

Where The Mind Is Without Fear Question Answer Class 10 Question 1.

Pair up with your partner and match the terms with their given meanings: (The answers are given directly)

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.

Answer:

(1) Humanism	(e) A rationalistic outlook towards humans rather than a divine or supernatural one.
(2) Patriotism	(c) Quality of being patriotic vigorous support for one's country.
(3) Internationalism	(d) State or process of being international.

(4) Liberalism	(b) Holding liberal views.
(5) Environmentalism	(a) Concern about and action aimed at protecting the environment.

Where The Mind Is Without Fear Questions And Answers Question 2.

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

Sonnet, Epic, Limerick, Lyric, Ballad, Humorous, Elegy, Idyll, Free verse

Answer:

A long story-poem, often mythical – epic

A short story poem with a message – ballad

A poem of 14 lines – sonnet

A song-like poem – lyric

A poem with no uniformity of rhyme. rhythm, &c. – free verse

A poem set in a picturesque. rustic background – idyll

A sad poem lamenting the death of a loved one – elegy

A 5-line short funny poem with rhyme scheme aabba – limerick

A poem written, just to create humour – humorous

Where The Mind Is Without Fear Class 10 English Workshop Questions and Answers Maharashtra Board

Where The Mind Is Without Fear Question Answer Question 1.

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

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

Answer:

Line: Where words come out from the depth of truth.

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

Answer:

Line: Where tireless striving stretches its arms towards perfection.

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

Answer:

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

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

Answer:

Line: Where knowledge is free.

(e) The poem is a 'prayer'.

Answer:

Lines:

(i) Where the mind is led forward by Thee.

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

Where The Mind Is Without Fear English Workshop Answers Question 2.

Read the columns carefully and match the expressions with their meanings.

No	Column A	Column B
(1)	The head is 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 up, 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

Answer:

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

Where The Mind Is Without Fear Class 10 Question 3.

(A) Answer the following questions in your own words.

(a) How is the world broken into fragments?

Answer:

The world is broken into fragments by divisions on the basis of religion, caste, class, race and colour in societies all over the world.

(b) Explain what the 'tireless striving' should, be for.

Answer:

Tireless striving' should be to attain one's goals as well as to achieve perfection.

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

Answer:

It means when people speak truthfully and with complete' sincerity of heart.

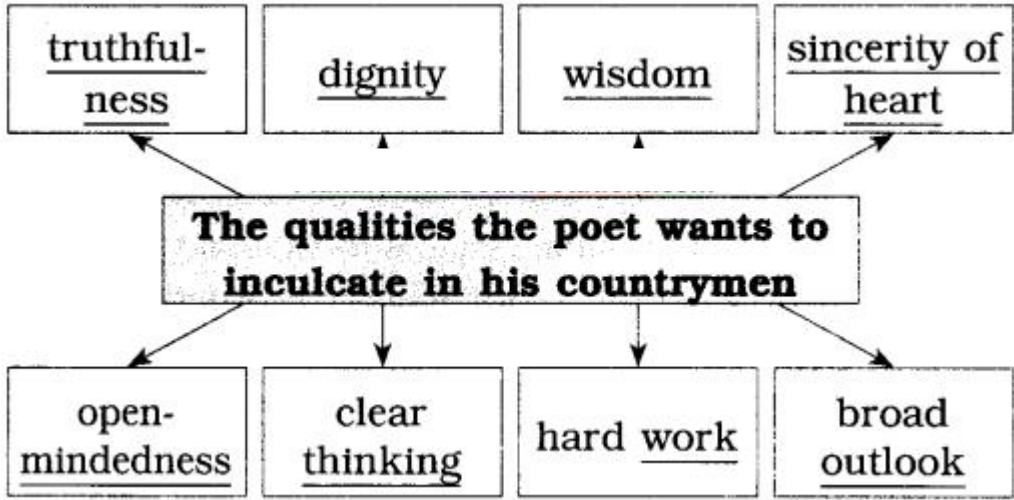
(d) Who is 'Thee' in the poem? What does the poet appeal to 'Thee' to do?

Answer:

'Thee' in this poem is God. The poet wishes God to awaken his country into a heaven of freedom, where the people are all truly free and total freedom of good thoughts, good words and good actions exists.

Allguidesite -
- Arjun
- Digvijay

(e) What qualities does the poet wish to inculcate in his countrymen?
Answer:



(B) Write in your notebook your own response and justify, where needed.

(a) Is the poem a prayer for India alone?
Answer:
The poem is a prayer for India alone, but it is also relevant for countries all over the world.

(b) What should the words we speak reflect?
Answer:
The words we speak should reflect our sincerity and truthfulness.

(c) What should people keep on widening? How can it be done?
Answer:
People should keep on widening their attitude and outlook. This can be done by getting rid of prejudices, travelling to different places and through education.

(d) From what darkness of night should our nation awake?
Answer:
Our nation should awaken from the darkness of prejudices, division of society, old traditional rituals and customs that are harmful, discrimination in imparting knowledge, insincerity, untruthfulness, fear and lack of self-respect.

(e) What attributes of Rabindranath Tagore does the poem (prayer) reflect?
Answer:
The poem reflects Rabindranath Tagore’s patriotism and love for his countrymen, his clear- thinking, his broad outlook, his, scientific attitude and his emphasis on hard work.

(f) What effect does the repetition of the word ‘where’ at the beginning of each line?
Answer:
The repetition of the word ‘where’ at the beginning of each line denotes the increasing intensity of hope and trust the poet puts in his vision.

Where The Mind Is Without Fear Solutions Question 4.
Read the poem carefully and complete the table after the discussion in pairs. One is done for you.
Answer:

Concepts in the poem	Present situation	Expected/ideal situation
(1) mind	mind is full of fear	fearless mind
(2) head
(3) knowledge
(4) words
(5) habit
(6) thought and action

Answer:

Concepts in the poem	Present situation	Expected/ideal situation
(1) mind	Mind is full of fear.	Fearless mind.

(2) head	Head is bowed down.	Head is held high
(3) knowledge	Knowledge is the privilege of a select minority.	Knowledge is free and available to all.
(4) words	Words are insincere.	Words are truthful and sincere.
(5) habit	Old traditional rituals and customs that are harmful are followed.	There is reason and clarity of thought.
(6) thought and action	Thoughts and actions are determined by a narrow-minded attitude.	Thoughts and actions are determined by a broad outlook.

Where The Mind Is Without Fear Rhyme Scheme Question 5.

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

- (a) When the mind is without fear and head unbowed, we enjoy freedom.
 (b) When knowledge is free, every citizen enjoys the right to and
 (c) We can prevent injustice when we pull down discriminatory walls of caste, class, religion etc.
 (d) Constant effort and strife leads to
 (e) Logical thinking and reasoning can put a stop to
 (f) Tagore appeals to God to make his country a

Answer:

- (a) When the mind is without fear and the head is unbowed, we enjoy complete freedom.
 (b) When knowledge is free, every citizen enjoys the right to learn and obtain knowledge.
 (c) We can prevent social injustice when we pull down the discriminatory walls of caste, class, religion, etc.
 (d) Constant effort and strife leads to achieving our goals and to perfection.
 (e) Logical thinking and reasoning can put a stop to the following of old traditions and customs that are harmful.
 (f) Tagore appeals to God to make his country a heaven where people have good thoughts, say good words and do good actions.

(B) Fill in the blanks.

- (a) Students should keep themselves aloof from
 (b) When everyone will be literate.
 (c) It is a social duty of every student of modern world to uproot from societies.
 (d) Students must develop outlook and attitudes.
 (e) In the world of sycophancy, students must

Answer:

- (a) Students should keep themselves aloof from old harmful traditions.
 (b) When knowledge is free everyone will be literate.
 (c) It is the social duty of every student of the modern world to uproot narrow-mindedness from societies.
 (d) Students must develop broad outlook and attitudes.
 (e) In the world of sycophancy, students must have self-respect.

Question 6.

Find out the examples of 'Metaphor' from the poem.

Answer:

- 'Clear stream of reason'. Here reason has been implicitly compared to a clear stream.
- 'Dreary desert sand of dead habit'. Here old habits have been implicitly compared to the dreary desert! sand.

Where The Mind Is Without Fear Question Answers Question 7.

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

Answer:

Ideal School

An 'Ideal School' is one...

Where fun, games and studies go hand in hand,

Where teachers come from all over the land,

Where no punishment is given to one, nor any blame,

Where motivation and encouragement is the name of the game.

(Students can write their own poems.)

Question Answer Of Where The Mind Is Without Fear Question 8.

Read the poem. Write an Appreciation of the poem in about 12 to 15 sentences with the help of the following points. Use a paragraph format.

Points

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

Answer:

Note : The points format given in Appreciation of Poem is for easy understanding. However, it is also written in the form of a paragraph in the examination.

Question 9.

Imagine that you have to deliver a speech on the occasion of 'Independence Day' or the 'Republic Day' in the school assembly. Prepare a speech to deliver on '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

Answer:

My Dream India

Respected Principal, teachers and my dear friends. Today, 15th August, is the day India won her freedom. Now, at that time the citizens of free

India had many dreams for their country, some of which would have certainly come true. I, Rohan Mehta, often think about my 'dream' India too, and I would like to tell you something about it.

In the India of my dreams, there would be no poverty. Every Indian would be able to live a comfortable life. Every single person would be literate and the pursuit and acquisition of knowledge would be open to all, irrespective of caste, creed or religion. Corruption eats away a country, and in my dream India there would be no corrupt people. Truth and sincerity would reign. The large population will turn out to be an advantage rather than a handicap. We will be using renewable energy sources more and more. Every man, woman and child would be able to hold up his or her head with dignity and self-respect. India will be a 'Super power'; but unlike the current 'Super powers' India will always lend a helping hand to the developing nations. There would be no need to have a police force because there would be no crime and no criminals—everyone would be happy and content.

This is my dream India in brief and there are many more things I would like to add to this list. I will certainly do my bit to make my dream come true. Thank you.

Question 10.

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

Answer:

Visit the website and collect more information about Rabindranath Tagore's life and work.

Question 11.

Explain the following :

(a) what the poet prays to the Almighty for :

Answer:

The poet prays to the Almighty asking Him to awaken his country into a heaven of freedom, where the people are all truly free and total freedom of good thoughts, good words and good actions exists, while respecting those of others.

(b) what 'reason' and 'dead habit' are compared to :

Answer:

'Reason' is compared to a clear stream, and 'dead habit' is compared to the dreary desert sand.

(c) what the poet wishes for :

Answer:

The poet wishes that his country awakens into a heaven of freedom, where the people are all truly free and total freedom of good thoughts, good words and good actions exists.

(d) how the world is broken into fragments :

Answer:

The world is broken into fragments by divisions on the basis of religion, caste, class, race and colour in societies all over the world.

(e) what 'tireless striving' should be for :

Answer:

Tireless striving' should be to attain one's goals as well as to achieve perfection.

(f) the meaning of 'Where words come out from the depth of truth' :

Answer:

It means when people speak truthfully and with complete' sincerity of heart.

(g) who 'Thee' is in the poem and what the poet appeals to 'Thee' to do :

Answer:

'Thee' in this poem is God. The poet wishes God to awaken his country into a heaven of freedom, where the people are all truly free and total freedom of good thoughts, good words and good actions exists.

Question 12.

Find out lines from the poem as a proof for the following :

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

Answer:

Line : Where words come out from the depth of truth.

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

Answer:

Line : Where tireless striving stretches its arms towards perfection.

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

Answer:

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

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

Answer:

Line : Where knowledge is free.

(e) The poem is a 'prayer'.

Answer:

Lines : (i) Where the mind is led forward by Thee.

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

Question 13.

Find examples of Alliteration from the poem.

Answer:

1. Where the mind is without fear and the head is held high.
Repetition of the sound of 'w' and 'h'.
2. Where the world has not been broken up into fragments.
Repetition of the sound of 'w'.
3. Where words come out from the depth of truth.
Repetition of the sound of 'w'.
4. Where tireless striving stretches its arms towards perfection.
Repetition of the sound of 't' and 's'.
5. Into the dreary desert sand of dead habit
Repetition of the sound of 'd'.

Question 14.

Find examples of Personification from the poem.

Answer:

1. 'Where tireless striving stretches its arms towards perfection.' Here 'tireless striving' has been given the human quality of stretching its arms.
2. 'Dreary desert sand of dead habit'. Here 'habit' has been given the quality of death.

Question 15.

Find the figures of speech in the line: 'Into that heaven of freedom, my Father, let my country awake.'

Answer:

- Synecdoche: 'Country' stands for the people of the country.
- Apostrophe: The poet is addressing the Almighty.

Question 16.

Comment on the rhyme scheme of the poem.

Answer:

The poem is written in free verse without any rhyme scheme.

Site

Maharashtra Board Class 10 English Solutions Unit 1.2 Warming Up Questions and Answers

The Thief's Story Class 10 Questions and Answers Maharashtra Board Question 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?

