



KENDRIYA VIDYALAYA SANGATHAN

RANCHI REGION

ENGLISH

STUDENT SUPPORT MATERIAL. 2023-24

CLASS - X

- English Language
- Literature



2023-24

KENDRIYA VIDYALAYA SANGATHAN RANCHI REGION



तत् त्वं पृथक् अपावृषु
केन्द्रीय विद्यालय संगठन

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**SUPPORT MATERIAL FOR CLASS - X
ENGLISH LANGUAGE AND LITERATURE (184)**

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STUDY MATERIAL

2023-24

CLASS- X

SUBJECT- ENGLISH LANGUAGE AND LITERATURE

READING SECTION UNSEEN PASSAGES (Discursive)

I. DISCURSIVE

MLL (Minimum Level of Learning)

PASSAGE-1 (SOLVED)

Read the passage given below:

During our growing up years we as children were taught - both at home and school - to worship the photos and idols of the Gods of our respective religions. When we grew a little older, we were to read holy books like the Bhagwad Gita, Bible and Quran; we were told that there are a lot of life lessons to be learnt from these holy books. We were then introduced to stories from our mythologies which taught us about ethics and morality- what is good and what is bad. I also learnt to be respectful towards my parents who made my life comfortable with their hard work and love and care, and my teachers who guided me to become a good student and a responsible citizen.

Much later in life, I realised that though we learn much from our respective holy books, there is a lot to learn from our surroundings. This realization dawned upon me when I learnt to enquire and explore. Everything around us- the sun, the moon, the stars, rain, rivers, stones, rocks, birds, plants and animals - teach us many valuable life lessons.

No wonder that besides the scriptures, in many cultures nature is also worshipped. The message that we get is to save our environment and maintain ecological balance. People are taught to live in harmony with nature and recognize that there is God in all aspects of nature.

Nature is a great teacher. A river never stops flowing. If it finds an obstacle in its way in the form of a heavy rock, the river water fights to remove it from its path or finds an alternative path to move ahead. This teaches us to be progressive in life, and keep the fighting spirit alive.

Snakes are worshipped as they eat insects in the field that can hurt our crops, thus protecting the grains for us. In fact, whatever we worship is our helper and makes our lives easy for us. There are many such examples in nature, but we are not ready to learn a lesson. Overcome with greed, we are destroying nature. As a result, we face natural disasters like droughts, floods and landslides. We don't know that nature is angry with us.

However, it is never too late to learn. If we learn to respect nature, the quality of our life will improve.

**On the basis of your understanding of the passage, answer ANY TEN questions from the following:
(1 x 10=10)**

i) We are told to worship photos and idols of Gods during our _____.

- a. Childhood
- b. Adulthood
- c. growing up years
- d. none of these

ii) Parents should be worshiped because _____

- a. they gave us Holy books to read
- b. they taught us what is good and what is bad
- c. they work hard to make our lives easier

d. they have read many mythical stories

iii) One can learn life lessons from _____

1. Mythology
 2. Reading Holy books
 3. Nature
 4. Worshiping photos and idols of God
- a. 1,2,4
 - b. 1,3,4
 - c. 1,2,3
 - d. 2,3,4

iv) The natural disaster that has not been talked about in the passage is:

- a. Drought
- b. Earthquake
- c. Flood
- d. Landslide

v) A river teaches us to be _____

- a. Stubborn
- b. Obstinate
- c. Progressive
- d. Docile

vi) Snakes are worshipped because they protect _____

- a. Crops from animals
- b. Crops from insects
- c. Us from rodents
- d. Us from insects

vii) According to the passage, the reason for not a worshipping nature is _____

- a. Anger
- b. Ethics
- c. Harmony
- d. Greed

viii) The most suitable meaning of the word “guided” is _____

- a. Answered
- b. Directed
- c. Fought
- d. Polished

ix) The word which means the same as “explore” is _____

- a. Search
- b. Frequent
- c. Describe
- d. Request

x) The word which is synonym of “valuable” is _____

- a. Proper
- b. Desirable
- c. Available
- d. Useful

xi) Choose the option which means the same as “harmony”

- a. Beauty
- b. Agreement
- c. Discomfort
- d. Honesty

xii) Which word means the same as “ethics”

- a. Conduct
- b. Deed
- c. Action
- d. Morals

xiii) Antonym of “progressive” is

- a. broad -minded
- b. conservative
- c. liberal
- d. advanced

ANSWER-

- i) (a) childhood**
- ii) (c)they work hard to make our lives easier**
- iii) (c)1,2,3**
- iv) (b)Earthquake**
- v) (c)Progressive**
- vi) (b)Crops from insects**
- vii) (e)Greed**
- viii) (b)Directed**
- ix) (a)Search**
- x) (d)Useful**
- xi) (b)Agreement**
- xii) (d)Morals**
- xiii) (b) conservative**

PASSAGE 2 (SOLVED)

Read the passage given below:

Subhash Chandra Bose passed through quarters inhabited by Englishmen and also met a large number of them in the tram cars. The British using these cars were purposely rude and offensive to Indians in various ways. The sensitive mind of Subhash revolted against such insulting and rude behavior of the British. On many occasions, there was an exchange of hot words between him and misbehaving British. Majority of the students of the Presidency College, where he studied, were free thinkers. The college continued to be a storm centre and was looked upon by the British Government “as a hotbed of sedition, rendezvous of revolutionaries” and was frequently searched by the police. The first two years of his life were greatly influenced by the group, which styled itself as the neo-Vivekananda group and Subhash developed intellectually during this period. The group generally followed the teachings of Rama Krishna and Vivekananda with special emphasis on social service as means of spiritual development and was non-aligned to a revolutionary group. The shock of the Great World War roused his political consciousness. He graduated at the age of 22 and enrolled himself for the postgraduate with experimental psychology as a special subject.

His father, however, wanted him to go to England to appear for the Indian Civil Services. In spite of his mental reservations, Subhash took it as a challenge. In England, he was greatly impressed with the freedom allowed to students at Cambridge. Every student behaved in a dignified manner. Notwithstanding his preoccupation with his studies, he displayed his public spirit and fearlessness throughout his stay in England. He and K. L. Gouba were selected by the Indian Majlis, to represent the British Government the difficulties

the Indian students encountered for admission to the University Officers' Training Corps. Though he took a harsh view of the British high handedness and racial arrogance, he did admire their qualities which exacted him. He himself behaved there in a dignified way and was of the view that Indians who go abroad, must consider themselves to be unofficial ambassadors of the country, who should uphold their country's prestige. He was quite serious in purpose and disliked anybody wasting time on trivialities.

On the basis of your understanding of the passage, answer the following questions. (1X10=10)

(i) Who were selected by the Indian Majlis?

- a) Subhash Chandra Bose and KL Gouba b) Jawahar Lal Nehru
c) Mahatma Gandhi d) none of the above

(ii) Majority of the students of the Presidency college were _____.

- a) radical b) arrogant
c) unhappy d) free thinkers

(iii) Whose teachings did the group generally followed?

- a) Mahatma Gandhi b) Rabindranath Tagore
c) Rama Krishna d) Lala Lajpat Rai

(iv) Subhash Chandra's father wanted him to go to England and appear for what?

- a) Barrister's exam b) Indian Civil Services
c) Start the freedom movement d) Judiciary exam

(v) At what age Subhash enrolled for his postgraduation?

- a) 20 years b) 25 years
c) 22 years d) 21 years

(vi) Where is Cambridge University?

- a) England b) Germany
c) United States of America d) France

(vii) Indians who go abroad must consider themselves to be unofficial _____ of the country.

- a) Chancellors b) Ambassadors
c) Ministers d) Governors

(viii) Subhash met lot of rude Englishmen while travelling in _____.

- a) buses b) tram cars
c) trains d) taxi

(ix) What aroused political consciousness in Subhash Chandra Bose?

- a) Great World War b) The Great Depression
c) Travel d) all of the above

(x) Why was the college frequently searched by the police?

- a) Spiritualism b) Noise from the students
c) Illegal immigrants d) Acts of sedition

(xi) What does 'inhabited by' mean in the passage?

- (a) Occupied by b) living with c) destroyed by d) owned by

(xii) Identify synonym of trivial

- a) Insignificant b) simple c) significant d) rare

ANSWER

- i) (a) Subhash Chandra Bose and KL Gouba**
ii) (d) free thinkers
iii) (c) Rama Krishna
iv) (b) Indian Civil Services
v) (c) 22 years
vi) (a) England
vii) (b) Ambassadors

- viii) (b) tram cars
- ix) (a) Great World War
- x) (d) Acts of sedition
- xi) (a) Occupied by
- xii) (a) Insignificant

PASSAGE 3 (SOLVED)

Read the passage given below:

One day Nandu rode his horse to the village fair. On his way back he met Somendra, the merchant. The merchant was a crafty man, ready to do anything to earn some money. The villagers knew this. In fact no one knew what trick he would be up to next. Now, Nandu was poor and had no one in the world to call his own except a beautiful, white horse. He loved it more than anything else in the world. The merchant had his eye on the horse for a long time and tried to think of a way to get it for himself. Seeing Nandu, the merchant thought, Nandu is a simpleton. Let me see if I can trick him out of his horse. So he said to Nandu, You live all alone. How do you manage? What does a young boy like you need with a horse? Sell it to me and I shall make you rich in return. Nandu replied, "No I don't want to sell my horse."

But the merchant refused to give up so easily. He offered Nandu more money. Finally, when the offer reached five hundred gold coins, Nandu paused and said. Five hundred gold coins seems like a good price. But I have a condition. If you agree to it, I shall give you my horse. "What is it?", the merchant asked impatiently. "Give me the money right now and I shall give you my horse when I have given you ten lashes." After all he would resell the horse for over a thousand gold coins in the market. He would take twenty lashes for such a gain. He agreed instantly. He ran home and got the money for Nandu and brought along his whip as well. Nandu counted the money carefully. He then took the whip and the lashes fell on the merchant's back in quick succession. By the eighth lash the merchant was almost in tears but he told himself that there were only two lashes to go and the horse would be his. The merchant held his breath waiting for the final lashes. But Nandu had mounted his horse and was riding off. "Wait!", shouted the merchant in anger. "What about the last lashes? Where are you going with the horse? We had a deal.

Nandu stopped and said, "I agree to give you the horse only after I had given you ten lashes. But it is upsetting my horse. I'll give you the last lashes later. Till then goodbye!" "Come back you cheat!", the merchant shouted. But the crowd that had gathered around agreed with Nandu. A deal was a deal. Till the last lash was given, the horse could not belong to the merchant. Nandu rode away richer by five hundred gold coins and Somendra waited in vain for several days for the final lash which never came.

On the basis of your understanding of the passage, answer ANY TEN questions out of the twelve that follow.

(1x10=10)

i) Why did the merchant offer to buy Nandu's horse?

- a) He was very fond of the horse and wanted it for himself
- b) It was his way of helping Nandu who was poor.
- c) The horse would be useful for carrying goods to the market.
- d) He hated Nandu and wanted to deprive him of something he loved.

ii) Which of the following is TRUE in the context of the passage?

1. Nandu was an orphan.
2. The merchant was very persevering.
3. The merchant was fond of Nandu's horse.

- a) None

- b) Only 1
- c) Both 1 & 2
- d) All 1, 2 and 3

iii) Why did Nandu set the condition of giving the merchant ten lashes?

- a) To discourage the merchant from buying his horse.
- b) To demonstrate how painful a whipping was so that the merchant would never hit the horse.
- c) To bargain with the merchant to offer more money.
- d) To outwit the merchant who was trying to cheat him.

iv) Why did the bystanders take Nandu's side in the argument?

1. They hoped that Nandu would give them a reward from the five hundred gold coins he had earned.
2. They were sure that the merchant would ill treat the horse and wanted to prevent that from happening.
3. They knew that the merchant was a cheat and Nandu would be miserable without his horse of whom he was very fond.

- a) Only 1
- b) Both 1 & 3
- c) Only 3
- d) None of these

v) What reason did Nandu cite for not giving the merchant the final lashes?

- a) His horse was distressed by the whipping.
- b) He realised that the merchant was in great pain and took pity on him.
- c) He was following the advice of the people around.
- d) He had changed his mind about selling his horse.

vi) Which of the following can be said about Nandu?

1. He was very cunning.
2. He needed money.
3. He was cruel to people but loved animals.

- a) None of these
- b) Both 1 & 2
- c) Both 2 & 3
- d) All 1, 2 and 3

vii) What made that merchant agree to Nandu's strange condition for buying the horse?

- a) He wanted to show Nandu how brave he was.
- b) The thought of the profit he would make on selling the horse.
- c) The fear that Nandu would raise the price of his horse otherwise.
- d) He did not think that Nandu would actually whip him.

viii) Why did Nandu consider selling his horse to the merchant?

- a) The merchant's offer was more than what the horse was worth.
- b) He had not managed to sell it at the village fair.
- c) He could no longer afford to feed his horse.
- d) None of these

ix) Choose the word that is synonym of "crafty"

- a) skilled
- b) naive
- c) cunning
- d) honest

x) Choose the word that is synonym of "PAUSED"

- a) Halted
- b) Relaxed
- c) Ended

- d) Stuck
- xi) Choose the word that is antonym of “instantly”
- Carelessly
 - promptly
 - rapidly
 - eventually
- xii) Choose the word that is antonym of “GATHERED”
- Dissolved
 - Collected
 - Dispersed
 - Melted

ANSWER

- (a) He was very fond of the horse and wanted it for himself
- (d) All 1, 2 and 3
- (d) To outwit the merchant who was trying to cheat him
- (c) Only 3
- (a) His horse was distressed by the whipping.
- (a) None of these
- (b) The thought of the profit he would make on selling the horse.
- (d) None of these
- (c) cunning
- (a) Halted
- (d) eventually
- (c) Dispersed

HOTS (Higher Order Thinking Skills)

PASSAGE 4 (SOLVED)

Read the following passage carefully and answer the questions that follow: (1x10=10)

1. Necessity is indeed the mother of invention. When areas in and around Leh began to experience water shortages, life didn't grind to a halt. Why? Because Chewang Norphel, a retired civil engineer in the Jammu and Kashmir government came up with the idea of artificial glaciers.

2. Ladakh, a cold desert at an altitude of 3,000-3,500 metres above sea level, has a low average annual rainfall rate of 50mm. Glaciers have always been the only source of water. Agriculture is completely dependent on glacier melt unlike the rest of river/monsoon-fed India. But over the years with increasing effects of climate change, rainfall and snowfall patterns have been changing, resulting in severe shortage and drought situations. Given the severe winter conditions, the window for farming is usually limited to one harvest season.

3. It is located between the natural glacier above and the village below. The one closer to the village and lowest in altitude melts first, providing water during April/May, the crucial sowing season. Further layers of ice above melt with increasing temperature thus ensuring continuous supply to the fields. Thus, farmers have been able to manage two crops instead of one. It costs about Rs.1,50,000 and above to create one.

4. Fondly called the "glacier man", Mr. Norphel has designed over 15 artificial glaciers in and around Leh since 1987. In recognition of his pioneering effort, he was conferred the Padma Shri by President Pranab Mukherjee, in 2015.

5. There are few basic steps followed in creating the artificial glacier.

6. River or stream water at higher altitude is diverted to a shaded area of the hill, facing north, where the winter sun is blocked by a ridge or a mountain range. At the start of winter/November, the diverted water is made to flow onto sloping hill face through distribution channels. Stone embankments are built at regular intervals which impede the flow of water, making shallow pools and freeze, forming a cascade of ice along the slope. Ice formation continues for 3-4 months resulting in a large accumulation of ice which is referred to as an "artificial glacier".

No. of tourist who visited Leh

Month / Year	April	May	June	July	August	September
2010	3410	16518	22889	22415	5575	3041
2011	3001	26310	33908	46843	37756	20833

i) **For how many months does the ice formation continue?**

- (a) 2 months
- (b) 3-4 months
- (c) 5 months
- (d) none of these

i) **Mr. Norphel designed 15 artificial glaciers in _____**

- (a) Kashmir
- (b) Ladakh
- (c) Leh
- (d) a village

ii) **What kind of landform is Ladakh?**

- (a) Hot desert
- (b) Cold desert
- (c) Dry desert
- (d) Hot and Dry desert

iii) **Who was Chewang Norphel?**

- (a) a retired principal
- (b) a retired activist
- (c) a retired social worker
- (d) a retired civil engineer

iv) **In which year did Mr. Norphel get Padma Shri award?**

- (a) 2007
- (b) 2015
- (c) 2009
- (d) 2005

v) **Ladakh is at an altitude of _____ metres above sea level.**

- (a) 2000-2050
- (b) 1500-2000
- (c) 3000-3500
- (d) 2500-3000

vi) **The tabular graph given above depicts that maximum tourist visited Leh in**

- (a) August 2010
- (b) August 2011
- (c) July 2010

(d) July 2011

vii) The lowest number of tourists who visited Leh was in the month of

(a) April 2010

(b) April 2011

(c) Sep 2010

(d) Sep 2010

viii) The number of visitors to Leh in July 2011 was _____ those who visited in July 2010

(a) One third

(b) Double

(c) more than double

(d) Half

ix) _____ visitors visited Leh in May 2010.

(a) 16815

(b) 16518

(c) 15618

(d) 16158

x) The word which means the same as 'involving new methods' in para 4 is _____

(a) pioneering

(b) recognition

(c) conferred

(d) fondly

xi) The synonym of 'height' in para 2 is _____

(a) desert

(b) altitude

(c) increasing

(d) drought

ANSWERS

i) (b)3-4 months

ii) (c) Leh

iii) (b) Cold desert

iv) (d) a retired civil engineer

v) (b)2015

vi) (c)3000-3500

vii) (d)July 2011

viii) (b)April 2011

ix) (b)Double

x) (b)16518

xi) (a) pioneering

xii) (b) altitude

PASSAGE 5 (SOLVED)

5. Read the passage given below:

(10 marks)

Cardamom, the Queen of all spices, has a history as old as the human race. It is the dried fruit of a herbaceous perennial plant. Warm humid climate, loamy soil rich in organic matter, distributed rainfall and special cultivation and processing methods all combine to make Indian cardamom truly unique in aroma, flavour, size and it has a parrot green colour. Two types of cardamom are produced in India. The first type is the large one, which has not much significance as it is not traded in the future market. It is cultivated in North-eastern area of the country. The second type is produced in the Southern states and these are traded in the future market. These are mainly cultivated in Kerala, Tamil Nadu and Karnataka. As per the future market rules, only 7 mm quality was previously traded in exchanges. But later, it relaxed its norms, and now 6 mm quality is also traded in the exchanges. The small variety, known for its exotic quality throughout the world, is now traded in India's commodity future exchanges. Traditional auction markets also exist for trading in small cardamom in the country. Cardamom is an expensive spice, second only to saffron. It is often adulterated and there are many inferior substitutes from cardamom-related plants such as Siam cardamom, Nepal cardamom, Winged Java cardamom, etc. However, it is only Elettaria cardamom which is the true cardamom. Indian cardamom is known in two main varieties: Malabar cardamom and Mysore cardamom. The Mysore variety contains levels of cineol and limonene and hence is more aromatic.

India was the world's largest producer and exporter of cardamom till the 1980s. By 1990s Guatemala emerged as the leading producer and exporter of cardamom.

The main harvest season of cardamom in India is between August-February. Cardamom reaches yielding stage two years after planting. The primary physical markets of cardamom are Kumily, Vandenmedu, Thekkady, Puliarmala in Kerala and Bodynaikkannur and Cumbam in Tamil Nadu. Cardamom auctions also take place in Sakalespur and Sirsi in Karnataka. North India is the main market for cardamom produced in the country. Normally, domestic demand goes up during the major festivals such as Diwali, Dussehra and Eid. Colour, size and aroma are the major variables that shape cardamom prices in the Indian market. Cardamom price formation in India is also influenced by the output in Guatemala as that country controls the global markets. Kerala is the main producer of cardamom and contributes up to 60% in total production. Karnataka produces around 25% cardamom of the total production. Ooty is the main producer of cardamom in Tamil Nadu and contributes around 10-15% of the total production. Besides India, Guatemala also produces around 2,200-ton cardamom. On the other hand, India produces nearly 1,000-2,000-ton cardamom per year. Due to low quality of cardamom from Guatemala, it remains available at cheaper rates. Moreover, cardamom of Indian origin fetches \$ 3-4 per kilogram higher rates than the ones from Guatemala.

On the basis of your understanding of the passage attempt ANY TEN questions from the twelve that follow.

(1x10 =10)

i) Indian cardamom is unique because of its?

- a) aroma, flavour and size b) parrot green colour
c) processing methods d) all of these

ii) Which of the following is not the features of second type of the cardamom?

- a) It is produced in the Southern states
b) it is not traded in the future market
c) It is produced in Kerala, Tamil Nadu and Karnataka
d) It is produced in Kerala, Tamil Nadu and Andhra Pradesh

iii) What is special about the Mysore quality of cardamom?

- a. It is more expensive than saffron.
b. It contains cineol and limonene
c. It is the least aromatic
d. It is the true cardamom

iv) Which of the following is true about the role of Guatemala cardamom in the global market?

- a) Guatemala is the second largest producers and exporter of cardamom in the world.
b) It has no control on global market.
c) Guatemala produces around 2200-ton cardamom per year.
d) None of these

v) The main market for cardamom in our country is:

- a) Assam and Meghalaya
- b) Maharashtra and Gujrat
- c) Kerala and Karnataka
- d) North India

vi) Which of the following is the harvest season of the cardamom in India?

- a) August and January
- b) July and December
- c) August and February
- d) August and March

vii) Which of the following is the adulterated cardamom?

- a) Elettaria cardamom
- b) Winged Java cardamom
- c) Malabar cardamom
- d) Mysore cardamom

viii) The price of cardamom is shaped in the Indian market by.

- a) Colour, size and aroma of cardamom
- b) production of cardamom in Guatemala
- c) only b
- d) both a and b

ix) Which one of the following is true about the production of cardamom in India state wise?

- a) Tamil Nādu is the second largest producer of cardamom
- b) Ooty is the highest producer of cardamom in Karnataka
- c) Karnataka and Tamil Nādu produce more than 50% and less than 70% of the cardamom.
- d) Kerala produces more than 50% of the cardamom.

x) Which one is a true statement about small cardamom?

- a) it is solely traded in traditional market.
- b) it is not traded in India's commodity future exchange.
- c) it is produced throughout the world.
- d) it is known for its exotic quality.

xi) Find words from the options given below which mean the same as "permanent":

- (a) unique
- (b) perennial
- (c) exotic
- (d) old

(xii) fragrance:

- (a) herbaceous
- (b) loamy
- (c) aroma
- (d) humid

(xii) make poor in quality by adding another substance:

- (a) adulterated
- (b) emerged
- (c) contribute
- (d) remain

ANSWERS

- i) (d)all of these
- ii) (d)It is produced in Kerala, Tamil Nadu and Andhra Pradesh
- iii) (b) It contains cineol and limonene
- iv) (c) Guatemala produces around 2200-ton cardamom per year.
- v) (c)Kerala and Karnataka
- vi) (c)August and February
- vii) (b)Winged Java cardamom
- viii) (d) both a and b
- ix) (d) Kerala produces more than 50% of the cardamom.
- x) (d)it is known for its exotic quality.
- xi) (b)perennial
- xii) (c)aroma
- xiii) (a) adulterated

PASSAGE 6 (UNSOLVED)

Read the following passage and answer the questions that follow: (1X10=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 amount 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 dogs expect _____ as a reward of 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 7 (UNSOLVED)

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 oils, 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 is 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 is 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 _____
(a) pure (b) impure (c) Fine (d) nice
- (j) Sulphur compounds like _____ can be dangerous too.
(a) carbon (b) hydrogen (c) mercaptans (d) none of the above

PASSAGE 8 (UNSOLVED)

Read the following passage and answer the questions that follow: (1X10=10Marks)

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 darrhythmia. 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 of 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, other 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 normal heartbeat?
- (b)What do you call the situation when the heartbeat is too slow or fast?
- (c)What happens when there is 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 heart beat abnormally?
- (h) Find a word which means 'tiredness' (Para 5).
- (i) Find a word similar to 'surgical removal of body 'tissue' (Para 6).
- (j)In paragraph No. 6 the synonym of 'permanent' is:**
 - (a) Everlasting (b) temporary (c) mortal (d) impermanent

PASSAGE 9 (UNSOLVED)

Read the following passage and answer the questions that follow: (1X10=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 of 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 notetaker 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.'**
(i) Impractical (ii) Unusable (iii) Unserviceable (iv) Useful

PASSAGE 10 (UNSOLVED)

Read the following passage and answer the questions that follow: (1X10=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

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 underreported 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.

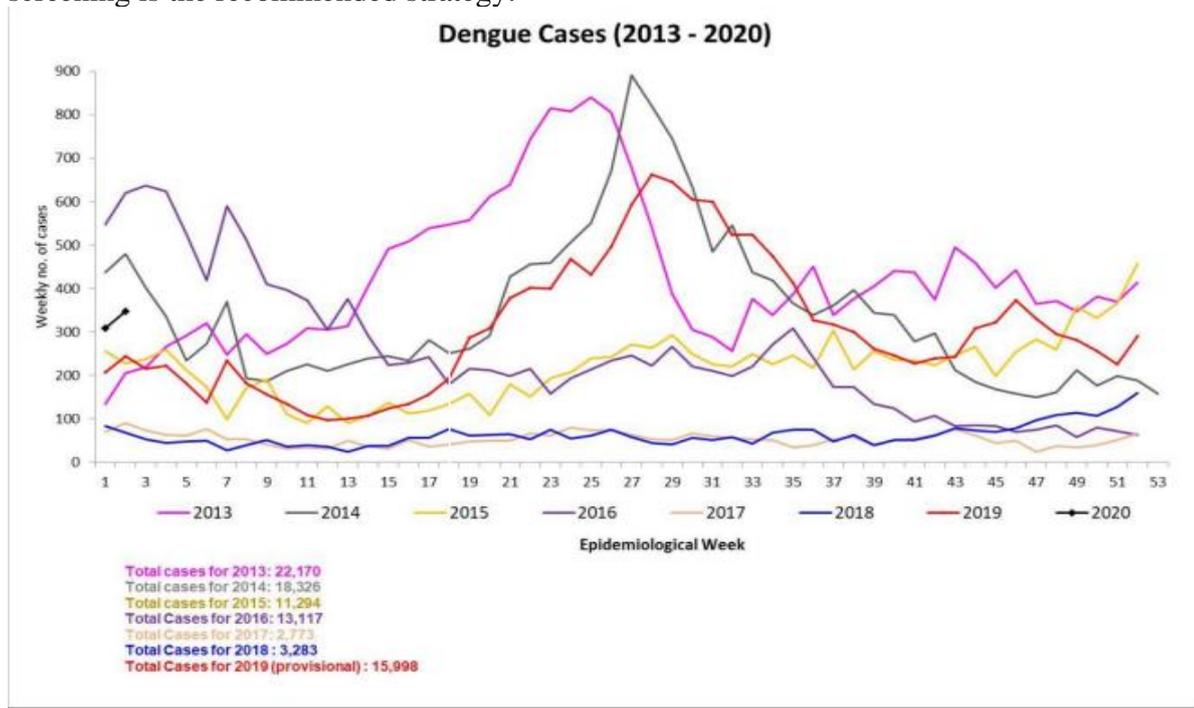
Before 1970, only 9 countries had experienced severe dengue epidemics. The disease is now endemic in more than 100 countries in the WHO regions of Africa, the Americas, the Eastern Mediterranean, South - East Asia and the Western Pacific, The America, South-East Asia and Western Pacific regions are the 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. A

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, quit 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 opportunity 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 every day 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 suicide 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 'trite', 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

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

PASSAGE 3 (SOLVED)

Read the passage given below:

(1X10=10)

1. Mind management is a way to control one's mind. To do this, we need to be cautious about our thinking process and also need a high level of understanding and meditation as well.

Understanding is wisdom – 80 percent of people are knowledgeable, while 20 per cent are wise. Knowledgeable men take sides without reason. They feel sad seeing deprived people but jealous when they see happy people. They work in the guidance of others' inspiration, take unnecessary responsibility to keep themselves disturbed.

2. A wise person does not stand for or against any idea without concrete reason. He works according to the situation and capacity. He looks at everything intellectually. To him, failure is a stepping stone for future success. So, depression and conflict are not seen. Like the phrase 'Stop, Look, go', first one should see, and this needs patience. Meditation is necessary to control and manage mind which then becomes an easy task.

3. Unless we control or manage our mind, it is difficult to achieve success and peace.

Psychologists say every interest is first born in the mind as a seed. Then it continues to grow.

Later it takes its real form which everybody can see. The interest that first appears in the mind remains weak for the first three minutes and it becomes strong within the next five minutes. All the negative aspects should be deleted within the first three minutes. If not taken out, they would become stronger later and you can never throw them out. After taking control over the mind, we can control passion, interest and unrest. Mind management is essential for a peaceful, successful and healthy life.

4. The age of computers has thrown us on the escalator of aspirations but has robbed us of simple charms like falling asleep. The compulsions of hectic schedules burden the mind and cause stress. However, the joys that elude us can be regained by practising power meditation. It creates tranquillity, simplifies life and cleanses the mind. It helps control indolence, ego and anger and builds confidence and patience. With power meditation, negative thoughts get dissipated and a sense of happiness is achieved.

Attempt the following questions on the basis of the passage you have read:

a) Mind management is essential

(i) for a peaceful, successful, and a healthy life

(ii) to remain fit

(iii) for a wealthy life

(iv) to dominate others

b) Traits exhibited by knowledgeable people are

(i) they take sides without reason

(ii) they are sympathetic to the deprived people

(iii) they are jealous of happy people

(iv) all of the above

c) we can control

i) passion

ii) unrest

iii) interest

iv) all of these

d) ----- percent of people are knowledgeable and ----- percent are wise.

i) 60:40

ii) 90: 10

iii) 80;20

iv) 50:50

e) choose the trait of a wise man.

- i) feels jealous seeing happy people ii) takes sides without reason
iii) works according to the situation iv) takes unnecessary responsibility

f) The age of computers has robbed us of simple charms of life.

True/ False

g) Psychologists say that every 'interest is first born in the mind as a.

- i) plant ii) seed iii) fruit iv) grain

h) Meditation causes -----

- i) simplifies life ii) creates tranquillity
iii) cleanses the mind iv) all of these

i) Find the word from the passage which means the same as "based on facts, not on ideas".

(Para 2)

- i) soft ii) concrete iii) different iv) difficult

j) find the synonym from the passage which means "escape" -(para 4)

- i) accept ii) elude iii) welcome iv) greet

ANSWERS

- a). i) peaceful, successful and healthy life
b) iv) all of these
c) iv) all of these
d) iii) 80;20
e) iii) works according to a situation
f) true
g) ii) seed
h) iv)all of these
i) ii) concrete
j) ii)elude

PASSAGE 4 (SOLVED)

Read the following passage and answer the questions that follow:

1. Vegetables are important protective food and highly beneficial for the maintenance of health and prevention of disease. They contain valuable food ingredients which can be successfully utilised to build-up and repair the body. Vegetables are valuable in maintaining alkaline reserves in the body. They are valued mainly for their high vitamin and mineral content. Vitamins A, B and C are contained in vegetables in fair amounts. Faulty cooking and prolonged careless storage can, however, destroy these valuable elements.

2. There are different kinds of vegetables. They may be edible roots, stems, leaves, fruits and seeds. Each group contributes to diet in its own way. Roots are high in energy value and good sources of vitamin B group. Seeds are relatively high in carbohydrates and proteins. Leaves, stems and fruits are excellent sources of minerals, vitamins, water and roughage. It is not the green vegetables only that are useful. Farinaceous vegetables consisting of starchy roots such as potatoes, sweet potatoes, the tubers and legumes are also valuable. They are excellent sources of carbohydrates and provide energy to the body.

3. To prevent loss of nutrients in vegetables, we should steam or boil vegetables in their own juices on a slow fire and the water or cooking liquid should not be drained off. Vegetables lose their nutritive and medicinal values if they are boiled hard and for a long time in a large quantity of water. No vegetable should be peeled unless it is so old that the peeling is tough and unpalatable. In most root vegetables the largest amount of minerals are directly under the skin and these are lost if vegetables are peeled. Soaking of vegetables should also be avoided if taste and nutritive value are to be preserved.

4. Finally, vegetables should not be cooked in aluminium utensils. Aluminium is a soft metal and is acted upon by both food acids and alkalis. There is scientific evidence to show that tiny particles of aluminium from foods cooked in such utensils enter the stomach and that the powerful astringent properties of aluminium injure the sensitive lining of the stomach, leading to gastric irritation as well as digestive and intestinal ailments. An intake of about 280 grams of vegetables per day is considered essential for maintenance of good health. Of this, leafy vegetables should constitute 40 per cent, roots and tubers 30 per cent and the other vegetables like brinjals and lady fingers the remaining 30 per cent.

On the basis of your reading of the Passage, complete the statements given below by choosing the most appropriate option.

a) Vegetables are cherished for their

- (i) maintenance of good health
- (ii) minerals which are directly under the skin
- (iii) high vitamin and mineral content
- (iv) None of the above

(b) _____ are high in energy value and good sources of vitamin B group.

- (i) Fruits
- (ii) leaves
- (iii) seeds
- (iv) roots

(c) To preserve the nutrients in vegetables, we should

- (i) boil vegetables in their own juices
- (ii) ensure that the cooking liquid is not removed
- (iii) Both (i) and (ii)
- (iv) Neither (i) nor (ii)

(d) A person needs per day for maintaining good health.

- (i) 20 per cent leafy vegetables
- (ii) roots and tubers 40 per cent
- (iii) brinjals and ladyfingers 40 per cent
- (iv) 280 grams of vegetables

(e) Vegetables are called “protective food” because of

- i) maintenance of health
- ii) prevention of disease
- iii) repairing of body
- iv) all of these

(f) Write the correct method of cooking—

- i) Vegetables should not be peeled.
- ii) soaking of vegetables should be avoided
- iii) should not be cooked in aluminium utensils.
- iv) all of these

(g) The word in paragraph 1 which means the same as ‘available for use if required’ is

- (i) spare
- (ii) storage
- (iii) reserves
- (iv) fair

(h) In paragraph 3, the word is the antonym of ‘destroyed’ is

- (i) peeled
- (ii) preserved
- (iii) cooked
- (iv) lost

(i) The word in para 2 which means “suitable to eat” is

- i) edible
- ii) uneatable
- iii) toxic
- iv) useful

(j) Find out antonym of “harmful” in para 1

- i) Dangerous
- ii) poisonous
- iii) beneficial
- iv) useless

ANSWERS

- (a) iv). None of the above
- (b) iv) Roots
- (c) iii) Both (i) and (ii)
- (d) iv) 280-gram vegetable
- (e) iv) all of these

- (f) iv) all of these
- (g) ii) storage
- (h) ii) preserved
- (i) i) edible
- (j) iii) beneficial

PASSAGE 5 (SOLVED)

Read the passage given below:

(1X10=10)

KERALA: THE AYURVEDA HUB



3. AYURVEDA HELPS KERALA EMERGE AS A MEDICINAL TOURISM PARADISE

1. The centuries-old tradition of Ayurveda is fast turning Kerala into a global medical tourism destination, attracting holidayers as well as international celebrities to the State. When British super model Naomi Campbell landed in Kerala last year for an ayurvedic massage session at Leela Kovalam Beach hotel, she was only affirming the efficacy of the the Indian healing sources in Kerala Tourism department, those who visited the State in recent times included Italian film director Bernardo Bertolucci, known for his global hits such as Last system with God’s Own Country.
2. According to Tango in Paris and The Last Emperor, who came to the State for ayurvedic treatment for a nagging ailment. German TV and film actress Ingeborg Choener (77) has been trooping into the state for the last eight years for Ayurveda treatment. Completely cured of her painful knee problem, she told tourism officials that she had stopped allopathic treatments. “Thanks to Ayurveda, I feel fantastic. I make ghee at home and have stopped using oil to fry food. I do my yoga, drink a glass of hot water first thing in the morning and buy ayurvedic medicines for a whole year,” a spokesperson for the department quoted her as saying.
3. Pop star Madonna, Hollywood actress Demi Moore and Cherie Blair, wife of former British Prime Minister Tony Blair, have also used Ayurveda. Back home, former Prime Minister A.B.

Vajpayee is an ardent believer in the healing properties of Ayurveda's Panchakarma therapy. After his visit to Kumarakom resort, from where he famously mused on the state of the affair of the nation in 2000, Vajpayee told people around him that he felt very relaxed after Ayurveda therapy in Kerala.

4. The list of celebrities from the showbiz world, sports and politics, fascinated by Ayurveda's power to rejuvenate, detoxify and cure, is a never ending one. From autism to alzheimers, from migraine to diabetes, from physical disability to slip disc, there is not a single problem that Ayurveda does not have an answer for. K.B. Bhadran, DGM, Quality Assurance Department, Santhigiri Ashram, said "We are sticking to the traditional form of Aurveda. We are not acting as a massage parlour but as a genuine healthcare provider round the year with wellness and recreation, only a part of it".

5. Kerala Tourism has introduced the "Green Leaf" and "Olive Leaf" grading for Ayurvedic institutions in order to ensure quality service. "Green Leaf is given to those ayurvedic centres which provide 'five star' facilities while Olive Leaf is for the 'three star' category. These classifications ensure the credibility of service providers and the quality. It will help tourists to identify appropriate centres for their requirements.

1. Which among the following affirmed the efficacy of the Indian healing system?

- A. Pop star Madonna used Ayurveda.
- B. German TV actress Ingeborg Choener was a practitioner of Ayurveda.
- C. Former Prime Minister, A.B. Vajpayee visited Kumarakom resort.
- D. Super model Naomi Campbell came to Kerala for ayurvedic massage.

2. Match the personalities with their correct reference.

- | | |
|------------------------|---|
| a) A.B Vajpayee | i) Completely cured of painful knee problem. |
| b) Naomi Campbell | ii) Took ayurvedic treatment for a nagging ailment. |
| c) Ingeborg Choener | iii) Felt relaxed after Ayurveda therapy. |
| d) Bernardo Bertolucci | iv) Underwent ayurvedic massage session. |

A. a-ii, b-iii, c-iv, d-i

B. a-iii, b-iv, c-i, d-ii

C. a-I, b -iii, c-ii, d-iv

D. a-iii, b-i, c-iv, d-ii

3.Name a genetic disease for which Ayurveda is an effective cure.

- a) Typhoid
- b) Alzheimer's
- c) small pox
- d) Dental problem

4. Grading of Ayurvedic institutions is beneficial. Give reasons.

- a) It will increase the quality of service.
- b) It will ensure the credibility of the service provider.
- c) Help people to identify appropriate centres for their requirements.
- d) All of these

5. Ayurveda, which dates back to 6000 BC, is not still outdated. Give reasons.

- a). the efficacy of the Indian healing system
- b). Ayurveda's power to rejuvenate, detoxify and cure, is a never ending one.
- c). From autism to Alzheimer's, from migraine to diabetes, from physical disability to slip disc, there is not a single problem that Ayurveda does not have an answer for.

d). All of these

6. German actress Choener was under Ayurvedic treatment for knee problem. Mention the step she did not follow.

- a) she was using oil to fry food
- b) she drank a glass of hot water in the morning
- c) she purchased ayurvedic medicine for a whole year
- d) she was doing yoga

7. Choose the statement which is TRUE about Santhigiri ashram-----

- a) it acts as a massage parlour

- b) Healthcare provider with recreation
- c) it uses modern Ayurvedic treatment
- d) It does not have treatment for all ailments

8. Find out synonym of “refresh” (para 4)

- a) spoil
- b) rejuvenate
- c) damage
- d) ruin

9. Find out synonym of ‘annoying’ (para 2)

- a) consoling
- b) comforting
- c) nagging
- d) relaxing

10. Find out synonym of ‘pondered’ (para 3)

- a) disturbed
- b) mused
- c) troubled
- d) worried

ANSWERS

- 1) (d) Super model Naomi Campbell came to Kerala for ayurvedic massage
- 2) (b) a-iii, b-iv , c-i, d-ii
- 3) b) Alzheimer’s
- 4) d) All of these
- 5) d) All of these
- 6) a) she was using oil to fry food
- 7) b) Healthcare provider with recreation
- 8) b) rejuvenate
- 9) c) nagging
- 10) b) Mused

PASSAGE 6 (SOLVED)

Read the passage and answer the questions.

(1X10=10)



according to importance and urgency. Organise and complete the most pressing tasks first and then go on to the next. Tick off tasks as they are done. You could try scheduling 'time blocks ' for each task.

4

Keep distractions at bay

Holiday season can be quite distracting for obvious reasons. Whether it is the holiday stress, emails to be answered, or quick questions from your colleagues, distractions can interfere with the work schedule you had planned. Keep a time buffer for all the possible distractions that can come your way, so that you don't have to ignore important work. Work hard to party harder!

5

Plan and schedule everything

It's good to plan all that you want to accomplish but it's important to be disciplined when following your plan. Follow your planner and carry it everywhere you go. Whether it is work, shopping, or visiting your friends, the planner should have all the day's activities jotted down. This will prevent the

1. For the working professionals festivities do not always mean a holiday in India. Many of them do not manage to get off work during the festival days. And this is a tricky situation faced by many, no matter which sector they are in. Stressful workplaces can, however, take a toll on the health and quality of lives of employees. In a survey, conducted by Cigna TTK Health Insurance, 89% of Indians responded saying that they

suffered from stress as compared to the global average of 86%.

2

Well, with the festive season, it's time you took the control back with work life blend. While keeping your job is important, you cannot give the festivities amiss, either. Here are some tips on how to make the best of both worlds by using the effective work-pleasure hacks given below :

3

Decide your priorities

Get the best returns from a work day by prioritizing your to-do list

possibility of burnout and unnecessary stress during this season.

6

Be kind to yourself and others

Show empathy and reinstate faith in the company's values and policies. Take time out to bring the festive cheer to work. Consider perks like gifts, interactive sessions and shorter work days so that there is more fun and less stress, and the work gets done.

Source: Career360 Nov.2018 (Page#192)

2.1 a) How many Indians are stressed? (In percent)

- i) 79 ii) 89 iii) 90 iv) 95

b) What is TIME BLOCK?

- i) Organizing task ii) completing task iii) ticking off task iv) all of these

c) steps to get work pleasure

- i) make a to- do list ii) Decide your priorities
iii) keep a time buffer iv) All of these

d). Write the distractions during holidays

- i) holiday pleasure ii) letters to be written
iii) questions from children iv) none

e). Principles of "more fun, less stress"

- i) consider perks like gifts ii) interactive sessions
iii) shorter work days iv) All of these

f) How should you avoid unnecessary stress in life?

- i). Follow the planner ii) be disciplined iii)
jot down your work iv) all of these

2.2 On the basis of your reading of the above passage, answer the following:

a) The synonym of 'achieve' as given in para 5 is

- i) accomplish ii) give up iii) stop iv) destroy

b) The antonym of 'ambiguous' as given in para 4 is

- i) puzzling ii) obvious iii) vague iv) doubtful

c) The synonym of 'disturbed' as given in para 4 is

- i) helped ii) advised iii) distracted iv)

d) The antonym of 'Destroy' as given in para 6 is

- i). ruin ii) spoil iii) reinstate iv) damage

ANSWERS

1.1 a) ii) 89%

b) iv) All of these

c) iv) all of these

d) iv) none

e) iv) all of these

f) all of these

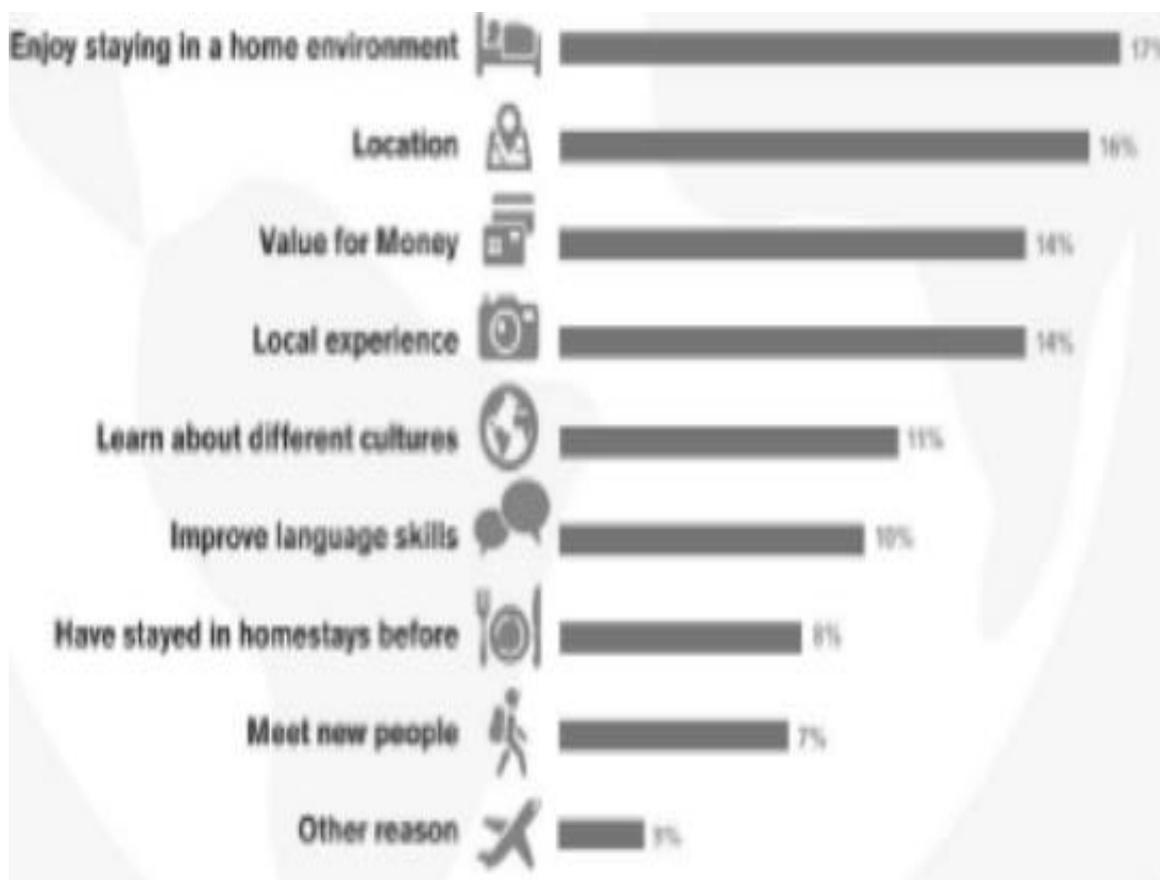
2.2 a) i) accomplish

- b) ii) obvious
- c) iii) distracted
- d) iii) reinstate

PASSAGE 7 (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.

