Unit - 1

1.1 Where the mind is without fear

- Rabindranath Tagore

Central Idea :

Written in the pre-independence era, the poem is a link between 'What India is' and 'What the poet wishes it to be'. Through the prayer – poem, Tagore indirectly hints at the challenges faced by India under the British rule. He wants his motherland to be a 'heaven of freedom'. He wants Indians to enjoy freedom, not just from the shackles of a foreign rule, but religious, moral, social and intellectual too. He invokes God to guide his country and let it awake from the deep slumber of all that hampers its progress to all that is progressive and positive.

Summary :

Written during the British reign, the poet wants his countrymen to live fearlessly and get back their self – esteem by standing up for themselves. He wants India to be a country where knowledge is free flowing and not just the sole prerogative of a few fortunate ones. He envisions a united India that is not divided on the basis of caste, creed, religion, etc. He wishes to see his beloved countrymen to be free from all prejudices and superstitious beliefs.The poet wants his countrymen to be sincere and truthful. He visualises India as an epitome of perfection which is the fruit of continuous efforts and hard work of his fellow brethren. He wants his countrymen to think logically and have a clear perception. He does not want reason to get lost in outdated customs and blind superstitions. He appeals to God to lead his country into that 'heaven' where individuals experience freedom in the truest sense, where progressive thoughts translate into actions. He prays to the Almighty to let his country wake up to such an ideal abode of freedom.

MASTER KEY QUESTION SET - 1.1

Warming Up!

(1) Pair up with your partner and match the terms with their given meanings.

Column A	Column B
(1) Humanism	(a) Concern about and action aimed at protecting the environment.
(2) Patriotism	(b) Holding liberal views.
(3) Internationalism	(c) Quality of being patriotic : vigorous support for one's country.
(4) Liberalism	(d) State or process of being international.
(5) Environmentalism	(e) A rationalistic outlook towards humans rather than a divine or supernatural one.

Ans. (1 - e), (2 - c), (3 - d), (4 - b), (5 - a)

(2) Poems in English are of different types

• Sonnet • Epic • Limerick • Lyric • Ballad • Humorous • Elegy • Idyll • Free Verse

Ans. Taking the help of a dictionary/internet guess and write the type of poem against its description.

(i) A long story - poem, often mythical - Epic

(ii) A short story poem with a message - Ballad

(iii) A poem of 14 lines - Sonnet

(iv) A song - like poem - Lyric

(v) A poem with no uniformity of rhyme, rhythm etc. - Free Verse

(vi) A poem set in picturesque, rustic background - Idyll

(vii) A sad poem, lamenting the death of a loved one - Elegy

(viii) A 5 line short funny poem with rhyme scheme aabba - Limerick

(ix) A poem written just to create humor - Humorous

Reading Skills, Vocabulary and Poetic Devices

Q.1. Read the extract given below and answer the following question.

Extract - I *(Textbook Page No. 3)*

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

Glossary

(1)	**tireless striving** *(collocation)*	- continuous efforts and hard work
(2)	**stretches its arm** *(phr)*	- aims at achieving a goal
(3)	**clear** *(adj)*	- transparent
(4)	**stream** *(n)*	- a small narrow river
(5)	**reason** *(n)*	- the power of the mind to think logically
(6)	**dreary** *(adj)*	- depressingly dull and bleak or repetitive
(7)	**dead habit** *(collocation)*	- old traditional rituals and customs
(8)	**thee** *(pronoun)*	- (old English) – you
(9)	**ever widening** *(adj)*	- forever broadening one's outlook
(10)	**heaven of freedom** *(phrase)*	- condition of total freedom of good thoughts, good words and good action
(11)	**awake** *(v)*	- wake from sleep
(12)	**fragments** *(n)*	- small parts broken off or separated from something
(13)	**narrow domestic walls** *(phr.)*	- division on the basis of religion, caste, class and skin colour in societies and between countries.

A.1. Factual Questions:

(1) Complete the sentence with words/phrases from the poem.

(i) Mind should be .....

(ii) Words should come out from .....

(iii) World is broken up into .....

(iv) Thought and action should be .....

Ans. (i) without fear (ii) the depth of truth (iii) fragments (iv) ever-widening.

A.2. Interpretative / Complex / Inference Questions

(1) To whom does the poet pray?

Ans. The poet prays to God.

***(2) What does the poet pray to the Almighty for?**

Ans. The poet prays to the Almighty to let his country wake up into a 'heaven' where everyone enjoys freedom of mind and spirit. He also asks God to lead us forward into ever-widening thought and action.

(3) How should the people be according to the poet?

Ans. According to the poet, the people should be truthful, sincere, fearless and have a high self esteem. They should abandon all superstitions and instead, think logically expressing their opinions freely and work hard towards perfection.

***(4) What does the poet wish for?**

Ans. The poet wishes God to lead his country to a 'Heaven of freedom' where his countrymen enjoy social , political, religious and intellectual freedom.

(5) What are the different qualities that the poet prays for his countrymen?

Ans. The poet prays that his countrymen are fearless and have a high self esteem. He wants them to be rational, truthful, hardworking and progressive.

***(6) What are 'reason' and 'dead habit' compared to?**

Ans. 'Reason' and 'dead habit' are compared to a clear stream and dreary desert respectively.

***(7) Is the poem a prayer for India alone?**

Ans. No, the poem isn't a prayer for India alone. It is a universal plea that holds good at all times and for all nations of the world.

***(8) What should the words we speak reflect?**

Ans. The words we speak should reflect our truthfulness.

***(9) How is the world broken into fragments?**

Ans. The world is broken into fragments by narrow domestic walls like differences in caste, creed, gender, colour, religion and language.

(10) What does the poet mean by 'dead habit'?

Ans. By 'dead habit' the poet means the old traditional rituals and customs that hamper all progress. They often have to do with superstitions that are commonly believed.

***(11) What qualities does the poet want to inculcate in his countrymen?**

Ans. The poet wants to inculcate truthfulness, fearlessness, self-confidence, industriousness, rationality and logical thinking in his countrymen.

(12) Where does the poet want God to lead his countrymen?

Ans. The poet wants God to lead his countrymen forward into an ever-widening thought and action and into a heaven of freedom where fear does not exist.

***(13) What effect does the repetition of the word 'where' at the beginning of each line achieve?**

Ans. The repetition of the word 'where' at the beginning of each line achieves an artistic effect known as Anaphora. It emphasizes and lends clarity to the kind of place that Tagore wishes his country to become, thereby intensifying the theme of the poem.

(14) What do you understand by the phrase 'narrow domestic walls'?

Ans. The phrase 'narrow domestic walls' indicates differences in caste, creed, gender, religion and colour that divide us and make us rigid and do not allow us to accept progressive ideas.

***(15) Explain what the 'tireless striving' should be for.**

Ans. 'Tireless striving' refers to the relentless and tireless hard work that the poet expects this countrymen to put in, to achieve perfection.

***(16) What should people keep on widening? How can it be done?**

Ans. People should keep on widening their thoughts. This can be done by abandoning all forms of superstitious beliefs and orthodox patterns that come in the way of logical reasoning.

***(17) From what darkness of night should our nation awaken?**

Ans. Our nation should awaken from the darkness of captivity and slavery of a foreign rule, of superstitious beliefs and discrimination of caste, creed and religion; into a heaven of freedom where everyone enjoys social, physical, mental, intellectual freedom.

***(18) What attributes of Rabindranath Tagore does the poem (prayer) reflect?**

Ans. The poem reflects a patriotic Rabindranath Tagore. He comes across as a supporter of human rights and a staunch advocate of liberty in all its forms - political, social, mental and intellectual.

***(19) 'Where words come out from the depth of truth.' Explain in your own words.**

Ans. Words that come out from the 'depth of truth' means words that are sincere and true. People should be truthful and forthright. Truthfulness should be the dominant quality of people so that they speak words that come right from their hearts.

***(20) Who is 'Thee" in the poem? What does the poet appeal to 'Thee' to do?**

Ans. God is referred to as 'Thee' in the poem. He wants God to lead his country to a place where religious, social, political and intellectual freedom is experienced in the truest sense, so that people can get back their lost dignity and help the country progress.

(21) Explain 'ever-widening thought and action'.

Ans. The poet wishes his countrymen to have a progressive approach and accept new ideas readily. He wants them to have a broad outlook which translates into noble actions.

(22) When can we keep our head held high? Explain.

Ans. We can hold our head high in dignity when we are free from oppression of all kinds. Knowledge would help us derive strength and shed all the prejudices and superstitions. This newly acquired confidence will give us back our lost dignity so we can hold our heads high.

A.3. Poetic Device Questions

(1) Name and explain the figure of speech.

(i) Where the mind is without fear and the head is held high

Ans. Alliteration, as three words 'head', 'held', 'high' begin with the same letter 'h' and produce the same sound for a better poetic effect.

(ii) Where the world has not been broken up into fragments

Ans. Alliteration, as two words 'where' and 'world'

begin with the same letter 'w' and produce the same sound.

(iii) Where words come out from the depth of truth

Ans. Alliteration, as two words 'where' and 'words' begin with the same letter 'w' and produce the same sound.

(iv) Where tireless striving stretches its arms towards perfection

Ans. Personification, as 'striving' is given the human quality of stretching its arms to reach perfection for a better poetic effect.

Alliteration, as 'striving' and 'stretches' begin with the letter 's' and produce its sound for a better rhyming effect.

(v) Where the clear stream of reason has not lost its way

Ans. Metaphor, as 'reason' is indirectly compared to a 'clear stream' for a better poetic effect.

(vi) Into the dreary desert sand of dead habit

Ans. Metaphor, as 'dead habit' i.e. old rituals and customs are indirectly compared to the desert sand.

Alliteration, as 'dreary' and 'desert' begin with the letter 'd' and produce the same sound.

(vii) Where the mind is led forward by thee

Ans. Apostrophe, as a direct address has been made to God by the poet for a better poetic effect.

(viii) Into that heaven of freedom, my Father, let my country awake

Ans. Apostrophe, as a direct address is made to God by the poet for a better poetic effect.

Synecdoche, as 'country' (whole) stands for the 'countrymen' (part).

***(2) Find out the examples of 'Metaphor' from the poem.**

Ans. Examples of Metaphor from the poem -

(i) Where the clear stream of reason has not lost its way.

(ii) Into the dreary desert sand of dead habit.

(3) What is the significance of the title?

Ans. The title 'Where the mind is without fear' is very apt as it underlines the very theme of the poem. The poet, in the poem, invokes God to lead his country towards freedom which is not just physical but that of mind and spirit also. Hence the title is significant as it forms the basis of Tagore's hope and prayer for his country.

(4) What is tone of the poem?

Ans. The tone of the poem is serious and patriotic.

(5) What is the mood of poem?

Ans. The mood of the poem in the first eight lines is sorrowful but the last two lines have an optimistic mood.

***Q.2. Read the poem. Write an Appreciation of the poem in about 12 to 15 sentences with the help of the following points.**

Points

- Title
- Poet
- Rhyme scheme
- Favoutie line
- Theme/Central idea
- Figures of speech
- Special features-Type of the poem, language, tone, implied meaning, etc.
- Why I like/dislike the poem

Ans. **Title:** 'Where the mind is without fear'

Poet: Rabindranath Tagore

Rhyme scheme: The poet has chosen to write in free verse without any rhyme scheme or metre, thus making it one big complex sentence.

Favourite line: 'Into that heaven of freedom, my Father, let my country awake.' This line makes the whole poem a prayer, an appeal made to God.

Theme/Central idea: The poet's desire to see his countrymen free and the qualities he wishes to see in them, as well as hopes for a better future.

Figures of speech: Figures of speech add to the beauty of the poem. Tagore has used Apostrophe, Metaphor, Alliteration, Synecdoche and Personification to express his thoughts.

Special features: The poem is a prayer-poem written in a serious tone that echoes patriotism throughout. The mood transcends from gloomy in the beginning to hopeful in the last two sentences. The use of 'into' in the last two sentences not only ushers in hope, but also lends a sense of clarity, underlining the theme of the poem. The implied meaning that the poet wishes to convey is that only when people experience freedom of mind and spirit can a country progress. Through the beautiful use of imagery such as 'Clear stream of reason' and 'dreary sand of dead habit', the

poet presents his vision for a brighter tomorrow for India while he indirectly acknowledges the reality of the present.

Why I like the poem: The poem's message is timeless, as it does not fail to have a global appeal today as well. Even though the poem has been written for India in the pre-independence era, we can still relate to it today. The gap between the present and the future presented in the poem through simple language enhances the poet's purpose and leaves the reader hopeful. All in all, the poem inspires us to collectively strive towards making India a 'heaven of freedom'.

ENGLISH WORKSHOP

(1) In your notebook write down lines from the poem as a proof for the following.

(i) Tagore wishes for a nation where people are truthful.

Ans. Line - Where words come out from the depth of truth.

(ii) The poet would like everyone to work hard to reach their goal and in the long run to reach perfection.

Ans. Line - Where timeless striving stretches its arms towards perfection.

(iii) The poet wishes that everyone in his country holds his head high in dignity.

Ans. Line - Where the mind is without fear and the head is held high.

(iv) The poet dreams of a nation where knowledge should be free to all.

Ans. Line - Where knowledge is free.

(v) The poem is a 'prayer'.

Ans. Line - Into that heaven of freedom, my Father, let my country awake.

(2) Read the columns carefully and match the expressions with their meanings.

Column 'A'	Column 'B'
(1) The head held high	(a) A fearless person
(2) Narrow domestic walls	(b) Sincerity of heart
(3) Knowledge is free	(c) A person with self respect and proud of possessing it
(4) Depth of truth	(d) Narrow mindedness
(5) Mind is without fear	(e) Education is given to all
(6) Stretches its arms	(f) Dried, infertile land of sands
(7) Clear stream of reason	(g) Clear thinking
(8) Dead habits	(h) Aim at perfection
(9) Ever widening thought and action	(i) Broadening the outlook and attitude

Ans. (1 - c), (2 - d), (3 - e), (4 - b), (5 - a), (6 - h), (7-g), (8 - f), (9 - i)

(3) Read the poem carefully and complete the table after the discussion in pairs. One is done for you.

Ans.

Concept in the poem	Present situations	Expected/Ideal situation
(1) mind	**mind is full of fear**	**fearless mind**
(2) head	head is bowed low due to lack of self respect and low self-esteem	head is held high
(3) knowledge	knowledge is the prerogative of a few chosen ones	knowledge is free for all
(4) words	shallow & superficial words	truthfulness prevails
(5) habit	old harmful traditions and customs are practised	people think logically and use reason
(6) thought and action	narrow outlook	people are progressive and broad-minded

(4) Complete the following sentences using your own interpretation.

(i) When the mind is without fear and head unbowed, we enjoy ..... freedom.

(ii) When knowledge is free, every citizen enjoys the right to ..... and ..... .

(iii) We can prevent ..... injustice when we pull down discriminatory walls of caste, class, religion, etc.

(iv) Constant effort and strife leads to ..... .

(v) Logical thinking and reasoning can put a stop to ..... .

(vi) Tagore appeals to God to make his country a ..... .

Ans. (i) mental (ii) read, write (iii) social (iv) perfection (v) superstitions (vi) heaven of freedom.

(5) Fill in the blanks.

(i) Students should keep themselves aloof from ..... .

(ii) When ..... everyone will be well literate.

(iii) It is a social duty of every student of the modern world to uproot ..... from societies.

(iv) Students must develop ..... outlook and attitudes.

(v) In the world of sycophancy, students must ..... .

Ans. (i) dogmatism (ii) educated (iii) discrimination (iv) scientific (v) season

WRITING SKILLS

(6) Almost every line of the poem begins with the word 'Where' and it expects the idealistic country and countrymen. Now work in a group of six students and compose your poem regarding 'Ideal School'. Begin your lines with word 'Where' .....

Ans. **Ideal School**

Where nature offer sits classrooms for learning
Where four walls do not define a child's world,
Where discipline comes from within
Where little hearts bask in the sunshine of human emotions,
Where homework is home play instead,
Where the thirst for knowledge defeats the greed for marks,
Where hobbies and passion win the war against stress and pressure,
Where being is more important than becoming,
Let every tiny feet walk into that ideal school !

(7) Imagine you have to deliver a speech on the occasion of 'Independence Day' or 'Republic Day' in the school assembly. Prepare a speech to deliver on the topic 'India of my dreams'.

Use the following steps:

- Greeting and salutation
- Self Introduction
- Introduction of the topic
- Elaboration of the topic with examples
- Conclusion
- Thanking audience

Ans. Respected Principal, teachers and my dear friends, a very good morning to one and all. I stand before you to express my vision for the India I dream of. French Nobel laureate, Romain Rolland remarked, 'If there is one place on the face of the earth where all the dreams of living men have found a home from the very earliest days when man began the dream of existence, it is India.' So, what do I dream for my motherland that has manifested the dreams of countless others across the world?

Still, as a child of my beloved motherland, I have a vision and a dream for my country. I wish for India what each child wishes for his mother i.e. happiness, peace, prosperity and fame.

On the technological front, I wish India to be an icon of technological advancement. I wish it to be the richest in technical knowhow. India has suffered in the past due to the personal self-interest of a few but the India of my dreams shall see all her children united together by the bond of love and compassion. I wish all Indians live in an India that is free of poverty, unemployment, illiteracy and communal disharmony. My dream India would be a manufacturing hub and the largest exporter of goods. Culturally, I wish India to be rich and prosperous for which we need to preserve our ancient culture and carry it with us wherever we go. I wish India to be a university of love and global peace. The India of my dreams would radiate harmony and brotherhood.

No Indian in my dream India would ever have to starve. The sweet fruits of their labour would assure them of their daily bread. All men and women would enjoy equality as social evils like child labour, female foeticide and others would become a thing of the past. India of my dreams would be guided by the youth who have the humility of a saint, knowledge of the leader and wisdom of a guru.

Thank you!

(8) Read the short story written by Rabindranath Tagore 'The Kabuliwala' or 'The Home Coming.'

Ans. Students are expected to do this activity on their own.

1.2 The Thief's Story

- Ruskin Bond

Central Idea :

'The Thief's story' by Ruskin Bond is a simple plot with layers of subtle human emotions. Written in first person, the story advocates the power of love and kindness in reforming a thief.

Ruskin Bond (Born 19 May 1934) is an Indian author of British descent. He lives with his adopted family in Landour in Mussoorie, India. The Indian Council for Child Education has recognised his role in the growth of children's literature in India. He got the Sahitya Academy Award in 1992 for 'Our Trees Still Grow in Dehra', for his published work in English. He was awarded the 'Padmashri' in 1999 and 'Padmabhushan' in 2014.

Summary :

The narrator, who is a thief meets Anil, a simple, kind and compassionate struggling writer. The thief earns Anil's trust and becomes friends with him, eventually landing up into his home as a cook. The narrator's intention obviously is to rob Anil and flee. However, he cannot cook so Anil teaches him to cook and write and feeds him without a salary.

As the saying goes 'Old habits die hard', the thief makes small profits by cheating Anil while shopping for daily supplies for him. One night, the thief finally decides to rob Anil of his money and escape. Although he is successful in stealing money, he can't really bring himself to escape as his conscience pricks him and he feels guilty of robbing a trusting man like Anil. He returns and keeps the notes, that are damp due to the rain, back in its place. The next morning, Anil pays the thief some money and promises to pay him regularly and also to teach him to write sentences. Along with the thief, we are moved by Anil's kind and compassionate gesture of not getting the thief arrested although he has a hint of the event of the previous night. The story successfully establishes the fact that love, compassion and kindness have the potency to turn a thief's life around and reform him.

MASTER KEY QUESTION SET - 1.2

Warming Up!

(1) Read the following incident.

Lokesh had always been a class-topper in tests and examinations. However, invariably, he used foul means during exams to gain those high marks.

Once, on the day of History examination, Lokesh realized, that his classmate and friend Farhan came all prepared for Maths instead of History. Farhan had become desperate. So Lokesh offered to let him copy from his answer-sheet, since Farhan sat just behind him.

Farhan refused. He said, "It's all right even if I get a zero, but I can call it my own zero. I do not want to score a single mark, unearned. Cheating in exams is for cowards. Not me!"

These words were a turning point in Lokesh's life. He gave up cheating for ever. He worked hard for what he desired and never, ever used false measures to acquire anything.

(A) In the given story, which words/phrases can be replaced by the following ones?

Ans. (i) became aware - realized
(ii) always - invariably
(iii) very upset and helpless - desperate
(iv) cheating - foul means
(v) without working for it - unearned
(vi) a sudden change - a turning point
(vii) gain/achieve - acquire

(B) Summarize the incident in 6 to 8 lines making Lokesh, the narrator:

Begin with : 'I was always a class topper.

Ans. I have always been a class-topper in tests and examination. However, I used foul means during exams to gain those marks. Once, on the day of History examination, I realized, that my classmate and friend Farhan had come all prepared for

Mathematics instead of History. Seeing his anxiety, I offered to help him by allowing him to copy from my answer-sheet as he sat just behind me.

Farhan refused. He said,"Lokesh, it's alright even if I get a zero; but I can call it my own zero." He added that he didn't want to score a single mark that was not earned by him. He told me that cheating in exams is for cowards.

These words were the turning point in my life. I gave up cheating forever and now I work hard for what I desire. I never use false measures to acquire anything.

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below.

Passage - I *(Textbook Page No. 8-9)*

I was still a thief when I met Anil. And though only 15, I was an experienced and fairly successful hand.

Anil was watching a wrestling match when I approached him. He was about 25 — a tall, lean fellow — and he looked easy-going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence.

"You look a bit of a wrestler yourself," I said. A little flattery helps in making friends.

"So do you," he replied, which put me off for a moment because at that time I was rather thin.

"Well," I said modestly, "I do wrestle a bit."

"What's your name?"

"Hari Singh," I lied. I took a new name every month. That kept me ahead of the police and my former employers.

After this introduction, Anil talked about the well-oiled wrestlers who were grunting, lifting and throwing each other about. I didn't have much to say. Anil walked away. I followed casually.

"Hello again," he said.

I gave him my most appealing smile. "I want to work for you," I said.

"But I can't pay you."

I thought that over for a minute. Perhaps I had misjudged my man.

I asked, "Can you feed me?"

"Can you cook?"

"I can cook," I lied again.

"If you can cook, then may be I can feed you."

He took me to his room over the Jumna Sweet Shop and told me I could sleep on the balcony. But the meal I cooked that night must have been terrible because Anil gave it to a stray dog and told me to be off. But I just hung around, smiling in my most appealing way, and he couldn't help laughing.

Glossary

(1)	**fairly** *(adv)*	- to a moderately high degree
(2)	**easy-going** *(adj)*	- relaxed and tolerant in attitude or manner
(3)	**flattery** *(n)*	- insincere praise
(4)	**modestly** *(adv)*	- without boasting, in a humble way
(5)	**wrestle** *(v)*	- take part in a fight as a sport
(6)	**former** *(adj)*	- previous
(7)	**employer** *(n)*	- a person who employs people
(8)	**grunting**	- making low guttural sounds
(9)	**casually**	- in a relaxed and informal way
(10)	**appealing**	- attractive, attention getting
(11)	**misjudged**	- form a wrong opinion
(12)	**stray**	- homeless (specially of an animal)
(13)	**to hang around** *(phr)*	- (here), wait around in
(14)	**couldn't help laughing** *(phr)*	- couldn't control his laughter and started laughing

A.1. Factual Questions:

(1) State whether the following statements are true or false:

(i) Anil was a simple and kind looking man.

(ii) Anil's compliment put the narrator off as he was thin and didn't look like a wrestler.

(iii) Anil offered the narrator the job of a security guard.

(iv) The narrator was a professional cook.

Ans. (i) True (ii) True (iii) False (iv) False

A.2. Interpretative/Complex/Inference questions:

***(1) At what is the narrator quite successful?**

Ans. The narrator is a fairly successful hand at robbing.

***(2) Who does 'I' refer to in this story?**

Ans. 'I' refers to the narrator who is a thief.

(3) Why did the narrator want to be friends with Anil? How did he try to do it?

Ans. The narrator wanted to be friends with Anil so that he could gain his confidence and then rob him. He tried to do it by flattering him.

(4) How would a fake name help the narrator?

Ans. A fake name would help the narrator escape the police and his former employers.

(5) Which lines tell us that the narrator was an experienced thief?

Ans. The lines - 'I was an experienced and a fairly successful hand' and 'That kept me ahead of the police and my former employers' tell us that the narrator was an experienced thief.

(6) What was the modus - operandi of the narrator?

Ans. The narrator would first gain the confidence of people, then offer to work for them and finally rob them and run away.

(7) What are Hari Singh's reactions after seeing Anil?

Ans. After seeing Anil, Hari Singh judges that he is a very easy-going, kind and simple man and could be cheated easily. So he decides to earn Anil's confidence by using a bit of flattery and convincing Anil to employ him as a cook.

(8) Why did Anil keep him, even though he didn't have money to pay to Hari?

Ans. Anil kept Hari Singh even though he didn't have money to pay him because Hari Singh agreed to cook for him without a salary, provided Anil fed him.

***(9) Why did the narrator change his name every month?**

Ans. The narrator changed his name every month as that kept him ahead of police and his employers.

(10) Why did Anil employ Hari as a cook, although he could not afford to pay him?

Ans. Although Anil could not afford to pay Hari, he employed him as a cook as he must have thought that Hari is a needy person. Moreover, he was planning to pay Hari in kind by teaching him to cook, write his name, add numbers and write whole sentences.

A.3. Vocabulary Questions:

(1) Give the noun form of

Ans. (i) **pay** – payment (ii) **young** – youth

(2) Give the adjective forms of

Ans. (i) **moment** – momentary (ii) **thought** – thoughtful

(3) Pick out two collocations from the passage

Ans. (i) stray dog (ii) wrestling match

(4) Give the antonyms of

Ans. (i) **former** × latter (ii) **confidence** × diffidence

A.4. Grammar Questions:

(1) "You look a bit of a wrestler yourself." I said. *(Rewrite in indirect speech)*

Ans. I told him that he looked a bit of a wrestler himself.

(2) I took a new name every month. *(Begin with A new…..)*

Ans. A new name was taken by me every month.

(3) Anil talked about the well – oiled wrestlers. *(Rewrite using modal auxiliary of past habit)*

Ans. Anil would / used to talk about the well – oiled wrestlers.

(4) I thought that over for a minute. *(Rewrite in question form)*

Ans. Didn't I think that over for a minute?

(5) I followed casually. *(Rewrite the sentence using adjective form of the underlined word)*

Ans. I followed in a casual manner.

A.5. Personal Response Questions:

(1) Do you think strangers should be employed by one? Justify.

Ans. No, I don't think one should employ strangers because one does not know their background. There are many people who roam about in disguise and you never know we may be the target of their wickedness. One must be cautious enough and employ only those who come from known source so that their background and character can be cross-checked. One need not be gullible in order to be kind.

Q.2. Read the passage and answer the questions:

Passage - II *(Textbook Page No. 9-10)*

Later, he patted me on the head and said never mind, he'd teach me to cook. He also taught me to write my name and said he would soon teach me to write whole sentences and to add numbers. I was grateful. I knew that once I could write like an educated man there would be no limit to what I could achieve.

It was quite pleasant working for Anil. I made the tea in the morning and then would take my time buying the day's supplies, usually making a profit of about a rupee a day. I think he knew I made a little money this way but he did not seem to mind.

Anil made money by fits and starts. He would borrow one week, lend the next. He kept worrying about his next cheque, but as soon as it arrived he would go out and celebrate. It seems he wrote for magazines — a queer way to make a living!

One evening he came home with a small bundle of notes, saying he had just sold a book to a publisher. At night, I saw him tuck the money under the mattress.

I had been working for Anil for almost a month and, apart from cheating on the shopping, had not done anything in my line of work. I had every opportunity for doing so. Anil had given me a key to the door, and I could come and go as I pleased. He was the most trusting person I had ever met.

And that is why it was so difficult to rob him. It's easy to rob a greedy man, because he can afford to be robbed; but it's difficult to rob a careless man — sometimes he doesn't even notice he's been robbed and that takes all the pleasure out of the work.

Well, it's time I did some real work, I told myself; I'm out of practice. And if I don't take the money, he'll only waste it on his friends. After all, he doesn't even pay me.

Anil was asleep. A beam of moonlight stepped over the balcony and fell on the bed. I sat up on the floor, considering the situation. If I took the money, I could catch the 10.30 Express to Lucknow. Slipping out of the blanket, I crept up to the bed. Anil was sleeping peacefully. His face was clear and unlined; even I had more marks on my face, though mine were mostly scars.

My hand slid under the mattress, searching for the notes. When I found them, I drew them out without a sound. Anil sighed in his sleep and turned on his side, towards me. I was startled and quickly crawled out of the room.

Glossary

(1) **patted** *(v)* - touch quickly, gently and repeatedly with palm of flat hand

(2) **supplies** *(n)* - stock or amount of something

(3) **queer** *(adj)* - strange, odd

(4) **beam** *(n)* - a ray of light

(5) **unlined** *(adj)* - showing no sign of worry or anxiety

(6) **scars** *(n)* - a mark left on the skin

(7) **slid** *(v) (past tense of slide)* - to move smoothly along a surface

(8) **sighed** *(v)* - emit a long deep audible breath expressing tiredness

(9) **startled** *(v)* - cause to feel sudden shock or alarm

(10) **to take one's time** *(phr)* - to use as much time as is needed

(11) **by fits and starts** *(phr)* - in short regular intervals

(12) **to creep up** *(phr)* - to move towards a place

(13) **to draw out** *(phr)* - to take out, to remove

A.1. Factual Questions:

(1) Complete the sentences

(i) Anil would borrow money one week and .....

(ii) The narrator worked for Anil for .....

(iii) If the narrator took the money, he could .....

(iv) When the narrator found the notes .....

Ans.

(i) lend the next

(ii) almost a month

(iii) catch the 10.30 express to Lucknow

(iv) he drew them out without a sound

(2) What favours did Anil do for the narrator?

Ans. Anil taught the narrator to cook and write his name. He also promised to teach him to write sentences.

(3) What proves that the narrator still practised deceit?

Ans. The narrator made a profit of about a rupee a day while buying the day's supplies thus cheating Anil. This proves that the narrator still practised deceit.

***(4) What did Hari do in the beginning?**

Ans. In the beginning Hari made a profit of a rupee per day while buying daily supplies for Anil.

(5) Where is the story set?

Ans. The story is set in Uttar Pradesh in India somewhere near Lucknow.

A.2. Interpretative/Complex/Inference Questions:

(1) What would Anil do for a living? Was he well off? How do we know?

Ans. Anil wrote for magazines for a living. No, he wasn't well off. We know this as he kept worrying about his next cheque. He would also borrow money to meet his expenses and told the narrator truthfully that he would not be able to pay him.

(2) Why does the narrator say that Anil was the most trusting person he had ever met?

Ans. Anil had entrusted the narrator with his house keys. So, the narrator feels that he was the most trusting person he had ever met.

(3) Why, according to the narrator, was it difficult to rob Anil?

Ans. Anil was careless with his money and a very trusting man. Sometimes he didn't even notice that he was robbed by the narrator. This spoilt the whole fun of robbing him. Besides the narrator

must be feeling guilty of having robbed such a man. So he felt that robbing Anil was difficult.

(4) How does the narrator justify his act?

Ans. The narrator justifies his act of robbing Anil by saying that if he didn't take Anil's money, Anil would waste it on his friends. Besides Anil didn't even pay him.

(5) Why was Hari grateful?

Ans. Anil promised to teach him to cook, to write his name and whole sentences and to add numbers. Hari, knew that once he learnt to write like an educated man there was no limit to what he could achieve. So he was grateful to Anil.

***(6) Why did Hari continue making profit? Why didn't Anil mind?**

Ans. Hari continued making profit because he thought that Anil wasn't paying him a salary anyway. Anil didn't seem to mind it as he too must have realized that he wasn't paying anything to Hari for his services.

***(7) What could have caused the scars on Hari's face ?**

Ans. Hari was a small time thief. Escaping the police and his former employers or small fights with others must have caused the scars on his face.

A.3. Vocabulary Questions:

(1) Use prefix 'un' and form antonyms of any two words from the passage

Ans. (i) **pleasant** × unpleasant (ii) **grateful** × ungrateful

(2) Give one word for – showing no sign of worry

Ans. Unlined

(3) Use the phrase 'to take one's time' in your own sentence

Ans. After putting forth the proposal, the boss told me to take my time to give the reply.

A.4. Grammar Questions:

(1) I had more marks on my face. *(Choose the correct question tag)*

(i) don't I? (ii) hadn't I? (iii) didn't I?

Ans. didn't I?

(2) My hand slid under the mattress *(Rewrite in Simple future tense)*

Ans. My hand will slide under the mattress.

(3) If I took the money, I would catch the 10.30 Express to Lucknow. *(Pick out the clauses & state the kind of the dependent clause)*

Ans. I would catch the 10.30 Express to Lucknow - Main clause.

If I took the money – Subordinate Adverb clause of Condition.

(4) Anil was asleep. *(Make negative)*

Ans. Anil was not awake.

(5) It's easy to rob a greedy man. *(Rewrite using a gerund)*

Ans. Robbing a greedy man is easy.

(6) I made tea in the morning *(Frame a wh-question to get the underlined part as answer)*

Ans. When did you make tea?

A.5. Personal Response Questions:

(1) 'Feed a man a fish and you feed him for a day. Teach the man to fish and you feed him for a lifetime'. Explain the given sentence in light of the passage.

Ans. Anil was a believer of the given maxim. He did not pay the narrator any money for cooking but he taught him to write. If he would've given the narrator money it would have been of use to him for some time or he would have wasted it on himself but by teaching him to write, Anil was equipping him with a skill that would help the narrator to earn money and achieve all that he wanted for a lifetime in a moral and righteous manner.

Q.3. Read the passage and answer the question:

Passage - III *(Textbook Page No. 10-11)*

When I was on the road, I began to run. I had the notes at my waist, held there by the string of my pyjamas. I slowed down to a walk and counted the notes: 600 rupees in fifties! I could live like an oil-rich Arab for a week or two.

When I reached the station I did not stop at the ticket office (I had never bought a ticket in my life.) but dashed straight to the platform. The Lucknow Express was just moving out. The train had still to pick up speed and I should have been able to jump into one of the carriages, but I hesitated — for some reason I can't explain — and I lost the chance to get away.

When the train had gone, I found myself standing alone on the deserted platform. I had no idea where to spend the night. I had no friends, believing that friends were more trouble than help. And I did not want to make anyone curious by staying at one of the small hotels near the station.

The only person I knew really well was the man I had robbed. Leaving the station, I walked slowly through the bazaar.

In my short career as a thief, I had made a study of men's faces when they had lost their goods. The greedy man showed fear; the rich man showed anger; the poor man showed acceptance. But I knew that Anil's face, when he discovered the theft, would show only a touch of sadness. Not for the loss of money, but for the loss of trust.

I found myself in the maidan and sat down on a bench. The night was chilly — it was early November — and a light drizzle added to my discomfort. Soon it was raining quite heavily. My shirt and pyjamas stuck to my skin, and a cold wind blew the rain across my face.

Glossary

(1) **deserted (adj)** - empty of people
(2) **drizzle (n)** - light rain falling in very fine drops
(3) **to get away (phr)** - escape

A.1. Factual questions:

(1) Arrange the following sentences as they appear in the extract.

(i) I found myself in the maidan.
(ii) I did not stop at the ticket office.
(iii) I slowed down to a walk and counted the notes.
(iv) I found myself standing alone on the deserted platform.

Ans.

(i) I slowed down to a walk and counted the notes.
(ii) I did not stop at the ticket office.
(iii) I found myself standing alone on the deserted platform.
(iv) I found myself in the maidan.

A.2. Interpretative/Complex/Inference Questions:

***(1) Why did Hari hesitate to board the train?**

Ans. Anil was a simple, kind and trusting man. The narrator hesitated to run away with his money as he would have felt guilty of robbing such a man. Somewhere his conscience pricked him for betraying Anil. Thus he hesitate to board train.

***(2) Why does Hari believe that friends were more trouble than help?**

Ans. The narrator believed that friends were more trouble than help as they would either turn out to be the link for the police to reach the narrator or he must have been cheated by his friends in the past.

(3) What is the narrator's observation of reactions of various people on being robbed?

Ans. According to the narrator, when a greedy man is robbed, his face shows fear, when a rich man is robbed, he displays anger and a poor man shows acceptance on being robbed.

(4) How, according to the narrator, would Anil react to the robbery?

Ans. According to the narrator, on being robbed Anil would be sad not due to the loss of money but due to the loss of trust.

(5) Did Anil's trusting nature come in the way of the narrator's plan? Why? How do we know?

Ans. Yes, Anil's trusting nature definitely came in the way of the narrator's plan because somewhere the narrator's conscience pricked him for betraying Anil's trust. Besides, in Anil's case, instead of Anil becoming a victim of the robbery, the narrator himself became the victim of his own guilt. This spoilt the fun of robbing. We know this because inspite of being a professional thief, he hesitated to take the train and returned to Anil.

***(6) What did Hari learn from Anil in the beginning?**

Ans. Hari learnt to cook and write his name from Anil at the beginning.

A.3. Vocabulary Questions:

(1) Pick out two collocations from the passage

Ans. (i) deserted platform (ii) short career

(2) Make a word register of 'Travel'

Ans. Train, station, ticket office, road, Lucknow Express, carriages, platform.

(3) Make adjective forms

Ans. (i) **face** – facial (ii) **trust** – trustworthy

(4) Classify into adverbs and adjectives.
Really, chilly, slowly, heavily

Ans. Adjective – chilly
Adverb – really, slowly, heavily

A.4. Grammar Questions:

(1) When I was on the road, I began to run. *(Pick out the subordinate clause and state it's kind)*

Ans. I began to run - Main Clause.
When I was on the road – subordinate Adverb clause of time

(2) I slowed down to a walk and counted the notes. *(Rewrite using ing – participle)*

Ans. Slowing down to a walk, I counted the notes.

(3) I had made a study of men's faces. *(End with.... by me)*

Ans. A study of men's faces had been made by me.

(4) A light drizzle added to my <u>discomfort</u>. *(Rewrite using the adjective form of the underlined word)*

Ans. A light drizzle made me more <u>uncomfortable</u>.

(5) It was raining <u>quite</u> heavily. *(Identify the part of speech of the underlined word)*

Ans. quite – adverb

(6) A cold wind blew the rain across my face. *(Begin with – The rain....)*

Ans. The rain was blown across my face by a cold wind.

A.5. Personal Response Questions:

***(1) What is face reading?**

Ans. Face reading is an ancient art of analyzing a person's character based on their facial features.

***(2) Do you read faces?**

Ans. I do not read faces although I would love to do so as I would then be better equipped to handle people I come across. It would also help me to be confident in my dealings with other people. However, on a daily basis all of us do read faces in the sense that we judge a person's mood or inner emotions from his facial gestures.

(3) Have you met anyone like Hari Singh?

Ans. Yes, I have met a small boy like Hari Singh. I met him when I was travelling by a long distance train. He had come to sweep the coaches and ask for some money. Outwardly, it appeared that he wanted work in return for money but I saw him quietly putting a pair of slippers in his bag. But it was evident that given a chance he would give up his ways and lead a life of respect.

(4) Do you think that 'Trust' is very important in a person's life? Give reasons for your answer.

Ans. Yes, I strongly feel 'Trust' is very important in a person's life. Most relations we have with others are based on trust. It helps us feel comfortable and safe. Our relationships are gauged with the yardstick of the level of trust we have in the other person. Right from our parents whom we naturally trust to a house help, trust runs deep in all our relationships. It is fundamental to life and our very existence.

Q.4. Read the passage and answer the questions:

Passage - IV *(Textbook Page No. 11)*

I went back to the bazaar and sat down in the shelter of the clock tower. The clock showed midnight. I felt for the notes. They were damp from the rain.

Anil's money. In the morning he would probably have given me two or three rupees to go to the cinema, but now I had it all. I couldn't cook his meals, run to the bazaar or learn to write whole sentences any more.

I had forgotten about them in the excitement of the theft. Whole sentences, I knew, could one day bring me more than a few hundred rupees. It was a simple matter to steal — and sometimes just as simple to be caught. But to be a really big man, a clever and respected man, was something else. I should go back to Anil, I told myself, if only to learn to read and write.

I hurried back to the room feeling very nervous, for it is much easier to steal something than to return it undetected.

I opened the door quietly, then stood in the doorway, in clouded moonlight. Anil was still asleep. I crept to the head of the bed, and my hand came up with the notes. I felt his breath on my hand. I remained still for a minute. Then my hand found the edge of the mattress, and slipped under it with the notes.

I awoke late next morning to find that Anil had already made the tea. He stretched out his hand towards me. There was a fifty-rupee note between his fingers. ***My heart sank.*** *I thought I had been discovered.*

"I made some money yesterday," he explained. "Now you'll be paid regularly."

My ***spirits rose.*** *But when I took the note, I saw it was still wet from the night's rain.*

"Today we'll start writing sentences," he said.

He knew. But neither his lips nor his eyes showed anything. I smiled at Anil in my most appealing way. And the smile came by itself, without any effort.

- Ruskin Bond

Glossary

(1)	**damp** *(adj)*	- slightly wet
(2)	**undetected** *(adj)*	- undiscovered
(3)	**clouded** *(v past participle)*	- covered with clouds
(4)	**spirits rose** *(phr)*	- become very hopeful
(5)	**to come by itself** *(phr)*	- naturally without effort
(6)	**to feel for something** *(phr)*	- to examine by touch, to have a sensation of something
(7)	**heart sank** *(phr)*	- feel depressed

A.1. Factual Questions:

(1) Complete with the question hint given in the bracket.

(i) <u>They</u> were damp. (What?) .....

(ii) Now you'll be paid regularly. (For what?) .....

(iii) <u>He</u> knew. (Who?) .....

(iv) I had forgotten about <u>them</u> in the excitement of the theft (What?)

Ans. (i) Notes (ii) cooking and small odd jobs (iii) Anil (iv) whole sentences

A.2. Interpretative/Complex/Inference Questions:

***(1) Why does Hari feel nervous?**

Ans. The thief had robbed Anil who had trusted him of his money. But he changed his mind about escaping and decided to return. It was easier for him to steal the money but keeping it back without getting caught by Anil was difficult. This made him nervous.

(2) What brings Hari back to Anil?

Ans. Hari realizes that it is easy to steal but to be a really big man and to lead a respectful life was a far greater thing. He knew that this kind of a life was possible only if he learns to read and write from Anil. So he returns to Anil.

***(3) What were Hari's regrets as he pondered over his theft?**

Ans. As he pondered over his theft, Hari regretted that he would never be able to cook Anils meals, run to the bazaar or lean to write whole sentences anymore. He felt sorry that he would never be able to becomes a clever, respected man by learning to read and write.

***(4) Why did Hari give a genuine, appealing smile?**

Ans. Hari gave a genuine, appealing smile to Anil for having forgiven him for the attempt to rob him and for given him an opportunity to start life a new.

(5) Discuss the climax of the story.

Ans. The climax of the story rather moves us as we see that Anil due to his forgiving nature overlooks the thief's betrayal and extends some money promising to pay him regularly and to teach him to read and write.

***(6) What is the moral of the story?**

Ans. The story echoes the power of love and kindness in reforming a thief. It also tells us that revenge is not always the answer. Sometimes compassion does what seems impossible.

***(7) Does Anil realise he has been robbed?**

Ans. Yes, Anil realises he has been robbed because the notes are still damp from the rain when he touches them in the morning.

***(8) Why didn't Anil hand Hari over to the police? What effect would it have on Hari?**

Ans. Anil did not hand Hari over to the police because that would result in Hari transforming into a criminal from a small time thief. Besides, it would have left a permanent sear on Hari's mind at the tender age he was in. Moreover, Anil decided to be different and reform Hari through kindness and sympathy by forgiving him. Hari had also chosen to return the money by coming back although he could have easily fled.

***(9) Do you feel Anil's way of handling a thief like Hari was effective? Justify your answer**

Ans. Yes, I feel Anil handled a thief like Hari extremely effectively. By overlooking his small thefts and concentrating on equipping him with the skills of reading, writing and adding number, Anil was indirectly reforming Hari and teaching him the way to earn a living in a respectful manner. His decision of not handling Hari over to the police was also a wise one as that would have transformed Hari into a criminal forever. The results are seen in the fact that Hari returns to Anil even after stealing the money because somewhere he feels guilty of his deeds, of letting Anil down and the fact, that he could earn more in a respectful manner.

***(10) What fact had Anil used to change Hari's dishonest ways?**

Ans. Anil started teaching Hari to write his name and promised to teach Hari to write whole sentences and add numbers. This ushered a new hope in Hari that one day he would be able to earn more than what he did by robbing. He also decided to pay Hari for cooking as soon as he was able to do so that he doesn't have to steal money. And above all he blindly trusted Hari which made it difficult for Hari to rob him and run away.

***(11) 'And the smile came by itself without any effort.' Say why. When do people give fake smiles?**

Ans. The smile came by itself because Hari realized although Anil knew the truth he had forgiven him and it was a load off his wind. He also knew that was going to teach him to write whole sentences, so that he could earn more and give up his dishonest ways. And that was the reason he had returned to Anil in the first places. People give fake smiles either to impress others, or to hide their true emotions.

A.3. Vocabulary Questions:

(1) Use the word 'undetected' in your own sentence.

Ans. The security at the Airport was so tight that the smuggled gold could not be taken <u>undetected</u>.

(2) Add suffix 'ly' to any words from the passage to make their adverb forms.

Ans. (a) nervous – nervously

(b) clever – cleverly

(3) Fill in the blanks with the appropriate phrase given in the bracket.

(heart sank, stretch out one's hand, spirits rose, without any effort)

(i) Seeing the hungry beggar boy staring at me, I ..... to give him my burger.

(ii) When the teacher remarked that my model was not upto the mark .....

(iii) The magician juggled balls .....

(iv) The very thought of standing first in class made my .....

Ans. (i) stretched out my hand, (ii) my heart sank (iii) without any effort (iv) spirits rise

A.4. Grammar Questions:

(1) I remained still for a minute *(Make negative)*

Ans. I did not move for a minute

(2) It is much easier to steal something than to return it undetected. *(Rewrite using as .... as)*

Ans. It is not as easy to return something undetected as it is to steal it.

(3) "I made some money yesterday," he explained. "Now you'll be paid regularly." *(Write in indirect speech.)*

Ans. He explained that he had made some money the previous day and added that he would pay me regularly from then onwards.

(4) He knew *(Write in present perfect tense)*

Ans. He has known.

(5) But neither his lips nor his eyes showed anything. *(Make affirmative)*

Ans. His lips and eyes refrained from showing anything.

(6) I thought, <u>I had been discovered</u>. *(Frame 'wh' question)*

Ans. What did I think?

(7) I should go back to Anil. *(Rewrite using Modal Auxiliary of possibility)*

Ans. I may go back to Anil.

(8) I opened the door quietly, then stood in the doorway. *(Rewrite using-ing participle)*

Ans. Opening the door quietly, I stood in the doorway.

A.5. Personal Response Questions:

(1) Do you think Anil's decision of not handing over the thief to the police was right? Justify.

Ans. Yes, I think Anil's decision of not handing over the thief to the police was right, because the thief had already had a change of mind which was evident from his act of returing and putting the money back in its place. Anil through his kindness and trusting nature had kindled in the thief the desire to live a life of respect. If he would have got the thief arrested, it would have destroyed the thief's newly found faith in humanity and he would have returned to his old immoral ways.

(2) Why didn't Anil hand over Hari to the police? What would you do in such a situation?

Ans. Anil didn't hand over Hari to the police as he had kept the money back in its place. This shows that he was already guilty for stealing the money. Besides, if Anil would have got him arrested then there would be more chances of Hari turning into a big criminal. Anil would have thought of reforming Hari with his kindness, love and compassion. If I would have been in such a situation, I would have also done what Anil did, but would have been more careful and cautious with him.

(3) Do you think Anil is different from others? Justify.

Ans. Yes, I definitely think Anil is different from others. In today's world, we do not find people who are so large-hearted. Anil is a model of forgiveness and compassion. He sets an example of a person who doesn't mind being cheated a little if that can reform a person like Hari. 'Tit for Tat' is not his policy. Infact he prefers practising 'Forgive and forget'. Even after being robbed of his money by Hari, unlike many others who would have taken revenge or beaten him up for cheating, he chooses to help Hari.

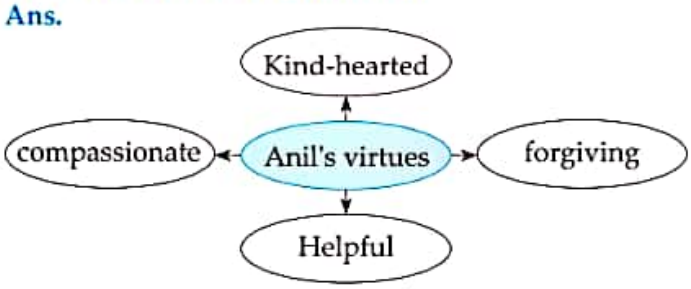
(4) Do you feel Hari and Anil are found only in fiction, or are there such people in real life?

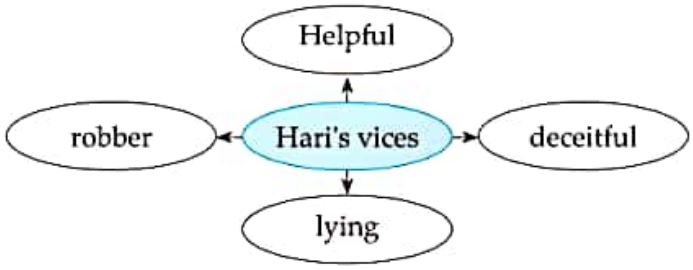
Ans. No, I don't think Hari and Anil are found only in fiction. There are such people in real life too though they are rare to find. Hari is an example of an innocent teenager who has gone astray due to some circumstances while Anil is one of those who prefers to reform a small time thief by forgiving him and giving him another chance. Many a times, we do come across such misguided teenagers and large-hearted people. Moreover, fiction mirrors life so Hari and Anil are just an example of such individuals in our society.

ENGLISH WORKSHOP

(1) Complete the web diagram

Ans.





(2) Insert the appropriate word/phrase given below, in the sentences that follow

(i) I ..... to the school gate when I heard the school-bell ring.

(ii) After the death of my pet dog, ... when my dad got me a new pup.

(iii) Do not stoop to ..... just to gain something from someone.

(iv) The artist completes his painting ..... .

(v) The crime went ..... for 11 years.

(vi) When the baby saw its mother, it gave an ..... smile.

Ans. (i) dashed (ii) my spirits rose (iii) flattery (iv) by fits and starts (v) undeleted (vi) appealing

(3.A) Find from the text the collocation for the following

(i) ..... dog

(ii) ..... man

(iii) ticket .....

(iv) ..... slowly

(v) ..... drizzle

(vi) ..... sentences

(vii) ..... spirits

Ans. (i) stray (ii) careless (iii) office (iv) walked (v) light (vi) whole (vii) risen

***B. Complete the compound words from the story**

(i) oil - .....

(ii) fifty - .....

(iii) easy - .....

(iv) ..... - tower

(v) moon - .....

Ans. (i) rich (ii) rupee (iii) going (iv) clock (v) light

C. Pick out from the story 3 or 4 examples of code-mixing (Indian words used in English)

Ans. (i) bazaar (ii) maidan (iiii) pyjamas

(4) Read carefully and complete the table.

Ans.

Total no. of Characters	Names	Age	Physical Apperance	Earned money by	Qualities
Two	Hari	15 yrs	Thin	Robbing/stealing	grateful, eager to learn
	Anil	25 yrs	Tall and lean	Writing	Kind, simple, forgiving, compassionate

(5) Frame 'wh' questions to get the answers underlined below (change the first person pronouns to the second person where necessary.)

(i) I hurried back <u>to the room</u>.

Ans. Where did you hurry back?

(ii) I had made <u>a study of men's face</u>.

Ans. What had you made?

(iii) I drew them out, <u>without a sand</u>.

Ans. How did you draw them out?

(iv) <u>The poor man</u> showed acceptance.

Ans. Who showed acceptance?

(v) I made tea <u>in the morning</u>.

Ans. When did you make tea?

6. Complete the given sentences.

(i) Anil kept Hari as a cook because .....

(ii) Hari was grateful to Anil .....

(iii) Hari continued making money .....

(iv) Anil didn't handover Hari to the police as .....

(v) The moral of the story is .....

Ans.

(i) Hari needed a job and Anil thought he would be able to teach Hari to read and write in return for the food Hari would cook for him.

(ii) for teaching him to cook and write his name.

(iii) by making small profits everyday while shopping for supplies.

(iv) he believed that kindness and compassion would reform Hari.

(v) love, kindness and trust have the power to change a criminal into a gentleman.

WRITING SKILLS

***(7) Write a character sketch of 'Hari Singh' with the help of the following points, using the paragraph format.**

Hari Singh's background
His dishonesty
His aspirations
His courage to change himself

Ans. Hari Singh is a seasoned small–time thief. He comes across as a manipulative young boy who had cheated his former employers and escaped the police. He speaks lies and takes up a new name to elude the police. He has a specific modus operandi to steal money. He is a perfect example of how old habits die hard. Although he meets a trusting simple employer like Anil, he doesn't hesitate to rob him of his money by making a profit of a rupee daily while buying every day supplies. He even robs Anil of his money and decides to run away. However, deep down inside this deceitful young robber is a boy who is willing and open to corrections and who doesn't mind being taught to cook. The eagerness to learn to read and write is what brings him back to Anil. No matter how hard he tries he cannot bring himself to betray Anil's trust and run away with his money. He misses the conversation with Anil and his friendship with him which comes across as more valuable to him than the money he steals. He is grateful to Anil for bringing about a change in him by educating him. He is courageous enough to change himself by returning to Anil knowing very well that if Anil found the robbery, he could get him arrested. Perhaps, these qualities are what make him appear more human than criminal in our eyes as we feel happy to see him reformed in the end.

***(8). Imagine that Anil catches Hari red-handed when Hari is stealing the money under the mattress. Compose a short dialogue between the two, which reflects Anil's shock and Hari's repeated apologies.**

Ans. (Anil is fast asleep as Hari enters his room)

Hari (thinking to himself) : I must hurry up, if I have to take the 10:30 Express to Lucknow.

(Hari checks whether Anil is asleep and then slides his hand under the mattress)

Anil (alarmed by the disturbance) : Hari? What are you doing here so late in the night?

Hari: No, nothing. I had just come to put the bedsheet.

Anil (switching on the light): I can't believe my eyes Hari. You have tried to steal my money.

Hari: No, I am sorry, I was just…

Anil: Don't you speak a word. I have almost caught you red-handed. All this while I thought I would be able to pull you out of your wretched immoral ways but I was wrong.

Hari: No sir, I am sorry, I didn't mean to betray you.

Anil: How ungrateful can you be? I am shocked. No, more than that, I am hurt. I had never imagined that you would pay me back for my kindness in this way.

Hari: Please forgive me. I couldn't resist the temptation. I am extremely sorry I won't do it ever again.

Anil: What makes you think I can trust you again? You have disappointed me. I learnt today that old habits die hard.

(Anil sits with his hand on his head while Hari sits by his feet pleading and sobbing)

❖❖❖

1.3 On Wings of Courage

Central Idea :

The narrative outlines the journey of the Marshal of the Indian Air Force Arjan Singh and discusses his brilliant, heroic display in the Indo-Pak war. Arjan Singh was a fearless and exceptional pilot who went on to receive many accolades such as the Distinguished Flying Cross (DFC), Padma Vibhushan, etc. His state leadership skills during the war is a source of inspiration to the personnel of Armed Forces. Be it the 1944 squadron led by him against the Japanese or the crucial Imphal Campaign or Pakistan's Operation Grand Slam in 1965, Singh showcased exemplary valour. He became the first Air Chief Marshal of the Indian Air Force and after retirement from 1989 to 1990 he worked as Lieutenant Governor of Delhi.

Summary :

The lesson revolves around the achievements and deeds of valour of Marshal of the Indian Air Force Arjan Singh Born on April 15, 1919, Singh completed his education at Montgomery. His first assignment on being commissioned was to fly Westland Wapiti biplanes in the North-Western Frontier Province as a member of the No. 1 RIAF squadron. He took up various adventurous and daring tasks and led IAF to greater heights. Some of his achievements were his contribution during the Indo-Pak war in 1965. He displayed exemplary courage and got victory against a more powerful Pakistan supported by America. He also led a squadron against the Japanese during the Arakan Campaign as well as the Imphal Campaign. For this feat, he was awarded the Distinguished Flying Cross (DFC) in 1944. He also achieved the unique honour of leading a fly-past of over a hundred IAF aircrafts over the Red Fort in Delhi on 15th August, 1947. He was then promoted to the ranks of Wing Commander, Group Captain, Air Commodore, Air Vice Marshal and finally the highest post of Marshal of the Air Force in January 2002.

Singh remained a flyer till the end of his tenure in IAF and retired in August 1969 there upon accepting the Ambassadorship to Switzerland. He was Lieutenant Governor of Delhi from December 1989 to 1990.

He will always be remembered for being an inspiration to the personnel of Armed Forces for his exceptional contribution towards giving the IAF its present shape with his determination, grit, leadership skills and fearlessness.

MASTER KEY QUESTION SET - 1.3

Warming Up!

(1) The ranks of officers in Indian Army, Navy and Air Force are jumbled up. Discuss with your group and put them in the appropriate boxes.

Commander, Brigadier, Wing - Commander, Vice-Admiral, Squadron Leader, Major, Colonel, Field Marshal, Air Marshal, Admiral of Fleet, Lieutenant - General, Flying Officer, Commodore, Rear Admiral, Air-Commodore

Ans.

ARMY	NAVY	AIR FORCE
Field Marshal	Commander	Air Marshal
Lieutenant-General	Rear Admiral	Air - Commodore
Brigadier	Admiral of Fleet	Wing - Commander
Colonel	Vice-Admiral	Flying Officer
Major	Commodore	Squadron - Leader

(2) Homophones/ Homographs

(A) Make sentences to bring out the difference between

Ans.

(i) (a) wear: We <u>wear</u> cotton clothes in summer.

(b) ware: He sells his <u>wares</u> at the weekly market.

(ii) (a) here: She stood <u>here</u> for a very long time.

(b) hear: Speak softly or they will <u>hear</u> our conversation.

(iii) (a) there: Sheena was spotted there yesterday.
(b) their: They visited their farm house.

(iv) (a) cell: The consumer cell is solving the matter.
(b) sell: They sell cookies in the shop.

(B) Write what the underlined Homographs in the following sentences mean.

(i) (a) A bear is an omnivorous animal

Ans. Name of an animal

(b) She could not bear the injustice

Ans. Tolerate

(ii) (a) A bat is the only flying creature which is a mammal.

Ans. Name of an animal.

(b) His bat broke as it struck the ball.

Ans. A wooden instrument used to hit the ball in various games

(iii) (a) He had to pay a fine for breaking the traffic signal.

Ans. A fee levied as punishment for breaking the law

(b) Use a fine cloth for the baby's clothes.

Ans. of good quality and delicate/soft.

(iv) (a) We enjoyed a lot at the temple fair.

Ans. A kind of public gathering usually during festivals

(b) She has a fair complexion.

Ans. A light-coloured complexion.

(Reading Skills, Vocabulary and Grammar)

Q.1. Read the following passage and answer the questions

Passage - I *(Textbook Page No. 15)*

Air Force Marshal Arjan Singh, an icon of India's military history, will always be remembered as a war hero who had successfully led a young IAF during the 1965 Indo-Pak war. The only officer to attain the highest post of Marshal, the Air Force equivalent to the Army's five star Field of Marshal, Singh was a fearless and exceptional pilot who had flown more than 60 different types of aircraft.

He played a major role in transforming the IAF into one of the most potent air forces globally and the fourth biggest in the world. "His contribution to the Indian Air Force is monumental to the least. The IAF grew with him. He was the epitome of military leadership in classical sense and it is, therefore, not surprising that he was honoured with the rank of Air Force Marshal," former Vice Chief of IAF Kapil Kak said. Singh was honoured with the rank of Marshal on Republic Day in 2002. Sam Hormusji Framji Jamshedji Manekshaw and K M Cariappa were the only two Army Generals honoured with the rank of Field Marshal Known as a man of few words, Singh was not only a fearless pilot but also had profound knowledge about air power and applied it in a wide spectrum of areas. Singh had assiduously led the IAF during the 1965 war and denied success to Pakistani Air Force though it was better equipped with American support. "His most outstanding contribution was during that war," said Kak.

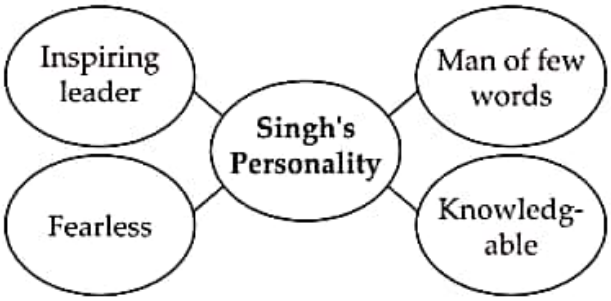
Glossary

(1)	**equivalent** *(adj)*	- equal in value, corresponding
(2)	**exceptional** *(adj)*	- unusual, not typical
(3)	**potent** *(adj)*	- having great power, influence
(4)	**monumental** *(adj)*	- of great importance, enormous
(5)	**epitome** *(n)*	- a perfect example
(6)	**profound** *(adj)*	- very deep
(7)	**spectrum** *(n)*	- range
(8)	**assiduously** *(adv)*	- working hard and showing careful attention to details
(9)	**to say the least** *(phr)*	- to show what you are describing is in fact much more than you have suggested
(10)	**a man of few words** *(phr)*	- a person who does not speak much

A.1. Factual Questions:

(1) Qualities of Arjan Singh
Complete the Web diagram:

Ans.



***(2) What personality traits of Arjan Singh are mentioned here?**

Ans. Arjan Singh was a man of few words. He was a fearless pilot and had profound knowledge about air power which he applied in a wider spectrum of areas. These are the personality traits mentioned here

A.2. Interpretative/Complex /Inference Questions

(1) Why is Singh considered an exceptional pilot?

Ans. Singh is considered an exceptional pilot because he had flown more than 60 different types of aircraft.

(2) Why, according to Kapil Kak, does Singh deserve the rank of Air Force Marshal?

Ans. According to Kapil Kak, Singh displayed extraordinary leadership. His contribution to the Indian Air Force is monumental so much so that the IAF grew with him. Besides, he was an epitome of military leadership. Therefore, Kapil Kak feels that Singh deserves the rank of Air Force Marshal

(3) Which line in the extract tells us that Singh always believed in putting theory into practice?

Ans. The line – Singh was not only a fearless pilot but had profound knowledge about air power and applied it in a wide spectrum of areas – tells us that he believed in putting theory into practice.

***(4) Why is Air Force Marshal Arjan Singh considered an outstanding military personality?**

Ans. Air Force Marshal Arjan Singh had successfully led a young IAF during the 1965 Indo-Pak war. Besides, he had the distinction of having flown more than 60 different types of aircraft. As he is a source of inspiration to all personnel of Armed Forces through the years for his remarkable contribution to the IAF, he is considered an outstanding military personality.

A.3. Vocabulary Questions:

(1) Make a sentence of your own using the word monumental

Ans. The convict could not present any <u>monumental</u> evidence to prove himself innocent.

(2) Match the collocations

	'A'		'B'
(i)	army	(a)	contribution
(ii)	outstanding	(b)	pilot
(iii)	military	(c)	leadership
(iv)	exceptional	(d)	generals

Ans. (i – d), (ii – a), (iii – c), (iv – b)

(3) Make noun forms
(i) denied (ii) potent

Ans. (i) denial (ii) potency

A.4. Grammar Questions:

(1) He is the only officer to attain the highest post of Marshal. *(rewrite using 'besides')*

Ans. No other officer besides him has attained the highest post of Marshal.

(2) Singh was a fearless and exceptional pilot. *(make exclamatory)*

Ans. What a fearless and exceptional pilot Singh was!

(3) He played a major role in <u>transforming</u> the IAF into one of the most potent air forces globally *(rewrite using the noun form of the underlined word)*

Ans. He played a major role in the <u>transformation</u> of the IAF into one of the most potent Air Forces globally.

(4) He had flown more than 60 different types of aircraft
(Rewrite using modal auxiliary of compulsion)

Ans. He <u>must</u> fly more than 60 different types of aircraft.

(5) Singh was honoured with the rank of Marshal on Republic Day in 2002. *(Begin with – They....)*

Ans. They honoured Singh with the rank of Marshal on Republic Day in 2002.

A.5. Personal Response Questions.

(1) Which personality traits should the Armed Force personnel possess according to you?

Ans. According to me, Armed Force personnel should possess foresight, leadership skills, never-say-die attitude, fearlessness and above all the will to put country before self.

Q.2. Read the following passage and answer the questions:

Passage - II *(Textbook Page No. 15 and 16)*

Commending his role in the war, Y B Chavan, the then Defence Minister had written: "Air Marshal Arjan Singh is a jewel of a person, quite efficient and firm; unexcitable but a very able leader."

In 1944, the Marshal had led a squadron against the Japanese during the Arakan Campaign, flying close air support missions during the crucial Imphal Campaign and later assisted the advance of the Allied Forces to Yangoon. (formerly Rangoon)

In recognition of his feat, he was awarded the Distinguished Flying Cross (DFC) on the spot by the Supreme Allied Commander of South East Asia, the first Indian pilot to have received it. Singh was selected for the Empire Pilot training course at Royal Air Force (RAF) Cranwell in 1938 when he was 19 years old. He retired from service in 1969.

Singh was born on April 15, 1919, in Lyallpur (now Faislabad, Pakistan), and completed his education at Montgomery (now Sahiwal, Pakistan). His first assignment on being commissioned was to fly Westland Wapiti biplanes in the North-Western Frontier Province as a member of the No.1 RIAF Squadron.

After a brief stint with the newly formed No. 2 RIAF Squadron where the Marshal flew against the tribal forces, he later moved back to No.1 Sqn as a Flying Officer to fly the Hawker Hurricane. He was promoted to the rank of Squadron Leader in 1944.

Glossary

(1) **commending** - officially praising
(2) **squadron** *(n)* - an operational unit in an air force consisting of two or more flights of aircraft and the personnel to fly them.
(3) **feat** *(n)* - an achievement that requires great courage, skill and strength.
(4) **commissioned** *(v)* - a role given to a person
(5) **biplane** *(n)* - old type of aircraft having two pairs of wings one above the other
(6) **a brief stint** *(phr)* - a short period of work.

A.1. Factual Questions:

(1) Complete the table

Ans.

Arjan Singh	
(1) Date of birth	15th April, 1919
(2) Place of birth	Lyallpur
(3) First assignment	Flying Westland Wapiti biplanes in the North - Western Frontier Province
(4) Place of education	Montgomery School (now Sahiwal, Pakistan)

***(2) At what age did Arjan Singh become a squadron leader?**

Ans. Arjan Singh became a squadron leader at the age of 25.

A.2. Interpretative/Complex/Inference Questions

(1) Why is Singh considered an exceptional pilot?

Ans. Singh is considered an exceptional pilot because of his efficiency, firmness and leadership skills.

***(2) What enabled Arjan Singh to receive the DFC award?**

Ans. In 1944, Arjan Singh led a squadron against the Japanese during the Arakan Campaign flying close air support mission during the crucial Imphal campaign and later assisted the advance of the Allied Forces to Yangoon. This contribution enabled him receive the DFC award.

A.3. Vocabulary Questions

(1) Make verb forms

(i) recognition (ii) assignment (iii) close (iv) leader

Ans. (i) recognize (ii) assign (iii) enclose (iv) lead

(2) Make noun forms

(i) receive (ii) fly (iii) efficient (iv) advance

Ans. (i) receipt (ii) flight (iii) efficiency (iv) advancement.

(3) Give one word for

(i) An achievement requiring great courage
(ii) short period of work

Ans. (i) feat (ii) stint

A.4. Grammar Questions

(1) The Marshal had led a squadron against the Chinese *(End with....by the Marshal)*

Ans. A squadron against the Chinese had been led by the Marshal

(2) Singh was selected for <u>the Empire pilot training course</u>. *(Frame a wh-question)*

Ans. What was Singh selected for?

(3) In <u>recognition</u> of his feat, he was awarded the DFC. *(Rewrite using participle of the underlined word)*

Ans. Recognizing this feat, he was awarded the DFC.

(4) He retired from service in 1969. *(Write in question form)*

Ans. Didn't he retire from service in 1969?

(5) He was promoted to the rank of Squadron leader in 1944. *(Rewrite beginning with - They)*

Ans. They promoted him to the rank of Squadron Leader in 1944.

A.5. Personal Response Questions:

(1) Do you think awards and honours conferred upon military personnel are essential? How?

Ans. Yes, I strongly feel that awards and honours conferred upon military personnel are essential because they are a mark of recognition of their brave deeds. It boosts their morale and goes to show that their efforts are acknowledged. It is a small gesture to show that we value their contribution towards keeping us safe. Even if some awards are given when the personnel is no more, it acts as an inspiration to others and a token of appreciation that the family of the martyr preserves for a lifetime in the memory of their brave loved ones.

Q.3. Read the passage and answer the questions.

Passage - III *(Textbook Page No. 16-17)*

For his role in successfully leading the squadron in combat, he was awarded the Distinguished Flying Cross (DFC) in 1944. On August 15, 1947, he achieved the unique honour of leading a fly-past of over a hundred IAF aircrafts over the Red Fort in Delhi.

After his promotion to the rank of Wing Commander, he attended the Royal Staff College in the UK. Immediately after Indian independence, he commanded Ambala in the rank of Group Captain. In 1949, he was promoted to the rank of Air Commodore and took over as Air Officer Commanding (AOC) of an operational command, which later came to be known as Western Air Command.

Singh had the distinction of having the longest tenure as AOC of an operational base, initially from 1949-1952 and then again from 1957-1961.

After his promotion to the rank of Air Vice Marshal, he was appointed as the AOC-in-C of an operational command.

Towards the end of the 1962 war, he was appointed as the Deputy Chief of the Air Staff and he became the Vice Chief of the Air Staff in 1963. He was the overall commander of the joint air training exercise "Shiksha" held between IAF, RAF (Royal Air Force) and RAAF (Royal Australian Air Force).

On August 1, 1964, in the rank of Air Marshal, the Marshal of the Air Force, Arjan Singh took over reins of IAF, at a time when it was still rebuilding itself and was gearing up to meet new challenges.

Singh was the first Air Chief to keep his flying currency till his CAS rank. Having flown over 60 different types of aircraft from pre-World War II era biplanes to the more contemporary, Gnats and Vampires, he has also flown in transport aircraft like the Super Constellation.

Glossary

(1) **combat** (*n*) - fighting between armed forces.

(2) **fly-past** (*n*) - a ceremonial flight of aircraft past a person or a place

(3) **commanded** (*v*) - to give an authoritative order

(4) **Air Commodore** (*n*) - a rank of officer in the RAF, above group captain and below vice-marshal

(5) **Tenure** (*n*) - term of holding an office.

(6) **Air Vice Marshal** *(cor.)* - a high rank of officer in hard work

(7) **Air Marshal** (*n*) - a high rank of officer in the RAF above Air Vice-Marshal and below Air Chief-Marshal.

(8) **contemporary** *(adj)* - modern

(9) **AOC-in-C** - Air Officer Commanding in-Chief

(10) **took over reins** - took over control

(11) **gearing up** - getting ready

(12) **flying currency** - up - to - date skills and experience of flying aircraft

A.1. Factual Questions :

(1) Name the following

(i) Award conferred upon Singh in 1944 -

(ii) Joint air training exercise

(iii) Two aircrafts

(iv) Transport aircraft.

Ans. (i) Distinguished Flying Cross (ii) Shiksha (iii) Gnats and Vampires (iv) Super Constellation.

***(2) For how long did Arjan Singh hold the post of AOC?**

Ans. Arjan Singh held the post of AOC for seven years, initially from 1949-1952 and then again from 1957-1961.

A.2. Interpretative/ complex / Inference Questions

(1) When did Singh achieve a unique honour? Why?

Ans. Singh achieved a unique honour on 15th August, 1947 for leading a fly-past of over a hundred IAF aircraft over the Red Fort in Delhi.

(2) What unique distinction does Singh have to his credit?

Ans. Singh has the distinction of having the longest tenure as AOC of an operational base, initially from 1949-1952 and then again from 1957-1961.

(3) Enlist the ranks held by Singh.

Ans. Singh worked in the rank of a Group Captain, an Air Commodore, an Air Vice Marshal, Vice Chief and Air Marshal.

***(4) What uphill task did Singh face when he took over as Air Marshal?**

Ans. When Arjan Singh took over as Air Marshal he faced the uphill task of rebuilding IAF and gearing it up to meet new challenges.

A.3. Vocabulary Questions

(1) Pick out two compound words from the passage.

Ans. fly-past, aircraft

(2) Build the wall with the words related to Air Force.

Ans.

Air Force			
Squadron	Fly-Past	Wing Commander	Operational base
DFC	Aircraft	Air Commodore	Rank
Operational command	Air Vice Marshal	Air Marshal	Air Chief
IAF	Group Captain	Air Commanding Officer	Vice Chief

(3) Give antonyms

Ans. (1) promoted x demoted (2) initially x finally (3) contemporary x old.

A.4. Grammar Questions

(1) After his promotion to the rank of Air Vice Marshal, he was appointed as the AOC-in-C of an operational command.(Rewrite using 'and').

Ans. He was promoted to the ranks of Air Vice Marshal and later appointed as the AOC-in-C of an operational command.

(2) Singh had the distinction of the largest tenure. (Add a question tag)

Ans. Singh had the distinction of the largest tenure, didn't he?

(3) He achieved the unique honour of leading a fly-past. (Begin with the.....The unique honour .....)

Ans. The unique honour of leading a fly-past was achieved by him.

(4) Arjan Singh took over reins of IAF, at a time when it was still rebuilding itself. (Frame a Wh-question)

Ans. When did Arjan Singh take over reins of IAF?

A.5. Personal Response Questions

(1) Why do you think not many youngsters are attracted towards joining the Armed forces?

Ans. A career with the Armed Force does not attract the youth today as it is a life full of hardship. Not many adopt a lifestyle where life is uncertain. Moreover the civilized world has better career prospects and a secure life. Frequent transfers affect family life. A job with the Armed forces is a life time employment. Job hopping is not an option, so the Indian youth today prefer not to take up a job with the Armed Force.

Q.4. Read the passage and answer the questions

Passage - IV *(Textbook Page No. 17)*

In 1965, when Pakistan launched its Operation Grand Slam, with an armoured thrust targeted at the vital town of Akhnoor, Singh led IAF through the war with courage, determination and professional skill. He inspired IAF to victory, despite the constraints imposed on the full-scale use of Air Force combat power.

Singh was awarded Padma Vibhushan for his astute leadership of the Air Force during the war. Subsequently in recognition of the Air Force's contribution during the war, the rank of the CAS was upgraded and Arjan Singh became the first Air Chief Marshal of the Indian Air Force.

He remained a flyer to the end of his tenure in IAF, visiting forward bases and units and flying with the squadrons.

He retired in August 1969, there upon accepting Ambassadorship to Switzerland. He was Lieutenant Governor of Delhi from December 1989 to December 1990.

Having been a source of inspiration to all personnel of Armed Forces through the years, government conferred the rank of the Marshal of the Air Force upon Arjan Singh in January 2002, making him the first and the only 'Five Star' rank officer with Indian Air Force.

Glossary

(1) **launched** *(v)* - started
(2) **armoured** *(adj.)* - covered or protected by armour
(3) **thrust** *(n)* - push
(4) **constraints** *(n)* - limitations or restrictions
(6) **imposed** *(v)* - forced
(7) **personnel** *(n)* - employees
(8) **conferred** *(v)* - granted, bestowed
(9) **astute** - sharp and intelligent
(10) **CAS** - Chief of the Air Staff
(11) **forward bases** - a secured, forward operating military position

A.1. Factual Questions

(1) Complete the statements.

Ans. (i) Singh inspired IAF to victory despite constraints imposed on the fall-scale use of Air Force combat power.

(ii) Singh was awarded Padma Vibhushan for his astute leadership of the Air Force during the war.

A.2. Interpretative/Complex/Inference Questions

(1) Narrate an incident of Singh's bravery and valour

Ans. In 1965, when Pakistan launched its operation Grand Slam with an armoured thrust targeted

at the vital town of Akhnoor, Singh led IAF through the war with courage, determination and professional skill. Despite all the constraints imposed on the full-scale use of Air Force combat power he inspired IAF to gain victory.

(2) What was Singh's job profile till the end of his tenure as mentioned in the passage?

Ans. Singh led IAF through the war, he remained a flyer visiting bases and units and flying with squadrons. This was his job profile till the end of his tenure.

(3) Why was the rank of the Marshal of the Air Force conferred upon Singh?

Ans. Arjan Singh had been a source of inspiration to all personnel of Armed Forces through the years hence the rank of Marshal of the Air Force was conferred upon him.

***(4) What other important positions did Arjan Singh hold after his retirement ?**

Ans. After his retirement in 1969, Arjan Singh accepted the Ambasadorship to Switzerland. He was Lieutenant Governor of Delhi from December 1989 to December 1990.

A.3. Vocabulary Questions

(1) Add suffix 'al' to any 2 words from the passage to make their adjective form

Ans. (i) Operation – operational
(ii) inspiration – inspirational

(2) Complete the table

NOUN	VERB	ADJECTIVE	ADVERB
Contribution	Contribute	Contributive	Contributively
Courage	Encourage	Courageous	Courageously
Inspiration	Inspire	Inspirational	Inspirationally

A.4. Grammar Questions:

(1) He inspired IAF to <u>victory</u> (State the word class of the underlined word)

Ans. Noun

(2) He retired in August 1969 (rewrite in past perfect tense)

Ans. He <u>had retired</u> in August 1969

(3) He inspired IAF to victory despite the constraints imposed on the full-scale use of Air Force combat power (Rewrite using although)

Ans. Although constraints were imposed on the full scale use of Air Force combat power, he inspired IAF to victory

(4) He remained a flyer to the end of his tenure in IAF (Use modal auxiliary of possibility)

Ans. He <u>may</u> remain a flyer to the end of his tenure in IAF.

A.5. Personal Response Questions

(1) What personality traits of Arjan Singh impress you the most? Why?

Ans. I am impressed by Arjan Singh's bravery and valour. He never lost hope even in the face of challenges and guided IAF towards victory.He was truly a hero who displayed courage, determination and professional skill leading the other personnel and inspiring them to give their best. Only a man with utmost passion and the will to risk his life for the country can perform such daring tasks.

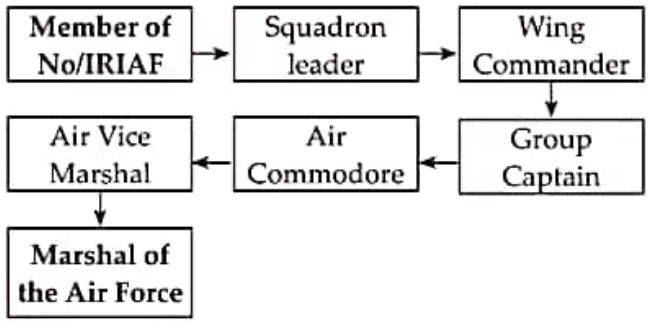
(2) Think about the title "Epitome of courage" pick out evidences from the extract which relates to the title of the text. Justify why the title has been given

Ans. In the text, Air Force Marshal Arjan Singh has been given the title of "epitome of courage "for his unparalleled display of bravery and valour at various instances during war. Few such instances are when Singh led the IAF during 1965 war and defeated Pakistan Air Force although it was better equipped with American support. Hence the title is very apt as the text discusses courageous deeds of Arjan Singh and how he is a perfect example of grit.

ENGLISH WORKSHOP

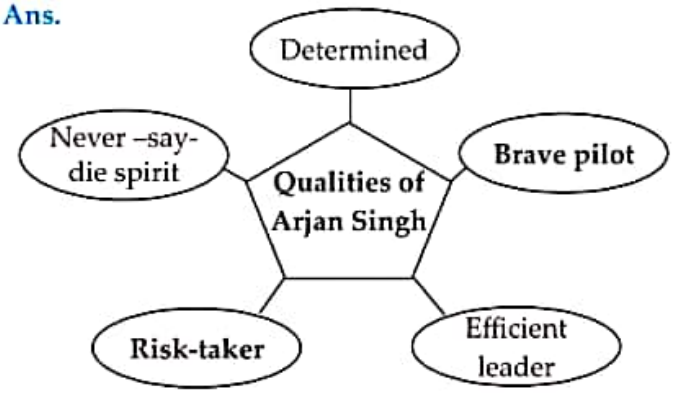
(1) Read the text and fill in the flow chart of the promotions received by Arjan Singh.

Ans.



(2) Fill in the web.

Ans.



(3) Say what actions preceded the following promotions of Arjan Singh in his career in the IAF.

(i) Selected for Empire Pilot training course at RAF

Ans. Arjan Singh completed his education at Montogomery.

(ii) Promoted to Squadron Leader

Ans. Arjan Singh flew against the tribal forces.

(iii) Leader of a flypast over 100 aircrafts at Red Fort, Delhi.

Ans. Arjan Singh successfully led the squadron in combat.

(iv) Awarded Padma Vibhushan

Ans. Arjan Singh displayed his astute leadership during the war of the Air Force.

(v) First Air Chief Marshal of Indian Air Force.

Ans. Air Force contributed during the war and the rank of the CAS was upgraded.

(4) Replace the underlined words/phrases with the appropriate ones, to retain the proper meaning.
(be the epitome of, gear up, a brief stint, play a major role, in recognition of, take over reins)

(i) He contributed notably in bringing up the school.

(ii) Our school cricket team got ready for the final match against P.Q.R. High School.

(iii) After a short period of working as a lecturer, Ravi took up an important post in a multi-national company.

(iv) Our class monitor is a perfect symbol of duty and discipline.

(v) Accepting the great value of his research, they awarded him a Ph.d. (degree)

(vi) After the murder of King Duncan, Macbeth took over the control of Scotland.

Ans.

(i) He played a major role in bringing up the school.

(ii) Our school cricket team geared up for the final match against P.Q.R High School.

(iii) After a brief stint as a lecturer, Ravi took up an important post in a multi-national company.

(iv) Our class monitor is the epitome of duty and discipline.

(v) In recognition of his reasearch, they awarded him with a Ph.d. (degree)

(vi) After the murder of King Duncan, Macbeth took over reigns of Scotland.

(5) Build the word wall with words related with 'Military'

Ans.

Military			
War	Army	Marshal	squadron
Commander	Captain	Operational base	victory
Operation	Rank	IAF	aircraft
Wing commander	Air commodore	Air Vice Marshal	RAF

(6)A. State the different meanings of the following pairs of Homophones and make sentences of your own with each of them.

	Word	Meaning	Sentence
(1)	led	Past tense of lead i.e to guide	She led her pet to a safe place when it began to rain.
	lead	A metal	Lead is used to make storage batteries.
(2)	role	Actor's part in a play	Her role was short but left an impact.
	roll	Move in a particular direction by turning over and over on an axis	The dog rolled in the shallow water to cool himself.
(3)	air	The invisible gaseous substance surrounding the earth	Mother opened the curtain to let the fresh air in.
	heir	A person legally entitled to the property or rank of another on that person's death	He being the only heir, he inherited all his father's wealth.
(4)	feat	An achievement that requires great courage	Green revolution has been a remarkable feat in the field of agricultural development.
	feet	Plural of foot	She dragged her feet and walked she was hurt.
(5)	reign	The period of a rule of a monarch	During his reign, people enjoyed liberty in the truest sense.
	rain	The condensed moisture of the atmosphere falling visibly in separate drops	The peacock dancing signifies the beginning of rain.
	rein	a strap attached to a horse bit which helps you control it.	The rider pulled on the horse's reign to stop it

(B) The following Homographs have the same spelling and pronunciation; but can have different meanings. Make sentences of your own to show the difference of meaning.

Ans.

(i) firm (a) He started his own firm at 25.
(b) The teacher decided to be firm with the naughty kids

(ii) train (a) The train starts from Kolhapur
(b) I train students to communicate with confidence.

(iii) type (a) Type the letter and post it today
(b) Ragging is a type of harassment.

(iv) post (a) She held the post of the Principal for 20 years.
(b) Anil will post the message on the group

(v) currency (a) Each country has its own currency.
(b) Internet lingo gained wider currency after the introduction of the mobile.

(7) Glance through the text and prepare notes from the information that you get, take only relevant points. Don't use sentences. Arrange the points in the same order. You may use symbols or short forms. Present the points sequentially. Use highlighting techniques.

Ans. (Student's activity)

WRITING SKILLS

(8) Develop a story to the conclusion/end given below. Suggest a suitable title.

Ans. ***Little hands, Great deeds***

In a far corner of Achalpur Village lived a happy family of four. A small field of maize was worked upon by the hardworking hands of Vilasrao More and his wife Sushobhana. They were blessed with a beautiful and intelligent daughter Sanyogita and an equally bright son, Sahil. Playing in the maize fields when the parents worked was the only past time for the children Ten year old Sanyogita, studied in grade 5 while Sahil was a grade 2 student. School being far, they had to be dropped and picked up. However, on days when Vilasrao couldn't make it, the siblings walked their way home enjoying some freedom.

On one such day, when Vilasrao had to go to the city market to sell his yield mother informed Sanyogita, "Take care of Sahil and do not loiter about. Come home straight. I shall be making your favourite Puranpolis today." Sanyogita's faceit up as she chuckled, Really Aai., You are the best Aai in the whole world." "Okay, okay, I know that. You have to be the best sister and a very good girl today." said Sushobhana.

Off they went to school. By evening, they were tired of all the studies and play. Little feet dragged them home words, The pace fastened at the thought of hot Puran Polis served by mother. Sahil was too hungry to get home. He looked appallingly at the elder sister. He knew she had a 5 rupee coin in her pocket father had given her the day before. Sanyogita searched for the coin and taking Sahil by the hand bought some roasted peanuts. But as she turned her back, an acrid smell caught her attention. The air was heavy with it. Before she could think, cries of help from a hearby roadside house alarmed her.

The brother - sister pair rushed to see a woman and her two year old lying unconscious while others wailed for help. The peanut seller fell numb. It was his wife and baby. Sanyogita had no time to think. She immediately handed over Sahil to the shopkeeper and leapt to see the source of fire. A four feet flame coming from an oil lamp engulfed the kitchen. She filled a bucket with mud and doused the fire by pouring mud over it. Next was the gas cylinder that had caught fire.

She cried, "Pass that sack, Kaka." The shopkeeper threw the sack at her and she could extinguish the fire before the cylinder had a chance to explode. Sahil stood their clapping and motivating his elder sister. People were shocked to see a 10 year old put an end to a disaster with her presence of mind. After the woman and her baby gained consciousness, she took leave from the ever so grateful peanut seller. Happy at being helpful, Sanyogita was scared that mother would scold her for being late. She kept the incident from mother after reaching home. The excited Sahil was stopped by Sanyogita's threatening glare. Both relished Puran Polis and went off to sleep.

The next day the Sarpanch paid a visit to Vilasrao's humble home and narrated the incident. Vilas and Sushobhana were worried and happy at the same time. When Sanyogita returned from school, they enquired about the incident. A happy and excited Sahil enacted the dare devilry of his elder sister.

On 26th January, Sanyogita accompanied by her parents and brother went off to New Delhi. She was amongst the 24 children who posed with the Prime Minister. T.V. cameras surrounded her when her name was called out and so with tears of joy and pride the 10 year old Sanyogita More received the National Bravery Award from the Prime Minister.

(9) You wish to join any of the Indian Armed Force. Fill in the following application form.

Ans.

To
The Advertiser
N/AF Recruitment service
Purangaon 456789

Affix recent passport size photograph

APPLICATION FOR RECRUITMENT

Rect notice No. 1234

(i) Post applied for:

(ii) Name of candidate (in Block letters): SUHAS RAO

(iii) Father's name: PARTH ANANT RAO

Mother's Name: PUSHPA PARTH RAO

(iv) Date of Birth: 20 05 2000

DD MM YYYY

(v) Contact details:

Tel no. (Res): 022 28486528

Mobile No:9868577120

Email ID: suhas.55@gmail.com

(vi) Permanent Address:

House No/Street/Village:

287/A/Rashika Apartment, S. V. Road

Post Office: Dahisar (East)

District: Mumbai - 400 068.

(vii) Educational Qualification:

Sr. No.	Percentage obtained	Qualification	Name of school/ College	Name of Board/ University
(1)	94%	SSC	St. Joseph's, High school	Maharashtra State Board
(2)	82%	HSC	Jamnalal College of Commerce	Maharashtra State Board

(viii) whether registered at any employment exchange Yes/No No (If yes, mention registration number and the name of the Employment Exchange)

(ix) Outstanding achievement in extra - curricular activities / sports / games, etc.

(i) Represented School Cricket team as the Captain for 3 years and won the Harris shield.

(ii) Represented the College Cricket Team and won many prestigious matches.

(x) **Why you wish to join the Armed Forces:** My grandfather has served the Army and I have grown up listening to heroic deeds of the Indian Army Men. I wish to contribute and serve my beloved motherland. And the best way to do it is to join the Armed Forces.

(10) Your school has arranged a field trip to a Military camp at the border, with proper channel and officer's permission. Write a report based on that experience.

Ans. Xavierites meet BSF Jawans

St Xavier's School, Dec 20: On Dec 19, 2018, the students of St Xavier's school were taken on a field trip to the Wagah Military border during their 8 day camp to Amritsar. The visit marked the culmination of the week long tour to northern India.

The students were among many tourists who throng the border for its popular 'Beating Retreat' Border ceremony. At about 4:15 pm the students were all well seated and witnessed the most colorful drill characterized by elaborate dance - like manoeuvers.

One soldier stood at attention on each side of the gate. At sunset, as the iron gates of the border were opened, the flags of the respective countries viz. India and Pakistan were lowered simultaneously. The flags were then folded and the ceremony ended with a retreat that involved a curt handshake between the soldiers of either side followed by the closing of gates.

After the ceremony, the students had an opportunity to interview a BSF official with prior official permission. The jawans were very happy to meet the students. Students also spent time singing songs and giving them gratitude cards which they had made for the jawans. Moved by their sacrifice and the challenges faced by them, the students asked them few questions.

When asked, one of the students said "We celebrate Independence day but when we visit such places we realize the importance of the freedom that we have so easily taken for granted". The students returned to the hotel after a day that left them grateful towards the Armed Forces.

(11) With the help of facts given in the lesson, prepare a fact file of Air Marshal Arjan Singh.

(i) **Date of Birth** : April 15,1919

(ii) **Place of Birth**: Lyallpur (now Faislabad in Pakistan)

(iii) **Education** : Montgomery (now Sahiwal, Pakistan)

(iv) **First Assignment** : To fly westland Wapits biplanes in the North Western Frontier Province as a member of the No. 1

(v) **Important Posts Held** : (a) In Air Force: Squadron Leader RIAF Squadron, Wing Commonder, Group Captain,Air Commonder, Air Vice Marshal, Marshal of the Air Force

(b) **After Retirement** : Ambassadorship Switzerland, Lieutenant Governor of Delhi

(vi) **Awards**: (a) Distinguished Flying Cross (DFC) in 1944 (b) Padma Vibhushan

(vii) **Most outstanding contribution in IAF** : Transformed the IAF into one of the most potent airforces globally and fourth biggest in the world.

(viii) **Retirement** : August, 1969

1.4 All the World's a Stage

- William Shakespeare

Central Idea :

'All the world's a stage is an excerpt from Shakespeare's play 'As you like it'. The poem is also popularly known as 'The seven Ages of Man'. It compares life to a stage and each one of us to actors, playing our parts. There are seven stages or acts, viz. infancy, childhood, teenage, youth, middle age, old age and dotage that each have their own characteristics. We enter the stage when we are born and we take an exit when we die. The poem highlights the transient nature of life and the futility of man's attempts to amass wealth and gain fame for we leave this world empty handed and as helpless as we had entered it. Living life by accepting what is and leaving with grace and dignity is the best way to play our parts. The poem also underlines the inevitable change that one has to undergo to finally meet one's death which is imminent.

Summary :

The poet narrates the seven ages of life by comparing the world to a stage and each one of us to actors playing an individual role on that stage of life. Our entrance is our birth and our exit is our death. In a lifetime, each one of us plays many parts and each part is compared to an act in a play. The first stage is that of an infant who cries, vomiting milk on the nurse's arms. In the second stage, as a schoolboy he drags himself unwillingly to school. In the third stage, man as a lover, sighs in separation and writes poems about his beloved's beauty. As a soldier, in the fourth stage, he is ready to take strange oaths. The poet compares him to a fierce leopard who is jealous of others' honor and is very quick to quarrel. He is ready to risk his life for short-lived reputation by jumping in front of a cannon. The fifth stage, is the justice stage, well-fed with chicken. His appearance is formal and he looks mature. He uses wise sayings, proverbs and examples from the modern age. This is where he has reached the middle age and gained maturity. Old age is the sixth stage of man's life, where he wears pantaloons and slippers on his feet. He is now thin, lean and weak, and his eyesight too has become weak. His manly voice has turned into the shrill voice of a child. When he speaks it appears as if he were playing upon a pipe or as if he were whistling (due to gaps in his teeth, some of which have fallen out). The last stage of man's life is dotage. In this stage, he is somewhat senile, completely dependent on others and helpless like a child as he is now nearing death. This is the stage of second childhood, as like a child, at this stage a man needs help with everything. He loses his teeth, eye sight and taste and becomes forgetful. This completes his part in the play of life, as after this he leaves the stage, or in other words, he dies.

MASTER KEY QUESTION SET - 1.4

Warming Up!

(1) Pair work

- **Talk to your friend about all the things related to 'Seven.'**

For example: Seven wonders of the world..

- **Pair up with your partner and name those given below all of the under :**

Ans:

(i) **The seven wonders of the world:** Great Wall of China, Christ the Redeemer Statue, Machu Picchu, Chichen Itza, The Roman Colosseum, Taj Mahal, Petra.

(ii) **The seven continents:** Asia, Antarctica, North America, South America, Europe, Africa, Australia.

(iii) **The seven colours of the rainbow:** Violet, Indigo, Blue, Green, Yellow, Orange, Red.

(iv) **The seven notes of the music:** Shadja, Rishabh, Gandhar, Madhyam, Pancham, Dhairat, Nishadha.

(v) **The seven seas of the world:** The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Arctic Ocean, The Mediterranean Sea, The Caribbean Sea, The Gulf of Mexico.

***Q.2. Life is often compared to many things. Write down 7 things that life can be compared to and justify the comparison. For example,**

Ans:

(i) Life is a keyboard, because if you press the right keys you have typed a good destiny.

(ii) Life is a rollercoaster ride, sometimes it takes you up and sometimes it takes you down. But it's a fun ride in the end, and full of exciting experiences.

(iii) Life is a canvas, you get to choose the colours and paint it the way you like.

(iv) Life is a mountain, you have to work hard to get to the top, but the view from there is worth the climb.

(v) Life is like a flute. It all depends on how you play it.

(vi) Life is like a song with notes that are high and low. But it takes both to make it melodious.

Q.3. Match the approximate ages with the stages.

Age-group	Stages
(1) Birth to 2 years	(a) teenage/adolescence
(2) 3 years to 12 years	(b) old age/second childhood
(3) 13 years to 17 years	(c) middle-age
(4) 18 years to about 44 years	(d) baby hood/infancy
(5) About 45 years to 60 years	(e) senior citizen/elderly person
(6) 65 years up to 75 to 80 years	(f) adulthood
(7) Above 80 years	(g) childhood

Ans. (1 - d), (2 - g), (3 - a), (4 - f), (5 - c), (6 - e), (7 - b)

Reading Skills, Vocabulary and Poetic Devices

Q.1. Read the extract and answer the questions:

Extract - I *(Textbook Page No. 24)*

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth.

Glossary

(1) **merely** *(adv)* - just, only

(2) **mewling** *(v)* - crying of a baby

(3) **puking** *(v)* - throwing up, vomitting

(4) **whining** *(adj)* - give a long, high-pitched complaining cry

(5) **satchel** *(n)* - school bag

(6) **snail** *(n)* - a creature that moves very slowly

(7) **sighing** *(v)* - emitting a long, deep, audible breath expressing sadness or satisfaction

(8) **furnace** *(n)* - an enclosed structure in which material can be heated

(9) **woeful** *(adj)* - sorrowful, sad

(10) **woeful ballad collocation** - sad poem or song

(11) **mistress** *(n)* - (here) beloved

(12) **pard** *(n)* - poetic short form of 'leopard'

(13) **cannon's mouth** *(phr)* - facing great danger to life

(14) **players** *(n)* - actors

A.1. Factual Questions:

(1) What does the poet compare the world to?

Ans. The poet compares the world to a stage.

(2) Which stages of life find a mention in the extract?

Ans. The first four stages of life viz infant, schoolboy, lover and soldier find a mention in the extract.

(3) What are the characteristics of an infant?

Ans. The infant is dependent and helpless. He mewls and pukes i.e. cries and vomits.

(4) Why is the school boy whining?

Ans. The school boy is whining because he does not want to go to school.

***(5) What do 'exits' and 'entrances' refer to?**

Ans. 'Exits' refer to the death of people or their departure from this world and 'entrances' refer

to their birth, or entry into the world. This is an extension of the metaphor 'the world is a stage'.

***(6) Why is reputation like a bubble?**

Ans. Reputation is like a bubble because it doesn't last for a long time and can burst any time.

A.2. Interpretative/Complex/Inference questions:

(1) Describe the lover.

Ans. The lover sighs in separation like a furnace and writes a poem of praise for his beloved, describing her beauty.

(2) What is the soldier like?

Ans. The soldier is like a leopard; fierce and strong. He is jealous of others' honour and is short tempered. He picks quarrels easily and looks for short-lived fame. For this, he is willing to risk his life as well.

(3) The poet has called 'the world a stage'. Justify using lines from the poem.

Ans. The poet through the first four lines of the poem compares the world to a stage. Just as in a play, there are actors who play their respective parts; we also have come to this world to play our part. When we are born , we take our entry into this play called 'life' and we make an exit when we finally die. There are seven stages in a man's life which are like seven acts of a play. Human beings are merely players who play their roles and depart.

(4) Should the schoolboy whine? How can the scene be changed?

Ans. No, a school boy should not whine as he has so much to look forward to in school. However, most first time school goers do complain and cry. The scene can be changed by explaining to him how he can make new friends and learn new things, if he goes to school . He can be shown how studying will make him wiser. It can also be changed by making learning in school a fun-filled experience, something that he will look forward to every morning.

A.3. Poetic Device Questions:

(1) What is the tone of the poem?

Ans. The tone of the poem is sombre, philosophical and reflective.

(2) What is the rhyme scheme of the poem? What is such a poem called?

Ans. There is no rhyme scheme in the poem. Such a poem is called a free verse.

(3) Name and identify the figure of speech.

(i) All the world's a stage.

Ans. The figure of speech used in the given line is Metaphor as the world has been indirectly compared to a stage.

(ii) Men and women merely players.

Ans. The figure of speech in the given line is Metaphor as men and women are indirectly compared to players.

(iii) Creeping like snail.

Ans. The figure of speech used in the given line is Simile as the schoolboy is directly compared to a snail.

(iv) Sighing like furnace.

Ans. The figure of speech used in the given line is Simile as the sighing of the lover is compared to a furnace for a better poetic effect.

(v) With a woeful ballad.

Ans. The figure of speech is Alliteration as two words 'with' and 'woeful' begin with the letter 'w' and produce a similar sound for a better poetic effect.

(vi) Bearded like the pard.

Ans. The figure of speech is Simile as the soldier is directly compared to a leopard for a better poetic effect.

(vii) Quick in quarrel

Ans. The figure of speech in the given line is Alliteration as two words 'quick' and 'quarrel' begin with the same letter 'q' and produce the same sound.

(viii) Seeking the bubble reputation.

Ans. The figure of speech in the given line is Metaphor as reputation is indirectly compared to a 'bubble' due to its short – lived nature.

(ix) Even in cannon's mouth.

Ans. The figure of speech is Metaphor/Personification as 'cannon' here represents 'danger and risk'.

(4) What is the other meaning of stage? How does it apply to this poem?

Ans. The word stage has two meanings. One a raised floor or platform, especially in a theatre, on which actors, speakers and entertainers perform; Second- a point or step in the process of development. Both the meanings apply well to the poem. The poet compares the world to a stage with all of us as actors. And as the poem discusses the seven stages in the development of a man, right from infancy to old age, the second meaning too holds good.

Q.2. Read the extract and answer the questions:

Extract - II *(Textbook Page No. 24 and 25)*

And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

Glossary

(1)	**with good capon lined** *(phr)*	- with excess fat from careless eating habits
(2)	**saws** *(n)*	- Proverbs or maxims, sayings
(3)	**instances** *(n)*	- examples
(4)	**lean** *(adj)*	- thin
(5)	**youthful hose** *(adj)*	- closefitting leggings/ slacks / stockings.
(6)	**shank** *(n)*	- the part of the leg between the knee and ankle
(7)	**treble** *(n)*	- a high-pitched voice, (here) three times weaker than before
(8)	**eventful** *(adj)*	- marked by an interesting or exciting event
(9)	**second childishness** *(phr)*	- a return to the helpless, ignorant state of a child; second childhood
(10)	**oblivion** *(n)*	- the state of being un-aware/unconscious of one's surroundings and happenings
(11)	**sans** *(prep)*	- without

A.1. Factual Questions:

(1) How does the poet describe the Justice?

Ans. The poet says that the Justice has a round belly, well-fed with chicken. He has severe eyes and his beard has a formal cut. He uses wise sayings, proverbs and modern day examples.

(2) How does the poet compare the last stage?

Ans. The poet compares the last stage to second childishness as at this stage, man is as helpless and dependent as a child.

(3) Describe a man in his sixth age.

Ans. In his sixth age, the man shifts from middle age to old age. He wears a pantaloon and slippers. His poor eyesight now requires spectacles and his once well-fitting pants are now loose, because his legs have shrunk and become lean. His big manly voice has now transformed into a shrill child-like voice. Due to his fallen teeth, his speech appears as if he were playing upon a pipe or as if he were whistling, as the air passes through the gaps in his teeth when he speaks.

***(4) What is the major difference noticed in the 5th and 6th stage of life?**

Ans. The major difference between stages 5 and 6 is the change in physical appearance as man goes from having a belly to becoming extremely thin and he has a changed voice as well.

A.2. Interpretative/Complex/Inference Questions:

(1) Describe the fourth and fifth stage of life.

Ans. In the fourth stage, the man is a soldier, as fierce as a leopard. He loves fame and is willing to risk his life to get it. He is short – tempered and quickly gets into quarrels. He is jealous of others honor. In comparison, as a justice in the fifth stage of his life, the man displays maturity. He has turned fat, has severe eyes and a formal beard. He uses wise proverbs, sayings and modern day examples. He is not quick to judge or comment, like he did when he was a soldier.

(2) Can the last stage be joyful? Explain.

Ans. Yes, surely the last stage can be joyful by accepting change gracefully. If we enjoy every moment of our lives to the fullest and spread joy all around, we will have nothing to regret when we get old. Besides, one needs to accept that we are all puppets in the hands of God, and all we need to do is play each part of our life with utmost sincerity and zest. At the same time, one will be in a better position to accept death if one remembers that death is inevitable, so all that is born will die one day. This will help one embrace death with cheer.

(3) The last two stages are full of melancholy. What message does the poet want to convey?

Ans. The poet through the last two melancholy stages wishes to convey that change is inevitable. The same young, fierce man turns into a lean, weak old man and he in turn loses his reflexes and

senses. He reaches finally his second childhood, as he is dependent and helpless like a child, before he meets his death. The poet wishes to convey the concept of mortality of human nature.

A.3. Poetic Device Questions

(1) Identity and explain the figures of speech:

(i) with eyes severe and beard of formal cut.

Ans. Inversion, as the word order is changed. The correct word order is 'With severe eyes and beard of formal cut.'

(ii) His youthful hose, well saved, a world too wide.

Ans. Alliteration, as three words 'well, 'world' and 'wide' begin with the letter 'w' and produce the same sound for a better poetic effect.

(iii) And whistles in his sound.

Ans. Onomatopoeia, as the word 'whistles' denotes a sound, similar to the one made when a person without all his teeth tries to speak.

(iv) For his shrunk shank.

Ans. Alliteration, as the two words 'shrunk' and 'shank' begin with the same letters 'sh' and produce the same sound.

(v) Is second childishness.

Ans. Metaphor, as 'old age' is compared to 'second childhood' for a better poetic effect.

(vi) Sans teeth, sans eyes, san taste, sans everything.

Ans. Repetition, as the word 'sans' is repeated for a better poetic effect.

(2) Pick out two examples of imagery.

Ans. (i) In fair round belly.

(ii) With spectacles on nose.

(3) What message does the poem convey?

Ans. The poem conveys the message that life is transient and we are all here to play our part and depart when our role is over. There is nothing that we brought with us when we came and there is nothing that we will take with us when we leave. Hence, accepting life as it comes and playing our roles in the best possible way is the key to a contented and happy life. Besides, it also tells us that change is inevitable as that is the only constant thing and there is nothing as sure as death.

Q.3. Read the poem again and write an appreciation of the poem in a paragraph format.

Ans. **Title:** All The World's A Stage

Poet: William Shakespeare (from his play 'As you like it')

Shakespeare has compared the stages in the life of man to a role an actor would play on a theatre stage. All men and women, take an entrance as they are born and exit the stage of life as they die.

There is no rhyme scheme but the poem is in iambic pentameter.

Figures of speech:

Simile 'sighing life furnace', 'bearded like the pard';

Metaphor 'And all the men and women merely players';

Alliteration 'with a woeful ballad', 'quick in quarrel'

Personification/ Metaphor 'Even in cannon's mouth'

Inversion 'with eyes severe and beard of formal cut' add to the beauty of the poem.

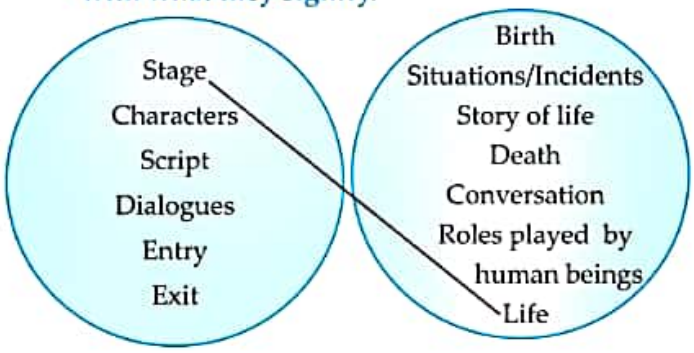
The poem is satirical and humourous in tone. Shakespeare has vividly described all the stages of man comparing him to a snail, leopard, soldier and justice, among other things. This gives a rich visual feel to the poem. The poem implies the meaning that man should not be too proud when young as he has to grow old.

My Favourite lines are 'And all the men and women merely players. They have their exits and their entrances'

I like the poem because it is a beautifully descriptive allegory that teaches us how to enjoy and appreciate every stage and moment of our lives and make the most of what we have.

ENGLISH WORKSHOP

(1) Read the words in given clouds. Match them with what they signify.



Ans. Stage – Life

Characters – Roles played by human beings

Script – Situations/Incidents
Dialogues – Conversation
Entry – Birth
Exit – Death

(2) Read the poem carefully and complete the following table.

Ages of Man	Role	Qualities / Actions
1	Infant	1. mewling 2. puking
2	School boy	1. whining 2. creeping like a snail
3	Teenager (Lover)	1. sighing like a furnace 2. writing a woeful ballad
4	Youth (Soldier)	1. jealous in honour, short tempered and quick to quarrel 2. willing to do anything to gain reputation
5	Middle age (Judge)	1. severe eyes, formal beard 2. uses wise sayings and modern examples
6	Old age	1. lean, wears loose pants and spectacles and carries a pouch 2. childish whistling voice
7	Dotage (Second Childhood)	1. second childishness 2. without teeth, eyesight and tast

(3) Write down in your own words the differences between the following stages of a man's life.

Ans. **2nd stage and 4th stage:** In the second stage, as a school boy, he carries his school bag and creeps unwillingly to school whining all the way. In contrast, as a solider, he takes strange oaths and has a beard like a leopard. He is jealous of others' successes and gets into quarrels at the drop of a hat. He is willing to put his life in danger to gain temporary reputation.

3rd stage and 5th stage: In the 3rd stage, as a lover he sighs like a furnace in separation. He writes sad poems and describes his beloved's beauty.

In the 5th stage, however, he is the justice who has a fair round belly, as he is well fed and full. He has severe eyes and his beard is formal. He uses wise sayings and gives examples to explain his points.

1st (stage) and 7th (last stage): In the first stage, the infant mewls and vomits on the nurse's arms. In the last stage, i.e. old age, he experiences second childhood. He is without proper eyesight and taste. He needs help with everything he does just like he did as an infant. Therefore, these two stages are strangely similar. It is like going back to the first stage one started from when one was born.

(4) Pick out lines that contain Imagery (a picture created in mind by using words) of the following people.

Ans.

(i) **School boy (2nd stage)** - Then the whining schoolboy, with his satchel, and shining morning face, creeping like snail unwillingly to school.

(ii) **Soldier (4th stage)** - Bearded like the pard, sudden and quick in quarrel.

(iii) **Judge (5th stage)** - In fair round belly with good capon lined, with eyes severe and beard of formal cut.

(iv) **Senior citizen (6th stage)** - Into the lean and slippered pantaloon, with spectacle on nose and pouch on side.

(5) You will notice that there is no Rhyme-scheme in the poem. It appears similar to the poem 1.1 'Where the Mind is without Fear' by Tagore.

However Tagore's poem has no steady rhythm/ meter either it is called Free Verse. Shakespeare uses lines with a steady rhythm of 5 beats in each. It is termed as Blank Verse. (No rhyme-scheme but uniformity in rhythm) Copy the lines from "And all the men and women merely players" to "sudden and quick in quarrel". Put a stress mark on each of the syllables stressed in the lines as - for example, And all the men and women merely players;

Ans. And all the men and women merely players
They have their exits and their entrances
And one man in his time plays many parts
His acts being seven ages. At first, the infant
Mewling and puking in the nurses arms
Then the whining schoolbag with his satchel
And shining morning face creeping like snail.
Unwillingly to school. And then the lover

Sighing like a furnace with a woeful ballad
Made to his mistress eyebrow. Then a soldier
Full of strange oaths and bearded like the pard
Jealous in honour sudden and quick in quarrel

(6) Think and write on your own.

(i) What is the theme/central idea of this poem?

Ans. The theme/central idea of the poem is that just like characters in a play perform their role and make an exit, in life, we must play our parts and make an exit. Our entrance and exit in this world is predetermined and we have no control over it but we can do our best with what we have control over i.e. choose to play our parts or roles well. The duration of our role is not important; what is important is the impact we leave on everyone's heart and mind while we are here by playing our parts well.

(ii) Which two stages of man described by Shakespeare sound humorous? Say why.

Ans. The fifth stage when the man is a justice and the sixth stage are humorous. Shakespeare has used vivid imagery to describe these two stages. The sight of a round-bellied justice using wise sayings and examples invokes humour. Similarly, we can actually visualize the senior citizen in loose pantaloons, spectacles on the nose and a pouch on his side. This adds humour to the otherwise serious poem.

(iii) The last (7th) stage of life sounds very sad and miserable. How can you make old age also cheerful and happy?

Ans. We can make old age cheerful and happy by living our lives to the fullest right from the time we are young. We should make sure to create enough cheerful memories when we are young, so that when we visit the older days in our minds in old age, we have a smile on our face. Moreover, knowing that death is inevitable and accepting old age with grace is the way to a happy life.

7. (A) The poem is entirely metaphorical. Pick out the comparisons from the poem.

Ans.
(a) world – stage
(b) actors – men and women
(c) birth and death – entrance and exit
(d) school boy – snail
(e) the lover's sigh – furnace
(f) spotted leopard – soldier
(g) last stage (old age) – second childhood

(B) Pick out from the poem two examples of each.

Ans.

(i) **Simile:**
(a) creeping like snail
(b) And then the lover sighing like furnace

(ii) **Onomatopoeia:**
(a) Then the whining schoolboy
(b) And whistles in his sound

(iii) **Alliteration:**
(a) His youthful hose, well saved a world too wide
(b) Made to his mistress' eyebrows

(iv) **Metaphor:**
(a) all the world's a stage
(b) And all men and women merely players

(v) **Inversion:**
(a) And one man play many parts in his time
(b) Creeping like snail, unwillingly to school

(vi) **Transferred epithet:**
(a) Made to his mistress eyebrow
(b) Into the lean and slippered pantaloon

(8) Read the summary of the play 'As You Like It' by William Shakespeare using the Internet. Find out which character has narrated the above poem and on what occasion. Also, make a list of all the characters of the play.

Ans. Students are expected to do this activity on their own.

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1.5 Joan of Arc

- George Bernard Shaw

Central Idea :

'Joan of Arc' by George Bernard Shaw is a play narrating the story of the courageous and undying spirit of a girl Joan. It outlines Joan's bold attempt to convince Captain Robert to allow her to fight the Englishmen. Throughout the play, we come across Joan's qualities that make her stand out from the ordinary soldiers. Brave and blunt, Joan's story makes for a good read as she is, what we can call, one of the earliest examples of women empowerment.

Summary :

The scene begins against the background of the Hundred Years' War between England and France. Captain Robert, the military officer is discussing about Joan, a teenage girl whom he clearly dislikes. We see the steward being all praise for Joan, who has managed to inspire the French soldiers to fight against the English. In the meanwhile, Joan enters to meet Captain Robert and narrates her plans to him. Robert threatens to put her behind the bars but she is unabashedly bold and straight forward. She informs Robert that Poulengey, Jack, Godsave, Dick and their servants, John of Honecourt and Julian will accompany her to fight the English. Robert feels that she has lost her mind because according to him, his men (soldiers) can get the job done better. Robert sends for Monsieur de Poulengey and enquires if he was taking Joan seriously. Poulengey explains that there is something about Joan, and he thinks, that it is a good idea to let Joan meet the Dauphin in Chinon, as the Dauphin is scared and wouldn't fight to stop the English. He believes that Joan herself is a bit of a miracle, who could miraculously free Orleans. However, Robert is not convinced.

He tries to scare Joan but she seems unafraid and tells him that if God is on your side nothing is difficult. Joan points out that the French soldiers would run away to save their skin but she would teach them to fight for France. Finally, Robert decides to take a risk at the insistence of Poulengey and gives Joan a chance as there is something about her that is extremely convincing.

MASTER KEY QUESTION SET - 1.5

Warming Up!

(1) Discuss in groups/ pairs and make a list of the weapons used in the old times and in the present times.

Ans.

Weapons used in the past	Weapons used nowadays
battleaxe	machine gun
catapult	cannon
crossbow	grenades
cutlass	mortars
dirk	rockets
halberd	javelin
lance	rifle
longbow	pistol
mace	carbine
pike	howitzer
sabre	
sling	
thunderbolt	
trident	
tomahawk	

(2) Imagine that you are the captain of your school Kabaddi team. Your final match is against a very strong team. Your team members are sure that you will lose. How will you boost their morale? Work in groups and prepare a short list of what can encourage the team.

Ans. Dear friends, I stand before you not just as the Captain of our most worthy team but as one amongst you. Mark Twain once remarked 'It's not the size of the dog in the fight, it's the size of the

fight in the dog' and I personally feel that is all that matters. I understand your apprehensions and know your fears. But let me tell you that as a team we are much stronger than you can ever imagine.

We have practised well, we have given our best in the previous matches and we have won. Our victory in the semi-final echoes our strength as a team. This is a prologue to a grand victory that is destined. If we put out heart and soul into our game, no opponent, no matter how strong they may be can ever defeat us. Remember even the smallest and weakest of known creatures, the ants, can do wonders when they come together. All we need to do is believe in ourselves. We have got to plan and then implement the plan. Determination in the face of adversity is the mark of a hero and we need to stay determined to achieve our goals and to prove our worth to ourselves before we prove it to others. We need to fight the inner demons called 'fear' and 'diffidence' before we actually begin the match.

I, as the Captain of our most deserving team, have utmost faith in each of you as a player. We are the best and that is the reason why we are here. Let's make our past victories our strength and failures our lessons. No team can ever defeat us if we do not allow them to do so. In the end, all I would want to say is 'No defeat is final until you quit trying.'

Thank you, team and all the best.

(3) Adding different prepositions to the same action verb changes the meaning of the phrases, thus formed. For example, call out - announce, call at – visit, call for - summon, call up - make a telephonic call, call off - cancel.

Guess the difference in meanings of the underlined phrases.

(1) (i) He promised <u>to look into</u> the matter.

Ans. to investigate

(ii) He asked me <u>to look for</u> his lost book.

Ans. to search for something

(iii) I shall <u>look forward</u> to your arrival.

Ans. to await eagerly

(2) (i) An epidemic of cholera <u>broke out</u> in the village.

Ans. begin suddenly

(ii) The thieves <u>broke into</u> the locked house.

Ans. to enter forcibly

(iii) They <u>broke up</u> their friendship.

Ans. to end

(3) (i) You must <u>carry out</u> your duty faithfully.

Ans. to do a particular task

(ii) Please <u>carry on</u> with your work.

Ans. to continue an activity or task

(iii) They <u>carried off</u> the trophy in the football matches.

Ans. to succeed in doing or achieving something; to win

(iv) <u>Carry forward</u> the remaining balance to the next page.

Ans. to transfer or move something ahead (to the next page, column, etc.)

(Reading Skills, Vocabulary and Grammar)

Q.1. Read the passage and answer the questions.

Passage - I *(Textbook Page No. 29-30)*

(The war fought between England and France from 1337 to 1453 has come to be known as the Hundred Years War. Joan was a peasant girl born in eastern France, who led the French army to several victories during this war.

This play begins at the time when all of northern France and some parts of the south-west were under foreign control. The English controlled some parts and the Burgundians controlled the others. The city of New Orleans, one of the few remaining French cities was held by the English. The year is 1429. Captain Robert de Baudricourt, a military officer is seated at the table. His steward stands facing him).

Robert : *I told you to throw the girl out. You have fifty armed soldiers and dozens of strong servants to carry out my orders. Are they afraid of her ?*

Steward : *No sir, we are afraid of you, but she puts courage in us. She really doesn't seem to be afraid of anything. Perhaps you could frighten her, sir.*

Robert : *(grimly) Perhaps, where is she now ?*

Steward : *Down in the courtyard, sir.*

(Robert goes to the window and asks the soldiers to send the girl up)

(The girl enters. She is a well-built, strong country girl of 17 to 18 years. The squire's glare neither frightens her nor stops her. She speaks confidently.)

Joan : *Good morning, captain squire. You are to give me a horse and armour and some soldiers, and send me to the Dauphin.*

Robert : *This girl is mad. Why didn't you tell me so, you blockhead ?*

Steward : *Sir, do not anger her. Give her what she wants.*

Robert : *I shall send you back to your father with orders to put you under lock and key.*

Joan : *You think you will, squire. But it won't happen that way. You said you would not see me. But here I am.*

Robert : *So, you are assuming that I'll give you what you want.*

Joan : *Yes, squire. (Continues busily) A horse will cost sixteen francs. It is a big amount of money. But I can save it on the armour. I don't need beautiful armour made to my measure. I can find a soldier's armour that will fit me well enough. I shall not want many soldiers. The Dauphin will give me all I need to free Orelans.*

Glossary

(1)	**peasant** *(n)*	- agricultural labourer of low social status
(2)	**steward** *(n)*	- a person employed to look after some one
(3)	**grimly** *(adv)*	- in a very serious, gloomy manner
(4)	**courtyard** *(n)*	- an unroofed area forming a part of a large house
(5)	**squire** *(n)*	- a person of high rank
(6)	**glare** *(n)*	- here an angry stare
(7)	**armour** *(n)*	- protective clothing of a metal or leather worn in battles by soldiers in former times
(8)	**blockhead** *(n)*	- a stupid person
(9)	**assuming** *(v)*	- to take for granted; suppose
(10)	**lock and key** *(phr.)*	- (here) to keep locked in a place to prevent from escaping
(11)	**dauphin**	- the oldest son of the king of France the one who would become the king after his father

A.1. Factual Questions:

(1) State whether the statements are true or false

(i) Steward is not afraid of Captain Robert.

(ii) The girl is confident that Captain Robert will not put her under lock and key.

(iii) The girl will save money for the horse by wearing a soldier's armour.

(iv) The mission is to attack Orleans.

Ans. (i) False (ii) True (iii) True (iv) False

A.2. Interpretative / Complex/ Inference Questions.

(1) Which two qualities of the girl does the steward point out to Captain Robert?

Ans. The steward points out to Captain Robert that the girl is unafraid and puts courage in the soldiers.

(2) Describe the girl.

Ans. The girl is a well-built, strong country girl of 17-18 years of age. She looks fearless and speaks confidently.

(3) What does the girl demand?

Ans. The girl demands a horse, an armour, some soldiers and orders (permission) to be sent to the Dauphin.

(4) Pick out lines that show the girl's confidence.

Ans. 'You think you will, squire. But it won't happen that way. You said you would not see me. But here I am' These lines show the girl's confidence.

***(5) Why had Joan wanted to meet Captain squire?**

Ans. Joan wanted to meet the Captain Squire to receive orders from him to raise a seige. She also wanted him to give her some of his soldiers, a horse and an armour, so she could go and fight against the English.

A.3. Vocabulary Questions

(1) Pick out 2 compound words from the passage.

Ans. Courtyard, Blockhead.

(2) Use the prefix 'un' to make antonyms of any 2 words from the passage.

Ans. assuming × unassuming; afraid × unafraid.

(3) Make adjective forms.

Ans. 1) need – needy 2) courage – courageous

A.4. Grammar Questions

(1) Are they afraid of her? *(Make assertive)*

Ans. I wonder whether they are afraid of her.

(2) She really doesn't seem to be afraid of anything. *(Remove negative)*

Ans. She hardly seems to be afraid of anything.

(3) She speaks <u>confidently</u>. *(Rewrite using noun form of the underlined word)*

Ans. She speaks with <u>confidence</u>.

(4) Why didn't you tell me so? *(End with-by you)*

Ans. Why was I not told so by you?

(5) It is a big amount of money. *(Rewrite as an exclamatory sentence)*

Ans. What a big amount of money it is!

(6) I shall not want many soldiers. *(Remove negative)*

Ans. I shall want only a few soldiers.

A.5. Personal Response Questions

(1) What kind of person is Captain Robert according to you?