- (i) became aware
- (ii) always
- (iii) very upset and helpless
- (iv) cheating
- (v) without working for it
- (vi) a sudden change
- (vii) gain/achieve

Answer:

- (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.

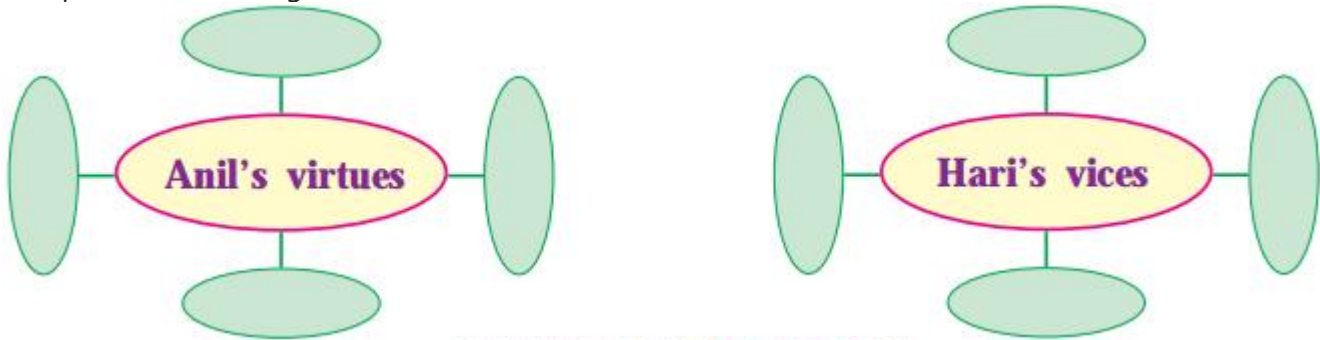
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Answer:

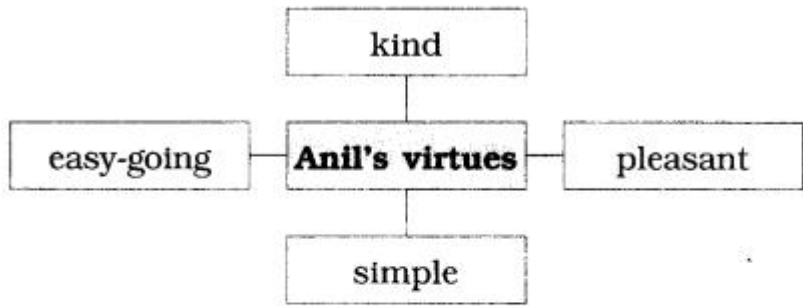
I was always a class topper in tests and examinations. However, I have to accept that I invariably used false means to gain those high marks. Once, on the day of the History examination, Farhan became desperate as he had come prepared for Maths instead of History. I offered to let him copy from my answer sheet, but Farhan refused, saying that he did not want to score a single unearned mark, and that cheating was for cowards. This was the turning point in my life, and from that day I gave up cheating and learnt to work hard for whatever I wanted.

The Thief’s Story Class 10 English Workshop Questions and Answers Maharashtra Board

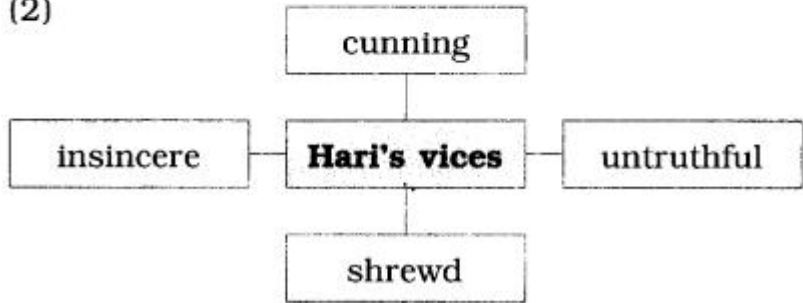
Question 1.
Complete the web diagram.



Answer:
(1)



(2)



The Thief’s Story English Workshop Question 2.
Insert the appropriate word/phrase given below, in the sentences that follow. (flattery, appealing, by fits and starts, dashed to, undetected, spirits rose)

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

Answer:
I dashed to the school gate when I heard the school-bell ring.

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

Answer:
After the death of my pet dog, my spirits rose when dad got me a new pup.

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

Answer:
Do not stoop to flattery just to gain: something from someone.

(d) The artist completes his paintings

Answer:
The artist completes his paintings by fits and starts.

(e) The crime went for 11 years.

Answer:
The crime went undetected for 11 years.

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

Answer:

When the baby saw its mother, it gave an appealing smile.

The Thief’s Story Question And Answers Pdf SSC Question 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.

Answer:

- (i) stray dog
- (ii) greedy man
- (iii) ticket office
- (iv) walked slowly
- (v) light drizzle
- (vi) whole sentences
- (vii) spirits rose

(b) Complete the compound words from the story.

- (i) oil
- (ii) fifty
- (iii) easy
- (iv) tower
- (v) moon

Answer:

- (i) oil rich
- (ii) fifty rupee
- (iii) easy going
- (iv) clock tower
- (v) moon light.

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

Answer:

Examples of code-mixing are:

- bazaar,
- maidan,
- pajamas.

The Thief Story Class 10 Question 4.

Read the story carefully and complete the table.

Total no. of characters	Names	Age	Physical appearance	Earned money by	Qualities

Answer:

Total no. of characters	Names	Ages	Physical appearance	Earned money by	Qualities
2	Anil	25	tall, lean, with a clear, unlined face	writing for magazines; writing books	kind, simple, easy-going, pleasant, forgiving, tactful
	Hari	15	thin, with many scars on the	stealing and cheating people	cunning, shrewd, insincere, untruthful,

			face		ambitious, grateful
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The Thief Story Class 10 Solutions Question 5.
Complete the given sentences.

- (a) Anil kept Hari as a cook because
- (b) Hari was grateful
- (c) Hari continued making money
- (d) Anil didn't hand Hari over to the police
- (e) The moral of the story is

Answer:

- (a) Anil kept Hari as a cook because he wanted someone to cook for him. He perhaps also felt sorry for Hari.
- (b) Hari was grateful because Anil was teaching him to read, write and add numbers, and all this would be useful to him in his life.
- (c) Hari continued making money by cheating Anil while buying the day's supplies.
- (d) Anil was probably too kind-hearted to hand Hari over to the police. He might also have thought that he could try to make an honest man of Hari. If he had handed Hari over to the police, Hari would' probably have been very bitter and angry, and would have continued in his dishonest ways.
- (e) The moral of the story is that if we are good, people are good to us in return. Even thieves respect goodness and kindness.

Question 6.

Think and write in your own words, in your notebook.

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

Answer:

Anil wanted someone to cook for him. He felt that perhaps Hari could cook for him, and in i return he could feed him, as he could not afford to pay him. Anil was also kind-hearted and probably felt / sorry for Hari.

- (b) What did Hari learn from Anil in the beginning?

Answer:

In the beginning, Anil taught Hari to cook and write his name.

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

Answer:

Anil was probably too kind-hearted to hand Hari over to the police. He might also have thought that he could try to make an honest man of Hari. If he had handed Hari over to the police, Hari would' probably have been very bitter and angry, and would have continued in his dishonest ways. Not handing him over to the police had a positive effect on Hari, and may have changed the way he lived his life.

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

Answer:

Yes, Anil's way of handling a thief like Hari was effective. Anil knew that Hari was not a hardened seasoned thief. He had realized that Hari really wished to learn to write whole sentences, get an education and become a big man. So by forgiving him and giving him the motivation to learn, he changed Hari. Handing him over to the police would have branded Hari a thief for life and the sudden reform might never have been possible.

- (e) What tact had Anil used to change Hari's dishonest ways?

Answer:

Anil had ignored Hari's attempts at robbing him. He had then encouraged Hari by saying that they would start writing sentences, for he knew that I this was what Hari wished for wholeheartedly. Anilprovided motivation for Hari to change his ways.

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

Answer:

People give fake smiles when they are not happy with the situation they are in, or they realize that the other person is trying to cheat them or they want to get something.

Question 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.

Answer:

Hari Singh was fifteen years old, but already an experienced and fairly successful thief. He used to change his name frequently so as to hoodwink his former employers and the police. He even cheated Anil when he went to buy the daily supply of groceries. However, he wished to get an education so that he could become a big and respected man, who would be able to achieve a lot.

He stole a large sum of money from Anil, but regretted it when he realized that in doing so he had lost his only chance of getting an education. He was courageous enough to return the money, even though he knew that he might be caught in the process. However, his desire to change himself is so great that it motivates him and gives him courage to return to Anil.

Question 8.

Frame 'Wh' questions to get the answers underlined below. (Change the first-person pronouns to the second person where necessary.)

- (a) I hurried back to the room.
- (b) I had made a study of men's faces.
- (c) I drew them out, without a sound.
- (d) The poor man showed acceptance.
- (e) I made tea in the morning.

Answer:

- (a) Where did you hurry back to?
- (b) What had you made?
- (c) How did you draw them out?
- (d) Who showed acceptance?
- (e) When did you make tea?

Question 9.

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

Answer:

Anil: Who's that? Hari? What are you doing?

Hari: Um..nothing; I was just seeing if your money was safe.

Anil: You mean you were trying to steal my money. You are dressed; you were planning to rob me and run away! Yes, that's it!

Hari: I'm sorry, Anil, I'm sorry.

Anil: How can you steal from the hand that feeds you? I thought you would have improved! Don't you want to read and write properly? Do maths?

Hari: I did not think about it. I'm sorry, really sorry.

Anil: Alright, I'll overlook this, providing you promise I me never to steal again, from me or from anyone else.

Hari: Yes, yes, I promise. Will you really forgive me and continue to teach me?

Anil: Yes. I hope you keep your word,

Hari: Thank you. I'll keep my word. I promise. Sorry once again.

Question 10.

Choose the correct alternatives from the given options and rewrite the sentences:

(The answers are given directly and underlined.) (appealing, casually, flattery, well-oiled)

Answer:

- I followed casually.
- Anil talked about the well-oiled wrestlers.
- I gave him my most appealing smile.
- A little flattery helps in making friends.

Question 11.

The narrator changed his name every month.

Answer:

The narrator was a thief. He changed his name every month to fool the police and his former employers.

Question 12.

Find similar meanings from the passage for the following:

- (1) endearing
- (2) miscalculated
- (3) humbly
- (4) awful

Answer:

- (1) appealing
- (2) misjudged
- (3) modestly
- (4) terrible.

Question 13.

I can't pay you. (Rewrite making it affirmative.)

Answer:

I am unable to pay you.

Question 14.

"I want to work for you," I said.

(Change into indirect speech.)

Answer:

I said that I wanted to work for him.

Question 15.

'We should learn from our own mistakes.' Explain.

Answer:

First of all, we should accept and understand that we have made a mistake. Then we should analyse and find out what went wrong.

Everyone makes mistakes, but we should learn our lesson from them, Only then will we be able to progress and become good human beings. However, learning from the mistakes of others is probably a better option.

Question 16.

Write whether the following sentences are True or False: (The answers are given directly and: underlined.)

Answer:

(1) In the beginning, Anil taught Hari to cook and write his name. – True

(2) Anil writes for magazines for a living. – True

(3) Hari liked working for Anil. – True

(4) Anil kept a small bundle of notes in a cupboard. – False

Question 17.

Describe the favors Anil did for the narrator.

Answer:

Anil took Hari to his room and told him that he could sleep on the balcony. Even though the meal that Hari cooked that night was terrible, Anil allowed him to live with him. He later taught Hari to cook and write his name. He also ignored the fact that Hari made a little money by cheating him while buying the day's supplies.

Question 18.

What proves that the narrator still practiced deceit?

Answer:

The narrator cheated his employer Anil while buying the day's supplies. This proves that he still practiced deceit.

Question 19.

Anil gave it to a stray dog and told me to be off.

Answer:

gave, told – simple past tense.

Question 20.

It seems he wrote for magazines – a queer way to make a living.

Answer:

seems – simple present tense; wrote – simple past tense.

Question 21.

Add a question tag:

Anil kept worrying about his next cheque.

Answer:

Anil kept worrying about his next cheque, didn't he?

Question 22.

Anil knew he was being robbed yet he did not say anything. What would you have done in Anil's place?

Answer:

Cheating and robbing small amounts can lead to bigger thefts. If I were Anil, the moment I knew that I was being robbed, I would have warned him. If he cheated again, I would certainly have told him to be off.

Question 23.

Explain how Hari justified his intention of < stealing the money.

Answer:

Hari thought that he was out of practice and that it was time that he stole some big amount. He also felt that it was alright to take the money for Anil ! did not pay him a salary. Hari tried to justify his act s by convincing himself that Anil, otherwise, would.havewasted that money on his friends.

Question 24.

Write the adjective forms of the following words:

(1) opportunity

(2) pleasure

(3) sleep

(4) situation

Answer:

- (1) opportune
- (2) pleasant
- (3) sleepy/sleepless
- (4) situational

Question 25.

