

A Photograph (Poem)

QUESTIONS FROM TEXTBOOK SOLVED

A. Infer the meanings of the following words from the context:

paddling

transient

Now look up the dictionary to see if your inference is right.

Answer: 'Paddling' means 'wading' or 'rowing' a boat.

'Transient' means temporary.

Dictionary meanings:

'Paddling' means 'walking or standing with barefeet in shallow water'.

'Went paddling' means 'swam with short movements of hands or feet up and down'. 'Transient' means 'staying in a place for only short time'.

B. Think It Out

Question 1. What does the word 'cardboard' denote in the poem? Why has this word been used?

Answer: The word cardboard denotes the photograph pasted on a hard thick paper. This word has been used to refer to a practice in the past when photographs were pasted on cardboard and framed with glass front to preserve them.

Question 2. What has the camera captured?

Answer: The camera has captured the three girls—the poet's mother and her two cousins, Betty and Dolly, in their swimming dresses with the poet's mother in the middle and the two cousins on either side holding her hands and walking in the sea water.

Question 3. What has not changed over the years? Does this suggest something to you?

Answer: The sea has not changed over the years. Its waves are as fresh, shining and tireless as they were years ago. The changelessness of sea reminds us of the changes in human face with advancing age.

Question 4. The poetess's mother laughed at the snapshot? What did this laugh indicate?



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Answer: This laugh' indicated her joy at remembering an incident connected with her past life, when she was quite young and free from the tensions and worries of life.

Question 5. What is the meaning of the line "Both wry with the laboured ease of loss".

Answer: The sea holiday and the laughter of the poet's mother are incidents of the past. There is a sense of loss associated with them. Both are amusing yet disappointing as the state of feeling comfortable or relaxed is unnatural or forced one. This sense of loss is quite painful to bear.

Question 6. What does 'this circumstance' refer to?

Answer: This circumstance refers to the death of the poet's mother.

Question 7. The three stanzas depict three different phases. Name them.

Answer:

1. The girlhood of the poet's mother—the period before the birth of the poet.
2. Her middle age—the period during the childhood of the poet
3. Period after the death of the poet's mother.

MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. Which incident has been captured in the snapshot?

Answer: The incident depicts three girls who had gone for a swim in the sea and were standing still for a short time smiling at the camera. This group photo captures their joy, buoyant spirits and freedom of girlhood.

Question 2. What do you learn about the poetess's mother from the photograph?

Answer: The poetess's mother was a big girl even at the age of twelve. She had a sweet face and enjoyed swimming as well as wading in sea-water with her cousins. Years later she laughed at the clothes they had put on for the sea holiday.

Question 3. How did the three girls face the camera?

Answer: They removed hair from their face and stood smiling in the shallow water near the beach. Betty and Dolly stood on either side of the poetess's mother, holding one of her hands.

Question 4. What do you think, made the poetess's mother laugh?

Answer: The dress and behaviour of her cousins Betty and Dolly made the poetess's mother laugh. It is evident that they had put on some quaint dress, which amused her.

Question 5. The poetess's mother laughs at her past. How does the poet react to her past?

Answer: The sea holiday was a past experience for the poetess's mother. A glimpse of the photograph perhaps revived some feelings of shared joy and she laughed. For the poet, her laughter is an incident of the past. It is amusing in ironic manner. The sense of loss overcomes the pleasure.

Question 6. Why, do you think, does the poetess say nothing about her mother's death?

Answer: The poet has no words to express her reaction to this solemn and painful incident. Death silences everyone. The extensive quietness and prevailing gloom silences her.

B. Long Answer Type Questions

Question 1. What impression do you form of the poetess and the poetess's mother after

reading the poem A Photograph’?

Answer: The poem presents the poet as a sensitive person who is quite affectionate towards her mother and is deeply attached to her. She loves ‘her ‘sweet’ face and notes the changes in it as she advances in age. She remembers all the incidents connected with her life including her laughter on looking at the photograph. She finds it hard to bear her death. The pangs of separation stun her to speechlessness.

The poetess’s mother appears as a physically well formed person with sweet face and beautiful smile. She has a friendly temperament and free mixing nature. She has great affection (or her two girl cousins and goes with them for a sea-holiday where they put on quaint dresses. She poses with them smilingly for a snap. Her laughter on seeing the dresses in the snap shows her fine temperament and good humour.

The Portrait of a Lady

QUESTIONS FROM TEXTBOOK SOLVED

A. Understanding the Text

Question 1. The three phases of the author's relationship with his grandmother before he left the country to study abroad.

Answer: The three phases of the author's relationship with his grandmother before he left the country to study abroad are:

- childhood – when he went to the village school and the grandmother helped him to get ready and went to school with him.
- boyhood – when he went to the city school in a bus. He shared a room with grandmother but she could no longer help him in his studies.
- early youth – when he went to the university and was given a room of his own. The common link of friendship was snapped.

Question 2. Three reasons why the author's grandmother was disturbed when he started going to the city school.

Answer: The three reasons why the author's grandmother was disturbed when he started going to the city school are:

- She hated western Science and learning.
- She was pained to know that there was no teaching of God and the scriptures there.
- She was allergic to music. She thought it was not meant for decent people and gentlefolk. It was the monopoly of prostitutes and beggars.

Question 3. Three ways in which the author's grandmother spent her days after he grew up.

Answer: The three ways in which the author's grandmother spent her days after he grew up are:

- She lived alone in her room as she had accepted her loneliness quietly.
- She sat at her spinning wheel reciting prayers.



- In the afternoon, she would feed the sparrows for half an hour.

Question 4. The odd ways in which the author's grandmother behaved just before she died.

Answer: Just before her death, the author's grandmother refused to talk to them. Since she had omitted to pray the previous night while she was singing songs of homecoming and beating the drum, she was not going to waste any more time. She ignored their protests. She lay peacefully in bed praying and telling beads.

Question 5. The way in which the sparrows expressed their sorrow when the author's grandmother died.

Answer: Thousands of sparrows sat silently surrounding the dead body of the author's grandmother. There was no chirruping. The author's mother threw some crumbs of bread to them. They took no notice of them. As soon as the grandmother's corpse was carried off, they flew away quietly. Thus the sparrows expressed their sorrow.

B. Talking About the Text

Talk to your partner about the following:

Question 1. The author's grandmother was a religious person. What are the different ways in which we come to know this?

Answer: The author's grandmother was a deeply religious lady. We come to know this through the different ways of her behaviour. She visited the temple every morning and read scriptures. At home she always mumbled inaudible prayer and kept telling the beads of rosary. She would repeat prayers in a sing-song manner while getting the writer ready for school. She hoped that he would learn it by heart. She didn't like English school as there was no teaching of God and scriptures.

Even while spinning at her spinning-wheel she would recite prayers. Perhaps it was only once that she forgot to say her prayers. It was on the evening prior to her death when she felt over excited while celebrating the arrival of her grandson with songs and beatings of drum. She continued praying and telling beads of her rosary till her last breath.

Question 2. Describe the changing relationship between the author and his grandmother. Did their feelings for each other change?

Answer: During his boyhood, the author was completely dependent on his grandmother. She was a part of his life. The turning point in their friendship came when they went to city. She could no longer accompany him to school as he went there by bus. They shared the same room but she could not help him in his studies. She would ask him what the teachers had taught. She did not believe in the things that were taught at school. She was distressed that there was no teaching about God and the scriptures. She felt offended that music was also being taught. She expressed her disapproval silently. After this she rarely talked to him. When he went to university, he was given a room of his own. The common link of friendship was snapped.

However their feelings for each other did not change. They still loved each other deeply. She went to see the author off at the railway station when he was going abroad for higher studies. She showed no emotion but kissed his forehead silently. The author valued this as perhaps the last sign of physical contact between them. When the author returned after five years, she received him at the station. She clasped him in her arms. In the evening she celebrated his homecoming by singing songs and beating an old drum.

Question 3. Would you agree that the author's grandmother was a person strong in character? If yes, give instances that show this.

Answer: Yes, I agree that the author's grandmother was a person strong in character. She was a strong woman with strong beliefs. Although she was not formally educated, she was serious

about the author's education. She could not adjust herself to the western way of life, Science and English education. She hated music and disapproved of its teaching in school. She was a deeply religious lady. Her lips were always moving in a silent prayer. She was always telling the beads of her rosary. She went to temple daily and read the scriptures. She was distressed to know that there was no teaching about God and holy books at Khushwant's new English school.

She was a kind lady. She used to feed dogs in the village. In the city she took to feeding sparrows. Although old in years and weak in body she had strength of mind. Just before her death, she refused to talk to the members of the family as she did not want to waste her time. She wanted to make up for the time last evening when she had not prayed to God. She lay peacefully in bed saying prayers and telling the beads of her rosary till she breathed her last.

Question 4. Have you known someone like the author's grandmother? Do you feel the same sense of loss with regard to someone whom you have loved and lost?

Answer: Yes, I have known my grandfather, who loved me deeply and looked after me. He had served in the army before he retired as a colonel 20 years ago. When I was a school-going kid, he was still active and smart. He was fond of walking, jogging and playing outdoor games. He inspired us to get up early in the morning. He believed that a healthy mind lives in a healthy body. He used to give us good physical exercises followed by milk and nourishing food and then asked us to study for a while before going to school. In the afternoon, he would enquire what we had been taught at the school. He would help us in our home task and supervise our reading, writing and doing sums. He was gentle but firm. He laid stress on good habits and character building. He passed away when I had gone abroad for higher studies. I miss him a lot. A sense of loss fills me whenever I see his portrait on the wall. But his cheerful looks remind me to take heart and fight the struggle of life.

C. Thinking About language

Talk to your partner about the following:

Question 1. Which language do you think the author and his grandmother used while talking to each other?

Answer: The author's grandmother was not much educated. So, I think the author and his grandmother used to talk in their mother tongue—in this case Panjabi.

Question 2. Which language do you use to talk to elderly relatives in your family?

Answer: My elderly relatives are well versed in English and Hindi. I feel at home greeting them in English but like to converse with them freely in Hindi.

Question 3. What is the expression used in your language for a 'dilapidated drum'?

Answer: The expression used in our language for a 'dilapidated drum' is 'phata-purana dho.

Question 4. Can you think of a song or poem in your language that talks of homecoming?

Answer: There are many folk songs and poems singing of the exploits of brave warriors. All these talk of their homecoming after winning a battle.

D. Working with Words

I. Notice the following uses of the word 'tell' in the essay:

1. Her fingers were busy telling the beads of her rosary.
2. I would tell her English words and little things of Western Science and learning.
3. At her age one could never tell.
4. She told us that her end was near.

Given below are four different senses of the word 'tell'. Match the meaning to the uses listed above.

- (a) make something known to someone in spoken or written words
- (b) count while reciting
- (c) be sure
- (d) give information to somebody.

Answer:

Phrases	Meaning
1. telling the beads	(b) count while reciting
2. tell her	(d) give information to somebody
3. one could never tell	(c) be sure
4. told us	(a) make something known to someone in spoken or written words

II. Notice the different senses of the word 'take':

- 1. to take to something: to begin to do something as a habit
- 2. to take ill: suddenly become ill

Locate these phrases in the text and notice the way they are used.

Answer: In the text, these phrases are used as under:

- 1. to take to: She took to feeding sparrows in the courtyard of our city house.
- 2. take ill: The next morning she was taken ill.

III. The word 'hobble' means to walk with difficulty because the legs and feet are in bad condition.

Tick the words in the box below that also refer to a manner of walking.

<i>haggle</i>	<i>shuffle</i>	<i>stride</i>	<i>ride</i>	<i>waddle</i>
<i>wriggle</i>	<i>paddle</i>	<i>swagger</i>	<i>trudge</i>	<i>slog</i>

Answer: The words referring to a manner of walking are:

shuffle, stride, waddle, swagger, trudge, slog.

IV. Notice these expressions in the text. Infer their meaning from the context

➤ <i>the thought was almost revolting</i>	➤ <i>a veritable bedlam of chirrupings</i>
➤ <i>an expanse of pure white serenity</i>	➤ <i>frivolous rebukes</i>
➤ <i>a turning-point</i>	➤ <i>the sagging skins of the dilapidated drum</i>
➤ <i>accepted her seclusion with resignation</i>	

Answer:

- **the thought was almost revolting:** It was disgusting to think so.
- **an expanse of pure white serenity:** widespread clear and calm whiteness.
- **a turning point:** the time when an important change takes place. .
- **accepted her seclusion with resignation:** calmly submitted to her loneliness.
- **a veritable bedlam of chirruping's:** real confusing noise caused by chirping.
- **frivolous rebukes:** light rebukes
- **the sagging skins of the dilapidated drum:** the loose skin of an old drum.

E. Noticing Form

Notice the form of the verbs highlighted in these sentences:

- 1. My grandmother was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe.
- 2. When we both had finished we would walk back together.
- 3. When I came back she would ask me what the teacher had taught me.
- 4. It was the first time since I had known her that she did not pray.

These are examples of the past perfect forms of verbs. When we recount things in the distant past we use this form.

Other examples for practice

Notice the form of verbs highlighted in these sentences:

Answer:

1. We understood the poem only when the teacher had explained it twice.
2. When the rain came, they had already reached their hotel.
3. We had worked together on that project for six months before she left me.
4. It was the first time since I had lived there that it began to snow.
5. The full moon was in the sky and had scattered its soft light all around.

F. Things to do

Talk with your family members about elderly people who you have been intimately connected with and are not there with you now. Write a short description of someone you liked a great deal.

Answer: My Grandmother

I lost my grandmother when I was twelve, but I still recollect her. She loved me affectionately and I liked her a great deal. She was quite old then, but she could move about with ease. I was her constant companion during her visits to temple, market, garden or to the houses of friends and relatives. Other members of the family would taunt me as granny's watch dog. She was my shield. I ran to her arms when my father or mother would get angry or thrash me. I miss the bedtime stories she used to tell me. Those highly fanciful stories were full of deeds of bravery or adventure and end on a note of success. They inspired me to do noble deeds in life. She was equally careful about my health and studies. She would make me drink milk and eat fruit to maintain a sound physique. She was good at drawing and helped me in writing alphabets. She also gave ready-made solutions to all my problems. She would bless me whenever I got success in any field—studies, sports, song, poetic recitation, poster making or fancy dress competition. Sometimes I miss her a lot.

MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. How long had the narrator known his grandmother—old and wrinkled? What did people say? How did the narrator react?

Answer: The narrator had known his grandmother—old and wrinkled for the last twenty years. She was terribly old. Perhaps she could not have looked older. People said that she had once been young and pretty. They said that she even had a husband. The narrator found it hard to believe.

Question 2. How did the narrator's grandfather appear in the portrait?

Answer: His grandfather looked very old. He had a long white beard. His clothes were loose fitting. He wore a big turban. He looked too old to have a wife or children. He looked at least a hundred years old. He could have only lots and lots of grandchildren.

Question 3. Which thought about the grandmother was often revolting and for whom?

Answer: The narrator's grandmother was very old and wrinkled. She had stayed at this stage for the last twenty years. People said that once she was young and pretty. The narrator couldn't even imagine her being young. So the thought was revolting to him.

Question 4. Explain: "As for my grandmother being young and pretty, the thought was almost revolting".

Answer: The narrator's grandmother was terribly old. She could not appear young and beautiful. Her face was a criss-cross of wrinkles. She was short, fat and slightly bent. The very idea of her being young and pretty did not appeal to the mind.

Question 5. The narrator's grandmother 'could never have been pretty, but she was always beautiful'. Explain the importance of the statement.

Answer: She was terribly old to appear pretty. Her face was a criss-cross of wrinkles. She was short, fat and slightly bent. She didn't create any physical appeal or attraction. However, in her spotless white dress and grey hair she was a picture of serenity, peace, sobriety and beauty.

Question 6. Why was it hard for the author to believe that his grandmother was once young and pretty ?

Answer: She was quite an old lady. She had been old and wrinkled for more than two decades. It is said that once she had been young and pretty. But it is hard to believe so.

Question 7. The narrator's grandmother looked like the 'winter landscape in the mountains'. Comment.

Answer: The grandmother was always dressed in spotless white. She had silvery hair. Her white locks spread untidily over her pale and wrinkled face. She looked like an expanse of pure white serenity. The stretch of snow over the mountains looks equally white and peaceful. So her silvery locks and white dress made her look like the winter landscape in the mountains.

Question 8. How did the narrator and his grandmother become good friends?

Answer: During his childhood, the narrator stayed with his grandmother in the village. She was his constant companion. She looked after him. She used to wake him up. She got him ready for school in the morning. She would give him breakfast. She went to school with him.

Question 9. Why could the grandmother not walk straight? How would she move about the house?