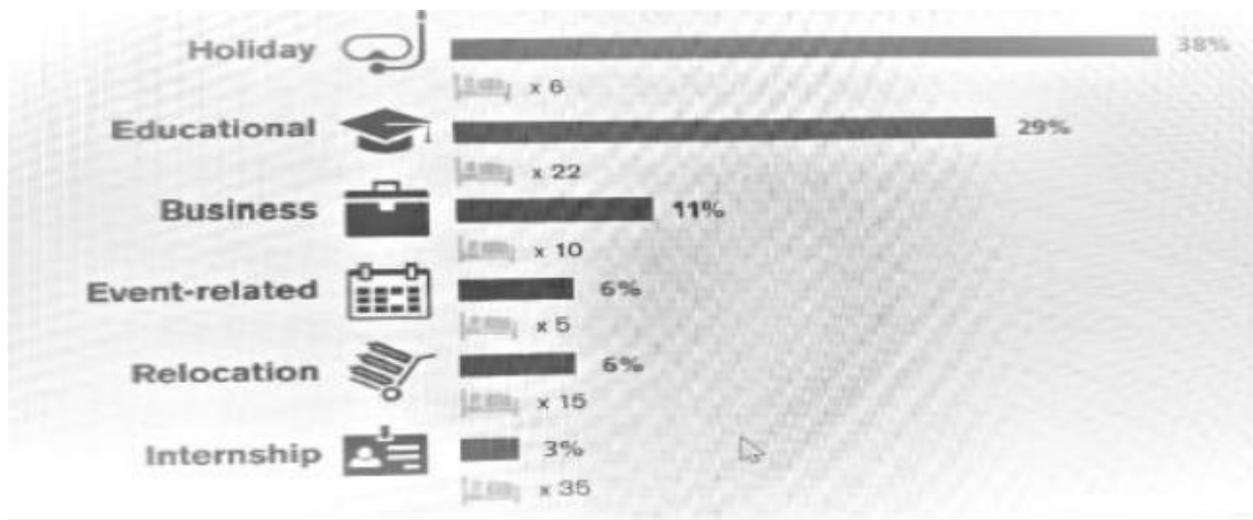


A home stay is an increasingly popular form of accommodation that connects guests with individual hosts who have opened their homes to travellers. Guests don’t stay in an empty apartment or home, but instead share the accommodations provided by the homeowner and his or her family.

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 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 8 (UNSOLVED)

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.

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 of the passage?

a) Love what you do.

b) Love yourself to love others.

c) Be the best version of yourself.

d) Be yourself.

PASSAGE 9 (UNSOLVED)

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
Ecotourism	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). ⁴
Ethical Tourism	Tourism in a destination where ethical issues are the key driver, e.g. social injustice, human rights, animal welfare, or the environment. ⁵
Geotourism	Tourism that sustains or enhances the geographical character of a place – its environment, heritage, aesthetics, culture, and well-being of its residents. ⁶
Pro-Poor Tourism	Tourism that results in increased net benefit for the poor people in a destination. ⁷
Responsible Tourism	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. ⁸
Sustainable Tourism	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. ⁹

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.

ix. 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?

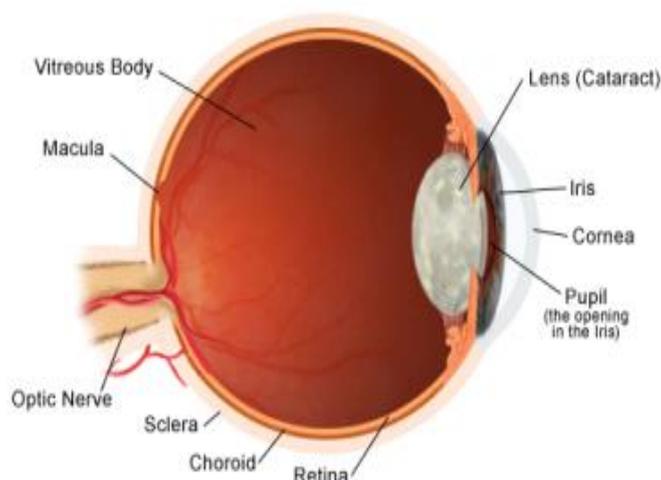
- a) The person who has travelled as an ecotourist once earlier.
- b) The person who is yet to travel even once as an ecotourist.
- c) The person who is a regular ecotourism enthusiast and traveller.
- d) The person who is not regularly travelling on ecotourism trips

PASSAGE 10 (UNSOLVED)

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

Cataract is the major cause of blindness, which is also caused by a 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:
(1X10=10)

- 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?
- How does one detect cataract in early stages?
- Give any two factors which are responsible for the formation of cataract.
- Find the word from para 1 that means 'that through which light cannot enter'.
- Which type of cancer is caused by ultraviolet radiation?
- When does cataract generally occur?
- How is smoking responsible for the development of cataract?
- Antonym of 'exhaled' from the passage is _____.

Passage 11 (UNSOLVED)

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: (1X10=10)

- Nobody went into Miss Hilton's house because her front _____.
- Her house had only two colours, (i) _____, and (ii) _____.
- The high iron fence did not let the boys get _____.
- They never got it back if their _____ fell into her courtyard.
- The boys were ready to dislike the _____.
- One resident of the street always _____.
- The new owners of Miss Hilton's house were (i) _____, and (ii) _____.
- The man was shouting, the dog was barking, only _____.
- (i) synonym of 'inhabitant' from the passage is _____.
- (j) antonym of 'relaxed' from the passage _____.

WRITING SECTION

Formal Letters:-

Formal Letters are also known as Professional Letters or Business Letters, which are written formally, in a very specific format. Formal letters are naturally much more formal in style than informal/friendly letters.

Purpose of writing Formal letters:-

- To the Editor of a newspaper addressing the problems faced by various groups of people in different areas.
- To place an order for goods, to apply for employment, etc.
- To inquire about something to gain information
- To express your concerns while working in a professional setup
- To provide official information across your workspace

Format:-

1. **Sender's address:** Include an email and phone number, if required.
2. **Date:** Below address. Leave one space or line.
3. Receiver's address
4. The subject of the letter
5. Salutation (Sir / respected sir / madam)
6. Body

Paragraph 1: Introduce yourself and the purpose of writing the letter

Paragraph 2: Detail of the communication

Paragraph 3: Conclude / end

7. Complimentary Closing
8. Sender's name, signature and designation

Marking Scheme:-

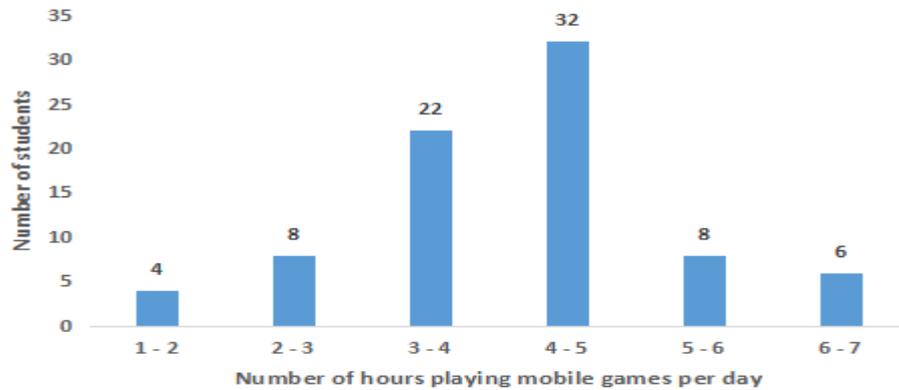
Content: 3 mark
Fluency: 1 mark
Accuracy: 1 mark

Sample.....

ABC Matriculation School Civil Lines, Pune - 411013	Sender's address Sender address is written here. Never put your name here.
20 th March, 20XX	Date The date appears directly below the address after leaving a line
Tektronix Salarapuria Premia Bangalore - 560103	Receiver's name/rank and his/her address
Subject Purchase Order for Digital Storage Oscilloscope	Subject
Dear Sir	Salutation It is a customary greeting with which the sender opens the letter.
This refers to your quotation no LSA/23/17-18 dated 4 th August, 20XX for Digital Storage Oscilloscope. We are pleased to placed an order on you to supply TBS1000 Digital Storage Oscilloscope, priced at ₹ 35,000/- at the earliest.	Body of the letter Introduction, details of service, nature of complaint, subscription information.
Payment will be made after the consignment is received and checked by the school authorities. If defects are found, the consignment will be returned without any payment..	
Yours sincerely Gunjan Laboratory Secretary	Subscription/Complimentary close and Signature Signing off greeting and name.

Solved examples:-

1. You are Gyan/ Gyani of D- 24 Super Market, Kolkata. You came across this graph while reading a magazine. Write a letter to the editor of a leading newspaper expressing your concern about students, spending hours playing games on mobile rather than playing outdoor games, causing their mental health issues. (Word limit- 100-120 words)



Answer:-

D- 24 Super Market,
Kolkata

20th June 2023

To,
The Editor,
The Hindustan Times
Kolkata

Subject: - Raising awareness on mental health for students

Sir,

A look at the graph that, I came across in a magazine is enough to tell us the number of hours playing mobile games per day by the students. In recent years, there has been an immense change in the way, students use mobiles for their recreation. Conventional outdoor games have been replaced by mobiles phones and the games on the computer. This has made the children less social in the real world and more active in the virtual world. Also has led to an increase in the eyesight problem. Hours and hours use of the social platform for entertainment also leads to different mental health issues.

Through the columns of your esteemed newspaper, I would like to express my concerns and attention towards the mental health issues, students are facing due to excessive use of mobiles. I request you to lead a campaign to raise awareness on mental health issues for students, encouraging them to spend more hours in outdoor games, rather than mobiles.

Looking forward for your cooperation!

Thanking you,
Yours faithfully,
Gyan/ Gyani.

2. You happen to meet few underprivileged children, struggling to procure books for their studies, as they live in slums. You wish to extend a helping hand to them; therefore, you decide to write a letter to the Editor of 'The Herald', New Delhi on this issue, advocating the establishment of a free Library in your locality and support such students in their studies. Sign yourself as Gunjan/ Gunj, a student from Pancham Nagar, 46 Kings Road, New Delhi. Write the letter in about 100-120 words.

Answer:

Pancham Nagar,
46 Kings Road,
New Delhi

20 June 2023

To,
The Editor of 'The Herald'
New Delhi

Subject: Establishment of a free Library for underprivileged students

Sir,

Through the columns of your reputed newspaper, I wish to highlight the urgent need of establishing a students' library in our locality.

Sir, I am a resident of Pancham Nagar, 46 Kings Road, New Delhi. Recently, I happen to meet very bright and brilliant students, who are extremely talented and capable of doing great things.

However, they are struggling to procure books and copies for their studies, as they belong to slums area. They can't afford to buy books, periodicals and magazines. The high prices of books and magazines dampen their reading spirit and passion. There are many students who like reading books on different subjects, fictional and non-fictional, classics and novels written by Shakespeare, Keats, Wordsworth, Prem Chand and Tagore. Many like reading comics and sports magazines. Only a good library can serve the needs of all the students of this area. Their parents cannot provide them all these materials, because of their lower income. It is difficult to imagine that students of this area are deprived of having a good library and enhance their knowledge.

I believe, the concerned authorities will look into this matter and take immediate steps to establish a good library and meet the genuine demands of such underprivileged students of my locality.

Thanking you,
Yours sincerely,
Gunjan/ Gunj.

3. Recently you have been elected as the Secretary of 'Youth Sangh Club' Alipuduar Junction 42, West Bengal. The club is organising the Sports Day for the youth, to commemorate the birth day of Rabindranath Tagore. As a leader, you notice that you require more equipment for smooth conduction of the Sports day. Draft a letter in about 100-120 words, placing an order, to Mangalam Sports Complex Siliguri, specifying products and its quality. Sign as Ankit/ Ankita, Sports Secretary.

Answer:-

Youth Sangh Club,
Alipurduar Junction, 42
West Bengal

20 June 2023

To,
The Manager,
Mangalam Sports Complex,
Siliguri.

Subject: - Placing an order for sports equipment

Sir,

I am Ankit/ Ankita, Sports secretary of Youth Sangh Club, writing this letter to you for ordering some sports equipment of several brands from your store. We are organising Annual Sports Day to commemorate the birth day of Rabindranath Tagore. We need some quality equipment for better conduction of the events. We want you to supply the following sports item at the earliest so that the participants can practice for their improvement for the final day.

ITEM	BRAND	QUANTITY
Skipping Rope	SS	15
Foot ball	Puma	10
Badminton Racquet	Adidas	25
Cricket Bat	Admiral	15
Wickets and Bases	Nike	10
Nets	Park & Play	05
Bowling Pins	Cosco	10

I request you to kindly check my order and send the consignment as soon as possible. Kindly, consider our past relation over the years and give us a proper discount so that, we can buy all the items comfortably. Please send us only superior quality items. I have attached a demand draft of rupees 5000 along with this letter please check it.

Rest of the payment will be made after the delivery of equipment. I wish, you would consider my order and deliver them as soon as possible.

Thanking you,
Sincerely,
Ankit/ Ankita.
(Sports Secretary)

4. You are Sarvesh / Sarvesha, a student of Class X, PYP International School, New Delhi. You aspire to pursue the course in Graphic and become a Graphic Designer. You came across an advertisement in the News Paper about the Graphic Designing. Write a letter in 100-120 words to the Head of the Institute of Graphic Designer, University of Delhi, seeking information about the course admission procedure, eligibility criteria, fee structure, facilities, placement opportunities, etc.

Answer:-

PYP International School,
New Delhi.

Date 20 June, 2023

To,
The Head of Institute,
Graphic Designer
University of Delhi

Subject: Enquiry for course in Graphic Designing.

Sir,

I am Sarvesh/ Sarvesha, a student of PYP International School, New Delhi. I came across your advertisement about the course, on the paper 'Times of India'. At present, I am studying in Class X and after the final examination I would like to pursue Graphic Designing Course. Therefore, I am writing to you to enquire about the said course.

Kindly give me the following details.

- Course content
- Course duration
- Fee structure,
- Eligibility criteria,
- Admission procedure for the course.

Also, information on hostel availability will be required. I want to know about the placement opportunities that will be available to me, once I have completed the course.

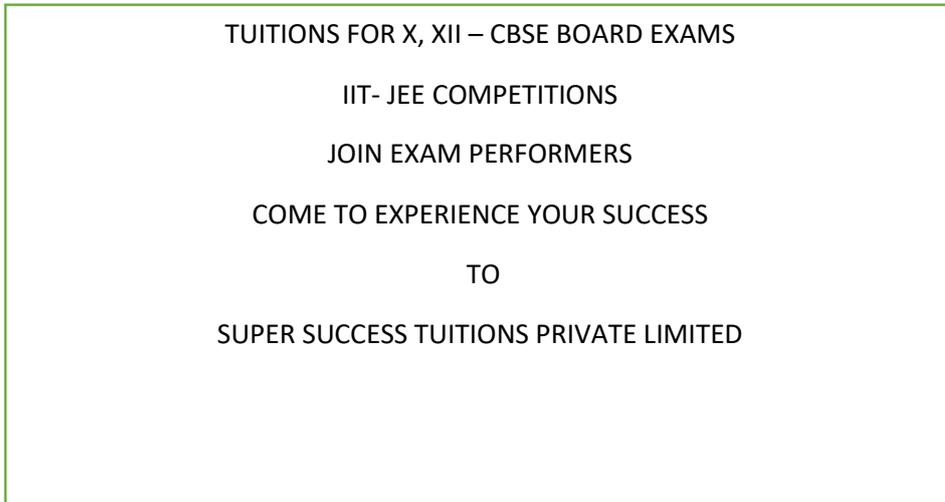
Kindly give any other additional information that you think is required.
Please reply with the same at the earliest so that I can make an informed decision.

Looking forward for your early response.
Kumar.guru123@gmail.com , Phone Number XXXXXXXX

Thanking You,
Yours Sincerely,
Sarvesh/ Sarvesha.

Practice Questions:-

1. You saw an advertisement and decided to write an inquiry letter to the Head of Department, inquiring about Tuitions, subjects, timing, charges, additional courses, faculties etc. You are Satyam/ Ananya from HP Road, Raipur Chhattisgarh. (word limit- 100-120 words)



2. You are Amit/ Amita, the Head boy/ Girl of your school. You, along with your committee members, would like to organize a ‘Book Fair’ in the school. Hence, you require to purchase some new edition books for the fair. Write a letter to Umesh Book Store, Delhi, placing orders for books you require for the fair. (100-120 words)
3. You read a newspaper report that says the number of cases of child labour has gone up this year. Write a letter to the editor complaining the rise of child labour in your locality. Also give suggestion on how to prevent child labour and promote Right To Education policy. You are Arsh/ Arshita. (100-120 words)
4. You had recently bought a Bluetooth from Vision Electronics, Kolkata. A few days after the purchase, the Bluetooth developed some operational snag. Write a letter to the manager of the store complaining about the product and exchange it as soon as possible. You are Raj/ Rani.

ANALYTICAL PARAGRAPH

An analytical paragraph is a form of descriptive writing, which is written on the basis of a given chart, graph, data, outlines, clues, table etc. It is very important to describe the facts in the best possible manner and to cover the information provided.

Points to remember:-

- It should be precise and well directed
- Follow a sequential and logical pattern while writing the content
- Follow a sequential and logical pattern while writing the content
- Try to cover every little piece of information that is provided by the charts/diagrams/graphs etc.
- Clear and crisp language should be implemented
- The entire paragraph should be written using a single tense
- Personal opinions should not be included in the paragraph

- It should clearly portray the stated facts
- The use of first-person pronouns should be omitted

Format:

1. Title
2. Introduction
3. Body of the content
4. Conclusion

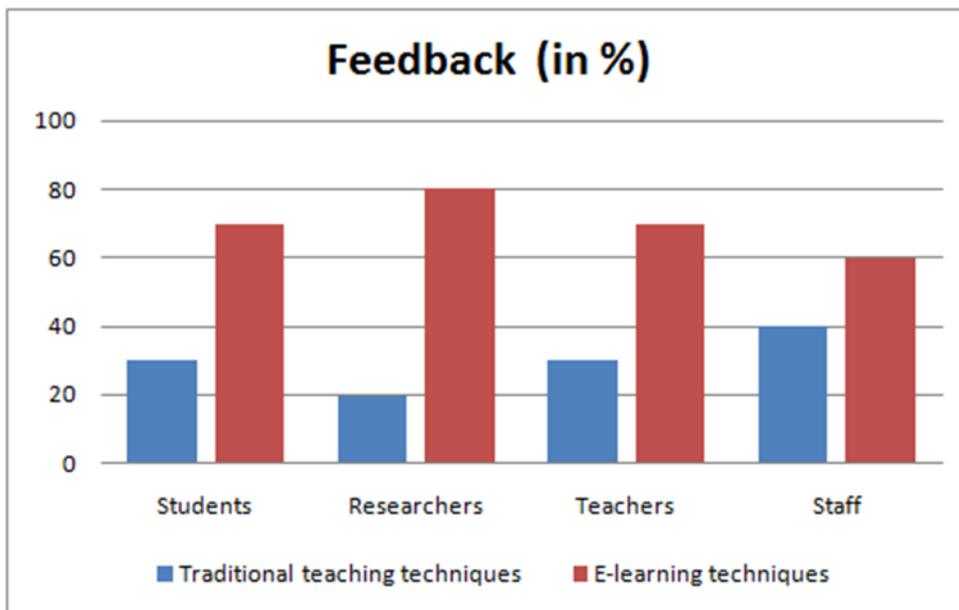
Allocation of marks

Content: - 3 marks

Expression: - 2 marks

Solved Examples:-

1. The bar graph given below shows the data of Traditional teaching techniques and E- learning techniques. Write an analytical paragraph in about 100-120 words, analysing the graph and statement, ‘ Need to Walk according to the signs of the world’



Answer- **Traditional Teaching and E- learning techniques**

According to data, the graph shows the different percentages of Traditional teaching techniques and E-learning techniques. The education system all over the world has faced an unprecedented change from offline mode to online mode due to the outbreak of COVID. Students, researchers, teachers and staff from all over the world are trying to shift entire educational activities from offline to online mode, which is also a need of this era. E-learning, promotes active and independent learning, enables efficient way of delivering courses as the resources are available from anywhere and at any time. Learners can interact with their peers from all around the world through group discussions and private chats. Studying material can be accessed unlimited number of times.

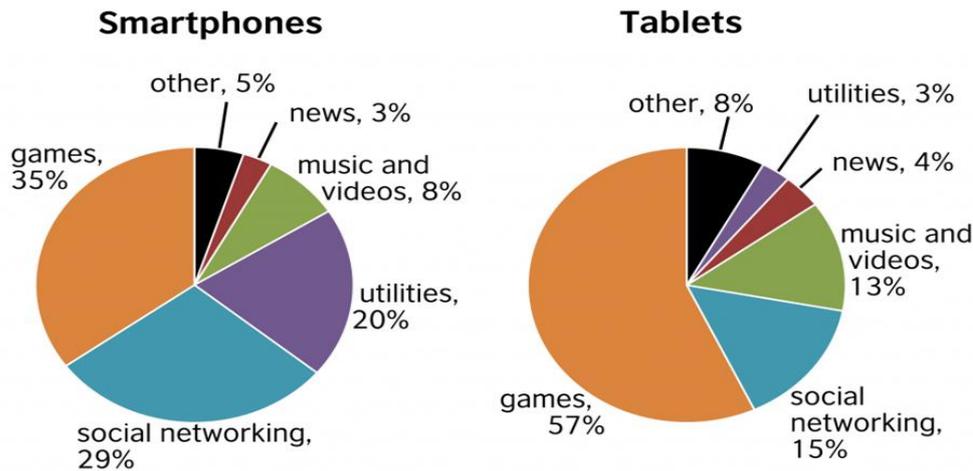
Given data displays that there is a huge increase of E learning in the field of research, which is from 20% to 80 %. Subsequently, students and teachers graph has also grown up from 30 % to 70%, which is indeed a great change. Finally, if we look at the graph of staff, it has risen from 40% to 60%.

As conclusion, we can admit that the world is changing over time and periods. If we cannot adopt and acclimatize with the modern way of learning and teaching techniques, we would be

lagging behind the race. So, we need to walk according to the signs of the world for progress and development.

2. The two pie charts depict the percentage of time spent on smartphones and tablets as per six different categories of software, ranging from games to social networking, utilities and several others. Compare and analyse the paragraph in about 100-120 words.

Time spent on smartphones and tablets, by category



Answer: -

Uses of Smart phones and Tablets

The two pie charts depict the percentage of time spent on smartphones and tablets as per six different categories of software, ranging from games to social networking, utilities and several others. In greater detail, gaming makes up the largest percentage; people spend on their smartphones while the same purpose accounts for more than a half of people's time on tablets. However, when it comes to social media networking, smartphone users spend 29% of their time on this software whereas tablet users, at 15% of the total. Furthermore, there is a significant difference in the use of time for utility apps between these two devices, at 20% and 3% respectively for smartphones versus tablets. Conversely, apps for music and videos are used 5% more for tablets than smartphones at 13%. News apps make up a small proportion for both devices at just 3% and 4%. The remaining small amounts of time are made up by using "other" various apps.

In summary, it can be seen that the majority of time users spend on these devices is for entertainment, gaming, social networking, and music and video.

3. Critically analyse this statement in about 100-120.

"Character develops over a course of time and in response to the circumstances that we face. Inherent qualities and external influences affect character development strongly."

Answer: -

Character Development

The statement expresses that character development is a dynamic process and develops over time and period. Everyone is born with a certain set of innate qualities. But that alone cannot determine the kind of person we will become or turnout to be. Our innate qualities are deeply affected and influenced by external forces. The way we tackle the situation, enables to build our character. We change and develop as we experience various circumstances, situations and emotions. This is an on-going process, which continues throughout our life. Step by step and bit by bit we shape and mould our character. Our nature, which is formed by our qualities, determines how we respond to the events.

Thus, together inherent qualities and the external factors influences and develop our character and make us the person we are at every point of our life.

4. The following table shows that textbooks are cheaper than technological means, to promote education in a country like India. Analyse the table and write a paragraph in about 100-120 words.

	Text Books	Digital Modules
Content	₹ 100.25	₹ 150.23
Management	₹ 200	₹ 50
Device	₹ 00	₹ 30,000
Network	₹ 00	₹ 10,000
Teacher training	₹ 100	₹ 1000
Total	₹ 400.25	₹ 41,200.23

Answer: - **Which is cheaper, Text books or Digital Modules?**

The data in the above table shows a comparative cost analysis between Text Books and Digital Modules in terms of average annual cost per student. The table shows that digital modules are not as effective as textbooks. Content and management costs are almost similar for both physical and digital modules, which everyone can manage to afford. If we compare the devices and network in both the category, a digital module appears to be far costlier than textbooks, making a difference of ₹. 20,000, which is not needed for printed books. Teacher training cost is also rather expensive in digital modules.

Although, the world is advancing in technology and other digital modules, it is still a challenging task to promote education in a country like India, because rural students have fewer opportunities to access modern technologies.

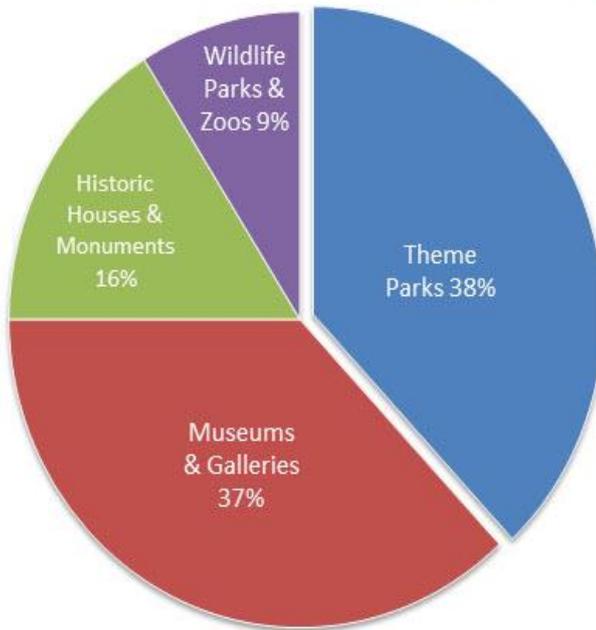
Practice Exercises:-

1. The given table presents the Educational Achievement of Rural Population data of Uttar Pradesh for male and female. Study the table carefully and analyse the data in about 100-120 words.

Educational Achievement of Rural Population of Uttar Pradesh		
Category	Male	Female
Literacy rate for rural population	76%	54%
Literacy rate for rural children in age group 10-14 years	90%	87%
Percentage of rural children aged 10-14 attending school	85%	82%

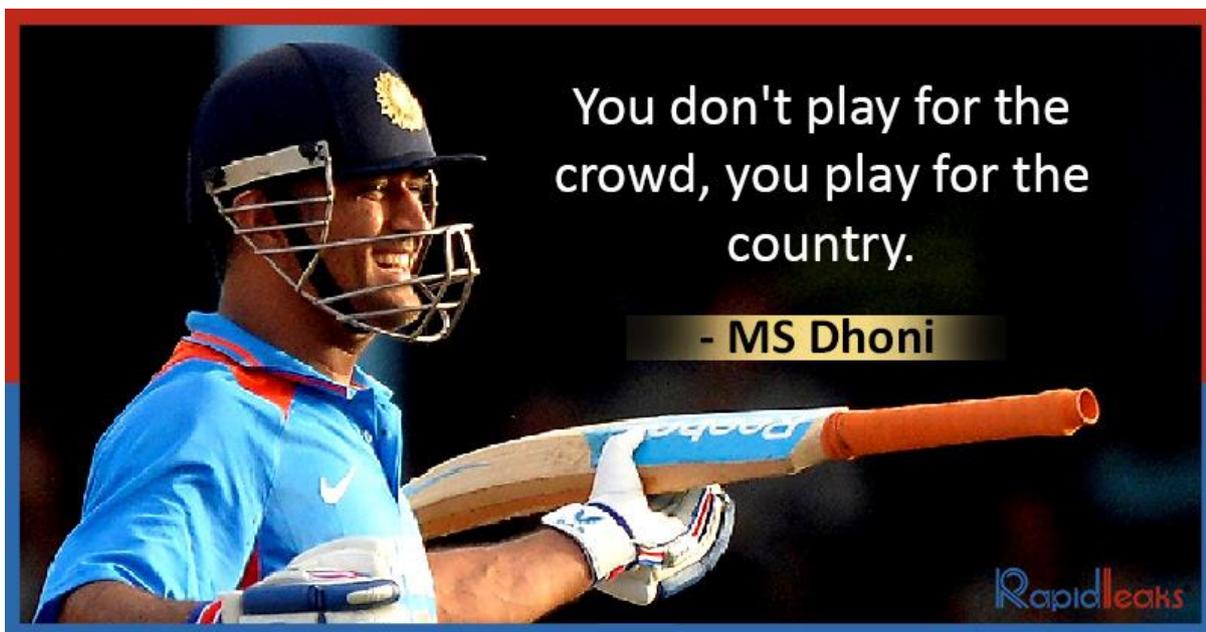
of tourists'

**Distribution of visitors to different types
of tourist attractions in Britain, 1999**

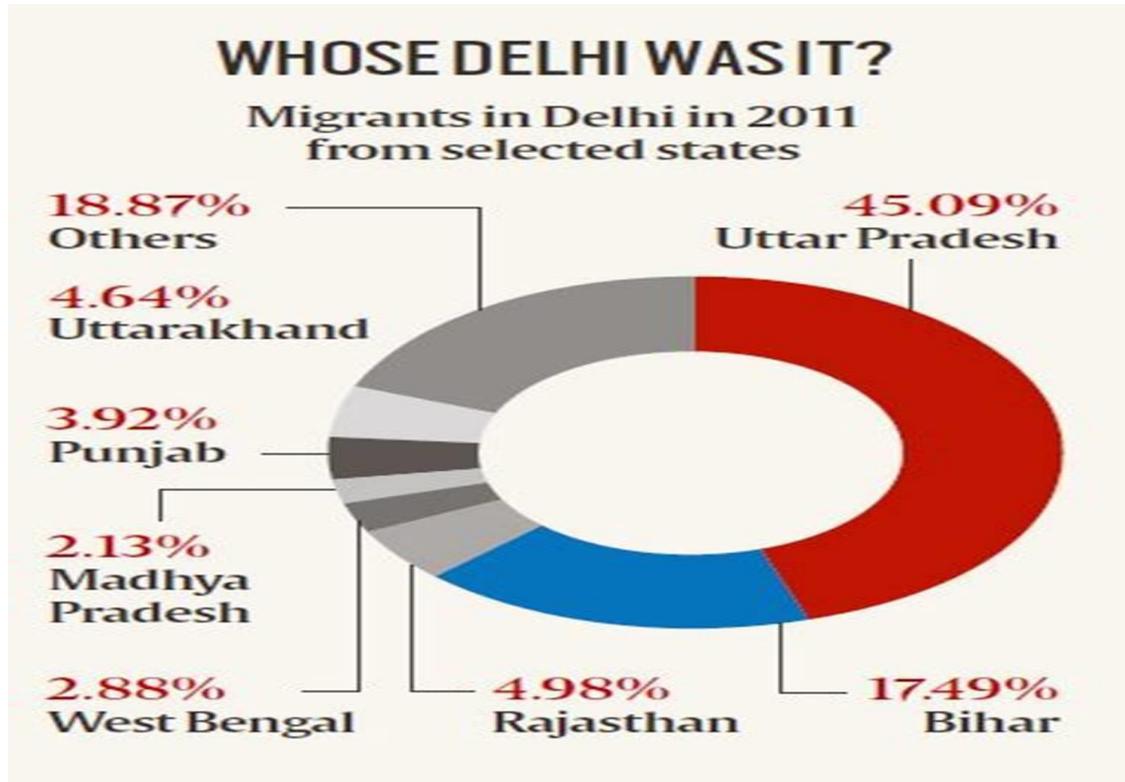


In Theme Parks, people visit:	
Blackpool Pleasure Beach	47%
Alton Towers	17%
Pleasureland, Southport	16%
Chessington World of Adventures	10%
Legoland, Windsor	10%

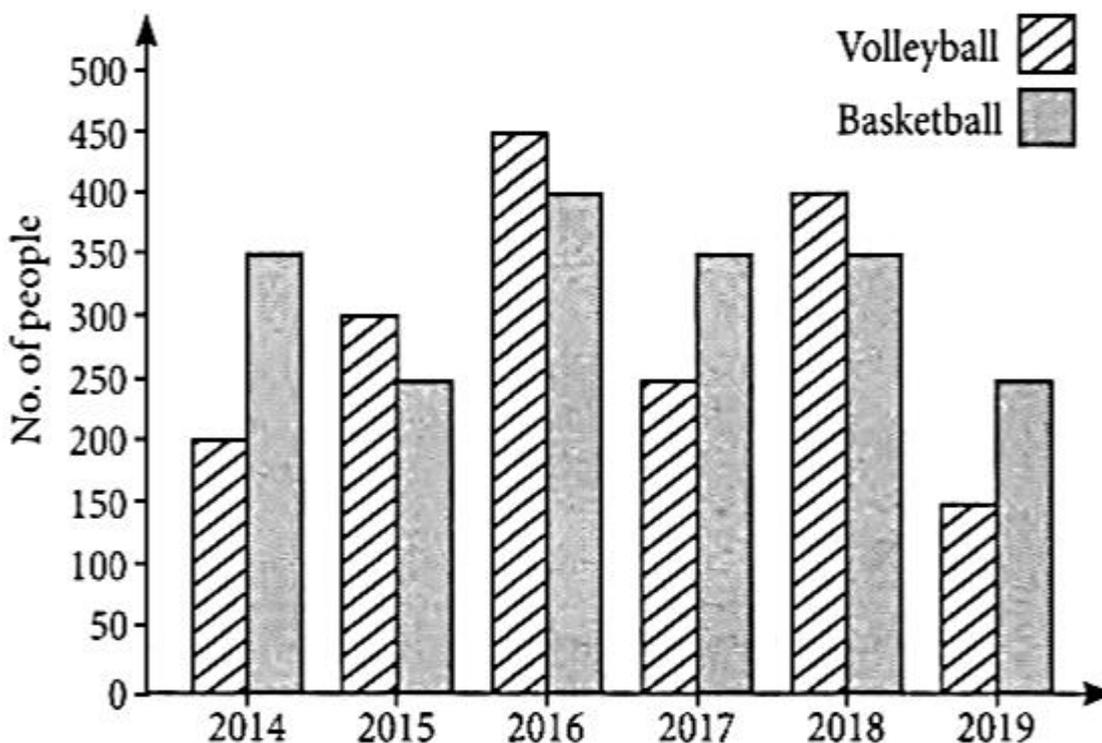
3. “Cooperation and helpfulness, rather than a spirit of competition will make you really successful. MS. Dhoni is well known for cooperation with his team; hence he has reached height uncharted by any other cricketer.” Analyse this statement in about 100-120 words.



4. According to census 2011, the given data shows Migrants in Delhi, from selected states. Critically analyse it, in about 100-120 words.



5. 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. (100-120 words)



GRAMMAR

Unit I: TENSES

The tense in a sentence tells the time of the action mentioned in the sentence. Broadly speaking, the tense in a sentence can be present tense, future tense or past tense. The sentence can be affirmative/positive, negative and/or interrogative.

PRESENT TENSE

Look at the following sentences.

1. I am playing (Affirmative)
2. We aren't playing (Negative)
3. Are they playing? (Interrogative)
4. How are they playing? (Interrogative)

All these sentences are in the present tense.

The present tense comprises simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense.

We use the Simple Present Tense to talk about things in general. We do not use it only to refer actions happening now but also actions that happen all the time or repeatedly or things that are universally true.

For example: 1. I have breakfast every day.

2. We go to school.

We use the Present Continuous Tense to talk about an action that is happening at or around the time of speaking. The action has not finished.

In such sentences, is/am/are + -ing form of the verb are used to show the continuation.

For example: 1. Girls are playing.

2. I am watching TV.

We use the Present Perfect Tense to talk about an action that has recently been completed. It is also used to talk about a past action that has a result now,

In such sentences, have/has + 3rd form of the verb is used.

For example: 1. Tom has lost his key.

2. I have forgotten your name.

We use the Present Perfect Continuous Tense to indicate an activity that continues from the past, until now, repeatedly, or an activity that has recently stopped.

In such sentences, have/has + been + -ing form of the verb are used.

For example: 1. John looks sunburnt. He has been working in the sun since morning.

2. Your clothes are very dirty. What have you been doing?

PAST TENSE

Look at the following sentences.

1. I/You/He/She/It/We/They played. (Affirmative)
2. I/You He/She/It/We/They didn't play. (Negative)
3. Did I/you/he/she/it/we/they play? (Interrogative)
4. What did I/you/he/she/we/they play? (Interrogative)

All these sentences are in the past tense.

The past tense comprises simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Now, look at the following sentences.

1. She visited the temple regularly.
2. Last year, we attended a summer camp together.
3. He learnt speed skating at the sports academy every weekend when he was in class eight.

We use the Simple Past Tense for actions completed in the past, actions which happened at a specific point of time, and past habits and actions.

Next, look at the following sentences.

1. The children went on a long drive last Saturday.
2. The coach was always helping the weaker student till they caught up with the others.
3. Sara was neatening the house when Zack was washing the dishes.

These sentences are in the past continuous tense.

We use the Past Continuous Tense for an action that was in progress at a stated time in the past, a past action which was a habit in the past and two or more actions which were happening at the same time.

In such sentences was/were + ing form of the verb are used.

Look at the following sentences.

1. Rohit had already left when we arrived at the party.
2. He had broken his leg and was being taken to the medical clinic.
3. Everything had seemed normal at first.

These sentences are in the past perfect tense.

We use the Past Perfect Tense to talk about an action which finished before another action in the past.

In such sentences, had + past form of the verb is used.

We use certain time expressions with the past perfect tense, like before, already, after, just when, and never.

Now, look at the following sentences.

1. I had been watching TV for an hour when I remembered I had forgotten to call my friend.
2. She had been painting her room and has just washed up.

These sentences are in the past perfect continuous tense.

We use the Past Perfect Continuous Tense to talk about a past action which started and finished in the past before another past action, putting emphasis on the duration, and an action which lasted for some time in the past and was recently completed.

In such sentences, had been + -ing form of the verb are used. We use certain time expressions with the past perfect continuous tense, like for, since, and until.

FUTURE TENSE

Look at the following sentences.

1. We will play. (Affirmative)
2. She won't play (Negative)
3. Why won't we play? (Interrogative)

All these sentences are in the future tense.

The future tense comprises simple future tense, future continuous tense, future perfect tense, and future perfect continuous tense. These can be affirmative/positive, negative and/or interrogative.

Now, look at the following sentences.

1. It will rain soon.
2. I will carry an umbrella to school.
3. The road will become slippery.
4. I must cancel the visit to the coffee shop.
5. There might be a traffic jam.
6. I will make corn soup for all of us.
7. Will you give some of the soup to grandfather for his breakfast?

These are in the simple future tense

We use the Simple Future Tense to refer an action that will happen in the future or an action we intend to do in the future, a general statement about the future, an action we decide to do right at the time of speaking. It is also used to express a view, an offer to do something or a request that is made to someone to do.

In such sentences, will/shall + base form of the verb is used.

Next, look at the following sentences.

1. The boys will be attending college from next session.
2. The flight will be landing at the international airport at New Delhi.

3. The maid will be cooking when we reach home.

These sentences are in the future continuous tense.

We use the Future Continuous Tense to refer an action that will be going on in the future, a pre-scheduled future plan, and a longer on-going action interrupted by another shorter future action.

In such sentences, will be + -ing form of the verb is used.

Look at the following sentences.

1. I shall have gone shopping before you return from coaching.
2. He will have perfected his bowling before you join cricket coaching.

These sentences are in the future perfect tense.

We use the future perfect tense to refer to an action which would have completed before another action in the future.

In such sentences, will/shall have + past participle form of the verb is used.

Now, look at the following sentences.

1. The children will be ready for their performance an hour before the chief guest's arrival.
2. Soon after the programme ends, the parents will be collecting their wards from their classrooms.

These sentences are in the future perfect continuous tense.

We use the Future Perfect Continuous Tense to refer to a long action before a particular time in the future or an action that will begin at a point of time in the future and continue after that.

In such sentences, will have been + ing form of the verb is used.

(Refer to the Tense Chart in the next page for a quick study.)

TENSES

	subject+		+object
<u>Tense</u>	<u>Present</u>	<u>Past</u>	<u>Future</u>
<u>Simple</u>	V1 OR V1 + s/es is/am/are	V2	will+verb
<u>Continuous</u>	is/am/are + V1 + ing	was/were + V1 + ing	will be + V+ ing
<u>Perfect</u>	has/have + V3	had + V3	will have + V3
<u>Perfect Continuous</u>	has/have been + V1+ing	had been + V1+ing	will have been + V+ ing

Unit II: MODALS

Modals are auxiliary verbs used along with main verbs. A modal gives additional information about the function of the main verb that follows it and forms the tense, mood, and voice of the main verb. Modals cannot be used on their own but along with other main verbs to express attitudes.

- When something happens, they form the tense of the main verb. or possibility

For example: 1. I shall go.

2. He will go.

- They express permission, necessity to do something.

For example: 1. You **must** go. 2. They **may** go. 3. I **can't** go.

4. I **might** go. 5. She **would** go if she could

Observe the highlighted words in these sentences.

1. We **can** make our nation a superpower by the year 2020.

2. Kalam says that we **need** to do things ourselves. We **must not** import equipment from other nations.

3. In twenty years, each one of us **ought to** have our destiny worked out.

All the highlighted words are modal auxiliaries that are used with another verb to express the mood of the speaker

- The main modals are can, could, may, might, shall, should, will, would, must; ought to; need to; have to.
- The negative modals are: couldn't, wouldn't, shouldn't, mustn't, needn't, oughtn't.

Now, let us see how all these modals express the modality.

Model Verbs	Meanings/Purposes	Examples
Can/Could	Ability	<i>Birds <u>can</u> fly. I <u>can</u> swim.</i>
	Permission	<i>Yes, you <u>can</u> go to the cinema. She <u>could</u> come if you let me know earlier.</i>
May/Might	Permission	<i>You <u>may</u> start your work now.</i>
	Possibility	<i>It <u>may</u> rain tomorrow. She <u>might</u> be sick.</i>
Shall/Should/ Ought to	Future Actions	<i>We <u>shall</u> come again next time.</i>
	Responsibility	<i>They <u>should</u> bring their textbooks to school. You <u>ought to</u> ask for her permission.</i>
Will/Would	Future Actions	<i>He <u>will</u> join our team next year.</i>
	Imagination	<i>I <u>would</u> call Sue if I remember her number.</i>
Must/ Have to	Necessity	<i>Human <u>must</u> eat.</i>
	Obligation	<i>We <u>must</u> hand in our homework on time.</i>

Unit-III: SUBJECT-VERB CONCORD (AGREEMENT)

Subject means the person or thing about which something is said.

- (i) If two subjects are joined by as well as, "with' or 'in addition to', then the verb agree with the first subject.
- (ii) If a subject is made up of two or more nouns joined by 'and', then it takes the plural verb.
- (iii) 'Each', 'every', 'either', 'neither' and 'many' are followed by singular verb.
- (iv) If two or more subjects are joined by 'either', 'or', 'neither', 'nor', 'not only' or "but also then the verb agrees with the subject nearest to it.
- (v) Nouns like 'news', 'Physics', 'mathematics', 'measles', and 'ethics' are plural in form, because they are treated as singular.
- (vi) When the distance, weight or amount represent a single unit or fixed quantity, they are treated as singular.
- (vii) Collective nouns like group, herd, team, and committee are singular when taken as body. They are considered as plural when the members of the group are considered individually.
- (viii) Uncountable nouns like furniture, equipment, stationery, luggage, weather, and ad are singular and taken as singular verbs.
- (ix) Nouns like amends, compasses, glasses, goods, trousers, tongs, police, and people descriptives like the rich, the blind, and the guilty are always considered as plural.

(x) Some nouns can have both singular and plural verbs. If we use plural verbs with the we are always correct. But if we use singular verb, we may be wrong. These include family, government, audience, media, company, crew, and public.

(Refer the chart in the next page for better understanding.)

Subject Verb Agreement Rules

1 The subject and verb must agree in number.

He **goes** to work by bus.

They **visit** us every other week.



2 The words and phrases "with", "as well as", "together with", "along with" are not part of the subject and the verb agrees with the subject.

The **politician**, along with the newsmen, **is** expected shortly.

3 Two subjects joined by "and" are plural.

Mary **and** Joan **are** quite different.

Exceptions:

Bacon **and** eggs **is** my favourite dish.



4 With collective nouns, the verb might be singular or plural (UK), depending on meaning.

The **audience** **was** clearly enchanted by her performance.

The **audience** **are** strangely subdued, clapping politely after each song.

5 2 subjects joined by "or/not", "either...or/neither...nor", "not only...but also" take the verb that agrees with the subject closest to it.

Neither my mother **nor** my father **goes** to university.



6 In sentences beginning with "here" or "there", the true subject follows the verb.

There **is** a **bush** near the school playground.

7 The verb is singular if the subject is a singular indefinite pronoun such as each, either, no one, every one, etc.

Nobody **gets** rich from writing nowadays.

The verb is plural if the subject is a plural indefinite pronoun such as several, few, both, many.

Several **villages** **have been isolated** by the heavy snowfall.



Some indefinite pronouns may be either singular or plural, depending upon their use in a sentence.

Some of the **books** **are** out of place. Please put them in the right order. (Books are countable.)

Some of the **music** **was** weird. (Music is uncountable.)



8 Use a singular verb for expressions of measurement, time, money and weight when the amount is considered one unit.

Fifty dollars **seems** a reasonable price.

But: **Five dollars** **were** scattered on the ground.

9 Plural form subjects with a singular meaning take a singular verb such as mumps, measles, calisthenics, statistics, civics, etc..

Gymnastics **is** his favourite sport.

10 Titles of single entities (books, organizations, countries, etc.) are always singular.

Harry Potter **is** an interesting novel.



Unit-IV: REPORTED SPEECH

Direct and Indirect Speech

1. When the actual words spoken are quoted, it is called Direct Speech.
2. When we report without quoting the exact words spoken, it is called Indirect Speech.

For example: Ram said, "I am very busy now." (Direct)

Ram said that he was very busy then. (Indirect)

Note:

- (i) In the direct speech, inverted commas are used to show the exact words of the speaker. In the indirect speech, it is not so.
- (ii) In the indirect speech, the conjunction that is used before the indirect statement.
- (iii) The pronoun 'I' changes to 'he' or 'she' when converting from direct to indirect speech.
- (iv) The verb 'am' changes to 'was' when converting from direct to indirect speech.
- (v) The adverb 'now' changes to 'then' when converting from direct to indirect speech.

Remember:

When the reporting verb is in the past tense, all present tenses of the direct speech are changed into the corresponding past tenses.

am/is ----- was

will -----would

are-----were

do/does-----did

can----- could

want/like/know/go, and so on----- wanted/liked/knew/went, and so on.

The simple past (did/saw/knew, and so on) can usually stay the same in indirect/reported speech or can be changed to the past perfect (had done/had seen/had known, and so on).

For example:

Harjot said, "I woke up feeling ill, so I didn't go to school." (Direct)

Harjot said that she woke up feeling ill, so she didn't go to school. (Indirect)

OR

Harjot said she had woken up feeling ill, so she hadn't gone to school. (Indirect)

The conversion rules for Reported Speech are as follows-

Direct Speech	⇒	Indirect Speech
simple present <i>He said, "I go to school every day."</i>	⇒	simple past <i>He said (that) he went to school every day.</i>
simple past <i>He said, "I went to school every day."</i>	⇒	past perfect <i>He said (that) he had gone to school every day.</i>
present perfect <i>He said, "I have gone to school every day."</i>	⇒	past perfect <i>He said (that) he had gone to school every day.</i>
present progressive <i>He said, "I am going to school every day."</i>	⇒	past progressive <i>He said (that) he was going to school every day.</i>
past progressive <i>He said, "I was going to school every day."</i>	⇒	perfect progressive <i>He said (that) he had been going to school every day,</i>
future (will) <i>He said, "I will go to school every day."</i>	⇒	would + verb name <i>He said (that) he would go to school every day.</i>
future (going to) <i>He said, "I am going to school every day."</i>	⇒	present progressive <i>He said (that) he is going to school every day.</i>
		past progressive <i>He said (that) he was going to school every day</i>
Direct Speech	⇒	Indirect Speech
auxiliary + verb name <i>He said, "Do you go to school every day?"</i> <i>He said, "Where do you go to school?"</i>	⇒	simple past <i>He asked me if I went to school every day.*</i> <i>He asked me where I went to school.</i>
imperative <i>He said, "Go to school every day."</i>	⇒	infinitive <i>He said to go to school every day.</i>

Unit-V: DETERMINERS

Determiners are the words that decide or fix the meaning of a noun. Thus, determiners are words that decide the limit or determine something about a noun or a pronoun that follows. They are small words used before nouns to answer questions like:

- ❖ Which one?
- ❖ How many?
- ❖ Who?