Cross the odd man out: (The answer words are crossed out directly and explanation is given in brackets under each group.)

Answer:

- 1. blanket, magazine, maintain, mattress.
(maintain is a verb; the others are nouns)
- 2. rob, take, search.
(time is a noun; the others are verbs)
- 3. queer, small, greedy, plettspre.
(pleasure is a noun; the others are adjectives)
- 4. quickly, mostly, rfipqty, peacefully
(money is a noun; the others are adverbs)

Question 26.

He was the most trusting person I had ever met. (Rewrite using 'never'.)

Answer:

I had never met a more trusting person than he is.

Question 27.

I had not done anything in my line of work. (Rewrite without 'not')

Answer:

I had yet to do something in my line of work.

Question 28.

Rewrite the following sentences by adding the correct tail tag from those given in the brackets: (does he?, didn't he?, isn't it?, wasn't he?, doesn't he?, is it?)

- (1) Anil was sleeping peacefully.
- (2) He doesn't even notice he's been robbed.
- (3) It's difficult to rob a careless man.

Answer:

- (1) Anil was sleeping peacefully, wasn't he?
- (2) He doesn't even notice he's been robbed, does
- (3) It's difficult to rob a careless man, isn't it?

Question 29.

What could have caused the scars on Hari's face?

Answer:

Hari was a thief. He probably had got into fights while robbing people. He could also have been in bad company and got into fights with his companions, and someone might have injured him with a knife or any other sharp object. This could have led to scars on his face.

Question 30.

What will you do if you are robbed by ! someone you know very well? !

Answer:

If I am robbed by someone I know very well, I will firstly thrash out the matter with the thief frankly. I will then cut off my friendship with him/her and take care to keep my belongings under lock and key. I will also keep a close watch on his/her actions,

Question 31.

Choose the correct alternatives from the given options:

Answer:

- (1) The Lucknow Express had picked up/not picked up speed. not picked up
- (2) Hari wanted to/did not want to stay at a hotel. did not want to
- (3) On discovering the theft, Anil would feel sad for the loss of his money/the loss of trust. the loss of trust
- (4) Hari had never bought/always bought a ticket in his life. never bought

Question 32.

Hari believed that friends were more trouble than help.

Answer:

Hari was a thief. In his line of work, friends would probably try to borrow from him or give away his whereabouts to the police. Or perhaps they would create trouble for him to save themselves. Hence he felt that friends were more trouble.

Question 33.

When I reached the station I did not stop at the ticket office.

Answer:

(a) Compound sentence: I reached the station but (I) did not stop at the ticket office.

(b) Simple sentence: I did not stop at the ticket office on reaching the station/After reaching the station, I did not stop at the ticket office.

Question 34.

When the train had gone, I found myself standing alone on the deserted platform.

Answer:

(a) Compound sentence: The train had gone and I found myself standing alone on the deserted platform.

(b) Simple sentence: The train having gone, I found myself standing alone on the deserted platform.

Question 35.

What is face-reading? Can you read faces?

Answer:

Face-reading is observing the expressions and emotions on the faces of people and interpreting them correctly. I am observant and read faces quite well. I am trying to improve this ability.

Question 36.

Fill in the blanks with the correct options from the brackets: (The answers are given directly and underlined.)

Answer:

(1) Han felt very nervous when he returned to the room that night. (nervous/excited)

(2) Han slipped the notes under the edge of the mattress. (bed / mattress)

(3) Hari's heart sank when he thought that his theft had been discovered. (undetected /discovered)

(4) Anil was asleep when Hari returned to the room. (awake/asleep)

Question 37.

Rearrange the sentences in the order of occurrence:

(1) He crept to the head of the bed.

(2) He slipped the notes under the mattress.

(3) He opened the door quietly.

(4) He went back to the room.

Answer:

(4) He went back to the room.

(3) He opened the door quietly.

(1) He crept to the head of the bed.

(2) He slipped the notes under the mattress.

Question 38.

Describe Hari's regrets as he pondered over his theft.

Answer:

As he pondered over his theft, Hari regretted ! that henceforth he could not cook Anil's meals, run to the bazaar or learn to write whole sentences any more. He regretted that he would not become a big! man, clever and respected.

Question 39.

Does Anil realize that he has been robbed?

Answer:

Yes, Anil realises that he has been robbed.

Question 40.

'And the smile came by itself without any effort.' Say why.

OR

Explain why Hari gave a genuine appealing smile.

Answer:

Hari regretted what he had done. He went back to Anil in order to get an education. He realised that Anil knew about the theft. He was relieved and happy that Anil had decided to ignore what had happened and to teach him to write whole sentences.

Anil's response brought forth a change of heart in – Hari. So, instead of his usual affected smile, a genuine appealing smile came upon Hari's face.

Question 41.

What tact had Anil used to change Hari's dishonest ways?

Question 42.

Rewrite using the modal auxiliary 'might'.

He would probably have given me two or three rupees to go to the cinema.

Answer:

He might have given me two or three rupees to go to the cinema.

Question 43.

Whole sentences, I knew, could one day bring me more than a few hundred rupees.

Answer:

Whole sentences, I knew, might one day bring me more than a few hundred rupees.

Question 44.

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

Answer:

Anil was probably too kind-hearted to hand Hari over to the police. He might also have thought that he could try to make an honest man of Hari. If he had handed Hari over to the police, Hari would' probably have been very bitter and angry, and would have continued in his dishonest ways. Not handing him over to the police had a positive effect on Hari, and may have changed the way he lived his life.

Question 45.

Do you feel Anil's way of handling a thief like Hari was effective? Justify your answer.

Answer:

Yes, Anil's way of handling a thief like Hari was effective. Anil knew that Hari was not a hardened seasoned thief. He had realized that Hari really wished to learn to write whole sentences, get an education and become a big man. So by forgiving him and giving him the motivation to learn, he changed Hari. Handing him over to the police would have branded Hari a thief for life and the sudden reform might never have been possible.

Question 46.

Punctuate: I asked can you feed me

Answer:

- There was a touch of sadness in the face of the beautiful woman.
- My hand found the edge of the mattress.
- publisher – publish, brush, (blush, plush, slurp).
- I wanted to get a good book from the library.
- Interrogative sentence.
- present participle-robbing; past participle- robbed.
- I asked, "Can you feed me?"

Question 47.

Do as directed (Medium Level Activities):

(1) Use the following word and its homophone in two separate sentences: knew

(2) I took a new name every month. (Change the voice beginning A new ...)

(3) Anil talked about the well-oiled wrestlers. (Rewrite using the past progressive tense of the verb.)

(4) "Well," I said modestly, "I do wrestle a bit." (Rewrite in reported speech.)

Answer:

(1) (i) The boy knew the poem very well,

(ii) The jacket was new and expensive.

(2) A new name was taken by me every month.

(3) Anil was talking about the well-oiled wrestlers.

(4) I modestly said that I did wrestle a bit.

Question 48.

Do as directed (Challenging Activities):

(1) Use the following word as a verb and a noun in two separate sentences: cook

(2) Analyse the sentence:

I was still a thief when I met Anil.

Answer:

(1) (i) We cook fresh meals daily at home. (verb)

(ii) The new cook resigned from his job after just two days, (noun)

(2) Complex Sentence:

I was still a thief – Main Clause ; when

I met Anil – adverb clause of time.

Question 49.

Prepare a short character sketch of Anil.

Answer:

Anil was a kind, simple and easy-going young man. He was tall and lean in stature and interested in sports like wrestling. He was not very rich, and could not afford to employ Hari as a cook. He had the patience and goodness to not only teach Hari to cook but also to read, write and add numbers. Though he knew that Hari was making a profit out of the grocery purchase, he ignored this fact.

Anil was a writer who wrote for magazines and made money in fits and starts. He was a very trusting person. Even when he earned a large amount of money, he kept the money under his mattress and not under lock and key. He was generous and paid Hari when he got

some money, even though he knew that Hari had tried to steal the money from him. He was forgiving, for he forgave Hari the theft and continued to be good to him.

Maharashtra State Board Class 10 English Solutions Unit 1.3 Warming Up Questions and Answers

Question 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.		
ARMY	NAVY	AIR FORCE

Answer:

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

Question 2.

Homophones/ Homographs

(A) Make sentences to bring out the difference between-

(1) (a) wear

(b) ware

(2) (a) here

(b) hear

(3) (a) there

(b) their

(4) (a) cell

(b) sell

Answer:

(1) (a) wear: The little girl wanted to wear a pink, frilly dress.

(b) ware: The silver ware laid out on the King's table was exquisite.

(2) (a) here: "You must sit here," said the man to his guest.

(b) hear: The children could hear the sound of the planes quite clearly.

(3) (a) there: "I had kept my bag there," said the woman to the policeman.

(b) their: The girls picked up their bags and went home.

(4) (a) cell: The prisoner sat in the dark cell without talking.

(b) sell: The hawker wanted to sell all his wares before evening.

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

(1) (a) A bear is an omnivorous animal.

(b) She could not bear the injustice.

(2) (a) A bat is the only bird which is a mammal.

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

- (3) (a) He had to pay a fine for breaking the traffic signal.
(b) Use a fine cloth for the baby's clothes.
(4) (a) We enjoyed a lot at the temple fair.
(b) She has a fair complexion.

Answer:

- (1) (a) A bear is an omnivorous animal.

bear – a large, heavy animal

- (b) She could not bear the injustice,

bear – to tolerate

- (2) (a) A bat is the only bird which is a mammal.

bat – a mammal that flies

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

bat – a wooden implement used for hitting the ball in many games.

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

fine – penalty

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

fine – delicate, soft

- (4) (a) We enjoyed a lot at the temple fair.

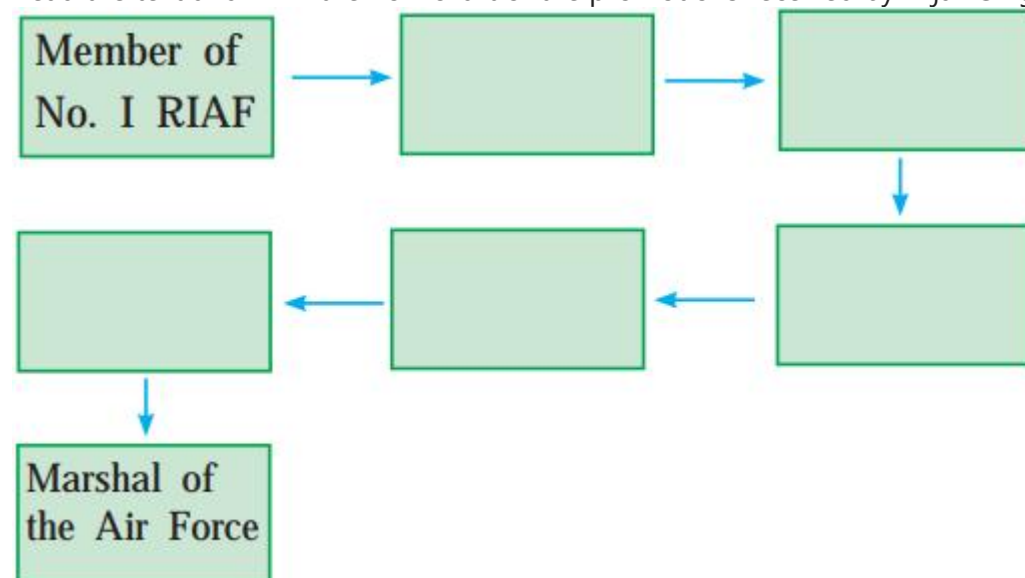
fair – a gathering of stalls and amusements for public entertainment

- (b) She has a fair complexion, fair – light, not dark

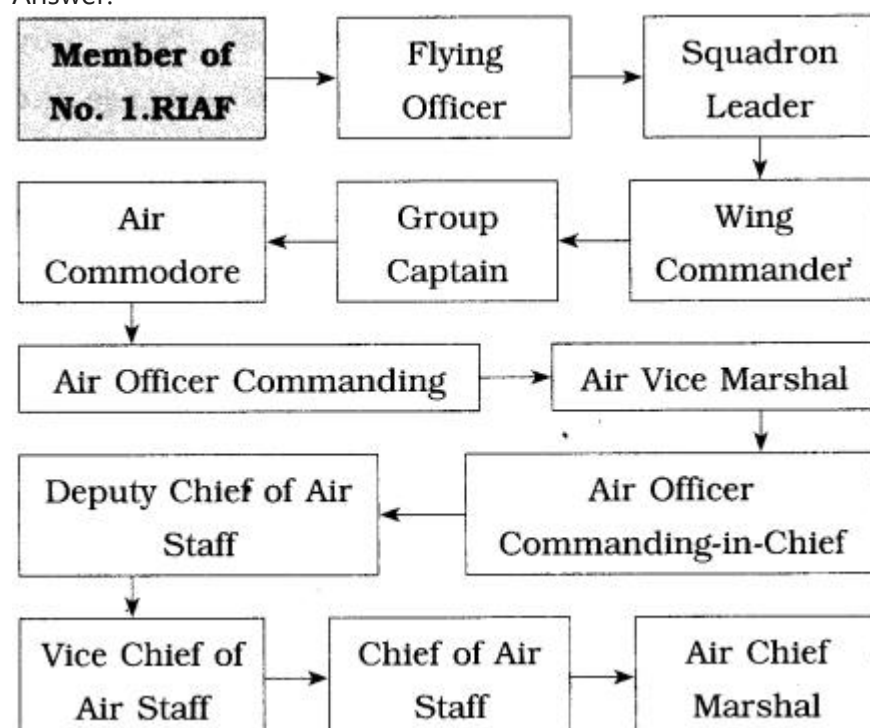
Maharashtra Board Class 10 English Kumarbharati Unit 1.3 Questions and Answers

Question 1.