Ans. According to me, Captain Robert is a person, who prefers to follow the old tried and tested

methods of war. He underestimates the strength and intelligence of the girl and carries some prejudices. But at the same time, he comes across as one who doesn't mind, giving the girl a chance to prove herself, while he maintains his firmness.

Q.2. Read the passage and answer the questions.

Passage - II *(Textbook Page No. 30 and 31)*

Robert : *(shocked) To free Orleans !*

Joan : *(simply) Yes, squire. Three men will be enough for you to send with me. Polly and Jack have promised to come with me.*

Robert : *You mean Monsieur de Poulengey ?*

Joan : *Yes, Squire Jack will come willingly. He is a very kind gentleman, and gives me money to give to the poor. I think John Godsave will come, and Dick the Archer, and their servants, John of Honecourt and Julian. There will be no trouble for you, squire. I have arranged it all. You have only to give the order.*

Robert : *(to the steward) Is this true about Monsieur de Poulengey ?*

Steward : *(Eagerly) Yes, sir, and about Monesieur de Metz too. They both want to go with her.*

Robert : *(goes to the window, and shouts into the court-yard) Send Monsieur de Poulengey to me, will you ? (He turns to Joan) Get out and wait in the yard.*

Joan : *(smiling brightly at him) Right, squire. (She goes out).*

Robert : *(To the steward) Go with her. Stay within call and keep your eye on her. I shall have her up here again.*

(The steward retreats hastily. Bertrand de Poulengey, a French guard, enters, salutes and stands waiting.)

Robert : *She says you, Jack and Dick have offered to go with her. What for ? Do you take her crazy idea of going to the Dauphin seriously ?*

Poulengey : *(Slowly) There is something about her. It may be worth trying.*

Robert : *Oh, come on Polly ! You must be out of your mind !*

Poulengey : *(Unmoved) What is wrong with it ? The Dauphin is in Chinon, like a rat in a corner, except that he won't fight. The English will take Orleans. He'll not be able to stop them.*

Glossary

(1) **Chinon** - one of the cities in France where Royal family resided. During the Hundred Years War, the Dauphin took refuge in Chinon.

(2) **monsieur** *(n)* - French word for Mr.

(3) **unmoved** *(adj.)* - not affected by emotion or excitement

(4) **to be within call** *(phr.)* - near enough to be called

(5) **to keep an eye on someone** *(phr.)* - to keep a watch or to carefully observe someone

(6) **retreats hastily** - moves away in a hurry

A.1. Factual Questions:

(1) Who am I?

(i) He is a very kind gentleman (Who?)

(ii) They both want to go with her (About Whom?)

(iii) There is something about her (About Whom?)

(iv) He'll not be able to stop them (Who?)

Ans. (i) Squire Jack (ii) Monsieur de Poulengey and Monsieur de Metz (iii) Joan (iv) The Dauphin

(2) Answer the following questions :

(i) Name the persons who Joan needed to free Orleans.

Ans. Joan needed Monsieur de Poulengey, Squire Jack, John Godsave, Dick the Archer, their servants John of Honecourt and Julian, to free Orleans.

***(3) Was the Dauphin fit to be a prince and a heir?**

Ans. No, the Dauphin was not fit to be a Prince and a heir.

A.2. Interpretative / Complex / Inference Question

(1) What arrangement had the girl made?

Ans. The girl had made arrangements for the men to accompany her to fight the foreigners.

(2) Whom does the girl plan to take along with her?

Ans. The girl plans to take Monsieur de Poulengey Squire Jack, John Godsave, Dick the Archer and their servants, John of Honecourt and Julian with her.

(3) Why does Poulengey want to go with the girl?

Ans. Poulengey feels that there is something about the girl and it is worth giving it a try. He knows very well that the Dauphin won't fight despite being in Chinon. So the English will easily take Orleans and the Dauphin will not be able to stop them. So, he wants to go with the girl to free Orleans.

A.3. Vocabulary Questions

(1) Add the suffix 'ness' to two words from the passage to make their noun forms.

Ans. 1) firm – firmness 2) crazy – craziness

(2) Pick out a phrase that means "to be out of one's senses".

Ans. to be out of one's mind.

(3) Frame a sentence of your own using the phrase to keep an eye on someone

Ans. The cat kept an eye on the playful rat.

(4) Make verb forms

Ans. (1) able – enable (2) poor – impoverish

A.4. Grammar Questions

(1) I have arranged it all *(Rewrite using modal auxiliary of conjecture)*

Ans. I must have arranged it all.

(2) Get out and wait in the yard
(Add a question tag)

Ans. Get out and wait in the yard, will you?

(3) The steward retreats ..... haste *(Fill in an appropriate preposition)*

Ans. in

(4) Robert : Do you take her crazy idea of going to the Dauphin seriously?
Poulengey: There is something about her. It may be worth trying.
(Write in indirect speech)

Ans. Robert asked Poulengey if he took her crazy idea of going to the Dauphin seriously. Poulengey replied in the affirmative saying that there was something about her and it might be worth trying.

(5) You only have to give the order. *(Pick out the non-finite verb and state its kind)*

Ans. to give – infinitive

A.5. Personal Response Questions

(1) How important is it for a soldier to stay courageous in the face of a challenging situation? Elaborate.

Ans. It is extremely important for a soldier to stay courageous even in the face of challenging situations as he has the responsibility of setting an example for his men and being an inspiration to them. If he loses courage, then his fellow soldiers, who anchor upon him, would also get frightened and lose focus of the mission.

Q.3. Read the passage and answer the question.

Passage - III *(Textbook Page No. 31 and 32)*

Robert : *He beat the English the year before last at Montargis. I was with him.*

Poulengey : *But this men are cowed and now and he can't work miracles. And I tell you that nothing can save our side now but a miracle.*

Robert : *Miracles are all right, Polly. The only difficulty about them is that they don't happen nowadays.*

Poulengey : *I used to think so. I'm not so sure now. There is something about her. I think the girl herself is a bit of a miracle. Anyhow, this is our last chance. Let's see what she can do.*

Robert : *(wavering) You really think that ?*

Poulengey : *(Turning) Is there anything else left for us to think? Let's take a chance. Her words have put fire into me.*

Robert : *(giving up) Whew ! You're as mad as she is.*

Poulengey : *(Obstinately) We want a few mad people now. See where the same ones have landed us !*

Robert : *I feel like a fool. Still, if you feel sure... ?*

Poulengey : *I feel sure enough to take her to Chinon unless you stop me.*

Robert : *Do you think I ought to have another talk with her ?*

Poulengey : *(Going to the window) Yes ! Joan, Come up. (Joan enters)*

Poulengey : *(gravely) Be seated, Joan.*

Robert : *What is your name ?*

Joan : *They always called Jenny in Lorraine. Here in France, I am Joan. The soldiers call me the Maid.*

Robert : *How old are you ?*

Joan : *Seventeen, so they tell me. It might be nineteen. I don't remember.*

Robert : *I suppose you think raising a siege is as easy as chasing a cow out of a meadow. You think soldiering is anybody's job ?*

Joan : *I don't think it can be very difficult if God is on your side.*

Glossary

(1)	**cowed** *(adj)*	- frightened
(2)	**wavering** *(adj)*	- becoming weaker (here in his opinion about Joan)
(3)	**whew** *(int.)*	- expression of being tired.
(4)	**obstinately** *(adv.)*	- firmly or stubbornly.
(5)	**gravely** *(adv.)*	- in a serious manner
(6)	**to put fire into someone** *(phr.)*	- to inspire someone/to motivate someone
(7)	**siege** *(n)*	- military operations in which enemy force surround a town/building
(8)	**meadow** *(n)*	- grassland, field
(9)	**raising a seig** *(phr.)*	- surround from all sides and attack removing the forces surrounding a place.

A.1. Factual Questions:

(1) Complete the sentence with phrases/words from the passage.

(i) ..... will not be able to stop the English

(ii) The girl herself is a bit of a .....

(iii) Poulengey was sure about taking the girl to .....

(iv) In Lorraine, Joan was called .....

Ans. (i) The Dauphin, (ii) miracle (iii) Chinon, (iv) Jenny

***(2) What was the Squire's opinion about miracles?**

Ans. The squire felt that miracles were all right but they were not happening in those days.

***(3) What did Robert accuse Poulengey of?**

Ans. Robert accused Poulengey of being as mad as Joan.

A.2. Interpretative / Complex / Inference / Questions

(1) What does Captain Robert speak in favour of the Dauphin?

Ans. Captain Robert says that the Dauphin had beaten the English the year before last at Montargis and he was with him.

(2) Why, according to Poulengey, should they support Joan?

Ans. According to Poulengey, they should support Joan because all their earlier attempts have already failed and landed them into a problem. Joan on the other hand, was like a miracle breathing fire into all. So he felt that there was nothing wrong in supporting or trying out her ideas.

(3) How does Robert try to dissuade Joan?

Ans. Robert tries to dissuade Joan by telling her that raising a siege isn't as easy as chasing a cow in a meadow. He also adds that soldering is not everyone's cup of tea.

***(4) What shows Joan is a person of immense faith?**

Ans. Joan believed that if God was on their side, they could easily fight their enemies and drive them away. This shows her immense faith in God. Moreover, we also get an evidence of her immense faith in herself, when she confidently declares that she would inspire the soliders to fight for France and there would not be a single English solider on the soil of France.

A.3. Vocabulary Questions

(1) Pick out a pair of antonyms from the passage

Ans. easy × difficult

(2) Make a word register of 'Places'

Ans. Word register of Places :
Chinon, Orleans, Lorraine, France.

A.4. Grammar Questions

(1) You're as mad as she is. *(Rewrite using 'than')*

Ans. She is not madder than you are./ You're not madder than she is.

(2) Let's take a chance. *(add a question tag)*

Ans. Let's take a chance, shall we?

(3) Let's take a chance. *(End with—by us)*

Ans. Let a chance be taken by us.

(4) Let's see what she can do. *(Pick out the subordinate clause and state its kind)*

Ans. Let's see – Main clause
what she can do ---- subordinate Noun clause.

(5) I used to think so *(State what the underlined modal auxiliary expresses)*

Ans. used to – Past habitual action

A.5. Personal Response Questions

(1) "I don't think it can be very difficult if God is on your side". Explain Joan's character with respect to the given line.

Ans. The line : I don't think it can be very difficult if God is on our side tells us that Joan isn't scared as she has no doubt that God is on her side. She knows that no matter how hard the victory seems if one has firm faith in God and has adopted the correct path, no one can stop miracles from happening. The line goes to show her unwavering faith in God and the strength that she derive from it. Makes her appear like a miracle to everybody.

Q.4. Read the passage and answer the questions.

Passage - IV *(Textbook Page No. 32 and 33)*

Robert : *(Grimly) Have you ever seen English soldiers fighting? Have you ever seen them plundering, burning, turning the countryside into a desert? Have you heard no tales of their prince who is the devil himself, or of the English king's father?*

Joan : *You do not understand, squire. Our soldiers are always beaten because they are fighting only to save their skins and the shortest way to save your skin is to run away. But I will teach them all to fight for France. Then, they will drive the soldiers before them like sheep. You and Polly will live to see the day when there will not be a single English soldier on the soil of France.*

Robert : *(To Poulengey) This may all be nonsense, Polly. But the troops might just be inspired by it though nothing that we say seems to put any fire into them. Even the Dauphin might believe it. And if she can put some fight into him, she can put it into anybody.*

Robert : *(Turning to Joan) Now, you listen to me and don't cut in before I have time to think. Your orders are that you are to go to Chinon under the escort of this gentleman and three of his friends.*

Joan : *(Radiant, clasping her hands) Oh, thank you, squire !*

Poulengey : *How is she to get into the royal presence?*

Robert : *I don't know. How did she get into my presence? I will send her to Chinon and she can say I sent her. Then, let come what may. I can do no more.*

Joan : *And the dress ? I may have a soldier's dress, squire?*

Robert : *Take what you please. I wash my hands off it.*

Joan : *(Wildly excited by her success) Come, Polly. (She dashes out.)*

Robert : *(Shaking Poulengey's hand) Goodbye, old man, I am taking a big chance. Few other men would have done it. But as you say, there is something about her.*

Poulengey : *Yes, there is something about her. Goodbye.*

Glossary

(1) **grimly** *(adv.)* - in a serious manner
(2) **plundering** *(v)* - steal goods using force in times of war
(3) **troops** *(n)* - soldiers or armed forces
(4) **escort** *(n) (here)* - guarded and accompanied by
(5) **radiant** *(adj)* - glowing brightly
(6) **clasp** *(v)* - grasp tightly with one's hand
(7) **To save ones skin** *(phr)* - to save oneself from something dangerous or unpleasant
(8) **to cut in** *(v)* - to interrupt
(9) **to wash one's hands off something** *(v)* - not take any responsibility for it
(10) **to dash out** *(v)* - to leave the place in a hurry
(11) **let come what may** *(phr)* - let anything happen.

A.1. Factual Questions

(1) Complete the sentences.

(i) The French soldiers were always beaten because .....

(ii) Robert ordered Joan to .....

(iii) Robert felt that few other men would have done It but .....

(iv) According to Robert, nothing that they say seem to .....

Ans. (i) they fought to save their skins.
(ii) go to Chinon under escort of that men and three of his friends.
(iii) there was something about her / Joan.
(iv) put fire into the soldiers.

***(2) What dress did Joan want?**

Ans. Joan wanted a soldier's dress.

A.2. Interpretative / Complex / Inference / Questions

(1) What do the English soldiers do?

Ans. The English soldiers plunder, burn and turn the countryside into desert.

***(2) Why were the French soldiers always beaten? How would she make a difference?**

Ans. According to Joan, the French soldiers were always beaten because they fought for themselves and ran away to save themselves. She would make a difference by teaching them to fight for France then they would be successful.

(3) Did Captain Robert give his whole-hearted consent?
Which lines tell us this?

Ans. No, although Captain Robert gave his consent, it wasn't whole-hearted as he wasn't very convinced about the matter. The lines that tell us this are:

- "This may all be nonsense, Polly".
- "I wash my hands off it".
- "Few other men would have done it".

***(4) What made Robert finally agree to the plan?**

Ans. Robert felt that there was something about Joan that made him believe in her. He felt that he could take a chance and send her to free Orleans. This made him finally agree to the plan.

A.3. Vocabulary Questions.

(1) Complete the table.

Ans.

Noun	Adjective	Adverb	Verb
radiance	radiant	radiantly	radiate
belief	believable	believably	believe
success	successful	successfully	succeed
grimness	grim	grimly	grimace

(2) Fill in the blanks with appropriate phrases from those given in the bracket.
(to cut into, wash one's hand off something, to dash out)

(i) Once you undertake a task you cannot ..... it before you have completed it.

(ii) As soon as the mother heard the baby cry, she ..... of the room.

(iii) It is not good etiquette to ..... a conversation.

Ans. (i) wash your hands off (ii) dashed out (iii) cut into

A.4. Grammar Questions

(1) I don't know *(Rewrite beginning with - It is .....)*

Ans. It is not known to me.

(2) But the <u>troops</u> might just be inspired. *(Identify the word class of the underlined word)*

Ans. troops – Collective noun.

(3) I will teach them all to fight for France.
(Rewrite in future continuous tense)

Ans. I will be teaching them all to fight for France.

(4) There is something about her *(Add a question tag)*

Ans. There is something about her, isn't there?

(5) You and Polly will live to see the day when there will not be a single English soldier on the soil of France. *(Pick out the subordinate clause and state its kind)*

Ans. You and Polly will live to see the day - Main clause.

When there will not be a single English soldier on the soil of France – Subordinate Adjective Clause.

A.5. Personal Response Questions

(1) Do you agree with Robert and Poulengey that there is something about Joan? What is it? Elaborate.

Ans. Yes, I completely agree with Robert and Poulengey that there is something about Joan. Her passion to get Orleans free from the clutches of the English no matter what, impresses us the most. She has a fire in her to see her land free which motivates others through her talks. She is not only driven by patriotic feelings for her motherland herself but inspires patriotism in others as well, a quality which is lacking in others.

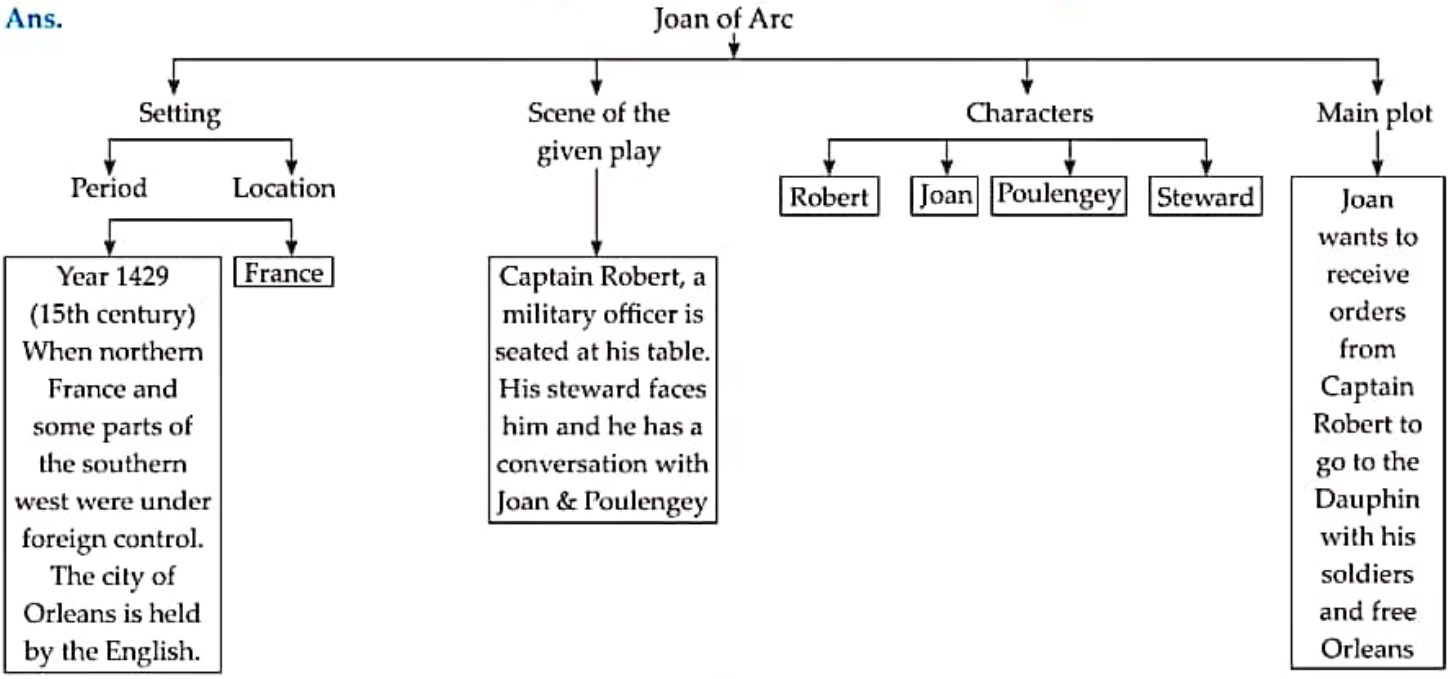
(2) Which personality trait of Joan do you come across on reading the text?

Ans. On reading the text, we learn that, Joan is a young teenager who would prefer to die fighting for the love of her motherland than giving up. She is extremely patriotic and puts her country before herself. She is able to breathe fire into others through her talks. Besides, she is well – organised and has a plan ready to achieve what she wants. We also see her as a fearless girl who is unstoppable when it comes to achieving what she wants. In all, Joan is a true patriot with an undying passion to serve her beloved country.

ENGLISH WORKSHOP

(1) Read the extract from G. B. Shaw's play on Joan of Arc and fill in the Tree diagram.

Ans.



(2) Pick out from the extract of the play two lines that provide evidence for each of the following

Ans. Joan of Arc

(i)	**Her confidence:**	(1) She speaks confidently (2) They will drive the soldiers before them like sheep
(ii)	**Her courage:**	(1) She really doesn't seem to be afraid of anything (2) The Squire's glare neither frightens her nor stops her.
(iii)	**Her optimism:**	(1) Her words have put fire into me (2) You and Polly will live to see the day when there will not be a single soldier on the soil of France. (3) I don't think it can be very difficult if God is on your side
(iv)	**Her determination:**	(1) I have arranged it all. You have only to give the order

		(2) I will teach them all fight for France
(v)	**Her patriotism:**	(1) But I will teach them all to fight for France (2) You and Polly will live to see the day when there will not be a single English Solider on the soil of France.

(3) From the extract, find what the following are compared to and why so?

Ans. (i) as easy as - Robert says that raising a siege is not as easy as chasing a cow out of a meadow because the English Soldiers were so cruel that they would plunder, burn, turn the countryside into a desert.

(ii) as mad as - Robert says that Poulengey is as mad as Joan because Poulengey believes that Joan could free Orleans and that they should give her a chance.

(iii) The Dauphin in Chinon is like a rat in a corner because although he is there he won't fight and will not be able to stop the English from taking Orleans.

(iv) The (enemy) soldiers will be driven away like-sheep because Joan would teach the French soldiers to fight bravely for France. Their determination and courage will drive out the enemy like sheep.

(v) Joan of Arc is a bit of a miracle because Joan has been able to convince Poulengey that she can free Orleans miraculously with her plan. She has motivated him not to give up and fight the English soldiers.

(4) Say WHY? Write it in your notebook.

Ans. (i) Joan wanted to meet Captain Squire to get orders from him to raise a seige. She wanted him to order some of his soldiers to accompany her in the battle and also give her an armour and a horse.

(ii) Joan did not ask for many soldiers from Captain Squire, as the Dauphin would give her all that she needed to free Orleans.

(iii) Poulengey, Jack and Dick had offered to accompany Joan, because they felt that only a miracle could save Orleans and there was something about Joan that had inspired them to at least give her plan a try.

(iv) French soldiers were always beaten in war, because they fought to save themselves and not for France. As a result, to save themselves they would run away.

(v) Captain Squire Robert said," I wash my hands off it", because he was not really convinced that Joan could free Orleans. Secondly the most he could do was to send Joan to Chinon and let her say that he had sent her. He wanted to get rid of Joan so that she could do what she liked at her own risk.

(5) Using a dictionary, find the difference between the following pairs of phrases. Make sentences of your own with each of them.

Ans.

	Phrases	Meaning	Sentences
(1)	cut in	Interrupt	I was talking to the teacher, when Ajit, as usual cut in.
	cut out	To stop working suddenly (of a machine) to be suitable for	The car's engine suddenly cut out in the middle of the road. She is cut out for the role of a queen.
(2)	be held by	Conducted	The meeting was held by the Principal
	be held up	Delayed	I was held up by heavy traffic due to a procession.
(3)	run away	To escape from a place	She decided to run away from the kingdom to save her son.
	run for	To run towards a place for shelter or safety To stand for elections	The tourist ran for shelter when it started raining He is running for the Chief Minister's post

(4)	be known as	Give someone or something a particular name or title, be famous	Salim Ali, an Indian ornithologist is also known as the 'Birdman of India'
	be known for	To be famous for something	She is known for her impressive oratory skills.
(5)	go with	Give one's consent or agreement to	Let's go with our new plan
	go after	To try to follow or chase someone	You should go after her to find out if she's hurt.
(6)	put fire into	To inspire, to add thrill and enthusiasm	Gandhiji put fire into Indians through his speeches.
	put fire out	To extinguish fire	They called the fire brigade to put the fire out.

(6) From an Indian History Book or Internet find out information about Indian Women (queens) who led battles. Write 3 points of similarity and 3 points of contrast between any one of the above Indian Queens and Joan of Arc. Write in your own words.

Ans. Similarities

(1) Rani Laxmibai and Joan of arc, both are symbols of bravery, patriotism and honour.

(2) Both were excellent at horse riding.

(3) Rani Laxmibai led the Indian Rebellion of 1857 and was a symbol of resistance to the rule of the British East India Company in the subcontinent. Joan of Arc led a troop of French soldiers and served as a temporary focus of resistance to the English in the last phase of the Hundred Years War with England.

Contrast:

(1) Rani Laxmibai was the queen of the Princely state of Jhansi.
Joan of Arc was born in a peasant family.

(2) Rani Laxmibai learned shooting, horsemanship and fencing while Joan of Arc was good at sewing and spinning.

(3) Rani Laxmibai died while fighting the British troops near Gwalior. Joan of Arc was captured and burned at the stake as a heretic by the English and their French Collaborators.

7 (A) Make the following sentences affirmative without change of meaning.

(i) Negative: I am not so sure, now.

Ans. Affirmative: I am unsure now.

(ii) Negative: He will not be able to stop them.

Ans. Affirmative: He will be unable to stop them.

(iii) Negative: I don't remember.

Ans. Affirmative: I fail to remember. / I forget.

(iv) Negative: I can do no more

Ans. Affirmative: I can do only this much.

(v) Negative: Sir, do not anger her

Ans. Affirmative: Sir, refrain from making her angry

(vi) Negative: I shall not want many soldiers

Ans. Affirmative: I shall want few soldiers.

(B) Fill in the gaps in the table.

Ans. WORD FORMS

	Noun	Verb	Adjective	Adverb
(1)	success	succeed	successful	successfully
(2)	inspiration	inspire	inspirational	inspirationally
(3)	safety	save	safe	safely
(4)	harm	harm	harmful	harmfully
(5)	thought	think	thoughtful	thoughtfully
(6)	brightness	brighten	bright	brightly
(7)	courage	encourage	courageous	courageously
(8)	haste	haste	hasty	hastily

WRITING SKILLS

(8) Using the points in Q 2 frame a character-sketch of Joan of Arc, in your own words and write it in your notebook. Suggest an attractive title for the same.

Ans. **'Joan-The Miracle Girl'**

Joan of Arc is a simple peasant girl who is an example of courage, grit and determination. Her belief, in God and herself is her greatest strength. We see her patriotism in the way she convinces Captain Robert to give her orders to raise a seige. Her courage is so contagious that others like Poulengey, Squire Jack and Dick willingly offer to join her in the battle. She is straight forward and truthful. Filled with optimism, she believes that when God is on their side nothing

can beat them. She is not scared of putting forth her views and is loyal to France. She is foresighted and a good planner. She understands the weakness of the French soldiers and is willing to teach them. Joan is a model of what a true patriot can do for his beloved motherland. She is quick at inspiring others through her words. She is so determined to free Orleans that the otherwise stubborn Captain Robert, who is initially not convinced, also agrees to let her join the battle. She has a spark in her that makes others believe that she can not only work miracles for France but she herself is a bit of a miracle.

(9) Read the script from:-

Joan (Girl) : Good morning Captain squire .....
up to

Joan : (simply) .....
Polly and Jack have promised to come with me.

Write a summary of that part of the script (in the indirect speech) in 15 to 20 lines. Do it in your notebook.

Ans. Summary:

Joan greeted Captain Squire and told him that he was to give her a horse, an armour and some soldiers and send her to The Dauphin. Captain Robert rebuked the steward, calling him a blockhead and asked him why he had not told him that Joan was mad. The steward told Captain Robert not to anger her, and give her what she wanted. Captain Robert threatened Joan that he would send her back to her father and order him to put her under lock and key. However, Joan retorted saying that although he thought that he would do that it wouldn't happen that way. She reminded him, that he had said that he would not see her, but there she was. Captain Robert asked her if she assumed that he would give her what she wanted. Replying in the affirmative, Joan continued busily that the horse would cost sixteen Francs which was a big amount of money, but added that she could save it on the armour. She clarified that she didn't need a beautiful armour made to her measure and that she could find a soldiers armour that would fit her well enough. She also said that she would not want many soldiers as The Dauphin would give her all that she needed to free Orleans. Joan also informed the Captain that Polly and Jack had promised to go with her.

1.6 Alchemy of Nature

- Raksha Bharadia

Central Idea :

The lesson 'Alchemy of Nature' speaks about the power of everyday elements of nature to transform our lives by giving us the most valuable lessons of life. Besides giving pleasure, nature has lessons for life and it is upto us what we learn from it and how we implement these lessons. If we do, learn and implement these lessons, we experience the 'Alchemy of Nature'.

Summary :

The author begins with four lines from William Blake's poem. The stanza tell us that if we can see the secret learning hidden in simple everyday things in nature, we can transform the world. It suggests that good deeds surpass the limits of time and space. Nature has the power to soothe us, nourish us, relax us and enhance our well-being and therefore it is no surprise that we turn to nature to rejuvenate our being. The hibiscus plant that blooms and withers away in just a day, spreads the message of living life to the fullest, irrespective of the duration of one's life. The water that is very gentle is able to carve and sculpt the hard rocks by the seashore with its perseverance. So if we too are consistent and perseverant, we will be able to achieve our goals. The tiny blades of grass peeping through the cracks in the concrete pavement give us the message that no matter how impossible things may appear, there is always an opening. The tree that is bare of all leaves in the winter months, once again bears flower, fruits and leaves in spring; which means that no matter how difficult things seem today, they won't remain so forever. The fly being lugged by ants show their teamwork, organization and perseverance. Similarly the spider's web is an indicator that delicate structures are not a sign of weakness. The rainbow, the water, the clouds and the wind all have the power to touch us through the lessons they carry.

And when we see the caterpillar turning into a butterfly or a flower turn into fruit, we experience the magical transforming power of nature. It touches us and in turn our life gets transformed in the most positive way.

MASTER KEY QUESTION SET - 1.6

Warming Up!

(1) Rearrange the good qualities in each set, so that the first letter of each of the words should make a meaningful word. Join the sets and get message.

Ans. **Set 1**

Neat / Adaptable / Tolerant / Understanding / Resourceful / Encouraging

The word is – Nature

Set 2

Inspiring / Selfless

The word is – Is

Set 3

Modest / Youthful

The word is –My

Set 4

Trustworthy / Empathetic / Affectionate / Compassionate / Honest / Earnest / Reliable

The word is - Teacher

The message is Nature is my teacher

(2) Various aspects of Nature have special features that make them differ from one another.

For example, Birds : appearance, shape, colour, size, food habits, habitat, sound, etc.

- Write such special features of each of the following.

Ans.

Land	Topography	Fertility	Location
Water	Salinity	Temperature	Taste
Trees	Size	Foliage	Shape
Animals	Appearance	Food habits	Habitat
Insects	Appearance	Life Cycle	Physical Structure

***(3) Make a list of living creatures in alphabetical order. You can write more than one beginning with the same letter.**

A – Ant	H – Horse	O – Owl	V – Vulture
B – Bat	I – Iguana	P – Parrot	W – Walrus
C – Cheetah	J – Jackal	Q – Quail	X – X-Ray Tetra
D – Dingo	K – Kangaroo	R – Rhinoceros	Y – Yak
E – Elephant	L – Lion	S – Squirrel	Z – Zebra
F – Frog	M – Monkey	T – Tiger	
G – Giraffe	N – Nightingale	U – Umbrella bird	

Reading skills, Vocabulary and Grammar

Q.1. Read the passage and answer the questions given below.

Passage I *(Textbook Page No. 38 and 39)*

To see a world in a grain of sand
And a heaven in a wild flower,
Hold infinity in the palm of your hand
And eternity in an hour

- William Blake

Something, as tiny as a grain of sand, can spark off an idea or imagination of a huge significance to the world. One can witness and experience the beauty of Heaven in something as small as wild flower and derive joy forever. Only one should have the eyes and time to see it. Infinity is endless space; but your small palm can hold the destiny of earth through your efforts Eternity is endless time; but just an hour in your life can make a difference to the world forever.

(Great deeds can surpass the limits of time and space. They never die.)

We instinctively turn to outdoor activities and nature as a way of relaxing and enhancing our wellbeing. Nature soothes and nurtures. Nature fulfils and motivates. Nature whispers and commands.

Are you listening?

When I do, it leaves me in complete awe.

We have a hibiscus plant in our garden. Every fortnight a flower blooms on it - big, bright and tender. Through the day it smiles with the sun and dances with the wind, but as evening approaches, it starts wilting. The morning after, it withers completely and by evening it falls and becomes one with the earth again. The flower comes to life only for a day, yet it does so in full splendour. What if we too lived our life, however short, to its fullest?

We went to a rocky beach and saw the spread of the majestic ocean and the rocks alongside, carved, sculpted and shaped by the water. Water is so gentle, rock so hard, yet, as the water flows over it every day, for years, the rock gives in. It takes the shape that the water commands. Our problems are so colossal and we are so small, yet if we persist...

Glossary

(1) **infinity** *(n)* - endlessness
(2) **eternity** *(n)* - unending time
(3) **instinctively** *(adv.)* - by natural instinct
(4) **enhancing** - enriching
(5) **soothes** *(v)* - calm
(6) **awe** *(n)* - great wonder and amazement
(7) **wilting** *(v)* - to dry and drop
(8) **withers** *(v)* - dries and dies
(9) **splendour** – *(n)* - magnificent appearance
(10) **majestic** *(n)* - having or showing impressive beauty
(11) **colossal** *(n)* - huge and massive
(12) **persist** *(v)* - to continue in spite of difficulty or opposition

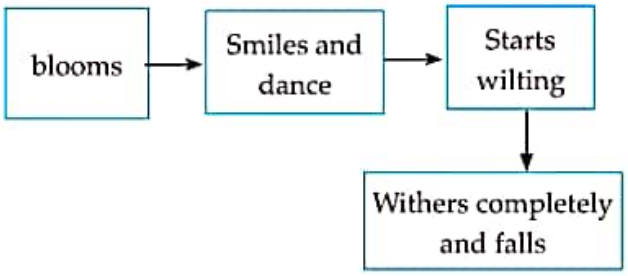
A.1. Factual Questions

***(1) Fill in the web.**

Ans.

(2) Go through the extract and complete the flow chart that highlights the life of a 'hibiscus' flower.

Ans.



A.2. Interpretative / Complex / Inference Questions:

(1) Explain the line – 'Nature whispers and commands.

Ans. Nature whispers to us, to heed its advice, pick lessons from it and grow and when we do not pay attention and turn a deaf ear, it commands that it be obeyed. Coolness around us is due to trees in nature is a whisper the need for more greenery.

When we don't protect their, it commands in the form of rising temperatures and global warming which ultimately harms and destroys.

(2) What smiles with the sun and dances with the wind?

Ans. The hibiscus flower smiles with the sun and dances with the wind.

(3) What lesson do we learn from the hibiscus plant?

Ans. We learn from the hibiscus plant to live our life to the fullest. The duration of life is not as important as the quality of life. If we live each moment of our lives to the fullest spreading beauty all around us, we will live well.

(4) What kind of rock did the author find on the beach?

Ans. On the beach, the author found rocks that were carved, sculpted and shaped by the water.

(5) The rock is hard. Is it dominating? Give reason for your answer.

Ans. The rock is hard but it is not dominating. It gives in and takes the shape that water commands. The hardness can represent initial stubbornness

***(6) How does the hibiscus flower make the most of its short life span?**

Ans. The hibiscus flower smiles with the sun and dances with the wind and by next evening it dries and falls off. Although it comes to life only for a day it spreads beauty and joy and does so in full splendour. Hence it makes the most of its short life span.

***(7) Who is stronger-water or rocks? Justify your response.**

Ans. The water is stronger than the rocks because by persistently flowing over the rocks everyday, it is able to carve, sculpt and shape the rocks as it desires.

***(8) What roles does nature play in our lives?**

Ans. Nature relaxes us and enhances our well being. It soothes and nurtures us as well as fulfills and motivates us. It also whispers and commands.

(9) Complete by filling in the role play by these elements of nature.

(i) Rain of sand - Spark of an idea or imagination of huge significance to the world.

(ii) Wild flower - make us experience/withers heaven

(iii) Explain - hold infinity in the palm of your hand and eternity in an hour.

Ans. Infinity is endless space but our small palm can hold the destiny of earth through our efforts. Eternity is endless time; but just an hour in our life can make a difference to the world forever. In short, great deeds can surpass the limits of time and space. They never die.

A.3. Vocabulary Questions

(1) Make a word wall of 'Nature'

Ans.

NATURE

Hibiscus plant | Ocean | Water | Rock

Beach | Flower | Wind | Garden

(2) Match the collocations

A	B
(1) Ocean	(a) hibiscus
(2) Beach	(b) outdoor
(3) Plant	(c) rocky
(4) Activities	(d) majestic

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

(3) Give antonyms

(i) die × live (ii) tiny × huge

(iii) bright × dull (iv) bloom × wilt

A.4. Grammar Questions

(1) Nature soothes and nurtures. *(Rewrite using Not only....but also)*

Ans. Nature not only soothes but also nurtures.

(2) We have a hibiscus plant in our garden. *(Choose the correct question tag)*

(1) haven't we? (2) don't we? (3) didn't we?

Ans. don't we?

(3) We went to a rocky beach. *(Rewrite in future continuous tense)*

Ans. We will be going to a rocky beach.

(4) The flower comes to life only for a day. *(Rewrite making it negative)*

Ans. The flower does not come to life for more than a day.

(5) It leaves me in complete awe. *(Rewrite ending with.....by it)*

Ans. I am left in complete awe by it.

(6) Infinity is endless space. *(Add a question tag)*

Ans. Infinity is endless space, isn't it?

(7) Gread deeds can surpass the limits of time and space. *(End with ..... by great deeds)*

Ans. The limits of time and space can be surpassed by great deeds.

(8) They never die. *(make affirmative)*

Ans. They always live.

(9) The flower comes to life only for a day. *(use the verb form of the word underlined and rewrite the sentence)*

Ans. The flower lives only for a day.

A.5. Personal Response Questions

***(1) Why does the writer begin by quoting the lines from William Blake's poem (Auguries of Innocence)?**

Ans. The writer begins by quoting the lines from William Blake's poem 'Auguries of Innocence' to set the mood for the message that follows in the lesson. She wishes to convey that we can find a whole lot of meaning and revelation in the smallest of things in Nature. Nature is ready to teach only if we are willing to learn.

(2) Do you think nature can help spark off an idea or imagination of a huge significance to the world? Justify with an example.

Ans. Yes, I do think that nature can help spark off an idea or imagination of huge significance to the world. the law of gravitation is a gift to mankind by Newton who saw an apple falling down and asked why?

Q.2. Read the passage and answer the questions.

Passage II *(Textbook Page No. 39)*

We saw small bits of grass peeping through the small cracks in a concrete pavement. It left us thinking: however impossible things may look, there is always an opening...

We saw a tree bare of all leaves in the cold winter months. We thought its chapter was over. But three months passed, spring set in and the tree was back to its green majesty once again, full of leaves, flowers, birds and life. What if we too had the conviction that, however difficult things are right now, it will not remain so for ever. Remember, this too shall pass.

We saw an army of ants lugging a fly which was at least ten times the ant's size. The ants organized themselves around the fly, lifted it on frail feelers and carried it to quite a distance. Their teamwork and perseverance were impressive. What if we too are consistent, organized, focused...Spider webs are delicate, yet very strong. A rainbow colours the entire sky. Oysters take in a grain of sand they open up with a pearl. Innumerable stars shine across the infinite sky. Clouds take new shapes with every passing moment. The wind makes trees dance with unhindered passion. Water, without hint of ego, changes its form according to the dictates of the sun and the wind. When we see a caterpillar turn into a butterfly, a flower turn into a fruit, we experience the alchemy of nature... we touch it and become gold ourselves.

Glossary

(1)	**pavement** *(n)*	-	a raised paved path, pedestrian way
(2)	**chapter was over**	-	dead
(3)	**conviction** *(n)*	-	strong, firm belief
(4)	**lugging** *(v)*	-	pulling with great difficulty
(5)	**perseverance** *(n)*	-	constant efforts inspite of obstacles.
(6)	**consistent** (adj)	-	to act or done in the same way over time
(7)	**frail feelers** *(n)*	-	weak legs
(8)	**unhindered** *(adj)*	-	without disturbance
(9)	**alchemy**	-	mysterious power or magic that can change things.

A.1. Factual Questions

***(1) What things in nature teach us the following:**

Ans.

(i) **(Nothing is impossible to achieve)** – small bits of grass peeping through small cracks in a concrete pavement

(ii) **(Problems are not permanent)** – A tree bare of all leaves in winter getting leaves again in spring.

(iii) **(Be humble and adjust)** – water

(iv) **(Make the best use of time and opportunity)** – rainbow

(v) **(Be persistent)** – water sculpting rock

(vi) **(Many hands make work light)** – ants

(vii) **(Delicate structures are not a sign of weakness)** – spider web

(2) In what condition was the tree in the cold winter months?

Ans. The tree was bare of all leaves in the cold winter months.

(3) What do we learn from small bits of grass?

Ans. We learn from small bits of grass that no matter how impossible things might seem there is always an opening.

(4) What do we find in the infinite sky?

Ans. We find innumerable stars in the infinite sky.

***(5) What teaches us, that hard times do not last forever? How?**

Ans. A tree that is bare of all leaves in the cold winter months is once again full of leaves, fruits and flowers as the spring sets in, thereby teaching us that hard times do not last forever.

A.2. Interpretative/Complex/Inference Questions

***(1) 'An oyster turns a grain of sand into a pearl'. What can we learn from this example?**

Ans. The example of 'an oyster turning a grain of sand into a pearl' teaches us that when challenges hit us, our response is all that matters. We can complain about them or take charge and deal with it positively. Life's challenges can either make us bitter or better; the choice is ours. Besides, it also teaches us to see value and opportunity in challenges. The so called intruder sand is turned into something as valuable as a pearl. Similarly, we can face challenges bravely and turn them into opportunities to learn and grow.

***(2) Which two aspects of nature teach us to accept change and adjust according to the situation?**

Ans. Water and clouds teach us to accept change and adjust according to the situation. The water changes its form from liquid to gaseous to solid. Even the clouds change their shape with each passing moment, giving us the message of acceptance and adjustment.

***(3) How does nature succeed in its 'Alchemy'? What can it turn a small person into?**

Ans. Nature teaches us some of the most invaluable lessons hidden in smallest of things. When we pay heed and learn from them. We turn into a great individuals equipped to live life to the fullest. Nature succeeds in its alchemy by bringing about a positive transformation in us.

***(4) How should you deal with difficulties and problems?**

Ans. We should deal with difficulties and problems with grit and determination. Not giving up is the key to success. At the same time, we should keep a positive attitude and go by the maxim – 'This too shall pass'.

A.3. Vocabulary Questions

(1) Prepare a word register of all 'Teachers from nature' given in the text.

Ans.

hibiscus plant	ants	rainbow	stars
small bits of grass	cloud	oyster	wind
tree bare of all leaves	spiderweb		

(2) Complete the comparisons (similar) using a creature from the animal kingdom

Ans.

(i) as busy as a bee
(ii) as free as a bird
(iii) as blind as a bat
(iv) as gentle as a lamb
(v) as happy as a dog
(vi) as hungry as a bear
(vii) as naughty as a monkey
(viii) as proud as a peacock
(ix) as quiet as a church mouse
(x) as strong as an ox
(xi) as shy as a fox
(xii) as stubborn as a mule
(xiii) as slow as a snail
(xiv) as tall as a giraffe
(xv) as wise as an owl

***(3) Complete the table**

Ans.

Noun	Verb	Adjective	Adverb
strength	strengthen	strong	strongly
passion	—	passionate	passionately
change	change	changeable	changeably
organisation	organize	organized	organizedly

A.4. Grammar Questions

(1) It left us thinking (Rewrite beginning with We.....)

Ans. We were left thinking by it.

(2) Spring set in and the tree was back to its green majesty once again. (Rewrite using 'when')

Ans. When spring set in, the tree was back to its green majesty once again.

(3) A rainbow colours the entire sky. (Rewrite using modal auxiliary of ability)

Ans. A rainbow can colour the entire sky.

(4) Oysters take in a grain of sand. (Frame a wh - question)

Ans. What do oysters take in?

(5) It will not remain so forever. (Make affirmative)

Ans. It will change one day.

A.5. Personal Response Questions.

***(1) 'Impossible' itself says ' I M possible'. Do you agree? Justify your answer by citing some thing that you have experienced or heard from someone.**

Ans. Yes, I totally agree that impossible itself says, 'possible'. We see in the extract that small bits of grass make their way through a concrete pavement and grow. There are many real life examples of people for eg. Jyoti Maggu, who became visually impaired at the age of 10 and was expelled from her school. But she eventually, with hope and determination by her side, not only got into a mainstream school but also went on to became a sportswoman and won a championship in international games.

ENGLISH WORKSHOP

(1) Read the question from the lesson. What do they imply?

Ans.

(i) Are you listening? - Listen to the message given by nature through smallest of things.

(ii) What if we too lived our life however short, to its fullest? - We must live our lives to the fullest irrespective of its duration. Life would be different and happier if we do so.

(iii) What if we too are consistent, organised and focused? - If we are consistent, organised and focused nothing will seem impossible. Even a herculean task will become a child's play for us.

(2) The writer explains the constrasting features of 'water' and 'rock' in the lesson. Write all the features of both water and rock in the given table.

Ans.

Water	rock
(1) gentle	(1) hard
(2) commanding	(2) gives in
(3) majestic	(3) carved, sculpted and shaped
(4) persistent	(4) indomitable

(3) The writer has very positively described the different things in nature. Discuss with your partner the special features of each one of them. Add on the list.

	Part of Nature	Special feature	Value learnt
(1)	Rainbow	Colours the sky	Spread beauty
(2)	Caterpillar	Turns into a butterfly	Don't give up
(3)	Water	Changes form	Change with changing time
(4)	Bare tree	Bears leaves in spring	Difficult times pass
(5)	Small bits of grass	Peep through the concrete pavement	Nothing is impossible
(6)	Spider web	Look delicate	Delicate structures are not a sign of weakness
(7)	Ants	Carry a fly ten times their size	Value of teamwork

(4) (A) Pick out from the lesson 10 examples of each.

- **Concrete Nouns (that you can touch or see)**

For example, sand

Ans. (i) rocks (ii) plant (iii) flower (iv) grass (v) leaves (vi) water (vii) caterpillar (viii) butterfly (ix) birds (x) ant

- **Abstract Nouns (that which you cannot touch or see)**

For example, infinity

Ans. (i) eternity (ii) imagination (iii) passion (iv) perseverance (v) alchemy (vi) moment (vii) majesty (viii) splendour (ix) awe (x) wellbeing

4.(B) Underline the verbs in the sentences below and say whether they are Transitive (needing an Object) or Intransitive (need not have an Object).

(1) One can witness and experience the beauty of Heaven.

Ans. can witness - transitive

(2) It leaves me in complete awe.

Ans. leaves - transitive

(3) Nature soothes and nurtures.

Ans. soothes - transitive
nurtures - transitive

(4) It withers completely.

Ans. withers - Intransitive

(5) The flower comes to life only for a day.

Ans. comes - Intransitive

(6) A rainbow colours the entire sky.

Ans. colours - Intransitive

(7) It smiles and dances.

Ans. smiles - Intransitive
dances - Intransitive

WRITING SKILLS

(5) Compose about 8 to 10 sets of an imaginary dialogue between a bird, a tree and its fruit regarding the effects of environmental changes. Write it in your notebook.

Ans. (Ms. Parrot comes flying and sits on one of the branches of the Mango tree)

Mango tree – Welcome, Pretty Parrot! It's been long, you haven't paid a visit.

Parrot – Good morning Mr. Mangy. I know it's been long. These sudden environmental changes are confusing us. Seasons seem to be on a fast track these days.

Mango tree – I am surprised myself. The winter had just set in but I am already flowering.

Parrot – Not just flowering, buddy! You have fruits as well. Look I see a mango right at the top branch. Wait let me taste the first fruit of the season.

Mango tree (laughs) – Season? Do we really know which season it is?

Mango – The real culprit for these changes is man. He wants the juiciest of fruits but doesn't have patience.

Mango tree – You are right my child. Then they complain and find faults with you.

Parrot – Use of pesticides has anyway changed the taste. I remember the mangoes my mother used to bring when I was young.

Mango tree – Vehicles have increased and pollution is on the rise. Rise in carbon dioxide has led to global warming. My fruits ripen before time.

Mango – Not only this! My siblings die at times when they are young due to untimely rains.

Parrot – You are right. And there is very little hat we can do.

Mango tree – We are a part of nature as much as these humans. We belong to the same mother. All we can do is wait and watch.

Mango – Pretty Parrot, come and relish us before we are cut raw and packed in boxes with chemicals to fasten our ripening process.

Mango tree – Why only this? Can I guarantee you that I will be here next year? I lost my friends to the pace of industrialization and urbanization.

Parrot – Do not worry, buddy! Man will soon realize his folly. Organic farming is getting popular.

Mango – Hope so, sister! Ah, let me enjoy the wind before I am hit by a naughty boy's stone.

Parrot – Bye see you. Thank you for your hospitality.

Mango tree and Mango – Do come again. Bye.

(5) (B) Prepare a Fact-file of any of the following plants/trees, using the points given.
(Coconut / neem / basil / cactus / apple)

Ans.

- **Name of the Plant/Tree :** Coconut
- **Scientific name :** Cocos nucifera
- **Region and climate :** Tropical region. Warm, rainy winters and hot, humid rainy summers.
- **Features :** long pinnate leaves
  *develops male and female flowers
  *Fruits grow in clusters
- **Growth :** Upto 30m tall
- **Size, shape and colour:** *Leaf is lanceolate shaped
  *13-20 inches long leaves
  *Green leaves which turn brown when dry.
  Uses : *Roots – make dyes and have medicinal value
  Veins of leaves – brooms
  *Leaves – roofing material for houses
  *Trunk – used as timber to make houses and boats
  *Coir – to make ropes and doormats
  *Coconut husk & shell – as fuel
  *Coconut – edible fruit. Can be used to extract oil when dry
  Coir extracts – mats, expects, etc.
  Any special feature : It can survive upto 100 years in the wild.

(6) You have an environment protection week celebration in your school. You have invited an environmentalist. Your friend interviews him/her about how to save the environment.

Ans. Welcome Mr. Dandekar, we are pleased to have you here on the eve of environment protection week
I would like to ask you a few important questions related to this issue.

(i) What made you give up your career as an engineer and become an environmentalist?
(ii) What are some of the most shocking facts about environmental degradation in the recent times?
(iii) Why is environmental conservation the need of the hour?
(iv) What aspects of environment need immediate attention?
(v) How can a school be instrumental in bringing about environmental conservation?
(vi) How can students contribute their bit in saving the environment?
(vii) Why are environmental conservation programmes not so popular among the masses?
(viii) How can change in lifestyle prove to be a game changer?
(ix) What more can be done, to create awareness about environment conservation?
(x) What is your message to the youth?

(Thank you Mr. Dandekar for throwing light on such a sensitive and attention demanding topic. We wish you all the best in your efforts and promise our whole hearted support)

(7) Write a News Report on the 'Environment Day' celebrated in your school.

Ans. **Children Go Green!**

St. John High School, June 7 : The students of St John High School celebrated Environment Day on 5th June, 2018. The celebrations by these nature lovers were a part of their annual Nature Club activity. Preparations that were going on for a month led to a successful event. A small step towards telling mother Nature – 'We care'.

The members of Nature Club put up a street play on 'Ban plastic' for students and teachers. The club had organised a slogan writing competition for students of grade 8. The topic for the same was' Save Water, Save Life' and the winners were, Miss Sayali Chitnis and Master Hari Singh. The club also inaugurated their compost pit and explained to the students the need to segregate waste. Mister Ajay Chatterjee, an environmentalist working in the area of saving lakes and waste management was invited to deliver a talk on the importance of water and land conservation.

Students also collected old newspapers and e-waste and gave it for recycling to the NGO 'Magic with waste'. A fancy dress competition for students of grade 5 was organised. The little enthusiasts dressed themselves as elements of nature and gave an environmental message. The prize winners were given saplings which they proudly carried home.

When asked about his experience, Master Atul, one of the nature club members said, "Although we celebrate this special day with a lot of activities, everyday ought to be an environment day and saving nature, a habit."

The day left the students a little wiser and Mother Nature a lot more happier.

- By a student reporter

(8) Just For Laughs! Enjoy!

- Divide the class into two groups. On 12 to 15 slip of paper, Group A writes 12 to 15 conditional clauses beginning with 'If'.
  (For example, If I work very hard,.....)
  Group B write 12 to 15 main clauses.)
  (For example, I would/shall have a pizza.)
  Now, one student from Group 'A' reads the first conditional clause (possibility) and one student from Group 'B' reads the first main clause. It forms crazy sentences, just for laughter and fun. ENJOY !

Ans.

(1) If I work very hard I shall get a pizza
(2) If I wear a shirt I shall go to the zoo.
(3) If I see a rinbow My uncle will start dancing.
(4) If you help me my sister wil climb the stairs.
(5) If you become a poet the teacher will be shocked.
(6) If you plant a tree I will wear a green dress.
(7) If I pass you will fail.
(8) If I sit here she will pull your hair.
(9) If John comes for the party I will feed a cat.
(10) If the dog barks I will play chess.
(11) If they go for a picnic the teacher will start teaching
(12) If she leaves early the early bird catches the worm.
(13) If Rohan screams his will start riding a bicycle.
(14) If you win a lottery I will run a race.

Unit - 2

2.1 Animals

- Walt Whitman

Central Idea :

Animals is written by Walt Whitman, who is known for his poems written in the free verse style. The poet has depicted the simplicity of the animals and the greediness and complex nature of human beings. He brings out the difference between the two by expressing his contentment on the placid nature of the animals. Their carefree nature impresses the poet and he wants to emulate them.

Summary :

The poet desires to live among the animals because they are serene/calm and self contented. They are not dissatisfied, respectable, unhappy or demented with the mania of owning things.

The animals are very satisfied. They do not lie awake at night and weep for their sins. They do not make others sick discussing their duties towards God. They are equal in sorrow and happiness.

The poet has a deep desire to learn from the animals since they show their deep concern with them. They give him respect in the shape of a token and show their plain feelings. The poet is quite surprised at their qualities. He wants to earn these qualities though he had dropped them carelessly, somewhere along the way.

MASTER KEY QUESTION SET - 2.1

Warming Up!

(1) Get into pairs and attempt the following:.

"The more I learn about people, the more I like my dog." Mark Twain.

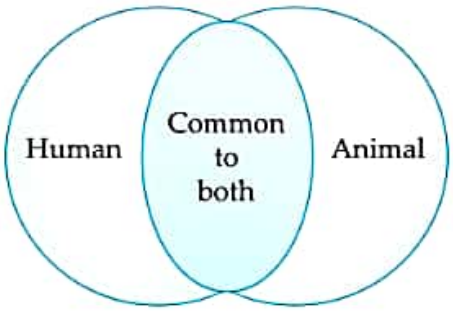
Discuss with your partner what Mark Twain means from the above quote.

Write in your own words.

Ans. The writer Mark Twain expresses his view saying that the more he learns about people, he finds that they are dissatisfied, frustrated, trampling over others and still not happy. As a result, he likes his dog more, by which he means that animals are always happy & satisfied, thus better than human beings. So he likes his dog who is loyal, dutiful, playful and uncomplicated whereas the humans are not.

(2) Put the following attributes / abilities given below in the proper circle.

(i) self-control (ii) communicates
(iii) love and care (iv) cooks
(v) good manners (vi) has 360° vision
(vii) shows gratitude
(viii) lives for more than 150 years
(ix) swims (x) learns computing
(xi) worships god
(xii) sleeps in standing position
(xiii) stands up immediately
(xiv) brings up children
(xv) belongs to various species after birth



Ans.

	Human	Animals	Common to both
(i)	good manners	lives for more than 150 years	swims
(ii)	worships god	stands up immediately	love and care
(iii)	self-control	belongs to various species after birth	shows gratitude

(iv)	communicates	has 360° vision	brings up children
(v)	learns computing	sleeps in standing position	
(vi)	cooks		

(3) At times, especially when you are frustrated, you wish you were an animal/ a bird/ a fish/ a butterfly and not a human being. Say which of the above you would choose to transform to and give 3 or 4 reasons for your choice.

Ans. I wish I could be a bird, want to fly high and high. This would give me an insight into how the earth exists. I would also learn the life of birds attain knowledge of their lives. I would move with them, converse with them while flying in the air, sitting on trees free from the life full of human affairs. Oh! God please grant me this life.

(4) We come across many animals in our vicinity. We have also read abour different animals in books. Make a list of all animals that fall under various categories. One is given for you:

Amphi-bians	Mammals	Wild Animals	Acquatic Animals	Pet Animals
frog	cow	lion	octopus	cat

Ans.

Amphi-bians	Mammals	Wild Animals	Aquatic Animals	Pet Animals
frog	**cow**	**lion**	**octopus**	**cat**
Salama-nder	Yak, Buffalo, Human beings	Tiger, Fox, Bear	Fish, turtle, Sea horse, seal	dog, horse, rabbit, tortoise

Reading Skills and Poetic Device

Q.1. Read the following extract and answer the questions given below :

Extract - I *(Text book Page No. 46)*

I think I could turn and live with animals, they are
so placid and self-contain'd
I stand and look at them long and long.
They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,
Not one is dissatisfied, not one is demented with the mania of owning things.

Glossary

(1)	**placid**	-	not easily upset or excited; calm
(2)	**self-contained**	-	independent or self sufficient or self – reliant or self dependent
(3)	**demented**	-	behaving irrationally due to anger or madness
(4)	**mania**	-	excessive enthusiasm or desire.
(5)	**turn**	-	here, transform
(6)	**make me sick**	-	disgust me

A.1. Factual Questions:

(1) What does the poet wish?

Ans. The poet wishes to turn into an animal and live with them.

(2) What are the qualities possessed by the animals.

Ans. The animals possess the qualities of placidity (calmness), simplicity and self-dependence.

(3) What are the animals not demented with?

Ans. The animals are not demented with the mania of owning things.

A.2. Interpretative/ Complex/ Inference Questions:

(1) What according to the poet, do the animals not do when it comes to their conditions?

Ans. According to the poet, animals neither sweat or whine about their conditions nor lie awake at night and weep for their sins.

(2) Who is the word 'they' referring to (here) in the poem?

Ans. The word 'they' refers (here) to the animals.

(3) What vices in human beings does Whitman notice?

Ans. Human beings remain ever dissatisfied. They keep grumbling about their condition. They go mad for material things. They talk about their duty to God, but never think about their duty to God's men.

***(4) What craze do animals never display?**

Ans. The animals never display the craze of owning things.

A.3. Poetic Device:

(1) Pick out one example of metaphor from the above stanza.

Ans. Not one is demented with the mania of owning things.

(2) Complete the following from the poem.

(a) Animals are so ..... and they do not ..... and ..... about their conditions they are always ..... so the poet learn from animals..... .

Ans. (i) placid, (ii) sweat and whine (iii) happy and satisfied (iv) the token of mutual love and understanding

Q.2. Read the following extract and answer the question given below:

Extract - II *(Text book Page No. 46)*

Not one kneels to another, nor to his kind that
lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.
So they show their relations to me and I accept them.
They bring me tokens of myself, they evince
them plainly in their possession
I wonder where they get those tokens,
Did I pass that way huge times ago and negligently drop them?

Glossary

(1) **respectable** - here too happy and satisfied
(2) **evince** - to reveal the presence of / indicate
(3) **kneel** - to fall or rest on the knees / bends
(4) **negligent** - carelessness
(5) **negligently** - carelessly
(6) **tokens** - here, virtues like innocence simplicity, contentment etc.

A.1. Factual Questions:

(1) List the adjectives from the poem.

Ans. (i) mania (ii) unhappy (iii) respectable (iv) placid (v) self contained

(2) What do the animals bring to the poet?

Ans. The animals bring tokens of mutual love and understanding to the poet.

(3) What does the poet wonder?

Ans. The poet wonders where the animals get the tokens they bring to him.

(4) What are the tokens that the poet says he may have dropped long ago, which the animals have kept for him?

Ans. The tokens are of mutual love and understanding that the ancestors of the poet used to share with animals thousands of years ago. The poet says that they (human beings) dropped them and the animals kept them.

A.2. Interpretative/Complex/Inference Questions:

(1) Do you admire animals? Why?

Ans. Yes, I do admire animals, like Whitman, I feel, they are our true companions, innocent and loyal not selfish. They never grumble, on the other hand are always happy and give their emotional support and unconditional love. They relieve us from our stress and loneliness. They are God's beautiful creation.

(2) In this poem 'Animals' by Walt Whitman, most of the text is devoted to describe.

Ans. (i) the natural world (ii) definition of love (iii) nature of animal versus human nature.

(3) The poet wishes to be any animal. What is your wish?

Ans. I don't want to be any extraordinary thing. I wish to be a good human being with morals, honour and integrity. I would like to live with compassion, respect and good values.

(4) Do humans kneel to other humans who lived thousand years ago? Discuss this?

Ans. Yes, humans kneel to other humans. They worship their ancestors and pray by kneeling in front of their gods, goddesses, saints and prophets. They hold religious sermons and ceremonies in their memory.

***(5) What could have happened to the tokens of the poet's self?**

Ans. The tokens of the poet's self could have neglected, forgotten or left behind his true nature.

A.3. Poetic Device:

(1) When words/phrases are repeated in the same or successive lines, the poetic device is called 'repetition' find examples of such kind from the poem.

Example of Repetition:

(i) "I stand and took at them long and long."

Ans. The word 'long' is repeated for the poetic effect.

(ii) "I think I could turn and live with animals."

Ans. The word 'I' is repeated for the poetic effect.

(2) Match the following figures of speech:

	Column A	Column B
(i)	They are so placid and self contained	(a) Alliteration
(ii)	Not one kneels to another, nor to his kind.	(b) Metaphor
		(c) Personification

Ans. *(i - c), (ii - a)*

(3) Pick out one example of interrogation from the above extract.

Ans. Did I pass that way huge times ago and negligently drop them.

***Q.3. Read the poem again and write the appreciation of the poem in a paragraph format with the help of given points:**

Ans.

(1) **Title:** Animals

(2) **Poet:** Walt Whitman

(3) **Theme/Central Idea:** Animals is written by Walt Whitman, who is known for his free verse poems. The poet has depicted the simplicity of the animals and the greediness and complex nature of human beings. He brings out the difference between the two by expressing his contentment on the placid nature of the animals. Their carefree nature impresses the poet and he wants to emulate them.

(4) **Rhyme scheme:** abccd, efgh

(5) **Figure of speech:** They are so placid and self contained. This line is a metaphor as animals are indirectly compared with the possession of qualities like placidity and self contentment.

(6) **Personification:** I stand and look at them long and long.

(7) **Special feature:**

The special feature of the poem is that it expresses the difference between humans and the animals. The poet appreciates the qualities of animals like calmness, self contentment and satisfaction. They are respectable and the poet desires to live among them and learn from them and shows his dissatisfaction about human beings.

(8) **Favourite lines:**

(i) I think I could turn and live with animals.

(ii) Not one kneels to another, nor to his kind that lived thousands of years ago.

(9) **Why I like/don't like the poem:**

I like the poem as it inculcates and teaches us the values that the animals possess and the human beings doesn't.

(10) **Not one kneels to another, nor to his kind.**

'Kind' means type, also it means showing concern or being caring. So this is an example of homonym where two words are spelt alike and also sound alike but have different meanings.

ENGLISH WORKSHOP

(1) (A) Match the words given in table A with their meanings in Table B:

No	'A' Words		'B' Meaning
(i)	Whine	(a)	an offense against religious or moral law
(ii)	sin	(b)	complain in an annoying way
(iii)	dissatisfied	(c)	mental illness
(iv)	mania	(d)	failing to take proper care
(v)	negligent	(e)	state of discontentment

Ans. *(i - b) , (ii - a) , (iii - e) , (iv - c) , (v - d)*

(B) Find adjectives from the poem which refer to positive and negative thinking:

Ans.

	Positive	Negative
(i)	Placid	Demented
(ii)	Self contained	Dissatisfied
(iii)	Respectable	Unhappy

(2) Complete the following:

(i) The poet wishes he could .....

(ii) Animals do not complain about .....

(iii) Animals do not merely discuss .....

(iv) Animals are not crazy .....

Ans.

(i) The poet wishes he could **turn and live with animals.**

(ii) Animals do not complain about **their conditions.**

(iii) Animals do not merely discuss **their duty to God.**

(iv) Animals are not crazy **about to the mania of owning things.**

(3) State whether the following statements are true or false.

(i) Animals are self reliant.

(ii) Animals quarrel for their possessions.

(iii) Animals do not worship other animals.

(iv) Humans have given up many good qualities.

(v) Animals suffer humiliation.

(vi) The poet has retained all his natural virtues.

Ans. *(i) True (ii) False (iii) True (iv) True (v) False (vi) False.*

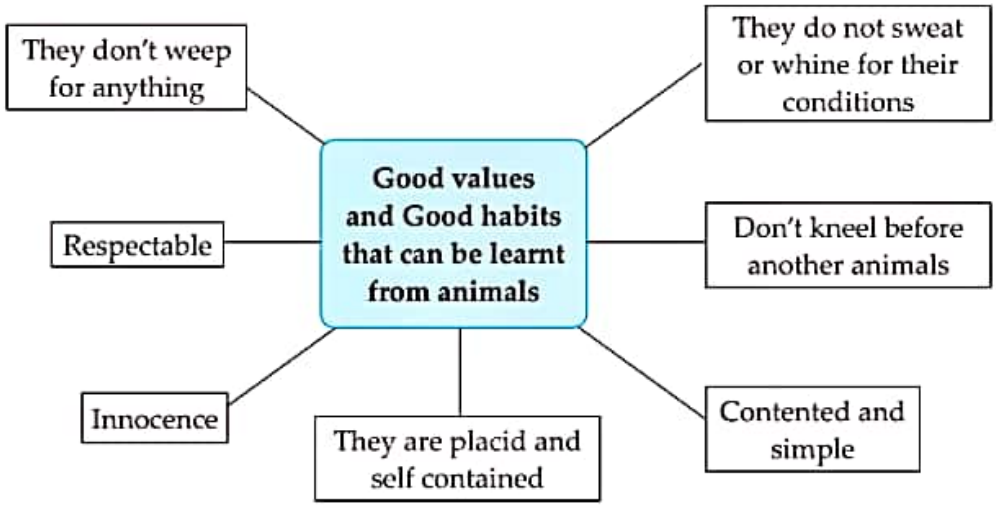
(4) With the help of the poem find the differences between animals and human beings.

Ans.

	Human beings	Animals
(i)	Always complaining about their condition	Never complaining about anything.
(ii)	Sweat and whine about their conditions	Do not whine about their conditions.
(iii)	Humans lie awake at night and weep for their sins.	Do not weep for anything that they do and sleep peacefully.
(iv)	Humans make each other sick by discussing their duties to God	Animals do not have any God and do not make the poet sick discussing their duties to God.

(5) Read the text again – and complete the web highlighting the good values/habits which we can learn from animals.

Ans.



(6) Find out lines from the poem that are examples of following Figures of Speech.

Ans.

	Figures of Speech	Line
(i)	Repetition	I stand and look at them long and long.
(ii)	Alliteration	They bring me tokens of myself.
(iii)	Hyperbole	No one is respectable or unhappy over the whole earth.

(7) Identify the Figures of Speech in the following lines.

(i) I stand and look at them long and long.

Ans. Repetition

(ii) They do not sweat and whine about their condition.

Ans. Personification

(iii) They do not make me sick discussing their duty to God.

Ans. Alliteration

(iv) ..... not one is demented with the mania of owning things.

Ans. Metaphor

(v) They bring me tokens of myself.

Ans. Alliteration

(vi) No one is respectable or unhappy over the whole earth.

Ans. Hyperbole

(8) Divide the class into two groups. One group should offer points in favour of (views) and the other against (counterviews) the topic 'Life of an animal is better than that of a human being.'

Later use the points to express your own views/ counterviews in paragraph format in your notebook.

Ans. Students to attempt on their own with the following points.

(i) Strengths, weakness of animals and human beings.

(ii) Great companions

(iii) Unconditional love

(iv) Unbreakable bond

(v) Gives comfort, love and self contented.

❖❖❖

2.2 Three Questions

- Leo Tolstoy

Central Idea :

Leo Tolstoy was one of the most popular Russian writers of his times. He was a great philosopher and novelist. His writings show great faith in God and respect for moral values. "Three Questions" is a short story that takes the form of a parable and it concerns a king who tries to find answers to what he considers the three most important questions in life.

Summary :

In the story 'Three Questions' written by Russian writer Leo Tolstoy a certain king wants to desperately know the answers to his three questions namely 1) When is the right time to begin everything? 2) Who are the right people to listen to? 3) What is the most important thing to do? The King wants to be a perfect person and ruler so he tries to gather the right answers from learned people in his kingdom. But none of them comes up with any satisfactory answers to his questions. The King dresses up as a commoner and visits a hermit who lives in the forest and is renowned for his wisdom. The hermit greets the King but continues his digging. The King poses his three questions to the hermit but the hermit keeps digging and the King also helps the hermit. The whole day goes in this work. As the sun sets, a bearded man comes running to them. He is bleeding profusely. The King tends to him and saves the man from the jaws of death. The king being very tired, falls asleep. He later comes to know from the bearded man that he had come to kill the King who had executed his brother. But after what the king did for him, he says he is indebted to him. The king forgives him and arranges for his own servants and physician to attend to him. The hermit interprets the events of the days and gives the king the answers to the three questions.

(1) The most important time is 'now', the present moment.

(2) The most necessary person is the one with whom you are

(3) The most important thing is to do good to the person you are with.
This is the reason we are given this life of a human being.

MASTER KEY QUESTION SET - 2.2

Warming Up!

(1) Expressions in English classified under different heads.

Pair up with your partner, guess and match the columns. (Use a dictionary.)

Column A	Column B
(i) Principle	(a) a generally accepted, evident truth
(ii) Quotation	(b) short striking messages for the public
(iii) Moral	(c) a short witty remark stating truth
(iv) Idioms	(d) a popular, well-known truth
(v) Slogans	(e) established expressions which do not convey exactly same as individual words
(vi) One-liners	(f) words cited from a speech/ text of a famous person
(vii) Maxims	(g) a lesson derived from a story or experience
(viii) Proverb	(h) a rule to govern one's behavior

Ans. *(i - h), (ii - f), (iii - g), (iv - e), (v - b), (vi - c), (vii - a), (viii - d).*

(2) Read the polite requests/suggestion and complete the gaps in the responses.

Make sure they are polite and not repeated.

Ans.

Could you lend me your dictionary?	Accept Refuse	(1) Surely, here it is. (2) I am sorry, I don't have one.
Can you please pass the salad?	Accept Accept	(1) Of course, why not? (2) Here take it, it's all yours.
May I know the exact time?	Accept Accept	(1) Yes, it's... (2) Of course, it's...
Shall we plan a class-picnic?	Accept Refuse	(1) Oh yes! Let's do it right now. (2) Could we shift the planning for tomorrow?
Do you need help?	Accept Refuse	(1) Yes please, could you help me out? (2) Thank you so much for offering , but I think I can manage it myself.
Is it all right if I use your laptop?	Agree Refuse	(1) Yes, but please handle it with care. (2) I am sorry, this laptop is a borrowed one.

(3) Le's see if you remember a nursery rhyme you must have sung, as kids :

Fill in the missing words :

'The time to be happy is now.
The place to be happy is here.
And the way to be happy. is to make someone happy and have a little heaven right here !'

happy, make, heaven, now, place.

(You can listen to this song on the Internet.)

Ans. now, place, happy make, heaven

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below :

Passage - I *(Textbook Page No. 52 and 53)*

Once a certain king had an idea If he always knew the right time to begin everything, if he knew who were the right people to listen to and who to avoid the most important thing to do, he would never fail in anything that he would undertake and above all, if he always knew what was the most undertake. Since he was convinced that he was right in thinking this way, he had a proclamation made in his kingdom. He would give a great reward to anyone who would teach him what the right time was for every action, who the most necessary people were, and how he might know the most important thing to do.

Many learned people came to the court but they all gave different answers. In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months and years, and must live strictly according to it. Others declared that it was impossible to decide beforehand the right time for every action; but that, not letting oneself be absorbed in idle pastimes, one should always attend to all that was going on, and then do that was most essential. Yet others said that it was impossible for one man to decide correctly the right time for every action and that the king should, instead, have a council of wise people, who would help him to fix the proper time for everything.

Equally varied were the answers to the second question. Some said the people the king most needed were his councillors; others the priests; others the doctors while some said the warriors were the most necessary.

To the third question about what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship. The king was convinced by none of these answers and gave the reward to none.

Glossary

(1) **proclamation** - a public or official announcement

(2) **councillors** - members of a council

(3) **warfare** - armed conflict between two enemy armies

A.1. Factual Questions:

(1) Write whether true or false and correct if the statement is false.

(i) The king was satisfied with the answers given by the learned people.

(ii) The king was ready to give a reward for the right answers.

(iii) There were four questions the king wanted answers to.

(iv) The third question was about the most important occupation.

Ans.

(i) False - The king was dissatisfied with the answers given by the learned people.

(ii) True

(iii) False - There were three questions the king wanted answers to.

(iv) True

A.2. Interpretative/ Complex/ Inference Questions:

(1) What proclamation was made by the king in his kingdom?

Ans. The proclamation made by the king in his kingdom was that he would give a great reward to anyone who would answer his three questions satisfactorily.

(2) What were the three questions?

Ans. The three questions were -

(i) What was the right time for every action?

(ii) Who were the most important people?

(iii) What was the most important thing to do?

***(3) What final suggestion did the last group of learned men offer, regarding the best time?**

Ans. The final suggestion given by the last group of learned men was that it was impossible for one man to correctly decide the right time for every action and so the king should appoint a council of wise men to fix the proper time for everything.

(4) Why did the king not reward anyone?

Ans. The king did not reward anyone because he was not convinced with the answers given by the learned people.

A.3. Vocabulary Questions:

(1) Pick out a word from the extract which means 'to make an announcement or declaration'.

Ans. proclamation

(2) Give the verb form of

(i) proclamation (ii) different

Ans. (i) proclaim (ii) differ; differentiate

(3) Pick out a compound word from the extract

Ans. everything, beforehand, pastimes, undertake

(4) Pick out a collocation from the extract

Ans. wise people, first question, right time, important occupation.

A.4. Grammar Questions:

(1) Many learned people come to the court but they all gave different answers.
(Convert into a simple sentence)

Ans. Inspite of many learned people coming to the court, they all gave different answers.

(2) It was impossible to decide beforehand. *(Change into negative)*

Ans. It was not possible to decide beforehand.

(3) Others declared that it was impossible to decide beforehand. *(Pick out the clause and state its kind)*

Ans. Others declared - main clause/that it was impossible to decide beforehand subordinate dependent clause/Kind- noun clause.

(4) The king was convinced by none
(Begin with: No One.)

Ans. No one convinced the king.

(5) He would give <u>a great reward</u>

(Frame a 'wh' question to get the underlined words as the answer.)

Ans. What would he give?

A.5. Personal Response Questions:

***(1) What is the right time according to you?**

Ans. The right time according to me is 'now', i.e. the present moment. It is what we do now that makes or breaks our future. If we use our 'now' fruitfully then success will be ours.

Q.2. Read the following passage and answer the questions given below:

Passage - II *(Textbook Page No. 53)*

He decided, instead to go to a hermit who was widely renowned for his wisdom. The hermit lived in a small hut in a forest which he never left. He spoke only to common folk. So the king put on simple clothes and approaching the hermit's cell, dismounted his horse and left his bodyguard behind.

When the king arrived, the hermit was digging the ground in front of his hut. He greeted the king but went on digging. The hermit was frail and weak, and each time he struck the ground with the spade and turned over a little earth, he breathed heavily. The king went up to him and said, "I have come to you, wise hermit, to ask you to answer three questions-How can I learn to do the right thing at the right time ? Who are the people I most need, and to whom should I, therefore, pay most attention ? And what affairs are the most important and need my first attention ?"

The hermit listened to the king but said nothing. He just spat on his hand and resumed digging. The king watched in silence for a while. Then, feeling sorry for the hermit, he said, "You are tired, let me take the spade and work a while for you." The hermit silently handed over the spade and sat down on the ground. When he had dug two beds, the king stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said, "Now rest a while and let me work a bit". But the king did not give him the spade and continued to dig.

Glossary

(1)	**hermit**	-	a person living in seclusion, recluse.
(2)	**renowned**	-	famous, celebrated
(3)	**folk**	-	people in general
(4)	**dismounted**	-	to get off
(5)	**frail**	-	weak

A.1. Factual Questions:

(1) Complete the sentences

(i) The hermit was widely .....

(ii) The hermit lived .....

(ii) The hermit continued .....

Ans. (i) renowned for his wisdom. (ii) in a small hut in a forest. (iii) digging.

A.2. Interpretative / Complex / Inference Questions:

(1) What was the hermit doing when the king arrived?

Ans. The hermit was digging the ground in front of his hut when the king arrived.

***(2) Why did the king go to the hermit in disguise?**

Ans. The king went in disguise to the hermit because the hermit spoke only to the common people.

(3) How do we know that the hermit was not in good health?

Ans. We know that the hermit was not in good health because he was tired and weak and each time he struck the ground and turned the earth, he breathed heavily.

(4) What did the hermit do when he saw the king?

Ans. When the hermit saw the king, he greeted him but continued digging the ground in front of his hut.

(5) How did the king help the hermit?

Ans. The king seeing the hermit working with so much difficulty, felt sorry for him and taking the spade from the hermit began digging the ground.

***(6) How did the hermit respond to the king's questions?**

Ans. The hermit responded to the king by listening to him silently and then continuing with the work that he was doing, without saying anything in response.

A.3. Vocabulary Questions:

(1) Pick out the synonym of the word 'famous' from the extract.

Ans. renowned

(2) Give the adjective form for

(i) wisdom (ii) attention (iii) heavily

Ans. (i) wise (ii) attentive (iii) heavy

(3) Pick out adjectives from the passage.

Ans. frail, weak, renounced, common, simple, tired

A.4. Grammar Questions:

(1) The hermit was digging the ground in front of his hut *(Pick out the verb and state its tense)*

Ans. was digging – Past Continuous Tense

(2) He felt sorry <u>for</u> the hermit.
(Name the part of speech of the underlined word)

Ans. For – Preposition.

(3) The King said to the hermit, 'I have come to you , to ask you three questions'.
(Change into indirect speech)

Ans. The king told the hermit that he had come to him to ask him three questions.

(4) He dug two beds.
(Change into the past perfect continuous tense)

Ans. He had been digging two beds.

(5) The hermit was frail and weak.
(Use not only..... but also)

Ans. The hermit was not only frail but also weak.

A.5. Personal Response Questions:

(1) How should you behave with people especially your maid, your watchman, your garbage picker and other helpers?

Ans. We should be kind and helpful to everyone especially our helpers. We should treat them with respect and care like they are our own family members.

Q.3. Read the following passage and answer the questions given below:

Passage - III *(Textbook Page No. 53 and 54)*

One hour passed and another. The sun began to sink behind the trees and the king at last stuck the spade into the ground and said, "I came to you, wise one, for an answer to my questions. If you can give me none, please say so, and I will go home". "Here comes someone running," said the hermit, "let us see who it is."

The king turned round and saw a bearded man come running out of the forest, The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the king, he fainted and fell to the ground, moaning feebly. The king and the hermit unfastened the man's clothing. There was a large wound in his stomach. The king washed it as well as he could, and bandaged it with his handkerchief and a towel the hermit had. But the blood would not stop flowing, and the king again and again removed the bandage soaked with warm blood and washed and rebandaged the wound. When at last the blood stopped flowing, the man revived and asked for something to drink. The king brought some fresh water and gave it to him.

Meanwhile the sun had set and it had become cool. So the king, with the hermit's help, carried the wounded man into the hut. The man lay there quietly with his eyes closed. By now, the king was so tired after his walk and the work he had done, that he lay down himself and also fell asleep. When he awoke in the morning, it took his some time to remember where he was and who was the strange bearded man lying by his side and gazing intently at him. "Forgive me !" said the bearded man in a weak voice, when he saw that the king was awake and was looking at him." I do not know you, and I've nothing to forgive you for," said the king.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you because you executed his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out of my **ambush** *to find you. Your bodyguards recognised me and wounded me. I escaped from them but would have bled to death had you not dressed my wound. I wished to kill you but you have saved my life. Now if I live, and if you wish it, I'll serve you all my life."*

Glossary

(1)	**moaning**	-	a prolonged, low sound uttered from physical suffering
(2)	**feebly**	-	weakly
(3)	**revived**	-	to activate, set in motion
(4)	**gazing**	-	a steady or intent look.
(5)	**swore**	-	to bind one self by oath.
(6)	**intently**	-	very attentively, eagerly
(7)	**revenge**	-	to punish, to take vengenace,
(8)	**executed**	-	to murder, assassinate
(9)	**ambush**	-	place of hiding before attack

A.1. Factual Questions:

(1) Who said to whom.

(i) "You do not know me, but I know you,"

Ans. The bearded man said the above line to the king.

(ii) "I do not know you, and I've nothing to forgive you for."

Ans. The king said the above line to the bearded man.

(iii) "I'll serve you all my life",

Ans. The bearded man said the above line to the king.

(iv) "Here comes someone running."

Ans. The hermit said the above line to the king.

A.2 Interpretative / Complex / Inference Questions:

(1) Who was the wounded man?

Ans. The wounded man was the brother of the king's enemy, whom the king's had executed.

(2) Why did he want to kill the king?

Ans. The wounded man wanted to kill the king because the king had executed his brother and seized his property.

(3) Why was the king tired?

Ans. The king was tired because of the long walk he had taken to the hermit's hut and also because of the work he had done for the hermit.

(4) What happened when the bearded man came out of his ambush?

Ans. As soon as the bearded man come out of his ambush, the king's bodyguards recognized him and wounded him.

(5) How did the bearded man escape death?

Ans. The bearded man escaped from the king's bodyguards who had wounded him. The king had stopped his bleeding wound and also dressed up the wound because of which he escaped death.

***(6) In what state was the bearded man, when he arrived?**

Ans. The bearded man came running out of the forest bleeding profusely because of a wound in his stomach. Although he had pressed his hand against the wound, the bleeding continued. As he reached the king, he fainted and fell to the ground, moaning feebly.

***(7) Why had the wounded man asked for the king's pardon?**

Ans. The wounded man was the brother of the man whom the king had executed and seized his property. He had sworn to take revenge on the king. He was recognized and wounded by the king's bodyguards from whom he escaped and if it was not for the king he wouldn't have been alive. This was the reason the wounded man asked for the king's pardon.

A.3. Vocabulary Questions:

(1) Noun form of –

(i)	executed	(ii)	recognized
(iii)	seized	(iv)	forgive
(v)	intently	(vi)	remember

Ans. *(i) execution (ii) recognition (iii) seizure (iv) forgiveness (v) intent (vi) remembrance*

(2) Pick out collocations from the extract

Ans. wounded man ; bearded man ; weak voice

(3) Pick out compound words from the extract

Ans. meanwhile; bodyguards; forgive; himself

A.4. Grammar Questions:

(1) The sun had set and it had become cool. *(Convert into a simple sentence)*

Ans. The sun having set, it had become cool.

(2) "Forgive me!" said the bearded man in a weak voice. *(Reported Speech)*

Ans. The bearded man pleaded in a weak voice to forgive him.

(3) "I do not know you, and I have nothing to forgive you for," said the king *(Reported speech)*

Ans. The king said that he did not know him and he had nothing to forgive him for.

(4) I <u>knew</u> you had gone alone to see the hermit *(Pick out the verb and state its tense)*

Ans. knew – simple past tense

had gone – past perfect

(5) The man lay there <u>quietly</u> with his eyes closed *(Name the part of speech of the underlined word)*

Ans. quietly - adverb

(6) Your bodyguards recognized me and wounded me *(Use 'not only ... but also')*

Ans. Your bodyguards not only recognized me but also wounded me.

(7) Forgive me.

Select the proper question tag.

(i) will you? (ii) wouldn't you? (iii) would you?

Ans. Forgive me, will you?

(8) You executed his brother and seized his property. *(Make it into a simple sentence)*

Ans. Executing his brother, you seized his property.

(9) You executed his brother. *(Begin with His brother...)*

Ans. His brother was executed by you.

(10) <u>Your bodyguards</u> recognized me. *(Frame a 'Wh' question to get the underlined words as the answer)*

Ans. Who recognized me?

(11) "Let us see who it is, "said the hermit. *(Change into indirect speech)*

Ans. The hermit suggested that they should see who it was.

(12) The king turned around and saw a bearded man. *(Begin with an 'ing' participle')*

Ans. Turning around, the king saw a bearded man.

A.5. Personal Response Questions:

(1) Would you go out of your way to help an injured person? How?

Ans. Yes, I would go out of my way to help an injured person. I would first call for an ambulance and till the ambulance arrived I would use all the first hand knowledge I have to give the person a little relief.

Q.4. Read the following passage and answer the questions given below:

Passage - IV *(Textbook Page No. 54 and 55)*

The king was very glad to have made peace with an enemy so easily and to have gained him for a friend. He not only forgave him but said he would send his men and his own physician to attend to him. The king then took leave of him and went out of the hut to look for the hermit. Before going away he wished once more to beg for an answer to the questions he had asked. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

The king approached him and said, "For the last time, I pray you to answer my questions, wise man."

"You have already been answered!" said the hermit still crouching on his thin legs and looking up at the king who stood before him.

"What do you mean?" asked the king.

"Do you not see?" replied the hermit. "If you'd not pitied my weakness yesterday and stayed to dig these beds for me, you would have gone back and got killed by that man. So the most important time was when you were digging the beds, and I was the most important man and to do me good was your most important business. Afterwards, the most important time was when you were attending to that man, for if you'd not bound his wounds, he would have died without having made peace with you. So he was the most important man and what you did for him was your most important business. Remember then, there is only one time that is important-now ! It is the most important time beacuse it's the only time when we have any power. The most necessary person is the one with whom you are, for you do not know whether you will ever have dealings with anyone else; and the most important thing is to do this person good, because for that purpose alone were you sent into this life !"

Glossary

(1) **crouching** - bending

A.1. Factual Questions:

(1) Complete the web diagram with action words.

Ans.

A.2. Interpretative / Complex / Inference Questions:

(1) Why was the king very happy?

Ans. The king was very glad to have made peace with an enemy and to have gained a friend.

(2) How did the king go out of his way to help the wounded man?

Ans. The king not only forgave the wounded man but also said he would send his men and his physician to attend to him.

(3) How was the king saved from death?

Ans. The king had pitied the hermit and had stayed back to dig the beds for the hermit which delayed the king's return. If the king had gone back he would have been killed by the bearded man.

(4) Why is 'now' the most important time?

Ans. 'Now' is the most important time because it is the only time when we have any power to do something.

(5) Who are the most important or necessary people according to the hermit ? Why?

Ans. According to the hermit the most important people are the ones with whom we are because we do not know whether we will ever have dealings with any one else.

(6) Why have we been sent into this life?

Ans. We have been sent into this life to do all the good we can to everyone, especially the one's we are with.

***(7) What qualities of the king stand out as he forgave his enemy?**

Ans. The king's caring nature, compassion and a sense of righteousness stood out as he forgave his enemy.

***(8) How did the hermit finally point out the answer to the king's questions?**

Ans. The hermit pointed out that the most important time is – now, because it's the only time when we have any power. The most necessary person is the one with whom you are and the most important thing (occupation) is to do good to the person who is with you.

A.3. Vocabulary Questions:

(1) Pick out a pair of antonyms from the passage.

Ans. enemy x friend

(2) Prepare a Word Register of Farming

Ans. Digging, sowing seeds

(3) Give the noun form for –

(i) important (ii) necessary (iii) pitied

(iv) remember

Ans. (i) importance (ii) necessity (iii) pity

(iv) remembrance

A.4. Grammar Questions:

(1) "What do you mean?" asked the king. *(Change into indirect speech)*

Ans. The King asked what he meant.

(2) If you had not pitied me, you would have been killed. *(Identity the clauses and Kind)*

Ans. You would have been Killed- main clause. If you had not pitied me- subordinate adverb clause of condition.

(3) The most important time was when you were digging the beds. *(Use – important)*

Ans. No other time was as important as when you were digging the beds.

(4) The king sent his men and his own physician to attend to him. *(Use 'not only… but also')*

Ans. The king sent not only his men but also his own physician to attend to him.

(5) It is the most important time.
(Change into an interrogative sentence)

Ans. Isn't it the most important time?

A.5. Personal Response Questions:

(1) What do you think is the moral of this extract?

Ans. The moral according to me is that love is the basic need of every human and love is the base of human existence so we should do good to everyone because we should remember that love begets love.

We should live in the present and enjoy every moment of the present to the fullest.

ENGLISH WORKSHOP

(1) Read the story and answer whether the following statements are true or false:

(i) The people convinced the King to make a proclamation.

(ii) The hermit spoke usually to everyone.

(iii) The King received all answers from the hermit.

(iv) The person the King saved and helped was his enemy.

(v) To do good to people is the purpose of our life.

Ans. *(i) False (ii) False (iii) True (iv) True (v) True*

(2) Match the titles with the contents of the proper paragraph:

i	Once a certain king ..... important to do.	a	King gains a friend.
ii	Many learned people ..... time for everything.	b	The wounded stranger
iii	Equally varied ..... gave the reward to none.	c	King helps the hermit.
iv	When the King arrived ..... my first attention.	d	The stranger begs for pardon.
v	The hermit listened ..... continued to dig.	e	The hermit points out answers.
vi	The King turned round ..... gave it to him.	f	Stranger's vicious intention.
vii	Meanwhile the sun ..... said the King.	g	Questions remain unanswered.
viii	"You do not know ..... all my life.	h	The King received varied answers
ix	The King was very glad ..... the day before.	i	Kings announcement.
x	"Do you not see?" ..... sent into this life!".	j	The King meets the hermit.

Ans. *(i – i), (ii – h), (iii – g), (iv – j), (v – c), (vi –b), (vii – d), (viii – f), (ix – a), (x – e)*

(3) The character traits of the king and hermit are mixed up. Sort them out in the right box:

feeble enlightened
helpful
impatient
eager to succeed
patient wise
convincing
Forgiving compassionate

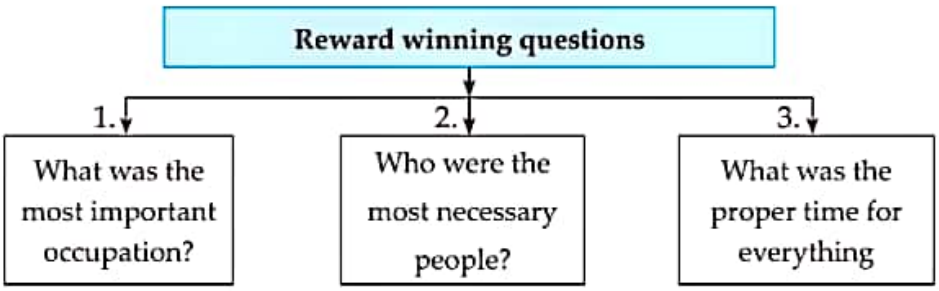
Ans.

KING	HERMIT
Impatient	Feeble
Helpful	Enlightened
Forgiving (extra)	Wise
Compassionate (extra)	Patient
Eager to succeed	Convincing

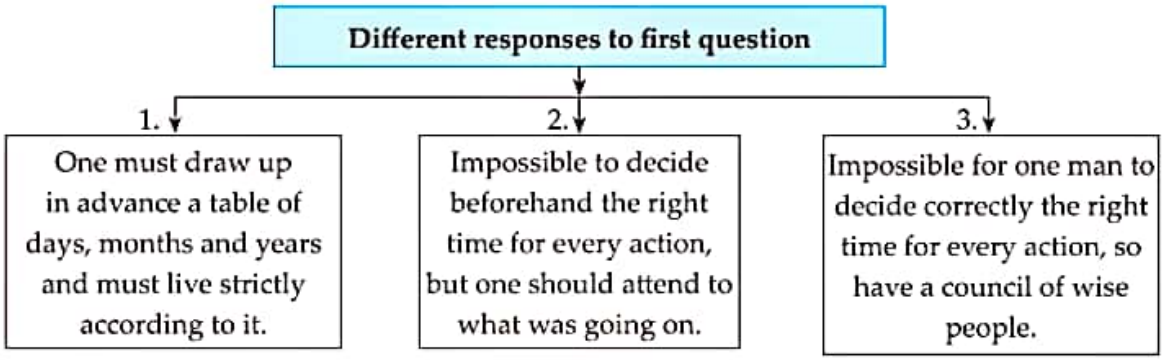
(4) Complete the Tree diagrams associated with the happenings in the story:

(A)

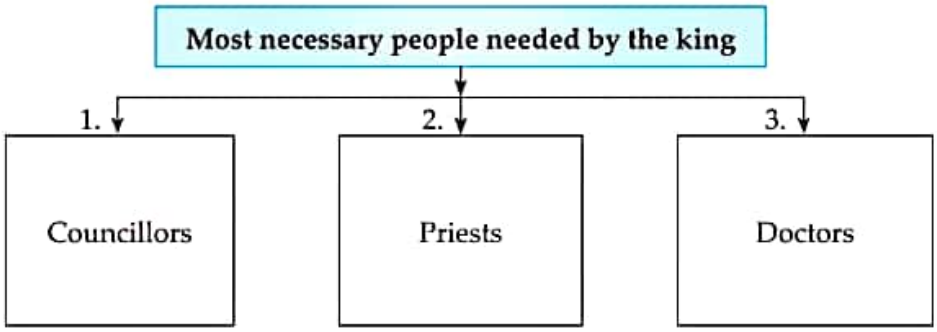
Ans.



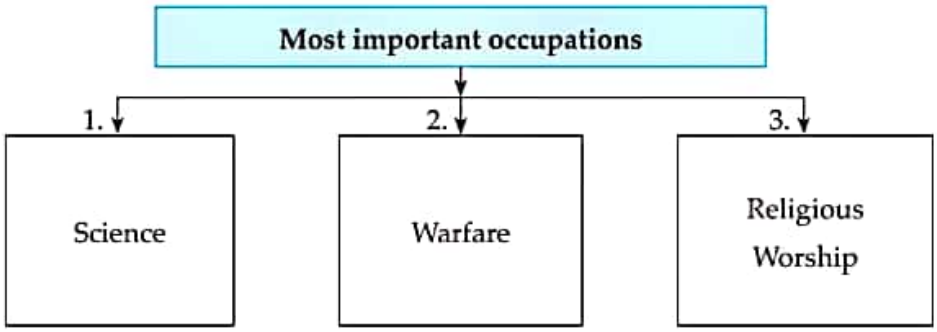
(B)



(C)



(D)



(5) Write down in your notebook two points for each of the following:

How Do You Know .....

(i) the learned advisers who came to the court confused the king.

Ans. None of the learned advisers could give satisfactory answers to the king's three questions as all of them had conflicting answers as they were not sure.

(ii) the king was humble.

Ans. The king dressed as a simple man to meet the hermit. He told his bodyguards not to accompany him. He felt pity for the hermit and took the spade from his hand and started digging the ground. He helped the wounded man without thinking twice.

(iii) the king's enemy was repentant.

Ans. The care and love shown to the wounded man

by the king, was the reason he was alive. This brought about a change of heart in the wounded man and he was ready to serve the king all his life.

(iv) the hermit was truly wise.

Ans. The hermit's actions and wisdom gave convincing answers to the king's three questions. Though there was less talking, the experience which he got when he was with the hermit gave him all his answers.

(6) Choose the correct answer and fill in the blanks:

(i) "Varied" [Paragraph-3] means ..... .

(a) different (b) unnecessary

(c) unequal (d) unimportant

(ii) Many learned people came to the court and gave ..... .

(a) The same answers (b) correct answers

(c) different answers (d) wrong answers

(iii) The synonym of 'convinced' is ..... .

(a) persuaded (b) happy

(c) unhappy (d) angry

(iv) The King wanted to know the ..... time to begin everything ..... .

(a) right (b) exact (c) proper (d) good

(v) "I pray you to answer my question". Here "pray" means ..... .

(a) plead to God (b) request

(c) order (d) suggest.

(vi) Choose an adverb that collocates with "breathed ..... .

(a) hurriedly (b) heavily

(c) hardly (d) calmly.

Ans. *(i) different (ii) different answers (iii) satisfied (iv) right (v) request (vi) heavily*

(7) Answer the following questions:

(i) The learned people were sometimes divided in their opinions, different persons giving quite different answers; at other times, none of them gave an answer. They all suggested ways to looking for an answer. Can you point out one example of each?

Ans. Examples of the different opinion and answers given by the people are

(a) "some people said that it was impossible for one man to decide the right time and so a council of wise people should be appointed for the same"

(b) 'some people said that the warriors were the people most needed by the king.'

(c) 'Some people said that religious worship was the most important thing to do.'

(ii) Though the hermit did not say anything to the king for some time, he did not ignore the king or treat him rudely in any way. Do you agree? What evidence of his politeness can you point out? What shows that he listened and responded to the king's words?

Ans. Yes, I agree that the hermit did not treat the king rudely or ignore him.

The hermit greeted the king though he continued doing his work. This shows the hermit's politeness. When the king told the hermit that he looked tired and suggested to the hermit that he should take the spade and work a while for the hermit, the hermit silently handed over the spade to the king and sat down on the ground. This incident shows that the hermit listened and responded to the king's words.

(iii) The hermit spoke only to common people; so the king 'put on simple clothes', Do you think the king hoped to be mistaken for a common person, or was he just showing that he was a humble person? What shows that the hermit knew him to be the king?

Ans. I think that the king wanted to show his humility by accepting the fact that the hermit would not speak to anyone except a common man. The king could have demanded an answer from the hermit being the king, but he did not do so. Instead he disguised himself as a common man to keep up to the principles of the hermit.

When the king arrived at the hermit's place, the hermit greeted him but continued to do his work. This shows us that he knew that the person who came to him was 'the king. He knew that the king did not want anything other than the answers to his questions as he must have heard the proclamation.

(iv) Did the king behave as an ordinary person, rather than as a ruler, at the hermit's hut? What shows it? Did he also act as a good, kind person? When did he do so?

Ans. Yes, the king not only disguised himself as a common man but also behaved like one. He saw that the hermit was tired from digging and took the spade from the hermit and began to dig the ground himself.

Yes, the king was a good and kind person because he helped to revive the wounded man. He not only made peace with the wounded man who had come to kill him but also promised to send his own men and physician to attend to him.

(v) **Do you think the hermit knew, beforehand, not only about the king's arrival but about the ambush by his enemy? Think a little about this and say what you really feel.**

Ans. I think that the hermit must have known before hand not only about the king's arrival but also about the ambush. He just acknowledged the king with a greeting and continued doing his work without answering the questions asked by the king which was a little weird. According to me he may have been building time so as to save the king's life.

(8) Consider this list of the different things that happened and rearrange them in the order of time, that is, what happened first, what happened next and so on. Read the related paragraph again if you are uncertain:

(i) The bearded man resolved to kill the king.
(ii) The king went alone to see the hermit.
(iii) The king executed the bearded man's brother.
(iv) The king spent the night at the hermit's hut.
(v) The bearded man laid an ambush to kill the king.
(vi) The king's bodyguards recognised and wounded the bearded man.
(vii) The bearded man came out of the ambush.

Ans.

(i) The king executed the bearded man's brother.
(ii) The king went alone to see the hermit.
(iii) The bearded man resolved to kill the king.
(iv) The bearded man laid an ambush to kill the king
(v) The bearded man came out of the ambush
(vi) The king's bodyguards recognised and wounded the bearded man.
(vii) The king spent the night at the hermit's hut.

(9) (A) The following compound words from the story are spelt in a jumbled order. Rearrange the letters to make them meaningful:

(i) a r e e t u k d n=
(ii) y o n n a e=
(iii) s t a p s i t e m=
(iv) d u b g y r o a d=
(v) f r a w e r a=
(vi) h e e d a r f o n b=
(vii) h e i l n e w a m =
(viii) n e v h i g r e t y=

Ans. *(i) undertake (ii) anyone (iii) pastimes (iv) bodyguard (v) warfare (vi) beforehand (vii) meanwhile (viii) everything*

(B) From the story find the collocations of the following:

(i) ..... important.
(ii) ..... intently.
(iii) frail and .....
(iv) widely .....
(v) ..... time
(vi) ..... blood
(vii) simple .....
(viii) ..... closed
(ix) ..... asleep
(x) ..... peace.

Ans. *(i) most (ii) gazing (iii) weak (iv) renowned (v) right (vi) warm (vii) clothes (viii) eyes (ix) fell (x) made*

(10) Say whether the Verbs underlined in the sentences are finite (limited by the number or person of the subject) or not-finite (not governed by the subject, number or person):

(i) He <u>decides</u> <u>to go</u> to a hermit.
(ii) I have <u>come</u> to you, wise hermit.
(iii) He <u>gave</u> the reward to none.
(iv) The hermit was <u>digging</u> the ground.
(v) I <u>pray</u> you, to <u>answer</u> my questions
(vi) "<u>Forgive</u> me."
(vii) The sun <u>began to sink</u>.

Ans.

Finite	Non-finite
decides	to go
have	come
gave	——
——	digging
pray	to answer
forgive	——
began	to sink

WRITING SKILLS

(11) Read the story in your own language, summarize the following aspects of the story in 4 to 5 lines each in your own language. Write it in your notebook:

(i) King's problem:

Ans. The king felt that if he knew the right time to begin anything, the right people to listen to or avoid, and the right occupation to take up, he would be able to rule his kingdom well.

(ii) Attempts made to find a solution:

Ans. The king made a proclamation of rewarding handsomely those who could answer his questions. Unsatisfied by the answers he received, he visited a renowned wise hermit convinced he would get his answers from him.

***(iii) Climax:**

Ans. The king finally goes out to meet the hermit one last time after making peace with his enemy who had come there with the intention of killing him. This is when the hermit speaks to the king and points out that the king already had the answers to his questions. He proceeds to explain what he means thereafter.

(iv) Solution:

Ans. The king got his answers through all that he experienced throughout the day with the hermit. The actions and wisdom of the hermit gave the answers to the king's questions. The most important time is 'now', the most important person is the one you are with at that point of time and doing good for the person who is with you in the most important work, were the answers that he found with the hermit's help.

(v) Message:

Ans. You have been sent into this world to do good deeds so do all the good you can to everyone around you. Love others as you would expect others to love you because love is the base of human existence.

"Do all the good you can, by all the means you can in all the ways you can, in all the places you can, to all the people you can, as long as you can."

- John Wesley

(12) Narrate an experience of your own that has helped you to realise that, 'Patience is bitter, but its fruit is sweet.' Write it in your notebook, in about 20 lines.

Ans. I had been helping a dyslexic child to cope up with the English language. I tried all the methods to develop interest in the child for the language. This child would go into his dream world many times. At the beginning, I use to coax him out of his dreams by peeping into his dreams and asking about it. As time passed, I felt I was not making any substantial improvement in the child. The child is very intelligent but has a very short attention span. The year went by and his final exams got over. Although I did my best I was unsure of the result and this pained me a lot. His Mother wanted me to help him the next year also. I was a little dejected because I felt that my hard work was wasted. I told his mother to give me some time to decide. In the meanwhile his results were out and his class teacher praised him for doing exceptionally well in English. When I got to hear about this, I was so elated and then and there I decided to help him till the time he needed me.

(13) After reading this story, develop a dialogue with 2 of your classmates about the characters in the story. Besides the tactful introduction to the conversation and write 8 to 10 sets of dialogues.

Ans. (The king wants answer to three questions which will help him rule his kingdom better. A proclamation that satisfying answers carried handsome rewards make many wise people arrive at the palace but none of them are able to give the king convincing answers. He hears about a wise, renowned hermit and decides to go to him in disguise because the hermit entertained only common people. The King reaches the hermit's hut.)

King: I have come to you learned one to get the answers to three questions which have been bothering me for long.

Hermit: Let me complete what I am doing first.

King: Let me help you while you take some rest.

Hermit: I see someone coming towards us and he looks wounded.

King: Yes, he is badly wounded. Let me see what I can do.

Hermit: You have done a wonderful job. You have not only stopped the bleeding but also revived him.

King: It was my duty to help and that is all I did.

Hermit: Here is where you get all your answers. The right time for anything is 'now'. The right person to be with is the one who is with you at that moment of time. The right occupation is doing all the good deeds you can for the person who is with you.

King: How wise your words are, learned one, I will always remember them.

Hermit: Go in peace my dear king and rule your kingdom wisely.

The king returns to his kingdom happy and wiser.

(14) From the library or internet, read the story 'How much land does a man need?' by Leo Tolstoy and write a review of the same, covering the following points.

Ans. Background of the story: Leo Tolstoy wrote 'How much land does a man need? "against the backdrop of massive changes in the 19th century in Russia. Until the emancipation of Russian Serfs by Czar Alexander II, the peasants were virtual slaves of landowners and aristocrats, Tolstoy wrote this story after the Serfs had already got their freedom for 25 years. They now had rights and their own land. There was progress among the peasants but Tolstoy was apprehensive whether the peasants' progress brought changes they would regret. This story brings a harsh warning of unchecked materialism which is clearly established through the fate of Pahom, the **protagonist** of the story and his sad, untimely death.

Characters – Pahom (the protagonist), his wife, his sister-in-law, the Bashkirs and the Devil.

Plot/Theme – Pahom, a Russian peasant, overhears his wife and her sister having an argument over whether it is better to live in the country or the city. This lands Pahom to make the dangerous declaration that if he had just enough land, he would not even fear the Devil. The Devil hears this boast and decides to put this to the test and exploits the greed of Pahom. The story relates Pahom's success in buying land, yet also his dissatisfaction.

Climax – Pahom comes to know about the Bashkir region where very fertile land can be purchased very cheaply. The Bashkirs agree to sell him for the 1000 roubles, as much land as he can pace off in a day as long as he returns before the end of the day to the starting point. Pahom walks far, trying to get as much as land as possible, but when he sees more fertile land ahead of him, greed overtakes his senses and he keeps walking further and further away without realizing it would be difficult for him to return to the starting point. In his rush to get back to the starting point which he succeeds in, he collapses and dies. When he dies the Baskhins ask Pahom's servant to bury him on the same land and he ends up with six feet of land, enough to bury him instead of all the land that he had acquired.

Message / Moral – The story tells us about the destructive consequences of human ambition & greed. The message is clear, a warning against biting off more than you can chew. The story shows us how human nature pushes us to want more and more. We are never content, no matter how well off we may be. While trying to improve our standard of living, we put ourselves in danger of ending up with nothing. It gives us the message, how greed and excessive desire for earthly desires can destroy a person.

❖❖❖

2.3 Connecting the Dots

- Steve Jobs

Central Idea :

This lesson allows us to peep into the life of Steve Jobs, who out of sheer determination and a never say die attitude fought all human obstacles to reach to the pinnacle of success.

Connecting the Dots is a book written by Rashmi Bansal. In this book, there are inspiring stories of 20 enterprising individuals without an MBA, who started their own ventures.

Summary :

This lesson talks about three stories in the life of Steve Jobs which according to him were the three turning points in his life. He trusted his intuition and his heart and achieved name and fame and he advises his readers to follow their heart as well.

The first story Connecting the Dots talks about his college days wherein he dropped out of college to follow his heart and ended up designing the first mackintosh computer. According to him whatever you do in life helps you in future somewhere down the line.

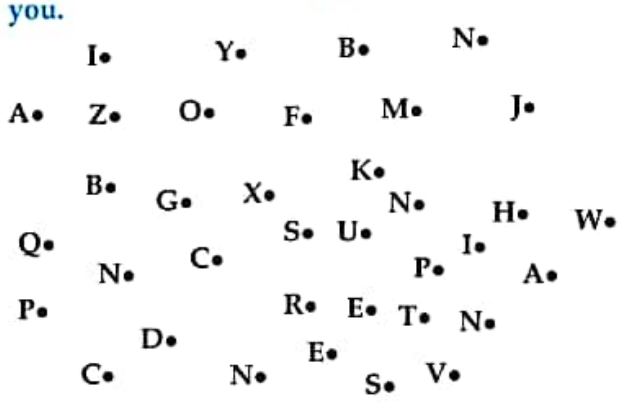
His second story is about love and loss. This story tells us how he lost what he had made. He was fired from his own company because he drove the people a little too hard, as being gentle and polite was not his nature. He took this as a lesson and began all over again with a different perspective. He also talks about the love of his life Laurene whom he married later.

His third story talks about death and how he escaped the jaws of death. He was diagnosed with cancer and his doctor had advised him to settle all his things. The cancer turned out to be a rare form of pancreatic cancer which could be cured with surgery and he had the surgery done. He had nearly knocked at the doors of Heaven and returned to Earth. He says that life is unpredictable, so live your life and use your living time judiciously.

MASTER KEY QUESTION SET - 2.3

Warming Up!

(1) (A) Connect the dots to get what means a lot to you.



The word is .....

Ans. Success

(B) With your benchmate, use the letters given above to make a word register of `computers'. Set a time - limit of 5 minutes and compare your list with that of other classmates.

Ans. Computers - Mouse, C. P. U. , Mother board, Processor, monitor, computer case, laptop, education, listening to music, watching movies, news, etc, Science, business, health and medicine, information, project work, helps to use the internet, etc.

(2) You are quite familiar with computer, especially the personal computer. Form pairs and make a list of famous computer manufacturing companies. One is given to you.

(i) Apple (ii) .....
(iii) ..... (iv) .....

Ans. Hitachi, Dell, HCL, Intel, IBM, Hyundai, Panasonic, Lenovo, LG.

(3) Complete the web by filling the various benefits of computers.

Ans. *(i) Controls satellites (ii) Education (iii) Controls traffic signals (iv) Government uses it to streamline services and enhance defense (v) Basic television broadcasting depends on computers (vi) Exchange of information (vii) Helps doctors to provide better diagnosis (viii) Book tickets and pay bills online.*

(4) (A) Expand the following into their full forms.

Ans. (i) **that's** - that is (ii) **didn't** - did not
(iii) **here's** - here is (iv) **can't** - can not
(v) **I've** - I have

(B) Write the shortened forms of the following.

Ans. (i) **You have** - you've (ii) **I would** - I'd
(iii) **It is** - It's (iv) **You are** - you're
(v) **He will** - He'll (vi) **I had** - I'd
(vii) **will not** - won't (viii) **shall not** - shan't
(ix) **are not** - aren't (x) **need not** - needn't
(xi) **must not** - mustn't (xii) **oughtnot**-oughtn't

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below:

Passage - I *(Textbook Page No. 62 and 63)*

Today I want to tell you three stories from my life. That's it. Just three stories. The first story is about connecting the dots. I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months before I really quit. Looking back, it was one of the best decisions I ever made. I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

I didn't have a dorm room, so I slept on the floor in friends' rooms. I returned Coke bottles for the 5 cent deposits to buy food with, and I would walk seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Here's one example : Reed College offered perhaps the best calligraphy instruction in the country. Because I had to take a calligraphy class, I learned about serif and san serif typefaces, about what makes great typography great.

Ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. If I had never dropped in on that course in college. the Mac would have never had multiple typefaces or for that matter even proportionally spaced fonts.

And since Windows just copied Mac, it's likely no personal computer would have them. Of course it was impossible to connect the dots looking forward. when I was in college. But it was very clear looking backwards 10 years later.

You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in some things - your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

Glossary

(1) **dropped out of** *(Phr)* - abandon to leave
(2) **drop in** *(Phr)* - to visit
(3) **dorm** *(n)* - a room containing a number of beds for sleeping, often applied to students.
(4) **cent** *(n)* - 1% of US Dollar
(5) **intuition** *(n)* - an instinct; the ability to understand instinctively without the need of conscious reasoning.
(6) **serif** *(n)* - a small line attached to the end of a stroke in a **latter** or a symbol. (e.g.) Symbol
(7) **calligraphy** *(n)* - the art of writing letters and words in a decorative style.
(8) **mac** *(n)* - Macintosh computer
(9) **font** *(n)* - style of letter.
(10) **gut** - courage and determination
(11) **typography** - the appearance of printed matter
(12) **connect the dots** - associate one idea (previous to another (next) to find/create a new big picture)

A.1. Factual Question:

(1) Write whether true or false and correct if the statement is false.

(i) Steve Jobs dropped out of Reed College after the first 18 months.

Ans. False - Steve Jobs dropped out of Reed College after the first 6 months.

(ii) Steve would return coke bottle for the 5 cent deposits, to buy food.

Ans. True

A.2. Interpretative / Complex / Inference Questions:

(1) What did Steve do every Sunday night? Why?

Ans. Every Sunday night Steve would walk seven miles across the town to get one good meal a week at the Hare Krishna temple.

(2) When did the calligraphy class help Steve? OR

*** What basic course in Reed College helped while designing the Mac?**

Ans. The calligraphy class helped Steve ten years later when he and his Copartner were designing the first Mackintosh computer.

***(3) What did Steve do to buy food?**

Ans. Steve would return coke bottle for the 5 cent deposits to buy food.

***(4) What did Steve Jobs do for two years after he joined Reed College?**

Ans. Steve Jobs stopped taking classes that did not interest him and took classes that looked interesting.

*** (5) What hardships did Jobs face?**

Ans. Jobs didn't have a dorm room and had to walk seven miles to get a decent meal, every Sunday night.

A.3. Vocabulary questions:

(1) Adjective form of

(i) **Connect** - Connective

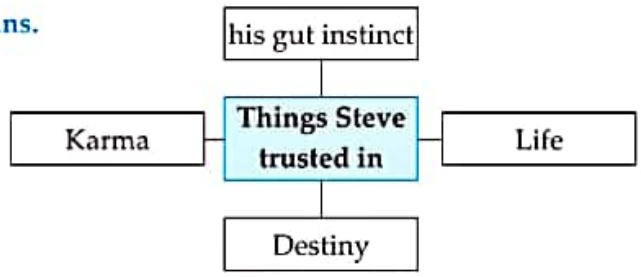
(ii) **trust** - trustworthy/trustful

(iii) **difference** - different/differing

(iv) **Proportionally** - proportionate/proportional

(2) Prepare a web diagram of the things Steve Job's had trust in.

Ans.



(3) Pick out a synonym for 'fate' from the extract.

Ans. destiny.

(4) Frame a sentence with the phrase 'drop - in'.

Ans. I dropped in to check on my ailing relative.

A.4. Grammar Questions:

(1) Because I had to take a calligraphy class, I learned about serif.
(Pick out the clause and state its kind)

Ans. I learned about serif -main clause,

because I had to take a calligraphy class - subordinate clause.

adverb clause of reason.

(2) You can't connect the dots looking forward. *(Add a Question tag)*

Ans. You can't connect the dots looking forward, can you?

(3) You can't connect the dots looking forward. *(Pick out the Modal auxiliary and state its mood)*

Ans. cannot - ability

(4) You have to trust in some things.
(State the type of sentence)

Ans. Simple sentence.

(5) We designed it all <u>into</u> the Mac.
(Identify the part of speech of the underlined word.)

Ans. into - preposition

A.5. Personal Response Questions:

(1) What do you learn from this extract?

Ans. Through this extract, I have learnt that whatever we learn in our lifetime always comes to use sometime in our future life. No learning goes to waste so we should learn whatever we can whenever we can.

Q.2. Read the following passage and answer the questions given below:

Passage - II *(Textbook Page No. 63)*

My second story is about love and loss. I found what I loved to do early in life. Woz (Steve Wozniak) and I started Apple when I was 20. In 10 years Apple had grown from just the two of us in a garage into a $2 billion company. And then I got fired. It was devastating.

But something slowly began to dawn on me - I still loved what I did. And so I decided to start over.

The heaviness of being successful was replaced by the lightness of being a beginner again. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company Next, another company named Pixar, and fell in love with an

amazing woman who would become my wife. Pixar is now the world's most successful animation studio, Apple bought next. I returned to Apple and the technology we developed at Next is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

Sometimes life hits you in the head with a brick. Don't lose faith. The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.

Glossary

(1) **got fired** *(n)* - lost the job

(2) **hits you in the head with a brick** - give a great shock suddenly

(3) **devastating** *(v)* - to destroy, causing severe shock

(4) **renaissance** *(n)* - rebirth, revival

(5) **began to dawn on** - began to become clear

A.1. Factual Questions:

(1) Write whether true or false

(i) Steve Jobs went into depression when he got fired.

(ii) Steve Jobs was free to enter one of the most creative periods of his life.

Ans. *(i) False (ii) True*

A.2. Interpretative / Complex / Inference Questions:

(1) Answer the Questions

(i) What had Apple grown into in 10 years?

Ans. Apple had grown from just Steve and Woz working in a garage, into a 2 billion dollar company.

(ii) What is Pixar known for?

Ans. Pixar is known for being the world's most successful animation studio.

***(iii) What setback did Jobs suffer when he was thirty?**

Ans. When he was thirty, Jobs got fired from Apple.

A 3. Vocabulary Questions:

(1) Give the noun form of:

Ans. (i) **grow** – growth

(ii) **freed** – freedom

(2) Pick out a pair of antonyms from the extract:

Ans. (i) **heaviness** × lightness

(3) Use prefixes to get the opposites of

Ans. (i) **successful** × unsuccessful

(ii) **developed** × undeveloped

(iii) **loved** × unloved

(iv) **decided** × undecided

A.4. Grammar Questions

Do as directed – (Grammar)

(1) My <u>second</u> story is about love and loss.

(Identify the part of speech of the underlined word.)

Ans. Second – adjective

(2) I still loved what I did. *(Change into negative)*

Ans. I still did not hate what I did.

A.5. Personal Response Question:

(1) What do you learn from this extract? OR

*** What does the second story of Jobs convey to you?**

Ans. This extract teaches me never to give up in the face of adversities. It teaches me to follow my passion and persevere even if things look bad, for every cloud has a silver lining.

Q.3. Read the following passage and answer the questions given below:

Passage - III *(Textbook Page No. 63 and 64)*

My third story is about death.

About a year ago I was diagnosed with cancer. My doctor advised me to go home and get my affairs in order, which is doctor's code for 'prepare to die'. I lived with that diagnosis all day. Later that evening I had a biopsy. It turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope its the closest I get for a few more decades. Having lived through it, I can now say this to you : Your time is limited, so don't waste it living someone else's life.

Don't be trapped by dogma - which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your own inner voice.

And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become.

When I was young, there was an amazing publication called The Whole Earth Catalogue. In the final issue, on the back cover they put a photograph of an early morning country road. Beneath it were the words : Stay Hungry, Stay Foolish. It was their farewell message as they signed off. I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you. Stay Hungry, Stay Foolish.

Glossary

(1) **diagnose** *(v)* - identify the nature of (unillness or other problem) by examination of the symptoms.

*(2) **dogma** *(n)* - belief or a set of beliefs held by a group or organization which others are expected to accept without argument.

*(3) **drown out** *(v)* phr - to be louder than another sound and prevent it being heard.

(4) **a new** *(adv)* - in a new or different way.

(5) **stay hungry** - always keep wanting something more, something new.

(6) **stay foolish** - always keep an open mind. Never think you know everything.

A.1. Factual Questions

(1) Choose the correct alternative

(i) Steve jobs was diagnosed with .....cancer.
(a) stomach (b) blood (c) pancreatic

(ii) Steve Jobs was talking to ..... students.
(a) school (b) college (c)graduate

(iii) 'Get your affairs in order' is a doctor's code for .....
(a) prepare for a trip (b) prepare to die
(c) keep things in order

Ans. *(i) Pancreatic (ii) college (iii) Prepare to die*

A.2. Interpretative/Complex/Inference Questions:

(1) What was Steve diagnosed with?

Ans. Steve was diagnosed with pancreatic cancer

(2) What advice did Steve's doctor give him?

Ans. Steve's doctor advised him to go home and get his affairs in order, which is doctor's code for 'prepare to die'.

(3) What did the result of the biopsy show?

Ans. The result of the biopsy showed that Steve had a very rare form of pancreatic cancer that was curable with surgery.

(4) Name the publication whose farewell message had a lasting impression on Steve.

Ans. The farewell message on an amazing publication named' The Whole Earth Catalogue had a lasting impression on Steve.

***(5) What does Jobs warn you about life and dogma?**

Ans. Jobs warns us not to get trapped by life and dogma.

***(6) How does Jobs close his address to the graduate students?**

Ans. Jobs closes his address to the graduate students by telling them to 'Stay Hungry, Stay Foolish'.

A.3. Vocabulary questions:

(1) Pick out the opposite of 'common' from the extract.

Ans. rare

(2) Frame a sentence with the phrase 'drown out'.

Ans. The loud noise of the TV set drowned out the baby's crying.

(3) Pick out a compound word from the passage.

Ans. Farewell , somehow, someone

(4) Add suffixes to get the opposites of -

Ans. (i) **curable** × uncurable
(ii) **signed** × unsigned
(iii) **living** × non-living
(iv) **limited** × unlimited

A.4. Grammar Questions:

(1) It turned out to be a very rare form of pancreatic cancer that is curable with surgery.
(Pick out the clause and state its kind)

Ans. It turned out to be a very rare form of pancreatic cancer - Main clause
that is curable with surgery - Subordinate clause - Adjective clause.

(2) I had the surgery. *(Add a question tag)*

Ans. I had the surgery, didn't I?

(3) I'm fine now. *(Question Tag)*

Ans. I'm fine now, aren't I?

(4) I lived with that diagnosis all day
(Change into interrogative)

Ans. Didn't I live with that diagnosis all day?

(5) My doctor advised me to go home.
(End with .....doctor)

Ans. I was advised to go home by my doctor.

A.5. Personal Response Question

(1) What message do you get from this passage?

Ans. This passage opens me to the realities of life. It has taught me that life is unpredictable and so we have to use our time on this earth judiciously. It has given me the courage to follow my heart and passion. We can live this life only once so let us live it fruitfully by giving joy to myself and others.

