

## **Chapter 1 - A Letter to God**

### **Oral Comprehension Check Pg-5**

Q.1 What did Lencho hope for?

Ans.: Lencho hoped for rain because his crop of corn has ripened and needed rain.

Q.2 Why did Lencho say the raindrops were like ‘new coins’?

Ans.: Lencho addressed the raindrops as coins because of the following two reasons:

1. The brightness of the raindrops resembled that of new coins.
2. Being a farmer, his livelihood dependent on the rain.

Q.3 How did the rain change? What happened to Lencho’s field?

Ans.: The pleasant rain eventually changed to hailstorm. Lencho’s whole crop was destroyed because of the hailstones.

Q.4 What were Lencho’s feelings when the hail stopped?

Ans.: Lencho became very sad because all his crops were destroyed. He was very upset and worried thinking about what will he eat now. He could sense his dark future where he won’t be able to feed his family in the year ahead.

## **Oral Comprehension Check Pg-6**

Q.1 Who or what did Lencho have faith in? What did he do?

Ans.: Lencho had a deep faith in God. So, he wrote a letter to God asking for 100 pesos so that he can sustain his family till the next harvest.

Q.2 Who reads the letter?

Ans.: The postman saw the letter and could not understand where to deliver the letter. So, he took it to the postmaster. The postmaster read the letter and started laughing at once but was impressed to see Lencho's faith in God.

Q.3 What did the postmaster do then?

Ans.: The postmaster collected money from his employees, gave a part of his salary and sent the money to Lencho. He also asked for help from his friends who contributed as a gesture of charity.

## **Oral Comprehension Check Pg-7**

Q.1 Was Lencho surprised to find a letter for him with money in it?

Ans.: No, Lencho was not surprised to get a letter from God as he had great faith in God.

Q.2 What made him angry?

Ans.: The less number of pesos than what he had requested made him angry. He thought that the post office employees have cheated him and took out some of his money.

### **Thinking about the Text**

Q.1 Who does Lencho have complete faith in? Which sentence in the story tells you this?

Ans.: Lencho has complete faith in God. The following sentences in the story tell us about this:

1. Lencho thought only one hope-the help of God.
2. He wrote, “God”, if you don’t help, my family and I will go hungry this year.”
3. Lencho showed not the slightest surprise on seeing the money.

Q.2 Why does the postmaster send money to Lencho? Why does he sign the letter ‘God’?

Ans.: The postmaster in the story is a kind man. He is very impressed by Lencho’s faith in God. He doesn’t want to shake his faith. So, he collects money from various sources and sends it to Lencho. He signs the letter “God” because he wants to keep Lencho's faith in God intact.

Q.3 Did Lencho try to find out who had sent the money to him?

Why/why not?

Ans.: Lencho did not try to find out who had sent him money. The reason for this was his firm faith in God. He had no doubt about God granting his request and sending the money he requested.

**Q.4** Who does Lencho think has taken the rest of the money? What is the irony in the situation? (Remember that the irony of a situation is an unexpected aspect of it. An irony situation is strange or amusing because it is the opposite of what is expected)

**Ans.:** Lencho thinks that the post office employees have taken the rest of the money. According to him, God cannot send him less money than he had requested. The irony in this situation is that the post office employees collected the money and sent it to him and even then, were called “bunch of crooks” by Lencho.

**Q.5** Are there people like Lencho in the real world? What kind of a person would you say he is? You may select appropriate words from the box to answer the question.

greedy, naive, stupid, ungrateful, selfish, comical, unquestioning

**Ans.:** Yes, we may find persons like Lencho in the real world.

He had an deep and unquestioning faith in God. He was not greedy or selfish but very naïve.

**Q.6** There are two kinds of conflicts in the story: between humans and nature, and between humans themselves. How are these conflicts illustrated?

**Ans.:** After reading the story, we can easily say that there are two kinds of conflict in the story.

1. Between humans and nature-When Hailstorm destroyed Lencho’s crops completely.

2. Between humans themselves-When post office employees send money to Lencho and he called them “bunch of crooks” as he felt deceived for receiving less money than requested.

### **Thinking about language**

Q.1 Look at the following sentence from the story:

Suddenly a strong wind began to blow and along with the rain very large hailstones began to fall.

‘Hailstones’ are small balls of ice that fall like rain. A storm in which hailstones fall is a ‘hailstorm’. You know that a storm is bad weather with strong winds, rains, thunder and lightning.

There are different names in different parts of the world for storms, depending on their nature. Can you match the names in the box with their description below, and fill in the blanks? You may use a dictionary for help.

gale, whirlwind, cyclone, hurricane, tornado, typhoon

1. A violent tropical storm in which strong winds move in a circle: \_\_c\_\_

\_\_\_.  
2. An extremely strong wind: \_\_a\_\_.

3. A violent tropical storm with very strong winds: \_\_p\_\_\_\_\_.

4. A violent storm whose center is a cloud in the shape of a funnel: \_\_n\_\_\_.  
5. A violent storm with very strong winds, especially in the western

Atlantic Ocean: \_\_r\_\_\_\_\_.

6. A very strong wind that moves very fast in a spinning movement and causes a lot of damage: \_\_l\_\_\_\_\_

Ans.:

1. Cyclone
2. Gale

3. Typhoon
4. Tornado
5. Hurricane
6. Whirlwind

## **Speaking**

Q.1 Have you ever been in great difficulty, and felt that only a miracle could help you? How was your problem solved? Speak about this in class with your teacher.

Ans.: Earlier this year, I was travelling from my aunt's place to my city by train. As I did not know the roads and the traffic schemes of the new city, I got stuck in the jams and could not reach the station before five minutes have passed from the train's scheduled time of departure. The station was a lot weird as well, with platforms arranged in a non conventional manner. Knowing that the train must have left, I cursed my luck and subconsciously reached the designation platform. I was surprised to see that the train was still there, it left as soon as I got in my compartment. The miracle here is that the train was originating from that station and had a reputation of never starting late.

## **Listening**

Listen to the letter (given under in this lesson) read out by your teacher/on the audio tape. As you listen fill in the table given below:

The writer apologizes (says sorry) because	
The writer has sent this to the reader	
The writer sent it in the month of	
The reason for not writing earlier	

Sarah goes to	
who is writing to whom	
Where and when were they last together?	

**Ans.:**

The writer apologizes (says sorry) because	She has not been writing to her for a long time
The writer has sent this to the reader	As a birthday card
The writer sent it in the month of	January 2006
The reason for not writing earlier	Because she was busy shifting her house
Sarah goes to	'Little Feet' school
who is writing to whom	Jaya to Arti
Where and when were they last together?	They went together to Bangalore in 2005

### **Dust of Snow - Thinking about the Poem**

**Q.1** What is a 'dust of snow'? What does the poet say has changed his mood? How has the poet's mood changed?

**Ans.:** 'Dust of Snow' means the small particles of snow that can be felt in the air after or during snowfall. The poet is very sad and is sitting under the hemlock tree. Suddenly a crow shakes the tree and the dust of snow falls on the poet. This incident changes the poet's mood as he starts to think about nature and beauty.

**Q.2** How does Frost present nature in this poem? The following questions may help you to think of an answer.

(i) What are the birds that are usually named in poems? Do you think a crow is often mentioned in poems? What images come to your mind when you think of a crow?

(ii) Again, what is ‘a hemlock tree? Why doesn’t the poet write about a more ‘beautiful’ tree such as a maple or an oak, or a pine?

(iii) What do the ‘crow’ and ‘hemlock’ represent-joy or sorrow? What does the dust of snow that the crew shakes off a hemlock tree stands for?

Ans.: In this poem, Robert Frost praises and describes different sights of nature. Here he touches different aspects of natural sights. There are many things in nature that are not considered auspicious like-crow and hemlock. Generally, birds like cuckoo, sparrow and peacock which have some pleasing qualities about them are mentioned in the poems. The images of loud and unpleasant cawing come when one thinks about crows.

Crow is not considered a good bird. Similarly, hemlock tree is a poisonous tree and that is why it is the symbol of sadness. When the crow shakes off the dust of snow from the hemlock tree, it falls on the poet. Thus, the poet’s mood changes due to this incident.

The poet uses these symbols to express that natural beauty can improve the human mood. Also, by using these symbols the poet hopes to steer clear of the stereotypes.

Q.3 Have there been times when you felt depressed or hopeless? Have you experienced a similar moment that changed your mood that day?

Ans.: Yes, there had been times when I felt depressed and hopeless and eventually felt relieved when the situation got sorted.

My results for twelfth standard boards were really unexpected. I had prepared well but could not perform commensurately in the examinations. I felt very depressed and did not know what to do further. A few weeks later, the results of my college entrance tests arrived and I got picked for a good college. This lifted up my mood and made me believe that no trouble is permanent.

### **Fire and Ice - Thinking about the Poem**

**Q.1** There are many ideas about how the world will ‘end’. Do you think the world will end some day? Have you ever thought what would happen if the sun got so hot that it ‘burst’, or grew colder and colder?

**Ans.:** According to some people, this world will end in fire, and some opine that it will end in ice. Both are destructive powers. According to me, nothing is permanent in this universe. So, someday this world will also perish. But no one can tell the exact time and the way it is going to happen.

If the sun gets too hot then it will burst. Everything will either burn or grow colder. The change in the state of sun will lead to great disasters as life is directly dependent on sun.

**Q.2** For Frost, what do ‘Fire’ and ‘ice’ stand for? Here are some ideas:

**Ans.:** For Frost, ‘fire’ and ‘ice’ stands for- destructive powers.

The other words – that stand for these are as follows-

Fire: greed, conflict, avarice, fury, lust, intolerance, rigidity.

Ice: insensitivity, coldness, cruelty, indifference, hatred.

Q.3 What is the rhyme schemes of the poem? How does it help in bringing out the contrasting ideas in the poem?

Ans.: The rhyme scheme of the poem is – ab, aa, bc, bcb.

This rhyme scheme brings out the contrasting ideas very beautifully: as first line's word- 'fire' rhymes with third and fourth line's word-desire, fire.

Third line's word – 'ice' rhymes with fifth line's – twice.

Sixth line's word – 'hate' rhymes with eighth line's – great.

Ice- rhymes with suffice.

Both 'fire' and 'ice' are different ideas. In the poem, these words are used beautifully.

## Chapter 2

### Nelson Mandela Long Walk to Freedom

#### **Oral Comprehension Check Pg-18**

Q.1 Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?

Ans.: The ceremonies took place in the Union Buildings amphitheater in Pretoria. It was a special occasion. There are many public buildings in India that are made of sandstone such as the Red Fort, the Hawa Mahal, The Jama Masjid, etc.

Q.2 Can you say how May 10 is ‘an autumn day’ in South Africa?

Ans.: May 10 is an ‘autumn day’ in South Africa because on this day the democratic government took oath. In autumn season, old leaves fall from the trees and new leaves begin to grow, the same analogy is being indicated here.

Q.3 At the beginning of his speech, Mandela mentions “an extraordinary human disaster.” What is the “glorious.....human achievement” he speaks of at the end?

Ans.: At the beginning of his speech, Mandela mentions “an extraordinary human disaster”. It was the policy of apartheid in South Africa under which people were the victims of racial discrimination. Now they had achieved freedom. The “glorious.....human achievement”

he speaks of at the end is that they will never be oppressed on the basis of their skin color.

**Q.4** What does Mandela thank the international leaders for?

Ans.: Mandela thanks the international leaders for their support to first anti-racial democratic government in South Africa.

**Q.5** What ideals does he sent out for the future of South Africa?

Ans.: Nelson Mandela sets out many ideals for the future of South Africa. He says that all the people will be free from poverty, deprivation and discrimination. They will never experience oppression by others.

### **Oral Comprehension Check Pg-21**

**Q.1** What do the military generals do? How has their attitude changed, and why?

Ans.: The military generals do their duties. They were always loyal to the rules of the country. Previously they might have arrested Mandela under the regime of the whites, but now they have changed their attitude. They saluted Mandela as he has become the President of South Africa. So, they were loyal to their country and to the President.

**Q.2** Why were two national anthems sung?

Ans.: Two national anthems were sung because they wanted to pay honor and respects to the whites and the blacks equally. Second reason was that

it was the pattern to remove all racial differences. One anthem was related to the whites and other was related to the blacks.

**Q.3** How does Mandela describe the system of government in his country (i) in the first decade; and (ii) in the final decade, of the twentieth century?

Ans.: In the first decade of the 20<sup>th</sup> century, the whites erected a system of racial discrimination against the blacks. They set up the most inhumane system of apartheid where the blacks were denied the fundamental rights of freedom. In the last decade of 20<sup>th</sup> century, the system was overturned. The policy of apartheid was uprooted and a new non-racial democratic government was installed to set up equal rights.

**Q.4** What does courage mean to Mandela?

Ans.: To Mandela, courage means the triumph over fear. According to him, a brave man is not he who does not feel afraid, but he who conquers that fear.

**Q.5** What does he think is natural, to love or to hate?

Ans.: Mandela thinks that to love is natural because the feeling of loving comes to our heart naturally. On the other hand, we have to learn how to hate as this feeling does not develop on its own.

### **Oral Comprehension Check Pg-24**

**Q.1** What ‘twin obligations’ does Mandela mention?

Ans.: Mandela mentions that every man has ‘twin obligations’. The first obligation is towards family, parents, wife and children. The second obligation is to work for his people, community and the nation.

**Q.2** What did being free mean to Mandela as a boy, and as a student? How does he contrast these ‘transitory freedoms’ with ‘the basic and honorable freedoms’?

Ans.: For Mandela, freedom had different meanings at different stages. As a boy, freedom meant to be able to run freely in the fields and to swim in the stream according to his will. As a student, freedom meant to stay out at nights, read whatever pleased him or go wherever he wanted. But later he realized that this sort of freedom was only an illusion. For him, the basis and honorable freedoms were-achieving his potential, earning his keep, marrying and having a family. These freedoms were more important for him when we was a young man.

**Q.3** Does Mandela thinks the oppressor is free? Why/why not?

Ans.: Mandela thinks that the oppressor is not free. This is because a man who takes away other’s freedom is a prisoner of hatred. According to Mandela, neither the oppressor nor the oppressed is free. Both are equal as they are robbed of their humanity.

### **Thinking about the Text**

**Q.1** Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?

Ans.: A large number of international leaders attended the inauguration ceremony of first democratic non-racial government in South Africa because it was the end of apartheid regime; in real sense, it was the victory of humanity.

It signified the triumph of humanity against discrimination on the basis of color. It was a unique day in the history of South Africa.

**Q.2** What does Mandela mean when he says he is “simply the sum of all those African patriots” who went before him?

Ans.: Mandela wants to say that he was not all alone on the path of freedom. He was guided and inspired by all those African patriots who had contributed to the struggle against oppression. He wished to pay his respect to those who were not there to see the fruitification of their efforts and sacrifices.

**Q.3** Would you agree that the “depths of oppression” create “heights of character”? How does Mandela illustrate this? Can you add your own examples to this argument?

