experience /places.

**On the basis of your understanding of the passage attempt the questions that follow:**

- i. In the line “.....recognized as the benchmark,” the word “benchmark” DOES NOT refer to:
  - a) a basis for something.
  - b) the criterion required.
  - c) the ability to launch something new.
  - d) a standard point of reference.
- ii. The World Tourism Organisation of the UN, in an observation, shared that:
  - a) emerging economies of the world will gain 57% of their annual profits from International tourists.
  - b) countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade.
  - c) a large number of international tourists in 2030 will be from developing countries.
  - d) barely any tourist in the next decade shall travel from an economically strong nation to a weak one.
- iii. One of the elements that is important to ecotourists on trip is
  - a) wild and untouched surroundings.
  - b) cultural exchange.
  - c) car and bus rides.
  - d) fully furnished flats.
- iv. In the market profile of an ecotourist, the information on gender indicates that:
  - a) female ecotourists were more than the male ecotourists.
  - b) the activity preferences were varied in females and males.
  - c) the choice of things to do on a trip were quite similar for both the genders.
  - d) male ecotourists were frequent travellers.

- v. The education aspect in the market profile of the ecotourist revealed that:
- a) mainstream market trends were popular with undergraduates.
  - b) ecotourists were only those who had basic education.
  - c) mainstream markets were popular tourist destinations for educated ecotourists.
  - d) ecotourism was no more limited to the small group of highly educated travellers.
- vi. According to the survey conducted by the Travel Bureau, the total percentage of experienced ecotourists who DID NOT prefer to travel alone was:
- a) 60%.
  - b) 75%.
  - c) 15%.
  - d) 13%.
- vii. According to the survey, one of the most powerful driving forces leading experienced ecotourism to invest in new trips was:
- a) setting up work stations in new places.
  - b) the chance to go camping in the wild.
  - c) competing with other ecotourist as frequent travellers.
  - d) the opportunity to travel to new places.
- viii. Choose the option that lists statement that is NOT TRUE.
- a) Economically backward countries will benefit from sustainable tourism.
  - b) The tourism business currently recognizes sustainability as an important factor.
  - c) Emerging economies will receive negligible international tourists in the near future.
  - d) The sustainability factor in tourism is a significant means for development.
- x. The survey clearly showed that the age range of ecotourists:
- a) remained the same for the choice of tourist- attractions to visit.
  - b) changed with the monetary requirements for the trip.
  - c) fluctuated due to male-female ratio.
  - d) was constant across various features of the trip.
- x. Who isn't an experienced ecotourist?
- a) The person who has travelled as an ecotourist once earlier.
  - b) The person who is yet to travel even once as an ecotourist.
  - c) The person who is a regular ecotourism enthusiast and traveller.
  - d) The person who is not regularly travelling on ecotourism trips

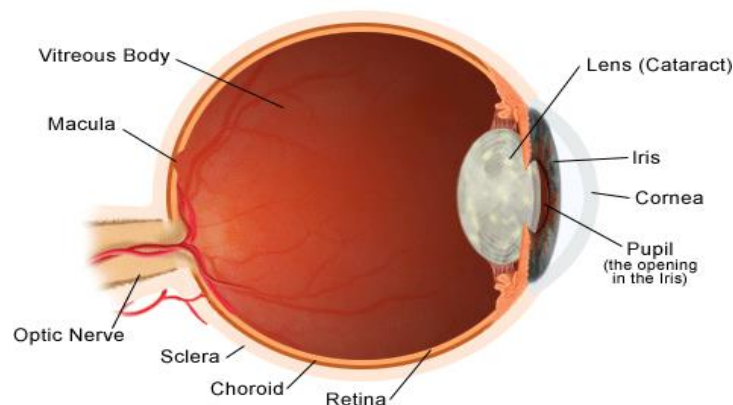


## PASSAGE 6

**Read the passage given below and answer the questions that follow:**

Cataract is the major cause of blindness, which is also caused by damage to the cornea. It occurs more often in old age. As one starts growing old, the lens of the eye hardens, loses its transparency and becomes opaque. It obstructs the light rays from entering the eye. The onset of cataract blurs the vision. Sometimes, the cataract patient sees multiple images instead of a single object image. Because of the gradual development of cataract, the afflicted person loses his/her vision and the world becomes dark to him/her.

**Example of a Cataract**



The development of cataract is a complex process. However, the following factors can be attributed to its formation. Cataract generally develops in old age but sometimes, children are born with cataract because of hereditary defect. Eye injuries too, can cause cataracts. People exposed to sun rays for longer periods develop cataract earlier than others.

Researchers opine that the smoke inhaled while smoking carries substances internally damaging the eyes. Ultraviolet radiation, invisible to the human eye, is linked to skin cancer. The victim loses vision and the world becomes dark to him.

**On the basis of your understanding of the above passage, answer the following questions:**

- What is the major cause of blindness?
  - Why does the lens of the eye become opaque in old age ?
  - How does cataract affect its victim ultimately ?
-

- (d) How does one detect cataract in early stages ?
- (e) Give any two factors which are responsible for the formation of cataract.
- (f) Find the word from para 1 that means ‘that through which light cannot enter‘.
- (g) Which type of cancer is caused by ultraviolet radiation ?
- (h) When does cataract generally occur ?
- (i) How is smoking responsible for the development of cataract ?

### Passage 7

#### Read the passage given below:

Then all the windows of the grey wooden house (Miss Hilton used to live here. She expired last week), were thrown open, a thing I had never seen before. At the end of the day a sign was nailed on the mango tree : FOR SALE. Nobody in the street knew Miss Hilton. While she lived, her front gate was always locked and no one ever saw her leave or saw anybody go in. So, even if you wanted to, you couldn't feel sorry and say that you missed Miss Hilton.



When I think of her house I see just two colours. Grey and green. The green of the mango tree, the grey of the house and the grey of the high iron fence that prevented you from getting at the mangoes. If your cricket ball fell in Miss Hilton's courtyard you never got it back. It wasn't the mango season when Miss Hilton died. But we got back about ten or twelve of our cricket balls.

The house was sold and we were prepared to dislike the new owners even before they came. I think we were a little worried. Already we had one resident of the street who kept on complaining about us to our parents.

He complained that we played cricket on the pavement; and if we were not playing cricket, he complained that we were making too much noise anyway.

One afternoon when I came back from school Pal said, “Is a man and a woman. She pretty pretty, but he ugly like hell.” I didn’t see much. The front gate was open, but the windows were shut again. I heard a dog barking in an angry way. One thing was settled pretty quickly. Whoever these people were they would never be the sort of people to complain that we were making noise and disturbing their sleep. A lot of noise came from the house that night. The radio was going at full volume until midnight when the radio station closed down. The dog was barking and the man was shouting. I didn’t hear the woman.

**On the basis of your understanding of the above passage, complete the statements that follow:**

- (a) Nobody went into Miss Hilton’s house because her front\_\_\_\_\_.
- (b) Her house had only two colours, (i)\_\_\_\_\_, and (ii)\_\_\_\_\_.
- (c) The high iron fence did not let the boys get\_\_\_\_\_.
- (d) They never got it back if their\_\_\_\_\_fell into her courtyard.
- (e) The boys were ready to dislike the\_\_\_\_\_.
- (f) One resident of the street always\_\_\_\_\_.
- (g) The new owners of Miss Hilton’s house were (i)\_\_\_\_\_, and (ii)\_\_\_\_\_.
- (h) The man was shouting, the dog was barking, only\_\_\_\_\_.

**GRAMMAR**  
**USE OF TENSES (REVISION)**

**Tenses (verbs)**

There are three main tenses:

1. Present Tense
2. Past Tense
3. Future Tense

**PRESENT TENSE**

**Simple present**

**Usage.** It is used:

1. To talk about a present action
2. To talk about a habitual action
3. To talk about a universal truth.
4. To talk about a permanent condition
5. To talk about a scientific fact.
6. To express proverbs

**Form**

**Subject Verb**

I, You, We, They, He, She. It Root form of verb, root form + 's' or 'as'

**(a) Present Continuous**

**Tense Usage.** It is used;

1. To talk about an action that is going on at the time of speaking.
2. For future time reference if we are sure of the action.

**Form**

**Subject Verb**

I, You, We, They, He, she. It am present participle

are+present participle

is+present participle

**(B) Present Perfect Tense**

**Usage.** It is used; to talk about an action that has just been completed.

**Form**

---

## **Subject Verb**

I, You, We, They, He, She, It

Have+past participle

Has+ past participle

### **(a) Present Perfect Continuous Tense**

**Usage.** It is used:

- (i) To express an action that began in the past and has been in progress till the time of speaking.
- (ii) To express an action that finished just a short while

#### **Form**

##### **Subject Verb**

I, You, We, They, He, she, It

Have been + present participle

Has been+ present participle

#### **Use of “since” and “for”**

- (i) since‘ is used to denote’ point of time‘
- (ii) for‘ is used to denote’ period of time‘

For example,

- I have been living in Delhi for five years.
- She has been living in Agra since birth.

## **PAST TENSE**

### **(a) Simple Past**

**Usage.** It is used:

- To talk about a past action.
- To talk about some past habit

#### **Form**

##### **Subject Verb**

I, You, We, They, He, she, It

Second form of verb

### **(b) Past Continuous Tense**

---

**Usage:** It is used

To talk about an action, which was in progress at some point of time before the time of speaking.

**Form**

**Subject Verb**

I, You, We, They, He, she, It

Was +present participle

Were + present participle

**(c) Past Perfect**

**Usage:** It is used

To talk about an action that was completed before a given moment in the past

**Form**

**Subject Verb**

I, You, We, They, He, she, It

Had +past participle

**(d)Past Perfect Continuous**

**Usage:**

It is used:

To talk about an action that began before a definite moment in the past, had continued up to that moment and was still in progress at that moment, or had recently finished.

**Form**

**Subject Verb**

I, You, We, They, He, she, It

Had been + present participle

**FUTURE TENSE**

**(a) Simple Future**

**Usage.** It is used;

To talk about an action that will take place in future

**Form**

**Subject Verb**

---

I, You, We, They, He, She, It

Shall + root form of Verb

Will + root form of verb

**Note:** In modern English “will” is used with I and we too.

### **(b) Future Continuous**

**Usage:** It is used:

To express an action that is almost certain to take place in the future.

#### **Form**

##### **Subject Verb**

I, You, We, They, He, She, It

Shall be + present participle

Will be + present participle

### **(c) Future Perfect**

**Usage:** It is used:

To talk about an action completed before a given moment in the future.

#### **Form**

##### **Subject Verb**

I, You, We, They, He, She, It

Shall have + past participle

Will have + past participle

### **(d) Future Perfect Continuous Tense**

**Usage:** it is used.

To talk about an action that will begin before a definite moment in the future, will continue up to that moment and will be in progress even at that moment.

#### **Form**

##### **Subject Verb**

I, You, We, They, He, She, It

---

Shall have been + present participle

Will have been + present participle

### Solved Example

**1. Fill in the blanks in the following passage by using the correct tense form of the verbs given in brackets, choosing the appropriate options from the given ones.**

Once Martin Luther King (a)..... (Address) a public meeting. Suddenly someone (b) ..... (Throw) a shoe at him. But king (c)..... (Not lose) his cool. He (d) ..... (pick) up the shoe and told the gathering that some kind gentleman, knowing that he could not afford shoes, (e)... (Throw) one for him. He (f)... .....(Request) the gentle man to throw him the other one too. After he said so, a man appeared before him and apologized.

- Ans.** (a) was addressing  
(b) threw  
(c) did not lose  
(d) picked  
(e) had thrown  
(f) Requested

### Questions for Practice:

**1. Fill in the blanks in the following passage by using the correct tense form of the verbs given in brackets.**

A diesel tanker (a) ..... (Catch) fire last evening when it (b) ..... (Fill) up the underground tank of a petrol station situated on the G.T. Road. Soon the fire from the tanker(c)..... (Reach) the station's administrative block. Suddenly the driver of the tanker (d)..... (Get) into it and (e)..... (Drive) it 25 yards ahead of the station. A big tragedy (f)... ..... (avert) due to his brave act.

**2. Fill in the blanks in the following passage by using the correct tense form of the verbs given in brackets.**

A forty-year old man (a)..... (kill) and six others (b)..... (injure) when the van in which they(c)..... (travel) overturned after colliding with a truck last evening. Soon after the incident a huge crowd (d)..... (gather) on the spot and (e) ..... (start) beating the driver as he (f)... ..... (find) to be under the influence of alcohol. The police arrived on the scene and arrested the driver.



## MODALS

Modals are those auxiliary (helping) verbs which express the mode or manner of the actions indicated by the main verbs. They express modes such as ability, possibility, probability, permission, obligation, etc.

**The following are modal auxiliaries:**

**shall, should, will, would, can, could, may, might, must, ought to, used to, need, dare.**

### Use of Modal Auxiliaries

#### (a) Shall and Will

1. “Shall” is used with the first person subject (I, we) and ‘will’, used with all person subject, to express simple future.

2. “Shall” with the first person subject, expresses:

Intention e.g. I shall go home today.

Promise e.g. I shall try to do better.

Threat e.g. I shall kill him.

Determination e.g. I shall do or die.

3. (a) “Will” with the second & third person subject, expresses:

Order e.g. You will do it just now.

Threat e.g. You will be punished

Promise e.g. You will have a holiday

Determination e.g. You will work for me.

Intention e.g. Will he go with you?

(b) “Would” is used to express:

Determination e.g. I would have my way.

Habitual action e.g. He would sit all day with the book in his hand. Willingness e.g. I would do my best to satisfy you.

Wish e.g. Would that I were healthy.

(c) “Should” is used to express:

Duty e.g. We should keep our word. Advice e.g. You should take rest.

After lest e.g. Work hard lest you should fail.

Polite request e.g. Should I help you to solve this problem?

(d) “May” is used to express:

Possibility e.g. He may succeed in his work.

Permission e.g. May I come in?

Wish e.g. May you live long.

Purpose e.g. He works hard so that he may pass.

**(e) Can is used to express:**

Power/ability e.g. He can swim, He cannot speak English

Permission e.g. You can go now. Can I use your bicycle?

**(f) Might (past tense of May) is used to express:**

Suggestion e.g. He might join a college.

Possibility e.g. It might rain.

Purpose e.g. He works hard that he might win a scholarship.

**(g) Could (past tense of can) express:**

Power/ability e.g. He could run fast when he was young.

Polite request e.g. Could you please help me?

**(h) Must express:**

Compulsion e.g. You must carry out my orders.

**(i) Ought to:**

It is used to denote duty or moral or social obligation. It is used nearly in the same sense as should'.

The verb that follow ought always takes to +V1 form.

For example:

We ought to obey our teachers.

We ought not to speak ill of others.

**(j) Need:**

It is used in the sense of require' or want'. Need not expresses the idea that there is no compulsion, e.g.

You needn't leave today, you can leave tomorrow. You needn't pay the whole amount in one installment.

Need I wait till he comes?

**(k) Dare:**

It means 'to have the courage to do something'.

e.g. He dare not go there.

**(l) Used to +V1:**

It expresses a habit in the past

Used to +V1 e.g. I used to swim when I was young.

I used to live in Mumbai. (Now I live in Delhi).

We used to go to Shimla in winter but now we don't.

**(m) Has to/Have to:**

It expresses some compulsion, obligation or necessity in the present or future tense‘.

Has to/have to +V1 e.g. Mohan has to finish his work in time.

I cannot come with you because I have to finish my work in time.

**(n) Had to:**

It is used to express compulsion, obligation or necessity in the past.‘

The expression had to‘ is the past tense of have to‘

Had to +V1 e.g. yesterday my servant did not come. I had to wash my clothes myself. The enemy had to accept defeat at last.

**(o) Will have to:**

It is used to express compulsion, obligation or necessity in the future.

The expression will have to‘ is the future tense of have to‘

Will have to +V1 e.g. Next week you will have to deposit your fee.

**Solved Examples**

**1. Complete the passage, with the appropriate answer.**

Self-miracle refers to your need to change your life to what you really (a)..... create. The simple truth is only you possess the power to improve your conditions in line with everything you (b).....like to carry out. You(c)..... live your dreams to be able to improve your life permanently. This must be done immediately if you wish to attain what you have targeted.

- Ans.            (a) must  
                    (b) may  
                    (c) need to

**1. Complete the passage, with the appropriate answer.**

One (a).....meditate every day. When I say meditate, one (b) ..... not perform yoga exercise. You(c)..... Honour your spirit by witnessing the peace with a view of truthfulness and gratitude. With practice, the noise (d) .....silence itself. The solutions you seek out are within. You (e)..... worry for it. You just.....(f) concentrate within.

**2. Look at the words and phrases below. Rearrange them to form meaningful sentences.**

- (a) River/when I/could/ I/ swim/was/young/across/the  
(b) Parents/their/children/obey/should

(c) Dare/how/you/to him/talk/like/this

**3. The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction against the correct blank number.**

**Remember to underline the word/phrase that you have supplied.**

	Incorrect	Correction
The evil of begging is very common into our society.	E.g. into	in
There can be no place which you won't find a beggar.	(a) .....	.....
Some beggars are quite health. They are able bodied	(b) .....	.....
and are strong much to earn their living. But they	(c) .....	.....
are idlers and want to living without work.	(d) .....	.....

### SUBJECT-VERB CONCORD

A verb agrees with the subject in number and person. A singular subject takes a singular verb and a plural subject takes a plural verb.

I. She is a good speaker.

II. They are good speakers.

In sentence (I) the subject she' is in the singular number; the verb is also in the singular. But in sentence (II) the subject they' is in the plural number; the verb are' is also in the plural.

For example:

- (a) Girls are taking a test.
- (b) Boys were weeping bitterly.
- (c) They have not finished the task.
- (d) Geeta is reciting a poem.
- (e) My sister does not tell lies.

In the above sentences, the verbs have changed according to the person of the subject. Thus, we know that the verb agrees with the subject in number and person. This is known in grammar as subject-verb concord.

**1. Two or more singular subject joined by and' takes a plural verb.**

For example:

**You and I** are friends.

**2. When two subjects are joined by as well as the verb agrees with the first subject.**

For example:

---

**Her** friends as well as **she** are talkative

3. Either, neither, each, every and everyone are followed by a singular verb. For example:

Each of them is lovable.

4. When two singular nouns refer to the same person or thing, the verb must be singular.

For example:

**My sister** and **friend** has come.

5. When two subjects together express one idea, the verb may be in the singular.

For example:

**Two** and **two** makes four.

6. When a plural noun expresses some specific quantity or amount considered as a whole, the verb is in singular.

For example:

**Twenty** kilos of rice is not much for the month.

7. When two or more singular subjects are connected by with', together with' and not', besides' no less than' the verb is in singular.

For example:

**He** and not **you** is to blame.

8. The verb agrees with the number of the nouns that follow the verb.

For example:

There are **five girls** in the office.

9. Some nouns which are plural in form but singular in meaning, take a singular verb.

For example:

**English** is my favourite subject.

10. A plural noun which is the name of a country or province or the title of a book, is followed by a singular verb.

For example:

**West Indies** is a black country.

**'Human values'** is written by M.K. Diwan.

11. A collective noun generally takes a singular verb when the subject stands for the collection as a whole and a plural verb when the subject stands for the individuals of which is composed.

For example:

**The whole class** is present.

**The teams** are celebrating their victory.

**12.** A relative pronoun must agree with its antecedent gender, number and person.

For example:

It is **I** who am to blame.

### **Solved Example**

**1. Fill in the blanks appropriately.**

- (a) Neither you nor your friends..... passed the examination nor is it really shameful.
- (b) None of the conspiracy .....succeeded and this is really great.
- (c) All of the food..... been consumed.

Ans.

- (a) have
- (b) has
- (c) has

### **Questions for Practice**

**1. Fill in the blanks with the most appropriate answer.**

- (a) Her friends as well as Rama..... studying for last one hour.
- (b) Each of you... ..... responsible for the tragedy.
- (c) Your cousin and friend..... come.

**2. Fill in the blanks with the most appropriate answer.**

- (a) None of the plans... .....succeeded.
- (b) Some of these books .....really in bad position.
- (c) Some of the water .....Finished.

**3. Fill in the blanks with the most appropriate answer.**

- (a) Most of the money .....spent.
- (b) Is there----- food left?
- (c) All of it..... been eaten.

**4. Fill in the blanks with the most appropriate answer.**

- (a) Bread and butter..... her favorite breakfast.
- (b) Bread and butter..... very costly nowadays.
- (c) Twenty kilos of flour.....insufficient for such a large family.

## REPORTED SPEECH-DIRECT AND INDIRECT

### What is a Direct Speech?

In a Direct Speech, the speaker's own words are quoted without making any change.

For example: Ravi said, 'Mohit has gone to Delhi.'

### What is an Indirect Speech?

In an Indirect Speech, the essence of the Speaker's words is given.

For Example: Ravi said that Mohit had gone to Delhi.

### Some Important Points

#### 1. In a Direct Speech-

- (a) The Speaker's actual words are placed within inverted commas (-).
- (b) His actual words start with a capital letter.
- (c) There is a comma after the reporting verb.
- (d) At the end of his actual words, a full stop or a question mark or a sign of exclamation is put according to the need of the sentence.
- (e) The tense of the speaker's words remains the same.

#### 2. In an Indirect Speech-

- (a) Inverted commas are not used.
- (b) Only the first letter of the sentence starts with a capital letter.
- (c) There is no comma after the reporting verb.
- (d) Conjunctions like *that, to, if/whether* are used to link the reporting verb and the reported speech.
- (e) At the end of the sentence, only a full stop is put. Question marks are not allowed.
- (f) The tense of the speaker's words undergoes a change.

**Note:** If the speaker's words express a habitual action, a universal truth, a scientific statement, a proverb or a permanent truth, the tense of the speaker's words remain the same.

### Changing Direct Speech into Indirect Speech

#### 1. Tense And Verb Forms

##### (a) Simple Present-Simple Past

**Direct:** Rahul said to me, 'I am your friend'.

**Indirect:** Rahul told me that he was my friend.

**(c) Present Continuous-Past Continuous**

**Direct:** Rahul said, 'I am playing.'

**Indirect:** Rahul said that he was playing.

**(d) Present Perfect- Past Perfect**

**Direct:** Rahul said, 'I Have done my work.'

**Indirect:** Rahul said that he had done his work.

**(e) Present Perfect Continuous – Past Perfect Continuous**

**Direct:** Rahul said, 'I have been playing since morning'

**Indirect:** Rahul said that he had been playing since morning.

**(f) Simple Past – Past perfect**

**Direct:** Rahul said, 'I did my work.'

**Indirect:** Rahul said that he had done his work.

**(g) Past Continuous- Past perfect Continuous**

**Direct:** Rahul said, 'I was doing my work.'

**Indirect:** Rahul said that he had been doing his work.

**2. Change of Time, Place**

Words showing nearness of time and place change into words showing distance, time and place.

Now-then

Ago-before

This-that

These-those

Here-there

Today-that day

Tomorrow- the following day/the next day

Yesterday-the previous day/ the day before

Last night- the previous night

Last week- the previous week

Will- would

May-might

Can-could

**3. Change of Pronouns**

S - First person according to subject

O - Second person according to object.



N - Third person no change.

#### **4. Change of Different Kinds of Sentences**

##### **(a) Questions**

**(I) ‘Wh’ questions:** The questions beginning with which, when, where, why, how, whose, etc. do not need any conjunction.

For example,

He said to me, ‘which book were you reading last night?’ (Direct)

He asked me which book I had been reading the previous night. (Indirect)

**(II) Yes/No questions:** The question that begin with helping verbs like is, am, are, was, were, will, shall, do, does, it, has, have, had, etc., that the conjunction if or whether‘.

For example,

The teacher said to children, ‘Have you finished your work?’ (Direct)

The teacher asked the children if they had finished their work. (Indirect)

##### **(b) Commands:**

(i) The imperative sentences or commands take the conjunction ‘to‘.

(ii) The reporting verb ‘said‘ or ‘said to‘ changes into ordered, commanded, advised or requested.

For example:

The doctor said to the patient, ‘Take this tablet daily.’ (Direct)

The doctor advised to patient to take that tablet daily. (Indirect)

The master said to the servant, ‘Bring me a glass of milk.’ (Direct)

The master ordered the servant to bring him a glass of milk. (Indirect)

##### **(c) Exclamations:**

(i) The reporting verb ‘said‘ is changed into exclaimed, exclaimed with joy exclaimed with sorrow, exclaimed with wonder, wished or prayed etc.

(ii) The conjunction ‘that‘ is used to introduce the reported speech.

For example,

He said, ‘What a beautiful painting!’ (Direct)

He exclaimed with wonder that it was a beautiful painting. (Indirect)

The boys said, ‘Hurrah! We have won the match.’ (Direct)

The boys exclaimed with joy that they had won the match. (Indirect)

##### **(d) Sentences beginning with “Let”:**

(i) The man said to the servant, ‘let the children play.’ (Direct)

The man asked the servant to let the children play. (Indirect)

(ii) She said to her friend, 'Let us go for a picnic.' (Direct)

She proposed to her friends that they should go for picnic. (Indirect)

(iii) The Principal said to the peon, 'Don't let the children enter my study.' (Direct)

The Principal ordered the peon not to let the children enter his study. (Indirect)

### Solved Example

Read the conversation below and complete the report that follows.

**Lady:** What a beautiful painting! Is it for sale?

**Shopkeeper:** No, ma'am. This painting is not for sale.

The lady exclaimed with appreciation (a)..... and inquired the shopkeeper (b) .....

The shopkeeper answered in the negative informing the lady that(c).....

**Ans.**

(a) that was a beautiful painting

(b) if that was for sale

(c) that painting was not for sale

### Practice Questions

1. Rearrange the following sentences to make meaningful sentences.

(a) Friends/Archie/movie/the/asked his / what / of they / thought/

(b) preferred/said/book/had/the/his/friend/he

(c) his/was/same/Ram/answer//always/said/the

2. Read the dialogue given below and report it by filling in the blanks

**Traffic police:** You are going too fast. You have exceeded the speed limit.

**Reena:** I am late for my work. Please let me go this time.

**Traffic Police:** Don't worry. You have to report at the Police Station only tomorrow.

The Traffic Police stopped Reena and told her that she was going very fast and that she (a) .....

.....Reena pleaded with the policemen and said that (b) ..... the traffic

Police asked her not to worry and said that (c).....

### DETERMINERS

- Determiners are words placed before nouns or pronouns to decide or fix their meaning.
- They tell us '\_how many\_' or '\_how much\_'.
- Determiners are words which come before nouns.
- They contain several classes of words, including pronouns and adjectives.

- They determine or limit the noun by giving some additional information about it.
- Determiners show whether a noun refers to is a general or a specific object, person or place.
- They indicate which or how many things the noun refers to.
- Determiners define or limit a noun to the singular or plural.
- They indicate amount or quantity.
- Determiners may precede numerals too.

### Solved Exercises

#### 1.Fill in the blanks using suitable determiners.

(a) ..... (a/an/the) man went for (b) .....(a/an/the) holiday to (c) ..... (a/an/the) place near (d) .....(a/an/the) sea., (e) ..... (every/all/some) morning he went for a swim in the sea. On (f) ..... (all/most/every) days the sea was rough, but on (g) ..... (every/most/some) days it was calm.

Answer:

- (a) a
- (b) a
- (c) a
- (d) the
- (e) every
- (f) most
- (g) some

2.Savita has lost the (a)..... pens she had. Now she has spent the (b) ..... money she had on buying more. So she is giving (c) ..... worried look.

Answer:

- (a) few
- (b) little
- (c) a

3. There are so (a) ..... ways of entertainment in life. (b) .....  
circus is one of the most entertaining media. Last Sunday (c) ..... of (d)  
..... friends went to see the Diamond Circus. My uncle took us there. (e)  
..... one paid for (f) ..... ticket.

Answer:

- (a) many
- (b) The
- (c) some
- (d) our
- (e) Every
- (f) his

**Exercises For Practice:**

1. (a) ..... is one of (b) ..... most memorable trips. At  
Rameshwaram we saw (c) ..... ancient temples, which gave (d)  
..... idea of our glorious past. It added (e) ..... to (f)  
..... knowledge.

2. Sahil: Meet him, (a) ..... is (b) ..... brother.  
Rohan: You resemble (c) ..... (d) .....  
Sahil: No, you are wrong, (e) ..... of us resembles.  
In fact, there is hardly (f) ..... resemblance.

3. Mukna Kangjei is (a) ..... very popular game in Manipur. It enjoyed (b)  
..... royal patronage in (c) ..... olden days. Manipur is known for  
several games that developed over (d) ..... period of time. It is (e)  
..... indigenous game. In the beginning, it was very popular but now slowly (f)  
..... game is fading away.

4. The interact club of ABC Public School recently organised (a) ..... voluntary blood  
donation ..... event was (c) ..... initiative of (d)

..... Rotary Club of Delhi. As (e) .....part of the drive (f)  
..... students took out a rally in the vicinity of the school.

5. Once upon (a)\_\_\_time, there lived (b)\_\_\_man named Mahesh Das. He was well known for (c)\_\_\_ intelligent and witty answers. (d)\_\_\_people came from far away areas to ask advice on (e)\_\_\_things. One day he decided to meet king Akbar, so he travelled to Agra. But while entering through (f)\_\_\_gates of the palace, one of the guards stopped him. (g)\_\_\_guard said if Mahesh Das gave half of whatever he received from Akbar, he would be allowed to go in. Mahesh Das agreed and went inside to meet Akbar. When Akbar asked what Mahesh Das wanted, he asked for 100 lashes as his reward. Shocked to hear such (h)\_\_\_unusual request Akbar asked him why he wanted lashes. Mahesh Das said that (i)\_\_\_guard at the gate asked to give him half of whatever he would get, and that's the reason why he asked for 500 lashes. Akbar got very angry at (j)\_\_\_behaviour of the guard and summoned him to the court. Once the guard arrived, he was not only given (k)\_\_\_lashes but also imprisoned for five years. Impressed by the wit of Mahesh Das, Akbar gave him a new name, 'Birbal' and made him a respected member of the court.

1. (i) the (ii) an (iii) a
2. (i) a (ii) the (iii) an
3. (i) his (ii) him (iii) its
4. (i) many (ii) much (iii) enough
5. (i)enough (ii)any (iii)many
6. (i) the (ii) a (iii)any
7. (i) a (ii) the (iii) an
8. (i) an (ii) a (iii) the
9. (i) a (ii) an (iii) first
10. (i) a (ii) the (iii) an
11. (i) enough (ii)much (iii) any

## CREATIVE WRITING SKILLS

### Letter Writing (Placing Orders)

#### Purpose of the letter:

- To express one's opinion on a wide range of issues
- To express and share one's observations and views in a public forum, for example a magazine or a newspaper

#### Language of the letter:

- ❖ Formal language must be used
- ❖ Repetition of ideas must be avoided
- ❖ Sub paragraphs should be used in an organized way
- ❖ Personal outlook must be included but biased language should be avoided
- ❖ Word limit must be kept in mind

#### Format:

#### DISTRIBUTION OF MARKS :( 8marks)

#### LETTER WRITING

**CONTENT: (6 marks)** (format to be included in content. Format includes date, subject, addressee and closing)

**EXPRESSION: (2 marks)** (fluency and accuracy to be included in expression), (Grammatical accuracy, appropriate words and spellings, Coherence and relevance of ideas and style)

### SAMPLE OF LETTERS TO THE EDITOR

#### Question:

You are Saurabh Srivastava, a resident of Defense Colony Bagdogra, Siliguri. Your colony is facing the severe problem of inadequate and contaminated water supply. You decide to express your views and make the authorities aware of the situation by writing a letter to the Editor of The Siliguri Times, Siliguri. Write your letter in about 100-120 words.

**Answer:**

### **LETTER TO THE EDITOR**

Defense Colony

Bagdogra

15th October 2021

The Editor

The Siliguri Times

Siliguri

Sir

**Subject: Inadequate and contaminated water supply.**

Through the columns of your esteemed newspaper, I would like to draw the attention of the civic authorities to the contaminated and inadequate supply of water in our locality.

It is unfortunate that the local civic authorities do not take care to provide the citizens with even the basic amenities such as proper and adequate water supply. In our locality, water is supplied only for three hours in the morning.

For the rest of the day the taps remain dry. Also, the supplied water is impure. It is unhygienic and inadequate. There have been cases of water borne diseases. The water borne diseases may break out in the form of epidemic, if the problem is not properly addressed to.

It is expected that instead of ignoring the issue, the authorities concerned will take immediate steps to ensure supply of adequate and potable water in our locality so that we residents are able to live a disease free and healthy life.