ENGLISH WORKSHOP

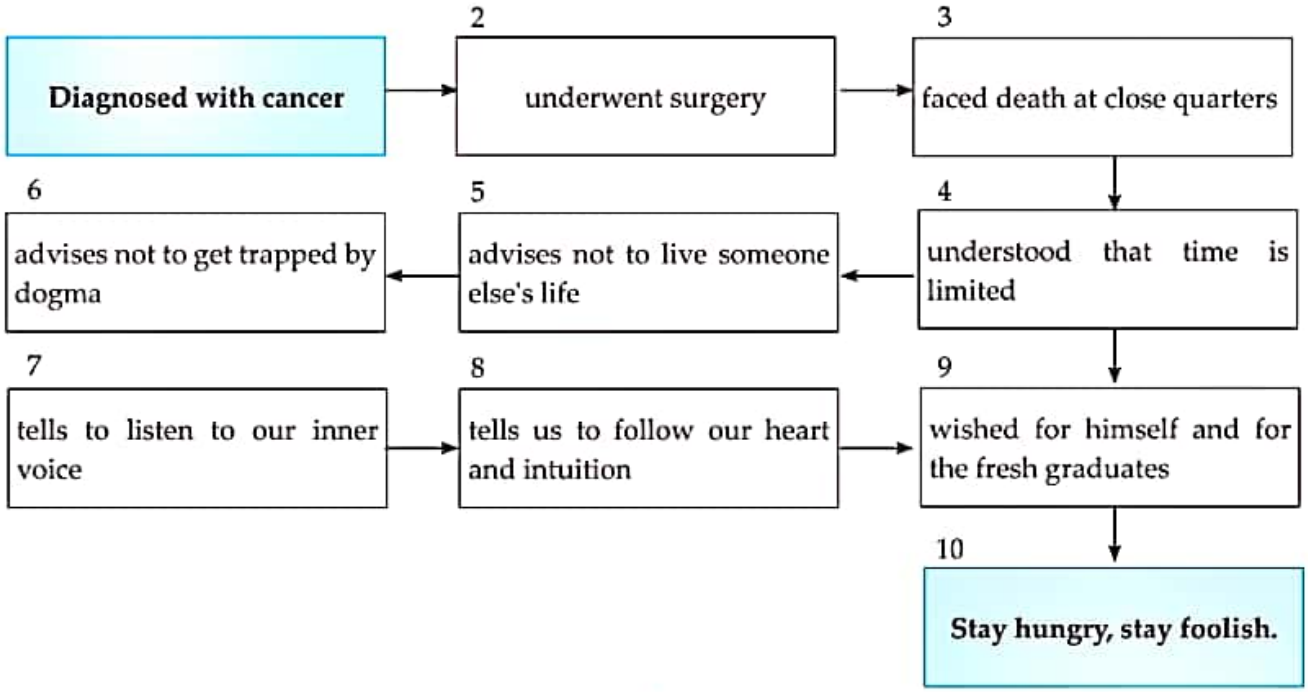
(1) (A) Rearrange the incidents in the life of Steve Jobs in chronological order.

(i) Steve Jobs started Next.
(ii) Jobs underwent a surgery.
(iii) Jobs learned about serif and sans serif type faces.
(iv) Jobs returned to Apple Inc.
(v) Jobs married Laurene.
(vi) Jobs was diagnosed with cancer.
(vii) Jobs dropped out of Reed College.

Ans. (i) Jobs dropped out of Reed College.
(ii) Jobs learned about serif and sans serif type faces.
(iii) Steve Jobs started Next.
(iv) Jobs married Laurene.
(v) Jobs returned to Apple Inc.
(vi) Jobs was diagnosed with cancer.
(vii) Jobs underwent a surgery.

(B) Read the third story again. Complete the flow-chart given below.

Ans.



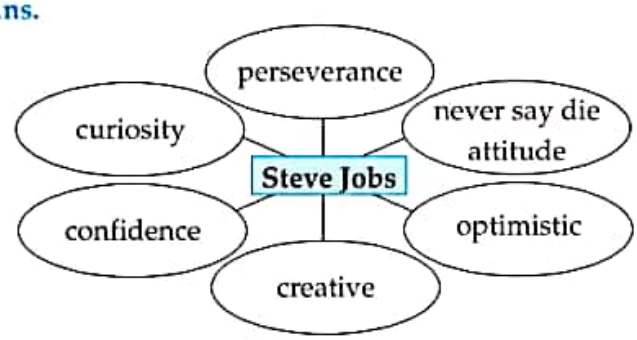
(2) Read the lesson. Refer to a dictionary and match the words in column 'A' with their meanings in column 'B'.

No	'A'		'B'
(i)	diagnosis	(a)	the power believed to control events
(ii)	devastating	(b)	complete list of items especially in a special order and description.
(iii)	intuition	(c)	act of identifying the nature of a problem or illness.
(iv)	calligraphy	(d)	power of understanding situations or people's feelings before hand.
(v)	destiny	(e)	causing great destruction
(vi)	catalogue	(f)	beautiful handwriting done with a special pen or brush.

Ans. *(i - c) , (ii - e) , (iii - d) , (iv - f) , (v - a) , (vi - b)*

(3) Go through all the three stories. Identify some qualities of Steve Jobs and complete the webchart.

Ans.



(4) Complete the following table.

Ans. 'The Three stories in the Life of Steve Jobs'

	About	Setbacks	Reactions	Achievements and benefits
First story	Connecting the dots	Slept on floors, good meal was a luxury, difficult to get a meal	Intuition and curiosity and perseverance did wonders	Designed the first Mac computers. Confidence that hard work and perseverance pay off in the end
Second story	Love and Loss	Got fired from Apple, the company he started	Started all over again	Started company 'Next' and 'Pixar'
Third story	Death	Diagnosed with cancer	Had biopsy and surgery	Learnt that time on earth is limited so use it to the fullest by following your own inner voice.

(5) Say HOW?

(i) the calligraphy classes helped Steve Jobs after 10 years.

Ans. to design the first Macintosh computer

(ii) You can connect dots.

Ans. by looking backwards

(iii) Jobs reacted later on, after the shock of being fired from Apple.

Ans. started a company 'Next' and another company 'Pixar'.

(iv) Jobs was cured of a rare cancer.

Ans. had surgery

(v) Jobs acquired the famous words 'Stay Hungry. Stay Foolish'

Ans. from the final issue on the back cover of his favourite publication called 'The Whole Earth Catalogue'.

(6) Besides those given at the end of the talk by Steve Jobs, pick out other pieces of advice that Jobs gives in his speech.

Ans.

(i) Don't be trapped by 'dogma'.

(ii) your time is limited, don't waste it living someone else's life.

(iii) Have the courage to follow your own heart and intuitions.

(iv) Love what you do. If you haven't found it, keep looking. Don't settle.

(v) You have to trust that the dots will connect in your future.

(vi) You can't connect the dots looking forward, you can only connect it looking backwards.

(7) (A) Use the following idioms/phrases in sentences of your own.

(i) drop it

Ans. This conversation is not going in the right direction, let's drop it.

(ii) drop out

Ans. Lack of time forced me to drop out of the project.

(iii) stumble on

Ans. I stumbled on the clue by sheer luck.

(iv) look backwards

Ans. Looking backwards at my childhood days gives me nostalgia.

(v) look forward

Ans. I am looking forward to joining the new office.

(vi) let (someone) down

Ans. I make sure not to let my parents down, come what may.

(vii) sign off

Ans. He always signs off his lectures with motivational quotes.

(viii) begin a new

Ans. I have decided to forget my past and begin a new.

(B) Fill in the gaps choosing the appropriate idioms.

(drown out, hits in the head with a brick, get ones affairs in order, connect the dots, begin to dawn, stay hungry)

(i) The wealthy landlord made a will ..... before he could die.

(ii) Those who aspire for success should always ..... to learn more.

(iii) If you ..... you will realise that crime ultimately leads to poverty.

(iv) The siren of the ambulance ..... all other traffic noise.

(v) When the father learned about his son's misdeeds, it ..... .

(vi) On reading exactly same essays in both answer sheets, it ..... the examiner, that the students had cheated during exams.

Ans. *(i) to get his affairs in order (ii) connect the dots (iii) stay hungry (iv) drowned out (v) hit him on the head with a brick (vi) began to dawn on*

(8) (A) Name the Tense of the Verbs underlined to include Time (Past / Present / Future) and Aspect (Simple / Continuous / Perfect / Perfect Continuous)

(i) I slept on the floor. .....

(ii) You haven't found it. .....

(iii) We were designing the first Macintosh computer. .....

(iv) It had made all the difference. .....

(v) I am fine, now. .....

(vi) I have been facing death. .....

(vii) I shall be telling you three stories .....

Ans. *(i) Simple Past (ii) Present Perfect (iii) Past Continuous (iv) Past Perfect (v) Simple Present (vi) Present Perfect Continuous (vii) Future Continuous.*

(B) Change the Tense as instructed.

(i) I got fired. *(Future Perfect)*

Ans. I will have got fired.

(ii) Life hits you on the head. *(Present Perfect Continuous)*

Ans. Life has been hitting you on the head.

(iii) The dots will somehow connect. *(Past Perfect)*

Ans. The dots had somehow connected.

(iv) I started a company. *(Present Continuous)*

Ans. I am starting a company.

(v) My doctor advised me. *(Past Perfect Continuous)*

Ans. My doctor had been advising me.

WRITING SKILLS

(9) Read the News item and write an application for a suitable job in the same company. Attach a separate CV/Resume.

May 19, 2016

Apple Opens Development Office in Hyderabad

(A) The new office in Hyderabad will focus on development of maps, Apple products, like iPhone, iPad, Mac. etc. This will create upto 4000 jobs - - - - -

Ans. A/22, Sapphire Apts,
Cross Road, Shastri Nagar (E),
Hyderabad - 50003.
20th May, 2016

To
The Manager,
Apple Development office,
Nanakram Guda,
Hyderabad - 500032.

Reference : Your advertisement in the Times of India dated May 19, 2016.

Subject : Application for the post of H.R. manager.

Respected Sir/Madam,

With reference to your advertisement in the Times of India, dated 19th may, 2016, I would wish to apply for the post of an H.R. manager in your esteemed organisation. I have done my M.B.A in H.R.D. (Human Resource Development) from N. M. College, Mumbai. Besides English I am also fluent in Hindi and Marathi. I have worked for a shipping company for a period of three years and have learnt a lot.

I do well with my colleagues and am friendly by nature. If given a chance in your reputed organisation, I will prove my skills and be an asset for your company.

I have attached my resume along with the photocopy of my certificates for your kind approval. Hoping to get chosen for an interview. Thanking you in anticipation.

Yours Sincerely,
XYZ

Curriculum Vitae (C.V)

- **Objective:**
  I am looking for a challenging job where I can use my knowledge and talent to the fullest. I also want to learn and grow with the organisation.
- **Qualifications:**
  Post Graduation - M.B.A. (H.R.D.) 2012 Mumbai University
  Graduation - B.Com. (2011), Mumbai University
- **Personal information:**
  Worked with NGO's for social awareness (Certificate attached)
- **Experience:**
  Certificate attached

(B) Imagine you are already working as an Engineer in Apple Development Office, Hyderabad. Write an application for 2 weeks leave to the HR Manager as you have to undergo an urgent surgery.
(Follow all steps of formal letter writing for both the above letters.)

A/22, Sapphire Apts,
Cross Road,
Shastri Nagar (E)
Hyderabad – 500003
22nd March, 2018

To
The H.R. Manager,
Apple Development office,
Nanakram Guda,
Hyderabad - 500032.

Subject: Application for leave

Respected Sir,

I, Ayaan Kapadia, am working in the engineering department. I am writing this letter to let you know that I would need leave for two weeks as I have to undergo a surgery which cannot be delayed.

A medical certificate is attached to confirm the same. Please grant me this much deserved leave. I would like to be done with the surgery at the earliest. I would like to take leave for two weeks from the 25th of this month.

I would appreciate your consent and consideration in this matter. This whole process according to the doctor needs two weeks. I will resume on the 9th of April. Incase there is any problem, I shall give you prior notice of delay.

Thanking you,

Yours Sincerely,
Ayaan Kapadia

(10) Prepare a speech on the title "The Will to Win" to be delivered before the class during a competition.

Hints -
(i) Title
(ii) Introduction
(iii) Objective and Illustrations
(iv) Specific examples
(v) Purpose of the title.
(vi) Sources/Resourses for implementation.
(vii) Usefulness/Benefits
(viii)Conclusion.

The Will to Win

Ans. Respected teachers and my dear friends. A very good morning to one and all. The topic for today's competition is "The Will to Win". I would like to utilise this platform to share some secrets of winning with you all.

The interpretation of winning may change from person to person. The ultimate winning is happiness and satisfaction. It's important too, that you pursue your passion and love. Don't follow someone else's dream, follow your dreams and goals. Sometimes life may hit you as hard as a brick does, but don't lose hope. Always believe that those who don't give up are the ones who become winners ultimately. You must concentrate on your activities and must not imagine the consequences. Don't get disheartened if you fail initially, instead keep trying to remember that your mistakes gives you valuable lessons in the end. They help you choose the right path. We have heard a lot of stories, one being 'Slow And Steady Wins The Race' the moral of these stories is common, that you should have the will, keep trying until you succeed.

Remember it's the determined who win, but when you win, try to remain grounded, that's what makes you a legend. If you never quit, you'll never fail. This is the will to win. Winners don't do different things, they do things differently. You have the ability to introduce changes and bring revolution in every field. Stay focused and follow your journey towards becoming a winner. Don't forget your greatest weapon. It is your will to win.

Thank you for being such a wonderful audience.

(11) Project :
Collect more information about Steve Jobs with the help of Internet. Complete it with images into a file.

Ans. To be done by students

(12) Do you remember doing some activities in your childhood that you didn't like it. Form pairs and make a list of all those activities. Do you think, any one of these activities have helped you in solving your problems ? Share your experience with the class.

Ans. To be done by students

❖❖❖

2.4 The Pulley

- George Herbert

Central Idea :

The central idea of the poem tells us about the creation of man and all the luxuries and blessings showered on him by his creator (God). God showered on man all the riches he could find on earth but witheld the jewel of 'rest' so that man would seek God when all the treasures bestowed on him would tire him out.

Summary :

'The Pulley' written by George Herbert a Welsh born poet, orator and priest of the Church of England was published posthumously in 1633. His style of writing was metaphysical and theological. He wrote poetry in English, Latin and Greek. The Pulley which was written in the 17th Century is a metaphysical poem that examines the relationship between the Creator and the creation. It helps us to understand how God relates to man and regulates his life. He begins the poem with the Biblical story of the creation of man. He says that God provided man with everything he could crave for in his life. His love further blessed man with strength, wisdom, beauty, honour and pleasure expecting man to worship him (God) who gives him everything. Perceiving that man would get greedy and worship nature and not the God of nature wherein both would be losers, he (God) withheld the treasure 'rest' which would pull man (creation) to God (the creator) just like a pulley lifts up a heavy object to the desired place. In other words he makes man depend on him for survival and man understands, that without God, man is nothing. The poem ends with God having the last say because there would come a time when all the riches in the world would also not give man satisfaction and he would be filled with an emptiness. It is the restlessness (weariness) which would pull man towards God, the giver of all and man would find everlasting peace, just like a restless unhappy child wanting to be hugged flinging itself into its father's arms.

MASTER KEY QUESTION SET - 2.4

Warming Up!

(1) Go through the following images and try to link those with our lives. For example, Storm - Hardships that we face in our life.

Ans.

Images	What it stands for in our lives
Owl	• Live within darkness, which includes magic, mystery and ancient knowledge. • Mythology relates the owl to wisdom and knowledge. • Owl has been associated with wisdom in many parts of the world, especially ancient Greece.
Rose	• The beauty of this flower expresses promise, hope and a new beginning. • Rose with its looks and fragrance is used in comparison to all beautiful things.
Tree	• Green leaves on the branches symbolize nature, fertility and life. • The trunk represents strength, stability, standing firm and withstanding challenges. • The entire tree represents balanced learning, growth and harmony. • A tree depicts a fresh start of life; positive energy; good health; bright future; growth and strength; immortality.

Cloud	• Rain clouds symbolize doom, gloom, disaster, they obscure our vision and dim our optimism. • Clouds symbolize the element of air which is associated with higher thought, intellectual ideas and abstract thinking .
Flowers	• Different flowers symbolize different qualities such as wisdom, beauty, loyalty, integrity, love, desire, elegance, daintiness, purity, innocence, pride, good luck.
River	• Water of the river symbolizes your mood swings and changes. • Crossing a river indicates overcoming difficulties of life. • Journey towards your goal. • Power of nature. • Symbol of fertility.
Mountains	• Depict obstacles • Climbing over mountains indicates overcoming obstacles or making progress. • Climbing up a mountain indicates spiritual or mental rising or improvement. • Represent the stable unmoving element of earth.
Sunrise	• Sunrise is a symbol of birth and rebirth, of awakening. • It suggests the notations of illumination and hope, the beginning of a new day and thus a chance for happiness and improvement.

(2) You may have often indulged in talking to yourself audibly.

For example,

- "Oh, dear! Why didn't I get up sooner?"
- "Let me finish this quickly and then I'll be free".
- "How silly of me! Why didn't I think of it before?"

Such expressions are called Dramatic Monologues. Imagine and write Monologues suitable in the following situations.

(i) It's your birthday next week.

Ans. "Good Heavens! How time files! Next week is my birthday and I haven't planned anything yet."

(ii) You have been waiting long at the city bus-stop.

Ans. "Not a single bus in sight. It's half an hour since I'm waiting here. Where the hell have the buses disappeared? The government has to do something about the irregularity."

(iii) Your final exam results are to be declared tomorrow.

Ans. "Please God! God please, let me get good marks in my results tomorrow. I'll promise you I'll be regular in my studies."

(iv) Your mother has been chatting for very long on the telephone.

Ans. "Oh! Come on mama, I'm hungry. You have been on the phone for so long and you shout at me when I'm on the phone."

(3) 'The Pulley' is a mechanical device.

Try and write down places where it can be used, and for what purpose.

Ans.

(i) In a cargo lift system that allows items to be hoisted to higher floors.

(ii) Wells use the pulley to hoist the bucket out of the well.

(iii) Many types of exercise equipments use pulleys in order to function at the gym.

(iv) At the construction sites pulleys are used to lift and place heavy material.

(v) Modern elevators use pulleys to pull the weight of people against gravity.

(vi) Flagpoles on a sailboat or a ship uses a pulley system to hoist a flag or bring it down.

Reading Skills and Poetic Device

Q.1. Read the extract and answer the following questions:

Extract - I *(Textbook Page No. 71)*

When God at first made Man,

Having a glass of blessings standing by;

Let us (said He) "pour on him all we can:"

Let the worlds ***riches****, which* ***dispersed*** *lie,*

Contract into a span.
So strength first made a way;
Then beauty flow'd, then wisdom, honour, pleasure:
When almost all was out, God made a stay,
Perceiving that alone of all His treasure
Rest in the bottom lay.

Glossary

(1) **riches** *(n)* - valuables
(2) **dispersed** *(v)* - scattered
(3) **contract** *(v)* - become less, collect together
(4) **span** *(n)* - small space
(5) **perceiving** *(v)* - noticing, becoming conscious of

A.1. Factual Questions:

(1) Write whether true or false and correct if the statement is false.

(i) God bestowed all the blessings on man without withholding anything.

(ii) The most precious gift was at the bottom of the glass of blessings.

Ans.

(i) False - He bestowed upon man all his blessings except 'rest', so that when man was weary, he would have to return to God of rest and peace.

(ii) True

A.2. Interpretative/ Complex/ Inference Questions:

***(1) What did God's glass of blessings contain?**

Ans. God's glass of blessings contained all the world's riches man could crave for.

(2) What does God bless man with?

Ans. God blesses man with all the material riches he can find on the earth as well as beauty, wisdom, honour, pleasure and strength.

(3) What does God perceive?

Ans. God perceives that He has gifted all treasures except rest to man.

(4) What does God do to put man in his place?

Ans. To keep man within his limits, God withholds the treasure of 'rest' from man.

(5) Explain the line – 'When almost all was out, God made a stay'.

Ans. The above line means that when God made man He bestowed him with all the worlds riches and further bestowed him strength, wisdom, beauty, honour and pleasure. God gave man everything he could want but then restrained from giving the precious treasure 'rest' which if given would make man adore the gifts he possessed and not the giver who bestowed these gifts upon him.

A.3. Poetic Device Questions:

(1) Identify the rhyme scheme of the 1st stanza.

Ans. The rhyme scheme of the 1st stanza is ababa.

(2) Pick out two pairs of rhyming words from the extract.

Ans. Man-can-span, by-lie, way-stay-lay, Pleasure-treasure

(3) Pick out the synonym of 'scattered' from the extract.

Ans. dispersed

(4) So strength first made a way (Identify the figure of speech of the above line)

Ans. The figure of speech of the above line is 'Personification' as 'Strength' an abstract idea is given a human quality.

(5) Let us (said He) "pour on him all we can:" (Identify the figure of speech)

Ans. The figure of speech of the above line is a Biblical Allusion wherein a brief and indirect reference is made to the story of the beginning of mankind in the 'Book of Genesis'.

(6) When almost all was out, (Identify the figure of speech).

Ans. (i) Alliteration - The sound of 'a' is repeated for better poetic effect. (ii) Assonance - When two or more words close to one another repeat the same vowel sound. In the above line, 'a' in the words is stressed upon.

(7) Pick out a line which has a 'Paradox' as the figure of speech.

Ans. 'Rest in the bottom lay'

This line is a paradox because the line happens to contradict itself 'Rest' the most precious gift should have been at the top but it is at the bottom.

(8) Pick out a line which has an 'Inversion' as a figure of speech.

Ans. Rest in the bottom lay. The correct word order is 'Rest lay in the bottom'.

Q.2. Read the extract and answer the following question:

Extract - II *(Textbook Page No. 71)*

"For if I should" (said He)
Bestow this jewel also on my creature,
He would adore my gifts instead of me,
And rest in Nature, not the God of Nature.
So both should losers be.
Yet let him keep the rest,
But keep them with repining restlessness:
Let him be rich and weary, that at last,
If goodness lead him not, yet weariness
May toss him to my breast.

- George Herbert

Glossary

(1)	**bestow on** *(phr)*	-	give as a gift to
(2)	**jewel** *(n)*	-	precious valuable thing, (here) contentment (rest)
(3)	**adore** *(v)*	-	to love very much
(4)	**repining restlessness** *(phr)*	-	continuous anxiety due to dissatisfaction.
(5)	**weary** *(adj)*	-	very tired
(6)	**toss** *(v)*	-	(here) bring

A.1. Factual Questions:

(1) Complete the sentence.

(i) If God would bestow the jewel of rest on man, man would ..... .

(ii) If goodness does not lead man to God then ..... .

Ans.

(i) adore God's gifts instead of God.

(ii) weariness may toss man to God's breast.

A.2. Interpretative/ Complex/ Inference Questions:

***(1) What would the human being do if God gifted him with 'Rest'?**

Ans. If God gifted man 'Rest', he would become conceited and rebellious and would forget 'God'.

(2) When would man adore the gifts of nature instead of God?

Ans. Man would adore the gifts of nature instead of God, if God would have bestowed the jewel of 'rest' on man.

(3) What would surely lead man towards God?

Ans. Man's weariness would surely lead man towards God.

(4) Explain the line - So both should losers be.

Ans. This line tells us that if God would have bestowed the jewel of rest on man, man would forget his true creator and in this way, man stands to lose eternal peace and God stands to lose a devotee.

A.3. Poetic Device Questions:

(1) Pick out the rhyming words from the first stanza

Ans. he – me – be, creature - nature.

(2) (Identify the figure of speech of the line)

(i) If goodness lead him not, yet weariness
May toss him to my breast.

Ans.

(i) The figure of speech of the above line is Personification as 'weariness' and goodness are given a human quality for better poetic effect.

(ii) The above line is also a Synecdoche because the word 'breast' is used to represent 'God'. A part is used to represent a whole:

(3) Write the rhyme scheme of the 1st stanza from the given extract.

Ans. The rhyme scheme is ababa.

(4) Pick out a line which has an 'Alliteration' as a figure of speech.

Ans. 'But keep them with repining restlessness' is an example of Alliteration because it has the sound of 'r' which is repeated for better poetic effect.

(5) Bestow this jewel also on my creature. (Identify the figure of speech)

Ans. The figure of speech is Metaphor because 'rest' is indirectly compared to a 'jewel'.

***Q.3. Write the critical appreciation of the poem in a paragraph format.**

Ans. The poem 'The Pulley' written by George Herbert was published posthumously in 1633. The Pulley is a metaphysical poem which is religious in nature. Metaphysical poems flourished in the 17th century when religion was given a lot of

importance. The influence of religion is clearly seen in the poem 'The Pulley'. The poet in this poem compares the relationship between God and man with a metaphorical pulley. In his religious poem, written from the heart, he creates a myth about God's creation of the world and humankind. He presents this with the metaphor of a pulley, a scientific equipment which helps to lift or lower heavy things. The poem is in the form of a monologue.

The poem is spiced with many figures of speech namely Pun, Paradox, Extended Metaphor Synecdoche, etc. adding to the flavour of the poem. The rhyme scheme ababa has got a beautiful poetic texture. The tone of the poem is spiritual and serious. The mood of the poem is thoughtful and reflective.

The central idea of the poem revolves around God creating mankind and showering his infinite love on them in the form of various blessings and gifts. God intended to give it all but something stopped him. He visualized man to become conceited and rebellious if all the gifts were showered on him so he withheld the most precious treasure i.e. 'rest'. This was done, so that man would give due respect to his creator. By withholding the precious jewel 'rest' from man, though he had everything that money could buy, he would be restless and it would be this restlessness which would lift him towards God just like a pulley. The whole poem has a beautiful Imagery which colourfully unfolds before us.

My favorite lines in this poem are 'Let the world's riches, which dispersed lie, Contract into a span.

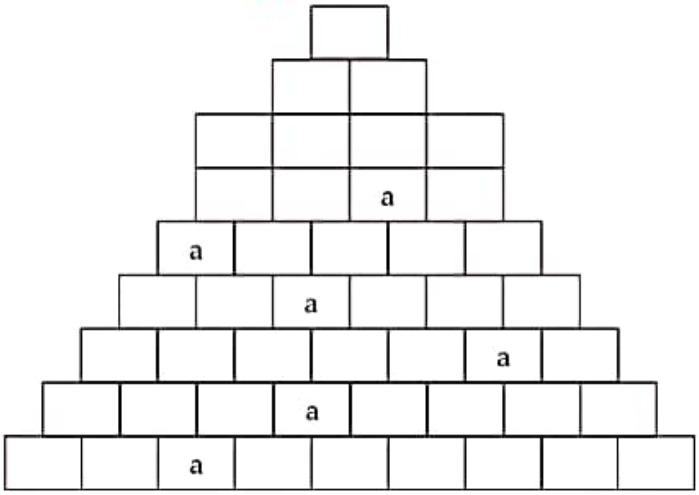
If goodness leads him not, yet weariness May toss him to my breast'

I like the poem because it shows the true nature of man. It teaches us to be humble and to be happy and satisfied with whatever God has endowed us with. It is also amusing that God would use a scientific invention 'The Pulley' to keep this creation under control and keep him bound to his creator.

Extension: Read William Blake's 'The Divine Image' and compare it with 'The Pulley'.

ENGLISH WORKSHOP

(1) With the help of the clues pick out words containing the letter 'a' from the poem and build a word-pyramid.



(i) an article (ii) a preposition (iii) past tense of 'lie'

(iv) maximum length of your open palm

(v) make much of (vi) loveliness (vii) in place of

(viii) a collection of priceless valuables

(ix) restlessness and discontent

Ans. (i) a (ii) at (iii) lay (iv) span (v) adore (vi) beauty (vii) instead (viii) treasure (ix) weariness

(2) Choose the correct alternative from the following:

(i) Herbert's poem 'The Pulley' displays ..... as the two main themes.

(a) Origins and Morality / Spirituality

(b) Origin of species

(c) Origin of the universe / galaxy

(d) Origin of the earth / space

(ii) The summary of the poem 'The Pulley is ..... . (Find two correct statements from the given alternatives.)

(a) to focus on the mechanical operation of a pulley.

(b) to teach a lesson to a creation (man) by the Creator (God)

(c) to know the different gifts bestowed on man by God.

(d) to remind man about his creator in his exhaustion.

(e) God pulled man towards Him by making him restless and weary.

(iii) In the poem, 'The Pulley' is considered -

(a) a mechanical device.

(b) a gift to mankind

(c) an image to lift objects.

(d) an image by which God compels people to become devout.

(iv) ..... is an example of Pun from the poem.

(a) Rest in the bottom lay.

(b) So strength first made a way.

(c) Having a glass of blessings .....

(d) So both should losers be

(v) ..... is an example of Paradox from the poem.

(a) And rest in Nature, not the God of Nature.

(b) He would adore my gifts instead of me.

(c) Let him be rich and weary.

(d) When God at first made man.

(vi) ..... is an example of Synecdoche from the poem.

(a) So both should losers be.

(b) Then beauty flowed.

(c) "Let us" said he pour on him.

(d) May toss him to my breast.

(vii) ..... is an example of Alliteration from the poem.

(a) made a way

(b) bottom lay.

(c) repining restlessness

(d) keep the rest.

(viii) ..... is an example of Inversion from the poem.

(a) Contract into a span.

(b) So both should losers be.

(c) Bestow this jewel.

(d) And rest in nature.

(ix) The rhyme scheme of the poem is .....

(a) a a b b c (b) a b c b c

(c) a b c c b (d) a b a b a

Ans. *(i - a), (ii - b), (iii - d), (iv - a), (v - a), (vi - b), (vii - c), (viii - b), (ix - d).*

(3) Discuss and answer in your own words and write in your notebook.

(i) The poet has used the word REST thrice in the poem. Write what the word implies in each of the three lines it occurs.

Ans.

(a) **Rest in the bottom lay:** Here 'rest' is referred to as a treasure (which means peace and contentment).

(b) **And rest in Nature, not the God of Nature:** Here 'rest' means appreciate and worship the things available around him in nature.

(c) **Yet let him keep the 'rest':** Here 'rest' means the remaining qualities and blessings bestowed upon man.

(ii) What does God want in return from man, for the gift he has bestowed upon him?

Ans. God wants man to be grateful and worship him, who has bestowed all the gifts upon him.

(iii) Why did God withhold the gift of 'Rest' from man?

Ans. God withheld the gift of 'Rest' from man because he knew that if all the gifts were bestowed on man he would become greedy and conceited and forget his maker.

(iv) Besides those given in the poem, what other gifts has God blessed mankind with? Enlist them.

Ans. material wealth - nature / environment

good health - man, the most intelligent of all animals.

proper sight / vision

love - speech

(v) When does man generally turn to God? Give one example to support your response.

Ans. Man generally turns to God in times of difficulties, trials and tribulations. Whenever we are in difficulty, it is God of whom we think first. This is not so when there is a reason for joy or entertainment.

(4) (A) Discuss with your group and justify the title of the poem 'The Pulley' in your own words.

Ans. The Pulley is a scientific representation of man's helplessness and reliance on God for salvation. The poem invokes a visual imagery of a heavy object being lifted up by a Pulley to the desired place. The Pulley in the poem is mans restlessness and weariness which acts as a Pulley to reach God.

(B) Pick out 3 lines that contain Monologues of God.

Ans.

(i) Let us "pour on him all we can".

(ii) Let the worlds riches, which dispersed lie.

(iii) For if I should bestow.

(iv) Let him be rich and weary

(5) (A) Pick out two lines that contain the following figures of speech.

Ans.

(i) Antithesis :

(a) Let the world's riches, which dispersed lie, contract into a span.

(b) Perceiving that alone of all his treasures.

(ii) Alliteration :

(a) When God at twist made man.

(b) But keep them with repining restlessness.

(iii) Inversion :

(a) Rest in the bottom lay.

(b) So both should losers be.

(B) Explain the figures of speech in the following lines.

(i) Rest in the bottom lay

Ans. Rest in the bottom lay–PUN because **rest means 'to withhold the remaining' it also means 'to relax, sleep or have peace of mind'.**

(ii) Bestow this jewel also on my creature

Ans. Bestow this jewel also on my creature–METAPHOR because **'rest' is compared to 'a jewel'. This is an example of an indirect comparison.**

(iii) And rest in nature, not the God of Nature

Ans. And rest in nature, not the God of Nature–REPETITION because **the word 'nature' has been repeated for better poetic effect.**

(6) 'Pun' can be defined as a play on words based on their different meanings. Example: 'Writing with a broken pencil is pointless.' In this poem there is an example of Pun. Find and make a sentence of your own. Share a joke with the class where the use of 'Pun' creates humour.

Ans. This actor has lots of dates.

WRITING SKILLS

(7) Write a paragraph on the points in each block given below to get a summary on each of the four stanzas of the poem.

Ans.

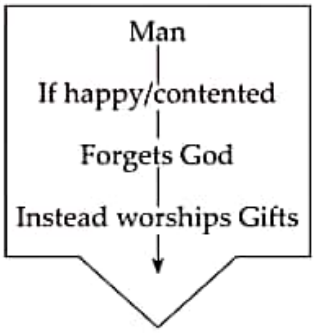
(i)

God the creator, created man, the most prized possession. He, therefore, decided to bestow all the best qualities and blessings on man.

(ii)

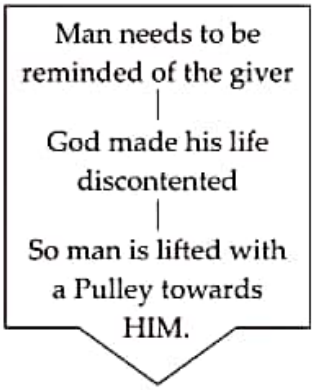
God gifted man blessings such as strength, wisdom, beauty, honour and pleasure. When only 'rent' remained at the bottom, God decided to withhold it from man.

(iii)



Good believes that if man would get contentment and peace along with all the other blessings, man would appreciate and worship the materialistic gifts abundantly available to him and not the creator and giver i.e. God.

(iv)



Man, therefore, needs to be weary, restless and discontented so that he is constantly reminded of his creator. God, who has given him all the other gifts. Eventually, it is this weariness and discontentment which will act as a pulley and lift man towards God.

❖ ❖ ❖

2.5 Let's March

- (Nobel Acceptance speech by Kailash Satyarthi)

Central Idea :

The text 'Lets March' by Kailash Satyarthi is an appeal to the citizens of the world to stand for the rights of children and liberate them from slavery. Kailash Satyarthi himself is an Indian Children Rights and Education advocate and an activist against child labour. The 'Nobel Peace Prize' recipient through various real life examples inspires us to realize our duty towards the future citizens of the world. Or else he says we should be ready to face the consequence of neglecting the call of innocence.

Summary :

The lesson is a speech delivered by Kailash Satyarthi on receiving the 'Nobel Peace Prize'. He begins by narrating a Mantra from the vedas which is a prayer to liberate humanity from all man-made crisis. His all inclusive prayer is a plea for creating knowledge that benefits all. He talks about how he has seen Godliness in all the children. He gives credit of freed children to members of his movements, Kaalu Kumar, Dhoom Das and Adarsh Kishore from India and Iqbal Masih from Pakistan. He thanks them for sacrificing their lives for protecting the freedom and dignity of children. He accepts the award on their behalf. As a representative of children he voices their challenges and poses some very thought-provoking questions that he was asked by the children he has liberated.

He goes on to say how all religions too support the freedom of children. He draws a similarity between violence and depriving children of their rights. He refuses to accept that places of worship, laws and constitutions have no power to help children realize their dreams. He specifies his aim which is to help children develop physically, socially, emotionally and intellectually. Showing a sign of hope, he narrates the success achieved by them in all areas. He considers fear and intolerance to be the biggest challenge today. He believes in education that promotes global citizenship. Failing in imparting this would result in violence.

Giving examples of brave daughters like Malala, Kayanat and Shazia, he applauds their efforts. He feels that conferences cannot give solution to challenges faced by children but small groups, local organizations and individuals can bring about a change. He narrates a story of a small bird extinguishing fire with one drop of water in its beak. When asked, she tells the lion that she is doing her bit. He stresses that individuals have the forum to begin a revolution.

He feels lack of compassion has disconnected us. He makes an appeal to all the governments and faith leaders, all businesses and workers to collectively stop all form of abuses meted out to children. Underlining the importance of today, he asks us all to march towards prosperity, liberty, peace, awakening and divinity.

MASTER KEY QUESTION SET - 2.5

Warming Up!

(1) Observe the pictures and answer:

(i) Main difference between the two images.

Ans. One child is working and the other is going to school

(ii) Change required.

Ans. The child working should also be going to school.

(iii) Your contribution as a student to help and make a difference to needy children.

Ans. My contribution would be not to purchase goods involving child labour and encouraging helpers at home to educate their children.

(2) Put ✓ or ✗

A good speech delivered requires the followig characteristics.

Ans.

(i) Well planned and thoughts well-organized. ✓

(ii) Delivered softly and in a low voice. ✗

(iii) Speaker need not greet the dignitaries and audience. ✗

(iv) Language used should be suitable to the audience. ✗

(v) Speech should be of a proper duration. ✓

(vi) Speaker should be passive, and have no facial expressions. ✗

(vii) Speech should be supported by good examples/episodes/ visual aids. (where possible) ✓

(viii) Speaker should switch over from one language to another. ✗

(3) Read the expressions and insert them in the proper columns. Put the proper expression numbers in the right column.

Ans.

Greeting / Saluation	Introduction	Body of the Speech	Conclusion	Thanking the Audience
Honourable Chief Guest ..... , eminent dignitaries, ladies and gentlemen.	Let me begin, today, by sharing my own experience.	I don't understand why we accept this issue so passively.	Imagine! After ten years, what will happen?	I express my deep gratitude to the organisers of this event/function .....
	I am Adarsh Birajdar, (designaton) standing before your	A renowned personality (name) says " ..... "	Before I conclude, I would like you to think over the fact that	Thank you all for a patient listening and your interest in my talk.
	Good morning, to one and all present today.	Let me give you an example		
		You must have noticed that		

(4) With the help of your teacher and classmates make a list of as many Indian Nobel Laureates as you can. (You can use Internet or school library.)

Ans.

	Name	Nobel Prize
(i)	Rabhindranath Tagore	Literature
(ii)	C.V. Raman	Physics
(iii)	Mother Teresa	Peace
(iv)	Amartya Sen	Economic Studies
(v)	Kailash Satyarthi	Peace
(vi)	Har Gobind Khorana	Physiology or Medicine
(vii)	Subrahmanayam Chandrashekhar	Physics
(viii)	Venkatran Ramakrishna	Chemistry
(ix)	Rudyard Kipling	Literature
(x)	Dalai Lama	Peace

(1) What is meant by a speech?

Ans. A speech is an expression of thoughts and feelings, usually a formal address delivered to an audience

(2) Do you like to hear speeches?

Ans. I like hearing speeches as they give us an insight into other people's thoughts and also gives us a lot to reflect upon.

(3) Have you heard any speaker give a speech?

Ans. Yes, I have heard our Chief Guest's speech at the Annual Function of our school. I have also heard the Prime Minister's speech many a times.

(4) Have you ever given a speech anywhere?

Ans. Yes, I have given a speech to the previous tenth standard students on their farewell day.

(5) Have you heard about the Nobel Peace Prize?

Ans. Yes, I have definitely heard about the Nobel Peace Prize. It is given for the outstanding contribution made by the leading experts of the field.

(6) Do you know who won it in the year 2014?

Ans. In the year 2014 the Nobel Peace Prize was awarded jointly to Kailash Satyarthi and Malala Yousafzai for their straggle, against the suppression of children and young people and for the right to education of all children.

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below.

Passage - I *(Textbook Page No.78 and 79)*

My dear children of the world ... Your Majesties, Your Royal Highnesses, Excellencies, distinguished members of the Norwegian Nobel Committee, dear brother Tom Harkin, brothers and sisters, and my dear daughter Malala.

From this podium of peace and humanity, I am deeply honoured to recite a mantra from the ancient texts of wisdom, Vedas. This mantra carries a prayer, an aspiration and a resolve that has the potential to liberate humanity from all man-made crises.

Let's walk together. In the pursuit of global progress, not a single person should be left out or left behind in any corner of the world, from East to West, from South to North.

Let's speak together, let our minds come together! Learning from the experiences of our ancestors, let us together create knowledge for all that benefits all.

I bow to my late parents, to my motherland India, and to the mother earth.

With a warm heart I recall how thousands of times, I have been liberated, each time I have freed a child from slavery. In the first smile of freedom on their beautiful faces, I see the Gods smiling.

I give the biggest credit of this honour to my movement's Kaalu Kumar, Dhoom Das and Adarsh Kishore from India and Iqbal Masih from Pakistan who made the supreme sacrifice for protecting the freedom and dignity of children. I humbly accept this award on behalf of all such martyrs, my fellow activists across the world and my countrymen.

Glossary

(1)	**aspiration** *(n)*	- an ardent wish or desire
(2)	**dignity** *(n)*	- self-respect
(3)	**Distinguished** *(adj)*	- very successful and commanding great respect.
(4)	**potential** *(n)*	- having or showing the capacity to develop into something in the future.
(5)	**ancestors** *(n)*	- forefathers
(6)	**martyrs** *(n)*	- A person who is killed for his beliefs
(7)	**Activists** *(n)*	- A person who campaigns to bring about political or social change

A.1. Factual Questions:

(1) State whether the statements are true or false.

(i) Kailash Satyarthi recited a Vedic Mantra.

(ii) Kailash Satyarthi gives the credit of his success to his teachers.

(iii) The speech has been delivered at an award function.

(iv) Malala is Kailash Satyarthi's daughter.

Ans. *(i) True (ii) False (iii) True (iv) False*

A.2. Interpretative / Complex /Inferences Questions.

(1) What have Adarsh Kishore and Iqbal Masih fought for?

Ans. Adarsh Kishore and Iqbal Masih have fought for protecting the freedom and dignity of children.

(2) Where was the function held?

Ans. The function was held at Norway.

A.3. Vocabulary Questions:

(1) Pick out 2 compound words from the passage.

Ans. Countrymen and Motherland

(2) Make verb form:

(i) dignity (ii) Slavery

Ans. (i) dignify (ii) enslave

(3) Make adjective from:

(i) ancestor (ii) face

Ans. (i) ancestral (ii) facial

A.4. Grammar Question:

(1) I am deeply honored to recite a mantra.
(Add a Question tag)

Ans. I am deeply honored to recite a mantra, aren't I?

(2) Not a single person should be left out.
(Remove negative)

Ans. Everyone should be included.

(3) I see the Gods smiling.
(Write in future continuous tense)

Ans. I will be seeing the Gods Smiling.

(4) This mantra carries a prayer.
(Begin with A Prayer.....)

Ans. A prayer is carried by this mantra.

A.5. Personal Response Questions.

(1) Shri Satyarthi is working for emancipating children. Do you know any other personalities who have worked in the same line?

Ans. Ms. Malala Yousafzai is fighting for education for girls and Mr. Santanu Mishra, the co-founder of Smile Foundation in also working for children rights.

Q.2. Read the following passage and answer the questions given below.

Passage - II *(Textbook Page No. 79)*

My journey from the great land of Lord Buddha, Guru Nanak and Mahatma Gandhi; India to Norway is a connect between the two centres of global peace and brotherhood, ancient and modern.

Friends, the Nobel Committee has generously invited me to present a "lecture." Respectfully, I am unable to do that. Because, I am representing here - the sound of silence. The cry of innocence. And, the face of invisibility. I represent millions of those children who are left behind and that's why I have kept an empty chair here as a reminder.

I have come here only to share the voices and dreams of our children - because they are all our children - [gesture to everyone in the audience]. I have looked into their frightened and exhausted eyes. I have held their injured bodies and felt their broken spirits.

Twenty years ago, in the foothills of the Himalayas, I met a small, skinny child labourer. He asked me: "Is the world so poor that it cannot give me a toy and a book, instead of forcing me to take a gun or a tool?"

I met with a Sudanese child-soldier. He was kidnapped by an extremist militia. As his first training lesson, he was forced to kill his friends and family. He asked me: "What is my fault?"

Friends, all the great religions, teach us to care for our children. Jesus said: "Let the children come to me; do not hinder them, for the kingdom of God belongs to them." The Holy Quran says: "Kill not your children because of poverty."

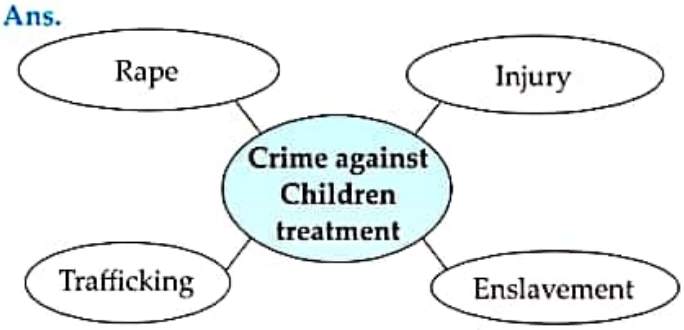
Glossary

(1)	**sound of silence** *(n)*	- unheard plea of the deprived
(2)	**face of invisibility**	- unnoticed suffering of the poor and innocent
(3)	**generously** *(adv.)*	- in a way that shows a readiness to give more of something
(4)	**invisibility** *(n)*	- inability to be seen
(5)	**gesture** *(n)*	- a movement of a body part especially with the head or hand to express an idea
(6)	**exhausted** *(adj)*	- very tired.
(7)	**Extremist** *(adj)*	- one who advocates illegal and violent actions.
(8)	**militia** *(n)*	- a military force that is raised from the civil population to regular army in an emergency.
(9)	**trafficked** *(v)*	- deal or trade in something illegal.
(10)	**hinder** *(v)*	- make it difficult for someone to do something
(11)	**broken spirits** *(phr.)*	- to be overwhelmed with sorrow.

A.1. Factual Questions:

(1) Complete the Web.

Ans.



A.2. Interpretative / Complex /Inferences Questions:

(1) Explain the term 'the sound of silence' Give some examples to justify your explanation.

Ans. Satyarthi says that he represents the 'sound of silence' The term sound of silence stands for the silent suffering and resilience of hundreds of thousands of children whose rights are violated for eg. children cleaning, children begging at the traffic signal, working in small hotels, molested in homes, these are stories unheard and silenced under threat and ignorance. He says he represents their sound which has been silenced.

(2) Why has Satyarthi used the metaphor 'the face of invisibility? Who are they? Comment.

Ans. Satyarthi has used the metaphor the face of invisibility to stress that there are millions of invisible faces who are ill-treated and tortured. They are the children whose rights are violated. The metaphor aims at pointing out the anonymity of such children as they are many and unfortunately unheard and unseen among the masses.

(3) Why has Shri Satyarthi kept an empty chair? Is the chair used as a representation for something?

Ans. Shri Satyarthi has kept an empty chair as a reminder that he represents those children who are left behind, whose childhood has been trampled. The chair is used as a representation of every such child whose right is violated.

(4) What do the questions put forth by the children tell us?

Ans. The question put forth by the children tell us that we have failed in our attempts to give the children of our world a happy childhood and a secure future. We have deprived them of their childhood dreams and made them labourers and terrorists. We have made them a victim through our indifference and silence.

A.3. Vocabulary Questions:

(1) Pick out two pairs of collocations.

Ans. (a) broken spirits (b) injured bodies.

(2) Pick out a word that means – to come in the way of smooth functioning of something

Ans. hinder

(3) Use 'enslaved' in a sentence of your own.

Ans. A wise man does not get <u>enslaved</u> by his mind's unreasonable desires.

A.4. Grammar Questions:

(1) I have held their injured bodies and felt their broken spirits *(Use not only.....but also)*

Ans. I have not only held their injured bodies but also felt their broken spirits

(2) I have come here only to share the voices and dreams of our children *(Rewrite using gerund)*

Ans. I have come here only for sharing the voices and dreams of our children.

(3) Is the world so poor that it cannot give me a toy? *(Rewrite using 'too')*

Ans. Is the world too poor to give me a toy?

(4) The Nobel committee has generously invited me to present a lecture. *(Begin with I.....)*

Ans. I have been generously invited by the Nobel committee to present a lecture.

A.5. Personal Response Questions:

(1) Do you feel the speech is too emotive? Comment

Ans. Yes, I feel the Speech is emotive as Shri Satyarthi sites real life examples of children who are forced to turn into terrorists and kill other people; of a Child mother who has never had a dream and has lost her innocence. As we read it, we feel anger for the torturers and compassion towards these children surge within us. As this speech strikes the right chord of emotions within us, I feel it is emotive.

Q.3. Read the following passage and answer the questions given below.

Passage - III *(Textbook Page No. 79 and 80)*

Friends! There is no greater violence than to deny the dreams of our children. Therefore ... I refuse to accept that all the temples and mosques and churches and prayer houses have no place for the dreams of our children.

I refuse to accept that the world is so poor, when just one week of global military expenditure can bring all the children to classrooms.

I refuse to accept that all the laws and constitutions, police and judges are unable to protect our children.

I refuse to accept that the shackles of slavery can ever be stronger than the quest for freedom. I REFUSE TO ACCEPT here.

My only aim in life is that every child is free to be a child,

- free to grow and develop,

- free to eat, sleep, and see daylight,

- free to laugh and cry,

- free to play and learn,

- free to go to school, and above all,

- free to dream.

I have the privilege of working with many courageous people who have the same aim. We have never given up against any threat or attack and we never will.

We have made progress in the last couple of decades. We have reduced the number of out-of-school children by half. We have reduced the number of child laborers by a third. We have reduced Child mortality and malnutrition, and we have prevented millions of child deaths.

But, let us make no mistake, great challenges still remain.

Glossary

(1) **deny** *(v)* - refuse to admit the truth

(2) **Shackles** *(n)* - (here) something that prevent you to do what you want to do.

(3) **quest** *(n)* - a long or arduous search for something.

(4) **privilege** *(n)* - a special right or advantage

(5) **decade** *(n)* - a period of ten years.

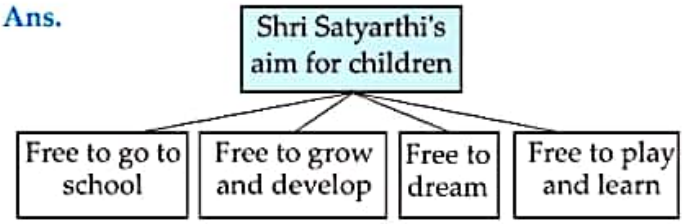
(6) **mortality** *(n)* - the state of being subject to death

(7) **malnutrition** *(n)* - lack of proper nutrition caused by not having enough to eat

A.1. Factual Questions:

(1) Complete the Web.

Ans.



A.2. Interpretative / Complex /Inferences Questions:

(1) What is the greatest violence according to Satyarthi? Why?

Ans. According to Satyarthi there is no greater violence than to deny our children of their dream.

***(2) What is he not ready to accept? Why?**

Ans. He is not ready to accept that all the places of worship do not have a place for the dreams of our children, that the world is so poor that it cannot educate all the children. When the reality is that just one week of global military expenditure is capable of doing that.

He refuses to accept that all the laws and constitutions, police and judges are unable to protect our children; that the shackles of slavery are stronger than the quest for freedom. He refuses to accept all this because he feels that we are depriving our children of their dreams and this is the greatest form of violence.

(3) What evidence of progress do we get from the passage?

Ans. Shri Satyarthi in his speech tells us that we have made progress by reducing the numbers of out of school children by half; child labourers by a third and reduced child mortality and malnutrition greatly and prevented millions of child deaths.

***(4) What is the only aim in life for Kailash Satyarthi?**

Ans. Kailash Sathyarthi's only aim in life is to ensure that every child is free to be a child, free to grow, develop, eat, sleep, see daylight, laugh, cry, play, learn, go to school and dream.

A.3. Vocabulary Questions:

(1) Pick out a pair of antonyms from the passage accept

Ans. *deny × accept*

(2) Add suffix 'ive' to two words from the passage to make their adjective forms.

(i) progress (ii) protect

Ans. (i) progressive (ii) protective

(3) Make a word register of places of worship.

Ans. Mosques, temples, churches.

A.4. Grammar Questions:

(1) My only aim in life is that every child is free to be a child.
(Pick out the subordinate clause and state it kind)

Ans. that every child in free to be a child - subordinate noun clause

(2) Let us make no mistake. *(Remove negative)*

Ans. Let us refrain from making mistakes.

(3) There is no greater violence than to deny the dream of our children. *(Rewrite using as…..as)*

Ans. No other violence is as great as denying the dream of our children.

(4) We have prevented millions of child death. *(Write in question form)*

Ans. Haven't we prevented millions of child death?

(5) We have reduced child mortality and malnutrition. *(Frame Wh-question)*

Ans. What have we reduced?

(6) I refuse to accept that the world is so poor.
(Pick out the non-finite verb and state it kind)

Ans. to accept - infinitive

(7) We have never given up against any threat *(Write in question form)*

Ans. Have we ever given up against any threat?

A.5. Personal Response Questions:

(1) Explain the word 'free'. Do you feel these statements are in contrast to the constitution, that has already given all the fundamental rights to all citizens?

Ans. The word 'free' in the text refers to the ability of the children to do what they like without being controlled by others. Although these statements are in contrast to the constitution that has already given all the fundamental rights to all citizens, it is saddening to note that children below the age of 18 are deprived of their fundamental rights. There is therefore a need for such activits who will free the children from the clutches of evils such as child labour, mortality, malnutrition, trafficking, rape, slavery, etc. and gift them freedom in the true sense. The constitution has the rights but implementation of them needs to be looked into on an urgent basis

(2) What do you know about Right to Education ? Explain in context with "We have reduced the number of out of school children by half"

Ans. Right to Education is legally guaranteed for all without any discrimination. The states have the obligation to protect, respect and fulfill the right to education of every child between the ages 6 to 14.

Kailash Satyarthi has worked to bring about awareness among parents and their children about the importance of education and freed children from forced servitude enrolling them in school. They have worked on the reasons of school drop outs and with the help of the Right to Education, brought the school drop outs back to school.

Q.4. Read the following passage and answer the questions given below.

Passage - IV *(Textbook Page No. 80 and 81)*

Friends! The biggest challenge or biggest crisis knocking on the doors of human kind is fear and intolerance.

We have utterly failed our children in imparting an education. An education that gives the meaning and objective of life. An education that gives a sense of global citizenship among the youth.

I am afraid that the day is not very far away when the cumulative result of this failure, will culminate in an unprecedented violence, and that will be suicidal for humankind.

Rights, security, hope can only be restored through education.

Young people like Malala ... I've started calling her my daughter Malala not just Malala ... So my daughter Malala and other daughters including Kayanat.. in fact.. two Kayanats, and Shazia, and the daughters from Africa, and from all over the world. They are rising up and choosing peace over violence, tolerance over extremism, and courage over fear.

The solutions are emerging. But these solutions cannot be found in the deliberations in conferences alone, and cannot be found in prescriptions from a distance.

They lie in small groups and local organisations and individuals, who are confronting with the problem every day. Even if they remain unacknowledged, unrecognised and unknown to the world the solutions are with them.

we can do it ...

Glossary

(1)	**imparting** *(v)*	- make information known
(2)	**cumulative** *(adj)*	- increasing or increased quantity
(3)	**culminate** *(v)*	- reach a point of highest development
(4)	**suicidal** *(adj)*	- destructive to one's own interest and life
(5)	**unprecedented** *(adj)*	- never done or known before
(6)	**extremism** *(n)*	- the holding of extreme political or religious views
(7)	**deliberations** *(n)*	- long and careful consideration or discussions
(8)	**prescriptions** *(n)*	- a spoken or written account of event
(9)	**confronting** *(v)*	- come face to face with
(10)	**unacknowledged** *(adj)*	- not recognized
(11)	**to fail someone** *(phr)*	- to fail to fulfill a promise

A.1. Factual Questions:

(1) Complete the sentences.

(i) the biggest challenge is .....

(ii) Solution cannot be found in .....

(iii) Solutions lie in .....

(iv) Rights can only be restored .....

Ans. (i) fear and intolerance (ii) deliberation in conferences alone and prescriptions from a distance (iii) small groups and local organisations and individuals confronting with problem everyday (iv) through education.

A.2. Interpretative / Complex / Inference Questions:

(1) What have we failed our children in?

Ans. We have failed our children in imparting education that gives meaning and objective to life and a sense of citizenship among youth.

(2) State the effect of failure to impact the right education.

Ans. Unprecedented violence is the effect of failure to impact the right education.

(3) How are young girls contributing their best to improve the situation? Who are they?

Ans. Girls like Malala, Kayanat and Shazia are rising up and choosing peace over violence, tolerance over extremism and courage over fear. In this way they are contributing their best to improve the situation.

(4) Explain "Solutions cannot be found in deliberations in conferences".

Ans. Solutions in conferences is mere theory. It overlooks the practical challenges faced by activists working towards ensuring children their rights. Hence Shri Satyarthi points out that conferences can only suggest solutions but whether they are implementable and will give the desired results or not are known only by those working closely with children and fighting for their rights. Those working in the field are the best ones to suggest solutions.

A.3. Vocabulary Questions:

(1) Find a word that means – not being recognised.

Ans. Unacknowledged.

(2) Add suffix 'ful' to two words from the passage to make their noun form.
(i) fear (ii) hope

Ans. (i) fearful (ii) hopeful

(3) Make verb forms –
(i) threat (ii) global

Ans. (i) threaten (ii) globalize

A.4. Grammar Questions:

(1) The biggest challenge or crises knocking on the doors of human kind is fear and intolerance *(Rewrite using 'than'__)*

Ans. Fear and intolerance are bigger than any other challenge or crises knocking on the doors of human kind.

(2) The solutions are emerging.
(Rewrite in present perfect tense)

Ans. The solutions have emerged.

(3) We have <u>utterly</u> failed our children.
(Identify the word class of the underlined word)

Ans. Utterly - adverb

(4) We can do it. *(End with – by us)*

Ans. It can be done by us.

A.5. Personal Response Question:

(1) Why does Kailash Satyarthi stress on fear and intolerance to be the biggest challenge? Can we overcome it? Suggest measures.

Ans. Kailash Satyarthi stresses upon fear and intolerance as the biggest challenge as they are major hurdlers in the way of people coming forward to willingly work towards improving the condition of children. Usually they give in to threats of child labour employers and keep quiet. We can surely overcome it by instilling faith in people, that such threats are the biggest proof of the fear that oppressors themselves have. People can be made to understand the gravity of the problem and they can be given protection.

(2) What part does education play in building confidence, tolerance and making children a global citizen? Explain.

Ans. Education plays a vital role in building confidence, tolerance and making children global citizens.. When a child enters school, he or she participates in various competitions and co-curricular activites. This builds up their confidence. Social skills also develop while interacting with friends in school. This increases tolerance, and they become global citizens by learning about the entire world, its challenges and solutions.

(3) What do you know about the child welfare scheme?

Ans. Several Ministries / Departments of the Government of India are implementing various schemes and programmes for the benefit of children. Some of them include Mid-Day Meals, Sable scheme, Integrated Child Development Services (ICDS) Pulse. Polio Immunization Programme, Kasturba Gandhi BalikaVidyalaya Integrated Programme for street children, Elimination of Child Labor, Track Child etc.

These schemes aim at covering a wide variety of crises and challenges related to children. In an attempt to help children get their fundamental rights by working at the grass root level.

Q.5. Read the following passage and answer the questions given below.

Passage - V *(Textbook Page No. 81 and 82)*

You may ask that - what can one person do? I would recall a story of my childhood: A heavy fire had broken out in the forest. All the animals were running away, including lion, the king of the forest. Suddenly, then he saw a tiny bird rushing towards the fire. He asked the bird, "What are you doing?" To the lion's surprise, the bird replied "I am going to extinguish the fire." The lion laughed and said, "how can you do it keeping just one drop of water, in your beak?" The bird was adamant, and she said, "I am doing my bit."

Eighteen years ago, millions of individuals marched across the globe. And demanded, a new international law for the abolition of worst form of child labour, and it has happened, we did it, millions of individuals did it.

Friends! We live in an age of rapid globalisation. We are connected through high-speed Internet. We exchange our goods and services in one single global market. Thousands of flights every day connect us from one corner to another corner of the globe. But there is one serious disconnect and there is a lack of compassion. Let us inculcate and transform these individuals' compassion into a global compassion. Let us globalise compassion.

Mahatma Gandhi said, "If we are to teach real peace in this world... we shall have to begin with the children." I humbly add, let us unite the world through the compassion for our children.

I ask - Whose children are they who stitch footballs, yet never played with one?

Whose children are they who harvest cocoa, yet have never tasted chocolate?

Whose children are they who are dying of Ebola?

Whose children are they who are kidnapped and held hostage?

They are all our children.

I remember an eight-year-old girl we rescued from intergenerational forced labour from stone quarries. When she was sitting in my car right after her rescue, she asked me: "Why did you not come earlier?"

Her angry question still shakes me – and has the power to shake the whole world. Her question is for all of us. What are we doing? What are we waiting for? How many girls will we allow to go without rescue?

Children are questioning our inaction and watching our actions.

Glossary

(1) **extinguish** *(v)* - to stop a fire.

(2) **abolition** *(n)* - the action and ending a practice.

(3) **compassion** *(adj)* - sympathetic pity and concern for the sufferings or misfortunes of others.

(4) **inculcate** *(adj)* - develop by instructing

(5) **humbly** *(adj)* - modestly.

(6) **Ebola** *(n)* - an infectious and frequently fatal disease marked by fever and severe internal bleeding.

(7) **rescue** *(v)* - save someone from a difficult situation.

(8) **intergenerational** *(adj)* - relating to or affecting several generation.

(9) **quarry** *(n)* - a place from which stone or other material have been extracted.

(10) **to do one's bit** *(pha)* - to make a successful contribution to a cause.

(11) **Shaken me** *(pha)* - upset me

A.1. Factual Questions:

(1) State whether the statements are true or false.

(i) Shri Satyarthi wishes to unite the world through compassion for children.

(ii) The eight year old girl labourer who worked in the store quarry was angry.

(iii) Shri Satyarthi feels that peace can be taught by beginning with adults

(iv) Eight years ago, millions of individual marched across the globe

Ans. *(i) True (ii) True (iii) False (iv) False*

A.2. Interpretative / Complex / Inference Questions:

(1) What message does the story convey ?

Ans. The story conveys a very powerful message, that we should all do our bit to improve the condition of children around us and abolish child labour. No action is small, as many small actions will accumulate to a large movement one day.

(2) What examples of globalisation does Shri Satyarthi give?

Ans. Shri Satyarthi has given us examples of globalisation such as the exchange of goods and services in single global market and flights that connect us from one corner to another corner of the globe.

(3) Why does Shri Satyarthi ask us questions? What does he try to convey through them?

Ans. Shri Satyarthi asks us questions to reflect upon the level of compassion we have for child labourers throughout the world. He wishes to convey that children all over the world are the same. It is our lack of compassion and possessiveness towards them that makes us fail in our attempts to rescue them.

We use products made by them but never think of rescuing them. He points out our lack of empathy and compassion stressing through the question that child labourers too are our children.

(4) Explain 'Children are questioning our inaction and watching our action'.

Ans. Through the line 'Children are questioning our inaction and watching our action ; Shri Satyarthi wishes to make us more responsible for our actions. We are encouraging child labour by buying such products that give it a boost. We are answerable to these children for not doing our bit and keeping quiet about such crises. For it has been rightly said, "The world suffers not because of the violence of bad people. But because of the silence of good people."

***(5) What did millions of individuals demand 18 years ago?**

Ans. 18 years ago, millions of individuals demanded a law to abolish child labour.

***(6) Why does the eight year old girl's question shake Mr. Satyarthi?**

Ans. The eight year old girl's question shakes Mr. Satyarthi because it questions our inaction.

A.3. Vocabulary Questions:

(1) Match the collocations.

Column A	Column B
(i) global	(a) law
(ii) international	(b) result
(iii) cumulative	(c) leaders
(iv) faith	(d) compassion

Ans. *(i – d), (ii – a) , (iii – b) , (iv – c)*

(2) Pull out 2 pairs of compound words from the passage.

Ans. (i) football (ii) high-speed

(3) Give antonym:

(i) rapid (ii) humbly

Ans. (i) slow (ii) proudly

A.4. Grammar Questions:

(1) You may ask that
(Rewrite using Modal Auxiliary of compulsion)

Ans. You must ask that

(2) The lion laughed and said, "How can you do it keeping just one drop of water in your beak?"
(Write in indirect speech)

Ans. The lion laughed and asked her how she could do it keeping just one drop of water in her beak.

(3) We live in an age of rapid globalisation
(Frame a Wh – question)

Ans. Which age do we live in?

(4) What can one person do? *(Make assertive)*

Ans. One person can do nothing.

(5) Let us globalise compassion. *(Add a question tag)*

Ans. Let us globalise compassion, shall we?

A.5. Personal Response Questions:

(1) 'A drop can make an ocean' –Explain the given proverb with a story of your own.

Ans. **'Me' is an inverted 'WE'**

Anil was a nature lover and a very sensitive boy. He always felt that we can be more empathetic and caring towards nature and the people around us. One Saturday evening as he was browsing through the channels on television, he came across a documentary that highlighted the plight of children working in the fireworks industry. He understood how these children were made to work in the most unhygienic conditions handling toxic powders and chemicals.

He was moved and shaken. He couldn't bear the sight of children his age suffering from breathing disorders and terminal illnesses. He thought of talking to his friends. But would they listen if he advised them not to buy crackers for Diwali? So he resolved to make a difference. He spoke to his parents saying that he would not burst crackers that Diwali and instead spend the money for the education of the child of their domestic help. That way he would not only help the environment but also save and stop Child

Labour. His parents praised his maturity and were happy to see his thoughtfulness. Anil also spoke to one of his teachers to take them to an industry that employs children under the age of 18 to bring about awareness among the students. The teacher agreed. After a visit to the nearby balloon industry, his friends willingly gave up the use of balloons and crackers. They also prepared skits to create awareness among parents.

Today, all the students in Anil's school are funding the education of their domestic helps child by giving up products made by children,.

What began as a small step turned into a big revolution. Thus it is rightly said 'A drop can make an ocean'.

(2) How can we globalise compassion ? Do you have a plan?

Ans. We can globalise compassion in the following ways:

(i) By understanding that these are common challenges that the entire world faces no matter where we live.

(ii) By looking at our own sense of morals to find answers to issues that grapple the world today.

(iii) We are grateful and spread the message of peace. Hence compassion automatically creeps in.

Yes, I have a plan to talk to my Principal to have a 15 minute session each day where children express their gratitude towards all that is right in our world. And to spread awareness among children to make them better citizens of tomorrow. We can have a brainstorming session to discuss the global challenges and the solutions.

Q.6. Read the following passage and answer the questions given below.

Passage - VI *(Textbook Page No. 82 and 83)*

We need collective actions with a sense of urgency.

Every single minute matters, every single child matters, every single childhood matters.

Therefore, I challenge the passivity and pessimism surrounding our children. I challenge this culture of silence and this culture of passivity, this culture of neutrality.

I call upon all the governments, intergovernmental agencies, businesses, faith leaders, workers, teachers and NGOs, and each one of us, to put an end to all forms of violence against children. Slavery, trafficking, child marriages, child labour, sexual abuse, and illiteracy these things have no place in any civilised society.

Friends, we can do this. Governments must make child friendly policies, and invest in education and young people. Businesses must be more responsible, accountable and open to innovative partnerships. Intergovernmental agencies must work together to accelerate action. Global civil society must rise above the business-as-usual and fragmented agendas. Faith leaders and institutions, and all of us must stand with our children.

We must be bold, we must be ambitious, and we must have the will. We must keep our promises.

Over fifty years ago, on the first day of my school, I met a cobbler boy my age sitting outside the gate of my school. I asked my teachers: "Why is he working outside? Why is he not with us in the school?" My teachers had no answer. One day, I gathered the courage to ask the boys' father. He said: "Sir, I have never thought about it. We are born to work."

His answer made me angry. It still makes me angry.

Glossary

(1) **passivity** *(n)* - the state of allowing what happens or what others do, without active response or resistance.

(2) **pessimism** *(n)* - a tendency to see the worst aspect of things, or believe that the worst will happen.

(3) **neutrality** *(n)* - absence of decided views

(4) **abuse** *(n)* - (here) treat with cruelty or violence that which has a well-developed system of government, culture and way of life that treats citizens fairly

(5) **Accountable** *(adj)* - responsible

(6) **innovative** - having new advanced ideas or methods

(7) **Accelerate** *(v)* - increase in rate amount or extent

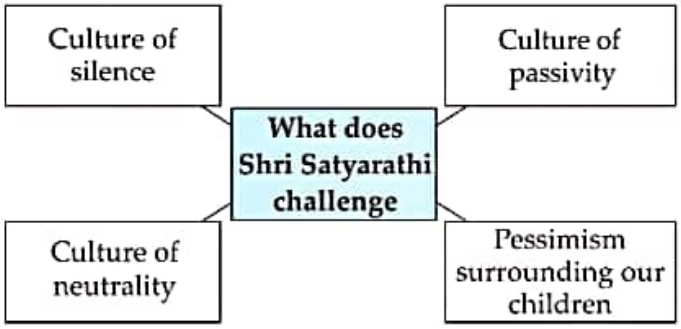
(8) **Agenda** *(n)* - a list of items to be discussed

(9) **Fragmented** *(adj)* - broken

A.1. Factual Questions:

(1) Fill in the web diagram.

Ans.



A.2. Interpretative / Complex / Inference Questions:

(1) From whom does Shri Satyarthi have expectations to improve the plight of children.

Ans. Shri Satyarthi has expectations from the governments, businesses, inter-governmental agencies, the global civil societies and faith leaders and institutions to improve the plight of children.

(2) According to you, why did the cobbler's answer make Shri Satyarthi angry? OR

*** What was the response of the boys father? What was Satyarthi's reaction to it?**

Ans. Shri Satyarthi was angry listening to the cobbler's answer as he had resigned to fate and his situation and believed that things cannot change. Somewhere the society is responsible for making the poor believe that education is the right of the privileged. This according to me, must have made Shri Satyarthi angry.

***(3) What matters according to Satyarthi?**

Ans. According to Satyarthi, every single minute, every single child and every single childhood matters.

***(4) What does Satyarthi challenge?**

Ans. Satyarthi challenges the passivity and pessimism surrounding our children and the culture of silence, passivity and nuetrality.

A.3. Vocabulary Questions:

(1) Make a word register of 'Personality traits'.

Ans. Passivity, pessimism, neutrality, friendly, civilised, responsible, innovative, angry, ambitious.

(2) Use the phrase "to put an end to something" in your own sentence.

Ans. The new student decided to put an end to bullying by speaking to the Principal of the school.

(3) Use prefix 'un' to make antonym of any 2 words from the passage.

(i) fragmented (ii) civilised

Ans. (i) unfragmented (ii) uncivilised

A.4. Grammar Questions:

(1) I met a cobbler boy my age sitting outside the gate my school.
(Rewrite using the subordinator 'who')

Ans. I met a cobbler boy my age who sat outside the gate of my school.

(2) Every single minute matters *(Add a question tag)*

Ans. Every single minute matters, doesn't it?

(3) I have never <u>thought</u> about it. *(Use the same underlined word as a noun in the same sentence)*

Ans. I have never given it a thought.

(4) Businesses must be more responsible.
(Rewrite using modal auxiliary of moral obligation)

Ans. Businesses <u>ought to</u> be more responsible.

A.5. Personal Response Questions:

***(1) Do you feel a vision is important in our life? What is your vision of tomorrow?**

Ans. Yes, I strongly feel a vision is important in our life because it gives our life a purpose and a direction to our action. A vision helps to go beyond what we think is possible and helps us realise where we are heading.

I want to help Mumbai become a zero waste city. For this I would wish to start from my home and school.

(2) What steps has the government taken to ban child labour? Comment on the measures used.

Ans. The government has launched 'National child Labour Project (NCLP) to establish special scheme for child labourers who are withdrawn from work. The government is giving these children vocational training along with formal and informal education and a monthly stipend. Supplementary nutrition through Mid Day Meal scheme and health care too is provided. The government has come up with laws to ban child labour and take strict action against the defaulters.

I think these steps are attempts in the positive direction that will definitely help abolish child labour but along with it, public awareness can do wonders.

Q.7. Read the following passage and answer the questions given below.

Passage - VII *(Textbook Page No. 83 and 84)*

As a child, I had a vision of tomorrow. A vision of that cobbler boy sitting with me in my classroom.

Now, that tomorrow has become TODAY.

I am TODAY, and you are TODAY. TODAY it is time for every child to have a right to life, right to freedom, right to health, right to education, right to safety, right to dignity, right to equality, and right to peace.

TODAY, beyond the darkness, I see the smiling faces of our children in the blinking stars. TODAY, in every wave of every ocean, I see my children are playing and dancing. TODAY, in every plant, in every tree, and mountain, I see our children growing freely with dignity.

Friends I want you to see and feel this TODAY inside you.

My dear sisters and brothers, as I said many interesting things are happening today. May I please request you to put your hand close to your heart - close your eyes and feel the child inside you?

I am sure you can - Now, listen to that child. Listen please.

Today, I see thousands of Mahatma Gandhi's, Nelson Mandela's and Martin Luther King's calling on us.

Let us democratise knowledge. Let us universalise justice. Together, let us globalise compassion!

I call upon you in this room, and all across the world. I call for a march from exploitation to education, I call for a march from poverty to shared prosperity, a march from slavery to liberty, and a march from violence to peace.

Let us march from ignorance to awakening. Let us march from darkness to light. Let us march from mortality to divinity.

Let us march!

Glossary

(1) **universalise** *(v)* - give a universal character or application to something

(2) **democratise** *(v)* - introduce democratic principle to

(3) **divinity** *(n)* - the state or quality of being divine.

(4) **To call on someone** *(phr)* - to call for help

(5) **exploitation** - take undue advantage of

A.1. Factual Questions:

Complete the sentences

(1) **As a child Shri Satyarthi's vision was .....**

(2) **Shri Satyarthi wants the audience to put their hand close to their heart and**

Ans. (1) to see the cobbler boy sitting with him in his Classroom.

(2) feel the child inside them.

A.2. Interpretative / Complex / Inference Questions:

(1) **What kind of march does Shri Satyarthi talks about?**

Ans. Shri Satyarthi talks about a march that will end child exploitation and give them an opportunity to educate themselves. A march that will put an end to poverty and help our children prosper. The march that will free children from all forms of slavery and violence and create a peaceful world where all individuals are awake and divine.

(2) **Explain – Let us universalise justice.**

Ans. Let us universalise justice means, Let us make justice available to all children, as they have as much right to justice as we grown ups do, although they may remain silent.

*(3) **What was Mr. Satyarthi's vision as a child?**

Ans. As a child, Mr. Satyarthis had a vision of a tomorrow - a vision that the cobbler boy would be sitting with him in his classroom.

*(4) **What rights should every child have, in our times?**

Ans. Every child should have a right to life, right to freedom, right to health, right to education, right to safety, right to dignity, right to equality and right to peace.

A.3. Vocabulary Questions:

(1) **Complete the table.**

Ans.

Noun	Verb	Adjective	Adverb
Universe	Universalise	universal	Universally
prosperity	prosper	prosperous	prosperously
ignorance	ignore	ignorant	ignorantly

A.4. Grammar Questions:

(1) **Listen please** *(add a question tag)*

Ans. Listen please, won't you?

(2) **I see our children growing <u>freely</u> with dignity.** *(Rewrite using noun form of the underlined word)*

Ans. I see our children growing in <u>freedom</u> with dignity.

(3) **Let us march from ignorance to awakening.** *(Pick out the non-finite verb and state its kind)*

Ans. **awakening** - *gerund*

(4) **Listen to <u>that</u> child.** *(Identify the word form)*

Ans. that – adjective.

ENGLISH WORKSHOP

(1) Name the following.

(i) The person to whom Kailash Satyarthi gives the highest credit of his honour .....

(ii) The greatest personalities from the land of Buddha .....

(iii) So called daughters of Kailash Satyarthi .....

(iv) The foreign activists of equal rights, mentioned in the speech .....

Ans. (i) Kaalu Kermar, Dhoom Das and Adarsh Kishore from India. and Iqbal Masih from Pakistan.

(ii) Guru nanak and Mahatma Gandhi

(iii) Malala two girls named Kayanat and Shazia

(iv) Nelson Mandela and Martin Luther king.

(2) Mention the social issues highlighted by Kailash Satyarathi in his speech. One social issue is given for you.

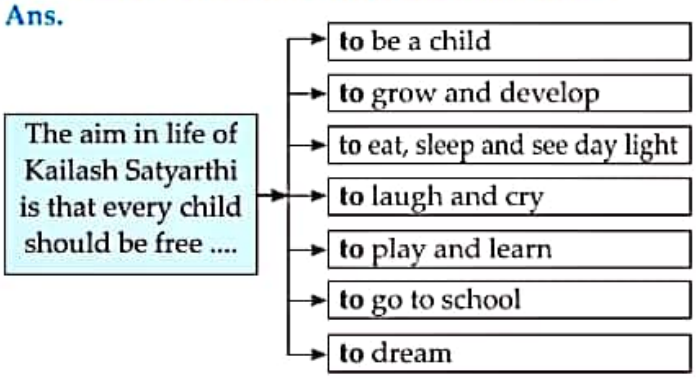
Ans. **(i) Child labour** (ii) Illiteracy

(iii) Slavery (iv) Child marriage

(v) Sexual abuse (vi) trafficking

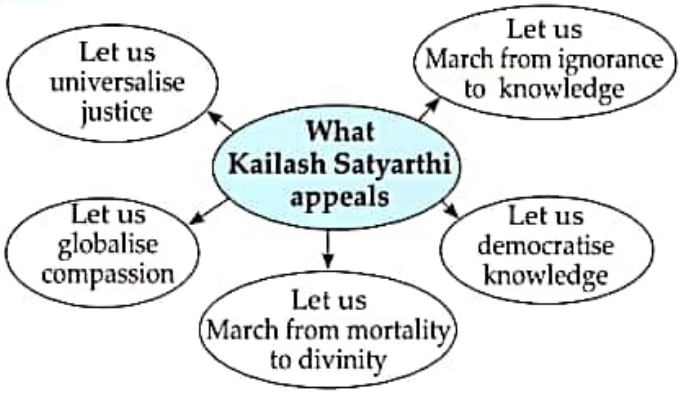
(3) Complete the following diagram / Chart.

Ans.



(4) Complete the following web-chart.

Ans.



(5) Think and give your own response.

(i) How can education help the deprived children and child labourers?

Ans. Education can help the deprived children and child laboures gain the required knowledge and skill that will help them to get better jobs when they grow up and improve their condition.

(ii) Name any other social activist who has worked/ is working earnestly for child-welfare. Write about his/her activities.

Ans. Nina P. Nayak is a social worker and child rights activist from Dakshina kannada. She has dedicated her life to the promotion and protection of child rights. Her works include :

(a) Recognition of child rights.

(b) Policy formulation for child's rights.

(c) Implementation of these policies of the Government of India.

(d) She has been a driving force in the implementation of 'Juvenile Justice Act' and the 'Protection of Children Against Sexual offences Act.

(iii) What message does the little bird story of the forest fire convey to us? Explain.

Ans. The story of the little bird and the forest fire conveys to us the message that each one of us needs to contribute our bit towards improving the condition of child labourers. We must remember that it takes only one person to start a revolution. If all of us take responsibility and do our bit, nothing is impossible.

(iv) Besides the political freedom that our nation enjoys, what other freedom should it strive for? Say why.

Ans. Besides political freedom that our nation enjoys, it should strive for social freedom where equality is the guiding principle. In remote corners of India, even today people are exploited on the basis of caste, creed and gender. Besides this, we should also strive for freedom of thought to make the people of our country more progressive in their thoughts so that they abandon all superstitions and adopt scientific attitude.

(v) What is your impression of the acceptance speech given by Kailash Satyarathi, when he received the Nobel Prize? Write in 3 to 4 sentences.

Ans. The acceptance speech by Kailash Satyarthi given by him during his acceptance of the Nobel Prize gives us a glimpse of the work carried out by him and other child welfare activists for which he has been awarded the Nobel Prize. Besides discussing challenges related to children's rights, it also inspires us to do our bit towards improving the plight of children around us

Hence the speech is not just factual but also successfully inspiring.

(6) Choose the correct option and write in front of the given word, to convey the exact meaning.

(i) divinity : .....

(a) godness (b) godliness (c) god-fearing

(ii) extremist : .....

(a) militant (b) robber (c) spy

(iii) culminate : .....

(a) destroy (b) succeed (c) rise to a peak

(iv) exploitation : .....

(a) explosion (b) misuse (c) employment

(v) mortality : .....

(a) death (b) virtues (c) starvation

(vi) dignity : .....

(a) self-pride (b) self-support (c) self-esteem

Ans. *(i) godliness (ii) militant (iii) rise to a peak (iv) misuse (v) death (vi) self-esteem.*

(7) Pick out from the lesson the -

(A) Noun forms of the following words -

(i) dignified (ii) pacify (iii) pursue (iv) ignore (v) poor (vi) divine

(B) Verb forms of -

(i) democracy (ii) global (iii) hindrance (iii) resolution (iv) liberty (v) service

Ans. (A) *(i) dignity (ii) passivity (iii) pursuit (iv) ignorance (v) poverty (vi) divinity*

(B) *(i) democratise (ii) globalise (iii) hinder (iv) resolve (v) liberate (vi) serve*

(8) (A) Use the following words as a noun as well as a verb and make meaningful sentences with each set, in your notebook.

March, honour, credit, stitch

Ans. **March** - (i) The MCC students <u>march</u> with heads held high. (verb)

(ii) He participated in the protest <u>march</u> (noun)

Honour - (i) We <u>honour</u> soldiers for their sacrifice and bravery (verb)

(ii) He is an <u>honour</u> to his nation. (noun)

Credit - (i) <u>Credit</u> the amount in my bank account. (verb)

(ii) I give the girl the <u>credit</u> for her bravery. (noun)

Stitch - (i) <u>Stitch</u> me a gown that no lady in the town has. (verb)

(ii) She decorated the scarf with a fancy <u>stitch</u>. (noun)

(B) Write minimum 4 hidden words of more than 4 letters from - intergovernmental.

Ans. (i) government (ii) rental / mental

(iii) talent (iv) intern / internal

(C) Make meaningful sentences by using the following phrases, in your notebook.

(i) in the pursuit of

(ii) be afraid of

(iii) give up

Ans.

(i) in the pursuit of- He left for the Himalayas, renouncing everything, <u>in the pursuit of peace</u>.

(ii) to be afraid of - One who seeks knowledge <u>is not afraid of</u> asking questions.

(iii) to give up - It is easy <u>to give up</u> in the face of difficulty; what is difficult is to stay on.

(D) Pick form lesson the antonyms of-

(i) ignorance (ii) immortality (iii) deny (iv) violence (v) well-known (f) slavery

Ans. (i) Knowledge (ii) mortality (iii) accept (iv) peace (v) unknown (vi) freedom

(9) (A) What will you do in the following situations?

(i) If you see a child working in a restaurant.

Ans. If I see a child working in a restaurant. I would talk to him and his parents and encourage him to go to school.

(ii) If you find a child working on a construction site.

Ans. I would speak to the contractors and convince them not to employ the child and talk to his parents. I would also contact an NGO to rescue the child.

(iii) If you find a child working on a brickwork site.

Ans. If I find a child working on a brickwork site, I would immediately talk to his employer. If he would not listen, I would report it to an NGO working for children's rights.

(iv) If you come across a beggar child.

Ans. If I come across a beggar child, I would immediately report it to NGO's such as 'Save the Children' that works for the welfare of street children. I would also inform on child helpline - 1098.

(B) Write any 2 efforts that you can make to enrol deprived children / out of school children into a school. One is given for you.

Ans.

(i) I will persuade parents of such children to send them to school.

(ii) I will persuade my parents to fund the education of atleast 2 children.

(iii) I will find out NGO's that work for such children.

(iv) I will find out the reason for the child's absence from school and solve the matter with the help of my elders.

(10) (A) Type of Sentence

A sentence is a group of words that expresses a complete idea. Sentences can be classified in various ways. The following is a classification of sentences.

(i) **Statement :** A sentence that makes a statement or assertion is a sentence.

For example, 'There are many villages in India.'

(ii) **Interrogative sentence :** It is a sentence that asks a question. It is of two sub-types.

Yes/no interrogative sentence : It generally begins with a verb and can be answered by saying 'Yes' or 'No'. For example, 'Are you coming with us?'

Wh-interrogative sentence : It begins with a wh - word, such as

'who' and 'why' and cannot be answered by saying 'yes' or 'no'. For example, 'What is the time?'

(iii) **Imperative sentence :** It expresses commands, requests etc. It generally begins with a verb. For example, 'Open your books'.

(iv) **Exclamatory sentence :** It expresses a strong feeling.

For example, 'How wonderful the river looks !' 'What a shame !'

(B) Say whether the following sentences are Assertive (Statements), Imperative (Commands, Requests, etc.), Interrogative (Questions) or Exclamatory (Exclamations).

(i) The Mantra carries a prayer.

(ii) Is the world so poor?

(iii) Kill not your children because of poverty.

(iv) Let's walk together.

(v) What can one person do?

(vi) We have made progress.

(vii) How utterly we have failed our children!

(viii) What a big challenge it is!

Ans. *(i) Statement (ii) Yes / No interrogative sentence (iii) Imperative sentence (iv) Imperative Sentence (v) Wh-interrogative Sentence (vi) Statement (vii) Exclamatory Sentence (viii) Exclamatory Sentence*

(C) Rewrite the following sentences as Assertive (statements).

(i) Why didn't you come earlier?

Ans. You should have come earlier.

(ii) How frightened their eyes look!

Ans. Their eyes look extremely frightened.

(iii) How angry it makes me!

Ans. It makes me very angry.

(iv) Should I accept such shackles of slavery?

Ans. I will not accept such shackles of slavery.

(v) What can one person do?

Ans. One person cannot do anything.

(11) (A) Observe the following underlined phrases. Here (have/ has) are followed by the past participle form of the verb. This construction indicates that present perfect tense. Find more such sentences from the text.

(i) **We <u>have made</u> progress in the last couple of decades.**

(ii) **We <u>have prevented</u> millions of child deaths.**

(iii) **It <u>has happened</u>.**

Ans.

(iv) That's why I <u>have kept</u> an empty chain as a reminder.

(v) I <u>have come</u> here only to share the voice and dreams of our children.

(vi) I <u>have looked</u> into their frightened and exhausted eyes.

(B) In the following sentences the underlined words are called infinitives. Find such examples from the speech and underline the infinitives.

(i) **Every child is free <u>to grow</u>.**

(ii) **I refuse <u>to accept</u> that all the laws and constitutions. police and judges are unable <u>to protect</u> our children.**

Ans.

(iii) I am unable <u>to do</u> that.

(iv) One day. I gathered courage <u>to ask</u> the boy's father.

(v) I want you <u>to see</u> and feel this today inside you.

(vi) I am deeply honoured <u>to recite</u> a mantra from the ancient texts of wisdom, Vedas.

(C) Complete the following sentences with the help of the sentence given below.

Ans.

(i) **The biggest challenge knocking on the doors of human kind is fear and intolerance.**

(a) No other challenge knocking *<u>on the door of human kind is as big as fear and intolerance</u>*.

(b) Fear and intolerance are bigger than *<u>any other challenges on the doors of human kind</u>*.

(ii) The Nobel Prize is one of the greatest honours in the world.

(a) Very few honours *in the world are as great as the Nobel Prize.*

(b) The Nobel Prize is greater than *many other honours in the world.*

(12) (A) Match the sentences given in part A with the sentences given in part B. Note the difference in structure.

	Part A		Part B
(i)	He was kidnapped by an extremist militia	(a)	They forced the child to kill his friends and family.
(ii)	The child was forced to kill his friends and family.	(b)	This can be done by them.
(iii)	We can do this	(c)	An extremist militia kidnapped him.

Ans. *(i – c), (ii – a) , (iii – b)*

(B) You might have observed that -

The sentences in Part A are in the passive voice while the sentences in Part B are in the active voice. Now change the following sentences into passive voice.

(i) We can do it .

Ans. It can be done by us.

(ii) Her angry question still shakes me.

Ans. I am still shaken by her angry question.

(iii) Governments must make child-friendly policies.

Ans. Child-friendly policies must be made by governments.

(iv) His answer made me angry.

Ans. I was made angry by his answer / I was angry with his answer.

WRITING SKILLS

(13) Imagine your school invites Malala to preside over (children) day celebration programme. Draft a welcome speech for this guest of honour. Gather information about her from Internet or your school library. While drafting a speech the following points should be kept in mind.

(i) Greeting and salutation (ii) Self introduction and introduction of the topic (iii) A catchy thought/piece of news/short episode, to start with (iv) Body of the speech supported with related examples and episodes (v) Conclusion (vi) Thanking the audience.

Ans. Honourable Chief Guest Nobel Laureate. Miss Malala Yousafzai, Respected Principal, teachers and my dear friends, good morning and a very warm welcome. It is a matter of singular pride for me to extend a warm welcome to our guest of honour, Nobel laureate Miss Malala Yousafzai. She is not just a youth icon but an inspiration for many a women whose dreams have been shattered by baseless social taboos.

Our honourable Chief Guest, who is an activist for female education has been working for human rights especially education of women and children in her native Swat valley in Northeast Pakistan. Children have the right to choose a life of their own. They should be allowed to grow and develop and educate themselves. Today children are suffering from evils such as child labour, infant mortality, sexual abuse and trafficking. Hence it is only apt to have such a personality amongst us who can throw light on these challenges faced by children and share the experiences.

It is indeed a privilege for us to have you here with us, Miss Malala. Once again, I welcome you to the Children's Day celebration of our school and request you to talk to the young minds of today and responsible citizens of tomorrow.

Thank you.

❖❖❖

2.6 Science and Spirituality

- Adapted from 'What Can I Give' by Srijan Palsingh

Central Idea :

"The link between god and man is faith "These are the words of the great visionary scientist and firm believer in the Almighty, Dr Avul Pakir Jainulabdeen Abdul Kalam. He was secular in his thoughts and though a well known scientist, he believed in the fact that there is a super natural power which helps us in everything we do and for that, faith is very important.

Summary :

The lesson 'Science and Spirituality' gives us an insight into A. P. J. Abdul Kalam's thoughts and actions. A renowned scientist his contribution to the field of science is exemplary. He was very secular in his thoughts and was an incredibly down to earth person and chose to live a simple life inspite of having all the privileges. He was one of the most respected leaders the world could ever have. It was his firm belief that the rich must live simply so that the poor can simply live. He attributes his humility to the teachings of his father and the way he was brought up. The lesson highlights his close interactions not only with the great scientist Dr. Vikram Sarabai but also with Reverend Father Pereira; His Holiness Dr. Sri Shiva Kumara Mahaswamiji and many other great religious personalities. He felt blessed to have such great people in his life who added value to his very being. He was brought up on the island of Rameshwaram where Hindus, Christians and Muslims lived in harmony. It was his belief that through difficulties and problems God gives us the opportunity to grow. He had his share of failures and hardships before reaching the top, but his faith made him turn every failure into a teacher. A gifted visionary, his vision for 2020, projects India as a super power, an economic giant and a great nation of the modern times. He firmly believed in an education with a value system which would bring about a peaceful world. The one line which never left his thoughts was what Mahaswamiji had told him, during one of their discourses. It was – The essence of a happy life and peaceful society is in one sentence, 'What can I give?'. Dr. Kalam brought this idea into reality in 2012 through the 'What Can I Give Movement' through which Dr. Kalam tried to combat corruption, environmental degradation and social evils.

A quote by Dr. A. P. J. Abdul Kalam which describes him best is "For great men, religion is a way of making friends small people make religion a fighting tool." "He said that "Religion should graduate into spirituality to bring peace in the world."

MASTER KEY QUESTION SET - 2.6

Warming Up!

(1) Get into pairs/groups and match the columns:

Pair up with your partner, guess and match the columns. (Use a dictionary)

Column A	Column B
(i) Science	(a) The study of the basic nature of knowledge, reality and existence, especially as an academic subject.
(ii) Religion	(b) The study of nature of God and religious belief.
(iii) Spirituality	(c) The intellectual and practical activities in a systematic study of structure and behaviour of the natural world through experiment and observation.
(iv) Philosophy	(d) The belief in and worship of a superhuman controlling power God.
(v) Theology	(e) The quality of being more concerned with the human spirit as opposed to material or physical things.

Ans. *(i - c), (ii - d), (iii - e), (iv - a), (v - b)*

(2) Given below are some incomplete Quotes. Complete them choosing from the words SCIENCE/RELIGION/SPIRITUAL and make them meaningful :

(i) ..... without religion is lame, ... without science is blind.

(ii) ..... has outrun our ..... power, we have guided missiles, but misguided man.

(iii) On a ..... journey, we all have the same destination.

(iv) ..... is meant to awaken man's love for his Source - God !

(v) ..... provides a means of with the Creator of Heaven and Earth, in the language of your heart and soul.

(vi) ..... is a beautiful gift to humanity; we should not distort it.

Ans. *(i) Science, Religion (ii) Science, spiritual (iii) Spiritual (iv) Religion (v) Religion (vi) Science*

(3) What's the difference between science and technology? Discuss in pairs and tell your answer to the class.

Ans. The difference between science and technology is that the goal of science is the pursuit of knowledge for its own sake while the goal of technology is to create products that solve problems and improve human life. Technology is the practical application of science.

(4) Do you think that science and faith are both important in our lives? Why? Discuss in your group and give a small presentation in front of the class.

Ans. Yes, I think that science and faith are both important in our lives. To believe in science you have to have faith because unless you have faith, science of anything cannot be proved.

(5) State three points in favour of science and another three in favour of faith.

Ans. We need science

- to understand latest technology
- to help solve question
- to accelerate progress

We need faith

- to enable our spirit to soar high.
- to provide perspective
- to help us succeed

(6) Refer to a 'dictionary' to find out the meanings of the following words -
Spirit, spiritual, Spirituality, Spiritualism, Spiritualist

Ans. **Spirit :** a person's mind of feelings or soul.

Spiritual (adj) : relating to religion or religious belief.

Spirituality (noun) : the quality of being concerned with the human spirit or soul as opposed to material or physical things.

Spiritualism (noun) : the belief that living people can communicate with people who have died.

Spiritualist (noun) : a person who believes that the spirits of the dead can communicate with living people.

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the question given below :

Passage - I *(Textbook Page No. 90)*

We often witness conflict between two groups of people - one that believes in science and the other that believes in religion.

Dr. Kalam was a great scientist - this is indisputable. But he was also convinced that fact and faith can together, create a better planet. He once told me, 'Science and faith must coexist for the human good. Science provides focus - focus helps us solve questions, discover the truth and conceive inventions. Faith provides perspective - perspective helps us see how our creations and discoveries go on to impact a combination vital for the success of societies. Science accelerates progress and faith curbs it within reasonable limitations. If the two function true to their roles, they will work together for the betterment of humanity.'

Dr Kalam's own life was nourished by multiple faiths.

His father, a boatman, also served as an imam at their local mosque, and his two best friends were from two different religions - one was a Hindu and the other was a Christian. Pakshi Lakshmana Shastrigal was the head priest of the famous Rameswara temple and a Vedic scholar, and the Reverend Father Bodal had built the first church on Rameswara Island. Dr Kalam recalled how 'All three of them, in the unique attire of their religion, used to sit and discuss the community's problems and find solutions. Throughout the nation and the world, the need to have a frank dialogue among cultures, religions and civilizations is felt now more than ever.'

When asked where he got his humility from Dr Kalam would always attribute it to his father. In him, he saw how simplicity and divinity could go together. Even though his father was a boatman and Dr Kalam went on to become the President of

India, they shared the same values in life. Both believed that if one leads a spiritual life then that spirituality can lift them out of any kind of confusion misery or failure.

Glossary

(1) **indisputable** *(adj)* - unchallengeable; not open to question

(2) **convinced** *(v)* - believed

(3) **imam** *(n)* - one who leads the prayers in a mosque

(4) **Reverend** *(n)* - worthy of respect a leader of the Christian community

(5) **frank** *(adj)* - honest, especially in a manner that seems slightly blunt

(6) **perspective** - view, particular attitude towards something

(7) **curbs** - controls, keeps something within limit

A.1. Factual Questions:

(1) Cross out the wrong word :

(i) (Faith/Science) provides focus.

(ii) Reverend Father (Pereria/Bodal) had built the first church on Rameshwara Island

Ans. (i) Faith (ii) Bodal

(2) Answer the following questions.

(i) What is the full name of Dr. Kalam?

Ans. The full name of Dr. Kalam is Avul Pakir Jainulabdeen Abdul Kalam.

(ii) Who was Dr. Kalam?

Ans. Dr. Kalam was a scientist by profession and the 11th president of India.

(iii) Name two of his famous books

Ans.

(a) Wings of fire – An autobiography 1999

(b) Ignited Minds – Unleashing the Power Within India 2002

(c) India 2020 – A Vision for the New Millennium 1998

(d) Mission of India –A Vision of Indian youth 2005

(e) Failure to Success – Legendary Lives 2011

(f) You are unique : Scale New Heights

(g) Thoughts and Actions - 2012

(h) You are Born to Blossom – 2008

(i) Turning Points: A Journey Through Challenges - 2012

(j) Forge your Future - 2014

(k) My Journey: Transforming Dreams into Actions 2013

A.2. Interpretative/Complex/Inference Questions

(1) How does focus help us?

Ans. Focus helps us to solve questions, discover the truth and conceive inventions.

(2) What was Dr. Kalam's father's profession?

Ans. Dr. Kalam's father was a boatman by profession. He was also the Imam of the local mosque.

(3) Who were Dr. Kalam's father's best friends?

Ans. Pakshi Lakshmana Shastrigal, the head priest of the famous Rameshwara temple and Vedic scholar, and the Reverend Father Bodal who had built the first church on Rameshwara Island, were Dr. Kalam's father's best friends.

(4) Find a sentence from the passage which shows 'unity in diversity'.

Ans. (i) His father a boatman also served as an iman of their local mosque and his best friends were from two different religions. One was a Hindu and the other was a Christian.

(ii) All three of them in the unique attire of their religion used to sit and discuss the community's problems and find solutions.

(5) What did Dr. Kalam and his father believe about spirituality?

Ans. Dr. Kalam and his father believed that if one leads a spiritual life then that spirituality can lift them out of any kind of confusion, misery or failure.

(6) What is a must for human good?

Ans. Coexistence of science and faith is a must for the good of humans.

(7) What is felt now more than ever in today's world?

Ans. The need to have a frank dialogue among cultures, religion and civilizations is felt now more than ever in today's world.

(8) Why do science and faith have to go hand in hand ?

Ans. Science and faith have to go hand in hand for the good of humanity.

***(9) What makes Dr Kalam a humble personality?**

Ans. The values he imbibed from his father makes Dr. Kalam a humble personality.

A.3. Vocabulary Questions:

(1) Pick out words from the passage which show the attributes of Dr. Kalam's father.

Ans. Humility, simplicity and divinity were the attributes of Dr. Kalam's father.

(2) Write the verb form of

(i) different (ii) great
(iii) solution (iv) local

Ans. (i) differentiate (ii) greater (iii) solve (iv) localize

(3) Pick out a synonym for 'unchallengeable' from the passage

Ans. Indisputable.

(4) Pick out words from the passage to make opposites by adding a prefix.

(i) convinced (ii) reasonable (iii) human
(iv) nourished (v) famous

Ans. (i) unconvined (ii) unreasonable (iii) inhuman
(iv) undernourished (v) infamous

(5) Frame a sentence with the word 'unique'.

Ans. Unique ideas helped him earn both name and wealth.

A.4. Grammar Questions:

(1) Science and faith must coexist for human good. *(Pick out the modal auxiliary and state its mood)*

Ans. Must-compulsion

(2) If the two functions are true to their roles, they will work together for the betterment of humanity. *(Analyse the clause)*

Ans.
- They will work togther for the betterment of humanity – main clause
- If the two functions true to their roles - subordiate adverb clause of condition

(3) They shared the same values of life. *(Change into an interrogative sentence)*

Ans. Didn't they share the same values of life?

(4) We often witness conflict between two groups of people. *(Pick out the preposition)*

Ans. Between, of

(5) His father, a boatman served as an imam. *(separate the subject and predicate)*

Ans. His father, a boatman - Subject
served as an imam - Predicate

A.5. Personal Response Questions:

(1) What are the necessary attributes for a wonderful personality?

Ans. According to me a wonderful person is :- trustworthy, funny, loyal, optimistic, supportive, sensitive, honest. He appreciates and compliments others when deserved. He is able to treat others with respect. He is kind to his loved ones as most of the time we tend to be rude to our near and dear ones.

Q.2. Read the following passage and answer the questions given below :

Passage - II *(Textbook Page No. 91 and 92)*

In the 1960, when Dr. Kalam joined ISRO, it was just a fledgling organization. His interactions with the great scientist Professor Vikram Sarabhai and the Reverend Peter Bernard Pereira, shaped his thoughts on religion. It was here that he learnt about the true meaning of religious service. Professor Sarabhai and his team had selected a site in Thumba, Kerala, to set up their space-research facility. It was an ideal site due to its proximity to the magnetic equator. But there was a major roadblock in getting possession of the site as it was the fishing grounds of Thumba's fishermen. Moreover, it had an old church of St Mary Magdalene, a bishop's house and a school, which was under the administration of the church. Government officials predicted that it would be impossible to relocate so many people from the site and destroy religious institutions for the sake of a space-research centre.

But upon Dr Sarabhai's persistence, it was suggested that they approach the only person who could help them in this situation - Father Pereira, the then bishop of the region.

Dr Sarabhai and Dr Kalam approached Father Pereira on a Saturday evening. The Reverend said, 'Oh Vikram, you are asking me for my children's abode, for my abode, and for God's abode. How is it possible?' Father Pereira then invited the party to visit the church on a Sunday morning. Dr Sarabhai his team, and the forever - inquisitve disciple, Dr Kalam, took up the offer.

At church the next Sunday, the Reverend invited Dr Sarabhai up to the dais after the prayer service. Turning to everyone present, he said, 'Dear children, here is a scientist, Dr Vikram Sarabhai. What does science do for us ? We benefit from the devices that science has developed to light up our homes. I am able to talk to you using this mic, thanks to technological advancement. Medical science allows doctors to diagnose and treat patients. Science and technology enhance the overall comfort and quality of human life. And what do I do as a preacher ? I pray for you, for your well-being, and for your peace. In short, Vikram and I are doing the same job. Both science and spirituality seek the Almighty's blessings for the prosperity of the human mind and body.

Glossary

(1) proximity *(n)* - closeness

(2) roadblock *(n)* - obstacle

(3) inquisitive *(adj)* - eager ot acquire knowledge

(4)	**diagnose** *(v)*	-	to determine which disease is causing a sick persons signs and symptoms
(5)	**abode** *(n)*	-	home, residence
(6)	**perspective** *(n)*	-	view, particular attitude towards something
(7)	**curbs** *(v)*	-	to prevent something from getting out of control
(8)	**fledglings** *(adj)*	-	new and inexperienced
(9)	**Mic**	-	microphone / mike

A.1. Factual Questions:

(1) Who said to whom.

(i) "You are asking me for my childrens abode, for my abode and for God's abode. How is it possible?"

Ans. Reverend Father Bernard Pereira said the above line to Dr. Vikram Sarabhai.

(ii) "Dear children, here is a scientist, Dr.Vikram Sarabhai."

Ans. Reverend Father Bernard Pereira said the above line to the people present in the church.

A.2. Interpretative/Complex/Inference Questions:

(1) What shaped Dr. Kalam's thoughts on religion?

Ans. Dr. Kalam's interactions with the great scientist Dr. Vikram Sarabhai and the Reverend Father Peter Bernard Pereira shaped his thoughts on religion.

(2) What was the major obstacle in getting possession of the site?

Ans. A site in Thumba, Kerala was selected by Dr. Sarabhai and his team to set up their space research center due to its proximity to the magnetic equator. This site was the fishing grounds of Thumba's fisherman. It also housed an old church, a bishop's house and a school. Relocating so many people from the site and destroying religious institutions for the sake of a space research center seemed to be the major obstacle in getting possession of the site.

(3) Who was Father Pereira?

Ans. Reverend Father Bernard Pereira was the bishop of the Thumba region.

(4) Who helped them to solve the problem of acquiring the site?

Ans. Reverend Father Peter Bernard Pereira helped Dr. Kalam and Dr. Sarabhai in solving the problem of acquiring the site.

***(5) Why was the site in Thumba selected for building the space research center?**

Ans. A site in Thumba, Kerala was selected to set up the space research center because of its proximity to the magnetic equator.

***(6) How did the Reverand relate and compare the work that he and Dr Sarabhai did for people?**

Ans. Father Pereira introduced the scientist, Dr. Vikram Sarabhai to everyone present in the church. He then explained the relation between his work and the work done by scientists for the betterment of humanity. He explained how he was able to talk to them because of the m ic which was possible because of science and technology which enhanced the comfort and quality of life for entire mankind. The preacher prays for their well-being and peace. He further said that both science and spirituality seek the almighty's blessings for the prosperity of the human mind, body and so both are the two sides of the same coin.

A.3. Vocabulary Questions:

(1) Pick out a synonym for the word 'closeness' from the passage.

Ans. Closeness – Proximity.

(2) Pick out two compound words from the passage.

Ans. Roadblock, space-research, fisherman, forever-inquisitive, technological, overall, well-being.

(3) Pick out two collocations from the passage.

Ans. Human mind, Almighty's blessings, fishing grounds, fledgling organisation, great scientist, old church, bishop's house, government officials, religious service, children's abode, God's abode.

(4) Add a suffix to get a new word.

(i) relocate (ii) peace (iii) science
(iv) human (v) treat

Ans. (i) relocation (ii) peaceful (iii) scientific
(iv) humanity (v) treatment

(5) Write the homophones for the given words from the passage.

(i) witch (ii) hear
(iii) sight (iv) wood

Ans. (i) which (ii) here (iii) site (iv) would

(6) Write an anagram for.

(i) team (ii) saw (iii) who

Ans. (i) meat (ii) was (iii) how

A.4. Grammar Questions:

(1) He learnt the true meaning of religious service. *(end with: ……..him)*

Ans. The true meaning of religious service was learnt by him.

(2) <u>His team</u> had selected a site. *(Frame a 'Wh' question to get the underlined words as the answer)*

Ans. Who had selected a site?

(3) Dr. Sarabhai and Dr. Kalam approached Father Pereira *(Separate the subject and predicate)*

Ans. Dr. Sarabhai and Dr. Kalam – subject
approached Father Pereira - predicate

(4) Science and spirituality seek the Almighty's blessings. *(use 'not only…..but also')*

Ans. Not only science but also spirituality seek the Almighty's blessings.

(5) I pray for you, for your well-being. *(Pick out the direct and indirect object of the verb)*

Ans. Direct Object – your well-being
Indirect Object – you

A.5. Personal Response Questions:

(1) What will you do if you come across an obstacle impending your path of success?

Ans. If there are obstacles along my path of success, I will confidently forge ahead and remove those obstacles from my path. I will not succumb to the obstacles but through determination and perseverance break down all the obstacles that come in my way.

Q.3. Read the following passage and answer the question given below :

Passage - III *(Textbook Page No. 92)*

'Dear children, Dr. Vikram says that, within a year, he wants to build scientific facilities near the sea coast, replacing all the settlements that now stand there. Now, can you give up your adobe? Can I give up my adobe? Can we give up God's adobe for such a great scientific mission?' Dr. Kalam recalled how he witnessed 'a pin-drop silence for a long moment.' Then everyone got up, and the whole church reverberated with the deafening noise of a collective 'amen'.

And so work on the research centre was soon under way. But not without alternate accommodation being offered to the affected fishermen, the church and the Reverend Pereira.

Part III

A few years later, in the early 1980s, Professor Satish Dhawan the Director of ISRO, under whom Dr. Kalam had made his first unsuccessful launch in 1970 and then a successful one in 1980, had provided him with more soul-shaping wisdom.

One day in 2012, we were discussing the number of PhDs Dr. Kalam had received. He said to me, 'Srijan, Professor Dhawan had so many master's degrees – all from the best institutions, no less-so I asked him how one can become so academically accomplished. He responded saying that academic brilliance is no different from the brilliance of a mirror, which can be diminished by a coating of dust. Only when the dust is removed, does the mirror shine and the reflection becomes clear. We can remove the impurities obscuring our souls by living pure and ethical lives, and by serving humanity. And then God will shine through us.' These words took me back to my meeting with Dr. Kalam after my graduation from IIMA, in 2009. At the time, he had advised me to use my degree and gold medal to transform the society I lived in. Back in the present moment, it suddenly struck me that Dr. Kalam's advice had, in fact, directly resonated from Professor Dhawan's beliefs. The more I lived and worked with Dr. Kalam, the more I realized that through his words of wisdom I was getting to learn from countless great minds.

Glossary

(1) **reverberated** *(v)* - echoed
(2) **ethical** *(adj)* - good, morally approvable
(3) **obscuring** *(adj)* - to make unclear
(4) **resonated** *(v)* - echo, resound

A.1. Factual Questions:

(1) Choose the correct option and fill the blank.

(i) Dr. Kalam made his first successful launch in ..... (1970/1980)

(ii) Dr. Kalam made his first successful launch under the guidance of ..... (Dr. Vikram Sarabhai/ Professor Satish Dhawan)

Ans. *(i) 1980 (ii) Professor Satish Dhawan*

A.2. Interpretative/Complex/Inference Questions

(1) Was Dr. Kalam successful in his first launch?

Ans. Dr. Kalam was unsuccessful in his first launch which took place in 1970.

(2) How can we remove the impurities obscuring our souls?

Ans. We can remove the impurities obscuring our souls by living pure ethical lives and by serving humanity.

(3) What advice did Dr. Kalam give the narrator after his graduation?

Ans. Srijan, the narrator had met Dr. Kalam after he graduated from IIMA in 2009. At that time, Dr. Kalam advised him to use his degree and gold medal to transform the society he lived in.

(4) What did the narrator realize when he lived and worked with Dr. Kalam?

Ans. The narrator while living and working with Dr. Kalam realized that through Dr. Kalam's words of wisdom, he was getting to learn from countless great minds.

(5) How can we lead a pure life?

Ans. We can lead a pure and ethical life by removing the impurities obscuring our souls and by serving humanity.

(6) Whose philosophy had a great impact on the writer?

Ans. APJ Abdul Kalam's philosophy had a great impact on the writer because he realised that through his words of wisdom he was getting to learn from countless great minds.

A.3. Vocabulary Questions

(1) Pick out a word from the passage which means 'so be it'.

Ans. Amen.

(2) Pick out words from the passage wherein you can add prefixes to change the meaning of the original word.

(i) build	(ii) scientific	(iii) clear
(iv) pure	(v) ethical	(vi) belief
(vii) lived	(viii) lived	(ix) directly

Ans. (i) rebuild, unbuild (ii) unscientific (iii) unclear (iv) impure (v) unethical (vi) disbelief (vii) relived, unlived (viii) indirectly

(3) Pick out collocations from the passage.

Ans. academic brilliance, sea coast, scientific mission, God's abode, long moment, deafening noise, unsuccessful launch, gold medal, present moment, great minds.

A.4. Grammar Questions:

(1) I lived and worked with Dr. Kalam.
(use 'not only.....but also')

Ans. I not only lived but also worked with Dr. Kalam. OR I not only lived with Dr. Kalam, but also worked with him.

(2) I <u>realized</u> <u>that</u> <u>through</u> his words of <u>wisdom</u> I was getting to learn from countless <u>great</u> minds
(Identify the part of speech of the underlined words)

Ans. relaized-verb, that-conjunction, through preposition, wisdom-noun, great-adjective

(3) Only when the dust is removed, the mirror shines and the reflection becomes clear.
(Begin with – The mirror.....)

Ans. The mirror shines and the reflection becomes clear only when the dust is removed.

(4) Dr. Vikram says that within a year, he wants to build scientific facilities near the sea coast. (Change into the direct speech)

Ans. Dr Vikram says, "Within a year I want to build scientific facilities near the sea coast."

(5) He had advised me to use my degree and gold medal to transform the society. (Make interrogative)

Ans. Hadn't he advised me to use my degree and gold medal to transform the society?

(6) I asked him how one can become so academically accomplished. (Pick out the modal auxiliary and frame a sentence of your own with the modal).

Ans. can – modal auxiliary

If one has the will power, he can do everything he sets out to do.

(7) He had advised me to use my degree.
(i) Pick out the verb and state its tense
(ii) Pick out a non finite verb & state its kind

Ans. (i) had advised – past perfect tense
(ii) to use – infinitive

A.5. Personal Response Questions:

(1) How did the people respond to the appeal made by Rev. Pereira? Would you have given the same response?

Ans. When Father Pereira spoke and there was a pin drop silence in the church for a long moment. Then everyone got up, and the whole church reverberated with the deafening noise of a collective 'amen' which meant 'so be it'.

If I was in the similar situation faced by the people in the passage, I would have been very scared and worried at the beginning, but then after understanding the importance of the situation, I would have given my approval for the same.

Q.4. Read the following passage and answer the question given below :

Passage - IV *(Textbook Page No. 92 and 93)*

In April 2009, Dr Kalam was invited to attend the 102nd birthday celebrations of His Holiness Dr Sri Sri Shivakumara Mahaswamiji in the Tumkur district of Karnataka. Mahaswamiji is a remarkable person, who has dedicated his life to the service of humanity. His greatest contribution is the establishment of a free residential education system for more than nine thousand children in the ashram. The most astonishing aspect of the entire event of his birthday was that the 102 year old Swamiji stood on his feet without any support! He looked as steady and alert as any other youngster present there. This display of inner strength touched Dr Kalam deeply.

A couple of days later, we were discussing this unusual birthday party. I said to him, 'Sir, do you know, only four out of 1 lakh people cross the age of 100?' I had googled the subject beforehand. He replied, 'But how many of these four would be able to stand tall for half an hour, give a wise discourse, and then go on to feed thousands of children?' Of course nobody could know the exact answer to his question but the question itself led to many other relevant queries. 'I wonder what powers Mahaswamiji possesses that keep him so strong at such an advanced age? Maybe it's a balanced diet and a healthy lifestyle, or perhaps it's genetics?' I asked.

Dr Kalam sat contemplating deeply.

He recollected the tenet of goodness of action from Pramukh Swamiji. Then, perhaps swimming in silence to the shores of Mahapragyaji, he gathered the sands of conscience to be our guide, our best friend. Deeper down in the space-time of memory, he must have heard Professor Brahma Prakash's words about the need of living a pure and ethical life, and Father Pereira's and Dr Sarabhai's lesson of selflessness in service. Eventually his thoughts would have settled on Swami Sivananda of Rishikesh, in whom he saw great tranquility, and finally they must have come full circle with the memory of the life of simplicity of his father, who always espoused the value of giving back.

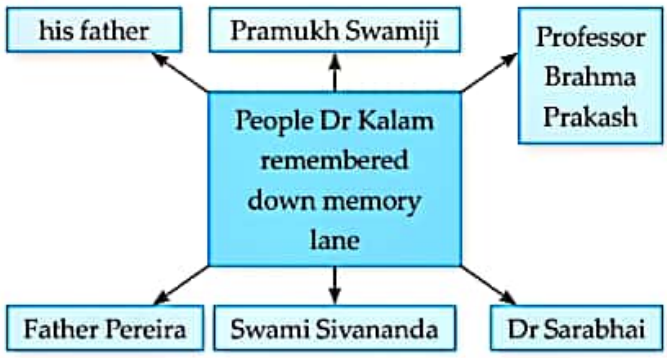
Glossary

(1) **queries** *(n)* - an enquiry
(2) **genetics** *(n)* - study of genes
(3) **contemplating** *(v)* - to meditate on to ponder
(4) **tenet** *(n)* - an opinion belief or principle that is held as absolute trust by some one or an organization
(5) **inequity** *(n)* - lack of justice, an unjust act, injustice
(6) **tranquility** *(n)* - peace, serenity
(7) **espoused** *(v)* - give support to
(8) **discourse** - a formal talk including a debate

A.1. Factual Questions:

(1) Prepare a web diagram of the people Dr Kalam remembered down memory lane.

Ans.



A.2. Interpretative/Complex/Inference Questions:

(1) What was Mahaswamiji's tremendous contribution?

Ans. Mahaswamiji's tremendous contribution was the establishment of a free residential education system for more than nine thousand children in the ashram.

(2) What was unique about Mahaswamiji?

Ans. The most unique thing about Mahaswamiji was that while celebrating his 102nd birthday, an age which only 4 out of a lakh reach, he stood on his feet throughout the event without any support and looked as steady and alert as any youngster present for the birthday celebrations.

(3) What lesson did Dr Kalam learn from Father Pereira and Dr Sarabhai?

Ans. Dr Kalam learnt the lesson of selflessness from Father Pereira and Dr Sarabhai.

(4) What did Dr Kalam imbibe from his father?

Ans. Dr Kalam learnt to live a life of simplicity and the value of giving back from his father.

A.3. Vocabulary Questions:

(1) Pick out a word from the passage which means 'peace or serenity'.

Ans. Tranquility.

(2) Give the noun forms of.

(i) youngster (ii) strong
(iii) recollected (iv) astonished

Ans. (i) youth (ii) strength (iii) recollection (iv) astonishment

(3) Frame a sentence of your own with - 'queries'.

Ans. The little child had a lot of queries after he visited the hospital.

A.4. Grammar Questions:

Do as directed

(1) Mahaswamiji is a remarkable person.
(Identify the part of speech of the underlined word)

Ans. remarkable – adjective.

(2) Swamiji stood on his feet without support!
(Identify the kind of sentence)

Ans. Exclamatory Sentence.

(3) I had googled the subject beforehand.
(Add a question tag)

Ans. I had googled the subject beforehand, hadn't I?

(4) Nobody could know the exact answer to the question. *(Change into a Positive Sentence)*

Ans. Everybody was ignorant about the exact answer to the question.

(5) He looked steady and alert.
(Change into a negative sentence)

Ans. He did not look unsteady and unalert.

(6) It's a balanced diet and a healthy lifestyle.
(Pick out the conjunction and state its kind)

Ans. and - coordinating conjunction.

A.5. Personal Response Questions:

(1) Have you gone out of your way to help people without expecting anything in return? What were your feelings whenever you did a good deed?

Ans. Yes, I have gone out of my way to help people. The feeling I got after every deed was heart warming. I felt happy and at peace. The happiness on the face of the person I have helped makes my day. It makes me feel positive and helps me to be a better person everytime.

Q.4. Read the following passage and answer the questions given below :

Passage - V *(Textbook Page No. 93 and 94)*

At long last, he spoke. 'It is the very spirit of What Can I Give.' He elaborated, 'Mahaswamiji lives with the beliefs and ethos of our mission. He gives and gives - education to famished minds, food to famished bodies. In giving so much, he becomes strong. His munificence fuels his strength. That is what keeps him standing tall and active in life. The essence of a happy life and a peaceful society lies in one sentence - What can I give?'

'Turning to me, he asked, 'What is the reverse of "what can I give ?"

Circumspectly I replied, 'What can I...take ?'

'Yes,' he said, 'and that is the thought which is responsible for all the wrong we see around us. We think that we can take from the environment and destroy it indiscriminately; we think of what we can take from other humans, leading us to corruption and inequity. This attitude of taking and taking even destroys families. To keep this planet liveable and the human race thriving, we have to replace this attitude of "what can I take" with the goodness of "what can I give".

The gravity of the message struck me. This challenge became my silent motivation.

Three years later, in 2012, this idea became a reality as our What Can I Give movement, through which Dr Kalam tried to combat corruption, environmental degradation and social evils.

It is important that we ask ourselves this question for in the answer lies the truth of humanity. So go ahead and question youself.

What can I give?

The answers will be astounding.

Glossary

(1)	**famished** *(adj)*	- extremely hungry
(2)	**elaborated** *(v)*	- to give further detail or explanation
(3)	**munificence** *(n)*	- generosity
(4)	**circumspectly** *(adj)*	- carefully aware of all circumstances cautions.
(5)	**indiscriminately** *(adj)*	- without care, thoughtlessly
(6)	**astounding** *(v)*	- astonishing, bewildered, dazzling
(7)	**ethos**	- characteristic spirit of a culture or an era
(8)	**inequity**	- injustice

A.1. Factual Questions:

(1) Complete the Sentences.

(i) The essence of happy life and a peaceful society lies in ..... .

Ans. in the goodness of 'What can I give'?

(ii) To keep this planet liveable and humans thriving we have to change our attitude of ..... .

Ans. 'What can I take'?

A.2. Interpretative/Complex/Inference Questions:

(1) What leads us to corruption and inequity?

Ans. The thought that we can only take from the environment and destroy it indiscriminately

and the thought of what we can take from other humans, leads us to corruption and inequity.

(2) What question should we ask ourselves?

Ans. The question we should ask ourselves is "What can I give?"

(3) How did the idea of "What can I give?" become a reality?

Ans. The idea of "What can I give?" became a reality in 2012 when Dr Kalam came up with the What Can I Give movement through which he tried to combat corruptions, environmental degradation and social evils.

***(4) What was the secret of Mahaswamiji's fitness even at the age of 102 years?**

Ans. Mahaswamiji's spirit of 'What Can I Give' wherein he feeds famished minds with beliefs and famished bodies with food, feeds his strength and keeps him strong. This was the secret of his fitness even at the age of 102.

(5) What makes society corrupt and unfair?

Ans. The attitude and thought "What can I take? from the environment and other humans" makes a society corrupt and unfair.

(6) Which question inspires humanitarianism?

Ans. "What can I Give?" is the question which inspires humanitarianism.

***(7) How were different virtues inculcated in Dr. Kalam?**

Ans. Different virtues were inculcated in Dr. Kalam? from different people who enlightened him in his journey of life. He inculcated goodness of action from Pramukh Swamiji, living a pure and ethical life from Professor Brahma Prakash, selflessness in service from Father Pereira and Dr. Sarabhai, tranquility from Swami Sivananda, simplicity from his father and the spirit of 'What can I Give' from Dr Sri Sri Shivakumara Mahaswamiji.

***(8) What was so remarkable about Dr Sri Sri Shivakumar Mahaswamiji?**

Ans. The most remarkable thing about Dr Sri Sri Shivakumar Mahaswamiji who dedicated his life to the science of humanity was that during his 102nd birthday celebrations he stood on his feet the whole time without any support and looked as steady and alert as any youngster present there.

***(9) Why is there an urgent need to replace 'What can I take' with 'What can I give?**

Ans. To keep our planet liveable and the human race thriving, there is an urgent need to replace "What can I take?" with the goodness of 'What can I Give?"

A.3. Vocabulary Questions:

(1) Pick out a word from the passage which is the opposite of 'selfishness'.

Ans. munificence.

(2) Give the anagrams for.

(i) life (ii) keep (iii) struck
(iv) race (v) evils

Ans. *(i) file (ii) peek (iii) trucks (iv) care (v) lives*

(3) Give the verb forms for.

(i) gravity (ii) social
(iii) silent (iv) strong

Ans. *(i) gravitate (ii) socialise (iii) silence (iv) strength*

(4) Pick out a pair of opposites from the passage.

Ans. question × answer
lies × truth
take × give

A.4. Grammar Questions:

(1) The gravity of the message struck me.
(Separate the subject and predicate)

Ans. The gravity of the message – Subject
struck me – Predicate

(2) <u>Three</u> years later, this <u>idea</u> became a reality.
(Identify the part of speech of the underlined words.)

Ans. Three – Adjective (definite numeral adjective)
idea – noun.

(3) This idea of <u>taking</u> destroys families.
(Identify whether the underlined word is a participle or a gerund)

Ans. taking – gerund.

(4) The answers will be astounding.
(Add a question tag)

Ans. The answers will be astounding, won't they ?

(5) This challenge became my silent motivation.
(Change into an interrogative sentence)

Ans. Didn't this challenge become my silent motivation?

A.5. Personal Response Questions:

(1) What can you give to the world to make it a better place to live in?