Answer: The grandmother was short and fat. She was also slightly bent. She put one hand on her waist to support the stoop. She could not walk straight. She walked like a lame person. She limped or hobbled about while moving.

Question 10. Describe how the grandmother spent her time while the narrator sat inside the village school.

Answer: The grandmother went to the school with the narrator. The school was attached to the temple. The narrator would learn alphabet and morning prayer at school. The grandmother would sit inside the temple. There she would read holy books. Thus she spent her time before they came back together.

Question 11. Grandmother has been portrayed as a very religious lady. What details in the story create this impression ?

Answer: She visited the temple every morning and read scriptures. At home she always mumbled inaudible prayer and kept telling the beads of rosary. She would repeat prayers in a sing-song manner while getting the narrator ready for school. All these details create the impression that she was a religious lady.

Question 12. The grandmother had a divine beauty. How does the author bring this out?

Answer: The grandmother's silvery locks scattered untidily over her pale and wrinkled face. This made her look like an expanse of pure white serenity. She had a divine beauty. She looked like the winter landscape in the mountains.

Question 13. What proofs do you find of the friendship between grandmother and grandson in this story ?

Answer: The grandmother was closely attached to the narrator in his childhood. She woke him, got him ready and took him to school. She prepared his wooden slate. She waited in the temple while he studied in school. They returned home together.

Question 14. The grandmother was a kind-hearted woman. Give examples in support of your answer.

Answer: Grandmother had a very kind heart. She loved her grandson. She loved even birds and animals. In the village, she fed the street dogs. In the city, she would feed the sparrows.

Question 15. "That was a turning point in our friendship." What was the turning point?

Answer: The turning point in their friendship came when they shifted to the city. Now the narrator went to an English school in a bus. Grandmother could no longer accompany him to school. Although they shared the same room, they saw less of each other.

Question 16. Draw a comparison between village school education and city school education.

Answer: Elementary education was given in village school. The pupils were taught alphabet and multiplication tables. It was quite simple—confined to the three R's—reading, writing and arithmetic. In the city school, English, Science and Music were taught. Unlike village school there was no teaching about God and scriptures.

Question 17. How did grandmother react to the narrator's receiving education in English school?

Answer: She did not believe in the things they taught at the English school. She hated Western Science and learning. She was pained to know that there was no teaching of God and the scriptures there.

Question 18. What led to the gradual distancing of the narrator from his grandmother in the city? Give three reasons.

Answer: As the years rolled by, the narrator grew older. His dependence on grandmother became lesser. He started going to an English school in a motor bus. She could not go with him. Moreover she couldn't help him in teaching English and Science. She hated English school. There was no teaching about God and scriptures there. All these things distanced the narrator from his grandmother.

Question 19. Why was the narrator's grandmother so much allergic to music? Why was the grandmother disturbed when she came to know that music lessons were being given at school?

Answer: She considered that music had low associations. It was not meant for decent people and gentlefolk. It was actually the monopoly of prostitutes and beggars.

Question 20. When was the common link of friendship between the narrator and his grandmother finally snapped?

Answer: The narrator went to the university. Now he was given a room of his own. This separated the narrator from his grandmother. The common link of their friendship was thus finally broken.

Question 21. How did the grandmother spend her time when the narrator went up to university?

Answer: She now lived alone in her room. She accepted her loneliness quietly. She was now

always busy with her spinning wheel. She sat at her spinning-wheel reciting prayers. She hardly talked to anyone. In the afternoon, she would feed the sparrows. This was her only pastime.

Question 22. Why did the grandmother take to feeding sparrows in the courtyard of their city house?

Answer: In the village, she used to throw 'chapattis' to the street dogs. But there were no dogs in the streets of the city. So, she took to feeding the sparrows in the courtyard of their city house.

Question 23. Describe in brief how grandmother spent half-an-hour with the sparrows. How did she feel then?

Answer: The grandmother usually fed the sparrows in the afternoon. She sat in the verandah. She broke bread into little bits. Hundreds of sparrows would gather there. They would chirrup noisily. Some perched on her legs and shoulders. Some sat even on her head. She enjoyed feeding them. She never pushed them away. It was her happiest half an hour.

Question 24. What was the happiest moment of the day for the grandmother?

Answer: The happiest half-hour of her day used to be the time when grandmother fed the sparrows. She would sit in the verandah breaking the bread into little bits. The sparrows would collect around her. They chirped noisily. Some perched on her legs and shoulders. Some even sat on her head. She relished this game. She never shooed them away.

Question 25. How did the grandmother see the narrator off at the railway station?

Answer: She was not at all sentimental. She kept silent and didn't show her emotions. Her lips moved in prayer and her fingers were busy telling the beads of her rosary. She only kissed the narrator's forehead. He cherished the moist imprint as perhaps the last sign-of physical contact between them.

Question 26. What was the "last sign" of physical contact between the author and the grandmother? Why did the author think that to be the last physical contact?

Answer: The grandmother, kissed Khushwant Singh on his forehead. The author thought that this was perhaps the last sign of physical contact between them. He was going away for five years. She was extremely old and at her age one could never tell whether she would be alive for long.

Question 27. Why didn't the grandmother pray in the evening on the day narrator came back home?

Answer: There was a strange change in her behaviour. She was over-excited. She celebrated the arrival of her grandson. She collected all the women of the neighborhood. For hours she continued singing and beating the drum. She had to be persuaded to stop to avoid overstraining. Perhaps it was the first time that she didn't pray.

Question 28. How did the grandmother die?

Answer: The grandmother realised that her end was near. She continued praying. Her fingers were busy in telling the beads of her rosary. She lay peacefully in bed. She did not talk to anyone. After sometime, her lips stopped moving. The rosary fell down from her fingers. She died peacefully.

Question 29. How did the sparrows show that they had not come for the bread?

OR

How did the sparrows pay their last homage to the grandmother?

Answer: The grandmother lay dead. Thousands of sparrows came there. They did not chirrup.

They paid their last homage to the old lady silently. She used to feed them regularly. The narrator's mother threw some crumbs of bread to them. They took no notice of them. As soon as the grandmother's corpse was carried off, they flew away quietly.

Question 30. Everybody including the sparrows mourned grandmother's death. Elaborate.

Answer: The old grandmother died peacefully. The members of the author's family mourned her death. Thousands of sparrows came and sat silently in the courtyard and the verandah where grandmother lay dead and wrapped in a red shroud. They took no notice of the bread crumbs thrown to them. They flew away quietly the moment grandmother's corpse was carried off.

B. Long Answer Type Questions

Question 1. Describe the friendship 'between Khushwant Singh and his grandmother.

Answer: Khushwant Singh's grandmother was closely involved in bringing him up when the author lived with her in the village during his early life. She used to wake him up early in the morning. While bathing and dressing him, she sang her prayers. She hoped that the young boy would learn it by heart. She then gave him breakfast—a stale chapatti with butter and sugar. Then they would go together to the temple school. While the author learnt his lesson, the grandmother would read holy books. They returned home together.

A turning point came in their friendship when his parents called them to city. Although they shared a room, she could not help him much. She hated music, Science and Western education. The common link of their friendship was gradually snapped.

Question 2. What image of the grandmother emerges from 'The Portrait of a Lady'?

Answer: Khushwant Singh's grandmother has been portrayed as a very old lady. She was short statured, fat and slightly bent. Her face was wrinkled and she was always dressed in spotless white clothes. She was a deeply religious lady. Her bps were always moving in a silent prayer. She was always telling the beads of her rosiy. She went to the temple and read the scriptures. The grandmother was a kind lady. She used to feed dogs in the village. In the city she took to feeding the sparrows. She had great affection for her grandson. She looked after him in the village. She could not adjust herself to the Western way of life, Science and English education. She hated music and was distressed to know that there was no teaching about God and holy books at Khushwant's new English school. On the whole, she was a nice, kind-hearted and religious lady.

Question 3. Write a character sketch of the author's grandmother by using following words: affectionate, caring, kind and benevolent, religious, a strong woman.

Answer: Khushwant Singh's grandmother was a very old lady. She was short, fat and slightly bent. Her face was wrinkled. She had white hair. She was very affectionate. She was closely involved in bringing up the author. The two lived in the village. She was a caring grandmother. She would wake him early in the morning and get him ready for school. She served him breakfast and took him to school. She waited for him in the temple. She prayed while he studied. She returned with him.

She was kind and benevolent. She used to feed dogs in the village. In the city she took to feeding the sparrows. She was a deeply religious lady. Her bps were always moving in a silent prayer. She was always telling the beads of her rosiy. She went to the temple and read the scriptures.

She was a strong woman with strong beliefs. Although she was not formally educated, she was serious about the author's education. She could not adjust herself to the western way of life, Science and English education. She hated music. She was distressed to know that there was no teaching about God and holy books at Khushwant's new English school. On the whole, she was a nice, affectionate, kind hearted and religious lady.

Question 4. The grandmother herself was not formally educated but was serious about the author's education. How does the text support this?

Answer: The grandmother was quite serious about the author's education. She woke him up in the morning and got him ready for school. She washed his wooden slate. She plastered it with yellow chalk. She tied his earthen ink-pot and reed pen into a bundle. She took him to school. He studied in school. She waited for him in the temple reading scriptures. In the city, the author went to an English school in a motor bus. When he came back she would ask him what the teacher had taught him. She could not help him with his lessons. She did not believe in the things taught at the English school. She was distressed to learn that her grandson was being taught music. She considered it unfit for gentle folk.

Question 5. Gradually the author and the grandmother saw less of each other and their friendship was broken. Was the distancing in the relationship deliberate or due to demand of the situation?

Answer: During his boyhood, grandmother was a part of his life. He was completely dependent on her. The turning point in their friendship came when they went to city. Now, he went to school by bus. She no longer accompanied him. As the years rolled by they saw less of each other. For sometime she continued to wake him up and got him ready for school. When he came back she would ask him what the teachers had taught. She did not believe in the things that were taught at school. She was distressed that there was no teaching about God and the scriptures. She felt offended that music was also being taught. She expressed her disapproval silently. After this she rarely talked to him. When he went up to university, he was given a room of his own. The common link of friendship was snapped. Now she spent most of her time at the spinning wheel. Thus we find that the distancing in the relationship was due to demand of situation. The graph of life never follows a straight line.

Question 6. The word 'portrait' generally means a painting, a drawing or a photograph but here it implies a representation or impression of someone in language. Write a pen picture of your grandparents describing the qualities you admire and appreciate most.

Answer: I am lucky that my grandparents are still alive. They live in our native village. My grandfather is about 70. My grandmother is about 65. My grandfather served in the army before he retired as a colonel 20 years ago. He is still active and smart. He has strong will power and manliness in the way he carries himself. He is fond of walking and jogging. He looks after the family farm and briefs the workers every morning. In the evening he asks each of them to report the progress and work done. He believes in trusting people. Even then he has some surprise checks. My grandmother is a bit fat and small. She is slow moving. She is deeply religious. She visits the temple every morning. She supervises the household work and activities. She helps the poor and the needy. She is kind, generous and hospitable. My grandparents visit us in the city on important days such as birthdays or marriage anniversaries etc. We spend a part of our holidays with them. Their company is a blessing.

Question 7. Imagine that you are Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up from kid to university student.

Answer: During my boyhood days I lived with my grandmother in the village. She used to wake me up in the morning and prepared me for school. She accompanied me to school. A turning point came in our friendship when my parents sent for us in the city. Now I went to an English school in the motor bus. I was taught English, Science and music. She could not help me in my studies. She hated Science, music and Western education. We still shared the same room, but talked less and less. When I joined the university, I was given a separate room and our common link of closeness was finally snapped.

We're Not Afraid to Die...if We Can All Be Together

QUESTIONS FROM TEXTBOOK SOLVED

A. Understanding the Text

Question 1. List the steps taken by the captain

(1) to protect the ship when rough weather began (2) to check the flooding of the water in the ship

Answer:

1. In order to protect the ship from rough weather, the captain decided to slow it down. So he dropped the storm jib and lashed heavy mooring rope in a loop , across the stem. Then they double fastened everything and went through their life-raft drill.
2. Larry and Herb started pumping out water. The captain stretched canvas and secured water proof hatch covers across the gaping holes. When the two hand pumps blocked and electric pump short circuited, he found another electric pump, connected it to an out pipe and started it.

Question 2. Describe the mental condition of the voyages on 4th and 5th January.

Answer: On January 4, the voyagers felt relieved after 36 hours of continuous pumping out water. They had their first meal in almost two days. Their respite was short-lived. They faced dangerous situation on January 5. Fear of death loomed large. They were under great mental stress.

Question 3. Describe the shifts in the narration of the events as indicated in the three sections of the text. Give a subtitle to each section.

Answer: The first section describes a peaceful journey from Plymouth (England) to 3500 km east of Cape Town (Africa). The narrator is relaxed and full of confidence. As the weather deteriorated, they faced gigantic waves. They took precautions to save themselves and



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struggle with the disaster. The narration becomes grim. But it exudes the fighting spirit, confidence and strong will power. By the morning of January 6, Wave walker rode out the storm and by evening they sighted He Amsterdam island.

The narrator is now relaxed. Joy, relief and complete confidence are apparent.

The subtitle to each section is—Section 1 – Cheerful Journey, Section 2-Facing the Wave, Section 3-Searching the Island.

B. Talking About the Text

Discuss the following questions with your partner.

Question 1. What difference did you notice between the reaction of the adults and the children when faced with danger?

Answer: There is a lot of difference between the way in which the adults and the children reacted when faced with danger. The adults felt the stress of the circumstances but prepared themselves to face the dangers. They took sufficient precautions to protect the ship when the rough weather began. They equipped everyone with lifelines, water proof clothes, and life jackets. Larry and Herb worked cheerfully and optimistically for three days continuously to pump out water from the ship. Mary replaced the narrator at the wheel when the deck was smashed, and steered the ship. She also served them meal after two days of struggle against odds. The narrator performed his role as captain with courage, determination, resourcefulness and full responsibility. He undertook repair work and provided apparatus and directions needed to protect the ship. He also helped in steering the ship towards the island. The children suffered silently and patiently. Sue did not want to bother her father with her troubles. Jon acted courageously. He was not afraid to die if all of them perished together.

Question 2. How does the story suggest the optimism helps to “endure the direst stress”?

Answer: The story suggests that optimism certainly helps to endure the direst stress. The behaviour of the four adults during crisis bears it out. Larry Vigil and Herb Seigler were two crewmen. As the mighty waves smashed the deck, water entered the ship through many holes and openings. Right from the evening of January 2, Larry and Herb started pumping out water. They worked continuously, excitedly and feverishly for 36 hours. It was a result of their continuous pumping that they reached the last few centimetres of water on January 4. They remained cheerful and optimistic while facing extremely dangerous situations. The narrator did not lose his courage, hope or presence of mind while facing problems. He did not worry about the loss of equipment. He used whatever was available there. His self confidence and practical knowledge helped them to steer out of storm and reach the lie Amsterdam island. Mary stayed at the wheel for all those crucial hours. She did not lose hope or courage either.

Question 3. What lessons do we learn from such hazardous experiences when we are face to face with death?

Answer: Hazardous experiences may bring us face to face with death, but they impart us many important lessons of conduct. Life is not always a bed of roses. We must react to dangers and risks with patience and fortitude. Adversity is the true test of character. The purity of gold is judged by putting it in fire. The hazardous experiences bring out the best in us. Coward persons die many times before their death. Fear is a negative feeling and leads to inactivity and abject surrender to circumstances. Such sailors or soldiers lose the battle against the odds in life. On the other hand, persons with self confidence, courage, resourcefulness and presence of mind face all the dangers boldly and overcome all disasters. Their sharing and caring attitude inspires others also to face the adverse circumstances boldly and tide over them.

Question 4. Why do you think people undertake such adventurous expeditions in spite of the risks involved?

Answer: Man is adventurous by nature. The greater the risk, the more the thrill. The thrill of exploring unknown lands, discovering wealth and beauty lying hidden in far off lands inspires brave hearts to stake their life of rest and repose. Perhaps they value one crowded hour of glory more than a long uneventful life of sloth and inactivity. It is true that sometimes adventures are quite risky and prove fatal. The failures of some persons do not daunt (discourage) the real lovers of adventure. They draw lessons from the shortcomings and errors of others and make fresh attempts with greater zeal. Part of the charm of an adventurous expedition lies in adapting oneself to the circumstances and overcoming the odds. The success of an adventurous expedition brings name, fame and wealth. History books are replete with accounts of famous explorers like Columbus, Vasco da Gama, Captain Cook and Captain Scott.

C. Thinking About Language

Question 1. We have come across words like 'gale' and 'storm' in the account. Here are some more words for storms: typhoon, cyclone. How many words does your language have for storms?