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



Answer:



Question 2.

With the help of facts given in the text prepare a Fact file of Air Marshal Arjan Singh.

- (a) Date of Birth

- (b) Place of Birth

(c) Education

(d) First Assignments

(e) Important posts held

(a) In Air Force

(b) After retirement

(f) Awards

(g) Most outstanding contribution in IAF

(h) Retirement

Answer:

(a) Date of birth: April 15, 1919

(b) Place of birth: Lyalpur

(c) Education: at Montgomery; Empire Pilot Training Course at RAF (Cranwell)

(d) First Assignment: to fly Westland Wapiti biplanes in the North-Western Frontier Province as a member of the No. 1 RIAF Squadron

(e) Important posts held:

(1) In Air Force: Member of No. 1. RIAF, Flying Officer, Squadron Leader, Wing Commander, Group Captain, Air Commodore, Air Officer Commanding, Air Vice Marshal, Air Officer Commanding-in-Chief, Deputy Chief of Air Staff, Vice Chief of Air Staff, Chief of Air Staff, Air Chief Marshal.

(2) After retirement: Ambassador to Switzerland Lieutenant Governor of Delhi

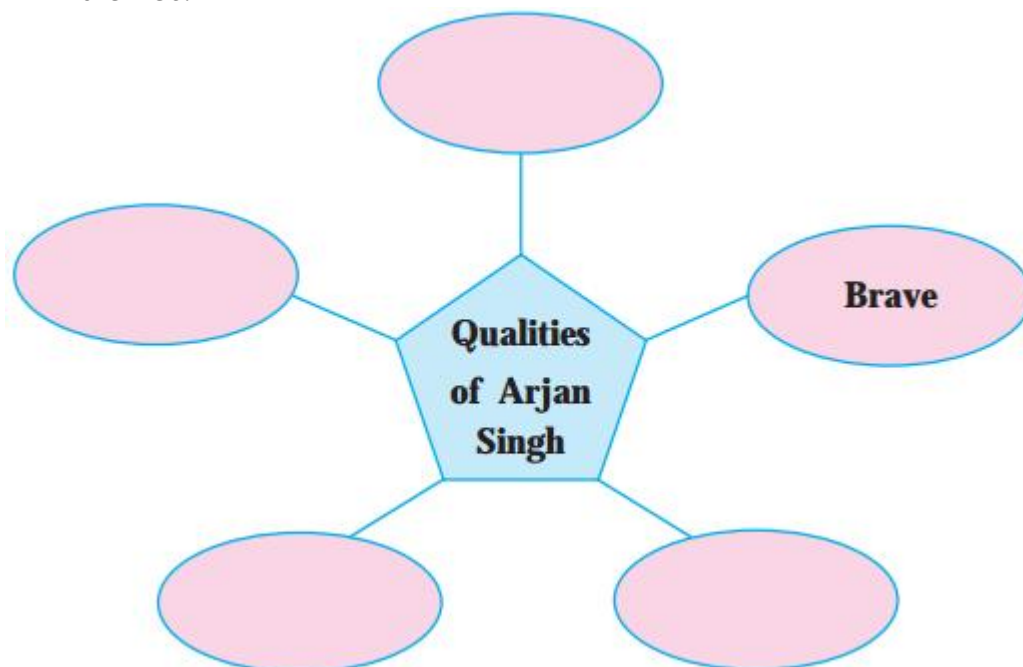
(f) Awards: Distinguished Flying Cross (1944); Padma Vibhushan

(g) Most outstanding contribution in IAF: Transforming the IAF into one of the most potent air forces globally and the fourth biggest in the world.

(h) Retirement: in August 1969.

Question 3.

Fill in the web.



Answer:

(1) Singh had successfully led a young IAF during the 1965 Indo-Pak war.

(2) Singh played a major role in transforming the IAF into one of the most potent air forces globally and the fourth biggest in the world.

(3) Singh was honoured with the rank of Marshal on the Republic Day in 2002.

(4) Singh's contribution was most outstanding during the 1965 Indo-Pak war.

Question 4.

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

(a) Selected for Empire Pilot training course at RAF

(b) Promoted to Squadron Leader

(c) Leader of a flypast of over 100 aircraft at Red Fort, Delhi

(d) Awarded Padma Vibhushan

(e) First Air Chief Marshal of Indian Air Force

Answer:

(a) The authorities selected Singh for the Empire Pilot training course.

(b) He flew against the tribal forces and moved back to No. 1 Squadron as a Flying Officer to fly the Hawker Hurricane.

(c) On 15th August 1947, Arjan Singh achieved the unique honour of leading a fly-past of over a hundred IAF aircraft over the Red Fort in Delhi.

(d) He was awarded the Padma Vibhushan for his astute leadership of the Air Force and for inspiring the IAF to victory in the 1965 Indo-Pak war.

(e) He was a source of inspiration to all the personnel of the Armed Forces through the years.

Question 5.

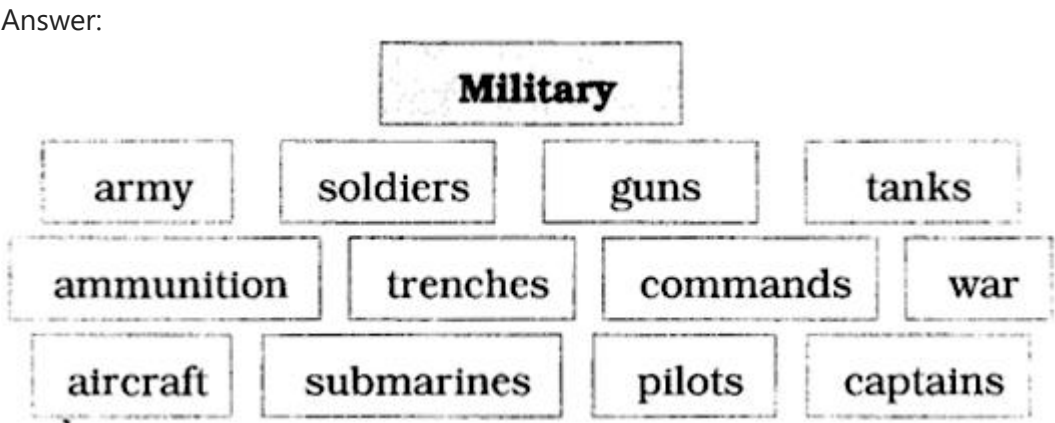
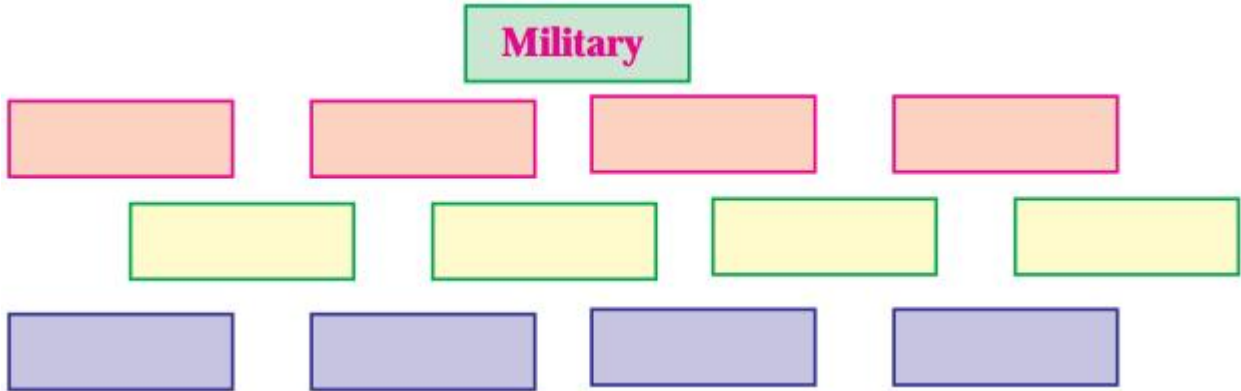
Replace the underlined words/phrases with the appropriate ones, to retain the proper meaning.

Allguidesite -
- Arjun
- Digvijay

(be the epitome of, gear up, a brief stint, play a major role, in recognition of, take over reins)
(a) He contributed notably in bringing up the school.
(b) Our school cricket team got ready for the final match against P. Q. R. High School.
(c) After a short period of working as a lecturer, Ravi took up an important post in a multi-national company.
(d) Our class monitor is a perfect symbol of duty and discipline.
(e) Accepting the great value of his research; they awarded him with a Ph.D. (degree)
(f) After the murder of King Duncan, Macbeth took over the control of Scotland.

Answer:
(a) He played a major role in bringing up the school.
(b) Our school cricket team geared up for the final match against P.Q.R.High School.
(c) After a brief stint as a lecturer, Ravi took up an important post in a multinational company.
(d) Our class monitor is the epitome of duty and discipline.
(e) In recognition of his research, they awarded him with a Ph.D. (degree)
(f) After the murder of King Duncan, Macbeth took over the reins of Scotland.

Question 6.
Build the word wall with the words related to 'Military'.



Question 7.
(A) State the different meanings of the following pairs of Homophones and make sentences of your own with each of them.

Word	Meaning	Sentence
(a) led lead(b) role roll(c) air heir
(d) feat feet
(e) reign rein rain

Answer:

Word	Meaning	Sentence
(a) led	past participle of lead (to guide or conduct)	The captain led his team to safety.
lead	graphite used as part of a pencil	Do you have a lead pencil?
(b) role	a part (in a play, film, etc.)	Marie got the leading role in the new movie.
roll	move in a particular direction by turning over and over	The boy wanted to roll in the mud while playing.

(c) air	the invisible gaseous substance surrounding the earth	There Is a lot of humidity in the air during the monsoon.
heir	successor or inheritor	The family did not know who the heir to the property was.
(d) feat	a great achievement	Climbing Mt. Everest is a feat.
feet	a unit of measurement	The girl saw to her shock that the lion was only a few feet away.
(e) reign	rule as king or queen	Queen Elizabeth's reign has been a long one.
rein	a restraining influence	The new manager kept a tight rein on her employees.
rain	water that falls In drops from clouds in the sky	Children love to play in the rain.

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

(a) **firm** 

(b) **train** 

(c) **type** 

(d) **post** 

(e) **current** 

Answer:

(a) firm: (i) My neighbour recently Joined an electronics firm as Sales Executive.
(ii) Many people feel that they must be firm with their children when they are growing.

(b) train: (i) The train left from platform 2 at seven p.m. sharp.
(ii) You must always train your pets to obey you.

(c) type: (i) The man asked his secretary to type the letter immediately.
(ii) Cows eat only a particular type of grass.

(d) post: (i) My aunt quit her job because she felt that the post was not suitable for her.
(ii) The little boy ran to the post office to post the letter to Santa Claus.

(e) current : (i) The minister was disturbed when he read about the current situation of unrest In the country.
(ii) It is a difficult task to row against the current in a river.

Question 8.

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.

Answer:

Air Force Marshal Arjant Singh—Icon of India's Military History

1. Date of Birth: 15 April, 1919
2. Qualifications: Empire Pilot Training Course at RAF (Cranwell)
3. Responsibilities:

- first assignment to fly Westland Wapiti biplanes in No.1 RIAF Squadron
- brief stint in No.2 RIAF Squadron; moved back to No. 1 RIAF Squadron as Flying Officer
- overall commander of 'Shiksha'
- led the IAF during the 1965 Indo-Pak war
- led a squadron against the Japanese during the Arakan Campaign; assisted the advance of Allied Forces to Yangoon
- led a fly-past on August 15, 1947
- commanded Ambala in the rank of Group Captain; took over as AOC of an operational command
- took over reins of the IAF
- ambassador to Switzerland; Lieutenant Governor of Delhi

(4) Achievements:

- selected for the Empire Pilot Training Course at RAF (Cranwell) in 1938, at age 19
- promoted to the rank of Squadron Leader in 1944
- led a fly-past over the Red Fort on August 15, 1947
- promoted to the rank of Wing Commander; promoted to the rank of Air Commodore in 1949
- longest tenure as AOC (1949-1952 and 1957-1961)
- appointed as Deputy Chief of Air Staff at the end of the 1962 war; appointed as Vice Chief of Air Staff in 1963
- rank of Air Marshal in August 1964; took over reins of IAF
- successfully led the IAF in 1965 Indo-Pak war
- promoted as Air Vice Marshal; appointed as AOC-in-C of an operational command
- first Air Chief to keep his flying currency till his CAS rank; has flown more than 60 different types of * aircraft
- first and only Air Chief Marshal of the IAF

(5) Awards:

- Distinguished Flying Cross (1944)
- Padma Vibhushan

(6) After retirement: Ambassador to Switzerland; Lieutenant Governor of Delhi

(Students can put these points attractively in boxes and use highlighting techniques.)