Yours truly

SAURABH SRIVASTAVA

### **ADDITIONAL QUESTIONS ON LETTER TO THE EDITOR**

1. Write a letter to the Editor of a newspaper expressing your views on the importance of saving water as you have seen people wasting water carelessly on one hand and on the other hand people fight for a single drop of water and farmers die because of drought. Using your own ideas write the letter.

2. Recently you read a report on increasing stress level among the younger generation and you are very disturbed with the scenario. You decide to write a letter to the Editor of a newspaper expressing your concern

and also about some measures which can be adopted by the youth to overcome stress. On the basis of the ideas reflected in the daily life and your own understanding write the letter to the editor.

3. Recently you came across a newspaper article depicting Diversity of India as its greatest identity. After reading the article you are inspired enough to write a letter to the Editor of a newspaper expressing your views on the importance of maintaining unity and integrity for the growth of the nation.

4. Recently, you got an opportunity to meet few courageous girls, who, despite serious opposition from their families, continue their education. This has made you feel both proud and concern about these girls and you decide to write a letter to the Editor of a newspaper emphasizing upon the need to promote girl child education. With your own ideas, write the letter to the Editor.

5. A survey reveals that most of our health related problems are due to our over fascination with modern gadgets like smart phones, lap tops, television and video games. The findings of the survey compel you to share your views on the issue and you decide to write a letter to the Editor of a newspaper. On the basis of your understanding write the letter.

6. There is a 'Divyanga' (Physically Handicapped) child in your class and every day you watch him very closely. You appreciate his efforts and enthusiasm, but you find some of your classmates making fun of him regularly and you try to make them realize their insensitivity but they haven't changed their ways and means. This has provoked you to write a letter to the Editor of a newspaper expressing your views on the need to be respectful to every individual including the specially- abled ones.

7. You observe that most of your class mates bring fast food items as part of their school tiffin and even some of them regularly suffer from one disease or other but they keep on bringing fast food. You wish to make parents of such children aware of the harms of the fast food and so you decide to write a letter to the Editor of a news daily. On the basis of your own understanding of the problem write the letter.

8. Your friend studies in a school where there is no play- ground and also no facility for sports and games. He has to stay in his class room throughout the day. You feel about your friend and decide to write a letter to the Editor of a newspaper emphasizing upon the need to have play grounds and other sports facility in schools as they help in the all- round development of an individual.



## Letters of Complaint

### FORMAT:

1. Sender's address

Date

Address of the addressee: M/s-----

Dear Sir/Madam

(Subject:..... )

### Body of the letter (in 3-4 paragraphs)

1. Purpose with reference to the order.(Introductory)

2.Mention the reason for regret

3. Suggestions to repair/replace

4. Conclusion

Yours faithfully/yours sincerely

Sender's name

### Sample Letters of Complaints

Write a letter to M/s V.P. Appliances, C-24 Devpuri, Mumbai, complaining that the Geyser supplied by them has stopped working in less than a week. Sign yourself as Gyan Deep of B279, Kalkaji, Mumbai.

B279 Kalkaji

Mumbai

7th July,2021

The Manager

M/s V.P.Appliances

C-24 Devpuri

Mumbai

Sir,

### Sub: Complaint about Geyser

I purchased an Eskom Geyser from your company vide cash memo no. 310 dt. 23rd June 2021 with a warrantee of one year.

I regret to inform you that it stopped working after 4 days. It does not heat Water. The green light signal shows that it is on but it does not give hot water.

Please send your mechanic to rectify the fault or replace the geyser with a new one.

Yours sincerely

GAURAV

### **ADDITIONAL QUESTIONS ON LETTERS OF COMPLAINTS**

1. You are Sriram living at 234/C-3 M.G Road Bangalore. You purchased a coloured TV from Mode Electronics, M G Road Bangalore. Write a letter to the Manager complaining about the TV that is not functioning properly.

2. Write a letter to M/s Ashwin Books Depot , Nai Sarak, New Delhi telling them that the books you had ordered have arrived, but some books were with torn pages and a few of them were old editions. Ask for replacement of the books. You are Ankita/ Akash, C-10 Vidyanagar , New Delhi.

3. Write a letter of complaint to M/s Rupashree Electronics,24,industrial Town, Faridabad complaining about the washing machine you purchased recently and is giving you a lot of trouble now. Ask for its replacement immediately. Invent necessary details. You are Arun of 256-C Janakpuri, New Delhi. Write a letter in about 100-120 words.

4. As the Manager of Cricket Club of your town, you had purchased some cricket equipment. Some of the articles have been found defective. Write a letter to the firm that made the supplies, asking them to replace these defective articles or refund their cost.

### **LETTERS OF ENQUIRY**

#### **FORMAT**

Sender's address

Date

Address of the addressee

Dear Sir/Madam

---

Subject:

**Body of the letter**

**1. Introduction to the subject**

**2. Elaborate on the subject /request/enquiry**

**3. Conclusion**

Yours faithfully/Yours sincerely

Sender's name

**Sample of Letters of enquiry**

You are Arushi/Ashwini librarian of Karola Public School Bangalore. Write a letter to the Sales Manager of Navneeth Publishers Ltd. Bangalore enquiring about undue delay concerning the delivery of books for your school library for which you placed an order two months ago. Also specify that you may have to cancel the order in case of further delay as the first term of the academic year has almost come to an end.

Karola Public School,

Bangalore

20th October 2021

The Sales Manager

M/s. Navneet Publishers

Bangalore

**Sub: Undue delay in delivery of books**

Sir,

We are sorry to show our displeasure at the undue delay in the delivery of books for our school library. We placed a bulk order for the purchase of books for the library two months ago. But it is unfortunate to note that even after several reminders; the books have not been supplied. Before we decide to take the next step, we would like to enquire from you about the reason for this delay.

You know that the first term of the academic year has almost come to an end. If you fail to deliver the books up to 1st September 2019 we will be compelled to cancel the order. We hope you will not compel us to look for another supplier for the books.

Yours faithfully

ARUSHI/ASHWINI

Librarian

## Samples of Letters of Enquiry

1. You are Rema/ Rohit the school pupil of Valley Public School, Chennai. During the Summer Vacation, your school is planning an educational tour, covering visits to a thermal power plant and a few factories. Write a letter to The National Travel Agency, at to Pantheon Road, Chennai enquiring about the places, the charges, facilities and other relevant details.
2. Write a letter to the Manager, Taj International, and Lucknow to find out the rates for conducting the wedding Reception of your sister, enquiring specifically about the catering caused per head, service and decoration charges and advance to be paid.
3. You are Varsha/ Varun, in charge of Excursion Club of National Public School, Mathura Road, Agra. Write a letter to the General Manager, Northern Railways, requesting reservation of a bogie for eighty students from Agra Cantt. To Chennai and back by G.T. Express.

## Placing order

### FORMAT

Sender's

address

Date

Address of the addressee

Dear Sir/Madam

Subject:

### Body of the letter

**1. Introduction to the subject**

**2. Elaborate on the subject**

**3. Details of items**

**4. Conclusion**

Yours faithfully/Yours

sincerely Sender's name

## Sample of letter for Placing Orders

You are Prakriti/ Rahul, the Literary Captain, in charge of the school library. You have been asked to place an order for Children's story books. Write a letter to M/s Hari Book Depot, Ram Nagar, Bikaner placing an order for the books. Invent the necessary details.

S.S School

Kavi Nagar

Jorhat

14 July 2021

M/s Hari Book Depot

Ram Nagar

Bikaner

### **Sub: Order for Children's story books**

Sir,

We need no introduction as we are your regular customers. We would like to place an order for Children's story books for our school library. We are providing a list of books. We are in need of. Kindly deliver these books in their latest edition and in proper conditions. We would be pleased, if you could provide us suitable discount on these books. The list of books with their particulars is attached herewith.

Sl. No.	Name	Author/Publisher	Copies required
1	Arabian Nights	Rupa & Co	20
2	Panchatantra	Children's Book Society	25
3	Stories for children	National Book Trust	20
4	Fables	Jaina & Co	30

We hope timely delivery and maximum discounts.

Yours faithfully

PRAKRITI/ RAHUL

Literary Captain

### Sample questions

1. You are the Sports Captain of your school A B School, Ahmedabad. Write a letter to Pioneer Sport Co., placing an order for a minimum of four sports items with details. Ask for a discount also. Sign as Rama/Ramani.
2. You are Sandhya/ Sharath Hostel Warden, Bapuji Public School, Chennai. Write a letter to the Sales Manager of Bharath Electronic and Domestic Appliances Ltd., Chennai placing an order for a few fans, microwave ovens and Coolers that you wish to purchase for the hostel specifying the details. Also ask for the discount.
3. Mary's Convent, Delhi needs some furniture like office chairs, tables, almirah etc. for its office. The Principal asks Mr. Verma, Head Clerk to prepare a draft to place an order with M/s Trustwell Furniture, Delhi. Write the order letter in about 100- 120 words.

### ANALYTICAL PARAGRAPH WRITING

#### Notes :

An analytical paragraph is a form of descriptive writing which is written on the basis of a given chart, graph, data, outline, clues, table etc. It requires analysis and comparison of the given facts and drawing conclusion based on the given data. When writing an analytical paragraph, one should remember to describe the facts in the best possible manner and cover the information provided. The paragraph must use clear and crisp language along with providing complete details of the data provided in the question.

#### Features of an Analytical Paragraph:

- It describes the given chart, table, data, graph, cues etc.
- It should be brief and comprehensive but at the same time, include complete information.
- It should state the facts that are provided.
- It should have simple and accurate language.

- It should mention figures and quantities appropriately.
- It should use the same tense throughout, as far as possible.
- It should not provide any personal observation or response.
- It should preferably use the passive form of the verb.

Format of an Analytical Paragraph Content in 100-120 words

The content of the paragraph must include the following:

- Introduction (explain in one or two lines the context or what is clearly evident from the chart or graph)
- Body of the paragraph (explain in detail the figure and trends, making comparisons and contrasts)
- Conclusion (give the overall view or summary of the chart or graph)

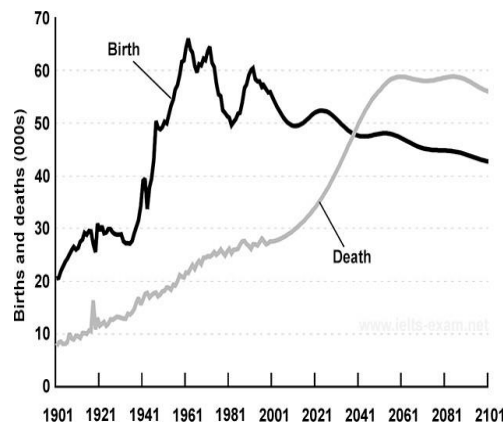
### **Points to Remember**

- We must not include any personal opinions, conclusions or observations but simply stick to the facts.
- We must choose wisely the important information, organize it well, state the correct facts and summarize it properly.
- For introduction, we can start with phrases such as The chart given above describes.../The given table suggests.../ The line graph shows.../ The data given provides information about.../ The pie chart illustrates..., etc.
- For body of the paragraph, we should organize the information well. We should look for the large differences that are very prominent. We can mention the aspect which is the smallest or the largest in the data given. Any aspect that is similar should be mentioned next. We should further mention about the aspect that has remained unchanged or is constant throughout.
- If the chart or table mentions two different groups, we should refer to both of them in the paragraph. If there is any contrast or comparison that could be drawn, we must present it effectively. If the chart is about a particular time period or highlights trends of several years, we should mention about each year in a concise manner. If any comparison or contrast can be made for two or more years, we should write about that too.

- For describing the pattern of growth, we can use words and phrases like- ‘rapidly doubled’, ‘skyrocketed’, ‘striking increase’, ‘peaked’, ‘soared’, ‘declined’, ‘plummeted’, ‘leveled off’, ‘stagnated’, ‘fluctuating’, ‘starting to rise’, ‘starting to fall’, ‘drop down’, ‘slightly’, etc.
- Mentioning quantities: When including numbers and figures, the accuracy must be ensured. Quantities can be described in a number of ways, such as percentage, fraction, ratios etc. For describing quantities, we can also use words and phrases like ‘one-third of’, ‘nearly one-fourth of’, ‘majority’, ‘on an average’, ‘twice as much’, ‘almost equal’, ‘the highest’, ‘the lowest’, ‘approximately’, etc.
- For establishing relationship or contrast, we can make use of words and phrases like- ‘similarly’, ‘in contrast with’, ‘in comparison to’, ‘however’, ‘whereas’, ‘as opposed to’, ‘while’, ‘a striking difference’, ‘a noticeable difference’, etc.
- For conclusion, we may use words and phrases like ‘overall’, ‘subsequently’, ‘in all’, ‘in a nutshell’, ‘in short’, ‘therefore’, etc.

### Solved Questions :

Q1. The given line graph provides information about changes in birth and death rates in New Zealand between 1901 and 2101. Write an analytical paragraph summarizing the information and make comparisons where relevant in about 100-120 words.

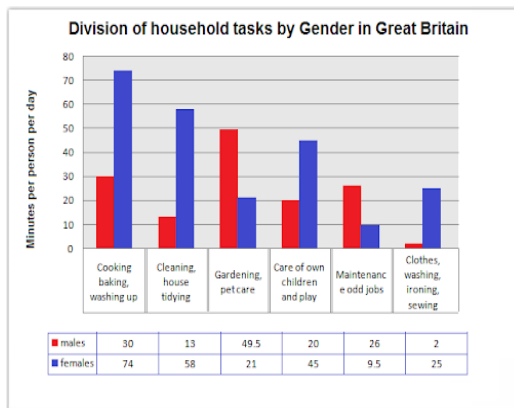


Ans. The graph shows changes in the birth and death rates in New Zealand since 1901 and forecasts trends till 2101. Between 1901 and 2041, the birth rate has been consistently higher than the death rate. It stood at 20000 in 1901, at the start of this period and started increasing gradually after that. It reached to its peak of around 65000 in 1961. Since then, the birth rate has fluctuated between 50000 and 60000. It is expected to



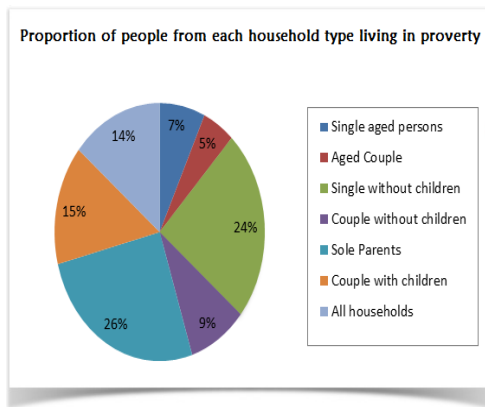
decline in the coming years, reaching approximately 42000 by 2101. In contrast, the death rate stood at around 10000 in 1901 and has increased steadily after that. It is expected to rise strikingly from 2021 before levelling off to approximately 60000 between 2061 and 2081. The graph indicates a slight decline in deaths in the year 2101. The graph shows a huge gap between birth rate and death rate from 1961 to 2001. However, this gap is expected to reduce in the later years. Overall, as opposed to the prevailing trends, the death rate will be reversed and will be more than the birth rate in the later part of this century.

Q2. The given chart shows the division of household tasks by gender in Great Britain. Write an analytical paragraph describing the chart in not more than 100-120 words.



Ans. The chart provides information about the division of household tasks by gender in Great Britain and the number of minutes per day spent by both males as well as females in doing various tasks. On an average, women spend approximately four hours doing the household tasks, whereas men spend less than two and half hours for the same. The tasks on which women spend more time than men include cooking, cleaning the house, taking care of the children and laundry. In doing all these tasks, women spend approximately 200 minutes which is almost three times the time spent by men in accomplishing these tasks. On the other hand, men spend twice the time than women in doing tasks like gardening and maintenance of odd jobs in the house. Men spend majority of their time, almost 50 minutes, in gardening and pet care whereas women spend only 30 minutes for these tasks. The time spent by men in washing, ironing and sewing clothes is as low as 2 minutes per day as opposed to 25 minutes spent by women. In a nutshell, women spend far more time when it comes to doing household chores than men who prefer to do gardening, pet care and maintenance of odd jobs.

Q3. The given pie chart shows proportion of people from different households living in a state of poverty in the UK in the year 2002. Write an analytical paragraph based upon the information provided in about 100-120 words.



Ans. The given pie chart illustrates seven different categories of households living in poverty in the UK in the year 2002. It is clearly evident from the pie chart that 26% of the total poverty-stricken households were those of sole parents who formed the majority. Single people without children accounted for the second highest proportion of 24%. In contrast to couples without children who accounted for just 9%, couples with children accounted for 15% of the poor households. Single aged persons formed 7%, whereas aged couples formed 5% of poor households. Overall, 14% of all households in the UK were living under poverty in the year 2002. In all, the younger generation seemed to have a greater poor percentage than their aged counterparts and couples without children had better economic conditions than those with children.

Q4. The following table shows details about the different internet activities for six categories of people according to different age groups. Study the table and write an analytical paragraph based upon it in about 100- 120 words.

Internet Activities by Age Group

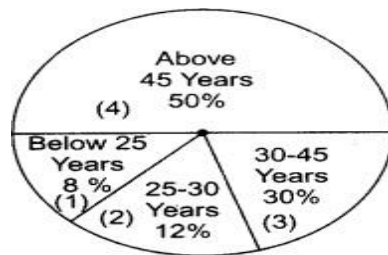
Activity%	Age group						
	Teens	20s	30s	40s	50s	60s	70+
Get News	76	73	76	75	71	74	70
Online games	81	54	37	29	25	25	32
Downloads	52	46	27	15	13	8	6
Product research	0	79	80	83	79	74	70
Buying a product	43	68	69	68	67	65	41
Searching for people	5	31	23	23	24	29	27

Ans. The given table suggests the internet activities of six age groups ranging from teens to those in their seventies for six different kinds of activities on the internet. The table shows that the younger generation is more interested in online games and news, whereas the older generation spends time on the internet in order to research and buy products. It is evident from the table that 81% of the teens mainly use the internet for playing online games, and many are also interested in news and downloads as well as in buying products.

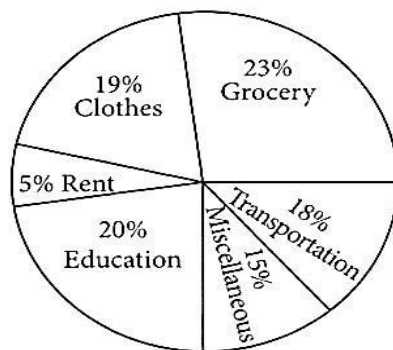
The middle-age group, that is, people in the age group ranging from 20s to 60s is highly interested in getting news, doing product research and buying products, with the percentage ranging from 70-80%. The internet activity which gets the least time is searching for people. All the age groups spend less than 30% of their internet time on the same. The amount of time spent on downloads decreases with age and gets as low as 6% for the people in 70s. Overall, the table suggests that teenagers are most likely to spend time playing games and doing downloads. On the other hand, older people, on an average, are interested in researching and buying products. It is also significant to note that people spend the least amount of time when it comes to searching for other people online.

**Questions for Practice:**

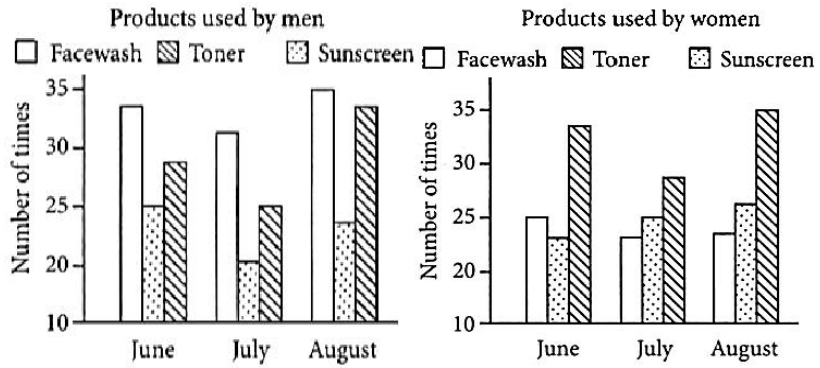
1. The following pie chart represents the distribution of the overseas tourists and their age profile respectively. Study the chart carefully and write an analytic paragraph (120-150 words) giving the general trends and other necessary details. Don't forget to compare the segments where relevant.



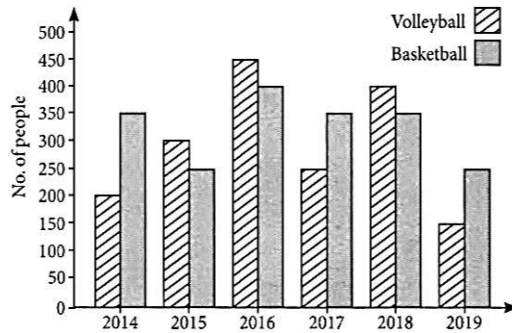
2. The given pie chart represents the amount of money spent by a family on different items in a month. Write an analytical paragraph using the information given in the chart.



3. The given bar graph shows the increasing use of skin care products by men and women over the period of three months. Write an analytical paragraph elaborating the given information.



4. The given double bar graph shows the preferences of children in a school in playing different games over the span of six years. Write an analytical paragraph about the given information.



## SECTION –C (LITERATURE) FIRST FLIGHT

### UNIT 1

### A LETTER TO GOD

#### Gist

A Letter to God is a story of extreme faith in God. It is the story of Lencho, a poor, honest and hard- working farmer, who wrote a letter to God and asked God to send him money.

Lencho was a dedicated farmer. He was expecting a good harvest. Unfortunately a hail storm came and destroyed his harvest totally. Lencho was very sad, but he had strong belief in God. He was sure that God would definitely help him. So the simple straight forward man wrote a letter to God asking for one hundred pesos. Although, his wishes get fulfilled partially, if not completely, he is ungrateful in the end and questions the honesty and modesty of the post-masters who actually helped him with money (anonymously) in the name of god.

#### CHARACTER SKETCH OF LENCHO

Lencho was a simple farmer who was very hard working. He was completely dependent on the yield of his fields. He had good knowledge of farming. His crops had always been good. He knew his crops needed a good downpour to get good yield. But when the rain changed into a hail storm his crop was totally destroyed. He became very sad. But since he had strong faith in God, he didn't lose hope. He needed God's help. He knew how to read and write. He wrote a letter to God asking for help. He was fully confident that he would get the money. When he didn't get as much money as he had asked, he became unhappy. He was not ready to be happy with what he received. He felt that he was being cheated. But he was not ungrateful to God. He felt angry thinking that the people in the post office are crooks and they had stolen the rest of the money. So he wrote another letter to God, instructing him to send money directly to him, not through the post office. Lencho's innocence and staunch belief in God is clearly depicted in the story.

#### EXTRACT BASED COMPREHENSION QUESTIONS

1. The man went out for no other reason than to have the pleasure of feeling the rain on his body, and when he returned he exclaimed, –These aren't raindrops falling from the sky, they are new coins. The big drops are ten cent pieces and the little ones are five's.‖

Questions:

a. Who is the person described here?

Ans: Lencho, the farmer is described here.

b. Why did he go out in the rain?

---

Ans: He went out in the rain to feel the happiness of rain on his body.

c. Why were the raindrops like 'new coins' for Lencho?

Ans: Lencho thought that the raindrops would help him get a good harvest and thus he can earn money. So the raindrops were like new coins for Lencho.

d. How did raindrops bring disaster to his crops?

Ans: The raindrops soon turned into a hailstorm and destroyed his crops and ruined his hopes.

2. With a satisfied expression he regarded the field of ripe corn with its flowers, draped in a curtain of rain. But suddenly a strong wind began to blow and along with the rain very large hailstones began to fall. These truly did resemble new silver coins. The boys exposing themselves to rain, ran out to collect the frozen pearls.

Questions:

a) Why was Lencho satisfied?

Ans: He was satisfied because his fields got good rains.

b) What does he compare the raindrops to?

Ans: He compared them to coins.

c) What do the 'frozen pearls' refer to?

Ans: The frozen pearls refer to hail stones.

d) Trace the word in the passage which means 'covered with'.

Ans. draped

3. "What faith! I wish I had the faith of the man who wrote this letter. Starting up a correspondence with God!"

Questions:

a) Who is the speaker of the above lines?

Ans: The postmaster

b) Why did the man write a letter to God?

Ans: The man lost his crops due to a hailstorm. So he wanted hundred pesos to sow his field again and to live until the crops come.

c) "Starting up a correspondence with God". What does it tell you about the man's character?

Ans: The man is simple, innocent and straight forward. He has strong belief in God

d) Give the verb form of the word 'Correspondence'.

Ans: Correspond

**SHORT ANSWER QUESTIONS :****(30 to 40 words)**

1. How did the rain change? What happened to Lencho's fields?

Ans: The rain began on a pleasant note. The air was fresh and sweet. But suddenly a strong wind began to blow and along with the rain very large hailstones began to fall. It did not pass quickly. For an hour the hail rained on the field and the corn was totally destroyed.

2. Who did Lencho write a letter? What did he ask for?

Ans: Lencho wrote a letter to God. He asked God to send him Hundred Pesos to sow his field again and to live until the crops come.

3. What does the postmaster do to answer Lencho's Letter?

Ans: The postmaster decided to answer the letter, but as Lencho very badly needed some money, he asked for money from his employees. He himself gave part of his salary and several of his friends joined him. He could gather only seventy pesos. He put the money in an envelope addressed to Lencho and with it a letter containing only one word as signature: God.

**Long Answer Questions [100-150 words]**

1. The postmaster represents such people who still believe in helping others. Write a character sketch of the postmaster pointing out his good qualities.

**Points**

The postmaster of the story is a kind, generous, helpful, amiable, and God-fearing man. He received a letter from Lencho which was written to God asking for hundred pesos so that he could sow his fields again. The postmaster did not want to shake the writer's faith in the almighty, and thus, out of virtuous intentions, decided to collect money for "an act of charity. He also signed the letter in the name of God to conceal his identity as he wanted Lencho to think it was actually a reply from God. This shows that he was a very good man at heart.

**Unsolved Short Answer Questions**

1. What were Lencho's feelings when he found the letter with money in it?
2. Why was Lencho angry? What did he do?
3. What are the raindrops compared to and why?
4. How did the rain change? What happened to Lencho's fields?

## Unsolved Long Answer Questions

1. Write the story of Lencho's faith in God?
2. Who does Lencho think has taken the rest of the money? Describe the ironical ending of the story.

### Dust of snow-Robert Frost [Poem]

#### Gist

Dust of Snow is a beautiful poem written by the famous American poet Robert Frost. It depicts a simple moment, but it has great significance. The poem is set on a wintry day. The snow is falling heavily. The poet is depressed and has lost all hope. He is sitting under a hemlock tree. A small natural incident changes his sad mood into a happy mood. The poem teaches us that one should never be desperate and hopeless. There is always scope for a change.

#### EXTRACT BASED COMPREHENSION QUESTIONS

1. The way a crow  
Shook down on me  
The dust of snow  
From a hemlock tree.
  - a) The crow and the hemlock are considered as symbols of nature.
    - i. positive ii. negative iii. Pleasant
  - b) What did the crow do to the hemlock tree?
  - c) Where do you think the poet was then?
  - d) What is the rhyme scheme of the given stanza?

#### ANSWERS

- a) ii. Negative
  - b) The crow shook the hemlock tree.
  - c) The poet was under the hemlock tree.
  - d) abab
2. Has given my heart A change of mood And saved some part Of a day I had rued.
    - a) How did the poet's mood change?
    - b) What had the poet thought of the day?
    - c) What do you understand by the word 'rued'?
    - d) Name the poet and the poem?



## ANSWERS

- a) The falling of snow on the poet had changed his mood.
- b) The poet had thought that it was a bad day. He was sad and depressed.
- c) ‘ Rued‘ means held in regret.
- d) The poet is Robert Frost and the poem is ‘Dust of Snow‘.

## SHORT ANSWER QUESTIONS:

- 1. What mood of the poet is reflected in the poem?
- 2. What do the crow, hemlock tree and dust of snow represent in the poem?
- 3. What is the message given by the poem?

## ANSWERS

- 1. The poet seems to be in a sad and depressive mood. The day offered no comfort or happiness to him. He thinks that the whole day is going to be sad and dull. He can see only negative symbols like the hemlock tree and the crow around him.
- 2. The crow is black and ugly. It is not considered as a pleasant sight. It is a symbol of bad omen. The hemlock tree is a poisonous plant with white flowers. It is a symbol of sorrow. The poet chose the crow and the hemlock tree to present his sadness and depression.
- 3. The poem teaches us that we should not be desperate because there is always an opportunity to change the sad mood into happy mood. Today, when most of the people are living in stressful atmosphere, the poem teaches us to gain happiness from little things.

## Long Answer Questions [100-150 words]

- 1. It is our attitude towards a situation that makes it positive or negative. Do you agree with it?

Express your views with reference to the poem ‘Dust of Snow‘.

Ans: It is true that our attitude towards a problem plays an important role in making it positive or negative. Most of the people in today’s world live a stressful life. They face different types of problems in day to day life. A person can neither keep away from problems completely nor find solutions for them easily. But what makes the situation worse is one’s attitude towards the problems. If we are depressed or sad the whole environment becomes gloomy. But if we are ready to face the problem bravely and positively, it helps in solving the problem also.

The poet in the poem Dust of Snow was in a sorrowful mood. He felt that the whole day was going to be gloomy. But when a crow shook down snowflakes on him, his bitter mood changed into an optimistic one.

This small, regular incident wiped away his gloom and made him cheerful. He could have become unhappy when such a thing occurred. But instead of seeing the negative aspect of the incident, he took a positive vibe from it. Thus the poem teaches us to find happiness from small things and to take everything positively.

### **Unsolved Short Answer Questions**

1. How has the poet observed nature in the poem Dust of Snow?
2. What happened to the poet when the crow shook the tree?
3. What does the poet feel in the end?

### **Unsolved Long Answer Question**

1. Explain the underlying message in the poem Dust of Snow.

## **FIRE AND ICE- ROBERT FROST (POEM)**

### **Gist**

Fire and ice is a compact poem written by Robert Frost. It expresses the profound idea that the world would end in either of two ways- by fire or by ice. People are divided in this issue. Some believe that fire will become the cause of the end and others think that ice will end the world. Both the components are compared with self-destructing human emotions: hatred and desire. He says that from what he is aware about -fiery desires, he would favor the ones who say that it would be fire. But later he says that Ice or hatred, created by cold reasoning is also equally capable of destroying the world. Therefore, if Earth was to end twice, ice would be just as good as fire. If fire would lead to rapid destruction, ice would lead to silent damage.

### **EXTRACT BASED COMPREHENSION QUESTIONS [SOLVED]**

- 1) Some say the world will end in fire some say in ice.  
From what I've tasted of desire I hold with those who favour fire.

### **Questions**

- (a) Who wrote these lines?
- (b) What is the poet's opinion about the world?
- (c) What is the contradictory opinion of public?
- (d) How are ice and fire similar to each other though they have contradictory traits?

### **Answers:**

- (a) Robert Frost
- (b) According to the poet, the world will end in fire.

- (c) The contradictory opinion of public is the debate whether the world will end in fire or ice.
- (d) Both ice and fire are similar in the in the sense that both of them would destroy everything in the world.
- 2) But if it had to perish twice I think I know enough of hate  
To say that for destruction ice Is also great  
And would suffice.

### Questions

- (a) What does 'it' refers to in the first line?
- (b) What do you mean by 'perish'?
- (c) What does ice stand for?
- (d) What would be two causes of destruction?

### Answers

- (a) 'It' refers to the world.
- (b) Perish means to die or to be destroyed.
- (c) Ice stands for coldness or hatred.
- (d) Ice or fire would be the cause of destruction.

### SHORT ANSWER QUESTIONS [SOLVED]

1. Which age old question does the poem revolves around?
2. Why does the poet hold with those who favour fire?
3. What does 'ice' stand for? How is it sufficient to bring destruction?

### Answers

1. The poem revolves around the age old question of whether the world will end in fire or in ice. People are divided in this issue. Some believe that fire will become the cause of the end and others think that ice will end the world. Here, fire symbolizes human desire and ice symbolizes hatred.
2. The poet takes side with those who believe that the world will be destroyed by fire. Frost connects fire with desire. According to the poet, desire is powerful and would be a quick end. Moreover, the fact that he has had personal experience with desire leads him to first conclude that the world will end in fire.
3. Ice symbolizes hatred. Hate is just as powerful as desire. While desire consumes quickly, hate can occur and linger in people's minds and hearts for years and sometimes even lifetimes. Hate can, thus, be very destructive and sufficient to bring destruction.