Ans.: Yes, it is true that the depths of oppression create heights of character. World history is full of such examples where oppression produced great leaders. In South Africa, oppression and brutality produced great leaders like-Oliver Tambo, Walter Sisulu, Bram Fisher, Chief Luthuli, Yusuf Dadoo and Mandela himself.

We can say that the history of India is also full of individuals like Subhash Chandra Bose, Chandra Shekhar Azad and Mahatma Gandhi who fought against oppression and showed great character while struggling for national independence.

**Q.4** How did Mandela’s understanding of freedom change with age and experience?

Ans.: Mandela’s understanding of freedom changed with age and experience. He was carefree and felt free during his childhood as he could do all he wanted without having to worry about the outside world. Later in his life, his definition of freedom changed as he desired other things. After gaining experience and perspective, he realized that freedom has

been taken away from all the black Africans and he needed to fight to make sure that it is restored.

### Q.5 How did Mandela's 'hunger for freedom' change his life?

Ans.: Mandela was not born with a hunger for freedom. But when he realized that his freedom had been taken away from him, he decided to get it. His decision made him hungry for freedom. Now he had changed in bold, and a man without home. He had won over the fear in his heart. He had only one dream and it was "freedom" to all.

### Thinking about Language

#### Q.1A Make a list of such pairs of nouns and verbs in the text.

Noun	Verb
Rebellion	Rebel
Constitution	Constitute

Ans.:

Noun: Noun is the name of a person, place or a thing. Examples – Rajeev, New Delhi, Book, etc.

Verb: Verb signifies action in the sentence. Examples – Rebel, install, inaugurate, etc.

Noun	Verb
Rebellion	Rebel
Constitution	Constitute
Inauguration	Inaugurate
Oppression	Oppress
Celebration	Celebrate

Imagination	Imagine
Installation	Install
Expression	Express
Separation	Separate
Obstruction	Obstruct
Demonstration	Demonstrate
Devotion	Devote
Emancipation	Emancipate
Generation	Generate
Prevention	Prevent
Possession	Possess
Contribution	Contribute

Q.1B Read the paragraph below. Fill in the blanks with the noun forms of the verbs in brackets.

Martin Luther King's.....(contribute) to our history as an outstanding leader began when he came to the .....(assist) of Rosa Parks, a seamstress who refused to give her up seat on a bus to a white passenger. In those days American Blacks were confined to positions of second-class citizenship by restrictive laws and customs. To break these laws would mean.....(subjugate) and.....(humiliate) by the police and the legal system. Beatings, .....(imprison) and sometimes death awaited those who defied the system. Martin Luther King's tactics of protest involved non-violent .....(resist) to racial injustice.

Ans.: Martin Luther King's contribution to our history as an outstanding leader began when he came to the assistance of Rosa Parks, a seamstress

who refused to give her up seat on a bus to a white passenger. In those days American Blacks were confined to positions of second-class citizenship by restrictive laws and customs. To break these laws would mean subjugation and humiliation by the police and the legal system. Beatings, imprisonment and sometimes death awaited those who defied the system. Martin Luther King's tactics of protest involved non-violent resistance to racial injustice.

## Q.2 Using the Definite Article with Names

You know that the definite article 'the' is not normally used before proper nouns. Nor do proper nouns usually occur in the plural. (We do not say: \*The Nelson Mandela, or \*Nelson Mandelas). But now look at this sentence from the text:

.....the decades of oppression and brutality..... produced the Oliver Tambos, the Walter Sisulus,.....of our our time.

Used in this way with the and/ or in the plural, a proper noun carries a special meaning. For example, what do you think the names above mean?

Choose the right answer.

- (a) for example Oliver Tambos, Walter Sisulus,.....
- (b) Many other men like Oliver Tambo, Walter Sisulu...../many men of their type or kind, whose names may not be as well known.

Did you choose option (b)? Then you have the right answer.

Here are some more examples of 'the' used with proper names. Try to say what these sentences mean. (You may consult a dictionary if you wish. Look at the entry for 'the').

1. Mr. Singh regularly invites the Amitabh Bachchans and the Shah Rukh Khans to his parties.

2. Many people think that Madhuri Dixit is the Madhubala of our times.
3. History is not only the story of the Alexanders, the Napoleans and the Hitlers, but of ordinary people as well.

Ans.:

Articles: A, an and the are Articles. They come before nouns.

There are two types of Articles.

1. Indefinite Articles (a, an)
2. Definite Article (the).

Indefinite Articles – (a, an): ‘An’ is used before a word beginning with a vowel sound and ‘a’ is used before a word beginning with a consonant sound – i.e.:

A boat, a cow, a dog, a fan, a goat, a hen, etc.

An ass, an inkpot, an elephant, an orange, an umbrella, etc.

Note: Some words begin with vowels but they sound like a consonant so ‘a’ should be used before that.

Some words begin with consonants but sound like a vowel, so ‘an’ should be used there.

For example, A one rupee-note.

An honest man.

Definite article: ‘The’ is used before some particular person or things, books, oceans, rivers, etc.

1. In the first sentence, use of ‘the’ before Amitabh Bachchans and Shah Rukh Khan means that Mr. Singh invites all the big stars of film industry to his parties.
2. In the second sentence, use of ‘the’ before Madhubala means Madhuri Dixit has been compared with Madhubala in beauty and quality.
3. In the third sentence, use of ‘the’ before Alexandors, Napoleans and Hitlers means that there are many people like Alexandor, Napolean and Hitler in history.

### Q.3 Idiomatic Expressions

Match the italicized phrases in column A with the phrase nearest in meaning in column B. (Hint: First look for the sentence in the text in which the phrases in column A occurs).

A	B
1. I was not unmindful of the fact	(i) had not forgotten; was aware of the fact (ii) was not careful about the fact. (iii) forgot or was not aware of the fact.
2. when my comrades and I were pushed to our limits	(i) pushed by the guards to the wall. (ii) took more than our share of beatings. (iii) felt that we could not endure the suffering any longer.
3. To reassure me and keep me going	(i) make me go on walking. (ii) help me continue to live in hope in this very difficult situation.

	(iii) make me remain without complaining.
4. the basic and honorable freedoms of earning my keep.	(i) earning enough money to live on. (ii) keeping what I earned. (iii) Getting a good salary.

**Ans.:**

1. not unmindful of	(i) had not forgotten; was aware of the fact.
2. were pushed to our limits	(iii) felt that we could not endure the suffering any longer.
3. keep me going	(ii) help me continue to live in hope in this very difficult situation.
4. earning my keep	(i) earning enough money to live on

Q.4 In groups, discuss the issues suggested in the box below.

Then prepare a speech of about two minutes on the following table.

(First make notes for your speech in writing).

True liberty is freedom from poverty, deprivation and all forms of discrimination.

- Causes of poverty and means of overcoming it.
- Discrimination based on gender, religion, class, etc.
- Constitutionally guaranteed human rights.

**Answer :**

## Notes

### 1. Causes of poverty and means to overcome it:

Causes	1.1 1.2 1.3 1.4	Non-technical education Rapidly increasing population Illiteracy Lack of employment
Means to overcome it	1.5  1.7 1.8 1.9	To get inclined to technical education  Check increasing population Self awareness for literacy Increasing employment opportunities

### 2. Discrimination based on Gender, Religion, Class, etc.

2.1	Male-dominance
2.2	Jealously
2.3	Differences in society
2.4	Exploitation of human rights
2.5	Government policies

### 3. Constitutionally Guaranteed Human Rights

3.1	Equal chances for everyone to develop
3.2	No difference between men and woman
3.3	Free education to all
3.4	Harmony

### Speech:

Respected Principal, teachers and my dear friends!

Today I am here, in front of you to express my views on the topic – True liberty is freedom from poverty, deprivation and all forms of discrimination.

There are many poor people in our country who cannot get food properly. They face a lot of difficulties in their lives. They can never fulfill their basic needs. It has many causes – unemployment, non-technical education; etc. They are not fully aware about their basic rights. To overcome this situation, one must work hard.

There is a lot of discrimination in our society based on gender, religion, class etc. The rich exploit the poor, and woman live at the mercy of men. Everyone should enjoy constitutionally guaranteed rights. Only then we can say that we have true liberty.

## Writing

### Q.1 Looking at contrasts

Nelson Mandela's writing is marked by balance: Many sentences have two parts in balance.

Use the following phrases to complete the sentences given below:

(i) They can be (ii) I was born free

thought to love

(iii) but the triumph (iv) but he who

Over it. Conquers that

Fear

(v) to create such  
Heights of character

1. It requires such depths of oppression  
.....
2. Courage was not the absence of fear  
.....
3. The brave man is not he who does not feel afraid .....
4. If people can learn to hate.....
5. I was not born with hunger to be free.

**Ans.:**

1. (v) to create such heights of character.
2. (iii) but the triumph over it.
3. (iv) but he who conquers that fear.
4. (i) they can be taught to love.
5. (ii) I was born free

**Q.2** This text repeatedly contrast the past with the present or the future. We can use coordinated clauses to contrast two views, for emphasis or effect.

Given below are sentences carrying one part of the contrast. Find in the text the second part of the contrast, and complete each item.

Identify the words which signal the contrast. This has been done for you in the first item.

1. For decades the Union Buildings had been the seat of white supremacy, and now.....

2. Only moments before, the higher generals of the South African defense force and police.....saluted me and pledged their loyalty....not so many years before they would not have saluted.....
3. Although that day neither group knew the lyrics of the anthem....they would soon.....
4. My country is rich in the minerals and gems that lie beneath its soil,.....
5. The Air show was not only a display of pinpoint precision and military force, but.....
6. It was this desire for the freedom of my people.....that transformed.....into a bold one, that drove.....to become a criminal, that turned.....into a man without a home.

**Ans.:** 1. It was the site of a rainbow gathering of different colors and nations for the installation of South Africa's first democratic, non-racial government.

2. Officials; but arrested me.
3. now; know the words by heart.
4. But I have always known that its greatest wealth is its people.
5. A demonstration of the military's loyalty to democracy.
6. A frightened young man; a law-abiding attorney; a family-loving husband.

### Q.3 Expressing your Opinion

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

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

**Ans.: Color prejudice in India**

There is no **lawful color prejudice in India**. Indian constitution guarantees equal rights to every citizen, irrespective of their color, religion or any other demographic distinction. Having said this, it is essential to note that the society is not free from prejudices. Preference of color and caste is still prevalent in the society. Laws have been made to protect the rights of every individual but the reluctance of the people to follow these laws instead of the pre-conceived societal notions has created an anomaly.

The law of the land doesn't permit such discriminations and it is the fault of the societal mindset that the regional and color prejudice is still present in India.

**A Tiger in the Zoo - Thinking about the Poem**

Q.1 Read the poem again, and work in pairs or groups to do the following tasks.

- (i) Find the words that describe the movements and actions of the tiger in the cage and in the wild. Arrange them in two columns.
- (ii) Find the words that describes the two places, and arrange them in two columns.

Now try to share ideas about how the poet uses words and images to contrast the two situations.

**Answer :**

(i)

Movements and actions of the tiger in the cage	Movements and actions of the tiger in the world
Stalking	Lurking
Ignoring	Sliding
Starting	Snarling
Hearing	Baring
	Terrorizing

(ii)

Places in the cage	Places in the World
Pads of velvet quite	Long grass
Concrete cell	Water hole
Behind bars	Jungle's edge

Q.2 Notice the use of the word repeated in lines such as these:

(i) On pads of velvet quite,

In his quite rage.

(ii) And stares with his brilliant eyes

At the brilliant stars.

What do you think is the effect of this repetition?

Ans.: (i) The word ‘quite’ has been repeated in these lines.

The repetition of the word expresses the intensity of the tiger’s action.

(ii) ‘Brilliant’ word has been repeated in these lines.

It expresses both the anger and brightness in the eyes of the tiger. It creates an effect of intensity of the action.

Q.3 Read the following two poems – one about a tiger and other about a panther. Then discuss:

Are zoos necessary for the protection or conservation of some species of animals? Are they useful for educating the public? Are there alternatives to zoos?

### The Tiger

The Tiger behind the bars of his cage growls,

The Tiger behind the bars of his cage snarls,

The Tiger behind the bars of his cage roars,

Then he thinks.

It would be nice not to be behind all the bars all The Time

Because they spoil my view

I wish I were wild, not on show.

But if I were wild, hunters might shoot me,

But if I were wild, food might poison me,

But if I were wild, water might drown me.

Then he stops thinking

And.....

The Tiger behind the bars of his cage growls,

The Tiger behind the bars of his cage snarls,

The Tiger behind the bars of his cage roars,

-Peter Niblett

The Panther

His vision, from the constantly passing bars, has grown so weary that it cannot hold anything else. It seems to him there are a thousand bars; and behind the bars, no world.

As he paces in cramped circles, over and over,

The movement of his powerful soft strides is like a ritual dance around a center in which a mighty will stands paralysed. Only at times, the curtain of the pupils lifts, quietly. An image enters in, rushes down through the tensed, arrested muscles, plunges into the heart and is gone.

-Rainer Maria Rilke

**Ans.:** Through these two poems, it is clear to all us that freedom is very important for everyone. Not only human beings, but also animals like it deeply. Without freedom, no one can feel happy. Animals in the cage are taken care of. They are given food several times, yet they lead a very pitiable life. They do not like to be caged. They like to move freely, to chase their hunt. They are very powerful, but in the cage, they cannot find proper atmosphere for running and hunting. So, it is very difficult to live in prison.

Although zoos are necessary for the protection or conservation of some species of animals. The dangerous dip in the number of animals in wild has increased the need for the zoos at many places.

**Q.4** Take a point of view for or against zoos, or even consider both points of view and write a couple of paragraphs or speak about the topic for a couple of minutes in a class.

Ans.: Zoos are both necessary and as unnecessary. The reasons in favor are more than its opposite idea. That's why the number of zoos are increasing throughout the world.

Day-by-day the number of many species is decreasing rapidly. So, zoos are important to protect and conserve them. Many species of wild animals have already become extinct. Animals too are very important for this earth and needed to be taken care of.

There are many reasons to say that there are no apparent alternatives of zoos in the current scenario.

Note: Students may add their own ideas to it.

The Greater Cats

The Greater cats with golden eyes Stare out between the bars.

Deserts are there, and different skies,

And night with different stars

-Victoria Sackville-West

## **Chapter 3** **Two Stories about Flying**

### **I. His First Flight - Thinking about the Text**

1. Why was the young seagull afraid to fly? Do all young birds are afraid to make their first flight or are some birds more timid than the others? Do you think a human baby also finds it a challenge to take its first step?

Ans.: The young Seagull was afraid of flying as he thought that his wings were not able to support him. Yes, it is a natural fact that all young birds are afraid to make their first flight. Yes, even a human baby is also confronted with the fear of taking its first steps.

2. “The sight of the food maddened him.” What does this suggest? What compelled the young seagull to finally fly?

Ans.: “The sight of the food maddened him,” suggests that the seagull was so hungry that when he saw the food, he excitedly wanted to have it. The young seagull had been hungry for the past 24 hours and desperately wanted to eat something but he could not get it which made him furious. The sight of a fish in his mother’s beak who flew upwards was eventually successful in making the seagull spread his wings for the first time. Thus, it was the food that forced the seagull to take the risk of his life.