Question 9.

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

..... (Title)

.....

..... and so, with tears of joy and pride, the 10 year old Sanyogita More received the National Bravery Award from the Prime Minister.

Answer:

A WONDERFUL ACT OF BRAVERY

It was the 26th of July in Mumbai. It was raining cats and dogs. Ten-year-old Sanyogita More stood at the door of her hut. The street was flooded with water. Sanyogita was frightened. Her parents had not returned from work and she was all alone.

Suddenly, she saw two little boys, Rohan and Sohan, come out from the neighbouring hut to play in the water. As Sanyogita watched, there came a sudden gush of water and the boys were dragged towards an open manhole, which had been marked with a pole. They caught hold of the pole, but the pole began to tilt. It would soon fall—and the boys would go down the manhole!

Sanyogita ran as fast as she could towards the boys. Pulling a rope from a nearby door, she looped it around a large stone. She held onto the rope and extended her hand towards the boys. "Catch my hand, Sohan, Rohan," she shouted. "Catch! Catch soon!"

The boys were in a panic but they did as they were told. Sohan held Rohan's leg, Rohan held Sanyogita's hand, and Sanyogita held onto the rope.

"Help! Help! she shouted, knowing that if the rope broke or the stone was dislodged, they would all go into the manhole.

She stood there shivering, her arms numb, for nearly 15 minutes before help arrived. Sanyogita collapsed after the incident. The news of her brave deed spread far and wide, and reached the ears of 1 the Prime Minister, who decided to honour her with an award. And so, with tears of joy and pride, the 10- 1 year-old Sanyogita More received the National Bravery ' Award from the Prime Minister.

Question 10.

You wish to join any one of the Indian Armed Forces. Fill in the following application form.

To

The Advertiser

Affix recent
passport size
photograph

Application For Recruitment
Rect notice No 1234

- 1. Post applied for
- 2. Name and surname of Candidate (in Block letters)
- 3. Father’s Name Mother’s Name
- 4. Date of Birth
- 5. Contact details :
Tel. No. (Res) Mobile No.
Email ID
- 6. Permanent Address :
House No./Street/Village
Post Office
District State
Pincode
- 7. Educational Qualifications :

Serial Number	Qualification	Name of School/College	Name of Board/University	Percentage obtained

- 8. Whether registered at any employment exchange Yes/ No (If yes, mention registration number and the name of the Employment Exchange.)
- 9. Outstanding achievements in extra-curricular activities/ sports/ games, etc.
.....
.....
- 10. Why you wish to join Armed Forces.
.....
.....

Maharashtra State Board Class 10 English Solutions Unit 1.4 Warming Up Questions and Answers

Question 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 :
(a) The seven wonders of the world
.....
(b) The seven continents
.....
(c) The seven colours of the rainbow
.....
(d) The seven notes of the music
.....
(e) The seven seas of the world
.....

Answer:
(a) The Seven wonders of the world : The Great Wall of China, Christ the Redeemer Statue, Machu Picchu, Chichen Itza, The Roman

Colosseum, The Taj Mahal and Petra.
(b) The Seven continents : Asia, Europe, Australia, Africa, North America, South America, Antarctica.
(c) The Seven colours of the rainbow : violet, indigo, blue, green, yellow, orange, red
(d) The Seven notes of the musical scale : sa-re-ga-ma-pa-da-ni./doh-re-me-fa-so-la-ti
(e) The Seven seas of the world : Arctic Ocean, Antarctic Ocean, North Atlantic Ocean, South Atlantic Ocean, Indian Ocean, North Pacific Ocean, South Pacific Ocean.

Question 2.
Life is often compared to many things. Write down 7 things that life can be compared to and justify the comparison. For example,
(a) Life is a keyboard, because if you press the right keys you have typed a good destiny.
(b)
(c)
(d)
(e)
(f)
(g)

Answer:
(a) Life is a keyboard; if you press the right keys, you have typed out a good destiny.
(b) Life is a river-always flowing.
(c) Life is like a seed; it will never grow unless planted, nourished and nurtured.
(d) Life is like an elevator, with lots of ups and downs. '
(e) Life is like an onion. You peel off layer after layer. Sometimes it makes you weep.
(f) Life is like a jigsaw puzzle. You have all the pieces, but you have to put them together correctly.
(g) Life is like a jack-in-the-box. You never know : when you are going to get a box on your chin.

Question 3.
Match the approximate ages with the stages.

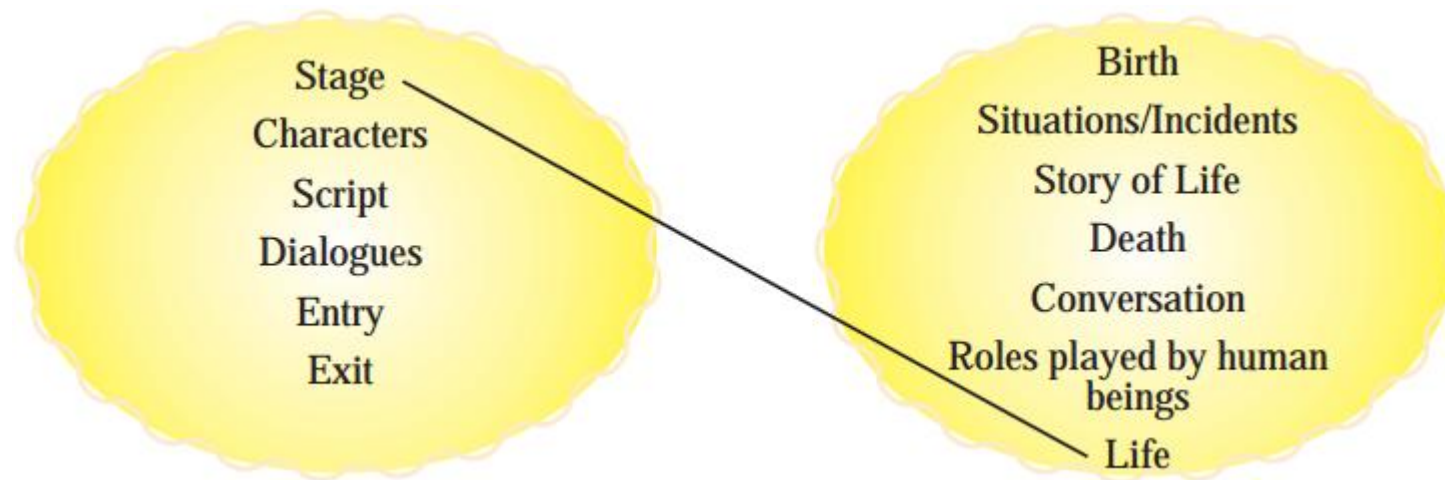
No.	Age-group			Stages
1	Birth to 2 years		a	teenage/adolescence
2	3 years to 12 years		b	old age/second childhood
3	13 years to 17 years		c	middle-age
4	18 years to about 44 years		d	babyhood/infancy
5	About 45 years to 60 years		e	senior citizen/elderly person
6	65 years up to 75 to 80 years		f	adulthood
7	Above 80 years		g	childhood

Answer:

No.	Age-group	Stages
(1)	Birth to 2 years	(d) babyhood/infancy
(2)	3 years to 12 years	(g) childhood
(3)	13 years to 17 years	(a) teenage/adolescence
(4)	18 years to about 44 years	(f) adulthood
(5)	About 45 years to 60 years	(c) middle-age
(6)	65 years up to 75 to 80 years	(e) senior citizen/ elderly person
(7)	Above 80 years	(b) old age/second childhood

Maharashtra Board Class 10 English Kumarbharati Unit 1.4 Questions and Answers

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



Answer:

- (1) Stage – Life
- (2) Characters – Roles played by human beings
- (3) Script – Story of life
- (4) Dialogues – Conversation
- (5) Entry – Birth
- (6) Exit – Death

Question 2.

Read the poem carefully and complete the following table.

Ages of Man	Role	Qualities/Actions
1		1. 2.
2		1. 2.
3		1. 2.
4		
5		1. 2.
6		1. 2.
7		1. 2.

Answer:

First	infant	(1) frightened (2) crying, puking
-------	--------	--------------------------------------

Second	schoolboy	(1) unhappy (2) whining, creeping unwillingly to school
Third	lover	(1) woeful (2) sighing, singing sad ballads
Fourth	soldier	(1) jealous in honor, ambitious (2) quarreling, facing danger

Question 3.

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

2nd stage and 4th stage

.....

.....

3rd stage and 5th stage

.....

.....

1 st stage and 7th (last) stage

.....

.....

Answer:

2nd stage and 4th stage:

The second stage is that of a school boy, complaining and crying. He goes to school early in the morning, with a well-scrubbed, shining face. He carries his school bag and creeps slowly, like a snail, unwillingly to school.

'Full of strange oaths and bearded like the pard, Jealous in honour, sudden and quick in quarrel.'

3rd stage and 5th stage:

The third stage is that of a lover, who is' breathless and sighing with passion. He sings sad Songs dedicated to the beauty of his lover.

The fifth stage is that of , a mature middle-aged man with a round belly. He is stern and formal and full of wisdom. He is full of wise sayings and gives modern examples.

1 st stage and 7th (last) stage:

The first stage is that of an infant, crying weakly and throwing up in his nurse's arms. He is unaware of what is happening around him. The baby, at this stage, is without teeth, without vision, without taste and without anything.

The last stage of all, which ends one's eventful life, is when man becomes senile and enters his second childhood. He is again unaware of what is happening around him. This final stage is when he is once more without teeth, without vision, without taste and without anything.

Question 4.

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

(a) School boy

(2nd stage)

(b) Soldier

(4th stage)

(c) Judge

(5th stage)

(d) Senior citizen

(6th stage)

Answer:

(a) a snail

'The whining schoolboy, with his satchel and shining morning face, creeping like a snail unwillingly to school.'

(b) acts like the pard

'Full of strange oaths and bearded like the pard, Jealous in honour, sudden and quick in quarrel.'

(c) In fair round belly with good capon lined

With eyes "severe and beard of formal cut

(d) His youthful hose, well-saved, a world too wide

For his shrunk shank

Question 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;

Answer:

The poem is written in free verse without any rhyme scheme or consistent metre. There are many figures of speech e.g. Repetition. Metaphor, Alliteration, etc. An Important figure of speech is Personification. 'Where tireless striving stretches its arms towards perfection'. Here, we can actually visualize 'tireless striving stretching its arms to reach its goal.

The poem is a prayer to God. Tagore addresses God as 'my Father' and asks Him to awaken his country into a heaven of freedom, where there is total freedom of good thoughts, good words and good actions. He wishes for a country where people would be free from fear, where knowledge would be free to all individuals and people from all castes and religions would be united.

Question 6.

Think and write on your own.

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

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

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

Answer:

(a) The theme of this poem is the cycle of life.

It tells us how one starts out an infant, helpless and unaware of the surroundings, and ends the same way, i without being aware of what is happening around one.

(b) The second and third stages are humorous. One can just imagine the school boy, complaining and whining, creeping to school slowly with a well-scrubbed and shining face. The third stage, where the lover sighs loudly and sings sad poems and songs, is also humorous.

(c) We can make the last stage joyful by preparing for it beforehand. We know that most of us will reach this stage before our final exit. Hence, we must maintain good health, and keep good relations with our family and the people around us. We must save enough money to get us through this stage without any stress on ourselves or others.

Question 7.

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

(a) world

(b) actors

(c) birth and death

(d) school boy

(e) the lover's sigh

(f) spotted leopard

(g) last stage (old age)

Answer:

(a) stage

(b) –

(c) entrances and exits

(d) a snail

(e) a furnace

(f) bearded soldier

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

(a) Simile

(1)

(2)

Answer:

Simile. Two dissimilar objects are compared using the word 'like'.

(b) Onomatopoeia

(1)

(2)

(c) Alliteration

(1)

(2)

(d) Metaphor

(1)

(2)

(e) Inversion

(1)

(2)

(f) Transferred Epithet

(1)

(2)

Answer:

(a) Simile	(1) Creeping like a snail (2) Soldier bearded like the pard
(b) Onomatopoeia	(1) And then the whining schoolboy (2) Sighing like a furnace
(c) Alliteration	(1) They have -their exits and their entrances (2) His youthful hose, well- saved, a world too wide
(d) Metaphor	(1) They have their exits and their entrances (2) men and women merely players
(e) Inversion	(1) His acts being seven ages. (2) With eyes severe and beard of formal cut
(f) Transferred Epithet	(1) with a woeful ballad (2) Into the lean and slippered pantaloons

Question 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.