Ans. I will do my bit of saving water and electricity whenever possible. I will not waste food so that some hungry child will get atleast a morsel. Saving these commodities will reduce the price and make them affordable for all, that is if everyone decides to do their bit of it.

(2) Read the following passage and prepare a fact file on A.P.J. Abdul Kalam:

Ans. Avul Pakir Jainulabdeen Abdul Kalam, popularly known as A. P. J. Abdul Kalam was born on 15th October 1931. The 11th President of India his tenure was from 2002 to 2007. A renowned scientist, his contribution to the field of Science is exemplary. A role model for each one of us. Kalam was born in Rameswaram, Tamil Nadu. Rising above challenges in life he proved that what one's mind can conceive one can achieve. Having studied Physics and Aerospace Engineering, he spent more than forty years of his life, contributing his knowledge and expertise in his chosen field. He has worked in reputed organizations like the Defence Research and Development Organisation (DRDO) and Indian Space Research Organisation (ISRO). His contribution to India's Civilian Space Programme and Military Missile Development efforts are commendable. Also known as the Missile Man of India, his contribution on the development of Ballistic Missile and Launch Vehicle Technology was a turning point in India's technological progress. Let us also remember that he played a major role in India's Pokhran-II nuclear tests in 1998.

A recipient of several prestigious awards, including the Bharat Ratna. India's highest civilian honour, the life and work of A.P.J. Abdul Kalam is an inspiration while doing what he did best i.e. teaching at the Indian Institute of Management, Shillong. Kalam collapsed and passed away on 27th July 2015.

His famous words were, "If you want to leave your footprints on the sands of time, don't drag your feet." Indeed, Dr. A.P.J. Abdul Kalam has left his footprints on the sands of time.

A fact file on Dr. A.P.J. Abdul Kalam.

Name:	Avul Pakir Jainulabdeen Abdul Kalam
Profession:	Scientist and an administrator of India
Date & Place of birth:	15th October 1931 Rameshwaram, Tamil Nadu
Contribution to the field of science:	a) Worked in reputed organisations like the Defence Research and Development Organisation (DRDO) and Indian Space Research Organisation (ISRO). b) Commendable contribution to India's Civilian Space Programme. c) Commendable contribution and efforts in the development of military missiles. d) Known as the Missile Man of India, his contribution to the development of Ballistic Missile and Launch Vehicle Technology was a turning point in India's technological progress. e) Played a major role in India's Pokhran – II nuclear tests in 1998.
Awards won:	The Bharat Ratna, India's highest civilian honour and several other prestigious awards.
Date of passing away:	27th July 2015.
Famous quote:	"If you want to leave your footprints on the sands of time, don't drag your feet."

ENGLISH WORKSHOP

(1) (A) Read 'Part I' and match the words in Column 'A' with associating words given in Column 'B'.

No	'A'		'B'
(i)	Science and faith	(a)	Created by fact and faith
(ii)	Science	(b)	Success of societies
(iii)	Better Planet	(c)	Betterment of humanity
(iv)	Creations and Discoveries	(d)	Believers of science and religions
(v)	Conflict	(e)	Solves questions, discovers truth, conceives inventions

Ans. *(i – c), (ii – e), (iii – a), (iv – b), (v – d)*

(B) Read 'Part II'. Go through the given statments and say whether you agree or disagree with each of them.

(i) The Space Research set up facility was planned at Allapi, Kerala - ..... .

(ii) The person who could help and can be co-ordinated was the Bishop - ..... .

(iii) It was quite easy to relocate so many people and destroy religious institutions for space research centre - ..... .

(iv) Dr. Kalam joined ISRO in 1970 - ..... .

(v) Science and spirituality seeks prosperity of the human life ..... .

Ans. *(i) Disagree (ii) Agree (iii) Disagree (iv) Disagree (v) Agree*

(C) Go through 'Part III' and complete the following statements.

(i) The essence of a happy life and a peaceful society lies in one sentence - ..... .

(ii) To keep this planet liveable and the human race thriving, we have to - ..... .

(iii) Mahaswamiji's greatest contribution is the - ..... .

(iv) We can remove the impurities obscuring our souls by - ..... .

(v) The narrator, Srijan, realised that through Dr. Kalam's words of wisdom ..... .

(vi) Mahaswamiji possesses powers that kept him so strong were ..... or ..... .

Ans.

(i) What can I give?

(ii) replace 'what can I take with what can I Give?

(iii) establishment of a free residential education system for more that nine thousand children in the ashram.

(iv) living pure and ethical lives serving humanity

(v) he was getting to learn from countless great minds.

(vi) healthy life style or genetics

(2) Choose the correct alternative from the given statements.

(i) Dr. Kalam's father was an - ..... .

(a) teacher (b) scientist (c) farmer (d) imam

(ii) Dr. Kalam's friends discussed on - ..... .

(a) science and technology

(b) discoveries and inventions

(c) Science and spirituality

(d) Community's problems and solutions

(iii) According to Dr. Kalam, what is felt more than ever is - ..... .

(a) a laboratory to conduct experiments

(b) a new technology to find results

(c) a dialogue among cultures, religions and civilizations

(d) a dialogue between people of different professions.

(iv) Dr. Kalam's father was a symbol of - ..... .

(a) trust and faith

(b) simplicity and divinity

(c) teacher and disciple

(d) father and friend

(v) Spirituality takes care of - ..... .

(a) education, teaching and learning

(b) science, technology and sci-fi

(c) confusion, misery or failure

(d) crime, illiteracy and child labour.

(vi) How academic brilliance can diminish? - ..... .

(a) by disturbance and frustration

(b) by going off track

(c) by a coating of dust

(d) by losing focus and seriousness

(vii) What was most astonishing about 102 year old Swamiji? - ..... .

(a) He was a great speaker and orator

(b) He was a great scientist

(c) He was a great admirer of technology

(d) He looked as steady and alert as any other youngster

(viii) What Dr. Kalam gathered while swimming in silence at the shores of Mahapragyaji? - ..... .

(a) beautiful sea shores

(b) tree lined beaches

(c) sands of conscience

(d) beautiful sun-set

Ans.

(i) imam

(ii) Science and spirituality

(iii) a dialogue among cultures, religions and civilizations

(iv) simplicity and divinity

(v) confusion, misery or failure

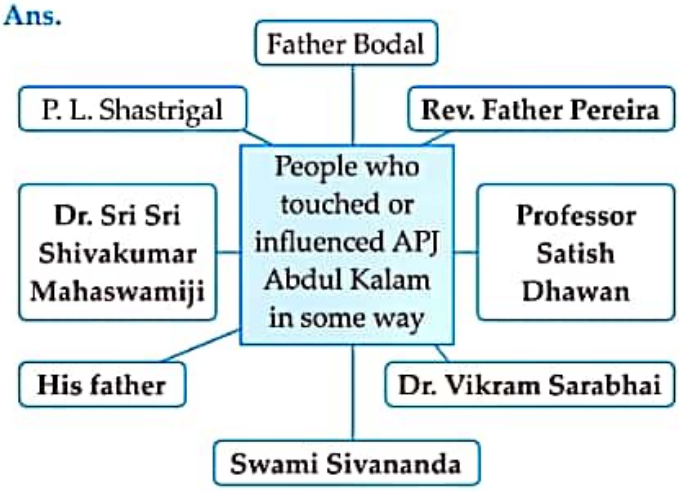
(vi) by losing focus and seriousness

(vii) He looked as steady and alert as any other youngster

(viii) sands of conscience

(3) Among the three parts, there are people who touched and influenced the life of Dr. A. P. J Kalam in one or the other ways. Complete the webchart by writing the names of such people.

Ans.



(4) Write the significance of the following years, as given in the text

Ans.

(i) 1960 - Dr Kalam joined ISRO

(ii) 1970 - Dr Kalam's unsuccessful launch of the satellite

(iii) 1980 - Dr. Kalam's successful launch of the satellite

(iv) 2009 - Dr. Kalam was invited for the 102nd birthday of his holiness Dr Sri Sri Shivakumara Mahaswamiji.

(v) 2012 - What can I give movement' become a reality

(5) Who said to whom and when?

(i) "Can we give up God's abode for such a great scientific mission?"

Ans. Reverend father Pereira asked the people of Thumba at church after the prayer service.

(ii) "And then God will shine through us."

Ans. Dr. Abdul Kalam said these words to the narrator, Srijan when Srijan asked him how one could become so academically accomplished.

(iii) "I wonder what power Mahaswamiji possesses, that keeps him so strong."

Ans. The narrator, Srijan said the above lines to Dr. Abdul Kalam when they were discussing Mahaswamiji's 102nd birthday.

(6) Write in your own simple words what the following expressions convey in the context they occur in the text.

(i) Faith and fact can, together, create a better planet-

Ans. Inventions and discoveries and science are for the betterment of humanity. One must have positive faith in the facts of science which will go a long way in making a better world.

(ii) Dr Kalam's own life was nourished by multiple faiths -

Ans. Dr. Kalam grew up amidst people of different faiths, nourished himself with different cultures, religion, tradition and thought, moulding him into a wonderful person.

(iii) But there was a major roadblock -

Ans. There was a major obstacle in getting the selected site.

(iv) Only when the dust is removed, does the mirror shine and the reflection becomes clear -

Ans. The reflection on the mirror is cleared with the removal of dust. In the same way we live a pure and ethical life after removing the impurities that obscure our soul.

(v) Through his (Kalam's) words of wisdom, I was getting to learn from countless great minds -

Ans. Dr Kalam's interaction with great minds of different faiths could be seen and felt in his discourses.

(vi) He gathered the sands of conscience to be our guide, our best friend -

Ans. Dr Kalam always did what his conscience told him to do because it is our conscience which tells us what to do and what not to, guiding us forever in our lives.

(vii) 'What can I take?' is the thought which is responsible for all the wrong we see around us.

Ans. The greed of humans to only take from the environment and people without giving a thought about its repercussions result in the wrong we see around us.

(7) (A) From the lesson, pick out one word for each of the following.

(i) increase the speed - ..... .

(ii) point of view - ..... .

(iii) nearness in space - ..... .

(iv) a place of residence - ..... .

(v) eager to know everything ..... .

(vi) echoed loudly ..... .

(vii) giving away much to needy ..... .

(viii) without making a difference ..... .

Ans. *(i) accelerate (ii) perspective (iii) proximity (iv) abode (v) inquistive (vi) reverberated (vii) munificence (viii) indiscriminately*

(B) Arrange the following words in the alphabetical order.

(i) inventions (ii) idisputable
(iii) interactions (iv) inequity
(v) institutions (vi) inquisitive
(vii) indiscriminately

Ans. *(i) indiscriminately (ii) indisputable (iii) inequity (iv) inquisitive (v) institutions (vi) interactions (vii) inventions*

(C) Find from the lesson, the noun forms of -

(i) combine (ii) solve
(iii) simple (iv) divine
(v) advance (vi) tranquil
(vii) liveable (viii) strong

Ans. *(i) combination (ii) solution (iii) simplicity (iv) divinity (v) advancement (vi) tranquility (vii) life (viii) strength*

(8) Match the word connectors with reference to part I, II, III respectively. Make sentences of each of these connectors.

No	Word		Connector
(i)	government	(a)	person
(ii)	betterment of	(b)	curbs
(iii)	pure and ethical	(c)	degradation
(iv)	community's	(d)	launch
(v)	religions	(e)	dialogue
(vi)	astonishing	(f)	silence
(vii)	technological	(g)	motivation
(viii)	frank	(h)	aspect
(ix)	social	(i)	life
(x)	faith	(j)	centre
(xi)	inquisitive	(k)	officials
(xii)	academic	(l)	problems
(xiii)	environmental	(m)	humanity
(xiv)	pin-drop	(n)	service
(xv)	alternate	(0)	bodies
(xvi)	remarkable	(p)	evils
(xvii)	silent	(q)	advancement
(xviii)	famished	(r)	brilliance
(xix)	unsuccessful	(s)	accomodation
(xx)	space-research	(t)	discipline

Ans. *(i - k), (ii - m), (iii - i), (iv - l), (v - n), (vi - h), (vii - q), (viii - e), (ix - p), (x - b), (xi - t), (xii - r), (xiii - c), (xix - f), (xv - s), (xvi - a), (xvii - g), (xviii - 0), (xix - d), (xx - j).*

(9) Simple sentence : Subject + verb + object/ complement/adverbial: Analysing a simple sentence is done by separating the subject and predicate. The predicate is further analysed into.

(i) verb + object as in 'A doctor treats patients'./ 'He greeted the teacher.'

(ii) verb + complement as in 'They are very tired.' / 'I have a cold.'

(iii) verb + adverbial as in (He walks slowly. / Raj arrived late. / The thief is hiding there.)

(10) Say whether the predicates in the following sentences have an object/ a complement/an adverbial.

(i) There was silence. - ..... .
(ii) Alexander Bell invented the telephone - ..... .
(iii) They have a holiday - ..... .
(iv) The dancer danced gracefully. - ..... .
(v) The milkman comes daily. - ..... .
(vi) The hostess served tea. - ..... .
(vii) The kite soared upwards. - ..... .

Ans. *(i) complement (ii) object (iii) object (iv) Adverbial (v) Adverbial (vi) object (vii) Adverbial*

(11) (A) Punctuate the following sentences to make them meaningful.

(i) dinesh took a bus that stopped at nanded railway station after crossing somvar peth

Ans. Dinesh took a bus that stopped at Nanded railway station, after crossing Somvar Peth.

(ii) dr a p j abdul kalam was the past president of india by the way he was a great scientist orator and a humanitarian

Ans. Dr. A. P. J. Abdul Kalam was the past president of India. By the way, he was a great scientist, orator and a humanitarian.

(iii) nouns are of different types common proper abstract concrete material

Ans. Nouns are of different types : Common, Proper, Abstract, Concrete, Material.

(iv) what a lot of noise you all make said the teacher cant you keep quiet for a while

Ans. "What a lot of noise you all make!", said the teacher. "Can't you keep quiet for a while?".

(v) wow how lovely that cake looks they said we cant wait to eat it

Ans. "Wow! How lovely that cake looks!" they said. "We can't wait to eat it!".

(B) Copy the first paragraph on page 92 in your notebook, carefully. Encircle all the punctuation marks with a coloured pencil/pen.

"Dear children ..... 'amen'.

Ans. 'Dear children, Dr. Vikram says that, within a year, he wants to build scientific facilities near the sea coast, replacing all the settlements that now stand there. Now, can you give up your abode? Can I give up my abode? Can we give up God's abode for such a great scientific mission?' Dr. Kalam recalled how he witnessed 'a pin-drop silence for a long moment'. Then everyone got up, and the whole church reverberated with the deafening noise of a collective 'amen'.

WRITING SKILLS

(12) In your notebook, write a short paragraph on each of the following covering up their profession and personality traits with examples:

(i) Rev. Peter Bernard Pereira-

Ans. He had leadership qualities which could inspire anybody. He was a selfless, dedicated person. He was a born leader. He was a priest in the St. Mary Magdalene Church, Thumba, Kerala. He understood the importance of science and that science and faith has to coexist with one another for the good of humanity. When approached by Dr Vikram Sarabhai to relocate the people and religious institutions from a site in Thumba wherein he preached, he was taken aback at first. Later on he convinced the people of Thumba to give up their abode and get relocated so that the research centre could be put up.

(ii) Dr Sri Sri Shivakumar Mahaswamiji -

Ans. He was from the Tumkur district of Karnataka. He was a remarkable person who dedicated his life to the service of humanity. At the ripe age of 102 he was able to stand throughout his birthday celebrations without any support. He was as fit and active as any other youngster present there. His greatest contribution is the establishement of a free residential education system which could accomodate more than nine thousand children in the ashram.

(iii) Dr. A. P. J. Abdul Kalam -

Ans. He was secular in his thoughts, because of his upbringing. He was an incredibly down to earth person and chose to live a very simple life. He attributes his humanity to his father. He was a firm believer in the almighty. Although being a scientist he believed in the fact that there is a super natural power which helps us in everything we do and for that, faith is very important and science and faith must co-exist for the good of humanity. He was extremely fascinated by the words of Mahaswamiji that the essence of a happy life and a peaceful society lies in one sentence- "What Can I Give?"Dr. Kalam brought this idea into reality in 2012 through the "What Can I Give Movement".

(13) Project:

(i) Read Dr. A. P. J. Abdul Kalam's 'Wings of Fire; and 'Ignited Minds', very renowned books and find the following :

(a) Subject of the book

(b) Special features of the book.

(c) Teachings/learnings/moral/message from the book.

(d) Your own opinion/idea/comment on the book.

Ans. (i) Ignited minds by A.P.J. Abdul Kalam.

(a) Subject of the book: Motivating Indians especially the Indian youth to dream big and to believe that what they dream can be true.

(b) Special features of the book: It is a short book of 205 pages with 9 chapters. He writes why we are not developing as we should have and how we will become a developed country. He inspires the Indians to change the thinking and attitude of the country forging India to become a developed country.

(c) Teachings / learnings / moral/message from the book: The book consists of many inspirational messages from great people. This book is meant for Indian children, to ignite their thinking to think big for our country. Well inspired inspirational stories are provided in each of the chapters to encourage and build a spirit of oneness. It contains dynamic and original ideas, examines attitudes afflicting the Indians and presents prescription for the rapid growth of India to enable the country to emerge as a developed country.

(d) Our opinion / comment on the book: The book is written in simple language, very easy to understand and inspires everyone who reads it. The books is capable of igniting fire in the mind of anyone who reads and understands it.

(ii) Wings of Fire by APJ Abdul Kalam

(a) Subject of the book: Wings of Fire is an autobiography of APJ Abdul Kalam former President of India. It was published in 1999

and it covers Kalam's life before he became the President of India.

(b) Special features: The book covers his early life and his work in Indian space Research and missile programmes. It is the story of a boy from a humble background who went on to become a great scientist and later the President of India. The Book contains quotes which are very motivational. It also provides a glimpse of Indian harmony which existed before India's partition. The book also contains many of his poems.

(c) Teachings/learnings/moral/message: One can find a glimpse of Kalam's positive thinking throughout the book. He held many high ranking positions in various organizations, yet he has rarely mentioned anything about corruption or ignorance of bureaucracy or politicians. The secret to his success seems to be his ability to ignore negative things around him. APJ Abdul Kalam is simple, secular and inspiring.

(d) Our opinion / comment: Wings of fire is an autobiography of Dr. Kalam in simple language. His wordings helped and induced many youngsters that a fire exists in each and every one of us and it has to be utilized in the right way. How the young blood should react? What are our duties as a citizen? has been depicted very beautifully in simple but elegant words that has attracted many readers including me.

(14) (A) Draft a speech that you would give at your School Assembly convincing junior students that the secret of true happiness lies in Giving and Sharing more than in Receiving and Taking.

Write it with the appropriate steps in your notebook.

Ans. Good morning, respected principal, teacher and my dear friends. I would like to start this wonderful day with a speech on the topic 'The secret of true happiness lies in giving and sharing rather than receiving and taking.

We all know how great it feels to receive gifts. However this joy is short-lived. Our lives are richer when we share and that great inner joy comes from others. Giving blesses both the giver and the receiver. Giving and Sharing fills your life with joy and nourishes your soul, sharing and giving gives you a feeling of deep satisfaction that's far more valuable than any gift. As Mahatma Gandhi said, "To find yourself, lose yourself in the service of others." Giving and sharing takes you to a higher level. It is a quality of God himself, the ever giving. True joy is experienced when you give without expecting to receive something in return.

Making others happy gives you immense fulfillment and happiness in life which cannot be measured. Mother Teresa is a wonderful example. She found happiness in devoting her whole life to the sick dying lepers. She gave love and care and made their intolerable pain a little easier to bear. She cared and gave love to those sick and dying people who were disowned by their own kith and kin. Today she is anointed a saint. The happiness you get from taking and receiving is short lived. You keep expecting to get and receive and when you don't you discover that you are unhappy because you have not received something. Giving and sharing is just the other way round, the more you give the more happiness you shall find.

So I would like to conclude by saying that I have also given and I have found true happiness; a happiness which makes you soar. Friends don't take my word for it, try it once for yourself and see the difference.

Thank you and have a nice day sharing and giving.

(B) Divide you class in two groups and have a Debate on the topic 'Science and Spirituality can go hand in hand'.

Ans. Use the points given, you can add your own too.

Albert Einstein, the greatest scientist thinks that science and spirituality can work together……. Why can't we?

If we put God and Science together we can make more and more discoveries.

Religion is too broad and subjective a term to have a place in modern science.

God and science go hand – in – hand. God wants us and allows us to use science to better ourselves as humans.

Science can explain a lot of things except what came before our universe.

"If science and spirituality go hand-in-hand I'm sure one can create Heaven on Earth." – Mahatma Gandhi.

Science focuses on faculties of reasoning and religion focuses on personal growth and love.

Many religious leaders note that scientific discoveries result from human intelligence and creativity which are gifts of God.

❖❖❖

Unit - 3

3.1 Night of the Scorpion

- Nissim Ezekiel

Central Idea :

Nissim Ezekiel's 'Night of the Scorpion' is a strong yet simple statement on the power of self-effacing love. Full to the brim with Indianness, it captures a well-detached black and white snapshot of Indian village life with all its superstitious simplicity. The poet dramatizes a battle of ideas fought at night in lamplight between good and evil; between darkness and light; between rationalism and blind faith. And out of this confusion, there arises an unexpected winner - the selfless love of a mother.

Summary :

The speaker specifically remembers the night his mother was stung by a scorpion. It stung her because of its predatory impulses. It was hiding beneath a bag of rice, to escape the rain.

A picture of a religious village is created by the speaker. The neighbours try to paralyse the scorpion - the reason being, they believe that as the scorpion moves, the poison moves in the blood of the mother. Fractionally the entire village tries to find the scorpion, but they can't.

Many things are tried, to help relieve the mother's pain, but none work. The speaker, a young boy at that time, watches helplessly.

The speaker's father who is sceptical and rational, tries to save his wife by using powders, mixtures, herbs, medicinal hybrids and even pouring a little paraffin, upon the bitten toe and putting a match to it.

After twenty four hours, the poison loses its sting and the mother is finally alright. A sign of her prevailing love and affection for her children is shown, when she thanks God that she was stung and not her children.

MASTER KEY QUESTION SET - 3.1

Warming Up!

(1) Get into pairs and discuss the following with your partners and complete the table:

Many people are superstitious. This means that they have belief for which they have no logical reason.

An example of superstition is that walking under a ladder brings bad luck.

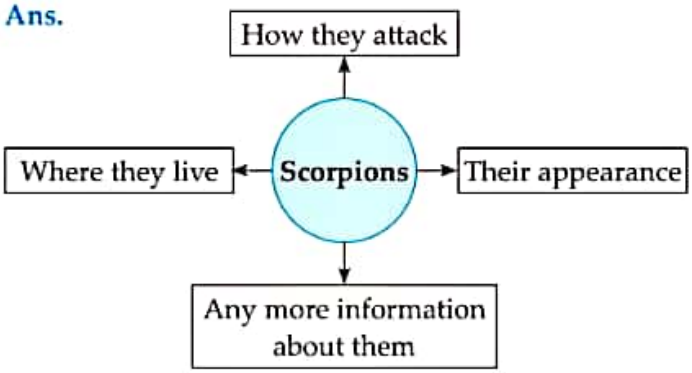
In pairs, list any superstitions that you know of:

Ans.

Superstition	What it implies
(i) Smashing a mirror	Brings seven years of bad luck.
(ii) A cat crossing your path	causes you to get delayed.
(iii) Friday the 13th	is a bad day to do anything. The number in general is considered ominous
(iv) Going outside during an eclipse	causes health problems.

(2) Brainstorm what you know about scorpions. Use the points given below.

Ans.



(1) How they attack?

Ans. They usually sting their victim and inject their venom into their bodies.

(2) Where they live?

Ans. In deserts, holes and wherever there is leaps of rubbish or garbage.

(3) Their appearance

Ans. They have eight legs, a pair of grasping pedipalps and the narrow segmental tail often carried in a characteristic forward curve over the back, ending with a venomous stinger.

(4) Any more information about them

Ans. **How they live:** They can live in harsh climate by slowing down their metabolism.

Things you associate with them : lobsters, spiders, snakes.

What you know about them : Their sting is poisonous and can kill.

Reading Skills and Poetic Device

Q.1. Read the following extract and answer the questions given below:

Extract - I *(Textbook Page No. 101)*

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

Glossary

(1)	**stung** *(past tense of sting) (v)*	-	strike with a pointed tail.
(2)	**part with** *(v)*	-	give away (here it refers to the scorpion stinging the poet's mother) transferring the poison into the body of the mother.
(3)	**diabolic** *(adj)*	-	devilish, evil.
(4)	**risk** *(v)*	-	run a risk, "take risk"

A.1. Factual Questions:

(1) What does the poet remember?

Ans. The poet remembers the night his mother was stung by a scorpion.

***(2) Whom does the word 'him' refer to in line no. 3?**

Ans. The 'him' refers to the scorpion.

(3) Why did he come inside the house? Where did he hide?

Ans. He came inside the house to seek protection and shelter from the rain. He hid himself beneath a sack of rice.

(4) Why does the poet refer to his tail as diabolic?

Ans. The sting of the scorpion's tail caused much pain to the poet's mother. He is therefore calling its tail diabolic or devilish.

A.2. Interpretative/Complex/Inference Questions:

***(1) Why does the poem begin with the poet's remembering the night?**

Ans. It was a night when a superstitious culture made his mother suffer from a scorpion-sting, which she could have escaped, with the help of medicines. It was a night when the poet, a child at that time witnessed the evil and superstitious face of his society.

***(2) What forced the scorpion to take shelter in the poet's house?**

Ans. It was a rainy night and water streamed down into the scorpions hole. The scorpion had entered the house without any intention of stinging anyone. It came to the poet's house only for shelter and warmth.

(3) Under what circumstances did the scorpion sting the poet's mother?

Ans. The scorpion had no intention of stinging the poet's mother so what happened was accidental and unintentional. It was probably the poet's mother who walked over the scorpion in the dark kitchen and the scorpion's reaction was quite natural.

(4) How did the scorpion 'part with its poison'?

Ans. The scorpion parted with its poison by stinging the toe of the poet's mother, thus injecting its poison into her veins.

A.3. Poetic Device Questions:

(1) What is the tone of the poem?

Ans. The poem is reflective, it also has a religious background and an underlying message of motherly love.

(2) Pick out the lines from the poem.

(i) With the figure of Speech - 'Inversion'.

Ans. Ten hours of steady rain had driven him to crawl beneath a sack of rice.

(ii) With the figure of speech 'Transferred Epithet'.

Ans. Flash of diabolic tail in the dark room.

Q.2. Read the following extract and answer the questions given below:

Extract - II *(Textbook Page No. 101)*

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made his poison moved in Mother's blood, they said.

Glossary

(1) **peasants** *(n)* - villagers
(2) **swarms** *(n)* - group
(3) **buzzed** *(v)* - (here) chanted
(4) **Evil One** *(n)* - here the scorpion- the peasants believed that it was the incarnation of the devil
(5) **lanterns** *(n)* - old-fashioned oil-lamps with handles
(6) **giant scorpion shadows** *(n)* - shadows of the peasants that looked like scorpions
(7) **paralyse** - to stop an activity

A.1. Factual Questions:

(i) The peasants came like ..... of flies.
(ii) With ..... and .....
(iii) They ..... their tongues.

Ans. (i) swarms (ii) candles, lanterns (iii) clicked

A.2. Interpretative/Complex/Inference Questions:

(1) Who is the Evil One here? Why is it Evil?

Ans. The Evil One is the scorpion that stung the poet's mother. It is considered evil because the people associated the sting of scorpions with the Devil's power.

(2) Why does the peasant's prayer sound like buzzing in the poet's ears?

Ans. Though the peasants meant well, they swarmed around the poet's house to help the family and the victim. They kept chanting prayers and even talking continuously. This constant background cacophony sounded like buzzing in the poet's ears, especially as he could not understand much of what they were saying, being a child. Their actions and intentions brought only endless pain to the poet's mother.

(3) In what sense, do you think, were the neighbours virtuous/good?

Ans. The neighbours were essentially good and virtuous. Their running into the poet's house for help on a rainy night was more than just helping and caring. Their attempt to find and kill the scorpion was another complementing example, though the civilized mind has difficulty in finding their actions sensible.

(4) What is the pun (double-meaning) applied in the 'giant scorpion shadows'?

Ans. The giant scorpion shadows is an expression of extreme contempt, with each one searching for the scorpion with candles or lanterns behind each another, there were many shadows cast on the walls. Though they were shadows of the neighbours, the poet's childish yet civilized mind saw them as giant scorpion shadows-deadlier and more poisonous than the scorpion who had fled the scene. Perhaps he realised even at his young age that medicine was more necessary at that point than well-meaning neighbours .

(5) Why did it appear to the neighbours that they should get the scorpion?

Ans. The neighbours were of the belief that they could stop the poison from spreading in the victim's body by stopping the perpetrator, the scorpion.

***(6) What does the phrase 'to paralyse the evil mean in stanza 3?**

Ans. It means the villagers tried to reduce and stop the effect of the scorpion's poison.

(7) Why are the peasants compared to a swarm of flies?

Ans. The comparison is the poet's expression of discontent with the peasants. He hated them because they made the night hellish for him, his father and most importantly, for his mother. To him they were unwanted guests.

***(8) Who are 'they' in stanza 4?**

Ans. 'They' refers to the villagers trying to help his the mother.

A.3. Poetic Device Questions:

(1) What is the figure of speech in the line 'and buzzed the name of God - hundred times?

Ans. Hyperbole - It is a highly exaggerated statement.

(2) What is the figure of speech in the line - 'throwing giant - scorpion shadows on the mud-baked walls'?

Ans. Pun - there is a double meaning in 'giant - scorpion shadows' the shadows are of the people searching for the scorpion with candles and lanterns, they look like giant scorpions.

(3) What is the rhyme scheme of the poem?

Ans. This poem is a blank verse, as it does not have rhyming words in the lines.

Q.3. Read the following extract and answer the questions given below:

Extract - III *(Textbook Page No. 101 and 102)*

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world
against the sum of good,
become diminished by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.

Glossary

(1) **misfortunes** *(n)* - unfortunate events
(2) **unreal** *(adj)* - fake
(3) **diminished** *(v)* - lessened, to reduce
(4) **ambition** *(n)* - strong desire to achieve something

A.1. Factual Questions:

(1) Why did the peasants want the scorpion to sit still?

Ans. The peasants believed, that the poison in the mother's blood moved swiftly as the scorpion moved, they therefore wanted the scorpion to sit still, so the poison would not spread in the body.

A.2. Interpretative/Complex/Inference Questions:

(1) Throughout the poem the scorpion is addressed as 'he', what sense does this personification make?

Ans. This indicates the villager's superstition. These people were of the opinion that a poisonous scorpion, that dares to sting a woman in the darkness, could only be the devil in disguise and devils were considered close to humans or at least, possessing human characteristics.

(2) What were the prevailing concepts of sin and the power of suffering that could rise against the power of sin?

Ans. The villagers attributed one's suffering to his/her sins in some previous birth. They said that one's present suffering would burn away the sins of his/her previous birth and diminish the effect of the sins he/she would commit in the next birth.

(3) How was the poison expected to purify the flesh of desire?

Ans. 'Poison' here refers to the suffering, the mother undergoes. The peasants believed that the suffering would cleanse some of her sins. Sins are committed due to the desire of the flesh.

(4) What does 'spirit of ambition' mean?

Ans. The spirit of ambition refers to the spirit of desire, which is the root cause of all suffering in this world. Her suffering, due to the scorpion's sting would clean her soul and kill the desire which causes all suffering in this world.

(5) What kind of peace and understanding did the villagers have in common?

Ans. Although the villagers were sad to see the mother suffering, the understanding that it was doing some good to both her body and her spirit, brought peace on their faces. The peasants believed that the suffering would cleanse some of the sins of the mother's birth or of the next birth. With her suffering, the balance of evil in this world would be reduced. It would cleanse her soul and kill the spirit of desire, which is the root cause of suffering in the world.

A.3. Poetic Device Questions:

(1) 'May he sit still'. Name and explain the figure of speech.

Ans. Personification - the scorpion is addressed as 'He' and is attributed human qualities.

(2) 'May the sum of all evil balanced in this unreal world against the sum of good become diminished by your pain'. Name and explain the figure of speech.

Ans. (i) Repetition - the word 'sum' is repeated to emphasize the amount of good and evil.

(ii) Anti-thesis - evil and good - two words opposite in meaning, are used together for greater poetic effect.

(iii) Transferred Epithet - unreal world, the word 'unreal' refers to the people but is transferred onto the world.

Q.4. Read the following extract and answer the questions given below:

Extract - IV *(Textbook Page No. 102)*

My mother twisted through and through,
groaning on a mat.
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites to tame the
poison with an incantation.
After twenty hours
it lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.

Glossary

(1) **groaning** *(v)* - making a mournful sound, due to grief or pain

(2) **sceptic** *(n)* - disbeliever

(3) **rationalist** *(n)* - a person who believes in reason and knowledge rather than opinion or belief

(4) **herb** *(n)* - a medicinal plant

(5) **hybrid** *(n)* - mixture of two medicines

(6) **paraffin** *(n)* - a highly refined chemical used in cosmetic oil, also kerosene

(7) **incantation** *(n)* - chanting words purporting to having magical powers

(8) **rites** *(n)* - religious acts

A.1. Factual Questions:

(1) How far was the poet's father different from the other peasants?

Ans. The poet's father was not at all superstitious like the other peasants. He was a man of reason. As a pure sceptic, he reasoned first and he suspected religion and faith.

(2) 'Trying every curse and blessing'. Explain?

Ans. This statement indicated that he was willing to try anything under the sun, reasonable or unreasonable, so long as it would make his wife feel better.

(3) What did the poet's father do for his wife?

Ans. The poet's father was resorting to every possible, sensible as well as non sensible way to cure his wife, while the villagers went on searching for the scorpion and the priest chanted mantras, the man of reason made use of herbs and hybrid medicines.

(4) How was the mother finally cured?

Ans. The mother was finally cured when the poison got dissolved in her blood after about twenty hours of suffering

***(5) When did the Mother find relief?**

Ans. The mother found relief twenty hours later, when the pain finally stopped.

(6) How was the holy man trying to tame the scorpion's poison in the poet's mother's body?

Ans. The holy man tried to control the poison by performing some incantations.

A.2. Interpretative/Complex/Inference Questions:

(1) Why did the mother thank God for letting the scorpion sting her and spare her children?

Ans. The mother went through a lot of pain, as signified by her twisting and groaning on the mat. She was strong enough to bear all the pain and all the different kinds of treatments enforced on her. Children are small, they cannot bear such agonising pain, nor do they have the patience or the strength to endure such treatments. That is the reason, the mother finds relief that the scorpion picked on her and spared her children.

(2) The poem projects superstition. Mention any superstition that still prevails in India.

Ans. People give a lot of importance to superstition in India. Beliefs like:

(i) Not going ahead if a cat crosses your path.

(ii) Not turning back when you set out on an important journey.

(iii) Not allowing a widow to participate in auspicious functions like a wedding. Such superstitious practises are still followed in India.

(3) What came to the poet's mind when he saw the fire?

Ans. 'The flame' probably reminds the poet of the funeral or burning or cremation of a dead body according to funeral rites. In it, the dead body is consigned to flames so the burning of the mother's toe, probably reminds the poet of that.

A.3. Poetic Device Questions:

(1) Explain the figure of speech in the following sentences

(i) My mother twisted through and through, groaning on a mat.

Ans. (a) Onomatopoeia - sound is conveyed through the word 'groaning'.

(b) Repetition - 'Through' is repeated in the same line twice.

(ii) Trying every curse and blessing.

Ans. Antithesis - two words opposite in meaning - curse and blessing are used together for greater poetic effect.

(iii) Powder, mixture, herb and hybrid.

Ans. (a) Climax - ideas are arranged in ascending order.

(b) Alliteration the sound of the letter 'h' is repeated.

***Q.5. Write an appreciation of the poem in a paragraph format.**

Ans. Night of the scorpion is a poem by Nissim Ezekiel. The poem tells the story of a boy whose mother was bitten by a scorpion, the first four lines of the poem describes why the scorpion bit the mother.

"Flash of the diabolical tail in the dark room" the word flash here refers to the speed with which the scorpion stings the mother. Diabolical tail refers to the 'Evil one' as the scorpion is considered as the harbinger of death.

The seventh line indicates that when the news that the boy's mother had been stung by a scorpion spreads around, all the people in the village come to their hut like swarms of flies which indicates that they came in large numbers.

The next twenty lines ie. from line 8 to line 28 show the superstitious nature of the people of the village. The villagers say that the sins of her suffering may decrease the misfortunes and suffering she will have to undergo in her next birth.

Through lines 24, 25 and 26 the poet wants to point out that in the end there will always be hope and that the good will always survive.

Lines 32 and 23 form a repetitive pattern in which Ezekiel remembers the arrival of 'More candles, more lanterns, more neighbours/more insects' as the rain continued to fall.

He then turns to the reaction of his father, not a religious man, but a 'Sceptic and rationalist', Ezekiel describes in detail how the father actually set alight the toe that had been bitten. It must have had a profound effect on the poet as a child.

The poem concludes with a short three - line stanza in which Ezekiel recalls his mother's reaction to her frightening and painful experience. She spoke of it briefly, thanking God, saying how glad she was that the scorpion had chosen to sting her rather than her children. This was the boundless selfless love of a mother and these were words which the child never forgot.

One of the interesting points about the poem is that Ezekiel narrates it from the point of view of a child who was purely an observer, not involved as the adults were, in taking any action.

It is an insight into the behaviour of a small community in India, where everyone becomes involved in one person's suffering, and all gather to witness the event and contribute a prayer to the child, it must have seemed as though there was a huge number of people, and the night must have been interminable. His comparison of the peasants to flies suggests that he would rather they had left the family in peace.

Theme of the poem

- The theme of the poem is presented through an incident in which the poet's mother in bitten by a scorpion on a rainy night.
- The villagers on hearing about this unfortunate event, come to see her, praying to god and giving all kinds of justifications for her suffering. With their prayer and words they try to console the victim.

- The victim's husband who is otherwise a sceptic and a rationalist also gives in to every curse and blessing, in his desperation to save his wife.
- The poem shows how when a critical situation arises, human beings are always willing to help one another.
- The ordinary villagers show their simplicity and sympathy; though they are not of much help, and give in to superstitions and false beliefs, they try to help out.

Characters:

- **Poet's Mother**

  Perhaps little careless; she should not have gone into the kitchen without a lantern. The mother bears the pain and suffering for twenty hours, writing in pain and when she recovers, she is thankful that she was bitten and not her children, bringing out the maternal love of a mother for her children.

- **Poet's Father**

  The father is logical and scientific in his thinking and does not believe in superstitious and blind beliefs. Yet when his wife is stung by the scorpion, he is anything but logical. He tries out every curse and blessing, every possible antidote. He summons the holy man to perform his rites and even pours a little paraffin on the bitten toe and ignites it. Perhaps he only wants his wife to stop suffering and is waiting to do anything for it.

- **The Scorpion**

  It came into the house to take shelter from the rain and stung the mother in self defence. And like any wild creature with natural instincts, it left the place soon after attacking mother as it would be unsafe for him.

ENGLISH WORKSHOP

(1) After reading the poem; complete the following 'What happens'?

There are three main parts to the poem. Do you know what they are? The first one is done for you.

Ans.

Lines	What is happening?
1-7	The scorpion comes into the home to escape the rain and stings the poet's mother.
8-33	These lines basically deal with the people, the neighbours who came to help; how they searched for the scorpion but could not find it. Their reaction that is clicking their tongues, swearing like, "may he sit still, may your suffering be burnt away, may the sum of evil against the sum of good diminish your pain, may the poison purify your desire and spirit of ambition".
34-48	These lines deal only with the family members-mother twisting and groaning in pain, father trying out all different methods of treatment like curse and blessing powder, mixture, herb and hybrid, setting fire to the bitten toe and the child helplessly watching the flames engulfing the mother's toe and the holy man performing the rites to tame the poison.

(2) (A) Complete the following tables.

Ans.

Background / setting of the poem	
Type	**Evidence (Quote lines from the poem)**
Rural / Urban	(i) To crawl beneath the sack of rice (ii) The Peasants came like swarms of flies (iii) with candles and lanterns and shadows on the mud baked walls. (iv) They sat around mother on the floor.

(B)

Ans.

Scorpion	
Many images of the scorpion contrast in the opening lines of the poem. Find examples of each and add them to the columns below.	
Timid	**Dangerous**
(i) hides beneath a sack of rice	(i) Diabolic, parts with the poison
(ii) Risking the rain the scorpion comes back	(ii) As the scorpion moved, the poison in Mother's blood moved

(C)

Ans.

Imagery	
Look at the description of the village peasants What does the imagery suggest about them?	
The Image	**What images suggest**
They came like swarms of flies	Many people came learning about the sting. They came to show support, offer prayers and help in the only way they could.
They buzzed the name of God	The chanting of God's name was spoken by so many people that it sounded in comprehensible. It is also compared to the sound one hears when insects are buzzing as they all talk at the same time.
They threw giant scorpion shadows on the mud-baked walls.	This line shows the extent to which the scorpion had intruded upon the lives of the people. The image of the scorpion is what the people see around them
They clicked their tongues.	They wanted to sympathise with the family. They wanted to listen the movement of the scorpion and the spreading venom in mother's blood.

(3) Choose the correct alternative.

(i) The child is afraid but admires .....

(a) the initiative of the peasants

(b) his father try in every way to cure.

(c) the bravery of his mother

(ii) His father and the villagers panic and hastily suggest .....

(a) to take her to the hospital.

(b) ayurvedic treatment

(c) religious remedies to help

(iii) The poet seems to see the villagers as impractical and almost irritating which suggests .....

(a) the poet is critical of caste

(b) the poet is critical of religion

(c) the poet is critical of tradition.

(iv) This is a ..... poem as it tells a story.

(a) reflective (b) imaginative (c) narrative

(v) Using the first person gives the feeling that if is told from .....

(a) personal experience (b) public experience

(c) private experience

(vi) The scorpion picked on me. And spared my children depicts.....

(a) mother's bravery (b) mother's endurance

(c) selfless and unconditional love of mother.

(viii) The poem does not have a rhyme scheme, which means the poem is a perfect example of a .....

(a) Ballad (b) Sonnet (c) Free verse

(viii) The poem is titled 'Night of the Scorpion', for, the major part of the poem, ...

(a) the mother remains triumphant at the end.

(b) the scorpion is the victor.

(c) the father succeeds in curing the mother.

(ix) The peasants chant the name of God to .....

(a) nullify the stinging experience

(b) praise God. (c) appease God.

(x) The click of tongues reflects their ..... to the predicament.

(a) individual response

(b) collective response (c) group response

Ans. (i) the bravery of his mother, (ii) religious remedies to help (iii) the poet is critical of religion (iv) narrative (v) personal experience (vi) selfless and unconditional love of mother (vii) Free verse (viii) the scorpion is the victor (ix) nullify the stinging experience (x) collective response

(4) From the poem provide evidence for the following :

Stages		Evidence (lines from the poem)	
(i)	the attempts by the peasants to help alleviate the mother's pain.	(a)	may your suffering decrease, the misfortunes of your next birth, they said.
		(b)	may the sum of all evil balanced in this unreal world against the sum of good become diminished by your pain.

(ii)	the action of these same peasants to kill the scorpion	(a) (b)	with candles and lanterns, they searched for him he was not found
(iii)	the reaction of the rational father.		my father sceptic, rationalist, trying every curse and blessing, powder, mixture, herb and hybrid
(iv)	the various superstitions versus the 'scientific'	(a) (b)	I watched the holy man perform his rites to tame the poison with an incantation. after twenty-hours, it lost its sting.
(v)	evil versus good.	(a) (b)	the peasants buzzed the name of God hundred times to paralyse the evil one. may the sum of all evil, balanced in this unreal world against the sum of good, become diminished by your pain.

(5) Read the poem and complete the table showing the qualities of the father and mother giving sufficient evidences from the poem.

Qualities		
	Father	**Mother**
(i)	The father was sceptic and rational	Mother was strong and had selfless and unconditional love for her children.
(ii)	Sceptic - he tried every curse, blessing, powder, mixture, hybrid and herb	Strong - My mother , twisted through and through, groaning on a mat
(iii)	Rational - He poured paraffin on mother's toe and set it on fire to kill the poison	My mother only said thank God the scorpion, picked on me and spared my children".

(6) (A) Match the Figures of Speech with the correct definition.

Poetic Devices	
Figure	**Definition**
(i) Metaphor	(a) The use of the same sound at the beginning of words
(ii) Alliteration	(b) An implied comparison.
(iii)Onomatopoeia	(c) A comparison between two different things, especially a phrase, containing the words 'like' or 'as'
(iv) Simile	(d) A word which resembles the sound it represents.

Ans. (i) - (b) ; (ii) - (a) ; (iii) - (d) ; (iv) - (c)

(B) Find examples from the poem that contain:

Ans.

(i) **Similie :** like swarms of flies

(ii) **Metaphor :** throwing giant shadows on half baked walls.

(iii) **Onomatopoeia :** buzzed the name of God, clicked their tongues

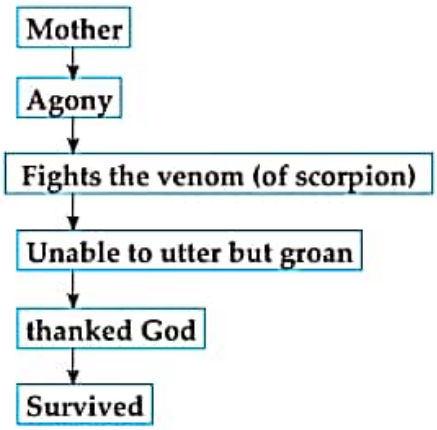
(7) The poet has used various kinds of imagery to create an image which appeal to our senses. Pick out various kinds of imagery and complete the table.

Ans.

Visual imagery appealing to eyes	Tactile imagery (sense of touch)	Sound imagery	Internal sensations, feelings and emotions
(1) Scorpion crawling beneath a sack of rice	(1) I watched the flame feeding on my mother	(1) Buzzed the name of God	(1) Fear
(2) More candles more lanterns	(2) Father pouring paraffin on the toe	(2) They clicked their tongues	(2) Groaning
(3) Peasants came ... with candles and with lanterns	(3) Flashed the diabolic tail in the dark room	(3) The peasants came like swarms of flies	(3) Suffering

WRITING SKILLS

(8) Expand the flow-chart by writing a paragraph in your own words.



Ans. The poet remembers the night when the scorpion had stung his mother. The villagers came in groups and sat around the mother. They clicked their tongues and suggested a lot of things so that mother's suffering may decrease but they did not really do anything to help. She suffered for twenty hours while they all believed that if they are able to capture and kill the scorpion, mother will be cured.

She was unable to do anything except groan in pain while people around her (including her husband) tired all kinds of remedies.

While once again, the scorpion is spoken about as if it chose to kill the mother. The mother's dedication and pure love for her children bridges the gap between the characters in the poem and any reader.

All can empathize with the love for a child, mother or father.

This woman, although distant, living in a different time and place is just as human and real as anyone.

(9) Project

Prepare a Presentation (on paper or on a PC) as a piece of reference to other students. Make use of the following points.

(1) Title page
(2) Introduction of the poet
(3) The Complete poem
(All 48 lines)
(4) Learning objectives
(5) Style of writing
(6) Scorpion lines (1-7)
(7) The peasants
(8) The poet's father
(9) The poet's mother
(10) Vocabulary
(11) Credits (positive aspects)

Ans. Students are expected to do this activity on their own.

❖❖❖

3.2 The Night I met Einstein

- Jerome Weidman

Central Idea :

The Night I met Einstein is a brilliant article where Weidman penned down his most unusual experience of an encounter with Einstein published in the November 1955 edition of Reader's Digest. Its a great article which captures the persona of Einstein who was also an amateur violinist and helped the writer, Jerome Weidman **(birth 4th April 1913; death 6th Oct 1998 in New York)** who was tone deaf, to appreciate music. Jerome Weidman was an American playwright and novelist. He wrote novels, short stories and plays and presented the real and harsh view of New York city. He wrote his first story which appeared in the American Spectator at the age of 17. The book was successful enough and he continued writing and followed it up with a sequel.

Summary :

In this article, the writer was invited to dine at the house of a powerful business man. After the dinner, there was concert and a pianist (someone who plays the piano) was invited to perform. The writer was very disappointed about the concert as he was tone-deaf, he was feeling bored and inattentive. But the writer's neighbour (Einstein) understood the problem of the writer that he did not understand anything about classical music and he did not know about the composers. Einstein took genuine interest in the author who was a stranger and in making him experience the facts and truth about music. He took him to another room which had a gramophone and played what the writer knew and had interest in. Einstein gradually made him learn and sing by giving certain examples and made him capable of appreciating music sincerely.

MASTER KEY QUESTION SET - 3.2

Warming Up!

(1) With your bench-mate prepare a profile of Albert Einstein.

(i) Profession:

Ans. German Mathematician, Scientist and physicist.

(ii) Field of Science:

Ans. Physics and Philosophy.

(iii) World famous theory proposed:

Ans. Theory of Relativity.

(iv) Awards:

Ans. Nobel Prize

(v) Disability in childhood:

Ans. Learning disability.

(vi) Books witten:

Ans. (a) The world as I see it (b) Relatively: The special and the General (c) Ideas and opinions

(2) Look at the pictures of musical instruments and write their names; what the players of the instruments are called and a famous player of the instrument.

Ans.

Instrument	Names of the instrument	One who plays is called	A famous player
	Tabla	Tabla player	Zakir Hussain, Alla Rakha Khan, Pt. Amin Bakra, Ghost Kishamah
	Shehnai	Shehnai player	Ustad Bismillah Khan

	Piano	Pianist	Bikram Mitra, Utsav Lal, Adnan Sami, A. R. Rahman
	Drum	Drummer	Ranjit Barot, Gino Banks
	Violin	Violinist	Balasbhaskar, Jayaram Lalgundi, Delhi P. Sundar Rajan, Johar Ali Khan, Kala Ramnath
	Sitar	Sitar Players, Sitarla or Sitarist	Ravi Shankar, Vilayat Khan, Anushka Shankar
	Flute	Flutist or flute player	Hari Prasad Chaurasia, Raghunath Seth, Neela & Kunjumani

(3) Separate the words in the columns they belong to:

(chorus, ballet, melody, swar, kathak, raga, salsa, symphony, mudra, serenade, choreography, tune, audience, tango, allegro, duet, odissi, choir, concert, performance, hip-hop)

Ans.

Music	Common to both arts	Dance
melody, Swar, raga, chorus, symphony, serenade, tune, allegro, Choir, concert	duet, audience, performance, hip-hop	Ballet, kathak, Salsa, Mudra, tango, odissi, Choreography

Reading Skills, Vocabulary and Grammar

Q.1. Read the passage given below and answer the following question:

Passage - I *(Textbook Page No. 108)*

When I was a very young man, I was invited to dine at the house of a philanthropist. After a wonderful dinner, our hostess took us to a large drawing room. Chairs were being arranged. "I'm arranging the chairs for a concert", my hostess said, "We're going to listen to a very good pianist."

Though everyone else was very happy, I was not. I did not understand classical music. I thought I was tone-deaf. I sat down so that I would not be impolite and waited for the concert to begin. I did not pay attention to the music after it began.

After a while, I heard everyone clapping, so I realised that the piece was over. Just then I heard a gentle, but firm voice saying, "You're fond of Bach?"

I knew as much about Bach as I did about nuclear physics. I was going to say something ordinary so that I could get out of the situation. I turned in order to look at my neighbour and I saw a very famous face. It was someone with a shock of white hair and a pipe.

I knew that I must tell this man the truth. He looked at me as if my answer was very important.

"I do not know anything about Bach", I said, "I have never heard any of his music." He looked surprised.

"You have never heard of Bach ?" he asked.

He made it sound as if I had said that I had never taken a bath!

"I'd like to understand music so that I could understand Bach," I said, "but I'm not able to. I'm tone-deaf."

Glossary

(1) **dine** *(v)* - have dinner

(2) **hostess** *(n)* - a woman who invites guest to a social event

(3) **concert** *(n)* - performance of music by players or singers

(4) **pianist** *(n)* - some one who plays piano

(5) **Bach** *(n)* - Johann Sebastian Bach, a German organist and composer of the 17th century.

(6) **tone deaf** *(adj)* - unable to hear the difference between high and low notes of music or appreciate music

A.1. Factual Questions:

(1) Pick out one humorous sentence from the above passage.

Ans. He made it sound as if I had said that I had never taken a bath.

(2) Pick out one word from the passage which stands for the following meaning.

(i) A person who seeks to promote the welfare of others, especially by the generous donation of money to good causes.

Ans. Philanthropist

(3) Complete the following sentences.

(i) The narrator was not happy, about the concert because ..... .

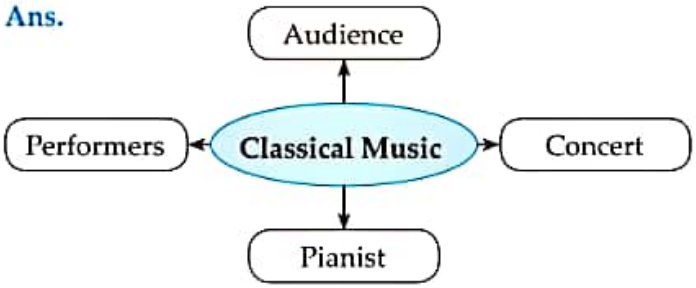
(ii) I turned in order to look at my neighbour and ..... .

Ans. (i) he did not understand classical music and was tone-deaf.

(ii) I saw a very famous face.

(4) Write words related to the given word in a circle

Ans.



(5) Name of the Pianist mentioned in the passage.

Ans. Johann Sebastian Bach.

(6) Look at the following sentences from the passage and put them in the correct sequence.

(i) I saw a very famous face.

(ii) I was tone deaf.

(iii) I heard every one clapping.

(iv) Our hostess took us to a large drawing room.

Ans. (i) Our hostess took us to a large drawing room.

(ii) I was tone deaf.

(iii) I heard every one clapping.

(iv) I saw a very famous face.

A.2. Interpretative / Complex / Inference Questions:

(1) Why did the hostess take the guests to a drawing room?

Ans. The hostess took the guests to a drawing room for a concert, where the pianist was going to perform.

***(2) What was the writer's reaction to classical Music?**

Ans. The writer was not able to understand classical music he was tone-deaf. As a result he felt forced to pay attention to it.

***(3) What was the entertainment arranged for by the hostess?**

Ans. The entertainment arranged was a concert to be performed by a pianist.

A.3. Vocabulary Questions:

(1) Select the words given in the passage.

(i) They saw Lata Mangeshkar in a .....

(ii) Bikram Mitra is a well known ..... and composer

Ans. (i) concert (ii) pianist.

(2) Make a sentence using the adverb, 'beautifully'

Ans. She sang beautifully in the concert.

(3) Write few more antonyms, one example is given to you, like: Impolite

Ans. (i) impossible (ii) immature (iii) immovable (iv) immeasurable

(4) Give adjective forms of

(i) understand (ii) attention

Ans. (i) understandable (ii) attentive.

A.4. Grammar Questions:

(1) Select the correct tag.

(i) I did not understand classical Music

(a) didn't I (b) did I (c) doesn't I (d) does I

(ii) I saw a very famous face.

(a) didn't I (b) hadn't I (c) did I (d) had I

Ans. (i) did I? (ii) didn't I?

(2) Choose the correct answer.

(i) I must tell this man the truth.('must' here indicates)

(a) necessity (b) compulsion (c) ability

(ii) I could understand Bach. ('could' here indicates)

(a) permission (b) ability (c) obligation

Ans. (i) Must - necessity (ii) could - ability

(3) I'd like to understand music

(Pick out the infinitive)

Ans. to understand

(4) I had never taken a bath.

(Identify the verb. State its tense)

Ans. had taken – Past Perfect tense

(5) Our hostess took us to a large drawing room.

(Begin the sentence with 'we')

Ans. We were taken to a large drawing room by our hostess.

(6) I was <u>invited</u> to dine at the house of a very rich and powerful businessman. *(Rewrite the sentence using the noun form of underlined word)*

Ans. I was given an invitation to dine at the house of a very rich and powerful businessman.

A.5. Personal Response Questions:

***(1) As far as listenening is concerned, what difference do you notice between the writer and Einstein?**

Ans. As far as listening is concerned, the writer did not understand classical music at all as he was tone-deaf. Where as Einstein was fond of classical music and Bach was his favourite composer, which is why he had come to attend the concert.

Q.2. Read the passage given below and answer the following question:

Passage - II *(Textbook Page No. 109 and 110)*

The old man got up.

"You will come up with me?" he asked. I just remained seated.

"I'm requesting you to come with me", he said again.

So I went up with him. He took me to a room which had a gramophone in it and asked, "What kind of music do you like ?"

"Well," I answered, "I like songs that have words, and the kind of music where I can follow the tune."

He smiled and nodded, obviously pleased. "You can give me an example, perhaps ?"

I told him I like anything by Bing Crosby. At once, I could hear Bing Crosby's voice filling the room.

"Now, can you please tell me what you just heard?", he said.

The simplest answer seemed to be to sing the lines.

So I sang it back to him.

He smiled. "You're not tone-deaf," he said.

I told him this was one of my favourite songs, something I had heard hundreds of times, so it didn't really prove anything.

"Nonsense !" said Einstein. "It proves everything! Do you remember your first arithmetic lesson in school? Suppose, at your very first contact with numbers, your teacher had ordered you to work out a problem in, say, long division or fractions. Could you have done it?"

"No, of course not."

"Exactly ! It's like learning maths. You have to learn addition and subtraction in order to do multiplication and division. Now I'm playing something a little more advanced."

It was John McCormack singing The Trumpeter. "Sing that back", he ordered.

Glossary

(1)	**nodded**	-	moved head up and down to indicate agreement
(2)	**Bing Cosby**	-	American Singer and actor
(3)	**gramophone**	-	machine for playing recorded music

A.1. Factual Questions:

(1) Read each of the following sentences and write who said it and whom.

(i) "What kind of music do you like".

Ans. The above sentence was said by Einstein to the writer.

(ii) "Do you remember your first arithmetic lesson in school?

Ans. The above sentence was said by Dr. Einstein to the writer.

(iii) "No, of course not"

Ans. The above sentence was said by the writer to Dr. Einstein.

(iv) "You are not tone-deaf."

Ans. The above sentence was said by Dr. Einstein to the writer.

(v) "You have to learn addition and subtraction in order to do multiplication and division."

Ans. The above sentence was said by Einstein to the writer.

(2) State whether the following statements are true or false.

(i) The writer liked the songs that had words.

(ii) Einstein took the writer to a room which had a trumpet.

Ans. (i) True (ii) False

(3) List the words related to music from the passage.

Ans. (i) concert (ii) classical
(iii) gramophone (iv) pianist

(4) Complete the following sentences.

(i) He took me to a room .....

(ii) You have to learn addition and subtraction .....

(iii) I was amazed that this great man was paying .....

Ans.

(i) which had a gramophone in it.

(ii) in order to do multiplication and division.

(iii) complete attention to me and so that I could learn something new.

A.2. Interpretative / Complex / Inference Questions:

(1) What kind of music did the writer like?

Ans. The writer liked the songs that had words and the type of music or tune which he could follow.

***(2) How did Einstein help the narrator appreciate music?**

Ans. The writer told Einstein that he was tone-deaf. Einstein took him to a room which had gramophone and played the type of music which the writer had heard and could understand well.

A.3. Vocabulary Questions:

(1) Pick out adverbs from the passage.

Ans. (i) really (ii) obviously (iii) exactly

(2) Frame sentences using the given words.

(i) amazed (ii) puzzled

Ans. (i) I was amazed at the excellence of the girl's drawing.

(ii) The example given by the teacher puzzled the students.

(3) Write as insperational quote by Einstein.

Ans. "Logic will get you from A to Z
Imagination will take you everywhere".

A.4. Grammar Questions:

(1) I ..... (to/too) was able to clap- sincerely.

(choose the appropriate homograph & Rewrite the sentence).

Ans. I too was able to clap-sincerely.

(2) I saw a very famous face. *(Change the voice)*

Ans. A very famous face was seen by me.

(3) I heard ..... (a/the) gentle, ... (but/and) firm voice *(fill in the blanks with suitable words)*

Ans. I heard a gentle, but firm voice.

(4) I am playing something a little more advanced

(Rewrite the sentence using verb in infinitive form)

Ans. I have to play something a little more advanced.

(5) He smiled and said you are not tone-deaf.

(Punctuate the sentence)

Ans. He smiled and said, " You're not tone-deaf."

(6) I arranging chairs for a concert. *(Correct the sentence Grammatically)*

Ans. I am arranging the chairs for a concert.

A.5. Personal Response Questions:

***(1) What do you learn from Einstein's treatment of the young man?**

Ans. Einstein showed a good relationship and instead of getting frustrated, he accepted the writers lack of ability and taught him to appreciate music. From this I learnt that we should be friendly, helpful, empathetic. We should listen to others and overcome prejudice.

***(2) Do you think the comparison between music and arithmetic was a good one? In what ways?**

Ans. Yes, I think comparison between music and arithmetic was a good one. Einstein managed to see so much.

Perhaps, more significant to me is his arithmetic example. A maths teacher starts the chapter with elementary things then proceeds from simple to complex. When the child acquires the skill with the simplest problems it leads the child to solve division & fractions. Similarly, the writer had never heard the basic of music and he directly heard the complex parts of classical music. When the writer had mastered his skill of listening to understand the basics he was able to clap sincerely.

Q.3. Read the passage given below and answer the following question.

Passage - III *(Textbook Page No. 110)*

And we went on from level to higher level until he was playing just music without words. I was amazed that this great man was paying complete attention to me so that I could learn something new. It was as if I was the most important person in his world. Suddenly, he got up and turned off the gramophone.

"Now young man", he said, "We're ready to listen to Bach."

We went down and sat in the hall. "Just allow yourself to listen", he said, "that's all there is to it."

I have heard that piece many times since that day. But I am never alone. I am sitting beside a small man with a shock of untidy hair and a pipe in his mouth. He has eyes that are unusually warm. When the concert ended, I too was able to clap-sincerely. Our hostess came towards us. We both stood up.

"I'm so sorry, Dr Einstein", she said, giving me a cold look, "that you missed so much."

"I'm sorry too", he said, "My young friend here and I, however, were engaged in the greatest activity of which a human being is capable."

She looked puzzled. "Really?" she said. "And what is that?" Einstein smiled and put his arm across my shoulders. "Opening up the frontiers of beauty."

Glossary

(1) **puzzled** *(adj)* - confused

(2) **amazed** *(adj)* - surprised

(3) **shock** *(n)* - a bunch of thick rough hair that is untidy

(4) **sincerely** *(adj)* - honestly

(5) **frontiers** *(n)* - borders, boundaries

A.1. Factual Questions:

(1) Select the qualities of Dr. Einstein highlighted in the passage:

(i) Justice (ii) Kindness (iii) Intelligent

(iv) Regularity (v) Tolerant (vi) Helpful

Ans. Qualities

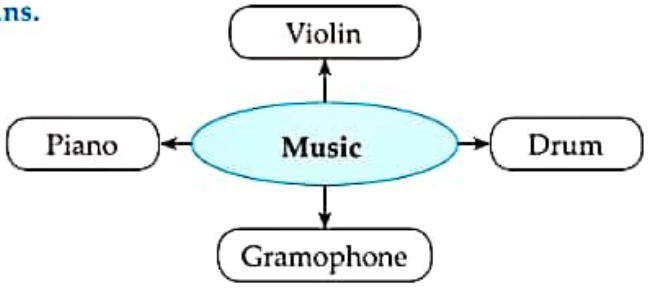
(i) Helpful (ii) Tolerant (iii) Intelligent

(2) Complete the circle:

(i) Violin (ii) Piano (iii) Drum

(iv) Music (v) Gramophone

Ans.



(3) Complete the following sentences.

(i) My young friend here and I however, were engaged in .....

(ii) And we went on from level to higher level until .....

(iii) I am sitting besides a small man .....

(iv) Suddenly he got up and .....

(v) When the concert ended, I .....

(vi) Einstein smiled and .....

Ans.

(i) the greatest activity of which a human being is capable.

(ii) he was playing just music without words.

(iii) with a shock of untidy hair and a pipe in his mouth.

(iv) and turned off the gramophone.

(v) too was able to clap-sincerely.

(vi) put his arm across my shoulders.

A.2. Interpretative / Complex / Inference Questions:

(1) Why was the writer amazed?

Ans. The writer was amazed that the Dr. Einstein was paying complete attention and his whole hearted sincerity so that he could learn something new.

(2) How did writer describe Dr. Einstein?

Ans. The write described Dr. Einstein as a small man with a shock of untidy hair a pipe in his mouth and had unusual warm eyes.

(3) What was the reaction of Dr. Einstein's efforts on the writer?

Ans. The reaction of the Dr. Einstein efforts on the writer was that, at the end of the concert he was able to clap-sincerely.

(4) How did the writer describe Einstein?

Ans. The writer described Dr. Einstein as a small man with a shock of untidy hair and a pipe in his mouth. He had eyes that were unusually warm.

(5) What was the writer amazed at?

Ans. The writer was amazed that the great man Dr. Einstein was paying complete sincere attention to the writer so that he could learn something new.

A.3. Vocabulary Questions:

(1) Rewrite the following sentences using phrases given in the bracket.

(to pay attention, to be fond of, to get out of, to turn off)

Ans. (i) Sachin is fond of playing cricket.

(ii) He got up and turned off the T.V set.

(iii) The teacher asked her students to pay attention to their studies.

(iv) The boy was desperately trying to get out of the situation by lying again and again.

(2) Complete the table and frame a sentence of your own by choosing any word from the table.

Verb	Noun	Adjective
Applaud	Applause	-
Classify	Class	Classical

Sentences:

Ans. (i) I always enjoy listening to classical music whenever I have some free time.

(ii) The audience stood and applauded for her beautiful performance.

(iii) There was a great applause when the performer finished the dance.

(iv) The teacher classified the books by subject.

(v) How was the French class? Or

I love to attend my French class.

A.4. Grammar Questions:

(1) Our hostess came towards us.

(Write the verb tense of underlined word)

Ans. came – Simple past tense.

(2) He got up and turned off the gramophone.

(Add question tag)

Ans. He got up and turned off the gramophone, didn't he?

(3) I am sitting beside a small man.

(Pick out the preposition)

Ans. beside

(4) He said, "We're ready to listen to Bach."

(Rewrite as indirect speech)

Ans. He said that they were ready to listen to Bach.

(5) Einstein smiled and put his arm across my shoulders. *(Identify the type of sentence)*

Ans. Compound sentence

(6) Sing that back. *(Identify the type of sentence)*

Ans. Imperative sentence

(7) He got up and turned off the gramophone.

(Rewrite sentence using No sooner-than)

Ans. No sooner did he get up than he turned off the gramophone.

A.5. Personal Response Questions:

(1) You know Einstein as a scientist and mathematician. Describe him as a lover of music.

Ans. Einstein's mother Pauline Koch taught Einstein to play the piano and violin when he was young. Initially he showed more aptitude for piano but as a teenager he developed more interest in the violin. He frequently played classical music as a brain storming technique. He deeply admired Bach and Beethoven.

***(2) What does the last line tell you about Einstein?**

Ans. The last line tells us about Einstein's genuine attempt which opens the door of interest for beauty of music which explains the writer to work around with his eyes and ears opened. Make him learn that one should be open to everything around him and not to be afraid to experience or try new things. creativity will come gradually.

This line put writer in his endless debt.

ENGLISH WORKSHOP

(1) Complete the following sentences:

(i) The narrator was not happy about the concert because .....

(ii) When the narrator turned to look at his neighbour, he .....

(iii) Einstein was surprised to hear that .....

(iv) The narrator's memory has an image of Einstein as .....

(v) The greatest act toward human beings is .....

Ans.

(i) he did not understand classical music and was tone-deaf.

(ii) Saw a very famous face.

(iii) Writer did not know anything about Bach.

(iv) Music Lover, Mentor and a good human being.

(v) To make them realize their capability.

(2) Who said to whom:

Ans.

Statement	Who	To whom	Effect on the listener
"We are going to listen to a very good pianist."	The hostess	To the writer	unhappy, polite
"I do not know anything about Bach."	Writer	Einstein	Surprised, Amazed
"You are not tone-deaf."	Einstein	Writer	happy and confident
"Just allow yourself to listen that's all there is to it"	Einstein	Writer	appreciated the music or clapped sincerely.

(3) List all the words from the story related to 'Music'.

Ans. Pianist; Gramophone; Trumpeter; Concert; Tone-deaf

(4) Rewrite the following sentences inserting the appropriate phrases in their proper form.

(to get out of, to come up, to turn on, to give in, to get into, to come down, to work out, to turn off, to give off, to give out, to work in)

(i) He ..... bed and ..... the living room, to see if the door was closed.

(ii) To enjoy the music and relax, he ..... the music and ..... the lights.

(iii) Smita ..... to her desire and ..... her favourite toys to the poor it.

(iv) You should ..... Mathematics so that you can ..... problem.

Ans.

(i) He **got out of** bed and **came up to** the living room, to see if the door was closed.

(ii) To enjoy the music and relax, he **turned on** the music and **turned off** the lights.

(iii) Smita **gave in** to her desire and **gave off** her favourite toys to the poor it.

(iv) You should work on Mathematics so that you can **work out** problem.

(5) A. Give two points of difference between:

Ans.

Instrumental Music	Vocal Music
(i) Music composed using only instruments and with no lyrics.	(i) It is type of music performed by one or more singers.
(ii) Its strictly instrumental but no lyrics.	(ii) Its vocal, with or without instrument, with lyrics.

B.

Light music	Classical music	Folk music
(i) Light music is a generic tune applied to light orchestra music.	(i) It is serious music that follows established strict principles of music.	(i) Folk music is a traditional form of art.
(ii) Light music is anything pleasant to hear. It doesn't impose strict rules.	(ii) It is often referred to traditional music. It's an art form.	(ii) It uses simple tune easy language and local dialect.
(iii) The sound emerges from throat.	(iii) The sound emerges from the unmusical cord to the throat.	

(6) Prepare a word list of occupations in alphabetical order from the letters A upto T. (You may skip 'K' and 'Q')

Ans.

Actor	Banker	Carpenter / Cook	Doctor / Dancer	Engineer
Farmer / fashion designer	Goldsmith / gardener	Historian	Interior designer	Judge / Jeweller
Lawyer / lecturer	Manager / Mathematician / Makeup Artist / Musician	Nurse	Orthopaedic	Photographer / Painter
Radiographer	Singer	Teacher	.....	.....

(7) Rewrite the following in indirect narration.

(i) "You are not tone-deaf", he said to me

Ans. He told me that I was not tone-deaf.

(ii) "Could you have done it?" said Einstein.

Ans. Einstein asked if I could have done it.

(iii) "Sing that back", he ordered me.

Ans. He ordered me to sing that back.

(iv) "He said, "What kind of music do you like?"

Ans. He asked what kind of Music I liked.

(v) "I' m so sorry, Dr. Einstein", she said

Ans. She said to Dr. Einstein that she was really sorry.

(8) A. Degrees of comparison (Positive/ Comparative/ Superlative) Insert the appropriate expressions, choosing from those given after each sentences, for the positive degree.

(i) I am not ..... my friend. (taller than/ more taller/ Just as tall as)

(ii) They are ..... their neighbors. (as helpful as/ most helpful/ more helpful)

(iii) No other desert in Africa is ..... the Sahara Desert. (biggest of all/ nearly so big as/ bigger as)

(iv) Very few animals in the wild are ..... an elephant. (exactly huger than/ exactly as huge as/ hugest than)

(v) Some snacks are ..... a pizza. (at least as tasty as/ tastier as/ most tasty as)

Ans. (i) just as tall as, (ii) as helpful as, (iii) nearly so big as (iv) exactly as huge as (v) at least as tasty as

(B) Change the Degree of Comparison, as directed and rewrite without changing the meaning.

(i) No one in the class is as brilliant as Tanvi. (Superlative)

Ans. Tanvi is most brilliant in the class.

(ii) Diamond is one of the most precious of all stones. (Comparative)

Ans. Diamond is more precious than most of other stones.

(iii) Her hand writing is better than that of her sister. (Positive)

Ans. Her sister's handwriting is not as good as hers.

(iv) Jupiter is the largest of all planets. (Comparative)

Ans. Jupiter is larger than all other planets.

(v) He is not the greatest of all leaders. (Positive)

Ans. Few other leaders are at least as great as he is.

(vi) This painting is better than any other painting in the palace. (Superlative)

Ans. This painting is the best painting in the palace.

(9) Prepare a word chain:

Ans.

Pianist → Trainee → end → danger

Rubber → rich → hay

yellow → wizard → dancer

(10) Pick out words that refer to the following.

(i) A musical performance in public .....

(ii) A lady who invited and looks after guests .....

(iii) A device used to play recorded music .....

(iv) One who is poor at deciphering musical notes .....

(v) Boundaries or limits of a field .....

Ans. (i) concert (ii) hostess (iii) gramophone (iv) tone deaf (v) frontiers

WRITING SKILLS

(11) 'Music is the medicine of the mind'. Narrate an experience that leads to the above conclusion. Write it in your own words, in your notebook.

Ans. Every body considers that music is a mode of relaxation or entertainment. Very few of us are aware that music has magical healing properties

too. Several scientific studies have proved that music therapy benefits patients in improving cognitive ability, reducing stress level relieving acute pain and causing several other positive changes in our body and mind.

There are several experiences that proves the statement 'Music is the medicine of the mind'.

(i) A recent study in the Journal of Advanced Nursing, published in V. K., concluded that people with depression who listened to music for at least one hour each day reported a reduction of symptoms by up to 25%.

(ii) A Mumbai - based psychiatrist Rajan Bhonsle, claims music has helped to cure many stress-related illnesses in his patients, like one patient had a bad case of psoriasis - a skin condition. He had consulted several specialists but nothing had worked. Dr. Rajan Bhonsle told him to listen to his favourite music every day. It was found that over a period of time, psoriasis got cured. Apart from its healing property, listening to music also enhances our concentration and creativity

(12) You will come across many famous personalities in the story. Go to library or search on internet the following names and write a few lines about the personalities given below.

(i) Albert Einstein (ii) Bing Crosby

(iii) Johann S. Bach (iv) John McCormack

Ans.

(i) **Albert Einstein:** Albert Einstein is one of the greatest scientist, physicist of all time and a fine amateur pianist and violinist. He is best known for his theories of relativity and theories of matter and heat. He was born in a musical family at the age of five he began playing classical violin his feeling flamed in to love when he discovered the works of Mozart and Bach. Music became a pure outlet of Einsteins passion. On the contrary he did not show any sing of genius at an early school he was considered as dull, boring and slow a learner child. But later he realised and started to draw attention to himself and there after never looked back and succeeded in achieving his goal.

(ii) **Bing Crosby:** Harry Lillis Bing Crosby was an American singer and actor. He was the first multimedia star from 1931 to 1954. Crosby was a leader in record, sales, radio ratings and motion picture grosses. He is one of 33 people to have three stars on the Hollywood walk to Fame.

(iii) **Johann S. Bach:** Johann Sebastian Bach was a German composer and musician of the Baroque period. He is known for instrumental compositions. Bach was born in 1685 in Eisenach, into a great musical family. His father Johann Ambrosius Bach, was the director of the town musician. His father taught him to play the violin and harpsichord. He continued his hobby in to his profession and succeeded in achieving the title of "Royal Court Composer".

(iv) **John Mc. Cormack:** John Francis Mc. Cormack was an Irish tenor, celebrated for his performances of the operatic and popular song repertoires and renowned for his diction and breath control. He was also a Papal Count. He made hundreds of recordings in those days. He was one of the first artist to record the popular ballad and was first artist to record the famous World War song "It's a long way to Tipperary'. His career was a huge financial success. He became a naturalised citizen of the United States and donated $11,458 towards the USA's World War effort.

(13) Imagine you are the monitor of the class. You are asked to conduct an interview of a famous scientist who is in your city/village. Frame 8 to 10 interview questions with the help of the following points.

(i) Early life and education

(ii) Interest for this particular field

(iii) Any inspirational incident that occurred in his/her life

(iv) Guru or mentor

(v) Inventions and awards

(vi) Future plans

(vii) Advice/Appeal to youngsters

Ans.

(i) From where did you do your schooling?

(ii) What was your favourite subject in school?

(iii) How did you acquire interest in this field?

(iv) Why is your research important?

(v) How did it feel to receive India's highest civilian honour?

(vi) What is your biggest goal in life?

(vii) What was the most challenging aspect in your carrier?

(viii) What was your proudest professional moment?

(ix) Any inspirational incident that proved a turning point in your life.

(x) What are your future plans?

(xi) What is your advice to young scientist enthusiasts who want to research and establish a career in science and technology?

(14) Project :

Divide the class into four groups. Collect pictures or draw images of various musical instruments, of the following categories.

(i) Stringed Instruments (Guitar)

(ii) Wind Instruments (Flute)

(iii) Percussion Instruments (Tabala)

(iv) Solid Metal Instruments (Cymbals)

Paste and decorate pictures on separate sheets of paper. Give proper headings and names. Compile into a file with a cover and suitable file-title.

Ans. Students are expected to do this on their own.

❖❖❖

3.3 Stephen Hawking

Central Idea :

This chapter highlights the brief history of Stephen Hawking who was a British Scientist, professor and author who performed groundbreaking work in physics & cosmology. After being diagnosed with the disease named amyotrophic laterial Scleroris (ALS), his body collapsed totally but he proved to the world that where there is a will there is a way and co-wrote 15 books. He was the first to set out the theory of cosmology with his determination and obstinacy.

Summary :

Early Life

Stephen Hawking was born on January 8, 1942. Before the diagnosis, he was an average student and got very poor grades fighting with ALS.

When he was 21, Stephen started tripping, dropping items and his speech became unclear. After a series of tests, doctors concluded that Stephen was suffering from ALS. Amyotrophic Lateral sclerosis, a disease which paralyzed him and required a speech synthesizer generating device to communicate. He, with the help of his friends, worked very hard to earn his PHD.

Famous works

This lesson also highlights the great work and his theory from his books. His best seller, A Brief History in Time which was a short informative book and cosmology. A Briefer History in time and the Universe in a Nutshell.

The Grand Design, even proved a great success which challenged Sir Issac Newtons' belief that universe had to have been designed by God.

Hawking's Health

Hawking's health remained a constant concern, the physical control over his body diminished and he was forced to use a wheelchair. He lost his voice and also lost virtual control of his body except his Cheek Muscle.

Stephen Hawking Today

Stephen Hawking is a Physicist, Cosmologist, Author and Director of Research at the centre of theoretical cosmology of Cambridge University. He is an honorary Fellow of the Royal Society of Arts (FRSA)

A living legend

Since 2009, Stephen has been completely paralyzed but through a speaking program and with the help of his assistants, he still writes and gives several scientific lectures.

MASTER KEY QUESTION SET - 3.3

Warming Up!

(1) Get into pairs and match the prominent personalities with the disabilities they had:

'A'		'B'	
(i)	John Milton	(a)	The great German composer and musician who became deaf at the age of 28 years.
(ii)	Beethoven	(b)	The great English poet who became blind at the age of 43 years.
(iii)	Stephen Hawking	(c)	An American entrepreneur, animator, voice actor, had learning disability
(iv)	Walt Disney	(d)	Famous scientist of the 20th century who is paralyzed
(v)	Albert Einstein	(e)	Great inventor who has over 1000 patents had learning disability and became deaf.

(vi)	Thomas Edison	(f)	Great 20th Century scientist and noted physicist had learning disability.
(vii)	Hellen Keller	(g)	Dancer whose legs had to be amputated because of an accident.
(viii)	Sudha chandran	(h)	Was blind and deaf.
(ix)	Tanay Grey-Thompson	(i)	Had polio and was elected as the President of the United States for four terms.
(x)	Franklin Roosewelt	(j)	Is a wheelchair racer.

Ans. (i - b), (ii - a), (iii - d), (iv - c), (v - f), (vi - e), (vii - h), (viii - g), (ix - j), (x - i)

(2) Word Building.

(i) **Reduplication :** The root/stem of a word is repeated exactly the same or with a slight change.

For example, tweet-tweet, pitter-patter, chit-chat, bang-bang, riff-raff.

(ii) **Blending :** Parts of two or more words combine to form a new one.

For example,
- breakfast + lunch = brunch
- smoke + fog = smog
- motor + hotel = motel

(iii) **Clipping :** Reducing a word to one of its syllables or a part of it.

For example,
- Mathematics - Maths
- Advertisement - Ad
- Laboratory - Lab

(iv) **Acronym :** Words formed from the first letter of each of the words involved.

For example,
- radar, scuba, Unicef, Nasa
- BBC, CID, USA, ATM, VIP
- DOB, KYC, PM, GN, TY etc.

In your notebook, write five examples of each of the above types of word-building devices. (You may take the help of a Dictionary/Internet)

Ans.

(i) **Reduplication:**

(a) ding + dong = the noise made by a bell

(b) flim + flam = dishonest behaviour / fraud

(c) hodge + podge = a confused mixture of different things

(d) hulla + baloo = a commotion

(e) itty + bitty = very small

(f) Zig + Zag = a shape which turns in alternating direction.

(ii) **Blending:**

(a) bat + mash = bash

(b) biography + picture = biopic

(c) motor + pedal = moped

(d) global + english = globish

(e) work + alcoholic = workoholic

(iii) **Clipping:**

(a) Examination - Exam

(b) Gymnasium - Gym

(c) Influenza - Flu

(d) Gasoline - Gas

(e) Automobile - Auto

(f) Fundamental - Funda

(g) Photographs - Photo

(h) Refrigerator - Fridge

(i) Telephone - Phone

(j) Vegetarian - Veg

(iv) **Acronym**

(a) LASER (b) NATO (c) SONAR (d) FEMA (e) UNESCO

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage carefully and complete the activities:

Passage - I *(Textbook Page No. 115 and 116)*

Stephen Hawking (born January 8, 1942) is a British scientist, professor and author who has done ground breaking work in physics and cosmology, and whose books have helped to make science accessible to everyone. At the age of 21, while studying cosmology at the University of Cambridge, he was diagnosed with amyotrophic lateral sclerosis (ALS). Part of his life story was depicted in the 2014 film The Theory of Everything.

Over the years, Stephen Hawking has written or co-written a total of 15 books. A few of the most noteworthy include:

In 1988 Hawking catapulted to international prominence with the publication of A Brief History of Time. The short, informative book became an account of cosmology for the masses and offered an overview of space and time, the existence of God and the future. The work was an instant success, spending more than four years atop the 'London Sunday Times' best-seller list. Since its publication, it has sold millions of copies worldwide and been translated into more than 40 languages.

A Brief History of Time also wasn't as easy to understand as some had hoped. So in 2001, Hawking followed up his book with The Universe in a Nutshell, which offered a more illustrated guide to cosmology's big theories.

In 2005, Hawking authored the even more accessible A Briefer History of Time, which further simplified the original work's core concepts and touched upon the newest developments in the field like String theory.

Glossary

(1) **cosmology** *(n)* - the science of the origin and development of the Universe.

(2) **accessible** *(adj)* - able to be reached.

(3) **diagnosed** *(verb)* - identify the nature of the medical conduit

(4) **catapulted** *(v)* - launched

(5) **nutshell** *(n)* - very briefly

(6) **core** *(n)* - central, basic

(7) **Amyotrophic Lateral Sclerosis** *(ALS)* - a rare progressive degenerative fatal disease affecting the motor neurons in the brain stem and spinal cord.

It also leads to atrophy and eventually complete paralysis of the Voluntary Muscle.

Also called LOU Gehrig's disease.

(8) **String theory** *(n)* – a cosmology theory based on the existence of cosmic strings.

A.1. Factual Questions:

(1) **In which year was Stephen Hawking born?**

(i) 1963 (ii) 1965 (iii) 1942 (iv) 1932

(2) **Stephen Hawking wrote the book:**

(i) The Grand Theory

(ii) A Brief History of Time

(iii) The Grand Universe

(iv) The history of the Universe

Ans. (i) 1942 (ii) A Brief History of Time

A.2. Interpretative / Complex / Inference Questions:

(1) **What was Stephen Hawking diagnosed with at the age of 21?**

Ans. At the age of 21, while studying cosmology at the university of Cambridge, he was diagnosed with amyotrophic lateral sclerosis (ALS).

(2) **Lists of books mentioned in the passage.**

Ans.

(i) A Brief History of Time (Published in 1988)

(ii) The Universe in a Nutshell (Published in 2001)

(iii) A Briefer History of Time (Published in 2005)

(3) **What was the basic concept of the book 'A Brief History of Time'?**

Ans. The Book 'A Brief History of Time' is an account of cosmology for masses and offered an overview of space of time, the existence of God and the future.

(4) **What was the reaction of the publication of the book 'A Brief History of Time'?**

Ans. The work was an instant success, spending more than four years atop the 'London Sunday Times' best seller list. It has sold millions of copies worldwide and been translated into more than 40 languages.

A.3. Vocabulary Questions:

(1) **Give the adjective forms of**

Ans. (i) depict – depictive

(ii) prominence – prominent

(iii) information – informative

(iv) understand – understandable

(v) access – accessible

A.4. Grammar Questions:

(1) **The books have helped to make science accessible to everyone.** *(Choose the correct tag)*

(a) have they? (b) doesn't they?

(c) haven't they (d) didn't they?

Ans. haven't they?

(2) **Stephen Hawking has written a total of 15 books.** *(End the sentence with Stephen Hawking)*

Ans. A total of 15 books has been written by Stephen Hawking.

(3) **He was <u>diagnosed</u> with amyotrophic lateral sclerosis.** *(Write the tense of underlined of verb)*

Ans. diagnosed – Simple Past tense

(4) **The work was an instant success.** *(Rewrite the sentence as interrogative sentence)*

Ans. Wasn't the work an instant success?

A.5. Personal Response Questions:

(1) **Mention a person who is disabled, yet successful that you admire. Why?**

Ans. I admire Arunima Sinha the most as she is the

world's first female and India's first amputee to climb Mount Everest. She is also a national level volleyball Player. She conquered the highest point on the Earth which is a difficult task for people ever with high fitness levels. It was her determination, will power and training which played a great role in her success.

Q.2. Read the passage and answer the questions:

Passage - II *(Textbook Page No. 116 and 117)*

Together these three books, along with Hawking's own research and papers, articulate the physicist's personal search for science's Holy Grail: a single unifying theory that can combine cosmology (the study of the big) with quantum mechanics (the study of the small) to explain how the universe began. It's this kind of ambitious thinking that has allowed Hawking, who claims he can think in 11 dimensions, to lay out some big possibilities for humankind. He's convinced that time travel is possible, and that humans may indeed colonize other planets in the future.

In September 2010, Hawking spoke against the idea that God could have created the universe in his book The Grand Design. Hawking previously argued that belief in a creator could be compatible with modern scientific theories. His new work, however, concluded that the Big Bang was the inevitable consequence of the laws of physics and nothing more. "Because there is a law such as gravity, the universe can and will create itself from nothing," Hawking said. "Spontaneous creation is the reason there is something rather than nothing, why the universe exists, why we exist."

The Grand Design was Hawking's first major publication in almost a decade. Within his new work, Hawking set out to challenge Sir Isaac Newton's belief that the universe had to have been designed by God, simply because it could not have been born from chaos.

"It is not necessary to invoke God to light the blue touch paper and set the universe going," Hawking said.

Glossary

(1) **holy grail** *(n)* - here a thing which is eagerly pursued or sought after.

(2) **dimension** *(n)* - aspect feature, fact

(3) **compatible** *(adj)* - able to exist

(4) **inevitable** *(adj)* - unavoidable

(5) **spontaneous** *(adj)* - unforced, voluntary

(6) **chaos** *(n)* - complete disorder and confusion

A.1. Simple Factual Questions:

(1) Complete the sentences.

(i) He's convinced that time travel is possible, ...

(ii) Hawking's first major publication was .....

(iii) His new work set to challenge .....

(iv) In September 2010, Hawking spoke against .....

Ans.

(i) and the humans may indeed colonize other planets in the future.

(ii) the Grand Design.

(iii) Sir Isaac Newton's belief that the universe had to have been designed by God.

(iv) the idea that God could have created the universe in this book.

A.2. Interpretative / Complex / Inference Questions:

***(1) What is Hawking convinced of?**

Ans. Hawking is convinced that time travel is possible and that humans may indeed colonize other planets in the future.

(2) What is the core content of the book 'The Grand Design'?

Ans. Hawking in his book 'The Grand Design' spoke against the idea that God could have created the universe.

(3) Complete the following:

(i) Hawking claimed .....

(ii) Hawking's Big Bang was the .....

(iii) Hawking said, "It is not necessary to invoke .....

(iv) Hawking previously argued that .....

Ans.

(i) that he can think in 11 dimensions

(ii) inevitable consequence of the laws of physics and nothing more.

(iii) God to light the blue touch paper and set the universe going.

(iv) belief in a creator could be compatible with modern scientific theories.

A.3. Vocabulary Questions:

(1) Give the antonyms of:

Ans. (i) **created** x destroyed

(ii) **modern** x ancient

(iii) **ambitious** x unambitious

(iv) **possible** x impossible

(v) **colonize** x decolonize

(2) Match the concept 'B'

Ans.

'A'	'B'
Cosmology	the study of the big
Quantum mechanics	the study of the small

(3) Spot the error in the following spellings.

(i) personnel (ii) ambetious (iii) colonaise (iv) convinsed

Ans. (i) personnel (ii) ambitious (iii) colonize (iv) convinced

A.4. Grammar Questions:

(1) <u>The Grand design</u> was Hawking's first major publication. *(Frame a wh-question to get the underlined word as an answer)*

Ans. What was Hawking's first major published work?

(2) A single unifying theory that can combine cosmology with quantum mechanics

(pick out the joining word from the sentence)

Ans. that, with

(3) God could have created the universe in his book. (Pick out the determiner)

Ans. his

(4) The theory can combine cosmology with quantum mechanics. *(Add question tag)*

Ans. The theory can combine cosmology with quantum mechanics, can't it?

A.5. Personal Response Questions:

(1) Do you think God has created the universe? If yes why, if no why?

Ans. I have the greatest respect for professor Hawking I agree with this statement.

Man's need for belief in and creation of God, was a way to explain a complex issue that environment can't proof, as for thousands of years people have believed that all this exists because it is part of God's plan. I believe that God created the universe if the universe did create itself. How do we know how far its true? Even for science, the existence of the earth is an unsolved puzzle.

Q.3. Read the passage and answer the questions:

Passage - III *(Textbook Page No. 117)*

At the age of 21, Stephen Hawking was diagnosed with amyotrophic lateral sclerosis (ALS, or Lou Gehrig's disease). In a very simple sense, the nerves that controlled his muscles were shutting down. At the time, doctors gave him two and a half years to live.

Hawking first began to notice problems with his physical health while he was at Oxford - on occasion he would trip and fall, or slur his speech - he didn't look into the problem until 1963, during his first year at Cambridge. For the most part, Hawking had kept these symptoms to himself. But when his father took notice of the condition, he took Hawking to see a doctor. For the next two weeks, the 21-year-old college student made his home at a medical clinic, where he underwent a series of tests.

"They took a muscle sample from my arm, stuck electrodes into me, and injected some radio-opaque fluid into my spine, and watched it going up and down with X-rays, as they tilted the bed," he once said. After all that, they didn't tell me what I had, except that it was not multiple sclerosis, and that I was an atypical

Eventually, however, doctors did diagnose Hawking with the early stages of ALS. It was devastating news for him and his family, but a few events prevented him from becoming completely despondent. The first of these came while Hawking was still in the hospital. There, he shared a room with a boy suffering from leukemia. Relative to what his roommate was going through, Hawking later reflected, his situation seemed more tolerable.

Glossary

(1) multiple sclerosis *(n)* - abnormal hardening of body issue.

(2) diagnose *(v)* - detection of medical condition

(3) devastate *(v)* - destroy or ruin

(4) leukemia *(n)* - a malignant progressive disease in which the bone marrow and the other blood forming organs produce increased numbers of white blood cells

(5) electrodes *(n)* - a metallic pointer, used in applying current

(6) despondent *(adj)* - discouraged, in low spirits from loss of hope or courage.

A.1. Simple Factual Questions:

(1) Arrange the following sentences in the sequence as they appear in the passage.

(i) He shared a room with a boy suffering from leukemia.

(ii) At the age of 21, Stephen Hawking was diagnosed with amyotrophic lateral sclerosis

(iii) It was devastating news for him and his family.

(iv) Hawking had kept these symptoms to himself.

Ans.

(i) At the age of 21, Stephen Hawking was diagnosed with amyotrophic lateral sclerosis.

(ii) Hawking had kept these symptoms to himself.

(iii) It was devastating news for him and his family.

(iv) He shared a room with a boy suffering from leukemia.

A.2. Interpretative / Complex / Inference Questions:

***(1) When did Hawking first notice his health problems?**

Ans. Hawking first noticed his health problems while he was at Oxford university, on occasions he would trip and fall or slur his speech.

(2) Fill in the blocks with the information given in the passage.

(i) Two diseases mentioned in the passage

Ans. (a) Multiple Sclerosis (b) Leukemia

(ii) Two symptoms noticed in Hawking at Oxford.

Ans. (a) Trip and fall (b) Slur his speech

(3) What was Hawking diagnosed with at the age of 21?

Ans. At the age of 21, Hawking was diagnosed with amyotrophic lateral sclerosis. (ALS or LOV Gehrig's disease)

(4) What type of medical tests were done for his problems?

Ans. The doctors took a muscle sample from his arm, stuck electrodes and injected radio opaque fluid in his spine and watched it's movement with x-rays.

A.3. Vocabulary Questions:

(1) Choose the appropriate words for the blanks provided.

(i) The doctor was unable to ..... the problem.

(a) diagnose (b) inject

(c) overlook (d) misdiagnose

(ii) Acid rain has a ..... effect on the forest.

(a) serious (b) devastating

(c) bad (d) harmless

(iii) Keep trying and you'll find a job ..... .

(a) easily (b) suddenly (c) eventually (d)finally

Ans. (i) diagnose, (ii) devastating, (iii) easily

(2) Rearrange the following in correct alphabetical order.

(a) clinic, completely, Cambridge, condition.

Ans. Cambridge, clinic, completely, condition

(3) Pick out the adverbs from the passage.

Ans. (i) eventually (ii) completely

(4) Pick out the collocation from the passage.

Ans. (i) devastating news (ii) room mate

A.4. Grammar Questions:

(1) Match the following sentences with their tags.

	A		B
(i)	They didn't tell me	(a)	didn't he?
(ii)	He shared a room with a boy	(b)	wasn't I?
(iii)	I was a typical case	(c)	wasn't he?
(iv)	Hawking was still in the hospital	(d)	did they?

Ans. (i - d), (ii - a), (iii - b), (iv - c)

(2) He would trip and fall or slur his speech.

(Rewrite using not only.....but also)

Ans. He would not only trip and fall but also slur his speech.

A.5. Personal Response Question:

(1) What qualities of Stephen Hawking do you admire?

Ans. The qualities which I admire in Stephen Hawking, are his use of great brain for writing, courageous willpower, perseverance, patience, determination and confidence.

Q.4. Read the passage and answer the questions:

Passage - IV *(Textbook Page No. 117 and 118)*

Not long after he was released from the hospital, Hawking had a dream that he was going to be executed. He said this dream made him realize that there were still things to do with his life.

In a sense, Hawking's disease helped him become the noted scientist he is today. Before the diagnosis, Hawking hadn't always focused on his studies. "Before my condition was diagnosed, I had, been very bored with life," he said. "There had not seemed to be anything worth doing." With the sudden realization that he might not even live long enough to earn his PhD, Hawking poured himself into his work and research.

As physical control over his body diminished (he'd be forced to use a wheelchair by 1969), the effects of his disease started to slow down. Over time, however, Hawking's ever-expanding career was accompanied by an ever-worsening physical state. By the mid-1970s, the Hawking family had taken in

one of Hawking's graduate students to help manage his care and work. He could still feed himself and get out of bed, but virtually everything else required assistance. In addition, his speech had become increasingly slurred, so that only those who knew him well could understand him. In 1985 he lost his voice for good following a tracheotomy. The resulting situation required 24-hour nursing care for the acclaimed physicist.

Glossary

(1) **virtually** *(adv)* - nearly, almost

(2) **tracheotomy** *(n)* - an incision in the windpipe made to relieve an obstruction to the breathing process.

(3) **diminished** *(adj)* - made smaller or less

(4) **accompanied** *(v)* - to go somewhere with as a companion

(5) **physicist** *(n)* - an expert in or student of physics.

A.1. Simple Factual Questions:

(1) True or False.

(i) Hawking's disease helped him become the noted scientist

(ii) Hawking did not desire to work.

(iii) His speech had become increasingly slurred.

(iv) Before the diagnosis, Hawking always focused on his grades.

Ans. (i) True (ii) False (iii) True (iv) False

A.2. Interpretative / Complex / Inference Questions:

***(1) Why was Hawking forced to use a wheelchair?**

Ans. As physical control over his body diminished he was forced to use a wheel chair.

***(2) In the mid 1970's what did the Hawking's family do?**

Ans. In the mid 1970's, the Hawking's family took the help of one of his graduate students to help manage his care and work.

(3) When did Hawking focus on his studies?

Ans. When Hawking's disease was diagnosed, he realised he might not even live long enough to complete his PhD, so decided to focus on his studies.

A.3. Vocabulary Questions:

(1) Find words:

Look at the following description and find out proper words from the passage and write them:

(i) made smaller or less – d

(ii) nearly or almost – v .....

(iii) praise enthusiastically – a .....

(iv) go somewhere with as a companion or escort a .....

Ans. (i) diminished (ii) virtually (iii) acclaim (iv) accompany

(2) Give the verb forms of:

(i) assistance – assist

(ii) addition – add

(iii) realization – realize

(iv) diagnosis – diagnose

(3) Write two words from the passage each containing a suffix.

Ans. (i) increasingly (ii) realization

A.4. Grammar Questions:

(1) Fill in the blanks with appropriate articles (a, an, the)

(i) Laughter is ..... best medicine.

(ii) Where there is ..... will there is ..... way.

(iii) There is ..... institution for ..... blind in this city.

(iv) Success is just ..... war of attrition

(v) Hawking was ..... university student.

(vi) Harishchandra was ..... honest king.

Ans. (i) the, (ii) a, a, (iii) an, the, (iv) a, (v) a, (vi) an

(2) Hawking poured himself into his work and research. *(Change into simple Future Tense and rewrite the sentence.)*

Ans. Hawking will pour himself into his work and research.

(3) Hawking's family had taken in one of Hawking's graduate students to help manage his care and work. *(Pick out the infinitive)*

Ans. to help

(4) Hawking <u>hadn't</u> always focused on his studies *(Rewrite using full form of the underlined word)*

Ans. Hawking had not always focused on his studies.

(5) Hawking had a dream that he was going to be executed. *(Identify the Main clause and Subordinate clause)*

Ans. Hawking had a dream – Main Clause

that he was going to be executed – Subordinate Clause

(6) Hawking hadn't always focused on his studies. *(Add a question tag)*

Ans. Hawking hadn't always focused on his studies, had he?

(7) His speech had become <u>increasingly</u> slurred.
(State the word class of underlined word)

Ans. increasingly – adverb

(8) He could still feed himself.
(Identify the auxiliary verb)

Ans. Could.

A.5. Personal Response Questions:

(1) What message do you get from this passage?

Ans. I realized that we should not give up and can shoulder the responsibility by making hard decision and standing by them. There are failures and frustrations but we should not take them so hard and must handle them patiently.

Q.5. Read the passage and answer the questions:

Passage - V *(Textbook Page No. 118)*

It also put in peril Hawking's ability to do his work. The predicament caught the attention of a California computer programmer, who had developed a speaking program that could be directed by head or eye movement. The invention allowed Hawking to select words on a computer screen that were then passed through a speech synthesizer. At the time of its introduction, Hawking, who still had use of his fingers, selected his words with a handheld clicker. Today, with virtually all control of his body gone, Hawking directs the program through a cheek muscle attached to a sensor.

Through the program, and the help of assistants Stephen Hawking has continued to write at a prolific rate. His work has included numerous scientific papers, of course, but also information for the non-scientific community.

Hawking's health, of course, remains a constant concern - a worry that was heightened in 2009 when he failed to appear at a conference in Arizona because of a chest infection. In April, Hawking, who had already announced he was retiring after 30 years from the post of Lucasian Professor of Mathematics at Cambridge, was rushed to the hospital for being what university officials described as "gravely ill." It was later announced that he was expected to make a full recovery.

Glossary

(1) **peril** *(n)* – serious and immediate danger

(2) **sensor** *(n)* – a device which detects or measures a physical property and records, indicates or otherwise responds to it.

(3) **predicament** *(n)* – a difficult situation or an unpleasant situation

(4) **prolific (adj)** *(n)* – productive

(5) **speech synthesizer** *(n)* – is a computer generated speech from text to speech.

Or

(i) An electric device for producing speech, activated by a keyboard

(ii) It permits a person lacking the ability to speak to communicate.

(6) **gravely** *(adv)* – seriously

A.1. Simple Factual Questions:

(1) Complete the following sentences from the passage.

(i) Hawking directs the program ..... .

(ii) Hawking failed to go at a conference in Arizona because ..... .

Ans.

(i) through a cheeck muscle attached to a sensor.

(ii) of his chest infection.

A.2. Interpretative / Complex / Inference Questions:

***(1) What do Stephen Hawking's works include?**

Ans. Stephen Hawking's works include numerous scientific papers and also information for the non-scientific community.

***(2) What remains a constant anxiety?**

Ans. Hawking's health remains a constant concern.

(3) Why did Hawking fail to go to a conference in Arizona?

Ans. Hawking failed to go at a conference in Arizona because of his chest infection.

(4) What did Hawking announce?

Ans. Hawking announced that he was retiring after 30 years, from the post of Lucasion Professor of Mathematics at Cambridge.

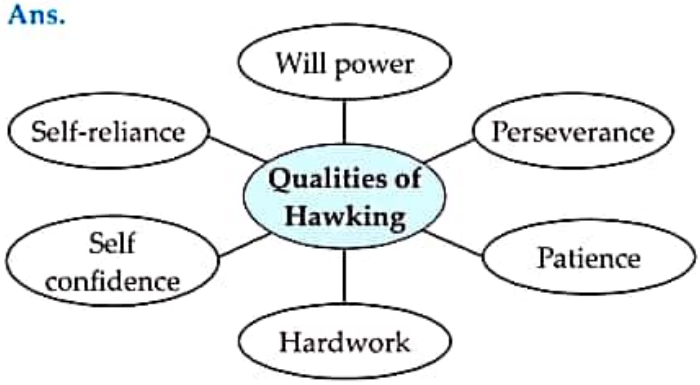
(5) How did the speaking program invention help Hawking?

Ans. The speaking program invention helped Hawking to select words on a computer screen with the help of his cheek muscle movement and were then passed through a speech synthesizer. In this way he was able to communicate.

A.3. Vocabulary Questions:

(1) Complete the web: Four qualities which you observe in Hawking.

Ans.



(2) Write the opposites of the words by adding a prefix.

Ans.

(i) **appear** x disappear

(ii) **continue** x discontinue

(iii) **important** x unimportant

(iv) **significant** x insignificant

(v) **clear** x unclear

(vi) **honest** x dishonest

(vii) **lead** x mislead

(viii) **Pick out two adverbs from the passage**

Ans. (a) later (b) gravely

(4) Arrange in the alphabetical order:

(i) announced, appear, attention, attached, ability

(ii) course, constant, concern, Cambridge, continuous

Ans.

(i) ability, announced, appear, attached, attention

(ii) Cambridge, concern, constant, continuous, course

A.4. Grammar Questions:

(1) He was expected to make a full recovery *(Identify the auxiliary verb)*

Ans. was

(2) Complete the following table.

Ans.

Noun	Adjective	Verb
appearance	apparent	appear
description	descriptive	describe

Select any word from the table and use it meaningfully in a sentence of your own.

(i) He used different colours to describe the shapes of triangles.

(ii) It was his first appearance in the movie.

(3) The predicament caught the attention of a computer programmer. *(Identity the tense)*

Ans. Past tense

(4) It was later announced that he was expected to make a full recovery. *(Identify the sentence as simple, compound and complex)*

Ans. Complex sentence.

(5) Hawking has continued to write at a prolific rate *(Rewrite the sentence beginning with the auxiliary)*

Ans. Hasn't Hawking continued to write at a prolific rate?

A.5. Personal Response Questions:

(1) Success and Failure are two sides of the same coin. Explain in your own words.

Ans. We all are passionate about success but we also know that success does not happen overnight. The success that comes in the form of trophies, project that a brilliant career is the fruit of dedication, hardwork, pain and probably some failures and errors.

Therefore failing is an opportunity to get something right and the faster and earlier you face what you failed in and how you failed, the sooner you will succeed.

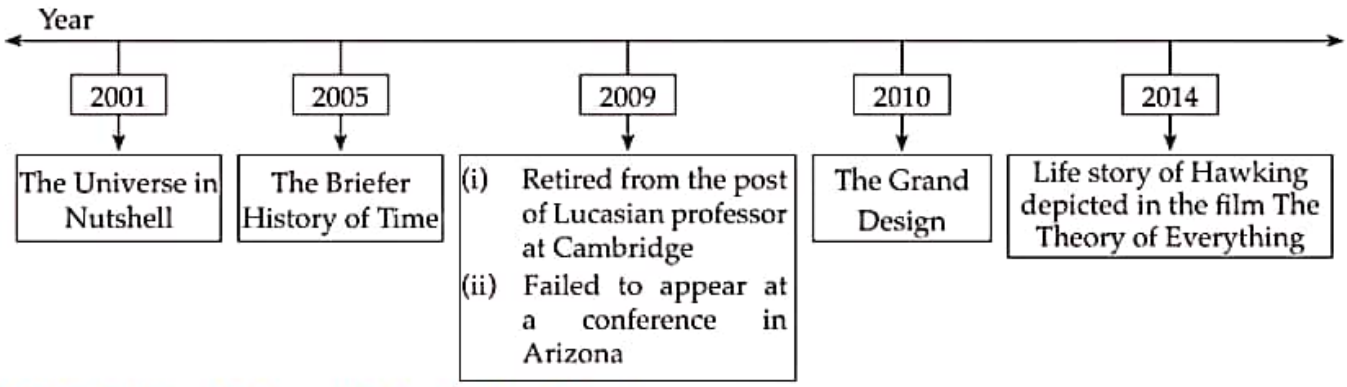
Therefore success and failure are two sides of the same coin.

ENGLISH WORKSHOP

(1) Observe the time line and search the occurrences according to it. Prepare a chart.

Ans.

January 8, 1942	Stephen Hawking was born
1969	forced to use wheel chair
1970	Taken to one of the Hawking's graduate students to help manage his care and work.
1985	Lost the voice
1988	Publication of Hawking's first book 'A Brief History of Time'



(2) Make the list of Books written by Stephen Hawking.

Ans.

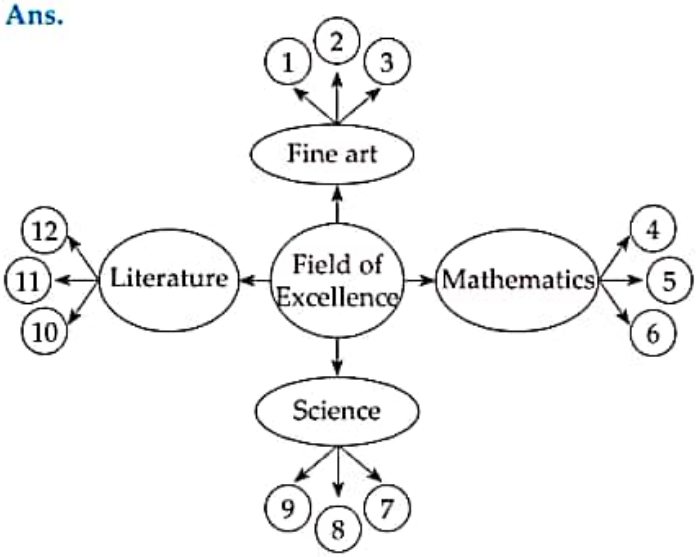
Name of the book	What's in it? (topics covered)	His contribution to the world
(i) A Brief History of time (1988)	(i) Its gives the information of cosmology (ii) It offered an overview of space, time and the existence of God and the future	His books helped to make science accessible
(ii) The Universe in a Nutshell (2001)	(i) It offered more to cosmology's big theories	Gave more specified illustrations to the theories
(iii) A Briefer History of time (2005)	(i) It was the Simplification of the original work and core concepts.	It highlighted the newest developments in the field like string theory
(iv) The Grand Design (2010)	(i) Explains the recent Scientific thinking about the mysteries of the universe, like: • When and how did the universe begin? • Why do we exist? • Why the universe exists?	The Book proposes a framework for discoveries in the answer to life, the universe and everything alse

Q.3. Make a list of Hawking's physical inabilities after 1963.

Ans. (i) Diagonsed with ALS (ii) Physical Control over his body diminished (iii) Use of wheel chair (iv) Speech became slurred (v) He lost his voice (vi) Chest infection

(4) Shape your mind. Complete the network of cluster diagram with the name of great personalities and their contribution.

Ans.



Ans.

(a) Fine arts

(1) Leonardo da vinci - Leonardo's Sketches and paintings depict a Scientific phenomenon. His anatomical drawings were used in Medical Schools in 19th century.

(2) Rabindranath Tagore - He wrote our National Anthem 'Jana Gana Mana'

(3) Michelangelo - He created the statue of David Pieta

(b) Mathematics

(4) Pythagoras - He created Pythagorean theorem

(5) Archimedes - He provided exact Numerical value of pi.

(6) Euclid - He is known as father of Geometry.

(c) Science

(7) Sir Isaac Newton - (a) Law of gravitation / gravity (b) Theory on tides

(8) Albert Einstein - (a) Theory of relativity

(9) Louis Pasteur - (a) Pasteur Contributed greatly towards the advancement of medical science developing cures for rabies, anthrax and other infectious diseases.

(d) Literature -

(10) William Shakespeare - He was an English poet, play wright and the world's pre-eminent dramatist.

Notable work - Hamlet, Macbeth, Romeo and Juliet, Julius Ceasar.

(11) Rabindranath Tagore - (i) Tagore was a Bengali Polymath who reshaped Bengali literature, Music and Indian art. (ii) Nobel Prize in Literature

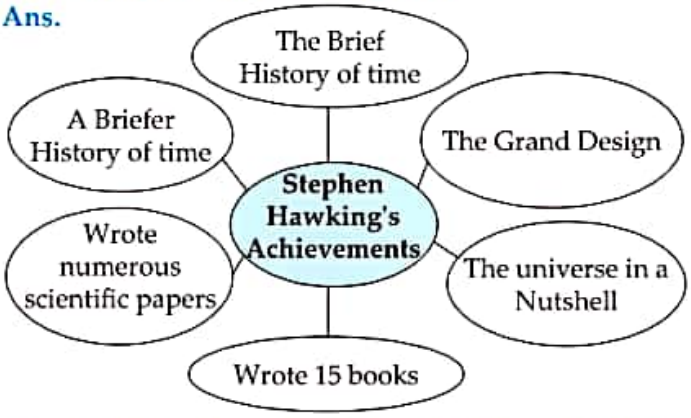
Notable work - Gitanjali, Gora, Jana Gana Mana, Rabindra Sangeet.

(12) Khushwant Singh - Journalist, editor and novelist.

Notable work - His outstanding Novels are Train to Pakistan, (1956) The company of women (1999), Truth, Love and a Little Malice (2002) The Good the Bad and the Ridiculous (2013)

(5) Complete the following web.

Ans.



(6) Explain how the life of Stephen Hawking proves the proverb 'Every cloud has a silver lining'. Write it down in your notebook.

Ans. The proveb 'Every cloud has a silver lining means every bad situation has good aspect to it. One should never feel hopeless because difficult times always lead to better days like in the case of Stephen Hawking's.

Stephen Hawking was diagnosed with amyotrophic lateral sclerosis (ALS) at the age of 21 years. It was devastating news for him and his family but he did not give up and lose hope; eventually he lost all the control of his body. He directed the program through a cheek muscle attached to a sensor, the darkness and sorrows of his life did not affect him. He remained optimistic and hopeful, carried his work ahead without getting tired.

Thick and dark clouds sometimes obstruct the sun but as the time passes the clouds move off and the sun comes out from behind it. These types of calamities are only momentary. Whenever there is shadow, light is always hereby. So we should never give us and face the situation positively with a big hope ahead.

(7) Do you agree or disagree with the following statements? Justify your stand / answer by quoting a line from the text.

(1) Stephen Hawking was diagnosed with Alzheimer's disease.

Ans. Disagree

Statement - Hawking was diagnosed with Amyotrophic Lateral Sclerosis.

(2) Hawking believed that man cannot live in other planets in the future.

Ans. Disagree

Statement - He convinced that time travel is possible and that humans may indeed colonize other planets in the future.

(3) Though Hawking lost control over his body, he writes with a prolific rate with the help of assistants.

Ans. Agree

Statement - Through the program and help of assistants, Stephen Hawking has continued to write at a prolific rate.

(4) Hawking has written or co-written more than 25 books.

Ans. Disagree

Statement - Stephen Hawking has written or co-written a total of 15 books.

(8) Following incidents in Stephen Hawking's life are given in jumbled order. Arrange the incidents in proper sequence as per their order of occurrence in Hawking's life.

(i) Hawking's book 'The University in a Nutshell' offered illustrated guide to cosmology's big theories.

(ii) Hawking published the book 'A Brief History of Time' that offered an overview of space and time.

(iii) Hawking was unable to attend a conference in Arizona.

(iv) Hawking was diagnosed with ALS while studying cosmology at the University of Cambridge

(v) Hawking published 'A Brief History of Time' that contained the newest development

Ans.

(i) Hawking published the book 'A Brief History of Time' that offered an overview of space and time.

(ii) Hawking's book 'The University in a Nutshell' offered illustrated guide to cosmology's big theories.

(iii) Hawking published 'A Brief History of Time' that contained the newest development

(iv) Hawking was diagnosed with ALS while studying cosmology at the University of Cambridge

(v) Hawking was unable to attend a conference in Arizona.

(9) Fill in the blanks with the proper form of the Verbs as per the subject :

(i) Mother ..... a good meal. (cook/cooks)

(ii) Mother and her daughter ..... a good meal. (cook/cooks)

(iii) The rise and fall of the Empire ..... recorded in History. (is/are)

(iv) Neither Ritesh, nor Alok ..... well. (play/plays)

(v) Either of the two ..... guilty. (is/are)

(vi) Everyone ..... mistakes. (make/makes)

(vii) That news ..... published today. (is/are)

(viii) Eight lakh rupees ..... a big amount. (was/were)

(ix) The committee ..... approved of it. (has/have)

(x) The cost of all the goods ..... risen. (has/have)

Ans. (i) cooks (ii) cook (iii) is (iv) plays (v) is (vi) makes (vii) is (viii) was (ix) has (x) have

(10) From the following sentences, underline the Nouns and encircle their Determiners that specify the noun in a noun phrase.

(articles/possessive pronouns/demonstratives or quantifiers)

(1) He lost his voice for good.

Ans. his - possessive pronoun
voice - noun

(2) Over the years, Hawking has written 15 books

Ans. 15 - quantifier
books - noun

(3) These three books articulate his search for science's Holy Grail.

Ans. these - Demonstrative
books - noun

(4) A few events prevented him from despondency

Ans. A - article
event - noun

(5) That dream made him realize it

Ans. That - demonstrative
dreams - noun

WRITING SKILLS

(11) Complete the information from following graphic organiser and prepare a summary.

Ans. **Summary Maker**

	Title of the text	: "The Discovered light of Knowledge"
(i)	Name of the personality	: Ruskin Bond.
(ii)	Age	: 83 years
(iii)	Books (As Author)	: (i) The Blue Umbrella. (ii) A flight of Pigeons. (iii) The Room on the Roof (iv)Rusty, the Boy from the Hills. (v) A Handful of Nuts.
(iv)	Field of Excellence	: Excelled as an author with his five priceless enchanting stories of childhood, friendship, family, love and nature.
(v)	Achievements	: (i) Sahitya Akademi Award (1992) (ii) Padma Shri Award (1999) (iii) Padma Bhushan Award (2014) (iv) Life time Achievement Award (2017)

(12) You have come to know from the text that 'The Theory of Everything' is a film describing the life and work of Stephen Hawking. Watch the film on internet and write a complete review of it. You can take help of the following points while writing the review of the film.

Ans.

(1) **Title** : The Theory of Everything

(2) **Characters** : (i) Eddie Redmayne as Stephen Hawking

(ii) Feliaty Jones as Jane Hawking

(iii) Charlie cox as Jonathan Jones

(iv) David Thewlis as Dennis Sciama

(v) Simon McBurney as Frank Hawking Stephen's father.

(vi) Emily watson as Beryl wilde Jane's Mother.

(vii) Maxine Peak as Elaine Mason Stephen's second wife.

(viii) Harry Lloyd as Brian, Hawking's rooma

(3) **Story :** The movie, The theory of Everything tells the true story of when stephen Hawking met his first wife Jane, fell in love and dealt with a devastating Medical condition.

(4) **Dialogues:** Dialogues are heart touching, inspirational and emotional.

(5) **Picturisation :** A well picturised, sensitively directed inspirational biopic by James Marsh

(6) **Music :** Soft musical backing and appealing music by Johann Johan

(7) **Special features :** The theory of Everything is a sensitively inspirational biopic centered about the great physicist Stephen Hawking and his mind over body struggle.

(8) **Opinion / views :** It is a combination of Biography, Drama and Romance, its designed lovingly. Well made movie.

(9) **Message / Moral values :** "There should be no boundaries to human endeavor. However bad life may seem, where there is life there is hope" By Stephen Hawking Despite his struggle in life, his battle with a motor neuron disease, Stephen keeps a positive attitude on life.

❖❖❖

3.4 The Will to win

- Berton Braley

Central Idea :

The poem is an inspiring piece that boosts our morale and motivates us to achieve our goals with the will to win, come what may. It underlines the importance of hard work, planning, determination and fearlessness. It gives us the message that if one has the will to win, nothing is impossible. God will help such a person to achieve his goals.

Summary :

The poem defines for us what exactly is the will to win. It goes on to describe that if you want something so badly that you are willing to work hard day and night for it and give up your time, peace and sleep for it then you are definitely passionate about achieving it. If you give up all fear of all kind of opposition for it and you happily work hard for it and plan for it, you will surely get it.

If you use your capacity and determination to continue achieving your goal and put in all your faith and hope, be confident about achieving your goal, you will surely achieve it. If sickness, poverty, hunger or physical and mental pain doesn't deter you from your goal and if you firmly determine to go for your aim then God will help you achieve it.

MASTER KEY QUESTION SET - 3.4

Warming Up!

(1) Get into pairs, discuss and tick (✓) the most appropriate answer:

(i) You may have lost the match; but

(a) It is important that you start fighting with your opponent.

(b) It is important to have the will to win.

(c) It is important that you blame the organizers for the rough ground.

(ii) Success is always measured by:

(a) Ability to pounce at the opponent and fight with full force.

(b) Match fixing before the match begins.

(c) Ability to bounce back after a fall.

(iii) For attaining success; we need to:

(a) Sleep day in and day out and dream about success.

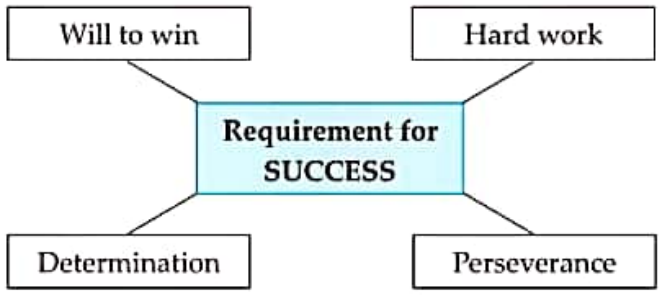
(b) Scheme out things to make the opponent fail

(c) Work hard day and night for it.

Ans. (i) It is important to have the will to win. (ii) Ability to bounce back after a fall. (iii) Work hard day and night for it.

(2) How can we achieve success in life? Complete the boxes by filling the essential qualities for achieving success.

Ans.



(3) Discuss and write 5 proverbs/quotations related to the importance of having a strong will-power.

Ans.

(i) Where there's a will, there is a way.

(ii) If you have a dream don't just sit there. Gather courage to believe that you can succeed and leave no stone unturned to make it a reality. (Rooplean)

(iii) If freedom is short of weapons, we must

compensate with will power (Adolf Hitler)

(iv) Most of life's actions are within our reach, but decisions take will power. (Robert McKee)

(v) There is no such thing as great talent without great will power. (Honore de Balzac)

(4) Complete the following table.

Make a list of great personalities of present and past who have achieved success in different walks of life. You can take help of your school library or search on the internet.

Ans.

Politics	Social	Sports	Music
Pt. Jawaharlal Nehru	Baba Amte	Don Bradman	Ustad Zakir Hussain
Mahatma Gandhi	Mother Teresa	Saina Nehwal	Pandit Hari Prasad Chaurasia
Abraham Lincoln	Medha Patkar	Dara Singh	Pandit Bhimsen Joshi
Dr Babasaheb Ambedkar	Kailash Satyarthi	Yuvraj Singh	A. R. Rehman
Subhashchandra Bose	Raja Ram Mohan Roy	Sachin Tendulkar	Pandit Shivkumar Sharma
Lal Bahadur Shastri	Sindhutai Sapkal	Vishwanath Anand	Lata Mangeshkar
Bal Gangadhar Tilak	Anna Hazare	Mary Kom	R. D. Burman

Reading Skills and Poetic Device

Q.1. Read the extract and answer the question:

Extract - I *(Textbook Page No.124)*

If you want a thing bad enough
to go out and fight for it,
work day and night for it,
give up your time and your peace and your sleep for it

If all that you dream
and scheme is about it and life
seems useless and worthless without it

If you gladly sweat for, fret for and plan for it and lose
all your terror of the opposition for it.

Glossary

(1) **scheme** *(v)* - plan
(2) **worthless** *(adj)* - useless
(3) **fret** *(v)* - worry, be anxious
(4) **terror** *(n)* - fear

A.1. Factual Questions:

Read the first two stanzas again and write down all those things that one should do desperately to achieve a particular thing in life. One is given to you.

Ans.

Things to do to achieve a particular thing in life	- Struggle / fight to overcome - Work day and night for it - Give your time for it - Give up your peace for it - Give up your sleep for it - Plan about it - Dream only about it.

A.2. Interpretative/Complex/Inference Questions:

(1) What does one give up for attaining what one wants?