3. “They were beckoning to him, calling shrilly.” Why did the seagull’s father and mother threaten him and cajole him to fly?

Ans.: The young seagull was afraid to fly as he thought that his wings would not support him. His two brothers and his sister had already flown away the day before and so, he was left alone and hungry on the ledge. His father and mother threatened to starve him on the ledge and cajoled him to fly because learning the art of flight was very necessary for a bird. But the young seagull was too timid to fly.

4. Have you ever had a similar experience, where your parents encouraged you to do something that you were too scared to try? Discuss this in pairs or groups.

Ans.: Yes, I have had a similar experience in my life. It is absolutely natural to feel scared in doing something new. It also happened to me when I was a small child. I had a great fear of cycling. I thought that I would not be able to balance it properly. This feeling had seized me altogether. However, my parents encouraged me to conquer my fears and go ahead.

One day my father took me to the ground with my bicycle. I began to ride it but failed in my initial attempts. But my father's continuous help and support eventually helped me fearlessly in completing my first round. Then I gradually gained confidence and after the second and third rounds, I was able to make a good balance. Thus I was able to overcome my fear of cycling.

Q.5 In the case of a bird flying, it seems a natural act and a foregone conclusion that it should succeed. In the examples you have given in answer to the previous question, was your success guaranteed or was it important for you to try, regardless of a possibility of failure?

Ans.: When we learn any new skill, we come across a set of difficulties. However, it is these difficulties that have to be bridged in order to be successful in learning a new skill.

In the case of the seagull, his parents cajoled him to fly.

In the same way, I was cajoled by my father to learn cycling. Although my success was not guaranteed it was very important to try as it has been very rightly said, “Try try until you succeed.”

## I. His First Flight – Speaking

Q.1 We have read about the first flight of a young seagull. Your teacher will now divide the class into groups. Each group will work on one of the following topics. Prepare a presentation with your group member's and then present it to the entire class.

- A) Progression of models of Airplane
- B) Progression of models of Motor cars
- C) Birds and their wing span
- D) Migratory birds-tracing their flights

Ans.: A) The very first model of an aircraft was found long back in Egypt in 1898. And, with the dream of flying in the sky came Wright brothers from America. They were the first in the world to successfully invent and fly the airplane. The two brothers set a milestone for the aviation industry. And today, there exist many models of airplane and aircraft.

B) The credit of inventing the first motor car goes to a French person. He invented the first internal combustion motor car in 1808. After him, another successful discovery of the first petrol car was invented by a

German engineer, Karl Benz in 1885. And, then finally a diesel motor car was invented in 1890's by Rudolf Diesel.

C) Birds are amazing animals which can fly around in the sky and are exist different types of species according to different environmental conditions. Birds have wings of different lengths, some have short wings whereas some have very large wings. The wingspan of a bird is the distance from one wingtip to another wingtip. In the living birds, the wandering albatross has the largest wingspan ranging from 8 ft to 11 ft.

D) The birds migrate due to various reasons. The two most important reasons being the food and nesting conditions. Due to the scarcity of food in one location to the regions of high resources of food. But a very common fact is known about migrating birds is that two-thirds of the birds prefer flying in the nights.

## **I. His First Flight – Writing**

Q.1 Write a short composition on your initial attempt at learning a skill. You could describe the challenges of learning to ride a bicycle or learning to swim. Make it as humorous as possible.

Ans.: I remember that I faced a lot of difficulties in learning swimming. The Yamuna River flows near to my village and I had the fear of swimming. But the children of my age often went there to enjoy and play in the water. I too wanted to enjoy but was always taken aback due to my deep seated fears. However, one day I decided to go in the river in the presence of my uncle. He held me with his hands and I gave my first attempt in shallow waters. Slowly I started to move my hands and legs and gradually began to float in water. I repeated it again and again and

within some days of rigorous practice, I gained a lot of confidence. Eventually, I overcame my fears and learned to swim confidently.

## **II. The Black Aeroplane - Thinking about the Text**

**Q.1** Study the sentences given below:

- (a) They looked like black mountains.
- (b) Inside the clouds, everything was suddenly black.
- (c) In the black clouds near me, I saw another aero plane.
- (d) The strange black aero plane was there.

The word ‘black’ in sentences (a) and (c) refer to a very dark colour i.e. the colour of the clouds mentioned in both these sentences.

Whereas

In sentences (b) and (d) it means lack of light or without light.

Thus, the word ‘Black’ has a variety of meanings in different contexts.

Now, consider the following sentences for example:

- (a) ‘I prefer black tea’ means ‘I prefer tea without milk’.
- (b) ‘With increasing pollution the future of the world is Black’ which means ‘with increasing pollution the future of the world is very depressing/without hope.’

In sentence (a) the person is conveying his preference by saying that he prefers Black Tea which is a Tea without milk.

Whereas

In sentence (b) the person is conveying the hazards of pollution which is making the future of the world Black. By using the word black here, he is referring to the bleak and depressing future of the world.

Consider the following sentences and guess the meanings.

1. Go and have a bath; your hands and face are absolutely black.....
2. The taxi-driver gave Ratan a black look as he crossed the road when the traffic light was green.....
3. The bombardment of Hiroshima is one of the blackest crimes against humanity. ....
4. Very few people enjoyed Harold Pinter's black comedy.  
.....
5. Sometimes shopkeepers store essential goods to create false scarcity and then sell these in black.....
6. Villagers had beaten the criminal black and blue.  
.....

Ans.:

1. Here the word black refers to the Dirt on his hands.
2. Here the word black refers to the Angry Look.
3. Here the word blackest refers to the most wicked crimes.
4. Here the black comedy refers to the Funny side of things that are usually taken seriously.
5. Here the word refers to selling goods at a very high rate

6. Here the words black and blue are used to show the intensity of beating the criminals

Q.2 Look at these sentences taken from the lesson you have just read:

(a) I was flying my old Dakota aeroplane.

(b) The young seagull had been afraid to fly with them.

In the first sentence (a) the author was controlling an aircraft in the air.

In the second sentence (b) the seagull was afraid to move through the air, using its wings.

Another example can be: Children are flying kites

III. Match the phrases given under column A with their meanings given under column B.

A	B
1. Fly a flag	Move quickly/suddenly
2. Fly into rage	Be successful
3. Fly along	Show support for one's country
4. Fly high	Escape from a place
5. Fly the coop	Become suddenly very angry

Ans.:

A	B
1. Fly a flag	Show support for one's country Eg. The soldiers of our country leave no stone unturned in flying the flag of our country at all times.
2. Fly into rage	Becomes suddenly very angry Eg. She suspected her mother would fly into a rage if she asked her this question.
3. Fly along	Move quickly/ suddenly

	Eg. On the sight of a lizard, she suddenly flew along.
4. Fly high	Be successful Eg. Hard work is the only key to fly high.
5. Fly the coop	Escape from a place Eg. The criminal flew the coop when he saw the cops patrolling near by.

Q.3 We know that the bird ‘fly’ (of birds/insects) means to move through the air using wings. Tick the words which have the same or nearly the same meaning.

swoop	flit	paddle	Flutter
ascend	float	Ride	skim
sink	dart	hover	Glide
descend	Soar	shoot	Spring
stay	fall	sail	Flap

Ans.:

swoopâ	flit	paddle	Flutterâ
ascendâ	floatâ	Ride	skimâ
sink	dart	hoverâ	Glideâ
descendâ	Soarâ	shoot	Spring
stay	fall	sailâ	Flapâ

## Writing

Q.1 Have you ever been alone or away from home during a thunderstorm?

Narrate your experience in a paragraph.

Ans.: Yes. During the summer vacations last year, one of my friends who lived in Nainital invited me to spend few days with him. I reached there on 5th June and we spent quality time together. Next day we planned to visit some temples and we began from the Naina Devi Temple. However, when we were going to visit another temple suddenly a strong wind started

blowing. We were surrounded by a dark dust storm. We could not see anything except the black blanket of the wind that surrounded us. We heard the sound of trees falling nearby which made us all the more anxious. Soon there was thunder and lightning and it began to rain heavily. Eventually, after some time, the dust settled down and we took a sigh of relief and returned home safely.

### **How to tell Wild Animals - Thinking about the Poem**

**Q.1** Does ‘dyin’ really rhyme with ‘lion’? Can you say it in such a way that it does?

Ans.: The word ‘dyin’ does not really rhyme with ‘lion’. However, the two words can be said to be rhyming as there are only minor differences when it is spoken that way.

**Q.2** How does the poet suggest that you identify the lion and the tiger? When can you do so, according to him?

Ans.: The poet suggests that we can identify the Asian Lion by his enormous brownish-yellow colored body and loud sounds of roaring as he comes nearer. The Bengal Tiger can be identified by the black stripes on his yellow skin background who eats in one go as he comes near.

**Q.3** Do you think the word ‘lept’ and ‘lep’ in the third stanza are spelt correctly? Why does the poet spell them like this?

Ans.: The words ‘lept’ and ‘lep’ is not spelled correctly. The correct spellings are ‘leapt’ or ‘leap’. ‘Leapt’ is used sometimes in poetry as a past participle of ‘leap’. The poet spells them creatively to show the magnitude of the attack of the leopard in the poem.

Q.4 Do you know what a ‘bearhug’ is? It’s a friendly and strong hug—such as bears thought to give, as they attack you! Again, hyenas are thought to laugh, and crocodiles to weep (‘crocodile’s tears’) as they swallow their victims. Are there similar expressions and popular ideas about wild animals in your own language(s)?

Ans.: A bearhug is the bear’s tight embrace when it kills its victim. No, the hyenas do not laugh and crocodiles do not cry which reflects their false attitude. However, in every language, we have similar expressions and popular ideas about wild animals.

Q.5 Look at the line “A novice might nonplus”. How would you write this correctly? Why is the poets ‘incorrect’ line better in the poem?

“A novice might nonplus”

Ans.: The correct form is “A novice might get nonplussed.” In the poem, the incorrect line seems to be better because it maintains the rhythm with the word caress.

Q.6 Can you find other examples of poets taking liberties with language, either in English or in your own language(s)? Can you find examples of humorous poems in your own language(s)?

Ans.: Yes, we can find many examples of the poet taking liberties with the language which is only done to create humor and interest of the reader, or else, the piece of writing would sound boring.

For example, in the following lines the word ‘prest’ is used instead of ‘pressed’ so that it may rhyme with ‘breast’:

A tree whose hungry mouth is prest Against the earth’s sweet flowing  
‘breast’

**Q.7** Much of the humor in the poem arises from the way language is used, although the ideas are funny as well. If there are particular lines in the poem that you especially like, share these with the class, speaking briefly about what it is about the ideas or the language that you like or find funny.

Ans.: Students must try to do it at their own level:

These are the lines that I like the most:

If he roars at you as you're dyin'

A noble wild beast greets you

Just notice if he eats you.

will do no good to roar with pain

Who hugs you very, very hard,

A novice might nonplus,

Hyenas come with merry smiles

The true Chameleon is small

In all these lines the ideas are treated

Humorously. They are wild beasts.

They can neither laugh, smile nor

Be gentle. They will kill the human

Beings at once as they get the chance.

### **The Ball Poem - Thinking about the Poem**

**Q.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 says, "I would not intrude on him" because he wants the little boy to experience the meaning of loss in life. He knows that his loss cannot be compensated by another ball. The poet does not offer him money to buy another ball because he wants to make him realize that nothing is permanent in this world and one has to accept the loss as a part of life and give up on things one loves in order to survive.

**Q.2** ".....starting down/All his young days into the harbor 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, the boy has had the ball for a long time i.e. from the very beginning of his childhood days. Since it has been a part of his life, he admires playing with that ball. He has numerous memories of the days when he played with it.

**Q.3** What does "in the world of possessions" mean?

Ans.: The phrase "in the world of possessions" means that people in this world are driven by materialistic goods where everyone wants more and more. Money is the tool that encourages people to buy these materialistic possessions but sadly it does not possess the power to buy things one dearly loves.

**Q.4** Do you think the boy has lost anything earlier? Pick out the words that suggest the answer?

Ans.: No, the boy has not lost anything earlier. The boy seems to rejoice merrily playing with the ball before it fell in the water. The line mentioned in the poem i.e. “He senses first responsibility” throws light on the fact that it was the first instance when the little boy was surrounded by feelings of grief on the loss of the ball.

Q.5 What does the poet say the boy is learning from the loss of the ball? Try to explain this in your own words.

Ans.: According to the poet, the boy is understanding the meaning of loss on account of losing his ball. Through this loss, he is understanding the worldly ways and trying to cope up with them. In this way, he is learning that one has to lose many things in life that may never come back. Therefore, in order to survive one needs to let go of things they love.

Q.6 Have you ever lost something you liked very much? Write a paragraph describing how you felt then, and saying whether-and how-you got over your loss.

Ans.: Yes, I have lost many things that were dear to me which I never wanted to lose. But among them, it was the loss of a watch that I could not bear since it was given to me by my dearest uncle who is no more now. He gave it on my 14th birthday which was really very special. When I went to visit the Lotus Temple in Delhi with my family, I lost it unknowingly being part of a large crowd. I found about the lost watch after returning home. At that time, I experienced feelings of dismay which I could not overcome for a long period of time.

## **Chapter 4** **From the Diary of Anne Frank**

### **Oral Comprehension Check Pg-51**

**Q.1** What makes writing in a diary a strange experience for Anne Frank?

Ans.: Writing in a diary was a really strange experience for Anne Frank because firstly, she had never written anything before. Secondly, she thought that neither she nor anyone else would be interested in the musings of a thirteen-year-old school girl later on. But she went on with it because she wanted to get rid of the various kinds of thought she hid in her mind.

**Q.2** Why does Anne want to keep a diary?

Ans.: Anne didn't have any real friends to share her feelings and thoughts with. Further, she believed that paper had more patience than people and so she wanted to get all kinds of things off her chest and confide her innermost perceptions of different things with the diary.

**Q.3** Why did Anne think she could confide more in her diary than in people?

Ans.: Anne believed that paper had more patience than people and thought that she could freely express herself in her diary. Additionally, given the fact that Anne did not have that one trustworthy friend in her life, she was prompted to trust the diary more than the people around her.

**Q.1** Why does Anne provide a brief sketch of her life?

Ans.: Anne provides a brief sketch of her life because she thought that no one would understand a word of her musings without knowing her background i.e. about her family, friends and the environment she had grown up in.

**Q.2** What tells you that Anne loved her grandmother?

Ans.: Anne's grandmother died in January 1942. The line mentioned by Anne i.e. "No one knows how often I think of her and still love her" gives us a deep insight into the feelings of sadness that surrounded her and the magnitude of love that she had for her grandmother. Further, the lighting of a candle by Anne on her birthday to mark the loving memory of her grandmother brings together those poignant feelings that hid inside Anne.