### **Long Answer Questions [100-150 words]**

1. What do the metaphors of Ice and Fire convey to the reader? Elaborate. What is the message given by the poet?

#### **Answer:**

Frost presents the two of the darkest traits of humanity; the capacity to hate and the capacity to be consumed by lust or desire. Of the two, he attributes the greater of the two evils, is desire. In giving desire the foremost position with regard to the destruction of the world, Frost is providing a powerful statement on the subject of greed and jealousy, saying that above all trait of humanity that is most likely to lead to its demise. Desire represents the greatest problem that attributes to the cause of the war. Frost then attributes hatred with the same capacity to do harm. However, he lessens the relative importance of hatred but still presents it as having the ability to lead to the destruction of the world if it were to happen for a second time.

### **Unsolved Short Answer Questions**

1. What do 'ice' and 'fire' represent in the poem?
2. 'But if it had to perish twice'. How will the world perish twice?
3. Briefly write about the ideas about how the world will end?
4. Write the sum and substance of the poem 'Fire and Ice'.
5. Why does the poet say 'I have tasted of desire'?

### **Unsolved Long Answer Questions**

1. Describe the symbols of 'fire' and 'ice' used by the poet in the poem. How can each as well as both can cause the end of the world?
2. Discuss how extreme behavior can hasten the end of the world with respect to 'Fire and Ice'.

## **UNIT 2**

### **PROSE: NELSON MANDELA – LONG WALK TO FREEDOM – Nelson Rolihlahla Mandela**

#### **GIST**

Nelson Mandela became South Africa's first Black President after more than three centuries of White rule. Mandela had spent a life time fight against 'apartheid'. He had spent thirty years in prison fighting for the democratic rights of the Black and Coloured people of South Africa.

Mr. Mandela's African National Congress (ANC) party won 252 of the 400 seats in the first democratic elections of South Africa's history.

In this extract from his autobiography, *Long Walk to Freedom*, Nelson Mandela speaks about a historic occasion, 'the inauguration' on 10th May 1994.

The inauguration ceremony took place in the Union Building's amphitheater in Pretoria today, attended by politicians and dignitaries from more than 140 countries around the world.

### **EXTRACT BASED COMPREHENSION QUESTION EXERCISES**

Q1. Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another.

The sun shall never set on so glorious a human achievement'

#### **Questions:**

- a) Who is the speaker?
- b) Which is the beautiful land the speaker refers to here?
- c) What is the 'glorious a human achievement' that the speaker talks about in the extract?
- d) The idiom 'The sun shall never set' means:
  - i) It is always bright in the land
  - ii) The sun always shines in the land
  - iii) The people will enjoy the freedom attained forever
  - iv) It is never dark in the country

#### **Answers**

- a) The speaker is Nelson Mandela
- b) The beautiful land is South Africa
- c) The freedom that the people of South Africa have attained/ freedom attained after the fight against apartheid'/first democratic non-racial government.
- d) The people will enjoy the freedom attained forever

Q2. 'It is from these comrades in the struggle that I learned the meaning of courage. Time and again, I have seen men and women risk and give their lives for an idea. I have seen men stand up to attacks and torture without breaking, showing a strength and resilience that defies the imagination. I learnt that courage was not the absence of fear, but the triumph over it.'

#### **Questions:**

- i) Who learnt the meaning of courage?
  - ii) What has he seen again and again?
  - iii) What has he noticed (seen) about the people?
-

iv) Define 'Courage' as given here?

**Answers**

- i) Nelson Mandela
- ii) He has seen men and women risk and give their life for the idea of freedom, again and again
- iii) He has seen men stand up to attacks and torture showing strength and resilience.
- iv) Courage doesn't mean the absence of fear but the triumph over it. It mind to stand up to attacks without breaking, showing strength and resilience.

**SHORT ANSWER QUESTIONS – (30 - 40 words)**

1. What according to Nelson Mandela is true freedom?
2. What did Nelson Mandela pledge when he was sworn in as President?

**Answers**

1. According to Mandela, true freedom means, not to be obstructed in leading a lawful life.
2. Nelson Mandela pledged freedom and justice for all the black and coloured people of South Africa. He promised to uphold the constitution of his country and devote himself to liberate his people from the bondage of poverty, deprivation, suffering, gender and other discrimination.

**LONG ANSWER QUESTIONS – (100-150 words)**

1. What were the difficulties Nelson Mandela encountered while fighting for freedom?
2. What were Nelson Mandela's views on the policy of Apartheid?

**Answers – Main Points**

1. Nelson Mandela underwent extreme hardships and suffering. He was a true patriot and sacrificed his personal comforts and that of his family's while demanding freedom and equality for all his countrymen. He and his comrades were oppressed, punished and imprisoned for resisting the white rule. He was imprisoned for almost thirty years. His persistence and sacrifice culminated in the independence of South Africa.
2. Nelson Mandela says that Apartheid created a deep and lasting wound in his country. It cast a shadow on the people of South Africa - deep wounds that would take many years to heal. The oppression and brutality that the people of the nation had been subjected to had no parallel. From this situation arouse a spirit of aggression in the minds of men and produced men of extraordinary courage, wisdom and generosity. Mandela believed that the greatest wealth of South Africa are the people of the nation. The more the oppression rained on them the more the spirit to fight back was triggered in the minds of the people. In the end victory for the people of South Africa prevailed and they attained Independence on 10th May 1994.

## UNSOLVED QUESTIONS SHORT ANSWER QUESTIONS

1. What does Mandela mean to say that the oppressor and the oppressed alike are robbed off their humanity?
2. What are the twin obligations that Mandela talks about?

## LONG ANSWER QUESTIONS

1. Do you agree with Mandela that the depths of oppression‘ create heights of character‘? Explain how he illustrates this.
2. How did Mandela‘ s hunger for freedom‘ change his life?

## POETRY: A TIGER IN THE ZOO – LESLIE NORRIS

### GIST – Poem at a glance

- The poet has depicted the tiger both in the cage and in its natural habitat.
- The poet conveys that the tiger is best suited to roam the wild rather than be caged in a zoo
- Animals are more majestic when seen in their natural habitat than enclosed in an artificial setting.
- The tiger is aware of the sights and sounds around the him
- The tiger‘ s body and strength are locked up behind the bars of the cage.
- He strides proudly inside the cage suppressing his anger, while ignoring the visitors

## EXTRACT BASED COMPREHENSION QUESTION EXERCISES

- Q1. He stalks in the his vivid stripes  
The few steps of his cage,  
On pads of velvet quiet  
In his quite rage‘
- a) Who is ‘He‘ in these lines?
  - b) Where is ‘he‘ in these lines?
  - c) What is ‘his‘ mood in the poem? Why is it so?
  - d) What is the poetic device used in line 3?

### Answers

- a) ‘He‘ is the Tiger
- b) ‘He‘ is in a cage in the zoo  
‘He‘ is in an angry mood, as he has been caged, and cannot move around.
- c) The poetic device used is metaphor‘

Q2. He should be snarling around houses

At the jungle's edge,

Baring his white fangs, his claws, Terrorizing the village!

- a) Who is 'He' in these lines?
- b) Where does the poet say he should be in these lines?
- c) What does Baring his white fangs' mean in line 3?
- d) Name the poem and the poet?

**Answers**

- a) He' is the Tiger.
- b) The poet says that 'he' should be in the jungle/forest/in his natural habitat
- c) Baring his white fangs' means showing his sharp teeth in an attempt to frighten the villagers
- d) The poem is A Tiger in the Zoo and the poet is Leslie Norris

**SHORT ANSWER QUESTIONS – (30 - 40 words)**

1. What does the poet mean when he says that the Tiger's strength is behind the bars?
2. Explain why the Tiger ignores the visitors at the zoo?

**Answers**

1. The poet means that since the Tiger is locked in the cage, he has no freedom and therefore he cannot use his strength. He is angry and restless but proudly walks the length of his cage.
2. The Tiger is caged it has no freedom to roam the vast jungles. He is constrained by the space available in the cage. He is angry and restless. He suppresses his anger by proudly walking the length of his cage and ignoring the visitors who have come to see him.

**LONG ANSWER QUESTIONS – (100-150 words)**

1. Explain how the poet contrasts the Tiger in the cage to the Tiger in the jungle?

**Answer – Main points**

The poet says that since the Tiger is caged it has no freedom to roam the vast jungles. He is constrained by the space available in the cage. He is angry and restless but proudly walks the length of his cage, ignoring the visitors who have come to see him. All he can do is stare at the brilliant stars with his brilliant eyes.

The poet contrasts this with the Tiger in the jungle, who is free, to roam the wild, sliding through long grass, and enjoying his liberty. He goes near water holes and where he can find deer. He snarls around houses at the edge of the jungle frightening the villagers by baring his fangs and his claws.



## **UNSOLVED QUESTIONS SHORT ANSWER QUESTIONS**

1. How does the poet describe the Tiger in his natural habitat?
2. What does the Tiger in the Zoo do to convey his displeasure?

## **LONG ANSWER QUESTIONS**

What message does the poet want to convey through the poem?

Hints – Do not cage Animals – Give them the freedom that is theirs – They are meant to be in their natural habitat. – Cruelty to animals must end – Empathy to all living creatures is essential – Man should find other means of entertainment rather than keep animals in captivity – etc.

## **Unit 3**

## **TWO STORIES ABOUT FLYING**

### **Part I - His First Flight**

#### **GIST**

The story is about a young seagull who is afraid to fly. He observes all his siblings take their first flight but he cannot get himself to take the plunge. He feels that his wings will never support him to fly into the sky and so he hesitates each time he runs to the brink of the ledge. However, his mother's ingenuity empowers him to soar into the boundless skies with the vast expanse of the sea stretched down beneath him. The lesson explicitly explains his fears and doubts initially and his exhilarated feelings, as he finally soars into the skies with his family beside him.

#### **EXTRACTS FROM THE TEXT**

1. He stepped slowly out to the brink of the ledge, and standing on one leg with the other leg hidden under his wing; he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him.
  - (a) What did the young seagull do?
  - (b) What was the seagull afraid of?
  - (c) Why did he close his eyes one at a time?
  - (d) What could his brothers and sister do which he was not able to?

### Answers

- (a) The young seagull wanted to catch the attention of the others. So he pretended to fall asleep on the brink of the ledge
- (b) The seagull was afraid to fly.
- (c) He was pretending to fall asleep.
- (d) They could fly but he was not able to.

2. His father and mother had come around him calling him shrilly, upbraiding him, and threatening to let him starve on the ledge unless he flew away. But for the life of him, he could not move.

- (a) How did his parents try to make him fly?
- (b) What was the effect of their efforts?
- (c) What does the passage convey about the young seagull?
- (d) How was the young seagull threatened by his parents initially when he did not fly?

### Answers

- (a) First, they invited him encouragingly. Then scolded and threatened to leave him alone to starve unless he flew away.
- (b) All their efforts failed but he did not fly.
- (c) He was a coward.
- (d) First his parents encouraged him to fly but later on, they even threatened to let him starve if he did not fly.

### SHORT ANSWER QUESTIONS (30 -40 Words)

- 1. Describe the young seagull's expression when he saw his mother with food.
- 2. How did the young seagull and his family celebrate his first flight?

### Answers

- 1. The young seagull uttered a joyful scream because he thought that his mother was bringing food for him. He tried to come nearer to her as she flew across.
- 2. When the young seagull started flying and got over his fear, his family screamed around him out of joy. They praised him and offered him scraps of dog-fish out of delight as he made a successful attempt

### **LONG ANSWER QUESTIONS (100 - 150 Words)**

1. How does the author describe the young Seagull's fear of flying?
2. Do you think hunger was a good motivation for the young Seagull in his flight?

### **Answers**

1. The young Seagull was afraid of flying though he wanted very much to fly. When he flapped his wings he became afraid. The sea stretched down beneath. He felt certain that his wings would never support him. So he bent his head and ran away back to the little hole. He could not get himself to fly like his siblings.
2. The young seagull was greatly afraid of flying --- did not dare to come out and fly --- had no self-confidence - Parents, brothers and sister decided to leave him alone – left for twenty four hours --- no food to eat --- very hungry --- parents rebuked --- would die of hunger --- getting mad with hunger --- mother brought a piece of fish --- offered him --- but was not able to catch it - called out to her – but she did not come any closer - so he dived for it as he was hungry --- fell and started going downwards --- next moment wings spread outwards --- wind rushed through him --- started flying high --- screamed with joy as he was finally flying --- thus made his maiden flight.

### **UNSOLVED QUESTIONS**

#### **SHORT ANSWER QUESTIONS (30 -40 Words)**

1. Why did the young seagull feel very miserable on the ledge?
2. How did young seagull's parents try to make him fly?
3. Young seagull tried to fly but he could not. Why was he afraid to fly?

#### **LONG ANSWER QUESTIONS (100 - 150 Words)**

1. Flying is a natural act in birds. Then why was the young seagull terrified by the strange exercise?  
Hints - The seagull didn't have the courage to fly. Hence, he used to make excuses for not flying. He felt certain that his wings were too weak to support him – thought they were longer than those of his siblings- He had no courage to flap his wings and try- failed to muster up the courage to take the plunge when he looked down at the vast expanse of the sea.

### Unit 3

## TWO STORIES ABOUT FLYING

### Part II – Black Aero plane

#### GIST

The Black Aeroplane is about a pilot who is flying an old Dakota aeroplane and is happy and to be able to be home with his family in time for breakfast. He is flying from Paris to London. But suddenly he sees some huge black storm clouds that look like black mountains in front of him. He does not have enough fuel to go around the clouds. He takes the risk and flies right into it. Suddenly it is pitch dark and impossible to see anything. The instruments stop working and he has lost contact with Paris Control. Very soon he sees another black aeroplane near him and the pilot motions for him to follow and leads the way. Soon he comes out of the clouds and sees two long straight lines of lights in front of him and that was a Runway! He looks back to thank his friend but cannot see the other plane anywhere. After landing he asks the lady at the Control room about the other plane, but she's surprised and says that there were no other plane in the sky that night, and his was the only plane flying in the storm. The pilot is puzzled! Who could it have been he wonders.

#### EXTRACTS FROM THE TEXT

1. I knew I could not fly up and over them, and I didn't have enough fuel to fly around them to the north or south. 'I ought to go back to Paris.' I thought, but I wanted to get home.
  - a) What does them' in the first sentence refer to?
  - b) Why could he not fly over on either side of storm clouds?
  - c) Why did he not go back to Paris?
  - d) Which country was the pilot of the plane flying towards?

#### Answers

- a) Them' means the big black clouds
  - b) There was not enough fuel left in the Dakota –aero plane for him to fly around the clouds
  - c) He wanted to get home and enjoy breakfast with his family
  - d) The Pilot was flying towards England.
- 
2. He turned his aero plane slowly to the north, in front of my Dakota, so that it would be easier for me to follow him. I was very happy to go behind the strange aero plane like an obedient child.
    - a) Where was the pilot at this time?
    - b) Who does 'He' refer to in the first sentence?

- c) Why did 'He' of the black aeroplane bring his plane in front of the Dakota aeroplane?
- d) Why did the pilot of the Dakota follow him like an obedient child?

**Answers**

- a) The pilot was inside the black storm cloud
- b) The pilot of the Black aero plane
- c) The pilot was trying to guide the author out of the storm clouds by asking him to follow him.
- d) He was lost and all his instruments had stopped working. He wanted to find a way out of the storm/  
He wanted to get out of the storm safely.

**SHORT ANSWER QUESTIONS (30 -40 Words)**

- 1. What did the narrator feel inside the clouds?
- 2. Why was the woman in the control room shocked when the narrator asked her about another aero plane?

**Answer:**

- 1. When the narrator entered the clouds, it became impossible to see outside the aero plane. The aero plane jumped and twisted in the air and all the instruments like compass etc. stopped working due to the weather conditions. He could not see anything and he was worried whether the fuel would last till he landed.
- 2. The woman in the control room was shocked when the narrator asked about another aero plane because there was no such plane flying in the sky that night as she saw none on the radar. It was an extremely stormy night and no one had taken the risk of flying in the storm.

**LONG ANSWER QUESTIONS (100-150 Words)**

- 1. The narrator does not lose hope and follows the pilot in the black aero plane knowing well that he might be taking a huge risk. What qualities does he possess to endure this critical situation bravely?
- 2. The narrator knew that he could not fly up due to storm and lack of fuel but still, he continued. What kind of person was he? Was it not in his nature to accept defeat? Discuss the values one should possess to accept failures and still be able to move ahead in life

## **Answer**

The author's plane did not have enough fuel. He knew that because of the paucity of fuel, he could not fly up and over the clouds nor he could fly around them to the north or south. But then he decided to take the risk to fly into the clouds because he wanted to go home and wanted to join his family at breakfast. This shows that he was a family-loving person. He was courageous as he knew that it would be risky to enter the clouds, but he did so nevertheless. Gradually a black aero plane approaches and the pilot signals to him to follow him. Knowing well that it is a risky move he still continues to follow and to his delight and relief he reaches an airport safely. However he cannot see the other aero plane anywhere and nor can the lady at the Control room help him. His brave act led him to safety. His Faith in himself and perhaps the Almighty enabled him to emerge safely from the grueling situation.

## **UNSOLVED QUESTIONS**

### **SHORT ANSWER QUESTIONS (30 -40 Words)**

1. Why do you think there were no other planes flying?
2. 'I'll take the risk.' What is the risk that the pilot of the old Dakota takes? Why does he take the risk?

### **LONG ANSWER QUESTIONS (100 - 150 Words)**

1. Describe the flight of the Dakota aero plane until it landed safely at the airport.
2. What is the message that Frederick Forsyth wants to convey to the readers through the lesson 'The Black Aero plane'?

**Hints** – The message the narrator conveys is 'Never say die' till the end. Never lose hope in the most hopeless situation. No one knows who may come to save you. The narrator was really in such a hopeless situation when he lost contact with Paris control and all his instruments and the compass was dead. Then came the mysterious pilot in the black aero plane to guide the narrator to safety.

Having Faith in oneself is important to move forward in life.

## **HOW TO TELL WILD ANIMALS [POEM]**

### **GIST**

How to tell wild animals is a humorous poem written by Carolyn Wells. In the poem, the poet is introducing various wild animals by explaining the characteristics of each of them in a very funny way. The poem suggests some dangerous ways to identify wild animals. She has used language in a way that it generates

humour. Various kinds of wild animals like Asian lion, Bengal tiger, bear, and etc. are introduced to the reader humorously. Much of the humour arises from the way language is used.

### **EXTRACT BASED COMPREHENSION QUESTIONS [SOLVED]**

1.           If ever you should go by chance  
              To jungles in the east;  
              And if there should to you advance  
              A large and tawny beast,  
              If he roars at you as you're dyin'  
              You'll know it is the Asian Lion ....

#### **Questions.**

- (a)    What are the features of an Asian Lion?
- (b)    What happens to you when the lion roars?
- (c)    What do you mean by 'tawny'?
- (d)    Where is the Asian Lion found?

#### **Answers:**

- (a)    An Asian Lion is large and brownish-yellow in colour.
- (b)    When the lion roars, it is very scary and we feel that we are going to die.
- (c)    Tawny' means brownish-yellow in colour.
- (d)    Asian lion is found in the jungles of the East.

2.        If strolling forth, a beast you view,  
              Whose hide with spots in peppered,  
              As soon as he has leapt on you,  
              you'll know it is the Leopard.  
              Twill do no good to roar with pain,  
              He'll only lep and lep again.

#### **Questions.**

- (a)    Describe the hide of a leopard?
- (b)    When does one come to know that it is a leopard?
- (c)    Write two words from the stanza which is wrongly spelt?
- (d)    Why it won't do any good to roar with pain?

**Answers**

- (a) A leopard's hide is covered with spots.
- (b) One comes to know that it is a leopard when it leaps or jumps on him.
- (c) Leap and leap are given in the poem as leapt and leapt

**100** | Page



- (d) It won't do any good to roar with pain because then the leopard will pounce upon you again.

### **SHORT ANSWER QUESTIONS [SOLVED]**

1. How can you identify the Asian lion and the Bengal Tiger?
2. How can you distinguish between a hyena and a crocodile?
3. How does the poet describe the bear?
4. How does a leopard behave when he sees someone?

### **Answers**

1. The Asian Lion has a large body and a brownish-yellow colour... It roars loudly when it attacks its prey. The very roar is enough to terrorise one to death. On the other hand, the Bengal Tiger is a noble animal which attacks the prey silently. It has black stripes on its yellow coat.
2. It is not easy to distinguish among wild animals. But a hyena and a crocodile can easily be distinguished. A hyena laughs as it swallows its victim, whereas a crocodile will have tears as it kills its victim.
3. The poet describes the bear in a humorous way. He says that as soon as a bear sees a human being, it hugs him tightly. It clasps its prey tightly with both its hands and squeezes him to death. If he is still alive, he gives him another tight hug to kill him.
4. A leopard has black spots all over its body. As soon as it sees someone, it leaps over him at once. There will be no use of crying with pain. It will not show any mercy, but keep on pouncing continuously on its victim.

### **Long Answer Question [100-150 words each.]**

Describe the effective use of humour in the poem How to tell wild animals. What are the poetic liberties taken by the poet in the poem?

The poet, in the poem 'How to tell Wild Animals' creates humour by describing various beasts of prey. The way the poet explains the things is very funny yet interesting. The poet has depicted the wildlife very vividly and in a lively manner. While reading the poem, the readers enjoy the poet's work and it leaves them refreshed and happy. The humour used in the poem is suggestive and mild. If the Asian Lion 'roars' at you as you are dying, the Bengal Tiger is a 'noble' wild beast that 'greet's' you when you are roaming round in the

jungle. The leopard will show no mercy and it will do no good to roar with pain. The bear gives you a very hard ‘hug’ and if you have any doubts whether it is a bear, it will give you just one more caress. The poet humorously says that hyenas come with ‘merry smiles’; but if they ‘weep’ they are crocodiles. Similarly, the poet takes many liberties to make the poem impressive. In order to rhyme with ‘lion’ the poet changes the word dying to ‘dyin’. Instead of leapt and leap the poet writes ‘lept’ and ‘lep’. All these changes make the poem more interesting and enjoyable.

### **Unsolved Short Answer Questions**

1. How will you recognize an Asian lion?
2. What are the specialties of a Bengal Tiger?
3. How can you distinguish between a tiger and a leopard?
4. What are the distinctive features of the Asian lion as given in the poem?
5. How does a leopard behave when he sees someone?
6. Is the tight hug of a bear really friendly?
7. How will you recognize a true chameleon?

### **Unsolved Long Answer Questions**

1. Describe the various ways to recognize Asian Lions, Bengal Tigers, Leopards, Bears, Hyenas, Crocodiles and Chameleons?
2. The poet has successfully used humour to be able to ‘tell’ or identify ‘Wild Animals’. How do you think we need lots of it in our daily life?
3. ‘Humour is the best medicine for every ailment in life’. Comment.

## **THE BALL POEM**

### **GIST**

The poet is talking about a little boy who has lost his ball. He was playing with his ball. The ball skipped from his hand and went into the nearby water body. The poet says that this sight of the boy losing his favorite ball made him think about the boy and his reaction to this situation. He further says that the boy was helplessly looking into the water where his ball had gone. He was sad and was trembling with fear. He got so immersed in his sorrow that he kept standing near the harbour for a very long time and kept on looking for his ball. The poet says that he could console him that he may get new balls or he could also give him some money to buy another ball. But he stops himself from doing so because he thinks that the money may bring a new ball but will not bring the memories and feelings attached to the lost ball. He further says that the time

has come for the boy to learn his responsibilities. Here the poet wants to say that now the boy will learn the toughest lesson of life. The lesson of accepting the harsh realities of life that one day we will lose our loved ones and our loved things.

**Extracts Based Comprehension Questions:**

1. What is the boy now, who has lost his ball, what, what is he to do? I saw it go merrily bouncing, down the street, and then merrily over – there it is in the water! No use to say – ‘O there are other balls’:
- (a) What has happened to the boy?
  - (b) Why does the poet say ‘No use to say – ‘O there are other balls’?
  - (c) Which word means ‘happily’?
  - (d) Where did the ball go?

**Answer:**

- (a) The boy was very sad as he had lost his ball.
- (b) The poet says so as the loss of the ball is of a major consequence to the boy.
- (c) Merrily means happily.
- (d) The ball went to the water.

### Short answer questions (30-40 Words)

Q1-Why does the poet say, "I would not intrude on him"??

A1- The poet does not want to intrude so that the boy can get a chance to learn the real truth of life. He has to learn to accept the loss. The loss here means the most important thing or relationship.

Q2- ... staring down/All his young days into the harbour where/His ball went ...|| Do you think the boy has had the ball for a long time? Is it linked to the memories of days when he played with it?

A2- Yes we can say that the boy had the ball for a very long time. The line itself describes how the boy recalls those days when he used to play with the ball. The ball was surely linked to some sweet memories of his playing with the ball.

### LONG ANSWER QUESTIONS (100-150 Words)

1. Should the boy be allowed to grieve for his ball? If his loss is irreparable or irretrievable then how should one handle it? What lessons can be learnt?

Ans. Yes, the boy should be allowed to grieve for his ball, as he had that ball for a long time. He had many old memories associated with it since his childhood. Moreover, when a person is trying to come over his grief on his own, then one should not intrude or disturb him as it may break his chain of thoughts and may irritate him.

One should have self-consolation, and self-understanding in order to bear the loss. Self-realization and understanding are more effective and lasting than when it is done by an external agency or a person.

2. How did the boy really react to the loss of the ball or was he fearful of something or someone .....? Can our attention be directed toward his family and other people? Are there any lessons to be learnt?

Ans. (i) The boy was not fearful of anyone, in fact, he was really upset about the loss of the ball. The ball was valuable for him. He was shocked, remained fixed, trembled with grief staring at the place where the ball had fallen. His family must not have been affected by the loss as a ball is an easily available and inexpensive item.

(ii) The loss of the ball teaches a lesson to us. Money is external in the sense that it can give you only outer happiness or pleasure not inner. Money cannot buy the emotions and heavenly virtues. It cannot be linked with old memories. Moreover, self-consolation, realization or understanding is more effective and lasting than done by an external agency or a person.

3. Why does the poet say, 'I would not intrude on him?' Why doesn't he offer him money to buy another ball?

Ans. When a person is trying to come over his grief on his own, he is busy making himself understand certain things if then, someone intrudes or disturbs, and his chain of thoughts is broken. It makes him irritated. Moreover, self-consolation, realization or understanding is more effective and lasting than when it is done by an external agency or a person. The poet knows it. So he does not intrude on him. His offer of money to buy another ball is useless for the boy wants the same ball he is attached to and has been playing for a long time. No other ball will be able to take its place.

### **UNSOLVED QUESTIONS**

#### **Short answer questions (30-40 Words)**

- 1 What does 'in the world of possessions' mean?
- 2 Do you think the boy has lost anything earlier? Pick out the words that suggest the answer?

#### **LONG ANSWER QUESTIONS (100-150 Words)**

Q1. How is the lost ball, the metaphor of the lost childhood of the boy? Why doesn't the poet want to 'intrude on' the boy by offering him money to buy another ball?

Q2. What is the epistemology of loss in this world of possessions? How has the child learned to stand up in life?

### **UNIT 4: FROM THE DIARY OF ANNE FRANK**

#### **GIST:**

This lesson is an excerpt from "Diary of a Young Girl" or "The Diary of Anne Frank". It is an autobiography that was first published in 1947. In this, Anne expresses her thoughts in a diary which was gifted to her on her thirteenth birthday. She names the diary "kitty" which she considers as her only true friend. She mentions about her childhood, her family and a lot other things that she told no one else.

#### **CHARACTER SKETCH OF ANNE FRANK**

Anne Frank was born on 12th June 1929 in Frankfurt Germany. She was four years old when her father went to Holland to find a better place for them to live. She was very intelligent and always wanted to become a writer.

She was a very good reader as well; she continued reading books, translated chapters, wrote down the vocabulary and worked hard on her skills. Like any child, she loved her parents but later grew a dislike towards her mother as she compared her to Margot. She was always jealous of her. She believed that time would come when the problems would be over. She felt lonely. Though she was amidst thirty people, she could hardly call anyone as her true friend. Anne died of typhus in the concentration camp at Berger-Belsen in late February or early March of 1945.

### **EXTRACT BASED COMPREHENSION QUESTION EXERCISES**

1. Writing in a diary is a really strange experience for someone like me. Not only because I have never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musing of a thirteen year old school girl. Oh well, it doesn't matter. I feel like writing and I have an even greater need to get all kind of things off my chest. Paper has more patience than people.' I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out.

- (a) Whom does 'I' refer to in the given passage?
- (b) 'Paper has more patience than people' -Why did Anne Frank say that?
- (c) Find a word in the passage that means 'deep thought'.
- (d) Which word in the passage is a synonym of lethargic?

#### **Answers:**

- (a) 'I' refers to Anne Frank in the given passage.
- (b) Anne Frank said that 'Paper has more patience than people' because one can rely on the paper to confide his/her secrets and it listens carefully and silently.
- (c) The word is 'musing'.
- (d) The word is 'listless'.

2) Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary.

- (a) Why was Anne Frank disturbed even when she had loving parents, relatives and friends?
- (b) Why did Anne decide to write a diary?
- (c) Find the word that means the same as unluckily.
- (d) To confide in somebody is to .....

**Answers:**

- (a) Anne Frank was disturbed even after being surrounded by so many people because she didn't have any true friend.
- (b) Anne decided to write a diary because she could not confide in anyone and felt lonely.
- (c) The word is unfortunately.
- (d) It means to tell somebody your secrets or personal information.

3) To enhance the image of this long awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I want the diary to be my friend, and I'm going to call this friend 'Kitty'.

Since no one would understand a word of my stories to Kitty if I were to plunge right in, I'd better provide a brief sketch of my life, much as I dislike doing so.

- (a) Who was the long awaited friend of Anne? Why?
- (b) What did she provide in her diary?
- (c) Find a word from the extract which means the same as 'submerge'.

**Answers:**

- (a) The diary named 'Kitty' was the long awaited friend of Anne, because she had no true friend in her life with whom she could share her feelings and thoughts.
- (b) She provided a brief-sketch of her life and her family in her diary
- (c) Plunge.

**SHORT ANSWER QUESTIONS (30 - 40 words)**

1. Why does Anne Frank think that 'paper' has more patience than 'people'?

Ans .Anne believes that paper has more patience than people because it listens to her more patiently and silently it does not react like other people and also because she can confide in her diary all her secrets..

2. What does Anne Frank tell about her family in her diary?

Ans. Anne Frank tells that she has very lovely and caring family. Her parents and her elder sister love her a lot. There are about thirty people nearby her whom she can call friends. She has loving aunts and a good home but she wants to have a true friend with whom she can share her feelings and thoughts.

3. Describe your views about Mr Keesing as a teacher.

Ans. Mr Keesing seems to be a strict teacher. He actually believes taking action with good intention and prefers development in children. He tries to control Anne's talkative habit, but as soon as he is convinced that it does not affect her studies, he overlooks her shortcoming.

### **LONG ANSWER QUESTIONS (100-150 Words)**

1. Anne called 26<sup>th</sup> July a 'tumultuous' day. Explain the reasons behind it.

Ans. Anne called 26<sup>th</sup> July a tumultuous day as it was full of tension and fright. The first warning siren was sent off in the morning but nobody paid any attention to it because it only meant that the planes were crossing the coast. The siren alarmed again around 2 O'clock in the afternoon. Anne and her sister went upstairs but after five minutes they heard loud gunshots. After half an hour, drone of engines faded and life became normal. The city was enveloped in thick fog. But after dinner time, there was another gun-fire round and swarms of planes. The air was buzzing with the drone of engines. Nobody was able to sleep that night because it repeated again at midnight.

2. Why did Anne think that she could confide more in her diary than in the people?

Ans. Anne Frank did not have a friend with whom she could share her feelings. Though she had spent a good time with her friends but she was unable to share her views and thoughts with them. When she got her diary, she decided to share everything with it because she believed that nobody would be interested in her musings. So, she treated her diary as her best friend. She felt that it would keep her life a secret and would not react like people. She confided everything in the diary; her family, her fear, her loneliness, her life and considered it her best friend and named it 'Kitty'.

### **UNSOLVED QUESTIONS:**

#### **SHORT ANSWER QUESTIONS (30 - 40 words)**

- 1) What does Anne write in her first essay to support her habit of talking so much?
  - 2) Why was Anne's entire class anxious and nervous?
-



- 3) Describe Anne's love for her grandmother.
- 4) Write in brief about Anne Frank's early education.