Answer:

The character who has narrated the above poem in the play 'As You Like It' by William Shakespeare is Jacques. He narrates it in Act II, Scene VII.

Some of the other characters in the play are Celia, Rosalind, Orlando, Oliver, Duke Senior, Duke Frederick, Touchstone, etc.

Question 9.

Read the poem again and write an appreciation of the poem in a paragraph format. (Refer to page no. 5)

Answer:

Point Format

(for understanding)

The title of the poem : All the World's a Stage'

The poet : William Shakespeare

Rhyme scheme : blank verse I.e. no rhyme scheme, but there is a steady rhythm of five beats In each line.

Figures of speech : Metaphor, Simile, Alliteration, Repetition. etc.

Theme/Central idea : The theme of the poem Is the cycle of life.

Paragraph Format

The poem 'All the World's a Stage' is by William Shakespeare. It is taken from Shakespeare's play 'As you like It'. It is a monologue by one of the characters in the play.

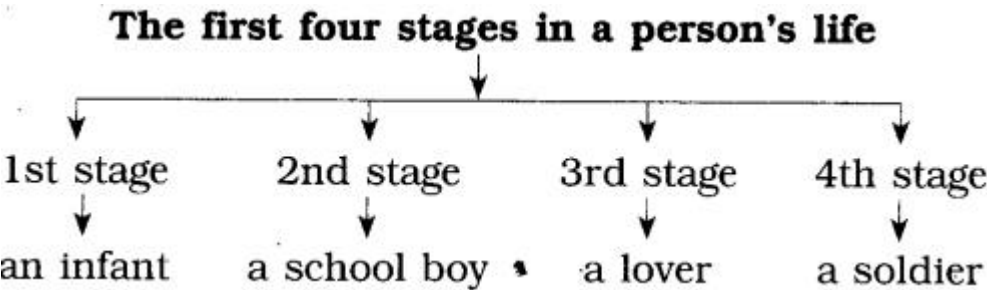
The poem is written in blank verse i.e. there is no rhyme scheme, but there Is a steady rhythm of five beats i.e. iambic pentameter in each line. There are many figures of speech, like Simile. Alliteration and Repetition. but the one that stands out Is Metaphor. In the lines 'All the world's a stage, And all men and women are merely players', there is an implied comparison between two different things.

In this poem, Shakespeare compares life to a stage. He has divided life Into seven stages. each having its own varied qualities and features. The theme of the poem is the cycle of life. It tells us how one starts out as an Infant, helpless. without understanding. and ends the same way, without being aware of what Is happening around one.

Question 10.

Complete the following diagram:

Answer:



Question 11.

Match the following :

A	B
(1) Infant	(a) acts like the pard
(2) School boy	(b) mewling and puking
(3) Lover	(c) whining,
(4) Soldier '	(d) sighing like furnace

Answer:

(1) Infant	(b) mewling arjd puking
(2) School boy	(c) whining
(3) Lover	(d) sighing like furnace
(4) Soldier	(a) acts like the pard

Question 12.

Complete the following : (The answers are given directly and underlined.)

Answer:

(1) 'Exits' and 'entrances' refer to deaths and births.

(2) Reputation is like a bubble because one does useless things for one's reputation, which can burst like a bubble in one instant.

Question 13.

Name and explain the poetic devices used in the following lines:

(a) Soldier bearded like the pard

Answer:

Simile. Two dissimilar objects are compared using the word 'like',

(b) Sighing like a furnace

Answer:

Simile. Two dissimilar objects are compared using the word 'like'.

(c) men and women merely players

Answer:

Metaphor. Implicit comparison between two different things.

(d) They have their exits and their entrances

Answer:

Alliteration. Repetition of the sound of 't' and 'e'.

Metaphor. Implicit comparison between two different things.

(f) With a woeful ballad

Answer:

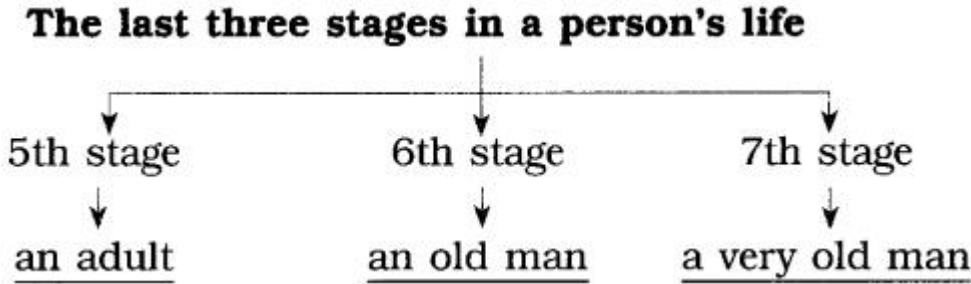
Alliteration. Repetition of the sound of 'w'.

Transferred Epithet. It is not the ballad that is woeful but the lover.

Question 14.

Complete the following diagram :

Answer:



Question 15.

Write if the following statements are True or False :

Answer:

- Man in the fifth stage of life is full of wisdom. (True)
- Man in the sixth stage has a fair, round belly. (False)
- The last few lines are full of melancholy. (True)
- In the last stage, man is unaware of his surroundings. (True)

Question 16.

Write down in your own words the differences between the following stages of a man's life :

(a) 5th and 6th stage :

Answer:

The fifth stage is that of a mature middle-aged man with a round belly. He is stern and formal and full of wisdom. He is full of wise sayings and gives modern examples.

In the sixth stage, man has become old, with thin legs in slippers and loose pants. He has spectacles on his nose and a pouch by his side. The close-fitting stockings, which he had saved from his younger days, are now too big for his thin legs, which have shrunk with age. His loud voice, which was once manly, has now become childish and shrill. There are whistling sounds when he talks.

Question 17.

Complete the following table based on the extract. (The answers are given directly.)

Answer:

Stages of Man	Role	qualities/Actions
Fifth	adult man	(1) fat, serious and wise (2) giving advice
Sixth	middle-aged man	(1) thin and shrunken (2) talking in a shrill-voice
Seventh	very old man	(1) senile, child-like (2) oblivious to his surroundings

Question 18.

The poem is entirely metaphorical. Pick out the comparison from the extract: last stage (old age)

Answer:

last scene

Question 19.

Name and explain the figures of speech used in the following lines :

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

Answer:

Alliteration. Repetition of the sound of 'w'.

(b) For his shrunk shank

Answer:

Alliteration. Repetition of the sound of 's'.

(c) Turning again towards childish treble

Answer:

Alliteration. Repetition of the sound of 't'.

(d) Sans teeth, sans eyes, sans taste, sans everything.

Answer:

Repetition. The word 'sans' is repeated for emphasis.

ite

Maharashtra Board Class 10 English Solutions Unit 1.5 Warming Up

Question 1.

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

Weapons used in the past	Weapons used nowadays

Answer:

Weapons used in the past	Weapons used nowadays
stones, bow and arrows, spears, swords, lances, catapults, axes, daggers, cutlasses, etc.	missiles, hand grenades, bombs, machine guns, tanks, nuclear weapons, etc.

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Question 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.

Answer:

(Some points: pointing out your team's strong points—the opponent's weak points—the hard practice you have put in—the various occasions where underdogs have won unexpectedly, etc.)

Question 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) (a) He promised to look into the matter

(b) He asked me to look for his lost book

(c) I shall look forward to your arrival

Answer:

(a) He promised to look investigate into the matter.

- (b) He asked me to look search for his lost book.
(C) I shall look forward await eagerly to your arrival

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- (2) (a) An epidemic of cholera broke out in the village
(b) The thieves broke into the locked house
(c) They broke up their friendship

Answer:

- (a) An epidemic of started sudden'y cholera broke out in
(b) The thieves broke entered illegally a Into the locked house. forcibly
(c) They broke up their ended friendship.

- (3) (a) You must carry out your duty faithfully
(b) Please carry on with your work
(c) They carried off the trophy in the football matches
(d) Carry forward the remaining balance to the next page

Answer:

- (a) You must carry out complete: execute your duty faithfully.
(b) Please carry on with continue tork
(c) They carried off the won trophy in the football matches.
(d) You may carry forward to transfer the remaining balance to the next page.

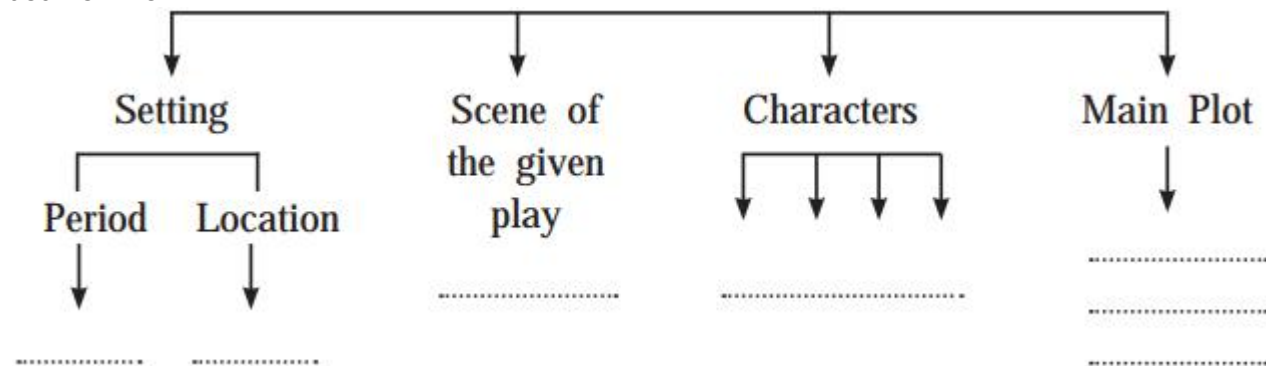
Phrasal verbs : A phrasal verb is a verb that is made up of a main verb together with an adverb or preposition or both.

Maharashtra Board Class 10 English Kumarbharati Unit 1.5 Questions and Answers

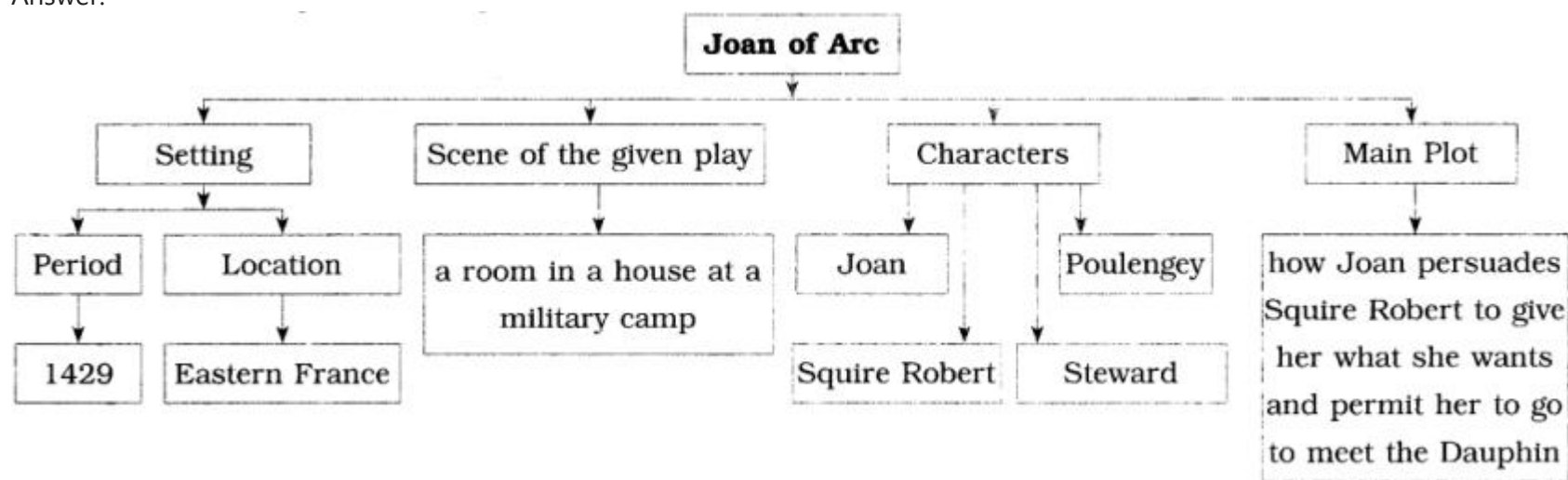
Question 1.

Read the extract from G. B. Shaw's play on Joan of Arc and fill in the Tree diagram.

Joan of Arc



Answer:



Question 2.

(A) Pick out from the extract of the play two lines that provide evidence for each of the following.

Joan of Arc

(a) Her confidence

- (1)
(2)

Answer:

- (1) The Dauphin will give me all I need to free Orleans.
(2) I will teach them all to fight for France.

(b) Her courage

- (1)
(2)

Answer:

- (1) She really doesn't seem to be afraid of anything.
(2) The Squire's glare neither frightens her nor stops her.