Determiners are not adjectives because they do not describe a noun. They simply identify or specify a noun in some way.

Read the following sentences.

1. I have a **few** pens with me.
2. She put **some** oil in the frying pan.
3. There are **many** windows in this house.
4. She has spent a **great deal** of time in the East.

All the highlighted words determine the **quantity** of anything talked about in the sentence.

Therefore, we call them determiners or quantifiers or quantifier determiners. Some of the quantifiers are-a little, a few, some, any, many, more, much, no, a great deal of, a lot of, etc

There are two types of determiners.

- ❖ Indefinite determiners: These include determiners 'a' and 'an', indefinite numerals (like many and some), distributive numerals (like each, either, and neither) and quantities (like little, enough, and some)
- ❖ Definite determiners: These include the determiner 'the', definite numerals (like one, first, and once), possessives (like my, your, our, his, her, and their) and demonstratives (like this, that, these, and those).

IN THE FOLLOWING PAGES, YOU WILL FIND THREE WORKSHEETS. THESE WORKSHEETS ARE SIMILAR TO THE PATTERN OF GRAMMAR QUESTIONS IN THE CBSE SQP FOR THE SESSION 2023-2024.

WORKSHEET 1

1. Attempt ANY TEN of the following questions.

- i. Read the conversation between a mother and her son. Complete the sentence by reporting the mother's reply correctly.**

Son: Mom, how do I become an artist?

Mother: You will need to learn more about the art you like and practice it every day.

A son asked his mother how he could become an artist. She told him _____.

- ii. Fill in the blank by choosing the correct option to complete this advertisement.**

Are you looking for more books to read? Due to popular demand, we _____ back our 'Buy One Get One Free' offer next weekend!

- A. brings
- B. brought
- C. will bring
- D. were bringing

- iii. Identify the error in the given newspaper headline and supply the correction.**

Athletics Star Helps State Stays Ahead of Competition.

Use the given format for your response.

ERROR	CORRECTION

- iv. Select the correct option to fill in the blank for the given line, from a doorway sign.**

Caution! You _____ not enter. Only employees are allowed beyond this point. A. need

- B. must
- C. could
- D. might

- v. Fill in the blank by using the correct form of the word in the bracket, for the given portion of a diary entry:**

Dear Diary,

Today I saw the most beautiful sunrise over the ocean. I wish I could _____ (painting) it to truly capture and preserve the beauty I witnessed.

- vi. Select the option that identifies the error in a museum plaque and supplies the correction for the same.**

These building, inaugurated on 29 March 1954, was a former residence of a Maharaja.

Option no.	Error	Correction
A	These	This
B	Building	Buildings
C	on	at
D	of	by

vii. **Fill in the blank with the correct option to complete the sentence below.**

You must have got good news. I could _____ you celebrating!

- A. hear
- B. hears
- C. heard
- D. hearing

viii. **Read the conversation between a lawyer and his client. Complete the sentence by reporting the lawyer's reply correctly.**

Client: I am worried, this is a very complicated case.

Lawyer: Don't worry, I have never lost a case in my life.

The client was worried as it was a very complicated case, but his lawyer told him _____.

ix. **Fill in the blank by choosing the correct option, to complete the text message below.**

Let's meet another day since neither Kavi nor Samantha _____ free today as they have tennis practice.

- A. were
- B. are
- C. be
- D. is

x. **Select the correct option to complete the narration of the dialogue between Ayan and his mechanic, Vir.**

Ayan: By when do you think you can fix my car?

Vir: Probably by tomorrow. I don't think your car has any major issues.

Ayan asked his mechanic Vir when he thought he could fix his car. Vir replied that he could probably fix the car by _____ as it had no major issues.

- A. that day
- B. one day
- C. tomorrow
- D. the next day

xi. **Identify the error in the advertisement given below and supply the correction for the same.**

Use the given format for your response.

ERROR	CORRECTION

Looking to Buy a Guitar? The brand-new guitar is for sale. It comes with a wooden, velvet-lined guitar case. If interested, contact me at 99889xxxxx for more details.

WORKSHEET 2

1. Attempt ANY TEN of the following questions.

i. Fill in the blank by choosing the correct option to complete an online update.

The climate control comment by an activist on social media yesterday.

- A. blow up
- B. blew up
- C. is blown
- D. will be blown

ii. Read the conversation between a doctor and his patient. Complete the sentence by reporting the patient's reply correctly.

Doctor: Do you feel down from time-to-time Mr. Gopalan?

Patient: Yes, I do not stay in a good mood.

The doctor, while trying to figure out his patient's ailment, asked about his well-being, to which, the patient affirmed _____.

iii. Select the correct option to fill in the blank for the given line, from a health magazine.

The advertisement read, 'If you smoke, statistically your story end 15% before it should'.

- A. must
- B. should
- C. will
- D. ought to

iv. Select the option that identifies the error and supplies the correction for the following line, from a news report:

Last week a child was not allowed to board the plane at Ranchi airport.

Option No.	Error	Correction
A	Child	Children
B	Last	Previous
C	The	A
D	at	in

v. Complete the given narrative, by filling in the blank with the correct option:

As I was standing on the dock, looking out at the lake for the last time, a feeling of emptiness over me like darkness.

- A. will wash
- B. had washed
- C. will have washed
- D. washed

vi. Fill in the blank by using the correct form of the word in the bracket, for the given portion of a letter:

Subject: Request for Approval

Dear Sir

This is to respectfully submit that I _____ (seek) approval for organising a tree plantation drive to be undertaken by the club.

- vii. **Report the dialogue between a grandson and his grandfather, by completing the sentence:**

Grandson: Grandpa, who are your superheroes?

Grandpa: Anyone who shows kindness and compassion to others.

In response to the question about his superheroes, grandfather says that

_____.

- viii. **Identify the error in the given sentence, from a school magazine report and supply the correction.**

In order to balancing the sentiments of the Eagles and the Hawks, the Student Council suggested a rematch between the teams.

Use the given format for your response.

Error	Correction

- ix. **Sunil shared some information, with Tariq, about a holiday at sea. Report Tariq's question.**

Did you enjoy travelling by sea?

- x. Fill in the blank by choosing the correct option, to complete the slogan by the Ministry for Child Welfare.

_____ WE AFFORD TO NEGLECT CHILDREN? THINK TWICE!!

A. WILL

B. MAY

C. NEED

D. CAN

- xi. **Select the correct option to complete the narration of the dialogue between Latha and her father.**

Father: Why ask so many questions, Latha?

Latha: I believe that if you don't know the answer, keep asking till you do!

Father asked Latha the reason for the many questions she was asking. Latha exclaimed good-humouredly that in event of not knowing the answer one should _____.

A. keep asking till one does.

B. kept asking till one does.

C. keep asking till one do.

D. kept on to ask till one do.

WORKSHEET 3

1. Attempt ANY TEN of the following questions.

i. Fill in the blank by choosing the correct option to complete the sentence.

If we _____ one more batsman in our team, we would have won the match.

- (a) had had
- (b) would have been
- (c) would have
- (d) would have had

ii. Read the conversation between Reena and Rakesh. Complete the sentence by reporting Rakesh's reply correctly.

Reena: Have you seen 'Three Idiots'?

Rakesh: I saw them yesterday in my class.

Reena asked Rakesh if he had seen 'Three Idiots'. Rakesh replied that

_____.

iii. Select the correct option to fill in the blank for the given line.

The swimmer was tired but he _____ reach the shore before he collapsed.

- (a) will
- (b) could
- (c) may
- (d) must

iv. Select the option identifies the error and supplies the correction for the following line:

Have you ever learn from a mistake you have made?

Option No.	Error	Correction
A	Learn	Learnt
B	have	has

v. Complete the given sentence, by filling in the blank with the correct option:

I bought a new car last year, but I _____ my old car yet, so at present I have two cars.

- (a) sell
- (b) have not sold
- (c) sold
- (d) did not sell

vi. Fill in the blank by using the correct form of the word in the bracket.

Neither you nor your sister should _____ (talk) to them.

vii. Report the dialogue between Sanjay and Madan, by completing the sentence:

Sanjay: I am surprised to see you here in Delhi. When did you come?

Madan: I came here yesterday. I have been offered a job here.

Sanjay told Madan that he was surprised to see him there in Delhi and asked when he had come. Madan replied that he had come there the previous day and added that

_____.

viii. Identify the error in the given sentence and supply the correction.

A good business letter is one that get results.

Use the given format for your response.

Error	Correction

ix. Transform the following direct speech into reported speech:

He said, “Reena, do you want to buy a house in Noida?”

x. Fill in the blank by choosing the correct option, to complete the sentence.

He said I _____ use his car whenever I wanted.

- (a) will
- (b) would
- (c) could
- (d) can

xi. Ram and Shyam are discussing their plans for the weekend. Fill in the blank to complete the dialogue below by choosing the correct options.

Ram: What are you doing this weekend, Shyam?

Shyam: I don't have any special plan. Ram: How do you like the idea _____.

- (a) of go for a picnic to the Dal Lake?
 - (b) of going for a picnic to the Dal Lake?
 - (c) of went for a picnic to the Dal Lake?
 - (d) of going for a picnic by the Dal Lake?
-

LITERATURE

FIRST FLIGHT

UNIT-1

A LETTER TO GOD

Introduction:

Lencho, a simple farmer, is the protagonist of the story. He has immense faith in God and writes a letter to Him. In the letter, he seeks help from the Almighty. When his entire crop yield has been destroyed by a devastating hailstorm. He asks God to send him hundred pesos as he believes that only god can help him in this time of distress. But he gets only seventy pesos. He writes another letter to God and requests not to send the money through mail. He considers the post office employees as bunch of crooks who have stolen 30 pesos.

Summary

“A Letter to God” by G.L. Fuentes depicts the unwavering faith of a farmer in God. It begins with a farmer, named Lencho expecting for a rain shower to nourish his field of corn. He is confident that his harvest is going to yield huge profits just like it does every year. To his utmost excitement, rainfall did happen but sooner, it turned into a hailstorm destroying his entire crop. The damage posed a threat to the family’s survival as their entire livelihood was dependent on the year’s produce. Although disheartened, the family had robust belief in the almighty. Lencho, despite having worked day and night at the field, knew how to write and thus, decided to write a letter to God explaining his situation and asking for help. He went to town to post his letter addressed “To God”. The letter on being noticed by the postmaster, at first amused him, but then motivated him want to do something for the farmer so as to keep his immense belief intact. He contributes from his salary and collects money from his colleagues and friends who willingly contributed for an act of charity. To his dismay, he could only collect 70 pesos which he wrapped in an envelope to make it seem like a reply from the deity. On having found the letter, Lencho is not at all shocked, but instead, he gets angry on finding that the amount is less than what he had expected. He again writes a letter to God conveying his disappointment and distrust in the employees of the post office whom he calls a bunch of crooks.

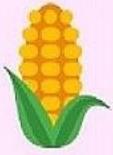
Key Points:

- Lencho was a farmer who had corn field and expected downpour for a good harvest.
- But the rain turned into hailstones which destroyed his whole crop of corn.
- He decided to seek help from God and wrote a letter to God demanding 100 pesos.
- Seeing his great faith, the post master decided to help him.
- He collected 70 pesos from his own effort.
- Lencho was angry to receive 70 pesos in place of 100.
- He wrote another letter to God demanding rest of the money.
- He also requested not to send the money through the mail because he believed that post office employees were bunch of crooks.

A LETTER TO GOD



-G.L.FEUNTES



MAIN CHARACTERS

- Lencho, a hard working farmer
- Post office officials
- Post master-Caring and a benevolent man

A MIND MAP –DESIGNED BY R.SHANTHI TGT ENG
KVASHOKNAGAR



THEME



The immense power in man's innocent faith in God. It teaches us that if man has child like faith in God, he can accomplish anything considered impossible. Extreme faith in the almighty can give you a ray of hope even in the darkest times.



GIST



An extremely hard working man named Lencho was a farmer by profession. He was really very innocent and worked to an extreme. Yet, his crops were destroyed due to heavy hailstorm. He had blind faith in God. He thought that God would surely help him by sending some money so that he could survive in this difficult situation. With this thought he wrote a letter to God in which he asked God to send some money. First the letter was received at the post-office, the post master read Lencho's letter addressed to God. It sounded strange yet seeing the faith of Lencho he and the other postmen of the post-office extended their hands to help Lencho. They collected some money which was actually not sufficient and kept the collected sum into an envelope. The next Sunday, Lencho arrived to check whether there was any letter for him. The master handed over the envelope to him. On opening the envelope he found the cash. But it was less than what he had made a demand for. In an angry mode he wrote another letter to God. In this letter he requested God to send him the remaining amount directly not through post office because the post-office employees were a bunch of crooks.



VALUES

- Hope
- Faith
- Benevolence



TITLE



The title 'A LETTER TO GOD' is apt because the protagonist of the story Lencho writes a letter to God in times of distress. It reveals the immense faith he has in God. The postmaster did not want to displease him hence he collects money in order to help Lencho. Hence the title is apt.

Extract based comprehension questions: -

1. The house—the only one in the entire valley—sat on the crest of a low hill. From this height, one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth needed was a downpour or at least a shower. Throughout the morning Lencho who knew his fields intimately had done nothing else but see the sky towards the north-east.

- a) What did the earth need?
- b) Why had Lencho kept looking towards the north-east?
- c) What promised a good harvest?
- d) Find a word from the extract which means the same as ‘Closely’.

Answers

- a) The earth needed a downpour or a shower.
- b) The rain-clouds were to come from that direction.
- c) The river and the field of ripe corn dotted with the flowers promised a good harvest.
- d) Intimately

2. All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one’s conscience. Lencho was an ox of a man, working like an animal in the fields but still, he knew how to write. The following Sunday, at daybreak, he began to write a letter which he himself would carry to town and place in the mail. It was nothing less than a letter to God.

- a) What did Lencho think throughout the night?
- b) What does ‘Lencho was an ox of a man’ imply?
- c) Which line in the extract suggests that Lencho was literate?
- d) What strange action did Lencho take?

Answers

- a) Lencho thought of one hope that is help from God.
- b) It means that Lencho was very hardworking. He worked like an ox.
- c) The following Sunday, at daybreak, he began to write a letter which he himself would carry to town and place in the mail.
- d) Lencho’s strange action was his letter addressed to God.

3. So, in order not to shake the writer’s faith in God, the postmaster came up with an idea: answer the letter. But when he opened it, it was evident that to answer it he needed something more than goodwill, ink and paper. But he stuck to his resolution: he asked for money from his employees, he himself gave part of his salary, and several friends of his were obliged to give something for ‘an act of charity’. It was impossible for him to gather together the hundred pesos, so he was able to send the farmer only a little more than half. He put the money in an envelope addressed to Lencho and with it a letter containing only a single word as a signature: God.

- a) To answer the letter the postmaster needed something more than goodwill, ink and paper. What was that?
- b) ‘He stuck to his resolution’ - Which resolution is being referred in the passage?
- c) What was the act of Charity that is referred to in the passage?
- d) Who contributed money to help Lencho?

Answers

- a) The post master needed to collect money to help Lencho.

- b) Postmaster's resolution to not let Lencho's faith in God be shaken.
- c) The act of charity referred here is to contribute money to help a needy farmer, Lencho.
- d) The post master, his employees and his friends contributed money to help Lencho.

SHORT ANSWER QUESTIONS (30 - 40 words)

1. Why were the raindrops like new coins for Lencho?

Answer:

Lencho had been impatiently waiting for the rain. The earth needed a downpour. At least, a shower was necessary to save the crops. Fortunately for Lencho, in the north-east huge mountains of clouds could be seen approaching. Big drops of rain began to fall. Every drop was precious for the fields and the crops. The bigger drops were worth ten-cent pieces and the little ones were fives.

2. Why did Lencho think of writing a letter to God? What did he write in the letter?

Answer:

The hailstones completely destroyed Lencho's cornfields. They would have no corn that year. Having lost all hopes, Lencho thought of writing a letter to God. He requested God to send him a hundred pesos to sow his fields again. He wrote that he needed money to live until the new crops came. If God didn't help, his family would face starvation.

3. Why was Lencho angry after he counted the money?

Answer:

Lencho had demanded a sum of a hundred pesos as an immediate help from God. He did hope in God's mercy and help. However, his happiness was short-lived when he counted the money. The sum was less by 30 pesos. Lencho believed that God did send him a hundred pesos but the dishonest post office employees embezzled money.

4. What is ironic about the ending of the story?

Answer:

The end of the story is rather ironic. The postmaster was greatly impressed by Lencho's faith in God. He didn't want to shake his faith in God. He collected a sum of seventy pesos from his employees and contributed a part of his salary. However, his great act of charity was not recognised and appreciated by the man who received help. On the contrary, the helpers were ironically called 'a bunch of crooks.'

LONG ANSWER QUESTIONS (100-150 Words)

1. "I wish I had the faith of the man." Describe Lencho's character in light of the above statements.

Answer:

Lencho was a hardworking farmer. He laboured like an ox. He had good knowledge of farming and knew his crop needed a downpour to give him good yield. Lencho had great faith in God. He was a literate farmer. So, he wrote a letter to God for help when his crops were totally destroyed by hailstones. He had nothing to support his family. He had no money to purchase the seed for sowing. But he had a firm faith in God. He believed that God would help him.

He was a simple and innocent farmer. He could not reason out things. He blamed the post-office employees for cheating him of 30 pesos and called them 'A bunch of crooks. But Lencho was a caring head of the family. He got sad and worried that his family would have to suffer from starvation due to destruction of crops.

2. Why did Lencho need God's help?

Answer:

Lencho was a simple farmer. He was very hard-working. His crops had always been good. One year, he wished that there should be some rain so that his crop would be better. Lencho was sure that the rain would come. In the evening it started raining. But soon the rain changed into a hailstorm. The hail fell on the house, the garden, the hillside and the corn-field. The field looked white as if it had been covered with salt. No leaves were left on the trees. The flowers were gone from the plants. Lencho's crops were completely destroyed. His heart was filled with sorrow. But he had faith in God. He was sure that God would help him. He wanted God's help for sowing seed and for living until the next harvest.

3. Lencho described the post-office employees as a 'bunch of crooks'. Were they really a bunch of crooks? How would you describe them?

Answer:

A crook is a person who cheats others. He earns his living by dishonest means. Lencho requested God for a 100 pesos. He received a letter in the mail. When he opened it he found 70 pesos in it. He thought that the post-office employees had taken the rest of 30 pesos. So he called them a bunch of crooks. But in fact, they were kind and generous people. They did not want to shake Lencho's faith in God. So they raised money to help him. But they could not raise 100 pesos. So they put 70 pesos in an envelope and addressed it to Lencho. The post-office employees were good people. They did an act of kindness and Charity. It was wrong for Lencho to call them a 'bunch of crooks'.

POEMS

CHAPTER -1

DUST OF SNOW

-ROBERT FROST

Introduction

'Dust of Snow' by Robert Frost is a brief poem but it conveys the poet's message coherently. The poem shows how human judgement on certain issues can be misleading. The poet depicts the crow and the hemlock tree as reasons for his changed mood and increased optimism.

Summary

'Dust of Snow' is a beautiful short poem, written by Robert Frost. This poem tells that even a simple moment has a large impact and significance. The poet has mentioned crow and hemlock tree in this poem. Crow signifies his depressive and sorrowful mood and hemlock tree is a poisonous tree. Both of these signify that the poet was not in a good mood and so he describes the dark, depressive and bitter side of nature to present his similar mood. In such a sad, depressive mood, the poet was sitting under a hemlock tree. A crow, sitting on the same tree, shook off the dust of snow i.e., small particles of snow that remain on the surface after the snowfall, on the poet. This simple action changed the poet's mood. He realised that he had just wasted a part of his day repenting and being lost in sorrow. But the change in his mood made him realise that he should utilize the rest of the day in some useful activity. His sorrow was washed away by the light shower of snow dust. His spirit was revived and he got ready to utilise the rest of the day constructively.

Explanation of the Poem:

**The way a crow
Shook down on me
The dust of snow
From a hemlock tree
Has given my heart
A change of mood
And saved some part
Of a day I had rued.**

Explanation: The poet is upset and sitting under the hemlock tree. Suddenly a crow, sitting on the tree, shakes the particles of snow from the tree which fall on the poet. The soft and cold touch of snow changes the poet's mood from sad to happy. He starts feeling soothed and refreshed. In this way, a simple moment proves to be very significant and saves the rest of the day of poet from being wasted and held in regret.

Poetic Devices:

Rhyme Scheme : abab

Alliteration : a) Has given my heart. b) And saved some part.

Imagery: Frost uses simple imagery like a crow scattering snow from hemlock tree, and 'dust of snow' falling on the poet to depict the positive effect of nature on the poet.

Metaphor: This poetic device is used when a covert comparison is made between two different things or ideas. In this poem, the poet uses the device of metaphor in the 3rd line of the 1st stanza, when he compares the mass of snowflakes atop the hemlock tree with dust.

Enjambment: In enjambment, the same sentence continues to the next line without the use of any punctuation marks. This poem is a very good example of this poetic device. It has been used throughout the poem. The lines of stanzas flow to next line without any punctuations.

Symbolism: Symbolism is the use of symbols to signify ideas by giving them symbolic meaning that is different from their literal meaning.

The ‘crow’ and ‘hemlock tree’. The poet has used these as a symbol to show the emotions like dejection, gloom and depression. Also, he has used these as symbols to show that these ‘inauspicious’ things of nature can also change a person’s mood and mind.

Synecdoche: This poetic device is used in many ways to represent one thing with the help of an entirely different one. In this poem, the poet uses this device to represent the whole in the 1st line of the 2nd stanza. He says that his “heart” has undergone a change of mood because the crow has made the snowflakes from the hemlock tree rain down on him. However, he is now experiencing a better mood as a result of the actions of the crow.

KEY WORDS:

- | | |
|---------------------------------------|------------------------------------|
| 1. Significance: Importance | 2. Depressive: Causing unhappiness |
| 3. Particles : The smallest fragments | 5.. Repenting: feeling of regret |
| 4. Rued : Held in regret | |

MULTIPLE CHOICE QUESTIONS

1. What does crow generally symbolise?

- (a) Happiness (b) Good fortune (c) Bad omen (d) Life

Ans. (c) Bad omen

2)What does ‘Dust of Snow’ represent?

- (a) healing power of nature (b) particles of snow (c) cool weather (d) none of the above

Ans. (a) healing power of nature

3) What was the mood of the poet in the beginning of the poem?

- (a) Sad mood (b) Happy mood (c) Confuse mood (d) None of these

Ans. (a) Sad mood

4. What did the poet think of the day before the dust of snow fell on him?

- (a) He was energetic (b) He was rude (c) He was lucky (d) His day was ruined

Ans. (d) His day was ruined

5. Name the poetic device used in the line “And saved some part.” (a) alliteration (b) metaphor (c) oxymoron (d) simile

Ans. (a) alliteration

6. Assertion: The poet’s mood changed.

Reason: The crow was sitting on the Hemlock tree.

- (a) Both assertion and reason are correct and reason is the correct explanation of assertion.
(b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

(c) Assertion is true and reason is false.

(d) Assertion is false and reason is true.

Ans. (b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

7. Assertion: The poet was having a terrible day.

Reason: He got fired from his job.

(a) Both assertion and reason are correct and reason is the correct explanation of assertion.

(b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

(c) Assertion is true and reason is false.

(d) Assertion is false and reason is true.

Ans. (c) Assertion is true and reason is false.

8. Assertion: The dust of snow fell on the poet by a crow.

Reason: The crow was adjusting himself on the tree.

(a) Both assertion and reason are correct and reason is the correct explanation of assertion.

(b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

(c) Assertion is true and reason is false.

(d) Assertion is false and reason is true.

Ans. (c) Assertion is true and reason is false.

9. Assertion: The poet mentioned a poisonous tree.

Reason: He wanted to indicate a sad scene.

(a) Both assertion and reason are correct and reason is the correct explanation of assertion.

(b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

(c) Assertion is true and reason is false.

(d) Assertion is false and reason is true.

Ans. (a) Both assertion and reason are correct and reason is the correct explanation of assertion.

EXTRACT BASED COMPREHENSION QUESTIONS

The way a crow
Shook down on me
The dust of snow
From a hemlock tree
Has given my heart
A change of mood
And saved some part
Of a day I had rued

1. Select the appropriate option and complete the sentence, according to the context.

The falling of dust of snow on the poet made him -----

- a. Angrier b. Retrospect c. Feel startled d. Feel happier about the day

Ans. Feel happier about the day

2. It is clear that Synecdoche is the poetic device used for his heart has under gone a change of mood because -----.

Ans. He experiences a better mood as a result of the action of crow.

3. It is clear that Symbolism is the poetic device used for the crow and the hemlock tree because _____.

Ans. It is used to show the emotions like dejection, gloom and depression and also these inauspicious things of nature can also change a person's mood and mind.

4. How did the poet's mood change?

Ans- The falling of snow on the poet had changed his mood

5. What had the poet thought of the day?

Ans- The poet had thought that it was a bad day. He was sad and depressed.

SHORT ANSWER QUESTIONS

1. What does the poet want to convey through the poem, 'Dust of Snow'?

Ans: In the poem, 'Dust of Snow', the poet wants to convey that sometimes, certain moments or actions which are simple have larger significance. They can change the mood or life of a person. The way a crow shakes down the dust of snow on the poet inspires and gives him the idea of shaking off his depressive thoughts, become cheerful and do something useful.

2. The crow and hemlock are usually used as negative references in literature. How is this different in this poem?

Ans: The poet is trying to break the stereotypes that consider a crow and a hemlock tree as inauspicious. The poet has represented nature in quite an unconventional manner. He is trying to emphasize that even a crow and a hemlock tree can bring about positive change in a person's life.

3. Dust of Snow is one of most loved poems. Elaborate why you think this is so?

Ans: Dust of Snow is one of Frost's most loved poems because the poem which describes a very simple happening in very simple words. It tells us that sometimes even a small incident may prove to be of larger significance. Nature can heal anything and everything.

VALUE BASED LONG QUESTION AND ANSWER

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.

CHAPTER -2

FIRE AND ICE

-ROBERT FROST

Introduction

This short poem outlines the familiar question about the fate of the world, wondering if it is more likely to be destroyed by fire or ice. People are on both sides of the debate.

Summary

'Fire and Ice' is a short poem by Robert Frost. In this poem, the poet refers to two predictions of how the world will end. Some say it will end in fire while others say it will end in ice. According to the poet, 'fire' stands for desire, greed, avarice or lust. The more you try to satisfy them, the more they grow. There is no end to it. They spread rapidly like fire and engulf your whole life. One becomes selfish and sometimes cruel also. On the other hand, 'ice' according to the poet, stands for hatred, coldness and rigidity. One becomes insensitive and indifferent towards the feelings of others. The poet says that both fire and ice are growing with such a rapid speed that the world will soon perish either way, in fire or in ice.

Explanation of the Poem

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.**

Explanation: The poet says that there are two notions in the society about the destruction of the world. The first of these theories states that fire will cause the disaster to happen. He equates fire with human passion and desire. The poet frankly confesses that he agrees with those people who believe that the world will be burnt by fire.

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.**

Explanation: In these lines, the poet stops discussing the first theory and goes on to talk about the second theory – the theory about the destruction of earth by ice. He does not disagree with the first theory about fire. He simply considers what might happen if the earth were to be destroyed a second time. He is sure that the second time ice will be enough to destroy the earth as nearly and effectively as the fire. He compares ice with hatred and indifference.

Key Words

1. Predictions: A statement of what will happen in future.
2. Avarice: Greed for wealth
3. Perish: To decay and disappear

POETIC DEVICES

Rhyme scheme — stanza 1 is abaa while for stanza 2 it is ababa.

Symbolism – Symbolism is the use of symbols to signify some ideas by giving them symbolic meaning different from their literal meaning.

Fire – symbolizes desire with human emotions like lust, fury, cruelty, greed etc..

Ice – symbolizes the hatred with cold feelings of humans such as rigidity, jealousy, indifference, intolerance etc..

Personification — Personification is to assign human qualities to non-living things. In this poem, ‘fire’ and ‘ice’ are capable to destroy the earth.

Metaphor – It is a literary device that is used to make a covert comparison without using the words ‘like’ or ‘as’. Here, the poet has used the terms ‘fire’ and ‘ice’ as metaphors for the human emotions related to desire and hatred.

Anaphora — Anaphora is the repetition of a word or expression at the start of two or more consecutive lines. For example: ‘Some say’ is repeated at the start of the lines 1 and 2.

Alliteration — Alliteration is repetition of the same sound used at the beginning of the nearly placed words. Example: The sound of ‘s’ in some say, ‘f’ in “Favour fire”, and ‘w’ in “world will”.

MULTIPLE CHOICE QUESTIONS

1. What is ‘fire’ a symbol of?

- (a) love and new desires (b) lust and endless desires
(c) love and beginning of a new thing (d) revolution

Ans. (b) lust and endless desires

2. What is ‘ice’ a symbol of?

- (a) Lust (b) Love (c) Desire (d) Hatred

Ans. (d) Hatred

3. What will fire do to the world? (a) put the world to an end. (b) put the world to a new beginning. (c) make the world developed (d) None of the above

Ans. (a) put the world to an end.

4. Why do some people say that the world will end in ice?

- (a) because love among people is increasing fast. (b) because hatred among people is increasing fast.
(c) because lust among people is increasing fast. (d) None of the above

Ans. (b) because hatred among people is increasing fast.

5. Name the poetic device used in the line “Some say the world will end in fire.”

- (a) Metaphor (b) Imagery (c) Alliteration (d) Oxymoron

Ans. (c) Alliteration

6. Assertion: The poet is with those who favours fire.

Reason: Fire describes desire.

- (a) Both assertion and reason are correct and reason is the correct explanation of assertion.
- (b) Both assertion and reason are correct but reason is not the correct explanation of assertion.
- (c) Assertion is true and reason is false.
- (d) Assertion is false and reason is true.

Ans. (b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

7. Assertion: Ice could lead to end of the world.

Reason: Life is possible on earth with extreme high temperature.

- (a) Both assertion and reason are correct and reason is the correct explanation of assertion.
- (b) Both assertion and reason are correct but reason is not the correct explanation of assertion.
- (c) Assertion is true and reason is false.
- (d) Assertion is false and reason is true.

Ans. (c) Assertion is true and reason is false.

8. Assertion: Fire and Ice are shown as destructive human emotions.

Reason: Hatred and longing can cause damage to an individual.

- (a) Both assertion and reason are correct and reason is the correct explanation of assertion.
- (b) Both assertion and reason are correct but reason is not the correct explanation of assertion.
- (c) Assertion is true and reason is false.
- (d) Assertion is false and reason is true.

Ans. (a) Both assertion and reason are correct and reason is the correct explanation of assertion.

EXTRACT BASED QUESTIONS

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.

1. What do fire and ice represent in the poem?

- a) desire (b) hatred (c) heat and cold (d) both(a) and (b)

Ans: (d) both (a) and (b)

2. What is the poet's opinion about the world?

Ans: According to the poet, the world will end in fire.

3. What do people think about the end of the world?

- a) the world would end in the fire of desires (b)the world would end in ice cold hatred.
- (c) both a and c (d) none of the above

Ans: (c)both a and c

4. What is the rhyming scheme of the above stanza?

Ans: abaa

Extract 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.**

- (a) What does 'it' refer 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

1. What does the poet mean by saying, 'I've tasted of desire/I hold with those who favour fire'?

Ans: Frost connects fire with desire. According to the poet, desire is powerful and would be a quick end. Moreover, he has had personal experience with desire. Those experiences led him to first conclude that the world will end in fire.

2. How do people differ in their opinions about the cause of destruction of the world?

Ans: According to the poem, the world will end due to 'fire', which symbolises desire. But if the world had to end twice then it will be due to the hatred symbolised by 'ice'. The poet feels that there is enough hatred in the world that is spreading among the people. Just like desire, this hatred will end the world one day.

4. There is apparent contrast but inherent unity in the poem fire and ice. Elaborate.

Ans: Fire is the antithesis of ice. Two contrasting and directly opposite destructive forces have been the hallmark of this poem; Fire and Ice'. The poet says that the world would end either by ice or by fire. Both the components are compared with self-destructing human emotions: hatred and desire.

5. What does 'ice' stand for? How is it sufficient to bring destruction?

Ans: 'Ice' symbolises hatred. Hate is just as powerful as desire. The poet says that ice is also sufficient for destroying this world. Here the poet compares the nature of ice with hatred feelings of humans. As ice can make the body numb with its prolonged contact, similarly hatred can also give the numbness to our mind and thoughts. And hence it can make us insensitive and cruel. Such cruelty towards humanity will result in the destruction of the world.

LONG ANSWER QUESTIONS.

1. Bring out the symbolism in the poem Fire and Ice"

Ans: According to the poet lust is a greater evil. Desire or lust can be the cause of war. Hatred is also harmful. So, the poem 'Fire and Ice' represents the two evils hatred and lust which lead to the destruction of the world. According to the poet, fire stands for desire, greed and avarice. The more you try to satisfy them, the more they grow. There is no end to it. They spread rapidly like fire and ruin your whole life. On the other hand, 'ice' according to the poet, stands for hatred. One becomes insensitive and indifferent towards the feelings of others. One becomes selfish and sometimes cruel as well. The poet says that both fire and ice are growing with such a rapid speed that the world would soon perish either way, in fire or in ice.

2. The poet faces a Hobson's choice in the poem Fire and Ice. Elaborate with reference to the theme of the poem.

Ans: The poem talks about the end of the world by fire, which symbolizes greed in humanity. Others feel that the end will come about by ice, which symbolizes hate. Thus humanity faces a choice which is really no choice, because the end result is destruction in both cases. The poet presents the choices in such a way as to emphasize the importance of his message of there being no alternatives. The theme of the poem, based on destruction through greed and hatred, illustrates the phrase Hobson's choice, gives the poem a profound and meaningful undercurrent.

Gist

Nelson Mandela was born on 18th July 1918. 'Long Walk to Freedom' is an autobiography of Nelson Mandela in which he gives detail accounts about the struggle for freedom of South-Africa. On May 10, 1994, Nelson Mandela was sworn in as the first black president of South Africa. Here after it became a new-born non-racial democratic country.

Summary

The chapter is an excerpt from the autobiography of Nelson Mandela-'Long Walk to Freedom'. He given detail accounts of the struggle for freedom of South-Africa. He was the first black president of South Africa. His Party African National Congress, won the first democratic elections. On May 10, 1994, Nelson Mandela was sworn in as the first black president of South Africa. There was huge gathering of world leaders who witnessed the swearing in ceremony in Pretoria. Mandela gave his speech on victory of justice, peace and human dignity. He pledged to liberate his people from poverty, suffering and discrimination. Two national anthems were sung on this occasion to signify equality and inclusion-the old 'Nkosi Sikelel' by the whites and the new 'Die stem' by the blacks. The new government recognised the rights and freedom of all eliminating 'apartheid'. He recalled the courage and sacrifices of great freedom fighters-Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo and others. Addressing the citizens, he said a country is rich because of its people not because of minerals. Courage is not absence of fear but victory over it. Love comes naturally not by force, which is natural goodness. People must learn to hate and if they can learn to hate, they can be taught to love. Man has twin obligations -one towards his family and second towards his country. Mandela said freedom has different interpretations, for a kid, it is to run and play and for an adult, it is to fulfil needs of his own and his family. Real freedom means equal rights for everyone. He desired that people of South Africa must live with dignity and honour. He believed that oppressor and the oppressed have to be liberated. Patience and perseverance guided by discipline and system yield the desire result.

Key Points-

- On 10th May 1994 was day of freedom for South Africa.
- Swearing in ceremony was being held in Union Building in Pretoria and first non-racial government took the charge.
- Nelson Mandela gave speech on the victory for justice, peace and human dignity.
- Mandela pledged to liberate his people from poverty, suffering and discrimination.
- A colourful show by jets and helicopters to show military's loyalty took place.
- Singing of two national anthems -the old 'Nkosi Sikelel' by the whites and the new 'Die stem' by the blacks.
- A new system that recognised the rights and freedom of all people was formed.
- Mandela remembered and thanked great freedom fighters – Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo and others who sacrificed their lives for the freedom.
- A man has twin obligation-towards his family and towards his country.
- According to Mandela, freedom has many aspects like – for a kid it is to run and play, for an adult it is to fulfil the needs, of his own and his family.
- Real freedom means equal rights for everyone.
- He desired people to live with dignity and respect. He wanted the oppressor and the oppressed to be liberated.
- Patience and perseverance guided by discipline and system yield the desire result.

NELSON MANDELA: A long walk to freedom

--NELSON ROLIHLEHLA MANDELA

A MIND MAP DESIGNED BY R.SHANTHI TGT
ENGLISH KV ASHOKNAGAR

The lesson pays tribute to those black heroes and patriots who waged a relentless struggle against the apartheid or the racist regime of South Africa. Here we find a description of the inauguration ceremony held in the Union Buildings attended by politicians and dignitaries from more than 140 countries. Nelson Mandela gives a message of peace and unity of mankind. He foresees a new regime which will be based on the equality of men and women. He hopes that in the new regime there will be no exploitation of man by man. There will be no room for racialism and segregation in the new order.

This is all about how Nelson Mandela sacrifices in his life to remove the social inequality from the country. He says that he wants a nation where he's free to do as he thinks. It's also about social inequality along with courage and sacrifices to remove it.



MAIN CHARACTERS



- Mandela
- Zenani
- Thabo Mbeki
- Mr de klerk

GIST



The extract explores the themes of true meaning of freedom, humanity, fight for independence, dichotomy between the oppressor and the oppressed, etc.

THEME



TITLE



VALUES

- Fight for independence
- Humanity
- Sacrificing for the greater good
- Years of struggle may one day lead to success

Extract based comprehension questions: -

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

- a). What twin obligations every man has in his life?
- b). Why was it impossible for a coloured man to discharge his obligations in South Africa?
- c). What does it mean by the phrase 'a man of my birth'?
- d) Find a word from the extract which means same as 'out of the way'

Answers

- a) Every man in his life has twin obligations- towards his family and towards his country.
- b) It was almost impossible for a coloured man to discharge his obligations because he would be punished and isolated.
- c) It means that the man is born of the black origin of South Africa.
- d) Isolated

2. The policy of apartheid created a deep and lasting wound in my country and my people. All of us will spend many years, if not generations, recovering from that profound hurt. But the decades of oppression and brutality had another, unintended effect and that was that it produced the Oliver Tambos, the Walter Sisulus, the Chief Luthulis, the Yusuf Dadoos, the Bram Fishchers, the Robert Sobukwes of our time"- men of such extraordinary courage, wisdom and generosity that their like may never be known again.

- a) What did the policy of apartheid create?
- b) What is the greatest wealth of the narrator's country?
- c) What were the unintended effect of this policy?
- d) Find a word from the extract which means opposite of 'selfishness'

Answers

- a) The policy of apartheid created a deep and lasting wound in the country and its people.
- b) The greatest wealth of the narrator's country is its courageous people.
- c) The unintended effect of the policy was that it created men of courage, wisdom and generosity.
- d) Generosity.

3. It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first as student, I wanted freedom only for myself, the transitory freedom of being able to stay out at night, read what I pleased and go where I chose. Later as a young man in Johannesburg I yearned for the basic and honourable freedom.

- a) Why does the speaker mention some freedoms as 'transitory'?
- b) The speaker says 'at first as a student I wanted freedom only for myself'. Why?
- c) According to the extract what did the narrator yearn for?
- d) Find a word from the extract which means the same as 'deception'

Answers

- a) The speaker mentions some freedoms as transitory as they are momentary and keep changing with time.
- b) He was too young to realise that freedom was denied to other blacks as well.
- c) The narrator yearned for the basic and honourable freedom.
- d) Illusion

4. We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our town soil. We thank all our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity. We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

- a)What does the phrase ‘rare privilege’ mean here?
- b)Why does Mandela thank the gathering?
- c)What have the people of this country achieved?
- d)What did the narrator intend to liberate his people from?

Answers

- a)The phrase means to host the nations of the world.
- b)Mandela thanked the gathering for gracing the occasion to celebrate his country’s victory of justice, peace and human dignity.
- c)The people of his country achieved wisdom, good luck and richness of culture.
- d)The narrator intended to liberate his people from continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

SHORT ANSWER QUESTIONS (30 - 40 words)

1. Why May 10, 1994 was a red-letter day in South African history?

Answer:

10th May 1994 was a red-letter day in the history of South Africa. It was the day when hateful regime of apartheid came to an end. A new democratically elected non-apartheid government under Nelson Mandela was sworn in. Many international leaders and dignitaries came to pay their respects to the new democratic government.

2. What ideals were set by Nelson Mandela for the future of South Africa?

Answer:

Mandela pledged to liberate all South Africans from suffering, deprivation, poverty, and other discrimination. He set high hopes for South Africa where no one will ever face any form of discrimination again.

3.What unintended effect was produced by decades of oppression?

Answer:

Mandela thought that the decades of brutality and oppression had unintended effect of creating many African patriots with unimaginable heights of character. He considered that the greatest wealth of South Africa was its people.

4. Why was the apartheid regime in South Africa was one of the hardest and most inhuman system in the world?

Answer:

The apartheid regime was based on the racial discrimination and exploitation of the blacks in South Africa. The basic and fundamental rights were only for the whites and the blacks were deprived of these freedoms. Oppression, torture and exploitation of the blacks were common features of the apartheid regime.

5. What is true freedom according to Nelson Mandela?

Answer:

When Nelson Mandela was a boy, freedom for him meant to run freely in the fields and to swim in the streams. As a young man he wanted basic and honourable freedom- to earn his living and for his family. According to Mandela, true freedom means freedom not to be obstructed in leading a lawful life.

LONG ANSWER QUESTIONS (100-150 Words)

1. Why did Mandela term apartheid as an “extraordinary human disaster”?

Answer:

Mandela termed apartheid as an “extraordinary human disaster” because it robbed off the Blacks of their basic human rights. They were slaves in their own country and were discriminated against by their own White brothers and sisters on race and colour, which made it more inhumane. Apartheid was a racial segregation policy that had a disastrous impact on the mental, physical and financial health of the Black people. Mandela terms it as a human disaster because it was planned and executed by humans against a whole community, depriving them of equal opportunities or even basic amenities to live. They could not even fulfil their obligations towards their families. It was a human disaster because many Blacks had to sacrifice their lives as they fought against this horrible and inhumane policy so that their generations could live a happy life. Mandela himself spent thirty years in the “Robben Island,” where he was treated with harsh beatings and inhumane behaviour.

2. ‘Freedom is consequential if it is behind the bars of prejudice and narrow mindedness.’ Explain with reference to Nelson Mandela Long walk to freedom.

Answer:

As a kid, Mandela had different meaning for being free as he wanted to run in the fields and wanted to stay out at night. As he grew older, he wanted the freedom of livelihood for himself and his family. But soon he realised that such freedom was only an illusion. His hunger for freedom became great for the freedom of his people. He desired that everyone should be given the right to live his life with dignity and respect. He wanted the oppressor and the oppressed to be liberated. As no one is free, if one is taking someone else’s freedom. Only such feelings can bring true freedom for everyone.

CHAPTER -3

A TIGER IN THE ZOO

-LESLIE NORRIS

Introduction

The poem gives a sharp contrast of a tiger. The poem provides a contrast in the mood and environment of a tiger, when he is in the zoo and when he is in the forest, when it is in its natural habitat and when it is imprisoned.

Summary

'This poem contrasts a tiger in the zoo with the tiger in its natural habitat. The poem moves from the zoo to the jungle, and again back to the zoo. In the zoo, he has no freedom. He is kept in a cemented cell behind the bars. He feels angry, frustrated and helpless. This reminds him of his natural habitat, his hiding and sliding in the long grass near the water hole and pouncing upon the fat deer, the way he terrorised the villagers, displaying his sharp teeth and claws. At night in the zoo, he hears the sounds of patrolling cars. The tiger in the zoo appears helpless as a mere showpiece and a source of entertainment to people. The poet wants to convey that it is cruel to keep wild animals in small enclosures of the zoo, away from their natural habitat. They feel angry, helpless and unhappy in the cage. He pays no attention to the visitors who come to watch him. In the silence of the night, he stares at the brilliant stars with his bright eyes.

EXTRACT BASED QUESTIONS:

1. He stalks in his vivid stripes

The few steps of his cage,

On pads of velvet quiet,

In his quiet rage.

He should be lurking in shadow,

Sliding through long grass

Near the water hole

Where plump deer pass.

- i. Find the poetic device mentioned in the following line, "He stalks in his vivid stripes".
- ii. "He should be lurking in shadow". In this line the poet expresses which of the following emotions?
a) Anger, confusion b) Empathy, disappointment c) Anxiety, Rage d) Anger, sympathy
- iii. Find the poetic device mentioned in the following line, "On pads of velvet quiet".
- iv. The tiger in the zoo is neither happy nor sad. (True/False)
- v. The poetic device mentioned in the following line,
"In his quiet rage" is oxymoron. Explain oxymoron?

Answers:

- i. Personification. Here the tiger is personified as human being by using the word "he" for the tiger.
- i) Empathy, disappointment
- iii) Metaphor: The paws of the tiger is compared to the soft velvet cloth.
- ii) The statement is false because the tiger is sad.
- iii) Oxymoron is a combination of two words of opposing qualities. Examples: Harmonic cacophony, found missing

**2. But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.
He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.**

- (i) Find the poetic device mentioned in the following line, "His strength behind bars".
- (ii) "His strength behind bars". Here in this line the word "strength" means the soul of the tiger. (True/False)
- (iii) The tiger was towards the visitors. (a) Fed up (b) Angry (c) Interested (d) Indifferent
- (iv) Find the rhyme scheme of the 2nd stanza.
- (v) The words "sky and stars" symbolizes. (a) Captivity (b) Freedom (c) Servitude (d) Slavery

Answers:

i) Alliteration – Repetition of initial consonant sounds in the same line Alliteration has been used in phrases "behind bars"

ii) False because the word "strength" refers to the body of the tiger.

iii) Indifferent iv) abbb v) Freedom

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?
3. Freedom can't be bargained at any cost. What message does the poet give to the readers in 'A Tiger in the Zoo'?
4. 'And stares with his brilliant eyes / at the brilliant stars'. Why do you think the tiger looks at the stars?

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.

3. Ans. Not only humans but animals too cherish freedom. Freedom can't be bargained. In this case, a tiger may be well-fed and protected. However, the curtailment of his freedom keeps him in 'quiet rage'. He resents being behind the bars. He is a different animal when he is in his natural habitat, the jungle. He roams around the water hole and ambushes his favourite plump deer.

4. Ans: The tiger has lost all hope from men now he has hope from heaven only. It is this hope that has kept the brilliance in his eyes. That is why the tiger looks at the brilliant stars with his brilliant eyes.

LONG ANSWER QUESTIONS:

I) Explain how the poet contrasts the Tiger in the cage to the Tiger in the jungle?