Answer: Our language has following words for storms:
aandhi , toofan, Jhanjavat , Chakravat

Question 2. Here are the names of different kinds of vessels that are used to travel on water: yacht, boat, canoe, ship, steamer, schooner. Think of similar words in your language.

Answer: Similar words for vessels that are used to travel on water are:
Nauka , Nava ,Pot, Jahaj

Question 3. 'Catamaran' is a kind of boat. Do you know which Indian language this word is derived from? Check the dictionary.

Answer: The word 'catamaran' is derived from Tamil, where it means 'tied wood'. 'Catamaran' is a yacht or other boat with twin hulls in parallel. The dictionary defines it as 'a fast sailing boat with two hulls'.

Question 4. Have you heard any boatmen's songs. What kind of emotions do these songs usually express?

Answer: Yes. These songs call upon other sailors to awake, arise and set out to the sea to explore its rich wealth. These songs are full of inspiration and provide moral support to the sad and disappointed boatmen.

D. Working With Words

Question 1. The following words used in the text as ship terminology are also commonly used in another sense. In what context would you use the other meaning?

knot	stern	boom	hatch	anchor
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Answer:

1. **Knot:** (a)in string/rope: a joint made by tying together two pieces or ends of string, rope etc. e.g. to tie a knot.
(b)of hair: a way of twisting hair into a small round shape at the back of the head: e.g. She had her hair in a loose knot.
(c)In wood: a hard round spot in a piece of wood where there was once a branch.
(d)Group of people: a small group of people standing close together e.g. Little knots of students had gathered at the gate,
(e)of muscles: a tight, hard feeling in the stomach, throat etc. caused by nerves, anger, etc.

2. **Stem:** (a)e.g. I could feel a knot of fear in my throat, serious and often disapproving; expecting somebody to obey you: e.g. His voice was stem.
(b)serious and difficult: e.g. we faced stem opposition.
3. **Boom:** (a)In Business/Economy: a sudden increase in trade and economic activity, a period of wealth and success, e.g. a boom in mobile phone sales.
(b)Popular period, a period when something such as a sport or a type of music suddenly becomes very popular and successful, e.g. The only way to satisfy the cricket boom was to provide more playgrounds.
(c)Sound, a loud deep sound, e.g. the distant boom of the guns.
(d)In river/harbour, a floating barrier that is placed across a river or the entrance to a harbour to prevent ships or other objects from coming in or going out.
(e)For Microphone, a long pole that carries a microphone.
4. **Hatch:** (a)an opening in a wall between two rooms, especially a kitchen and a dining room, through which food can be passed, e.g. a serving hatch.
(b)a door in an aircraft or a spacecraft, e.g.
(c)an escape hatch an opening or a door in a floor or ceiling, e.g. a hatch to the attic,
(d)to make a young bird, fish, insect, etc. come out of an egg,
(e)to create a plan or idea, especially in secret, a person or thing that gives somebody a feeling of safety, e.g. the anchor of the family.
5. **Anchor:** (a)to fix something firmly in position so that it cannot move, e.g. Make sure the apparatus is securely anchored.
(b)to firmly base something on something else, e.g. Munshi Prem Chand's novels are anchored in rural life.
(c)to be the person who introduces reports or reads the news on television or radio, e.g. She anchored the evening news for five years.

Question 2. The following three compound words end in -ship. What does each of them mean?

airship	flagship	lightship
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Answer:

1. **Airship** : a large aircraft without wings, filled with a gas which is lighter than air, and driven by engines.
2. **Flagship** : (i) The main ship in a fleet of ships in the navy.
(ii) The most important product, service, building, etc. that an organization owns or produces, e.g. The company is opening a new flagship store in Gurgaon.
3. **Lightship**: a small ship that stays at a particular place at sea and that has a powerful light on it to warn and guide other ships.

Question 3. The following are the meanings listed in the dictionary against the phrase 'take on'. Locate the meaning in which it is used in the third paragraph of the account: (Page 19)

take on sth : to begin to have a particular quality or appearance, to assume sth.

take sb on : to employ sb; to engage sb.

to accept sb as one's opponent in a game, contest or conflict, take sb/sth on : to decide to do sth to allow to enter (e.g. a bus, plane or ship); to

take sth/sb on board.

Answer: In the third paragraph of the account, 'take on' is used in the sense of 'take sb on' i.e. 'to employ sb'; 'to engage sb' The words are: We took on two crewmen....to help us....

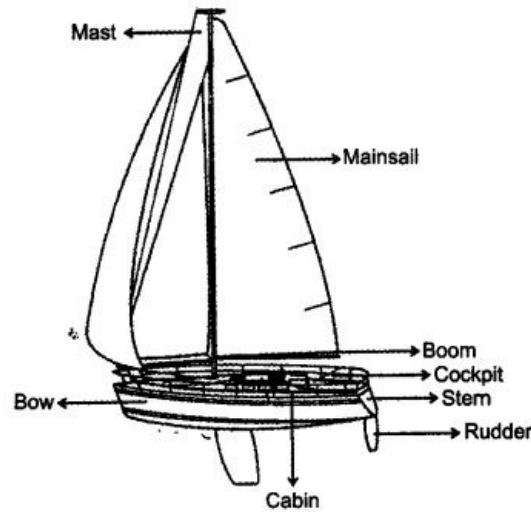
E. Things to do

Question 1. Here is a picture of a yacht. Label the parts with the help of the words given in

the box.

bow	cabin	rudder	cockpit
stern	boom	mainsail	mast

Answer:



MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. What did the narrator plan to do? What preparations did he make for it?

Answer: The narrator planned to go on a round-the-world sea voyage on the same pattern as Captain James Cook had done 200 years earlier. For the past 16 years, he and his wife had spent all their leisure time developing and improving their skills with work – related to travel on the sea.

Question 2. Give a brief description of the narrator's boat. How had the narrator equipped and tested it?

Answer: The narrator's boat was called 'Wave-walker'. It was a beautiful 23 metre long, 30 ton wooden-hulled ship. It had been professionally built. They had spent months fitting it out and testing in the roughest weather they could find.

Question 3. How long did the narrator plan his voyage to last?

Answer: The narrator had planned his round the world journey to cover 105,000 kilo metres in three years.

Question 4. When and with whom did the narrator begin his voyage?

Answer: The narrator began his sea voyage in July 1976. He had his wife Mary, six year old son Jonathan and seven year old daughter Suzanne with him. They set sail from Plymouth, England.

Question 5. Whom did the narrator employ and why? When did he do so?

Answer: The narrator employed two crewmen—American Larry Vigil and Swiss Herb Seigler in order to help them tackle the southern Indian Ocean which is known as one of the roughest seas of the world. He engaged them before leaving Cape Town.

Question 6. What happened on their second day out of Cape Town? What worried the narrator and why?

Answer: On their second day out of Cape Town, they began to face strong storms. These storms blew continuously for the next few weeks. He was worried about the waves. Their size

was alarming. This rose up to 15 metres i.e., as high as their main mast.

Question 7. How did they celebrate the Christmas holidays?

Answer: They were 3,500 kilometres east of Cape Town on 25 December. The weather was very bad. Still they had a wonderful holiday—complete with a Christmas tree. New Year's Day saw no improvement in weather.

Question 8. How did the weather change on January 2? How did they feel?

Answer: The weather changed for worse on January 2. Now the waves were gigantic. As the ship rose to the top of each wave, they saw endless enormous seas rolling towards them. The screaming of the wind and spray was painful to the ears.

Question 9. What efforts were made to face the rough weather?

Answer: In order to face the rough weather, the speed of the ship was slowed down. They dropped the storm jib. They lashed heavy mooring rope in a loop across the stem. Then they fastened together everything and went through their life-raft drill. They attached lifelines, put on waterproof clothes and life-jackets.

Question 10. What sort of wave hit the ship? How did the narrator react?

Answer: It was a mighty and huge wave. It appeared perfectly vertical. It was almost twice the height of the other waves. It had a very unpleasant breaking crest. The narrator had never seen such an enormous wave, so he was filled with horror.

Question 11. What was the impact of the torrent on the narrator and Wave walker?

Answer: A tremendous explosion shook the deck. The narrator's head struck the wheel and he flew over board and was sinking below the waves. Unexpectedly his head came out of water. Wave walker was almost capsizing. Her masts were almost horizontal.

Question 12. How did the narrator manage to survive through the attacks of subsequent waves?

Answer: One of the waves threw the ship upright. The narrator was able to reach its main boom. Subsequent waves tossed him around the deck like a rag doll. His left ribs cracked. His mouth was filled with blood and broken teeth. Somehow, he found the wheel, lined up the stem for the next wave and remained firm.

Question 13. How did the narrator, and the other members react to the presence of water in the ship?

Answer: The narrator could not leave the wheel to examine the damaged parts. Mary shouted that the decks were broken and they were sinking. Larry and Herb were pumping out water like madmen. Sue had a big bump over her eyes but the children said that they were all right.

Question 14. "I had no time to worry about bumped heads," says the narrator. What problems do you think deserved his immediate attention?

Answer: The starboard side had been struck open. They were taking in more water with every wave breaking over them. If he did not make some repairs urgently, they would sink. The narrator managed to cover the gaping holes with canvas and waterproof hatch covers.

Question 15. What problems did the narrator face during the night of January 2, 1977?

Answer: The hand pumps started to block up with the debris floating around the cabins. The electric pump short circuited. The water level rose threateningly. The two spare hand pumps had been wrenched over board. The waves had also carried away the forestay sail, the jib, the dinghies and the main anchor from the deck.

Question 16. How did the narrator react to the problems? What does it reveal?

Answer: The narrator did not lose his calm or courage in the face of problems. He thought calmly. Then he remembered that they had another electric pump under the chart room floor. He found it in working order. They were not getting any reply to their distress radio signals. He was not surprised as they were in a remote corner of the world.

Question 17. "I didn't want to worry you when you were trying to save us all," said Sue. What has happened to her ?

Answer: Sue's head had a bump. It had swollen alarmingly. She had two enormous black eyes. She also had a deep cut on her arm. She did not bother her daddy about her injuries as he was busy in more important task.

Question 18. Why do you think the narrator searched for an island so eagerly ?

Answer: The wave that hit Wavewalker had caused extensive damage. Nearly all the boat's main frames had been smashed down to the keel. A whole section of the starboard hull was being held up by a few cupboard partitions. Wavewalker could not hold together long enough for them to reach Australia. So he searched for an island to repair the boat.

Question.19. Why could they not set any sail on the main mast on 4 January?

Answer. The hull of the ship had been damaged badly. Pressure on the ropes supporting the masts and sails would simply pull the damaged section of the hull apart. So they hoisted the storm jib and headed towards the islands.

Question 20. How did little Jonathan react to the desperate situation they found themselves in on 5 January?

Answer: Jonathan asked his daddy if they were going to die. The narrator tried to assure him that they would overcome the situation. Then little Jon declared bravely that he was not afraid of death provided they could all be together.

Question 21. How did the narrator respond to little Jon's words? What do his actions reveal about his character?

Answer: He could not find proper words to respond. However, he felt inspired to fight the sea with everything he had. He decided to stop the ship and protect the weakened starboard side. He did so with an improvised anchor of heavy nylon ropes and two 22 litre plastic barrels of paraffin. This shows his resourcefulness and determination.

Question 22. When do you think, Mary and the narrator feel the end was near? Why did they feel so ?

Answer: On the evening of 5 January 1977, Mary and narrator felt that the end was very near. They sat together holding hands. The movement of the ship brought in more and more water through the broken planks.

Question 23. "Optimism and courage help to tide over difficulties". How did the narrator succeed in searching the small island?

Answer: The narrator was searching for a 65 kilometre wide island in an ocean of 150,000 kilometres. He worked optimistically on wind speeds, changes of course, drift and current. He calculated their position with the help of sextant also.

Question 24. How did Sue try to enliven the gloomy atmosphere?

Answer: Sue forgot her swollen head and blackened eyes and prepared a funny card. On the front it had caricatures of Mary and the narrator. She called them funny people who had made her laugh. There was a message also. It expressed her love, thanks and good wishes.

Question 25. The narrator says, "I told him with a conviction I did not feel." What led him to believe so?

Answer: The narrator had lost his main compass. He was using a spare one. It had not been corrected for magnetic variation. He had to make allowance for this as well as for the influence of the westerly currents. Though he checked and rechecked his calculations, he was not sure. He depended on luck as well.

Question 26. What gloomy thoughts occurred to the narrator? What pleasant surprise was in store for him?

Answer: The narrator thought that they might have missed the island. They couldn't hope to beat back into the westerly winds with the sail they had been left with. When Jonathan called him the best daddy in the world and the best captain and asked for a hug, he refused to do. When Sue remarked that he had found the island, he felt surprised.

Question 27. What did Sue tell her Daddy about the island? What did he notice himself?

Answer: Sue told her Daddy that the island was as big as a battleship and it was out there in front of them. The narrator gazed at its complete outline. It was a bare piece of volcano rock with little vegetation.

Question 28. Why do you think, did the narrator call lie Amsterdam 'the most beautiful island in the world'?

Answer: lie Amsterdam was a very small island made of volcanic rock. It had little vegetation and only 28 inhabitants. However, the island provided them safety from the huge waves of the sea as well as opportunity to repair the damaged ship.

Question 29. What did the narrator think of while landing at lie Amsterdam? Why?

Answer: He thought of his companions. Larry and Herb had remained cheerful and optimistic under the most serious tension. His wife Mary had stayed at the wheel during the crucial hours. His daughter Suzanne did not bother him about her head injury. His son Jonathan was not afraid to die.

Question 30. How can you say that Suzanne's injuries were serious?

Answer: Suzanne's head had a bump. It was quite swollen. Her blackened eyes narrowed to slits. Her head injury took six minor operations to remove a recurring blood clot between skin and skull. This shows that her injuries were serious.

B. Long Answer Type Questions

Question 1. Describe the harrowing experience of the narrator as mighty waves hit "Wave walker" in the southern Indian Ocean.

Answer: A mighty wave hit the stem of their ship 'Wave walker' in the evening of 2nd January. A tremendous explosion shook the deck. A torrent of green and white water broke over the ship. The narrator's head struck against the wheel. He was swept overboard. He was sinking below the waves and losing his consciousness. He accepted his approaching death. He felt quite peaceful.

Suddenly, his head appeared out of water. A few metres away, "Wavewalker" was turning over in water. Her masts were almost horizontal. Then a wave hurled her upright. The narrator's lifeline jerked taut. He grabbed the guard rails and sailed through the air into Wavewalker's main boom. Succeeding waves tossed him around the deck like a rag doll. His left ribs cracked. His mouth was filled with blood and broken teeth. Somehow, he found the wheel, lined up the stem for the next wave and held tightly.

Question 2. What damage did 'Wave walker' suffer as a result of bad weather?

Answer: Mighty waves struck Wave walker'. The decks were smashed. Water was gushing in through holes and openings. The whole starboard side had bulged inwards. Clothes, crockery, charts, tins and toys moved around noisily in deep water.

Their hand pumps got blocked up with the debris floating around the cabins. The electric pump short circuited. Water level rose high. The two spare hand pumps had been wrenched overboard. Waves had also swept off the forestay sail, the jib, the dinghies and the main anchor.

There was a tremendous leak somewhere below the waterline. The boat's main rib frames were smashed down to the keel. A whole section of the starboard hull was being held up by a few cupboard partitions only. The hull of the ship had been damaged so badly that the pressure of rigging could simply pull the damaged section of the hull apart. Wavewalker was so damaged that she could not hold together long enough to reach Australia.

Question 3. What efforts did the narrator make to save the ship and its passengers?

Answer: At first he slowed down the ship. He dropped the storm jib and lashed heavy mooring rope in a loop across the stem. They double fastened everything. They attached life lines, put on waterproof clothes and life jackets. After being hit by the first mighty wave, the narrator handed over the wheel to Mary. He stretched canvas and fastened waterproof hatch covers across the gaping holes in the starboard side. As the two hand pumps got blocked and electric pump short circuited, he found another electric pump and started it.

Then he checked his charts and started searching for an island—lie Amsterdam. He got a reading on the sextant. He worked on wind speeds, changes of course, drift and current. He calculated their position. He checked and rechecked his calculations. They had lost main compass. He made discount for magnetic variation in the spare one and also of the influence of the westerly currents. Then he asked Larry to steer a course of 185 degrees. They succeeded in reaching lie Amsterdam island after 4 hours.

Question 4. What impression do you form about the narrator on the basis of reading 'We're not Afraid to Die....If We can All be Together'?

Answer: The narrator, a 37 year old businessman was a lover of adventure. He had dreamt of going around the world sea voyage. He and his wife had spent all the leisure hours for 16 years developing and improving their skills about work or travel on sea. This shows his love for perfection and attention to details.