Ans. One should give up his time, sleep and peace for attaining what one wants.

(2) When do other things seem cheap to you?

Ans. When we don't have what we want, other things seem very cheap to us.

(3) How should you sweat for your goal?

Ans. We should sweat for our goal gladly day in and day out.

(4) Identity and explain the figures of speech in the given lines.

(i) work day and night for it.

Ans. The figure of speech in the given line is Antithesis as two opposite words 'day' and 'night' are used in the same line for a better poetic effect.

(ii) Give up your time and your peace and your sleep for it.

Ans. The figure of speech in the given line is Repetition as the words 'your' and 'and' are repeated for a better poetic effect.

(iii) If life seems all empty and useless without it.

Ans. The figure of speech in the given line is Tautology as two words 'empty' and 'useless' which mean the same are used in the same line for a better poetic effect.

(iv) State the rhyme scheme used in the first four lines.

Ans. abbb.

Q.2. Read the extract and answer the question:

Extract - II *(Textbook Page No.124)*

If you simply go after that thing that you want with all
of your capacity, strength and sagacity, faith, hope and
confidence and stern for tenacity
If neither cold poverty, famish or gout
or sickness or pain
of body and brain
can keep you away from the thing that you want,
If dogged and grim you besiege and beget it,
with the help of GOD you'll get it!

Glossary

(1) **sagacity** *(n)* - wisdom and good judgement
(2) **stern** *(adj)* - severe
(3) **tenacity** *(n)* - determination to continue what one is doing
(4) **famish** *(adj)* - very hungry
(5) **dogged** *(adj)* - determined
(6) **grim** *(adj)* - serious, unhappy
(7) **gout** - acute pain and stiffness of bones

A.1. Factual Questions:

(1) Complete the sentence by filling in the blanks.

(i) ..... and ..... cannot keep you away from the thing you want.

(ii) ..... will help us to get what we want

Ans. (i) cold poverty and pain (ii) God

A.2. Interpretative/Complex/Inference Questions:

***(1) Find the lines from the poem which mean.**

(i) Make efforts continuously.

Ans. If dogged and grim you besiege and beget it.

(ii) Extremely poor condition.

Ans. If neither cold poverty, famish...

(2) According to the poet, what things can turn you away from your efforts.

Ans. According to the poet, poverty, physical, pain, mental stress, sickness and hunger can turn us away from our efforts.

(3) Identify and explain the figures of speech:

(i) If you simply go after that thing that you want with all of your capacity, strength and sagacity, faith, hope and confidence and stern tenacity.

Ans. The figure of speech in the given line is Climax as ideas are arranged in ascending order of importance for a better poetic effect.

(ii) If dogged and grim you besiege and beget it, with the help of God you'll get it!

Ans. The figure of speech in the given line is Exclamation. Strong emotions have been expressed.

Alliteration as two words 'besiege' and 'beget' begin with the same letter 'b' and produce the same sound for a better rhyming effect.

***Q.3. Read the poem again and write the appreciation of the poem 'The Will to Win' in a paragraph format.**

Ans. The title of the poem 'The Will to Win' by Berton Braley, reflects upon the desire in one to excel and considers it to be the most important quality. The poet elaborates on the theme through generous use of examples to explain what exactly the burning desire to achieve one's goals does to one.

Written in a motivational tone, the poet drives home the message that 'Nothing is impossible for the one who dares'. If your goal becomes your living mission and does not let you rest until you have achieved it then you are on the path to success. The poet assures us that hardwork, determination, fearlessness and relentless efforts will make way for a successful tomorrow.

The poem has a beautiful structure with each stanza beginning with 'if' serving as a yardstick to measure our passion to get what we want. It also lays down the conditions for us to be victorious. The rhyme scheme *abbb* sets the mood of the poem which is optimistic. The use of Tautology such as 'useless and worthless' and 'besize and beset' aids in conveying the message effectively. Besides, figures of speech such as Repetition and Alliteration make the poem an enjoyable and

rhythmic piece. The simple yet forceful language has the potency to inspire us and kindle in us the desire to go for our goals and win it no matter what! I liked the poem as it inspires us to put in our best. It deeply ingrains in us the belief that nothing is impossible for the one who works hard.

ENGLISH WORKSHOP

(1) (A) In order to achieve success, the poet wants us to .....

(1) go for it and fight for it.

(2) lose our sleep and peace for it,

(3) scheme and dream about it,

Ans. scheme and dream about it.

(B) Write as many phrases as you can using 'enough' and use them in your own sentences.

Examples: good enough

(1) long enough

Ans. The gown is long enough for a tall person like you.

(2) old enough

Ans. He is old enough to do the work on his own.

(3) fast enough

Ans. She walked fast enough to catch up with her friends.

(4) bad enough (from poem)

Ans. It is bad enough that he lost his job and now his child is sick.

(C) What does the word 'scheme' mean here?

Ans. The word 'scheme' here means a plan of action.

(D) Do you think the line 'Give up your time and your peace and your sleep for it' means that one should be 'desperate' or restless' to achieve one's goal. Explain your opinion, in your notebook.

Ans. I don't think that the line 'Give up your time and your peace and your sleep for it' means that we should be desperate and restless to achieve our goal. Restlessness is the outcome of our ardent desire to achieve our goal and not the means to achieve it. The line means that our desire to achieve our goal should be so strong that we are willing to sacrifice our sleep for it and it makes us so crazy that without achieving it, we cannot rest peacefully. So desperation and restlessness are more of a result of our passionate desire to achieve our goal rather than a deliberate attempt.

(E) Following lines are given to you. Find their appropriate meanings after discussing with your partner.

(1) To go out and fight for it.

(2) Makes you quite mad enough.

(3) Lose all your terror of God or man for it.

(4) With all your capacity, strength and sagacity.

Ans.

(1) **To go out and fight for it** - to go ahead and achieve it through hard work and determination.

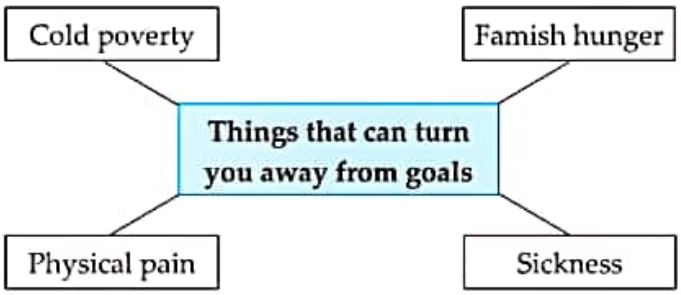
(2) **Makes you quite mad enough** - your goal makes you go mad about it all the time.

(3) **Lose all your terror of God or man for it** - become fearless.

(4) **With all your capacity, strength and sagacity** - Go for your goal believing in your capacity, wisdom and judgement.

(F) Read the poem again and complete the web showing all those things that can turn one away from ones efforts towards a goal.

Ans.



(G) Find the lines from the poem which mean

(1) become crazy for the goal

(2) toil hard happily

(3) get rid of all fear

(4) make efforts continuously

(5) extremely poor condition

Ans.

(1) **became crazy for the goal** - give up your time and your peace and your sleep for it.

(2) **toil hard happily** - If you gladly sweat for it.

(3) **get rid of all fear** - lose all your terror of the opposition for it

(4) **make efforts continuously -** work day and night for it.

(5) **extremely poor condition -** If neither cold poverty, famish or gout.

(2) The poet has mentioned some hurdles in the poem that keep us away from achieving that thing (goal) in our life. Make a list of all the hurdles mentioned in the poem.

Ans. Hurdles that can keep you away.

sickness, hunger, physical pain, mental pain/ stress, poverty.

(3) The poem explicitly describes some strengths and weaknesses with the help of some words and phrases. The poet wants us to possess all the strengths and keep away from all weaknesses. Make a list of all words and phrases showing strengths in table A and weaknesses in table B. One is done for you.

Ans.

A	B
Strength	**Weaknesses**
Work day and night	**Sickness**
Give up your time	Poverty
Give up your peace	Hunger
Give up your sleep	Physical pain
Dream about your goal	Mental stress
Plan about your goal	
Lose all fear of opposition	

With all your capacity strength and sagacity, faith, hope and confidence and stern tenacity.

(4) Listen to the poem carefully and state whether the following statements are true or false. Correct the false statements.

(i) If you want a thing, you should not give up your sleep.

Ans. False; If you want a thing, you should give up your sleep for it.

(ii) You should be afraid of your opposition.

Ans. False; You should lose all fear of your opposition.

(iii) Cold or poverty cannot keep you away from achieving your goal.

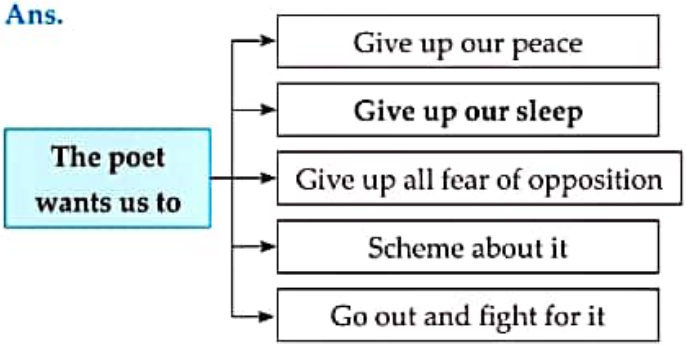
Ans. True.

(iv) You can achieve your goal with the help of God

Ans. True.

(5) Form pairs and complete the web with suitable responses. Tell the class what all things the poet wants us to do to win.

Ans.



(6) Match the phrases in table A with lines from poem given in table B.

	Phrases		Lines
(i)	Toil hard	(a)	If you want a thing bad enough...
(ii)	Get rid of all	(b)	If neither cold poverty, famished…
(iii)	Extremely poor condition	(c)	To work day and night for it.
(iv)	Need desperately	(d)	Lose all your terror of the opposition for it.

Ans. (i - c), (ii - d), (iii - b), (iv - a)

(7) Every stanza begins with word 'if'. How does it add to the effectiveness of the poem?

Ans. The poem revolves around the importance of the will to win stressing that the will to win is the most important pre-requisite to achieving success. The use of the word 'if in the beginning of each stanza defines for us the extent of passion required to excel in life. The poet uses the same word 'if' to advise us what will help us reach our goal. Hence, 'if' in the beginning of the stanza effectively lays down the condition to excel in life.

(8) (A) In poetry, when words/ideas are arranged in an ascending order of importance, the figure of speech used is called 'Climax'.

- For example, Man should work for his family, his country, but most of all for God.
- Pick out two examples of 'Climax' from the poem.

Ans.

(i) If you gladly sweat for, fret for and plan for it and lose all your terror of the opposition for it.

(ii) If you simply go after that thing that you want with all your capacity, strength and sagacity, faith, hope and confidence and stern tenacity.

(B) When some words, in the line of the poem, express the same idea in different ways, the figure of speech used is 'Tautology'.

For example, . . . happy and joyfull.

. . . motionless and still.

- Pick out two examples 'Tautology' from the poem.

Ans.

(i) life seems useless and worthless without it.

(ii) With all your capacity, strength and sagacity, faith hope and confidence and stern tenacity.

(C) Pick out one example of the following Figures of Speech.

Ans.

(1) Antithesis : Work day and night for it.

(2) Alliteration : of body and brain

(3) Repetition: If you gladly sweat for fret for and plan for it.

WRITING SKILLS

(9) Work in group and prepare and present a speech on 'How to achieve success'.

Ans. Respected Principal, teachers and my dear tenth graders a very good morning. I am grateful to the school for giving me this opportunity to talk to you. I take this opportunity to stand before you to share my views on how to achieve success. It is rightly said, 'Who you are tomorrow begins with what you do today.' Your desires and actions today will define and shape your tomorrow. It is important therefore, to have a plan for a goal. Without a plan it is just a wish. The plan that you make should be realistic and not over ambitious. Know your limitations and be proud of your potential.

Secondly, it is important to fight the challenges that come to your way with grit and determination These challenges help us grow. Not giving up is the surest way to achieve success. Coupled with this, my dear friends, if you have a positive attitude towards life, you are half way through. A successful person sees even the invisible. 'If you can imagine it in your mind, you can hold it in your hand' goes the famous quote. Remember that though the world has become competitive, it is important to keep sweet and not forget your morals and principles. For a clear conscience is the most comfortable pillow to sleep on.

Additionally, success is a mix of social, physical, emotional and mental well being. Success is defined by your happiness. If you are happy, you are successful but if you are successful you need not necessarily be happy. So do all that makes you happy: keep in touch with your closed ones, be compassionate and humble. Success is not a destination to be reached but a journey to be enjoyed. Put in your best, go for your goals, make it your living mission and although 'at first people will ask you why you are doing it, in the end they will ask how you did it'. All the best for your board exams.

Thank you.

(10) Project:

Make a list of Berton Braley's selected collection of poems. You can take help of your teacher, library or search on internet Recite Braley's one poem in front of the class.

Ans.

(i) Start where you stand

(ii) Success

(iii) Opportunity

(iv) The Old Top Sergeant

(v) The Will to Win

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3.5 Unbeatable Super Mom - Mary Kom

- Mary Kom

Central Idea :

"People used to say that boxing is for men and not for women" and I thought, "I will show them some day. I promised myself and I proved myself." These are the words of none other than the famous 'Mary Kom' who made Indians proud with her sports achievements in the field of boxing. She made her own way to success. She knew her dreams, her strength and listened to her mind and reached the heights of success at a very young age without forgetting to support her family.

Summary :

The lesson 'Unbeatable Super Mom – Mary Kom shows that success is not an easy journey. "In a sports person's life, pressure is always there, you have to deal with it." In an interview with sportskeeda correspondent Taruka Srivastava, Mary Kom revealed that in her journey to success she got the support of family and friends, but climbing up the ladder of success was not an easy task. There were a lot of ups and downs but this did not shake her determination. Inspired by the boxer Dingko Singh, a gold medalist in the Asian games 1998, she started her career in boxing at a very young age and made her international debut at the tender age of 18. She hopes that her wins inspire to cease racial discrimination. She has proved what she can be in a zone that is thoroughly dominated by men. Being a mother herself, she is a motivation for most of the Indian women. An advice for everyone, especially women – "If you ever feel lost or hassled in life, remember there is someone like Mary Kom who did not give up."

MASTER KEY QUESTION SET - 3.5

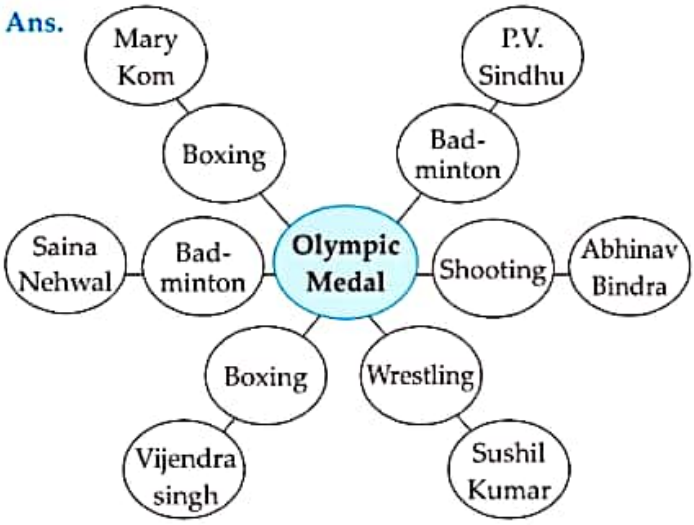
Warming Up!

(1) Discuss and find out the jobs which were done only by men in the past but now a days women too have started doing them.

Ans. Pilots, trainers, drivers, mechanics, surgeons, butchers, politicians, coxswains coastguards, painters, business, corporators, etc

(2) Complete the following web of India's winning medals in Olympics:

Ans.



The text is about a famous woman boxer - Mary Kom who has brought laurels to our country by winning many national and international boxing championships. Make a list of famous men and women boxer across the world. You can take help of the internet or your school library to get this information to complete the table.

Name of boxer	Gender	Country
(i) Mary Kom	Female	India
(ii) Mia Rosales	Female	United States
(iii) Laila Amaria	Female	United States
(iv) Mike Tyson	Male	United States
(v) Vijendra Singh	Male	India

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below:

Passage - I *(Textbook Page No. 129 and 130)*

There had to be one successful story if Indians were to survive in sports and we have that story now. Enough has

been said about this great warrior who conquered the world. This warrior is none other than Mary Mangte Kom - the Komqueror and the Komrade. She is famed as a five times World Boxing Champion and the only boxer to win a medal in every one of the six world championships. In the 2012 Olympics, she became the first Indian woman boxer to qualify and win a bronze medal in the 51 Kg flyweight category of Boxing.

Kom was born is Kangthei village, Moirang Lamkhai in Churachandpur district of rural Manipur in eastern India. She came from a poor family. Her parents, Mangte Tonpa Kom and Mangte Akham Kom were tenant farmers who worked in jhum fields. Kom grew up in humble surroundings, helping her parents with farm related chores, going to school and learning athletics initially and later boxing simultaneously. Her father was a keen wrestler in his younger age.

She had an eager interest in athletics since childhood and the success of Dingko Singh a fellow Manipuri who returned from the 1998 Bangkok Asian games with a gold medal, Kom recollects, had inspired many youngsters in Manipur to try boxing and she too thought of giving it a try.

Mary Kom's career started in 2000 after her victory in the Manipur State women's boxing championship and the regional championship in West Bengal. In 2001, she started competing at international level. She was only 18 years old when she made her international debut at the first AIBA Women's World Boxing Championship in United States, winning a silver medal in the 48 kg weight category. Her greatness is reinforced by the way she apologized to the whole nation for not being able to win the Gold. She is a legend for sure and an idol for all the sportswomen to look up to.

Glossary

(1) **jhum** (*n*) - farming based on shifting cultivation

(2) **humble surroundings** (*n*) - simple and poor conditions

(3) **initially** (*adv*) - at the beginning

(4) **simultaneously** (*adv*)- occurring at the same time

(5) **debut** (*n*) - first public appearance or performance

(6) **reinforced** (*adj*) - strengthened

(7) **a legend** (*n*) - one who makes history

(8) **idol** (*n*) - a person or thing that is greatly admired, loved or revered; celebrity; superstar

A.1. Factual Questions:

(1) Write whether true or false

(i) Mary Kom was the first Indian woman boxer to win a bronze medal.

(ii) Mary Kom was unhappy that she could not win the Gold during her international debut.

Ans. (i) True (ii) True

A.2. Interpretative/Complex/Inference Questions:

***(1) How did Mary Kom's parents make a living?**

Ans. Mary Kom's parents were tenant farmers who worked in jhum fields and made a living.

***(2) What has added to Mary Kom's greatness as a boxing champion?**

Ans. Mary Kom's apology to the whole nation for not winning the Gold, in 2001, her international debut added to her greatness as a boxing champion.

(3) What were Mary Kom's daily activities as a child?

Ans. Mary Kom's daily activities revolved around helping her parents with farm related chores, going to school and learning athletics and boxing.

(4) What was Mary Kom's father during his younger days?

Ans. Mary Kom's father was a keen wrestler during his younger days.

(5) What made Mary Kom try boxing as a career?

Ans. The success of the boxer Dingko Singh, a fellow Manipuri who returned to Manipur from the 1998 Bangkok Asian games with a Gold Medal inspired Mary Kom to give a try in boxing as a career.

***(6) What makes the writer call Mary Kom 'a legend'?**

Ans. Being born and growing up in humble surroundings did not stop Mary Kom from following her passion. She not only went to school and helped her parents everyday at the farm, but also found time to pursue her passion. Inspired by the success of Dingko Singh, she too decided to give boxing a try although it was considered to be a man's sport. She excelled in the state and regional boxing championships and forged ahead to win a silver medal at the international level at a tender age of 18 years, bringing glory and fame to our country, India. She was sorry for not winning the Gold for which she apologized to the nation, showing her greatness. She made history winning the silver at the international level and an idol for sportswomen and women in general that is why the writer calls her a legend.

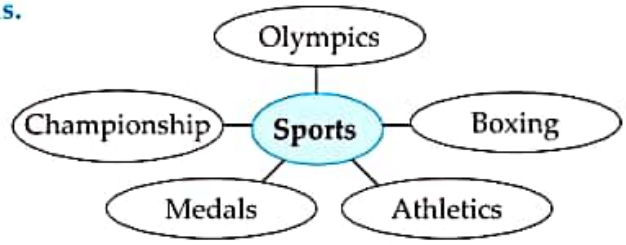
***(7) What prime quality did Mary Kom display during her first attempt in Olympic Games? What was her bad luck?**

Ans. Mary Kom appreciated the qualities of her opponent. This shows the sportsmanship quality in her. Her bad luck was that the decisions of the judges were dodgy and were not in her favour.

A.3. Vocabulary Questions:

(1) Prepare a word web for sports from the extract.

Ans.



(2) Give the noun forms of

Ans.

(i) survive – survival

(ii) quality – qualification

(iii) younger – youth

(iv) apologized – apology

(3) Use affixes to the given words to make a new word.

(i) successful (ii) world

(iii) gold (iv) victory

Ans. (i) unsuccessful (ii) worldly

(iii) golden (iv) victorious

A.4. Grammar Questions:

(1) Do as directed.

(i) Kom grew up in humble surroundings.

(Add a question tag)

Ans. Kom grew up in humble surroundings, didn't she?

(ii) She came from a poor family. *(Identify the part of speech of each word in the sentence.)*

Ans. She – pronoun, came – verb, from – preposition, a – article, poor – adjective, family – noun

(iii) Dingko Singh had inspired many youngsters.

(Identity the Tense)

Ans. had inspired - Past Perfect Tense

(iv) She is a legend and an idol for all sportswomen.

(Use not only....but also)

Ans. She is not only a legend but also an idol for all sportswomen.

(v) She was only 18 years old when she made her international debut.

(Identity the Subordinate Clause and state its kind.)

Ans. When she made her international debut- Subordinate Clause. Kind – Adverb Clause.

A.5. Pers sponse Questions:

(1) Who is your inspiration? Why ?

Ans. My inspiration is my mother. She is a bubbly lady full of energy. I have never seen her angry. She is full of happiness and spreads happiness around. Although she is a working lady, she finds time for family members and friends from her busy schedule. I really wonder from where she gets all her energy. She inspires me a lot and I would love to be like her.

Q.2. Read the following passage and answer the questions given below:

Passage - II *(Textbook Page No. 130 and 131)*

In an exclusive interview with Sportskeeda correspondent Taruka Srivastava, Olympic Bronze medalist Mary Kom talked about her preparation for the Olympics and her elation at winning a medal.

Interviewer : First things first - you're the first Indian female boxer to win an Olympics medal for India. Has the feeling completely sunk in?

Mary Kom : I am really happy with my achievement and yes it is yet to sink in. I am just so exhilarated.

Interviewer : You were the only female repesentative from India in boxing. Did that put additional pressure on you?

Mary Kom : No, not at all. I was pretty confident about myself. I knew.

Interviewer : Your coach Charles Atkinson was not allowed to accompany you to the Olympics. How did that affect your preparations ?

Mary Kom : Well I did miss him there but thankfully, we had already done our homework and I was well prepared.

Interviewer : During your preparations for the Olympics, you sparred with the male boxers of the Indian contingent. Who was your favourite sparring partner?

Mary Kom : (Laughs) Well, I trained hard in Pune and the male boxers were kind enough to practise with me whenever I required them. To name a favourite would be unfair.

Interviewer : You were quoted saying "Adams was very clever, a counter - puncher but, although she. carried power, she wasn't very tactical. I was scoring but the judges were not pressing the buttons." Do you think dodgy judging was part

of the reason for your loss in the semi - finals?

Mary Kom : Yes, I think some of the decisions were unfortunate and did not work to my benefit.

Interviewer : India managed just 6 medals in the 2012 Olympics even though we are a nation of 1:3 billion people. Where do you think a change is required to get help us win medals that are proportionate with our population?

Mary Kom : I think more and more people should take up sports as a full - time career if we want more gold medals. More corporates should come in and sponsor players so that the players don't have any financial pressure and can just focus on their games.

Glossary

(1) **exclusive** (*adj*) - restricte d to the person concerned

(2) **correspondent** (*n*) - a person employed to report for a newspaper or broadcasting organization

(3) **elation** (*n*) - great joy

(4) **sink in** (*phrasal verb*) - realize & accept; register; become clear

(5) **exhilarated** (*v*) - very thrilled; very happy

(6) **sparring** (*v*) - motion of boxing during training without landing actual blows.

(7) **tactical** (*adj*) - planned actions to gain victory

(8) **dodgy** (*adj*) - unjust / partial

(9) **corporate** (*n*) - companies or industries

(10) **sponsor** (*n*) - organization that pays or aids sportsmen or a sport event.

A.1. Factual Questions:

(1) Who said to whom.

(i) "I am really happy with my achievement."

Ans. Mary Kom said the above lines to Sportskeeda correspondent Taruka Srivastava.

(ii) "Who was your favourite sparring partner?"

Ans. Sportskeeda correspondent Taruka Shrivastava asked the above question to Mary Kom.

A.2. Interpretative/Complex/Inference Questions:

***(1) What failed to pressurise Mary Kom during the Olympics?**

Ans. Her confidence in herself, failed to pressurise Mary Kom during the Olympics.

***(2) What can help Indian Sportsmen to win more Olympic medals?**

Ans. If more Corporates come in and sponsor players, the players won't have any financial pressure and can just focus on their games, thereby helping them to win more Olympic medals.

(3) Did Mary Kom's coach, Charles Atkinson not being allowed to accompany her to the Olympics affect her? Why?

Ans. No, not allowing Mary Kom's coach Charles Atkinson, to accompany her to the Olympics did not affect her. It did not affect her because they had done their homework well and she was well prepared.

(4) What was the reason for Mary Kom's loss in the semi-finals?

Ans. The dodgy judging by the judges was part of the reason for Mary Kom's loss because although she was scoring, the judges were not pressing the buttons.

***(5) What does Mary Kom suggest for India to win more Olympic Gold Medals?**

Ans. Mary Kom suggests that if more people took up sports as a full-time career, India would win more Olympic Gold Medals.

A.3. Vocabulary Questions:

(1) Pick out a pair of compound words from the extract.

Ans. homework, thankfully counter-punch, full-time, proportionate, whenever, semi-finals

(2) Match the prefixes correctly and rewrite.

(i)	Counter	–	(a) dis
(ii)	Power	–	(b) un
(iii)	Prepared	–	(c) mis
(iv)	Proportionate	–	(d) en
(v)	Confident	–	(e) em
			(f) over

Ans. (i) encounter (ii) empower (iii) unprepared (iv) disproportionate (v) overconfident

(3) Pick out a word from the extract which means – 'very thrilled.'

Ans. exhilarated

A.4. Grammar Questions:

(1) Do as directed.

(i) Use the given word as a verb and a noun. – 'work'.

Ans. Verb – Work hard to do well in the finals.

Noun – He knows his work well.

(ii) I was scoring but the judges were not pressing the button. *(Identify the type of sentence)*

Ans. Compound Sentence

(iii) India managed just 6 medals in the 2012 Olympics. *(Frame a 'Wh' question so as to get the underlined words as the answer.)*

Ans. What did India manage to get in the 2012 Olympics?

(iv) You're the first Indian female boxer to win an Olympics medal for India

(a) Separate the Subject and Predicate.

(b) Pick out the non-finite verb and identify its Kind)

Ans. (a) You – Subject

are the first Indian female boxer to win an Olympics medal for India – Predicate

(b) to win – infinitive

A.5. Personal Response Questions:

(1) What are your views on dodgy in games/sports?

Ans. Playing organized sports can be a wonderful experience for a sportsperson. He/She can improve his skills and be an asset to the nation. Dodgy in sports kills the very life of a sport. One does not play for enjoyment of the game but to make money the wrong way. Unfair judging too can kill the spirit of sport. We get to hear many such cases wherein wrong judgments have been given in the field of sports. A strict action has to be taken against the wrong doers and keep sports a clean affair.

Q.3. Read the following passage and answer the questions given below:

Passage - III *(Textbook Page No. 131 and 132)*

Interviewer: Do you think interest in boxing in India will ever go beyond the Olympics?

Mary Kom : Yes, I am sure that in a few years boxing will be very popular among everyone in India, all the year round.

Interviewer : How aware are Indian women of their nutritional requirements ? Diet and nutrition must've been a key factor in your conditioning for the Olympics. Do you think nutrition is a neglected area in Indian sports?

Mary Kom : The awareness is growing now among the female athletes when it comes to nutritional requirements. Nutrition has definitely been a neglected area in Indian sports. I had to gain 3 kgs since I had to fight in the 51kg event instead of the usual 48kgs that I fight in. So I had to focus on what to eat. I gained weight by eating the right kind of healthy food rather than bad saturated fats.

Interviewer : How big a role did OGQ play in shaping the boxing scene in India for the better?

Mary Kom : OGQ really played an important part in my success. They helped me out whenever I needed something. They took care of everything, which helped me focus on my boxing and kept me stress - free.

Interviewer : What's your opinion on the future of Indian boxing?

Mary Kom : The future is very bright and I am sure many more boxers will get medals for us.

Glossary

(1) conditioning (*v*) - becoming fit.

(2) nutrition (*n*) - food or nourishment

(3) saturated fats (*n*) - unhealthy fats

(4) OGQ (*n*) - Olympic Gold Quest

A.1. Factual Questions:

(1) Complete the sentence

(i) OGQ helped Mary Kom whenever .....

(ii) Mary Kom had to gain 3 kgs since ..... event.

Ans. (i) she needed something.

(ii) she had to fight in the 51 kg event.

A.2. Interpretative/Complex/Inference Questions:

***(1) How did Mary Kom increase her weight?**

Ans. Mary Kom increased her weight by eating the right kind of healthy food rather than bad saturated fats.

***(2) What did OGQ do for Mary Kom?**

Ans. OGQ (Olympics Gold Quest) played an important part in Mary Kom's success. They helped her out whenever she needed something. They took care of everything, which helped her focus on her boxing and kept her stress-free.

(3) Why was it necessary for Mary Kom to gain weight?

Ans. It was necessary for Mary Kom to gain 3 kgs since she had to fight in the 51 kg event instead of the usual 48 kgs she fought in.

(4) What does Mary Kom suggest for India to win more Olympic Gold Medals?

Ans. Mary Kom suggests that if more people took up sports as a full-time career, India would win more Olympic Gold Medals.

A.3. Vocabulary Questions:

(1) Pick out a pair of collocations from the extract.

Ans. (i) Indian women (ii) nutritional requirements (iii) Key factor (iv) Indian sports (v) female athletes (vi) neglected area (vii) saturated fats (viii) healthy food (ix) important part

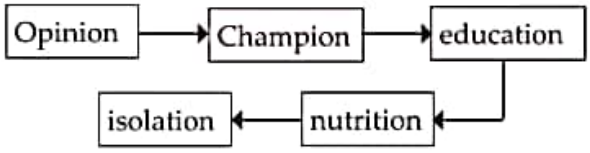
(2) Give the verb form

Ans.

(i) bright – brighten
(ii) success – succeed
(iii) popular – popularize
(iv) sure – ensure

(3) Prepare a word chain with five or more than five letters. The words should end with the last two letters of the given word. (4 words only)

Ans.



A.4. Grammar Questions:

(1) Do as directed

(i) The future is very bright.

(a) Change into negative.

(b) Change into Exclamatory

Ans. (a) The future is not at all dull.

(b) How bright the future is !

(ii) Nutrition has been a neglected area in Indian sports. *(Change into Interrogative)*

Ans. Hasn't nutrition been a neglected area in Indian sports?

(iii) In a few years boxing will be very popular. (Add a Question Tag)

Ans. In a few years boxing will be very popular, aren't I?

(iv) They helped me out. (Change the Voice)

Ans. I was helped out by them.

(v) Many more boxers will get more medals for us. *(Separate the Subject and Predicate)*

Ans. Many more boxers – Subject
will get more medals for us – Predicate.

(vi) They helped me out, whenever I needed them. *(Subordinate clause and kind)*

Ans. Whenever I needed them - Subordinate Clause. Kind – Adverb Clause.

A.5. Personal Response Question:

(1) Do you agree that diet and nutrition play an important role in sports? Justify.

Ans. Yes, I agree that diet and nutrition play an important role in sports. Nutrition is the key to success in sports. Nutritious food conditions, strengthens and activates the athelete. Knowing the proper food to eat before, during and after a physical activity can help an athelete in achieving the desired performance.

Q.4 Read the following passage and answer the questions below:

Passage - IV *(Textbook Page No. 132)*

Interviewer : Do you find it difficult to convince your children not to fight when they watch you go out and do it in style all the time ?

Mary Kom : Well, I have twins and yes, sometimes it becomes really difficult to keep them under control.

Interviewer : Will you train your kids to become boxers as well ?

Mary Kom : I haven't really thought about it. As of now, just let their mother box !

Interviewer : You have broken several stereotypes about the women in India by showing that women can compete with men in any field. But how good are you at the 'traditional' feminine activities like cooking ?

Mary Kom : Well, I am good at cooking and other household work too.

Interviewer : Would you be interested in coaching Indian women in boxing one day ?

Mary Kom : Let's see. In the future, may be yes.

Interviewer : What do you prefer being called - Super Mom or Super Boxer ?

Mary Kom : I love being a mom. That's the best thing that has ever happened to me.

Awards and recognitions

- *Arjuna Award (Boxing) in 2003*
- *Padma Shree (Sports) in 2006*
- *Contender for Rajiv Gandhi Khel Ratna Award in 2007*
- *People of the Year - Limca Book of Records in 2007*
- *CNN-IBN and Reliance Industries Real Heroes Award in 2008*
- *Pepsi MTV Youth, AIBA in 2008*

- *Magnificent Mary', AIBA in 2008*
- *Felicitation by Zomi Student's Federation (ZSF) at New Lamka YPA Hall in 2008*
- *Rajiv Gandhi Khel Ratna award in 2009*
- *International Boxing Association's Ambassador for Women's Boxing in 2009*
- *Sportswoman of the year, Sahara Sports Award in 2010*

Glossary

(1) **stereotype** (*v*) - a fixed idea held as a common standard.

A.1. Factual Questions:

(1) Choose the correct option and fill.

(i) Mary Kom prefers being called a ..... (Super Mom/Super Boxer/Super Kom)

(ii) Mary Kom was awarded the Padma Shree in ..... (2008/2007/2006)

Ans. (i) Super Mom (ii) 2006.

A.2. Interpretative/Complex/Inference:

***(1) Is Mary Kom more proud of being a boxer or a mother?**

Ans. Mary Kom is more proud of being a mother than a boxer.

(2) Why does Mary Kom find it difficult to handle her kids sometimes?

Ans. Mary Kom finds it difficult to handle her kids while trying to convince them not to fight when they watch her go out and fight in style all the time.

(3) What are the other things Mary Kom is good at other than boxing?

Ans. Other than boxing, Mary Kom is good at cooking and other household work.

(4) What does Mary Kom plan to do in future?

Ans. Mary Kom will perhaps coach the Indian women in boxing, in the future.

(5) Name any two awards Mary Kom has received.

Ans. Arjuna Award in 2003, Padmashree Award in 2006, Rajiv Gandhi Khel Ratna award in 2009 Sahara sports Award in 2010, etc.

A.3. Vocabulary Questions:

(1) Pick out adjectives from the extract.

Ans. good, super, Indian, difficult, feminine, traditional, best.

(2) Pick out a word from the extract which means – 'a fixed idea held as a common standard'.

Ans. stereotypes

(3) Pick out the antonyms for the given words from the extract.

(i) easy × .....

(ii) untrain × .....

(iii) untraditional × .....

(iv) difference × .....

(v) masculine × .....

Ans. (i) difficult (ii) train (iii) traditional (iv) stereotype (v) feminine

A.4. Grammar Questions:

(1) Do as directed

(i) I haven't thought about it. *(Question Tag)*

Ans. I haven't thought about it, have I?

(ii) As of now, just let their mother box ! *(Identify the kind of sentence)*

Ans. Exclamatory sentence

(iii) I love being a mom. *(Change into an Exclamatory sentence)*

Ans. How I love being a mom !

(iv) I am good at cooking and other household work *(use 'not only....but also')*

Ans. I am not only good at cooking but also at other household work.

(v) I am good at cooking.

(a) Add a question tag.

(b) Identify the degree of the adjective.

Ans. (a) I am good at cooking, aren't I?

(b) good – positive degree

(vi) Mary Kom said, "I am good at cooking." *(Rewrite as Indirect Speech)*

Ans. Mary Kom said that she was good at cooking.

A.5. Personal Response Question:

(1) 'Women can compete with men in any field.' Do you agree? Justify.

Ans. Yes, I agree that women can compete with men in any field. Women are born with equal rights as men. God has not made anyone superior or inferior on the basis of gender. We people make this difference and discriminate on the grounds of gender. Women should have equal rights in social, political, economic and other judicial things. Women can surely lead the country to a higher

level of development and success. Gender equality will give women equal opportunities as men in every field. Indian history is filled with vivid examples, such as Savitribai Phule, Jhansi ki Rani, Indira Gandhi, Kalpana Chawla, Kiran Bedi and so on. These women did tremendous jobs for our society walking shoulder to shoulder with men, so I completely agree with the above statement, 'Women can compete with men in all walks of life.'

ENGLISH WORKSHOP

(1) Choose the correct alternatives and underline it:

(i) What kind of text is it?

(a) story (b) speech (c) interview (d) essay

(ii) Which state does Mary Kom belong to?

(a) Maharashtra (b) Tamil Nadu

(c) Kerala (d) Manipur

(iii) Who inspired Mary Kom and other youngsters in Manipur to choose boxing as a career?

(a) Dingko Singh

(b) Charles Atkinson

(c) Mangte Tonpa Kom

(d) Adams

(iv) What did Mary Kom prefer for being called?

(a) Super Mom (b) Super Boxer

(c) Super Women (d) Super Being

Ans. (i - c), (ii - d), (iii - a), (iv - a)

(2) Go through the text again and find out the name of cities and their importance in mary Kom's Life. One is given for you.

Ans.

(i) Kangthei - Mary Kom's birth place.

(ii) Manipur - victory in State women's boxing.

(iii) West Bengal - victory in regional championship

(iv) USA - winning silver medal at the AIBA Women's World Boxing Championship

(3) Go through the text again and complete the following sentences.

(i) Mary Kom helped her parents with ..... .

(ii) The success of Dingko Singh inspired ..... .

(iii) Mary Kom made her debut at ..... .

(iv) We can get more gold medals if ..... .

(v) Mary Kom was able to increase her weight by ..... .

(vi) Mary Kom is good at ..... .

(vii) Mary Kom loves to be ..... .

(viii) Mary Kom apologized to the nation for ..... .

(ix) Kom's parents were ..... Her father was ..... .

(x) Kom was the first woman boxer to ..... .

Ans.

(i) farm related chores

(ii) Mary Kom and many youngsters in Manipur to try boxing

(iii) the first ALBA women's World Boxing Championship in US at the tender age of 18 years.

(iv) more people take up sports as a full-time career

(v) eating the right kind of healthy food

(vi) cooking and other household work

(vii) a mother

(viii) not being able to win the Gold at the Olympics

(ix) tenant farmers, a keen wrestler in his younger age.

(x) qualify and win a bronze medal in the Olympics

(4) You will find some Acronyms in the text. Go to the library or search on internet to find their full forms. Discuss with your partner. One is given for you.

Ans.

(i) OCG – Olympic Gold Guest

(ii) IBN – Internet Business Network

(iii) MTV – Music Television Video

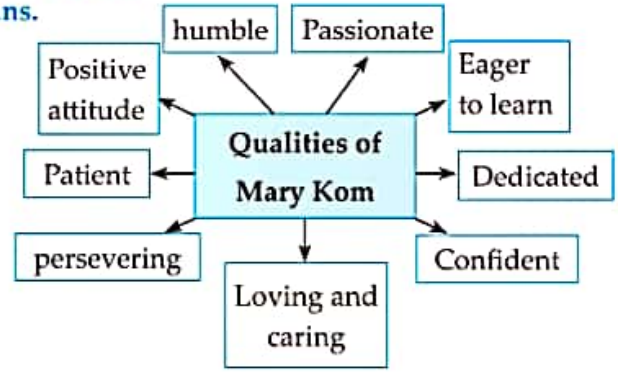
(iv) YPA – Yearly Plan of Action

(v) AIBA – Association International de Boxe Amateur

(vi) CNN – Cable News Network

(5) Glance through the text and find the special qualities of Mary Kom. Complete the web by putting different qualities of Mary Kom in the boxes.

Ans.



(6) 'Super Mom' refers to an Excellent mother. Give three reasons why 'super' has been added to the word 'mom' as in the title.

Ans.

(i) She is good at cooking and other household work.

(ii) She loves to be called a Super Mom rather than a Super Boxer.

(iii) Along with managing her boxing, she manages her twins and being a super mom very well.

(7) Rearranging the facts below in their proper order, as per the text.

(i) Mary Kom made her first appearance at international level.

(ii) She sparred with male boxers in Pune.

(iii) Mary Kom won the Manipur State's Women's boxing championship.

(iv) She won a bronze medal in the 2012 Olympics.

(v) Mary Kom decided to take up boxing.

Ans. Correct order is: (v) (iii), (i), (ii), (iv)

(8) Make sentences of your own using the following words :-

(i) debut

Ans.

(a) I made a debut as a singer when I was 10 years old.

(b) His debut match was a success.

(ii) elation

Ans.

(a) There was great elation in my locality when I was selected to play for the country.

(b) On the result day, a feeling of elation washed over me when I was declared the topper.

(iii) Sponsor

Ans.

(a) He was the sponsor for my education.

(b) He agreed to be my sponsor for my USA trip.

(iv) Reinforced

Ans.

(a) Her suspicious behavior reinforced my doubt.

(b) The advice from my parents reinforced me to join the Forces.

(v) humble surroundings

Ans.

(a) Many achievers have grown up in humble surroundings.

(b) Her success did not make her forget her humble surroundings.

(9) Find antonyms of the following words from the text.

(i) Arrogant × humble (ii) Finally × initially

(iii) Depressed ×

(iv) Diffident × confident

(f) Float ×

(10) Underline the Subordinate Clauses and state their kind.

(i) Enough has been said about this great warrior, who conquered the world.

Ans. Who conquered the world – Adjective Clause.

(ii) The male boxers kindly practised with me whenever I required them.

Ans. Whenever I required them - Adverb Clause.

(iii) I think that more people should take up sports as a full-time career.

Ans. That more people should take up sports as a full-time career - Noun Clause.

(iv) Do you think nutrition is a neglected area in Indian Sports?

Ans. Nutrition is a neglected area in Indian Sports - Noun Clause

(v) That's the best thing, that has happened to me.

Ans. That has happened to me. - Adjective Clause

(vi) India managed just 6 medals in 2012 Olympics even though we are a nation of 1.3 billion people.

Ans. Even though we are a nation of 1.3 billion people - Adverb Clause

(11) (A) Pick out from the lesson the Verb forms of

Ans.

(i) **qualification** – qualify (ii) **negligence** – neglect

(iii) **company** – accompany (iv) **decision** – decide

(v) **practice** – practise (vi) **birth** –

(B) Pick out the Noun forms of

Ans.

(i) **represent** – representation

(ii) **change** – change (iii) **prepare** – preparation

(iv) **achieve** – achievement (v) **aware** – awareness

(vi) **succeed** – success

(C) Pick out the Adjective forms of

Ans.

(i) **favour** - favourable

(ii) **proportion** - proportionate

(iii) **finance** - financial (iv) **nutrition** - nutritive

(v) **female** - feminine (vi) **addition** - additional

WRITING SKILLS

(12) Fill in the fact file of Mary Kom.

Ans.

(i) **Full name :** Chungneijang Mary Kom

(ii) **Native of :** Manipur

(iii) **Early life and interests :** poor family, parents tenant farmers

(iv) **Special sport taken up :** boxing

(v) **Inspired by :** Dingko Singh

(vi) **Coach :** Charles Atkinson

(vii) **Early achievements :** victory in Manipur state in 2000, regional championship in West Bengal in 2000

(viii) **International Achievements :** Silver medal at the AIBA Women's World Boxing Championship.

(ix) **Her passion :** Boxing

(x) **Future plans :** Coaching Indian Women in boxing

(13) Mary Kom prepared rigorously to win many championship. Read the text again and make a list of various things done by Kom regarding her preparations.

- Variety of preparations
- Diet
- Focus

Ans. Mary Kom was interested in athletics since her childhood. She decided to take up boxing as her career and gave it her all. Her coach helped her prepare well for the Olympics and Mary Kom was a sincere student and learnt everything she needed to perfect her sport. She sparred with male boxers of the Indian contingent, She trained hard in Pune with the male boxers which helped her a lot. She focused on eating the right kind of healthy food which kept her in good shape. She is very optimistic about Indian boxing and is of the opinion that in the near future more boxers will get medals for India.

She is a role model not only to sports women but also women in general. Although being a mother she balances between home and her career, giving equal justice to both which is a great inspiration to the women of today.

(14) Imagine that you are Captain of your team. A famous cricketer is going to visit your school. You are assigned the task of conducting an interview of that famous cricketer. Frame a set of 10 questions that you will ask the cricketer. Take help of the points given below.

(i) Early life (ii) Interest in this field

(iii) Inspiration (iv) Coaching and guidance

(v) Achievement/Records (vi) Future plans

(vii) Advice to youngsters

Ans. We have with us the God of cricket, Mr. Sachin Tendulkar. Good morning Sir, we are very fortunate to have you here to grace our school. The 10 questions, I as the captain of our school cricket team would like to ask you are as follows:

(i) When did you start playing cricket?

(ii) How different was your childhood from the point of view of today's generation?

(iii) What attracted you to the bat and ball?

(iv) Who was your role model while playing cricket and outside cricket?

(v) What role does the coaching and guidance you got, play in your success?

(vi) How is it that you have your feet on the ground inspite of so many achievements and successes?

(vii) How differently would you play cricket if you magically became younger again?

(viii) What would you have been if not a cricketer?

(ix) What are your retirement plans?

(x) What advice/message would you like to give the beginners in this game and to your fans?

Thank you so much for gracing our school and spending valuable time with us. We wish you all the best for your future endeavours.

(15) Write a short paragraph describing the life and work of Mary Kom. Take help of the points given below. You can take help of the fact file that you have prepared earlier.

(i) Early life

(ii) Training

(iii) Achievements

(iv) Future Plans

Ans. The legend, Mary Kom was born in Manipur. She came from a poor family where her parents were tenant farmers. She grew up in humble surroundings. She did whatever she could to help her parents apart from going to school and learning athletics. She got her inspiration from Dingko Singh who won a gold medal in the Bangkok Asian games and then there was no looking back. She trained to became a boxer though the odds were against her, she being a girl. She won the Manipur state women's championship and the regional championship in West Bangal in 2000. In 2001 she became internationally famous winning the silver medal at the tender age of 18 years. Her coach Charles Atkinson helped her prepare for the Olympics. She is the only boxer to win a medal in every one of the six world championships. She plans to coach the Indian women in boxing in the future.

(16) 'What Men Can Do, Women can do better'?

Divide your class in 2 groups. Let one group offer points 'For the topic' and the other, 'Against the topic.' Note down the points and in your note-books expand the points in two separate paragraphs of about 15 to 20 lines each. Suggest suitable titles for each Student's Activity

Ans. Use the following points. You can add your own points.

(i) Men and women are physically different.

(ii) Women can be better kindergarten teachers, nurses, cleaners, dancers, single parents

(iii) Men and women are psychologically different

(iv) Men are emotionally stronger.

(17) Two famous proverbs – 'action speaks louder than words' and 'Fortune favours the brave' are best suited for the personality of Mary Kom. Teacher will form two groups of the class. Every group will write a paragraph on one proverb highlighting various achievements and hard work done by Mary Kom.

Ans. (Students are expected to do this activity on their own)

❖❖❖

3.6 The Concert

- Shanta Rao

Central Idea :

This narrative, is a touching story of a sister, who goes out of her way, to fulfil her brother's desire to attend a concert and listen to the sitar recital by Pandit Ravishankar and the tabla being played by Ustad Allah Rakha.

Summary :

Smita is excited as she reads the newspaper announcement of a concert by 'Pandit Ravishankar and Ustad Allah Rakha'. She, herself and her brother, both are taking sitar lessons. Her brother Anant, is the best table-tennis player in the school and the fastest runner. He was only fifteen, but struck with cancer. So the family came to Bombay for treatment at the cancer hospital and stayed with Aunt Sushila.

Her father agrees to get the tickets and the two of them were leaving for the concert, when her brother smiled and said 'lucky you'.

At the concert, Smita is spellbound, as she listened to the unfolding ragas, but she had a plan in mind. At the end of the concert, trembling and weak in her knees, she goes up to both the 'Pandit and the Ustad, and with hands folded narrates her story.

Both of them agree to come to her house to perform for her brother. The following morning both of them came to the apartment, sat down on the divan, played for the boy, surrounding him with great and beautiful happiness, as life went out of him, very gently.

MASTER KEY QUESTION SET - 3.6

Warming Up!

(1) Pair up with your partner and ask and answer the following questions.

(i) Do you like music ?

(ii) What does a concert mean ?

(iii) Have you ever attended any live concert ?

(iv) Have you seen a concert on Television ?

(v) Whose concert would you love to attend ?

Ans.

(i) Yes, I like music

(ii) A musical performance given in public by several performers or of several compositions

(iii) Yes, I have attended a live concert.

(iv) Yes, I have seen a concert on Television.

(v) I would love to attend a concert by Arman Malik.

(2) Look at the web diagram given below and study the traits of a good concert.

Ans.

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below:

Passage - I *(Textbook Page No. 138)*

One morning in a small apartment in Bombay, a girl of about sixteen looked up from the newspaper and said

excitedly, 'Pandit Ravi Shankar's playing tomorrow at the Shanmukhananda auditorium.'

'Sh-sh,' said her mother pointing to the figure sleeping on the bed. 'You'll wake him up. You know he needs all the sleep and rest he can get.'

But the boy on the bed was not asleep. 'Pandit Ravi Shankar!' he said. 'Pandit Ravi Shankar, the sitar maestro? He raised himself up on his elbows for one second, then fell back. But his eyes were shining. 'We mustn't miss the chance,' he said. 'I've - 'I've – always wanted to hear him and see him…'

'Lie down son, lie down.' His mother sprang to his side. 'He actually raised himself up without help,' she murmured with a catch in her throat and her eyes turned to the idols on a corner shelf. The prayer, which she uttered endlessly, came unbidden to her lips.

'I must hear him and see him,' the boy repeated. 'It's the chance of a lifetime.' Then he began to cough and gasp for breath and had to be given oxygen from the cylinder that stood under the bed. But his large eyes were fixed on his sister.

Glossary

(1) **apartment** *(n)* - a flat

(2) **auditorium** *(n)* - a part of a theatre

(3) **maestro** *(n)* - a performer of classical music

(4) **chance** *(n)* - a possibility

(5) **murmured** *(v)* - quietly spoken words

(6) **idol** *(n)* - a images of God

(7) **unbidden** *(v)* - without being invited

(8) **gasp** *(v)* - to catch one's breath

A.1. Factual Questions:

(1) Give the reactions of the members of the family to the newspaper announcement.

(i) girl (ii) mother (iii) the boy

Ans.

(i) The girl was very excited as she read the newspaper announcement.

(ii) The mother asked the girl to speak softly as she would wake up the boy.

(iii) The boy raised himself on his elbows and fell back. His eyes were shining and he said that he must hear and see Pandit Ravishankar.

(2) Complete the following

(i) You know he needs all the sleep .....

(ii) The prayer, which she uttered endlessly .....

(iii) Then he began to cough and gasp for breath .....

Ans.

(i) and rest he can get

(ii) came unbidden to her lips

(iii) and had to be given oxygen from the cylinder that stood under the bed.

A.2. Interpretative/Complex/Inference Questions:

***(1) Why was Smita excited?**

Ans. Smita was excited to know that Pandit Ravishankar was playing, the next day, at the Shanmukhananda auditorium.

(2) Why did the mother 'sh-sh' her?

Ans. The mother 'sh-sh' - ed her because she did not want the boy, who was sleeping on the bed, to wake up.

(3) Why were the boy's eyes shining?

Ans. The boy's eyes were shining at the thought of Pandit. Ravishankar performing. He wanted to go for the concert, since he wanted to hear and see the maestro.

(4) Why did the mother ask the boy to lie down ?

Ans. The mother asked the boy to lie down because she wanted him to get rest. He was weak, he would cough and would then, have to be given oxygen from the cylinder. It is evident that the boy is very ill.

***(5) What was the chance of a lifetime for Anant?**

Ans. Being able to hear and see Pandit. Ravi Shankar play was the chance of a lifetime for Anant.

A.3. Vocabulary Questions:

(1) Make a list of the nouns in the passage.

Ans. apartment, newspaper, auditorium, figure, idols, sitar, maestro, chance, corner shelf, prayer, life time, oxygen cylinder, bed, sister.

(2) Make a list of the adverbs.

Ans. excitedly, tomorrow, always, endlessly

(3) Make a list of words denoting sound.

Ans. 'sh-sh', murmured, gasp

A.4. Grammar Questions:

(1) But the boy on the bed was not asleep. *(Add a question tag)*

Ans. But the boy on the bed was not asleep, was he?

(2) He raised himself up on his elbows for one second, then fell back. *(Make it simple)*

Ans. Raising himself up on his elbows, he fell back.

(3) The prayer, which she uttered endlessly, came unbidden to her lips. *(Pick up the dependent clause and explain it)*

Ans. The prayer came unbidden to her lips - Main clause.

which she uttered endlessly - dependent adjective clause, qualifying the noun 'prayer', in the Main clause.

(4) But his large eyes were fixed on his sister. *(Make it active)*

Ans. But, he fixed his large eyes on his sister.

(5) Change to reported speech.

(i) "you'll wake him up". She said.

Ans. She said that she / he would wake him up.

(ii) "I've always wanted to hear him and see him," the boy said

Ans. The boy expressed a desire that he wanted to hear and see him.

(iii) "It's the chance of a life-time."

Ans. The person said that it was a chance of a life-time.

A.5. Personal Response Questions:

(1) Why did the mother rush to the boy's side and why did her eyes turn to the idols in the corner?

Ans. The boy raised himself up on his elbows and then fell down, so the mother rushed to his side. He was weak and had no strength even to sit down, Speaking up would make him cough and gasp for breath; and he would have to be given oxygen from the cylinder. The mother's eyes turned to the idols, because she was praying constantly, the prayer came unbidden to her lips.

Q.2. Read the following passage and answer the questions given below:

Passage - II *(Textbook Page No. 138 and 139)*

Smita bit her lip in self-reproach. She had been so excited at seeing the announcement that she had not remembered that her brother was very ill. She had seen how the doctors had shaken their heads gravely and spoken words that neither she nor even her parents could understand. But somewhere deep inside Smita had known the frightening truth – that Anant was going to die. The word cancer had hung in the air – her brother was dying of cancer even though she pretended that all would be well and they would return together, a small family of four, to their home in Gaganpur. And he was only fifteen and the best table-tennis player in the school and the fastest runner. He was learning to play the sitar ; they were both taking sitar lessons, but Anant was better than her as in many other things. He was already able to compose his own tunes, to the astonishment of their ***guru****. Then cancer had struck and they had come to Bombay so that he could be treated at the cancer hospital in the city.*

Whenever they came to Bombay they stayed with Aunt Sushila. Her apartment was not big but there was always room for them.

They had come with high hopes in the miracles of modern science. They told themselves that Anant would be cured at the hospital and he would again walk and run and even take part in the forthcoming table-tennis tournament. And, he would play the sitar-perhaps be a great sitarist one day. But his condition grew worse with each passing day and the doctors at the cancer hospital said, 'Take him home. Give him the thing he likes, indulge him,' and they knew then that the boy had not many days to live. But they did not voice their fears. They laughed and smiled and talked and surrounded Anant with whatever made him happy. They fulfilled his every need and gave him whatever he asked for. And now he was asking to go to the concert. 'The chance of a lifetime,' he was saying.

'When you are better,' his mother said. 'This is not the last time they are going to play.'

Smita stood at the window looking at the traffic, her eyes wet with tears. Her mother whispered, 'But you Smita, you must go. Your father will take you.'

When she was alone with Aunt Sushila, Smita cried out in a choked voice, 'No, how can I? We've always done things together, Anant and I.'

'A walk in the park might make you feel better,' said Aunt Sushila and Smita was grateful for her suggestion.

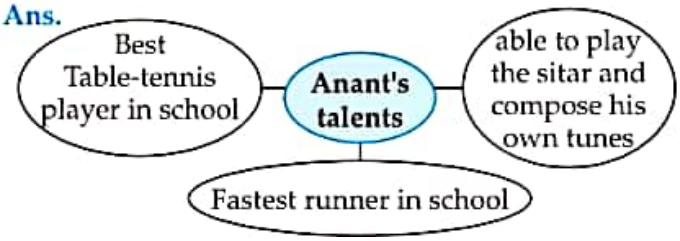
Glossary

(1) self-reproach *(n)* - blame directed to oneself
(2) gravely *(adv)* - to a degree that gives cause for alarm
(3) compose *(v)* - write or create
(4) astonishment *(n)* - greatly surprised
(5) indulge *(v)* - to allow oneself to enjoy the pleasure of something

A.1. Factual Questions:

(1) Complete the web diagram

Ans.



(2) Complete the following.

(i) The doctor had shaken their heads gravely and .....

(ii) He was only fifteen and the .....

(iii) He was already able to compose .....

(iv) Her apartment was not big but .....

(v) And he would play the sitar perhaps .....

(vi) They laughed and smiled and .....

(vii) And now he was asking .....

Ans.

(i) spoken words that neither she nor even her parents could understand.

(ii) best table-tennis player in the school and the fastest runner.

(iii) his own tunes to the astonishment of their *guru*.

(iv) there was always room for them.

(v) be a great sitarist one day.

(vi) talked and surrounded Anant with whatever made him happy.

(vii) to go to the concert.

A.2. Interpretative/Complex/Inference Questions:

***(1) Why did Smita become nervous?**

Ans. Smita became excited when she read about the concert of Pandit Ravishankar, but at the same time, she remembered that her brother was very ill.

(2) What was the frightening truth that Smita had known?

Ans. The frightening truth that Smita knew deep inside her was that, her brother Anant was going to die of cancer.

(3) Which were the different activities that Anant was busy with?

Ans. Anant was the best table-tennis player and the fastest runner in the school, he was learning to play the sitar and he was also composing his own music tunes.

(4) Which high hopes, did the family come with?

Ans. The family had high hopes in the miracles of modern science. They hoped that Anant would be cured at the hospital, he would walk again, run and even take part in the forthcoming table-tennis tournament.

***(5) Why was everyone from the family trying to keep Anant happy?**

Ans. Anant was sick, he had cancer, so the family had come to Bombay for treatment. His condition grew worse with each passing day and the doctors at the cancer hospital told the parents to take Anant home; to give him the things he asked for because he did not have many days to live. So they smiled and talked and surrounded Anant with whatever made him happy.

***(6) Why was Smita not ready to go for the concert?**

Ans. Smita was not ready to go for the concert because her brother was sick and hence, couldn't come along.

A.3. Vocabulary Questions:

(1) Fill in the columns.

	Noun	Adjective	Adverb
(i)	truth	truthful	.....
(ii)	Player	playful	.....
(iii)	condition	conditional	.....

Ans. (i) truthfully (ii) playfully (iii) conditionally

(2) Give the Antonyms for

Ans.

(i) remembered × forgot

(ii) truth × untruth, lie

(iii) fastest × slowest

(iv) better × worse

(v) happy × unhappy-sad

A.4. Grammar Questions:

(1) Anant was better than her as in many other things. *(Change to positive degree)*

Ans. As in many other things, she was not as good as Anant.

(2) They had come to Bombay so that he could be treated at the Cancer Hospital in the city.

(Pick out the dependent clause and explain its relation to the main clause)

Ans. They had come to Bombay - Main clause so that he could be treated at the Cancer Hospital in the city - dependent adverb clause of reason modifying the verb 'had come' in the main clause

(3) 'Take him home, Give him the things he likes, indulge him! *(Change to reported speech)*

Ans. They were asked to take him home and give him the things he liked and indulge him.

(4) They fulfilled his every need and gave him whatever he asked for.

(Rewrite using 'not only, but also')

Ans. They not only fulfilled his every need, but also gave him everything he asked for.

A.5. Personal Response Questions:

(1) Why did Smita pretend that all would be well?

Ans. Smita's brother Anant was diagnosed with

cancer, so the family had come down to Bombay for treatment at the Cancer Hospital. Anant was an intelligent boy, only fifteen years of age, the best table tennis player in the school, and the fastest runner. He was taking sitar lessons, and was also already composing his own tunes. They told themselves that Anant would be cared for at the hospital, but his conditions grew worse with each passing day. Smita pretended that all would be well, that they could return back to their family home together as a family of four that they were and that Anant would be normal again. She tried to please herself, to pacify herself, to let her think that everything would be ok and that Anant would be well again. Perhaps as his sister and only a year older, they would have been very close to each other and she did not want to accept the fact that Anant was dying.

Q.3. Read the following passage and answer the questions given below:

Passage - III *(Textbook Page No. 139 and 140)*

In the park, people were walking, running, playing ball, doing yogic exercises, feeding the ducks and eating roasted gram and peanuts, Smita felt alone in their midst. She was lost in her thoughts.

Suddenly a daring thought came to her and as she hurried home she said to herself. 'Why not? There's no harm in trying it.'

'It would be nice to go to the concert. I don't know when we'll get another opportunity to hear Pandit Ravi Shankar,' she said to her mother later. And her father agreed to get the tickets.

The next day as Smita and her father were leaving for the concert, her brother smiled and said, ' Enjoy yourself,' though the words came out in painful gasps.

'Lucky you!'

Sitting besides her father in the gallery, Smita heard as in a dream, the thundering welcome the audience gave the great master. Then the first notes came over the air and Smita felt as if the gates of a land of enchantment and wonder were opening. Spellbound, she listened to the unfolding ragas, the slow plaintive notes, the fast twinkling ones, but all the while, the plan she had decided on the evening before remained firmly in her mind. 'The chance of a lifetime.' She heard Anant's voice in every beat of the tabla.

The concert came to an end, the audience gave the artistes a standing ovation.

A large moustachioed having a long moustache man made a long boring speech. Then came the presentation of bouquets. Then more applause and the curtain came down. The people began to move towards the exits.

Now was the time. Smita wriggled her way through the crowds towards the stage. Then she went up the steps that led to the wings, her heart beating loudly. In the wings a small crowd had gathered to talk about the evening concert, to help carry bouquets and teacups and instruments.

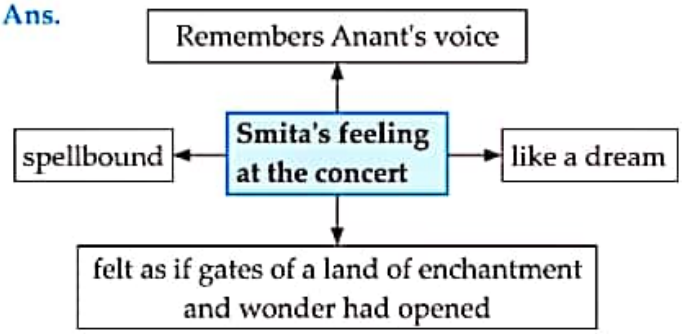
Glossary

(1) **gallery** *(n)* - a room or building for the display of work or art
(2) **enchantment** *(n)* - delightfully attractive
(3) **spellbound** *(v)* - hold the complete attention of
(4) **ragas** *(n)* - each of basic musical notes
(5) **plaintive** *(adj)* - sounding sad and mournful
(6) **audience** *(n)* - assembled spectators
(7) **ovation** *(n)* - a sustained show of appreciation from the audience
(8) **applause** *(n)* - a praise expressed by clapping
(9) **wriggled** *(n)* - moved quickly

A.1. Factual Questions

(1) Complete the web diagram

Ans.



(2) Complete the following.

(i) Smita heard as in a dream .....
(ii) Smita felt as if the gates of a .....
(iii) The concert came to an end, ...
(iv) Then she went up the steps .....
(v) In the wings a small crowd .....

Ans.

(i) the thundering welcome the audience gave the great master.
(ii) land of enchantment and wonder were opening.
(iii) the audience gave the artists a standing ovation.
(iv) that led to the wings, her heart beating loudly.
(v) had gathered to talk about the evening concert, to help carry bouquets and teacups and instruments.

A.2. Interpretative/Complex/Inference Questions:

***(1) How did Smita enjoy the concert?**

Ans. Smita heard as if in a dream, the welcome given to the great master. When she heard the first note, she was transferred to a land of enchantment and wonder. Spell bound, she listened to the ragas, the slow plaintive notes, the fast twinkling ones.

(2) Why did Smita keep remembering Anant's voice in every beat of the tabla?

Ans. Anant too was a sitar player and wanted to go to the concert, to hear and see Pt. Ravishankar and Ustad Allah Rakha, but he could not go due to his illness. Although Smita was present at the concert, she kept remembering her brother who had said that it was a chance of a life-time.

(3) What did Smita do when the concert ended?

Ans. When the concert ended, Smita wriggled her way through the crowd, towards the stage, she went up the steps that led to the wings where a small crowd had gathered.

A.3. Vocabulary Questions:

(1) Add an adjective to the following nouns.

(i) ..... welcome.

(ii) ..... master.

(iii) ..... notes.

(iv) ..... ragas.

(v) ..... notes.

(vi) .... ones.

(vii) ..... ovation.

(viii) ..... moustache.

(ix) ..... crowd.

(x) ..... concert.

Ans. (i) thundering (ii) great (iii) first (iv) unfolding (v) slow-plaintive (vi) fast-twinkling (vii)standing, (viii) long (ix) small (x) evening

(2) Write antonyms of the following words.

(i) unfolding × folding

(ii) end × beginning, start

(iii) long × short

(iv) boring × interesting

(v) exit × entry

(vi) loudly × softly

(vii) gathered × dispersed

A.4. Grammar Questions:

(1) The concert came to an end and the audience gave the artists a standing ovation.

(Make it complex)

Ans. When the concert came to an end the audience gave the artists a standing ovation.

(2) The people began to move towards the exits

(Make it Simple)

Ans. The people began to move where the exits were.

(3) Smita heard the thundering welcome the audience gave the great master.

(Add a question tag)

Ans. Smita heard the thundering welcome the audience gave the great master, didn't she?

(4) Smita felt as if the gates of a land of enchantment and wonder were opening. *(Pick out the dependent clause and state its relation to the main clause)*

Ans. Smita felt - main clause

as if the gates of a land of enchantment and wonder were opening - dependent adverb clause of manner - modifying the verb 'felt' in the main clause

A.5. Personal Response Questions:

(1) 'Now was the time' What was the time for? What was she planning to do?

Ans. After the concert was over; people moved towards the exits. Now was the time felt Smita, to go and talk to the musicians. She wriggled her way to the small crowd standing near the musicians, so that she could request them to come and play for her brother Anant. Anant wanted to hear them, it was a chance of a lifetime and Anant had missed it. So she wanted to give him that chance, because he was not going to live long and there was no way that he would be in a condition to come and watch them with his failing health.

Q.4 Read the following passage and answer the questions below:

Passage - IV *(Textbook Page No. 140 and 141)*

He was there, standing with the man who played the table for him, the great wizard of music, Ustad Allah Rakha. Her knees felt weak, her tongue dry. But she went up and standing before them, her hands folded, 'Oh sir,' she burst out.

'Yes?' he asked questioningly but kindly. And her story came pouring out, the story of her brother, who lay sick at

home and of how he longed to hear him and the Ustad play.

'Will you come to Aunt Sushila's house and play for him?' she asked at the end breathlessly. 'Please,' she begged, 'Please come.'

'Little girl,' said the moustachioed man who had made the long speech. 'Panditji is a busy man. You must not bother him with such requests.'

But Pandit Ravi Shankar smiled and motioned him to be quiet. He turned to Ustad Sahib and said, 'What shall we do, Ustad Sahib?'

The Ustad moved the wad of paan from one cheek to another. 'Tomorrow morning we perform for the boy - Yes?' he said.

'Yes,' Panditji replied. 'It's settled then.'

It was a very excited Smita who came home late that night. Anant was awake, breathing the oxygen from the cylinder.

'Did you - did you hear him?' he whispered.

'I did,' she replied, 'and I spoke to him and he'll come tomorrow morning with the tabla Ustad and they'll play for you.'

And the following morning Aunt Sushila's neighbours saw two men get out of a taxi which pulled up outside their block... they could not believe their eyes. 'Is it... It's not possible?' they said.

Pandit Ravi Shankar and Ustad Allah Rakha went up the wooden staircase and knocked softly on the door of Aunt Sushila's apartment. They went in, sat down on the divan by the window and played for the boy, surrounding him with a great and beautiful happiness, as life went out of him gently, very gently.

Glossary

(1) **excited** *(v)* - extremely happy

(2) **awake** *(v)* - not sleeping

(3) **divan** *(v)* - a bed consisting of a base and mattress but no head-board

A.1. Factual Questions::

(1) Complete the following

(i) Anant was awake, ...

(ii) Aunt Sushila's neighbours saw .....

(iii) Pandit Ravishankar and Ustad Allah Rakha went up the .....

(iv) They played for the boy .....

Ans.

(i) breathing the oxygen from the cylinder.

(ii) two men get out of a taxi which pulled up outside their block.

(iii) wooden staircase and knocked softly on the door of Aunt Sushila's apartment.

(iv) surrounding him with great and beautiful happiness, as life went out of him gently, very gently.

(2) Match the columns.

	Column 'A'		Column 'B'
(i)	Smita	(a)	played for the boy
(ii)	Anant	(b)	came home late that night
(iii)	Aunt Sushila's neighbours	(c)	was awake, breathing the oxygen
(iv)	Pandit Ravishankar	(d)	saw the two men get out of the taxi

Ans. (i - b), (ii - c), (iii - d), (iv - a)

A.2. Interpretative/Complex/Inference Questions:

(1) What was Anant doing when Smita returned home late that night?

Ans. When Smita returned home late that night, Anant was awake breathing the oxygen from the cylinder.

(2) What did Aunt Sushila's neighbours see the following morning?

Ans. The following morning Aunt Sushila's neighbours saw two men get out of a taxi and go up the wooden staircase upto Sushila's apartment.

(3) Who got out of the taxi and what did they do?

Ans. Two men got out of a taxi, walked up to the wooden staircase and knocked softly on the door of Aunt Sushila's appartment..

(4) What did the two musicians do for the boy?

Ans. The two musicians sat on the divan and played music for the boy.

A.3. Vocabulary Questions:

(1) Fill in the columns

Nouns	Adjectives	Adverbs
(i) excitement	exciting	.....
(ii) whisper	whispering	.....
(iii) belief	believable	.....
(iv) beauty	beautiful,	.....
(v) Happiness	happy	.....

Ans. (i) Excitedly (ii) whisperingly (iii) believably (iv) beautifully (v) happily

(2) Write the part of speech of the underlined words.

They went in, sat down on the divan, by the window and played for the boy, surrounding him with a great and beautiful happiness as life went out of him gently .

Ans. divan - noun, played - verb, beautiful - adjective, happiness - noun, life - noun, gently - adverb

A.4. Grammar Questions:

(1) Anant was awake breathing the oxygen from the cylinder. *(Make it compound)*

Ans. Anant was awake and breathing the oxygen from the cylinder.

(2) 'I did' she replied, 'and I spoke to him and he'll come tomorrow morning with the tabla Ustad and they'll play for you". *(Make it indirect speech)*

Ans. She replied saying that she did hear him and that she had spoken to him and he would come the next morning with the tabla Ustad and that they would play for him.

(3) Pandit and Ustad went up the wooden staircase and knocked softly on the door of Aunt Sushila's apartment. *(Make it simple)*

Ans. Going up the wooden staircase, Pandit and Ustad knocked softly on the door of Aunt Sushila's apartment.

(4) They went in, sat down on the divan by the window and played for the boy. *(Make it simple)*

Ans. Going in, they sat down on the divan by the window, playing for the boy.

A.5. Personal Response Questions:

***(1) Why were the neighbours surprised?**

Ans. The neighbours were surprised to see the two great musicians get down from the taxi and go up to Aunt Sushila' house, to play the music for the boy. They were surprised that such great people were visiting their block.

***(2) What was Smita's plan?**

Ans. Smita planned to talk to the two great musicians and request them to come to the house and play music for her brother. It was a chance of a lifetime he had said which was literally so for him because he was losing out time, as he had cancer. There would indeed not be a second time or chance for him.

***(3) Music can calm the minds. What is your opinion about it? Share with your partner.**

Ans. Music does have a soothing and calming effect on anyone's mind. People who are stressed, depressed or upset prefer to listen to soothing music. It had the same effect on Anant. It soothed him as life went out of him gently.

***(4) Have you ever attended any concert? How was your experience there?**

Ans. Yes, I had attended a concert recently. There was a lot of noise before it could begun, but once the concert began, there was silence all around. It was truly a remarkable experience whose memory would always stay with me.

ENGLISH WORKSHOP

(1) Who said to whom?

(i) "We mustn't miss the chance."

(ii) "This is not the last time they are going to play."

(iii) "A walk in the park might make you feel better"

(iv) "Tomorrow morning we perform for the boy - Yes ?"

Ans. (i) Anant said to Smita. (ii) Mother said to Anant. (iii) Aunt Sushila said to Smita. (iv) Ustad Allah Rakha said to Pandit Ravi Shankar

(2) Read the following sentences and write which emotions are revealed from the sentences.

(i) Pandit Ravi Shankar's playing tomorrow at Shanmukhananda auditorium.

(ii) It's the chance of a lifetime.

(iii) Will you come to Aunt Sushila's house and play for him ?

(iv) Did you...did you hear him ?

(v) Is it...It's not possible ?

Ans. (i) excitement (ii) hope (iii) request (iv) inquisitiveness and anxiety (v) anxious and doubtful

(3) Read the text carefully, you will find some words describing a particular speciality of the individuals/personalities in the text. Explain the meaning of the following words given in the table with reference to the particular personality mentioned in the text.

Ans.

Speciality	Personality	Explanation
Maestro	the Sitar Maestro Ravi Shankar	a person proficient in playing the sitar

Pandit	Ravi Shankar	a person excellent in playing the sitar.
Ustad	Allah Rakha	a person skilled in playing the tabla.
Moustachioed	a person with a long moustache	a person having a large or bushy moustache.

(4) Describe the condition of Smita when she was going towards the stage. Read the text again and complete the boxes given below. One is done for you.

Ans.

Smita's condition →
- The heart was beating loudly
- her knees felt weak.
- her tongue dried up.
- her hands were folded

(5) The whole story revolves round Anant. Write a short paragraph on Anant. Take help of the following points to develop the paragraph.

(i) Health (ii) Disease (iii) Early interests
(iv) Intense desire/wish
(v) Fulfilment of desire/wish

Ans. As a young lad Anant was healthy and energetic. He would play table-tennis and was the fastest runner in his school. But alas! He was struck with cancer at a tender age of fifteen. He had to come to Bombay for treatment at the cancer hospital in the city.

His strong desire was to see / hear or attend a concert by Pandit Ravi Shankar. When he heard the maestro was going to perform since he was learning to play the sitar. But he was so sick that he could not attend the concert, which his father and sister attended. His sister requested the two musicians to play for Anant at their apartment after explaining the situation to them, to which they agreed and in this way his desire was fulfilled.

(6) The story has three important characters - Anant, Smita and Anut Sushila. Go through the story again and complete the following table that highlights their special traits of character. You can put X mark if that trait is not mentioned in the text.

Ans.

Special traits	Smita	Anant	Aunt Sushila
Strength	Talks to the 2 musicians to play for her brother	Able to face his illness bravely	encourages the family and supports them in their time of need.
Weaknesses	X	X	X
Dreams	that her brother will be well again	Wants to compose tunes and go back to normal life	X
Motivation	to speak to the two musicians with her request	listen to the live performance	motivates Smita whenever she is low.

(7) The two contradictory pictures are depicted in the story. Discuss in pairs and describe them in your words in front of the class.

Ans. The two contradictory pictures I found in the story are both related to Anant.

(i) **First:** Anant at Gangapur, where he lived with his family, in his own house. They are a small family of four, as a young had he was, the best table-tennis player in the school and the fastest runner. He was learning to play the sitar and would also compose his own tunes to the astonishment of his guru. Though his sister was a year older, he was better than her at most things.

(ii) **Second:** At fifteen He is weak and needs sleep and rest. He needs help even to get up. His mother is at his side and she does not like anyone disturbing him. When he tries to talk, he begins to cough and gasps for breath and has to be given oxygen from the cylinder. His mother constantly prays to God, to make him well again.

(8) The text has a big collection of Indian words in it. Using words from another language in a write up is called Code-mixing. Make a list of all the Indian words in table A and their meanings in table B. One is done for you.

Ans.

'A' Indian word		'B' Meaning	
(i)	Raga	(a)	Piece of Indian classical music based on one of the six basic musical modes.
(ii)	Sitar	(b)	A musical at instrument with 2 layer's of string, along neck and a round belly.
(iii)	Guru	(c)	A spiritual leader or a teacher.
(iv)	Yogic	(d)	An ascetic Hindu's discipline involving controlled breathing.
(v)	Ustad	(e)	An expert or highly skilled person especially a musician
(vi)	Paan	(f)	Betel leaves prepared and used as a stimulant
(vii)	Tabla	(g)	A pair of small drums used in Indian music.
(viii)	Divan	(h)	A bed consisting of a base and mattress but no footboard or head board.

(9) (A) Choose the appropriate Adverb or Adjective form to fill in the gaps.

(i) She spoke in an .....tone. (excited / excitedly)

(ii) Smita accepted the suggestion..... (grateful / gratefully)

(iii) They gave him whatever made him..... (happy/ happily)

(iv) He ran very ..... (fast / fastly)

(v) He would become a ..... sitarist some day. (great / greatly)

(vi) Life went out of him ..... (gentle / gently)

Ans. (i) excited (ii) gratefully (iii) happy (iv) fast (v) great (vi) gently

(B) Rewrite in Indirect speech

(1) "Please", she begged him, "Please go".

Ans. She begged him to please go.

(2) He said, "what shall we do, Ustad Sahib ?"

Ans. He asked Ustad Sahib what they should do.

(3) Her brother said, "Enjoy yourself". He added, "Lucky you!"

Ans. Her brother asked her to enjoy herself commenting on how lucky she was.

(4) 'Yes' Panditji replied. "It's settled then. Tomorrow morning we shall perform, for the boy."

Ans. Panditji replied in the affirmative and stated that it was settled then, that they would perform for the boy the next morning.

WRITING SKILLS

(10) The text mentions names of stalwarts like Pandit Ravi Shankar and Ustad Allah Rakha, both of whom have earned world wide name and fame for their outstanding contribution to the field of music. Form groups of 5 students each and write a brief note on other stalwarts in this (music) field. You can take the help of your school library or search the relevant information on the internet.

Take help of the following points from the solved examples given below.

Ans.

(i) **Name:** Ustad Bismillah Khan. Born as Qamaruddin Khan

(ii) **Field:** Music-Shehenai

(iii) **Specialization:** Shehenai

(iv) **Guru:** he was trained under his uncle the late Ali Baksh 'Vilayati', a shehenai player attached to Varanasi – Vishwanath Temple

(v) **Early life:** He was the second son of Paigambar Baksh Khan and Mithan. His grandfather exclaimed 'Bismillah' upon seeing the new born. Thus he came to be known as 'Bismillah". His father was a court musician employed by the Raja of Dumraon. His great grandfather and grandfather were also musicians.

(vi) **Education:** Learnt to play Shehenai under his uncle.

(viii) **Early success:** Ustad Bismillah Khan was credited with popularizing the shehenai, a sub continental wind instrument of the oboe class.

(viii) **Contribution to the field and world:** He was the fellow of Sangeet natak Academy

(ix) **Awards:** He was honoured with the Padma Bhushan, Padma Vibhushan, Padma Shri, Sangeet natak Akademi award, Tanzen award by the government of Madhya Pradesh. He was given the 3 medals in All India Music Conference. 'Best Performer in All India Music Conference'.

(x) **Special incident of his life:** Ustad's last wish to perform at India Gate could not be fulfilled. He wanted to pay tributes to the martyrs. He waited in vain till his last days. He died 4 days later on 21st August 2006, due to Cardiac arrest. As an honour, his shehenai was buried with him on his death.

(11) Imagine you are monitor of your class. You are assigned the task to invite a classical singer as chief guest for the Annual Day Programme. Write a letter of invitation to a famous classical singer. Take the help of the following points.

Write in short-

1. About your school.
2. About Annual Day Programme
3. Interest and love of students for music.
4. Motivation

Ans.

Swami Vivekanand High school,
Chembur,
Mumbai - 400050,
10th March 2018

To

Mr. Gajendra Singh
Sa Re Ga Ma Academy,
Mahim-Mumbai-400045

Sir,

We are organizing our Annual Day function in the month of May and would be extremely grateful if you would oblige to be our Chief Guest on this occasion. Our school is completing 50 years and since we are celebrating our Golden Jubilee, it is a grand programme. Our school gives importance to the all round development of our students, and one of its criteria is music. We encourage our students to take up music, be it solo singing, group singing playing an instrument, or anything else that is related to music.

You are our motivating factor. Many of our students, watch your programme on the local channel and are extremely impressed by you and your students from the academy.

We will be highly obliged, if you agree to be the chief guest for our programme and inspire our students, with your performance.

Thanking you in anticipation, and looking forward to your positive reply.

Yours truly/sincerely,
XYZ
(Monitor of class X)

❖❖❖

Unit - 4

4.1 A Thing of Beauty is a Joy for Ever

- John Keats

Central Idea :

The poem 'A Thing of Beauty is a Joy For Ever' by John Keats is a revolution against the conventional reality. According to Keats there is a difference between an ordinary an and entity object of beauty. The effects of an ordinary object are momentary to our senses, they do not remain long in our minds and fade away as time passes.

On the other hand, the effects of the things of beauty permanently charm our senses; they do not fade with time and stay in our senses. No time and space can put an end to the effects of the beauty of objects.

Summary :

The poet says that beauty is eternal, it never fades away but instead our love for it enhances with the passage of time. The poet's view about beauty is that it never ends. Beauty acts like the soothing, relaxing shade of the trees, which helps all the creatures to sleep peacefully and enjoy good health.

The poet names some of the things, whose beauty is eternal. The sun, moon, greenery like trees, whose shade is a boon for creatures like the sheep, to rest under it; various flowers like daffodils, rivers, full of clear waters, which cool every one in the summers, the thick bushes of forest fern where beautiful fragrant musk-rose bloom. Other than these things of nature, the poet says that the stories of brave men who sacrificed their lives are also beautiful. All these beautiful things are like nectar for us. God's gift to us, which help us to live further on this earth.

MASTER KEY QUESTION SET - 4.1

Warming Up!

(1) Fill in the Acrostic with names of things related to Nature :

(i) B .....

(ii) E .....

(iii) A .....

(iv) U .....

(v) T .....

(vi) Y .....

Ans. (i) Butterfly/Bananas (ii) Evening sunset (iii) Arrangement of flowers (iv) Uniform rows of pinkroses (v) Tropical forests (vi) Yonder hill

(B) Make a list of 10 words related to the word 'joy', for example, happiness :

Ans.

1. ecstacy
2. bliss
3. delight
4. pleasure
5. gladness
6. glee
7. cheer
8. excitement
9. rapture
10. satisfaction

(2) Recollect a picnic or a trip to a spot of natural beauty (a hill station/ a beach/forest area, etc.) when you were younger.

Write four beautiful unforgettable scenes that left a deep impact on you.

Ans.

(1) The breath taking scenery of the spectacular landscapes, the abundance of greenery and orchards in Himachal Pradesh makes a visit to this place, an-out-of-the world experience for any tourist.

(2) At every turn there was something new to see. Out of earth and rock and leafless bough, the magic touch of the monsoon rains had brought life and greenery.

(3) We went to a rocky beach and saw the spread of the majestic ocean and the rocks alongside carved, sculpted and shaped by the water.

(4) From the watch tower of the Prongs Reef Lighthouse, which is surrounded on all sides by the Arabian sea, the man had heard the sea rage like a possessed spirit the darkness dispelled only by the beam of light, flung across the waters from the tower he mans.

(3) 'Meter' in poetry is a pattern of stressed and unstressed syllables in lines of a poem. It gives rhythm to the poem.

Read the poem below aloud and with any coloured pen/ pencil put stress-marks' on those syllables that are stressed in the words of the poetic lines.

Ans.

THE steádfast coursing of the stars,
The wáves that ripple to the shore,
The vigorous trees which year by year
Spread upwards more and more;
The jewel forming in the mine,
The snów that falls so sòft and light,
The rising and the setting sun,
The growing glooms of night,
All natural things both live and move
In natural peace that is their óẁn;
Only in our disordered life
Almost is she unknown.

(4) Consonance and Assonance

Consonance: Repetition of consonant sounds within a word, phrase or a short sentence. For example: pitter-patter/chuckle-fickle/ sick-duck/ Betty bought some bitter butter.

Assonance: Repetition of vowel sounds within a word/ phrase/ sentence.

For example: Jack had a bag.
Men sell metal-kettle.
Let the engineer steer without fear.

Note: Here, the focus is on pronounciation and not on the spelling of words. From the above poem pick out examples of consonance and of assonance within words/phrases.

(Reading Skills, Vocabulary and Poetic Device)

Q.1. Read the following extract and answer the questions given below:

Extract - I *(Textbook Page No. 147)*

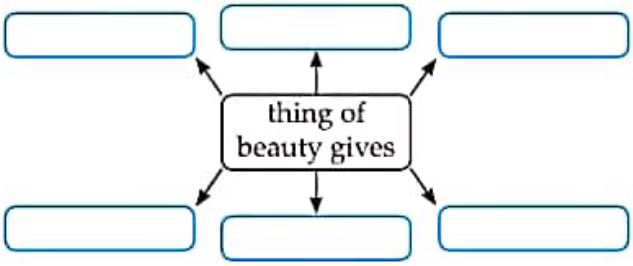
A thing of beauty is a joy for ever:
Its loveliness increases; it will never
Pass into nothingness; but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health and quiet breathing.
Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,

Glossary

(1) bower - a pleasant shady place under trees or climbing plants
(2) morrow - the following day
(3) wreathing - covering or to encircle
(4) band - something worn around the wrists

A.1. Factual Questions:

(1) Complete the web diagram giving information about what a thing of beauty does.



Ans.

(i)	health	(ii)	is a joy for ever
(iii)	increases loveliness	(iv)	quiet breathing
(v)	comforting shade	(vi)	sleep full of sweet dreams

A.2. Interpretative / Complex / Inference Questions:

(1) What is peculiar about a beautiful thing?

Ans. A beautiful thing leaves a permanent impression on our minds. Its loveliness goes on increasing. It stays in our imagination and becomes a source of joy forever.

(2) Explain- 'It will never pass into nothingness'

Ans. A thing of beauty is a perennial thing. Its beauty goes on increasing. It will never be reduced to nothingness.

(3) What can a beautiful thing do for human beings?

Ans. A beautiful thing gives us sound sleep full of sweet dreams, good health and peaceful breathing. It also helps us in achieving peace of mind. It removes sadness and brings happiness to our depressed spirits.

(4) What does the line Therefore on every morrow, are we wreathing a flowery band to bind us to the earth' suggest to you?

Ans. It means we get attached to the beautiful things around us and weave a pretty band, which binds us with our life; it becomes the reason for us to live.

(5) What pleasure does a beautiful thing give us? Are beautiful things worth treasuring?

Ans. Yes, a thing of beauty is worth treasuring, because its memory soothes our nerves and it inspires us to overcome the challenges of life.

A.3. Poetic Devices.

(1) Pick out the rhyming words from the stanzas mentioned above.

Ans. ever-never; keep-sleep; breathing-wreathing.

(2) State the rhyme scheme of the first six lines.

Ans. The rhyme scheme is aa-bb-cc.

(3) Name and explain the figures of speech in the following.

(i) but still will keep A bower quiet for us.

Ans. (a) Metaphor there is an implied similarity between the thing of beauty and the bower kept for us.

(b) Inversion the word order is inverted. The correct order should be 'A quite bower for us will keep'.

(ii) and a sleep, full of sweet dreams.

Ans. Metaphor-there is an implied similarity between the thing of beauty and sleep full of sweet dreams.

(iii) are we wreathing A flowery band to bind us to the earth .

Ans. Metaphor-there is an implied similarity between a flowery band and a bond to bind us to earth.

(iv) A flowery band to bind us to the earth.

Ans. (a) Allteration - the sound of the letter 'b' is repeated for greater poetic effect.

(b) Imagery - An imagery is created by words like flowery band.

Q.2. Read the following extract and answer the questions given below:

Extract - II *(Textbook Page No. 147)*

Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching : yes, in spite of all,
From our dark spirits. Such the sun, the moon,
Trees old, and young, sprouting a shady boon
For simple sheep; and such are daffoldils
With the green world they live in; and clear rills
That for themselves a cooling covert make
'Gainst the hot season; the mid forest brake,

Glossary

(1)	**Spite**	-	desire to annoy something
(2)	**despondence**	-	desire to offend
(3)	**dearth**	-	shortage
(4)	**gloomy**	-	dull dark
(5)	**pall**	-	a sheet spread over the dead
(6)	**sprouting**	-	to develop suddenly is large numbers
(7)	**spirits**	-	the soul where lies our emotions and character
(8)	**shady boon**	-	a shade which is helpful to someone
(9)	**boon**	-	gift
(10)	**rills**	-	stream of running water
(11)	**brake**	-	ferns
(12)	**covert**	-	not openly known or displayed

A.1. Factual Questions:

(1) Complete the following :

(i) Of all the unhealthy and o'er-darkened ways .....

(ii) Some shape of beauty .....

(iii) Trees old and young .....

(iv) and such are daffoldils .....

(v) and clear rills That for themselves .....

Ans.

(i) made for our searching.

(ii) moves way the pall from our dark spirits

(iii) sprouting a shady boon for simple sheep

(iv) with the green world they live in

(v) a cooling covert make

A.2. Interpretative / Complex / Inference Questions:

(1) How is the earth without beautiful things?

Ans. The earth without beautiful things is a hopeless, unpleasant place, flourishing in cold-hearted' unresponsive scarcity and is severe towards human beings.

(2) What do human beings face every day?

Ans. Human beings face miserable days packed with unhealthy malevolence and darkness.

(3) What can a beautiful thing do for the human beings ?

Ans. A beautiful thing gives us sound sleep full of sweet dreams, good health and peaceful breathing. It also helps us in achieving peace of mind. It removes sadness and brings happiness to our depressed spirits.

***(4) List the things of beauty mentioned in the poem?**

Ans. All beautiful things of nature are a boon for human beings. The sun; the moon; the trees, daffodils, simple sheep, clear streams ferns, musk-rose, etc. provide us peace and happiness.

***(5) List the things that cause suffering and pain.**

Ans. Disease, disappointments, jealously, lack of human qualities, gloomy days, unhealthy and evil ways cause pain and suffering in our lives.

(6) Why do we feel despondent?

Ans. We possess the evil qualities of malice and disappointment. We suffer from lack of noble qualities. That is why we feel despondent.

A.3. Poetic Devices:

(1) Pick out the rhyming words from the passage.

Ans. days-ways; all-pall, moon-boon; daffodills-rills, make-brake.

(2) What is the rhyme scheme in the stanza.

Ans. The rhyme scheme is aa, bb, cc, dd.

(3) Name and explain the figures of speech.

(i) Some shape of beauty moves away the pall.

Ans. Personification beauty is given the human quality of moving away the pall.

(ii) of the gloomy days, of all the unhealthy and o'er-darkened ways.

Ans.

(a) Anti-climax-ideas are arranged in descending order.

(b) Transfered Epithet-ideas are transfered from human to days and ways

(iii) Trees old and young

Ans. Antithesis two opposite ideas old and young opposite in meaning are used together.

(iv) Sprouting a shady boon For simple sheep

Ans. Symbol- Simple sheep refers to mankind with Christ as the shepherd.

Q.3. Read the following extract and answer the questions given below:

Extract - III *(Textbook Page No. 147)*

Rich with a sprinkling of fair musk-rose blooms :
And such too is the grandeur of the dooms
We have imagined for the mighty dead;
All lovely tales that we have heard or read:
An endless fountain of immortal drink
Pouring unto us from the heaven's brink

Glossary

(1) **grandeur** - so as to impress
(2) **dooms** - destruction downfall
(3) **immortal** - living forever
(4) **brink** - edge

A.1. Factual Questions:

(1) Match the columns :

Column A	Column B
(i) Sprinkling of	(a) the dooms
(ii) grandeur of	(b) the heaven's brink
(iii) endless fountain of	(c) fair musk-rose blooms
(iv) Pouring from	(d) immortal drink

Ans. *(i - c), (ii - a), (iii - d), (iv - b)*

A.2. Interpretative / Complex / Inference Questions:

(1) How is grandeur associated with the mighty dead?

Ans. The mighty dead are honoured and worshipped for their remarkable achievements. Now they are lying buried under their graves. On the day of judgement, God also will reward them for their noble deeds. It is this dignity that is associated with them.

(2) Who are the mighty dead?

Ans. Those who have sacrificed their lives for a noble cause and made great achievements in their lifetime are the mighty dead.

(3) What lovely tales does the poet talk of?

Ans. The poet talks of the great myth and the tales of the olden days.

(4) What becomes of all the lovely tales we have heard?

Ans. All lovely tales that we have heard or read become a source of pleasure. They become an endless fountain of nectar and give us heavenly pleasure.

(5) What image does the poet draw in the last two lines?

Ans. The poet says that beautiful things are like an endless fountain which goes on pouring the immortal drink into us from the heavens. They are a source of immense joy and happiness.

A.3. Poetic Devices.

(1) Pick out the rhyming words from the passage.

Ans. blooms-dooms; dead-read, drink-brink.

(2) What is the rhyme scheme?

Ans. The rhyme scheme is aa, bb, cc.

(3) Name and explain the figures of speech.

(i) rich with a prinkling of fair musk-rose blooms.

Ans. Imagery-an image is created of the musk-rose blooms.

(ii) And such too is the grandeur of the dooms.

Ans. Imagery-an image is created of the grandeur of the dooms

(iii) An endless fountain of immortal drink.

Ans.

(a) Imagery-an image is created of the fountain of immortal drink.

(b) Metaphor- there is an implied similarity between a fountain and the drink which is in reality, the lovely tale.

Q.4. Read the following extract and answer the questions given below:

Extract - IV *(Textbook Page No. 148)*

Nor do we merely feel these essences
For one short hour; no, even as the trees
That whisper round a temple become soon
Dear as the temple's self, so does the moon,
The passion poesy, glories infinite,
Haunt us till they become a cheering light
Unto our souls, and bound to us so fast,
That, whether there be shine, or gloom o'ercast
They always must be with us, or we die.

Glossary

(1) **essences** - basic and most important characteristic which it gives
(2) **passion** - intense feeling
(3) **poesy** - poetry
(4) **haunt** - to recur persistently to the consciousness of, to remain with
(5) **o'ercast** - spread above

A.1. Factual Questions:

(1) Complete the following:

(i) Nor do we merely feel these essences .....
(ii) That whisper round a temple becomes .....
(iii) The passion poesy .....
(iv) Haunt us till .....
(v) whether there be shine, ...
(vi) They always must be .....

Ans.

(i) For one short hour.
(ii) soon Dear as the temple's self
(iii) glories infinite
(iv) they become a cheering light
(v) or gloom o'ercast
(vi) with us, or we die.

A.2. Interpretative / Complex / Inference Questions:

(1) Do we experience things of beauty only for short moments or do they make a lasting impression on us?

Ans. Things of beauty make a lasting impression on us and continue to delight us and give us joy. Beauty can never fade away or lose its value.

(2) How does the poet perceive beauty in the death of martyrs and legends?

Ans. The poet also perceives beauty in the death of the martyrs and legends. The mighty dead are those idealists who have died bravely for a cause. We honour them by establishing splendid, grand sculptures in which beauty is seen. If one looks around there are numerous beautiful things to notice. They seem to flow immortally as a fountain, from the Gods above to help the pitiable human beings to death with the hardness of life.

A.3. Poetic Devices.

(1) Pick out the rhyming words from the passage.

Ans. essences-trees; soon-moon, infinite-light, fast-o'ercast.

(2) Write the rhyme scheme?

Ans. The rhyme scheme is aa, bb, cc, dd.

(3) Name and explain the figures of speech?

(i) Even as the trees that whisper round a temple.

Ans. Personification-trees are given the human quality of whispering.

(ii) The passion poesy, glories infinte.

Ans. Alliteration-the sound of the letter 'P' is repeated for greater poetic effect.

(iii) Whether these be shine, or gloom o'ercast?

Ans. Antithesis-two words opposite in meaning 'shine' and gloom, used in the same sentence for greater poetic effect.

***Q.5. Go through the poem again and write in your notebook an appreciation of the poem in the paragraph format.**

Ans. **Appreciation of the poem**

The poem 'A Thing of Beauty is a Joy For Ever received contemptuous criticism after its release and Keats himself noted its rambling and unpleasant style.

Not all critics detested the work, some of the poets said that the song of Endymin beats throughout with a noble poet's sense of all that his art means for him.

There are various poetic devices used in the poem. Metaphor; Alliteration, Imagery. The immense use of Imagery can be found in the clause 'flowery bands' which visualizes a bunch of flowers like a band.

Theme

The poem in many ways signifies a romantic finale of Keat's firm belief in the non-destruction of beauty and of its claim to legitimacy with reference to its permanence and its ability to call up or contextualize the truth. This forms the main theme of the poem. The poet's artistic view of beauty as an obstinate source of pleasure and joy comes in the face of a knowledge of the sharp problems of life, to which the essential thing of beauty offer their own mode of struggle.

The poem concludes by saying that beautiful things are figuratively an endless source of nectar that pours down to us from heaven, bringing eternal joy for the soul's grandeur. They are like a medicine of life, a never diminishing source of pleasure and delight, a boundless source of joy that seems to be a precious gift from Heaven. A beautiful thing will give joy throughout one's lifetime. Even when we are depressed or dejected our experience of a beautiful thing can help us shake off our sadness and can bring us joy.

ENGLISH WORKSHOP

(1) Read the poem and fill in the table.

Sr. No.	Expressions of Beauty (joy)	Expressions of sorrow
1	The Sun, the moon	1. desire to offend others
2	Shady trees	2. Hopelessness
3	beautiful daffodil flowers	3. Lack of noble men
4	Streams of water	4. bad health
5	Tales of heroic men who sacrificed their lives	5. Unhappiness
6	Dense green bushes of forest ferns where fragrant musk-rose grows.	6. Gloom, darkness

(2) Answer in your own words.

(i) What is the impact of a beautiful thing on us?

Ans. A beautiful thing leaves a permanent impression on our minds. Its loveliness goes on increasing. It stays in our imagination and becomes a source of joy forever.

(ii) What does a thing of beauty keep in store, for us?

Ans. The effects of the things of beauty permanently charm our senses. They do not fade with time and stay in our senses. No time and space can put an end to the effect of the beauty of objects.

(iii) Who are the mighty dead? Why are they attributed with 'grandeur'?

Ans. The mighty dead are those who have sacrificed their lives for a noble cause and made great achievements in their lifetime. The mighty dead are honoured and worshipped for their remarkable achievements. Now they are lying buried under their graves. On the day of judgement God also will reward them for their noble deeds. It is this dignity that is associated with them.

(iv) How does the memory of a beautiful visual scene become a joy forever?

Ans. Beautiful things are like an endless fountain which goes on pouring the immortal drink unto us from the heavens. They are a source of immense joy and happiness.

(3) Pick out and rewrite 5 lines that contain imagery.

For example: (a) we are wreathing a flowery band...

Ans. (b) A bower quiet for us and a sleep full of sweet dreams.

(c) Trees old and young sprouting a shady boon

(d) And such are daffodils, in the green world they line in

(e) the mid forest brake rich with a sprinkling of fairmusk-rose blooms

(4) Choose the correct figures of speech that occurs in the following lines. Justify your choice.

(i) ..... but still we keep a bower quiet for us .....

(a) Simile (b) Irony (c) Metaphor

(ii) Some shape of beauty moves away the poll .....
(a) Personification (b) Alliteration (c) Hyperbole

(iii) A thing of beauty is a joy for ever .....
(a) Epigram (b) Antithesis (c) Climax

(iv) Trees old and young, sprouting a shady boon .....
(a) Exclamation (b) Personification (c) Antithesis

Ans. (i) Irony (ii) Personification (iii) Epigram (iv) Antithesis and Personification

(5) From the poem pick out words that we do not use often in modern times. They should match the meanings given below.

(i) gift .....
(ii) the next day .....
(iii) a protective spot (for animals) .....
(iv) a cool shady spot ..... under tall under
(v) ferns .....
(vi) edge .....
(vii) depression .....
(viii) cover for the dead .....
(ix) streams .....
(x) poetry .....

Ans. (i) boon (ii) morrow (iii) boon (iv) bower (v) brake (vi) brink (vii) gloom (viii) pall (ix) rills (x) poesy

(6) Copy the first 8 lines and mark the stressed syllables using a coloured pen.

Ans.

Extract - I *(Textbook Page No. 147)*
A thing of beauty is a joy for ever:
Its loveliness increases; it will never
Pass into nothingness; but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health and quiet breathing.
Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth

(7) Read the poem and write.

(1) The rhyme scheme of the following lines.

Ans. Lines 1 to 8 - aa, bb, cc, dd
Last stanza - aa, bb, cc, dd

(2) (a) The number of stressed syllables (Rhythm) in the line.

Ans. A thing of beauty is a joy forever

(2) (b) Does the poem retain a steady rhythm throughout?

Ans. Yes

(3) Give four examples of each. Pick the lines from the poem.

(1) Consonance:

Ans.

(i) A thing of beauty is a joy for ever.
Its loveliness increases, it will never.

(ii) Full of sweet dreams, and health and quiet breathing.
Therefore, on every morrow, are we wreathing

(iii) The passion poesy, glories infinite,
Haunt us till they become a cheering light

(iv) Unto our souls, and bound to us so fast, That, whether there be shine, or gloom o'ercast

(2) Assonance:

(i) Pass into nothingness; but still will keep
A bower quiet for us, and a sleep

(ii) A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth

(iii) Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways

(iv) From our dark spirits. Such the sun, the moon,
Trees old, and young, sprouting a shady boon

(8) Project

Collect from various sources proverbs or maxims related to 'beauty of nature.'

Ans. (i) Nature is an art of God
(ii) The poetry of Earth is never dead
(iii) The mountains are calling and I must go.
(iv) The Earth has its music for those who listen.
(v) Beautiful things do not ask for attention.
(vi) There is no better designer than nature.

(9) Make a chart/poster with the same. Decorate it with images, drawings, pictures and put it up by turns in your class?

Ans. Students are expected to do this activity on their own.

❖❖❖

4.2 The Luncheon

- William Somerset Maugham

Central Idea :

This delightfully humorous narrative is a slice of life about Maugham's luncheon date proposed to him by a woman, who he hopes is a supporter of his art. Having only communicated with her though the mail, the author is rather surprised to meet a woman of forty, she gives him the impression of having more teeth white and large and even, than were necessary for any practical purpose.

Summary :

The author had only 80 Francs, to last him the rest of the month, so he was not interested in dining at Foyot's, but the lady friend reassured him saying 'I never eat anything for luncheon'. She ordered several things, but each one individually – like salmon, caviar, champagne, giant asparagus, a peach from Italy and coffee and ice-cream. At the same time, she scolded Maugham for eating red-meat, as he had ordered mutton.

When the bill for 'light lunch' came, Maugham had only three Francs left to leave a meager trip for the false faced waiter. Now Maugham had the rest of the office month ahead of him and he was penniless. The supporter offered him nothing, instead she jumped into a cab and called out happily to him, saying goodbye. in the end the author explains that he is not a vindictive man, but "when the immortal gods take a hand in the matters, it is pardonable to observe the result with complacency" . He remarks that this woman, who only eats light lunches and only one thing at a time, "weights twenty one stone" (nearly 295 pounds or 134 Kilos)

MASTER KEY QUESTION SET - 4.2

Warming Up!

(1) Talk with your partner and discuss the following questions:

(i) Have you ever been invited for a lunch to any hotel by your friend?

Ans. Yes

(ii) What was the occasion?

Ans. A birthday party, a religious function.

(iii) Did you enjoy the lunch? Why?

Ans. Yes, I enjoyed the lunch, because the food was delicious, the ambience of the hotel was warm and pleasant and all the friends had a good time.

(2) Discuss in pairs:

(i) People with foibles are often not conscious of them. Do you agree or disagree. Why?

Ans. Yes, I agree with the fact that people with foibles are not conscious of them. The reason being that they are ignorant or unaware of it, and they continue with their eccentricity, blissfully, ignorant of them.

(3) As you know every country has its own currency. Find out the currency of at least 6 countries alongside their exchange rate in India with the help of internet. One is done for you.

For e.g. Switzerland, Franc 1 franc = 66.73 INR

Ans.

Country	Currency	Exchange rate in Indian currency
Bahrain	Dinar	1 Bahrain Dinar = 168.70 INR
Singapore	Dollar	1 Singapore Dollar = 48.63 INR
Dubai	Dirham	1 Dirham = 17.31 INR
Japan	Yen	1 yen = 0.58 INR
Oman	Omani Rial	1 Rial = 165.12 INR
England	Pound	1 pound = 89.91 INR
Kuwait	Kuwait Dinar	1 Kuwaiti Dinar = 212.15 INR

Reading Skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below.

Passage - I *(Textbook Page No. 151 and 152)*

I caught sight of her at the play and in answer to her call. I went over during the interval and sat down beside her. It was long since I had last seen her and, if someone had not mentioned her name, I hardly think I would have recognized her. She addressed me brightly.

"Well, it's many years since we first met. How time does fly ! We're none of us getting any younger. Do you remember the first time I saw you ? You asked me to luncheon."

Did I remember ?

It was twenty years ago and I was living in Paris. I had a tiny apartment and I was earning barely enough money. She had read a book of mine and had written to me about it. I answered, thanking her, and presently, I received from her another letter saying she was passing through Paris and would like to have a chat with me. But her time was limited and the only free moment she had was on the following Thursday and would I give her a little luncheon at Foyot's afterwards ? Foyot's is a restaurant and it was so far beyond my means that I had never even thought of going there. I had eighty francs (gold francs) to last me the rest of the month and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks, I could manage well enough.

I answered that I would meet my friend at Foyot's on Thursday at half-past twelve. She was, in appearance, imposing rather than attractive and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose. She was talkative, but since she seemed to want to talk about me, I was prepared to be an attentive listener.

Glossary

(1) **interval** *(n)* - an intervening time, pause gap

(2) **barely** *(adv)* - only just

(3) **presently** *(adv)* - at the present time, in the here and now

(4) **chat** *(v)* - talk in a friendly and informal way.

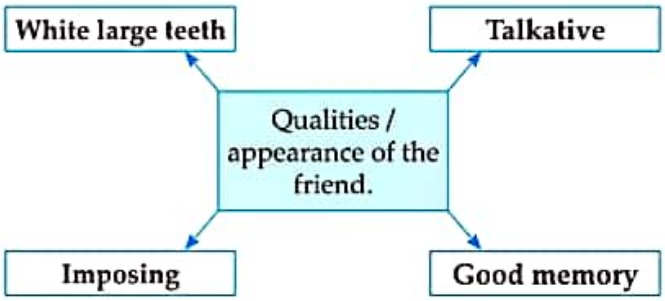
(5) **imposing** *(adj)* - grand and impressive in appearance

(6) **attentive** *(adj)* - paying close attention to something

A.1. Factual Questions

(1) Complete the web diagram.

Ans.



(2) Fill in the blanks with words from the passage.

(i) I went over during the ..... and sat down beside her.

(ii) She addressed me ..... .

(iii) And ..... I received another letter from her saying she was passing through..... .

(iv) I had ..... to last me the rest of the month.

(v) If I cut out ..... for the next two weeks, I could manage well enough

Ans (i) interval (ii) brightly (iii) presently, Paris (iv) eighty Francs (v) coffee

(3) Match the following:

A	B
(i) Foyot's	(a) imposing and talkative
(ii) Writer	(b) expensive restaurant
(iii) friend	(c) affective instance
	(d) attentive listener

Ans. (i – b) , (ii – c) , (iii – a)

(4) State whether the following are True or False.

(i) The writer recognized his friend immediately.

(ii) The writer was living in Paris twenty years ago.

(iii) She had written to the writer after reading a book of his.

(iv) The writer wanted to have a grand lunch at Foyot's.

Ans.

(i) False – He recognized her only after someone mentioned her name.

(ii) True.

(iii) True.

(iv) False – He wanted to have a modest lunch.

A.2. Interpretative /Complex / Inference Questions:

***(1) What is the profession of narrator?**

Ans. The author is a writer.

(2) Though it was long since the writer had been his friend, how did he recognise her?

Ans. The author recognised her by her name, after someone mentioned it.

(3) Where was the narrator living twenty years ago?

Ans. Twenty years ago, the narrator was living in a tiny apartment in Paris.

(4) How did the author of the story make his money twenty years ago?

Ans. The author of the story made his money twenty years ago by writing books.

(5) Why did he decide to invite the lady for luncheon?

Ans. He was flattered by the compliment she gave him and couldn't say 'no' to her.

***(6) When was the lady free?**

Ans. The lady was free only on Thursday.

***(7) Where and when did they decide to have luncheon?**

Ans. The lady wanted to have luncheon at Foyot's on Thursday. It was an expensive restaurant which the narrator could not afford, but the writer still agreed.

(8) Describe the lady's appearance.

Ans. In appearance, the lady was imposing rather than attractive and she gave the impression of having more teeth, white and large and even, than were necessary.

(9) Why did the writer prepare to be an attentive listener?

Ans. Since the lady seemed to want to talk about the writer, he was prepared to be an attentive listener.

***(10) What does the use of the word 'sank' suggest about the narrator's feelings?**

Ans. The use of word sank suggests that the narrator was disappointed.

A.3. Vocabulary Questions:

(1) Fill in the columns.

Classify the following words in the given table appropriately. *(modest, luncheon, generously, rank, restaurant, appearance, large, expensive, watch, coffee, brought, afford, practical, apartment, moment, brightly, started, thoroughly)*

Ans.

Noun	Adjective	Verb	Adverb
brightness	**bright**	**brighten**	brightly
modesty	modest	modest	**modestly**
presentation	**presentable**	**present**	presently
impression	**impressive**	**impress**	**impressively**

(2) Give the Antonyms for.

Ans. brightly x **dull**
limited x **unlimited**
modest x **immodest**
attractive x **unattractive**
practical x **impractical**
attentive x **distractive**
attractive x **unattractive**

A.4. Grammar Questions:

(1) She addressed me brightly. *(Rewrite beginning with - I was ----)*

Ans. I was addressed brightly by her.

(2) How time does fly! *(Make it as statement)*

Ans. Indeed time does fly quickly.

(3) She had read a book of mine and <u>had written</u> to me about it *(State the tense of the underline word)*

Ans. Past Perfect Tense.

(4) I had never ever thought of going there. *(Make it affirmative)*

Ans. I had hardly ever thought of going there.

(5) If I cut out coffee for the next two weeks, I could manage well enough. *(Pick out the dependent clause and explain it)*

Ans. I could manage well enough – Main Clause

If I cut out coffee for the next two weeks, - Dependent adverb clause of condition, modifying the verb 'could manage' in the main clause.

(6) I was prepared to be an <u>attentive</u> listener

(i) Give the word class of the underlined word.

Ans. adjective.

(ii) Rewrite the sentence using the adverb form of the underlined word.

Ans. I was prepared to listen attentively.

A.5. Personal Response Questions:

(1) What kind of an attitude does the writer's friend display? What was the writer's reaction?

Ans. The writer's friend is very tactful and she manipulates her invitation to an expensive

restaurant with the writer. The writer has monetary constraints, but decides to take his friend to the expensive restaurant with a bit of calculations. But the story unfolds when the writer's friend places the order, one after another without bothering about the budget of the author.

(2) Why did the writer say that he was unable to recognize his friend?

Ans. The writer was unable to recognize his friend because

(i) He had seen her a long time ago.

(ii) Her physical appearance had changed.

(iii) She had no contact with the writer for quite a long time.

Q.2 Read the following passage and answer the question given below.

Passage - II *(Textbook Page No. 152)*

I was startled when the menu was brought, for the prices were a great deal higher than I had thought. But she reassured me.

"I never eat anything for luncheon," she said.

"Oh, don't say that !" I answered generously.

"I never eat more than one thing. I think people eat far too much nowadays. A little fish, perhaps. I wonder if they have any salmon."

Well, it was early in the year for salmon and it was not on the menu, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in - it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked. "No," she answered, "I never eat more than one thing. Unless you had a little caviar. I never mind caviar."

I knew I could not afford caviar, but I could not very well tell her that. For myself, I chose the cheapest dish on the menu and that was a mutton chop.

"I think you're unwise to eat meat." she said. "I don't believe in overloading my stomach."

She ate the caviar and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived, she took me quite seriously to task.

"I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and just eat one thing? I couldn't possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them."

My heart sank. I had seen them in the shops and I knew that they were horribly expensive. My mouth had often watered at the sight of them.

"I'm not in the least hungry," my guest sighed, "but if you insist, I don't mind having some asparagus." I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

Glossary

(1)	**menu** *(n)*	- list of dishes.
(2)	**caviar** *(n)*	- pickled eggs of a sturgeon of other fish, eaten as a delicacy
(3)	**overloading** *(v)*	- load with a great burden.
(4)	**gaily** *(adv)*	- in a cheerful night hearted way.
(5)	**guilty** *(v)*	- responsible or regretive for a perceived offence (real or imaginary)
(6)	**literature** *(n)*	- written works
(7)	**asparagus** *(n)*	- a tall plant of the lily family cultivated for consumption
(8)	**expensive** *(v)*	- costing a lot of money.

A 1. Factual Questions.

(1) Pick out the correct alternative and complete the following :

(i) The writer was startled because - .....

(a) The prices were higher than he had thought.

(b) He did not expect such a variety of dishes.

(c) The waiter was an arrogant man.

(ii) The writer chose the cheapest dish on the menu because - .....

(a) He ate that dish frequently

(b) He could only afford that.

(c) His friend suggested he try it.

(iii) The writer's mouth had often watered at the sight of - .....

(a) salmon (b) caviar (c) asparagus

Ans. (i) The prices were higher than he had thought.
(ii) He could only afford that.
(iii) asparagus.

(2) Name the following : -

(i) The food item not on the menu ..... .

(ii) The food item the writer could not afford ..... .

(iii) The cheapest dish on the menu ..... .

(iv) The writers mouth watered at this food item ..... .

Ans. (i) salmon (ii) caviar (iii) mutton chop
(iv) asparagus

A.2. Interpretive / Complex / Inference Questions

(1) Why was the writer startled when the menu was brought in?

Ans. The writer was startled when the menu was brought in because the prices were a great deal higher than he thought.

(2) Why did the writer ask the waiter to see if there was any salmon?

Ans. It was early in the year for salmon, so it was not on the menu. The friend wanted to eat it, so he asked the waiter to see if there was any salmon.

(3) Why did the writer order for mutton chop?

Ans. The writer ordered for mutton chop because it was the cheapest dish on the menu and he could not afford anything else.

(4) What did the friend talk about?

Ans. The friend spoke about art, literature and music.

(5) Why did the writer's heart sink?

Ans. The writers heart sank because his friend expressed the desire to eat asparagus and the writer knew that they were expensive.

(6) What do you think, the woman reassured the narrator about?

Ans. The woman re-assured the narrator that she never eats anything for luncheon.

A.3. Vocabulary Questions:

(1) Make a list of all the adverbs in the passage.

Ans. generously, now a days, early, seriously, gaily, possibly.

(2) Fill in the blanks with suitable adjectives from the passage.

(i) A ..... fish, perhaps.

(ii) Yes, a ..... salmon had just come in.

(iii) I chose the ..... dish on the menu.

(iv) I see that you're in line habit of eating a ..... luncheon.

(v) They have some of those ..... asparagus.

(vi) I knew that they were ..... expensive.

(vii) I don't mind having ..... asparagus.

Ans. (i) little (ii) beautiful (iii) cheapest (iv) heavy (v) giant (vi) horribly (viii) some

A.4. Grammar Questions:

(i) I wonder if they had any salmon. *(Pick out the dependent clause and explain it)*

I wonder – main clause

Ans. If they had any salmon-dependent noun clause object of the verb 'wonder' in the main clause.

(ii) "No", she answered, "I never eat more than one thing unless you had a little caviar. I never mind caviar" *(Rewrite in the reported speech)*

Ans. She answered in the negative and said that she had never ate more than one thing, unless they had a little caviar. She would never mind eating caviar.

(iii) I chose the cheapest dish on the menu and that was a mutton chop. *(Change to complex)*

Ans. I chose the cheapest dish on the menu which was mutton chop.

(iv) She ate the caviar and she ate the salmon *(Rewrite using both)*

Ans. She ate both the caviar and the salmon.

(v) "Why don't you follow my example and just eat one thing? *(Change to indirect speech)*

Ans. She asked the writer why he did not follow her example and ate just one thing.

(vi) My mouth had often watered at the sight of them. *(Make it complex)*

Ans. My mouth had often watered when I had seen them.

A.5. Personal Response Questions:

(1) Why did the writer say that he never ate asparagus?

Ans. The writer had seen those giant asparagus in the shops and he very well knew that they were expensive. His mouth had often watered at the sight of those asparagus. But when he took his friend to the luncheon at the expensive restaurant he knew very well that he had only eighty francs to last him the rest of the month. He had roughly calculated that a modest luncheon would not cost him more than fifteen francs. Thus he was quite comfortable spending that amount. His friend had already ordered some expensive dishes like salmon and caviar and was now planning to eat the asparagus. In fact he wanted to discourage his friend from ordering the asparagus.

Q.3. Read the following passage and answer the questions given below:

Passage - III *(Textbook Page No. 153)*

We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. It would be mortifying to find myself ten francs

short and be obliged to borrow from my guest. I knew exactly how much I had and if the bill came to more, I made up my mind that I would put my hand in my pocket and with a dramatic cry, start up and say it had been picked. Of course, it would be awkward if she had not enough money either to pay the bill. Then, the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. I watched her thrust them down her throat in large mouthfuls. At last, she finished.

"Coffee ?" I said.

"Yes, just an ice cream and coffee," she answered. I was past caring now, so I ordered coffee for myself and an ice cream and coffee for her.

"You know, there's one thing I thoroughly believe in," she said, as she ate the ice cream. "One should always get up from a meal feeling one could eat a little more."

"Are you still hungry ?" I asked faintly.

"Oh, no, I'm not hungry. You see, I don't eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you."

Glossary

(1) **panic** *(n)* - sudden uncontrollable fear or anxiety

(2) **mortifying** *(v)* - cause to feel very embarassed or ashamed

(3) **dramatic** *(adj)* - relating to drama

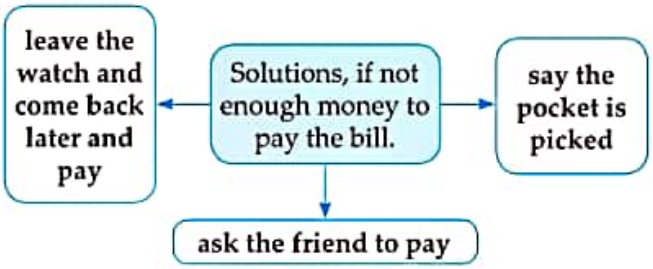
(4) **awkward** *(v)* - causing or feeling uneasy embarrassment

(5) **thrust** *(v)* - push down

A 1. Factual Questions:

(1) Complete the web diagram

Ans.



(2) State whether the following sentences are true or false. Correct if false

(i) When the asparagus was brought, the writers friend ate it with relish.

(ii) The writer ordered ice-cream and coffee for himself.

(iii) The writer was worried about the payment of the bill.

(iv) The writer thought, if he had no money, he would keep his watch and return later with the money.

Ans.

(i) False – she thrust them down her throat in large mouthfuls

(ii) False – he ordered only coffee for himself.

(iii) True (iv) True

A 2. Interpretative /Complex / Inference Questions.

(1) Why did panic strike the writer?

Ans. The writer was struck with panic because he wanted to know whether he had enough money to pay the bill.

(2) Which alternatives did he think about?

Ans. He would say that his pocket had been picked, he would ask his friend to pay the bill and the third option was to leave his watch and come back later and pay the bill.

(3) What would the final solution be?

Ans. The final solution would be to leave his watch and say that he would come back and pay later.

(4) Why did the writer ask his friend if she was still hungry?

Ans. The writer's friend said that she thoroughly believed in the fact that one should always get up from a meal feeling one could eat a little more. The writer felt that his friend was still hungry and thus he asked her so.

(5) In spite of the thought of the hefty bill on the narrator's mind, he orders a coffee for himself and a coffee with ice-cream for the lady. Why?

Ans. By this time the writer did not care anymore about the consequences of the meal. Thus he orders a coffee for himself and a coffee with ice-cream for the lady.

***(6) 'I was past caring now'. In your view, explain why the narrator feels this way.**

Ans. After making the narrator believe that she wasn't going to eat anything, his lady friend ordered all the most expensive dishes available on the menu. She even advised him not to have a heavy meal, when she had eaten enough for two people herself. At this point, the narrator had given up hope to have any money left at the end of the meal, so he ordered coffee for himself too. He says I was past caring now to show this new careless attitude he had about money.

A.3. Vocabulary Questions:

(1) State the word class of the underlined words.

(i) One should <u>always</u> get up from a <u>meal</u> feeling one could eat a <u>little</u> more.

(ii) I watched her thrust them down her throat in large mouthfuls.

Ans. (i) always – adverb
meal – noun
little – adjective

(ii) watched – verb
throat – noun
large – adjective

A.4. Grammar Questions:

(1) Panic seized me. *(Write beginning with I was ..... ,)*

Ans. I was seized by panic.

(2) I had enough to pay the bills *(State the word class of the underlined word.)*

Ans. to pay – Infinitive

(3) "Coffee?" I said "Yes, just an ice-cream and coffee" *(Change to reported speech)*

Ans. The writer asked her, if she wanted coffee and she replied in the affirmative and added that she would have ice-cream along with her coffee.

(4) "Are you still hungry?" I asked faintly *(Make indirect)*

Ans. The writer in a faint voice asked his friend if she was still hungry.

(5) I was speaking for you *(Tell the tense of the underlined word)*

Ans. 'was speaking' – past continuous tense

A 5. Personal Response Questions.

(1) Was the writer's friend right in saying that she did not have luncheon? OR
What is ironic in the line, 'I never eat anything for luncheon' in Somerset Maughams. 'The Luncheon'.