Ans. 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

II) The tiger in the poem is feeling miserable in a concrete cell. Does it not amount to cruelty? Express your opinion about keeping wild animals in zoos. Is there any lesson for humans?

Ans. The tiger in the poem is wretched in its cage. It longs for freedom. It may be well looked after, but the fact of the matter is that unless one is free, one is not alive. Confinement brings bondage, and bondage is cruelty. One may argue that at least this way they all will not be killed and become extinct. However, taking away one's freedom to keep one alive kills the desire to live anyhow. Even humans throughout the world oppose the chains of slavery and oppression. How are other living creatures any different? Humans have encroached on their space, and sheltering them in zoos is truly inhuman. Humans must learn to respect nature, for humans exist only due to nature.

UNIT-3 TWO STORIES ABOUT FLYING

PART-I

HIS FIRST FLIGHT

Introduction:

This story is written by Liam O' Flaherty. It depicts about a young seagull who is afraid to fly for the first time. He believes that his wings would not support him. Despite his younger siblings flying fearlessly with much shorter wings, he could not gather the courage to fly. He was left to stay hungry. It was his mother who compelled him to fly by using food as a trap. The lesson reflects how one hesitates to take the first step and that fear is all in the mind. One should trust his abilities because the fear of suffering is worse than the suffering itself.

Gist

The lesson 'His First Flight' tells us about the need for courage and self-confidence to overcome fears in life. A young seagull looked desperate at the vast stretch of water that stretched before him. His parents, brothers and sister had flown away and left him alone on the rock. There was no food and he was hungry. Many times, he had tried to run forward to the brink of the ledge and flap his wings but could not fly. He was afraid and felt that his wings would not support him. Despite making countless efforts, his parents could not persuade him to make an attempt to fly. He was hungry and felt that he would die if he did not get any food. He caught sight of his mother tearing a piece of fish with her beak. He cried out to her, she just screamed back mockingly. Then he saw his mother approaching towards him with food which made him happy. But she stopped at a distance. Maddened by hunger, the seagull jumped to reach the fish forgetting that he couldn't fly and fell outwards with a scream and downwards into the space. His mother had swooped upwards. As he passed beneath her, he heard the sound of her wings. The next moment, he felt his wings spread outwards. He felt the wind rushing against his feathers. He was not falling headlong now. He was soaring slowly downwards and then upwards. He was no longer afraid and took his first flight.

Key Points-

- The young seagull was afraid of flying.
- He did not have confidence and belief that his wings would support him.
- His parents, brothers and sister encouraged, scolded, tempted and taunted him to make his first flight. But he could not collect enough courage to fly.
- He was left alone for twenty fours and was hungry.
- He was extremely hungry. He begged for food to his mother.
- She picked up a piece of fish and flew across him. The sight of food maddened him. He dived.
- He cried and screamed. His wings opened up. He flapped his wings.
- He was joined by his family in his first flight. His family praised him for his efforts and offered him scraps of dog fish.

A MIND MAP DESIGNED BY R.SHANTHI
TGT ENGLISH KVASHOKNAGAR CHENNAI

TWO STORIES ABOUT FLYING

I.HIS FIRST FLIGHT

MAIN CHARACTERS

- A Young Seagull
- His parents
- His young siblings

GIST

'His first flight' is a story of hesitation, trial and error and finally getting success in the end. It is an interesting story of a hesitant and timid seagull learning the art of flying. While his two brothers and sister had already learnt flying, his fear and hesitation stopped him from doing so. His diving at the fish due to hunger proved a blessing in disguise.

THEME

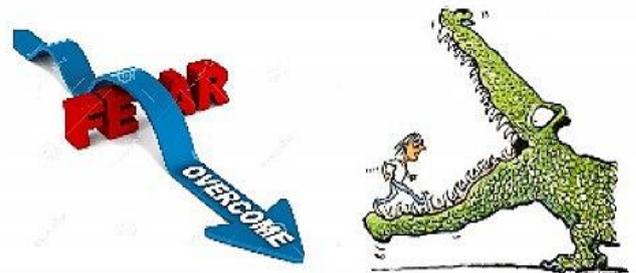
The story deals with the theme of overcoming one's fears.

VALUES

- Overcoming one's fears
- Success is the sum of all efforts
- Overcoming one's hesitation
- Believe in yourself

TITLE

The young seagull was very hungry and so he jumped to catch the food. But his mother flew away and he fell into the space. He tried to fly and expanded his wings and flew in the air. In this way he made his first flight so the title of this story is very appropriate.



Extract based comprehension questions: -

1. Then he completely forgot that he had not always been able to fly, and commended himself to dive and soar and curve, shrieking shrilly. He was near the sea now, flying straight over it, facing straight out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it and he turned his beak sideways and cawed amusedly.

- a) How did he overcome his deep-rooted fear?
- b) How did he commend himself?
- c) Why was he now not afraid of the vast green sea beneath him?
- d) Find a word from the extract which means same as 'screaming'

Answers:

- a) When he fell outward for food, he found that his wings opened up and was flying. He was no longer afraid to fly.
- b) He commended himself to dive and soar and curve, shrieking shrilly.
- c) Now he was able to fly well and hence he had no fear of the vast green sea.
- d) Shrieking

2. The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down — miles down. He felt certain that his wings would never support him, so he bent his head and ran away back to the little hole under the ledge where he slept at night.

- a) Why didn't the young seagull fly with his siblings?
- b) When did his two brothers and his sister learn flying?
- c) What did he feel when he attempted to flap his wings?
- d) Find a word from the extract which means opposite to 'contracted'.

Answers:

- a) The young seagull was lacked confidence in himself and was afraid of flying.
- b) His two brothers and his sister had already flown away the day before.
- c) He was afraid when he attempted to flap his wings and felt that they would not support him.
- d) Stretched

3. That was twenty-four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him with his cowardice.

- a) What lessons did his parents teach the day before?
- b) Why did his parents circle around his elder brother?
- c) What had he seen his brother do?
- d) Find a word from the passage which means 'to swallow'.

Answers:

- a) His parents taught two lessons -how to skim the waves, and how to dive for fish.
- b) His parents circled around his elder brother to show their pride at his ability.
- c) He had seen his brother catch and eat his first fish.
- d) Devour.

4. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings. and flew away, he failed to muster up the courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away.

- a) What made the seagull to feel that his wings would never support him?
- b) How did the seagull's brothers and sister fly away?
- c) What did his parents tell him?
- d) Find a word from the passage which means opposite to 'cheerful'.

Answers:

- a) His fear and lack of confidence in himself.
- b) They ran to the brink, flapped their wings and flew away.
- c) They threatened to let him starve if he couldn't fly.
- d) Desperate.

SHORT ANSWER QUESTIONS (30 - 40 words)

1. Did upbraiding and threatening of his parents help him in flying?

Answer:

The parents of the young seagull tried to teach his young one the art of flying. He wouldn't simply move from his ledge. They would fly around him, encouraging and challenging him to follow them. When he would not move, his parents would fly around calling to him shrilly. They would upbraid and threaten to let him starve unless he flew away.

2. How did the seagull express his excitement when he saw his mother bringing food for him?

Answer:

The seagull was very hungry. When he saw his mother bringing food for him, he was greatly excited. He expressed his excitement by uttering a joyful scream. He leaned out eagerly. He tapped the rock with his feet. He tried to get nearer to her as she flew across.

3. When did the seagull get over his fear of the water?

Answer:

The seagull thought the sea was like a land. When he landed on the sea, his feet sank into it. He was seized with fear. He was too tired to rise again. His belly touched the water and he sank no further. Now, he was floating on the sea. He had got over his fear of the water.

4. How did the seagull feel when his belly touched the green sea?

Answer:

When the seagull's belly touched the green sea, he was scared that he would sink. He tried to fly but could not. He was exhausted and weak due to hunger.

5. Was hunger a good motivation for the young seagull in his first flight?

Answer:

Hunger was a great motivation for the young seagull. He was coward, full of fear. All the efforts of his parents had failed. For 24 hours, no one went near him and he was almost faint with hunger. Finally, the mother flew near him with a scrap of food in her beak. Unable to resist, he plunged into the air to catch it and fell out. To save himself, he opened his wings, wind rushed to them and he found that he could fly.

LONG ANSWER QUESTIONS (100-150 Words)

1. Fear and lack of confidence stop one from learning new things. Do you agree? How did these two traits of the young seagull make him coward? How did he overcome these shortcomings?

Answer:

It is true that fear and lack of confidence stop us from learning new things. The young seagull lacked the value of courage and confidence in his character. He was the last member, in his family, to learn the art of flight. He was too scared to fly. His parents and other siblings encouraged him constantly. When it did not work, they scolded him for his cowardice. The mother seagull tricked him and tempted him with a piece of fish. He was kept hungry. His hunger and need for food forced him to dive into the sea.

Though he was not willing to learn the art of flying yet he was tricked by his family. Once he dived, his fear disappeared and he enjoyed his first flight. It is a fact that unless we try for something and overcome our fear we can't learn anything. Confidence and motivation are two important traits that make any learning possible.

2. 'All parental acts are for the betterment of the children.' It is true. However, one has to make efforts to overcome hesitations and fears to succeed in life. Justify in reference to the lesson 'His First Flight'.

Answer:

It is very much apt and true that 'All parental acts are for the betterment of the children'. It is the ardent wish of every parent that they may teach all skills to their young children so that they may succeed in life. They can learn all the things which their parents have taught them in life. If the young children don't act then they also indulge in scolding, taunting and humiliating them to shed off their hesitations and fears. This is exactly what the parents of the young seagull did. They were successful in teaching the art of flying to his two brothers and sister. They also tried their best to encourage him to take the plunge. Particularly, the mother-seagull went on flying around him with a piece of fish in her beak. It was her attempt to tempt her starving son to dive at the fish. And she succeeded in her aim. The young seagull did dive at the fish and it led to his success in the end.

Introduction:

“The Black Aeroplane” authored Frederick Forsyth reflects on how one’s judgement gets distorted due to daydreaming and how it creates problems. In this lesson, the narrator is a pilot who is very eager to meet his family members and have a good English breakfast. He came across storm clouds that looked like black mountains. However, he flew through the clouds and soon realized that everything around him had turned completely black. Miraculously, he somehow manages to escape with the help of a mysterious black aeroplane.

Summary

‘The Black Aeroplane’ is a mysterious story written by Fredrik Forsyth that revolves around a pilot. The narrator of the story is a pilot who wants to be with his family and enjoy a wholesome breakfast with them in England. He had to fly from France to England to spend time with his family. As soon as he crosses Paris, he gets sight of the dark clouds that were a sign of the upcoming storm. Nothing was visible to him outside the aeroplane and he lost control of it.

Suddenly, he noticed that there was another aeroplane with no lights on its wings. The pilot of that aeroplane waved his hands and signalled him to follow. He blindly followed the other pilot since the radio signals of his plane were not reachable, and even the fuel tank was low. Soon he passed through the dark clouds and landed safely on the runway with the help of the other pilot. After landing, he inquired at the reception about who was the other pilot, who helped him in such a critical situation as he wanted to thank him for saving his life. But the woman in the control centre told him that there was no other aeroplane in the night sky other than his old Dakota.

Key Points-

- Pilot of old Dakota aeroplane flies in the midnight over Paris to London.
- Wishes to have breakfast with his family in the morning. Dreams of spending holiday with them.
- Unfortunately, he passes through huge black clouds.
- The compass, radio, other instruments stopped signalling.
- He was running short of fuel as well.
- Suddenly he comes across a black aeroplane in front of him.
- The pilot of the plane instructs him to follow.
- He follows like an obedient child but in the meantime his fuel tank gets exhausted.
- Suddenly he notices a runway with row of light on the ground.
- He lands safely.
- He goes to control room and enquires about the other aeroplane. But he is surprised to know that there was no other aeroplane on the radar that night.
- He wanted to express his gratitude to the pilot of the black aeroplane.

TWO STORIES ABOUT FLYING

II. THE BLACK AIRPLANE

--Fredrick Forsyth

A MIND MAP DESIGNED BY R.SHANTHI TGT ENG
KV ASHOKNAGAR CHENNAI

Main characters

- The narrator, a pilot
- The mystery pilot in the black aeroplane
- The lady at the control room

Theme

The story explores themes of mystery and thrill.

Gist

Frederick Forsyth describes quite a unique but mysterious experience during his flight from Paris to London. During the flight, he was lost amid mountains of dark clouds. He couldn't believe his eyes. The compass was dead. It would not work. He received no answer from Paris Control either. He could see another airplane flying next to him through the storm. He followed the strange airplane until he could see the runway and was safe. When asked from the control Centre, he was told that no plane except his own was flying in the storm. Where did the airplane come from? Who was the man who asked him to follow him? Where did he disappear after leaving him in safety? These are the questions which are still surrounded in mystery.

Values

- Never lose hope
- One's starvation to succeed may invite some unknown force in action
- Self-motivation
- Confidence
- Positive thinking
- Never say 'die' till the end.

Title

The lesson "Black Aeroplane" by Frederick Forsyth reflects on how one's judgement gets distorted due to fantasizing and how it creates problems. In this chapter, the narrator is a pilot who is so eager to meet his family and have a good breakfast that he takes the wrong decision of facing the storm instead of doing the right thing. Miraculously, he somehow manages to escape with the help of a mysterious aeroplane.



Extract based comprehension questions: -

1. The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn't a cloud in the sky. I was happy to be alone high up above the sleeping countryside. I was flying my old Dakota aeroplane over France back to England. I was dreaming of my holiday and looking forward to being with my family. I looked at my watch; one thirty in the morning. 'I should call Paris Control soon,' I thought.

- Which plane was the narrator flying?
- What feeling made the pilot very happy?
- To which country was the narrator flying?
- Find a word from the extract which means same as 'glittering'.

Answers:

- The narrator was flying his old Dakota aeroplane.
- The feeling of going back home and meeting his family mad him happy.
- The narrator was flying from France to England.
- Shining

2. "I ought to go back to Paris," I thought, but I wanted to get home. I wanted that breakfast. I'll take the risk', I thought, and flew that Old Dekota straight into the storm. Inside the clouds everything was suddenly black. It was impossible to see anything outside the aeroplane. The old aeroplane jumped and twisted in the air. I looked at the compass. I couldn't believe my eyes: the compass was turning round and round. It was dead. It would not work! The other instruments were suddenly dead, too.

- Why did the pilot want to take the risk?
- What did the pilot decide?
- What was unbelievable for the writer?
- Find a word from the passage which means opposite to 'possible'.

Answers:

- He wanted to get back home and wished to have that breakfast.
- The pilot decided to fly the aeroplane into the storm, inside the clouds.
- It was unbelievable for the writer that no instrument of the aeroplane was functioning.
- Impossible

3. He turned his aeroplane 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 aeroplane like an obedient child. After half an hour the strange black aeroplane was there in front of me in the clouds. Now there was only enough fuel in the old Dakota's last tank to fly for five or ten minutes more. I was starting to feel frightened again. But then he started to go down and I followed through the storm.

- Where did the black aeroplane turn to?
- How did the narrator follow him?
- Why did the narrator feel frightened?
- How much fuel was left in the old Dakota for flying?

Answers:

- The black aeroplane turned slowly towards the north in front of old Dakota.
- The narrator followed him like an obedient child.
- He felt frightened again as the fuel last for five or ten minutes more.
- There was only enough fuel in the old Dakota's last tank to fly for five or ten minutes more.

4. I landed and was not sorry to walk away from the old Dakota near the control tower. I went and asked a woman in the control centre where I was and who the other pilot was. I wanted to say 'Thank you'. She looked at me very strangely, and then laughed. "Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar."

- a) Why did the narrator thank the woman at the control centre?
- b) How did the woman astonish the pilot?
- c) What made the woman laugh?
- d) Find a word from the extract which means same as 'radio detection and ranging system'.

Answers:

- a) The narrator thanked the woman for sending the other pilot to save him.
- b) She astonished him by stating his was the only plane flying that night.
- c) Enquiring about the other pilot by the narrator made the woman laugh.
- d) Radar.

SHORT ANSWER QUESTIONS (30 - 40 words)

1. How was the atmosphere when Dakota took off from Paris?

Answer:

It was favourable atmosphere when 'Dakota' took off from Paris. The sky was quite clear. The moon was coming up in the east and the stars were shining. There were no clouds in the sky.

2. How did the narrator come out safely from the black clouds?

Answer:

The narrator took the risk of flying through the black clouds. He couldn't see anything. The aeroplane jumped and twisted up every now and then. All his instruments had stopped working. Suddenly, he saw another plane with no lights on its wings. The other pilot signalled him to follow his plane and guided him till he had landed safely out of the clouds.

3. Why was the narrator happy and what was he dreaming of?

Answer:

The narrator was happy as he was going back home to his country England. The sky was cloudless and clear to have a good flight. He was dreaming of his holiday and being with his family members.

4. Who rescued the narrator when he was hopelessly lost in the black clouds?

Answer:

The narrator was hopelessly lost in the stormy black clouds. The compass and other instruments of his old Dakota stopped working. He tried to contact Paris control but they didn't respond. Suddenly, the narrator noticed another aeroplane flying next to him. The pilot guided him and he followed like an obedient child.

5. 'The pilot of the old Dakota was a family man.' Justify.

Answer:

The pilot of the old Dakota was very excited while he was flying back to England as he wanted to spend his holiday with his family at home. He wanted to be there at the time of breakfast with his family. It was his love for his family that motivated him to take the risk and plunge into the storm.

LONG ANSWER QUESTIONS (100-150 Words)

1. Justify the title of the story by Fredrick Forsyth 'The black Aeroplane'

Answer:

The story 'The Black Aeroplane' how an aeroplane in general and its pilot in particular helps the narrator to get out of the storm and helps him to come to the safe shelter of an airport. The aeroplane is called 'black' in the title not because of its colour but because of the mystery associated with it. This plane is mysterious because it is seen neither on the radar nor in the clear sky. The woman at the control centre was surprised and laughed at the narrator when he enquired about the plane and its pilot as he wanted to express his gratitude to him. The ease with which it flies in the hostile storm is also mysterious. Moreover, this plane flies in the darkest of night in the storm without any assistance of light. Thus, the title becomes associated with the complexities of the content and therefore, is apt and appropriate.

2. The narrator made every possible endeavour to save himself. He did not lose hope in adverse situations. What values helped him endure the critical situation bravely?

Answer:

The author's plane did not have enough fuel. He knew that because of the lack 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 enter his plane in the black clouds because he wanted to go home and join his family at breakfast. This shows that he was family loving person. He was courageous as he knew that it would be risky to enter the clouds, but he did so in order to save his fuel. But he took the risk and went to the stormy clouds. His compass, radio and some other instruments stopped working. He could not contact Paris control room to know the direction. Suddenly, he saw a black aeroplane. It guided and brought him safely out of storm clouds. He saw the runway and landed at the airport safely.

CHAPTER -4

HOW TO TELL WILD ANIMALS

-CAROLYNE WELLS

Introduction

This humorous poem suggests some dangerous ways to identify wild animals. . In the poem, the poetess is introducing various wild animals by explaining the characteristics of each of them in a very funny way.

Summary

'How To Tell Animals', is a beautiful poem by Carolyn Wells about the strange habits and behaviour of some wild animals. The poetess says that the Asian Lion is a large tawny beast with a fearful roar. A tiger has black stripes on his yellow skin and is always ready to eat his victim. A Leopard has black spots on his skin. He leaps on his prey and eats it up. A bear can come to human colonies. He hugs up against a person and can put to death. A crocodile always sheds tears while eating its victim. A hyena will always look smiling. A chameleon always changes its colour according to its surrounding. This is the strange world of some of the wild animals. Much of the humour arises from the way language is used.

Poetic Devices

Rhyme Scheme: ababcc

Alliteration: roaming round, lep and lep again, who hugs you very very hard, A novice might nonplus.

EXTRACT BASED QUESTIONS:

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

- (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. Though to distinguish beasts of prey

A novice might nonplus,
The Crocodile you always may
Tell from the Hyena thus:

Hyenas come with merry smiles;
But if they weep they're Crocodiles.

a) Choose the option that does not describe a 'novice'.

- i) Lakshman has played cricket for the first time today.
- ii) Samiksha has been teaching for the last ten years.
- iii) Srishti went to her first French class yesterday.
- iv) Gautam baked a second cake to improve his skills.

Ans: ii) Samiksha has been teaching for the last ten years.

c) What, according to the extract, would cause bewilderment?

- i) Discovering the similarity between different preys of beasts.
- ii) Analysing habits of beasts that prey on hyenas.
- iii) Knowing the difference between several beasts of prey.
- iv) Drawing the similarities between crocodiles and hyenas.

Ans iii) Knowing the difference between several beasts of prey

d) choose the line from the given stanza that the poet takes liberty with, to fit the rhyme scheme.

- i) Though to distinguish beasts of prey
- ii) A novice might nonplus
- iii) The Crocodile you always may
- iv) Hyenas come with merry smiles

Ans: ii) A novice might nonplus

SHORT ANSWER QUESTIONS

1. How can you identify the Asian lion and the Bengal Tiger?

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. Why does the poet use the term 'noble' and 'wild' for the tiger?

Ans. The poet calls the tiger 'noble' and 'wild' because it hunts only when it is hungry and not like leopard who kills for mere pleasure.

3. How can you distinguish between a hyena and a crocodile?

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.

4. What does a bear do when it attacks?

A bear catches hold of its victim and crushes it really hard. If the prey is still struggling then it gives another 'hug' to crush its prey. This description by the poet is based on the common phrase 'a bear hug'.

5. How does a leopard behave when he sees someone?

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

1. 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' 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.

2. At present, we are in a fast-moving world which is at times stressful. 'Humour is the best medicine for every ailment in life'. Comment.

It is rightly said that humour is the best medicine. Humour is very infectious. When humour is shared, it binds people together and increases happiness. Humour strengthens our immune system, boosts our energy, diminishes pain and protects us from the damaging effects of stress. It is the priceless medicine for every ailment in life. The poet, in the poem 'How to tell Wild Animals' creates humour by describing various beasts of prey. The way the poet explains them is very funny and interesting. The poet has depicted the wildlife very vividly and in a lively manner. While reading 146 the poem, the readers enjoy the poet's work and it leaves them refreshed and happy. The poet also drives home the different characteristics of each animal and makes it so descriptive to us.

CHAPTER -5
THE BALL POEM

JOHN BERRYMAN

Introduction

This poem is written in blank verse. This poem is about losing something that you love, and learning to grow up. It is about a little boy, who, for the first time in his young life, is learning what it is like to experience grief at the loss of a much beloved possession – his ball. The main theme of the poem is Loss and Acceptance.

Summary

Once a boy was playing with his ball. It was bouncing in the street up and down. The boy was happily enjoying the game. While bouncing, suddenly it fell into the water and was lost. Without the ball, the boy became full of grief. The poet said and that there were other balls. He could purchase another since it was not a great loss. There was no need to worry. But, the boy had that ball for a long time so he was deeply grieved due to his attachment with it. It was linked to his memories. The poet thinks that it is of no use to purchase another ball. He must feel his responsibility of the loss. The poet conveys the readers of the poem that the loss is inseparable in human life.

POETIC DEVICES

* It is written in a free-verse (blank-verse) style. No rhyme scheme is followed.

* **Symbolism:** The ball is symbol of the boy's young and innocent days.

* The word 'BALL' is repeatedly used by John Berryman in the poem. This technique is called Repetition.

* **Alliteration:** And no one buys a ball back, What, what is he to do?

*Imagery is also used in the following lines:

I saw it go.
Merrily bouncing, down the street,
and then Merrily over—there it is in the water!

***Assonance** is used in the following line: (Use of the vowel sound 'e') He is learning, well behind his desperate eyes

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.

2. An ultimate shaking grief fixes the boy

As he stands rigid, trembling, staring down

All his young days into the harbour where

His ball went. I would not intrude on him.

(i) Select the option that DOES NOT convey the meaning of the word 'ULTIMATE' as used in the given extract.

- (a) eventual
- (b) furthest
- (c) consequent
- (d) fateful

Ans. Fateful

(ii) The poet does not intrude on him. It is because

- (a) the poet may spoil the mood of the boy who was in a happy mood.
- (b) the poet thinks that the boy learns a lesson for his life from this incident.
- (c) the poet feels sad for the condition of the boy who lost his ball.
- (d) the poet has no willingness to buy a ball for the boy.

Ans- (b) the poet thinks that the boy learns a lesson for his life from this incident.

(iii) The age of the boy is around ten years. If the boy is a mature, grown up, he might react to the same ball in the following way:

- (1) inconsistent to the loss.
 - (2) urge to get a new ball or toy.
 - (3) casual approach to get the ball back
 - (4) regrets the loss and stands strongly.
- (a) 1 and 2
 - (b) 2 and 3
 - (c) 2, 3 and 4
 - (d) 4 only

Ans- (d) 4 only

(v) Choose the sentence(s) that list(s) the meaning of the word 'HARBOUR' as used in the extract.

- (1) During the riots, all the criminals harbour in the cave.
- (2) He might have harboured in Visakhapatnam.
- (3) This town has a harbour and an airport.
- (4) Belfast harbour was dredged in 1845 to provide deeper berths for larger ships

- (a) 1, 2 and 3
- (b) 2, 3 and 4
- (c) 1, 3 and 4
- (d) 2 and 3

Ans- (b) 2, 3 and 4

SHORT ANSWER QUESTIONS

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

Ans-- 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.

2-“.... 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?

Ans- 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.

3. Is it necessary to have an experience of losing something in life to gain strength and courage?

Ans. It is important for everyone to experience loss and to stand up after it because if a person is a victim of loss, she/he couldn't move forward in life. Whatever is lost is lost. One should understand that nothing is permanent in life. Everyone may learn this philosophy of life only after experiencing the loss of something.

4. What is the main theme of the poem The Ball Poem? Explain.

Ans. Loss and Acceptance is the main theme of the poem. John Berryman conveys this theme using a ball and a boy. Loss of someone or something is inevitable in life. A person needs to accept bravely the truth of the loss of his own possession. Life never stops for a person at the loss of a thing. It moves on.

LONG ANSWER QUESTIONS

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 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?

Ans: The boy has a ball. Perhaps he has been keeping it for a long time. He must have developed a lot of attachment and love with the ball. Suddenly while he is playing, the ball bounces down the street. And after a few bounces, it falls down into the harbour. It is lost forever. The boy stands there shocked and fixed to the ground. He constantly goes on staring at the spot where his ball fell down into the water. Outwardly, the loss seems to be quite small. The boy seems to be making a fuss over the loss. Many boys have lost such balls and will lose so in future. A new ball can be easily bought in a dime. The metaphor of the lost ball is beautifully linked to the loss of sweet childhood. No amount of money can buy the ball back that has been lost forever. Similarly, no worldly wealth can buy back the lost childhood. The poet doesn't want to sermonize on this issue. The boy himself has to learn epistemology or the nature of the loss. He has to move ahead in life forgetting all the losses he has suffered in the past.

FROM THE DIARY OF ANNE FRANK

GIST:

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.

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.

Summary

In this lesson, Anne talks about her loneliness. She has no one to talk to though she is surrounded by family and around 30 people whom she called her “friends”. Thus, she takes the decision of writing her feelings in a diary. It is unusual for her to write in a diary but she is really in need of a true friend. She decides to name her diary “Kitty”. Unlike other people, she is not going to mention just facts in it. She starts with writing her background, to make it easier to understand for anyone who reads it later. She describes her family and early childhood when they all migrated, her early schooling. After giving a brief account of her background, she comes to the present day where she tells us about the result day. Everyone in the class is nervous about his or her result and boys are even making bets. Anne was quite sure about herself and her friends. She had a good relationship with all the teachers except her maths’ professor, Mr. Keesing. Mr. Keesing was constantly annoyed with her for her talkativeness. He started giving her punishments in the form of essays on weird topics such as “Chatterbox” to which she replied with full wit. She wrote essays that were funny and explained that this was a trait that she had inherited from her mother and now not much could be done about it. He kept on giving her essays until she wrote a satire. After that third and last assignment, Mr Keesing never pointed her out for talking.

Points to memorize: -

- Anne Frank was a 13-year-old Jewish girl who wrote a diary while her family was hiding in Amsterdam from the Nazis who were incurring atrocities during World War II.
- Anne wrote the diary to overcome loneliness in her life. She named it Kitty.
- She couldn't confide in anyone and felt that paper has more patience. Also, she thought nobody would be interested in the diary as she was a small girl.
- Anne adored her father. She had an elder sister Margot and they lived in Frankfurt before they migrated to Holland for refuge. Her mother stayed behind with her grandmother.
- She had sweet memories of Mrs. Kuperus at Montessori School. Her grandmother fell ill in 1941 and died in 1942. This broke her.
- Anne considered teachers to be the most unpredictable creatures on earth. She had good relationship with all teachers except Mr Keesing who punished her several times for talking too much during the lessons.
- She wrote an essay on A Chatterbox as punishment, saying that talking was a student's trait and she inherited it from her mother. Again as punishment she wrote an essay on An Incurable Chatterbox. Then she wrote an essay on Quack Quack Quack said Mistress Chatterbox.
- Her friend Sanne helped her write it in verse. It said that father Duck beat the three ducklings as they quacked too much and made them deaf.

➤ Mr Keesing took the joke in the right way and didn't bother Anne for talking thereafter and didn't give her any extra homework.

MIND MAP

FROM THE DIARY OF ANNE

FRANK

-ANNE FRANK

A MIND MAP BY R.SHANTHI -TGT ENGLISH
KV ASHOKNAGAR



GIST

'The Diary of Anne Frank' and the given extract is one of the most authentic works describing the atrocities committed on the Jews during the Nazi's occupation of the Netherlands in the 1940s. It also provides an intimate account of daily life that her small groups led in hiding in Amsterdam. Her frankness, honesty and sincerity of description of her parents, friends and teachers make her writing the most important document of the Holocaust period.



VALUES

- Positive mindset
- An outlet for your emotions
- Never give up
- Paper has more patience than people

Anne Frank

MAIN CHARACTERS



- Anne Frank
- Mr Keesing
- Anne's classmates



THEME



The extract describes Anne's school life, her thoughts on her family, friends, classmates, teachers, etc. The diary also reflects her loneliness and longing for a true friend.



TITLE



The whole book has been written in a diary form and revolves around the life of Anne Frank, a thirteen year old Jewish girl.

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 seems 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. Who would Anne consider a real friend?

Answer: - Anne would call someone a real friend if she could share whatever is there in her heart and confide in him or her. She would be able to get very close to such person.

2. 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.

3. 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.

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

Ans. Mr Keesing seems to be a strict teacher. He actually believes in 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 mischief.

5. How does Anne Frank's Writing engage readers?

Answer: - I think Anne Frank's Writing engages readers because it is easy for readers to understand her story. For instance, before she starts her first entry, she gives a brief sketch of her life. This background information helps the reader to understand her context.

LONG ANSWER QUESTIONS (100-150 Words)

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

Ans. Anne called 26th 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.

3. How does Anne feel about Mr. Keesing's essay assignment and what is her purpose of writing them?

Ans. Anne takes Mr. Keesing's assignment as a challenge. She thinks Mr. Keesing is either trying to teach her a lesson or make fun of her by doing so. Therefore, for the first essay, her purpose is to convince Mr. Keesing of the importance of talking and why it is impossible for her to talk less. For her third essay, she tries to be inventive and composes a poem to humour Mr. Keesing. Both these incidents show us that Anne is a creative person who takes challenges in her stride. After the submission of all essays, she is also successful in being permitted to talk less. This also shows that she is a good writer.

AMANDA

INTRODUCTION

The poem, “Amanda!” has been composed by Robin Klein. Robin Klein is an Australian author of books for children. In this poem the poet writes about a young girl who is longing to be free from continuous control and instructions of her mother.

SHORT SUMMARY

This poem depicts the state of a little girl’s mind who is constantly instructed about do’s and don’ts by her elders. She is told not to hunch her shoulders and to sit up straight. She is told to finish her homework and tidy her room. She is forbidden from eating a chocolate that she has. But all the time, the little girl Amanda keeps dreaming of a life of freedom without any restraint. She dreams of mermaids in the sea, of roaming barefoot in the dusty street and of the golden-haired Rapunzel who lived alone in a high tower. She takes no note of what is being said to her. Then she is rebuked by her mother for being moody and sulking all the time.

TITLE JUSTIFICATION

The title ‘Amada!’ is quite suitable as its central character is a young girl Amanda. The poem sketches the mental state of a young girl, nagged and reprimanded continuously by her mother. The control on her is so constant that she has mentally switched off and has chosen to live in her own beautiful inner world, free of restraints.

THEME

In the poem, Amanda!’, Robin Klein explores the theme of excessive restraint and control on young children and its consequences. Should parents impose their own wishes and ways on children, or they should allow children to make their own ways of dealing with life? Klein seems to believe in the latter view as his tone is sympathetic to Amanda, who has to face a torrent of constant instructions which she is expected to obey. Klein sees to ask that in such a situation, when will the young Amanda express her own true self?

MESSAGE

Robin Klein wishes to convey that extreme parental restriction does not allow children to blossom fully and freely. The poem is about an adolescent girl Amanda, who like every child feels that her freedom is curtailed. She feels her life is controlled by lots of dos and don’ts. She wants freedom from all restrictions. She dreams to lead a life of a mermaid in a languid, emerald sea with her being the only inhabitant there. She feels that an orphan has more freedom than her. She also wished to lead a calm and quiet life in a tower like that of Rapunzel with nobody to disturb her. Amanda can only hope that her parents will allow her freedom of action and expression.

STANZA WISE EXPLANATION

Stanza 1

Don’t bite your nails, Amanda!

Don’t hunch your shoulder, Amanda!

Stop that slouching and sit up straight, Amanda!

Explanation:

In the above lines, Amanda is getting instructed, most probably, by her parents for biting nails and sitting lazily with her shoulders bent. The tone of instructions here is not a friendly one and thus fails to make any sense to Amanda. The poet here, focusses on the aspects related to the upbringing of a child and how parents go to any limit to bring proper sense to their child. Amanda is thus, getting trained for the society she is a part of. The pressure of making oneself presentable to the society triumphs over every other behavior and manners. The last phrase or word 'Amanda!' is used with an exclamation mark which shows the irritation and frustration of the parent.

Stanza 2

*(There is a languid, emerald sea,
Where the sole inhabitant is me-
a mermaid, drifting blissfully.)*

Explanation:

It is to be noted that the above lines are given within brackets. Brackets are used to provide more meaning to the phrase. Here poet uses it to present the imagination of the little girl, the free-flow of pure thoughts. Amanda uses her imagination as an escape point from day to day commands of her parents.

She feels suffocated in the real world and thus finds peace in her own created world where there are no restraints. Amanda is lost in a world of her own away from the disorders and principles of the society. She imagines herself to be a joyful mermaid sailing without any confines alongside soft waves of the green sea. This world of Amanda is free and contained in itself and her happiness doesn't require any other human being.

It is important to note that Amanda not requiring her father or mother points that she is being tortured by both of them. Her life is not going the way she wants, and there is no one to support her. For a child, mermaid is a symbol of freedom and wonder. Another meaning that is attached with mermaid is that they don't wish to be disturbed as they live in their own environment and would do anything to be like that. For this reason, Amanda wishes to be a mermaid.

Stanza 3

*Did you finish your homework, Amanda?
Did you tidy your room, Amanda?
I thought I told you to clean your shoes, Amanda!*

Explanation:

Amanda is now being asked about whether she has finished her homework, or tidied up her room and also whether she has cleaned her shoes. These set of instructions marks a shift from the instructions given in Stanza 1. Now Amanda is being coached about the things that are related to her surroundings. The pattern of instructions explains that how every aspect of her is related to questioning and proper guidance. She is being disciplined for every little thing, making her lose every aspect of hers. Her innocence is eventually getting lost with passage of time. The way these instructions are delivered points out the regular nature of these lessons. Her name is being called again with an exclamation marks shows that the parents seem to be losing their cool and are troubled. They are helpless in bringing correct 'senses' to this girl as she is not paying proper heed to the instructions given by them.

Stanza 4

(I am an orphan, roaming, the street.

I pattern soft dust with my hushed, bare feet.

The silence is golden, the freedom is sweet.)

Explanation:

Amanda is again lost into her own world. After getting a fresh list of instructions from her parents, she wishes to be away from this daily routine life. The very first line is awfully depressing where Amanda hopes to be an orphan suggesting how much depressed she is because of her parents. This is indeed a very sorry place for a child to be in. Parents should be very careful in making their kids understand the ways of the world. While doing so, they should respect their child's awareness about the things around them. Amanda perceives herself as an orphan roaming on the streets, moving aimlessly without any purpose. She seems happy as she draws patters using her bare feet. Patterning of dust by Amanda is important here as it brings order to the carefree world of hers. The shouting and yelling of her parents are too harsh for her to bear. That is why she desires for this calmness.

Stanza 5

Don't eat that chocolate, Amanda!

Remember your acne, Amanda!

Will you please look at me when I'm speaking to you Amanda!

Explanation:

The set of instructions provided here indicates how much essential it is for Amanda to understand the value of external beauty, and steps to be taken to preserve it, start from a very tender age. Amanda is stopped by her parents from eating a chocolate as previously that had caused her acne. Here, we see how a child is made conscious of a natural experience such as acne. However, Amanda is still lost in her own thoughts and doesn't care enough to look up to her scolding parents. This carelessness further angers the parents and they ask for her attention when she is being scolded. The role of appearance in the society is given more significance than the basic values and creativity.

Stanza 6

(I am Rapunzel, I have not a care;

life in a tower is tranquil and rare;

I'll certainly never let down my bright hair!)

Explanation:

Amanda is still lost in her own dreams. She pictures herself to be the long golden-haired Rapunzel who lived in a castle and had no care about anything. Amanda imagines that the life of Rapunzel must have been very peaceful and fantastic in the tower. But she wishes to evade the fate that was met out to Rapunzel as she is unwilling to let her hair down. Amanda doesn't want her peace to be disturbed anyhow. She seeks a life which is away from any other human form. We can see here how the presence of her parents and their inhuman behavior had made her against any human connection. In the story of Rapunzel, it is because of a prince that Rapunzel is able to understand and receive happiness but Amanda doesn't require any prince, even though she is totally unaware about the feelings of love. The terrific effect of her parent's teaching on Amanda can be seen pretty apparently. Hence, she only wanted to live by herself as the presence of another being in her life would require her to act in a certain way. Amanda wanted to live free and happy.

Stanza 7

Stop that sulking at once, Amanda!

You're always so moody, Amanda!

Anyone would think that I nagged at you, Amanda!

Explanation:

The parents keep instructing Amanda on the do's and don'ts, but Amanda remains lost in her dreams. The parents believe that Amanda is not reacting because she is annoyed. Amanda's behavior has made her parents look bad and they are worried about their image. They are concerned about how society will perceive them if their child always remains in a foul mood. They want to prove themselves as responsible parents who manage to balance out what the child wants and what the society expects out of Amanda. However, they have already failed in their efforts.

REFERENCE TO THE CONTEXT

1. Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda

- (a) Amanda is getting instructions for what purpose?
- (b) Give a synonym of 'hunch'
- (c) What does the speaker of above lines instruct Amanda in the first stanza?
- (d) What is the literary device used in the third line?

Answer:

- (a) Amanda is getting instructions as a part of her upbringing. Her conduct and manners are getting refined for future purposes.
- (b) Bend
- (c) Amanda is getting instructed for biting her nails and sitting lazily with her shoulders bent.
- (d) Literary device used in the third line is Alliteration.

2. Did you tidy your room, Amanda?

I thought I told you to clean your shoes.

- (a) Who is the speaker?
- (b) What does the speaker want Amanda to do first?
- (c) What is the second demand made on Amanda?
- (d) What is the tone of the speaker?

Answers:

- (a) The speaker is Amanda's mother.
- (b) The speaker wants Amanda to tidy her room first.

- (c) Amanda is asked to clean her shoes.
- (d) The speaker speaks in a nagging and authoritative tone.

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

- (a) How come silence is golden?
- (b) Give a synonym of 'roaming'.
- (c) What is Amanda up to in this stanza?
- (d) What poetic device is used in this stanza?

Answers:

- (a) Silence is shown golden using the poetic device metaphor. By making silence golden the poet is estimating the worth of silence. For Amanda seeks peace and calmness, which is absent in her reality.
- (b) Wandering
- (c) Amanda is again taking refuge in her imagination. Here she wishes to be an orphan, away from her nagging parents. Amanda wants to roam aimlessly in streets and draw patterns using just here bare feet.
- (d) The poet uses metaphor such as 'orphan' 'silence is golden' and 'freedom is sweet'

SHORT ANSWER TYPE QUESTIONS

1. How life on a tower would be different from life anywhere else for Amanda?

Answer:

Life on a tower for Amanda would be very different from her reality. Just like Rapunzel, even she desires to live on top of a tower, away from everyday chaos. Amanda suffers due to the constant nagging from her parents. She seeks a place full of peace and serenity, where there is no one to disturb her. Hence, she wishes to live on a tower.

2. Is Amanda at fault at all?

Answer:

Amanda is not at fault at all. It is too harsh for a small child to understand the concept of acne and not eating a chocolate. Love of parents is missing from Amanda's life. It is with pity that we look towards Amanda. There is nothing worst for a child who wishes to be an orphan. Amanda just seeks freedom from the overpowering environment around her.

3. What does Amanda yearn for? What does this poem tell you about Amanda?

Answer:

Amanda yearns for a life of freedom. She is fed up with the constant nagging of her parents. She wishes that she had been an orphan. This shows that if she had no parents no one would nag her. Then she could move about freely and play where she liked.

4. Explain the expression: “The silence is golden; the freedom is sweet”.

Answer:

When Amanda thinks of herself as an orphan she finds an atmosphere of silence. Moreover, she experiences the much-coveted freedom. Since she has dearly wanted to have this silence, it is called golden. The freedom she enjoys in this imaginary world is enjoyable to her.

5. Bringing up teenagers can be both a challenge and fun. How far do you agree? Express your views with reference to Amanda’s life.

Answer:

Bringing up teenagers is truly challenging and fun. Teenagers can be rebellious and apparently hot-headed with a highly independent perspective. In such circumstances, yelling at them, and nagging them as done in the poem with Amanda, will only make matters worse. Forcing decisions on them only makes them more detached, as we see in Amanda’s case, where she wishes to be lone mermaid, an orphan or the lonely Rapunzel. To make things fun, one must become a friend where needed.

VALUE BASED QUESTIONS

1. How does Amanda tackle the nagging nature of her parents? Explain with examples from the poem. What values does it portray about Amanda?

Answer:

Amanda is a small girl who is termed moody for her careless behavior. But it is very surprising to know that this is her defense mechanism to shield against her nagging parents. Amanda is getting instructions from her parents, which becomes too much to handle for the small girl. She is told not to bite her nails and sit in a proper position. Amanda’s response to it is her world of imagination where she is a mermaid drifting effortlessly by the languid sea.

Further, she is asked about cleaning her room and finishing her homework to which she reacts being an orphan roaming in the street and making patterns with her bare feet. Amanda then faces the heat for eating a chocolate, which had once caused her acne. She takes the form of Rapunzel and wishes to live on the top of a tower away from everyone in her imagination.

Amanda’s parents are upset over her behavior and casualness, but she stays in her own world. All these portray Amanda in a positive light and her parents in a negative light.

2. Escapism is one way to run away from harsh realities. Discuss in context to the poem.

Answer:

By going through the whole poem, we come to know that Amanda’s parents, specially her mother keep instructing Amanda all the time. Amanda’s mother intention may be to discipline her daughter and make her a mature person. But very frequent checking and instructing using so many don’ts, leave no space for the child.

Children need love and caring attitude of their elders. An advice in the form of nagging leaves a very harmful impression on the child’s mind. The reality becomes harsh for them and they try to escape these realities by indulging in their own fantasy world.

Here in the poem, life of Amanda is quite frustrating as Amanda is forbidden to do anything without seeking permission. Continuous instructions of her mother and correcting her all the times leave a very negative impact on child's personality. In such situation the child adheres to a defense mechanism where she imagines herself to be free and without parents so that no nagging is done.

Amanda drifts into an imaginary situation to escape from the harsh realities of her life. The parents behavior is forcing her to do so, as a result there will not be a balanced development of her personality. Parents need to understand that their child also requires freedom and his/ her own space. If no space is given, child will develop one or the other complex which may hamper his/r normal growth.

SOME EXTRA QUESTIONS

1. Write a short note on the title of the poem.
2. Why does she seem moody most of the time?
3. What is the central theme of the poem Amanda?
4. 'Amanda is alone but not lonely in the world of envisions.' Justify the statement with reference to any one image she pictures in her mind.
5. It is said that excess of everything is bad. Excess of parental love may make a child pampered. In the same way excess of nagging may throw a child into negativity. These statements are seen justified to some extent in the poem 'Amanda'. Explain.

PART – I: A Baker from Goa**Introduction**

A Baker from Goa revolves around 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 be there. 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 is 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 tasks.
- 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

GLIMPSES OF INDIA

I.A BAKER FROM GOA

-LUCIO RODRIGUES

A MIND MAP DESIGNED BY R.SHANTHI
TGT ENGLISH KVASHOKNAGAR CHENNAI



MAIN CHARACTERS

- The narrator
- The baker



THEME



The events described in the chapter are set in Goa at a time when the writer was young.



GIST



The writer presents a pen-portrait of a traditional Goan village baker who still has an important place in its society. Elders still think fondly of the famous Portuguese loaves of bread. The family tradition is still carried on even today by the new generation of bakers or paders in Goa. Even today, marriage gifts are meaningless without the sweet bread or the bol, just as a party or a feast loses its charm without Goan bread.



TITLE



The text describes the importance of bakers in olden times. The events described in the chapter are set in goa at a time when the writer was young. So the title is justified.



VALUES

- Traditions, values and heritage are the roots that nourish us.
- Cultural importance
- Harmonious society
- Perpetuity of tradition and heritage.
- Respect to others values, beliefs and tradition

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 be a baker. Their pump physique is an open testimony of their happiness and prosperity.

Short Answer Questions (30-40) words

1. 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.

2. 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.

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

OR

How does the author establish that the pader is an important part of Goan society?

Ans. Bread is an integral part of goan society. Bolinhas had to be prepared during Christmas and other festivals. A wedding gift is meaningless without the sweet bread bol. The mothers prepare sandwiches on the occasion of their daughter's engagement. So, the baker's furnace/ the baker of the bread/ the pader is essential

4. How does the author create a sense of nostalgia in the story "A Baker from Goa"?

Ans. A author creates a sense of nostalgia in the story by talking fondly of his childhood in Goa. He recollects his childhood memories of the pader. He revisits the joyous days when they would eagerly await bread bangles and peep into the pader's basket.

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 behavioural 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.

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.

GLIMPSES OF INDIA:

-LOKESH ABROL



A MIND MAP
DESIGNED BY
R.SHANTHI TGT
ENGLISH KV
ASHOKNAGAR
CHENNAI



COORG

Coorg is the smallest district in Karnataka which is famous for its natural beauty.

PEOPLE OF COORG

They are assumed to be the descendents of Arabs or Greeks whose cultures are reflected in their martial traditions and cultural rites.