(c) Her optimism

- (1)
(2)

Answer:

- (1) If she can put some fight into him, she can put it into anybody.
(2) I don't think it can be very difficult if God is on your side.

(d) Her determination

- (1)
(2)

Answer:

- (1) I have arranged it all. You have only to give the order.
(2) Yqu said that you would not see me. But here I am.

(e) Her patriotism

- (1)
(2)

Answer:

- (1) 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 soldier on the soil of France.

(B) Using the above points, 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.

Answer:

The Heroine of France-Joan of Arc Joan, a well-built, strong country girl of 17 to 18 years, _is brave and courageous and unafraid of anything. She is confident and asks directly for whatever she wants and is sure of getting It. She is optimistic and feels that if God is on one's side, one can do anything. She is determined to go to Orleans and motivate the Dauphin to fight the English and save OrleAnswer: Squire Robert and the others feel that if anyone can put some fight into the Dauphin, It is Joan. She is extremely patriotic and confidently says that she will motivate the French soldiers to fight, and soon there will not be a single English soldier left on the soil of France.

Question 3.

From the extract, find what the following are compared to and why:

(a) as easy as
.....

Answer:

as easy as chasing a cow out of the meadow. This comparison is made because Joan was a country girl and had probably chased many cows out of the meadows. Besides, cows are docile creatures and can be driven away very easily.

(b) as mad as
.....

Answer:

as mad as Joan, for Joan was planning to go to the Dauphin, who was frightened, and motivate him to fight for Orleans.

(c) The Dauphin in Chinon is like
.....

Answer:

The Dauphin in Chinon Is like a rat In a corner, for just like a cornered rat gives up, he too had given up and refused to fight to save Orleans.

(d) The (enemy) soldiers will be driven away like
.....

Answer:

The enemy soldiers will be driven away like sheep. This comparison is made because sheep, always move in flocks and their herd mentality forces them to free if the leading ones flee.

(e) Joan of Arc is a bit of
.....

Answer:

Joan of Arc is a bit of a miracle because she is courageous, confident and determined enough to go to the Dauphin and motivate him to fight for Orleans, when everybody else had given up.

Question 4.

Say WHY? Write it in your notebook.

- (a) Joan wanted to meet Captain Squire.
- (b) Joan did not ask for many soldiers from the Captain Squire.
- (c) Poulengey, Jack and Dick had offered to accompany Joan.
- (d) French soldiers were always beaten in war.
- (e) Captain Squire Robert said, "I wash my hands off it."

Answer:

(a) Joan wanted Captain Squire to give her a ' horse, an armour and some soldiers and send her to meet the Dauphin. That was the reason she wanted to meet him.

(b) Joan did not ask for many soldiers from the Captain Squire because the Dauphin would give her all that she needed.

(c) Poulengey, Jack and Dick felt there was something about Joan, and that she was a bit of a miracle. Her words had put fire into them. They also felt that it was their last chance of saving OrleansHence they offered to accompany her.

(d) The French soldiers were always trying to save their lives, and would run away from the battlefield. Hence they were always beaten in war.

(e) Captain Robert Squire was uncertain about allowing Joan to go to the Dauphth. He could not believe that Joan would be successful In her mission. Even then, he could not withstand her determination and confidence; he also felt that this was the last chance of saving Orleans, and that there was something special about Joan. However, he did not want to be held responsible for anything; hence he said "I wash my hands of it."

Question 5.

Using a dictionary, find the difference between the following pairs of phrases. Make sentences of your own with each of them.

Phrases	Meaning	Own Sentences
1. cut in cut out
2. be held by be held up
3. run away run for
4. be known as be known for
5. go with go after
6. put fire into put fire out

Answer:

Phrases	Meaning	Own Sentences
1. (a) cut in (b) cut out	(a) interrupt (b) reduce or stop something	(a) The teacher asked Rohan not to cut in when she was teaching. (b) Planting a line of trees along the road will cut out the noise from vehicles.
2. (a) be held by (b) be held up	(a) before (b) delayed	(a) The mayor wanted the elections to be held by the end of the month. (b) The marriage party was held up in the traffic jam.
3. (a) run away (b) run for	(a) escape; go off (b) to compete in an election	(a) The kind king allowed the captured deer to run away. (b) The film star wanted to run for the post of Mayor.
4. (a) be known as (b) be known for	(a) to be called as (b) to be famous for	(a) The new boss wanted to be known as a good and kind person. (b) Nagpur is known for its oranges.
5. (a) go with	(a) suit each	(a) Don't you think these shoes go with this dress?

(b) go after	other (b) pursue; follow	(b) You will never be happy if you go after money all the time.
6. (a) put fire into. (b) put fire out	(a) inspire, motivate (b) extinguish	(a) The Chief Guest's words put fire into the young students. (b) Seeing trouble brewing, the minister advised his team to put the fire out before it spread everywhere.

Question 6.
From an Indian History Book or Internet find out information about Indian Women (queens) who led battles. (For example, Rani of Jhansi and Rani Karnawati of Mewad). 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.

Similarities Contrast
(a) (i)
(b) (ii)
(c) (iii)

Question 7.
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.
Answer:
Joan asked the Squire to give her a horse, an armour and some soldiers, and send her to the Dauphin. On hearing this, Robert angrily asked the steward why he had not told him that she was mad.

The steward told Robert to give Joan what she wanted. Robert then told Joan that he would send her back to her father with orders to lock her up. Joan replied that it wouldn't happen that way; Robert had not wanted to see her, yet she had managed to see him.

Joan then asked him for a horse which would cost 16 francs. It was a big amount of money, but she would save It on the armour, as she did not need a beautiful, fitting armour. A soldier's armour would do. She said that she would not want many soldiers, for the Dauphin would give her what she needed to free Orleans. Three men would be enough for him to send with her. She adds that Polly and Jack had promised to go with her.

Question 8.
(A) Make the following sentences Affirmative without change of meaning.
(a) Negative : I am not so sure, now.
Affirmative :
(b) Negative : He will not be able to stop them.
Affirmative :
(c) Negative : I don't remember.
Affirmative :
(d) Negative : I can do no more.
Affirmative :
(e) Negative : Sir, do not anger her.
Affirmative :
(f) Negative : I shall not want many soldiers.
Affirmative :
Answer:
(a) I am a bit doubtful, now.
(b) He will be unable to stop them.
(c) I fail to remember.
(d) I can do only this much.
(e) Sir, please refrain from angering her.
(f) I shall want only a few soldiers.

(B) Fill in the gaps in the table.
Word-Forms

Noun	Verb	Adjective	Adverb
------	------	-----------	--------

1. success	succeed	successful	successfully
2.	inspire	.....	.....
3. ....	.....	safe	.....
4.	harm	.....	.....
5. thought	.....	.....	.....
6. ....	.....	.....	brightly
7. courage	.....	.....	.....
8. ....	.....	.....	hastily

Answer:

Noun	Verb	Adjective	Adverb
1. success	succeed	successful	successfully
2. inspiration	inspire	inspirational	—
3. safety	—	safe	safely
4. harm	harm	harmful/harmless	harmfully/harmlessly
5. 'thought	think	thoughtful/thoughtless	thoughtfully/thoughtlessly
6. brightness	brighten	bright	brightly
7. courage	encourage	courageous	courageously
8. haste	hasten	hasty	hastily

Question 9.

Fill in the blanks with the correct alternatives: (The answers are given directly and underlined.)

Answer:

- (1) The steward is called a 'blockhead' by the squire. (Robert/steward)
- (2) The squire's name is Robert. (Robert/Dauphin)
- (3) The price of a horse is sixteen francs. (17 to 18 francs / sixteen francs)
- (4) The Dauphin will give the girl whatever she needs to free Orleans: (Dauphin/Squire)

Question 10.

Complete the following: (The answers are given directly and underlined.)

Answer:

- (1) The Hundred Years War was fought between 1337 and 1453.
- (2) All of northern France and some parts of the south-west were under foreign control.

Question 11.

Classify the following words into adjectives and nouns and complete the table given below:
armed, courage, brave, armour, orders, well-built, squire, strong, amount, beautiful, Orleans

Answer:

Adjectives – Nouns

armed, brave, well-built, courage, armour, orders, strong, beautiful sqtiire, amount, Orleans

Question 12.

Write the verb forms of the following words:

- (1) strong
- (2) mad
- (3) beautiful
- (4) afraid

Answer:

- (1) strengthen
- (2) madden
- (3) beautify
- (4) fear

Question 13.

You have fifty armed soldiers and dozens of strong servants to carry out my orders.

Answer:

You have fifty armed soldiers as well as dozens of strong servants to carry out my orders.

Question 14.

You are to give me a horse and armour and some soldiers.

Answer:

You are to give me a horse and armour as well as some soldiers.

Question 15.

What, according to you, is the steward's opinion about Joan?

Answer:

The steward has a high opinion of Joan. He feels that she isn't afraid of anything, and she puts courage in others. He feels that she should not be angered and be given what she wants.

Question 16.

Write if the following statements are True or False: (The answers are given directly and underlined.)

Answer:

(1) Joan is angry when Robert tells her to get out. False

(2) Joan feels that Squire Jack is kind. True

(3) The steward's name is Bertrand de Poulengey. False

(4) Robert thinks that the girl's idea is crazy. True

Question 17.

Name the persons needed by Joan to free Orleans:

Answer:

Joan needed the following persons to free Orleans Bertrand de Poulengey, Squire Jack, John Godsave, Dick the Archer, and their servants John of Honecourt and Julian.

Question 18.

Complete the following: (The answers are given directly and underlined.)

Answer:

(1) The squire wants the steward to go with Joan, stay within call and keep an eye on her.

(2) Joan's aim was to meet the Dauphin and free Orleans.

Question 19.

Pick out four adverbs of manner from the passage.

Answer:

simply, willingly, eagerly, brightly (hastily, seriously). ,

Question 20.

Pick out the antonyms of the following words from the passage:

(1) exit

(2) request

(3) advance

(4) slowly

Answer:

(1) exit x enter

(2) request x order

(3) advance x retreat

(4) slowly x hastily

Question 21.

Polly and Jack have promised to come with me. (Rewrite using 'that'.)

Answer:

Polly and Jack have promised that they will come with me.

Question 22.

You have only to give the order. (Rewrite using 'nothing'.)

Answer:

You have to do nothing but give the order.

Question 23.

'I have arranged it all'. What does this statement tell you about Joan?

Answer:

It tells us that Joan had good leadership qualities. She had the ability to inspire others and make them do as she wished. She was also a good organiser.

Question 24.

What/Whom do the underlined pronouns stand for?

Answer:

- (1) Her words have put fire into me. Poultney
- (2) I feel sure enough to take her to Chinon. Joan
- (3) He beat the English at Montargis. Dauphin
- (4) I feel like a fool. Robert

Question 25.

Complete the following: (The answers are given directly and underlined.)

Answer:

- (1) The Squire's opinion of miracles was that though they were alright, they did not happen in their time.
- (2) Robert accused Poulengey of being as mad as Joan.

Question 26.

The Dauphin was not fit to be the king and heir.

Answer:

The Dauphin was not fit to be the king and heir because he was a coward and retreated to Chinon and spent time there like a rat in a corner. He was not able to motivate his men or stop the English from taking Orleans'

Question 27.

Make sentences of your own using the words/ expressions given below:

- (1) cowed
- (2) obstinately
- (3) worth trying
- (4) out of your mind

Answer:

- (1) We should not be cowed when we are threatened by bullies.
- (2) The little girl obstinately refused to answer the teacher.
- (3) "Your idea will keep the neighbourhood clean. It is worth trying," said the minister.
- (4) "You are out of your mind," I told my friend when she wanted to save the stray dog.

Question 28.

I tell you nothing can save our side now but a miracle. (Rewrite using 'only'.)

Answer:

I tell you only a miracle can save our side now:

Question 29.

After talking to Poulengey what change do you notice in Robert?

Answer:

Robert was initially unwilling even to listen to Joan.. But after talking to Poulengey, he agreed that it was their last chance of trying to free Orleans and there was no other hope for them. Poulengey's certainty about Joan made him waver and change his mind and give her a chance.

Question 30.

Pick out the statements that are True:

- (1) Joan was unsure about her ideas.
- (2) Joan had no belief in God.
- (3) The soldiers called Joan 'the Maid'.
- (4) Robert had a poor opinion of English soldiers.

Answer:

True statements:

- (3) The soldiers called Joan 'the Maid'.
- (4) Robert had a poor opinion of English soldiers.

Question 31.

How one knows that Joan is a person of immense faith.

Answer:

Joan's statement 'I don't think soldiering can be difficult if God is on your side' shows that she is a person of immense faith.

Question 32.

Pick out the words ending in -ing from the passage and classify them into gerunds and participles.

Answer:

Gerunds – Participles

raising, chasing, soldiering, fighting, plundering, burning, – turning, fighting

Question 33.

Pick the odd man out from each group:

(1) gravely, always, heard, very

(2) they, see, you, them

Answer:

(1) heard- (this is a verb; the other words are adverbs.)