### **Oral Comprehension Check Pg-54**

**Q.1** Why was Mr. Keesing annoyed with Anne? What did he ask her to do?

Ans.: Mr. Keesing was Anne's math's teacher. He was annoyed with her because she talked too much in his class. After several warnings, he gave her an extra homework in which he asked her to write an essay on the subject 'A Chatterbox'.

**Q.2** How did Anne justify her being a chatterbox in her essay?

Ans.: Anne wanted to give convincing arguments to prove the necessity of talking to Mr. Keesing. After a lot of brainstorming, she wrote three pages arguing that talking was a student's trait. However, she would do her best to keep it under control. She also wrote that she would never be

able to cure herself of the habit as her mother also talked as much as she did and besides one cannot do much about inherited traits.

**Q.3 Do you think Mr. Keesing was a strict teacher?**

Ans.: Yes, Mr. Keesing was a strict teacher. He did not allow students to talk in his class as he wanted them to concentrate on their studies. He often punished Anne for talking in between classes by giving her essays and extra work. However, he appreciated Anne for her strong arguments every time which can be traced from the instance when Mr. Keesing read out her beautiful poem on the topic ‘Quack Quack Quack, said Mistress Chatterbox.’ Such an instance shows that he was not only a strict teacher but also a fun loving person.

**Q.4 What made Mr. Keesing allow Anne to talk in the class?**

Ans.: Anne was able to justify herself by giving strong arguments every time Mr. Keesing gave her a topic for writing. On three occasions, Anne was asked to do so however, she managed to impress Mr. Keesing every time with her unique ideas and opinions. Finally, Mr. Keesing gave up and accepted the talkative nature of Anne and allowed her to talk in the class.

### **Thinking about the Text**

**Q.1 Was Anne right when she said that the world would not be interested in the musings of a thirteen-year-old girl?**

Ans.: No, Anne was not right when she said that the world would not be interested in the musings of a thirteen-year-old girl because after her death her diary became very popular and was translated into several languages. It emerged to be a very successful piece of writing and was widely read.

Q.2 There are some examples of diary or journal entries in the ‘Before You Read’ Section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne’s diary different?

Ans.: Though Anne was only thirteen when she started writing her diary, yet she became very famous when her diary got published after her death. It was translated into several languages and became one of the most popular books in the world. It was originally written in the Dutch language. Anne’s diary is different from other diaries in various ways because Anne considered her diary Kitty to be her closest and true friend with whom she shared very minute details of her life.

Q.3 Why does Anne need to give a brief sketch of her family? Does she treat ‘Kitty’ as an insider or an outsider?

Ans.: Anne did not have a true friend with whom she could share her thoughts, personal feelings and experiences. She often felt depressed and alone. She thought that nobody would understand her musings and considered the need of giving a brief sketch of her family which comprised of an adorable father and mother, a kind grandmother and a caring elder sister. She named her diary ‘Kitty’, who became a true confidant and an insider to her.

**Q.4** How does Anne feel about her father, her grandmother, Mrs. Kuperus and Mr. Keesing? What do these tell you about her?

Ans.: Anne respected her father and claimed him to be the most adorable father in the whole world. She loved and missed her grandmother very much after her death in 1942. Mrs. Kuperus was the headmistress of her Montessori School and her teacher as well in the sixth form. Both of them had a heartbreakingly farewell at the end of the year. Mr. Keesing was a strict teacher who punished Anne for her talkative nature. However, later Anne was able to bring about a change in his attitude tactfully through her strong and amusing arguments. All these instances show that Anne loved and respected her elders and teachers. She was both sensible and sensitive.

**Q.5** What does Anne write in her first essay?

Ans.: In her first essay, Anne was given the task of writing on the subject “A Chatterbox” in which she had to present the necessity of talking. As she began thinking, she was able to write three pages in which she argued that talking was a student’s trait but would do her best to control it. Further, she wrote that she would never be able to cure herself of this habit since her mother talked as much as she did and there was not much she could do about the inherited traits.

**Q.6** Anne says teachers are most unpredictable. Is Mr. Keesing unpredictable? How?

Ans.: According to Anne, Mr. Keesing could be termed as unpredictable. In the beginning, he was very strict and punished Anne by asking her to write essays on topics related to talking. In this way, he tried to play jokes on her in different ways. Each time Mr. Keesing gave Anne the topic for

her essay; she smartly presented her arguments and successfully countered his jokes. Eventually, after Anne's third write up, his attitude towards her changed and he became very lenient. He never punished her after that and even allowed her to talk in the class.

Q.7 What do these statements tell you about Anne Frank as a person?

- (i) We don't seem to be able to get any closer, and that's the problem.  
Maybe it's my fault that we don't confine in each other.
- (ii) I don't want to jot down the facts in a diary the way most people would, but I want the diary to be my friend.
- (iii) Margot went to Holland In December; I followed in February When I was plunked down on the table as a birthday present for Margot.
- (iv) If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth.
- (v) Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking.

**Ans.:**

- (i) These lines show that Anne had no true confidence. She even does not hesitate to blame her own self for this loneliness.
- (ii) These lines show that she wanted to pursue things in her own way. She doesn't want to maintain a diary only for jotting down the things but wanted the diary to be her true friend.
- (iii) This sentence shows that Anne did not have a stable life from the very beginning of her early days of childhood.
- (iv) This sentence shows that Anne is a very frank girl. She freely expresses her opinion about her class fellows as well as her teachers.

(v) This sentence shows that Anne is no rambler\*. She is a serious girl who wants to do her best and make it different in every way possible.

Rambler\* Meaning – A person who enjoys going for long walks.

## Thinking about Language

Q.1 Look at the following words.

headmistress	Long awaited	Homework
Notebook	Stiff-backed	Outbursts

These words are compound words. They are made up of two or more words.

Compound words can be:

- Nouns (a word that identifies a person, a place, an animal or a thing): headmistress, homework, notebook, outbursts
- Adjectives (a word that gives the description of a noun or a pronoun): long-awaited, stiff-backed
- Verbs( Verbs can be described as words that describe actions): sleep-walk, baby-sit

(Compound word)

Match the compound words under ‘A’ with their meanings under ‘B’. Use each in a sentence.

A	B
1 .Heartbreaking	Obeying and respecting the law

2. Homesick	Think about pleasant things, forgetting about the present
3. Blockhead	Something produced by a person, machine or an organization
4. Law-abiding	Producing great success
5. Overdo	An occasion when vehicles/machines stop working
6. Daydream	An informal word which means a very stupid person
7. Break down	Missing home and family very much
8. Output	Do something to an excessive degree

**Ans.:**

A	B
1. Heartbreaking	Producing great sadness Eg. The sight of the accident was very heartbreaking.
2. Homesick	Missing home and family very much Eg. Hostellers often feel homesick being away from their close ones.
3. Blockhead	An informal word which means a very stupid person Eg. Your friend seems to be a big time blockhead.
4. Law-abiding	Obeying and respecting the law Eg. Honesty is an attribute of a Law-abiding citizen.
5. Overdo	Do something to an excessive degree Eg. Excess of everything is bad.
6. Daydream	Think about pleasant things, forgetting about the present Eg. Sometimes we tend to waste a lot of time daydreaming.

7. Break down	An occasion when vehicles/machines stop working Eg. Our car broke down in the middle of the highway and the situation turned very chaotic.
8. Output	Something produced by a person, machine or an organization Eg. In order to meet the increasing demands, the company hired workers to increase its output.

## Q.2A Phrasal verbs

A phrasal verb is a verb followed by a preposition or an adverb. Its meaning is often different from the meaning of its parts.

Compare the meanings of the verbs gets on and run away in (a) and (b) below. You can easily guess their meanings in (a) but in (b) they have special meanings.

(a) She got on at Agra when the bus stopped for breakfast.

Dev Anand ran away from home when he was a teenager.

In (a) i.e. the first sentence, she got on refers to the movement of a person

Whereas

In the second sentence, it says that Dev Anand ran away i.e. left his house

(b) She's eager to get on in life. (Succeed)

The visitors ran away with the match. (Won easily)

In (b) i.e. the first sentence, it refers to climbing the ladder of success

Whereas

In the second sentence, it refers to winning the match (ran away with the match)

Some phrasal verbs have three parts: a verb followed by an adverb and a preposition. For Example:

- (c) Our car ran out of petrol just outside the city limits.
- (d) The government wants to reach out to the people with this new campaign.

A. Look up the following in a dictionary for their meanings (under the entry for the italicized word).

- (i) Plunge (*right*) in (ii) Kept back
- (iii) Ramble on
- (iv) Get along with

**Ans.:**

- (i) Plunge in – drive into. Eg- The drunk man plunged into the pole.
- (ii) Kept back – to withhold. Eg- His result was kept back due to a compartment in three subjects.
- (iii) Ramble on – to walk or talk in a confused way. Eg- He just went on rambling all evening.
- (iv) Get along with – to be friendly with one another. Eg- In their first meeting only, they got along very well.

NOTE: As a noun, plunge means a brief swim or a fall but as a verb, its meaning may differ.

## Q.2B Phrasal verbs

A phrasal verb is a verb followed by a preposition or an adverb. Its meaning is often different from the meaning of its parts.

Compare the meanings of the verbs gets on and run away in (a) and (b) below. You can easily guess their meanings in (a) but in (b) they have special meanings.

(a) She got on at Agra when the bus stopped for breakfast.

Dev Anand ran away from home when he was a teenager.

In (a) i.e. the first sentence, she got on refers to the movement of a person

Whereas

In the second sentence, it says that Dev Anand ran away i.e. left his house

(b) She's eager to get on in life. (Succeed)

The visitors ran away with the match. (Won easily)

In (b) i.e. the first sentence, it refers to climbing the ladder of success

Whereas

In the second sentence, it refers to winning the match (ran away with the match)

Some phrasal verbs have three parts: a verb followed by an adverb and a preposition. For Example:

(c) Our car ran out of petrol just outside the city limits.

(d) The government wants to reach out to the people with this new campaign.

B. Now find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings. (you have already found out the meanings of some of them.) Are their meanings the same as that of their parts? (Note that two parts of the phrasal verb may occur separated in the text.)

(i) plunge in	Speak or write without focus
(ii) kept back	Stay indoors
(iii) move up	Make (them) remain quite
(iv) ramble on	Have a good relationship with
(v) get along with	Give an assignment (homework) to a person in authority (the teacher)
(vi) calm down	Compensate
(vii) stay in	Go straight to the topic
(viii) make up for	Go to the next grade
(ix) hand in	Not promoted

Ans.:

(i) plunge in	Go straight to the topic
(ii) kept back	Not promoted
(iii) move up	Go to the next grade
(iv) ramble on	Speak or write without focus
(v) get along with	Have a good relationship with
(vi) calm down	Make (them) remain quite
(vii) stay in	Stay indoors
(viii) make up for	Compensate
(ix) hand in	Give an assignment (homework) to a person in authority (the teacher)

### Q.3A Idioms

Idioms are groups of words with a fixed order, and a particular meaning different from the meanings of each of their words put together. (Phrasal verbs can also be idioms; they are said to be ‘idiomatic’ when their meanings are unpredictable). For example, do you know what it means to meet one’s match in English? It makes to meet someone who is as good

as oneself, or even better, in some skill or quality. Do you know what it means to let the cat out of the bag? Can you guess?

A. Here are a few sentences from the text which have idiomatic expressions. Can you say what each means? (You might want to consult a dictionary first.)

(i) Our entire class is quaking in its boots.

.....

(ii) Until then, we keep telling each other not to lose heart.

.....

(iii) Mr. Keesing was annoyed with me for ages because I talked so much.

.....

(iv) Mr. Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him.

.....

**Ans.:**

(i) The sentence is trying to convey that all the students were frightened.

(ii) The sentence states that one must not stop believing that one can succeed.

(iii) The sentence says that Mr. Keesing had been annoyed since a long period of time.

(iv) The sentence is trying to convey the situation where a person who tried to make somebody look foolish instead looked ridiculous himself.

**Q.3B** Here are a few more idiomatic expressions that occur in the text. Try to use them in sentences of your own.

- (i) Caught my eye
- (ii) He'd had enough
- (iii) Laugh ourselves silly
- (iv) Can't bring myself to

Ans.:

**(i) caught my eye:**

Meaning- to grab attention.

Example: All of a sudden, the beautiful view of the valley caught my eye.

**(ii) He'd had enough:**

Meaning- enough of something in particular.

Example: I have had enough before I joined the job.

**(iii) Laugh ourselves silly:**

Meaning- laugh for a long period of time.

Example: On the sight of a joker in the circus, we laughed ourselves silly.

**(iv) Can't bring myself to:**

Meaning - The inability to do something that seems unpleasant.

Example: I can't bring myself to speak about medicines.

**Q.4** Do you know how to use a dictionary to find out the meanings or idiomatic expressions? Take, for example, the expressions caught my eye in the story. Where-under which word-would you look for it in the dictionary?

Look for it under the first word. But if the first word is a ‘grammatically’ word like a, the, for, etc., then take the next word. That is, look for the first ‘meaningful’ word in the expression. In our example, it is the word caught.

But you wouldn’t find caught in the dictionary because it is the past tense of catch. You’ll find caught listed under catch. So you must look catch for the expressions caught my eye. Which other expressions with catch are listed below in your dictionary?

Note that a dictionary entry usually first give the meanings of the word itself, and then gives a list of idiomatic expressions using that word. For example, study this partial entry for the noun ‘eye’ from the Oxford Advanced Learner’s Dictionary, 2005.

Eye

•Noun

•Part of the body, either of the two organs of the face that you see with:  
The suspect has dark hair and green eyes.

•Ability to see: A surgeon needs a good eye and a steady hand.

•The way of seeing -a particular way of seeing: He looked at the design with the eye of an engineer.

You have read the expressions ‘not to lose heart’ in this text. Now find out the meanings of the following expressions using the word ‘heart’. Use each of them in a sentence of your own.

1. Break somebody’s heart

2. Close/dear to heart

3. From the (bottom of your) heart.
4. Have a heart
5. Have a heart of stone
6. Your heart goes out to somebody.

**Ans.:**

1. Break somebody' heart:

Meaning-to crush someone to grief.Example: Mohan's failure broke the heart of his parents.

2. Close/dear to heart:

Meaning of deep importance and concern to one.Example: My parents are very close to my heart.

3. From the (bottom of your) heart:

Meaning-with sincere feelings.Example: I love my little sister from the bottom of my heart.

4. Have a heart:

Meaning-be merciful.

Example: One should always have a heart for the poor and the needy.

5. Have a heart of stone.

Meaning- to be of cruel nature.Example: One must never have a heart of stone for anybody.

## 6. Your heart goes out to somebody:

Meaning to show concern for somebody. Example: My heart goes out to the poor who are deprived of the basic necessities in life.

### Q.5 Contracted forms

When we speak, we use ‘contracted forms’ or short forms such as these:

Can’t (for can not or cannot)

I’d (for I would or I had)

She’s (for she is)

Notice that contracted forms are also written with an apostrophe to show a shortening of a spelling of not, would, or is as in the above example. Writing a diary is like speaking to oneself. Plays (often novels) also have speech in written form. So, we usually come across contracted forms in diaries, plays, and novels.