VALUES

- Proper use of natural resources.
- A feeling of pride in one's descendants.
- Harmonious society

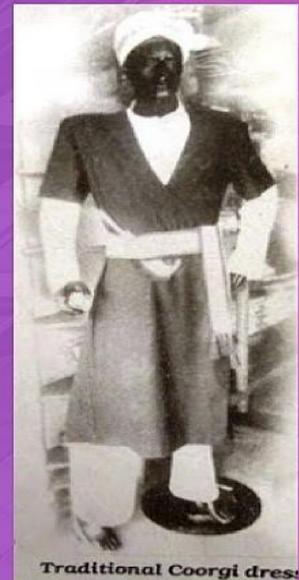
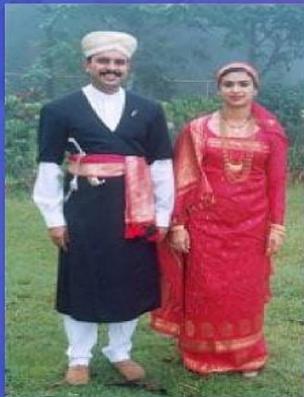
II. COORG

TALES OF BRAVERY

Coorg regiment is one of the most decorated in the Indian Army. General Cariappa, the first Chief of army was a Coorgi.

WILDLIFE AND NATURE

Kaveri river begins its journey from Coorg and the place has a great variety of flora and fauna that attract many tourists each year.



Traditional Coorgi dress

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) Rite 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. Who are the inhabitants of Coorg, 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 been 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. 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 Coorgs 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 Coorgs known to the people even today. If the people of Coorg had not followed it their tradition 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.

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 chail 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.



GLIMPSES OF INDIA

III. TEA FROM ASSAM

A MIND MAP DESIGNED BY R.SHANATHI TGT
ENGLISH KV ASHOKNAGAR CHENNAI

-ARUP KUMAR DATTA

MAIN CHARACTERS

- Pranjol
- Rajvir, his friend
- Pranjol's dad, manager of a tea estate

SETTING

The events are set in a train and then at a tea garden named Dhekiabari.

VALUES

- Preserve natural resources
- Care for nature



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.

IMPORTANT EVENTS

- Rajvir is very excited. He is going with his friend Pranjol to Assam to visit the tea estate managed by the latter's father.
- On their journey he tells Pranjol various interesting facts about tea including the legends about the origins of teas.
- After arriving at the station, they drove towards Dhekiabari, the tea-garden managed by Pranjol's father.
- Rajvir manages to impress Pranjol's father with his knowledge about 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 teal. —You seem to have done your homework before coming, Pranjol's father said in surprise.

—Yes, Mr. Barua, 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 Rajiv 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) Rajiv 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. 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.

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.

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 fulfil 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. 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, He 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.

THEMES

The major themes of this poem are:

- *Humanity vs Nature*
- *Freedom*

Humanity vs Nature

- In the poem, Rich describes some consequences of the absence of trees from forests.
- She says that without trees and their branches, birds have nowhere to sit. Similarly, insects have no place where they can hide.
- Through this, Rich may be highlighting how human activities like deforestation and the felling of trees have damaged nature.
- These activities have destroyed the natural habitats of birds, insects, and other species.

Freedom

- In the poem, Rich uses trees to symbolise women's quest for freedom.
- She vividly details how the trees fight to reach their home, the forest.
- Trees' roots struggle to break free from the veranda floor. Similarly, leaves and twigs labour to escape through the glass windows.
- Their movement resembles the 'half-dazed' or confused movement of patients who have just been released from the hospital.
- Through these images, Rich stresses on the difficulties that women face while overcoming long-established traditions.
- Thus, the trees' struggle to escape from the houses to the forest reflects a woman's struggle to shatter the barriers that are binding her and attain freedom.

A MIND MAP BY R. SHANTHI TGT
ENGLISH KVASHOKNAGAR CHENNAI



THE TREES -ADREINNE RICH



THEME OF THE POEM

The poem highlights the struggle of women who make a mark in the outside world. The trees moving out of their house symbolises womenfolk moving out of their house into the society.

RHYME SCHEME

There is no rhyming scheme in the poem. It is in free verse.



IMAGERY/TONE

The imagery is charged with action and the tone is almost battle groundlike. The trees are rising like fallen heroes. The imagery depicts nature in motion.

SHORT SUMMARY

The trees in the house want to break the walls of the house and move to the forest. The poem reflects how women want to be free of the walls of social restrictions men have put around them. They want to move and participate in the society.

POETIC DEVICES

PERSONIFICATION

- no sun bury its feet in shadow
- small twigs stiff with exertion/long cramped boughs shuffling
- the trees are stumbling forward

SIMILE

- like newly discharged patients
- still reaches like a voice into the rooms
- the moon is broken like a mirror



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 coining 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 (30-40 words)

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 after effects.

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 creatures 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.

UNIT 8:

MIJBIL THE OTTER

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 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 with mud to an extent that it took almost a month to clean and wash and to reveal his actual colour. Mij loved playing with water so much so that he even learned to open the tap on his own. 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 Mij had created a mess by destroying the inner lining of the box. 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?

VALUE POINTS.

- When Maxwell's dog died, he became alone without a pet.
- In 1956, he travelled to Southern Iraq and there he thought of keeping an otter instead of a dog.
- His friend advised him to get an otter in Tigris marshes. They were found in plenty there.
- Two Arabs were squatting on the floor and a sack was lying beside them.
- They handed him a note from his friend. It read: "Here is your otter ..."
- The narrator named the otter 'Mijbil'.
- In the beginning, Mijbil was indifferent but started taking a keen interest in his surroundings.
- He came to his bed and remained sleep on Maxwell's knees.
- Like every otter, Mijbil enjoyed splashing water.
- Mijbil was successful in screwing up the tap to its full flow.
- The otter spent most of his time playing.
- It was really a difficult job to transport Mijbil from Basra to England.
- Mij was packed up in a small box where it injured itself.
- The air hostess was quite friendly and cooperative and suggested keeping the pet on his knee.
- As the box was opened, Mij was out of the box in a flash.
- Mijbil disappeared and later on, it was found beneath the legs of a turbaned Indian.
- Maxwell remained in London with Mijbil for nearly a month.
- Mij invented his own game with the ping-pong ball.
- Like school children, he would touch every block with his feet and touch every second lamp-post.
- The average Londoner could not recognise an otter and people started making wild guesses about him.
- Mijbil was called 'a baby seal', 'a squirrel', 'a walrus', 'a beaver', etc.

MIJBIL THE OTTER

-GAVIN MAXWELL



MAIN CHARACTERS



- The writer
- His pet otter, Mijbil

A MIND MAP DESIGNED BY R.SHANTHI
TGT ENGLISH KV ASHOKNAGAR CHENNAI

THEME



It is a humorous tale of the adventures of a man with his otter.



GIST



Gavin Maxwell lives in a cottage in Camusfearna, in the West Highlands in Scotland. He is fond of keeping pets. After the death of his pet dog Jennie, he was too sad to think of a dog again. The author is in Basra city of Iraq on a visit. There, a friend of his, presents him an otter. He takes this otter to England where he has a flat of his own. He has some interesting experiences during his air journey from Basra to Paris and London.

VALUES



- Care for animals
- Think differently
- Companionship



TITLE APPROPRIATENESS



The author named his pet MIJBIL or in short MIJ. Mijbil belonged to a race of otters that had been recently discovered by a zoologist named Lutrogale Perspicillata Maxwelli and was thus known as Maxwell's otter. It took the otter a little time to open up and get comfortable in his new surroundings. So this story is all about MIJBIL and his time with the author.

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?

Ans. 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?

Ans. 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?

Ans. 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 a very small imaginary dragon of the Middle Ages. Its body was coated with pointed scales and between them a soft velvet fur was visible. It was like a chocolate brown mole.

Q5. With reference to the story “Mijbil the Otter” describe that Otters are intelligent creatures.

Ans. Mijbil is able to open the tap in the bathtub. It learnt to follow the narrator without a lead. It started responding to the narrator's call. It learnt to dribble a ball and juggle objects; rolls on a slope and invented a game out of that. Mijbil was able to identify his owner while on the plane. It developed compulsive behaviour like children.

Q6. How and why Mijbil.s behaviour change?

Ans. On the first night, Mijbil was indifferent and distant from the author. However, after a few days, he started showing a lot of interest and curiosity in his surroundings. I think this shift happened because Mijbil started feeling more comfortable around the author and freedom to explore the surrounding and not be caged.

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 water knowing the fascination of otters with water. He noticed his habits and traits. Mijbil hesitated on the first day but lateer 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.” It is, in effect, a thralldom to otters, an otter fixation, that I have since found to be shared by most other people, who have ever owned one”. What does the other mean to convey through the above statement?

Ans. In the stated line, the narrator meant to convey that he became very attached to Mijbil and almost obsessed with what he did. His own life started revolving around Mijbil.

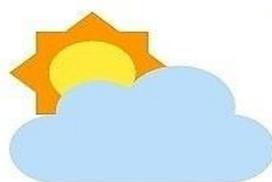
The entire story describes Mijbil’s actions in deep detail. The narrator also learns many things about Mijbil and knows about his habits. This suggests that while he observes Mijbil, he also takes great interest to understand why Mijbil does certain actions. For instance, when the narrator describes what he learns about otters and water, he mentions specific actions that Mijbil does with water.

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.

The advancement of a fog appears to the poet like a cat who comes on its hunches. Also, like a cat, the fog keeps moving and hardly stays at its place.



METAPHOR:

- comparison has been made between cat and fog

ENJAMBMENT:

- All the lines of the poem continue in the next line.



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” stands for 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 finds the fog as a cat that comes on its tiny, silent feet while they stalk..
- (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.

THE TALE OF CUSTARD THE DRAGON

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.

THE TALE OF CUSTARD THE DRAGON



BELINDA

THEME OF THE POEM

The poem explores themes of bravery and rising to the need of the occasion.



MUSTARD

POETIC DEVICES

SIMILE:

- Mouth like a fireplace
- Belinda was as brave as barrel
- Snorting like an engine
- Clashed his tail like irons in a dungeon
- He went at the pirate like a robin at the worm

REPETITION:

- Suddenly, Suddenly they heard
- She cried help! help!

ALLITERATION:

- and he held in his teeth



BLINK

RHYME SCHEME

The rhyming scheme of stanzas 1-12 is aabb and the rhyming scheme of stanza-13 is aabbcc.

-Ogden Nash



INK

SHORT SUMMARY

The poem is about a girl named Belinda who lives with her pets- a mouse, a dog, a kitten, and a dragon. Belinda and all her pets except the dragon are very brave. Once a pirate attacks Belinda's house and the dragon surprises everyone by killing him.



CUSTARD

IMAGERY/TONE

The imagery shows lots of action and commotion. The tone is humorous and mocking.

A MIND MAP BY R.SHANTHI TGT
ENGLISH KVASHOKNAGAR

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 drago'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.
- (e)

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 mouse holed mean?
- (d) Write the antonym of “bottom”

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) Mouse holed 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.

Q5. Custard was not treated nicely by Belinda and his fellow animals. Justify.

Ans. Custard was laughed at by Belinda and his fellow animals. Despite proving to be bravest when the time came, he was mockingly called “Percival” for being a coward.

Q6 Analyse any one of Custard’s qualities with an example from The Tale of Custard the Dragon.

Ans. One of the qualities of Custard that stands out is fearlessness. He shows courage when a pirate armed with weapons attacks the house. While everyone else flees, he attacks the pirate and gobbles him up in order to protect Belinda and his animal friends.

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.

The Sermon at Benares

ABOUT THE AUTHOR: - Betty Renshaw was an American writer. She was born on October 2,1921 in the Renshaw family. She died on April 30,1999, at the age of 77.

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A sermon is a long talk in which someone advises other people how they should believe in order to be better people.

CHARACTERS:

*Siddhartha Gautama

* Kisa Gotami

Sidhhartha Gautama:- Gautama Buddha was born to a North Indian royal family as a prince and was named Siddhartha Gautama. When he was twelve years old, he was sent t a far away place to study Hindu sacred scriptures and upon returning four years later, he got married to a princess. Soon they both had a son and they continued to live a royal life for about ten years. The royals were shielded from all the unpleasant experiences of the world until one day, on his way to hunt, the Prince met a sick man, an aged man, a funeral procession and a monk begging for alms. These experiences acted as eye-openers for him and thus, he left all the royalty behind to seek a higher sense of spiritual knowledge. Buddha preached that human life is very short and it is full of sorrows and pains. He cleared that our brief life is full of troubles and pains. Everyone on this earth has to one day meet with death.

KIisa Gotami:- She was a simple woman who was devastated when her only son died. She was not able to reconcile with this terrible loss and was searching everywhere for someone who would be able to revive and bring back her dead child to life. Her grieve over the loss of her beloved child was so great that everyone thought that she had lost her sense. Buddha knew that Kisa Gotami would understand the inevitability of death from her own experience, so he asked her to get a handful of mustard seeds from the house where nobody had ever died. But it was impossible for her to find such a house. The poor woman returned empty handed. She realized that she had been selfish in her grief and so, she accepted that death is universal and common to all.

KEY POINTS OF THE STORY: -

1. Gautama Buddha was born in a royal family as a prince. He was named Siddhartha Gautama	2. He was married at the age of sixteen and enjoyed the royal luxuries for ten years.	3. He had a son. Upto the age of twenty-five, he was shielded from the sufferings of the world.	4. The sight of sick man, then an aged man, and a funeral procession shocked him.
5. Finally, he saw a monk begging for alms.	6. He gave up royal pleasures and set out to seek enlightenment.	7. He wandered for seven years and finally sat down under a big tree in meditations.	8. Enlightenment came to him after seven days. He named the big tree the Bodhi Tree or Tree of Wisdom.
09. He was known as the Buddha or the Awakened or the enlightened one.	10. The Buddha preached his first sermon at the holy city of Benares on the River Ganges.	11. Kisa Gotami's only son had died.	12. She had lost her senses and carried the dead boy to all her neighbours.
13. She asked them for medicines to cure him	14. Buddha asked Kisa Gotami to bring a handful of mustard seeds.	15. She went from house to house and had no problem in getting a handful of mustard seeds.	16. However, she did have a problem with finding a house where no one had died.
17. She considered the fate of men and realized that she was selfish in her grief.	18. Death is common to all. Surrendering all selfishness leads to immortality.	19. All earthen pots end in being broken. The world is afflicted with death and decay	20. He who has overcome all sorrows, will become blessed and enlightened one

THE MESSAGE: -

- *Grief does not give a person peace of mind.
- *Grief gives him more pain and his body suffers.
- *Grief does not bring back the dead.
- *Peace can only come by letting go of sorrows.
- *A metaphor is used comparing an arrow to grief and how this arrow must be pulled out to attain peace.
- *Peace finally leads to enlightenment.
- *Death is common to all.
- *A truth cannot change grieving and lamenting cannot lessen the pain or revive a dead one.
- *The wise do not grieve knowing the dead one.

USEFUL QUOTES: -

Death is not opposite of life but a part of it.

The world is afflicted by death and decay. But the wise do not grieve having realized the nature of world.

SHORT ANSWER TYPE QUESTIONS: -

1.Kisa Gotami was selfish and grief-stricken. Justify.

Ans: - Selfishness means to think of one's own interests, needs and sufferings only, without any concern for others. Kisa was so deeply grieved by the death of her only son that she did not realise the suffering undergone by others. It was a mother's love that blinded her. She could not see the reality of life but it is natural for anyone to be selfish at such times.

2.What did Kisa Gotami understand about life finally?

Ans: - Kisa understood the truth of life and death. She understood that everyone who has come into this world is going to die sooner or later. Sending her to different houses, Buddha wanted her to realise the fragile nature of human life. He also wanted her to rise above worldly matters so that the departed soul could rest in peace.

3.What was the effect of the sufferings on the world on Buddha?

Ans: - At the age of 25, one day, while hunting, Buddha saw a sick man, then an aged man, then a funeral procession and finally a monk begging for alms. These sights moved him so much that he went out into the world to seek enlightenment about the cause and suffering of man and how to overcome it.

4.How did Kisa Gotami realise that life and death is a process?

Ans:- Kisa Gotami went from house to house but was unable to find one house where nobody had died. She was tired and hopeless and sat down at the wayside watching the lights of the city as they flickered up and were extinguished again. She realized that similar to the city lights human lives also flicker up for some time and are extinguished again.

5.After receiving Buddha's advice what did Kisa do? Could the advice revive her son eventually?

Ans: -After speaking with Buddha, Kisa Gotami goes from house to house to get a handful of mustard seeds. But Buddha had put a condition i.e mustard seeds should be only from a house in which nobody ever died. Since death is an imminent fact and is integral to the life cycle, so Kisa Gotami does not get mustard seeds.

VALUE BASED QUESTIONS

1.Personal losses are a part and parcel of life. Instead of wailing on them, we should move on in life. This message of Gautama Buddha has become more relevant in modern times. Do you agree? Why/Why not?

Ans: - Yes, I agree with the message that Gautama Buddha has given about life and death. In modern times, people have a lot to explore move with the world at the same pace in order to survive. If people don't understand the practicality of life, they are likely to be under stress which would in turn affect their personal and profession lives in negative manner. People need to understand that everyone who is born will have to die one day. There is no use being sad or crying over the loss. People should remain calm and composed in such situations. They should face the truth and move on in life. Wise people never complain or lament over their loss. Wisdom lies in the fact that people should not get distressed with pain, suffering and death.

2. Buddha said, “ The world is affected by death and decay, therefore , the wise men do not grieve, knowing the terms of the world.” Do you think the statement is appropriate even for today’s life? Write your views in the context of the above statement.

Ans:- The above statement holds true concerning today’s life as well. Buddha said that death is common to all mortals. Those who are born must die one day. Death is certain, it can’t be avoided. As ripe fruits fall off the tree, so is the life of mortals. Life of a man is like an earthen pot that breaks and meets its end. No amount of weeping and lamenting can bring the dead back to life. So, wise men don’t grieve. They understand that it the law of the world. Weeping and lamenting produce no gains. It rather spoils one, health and gives more pain. If only you take out the arrow of lamentation and get composed, you will get peace of mind. To overcome sorrow, become free of sorrow. But in today’s world, man has forgotten this. He makes all kinds of desperate efforts to provide himself with the comforts and earns money at the cost of anything. He forgets that one day he has to die and everything will be left here only.

SOME EXTRA QUESTIONS

1. According to Kisa Gotami what is the greatest grief of life?
2. What did the Buddha want Kisa Gotami to understand?
3. How does Gautam Buddha make the human beings realise that death is common to all?
4. ” 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 value that Kisa Gotami learnt after the death of her child.

VOCABULARY

Befitted- appropriate and proper

Heretofore- till then, before this point

Shield- save and protect

Chanced upon- came across by chance, it so happened to be

Enlightenment- divine knowledge, state of having got or realized high spiritual knowledge

Wander- to roam here and there, linger

Inscrutable- which can’t be understood

Lost her senses- as if gone mad, not understanding the realities to behave sensibly

Procure- obtain, get or achieve by efforts

Wayside- the edge of road

Valley of desolation- land (world) of sorrows and sufferings where none is spared of sorrows

UNIT 9

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 fare. 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.

KEY POINTS: -

- The story is about an eight-year-old girl named Valliammai. She was very curious to know about things.
- Her favourite pastime was to stand at the front doorway of her house and see what was happening in the street outside.
- She would watch the bus that passed every hour from her village to the nearest town.
- She developed a desire to ride the bus. This became her deepest desire.
- Valli found out the details of the bus journey by listening carefully to the conversations between her neighbours and regular bus users.
- She came to know that the town was just six miles from her village and the fare for the bus journey was thirty paise one way. The trip took 45 minutes.
- Valli planned her visit to the town. She saved sixty paise for the fare. Finally, one day she took the one o'clock bus to the town.
- Valli was very happy to have got into the bus.
- On the way to the town, Valli saw a cow running right in front of the bus. She clapped as the cow kept on running towards the bus despite the continuous honking by the driver.
- Valli did not get off the bus when it reached the town. She also declined the offer of a cold drink by the conductor.
- On the return journey, she saw the same cow lying dead by the roadside. This unpleasant sight made her very sad.
- The bus reached the village at three forty. She ran straight for her home after getting down the bus. Her mother did not come to know about her journey.



MAIN CHARACTERS

- Valli, an eight year old girl
- Her mother
- The bus driver
- The bus conductor



VALUES

- Self-respecting
- Importance of curiosity
- One should listen to one's elders
- Be bold but be safe too
- Confidence
- Sympathy towards others



MADAM RIDES THE BUS

-VALLIKANNAN



THEME

The story is about a little girl's adventure to the nearby town in a bus and explores themes of curiosity, adventure, sympathy, etc.



GIST

'Madam Rides the Bus ' is the story of an eight-year-old girl Valli. She was a wonderful girl. She was mature, clever, practical and self-respecting beyond her age. Standing in the front doorway and watching what was happening in the street was her favorite pastime. She was a great planner. She thriftily saved every penny that came her way for her first bus journey. During her first bus journey, Valli was full of enthusiasm and excitement. She enjoyed the landscape, the canal, palm trees, distant mountains and green fields stretching out as far as her eye could see. She reacted strongly when she was called 'a child' or 'madam'. The self-respecting girl refused to accept a free cold drink offered by the bus conductor. She planned her bus journey during the nap hours of her mother. Interestingly, her mother could never know of the bus journey her daughter undertook during her nap in the afternoon.



TITLE



A MIND MAP DESIGNED BY R.SHANTHI
TGT ENGLISH KVASHOKNAGAR CHENNAI

The story "Madam Rides the Bus" is about an eight-year-old girl Valli and her journey on the bus. According to the society and the people traveling on the bus, Valli was very young to travel alone. She behaved like an adult to the conductor and paid equally as others. She also got annoyed when any other person would give advice to her about her safety and stop her from standing on her seat. Valli argued with an elderly lady and asked her not to call a child. The bus conductor called her madam comically. Valli returned from the journey safely and was very contented about her entire 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 '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-respect 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.

Q5. In the story "Madam Rides the Bus", the elderly woman in the bus keeps enquiring after Valli because she is a child. What assumption could she have about children? Do you think these assumptions are justified when applied to Valli. State why or why not.

Ans. The adults around Vallin are watchful of her. The elderly woman in the bus keeps asking her where she is going and if there is an adult accompanying her. This shows that she believes children should not travel alone as they are not very aware of their surroundings and may get lost easily.

I think this assumption is not justified because Valli does not lose her way at any point. She knows exactly where she is going and how much time the journey will take. She successfully travels alone in the bus and comes back home safely as well. Therefore, the old woman's assumption about children is not justified in Valli's case.

FOR ANNE GREGORY (POEM)

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.

FOR ANNE GREGORY

-William Butler Yeats

THEME OF THE POEM

The poem deals with the concept of inner and outer beauty and people's perception on these two.

POETIC DEVICES

METAPHOR:

- Honey coloured ramparts - used for hair

ALLITERATION:

- your yellow hair



A MIND MAP BY R.SHANTHI TGT ENGLISH
KVASHOKNAGAR CHENNAI

RHYME SCHEME

The rhyming scheme used is abcbdb.

IMAGERY/TONE

The tone of the poem is conversational.



SHORT SUMMARY

The poem is a conversation between two people, a girl and a boy and on their perception of beauty. The boy believes that people are more impressed by outer beauty. The girl believes that inner beauty is more important.

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.

THE PROPOSAL

Anton Chekov -Anton Pavlovich Chekov was a Russian playwright and short story writer who is considered to be one of the greatest writers of all time. His career as a playwright produced four classics, and his best short stories are held in high esteem by writers and critics.

Theme of the Lesson: -

Landowning Class

The play highlights how anger and argument can spoil a relationship. It is a satire of the landowning class in the 19th century Russia. The landowners were a small, privileged class who were notoriously conservative in clinging to old values that defined them. They knew their advantage in society was based mainly on owning land, as opposed to having a title of nobility. As a result, they opposed any reforms that would allow their peasants to own a piece of land. Chekhov makes fun of the landowners by depicting Lomov, Natalya and Chubukov as obsessed about ownership of a worthless tract called Oxen Meadows. Their pride and greed are so extreme that they override a marriage proposal. Lomov calls Chubukov a land grabber, but in truth, they all are.

Romance and Marriage

Chekhov's theme of romance and marriage runs throughout each section of the comedy. The narrative satirizes marriage mainly through the use of situational irony. This type of irony involves a difference between what is expected to happen and what does happen. The audience expects Lomov's proposal to Natalya to be filled with romantic sentiments. Loving caresses and perhaps even tears of joy. However, what the audience gets is bickering between two petty people who each want to prove they are right above anything else. Romantic love has been thrown out the window.

Lack of Communication

Chekhov uses three methods to convey the lack of communication theme. The first is Lomov's style of speech. He has a roundabout way of talking that prevents him from getting to the point. Secondly, when Lomov digresses from the main point, he and Natalya each value the digression more than the central topic of conversation. Finally, Lomov, Natalya and Chubukov are more concerned about proving they are right than understanding their opponent's viewpoint. This attitude blocks communication because they end up barraging one another with biased statements and insults instead of being empathetic.

CHARACTERS

Lomov

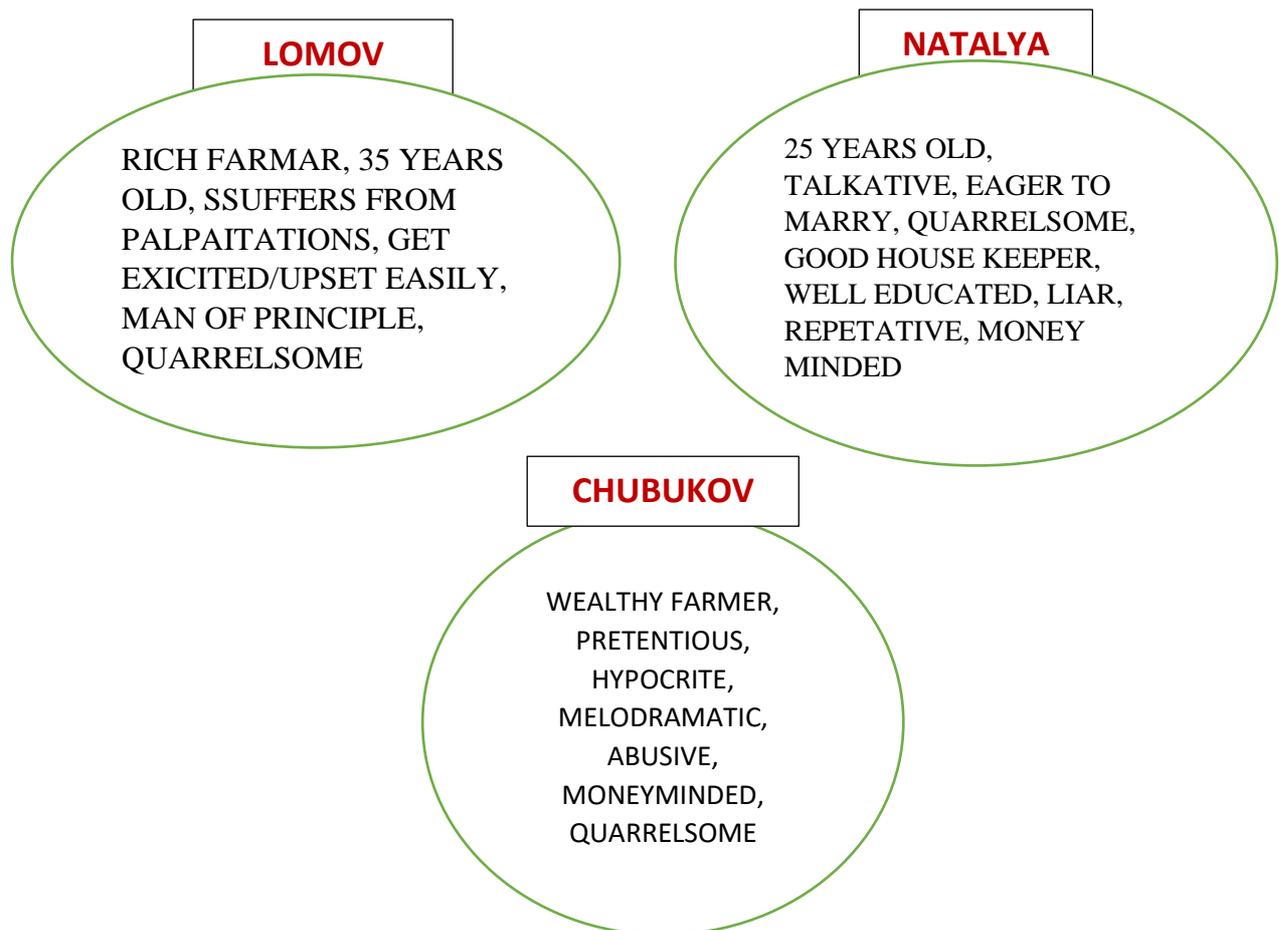
Lomov is a hypochondriac who wants to get married for the sake of appearances. He doesn't seem to love Natalya but decides to marry her because she's the best woman available. He has difficulty coming to the point, which makes conversing with him difficult. Because of his tendency to digress, he becomes involved in silly arguments with Natalya and Chubukov about land ownership and dogs. What seems most important to him is maintaining a superior appearance, which is also true of the other two characters.

Natalya

Natalya is a strong-willed woman who is more effective than Lomov in speaking clearly and getting to the point. However, her will is focused on maintaining a superior appearance. As a result, she insists that Oxen Meadows belongs to her family and not to Lomov. She also argues that her dog is better than Lomov's dog. Yet, she feels the burden of being a potential if not actual spinster and, thus, desperately wants to marry Lomov. Despite this, her concern for being right about superficial matters takes precedence.

Chubukov

Chubukov seems happy about the potential marriage between Lomov and Natalya. However, he sees marriage in a mercenary way, referring to Lomov's proposal as a merchant buying goods. For him, the match is advantageous as a good business arrangement for both families. Whether Lomov and Natalya really love each other probably doesn't matter much. Despite his eagerness for the marriage to happen, Chubukov places greater value on maintaining a superior appearance. As a result, he gets embroiled in the inane arguments between Lomov and Natalya.



KEY NOTES:

*Lomov makes a visit to Chubukov's house in a very formal dress. He is welcomed by Chubukov. They talk formally, but internally Chubukov is wondering about the reason of the visit. He seems afraid whether Lomov has come to borrow money.

*Chubukov finally asks about the reason of his arrival

*After a slight hesitation and beating about the bush Lomov speaks the reason that he has come to ask the hand of Natalya in marriage.

*The proposal makes the father extremely happy. He affirms that Natalya will like the proposal.

*Lomov is on cloud nine. He starts jumping and behaving joyfully with the thought that Natalya is very beautiful and will be an excellent home maker.

* Natalya also comes in, The conversation with Natalya begins. Lomov anxiously waits for the moment to tell her directly about his proposal.

*After sometimes the conversation drifts toward a patch of land 'Oxen Meadows'. Natalya claims the land is theirs which is refuted by Lomov

*Discussion turns to an ugly heated argument. The noise invites Chubukov back. He also joins the spat over ownership.

*Suddenly Chubukov and Lomov start abusing and accusing each other very indecently.

*Lomov feels pulls and palpitations. He leaves the place in huff.

*After Lomov's departure, Chubukov tells his daughter about Lomov's proposal for Natalya

* At this she starts crying and insists her father to bring Lomov back.

* Lomov comes back. They apologize to each other and resume simple talk.

*Natalya internally is desperate to listen to the proposal. This time again their talk gets stuck over the superiority of their dogs.

*Natalya says her Squeezer is far better than Lomov's Guess. That is totally unacceptable to him. He claims his Guess is the best.

*Chubukov again comes and jumps into the ring of verbal fight. Again we notice the mean exchanges of abuses and accusations.

*Then suddenly Lomov falls down nervously and becomes unconscious. Fearing that he is dead, Natalya starts wailing. Chubukov appears quite disturbed.

*Chubukov fumbles and mumbles over his destiny of being the father of a young girl.

*But after sometimes Lomov regains his consciousness and asks for water.

*Chubukov puts Lomov's hands into Natalya's hands and asks them to kiss each other.

* Chubukov blesses them and feels relaxed. This way Lomov and Natalya begin their conjugal life.

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

Question 1.

What are you talking about? Oxen Meadows are ours, not yours!

- (a) Who is the speaker here ?
- (b) Who is being referred to by 'yours'?
- (c) Find a word from the extract which means a piece of grassland.'
- (d) Who is being referred to as ours ?

Answers:

- (a) Natalya is the speaker here.
- (b) Lomov is being referred to by 'yours'.
- (c) 'Meadows' from the extract means ' a piece of grassland'.
- (d) Ours is referred to Natalya and his father .

Question 2.

Hear me out, I implore you! The peasants of your father's grandfather, as I have already had the honour of explaining to you, used to bake bricks for my aunt's grandmother. Now my aunt's grandmother, wishing to make them a peasant.....

- (a) Who is the speaker here ?
- (b) What did the peasants do ?
- (c) Find the exact word from the extract which means ' to ask something in a very serious way'.
- (d) What is a synonym of ' high – respect in the extract' ?

Answers:

- (a) Lomov is the speaker
- (b) The peasants used to bake bricks for Lomov's Aunt's grandmother.
- (c) 'Implore' from the extract means 'to ask something in a very serious way'.
- (d) The word is 'honour'.

Question no.3

"There's some demon of contradiction in you today, Ivan Vassilevitch. First you pretend that the meadows are yours; now, that Guess is better than Squeezer. I don't like people who don't say what they mean, because you know perfectly well that Squeezer is a hundred times better than your silly Guess. Why do you want to say he isn't?"

- (a) Name the speaker.
- (b) What does Natalya blame Lomov for?
- (c) What do Natalya and Lomov first argue about?
- (d) Who are Guess and Squeezer?

(e) Pick out the word from the passage that means the same as “opposition”

Answers:

(a) Natalya is the speaker.

(b) Natalya blames Lomov for opposing whatever she says

(c) Natalya and Lomov first argue about the ownership of Oxen Meadows

(d) Guess and Squeezer are the names of their dogs

(e) Contradiction

SHORT ANSWERS QUESTIONS

(i) What happens to Lomov when he is in an excited state?

Ans: When Lomov is in an excited state his heart beat increases, lips tremble and there is a twitch in his right eyebrows. When he goes to sleep in such a state something pulls him from his left side and he jumps like a lunatic.

(ii) Has Lomov come to propose to Natalya out of a feeling of love for her or are there some other reasons for it?

Ans: No, Lomov hasn't come to propose to Natalya out of a feeling of love for her rather he thinks that Natalya is well- educated, not bad looking and an excellent housekeeper. He also thinks that his advancing age and poor health might deprive him of marriage to anyone else so, he comes to propose Natalya.

(iii) Do you think Natalya has really understood the hidden meaning of Chubukov's statement “Go there's a merchant come for his goods?”

Ans: No, according to me, Natalya failed to read between the lines what her father meant. Chubukov meant that somebody has come to seek her hand but Natalya couldn't understand this. She met Lomov while dressed in her apron and began to talk of casual matters like shelling peas for drying.

(iv) Who is ‘pettifogger’? Why does Chubukov call Lomov a ‘pettifogger’?

Ans: A ‘pettifogger’ is a person who to prove his point uses disreputable methods. Chubukov calls Lomov a ‘pettifogger’ because Lomov threatens to take the ownership matter to the court and claims that he has the documents to prove his ownership. However, Chubukov believes that there are no such documents and Lomov is just finding a chance to go to the court.

(v) What qualities are common in all three characters of the play ‘The Proposal’?

Ans: All the characters in the play are argumentative, full of pride and possessiveness. They are always ready to argue about petty things. They even fought over the breed of dogs.

(vi) “I did it on principle.” What did Lomov do on principle?

Ans: On the principle of being the rightful owner of Oxen Meadows, Lomov got into a heated argument with Natalya and Chubukov. Though, he came to propose Natalya but he got into the argument because he believed that though the land was of little worth to him but he should fight for it.

VALUE BASED QUESTIONS

Q1. Based on your understanding of the play 'The Proposal' how do you think good relationship can be maintained? Why in today's time we see so many people going away from each other?

Ans: The play 'The Proposal' teaches us how anger and arguments can easily ruin a relationship. Thus, to maintain a good and healthy relationship, it is important to have control over our anger. , Having arguments over unimportant or petty issues is extremely harmful and a waste of time. If someone commits a mistake, one should be ready to forgive, forget and move ahead rather than being angry and arguing. In the play the way all the characters could not exercise control and lost their temper reflects that anger can easily affect a relationship. None of them were ready to forgive and forget being self-centric. They never tried to be humble in their approach nor tried to understand the sentiments and feelings of others. In today's perspective we find it true that people find negative in others and often forget to appreciate and accept the positive qualities. Hence it is becoming difficult to maintain a good and cordial relationship with others.

Q2. Anton Chekov has used humour and exaggeration in the play to comment on courtship in his times. Illustrate with examples from the lesson, "The Proposal". Also mention the values, you think, any healthy relationship requires.

Answer: Lomov and Natalya meet for a serious purpose, i.e to talk about marriage that decides the progress of one's life as a member of the conventionally established society. But the purpose of their meeting gets lost on two consecutive occasions because Lomov's faith in the values of his society disrupts his approach to the topic of marriage. He learns that the girl and her father like him, but, instead of proposing to marry her and discussing how their marriage should be organized, he goes on to talk about properties, relations, family histories and pets, draws them into an unnecessary argument and antagonizes both of them.

Finally, Chubukov marries Lomov and Natalya by force before another problems comes up. Thus, the play ends in a comic note, just because the couple gets together with their father to celebrate their marriage while the dispute over the pets is still continuing. For any healthy relationship there should be mutual understanding and respect. Quarreling over trivial issues like dog cannot guarantee longevity of a relationship.

SOME EXTRA QUESTIONS

- 1.Chubukov says of Natalya "...as if she won't consent! She's in love; egad, she's like a lovesick cat..." Would you agree? Give reasons for your answer.
- 2.Describe the fight between Lomov and Natalya.
- 3.How is 'The Proposal' a great comedy?
4. Is Chubukov sincere when he says, "And I've always loved you, my angel, as if you were my own son?"
- 5.What do Natalya and Chubukov ask Lomov to do because he is not a good hunter?
6. "The way Chubukov , Natalya and Lomov fought over petty issues is against the behavior and mannerism of good neighbours." Comment. What would you have done to resolve this issue if you were in place of Chubukov?

FOOTPRINTS WITHOUT FEET

UNIT 1- A TRIUMPH OF SURGERY

Introduction

Tricki, a small dog, is pampered and overfed by his rich mistress, Mrs Pumphrey. As a result, Tricki becomes bloated and excessively ill. Mrs Pumphrey consults Mr. Herriot, a veterinarian surgeon, who admits Tricki in his clinic and cures him. However, he wonders whether Mrs Pumphrey would follow the advice given by him in the long term and ensure that Tricki is fit and fine.

Summary

‘A Triumph of Surgery’ by James Herriot is a fascinating story narrating how a veterinarian surgeon, Mr. Herriot, cures Tricki, an obese and morbidly ill pet dog. Tricki’s mistress, Mrs. Pumphrey loved Tricki a bit too much and kept feeding her at all times thinking that Tricki is suffering from malnutrition. She spends a lot of money to feed him health supplements and delicacies that lead to obesity and consequent illness.

Tricki was fed sweets, pastries, meat preparations, cod liver oil, Horlicks, malt etc. to maintain his health. He was not being taken out for walks nor was he provided the opportunity to exercise. Improper diet and lack of exercise had made Tricki sick. Being an indulgent owner, Mrs Pumphrey couldn’t understand what she was doing wrong as she had engaged an army of servants to look after the needs of Tricki. Tricki has a closet of clothes and coats and blankets for different occasions and seasons. The servants of the Mrs Pumphrey’s household were serving Tricki round the clock.

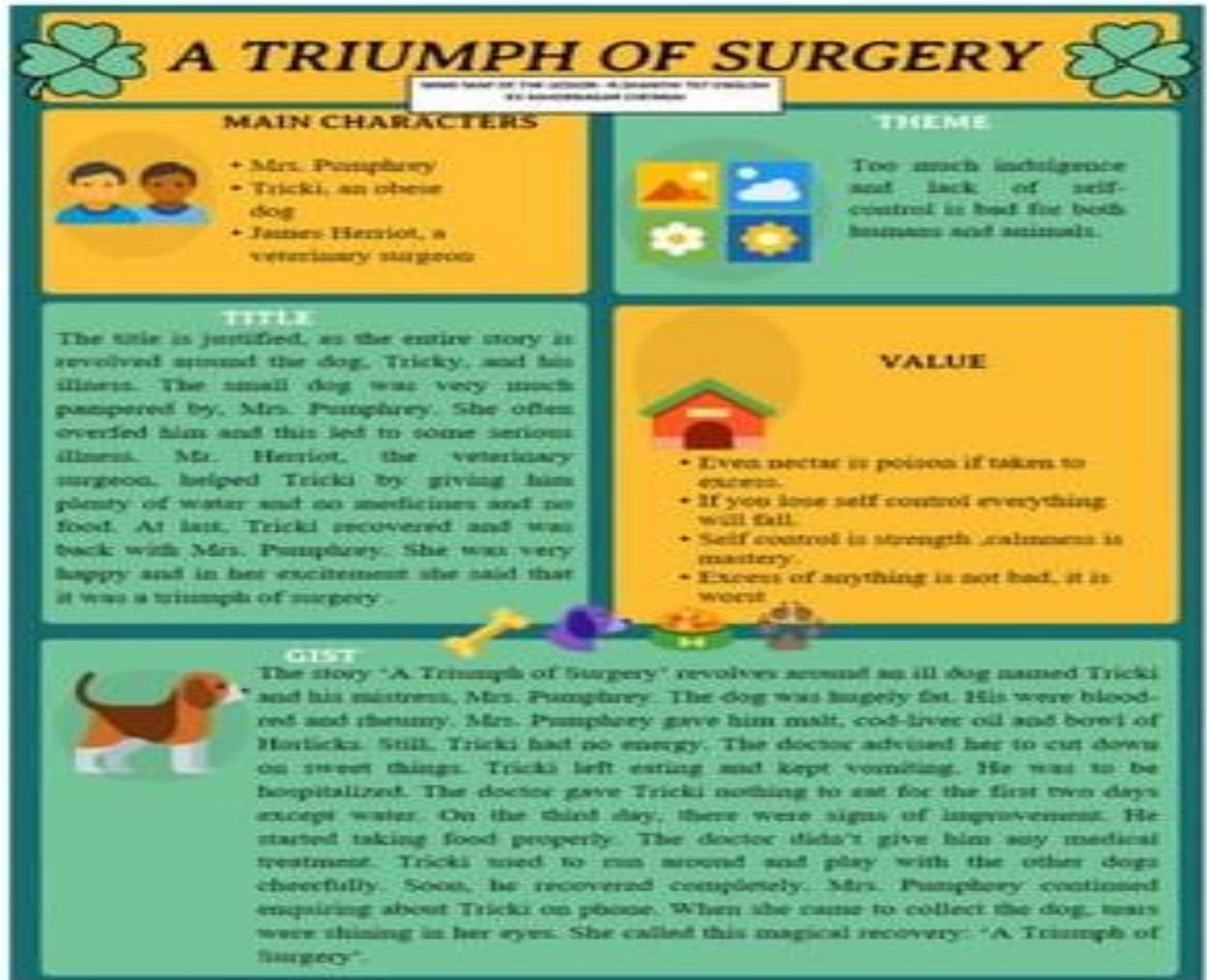
When Tricki became so ill that his eyes became rheumy and his body looked like “bloated sausage” and he could no longer move or eat or drink fluids, Mrs Pumphrey called for veterinarian surgeon Mr Herriot. Mr. Herriot, who had already known about Tricki’s condition from a previous encounter, had seen this coming. He had decided that he would admit Tricki in his clinic by convincing Mrs Pumphrey that her beloved pet requires a surgery.

When Tricki was being taken to the clinic, a load full of belongings, that ranged from exotic food items to clothing for every season and different kinds of bed, was packed in a luxurious car for the comfort of Tricki. Mrs Pumphrey was inconsolable and wished to go to the clinic with Tricki. But Mr. Herriot knew that separating Tricki from his mistress was of utmost importance for Tricki’s recovery.

While Tricki was in the clinic, he was put in an enclosure with all other dogs. He was given nothing but water for the first two days and from the third day he was fed ordinary dog food along with other dogs. Tricki, who was used to being pampered, didn’t understand how to compete against other dogs to eat. Gradually, he found out a way to do so. Not just that, he started playing with other dogs in the clinic as well. He got plenty of exercise, fresh air, and a diet that suited his body. Within few weeks, Tricki had regained his health. Meanwhile, Mrs Pumphrey was sending eggs, wine, meat, and sweets to the clinic every day so that her pet, but all these were enjoyed by Mr Herriot and his colleagues in the clinic. Because of the wine and fine meat that they could enjoy every day, the people in the clinic were tempted to keep Tricki for a bit longer.

After his recovery, Mrs Pumphrey came to pick him up. She was surprised to see the marvellous recovery of Tricki and exclaimed that it was indeed a “triumph of surgery”.

MIND MAP



FLOWCHART OF EVENTS IN THE STORY

Mr. Herriot has a chance meeting with Mrs Pumphrey and her pet dog, Tricki.



He foresees Tricki falling ill and makes a plan to admit him in the name of surgery to make him healthy.



As predicted, Tricki falls ill and is taken to Mr. Herriot's clinic.



Tricki is made to eat less and exercise a lot in fresh air and play in the company of other dogs.



Tricki recovers fully and returns to his home.



Mrs. Pumphrey exclaims that Tricki's recovery is a "triumph of surgery."

CHARACTER ANALYSIS

1. Mrs. Pumphrey

Mrs. Pumphrey is the rich mistress of Tricki. She showers all her love and affection on him. Her love for Tricki is doing more harm than good to the poor animal. Her indulgence leads to Tricki becoming ill and inactive. What she fails to understand is that an individual, be it an animal or a human being, requires everything in moderation. She keeps on overfeeding her dog as she believes that eating more and more of delicious food items will make him healthy. Mrs. Pumphrey is often ignoring the advice of doctors. Even when she is told that she needs to give less food to Tricki and ensure that he is getting enough exercise, she chooses not to pay heed to such advice and do what she considers is the right thing to do.

2. Mr. Herriot

Mr. Herriot is the narrator of this story and the veterinarian surgeon who cured Tricki. Herriot is a sincere doctor who takes his job seriously. He has genuine concern for his patients. Rather than prescribing expensive remedies, he believes in simple cures. Mr. Herriot is a skilled professional as he can predict how far the illness of an animal can progress just by having a glance. When the story opens, we find him telling the readers how he could foresee that Tricki would soon be requiring his services just by having a look at him during a chance meeting on a street.

He had the chance of manipulating and extracting the most out of Mrs. Pumphrey as she had enormous wealth and was blinded by her love for Tricki. He chose not to do so as his primary duty was to take care of animals.

EXTRACT BASED QUESTIONS

EXTRACT 1

I tried to sound severe: “Now! I really mean this. If you don’t cut his food right down and give him more exercise, he is going to be really ill. You must harden your heart and keep him on a very strict diet.”

1. Why did the speaker try to sound severe?

Ans- The speaker tried to sound severe to make Mrs. Pumphrey take his advice seriously and act on it rather than ignoring it like she always does.

2. For whom was the advice given and why?

Ans- The advice was given for Tricki because he had become obese and listless. He was unwell and the speaker wanted him to be on a strict diet and get some exercise.

3. What impression do you form about Mrs. Pumphrey from the extract given above?

Ans- Mr. Herriot’s stern warning makes the reader understand that Mrs. Pumphrey is not someone who would follow the advice of a doctor seriously. She dotes on her pet Tricki and wants the best for him but she hardly follows the advice of the doctor. She is an indulgent owner who believes that feeding everything delicious and “healthy” and showering him with luxuries will do wonders for her dog. She does not understand that even love should be showered within limitations.