**LONG ANSWER QUESTIONS (100-150 Words)**

- 1) Who helped Anne in writing the essay and how?
- 2) Give a brief description about Anne's life.
- 3) 'Paper has more patience than people'. Justify.

(Or)

'Paper has more patience than people'. Do you agree with the statement?

- 4) 'From the diary of Anne Frank' throws light on teacher-student relationship, class atmosphere and discipline. Write a paragraph on the values of these aspects of school and how far these values are necessary for learning and life.

**Poem: AMANDA!**

**GIST**

The Poem Amanda by ROBIN KLEIN depicts a child's feelings about the restrictions the parents put on him/her. Children feel their parents don't let them do many things they want to do.

In the poem there is a girl named Amanda who feels her mother nags her too much. The mother scolds Amanda for biting her nails, hunching her shoulders, and not sitting straight. Amanda does not like it.

On the contrary Amanda lives in her dream world. In her fantasy she feels like a mermaid swimming freely and joyously in the light green sea.

The mother drags Amanda out of her dream by asking whether she has completed her homework or not. She also asks her whether she has tidied her room; she tells her to clean and polish her shoes.

Amanda then daydreams of being an orphan roaming freely, barefoot in golden silence enjoying uninterrupted freedom.

The mother instructs Amanda not to eat chocolates because of her acnes and pimples. She also scolds her for not looking at her when she is talking to her.

Amanda is enjoying another dream; she fantasizes herself as Rapunzel living peacefully in her tower; she feels she will never let down her hair from the tower.

Her mother again reprimands her for sulking and being moody. And the mother feels others will think that she is always pestering her.

## EXTRACT BASED COMPREHENSION QUESTION EXERCISES

- 1) Don't bite your nails, Amanda!  
Don't hunch your shoulders,  
Amanda! Stop that slouching and sit up straight, Amanda!

### Questions:

- (a) What is Amanda doing to her nails?
- (b) What does she do to her shoulders?
- (c) How is she sitting?
- (d) How is Amanda expected to sit?

### Answers

- (a) She is biting her nails.
- (b) She hunches her shoulders.
- (c) She is sitting in a slouching posture.
- (d) Amanda should sit straight

- 2) (I am an orphan, roaming the street.  
I pattern soft dust with my hushed, bare feet.  
The silence is golden, the freedom is sweet)

### Questions:

- (a) Who longs to be an orphan?
- (b) Where is the orphan roaming?
- (c) How does the speaker make designs?
- (d) What does the speaker say about silence and freedom? Answers:

### Answers

- (a) Amanda longs to be an orphan.
- (b) The orphan is roaming in the street.
- (c) The speaker makes designs with her bare feet on the soft dust.
- (d) The speaker says that silence is golden and freedom is sweet.

### **SHORT ANSWER QUESTIONS (30 - 40 words)**

1. Amanda imagines herself to be Rapunzel, yet would not like to do what all she did. Identify and state the reasons for her decision.

Ans. Amanda wants to be Rapunzel to live a peaceful life in a tower, where no one gives any instruction and she doesn't have to do any work. She doesn't want to escape with a prince like Rapunzel.

2. What is the theme of the poem — 'Amanda'?

Ans. Too many instructions and too much control are resented by children. They get bored and fed up. Then, they listen to their parents half-heartedly and indulge in daydreaming.

3. What message does the poet want to give through the poem — 'Amanda'?

Ans. The poet wants to convey that parents in their endeavour to make their children well-behaved and well-mannered tend to give too many instructions or nag (always finding fault) them. They should adopt positive measures, acceptable to children.

4. Who was Amanda? What idea do you form about her through the poem?

Ans. Amanda was a little school going, girl. She loved fairy tales like Rapunzel and mermaids. She did not like too many instructions or nagging that made her sulk and become moody. So she did not listen to her mother attentively and started daydreaming.

### **QUESTIONS: (UNSOLVED)**

Q1 How does Amanda describe her life as an orphan?

Q2 Why is Amanda forbidden to eat chocolate? How does Amanda behave when she is addressed by the speaker?

Q3 What does the speaker tell Amanda in the end? What is the speaker afraid of?

Q4 What is the central idea of the poem?

Q 5 List the things which Amanda's mother doesn't want her to do.

Q 6 Why does Amanda's mother ask her to stop sulking?



## UNIT 5

## GLIMPSES OF INDIA

### PART – I: A Baker from Goa

#### Introduction

'A Baker from Goa' revolves around the relevance of a baker in the Goan culture which dates back to the time when Portuguese ruled over the city of Goa. The Portuguese may have left but the bread-makers continue to have an inevitable stature. In this story, the author recalls his childhood days and their excitement on seeing the baker. They were enthusiastic to the point that they would run to him as soon as they woke up without even brushing their teeth.

#### GIST

The lesson begins with how narrator's elders often recall the time when Goa was under the rule of the Portuguese. They talk how the importance of bakers is still maintained in their villages even after the Portuguese have left. They are known as 'Paders' in Goa. The mixers, moulders and their time-tested furnaces continue to serve the people of Goa with their famous bread loaves. It is possible that the original ones may not exist, but their profession is being continued by their sons. The thud of their bamboo stick can still be heard in some parts of the village. The same jingling thud would wake the narrator and his friends during their childhood days that would go running to him without brushing or washing their mouth properly. It was the maid-servant of the house who collected the loaves while children sorted out the bread bangles for themselves. Bakery products have importance in the culture and traditions of Goa. Bol or sweet bread is a

part of marriage gifts, cakes and Bolinhas or coconut cookies are eaten at every festival and the lady of the house prepares sandwiches at her daughter's engagement. Earlier bakers wore a unique frock of knee-length known as 'kabai' but during the narrator's childhood days, they wore a shirt and trousers of length slightly shorter than the usual ones. They generally collected their bills at the end of every month. Bakery has continued to be a profitable profession, managing to keep their families joyous and prosperous.

### **Main Points of the Story**

- The Portuguese in Goa were lovers of bread
- Those eaters of bread have now gone but its makers still exist.
- During the childhood days of the narrator, a baker used to be their friend, companion and guide.
- The baker came twice a day – once in the morning and again while returning home
- After finishing his sailing.
- The jingling thud of the baker's bamboo woke up the sleeping children.
- The loaves were delivered to the servants of the house.
- The children would peep into the baker's basket for the bread bangles.
- The children would eat bread with hot tea.
- The marriages were incomplete without the popular bol bread.
- Bolinhas was a must during Christmas and all other festivals.
- The makers wore a particular knee length frock known as kabai.
- Baking was a profitable profession. Bakers had a plump physique testifying to this.
- The bakers collected their bills at the end of the month

### **Extract Based Questions (Solved)**

Read the following extracts carefully and answer the questions that follow

#### **Question 1**

We kid would be pushed aside with a mild rebuke and the loaves would be delivered to the servant. But we would not give up. We would climb a bench or the parapet and peep into the basket, somehow. I can still recall the typical fragrance of those loaves. Loaves for the elders and the bangles for the children.

- (a) Who are 'we' in the extract?
  - (b) Why were the children pushed aside?
  - (c) Which word/phrase in the extract means the same as 'an expression of disapproval/a scolding'?
  - (d) What was there in the basket?
-

**Answer**

- (a) 'We' in the extract refers to the narrator and his friends.
- (b) The kids were pushed aside so that the breads can be delivered to the servants.
- (c) The word 'rebuke' from the extract means 'an expression of disapproval/a scolding'.
- (d) There were some loaves for the elders and some bangles for the children.

**Question 2.**

Marriage gifts are meaningless without the sweet bread known as the bol, just as a party or a feast loses its charm without bread. Not enough can be said to show how important a baker can be for a village. The lady of the house must prepare sandwiches on the occasion of her daughter's engagement. Cakes and bolinhas are a must for Christmas as well as other festivals. Thus, the presence of the baker's furnace in the village is absolutely essential.

- (a) What are compulsorily prepared during Christmas in Goa?
- (b) Why is a baker necessary in a village?
- (c) Find the word in the extract which means '\_celebration meal'.
- (d) What is must to be prepared on a daughter's engagement by a lady?

**Answer**

- (a) During Christmas cakes and Bolinas are compulsorily prepared in Goa.
- (b) A baker is necessary in a village because different kinds of breads are required by the villagers for daily consumption as well as for special occasions.
- (c) 'Feast' from the extract means 'celebration meal'.
- (d) The lady of the house must prepare sandwiches on the occasion of her daughter's engagement.

**Question 3**

The baker usually collected his bills at the end of the month. Monthly accounts used to be recorded on some wall in pencil. Baking was indeed a profitable profession in the old days. The baker and his family never starved. He, his family and his servants always looked happy and prosperous. Their plump physique was an open testimony to this. Even today any person with a jackfruit-like physical appearance is easily compared to a baker.

- (a) Where did the baker record his accounts?
- (b) Why did the baker and his family never starve?
- (c) Which work in the extract is a synonym of '\_build'?

(d) How can a baker be identified in Goa? Answer:

### Answers

- (a) The baker recorded his accounts on some wall in pencil.
- (b) The baker and his family never starved because baking was a profitable profession.
- (c) 'Physique' from the extract is the synonym of 'build'.
- (d) Any person with a Jackfruit-like physical appearance is easily identified to a baker as their pump physique is an open testimony of their happiness and prosperity.

### Short Answer Questions (30-40 Words)

1. What did the baker do first once he reached a house?

Ans. The baker would first greet the lady of the house by saying 'Good Morning'. He would then place the basket on the vertical bamboo and deliver the loaves to the servant.

2. How did the baker make his entry?

Ans. The baker used to enter with the Jingling sound of his specially made bamboo staff. His one hand supported the basket on his head and the other banged the bamboo on the ground.

3. How do we get to know that the makers of bread still exist?

Ans. The narrator states that the eaters of loaves might have vanished but the makers are still there. He further says that those age old, time tested furnaces still exist and the fire in the furnaces had not yet been extinguished.

4. What is the importance of breads for the Goans?

OR

Why was the Baker's furnace essential in a traditional Goan village?

Ans. Different kinds of breads are important during the different occasions. Bolinhas had to be prepared during Christmas and other festivals. The mothers used to prepare sandwiches on the occasion of their daughter's engagement. So, the baker's furnace was essential.

5. Describe the dress of the bakers.

Ans. The bakers had a peculiar dress earlier known as the kabai. It was a one-piece long frock reaching down to the knees.

### **Long Answer Questions (100-150 Words)**

1. Instead of enjoying their childhood, the children today are keen to enter adulthood. After reading about all the joys that the author Lucio Rodrigues had in his childhood do you think such a keenness on the part of children is desirable?

Ans. I don't think that the keenness of the children these days to enter adulthood is desirable. Children these days are in a hurry to enter adulthood and have access to technology. Due to this they are learning things earlier than usual and getting matured beyond their age.

Hence, they are losing out their childhood and missing the joys that it brings with it. As per my thinking, they should grow at a slow pace and enjoy their childhood to the fullest. Children who miss out on their childhood cannot be a complete adult. So, they should not hurry up to be an adult and grow at nature's pace.

2. After reading the story A Baker from Goa, do you think our traditions, heritage, values and practices are the roots that nourish us? Why/why not?

Ans. 'A Baker from Goa' highlights the importance of the traditional practice of making breads for every occasion and festival of the Goan people. This tradition continues even today. This shows how our traditional practices can keep us to our past and heritage.

Traditional values shape our personality and also provide us emotional support. They enable us to face difficult situations and make us mentally strong. Traditional practices also have an impact on our behavioral pattern towards the other people in society.

3. 'During our childhood in Goa, the baker used to be our friend, companion and guide.' What does this statement imply in relation to the character of the baker?

Ans. This statement tells us that the baker was a very respected person in the Goan society because he would guide the children about good behaviour (when he mildly rebuked them for peeping into his basket and giving respect to the elders (when he wished –Good morning to the lady of the house) etc.

He was very informal with the children and so the author considered him as a friend and companion. He was not simply a vendor interested in selling what he made. Thus, he was an important character in the Goan society of those days.

### **Extract Based Questions (Unsolved)**

**Read the following extracts carefully and answer the questions that follow:**

#### **Question 1**

---



Our elders are often heard reminiscing nostalgically about those good old Portuguese days, the Portuguese and their famous loaves of bread. Those eaters of loaves might have vanished but the makers are still there. We still have amongst us the mixers, the moulders and those who bake the loaves. That age-old, time tested furnaces still exist. The fire in the furnaces has not yet been extinguished. The thud and jingle of the traditional baker's bamboo, heralding his arrival in the morning, can still be heard in some places. Maybe the father is not alive but the son still carries on the family profession. These bakers are, even today, known as pader in Goa.

Answer the following questions:

1. What were the Portuguese of Goa famous for?
2. What are the elders nostalgic about?
3. Choose the correct option. The eaters of loaves might have—  
i) remained ii) vanished iii) died iv) none of these
4. We still have amongst us those who bake the —  
i) bread ii) cake iii) loaves iv) none of these

### **Question 2**

The baker made his musical entry on the scene with the 'jhang, jhang' sound of his specially made bamboo staff. One hand supported the basket on his head and the other banged the bamboo on the ground. He would greet the lady of the house with —Good morning! and then place his basket on the vertical bamboo.

Answer the following questions:

1. How did the baker make his entry?
2. What kind of sound did he make?
3. What would he do with his hands?
4. What would he do before placing the basket on the vertical bamboo?

### **Short Answer Type Questions [Unsolved]**

1. When would the baker come every day in the life of the people?
2. Why was bread important on social occasions and festivities in Goa?
3. What was the presence of furnace in the village?

## PART II: GLIMPSES OF INDIA – COORG

### Introduction

The lesson gives us a beautiful insight of the smallest district of Karnataka and its people. The place has an amazing weather throughout the year with enough rain during the monsoon season. The people of Coorg are known to be one of the bravest. Coffee is the main crop grown in this region. A variety of animals can be found here while the place is surrounded by beautiful Brahmagiri hills, islands and Tibetan settlements.

### GIST

The writer describes the hill station of Coorg located in the Western Ghats in the state of Karnataka. It is located midway between Bangalore and Mangalore. The suitable time to visit Coors is from September to March. The place is famous for coffee plantations and spices. There are abundant rainforests which cover 30 percent of the area. The Corgi men are brave warriors who are permitted to keep firearms without a license due to their trustworthiness. The women of Coorg are pretty. Coorg is also known as Kodavu and the Kodavus, though are Hindus by religion but their customs differ from those of mainstream Hindus. They marry within their community. Kodavus are said to be of Greek or Arabic descent. Some soldiers of Alexander's army settled there. Also, as the ethnic dress of the Kodavus, Kuppia is similar to the Arab garment Kuffia, it is said that maybe their ancestors were Arabs or Kurds. The river Kaveri originates from Coorg. The fish named Mahaseer is found in the river. Many animals and birds like kingfisher, langur, squirrels and elephants can be spotted along the river.

Tourists relax in the serene atmosphere and also enjoy adventure sports like river rafting, canoeing, rappelling, mountain biking, rock climbing and trekking. While trekking on the nature trails, animals like Macaques, Malabar squirrels, langurs and slender loris can be spotted on the trees. The major tourist attractions are Brahmagiri hills, Nisargdham Island and Bylakuppe Tibetan settlements. Coorg gives visitors a feel of India's diverse cultures.

### Main Points of the Story

- Coorg is situated between Mysore and the coastal town of Mangalore.
- It is called the land of rolling hills.
- Coorg is inhabited by a proud race of martial men, beautiful women and wild creatures.
- It is the smallest district of Karnataka.
- Coorg is the home of evergreen forests, spices and coffee plantations.
- September to March is the most pleasant season for the tourists.
- During this period, weather is perfect and the air breathes of coffee.

- The people of Coorg are fiercely independent people.
- They are possible of Greek or Arabic origin.
- It is said that a part of Alexander’s army settled there and married amongst the locals.
- Their long black coat with an embroidered waist-belt Kuppia resembles the kuffia worn by the Arabs.
- Coorgi homes are known for their hospitality.
- The Coorg Regiment is one of the most decorated in the Indian Army.
- The first Chief of the Indian Army, General Cariappa, was a Coorgi.
- The river, Kaveri, obtains its water from the hills and forests of Coorg.
- High energy adventures with river rafting, canoeing, rock climbing and mountain biking are quite popular in Coorg.
- Birds, bees, butterflies, Malabar squirrels and langurs find shelter in the rainforests of Coorg.
- The top of the Brahamagiri hills gives you a panoramic view of the misty valley of Coorg. India’s largest Tibetan settlement at Bylakuppe is famous for its Buddhist monks and temple.

### **Extract Based Questions (Solved)**

Read the following extracts carefully and answer the questions that follow:

#### **Question 1.**

Midway between Mysore and the coastal town of Mangalore sits a piece of heaven that must have drifted from the kingdom of God. This land of rolling hills is inhabited by a proud race of martial men, beautiful women and wild creatures.

Coorg, or Kodagu, the smallest district of Karnataka, is home to evergreen rainforests, spices and coffee plantations.

- (a) Which kind of animals are we likely to see at Coorg?
- (b) What is Coorg known for?
- (c) Which word in the extract means the same as ‘\_having to do with war’?
- (d) Where is Coorg situated?

#### **Answer:**

- (a) We are likely to see wild animals in Coorg.
- (b) Coorg is known for its evergreen rainforests, spices and coffee plantations.
- (c) ‘Martial’ from the extract means ‘having to do with war’.
- (d) Coorg is situated between the midway of Mysore and the coastal town of Mangalore.

**Question 2.**

The fiercely independent people of Coorg are possibly of Greek or Arabic descent. As one story goes, a part of Alexander's army moved south along the coast and settled here when return became impractical. These people married amongst the locals and their culture is apparent in the martial traditions, marriage and religious rites, which are distinct from the Hindu mainstream.

- (a) Which descent do the people of Coorg belong to?
- (b) Where can we find the culture of Coorg most apparently?
- (c) Which word in the extract means 'an act that is part of a religious ceremony'?
- (d) Which story is famous about the people of Coorg?

**Answer**

- (a) The people of Coorg belong to Greek or Arabic descent.
- (b) The Coorg people's culture is most apparent in their martial traditions, religious rites and marriages.
- (c) 'Rites' from the extract means 'an act that is part of a religious ceremony'.
- (d) It is said that the people of Coorg were the descendants of Alexander's army who settled here when return became impractical.

**Question 3.**

Coorgi homes have a tradition of hospitality, and they are more than willing to recount numerous tales of valour related to their sons and fathers. The Coorg Regiment is one of the most decorated in the Indian Army, and the first Chief of the Indian Army, General Cariappa, was a Coorgi. Even now, Kodavus are the only people in India permitted to carry firearms without a license.

- (a) What kind of stories are the Coorg people always ready to tell?
- (b) What is the special favour granted only to them even now?
- (c) Find a word in the extract which means the same as 'courage and bravery, usually in war.'
- (d) Who is free to have a firearm without a license in India?

**Answer:**

- (a) The Coorg people are always ready to tell the tales of valour related to their sons and fathers.
- (b) Kodavus are the only people in India permitted to carry firearms without a license.
- (c) 'Valour' from the extract means 'courage and bravery, usually in war.'
- (d) Kodavus are the only people in India permitted to carry firearms without a license.

**Question 4.**

The river, Kaveri, obtains its water from the hills and forests of Coorg. Mahaseer — a large freshwater fish — abound in these waters. Kingfishers dive for their catch, while squirrels and langurs drop partially eaten fruit for the mischief of ^enjoying the splash and the ripple effect in the clear water. Elephants enjoy being bathed and scrubbed in the river by their mahouts.

- (a) Which river flows from the hills of Coorg?
- (b) Why do the squirrels drop partially eaten fruit in the river?
- (c) Find the word in the extract which means same as ‘wave’.
- (d) What do elephants enjoy by their mahouts?

**Answer:**

- (a) The river Kaveri flows from the hills of Coorg.
- (b) The squirrels drop partially eaten fruit in the river because they enjoy the splash and ripple effect created by the fruit hitting the water.
- (c) ‘Ripple’ from the extract means ‘wave’.
- (d) Elephants enjoy being bathed and scrubbed by their mahouts.

**Short Answer Questions (30-40 Words)**

1. From whom have the inhabitants of Coorg descended, as per the legend?

Ans: As per the legend, a part of Alexander’s army, when retreating from India, went South and settled in Coorg when they found that they could not return home. Then they married among the locals and their descendants are the Kodavus. (The people of Coorg).

2. How has the Coorgi tradition of courage and bravery recognised in modern India?

Ans: The Coorgi tradition of courage and bravery has been recognised by awarding the Coorg Regiment with the most number of gallantry awards. Besides, the Coorgis are the only Indians allowed to carry firearms without a license.

3. Describe the wildlife of Coorg.

Ans: The wildlife of Coorg consists of animals like macaques, langurs, squirrels, loris and elephants. The birds spotted in Coorg are kingfishers.

4. Describe any two tourist places of Coorg.

Ans: The climb of Brahmagiri hills brings into a panoramic view of the entire misty landscape of Coorg. A walk across the rope bridge leads to the 64 acres island of Nisargadhama.

5. Describe Coorg's weather. When is it most pleasant for the tourists to visit Coorg?

Ans: The weather of Coorg is pleasant during the months from September to March. During that time, the weather is perfect with some showers thrown in for good measure. During the monsoon, it receives heavy rainfall.

### **Long Answer Questions (100-150 Words)**

1. The Coorgis are the descendants of the Greeks or the Arabs and are still able to maintain their traditional practices. Do you agree that following these practices today is important? Why or why not?

Ans: After reading the text, I feel that it is important to follow the traditional practices, as it has kept the tradition of Coorgis known to the people even today. If the people of Coorg had not followed their tradition, it would have perished and nobody would have remembered them today because of their culture and traditional practices. According to the text, their traditions can be seen in the martial traditions, religious rites and marriages. The Kodavus even wear the dress which resembles Arabs. Traditional practices also play a very important role in maintaining values amongst people and have an impact on shaping the behaviour of people.

2. How do Coorg's location, people and natural features add to the diversity of India?

Ans: Coorg, or Kodagu, the smallest district of Karnataka, is home to evergreen rainforests, spices and coffee plantations. Evergreen rainforests cover thirty percent of this district. During the monsoons, it rains enough to keep many visitors away. The season of joy commences from September and continues till March. The weather is perfect, with some showers thrown in for good measure. The air breathes of invigorating coffee. Coffee estates and colonial bungalows stand tucked under tree canopies in prime corners.

Coorg is beautifully located and described as a piece of heaven that must have drifted from the kingdom of God. It has rolling hillsides with a pollution free river and forests teeming with wildlife. Here nature exists in its pristine glory, which adds to the diversity of India. Further, it has coffee and spice plantations, quite different from the rest of India. The local people, the Kodavus, are a martial race. Of course, they are well known for their hospitality, just like all Indians. All these features of Coorg add to the diversity of our country.

### Extract Based Questions (Unsolved)

Read the following extracts carefully and answer the questions that follow:

The climb to the Brahmagiri hills brings you into a panoramic view of the entire misty landscape of Coorg. A walk across the rope bridge leads to the sixty-four-acre island of Nisargadhama. Running into Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe, is a bonus. The monks, in red, ochre and yellow robes, are amongst the many surprises that wait to be discovered by visitors searching for the heart and soul of India, right here in Coorg.

- (a) What does the climb to the Brahmagiri hills bring?
- (b) What are the surprises discovered by the visitors?
- (c) Where does walking across the rope bridge leads to?

Choose the correct option:

- (i) The island of Bisargadhama (ii) The island of Srisargadhama
  - (iii) The island of Nisargadhama (iv) None of these
- (d) The monks in red, ochre and yellow robes are amongst the many\_ .
- (i) surprises (ii) species
  - (iii) classes (iv) None of these

### Short Answer Type Questions [Unsolved]

1. What type of place is Coorg?
2. Why is Coorg called the land of rolling hills?
3. Why are the people of Coorg known as descendants of the Arabs?
4. Throw some light on the vast biodiversity of Coorg.

### Long Answer Type Questions [Unsolved]

1. How has the Coorgi tradition of courage and bravery recognised in modern India?
2. Describe the wildlife of Coorg.
3. Describe Coorg's weather. When is it most pleasant for the tourists to visit Coorg?
4. The Coorgis are the descendants of the Greeks or the Arabs and are still are able to maintain Their traditional practices. Do you agree that following these practices today is important? Why or why not?

## PART III: GLIMPSES OF INDIA – Tea from Assam

### Introduction

This is a very short description of Assam, a North-Eastern State of India. This state is famous for its tea plantations. In this extract Pranjol, a youngster from Assam is Rajvir's classmate at a school in Delhi. Pranjol's father is the manager of a tea-garden in Upper Assam and Pranjol has invited Rajvir to visit his home during the summer vacation.

### GIST

In 'Tea from Assam' Arup Kumar Datta describes how popular tea has become as a beverage in the world. Over 80 crore cups of tea are drunk every day throughout the world. It shows the increasing popularity of tea. The lesson gives a graphic description of the sea of tea bushes stretching as far as eyes can go in Assam. The plucking of the newly sprouted leaves by groups of tea-pluckers with bamboo baskets on their backs are vividly described in the lesson.

Pranjol belonged to Assam. He was studying in a school in Delhi. Rajvir was his classmate. Pranjol's father was the manager of a tea-garden in Upper Assam. Pranjol invited Rajvir to visit his home during the summer vacation. Both of them travelled to Assam on a train. When the train stopped on the way at a station, a vendor called, 'chai-garam garam-chai'. They took tea and started sipping it. Rajvir told

Pranjol that over eighty crore cups of tea are drunk every day throughout the world. Pranjol started reading his detective book again. But Rajvir looked out of the window of the moving train. There was beautiful scenery outside. Soon the soft green paddy fields were left behind and there were tea bushes everywhere. Rajvir was fascinated by the magnificent view of tea gardens. There were shade trees also. He was very excited. Pranjol didn't share Rajvir's excitement because he had been born and brought up on a plantation. He told Rajvir that Assam has the largest concentration of tea plantation in the world.

Rajvir said that no one really knows who discovered tea. He told Pranjol that there are many legends attached to tea, to the discovery of tea. According to one story, a Chinese emperor discovered tea by chance. He always boiled water before drinking it. One day a few leaves off the twigs burning under the pot fell into the water. As a result, the boiled water got a delicious flavour. It is said they were tea leaves. According to another Indian legend, Bodhidharma, an ancient Buddhist monk, felt sleep during meditations. So he cut off his eyelids. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.

Rajvir told Pranjol that tea was first drunk in China in 2700 B.C. Words like 'chai' and 'chini are Chinese. Tea came to Europe in the sixteenth century. At first, it was used more as a medicine than as a beverage.



Both Rajvir and Pranjol reached Mariani junction. Pranjol's parents received them on the platform they took them in a car to Dhekiabari, the tea estate managed by Pranjol's father. There were acres and acres of tea bushes. Women with bamboo baskets on their backs were plucking the new tea leaves; they had come there in the sprouting season. Rajvir said that this season lasts from May to July. The best tea is produced during this season. Pranjol's father told Rajvir that he knew many things about tea Plantations. Rajvir wanted to learn more about tea there.

### **Main Points of the Story**

- Tea is really a very popular beverage in India.
- You can hear the vendor shouting 'chai-garam-garam chai' at every railway station.
- More than eighty crores of cups of tea are drunk every day throughout the world.
- It was green, green everywhere and Rajvir had never seen so much greenery before.
- The landscape changed and tea bushes took the place of green paddy fields.
- A sea of tea-bushes stretched as far as the eyes could go.
- Assam has the largest concentration of plantations in the world.
- No one really knows who discovered tea. One Chinese legend says that a few leaves of the twigs burning under the pot fell into the boiling water.
- The leaves gave it a delicious flavour. They were tea leaves.
- Words like Thai' and thine are from the Chinese language.
- According to an Indian legend, an ancient Buddhist ascetic cut off his eyelids because he felt sleepy during meditation.
- Ten tea plants grew out of his eyelids.
- Rajvir saw acre upon acre of tea bushes and nearly all of them were neatly pruned to the same height.
- Groups of tea-pluckers with bamboo baskets on their backs were plucking newly sprouted leaves.
- A tractor was pulling a trailer-load of leaves.
- Rajvir asked Pranjol's father if it was the second-flush or sprouting period.
- The sprouting periods lasts from May to July and this period yields the best tea.

### **Extract Based Questions (Solved)**

Read the following extracts carefully and answer the questions that follow:

#### **Question 1.**

---

‘Chai-garam... garam-chai,’ a vendor called out in a high-pitched voice. He came up to their window and asked, ‘Chai, sa‘ab?’ –Give us two cups,’ Pranjol said. They sipped the steaming hot liquid.

Almost everyone in their compartment was drinking tea too.

‘Do you know that over eighty crore cups of tea are drunk every day throughout the world?’ Rajvir said.

‘Whew!!’ exclaimed Pranjol. –Tea really is very popular.’

- (a) How many cups of tea are drunk everyday throughout the world?
- (b) Where were Pranjol and Rajvir when this conversation took place?
- (c) Find the word in the extract which is an expression of astonishment.
- (d) Who was selling the tea and where was he?

**Answer**

- (a) Over eighty crore cups of tea are drunk everyday throughout the world.
- (b) Pranjol and Rajvir were in a train when this conversation took place.
- (c) ‘Whew!’ is an expression of astonishment from the extract.
- (d) A tea vendor was selling tea and he was outside the window of the train compartment.

**Question 2.**

We have an Indian legend too. Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.

‘Tea was first drunk in China,’ Rajvir added, –as far back as 2700 BC! In fact words such as tea, ‘\_chai’ and ‘chini’ are from Chinese. Tea came to Europe only in the sixteenth century and was drunk more as medicine than as beverage.¶

- (a) Who was Bodhidharma?
- (b) How is medicine different from a beverage?
- (c) Find the word in the extract which means the same as ‘a drink’.
- (d) When and where was tea first drunk?

**Answer**

- (a) Bodhidharma was an ancient Buddhist ascetic.
- (b) Medicine is used for treating diseases whereas beverage is used for general drinking purpose.
- (c) ‘Beverage’ from the extract means ‘a drink’.
- (d) Tea was first drunk in China as far back as 2700 BC.

### Question 3

Pranjol's father slowed down to allow a tractor, pulling a trailer-load of tea leaves, to pass. -This is the second-flush or sprouting period, isn't it, Mr. Barua?' Rajvir asked. -It lasts from May to July and yields the best teall. 'You seem to have done your homework before coming', Pranjol's father said in surprise. ,,

'Yes, Mr. Baruall, Rajvir admitted. -But I hope to learn much more while I'm here.'

- (a) Why did Mr. Barua feel surprised?
- (b) How did Rajvir want to spend his stay there?
- (c) Which word in the extract means 'agreed'?
- (d) What is the sprouting period of tea?

#### Answer:

- (a) Mr Barua was surprised to know that Rajvir already knew a lot about the tea gardens of Assam.
- (b) Rajvir wanted to spend his time discovering the beauty of Assam. He wanted to learn more about the tea plantations of Assam.
- (c) 'Admitted' from the extract means 'agreed'.
- (d) The sprouting period or the second-flush of tea lasts from May to July.

### Question 4

'Do you know that over eighty crore cups of tea are drunk every day throughout the world?' Rajvir said.

'Whew!!' exclaimed Pranjol. 'Tea really is very popular.'

The train pulled out of the station. Pranjol buried his nose in his detective book again. Rajvir too was an ardent fan of detective stories, but at the moment he was keener on looking at the beautiful scenery.

- (a) How do we know that tea is very popular?
- (b) Rajvir was a great fan of reading detective stories. Why didn't he like to read at that? moment?
- (c) Which word in the extract means the same as 'well-liked'?
- (d) Where was Rajvir busy when train pulled out of the station?

#### Answer:

- (a) We know that tea is very popular because eighty crore cups of tea are drunk every day throughout the world.
- (b) Rajvir didn't like to read a detective story at that moment because he was more interested in looking at the beautiful scenery which passed by as the train moved.
- (c) 'Popular' from the extract means 'well-liked'.
- (d) Rajvir was busy in looking at the beautiful scenery outside the train when train pulled out of the station.

### **Short Answer Questions (30-40 Words)**

1. Where were Rajvir and Pranjol going and why?

Ans: Rajvir and Pranjol were going to Assam as Pranjol had invited Rajvir to spend summer vacation there.

2. What did Rajvir see while looking outside from the train?

Ans: Rajvir saw much greenery while looking outside from the train. He was amazed to see the soft: green paddy fields first and then the green tea bushes.