1. Make a list of the contracted forms in the text. Rewrite them in full forms of two words. For Example, I’ve = I have

2. We have seen that some contracted forms can stand for two different full forms:

For Example, I’d = I had or I would

There can be many such shorts forms i.e. contracted forms to shorten sentences. We often use such contractions in our daily life as well.

Find in the text the contracted forms that stand for two different full forms, and say what these are.

Ans.:

There's	There is
It's	It is

Don't	Do not
Didn't	Did not
I've	I have
I'd	I would, I had
You're	You are, You were
I'm	I am
I'd	I would, I had
You're	You are You are

## Speaking

Q.1 Here is an extract adapted from a one-act play. In this extract, angry neighbors who think Joe the Inventor's new spinning machine will make them lose their jobs come to destroy Joe's model of the machine.

You've just seen how contracted forms can make a written text sound like actual speech. Try to make this extract sound more like a real conversation by changing some of the verbs back into the contracted forms. Then speak out the lines.

[The door is flung open, and several men tramp in. They carry sticks, and one of them, HOB, has a hammer.]

HOB	Now, where is your husband, mistress?
MARY	In his bed. He is sick and weary. You would not harm him!
HOB	We are going to smash his evil work to pieces. Where is the machine?
SECOND MAN	On the table yonder.
HOB	Then here is the end of it! [HOB smashes the model. Mary screams.]

HOB	And now your husband!
MARY	Neighbours, he is a sick man and almost a cripple. You would not hurt him!
HOB	He is planning to take away our daily bread....we will show him what we think of him and his ways!
MARY	You have broken his machine.... You have done enough....

**Ans.:**

HOB	Now, where is your husband, mistress?
MARY	In his bed. He is sick and weary. You would not harm him!
HOB	We are going to smash his evil work to pieces. Where is the machine?
SECOND MAN	On the table yonder.
HOB	Then here is the end of it! [HOB smashes the model. Mary screams.]
HOB	And now your husband!
MARY	Neighbours, he is a sick man and almost a cripple. You would not hurt him!
HOB	He is planning to take away our daily bread....we will show him what we think of him and his ways!
MARY	You have broken his machine.... You have done enough....

## Writing

Q.1 Now you know what a diary is and how to keep one. Can you keep a diary for a week recording the events that occur? You may share your

diary with your class if you wish to. Use the following hints to write your diary.

Though your diary is very private, write as if you are writing for someone else.

Present your thoughts in a convincing manner.

Use words that convey your feelings, and words that ‘paint pictures’ for the reader. Be brief.

‘Diary language’ has some typical features such as subjectless sentences (Got up late in the morning), sentence fragments without subjects or verbs (..... too bad, boring, not good), contracted forms (they’re, I’ve, can’t, didn’t, etc.) and everyday expressions which people use in speech. Remember not to use such language in more formal kinds of writing.

**Ans.:** Do it yourself.

## **Listening**

Q.1 Your teacher will read out an extract from The Diary of Samuel Pepys (see textbook page 60) about the great fire of London. As you listen complete this summary of the happenings.

## **Summary**

This entry in the diary has been made on .... (i).... By .....(ii) The person who told Pepys about the fire was called....(iii)....She called at....(iv)....in the morning. Pepys went back to sleep because.....(v).....Pepys rose again at....(vi).....in the morning. By then about....(vii).....houses had been burned down. The fire had spread to.....(viii).....by London Bridge. Pepys then walked to the....(ix).....along with sir J. Robinson’s....(x).....

**Ans.:**

- (i) 2nd September.
- (ii) Samuel Pepys
- (iii) Jane
- (iv) About three
- (v) The fire was on the backside of Marke-Lane at the farthest
- (vi) Seven
- (vii) 300
- (viii) All fish street
- (ix) Tower
- (x) Little son.

### **Amanda - Thinking about the Poem**

**Q.1** How old do you think Amanda is? How do you know this?

Ans.: According to the poem, Amanda seems to be a school going teenager who is asked about the completion of her homework and cleaning of her shoes. Further, the lines mentioned in the poem where Amanda is stopped from eating chocolates and the warning of Acne, a skin disease that clarifies she is an adolescent.

**Q.2** Who do you think is speaking to her?

Ans.: The person speaking to Amanda in the poem is the parent (probably her mother) who is constantly advising her about the difference between the right and the wrong.

**Q.3 Why are the stanzas 2, 4 and 6 given in the parenthesis?**

Ans.: These stanzas are given in Parenthesis because they depict Amanda's state of mind at different times. In stanza 2, she imagines herself as a mermaid\* who is moving about and joyfully enjoying the pleasant waves of the sea. In stanza 4, she imagines herself as an orphan who can freely roam the streets leaving impressions of her bare feet. In stanza 6, she imagines herself to be Rapunzel who lived her life in a tranquil state of mind always since she would be alone in the tower as mentioned in the story of Rapunzel.

Mermaid\* Meaning – A fictitious half human creature.

Rapunzel\* Meaning- The heroine of a fairy tale who had golden hair.

**Q.4 Who is the speaker in stanza 2, 4 and 6? Do you think this speaker is listening to the speaker in stanzas 1, 3, 5 and 7?**

Ans.: Amanda is the speaker in the stanzas 2, 4 and 6. These stanzas depict her state of mind where she is talking to her own self. However, she is not listening to the speaker in stanzas 1, 3, 5 and 7 which can be clearly understood from the line – “Will you please look at me when I’m speaking to you, Amanda!” Amanda is lost in her own thoughts in which she aspires to be free to live her life the way she wants i.e. away from the nagging of her parents.

**Q.5 What could Amanda do if she were a mermaid?**

**Ans.:** According to the poem, if Amanda were a mermaid, she would have blissfully drifted in the sea enjoying its smooth waves being the sole inhabitant.

**Q.6** If Amanda is orphan? Why does she say so?

**Ans.:** Amanda is not an orphan. She only imagines herself to be so because she feels that if she would have been an orphan, she would have had the freedom to roam the streets leaving behind the soft impressions of her bare feet. In such a situation, she finds the silence to be golden and the freedom to be sweet.

**Q.7** Do you know the story of Rapunzel? Why does she want to be Rapunzel?

**Ans.:** Rapunzel was a beautiful golden-haired girl who had been kept in captivity by an evil witch. Amanda's mother used to often scold her for not listening to her and so in order to get rid of her mother's scolding, she thought that living in a lonely tower, just the way Rapunzel lived would be a life full of peace and tranquility.

**Q.8** What does the girl Yearn for? What does this poem tell you about Amanda?

**Ans.:** Amanda yearns for perfect freedom in her life where she imagines escaping the expectations required of a school going, teenage girl. Amanda is an inquisitive girl who does not like to be constantly nagged and controlled by her parent. She wishes to set free and discover life in her own ways.

**Q.9** Read the last stanza. Do you think Amanda is sulking\* and is moody?

**Ans.:** After reading the last stanza, Amanda does not seem to be moody or sulking. She only longs for freedom because she has her own opinion and ways of discovering life which is different from the opinion of her parent who constantly wants Amanda to listen and follow her advice.

Sulking\* meaning -

## **Chapter 5** **The Hundred Dresses - I**

### **Oral Comprehension Check Pg-65**

**Q.1 Where in the classroom does Wanda sit and why?**

Ans.: Wanda usually sat on the seat next to the last seat, in the last row, in the room thirteen. She sat there because her feet were usually covered with dry mud. Therefore in order to avoid being the butt of jokes of her classmates, she sat in the corner quietly.

**Q.2 Where does Wanda live? What kind of a place do you think it is?**

Ans.: Wanda lived in Boggins Heights. It was probably very far away from the school and it also seemed that there was a lot of dry mud, indicating that it was not a posh and rich locality.

**Q.3 When and why do Peggy and Maddie notice Wanda's absence?**

Ans.: Peggy and Maddie noticed Wanda's absence on Wednesday i.e. after three days. They noticed her absence because Wanda had got them late for school. Peggy and Maddie waited for her in order to have some fun, but she did not turn up.

**Q.4 What do you think 'to have fun with her' means?**

Ans.: It is a human tendency to make fun of others for their different style and behaviour. In the given text, Wanda Petronski is the girl who is made

fun of by her classmates. So ‘to have fun with her’ meant that her classmates liked to tease and mock at her ways.

### **Oral Comprehension Check Pg-67**

**Q.1 In what way was Wanda different from the other children?**

Ans.: Wanda was a polish girl who had a funny and difficult name. She walked alone to school as she didn’t have any friends. She had only one blue faded dress which she wore every day to school. All these aspects about Wanda made her different from her classmates in school.

**Q.2 Did Wanda have a hundred dresses? Why do you think she said she did?**

Ans.: Wanda was a poor polish girl who did not have a hundred dresses as she wore the same faded blue dress to school every day. She had an inferiority complex and knew that other girls were making fun of her by asking questions about her dresses. So, in order to hide this complex and counter the fun made by her classmates, she said so.

**Q.3 Why is Maddie embarrassed by the questions Peggy asks Wanda? Is she also Wanda, or is she different?**

Ans.: Maddie was embarrassed by the questions Peggy asked Wanda as she herself was a poor girl. She used to wear old clothes given handed down by others. But she was different from Wanda as she was not as poor as her and also had a few friends in the class. Maddie considered herself to be different from Wanda in the sense that she would never claim that

she had a hundred dresses. Yet she was afraid that others might make fun of her too.

### **Oral Comprehension Check Pg-70**

**Q.1** Why didn't Maddie ask Peggy to stop teasing Wanda? What was she afraid of?

Ans.: Peggy and Maddie were best friends. But Maddie didn't like Peggy making fun of Wanda as she herself was poor. However, she didn't have the courage to stop her to tease Wanda because she was afraid that she might become Peggy's next target and could be asked about her dresses.

**Q.2** Who did Maddie think would win the drawing contest? Why?

Ans.: Maddie thought that Peggy would win the drawing contest as she had good artistic skills. She could copy a picture in a magazine or some film star's head beautifully and with complete perfection. Therefore Maddie thought that she was better than everyone and was sure of her victory.

**Q.3** Who won the drawing contest? What had the winner drawn?

Ans.: Wanda Petronski won the drawing contest. She had drawn a hundred designs of dresses. They all were very beautiful and different and Wanda was applauded by the judges and her fellow classmates for her exquisite collection.

### **Thinking about the Text**

**Q.1** How is Wanda seen as different by the other girls? How do they treat her?

Ans.: Wanda was a polish girl and other girls were American. She had a very strange name and was very poor. She used to sit in the seat next to the last seat in the last row in the class. She sat in the corner of the room among the rough boys and always remained quiet. The girls especially Peggy made fun of her as she had only one faded blue dress while she claimed to have a hundred dresses.

**Q.2** How does Wanda Feel about the dresses game? Why does she say that she has a hundred dresses?

Ans.: Wanda feels bad about the dresses game since she was a poor polish girl and disliked being the butt of everyone's joke. Peggy usually made fun of her faded blue dress and so in order to counter Peggy's fun, she claimed that she had a hundred dresses which in reality did not hold true.

**Q.3** Why does Maddie stand by and not do anything? How is she different from Peggy? (Was Peggy's friendship important to Maddie? Why? Which lines in the text tell you this?)

Ans.: Maddie stands by and does not do anything because she did not have the courage to speak against Peggy as she was her best friend. Maddie is different from Peggy because she did not make fun of Wanda. Moreover, Peggy's friendship was important to Maddie because she was the best-liked girl in the whole class and she was afraid to be the next target of everyone's fun.

The line, “She was Peggy’s best friend, and Peggy was the best-liked girl in the whole room. Peggy could not possibly do anything that was really wrong, she thought.” shows that their friendship was important to Maddie.

**Q.4** What does Miss Mason think of Wanda’s drawings? What do the children think of them? How do you know?

Ans.: Miss Mason appreciated Wanda’s drawings as she admired her creativity. The children were also surprised to see her hundred drawings with each drawing having an exquisite and unique design. When Miss Mason announced Wanda’s name as the winner, they stopped to look at them and whistled loudly giving her drawings a big round of applause.

### **Thinking about Language**

**Q.1** look at these sentences

(a) She sat in the corner of the room where the rough boys who did not make good marks sat, the corner of the room where there was most scuffling of feet...

(b) The time when they thought about Wanda was outside the school hours.... These clauses help us to identify a set of boys, a place, and a time. They are answers to the questions ‘What kind of rough boys?’ ‘Which corner did she sit in?’ And ‘What particular time outside of school hours?’ They are ‘defining’ or ‘restrictive’ relative clauses. (Compare them with the nondefining relative clauses discussed in Unit-1)

Combine the following to make sentences like those above.

1. This is the bus (What kind of bus?) It goes to Agra. (Use which or that)
2. I would like to buy (a) shirt (which shirt?). (The) shirt is in the shop window. (use which or that)

3. You must break your fast at a particular time. (when?). You see the moon in the sky. (use when)
4. Find a word (what kind of word). It begins with the letter Z. (use which or that)
5. Now find a person (what kind of person?). His or her name begins with letter Z. (use whose).
6. Then go to a place (What place?). There are no people whose name begins with Z in that place. (use where)

**Ans.:**

1. This is the bus which goes to Agra.
2. I would like to buy the shirt that is in the shop window.
3. You must break your fast when you see the moon in the sky.
4. Find a word which begins with the letter Z.
5. Now find a person whose name begins with the letter Z.
6. Then go to a place where there are no people whose name begins with Z.

## **Q.2A The narrative voice.**

This story is in the ‘third person’ that is, the narrator is not a participant in the story. But the narrator often seems to tell the story from the point of view of one of the characters in the story. For example, look at the Italianized words in the sentences.

Thank goodness, she did not live up on Boggins Heights or have a funny name.

Whose thoughts do the words ‘Thank goodness’ express? Maddie’s, who is grateful that although she is poor, she is yet not as poor as Wanda, or as ‘different’. (So she does not get teased; she is thankful about that.)

A. Here are two other sentences from the story. Can you say whose point of view the italicized words express?

(i) But on Wednesday, Peggy and Maddie, who sat down front with other children who got good marks and who didn’t track in a whole lot of mud, did notice that Wanda wasn’t there.

(ii) Wanda Petronski. Most of the children in Room Thirteen didn’t have names like that. They had names easy to say, like Thomas, Smith or Allen.

Ans.:

(i) The italicized words in the sentence express Peggy and Maddie’s point of view.

(ii) The italicized words in the sentence express the narrator’s point of view.

Q.2B Can you find other such sentences in the story? You can do this after you read the second part of the story as well.

Ans.:

1. “Goodness! Wasn’t there anything she could do? If only she could tell Wanda she hadn’t meant to hurt her feelings.”

2. Peggy was not really cruel. She protected small children from bullies.

Q.3 Look at these sentences. The italicized adverb expresses an opinion or point of view.

Obviously, the only dress Wanda was the blue one she wore every day. (This was obvious to the speaker).

Note: A word that tells us more about the verb, adjective or (except noun and pronoun) other words is called an Adverb.