EXTRACT 2

As I moved off, Mrs. Pumphrey, with a despairing cry, threw an armful of the little coats through the window. I looks in the mirror before I turned the corner of the drive; everybody was in tears.

1. Where was the speaker going and with whom?

Ans- The speaker, Mr. Herriot, the veterinarian surgeon, had come to Mrs. Pumphrey's residence to take Tricki to his clinic as he had become extremely ill.

2. Why was everybody in tears?

Ans- Everybody in Mrs. Pumphrey's household was in tears as Tricki was being taken away by Mr. Herriot for a surgery. The entire household was devoted to making life comfortable for Tricki and it was quite upsetting for them to watch Tricki being taken away due to an illness.

3. From the extract given above, what idea do you form about the lifestyle of Tricki?

Ans- Tricki was living an extravagantly luxurious life. He had people who were solely devoted to the task of looking after him. He even had several items of clothing.

EXTRACT 3

Mrs. Pumphrey hastened to explain," He was so listless, Mr. Herriot. He seemed to have no energy. I thought he must be suffering from malnutrition, so I have been giving him some little extras between meals to build him up, some malt and cod-liver oil and a bowl of Horlicks at night to make him sleep. Nothing much really."

1. 'He' in the given extract is:

- (a) Guss (b) Tricki (c) Squeezer (d) Hodgkin

Ans- (b) Tricki

2. He was supposed to be suffering from:

- (a) Depression (b) Fever (c) Malnutrition (d) All of the above

Ans- (c) Malnutrition

3. Mr. Herriot was:

- (a) A veterinary surgeon (b) A physician
(c) A philosopher (d) A psychologist

4. The word 'hastened' means:

- (a) Disliked (b) Hurried (c) Worried (d) Agreed

SHORT ANSWER QUESTIONS (40-50 words)

1. Why is Mrs. Pumphrey worried about Tricki?

Ans- Mrs. Pumphrey is worried about Tricki as he is quite fat and listless. He has lost his appetite. He often vomits and lies down motionless on the carpet. His eyes have become blood-shot and rheumy.

2. What special diet did Mrs. Pumphrey give to build Tricki up?

Ans- Mrs. Pumphrey thought that her dog must be suffering from malnutrition. So, to build him up she gave him little treats in-between meals. She gave him some malt, cod-liver oil, and a bowl of Horlicks at night.

3. 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?

Ans- The narrator, a veterinary surgeon, is a capable and wise doctor. He handles Tricki properly which shows that he is sincere about his profession. He does not operate upon the dog unnecessarily and cures him by altering his diet and activities. He is a tactful person as he knew exactly how to convince Mrs. Pumphrey to hospitalise Tricki for surgery. His decision to inform Mrs. Pumphrey to collect Tricki supports his credibility even though he was tempted to keep Tricki as a permanent guest.

LONG ANSWER QUESTIONS (120 words)

1. Herriot enjoyed the lavish meal during Tricki's stay. Yet he felt compelled to inform Mrs. Pumphrey about Tricki's recovery. Why did he not keep Tricki for a longer time? Did he feel concerned for Mrs. Pumphrey?

Ans- Tricki was a fat dog, pet of Mrs. Pumphrey. He became listless and seemed to have no energy. It fell ill. So, Mrs. Pumphrey called the veterinary surgeon, Dr Herriot for the help. Dr Herriot took Tricki to his surgery. He kept an eye on him for two days and gave him no food but plenty of water. At the end of the second day, he started showing some interest in his surroundings and on the third day, began to whimper on the sound of dogs. While his stay at the surgery, Mrs. Pumphrey started to bring round fresh eggs to a dozen at a time. She also sent bottles of wine and brandy for Tricki's health. But that was consumed by Mr. Herriot and his colleagues. Hence, Herriot enjoyed the stay of Tricki. He did not want to keep Tricki for a longer time because he felt concerned for Mrs. Pumphrey. He did not want to separate the pet from his owner. He could understand Mrs. Pumphrey's concern for the little dog. So, he returned him back.

2. Present a character sketch of Dr. James Herriot highlighting his common sense, practical nature and competence as a veterinary surgeon.

Ans- Dr. James Herriot, no doubt, was a competent veterinary surgeon. He was really worried about Tricki. He understood that the real fault of the dog was his greed for food. He never refused food. The dog had become hugely fat and listless. Dr Herriot instructed Mrs. Pumphrey to keep Tricki was on a very strict diet. He also asked her to give him a lot of exercises. Dr Herriot also suggested to cut down sweets to him. He advised her that Tricki must be hospitalized for a fortnight under his observation. Dr. James Herriot was practical and pragmatic. He did not give any medical treatment to the dog. The dog was not given food any but lots of water. His method worked. Tricki's recovery was surprisingly rapid. Tricki was transformed into a flexible and hard-muscled dog. He was not only out of danger but was soon handed over to his mistress. The grateful mistress thanked Dr Herriot and called his feat "a triumph of surgery!" Dr James was clever enough to enjoy the best of both the worlds. He was tempted to keep Tricki on as a permanent guest. It was a happy period for Dr Herriot and his friends. He enjoyed eggs for breakfast, and wine and brandy for lunch.

3. Herriot is a dutiful doctor who cared for the emotions of others more than his personal interests. Prove the above statement.

Ans- Herriot was a duty-bound veterinary doctor. He used to visit Mrs. Pumphrey's house regularly for the regular check-up of her dog Tricky. Mrs. Pumphrey was a very rich lady who pampered her dog a lot. Dr Herriot was quite worried about Tricky's health. He knew that the dog was overfed by his owner. He advised Mrs. Pumphrey to keep him on diet and give him a lot of exercises. But she didn't bother. Hence, in order to improve Tricky's health, he decided to take him away from Mrs. Pumphrey. He told her that Tricky needed a surgery. He made Tricky cut down his diet and made him do certain exercises which improved his health. Although he knew Mrs. Pumphrey was very rich and much attached to the dog, he did not take any advantage of it. He just performed his duties and we should also stick to the same values in our life. He enjoyed the food and wine sent by Mrs. Pumphrey but he still didn't keep Tricky at the surgery for long. He knew that Mrs. Pumphrey would be missing Tricky so he allowed the dog to go home as soon as he was fine.

DO IT YOURSELF.

Answer the following questions in 120 words.

1. The chapter highlights the absurd and negligent behaviour of rich people like Mrs. Pumphrey who may harm their near and dear ones by caring for them a bit too much. Tricky's declined health was the outcome of his mistress's excess love and care. Do you think the action of such people can prove detrimental for one's health?
2. "He had never been known to refuse food; he would tackle a meal at any hour of the day or night." Herriot believed that Tricky's problem was his greed. Do you think a little tolerance would have done him good?
Elucidate.

Answer the following questions in 40-50 words.

1. Why did Mrs. Pumphrey treat Tricky in a special way?
 2. What was the main cause of Tricky's ill-health?
 3. Why was Dr. Herriot confident that Tricky would soon be in hospital?
 4. What evidence do we have in the story that tells us that Mrs. Pumphrey was a rich lady?
 5. How does Dr. Herriot treat Tricky?
-

UNIT 2

A THIEF'S STORY

INTRODUCTION

Ruskin Bond's presents a story following Anil, a 25-year-old, struggling writer and Hari, a 15-year-old teenager, surviving off pickpocketing and stealing from people. Hari follows Anil assuming that he would be an easy target to steal from and manages to find a place in his room. Anil's kindness is beyond Hari's imagination. Anil teaches him how to cook, read and write. Being a thief by profession, Hari steals from Anil one night and flees. Guilt prevents him from running away and he returns to Anil's place hoping that he wouldn't be discovered.

SUMMARY

Hari Singh was a young boy of fifteen. He was a cheat and a thief by profession and completely illiterate. At a wrestling match he came across Anil. He won Anil's confidence and came to his house as a cook and servant. Anil was a struggling writer and made money in fits and starts. This made Hari quite disappointed as he was hoping to rob Anil soon. Hari had the ambition of getting educated so he stayed back with Anil despite not seeing any prospects of finding money in Anil's home.

Anil earned Rs 600 by getting a book published and shared the happy news with Hari. Quite carelessly, he kept the entire amount under his mattress. Hari was tempted to steal the money and run away and he did so that very night. However, upon reaching the railway station he could not gather the courage to run away. He felt guilty of breaching Anil's trust. Anil didn't care much for his material possessions so stealing his money did not seem to be too exciting. However, loss of trust would make him really sad. So, Hari decides to return to Anil's house. He was drenched and so was the bundle of notes. He entered the house and carefully placed the wet bundle of notes under the mattress. The next morning, Anil handed him a Rs 50 note and informed him that he would be paid regularly. The note that Hari received was still wet. Anil knew that Hari had attempted to rob him, yet, he forgave him and even decided to pay him. Hari's guilt and gratefulness knew no bounds.

FLOWCHART OF EVENTS IN THE STORY

Hari spots Anil, a carefree young man, watching a wrestling match with keen interest.



Hari approaches him with conversations surrounding wrestling, wins his confidence, and enters his household as a servant and cook. Anil promises to educate him.



Hari becomes restless as Anil doesn't make much money. He couldn't fulfil his aim of stealing money.



Anil publishes a book and earns Rs 600. He places the money under his mattress.



Hari steals the money and runs away. He feels guilty and returns to Anil's place and places the money carefully under the mattress.



As the notes were drenched, Anil understood that Hari had tried to steal. He decides to pay him so that he wouldn't steal.

MIND MAP

THE THIEF'S STORY
-RUSKIN BOND

MAIN CHARACTERS

- Hari, a fifteen year old thief
- Anil, a writer

THEME

The story explores themes of aspiration, trust, guilt, conscience and kindness.

TITLE

The thief's story is an appropriate title. It revolves around the character of the boy, Hari Singh. He is a thief and a cheat. He comes into contact with Anil. Anil gives him work in his house. One day Hari Singh steals Anil's money and runs away. But the kindness and love of Anil makes him come back and return the money.

VALUES

- Conscience
- Trust
- Aspirations
- Guilt
- Kindness

GIST

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.

5 min

CHARACTER ANALYSIS

1. Anil- Anil's character is probably modelled on the author's own young self. He is a 25-year-old young man who is struggling to become an author. Anil is carefree and trusts people easily. His nature is kind and forgiving. Rather than judging people harshly for their actions, he tries to understand the reasons behind actions. He does not value material possessions or money quite a lot. Loss of money might not be a great deal for him, but he values human connections and chooses to forgive people who try to take away his money, as in the case of Hari.

Anil trusted Hari quite easily and let him stay at his house. He developed a warm relation with the young boy and even tried his best to educate him. Even when he found out that Hari had tried to steal from him, he forgave him and decided to pay him regularly so that he wouldn't be tempted to cheat or stray away to the wrong path.

2. Hari- Hari is a 15- year-old boy who claims that he is a professional thief. The young boy doesn't have a roof over his head, nor has he ever gone to school. He lives off scamming and stealing from naïve and gullible people like Anil. When Hari entered Anil's house with the intention to con him, he was shocked to see Anil being so kind and warm to him. Anil's trust and forgiving attitude brought about a reformation in Hari.

EXTRACT- BASED QUESTIONS

EXTRACT 1

Anil was watching a wrestling match when I approached him. He was about 25 - a tall,lean fellow - and he looked easy-going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence. **"You look a bit of a wrestler yourself," I said. A little flattery helps in making friends.**

- i. According to the extract, the young boy was watching the wrestling match because he:
 - a. had been invited there by the wrestlers.
 - b. was supposed to meet someone there.
 - c. was looking for simple people to dupe.
 - d. loved wrestling and followed it very closely.
- ii. 'I hadn't had much luck of late' means that the boy hadn't:
 - a. ever conned people successfully.
 - b. been successful in duping people lately.
 - c. understood the consequences of thievery till date.
 - d. considered the role of fate in deceiving others.
- iii. 'I might be able to get into the young man's confidence.' Choose the option that DOESNOT display what the statement means.
 - a. He wanted to win his trust.
 - b. He wanted him to share his thoughts without caution.
 - c. He wanted him to feel comfortable revealing more details about himself.
 - d. He wanted to be able to spend quality time with him.
- iv. Anil looked easy-going, kind and simple to the narrator. Which of characteristics would NOT fit in this description?
 - a. Compassionate
 - b. Suave
 - c. Uncomplicated
 - d. Carefree
- v. Based on the line, "A little flattery helps in making friends", choose the option that displays the quote closest in meaning.
 - a. Imitation is the best form of flattery; people generally understand that my comedy is not intended to hurt anybody.
 - b. I know imitation is the highest form of flattery but stealing one's identity is totally different.
 - c. Nothing is so great an example of bad manners as flattery. If you flatter all the company, you please none; If you flatter only one or two, you offend the rest.

d. One may define flattery as a base companionship which is most advantageous to the flatterer.

ANSWER

- i. c. was looking for simple people to dupe.
- ii. b. been successful in duping people lately.
- iii. d. He wanted to be able to spend quality time with him.
- iv. b. Suave
- v. d. One may define flattery as a base companionship which is most advantageous to the flatterer.

EXTRACT 2

I think he knew I made a little money this way, but he did not seem to mind. Anil made money by fits and starts. He would borrow one week, lend the next. He kept worrying about his next cheque, but as soon as it arrived, he would go out and celebrate. It seems he wrote formagazines - a queer way to make a living.

- i.** Anil made money 'by fits and starts' means that he:
 - a. deemed it fit to start investing money.
 - b. started earning money in the recent past.
 - c. received money intermittently. put his money to use frequently.
- ii.** The information in the extract suggests that Anil could be a:
 - a. salaried professional
 - b. freelancer
 - c. businessman
 - d. volunteer
- iii.** If borrow :: lend, then pick the ODD pair from the options below.
 - a. give :: take
 - b. lose :: find
 - c. hop :: skip
 - d. buy :: sell
- iv.** The reference to making a little money 'this way' refers to a way that is viewed by most people as:
 - a. sensible
 - b. inappropriate
 - c. charitable
 - d. aggressive
- v.** Based on your understanding of Anil in the extract, choose the option that synchronizes with his thinking.
 - a. So, what if I don't have much money? Giving it to that person is important as they could do with a helping hand.
 - b. I better learn how to protect my money. I think I am being looted.
 - c. I earn money with such tremendous effort. Where does it all go?
 - d. When I become rich, I can begin to help friends then. Right now, I will spend only on myself.

ANSWER

- i. c. received money intermittently.
- ii. b. freelancer

iii. c. hop: : skip

iv. c. charitable

v. a. So, what if I don't have much money? Giving it to that person is important as they could do with a helping hand.

SHORT ANSWER QUESTIONS (40-50 words)

1. Did Hari like working for Anil? Give reasons in support of your answer.

Ans- Yes, Hari liked working for Anil. He was happy to carry on the chores for him and was grateful for the education he was receiving. He used to make profit of about a rupee a day as well, which was a decent amount besides being fed.

2. Hari Singh did not catch the train deliberately while he could catch it easily? Why?

Ans- Hari Singh did not catch the train deliberately because his inner conscience held him back. He thought that Anil would feel sad not for loss of money but for the loss of trust he had reposed in him. Moreover, he did not want to lose the chance of learning. His inner self was transformed.

3. Had Anil really forgiven Hari Singh? Support your answer with evidence

Ans- Yes, Anil had forgiven Hari Singh. It is evident because Anil handed over to Hari a fifty rupee note as soon as Hari woke up. Though he knew that Hari had robbed the money at first but his subsequent actions gave him hope of change in Hari's character.

LONG ANSWER TYPE QUESTIONS (120 Words)

Q1. Money can't make a man as much as education can. Elucidate the statement.

Answer: The statement stands true in almost all the aspects of life. Money may buy us all the luxuries and fulfil 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. Hari Singh befriends the struggling writer, author, 'Anil', in the plans of executing a robbery. Anil; the author is a good fellow and wants to teach Hari Singh how to read and write. Gradually, he develops trust in Hari Singh. But Hari Singh has been waiting for the right moment to steal the valuables of Anil. After stealing money from Anil, Hari Singh tries to go away forever. But his conscience stops him from doing so. He returns to Anil because he wants to live a life of respect. This shows that 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.

Q2). Hari Singh didn't board the express and returned to Anil. Why did he return? On what values does this incident put light on?

Answer- 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.

Q3). Love is a powerful force that can transform a criminal into a responsible citizen. Justify the statement from your study of "The Thief's Story".

Answer- Love is a potent force that can transform even a habitual criminal into a responsible and law-abiding citizen. It can make ineffective even the most venomous elements. "The Thief's Story" is a salient example of an experienced and 'fairly successful thief' turned into a sensible person driven to lead life as an educated man. Hari Singh knows only the unethical and antisocial ways of surviving. He very successfully and efficiently robs Anil. Although he could conveniently board the train to Lucknow and decamp the loot, he cannot. The love, kindness and sympathy that Anil had shown earlier chains him and forces him to return to his compassionate employer. The trust Anil puts in Hari Singh is enough to create a sense of guilt in him. Thus, love comes out to be a winner in the long run and Hari Singh turns to the path of sincerity and honesty.

DO IT YOURSELF

Answer the following questions in 120 words.

1. What are Hari Singh's reactions at the prospect of receiving an education? Do they change overtime? What makes him return to Anil?

Answer the following questions in 40-50 words.

1. Anil was a struggling writer. Bring forth evidence from the story to support this statement.
2. What does Hari say about the reactions of different categories of people on being robbed?
3. Trace the change in the nature of relations between Anil and Hari in the story.

UNIT 3- THE MIDNIGHT VISITOR

INTRODUCTION

Fowler is a writer who is looking for a story with authentic thrill and suspense. He is monitoring the activities of Ausable, a secret agent, from close quarters to get content for his upcoming works. Ausable turns out to be a completely different from his expectations. As the story progresses, Ausable encounters Max, another secret agent, who wants the secret document on missiles that he is looking for. Max is completely outwitted by Ausable's presence of mind and manipulative tricks.

SUMMARY

Ausable is a detective residing in a posh hotel in Paris in order to obtain and protect a secret document on missiles. He has the company of Fowler, a writer, who has come to Ausable with the hope of finding a story full of adventure, thrill, and suspense. Fowler is disappointed as Ausable does nothing except receiving and making some routine calls. He questions his decision of following Ausable.

Ausable is nothing like the stereotypical image of a detective. He is fat and stout and far from being charismatic. He possesses no weapons and has no athletic abilities. He wheezes while walking. Physical activities exhaust him. He doesn't even have a flair with languages that might help him in disguising as someone else. Being from Boston, he speaks with a heavy American accent.

In his hotel room, Ausable encounters Max. Max is slender, athletic, sharp looking and agile. He is carrying a gun to threaten Ausable. Fowler gets excited as he might finally get to witness something quite interesting. Max asks Ausable to give him the documents related to the missiles. Ausable immediately informs him that the police are after him and might break in at any moment to take possession of the documents. This scares Max. Ausable tells him that the room in which he is residing was part of a bigger room before the renovation of the hotel. A balcony is attached to the room and can be accessed through the window. The door to the balcony is in the next room. He further adds that many people have tried to break in through the window, making the story sound plausible. As Max hears someone knock on the door, he rushes towards the window and climbs on it while keeping the gun pointed towards Ausable. As the door knob turns, Max jumps down from the window. A waiter comes in with a bottle of wine and two glasses. Max falls from the 6th floor as there was no balcony on the other side of the window.

FLOWCHART OF THE EVENTS IN THE STORY

Fowler feels disappointed about choosing to follow Ausable.



Ausable goes about his work, makes some calls and talks to several people.



Max breaks into his room and asks for the secret document.



Ausable tells him an elaborate story involving the police which scares Max.



Ausable tells him how he can escape through the window.



Max jumps from the window when he hears someone knock on the door.

CHARACTER ANALYSIS

1. **AUSABLE**-Ausable was a sloppy and fat secret agent. He was an intelligent and smart man. He used to speak in an American accent which he got from Boston twenty years back. He could also speak French and German, he was the spy who used to deal with danger and secrets. He was known for his quick wit and acumen traits. He even befooled Max by cooking up the police story, he was so convincing that Max jumped off the window. The story was so well fabricated that Max didn't doubt it once. He had a great sense of humour which was seen when he was talking with Fowler. He was also a greedy man.

EXTRACT BASED QUESTIONS

EXTRACT 1

Max was slender, a little less than tall, with features that suggested slightly the crafty, pointed countenance of a fox. There was about him — aside from the gun — nothing especially menacing. “The report,” he murmured. “The report that is being brought to you tonight concerning some new missiles. I thought I would take it from you. It will be safer in my hands than in yours.” Ausable moved to an armchair and sat down heavily. “I’m going to raise the devil with the management this time, and you can bet on it,” he said grimly. “This is the second time in month that a somebody has got into my room through that nuisance of a balcony!”

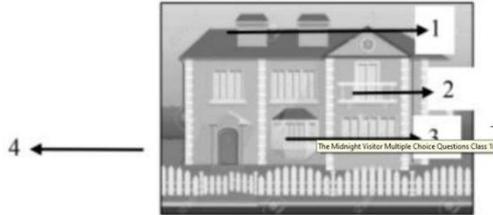
i Owning a gun gave a menacing impression to Max’s character because

- a) a gun is only used by police officials.
- b) he was carrying it without any official license.
- c) a gun has a threatening implication.
- d) the gun was particularly huge.

ii Choose the option that displays the correct analogy.

- a) crafty : fox :: menacing : gun

- b) report : missile :: management : devil
 c) crafty : fox :: management : balcony
 d) armchair : grim :: balcony : nuisance
 iii Choose the part of the house through which Ausable thought Maxwell had entered his room.



- a) Option 1
 b) Option 2
 c) Option 3
 d) Option 4
 iv. Why did Max enter Ausable's room?
 v. Which word replaces 'sat down heavily' in the sentence—
 'Ausable moved to an armchair and sat down heavily'?
- a) dumped.
 b) flumped.
 c) pumped.
 d) jumped.

ANSWER

- i. c) a gun has a threatening implication.
 ii. a) crafty : fox :: menacing : gun
 iii. b) Option 2
 iv. Max entered Ausable's hotel room to get an important report by force
 v. b) flumped

Extract 2

Ausable did not fit any description of a secret agent Fowler had ever read. Following him down the musty corridor of the gloomy French hotel where Ausable had a room, Fowler felt let down. It was a small room, on the sixth and top floor, and scarcely a setting for a romantic adventure. Ausable was, for one thing, fat. Very fat. And then there was his accent. Though he spoke French and German passably, he had never altogether lost the American accent he had brought to Paris from Boston twenty years ago. "You are disappointed," Ausable said wheezily over his shoulder.

- i "Following him down the musty corridor of the gloomy French hotel where Ausable had a room..." Choose the correct option to replace the underlined words.
- a) expansive; abnormal
 b) lighted; formal
 c) damp; dingy uncanny; smart
 ii What is special about Ausable's language?

- d. He was a fat and hopeless man with no business.
- iii.** How did the man envision his meeting with Ausable?
- The man was actually scared of meeting a spy and smelt risks associated with it.
 - The man had expected of Ausable to be a down to earth man.
 - The man anticipated that Ausable must be a fat and lethargic person.
 - The man envisioned that he would be meeting an agent dealing with danger, crime scenes and drugs.
- iv.** Which one of the characteristics given below doesn't describe Ausable?
- Muscular
 - Clever
 - Meticulous
 - Linguist
 - Extravagant
 - Poorly dressed
 - Hefty
- Options (1), (3) and (5)
 - Options (2), (3) and (5)
 - Options (1), (6) and (7)
 - Options (4), (3) and (5)
- v.** Select the option that makes the correct use of 'chuckled', as used in the extract. to fill in the blank space.
- The burglars ----- at a thought while breaking into a house.
 - The couple -----at the child's efforts to walk.
 - The priest -----while addressing the evening prayer.
 - The judge----- while pronouncing a verdict.

ANSWER

- b. Fowler
- c. He was a writer.
- d. The man envisioned that he would be meeting an agent dealing with danger, crime scenes and drugs.
- b. Options (2), (3) and (5)
- b. The couple chuckled at the child's efforts to walk.

Short Answer Type Questions

1. Why was Fowler disappointed after meeting Ausable?

Ans: - Fowler felt disappointed with Ausable because he did not look like a secret agent of his imagination. He found him quiet boring. In Fowler's concept secret agents typically are physically fit, well-versed in many languages, can handle different firearms and are very witty and humorous. In contrast, Ausable is not fit, is very fat and has a prominent accent. He could speak French and German passably. Moreover, he lives in a small room in the musty corridor of gloomy French hotel. It was on the sixth and top floor and it was scarcely the setting for a romantic adventure.

2. How does Ausable manage to make believe that there is a balcony attached to his room? Look back at his detailed description of it? What makes it a convincing story? Ans:

- When Ausable sees Max in his room, demanding the report at gun point, he creates an impression of frustration about anybody entering his room via a balcony under his window. By connecting it to a door visible in the room, he creates an authentic-sounding explanation

for the balcony to exist. Max believes the story and tries to use the same balcony for his escape on hearing about the police.

Q3. Why did Max's face turn black with anger? What did he want Ausable to do?

Ans. Max's face turned black with anger because he felt that his plan of extracting the important document from Ausable was in danger of failing due to the knocking on the door, which Ausable identified as the police. He wanted Ausable to send the police away.

Long Answer Type Questions

Q1). Presence of mind and intelligence is more powerful than a gun.' How far is it true in case of Ausable, the secret agent?

Ans. A good spy need not be handsome, attractive and smart. Physical strength can be additional advantage but certainly not the essential one. Secret agents have to face critical situations at every step. One night, Ausable found Max in his room. There was an automatic pistol in his hand. He had come there to take the report from Ausable. Max was also a secret agent of another organisation. Ausable was not the least afraid of Max's presence. He thought of a clever trick. He convinced Max about a balcony outside the window. Just then there was a loud knock at the door. Ausable told Max that it was police to provide him security. Max had no time to think. Max rushed towards the window and dropped to the non-existent balcony and met his tragic end. Ausable did not use physical strength. He won over the critical situation by his sheer presence of mind.

Q2). Describe how Max was duped by Ausable?

Ausable created a detailed description of how his room was a part of a bigger apartment and how the next had a direct connection with a balcony. His statement that somebody else had also broken into his office through that balcony made it a convincing story. Ausable did this to fool Max into thinking that a balcony existed just outside the window, as he knew that soon the waiter bringing the drinks he had ordered would be knocking at the door, which may prompt Max to jump into the imaginary balcony to hide and when the waiter knocked at the door, Ausable again fooled Max by saying that it was the police who wanted to come inside to provide him protection. Max wanted to run away to avoid the police and jumps to his death into that non-existent balcony.

Q3). Ausable is a successful secret agent. What qualities can be attributed to him? Give some examples.

Ausable is unusual kind of secret agent. Generally secret agents who are described in detective books are very smart and gun-friendly. Wine and dark-eyed beauties are associated with them. However, Ausable doesn't present such a romantic picture. He is very fat and sloppy. He lives on the sixth floor. Fowler, the writer is disappointed after meeting him. They say that appearances can be deceptive. This is quite true in case of Ausable. Physically, he may be fat but mentally he is agile and quick-witted. He knows all the tricks of the trade. He convinces even the crafty Max in believing that a balcony existed outside the window. This is a well-thought-out trap. Max unwittingly falls in to it he then cooks up a story of the police. Once again success in convincing Max. He tells Max that he has sought police protection as he has

some reports on new missiles with him. In this way, he gets rid of his rival and enemy who jumps to his death.

DO IT YOURSELF.

Answer the following questions in 120 words.

1. Appearances can be deceptive/ Never judge a book by its cover. Elaborate upon this statement with reference to Ausable and Max's characters from 'The Midnight Visitor'.

Answer the following in 40-50 words.

1. What are the follies in Max's judgement?
2. How are Max and Ausable different from each other?

LESSON 4

A QUESTION OF TRUST

-Victor Canning

INTRODUCTION TO AUTHOR

Victor Canning was a prolific writer of novels and thrillers who flourished in the 1950s, 60s and 70s who was born on 16th June, 1911 in Plymouth, Devon, England, UK, as the eldest child of his parents. During World War I his father served as an ambulance driver in France, while he and his two sisters moved to Calstock, ten miles north of Plymouth. In 1920s he moved to Oxford and got an opportunity to work at the Oxford Central School. Here classic scholar Henderson encouraged him to stay on at school and go to university but as his family could not afford that so he went to work as a clerk in education office at the age of 16. Within three years he had started selling short stories to Boy's magazines and in 1934, his first novel, *Mr. Finchley Discovers His England*, which became a *bestseller*. He continued to write short stories, a writer of sixty-one books altogether including one travel book, eighteen novels both comic and serious, four historical novels, three children's books, two short story collections and thirty-three thrillers, the best of which are some of the finest ever written in this genre.

THEME

- *A Question of Trust* focusses on the message that we should not trust anyone blindly without finding out the truth about that person.
- The central idea is that cheats also expect honesty in their profession but as it is wisely said that "you must set a thief to catch a thief".
- Intentions justify the actions. If a wrong act is committed unintentionally, it can be excused but Horace Danby had the intention to rob the house, thus it is not excusable.
- Negative values never pay in the long run. Every criminal has his punishment sooner or later.

SUMMARY

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 had a good reputation in society but was not completely honest as society perceived him. He had served his first and only sentence in a prison library. He was fifty and unmarried. He made locks with two helpers. He steals only once in a year. He stole enough to last for twelve months. 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. Horace regrets and gets angry when anyone talks about "honour among thieves".

FLOW CHART



MIND MAP



CHARACTER ANALYSIS

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.

EXTRACT BASED QUESTIONS

- I. "How foolish people are when they own valuable things, Horace thought. A magazine article had described this house, giving a plan of all the rooms and a picture of this room. The writer had even mentioned that the painting hid a safe! But Horace found that the flowers were hindering him in his work. He buried his face in his handkerchief. Then he heard a voice say from the doorway, "What is it? A cold or Hay fever?" before he could think, Horace said, "Hay fever", and found himself sneezing again. The voice went on, 'You can cure it with a special treatment, you know, if you find out just what plant gives you the disease. I think you'd better see a doctor, if you're serious about your work. I heard you from the top of the house just now.'"

Q1. According to the extract, Horace was sneezing due to a

- a. Sudden allergy
- b. prior infection
- c. long-standing disease
- d. nasal pain

Ans: b. prior infection

Q2. Which magazine could have published the article mentioned in the give extract?

- a. Paws and Claws
- b. Outdoor and Landscaping
- c. Interiors
- d. The investor

Ans: Interiors

Q3. Choose the image that correctly describes the location of the safe, based on the given extract.

- a. Option (1)
- b. Option (2)
- c. Option (3)
- d. Option (4)

Ans: Option (3)

Q4. In the line – Before he could think, Horace said, “Hay fever,” – the response was

- a. Rehearsed
- b. Spontaneous and natural
- c. Hesitant
- d. Rapid and hostile

Ans: spontaneous and natural

Q5. The line from the extract that can be considered an example of sarcasm is

- a. How foolish people are when they own valuable things.
- b. Horace found that the flowers were hindering him in his work.
- c. You can cure it with a special treatment
- d. I think you’d better see a doctor, if you’re serious about your work.

Ans: d. I think you’d better see a doctor, if you’re serious about your work.

II. But he never got the chance to begin his plan. By noon a policeman had arrested him for the jewel robbery at Shotover Grange. His fingerprints, for he had opened the safe without gloves, were all over the room, and no one believed him when he said that the wife of the owner of the house had asked him to open the safe for her. The wife herself, a gray-haired, sharp-tongued woman of sixty, said that the story was nonsense. Horace is now the assistant librarian in the prison. He often thinks of charming, clever young lady who was in the same profession as he was, and who tricked him. He gets very angry when anyone talks about ‘honour among thieves’.

Q1. The plan devised by Horace was to

- a. Tell about the safe to owner of the house.
- b. blackmail the wife of the owner later
- c. look for another safe for stealing books.
- d. tell police the truth before the lady could deceive him.

Ans: c. look for another safe for stealing books.

Q2. Based on the extract, choose what you think are the main feelings Horace probably has, for the young lady who tricked him, when he thinks about her?

- a. Anger and blame
- b. Admiration and respect
- c. Respect and gratitude
- d. Anger and vengeance

Ans: admiration and respect

Q3. Choose the option that lists the evidence that the police might have used against Horace, to arrest him.

- a. Safe
- b. Lady
- c. Gloves
- d. Fingerprints

Ans: d. fingerprints

Q4. Honour among thieves is an example of a/an

- a. Idiom
- b. Slogan
- c. Proverb
- d. Lyric

Ans: a. Idiom

Q5. What is the meaning of 'Honour among thieves'?

- a. Thieves will not steal from each other
- b. Criminals observe a moral code of honour in what they do
- c. Not do anything illegal to their partners in crime.
- d. All of the above

Ans: d. All of the above

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 fulfil 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 fulfil 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 fulfil 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 fulfil 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 fulfil 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 skilfully 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 fulfil 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.

DO IT YOURSELF

Answer the following questions in 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.

Answer the following questions in 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 outmanoeuvre 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

- H. G. Wells

INTRODUCTION TO THE AUTHOR

Herbert George Wells (21 September 1866 – 13 August 1946) was an English writer. Prolific in many genres, he wrote more than fifty novels and dozens of short stories. His non-fiction output included works of social commentary, politics, history, popular science, satire, biography, and autobiography. Wells was the son of domestic servants turned small shopkeepers. He grew up under the continual threat of poverty, and at age 14, after a very inadequate education supplemented by his inexhaustible love of reading, he was apprenticed to a draper; and then he became an assistant to a chemist, then to another draper, and finally, in 1883, an usher at Midhurst Grammar School. At 18 he won a scholarship to study Biology at the Normal School of Science (later the Royal College), in South Kensington, London where T.H. Huxley was one of his teachers. He graduated from London University in 1888, and became a science teacher.

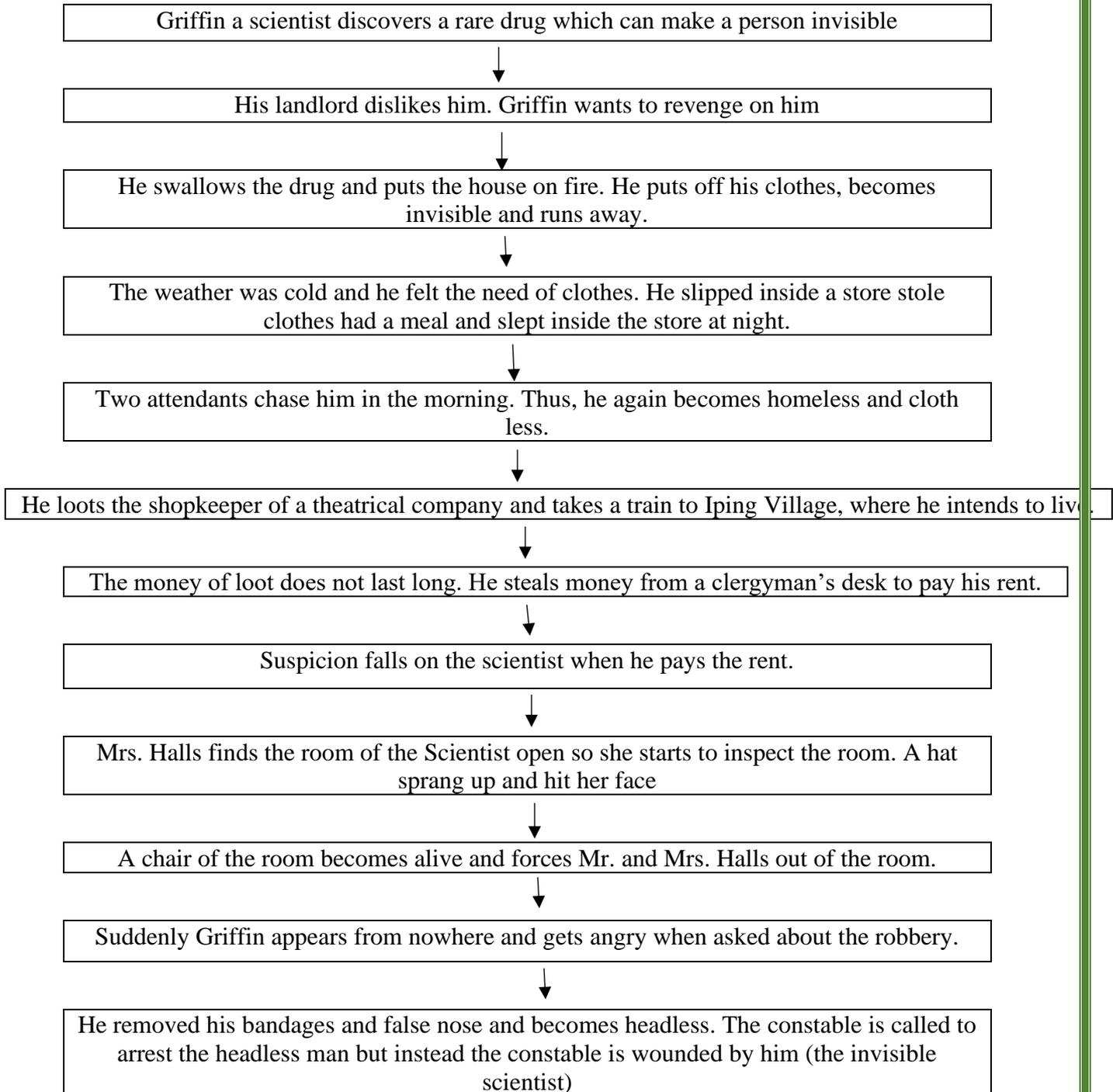
Wells's first published book was a *Textbook of Biology* (1893). With his first novel, "*The Time Machine*" (1895), which was immediately successful, he began a series of science fiction novels. His most famous works including the first novel are '*Invisible Man*', '*The Island of Doctor Moreau*'. He died on 13th August 1946.

SUMMARY

The story is about a scientist named Griffin. Who had discovered a drug which could make a man invisible and finally swallowed the drug himself, making him invisible. He was first noticed by two boys on the 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. Joffers, 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.

FLOW CHART



MIND MAP

Footprints without feet

H.G.Wells

A mind Map by N. Shanthi
TET English
Wahabnagar -Chennai

1. MAIN CHARACTERS

- Griffin, an eccentric scientist
- A clergyman and his wife
- Mr and Mrs. Hall, inn owners
- Mr. Jaffers, a constable

2. THEME

The story deals about the misuse of science for personal use.

3. GIST

The story Footprints without Feet describes the story of a brilliant scientist, Griffin, who degenerated himself into a lawless person. Griffin discovered that the human body could become transparent and invisible. But he misused his great discovery. He did not use the power of invisibility for the welfare of society and humanity at large. He misused it to threaten, trouble and beat innocent persons and rob them. He made illegal entries in stores and shops and stole things from there. He committed a burglary in a clergyman's house in Iping. Griffin remained invisible or unseen only when he was without clothes. If he put on clothes, he lost his invisibility and could be seen by the people around him. The lesson gives a message that misuse of science and its great discoveries can make even a brilliant scientist like Griffin a monster and a threatening lawless person.

4. TITLE

Footprints without feet is a story of a scientist who discovers how to make himself invisible. He discovers a special potion which could make a man invisible. But this brilliant scientist misuses his wonderful discovery. He uses it for selfish purpose and harms others. He looks transparent but still solid as a glass. The footprints made by his transparent foot is kept as the story's title; 'Footprints without feet'.

5. VALUES

- One should not misuse science for personal use.
- One should not harm others for self-benefit

EXTRACT BASED QUESTIONS

I. The two boys started in surprise at the fresh muddy imprints of a pair of bare feet. What was a barefooted man doing on the steps of a house in the middle of London? And where was the man? As they gazed, a remarkable sight met their eyes. A fresh footmark appeared from nowhere!

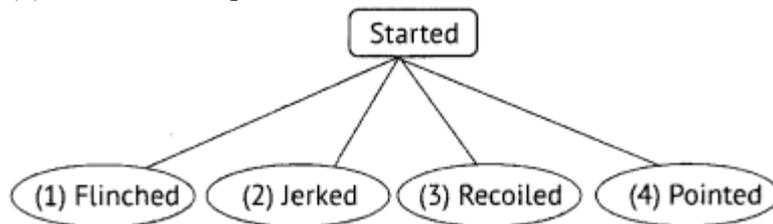
Further footprints followed, one after another, descending the steps and progressing down the street. The boys followed, fascinated, until the muddy impressions became fainter and fainter, and at last disappeared altogether.

(a) Why were the boys surprised to see a barefooted man in London? The boys were surprised as:

- (i) it was an unusual sight to see someone this way.
- (ii) everybody in London moved around in shoes.
- (iii) it was pretty cold to move around bare feet.
- (iv) only a person who is homeless and wandering does so.

Ans: (iii) it was pretty cold to move around bare feet.

(b) Pick out the option that is not related to 'started' as used in the extract:



- (i) Option (1)
- (ii) Option (2)
- (iii) Option (3)
- (iv) Option (4)

Ans: (iv) Option (4)

(c) Pick the option that best describes how the boys are feeling / based on the extract.

- (i) Enchanted, curious, puzzled
- (ii) Captivated, curious, puzzled
- (iii) Repulsed, curious, captivated
- (iv) Enchanted, repulsed, curious

Ans: (ii) Captivated, curious, puzzled

(d) The boys felt that the footprints were:

- (i) seen due to some magic trick.
- (ii) a figment of imagination.
- (iii) of a man who was invisible.
- (iv) those of a mysterious man.

Ans: (iv) those of a mysterious man.

(e) Pick the option that best matches synonyms of the word 'gazed'.

- (i) (1) gaped (2) gawked
- (ii) (1) admired (2) disbelieved
- (iii) (1) overlooked (2) stared
- (iv) (1) surveyed (2) overlooked

Ans: (i) (1) gaped (2) gawked

II. As she and her husband turned away in terror, the extraordinary chair pushed them both out of the room and then appeared to slam and lock the door after them.

Mrs Hall almost fell down the stairs in hysterics. She was convinced that the room was haunted by spirits, and that the stranger had somehow caused these to enter into her furniture. "My poor mother used to sit in that chair," she moaned! To think it should rise up against me now! The feeling among the neighbours was that the trouble was caused by witchcraft."

(a) Mrs Hall felt that the room was haunted by spirits because:

- (i) she could see evil spirits.
- (ii) she heard strange noise.
- (iii) uncanny things happened there.
- (iv) the door slammed shut.

Ans: (iii) uncanny things happened there.

(b) Pick the option that best describes how Mrs Hall must be feeling at the moment described in the extract.

- (i) Stunned and furious
- (ii) Shocked and outraged
- (iii) Outraged and nervous
- (iv) Stunned and agitated

(a) Ans: (iv) Stunned and agitated

(c) Pick the sentence that brings out the meaning of 'hysterics' as used in the extract.

- (i) My friend and I were in splits when we saw the clown's antics.
- (ii) I don't know why I suddenly felt worried about flying home.

- (iii) The sight of blood put the old man in a frenzy,
- (iv) The people who had witnessed the accident were spellbound.

Ans. (iii) The sight of blood put the old man in a frenzy.

- (d) Pick the option that displays a cause -> effect relationship.
- (i) Pushed and locked out-> hysterical
 - (ii) Rising of the chair. -> moaning
 - (iii) Troubled neighbours -> witchcraft
 - (iv) Stranger -> haunted spirits

Ans: (i) Pushed and locked out-> hysterical

- (e) The neighbours thought it was 'witchcraft'. This tells us that 'neighbours' were:
- (i) suspicious
 - (ii) superstitious
 - (iii) nervous wrecks
 - (iv) gossip-mongers

Ans: (ii) superstitious

SHORT ANSWER QUESTIONS (30-40 WORDS)

1. "Griffin was rather a lawless person" Comment.

Ans: 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?

Ans: 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?

Ans: 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'?

Ans: 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)

1. 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.

2. 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.

DO IT YOURSELF

Answer the following questions in 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?

:

THE MAKING OF A SCIENTIST

- *Robert W. Peterson*

SUMMARY:

"The Making of a Scientist" by Robert W. Peterson is the story of Richard H. Ebright's journey from a young boy with a passion for collecting things to becoming a renowned scientist. His mother's support, his persistent curiosity, and his commitment to conducting real experiments played key roles in his growth. From tagging monarch butterflies to discovering an unknown insect hormone in high school, Ebright's story underscores the power of exploration, persistence, and learning from failures in the pursuit of scientific discovery.

CHARACTER ANALYSIS:

1. **Richard H. Ebright:** The protagonist of the story, Ebright is a testament to the power of curiosity and persistence. From his childhood, he demonstrates an inquisitive nature and a love for collecting items, particularly butterflies. His fascination with nature and scientific phenomena leads him to conduct various experiments and make significant discoveries, such as an unknown insect hormone. Ebright's character underscores the importance of dedication, curiosity, and learning from failures in the pursuit of scientific achievement.

2. **Ebright's Mother:** She is a nurturing and supportive figure in Ebright's life. After losing his father at a young age, his mother becomes the primary influence in his life, encouraging his curiosity and providing him with the resources he needs to learn and explore. She is instrumental in shaping Ebright's scientific interest and career.

3. **Dr. Frederick A. Urquhart:** A scientist from the University of Toronto, Canada, Dr. Urquhart indirectly plays a significant role in Ebright's scientific journey. His research on monarch butterflies inspires Ebright to participate in tagging butterflies, which marks one of Ebright's first scientific explorations.

KEY POINTS:

1. **Curiosity:** Ebright's curiosity and passion for collecting things, especially butterflies, sparked his journey into the world of science.

2. **Mother's Support:** The role of Ebright's mother was crucial in his scientific development. She provided him with learning materials and encouraged his exploration.

3. **Learning through Experimentation:** Ebright learned the importance of conducting real experiments after a loss in a country science fair, a lesson that significantly influenced his later scientific achievements.

4. **Scientific Research:** Ebright engaged in various scientific research activities, from tagging butterflies to trying to find the cause of a viral disease in caterpillars.

5. **Success and Discovery:** Ebright's persistence and dedication led to his success in a national science fair and the discovery of an unknown insect hormone during high school.

6. **Persistence:** Despite initial setbacks, Ebright's persistence led him to make significant discoveries in his scientific journey.

VALUES/QUOTES:

1. **Curiosity:** Ebright's initial interest in collecting butterflies eventually leads him to significant scientific discoveries. This shows the value of curiosity and exploration.

Evidence: In kindergarten, Ebright collected butterflies. He also collected rocks, fossils, and coins.

2. **Dedication and Persistence:** Ebright's commitment to his scientific explorations, even in the face of setbacks, is a lesson in perseverance.

Evidence: He got a hint of what real science is when he entered a country science fair, and lost...He realized that winners had tried to do real experiments. And he decided that for the next year, he has to do something extraordinary.

3. **Learning from Failure:** The story highlights the importance of learning from failure. Ebright's loss in the science fair was a turning point that led him to conduct real experiments.

Evidence: He said that, it was a sad feeling to sit there and not get anything while everybody else had won something.

4. **Supportive Environment:** The supportive role of Ebright's mother illustrates the importance of a nurturing environment in a child's development.

Evidence: She would take him on trips, bought him a telescope, microscope, cameras, mounting materials, and other materials required for learning.

5. **The Power of Scientific Exploration:** Ebright's journey, from tagging butterflies to discovering an unknown hormone, exemplifies the potential for discovery in scientific exploration.

Evidence: For his second year in high school, Richard Ebright began the research that led to his discovery of an unknown insect hormone.

Please note that these are paraphrased quotes, as the exact wording may vary between different editions of the story. They are meant to capture the essence of the mentioned values.