3. 'This is a tea country now'. Explain this with reference to Assam.

Ans: Assam has the world's largest concentration of tea plantations in the world. A large number of tea gardens can be found there. Most of the tea grown in Assam is supplied all over the world.

4. In what ways is China related to tea?

Ans: Tea was first drunk in China. The words 'chai' and 'chini' are from Chinese.

5. Why did Pranjol's father say that Rajvir had done his homework before visiting Assam?

Ans: Rajvir was very excited about visiting the tea garden and thus, he studied a lot about it before visiting the tea garden. Thus, Pranjol's father said that Rajvir had already done his homework before visiting Assam.

### **Long Answer Questions (100-150 Words)**

1. According to the text, Assam is said to be 'tea country'. Do you believe that Assam has some of the best plantations in the world that makes it a unique country?

Ans: In India, some of the best plantations like tea and coffee are grown in huge quantities. India is also a home to many spices like haldi and while Assam is home to tea, Coorg is home to coffee.

Others are grown exclusively in India and exported to various countries. These plantations make India a unique country which has not just traditional spices and beverage plants growing within it but also follows traditional agricultural practices.

2. What are the legends related to the discovery of tea?

Ans. There are many popular legends about the discovery of tea. Two of them are as follows:

A Chinese emperor was used to drinking boiled water. One day a twig from the fire fell into the pot in which water was being boiled. It gave a delicious flavour to the drink. It is said that those were tea leaves.

An Indian legend goes like this. Once there was a Buddhist ascetic who used to feel sleepy during meditations. So he cut off his eyelids. Ten tea plants grew out of the eyelids. When the leaves from these plants were put in hot water and drunk they banished sleep.

### **Extract Based Questions [Unsolved]**

#### **Question 1**

**Read the following extracts carefully and answer the questions that follow:**

I have been reading as much as I could about tea- Rajvir said. -No one really knows who discovered tea but there are many legends.'

'What legends?'

'Well, there's the one about the Chinese emperor who always boiled water before drinking it. One day a few leaves off the twigs burning under the pot fell into the water giving it a delicious flavour. it is said they were tea-leaves.'

Tell me another!! scoffed Pranjol.'We have an Indian legend too. Bodhi dharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.

- (a) What kind of water did the Chinese emperor drink?
- (b) What happened when a few leaves of the twigs fell into the water kept for boiling?
- (c) What did Bodhi dharma cut off his eyelids?
- (d) What banished sleep?
- (e) Find a word from the passage which means 'tasty'.

#### **Question 2**

The train pulled out of the station. Pranjol buried his nose in his detective book again. Rajvir too was an ardent fan of detective stories, but at the moment he was keener on looking at the beautiful scenery.

It was green, green everywhere. Rajvir had never seen so much greenery before. Then the soft green paddy fields gave way to tea bushes.

It was a magnificent view. Against the backdrop of densely wooded hills, a sea of tea bushes stretched as far as the eye could see. Dwarfing the tiny tea plants were tall sturdy shade-trees and amidst the orderly rows of bushes busily moved doll-like figures. In the distance was an ugly building with smoke billowing out of tall chimneys.

- (a) What was Rajvir looking at?
- (b) What Kind of scenery was it?
- (c) What was there as far as the eye could see?
- (d) Find a word from the passage which means ‘spread’

### **Short Answer Type Questions [Unsolved]**

- 1. What landscape did Rajvir notice while sitting in the train?
- 2. Why was Rajvir so much excited?
- 3. How has tea become a popular beverage?
- 4. How does Rajvir describe the tea-garden at Dhekiabari?

### **Long Answer Type Questions [Unsolved]**

- 1. What information do you gather about the history of tea after reading the lesson, ‘Tea from Assam’?
- 2. Where were Pranjol and Rajvir going? What did Rajvir see when he looked out of the train on the way?

## **The Trees**

### **GIST**

The poet talks about trees symbolically. They refer to women who have been healed and are ready to move out of their houses to fulfill their primary purpose - to renew the forest of mankind. As women have remained indoors, the forest has become empty, the birds and insects rendered shelter less. The Sun's rays do not have the tree trunks and leaves to fall upon and thus, reach the earth. She says that the forest will be full of trees the next morning. The roots of the trees are working hard to separate from the floor of the veranda where they have remained fixed. The leaves and branches are moving towards the glass windows. They are desperate to move out just like a newly discharged patient who has not recovered completely, moves to the exit door of the hospital in a hurry. The poet is sitting in her house with the doors of the veranda open. She is writing letters but does not mention this movement of the trees. It is night time, the sky is clear and a bright moon is visible. She can smell the leaves and lichen which seem to be calling out desperately. She hears the glass of the window pane breaking. The trees are moving out and the fast blowing wind embraces them. As the trees have reached the forest, the tall and strong oak tree overshadows the moon and it seems that the moon has been broken into several pieces. The trees inside are moving out into the forest, the forest that was empty all these days where no bird could sit, no insect hide, no sun bury its feet in shadow, the forest that was empty all these nights will be full of trees by morning.

### Extract Based Comprehension Questions:

1. The trees inside are moving out into the forest, the forest that was empty all these days  
where no bird could sit no insect hide  
no sun bury its feet in shadow  
the forest that was empty all these nights will be full of trees by morning.

### Questions

- (a) From where are the trees moving out into the forest?
- (b) Why can't birds sit in them or insects hide in them?
- (c) How was the forest \_all these nights'?
- (d) Are these trees useful for birds and insects?
- (e) What type of trees are these?

### Answers

- (a) The trees are moving out of the mind of the painter and coming on the canvas.
- (b) These are not real trees. These are the trees in a picture or decorative trees in a house. So, birds can't sit in them and insects cannot hide there.
- (c) All these nights, the forest was empty.
- (d) No, these trees are not useful for birds and insects.
- (e) These are decorative or picture trees.

2. All night the roots work  
to disengage themselves from the cracks on the veranda floor.  
The leaves strain toward the glass small twigs stiff with exertion  
long-cramped boughs shuffling under the roof like newly discharged patients  
half-dazed, moving to the clinic doors.

### Questions

- (a) What do the roots do all night?
- (b) How are the small twigs?
- (c) What are the boughs compared to?
- (d) What do the leaves do?
- (e) Name the poem and the poetess.

### Answers

- (a) All night the roots work to free themselves from the cracks in the veranda floor.
- (b) The small twigs are stiff.
- (c) The boughs are compared to newly discharged patients.
- (d) The leaves strain towards the glass.
- (e) Poem: The Trees, Poetess: Adrienne Rich.

3. I sit inside, doors open to the veranda writing long letters  
in which I scarcely mention the departure of the forest from the house.  
The night is fresh, the whole moon shines in a sky still open.

### Questions

- (a) Where is the poetess sitting?
- (b) What is the poetess doing?
- (c) What does she not mention in her letters?
- (d) How does the poetess describe the night and the moon?
- (e) How is the sky?

### Answers

- (a) The poetess is sitting in her room.
  - (b) The poetess is writing long letters.
  - (c) She does not mention the departure of the forest from the house.
  - (d) The night is pleasant and fresh. The full moon is shining.
  - (e) The sky is still open.
4. The smell of leaves and lichen  
still reaches like a voice into the rooms.  
My head is full of whispers which tomorrow will be silent. Questions:

### Questions

- (a) Where is the poetess sitting at present?
- (b) Which smell is reaching her?
- (c) What is her head full of?
- (d) What will be silent tomorrow?
- (e) Name the poem and the poetess.



## Answers

- (a) At present, the poetess is sitting in her room.
- (b) The smell of leaves and lichen is reaching her.
- (c) Her head is full of whispers.
- (d) Tomorrow, the whispers will be silent.
- (e) Poem: The Trees, Poetess: Adrienne Rich.

5. Listen. The glass is breaking.

The trees are stumbling forward

into the night Winds rush to meet them. The moon is broken like a mirror,  
its pieces flash now in the crown of the tallest oak.

## Questions

- (a) What is happening to the glass?
- (b) What does the poetess say about the trees?
- (c) What rushes out to meet the trees?
- (d) How does the poetess describe the moon?
- (e) Why does the wind rush?

## Answers

- (a) The glass is breaking.
- (b) The poetess says that the trees are stumbling forward into the night.
- (c) The wind rushes out to meet the trees.
- (d) The poetess says that the moon is like a broken mirror.
- (e) The wind rushes to meet the trees.

## Short Answer Questions (30-40words)

Q1- (i) Find three things in the first stanza, that cannot happen in a treeless forest?

Ans: The three things mentioned in the first stanza that cannot happen in a treeless forest are:

1. Birds sitting on the tree branches.
  2. The hiding of insects in the branches of trees
  3. The sun burying its feet in the shadow of the trees in the forest.
-

(ii) What picture do these words create in your mind: '... sun bury its feet in shadow...'? What could the poet mean by the sun's 'feet'?

Ans: The sun's feet are the rays of sun that reach the earth after falling on the leaves of the trees and finally, reach the earth's surface.

Q2

(i) Where are the trees in the poem? What do their roots, their leaves, and their twigs do?

Ans: The trees are in the poet's house. The roots are working hard to remove themselves from the cracks of veranda. The leaves are making an effort to reach towards the glass in order to come out and the twigs are making attempts to set themselves free and reach the forest.

(ii) What does the poet compare their branches to?

Ans: The poet uses the word long cramped for the branches. She says that the branches are trying hard to come out of the roof. She then compares them with newly discharged patients who are trying to move out in their half consciousness.

Q3

(i) How does the poet describe the moon?

(a) At the beginning of the third stanza, and (b) at its end? What causes this change?

Ans: The poet describes the moon as a full moon in the beginning of the third stanza but at the end of the stanza, she describes it to be broken into pieces. The change in the moon is because of the trees. The trees that earlier were in the poet's house have now reached the forest. Their long branches have cast a shadow on the full moon and now it appears to be broken into pieces like a mirror.

(ii) What happens to the house when the trees move out of it?

Ans: The house becomes silent as the fragrance of the leaves and lichens which was like a voice urging for a change can no longer be smelt.

(iii) Why do you think the poet does not mention –the departure of the forest from the house in her letters? (Could it be that we are often silent about important happenings that are so unexpected that they embarrass us? Think about this again when you answer the next set of questions.)?

Ans: The poet did not mention the departure of the forest from her house because it is a part of human nature to ignore the important matters of their life. We all know that trees are so important for our survival on earth. But still human beings are cutting them for making profits without even thinking of the aftermath.

### **Long Answer Questions (100-150 Words)**

Q1. Now that you have read the poem in detail, we can begin to ask what the poem might mean. Here are two suggestions. Can you think of others?

Does the poem present a conflict between man and nature? Compare it with A Tiger in the zoo. Is the poet suggesting that plants and trees, used for 'interior decoration' in cities while forests are cut down, are 'imprisoned' and need to 'break out'?

Ans: Yes, the poem presents a conflict between man and nature. Man is causing deforestation by cutting down the trees for his own use. On the other hand, he decorates his house with the trees. We are damaging our environment without even thinking about the end results. By clearing up the forests, we are endangering ourselves. So is with the animals too. We are ruining their natural habitat and killing them for our fun or food but on the other hand, we are keeping them in the cages on the pretext of safeguarding them by making sanctuaries and zoos. So, it is true that we are in a direct conflict with nature and making the other living beings prisoners, be it the trees or animals.

Q2. On the other hand, Adrienne Rich has been known to use trees as a metaphor for human beings; this is a recurrent image in her poetry. What new meanings emerge from the poem if you take its trees to be symbolic of this particular meaning?

Ans: If trees are to be taken as a symbol for human beings, then the poem will define the efforts of humans to free themselves from the clutches of the desire to achieve everything. All the human beings are under a constant pressure of being at the top in every field. Either they are forced by their own desire of doing so or there is a constant peer pressure on them. So, the human beings will set themselves free from this race and try to live a happy and peaceful life.

### **Short Answer Type Questions [Unsolved]**

Q1. Where do the trees go? Why?

Q2. Why is the forest empty?

Q3. What are the roots doing?

Q4. What was the poet's reaction when the trees were moving out?

### **Long Answer Type Questions [Unsolved]**

Q1. What message does the poet want to convey through the poem, 'The Trees'?

---

Q2. The basic theme of happiness for all living beings is freedom. Explain with reference to the poem, 'The Trees'

## **UNIT 6**

### **MIJBIL THE OTTER**

Gavin Maxwell lives in a cottage in Camusfearna, in the West Highlands in Scotland. When his dog Jonnie died, Maxwell was too sad to think of keeping a dog again. But life without a pet was lonely...

#### **Mijbil the Otter- Introduction**

In this lesson, the author tells us how his life changed after he decided to domesticate an otter after he lost his pet dog. He takes us through his journey of adjusting, playing and travelling with Mijbil (or Mij) the otter, from Iraq to London and how during this journey, he developed an inseparable bond with him.

#### **GIST**

The story begins with the author travelling to Basra along with his friend. During their journey, the author expresses his desire to domesticate an otter because after he had lost his pet dog, life had become lonely for him. His friend suggested that he should get one from the Marshes along river Tigris in Iraq. When they reached the destination, they found that only the friend's mail had arrived. After a few days, the friend left while the narrator was still waiting to receive his mail. Upon receiving it, he went to his room only to find an otter (brought to him in a sack), accompanied by two Arabs with a note. It was a gift from his friend. He named the otter Mijbil or shortly, Mij. It took some time for Mij to open up and get acquainted with his surroundings. He was covered in mud to an extent that it took almost a month of cleaning and washing to reveal his actual colour. Mij loved playing with water so much so that he even learned to open the tap on his own. He believed that each drop of water should be squished and splashed till the bowl had been emptied. Everything was going smoothly in Basra, but now it was time to fly back to London. British airlines did not allow animals, so he had to book another flight that allowed Mij with a condition that he had to be carried in a box. The narrator put him in a box an hour before the flight so that Mij could get accustomed to it and then left for a quick meal. When he returned, he found that the box was still and Mij had created a mess by destroying the inner lining. As a result, blood was dripping out of the holes. Scared as he was, he hurried. They were far away from the airport and there were only ten minutes left for the flight to take off. He cleaned it all, hurried in a cab and managed to reach just in time. He explained the series of events to a very kind and generous air hostess who advised him to keep the box on his lap. Gavin developed extreme admiration for the air hostess for she was very kind to him. As soon as he opened the box, the otter leaped out and

disappeared thereby creating a chaos. Passengers were frightened. A lady climbed up her chair and in an attempt to get a hold of Mij, the author got himself covered in curry. The air hostess offered help and brought him back to Gavin and finally, they reached London. Mij was fond of playing with ping-pong balls and marbles. He even developed a game with the author's damaged suitcase. It could keep him engrossed for a long period of time. Narrator took him for walks while taking the lead and played with him. People of London, being unfamiliar with otters, had wild guesses about what Mij was. Some thought it to be a baby seal, squirrel or even a hippo. The most shocking reaction came when a labourer digging the hole asked the author, -What is that supposed to be?||

### **Extract based comprehension questions:**

1. Mijbil, as I called the otter, was, in fact, of a race previously unknown to science, and was at length christened by zoologists *Lutrogale Perspicillata Maxwelli*, or Maxwell's otter. For the twenty-four hours Mijbil was either hostile or friendly; he was simply aloof and indifferent, choosing to sleep on the floor as far from my bed as possible.

### **Question**

- a) Who was Mijbil?
- b) How did the otter behave for the first twenty-four hours?
- c) Find exact word from the extract which means 'having no particular interest'.
- d) Why is the otter called 'Maxwell's otter'?

### **Answers**

- a) Mijbil was the name of the otter brought by the narrator
  - b) The otter was indifferent and stayed as far as possible from the narrator for the first 24 hours.
  - c) 'Indifferent' from the extract means 'having no particular interest'.
  - d) The otter was christened by zoologist Maxwell. So, in his honour, it was called Maxwell's otter.
2. Mij was out of the box in a flash. He disappeared at high speed down the aircraft. There was squawks and shrieks, and a woman stood up on her seat screaming out, —A rat! A rat!||
- a) Why did the woman scream?
  - b) What did Mij do?
  - c) Find the exact word from the extract which means 'makes a loud noise'.
  - d) What had Mij been compared with a rat.

## Answers

- a) the woman screamed as she thought that there was a rat inside the plane.
- b) Mij came out of the box and disappeared.
- c) ‘Squawk ‘from the extract means‘ make a loud noise‘
- d) In the extract, Mij had been compared with a rat.

## Short Answer Questions (30-40 words)

Q1. What happened when Maxwell took Mijbil to the bathroom? What did it do two days after that?

A. When Maxwell took Mijbil to the bathroom, for half an hour he went wild with joy in the water, plunging and rolling in it, shooting up and down the length of the bathtub underwater, and making enough slosh and splash for a hippo. Two days later, it escaped into the bathroom and Maxwell saw it opening the tap, all by itself.

Q2. Why did Maxwell put the otter back in the box? How do you think he felt when he did this?

A. Maxwell removed every bit of the shredded inner lining so that Mij won't hurt himself. He then kept the otter back in the box as they had to reach the flight on time. He must have felt pity and be worried about Mij.

Q3. Why does Maxwell say the airhostess was —the very queen of her kindll?

A. When Maxwell boarded the flight, he took the air hostess into confidence about the latest incidents. Being understanding, friendly and kind, she advised him to keep the box on his lap. Thus, the way she listened and helped him, led to an admiration that made the narrator say that she was –the very queen of her kindll.

Q4. Describe the physical appearance of Mijbil, the otter.

Ans. The creature that emerged from the sack was a unique one. He resembled like a very small imaginary dragon of the middle Ages. Its body was coated with pointed scales. Between them a soft velvet fur was visible. It was like a chocolate brown mole.

## Long Answer Questions :( 100 -150 words)

Q1. Describe the relationship between the otter and Maxwell in your own words.

Ans. Maxwell and the otter Mijbil shared a lovely relationship. Maxwell treated Mij like his own son. He took very good care of him. He gave him many toys including marbles, rubber bans, rubber fruits and a terrapin shell to play with. He took him to the bathtub to play in the water knowing the fascination of

:

otters with water. He noticed his habits and traits. Mijbil hesitated on the first day but then became very friendly. Maxwell encouraged Mijbil to do whatever he liked to do. He took him out for exercise every day. When Maxwell saw blood on the box in which Mij was packed, he was horrified. When Mij came out of the box he jumped all over but then came and sat on Maxwell's knees quietly.

Q2. Why did Maxwell decide to have an otter as a pet? How did he get it?

Ans. Maxwell's pet dog Jonnie died. He felt alone without a pet. This time he decided to change his pet. He decided to own an otter as his pet. His place, Camusfearna was ringed by water. It would be a suitable place for this new experiment. One of his friends suggested that he could get an otter in the Tigris marshes. Otters were as common in the Tigris marshes as were mosquitoes. They were often tamed by the Arabs as pets. Maxwell got his mail after five days. He carried it to his bedroom to read. There he found two Arabs squatting on the floor. A sack lay beside them. There was something moving and twisting in it. The Arabs handed him a note from his friend. It read, -Here is your otter ...|| The sack was opened. And there emerged a Unique creature from the sack. Later on, this otter was named Mijbil by Maxwell.

**Additional questions for practice:**

1. Why was the author not allowed to take a flight of British Airways?
2. Why were Maxwell and his friends going to Basra?
3. Give an example from the text to show that Mijbil is an intelligent animal.
4. What is a characteristic of otter and how did Mijbil behave in the water?
5. What did Maxwell do to transport Mijbil to England?
6. Why did Maxwell want to have an otter for a pet? How did he get one?
7. How did it come to the mind of the writer that an otter can be substituted for dogs or cats?
8. How did the author make arrangements for transporting his otter to London?
9. How did the otter look when the author got it? What name did he get it? How did the otter enjoy being in the bathroom?
10. Mijbil did things which demonstrated its personality. Which qualities of the narrator are shown in his care for Mijbil?

## Fog – (Poem)

### GIST

Fog is a very small poem written by Carl Sandburg. He has described the process of arrival of the fog into a city and the harbour. He has very beautifully compared it to a cat. The poet says that the fog which is generally seen during the winter season is coming towards the city and the harbour just like a cat. This means that it is approaching the city in a very silent manner so that no one can notice its arrival. He has compared its arrival to that of a cat because a cat always enters a place silently. Next he says that the fog has covered the whole of the city and harbour and it appears as if it is sitting by folding its legs and looking around just the way a cat does when it sits on the haunches and looks around. At the end, he describes the departure of the fog which very silently and unpredictably, again, similar to the departure of the cat, vanishes.

### Extract Based Comprehension Questions:

1. The fog comes on little cat feet.  
It sits looking over harbour  
and city on silent haunches and then moves on.

### Questions:

- (a) How does the fog come?
- (b) What does the fog do in the end?
- (c) For what does 'it' stand in the third line?
- (d) Name the poem and the poet.

### Answers

- (a) The fog comes on little cat feet.
- (b) In the end, the fog marches on.
- (c) 'It', here is the fog.
- (d) The name of the poem is 'Fog' and the poet's name is Carl Sandburg.

2. The fog comes on little cat feet.  
It sits looking over harbour  
and city on silent haunches and then moves on.

### Questions:

- (a) Why does the poet use the metaphor of a cat?
- (b) How does the fog enter?
- (c) How does it sit and what does it look?
- (d) How does it depart?



**Answers:**

- (a) The poet uses the metaphor of the cat because the fog changes into a cat and the cat morphs back into the fog.
- (b) The fog enters silently like a little cat.
- (c) The fog sits silently on its haunches overlooking the harbour and the city.
- (d) The fog stays for a while and departs silently.

**Short Answer Questions (30-40 Words)**

Q 1. How does the poet compare fog to a living being?

Ans: The poet compares the fog to a cat. The silent steps of a cat and the way it sits on its haunches is very similar to the way fog comes and surrounds the city and looks over it.

Q 2. What image does the poet give to the fog? What are the similarities between that image and fog?

Ans: The poet looks at fog as a living creature and compares it to a cat. The fog moves like a cat on little cat feet and sits on haunches like a cat.

**Additional SAQ for practice**

1. How is the fog like a cat? What poetic device is used by the poet here?
2. Name the three things that tell us that the fog is like a cat.

**Long Answer Questions: (100-150 words)**

Q 1. Difficulties come but they are not to stay forever. They come and go. Comment referring to the poem 'Fog'.

Ans: Difficulties, when faced by people, tend to leave them hopeless and shattered. It takes a lot of courage to overcome any problem and to solve it. If we take a clue from the poem and compare difficulties to fog, we find that just like fog, difficulties also come and go. Fog is a very small poem written by Carl Sandburg. He has described the process of arrival of the fog into a city and the harbour. He has very beautifully compared it to a cat. One need not be hopeless and lose courage when problems come, one should rather think of it as fog, meaning that it has not come to stay but will always leave, like fog.

Q 2. Nature has many wonders that people take for granted and never pay attention to. How is the poem 'Fog' different from this perspective?

---

Ans: Fog is a very small poem written by Carl Sandburg. He has described the process of arrival of the fog into a city and the harbour. He has very beautifully compared it to a cat. The poet has taken utmost pleasure in nature and natural phenomenon like fog. Fog is so special to the poet that he cared enough not only to write about it, but also thinks of its resemblance with other things in the world. In his close attention to fog, he found fog resembles a cat, in the way it moves and sits on its haunches. The fact that such a resemblance was found by the poet shows how connected he is to various things in nature. This poem serves as a motivation for people, who take nature for granted to find such interesting comparisons and similarities around them.

### **Additional LAQ for practice**

1. How does the poet describe the fog as if it were a living being, Elaborate?
2. How does the poet make fog like a living being? What message does the 'Fog' give out?

## **UNIT 7**

### **MADAM RIDES THE BUS**

#### **GIST:**

In this story, the author tries to present a world as seen from a child's perspective. The main character of this story is an eight year old girl who lives near a bus stop in a village. For major part of the day, she enjoys standing in her doorway; watching frenetic activities at the bus stop. Valli develops a desire to enjoy a ride on the bus but she needs to plan meticulously to realize her dream. She has to curtail her expenses so that she can save enough money for two-way fair. She also has to make the journey during the time when her mother takes afternoon nap. While on her journey, Valli does not want anybody's help and wants to feel independent. She enjoys every bit of her journey to the town. But she is careful enough not to get off the bus in the unknown environs of the town. On her return journey, a sad accident spoils her mood and she just keeps to herself throughout the journey. She does not seem to be satisfied with one ride and wishes to make another attempt in future. She is also quite mischievous when she is sure that her mother did not know about her journey.

#### **EXTRACT BASED COMPREHENSION QUESTION EXERCISES:**

1. Day after day she watched the bus, and gradually a tiny wish crept into her head and grew there: she wanted to ride on that bus, even if just once. This wish became stronger and stronger until it was an –overwhelming desire. Valli would stare wistfully at the people who got on or off the bus when it stopped at

the street corners. Their faces would kindle in her longings, dreams and hopes. If one of her friends ride the bus and tried to describe the sights of the town to her, Valli would be too jealous to listen to tug shout, in English: 'Proud! Proud! Neither she nor her friends really understood the meaning of the word but they used it often as a slang expression of disapproval.

**Questions:**

- (a) What was Valli's 'tiny wish'?
- (b) What would Valli wistfully stare at?
- (c) When were Valli's longings, hopes and dreams kindled?
- (d) When would Valli be jealous?
- (e) Find a word from the passage which means 'excite'.

**Answers:**

- (a) Valli's tiny wish was to travel by bus.
- (b) She would stare wistfully at the people who got on or off the bus.
- (c) The sight of the bus passengers would kindle in her longings, dreams and hopes.
- (d) She felt jealous when one of her friends described the sights of the town to her.
- (e) 'Kindle.'

2. The bus rolled on now cutting across a bare landscape, now rushing through a tiny hamlet or past an odd wayside shop. Sometimes the bus seemed on the point of gobbling up another vehicle that was coming towards them or a pedestrian crossing the road. But lo! Somehow it passed on smoothly leaving all obstacles safely behind. Trees came running towards them but then stopped as the bus reached them and simply stood there helpless for a moment by the side of the road before rushing away in the other direction.

**Questions:**

- (a) From which story have these lines been taken?
- (b) What did the bus pass by?
- (c) How does the author describe the landscape?
- (d) How did the trees appear from the moving bus?
- (e) Find a word from the passage which means 'village'.

**Answers:**

---

- (a) These lines have been taken from the story, ‘Madam Rides the Bus.’
- (b) The bus passed by a bare landscape, a tiny hamlet or an odd wayside shop.
- (c) The author says that the landscape was bare.
- (d) The trees appeared to be coming towards the moving bus.
- (e) Hamlet

3. Suddenly Valli clapped her hands with glee. A young cow, tail high in the air, was running very fast, right in the middle of the road, right in front of the bus. The bus slowed to a crawl, and the driver sounded his horn loudly again and again. But the more he honked, the more frightened the animal became and the faster it galloped—always right in front of the bus. Somehow this was very funny to Valli. She laughed and laughed until there were tears in her eyes.

**Questions:**

- (a) Why did Valli clap her hands with joy?
- (b) What did the bus driver do when there was a cow on the road ahead of him?
- (c) What was the effect of honking of the horn on the cow?
- (d) What seemed very funny to Valli?
- (e) Find a word from the passage which means ‘ran very fast’.

**Answers:**

- (a) Valli clapped her hands with joy to see a young cow, tail high in the air, running very fast, right in front of the bus.
- (b) He sounded the horn loudly again and again.
- (c) The cow was more frightened and it ran faster.
- (d) The running of the cow just in front of the bus was very funny to Valli.
- (e) Galloped.

4. Her first journey—what careful, painstaking, elaborate plans she had to make for it; she had thriftily saved whatever stray coins came her way, resisting every temptation to buy peppermints, toys, balloons, and the like, and finally she had saved a total of sixty paise. How difficult it had been, particularly that day at the village fair, but she had resolutely stifled a strong desire to ride the merry-go-round, even though she had the money.

**Questions:**

- (a) Who does ‘her’ refer to in the passage?
- (b) Where was her first journey made to?

- (c) What did she do to make it a reality?
- (d) How did she save the money for the bus fare?

**Answers:**

- (a) Valli.
- (b) Town.
- (c) She made careful, painstaking and detailed plans to make it a reality.
- (d) She thriftily saved every penny, resisted temptation to buy things for her liking or taking a ride on the merry-go-round.

**Character Sketch**

Valliammai: She emerges as a very clever, sensitive, self-respecting and fun-loving girl. She was just eight years old. She was a determined girl with a commanding nature. She was very curious about things. Her favourite pastime was standing in the front doorway of her house. She was mature, clever and practical beyond her years. Saving sixty paise was not an easy job for a girl of her age. She was determined to resist any temptation that came in her way. Valli didn't like being called 'madam' or 'child'. She was a great planner and planned things after knowing all the necessary details about them.

**SHORT ANSWER QUESTIONS: (30-40 Words)**

Q1. What was the favourite pastime of Valli?

Ans. Valliammai or Valli was eight years old. Her favourite pastime was standing in the front doorway of her house. From there, she watched what was happening in the street outside. For her, standing at the front door was as enjoyable as any of the games other children played.

Q2. Why did Valli find the elderly woman absolutely repulsive?

Ans. The elderly woman who was sitting beside Valli in the bus looked absolutely repulsive to Valli. She had big holes in her ears and had ugly earrings in them. She didn't relish the smell of the betel nut that she was chewing. The betel juice was about to spill over her lips at any moment. She couldn't be social with such a woman.

Q3. What dampened Valli's enthusiasm during the return journey?

Ans. During her return journey, Valli saw a young cow lying dead by the side of the road. She was the same lovable and beautiful cow that she saw only a little while ago. Now, it looked so horrible and frightening as it lay there. There was a fixed stare in her lifeless eyes and she was smeared with blood. The sight dampened her enthusiasm and she stopped looking outside.

Q4. Give examples from the text to show that Valli was a meticulous planner.

Ans. Valli was a meticulous planner. She listened carefully to the conversations between her neighbours and people who regularly used the bus and also asked discreet questions. She picked up various small details about the bus journey and then planned.

**LONG ANSWER QUESTIONS (100-150 Words):**

Q1. 'Never mind,' she said, 'I can get on by myself'. 'You don't have to help me', said Valli to the conductor. She shows extraordinary courage in making the bus journey all alone. Taking inspiration from Valli's character, write how the ability and courage to take risk are essential to fulfilling one's dream. Or Valli nurtures a strong desire to travel by bus and visit the city. She works hard for it and finally, she is successful. Based on this incident, analyse what values of life do you need to nurture to attain your goals in life?

Ans. Valli is an eight-year-old village girl. She is fascinated by the bus that comes to the village every hour. She develops a desire and then a longing turning into a firm determination to ride the bus. She meticulously plans for it and saves money for the bus journey. Then she boards the bus without anyone's help. She travels all alone, confidently and independently and finally returns home successfully. Her self-dependence and self-respecting nature help her to nurture her goal. She enjoys her journey. Similarly, to achieve goals in life, we need to have such values in us. One should be confident and self-dependent. Proper planning and strong determination lead to success. Enthusiasm and excitement to achieve the goal are also needed to nurture our goals in life.

Q2. Justify the statement with instances that Valli was a mature girl and ahead of her age?

Ans. Valli was an eight-year-old village girl. She had no playmates. Her favourite pastime was to stand at the doorstep and watch things and people. She not only satisfied her curiosity but also gained new experiences. Her strongest desire was to make a bus-ride. She meticulously planned for it gathered information about the distance, time and ticket money. Showing self-restraint, she resisted the temptation to buy peppermint, toys or a ride on the merry-go-round in order to save 60 paise for the bus journey. She boarded the bus without anyone's help, refused a free treat by the conductor and didn't talk to strangers. This shows her commanding, confident and self-dependent nature. This also shows her determination and maturity at such a little age.

Q3. Describe Valli's return journey.

Ans. The bus resumed its return journey. There were the same wonderful sights. Valli enjoyed the scene again. But suddenly she saw a young cow lying dead, by the roadside. It had been struck by a fast moving vehicle. She asked the conductor if it was the same cow they saw earlier. The conductor nodded. Valli became sad. It had been a lovable, beautiful creature just a little ago. But now the cow was without its charm and its life. The bus moved on. The memory of the dead cow haunted Valli. She no longer wanted to see out of the window. She kept sitting on her seat until her village came. She got down and wished the conductor to see him again. The conductor smiled. He told Valli that whenever she felt like riding the bus she could come and join them.

Q.4. Why does Valli refuse to look out of the window on her way back?