Ans. This is a dramatic story based on the strong contrast between what the woman keeps saying and what she actually does. The narrator is fooled in taking the woman to the expensive Foyot's restaurant because he thinks she is telling the truth when she says "I never eat anything for luncheon". When she actually does start eating, she finds it difficult to stop. Although she keeps repeating 'I never eat anything', she keeps ordering more and more. And because she really believes she is a light eater, she orders everything ala carte (individual dishes from the menu) which makes everything more expensive. She could also be one of those people who liked to order expensive dishes as long as someone else was picking up the tab.

Q. 4. Read the following passage and answer the questions given below.

Passage - IV *(Textbook Page No. 153 and 154)*

"Oh, I see." Then a terrible thing happened. While we were waiting for the coffee, the head waiter came up to us bearing a large basket full of huge peaches. But surely peaches were not in season then ? Lord knew what they cost ! I knew a little later, for my guest going on with her conversation, absentmindedly took one.

"You see, you've filled your stomach with a lot of meat," my one miserable little chop "and you can't eat any more. But I've just had a snack and I shall enjoy a peach."

The bill came and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for an instant on the three fancs I left for the waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

"Follow my example," she said as we shook hands, "and never eat more than one thing for luncheon."

"I'll do better than that," I retorted, "I'll eat nothing for dinner tonight."

"Humorist !" she cried gaily, jumping into a cab. "You're quite a humorist !"

But I have had my revenge at last. I do not believe that I am a vindictive man, but when the gods take a hand in the matter it is understandable to observe the result with satisfaction. Today, she weights twenty - one stone.

Glossary

(1)	**absent minded** *(v)*	- having or showing a forgetful disposition
(2)	**snack** *(n)*	- a small amount of food eaten between meals
(3)	**inadequate** *(adj)*	- insufficient
(4)	**instant** *(n)*	- immediately
(5)	**mean** *(adj)*	- cunning
(6)	**retorted** *(v)*	- say something in answer to a remark.
(7)	**humorist** *(n)*	- a performer or a writer specializing in comedy
(8)	**gaily** *(adv)*	- cheerfully
(9)	**revenge** *(n)*	- the action of hurting someone in return of getting hurt.
(10)	**vindictive** *(adj)*	- having a strong desire for revenge.

A.1. Factual Questions:

(1) Fill in the blanks with words from the passage;

(i) The headwaiter come up to us bearing a large ..... full of huge ..... .

(ii) You've filled your ..... with a lot of ..... .

(iii) I've just had a ..... and I shall enjoy a peach

(iv) I found that I had only enough for a quite ..... tip.

(v) I had the whole month before me and not a ..... in my pocket.

(vi) "....." she cried gaily.

(vii) But I have had my ..... at last.

(viii) I do not believe that I am a ..... man.

(ix) Today she weighs .....

Ans. (i) basket, peaches (ii) stomach, meat (iii) snack (iv) inadequate (v) penny (vi) Humorist (vii) revenge (viii) vindictive (ix) 21 stone

A.2. Interpretative / Complex / Inference Questions:

(1) What was the terrible thing that happened while they were waiting for coffee?

Ans. While they were waiting for coffee, the head waiter came up to them, bearing a large basket full of huge peaches, which were not usually available during that season.

(2) What justification did the writer's friend give for having a peach?

Ans. The writer's friend told him that he had filled his stomach with a lot of meat, whereas she had just had a snack and thus she could enjoy a peach.

(3) Why did she think the writer was mean after the bill was paid?

Ans. After the bill was paid , the writer found that he had just enough money for quite an inadequate tip and thus was able to put only three francs, which were left with him, for the purpose. So the writer's friend thought he was mean, as he put in such a small tip, after such a large bill.

***(5) 'Then a terrible thing happened'. Describe the narrator's emotion at this point in the story. Why does he express this emotion?**

Ans. The narrator was in a confused state of mind. He had somewhat made a mental calculation of the amount he would need to pay, which was in any case, way over his budget and then the waiter came with a basket of huge peaches. His friend took one and started eating it. He, thus, came to know how expensive they were, when the bill arrived. There was also 'panic', since he was trying to frame out, if he had enough money to pay the bill.

***(6) How many things did the guest eat in all?**

Ans. The guest ate a salmon dish, caviar and some asparagus, along with champagne and a peach and coffee with ice-cream as dessert.

***(7) 'I never eat anything for luncheon'. Explain the irony in the line.**

Ans. The narrator's friend says that she never eats anything at luncheon before going to the expensive restaurant, Foyot's. But after getting there, she proceeds to order salmon, caviar, asparagus, ice-cream, coffee and a peach. This is ironic as she eats twice as much food as a normal person would.

A.3. Vocabulary Questions:

(1) Match the Antonyms.

Column A	Column B
(i) full	(a) alert / observant
(ii) later	(b) sadly
(iii) absentminded	(c) forgiving
(iv) inadequate	(d) empty
(v) gaily	(e) sufficient
(vi) vindictive	(f) earlier

Ans. (i - d) (ii - f) (iii - a) (iv - e) (v - b) (vi - c)

A.4. Grammar Questions.

(1) While we were waiting for the coffee, the head waiter came. *(Pick out the dependent clause and state its relation to the main clause.)*

Ans. (i) The head waiter came – Main clause

(ii) While we were waiting for the coffee- Dependent Adverb clause of time – modifying the verb 'came' in the main clause.

(2) I knew that she thought me mean. *(Identify the main clause and the subordinate clause)*

Ans. (i) I knew – main clause.

(ii) That she thought me mean - Dependent Noun clause, object of the verb ' knew' in the noun clause.

(3) "Follow my example," she said as we shook hands, ' and never eat more than one thing for luncheon" *(Change to indirect speech)*

Ans. As she shook hands with him, she told the writer to follow her example and never eat more than one thing for luncheon.

(4) Today she <u>weighs</u> twenty-one stone *(Rewrite using the noun form of the underline word.)*

Ans. Today her weight is twenty-one stone.

(5) 'I'll do better than that', 'I retorted I'll eat nothing for dinner tonight' *(Change to indirect speech)*

Ans. The writer told his friend that he would do better than that and that he would eat nothing for dinner that night.

A.5. Personal Response Question:

(1) What makes the writers lady friend remark "You are quite a humorist".

Ans. The story 'The Luncheon' narrates how the authors, lady friend, tactfully managed to have lunch in a highly expensive restaurant Foyot's with the author. The author with all his monetary constraints decided to visit the restaurant where senators usually go, only to come across some embarrassing situations. The author carefully chalked out a plan to order for some items at this place, which would not affect his monthly budget. However, the irony unfolded when he found his lady friend placed orders one after another without bothering about the budget of the author. At the end when the author's lady friend recommended him to follow her path to have the so-called little luncheon, the author humorously replied, that he would do better than that, by not taking dinner that night.

In this context, the lady friend made the quoted remark.

ENGLISH WORKSHOP

(1) Choose the correct option from the bracket and fill in the blanks given below.

(addressed, luncheon, generously, unwise, insist)

(i) The chief guest ..... the student.

(ii) The crow was ..... to sing

(iii) I invited my relatives to .....

(iv) Parents always ..... on children to be allrounders.

(v) The king decided to donate his wealth among his subjects ..... .

Ans. (i) addressed (ii) unwise (iii) luncheon (iv) insist (v) generously

(2) Go through the story again and find out various instances which create humour in 'The Luncheon'. Complete the table by picking various humorous instances and the particular line from the story. One is done for you.

Ans.

Humorous Instance	Line from the text
- The woman is a voracious eater	" Follow my example, and never eat more than one thing for luncheon."
- author decides to cut expenses on coffee for the luncheon	If I cut out coffee for the next two weeks, I could manage well enough.
- the author picked up the cheapest dish for himself	I chose the cheapest dish on the menu and that was a mutton chop.
- the author thought of leaving his watch, if the money was insufficient	Then, the only thing would be to leave my watch and say I would come back and pay later.
- the author did not have enough to pay a tip	I found that I had only enough for a quite inadequate tip.

(3) Who said these words/sentences? Under what circumstances?.

Ans.

	Words/ Sentences	Who said?	Under what circumstances?
(i)	I never eat anything for luncheaon	Guest	The guest says it as a matter of fact, without any meaning.
(ii)	It's many years since we first met	Guest	Very eager to meet up with him
(iii)	Are you still hungry?	Author	As a matter of courtesy
(iv)	I don't believe in overloading my stomach	Guest	She did not want to eat anything that is heavy
(v)	I'll eat nothing for dinner tonight	Author	An irony, he had no money left for buying anything for dinner

Q.4. Answer in your own words.

(1) Although the author was not a vindictive man, he was very happy to see her twenty one years ago, and days had finally had his revenge. What makes him say this. Explain.

Ans. Although, the author was not a vindictive man, he was at the same time annoyed with the fact that his lady friend had ordered so many items

for lunch and he had to pay such a huge bill. So to pacify himself, he says that he has had his revenge, because, she must have put on more weight, due to the food she ate in the restaurant.

(2) There are quite a few places where the author uses the expressions 'my heart sank, panic seized'etc. What was the reason for this ? Explain.

Ans. The reason for feeling panic or his heart sank was he had limited money with him. The friend had taken him to a famous expensive restaurant and he was wondering what he would do, if the bill exceeded the amount of money, he had with him at that time.

(3) What are the instances which create humour in "The Luncheon"?

Ans. The instances which create humour in the luncheon are as follows:

(i) I never eat anything for luncheon

(ii) A little fish perhaps I wonder if they have any Salmon.

(iii) Unless you had a little caviar. I never mind caviar.

(iv) I think you are unwise to eat meat. I don't believe in overloading my stomach.

(v) Why don't you follow my example and eat just one thing?

(vi) I should be sorry to leave Paris without having some of them. (giant asparagus)

(vii) No, I never eat asparagus.

(viii) Yes, just an ice-cream and coffee.

(ix) One should always get up from a meal feeling one could eat a little more.

(x) Oh no. I'm not hungry. You see I don't eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you.

(xi) You see, you've filled your stomach with a lot of meat. But I've just had a snack and I shall enjoy a peach.

(xii) Follow my example and never eat more than one thing for launcheon.

(4) Describe the use of irony and humour in "The Luncheon".

Ans. Part of the irony of derives from the fact that the has never dared to go to foyots by himself, because he is living on a very small income and further, he has to watch his voracious guest devouring gourmet comestible while he has to pretend, he only wants a mutton shop and a glass of water. He must have realised after the fact that he had been 'taken' by this greedy woman, who completely understood his financial circumstances. He concludes by saying that he have had his revenge at last!

(5) Pick out the words and phrases in the story that indicate that the author was not financially well off. One is done for you.

Ans.

Words	Afford	Cheapest	Expensive	Borrow
Phrases	Beyond my means	Manage well enough	A great deal higher	Enough to pay the bill

(6) After reading the story, put the following events into correct order.

(i) She gave me her last kind advice how to improve my eating habits.

(ii) I met her in the theatre after many years and I could hardly recognize her.

(iii) Twenty years ago, I lived in Paris and earned just enough money to get by.

(iv) I was really scared what could happen when I would pay the bill.

(v) "I never eat anything for luncheon."

(vi) I ordered a mutton chop for myself.

(vii) She had read a book of mine.

(viii) She ordered asparagus.

(ix) I invited her to a famous and expensive restaurant.

(x) I didn't have dinner for the rest of the month.

Ans.

(i) I met her in the theatre after many years and I could hardly recognize her.

(ii) Twenty years ago I lived in Paris and earned just enough money to get by.

(iii) She had read a book of mine.

(iv) I invited her to a famous and expensive restaurant.

(v) I never eat anything for lunchon.

(vi) I ordered a mutton shop for myself.

(vii) She ordered asparagus.

(viii) I was really scared what could happen when I would pay the bill.

(ix) She gave me has last kind of advice how to improve my eating habits.

(x) I didn't have dinner for the rest of the month.

(7) Irony is the expression of meaning through the use of language signifying the opposite. Describe the use of irony in 'The Luncheon'. Pick the sentences from the story that are examples of irony. Fill in the table 'A' the general direct meaning while in table 'B' it's hidden meaning or the opposite meaning intended by the speaker. One is done for you.

Ans.

Sentence	Direct Meaning	Hidden Meaning
* If I cut out coffee for the next two days	* to stop drinking coffee	* to stop spending money in order to save money for some purpose.
* for myself, I chose the cheapest dish on the menu and that was mutton chop	ordered a mutton chop for himself	ordered a cheap dish so that he could pay for his friend
* I would leave my watch come back and pay later	keep the watch due to lack of money	come later when he has the money and pick up the watch
* I'll eat nothing for dinner tonight	not eat anything for dinner	he did not have any money to eat anything

(8) Fill in the blank with a word or phrase given in the brackets in their appropriate forms.
(startled, catch sight of, overload, watered, passing)

(i) "I never ..... my stomach", she said.

(ii) I was ..... when the menu was brought.

(iii) The author ..... of the guest at the play.

(iv) I had seen asparagus in the shops, my mouth often ..... at the sight of them.

(v) The author's guest was ..... through Paris.

Ans. (i) overload (ii) startled (iii) caught sight of (iv) watered (v) passing

(9) Use appropriate articles.

(i) I have just had ..... snack.

(ii) I have ..... cup of coffee in the morning.

(iii) I want just ..... ice cream and coffee.

(iv) The author and his guest gave ..... order and then waited for ..... asparagus to be cooked.

Ans. (i) a (ii) a (iii) an (iv) an, the

(10) Classify the following words in the given table appropriately.
(modest, luncheon, generously, rank, restaurant, appearance, large, expensive, watch, coffee, brought, afford, practical, apartment, moment, brightly, started, thoroughly)

Ans.

Noun	Verb	Adjective	Adverb
luncheon	brought	modest	generously
rank	afford	large	brightly
restaurant	started	expensive	thoroughly
appearance		practical	
watch			
coffee			
Apartment			
Moment			

(11) Study the different uses of 'could'. Identify what it indicates.

(i) Lack of rain could cause draught. (Possibility / condition)

(ii) Abhi could perform well in his school days. (suggestion / past ability)

(iii) Instead of playing computers games, you could play real games with friends (past ability/ suggestion)

(iv) Could I use your computers for surfing net? (possibility / request)

(v) We could go on an excursion, if we didn't have exam (Suggestion/ condition)

Ans. (i) possibility (ii) past ability (iii) suggestion (iv) request (v) condition

(12) Fill in the gaps with appropriate Prepositions to make the passage meaningful.

(i) I waited ..... the airport ..... Atlanta. My old school-mate was going to arrive ..... New Airlines ..... Mumbai, ... 21st ..... March–the year 2018. We had not met ..... 40 years ..... 1978. She was going to stay ..... a week ..... me ..... Atlanta ..... 21st ..... 27th ..... March, 2018.

My joy knew no bounds, when I saw her ..... 40 years. ..... home, I introduced her ..... my family. Then I took her ..... a big mall ..... shopping. It was

just ..... my house. We went ..... the street and climbed ..... using the elevator – the staircase.

Ans. I wanted at the airport at Atlanta. My old schoolmate was going to arrive by New Airlines to Mumbai; on 21st of March the year 2018. We had not met for 40 years since 1978. She was going to stay for a week with me at Atlanta from 21st to 27th of March 2018.

My joy, knew no bounds; when I saw her after 40 years. At home; I introduced her to my family. Then I took her to a big mall for shopping. It was just near my house. We went across the street and climbed by using the elevator, the staircase.

WRITING SKILLS

(13) On the occasion of Diwali, write a letter to your friend to invite him/her to celebrate the festival in an innovative way. Use the following hints.

time and place	other friends are also invited
special dish is prepared	post lunch fun programmes, innovative activity

Ans.

48, Mehra Mansion,
S.V. Road,
Worli-Mumbai 400030.
26th January 2018.

Dear Edna,

Hello, how are you? Hope everything is well at home. It's been a long time, since we have met; so I thought, why not have a get together at my home for Diwali. I would like you to come over to my place to celebrate this auspicious and joyous occasion.

We will have a great time as all my other friends will also be coming. We have planned games and snacks for everyone. There will be events like musical chairs, a treasure hunt and lighting the diyas. There will also be music and dancing and other fun activities.

My mother has made delicious sweets and snacks like karanji, mathri, ladoos, coconut barfi and sweet biscuits. Everything else will be freshly cooked at home I invite you and your entire family to come and join in to celebrate this Diwali together with all family and friends.

Hope to see all of you soon.

Give my regards to everyone at home.

Your loving friend,

X.Y.Z.

(14) Further reading :

(a) "The Phantom Luncheon" by Saki.

(b) "The Art and the Grasshopper" by William Somerset Maugham.

Form 4 groups of the class. Every group will visit the school's library or use internet to read both the creations of Saki and W. S. Maugham. After reading them, every group will summarise both the creations and later read out in the class.

Ans. Students are expected to do this activity on their own.

❖❖❖

4.3 World Heritage

Central Idea :

This chapter is an article giving information about the UNESCO and World Heritage Sites. It details the process of how a world heritage site is selected from all over the world. It talks about the organisational structure of the UNESCO and details its history, giving background of how it was created. It enlists the types and regions as the world heritage sites and finally concludes with a mention of all the dangers these landmarks face and how they can be avoided.

Summary :

A World Heritage site is a landmark that is either of natural or cultural importance or even both. Such sites are determined by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) which started protecting such sites in the 1950s. Sites are elected by Advisory Bodies that consist of the International Council on monuments and the World Conservation Union. As of 2009, there are 890 such sites all over the world in five geographic zones. These are Africa, Arab States, Asia Pacific (including Australia and Oceania), Europe and North America, and Latin America and the Caribbean. Unfortunately, many of them are endangered due to war, earthquakes, urbanisation as well as pollution and rain.

MASTER KEY QUESTION SET - 4.3

Warming Up!

(1) Pair up with your partner and answer the following questions:

(i) Do you like to travel?

Ans. Yes

(ii) Where have you travelled?

Ans. Most of the hill stations of India, and some of the beaches of India.

(iii) Have you heard about the wonders of the world?

Ans. Yes, there are seven of them.

(iv) Have you heard about UNESCO?

Ans. Yes, it is an international body working under the United Nations.

(v) What does UNESCO stand for?

Ans. UNESCO – stands for United Nations Educational Scientific and Cultural Organisation.

(vi) What is meant by Heritage?

Ans. A country's heritage is all the qualities, traditions or features of life that have continued over many years and have been passed on from one generation to another.

(vii) Do you know of any Heritage building in your own city?

Ans. Yes, many of them, V.T. Station now called CST Station, Prince of Wales Museum and Gateway of India to mention a few.

(2) Your teacher will explain the 'Heritage Cycle'

→ By understanding (cultural heritage) people value it.

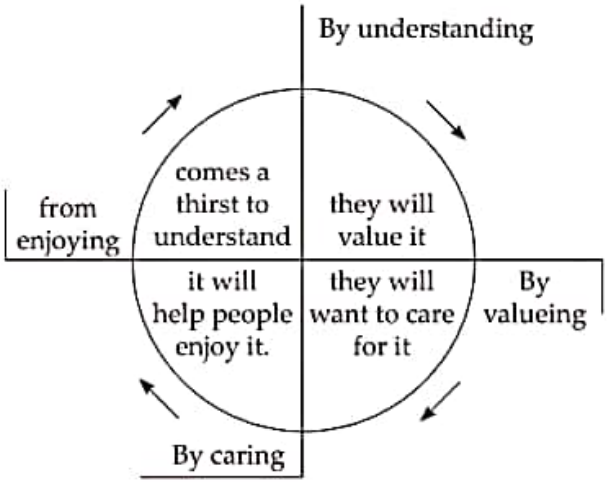
→ By valueing it people want to care for it.

→ By caring for it, it will help people enjoy it.

→ From enjoying it, comes a thirst to understand.

→ By understanding it .....

Heritage Cycle



Ans. Students are expected to do this activity with the teacher.

(3) Do you know the difference between :

(i) World Heritage

(ii) Cultural Heritage

Refer a dictionary / encyclopedia / reference book/ the internet to get the detailed meaning.

Ans. World Heritage – Is a natural or man-made area or structure recognised as being of outstanding international importance and therefore deserves protection. It includes both natural as well so cultural heritage.

Cultural Heritage – Is a place that is listed by UNESCO as of special cultural or physical significance and is man made.

(4) With the help of your partner complete the information in the table:

Ans.

Tourist spot	Favourite	Why
Park	Yes.	Can relax and exercise.
Mountain	No.	Do not like mountain climbing
Beach	Yes.	Cool breeze, relaxing.
Sea	Yes.	Fishing and boating.
Forest	No.	Many wild animals.
Countryside / Rural site	Yes.	Rustic surroundings.

(5) Heritage Sites – Rank these with your partner. Put the best at the top.

- Great Barrier Reef
- Grand Canyon
- Panda Sanctuaries
- Vatican City
- Mount Fuji
- The Pyramids
- Machu Picchu
- Great Wall of China

Ans.

(1) Machu Pichu	(5) The Pyramids
(2) Great Barrier Reef	(6) Mount Fuji
(3) Vatican City	(7) Great Wall of China
(4) Grand Canyon	(8) Panda Sanctuaries

Reading skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions that follow:

Passage - I *(Textbook Page No. 159)*

A World Heritage Site is a site determined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to have significant cultural or natural importance to humanity. As such the sites are protected and maintained by the International World Heritage Programme which is administered by the UNESCO World Heritage Committee. Because World Heritage Sites are places that are significant culturally and naturally, they vary in type but include forests, lakes, monuments, buildings and cities.

World Heritage Sites can also be a combination of both cultural and natural areas. For example, Mount Huangshan in China is a site with significance to human culture because it played a role in historical Chinese art and literature. The mountain is also significant because of its physical landscape characteristics.

Glossary

(1) **site** *(n)* - area or ground

(2) **significant** *(adj)* - sufficiently great or important

(3) **humanity** *(n)* - human beings collectively

(4) **administered** *(v)* - managed.

(5) **heritage** - that which is valued because of historical/ natural cultural importance.

(6) **monuments** *(n)* - a statue or building to commemorate a notable person.

(7) **literature** *(n)* - written works of notable person.

(8) **landscape** *(n)* - all visible features of an area of land.

(9) **characteristics** - distinguishing features of qualities.

A1. Factual Questions:

(1) Complete the following:

(i) A world Heritage site has significant .....

(ii) The sites are protected and maintained .....

(iii) World Heritage Sites are places that are significant .....

(iv) They include .....

(v) Mt. Huangshan in China is a site .....
(vi) It played a role in historical Chinese .....
(vii) It is also significant because .....

Ans. (i) cultural or natural importance to humanity.
(ii) by the International World Heritage Programme.
(iii) culturally and naturally.
(iv) forests, lakes, monuments, buildings and cities.
(v) with significance to human culture.
(vi) art and literature.
(vii) of its physical landscape characteristics.

A.2. Interpretative /Complex / Inference Questions:

(1) What is a world heritage site?

Ans. A world heritage site as determined by UNESCO is one that has significant cultural or national importance to humanity.

(2) By whom is the site protected and maintained?

Ans. The site is protected and maintained by the International World Heritage Program which is administered by the UNESCO World Heritage Committee.

(3) Which example is given in the passage for World Heritage Sites? Why is it picked up as an example?

Ans. The example mentioned in the passage for World Heritage Site is Mount Huangshan in China. It is significant to human culture because it played a role in historical Chinese art and literature.

***(4) What significant aspects should a world heritage site have?**

Ans. A world heritage site should have either natural or culturally, significant aspects. They can also be a combination of both these aspects like the Huangshan mountain.

***(5) What do World Heritage Sites include?**

Ans. World Heritage Sites include forest, lakes, monuments, buildings and cities.

A.3. Vocabulary Questions:

(1) Pick out the adjective and adverb from the passage for the following nouns.

Noun	Adjective	Adverb
1. culture	_____	_____
2. nature	_____	_____

Ans.

Noun	Adjective	Adverb
1. culture	cultural	culturally
2. nature	natural	naturally

(2) Give the noun forms of :

(i) Human (ii) Combine (iii) Signify
(iv) Characterized

Ans. (i) Humanity (ii) Combination
(iii) Significance (iv) Characteristics

A.4. Grammar Questions:

(1) World Heritage Sites can also be a combination of both cultural and natural areas (Use – as well as)

Ans. World Heritage sites can be a combination of cultural as well as natural areas.

(2) The mountain is also significant because of its physical landscape characteristics. (Pick out the dependent clause and state its relation to the main clause)

Ans. The mountain is also significant – Main clause

because of its physical landscape characteristics - dependent adverb clause of reason – modifying the verb is in the main clause 'is significant'.

(3) A World Heritage Site is a site determined by UNESCO (Make it complex)

Ans. A world Heritage Site is a site which is determined by UNESCO.

(4) The sites are protected and maintained by the International World Heritage Programme. (use as well as)

Ans. The Sites are protected as well as maintained by the International World Heritage Programme.

A.5. Personal Response Questions:

(1) Why do you think the UNESCO has taken up this idea of protecting and maintaining World Heritage Sites?

Ans. A World Heritage Site must be an already classified landmark,unique in some respects, as a geographically and historically identifiable place, having special cultural or physical significance. The Sites are intended for practical conservation for posterity, which otherwise would be subject to risk, from human or animal trespassing, unmonitored / uncontrolled /unrestricted access or threat from local administrative negligence.

Q.2. Read the following passage and answer the questions given below.

Passage - II *(Textbook Page No. 159 and 160)*

HISTORY OF WORLD HERITAGE SITES

Although the idea of protecting cultural and natural heritage sites around the world began in the early twentieth century, momentum for its actual creation was not until the 1950s. In 1954, Egypt started plans to build the Aswan High Dam to collect and control water from the Nile River. The initial plan for the dam's construction would have flooded the valley containing the Abu Simbel Temples and scores of ancient Egyptian artefacts. To protect the temples and artifacts, UNESCO launched an international campaign in 1959 that called for the dismantling and movement of the temples to higher ground. The project cost an estimated US $80 million, $40 million of which came from 50 different countries. Because of the project's success, UNESCO and the International Council on Monuments and Sites initiated a draft convention to create an international organization responsible for protecting cultural heritage.

Shortly thereafter in 1965, a White House Conference in the United States called for a "World Heritage Trust" to protect historic cultural sites but to also protect the world's significant natural and scenic sites. Finally, in 1968, the International Union for Conservation of Nature developed similar goals and presented them at the United Nations conference on Human Environment in Stockholm, Sweden in 1972. Following the presentation of these goals, the Convention concerning the Protection of World Cultural and Natural Heritage was adopted by UNESCO's General Conference on November 16, 1972.

THE WORLD HERITAGE COMMITTEE

Today, the World Heritage Committee is the main group responsible for establishing which sites will be listed as a UNESCO World Heritage Site. The Committee meets once a year and consists of representatives from 21 State Parties that are elected for six year terms by the World Heritage Center's General Assembly. The State Parties are then responsible for identifying and nominating new sites within their territory to be considered for inclusion on the World Heritage list.

Glossary

(1) **scores of** - plenty of, many
(2) **momentum** *(n)* - rate and quantity of motion
(3) **initial** *(adj)* - existing or occurring at the beginning
(4) **artefacts** *(n)* - any object made by human beings
(5) **dismantling** *(v)* - disassemble, pull down
(6) **scenic** *(adj)* - providing or relating to views of scenery
(7) **initiated** *(v)* - to begin
(8) **draft** *(n)* - a preliminary version of a piece or writing

A.1. Factual Questions

1) Match the following

Column A	Column B
(1) In 1954	(a) White House Conference
(2) In 1959	(b) Human Environment Conference in Sweden
(3) In 1965	(c) International campaign to protect temples and artfacts
(4) In 1972	(d) Plan to build the Aswan High Dam

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

A.2. Interpretative / Complex / Inference questions:

(1) What did UNESCO do to protect the temples and artefacts?

Ans. To protect the temples and artefacts, UNESCO launched an international campaign in 1959 that called for the dismantling and movement of the temples to higher ground.

(2) Why did UNESCO draft a convention to create an international organization?

Ans. Since the project to protect the temple and artefacts was a success, UNESCO and the International Council on Monuments and Sites initiated a draft convention to create an international organization responsible for protecting cultural heritage.

***(3) Why did a White House Conference in the United States call for a 'World Heritage Trust'?**

Ans. The White House Conference in the United States called for a 'World Heritage Trust' to protect historic, cultural sites and also to protect the world's significant natural and scenic sites.

***(4) When was the convention concerning the protection of World Cultural and Natural Heritage adopted and by whom?**

Ans. The convention concerning the protection of World Cultural and Natural Heritage was adopted by UNESCO's General Conference on November 16, 1972.

(5) What is the role of World Heritage Committee?

Ans. The World Heritage Committee meets once a year and resources the recommendations and decides which sites will be added to the World Heritage List.

(6) What is the tenure of the World Heritage Committee?

Ans. A period of six years.

***(7) Why did UNESCO launch an international campaign in 1959?**

Ans. UNESCO launched an international campaign in 1959; to product the tempts and acte facts, that called for the dismantling and movement of the temple to higher ground.

***(8) What does the World Heritage Committee consist of?**

Ans. The World Heritage Committee consist of representatives from 21 state parties that are elected for six years term by the World Heritage Committee General Assembly.

A.3. Vocabulary Questions:

(1) Pick out the nouns from the following sentence:

(i) To protect the temples and artefacts, UNESCO launched an international campaign in 1959, that called for the dismantling and movement of the temples to higher ground.

Ans. Temples, artifacts, campaign, movement, ground.

(ii) Following the presentation of these goals, the convention concerning the protection of World Cultural and Natural Heritage was adopted.

Ans. Presentation, goals, convention, protection, Heritage.

A.4. Grammar Questions:

(1) Egypt started plans to build the Aswan High Dam to collect and control water (pick out the non-finite verb and tell its kind)

Ans. to build – infinitive.

to collect – infinitive.

(2) The project cost <u>an estimated US $ 80 million</u>. (Frame a 'wh' type question to get the underlined part as the answer)

Ans. How much did the project cost?

(3) <u>Shortly</u> thereafter in 1965, a White House Conference in the United States called for a 'World Heritage Trust' (name the word class of the underlined word).

Ans. Adverb.

(4) <u>Finally</u> in 1968, the International Union for <u>Conservation</u> of Nature, developed similar <u>goals</u>. (tell the word class of the underlined words)

Ans. finally - adverb

conservation - noun

goals – noun.

(5) The committee meets once a year. (add a question tag)

Ans. The committee meets once a year, doesn't it?

(6) The State Parties are then responsible for identifying and nominating new sites. (make it interrogative)

Ans. Aren't the State Parties responsible for identifying and nominating new sites?

A.5. Personal Response Questions:

(1) What is the responsible for the World Heritage Committee?

Ans. The main responsibility of the World Heritage Committee is to establish the sites that will be listed as UNESCO Heritage Sites. The committee meets once a year to identify and nominate new sites within their territory which could be considered for inclusion on the World Heritage list.

Q.3. Read the following passage and answer the questions given below:

Passage - III *(Textbook Page No. 160 and 161)*

BECOMING A WORLD HERITAGE SITE

There are five steps in becoming a World Heritage Site, the first of which is for a country or State Party to take an inventory of its significant cultural and natural sites. This is called the Tentative List and it is important because nominations to the World Heritage List will not be considered unless the nominated site was first included on the Tentative List. Next, countries are then able to select sites from their Tentative Lists to be included on a Nomination File. The third step is a review of the Nomination File by two Advisory Bodies consisting of the International Council on Monuments and Sites and the World Conservation, Union, who then make recommendations to the World Heritage Committee. The World Heritage Committee meets once a year to review these recommendations and decide which sites will be added to the World Heritage List. The final step in becoming a World Heritage Site is, determining whether or not a nominated site meets at least one of the ten selection criteria. If the site meets these criteria it can then be inscribed on the World Heritage List. Once a site goes through this process and is chosen, it remains the property of the country on whose territory it sits, but it also considered to be within the international community.

Glossary

(1) **inventory** *(n)* - a complete list
(2) **significant** *(adj)* - sufficiently great or important
(3) **tentative** (adj) - not certain
(4) **review** *(n)* - to think again
(5) **recommendations** *(n)* - a suggestion or proposal
(6) **nominated** (adj) - to officially suggest someone
(7) **criteria** *(n)* - a principal or standard by which something may be judged.
(8) **inscribed** *(v)* - write or carve something
(9) **territory** - region

A.1. Factual Questions:

(1) Complete the following.

(i) The tentative list is important because .....

(ii) The World Heritage Committee meets once a year .....

(iii) If the site meets these criteria .....

(iv) Once a site goes through this process and is chosen .....

Ans.

(i) nominations to the World Heritage List will not be considered unless the nominated site was first included on the tentative list.

(ii) to review these recommendations and decide which sites will be added to the World Heritage List.

(iii) it can then be inscribed on the World Heritage List

(iv) it remains the property of the country on whose territory it sits, but it is also considered to be within the international community.

(2) Match the following:

Column A	Column B
(1) First step	(a) determine whether or not a nominated site meets at least one of the ten selection criteria
(2) Second step	(b) take an inventory
(3) Third step	(c) meeting to decide which sites will be added
(4) Fourth step	(d) select sites from the tentative list
(5) Fifth step	(e) review the Nomination file

Ans. (1 - b), (2 - d), (3 - e), (4 - c), (5 - a)

A.2. Interpretative / Complex / Inference Questions:

(1) Why is it important to include the name in the tentative list?

Ans. It is important to include the name in the tentative list because nominations to the World Heritage List will not be considered unless the nominated site was first included on the tentative list.

(2) What is the third step in the making of a World Heritage Site?

Ans. The third step is a review of the nomination file by two advisory Bodies consisting of the International Council on Monuments and Sites and the World Conservation Union who then make recommendations to the World Heritage Committee.

***(3) What is the World Heritage Committee responsible for?**

Ans. The World Heritage Committee meets once a year to review the recommendations and decide which sites will be added to the World Heritage List.

***(4) Who makes recommendations to the World Heritage Committee?**

Ans. The two Advisory Bodies consisting of the International Council on Monuments and Sites and the World Conservation Union make recommendations to the World Heritage Committee.

A.3. Vocabulary Questions:

(1) Name the following / Give precise answer.

(i) The inventory of the significant cultural and natural sites .....

(ii) The Nomination file is received by .....

(iii) The number of times the World Heritage committee meets .....

(iv) What happens when the site meets the criteria .....

(v) Once the site is chosen then it is considered .....

Ans. (i) tentative list.

(ii) two advisory bodies.

(iii) once a year.

(iv) the site is inscribed on the World Heritage Site list.

(v) within the international community.

A.4. Grammar Questions:

(1) There are five steps in becoming a World Heritage Site. (add a question tag.)

Ans. There are five steps in becoming a World Heritage Site, aren't there?

(2) This is called the Tentative List. (Make it complex)

Ans. This is what is called the Tentative List.

(3) The World Heritage Committee meets once a year to review these recommendations. (Pick out the non finite verb and state its kind)

Ans. to review – infinitive

(4) If the site meets these criteria, it can be inscribed on the World Heritage List. (Pick out the dependent clause and state its relation to the noun clause)

Ans. It can be inscribed on the World Heritage List - Main clause.

If the site meets these criteria – dependent adverb clause of condition, modifying the verb can be inscribed in the main clause.

(5) It remains the property of the country, on whose territory it sits but it also becomes considered within the international community. (Use not only- but also)

Ans. It not only remains the property of the country on whose territory it sits but it also becomes considered within the international community.

A.5. Personal Response Questions:

(1) List in detail the 5 steps in becoming a World Heritage Site

Ans. The five steps in becoming a World Heritage Site are as follows:

(i) **The first step** – The country or State Party takes an inventory of its significant cultural and natural sites. This is the Tentative List.

(ii) **The second step** – Countries are then able to select sites from their Tentative Lists to be included on a Nomination file.

(iii) **The third step** – It is a review of the Nomination File by two Advisory Bodies.

(iv) **The fourth step** – The World Heritage Committee meets once a year to review the recommendations and decide which sites will be added to the World Heritage List.

(v) **The fifth step** – If the site meets at least one of the ten selection criteria; it can get inscribed on the World Heritage List

Q.4. Read the following passage and answer the questions given below:

Passage - IV *(Textbook Page No. 161 and 162)*

TYPES OF WORLD HERITAGE SITES

As of 2009, there are 890 World Heritage Sites that are located in 148 countries (map). 689 of these sites are cultural and include places like the Sydney Opera House in Australia and the Historic Center of Vienna in Austria. 176 are natural and feature such locations as the U.S.'s Yellowstone and Grand Canyon National Parks. 25 of the World Heritage Sites are considered mixed i.e. Natural and Cultural. Peru's Machu Picchu is one of these. Italy has the highest number of World Heritage Sites with 44. India has 36 (28 cultural, 7 natural and 1 mixed) World Heritage Sites. The World Heritage Committee has divided the world's countries into five geographic zones which include 1) Africa, 2) Arab States, 3) Asia Pacific (including Australia and Oceania), 4) Europe and North America and 5) Latin America and the Caribbean.

WORLD HERITAGE SITES IN DANGER

Like many natural and historic cultural sites around the world, many World Heritage Sites are in danger of being destroyed or lost due to war, poaching, natural disasters like earthquakes, uncontrolled urbanization, heavy tourist traffic and environmental factors like air pollution and acid rain. World Heritage Sites that are in danger are inscribed on a separate List of World Heritage Sites in Danger which allows the World Heritage Committee to allocate resources from the World Heritage Fund to that site. In addition, different plans are put into place to protect and/or restore the site. If however, a site loses the characteristics which allowed for it to be originally included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list. To learn more about World Heritage Sites, visit the World Heritage Centre's website at whc.unesco.org.

Glossary

(1) **poaching** *(v)* - illegal hunting
(2) **inscribed** *(v)* - written or carve
(3) **restore** *(v)* - bring back or re-establish.
(4) **allocate** - assign
(5) **urbanization** - include more areas in cities, expand city area.

A.1. Factual Questions:

(1) Match the countries with the Heritage sites.

Countries	Heritage sites
(1) Australia	(a) Machu Picchu
(2) Austria (Vienna)	(b) Yellow stone National Park
(3) United States	(c) Sydney Opera House
(4) Peru	(d) Historic Center

Ans. *(1 - c), (2 - d), (3 - b), (4 - a)*

(2) Name the following:

(i) Number of world Heritage sites as per data of 2009

Ans. 890

(ii) Number of sites in Italy

Ans. 44

(iii) Numbers of sites in India

Ans. 36

(iv) Record sites that are endangered (name the list)

Ans. List of World Heritage Sites in Danger.

(v) World Heritage Centre's website.

Ans. whc.unesco.org

A.2. Interpretative / Inference / Complex Questions.

***(1) What is Peru's Machu Picchu an example of?**

Ans. Peru's Machu Picchu is an example of a mixed Heritage site.

(2) How many sites have been included from India?

Ans. From India 36 sites have been included -28 cultural, 7 natural and 1 mixed.

(3) When does the World Heritage Committee allocate resources from the World Heritage Fund and to whom?

Ans. World Heritage Sites that are in danger of being destroyed or lost due to war, poaching, natural disasters like earthquakes or human activities like urbanization, heavy tourist traffic and environmental factors like air pollution and acid rain, are inscribed on a separate list which allows the Committee to allocate resources from the fund to that site.

(4) How is any particular site deleted from the list?

Ans. If a site loses the characteristics which allowed for it to originally be included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list.

***(5) How many World Heritage Sites were there around the world?**

Ans. 890

A.3. Vocabulary Questions:

(1) Fill in the columns:

Ans.

Noun	Verbs	Adjectives
(i) **location**	located	**local**
(ii) **culture**	cultured	**cultural**
(iii) **nature**	**naturalize**	natural
(iv) danger	**endanger**	**dangerous**
(v) **restoration**	restore	**restorable**

(2) Write the part of speech of the underlined word.

(a) In <u>addition</u>, <u>different plans</u> are put into place, to <u>protect</u> and or <u>restore</u> the <u>site</u>.

Ans. addition – noun
different – adjective
plans – noun
to protect – infinitive
restore – verb
site – noun

(b) Like many <u>natural</u> and <u>historic</u> cultural <u>sites</u>, <u>around</u> the world, many World Heritage Sites are in <u>danger</u>.

Ans. natural – adjective
historic – adjective
sites – noun
around – preposition
danger – noun

A.4. Grammar Questions:

(1) 25 of the World Heritage Sites are considered mixed. (Make it interrogative)

Ans. Aren't 25 of the World Heritage Sites considered mixed?

(2) Italy has the highest number of world heritage sites. (add a question tag)

Ans. Italy has the highest number of world heritage sites, doesn't it?

(3) The World Heritage Committee has divided the world's countries into five geographic zones. (rewrite beginning with....The world's countries .....)

Ans. The world's countries have been divided into five geographic zones by the World Heritage Committee.

(4) Different plans are put into place to protect and restore the site. (Use not only...but also)

Ans. Different plans are put into place not only to protect but also to restore the site.

(5) To learn more about World Heritage Sites, visit the World Heritage Centre's website at whc.unesco.org. (rewrite beginning with.....If you.....)

Ans. If you want to learn more about the World Heritage Sites, then visit the World Heritage Centre's website at whc.unesco.org

A.5. Personal Response Questions:

(1) Into how many zones are the countries of the world divided? Which are they?

Ans. The World Heritage Committee has divided the world's countries into five geographic zones, which include (i) Africa (ii) Arab states (iii) Asia Pacific (Including Australia and Oceania) (iv) Europe and North America and (v) Latin America and the Caribbean.

(2) What information do you have about Peru's Machu Picchu which is a mixed world Heritage Site?

Ans. Machu Picchu is an in can citadel, set high in the Andes Mountains in Peru above the Urubamba River Valley. Built in the 15th century and later abandoned, it's renowned for its sophisticated dry stone walls that fuse huge blocks without the use of mortar, intriguing buildings that play an astronomical alignments and panoramic views. Its exact former use remains a mystery.

***(3) What are our duties towards preservation of any historical site?**

Ans. Our duty is to protect these sites and make people aware that it is our heritage and tourists of the world come to see and appreciate it, so they need to be preserved and protected.

***(4) Why should we preserve the World Heritage Sites?**

Ans. We should preserve the World Haritage Sites so that the future generation can see and know about their past the glorious past where people have constructed monuments, or understand how the natural landscape has occurred due to physical or geographical factors.

ENGLISH WORKSHOP

(1) Answer the following questions.

(a) What kind of sites are protected and maintained by the International World Heritage Programme?

Ans. Sites that have significant cultural or natural importance to humanity are protected and maintained by the International World Heritage Programme.

(b) What is the role of World Heritage Sites to develop tourism in any country?

Ans. The World Heritage Sites Committee has different plans, to protect and/or restore the sites. It can also allocate resources from the fund to this site. It makes people aware of their sites and provides information about them on the website so that tourists are eager and interested to visit them.

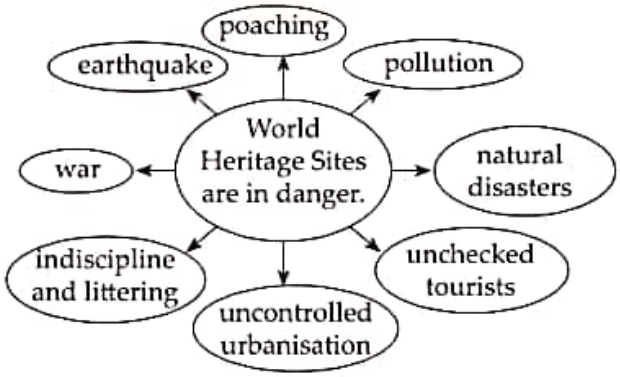
(2) Complete the following:

Ans.

Year	Establishment	Role
1954	Plans to build Aswan High	To collect and control water from the Nile River.
1959	Campaign for dismantling and movement of temples	To protect temples and artefacts
1965	World Heritage Trust	To protect historic, cultural, natural and scenic sites.
1968	International Union for Conservation of nature	Protection of world cultural and Natural Heritage.
1972	UNESCO General Conference	To protect world cultural and Natural Heritage.

(3) Complete the following by giving reasons why the World Heritage Sites are in danger.

Ans.



***(4) Choose the correct alternative and complete the given sentences:**

(i) Mount Huangsham is situated at .....
(a) Japan
(b) China
(c) Phillipines

(ii) The famous dam situated in Egypt on River Nile is .....
(a) Buzwaa High Dam
(b) Rizwa High Dam
(c) Aswan High Dam

(iii) The conference based on Human Environment was held at .....
(a) Athens, Greece
(b) Moscow, Russia
(c) Stockholm, Sweden

(iv) The highest number of world Heritage Sites are located in .....
(a) France (b) Italy (c) Germany

(v) ..... can delete / exclude a site from World Heritage list.
(a) World Heritage Committee
(b) World Peace Committee
(c) World Health Committee

(vi) The tenure of World Heritage committee is ..... years.
(a) Four (b) Five (c) Six

Ans. (i) China (ii) Aswan High Dam (iii) - Stockholm, Sweden (iv) Italy (v) World Heritage Committee, (vi) Six

(5) Match the pairs to define different roles of the World Heritage sites:

A	B
(i) Identify cultural and natural sites	(a) green, local based, stable and decent
(ii) Identify sites of	(b) of outstanding universal value across countries
(iii) Identify sites that represent	(c) preserve outstanding sites and natural resources
(iv) UNESCO seeks to	(d) tourism
(v) World Heritage Sites should have	(e) an asset for economic development and investment.
(vi) World Heritage Committee should	(f) protect these sites
(vii) World Heritage Site serve as	(g) best examples of world's cultural and / or natural heritage
(viii) World Heritage Site should ensure	(h) special importance for everyone
(ix) It should at large develop	(i) relevant development plan policies

Ans. (i - b), (ii - h), (iii - g), (iv - c), (v - i), (vi - f), (vii - e), (viii - d), (ix - a)

(6) Look at the words and their meanings. Choose the correct alternative.

(i) **determined :**
(a) think (b) decide (c) ask (d) look

(ii) **monument :**
(a) statue (b) pillar (c) memorial (d) fort

(iii) **significant :**
(a) clever (b) effective (c) systematic (d) important

(iv) **disaster :**
(a) problem (b) incident (c) calamity (d) accident

Ans. (i) decide (ii) memorial (iii) important (iv) calamity

(7) Find from the text minimum 8 words related to cultural heritage and make a word register. Arrange them in alphabetical order.

Ans. (1) artefacts.
(2) chinese art and literature.
(3) creation.
(4) historic cultural sites.
(5) Mount Huangshan.
(6) scenic sites.
(7) temples.
(8) World, Cultural and Natural Heritage.

(8) Complete the following information from the text.

Ans.

	Tasks	Activities to
(a)	Preservation of any historical site	(Duties): (1) To keep the place clean by putting the litter in the bin (2) Do not scribble, paint, draw, write or destroy the walls, boundaries or any part of the building monument

(b)	Preserving World Heritage sites	(Reasons): (1) They are our cultural and historical heritage and many people come to learn about the cultural and historical background about it (2) We need to preserve them for the future generation so that, they can be a part of this rich cultural heritage
(c)	Promoting tourism	(Role): (1) It promotes tourism, a lot of people from different countries of the world come to visit, so we can earn foreign exchange and the tourism industry can be enhanced (2) People of the world learn about preservation of the historical site and also about the rich cultural heritage

***(9) (A) Use 'not only – but also 'and as well as' in the following sentences.**

(1) UNESCO and the International Council on monuments initiated a draft convention to create an international organisation responsible for protecting cultural heritage.

Ans. Not only UNESCO, but also the International Council on monuments, initiated a draft convention to create an international organisation responsible for protecting cultural heritage.

(2) The state parties are responsible for identifying and nominating new sites.

Ans. The state parties are responsible for not only identifying but also nominating new sites.

(3) Opera House in Australia and the Historic Center of Vienna in Austria are cultural sites of World Heritage.

Ans. Opera House in Austria as well as the Historic Center of Vienna in Austria are cultural sites of World Heritage.

(4) World Heritage sites can also be a combination of both cultural and natural areas.

Ans. World Heritage sites can also be a combination of cultural as well natural areas.

***(9) (B) Rewrite the following sentences replacing 'as well as' by 'No sooner than' (Note: The phrase, 'No sooner' must always be followed by an auxiliary (helping verb).**

For example: As soon as he came, they all gave an applause.

No Sooner did he come, than they all gave an applause.

(i) As soon as the Bill is passed, it will become an Act.

(ii) As soon as the thief escaped, the family informed the police.

(iii) As soon as you have finished, you can submit your answer-papers.

(iv) As soon as they can manage, they should change their house.

(v) As soon as the bell will ring, the School Assembly will start.

Ans.

(i) No sooner is the Bill passed, than it will become an Act.

(ii) No sooner did the thief escape, than the family informed the police.

(iii) No sooner have you finished, than you can submit your answer – papers.

(iv) No sooner can they manage,than they should change their house.

(v) No sooner will the bell ring, than the School Assembly will start.

(10) Identify whether the following sentences are Simple (One Subject + One Predicate or Complex (One Main Clause + One or more Dependant Clauses) or Compound (Combination of 2 or more Independant / Co-ordinate Clauses).

(i) They vary in type but they include forests, monuments etc. .....

(ii) The mountain is significant because of its characteristics. .....

(iii) To protect the temples and artefacts, UNESCO launched an international campaign.

(iv) If the site meets with this criteria, it can be inscribed on the World Heritage list. .....

(v) There are 890 World Heritage Sites that are located in 148 countries. .....

(vi) The project cost about US $ 80 million and $ 40 million came from 50 different countries.

Ans.

(i) Compound sentence (ii) Complex sentence

(iii) Simple sentence (iv) Complex sentence

(v) Complex sentence (vi) Compound sentence

***(11) Read the points given in column 'A' specifying do's towards prevention of any historical site. Write Don'ts in column 'B' specifying things that should not be done.**

Ans.

DO'S	DON'TS
(i) Obey rules and regulations.	Do not destroy any public property.
(ii) Maintain discipline and order.	Do not be indisciplined and disorderly.
(iii) Maintain cleanliness.	Do not mess up the place by littering it.
(iv) Use dustbins and garbage bags.	Do not throw fruit peels, wrappers etc around the place.
(v) Observe silence.	Do not shout, switch loud music etc.
(vi) Maintain environmental safety.	Do not disobey the rules and regulations and notices.
(vii) Protect our country's heritage.	Do not scribble on the monuments or paint on them.

Project:

(12) (i) Make a list of sites from our State which are included in the World Heritage Sites. Try to visit one of them. Write the importance of this World Heritage Site. Also write your impression of it in your notebook.

Ans. In Maharashtra the World Heritage Sites are:-

(i) Ellora caves.

(ii) Ajanta caves.

(iii) Elephanta caves.

(iv) Kartasa temple – Ellora.

(v) Chhatrapati Shivaji Terminus.

Students are supposed to do the remaining part of this activity on their own.

WRITING SKILLS

(13) Write a report on any tourist place / historical place / World Heritage Site you recently visited using the points given below.

Tips –

(i) Title
(ii) Place / Location
(iii) Background / History
(iv) Features / Specialities
(v) Security policies
(vi) Sign boards And discipline
(vii) Overall scenario.

Ans.

THE BEAUTIFUL ELLORA CAVES

Mumbai, 10th March 2018:

We recently got an opportunity to visit the enchanted Ellora cave. Locatedin Maharashtra, and very close to Mumbai near Aurangabad. They are a feast to the human eye. The Ellora caves are one of the largest rock-cut monastery, temple cave complexes in the world, featuring Buddhist, Hindu and Jain monuments and art works dating from the 600-1000 CE period.

Cave 16 features the largest single monolithic rock excavation in the world. These caves are carved out of the volcanic basaltic formation of Maharashtra; known as 'The Deccan Trap".

They give a lot of information about the three religious background i.e. Buddhistm, Jainism and Hinduiism.

There are many sign boards put up by the Archaeological Survey of India - stating that they were painted betweeen the 2nd century B.C and 6th century A.D. They are also under the maintenance of the archaeological survey of India; after the re-organisation of states.

Citizens of India and visitors from SAARC nations have to pay an entrance fee of Rs. 30/-, others pay Rs. 500/- per head. Children upto 15 years of age are allowed free entry.

They are open to all from sunrise to sunset, except on Tuesday. It was very interesting to visit these cave.

(14) Following are the ways to preserve 'World Heritage Sites.' Transfer these ways into a small paragraph.

- Practical conservation of posterity
- Human/animal trespassing to be prohibited
- Monitored/controlled/restricted access
- Threat of local administrative negligence to be removed

Ans. Sites are demarcated by UNESCO as protected zones.

A site may be added to the list of 'World Heritage in Danger', If there are conditions that threaten the characteristics for which the landmark or area was inscribed on the World Heritage List.

Such problems may involve armed conflict and war natural disasters, pollution, poaching or uncontrolled urbanization or human development.

The danger list is intended to increase international awareness of the threats and to encourage counteractive measures. Threats to a site can be either proven imminent threats or

potential dangers that could have adverse effects on a site.

The state of conservation for each site on the danger list is reviewed on a yearly basis, after which the committee may request additional measures, delete the property from the list, if the threats have ceased or consider deletion from both the list of World Heritage Danger and the World Heritage List.

The first global, assessment to quantitatively measure threats to Natural World Heritage sites found that 63% of sites, have been damaged by increasing Human pressures, including encroaching roads, agriculture, infrastructure and settlement, over the last 2 decades. These activities endanger. Natural World Heritage sites and could compromise their unique values.

(15) Complete the following flow chart by choosing the option given below to show how any site of any country become a World Heritage Site.

Options:

(i) Inclusion of the name of a site from the tentative list to the nomination file.

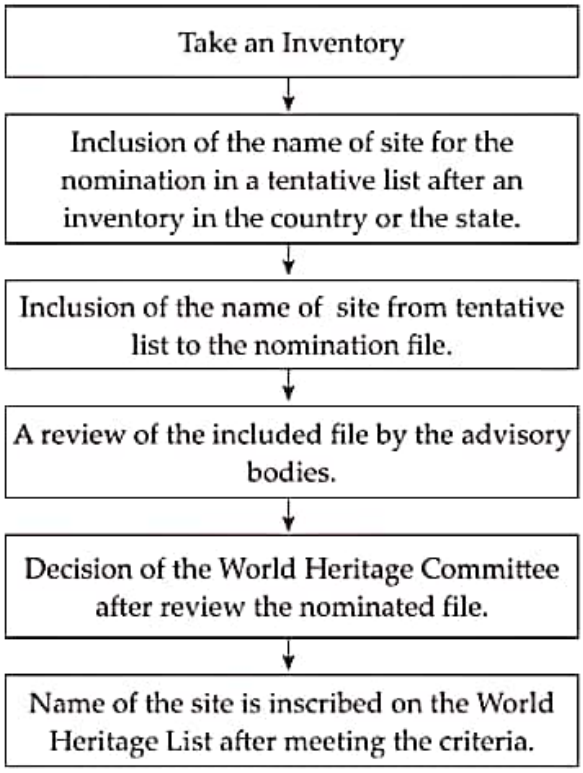
(ii) Name of the site is inscribed on the World Heritage List after meeting the criteria.

(iii) Inclusion of the name of site for the nomination in a tentative list after and inventory in country or state.

(iv) Decision of the World Heritage Committee after review of the nominated file.

(v) A review of the included file by the advisory bodies.

Ans.



(16) (i) Write a tourism leaflet on any one of the following:

(a) Your home town

(b) A historical place

(c) A place of natural beauty

(d) A place of pilgrimage

Make use of the following points : -

(i) How to reach there? (ii) Accommodation facilities. (iii) What to see and visit? Attraction of the place? (iv) Places of interest nearby (v) Best time to visit (vi) Shopping attractions add your own point.

Ans. A place of natural beauty.

(i) How to reach there? (Mode of Transport)

Coorg lies in Karnataka – South India, about 252 kms from Bangalore. One can reach there by rail or road or by air upto Bangalore and then one can travel by car to Mysore. From Mysore it is 120 kms drive to Coorg.

Coorg is termed as 'The Scotland of India' and The 'Kashmir of Karnataka.'

(ii) Accommodation facilities (Stay / board / lodge)

There are many resorts like 'Misty woods Resort', 'Cliff Resort' etc and many 5 star and 3 stars hotels, but the best and the cheapest option is 'Homestay', The local people, let out rooms to tourist with food and accommodation at reasonable rates.

(iii) What to see and visit ?Attractions of the place?

One can book a car and see the beautiful places in Coorg like The Rajas seat, Mandalpalti View Point, Bylakuppe, Iruppa falls, Abbey falls, Chettalli and the beautiful wild life places like Nisargadhama and The Magarholo National Park.

This place is famous for its scenic beauty, water falls etc.

(iv) Places of interest nearby?

Nearby is Mysore, which is famous for its palace and The Brindavan gardens, which are lit up for The 'Dassera Festival'.

(v) Best time to visit : -

Coorg can be visited anytime of the year, but The best season to visit is between October and May. It enjoys a tropical weather.

(vi) Shopping Attractions:

One can shop for honey, coffee, cardamom and other spices.

(vii) Personal observations:-

The tribal life and culture of this place is unique. It's food is rich and spicy and the Coorg women are supposed to be the most beautiful women of our country. They have a unqiue way of dressing up their sarees. The people of this region do not sell their land to outsiders. They want to preserve their culture, beauty and tradition.

(16) (ii) Vocabulary Extension - Choose several words from the text. Use a dictionary or internet to build up more associations/collocations of each word.

Ans. Students to attempt.

(16) (iii) World Heritage Sites : Make a poster about World Heritage Sites. specifying some details and specialities about each of them.

Ans. Students to a attempt.

(16) (iv) Letter : Write a letter to an expert on the environment. Ask him/her five questions about your concern/doubts about World Heritage sites. Give him/her three ideas on how to protect them.

Ans.

8, Mahalaxmi Apts,
Sachivalaya Road,
Veer Nariman Point,
Mumbai-400021
10th March 2018.

To,

Mr. Swaminathan,

'Friends of Trees'

Fort-Mumbai-400001

Subject: Protection of Rivers

Sir,

I wish to draw your attention to the popular 'Ralley for Rivers' movement which plans to clean up some of the rivers which are polluted. The campaign led by the spiritual guru of the Isha Foundation aims at planting six crore saplings on the banks of the Narmada river July this year.

At this point, I have a few doubts and concerns, which I plan to share with you. Does this project think about the sandmining mafia, pollution, deforestation and river inter-linking? The concept that they seem to be after is mainly planting of trees. What about cleaning the rivers?

I feel that rivers may gain, when trees help rainwater seep into the soil, but that requires planning and control on groundwater usage as well. Ban on borewells can also help in storage of underground water. Water budgeting can calculate groundwater that is replenished and used.

The Rally for Rivers seems to be going in the other direction by suggesting to plant fruit trees. It needs to broaden its vision and include other factors also. With such a narrow vision, it may end up with what it begins with.

Kindly share your views on this.

Yours Sincerely,

X.Y.Z.

(17) Article: Write an article for a magazine about the World Heritage sites at risks.

Ans. Monumental Mess

Mumbai 10th April, 2018

'An ancient great sharks tooth has been stolen from a world heritage site in Australia.

The Fossil which was not available to be viewed by tourists, is believed to have come from the Megalodon species that died 2.6 million years ago.'

'Three European tourists expelled from UNESCO World Heritage Site 'Macchu Picchu' over nude pictures.

Articles like the ones mentioned above appear on the social media and newspapers drawing the attention of people all over the world at the vulnerability of heritage sites.

These sites need to be taken care of, protected and kept unharmed from the public. But what if they are destroyed like the Taj Mahal? It is turning greyish due to the chemical reaction on the Marble, inflicted on it by the Mathura Refinery located close by.

Are we doing all that is possible to protect our monuments, and historical/cultural sites, so that we can pass them on to the next generation? This is something that we have to think about and act on fast.

Reports

-By staff

(18) Include imaginary interviews with people who are trying to save them. Read your article in front of your class.

Ans. Students are expected to do this activity on their own.

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4.4 The Height of the Ridiculous

- Oliver Wendell Holmes

Central Idea :

The Height of the Ridiculous is a humorous poem written by Oliver Wendell Holmes (1809-1894). Holmes was a physician and poet, born in Cambridge and spent most of his life in Boston. He was friends with other famous writers and poets like Ralph Waldo Emerson and Henry Wordsworth Longfellow. This poem describes his own fictional experience of writing a poem that was so funny, it made his servant fall sick for 10 days after reading it.

Summary :

The poet once wrote some funny lines, when he was in a wondrous merry mood. According to him, the lines were very good; and so queer, that he laughed so much that he would die.

He called his servant, a mighty huge man and asked him to take those lines to the printer. The servant was curious and anxious to know what was written, so he peeped into the lines and started reading them.

This triggered a chain reaction. First he grinned, then he made a chuckling sound, later he broke into a roar. On reading the fifth line, his waist band split and on reading the sixth line, his five buttons burst off. He tumbled in a fit and fell down.

The poet had to take care of his servant for ten days and nights, without sleeping. He made up his mind, never again to write such funny lines again.

MASTER KEY QUESTION SET - 4.4

Warming Up!

Individual activity

(1) The teacher writes incomplete sentences on the board. She asks the students to complete them in their notebooks.

(i) Today, I am happy because.....

(ii) Today after the class, I wish.....

(iii) Tomorrow, I feel that.....

(iv) I want to laugh because.....

(v) Today, the class seems to be cheerful about.....

[Teacher asks every student to answer]
(answers will differ)

Ans. (i) I received a gift from my mother.

(ii) to go home and sleep.

(iii) I should go for a movie.

(iv) the incident is very funny.

(v) the fact that there are no tests scheduled.

(2) The Teacher writes an incomplete sentences and asks the students to complete them in a funny way

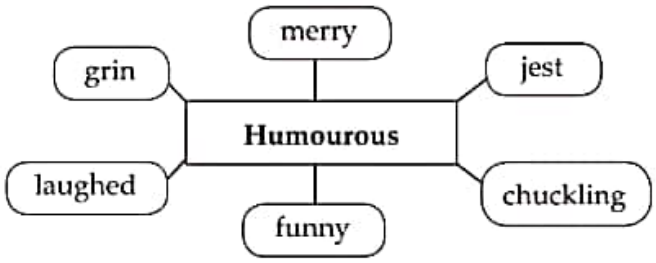
For example,

(1) Mother gave me cheese <u>but the cat ate it</u>.

(2) I went to the market and bought <u>an elephant</u>.

[The teacher can add her own sentence]

(3) Give the words related to:



Syllable

A syllable is a unit of spoken language made up of a single uninterrupted sound formed by a vowel and consonants. For examples, single syllable : ant, two syllable – water, three syllables: Inferno.

(4) Pick out the word from the given box and write it in the correct columns below.

jump, narrow, cable, live, queen, butter, tree, kitten, van, yellow dale, happy, night, printer, star, sober, paper cloud, pearl, within, bike, began, slender.

Here the focus is not on the spellings but the pronunciation of the words.

Ans.

Words with One syllable	Words with two syllables
Jump, live, queen, tree, van, dale, night, star, maze, cloud, pearl, bike	narrow, cable, butter, kitten, yellow, happy, printer, sober, paper, within, began, slender.

(5) Count the syllables. and circle the appropriate number in the box:

Ans.

el-e-phant	mirror	bus	Kan-ga-roo	rough
1 2 ③	1②3	①2 3	1 2③	①2 3
insect	Tel-e-phone	monkey	bucket	biscuit
1②3	1 2③	1②3	①2 3	1②3

(6) Write the names of any five of your friends and mention the number of syllables in each name.

Ans. (i) Rahul – 2 syllables
(ii) Ursula – 3 syllables
(iii) Tom – 1 syllables
(iv) Amit – 2 syllables
(v) Shriya – 2 syllables
(Answers may vary)

Reading skills, Vocabulary and Poetic Device

Q.1. Read the following extract and answer the questions that follow:

Extract - I *(Textbook Page No. 171)*

I wrote some lines once on a time
In **wondrous** *merry mood,*
And thought, as usual, men would say
They were exceeding good.
They were so queer, so very queer,
I laughed as I would die;
Albeit, in the general way,
A sober man am I.
I called my servant, and he came;
How kind it was of him
To mind a slender man like me,
He of the might limb.
"These to the printer," I exclaimed,
And, in my humorous way,
I added (as a trifling jest,)
"There'll be the devil to pay.

Glossary

(1) **ridiculous** *(adj)* - too funny or strange to believe
(2) **wondrous** *(adj)* - delightful
(3) **mood** *(n)* - temporary state of mind or feeling
(4) **exceedingly** *(adv)* - to an unusual degree
(5) **queer** *(adj)* - strange, funny
(6) **albeit** *(conj)* - through
(7) **sober** *(adj)* - clearheaded, serious
(8) **slender** *(adj)* - slim and small
(9) **limb** *(n)* - arm or leg
(10) **trifling** *(adj)* - a small simple joke, of no importance
(11) **jest** *(n)* - thing said or done for amusement
(12) **wretched** *(adj)* - helpless condition

A.1. Factual Questions:

(1) Complete the following

(i) I wrote some lines .....
(ii) They were so queer .....
(iii) To mind a slender .....
(iv) I added .....

Ans. (i) In wondrous merry mood.
(ii) so very queer.
(iii) man like me.
(iv) (as a trifling jest) 'There'll be the devil to pay.

A.2. Interpretative/Complex/Inference Questions:

***(1) In what frame of mind does the poet write some lines OR**

What was the mood of the poet when he wrote the lines?

Ans. The poet was in a wondrous, merry mood – a happy mood.

(2) Why did the poet think of laughing?

Ans. The poet thought of laughing, since the lines were exceedingly good and very very queer- strange and funny.

(3) Why does the poet call himself a sober man?

Ans. The poet calls himself a serious and sober person, because there is nothing funny about him. He is perfectly cool and calm. The only thing is that, he happened to write those funny lines.

***(4) What was the contrast in the narrator and his servant?**

Ans. The narrator was a slender person and small in stature. He was a serious and sober man, whereas the servant was a huge man. Physically he was of a mighty limb, that is, he had a big height and was tall and strong. He also had a terrific sense of humour.

(5) Why does the poet say that it was 'kind' of his servant?

Ans. It was 'kind' of his servant because when he called his servant, he readily obeyed his master and came quickly. In spite of being a person who was huge compared to the poet, who was a slender man.

A.3. Poetic Device Questions:

(1) Pick out the rhyming words from the extract

Ans. mood-good, die-I, him-limb, way-pay

(2) What is the rhyme scheme in the first three stanzas?

Ans. The rhyme scheme of the first three stanzas is abcb.

(3) Name and identify the figures of speech in the following lines.

(i) I wrote some lines once upon a time.

Ans. **Inversion** – The lines are written in an inverted format.

The correct order should be – once upon a time I wrote some lines.

(ii) They were so queer, so very queer.

Ans. **Repetition** – The word 'queer' is repeated for greater poetic effect.

(iii) To mind a slender man like me, He of the mighty limb.

Ans. **Antithesis** -Two words opposite in meaning – slender and mighty- are used together for greater poetic effect.

(iv) And in my humorous way, I added (as a trifling jest)

Ans. **Tautology** – two words similar in meaning 'humorous' and 'jest' are used for greater poetic effect.

(2) Explain the line – 'There'll be the devil to pay' in your own words.

Ans. The above line can be explained in different ways. One version of it is pay for the consequences of reading it. As the servant paid by being sick and the master by attending to his servant for ten days and nights.

It can also mean pay the printer a lot of money for printing the poem.

Another meaning could be, to make a joke out of it. The poet must have said it to make his servant curious, so as to see his reaction after he has read the poem.

Q.2. Read the following extract and answer the questions given below:

Extract - II *(Textbook Page No. 171 and 172)*

He took the paper, and I watched,
And saw him peep within
At the first line he read, his face
Was all upon the grin
He read the next; the grin grew broad
And shot from ear to ear;
He read the third; a chuckling noise
I now began to hear.
The fourth; he broke into a roar;
The fifth; his waistband split;
The sixth; he burst five buttons off,
And tumbled in a fit.
Ten days and nights, with sleepless eye,
I watched that wretched man,
and since, I never dare to write
As funny as I can.

Glossary

(1) **chuckling noise** *(phr)* - laughing softly
(2) **roar** *(n)* - deep prolonged cry
(3) **waist band** *(n)* - cloth put around the waist
(4) **fit** *(adj)* - unconscious
(5) **wretched** *(adj)* - in a helpless condition

A.1. Factual Questions

(1) Arrange the following reactions in the order as they appear in the poem.

(i) And tumbled in a fit
(ii) his waistband split
(iii) his face was all upon the grin
(iv) he burst five buttons off
(v) he broke into a roar
(vi) a chuckling noise, I began to hear

Ans. (i) His face was all upon the grin
(ii) a chuckling noise, I began to hear
(iii) he broke into a roar
(iv) his waistband split
(v) he burst five buttons off
(vi) And tumbled in a fit

A.2. Interpretative/Complex/Inference Questions

***(1) When did the servant grin?**

Ans. The servant grinned, when he read the first line.

***(2) When was the chuckling noise heard?**

Ans. The chuckling noise was heard when he read the third line.

***(3) Which line suggests that the servant was totally out of control?**

Ans. The sixth line, 'he burst five buttons off and tumbled in a fit'- This line suggests that the servant was totally out of control.

***(4) What was the outcome of this experience on the poet?**

Ans. The servant became sick and the poet had to take care of him for ten days and nights. As a result, the poet decided that he would never again write such funny poems.

(5) What did the poet notice as the servant took the paper and started reading the lines?

Ans. The poet's servant read the first line and started grinning. As he continued reading, the grin grew broader and he started chuckling to himself. At the fourth line, he started roaring with laughter, he laughed so loud that his waist band split and he burst five buttons when he read the fifth line.

(6) Why is the poem called 'The Height of the Ridiculous'?

Ans. When the poet wrote down his lines, he was sure that people would find them funny. He himself started laughing on reading them. He laughed so loud that he thought, he would die, which in itself was ridiculous. But the height of the ridiculousness was when his servant, on reading the poem, laughed so hard that he burst a few buttons and split his waist band. He fell into a fit of laughter from which he recovered after ten days. During this period, his worried master kept an eye on him. Observing the effect of his humor, Holmes did not dare to write such funny pieces of poetry again.

The effect of his funny lines on people, reached the heights of absurdity and hence this poem's called 'The Height of the Ridiculous'.

A.3. Poetic Device Questions:

(1) Pick out the rhyming words from the stanzas.

Ans. The rhyming words are:
Within-grin, ear-hear, split-fit, man-can

(2) State the rhyme scheme of the 1st and 2nd stanza.

Ans. 1st stanza – The rhyme scheme is abcb
2nd stanza – The rhyme scheme is abcb.

(3) Name and identify the figures of speech in the following

(i) He read the third, a chuckling sound.

Ans. **Onomatopoeia** -sound is conveyed through the 'chuckling'

(ii) He read the next, the grin grew broad.

Ans. **Alliteration** – The sound of the letter 'g' is repeated for greater poetic effect.

(iii) The fourth he broke into a roar.

Ans. **Onomatopoeia** – sound is conveyed through the word 'roar'.

(iv) The fifth his waist band split. The sixth he burst five buttons off.

Ans. **Hyperbole** – it is a highly exaggerated statement

(v) And tumbled in a fit.

Ans. **Inversion** – The words are not written in the correct order. The order in which they should be – in a fit, he tumbled.

(vi) Ten days and nights with sleepless eye.

Ans. **Transferred Epithet** – The adjective 'sleepless' is transferred from the person to the eye.

(vii) I watched the wretched man.

Ans. **Alliteration** – The sound of the letter 'w' is repeated for greater poetic effect.

***Q.3. Go through the poem and write an appreciation of the poem in a paragraph format.**

Ans. **Critical Appreciation**

Title: The Height of the Ridiculous

Poet: Oliver Wendell Holmes

Rhyme scheme: abcb, defe, ...

Favorite lines: Ten days and nights, with sleepless eye, I watched that wretched man.

Theme/Central Idea: The whole poem is an exaggerated account of the poet writing a funny poem. The poem was so funny that he thought he would die laughing. After he handed it to his servant, to send it for printing, the servant read it and fell sick for ten days. The poet had to take care of him and he vowed never to write a funny poem again.

ENGLISH WORKSHOP

(1) Find out expressions from the poem that indicates funny moments.

For example, I laughed as I would die.
And shot from ear to ear.
A chuckling noise, I now began to hear.
He broke into a roar.
His waistband split.
He burst five buttons off.

(2) Order of sequence : Arrange the following reactions in their proper order, as per the poem.

(i) His waistband split
(ii) The grin grew broad
(iii) Sleepless eye.
(iv) Was all upon the grin.
(v) He broke into a roar.
(vi) He burst five buttons off

Ans. (i) Was all upon the grin
(ii) The grin grew broad
(iii) He broke into a roar
(iv) His waistband split
(v) He burst five buttons off
(vi) Sleepless eye.

(3) Form pairs and find out the various rhyming words in the poem and add two of your own. Complete the following table.

Words	Rhyming words	
	From the poem	More of your own
1. ear	hear	near, tear
2. within	bin	skin, din
3. man	can	fan, van
4. split	fit	hit, bit
5. way	pay	may, sway
6. him	limb	slim, dim
7. die	I	lie, my
8. mood	good	food, wood

(4) Match the lines with the figures of speech.

Lines	Figures of Speech
1. In wondrous merry mood	(a) Tautology
2. They were so queer, so very queer	(b) Alliteration
3. And saw him peep within	(c) Onomatopoeia
4. The grin grew broad	(d) Repetition
5. And shot from ear to ear	(e) Hyperbole
6. He broke into a roar	(f) Repetition
7. Ten days and nights with sleepless eye.	(g) Transferred Epithet

Ans. *(1 - a) ; (2 - d) ; (3 - e) ; (4 - b) ; (5 - f) ; (6 - c) ; (7 - g)*

(5) Copy any two stanzas of the poem in the lines below. Using a coloured pen underline the stressed syllables in each line and put a stress-mark (') over each.

Ans. Stressed words from 1st and 2nd stanzas:
wondrous, thought, exceedingly, queer, die, way, I
I Wróte sóme líines once on a time
In wóndrous mérry móod.
And thóught as usual mén woúld say
They were excéeding góod
They were so quéer, so very quéer
I laúghed as I would díe,
Albéit, in the general way,
A sober man am Í.

(6) Complete the lines of the poem by choosing proper pairs of rhyming words and make it meaningful. (run, shocked, gone, night, sought, on, someone, thought, light, unlocked)

Ans. We returned home late, one night
In the window, there glowed a light
Burglars !! was our very first thought
For defense, sticks 'n stones we sought
"Let's grab the loot and run
Was uttered soft, by someone
The door we softly unlocked
And then we were truly shocked
Oops! Before, outside, we'd gone
The television had been left on

(7) Form groups in your class and together compose a short humorous poem. Use jokes, experiences etc. and convert it to a poetic form. Write and decorate it on chart-paper and put it up in your class, in turns.

Ans. Classroom, Activity. Students are expected to do this activity on their own.

Figures of speech: Antithesis 'To mind a slender man like Me, He of the mighty limb. Hyperbole 'The fifth his waist band split. The sixth he burst his buttons off. Transferred Epithet 'Ten days and nights with sleepless eye.'

Special features: The tone of the poem is humorous and it is meant to be a funny, exaggerated narration. The poet uses alliteration and imagery to create the visual comedy of the servant's condition. The poem is semi autobiographical as the narrator is also a poet.

Why I like/dislike the poem: I like the poem because it is a hilarious depiction of an exaggerated situation.

Project :

(8) Reading a poem

Arrange a poetry reading competition. Select the poem of your choice.

- Read the poem silently.
- Repeat the reading of the poem.
- Focus on the pauses, stresses, intonations etc.
- Pay attention to the proper pronunciations

Ans. Students are expected to do this activity on their own.

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4.5 The Old Man and The Sea: Book review

Central Idea :

Hemingway's The Old Man and The Sea is a modern morality tale and allegory that reveals that Santiago is an old Cuban fisherman who had an unlucky streak. He finally catches an enormous Marlin but sharks gradually eat it as he attempts to bring it back to the shore. The novel is based on real events and it draws heavily on Hemingway's own life. The novel was published in 1952, at the end of the world wars; and it clearly depicts a tale of endurance and ultimate triumph. Hemingway's language is simple and pithy. He writes in short and straight forward sentences and practices an extreme economy of words.

Summary :

In the Old Man and The Sea, an aging Cuban fisherman struggles to make his living. He hasn't caught anything in 84 days and has lost his apprentice, Manolin. To redeem himself, he ventures far out to catch a great marlin. When hauling it to shore, the carcass is ravaged by sharks and Santiago returns to shore with only a skeleton. This is a book review and when the writer of the review read it the first time, he was not impressed. Hemingway's descriptions of the sea and the creatures of the water are beautiful. As the novel progresses, the old man and the marlin are inseparably linked because both stand for the same ideals, that is, a noble struggle against destruction.

MASTER KEY QUESTION SET - 4.5

Warming Up!

(1) Pair up with your partner and answer the following questions.

(i) Which animal would you, relate to yourself, and why?

Ans. I would relate to a goat. Since it is my zodiac sign and I show signs of the ability and endurance of this animal. Its slow and steady pace allows it to reach the top. (the answer might vary)

(ii) Do you have a hero or a role model to look up to? Who is he/she?

Ans. No, I do not have any particular role model whom I look up to. Anyone who displays endurance and the ability to face difficulties and hurdles, fights them and reaches these goals, inspire me. (answer might vary)

(iii) Do you have a passion you would fight for? Why?

Ans. A Passion, I would fight for is 'Anti-littering'. I know that the amount of litter that we churn out every single day, will pollute our planet to a very great extent. (answer might vary)

(iv) What is meant by a review?

Ans. A review is critically examining a book on the lines of its social and historical context. The writing style and lastly your thoughts on it.

(v) Have you ever read any book review? If yes, which one? If no, when are you going to read one?

Ans. No, I haven't read any book review, but I plan to do so at the earliest. (answer might vary)

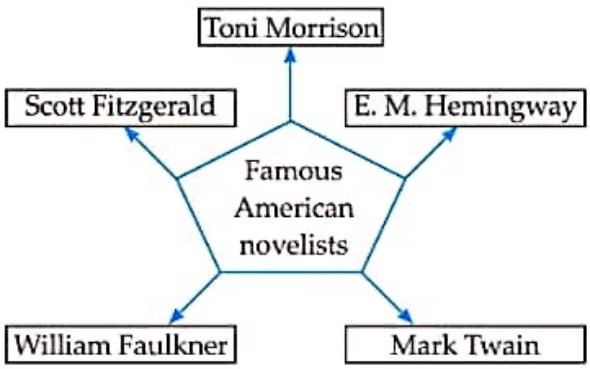
(2) Make a list of famous novels of Ernest Hemingway. Two are given to you.

Ans.

(1) A Farewell to Arms
(2) For Whom the Bell Tolls
(3) The Sun Also Rises
(4) A Moveable Feast
(5) To Have and Have Not
(6) Death in the Afternoon
(7) The Garden of Eden

(3) Ernest Miller Hemingway was a famous American novelist, short story writer and journalist. Make a list of other famous American novelists. Complete the web filling the boxes with the names of famous American novelists.

Ans.



Reading skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below.

Passage - I *(Textbook Page No. 175 and 176)*

An old and experienced Cuban fisherman has a run of terrible bad luck and is unable to catch any fish for eighty-four days. His young and devoted apprentice, Manolin, has been forced by his parents to start working with another fisherman. The old man resolves to sail out farther than all the other fishermen and attempt to catch the really big fish. On the eighty-fifth day he succeeds in hooking a marlin with his bait but the marlin is too strong for him and starts pulling the boat. The Old Man and the Sea is the story of the old man's struggle with the marlin and his later battle against sharks.

Social/Historical context:

Hemingway's novel is based on real events and it also draws heavily from his own life. He had experience of fishing in the Cuban waters and like the old man he was also a fan of baseball. He worked for the Red Cross during the First World War and was injured by a shrapnel when he was in Italy. Hemingway always talks about the need to struggle against defeat or death and how determination and endurance can help one to win in this struggle. The old man is, at the end of the novel, very near death, but we know that the story of his suffering and loss will live on in the memories of the people of his village. Ultimately his story becomes one of triumph because the tales of his life will live on even after his death. The novel was published in 1952, when people were trying to recover from the mass destruction wrought by the two world wars, and this tale of endurance and ultimate triumph immediately struck a chord with the readers.

Glossary

(1) **apprentice** *(n)* - a person who works for another in order to learn a trade

(2) **devoted** *(adj)* - loyal

(3) **resolves** *(v)* - settle, find a solution

(4) **attempt** *(v)* - make an effort to achieve something

(5) **marlin** - any large, saltwater game fish of the genera Makaira and Tetraptezys having the upper jaw elongated into sparkling structure

(6) **shrapnel** *(n)* - a hollow projectile containing bullets; designed to explode before reaching the target and to set the show of missile

(7) **determination** *(n)* - firm in purpose

(8) **endurance** *(n)* - try hard, to achieve something

(9) **memories** *(adj)* - something remembered from the past

(10) **triumph** *(n)* - a great victory

(11) **published** *(v)* - prepare and issue for public sale

(12) **wrought** *(v)* - beaten out or shaped by hammering

(13) **chord** *(n)* - group of musical notes sounded together

A.1. Factual Questions.

(1) Complete the following sentences:

(i) The old man had bad luck .....

(ii) Manolin was unable to catch fish for 84 days So .....

(iii) Since he was unable to catch fish for 84 days the old man resolves to .....

(iv) The old man sails further and after 84 days he .....

(v) The novel was published in 1952 at the end of the two world wars; thus this tale of .....

Ans.

(i) and so he was unable to catch any fish for eighty four days.

(ii) his parents forced him to start working for another fisherman.

(iii) sail further and attempt to catch really big fish.

(iv) on the eighty fifth day succeeds in hooking a marlin with his bait.

(v) endurance and ultimate triumph immediately struck a chord with the readers.

A.2. Interpretative/Complex/Inference Questions

(1) What happens as a result of terrible bad luck?

Ans. As a result of terrible bad luck, the old Cuban fisherman was unable to catch any fish.

(2) What did Manolin's parents ask him to do? why?

Ans. Manolin's parents forced him to start working with another fisherman because he had not caught fish for eighty four days.

(3) What does the old man resolve to do?

Ans. The old man resolves to sail out farther than all the other fisherman and attempt to catch the really big fish.

(4) What happens on the eighty fifth day?

Ans. On the eighty fifth day he succeeds in hooking a marlin with his bait, but the marlin is too strong for him and starts pulling the boat.

(5) What is the story in the book 'The Old Man and the Sea'?

Ans. The Old Man and the Sea is the story of the old man's struggle with the marlin and his later battle against sharks.

(6) How can you say the novel is based on real events?

Ans. The novel is based on real events since it draws heavily from Hemingway's own life. He had experience of fishing in the Cuban waters.

(7) What happened to Hemingway in the first world war?

Ans. During the first world war he was injured by a piece of shrapnel, when he was in Italy.

(8) Why will the story become one of triumph?

Ans. This story will become one of triumph because the tales of his life will live on even after his death.

(9) What was the historical significance of Hemingway's story striking a chord with the readers?

Ans. The novel was published in 1952, when people were trying to recover from the mass destruction brought about by the two world wars, and this tale of endurance and ultimate triumph struck a chord with the readers.

A.3. Vocabulary Questions

(1) Give the qualities (adjectives) that describe the following:

(i) Fisherman

Ans. old, experienced, Cuban

(ii) Manolin (apprentice)

Ans. young and devoted

(iii) Type of fish they want to catch

Ans. big

(iv) Marlin (big fish)

Ans. strong

(v) The tale

Ans. endurance and triumph

(2) Give one word from the passage that means

(i) worked

Ans. wrought

(2) A hollow projectile containing bullets

Ans. shrapnel

(3) A large salt water fish

Ans. marlin

(4) A person who works for another

Ans. apprentice

A.4. Grammar Questions

(1) The old man resolves <u>to sail</u> out farther. *(Name the word class of the underlined word)*

Ans. to sail - infinitive

(2) Hemingway's novel is based on real events *(Make it complex)*

Ans. Hemingway's novel is based on events which are real.

(3) He worked for the Red Cross <u>during the first world war</u>. *(Frame a 'wh' type question to get the underlined words as answer.)*

Ans. When did he work for the Red Cross?

(4) Hemingway <u>always</u> talks about the need to struggle against defeat or death. *(Name the word class of the underlined word).*

Ans. adverb

(5) And how <u>determination</u> and <u>endurance</u> can help one to win in this struggle *(Name the word class)*

Ans. determination/endurance - abstract noun

(6) The novel was published in 1952 *(Rewrite beginning with. They.....)*

Ans. They published the novel in 1952.

(7) When people were trying <u>to</u> <u>recover</u> from mass destruction *(Word class of the underlined word)*

Ans. to recover - infinitive

A.5. Personal Response Questions.

(1) Give a brief answer about the social/historical context of the book. 'The Old Man and the Sea' by Earnest Hemingway

Ans. The novel is based on real events and draws heavily from his own life. Hemingway always talks about the need to struggle against defeat and death and how determination and struggle can help one to win in this fight.

The novel was published in 1952, when people were trying to recover from the mass destruction brought about by the two world wars and this tale of endurance and triumph strikes a chord with the readers.

Q.2. Read the following passage and answer the questions given below.

Passage - II *(Textbook Page No. 176)*

Writing Style:

Hemingway's language is simple and pithy. He mostly writes in short and straight-forward sentences and practises an extreme economy in his use of words. This simplicity is deceptive and a reader can read his work again and again and find new layers of meaning every time.

My Thoughts:

I first read this novel years ago, when I did not understand it at all and was left unimpressed. In spite of this a vivid image remained with me – an old man holding on to his fishing line with the last of his strength. Recently I read this book again and was extremely moved. The formidable strength of the old man's character, the quiet devotion of the empathetic Manolin and the relationship between the two are heart-warming. Hemingway's descriptions of the sea and the creatures of the water are beautiful. The marlin fights for its life desperately and it's hard to know whether our sympathies should lie with the old man or with the marlin. But as the novel progresses the old man and the marlin are inseparably linked because both stand for the same ideals, that is, a noble struggle against destruction.

Glossary

(1) **pithy** *(adj)* - tense or vigorously expressive

(2) **deceptive** *(adj)* - misleading

(3) **unimpressed** *(v)* - feeling no sense of awe or amazement

(4) **vivid** *(adj)* - clear images in the mind

(5) **formidable** *(adj)* - inspiring fear or respect

(6) **empathetic** *(adj)* - Showing the ability to understand

(7) **description** *(n)* - a spoken or written account of person

(8) **linked** *(v)* - connection with or between

(9) **inseparably** *(adv)* - unable to be separated

A.1. Factual Questions.

(1) Fill in the blanks:-

(i) Hemingway's language is ..... and .....

(ii) This ..... is ..... and a reader can read this book again and again.

(3) I first read this ..... years ago

(4) It left me .....

(5) In spite of this a ..... image remained with me

(6) Recently I read this book again and was extremely .....

(7) The ..... strength of the old man's character, the quite ..... of the ..... Manolin and the relationship between the two are .....

(8) Hemingway's ..... of the sea and the creatures of the water are beautiful

(9) But as the novel ....., the old man and the Marlin are ....

(10) Both stand for the same .....

Ans. *(1) simple, pithy (2) simplicity, deceptive (3) novel (4) unimpressed (5) vivid (6) moved (7) formidable, devotion, empathetic, heartwarming (8) description (9) progresses, inseparably linked (10) ideals*

A.2. Interpretative/Complex/Inference Questions.

(1) What is Hemingway's style of writing?

Ans. Hemingway's language is simple and pithy. He mostly writes in short and straight forward sentences and uses very few words.

(2) Why does the writer say that Hemingway's style of writing is deceptive?

Ans. Hemingway's language is simple and pithy. He mostly writes in short and straight forward sentences and uses very few words. But the underlined meanings of his writings are deep.

(3) Why was the writer unimpressed by the novel?

Ans. The writer had read the novel years ago and he did not understand it, thus he was unimpressed by the novel.

(4) Which vivid image lay in the writer's mind?

Ans. The vivid image that lay in the writer's mind was of an old man holding on to his fishing line with the last of his strength.

(5) Which characteristics did the writer find heart-warming?

Ans. The formidable strength of the old man's character, the quite devotion of the empathetic Manolin and the relationship between the two, the writer found heart-warming.

(6) Which descriptions of Hemingway's are beautiful?

Ans. Hemingway's descriptions of the sea and the creatures of the water are beautiful.

(7) Why does the writer say that the old man and marlin are inseparably linked?

Ans. The writer says that the old man and marlin are inseparably linked, because both stand for the same ideals, that is a noble struggle against destruction.

A.3. Vocabulary Questions.

(1) Which words/phrases from the passage mean/ describe/tell about

(i) Hemingway's language .....

(ii) The image that it left on the writer's mind .....

(iii) The strength of the old man's character .....

(iv) Description of the old man's character .....

(v) Relation between the old man and the Marlin .....

(vi) Ideals that they stand for .....

Ans. (i) Simple and pithy, (ii) vivid, (iii) formidable, (iv) beautiful, (v) inseparable, (vi) noble struggle against destruction

A.4. Grammar Questions.

(1) Hemingway's language is simple and pithy *(Use not only... but also)*

Ans. Hemingway's language is not only simple but also pithy.

(2) I read this book again and again *(Change the voice)*

Ans. This book was read by me again and again.

(3) The marlin fights for its life desperately *(Change the adverb 'desperately' and rewrite the sentence using the verb form of the word)*

Ans. The Marlin is desperate to fight for its life.

(4) Hemingway's description of the sea and the creatures of the water are beautiful. *(Change the noun 'description' and rewrite using the verb form of the word)*

Ans. Hemingway describes the sea and the creatures of the water beautifully.

(5) But as the novel progresses the oldman and the marlin are inseparably linked. (rewrite the sentence beginning with: They have.....)

Ans. They have inseparably linked the old man and the Marlin as the novel progresses.

A.5. Personal Response Questions.

(1) Why is it difficult to lay our sympathies with either the old man or the Marlin?

Ans. The Marlin fights for its life desperately at the same time the old man holds on to the fishing line with the last of his strength. For eighty four days he was not able to catch a single fish, but on the eighty fifth day, he manages to catch the marlin. He has been able to catch the fish after a long period of time, thus his catch is important for him. But at the same time, the Marlin is desperately struggling to save its life from the fisherman. The readers are confused as to whom their sympathy should be with. If they sympathize with the old man then the Marlin suffers and in case they sympathize with the marlin and feel it should live than the old man, a fellow human being suffers. In their own way, both struggle for survival in the world. Perhaps while the marlin's struggle for survival is literal the old man's struggle has a deeper connotation of proving to himself and the world that he is still capable of catching fish like he was in his younger days. Although the old man succeeds in his mission, he ultimately loses out the battle in this world of survival of the fittest, where his lone strength and stamina wears off against the sharks. The readers are confused about who they should feel sorry for more.

ENGLISH WORKSHOP

(1) Read the passage and name the following.

(i) Young and devoted apprentice ..... .

(ii) The place where Hemingway had experience of fishing ..... .

(iii) Hemingway was injured during First World War ..... .

(iv) Language of the novel ..... .

(v) In his first reading of the book the writer was left ..... .

Ans. (i) Manolin, (ii) Cuban waters, (iii) shrapnel, (iv) simple and pithy (v) unimpressed

(2) Correct the following sentences using facts from the review.

(i) Manolin' s parents insisted on him working with the same old fisherman - ..... .

(ii) This novel is pure fiction - ..... .

(iii) Hemingway's style of writing does not unfold. the hidden meaning - ..... .

(iv) The relationship between the old man and Manolin is coarse - ..... .

Ans.

(i) No, they insisted on him changing his work.

(ii) It is based on real experiences.

(iii) it unfolds the hidden meaning.

(iv) The relationship is heart-warming.

(3) Compare the points that you used for a book review with the review of a play and write in your notebook.

Ans

	Book Review	Review of a play
(1)	Style of writing	The characters depicted in the play
(2)	The use of simple language	The use of the language and the dialogues
(3)	The social and historical background	The dress, costume and the type of furniture used
(4)	The writer's thoughts about the book	The direction of the play

(4) The line – ' I first read this novel years ago, when I did not understand it at all and was left unimpressed.' This line tells us about the book reviewer's opinion about the book.

Complete the following sentences using the expressions.

(i) In my opinion every hard working person achieves success in life.

(ii) I strongly feel that ..... .

(iii) I wish I could ..... .

(iv) As far as I know you ..... .

(v) I think ..... .

Ans.

(ii) I strongly feel that the novel is based on real events of Hemingway's own life.

(iii) I wish I could sympathize with the marlin since it was caught in the fishing line.

(iv) your memories will live on in the minds of the people.

(v) I think his simplicity is deceptive.

(5) The review describes the struggle between the oldman with the marlin and sharks, Ernest Hemingway's struggle against defeat or death and noble struggle against destruction. Find all the words from the text that are related to the word 'brave' or 'courage'.

Ans. Strength
Determination
Endurance
Triumph
Formidable

(6) The review mentions struggles of both the writer Ernest Hemingway and the old man. Fill the incidents of struggles of Heminway in table A and old man in table B.

Ans.

Table A	Table B
Ernest Hemingway	**Old man**
Hemingway is injured by a shrapnel in the First World War.	The old man is attacked by sharks and gets injured
Hemingway talks about the need to struggle against defeat or death.	The old man is also near death at the end of the novel but his struggle is remembered by the people of his village.
Determination and endurance helped Hemingway to overcome the struggle of his life.	The old man also triumphs due to endurance and determination.
Hemingway also fished in Cuba.	The old man's life is also at sea. He fishes for marlin and other fishes

(7) Read the text again. You will find that the text contains many phrases. Match the phrases in 'A' and their meanings in 'B'. After matching their meanings, make sentences of your own.

'A' Phrases	'B' Meanings
(1) run of terrible bad luck	(a) hit on a topic
(2) draws heavily on	(b) without being affected by a particular factor
(3) struck a chord	(c) endure in difficult circumstances
(4) In spite of	(d) a period of time when bad things happen
(5) holding on	(e) makes use of

Ans. (1 - d), (2 - e), (3 - a), (4 - b), (5 - c)

Sentences:

(1) Due to the drought, the country went through a run of terrible bad luck.

(2) Not all students draw heavily on the opportunities open to them.

(3) The picture you took of the boy, lying in the alley struck a chord with me.

(4) The weather seems to be hot, in spite of the fact that it was only the end of March.

(5) Jane is holding on in spite of her difficult circumstances.

(8) (A) Rewrite as directed, without change of meaning, in your notebook.

(1) Hemingway's novel is based on real events. (Convert the underlined adjective to an Adjectival Clause)

(2) He hooks a marlin but the marlin is too strong for him. (Rewrite beginning with 'Although')

(3) The reader can read his work again and again and find new layers of meaning. (Begin the sentence with 'On reading')

(4) As the novel progresses, the old man and the marlin are inseperably linked. (Rewrite using 'progress' as a Noun)

(5) Being strong, the marlin starts pulling the boat. (Rewrite inserting 'and' as a Co-ordinator)

(6) When I first read this novel, I was unimpressed. (Rewrite using 'but' as a Co-ordinator)

(B) Write the `root-word' after dropping the prefix or suffix on both.

(1) unable (2) heavily (3) determination (4) endurance (5) unimpressed (6) relationship (7) inseparably (8) empathetic (9) beautiful (10) simplicity

WRITING SKILLS

(9) Write a book review on any book of your choice with the help of the following points.

• Story line • Social/historical content • Writing style • My thought)

Ans. Name of the book - If I Never Forever Endeavour by Holly Meade

This book is about a bird who didn't yet know how to fly. The bird wants to decide if it will it try to fly but it is not sure if it wants to. On one head he worries he might fast and on the other he thinks of how he may succeed.

He worries that if he tries he may get lost in the world and that makes him want to stay in his nest where he 's safe.

I feel that this book may help other children to try and learn new things which they are afraid of doing. It will help them to understand that they are bound to make mistakes. but its okay at times, since making mistakes is a part of learning.

I liked reading this book because it gave me an opportunity to talk to my elder sister and mother about the mistakes that I could make, while learning something new in life; a new language or a new skill.

Boys and girls who are between 3 and 8 years old would enjoy reading this book, because it will encourage them to take up a new skill or a new craft and also learn how it is important not to be afraid all the time about trying out new things.

I could give this book 4 stars, since I think it is important for children to take up a new thing to engage themselves with.

The language used by the writer is easy and understandable.

(10) You know the essential points required for a book review. Now form pairs and find essential points required for a play review and film review. You can take help of your teacher, library or the internet.

Ans.

Book Review	Play Review	Film Review
Author of the book	Names of the play's cast	Names of the title's cast (actors and technical staff (writer, director, producer, etc.)
Title of the book – name of the publisher	Names of the play's Crew	Summary of the story (Genre, list of characters, memorable scenes)
Place of publication – year of publication	Informative (Genre, characters no. of acts and scenes)	Year of making and release
Summary of the book (Genre, length, no. of pages, language, style etc.	Production details (sets, lighting, music, dialogue)	Behind the scenes (true story, original, adaptation, sequel)
Did you like the book? (yes/ no) Why?	Year of writing (social and historical context, background)	Production details (special effects, songs, franchise)
Which characters did you like the most? Why?	Did you like it? (yes/no) Why?	Did you like the film?(yes/no) Why? Rating: - 5 stars

(11) Project

Classroom Library:

Ask all your classmates to donate a book each to the class. In this way everyone will have a book of his/her own to read. Read the book in a week or two. After reading it, exchange your book with your classmate. Keep exchanging and reading books for the whole year. Every fort night give the book review of the book that you have read recently in the form of presentation.

Ans. Students are expected to do this activity on their own.

❖❖❖

4.6 The Gift of the Magi

Central Idea :

The Gift of the Magi is a short story written by O. Henry. O. Henry is the pen name of William Sydney Porter. His stories are known for their surprise endings as they end with a twist in the very end. He is often compared to French short story writer Guy de Maupassant who also has a similar style of writing. O. Henry's tone is more playful while his language is simple yet witty. Most of his stories are set in his own times of the 20th Century. Many of them are set in New York City and almost all of them have simple,ordinary, working class lead characters.

In the 'Gift of the Magi' Della is determined to give her husband a Christmas gift. In order to afford the fob chain for her husband's watch, she sells her long beautiful hair, only to learn that he has sold his beloved watch to buy her a set of combs. It is a heartfelt story that is simultaneously sad and happy, as it balances these two tones with its bitter sweet ending.

Summary :

Jim and Della are a young couple living in a small apartment. They have very little money.

Jim and Della each want to get the other a present. Jim wants to get Della something for her beautiful hair and Della wants to get him something for his watch which is his most valued possession.

The problem is they don't have enough money. Della cuts her hair off and sells it to get money to buy Jim a chain for his watch. I'm sells his watch to get combs for her hair, so now they don't have their most prized treasures and the gifts they get for each other are also rendered worthless.

But the narrator says they are wise for giving those gifts to each other in their selfless act and compares them to the Magi bringing gifts for baby Jesus lying in the manger.

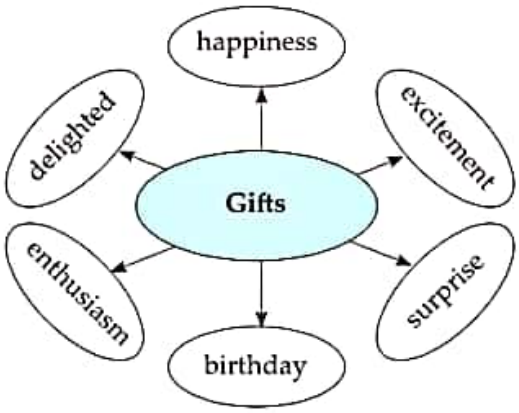
MASTER KEY QUESTION SET - 4.6

Warming Up!

(1) The moment you hear the word 'Gift' what feelings do you experience, Complete the web with those feelings.

Pair up with your partner, guess and match the columns. (Use a dictionary)

Ans.



(2) 'Gifts' need not be material gifts. They can be abstract and yet priceless. For example, favours, kindness, shown, help in times of need etc.

Think of and enlist such unforgettable gifts given to you by :

(i) Parents/ Grand parents : .....

(ii) Siblings/ relatives : .....

(iii) Friends : .....

(iv) Strangers : .....

Ans. *(i) old photographs hand made articles like embroidered kerchiefs etc. (ii) spend time with you when you are alone, giving a toy or cycle to ride. (iii) teaching you, sharing their snacks or sweets with you. (iv) giving correct directions, helping to carry a heavy bag etc.*

***(3) Say whether the words underlined are infinitives/ participles or gerunds :**

(i) The atheletes wanted <u>to take</u> part in the <u>running</u> race.

(a) ..... (b) .....

(ii) Would you like <u>to eat</u> at the <u>dinning</u> table?

(a) ..... (b) .....

(iii) <u>Reading</u> is good for the mind and soul. So take up <u>reading</u> books.

(a) ..... (b) .....

(iv) I like <u>to eat</u> fruits rather than <u>eating</u> sweets.

(a) ..... (b) .....

(v) <u>Listening</u> and <u>speaking</u> sharpen your language skills.

(a) ..... (b) .....

Ans. (i) (a) to take - infinitive. (b) running - adjective participle (ii) (a) to eat - infinitive (b) dinning - adjective participle (iii) (a) Reading - gerunds (b) reading - gerund (4) (a) to eat - infinitive (b) eating - gerund (5) (a) Listening - gerund (b) speaking - gerund

Reading skills, Vocabulary and Grammar

Q.1. Read the following passage and answer the questions given below.

Passage - I *(Textbook Page No. 180)*

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at $8 per week. It did not exactly beggar description, but it certainly had that word on the look out for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining there unto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid $30 per week. Now, when the income was shrunk to $20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Glossary

(1)	**bulldozing** *(v)*	- bargaining
(2)	**Imputation** *(n)*	- associative achon to some person
(3)	**Parsimony** *(n)*	- unwillingness to spend money
(4)	**Implied** *(adj)*	- suggested but not directly expressed
(5)	**Shabby** *(adj)*	- in poor condition
(6)	**Instigates** *(v)*	- to bring about, provotes
(7)	**reflection** (n)	- thrown back by a body or surface
(8)	**sniffles** *(n)*	- sniff slightly or repeatedly after crying
(9)	**predominating** *(adj)*	- mainly, for the most part
(10)	**subsiding** *(v)*	- become less intense
(11)	**squad** *(n)*	- police who arrest beggars and the homeless
(12)	**vestibule** *(n)*	- a lobby next to the outer door
(13)	**coax** *(v)*	- persuade gently, usage
(14)	**appertaining** *(v)*	- concern; related to
(15)	**prosperity** *(n)*	- a state of being prosperous
(16)	**modest** *(adj)*	- unassuming in the estimation of one's ability
(17)	**unassuming**	- not pretentious or arrogant

A.1. Factual Questions:

(1) Complete the following:

(i) Pennies saved one and two at a time .....

(ii) There was clearly nothing to do .....

(iii) Life is made up of .....

(iv) It did not exactly .....

(v) Also appertaining there unto was a card .....

(vi) A former period of prosperity .....

(vii) But whenever Mr. James Dillingham Young came home and .....

Ans.

(i) by bulldozing the grocer and the vegetable man and the butcher.

(ii) but flop down on the shabby little couch and howl.

(iii) sobs, sniffles and smiles, with sniffles predominating.

(iv) beggar's description, but it certainly had the word or on the look out for the mendicancy squad.

(v) bearing the name "Mr. James Dillingham Young".

(vi) when its possessor was being paid $ 30 per week.

(vii) reached his flat above he was called "Jim" and greatly hugged by Mrs James Dillingham Young.

A.2. Interpretative / Complex /Inference Questions:

(1) What is the total amount of money saved?

Ans. The total amount of money saved was one dollar and eighty seven cents.

(2) How was Della able to save the money?

Ans. Della was able to save the money by bargaining with the grocer, the vegetable man and the butcher.

(3) Why did Della flop down on the shabby little couch? What did it reflect?

Ans. Della wanted to buy a christmas gift for her husband Jim but the amount she was able to save over a long period of time was very little. She could not do anything about it and in frustration, she flopped down on the shabby little couch. It reflects the hopelessness of the situation and the dejection and frustration that sets in.

(4) Describe the house.

Ans. It was a furnished flat at $ 8 per week. The included furnishings were meager and included a 'shabby little couch. O. Henry also describes the cheap glass in the apartment window. The description of the worn out sofa and the pier glass one can scarcely gaze into, give the readers a sense of simplicity bordering on poverty. This simplicity shows O. Henry's analysis of life in a humble, urban apartment.

(5) What was Della's husband's name? How do we come to know about it?

Ans. Della's husband was "Mr. James Dillingham Young" on the letter box was a card bearing that name. He was however fondly addressed as Jim by his wife.

(6) Why were the young couple seriously thinking about changing the 'Dillingham to just D'?

Ans. At one time Della's husband was making a comfortable $ 30 per week. This money granted them a certain life style and social status for which they had great pride. One manifestation of this pride is using Jim's full name, Mr James Dillingham Young. Now that the young man makes only $ 20 a week, they are struggling financially and socially. The family status has declined, which is why the name on the mailbox seemed too long and important".

(7) What kind of a welcome did Mr. Young receive at home?

Ans. Whenever James came home and reached his flat above, he was called 'Jim' and greatly hugged by Mrs James Dillngham Young i.e. Della.

(8) What sign indicate that Della was very poor?

Ans. The 'Dillingham' from the sign board was missing. They could not even afford to make a simple and modest 'D' and fix it on the board.

A.3. Vocabulary Questions:

(1) List the words from the passage that describe

(i) the couch

(ii) the button

Ans. (i) shabby, little (ii) electric

(2) Write the meaning of the following phrases.

(i) by bulldozing – by arguing

(ii) flop down – to fall down suddenly with a loud noise

(iii) moral reflection – think about good and bad

(iv) gradually subsiding – slowly reducing

(v) on the look out for – searching for

A.4. Personal Response Questions:

(1) One dollar and eighty seven cents, that was all – what does the sentence tell you about the financial background of Della?

Ans. The financial background is not at all affluent. They are poor and live a meager existence. The amount was saved by bargaining with the grocer,

the vegetable man and the butcher. Sixty cents of it was in pennies, which signified very small savings, made by cutting out corners on the family expenditure.

(2) What kind of a couple were they? How do you know?

Ans. James worked outside. Their living was meager. Della worked hard at home and tried to save small pennies whenever she could. However, in spite of their difficult circumstances Jim and Della loved each other a lot, the indication of which we get from the way she greets him when he returns from work, and the way they think about each other.

(3) Why might the author have waited until the last word of the first paragraph to mention 'Christmas'?

Ans. The word 'Christmas' at the very end of the paragraph is used mainly for emphasis. It adds to the profound sense of desperation implied by the previous sentences. Della has been carefully counting out her money, scrimping and saving from the money left over from buying food. All she has it a dollar and eighty-seven cents. And just to make matters worse the next day is Christmas. For most people Christmas is so important that they tend to ignore the cost, spending way too much money, especially on credit cards. But for poor people like Della and Jim, they literally have to count every penny, before they even think about buying any gifts; that explains why the word 'Christmas' is mentioned right at the end of the first paragraph. For Della and Jim and countless others like them counting the pennies must take priority over celebrating Christmas and they do this not because they want to but because they have to.

Also Christmas is a joyous occasion, a time for celebration, but under the current circumstances this poor family celebration would come at a price they cannot afford.

***(4) Why do you think Della counted the money thrice?**

Ans. She counted the money carefully because she wanted to make sure she was not making any mistakes about the amount. She was thinking about the next day, that was Christmas and about what christmas gift could she buy her husband with so little money.

Q.2. Read the following passage and answer the questions given below:

Passage - II *(Textbook Page No.181)*

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only $1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honour of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an $8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly ***accurate*** *conception of his looks. Della, being slender, had mastered the art.*

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Glossary

(1)	**powder –rag** *(n)*	- a piece of cloth for applying powder
(2)	**expenses** *(n)*	- the cost incurred for something
(3)	**calculated** *(adj)*	- done with full awareness
(4)	**rare** *(adj)*	- not occuring often
(5)	**sterling** *(adj)*	- different; exclusive and expensive
(6)	**agile** *(adj)*	- able to move quickely
(7)	**reflection** *(n)*	- throwing back light by a body or surface
(8)	**rapid sequence** *(n)*	- quickly
(9)	**accurate** *(adj)*	- correct details
(10)	**conception** *(n)*	- the concept of conceiving
(11)	**slender** *(adj)*	- gracefully thin
(12)	**whirled** *(v)*	- moved rapidly
(13)	**dollars** *(v)*	- unit of money used in USA
(14)	**penny** *(adj)*	- a monetary unit equal to one hundredth of a dollar

A.1. Factual Questions

(1) Complete the following:

(i) Twenty dollars a week .....

(ii) Expenses had been greater .....

(iii) Something just a little bit near .....

(iv) There was a pier-glass between .....

(v) A very thin and very agile person may by observing .....

(vi) Suddenly she whirled .....

(vii) Her eyes were shining .....

(viii) Rapidly she pulled down .....

Ans.

(i) doesn't go far.

(ii) than she had calculated.

(iii) to being worthy of the honour of being owned by Jim.

(iv) the windows of the room.

(v) his reflection in a rapid sequence of longitudinal strips obtain a fairly accurate conception of his looks.

(vi) from the window and stood before the glass.

(vii) brilliantly, but her face had lost its colour within twenty seconds.

(viii) her hair and let it fall to its full length.

(2) Name the following:

(1) Things seen by Della as she stood by the window.

Ans. (i) grey cat

(ii) grey fence

(iii) grey backyard

(2) The amount she had to buy a present for Jim.

Ans. One dollar and eighty seven cents.

(3) The thing that lay between the windows

Ans. pier – glass

(4) The thing she planned to buy for her husband.

Ans. something fine and rare and sterling

A.2. Interpretative / Complex / Inference Questions.

(1) What did Della see as she stood by the window?

Ans. As she stood by the window, Della saw a gray cat walking by a gray fence in a gray backyard.

(2) Why was Della not able to save much?

Ans. Jim earned 20 dollars a week and expenses had been greater than she had calculated.

(3) What kind of a gift did she plan to buy for Jim?

Ans. Della wanted to buy for Jim a present which was fine and rare and sterling – something just a little bit near to being worthy of the honour of being owned by her husband.

(4) How did Della master the act of getting a fairly accurate look in the mirror?

Ans. A very thin and agile person may by observing the reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della was slender and had mastered the art.

(5) What did Della do before the mirror?

Ans. Della rapidly pulled down her hair and let it fall to its full length.

(6) What was the cause of Della's disturbed mind?

Ans. Della was disturbed because she was contemplating cutting her long, brown, cascading hair in order to get some money to buy a christmas present for Jim, but at the same time, she loved her hair and did not want to cut it.

A.3. Vocabulary Questions:

(1) Fill in the blanks with adjectives.

(i) ..... backyard

(ii) Many a ..... hour she had spent planning.

(iii) Something ..... , ... and ..... type of gift.

(iv) A ..... and ..... person could observe the reflection in the mirror.

(v) Della's bodily structure was .....

(vi) Della's face lost the colour within ..... seconds.

Ans. (i) Gray (ii) happy (iii) fine, rare and sterling (iv) A thin and agile (v) slender (vi) twenty

(2) Name the part of speech of the underlined word:

(i) Twenty dollars a <u>week</u> doesn't go far.

(ii) Expenses had been greater than <u>she</u> had calculated

(iii) They <u>always</u> are.

(iv) There was a pier – glass <u>between</u> the windows of the room

(v) Della being slender <u>had mastered</u> the art

(vi) Her eyes were shining <u>brilliantly</u>

(vii) <u>Rapidly</u> she pulled down <u>her</u> hair.

(viii) And let it fall to its <u>full</u> length.

Ans. (i) adjective – noun (ii) noun (iii) adverb (iv) preposition (v) verb (vi) adverb (vii) adverb – possessive adjective (viii) adjective of quantity

A.4. Grammar Questions:

(1) Twenty dollars a week, doesn't go far (add question tag)

Ans. Twenty dollars a week doesn't go far, does it?

(2) Expenses had been greater than she had calculated (change to positive degree)

Ans. What she had calculated was not as great as the actual expenses.

(3) Della finished her cry and attended to her cheeks with the powder rag. (change to complex)

Ans. When Della finished her cry, she attended to her cheeks with the powder rag.

(4) There was a pier – glass <u>between the windows of the room:</u>

(frame a wh type of question to get the underlined part as an answer)

Ans. Where was the pier – glass?

(5) Della being slender, had mastered the art (rewrite begining with The art...)

Ans. The art had been mastered by Della, since she was slender.

(6) Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds (make it complex)

Ans. Although her eyes were shining brilliantly, her face had lost its colour within twenty seconds.

(7) <u>Rapidly</u> she pulled down her hair and let it fall to its full length. (name the word class of the underlined word)

Ans. Adverb

A.5. Personal Response Questions:

(1) Based on the twist at the end of the tale, how does the pier-glass in the apartment symbolically relate to Della in "The Gift of the Magi"

Ans. The pier-glass symbolises Della's delight in her hair, which she decided to give up, out of love for her husband.

Della looks at herself in the pier-glass often, we are told. This is because she loves her hair. Although Della's hair is her most prized possession, she loves her husband more. Some things, in life are more valuable than hair, as it grows back after all. Christmas comes but once in a year, and it is an opportunity to show her husband how much she loves him.

Q.3. Read the following passage and answer the questions given below:

Passage - III *(Textbook Page No. 181 and 182)*

Now, there were two possessions of the James Dillingham Young in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate, Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still, while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Glossary

(1)	**possessions** *(n)*	- something owned
(2)	**airshaft** *(n)*	- a straight typically vertical passage
*(3)	**depreciate** *(v)*	- to empty; to lessen
(4)	**splashed** *(v)*	- irregular drops of a liquid
(5)	**sparkle** *(v)*	- shine brightly
(6)	**janitor** *(n)*	- a caretaker who typically cleans.
(7)	**treasures** *(n)*	- a quantity of precious metals or objects.
*(8)	**basement** *(n)*	- a level of a building which is below ground level
(9)	**envy** *(n)*	- jealous
*(10)	**cascade** *(n)*	- a small waterfall
(11)	**faltered** *(v)*	- lose strength
*(12)	**fluttered** *(v)*	- move gently (usually in the wind)
(13)	**garment**	- clothing

A.1. Factual Questions:

(1) Name the following.

(i) 2 prized possessions

(ii) The name of the queen mentioned here

(iii) The name of the King as the Janitor

Ans. (i) Jim's gold watch and Della's hair (ii) Queen of Sheba (iii) King Solomon

(2) What reaction would the following have:

(i) Della's hair on the Queen of Sheba

(ii) The watch on King Solomon

Ans.

(i) It would depreciate her majesty's jewels and gifts.

(ii) It would make the king pluck at his beard from envy.

A.2. Interpretative / Complex / Inference Questions

***(1) What were the couple's prized possessions?**

Ans. The two prized possessions of the Youngs was Jim's gold watch that had been his father's and his grandfather's and the other was Della's hair, which fell like a cascade of brown waters and reached below her knee.

(2) What is Della's hair compared to?

Ans. Della's hair is compared to a shining cascade of brown waters which reached below her knee and made itself almost a garment for her.

(3) Why did a tear or two splash on the carpet?

Ans. Della must have thought of her hair, rippling and shining like a cascade of brown waters which may not be there after sometime. She loved her hair and the thought of losing it, made her shed a tear or two.

(4) What did she wear and where did she go?

Ans. She wore her old brown jacket and her old brown hat and with a brilliant sparkle in her eyes, she fluttered out of the door, down the stairs to the street.

(5) What made Della loot at her reflection critically?

Ans. Della cut her hair and sold it. When she reached home with her short hair, she thought of cutting her hair with the cutting icons. When her hair was covered with tiny, close-lying cycles, it made her loot like a tyrant school boy. so she looked at her reflection critically, in the mirror.

A.3. Vocabulary Questions:

(1) Mention words from the passage that suggest sound

Ans. rippling, splashed, whirl, sparkle, fluttered

(2) Mention adjectives used to describe the following

(i) pride (ii) watch (iii) waters

(iv) carpet (v) jacket (vi) sparkle

Ans. (i) mighty (ii) gold (iii) brown (iv) worn, red (v) old brown (vi) brilliant

A.4. Grammar Questions:

(1) So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. *(Name and explain the figure of speech)*

Ans. Simile – Della's hair is compared to a cascade of brown waters.

(i) And then she did it up again <u>nervously</u> and <u>quickly.</u>

(Name the part of speech of the underlined words)

Ans. adverbs

(ii) A tear or two splashed on the worn red carpet.

(Make it complex)

Ans. A tear or two splashed on the carpet which was worn and red.

(iii) She faltered for a minute. *(Make it complex)*

Ans. She faltered which was for a minute.

(iv) It reached below her knee and made itself a garment for her. *(Make it simple)*

Ans. It reached below her knee making itself a garment for herself of Reaching below her knee it made itself a garment for her.

A.5. Personal Response Question:

(1) Why does the author make a reference to the Queen of Sheba and King Solomon in The Gift of the Magi?

Ans. The famous visit of the Queen of Sheba to King Solomon in Israel is recorded in the old Testament. Both the Queen and Solomon were exceedingly rich. The Queen is strongly impressed by King Solomon's wisdom, power and wealth. When she is ready to depart, she gives him presents of great value.

O Henry is using the wildest exaggeration when he compares Della and Jim Young to the Queen of Sheba and King Solomon.

He is suggesting that these famous Biblical figures who were so wealthy would envy Della's treasure of her beautiful long hair and Jim's treasure of his gold watch. O Henry here is probably

introducing a Biblical motif because he intends to end his story with another reference to the Bible; the story of the three Magi who brought valuable gifts to the infant Jesus in the NewTestament. Also it indicates how very precious these possessions really were to this young couple.

Q.3. Read the following passage and answer the questions given below:

Passage - IV *(Textbook Page No. 182 and 183)*

Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with apracticed hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the storesfor Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fobchain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation—as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value—the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends- -a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

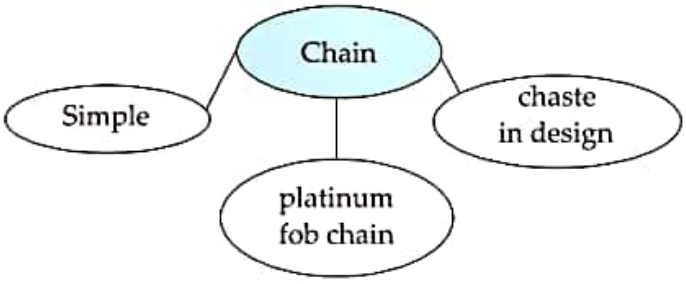
"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do— oh! what could I do with a dollar and eighty seven cents?"

Glossary

(1)	**platinum** *(n)*	- a precious metal, more expensive and valuable than gold
(2)	**fobchain** *(n)*	- a chain attached to a watch
(3)	**chaste** *(adj)*	- simple, without unnecessary ornamentation
(4)	**proclaiming** *(v)*	- announce officially
(5)	**substance** *(n)*	- a particular kind of matter with uniform properties
(6)	**meretricious** *(adj)*	- appearing attractive but having no real value
(7)	**ornamentation** *(n)*	- decorative elements added to something to enhance its appearance
(8)	**anxious** *(adj)*	- feeling or showing worry
(9)	**intoxication** *(n)*	- the state of being intoxicated
(10)	**prudence** *(n)*	- the quality of being cautious
(11)	**mammoth**	- huge
(12)	**ravages** *(v)*	- to cause great damage
(13)	**truant** *(n)*	- a student who stays away from school without reason
(14)	**cents**	- a monetary unit in various countries equal to one hundredth of a dollar, Euro or other decimal currency unit.
(15)	**gave way**	- submitted, yeilded
(16)	**reflection** *(n)*	- the throwing back of light, heat or sound
(17)	**critically** *(adj)*	- in a way that is bad or serious
(18)	**coney island** *(n)*	- a residential Brooklyn neighbourhood
(19)	**tremendous**	- very great amount

A.1 Factual Questions:

(1) Give the description of the chain.



Ans. Simple, platinum fob chain, chaste in design.

(2) Pick out the adverbs from the passage.

Ans. Surely, properly, always, wonderfully, carefully, critically.

A.2. Interpretatative/Complex/Inference Questions:

(1) Describe the chain Della bought for the watch?

Ans. The chain was a platinum fobchain, simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation i.e. excessive decoration.

(2) Why did Jim look at his watch slyly?

Ans. Jim's watch was very grand, but he looked at it slyly because of the old leather strap that he used in place of a chain.

(3) What did Della do when she reached home?

Ans. When Della reached home, she got out her curling irons and lighted the gas and started curling her hair. Within forty minutes, her head was covered, with tiny close - lying curls that made her look like a schoolboy.

(4) What reaction does Della think Jim will have to her short hair?

Ans. Della's anxiety increases throughout the rest of the day while she is waiting for her husband to return . She expects Jim to have a strong reaction to her new look with her head covered by little curls held in place with hair pins. She thinks he will say she looks like a Coney Island chorus girl, if he does not first kill her.

(5) What was Jim's most prized possession?

Ans. Jim's most prized possession was his gold watch, which once belonged to his father and his grandfather.

A.3. Vocabulary Questions:

(1) Give words / phrases from the passage which describe

(i) Chain

(ii) Design of the chain

(iii) Description applied to both Jim and the watch.

(iv) Della's look after she curled her hair.

(v) Jim's anticipated description of her look.

Ans. *(i) Platinum fobchain (ii) Simple and chaste (iii) Quietness and value (iv) Truant schoolboy (v) Coney Island chorus girl.*

(2) Complete the following.

(i) Jim sometimes looked at the watch on the sly .....

(ii) When Della reached home her intoxication gave way .....

(iii) She went to work repairing the ravages .....

(iv) Her close-lying curls made her look .....

(v) She looked at her reflection in the mirror .....

(vi) Oh! What could I do .....

Ans.

(i) on account of the old leather strap that he used in place of a chain.

(ii) a little to prudence and reason.

(iii) made by generosity added to love.

(iv) wonderfully like a truant school boy.

(v) long, carefully and critically.

(vi) with a dollar and eighty seven cents?

(3) Complete the table.

Noun	Adjective	Verb
(1)	Simple	.....
(2) Value	.....	.....
(3) Description	.....	.....

Ans. (i) Simplicity (Noun)
Simplify (verb)

(ii) Valuable (adjective)
evaluate (verb)

(iii) Descriptive (adjective)
Describe (verb)

A.4. Grammar Questions

(1) She found it at last (Rewrite beginning with At last .....)

Ans. At last it was found by her.

(2) It surely had been made for Jim (Rewrite beginning with They .....)

Ans. They had surely made it for Jim.

(3) It was like him. (Add a question tag)

Ans. It was like him, wasn't it?