The narrator was practical in his approach. He engaged two crewmen to help them sail through the rough waters of the southern Indian Ocean. He had keen foresight. They made advance preparations to protect the ship and passengers against violent sea-storms. He did not lose hope, calm or courage in the face of difficulties. He had his priorities fixed. Repairing the damaged ship was essential. Everything else including injuries could wait. He was resourceful also. He managed to steer the course with the help of whatever had been left with them. His presence of mind helped them to – overcome troubles. He had a level head. He made exact calculations of their positions and that of the island. He fixed the course and speed. His self confidence and practical knowledge made him a good captain.

Discovering Tut: the Saga Continues

QUESTIONS FROM TEXTBOOK SOLVED

A. Understanding the Text

Question 1. Give reasons for the following:

(i) King Tut's body has been subjected to repeated scrutiny.

Answer: The mummy of King Tutankhamun has earned world wide fame for the riches it was buried with. There is also speculation about the manner of his death and his age at the time of death. Hence King Tut's body has been subjected to repeated scrutiny.

(ii) Howard Carter's investigation was resented.

Answer: Howard Carter's investigation was resented because he used unscientific methods and illegitimate ways. He was focusing more on treasure and less on cultural and historical aspects.

(iii) Carter had to chisel away the solidified resins to raise the king's remains.

Answer: Carter found that the ritual resins had hardened. The result was that Tut's body had been cemented to the bottom of his solid gold coffin. Proper force could not move the resins. Even the scorching sun failed to loosen the resins. So he got the resins chiselled away to raise the king's remains.

(iv) Tut's body was buried along with gilded treasures.

Answer: The people of ancient Egypt believed in resurrection of the dead. Their kings were extremely rich. So Tut's body was buried with gilded treasures. Their eternal brilliance was meant to guarantee resurrection. Things of everyday use were also buried with the king.

(v) The boy king changed his name from Tutankhaten to Tutankhamun.

Answer: Tutankhamun means "living image of Amun". He was a major god in ancient Egypt. King Amenhotep IV who changed his name to Akhenaten smashed the images of Amun and got his temples closed. Tut oversaw a restoration of the old ways. He changed his name to express his belief in Amun.

Question 2. (i) List the deeds that led Ray Johnson to describe Akhenaten as 'wacky'.

Answer: Akhenaten means the servant of the Aten i.e. the sun disc. He moved the religious capital from the old city of the Thebes to the new city of Akhetaten, known now as Amarna. He smashed the images of Amun, a major God and closed his temples. These deeds led Ray Jonson to describe Akhenaten as 'Wacky'.

(ii) What were the results of the CT scan?

Answer: The results of the C.T. scan were quite encouraging. 1700 digital X-ray images in cross-section were created. A gray head appeared on screen. Neck vertebrae were quite clear. The images of hand, ribcage and skull were equally bright. These revealed that nothing had gone seriously wrong with Tut's body

(iii) List the advances in technology that have improved forensic analysis.

Answer: The advances in technology have helped in improving forensic analysis. Many scientific tests can be carried out to determine the causes of crime. These include X-ray, ultrasound, C.T. scan, post mortem, autopsy and biopsy. All these help in diagnosis and provide exact information.

(iv) Explain the statement, "King Tut is one of the first mummies to be scanned— in death as in life"

Answer: King Tut's mummy was the first one to be X-rayed by an anatomy Professor in 1968. On 5 January 2005 CT scan created virtual reality and produced life-like images. King Tut is one of the first mummies to be scanned. Thus in death as well as in life Tut moved regally ahead of his countrymen.

B. Talking About the Text

Discuss the following in groups of two pairs, each pair in a group taking opposite points of view:

Question 1. Scientific intervention is necessary to unearth buried mysteries.

(Students are expected to debate on issue raised in the text related to rediscovering history with the help of technology; respect for traditions, etc. While answering these questions, students are required to reflect on the issues and give their points of view.)

Answer: For the motion.

Every nation glorifies its past history, culture and civilization. However, certain mysteries lie buried with them. Rituals and legends are insufficient to clear the wrap of mystery surrounding them. For example, take the case of Tutankhamun's mummy. He was laid to rest laden with gold more than 3,300 years ago. Since the discovery of his tomb in 1922 AD, the modern world has speculated about him. Some people believe that the boy king might have been murdered. There is a mystery around his life as well as death. Scientific intervention is necessary to clear the dust and cloud of mysteries around him. Hence, if we want to study archaeology properly we must take help of scientific techniques.

Against the motion:

If present is perfect and future certain, why worry about the past? Let the dead past bury its dead and the mysteries surrounding them. In the present world full of competition, we must devote our money, time and energy to build up our resources and sustain the life style. Scientific techniques should be employed to feed the hungry millions and clad the naked ones. Some mysteries of the past have lost their relevance with the passage of time. Won't it be futile and wastage of precious resources of a developing nation in this idle pursuit? Let the thinkers, philosophers and priests worry about mysteries—not the scientists.

Question 2. Advanced technology gives us conclusive evidence of past events.

Answer: For the motion.

I fully subscribe to the observation that advanced technology gives us conclusive evidence of past events. Even my opponents will agree that there is no proper written record about many past events. Myths and legends surround even the most celebrated personalities and events of their life or circumstances of death. Facts and fiction are mingled together and sometimes

have become inseparable. Various persons have given coloured versions of the past events to suit the demands of their masters or to serve their own ends. The evidence that opposed their point of view has been condemned and rejected. Thus sometimes we get a warped version and subjective account of past events. Only advanced technology can help us understand the past in right perspective.

Against the motion:

I disagree with the remarks that advanced technology gives us conclusive evidence of past events. It may hold good in certain cases where evidence can be reconstructed and examined closely with the sophisticated techniques of modern science available now. However, it will be unfair to generalise and hold it true in all cases. Sometimes the processing of available data may yield contradictory accounts and create more confusion than unravelling the knotted issues. Moreover, the available evidence may not be worthy of analysis and examination. The tests may determine the possible time period of the action, but it is quite difficult to assess the causes that prompted it or the results that followed it.

Question 3. Tradition, rituals and funerary practices must be respected.

Answer: For the motion.

Different religions, cultures and civilizations follow various traditions, rituals and funerary practices. The dead bodies buried under the earth, are supposed to be in rest peacefully till the doom's day or the day of resurrection or after life. The ancient Egyptians had mastered the art of mummifying. Certain traditional rituals were performed while treating the dead body with special oils and wrapping it in cloth. Ritual resins held the mummy close to the bottom of the coffin. The burial chamber and grave contained all the important things that the king might need in after life. The funerary practices had a certain sanctity for the followers of that particular religion. We must learn to be more tolerant of the belief of others. Hence I conclude that traditions, rituals and funerary practices must be respected.

Against the motion:

The world is on the move. We have to be forward looking. We can't remain content with the achievements of the past or rest on our laurels. If traditions, rituals and certain funerary practices block the flow of information and knowledge, these may be overlooked for the greater benefit of humanity, i.e. clearing the air of mystery, ignorance and superstitions surrounding some of the age-old beliefs. However, in our quest for knowledge, we should not be intolerant or disrespectful. We must conduct our probe objectively and dispassionately. Facts must be given more weightage than the beliefs attached to them. A detached outlook can provide clear understanding of past events.

Question 4. Knowledge about past lives is useful to complete our knowledge of the world we live in.

Answer: For the motion.

Modern world has expanded the frontiers of knowledge. In fact the whole world has become a global village. Within a few seconds we become aware of incidents happening thousands of miles away. Information technology has indeed brought a revolution in the field of knowledge. Still our knowledge of the world is incomplete without the knowledge about past lives. We are the direct descendants of our ancestors and we must be aware of the circumstances in which they existed and how they coped with them. The structure of future is rooted in the past. We draw lessons from the past and make improvements. The lives of the people of the past are like beacon lights to guide and inspire us and enlighten us about the world we live in.

Against the motion:

We are constantly learning new things about the world we live in. The knowledge of our present circumstances and future prospects is more important than the knowledge about past lives. Their traditions, rituals, tools, ways of conduct and ethos are not going to help us in our struggle for existence in the highly competitive and complex modern world. The knowledge

about past lives can at best make us retrograde instead of being progressive. For many of us the world means their sphere of activities and the environment they live in. People aim at specializing in restricted fields instead of being Jack of all trades. As such the knowledge of the world we need is also restricted to our requirements and we need not bother about knowledge about past lives.

C. Thinking About Language

Read the following piece of information from The Encyclopedia of Language by David Crystal.

"Egyptian is now extinct: its history dates from before the 3rd millennium BC, preserved in many hieroglyphic inscriptions and papyrus manuscripts. Around the 2nd century AD, it developed into a language known as Coptic. Coptic may still have been used as late as the early 19th century and is still used as a religious language by Monophysite Christians in Egypt."

Question 1. What do you think are the reasons for the extinction of languages?

Answer: A language becomes extinct when its use is restricted to certain classes or categories of people. Secondly, the harshness of rules and lack of flexibility in usage also contribute to the extinction of languages.

Question 2. Do you think it is important to preserve languages?

Answer: I think it is important to preserve languages. Various languages are the vehicles of thought and medium of interaction between the users of that language and the outside world. A language has intimate connection with the lives, culture and civilization of the people and reflects their thinking.

Question 3. In what ways do you think we could help prevent the extinction of languages and dialects?

Answer: Certain steps must be taken to help prevent the extinction of languages and dialects. The most important is to encourage its use. A language thrives as long as it is used by masses. Measures should be taken to propagate the languages and dialects used in certain areas. The help of interpreters may be provided for interaction between native users of language/dialect and non-users. Certain incentives in the form of stipends, scholarships, preferences in jobs etc. may also prove handy in attracting the youth towards languages and dialects which are on the verge of extinction. State patronage can also help in the preservation of languages.

D. Working With Words

Question 1. Given below are some interesting combinations of words. Explain why they have been used together:

(a) ghostly dust devils

(b) desert sky

(c) stunning artifacts

(d) funerary treasures

(e) scientific detachment

(f) dark-bellied clouds

(g) casket gray

(h) eternal brilliance

(i) ritual resins

(j) virtual body

Answer:

In each combination of words, one word is an adjective and it modifies as well as reinforces the meaning of the noun following/preceding it. Let us try to understand the meaning of each combination of words:

- ghostly dust devils: ghost-like wicked evil spirits formed by dust .
- dark-bellied clouds: bulging/swelling clouds
- desert sky: the sky over the desert

- casket gray: the grey sky hiding the stars in it
- stunning artifacts: extremely attractive man-made objects if) eternal brilliance: everlasting shine
- funerary treasures: treasures stored following rituals of funeral
- ritual resins: resins applied according to religious rites
- scientific detachment: aloofness of a scientist
- virtual body: body made to appear to exist by computer software.

II. Here are some commonly used medical terms. Find out their meanings:

CT scan	MRI	tomography
autopsy	dialysis	ECG
post mortem	angiography	biopsy

Answer:

- **CT scan** : a medical-test in which a machine produces a three dimensional picture of the inside of a person's body on a computer screen after taking X-rays.
- **MRI**: an abbreviation for magnetic resonance imaging—a technique for producing images of body organs by measuring the properties of atomic nuclei in a strong magnetic field.
- **Tomography**: a technique for displaying a cross section through a human body (or other solid object) using X-rays or ultrasound.
- **Autopsy**: an examination of a dead body to discover the cause of death or the extent of disease.
- **Dialysis**: a technique of clinical purification of blood, as a substitute for the normal functions of the kidney.
- **ECG**: abbreviation for electrocardiogram or electrocardiograph; preparing a graph showing the measurement and recording the activity in the heart using electrodes placed on the skin.
- **Post mortem**: medical examination of the body of a dead person in order to find out how he died.
- **Angiography** : radiography of blood or lymph vessels, carried out after introduction of a substance that is opaque to X-ray.
- **Biopsy**: an examination of tissue taken from the body to discover the presence, cause, or extent of a disease.

III. Notice these expressions in the text. Guess the meaning from the context.

➤ <i>forensic reconstruction</i>	➤ <i>scudded across</i>
➤ <i>casket gray</i>	➤ <i>resurrection</i>
➤ <i>funerary treasures</i>	➤ <i>circumvented</i>
➤ <i>computed tomography</i>	➤ <i>eerie detail</i>

Answer:

- forensic reconstruction: activity of building again something damaged or to help'scientific test to solve a crime
- scudded across: moved quickly across something
- casket gray: a small gray box or grey sky
- resurrection: a new beginning for something which is old
- funerary treasures: collection of valuable things used at a funeral
- circumvented: found a way of avoiding a difficulty or a rule

- eerie detail: strange and frightening little bits of facts.

E. Things to do

I. The constellation Orion is associated with the legend of Osiris, the god of the afterlife.

Find out the astronomic descriptions and legends associated with the following:

(i) Ursa Major (Saptarishi Mandala) (ii) Polaris (Dhruva tara)

(iii) Pegasus (Winged horse) (iv) Sirius (Dog star)

(v) Gemini (Mithuna)

Answer: (i) Ursa Major (Saptarishi mandala). This bright constellation can be observed all year long as it never sinks below the horizon. It is also known as 'Greater Bear' as it represents the back and tail of the bear. According to Sanskrit mythology this group of seven sages (sapta rishi) also moves around the constant star 'Dhruva Tara' known as Polaris.

(ii) Polaris (Dhruva tara). This star remains constant and always points to the North. The direction of Ursa Major keeps changing with the passage of the night, but Polaris remains unchanged. It is associated with the legend of Dhruva, the six year old boy who was blessed by Lord Vishnu with a permanent and constant abode in the universe.

(iii) Pegasus (Winged horse). This is associated with Greek mythology as the winged horse, sprung from Medusa's blood. It carries lightning bolts for Zeus. Pegasus' constellation may be seen when stars are out.

(iv) Sirius (Dog star). This is associated with the legend of Orion. It is called 'Dog Star' as it represents Orion's large hunting dog. The first glimpse of Sirius in dawn announced the rising of the Nile in ancient Egypt.

(v) Gemini (Mithuna). A combination of two Nakshatras—Aardhara and Punarvasu and having contradictory qualities.

II. Some of the leaves and flowers mentioned in the passage for adorning the dead are willow, olive, celery, lotus, cornflower. Which of these are common in our country?

Answer: Willow, olive, lotus and cornflower are common in our country.

III. Name some leaves and flowers that are used as adornments in our country.

Answer: Roses, Lotus, myrtles, marigolds, champa and chameli flowers and the leaves of mango, peepal, banana and basil are used as adornments in our country.

MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. Why is 5th January 2005 significant in Tutankhamun's saga ?

Answer: On this date for the first time Tutankhamun was removed from his tomb and taken to a C.T. scanner brought there to probe the lingering mysteries surrounding this young ruler.

Question 2. How was the atmosphere when Tut's body was taken for C.T. scan?

Answer: Violent wind raised ghost like shapes of dust. Bulging clouds moved quickly across the desert sky and hid the stars in the grey sky.

Question 3. How did the visitors to Tut's grave pay their respects to him?

Answer: They gazed at the murals on the walls and peered at Tut's gilded face on his mummy shaped outer coffin lid. Some visitors read from guide book in whisper. Others stood silently.

Question 4. What according to A.R. Williams were the thoughts of the visitors who stood silently near Tut's grave?

Answer: Perhaps some of them were thinking deeply over Tut's untimely death in his teens. Others might be trembling with fear and wondering if the Pharaoh's curse was really true.

Question 5. What was the Pharaoh's curse? Who refers to it and in what context?

Answer: The pharaoh's curse was that death or misfortune would fall upon those who disturbed him. The silent visitors are the first to refer to it. Later on a guard joked nervously when the million dollar scanner stopped functioning because of sand in a cooler fan.

Question 6. "The mummy is in very bad condition because of what Carter did in the 1920s." Who was Carter? What did he do to the mummy ?

Answer: Howard Carter was a British archaeologist. He discovered Tut's tomb in 1922 after many years of futile searching. Carter's men removed the mummy's head and cut off almost every major joint to remove the golden adornments.

Question 7. What problem did Carter face when he reached the mummy ? How did he find a way out?

Answer: Carter found that the ritual resins had become quite hard. These had fixed Tut to the bottom of his solid gold coffin. The heat of the sun could not melt it. So the solid resins had to be chiselled away to free the King's remains from the box.

Question 8. How did Carter defend his action of cutting the mummy free?

Answer: Carter said that if he hadn't cut the mummy free, thieves would certainly have found a way of avoiding the guards. Then they would have torn apart everything forcibly to remove the gold.

Question 9. List some of the adornments and golden objects on Tut's body.