Ans. On her way to the town, Valli laughed heartily to see a young cow running at high speed in the middle of the road just in front of their bus. But on her way back, she saw a young cow lying dead near the road. She asked the bus conductor if it was the same cow that was running in front of the bus. The bus conductor nodded. She was shocked and sad. So she refuses to look out of the window on her way back because what was so beautiful a little while ago now looked so horrible. The memory of the dead cow haunts her. It dampens her enthusiasm.

### **UNSOLVED QUESTIONS:**

#### **SHORT ANSWER QUESTIONS: (30-40 Words)**

1. What details did Valli pick up about the bus journey? How did she pick up these details?
2. What was the most fascinating thing for Valli?
3. How did Valli manage to leave the house?
4. How did Valli react when the conductor called her 'a very grown-up madam?'

#### **LONG ANSWER QUESTIONS (100-150 Words):**

1. Do you think that Valli enjoyed her first ride on a bus? Give examples in support of your answer.
2. Valli was so overcome with sadness to see the dead cow that she lost all enthusiasm. Do you feel the same way? If you feel concerned about the plight of animals falling prey to the fast-moving traffic, what efforts will you make to make travelling on roads a safer activity?
3. How did Valli save up money for her first journey? Was it easy for her? Justify.
4. How can you say that the conductor was a good-natured jolly fellow? Support your answer with examples.

## The Tale of Custard the Dragon (POEM)

### GIST

The Tale of Custard the Dragon‘ is a whimsical fantasy. Belinda lives alone in her house with four pets, a dog, a cat, a mouse and a dragon named Custard. All other dwellers of the house except Custard, pride themselves on their fearlessness. They mock poor Custard for his timidity. However, when the real danger comes all others run away in a panic except Custard. Only Custard fights ferociously and swallows the pirate. The poem ends ironically. After the danger is past, everyone begins to boast again about their courage. Ironically, Custard who fought like a hero against the pirate agrees that everyone else is braver than he is. So, appearances may be deceptive. And even your merit and real value may not be recognised by your unwilling rivals.

### Extract Based Comprehension Questions:

- 1- Custard the dragon had big sharp teeth, And spikes on top of him and scales underneath, Mouth like a fireplace, chimney for a nose, And realio, trulio, daggers on his toes.

### Question

- (a) What did the dragon look like?
- (b) Why is the dragon’s mouth called a chimney?
- (c) Which word in the stanza means the same as ‘a small sword’?
- (d) Find from the passage a word which means a structure through which smoke or steam is carried up away from a fire.

### Answer

- (a) The Dragon had spikes on top and scale underneath. His mouth was like a fireplace and nose was like a chimney. He looked dangerous as his toes looked like daggers.
- (b) Dragons can spit fire, therefore Custard’s mouth has been called a fireplace.
- (c) The word is ‘Dagger‘.
- (d) The word is ‘Chimney‘.

- 2- Suddenly, suddenly they heard a nasty sound, And Mustard growled, and they all looked around. Meowch! cried Ink, and Ooh! cried Belinda, For there was a pirate, climbing in the winda.

### Question

- (a) Which poetic device is used in these lines?
-



- (b) Why was everyone frightened?
- (c) Which word in the stanza means —unpleasant!?
- (d) What does a ‘\_nasty sound’ refer to? Answer:

**Answer**

- (a) In the first line, the poet has used repetition in ‘\_Suddenly, suddenly’.
- (b) Everyone was frightened because a pirate was climbing up the window.
- (c) The word is ‘\_Nasty’.
- (d) A nasty sound refers to the entry of a pirate into the house.

3- Belinda paled, and she cried, Help! Help! But Mustard fled with a terrified yelp, Ink trickled down to the bottom of the household, And little mouse Blink strategically mouse holed.

**Question**

- (a) How did the people in the house react on seeing the pirate?
- (b) Why did everyone cry for help?
- (c) What does ‘\_mouseholed’ mean?
- (d) Write the antonym of ‘\_bottom’. Answer:

**Answer**

- (a) Belinda became pale with fear and the Mustard fled the scene. Ink went to the bottom of the house and Blink vanished in a mouse hole. They all cried for help.
- (b) Everyone cried for help because they all got frightened of the pirate.
- (c) Mouseholed has been used by the poet to mean the hole made by the mouse in which it disappeared.
- (d) The antonym of bottom is ‘\_brim’.

**SHORT ANSWER QUESTIONS: (30-40 Words)**

Q1. How did Custard the dragon face the pirate? What was the outcome of their fight?

Ans: Custard the dragon jumped up snorting. He clashed his tail. Thus, he prepared himself to face the pirate. The pirate was amazed at this heroic gesture of the dragon. He gulped some wine to cheer up his drooping spirits. He fired two bullets but missed the aim. In the meantime, Custard the dragon swallowed him.

Q2. How did Belinda and her pets behave when the pirate had been killed by Custard?

Ans: When the pirate had been killed by Custard, Belinda embraced him, Mustard licked him and Ink and Blink gyrated around him.

Q3. How did all boast of their false bravery?

Ans: After the pirate had been killed, Mustard boasted that he would have been twice as brave if he had not been confused. Ink and Blink said that they would have been thrice as brave.

Q4. How is 'The Tale of Custard the Dragon' a ballad?

Ans. A ballad is a poem that tells a story. The theme of a ballad is an adventure, bravery, romance, etc. Then it is highly musical due to its rhyme scheme. This poem has these qualities. But it is a parody of a ballad. The poet shows these qualities in a humorous way.

### **LONG ANSWER QUESTIONS (100-150 Words)**

Q1. The dragon, Custard was considered a coward. The humble dragon proved his bravery in adversity. Analyse that certain qualities like bravery and courage are situational and spontaneous. Express your views with reference to the poem.

#### **Answer**

Custard's humbleness won every reader's heart as he showed true bravery and did not boast like Belinda and her other pets. Everyone boasted of their bravery but when they faced real danger, it was only Custard, who had the courage to face it. And he proved his bravery by not running away and facing the pirate and killing him. Qualities like bravery and courage can only be tested when someone is actually put in a dangerous situation. Therefore, these qualities are situational as becomes clear from Custard's example. Custard looked for comfort all the time but this did not mean that he was a coward.

Q2. Do you think that one should be made fun of because of their preferences and choices in life? Explain in the context of Custard, the dragon.

#### **Answer**

It is not right to make fun of anyone on the basis of their life style and their choices. Custard, the dragon, always wanted comfort and safety for him and therefore always cried for a nice safe cage. Belinda and other pets of the house made fun of him because they thought that he was a coward. Custard proved that just

because he likes comfort, he is not a coward. In fact, he was the only one, who had the courage to face the pirate and kill him.

Q3. Evaluate Ogden Nash's 'The Tale of Custard the Dragon' as a ballad. What message does the poet give to the readers in this poem?

Ans. Ballads are stories told in verse. Generally, ballads are tales of adventures and heroism. In the poem, the poet does present the encounter of Custard and the pirate in the typical spirit of a ballad. The four-line stanzas have the rhyme scheme: aa, bb throughout the poem.

Ogden Nash gives a subtle message to the readers through the fate of Custard, the dragon. In this world of deceit, self-confidence, self-dependence and self-respect are essentials to earn your rightful place among your peers. The mere presence of physical strength is not enough. The more important point is that you must be conscious of your strength. You must be fully aware of the fact that many others who are far inferior in strength and power should have no right to taunt and ridicule you.

## **UNSOLVED QUESTIONS**

### **LONG ANSWER QUESTIONS (100-150 Words)**

1. Why do you think Custard, the dragon, was called a coward? How was Custard able to save all his house-mates from the pirate? What values should Belinda have possessed so that Custard too could have been among her favourites?
2. Describe the fight between the dragon and the pirate.
3. Was everyone really as brave as they claimed? What did everyone do When the pirate came?

### **SHORT ANSWER QUESTIONS: (30-40 Words)**

1. Who all lived in a white house with Belinda?
2. Why did everyone make fun of the dragon?
3. Why did Ink and Blink gyrate in glee?
4. Did Custard accept his cowardice and their bravery

## **UNIT 8**

## **THE SERMON AT BENARES**

### **GIST**

Sermon is a religious talk delivered by a prophet or Saint. Here we have the journey of Gautam Buddha from prince hood to his saintly life. He left the palace at the age of 25, after seeing the sufferings of the world, to seek enlightenment. He wandered for seven years, here and there, and under a peepal tree at Bodhgaya he got it. His first sermon was delivered at Benaras as it was considered to be the holiest place because of the river Ganga. He thinks that he who seeks peace should draw out the arrow of lamentation, complaint and grief. He who has drawn out the arrow has become composed, and will obtain peace of mind; he who has overcome all such circumstances will be free from sorrow and be blessed. Kisa Gautami was grieving over the death of her son. She moved from door to door and at last came to Buddha. She made him a humble request to make her son alive. Buddha said he would do but he asked a handful of mustard seeds. He further commanded it must be taken from a house where no one had lost a child, husband, parent or friend. She went from house to house but was unable to find one where nobody had died. She was tired and hopeless and sat down at the wayside watching the light of the city as they flickered up. And she realised that these lives flicker up for some time and are extinguished again. This way she was taught that the lives of mortals in this world are troubled and brief and there is no means by which one can avoid deaths. As all earthen vessels made by the potter are being broken, so is the life of mortals. Death is inevitable.

### **DETAILED SUMMARY**

Gautam Buddha was born in 563 B.C. He was born in a royal family. He was a prince. His name was Siddhartha Gautam. At the age of twelve, he was sent away for schooling. He studied all the sacred Hindu scriptures. He returned after four years. At the age of sixteen, he married a princess. They had a son. For ten years the couple passed a happy life. Siddhartha had been shielded from the suffering of the world. However, when he was twenty-five, Siddhartha saw a sick man, then an aged man, then a funeral procession. Finally, he came across a monk begging for alms. This was his first encounter with the harsh realities of life. These sights made him so sad that he decided to renounce the worldly pleasures. He left his family and became a beggar. He went out into the world to seek spiritual knowledge.

Siddhartha Gautama wandered for seven years in search of wisdom and truth. Finally, he sat down under a fig tree to meditate. He vowed to stay there until he got enlightenment. After seven days, Gautama got enlightenment. He named the tree as the Bodhi Tree'. that is ;'The tree of wisdom'. He became known as the Buddha' which means enlightened' or the awakened'. He began to teach and to spread his message of wisdom and truth. He became known as the Buddha (the enlightened).

Buddha gave his first sermon at Benares. It is the holiest of places on the bank of the Ganges. His first sermon reflects his wisdom about one inscrutable kind of suffering i.e. death. Here, the Buddha tells about the universality of death which is inevitable and can't be escaped.

A lady named Kisa Gotami had an only son. One day, her son died. She wanted her child should become alive again. She wanted some medicine to bring her son to life. People called her mad. At last, she came across a man. He advised her to meet the Buddha. She approached Buddha with a request to give her medicine so that her only son could he live again. After deep thought, the Buddha asked her to bring a handful of mustard-seed. But there was a condition. She must bring it from a house where no one had died. Kisa Gotami went from door-to-door to get the mustard-seed. She found mustard: seed in every home but she could not find a home where nobody had died. By evening, she was sad and tired. She saw the lights of the city. Soon there was the darkness of the night. Now she considered the fate of man. Now she realised that death is inevitable. No one can escape it.

She came back to the Buddha and asked for his blessings. The Buddha in his sermon told her that our life is brief and painful. Everyone who takes birth has to die. The vessel made by the potter is not permanent. It has to break one day. In the same way, everyone has to die. Death spares none. A father cannot save his son. Everyone grieves when someone dear dies. But grieving cannot bring the dead back to life. So death and sufferings are unavoidable. The wise persons do not grieve as they know the truth. Weeping does not bring peace to the mind. On the other hand, a person's pain becomes greater by grieving. His body also suffers. One who has learnt to control his grief shall have peace of mind. That person is blessed, who has overcome his sorrow.

### **Extract Based Comprehension Questions Exercises:**

1. ¶The Buddha preached his first sermon at the city of Benares, most holy of the dipping places on the River Ganges; that sermon has been preserved and is given here. It reflects the Buddha's wisdom about one inscrutable kind of suffering.¶

#### **Questions:**

- (a) Name the holiest of the dipping places on the River Ganges where the Buddha preached his first sermon.
- (b) What does Buddha's first sermon reflect?
- (c) What did Gautama do after getting on light emend?
- (d) How was he known as then?

Ans.

- (a) Benares.
- (b) Buddha's wisdom about one inscrutable kind of suffering.
- (c) After getting enlightenment, he began to teach and share his new understandings with the common people.
- (d) As he started preaching, he was known as Buddha, meaning, the awakened or the enlightened one.

2. 'Kisa Gotami became weary and hopeless and sat down at the wayside watching the lights of the city, as they flickered up and were extinguished again. At last the darkness of the night reigned everywhere.'

**Questions**

- (a) Why do you think Kisa Gotami became weary and hopeless?
- (b) How many sons did Kisa Gotami have?
- (c) What did she notice while sitting at the wayside?
- (d) What message did she get from the flickering and extinguishing lights of the city?

**Answers:**

- (a) It was because she could not find a house where no one had died.
- (b) Only one.
- (c) She noticed the flickering lights of the city.
- (d) Their lives flicker up and are extinguished.

3. At twelve, he was sent away for schooling in the Hindu sacred scriptures and years later he returned home to marry a princess. They had a son and lived for ten years befitting royalty. At about the age of twenty-five, the prince heretofore shielded from sufferings of the world, while out hunting chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. These sights so moved that he at once became a beggar and went out into the world to seek enlightenment concerning the sorrows he had witnessed.

**Questions:**

- (a) What happened at the age of twelve?
- (b) What happened when he was out hunting———
- (c) Where was he sent away for schooling?
- (d) When did he marry?

**Answers:**

- (a) At twelve, he was sent away for schooling in the Hindu; sacred seen
- (b) He saw a sick man, then an aged man and then a funeral procession
- (c) He was sent away for Schooling in the Hindu sacred scriptures.
- (d) He married after completing his schooling.

4. Buddha said, 'The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings. As ripe fruits are early in danger of falling, so mortals, when born, are always in danger of death. As all earthen vessels made by the Potter end in being broken, so is the life of mortals. Both young and adult, both those who are fools and those who are wise, all fall. Into the power of death, all are subject to death.'

**Questions:**

- (a) What did the Buddha say about the life of the people?
- (b) What does a ripe fruit fear?
- (c) What happens after reaching age?
- (d) What, according to Buddha, death is avoidable?

**Answers:**

- (a) The life of people is troubled and brief and combined with pain.
- (b) A ripe fruit fears the danger of falling.
- (c) There is death after birth.
- (d) There is not any means by which those that have been born, can avoid dying.

**SHORT ANSWER QUESTIONS (30-40 Words):**

Q1. Who was Gautam Buddha? Write a few lines about his early life.

Ans. Gautam Buddha was a prince. He was named Siddhartha Gautam by his parents. He was born in 563 B.C. in North India. He was sent away for schooling when he was twelve years old but four years later, he got married to a princess.

Q 2. What did Buddha say about the mortals of the world?

Ans. The Buddha told Kisa Gotami that the life of mortals is troubled and brief in this world. Those who have been born can't avoid dying. As ripe fruits are in danger of falling, so mortals are always in danger of death. All earthen vessels end in being broken.

Q 3. Did Kisa Gotami get a handful of mustard seeds as directed by the Buddha?

Ans. Poor Kisa Gotami went from house to house. The people pitied her and were ready to give a handful of mustard seeds to her. But, she couldn't find a house where no one had lost a child, husband, parent or friend.

Q 4. Why did Kisa Gotami say, 'How selfish am I in my grief!' What did she realise about the fate of mankind?

Ans. Kisa Gotami became weary and hopeless. At last, the darkness of the night reigned everywhere. She realised that she had been very selfish in her grief. Death spares none. One who is born is destined to die sooner or later. No grieving or lamenting would bring a dead man to life.

### **LONG ANSWER QUESTIONS (100-150 Words)**

Q 1. 'The life of mortals in this world is troubled and brief and combined with pain' With this statement of the Buddha, find out the moral values that Kisa Gotami learnt after the death of her child.

Ans. After the death of her only son, Kisa Gotami went to the Buddha. Firstly, she went to every neighbour, asking for medicine for her dead son. She had lost all her senses. She forgot that no medicine could bring back the dead. Then she went to Buddha for making her son alive. Buddha asked her to bring a handful of mustard seeds from a house where no death had occur. But she couldn't find such a house. The Buddha made her realise that death is common to all. It also shows the detachment from mundane life. Only grieving cannot bring peace of mind.

Q 2. Why did Kisa Gotami understand the message given by the Buddha only the second time? In what way did the Buddha change her understanding?

Ans. Kisa Gotami had lost her only son and in grief, she carried her dead son to all her neighbours to get him cured and restored back to life. Finally, she went to the Buddha asking him for medicine to cure her boy. The Buddha felt that she needed to be enlightened about the truth of life - that death and sorrow are inescapable. He could see that grief had blinded her, and it would be difficult for her to accept the truth. So the Buddha told her to procure mustard seeds from a house where none had died. Kisa Gotami went from



door to door. Then she realized that there was no house where no one had died and that death is common to all. She came back to the Buddha where He sermonized her that life in this world is troubled and filled with sorrows. He gave her examples of ripe fruits and earthen vessels whose ‘lives’ are short. This way he made her realize that death is unavoidable and none — even the near and dear ones — can save anyone from death.

Q3. Describe the journey of Siddhartha Gautam becoming the Buddha.

Ans. Gautam Buddha began his life as a royal prince. He was named Siddhartha Gautama. At twelve, Gautama was sent away for schooling in the Hindu sacred scriptures. At the age of sixteen, he returned home to marry a princess. The prince was deliberately shielded from all sufferings of the world. But this attempt failed when the prince while out hunting chanced upon a sick man. Then, he saw an aged man. He also chanced to see a funeral procession. Finally, he saw a monk, begging for alms. These sights of suffering, sickness and decay shocked and moved the prince. He wanted to seek the final solution of all these sorrows and sufferings. He wandered for seven Years in search of enlightenment. Finally, he sat down under a fig tree. He meditated there until he was enlightened after seven days. He renamed the tree the Bodhi Tree or the Tree of Wisdom. He became known as the Buddha or the Awakened or the enlightened one. The Buddha gave his first sermon at Benares on the River Ganges.

### **UNSOLVED QUESTIONS:**

#### **Extract Based Comprehension Questions Exercises:**

A. And the girl said. ‘Please tell me, sir, who is it?’ And the man replied. ‘Go to Sakyamuni the Buddha.’ Kisa Gotami repaired to the Buddha and cried. ‘Lord and Master, give me the medicine that will cure my boy.’

The Buddha answered, ‘I want a handful of mustard-seed.’ And when the girl in her joy promised to procure it, the Buddha added. ‘The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend.’

#### **Questions:**

- (a) Name the lesson from the above lines have been taken.
- (b) What suggestion did a man give to Gotami?
- (c) What request did (Miami make to the Buddha?
- (d) What did Buddha ask the girl to do?

B. The Buddha answered. 'I want a handful of mustard-seed.' And when the girl in her joy promised to procure it, the Buddha added, 'The mustard-seed must be taken from a house where no one has lost a child: husband, parent or friend.'

Poor Kisa Gotami now went from house to house, and the people pitied her and said, 'Here is mustard-seed: take it!' But when she asked, 'Did a son or daughter, a father or mother, die in your family?' they answered her. 'Alas! The living is few, but the dead are many. Do not remind us of our deepest grief.' And there was no house but some beloved one had died in it.

### **Questions:**

- (a) What did the Buddha ask Kisa Gotami to bring?
- (b) What was the condition attached to it?
- (c) Why did Gotami go from house to house?
- (d) What did the people tell Gotami?

### **SHORT ANSWER QUESTIONS (30-40 Words):**

1. Kisa compared human life to an inanimate object. What is it and why does she do so?
2. How did the Buddha attain enlightenment?
3. What did Kisa Gotami learn at the end?

### **Long Answer Questions (100-150 words)**

1. Life is full of trials and tribulations. Kisa Gotami also passes through a period of grief in her life. How does she behave in those circumstances? What lesson does the story impart to the reader?
2. Give a character sketch of Gautam Buddha.
3. How does Gautam Buddha make human beings realise that death is common to all?

### **FOR ANNE GREGORY (POEM)**

'For Anne Gregory' by W. B. Yeats was published in 1933 as part of his collection of poetry entitled, 'The Winding Stair and Other Poems'.

In 1898, Yeats met Lady Augusta Gregory, an aristocrat and a poet who shared his passion for old Irish folktales and legends. Lady Gregory encouraged him to write plays on this very theme, and together they established the Abbey Theatre. Anne Gregory, who is mentioned in this poem's title, was Lady Gregory's grand-daughter.

## INTRODUCTION

For Anne Gregory' is one of the best love poems by William Butler Yeats. In this poem, the love between a man and a woman is presented. Love is done by the core of one's heart. It does not matter a little on love if the colour of the hair or the skin changes. The poet is in deep love for Anne Gregory and wants to love her in all forms.

## GIST

Yeats is of the view that most people love others just because they attract them physically. The complexion of the skin and the colour of the hair are more important for us than the real' worth of a person. We rarely love people for themselves alone'. Even the beautiful Anne Gregory is not liked or loved for her inner beauty or her rare qualities of head and heart, but for her beautiful yellow hair. Shallow minded people adore only physical beauty. We should look for spiritual beauty before falling in love with a lady. Physical beauty is just skin-deep. It is momentary. Unfortunately, most of the people are attracted by the colour of the skin and hair. Only God can love a person for himself alone.

### Extract Based Comprehension Questions Exercises:

1. 'I heard an old religious man  
But yester night declare  
That he had found a text to prove That only God, my dear,  
Could love you for yourself alone and not your yellow hair.'

### Questions:

- (a) What does the old man's text prove?
- (b) What, according to the poet, is more essential in the eyes of God?
- (c) What does 'I' refer to here?
- (d) How is God's love different from the love of the young lovers?

### Answers.

- (a) That only God could love Anne for herself.
- (b) God loves an individual for himself/herself alone.
- (c) The Poet, W. B. Yeats.
- (d) Young lovers love her hair that represents physical beauty whereas God loves an individual for being himself/herself.

2. 'But I can get a hair-dye  
And set such colour there, Brown, or black, or carrot,  
That young man in despair May love me for myself alone  
And not my yellow hair.'

**Questions:**

- (a) What different colours have been mentioned in the extract?
- (b) The speaker wants \_ \_.
- (c) Who does 'I' stand for?
- (d) Why does the speaker talk about changing the colour of hair?

**Answers.**

- (a) Brown, black, carrot and yellow.
- (b) That she should be loved for what she is and not for the colour of her hair.
- (c) Anne Gregory
- (d) So that she would be loved for what she is and not for the colour of her hair.

**SHORT ANSWER QUESTIONS (30-40 WORDS):**

Q. 1. What is the theme of the poem 'For Anne Gregory'?

Ans. The poem conveys the idea that physical beauty may be important for young men or human beings. But God does not love human beings for their physical beauty. In this poem, the poet gives an example of a lover who loves the yellow hair of a young lady but does not like her ramparts. The lady disapproves his love.

Q. 2. To whom is the first stanza of the poem addressed? What does the speaker say to her?

Ans. The first stanza of the poem is addressed to a lady named Anne Gregory. She had a great influence on the poet. He had great respect for her. He tells her that although she is a noble lady, yet nobody would love her for herself alone.

Q. 3. What makes a young man not to love the woman referred to in the first stanza?

Ans. The woman has beautiful yellow hair. But the outer part of her ears is not attractive. The poet says that never shall man love her only for herself.

Q. 4. What does the woman say she can do to make herself more desirable to young men? What does this show?

Ans. The woman says that she would dye her hair brown, black or in carrot colour. This shows that young men give more importance to physical appearance than inner beauty.

### **LONG ANSWER QUESTIONS (100-150 words):**

Q1. Do we love people because we like their appearances or we are fascinated by their physical appearances? How does Anne Gregory want to be loved?

Ans. This is the world of pomp and show. Things and people are often liked and loved not because of their merit but because of their external appearances. Anne Gregory's honey-coloured yellowish hair looks like the ramparts of a fort when they fall on her ears. There are many who love Anne Gregory only for her yellow hair. However, Anne doesn't like to be liked and loved this way. After all, how does the colour matter? She can dye her hair the way she likes. She can dye them brown, black, of carrot's colour or the way she likes. If her lover likes only for her beautiful hair, she won't accept him. She should be loved for 'herself alone'. But this world doesn't go by her wish. Only God can love a person for what he is. Human beings will go on being tempted by beautiful yellow hair.

Q2. People are not objects. They should be valued for being themselves. What lesson does the poet want to give to the readers through this poem?

Ans. Absolutely true. People are not objects. Appearances may be deceptive. A person should be liked and loved for being himself or herself. Outwardly appearances do tempt and dazzle us. There may be many persons who would love to see Anne's beautiful hair falling over her ears like the ramparts of a fort. Many would love Anne Gregory for her beautiful yellow hair. It would be difficult to find a real lover who loves Anne for 'herself alone'. What is so great about yellow hair? Anne ridicules the idea of being loved for her yellow hair. She can dye her hair the way she likes — brown, black, carrot or yellow. But the irony of this world is that people will go on being tempted and dazzled by glamour, show and outwardly appearances. Only God can love a person for himself or herself alone.

### **UNSOLVED QUESTIONS:**

#### **Short Answer Questions: (30-40 words each)**

1. What wisdom was imparted to the poet by an old religious man? Do you agree with the opinion?
2. Why is only God capable of loving Anne for herself?
3. Why will a young man never be thrown in despair?

#### **Long Answer Questions: (100-150 words each)**

1. Is it right to judge someone on the basis of his/her physical appearance. Elaborate.
2. The poet in the poem, for Anne Gregory' conveys that we should lay importance on the inner beauty of a person and not the physical appearance. Elaborate with reference to the poem.

## UNIT 9: The Proposal

### INTRODUCTION

Anton Chekov (1860-1904) was a famous writer. He is chiefly known for his short stories. This story ‘The Proposal’ is a romantic story of a neighbour named Ivan Lomov. He is a landowner and often gets money from Chuhukov’s another landowner. Chubukov has a daughter named Natalya. Lomov comes to Chubukov with a marriage proposal for his daughter Natalya.

### GIST

The Proposal’ is a one-act play. Actually, it is a farce written by Anton Chekhov in 1888-89. The play is about the tendency of wealthy families to seek matrimonial ties. The real purpose is to increase their estates and landed properties. Ivan Lomov was a wealthy neighbour of another wealthy farmer Stepan Chubukov. Lomov comes to seek the hand of Chubukov’s twenty-five-year-old daughter, Natalya. Lomov, Chubukov and Natalya’-all three are quarrelsome people. They quarrel over petty or small issues. Each one of them has a claim over a particular piece of land. They also quarrel over their dogs. Amidst this quarrelling, they completely forget the real issue — the marriage proposal. But good sense prevails in the end. Economic good sense ensures that the proposal is made. Chubukov doesn’t want to miss the opportunity. He puts his daughter’s hand into Lomov’s hands. He doesn’t waste any time and blesses them. However, old habits die hard. The newly married couple starts their married life with a fresh quarrel.

### DETAILED SUMMARY

When the play begins we see that Lomov comes to meet Chubukov at his house. Chubukov who is a farmer welcomes Lomov. He asks him why he is wearing formal clothes and whether he is going to attend a function. Lomov replies that he is not going anywhere; he has come only to meet him. Lomov appears excited and perturbed. He calms himself down and begins to tell him the purpose of his visit. He tells him that he came to him many times in the past also for his help but he did not help him. Before telling the purpose of his visit. Lomov is excited once again. Chubukov thinks that perhaps he has come to ask for a loan. He makes up his mind not to help him in any way.

Lomov once again begins to tell Chubukov about the purpose of his visit. But he once again becomes excited. He talks about himself in exaggerated terms. Chubukov asks him not to beat about the bush and to talk about his purpose of coming. Lomov gathers courage and tells him that he has come to ask for his daughter Natalya’s hand in marriage. On hearing this Chubukov becomes very happy, he goes in to call Natalya. But before this Lomov asks him whether Natalya would give her permission for this. Chubukov replies that she will readily accept a match like him.

Lomov is left alone in the room. His body is trembling with excitement. He thinks about his present life. He wants to settle the question of his marriage at once. He thinks that now he should not delay. He thinks about Natalya. She is a skilled house-keeper. She is educated and is not bad to look at. At this age, he should not expect a better girl than her. Now he is thirty-five years old. Now he should lead a regulated life. He is suffering from serious diseases like palpitation, excitement and insomnia. Because of these reasons, he should marry.

Just then Natalya comes in. Her father has not told her that Lomov has come to meet her. He only told her that a customer had come. Even then she welcomes Lomov. Before Lomov can speak, she starts speaking. When she mentions his beautiful dress, he is again excited. Before he can talk about his marriage to her, he starts trembling. Natalya encourages him and he recovers. He says that he will tell her everything in brief. Even then he cannot talk in a straight-forward manner. He beats about the bush. He tells her that for the last many decades their families have had good relations. Their estates are also adjoining. His Oxen Warbles touch their birchwoods. Natalya protests against this. She says that the Oxen Meadows belong to her. They lay their claims to it. They start quarrelling about the ownership of the Oxen Meadows. They shout loudly at each other. They do not calm down in any way. Chubukov comes in and finds them both quarrelling. He is greatly surprised. But when he finds that they are quarrelling about the ownership of the Oxen Meadows. He also becomes angry. Instead of calming them down, he also starts quarrelling. He claims to be the owner of the Meadows. He insults not only Lomov but also his family members. Lomov becomes more excited. He uses insulting words for Chubukov, Natalya and their family members. Lomov's palpitation increases and he becomes very perturbed. He goes out of the room. Chubukov says how the foolish Lomov dared to bring a proposal for Natalya's marriage. When Natalya hears this, she is deeply shocked. She is almost unconscious. She starts weeping and asks her father to bring Lomov back. Chubukov feels sad. He says that it is the biggest misfortune to be the father of a girl. He goes out to call Lomov.

Lomov again enters the room. Natalya thinks that she will not annoy him this time. She tries to please him. She says that the Meadows belong to him. She tries to change the topic so that he could propose to her. But he is still not all right. He is feeling disturbed. He does not come to the point. Lomov starts praising the qualities of his dog Guess, which he has purchased for 125 roubles. But Natalya says that her dog Squeezer which she purchased for 85 roubles is much better than Lomov's dog Guess. Both of them praise the qualities of their dogs. Now they start quarrelling on this topic. They again start shouting at each other. In the meantime, Chubukov comes. Instead of putting an end to their quarrel, he also starts quarrelling. In this dispute, Lomov's condition deteriorates and he falls on the chair, unconscious. Both the father and the daughter think that he has died. Natalya starts lamenting that her chance of getting married has gone.

After sometime. Lomov comes to his senses. Chubukov tells Lomov that Natalya is willing for marriage. So he should marry her. Natalya expresses her willingness. Chubukov does not want to lose even a moment and joins their hands. He asks them to kiss each other. But soon, they start quarrelling again. They start debating the qualities of their respective dogs. Chubukov tries to calm them down. With this, the play comes to an end.

### **Extract Based comprehension Questions**

1. Its cold... I'm trembling all over, just as if I'd got an examination before me. The great thing is, I must have my mind made up. If I give myself time to think, to hesitate, to talk a lot, to look for an ideal, or for real love, then I'll never get married.

#### **Questions.**

- (a) Who is saying, 'I'm trembling all over as if I had got an examination before me'?
- (b) What is the great thing that the speaker is talking about?
- (c) What state of Lomov's mind does the passage reflect?
- (d) Why did Lomov not want to wait for real love?

#### **Answers.**

- (a) Ivan Vassilevitch Lomov.
- (b) The speaker is talking about real love and marriage.
- (c) His mind reflects that way he would never get married because it is difficult to get an idea or real love.
- (d) This was because he was anxious to get married.

2. Then you make out that I'm a land grabber? Madam, never in my life have I grabbed anybody else's land and I shan't allow anybody to accuse me of having done so. Oxen Meadows are mine!!

#### **Questions.**

- (a) Who is Madam' in the above lines?
- (b) In which situation does Lomov call himself a land grabber'?
- (c) What had happened to the speaker?
- (d) What will he not allow the other?

#### **Answers.**

- (a) Natalya
- (b) Natalya accuses Lomov of grabbing Oxen Meadows. So, Lomov says that he is not a land grabber.
- (c) The speaker got infuriated with Natalya for having called him a land grabber.



(d) He will not allow anybody to accuse him of having grabbed anyone's land.