(4) <u>Quietness</u> and <u>value</u> - the description applied to both.

(Name the word class of the underlined words)

Ans. Quietness - abstract noun.

Value – abstract noun.

(5) When Della reached home; her intoxication gave way a little to prudence and reason.

(Pick out the dependent clause and explain its relation to the main clause)

Ans. Her intoxication gave way a little to prudence and reason - main clause

When Della reached home - dependent adverb clause of time modifying the verb ' gave way' in the main clause.

(6) She looked at her reflection in the mirror, carefully and critically (Name the word class of the underlined words.)

Ans. Reflection – Noun

Carefully, critically – adverbs

A.5. Personal Response Questions:

(1) What reaction does Della think Jim will have to her short hair?

Ans. Della expects Jim to have a strong reaction to her new look, with her head covered by little curls held in place with hairpins.

She thinks he will either kill her, or say she looks like a Coney Island chorus girl. No doubt chorus girls were hard working girls, who had to perform in four shows, over a long afternoon and evening. They didn't have time to take proper care of long hair in the days, when they didn't even have electric hair dryers.

O Henry prepares the reader for a violent reaction when Jim sees Della without her long hair.

Q.5. Read the following passage and answer the questions given below:

Passage - V *(Textbook Page No. 183)*

At 7 o'clock the coffee was made and the fryingpan was on the back of the stove hot and ready to cook the chops. Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two—and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him. "Jim," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again—you won't mind, will you? I just had to do it. My hair grows awfully fast. Say Merry Christmas!' Jim, and let's be happy. You don't know what a nice—what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

Glossary

(1)	**flight** *(n)*	- to run away or escape
(2)	**setter** *(n)*	- a dog of a large long-haired breed
(3)	**quail** *(n)*	- a small brown bird, shot for food or sport
(4)	**scent** *(n)*	- smell
(5)	**disapproval** *(n)*	- an unfavourable opinion
(6)	**horror** *(n)*	- an intense feeling of fear
(7)	**sentiments** *(n)*	- feelings
(8)	**whispered**	- speak very softly by using one's breath.
(9)	**patent**	- obvious
(10)	**curiously**	- eagerly

A.1. Factual Questions:

(1) Complete the following.

(i) Della sat on the corner of the table near the door .....

(ii) She had a habit of saying a little payer .....

(iii) He needed a new coat and .....

(iv) Jim stopped inside the door .....

(v) His eyes were fixed upon Della and there was an expression in them .....

(vi) He simply stared at her fixedly .....

Ans.

(i) that he always entered.

(ii) about the simplest everyday things.

(iii) he was without gloves.

(iv) as immovable as a setter at the scent of quail .

(v) that she could not read and it terrified her.

(vi) with that peculiar expression on his face.

A.2. Interpretative / Complex / Inference Questions:

(1) Why did she pray?

Ans. She prayed about the simplest everyday things, but now she prayed asking God to make her husband Jim think that she was still pretty.

(2) Why did Jim look thin and very serious?

Ans. Jim looked very thin and serious because he was only twenty two years old and he had the responsibility of looking after his family. Also it was cold outside and he was without gloves.

(3) Why could Della not understand the expression on Jim's face?

Ans. When Jim saw Della, she already had her hair short. Della was prepared to see Jim get angry at her, perhaps horrified to see her hair gone. But Jim simply stared at her fixedly without any particular expression on his face.

***(4) What good habits did Della have?**

Ans. Della had a habit of saying a little silent prayer, about the simplest every day things.

***(5) Why did Jim stare at Della?**

Ans. Jim looked at Della as her long cascading curls had vanished; so he just stared at her with a peculiar expression on his face. There were no feeling of anger nor surprise, nor disapproval or horror, nor any of those sentiments she was prepared for or expected.

A.3. Vocabulary Questions:

(1) Give Antonyms for.

(i)	doubled	×	singled
(ii)	entry	×	exit
(iii)	pretty	×	ugly
(iv)	simplest	×	toughest
(v)	closed	×	opened
(vi)	serious	×	light hearted
(vii)	immovable	×	movable
(viii)	disapproval	×	approval

A.4. Grammar Questions

(1) He looked thin and very serious. *(Add a question tag)*

Ans. He looked thin and very serious , didn't he?

(2) He needed a new overcoat and he was without gloves. *(Use 'as well as')*

Ans. He needed a new overcoat as well as gloves.

(3) Jim was never late. *(Make it affirmative)*

Ans. Jim was always on time.

(4) Della doubled the fob chain in her hand and sat on the corner of the table near the door *(Make it simple)*

Ans. Doubling the fob chain in her hand, Della sat on the corner of the table near the door.

(5) He looked thin and very serious. *(Use not only – but also)*

Ans. He looked not only thin but also very serious.

(6) Jim stopped inside the door, as immovable as a setter at the scent of a quail. *(Rewrite beginning with ' Stopping')*

Ans. Stopping inside the door; Jim was as immovable as a setter at the scent of a quail.

(7) He simply stared at her fixedly with a peculiar expression on his face. *(Make it complex)*

Ans. He simply stared at her fixedly with an expression which was peculiar on his face.

A.5. Personal Response Question:

(1) How does Jim react when he first sees Della after she has cut her hair?

Ans. When Jim walks through the door, he possesses an unreadable expression that utterly terrifies his tremulous wife.

Jim's initial and somewhat lengthy response seems to be disbelief. After all the narrator tells us that he is neither mad nor shocked, nor disapproving, nor horrified. He speaks 'laboriously' and slowly, as though he has some deficiency of understanding almost like an 'idiot'. In other words, he seems, simply, to be unable to believe the supreme irony of what has happened. Afterall he knows before Della does that they each have done the same thing – sold their most valuable possessions to buy something nice for the other – and the initial disbelieving response does fade quickly.

Della is apprehensive about Jim's reaction to her new look when he arrives home. O Henry uses a simile to describe the look on Jim's face. O Henry further remarks that Jim was neither 'surprised' nor 'hornified' or in a state of 'disapproval'. Della's appearance simply puts Jim into a 'trance'.

Q.6. Read the following passage and answer the questions given below:

Passage - VI *(Textbook Page No. 184)*

"You say your hair is gone?" he said, with an air almost of ***idiocy.***

"You needn't look for it," said Della. "It's sold, I tell you—sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness,"but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his ***trance*** *Jim seemed quickly to wake. For ten seconds let us regard with discreet scrutiny some* ***inconsequential*** *object in the other direction. Eight dollars a week or a million a year—what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.*

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs—the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jeweled rims—just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the ***coveted*** *adornments were gone.*

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

Glossary

(1) **trance** *(n)* - a state of mind in which someone seems to be asleep

(2) **enfolded** *(n)* - surround, envelop

(3) **discreet** *(adj)* - careful and prudent

(4) **scrutiny** *(n)* - critical observation

(5) **inconsequential** *(adj)* - not important

(6) **wit** *(n)* - showing quick verbal humour

(7) **assertion** *(n)* - a confident and forceful statement

(8) **illuminated** *(adj)* - to throw light on

(9) **unwrap** *(v)* - remove the wrapping

(10) **nimble** *(adj)* - quick and light movement

(11) **ecstatic** *(adj)* - feeling overwhelming happiness

(12) **hysterical** *(adj)* - affected by uncontrolled emotion

(13) **wails** *(n)* - a prolonged high pitch, cry of pain

(14) **craved** *(v)* - feel a powerful desire for

(15) **yearned** *(v)* - have an intense feeling for, longing for something

(16) **tresses** *(n)* - hair

(17) **adorned** *(v)* - decorated

(18) **coveted** *(v)* - yearn to possess something

(19) **adornments** *(n)* - something that adds attractiveness.

(20) **idiocy** - foolishness

A.1. Factual Questions:

(1) Fill in the blanks :

(i) Out of the his ..... Jim seemed quickly to wake.

(ii) Eight dollars a week, or a ..... a year what is the difference?

(iii) A ..... or a ..... would give you the wrong answer.

(iv) ..... fingers and ..... tore at the string and paper.

(v) And then an ..... scream of joy.

(vi) Beautiful combs, pure ..... shell with ..... just the shade to wear in the beautiful ..... hair.

(vii) Her heart had simply ..... and ..... over them, without the least hope of .....

(viii) And now they were hers, but the ..... that should have ..... the coveted ..... were gone.

(ix) she hugged them to her .....

Ans. *(i) trance (ii) million (iii) mathematician, wit (ix) White, nimble (v) ecstatic (vi) tortoise, be jewelled rims, vanished (vii) craved, yearned, possession (viii) tresses, adorned, adornments (ix) bosom.*

A.2. Interpretative / Complex / Inference Questions:

(1) Why did Della give a scream on opening the package?

Ans. The package contained a set of combs, beautiful combs, of pure tortoise shells with jewelled rims, the ones she had yearned and craved for. On seeing them she gave an ecstatic scream.

(2) Describe the combs?

Ans. The combs were beautiful, expensive, made of pure tortoise shell and had jewelled rims.

(3) What is the irony of the situation?

Ans. The irony of the situation is that Della sells her hair to buy Jim a fob chain for his pocket watch, while Jim has bought Della beautiful combs for her long luxurious hair by selling his watch.

***(4) What gift had Jim bought for Della?**

Ans. Jim brought for Della set of combs, pure tortoise shell with jewelled rims, to wear in her long brown hair, by selling his watch.

A.3. Vocabulary Questions:

(1) Give words / phrases from the passage that describe.

(i) Her fingers.

Ans. white and nimble .

(ii) The combs.

Ans. beautiful, expensive, pure tortoise shell, bejeweled rims.

(2) Fill in the blank with adjectives given in the passage.

(i) ..... scrutiny .

(ii) ..... object.

(iii) ..... gifts.

(iv) ..... fingers.

(v) ..... scream.

(vi) ..... change .

(vii) ..... tears.

(viii) ..... employment.

(ix) ..... powers.

(x) ..... combs.

(xi) ..... shells.

(xii) ..... combs.

(xiii) ..... adornments.

(xiv) ..... eyes.

Ans. *(i) discreet (ii) inconsequential (iii) valuable (iv) white, nimble (v) estatic (vi) quick , feminine (vii) hysterical (viii) immediate (ix) comforting (x) beautiful (xi) pure tortoise (xii) expensive (xiv) coveted (xv) dim.*

A.4. Grammar Questions:

(1) Out of his trance, Jim seemed <u>quickly</u> to wake. *(Tell the word class of the underlined word)*

Ans. Adverb.

(2) A mathematician or a wit, would give you the wrong answer. *(Use neither – nor)*

Ans. Neither a mathematician nor a wit, would give you the wrong answer .

(3) A mathematician or a wit, would give you the wrong answer. *(Make it Negative)*

Ans. A mathematician or a wit would not be able to give you the right answer.

(4) Jim drew a package from his overcoat and threw it upon the table. *(Make it simple)*

Ans. Drawing a package from his overcoat, Jim threw it upon the table.

(5) White fingers and nimble tore at the string. *(Rewrite beginning with. The string .....)*

Ans. The string was torn at by white and nimble fingers.

A.5. Personal Response Questions:

(1) Describe how the theme of sacrifice and love is developed in the text?

Ans. Even through the couple is extremely poor, the wealth of their love overcomes all material hardships they face. The gift that they give one another are useless and yet, it is not the gifts that make their Christmas so remarkable. The items themselves are only tokens of the sacrificial love that Della and Jim have for each other. Indeed the sacrifice that each makes is a greater gift than the watch or the combs.

Q.7. Read the following passage and answer the questions given below:

Passage - VII *(Textbook Page No. 184 and 185)*

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men— wonderfully wise men—who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

Glossary

(1) **reflection** - the throwing back by a body or surface or light, heat or sound without absorbing it.

(2) **Ardent** *(adj)* - very enthusiastic

(3) **dandy** *(adj)* - a man unduly concenrned with looking stylish

(4) **invented** *(v)* - to design or create

(5) **privilege** *(n)* - a special gift or advantage

(6) **duplication** *(n)* - exactly corresponding, exact copy

(7) **chronicle** *(n)* - a factual written account

(8) **treasures** - a quantity of precious valuable objects.

(9) **the magi** - the biblical magi, also referred to do the wise men or kings, who visited Jesus after his birth, bearing gifts of gold, frankincense and myrth.

A.1. Factual Question:

(1) Fill in the proper adjective to the nouns given below.

(i) ..... present.

(ii) ..... palm.

(iii) ..... metal.

(iv) ..... and ..... spirit.

(v) ..... men.

(vi) ..... chronicle.

(vii) ..... children.

Ans. (i) beautiful (ii) open (iii) dull, precious (iv) bright and ardent. (v) wise (vi) uneventful (vii) two, foolish.

(2) Complete the following sentences.

(i) Jim had not yet seen .....

(ii) The dull precious metal seemed to flash with a .....

(iii) Instead of obeying, ...

(iv) The Magi were wonderfully wise men .....

(v) They invented the art of .....

(vi) Their gifts were no doubt wise ones .....

(vii) Of all who give and receive gifts .....

Ans. *(i) his beautiful present (ii) reflection of her bright and ardent spirit (iii) Jim tumbled down on the couch (iv) who bought gifts to the Babe in the manger (v) giving christmas presents (vi) possibly bearing the privilege of exchange in case of duplication. (vii) such as they, are wisest.*

A.2. Interpretative / Complex / Inference Questions:

(1) Describe the beautiful present bought by Della for Jim?

Ans. Della bought a fob chain for Jim's watch. It was made of a dull precious metal, but it seemed to flash with a reflection of her bright and ardent spirit.

(2) What did Jim say about the presents?

Ans. Jim told Della to keep the presents away for a while, since they were too nice to use at the present time.

(3) Who invented the art of giving Christmas presents?

Ans. The three wise men who brought the gifts to the Babe in the manger, invented the art of giving christmas presents.

***(4) Why died the beautiful present flash?**

Ans. The present seemed to flash with a reflection of her bright and ardent spirit.

***(5) Why are Jim and Della referred to as the 'Magi'?**

Ans. Jim and Della are compared to two selfless givers who wisely sacrificed the greatest treasures they had for each other. They are called the 'Magi' as a reference to the three wise man who brought gifts for baby Jesus at his birth.

A.3. Vocabulary Questions:

(1) Give the verb forms of:

(i) reflection -

(ii) bright -

(iii) duplication -

Ans. *(i) reflect, (ii) brighten (iii) duplicate*

(2) Write the Antonyms of the following:

(i) beautiful × ugly

(ii) open × close

(iii) dull × bright

(iv) obey × disobey

(v) foolish × wise

(vi) give × receive

A.4. Grammar Questions:

(1) Jim had not yet seen his beautiful present. (Make it complex)

Ans. Jim had not yet seen his present which was beautiful.

(2) She held it out to him. (Rewrite beginning with It was .....)

Ans. It was held out to him by her.

(3) They invented the art of giving christmas presents. (Rewrite beginning with – The art of giving .....)

Ans. The art of giving christmas presents was invented by them.

(4) Their gifts were no doubt wise ones. (Remove 'no')

Ans. Their gifts were undoubtedly wise ones.

(5) They're too nice to use just at present. (Remove the adverb 'too')

Ans. They are so nice that they cannot be used just at present.

(6) The Magi were wise men who brought gifts to the Babe in the manger. (Pick out the dependent clause and state its relation to the main clause)

Ans. The Magi were wise men - main clause.

who brought gifts to the Babe in the manger – dependent adjective clause qualifying the noun 'Men' in the Main clause.

(7) I sold the watch to get the money to buy your combs.

(Identify the non-finite verb and state its kind)

Ans. to get, to buy - infinitives.

A.5. Personal Response Questions:

(1) How does the point of view help to explain the irony and the related theme in 'The Gift of the Magi' the story by O Henry?

Ans. In O Heny's 'The Gift of the Magi' the theme of the story is that of selfless giving from the heart, like that of the Magi or wise men in the First Christmas story.

The irony of course is that Della sells her hair to buy Jim a (fob) chain for his pocket watch, but Jim sells his watch to buy Della, beautiful combs for her long luxurious hair.

In this case, each has sacrificed what was most dear to him or her; for the other, which the other then cannot use. The most prominent theme is 'love'. Jim and Della are willing to part with their most prized possessions to make each other happy, demonstrating that a wealth of love makes up for material gifts or poverty. Some additional themes are generosity, selflessness and poverty.

(2) What is the climax of the story?

Ans. The climax of the story is when the couple, Jim and Della Young discovers that they have both sacrificed their most beloved and valued personal possessions to buy gifts for each other. The gifts that they give no longer have any use, except to symbolize the depth of their love and willingness to make sacrifices for each other.

Afterwards, O Henry does some philosophizing about love and Christmas and the Magi: but this is all anti-climatic. This is O Henry's most famous story. It has one of his trademark surprise ending, but it leaves the reader with a genuine feeling of sympathy and affection for these two young people, who were so poor and yet so rich: because they had such love for each other.

(3) What is the literary device used to create climax in the story?

Ans. The climax of the story is an excellent illustration of the use of a paradox to make a point. The paradox is that Jim and Della, in demonstrating the depth of their love and commitment for each other, showed their true wisdom.

Gifts are to be given out of love, not for material reasons, as did the original Magi and their gifts to the Babe in the manger. Jim and Della were the wisest of all who give and receive gifts, such as they are wisest. Everywhere they are wisest, as they are Magi.

ENGLISH WORKSHOP

(1) Complete the following.

(i) Della had saved .....

(ii) Della wanted to buy .....

(iii) Della beautiful hair fell about .....

Ans. (i) one dollar and eighty seven cents. (ii) for her husband Jim a christmas gift. (iii) her rippling and shining like a cascade of brown waters.

(2) Answer the following questions:

(1) How much did Della save for Christmas? What does it show?

Ans. Della saved one dollar and eighty-seven cents. She did this by bargaining with the grocer and the vegetable man. It brings out qualities of their, planning and managing the home well and also insight about saving to buy a present for her husband.

(2) Why did Della take pride in the beauty of her hair?

Ans. Della had beautiful hair, which fell about her rippling and shining like cascade of brown waters. It reached below her knees. It was her prized possession and in front of the Queen of Sheba, her open, long flowing hair would depreciate her majesty's jewels and gifts.

(3) Why and how did Della sell her hair? Do you think she did well?

Ans. Della sold her hair at 'Mne. Sofronie-Hair Goods of All Kinds' for twenty dollars. She had just one dollar and eighty seven cents on Christmas Eve; and wanted to buy, for her husband a Christmas gift. The only option, she had was to sell her hair. According to me, she may have done well, since she wanted the money.

(4) Why did Jim sell his gold watch? Do you think he did well?

Ans. Jim sold the gold watch because he too wanted the money to buy a christmas gift for his wife Della. He had seen the tortoise shells, combs in the shop and thought they would look good on her hair. According to me, he may have done well, since he loved his wife so much.

(5) Why did Jim and Della want to present the gifts?

Ans. It is customary to exchange gifts for Christmas. This custom being invented by the three wise men who brought gifts to Baby Jesus in the manger, that day is celebrated as Christmas Day. So Jim and Della also customarily wanted to exchange gifts to show their love for each other.

(6) Why did Della feel sad on losing her hair?

Ans. Della was proud of her hair and it was her only prized possession. She had long, brown cascading hair falling upto her knees which was indeed very beautiful. There is a similarity mentioned in the lesson between Della's hair and the Jewels and gifts of Queen Sheba one of the wealthiest women of her times. Della's hair would depreciate all her majesty's Jewels and gifts. Thus, on losing her hair which was so precious, Della felt sad.

(7) What did Jim bring out from his coat? Describe the scene.

Ans. Jim drew a package from his coat, which contained the combs, The set of Combs that Della had worshiped long in a Broadway window. They were expensive combs made of pure tortoise shell and were gold rimmed.

Della hugged the combs to her bosom and was able to look up with dim eyes and smile at Jim after her initial bout of hysterical crying. And then she leaped like a little, singed cat, when she remembered Jim's present.

(8) How beautiful was the gold watch chain? Would you have liked to own it?

Ans. It was a platinum fob chain, simple and chaste in design properly proclaiming its value by substance alone and not by ornamentation. It was even worthy of 'The watch'. Anyone for that matter, would have loved to own it. It was indeed very beautiful.

(9) How did the Magi want to celebrate their Christmas?

(OR)

Who were the first people to give Christmas gifts?

Ans. The Magi were the wise men who brought gifts to the Babe in the manger. They invented the art of giving christmas gifts. Their idea of celebrating christmas was by exchanging gifts.

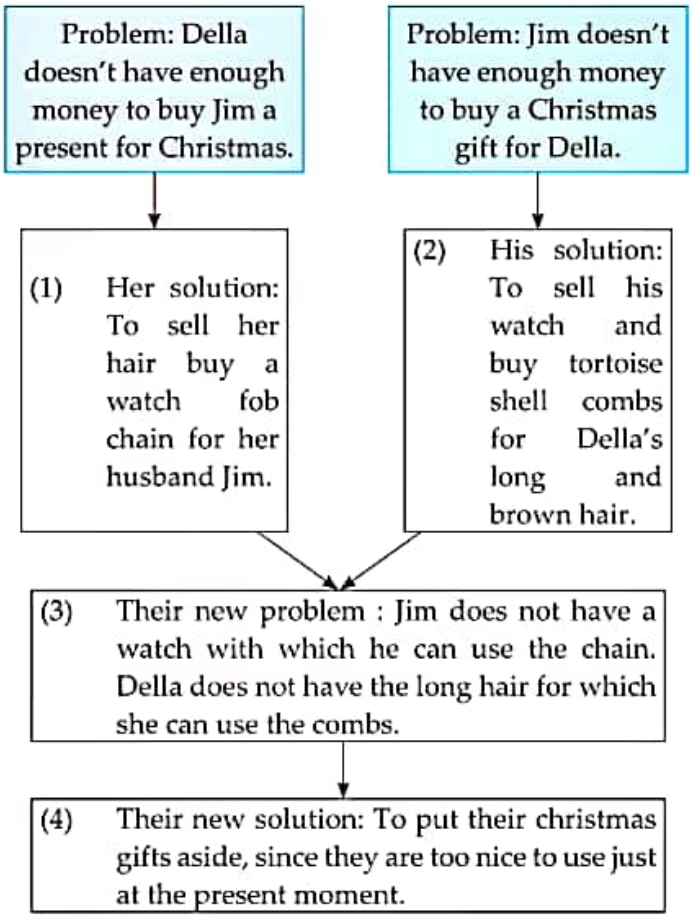
(10) What is the moral of the story?

Ans. 'It is the spirit behind the gift and not the gift itself, that is important. Della and Jim illustrate, this moral when they express their love for each other by giving everything they have at christmas time. What is important is that they love each other, and their gifts really only serve as symbols and proofs of their love, which is far more precious than any material objects.

(3) Complete the following activity:

Map the problems and solutions in "The Gift of the Magi" on the diagram below. Two problems have already been filled in.

Ans.



(4) Read the following and answer.

(A) Say WHAT

(i) ..... troubled Della on Christmas Eve?

(ii) ..... was the current family income?

(iii) ..... could have outshone Queen of Sheba's jewels?

(iv) ..... was the cost of the fobchain?

(v) ..... sent Jim into a trance, on his return?

Ans.

(i) Della did not have enough money to buy Jim a decent / good Christmas gift.

(ii) The current income was Twenty Dollars a week.

(iii) Della's long brown cascading hair could have outshone Queen or Sheba's jewels.

(iv) The cost of the fobchain was twenty-one dollars.

(v) The fact that Della had cut her hair short sent Jim into a trance, on his return.

(B) Say WHY

(i) ..... did Della sell her lovely long hair ?

(ii) ..... was Della a bit apprehensive after she had sold her hair ?

(iii) ..... did Jim avoid checking the time in his gold watch, in a public place?

(iv) ..... did Della's scream of joy change to loud wails ?

(v) ..... in the end, did Jim ask Della to put the chops on.

Ans.

(i) Della sold her lovely long hair so that she could get some money to buy a Christmas present for Jim. She wanted to buy for him, as a Christmas gift, a fobchain for his watch, which was worth twenty one dollars.

(ii) She was wondering whether she still looked as pretty as before, and if Jim could find her still pretty, with her hair cut short.

(iii) Jim avoided checking the time in his gold watch, in a public place, on account of the old leather strap that he used in place of a chain.

(iv) Della's scream of joy change to loud wails because the combs which she had worshipped were hers, but the long hair, where she would have used the combs were gone.

(v) The Christmas presents could not be used at that moment. (since the watch and the hair had gone) so to draw back to reality, he must have said it.

(C) Say WHEN

(i) ..... had Jim added 'Dillingham' as his middle name ?

(ii) .....did a tear or two dropped on the old red carpet ?

(iii) ..... did Della go through goods in the stores ?

(iv) ..... did Della say a silent prayer to God?

(v) ..... did Jim try to divert their attention for ten seconds, at least?

Ans.

(i) During a former period of prosperity, when Jim was paid $ 30 per week.

(ii) When Della faltered for a minute and stood still.

(iii) After selling her hair to Madame Sofronie and obtaining Twenty dollars for it, she went through the goods in the stores.

(iv) When she heard her husband Jim's step on the stair away down on the first flight.

(v) When Della told him that she had cut her hair and sold it, he went in a trance.

(5) Complete : Use the chart below to explain situational irony in "The Gift of Magi". For each character, identify what is expected to happen and what actually happens.

Ans.

SITUATIONAL IRONY	
What Della Plans: Della plans to sell her long hair-her prized possession, so that with the money she gets, she can buy. a silver watch fob for her husband Jim.	**What actually happens:** Jim sells his watch and buys tortoise shell combs for Della's long hair; but to his dismay, she has cut her hair.
What Jim Plans: Jim plans to sell his watch, so that with the money, he can buy tortoise shell combs, which Della had been eyeing for a long time for her long beautiful hair.	**What actually happens:** When Jim sells his watch and buys the combs, Della has already cut her hair, so she can't use the combs and has bought for Jim a silver watchfob, which he cannot use, because he has sold the watch.

(6) Complete the following activity:

Word List:		
agile	cascade	caveted
justigate	prudence	assertion
chronicle	inconsequential	predominating
subside	gobbling	

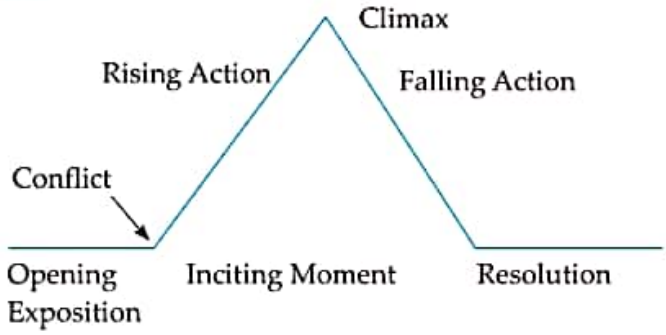
Fill in each set of blanks with the correct word from the word list. The boxed letters will spell out something that Della receives. COMBS

Ans.

(1)	Stand under this	c a s [c] a d e
(2)	You wished greedily for something	c [o] v e t e d
(3)	This describes something important	p r e d o [m] i n a t i n g
(4)	You hope a loud siren will do this	s u [b] s i d e
(5)	Troublemakers do this	a s [s] e r t i o n

(7) Complete the following basic plot diagram:

Ans.



(8) Pick out from the story words that mean the following.

Against each consumer write (N) if it is a Noun (v) for Verb and (Adj) for Adjective.

(i) reluctance to spend money ..... ( )

(ii) relating to ..... ( )

(iii) urge ..... ( )

(iv) reduce in value ..... ( )

(v) wisdom ..... ( )

(vi) very huge ..... ( )

(vii) foolishness ..... ( )

(viii) relating to ..... ( )

Ans. (i) parsimony - Noun (ii) appertaining - Verb (iii) coax - Verb (iv) depreciate - Verb (v) prudence - Noun (vi) tremendous - adjective (vii) idiocy - Noun (viii) imputation - Noun

(9) Think and answer on your own in a few sentences, in your notebook.

(1) What would you do if you ran short of money, to buy a birthday gift for one of your parents/ siblings?

Ans. I would most likely borrow money from a friend and buy a gift, and return the money when I receive pocket money.

(2) Think of two alternatives that could have prevented Della as well as Jim from selling then most precious possessions.

Ans. The two alternatives could be:

(i) Della could have taken a part time job; may be at a restaurant or at a bakery to earn some extra money.

(ii) Jim could have mortgaged his watch and borrowed some amount of money that could have been paid later.

(3) Justify the title of the story. 'The Gift of the Magi'.

Ans. In O' Henry's 'The gift of the Magi' the theme of the story is that of selfless giving from the heart, like that of the Magi, or wise men in the Christmas story.

The irony, of course, is that Della sells her hair to buy Jim, a watch fobchain for his pocket watch, but Jim sells his watch to buy Della beautiful combs for her long luxurious hair.

In this case, each has sacrificed, what was most dear to him / her, for the other, which the other then cannot use.

The most prominent theme is love. Jim and Della are willing to part with their most prized possessions, to make each other happy. demonstrating that a wealth of love makes up for material poverty.

(4) Gifts that you buy have fixed prices/ rates. How can the buyer increase the value of a gift bought for someone very dear in the family?

Ans. The value of a gift, rather than its material value, can be sometimes increased by - giving the gift with love and blessings, or gift wrapping it well, or buying a gift which the person will cherish with love etc.

(5) What situation is the climax of the story ? How does it end up as an Anti-climax ?

Ans. In 'The gift of the Magi' Della is determined to give her husband a Christmas gift. In order to afford the fobchain for her husband's watch, she sells her long beautiful hair, only to learn that he has sold his precious watch, to buy her a set of combs.

(6) If you shared this story with some friends in a junior class, how would they react in the end ?

Ans. According to me most probably they would laugh, be shocked, or find it silly.

(7) Who were the very first people to give Christmas gifts ? What had inspired them to do so ?

Ans. The Three Kings were the first to give Christmas gifts. They had seen the star, and knew about the birth of Baby Jesus so they came with expensive gifts to pay homage to Him.

(8) In the foot note after the story, O Henry remarks that of all who give gifts, Della and Jim were the wisest. think and Explain this paradoxical remark.

Ans. The paradox is that Jim and Della, in demonstrating the depth of their love and commitment for each other, showed their true wisdom.

Gifts are to be given, out of love, not for material reasons, as did the original Magi and their gifts to the Babe in the manger. Jim and Della, 'were the wisest'. Of all who give and receive gifts, such as they, are wisest. Every where, they are wisest, they are the Magi.

(10) Pick out and rewrite the exact sentence which indirectly imply the following :

(1) Della was not too happy about bargaining for grocery etc.

Ans. Until one's cheeks burned with the silent imputation of parsimony.

(2) The flat was in a dilapidated condition.

Ans. It did not exactly beg a description but it certainly had that word on the look out for the mendicancy squad.

(3) King Solomon would express his jealousy of Jim.

Ans. Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

(4) Della spent a joyful time, for two hours.

Ans. Oh! and the next two hours tripped by on rosy wings.

(5) Della's elated mood underwent a change as she opened her gift.

Ans. And then an ecstatic scream of joy; and then, alas! necessitating the immediate employment of all the comforting powers of the lord of the flat.

(6) The weekly income amount does not matter.

Ans. The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid $ 30 per week.

(7) And now suppose you put the chops on.

Ans. Shall I put the cops on.

***(11) Frame wh-questions to get the underlined answers.**

(1) Life is made up of sobs, niffles and smiles.

Ans. What is life up made of?

(2) Many a happy hour she had spent planning for something nice for him.

Ans. Who had spent many a happy hour planning for something nice for him?

(3) Her hair reached below her knee.

Ans. How far did her hair reach?

(4) She was ransacking the stores for Jim's present.

Ans. Why was she ransacking the stores?

(5) At 7 o'clock the coffee was made.

Ans. At what time was the coffee made?

(6) The magi were wise men.

Ans. What kind of men were the Magi?

(12) (A) Add appropriate question tags.

(i) Della leaped up, ...?

(ii) You'll have to look at the time, ...?

(iii) They were expensive combs, ...?

(iv) I just had to do it, ...?

(v) I am still pretty, ...?

(vi) Give it to me quick , ...?

(vii) There was clearly nothing to do, ...?

(viii) My hair grows so fast, ...?

(ix) Let's put our Christmas presents away, ...?

(x) She had a habit for saying a silent prayer, ...?

Ans. (i) didn't she? (ii) wouldn't you? (iii) weren't they? (iv) didn't I? (v) aren't I (vi) will you? (vii) was there? (viii) doesn't it? (ix) shall we?(x) didn't she? / hadn't she?

(B) Supply short answers (Pronoun + Auxiliary Verb)

(i)	Don't you like me ?	Yes, ...
(ii)	Have you cut off your hair ?	Yes, ...
(iii)	Shall I put the chops on ?	Yes, ...
(iv)	Isn't it a dandy ?	Yes, ...
(v)	Does it make a difference ?	No, ...
(vi)	Will you buy my hair ?	No, ...
(vii)	Can you afford it ?	No, ...
(viii)	Are you fooling me ?	No, ...

Ans. (i) Yes, I do (ii) Yes, I have (iii) Yes, You shall (iv) Yes, It is (v) No, It doesn't (vi) No, I won't (vii) No, I can't (viii) No, I am not.

(13) Pick out the infinitives/ gerunds/ participles from the following sentences and state what each one is.

(1) I want to see how it looks.

Ans. to see - infinitive

(2) I don't like frightening stories.

Ans. frightening - adjectival participle

(3) We decided to settle in Pune.

Ans. to settle - infinitive

(4) Playing sitar is Arjun's hobby.

Ans. Playing - Gerund

(5) It was a horrifying experience for all of us.

Ans. horrifying - adjectival participle

❖❖❖

Grammar

1. Grammar concepts at a glance

- **Finite Verbs**

Read the following sentences.

(1) The parcel has arrived.

(2) The girl is singing a song.

(3) Let us solve this puzzle.

The words underlined above show the Tense. i.e. when an event has occurred. Such Verbs are called 'Finite Verbs'.

- **Non-Finite verbs**

Read the following sentences.

(1) Swimming is a good exercise.

(2) Having written the letter, he posted it.

The words underlined above are **Non-finite Verbs**

Non- finite Verbs are those words which do not indicate the Tense.

- **Phrases**

Read the following sentences.

(1) I have a necklace made of gold.

(2) I live across the road.

(3) The shining star was a beautiful sight

The words underlined above are a group of words which are a part of a sentence which does the function of a Noun, Adjective or Adverb such words are called Phrases

- **Dependant Clause**

Read the following sentences.

(1) It is a long story that has many a twist and turn.

(2) Please be patient till the results are announced.

The words underlined above are a group of words with subject and predicate of its own which depend on the first part of the sentence i.e the main clause for its complete meaning. Such words are called Dependent Clauses.

- **A sentence**

Read the following sentences.

(1) Action speaks louder than words.

(2) We cannot lead a selfish existence.

The above sentences are a group of words which make complete sense in itself. They have a Subject, a Predicate and a Finite Verb. Such groups of words are called Sentences.

2. Parts of Speech

Based on the functions or the use of the words in a sentence words are categorised under eight different types.

The classification is based on the following:

(1) The meaning of the word with reference to the sentence.

(2) The position of a word in a sentence.

(3) The function of the word in a sentence.

The Eight parts of speech are:

Noun
Pronoun
Adjective
Verb
Adverb
Preposition
Conjunction
Interjection

(1) Noun: Nouns are naming words. We use Nouns to name people, things, places, ideas and emotions and events which occur around us.

e.g.

(a) The soldier exemplified courage and valour through his life and work.

(b) The student presented the teacher a bouquet of flowers.

The words underlined are Nouns

(2) Pronoun: A Pronoun is a word used instead of a Noun

e.g.

(a) Rani is a very helpful child. She always extends a helping hand to the needy.

(b) This beautiful house is mine.

The words underlined are Pronouns.

(3) **Adjective:** Adjectives are descriptive words and they tell us more about a Noun or a Pronoun.

e.g.

(a) It was a beautiful rendition.

(b) The two friends where with each other through the most difficult times.

The words underlined are Adjectives.

(4) **Verb:** A Verb is a word which indicates an action or state of being (am, is, was, are, and were)

e.g.

(a) I grabbed the opportunity to represent my school.

(b) Our soldiers are ready to face all kinds of difficulties.

The words underlined above are Verbs.

(5) **Adverb:** Adverb is a word which is used to modify the meaning of an Adjective, Verb, or another Adverb.

The different types of Adverbs are:-

(1) **Adverb of Manner:** The Adverb of Manner indicate the manner in which something has occured or how an action is carried out.

e.g.

(a) The team accepted the defeat graciously.

The word graciously tells the manner in which the defeat was accepted.

(2) **Adverb of Time:** Adverb of Time is a word which tells us the time of occurrence of an event or when things happen.

e.g.

(a) It rained very heavily today.

Today tells us when it rained heavily.

(3) **Adverb of Place:** Adverb of Place are words which indicate where an event has occurred or where something is carried out.

e.g.

(a) The book I was searching for is here.

The Adverb here indicate where the book was.

(5) **Adverb of Degree:** Adverb of Degree is a word which indicates the level of intensity or the degree with which something occurs or is carried out.

e.g.

(a) It is indeed a very hot day.

Here the Adverb very tells us about the degree of heat on a particular day.

(6) **Preposition:** Preposition is a word which specifies the location of a place or location in time. Preposition is a word which is positioned before a Noun or a Pronoun to show the relationship of a Noun or a Pronoun with another word or words in a sentence.

e.g.

(a) The weary traveller rested under the tree.

Here under tells us where the weary traveller rested.

(b) During the war, the soldiers realised the futility of war.

The Preposition during tells us when the soldiers realised the futility of war.

(7) **Conjunctions:** The Conjunctions are joining words. They join words, phrases or clauses. They are even used to join sentences.

e.g.

(a) This display is ancient and priceless.

(b) We were disappointed because we lost the match.

(c) I always wanted to express my opinion, but I lacked confidence.

(8) **Interjection:** When we have to express strong emotions we use Interjections. Interjections are followed by an exclamation mark (!)

e.g.

(a) Hush! I hear the sound of footsteps approaching.

(b) Yippee! The summer holidays begin today.

(c) Wow! What a beautiful display of Indian culture.

Exercise - 1

State the parts of speech of the underlined words:

(1) Have faith in yourself and give wings to your imagination.

(2) They embarked on a long journey.

(3) The fox hid behind the bushes.

(4) Oh! What a tragedy.

(5) I was excited so I jumped with joy.

(6) We are participating in this international event.

Ans. *(1) yourself - Pronoun , imagination - Noun. (2) embarked - Verb , long - Adjective. (3) behind - Preposition. (4) Oh! - Interjection. (5) so - Conjunction. (6) are participating - Verb.*

Exercise - 2

Do as directed

(1) Use the given word as Noun and Adjective: Rich.

(2) Use the given Adverb in your own sentence - very

(3) Such jokes do not bring any amusement to anyone. (Use the underlined word as a Verb and rewrite the sentence.)

(4) He was brought up in the lap of luxuries (form a sentence using the Adjective form of the Noun underlined).

(5) Pick out the right Verb and complete the sentence: (wounded / injured)

The soldier was grievously ..... in the military operation.

The passengers were critically ..... in the mishap.

Ans. *(1) Noun : The rich should reach out to the poor and the needy. Adjective : The rich king gave away all is wealth displaying benevolence. (2) It was a very good initiative. (3) Such jokes does not amuse any one. (4) He was brought up in a luxurious manner (5) wounded, injured*

Exercise - 3

Fill in the Blanks with appropriate propositions.

(1) We should never be afraid ..... failing in our endeavors.

(2) Are you certain ..... winning ?

(3) I am grateful ..... all the help that you extended.

(4) Before blaming someone we should be sure ..... the facts.

(5) Are you angry .....me.

Ans. *(1) of (2) about (3) for (4) about / of (5) with.*

Exercise - 4

Add Adverbs to the following sentences and rewrite the same.

(1) He is playing with his friends. (Always)

(2) My parents are pleased with my performance in the exam. (Often)

(3) My mother is tired by evening. (Usually)

(4) My parents are ready to host my friends. (Always)

(5) We witness unseasonal rains in our city. (Sometimes)

Ans. *(1) He is always playing with his friends. (2) My parents are often pleased with my performance in the exam. (3) My mother is usually tired by evening. (4) My parents are always ready to host my friends. (5) We sometimes witness unseasonal rains in our city.*

Exercise - 5

Identify the following from the list given in the box below : (prepare a table)

Nouns, Verbs, Adjectives, Adverbs, Pronouns.

[animal, beautiful, boys, collect, reptiles, they, he, happy, desert, helps, honestly, preserve, come, united, here, joyful, swiftly, seriously, his, our.]

Ans:

Nouns	Adjectives	Verbs	Adverbs	Pronouns
animal	beautiful	collect	honestly	they
boys	happy	helps	here	his
reptiles	united	preserve	swiftly	he
desert	joyful	come	seriously	our

Read the following poem and state the parts of speech of the underlined words: -

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

Emily Dickinson

Ans. *(1) I- Pronoun (2) one - Adjective (3) live- Verb (4) ease- Verb (5) life- Noun (6) cool-Verb (7) pain-Noun (8) help- Verb (9) fainting-Adjective. (10) nest-Noun (11) in- Preposition.*

Read the following poem and state the parts of speech of the underlined words: -

Where the mind is without fear and the head is held high;
Where knowledge is free ;
Where the world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfections;
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into everwidening thought and action -

Into that heaven of freedom, my father, let my country awake.

Rabindranath Tagore

Ans. *(1) mind - Noun (2) fear - Noun (3) head - Noun (4) held - Verb (5) knowledge - Noun (6) free - Adjective (7) narrow - Adjective (8) domestic - Adjective (9) words - Noun (10) depth - Noun (11) truth - Noun (12) tireless - Adverb (13) perfection - Noun (14) clear - Adjective (15) reason - Noun (16) dreary - Adjective (17) dead - Adjective (18) led - Verb (19) thought - Noun (20) action - Noun (21) That - Adjective (22) My - Adjective.*

3. Determiners

- A **determiner** is a word used to modify a Noun. It specifies or makes clear what Noun we are talking about.

Read the following

- the necklace
- an error
- all these things
- another woman
- one evening
- her husband
- this book
- some people

- The words used before the nouns or a noun phrase are known as ***determiners***.

Types of determiners

- **Definite article** - *the*
- **Indefinite articles** - *a* or *an*
- **Quantifiers** - *much, many, few, little, more etc.*
- **Possessive pronouns** - *my, our, your, her, it, their, etc.*
- **Demonstrative** - *this, that, these, those*
- **Numerals**
  - **Cardinals** - *one, two, three, twenty, etc.*
  - **Ordinals** - *first, second, last, next, etc.*

- **Observe the use of each type of determiners.**

Phrases-Articles	Phrases-Possessive Pronouns	Demonstrative	Quantifiers	Numeral
(1) the door (2) a friend (3) an apple	(1) What's mine is good. (2) This is theirs. (3) It is yours.	(1) Do you want this piece of an apple. (2) I don't want to go to that movie. (3) That is my house (4) I like those flowers (5) Are these books yours? (6) This is my pen.	(1) more people (2) little knowledge	(1) first impression (2) second chance (3) third prize (4) next week

(2) Quantifiers:

- A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity.
- Quantifier points out how much or how little of something is being indicated.

e.g. much, many, some, a lot, a few, etc.

- Quantifiers can be used with both countable and uncountable nouns.

Examples of quantifiers with

(1) Uncountable Nouns

- a bit
- a large amount of
- much
- a little, etc.

(2) Countable Nouns

- many
- a few
- several
- a majority of, etc.

(3) With both

- all
- some
- any
- enough
- lots of
- plenty of, etc.

(3) Demonstrative Determiners:

A determiner which is used to demonstrate the identity of the thing with respect to the noun is called a Demonstrative Determiner.

	Singular	Plural
(i) The near demonstratives	this	these
(ii) The far demonstratives	that	those

e.g.

(i) This is Hurry. (ii) Those are grapes.

(4) Numerical Determiners:

Numerical Determiners

- Cardinal *(one, two, three, etc.)*
- Ordinal *(first, second, third, next, previous, etc.)*

- Numerals are determiners when they appear before noun.

e.g.

(1) Each team consists of eleven players.
determiner *noun*

(2) Seven is my lucky number.
numeral

(3) They've invited me to a second interview.
determiner

4. Kinds of sentences

- **Kinds of sentences**

Read the following sentences.

(1) Everyone agrees that hardwork pays.

(2) Very few people could complete the task.

(3) He did not spent a lot of money during the trip.

(4) No one should be penny wise and pound foolish.

In the above sentences we have one Subject, one Predicate and a Finite Verb. Such group of words are called Sentences.

Kinds of sentences:

Kinds of sentences

- Declarative / Assertive sentences (Affirmative/ Negative)
- Imperative sentence (Command or Request)
- Interrogative sentences
- Exclamatory sentences

- **Declarative sentences:**

Read the following examples.

(1) It was quite pleasant working for Anil.

(2) I must find another place.

(3) I did not have a dormroom.

(4) They did not tell me what I had.

The examples given above are framed to make statements. The first two examples are Affirmative statements as they are positive in nature. The last two sentences state things which are Negative in nature. Such sentences are called Negative statements.

(I) Affirmative sentences can be changed or can be transformed into a Negative one by adding words such as no, not, never, etc. Remember when we transform an Affirmative sentence into a Negative sentence, we should not change the meaning of the sentence.

Look at the following examples and observe how Affirmative sentences can be changed into Negative sentences keeping the meaning intact.

(1) Affirmative – Virat was doubtful whether we would succeed.

Negative – Virat was not sure whether we would succeed.

(2) Affirmative – Ram is wiser than me.

Negative – I am not so wise as Ram.

I am not as wise as Ram.

(3) Affirmative – A few cities are as vibrant as Mumbai.

Negative – Not all cities are as vibrant as Mumbai.

(II) A Negative sentence can be transformed into an Affirmative sentence without changing its meaning.

(1) **Negative –** None but the best were selected in the Indian Team.

Affirmative – The best alone were selected in the Indian Team.

Only the best are selected in the Indian Team.

(2) **Negative –** There was no one in the crowd who did not applaud his valour.

Affirmative – Everyone in the crowd applauded his valour.

(3) **Negative –** I did not spend too much time thinking about the consequence.

Affirmative – I spent very little time thinking about the consequence.

Q.1. Transform the following Negative sentences into Affirmative.

(1) Nobody will dispute the fact he is the best.

Ans. Everybody will agree with the fact that he is the best.

(2) Not many students would be given this opportunity.

Ans. Very few students would be given this opportunity.

(3) I was not confident about this venture.

Ans. I was doubtful about this venture.

(4) He was not the brightest in the group.

Ans. There were others in the group who were brighter than him.

Q.2. Transform the following Affirmative sentences into Negative.

(1) Where there is a will there is a way

Ans. Where there is no will, there is no way.

(2) As soon as the bird left the nest, it panicked.

Ans. No sooner did the bird leave the nest than it panicked.

(3) The Himalayas are taller than that mountain.

Ans. That mountain is not as tall as The Himalayas.

(4) It is not wise to break rules.

Ans. It is foolish to break rules.

- **Imperative Sentences**

Read the following examples.

(1) Obey the instructions.

(2) Give me a helping hand, please.

(3) May you succeed in all your endeavours.

(4) Pardon me!

The examples given above express a command, a request and entreaty or a wish. Such sentences are called Imperative sentences.

Other examples:

(1) Let me sort it out.

(2) Stand at ease.

(3) Let well alone.

- **Interrogative Sentences**

Read the following examples.

(1) Shall we ever get over this incident?

(2) Isn't he the mightiest of all?

(3) Didn't he do all he could?

(4) Is there a substitute for hard work?

The sentences given above ask questions. Such sentences are called Interrogative sentences.

Interrogative sentences can be changed into Declarative Sentences.

(1) **Interrogative –** Is there anything I will not do for my country?

Declarative – I will do everything for my country.

(2) **Interrogative –** Is there anything greater than a mother's love?

Declarative – There is nothing greater than a mother's love.

(3) **Interrogative –** What more can we do as a nation?

Declarative –As a nation we cannot do anything more.

(4) **Interrogative –** Can a fox ever change his cunning ways?

Declarative – A fox can never change his cunning ways.

Q.1. Transform the following Declarative sentences into Interrogative Sentences.

(1) No child can grow and evolve without appreciation.

Ans. Can any child grow and evolve without appreciation?

(2) Everyone agrees that truth alone triumphs.

Ans. Is there anyone who does not agree that truth alone triumphs?

(3) This is not the way responsible citizens should behave.

Ans. Is this the way responsible citizens should behave?

(4) No one can replace a true friend.

Ans. Is there anyone who can replace a true friend?

Q.2. Transform the following Interrogative sentences into Declarative Sentences.

(1) Who would not wish for a life like this?

Ans. Everyone would wish for a life like this.

(2) Are you going to give up so easily?

Ans. You are not going to give up so easily.

(3) Will his behaviour ever improve?

Ans. His behaviour will never improve.

(4) Does anyone have the guts to bell the cat?

Ans. No one has the guts to bell the cat.

- **Exclamatory Sentences**

Read the following examples.

(1) What a beautiful scene it was!

(2) What a terrible accident we witnessed!

(3) How well he articulated his points!

(4) How I wish for those happy days again!

The sentences given above are framed to convey strong emotions or feelings. It provides intensity to the statements. Exclamatory sentences may be changed into Declarative sentences.

Transform the following Exclamatory sentence to Declarative sentence.

(1) **Exclamatory:** What a sorry state of affairs!
Declarative: It is indeed a very sorry state of affairs.

(2) **Exclamatory:** How eventful the entire journey was!
Declarative: The entire journey was an eventful one.

(3) **Exclamatory:** How well our group conveyed our points!
Declarative: Our group conveyed our points very well.

(4) **Exclamatory:** What a great achievement it is for India!
Declarative: It is indeed a great achievement for India.

Transform the following Declarative sentence to Exclamatory sentence.

(1) **Declarative:** It was the most beautiful display.
Exclamatory: What a beautiful display it was!

(2) **Declarative:** I had a very slow day at work.
Exclamatory: What a slow day I had at work!

(3) **Declarative:** It was indeed a beautiful rendition.
Exclamatory: What a beautiful rendition it was!

(4) **Declarative:** I was very upset.
Exclamatory: How upset I was!

5. Articles

What are Articles? The words 'a', 'an' and 'the' are called Articles. Articles are used before the Nouns or Adjectives in a sentence. They are used to clarify if a Noun is specific or non specific.

KINDS OF ARTICLES

There are two kinds of articles:

(1) Definite articles (2) Indefinite articles.

Articles

- Definite Articles — *e.g: 'The' – refers to a particular person or thing*
- Indefinite Articles — *e.g: 'a' and 'an' – do not refer to a particular person or thing*

(1) Definite articles:

(a) It is the commonest specific determiner.

(b) It can be used with any common noun.

(c) It is the same for singular and plural and for all genders.

(d) It is used with the object or group of objects if it is unique.

e.g: The Earth, The Sun, The Stars, etc.

THE USE OF ARTICLE 'THE'

We use 'the' in the following cases	
(1) the + with unique things in nature	**e.g:** the Sun, the Earth etc.
(2) the + adjective (class of persons)	**e.g:** the second boy, the wisest girl
(3) the + adjective	**e.g:** the old, the rich, The poor
(4) the + proper nouns with the names of – Rivers, seas, oceans, holy books, trains, aeroplanes, newspaper, the direction	**e.g:** The Pacific ocean, The Ganga, The Arabian sea, The Bible, The Taj Express, The Kanishka, The Indian express, The north, The west

(5) The + common time related expression	**e.g:** in the afternoon, at the moment, in the past
(6) With superlatives	**e.g:** Akbar was the greatest king, The sweetest song, Ram is the most intelligent student.
(7) We **do not** use 'the' in the following cases Exceptions: if an author's name is mentioned 'the' is not used	**e.g:** Valmiki's Ramayan
(8) We do not use the before languages and subjects	**e.g:** We speak Marathi at home.
(9) Before parts of body, days, months, colours, diseases, etc	

(2) Indefinite Articles:

The Specific Use of Article - 'An'

(1) An is used before vowels a, e, i, o, u	**e.g:** an apple, an umbrella, an ice-cream, an inkpot, an owl
(2) Before countables in the singular number	**e.g:** an egg
(3) If a word begins with consonant but is spoken with a vowel sound, the article 'an' is used before it	**e.g:** an hour, an honourable person, an honest boy
(4) In abbreviations, if consonant begins with a vowel sound	**e.g:** an M.A., an M.P., an M.B.B.S doctor,
(5) But if a word begins with a vowel but does not give a vowel sound, the article 'an' will not be used.	**e.g:** a one rupee note, a European lady, a usual answer

The general use of the indefinite article 'A'

(1) A+singular countable noun.	**e.g:** a man, a woman
(2) It is used when someone or some thing is mentioned for the first time.	**e.g:** I saw a beggar on the road.
(3) It is used with names of professions.	**e.g:** She is a dancer. He is a doctor.
(4) It is also used with a singular countable noun that represents a class of things.	**e.g:** A vehicle is parked outside. A child needs love and care.

Omission of Articles

Before 2 common nouns	**e.g:** 'man' and 'woman'
Before a proper noun	**e.g:** Asia, India, Mumbai.
Before a material noun	**e.g:** Gold
Before an abstract noun	**e.g:** Silence
Before titles preceding proper noun	**e.g:** Mother Teresa
Before the names of relatives.	**e.g:** mummy, daddy, uncle

Exercise

Q.1. Fill in the blanks with suitable articles:

(1) Rohit Sharma is ..... man of ..... match.

(2) Call ..... boys here.

(3) You must fight like ..... hero.

(4) Give me ..... one rupee coin.

(5) ..... small shopkeeper is finding life increasingly difficult.

(6) Rani is ..... wiser of the two sisters.

(7) .....little knowledge of English is useful.

(8) What ..... lovely view!

(9) He is not well. He has gone to ..... doctor.

(10) We went to ..... most expensive restaurant in town.

Q.2. Insert articles where necessary:

(1) There is water tank here.

(2) Those aboard include Norwegian and German anesthetist.

(3) You can come and see tiger.

(4) There is motorable road.

(5) He dreamt of education system, which will generate new human beings.

Q.3. Fill in the blanks with suitable articles :

(1) The Prince was born to ..... royal family.

(2) Laughter is ..... best medicine.

(3) Even ..... blood stream is improved due to laughter.

(4) You can't compare my thorns to those of ..... cactus.

(5) It is ..... attribute of the strong.

(6) I just happened to be ..... agent.

(7) My sister was ..... bright student.

(8) Krushnaa Patil is ..... Indian mountaineer.

(9) Laughter is ..... affirmation of our humanity.

(10) I like doing ..... little job of this sort.

Q.4. Remove the article where unnecessary:

(1) They had the power to soar into space.

(2) We'll start the work in the square again.

(3) Which is the bliss of solitude?

(4) The gold is a precious metal.

(5) It may remind you of the computer games you play.

(6) We are studying the English Grammar.

(7) The crown was carved from precious stones.

(8) They are the allies with the same mission.

Ans: *Q.1.(1) the, the (2) the (3) a (4) a (5) The (6) the (7) A (8) a (9) the (10) the*

Q.2.(1) There is a water tank here. (2) Those aboard include a Norwegian and a German anesthetist. (3) You'll come and see a tiger. (4) There is a motorable road. (5) He dreamt of an education system which will generate a new human being.

Q.3.(1) a (2) the (3) the (4) the (5) the (6) an (7) a (8) an (9) the (10) a

Q.4.(2) We'll start work in the square again. (4) Gold is a precious metal. (6) We are studying English Grammar. (8) They are allies with the same mission.

6. Voice

Observe the following sentences carefully:

e.g.

	Subject	Verb	Object
(a)	I	helped	her.
(b)	She	was helped	by me.

The sentences (i) and (ii) above express the same meaning. However, in example (i), the form of the verb shows that the subject did something or is the **doer**.

In example (ii), the form of the verb shows that something is done by the subject or the subject is the **receiver of the action.**

When the Subject in the sentence is the doer of the action, the verb is said to be in the **Active Voice**. Here the Subject (doer) plays an active role.

When the Subject in the sentence is the receiver of the action, the verb is said to be in the **Passive Voice**. Here the Subject (receiver) plays a passive role.

As the Subject (doer) does not play an active role in the Passive Voice, it is often omitted.

e.g.

I take care of my belongings. *(Active)*

My belongings are taken care of *(by me). (Passive)*

Rules to be observed while changing a sentence from Active to Passive Voice.

- The Object of the Active Voice becomes the Subject in the Passive Voice.
- The Subject of the Active Voice becomes the Object in the Passive Voice.
- The Passive Voice usually has the prepositional phrase 'by + doer' at the end.
- All other general rules are applied.

  e.g. The hunter shot the deer.

  The deer was shot by the hunter.
- Very often the object can be omitted in the Passive Voice construction.

  e.g. You astonish us. *(Active)*

  We are astonished (by you). *(Passive)*
- The same tense is maintained in the Passive Voice, followed by the past participle form of the verb.

  e.g. She had written a letter. *(Active)*

  A letter had been written *(by her). (Passive)*

Now study the following table and note the changes:

	Tense	Active Voice	Passive Voice
			(Subject + am/ is/are + Past Participle)
(1)	Simple Present Tense	(i) All scientists know this fact.	(i) This fact is known to all scientists.

		(ii) She writes poems.	(ii) Poems are written by her.
(2)	Present continuous Tense		(Subject + am/is/ are + being + Past Participle)
		(i) She is teaching us English.	(i) English is being taught to us by her.
		(ii) The boys are cutting the grass in the lawn.	(ii) The grass in the lawn is being cut by the boys.
(3)	Present Perfect Tense		(Subject + has/ have been + Past Participle)
		(i) I have written a book.	(i) A book has been written by me.
		(ii) We have elected her monitor of our class.	(ii) She has been elected monitor of our class
(4)	Simple Past Tense		(Subject + was/ were + Past Participle)
		(i) I wrote a letter.	(i) A letter was written by me.
		(ii) People heard a voice crying piteously	(ii) A voice was heard crying piteously. (by the people)
(5)	Past continuous Tense		(Subject + was/ were + being + Past participle)
		(i) Mother was cooking a nice meal.	(i) A nice meal was being cooked by mother.
		(ii) Children were helping their parents.	(ii) Parents were being helped by their children.
(6)	Past Perfect Tense		(Subject + had + been + Past Participles)
		(i) They had lit the candles.	(i) The candles had been lit (by them.)
		(ii) The viewers had nominated the actress.	(ii) The actress had been nominated by the viewers.
(7)	Simple Future Tense		(Subject + shall/ will + be + Past participle)
		(i) I shall not tolerate this.	(i) This shall not be tolerated *(by me.)*
		(ii) The school will provide transportation.	(ii) Transportation will be provided *(by the school).*

- **Imperative Sentences**

  While changing the voice in an Imperative sentence, we usually add 'let' at the beginning of the sentence in the Passive Voice.

- The reporting verb 'said' is usually changed as follows: exclaim + with + joy/sorrow/ fear/anger/ wonder/surprise/ pain/ regret, etc.
- 'That' is used in reported speech .
- The Exclamatory sentence is changed into an
- **Assertive sentence.**
- All other general rules are applied.

e.g.

(a) Complete the work.
Let the work be completed.

(b) Help the needy.
Let the needy be helped.

- **Interrogative Sentences**

  While changing the voice in an Interrogative sentence, the standard rules apply and the interrogative structure remains unchanged. However, when the sentence begins with 'Who', it is changed to 'whom' in the Passive Voice.

e.g.

(a) How did you solve the problem?
How was the problem solved by you?

(b) Who gave you the bag?
By whom was the bag given to you?

Tenses	Active Voice	Passive Voice	Auxiliary/ helping verbs used in passive voice Tenses
Simple present	I write a letter.	A letter is written by me.	is/ me/ are
Simple past	I wrote a letter.	A letter was written by me.	was/ were
Simple future	I shall write a letter.	A letter shall be written by me.	shall be/ will be
Present continuous	I am writing a letter.	A letter is being written by me.	is/ am/ are + being
Past continuous	I was writing a letter.	A letter was being written by me.	was/ were + being
Present perfect	I have writen a letter.	A letter has been written by me.	has been/ have been
Past perfect	I had written a letter.	A letter had been written by me.	had been
Future perfect	I shall have written a letter.	A letter shall have been written by me.	shall have been/ will have + been
Auxiliaries	I should write a letter.	A letter should be written by me.	should be
Must	I must write a letter.	A letter must be written by me.	must be
May/ might	I may(might) write a letter.	A letter may/might be written by me.	may/ might + be
Can/ could	I can/ could write a letter.	A letter can / could be written by me.	can/ could + be
Order	Write a letter.	Let a letter be written.	
Request	Please write a letter.	You are requested to write a letter.	

Exercise

Change the voice in the following sentences:

(1) I had located the right shop.

(2) Parking was prohibited.

(3) I could see the faint shine of plates.

(4) Herman looked at me in some alarm.

(5) A rainbow colours the entire sky.

(6) Sacred plants have been grown in Pavitra Vana by Reddy.

(7) You have kindled in them a desire to excel.

(8) Hasn't India realized that solar energy is cheap?

(9) What does science revolutionize?

(10) Doesn't it introduce vague fears?

(11) Treasures must be kept in a locker.

(12) The elderly people can mould the nation.

(13) What are we missing as a nation?

(14) I am watching Grandpa.

(15) I will give these to the mooriwala downstairs.

Ans. *(1) The right shop had been located (by me). (2) They prohibited parking. (3) The faint shine of plates could be seen by me. (4) I was looked at in some alarm by Herman. (5) The entire sky is coloured by a rainbow. (6) Reddy has grown sacred plants in Pavitra Vana. (7) A desire to excel has been kindled in them (by you). (8) Hasn't it been realized by India that solar energy is cheap? (9) What is revolutionized by science? (10) Aren't vague fears introduced by it? (11) We must keep treasures in a locker. (12) The nation can be moulded by the elderly people. (13) What is being missed by us as a nation? (14) Grandpa is being watched by me. (15) These will be given to the mooriwala downstairs.*

7. Question Tags

Read the following examples:

e.g.

(a) It was such an amazing display of talent, wasn't it?

(b) Here the sentence can be divided into two parts.

Main statement: It was such an amazing display of talent.

Short addition: Wasn't it?

The Short addition is a part added to the sentence to ask for

(a) confirmation (or) (b) agreement

Such Short additions after a statement are called Question Tags.

Let us learn the rules to remember, while adding question tags

We didn't participate in all the events, did we?

Rule 1 : A negative statement takes a positive question tag.

It is such an innovative concept, isn't it?

Rule 2 : A positive statement takes a negative question tag.

Virat does what a captain is expected to do, doesn't he?

Rule 3 :

(a) Tense of the tag remains the same as that of the statement

(b) A Pronoun is used instead of a Noun in the statement, while adding a tag.

I am taking up the responsibility with pride, aren't I?

Rule 4 : Exception

Verb in the tag is not the same as mentioned in the Subject.

There weren't too many options at his disposal, were they?

Rule 5 : The Subject 'there' is used in the tag. But it is not used with this, that, there and those.

Neither of them blamed the other, did they?

Rule 7 : When the subject of the sentence is any one, any body, everyday, everyone, somebody, no one, nobody, none, the Pronoun 'they' is used as the subject in the question tag.

No cooperation is expected, is it?

Rule 8 : When the statement contains words such as neither, none, no one, nobody, nothing, etc. the sentences are considered as negative statements and tag is positive.

Exercise

Add a question tag

(1) Your efforts were futile

(2) I have no intention to hurt anyone

(3) It is necessary to put your best foot forward.

(4) I remember the happy days of my childhood

(5) There was no response despite several reminders.

(6) It isn't a good idea to consult him

(7) We aren't aware of his problems.

(8) This event will give the school the recognition it deserves.

(9) The aquarium houses a wide variety of fish

(10) You needn't waste your time.

(11) We can't compromise on our values

(12) He was disappointed when the results were declared.

(13) Rama and Rajesh did their best.

(14) You must master the basics first

(15) The moon adds to beauty of the sky at night

Ans.

(1) Your efforts were futile, weren't they?

(2) I have no intention to hurt anyone, do I?

(3) It is necessary to put your best foot forward, isn't it?

(4) I remember the happy days of my childhood, don't I?

(5) There was no response despite several reminders, was there?

(6) It isn't a good idea to consult him, is it?

(7) We aren't aware of his problems, are we?

(8) This event will give the school the recognition it deserves, won't it?

(9) The aquarium houses a wide variety of fish, doesn't it?

(10) You needn't waste your time, need you? / do you?

(11) We can't compromise on our values, can we?

(12) He was disappointed when the results were declared, wasn't he?

(13) Rama and Rajesh did their best, didn't they?

(14) You must master the basics first, mustn't you?

(15) The moon adds to beauty of the sky at night, doesn't it?

8. Non-finite Verbs

Read the following examples:

e.g.

(a) I saw an old woman carrying a heavy load.

(b) Blinded by anger he committed the crime.

(c) I love playing outdoor games.

(d) The boy refused to follow the instructions.

The words underlined above are verbs that are limited by the following:

(a) Number (b) Person (c) Tense

Such words are Non-finite Verbs or Verbals. Non-finite verbs are broadly classified into :

(a) Participles (b) Gerunds

(c) Infinitives

Participles are further classified into :

(a) Present participle (b) Past participle

(c) Perfect participle

- **Present participle:**

Participles are '-ing', '-ed' or '-en 'form of words which function as Adjectives.

Read the following sentence.

(1) I saw a boy pulling a bag with great difficulty.

In the sentence given above, pulling represents an action which is going on. Such verbs are called Present Participles.

- **Past participle**

Participles that end in '-ed', '-en' or '-d' and indicate actions which are completed or state of the things spoken are called Past Participle.

Read the following sentence.

(1) Flattered by the praise the peacock danced beautifully.

In the sentence given above, ***flattered*** represents an action which is completed. Such Non-finite Verbs are called Past Participle.

- **Perfect participle**

Participles that take the form of 'having + Past Participle' and indicate an action as completed in the past are called Perfect Participle.

Read the following sentence.

(1) Having arrived late she had to rush to the meeting.

In the sentence given above, 'having arrived' represents an action which was completed at some past time. Such Non-finite Verbs are called Perfect Participle.

- **Gerund**

Read the following examples.

(1) I like reading good literature.

The word 'read' is a verb which ends with -ing and functions both as a Noun and a Verb. Such words are called as Gerunds.

A Gerund has the following applications:

(a) It acts as the subject of a verb.
Example: Walking is good for health

(b) It can be used as the object of a Transitive Verb.
Example: Lata likes singing melodious songs.

(c) It also can be used as the object of a Preposition.
Example: My mother is fond of gardening.

(d) It also functions as the complement of a Verb.
Example: What I hate is procrastinating.

Underline the Gerund in the given sentences

(1) Learning is a wonderful process.

Ans. Learning is a wonderful process.

(2) Waiting also pays off.

Ans. Waiting also pays off.

(3) Dieting is not good for health.

Ans. Dieting is not good for health.

(4) I like walking in the rain.

Ans. I like walking in the rain.

(5) Playing in the open field is a great experience.

Ans. Playing in the open field is a great experience.

(6) Reading makes us complete.

Ans. Reading makes us complete.

(7) He likes dancing.

Ans. He likes dancing.

(8) Riding was her passion.

Ans. Riding was her passion.

(9) Hearing good music is what I like.

Ans. Hearing good music is what I like.

(10) Thinking too much can be bad.

Ans. Thinking too much can be bad.

- **Participles**

Read the following examples.

(1) These were the inspiring words which motivated me.

(2) The defeated nation was victimized by the victorious nations.

(3) Watching the situation change, I left the scene.

(4) The cup filled with milk was offered to the child.

The words underlined above are formed using the base form of the words.

They qualify the Nouns and thereby function as Adjectives.

They display the characteristics of both Verbs and Adjectives.

Participles are words which are derived from a Verb which carries out the function of an Adjective.

Q1. Combine the following sentences using a participle.

(1) The students saw the teacher. They entered the class.

Ans. Seeing the teacher, the students entered the class.

(2) He found his lost bracelet. He was relieved.

Ans. Finding his lost bracelet, he was relieved.

(3) She was strolling in the garden. She spotted a beautiful butterfly.

Ans. Strolling in the garden, she spotted a beautiful butterfly.

(4) I completed the task. I decided to take a break.

Ans. Having completed the task, I decided to take a break.

(5) He was poor. He could not afford it.

Ans. Being poor, he could not afford it.

- **Infinitives**

Read the following examples

(1) I like to walk as it keeps me fit.

(2) I wish to accomplish all my goals.

(3) We friends like to play cricket and football.

(4) We have to do our part well irrespective of the results.

The words underlined above i.e. the base form of verb with 'to' serves a dual purpose. Functioning as an Object it appears to be a Noun. Denoting an action it is also a verb. Such words are called Infinitives.

Underline the Infinitives in the following sentences.

(1) I wish to visit Kashmir.

Ans. I wish to visit Kashmir.

(2) We should always remember to respect our elders.

Ans. We should always remember to respect our elders.

(3) They like to go on long treks.

Ans. They like to go on long treks.

(4) Raj likes to exercise daily.

Ans. Raj likes to exercise daily.

(5) To achieve great heights was his goal.

Ans. To achieve great heights was his goal.

(6) He tried his best to outbid me.

Ans. He tried his best to outbid me.

(7) He put his best foot forward to emerge victorious.

Ans. He put his best foot forward to emerge victorious.

(8) I did all I could to survive in the weather.

Ans. I did all I could to survive in the weather.

Q1. Pick out the Non-finite Verbs in the following sentences.

(1) Dancing on the stage was a noble experience for me.

Ans. Dancing– Gerund

(2) We should never be afraid to protest against injustice.

Ans. to protest – Infinitive

(3) I am fond of collecting stamps and coins.

Ans. collecting - Gerund

(4) It is an annoying habit which he has.

Ans. annoying – Participle

(5) The boy had a harried expression.

Ans. harried - Participle

(6) The friends tried to bring them to the party.

Ans. to bring – Infinitive

(7) He did not have any money to help the poor man.

Ans: to help – Infinitive

(8) I prefer cycling to walking to remain fit.

Ans cycling, walking - Gerund

9. Clauses

Read the following examples.

(1) The friends intervened when the time was right.

The above sentence may be broadly divided into two sections:

(a) The friends intervened

(b) When the time was right

Each of the above sections:

(a) Contain a subject and a predicate of its own

(b) They are a part of a complete sentence

(c) Each part is therefore a clause

Let us analyse the two parts of the sentence again.

'The friends intervened'

The above sentence makes complete sense by itself.

It does not depend upon any other part of the sentence for its complete meaning.

Such parts of the sentence are called **Principal** or **Main clauses**.

Let us analyse the second part.

'When the time was right'

This part of the sentence cannot stand by itself.

It does not make complete sense on its own.

It is depended on the other part of the sentence for its complete meaning. Such clauses are called **Dependant Clauses or Subordinate Clauses**.

Sentences with one main clause and one or more subordinate clauses are called Complex Sentences.

There are 3 types if Dependant Clauses in a Complex sentence.

(1) Noun Clause (2) Adjective Clause (3) Adverb Clause

Dependant clause	Examples	Subordinators which introduce the clause	Definition
Noun clause	I know that my efforts will not be futile.	What, where, why, how, who, whom, which, whose, whether, that	A group of words in a complex sentence with a subject and a predicate of its own and carrying out a function of a Noun is defined as a Noun Clause.
	That speed kills is well known.		
Adjective clause	We live in state which is renowned for its rich culture and tradition.	Who, whom, which, whose, that, there, when, etc.	A group of words in a complex sentence with a subject and a predicate of its own and carrying out a function of an Adjective is defined as an Adjective Clause.
	Who are kind and considerate are called humane.		
Adverb Clause	When he received the prize money he contributed the same to the cause of the farmers.	**Time**: while, when, before, after, until, since, as soon as	A group of words in a complex sentence with a subject and a predicate of its own and carrying out a function of an Adverb is defined as an Adverb Clause.
	You may sit wherever you are comfortable.	**Place**: where, wherever	
	Rani was questioned because she appeared nervous.	**Cause/Reason**: because, as, since, etc.	
	The athlete tried to gain speed so that he could catch up with the other competitors.	**Purpose**: so that, in order that	
	The train moved so fast that I couldn't enter it.	**Result**: so…that, such that, in order that, incase	
	If you don't speak the truth your words will never be trusted.	**Condition**: if, unless	
	Although she did not perform well she got the loudest applause.	**Concession**: although, though, even though, even if	
	The teacher reacted as I had anticipated.	**Manner**: as	
	The accused is not as innocent as he appears to be.	**Comparison**: than, as	

Exercise

Q1. Pick out the Noun Clauses in the following sentences.

(1) That you said so saddens me.
(2) That she felt bad seemed unlikely.
(3) What the magician displayed was commendable.
(4) Ron says that he accepts the responsibility.
(5) We must always remember that there is no substitute to hardwork.

Q2. Pick out the Adjective Clauses in the following sentences.

(1) The road through which we ventured was dark and isolated.
(2) This is the building that hosted the seminar.
(3) My friend who lives in Austria is a successful painter.
(4) He that is down fears no fall.
(5) The man who showed courage and strength was felicitated by the President.

Q3. Pick out the Adverb Clauses in the following sentences.

(1) Wherever there is peace people will prosper.
(2) After all the work is done we will take a break.
(3) She excelled because she did her best.
(4) We must exercise in order to stay fit.
(5) Even though you are invited you can't go for the party.
(6) Unless you hurry you will not meet the deadline.

Q4. Pick out the clauses and state its kind.

(1) Rhea says that she did all she could.
(2) The boy who had it all was now poor and lonely.
(3) I want to find the artist who created this piece of art.
(4) The leader made a promise that he would eradicate poverty.
(5) They lived where the resources are scarce.
(6) The teacher referred to the era when peace and prosperity was witnessed.
(7) Everyone assumed that he was the culprit.
(8) I will wait until I get a favourable response.
(9) The school that I study in is known for its discipline.
(10) I know that my efforts will pay off.

Q5. Analyse the following clause. First three sentences are done for you.

(1) Mahatma Gandhi who was a great leader, wrote 'My Experiments with truth'.
(2) We all know that good begets good.
(3) When the received the offer he made the most of it.
(4) We witnessed an incident which was scary.
(5) Contact me if you need any assistance.
(6) The inspector left before the mob could react.
(7) The school where I study is a reputed institution.
(8) Unless you mend your ways, you will not succeed.
(9) Whatever you read, adds to your knowledge.
(10) What you as, determines your fate.
(11) I watched a film which was thought – provoking.
(12) I now understand what you intended to convey.
(13) I know that there is no shortcuts to reach our goal.
(14) I read a novel which was very interesting.
(15) I fruit which I love is now in season.

Ans. ***Q.1.*** *(1) that you said so (2) that she felt bad (3) what the magician displayed (4) that he accepts the responsibility (5) that there is no substitute to hardwork*

Q.2. *(1) through which we ventured. (2) that hosted the seminar (3) who lives in Austria. (4) that is down. (5) who showed courage and strength*

Q.3. *(1) Wherever there is peace (2) after all the work is done (3) because she did her best (4) in order to stay fit (5) Even though you are invited (6) Unless you hurry*

Q.4. *(1) Dependent Clause - that she did all she could; kind – Noun clause (2) Dependent Clause - who had it all; kind – Adjective clause (3) Dependent Clause - who created this piece of art; kind – Adjective clause (4) Dependent Clause - that he would eradicate poverty; kind – Noun clause (5) Dependent Clause - where the resources are scarce; kind – Adverb clause (6) Dependent Clause - when peace and prosperity was witnessed; kind – Adverb clause (7) Dependent Clause - that he was the culprit; kind – Noun clause (8) Dependent Clause - until I get a favourable response; kind – Adverb clause (9) Dependent Clause - that I study in; kind – Adjective clause (10) Dependent Clause: that my efforts will pay off; kind – Noun Clause*

Q.5. *(1) Main clause – Mahatma Gandhi wrote 'My Experiments with truth',*

Dependent clause – who was a great leader,

Kind of Dependent clause – Adjective clause,

Subordinator – who.

Function – qualities the Noun 'Mahatma Gandhi' in the Main clause (2) Main clause – we all know,

Dependent clause – that good begets good.

Kind of dependent clause – Noun clause,

Subordinator – that,

Function – Object of the verb 'know' in the main clause

(3) Main clause – he made the most of it,

Dependent clause – When he made the most of it,

Kind of dependent clause – Adverb clause of time,

Subordinator – when,

Function – Modifies the meaning of the verb 'made' in the main clause.

10. Types of sentences

Sentences may be broadly classified in Simple sentence, Compound sentence and Complex sentence

Types	Examples	Explanation
Simple sentence	Having wrapped up my project, I called it a day.	A sentence with one subject, one predicate and one finite verb is a simple sentence.
	We must observe nature to learn patience.	
	He sold his coveted sports car.	
	Inspite of the doctor's best efforts the operation failed.	
Compound sentence	(1) The postman arrived and the group waited in anticipation.	A sentence formed by using two or more Principal Clauses and joined by a Coordinating Conjunction is called a compound sentence.
	(2) The project is a success and we can easily demonstrate it.	
	(3) He completed all his responsibilities and came back to his motherland.	
	(4) We must do our best for our country or we will not progress.	
Complex sentence	We agreed that it was a great idea.	A sentence which consists of one main or principal clause and one or more dependent clauses joined by subordinating conjunction is called as a Complex Sentence.
	The mother worked hard so that her children would be happy.	
	I opened the gate when the intruders left.	
	Whenever he interacted he spread positivity and warmth.	

Q.1. State the type of sentences.

(1) Frown at a monkey and he will frown back.

Ans. Compound sentence

(2) When I returned home the party had already begun.

Ans. Complex sentence

(3) The Indian farmer is an industrious person.

Ans. Simple sentence

(4) I enjoy getting wet in the rain and take pleasures in little things in life.

Ans. Compound sentence

(5) When he was convinced, he sat down at the table.

Ans. Complex sentence

(6) The weather was slightly confusing.

Ans. Simple sentence

(7) The bird took few sips of water

Ans. Simple sentence.

(8) He took stock of the situation and drew deep breaths.

Ans. Compound sentence

(9) When I saw the situation I was dumbfounded.

Ans. Complex sentence

(10) The girl waved the scarf which she was holding.

Ans. Complex sentence

11. Transformation of Sentences: (Simple, Compound & Complex)

(A) Transformation from Simple sentence to Compound sentence

Simple sentences can be converted into a Compound one by using any one by of the methods given below:

(a) Expanding words or phrases into coordinate clauses

(b) Using coordinating conjunctions

e.g.

Types of Conjunction	Type of sent.	Examples
(1) Cumulative Conjunction	Simple	At the second reminder, the document was submitted by him
	Compound	He received the second reminder and he submitted the document
(2) Alternative Conjunction	Simple	You must put your best efforts to break the record
	Compound	You must put your best efforts or you will not break the record.
(3) Adversative Conjunction	Simple	Notwithstanding the opposition, he supported the group.
	Compound	He faced opposition but he supported the group.
(4) Illative Conjunction	Simple	Raman could not accomplish his dreams on account of financial problems.
	Compound	There were financial problems and so Raman could not accomplish his dreams.

(B) Transforming Compound Sentences into Simple Sentences

Compound Sentences can be transformed into Simple Sentences using any one of the following methods:

Substituting:

(A) Participle for a Finite Verb

(B) Preposition for a clause

(C) Infinitive for a finite Verb.

e.g.

Substitution	Type of Sentences:	Examples
Participle for a Finite Verb	Compound	Ben took his luggage and boarded the flight
	Simple	Taking his luggage, Ben boarded the flight
Preposition for a clause	Compound	He completed his presentation and left the room
	Simple	After completing his presentation, he left the room
Infinitive for a Finite Verb	Compound	India must explore all its possibilities or it will not develop rapidly

	Simple	India must explore all its possibilities in order to develop rapidly

(C) Transformation of Simple Sentences into Complex Sentences

A Simple sentences can be transformed into a Complex one by using this method:

Expanding a word or a phrase into a dependent/ Subordinate Clause

Subordinate clauses are classified as under:

(a) Noun Clause (b) Adjective Clause

(c) Adverb Clause

	Type of sentence	Example	Type of clause used
(1)	Simple	We hoped to win the U-19 World Cup	-
	Complex	We hoped that we would win the U-19 World Cup	Noun Clause
(2)	Simple	This song is the finest composition of Shreya	-
	Complex	This song is the finest composition that Shreya has created	Adjective Clause
(3)	Simple	Mother rises with the Sun	-
	Complex	Mother rises when the Sun rises	Adverb Clause

(D) Transformation of Complex sentences into Simple sentences

Transformation of Complex sentences with Noun clauses:

This can be done by Substituting Nouns with Noun clause.

	Type of sentences	Examples
(1)	(a) Complex	Amit admitted that he was guilty
	(b) Simple	Amit admitted his guilt
(2)	(a) Complex	The organiser informed when and where the meeting would be conducted
	(b) Simple	The organiser informed the time and place of the meeting
(3)	Complex	I have no justification to what I did
	Simple	I have no justification to my actions

II Adjective clauses in Complex Sentences can be replaced with Adjectives to transform Complex Sentences into Simple Sentences

(1)	(a) Complex:	The man who works hard receives a sound sleep.
	Simple	The hard working man receives a sound sleep.
	(b) Complex:	We as a nation should never forget the sacrifices that we made in the past.
	Simple:	We as a nation should never forget our past sacrifices.

- **Adverb Clause**

Complex Sentences with Adverb clauses can be transformed into Simple Sentences using the following methods:

(a) Use of Preposition/Prepositional phrase.

Complex: The student was thrilled that he received the loudest applause.

Simple: The student was thrilled at having received the loudest applause.

(b) Use of Participle.

Complex: The army charged at their opponents as they stepped on the battle field.

Simple: Stepping on the battle field, the army charged at their opponent.

(3) By using an Infinitive

Complex: They were delighted when they heard the plan.

Simple: They were delighted to hear the plan.

(E) Transformation of Compound Sentences into Complex Sentences:

To transform a compound sentence into a complex one make the second clause the Main clause and the first clause the Dependent clause.

Types of sentence	Types of Conjunction used for transformation	Examples
Compound	-	Be honest and you need not have a good memory
Complex	Cumulative conjunction	If you are honest you need not have a good memory
Compound	-	Practise the steps or you will lose the competition
Complex	Alternative conjunction	Unless you practise the steps, you will lose the competition
Compound	-	He is intelligent but he is humble
Complex	Adversative conjunction	Although he is intelligent, he is humble
Compound	-	The doctor did his best and therefore a previous life was saved
Complex	Illative conjunction	A previous life was saved because the doctor did his best

(F) Transformation of Complex Sentences into Compound Sentences.

While transforming a Complex Sentence into a Compound one place the Main clause at the end of the sentence and the dependent clause at the beginning

Observe the following examples:

(1) **Complex:** The player retained the title that he had achieved.

Compound The player had achieved a title and he retained it.

(2) **Complex:** He gathered the confidence that he had lost.

Compound He had lost his confidence but he gathered it.

(3) **Complex:** We pray that we experience peace

Compound We desire to experience peace therefore we pray.

I Transform the following Simple Sentences into Compound Sentences.

(1) The curfew being lifted, the citizens took to the roads.

Ans. The curfew was lifted and the citizens took to the roads.

(2) In spite of a lot of support, he lost the case.

Ans. He had a lot of support but he lost the case.

(3) We must practise hard to lift the trophy

Ans. We must practise hard or we will not lift the trophy.

(4) Notwithstanding her weaknesses, the student gives her best.

Ans. The student has her weaknesses but she gives her best.

II Convert the following Compound sentences into Simple sentences:

(1) He is hard working, but he is unemployed.

Ans. Inspite of being hard working, he is unemployed.

(2) Lata is not only a vocalist but also a guitarist.

Ans. Besides being a vocalist, Lata is a guitarist.

(3) We must persevere or we will not succeed.

Ans. We must persevere to succeed.

(4) The bell rang and the group dispersed.

Ans. The bell having rung, the group dispersed.

12. Degrees of Comparison

Interchange of Degrees of Comparison:

We all know that there are three degrees of comparison:

(1) Positive Degree

(2) Comparative Degree

(3) Superlative Degree

(1) **Positive Degree:** It denotes the mere existence of a quality and contains the adjective / adverb in the simplest form.

e.g.

The mango is *sweet*.

(2) **Comparative Degree:** It expresses a comparison between two things (or sets of things) and denotes a higher degree of quality than the Positive.

e.g.

Bipin is *smarter* than the other boys in the class.

(3) **Superlative Degree:** It expresses the highest degree of quality and compares more than two things.

e.g.

India is the world's *largest* producer of compounded asafoetida.

While changing the degree of comparison, we must ensure that the meaning of the sentence does not change:

e.g.

(i) Education is the **most important** of all things (Superlative)

Education is **more important than** anything else. (Comparative)

Nothing is **as important as** education. (Positive)

(ii) **No** other man in Kanpur is **as rich as** Azhar. (Positive)

Azhar is **richer than** any other man in Kanpur. (Comparative)

Azhar is **the richest man** in Kanpur. (Superlative)

(iii) Puppet theatre is **one** of the **oldest** forms of theatre in India. (Superlative)

Puppet theatre is older than most other forms of theatre in India. (Comparative)

Very few forms of theatre in India are as old as puppet theatre. (Positive)

Exercise

Change the degree of comparison in the following sentences.

(1) Cones are the most popular means of application of mehendi.

(2) Tawang is one of the holiest Buddhist shrines of Arunachal.

(3) Some boys are at least as industrious as Rohan.

(4) A bee is not as busy as I am.

(5) You are not as interested in classical music as your brother is.

(6) There is no quality as pleasing as humility.

(7) Very few philosophers in the world are as great as Aristotle.

(8) Doing something is better than doing nothing.

(9) Other flowers are not as lovely as the rose.

(10) The other film stars were not as graceful as Madhavi.

Ans. *(1) No other means of application of mehendi is as popular as cones. / Cones are more popular than any other means of application of mehendi. (2) Very few Buddhist shrines of Arunachal are as holy as Tawang. / Tawang is holier than most other Buddhist shrines of Arunachal. (3) Rohan is not more industrious than some other boys. / Rohan is not the most industrious of all boys. (4) I am busier than a bee. (5) Your brother is more interested in classical music than you are. (6) Humility is more pleasing than any other quality. / Humility is the most pleasing quality of all. (7) Aristotle is one of the greatest philosophers in the world. / Aristotle is greater than most other philosophers in the world. (8) Doing nothing is not as good as doing something. (9) The rose is lovelier than other flowers. / The rose is the loveliest of all flowers. (10) Madhavi was more graceful than the other film stars. / Madhavi was the most graceful of all film stars.*

13. Direct and Indirect Speech

Read the following examples:

(1) "My friends are waiting for me," answered the boy.

(2) The boy answered that his friends were waiting for him.

In the first example, we find that the actual words of the speaker are quoted whereas in the second example we note that the essence of what the speaker said is conveyed. The first sentence is in Direct Speech wherein we quote the actual words of the speaker. The second sentence is in Indirect Speech wherein the substance of the words spoken is conveyed.

Direct speech:

Definition: A sentence is said to be in direct speech or direct narration when the actual words of the speaker are quoted.

Indirect speech –

Definition: A sentence is said to be in Indirect speech or indirect narration when we convey the substance of the words spoken by the speaker.

The following are some changes we should remember to make while converting Direct speech into Indirect speech:

(1) Change in the tense of the person.

(2) Change of Pronouns.

(3) Use of 'that' between the reporting verb and indirect statement. (Not in all cases)

(4) Use of appropriate punctuation marks and removal of inverted commas.

(5) The removal of the comma separating the reported verb from the reported speech.

Changes in the tense of the verb:

DIRECT SPEECH	INDIRECT SPEECH
PRESENT TENSE	
SIMPLE PRESENT BECOMES SIMPLE PAST	
(1) My mother said, "I love your self confidence."	My mother said that she loved my self confidence.
(2) Kshitija said, "The team goes for practice daily."	Kshitija said that the team went for practice daily.
PRESENT CONTINUOUS BECOMES PAST CONTINUOUS	
(1) Mitali said, "I am preparing for the competition."	Mitali said that she was preparing for the competition.
(2) Aman said, "I am not participating in the tournament."	Aman said that he was not participating in the tournament.
PRESENT PERFECT BECOMES PAST PERFECT	
(1) Jay said, "The Indian Team has accomplished the impossible."	Jay said that the Indian Team had accomplished the impossible.
(2) John said, "I have initiated a tree plantation drive."	John said that he had initiated the tree plantation drive.
PRESENT PERFECT CONTINUOUS BECOMES PAST PERFECT CONTINUOUS	
(1) Riya said to me, "I had been trying to contact you since yesterday."	Riya said that she had been trying to contact me since the previous day.
(2) Ronald said, "Jerry has been working in this institution since long."	Ronald said that Jerry had been working in that institution since long.
PAST TENSE	
SIMPLE PAST BECOMES PAST PERFECT	
(1) My instructor said to me, "You acted quickly."	My instructor said to me that I had acted quickly.
(2) The poet said, "I composed this Sonnet."	The poet said that he had composed that Sonnet.
PAST CONTINUOUS BECOMES PAST PERFECT CONTINUOUS	
(1) The teacher said, "The star was shining and twinkling brightly."	The teacher said that the star had been shining and twinkling brightly.
(2) The student said, "I was not concentrating on my studies."	The student said that he had not been concentrating on the studies.
PAST PERFECT REMAINS PAST PERFECT	
(1) The ruler said, "The ceasefire had saved humanity from destruction."	The ruler said that the ceasefire had saved humanity from destruction.
(2) The residents said, "We had not approached the authorities."	The residents said that they had not approached the authorities.
FUTURE TENSE	
SIMPLE FUTURE TENSE	
WILL BECOMES WOULD	
(1) Ajinkya said, "I will achieve the impossible."	Ajinkya said that he would achieve the impossible.
(2) The administrator said, "I will look into this matter."	The administrator said that he would look into that matter.

FUTURE CONTINUOUS TENSE	
WILL BE BECOMES WOULD BE	
(1) My brother said to his friend, "I will be meeting the Principal soon."	My brother said to his friend that he would be meeting the Principal soon.
(2) Swara said, "Hina will be shifting to a new school."	Swara said that Hina would be shifting to a new school.
FUTURE PERFECT TENSE	
WILL HAVE BECOMES WOULD HAVE	
(1) Sonia said, "I will have to take up this assignment."	Sonia said that she would have to take up that assignment.
(2) Aishwarya said, "They will have created a world record."	Aishwarya said that they would have created a world record.

Remember: 'said' should be replaced with appropriate reporting words. Based on the nature of the sentence you may use one of these reporting words:

Exclaimed, concluded, agreed, admitted, announced, answered, claimed, argued, commented, complained, proposed, remarked, mentioned, explained, revealed, stated, suggested, asserted, warned, etc.

Other rules to remember:

(1) Changes in words denoting nearness.

Now	becomes	then
Today	becomes	that day
Thus	becomes	so
Tomorrow	becomes	the next day
Tonight	becomes	that night
This	becomes	that
Just now	becomes	just then
Ago	becomes	before
These	becomes	those
Next week	becomes	the following week
Yesterday	becomes	the previous day or the day before
Here	becomes	there
Last Night	becomes	the previous night

Let us look at rules to remember while reporting different kinds of sentences in Indirect Speech.

(1) Interrogative sentences:

Read the following example .

(1) **Direct:** Mother said to Sahil, "Where have you left the important document?"

Indirect: Mother asked Sahil where he had left the important document.

Rule 1: Remember while reporting Interrogative sentences we have to transform the Interrogative sentence into a statement.

Rule 2: We have to use appropriate reporting words like asked, inquired, questioned, etc.

Read the following example .

(2) **Direct:** The student asked, "May I come in?"

Indirect: The student asked whether he could go in.

Rule 3: If the interrogative sentence begins with an Auxiliary Verb such as 'is', 'are', 'was', 'where', 'do', 'does', 'did', 'has', 'have', 'may', etc. then **whether** or **if** is used after the reporting verb

(2) Imperative sentences:

Read the following example.

(1) **Direct:** "Please help me cross the road," said the woman to the little boy.

Indirect: The woman requested the little boy to help her cross the road.

(2) **Direct:** The teacher said, "Submit the assignment."

Indirect: The teacher ordered the student to submit the assignment.

(3) **Direct:**"Don't waste water" said the environmentalist to the students.

Indirect: The environmentalist advised the students not to waste water.

In the above sentences we find suitable use of reporting verbs.

Rule 1:

(a) Imperative sentences expressing order, command, request or advise is transformed into indirect speech using appropriate reporting verbs such as commanded, requested, advised, ordered, etc.

(i) Sentences beginning with 'let'.

Read the following example.

(1) **Direct:** The Scientist said, "Let us try out this technique."

(2) **Indirect:** The Scientist proposed that they should try out that technique.

In the above example we find suitable use of reporting verbs in the indirect speech as a proposal is being expressed.

Rule 2: For Imperative sentences beginning with 'let' we should use the reporting verbs proposed or suggest as let is used for the same purpose.

(3) Imperative sentences:

Read the following example

(1) **Direct:** Varun said, "What a beautiful sight it was!"

Indirect: Varun exclaimed that it was indeed a very beautiful sight.

In the above example a strong emotion is expressed so we have used an appropriate reporting verb.

Rule: While reporting Exclamatory Sentence i.e. sentences expressing strong emotions we have to use appropriate reporting verbs like exclaimed, shouted, etc.

Remember: We may also add exclaimed + with + joy/sorrow/ frustration, etc.

Exercise

Q.1. Change the following into indirect speech using appropriate reporting verbs..

(1) The Chief guest announces, "It gives me great pleasure to give away the prizes."

(2) The Doctor said, "The operation should begin as soon as possible."

(3) The father said, "I want to see all of you living happily."

(4) The teacher said, "If you put in your best, you will emerge a champion."

(5) The Scientist said, "Let us wait and watch what will happen."

(6) The little girl said, "How pretty I look!"

(7) "Which road should I take to reach my destination,?" asked the traveller.

(8) He said to me, "What are you intending to do?"

(9) "Please wait with me till my parents arrive," the little girl told the teacher.

(10) The landlord said, "Open the door at now."

Q.2. Change the following into Direct Speech

(1) She commented that it was a pleasant day.

(2) The fox warned that it would teach him a fine lesson one day.

(3) She asked me what I did for a living.

(4) I informed her that I didn't speak French.

(5) My mother advised me to eat healthy in order to stay fit.

Q.3. Punctuate the following sentences.

(1) my brother said i will gift you a beautiful bracelet

(2) the teacher observed shilpa is singing very well

(3) priya said i have been giving my best to this project

(4) the family said we are quite happy and content

(5) my mother said to my friends he is resting after a long day.

Ans. *Q.1. (1) The chief guest announces that it gives him great pleasure to give away the prizes. (2) The doctor warned that the operation had to begin as soon as possible. (3) The father expressed that he wanted to see all of them living happily. (4) The teacher advised that if we put in our best we would emerge a champion. (5) The scientist proposed that they should wait and watch, what would happen. (6) The little girl exclaimed that she looked very pretty. (7) The traveller enquired which road he should take to reach his destination. (8) He asked me what I was intending to do. (9) The little girl requested the teacher to wait with her till parents arrived. (10) The landlord ordered the door to be opened at that moment.*

Q.2. (1) She commented, "It is a pleasant day." (2) The fox warned, "I will teach you a fine lesson one day." (3) She enquired. "What do you do for a living?"(4) I informed her, "I don't speak French." (5) My mother advised me, "Eat healthy inorder to stay fit."

Q.3. (1) My brother said, "I will gift you a beautiful bracelet." (2) The teacher observed, "Shilpa is singing very well." (3) Priya said, "I have been giving the best to this project." (4) The family said, "We are quite happy and content." (5) My mother said to my friends, "He is resting after a long day."

14. Figures of speech

The best way to understand a language is to learn different words and phrases used in the language along with rules of grammar. But we come across several examples wherein sentences convey meaning which are totally different from its literal meaning. Such usage helps to make our writing colourful and adds emphasis and effect and creates a better impact. Here is where figures of speech step in.

Figures of speech is a colourful way of expressing one's idea in an extraordinary manner thereby creating a better impact.

Let us learn about different types of figures of speech.

- **Simile**

Read the following examples.

(1) Our soldiers fought like lions and emerged the winners.

(2) His antics were as hilarious as that of a monkey.

(3) As cunning as a fox, no one could fool him.

In the above examples, we find that comparisons are made between two things and similarities between the two are emphasized. The above effect is achieved with the use of the words, like and as.

Simile is a Figure of Speech wherein there is a direct comparison made between two things using the word, like or as.

Other examples:

- ✓ As wise as an owl he had a solution to all problems.
- ✓ In her bridal attire finally, she looked as elegant as a Queen.

- **Metaphor**

Read the following examples.

(1) Don't waste time, as time is money.

(2) He is the shining star of our team

(3) His life is a rollercoaster with all its ups and downs.

In the above examples, two totally different things are compared to each other. In other words it is an implied Simile.

Other examples:

- ✓ Their home was a heaven.
- ✓ Kindness is the flower of compassion.

- **Personification**

Read the following examples.

(1) The wind howled all night creating magic.

(2) Love lost its way and went on a trip of no return.

(3) The sunflower tossed its head with pride.

In the above examples, we find that inanimate objects or abstract ideas are given the human quality and are spoken of as though they have human attributes.

Personification is a Figure of Speech wherein inanimate objects or abstract ideas are attributed human qualities.

Other examples:

- ✓ The waves lashed out at everything in sight.
- ✓ The Earth blessed her children by showering all her bounties on them.

- **Apostrophe**

Read the following examples.

(1) Oh wind! How you come, how you go, here now and gone forever.

(2) Death! Do you take pride each time you enter?

(3) Oh life! Weird is your sense of justice.....

(4) O Shekspear! All that you blessed us.

In the above examples, we find that the speaker is addressing inanimate or abstract ideas or an absent person as if they are around.

Apostrophe is a Figure of Speech wherein inanimate or abstract ideas or absent people are addressed in order to create a better impact and create a better poetic effect.

Other examples:

- ✓ Oh Shakespeare! How they love murdering the language you love.
- ✓ Oh sons of Mother India! Your sacrifice is unmatched…

- **Interrogation**

Read the following examples.

(1) What is the meaning of this materialistic race called life?

(2) Will the scenario ever change for better?

(3) Can anyone tamper with the pride and glory of our nation?

In the above examples, we find that rhetorical questions are asked to create a better impact. Here the questions are not asked with the intention to get an answer but to set us thinking.

Interrogation is a Figure of Speech wherein rhetorical questions are asked not for the sake of seeking a response but for a better poetic effect or better impact.

Other examples:

- ✓ Are we foolish to get carried away by these empty promises?
- ✓ Isn't this my own, my native land?

- **Exclamation**

Read the following examples.

(1) What a great piece of art he created!

(2) How tragic was the accident!

(3) What a heinous act of crime that was!

In the above examples, we find that intense emotions are expressed using the exclamatory form

in order to create a better poetic effect and attract the reader's attention to the point made.

Exclamation is a Figure of Speech wherein the exclamatory form of sentences is used to convey intense emotion with better impact, thereby creating a better poetic effect.

Other examples:

- ✓ How sweetly the moon glides across the dark clouds!
- ✓ How noble was her deed!

- **Climax**

Read the following examples.

(1) Never forget what you own to yourself, your loved ones, your motherland and the power above.

(2) With a little help, a lot of fate, hope and determination he moved ahead.

(3) The plot surely was simple, motivational and inspirational.

In the above examples, we find that ideas are arranged in ascending order of importance. It begins with intense, moves on to exciting or something more important.

Climax is a Figure of Speech wherein a series of words or phrases are arranged in ascending order to convey the idea forcefully.

Other examples:

- ✓ He was harassed, slapped, knocked down and beaten up.
- ✓ The wind smiled sweetly, laughed loudly and roared uproariously.

- **Anti - Climax**

Read the following examples.

(1) I lost it all, I lost my wealth, I lost all contacts.

(2) She is the creator, she is the achiever, she is the nurturer, she is the provider.

(3) He died, he fainted and faltered on hearing the news.

In the above examples, we find that the words are arranged in descending order of importance. We find a descent of ideas to create a better impact and a better poetic effect.

Anti - Climax is a Figure of Speech wherein the ideas are arranged in an order of diminishing significance for a better impact.

Other examples:

- ✓ He is an achiever, a role model, a friend, a collegue.
- ✓ The lion thundered, he roared, he smirked and finally smiled.

- **Hyperbole**

Read the following examples.

(1) The poor child was so hungry that he could devour a horse

(2) Secrets travel faster than the speed of light.

(3) With heart of stone, he was always rude.

In the above examples, we find that the statements are exaggerated versions of what the sentences intent to convey.

Hyperbole is a Figure of Speech wherein the statements or claims are highly exaggerated for a better poetic effect.

Other examples:

- ✓ This shopping cost her a fortune.
- ✓ The green carpet covers the length and breadth of the Earth.

- **Metonymy**

Metonymy is a Figure of Speech wherein a thing or concept spoken about is referred to not by its own name but some other element closely associated with the thing or concept spoken about.

Read the following examples.

(a) A thing for the subject

eg: You must discuss your point with permission from the **Chair**.

(b) The instrument for the agent

eg: His **pen** withstood the opposition from the public.

(c) The container for the thing contained

eg: Her **wardrobe** would fill you with awe and disbelief.

(d) Effect for a cause and cause for an effect

eg: Swiftly dies the mute truth.

(e) The author for his work

eg: We are reading **Milton** in the first year.

(f) The name of a feeling or passion for the object

eg: She is our country's ultimate **hope**.

In the above examples, we find that things are spoken of without their actual name being taken, but by the name of something associated with them, thereby creating a better impact.

- **Synecdoche**

Synecdoche is a Figure of Speech wherein a term for a part of something is used to represent the whole or vice versa.

Read the following examples.

(a) Part for whole

eg: The hand that once helped everyone was now outstretched.

(b) Whole for the part

eg: Enjoy the bounty of the **summer yield.**

(c) An individual substituted for a class

eg: A self declared **Einstein** he had excellent reasoning.

(d) Concrete for abstract

eg: The mother in her stopped her from uttering those words.

(e) Abstract to concrete

Eg: A.P.J Abdul Kalam's dream is slowly taking shape.

(f) Material for the thing made

eg: The broken bricks narrated the story of the glorious time they once witnessed.

In the above examples, we find that a part is made to represent the whole or the whole is made to represent a part.

- **Antithesis**

Read the following examples.

(1) You may consider it as a small gesture but for me it was a huge compromise.

(2) Patience is bitter with a fruit so sweet.

(3) Challenge your vices, strengthen your virtues.

In the above examples, we find that opposing ideas are conveyed in the same line to create a better poetic effect.

Antithesis is a Figure of Speech wherein opposite ideas are expressed in the same line to convey a better poetic effect.

Other examples:

✓ Speech is silver, but silence is golden.

✓ Man proposes, God disposes.

- **Epigram**

Read the following examples.

(1) Little strokes fell great oaks.

(2) It is better to ligh a candle than curse the darkness.

(3) Mankind must put an end to war or war will put an end to mankind.

In the above examples, we find that short pointed sayings or remarks are expressed in an intelligent manner making at once interesting and surprising.

Epigram is a Figure of Speech wherein short sayings or remarks are used to convey ideas in an intelligent thought provoking and manner amusing manner.

Other examples:

✓ The child is the father of man

✓ An eye for an eye makes the whole world blind.

- **Paradox**

Read the following examples.

(1) He is saving money for the rainy day by spending it in everyway.

(2) You know nothing and you are wise.

(3) The feud was the ultimate beginning of the classic end.

In the above examples, we find that the statements are thought provoking which challenge us to think and on thinking we gain a newer perspective.

Paradox is a Figure of Speech wherein the statement may appear to be absurd due to the contradiction it tries to convey, but on thinking we see the truth in it.

Other examples:

✓ Men worked together whether they work together or apart.

✓ The first rule is delete all rules.

- **Oxymoron**

Read the following examples.

(1) The fine mess she got herself into left her hassled.

(2) After the children left the nest the deafening silence was unpalatable.

(3) It was a seriously comic situation.

In the above examples, we find that two contradictory qualities are attributed to the same thing for a better impact.

Oxymoron is a Figure of Speech wherein two contradictory qualities are attributed to the same thing thereby creating a better poetic effect.

Other examples:

✓ The minor crises toppled the empire.

✓ There was a silent scream for justice.

- **Euphemism**

Read the following examples.

(1) The differently abled must be treated with dignity and respect.

(2) He knew the time for his final journey was fast approaching.

(3) Weaving a fairy-tale he convinced everyone around.

In the above examples, we find that pleasing or favourable terms are used to express not so pleasing or not so favourable things.

Euphemism is a Figure of Speech wherein harsh, unpleasant or blunt ideas are substituted with mild words and favourable terms.

Other examples:

- ✓ He passed away leaving behind a void.
- ✓ A special child, he stunned the world with his creativity.

- **Transferred Epithet**

Read the following examples.

(1) His careless words created a mayhem.

(2) The weary road never seemed to end as I continued walking.

(3) The child could not escape the mother's painful eye.

In the above examples, we find that the epithets i.e. adjectives is transferred from the word to which it is actually attributed to another word closely associated with it.

Transferred Epithet is a Figure of Speech wherein the describing word or the epithet is transferred from the word to which it should actually be attributed or another word closely associated with the same.

Other examples:

- ✓ The cruel bars came between him and his freedom.
- ✓ After spending sleepless nights finally he came upon a decision.

- **Tautology**

Read the following examples.

(1) **Isolated, lonely** the place left me in chills.

(2) **I personally** met the delegates.

(3) My **first priority** is to take my nation towards progress and development.

In the above examples, we find that the sentences contains words expressing the same ideas. They are repeated for emphasis and to convey something important thus creating a better poetic effect.

Tautology is a Figure of Speech wherein words expressing the same ideas are used in a line for creating a better poetic effect.

Other examples:

- ✓ The close proximity of the two culprits proved helpful.
- ✓ A sad misfortune befell them all.

- **Pun**

Read the following examples.

(1) The best way to talk to a marine animal is to drop it a line.

(2) I was trying to figure out how electricity works and then it struck me.

(3) The liver should take care of the liver to live longer.

In the above examples, we find that there is a play upon words.

Pun is a Figure of Speech wherein there is a play upon words by exploiting multiple meanings of a term to evoke laughter or to create a better effect.

Other examples:

- ✓ He lies abroad and his family prospers back home.
- ✓ He tried to make a point but it was pointless.

- **Alliteration**

Read the following examples.

(1) Charlie's cat Caramel created cute clutter and comic chaos.

(2) Walking wearily while waiting for a wonderful change of fortune, he gathered all his will.

(3) Serena sells sea shells on the seashore.

In the above examples, we find that there is the occurrence of the same letter or sound at the beginning of two or more words in a sentence.

Alliteration is a Figure of Speech wherein there is a repetition of the sound of the first letter in two or more words in the sentence to create a better poetic effect.

Other examples:

- ✓ Apples, apricots and avocados added a new twist to the amazing dish.
- ✓ The girl gathered green leaves and quickly turned it into a garland for God.

- **Repetition**

Read the following examples.

(1) Ring out the old, and obsolete ring in the new and novel.

(2) Oh beautiful! Oh beautiful! Oh beautiful! This life.

(3) The truth is the truth. Yes the truth is the truth.

In the above examples, we find that there are words repeated in the same line for a better poetic effect.

Repetition is a Figure of Speech wherein a word or a phrase is repeated to create rhythm or attract attention to an idea or to create a better poetic effect. Sometimes even complete sentences are repeated.

Other examples:

- ✓ And miles to go before I sleep and miles to go before I sleep.
- ✓ Let there be peace, let there be peace, let there be peace.

- **Onomatopoeia**

Read the following examples.

(1) Chug, chug, chug went the train.

(2) The bell went ding-dong.

(3) Tring went the alarm and up came the sun.

In the above examples, we find that there are words which imitate sounds thereby creating a better poetic effect.

Onomatopoeia is a Figure of Speech wherein words used in the sentence imitate the sounds to create a better poetic effect.

Other examples:

- ✓ Hissing and panting the snake came out.
- ✓ Cock-a-doodle-doo went the rooster.

15. Modal Auxiliary

Read the following examples.

(1) May I join you in the conversation?

(2) He would often complain about his sorry state of affairs.

(3) I am sure you could solve the mystery.

(4) I will do my best.

The words underlined above are modal auxiliaries.

Defn: A modal is a verb that combines with another verb to express the mood of the verb.

Modals are used to express permission, possibility, certainty, wish, capability, obligation, order, polite request, etc.

Let us learn more about the different modals and their functions.

Modal Auxiliary	Examples	Function
May	May I intervene in the matter?	Seek/express permission
	You may try to convince him.	
Might/ may	I may have to attend a function today.	To express possibility
	The concert might be organized in our city.	
May	May you be blessed with all happiness.	To express wish
	May happiness and peace reign supreme.	
Will	We will excel in this tournament.	To express certainty
	We will put our best foot forward.	
Can	You can do the impossible if you try.	To express ability/ capability
	Faith can move mountains.	
Could	She could move mountains and more once upon a time.	To indicate past ability
	We could easily handle such situations earlier.	
Need to	We need to make optimum utilization of our resources.	To express necessity
	We need to give the farmers their due rights.	
Would, used to	She would work days on end to make the two ends meet.	To express past discontinued action
	Raj would leave no stone unturned to help his friends.	
Must have	They must have regained all that they had lost.	To express guess or conjecture
	We must have send a message loud and clear.	

Must	We must live within our means.	To express compulsion
	We must never count the chickens before they are hatched.	
Ought to	We ought to be sensitive towards those in dire distress.	To express moral obligation
	We ought to take steps to control global warming.	
Should	You should be aware of your duties and responsibilities.	To express command or order
	You should follow the instructions of the trainer.	
May, could	Could I speak to the authorities on the matter?	To express polite request
	May I please come in?	

Exercise

Pick out the modal auxiliary verb and state the mood/function.

(1) I will do my best to save you from this situation.

(2) I may join the school cricket team.

(3) We ought to greet our grandparents with respect.

(4) You must prove your innocence in the court.

(5) You should stop quarrelling right away.

(6) You must have given your very best.

(7) We ought to plant a tree for every tree that we cut.

(8) We need to act now for tomorrow will be too late.

(9) May you scale heights of popularity.

(10) Strict action will be taken.

(11) I will do my best to save you from this situation.

Ans. *(1) Modal – will; Function – to express certainty (2) Modal – may; Function – to express possibility (3) Modal – ought to; Function – to express moral obligation (4) Modal – must; Function – to express compulsion (5) Modal – should; Function – to express command (6) Modal – must; Function – to express guess (7) Modal – ought to; Function – to express moral obligation (8) Modal – need to; Function – to express necessity (9) Modal – may; Function – to express wish (10) Modal – will; Function – to express certainty (11) Modal – will; Function – to express certainty*

16. Tenses (Revision)

Observe the following table:

	Past	Present	Future
Simple	Kevin read a book yesterday	Kevin reads a book everyday	Kevin will read a book soon
Continuous	Kevin was reading when his mother called	Kevin is reading at this moment	Kevin will be reading a book when we visit him
Perfect	Kevin had read all the books when the teacher called	Kevin has read all the books	Kevin will have read all the books by the end of this week
Perfect continuous	Kevin had been reading a book for hours before you dropped in	Kevin has been reading for quite sometime	Kevin will have been reading for an hour, when his friends dropped in.

In the above table we find that verbs have different forms that show tenses ie, the time of the action to which the verbs refer. It could be future, past and present.

Exercise

Pick out the verbs and state its tense.

(1) There comes the man of the moment.

(2) The class was becoming impatient.

(3) The ambulance arrived in no time.

(4) The scenario is changing for the worse.

(5) They have raised several pertinent questions.

(6) I have been coordinating with the authorities.

(7) The civic authorities had demolished all the illegal floors.

(8) We had been discussing on this issue since long.

(9) I will put an end to this discussion.

(10) We will be flying across the ocean.

(11) You will have heard the last word on the topic when you are back.

(12) She will have been working on this mission for a decade by next month.

Ans. *(1) Comes : Simple Present tense (2) was becoming : Past continuous tense (3) arrived : Simple Past Tense (4) is changing : Present Continuous Tense (5) have raised : Present Perfect Tense (6) have been coordinating : Present Perfect Continuous tense (7) had demolished : Past Perfect Tense (8) had been discussing : Past Perfect Continuous Tense (9) Will put : Simple Future Tense (10) Will be flying : Future Continuous Tense (11) Will have heard : Future Perfect tense (12) Will have been working : Future Perfect continuous Tense*

17. Vocabulary

- **Homophones**

Read the following examples.

(1) He too would like to join us for the trip.

(2) I don't know where to find what I want to wear.

(3) On reaching the suite we were served sweet items and other delicacies.

(4) In an hour our group got going.

(5) The fare to visit the fair was not affordable to all.

The words underlined in each of the sentences above are words that sound the same but convey different meanings. Such words are called homophones.

Other examples:

(1)	birth – berth	(2)	there – their
(3)	bare - bear	(4)	peace - piece

Q.1. Make a list of 10 homophones

Ans. *Answers may vary*

- **Prefix**

Read the following examples

(2) Impossible is nothing.

(3) Child labour is an inhuman practice.

(4) It was an extraordinary performance.

(5) His absence proved to be a disadvantage for the Indian Team.

(6) His misbehaviour cost him his opportunity.

The words underlined above are words with prefix. Prefix is a syllable fixed at the beginning of a word thereby creating a new word altogether.

Add prefix and form new words.

(1)	reliable – unreliable	(2)	employed – unemployed
(3)	regular – irregular	(4)	proper – improper
(5)	legal – illegal	(6)	obedient – disobedient
(7)	happy – unhappy	(8)	vision – envision
(9)	mobilize – immobilize	(10)	own - disown

Q.1. Write 10 words with prefix

Ans. *Answers may vary*

- **Suffix**

Read the following examples.

(1) We had a beautiful relationship based on trust.

(2) The management of the event was excellent.

(3) Being a knowledgeable man, his speech was very informative.

(4) Happiness is a state of mind.

The words underlined above are words with a suffix. Suffix are a syllables (letters) added at the end of a word thereby creating a new word altogether.

Add suffix and form new words.

(1) good - goodness

(2) owner – ownership

(3) burden – burdensome

(4) account – accountable

(5) comfort – comfortable

(6) fear – fearful

(7) hate – hatred

(8) regular – regularity

(9) achieve – achievement

(10) treat - treatment

Q.1. Write 10 words with suffixes.

Ans. *Answers may vary*

- **Collocations**

Read the following examples.

(1) This story has an ancient origin.

(2) This construction is based on scientific principles.

(3) The doctor has a healing touch.

(4) I was unaware of its botanical name.

(5) We were in a volatile situation.

The words underlined above are collocations. Collocations are words which habitually appear together.

Other examples:

(1) Rocky terrain (2) Majestic oceans

(3) Indoor games (4) Outdoor activities

(5) innate skills

Q.1. Make a list of 10 sentences with collocations in it.

Ans. *Answers may vary*

Q.2. Study the following examples of collocations and use them in sentences of your own.

(1) The Prince entered a richly adorned palace. (adverb + Adjective)

(2) The cricketer was delighted that he scored his maiden century. (adjective + noun)

(3) Give me a chocolate bar. (noun + noun)

(4) I could hear the wolf howling. (noun + verb)

(5) The accused was punished for committing fraud. (verb + noun)

(6) Gently rose the waves. (adverb + verb)

Q.3. Fill in the blanks with collocations.

(1) ..... tea

(2) ..... clear

(3) ..... traffic

(4) ..... desire

(5) ..... voyage

(6) ..... heart

(7) ..... flavour

(8) ..... ideas

(9) ..... disappointment

(10) ..... spender

Compound Words

Observe the following examples:

Hand-shake

Three-legged

Airport

Textbook

In the above examples we find that the words are formed by joining two words. The word thus formed conveys a totally different meaning from those used in the formation of the words. Such words are called Compound words.

Defn: Compound words are defined as words formed by joining two words to form a third word with a different meaning. Compound words may or may not be hyphenated.

Other examples:

Craftsmen Keyboard Dewdrop

Pitch fork

Q. 1. Make a list of ten compound words .

Ans.. Answers may vary

Word ladder

Observe the following example:

Old age
Youth
Childhood
Infancy

Here words are arranged in a logical order tracing different stages of man's life.

The above arrangement is called as Word Ladder.

Defn: A word ladder is a puzzle in a form of a word game in which we arrange a chain of words, associated with the word provided, in a logical sequence.

Other examples:

(1)

Millennium
Century
Decade
Year

(2)

Month
Fortnight
Days
Hours
Minutes
Seconds

Assignment 1

Do as directed

A

(1) The tale was so gripping that I could not stop reading. (use 'too')

Ans. The tale was too gripping for me to stop reading (it).

(2) This year's Annual Day was inaugurated by a renowned author. (begin: 'a renowned author.....')

Ans. A renowned author inaugurated this year's Annual Day.

(3) If Raj works hard, he will excel in his studies. (Begin: 'unless....')

Ans: Unless Raj works hard, he will not excel in his studies.

(4) I prefer eating healthy to eating junk. (Begin: 'I would rather....')

Ans. I would rather eat healthy, than eat junk (food).

(5) In spite of the heat the labourers continued working. (Begin: 'although...')

Ans. Although it was hot, the labourers continued working.

Do as directed for practice.

B

(1) Make a meaningful sentence using the given phrase.

'to be alarmed..'

(2) Use the given Adverb in your own sentence.

'profusely'

(3) He came after the night has fallen. (spot the error and correct the sentence)

(4) Continue the word chain.

(5) Week, fortnight, ..., ..., ..., ..., ...

(6) Please follow the rules.(State the kind of sentence)

(7) I like to go out of my way to help people. (pick out the Non-finite Verb and state its kind)

(8) jiya said I am fed up of the routine. (Punctuate the sentence)

(9) We advised her to choose a field which suited her area of interest. (Pick out the dependant clause and state its kind)

(10) It is my order. You ..... obey it (fill in the blank with a Modal which shows Compulsion)

(11) The teacher said to the students, "You must water the plants everyday." (Change into indirect speech)

(12) My mother gifted me a binocular yesterday. (Identify the Subject and Object of the Verb and state whether it is direct or indirect object)

(13) The music was composed by a renowned musician. (Change the voice)

(14) ..... book was lying ..... (there/their) (fill in the blanks with the right word)

(15) Use the given word as Noun and Verb: fight

(16) He was bored of the conversation. He moved away from the group. (Change into simple sentence)

- **Homographs**

Read the following examples

The helpless bear had to bear the pain.

The words underlined above have the same spelling but they convey different meanings.

Such words are called Homographs.

Definition: A homograph is a word that has a similar spelling/written form as another word but conveys a different meaning.

Given below are few examples:

(1) **Digest:** The **digest** was illustrated beautifully. It is difficult to **digest** the truth.

(2) **Rose:** The child **rose** from her seat and offered a **rose** to the Chief Guest.

(1) **Second:** Wait a **second**, after thinking for a while, I will **second** your opinion.

(2) **Subject:** No **subject** in the curriculam should **subject** the child to unnecessary burden.

(3) **Perfect:** After trying to **perfect** the picture for sometimes he painted a **perfect** picture.

(4) **Well:** All was **well** with the donkey which fell in the **well**.

(5) **Object:** The **object** is an antique so authorities may **object** to its export.

(6). **File:** I prepared the **file** to **file** the Income Tax Returns.

Exercise - 1

(1) Make a list of ten homographs, give their different meanings and then make one sentence to bring out the two different meanings.

- **Idioms and phrases**

Idioms are common phrases which differ in their meaning from what the literal words of the idioms convey.

Given below are a list of idioms:

	Idion	Meaning	Sentence
1.	a blessing in disguise	Something may have seemed bad or unpleasant at the beginning but may have yielded positive results later	Twisting my leg was blessing in disguise, as I stayed indoors on the fateful day.
2.	to beat around the bush	Not coming to the point	We should not beat around the bush, but come straight to the topic in hand.
3.	call it a day	Stop working	After a long day at work, I decided to call it a day.
4.	to hang on	Not giving up	We should hang on and persist till we reach our goal.
5.	miss the boat	Lose the opportunity	Due to his lack of interest, he had missed the boat.
6.	to be under the weather	To be sick	She was finally hospitalized, after being under the weather for long.
7.	once in a blue moon	Rarely	The tourists visit this monument once in a blue moon

Activity:

Find idioms used in your textbook and frame sentences of your own using the same. (Any 10)

- **Anotonyms:**

Antonym is a word opposite in meaning to another.

Here is a list of antonyms.

(1) above x below (2) vertical x horizontal
(3) private x public (4) visible x invisible
(5) maximum x minimum (6) narrow x wide
(7) abundant x insufficient (8) include x exclude
(9) order x chaos (10) borrow x lend
(11) freedom x captivity (12) sour x sweet
(13) on x off (14) affluent x poor
(15) smart x dumb

(A) Give the antonyms of:

(1) rich (2) weak (3) careless
(4) decent (5) cheap (6) neat
(7) pride (8) uniform (9) refute
(10) transparent

(B) Give the antonyms by adding appropriate prefix

(1) common (2) agree (3) lead
(4) ability (5) wise (6) partial
(7) rational (8) animate (9) legal
(10) like

- **Synonyms**

Synonyms is a word that means exactly the same or more or less similar to another word in the English language

(1) beautiful – attractive (2) fair – just
(3) rich – affluent (4) enormous – huge
(5) old – aged (6) quick – rapid
(7) vacant – empty (8) hide – conceal
(9) go – depart (10) acquire – obtain
(11) make – create (12) destroy – destruct
(13) decide – determine (14) show– display

Exercise - 2

Give the synonyms of :

(1) complete
(2) fascinating (3) persistent
(4) delicious (5) awesome
(6) evidence (7) display
(8) embodiment (9) gauge
(10) guide (11) superior
(12) merry (13) think
(14) magnificent (15) interesting

- **Word Formation**

Word formation is the creation of a new word from the given word.

Noun	Verb	Adjective	Adverb
beauty	beautify	beautiful	beautifully
understand-ing	under-stand	under-standable	understand-ably
reliability	rely	reliable	reliably
difference	differ	different	differently
imagination	imagine	imaginary	imaginatively
description	describe	descriptive	descriptively
success	succeed	successful	successfully
interest	interest	interesting	interestingly
justification	justify	justifiable	justifiably
brightness	brighten	bright	brightly

Exercise - 3

Complete the table

Noun	Verb	Adjective	Adverb
agreement		agreeable	
construction	construct		
apology			apologeti-cally
comfort		comfortable	
strength	strengthen		
decision	decide		
sadness	sadden		
amusement	amuse		
excitement			excitingly
encouragement			encourag-ingly

- **Rhyming words and Rhyming Scheme**

A rhyme is a repetition of same sounds in two or more words, used esecially in the last words of the lines in a poem.