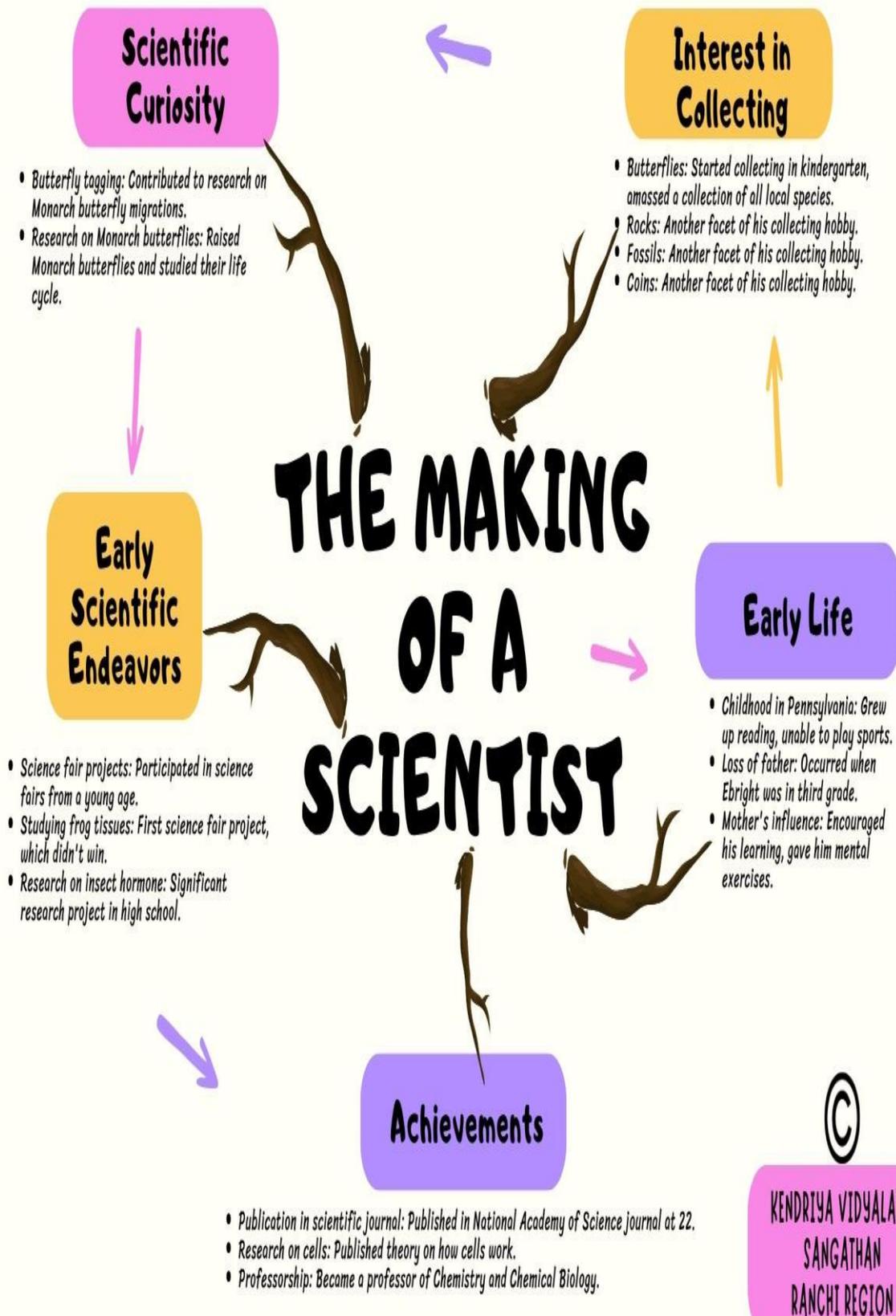
KEY WORDS:

1. **Richard H. Ebright:** The main character of the story who becomes a scientist.

2. **Monarch Butterflies:** A large migratory orange and black butterfly that occurs mainly in North America. The species of butterfly that Ebright is particularly interested in and studies extensively.

3. **Viceroy Butterfly:** A North American butterfly that resembles the monarch but is typically smaller and has a line across the hind wings.
4. **Science Fair:** A competition in which contestants present their science project, results in the form of a report, display board, and/or models that they have created. It was the competition where Ebright presents his scientific findings.
5. **Butterfly Migration:** A phenomenon that Ebright studies.
6. **Tagging Butterflies:** A method used by Ebright for tracking butterfly migration.
7. **Dr. Frederick A. Urquhart:** A scientist whose research influences Ebright's work.
8. **Experiment:** Ebright conducts various experiments to study butterflies and other phenomena.
9. **Insect Hormone:** A significant discovery made by Ebright in high school.
10. **Viral Disease:** A disease in caterpillars that Ebright investigates.

MIND MAP



MINIMUM LEVEL LEARNING TYPE MCQs:

- Questions:
1. What was Richard Ebright's main hobby during his childhood?
 - a) Playing sports
 - b) Writing poetry
 - c) Collecting things
 - d) Playing musical instruments
 2. What inspired Richard Ebright's interest in butterflies?
 - a) A documentary on TV
 - b) A book called "The Travels of Monarch X"
 - c) A school science project
 - d) A visit to a butterfly park
 3. What was the turning point for Richard Ebright in his approach to science fairs?
 - a) Winning his first science fair
 - b) Realizing the winners conducted real experiments
 - c) Attending a lecture on scientific research
 - d) Reading a book about winning science fairs
 4. Which species of butterfly did Richard Ebright primarily study?
 - a) The Painted Lady butterfly
 - b) The Red Admiral butterfly
 - c) The Monarch butterfly
 - d) The Swallowtail butterfly
 5. At what age did Richard Ebright have his work published in the Proceeding of the National Academy of Science?
 - a) Eighteen
 - b) Twenty
 - c) Twenty-two
 - d) Twenty-five

Answers: 1. **c) Collecting things.**

Explanation: Richard Ebright was interested in collecting various things from a young age. This curiosity led him to start collecting butterflies, which sparked his passion for science.

2. **b) A book called "The Travels of Monarch X".**

Explanation: This book inspired Richard Ebright and intensified his interest in butterflies, leading him to study them more deeply.

3. **b) Realizing the winners conducted real experiments.**

Explanation: After losing a science fair, Ebright realized that to win, he needed to conduct real experiments rather than merely displaying facts.

4. c) The Monarch butterfly.

Explanation: Ebright's interest in butterflies led him to study the Monarch butterfly in particular, contributing to science in a significant way.

5. c) Twenty-two.

Explanation: Richard Ebright's theory on how cells work was published in the Proceeding of the National Academy of Science at the age of twenty-two.

HIGHER-ORDER THINKING SKILLS TYPE MCQs:

- Questions:
1. Based on Ebright's experience, what quality is most important for a budding scientist?
 - a) Advanced knowledge
 - b) Resourcefulness
 - c) Persistence
 - d) Access to equipment
 2. How did Ebright's mother's approach to his education contribute to his scientific success?
 - a) By sending him to a prestigious school
 - b) By fostering his natural curiosity
 - c) By hiring private tutors for him
 - d) By pushing him to achieve high grades
 3. What does Ebright's reaction to his first science fair loss suggest about his character?
 - a) He was discouraged and considered giving up
 - b) He didn't take the competition seriously
 - c) He saw it as a learning experience and adapted his approach
 - d) He blamed others for his loss
 4. How does Ebright's eighth-grade project reflect his scientific approach?
 - a) He relied on others to come up with ideas
 - b) He was focused on winning, not on the scientific process
 - c) He gave up when he didn't get the results he expected
 - d) He persevered and shared his work, even though his hypothesis was not confirmed
 5. What implications might Ebright's discovery of an unknown insect hormone have for the scientific community?
 - a) It could open up new areas of research in biology
 - b) It could make other scientists jealous
 - c) It could invalidate previous research
 - d) It could mean that all butterflies are endangered

Answers: 1. Answer: **c) Persistence**

Explanation: Ebright's journey in the story exemplifies the importance of persistence in the pursuit of scientific discovery. He didn't give up after his

initial setback at the science fair but instead learned from it and moved forward.

2. Answer: **b) By fostering his natural curiosity**

Explanation: Ebright's mother nurtured his interests by providing resources like books and scientific equipment. She also encouraged his habit of observation and exploration, which are fundamental to scientific inquiry.

3. Answer: **c) He saw it as a learning experience and adapted his approach**

Explanation: After losing at the science fair, Ebright did not get disheartened. Instead, he used the experience to understand what was lacking in his approach – real experiments – and decided to incorporate that in his future projects.

4. Answer: **d) He persevered and shared his work, even though his hypothesis was not confirmed**

Explanation: Ebright's eighth-grade project did not yield the results he expected, but he still completed the project and presented his findings. This reflects his scientific integrity and the understanding that negative results are also a part of the scientific process.

5. Answer: **a) It could open up new areas of research in biology**

Explanation: Ebright's discovery of an unknown insect hormone could open up new areas of research, offering fresh insights into insect biology. This could lead to better understanding of insect life cycles, behavior, or even potential applications in medicine or agriculture.

REASONING AND ASSERTION TYPE MCQs

1. Assertion: Richard Ebright's work being published in a prestigious scientific journal at a young age was a significant accomplishment.
Reasoning: It's compared to hitting a home run on the first try in the big leagues, signifying a remarkable achievement.
 - a) Both the assertion and reasoning are true, and the reasoning explains the assertion.
 - b) Both the assertion and reasoning are true, but the reasoning does not explain the assertion.
 - c) The assertion is true, but the reasoning is false.
 - d) The assertion is false, but the reasoning is true.

Answer: **a) Both the assertion and reasoning are true, and the reasoning explains the assertion.**

Explanation: The comparison of Ebright's achievement to hitting a home run on the first try in the big leagues does signify a remarkable achievement, validating the assertion.

2. Assertion: This achievement marked the beginning of Ebright's successful career in science.

Reasoning: The text refers to this as the "first in a long string of achievements", indicating that it was a starting point for future success.

- a) Both the assertion and reasoning are true, and the reasoning explains the assertion.
- b) Both the assertion and reasoning are true, but the reasoning does not explain the assertion.
- c) The assertion is true, but the reasoning is false.
- d) The assertion is false, but the reasoning is true.

Answer: **a) Both the assertion and reasoning are true, and the reasoning explains the assertion.**

Explanation: The phrase "first in a long string of achievements" indicates that this was the starting point of Ebright's successful career in science, so the reasoning is correct.

3. Assertion: Ebright's study on butterflies led to his significant scientific discovery.

Reasoning: The text states, "And it all started with butterflies," implying that his initial interest in butterflies was a stepping stone to his larger scientific achievements.

- a) Both the assertion and reasoning are true, and the reasoning explains the assertion.
- b) Both the assertion and reasoning are true, but the reasoning does not explain the assertion.
- c) The assertion is true, but the reasoning is false.
- d) The assertion is false, but the reasoning is true.

Answer: **a) Both the assertion and reasoning are true, and the reasoning explains the assertion.**

Explanation: The text does say "And it all started with butterflies," implying that his early interest in butterflies was a stepping stone to his larger scientific achievements.

4. Assertion: The scientific journal had never before published the work of college students.

Reasoning: The text states, "It was the first time this important scientific journal had ever published the work of college students," highlighting the uniqueness of Ebright's achievement.

- a) Both the assertion and reasoning are true, and the reasoning explains the assertion.
- b) Both the assertion and reasoning are true, but the reasoning does not explain the assertion.
- c) The assertion is true, but the reasoning is false.
- d) The assertion is false, but the reasoning is true.

Answer: **a) Both the assertion and reasoning are true, and the reasoning explains the assertion.**

Explanation: The text clearly states that this was the first time the scientific journal had published the work of college students, supporting the assertion.

5. Assertion: Richard Ebright was only fifteen when his work was published in the scientific journal.

Reasoning: The text uses a sports analogy to explain the magnitude of his achievement but does not specify his actual age at the time.

- a) Both the assertion and reasoning are true, and the reasoning explains the assertion.
- b) Both the assertion and reasoning are true, but the reasoning does not explain the assertion.
- c) The assertion is true, but the reasoning is false.
- d) The assertion is false, but the reasoning is true.

Answer: **d) The assertion is false, but the reasoning is true.**

Explanation: The sports analogy is used to illustrate the magnitude of Ebright's achievement, but the text does not provide his actual age at the time of this accomplishment. Therefore, the assertion is incorrect, while the reasoning is correct.

REFERENCE TO CONTEXT / EXTRACT BASED QUESTIONS

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

Richard Ebright has been interested in science since he first began collecting butterflies — but not so deeply that he hasn't time for other interests. Ebright also became a champion debater and public speaker and a good canoeist and all-around outdoors-person. He is also an expert photographer, particularly of nature and scientific exhibits.

- Questions:
- 1. Identify the initial interest of Richard Ebright that led him to science.
 - 2. Confirm or deny: Richard Ebright's interest in science prevented him from pursuing other activities.
 - 3. List the other skills that Richard Ebright developed apart from his interest in science.
 - 4. Name the outdoor activity mentioned in the passage that Richard Ebright is proficient at.
 - 5. State the specific type of photography in which Richard Ebright is particularly skilled.

- Answers:
- 1. Richard Ebright's initial interest that led him to science was butterfly collecting.
 - 2. Deny. Richard Ebright's interest in science did not prevent him from pursuing other activities.
 - 3. Apart from his interest in science, Richard Ebright developed skills in debate, public speaking, canoeing, and photography.
 - 4. The outdoor activity that Richard Ebright is proficient at, as mentioned in the passage, is canoeing.

5. Richard Ebright is particularly skilled in nature and scientific exhibit photography.

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

The next year his science fair project was testing the theory that viceroy butterflies copy monarchs. The theory was that viceroys look like monarchs because monarchs don't taste good to birds. Viceroys, on the other hand, do taste good to birds. So the more they look like monarchs, the less likely they are to become a bird's dinner.

- Questions:
1. Identify the theory that Richard Ebright tested in his next year's science fair project.
 2. Confirm or deny: The theory suggests that viceroy butterflies look like monarch butterflies because they taste good to birds.
 3. Specify the reason why viceroys are less likely to become a bird's dinner according to the theory.
 4. State the implication of the theory regarding the taste of monarch butterflies to birds.
 5. According to the theory, explain the survival advantage that viceroys get from looking like monarchs.

- Answers:
1. Richard Ebright tested the theory that viceroy butterflies copy the look of monarch butterflies in his next year's science fair project.
 2. Deny. The theory suggests that viceroy butterflies look like monarch butterflies because monarchs do not taste good to birds, not because viceroys themselves taste good.
 3. According to the theory, viceroys are less likely to become a bird's dinner because they look like monarch butterflies, which do not taste good to birds. This mimicry is a form of protection.
 4. According to the theory, monarch butterflies do not taste good to birds.
 5. Viceroys, by looking like monarch butterflies, are less likely to be eaten by birds because birds associate their appearance with the unpleasant taste of monarchs. This mimicry provides viceroys with a survival advantage.

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

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 the University of Toronto, Canada. Ebright's mother wrote to Dr Urquhart, and soon Ebright was attaching light adhesive tags to the wings of monarchs. Anyone who found a tagged butterfly was asked to send the tag to Dr Urquhart.

- Questions:
1. Identify the purpose of tagging butterflies in the research mentioned in the book.

2. Confirm or deny: Dr Frederick A. Urquhart is associated with the University of Toronto, Canada.
3. State who wrote to Dr Urquhart on Ebright's behalf.
4. Describe the method Ebright used to tag monarch butterflies.
5. Identify what was requested of anyone who found a tagged butterfly.

- Answers:
1. The purpose of tagging butterflies in the research mentioned in the book was to study butterfly migrations.
 2. Confirm. Dr Frederick A. Urquhart is indeed associated with the University of Toronto, Canada.
 3. Ebright's mother wrote to Dr Urquhart on Ebright's behalf.
 4. Ebright used light adhesive tags to tag the wings of monarch butterflies.
 5. Anyone who found a tagged butterfly was asked to send the tag to Dr Urquhart.

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

Then in the seventh grade he got a hint of what real science is when he entered a county science fair — and lost. “It was really a sad feeling to sit there and not get anything while everybody else had won something,” Ebright said. His entry was slides of frog tissues, which he showed under a microscope. He realised the winners had tried to do real experiments, not simply make a neat display.

- Questions
1. Confirm or deny: Ebright's entry in the seventh-grade county science fair was successful.
 2. Describe the feeling Ebright had when he didn't win anything in the science fair.
 3. Identify what Ebright's entry was in the county science fair.
 4. State what Ebright showed under the microscope.
 5. Identify what Ebright realized about the winners of the science fair.

- Answers:
1. Deny. Ebright's entry in the seventh-grade county science fair was not successful.
 2. Ebright felt really sad when he didn't win anything in the science fair.
 3. Ebright's entry in the county science fair was slides of frog tissues.
 4. Ebright showed frog tissues under the microscope.
 5. Ebright realized that the winners of the science fair had tried to do real experiments, not simply make a neat display.

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

When he saw those photos, Ebright didn't shout, 'Eureka!' or even, 'I've got it!' But he believed that, along with his findings about insect hormones, the photos gave him 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 determines the form and function of the cell. Thus DNA is the blueprint for life.

- Questions:
1. Determine the term that refers to the substance in the nucleus of a cell that controls heredity.

2. Confirm or deny: Ebright believed that his photos and findings about insect hormones helped him understand how a cell can read its DNA blueprint.
3. Define what DNA determines for a cell.
4. Identify the phrase used to describe DNA in the context of its role in life.
5. Confirm or deny: DNA is located outside of the cell nucleus.

Answers: 1. The term that refers to the substance in the nucleus of a cell that controls heredity is DNA.

2. Confirm. Ebright believed that his photos and findings about insect hormones helped him understand how a cell can read its DNA blueprint.

3. DNA determines the form and function of a cell.

4. DNA is referred to as the "blueprint for life."

5. Deny. DNA is located inside the nucleus of a cell, not outside.

SHORT ANSWER TYPE QUESTIONS

1. Q: What sparked Richard Ebright's interest in science?

A: Richard Ebright's interest in science was sparked by his childhood curiosity, which led him to collect butterflies and explore various scientific subjects.

2. Q: Who played a crucial role in fostering Richard Ebright's scientific curiosity?

A: Richard Ebright's mother played a crucial role in fostering his scientific curiosity by encouraging his interests, providing resources and equipment, and supporting his learning endeavours.

3. Q: What significant achievement did Richard Ebright and his college room-mate accomplish at a young age?

A: Richard Ebright and his college room-mate made a significant achievement by having their theory on how cells work published in the Proceedings of the National Academy of Science, a notable scientific journal.

4. Q: How did Richard Ebright's involvement in butterfly research expand his scientific pursuits?

A: Richard Ebright's involvement in butterfly research led him to study monarch butterflies and their migrations, which opened up opportunities for tagging butterflies, conducting experiments, and exploring broader scientific questions.

5. Q: What was the impact of Richard Ebright's research on insect hormones and his theory on cell life?

A: Richard Ebright's research on insect hormones, including his discovery of an unknown hormone in monarch butterflies, and his theory on cell life have the potential to contribute to a better understanding of biological processes and could have implications for disease prevention.

LONG ANSWER TYPE QUESTIONS

1. How did Richard Ebright's childhood experiences and his mother's support contribute to his development as a scientist?

Answer: Richard Ebright's childhood experiences, such as collecting butterflies and exploring various scientific subjects, nurtured his innate curiosity and sparked his interest in science. His mother played a crucial role by actively encouraging his interests, providing resources, and creating a supportive environment for learning. Through their shared activities and her unwavering support, she cultivated his passion for knowledge and instilled a deep love for learning. This foundation, combined with his mother's belief in his abilities, propelled him towards his path as a scientist.

2. What significant contributions did Richard Ebright make to the field of science during his educational journey?

Answer: Richard Ebright's educational journey was marked by significant contributions to the field of science. At a young age, he published a theory on how cells work in the Proceedings of the National Academy of Science, an achievement rarely attained by college students. His research on insect hormones, particularly his discovery of an unknown hormone in monarch butterflies, showcased his ability to uncover new insights into biological processes. Furthermore, his experimentation and theories on cell life opened avenues for better understanding DNA and its role in cellular development. These contributions demonstrated his intellectual prowess and marked him as a promising young scientist.

3. How did Richard Ebright's experiences with butterfly research shape his scientific pursuits and career trajectory?

Answer: Richard Ebright's engagement in butterfly research had a profound impact on his scientific pursuits and career trajectory. Initially, his fascination with butterflies led him to participate in tagging monarch butterflies for migration studies. This experience propelled him into conducting further experiments and investigations, expanding his understanding of butterfly biology and ecology. His research projects on butterfly-related topics, such as the purpose of gold spots on a monarch pupa and the mimicry of viceroy butterflies, gained recognition at science fairs and international competitions. These accomplishments provided him with valuable research experiences and recognition, setting the stage for his future scientific endeavors and career as a renowned scientist.

4. How did Richard Ebright's educational background and mentorship contribute to his development as a scientist?

Answer: Richard Ebright's educational background and mentorship played pivotal roles in his development as a scientist. His pursuit of education at various academic levels, including high school and Harvard University, equipped him with the knowledge, skills, and critical thinking abilities necessary for scientific inquiry. Additionally, the guidance and mentorship he received from experienced

scientists, particularly Dr. Frederick A. Urquhart, provided him with valuable insights, research suggestions, and support throughout his scientific journey. The mentorship not only bolstered his research capabilities but also nurtured his passion for scientific exploration, enabling him to make significant contributions to the field.

5. What impact did Richard Ebright's research on insect hormones and his theory on cell life have on the scientific community?

Answer: Richard Ebright's research on insect hormones, particularly his discovery of an unknown hormone in monarch butterflies, contributed to our understanding of biological processes and hormone regulation in insects. His theory on cell life, which focused on how cells "read" the blueprint of DNA, offered valuable insights into the mechanisms underlying cellular development and gene expression. These contributions generated interest and discussion within the scientific community, potentially opening avenues for further research and discoveries. Furthermore, the implications of his findings may extend beyond basic scientific knowledge, offering potential applications in areas such as disease prevention and treatment.

SUGGESTED EXERCISES

1. Comprehension Questions:

- What was Richard Ebright's first passion? How did it lead him to his scientific pursuits?
- How did Richard's mother support his interests?
- What role did the book "The Travels of Monarch X" play in Ebright's interest in butterflies?

2. Character Analysis:

- Describe Richard Ebright's personality based on the biography. Use examples from the text to support your answer.
- How did Ebright handle failure? Give examples from the text.

3. Reflection Activity:

- Reflect on Richard Ebright's journey to becoming a successful scientist. What lessons can you learn from his story? Write a short paragraph.

4. Scientific Concepts:

- Explain in your own words what DNA is and its importance in biological organisms.
- What experiment did Richard Ebright conduct on monarch butterflies? What were his findings?

5. Research Task:

- Research more about the migration of Monarch butterflies and write a short report about it.

6. Creative Writing:

- Write a diary entry as if you are Richard Ebright detailing a day of scientific discovery.

THE NECKLACE

- *Guy de Maupassant*

SUMMARY:

"The Necklace" is a short story by Guy de Maupassant. The story canters around Matilda Loisel, a young woman who belongs to a lower-middle-class family but dreams of wealth and beauty. She borrows a seemingly expensive necklace from her friend, Madame Forestier, for a high-society function. However, she loses the necklace and, without telling her friend, replaces it with a real one that costs all of her savings and forces her and her husband into debt for many years. After a life of poverty and hardship, Matilda meets Madame Forestier again, who reveals that the original necklace was a fake, worth very little.

CHARACTER ANALYSIS:

1. Matilda Loisel: She is a young, beautiful, and ambitious woman from a lower-middle-class family. She is dissatisfied with her life and dreams of luxury and high-society life. She is also prideful, as she would rather live in poverty than admit to Madame Forestier that she lost the necklace.
2. Mr. Loisel: Matilda's husband, a simple and contented man who loves his wife dearly. He works hard to replace the necklace and pays off the debt even though he had to give up his inheritance.
3. Madame Forestier: She is a wealthy friend of Matilda who lends her the necklace. She is generous and kind, but also unaware of Matilda's struggles.

KEY POINTS:

1. The story emphasizes the theme of appearances versus reality. Matilda's fixation on appearances leads to her downfall, and the necklace, which appears valuable, turns out to be worthless.
2. The story also highlights the destructive power of materialism and pride.

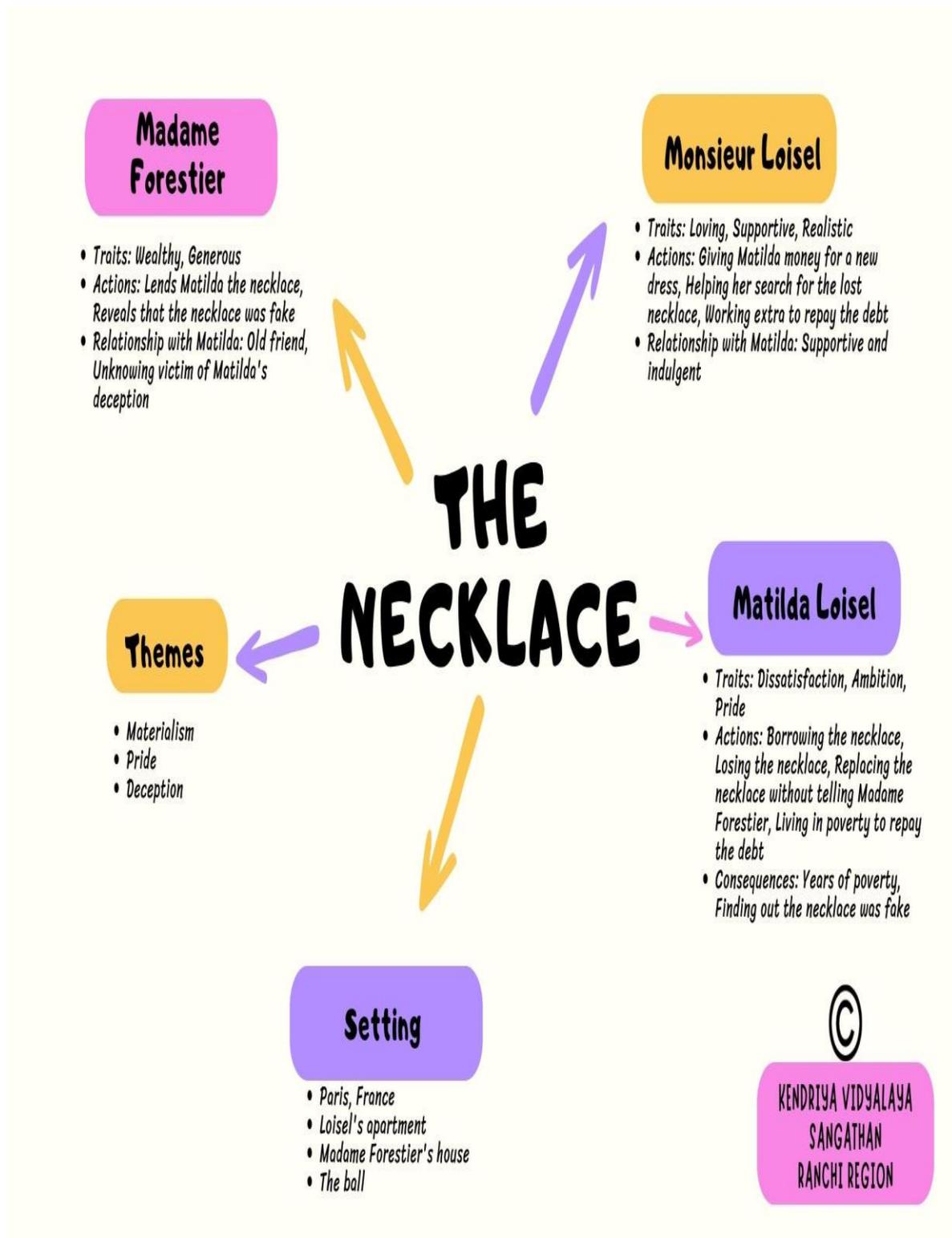
VALUES/QUOTES:

1. "She suffered incessantly, feeling herself born for all delicacies and luxuries." - This quote highlights Matilda's longing for a life of luxury and her dissatisfaction with her own life.
2. "Everybody wishes one, and it is very select; not many are given to employees." - This quote shows the lengths Mr. Loisel goes to make his wife happy.

KEY WORDS:

1. **Materialism:** In 'The Necklace', materialism is represented by Matilda's strong desire for physical comfort and outward luxury, which leads her to borrow a necklace to appear wealthier at the ball. She values material possessions over inner contentment.
2. **Pride:** Pride in this story is shown by Matilda's refusal to attend the ball without seeming as wealthy as the others. Her pride prevents her from admitting the loss of the necklace to Madame Forestier, leading to her downfall.
3. **Appearance:** Appearance in 'The Necklace' is significant as it refers to the facade that Matilda puts up by borrowing a necklace to appear rich and important at the ball. It also signifies the importance she places on seeming affluent and elegant to others.
4. **Reality:** Reality in the story is the stark contrast to Matilda's dreams of wealth. It's her actual life of living modestly with her husband, and later, the harsh reality of her life after losing the necklace - a life of poverty and hard work.
5. **Hardship:** Hardship refers to the difficult life Matilda and her husband lead after losing the necklace. They live in poverty for ten years, working hard to repay the debt they incurred to replace the necklace.
6. **Sacrifice:** In 'The Necklace', sacrifice is illustrated by the ten years of Matilda and her husband's life that they give up to replace the lost necklace. It also refers to the comfortable lifestyle they give up to repay their debt.
7. **Deception:** Deception in the story comes into play in two ways. Firstly, Matilda deceives others at the ball with her borrowed necklace, creating a false image of wealth. Secondly, the necklace itself is a deception, as it turns out to be a fake, contrary to what Matilda had believed.

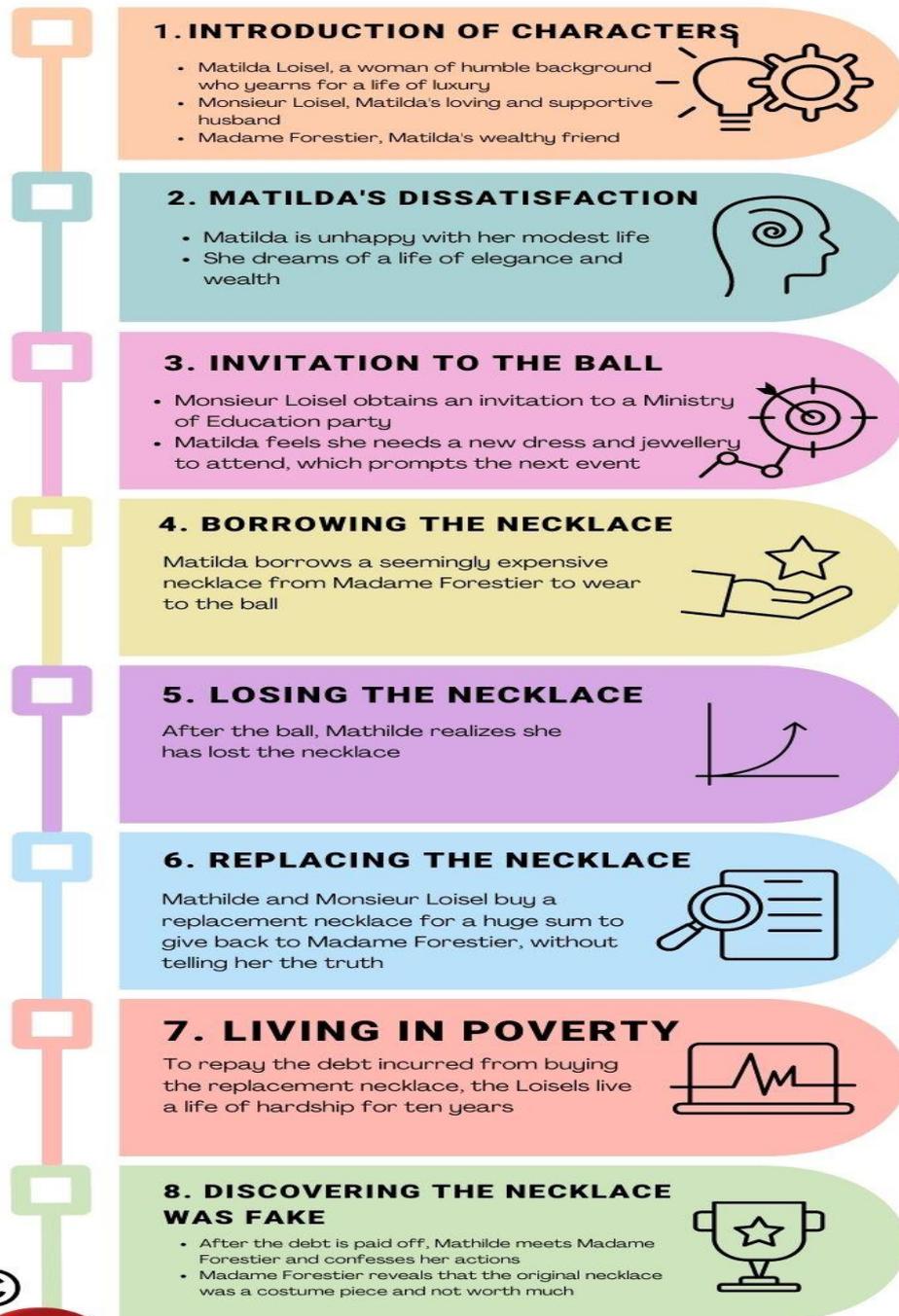
MIND MAP



FLOWCHART

THE NECKLACE

GUY DE MAUPASSANT



MINIMUM LEVEL LEARNING TYPE MCQs:

1. What does Matilda Loisel desire most in life?

- a) A happy family
- b) Wealth and luxury
- c) A good job
- d) A large group of friends

Answer: b) Wealth and luxury

2. Who is the author of 'The Necklace'?

- a) Charles Dickens
- b) Mark Twain
- c) Guy de Maupassant
- d) Edgar Allan Poe

Answer: c) Guy de Maupassant

3. What does Matilda borrow for the ball?

- a) A dress
- b) A necklace
- c) A pair of shoes
- d) A handbag

Answer: b) A necklace

4. What happens to the item Matilda borrows?

- a) It gets stolen
- b) It gets lost
- c) It gets broken
- d) Nothing happens to it

Answer: b) It gets lost

5. What is the final twist in the story?

- a) The borrowed necklace was fake
- b) Matilda's husband leaves her
- c) Matilda becomes rich
- d) Matilda finds the lost necklace

Answer: a) The borrowed necklace was fake

HIGHER-ORDER THINKING SKILLS TYPE MCQs:

1. How does the theme of 'The Necklace' relate to the concept of illusion versus reality?

- a) The necklace is real and Matilda's life is an illusion.
- b) Matilda lives in the illusion of wealth and status, while the reality is her middle-class existence.
- c) The necklace and Matilda's life are both illusions.
- d) The story doesn't explore the concept of illusion versus reality.

Answer: b) Matilda lives in the illusion of wealth and status, while the reality is her middle-class existence.

2. How does the character of Matilda reflect on the idea of materialism?

- a) Matilda values relationships over material wealth.
- b) Matilda's materialism leads to her downfall and misery.
- c) Matilda's materialism brings her happiness and prosperity.
- d) Matilda rejects the idea of materialism.

Answer: b) Matilda's materialism leads to her downfall and misery.

3. What does the irony in 'The Necklace' suggest about the pursuit of wealth and social status?

- a) Wealth and social status are the keys to happiness.
- b) The pursuit of wealth and social status can lead to unexpected and negative outcomes.
- c) Wealth and social status are easy to achieve.
- d) The pursuit of wealth and social status has no impact on one's life.

Answer: b) The pursuit of wealth and social status can lead to unexpected and negative outcomes.

4. In 'The Necklace', what role does the setting of Parisian society play in shaping the narrative?

- a) It has no impact on the story.
- b) It provides a backdrop for Matilda's dreams of wealth and status.
- c) It contradicts Matilda's desire for a better life.
- d) It limits the possibilities for the characters.

Answer: b) It provides a backdrop for Matilda's dreams of wealth and status.

5. What does the necklace symbolize in the story?

- a) The transient nature of beauty and youth.
- b) The deceptive nature of appearances and the dangers of valuing materialistic wealth.
- c) The true friendship between Matilda and Madame Forestier.
- d) The satisfaction of living within one's means.

Answer: b) The deceptive nature of appearances and the dangers of vilifying materialistic wealth.

REASONING AND ASSERTION TYPE MCQs

1. **Assertion (A):** Matilda's desire for wealth and social status led to her downfall.

Reasoning (R): Matilda lost her comfortable life because she borrowed a necklace to appear wealthy at a ball and ended up losing it.

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: Matilda's obsession with appearing wealthy led her to borrow a necklace that she eventually lost. To replace it, she and her husband had to live in poverty for ten years, thus, her desire for wealth and social status indeed led to her downfall.

2. **Assertion (A):** Matilda's life was miserable after she lost the necklace.

Reasoning (R): Matilda had to work hard and live in poverty to repay the debt they incurred for replacing the necklace.

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: Matilda's life became miserable because she had to live in poverty and work hard to pay off the debt for the replacement necklace.

3. **Assertion (A):** Matilda was unhappy even though she had a comfortable life.

Reasoning (R): Matilda always dreamed of a luxurious life and was not satisfied with her comfortable middle-class life.

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: Despite having a comfortable life, Matilda was unhappy because she always aspired for a more luxurious life.

4. **Assertion (A):** The necklace was fake.

Reasoning (R): Madame Forestier tells Matilda at the end of the story that the necklace was not made of real diamonds.

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: The necklace was indeed fake, as revealed by Madame Forestier when Matilda meets her at the end of the story.

5. **Assertion (A):** Matilda is a static character in 'The Necklace'.

Reasoning (R): Matilda undergoes a significant change in her character from being a discontented woman to a hardworking individual.

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answer: d) A is false but R is true.

Explanation: Matilda is not a static character; rather, she undergoes a significant change. She starts as a dissatisfied woman dreaming of a luxurious life and transforms into a hardworking woman who faces her hardships with determination after the loss of the necklace. Therefore, the assertion is incorrect, but the reasoning is true.

REFERENCE TO CONTEXT / EXTRACT BASED QUESTIONS

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

By a violent effort, she had controlled her vexation and responded in a calm voice, wiping her moist cheeks, "Nothing. Only I have no dress and consequently I cannot go to this affair. Give your card to some colleague whose wife is better fitted out than I."

1. Identify the feeling experienced by the speaker in the beginning of the passage.

Answer: Vexation or frustration.

2. Provide a synonym for the word 'therefore' that has been used in the passage.

Answer: 'consequently'.

3. State the noun form of the word 'violent' as used in the passage.

Answer: Violence.

4. Identify the person likely addressed by the speaker in the passage.

Answer: Her husband.

5. Mention the reason the speaker can't attend the affair.

Answer: Lack of a suitable dress.

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

He turned a little pale, for he had saved just this sum to buy a gun that he might be able to join some hunting parties the next summer, with some friends who went to shoot larks on Sunday. Nevertheless, he answered, "Very well. I will give you four hundred francs. But try to have a pretty dress."

1. Identify the adjective form of the word 'answer' as used in the passage.

Answer: Answerable.

2. Provide an antonym for 'rosy or flushed' that has been used in the passage.

Answer: 'pale'.

3. State the amount of money the speaker is willing to give.

Answer: Four hundred francs.

4. Identify the object the speaker originally intended to purchase with the saved sum.

Answer: A gun.

5. Mention the condition the speaker requests for the use of the money.

Answer: To buy a pretty dress.

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

The day of the ball arrived. Mme Loisel was a great success. She was the prettiest of all — elegant, gracious, smiling and full of joy. All the men noticed her, asked her name, and wanted to be presented.

She danced with enthusiasm, intoxicated with pleasure, thinking of nothing but all this admiration, this victory so complete and sweet to her heart.

1. Identify the noun form of the word 'noticed' as used in the passage.

Answer: Notice.

2. Provide a synonym for 'esteem or respect' that has been used in the passage.

Answer: 'admiration'.

3. State the mood of Mme Loisel at the ball.

Answer: She was full of joy and enthusiasm.

4. Identify the adjective used to describe Mme Loisel's dancing.

Answer: Intoxicated.

5. Mention the overall perception of Mme Loisel at the ball.

Answer: She was the prettiest and most noticed woman there.

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

She learned the odious work of a kitchen. She washed the dishes. She washed the soiled linen, their clothes and dishcloths, which she hung on the line to dry; she took down the refuse to the street each morning and brought up the water, stopping at each landing to catch her breath. And, clothed like a woman of the people, she went to the grocer's, the butcher's and the fruiterer's, with her basket on her arm, shopping, haggling to the last sou of her miserable money.

1. What is the synonym for 'repugnant or repulsive' used in the passage?

Answer: 'odious'

2. Identify the type of work Mme Loisel was engaged in.

Answer: Household chores or kitchen work.

3. State where Mme Loisel used to hang the soiled linen and dishcloths after washing.

Answer: On the line to dry.

4. How did Mme Loisel carry her shopping items?

Answer: In her basket on her arm.

5. Mention the places Mme Loisel visited for shopping.

Answer: The grocer's, the butcher's and the fruiterer's.

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

Mme Loisel seemed old now. She had become a strong, hard woman, the crude woman of the poor household. Her hair badly dressed, her skirts awry, her hands red, she spoke in a loud tone, and washed the floors with large pails of water. But sometimes, when her husband was at the office, she would seat herself before the window and think of that evening party of former times, of that ball where she was so beautiful and so flattered.

1. Give the antonym for 'sophisticated or refined' that has been used in the passage.

Answer: 'crude'.

2. Describe Mme Loisel's appearance as mentioned in the passage.

Answer: She seemed old, had badly dressed hair, awry skirts, and red hands.

3. How did Mme Loisel clean the floors?

Answer: She washed the floors with large pails of water.

4. Where would Mme Loisel seat herself when her husband was at the office?

Answer: She would seat herself before the window.

5. What did Mme Loisel think about when she sat by the window?

Answer: She would think of the evening party of former times, of that ball where she was so beautiful and so flattered.

SHORT ANSWER TYPE QUESTIONS

1. **Question:** Describe Matilda Loisel's character at the beginning of the story.

Answer: Matilda is beautiful and charming, but discontented with her modest life. She yearns for luxury, desiring rich attire and a high social status, demonstrating her dissatisfaction and ambition.

2. **Question:** What happens to the necklace that Matilda borrows from her friend?

Answer: After the ball, Matilda realizes that the necklace, which she borrowed from Madame Forestier for the event, is missing. Despite frantic searches, she and her husband are unable to find it.

3. **Question:** How do the Loiseles replace the lost necklace?

Answer: The Loiseles buy a similar necklace to replace the lost one. It costs them 36,000 francs, forcing them to borrow money from various sources, thereby plunging them into debt.

4. **Question:** What is the twist at the end of the story "The Necklace"?

Answer: The surprising twist is that the original necklace, thought to be extremely expensive, was actually an imitation worth no more than 500 francs, as revealed by Madame Forestier.

5. **Question:** What lesson does Matilda learn at the end of "The Necklace"?

Answer: Matilda learns about the harsh consequences of her pride, dishonesty, and uncontrolled ambition. Her desire for a luxurious life and inability to confess her mistake lead her to a decade of unnecessary hardship.

LONG ANSWER TYPE QUESTIONS

1. **Question:** Discuss the role of irony in the story 'The Necklace'.

Answer: Irony plays a crucial role in the story 'The Necklace'. It's evident in Matilda's yearning for wealth and status, which eventually leads to her downfall. Despite living a comfortable life, she's discontented and borrows a necklace to fit into a lifestyle she covets. The major irony surfaces when, after ten years of hardship to repay the debt incurred for replacing the lost necklace, she learns that the original necklace was a fake, and worth very little. Her illusion of wealth and vanity lead her to a life of hard reality and poverty.

2. **Question:** How does the character of Matilda Loisel evolve throughout the story?

Answer: Matilda Loisel's character undergoes significant transformation in the story. Initially, she's depicted as a beautiful, discontented, and ambitious woman who yearns for wealth and social status. Her vanity leads her to borrow the necklace, causing her downfall. However, after losing the necklace, she transforms into a hardworking, resilient woman who does everything to repay the debt. By the end of the story, she has aged prematurely due to the hardship she endures, reflecting the harsh reality of her choices.

3. **Question:** Discuss the theme of materialism in 'The Necklace'.

Answer: 'The Necklace' presents a profound commentary on the theme of materialism. Matilda's constant yearning for wealth and luxury demonstrates her materialistic nature, which leads to her ruin. She values material possessions more than her contented life with her loving husband. Her decision to borrow the necklace to appear wealthier underlines this materialism. Ultimately, her materialistic desires lead her to a life of poverty and hardship, indicating that material wealth does not necessarily guarantee happiness.

4. **Question:** How does the setting of 'The Necklace' contribute to the overall story?

Answer: The setting of 'The Necklace', the bourgeois society of late 19th-century Paris, plays a crucial role in shaping the narrative. Matilda's dissatisfaction arises from her desire to ascend the social ladder, a common aspiration in the socially conscious Parisian society. The grandeur of the Ministry's ball, where she loses the necklace, contrasts sharply with the impoverished life she subsequently leads. This contrast accentuates the irony and tragic outcome of Matilda's decisions.

5. **Question:** What is the significance of the title 'The Necklace'?

Answer: The title 'The Necklace' is deeply significant as the necklace is the central object around which the entire narrative revolves. It represents Matilda's desire for a lavish lifestyle and the pretentious facade she adopts to fit into the high society. Ironically, it also becomes the symbol of her downfall, leading her into a decade of hardship and suffering. The necklace, which she believed was a ticket to the life of her dreams, turns out to be the catalyst for her nightmare, reflecting the deceptive nature of materialistic desires.

SUGGESTED EXERCISES

1. Write a letter: Pretend you are Matilda writing a letter to Madame Forestier ten years after the event. Express your feelings and what you've learned from the experience.
2. Draw a comic strip: Illustrate the key events of the story in a comic strip.
3. Debate: Divide the class into two groups. One group should argue that Matilda is a victim of her circumstances, while the other group should argue that she is responsible for her own downfall.

BHOLI

- *Khwaja Ahmad Abbas*

SUMMARY:

"Bholi" is a story of transformation and self-empowerment. It revolves around Sulekha, nicknamed Bholi (meaning simpleminded), who overcomes significant hardships to become a self-respecting and courageous woman. She refuses to succumb to societal pressure and the harmful practice of dowry and expresses her aspiration to become a teacher, thereby shocking and inspiring those around her.

CHARACTER ANALYSIS:

1. Bholi (Sulekha): Initially a timid and reserved girl due to a mental development issue and disfiguring scars from smallpox. However, she transforms into a bold and self-respecting woman with the help of her teacher's encouragement. Her refusal to marry Bishamber in the face of dowry demand showcases her courage and dignity.
2. Bishamber: A well-to-do shopkeeper who initially agrees to marry Bholi but demands dowry upon seeing her scars. His character represents societal prejudice and the harmful practice of dowry.
3. Bholi's parents: Initially worried about Bholi's future due to her scars and mental development issue. However, they support her education, which becomes a turning point in her life.
4. Bholi's teacher: Plays a pivotal role in Bholi's transformation by encouraging her to overcome her fears and develop self-confidence.

KEY POINTS:

1. The negative impact of societal prejudice and the dowry system.
2. The transformative power of education and self-belief.
3. The significant role of a good teacher in a student's life.

VALUES/QUOTES:

One has all the strength one needs stored inside of them - all that is required is a guide to tap this strength.

KEY WORDS:

1. **Transformation:** This term refers to the significant change Bholi undergoes in the story. Initially, she is a timid, self-conscious girl who lacks confidence due to her physical and mental challenges. By the end of the story, she has transformed into a strong, confident young woman who stands up for herself and refuses to be treated unjustly.