Answer: Precious collars, inlaid necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for fingers and toes and the inner coffin and mask. All of them were made of pure gold. His coffin was of solid gold.

Question 10. Why do you think the royals carried so much gold to grave?

Answer: There were two reasons: first, the royals were extremely wealthy. Secondly, they thought or hoped that they could take their riches with them to the great beyond.

Question 11. What is so special about the contents of Tut's tomb?

Answer: Stunning artifacts in gold found in Tut's tomb remain the richest royal collection ever found. These caused a sensation at the time of the discovery. Even now they get the most attention.

Question 12. Which evidence proves the burial of Tut in March or April?

Answer: Tut's shroud was found adorned with faded garlands of willow and olive leaves, wild celery, lotus petals and cornflowers. Since some of them are available only at the end of winter season, Tut must have been buried in March or April.

Question 13. How did Carter's men treat Tut's body while removing gold?

Answer: They removed the mummy's head and cut off every joint to remove the golden adornments. Then they reassembled the remains on a layer of sand in a wooden box and filled it with soft material to hide the damage caused by chiselling.

Question 14. What startling fact came to light in 1968 through X-ray?

Answer: In 1968, an anatomy Professor X-rayed the mummy. He revealed a startling fact. Tut's breast-bone and front ribs were missing beneath the resin that covers his chest with a thick layer.

Question 15. How can CT scan prove more effective than the X-ray?

Answer: In CT scan, hundreds of X-rays in cross section are put together like slices of bread to create a three-dimensional virtual body. X-ray provides only a two-dimensional image.

Question 16. Which two questions still linger about Tut?

Answer: Two questions still remain unanswered. The first is: "How did Tut die?" The second one is, "How old was he at the time of death?"

Question 17. How has Archaeology undergone change in the twentieth century?

Answer: The change is in two ways: approach and techniques. Now Archaeology focuses less on treasure and more on the fascinating details of life and interesting mysteries of death. Secondly, it uses more sophisticated tools including medical technology.

Question 18. How was Tut's body carried to the C.T Scanner?

Answer: Workmen carried Tut from the tomb in his wooden box. They climbed a ramp and a flight of stairs in the sand outside. Then they rose on a hydraulic lift and went into the trailer that held the scanner.

Question 19. What snag did the million dollar scanner develop? How was it set right?

Answer: The million dollar scanner had stopped functioning because of sand in a cooler fan. Two men ran to an office nearby and brought a pair of white plastic fans. These substitute fans worked well enough for the scanner to work.

Question 20. Why do you think Zahi Hawass smiled and felt relieved?

Answer: Clear images of C.T. scan revealed that the head, neck vertebrae and ribcage were in proper order. Zahi Hawass smiled and felt relieved that nothing had gone seriously wrong. Evidently, the curse of the Pharaoh had not hindered the work of the technicians. –

Question 21. How was the atmosphere when the CT scan of Tut was over?

Answer: It was nearly midnight. The wind that blew in the evening had now stopped. The dust storm and clouds had cleared off. The winter air lay cold and still. Just above the entrance to Tut's tomb stood Orion—the soul of Osiris, the god of afterlife.

B. Long Answer Type Questions

Question 1. How has Tut's mummy fascinated the scientists and commoners alike over the previous decades?

Or

Give a brief account of the exploration of Tut's mummy from 1922 to 2005.

Answer: King Tutankhamun was the last of his family line. His funeral marked the end of a dynasty. He was laid to rest laden with gold as the royals in Tut's time were extremely wealthy and thought they could take their riches with them. His tomb was discovered by Howard Carter, a British archaeologist in 1922, more than 3000 years after his death. The rich royal collection of jewellery and golden artifacts fascinated Carter. Visitors thronged the boy King's tomb. The particulars of King Tut's death and its aftermath are not clear. In 1968, more than 40 years after Carter's discovery, an anatomy Professor X-rayed the mummy. He revealed a startling fact. The breast-bone and front ribs of Tut were missing. On 5 January 2005 a CT scan was done to obtain precise data for an accurate forensic reconstruction of King Tut. It was hoped that it would offer new clues about his life and death. Thus Tut's mummy has been the centre of fascination throughout the previous decades.

Question 2. "He was the last of his family line." What do you learn about Tut's dynasty from the extract 'Discovering Tut: The Saga Continues'?

Answer: Tut's grandfather, Amenhotep III, was a powerful Pharaoh who ruled for almost four

decades at the height of the dynasty's golden age. His son Amenhotep IV promoted the worship of the Aten, the sun disc. He changed his name to Akhenaten, or "Servant of the Aten". He moved the religious capital from the old city Thebes to the new city of Akhetaten. He further shocked the country by attacking Amun, a major God, breaking his images and closing his temples. Thus the wacky king started one of the strangest periods in the history of ancient Egypt. After Akhenaten's death, a mysterious ruler named Smenkhkare appeared briefly and departed without leaving any sign. Then a very young Tutankhaten took the throne. He is widely known today as king Tut. The boy king soon changed his name to Tutankhamun, "Living image of Amun." He supervised the restoration of the old ways. Tutankhamun ruled for about nine years and then died unexpectedly. The details of his passing away are not available. The modern world has speculated about what happened to him. How did he die and how old was he at the time of his death?" are two unanswered questions.

Question 3. Why did Tut's body have to undergo a C.T. scan? How was it carried out and what results did it yield?

Answer: A veil of mystery surrounded Tut's life and death. Old methods of archaeology did not provide satisfactory clues to the circumstances of his death and his age at the time of demise. An X-ray of the mummy in 1968 further complicated the confusion. CT scan was undertaken to create a three dimensional virtual body.

A scanner was taken in a trailer to the sandy area near Tut's tomb. Tut's body was carried there from his tomb in a box. The CT machine scanned the mummy head to toe, creating 1700 digital X-ray images in cross section. Tut's entire body was scanned in 0.62 millimetre slices. The C.T. scan produced clear images of Tut's head, neck vertebrae, ribcage, hand and skull. The results proved satisfactory. A team of specialists in radiology, forensics and anatomy are busy probing the secrets lying buried in Tut's grave with his body.

Question 4. AR Williams says, "King Tut is in death, as in life moving regally ahead, of his countrymen, How far do you agree with the assertion and why?"

Answer: Perhaps no other Pharaoh of Egypt has fascinated the public mind so greatly as the boyish king Tutankhamun. Although he died in his teens and ruled for about nine years only, he introduced certain changes during his brief rule. These were significant as they marked restoration of the old ways of worship of Amun. The unanswered questions about the causes and modes of his death as well as his age at the time of death kept public curiosity alive. After his death, his dead body has been a centre of scientific examination. Howard Carter, the British archaeologist discovered Tut's tomb in 1922. In 1968, an anatomy Professor X-rayed the mummy. The Egyptian Mummy Project began an inventory in late 2003. It has so far recorded 600 and is still continuing. The next phase of CT scanning with a portable CT machine began on 5 January 2005. The pride of place went to King Tut, whose mummy was the first to undergo C.T. scan. Thus I fully endorse the aforesaid assertion.

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Find Out

1. What laburnum is called in your language.

Answer

In hindi, it is called 'Amaltaas'.

2. Which local bird is like the goldfinch.

Answer

'Indian Lutino Ringneck' is local bird like the goldfinch.

Think It Out

1. What do you notice about the beginning and the ending of the poem?

Answer

In the beginning of the poem the tree is calm & silent & in the ending it ends with motionless & empty level.

2. To what is the bird's movement compared? What is the basis for the comparison?

Answer

The goldfinch's movement is compared to that of a lizard. The basis of the comparison is the sleek, abrupt and alert movements of a lizard. The same kinds of movements are observed when the goldfinch arrives on the laburnum tree.

3. Why is the image of the engine evoked by the poet?

Answer

The engine is the source of energy to run machine. It is compared to bird as she is too a source of energy for her family. As without engine a machine can't work in the same without a bird her family can't survive.

4. What do you like most about the poem?

Answer

I like the simplicity and pictorial presentation of the poem. The comparison between bird's movement with machine and Lizard made in nice way. Also chirruping & trilling of goldfinch.

5. What does the phrase "her barred face identity mask" mean?

Answer

The phrase means that the bird's barred or covered face becomes her identity mask recognition.

Landscape of the Soul

Page No: 34

Notice these expressions in the text. Infer their meaning from the context.

anecdote

illusionistic likeness

delicate realism

conceptual space

figurative painting

Answer

anecdote : From the text, the meaning of anecdote can be inferred as a short account of a particular incident or event, especially of an interesting or exciting nature.

delicate realism : It refers to the alluring quality of the art which makes it seem real. It is an interest in or concern for the actual or real as opposed to abstract.

illusionistic likeness : It refers to an adjective of the technique of using pictorial methods in order to deceive the eye. The reference is to an illusion created by the semblance of something.

figurative painting : A figurative painting refers to the metaphoric representation of a piece of art, through the eyes of the creator's imagination.

conceptual space : It refers to relation with the abstract than the factual representation. This is the incalculable dimension of the understanding of concepts.

Page No: 38

Understanding the Text

1.

(i) Contrast the Chinese view of art with the European view with examples.

(ii) Explain the concept of shanshui.

Answer

(i) The Chinese paintings are based on imaginative, inner or spiritual approach whereas the European paintings reproduce an actual view, of an external or real object. The paintings of Wu Daozi and other painters of Europe illustrate the difference.

(ii) Shanshui, meaning "mountain-water", refers to a style of Chinese painting that involves natural landscapes, the landscape which is an inner one, a spiritual and conceptual space. It represents the two complementary poles ('yin' and 'yang') reflecting the Daoist view of the universe.

2.

(i) What do you understand by the terms 'outsider art' and 'art brut' or 'raw art'?

(ii) Who was the "untutored genius who created a paradise" and what is the nature of his contribution to art?

Answer

'Outsider art' refers to those artists who have no right to be artists as they have received no formal training yet show talent and artistic insight. 'Art brut' or 'raw art' are the works of art in their raw state as regards cultural and artistic influences.

(ii) The "untutored genius" who created "paradise" was Nek Chand, an 80-year-old creator-director who made the world famous rock garden at Chandigarh. His was an 'outsider art' in which he sculpted with stone and recycled materials. He used anything and everything from a tin to a sink to a broken-down car to form an artistic piece. One of his famous creations are 'Women by the Waterfall'.

Talking about the Text

Discuss the following statements in groups of four.

1. "The Emperor may rule over the territory he has conquered, but only the artist knows the way within."

Answer

This sentence explains the fact that even though an Emperor might rule an entire kingdom and have power over his conquered territory, only an artist would be able to go beyond any material appearance. He knows both the path and the method of the mysterious work of the universe. True meaning of his work can be seen only by means known to him, irrespective of how powerful an emperor is.

2. "The landscape is an inner one, a spiritual and conceptual space."

Answer

This phrase explains the Chinese art form where a Chinese painter wants you to enter his mind rather than borrow his eyes. This is a physical as well as a mental participation. It is a landscape created by the artist to travel up and down, and back again, through the viewer's eyes. The landscape is not 'real' and can be reached from any point.

Thinking about the Language

1. Find out the correlates of Yin and Yang in other cultures.

Answer

The Indian culture lays stress on Nature and God. Nature is the 'yin' or female part whereas God the creator, is the male part. This concept also known as 'Maya' or 'Brahma'. The combination of two creates the whole world, all its objects and also inhabitants.

2. What is the language spoken in Flanders?

Answer

'French 'language spoken in Flanders which is a region in Belgium.

Working with Words

I. The following common words are used in more than one sense.

panel, studio, brush, essence, material

Examine the following sets of sentences to find out what the words, 'panel' and 'essence' mean in different contexts.

1. (i) The masks from Bawa village in Mali look like long panels of decorated wood.
- (ii) Judge H. Hobart Grooms told the jury panel he had heard the reports.
- (iii) The panel is laying the groundwork for an international treaty.
- (iv) The glass panels of the window were broken.
- (v) Through the many round tables, workshops and panel discussions, a consensus was reached.
- (vi) The sink in the hinged panel above the bunk drains into the head.

Answer

1. Panel

- (i) boards of decorated wood
- (ii) group of men selected to give unanimous verdict on a legal case.
- (iii) group of experts.
- (iv) window panes.
- (v) group discussions.
- (vi) a flat board fixed with a hinge.

2. (i) Their repetitive structure must have taught the people around the great composer the essence of music.

- (ii) Part of the answer is in the proposition; but the essence is in the meaning.
- (iii) The implications of these schools of thought are of practical essence for the teacher.
- (iv) They had added vanilla essence to the pudding.

Answer

- (i) the most important quality of something that makes it what it is.
- (ii) the main part.
- (iii) practical importance.
- (iv) liquid taken from vanilla that contains its smell and taste in very strong form.

Silk Road

Page No: 74

Notice these expressions in the text.
Infer their meaning from the context.

ducking back
swathe
careered down
manoeuvres
cairn of rocks
salt flats

billowed

Answer

ducking back : quickly going inside and then coming out

manoeuvres : military exercises involving a large number of soldiers, ships, etc.

billowed : filled with the air and swelled out

swathe : literally: a long strip of land of something; contextually: a land stretched with snow

cairn of rocks : a pile of stones that mark a special place such as the top of a mountain or a place where somebody is buried

careered down : descending the slope

salt flats : thatched roofed houses covered with snow

Page No: 82

Understanding the Text

I. Give reasons for the following statements.

1. The article has been titled 'Silk Road.'

Answer

The title of the article has been named on the historic silk road or routes. The network connected the Afro-Eurasian landmass. It established trade of Chinese silk, spices, teas and porcelain; Indian textiles, precious stones and pepper; and the Roman Empire's gold, silver, fine glassware, wine, carpets and jewels. The road was named Silk Road largely because of the silk trade with China. In the chapter the author travels to Mount Kailash, exploring the Himalayan belt in Tibet. Since the author explored this region, the chapter is titled as Silk Road.

2. Tibetan mastiffs were popular in China's imperial courts.

Answer

Tibetan mastiffs were popular in China's imperial courts as hunting dogs. They were brought along the Silk Road in ancient times as tribute from Tibet. They were huge black dogs used as watchdogs. They explode into action like bullets. They are furious and fearless.

3. The author's experience at Hor was in stark contrast to earlier accounts of the place.

Answer

Hor was a grim, miserable place. The dust and rocks were scattered everywhere in abundance; there was little vegetation. The place seemed unfortunate and dejected, though it sat on the shore of the Lake Manasarovar. The author was flabbergasted to realise the contrast in his experience to that of the earlier read accounts. A Japanese monk, Ekai Kawaguchi, who had arrived there in 1990, was so moved by the sanctity of the lake that he burst into tears. The hallowed waters had a similar effect on Sven Hedin, a Swede who was not prone to sentimental outbursts. However, for the author, when he reached Hor, first he had to get two punctures mended. The only relaxation was the tea served by a Chinese youth in the only café in the town, which was constructed from badly painted concrete and had three broken windows. The good view of the lake through one of them helped to compensate however.

4. The author was disappointed with Darchen.

Answer

The author was disappointed with Darchen. The high altitude was giving him health problems. He had a bad cold and was not able to sleep at night. Since he was one of the early arrivals there weren't any pilgrims coming to the place. The place was dusty, partially derelict and punctuated by heaps of rubble and refuse.

5. The author thought that his positive thinking strategy worked well after all.

Answer

The author was disappointed with Darchen. He also complained of bad health. Tsetan had left for Lhasa. He was feeling rather lonely with no pilgrims around. It was then he met Norbu, a Tibetan who too wanted to visit Kailash. They would be a good team as both of them were academicians who had escaped from the library. The author started thinking positively and it gave him some delight and a new enthusiasm.

II. Briefly comment on

1. The purpose of the author's journey to Mount Kailash.

Answer

Nick Middleton is an Oxford Professor as well as an adventurer. He follows the most difficult terrain

He is an Oxford Professor as well as an adventurer. He follows the most difficult route through the Silk Road and reaches Mount Kailash. He visits the holy place to complete the kora- going around the place.

2. The author's physical condition in Darchen.

Answer

The author was not physically well when he reached Darchen. His sinuses were blocked due to the cold wind at Hor and he was not able to sleep well at night. The next day Tsetan took him to the Darchen Medical College and the doctor there gave him some medicine that gave him some relief.

3. The author's meeting with Norbu.

Answer

The author was feeling rather lonely without Tsetan who had left for Lhasa. There weren't any pilgrims at Darchen as he had reached the place much early in the season. It was then he met Norbu who was a Tibetan and also an academician. He too was there to visit Kailash and they decided to go there together.

4. Tsetan's support to the author during the journey.

Answer

Tsetan was a good and efficient driver. He drove the car very carefully. During the journey, he spoke to the author giving information about the places they were visiting. He was very caring. At Darchen when he found that the author was not well, he took him to the medical college and got medicine for him. He was a good Buddhist.