For Example:

Fortunate	Fortunately
Lucky	Luckily
Sharp	Sharply
Rapid	Rapidly
Beautiful	Beautifully

Other such adverbs are apparently,

evidently, surprisingly, possibly, hopefully, incredibly, etc. Use these words appropriately in the blanks in the sentences below. (You may use a word more than one word may be appropriate for a given blank.)

1. .... he finished his work on time.
2. .... it will not rain on the day of the match.
3. ...., he had been stealing money from his employer.
4. Television is ..... to blame for the increase in violence in society.
5. The children will ..... learn from their mistakes.
6. I can't ..... Lend you that much money.
7. The thief had ..... been watching the house for many days.
8. The thief ..... Escaped by bribing the jailor.
9. ...., no one had suggested this before.
10. The water was ..... hot.

**Ans.:**

1. Surprisingly, he finished his work on time.
2. Hopefully, it will not rain on the day of the match.
3. Evidently, he had been stealing money from his employer.
4. Television is evidently to blame for the increase in violence in society.

5. The children will hopefully learn from their mistakes.
6. I can't possibly Lend you that much money.
7. The thief had apparently been watching the house for many days.
8. The thief possibly escaped by bribing the jailor.
9. Surprisingly, no one had suggested this before.
10. The water was incredibly hot.

## **Chapter 6** **The Hundred Dresses - II**

### **Oral Comprehension Check Pg-74**

**Q.1 What did Mr. Petronski's letter say?**

Ans.: Mr. Petronski's letter said that Wanda won't come to school anymore because they were moving to a big city. He also mentioned that there would not be any more fun on names as there were plenty of funny names in the big city

**Q.2 Is Miss Mason angry with the class, or is she unhappy and upset?**

Ans.: Miss Mason was unhappy and upset with the class as she did not like the ill treatment meted out to Wanda by her classmates and called it unfortunate. She thought it all happened in utter thoughtlessness and asks the students to think about this incident and feel sorry.

**Q.3 How does Maddie feel after listening to the note from Wanda's father?**

Ans.: After listening to the note from Wanda's father, Maddie was deeply hurt and felt sad for Wanda. She could not concentrate on her lessons and felt guilty in the bottom of her stomach for her decision of not stopping Peggy from making fun of Wanda.

**Q.4 What does Maddie want to do?**

Ans.: Maddie wants to tell Wanda that she did not want to hurt her feelings. She also wanted to inform her about her victory in the contest and praise her for the exquisite hundred dresses she made.

### **Oral Comprehension Check Pg-76**

**Q.1 What excuses does Peggy think up for behavior? Why?**

Ans.: Peggy said that she never called Wanda a foreigner and made fun of her name. She did not realize that Wanda was sensible enough to understand her fun and mockery and realized her mistake later on.

**Q.2 What are Maddie's thoughts as they go to Boggins Heights?**

Ans.: Maddie thought that they would find Wanda as she and Peggy were going to Boggins Heights. She wanted to apologize and stop Wanda from leaving the school. They wanted to tell her about her victory in the contest and praise her beautiful dresses. They also wanted to convince her that they would fight anybody who was not nice to her.

**Q.3 Why does Wanda's house remind Maddie of Wanda's blue dress?**

Ans.: Wanda's house which was small and shabby looking but clean reminded Maddie of Wanda's blue dress as she always wore that faded blue dress which was shabby in appearance but clean and tidy.

**Q.4** What does Maddie think hard about? What important decision does she come to?

Ans.: Maddie felt deeply hurt for Wanda. She constantly thought about Wanda's decision of leaving school and at last, she is prompted to take a decision that she would protest if she ever heard anybody making fun of others only for their names and appearances and would no longer be a mute spectator.

### **Oral Comprehension Check Pg-79**

**Q.1** What did the girls write to Wanda?

Ans.: The girls wrote a friendly letter to Wanda. They wrote about her exquisite drawings and her victory in the contest. They also wanted to ask her about the new place and her new teacher. They ended it by signing with lots of X's for love.

**Q.2** Did they get a reply? Who was more anxious for a reply, Peggy or Maddie? How do you know?

Ans.: No, they did not get any reply from Wanda. Maddie was more anxious about the reply. We come to know this because with the passage of time Peggy forgot about Wanda but Maddie continuously thought about her and made speeches to Wanda before sleeping.

**Q.3** How did the girls know that Wanda liked them even though they had teased her?

Ans.: When Miss Mason read out the letter in the classroom, they came to know that Wanda liked them even though they had teased her. Wanda asked Miss Mason to give the green dress with red trimming to Peggy and the blue one to Maddie and later when Maddie realized that Wanda had

drawn her picture, she was overwhelmed with joy and shared it with Peggy.

### **Thinking about the Text**

**Q.1** Why do you think Wanda's family moved to a different city? Do you think life there was going to be different for their family?

Ans.: Wanda's family moved to a different city because her father felt bad about the insensitive behavior of the girls in Wanda's school. Her family had decided to move to a big city where no one would tease Wanda for her funny name as there were plenty of funny names in the city. In school, Wanda was among the American girls and they did not respect her. She was a quiet girl who was always cornered by her classmates. So it is quite natural that after going to the different city their life would be different.

**Q.2** Maddie thought her silence was as bad as Peggy's teasing. Was she right?

Ans.: Peggy was Maddie's best friend who used to make fun of Wanda by asking her how many dresses she had. Maddie did not like it but she stood by silently as she did not have the courage to stop Peggy in the fear of losing her friendship with Peggy. Wanda had to leave the school and the town because of teasing and Maddie felt very bad about it. Therefore, she was right in thinking that her silence was as bad as Peggy's teasing because it was a quiet support to Peggy in her wrong deeds.

**Q.3** Peggy says, "I never thought she had the sense to know we were making fun of her anyway. I thought she was too dumb. And gee, look how she can draw!" What led Peggy to believe that Wanda was dumb? Did she change her opinion later?

Ans.: Peggy always teased Wanda by asking her about dresses since Wanda always wore a faded blue dress because she was very poor. Wanda knew that Peggy was making fun of her and so she made a counter attack by answering that she had one hundred dresses lined up in her closet but she never became angry which became the base of Peggy's opinion. However, at last, when Wanda won the contest, Peggy's opinion changed.

Q.4 What important decision did Maddie make? Why did she have to think hard to do so?

Ans.: After returning from Boggins Heights, Maddie became restless. She was remembering Wanda, her blue dress, and her house again and again. She could not even sleep. She was thinking herself guilty because she never opposed Peggy in teasing Wanda and was deeply distressed. At last, she came to a conclusion that she would never stand by one who does wrong and would not be a mute spectator. She made a decision of acting swiftly in such circumstances in future without caring about the aftermath of it.

Q.5 Why do you think Wanda gave Maddie and Peggy the drawing of the dresses? Why are they surprised?

Ans.: Wanda gave Maddie and Peggy the drawings of the dresses to show her real feelings towards them. Wanda was a soft hearted and loving girl who did not have jealousy towards anyone. Although Maddie and Peggy made fun of her, yet she did not hate them and drew their faces in the drawings. Maddie and Peggy were surprised to see their faces in the drawing designs as they did not know Wanda's true feelings of love and concern for both of them in spite of their unruly and insulting behavior.

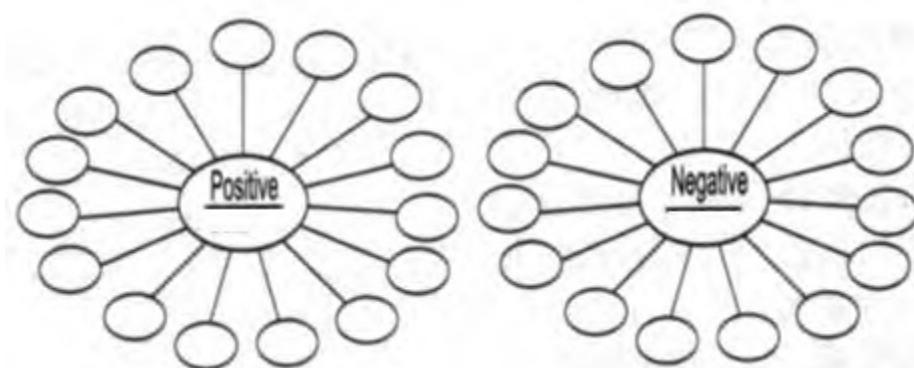
Q.6 Do you think Wanda really thought the girls were teasing her? Why or why not?

Ans.: Yes, Wanda knew that the girls were teasing her. It could be recognized when she replied that she had a hundred dresses lined up in her closet. That's why her father took the decision to shift in the big city and wrote a letter to her teacher to make her classmates realize their mistakes.

### Thinking about language

Q.1 Here are thirty adjectives describing human qualities. Discuss them with your partner and put them in the two-word webs (given below) according to whether you think they show positive or negative qualities. You can consult a dictionary if you are not sure of the meanings of some of the words. You may also add to the list the positive or negative ‘pair’ of a given word.

Kind, sarcastic, courteous, arrogant, insipid, timid, placid, cruel, haughty, proud, zealous, intrepid, Sensitive, compassionated, introverted, stolid, cheerful, contented, thoughtless, vain, friendly, unforgiving, fashionable, generous, talented, lonely, determined, creative, miserable, complacent.



Ans.:

**POSITIVE** - kind, courteous, placid, intrepid, sensitive, compassionate, cheerful, contented, friendly, fashionable, generous, talented, determined, creative, complacent, stolid

**NEGATIVE** – sarcastic, arrogant, insipid, timid, cruel, haughty, proud, zealous, introverted, thoughtless, vain, unforgiving, lonely, miserable

Note: The word that qualifies any noun or pronoun is called Adjective.  
Ex. Rashmi is a good girl.

**Q.2** What adjective can we use to describe Peggy, Wanda, and Maddie? You can choose adjectives from the list above. You can also add some of your own.

1. Peggy .....
2. Wanda .....
3. Maddie .....

**Ans.:**

1. Peggy Sarcastic, cheerful, contented
2. Wanda Introverted, sensitive, creative, lonely, placid, talented, courteous, compassionate, forgiving, kind , timid
3. Maddie Friendly, compassionate, generous, sensitive, determined, timid.

**Q.3A** Find the sentences in the story with the following phrasal verbs.

lined up, thought up took off stood by

## **Answer :**

1. And she thought of the glowing picture those hundred dresses made-all lined up in the classroom.
2. Peggy, who had thought up this game.
3. Miss Mason took off her glasses.
4. She had stood by silently.

**Q.3B** Look up these phrasal verbs in a dictionary to find out if they can be used in some other way. (Look at the entries for line, think, take and stand in the dictionary). Find out what other prepositions can go with these verbs. What does each of these phrasal verbs mean?

1. Lined up: All the students were lined up for the national anthem in the assembly.
2. Thought up: Dr. A.P.J. Abdul Kalam had thought up his inventions for the country.
3. Took off: After coming home from school, I first took off my shoes.
4. Stood by: The teachers always stood by the Principal.

**Ans.: Verbs with other Prepositions**

1. Lined up: A group of spectators were lined up in the stadium to watch the cricket match.
2. Take about: I will think about your suggestions.
3. Take off: The flight took off for America.
4. Stand up: After seeing their principal, the students stood up.

**Q.3C** Use at least five such phrasal verbs in sentences of your own.

Ans.:

1. Act upon (Follow): Aarti did not act upon my advice. So she failed.
2. Bear down (To move closer to somebody in a frightening way): We could see the hurricane bearing down the town.
3. Call on (To ask for help): The Principal called on the Manager before the function.
4. Call off (To cancel): The match was called off due to heavy rain.
5. Get away (Escape): The thief got away with my car last Saturday.

**Q.4** Colours are used to describe feelings, moods, and emotions. Match the following ‘colour expressions’ with a suggested paraphrase.

(i) the Monday morning blues	Feel embarrassed/ angry ashamed
(ii) go red in the face	feel very sick, as if about to vomit
(iii) look green	Sadness or depression after a weekend of fun
(iv) the red carpet	The sign or permission to begin an action.
(v) blue-blooded	a sign of surrender or acceptance of defeat; a wish to stop fighting
(vi) a green belt	in an unlawful act; while doing something wrong
(vii) a blackguard	a photographic print of building plans; a detailed plan or scheme
(viii) a grey area	the land around a town or city where construction is prohibited by law
(ix) a white flag	an area of a subject or a situation where matters are not very clear
(x) a blueprint	a dishonest person with no sense of right or wrong
(xi) red-handed	a special welcome

(xii) the green light	Of noble birth or from a royal family
-----------------------	---------------------------------------

**Ans.:**

(i) the Monday morning blues	Sadness or depression after a weekend of fun
(ii) go red in the face	feel embarrassed/angry/ashamed
(iii) look green	feel very sick, as if about to vomit
(iv) the red carpet	a special welcome
(v) blue-blooded	Of noble birth or from a royal family
(vi) a green belt	the land around a town or city where construction is prohibited by law
(vii) a blackguard	a dishonest person with no sense of right or wrong
(viii) a grey area	an area of a subject or a situation where matters are not very clear
(ix) a white flag	a sign of surrender or acceptance of defeat, a wish to stop fighting
(x) a blueprint	a photographic print of building plans; a detailed plan or scheme
(xi) red-handed	in an unlawful act, while doing something wrong
(xii) the green light	the sign or permission to begin an action.

## Speaking

### Q.1 Role Play

The story of Wanda Petronski presents many characters engaged in many kinds of behavior (teasing, playing, sitting in class). From groups. Choose

an episode or episodes from the story. Assign roles to each member of the group from that episode, and try to act it.

**Ans.:** Attempt yourself as it is a classroom activity.

## **Writing**

Q.1 Look again at the letter which Wanda's father writes to Miss Mason, Wanda's teacher. Mr. Petronski is not quite aware how to write a formal letter in English. Can you rewrite it more appropriately? Discuss the following with your partner before you do so. The format of a formal letter: How to begin the letter and how to end it; the language of the letter needs to be formal (Avoid informal words like 'holler' and fragments like 'No more ask why funny name.')

Write complete sentences.

**Ans.:**

### **Types of Letters :**

Formal Letters

Informal letter

Business Letters

### **The Format of a Formal Letter:**

1. Sender's Address
2. Date

3. Receiver's address with name
4. Salutation
5. Subject
6. Letter content
7. Last complimentary words
8. Sender's Name

Letter-

Boggins Heights

U.S.A.

17th Sep, 20xx

Miss Mason

8, Bridge Lane

Respected Madam,

I would like bring to your notice that my daughter, Wanda Petronski, has complained to me that the students of her class make fun of name and her dresses. This behavior has affected her mind badly. Now she does not want to go to school anymore. It is not good for a reputed school to have such unruly behaving students in a class. However, I have taken a decision that my daughter will not come to your school as we are moving to Chicago where we will not face such problems.

Yours sincerely

Jan Petronski

NOTE – Students can write the letter differently. The above answer is only an example.

Q.2 Are you interested in drawing and painting? Ritu Kumar, one of India's best-known dress designers, has no formal training in designing. She started by sketching ideas for her own dresses so much that they asked her to design clothes for them, and even paid her for it! Imagine you are going to make a career out of your hobby. What sort of things will you need to learn? Write a paragraph or two on this topic after consulting an expert or doing reference work on your chosen area.