3. What a surprise! We've had the land for nearly three hundred years, and then we're suddenly told that it isn't ours! Ivan Vassilevitch, I can hardly believe my own ears. These Meadows aren't worth much to me. They only come to five dessiatins and are worth perhaps 300 roubles, but I can't stand unfairness. Say what you will, I can't stand unfairness.

### Questions.

- (a) Who speaks the above lines and to whom?
- (b) How much are the meadows worth?
- (c) Who is the speaker of these lines?
- (d) What is difficult for the speaker to believe?

### Answer

- (a) Lomov speaks these lines to Natalya.
- (b) They worth perhaps 300 roubles.
- (c) Natalya Stepanovna
- (d) That the Meadows don't belong to the speaker.

### Character Sketch

#### 1. Natalya:

Natalya is talkative and short-tempered. She is very much concerned about her family's honour and land. She is argumentative also. She argues with Lomov about the ownership of Oxen Meadows and the superiority of her dog Squeezer. She is very keen to get married.

#### 2. Stepan Stepanovitch Chubukov:

Stepan Stepanovitch Chubukov is a landowner. He has a helping nature towards Lomov. He loves his daughter and plays the role of a good father. He is in search of a good match for his daughter. He is a good selector of words. He calls Lomov my angel, treasure, etc. This shows his cunningness. When Chubukov finds Lomov fighting with Natalya, he immediately changes and starts to support his daughter. He uses many ill words for Lomov and tells him to leave his house.

**Short Answer Questions (30-40 words):**

Q1. Describe Lomov's first meeting with Natalya.

Ans. Lomov goes to his neighbour Chubukov's house to ask for the hand of his daughter Natalya. He is in a fix how to make the marriage proposal. He talks in a roundabout manner. He makes a mention of his meadows which touch their birchwoods. At this, a quarrel ensues between them over the ownership rights the meadows.

Q2. Why is Lomov anxious to marry Natalya?

Ans. Lomov wants to settle the question of his marriage at once. He thinks that now he should not delay. He thinks about Natalya. She is a skilled house-keeper. She is educated and is not bad to look at. At this age, he should not expect a better girl than her. He is suffering from some serious diseases. Because of these reasons, he is anxious to marry Natalya.

Q3. How does Lomov speak warmly of Chubukov's family in the beginning? Why does he change his stand?

Ans. In the beginning, Lomov speaks quite warmly about Chubukov's family. He reminds Natalya that he knows the Chubukovs since his childhood. His aunt and uncle had great respect for her family. Both the families have been most friendly and close neighbours. Lomov changes his opinion about the Chubukovs when he picks up a quarrel with Natalya and Chubukov over the ownership of Oxen Meadows.

Q4. Justify the title of the play. 'The Proposal' Or What is the theme or the message of 'The Proposal'?

Ans. Anton Chekov has aptly titled the play, 'The Proposal'. The title justifies the main theme-the marriage of Natalya and Lomov. No doubt, both Lomov and Natalya want to be life partners. However, unnecessary quarrels over Oxen Meadows and their dogs Squeezer and Guess temporarily spoil their game. The message is very clear. The main issue must not be clouded and lost sight of by indulging in unnecessary and avoidable quarrels.

**Long Answer Questions (100 -150 words)**

Q1. ||The way Chubukov, Natalya and Lomov fought over petty issues is against the behaviour and mannerisms of good neighbours|| Comment. What would you have done to resolve the issue? (If you were in the place of Chubukov)

Ans. Lomov and Chubukovs were neighbours. Lomov came to Chubukovs to propose Natalya. But instead of proposing they started fighting over petty issues like oxen meadows and quality of dogs.

This is not the quality of good neighbours. Neighbours should live like friends. There should be a positive relationship between the two neighbours.

There should be understanding and patience among neighbours. The fight between Looms and Chubukovs could have been avoided if handled carefully. The issue of meadows could be resolved calmly and quietly by a good conversation. There must have been some documents showing the ownership of the meadows or both the parties could be convinced by making them understand that if they got married, the meadows will belong to both of them.

Similarly, the issues of dog could be solved instead of counting the negative points of each other's dogs. They can discuss the positive features of the dogs. Thus the issues could be resolved.

Q2. Describe the incidents of humour in the play, 'The Proposal'?

Ans. The Proposal' is certainly a humorous play. The very entry of Lomov in a formal dress and the way Chubukov greets calling him 'darling', 'my treasure' or 'my beauty' make one laugh. Marriage proposal, supposed to be romantic turns to be humorous as the way Natalya and Lomov indulge in arguments over petty issues like ownership of Oxen Meadows and superiority of dogs makes the play humorous. The critical terms that the characters use for each other like a scarecrow, turnip ghost, blind hen, stuffed sausage, etc., force one to laugh. The hysterical fit of Natalya when she comes to know about the proposal and the wailing of father and daughter when they think Lomov is dead create immense humour. Finally, the way Natalya puts her hand in Lomov's under continuous arguments indicating acceptance of the proposal is really humorous. Thus we see that the whole play is replete with humour, making it a humorous play.

Q3. Chubukov has all the attributes of a quarrelsome rich Russian landlord. Instead of solving the problems, he only adds fuel into the fire in their quarrel over Oxen Meadows and the dogs. Justify the statement.

Ans. Chubukov represents a typical rich landlord of 19th century Russia. He seems to be fairly rich and resourceful. Even his neighbour Lomov acknowledges the frequent help rendered to him by Chubukov. He lends his threshing machine to Lomov. On account of this help, he has to put off their own threshing till November. Chubukov is quite practical. He knows that Lomov can be a good match for his daughter Natalya. So, he at once gives his assent to Lomov's proposal of marrying her. Actually, he has been waiting for such a proposal for a long time. Chubukov is a landlord and can't resist his hunger for land. He opposes the claim of Lomov over the ownership of Oxen Meadows. He even threatens to send his mowers out to the Meadows. Chubukov can be quite quarrelsome, abusing and insulting. He always sides with his daughter. He picks up a quarrel on Oxen Meadows. He calls Lomov 'a land grabber' and 'villain'. He abuses his grandfather of being a 'drunkard' and his father a gambler'. He jumps into the quarrel and adds only fuel to the fire.

However, Chubukov is a great opportunity. He grabs the opportunity the moment Lomov comes into the senses. He makes Natalya kiss and embrace Lomov and gets them married.

### **Unsolved Questions Short Answer Questions**

1. How does Natalya react when she comes to know that Lomov had come to propose?
2. Natalya was not Lomov's real love. But still, he wanted to marry her. Give two reasons for his decision.
3. Which qualities are common in all the three characters in the play 'The Proposal'?

### **Long Answer Questions**

- a) 'Discussions and disputes seldom solve a problem.' Describe the dispute between Natalya and Lomov over their dogs and their superiority.
- b) 'And I've always loved you, my angel as if you were my own son.' These words are spoken by Chubukov to Lomov. But do you think he really loves Lomov as his own son? Is he sincere in his feelings towards him? Discuss

## **FOOT PRINTS WITHOUT FEET**

### **LESSON 1**

### **A TRIUMPH OF SURGERY**

by James Herriot

#### **GIST**

The story 'A Triumph of Surgery' revolves around an ill dog named Tricki and his mistress, Mrs Pumphrey. The pet dog Tricki is overfed with copious amounts of energy food by its owner. She provides all kinds of luxury and comforts to her dog. This makes him very obese and his overweight body finds difficulty even to walk and move around.

One day Tricki stops eating. On seeing his pathetic condition, Mrs Pumphrey takes her pet dog to a veterinary doctor who treats the dog without using a single medicine. Tricki is hospitalised and the doctor gives Tricki nothing to eat for the first two days except water.

Moreover Tricki is left with all other dogs to play and get the much-needed physical exercise. This helps him to lose all his excess fat.

On the third day, signs of improvement are seen in Tricki. He starts taking food properly. Tricki starts running around and playing with the other dogs cheerfully. Soon, he recovers completely. Mrs. Pumphrey continues enquiring about Tricki over phone and feels gratitude towards the doctor for her pet's cure. She is

overjoyed and eyes are filled with tears of happiness when she comes to discharge Tricky from the hospital. She calls this the magical recovery as 'A Triumph of Surgery'.

### **SHORT ANSWER QUESTIONS (30 - 40 words)**

1. What made Mrs. Pumphrey call the vet?

Ans. Tricky had become fat and lazy. He used to lie on his rug and pant. He also refused to eat his favourite dishes. His bouts of vomiting added to Mrs. Pumphrey's worry and hence she decided to call Dr. James Herriot, the vet.

2. What was the cause of Tricky's ailment?

Ans. Tricky was overfed by Mrs. Pumphrey. He became hugely fat and inactive. He was pampered with a lot of cream cakes, chocolates and Horlicks. This was the main cause of his illness.

3. How does Dr. Herriot treat Tricky?

Ans. Dr. Herriot cut down Tricky's food and made him exercise. For the first three days he was not given any food but was kept only on fluid, that is, water. He did not receive any medical treatment but was kept in the company of other dogs. Tricky discovered the joy of being bowled over and tramped on. Finally he recovered from obesity and was overjoyed.

### **LONG ANSWER QUESTIONS (100-150 Words)**

1. Write the character-sketch of Mrs. Pumphrey.

Ans. Mrs. Pumphrey was a very wealthy lady. She was very loving to her dog. She pampered and overfed him. She gave him lots of nutritious food. Tricky was very greedy. He never refused food. This made him hugely fat and lazy. Mrs. Pumphrey was worried about him. She thought that he was suffering from malnutrition and so she eventually gave him more energy food. She almost swooned when Herriot told her that Tricky must be hospitalized for a fortnight. She thought that Tricky would pine and die if he did not see her even for a single day.

Mrs. Pumphrey is impractical but very compassionate and caring. She and her staff members arranged and provided all possible comforts such as beds, cushions and toys to Tricky. She regularly enquired about his health from Dr. Herriot. She gratefully thanked Dr. Herriot for saving Tricky's life and called it -A triumph of Surgery. ||

2. Write the character-sketch of Tricki.

Ans. Tricki was a small dog. He was pampered and overfed by his mistress. He was fed with excessive nutritious food. He was greedy enough to refuse food at any time. He liked eating cream cakes and chocolates. This made him hugely fat. He looked like a bloated sausage. He had bloodshot and rheumy eyes. He became dull, flabby, lazy and listless. He was seriously sick. He had bouts of vomiting. He was taken to Herriot's surgery. There he was given no food for two days. He was made to do a lot of exercises. This changed him and he became fit. He loved his mistress very much. His mistress remarked that Tricki would pine and die if he did not see her even for a single day.

3. Write the character-sketch of Dr. James Herriot.

Ans: Dr James Herriot is a competent veterinary surgeon. He is really worried about Tricki. He understands that the real fault of the dog is his greed for food. Dr Herriot instructs Mrs Pumphrey to keep Tricki on a very strict diet.

Dr James Herriot is practical and pragmatic. He doesn't give any medical treatment to the dog. He feeds the dog with only water. His method works. The grateful mistress thanks Dr Herriot and calls his feat —A triumph of Surgery!! Dr James is clever enough to enjoy the best of both the worlds. He is tempted to keep Tricki as a permanent guest. It was a happy period for Dr Herriot and his friends. He used to enjoy eggs for breakfast and wine and brandy for lunch.

### **UNSOLVED QUESTIONS:**

#### **SHORT ANSWER QUESTIONS (30 - 40 words)**

1. How did Mrs Pumphrey show her concern for Tricki when he was at the surgery?
2. Do you think Tricki was enjoying his stay at the hospital?
3. What was the main cause of 'Tricki's ill-health'?
4. Why did Mr Herriot ask Mrs Humphrey to admit Tricky in a hospital?
5. Why is Mr. Herriot tempted to keep Tricki as a permanent guest?

#### **LONG ANSWER QUESTIONS (100-150 Words)**

1. Excess of everything is bad. Comment in the wake of Mrs Pumphrey's love for Tricki.
2. What kind of a person do you think the narrator, a veterinary surgeon is? Would you say he is tactful as well as full of common-sense?
3. The chapter shows the silly and negligent behaviour of rich people like Mrs. Pumphrey who may harm their near and dear ones by their extra caring nature. Trick's declined health was the outcome of Mrs. Pumphrey's over-caring nature. Do you think such people's actions can prove to be fatal for the

health of their kinds? What values would you suggest to such people to emulate in themselves and why?

4. 'He had never been known to refuse food; he would tackle a meal at any hour of the day or night.' Herriot believed that Trick's problem was his greed. Did he lack tolerance? What values would you like Tricky to imbibe? Elucidate

## **Lesson 2:**

## **The Thief's Story**

### **Introduction**

Ruskin Bond's 'The Thief's Story' is more than a thief's story. The story deals with basic human values and relationships. It is easier for a thief to rob a greedy man. It is difficult even for a thief to rob a careless and honest person. Hari Singh did steal Anil's money but he couldn't run away with it. He had no friends because he regarded them to be trouble than help. The only person he really knew was the man he had robbed. Moreover, Anil was ready to educate Hari Singh. The thief's conscience pricked him. He came back to Anil and crept to his bed. He slipped the money under the mattress from where he had stolen it a few hours ago.

### **GIST**

Hari Singh was a young boy of fifteen. But he was a thief and a cheater. At a wrestling match, he came across Anil. He won Anil's confidence and came to his house as a servant. Anil was a writer and did not earn much. So, Hari Singh agreed to work for him only for food. Hari Singh did not know how to cook. The first meal which he cooked for Anil was so bad that he threw it to the dogs. But Hari's appealing smile made Anil give up his decision to turn him out.

Hari Singh did odd jobs for Anil. In the morning he made tea and then brought the day's supplies from the market. Often, he made a profit of a rupee a day out of these purchases. Anil had no regular income. He earned something by writing articles and stories for magazines. But one day Anil came home with a bundle of notes. He told Hari that he had earned six hundred rupees by selling one of his books. Hari's mouth watered at the sight of money. He decided to steal that money. Anil kept the bundle under his mattress and went to sleep.

Now Hari Singh went into the room and silently took the money under the mattress. He went to the railway station to catch the train to Lucknow. But he missed the train and walked in the bazaars. Soon it started raining and Hari was drenched completely.

Then Hari Singh remembered Anil. He imagined how sad Anil would be on finding the money stolen. Hari remembered that Anil used to teach him. He thought that without the education he would remain a thief.

But education might make him a big man. So, he decided to return and replace the money. He reached home and silently put the money back under the mattress.

### **Main Points of the Story**

- The narrator was a thief.
- Although only 15, he was experienced and successful in his work.
- Luck was against him and he thought of targeting Anil, a young man of 25 years.
- The narrator introduced himself to Anil as Hari Singh.
- He changed his name every month to escape arrest.
- Hari Singh wanted to work for Anil but Anil had no money to pay him regularly.
- Anil had no regular income and used to write for magazines.
- Anil asked if he could cook, and Hari Singh lied that he knew how to cook.
- Hari Singh cooked the food so terribly that it had to be thrown away to the stray dogs.
- Anil asked him to go away but the narrator didn't leave his company.
- Later on, Anil softened and told him that he would teach Hari Singh how to cook.
- He also taught Hari Singh to write his name and promised to teach him to write whole sentences and to add numbers.
- It was quite pleasant for Hari Singh to work for Anil, and he made a rupee a day from buying the day's supplies.
- One evening, Anil came home with a small bundle of notes as he had just sold a book to publisher.
- Hari Singh saw Anil tuck the money under the mattress.
- Hari crept up to the bed, slid his hand under the mattress and took the money out.
- Anil sighed in sleep and Hari Singh startled and quickly left the room.
- When the narrator (the thief) was on the road, he counted the notes: 600 rupees in fifties.
- With that money, he could live like a rich Arab for a week or two.
- He could easily jump into the Lucknow Express but hesitated and remained standing at the platform.
- He had no friends to go and the only person he knew was Anil whom he had robbed a few hours ago.
- It was a chilly night and a light drizzle added to his problem.
- Hari Singh had forgotten about his education in the excitement of theft and realised that education could bring him more money than a few hundred rupees.
- Hari Singh went back to the room and put the wet notes under the mattress from where he had stolen it?
- Next morning, Anil stretched out his hand towards the narrator (Hari Singh) holding a fifty rupee note.
- Anil told that he had made some money and he would pay Hari Singh regularly.



- Actually, Anil knew everything about the theft but neither his lips nor his eyes showed anything.

### Short Answer Questions (30-40 Words)

1. Why did Hari Singh approach Anil?

Ans. Hari Singh was a thief who had not much luck in his work recently. So, he approached Anil with the intention of robbing him, as he seemed to be an easy going and simple man. According to Hari, winning Anil's confidence was an easy task.

2. Anil walked away. I followed casually'. Why do you think the narrator followed Anil?

Ans. The narrator's purpose of robbing Anil had not yet been served. He followed Anil to gain his trust and look for an opportunity that may help him give shape to his plans.

3. Was Hari Singh successful in robbing Anil? Was Anil the only one who was robbed or did Hari also rob himself of something?

Ans. Yes, Hari Singh was successful in robbing Anil. But Anil was not the only one who was robbed at that time. Hari had robbed himself as well. He had lost the chance of receiving education and being literate. He had robbed Anil monetarily but he had robbed himself of the chance for a better and brighter future, which was much more valuable.

4. What did Anil and Hari agree upon to be the mode of payment?

Ans. When Anil stated his inability to pay Hari, Anil questioned Hari if he could feed Hari. Hari realised that he had misjudged his target and moulded the situation for his benefit. Anil then agreed to feed him if he knew how to cook.

### Long Answer Questions (100-150 Words)

1. Money can't make a man as much as education can. Elucidate the statement.

Ans: The statement stands true in almost all the aspects of life. Money may buy us all the luxuries and fulfill our needs but it cannot buy us knowledge, civilized thinking, skills and abilities to achieve our dreams. Education lays the platform for all to act upon our goals according to our abilities. Education enables us to keep up with the fast moving world. It opens the door to opportunities we do not know even exist. Money, on the other hand, can assist us to a certain level. It can buy us a plan but education gives us the knowledge of its execution. Just as in the story 'A Thief's Story', Hari Singh prioritized the chance of being literate over a few hundred rupees; we must understand that education can help us to achieve whatever we desire.

2. Hari Singh didn't board the express and returned to Anil. Why did he return? On what values does this incidence put light on?

Ans. Hari Singh was a thief and he had stolen Anil's money. After the theft, he realised that he had robbed not only Anil but also himself of the chance of being literate and having a bright future. His conscience pricked him to think what all he could have got had he not done this. It was difficult for him to rob Anil but it was tougher for him not to back. He realised that he could not make tea, buy daily supplies and learn how to read and write then. His inner self did not agree to bypass this and forced him to return. Hari's return to Anil shows that despite indulging in criminal acts, he still had a practical and positive attitude towards life. It is the awakening of Hari's conscience and Anil's love and care that reformed Hari's character. It teaches us that love alone can change a person. Anil's understanding nature and care changed Hari's thinking to mend his ways for good.

### **Short Answer Questions [Unsolved]**

1. What made Hari Singh go back to Anil's house?
2. Did Hari like working for Anil? Give reasons in support of your answer.
3. Why was it difficult for Hari to rob Anil?
4. State the events that took place on the night of the theft.

### **Long Answer Questions [Unsolved]**

1. How was the morning after the night of the theft?
2. How do you think Anil may have come to know about the theft?

## **Lesson 3.**

## **The Midnight Visitor**

### **GIST**

The story revolves around three characters, two rival spies named Ausable and Max and one mystery writer Fowler. Ausable is a chubby, lethargic, messy and clumsy man while Max is slender and rugged. The story is a short but intriguing insight into the life of a spy which may not be as glamorous as in the movies but still full of danger and suspense. Ausable meets Fowler, a writer fascinated by spies and secrets. Ausable was expecting a sensitive document to arrive that night and so asks Fowler to follow him through the night. Disappointed at Ausable's appearance and mannerisms, Fowler agrees to do the same. Suddenly, Ausable gets a phone call regarding someone who had entered his hotel room. Alarmed but not overly worried he

beckons Fowler to follow him to his room. The room was in the 6th floor. As they enter the room, they are startled by a pistol-toting individual staring at them. It is Max, the rival spy of Ausable. He asks them to enter and lock the room. He threatens Ausable and warns him to hand over the documents to him as soon as they arrive at his room later that night. Playing rather composed Ausable sits down and complains about the balcony window that he thought Max used to break into his room. Max claims that he used the master key to get inside and had he known about the balcony he would have used that instead. Ausable reiterates that he had complained to the management about the balcony window several times and has had previous break-ins. Fowler was listening to the conversation intently. Suddenly there is loud clamor at the door. Ausable suggests that it must be the police that he had arranged to safe keep the documents. Max is gets anxious and asks Ausable to turn them away while he hides in the balcony.

He threatens to shoot if he smells any trickery. As soon as Max leaps outside the window he yells out of horror as he crashes to the road below. The room had no balcony after all. Next, the door opens and Fowler sees a waiter holding Ausable's drinks rather any policeman. Fowler is relieved and impressed by Ausable's presence of mind. He realizes that looks can truly be deceiving.

**Short Answer Questions (30-40 words):**

1. What made the story of the balcony so convincing?

Ans. Ausable showed his annoyance for the nuisance created by the balcony. He said that this was the second time that someone had got into his room through it. He also said that the balcony was not his but belongs to the next apartment and earlier his room used to be a part of a large unit.

2. How did Max go out of Ausable's room to save himself from the police?

Ans. Max was very nervous to find the police at the door. He went out of the window saying that he would wait in the balcony. He warned Ausable to send them away or he would shoot him. Max did not confirm the balcony and stepped out of the window and died.

3. How did Ausable kill Max without using a weapon?

Ans. Ausable was an intelligent spy. When he found Max waiting for him in his room, he made a story of a balcony under his window. He convinced Max about the balcony. And thus, when someone knocked at the door, Max fearing it to be the police, jumped out of the window and died.

### **Long Answer Questions (100 -150 words)**

Q1. With reference to 'The Midnight Visitor', do you think the presence of mind should be developed and to what advantage? Elaborate highlighting the values possessed by Ausable.

Ans. Max was a spy who was overconfident and too proud. His pride blinded him, and he thought that wielding a gun would give a further edge over the seemingly slow Ausable. Max lay in wait for Ausable to steal the important paper from him. As Fowler observed, apart from the pointed gun he didn't look very menacing. Even this proved useless for him as Ausable outwitted him with his presence of mind and intelligence. Ausable cleverly found out how Max had entered the room and created an extremely believable story about a non-existent balcony. He kept calm, and, hearing the waiter knock, declared it to be the police. Max, in an attempt to hide, fell to his death. Thus, Ausable got rid of Max without moving a muscle.

Q2. Describe the incident leading to the death of Max.

Ans. Ausable was a secret agent. He was living in a French hotel. His room was on the sixth and top floor of the hotel. One evening a young writer named Fowler came to meet him. When they entered the room and switched on the light, they found a man standing in the center of the room. He had a pistol in his hand. His name was Max. He came there to grab the important report from Ausable. Seeing Max, Ausable remained cool and silent. But he seemed to be angry with the management of the hotel. He said that because of the balcony just below his window anyone could enter the room. When there was a sudden knock at the door, Ausable said that it might be the police. He said that he himself had called the police. Max jumped through the window to the balcony. But in reality, there was no balcony. So, Max fell down to the ground from the sixth floor and was killed.

Q3. Write a character sketch of the secret Agent Ausable.

Ans. Ausable was a secret agent. He was fat and sloppy fellow. In his appearance, he did not seem to be a romantic figure. He came to Paris from Boston twenty years ago. He could speak French and German passably. He had not lost the American accent. Ausable was a very intelligent person. He had a great presence of mind. He did not lose heart in a difficult situation when he faced a man with a pistol in his hand. He remained cool. He cooked-up a story about the balcony. He made Max nervous by telling him about the police. He got Max killed without any fighting and shooting. Fowler who was disappointed to meet him at the beginning of the story was very much impressed with his intelligence and presence of mind at the end of the story.

## **UNSOLVED QUESTIONS:**

### **Short Answer Questions (30-40 words):**

1. What story did Ausable cook up regarding the arrival of the police? How did it affect Max?
2. How did clever Ausable outwit and get rid of his rival or enemy secret agent Max?
3. How do you judge Ausable as a secret agent?
4. What happened to Max after he jumped out of the window?
5. How did Fowler have his first authentic thrill of the day?

### **Long Answer Questions (100 -150 words)**

- Q1. Ausable was a successful secret agent. What qualities can be attributed to him? Give some examples.
- Q2. Presence of mind and intelligence are more powerful than a gun. How far is it true in the case of Ausable, the secret agent?
- Q3. What makes you think Max was a careless and foolish fellow?

## **LESSON 4:**

### **A QUESTION OF TRUST**

#### **GIST**

This story is about a thief who gets a taste of his own medicine. Horace Danby can be termed as a thief with a difference. He steals only once in a year. He is fond of books and spends most of his booty on buying books. He plans meticulously before attempting a burglary. During his burglary attempt at a big house, he gathers all the necessary information and enters the house for stealing from the safe. He is cheated by a lady thief, who claims herself to be the owner of the house. Finally, Horace ends up in prison only to repent at the way he was deceived by a person from his own profession.

#### **Main Characters of the Story- A Question of Trust Character Sketch**

1. Horace Danby: Horace Danby was about fifty years old and unmarried. Everyone thought him a good and honest citizen. He was otherwise very well and happy except for attacks of hay fever in summer. He made locks and was fairly successful at his business. Horace Danby was good and respectable but not completely honest. He used to rob a safe every year. He used to do so because he needed money to buy books. He had a passion for buying rare and costly books. He would rob only the rich person. He never hurt anyone and carried no weapon with him. He was not very aggressive and didn't want to go to prison.

2. The Lady in Red: The lady in red is gifted with a rare personality. She is full of confidence. She acts like a perfect actress presenting herself as the lady of the house. Even the dog was rubbing against her in a friendly manner. In a very subtle way, she told Horace that she wanted to wear the jewels in the safe to a party that night. She made him open the safe without gloves. Horace willingly hands over the jewels and she decamps with them.

### **SHORT ANSWER QUESTIONS (30-40 Words):**

Q1. What do you think is the meaning of the phrase honour among thieves'?

Ans. The phrase honour among thieves' means that thieves have their code of conduct. One thief is honest to the other thief. They never betray one another.

Q2. Why is Horace Danby described as good and respectable but not completely honest?

Ans. Horace Danby was a good person. He made locks. He was very successful in his business. He had engaged two helpers in his business. But he was not completely honest because he robbed a safe every year.

Q3. Describe how Horace Danby planned his work?

Ans. Horace Danby studied the house at Shotover Grange for two weeks. He studied its rooms, its electric wiring, its paths and its garden. He was sure that the family was in London. The two servants had gone to the movies and they would not come back before four hours. He came out from behind the garden wall and entered the house.

Q4. Who is the real culprit in the story, the young lady in red or Horace Danby? Comment.

Ans. Law of any land works on evidence. Horace Danby opened the safe without wearing his gloves. He didn't think it necessary to wear them as he thought he was working for 'the lady of the house'. So the police matched his fingerprints and he was arrested. The lady in the red was actually the real culprit. She made Horace open the safe for her. She was also a thief and decamped with the jewels. But in the eyes of the law, Horace was the real culprit because the evidence was against him.

### **LONG ANSWER QUESTIONS (100-150 Words)**

1. Horace Danby represents such people who adopt the wrong ways to fulfill their wishes. What values would you like such people to imbibe to reform themselves?

---

Ans. Horace Danby was a successful businessman. He was about fifty year's respectable citizen but had a habit that led him to do robberies. Danby loved rare, expensive books and to get them he used to rob a safe every year. Every year he planned carefully just to get what he wanted. Danby adopted wrong ways to fulfill his wishes and hence, later got trapped in a plot by a thief like him. People should imbibe good values. They should learn that hard work is the only key to success One should work hard to fulfill his desires. I think such people should imbibe the values of honesty, responsibility, hard work, dedication, self-confidence in order to reform themselves.

2. Horace Danby was a respectable man but he could not be called loyal. What do you think could be the reasons for leading a respectable man like him on the path of thievery? Did he feel lack of sense of freedom? Was it not in his nature to accept the differences among people regarding their social status? Discuss the values he should have possessed.

Ans. Horace Danby's habits were not typical of a thief. He was fond of books was a respectable man but his passion for books lead him to thievery. He used to steal only once. In a year so, he was never stealing more than his needs. He stole only to buy rare books; he loved rare and expensive books. Moreover, Danby used to rob only rich people. It was his nature. To accept the differences among people regarding their social status. He was aware that people with high socio-background can help him to fulfill his desire. He found such people easy to rob.

3. Horace promised the young lady that he would follow the path of honesty if she would not hand him over to the police but he could not keep his promise for more than days. Did he lack reconciliation? Was it not in his nature to keep his promise? Did he lack the courage to fulfill his needs through an honest living? Discuss the values he needed to imbibe.

Ans. The lady manipulated the whole situation as well as Horace and very skillfully got the jewels without even touching anything. She talked high things like protecting the society from culprits like Horace. Horace promised her that he would follow the path of honesty. He helped her in getting the jewels by breaking the safe without wearing gloves. But after two days, police caught him for stealing the jewels. He could not convince them that he had not taken the jewels and had helped the owner's wife. The condition provoked him to break his promise. Although he honestly felt that he would not rob any more he could not do so as he had no other choice left.

4. Horace stated that he robbed only those who had a lot of money. Was he really a threat to the society? Did he lack the qualities of a good citizen? Discuss the values he needs to imbibe to lead a path of righteousness.

Ans. I don't think Horace was a threat to the society. He never threatened anyone and rather stole for a very good reason. He used to rob a safe every year to pursue his hobby of getting rare and expensive books to read. He was not a professional thief. Moreover, he never harmed anyone. He was considered a good and honest citizen by everyone. He was about fifty years old and unmarried. He had all the qualities of a good citizen. He was not a criminal or a typical thief. He did so only to fulfill his need. He was an honest and good man. He believed in the lady's story and gave away all the jewels to her. If he had been a criminal, he would have killed the lady or would have never handed the jewels to her.

### **UNSOLVED QUESTIONS:**

#### **SHORT ANSWER QUESTIONS (30-40 Words):**

1. What advice did the lady give Horace regarding his hay fever? Was she really interested in his health?
2. Did the young lady expect Horace to be caught after the theft?
3. What precautions did Horace make before reaching the safe? Name three of them.
4. Describe Horace Danby's encounter with the young lady.

#### **LONG ANSWER QUESTIONS (100-150 Words)**

Q1. How did the lady in red turn out to be much smarter and cleverer than Horace Danby? How did one thief outwit and outmaneuver the other?

Q2. Horace Danby requested the lady to forget what she saw. Was Horace afraid of being caught? Did he lack the courage to accept his crime publicly? Explain the values one must imbibe to accept one's mistake.

Q3. Horace had some hope because she seemed to be amused at meeting him. Why did Horace feel so? Did he consider the young lady compassionate towards him? Did he find her free from biases? Discuss the values Horace should have imbibe understanding of the person. What were Horace Danby's plans for his latest robbery?

### **Lesson 5: FOOTPRINTS WITHOUT FEET BY H. G. WELLS**

#### **GIST:**

The story is about a scientist named Griffin. He had been discovering ways which could make a man invisible and finally swallowed certain rare drugs that made him invisible. He was first noticed by two boys



in staircase of a house where they could just see his footsteps and started following it. They follow it until the footsteps are fainter and cannot be seen. First as he is feeling cold he enters a mall for some warmth. After the stores shutdown he decides to wear some warm clothes and eat something. He first unboxed a few clothes and wore them. Then from the kitchen of a restaurant he eats cold meat and some coffee. Later he goes to a grocery store and eats sweets and drinks wine. He then falls asleep on a pile of quilts. He then wakes up in the morning when some of the store assistants had seen him and started chasing him. He quickly threw away all the clothes he was wearing and became invisible again. Then he started roaming around again without any clothes in the cold winters of London. He then decides to steal clothes from a theatre company as he knew he would get something there to cover his face as well. He then steals bandages for his face, dark glasses, false nose and a hat for covering himself. He then hits the shopkeeper and steals all his money. Soon he realizes that London is too crowded to live like this and decides that he would go to a remote village. He books two rooms at an inn at the Iping village. He reaches there and it is strange for the people of Iping that a stranger with such a weird appearance has come to stay at an inn during the winter season. Once his money is over, he steals from people and also hits the landlord and his wife when they try to check his room in his absence. Then the village constable is asked for help but before that Mrs. Hall, the wife of the landlord asks him questions regarding who he is and what he did to her furniture. This makes him really furious and he decides to show her who he really is. The people then see a headless man and Mr. Jaffers, the constable also finds out that he would have to arrest a man who does not have a head. They are unable to catch Griffin as he removes all his clothes and becomes invisible. He even knocks out Jaffers as he tries to catch him.