5. "As a Buddhist, he told me, he knew that it didn't really matter if I passed away, but he thought it would be bad for business."

Answer

Tsetan was a good Buddhist and believed that death was not the end of life. Kailash being a holy place it would be better for him as it would take him to heaven. Then if the author would die there, it would be bad for his business as his credibility will be at stake in looking after the tourists and later he may not get any customers.

Talking about Text

Discuss in groups of four

1. The sensitive behaviour of hill-folk.

Answer

The hill-folk are quite unsophisticated and innocent. People like Tsetan are very religious and God-fearing. They are very much hospitable and take care of the visitors from outside.

2. The reasons why people willingly undergo the travails of difficult journeys.

Answer

The author was an academician, hence, he undertook the journey for the purpose of education. For him it was a learning experience. Secondly, people undertake such journeys because of the spirit of adventure. The areas covered by the author are some of the most difficult terrains in the world. The third can be a religious reason. People visit places like Mount Kailash as part of their pilgrimage.

3. The accounts of exotic places in legends and the reality.

Answer

There are many accounts of exotic places in legends and the reality. Places like Mount Kailash, Manasarovar occupy a prominent place in legends. There are many articles written about these places.

Thinking about Language

2. What do the following utterances indicate?

- (i) "I told her, through Daniel ..."
- (ii) "It's a cold," he said finally through Tsetan.

Answer

- (i) She was not able to follow English but Daniel translated what he told in English in the Tibetan language to her.
- (ii) The doctor spoke in Tibetan language, which Tsetan translated into English for the author.

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3. Guess the meaning of the following words.

kora, drokba, kyang

In which language are these words found?

Answer

Kora: Walk all the way round, circumambulate

Droka: shepherd

Kyang: It is a wild Tibetan ass.

These words are found in Tibetan Language.

Working with Words

2. Explain the use of the adjectives in the following phrases.

- (i) shaggy monsters
- (ii) brackish lakes
- (iii) rickety table
- (iv) hairpin bend
- (v) rudimentary general stores

Answer

(i) shaggy monsters: hairy, unkempt

(ii) Brackish lakes: salty

(iii) Rickety table: wobbly, shaky

(iv) Hairpin bend: very sharp bend

(v) rudimentary general stores: elementary.

The Adventure

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**Notice these expressions in the text.
Infer their meaning from the context.**

blow-by-blow account

de facto

morale booster

astute

relegated to

doctored accounts

political acumen

gave vent to

Answer

blow-by-blow account : detailed account. In the text "The Adventure" this expression occurs in the context of Gangadharpant trying to understand the outcome of the Battle of Panipat by reading a book on the topic.

morale booster : anything that serves to increase morale or confidence. The expression occurs in the text 'Adventure' where it is told that the Marathas emerged victorious in the Battle of Panipat which increased their morale or confidence in establishing their supremacy all over the country.

Relegated to : assigned to a lower rank or position. In the text it is said how Dadasaheb, a maratha Chieftain was assigned to a lower rank after the Battle of Panipat.

political acumen : political shrewdness with keen insight. In the text 'The Adventure' the expression is used to convey how Madhavrao and Vishwasrao because of their shrewdness could expand their influence all over India.

de facto : existing in fact whether with lawful authority or not. In the text 'Adventure' the Peshwas are regarded as de facto rulers as they kept the Mughal regime alive in Delhi.

astute : marked by practical hardheaded intelligence. In the text "The Adventure" this word is used to convey that the Peshwas were very intelligent to recognise the importance of technological age dawnning in Europe.

doctored accounts : manipulation of accounts. This expression conveys that the Bakhars were not providing historical facts but manipulated account of history.

give vent to : to express one's feelings and ideas. Professor Gaitonde expressed his ideas in the public lecture on the Battle of Panipat.

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Understanding the Text

I. Tick the statements that are true.

1. The story is an account of real events.
2. The story hinges on a particular historical event.
3. Rajendra Deshpande was a historian.
4. The places mentioned in the story are all imaginary.
5. The story tries to relate history to science.

Answer

1. False
2. True
3. False
4. False
5. True

II. Briefly explain the following statements from the text.

1. "You neither travelled to the past nor the future. You were in the present experiencing a different world."
2. "You have passed through a fantastic experience: or more correctly, a catastrophic experience."
3. Gangadharpant could not help comparing the country he knew with what he was witnessing around him.
4. "The lack of determinism in quantum theory!"
5. "You need some interaction to cause a transition."

Answer

1. This statement was said by Rajendra to Professor Gaitonde. He made a transition from one world to another and back again. By making a transition, he was able to experience two worlds although one at a time. He neither travelled to the past nor to the future. He was in the present but experiencing a different world.
2. This statement was made by Rajendra to Prof. Gaitonde in the text The Adventure by Jayant Vishnu Narlikar. Gangadhar had passed through a strange experience. He had the experience of living in two worlds, one he lived in now and other where he had spent two days.
3. Gangadharpant knew India which had seen the decline of Peshwas and experienced the slavery of the British. But the India he had seen in two days was completely different. It had not been subjected to slavery for the white man. It was self dependent and enjoyed self respect. He compared the two countries the one that he knew already and other that he was witnessing around him. Both had different histories.
4. Professor Gaitonde had decided to go to a big library at Bombay and browse through history books. Then he would find out how the present state of affairs was reached. On his return to Pune, he would have a long talk with Rajendra Deshpande. He hoped that Rajendra would help him understand what had happened.

5. This Bombay was under the British Raj. An Anglo-Indian in uniform checked permits. Each of the blue carriages of GBMR had the tiny Union Jack painted on it. The Victoria Terminus station looked very neat and clean. The staff was mostly of Anglo-Indians and Parsees along with a handful of British Officers.

Talking about the Text

1. Discuss the following statements in groups of two pairs, each pair in a group taking opposite points of view.

(i) A single event may change the course of the history of a nation.

(ii) Reality is what is directly experienced through the senses.

(iii) The methods of inquiry of history, science and philosophy are similar.

Answer

(i)

For

A single event may change the course of the history of a nation. The battle of Panipat for example is said to be the turning point in the history of India. In the Battle of Panipat, the Marathas gave in to the forces of Ahmed Shah Abdali. After this event the history of India took another turn. Gradually, the country was overtaken by the foreign forces. In the story *The Adventure* it is mentioned how in the beginning Prof. Gaitonde was preparing a speech on what course the history would have taken if the Marathas had won the Battle of Panipat. This shows the importance of a single event in the history of a nation.

Against

The notion that a single event may change the course of the history of a nation is a matter of perspective only. It is a relative truth. If we apply the catastrophic theory in understanding history then we will find that there may be alternative outcomes of a single event so that we cannot proclaim that any one course of event is the reality. Since there may be alternative courses of history so debating on a single course is not fruitful. In the story *The Adventure* due to catastrophic phenomenon the Battle of Panipat is revealed in a different version to Prof. Gaitonde. According to this version, the Marathas emerged victorious in the Battle of Panipat. After the event the Marathas extended influence over the entire country. India never fell to the alien forces. So, to argue that a single course of event may change the course of history is not tenable. There may be alternative effects following an event.

(ii)

For

Our senses, that is the senses of touch, sight, taste and hearing and smell provide us facts about the world we live in. Knowledge from experience comes through these senses. The reality is what we directly experience through these senses. No other reality exists which is not revealed to the senses.

Against

Reality is not what is directly revealed to the senses. We cannot experience so many entities like atoms and molecules but these are real. We cannot even predict the behaviour of these entities accurately. This point is mooted by Rajendra in the story *The Adventure* when he points to the discoveries made by the physicists regarding the behaviour of the atoms. We can predict the position of a bullet fired in a particular direction from a gun but we cannot predict the position of an electron fired from a source. This proves that reality is not what is directly revealed to the senses, there can be alternative realities existing side by side.

(iii)

For

The methods of inquiry of History, Science and Philosophy are similar. In the story *The Adventure* one can find the perspectives of History, Philosophy and Science converging towards a focal point. History employs the methods of observation, analysis and rationalism in understanding the course of past events. Science is based on observation, experimentation and analysis. Rationalism is the most fundamental principle that Science follows. Philosophy is thoroughly critical in methodology. Philosophy examines everything including the assumptions and methodology of Science and other disciplines like History. In the story *The Adventure* History, Science and Philosophy converge. Prof. Gaitonde experienced an altogether different version of the outcome of the Battle of Panipat. Contrary to the version as provided in History text books, the Marathas emerged as victorious in this battle. Prof. Gaitonde tried to understand this rationally but he failed to get any clue. In this context, Rajendra intervened to explain this phenomenon in the light of the Catastrophic theory which is being employed by Physicists in understanding the behaviour of atoms. Here we find Science and History converging.

The similar perspective is seen in Philosophy that truth is relative and not absolute. In fact, the philosophical movement of post Modernism is based on this. In other words, the methods of inquiry of History, Science and Philosophy are similar.

Against

It is a misnomer that the methods of inquiry of History, Science and Philosophy are similar.

The similarity is at superficial level and not at the core. In the story The Adventure Rajendra tried to rationalise the experience of Prof Gaitonde by applying the Catastrophic theory. But this explanation is not convincing though it convinced the professor. Catastrophic theory can best explain phenomenon of the physical world but History deals with behavioural world. It is concerned with the behaviour of society and individuals. The methods of inquiry will also vary accordingly.

The method of inquiry of Philosophy is speculative. Philosophy even questions rationalism. Philosophy is highly critical of the methods of Science and History. In other words, the methods of History, Science and Philosophy are not similar. The story The Adventure by Jayant Vishnu Narlikar is, in fact, a science fiction which is trying to show the convergence of Science History and Philosophy. In reality the three disciplines, namely, Science, History and Philosophy have to employ different methodology of inquiry vis-a-vis the subject matter.

2. (ii) Why do you think Professor Gaitonde decided never to preside over meetings again?

Answer

(ii) Professor Gaitonde was experiencing a different version of the Battle of Panipat. According to this version, the Marathas emerged victorious in the Battle and started extending influence over the entire country. His mind was actually witnessing a different version of the historical reality. Interestingly, he was also witnessing an event that was not conforming to the conventions. The event was a lecture session on the outcomes of the Battle of Panipat. In this lecture session Prof. Gaitonde observed that the chair of the President was vacant. This again was contrary to the conventions. Prof. Gaitonde rushed to occupy the chair and started explaining the need of a President in a lecture session like this. The public got angry on this point and started throwing objects on him. He had a harrowing experience. This led him to decide not to preside over meetings again.

Childhood

QUESTIONS FROM TEXTBOOK SOLVED

A. Think it Out

Question 1. Identify the stanza that talks of each of the following:

Individuality rationalism hypocrisy

Answer: The stanzas that talk of each of the quality in questions are given below:

- **individuality:** Third stanza
- **rationalism:** First stanza
- **hypocrisy:** Second stanza

Question 2. What according to the poem, is involved in the process of growing up?

Answer: According to the poem, the loss of childhood is involved in the process of growing up. This loss is compensated by some gains which come with adolescence. These are: increase in understanding, power of rationalising and discrimination as well as a sense of individuality and self-confidence.

Question 3. What are the poet's feelings towards childhood?

Answer: The poet regards childhood as an important stage in the process of growing up. Childhood is a period of make-believe. Children readily accept whatever the elders say. The poet does not feel any regret or sense of loss on losing his childhood.

Question 4. Which, do you think are the most poetic lines? Why?

Answer: The following lines in the poem are most poetic:

It went to some forgotten place That's hidden in an infant's face,
That's all I know.

These lines beautifully sum up the process of growth and the disappearance of a particular stage of life. These lines have a figurative or metaphorical meaning also. The infant's innocent face hides many things behind its smiles. Perhaps the childhood lies hidden in some forgotten place lying buried deep inside a child's consciousness.

MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. What did the speaker learn about the existence of Heaven and Hell ?

Answer: As the speaker grew to be mature, he acquired reasoning power. He realized that Hell and Heaven could not be found in Geography books or Atlas. Since they could not be located anywhere in the world map, he concluded that they did not exist. He would believe only what he could see and find.

Question 2. How did the speaker realise the hypocrisy of the adults?

Answer: The speaker noticed a wide gulf between what adults appeared to be and what they actually were in real life. There was apparent contradiction between their words and deeds. They talked of love and advised others to love, but they never acted lovingly.

Question 3. How did the realization of being the master of his own mind helped him ?

Answer: The realization that he was the master of his own mind, and could use it in any way he liked, filled him with self confidence. He could now think independently and need not repeat parrot like thoughts of others.

B. Long Answer Type Questions

Question 1. 'Childhood is an essential state in the process of growing up, but it can't go on forever.' Discuss.

Answer: Childhood is an important stage in the process of growing up of every person. The human infant is totally dependent on others, but during childhood he gains physical, emotional and mental strength. As the tiny baby grows bigger in size, other faculties also develop. This stage is an important landmark in man's growth, but it can't go on forever. Childhood being a stage, must give way to another stage. It is followed by adolescence or early youth. Now all the faculties are fully developed. The person acquires reasoning power. His rationalism helps him to decide truth or falsehood, fact and fiction. He acquires a fine capability of analysis and discrimination. Now he can see through persons and things. He begins to understand the hypocrisy of adults. He gains confidence and becomes an independent thinker.

The Voice of the Rain

QUESTIONS FROM TEXTBOOK SOLVED

A. Think it Out

Question 1. There are two voices in the poem. Who do they belong to? Which lines indicate this?

Answer: One of them belongs to the poet and the other to the rain. These are indicated in lines 1-2 and 3-9 respectively.

Question 2. What does the phrase 'strange to tell' mean?

Answer: The phrase refers to a strange phenomenon—the rain gives an answer to the poet's query. It is surprising to report the answer.

Question 3. There is a parallel drawn between rain and music. Which words indicate this? Explain the similarity between the two.

Answer: The following words/phrases indicate the parallel between rain and music: 'Poem of Earth', 'eternal I rise impalpable out of land and the bottomless sea' 'For song duly with love returns.'

Both originate from a source, rise up, reach fulfilment, wander about whether cared about or not and finally return to source of origin with love.

Question 4. How is the cyclic movement of rain brought out in the poem?

Answer: Rain water rises untouched out of the land and deep sea and gathers in the sky, where it changes form, and then comes down to earth to bathe the dry tiny particles of dust layers and all that lies buried under it. Then it returns to the place of its origin. Science textbooks indicate that water vapours from the rivers and ocean rise up to the sky due to the intense heat. They assume the form of clouds and after condensation drop down as rain. The water flows back through rivers to the seas and oceans.

Question 5. Why are the last two lines put within brackets?

Answer: The last two lines contain a comment about music and its cycle. These differ from the first nine lines. The first two lines are the voice of the poet whereas lines three to nine are

spoken by rain. The cycle of song is put within brackets to mark the difference in speakers but similarity in content.

Question 6. List the pairs of opposites found in the poem.

Answer: rise-descend; day-night; reck'd-unreck'd

B. Notice the sentence pattern in the following:

Rewrite these sentences in prose.

(i) And who art thou? said I to the soft-falling shower.

(ii) I am the Poem of Earth, said the voice of the rain.

(iii) Eternal I rise

(iv) For song duly with love returns.

Answer: (i) I said to the soft-falling shower, "Who are you?"

(ii) The voice of the rain said, "I am the poem of Earth."

(iii) I rise eternally.

(iv) For song returns duly with love.

MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. The poem begins in a conversational tone. Who are the two participants? What is the advantage of this method?

Answer: The two participants are the poet and the rain. The poet makes the rain relate its own story. This direct presentation makes the narration more authentic, interesting and captivating.

Question 2. "Behind the apparent simplicity, the poem hides a deep meaning." What exactly does the poem convey to the reader?

Answer: The poem is not merely a description of life-cycle of rain. It has deeper meaning. Rain is a poem or thing of beauty of Earth and so is song or music. The comparison between rain and music and their function: making the Earth pure and beautiful conveys the eternal role of natural phenomenon and art in real life.

Question 3. How does the rain justify its claim: "I am the Poem of Earth"?

Answer: The rain narrates the journey of its life—from birth to return to origin in mythical terms. The facts are scientific but the phrases that convey them are metaphoric and literary. The whole journey has a beauty and charm associated with a poem.

B. Long Answer Type Questions

Question 1. How is the cyclic movement of rain brought out in the poem "The Voice of the Rain"? What points of similarity do you notice between rain and music?