Ans.: Each one of us has a hobby. Sometimes our hobby becomes our passion and later it becomes our profession. We can cite the example of Ritu Kumar. She did not plan to be a dress designer. But ultimately she became one. About me, photography is my hobby. And if I go for this I will have to buy a good camera and undergo some training under the guidance of an expert photographer. Gradually, making my career out of my hobby, I could do a beautiful study of life and its aspects, animal life, and nature through photographs which could be later displayed in my art gallery in future.

NOTE- Students can write about their own hobbies as well. The above answer is only an example.

Q.3 Rewrite a part of the story as if Wanda is telling us her own story.

Ans.: I am a Polish girl and I have settled in America with my parents. I have to study among American girls who make fun of my name and dresses, especially Peggy and Maddie. When I could not bear this insult, I requested my father to get me admitted into any other school after

informing him about the reasons behind my decision. Before leaving the school, I submitted one hundred designs of dresses in the drawing competition. My father wrote a letter to my teacher named Miss Mason before leaving.

When my teacher read the letter in the class, all the students became sad and Peggy and Maddie were very disappointed. When they got to know that I was the winner of the competition, they wanted to congratulate me for my victory and also apologize for their insulting behavior. They expressed the same through a letter but I did not answer them.

However, before Christmas Eve, I wrote a letter to Miss Mason. I wished all my classmates Merry Christmas and asked my teacher to give the design of the green dress with red trimming to Peggy and the blue one to Maddie from my side.

NOTE – Students can explain it in their own way. The above answer is only an example.

### **Animals - Thinking about the Poem**

Q.1 Notice the use of the word 'turn' in the first line, "I think I could turn and live with animals..." What is the poet turning from?

Ans.: The poet is turning from living with other human beings and instead is convinced to live with animals. He takes this decision because he has analyzed this world deeply and realized that humans are very complicated and false whereas animals are placid and self contained. They are satisfied with their condition but human beings are always dissatisfied and grumbling.

**Q.2** Mention three things that humans do and animals don't.

Ans.: The three things are as follows:

1. Human beings sweat and work hard to make a living and later cry at their condition and the amount of work they have to do to survive, but animals don't whine and sulk about their conditions.
2. Human beings stay awake in the dark and weep for their sins, but animals never weep for anything they do and always sleep in tranquility.
3. Human beings feel troubled and disturbed and always make each other sick by discussing their duties to God, but animals do their duties without disturbance.

**Q.3** Do humans kneel to other humans who lived thousands of years ago? Discuss this in groups.

Ans.: Yes, humans kneel to other humans who lived thousands of years ago. Human beings have developed these complex concepts naming them as their religious practices and beliefs where they have created gods and goddesses and saints and prophets who they worship and consider holy and spiritual.

**Q.4** What are the 'tokens' that the poet says he may have dropped long ago, and which the animals have kept for him? Discuss this in class. (Hint: Whitman belongs to the Romantic tradition that includes Rousseau and Wordsworth, which holds that civilization has made humans false to their

own true nature. What could be the basic aspects of our nature as living beings that humans choose to ignore or deny?

Ans.: The tokens which human beings have left behind in the race of civilization include love, complacency, honesty, kindness, respect, and simplicity. Humans have chosen to ignore these basic aspects of humanity and have instead become selfish and self-centered. With the main aim of grabbing material wealth in life, man has become ruthless. But animals still have all the qualities that humans once possessed. They are always satisfied with their condition and never grumble.

## Chapter 7

### Glimpses of India

I. A Baker from Goa - Oral Comprehension Check Pg-86

Q.1 What are the elders in Goa nostalgic about?

Ans.: The elders in Goa are nostalgic about the good old Portuguese days. They also reminisced about the loaves of bread famous from the Portuguese times which they were immensely fond of.

Q.2 Is bread-making still popular in Goa? How do you know?

Ans.: Yes, bread-making is still popular in Goa. The author can say so as one can still find mixers, the moulders, the bakers and the old age furnaces. The main festivals and occasions are also still not celebrated without loaves, bol or bread-bangles.

Q.3 What is the baker called?

Ans.: The baker in Goa is known as pader.

Note\*: Pader in general sense is a wall made of stone.

Q.4 When would the baker come every day? Why did the children run to meet him?

Ans.: When the author was a young child, the baker would come twice a day, once when he set out in the morning and the second time when he returned after emptying his basket. When the baker arrived at their houses, they ran to meet him as they loved bread bangles. They gathered

around him and when they were asked to get aside with a mild rebuke, they used to peep into the basket and climb on the railings and benches.

### I. A Baker from Goa - Oral Comprehension Check Pg-87

Q. 1 Match the following. What is a must?

(i) As marriage gifts ?	(a) Cakes and boilnhas
(ii) For a party or a feast ?	(b) Sweet bread called bol
(iii) For a daughter's engagement ?	(c) Bread
(iv) For Christmas?	(d) Sandwiches

**Ans.:**

(i) As marriage gifts ?	(b) Sweet bread called bol
(ii) For a party or a feast ?	(c) Bread
(iii) For a daughter's engagement ?	(d) Sandwiches
(iv) For Christmas?	(a) Cakes and boilnhas

Note\* - The following answers have been given according to the traditions and practices of the Portuguese in Goa during the good old days.

Q.2 What did the bakers wear: (i) in the Portuguese days? (ii) When the author was young?

Ans.: (i) During the Portuguese days, the bakers had a specific dress known as the Kabai. It was a single-piece-long frock till the knees.

(ii) When the author was young, he saw the bakers in shirts and trousers which were shorter than full-length ones and longer than half pants.

**Q.3** Who invites the comment- “he is dressed like a pader”? Why?

Ans.: Any person who would be seen dressed in half pants which were short and reached just below the knees-invited the comment that “he is dressed like a pader.” This was because bakers (known as pader) wore such an uncommon dress which gave them a different look all together.

**Q.4** Where were the monthly accounts of the baker recorded?

Ans.: The monthly accounts of the baker were recorded on the walls with a pencil. It was done in this manner because at that time there were no proper systems of maintaining records in notebooks.

**Q.5** What does a ‘jackfruit-like appearance’ mean?

Ans.: A jackfruit is considered strong and healthy and a jackfruit-like appearance is indicated of having a plump physique. According to the text, such a physique was linked to the bakers as their profession was considered a profitable one. The text also mentions that the baker’s family and his servants always looked happy and prosperous with a jackfruit-like appearance.

## **I. A Baker from Goa - Thinking about the Text**

Q.1 Which of these statements are correct?

- (i) The pader was an important person in the village in old times.
- (ii) Paders still exist in Goan villages.
- (iii) The paders went away with the Portuguese.
- (iv) The paders continue to wear a single-piece long frock.
- (v) Bread and cakes were an integral part of Goan life in the old days.
- (vi) Traditional bread-baking is still a very profitable business.
- (vii) Paders and their families starve in the present times.

Ans.: (i) Correct.

Because the Portuguese people reminisced about the loaves of bread famous from the bakers.

(ii) Correct.

Because the bakers were known as Paders and they still exist in the Goan villages.

(iii) Incorrect

Because paders still exist in Goan villages.

(iv) Incorrect

Because paders wear shirts and trousers which are shorter than full-length ones and longer than half pants.

(v) Incorrect

Because breads and cakes are still an integral part of Goan life.

(vi) Correct.

Because people love eating loaves of bread.

(vii) Incorrect

Because baking is still a very profitable business in Goa.

Q.2 Is bread an important part of goan life? How do you know this?

Ans.: Yes, bread is an important part of goan life. One can say so because their main festivals can never be celebrated without the famous loaves of bread. Marriage ceremonies were incomplete without the sweet bread known as the bol. Bread was also a must at parties, and cakes and bolinhas for Christmas. The tradition of making sandwiches by the lady of the house on her daughter's engagement was also meaningless without loaves of bread. Thus, in other words, the fact that the profession of baking is a profitable business in Goa, it clearly exhibits the love of Goans for bread.

Q.3 Tick the right answer. What is the tone of the author when he says the following?

- (i) The thud and the jingle of the traditional baker's bamboo can still be heard in some places. (Nostalgic, hopeful, sad)
- (ii) Maybe the father is not alive but the son still carries on the family

- profession. (Nostalgic, hopeful, sad)
- (iii) I still recall the typical fragrance of those loaves. (Nostalgic, hopeful, naughty)
- (iv) The tiger never brushed his teeth. Hot tea could wash and clean up everything so nicely, after all. (Naughty, angry, funny)
- (v) Cakes and bolinhas are a must for Christmas as well as other festivals. (Sad, hopeful, matter-of-fact)
- (vi) The baker and his family never starved. They always looked happy and prosperous. (Matter-of-fact, hopeful, sad)

**Ans.:**

(i) nostalgic

Meaning: Feeling of nostalgia/remembrance

(ii) hopeful, nostalgic

(iii) nostalgic

(iv) funny

(v) matter-of-fact

(vi) matter-of-fact.

## I. A Baker from Goa – Writing

Q.1 In the extract, the author talks about traditional bread-baking during his childhood days. Complete the following table with the help of the clues on the left. Then write a paragraph about the author's childhood days.

<b>Clues</b>	<b>Author's childhood days</b>
The way bread was baked	
The way the pader sold bread	
What the pader wore	
When the pader was paid	
How the pader looked	

**Ans.:**

<b>Clues</b>	<b>Author's childhood days</b>
The way bread was baked	in the furnace as it is done today
The way the pader sold bread	Having the basket on the head and wandering around
What the pader wore	Shirt and half pants covering knees
When the pader was paid	At the end of the month
How the pader looked	Funny due to his peculiar dress

Paragraph about the author's Childhood

Baking and Bakery products have always been a part of the popular culture of the Goan society. When the author was a young child, he often heard his elders reminiscing nostalgically the famous loaves of bread. Although, the eaters of those loaves might have disappeared, the makers (paders) were still making those loaves in the same furnace following the similar processes. During his childhood, he and his family members were woken-up by the jingling thud of his bamboo and the children used to run to him after hearing the jhang-jhang sound. They loved to eat bread-bangles although his main servants used to take loaves. The baker was seen in a special dress (known as the Kabai) in which he moved around the entire village selling his bread. He had a monthly account and was paid at the end of every month. Thus, baking was a profitable profession

and the baker's family and his servants were often said to be having a jackfruit-like appearance.

Q.2A Compare the piece from the text (on the left below) with the other piece on Goan bakers (on the right). What makes the two texts so different? Are the facts the same? Do both writers give you a picture of the baker?

<p>Our elders are often heard reminiscing nostalgically about those good old Portuguese days, the Portuguese and their famous loaves of bread. Those eaters of loaves might have vanished but the makers are still there. We still have amongst us the mixers, the moulders and those who bake the loaves. Those age old, time-tested furnaces still exist. The fire in the furnaces had not yet been extinguished. The thud and the jungle of the traditional baker's bamboo, heralding his arrival in the morning, can still be heard in some places.</p>	<p>After Goa's liberation, people used to say nostalgically that the Portuguese bread vanished with the paders. But the paders have managed to survive because they have perfected the art of door-to-door delivery service. The paders pick up the knowledge of bread making from traditions in the family. The leavened, oven-baked bread is a gift of the Portuguese to India.</p> <p>[adapted from Nanda Kumar Kamat's 'The Unsung Lives of Gaon Paders']</p>
---	---

May be the father is not alive, but  
the son  
still carries on the family  
profession

Ans.: The topic of both the given texts are same i.e. they talk about paders in Goa and art of baking bread. But the patterns of describing it are different and also at different times i.e. the text on the left side talks about the memories of the elders who recollect the past nostalgically whereas the text on the right-side talks about the period after Goa's liberation talking about the realities of Portuguese bread that now seem to be faded with the passage of time.

**Q.2B** Now find a travel brochure about a place you have visited. Look at the description in the brochure. Then write your own account, adding details of your own experience, to give the reader a picture of the place, rather than an impersonal, factual description.

Ans.: Our School announced an Educational Tour to Amritsar, Punjab in February 2017 for 4 days. It was during our winter vacation. Each student had to pay Rs. 6000 for all the expenditure including hotel and meals for each day. We began our journey on the night of 15 February 2017 and enjoyed the company of our teachers on our way to Amritsar. Next morning, we reached there without any difficulty. We checked into the hotel after reaching and took some rest and left to see the Jallianwala Bagh and the Golden Temple in the afternoon. We saw the bullet marks and were made familiar with the Jallianwala Bagh massacre. We also visited a small museum which gave us a deep insight into the same. All lit up with lights, we could see the beautiful reflection of the Golden Temple in the crystal-clear water of the Sarovar in the evening. Late

night, we came back to our hotel. Early morning, next day, we began our drive towards Wagah Border. There we witnessed a spectacular combined drill of Indian and Pakistani soldiers and the evening ceremony. It was among the most memorable experiences we ever had and we returned in the evening. Next morning, we visited the Gobindgarh Fort and became aware of the historical context in which it was built, significant changes over time and the 7D show on the life of Maharaja Ranjit Singh. On the last day, we had some fun and frolic in our hotel itself and enjoyed amongst ourselves. Above all, we had an unforgettable experience during our visit and enjoyed their famous sweets and food items as well.

Note\*— This is purely based on a person's experience. Students can write their own descriptions as well.

## **Group Discussion**

Q. 1 In groups, collect information on how bakeries bake bread now and how the process has changed over time.

Ans.: Students can do this activity in groups. They can visit a factory of any bakery and watch the process of baking and note it down. Then this process can be compared with the one given in the chapter.

Q.2 There are number of craft-based professions which are dying out. Pick one of the crafts below. Make a group presentation to the class about the skill required, and the possible reasons for the decline of the crafts. Can you think of ways to revive these crafts?

(i)Pottery

- (ii) Batik work
- (iii) Dhurri (rug) weaving
- (iv) Embroidery
- (v) Carpentry
- (vi) Bamboo weaving
- (vii) Making jute products
- (Viii) Handloom

Ans.: Yes, it is quite right that today there are number of craft-based professions which are dying out, approximately, including all the given. The reason is very clear since all of them are based on old techniques. They take much time, labor and hard work.

While on the other hand, factories have new technologies and advanced patterns of working.

However, it depends on our government and its policies which can revive these craft-based works and professions. Loans on low-interest rate can help in providing an incentives to people in order to work and establish a market for their products. Various other economic policies can also contribute towards the betterment of the artisans and producers of such goods.

## **II. Coorg - Thinking about the Text**

### **Q.1 Where is Coorg?**

Ans.: Coorg (or Kodagu) is the smallest district situated midway between Mysore and Mangalore in Karnataka. It is believed to be heaven on earth which must have been drifted from the kingdom of God.

**Q.2** What is the story about the Kodavu people's descent?

Ans.: The people of Coorg are believed to be of Greek or Arabic descent. It is said that a part of Alexander's army moved towards the south and had to settle there when their return became impractical. They married amongst the locals and their culture is manifested in marriage and religious rites and martial traditions. The long, black coats with embroidered waist belts worn by Kodavus, known as Kuppia resembles the Kuffia worn by the Arabs and the Kurds also throw light on the Arabic origins of Kodavu people.