They are used for a better impact and add a poetic touch to the poem.

Example:

Home they brought her warrior dead :

She nor swoone'd nor utter'd cry:

All her maidens, watching, said,

She must weep or she will die.

Here the pairs of rhyming words used are:

dead – said cry – die.

Activity

Read the poems in your textbook and pick out rhyming words from the same.

Rhyme Scheme

Rhyme scheme is a pattern of rhymes arranged in a particular order at the ends of the lines of a poem or other creative compositions.

The rhyme scheme is denoted using letters to show which lines rhyme with one another.

Remember: While writing the rhyme scheme lines are assigned the same letter which rhyme with each other.

Example:

I wandered lonely as a cloud,

That floats on high over vales and hills,

When all at once I saw a crowd,

A host of golden daffodils,

Beside the lake, beneath the trees,

Fluttering and dancing in the breeze.

Note: Here cloud and crowd rhyme with each other so we assign the alphabet 'a'.

- Hills and daffodils too rhyme, so we assign the alphabet 'b' to them.
- Trees and breeze too rhyme, so we will assign them the alphabet 'c'.

So the rhyme scheme used in the stanza provided is: a ba bcc

Activity

Based on the steps given above write the rhyme scheme of all the textual poems.

Writing Skills

1. Comprehension

(1) Read the following passage and complete the activities.

A.1. State whether the following statements are true or false.

The trunk of an elephant has 40.000 muscles: True

The tip of the trunk is insensitive : False

Elephant trunk is very important organ, without which it cannot exist. It may be called as the lifeline of an elephant. It is as essential for the elephant as the hands are for us. It is an extension of the nose and upper lip. For elephant it performs the functions of hands, nose and lips. They have also developed a heavy head. Since a heavy head cannot be carried on a long neck, so the elephant need long trunks to reach their food. The trunk has about 40.000 muscles. Because of such high number of muscles, it is flexible and strong. It can lift very huge wooden poles with its trunk. The tip of the trunk is just like a finger and is so sensitive that it can even lift a needle. It carries its foods to the mouth with its help. It also drinks water with the help of the trunk. To take baths it fills water in it, curls it up and pours that over its back. Thus, we can see how the trunk is very useful for the elephant.

A.2. What does the passage deal with? (2)

The passage deals with the elephants trunk, its characteristics and its use to an elephant.

A.3. Pick out the words from the extract which means: (2)

(a) Which someone or something relies and depends on to survive: lifeline

(b) Capable of bending easily without breaking : flexible

A.4.

(a) It carries food to the mouth with its help (add a question tag) **(1)**

It carries food to the mouth with its help, doesn't it?

(b) To take bath it fills water in it. **(1)**

(Pick out the Infinitive and make sentence using the same)

Infinitive : to take

Sentence : I decided to take up the challenge and prove my mettle.

A.5. Why should animals be conserved according to you? (2)

Extinction of animals is a serious environmental threat faced by the world today. Animals play an important role in keeping the ecological balance and keeping the natural processes going. So we should conserve animals and ensure that the endangered species don't become extinct.

(2) Read the following passage and complete the activities.

A.1. Fill in the boxes with describing words attributed to a banana. (2)

nourishing | wholesome

Banana is a wholesome food. It is made up of water (75%), sugar (20%), proteins (2%), fats (1.5%), cellulose (1%), and other substance (1%). it also contains vitamins such as A, C, B1 and B2. It is quite a nourishing and easily digestible fruit. Half a kilo bananas contain 460 calories and are more nourishing than any other fruit. A type of flour is also made of dried banana. In American and Asian kitchens bananas are used uncooked in salads and with ice-creams. In Africa people thatch roofs of their huts with the banana leaves. The plant yields a kind of fiber wich is used to make ropes.

There are over 200 varieties of banana belonging to about 30 species. They are never grown from the seed but are produced by planting of rhizome piece. The new plant grow up amazingly fast from the buds. Its height varies between 5 to 30 ft. each plant has about 10 large leaves and hears a single bunch of fruit. The banana leaves are about 6 to 7 ft. long and 1 to 2 ft. wide.

A.2. Which aspects of a banana in highlighted in the extract? (2)

The dietary uses and benefits of banana and the characteristics of the banana plant is highlighted in the extract.

A.3. (2)

(a) Pick out the compound words from the extract

(a) (i) ice-creams (ii) wholesome

(b) Pick out a word with a prefix from the extract and form another word using the same perfix.

Uncooked : word from the extract

Unemployed : New word

A.4. **(2)**

(a) It is quite a nourishing and easily digestable fruit. (Use not only ..... but also)
It is not only quite a nourishing but also easily digestable fruit.

(b) The plant yields a kind of fiber which is used to make ropes. (Analyses the clause)

Main clause	: The plant yields a kind of fiber
Dependent clause	: Which is used to make rope
Kind	: Adjective clause
Function	: qualifying the noun fiber in the main clause
Subordinator	: Which

A.5. Write the importance of having a balanced diet. (2)

To put our best foot forward and to be effective in our work a balanced diet is very important. Thanks to the nutrition a balanced diet provides, it keeps us healthy, strong and active. The nourishment provided by a balanced diet contributes towards our general well-being.

(3) Read the following passage and complete the activities.

A.1. Name the following: (2)

swimmers who save us when in distress : life guards.

Any one competitive event in swimming : Breast stroke.

Swimming is a technique to move unaided through water. It is a popular activity as well as a competitive sport. It was part of the First modern Olympics at Athens in 1896. The most common reason for swimming is probably recreation, where the swimmer enters the water merely for enjoyment. Swimming pools, beaches, lakes or rivers are popular venues for swimmers. Most recreational swimmers prefer a freestyle that keeps their heads out of the water.

For some people like divers and fishermen, swimming is part of their job. Lifeguards are paid to rescue other swimmers in distress. Swimming is also useful in marine biology to study plants and animals. It is also practised for scientific research and military purposes.

Recently, swimming has become a professional competitive sport. This is a kind of specialised swimming in which the goal is to maximise speed.

Breaststroke, butterfly stroke and backstroke are some of competitive events in swimming. In the Bejing Olympics in 2008, swimming marathon was introduced for both men and women. Swimming a distance of 10 km proved to be a challenging feat and test of stamina.

A.2. What is swimming and what is most common reason for swimming? (2)

Swimming is a technique to move unaided through water and the most common and reason for swimming is probably recreation.

A.3. **(2)**

(a) Pick out a word from the passage which means:

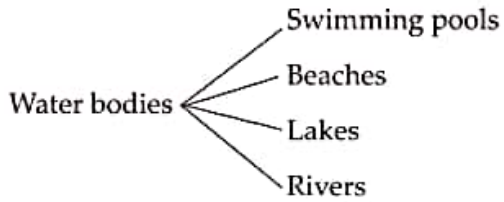
(a) a place where events are organised : venue

(b) The physical or mental strength to do something : stamina

A.4. Prepare a word register for: **(1)**

Water bodies

Ans.



A.5. Why should we take up activities like swimming in our spare time? Give your opinion. (2)

Ans. We should take up activites like swimming as it contributes to our over all growth and development. It is total workout activitity, which makes us strong and keeps us healthy.

2. Critical Appreciation of Poem

What is a poem?

A poem is a form of creative expression. It is composition, a media expressing the following:

- Powerful feeling
- Strong emotions
- Dreams, hopes and aspirations
- Thoughts and ideas
- Views and opinions
- Intention and plans

- Recollection of experiences: Happy and Sad.
- Insights and perspectives.

What is critical Appreciation of a poem?

Critical appreciation of a poem is the critical analysis of the poem wherein we examine and evaluate the strength, the weakness and the outstanding features of a poem.

We try to understand the purpose of the poem, interpret it and analyse the techniques used by the poet to convey what he intends to.

- **How to prepare critical appreciation of a poem.**

(1) Begin with a beautiful introduction

(2) The title and the name of the poet should be mentioned.

(3) The gist, central idea or the theme should be stated in brief.

(4) **As you analyse the poetic devices used, state the following :**

(a) Figures of speech used

(b) Use of Imagery and word pictures

(c) Rhyme scheme and rhyming words used.

(5) Comment on the tone of the poem and the special features of the poem.

(6) State the striking lines which have left a lasting impact on you.

(7) Conclude with why you liked the poem and how it has left you inspired.

(8) Divide the content into three paragraphs which should include the introduction, the body and the conclusion.

While appreciating a poem you have use the following points.

Introduction

Title

Poet

Theme or Central idea (2/3 lines)

Rhyme scheme and rhyming word used

Figures of speech

Special features (type of the poem, Imagery, implied meaning if any) 5 -6 lines

Favourite line / line

Why I like / don't like the poem.

- **Model:**

Where the Mind is without Fear ....

Where the Mind is without Fear by Rabindranath Tagore is a beautiful composition, a prayer, a plea wherein the poet appeals to God for social, educational and economic freedom for the people of India, a country which was then under the shackles of the British rule. Rabindranath Tagore talks about an idealistic country which he prays and hopes fora country free from oppression and colonial rule. An apt title, 'Where the Mind is with out fear', conveys the importance of regaining our lost confidence, our dignity. The verse form of the poem is free verse as the poet has not used metrical patterns or any particular rhyme scheme. A poem which can be categorised as prose poem, there are ample use of figures of speech here. Alliteration, Metaphor, Personification etc are the figures of speech used in the poem. The use of Alliteration in the line:

'Into the dreary dreary desert sand of dead habit' add to the beauty of the poem.

The special features of this poem include use of lucid language, beautiful use of Imagery and abundant use of various other poetic devices.

My favourite line in the poem is the last line: 'Into that heaven of freedom, My Father, let my country awake.' If reflects the angst and sorrow in the heart of every Indian struggling to attain independence. It reflects their lost confidence, our country's lost glory.

I like this poem for its timeless appeal and the relevance of its message even today. Yes, as an individual and as a nation let us tirelessly try to reach towards perfection. An inspiring poem it fills me with a sense of patriotism, a sense of responsibility.

Exercise

Using the format given above prepare critical appreciation of all the textual poems.

❖❖❖

3. Summary Writing

The word precis is derived from French which: means summary and precis writing mean the art of summarizing. Summary writing is one of the most useful skills you can acquire for your work

both as a student and as a professional. Summary writing involves summarizing a document to convey the maximum amount of information to a reader in minimum words.

Definition: A summary is a clear, compact, logical gist of a passage. It preserves only the essential or important ideas of the original.

According to Oxford Dictionary:

" It is short version of a speech or a piece of writing that gives the main points of ideas"

According to Cambridge Dictionary

" It is a short form of the text which briefly gives only the important parts"

QUALITIES OF A PRECIS / SUMMARY

A good precis / summary show the writing skills of a person. It must have the following qualities.

(1) **Clarity:** Clarity means getting your message across so that the receiver can understand what the writer is trying to convey. It is basic and the essential need of a summary. The ideas should be clear and understandable. There should not be any ambiguity in your writing. The writer can achieve clarity by using simple language and simple language structure. If your precis is not understandable to the reader it will lose its importance and meaning for the reader.

(2) **Correctness:** At the time of writing or composing a summary the writer must ensure that the facts and figures are correct. Structure of sentences and spellings of words must be correct because a single mistake in structure and spelling may spoil the message. We may consider mistakes under the following headings:

- Misspelled
- Mistakes in figure and dates
- Mistakes in punctuation
- Mistake of grammar and structure

(3) **Objectivity:** Objectivity means the ability to present or view facts uncoloured by feelings, opinions and personal bias. While making a summary, the writer should adopt an objective approach. He should not give the and add his personal opinion and ideas in a precis. A summary should be purely a gist of the original text without any addition.

(4) **Coherence:** Coherence means the logical and clear interconnection of ideas in a written piece of work. A good summary should be coherent. The ideas which are presented in a summary must have a logical connection and they all should be interrelated. In short we may say that the ideas should be well knitted so that the writer may not be confused and lose his interest.

(5) **Completeness:** A nother striking feature of a good summary is completeness. It should be complete in all respects. Completeness means that the writer should include all important facts in a precis. To make it short he should not omit the important ideas. This mistake on the part of the writer will spoil the importance and meaning of the precis.

(6) **Conciseness:** Conciseness is a desirable quality of a good summary. Conciseness means to say all that need to be said and no more. The writer should write what is necessary and avoid writing unnecessary details. A concise piece of a work convey the message in the fewest possible words. But one point must be kept in mind that the writer should not omit some basic and essential facts to achieve conciseness. To achieve conciseness, notice the following suggestions:

- Omitting unnecessary details
- Eliminate elaborate expressions
- Include only relevant material
- Avoid unnecessary repetition

RULES OF MAKING A SUMMARY

A well written precis should be a serviceable substitute for the original work. The goal of precis is to preserve the core essence of the work in a manner that is both clear and concise. While writing a precis , the writer should follow the below given rules to make it an effective piece of work.

(1) **Read carefully:** First read the passage twice or thrice carefully to summarize it. This will enable you to understand the main theme of the passage.

(2) **Underlining**: Underline and mark the important ideas and essential points from the original text.

(3) **Outline:** With the helps of underlined ideas, draw the outline of your summary.

(4) **Omission:** Omit the all unnecessary information or the long phrases which could be replaced by one word. All the adjectives and the adverbs can also be omitted in order to make a good summary.

(5) **Don't Omit:** While making a summary, the writer should never omit the important points and ideas which are essential to be described.

(6) **Size:** Keep the fact in your mind that the length should be around one third of the original passage.

(7) **Indirect speech:** It should be written in indirect speech. If there is direct speech in the passage, it should be changed into indirect speech.

(8) **Tense and person:** It should be written in the third person and past tense. In the case of universal truth, the present tense should be used.

(9) **Own Words:** A summary should be written in your own words and the writer should abstain from borrowing words from the original passage.

(10) **Summary of a Dialogue:** The summary of a dialogue or conversation should always be expressed in form of narrative.

(11) **Objective Approach:** Adopt an objective approach. Don't add personal ideas to a summary. Put all the important points and ideas in a logical order.

(12) **One paragraph:** There could be two or more paragraph in the original text. While making the summary, try to write all the ideas in one paragraph.

(13) **Rough Draft:** After omitting all the unnecessary ideas, the writer should prepare a rough draft to finalize it.

(14) **Final draft:** Read the rough draft and edit out mistakes. In the rough draft, the writer can prepare the final draft

GUIDELINES

The following are the necessary guidelines while writing a good summary:

(1) Read the passage carefully twice or thrice.

(2) Note down the essential points of the passage.

(3) Omit the irrelevant, repeated and encident points.

(4) Arrange the essential points in a logical sequence.

(5) If the original passage is separate in to the paragraph the summary must be written in one single paragraph

(6) Avoid words like in my opinion, I believe that, etc.

(7) Exclude proverbs, illustration, repetitions and quotations.

(8) It must be written in simple and unambiguous language.

- The precis must be written in the past tense third person form and indirect speech.
- The length of the precis should be around one third of the original passage.
- Select a suitable tittle or heading for the passage.
- Check for spelling and grammatical mistakes and errors in punctuation.
- Write a final draft and include a title or heading.

SOLVED EXERCISE

Teaching is the noblest of profession. A teacher has a sacred duty to perform. It is he on whom rests the responsibility of moulding the character of young children. Apart from developing their intellect, he can inculcate in them qualities of good citizenship, remaining neat and clean, talking decently and sitting properly. These virtues are not essay to be imbibed. Only he who himself leads a life of simplicity, purity and rigid discipline can successfully cultivate these habits in his pupils.

Besides a teacher always remain young. He may grow old in age, but not in spirit. Perpetual contact with budding youth keeps him happy and cheerful. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair.

SUMMARY

Teaching is the noblest profession. A teacher himself leading a simple, pure and disciplined life can mould the character of the young children and make them responsible and good mannered citizens. Besides he remains ever young forgetting his own domestic worries in the constant company of the young.

ASSIGNMENT

English education and English language have done immense good to India, inspite of their glaring drawbacks. The notions of democracy and self government are the boons of English education. Those who fought and died for Mother India's freedom were nursed in the cradle of English thought and culture. The

West has made contribution to the east. The history of Europe has fired the hearts of our leaders. Our struggle for freedom has been inspired by the struggle for freedom in England, America and France. If our leaders were ignorant of English and if they had not studied this language, how could they have been inspired by these heroic struggles for freedom in other lands ? English, therefore, did in the past and if properly studied will do immense good in future.

English is spoken throughout the world. For international contact, our commerce and trade, for the development of our practical ideas, for the scientific studies, English is indispensable. English is a very rich in literature. Our own literature has been made richer by this foreign language. It will really be a fatal day if we altogether forget Shakespeare, Milton, Keats and Shaw.

EXAMPLES

What do we dream about?

A subject of great debate has been the nature of dreams that people experience. Dreams can range from the mundane to the fantastic, create emotions like anxiety, joy, fear, anger etc. in the dreams. Dreamers often feel that they experience in their dreams is very real. It is common for people to have recurring dreams. Some people have recurring dreams of falling, flying or being chased. Nightmare are also common and often occur among children and adolescents. Nightmare may be the result of unresolved conflict and anxiety.

Many theories have been put forth to explain why dreams occur. One of the theories is that dreams are merely reproduction of incomplete thoughts or events experienced in the day. Another theory is that dreams are representation of our decisions and fears. It has been propagated that our dreams are populated with universal symbols. Sometimes the dreams have been reported to contain warning or message about the immediate future. It has also been suggested that dreams can be used for solving problems and arriving at solutions.

Many people keep dream journals. They record their dreams on a daily basis. Dreams journals may be maintained as a hobby or to gain better understanding of the dreams and consequently oneself. Carl Jung, the famous psychologist maintained a dream journal known as the "Red book".

Note : Explanation

(1) Before writing a summary select the important points.

(2) Write the outline of the passage.

(3) Then put your ideas together.

Ans:

Nature of Dreams Summary

When people dream, they experience various emotions such as anxiety, joy, fear etc. Often dreamers behave their dream is real. Many people have recurring dreams. Nightmares are also commonly experienced. They may be extensions of one's thoughts, embodiment of one's fear and desires and prediction about the future. Dream may even be useful in solving problems. The famous psychologist Carl Jung was know for keeping a dream journal.

4. Letter Writing Formal and Informal

Letters are a very effective means of communication for keeping contact with friends and relatives who live at distance. Though it is an outdated method and people use latest technology to convey their messages such as Whatsapp messaging, SMS and email, still the significance of a letter cannot be underestimated.

Guidelines for writing letter

In order to produce a text of good quality you have to go through various stages of writing. Here are the most important points you should keep in mind:

- **Preparation**: Plan your written work thoroughly.

(1) **Brainstorming:** collecting ideas and materials and/or noting down keywords,

(2) **Narrowing the scope:** selecting the points you would like to use in your writing and eliminating those which are inappropriate or not sufficiently significant,

(3) **Structuring:** arranging your main points/ideas/arguments in a clear and logical order. e.g. use a mind map (with numbers) or an outline.

- Make sure all your aspects are laid out very clearly (i. e. in a few words, using a clear structure).
- **Writing stage:** Write a first draft following your plan.

- Do not spend too much time on finding the right wording/choice of words yet.
- Leave plenty of space for your own additions and corrections.
- Read your finished first draft and edit it.
- Use a dictionary to help you with the choice of words.

Thoroughly revise your text with regard to

- content
- structure/ logical order
- style
- grammar/sentence structure
- vocabulary/idiomatic expressions
- spelling and punctuation.
- **Rewrite your text**: Make a fair copy of your work.
- Always allow enough time to re-read and proofread your text.

Marking Scheme for Letter Writing:

Suitable format	1 mark
Relevant content/ Expansion of subject	2 marks
Language: Fluency and Style	1 mark
Grammatical accuracy and varied grammatical structure or vocabulary	
conclusion and layout	1 mark
Total	**5 mark**

Types of Letters

- Formal (Letters to business firms, Editor of a Newspaper, applications, Invitation letters to Govt. officials)
- Informal (Letters to parents, relatives, friends, etc.)

1. Formal Letters

A letter written for an official purpose is known as formal letter. Such letters are written for information, enquiry, placing orders, collecting dues, selling products, lodging complaints, applying for jobs, etc. Such letters also serve as a record for future reference.

(Sender's Address)

_____

_____

(Date)

To

Designation of the receiver:

(e.g. The Manager, The Chairman / person in authority

The Local Municipal Council, etc.)

The Receiver's Address

_____

_____

Subject: _____

Reference: _____

Respected Sir,

(Para I: Introduction)

(Para II: Main Body)

(Para III: Conclusion)

Thanking you,

Yours truly / faithfully,

Signature

(Full Name)

Structure of a letter: A letter consists of the following parts:

Both formal and informal letter have some points that are common to them; however, they differ in certain places structurally. The formats or the structures of both the formal as well as informal letters are given below in column form for easy understanding.

Parts of a letter	Informal Letter	Formal Letter
(1) **Writer's address and date:**	It gives the address to which the reader may reply. It appears on the top left-hand corner of the page.	The formal letter has two addresses **One :** The address to which the reader may reply which appears on the top left hand corner of the page, just like the informal letter. **Two :** The address of the receiver, which appears below the address of the sender and date on the left hand side of the page before the main letter begins.
(2) **Greeting or salutation:**	It appears on the left-hand of the page. The form of greeting depends on the relationship between the writer of the letter and the person to whom it is addressed. However, an informal letter usually always begins with 'Dear'.	It appears on the left-hand of the page. The form of greeting depends on the relationship between the writer of the letter and the person to whom it is addressed. However, a formal letter usually begins with 'Respected' sometimes it can also begin directly with 'Sir' or 'Madam.'
(3) **Body of the letter:**	It contains the main text and its style will depend on the purpose of the letter. It may have more than one paragraph, indicating changes in the subject matter: (and the conclusion) (The introduction) (the body)	It contains the main text and its style will depend on the purpose of the letter. It may have more than one paragraph, indicating changes in the subject matter: (The introduction)(the body) (and the conclusion)
(4) **Subscription or Conclusion:**	It is a form of polite leave-taking and is written below the last words of the letter, to the left side of the page. The first word of the subscription must begin with a capital letter.	A formal letter may include the words 'Thanking you' or 'Thanking you in anticipation' just before the leave-taking. However these words would then appear at the bottom of the letter, to the left hand side of the page, on the line above the subscription.
(5) **Signature of the writer:**	An informal letter usually ends with the writer's first name. There is no need of a signature here.	This (the signature) comes below the subscription and is usually followed by the writer's full name.

Note : Follow block format while writing letters. All the components should be aligned to the left

Specimen Letters

(1) Write a letter to your Principal requesting to issue a Character Certificate.

Daulat Nagar,
Andheri (E),
Mumbai- 400 099.
10th March, 2017.

To
The Principal,
Navjyot Vidyalaya,
Mumbai -400 099.

Subject: Request for issue of a Character Certificate.

Respected Sir,

I am Rajesh Suri of 2015-16 batch. I have passed my Board Exam with flying colours and I plan to take up a diploma course in technician's trade. For the same I require a Character Certificate.

For your information I need to give you a few details necessary in the certificate. Kindly consider the same.

I had opted for "Electrical Maintenance" in school optional subjects in Std. X. I had also taken up a short term training at "Electrical Repairs" during the same period.

I had represented the Divisional Team for football too.

May I request that the certificate be issued at the earliest. Thanking you in anticipation.

I remain ,

Your obedient student,

Rajesh Suri/ XYZ

(2) You came across the below given advertisement in the Times of India newspaper dated on 24th May 2017. Write an application for this job.

- Wanted a Front Office Assistant
- Should be computer literate
- Proficient in English, Hindi.
- Dynamic
- Apply to the Personnel manager

J.K Group of Hotels
Redhead Road.
Pune.

Mogra Villa,
D.E. Road,
Andheri (E),
Mumbai - 400069
29th May, 2018.

To
The Personnel Manager,
J.K.Group of Hotels,
Mumbai - 400 057.

Ref: The Advertisement in Times of India.
Sub: Application for the position of Front Office Assistant.

Sir,

With reference to your advertisement in the newspaper "The Times of India" dated on 24th May, 2018, I wish to apply for the post of a Front-Office Assistant in your company.

As regards my qualifications and experience, I passed my B.A. Examination in 2014 from Mumbai University and have the experience of two year.

I have completed my studies in Hotel Management with honors. I have got two years of experience in the same stream. With my managing abilities, communication skills, experience and ability multi task, I can prove to be valuable asset for your company in terms of commitment and hard work.

Looking forward for the positive response. I am enclosing my CV. for your kind perusal.

Thanking you.

Yours truly,
XYZ.

(4) Write a letter to the Police Inspector of your locality, bringing to his notice the burglary that took place last night in your neighbourhood.

Devgiri Towers.
Solapur- 413 005
4th July 2017.

The Police Inspector,
Jawahar Police Station,
Solapur - 413 005

Subject: Theft in Devgiri Nagar.

Sir,

This is to inform that our colony is facing a lot of insecurity at night, since the past fifteen days. Last week one of our neighbour's bike parked outside his house has been stolen.

Two days back Mr. Sawant was out of station when the burglars broke into his locked house and took away possessions worth Rs.50,000/-.

Last night my neighbour was returning from duty when three men stopped him and tried to snatch away all his belongings. Luckily for him, our dog began to bark and we all went to the rescue of our neighbour Mr. Shakeel.

We request you to keep vigil during the night and keep our area out of bounds for these anti-social elements. On our part we extend all co-operation.

Thanking you,

Yours faithfully,
ABC.
Resident of Devgiri Towers.

(5) Write a letter to a travel agency for booking a tourist bus and guide for sight seeing based on the following information provided.

- Group of 20 boys and girls from Baramati.
- Visit historical places, temples, forts in and around Pune.
- Date of visit - 15th - 20th December, 2018
- Need for vehicle (bus), tourist guide and detailed itinerary
- Rates for vehicle, guide
- Contact details (Phone number and address of Young Travellers)

The Secretary
"Young Travellers"
M.G.Road,
Pune - 411 035
10th November, 2018.

To,
The Manager,
Bharat Darshan Tours and Travels,
Pune - 411 035.

Subject: Booking a tourist bus and a guide.

Dear Sir,

We are a group of 20 young boys and girls from Baramati. We wish to visit Pune to see the historical places, temples, forts and other sites.

Our visit is proposed from 15th to 20th December, 2017. We would be grateful if you could arrange a bus and a guide for the city tour. Kindly advise us on the itinerary so that we get the maximum knowledge of the city. Also please inform us about the bus fare, the guide charges and the mode of payment (that are acceptable to you).You could write to us on the address mentioned above or give us a call on 020-12345678.

Thanking you in anticipation,

Yours faithfully,
Vishwas Deshmukh
For Young Travellers.

2. Informal Letters

Format of an Informal Letter

Writer's address
or
Sender's address
← Date

My dear Uncle ← Salutation

Contents of Letter
Para I: Introduction

Yours lovingly, ← Subscription
xyz ← Signature

Letters written to people with whom you share personal relationships such as parents, family members, relatives, friends, etc. are **informal letters**. They are written to convey congratulations, greetings, invitations, best wishes, advice, sympathy, gratitude, or any other informal communication.

Dos and dont's

	Dos	Don't
Address	Address is punctuated with comma and full stop after the name of the city Mumbai-4.	**Write as** Mulund (W), Mumbai- 81.
Date	**Write in any one format** 5th July, 2017 5 July, 2017 July 5, 2017	**Write in this format** 5.7.2017 or 05/07/2017
Salutation	• Write on the left margin. • End with comma. • Capitalize relationship words • My dear Father, Or Dear Uncle,	**Write** My dear father or Dear uncle
Subscription	Yours affectionately, or Yours loving daughter,	**write** Your's lovingly or Your's loving son

(1) Your school has organised a project – Family School Partnership to promote Deaf Children's Education which is funded by National Deaf Children's Society (NDCS). Write a letter to your father asking his permission to join this project.

Ans.

16, Manu Mansion
M.G. Street,
Nashik - 422001
25th July, 2018.

Dear Father,

I am fine and hope every one is in good health. You will be glad to know that our school has started with a project named 'Family School Partnership' to promote

Deaf Children's Education. It is funded by National Deaf Children's Society (NDCS). The aim of this project is to assess a teaching programme to strenghten deaf children's mathematical reasoning through some mathematical games.

My purpose of writing this letter is to seek permission to join this project. I want to help my teachers for this good cause. It will be an after school activity which will not affect my studies. It is a one year programme which will get over before my final exam. Daddy, I would be grateful if you could give me permission to join this project.

Give my regards to everyone in the family. Eagerly waiting for your reply. Miss you all!

Yours lovingly,
XYZ

(2) Write a letter to your friend discussing about features of the summer camp and inviting her to joining it.

A wonderful memory for campus.

"Summer Camp"

Features:

(1) Full of discoveries
- (i) Wild life
- (ii) Bird Watching
- (iii) Identifying fresh water fish

(2) Provide new experiences

(3) Special lectures on importance of
- (i) Values in life like – Peace, Self, respect, truth
- (ii) Daily living

Safety for the child at every level: Physical, Emotional, Spiritual, Mental.

157/ Vishal Nagar,
Vile-Parle (E),
Mumbai- 400 057.
31st July, 2018.

Dear Reema,

I hope this letter finds you in the best of health. I am pleased to know that your summer vacation begins next week. I am writing this letter especially to invite you for the summer camp organized by our Housing Society. It has many features. It will be full of adventures and new experiences. We will have a lovely time together.

It will certainly be a relief from the boring summer vacations. You will love the place as you are a nature lover. Trekking, River Rafting, Rock Climbing, Bird Watching are some of the adventurous features of this Camp. Apart from this there will be special lectures on importance of values in our life and lots of fun.

Let me know as soon as you can, the date and time of your arrival so that Dad and I will come to pick you up at the airport. I do hope you will accept my invitation not disappoint me. Eagerly waiting for your positive reply.

Convey my regards to uncle and aunty and lots of love to your younger sister Tanisha.

Yours lovingly,
XYZ

(3) Write a letter to your friend congratulating him on winning a scholarship.

Mehar Apartment
Chembur,
Mumbai – 400074.
5th June, 2018.

Dear Amit,

Thanks for giving the happiest news about your having won a scholarship. You deserved it really and achieved it.

My happiness knew no bounds, when I got the news. The joy of your victory was shared by all members of our family, as this happiness and achievement is very rare and impossible. You are indeed the first one in our friend circle to have won such a well merited distinction. Needless to add, a bright future awaits you my friend.

I congratulate, you most heartily on your brilliant performance. Now what about the celebration party? We will troop up by the dozen if you care to invite us. I end by wishing you all the best. Looking forward to meeting you.

Your loving friend,
XYZ.

Exercise

(1) You have recently visited Karnala Bird Sanctuary. Write a letter to your sister describing the sanctuary with help of given points. Add your own points if required.

KARNALA BIRD SANCTUARY

- eye-pleasing atmosphere
- beauty of nature
- various kinds of birds and animals.
- additional attractions: Karnala fort, trekking on Mumbai-Goa Highway.

(2) Do the following activity:

Tadoba Tiger Sanctuary

Flora and Fauna in their natural habitat.

- Students concessions available.
- Plan your trip now.
- Booking availabe for boarding and lodging
- Mode of travel to and from Tadoba
- Nice food
- Full security and medical aid.

Contact:
The Division Forest Officer
Tadoba Tiger Sanctuary,
Chandrapur,
www.mahagovt.forestdept@.com

(A) Informal Letter : Write a letter to your father asking for his permission to join the trip, with the help of the above guidelines. Add your own points.

(B) Formal Letter: Write a letter to the Divisional Forest Officer, Chandrapur seeking permission to visit Tadoba Tiger Sanctuary and to make a booking for a weekend visit. Add your own points.

Letters for Practice

(1) Look at the news heading and write a letter to congratulate Anjana. (Informal)

"Nashik's Anjana wins 800m Asian Youth Gold"

(2) Concession for students:

Students commuting daily to their schools by bus (S.T or local) may apply to,
The Controller / Station Master

Documents required:

(i) bonafide certificate
(ii) latest photograph
(iii) Address proof

Write an application in response to the above advertisement addressing the Controller/Station Master of your area.

(3) Look at the following advertisement. Write a letter to your father telling him about the course and desire to join it.

OR

Look at the following advertisement. Write a letter to the Director of the course enquiring about the details like fees, venue, time, holidays and certificate.

COMPU CLUB

Computer courses for school students

Features:

- Reasonable fees
- Flexible timing
- Concession for groups
- Interactive learning
- Lots of practicals

Courses Offered

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Contact: The Director
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(4) Look at the following advertisement and write a letter to your friend describing the details of the sale and convincing her to join you to visit the same .

LADIES BRANDED KURTI SALE

Hurry up! Hurry up!! Hurry up!!
Silk and Cotton Designer Kurti
Price - Rs. 1000 - 'Sale' Price Rs. 590 only

Varieties –

- Chanderi Silk Kurti
- Bengal Silk Kurti
- Khadi Silk Kurti
- Cotton Silk Kurti
- Long Printed Kurti

Venue: Municipal Ground, Near Bus Stop, Pune

Only on 21, 22, 23 July 2018

Time 8.00 a.m. to 9.00 p.m.

5. Dialogue Writing

A dialogue is a form of communication where one's voice, tone, words, and expressive language communicate the person's intention, purpose and thoughts.

- Today a dialogue is a form of personal interaction: it includes interview, negotiation, customer service, discussion, telephone, sales and marketing. It's like leaving an **impression of yourself through your verbal expression.**
- As a writing skill topic, this is a scoring question if we take care of the following aspects :

(a) Words
(b) Punctuations
(c) Logical presentation (correct answer to the question)
(d) Short sentences
(e) Use of Interjections
(f) Meaningful conversation
(g) Understanding the topic of dialogue
(h) Correct knowledge of Tense, Pronouns, Adjectives
(i) Presenting the dialogue in an interesting fashion / form.

Marking Scheme

(1)	Initial, sustain, terminate	2 mark
(2)	Relevant content / elaboration	2 mark
(3)	Language and grammar	1 mark
	Total	5 marks

- **Model Dialogue Writing:**

Write a dialogue between two friends on the importance of reading books.

(Ronald and Mark are discussing the importance of reading)

Ronald : Hi Mark! Never expected to meet you here in the library, the sports enthusiast that you one!

Mark : Hello Ronald! Yes, most of my time is spend on playground But I find time to read as well. It is one of my hobbies.

Ronald : That good to know. Finding time for reading from our busy schedule is what everyone must do.

Mark : I agree. What kind of books do you read? I love reading biographies of great sportmen. They are enriching and inspiring.

Ronald : Biographies are my favourites too. Of late I have started reading fiction.

Mark : True ..... Whatever you read it should add to your knowledge and leave a little to think and ponder about.

Ronald : My mother always says that we should be careful about the choice of books as words have the power to influence our thought and ideas.

Mark : Yes, that's extremely important. I am so glad we had this conversation. See you in the evening.

Ronald : Bye Mark! Have a good day.

Mark : Bye! see you soon. I will gift you some good books which I have.

Ronald : Thanks! Good bye!

Exercise

Dialogue Writing:

(1) Write a conversation between a mother and daughter about the importance of values.

(2) Write a dialogue between a scientist and you, about the importance of Scientific Research in India.

(3) You are travelling by train. It's a 16 hours journey. You meet a fellow traveller. Write a dialogue between the two of you, about the pleasures of travelling.

(4) You are part of an Eco-Club. You go for a field visit to the B.N.H.S centre at Goregaon. You meet a photographer there. You converse with him about the art of photography especially nature photography. Write the dialogue.

(5) Write a dialogue between two friends discussing their hobbies.

(7) Write a dialogue between two men working in the same office.

(8) Write a dialogue between a cricketer and a football player.

(9) Sudhir wants to go to Kolhapur. He goes to the booking officer (clerk) at the bus station and has the following conversation. **Complete the conversation between Sudhir and the clerk.**

[Here is the conversation (dialogue) between Sudhir and the booking officer regarding various queries and details about the seat booking for Kolhapur]

Sudhir : Excuse me.

Booking Clerk : Yes, What can I do for you?

Sudhir : Are there any seats available on the Kolhapur bus.

Booking clerk : Yes, there are.

Sudhir : .....

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6. Interview Writing

- Questioning is a skill. It is one of the language tools frequently used. In composition, i.e. in functional English, we have to frame questions in such a way that the relevant information can be elicited.
- When do we use questions? Generally, questions are a very important part of interviews. An interview is a purposeful, interpersonal communication between two individuals.

(1) **Open Ended Questions :** Where elaboration is expected e.g. What is your educational background? How did you enjoy your experience of working?

(2) **Direct Questions :** Which demand specific information. e.g. How old are you?

- **Framing questions** is that writing skill, where you have to ask 8-10 questions for a situation. These questions should always be direct, social, professional and not very personal. However at the end, these 10 questions should give us an idea of the interview.
- **How to formulate the questions?**

(1) Use 'WH' – who, when, where, why, how, which, whom.
(2) Use a 'question mark' at the end of the question.
(3) Be clear and concise in asking questions.
(4) Ask logical questions.
(5) Questions should be information-seeking.
(6) In the exam, only 8 - 10 questions are required. (answers are not asked)
(7) Use proper tense.
(8) The questions must reflect messages of hardships. Practise congratulatory messages.
(9) Questions should be to the point.
(10) Use short questions. (One idea – one question).

Illustrative Examples:

(1) **Your school has just finished its elections to the School Cabinet. You were asked to interview the 'School Leader'. Write the 10 questions you have asked.**

Hello Saurabh, Congratulations on being elected our School Leader. Its our privilege to interview you.

(1) What are your thoughts at this point of time?
(2) What do you think is your role as a School Leader?
(3) What are the kind of duties you would perform?
(4) What is your advice to your Cabinet Members?
(5) How do you plan to balance academics and leadership activities?
(6) What changes would you like to bring about in the school?
(7) What would you do to introduce something nove for the school?
(8) Who is your role model?
(9) Whom would you want to thank in a special way for this overwhelming success?
(10) What is your message to the students of the school?

Thank you Saurabh. It was nice talking to you. All the best in your new endeavour.

(2) **A student of your school has become the Captain of the Indian Navy. He has won several awards. He was invited as the Chief Guest for your Annual Day. Write 10 questions you asked him at the interview.**

Congratulations, Captain Kanad. Welcome to our Alma Mater. We are glad to have you in our midst today.

(1) How is life in the Indian Navy?
(2) What is the difference between the Indian Navy and Merchant Navy?
(3) Who inspired you to join the Indian Navy?
(4) What were your educational qualifications when you joined the Indian Navy?
(5) What are the prospects in the Indian Navy?
(6) How do they recruit youth into the Indian Navy?
(7) How supportive were your parents to your idea of joining the services?
(8) What were the academic and personal preparations you had to make to take this big leap?
(9) How is excellence to sports an asset in the Indian Navy?
(10) What is your message to us students?

Thank you, Captain Kanad. It was a pleasure talking to you.

AIDS TO INTERVIEW QUESTIONS

This is an informal interview.

Certain ideas in the form of questions have been given to help you frame your actual questions. The given

questions are general and therefore, can be used in any situation, but adapt them as per the requirement.

(1) What personality traits are necessary for ...?
(2) What are the skills needed for ...?
(3) What is the entry point for this ...?
(4) Which was the most challenging aspect in your career ...?
(5) What is your special advice to anyone who enters the field ...?
(6) How long have you been in this kind of work?
(7) How many hours did you study?
(8) What is your daily time table (schedule)?
(9) What kind of diet/special diet is needed for ...?
(10) What kind of reference books should be read to succeed ...?
(11) What kind of routine is to be followed ...?
(12) How did your parents/family members support you?
(13) Who has been your role model?
(14) Who inspired you?

Exercise

(1) Frame 10 questions to interview your SSC topper.
(2) An environmentalist has been invited to your school to inaugurate the Science Club. Write 10 questions to interview him.
(3) A doctor has been invited to talk to the students of Std X. Frame 10 questions to get information on stress, hygiene and health.
(4) You have been taken on a tour to a place of historical importance. Frame 10 questions to interview the tourist guide.
(5) Frame 10 questions to interview an artist. (musician, painter or actor)
(6) The winning Captain of Indian Cricket team has been invited to your school. Frame about 10 questions to interview him.
(7) Imagine you have got a chance to interview your favourite personality. Frame 10 questions that you would like to ask him/her.
(8) Frame 10 questions to interview your local MLA.

Teacher's Note : Evaluation for interview questions.

(a) Framing correct questions.
(b) Language appropriateness (greetings, polite expressions) and
(c) Sequence of questions.

Remember, questioning is a powerful tool and so, a very special skill. Master it.

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7. Information Transfer

Information transfer is an activity in which a given information is converted from verbal to non-verbal and vice-versa.

Verbal to Non-Verbal (i.e. from paragraph to tabular chart or form):

In this type of question the information is transferred from a passage or a summary in to a diagram or a bar diagram, pie chart, table form or graph, etc.

Rules:

- Format should be suitable.
- Use appropriate signs. e.g. boxes, arrows to indicate exact relationships.
- Cover the main idea or concept.
- Use suitable visual representation if not mentioned in the question. e.g. pie diagram, tree diagram, graph etc.

Non-Verbal to Verbal (i.e. from tabular or pie chart to a paragraph)

How to transfer information

- State information in complete sentences, using discourse makers.
- Follow proper sequence.
- Cover the entire diagram.
- Explanation should be clear and simple.

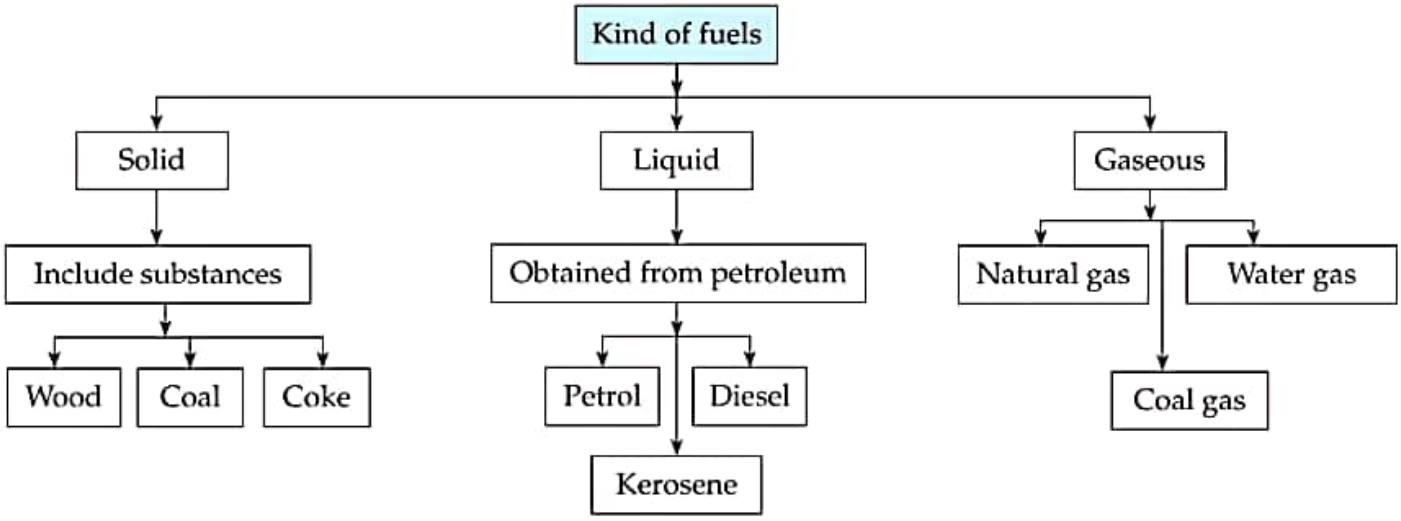
Model

(a) Tree diagram:

Verbal to Non verbal

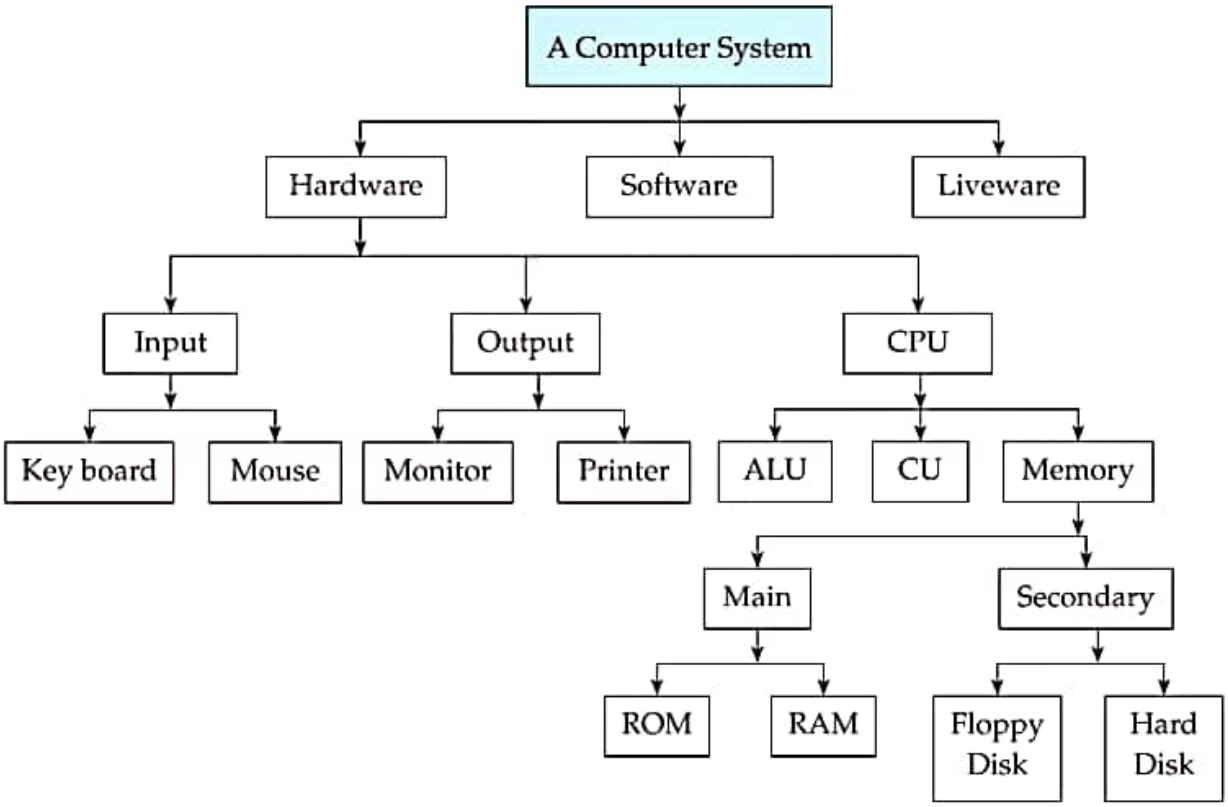
(1) Read the following paragraph and write in a form of a Tree diagram putting the correct information.

There are different kinds of fuels. Broadly they can be divided as solid, liquid and gaseous fuels. Solid fuels include substances such as wood, coal and coke. Most liquid fuels are obtained from petroleum which is obtained from oil wells sunk deep into the earth. Petrol, kerosene and diesel are all separated from petroleum. The most important gaseous fuels are natural gas, coal gas and water gas. Natural gas, is a fuel that is widely used for cooking and heating.



(2) Put the information given in the following paragraph in the form of a tree diagram.

A computer is an electronic device. It is made up of hardware, software and liveware. All the physical and mechanical parts of a computer are known as hardware. The hardware comprises of input devices, output devices and a central processing unit (CPU). A keyboard and a mouse are the input devices whereas the monitor and printer are output devices. The CPU has 3 components viz., Arithmetic Logic Unit (ALU),Control Unit (CU) and memory. The computer works on 2 types of memory, i.e., Main memory and Secondary memory. The floppy disk and the hard disk are examples of secondary memory but the main memory comprises of 2 types known as RAM and ROM.



Exercise

Read the following passage and draw a tree diagram to cover the main points:

The Indian Judiciary is made up of courts at three levels. The Supreme Court is the apex court of India and it is for the whole Union of India. There are High Courts for each state, at the district level, there are Sessions Courts.

The Session Court Judge has under his jurisdiction either the Assistant Sessions Judge, the Chief Metr opolitan Magistrate or the Chief Judicial Magisrate. The Chief Metropolitan Magistrate has under his jurisdiction the Metropolitan Magistrate and the Special Metropolitan Magistrate.

(b) Flow Chart:

A flow chart is a graphic representation of how a process works, showing, in brief, the sequence of steps

Advantages of flow chart

(1) It is a convenient method of communication.

(2) A key to correct sequencing.

(3) It clearly explains or indicates the role played at each level.

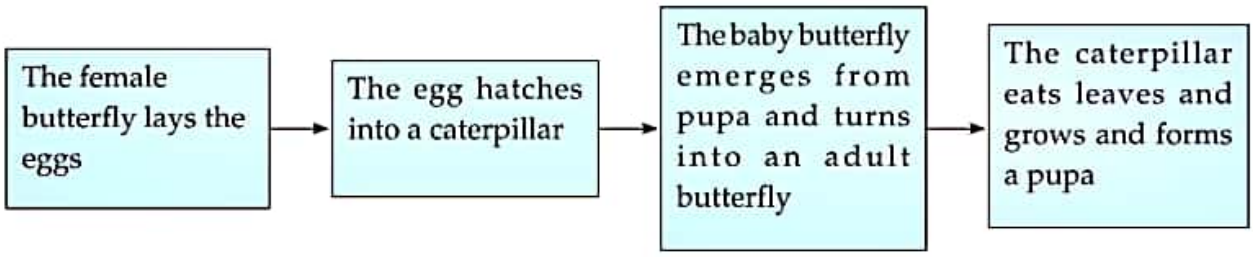
Note:

- Flow chart can be drawn in horizontal, vertical direction. It must be in specified boxes.
- The sequence must be pointed with the help of arrow in the proper direction.

Q.1. Read the following passage and prepare a flow chart. Give a suitable title:

Butterflies belong to group Insecta and lay eggs. They pass through four stages in their life cycle. The female butterfly lays the eggs on the leaves of the plants, these eggs are tiny and have a variety of shapes. After 6-7 days a worm like creature known as baby caterpillar hatches out of the egg which is light green or yellow in colour. The larva eats leaves and grows fully. This fully grown larva is called a caterpillar. It is the young one of the butterfly and does not resemble its parents. Now the caterpillar grows into the pupa. It spins a cocoon around its body and fastens itself to a plant with a silk thread. Finally the baby butterfly emerges from the pupa and soon is transformed into an adult butterfly.

Life cycle of a butterfly

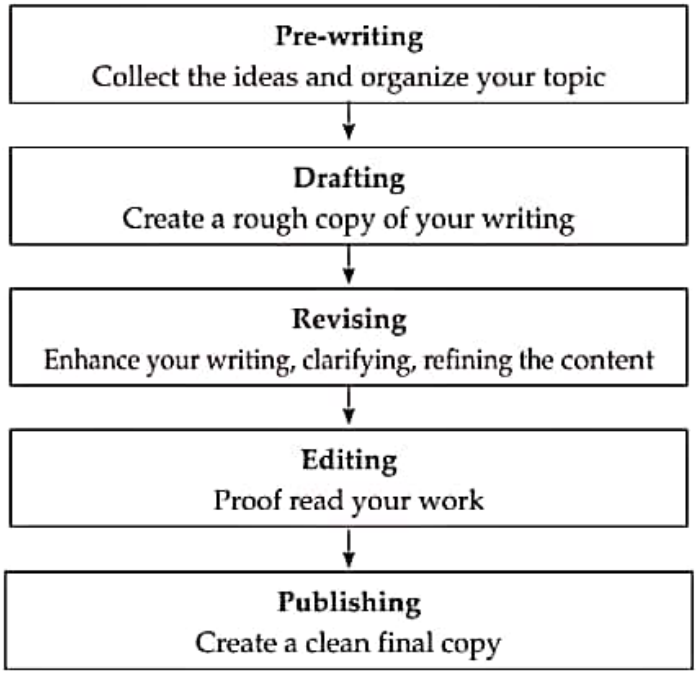


Q.2. Write a following idea of writing process in the form of flow chart.

The writing process

- Think about what you want to say.
- Talk about your ideas with a friend to find a main idea.
- Use a list or web to organize your ideas.
- Write your ideas in order
- Read your work out loud and note places where you stumble.
- Ask a friend for his or her feedback.
- Try out different beginnings and endings.
- Use quotes or add dialogue
- Include descriptive words
- Add detail to develop important parts
- Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.
- Reread to see if each sentence makes sense.
- Ask a friend to proofread your work.
- Type your writing or copy it neatly onto new paper.
- Think of an interesting title.
- Share your writing.

Ans. Flow Chart of Writing process.



Exercise

(1) Prepare a flow chart with the help of the given points:

Steps To Make Easily Vermicompost

- Take a small wooden box or dig a small pit.
- Spread a net on your box.
- Also spread 1 or 2 cm thick layer of sand.
- Put some kitchen wastes such as peels of fruits etc., to cover the sand.
- Use green leaves to cover over the sand.
- Sprinkle some water to make this layer wet.
- Introduce earthworms in your pit.
- Give them vegetable and fruit wastes as food.
- After 3 to 4 weeks you will see loose, soil like material in the pit.
- Remove the material from the box, dry it in the sun.
- Use this as manure.

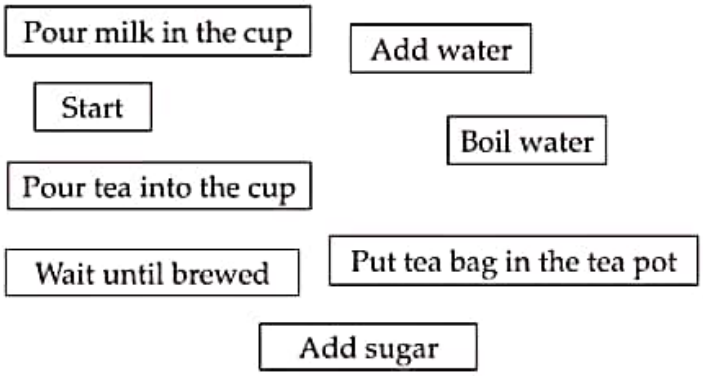
(2) Transfer the given information into a flow chart diagram.

Manufacturing of paper

In order to manufacture paper, it requires five basic steps. Raw material such as wood, grass, bamboo, rags etc. must be collected and cut into small pieces. Then immerse these pieces in water to convert it into pulp. The pulp has to be mixed with lime for whitening purpose, then it is boiled and passed through wire meshes. After this step we will get wet paper which is passed over heated rollers and we get thin sheets of paper. This paper is ready to use.

(3) Flow Chart

Look at the jumbled instructions given below and place them in order of how you would make a cup of tea.



(c) Dos and Dont's:

VERBAL TO NON-VERBAL

Q.1. Here are some tips about hair care. Read and write in the form of Dos and Don't (table).

We must take proper care of our hair. Healthy hair looks beautiful and makes us look good. It is important to keep our hair clean by washing it regularly with soap or shampoo. At the same time, washing our hair too often can spoil our hair, it can make it dry and brittle. To have healthy hair, we must eat a balanced diet, which provides nourishment to our hair and skin. We should eat lots of green leafy vegetables, fresh fruits and cereals. Consumption of amla juice, ashgourd juice, pumpkin and coconut water enhances hair growth. We should avoid hard chemicals and dyes. We should also avoid the intake of maida (fine flour) and deep dried dishes, sweets made of white sugar, soft drinks, tea and coffee. We should not expose our hair to the sun during the hottest time of the day. We should cover it up and wear a hat instead. If we follow a healthy regime of yoga and breathing exercises, we can enjoy healthy hair for a long time as it slows down the process of greying and aging.

Ans:

Dos	Don'ts
(1) Wash the hair regularly	(1) Wash the hair too often.
(2) Eat balanced diet.	(2) Use harsh chemicals and dyes.
(3) Consume lots of green leafy vegetables, fresh fruits and cereals.	(3) Drink tea, coffee and soft drinks.
(4) Consume amla juice, ashgourd juice, pumpkin and coconut water.	(4) Eat the dishes made of maida (fine flour) and sweets made of white sugar.
(5) Do yoga and breathing exercises regularly.	(5) Expose hair to the sun during the hottest time of the day.
	(6) Cover the hair or wear a hat during the sunny day.

Q.2. The following information was put up on the school notice board after some unruly behaviour was noticed among the students by the Management. Read the notice about the rules and discipline prepare a chart of Do's and Don't for the students of your school.

It has come to the notice of the Management that a few students of the secondary section have been behaving in an unruly fashion, destroying school property and dirtying the school premises. It needs to be noticed that the below mentioned rules should be strictly maintained, the violation of which is going to lead to severe punishment.

The students are hereby requested to keep the place clean, not spit or scratch on the walls. They should not pluck flowers from the flower beds on the campus or draw on the walls or notice boards. They are instructed to move about in an orderly manner in the corridors and make way for the teachers. Bad language should be avoided totally. Students should communicate only in English in the school premises and maintain punctuality at all times.

Ans:

Dos	Don'ts
(1) Keep the place clean.	(1) Spit or scratch on the wall.
(2) Move about in an orderly manner in the corridors.	(2) Pluck flowers from the flower beds.
(3) Make way for the teachers.	(3) Draw on the walls or notice boards.
(4) Speak only in English in the school premises.	(4) Use bad language.
(5) Always maintain punctuality.	

Q.3. Write Dos and Don't to be followed for road safety.

Ans:

Dos	Don'ts
(1) Follow traffic signal.	(1) Cross speed limits.
(2) Use seat belt.	(2) Talk on mobile phone while driving
(3) Use zebra crossing to cross the road.	(3) Drink and drive.
(4) Park your vehicles only in an authorised parking.	(4) Overtake in haste.

Exercise

- **Prepare a chart of dos and don'ts to be followed in the examination hall.**

NON-VERBAL TO VERBAL

Exercise

(1) There is an epidemic of dengue disease, a chart of instructions about dengue and its prevention, is hung on the wall of a hospital. Write in a form of a paragraph.

Beware of 'Dengue'!

(i) Dengue is one of the most dangerous diseases.

(ii) Aedes-mosquito is the source of the disease.

(iii) High temperature, severe headache and cold are the symptoms of dengue.

(iv) Keep the surrounding areas dry and clean, to get rid of mosquitoes.

(v) Use a mosquito net when you go to bed and full clothing at the day time.

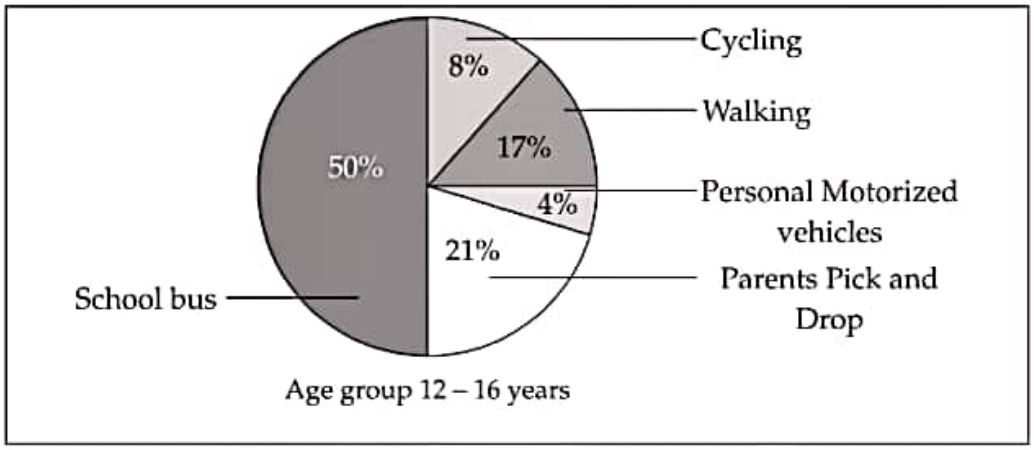
(vi) Contact the doctor immediately, if you find symptoms of dengue in you or in any family member.

(2) The table given below gives the information about the awards that the students have received. Write a short paragraph using the information:

	Name	Abhiman	Sanjana
(1)	Age	18 years	15 years
(2)	School	Higher secondary	Secondary school
(3)	Award	Bravery award	Bal puraskar
(4)	Date	26th Jan 2013	26th Jan 2018
(5)	At the hands of	Collector	Tahasildar
(6)	Place	District	Tahasil

(d) Web Charts:

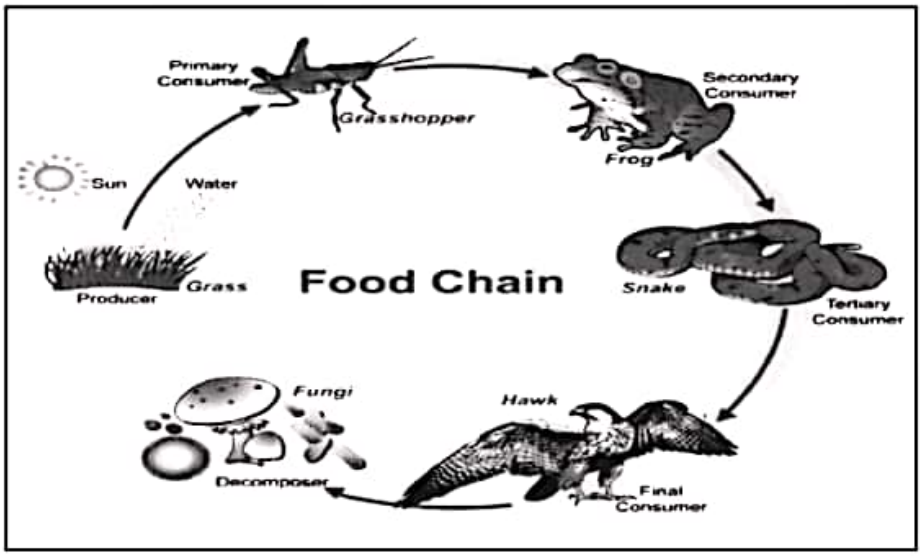
(1) Following Pie - chart shows the mode of transport used by children for coming to school. On the basis of the given Pie - chart, write a brief summary.



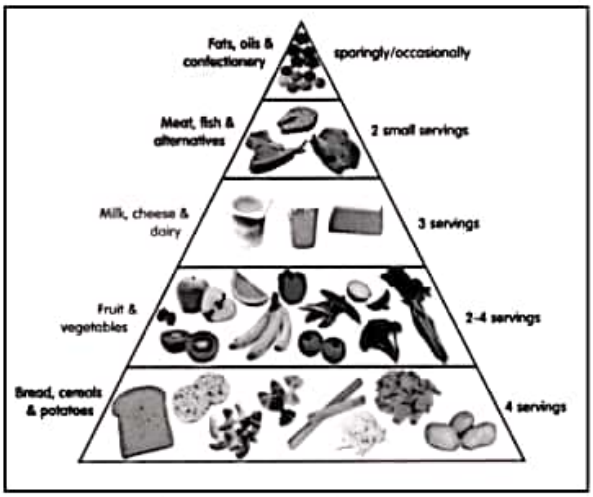
Modes of Transport Used by Children

Ans: The given pie chart highlights the modes of transport used by children coming to school. It is observed that maximum children i.e. 50% of the children come to school by bus 21% of the children are picked and dropped by their parents whereas 17% come to school walking. The percentage of children coming by cycling is very less. Only 8% children prefer the option of cycling and only 4% of the children use personal motorized vehicles to come to school.

(2) The following chart of a food chain shows the flow of energy from one stage to other. On the basis of given information write a brief summary.



For an ecosystem to work there has to be a flow of energy within it. The organisms of the ecosystem need energy in the form of food. The ultimate source of this energy is the sun. Producers like green plants trap solar energy and convert it into the chemical energy of food. When a primary consumer (grasshopper) eats the producer, a part of this energy is passed on to it. The primary consumer is then eaten by a secondary consumer (frog).The secondary consumer is eaten by a tertiary consumer(snake), and the tertiary consumer is eaten by the final consumer(hawk). Final consumer when dies, it gets decomposed. In this way energy gets transferred from one consumer to the next higher level of consumer. A series of organisms through which food energy flows in an ecosystem is called a food chain.



Food pyramid:

Ans: Food pyramid is a chart to show the five groups of foods. There are different types of foods, which we usually take, in each group. The chart also tells us how much of each group of food we should eat. If we observe at the base or the bottom of the pyramid we will find different types of foods; like breads, cereals, rice, noodles, potatoes, etc. These types of foods are very helpful and healthy. So, we should eat plenty of these foods. Then in the next group we can see some fresh fruits and vegetables. We must eat them regularly. As we go up the pyramid, we find dairy products like milk,

cheese, yogurt and meat, fish, beans, nuts and eggs. We should eat these food items moderately because they are important for health but we don't need too much of them. And at the top we have fats, oils, sweets, etc. and we should eat very little of these foods because they are unhealthy.

Exercise

(1) The following table shows the comparative study of two students in the elocution conducted in their class. On the basis of the following points, assemble the information into a paragraph.

	Content	Voice modulation	Clarity	Retention and expression	Diction
Amrita	35%	15%	20%	25%	5%
Nameeta	30%	20%	20%	15%	15%

(2)

8. View Counter view

There are several occasions when a talk with family members, relatives or friends turns into a heated argument. While one says " I feel...", 'According to me....', "In my opinion....." the other one says "No, no, I don't think so!, "No, no! I completely disagree!" and so on. So the argument goes on until it emerges that both are right in their own ways.

In the movies too we often see a character talking to his own reflection in the mirror. While the character maintains one view, the reflection has the exact opposite! Such situations put a person in a state of dilemma, where it becomes difficult to choose one alternative over the other.

But life always expects us to make choices. These could be as trivial as choosing between watching TV or chatting with a friend or they could be as crucial as choosing a career.

How do we make such choices? Socrates said, 'Good thinking always questions itself'. So we keep on asking questions related to the issue. We weigh the pros and cons, advantages and disadvantages, gains or losses. In other words, we try to analyse the issue comprehensively but objectively. We come up with views and counterviews. Presenting these views and counter views is a linguistic skill.

You have to present your points logically. They are a test of your vocabulary and style. They display your powers of persuasion since you are taking a definite stand when both the sides of the issue seem right. Statements like 'Science has made us happier', 'Globalization has improved human relationships' or 'The young generation today is irresponsible' are bound to evoke heated responses. Taking a stand on such issues and presenting your ideas boosts your confidence and enriches your personality. This is a precursor to debating competitions, group discussions and even a career in politics!

Let us now try to enumerate the do's and don'ts while presenting a view and counterview.

Dos :

- Comprehend the topic well.
- Visualise both its sides – pros and cons, advantages and disadvantages, gains and losses, etc.
- Take a stand. Decide which side you are on. In case you are presented with one side and asked to frame the opposite, think from that perspective. After all there is no 'right' or 'wrong' to be identified. It is only a matter of presenting the view or counterview logically.
- Choose the appropriate vocabulary.
- Present the points in a logical order.
- Remember, practice makes things perfect.

Don'ts :

- make hasty decisions.
- jumble up points or issues.
- present a point which goes against your stand. For example if yo are stating that love marriages are more successful don't talk about the cincreasing number of divorees!
- repeat words or points.

e.g.

(1) Look at the advertisement below. Write your views and counter-views on 'The mobile phone - Our true friend or foe.

Ramtron India Ltd. launches its latest product in the market today. A highly modern device, this touch phone, with features similar to any other i-phone in the market comes in a variety of shades that will be appealing to both young and old. The unbelievable offer of a down-payment of only INR 999 and the rest in eleven equal instalments makes it easy on the pockets as well.

The mobile phone – our true friend.

- **View :**

(i) It is a mean of speedy communication. It saves time and money.

(ii) It is easy to carry and operate.

(iii) It is one of the cheapest means of entertainment. You can play games, or listen to music.

(iv) You can send and receive messages, record voice, and take, send and receive pictures.

(v) It also acts as a watch and a calculator.

(vi) It is very useful in case of an emergency. Calling up the family, hospital or police can be done instantly. Thus it ensures safety and security.

- **Counterview :**

It has become an addiction. People have begun to depend on it psychologically. They feel restless without it. It is a distraction. Students cannot concentrate on their studies. People cannot even concentrate on a movie in a theatre as they keep checking their mobile sets every now and then. It is corroding the intellect. People rely on it more and more even for tasks like simple calculations. People prefer mobile phones over other activities like face-to-face communication with family members or physical exercise. It is affecting linguistic capacity; the short forms of words, and abrupt contracted sentences are becoming the order of the day. They are thus ruining the English language.

The mobile phone is useless for communication if you are out of the coverage area.

Exercise

Write counterview on the following views:

(1) Televisions is a boon.

(2) Homework is a burden to the students.

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9. Speech Writing

Speech is more personal than writing. The major steps in the preparation of a speech are as under:

(1) Know your audience.

(2) Assess the situation.

(3) Know the target group.

(4) Understand the purpose.

(5) Choose appropriate words for the speech.

(6) Give personal touch.

(7) Follow the sequence.

(8) Add rhetorical or impressive questions:

(9) Enhance the speech by using discourse markers and linkers.

It is necessary to understand what a **speech** is; then we can write a good speech. It is important that we use small and clear sentences, proper tense, proper salutation, introduction and an appropriate closing.

Steps to prepare a draft for a speech

(1) Introduction / Salutation

Respected / Honourable .....

(2) Introduce the topic.

- I am going to speak to you.....
- Today's topic is.....
- What is ..... (topic)?

(3) Give examples/anecdotes.

(4) Use appropriate vocabulary.

(5) Give a clear conclusion.

(6) Thank and wish.

(7) Use simple language which is easy to comprehend.

(8) Always visualise the audience whilst writing a speech.

(9) Make the speech interesting and humorous.

(10) Hold the attention of the audience by using catchy phrases.

Marking Scheme for Speech:

Beginning / conclusion	1 mark
Body and use of given and additional points	2 marks
Language	1 mark
Grammatical accuracy and varied grammatical structure	1 mark
Total	**5 marks**

While you deliver a speech / Delivering a speech:

(1) Be confident.

(2) Use gestures while speaking.

(3) Keep the style conversational.

(4) Use proper pronunciations.

(5) Pay attention to voice modulations.

EXAMPLES

(1) Write a speech on the occasion of Independence Day for your school.

Ans. Respected Guest, Principal, Teachers and friends,

With great pride, I speak to you on the occasion Independence Day. I want all of you to close your eyes and try to imagine the scene when the Indian Tri colour was hoisted while the British flag was lowered on 15th August, 1947. Splendid! I must say.

But really, do we live and respect our Independence? Do we at least introspect and audit the strength and weaknesses of ourselves and our country? Do we even pledge to march ahead and make India into a super power?

We are all silent. Yes, as a young boy of 15 years, I'd like to promise myself that as I continue my journey, I will respect my country and value my independence. I breathe fresh air in independent India. I want to thank all my forefathers and freedom fighters who struggled to give me this beautiful day. It's a matter of pride. It's not a holiday. It's a day to renew our vows, introspect, reflect and at least vow to move ahead. Yes, I vow to you, my India, my country, that I will always maintain your glory. To you, my country, a very Happy Birthday.

Let us all salute the Tricolour and promise never to disrespect the flag of our country. Yes, friends, on our shoulders, lies the future of this beautiful nation. Let us always sing the National Anthem and voice the pledge with respect and honour for our motherland.

I love my India.

Thank you,

(2) You are invited to the inauguration of a health club in your locality. Write the speech you would deliver.

Ans. Respected guest, my dear brothers and sisters.

I am happy to be here with you and speak to you about 'Health'. Good health is a blessing. As we all know, 'Health is Wealth'. We need to take care of ourselves and more so of our health.

Good health depends on our diet, our daily routine and our mental attitude. Eat well, work hard and be positive is the mantra of good health. But what does 'eat well' mean? Eat healthy and natural food such as fruits, cereals and vegetables. Do not skip meals. You must eat a balanced diet and avoid oily

snacks or extra sweet lollies.

Once in a way, eating savouries and swats or fried stuff is okay, once in a while but not everyday. Eat fruits of all kinds; at least one fruit after lunch and one after dinner. Remember, an apple a day keeps the doctor away !

Exercise is equally important. Take a brisk walk for about 10 minutes everyday. Do not go to school or class which is nearby (within 1 km) by car. Walk the distance; avoid lifts, climb the stairs at least once a day. The idea is that all parts of the body must be lubricated. Just as a car which is not used for about a week, gives a little trouble to start, so also if we do not exercise, our legs and hands will stiffen.

You can do a quick exercise for your 'abs'. Jump a little, bend a little, play a game for at least 10-15 minutes, if you do not have enough time, due to your busy schedule.

An positive attitude is important. It boosts the mind and keeps us fit. Negativity makes us weak, low and tired. A positive attitude helps us to look at life differently and keeps us in good health. It gives us a level of tolerance to bear pain and illness. Try it, you will be different.

Good health is a treasure. So friends, enjoy good health.

Thank you very much for listening to me so attentively. I wish all of you a healthy life and to achieve your goals.

(3) You have been asked to propose a 'Vote of Thanks' at the end of the Annual Day programe. (This is a form of speech speaking for a specific purpose.)

Ans. Honourable Chief Guest, respected Principal, Teachers, parents and my fellow friends.

All good things come to an end. With great honour, I take the opportunity to thank our Chief guest, for gracing this occasion, despite his hectic schedule. Sir, your presence has touched us because it conveys your concern for us.

I thank the management for their support and inspiration. Thank you so much for your encouragement, which has given us an impetus to put our best foot forward.

I thank our parents, ex-students and well-wishers for your faith in us. Your co-operation and readiness to stretch out your helping hand to us, make us feel great and honoured.

To our teachers, what can I say? I have no words! The team spirit has made the programme a memorable event to remember. Thank you, one and all.

Nothing can be completed in school without the support of our evergreen, dynamic support staff, who look after all the little things which matter so much. Thank you, dear team of support personnel. Without you, we are lost.

How can I forget my dear student friends? You have been a wonderful audience and also handymen as and when required. You students have been the support of our school. Thank you so much for always being there.

Let me bring Shakespeare alive when I quote his words, 'Thanks and thanks.'

(4) Write a speech to be delivered at the valedictory function of the SSC students (The speaker is head boy / girl.)

Ans. Respected Principal, teachers and friends.

With great pleasure, I wish to express my views and sentiments on behalf of my fellow classmates.

I've mixed feelings. I am happy that the honour of speaking has been given to me, as the Head Boy of the school. I'm sad, because 'parting is just a little away'. Yes, 'it's sweet sorrow'.

Well, before I become emotional and make you sentimental, let me take you down memory lane. Years ago as 3 year old tots, we entered the corridors of this esteemed institution. We traversed from class to class, floor to floor, encountered teachers, support staff and six new Principals in a span of 12 years.

The school has nurtured us, from saplings to banyan trees. The values, sports, academics, extra-curricular activities, the house feasts, annual days are all memorable events. The lectures, guidance sessions, even tests and exams were unique in this institution.

Each one of us was involved in everything. Every

activity was like a family function. And with each event, we all grew.

On this Valedictory Day, I'd like to thank the management, all the Principals, all the teachers present, retired and those who are no more. I'd like to give special thanks to the support staff as their love and concern helped us to grow too ! Thanks, to you all...

Now for heartbreaking moments, leaving the Alma Mater after 12 long years is like the first flight out of the country. But with a difference. We have to go because we have to make room for a new generation to be groomed.

Yes, as the future citizens, we will all march out holding aloft the banner of our institution.

Thank you and best of luck to you, friends. Let's all meet again as young professionals, achievers and successful individuals. Till then, may we all hope to have God's blessings in everything we do and have God guide us at all the crossroads of life.

Thank you, respected Principal and teachers. We need your blessings. Thank you friends, Let us fly with wings of fire !

Exercise

(1) Write a speech on "Laugh and be merry".

(2) Write a speech on "Importance of values".

(3) Write a speech on "Life is a dream".

(4) Write a speech on "Success is the outcome of hardwork".

(5) Write a speech on "Sports make a different personality".

(6) Write a speech on "Protect the environment".

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10. Report Writing

Report: A report is the description of an event or a situation meant for a particular person or a group of persons.

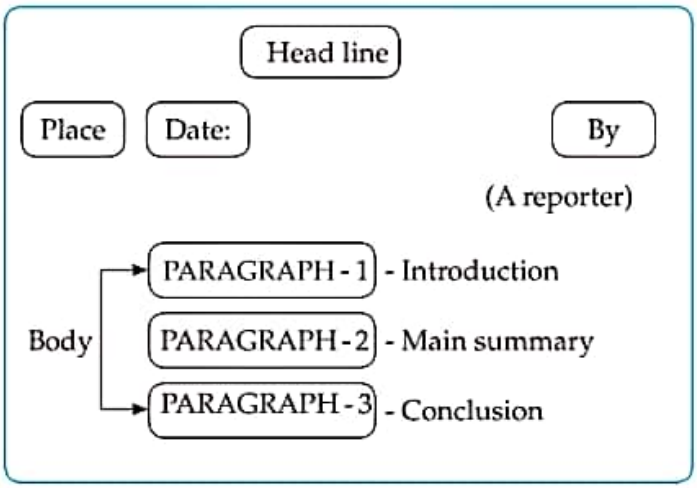
(1) Reports about events, accidents, burglaries, matches etc. are often published in newspapers. They are meant for their readers.

(2) Reports of events like the annual day, the sports day etc. are published in school magazines. (These reports are meant for the students and their parents.)

Marking Scheme - Report Writing

Title / Headline/ Dateline	1 mark
Logical sequence of eents	2 marks
Appropriate grammar and vocabulary.	1 mark
Conclusion and layout	1 mark
Total	**5 marks**

Format for Report Writing



Introduction: Report Writing

The types of reports are as under:

(1) Reporting for a newspaper

(2) Reporting for a magazine

(3) Reporting in the assembly

The Format:

(1) For newspaper:

Heading, By-line, Place, Date and responses to the questions what, where, when, who, how.

(2) For School magazine:

Heading, By- line and responses to the questions what, where, when, who, how. (if it is a description of event)

Report writing: Formatting the report Elements

The main sections of the standard report writing are as under:

- **Title:** Title should be brief, bold, clear and simple. It should be appealing to attract the readers.
- **Summary:** There needs to be a summary of major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people read or skim the report, so make sure you include all the relevant information.
- **Introduction:** Beginning of the report should have a introductory lines. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.
- **Body:** this is the main section of the report. Information is usually arranged in order of importance with the most important information coming first.
- **Conclusion:** This is where everything comes together. Keep this section free of jargon as most people will read the summary and conclusion.

Format

Guideline for good Report Writing:

- Keep it simple. Do not try to impress, rather try to communicate. Keep the sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.
- Use an active voice rather than passive. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business.
- Good grammar and punctuation is important. Having someone proofread is a good idea. Remember that the computer can not catch all the mistakes, especially with words like "red, read" or "there, their."

(1) Write a report on the Van Mahotsav festival celebrated in your school.

"Save Trees and Save Nature"

XYZ School, 2nd October -By a School Reporter

"Save Trees and Save Nature" by school report of new India school 2nd October 2018. The students of Saraswati Vidyalaya celebrated the Van Mahotsav festival on 1st July 2017. The thought for the day and action based on Van Mahotsav were read out by the students in the morning school assembly. To make the students aware of their environment and the need to protect our environment, drawing competition, collage making and poster making competitions were organized for the students of std. VIII and IX. And topic was 'Save Trees and Save Nature'

Principal Mrs. Kapoor addressed the students in the morning assembly. She appealed the students to plant atleast one tree on the occasion of Van Mahotsav and nourish it. After the morning assembly tree plantation-program was undertaken in the school campus, by the students of std. V to IX.

Drawings, collage work and poster were displayed in the school hall. Mrs. Kapoor appreciated the effort and creativity of the students. She then gave away the tree saplings to the students. The celebration of Van Mahotsav was an ideal opportunity to instill personal and social responsibility in the students towards safeguarding trees and forest. Hence the celebration was a grand success. Rajesh Malhotra, a student said : "today I learnt a lesson that we could nurture, nature for a better futures."

(2) Realizing the importance of being fit and healthy your school recently organized a yoga workshop for the students of 10th standard As the editor of the school magazine. Write a detailed report on the workshop.

'Be Fit and Healthy'

Arya Vidhyalaya, 12th May, 2018 : By a School Reporter

A yoga workshop for the std. IX of Arya Vidhya Mandir was conducted for two days on 5th and 6th August 2017. The workshop was inaugurated by the

chief guest Mrs. Bhatia, the Secretary of the school. The class was conducted from morning 7.00 am to 4.00 pm under the guidance of expert yoga instructor Mrs. Pallavi Kahane and Mrs. Sunita Pawar the yoga teacher.

The workshop began with recitation of shlokas, continued through the day with the various yoga 'Asanas' and the workshop also highlighted the diet program. The students were enlightened on the importance of yoga in order to keep themselves physically fit and mentally stable. They were taught with some asanas like 'Surya namaskars', 'Parvat asan', 'Pranayama', 'Vakra asan', 'Trikon asan'.

All the students attended the workshop punctually and with deep interest. They said they felt relaxed after every session. Many said that they would continue to practice it every day while some even toyed with idea of taking up yoga as a career.

(3) You have an Eco-club in your school. Write a report on the camp held.

Nature is the best Teacher

-By a Staff Reporter

Mumbai, 27th December 2018 The Eco – club of 'Nisarga Foundation' school organized a social-cum-environment camp at the Sanjay Gandhi National Park. This was the first year of the Eco-club. As part of the school completing ten years of academic excellence this activity was conducted.

The camp started with a trek around the Astral Botanical garden, followed by a warm cup of herbal tea. The next activity was two environment games which depicted the human being as a part of the environment and not apart from the environment.

The 'face to face' experience with the flora and soils, carbon compounds, the posters, pictures and the agro progress for the country's development was simply mind blowing. A small stint of training in photography was presented.

The surprising element of this field visit was the digital library with books on literature, poetry and plays only on environment. That was really educational.

The one day camp activity ended with a small badge of Eco–club presented to all the students, and the title of 'Amateur Environmentalist' bestowed on the students. The activity which marked the decade of academic excellence was truly great and meaningful.

(4) There was a special show on maths. A linguistic magic show at the Nehru Centre. The school organized the visit. Write a report on field trip.

Maths – lingual Magic

-By a Staff Reporter

Mumbai, 27th December 2018.: Nehru Centre, as part of its regular 'Science for fun and learning activities' organized an exhibition on maths–lingual and magic.

The students of std. VIII were taken for this special visit. The PMG school has a special policy of one unique field visit for each standard. This visit is generally decided by lots picked up by the monitors of the class with the help of the teacher.

The 50 selected students were taken (selection on the basis of interest) to Nehru Centre for the programmme. The entrance itself was great. The alphabets of different languages were arranged in poster forms which were cut outs of mathematical forms, letter shapes etc.

The rules of Mathematics in language i.e. grammar, were presented in clear cut charts with common errors shown as volcanoes. The errors of language in mathematics were shown in the form of a magician's hat. A chart showed that Reading was the skill needed in mathematics and language was the major tool of successful mathematician.

There were scrap books with articles, stories, poems, designs of mathematics language used in magic which was based on illusions and words. The most powerful tool for any subject was presented as the SUN - center of the solar system of the world of mathlingual magic.

The field visit was extremely educational and the fusion of the two subjects was very well understood by the students.

Exercise

(1) Write a report on the Health exhibition held in your school.

Points	:	Title - place - date
1st para	:	Health exhibition organized by (Name some Institution) charts, posters

Venue	:	Inauguration
2nd para	:	Medical/dental check-up, talks, slideshow- Health care Oral care
3rd para	:	Fitness nutrition tips, care of health and hygiene
4th para	:	Programme and finale

(2) Write a report on :

(a) Cleanliness Drive in your school

(b) Sports Meet

(c) Inauguration of Digital Library

(d) Installation of e-learning in school

(e) Inauguration of Language laboratory

(f) Social Service camp

(g) Field visit to factory

(h) Centenary celebration of the school

(i) A Dignatory visits your school

(j) Career Guidance programme

SELF EVALUATION

- Students, when you finish writing your report, check if you feel happy about your composition. Check the following : **language**, past tense, **passive voice, expression, relevance.**
- **Ask yourselves the following questions :**

(1) Do I convey what I want to convey?

(2) Have I used the past tense, passive voice?

(3) Have I really writing what I was expected to report? Is it complete?

(4) Have I paid attention to Title, Place, Date and Leave Taking (by a reporter)?

(5) Have I put my report in paragraphs?

(6) Will the reader be able to visualize the event?

(7) Have I presented the report as a piece of interesting composition?

(8) Have I used appropriate vocabulary?

(9) Have I included views?

(10) Have I taken care of spellings and punctuation?

Exercise

Preparing report:

(1) Dengue was spreading in your area. Health Depth. Of the 'Municipality/Nagar Palika/Gram panchayat' had arranged a 'free Health camp'. Prepare a report on the camp with the following diagram.

(2) Your school recently celebrated vanmahotsav the celebration included the following events.

(1) Tree plantation in and around the school.

(2) Drawing competition was organized.

(3) Poster making on the importance of growing more trees. (4) Free distribution of saplings among the children. (5) The screening of a documentary on Chipko Movement.

Prepare a brief report for your school magazine.

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11. Expansion of ideas

- Expansion of ideas simply means writing about/ regarding a slogan, quotation or a proverb. This needs reading and comprehending the given quotation, slogan or a proverb. This exercise is in '80-100' words.

- This exercise needs a strong hold on vocabulary. To attempt this challenging question, understand how to tackle this exercise and what is the meaning of a slogan, proverb or a quotation.

Slogan: Phrase with ideas which catches the attention

e.g.

(a) Save the girl child! (b) Save water! (c)Do or Die!, (d) Grow more trees, (e) Save the tiger, (f) We want justice!

Proverb: Advice or warning or caution often worded poetically.

e.g.

(a) Try, try, till you succeed. (b) Never give up! (c) Time and tide wait for no man (d) All that glitters is not gold.

Quotation: These are lines or words of famous personalities. They convey a lot of meaning. They help us to grow.

e.g.

(a) Whatever you do, do well. (b) Ask not what your country can do for you;
Ask what you can do for your country.

- **What we need to know, to attempt questions:**
- Understand the words.
- Substitute the meaning (decode it).
- Think of a story to bring out the decoded meaning.
- Think of a similar proverb, quotation or slogan with the same meaning.
- Sum it up, to prove it.
- Avoid the use of "I" and "You".
- Do not start with : The meaning of this phrase is...
- If the quote given is a Metaphor, expand it into a Simile and then express your views on it.
- Views and counterviews can be used in writing an expansion.
- It's a kind of Reflective Essay.
- Think well, express your emotions and opinions.
- Be creative.
- **Steps to write the expansion of an idea.**

(1) Explain the terms.

(2) Write your views on it.

(3) Anecdotes, story, joke, incident (in short) should be included.

(4) Prove the point (given statement).

(5) Illustrate with examples.

(6) Sum it (Use phrase : all in all, to sum, thus...).

EXAMPLES

(1) PROVERB

An apple a day keeps the doctor away

This proverb means that eating an apple each day keeps you healthy – apples are so full of vitamins and nutrients that if you eat one every day, you will not become sick and you will therefore not have to visit the doctor.

Apparently this phrase originated in Wales and was first recorded in the 1860s. The original saying was "Eat an apple on going to bed, you'll keep the doctor from earning his bread" and it was not until 1922 that the phrase became what we saw today: **"an apple a day keeps the doctor away."** Recent studies have found that eating an apple a day helps significantly reduce levels of bad cholesterol. So munching of apple - it's good for our health. Apples have a good claim to promote health. They contain Vitamin C, which aids the immune system, maintains overall health and phenols, which reduce cholesterol. They also reduce tooth decay by cleaning one's teeth and killing off bacteria. An apple consist of abundance of a nutrient called boron which supports strong bones and a healthy brain. **Not only this -** Apples are rich in a variety of phytonutrients, including vitamins A and E and beta carotene. These compounds fight damage from free radicals and reduces the risk of heart disease, diabetes and asthma.

Apples may be good for us but it wasn't their exact medicinal properties that were being exalted when this phrase was coined.

(2) QUOTATION

Books are keys to sisdom treasure

Books are roads to roads of pleasure

Books are friends come Let us read."

Books are the most important treasure in our life. These are the sources of learning and knowledge. Books are like gold mines. They correct us when we go astray, amuse us when we are bored and give us a pleasant company when we feel lonely. They provide us an another angle to enjoy the

beauty. They take us to the places; we have never seen, that height which we have never felt, and to a land which we are never imagined. If you want to select a best friend of your life then, its time to select books as your best friend because books can provide us a company in our good or bad time and teach us a lesson.

But even the very best of books cannot give you everything. The company of books can give you knowledge but it cannot give you wisdom. No book can make you a great scientist. Newton was not born in a library. He did not read much. He lived in the company of plants and flowers. So, a library cannot make you a great poet or thinker. Even the books of your choice may make you only a bookworm. You get only second-hand information. You cannot be truly great unless you see with your own eyes and hear with your own ears. Therefore, you must come out of the world of books from time to time and live in the company of man and nature. The life of man and the life of Nature must be mixed up with the company of books..

(3) PROVEB

'Time and Tide Wait for None'

"Time is free, but it's priceless. You can't own it, but you can use it. You can't keep it, but you can spend it. Once you've lost it you can never get it back. "Time and Tide wait for none" means "no matter how powerful a person is, he cannot stop the passage of time. The value of time cannot be undermined. Life is, but a collection of moments, which we must not waste. We shorten our life whenever we kill him. A child takes birth as a small baby. A baby grows into a child, child into teens, teens into adult and an adult becomes old. The law of nature is the supreme. Time keeps flowing. Human beings, whether like it or not, cannot stop these laws. No one can stop the passage of time. The movement of the water in a river flows forever. All these things are beyond human control.

We should make a good use of time. We should perform our duties just at the right moment. Many and varied are our duties and we cannot discharge them well unless we do our duty at the right moment. Some people waste their time by indulging in idle gossips that have no real importance in life. Time is like money. Every day, hour, minute, second is precious for us. As we spend money wisely,in the same way our time should be spent very cautiously. For this time management is very essential. A farmer has to harvest his crops on time but if he neglects, the birds will eat those crops or untimely rain may destroy it. A successful man only knows the value of time because he has come up with proper use of time coupled with hard work. So, we should not procrastinate, instead every single second should be used carefully. Then only a person will touch the sky of success.

(4) SLOGAN

Clean You! A better you!

The expression emphasizes the importance' of cleanliness-clean dress and clean habits. Cleanliness means the habit keeping oneself physically and mentally clean. Godliness means being near to god by loving and obeying him. Cleanliness is very important for a good, healthy and moral life. A well-dressed person with clean habits impresses others. He may be in possession of a good character too. A person's character can be assessed by his dress and manners. Cleanliness of body is also necessary for self-respect.

But even more important than cleanliness of body is cleanliness of mind. Cleanliness of heart is the beginning of Godliness. A person who is pure and clean in body and mind is considered to be next to god. Men of good character stick to certain principles in life. They are pious and God-fearing. Their minds are free from hatred and jealousy. They do not keep any grudge against others in their hearts. Only a person who possesses a clean heart can become pious. Godliness is to be pious and religious. The character of a person is based on his external appearance, purity of thought, word and deed. A person who is outwardly clean and inwardly poisonous is very dangerous. Cleanliness gives us mental peace and happiness. Thus the proverb teaches us that cleanliness of body and mind is the way to remain happy and healtly.

Exercise

Expand the following ideas:

(1) Union is strength.

(2) Laughter is the best medicine.
(3) Incredible India.
(4) Nothing succeeds like success.
(5) Where there is a will, there is a way.
(6) Charity begins at home.
(7) As you sow, so shall you reap.
(8) I love my India.

12. Story Writing

Humans are natural storytellers and stories are an essential part of our day-to-day experience. A story is a chain of events that are linked by cause and effect. It is like climbing up and down a mountain. It has a beginning or an introduction which is like starting to ascend a mountain. The climax of the story is like the peak after which you start descending the mountain. Then you return to the base which is the conclusion of the story.

Of course you don't see clear-cut divisions of these three parts. In fact in a good story the flow is so smooth, that these divisions are completely blurred and that in fact is what makes a very successful story.

Let us now see how to develop a story :

(1) Read the given idea in the sentence and visualize the characters and the situation.

(2) Understand fully the feelings it evokes. It could be anger, hatred, love, generosity, surprise, grief, kindness, fear, joy, or even more than one of these feelings put together.

(3) Decide upon the characters involved in the story.

(4) Divide the story into 3 parts: the beginning, middle and end.

(5) Introduce the characters and the setting right away. Ensure, however that the introduction is not too long and descriptive. It should succeed in holding the reader's attention.

(6) Build up the middle. This is where the plot develops and the characters come alive. Their personalities, thoughts, actions, speech, etc. will become evident. The story now will deal with the main plot.

(7) Bring the story to a close. The issue can be resolved favourably or otherwise. But the reader's curiosity should be satisfied. He should have no doubts or have any questions unanswered.

(8) Use dialogues at appropriate junctures. The dialogues should help take the story forward.They should make the story vivid and interesting.

(9) Use short, simple sentences, with a variety of interrogative, exclamatory, assertive and negative sentences. Use phrases, idioms, proverbs if possible. The vocabulary should be suitable for the characters. Use active voice as far as possible. Developing a story will normally employ past tense but keep in mind the tense of the given idea/ sentence. Do not mix up the tenses.

(10) Use linkers to link up your story like also, besides, further, in the meantime, next day, etc.

(11) The story must at least have minimum 3 paragraphs.

(12) Begin the story with an appropriate title.

e.g.

Develop stories on the basis of the lines given below:

(1) ..... He had learnt a lesson from his son.

A Valuable Lesson

Velan was a carpenter who lived in a small village. His father Kuppan lived with him. Kuppan was very old and weak. Velan did not look after his father well, "Here, father, you will eat only so much rice! And don't ask for more!"he would say, giving him food in a small earthen plate.

Muthu, Velan's son watched this scene everyday. He felt sorry for his grandpa, he did not like how his father behaved with his grandpa.

One day Velan brought lunch for Kuppan as usual. But poor Kuppan felt so weak that he could hardly hold the plate. As he tried to take the first morsel, the plate fell down and smashed to pieces.

Velan was furious, "Why can't you hold the plate properly?" he roared at his father You've broken the plate and wasted the rice! Now stay hungry!" He continued scolding his father, for a long time.

In the meantime Muthu quietly went into his father's room and got out his father's tools. He

took a piece of wood and immediately set about to make a plate out of it.

Velan saw him and was surprised. "What are you doing, Muthu?" he asked. "Oh father," replied Muthu "I realised that you too will soon grow old like grandpa. I will then start giving you rice in a small earthen plate. But if the earthen plate breaks, I too will have to scold you, isn't it? So I am making a wooden plate for you. It won't break so easily! And then I won't have to scold you and you won't have to feel so bad as grandpa is feeling today!"

Velan was dumb-founded. With tears in his eyes he fell at his father's feet, asking for forgiveness. He had learnt a lesson from his son.

(2) It was a dark and stormy night. A man was riding a horse.....

A Strange Order

It was a dark and stormy night. A man was riding a horse through the forest. Strong wind and heavy rain lashed all around and wet all over. "If only I could find a place to rest and keep warm!" he kept saying to himself as he continued his journey.

Suddenly he spotted an inn. Without wasting a moment he turned his horse towards the inn. But as he entered he realised that it was already very crowded. Several people crouched near the fire-place where it was comfortably warm."It looks like I'll have to spend the entire night shivering!" thought the man.

Then he had an idea. He rose and went to the inn-keeper. "Can you do me a favour, please?" he asked."Can you take some fish to my horse outside?"

"A fish for a horse? But a horse doesn't eat fish!" Said the inn-keeper incredulously. "Believe me, Sir! Do just as I tell you to!" replied the man. "How strange!" said the people at the inn.

As the inn-keeper walked out carrying some fish many others followed him. The room became empty in no time. Triumphantly the rider walked towards the empty fire-place and sat down very close to the fire. There he enjoyed warmth and a sound sleep all through the night!

Model Activity Sheet – I

Time : 3 Hrs. **Marks : 100**

SECTION I : LANGUAGE STUDY

Q.1. (A1) Do as directed: **(8)**

(1) **Make a meaningful sentence by using the following phrase:**
To diagnose

(2) **Use the given adverb in your own sentence:**
Outside

(3) **Fill in the blanks choosing the correct homophones.**
He could not ..... to see his brother living without ..... necessities. (bear, bare)

(4) **Spot the errors and correct the sentence.**
Everyone else were very happy. I were not.

(5) **Word chain complete the word chain observe the following rules:**
Each word should begin with the same first two letters as the word given at the beginning of the chain.
Each word should have minimum 5 letters don't use Proper Nouns.

C o r r e c t → [ ] → [ ] → [ ] → [ ]

(6) **Identify the type of sentence**
The cricketer who excelled this season was felicitated.

(7) **Pick out the infinitive in the sentence given below.**
It didn't take her a minute to take the decision.

(8) **Write two compound words.**

(A2) Do as directed. **(8)**

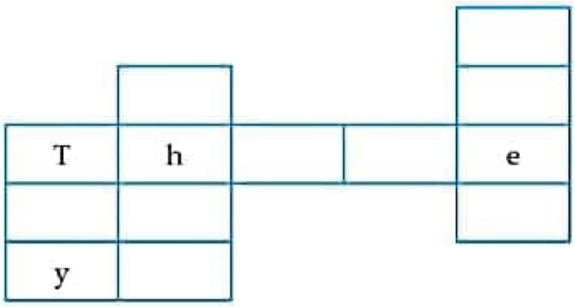
(1) **Pick of out the modal and state its function and form a sentence of your own using the same modal.**
(i) We must never hurt the feelings of others

(2) **Report the following in indirect Speech.**
Robert: Miracles are all right, Polly. The only difficulty is that they don't happen nowadays.

(3) **Change the voice:**
Break the chains of your mind.

(4) **Identify the clause.**
The police arrived when the situation got out of control.

(5) **Complete the grid with four archaic words.**



KK

Q.1 (B) Do as directed. **(4)**

(1) Use the given word as a Noun and as a verb in two separate sentences: Trip

(2) Transform the following sentence into Simple Sentence.
The team reached India and received a warm welcome.

SECTION II : TEXTUAL PASSAGES

Q.2. (A) Read the following passage and do the activities. **(10)**

(A1) State whether the following statements are true or false. **(2)**

(1) Every month a hibiscus plant blooms in the author's garden.

(2) In spring the trees bare all their leaves.

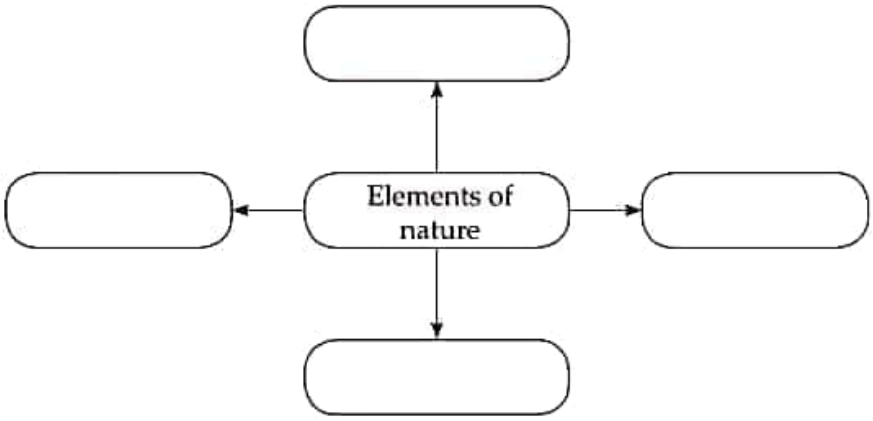
We have a hibiscus plant in our garden. Every fortnight a flower blooms on it - big, bright and tender. Through the day it smiles with the sun and dances with the wind, but as evening approaches, it starts wilting. The morning after, it withers completely and by evening it falls and becomes one with the earth again. The flower comes to life only for a day, yet it does so in full splendour. What if we too lived our life, however short, to its fullest?

We went to a rocky beach and saw the spread of the majestic ocean and the rocks alongside, carved, sculpted and shaped by the water. Water is so gentle, rock so hard, yet, as the water flows over it every day, for years, the rock gives in. It takes the shape that the water commands. Our problems are so colossal and we are so small, yet if we persist...

We saw small bits of grass peeping through the small cracks in a concrete pavement. It left us thinking: however impossible things may look, there is always an opening...

We saw a tree bare of all leaves in the cold winter months. We thought its chapter was over. But three months passed, spring set in and the tree was back to its green majesty once again, full of leaves, flowers, birds and life. What if we too had the conviction that, however difficult things are right now, it will not remain so for ever. Remember, this too shall pass.

(A2) Complete the web with the names of the elements of nature mentioned in the extract. **(2)**



(A3) Find words from the extract which means. **(2)**

(1) drying and dropping :

(2) huge, massive :

(3) grandeur :

(4) firm belief :

KK

(A4) **(2)**

(1) We went to a rocky beach and saw the spread of the majestic ocean.

(Begin the sentence with: Going to a rocky beach)

(2) It takes the snape the water commando.

(Begin the sentence with: Doesn't it.....)

(A5) Give your views on the proverb. **(2)**

(1) 'Tough times don't last, tough people do.'

Q.2. (B) Read the following passage and complete the activities. **(10)**

(B1) Arrange the following in chronological order. **(2)**

(a) Steve Jobs met Laurene.

(b) Steve Jobs was advised to get his affairs in order.

(c) Steve Jobs returned to Apple

(d) Steve Jobs get fired from Apple

My second story is about love and loss. I found what I loved to do early in life. Woz (Steve Wozniak) and I started Apple when I was 20. In 10 years Apple had grown from just the two of us in a garage into a $2 billion company. And then I got fired. It was devastating.

But something slowly began to dawn on me- I still loved what I did. And so I decided to start over.

The heaviness of being successful was replaced by the lightness of being a beginner again. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company Next, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar is now the world's most successful animation studio, Apple bought next. I returned to Apple and the technology we developed at Next is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

Sometimes life hits you in the head with a brick. Don't lose faith. The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.

My third story is about death.

About a year ago I was diagnosed with cancer. My doctor advised me to go home and get my affairs in order, which is doctor's code for 'prepare to die'. I lived with that diagnosis all day. Later that evening I had a biopsy. It turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope its the closest I get for a few more decades. Having lived through it, I can now say this to you : Your time is limited, so don't waste it living someone else's life.

Don't be trapped by dogma - which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your own inner voice.

And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become.

(B2) Complete the following sentences with the help of the given passage. **(2)**

(1) The author found what he loved to do .....

(2) The author still loved what he did so he decided to .....

(3) The only way to do great work is to .....

(4) We should have the courage to .....

(B3) Write your own sentences by using the following phrases. **(2)**

(1) to start over (2) to keep looking

KK

(B4) **(2)**

(1) Don't be trapped by dogma. ***(Make it affirmative)***

(2) Your time is limited. ***(Make it negative without changing it's meaning)***

(B5) Of all the advices given by the author, which one would you put into practice? Why? **(2)**

SECTION III : POETRY

Q.3. (A) Read the poem carefully and do the activities. **(5)**

(A1) Match the words given in Table A with their meanings in Table B. **(2)**

the	Table A		Table B
a)	placid	i)	irrational behaviour
b)	demented	ii)	having all that is needed
c)	self-contained	iii)	unmindful
d)	negligent	iv)	not easily upset

I think I could turn and live with animals, they are
so placid and self-contain'd
I stand and look at them long and long.
They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,
Not one is dissatisfied, not one is demented with
the mania of owning things.
Not one kneels to another, nor to his kind that
lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.
So they show their relations to me and I accept them,
They bring me tokens of myself, they evince
them plainly in their possession
I wonder where they get those tokens,
Did I pass that way huge times ago and negligently drop them?

- Walt Whitman

(A2) Complete the following. **(2)**

(1) The poet thinks he could ..... .

(2) The animals do not sweat and whine about ..... .

(3) The animals do not discuss ..... .

(4) The animal bring to the poet ..... .

KK

(A3) Pick out an example of Hyperbole from the poem. **(1)**

Q.3. (B) Read the following poem and write an appreciation of it with the help of the given points in paragraph format. **(10)**

Where the mind is without fear and the head is held high
Where knowledge is free

Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by Thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

KK

You may use the following points while appreciating the poem.

- Title
- Poet
- Theme/Central Idea (At least 2 to 3 lines)
- Rhyme Scheme
- Figures of speech
- Special Features (Type of the poem, imagery, implied meaning if any etc)
- Favourite line/lines
- Why I like/don't like the poem.

SECTION IV: NON-TEXTUAL PASSAGES

(Reading Skill, Vocabulary, Grammar and Summary)

Q.4. (A) Read the following passage and do the activities. **(10)**

(A1) Fill in the boxes with 4 abstract concepts from the passage. **(2)**

Dr. APJ Abdul Kalam has rightly said:

"A well educated person is one who is friendly and compassionate and is capable of selfless action. Education should empower you to play the role of a global citizen in making the local community stronger and the world a safer and happier place to live in."

How right are his words, "What is the use of education, if it cannot be put to use for larger good of humanity?"

Education should empower us to enrich and elevate the society that we are a part of. We have an obligation, a responsibility towards the community, society, the country and the world we are in.

Accountability and consciousness about the impact of our thoughts, words, deeds and action on others, our society and the environment is the first step here. We should actively involve ourselves in resolving social issues and improve the condition of our society.

Getting involved in social, economic, political and environmental matters and doing our mite will make you a good human being and a great citizens.

Planting a tree, extending a helping hand to those in need, donating towards a worthy cause, visiting orphanages may all seem simple acts of care and concern to the society but they go a long way in making a world of difference.

Remember the words of william James.

"Act as if what you do makes a difference. It does."

(A2) What does the extract deal with. **(2)**

(A3) Find out two words with prefix from the passage and write two different words on your own using the same prefix. **(2)**

(A4) A well educated person is one who is friendly and compassionate. *(Analyse the clause)* **(2)**

(A5) How will you make a world of difference with your actions? **(2)**

Q.4. (B) Read the following passage and write a summary of it. Suggest a suitable title. **(5)**

It improves our memory, it strengthens our nervous system, it is helpful in respiratory tract infections because of its anti-inflammatory and anti-allergic properties Tulasi plant indeed has a great significance.

Yes Ocimum sanctum, also know as sacred Basil or Holy Basil is not considered sacred without a reason. A symbol of purity, it finds a place in every Indian courtyard.

All its parts: leaves, flowers, seeds, stems and dried roots have medicinal properties. A home remedy for problems ranging from headache to insomnia, the healing properties of tulsi is commendable.

Good sunlight and fertile soil are required to grow this plant seen mostly in tropics and warm region, it grow best in spring. Found in regions with temperate climate, with a short life span of one year, Tulasi is an annual herb. No wonder this holy plant is venerated since ages. It is our duty to conserve, preserve and protect trees including Tulsi. They are eternal providers, give them the respect which is due.

SECTION V: WRITING SKILLS

(Reading Skill, Vocabulary, Grammar and Summary)

Q.5. (A) Letter Writing. **(5)**

Read the following information and write a letter as per the guidelines.

KERALA! GOD'S OWN COUNTRY

Visit Kerala this monsoon. High Flight Tour Operators brings to you a beautiful opportunity.

- Visit all beautiful places in and around Kerala.
- Complimentary stay in Boat houses.
- Natural beauty in all its splendour.
- Excellent cusine and friendly people.

For further details contact: www.highflight.com

Write a letter to your friends convincing them to join you on a tour to Kerala.

Q.5. (B) Dialogue Writing. **(5)**

Discipline is vital for all round development of a student. Write a dialogue between a teacher and a student on the "Importance of discipline" You can use the following points.

Systematic approach	Discipline and Success
Organised way of doing things	Doing and saying the right things
Avoiding problems	Personality development

KK

Q.6. (A) Information transfer. **(5)**

Read the following and prepare a flow chart based on the information provided.

The water cycle, which eventually leads to rain goes through various stages. The first stage is when the warmth of the sun causes water from water bodies to rise into the air turning into water vapour. Water vapour droplets join together to make clouds. This is the first stage, the stage of evaporation.

Then comes the stage of condensation wherein the water vapour in the air cools down and turns back into liquid.

This is followed by the precipitation stage and here water falls from the clouds in the sky. The last stage is that of collection. After water falls from the clouds as rain it gets collected as underground water.

Q.6. (B) Speech writing. **(5)**

Prepare a speech to be delivered on the occasion of Independence Day use the following points:

- Tribute to martyrs
- The values displayed
- Our role and responsibility towards our nation
- Indian struggle for independence
- How freedom needs guardians

SECTION VI : CREATIVE WRITING

Q.7. (A) Expand the theme. **(5)**

Expand any one of the following ideas into two paragraphs.

(a) A stich in time saves nine.

(b) Hardwork pays.

Q.7. (B) Developing a story. **(5)**

Develop a story in about 80-100 words with the following ending. Give a suitable title.

..... and everyone choursed 'We did it !'

❖ ❖ ❖

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Model Activity Sheet – II

Time : 3 Hrs. **Marks : 100**

SECTION I : LANGUAGE STUDY

Q.1. (A1) Do as directed: **(8)**

(1) **Pick out Infinitives from the following sentence.** **1**
We should learn to conserve the environment and to protect all elements of nature.

(2) **Make a meaningful sentence by using the following phrase.** **1**
'To slow down'

(3) **Find out 2 hidden words of minimum 4 letters from the word.** **1**
'Reduplication'

(4) **Punctuate the following sentence.** **1**
before my condition was diagnosed I had been very bored with life he said

(5) **Identity the kind of sentence.** **1**
Can you ever mend your ways?

(6) **Write down a pair of 'Homophones' with difference in meanings.** **1**

(7) **Spot the error in the following sentence and rewrite it.** **1**
The committee were unhappy with the findings.

(8) **Write two Present Participles in which, the last letter is doubled.** **1**

(A2) Do as directed. **(8)**

(1) **Complete the following word chain of adjectives.** **2**
beautiful ....

(2) **Change the following sentence in Indirect narration.** **2**
My mother said, "Be responsible and act with a sense of purpose and nothing can stop you from being a success."

(3) **Use appropriate modal auxiliary.** **2**
1. It is mandatory for the riders to wear a helmet.
2. He is advised to take a second opnion.

(4) **Make a word register of 8 words: associated with 'sea voyage'.** **2**

Q.1. (B) Do as directed: **(4)**

(1) **Use the following word as a Noun and as a Verb in separate sentences.** **2**
rule

(2) **Change the degree.** **2**
It was the worst day of my life.

SECTION II : TEXTUAL PASSAGES

(Reading Skill, Vocabulary and Grammar)

Q.2. (A) Read the following passage and do the activities. **(10)**

(A1) Name the following. **(2)**

(1) Kom's place of birth : .....

KK

(2) Kom's Father's name : .....

(3) Kom's Mothers name : .....

(4) The year in which Mary Kom's career started : .....

There had to be one successful story if Indians were to survive in sports and we have that story now. Enough has been said about this great warrior who conquered the world. This warrior is none other than Mary Mangte Kom- the Komqueror and the Komrade. She is famed as a five times World Boxing Champion and the only boxer to win a medal in every one of the six world championships. In the 2012 Olympics, she became the first Indian woman boxer to qualify and win a bronze medal in the 51 Kg flyweight category of Boxing.

Kom was born is Kangthei village, Moirang Lamkhai in Churachandpur district of rural Manipur in eastern India. She came from a poor family. Her parents, Mangte Tonpa Kom and Mangte Akham Kom were tenant farmers who worked in jhum fields. Kom grew up in humble surroundings, helping her parents with farm related chores, going to school and learning athletics initially and later boxing simultaneously. Her father was a keen wrestler in his younger age.

She had an eager interest in athletics since childhood and the success of Dingko Singh a fellow Manipuri returned from the 1998 Bangkok Asian games with a gold medal, Kom recollects had inspired many youngsters in Manipur to try boxing and she too thought of giving it a try.

Mary Kom's career started in 2000 after her victory in the Manipur State women's boxing championship and the regional championship in West Bengal. In 2001, she started competing at international level. She was only 18 years old when she made her international debut at the first AIBA Women's World Boxing Championship in United States, winning a silver medal in the 48 kg weight category. Her greatness is reinforced by the way she apologized to the whole nation for not being able to win the Gold. She is a legend for sure and an idol for all the sportswomen to look up to.

(A2) Complete the following sentences. **(2)**

(1) Mary Kom is famed as ..... .

(2) Kom grew up in ..... .

(A3) Find out words from the passage which means. **(2)**

(1) relating to countryside or village : .....

(2) routine household tasks : .....

(3) physical sports and games of any kind : .....

(4) a metal disc inscription awarded to athlete : .....

(A4) Change the voice. **(2)**

(1) Dingko Singh had inspired many youngsters in Manipur.

(2) She apologised to the whole nation.

(A5) Are you inspired by the life and work of Mary Kom? Elaborate. **(2)**

Q.2. (B) Read the following passage and do the activities. **(10)**

(B1) State whether the following statements are true or false. **(2)**

(1) As of 2009, there are 809 World Heritage Sites that are located in 148 countries.

(2) India has the highest number of World Heritage Sites.

KK

(3) World Heritage Sites are endargered.

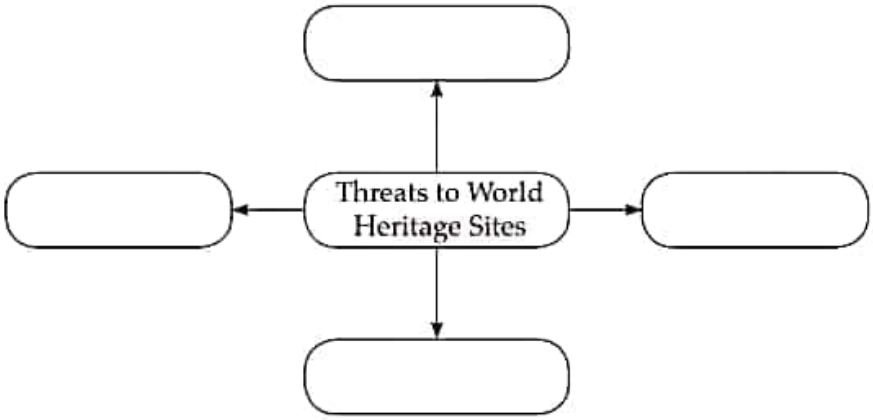
(4) World Heritage Committee can choose to delete sites from the list.

As of 2009, there are 890 World Heritage Sites that are located in 148 countries. 689 of these sites are cultural and include places like the Sydney Opera House in Australia and the Historic Center of Vienna in Austria. 176 are natural and feature such locations as the U.S.'s Yellowstone and Grand Canyon National Parks. 25 of the World Heritage Sites are considered mixed i.e. natural and cultural Peru's Machu Picchu is one of these. Italy has the highest number of World Heritage Sites with 44. India has 36 (28 cultural, 7 natural and 1 mixed) World Heritage Sites. The World Heritage Committee has divided the world's countries into five geographic zones which include (1) Africa, (2) Arab States, (3) Asia Pacific (including Australia and Oceania), (4) Europe and North America and (5) Latin America and the Caribbean.

WORLD HERITAGE SITES IN DANGER

Like many natural and historic cultural sites around the world, many World Heritage Sites are in danger of being destroyed or lost due to war, poaching, natural disasters like earthquakes, uncontrolled urbanization, heavy tourist traffic and environmental factors like air pollution and acid rain. World Heritage Sites that are in danger are inscribed on a separate List of World Heritage Sites in Danger which allows the World Heritage Committee to allocate resources from the World Heritage Fund to that site. In addition, different plans are put into place to protect and/or restore the site. If however, a site loses the characteristics which allowed for it to be originally included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list.

(B2) Complete the web diagram with the reasons why World Heritage Sites may be lost. **(2)**



(B3) Write your own sentences by using the following phrases. **(2)**

(1) to inscribe (2) to put into place

(B4) Use not only..... but also' and rewrite the sentence. **(2)**

(1) Opera House in Australia and the Historic center of Vienna in Austria are cultural sites of World Heritage.

(2) Visit the World Heritage Centre. (Add a question tag)

(B5) How can World Heritage Sites which are in danger be preserved according to you? **(2)**

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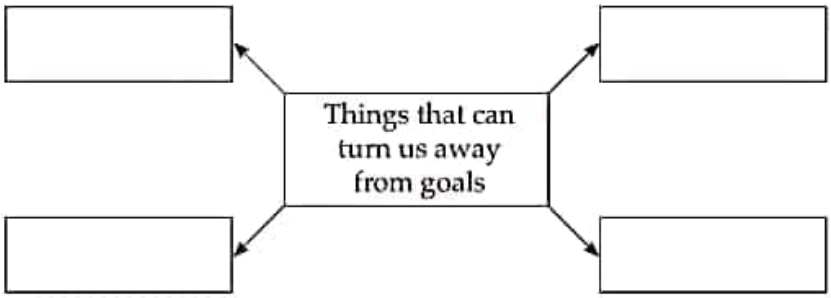
SECTION III : POETRY

Q.3. (A) Read the following extract and do the activities. **(5)**

(A1) Complete the web with things that can turn us away from goals. **(2)**



If you want a thing bad enough
to go out and fight for it,
work day and night for it,
give up your time and your peace and your sleep for it

If all that you dream
and scheme is about it and life
seems useless and worthless without it

If you gladly sweat for, fret for and plan for it and lose
all your terror of the opposition for it.

If you simply go after that thing that you want with all
of your capacity, strength and sagacity, faith, hope and
confidence and stern for tenacity

If neither cold poverty, famish or gout
or sickness or pain
of body and brain
can keep you away from the thing that you want,

If dogged and grim you be size and beget it,
with the help of GOD you'll get it !

- Berton Braley

(A2) (a) What is central idea of the poem? **(2)**

(b) Explain the last line of the poem.

(A3) Pick out an example of Climax from the extract. **(1)**

Q.3. (B) Read the following poem and write an appreciation of it with the help of the given points in paragraph format. **(10)**

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -

KK

he risked the rain again.
The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made his poison
moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world
against the sum of good
become diminished by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.

More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through,
groaning on a mat.
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites to tame the
poison with an incantation.
After twenty hours
it lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.

- Nissim Ezekiel

KK

You can use the following points while appreciating the given poem.

- Title
- Theme/Central Idea (At least 2 to 3 lines)
- Figures of speech
- Favourite line/lines
- Poet
- Rhyme Scheme
- Special Features (5-6 lines)
- Why I like/don't like the poem.

SECTION IV: NON-TEXTUAL PASSAGES

(Reading Skill, Vocabulary, Grammar and Summary)

Q.4. (A) Read the following passage and do the activities. **(10)**

(A1) Complete the boxes with the values mentioned in the extract. **(2)**

"Keep your head up. God gives his hardest battle to his strongest soldiers"

How right are the above words. Difficulties, ups and downs etc are all a part of our life . We can sail through this journey of life if we are filled with optimism, positive attitude, courage determination and never-say-die spirit. The toughest times brings out the best in us. We become stronger, we start counting our blessing and we learn to see a silver lining in every cloud. Some of us find ourselves closer to God.

" Challenges are situations which make our life interesting. Over coming them is what makes them meaningful." Every difficulty we face, the road blocks which we encounter, the moments which leave us helpless are all experiences which contribute to our sense of being.

So if you face difficulties and hardships remember it is work in progress- To make you better, to make you brighter.

Remember: "Good timber does not grow with ease. the stronger the wind, the stronger the trees."

(A2) What is the message conveyed through the extract ? **(2)**

(A3) Pick out two words to which prefix can be added to form another word. Frame a sentence of your own using any one word. **(2)**

(A4) Challenges are situations which make our life interesting. (Analyse the clause) **(2)**

(A5) How do you cope with difficult situations? Share your experience. **(2)**

Q.4. (B) Read the following passage and write a summary of it. Suggest a suitable title. **(5)**

The industrial revolution ushered a change in the means and methods of production. The advancement led to material benefits. We witnessed massive GDP growth. Urbanization came with its merits. Science and technology advanced. Social progress and prosperity was witnessed. Job opportunities and better standard of living increased the quality of life. Man found time for leisure. Art developed.

There were negative impacts too. Environment deterioration and pollution in all its form were the main issues witnessed migration led to growth of crime and pitiable living condition for the poor. The gap between the rich and poor which existed led to growth of crime. Inequality existed and this in turn led to social unrest. Corruption and other dishonest practices took root. Joint family system disappeared. Human values began to decline and money slowly but surely became the measure of man's happiness. Man become greedy and he brought out his inhuman nature. Colonialism and imperialism came into being.

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SECTION V: WRITING SKILL

(Reading Skill, Vocabulary, Grammar and Summary)

Q.5. (A) Letter Writing. **(5)**

Read the following news item and write a letter to the Editor of the newspaper regarding the illegal cutting down of trees in the locality.

THE TIMES OF INDIA

The green cover disappearing

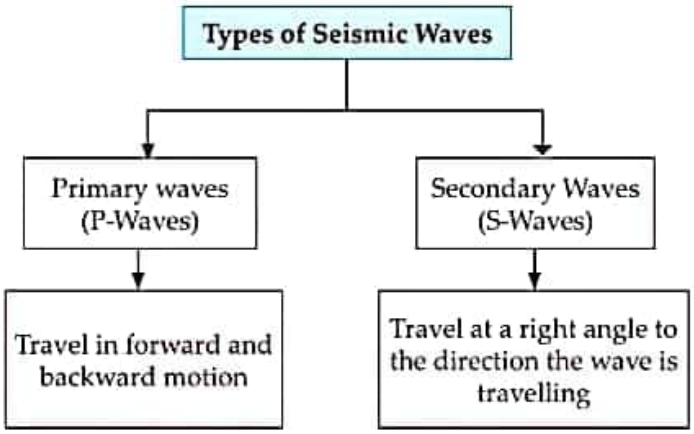
Mumbai, 21st Oct: Volunteers of 'Save the trees' met and discussed about unauthorized cutting down of trees in different parts of the city.

Q.5. (B) Interview. **(5)**

The Under-19 Cricket team of India has won many laurels for the country including the U-19 World Cup. Interview the Captain of the team Prithvi Shaw. Include proper greetings and introduction.

Q.6. (A) Information transfer **(5)**

Observe the tree diagram given below and write a paragraph based in the same.



Q.6. (B) Write a paragraph with an appropriate title to be used for the counter-view section on the following: **(5)**

Ambition is the root cause of all evils.

(1) Ambition leads to greed, hatred and jealousy. (2) We become materialistic and ambitious.

(3) We try to achieve success at any cost. (4) Human values and relations are compromised upon.

(5) Our life becomes monotonus and happiness evades us.

SECTION VI : CREATIVE WRITING

Q.7. (A) Expand the theme. **(5)**

Expand any one of the following ideas into two paragraphs.

(a) Smile and the world smiles with you, cry and you cry alone.

(b) Clean city! Green city.

Q.7. (B) Developing a story. **(5)**

Develop a story in about 80-100 words with the following ending. Give a suitable title.

..... thus I was happy that all the misunderstandings between my friend and me was cleared.

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