Answer: The rain calls itself the poem of earth. It is everlasting and perpetual. It is something that cannot be touched. It originates from the land and the deep sea. Then it rises upward to heaven where it changes its form into a cloud, yet remains the same in quality. From the sky it pours down on earth to wash the dry tiny particles and dust layers of the earth. The rain helps the unborn seeds to sprout. These seeds lay hidden and unborn under the layers of earth. Rain gives back life to its origin making it pure and beautiful. Rain and music are both beautiful and life-giving. They are eternal sources of joy and go on perpetually. They inspire even dormant objects and persons with life and activity.

The Ailing Planet: the Green Movement's Role

QUESTIONS FROM TEXTBOOK SOLVED

A. Understanding the Text

Question 1. Locate the lines in the text that support the title "The Ailing Planet".

Answer: The following lines in the text support the title "The Ailing Planet".

- "Are we to leave our successors a scorched planet of advancing deserts, impoverished landscapes and ailing environment.
- A three-year study using satellites and aerial photography conducted by the United Nations, warns that the environment has deteriorated so badly that it is 'critical' in many of the eighty-eight countries investigated.

Question 2. What does the notice "The world's most dangerous animals" at a cage in the zoo at Lusaka, Zambia, signify?

Answer: The notice "The world's most dangerous animals" at a cage in the zoo at Lusaka, Zambia signifies that man is solely responsible for all the deterioration in environment and depletion of natural resources. Thus man is the world's most dangerous animal.

Question 3. How are the earth's principal biological systems being depleted?

Answer: The earth's principal biological systems are being depleted by excessive use. Over fishing is quite common. Forests are being cut to obtain firewood for cooking. Grasslands are turning into barren wastelands and croplands are deteriorating as their productivity has been impaired.

Question 4. Why does the author agree that the growth of world population is one of the strongest factors distorting the future of human society?

Answer: The growth of world population puts a severe strain on the earth's principal biological systems. Due to excessive human claims these reach an unsustainable level where their

productivity is damaged. Development is not possible if world population continues to grow so rapidly. Increasing population brings hunger, poverty and unemployment.

B. Talking About the Text

Discuss in groups of four:

Question 1. Laws are neither respected nor enforced in India.

Answer: It is painful but true that laws are neither respected nor enforced in India. Let us take examples from everyday life. Almost everyone is conversant with the rule of the road. Still there are cases of wrong overtaking, lane jumping, signal jumping, over speeding and road rage. Our laws insist on compulsory elementary education up to the age of fourteen. Yet we find many illiterate teenager boys or girls of this age loitering around in lanes or employed in petty jobs in road side restaurants or as domestic servants. Our Constitution insists on the protection and improvement of the environment. The states have been given the responsibility of protecting forests and wildlife. Forests are being cut and illegal shooting of wildlife goes on. Similarly, there are laws regarding abolishing casteism, untouchability and bonded labour. But these remain on paper. In actual life, these are never put into practice. Hence, it can be concluded that laws are neither respected nor enforced in India.

Question 2. "Are we to leave our successors a scorched planet of advancing desert, impoverished landscapes and an ailing environment?"

Answer: I fully agree with the view contained in the statement. There is every likelihood of such an eventuality occurring in future. There are solid reasons behind this apprehension. Our resources are limited. They will not last indefinitely if we go on consuming them indiscriminately. Fisheries, forests, grasslands and croplands form the basis of the global economic system. They supply us food and raw materials for industry. Increasing population has put a severe pressure on them. Excessive use of these resources have impaired their productivity. In large areas of the world these systems have reached an unsustainable level. The results are awful and disastrous.

The fisheries will collapse, forests disappear, grasslands will become barren wastelands and croplands will lose their fertility. Decimation of forests will increase dryness and heat and there will be less rainfall. Hence there is a possibility of the earth becoming an overheated place full of increasing deserts, poor landscapes and ailing environment in future.

Question 3. We have not inherited this earth from our forefathers; we have borrowed it from our children'.

Answer: This is a revolutionary statement by Mr. Lester Brown. It focuses attention on the position of man in this universe. People take it for granted that the earth is theirs as they have inherited it from their forefathers. They forget the fact that the real owners of the land are our children. We are only custodians or trustees and we must continue development that meets the needs of the present, without compromising the ability of the future generations to meet their needs. We must not strip the natural world' of the resources future generations would need. In our effort to feed the increasing millions, we are plundering the heritage of our children. We have open overusing natural resources for our present purposes. Destruction of natural resources will create an ailing environment. Our consumption of non-renewable resources should be checked. We must preserve natural resources and hand them over to children intact as they are the real owners.

Question 4. The problems of overpopulation that directly affect our everyday life.

Answer: Overpopulation causes many problems in every day life. The three basic human needs —food, cloth and shelter have assumed alarming prepositions. Fisheries, forests, grasslands and croplands are under severe strain. In many areas they have reached an unsustainable level. People resort to over fishing to obtain protein. Forests are being destroyed to obtain

firewood. Grasslands are becoming deserts. Artificial fertilizers have improved the productivity of croplands. Overpopulation hinders development and adversely affects the spread of education and health care among the masses. It is observed that the poor beget more children. It only leads them to unending poverty. More children does not mean more workers but merely more people without work. Thus over-population leads to unemployment. Public transport proves insufficient. We see long queues everywhere. In short, overpopulation leads to deterioration in environment and shortens our lives by causing many diseases.

C. Thinking About Language

The phrase 'inter alia' meaning 'among other things' is one of the many Latin expressions commonly used in English.

Find out what these Latin phrases mean:

1. **prima facie**
2. **ad hoc**
3. **ad infinitum**
4. **mutatis mutandis**
5. **caveat**
6. **tabula rasa**

Answer:

1. **Prima facie**: on the first view
2. **Ad hoc**: for the special aim
3. **Ad infinitum**: up to infinit
4. **Mutatis mutandis**: with necessary changes
5. **caveat**: a warning that particular things needs to be considered before something can be done
6. **Tabula rasa**: a smooth tablet

D. Working with Words

I. Locate the following phrases in the text and study their connotation:

- (i) gripped the imagination of (ii) dawned upon
(iii) ushered in (iv) passed into current coin
(v) passport of the future

Answer: (i) gripped the imagination of: have powerful effect on imagination

(ii) dawned upon: became obvious; began to realize for the first time

(iii) ushered in: to make something new begin

(iv) passed into current coin: become a part of current usage

(v) passport of the future: a thing that enables us to achieve something '

II. The words grip, dawn, usher, coin, passport have a literal as well as a figurative meaning.

Write pairs of sentences using each word in its literal sense as well as the figurative sense .

Answer:

1. **Grip**: (i) She gripped on to the railing with both hands.
(ii) Terrorism has gripped the country for the past five years.
2. **Dawn**: (i) A new technological age has dawned.
(ii) It dawned on me that they couldn't possibly have met before.
3. **Usher**: (i) The Secretary ushered me into his office.
(ii) The change of management ushered in fresh ideas and policies.
4. **Coin**: (i) Every coin has two sides.
(ii) She coined a phrase to explain her meaning.
5. **Passport**: (i) I showed my passport to the security officer.
(ii) Hard work alone is the passport to success.

E. Notice these expressions in the text.

Question 1 . Guess their meaning from the context.

➤ <i>a holistic and ecological view</i>	➤ <i>sustainable development</i>
➤ <i>languish</i>	➤ <i>ignominious darkness</i>
➤ <i>inter alia</i>	➤ <i>decimated</i>
➤ <i>catastrophic depletion</i>	➤ <i>transcending concern.</i>

Answer:

- **A holistic and ecological view:** a complete view of the whole thing keeping in mind the inter relationship of constituents among themselves and to environment.
- **Sustainable development:** development that can be continued for a long time.
- **Languish :** forced to stay somewhere.
- **Ignominious darknes:** disgraceful/humiliating darkness.
- **Inter alia:** among other things.
- **Decimated:** destroyed.
- **Catastrophic depletion :** disastrous exhaustion.
- **Transcending concern :** surpassing concern.

F. Things to do

Question 1. Make posters to highlight the importance of the Green Movement.

Answer:

Go Green	SAVE ENVIRONMENT	Act Now
JOIN THE GREEN MOVEMENT		
IDEALS		IMPORTANCE
♦ Healthy Environment	♦ Greens–Only Defence Against Pollution	
♦ Ecological Balance	♦ Plants and Animals - Living Beings	
♦ Conservation of Rare Species	♦ Cleaner Surroundings - Happier Lives	
PLANT TREES & CURB DISEASES		
GREEN: PASSPORT TO LONG AND HAPPY LIFE		
ATTEND		
THE FIRST MEETING OF		
GREEN GROUP		
On		
SUNDAY, 26 March 20xx		
at 4 p.m.		
GREEN PARK NEW CITY		
PARTICIPATE IN		
CONSERVATION MOVEMENT		
TELL ALL		
• Eat Green	• Live Green	• Live Longer

Question 2. Maintain a record of the trees cut down and the parks demolished in your area, or any other act that violates the environment. Write to newspapers reporting on any such acts that disturb you.

Answer: Maintaining a record: left for self attempt

Letter to Editor: See the specimen given below:

271 Green Road, Silver City 20 March 20 XX

The Editor

The National Herald

New City .

Sub: Illegal felling of trees Sir

May I use the columns of your daily to draw the attention of the public and the authorities concerned towards an act that has caused severe violation of environment. The central park adjacent to Green Road had many tall and beautiful trees which added to its glory. Of late some people began to use it for hosting wedding parties or political functions. They caused much damage to the environment by damaging the plants, flowers, young trees and grass growing in the lawns as well as creating noise pollution through loudspeakers.

Yesterday, some enthusiastic members of the green club protested to the organiser of a political assembly against the misuse of the park and the untold harm to environment. To our surprise, we found that all the tall trees had been felled and cut down into logs overnight.

We have lodged a complaint with the local police station. We appeal to you to publish this letter of protest against the illegal felling of trees with your comments and remind the authorities that it is the responsibility of the state to preserve healthy environment.

I am confident that you will take up this cause.

Yours faithfully

Deepak/Deepika

MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. Which movement does Nani Palkhivala refer to? How popular do you think it is?

Answer: The author, Nani Palkhivala, refers to the 'Green Movement'. It has become very 'popular among the people of all countries. It started nearly twenty five years ago but it has gripped the imagination of the entire human race completely and quite rapidly.

Question 2. How does the author point out the importance of Green Movement?

Answer: The author points out the importance of the Green Movement by comparing it to the revolutionary ideas of Copernicus. He had taught mankind in the 16th century that the earth and the other planets revolved round the sun.

Question 3. How have human beings shifted their perceptions?

Answer: We have shifted our perceptions from mechanistic view to a holistic and ecological view. Now we regard the earth as a living organism. It is an enormous being and we are its parts. It has its own metabolic needs and vital processes. We must respect and preserve them. *

Question 4. What is the state of earth today ? How should we act now?

Answer: The signs of the earth which are connected with life show that the earth is a patient in declining health. We must realize our moral obligations to be good stewards of the planet. We must act as responsible trustees of the legacy of future generations.

Question 5. How has the concept of sustainable development been defined?

Answer: Sustainable development has been defined as the development that meets the needs of the present without putting in danger the ability of future generations to meet their needs. In other words, the present generation would not deprive the natural world of the resources the future generations would need.

Question 6. Who is 'the world's most dangerous animal'? What has he learnt?

Answer: Man is the most dangerous animal of the world. He has learnt a new awareness. He has acted wisely. He has shifted from the system of domination to one based on partnership.

Question 7. What do you learn about the number of living species from this chapter?

Answer: Scientists have arranged a list of about 1.4 million living species. The number of unlisted species is much more. It varies from three to a hundred million according to various estimates. These still remain unknown and unidentified.

Question 8. What do you know about the earth's biological systems and their functions?

Answer: The earth has four principal biological systems. These are: fisheries, forests, grasslands and croplands. They form the basis of the world's economic system. They supply us food and raw materials for industry.

Question 9. What is the state of earth's biological systems now and why?

Answer: In many areas of the world, earth's biological systems have reached an unsustainable level. They have reached a point where their productivity has been damaged. This is because of the excessive pressure exerted by man on them.

Question 10. How do the earth's biological systems behave on reaching an unsustainable level?

Answer: The productivity of the earth's biological systems is impaired on reaching an unsustainable level. Fisheries collapse. Forests disappear. Grasslands turn into barren wastelands. Croplands become worse.

Question 11. How can over-fishing and decimation of forests prove harmful?

Answer: Over-fishing may lead to stripping the fisheries. Then man will lose a rich source of protein. The decimation of forests will harm ecology. Moreover, several species of life that live in forest will face extinction.

Question 12. How do Indians procure fuel for cooking? What is the result of their action?

Answer: Indians collect fire wood from forests. Sometimes even green trees are cut to obtain fuel. Destruction of forests is harmful to environment and wildlife. They also burn dung as fuel. Burning dung deprives the soil of an important natural fertiliser.

Question 13. Why do we need to plant more forests in India?

Answer: According to official data, India is losing its forests at the rate of 3.7 million acres a year. The actual loss of forests is estimated to be about eight times the rate indicated by government statistics. Large areas, officially named forest land are already treeless. Moreover a five-fold increase in the rate of forest planting is needed to cope with the expected fuel wood demand 5 years later.

Question 14. How is the world population increasing over the years?

Answer: The world population is increasing at a rapid rate now-a-days. Every four days the world population increases by one million. The world population was about one billion in 1800. By 1900 another billion was added. However in the next 100 years 3.7 billion more were added. This clearly indicates the pace of the growth of world population.

Question 15. Why is population control essential in India?

Answer: The population of India was estimated to be 920 million in 1994. Overpopulation upsets all plans of development and causes poverty and unemployment. So either population is controlled or people would remain poor forever. Voluntary family planning helps population control in India.

Question 16. What do you understand by the emerging new world vision?

Answer: The new world vision is a holistic view. It is also an ecological view. It considers the world as an integrated whole a global village, rather than a separated or isolated collection of

parts. This emerging new world vision has introduced the era of responsibility.

Question 17. How can industry play its role in the new 'era of responsibility'?

Answer: It is well known that industries are a main source of causing environmental pollution. There will be a great change in the preservation of environment if the industrialists become conscious-of their responsibilities and become environment friendly. Thus Industry has to play a very important role in the new era of responsibility.

Question 18. In what connection has the author mentioned Mr. Edgar S. Woolard?

Answer: Mr Edgar S. Woolard was the chairman of a famous industrial concern—Du Pont. Five years ago, he declared himself to be the company's 'Chief Environmental Officer'. He said that their continued existence as a leading manufacturer required that they excelled in environmental performance.

Question 19. Why does the author quote the words of Mrs. Margaret Thatcher and Mr. Lester Brown?

Answer: The two statements quoted by the author support his point of view about the need to protect environment. Both the statements lay stress on preservation of environment and holding it in trust for the coming generations.

B. Long Answer Type Questions

Question 1. Why does Nani Palkhivala call the earth 'The Ailing Planet'? How can the ailing planet survive?

Answer: The signs of the earth connected with life necessary for staying alive show that the earth is a patient in declining health. Its deserts are advancing, landscapes are being impoverished and environment is ailing. Aerial photography using satellites has revealed that the environment has deteriorated very badly in many parts of the world. In fact, it has become critical in many of the eighty eight countries investigated. The concept of sustainable development and green movement can help the ailing planet to survive. People must discharge their moral responsibility as stewards of the planet and trustees of the legacy of the future generations. The plundering of the natural resources should be controlled. These must be preserved for the future generations.

Question 2. What are the earth's principal biological systems? Why have they been depleted and how can they be preserved?

Answer: The earth has four principal biological systems. These are: fisheries, forests, grasslands and croplands. They form the basis of the world's economic system. They supply us food and raw materials for industry. These biological systems are being depleted by excessive use. Over fishing is quite common. Forests are being destroyed to obtain firewood for cooking. In many areas of the world, these biological systems have reached an unsustainable level. Grasslands are turning into deserts and produce from croplands is decreasing. It seems they have lost their productivity. The decimation of forests is likely to cause extinction of several species. We must change our outlook and stop overusing the natural resources. We have to hand them over to the coming generations in a healthy state so that they can meet their needs. Consciousness of our moral responsibility as caretakers of the legacy of our children can help to preserve these non-renewable resources.

Question 3. "Forests precede mankind; deserts follow", Examine the validity of this remark in the light of reading 'The Ailing Planet: The Green Movement's Role'.

Answer: Forests are one of the most important biological systems of the earth. They came into existence much before mankind. In this sense forests precede mankind. We have inherited large tracts of forests from our forefathers. Forests are the power house of evolution. Several

species of life exist in them. The world's ancient inheritance of tropical forests is now wearing away at the rate of forty to fifty million acres per year. In poor countries, local forests are being destroyed to procure fuel wood. It is estimated that a five fold increase in the rate of forest planting is needed to cope with the expected fuel wood demand in the year 2000. It is the responsibility of the state to protect and improve the environment and to safeguard the forests and wildlife. However, large areas named as the forest land are now treeless. As the forests disappear, deserts will follow. We must take timely steps to prevent this.