**Q.3** What are some of the things you now know about -

- (i) The people of Coorg?
- (ii) The main crop of Coorg?
- (iii) The sports it offers to tourists?
- (iv) The animals you are likely to see in Coorg?
- (v) Its distance from Bangalore, and how to get there?

Ans.: (i) The author has described the people of Coorg as a proud race of martial men and beautiful women who are of Greek or Arabic descent. They have a tradition of hospitality and enjoy telling the stories of bravery about their sons and forefathers. In addition, Kodavus are the only people in India who are permitted to carry firearms without a license.

(ii) The main crop of Coorg is coffee. After monsoons, the air breathe of invigorating coffee with coffee estates and bungalows tucked under tree canopies.

- (iii) Coorg offers adventurous sports to its tourists including river rafting, canoeing, rock climbing, elephant riding, rappelling and mountain biking and trekking.
- (iv) The animals one can see in Coorg include birds, bees, butterflies, macaques, wild elephants, Malabar squirrels, langurs, and lorises.
- (v) The distance between Coorg and Bangalore is about 260kms. One can reach there via train, air or road transport.

Q.4 Here are six sentences with some words in italics. Find phrases from the text that have the same meaning. (Look in the paragraphs indicated)

- (i) During monsoons, it rains too heavily that tourists do not visit Coorg.  
(Para 2)
- (ii) Some people say that Alexander's army moved south along the coast and settled here. (Para 3)
- (iii) The Coorg people are always ready to tell stories of their son's and father's valour. (Para 4)
- (iv) Even people who normally lead an easy and slow life get smitten by the high-energy adventure sports of Coorg. (Para 6)
- (v) The theory of the Arab origin is supported by the long coat with embroidered waist-belt they wear. (Para 4)
- (vi) Macaques, Malabar squirrels observe you carefully from the tree canopy. (para 7)

Ans.: (i) Keep away many visitors away.

Meaning- stay away to avoid a certain situation.

(ii) As the story goes.

Meaning- As a situation is told or rumored to be so

(iii) Are more than willing to recount.

Meaning -Happily ready to tell or describe people about a story or incident

(iv) The most laid-back individuals become converts.

Meaning – even the slow ones become high spirited.

(v) Draws support from.

Meaning – to take support from a fact or instance to prove something.

(vi) Keep a watchful eye.

Meaning – to observe something or someone very carefully.

## **II. Coorg - Thinking about language**

### **Q.1A Collocations**

Certain words ‘go together’. Such ‘word friends’ are called collocations. The collocation of a word is ‘the company it keeps’.

For example, look at the paired sentences and phrases below. Which is a common collection, and which one is odd? Strike out the odd sentence or phrase.

(a) • How old are you?

• how young are you?

(b) • a pleasant person

• a pleasant pillow

A. Here are some nouns from the text.

Culture monks surprise experience weather tradition

Work with a partner and discuss which of the nouns can collocate with which of the adjectives given below. The first one has been done for you.

Unique terrible unforgettable serious ancient wide sudden

(i) culture: unique culture, ancient culture

(ii) monks:

(iii) surprise:

(iv) experience:

(v) weather:

(vi) tradition:

Ans.: (ii) monks: serious monks

(iii) surprise: sudden surprise, terrible surprise, unforgettable surprise

(iv) experience: unique experience, terrible experience, unforgettable experience

(iv) weather: terrible weather

(vi) tradition: ancient tradition, unique tradition

Q.1B Complete the following phrases from the text. For each phrase, can you find at least one other word that would fit into the blank?

(i) tales of .....

(ii) coastal .....

(iii) a piece of.....

(iv) evergreen.....

(v) ..... plantations

(vi) ..... Bridge.

(vii) wild.....

Ans.:

From the text:	OTHER THAN THE TEXT
(i) tales of valour Valour meaning: Brave, courageous. (ii) coastal town (iii) a piece of heaven (iv) evergreen rainforests (v) coffee plantations (vi) rope bridge (vii) wild elephants	(i) tales of morality (ii) coastal areas (iii) a piece of cloth (iv) evergreen tree (v) crop plantations (vi) well-made bridge (vii) wild animals

### III. Tea from Assam - Thinking about Language

**Q.1A** Look at these words: upkeep, downpour, undergo, drop out, walk-in. They are built up from a verb (keep, pour, go, drop, walk) and an adverb or a particle (up, down, under, out, in).

Use these words appropriately in the sentences below. You may consult a dictionary.

- (i) A heavy ..... has been forecast due to low pressure in the Bay of Bengal.(ii) Rakesh will ..... Major surgery tomorrow morning.(iii) My brother is responsible for the ..... of our family property.(iv) The ..... rate for his accountancy course is very high.(v) She went to the Enterprise Company to attend a ..... interview.

Ans.:

- (i) downpour

(Meaning/synonym – a heavy rainfall/rainstorm, thunderstorm)(ii) undergo(Meaning/synonym – to experience something or being subjected to something/experience, undertake)(iii) upkeep(Meaning/synonym – to keep something in good condition/maintenance, aftercare)(iv) dropout(Meaning/synonym – an act of abandoning a course of study or rejecting conventional norms to pursue alternative lifestyle/free spirited, rebel)(v)walk-in(Meaning – a service available for people without prior appointment)

**Q.1B** Now fill in the blanks in the sentences given below by combining the verb given in brackets with one of the words from the box as appropriate.

Over, by, through, out, up, down

- (i) The Army attempted unsuccessfully to ..... the Government. (throw)  
(ii) Scientists are on the brink of a major ..... in cancer research.

(break)

(iii) The State Government plans to build a ..... for Bhubaneswar to speed up traffic on the main highway. (pass)

(iv) Gautama's ..... on life changed when he realized that the world is full of sorrow. (look)

(v) Rakesh seemed unusually ..... after the game. (cast)

**Ans.:** (i) overthrow

(Meaning/synonym – to remove from a powerful position/dissolve, topple)

(ii) breakthrough(Meaning/synonym – a very dramatic and important discovery/revolution, development)

(iii) by-pass(Meaning/synonym – a road passing around a town to provide an alternative route/ring road, diversion)

(iv) outlook(Meaning/synonym – a person's point of view or opinion/perspective, stance)

(v) downcast(Meaning/synonym – feeling discouraged/low-spirited, sorrowful)

**Q.2A** Notice how these -ing and -ed adjectives are used.

(a) Chess is an interesting game. -I am very interested in chess.

(b) Going trekking in the Himalayas this summer is an exciting idea. –We are very excited about the trek.

(c) Are all your school books this boring? -He was bored as he had no friends there.

The -ing adjectives show the qualities that chess, trekking, or these books have: they cause interest, excitement, or boredom in you. The -ed/ -en adjectives show your mental state or your physical state: how you feel in response to ideas, events or things.

A. Think of suitable –ing or –ed adjectives to answer the following questions. You may also use words from those given above.

How would you describe

(i) a good detective serial on television? \_\_\_\_\_

(ii) a debate on your favorite topic ‘Homework Should Be Banned’?

(iii) how you feel when you stay indoors due to incessant rain?  
\_\_\_\_\_

(iv) how you feel when you open a present? \_\_\_\_\_

(v) how you feel when you watch your favorite programme on television?  
\_\_\_\_\_

(vi) the look on your mother’s face as you waited in a queue?  
\_\_\_\_\_

(vii) how you feel when tracking a tiger in a tiger reserve forest?  
\_\_\_\_\_

(viii) the story you have recently read, or a film you have seen?  
\_\_\_\_\_

Ans.:

(i) interesting

(Meaning/synonym – to catch attention or arouse curiosity/ fascinating, compelling)

(ii) exciting

(Meaning/synonym – to cause great enthusiasm or eagerness/gripping, startling)

(iii) bored

(Meaning/synonym – feeling impatient due to lack of interest in a certain activity/lacking interest, monotonous)

(iv) excited

(Meaning - It is the past tense of excite)

(v) excited/interested

(Meaning - It is the past tense of excite/ interest)

(vi) tired

(Meaning/synonym – in need of rest due to much hectic schedule or activities/weary, exhausted)

(vii) thrilled

(Meaning/synonym – to have a sudden feeling of excitement/delighted, high spirited)

(viii) boring

(Meaning - It is the present participle of bore)

Q.2B Now use the adjectives in the exercise above, as appropriate, to write a paragraph about Coorg.

Ans.: The description that we got from the chapter is very interesting and exciting. It gives an account of natural and scenic beauty. The running sights of description about Kodavus are also quite thrilling. The

wildlife and beautiful view of the entire landscape entralls us. We can feel the internal beauty of nature in the company of birds, langurs, and wild-beasts along with the revitalizing plantations of coffee. The adventurous sports of Rafting, Rappelling and Canoeing and Trekking sports are of much attraction to the readers.

NOTE – This is only a small overview about Coorg. Students can use more adjectives (apart from those given) in the paragraph to make it more enriching.

## **Speaking and Writing**

Q.1 Read the following passage about tea.

India and tea are so intertwined together that life without the brew is unimaginable. Tea entered our life only in the mid-nineteenth century when the British started plantations in Assam and Darjeeling. In the beginning, though, Indians shunned the drink as they thought it was a poison that led to umpteen diseases. Ironically, tea colonized Britain where it became a part of their social diary and also led to the establishment of numerous tea houses. Today, scientific research across the world has attempted to establish the beneficial qualities of tea - a fact the Japanese and the Chinese knew anyway from ancient times, attributing to its numerous medicinal properties.

[Source: ‘History: Tea Anytime’ by Ranjit Biswas from Literary review, The Hindu, 1 October 2006]

Collect information about tea, e.g. its evolution as a drink, its beneficial qualities. You can consult an encyclopedia or visit Internet websites.

Then form groups of five and play the following roles: Imagine a meeting of a tea planter, a sales agent, a tea lover (consumer), a physician and a tea shop owner. Each person in the group has to put forward his/her views about tea. You may use the following words and phrases.

- I feel..... - It is important to know....
- I disagree with you - I think that tea
- I would like you to know - I agree with
- It is my feeling... - I suggest...
- May I know why you... - I am afraid...

Ans.: Views About Tea - Tea has become a very important part of our life. It is significant to know that tea can be found in every Indian household which is also a must in all functions. Tea plantation is the main occupation in Assam. Tea is a beverage as well as possesses medicinal qualities. It reduces blood pressure and provides instant relief from tiredness. Thus one can see that tea has become a necessity for all.

NOTE – Students can attempt it and put in various additional details about tea.

Q.2 You are sales executive of a famous tea company and you have been asked to draft an advertisement for the product. Draft the advertisement using the information you collected for the role play. You can draw pictures or add photographs and make your advertisement colorful.

Ans.:

## **BROOK BOND RED LABEL**

Now in a new brand and taste 'Natural Flavour'. It gives new energy and revitalizes your body. It is available in your nearby shops in 1 kg, 500 gm, 250gm packs. Get a coupon in every pack and enjoy free vouchers and coupons and much more. Don't miss the chance and enjoy the natural fragrance -sales Executive.

### **The Trees - Thinking about the Poem**

Q.1A Find in the first stanza, three things that cannot happen in a treeless forest.

Ans.: Three things that cannot happen in a treeless forest are as follows -

- (i) The birds cannot sit on the trees.
- (ii) The insects cannot hide in the trees.
- (iii) The sun rays cannot be seen burying their feet in the shadow of the forest.

Q.1B 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 here refer to the rays of the sun that reach the earth’s surface. Since the sun radiates heat, the words “Sun bury its feet in shadow” show the image of the radiating sun cooling its feet in the shadow of the forest’s trees.

**Q.2A** Where are trees in the poem? What do their roots, their leaves, and their twigs do?

Ans.: In the poem, the trees are in the poet's house. The roots are working all night to disengage themselves from the cracks in the veranda's floor. The leaves are straining towards the glass while the twigs are becoming stiff with exertion.

**Q.2B** What does the poet compare the branches to?

Ans.: The poet compares the long-cramped branches that have been shuffling under the roof to newly discharged patients who seem to be half-dazed as they step forward towards the hospital doors after recovering from long illnesses. In a similar condition, the branches also have been confined under the roof and want to get out into the open to spread themselves in the fresh air.

**Q.3A** 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.: In the beginning of the third stanza, the poet describes the moon saying that it is full and shining in the night sky. However, at the end of the stanza, she describes the moon as broken into many pieces that are similar to a shattered mirror. Since the trees have changed their place and made their way outside the poet's house, their branches have risen high, blocking the moon which is responsible for changing its appearance (that of a shattered mirror.) In the end, these pieces can be seen flashing in the crown of the tallest oak tree.

**Q.3B** What happens to the house when the trees move out of it?

Ans.: When the trees move out of the house, the glass gets broken and the winds rush to meet the trees which are stumbling forward in the night. However, the poet feels that the smell of the leaves of the trees and lichens still reaches the rooms of her house.

Q.3C Why do you think the poet does not mention “The departure of the forest from the house” in the 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 does not mention the departure of the trees in her letters because till now they were imprisoned and their departure from the house was like a hard-won freedom for the poet. It seems that the poet herself was willing that the trees go out and had been preparing for the same. By writing a long letter and letting them go, the poet is trying to free herself of her feelings which were earlier suppressed.

Q.4A 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? (i) 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 ‘breakout’?

Ans.: Yes, the poem, ‘The trees’ presents a conflict between man and nature. Man often uses nature recklessly for his own comforts and needs curbing their freedom. Plants and trees are used for interior decoration in homes, trees are cut down for wood, forests cleared for commercial and residential purposes and animals are put in cages. They seemed to be imprisoned and struggle to come out. In many such ways, man becomes a hindrance in the freedom of plants and animals. The poem shows their struggle as they strive to move out. To compare it with the poem ‘A

'Tiger in Zoo', it can be said that the tiger also longs for freedom. The poet thus presents the fact that animals should not be bound in cages because it restricts their freedom to move around. Their condition, in the prison, is pitiable and they want to break out from this imprisonment.

**Q.4B** 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 symbolic of human beings, then it can be said that humans also want to break away from the handcuffs of their hectic and self-centered lives they lead. They work hard all through the days and nights to achieve their selfish goals and keep striving hard as they are confined under the roofs of their homes and offices. Even they wish to live freely and go out and enjoy the tranquil nature.

**Q.5** You may read that poem 'On Killing a Tree' by Gieve Patel (Beehive – Textbook in English for Class IX, NCERT). Compare and contrast it with the poem you have just read.

Ans.: The poem 'The Trees' describes the internal feelings of trees and narrates their struggle of escaping the confines of man's cages. However, the poem 'On Killing a Tree' describes the ways of killing a tree completely, highlighting the cruelty of man towards the environment. The poet sarcastically explains how a tree should not just be cut with an axe but should be destroyed completely from its roots. In the poem 'The Trees' the poetess throws light on the freedom of plants and animals which are curbed by man's reckless actions. Thus, both the poems in different ways show the deteriorating condition of nature and its elements and try to convey a hidden message to the audience.