2. **Self-belief:** Self-belief in the context of the story refers to Bholi's growing confidence in herself. This is nurtured by her teacher's encouragement and her experiences at school, which help her believe in her own abilities and worth, ultimately leading her to reject an unjust marriage proposal.

3. **Courage:** Bholi shows courage in various instances throughout the story. The most significant display of her courage is when she publicly refuses to marry Bishamber, despite the societal pressure and the potential consequences of being an unmarried woman in her society.

4. **Dowry:** In the story, dowry refers to the money Bholi's father is expected to give to Bishamber in order for him to agree to marry Bholi. This practice highlights the patriarchal societal norms and the transactional nature of marriages in certain societies, where a woman's value is often measured in terms of the dowry she brings.

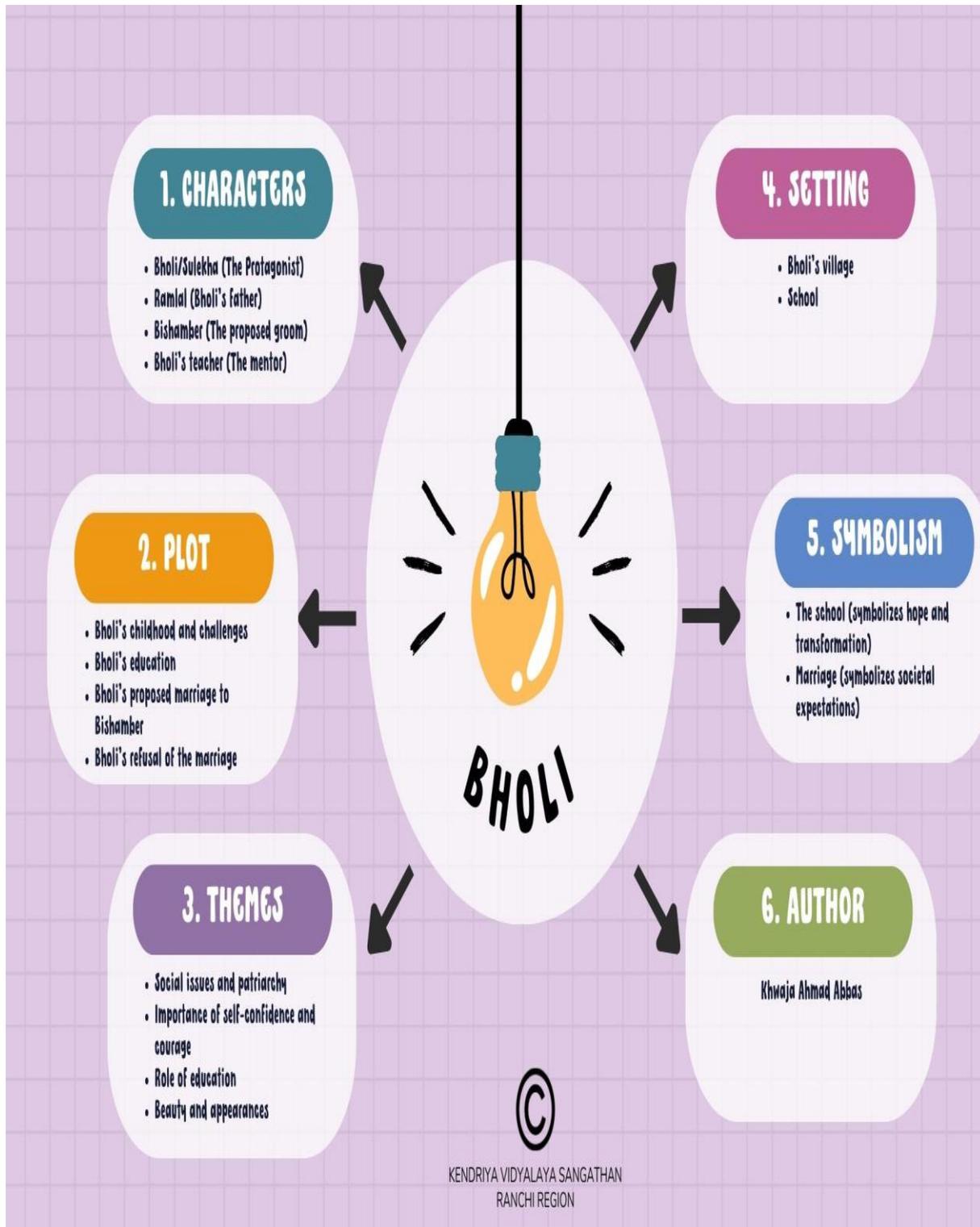
5. **Prejudice:** Prejudice in this story is seen in the way Bholi is treated by her family and society due to her physical appearance and mental capabilities. She is marginalized and underestimated because of her physical and mental conditions.

6. **Education:** Education in the story is the catalyst for Bholi's transformation. It is at school that Bholi learns not just academic knowledge but also gains the confidence and self-belief that allow her to stand up for herself.

7. **Teacher:** The teacher in the story plays a pivotal role in Bholi's life. She is the one who encourages Bholi, helps her overcome her stammer, and instills confidence in her. The teacher's role is crucial in empowering Bholi to eventually take charge of her own life.

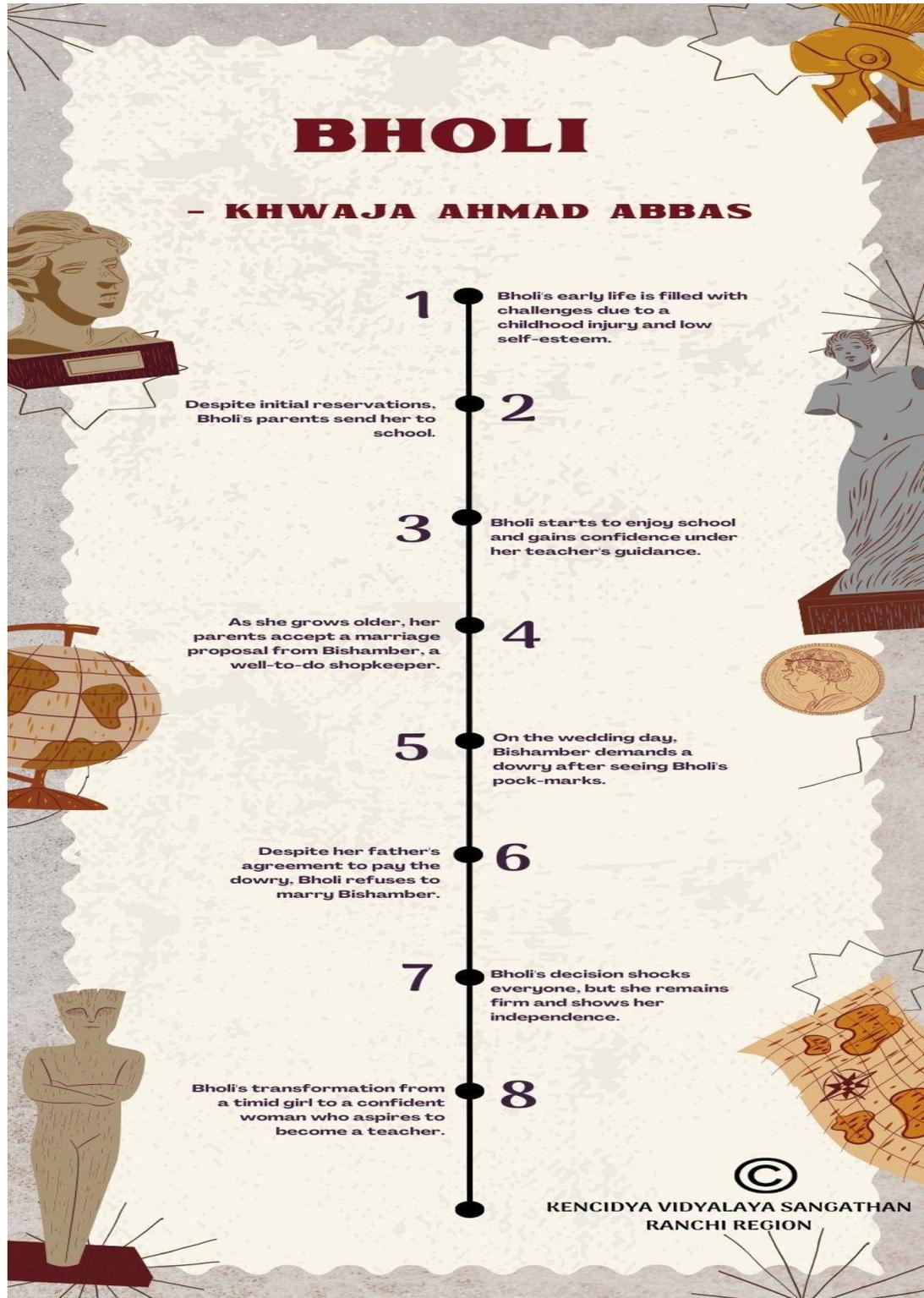
8. **Strength:** In this story, strength refers to Bholi's inner resilience and courage. Despite the numerous obstacles she faces, Bholi continues to persevere and eventually finds the strength to challenge societal norms and make her own decisions.

MIND MAP



BHOLI

- KHWAJA AHMAD ABBAS



FLOWCHART

MINIMUM LEVEL LEARNING TYPE MCQs:

1. What is the real name of the character known as 'Bholi' in the story?

- a) Sita
- b) Radha
- c) Sulekha
- d) Geeta

Answer: c) Sulekha

2. Why was Sulekha nicknamed 'Bholi'?

- a) Because she was very intelligent
- b) Because she was considered simple-minded
- c) Because she was very beautiful
- d) Because she was very talkative

Answer: b) Because she was considered simple-minded

3. Who plays a significant role in Bholi's transformation in the story?

- a) Her mother
- b) Her father
- c) Her teacher
- d) Her friends

Answer: c) Her teacher

4. What major decision does Bholi make at the end of the story?

- a) To run away from home
- b) To marry Bishamber
- c) To refuse to marry Bishamber
- d) To become a doctor

Answer: c) To refuse to marry Bishamber

5. What does Bholi aspire to become after refusing to marry Bishamber?

- a) A lawyer
- b) A doctor
- c) A teacher
- d) A businesswoman

Answer: c) A teacher

HIGHER-ORDER THINKING SKILLS TYPE MCQs:

1. **Question:** What does Bholi's transformation throughout the story suggest about personal growth and self-confidence?

- a) Personal growth and self-confidence can only be achieved through societal acceptance.
- b) Personal growth and self-confidence are inherent and can't be developed.
- c) Personal growth and self-confidence can be nurtured with positive encouragement and self-belief.
- d) Personal growth and self-confidence are irrelevant to a person's happiness.

Answer: c) Personal growth and self-confidence can be nurtured with positive encouragement and self-belief.

2. **Question:** How does the character of Bholi reflect on societal norms and expectations for women?

- a) Bholi reinforces societal norms and expectations for women.
- b) Bholi's character challenges societal norms and advocates for women's independence and self-respect.
- c) Bholi's character shows that societal norms and expectations for women are fair and should be accepted.
- d) Bholi's character suggests that societal norms and expectations for women are unimportant.

Answer: b) Bholi's character challenges societal norms and advocates for women's independence and self-respect.

3. **Question:** What does the ending of 'Bholi' suggest about the role of education in empowering individuals?

- a) Education is unnecessary for personal empowerment.
- b) Education plays a crucial role in personal empowerment and the assertion of one's rights.
- c) Education leads to negative consequences.
- d) Education has no impact on a person's life.

Answer: b) Education plays a crucial role in personal empowerment and the assertion of one's rights.

4. **Question:** In 'Bholi', what role does the teacher play in Bholi's life?

- a) The teacher discourages Bholi and undermines her self-confidence.
- b) The teacher plays an instrumental role in nurturing Bholi's self-confidence and shaping her future.
- c) The teacher has no significant impact on Bholi's life.
- d) The teacher reinforces the societal norms and expectations on Bholi.

Answer: b) The teacher plays an instrumental role in nurturing Bholi's self-confidence and shaping her future.

5. **Question:** What does the title 'Bholi' symbolize in the story?

- a) The simplicity and naivety of the protagonist, and her transformation into a confident and assertive individual.
- b) The societal expectation for women to be naive and submissive.
- c) The intellectual capabilities of the protagonist.
- d) The physical appearance of the protagonist.

Answer: a) The simplicity and naivety of the protagonist, and her transformation into a confident and assertive individual.

REASONING AND ASSERTION TYPE MCQs

1. **Assertion (A):** Bholi's father decides to send her to school.

Reason (R): Bholi's father believes in the importance of education for girls.

- a) Both A and R are true and R is the correct explanation of A
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true

Answer: c) A is true but R is false

Explanation: Bholi's father does decide to send her to school, but not because he believes in the importance of education for girls. He does so because he doesn't think Bholi has any chances of getting married due to her being an unattractive simpleton.

2. **Assertion (A):** Bholi decides not to marry Bishamber.

Reason (R): Bishamber demands a dowry at the last minute.

- a) Both A and R are true and R is the correct explanation of A
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true

Answer: a) Both A and R are true and R is the correct explanation of A

Explanation: Bholi does decide not to marry Bishamber because he shows his greed and cowardice by demanding a dowry at the last minute.

3. **Assertion (A):** Bholi was slow at learning things and stammered as she spoke.

Reason (R): Bholi was born with a learning disability.

- a) Both A and R are true and R is the correct explanation of A
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true

Answer: c) A is true but R is false

Explanation: While Bholi was slow at learning things and stammered as she spoke, this was not because she was born with a learning disability. This was a result of an accidental fall in her childhood, which damaged part of her brain.

4. **Assertion (A):** Bholi grows up to be very shy and reserved.

Reason (R): Bholi is often ridiculed and neglected, leading to her low self-esteem.

- a) Both A and R are true and R is the correct explanation of A
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true

Answer: a) Both A and R are true and R is the correct explanation of A

Explanation: Bholi does grow up to be very shy and reserved because she is often the object of ridicule due to her appearance and slow learning, which leads to her low self-esteem.

5. **Assertion (A):** Bholi becomes a confident and bold woman.

Reason (R): Bholi's teacher guides and motivates her, helping her to gain confidence.

- a) Both A and R are true and R is the correct explanation of A
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true

Answer: A. Both A and R are true and R is the correct explanation of A

Explanation: Bholi does transform into a confident and bold woman. This transformation is largely due to the guidance and motivation provided by her teacher, who helps her to gain self-confidence and believe in her own abilities.

REFERENCE TO CONTEXT / EXTRACT BASED QUESTIONS

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

At birth, the child was very fair and pretty. But when she was two years old, she had an attack of small-pox. Only the eyes were saved, but the entire body was permanently disfigured by deep black pock-marks. Little Sulekha could not speak till she was five, and when at last she learnt to speak, she stammered. The other children often made fun of her and mimicked her. As a result, she talked very little.

1. State the condition of the child at birth.

Answer: The child was very fair and pretty at birth.

2. Confirm if the child's body was permanently disfigured.

Answer: Yes, the child's body was permanently disfigured by deep black pock-marks.

3. State the consequence of other children making fun of her.

Answer: As a result of other children making fun of her, she talked very little.

4. Give a synonym for the word " marred" that has been used in the passage.

Answer: "disfigured".

5. Provide the antonym of the word "shallow" that has been used in this passage.

Answer: "deep".

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

Ramlal had seven children — three sons and four daughters, and the youngest of them was Bholi. It was a prosperous farmer's household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters, Radha, the eldest, had already been married. The second daughter Mangla's marriage had also been settled, and when that was done, Ramlal would think of the third, Champa. They were good-looking, healthy girls, and it was not difficult to find bridegrooms for them.

1. State the condition of all Ramlal's children except Bholi.

Answer: All of Ramlal's children, except Bholi, were healthy and strong.

2. Describe the education plan for Ramlal's sons.

Answer: Ramlal's sons were sent to the city to study in schools and later in colleges.

3. Name the first daughter of Ramlal to be married.

Answer: Radha, the eldest daughter, was the first to be married.

4. Define the term "good-looking" as used in the context of Ramlal's daughters.

Answer: In the context of Ramlal's daughters, "good-looking" means attractive.

5. Identify the status of the marriages of Ramlal's daughters.

Answer: Radha is already married, Mangla's marriage has been arranged, and plans are being made for Champa's marriage.

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

Bholi was seven years old when Mangla was married. The same year a primary school for girls was opened in their village. The Tehsildar sahib came to perform its opening ceremony. He said to Ramlal, "As a revenue official you are the representative of the government in the village and so you must set an example to the villagers. You must send your daughters to school."

1. State the age of Bholi when Mangla was married.

Answer: Bholi was seven years old when Mangla was married.

2. Name the event that happened in the village the same year Mangla got married.

Answer: A primary school for girls was opened in their village the same year Mangla got married.

3. Identify the person who performed the opening ceremony of the school.

Answer: The Tehsildar sahib performed the opening ceremony of the school.

4. Define the term "representative" as used in the context of Ramlal's role in the village.

Answer: In this context, "representative" refers to Ramlal's role as a revenue official acting as the government's liaison in the village.

5. Determine the advice given by Tehsildar sahib to Ramlal.

Answer: Tehsildar sahib advised Ramlal to send his daughters to school to set an example to the villagers.

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

New clothes had never been made for Bholi. The old dresses of her sisters were passed on to her. No one cared to mend or wash her clothes. But today she was lucky to receive a clean dress which had shrunk after many washings and no longer fitted Champa. She was even bathed and oil was rubbed into her dry and matted hair. Only then did she begin to believe that she was being taken to a place better than her home!

1. State the type of clothes Bholi usually wore.

Answer: Bholi usually wore the old dresses of her sisters.

2. Assess the usual state of Bholi's clothes.

Answer: Bholi's clothes were usually not mended or washed.

3. Identify the type of dress Bholi received on that special day.

Answer: Bholi received a clean dress that had shrunk after many washings and no longer fitted Champa.

4. Name the process that was performed on Bholi's dry and matted hair.

Answer: Oil was rubbed into Bholi's dry and matted hair.

5. Determine Bholi's belief about the place she was being taken to.

Answer: Bholi began to believe that she was being taken to a place better than her home.

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

The flames of the sacred fire slowly died down. Everyone was gone. Ramlal turned to Bholi and said, "But what about you, no one will ever marry you now. What shall we do with you?" And Sulekha said in a voice that was calm and steady, "Don't you worry, Pitaji! In your old age I will serve you and Mother and I will teach in the same school where I learnt so much. Isn't that right, Ma'am?"

1. State who Ramlal was addressing his concerns about marriage to.

Answer: Ramlal was addressing his concerns about marriage to Bholi.

2. Identify the tone of Sulekha's voice when she responded to Ramlal.

Answer: Sulekha's voice was calm and steady when she responded to Ramlal.

3. Mention the person Sulekha promised to serve in their old age.

Answer: Sulekha promised to serve her parents, Ramlal and her mother, in their old age.

4. Identify the profession Sulekha intended to take up.

Answer: Sulekha intended to become a teacher.

5. Name the place where Sulekha planned to teach.

Answer: Sulekha planned to teach in the same school where she learned so much.

SHORT ANSWER TYPE QUESTIONS

1. **Question:** Describe Bholi's initial personality and how it was shaped by her circumstances.

Answer: Bholi, originally named Sulekha, was a simple and quiet girl. An accidental fall in childhood caused her to be slow at learning things and she stammered when she spoke. She was also disfigured by smallpox, leading to ridicule and neglect, which made her grow up shy and reserved.

2. **Question:** Why did Bholi's father decide to send her to school?

Answer: Bholi's father decided to send her to school because he felt there was very little chance of her getting married due to her disfigurement and slow learning. He thought that schooling wouldn't harm her prospects further and might even help her in some way.

3. **Question:** How did Bholi's teacher influence her life?

Answer: Bholi's teacher played a significant role in her transformation. Despite her initial nervousness, Bholi was motivated and encouraged by her teacher, who instilled confidence and belief in her abilities. This guidance helped Bholi to evolve into a strong and courageous woman.

4. **Question:** Why did Bholi refuse to marry Bishamber?

Answer: Bishamber, Bholi's prospective groom, demanded a dowry at the last moment after seeing her disfigurement. This unjust demand and his greedy nature made Bholi refuse to marry him, showcasing her newfound confidence and boldness to stand up against injustice.

5. **Question:** What aspirations does Bholi have for her future at the end of the story?

Answer: At the end of the story, Bholi aspires to become a teacher in the same school where she studied. This ambition reflects her desire to continue her journey of personal growth and potentially guide others, just as her own teacher guided her.

LONG ANSWER TYPE QUESTIONS

1. **Question:** Discuss the transformation of Bholi from a timid girl to a confident woman. What factors contributed to this transformation?

Answer: Initially, Bholi was a timid and shy girl, often ridiculed and neglected due to her disfigurement and slow learning. However, her transformation began when she started attending school. Her teacher played a significant role in this transformation by instilling in her a sense of confidence and belief in her abilities. The turning point comes at her wedding, when she refuses to marry Bishamber because of his unjust dowry demand. This incident marked her complete transformation into a confident woman who was unafraid to stand up against injustice.

2. **Question:** Explain the role of Bholi's teacher in shaping her personality and her life. How does this reflect on the importance of a good teacher in a student's life?

Answer: Bholi's teacher played a pivotal role in her life. Despite her initial nervousness, the teacher motivated her and helped her overcome her fear and stammering. Her teacher's confidence in her abilities inspired Bholi to work hard, instilling in her a sense of self-worth and confidence. This story underlines the significant role a good teacher can play in shaping a student's life. They can guide students towards the path of righteousness, instill confidence, and unlock their inherent qualities, enabling them to tackle life's challenges.

3. **Question:** How does the story of Bholi highlight the social issues prevalent in society, especially regarding the treatment of women?

Answer: The story of Bholi raises serious concerns about the prevailing social issues, especially those related to women. Bholi's initial life was marred by neglect and ridicule due to her appearance and learning difficulties. This reflects society's tendency to judge women based on their external beauty and intelligence. The pressure for dowry at the time of her marriage represents the deeply ingrained practice of dowry in society. Bholi's story serves as a commentary on these societal issues, urging the need for change.

4. **Question:** Why did Bholi agree to marry Bishamber initially, despite his obvious shortcomings? What does this decision, and her later refusal, reveal about her character?

Answer: Bholi initially agreed to marry Bishamber out of obedience and because of her low self-esteem. She believed it was the best she could hope for due to her appearance and learning difficulties. However, when Bishamber demanded dowry, Bholi refused to marry him. This incident revealed her newfound strength and courage. She decided not to tolerate injustice and stood up against the dowry system. It shows her transformation into a strong and self-respecting woman who would not compromise on her dignity.

5. **Question:** What is the significance of the title "Bholi" in the context of the story? How does it relate to the protagonist's journey?

Answer: The title "Bholi" is significant as it represents the protagonist's perceived simplicity and naivety. Initially, Bholi was seen as a simple-minded girl due to her disfigurement and slow learning, which led to her being nicknamed "Bholi". However, as the story progresses, Bholi undergoes a transformation. The once naive and timid girl evolves into a strong and confident woman who stands up against injustice. Thus, the title "Bholi" becomes a symbol of her transformation, representing the contrast between how society perceives her and her actual potential.

SUGGESTED EXERCISES

1. Write a short essay on the theme of transformation in the story "Bholi."
2. Discuss the role of Bholi's teacher in shaping her personality.
3. Debate on the impact of societal prejudice and dowry system as depicted in the story.
4. Create a character sketch of Bishamber and discuss his role in the story.
5. Analyze how education acts as a catalyst in Bholi's life.

THE BOOK THAT SAVED THE EARTH

- *Claire Bioko*

SUMMARY:

'The Book That Saved the Earth' by Claire Bioko is a hypothetical play set in the 25th century where historians recount a tale of a Martian invasion from the 20th century. Martian characters, including Chief Think-Tank, Apprentice Noodle, Captain Omega, Lieutenant Iota, and Sergeant Oop, arrive at Earth with the intention of invading it. In a library, they encounter books and initially misinterpret them as food. Noodle, the most intelligent among them, suggests that books might be a communication device. They attempt to understand a children's rhyme book, "Mother Goose," and take the rhymes literally. This leads to Think-Tank, the self-proclaimed leader, believing that Earthlings want to kill him, resulting in a called-off invasion and an immediate evacuation of Mars.

CHARACTER ANALYSIS:

1. **Think-Tank:** The self-proclaimed leader of the Martian group. He has a large balloon head and considers himself highly intelligent. Despite his boasting, he often misconstrues situations, leading to comical misunderstandings.
2. **Noodle:** The true brains of the group, Noodle is modest and intelligent. He makes key decisions but lets Think-Tank take the credit. Noodle is the one who correctly identifies that books are a form of communication.

KEY POINTS:

1. The Martians' misunderstanding of Earthly objects like books.
2. The literal interpretation of the children's rhyme "Humpty Dumpty" that leads to Think-Tank's fear and the call-off of the invasion.
3. The story is recounted by 25th-century historians, adding a layer of historical commentary to the narrative.

VALUES/QUOTES:

1. "Half-fed knowledge is dangerous" - This is a key theme of the play.
2. "Just a children's rhyme book saved the Earth from an invasion." - This highlights the power of simple things and the importance of understanding and communication.

KEY WORDS:

1. **Martians:** In the play, the Martians are characters from Mars who plan to invade Earth. They include characters such as Think-Tank, Noodle, Omega, and Oop. They come to Earth with the intent of taking over, but misunderstand the purpose of books and ultimately decide to call off their invasion.
2. **Invasion:** This term refers to the Martians' initial plan to take over Earth. However, after their experience in the library and their misinterpretation of a children's rhyme book, they decide to abandon their invasion plans out of fear and misunderstanding.

3. **Misunderstanding:** A key theme in the play, the Martians' misunderstanding of books and Earthly culture leads to comic situations and ultimately saves Earth from invasion. They mistake books for sandwiches and misinterpret the nursery rhymes in 'Mother Goose' as a threat against them.

4. **Humpty Dumpty:** This is a character from a nursery rhyme in the book 'Mother Goose', which the Martians try to read. They misinterpret the rhyme and believe it to be a threat against Think-Tank, who resembles the character of Humpty Dumpty in the illustrations.

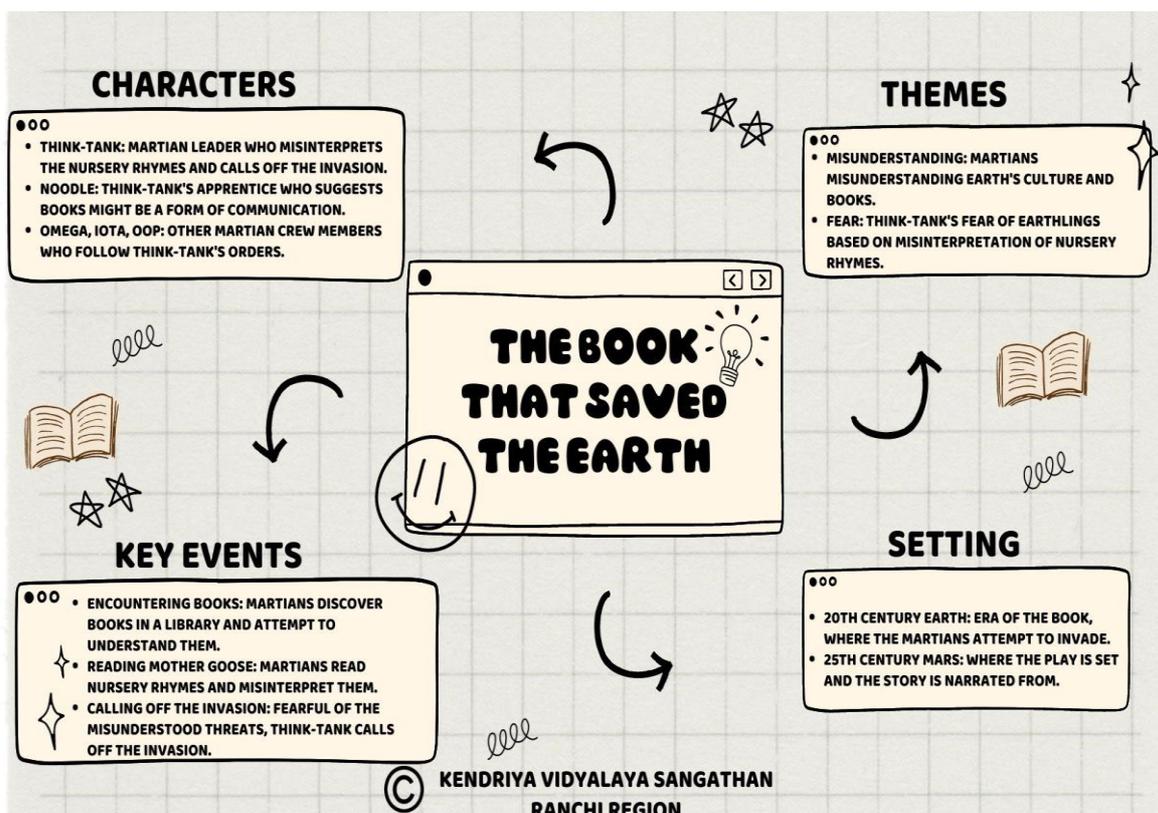
5. **Mother Goose:** This is the book that the Martians encounter in the library. It is a book of children's rhymes that they misunderstand, leading them to believe that the Earthlings pose a threat to them and causing them to abandon their invasion plans.

6. **Rhymes:** Refers to the nursery rhymes in the 'Mother Goose' book. The Martians misinterpret these rhymes, leading to fear and the abandonment of their invasion plan.

7. **Library:** This is where the Martians land when they arrive on Earth. They encounter books here for the first time and, not knowing what they are, make a series of incorrect assumptions about their purpose.

8. **Communication:** Noodle, one of the Martians, eventually suggests that the books are not for eating but for communication. This is a key realization in the play, leading the Martians to attempt to read 'Mother Goose' and ultimately misinterpret its contents, triggering their decision to abort the invasion.

MIND MAP



THE BOOK THAT SAVED THE EARTH

CLAIRE BIKO

1.

Martians Plan Invasion

The Martian team, led by Think-Tank, plans an invasion of Earth.

2.

Arrival on Earth

The Martian team arrives on Earth and lands in the Centerville Public Library.

3.

Encounter with Books

- The Martians find a book ("Mother Goose") and try to understand its purpose.
- Initial misconceptions include believing books are sandwiches or sound-emitting communication devices.

4.

Noodle's Theory

Noodle, Think-Tank's apprentice, suggests that books might be a form of visual communication.

5.

Misinterpretation of Rhymes

- The Martians read the nursery rhymes and take the literal meanings, leading to misinterpretation.
- Think-Tank identifies with Humpty Dumpty and believes Earthlings want to kill him.

6.

Fear and Call-off of Invasion

Alarmed by their own misunderstandings, Think-Tank calls off the planned invasion.

7.

Evacuation of Mars

In fear, Think-Tank orders an evacuation of Mars and they head to Alpha Centauri.



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RANCHI REGION

FLOWCHART

MINIMUM LEVEL LEARNING TYPE MCQs:

1. Who is the author of 'The Book That Saved the Earth'?

- a) Claire Bioko
- b) Mark Twain
- c) J.K. Rowling
- d) George Orwell

Answer: a) Claire Bioko

2. Where do the Martian characters land when they come to Earth?

- a) In a school
- b) In a library
- c) In a supermarket
- d) In a museum

Answer: b) In a library

3. Which book do the Martians try to read in the play?

- a) Harry Potter
- b) War and Peace
- c) Mother Goose
- d) The Great Gatsby

Answer: c) Mother Goose

4. What does Think-Tank initially believe the books to be?

- a) Sandwiches
- b) Clothing items
- c) Communication devices
- d) Weapons

Answer: a) Sandwiches

5. Why do the Martians decide to call off their invasion of Earth?

- a) They are afraid of the Earthlings
- b) They think Earthlings are planning to attack them
- c) They can't understand the language of Earthlings
- d) Both a and b

Answer: d) Both a and b.

HIGHER-ORDER THINKING SKILLS TYPE MCQs:

1. What does the Martian's misunderstanding of the books symbolize in the play?

- a) The superiority of Earthlings
- b) The ignorance of the Martians
- c) The importance of knowledge and understanding
- d) The power of literature

Answer: c) The importance of knowledge and understanding

2. How does the character of Think-Tank explore the theme of pride and its consequences?

- a) His pride prevents him from understanding the Earthlings
- b) His pride makes him overestimate his own intelligence
- c) His pride leads him to make wrong decisions about the invasion
- d) All of the above

Answer: d) All of the above

3. What role does the character of Noodle play in the storyline?

- a) He is the main antagonist who plans the invasion
- b) He serves as a voice of reason and understanding among the Martians
- c) He represents the idea of fear and escape
- d) He is a symbol of the power of Earthlings

Answer: b) He serves as a voice of reason and understanding among the Martians

4. What does the 'Mother Goose' book symbolize in the play?

- a) The simplicity and innocence of Earthlings
- b) The lack of knowledge of the Martians
- c) The power of simple things to avert major disasters
- d) The cultural gap between Earthlings and Martians

Answer: c) The power of simple things to avert major disasters

5. What does the decision of the Martians to evacuate Mars and head to Alpha Centauri indicate about their character?

- a) Their adaptability to new circumstances
- b) Their fear and misunderstanding of the unknown
- c) Their ability to make quick decisions
- d) Their respect for the Earthlings

Answer: b) Their fear and misunderstanding of the unknown.

REASONING AND ASSERTION TYPE MCQs

1. Assertion (A): Think-Tank initially assumes that books are sandwiches.

Reasoning (R): Think-Tank struggles to understand the purpose of books and makes an incorrect assumption based on their physical appearance.

Choose the correct answer from the following options:

- a) Both A and R are true and R is the correct explanation of A
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: Think-Tank, not understanding what books are, makes a guess based on their physical form and believes they are sandwiches; hence both the assertion and reasoning are correct and related.

2. Assertion (A): Think-Tank abandons the plan of invasion after reading the nursery rhymes.

Reasoning (R): Think-Tank interprets the rhymes as a threat and fears an attack by the Earthlings.

Choose the correct answer from the following options:

- a) Both A and R are true and R is the correct explanation of A
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: After reading the nursery rhymes, Think-Tank becomes fearful and cancels the invasion, making both the assertion and reasoning correct and related.

3. Assertion (A): Think-Tank believes that Earthlings want to kill him.

Reasoning (R): Think-Tank identifies himself with Humpty Dumpty from the nursery rhyme.

Choose the correct answer from the following options:

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: Think-Tank thinks he is Humpty Dumpty from the rhyme. So, when Humpty falls and breaks, he believes Earthlings want to harm him.

4. Assertion (A): The Martians retreat from their invasion plan.

Reasoning (R): They misinterpret the Mother Goose rhymes, leading to fear and confusion.

Choose the correct answer from the following options:

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: The Martians retreat because they misunderstand the nursery rhymes, which scares them.

5. Assertion (A): Noodle is the most intelligent Martian in the group.

Reasoning (R): Noodle correctly identifies that books are a form of communication.

Choose the correct answer from the following options:

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answer: a) Both A and R are true and R is the correct explanation of A.

Explanation: Noodle is the smartest because he figures out that books are for communication, not eating or hearing.

REFERENCE TO CONTEXT / EXTRACT BASED QUESTIONS

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

THINK-TANK: (smacking mirror) Quicker. Answer quicker next time. I hate a slow mirror. (He admires himself in the mirror.) Ah, there I am. Are we Martians not a handsome race? So much more attractive than those ugly Earthlings with their tiny heads. Noodle, you keep on exercising your mind, and someday you'll have a balloon brain just like mine.

Questions:

1. Describe the characteristic that Think-Tank admires in the Martian race.
2. Compare the appearance of Martians and Earthlings according to Think-Tank.
3. Explain the advice Think-Tank gives to Noodle regarding achieving a brain like his.
4. Define how Think-Tank describes his own brain.
5. Identify a synonym for 'attractive' that has been used in the passage.

Answers:

1. The characteristic that Think-Tank admires in the Martian race is their attractiveness.
2. According to Think-Tank, Martians are more attractive than Earthlings, who he describes as having tiny heads.

3. Think-Tank advises Noodle to exercise his mind to achieve a brain like his, which he describes as a "balloon brain."
4. Think-Tank describes his own brain as being like a balloon.
5. A synonym for 'attractive' that has been used in the passage is 'handsome'.

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

IOTA: I can't figure it out, Captain. (holding up a book) I've counted two thousand of these peculiar items. This place must be some sort of storage barn. What do you think, Sergeant Oop?

OOP: I haven't a clue. I've been to seven galaxies, but I've never seen anything like this. Maybe they're hats. (He opens a book and puts it on his head.) Say, maybe this is a haberdashery!

OMEGA: (bowing low) Perhaps the Great and Mighty Think-Tank will give us the benefit of his thought on the matter.

Questions:

1. Iota refers to which items as peculiar in the passage?
2. Oop suggests that the items could be what?
3. Oop claims to have visited how many galaxies?
4. Oop tries using the peculiar item as what?
5. Find an antonym for the word 'high' that has been used in the passage.

Answers:

1. Iota refers to books as peculiar in the passage.
2. Oop suggests that the items could be hats.
3. Oop claims to have visited seven galaxies.
4. Oop tries using the peculiar item as a hat.
5. An antonym for the word 'high' that has been used in the passage is 'low'.

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

THINK-TANK: Elementary, my dear Omega. Hold one of the items up so that I may view it closely. (Omega holds a book on the palm of her hand.) Yes, yes, I understand now. Since Earth creatures are always eating, the place in which you find yourselves is undoubtedly a crude refreshment stand.

OMEGA: (to Iota and Oop) He says we're in a refreshment stand.

OOP: Well, the Earthlings certainly have a strange diet.

THINK-TANK: That item in your hand is called a sandwich.

Questions:

1. State the assumptions made by Think-Tank about the books.
2. Identify the term used by Think-Tank to describe the library.
3. Highlight the misunderstanding about Earthlings' diet according to Think-Tank.
4. Name the object that Think-Tank identifies as a 'sandwich'.

5. Specify who relayed Think-Tank's assumption to Iota and Oop.

Answers:

1. Think-Tank assumes that the books are a type of food, specifically sandwiches.
2. Think-Tank describes the library as a 'crude refreshment stand'.
3. According to Think-Tank, Earthlings have a strange diet that includes eating books, which he mistakenly identifies as sandwiches.
4. Think-Tank identifies a book as a 'sandwich'.
5. Omega relayed Think-Tank's assumption to Iota and Oop.

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

OMEGA: Yes, sir. (She reads with great seriousness.)

*Mistress Mary, quite contrary,
How does your garden grow?
With cockle shells and silver bells
And pretty maids all in a row.*

OOP: Ha, ha, ha. Imagine that. Pretty maids growing in a garden.

THINK-TANK: (alarmed) Stop! This is no time for levity. Don't you realise the seriousness of this discovery? The Earthlings have discovered how to combine agriculture and mining. They can actually grow crops of rare metals such as silver. And cockle shells. They can grow high explosives, too. Noodle, contact our invasion fleet.

Questions:

1. Identify the nursery rhyme that Omega reads.
2. State the misinterpretation made by Oop about the nursery rhyme.
3. Specify the incorrect conclusion Think-Tank draws from the rhyme.
4. Highlight Think-Tank's reaction to Oop's laughter.
5. Point out the action Think-Tank orders Noodle to take following his misinterpretation.

Answers:

1. Omega reads the nursery rhyme "Mistress Mary, Quite Contrary".
2. Oop misinterprets the rhyme, imagining that pretty maids are growing in a garden.
3. Think-Tank incorrectly concludes that Earthlings have discovered how to combine agriculture and mining and can grow crops of rare metals and high explosives.
4. Think-Tank reacts to Oop's laughter with alarm, insisting that this is a serious discovery.
5. Following his misinterpretation, Think-Tank orders Noodle to contact their invasion fleet.

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

*OOP: Yes, sir. (reading)
Humpty Dumpty sat on the wall,
Humpty Dumpty had a great fall;
All the King's horses and all the King's men,*

Cannot put Humpty Dumpty together again.

Oh, look, sir. Here's a picture of Humpty Dumpty. Why, sir, he looks like — he looks like — (turns large picture of Humpty Dumpty towards Think-Tank and the audience)

THINK-TANK: (screaming and holding his head) It's me! It's my Great and Mighty Balloon Brain. The Earthlings have seen me, and they're after me. "Had a great fall!" — That means they plan to capture Mars Central Control and me! It's an invasion of Mars! Noodle, prepare a space capsule for me. I must escape without delay. Space people, you must leave Earth at once, but be sure to remove all traces of your visit. The Earthlings must not know that I know. (Omega, Iota, and Oop rush about, putting books back on shelves.)

Questions:

1. Identify the nursery rhyme that Oop reads.
2. Point out who Oop compares to the character in the rhyme.
3. State Think-Tank's reaction to the comparison made by Oop.
4. Specify Think-Tank's interpretation of the line "Had a great fall".
5. Highlight the orders given by Think-Tank to his crew after his misinterpretation.

Answers:

1. Oop reads the nursery rhyme "Humpty Dumpty".
2. Oop compares Humpty Dumpty to Think-Tank.
3. Think-Tank reacts with shock and fear, believing that the Earthlings have seen him and are after him.
4. Think-Tank interprets "Had a great fall" as a plan by the Earthlings to capture Mars Central Control and him.
5. Think-Tank orders his crew to prepare a space capsule for him to escape, to leave Earth at once, and to remove all traces of their visit.

SHORT ANSWER TYPE QUESTIONS

1. Who are the main characters in the play "The Book That Saved the Earth" and what are their roles?

Answer: The main characters are Think-Tank, Noodle, Omega, Iota, and Oop. Think-Tank is the self-proclaimed intelligent leader of the Martians who misinterprets Earth's culture and calls off the invasion. Noodle, his apprentice, is the one who suggests that books might be a form of communication. Omega, Iota, and Oop are other Martian crew members who follow Think-Tank's orders.

2. What was the Martians' initial understanding of books when they first encountered them?

Answer: When the Martians first encountered books in a library on Earth, they didn't understand their purpose. They initially thought that books were sandwiches or some form of food, as suggested by Think-Tank.

3. How did the Martians misinterpret the nursery rhymes in the "Mother Goose" book?

Answer: The Martians, led by Think-Tank, took the literal meanings of the nursery rhymes. For instance, when they read "Humpty Dumpty," Think-Tank identified with Humpty and assumed that the Earthlings wanted to kill him, which led to the cancellation of their invasion plan.

4. What action does Think-Tank take after misinterpreting the nursery rhymes, and why?

Answer: Think-Tank, terrified by his own misinterpretations of the nursery rhymes, calls off the invasion of Earth. He believes that the Earthlings have identified him as a threat and want to kill him, based on his identification with the Humpty Dumpty character.

5. What role does the "Mother Goose" book play in the story?

Answer: The "Mother Goose" book plays a crucial role in the story. The Martians' misunderstanding of the nursery rhymes in the book leads to humorous situations and eventually scares them off from their invasion plan. Therefore, the book indirectly "saves" the Earth from a Martian invasion.

LONG ANSWER TYPE QUESTIONS

1. Discuss the theme of misunderstanding in "The Book That Saved the Earth" and how it impacts the plot.

Answer: Misunderstanding is a central theme in "The Book That Saved the Earth". The Martians, despite considering themselves superior and intelligent, completely misinterpret the concept and purpose of books. This misunderstanding leads to humorous scenarios, such as them believing books are sandwiches or sound-emitting devices. However, it's their misinterpretation of the nursery rhymes - specifically, their literal understanding of "Humpty Dumpty" - that drives the plot, leading Think-Tank to call off the invasion out of fear. The theme of misunderstanding underscores the importance of context and cultural understanding, and how lack thereof can lead to significant consequences.

2. Analyse the character of Think-Tank and his role in the play.

Answer: Think-Tank, the leader of the Martian team, is depicted as self-important and pompous, yet not as intelligent as he believes himself to be. His misunderstanding of Earth's culture and books, despite his claim of superior intellect, provides much of the play's humour. It's his misinterpretation of the nursery rhymes, particularly identifying himself with Humpty Dumpty, that leads to his fear of Earthlings and the cancellation of the invasion. Thus, Think-Tank's character serves as a critique of arrogance and self-importance, while highlighting the importance of humility and true understanding.

3. How does the play "The Book That Saved the Earth" use humour to convey its messages?

Answer: The play uses humour primarily through the Martians' misunderstanding of Earth culture and literature. Think-Tank's self-important demeanour, coupled with his erroneous

interpretations of simple things like books, generates humour. The situation where they believe books are sandwiches, or when they take nursery rhymes literally, are comedic, yet underline the play's themes of misunderstanding and fear. This humorous approach allows the play to convey its messages in an entertaining manner, making the critique of arrogance and ignorance more engaging and memorable.

4. Discuss the importance of the setting in "The Book That Saved the Earth".

Answer: The play is set in two distinct periods: the 20th Century Earth, referred to as the "Era of the Book", and the 25th Century Mars, from where the story is narrated. The 20th Century Earth setting provides a familiar backdrop for the Martian characters to interact with and misunderstand, while the 25th Century Mars setting underscores the futuristic, extra-terrestrial aspect of the characters and their plans. This contrast between the two settings amplifies the Martians' alien and their inability to understand human culture, serving to enhance the play's themes and narrative.

5. How does the "Mother Goose" book play a symbolic role in "The Book That Saved the Earth"?

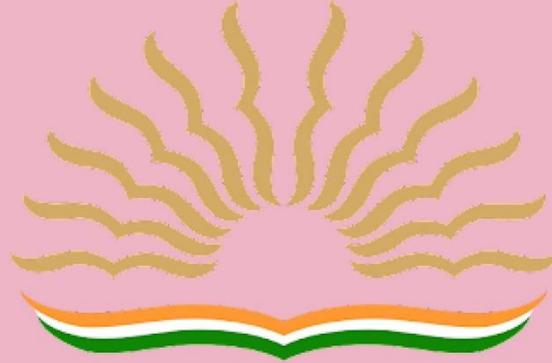
Answer: The "Mother Goose" book symbolizes the gap in understanding and communication between different cultures or species, in this case, humans and Martians. The Martians' misinterpretation of the nursery rhymes showcases their lack of understanding of Earth's culture and literature. Despite their perceived superiority and intelligence, they fail to comprehend a simple children's book, leading to fear and the cancellation of their invasion. Thus, the "Mother Goose" book symbolizes not just the saviour of Earth in the plot, but also the importance of true understanding and the potential consequences of misunderstanding.

SUGGESTED EXERCISES

1. **Character Profile:** Write a detailed character profile of Think-Tank and Noodle, highlighting their personalities, actions, and the irony in their roles.
2. **Plot Diagram:** Create a plot diagram of the play, identifying the introduction, rising action, climax, falling action, and resolution.
3. **Artistic Interpretation:** Draw or design a poster for the play, emphasizing the comedic elements and key themes.
4. **Critical Thinking:** Discuss the play's central theme that "Half-fed knowledge is dangerous". Give examples from the play and relate it to real-life scenarios.
5. **Creative Writing:** Write a short sequel or prequel to the play. What happens after the Martians retreat? Or what led to their decision to invade Earth in the first place?
6. **Comedy Analysis:** Identify the elements of comedy in the play. How do these elements contribute to the overall message of the story?

केंद्रीय विद्यालय संगठन, रांची संभाग

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केन्द्रीय विद्यालय संगठन

STUDENT SUPPORT MATERIAL

ENGLISH LANGUAGE AND LITERATURE

(184)

CLASS

10

SESSION: 2023 - 24