Question 4. "For the first time in human history we see a transcending concern—the survival not just of the people but of the planet". Elucidate.

Answer: In the twentieth century, there has been a revolutionary change in human perceptions. We have begun to take a holistic view of the very basis of our existence. The earth is now regarded as a living organism of which we are parts. It has its own metabolic needs and processes necessary for staying alive, which need to be respected and preserved. The environmental problem does not necessarily indicate our death, it is our passport for the future. A new world vision has emerged. It is a holistic view, an ecological view. This regards the world as a whole rather than a collection of isolated parts. This vision has ushered in the Era of Responsibility. Industrialists, politicians and writers have become environment friendly and realised their responsibility in preserving the non-renewable natural resources.

Father to Son

QUESTIONS FROM TEXTBOOK SOLVED

A. Think it Out

Question 1. Does the poem talk of an exclusively personal experience or is it fairly universal?

Answer: The poem is autobiographical in nature and describes the relationship between a father and his son. Beginning on an exclusively personal experience, the poem rises to a fairly universal phenomenon—the growing generation gap and lack of communication.

Question 2. How is the father's helplessness brought out in the poem?

Answer: The father's helplessness is brought about by the existing circumstances. Usually a father is the best friend and advisor of the son. However, there is no bond of affinity or relationship between the two. It seems that the two are not on speaking terms even while living under the same roof. The father feels helpless that he can't share what his son loves.

Question 3. Identify the phrases and lines that indicate distance between father and son.

Answer: The phrases/lines indicating distance between father and son are:

"I don't understand this child."

"I know nothing of him."

"We speak like strangers, there's no sign Of understanding in the air."

"..What he loves I cannot share."

"Silence surrounds us."

"...see him make and move His world."

Question 4. Does the poem have a consistent rhyme scheme?

Answer: No, the poem does not have a consistent rhyme scheme. The first two stanzas have the rhyme-scheme ab ba ba whereas the third and fourth have a slight alteration. The third stanza has abc aba whereas the fourth one has abbcba scheme.

MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. What does the speaker say about father-son relationship?

Answer: Actually, the father-son relationship is non-functional. The father does not understand

the aspirations, longings or cravings of the son. They speak like strangers. Their exchanges, if any, are just formal. Otherwise, silence surrounds them.

Question 2. What do you think is responsible for the distance between father and son?

Answer: The lack of understanding on the part of the older generation (here, father) is the root of the problem. The father wants the young man to stick to home turf. The son, now a young man, seeks fresh avenues and lives in a world of his own. The father finds it hard to adjust to the growing changes.

Question 3. Why, do you think, does the father appear so helpless?

Answer: The father has been unable to understand what his son loves to do. He is not in a position to advise him as there is hardly any intimacy between them. They speak like strangers, otherwise there is silence around them. The son has his own dreams and plans which he does not appreciate.

Question 4. How can you infer that the father wishes his son to remain at home with him?

Answer: The father finds the son's interests quite different. He is home bound, whereas the son is on the look out for fresh avenues. He aspires for a world of his own. The father wants him to return home even if he undergoes losses by his extravagant ventures. He is willing to make up with him if he agrees to live with him.

B. Long Answer Type Questions

Question 1. What sort of father-son relationship has been depicted in the poem 'Father to Son' ?

Answer: The poem depicts a father-son relationship which exists in name only. The two have been living together in the same house for years. Even then the father does not understand his son. He confesses that he knows nothing of his son. The bond of affection between them lies broken. They have become formal just like strangers. Although the son resembles his father physically, yet he had his own vision, dreams and aspiration. He is not home bound and is not afraid to venture forth. The protective father is willing to forgive him for incurring loss of material wealth provided he returns home. The painful experience of lack of communication fills the father with utter helplessness, anger and grief. His efforts to restore the relationship fail as there is no response from the other side.

Question 2. How far has the poet succeeded in transforming a purely personal matter to a universal experience prevalent in modern times?

Answer: The poem begins on an autobiographical note. The speaker i.e., the father recounts his own experience. He talks about the non-functional father-son relationship. He neither understands his son nor knows anything about him. In spite of living in the same house, the distance between father and son has increased. There is lack of communication between them. They either talk like strangers or silence surrounds them. The father is unable to share what the son prefers to do. The distance has reached to sorrowful limit. Even then the father is willing to shape a new love and build up a fresh relationship. His grief takes the form of anger and they fail to reach any compromise.

This maladjustment or growing break-up of relationships is typical of the modern materialistic age.

The Browning Version

QUESTIONS FROM TEXTBOOK SOLVED

Question 1. Comment on the attitude shown by Taplow towards Crocker-Harris.

Answer: Taplow is respectful towards Mr. Crocker-Harris and likes him for his principles. He criticises him for being a feelingless person yet regards him an extraordinary master. He is mortally afraid of him and dare not cut the extra work even on the last day of the term.

Question 2. Does Frank seem to encourage Taplow's comments on Crocker-Harris?

Answer: Yes, Frank seems to encourage Taplow's comments on Crocker-Harris. He shows appreciation for Taplow's imitation of Mr Crocker-Harris and asks him to repeat it. On another occasion, Frank tells Taplow not to keep a good joke (narrated in the style of Mr Crocker Harris) to himself but to tell it to others. ,

Question 3. What do you gather about Crocker-Harris from the play?

Answer: Mr Crocker-Harris appears as a stern master who is a man of principles and stickler to the rules. He believes in fair assessment of his students and is not swayed by . emotions, as the man is hardly human. He is not a sadist, but strict in performance of his duties. Even on his last day at school, when he is over-busy in his own affairs, he does not neglect his duty towards his students.

Talking About the Text

Discuss with your partners.

Question 1. Talking about teachers among friends.

Answer: Commenting on their teachers is something that most students do. Students are quite intelligent and keen observers. Teachers are their role models and the students judge their performance not only on the basis of their mastery over the subject but also by their method of teaching, communication skills, interaction with students and their general nature and behaviour. Teachers must not feel offended to learn the nick name their dear students have showered upon them. Teachers may sometimes think that the boys don't understand anything, but this is wrong. Talking about teachers among friends is a favourite pastime of students. They appreciate their virtues and condemn their shortcomings. Even strict persons

win the love and admiration of students if they are men of principles.

Question 2. The manner you adopt when you talk about a teacher to other teachers.

Answer: We should be respectful and polite when we talk about a teacher to other teachers. Normal courtesy requires that we should add "Mr' "Miss' or "Mrs' before the name of the teacher and use his/her full name. A teacher should never be mentioned by the nick name he/she has been given. In other words, our approach should be quite formal. The dignity of a teacher should not be lowered before another, even if the person being talked about lacks some qualities you like most. Our remarks should never be derogatory or rude. It is bad manners to run down our teachers and specially so if it is done in the presence of other teachers. We are judged by our actions as well as words. The other teachers may form a very low and unfavourable opinion about us on the basis of a lapse on our part. Hence we must be extra cautions during our interactions with our teachers.

Question 3. Reading plays is more interesting than studying science.

Answer: Science is based on the study of some facts, concepts, principles and their application. It demands cool reasoning and concentration of mind to solve numerical problems and to balance complicated equations. One has to be alert, regular, systematic and punctual. If we miss one class, we miss the link. On the other hand, reading plays provides us more amusement. Most of the plays contain a beautiful plot and a number of characters with diverse traits. Their actions, reactions and interactions provide a lot of fun and laughter and make the reading of the play quite interesting. Witty i dialogues, irony of situations and intricacies of plots make the plays full of humanity and quite absorbing. We never feel bored while reading a play. Every dialogue or action unfolds something new and we eagerly wait for what is to follow next. The study of science proves dull and cold as compared to the interesting reading of plays.

C. Working with Words

A sadist is a person who gets pleasure out of giving pain to others.

Given below are some dictionary definitions of certain kinds of persons. Find out the words that fit these descriptions:

1. A person who considers it very important that things should be correct or genuine eg. in the use of language or in the arts: P...

A person who believes that war and violence are wrong and will not fight in a war: P...

A person who believes that nothing really exists: N...

A person who is always hopeful and expects the best in all things: O....

A person who follows generally accepted norms of behaviour: C

A person who believes that material possessions are all that matter in life: M...

Answer: 1. purist 2. pacifist 3. nihilist

4. optimist 5. conformist 6. materialist

II. Notice the following words in the text. Guess the meaning from the context.

➤ <i>remove</i>	➤ <i>kept in</i>	➤ <i>sadist</i>
➤ <i>slackers</i>	➤ <i>got carried away</i>	➤ <i>shrivelled up</i>
➤ <i>muck</i>	➤ <i>cut</i>	

Answer:

- **remove** : a form/class or division (in a school)
- **slackers** : persons who are lazy and avoid work
- **muck** : dirt/mud : something very unpleasant
- **kept in** : made to study in classroom after school hours

- **got carried away** : got very excited; lost control of feelings
- **cut**: miss class
- **sadist**: a person who gets pleasure out of giving pain to others.
- **shrivelled up** : squeezed up

MORE QUESTIONS SOLVED

A. Short Answer Type Questions

Question 1. What do you learn about Tap low from the initial conversation between him and Mr Frank?

Answer: Tap low is a boy of sixteen. He is still in the lower fifth. He can't specialise until the next term if he gets his form/division all right. Since his master, Mr Crocker-Harris has not told him the result, he will have to wait till the next day to learn his fate.

Question 2. "You know that he's like, sir" says Tap low. What leads him to say so? What light does this throw on the man talked about?

Answer: Taplow does not know if he has got his form. It is because, his master, Mr Crocker-Harris does not tell them the results like the other masters. He is a bit different. When Frank says that a rule says that form results should only be announced by a headmaster on the last day of term, Tap low says that none else except Mr Crocker-Harris pays attention to it. This shows that the man is a stickler to the rules.

Question 3. Which course of study does Tap low prefer and why?

Answer: Tap low prefers science to literature. He finds it a good deal more exciting than his play which he considers quite unpleasant.

Question 4. How does Tap low react to Mr Frank's query? 'And you considered view is that the Agamemnon is muck?'

Answer: Tap low modifies his stand. He says that he doesn't think the play is a muck. It has a good plot in fact, a wife murdering her husband and all that. His opinion is based on the way it is taught to them—just a lot of Greek words strung together and fifty lines if one gets them wrong. Thus Tap low draws a fine distinction between the study of science and literature.

Question 5. For whom is Tap low waiting and why? How does he feel?

Answer: Tap low is waiting for his master, Mr Crocker-Harris. He has come in to do extra work on the last day of term because he missed a day last week when he was ill. Since the weather is quite fine, he feels quite unhappy to be confined in a room. He might as well be playing golf.

Question 6. How according to Tap low Mr Crocker-Harris is unlike other masters?

Answer: Other masters would certainly give a chap, a form after his taking extra work, but Mr Crocker-Harris is unlike them. When Taplow asked him about his form, he told the boy that he had given him exactly what he deserved : no less; and certainly no more. Taplow is afraid that he might have marked him down, rather than up for taking extra work.

Question 7. How does Tap low react to Frank's suggestion, "Why don't you cut? You could still play golf before lock-up"?

Answer: Tap low is really shocked at this suggestion. He reacts strongly and says that he couldn't cut Mr. Crocker-Harris. It has never been done during his stay there. If he did so, nobody could predict the consequences. Perhaps he would follow Tap low home or do some such extraordinary thing.

Question 8. Why do you think, Frank envies Mr Crocker-Harris? What possible reasons make

him so unique?

Answer: Frank envies Mr Crocker-Harris for the effect he seems to have on the boys in the form. They all seem scared to death of him. He wants to know what he does: whether he beats them all or does something else which is awe inspiring. Taplow informs Mr Frank that Mr Crocker-Harris is not a sadist.

Question 9. How according to Taplow does Mr Crocker-Harris differ from other masters in his reactions towards others?

Answer: Mr Crocker-Harris is not a sadist like some other masters. He does not get pleasure out of giving pain. If he were a sadist, he would not be so frightening. It would show he has some feelings, but he hasn't any. He's all dry like a nut. He seems to hate people to like him, but other masters like being liked.

Question 10. What leads Mr Frank to comment "I'm sure you're exaggerating"?

Answer: Taplow says that Mr Crocker-Harris seems to hate people to like him. Yet, in spite of everything, Taplow does rather like him. He can't help him. He thinks that sometimes Mr Crocker-Harris notices it and that seems to shrivel him up even more. This observation of Taplow seems far-fetched. So Mr Frank remarks that he is exaggerating.

Question 11. How does Taplow refute the charge that he is exaggerating?

Answer: Taplow says that the other day Mr Crocker-Harris made one of his classical jokes in the class. Nobody understood it, so no one laughed. At last Taplow laughed because he knew the master had meant it as funny. He did so out of ordinary common politeness. Secondly he felt a bit sorry for him for having made a poor joke. Mr Crocker-Harris did not praise Taplow for it.

Question 12. How did Mr Crocker-Harris react to Taplow's action of laughing at his joke?

Answer: He noticed that Taplow had laughed at his little joke. He confessed that he was pleased at the progress Taplow had made in his Latin. It was clear from the fact that he had understood so readily what the rest of the form did not. Then he asked Taplow to explain the joke to the rest of the class.

Question 13. How do Taplow and Frank react to Millie's arrival?

Answer: Frank seems infinitely relieved to see Millie. On the other hand Taplow is nervous. He is unable to control his emotions and whispers to Frank if he thinks she has heard their conversation. He is afraid that if she did so and tells her husband, he'll lose his form.

Question 14. What does Millie tell Taplow about her husband? What assignment does she offer the young boy?

Answer: She tells Taplow that her husband is at the Bursar's and might be there quite a long time. If she were him, she would go. Taplow remarks that Mr Crocker-Harris had especially asked him to come. She then asks him to run to the chemist and bring medicine according to the prescription. Thus he could do a job for him. She would take the blame if he came before Taplow returned.

B. Long Answer Type Questions

Question 1. What do you learn about the system of education in old British schools from the play 'The Browning Version'?

Answer: In old British schools much stress was laid on the study of classical languages—Latin and Greek. Students of the lower fifth form were made to learn a classic play like the Agamemnon. Since the stress was on the acquisition of language, the students found it disinteresting and very unpleasant. They could specialise only after completing fifth form.

There was a system of punishment. For a simple error one had to repeat fifty lines. Students were also "kept in" or called for 'Extra work'. They were mortally afraid of teachers like Mr Crocker-Harris who would abide by rules and show no human feelings. At the same time, the school had teachers who were sadists and others who would break the rules and tell results to the students. Students like Tap low were afraid of hard masters like Mr Crocker-Harris, still they liked him.

Question 2. What impression do you form about Mr Crocker-Harris on the basis of reading the play 'The Browning Version'?

Answer: Whatever we learn about Mr Crocker-Harris is through reactions of other characters and their comments on him. Even this method of indirect presentation helps us to gather a fair picture of the strict and stern middle-aged master. He is in a class by himself and is totally unlike the other teachers. He is a man of principles and sticks to the rules. Unlike other teachers, he does not divulge the results of the form to the students, since it is the domain of the headmaster. He is not a sadist. He does not beat the students. Even then the students are mortally afraid of him. It is because he is quite strict and shows no emotion, even of anger. He remains calm and composed. He teaches classical languages Greek and Latin. Even his jokes are classical. Students fail to understand them. He is duty conscious. He is leaving the school at the end of term and is quite busy on the last day in his own affairs, still he asks Tap low to come in for 'extra work'. In short, he impresses us with his fine qualities of head and heart.

Question 3. "This humorous piece is an extract from a play. " What according to you makes this extract humorous?

Answer: The play presents a funny situation. Frank, a young science teacher, finds sixteen year old Tap low waiting for his master Mr Crocker-Harris. This lower fifth form student has been asked to come in to do extra work on the last day of the school. Mr Crocker-Harris is leaving the school for good the next day. Being quite busy in settling his own affairs, he has not yet arrived there. Tap low's fears of adverse remarks about his result make us smile. The interaction between Mr Frank and Tap low is quite amusing. The young science teacher encourages Tap low's comments on Crocker-Harris. The manner in which Tap low imitates his master's voice, manner of speaking and diction are quite amusing. The sudden arrival of Millie Crocker Harris in the midst of an imitation of a joke surprises Frank and makes Tap low nervous. Their reactions are quite amusing. Tap low's unwillingness to leave the place and his fears of consequences in case his master returns before his arrival seem genuine but funny. He feels relieved only when Millie offers to take the blame. All these actions seem exaggerated and funny.

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