**Short Answer Questions: - (30-40 words)**

1. -Griffin was rather a lawless person. Comment.

Answer: Griffin never thought twice before harming anybody. He put his landlord's house on fire. Then his stealing acts at shops and later in the village indicate towards this. When he was encountered by the landlady of the inn, he threw chair at her and her husband. Lawless persons never think about safety and well-being of others. They are always preoccupied by their benefits only.

2. How would you assess Griffin as a Scientist?

Answer: Griffin is a brilliant scientist which is evident from his drug of invisibility. But he seems to enjoy the feeling of power which he got out of his invisibility. The power to hurt anybody without getting noticed can give sadistic pleasure to somebody. A true scientist makes discovery for the larger benefit of the society.

3. What did Halls see in the scientist's room?

---

Answer: As the door was open and nobody appeared to be inside, Halls entered the scientist's room. They saw that the bedclothes were cold, showing that the scientist must have been up for some time and stranger still, the clothes and bandages that he always wore were lying about the room.

4. What was the explanation of 'mystery'?

Answer: The two boys followed muddy footprints, being made fresh without seeing anybody making the prints, which was a 'mystery' for them. The explanation was that the bewildered boys had been following a scientist who had just discovered how to make the human body transparent and thus invisible, by swallowing certain drugs.

**Long Answer Questions: - (100-150 words)**

Q1. Would you like to become invisible? What advantages and disadvantages do you foresee, if you did?

Ans. It can be an exciting idea for most of the people. Like two facets of coin; invisibility can have many advantages and disadvantages. For a child, invisibility may mean a license to do all kinds of pranks without getting caught. Like a Hindi movie, invisibility can help you beat all the villains black and blue and get rid of them.

Once you become invisible, nobody would notice you. Within no time, the sadness of isolation will take over the excitement of being invisible. You will have no friend. You will tend to behave like the eccentric scientist in this story.

Q2. What extraordinary things happen at the inn?

Ans. The landlord of the inn and his wife were surprised to see the doors of Griffin's room open. They looked inside and found that nobody was inside the room and decided to investigate. They found it strange that his room's door was open as he never liked anyone even trying to enter his room. All of a sudden, while investigating,

Mrs. Hall heard a sniff next to her ear and was hit by Griffin's hat on the face. Then the chair in the room charged towards Mrs. Hall and hit her in her legs. As they both turned in terror, the chair pushed both of them out of the room and the door was slammed and suddenly a locking sound was heard. Mrs. Hall was scared and felt that the furniture was haunted by spirits and it was the stranger's work. The nearby people started talking that the work was that of witchcraft.

## **UNSOLVED QUESTIONS:**

### **Short Answer Questions: - [30-40 words]**

- Q1. What experiments did Griffin carry out? What was the final result of those experiments?
- Q2. What did the London boys follow and why were they fascinated?
- Q3. What happened to Jaffers when he tried to catch the invisible scientist?

## **Lesson 6.**

## **THE MAKING OF A SCIENTIST**

### **INTRODUCTION**

Richard H. Ebright has contributed significantly to Biochemistry and Molecular Biology. When Ebright was a little child, he used to collect butterflies, rocks, fossils and coins. He was an eager star-gazer also. But he was mainly interested in butterflies. During his school as well as college days, he did many experiments for which he was awarded many prizes. Most of his experiments were on butterflies. These experiments were a milestone in the world of science.

### **DETAILED SUMMARY**

Richard H. Ebright is one of the leading scientists. He has contributed significantly to Biochemistry and Molecular Biology. He had been interested in science since his boyhood years. At the age of twenty two, he excited the scientific world with a new theory. It was concerned with the working of cells. Ebright and his college room-mate explained the theory in an article. It was published in the journal entitled 'Proceedings of the National Academy of Science'. It was first of his many achievements in the field of science. It started with his studies on 'butterflies'.

Ebright was the only child of his parents. They lived in the north of Reading, Pennsylvania. There was nothing for Ebright to do there. He had no companions. He was not a good player. But his hobby was collecting things. Ebright was fascinated by butterflies. He started collecting butterflies in kindergarten. He also collected rocks, fossils and coins. He also became a star-gazer and an eager astronomer.

Ebright's mother recognized his curiosity and encouraged him. She took him on trips. She also bought him telescopes, microscopes, cameras and other equipment so that he could follow his hobbies. Ebright's mother

was his friend until he started school. She would bring home friends to him. He was her whole life after her husband's death.

Ebright's mother would find work for Richie if he had nothing to do. She found learning tasks for him. He had a great hunger for learning. He earned top grades in school. By the time he was in second grade. He had collected 25 species of butterflies. These were found around in hometown. One day his mother gave him a children's book. It opened the world of science to Ebright.

That book was 'The Travels of Monarch X'. It described how monarch butterflies migrate to Central America. This book fascinated him. At the end of the book, readers were invited to help study butterfly migrations. They were asked to tag butterflies for research by Dr Frederick A. Urquhart of Toronto University. Canada. Anyone who found a tagged butterfly was asked to send the tag to Dr Urquhart. Ebright started tagging monarch butterflies. The butterfly collecting season around Reading lasts only six weeks in late summer. He realized that chasing the butterflies one by one won't enable him to catch many. So he decided to raise a flock of butterflies. He would catch a female monarch and take her eggs. He would raise them in his basement from egg to caterpillar to pupa to adult butterfly. Then he would tag the butterflies' wings and let them go.

However, soon Ebright began to lose interest in tagging butterflies. The reason was that there was no feedback. He was a little disappointed as only two butterflies had been recaptured. And they had been found not more than seventy-five miles from where he lived. By the time, Ebright reached the seventh grade. He got busy with other scientific experiments. He entered a county science fair. His entries were slides of frog tissues. But he did not win any prize He realised that the winners had tried to do real experiments. So he decided to do further research in his favourite field, that is, insects on which he had already been doing work.

Ebright wrote to Dr Urquhart for ideas. In reply, the famous scientist gave him many suggestions for experiments. These experiments kept Ebright busy all through high school. He also won many prizes in the county and international science fairs. For his eighth grade project, Ebright tried to find the cause of a viral disease that killed all monarch caterpillars. He thought the disease might be carried by a beetle. He tried raising caterpillars in the presence of beetles. But he didn't get any real results. But he showed his experiment in the science fair and won. The next year his science fair project was testing the theory that viceroy butterflies imitate monarchs. He said that viceroys look like monarchs because birds do not find monarchs tasty. By copying monarchs, the viceroys escape being eaten by birds. His project was to see if birds would eat monarchs. This project was placed first in the zoology division and third overall in the county science fair.

In his second year in high school, Ebright's research led to his discovery of an unknown insect hormone. Indirectly, it led to his new theory on the life of cells. He tried to answer a very simple question: What is the purpose of the twelve tiny gold spots on a monarch pupa? To find the answer Ebright and another student built a device that showed that the spots were producing a hormone. It was necessary for the butterfly's full development. This project won Ebright first place in the county fair and entry into the International Science and Engineering Fair. There he won third place for zoology. He also got a chance to work in Walter Reed Army Institute of Research.

Ebright's interest in butterflies never abated. As a high school junior, he continued his advanced experiments on the monarch pupa. His project won first place at the International Science Fair. In his senior year, he grew cells from a monarch's wing in a culture. He showed that the cells would divide and develop into normal butterfly wing scales only if they were fed the hormone from the gold spots. That project won first place for zoology at the International Fair. He also worked at the army laboratory and at the U.S. Dept. of Agriculture's laboratory. The following summer Ebright went back to the Dept. of Agriculture's lab and worked on the hormone theory. Finally, he was able to identify the hormone's chemical structure.

A year-and-a-half later, one day, Ebright was seeing the X-ray photos of the chemical structure of cells. He got the idea for his new theory about cell life. Those photos provided him with the answer to one of biology's puzzles: how the cell can \_read\_ the blueprint of its DNA. DNA is the substance in the nucleus of a cell that controls heredity. It is the blueprint for life. Ebright and his college room-mate James R. Wong drew pictures and constructed plastic models of molecules to show how it could happen.

No one was surprised when Richard Ebright graduated from Harvard with highest honours. He also became a graduate student researcher at Harvard Medical School. There he began experimenting to test his theory if the theory proves correct it will be a big step towards understanding the life processes. It might also lead to new ideas for preventing some types of cancer and other diseases.

Ebright has many other interests also. He also became a champion debater and public speaker, a good canoeist and an all-around outdoor-Person. He was also an expert photographer of nature and scientific exhibits.

Ebright's social studies teacher, Richard Weiherer had high praise for him. Ebright said about his teacher that he opened his mind to new ideas. Richard A. Weiherer also spoke highly of Ebright about his interests. He won because he wanted to do the best job. He said that Ebright was competitive, but not in a bad sense. In the end, the writer says Ebright possessed those traits which are necessary for the making of a scientist. These are: Start with a first-rate mind, add curiosity and mix in the will to win for the right reasons. Ebright had these qualities.

## **Main Characters**

### **1. Richard H Ebright**

- A multifaceted genius; a great scientist, debater, canoeist, etc.
- Collected butterflies since childhood
- Worked on monarch butterflies, the cell and its DNA
- Inspired by his mother, Dr Urquhart and his teacher RA Weiherer

### **2. Richard H Ebright's Mother**

- Encouraged and inspired Ebright's interest in learning
- Bought him instruments, cameras; his only companions
- Got him the book *The Travels of Monarch X* that changed Richard Ebright's life

### **3. Dr Urquhart**

- Famous for work on monarch butterflies
- Taught at University of Toronto, Canada
- Helped Ebright with new ideas and suggestions

### **4. Richard A Weiherer**

- Social Studies teacher of Ebright
- Respected and admired by Ebright
- Turned Ebright's energy towards the Debating and Model United Nations clubs.

## **SHORT ANSWER QUESTIONS (30-40 Words)**

Q1. Which project of Ebright won first prize in the county science fair?

Ans. Ebright didn't win anything at his first science fair, thereby realizing that actual experiments alone worked. Later, he started winning prizes. Ebright with his scientist friend first built a device that showed that the tiny gold spots on a monarch pupa were producing a hormone necessary for the butterfly's full development. This project won the first prize in the county science fair and third prize in zoology in the International science fair.

Q2. What were the factors which contributed to making Ebright a scientist?

---

Or

What are the essential qualities for becoming a scientist, according to Ebright's teacher?

Ans. Sharp brain, day observant, analytic mind, driving curiosity, the keen interest in the subject and strong will for the right cause are some of the essentials for the making of a scientist. He should not run after prizes, have a competitive spirit but not in a bad sense.

Q3. What idea did Ebright get when he was looking at the X-ray photos of cells?

Ans. One day, Ebright was seeing the X-ray photos of the chemical structure of cells. He got the idea for his new theory about cell life. Those photos provided him with the answer to one of biology's puzzles: how the cell can 'read' the blueprint of its DNA.

### **LONG ANSWER QUESTIONS: (100-150 words)**

1. 'Success is failure turned inside out'. Prove the above statement with instances from the journey taken by Richard Albright from losing at the science fair to winning at the international fair.

Ans. Success is the fruit of failure. It never comes straight but through failure. This can be seen in the life of Richard Albright. Although he earned top grades in school, on everyday things he was just like every other kid. He faced many failures in his life but every failure strengthened his will to succeed. When he was in seventh grade he participated in County Science Fair with his slides of frog tissues. But he could not win a prize. This made him determined to win the prize and in his eighth grade, he again participated in the science fair with the experiment of viral disease in monarch caterpillars and won the prize. The very next Year he participated with his experiment of whether viceroy butterflies copy the monarch butterflies in order to save their life from the birds and this project won Albright, third prize in overall county science fair.

His experiment regarding gold spots of monarch liar which he built a device that showed. That the spots produced hormones necessary for the full development of butterflies won third prize in international science and engineering fair.

Next year his advanced experiments on the monarch pupa won him first place at the international science fair. Thus, for Richard Albright, we can say that success is failure turned inside out.

Q2. Which book proved to be a turning point in Ebright's life?

Ans. One day, Ebright's mother gave him a book. That book was 'The Travels of Monarch X'. It described how monarch butterflies migrate to Central America. This book fascinated him. At the end of the book

readers were invited to help study butterfly migrations. They were asked to tag butterflies for research by Dr Frederick of Toronto University, Canada. Anyone who found a tagged butterfly was asked to send the tag to Dr Frederick. Ebright started tagging monarch, butterflies. The butterfly collecting season lasts only six weeks in late summer. He realized that chasing the butterflies one by one won't enable him to catch many. So he decided to raise a flock of butterflies.

Q3. What other interests, besides science did Richard Ebright pursue? Why did Ebright respect and praise his Social Studies teacher so much?

Ans. No doubt, first and foremost, Richard Ebright was a scientist. He was interested in science; he first began to collect butterflies. But this scientist found time for other interests too. He was a man of many parts — a multifaceted genius. Not only did he collect butterflies but also took a deep interest in other activities. He collected rocks, fossils, and coins. He became an eager astronomer. He would indulge in star-gazing sometimes all night. Ebright also became a champion debater and public speaker. In this field, his Social Studies teacher turned Ebright's tremendous energy towards the Debating and Model United Nations Clubs. He was a good canoeist and all-around outdoors-person. He was also an expert photographer. He excelled in nature and scientific exhibits. In brief, besides being a remarkable scientist, Richard Ebright enjoyed all pleasures, adventures, hobbies and entertainments that a happy and civilised living provided to him.

**Unsolved Questions: Short Answer Questions:**

- a) Mention any two of Ebright's contributions to the world of Science.
- b) What are the qualities that go into the making of a scientist?
- c) How did Ebright's mother help him in becoming a scientist?
- d) What lesson does Ebright learn when he does not win anything at a science fair?

**Long Answer Questions:**

- a) Richard's mother had a great influence on him. Discuss.
- b) Ebright's study of monarch pupas had a far reaching impact. Elaborate



**INTRODUCTION**

The Necklace' is one of the well-known stories of Guy De Maupassant. The story centers round Matilda Loisel, who is a beautiful woman. She suffers greatly because of her desire to appear rich and fashionable. She is married to a clerk and leads an ordinary life. But she wants to be rich and famous. Her husband gets an invitation to attend a dance party given by the Minister of Public Instruction. Matilda borrows a diamond necklace from her rich friend Madame Forestier to wear it at the party. She looks charming and everybody praises her. But when she returns home, she finds that she has lost the necklace. She and her husband borrow a big amount of money to replace the necklace. Both of the world hard for ten years to pay off their debt. Their life becomes miserable. One day, after the debt, is paid off. Matilda comes across Madame Forestier. Matilda is shocked to learn from her that the necklace was made of artificial diamonds and its price was not more than 500 francs.

**GIST**

'The Necklace' is a mild satire but with a strong message. It is ridiculous for people of ordinary means to copy the rich. One should live within one's means. Otherwise, he or she invites unnecessary problems, anxieties and confusion in his or her life.

The main message of the story is that we should be what we are. False pride is the cause of our sufferings. The loss of a false necklace by Mrs. Loisel was not a big loss. Things could have been settled right if she had confessed the loss of the necklace to the owner, Madame Forestier. This small lapse or mistake of Mrs. Loisel makes her whole life miserable and dark. And the irony was that the cause of all these sufferings was a false necklace.

**Main Characters****1. Matilda:**

Matilda is a pretty, young lady. She wanted to lead a rich and luxurious life. But she was born into a humble family and had to marry an ordinary man. She felt sad about her petty economic and social status. When Matilda got an invitation to a ball, she wanted to pretend as a rich woman. She gave in to vanity. She disregarded the advice of her good husband. She is a woman who sought the praise and admiration of others. She feels very happy when men appreciated her beauty and grace at the dance ball. Matilda is a woman

lacking wisdom and prudence. Just to show off a day at the ball, she loses her borrowed necklace. This leads to enormous suffering for her and her husband for a number of years. She does not understand the importance of living within one's means.

## **2.Mr. Loisel:**

Mr. Loisel is a simple man working as a clerk. He loves his wife and does everything to make her happy. He gets an invitation to a ball with his wife. When his wife wants a costly necklace, he suggests she should borrow a necklace from her rich friend, Madame Forestier. When Matilda loses her necklace, he uses his hard-earned savings to buy a new necklace. He starts working very hard to repay the debt they had incurred. Mr. Loisel is ready to make an enormous sacrifice to maintain his family. He is a man who believes in living a life within one's means. Unfortunately, because he is lenient towards his wife, he has to undergo much suffering.

### **Answer the following questions in 30-40 words:**

Q1. What do you think were the feelings of Madame Forestier when she came to know that Matilda returned her a diamond necklace in place of an artificial one?

Ans. Matilda borrowed a necklace from Madame Forestier to wear at a party. She lost it somewhere and in that place returned a diamond necklace to her. She was unaware of the fact that it was an artificial one. Madame Forestier was shocked to know the whole story. Madame Forestier thought that situation could be avoided if Matilda had the dare to accept the truth and share it with Madame Forestier.

Q2. Why did Madame Loisel leave the ball in a hurry? What does it show about her character?

Ans. Madame Loisel left the ball in a hurry because her husband threw the modest wraps around her shoulders, whose poverty clashed with the elegance of the ball costume. She did not want to be noticed by the other woman who was wrapping themselves in rich furs. It shows the hypocrisy and show off life of Madame Loisel. It shows her dissatisfaction, anger and frustration with life.

Q3. What kind of a husband was M. Loisel? Discuss with reference to the chapter 'The Necklace'.

Or

Why do you think that M. Loisel was a loving husband?

Ans. Mr. Loisel was a simple and poor clerk. He made every effort and sacrifice to make his wife happy. He sacrificed his 400 francs that he had saved to buy a gun for himself in order to buy a new party dress for his wife. It proves that he was a loving husband.

Q4. How was Mrs. Loisel a mistake of destiny'?

Ans. Mrs. Matilda Loisel was very charming and pretty. She appeared to be a lady of a high family. But she was born in a family of clerks. As her parents did not have much money, she was married to a clerk. But her thoughts were high. She wanted to enjoy the luxuries of life. So, the writer says that she was a mistake of destiny.'

**Long Answer questions (100-150 words)**

Q1. Loisel wished to keep his wife in good humour. Which values of Matilda impress him?

Ans. Loisel wished to keep his wife in good humour. Mrs. Loisel was a beautiful and delicate woman. She was fond of all riches and luxuries. She thought she deserves all these and thought that it is an error of destiny that she is born in a poor family and married to a mere clerk in the office of the Board of Education. Matilda's beauty and style impressed Lisle. He tried his best to keep her happy. She was fond of parties and balls. That's an 8 W y when Lisle got an invitation of Ball of minister's residence. He was happy for his wife. He bought her a new dress for the ball, with the money he had saved to buy a hunting gun. He loved her so much that he bought the new diamond necklace to replace the lost one for thirty-six thousand francs which lost all his savings and compelled him to do extra jobs after office time. He did all this because he loved his beautiful wife very much and wanted to keep her happy.

Q2. 'Oh! My poor Matilda! Mine was false.' Confession saves you from a lot of trouble and the sense of guilt. Justify the statement.

Ans. Matilda's friend Mme Forester meets her after a long time, nearly a gap of ten years. Perhaps it was destined to. She does not recognize Matilda — old, hard and crude with dishevelled hair and skirts awry. She is astonished to see Matilda in this pathetic condition. Matilda tells her the reason for this — the loss of the original necklace and the misery that followed after replacing the necklace. Mme Forester could only sympathies with Matilda, for the necklace she had lent to Matilda was not of original diamonds. She could have told this clearly to Matilda while giving it to her. Perhaps Mme forester thought she should not dampen Matilda's spirits by revealing the truth. But what the loss of it, brought to Matilda was irreversible. Matilda on her part should have revealed the loss of the necklace to her friend. If it had been of real diamonds, then she could have asked for some time to replace it. Matilda could have thus taken her friend into confidence, but the silent suffering had really taken its toll on her life. If Matilda had only taken courage and been honest to her friend, she would still have been living comfortably, thus justifying the statement given above. Her own senseless attitude led to her ruin.

## UNSOLVED QUESTIONS SHORT ANSWER QUESTIONS:

Q1. How did Mr and Mrs Loisel replace the lost necklace and gave that to Madam Forestier?

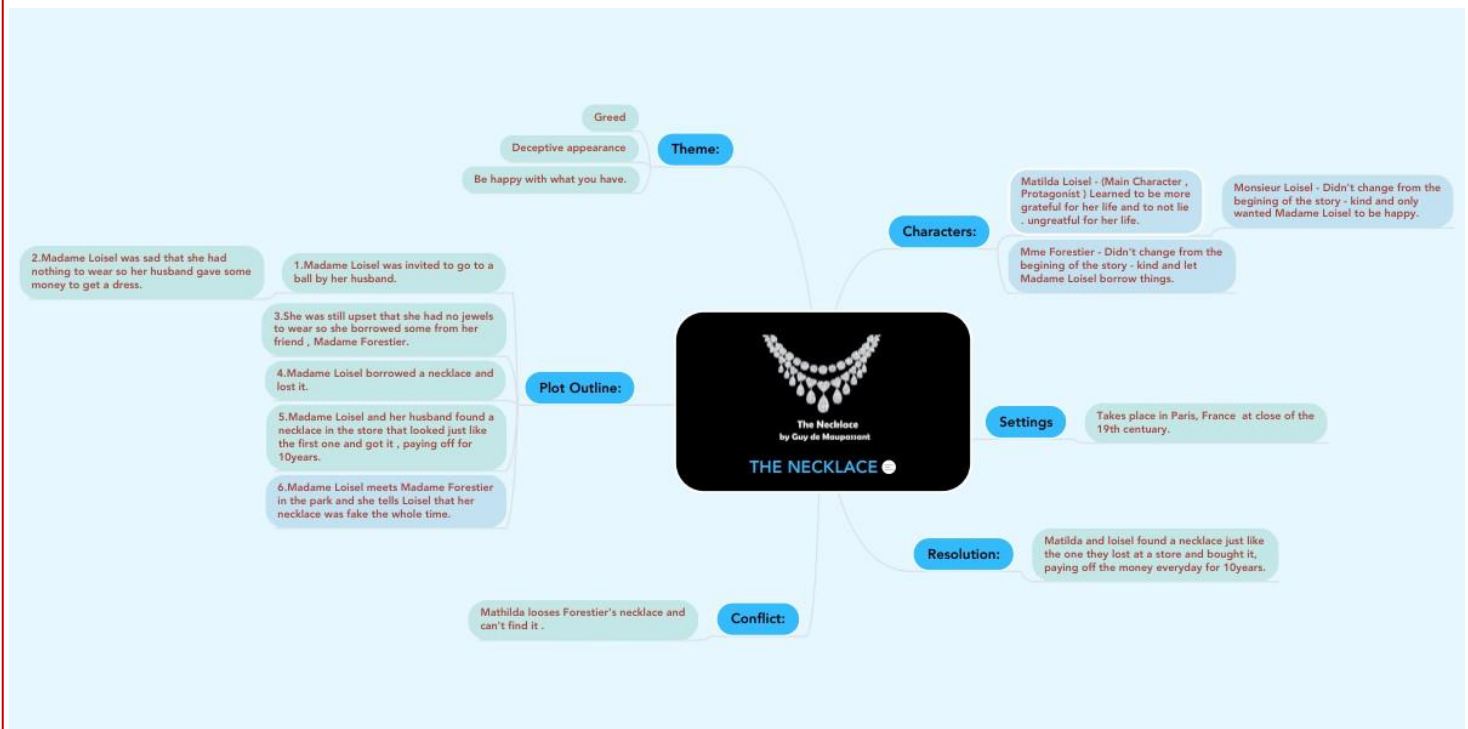
Q2. What made Matilda a grand success at the ball?

Q3. Why did Matilda throw the invitation card spitefully upon the table?

## LONG ANSWER QUESTIONS:

Q1. Matilda realized that one little act of negligence can lead to total ruin. How would you prefer to be guided to move on in life?

Q2. 'Matilda's craving for a bubble reputation was the cause of her ruin.' Draw a conclusion as to how she could have avoided the misfortune that dawned upon her.



Courtesy : <https://www.mindmeister.com/1664659408/the-necklace>



Courtesy: <https://www.youtube.com/dtuILFjG7ZI>

## Lesson 8

## BHOLI

### GIST

From a very young age, Bholi was neglected at home. She had remained a backward child and had contracted small-pox at the age of two which left her permanently disfigured by deep black pock-marks. She was late to start speaking and she stammered which made the other children make fun of her. This resulted in her speaking very little, until she went to school and learned to read and write with the help of a dedicated teacher.

### SHORT ANSWER QUESTIONS

- Why was Ramlal worried about his daughter Bholi and not about his other children?
- Why did the Tehsildar come to Ramlal's village? What did he ask Ramlal to do? Answers
- Ramlal was worried about Bholi because she had neither good looks nor intelligence. She stammered and had pock-marks on her face. He was worried, that nobody would marry her.

2. The Tehsildar came to the village to perform the opening ceremony of the new primary school for girls that was being opened there. He asked Ramlal to set an example to villagers as he was a representative of the government, and send his daughters to school.

### LONG ANSWER QUESTIONS

1. Why did Bholi agree at first to an unequal match and then why did she reject the marriage soon after? What does this tell us about her?

### HINTS

Bholi a simpleton, not so good looking but educated --- Parents' decided to get her married --- Found an old, lame, widow but a wealthy shopkeeper, Bishamber --- Parents persuaded her to marry – though it is an unequal match --- Somehow she agrees--- The day of the marriage arrives - when the marriage was about to take place --- The priest ask herto garland Bishamber ---Bishamber glanced at her pock marked face and refused to garland Bholi --- He demanded five thousands rupees as a dowry --- Bholi's father was ready to pay two thousand --- But Bholi rejected this demand and refused to marry him --- Bholi asked her father not to request him --- She said that she would teach in the school and live with her parents --- It shows that the education she has got has made her independent, confident and able to take decision in her life ---She was not the same Bholi but totally changed Bholi --- as School education turned Bholi

2. The chapter Bholi' highlights the discrimination against the girl child. Analyze this statement. Nature does not discriminate, but society does'.

From time immemorial the world has discriminated against the girl child. The chapter, Bholi' throws, up many instances. Ramlal's sons go to school and college. His daughters are not educated because it would be difficult to marry them off.

Her mother does not think it necessary to take Bholi's consent for her marriage. The groom is an old and lame widower. Still he demands dowry. Her father is ready to pay him. It is the girl herself who realizes that she is being demeaned and hence opposes the marriage. She raises her voice against the man's undue demand and refuses to marry him. She is criticized and humiliated for standing up for her dignity. But she is firm and decides the course of her life. From the dumb cow and stammering fool, she transforms herself into a bold girl who is ready to speak her mind.



## **UNSOLVED QUESTIONS SHORT ANSWER QUESTIONS**

1. Why did Bholi's mother favour Bishamber as a suitable husband for Bholi?
2. Who is the artist in the story? What is masterpiece? How did she become a masterpiece?
3. Why were all the relatives amazed to hear Bholi speak up and reject the proposal of Bishamber?

## **LONG ANSWER QUESTIONS**

1. How did Bholi's teacher play an important role in changing the course of her life?
2. How significant is the education that Bholi received, to her life and decisions?

## **HINTS**

Bholi's teacher changed the direction of Bholi's life through her love and affection --- she filled her mind with hope and faith --- She told Bholi to cast out all fear from her mind --- It was because of her guidance that Bholi developed her personality now she could face all the problems of life with great courage and confidence.

## **HINTS**

This is very significant because Bholi is now no more Bholi (Simpleton) --- She had grown wiser and more self-confidence due to her education and her teacher's training --- She proves that education is like a philosopher's stone which can turn a base metal into gold.

## **Lesson 9**

## **THE BOOK THAT SAVED THE EARTH**

### **GIST**

The Book, That Saved the Earth is a drama set in 25th century. A historian in the museum is telling the story about 20th century; the century of the books. He tells how an old book of rhymes, Mother Goose, saved the earth from Martian invasion. The invaders from Mars consider themselves too intelligent for the earthlings. They think they are superior race than the inhabitants of the earth. Think- Tank is the Commander-in-Chief and ruler of Mars. He is praised and flattered as the most intelligent and powerful creature in the whole universe. Various members from the invaders' team enter a library. They are unable to identify what a book is. They make several wild guesses. Think-Tank gives ridiculous and fantastic interpretations of books. He calls them sandwiches and finally arrives at the conclusion that it must be a communication device for the earthlings. They try to decode what is written in the book. The book is full of nursery rhymes. Their

encoding tells them that earthlings must have been on a mission to attack the Mars. Fearing that, they immediately leave the earth and fly away to the distant Alpha Centauri.

### **SHORT ANSWER QUESTIONS (30-40 Words)**

1. What difficulty does the crew of the space probe face on Earth?
2. How does Think-Tank explain the books to his probe crew?
3. Why does the space probe crew take vitamins?
4. Think-Tank thinks that Earthlings are after him. What is the reason?

### **ANSWERS:**

1. The space probe lands in a public library. The crew is shocked because the place looked very strange as they had no idea of books. They think the library to be some kind of storage barn.
2. Think-Tank told his crew that the books were sandwiches. He even ordered his crew to eat them. Then, he called them communication devices and later he said that they were meant for watching.
3. Think-Tank wanted the probe crew to find out what was in the books. So, the probe crew takes vitamins to increase their intelligence. They are able to read the books after taking those vitamins.
4. The crew of Think-Tank read about Humpty-Dumpty's fall in the rhyme and showed the picture to Think-Tank. Think-Tank's head resembled that of Humpty-Dumpty. This makes Think-Tank feel that earthlings were planning to invade Mars and capture him.

### **Long Answer Question [100-150words each.]**

1. How did one old book of nursery rhymes save the Earth from a Martian invasion?
2. Compare and contrast the characters of Noodle and Think-Tank

### **ANSWERS**

1. The invaders from Mars considered themselves too intelligent for the earthlings. They thought they were a superior race than the inhabitants of the earth. As ordered by Think-Tank, the Commander-in- Chief and ruler of Mars who was praised and flattered as the most intelligent and powerful creature in the whole universe, various members from the invaders' team entered a library. They were unable to identify what a book is. They made several wild guesses. Think-Tank gave ridiculous and fantastic interpretations of books. He called them sandwiches and finally arrived at the conclusion that it must be a communication device for the earthlings. They tried to decode what was written in the book. The book was full of nursery rhymes.



This book was totally misunderstood by the Martians. Think-Tank misunderstood the Phrases like shell', silver and garden'. They gave him a false idea that earthlings grew silver and weapons. He started thinking that earthlings were very advanced technologically. The crew of Think-Tank read about Humpty-Dumpty's fall in the rhyme and showed the picture to Think-Tank. Think-Tank's head resembled that of Humpty- Dumpty. This made Think-Tank feels that earthlings were planning to invade Mars and capture him. So, he ordered them to cancel the invasion and they cancelled their invasion of Earth and went back. Thus one old book of nursery rhymes saved the Earth from a Martian invasion.

2. Noodle and Think-Tank have contrasting characters. Think-Tank likes to be called the Great and the Mighty'. He orders and commands. He is the ruler of Mars, but has no intelligence. He thinks books to be sandwiches. He is wrong about everything. He demands that the crew obey him. He likes to pass on other's idea as his own. He is a coward who simply boasts about his power.

Noodle, his apprentice, is very clever and wise. He corrects the mistakes of the ruler (Think-Tank) very gently. He never takes credit for his ideas. But he offers them to the ruler very gently. Think-Tank makes them as his own.

### **Unsolved Questions Short Answer Questions**

1. Why did Think-Tank wish to contact the space probe?
2. What is Think-Tank's interpretation of words like shells', silver bells' and garden' from the nursery rhyme? What is its impact?
3. Mention any two striking qualities of Noodle.
4. Why does Think- Tank declare that the sandwiches are not for ear communication but for eye communication?
5. What happened when Think-Tank was replaced by Noodle?

### **Long Answer Questions**

1. Compare and contrast the characters of Think-Tank and Noodle.
2. How did Mars and Earth become friends?

### **REFERENCES:**

1. <https://ncert.nic.in/textbook.php>
2. <https://www.cbse.gov.in/cbsenew/question-paper.html>
3. <https://www.educationobserver.com>

### **Special Thanks:**

**Directorate of Education, Govt. of NCT Delhi**