(2) see-(this is a verb; the other words are pronouns.)

Question 34.

Rewrite the following as Assertive sentences:

(1) Have you ever seen English soldiers fighting?

Answer:

You have never seen English soldiers fighting.

Question 35.

Have you ever seen them plundering, burning, turning the countryside into a desert?

Answer:

You have never seen them plundering, burning, turning the countryside into a desert.

Question 36.

Do you think that soldiers should run away to 'save their skins'?

Answer:

No, I don't think so. Soldiers must fight till their last breath. No soldier worth his salt should run away from the scene of battle to save his/her own life.

Question 37.

What dress did Joan want?

Answer:

Joan wanted a soldier's dress.

Question 38.

Robert finally agreed to the plan.

Answer:

Robert thought that Joan might be able to motivate the Dauphin and the troops to fight. He felt that she had the courage and determination to succeed. He also felt that there was something special about her. Hence he finally agreed to the plan.

Question 39.

Pick out the modal auxiliary and state its function.

Even the Dauphin might believe it.

Answer:

might—showing possibility.

Question 40.

Do you think that Joan succeeds in her plan?

Answer:

I would not be sure only by reading the play; but history tells us that she did succeed and led the French army to victory in several battles during the Hundred Years War. Her bravery, determination and confidence won the day.

Question 41.

I can do no more.

Answer:

I can do only this much.

Question 42.

Pick out the modal auxiliary and state its function.

Even the Dauphin might believe it.

Answer:

might—showing possibility.

Question 43.

Do you think that Joan succeeds in her plan?

Answer:

I would not be sure only by reading the play; but history tells us that she did succeed and led the French army to victory In several battles during the Hundred Years War. Her bravery, determination and confidence won the day.

Question 44.

- (1) Write two compound words from the text.
- (2) Use the following word as a gerund in your own sentence : chasing
- (3) Find out two hidden words from the given word : confidently
- (4) Make a sentence of your own using the phrase: to save their skins.
- (5) Spot the error and rewrite the correct sentence: I is taking a big chance.
- (6) Identify the type of sentence: I don't think it can be very difficult.
- (7) Write the following words in alphabetical order : understand, steward, window, squire.
- (8) Write the present and past participles of 'stop'.
- (9) Prepare a word chain using the following nouns: Denmark, France, Austria, England, Korea, Alaska. France →

Answer:

- (1) courtyard, blockhead
- (2) I would not even think of chasing a defenceless animal.
- (3) confidently — confident, confide
- (4) The thieves jumped into the lake to save their skins.
- (5) I am taking a big chance.
- (6) Assertive (negative).
- (7) squire. steward, understand, window.
- (8) stop: stopping, stopped.
- (9) France → England → Denmark → Korea → Austria → Alaska.

Question 45.

- (1) Use the following word and its homograph in two separate sentences: lock
- (2) The Dauphin will give me all I need. (Rewrite using the future progressive tense of the verb.)
- (3) Prepare a word register of 4 words relating to war from the lesson.

Answer:

- (1) (i) There was a lock of hair on the table.
(ii) The lock and the key were both missing.
- (2) The Dauphin will be giving me all I need.
- (3) War : soldier, armour, fight, siege, plundering, soldiering, troops. captain. (any 4)

Question 46.

- (1) I used to think so. (Pick out the modal auxiliary and state its function).
- (2) Analyse the sentence: Stay within a11 and keep your cyc on her.

Answer:

- (1) used to — past habit
- (2) Compound Sentence.

Stay within call — coordinate (main) clause: keep your eye on h& — coordinate (main) clause.

Maharashtra Board Class 10 English Solutions Unit 1.6 Warming Up Questions and Answers

Alchemy Of Nature Class 10 Question 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 a message.

Set 1: U nderstanding/A daptable/Tolerant/N eat/Encouraging Resourceful.

– The word is

Set 2: Selfless/Inspiring

– The word is

Set 3: Youthful/Modest

– The word is

Set 4: Affectionate/Compassionate/Empathetic/Earnest/Honest/Reliable/Trustworthy

– The word is

– The message is

Answer:

NATURE

IS

MY

TEACHER

The message is: NATURE IS MY TEACHER.

Alchemy Of Nature Class 10 Questions And Answers Question 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.

Land

Water

Trees

Animals

Insects

Answer:

Land: geographical features, soil colour, terrain, fertility, chemical composition, crops grown.

Water: width and length of various water bodies, chemical composition (sweet water, salt water), colours (according to sand beds), rocks, coral reefs, variety of sea creatures.

Trees: height and shape of leaves, changing (or unchanging) colour during seasons, fruits, flowers, medicinal products, types of soil, climate and habitat required for their existence.

Animals: shapes, sizes, colours, different habitats, kinds: wild or domestic, place in the food chain.

Insects: shapes, sizes, colours, number of legs, different habitats, sounds, carriers of diseases.

The Alchemy Of Nature Question Answer Question 3.

Make a list of living creatures in the alphabetical order. You can write more than one beginning with the same letter.

A B

C D

E F

G H

I J

K L

M N

O P

Q R

S T

U V

W Y

Z

Answer:

A -alligator, antelope, ant, etc., B Z.

The Alchemy of Nature Class 10 English Workshop Questions and Answers Maharashtra Board

The Alchemy Of Nature Questions And Answers Question 1.

What things in nature teach us the following :

(a) Nothing is impossible to achieve

(b) Problems are not permanent

(c) Be humble and adjust

(d) Make the best use of time and opportunity

(e) Be persistent

(f) Many hands make work light

(g) Delicate structures are not a sign of weakness

Answer:

- (a) Nothing is impossible to achieve: ants small bits of grass peeping from cracks In the concrete
- (b) Problems are not permanent: trees that are bare in winter
- (c) Be humble and adjust: water
- (d) Make the best use of time and opportunity: flowers
- (e) Be persistent: ants waler
- (f) Many bands make light work: ants
- (g) Delicate structures are not a sign of weakness: picr_webs

The Alchemy Of Nature English Workshop Question 2.

Read the questions from the lesson. What do they imply?

(a) Are you listening?

.....

(b) What if we too lived our lives, however short, to its fullest?

.....

(c) What if we too are consistent, organised, focused . . . ?

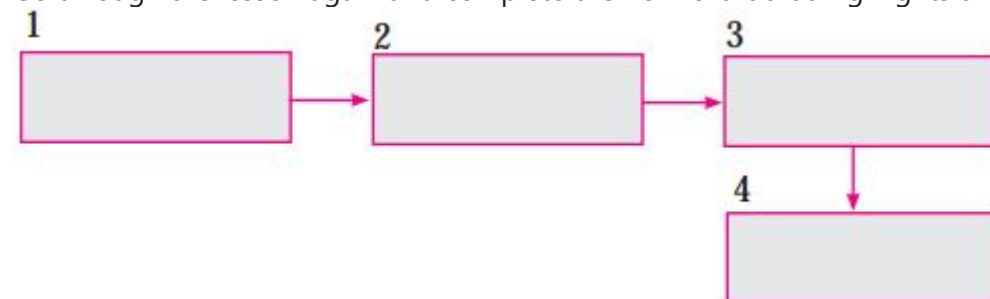
.....

Answer:

- (a) It implies that one must listen.
- (b) It Implies that we too should live our lives to... the fullest, however short they may be.
- (c) It Implies that we too could do wonders If we were consistent, organised focussed

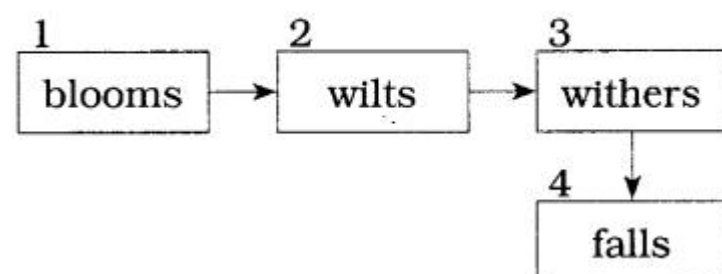
Question 3.

Go through the lesson again and complete the flow-chart that highlights the life of a 'hibiscus' flower.



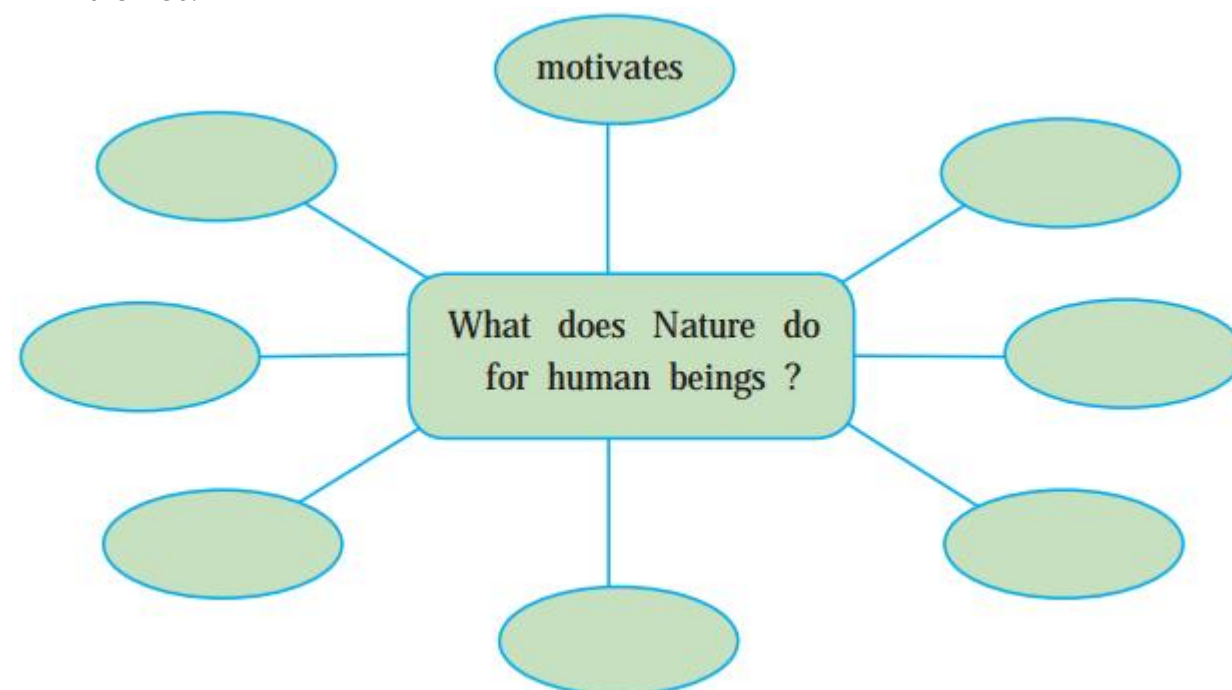
Answer:

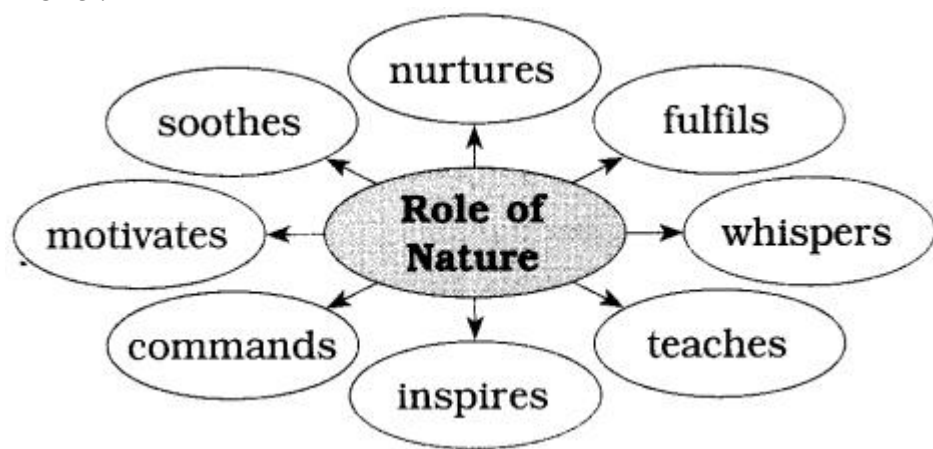
The life of a hibiscus flower



Alchemy Of Nature Class 10 English Workshop Question 4.

Fill in the web.





English Workshop 10th The Alchemy Of Nature Question 5.

The writer explains the contrasting features of 'water' and 'rock' in the lesson. Write all the features of both water and rock in the given table.

Water	Rock
1.	1.
2.	2.
3.	3.
4.	4.

Answer:

Water	Rock
1. gentle	1. hard
2. persistent	2. humble
3. persevering	3. yielding
4. determined	4. adaptable

Alchemy Of Nature Class 10 Solutions Question 6.

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 learned
1. Rainbow
2. Caterpillar
3.
4.
5.
6.
7.

Answer:

Part of nature	Special feature	Value learnt
1. rainbow	cheerfulness; acceptance.	Even when there are problems in the surroundings, we must be cheerful and spread colour and happiness.
2. caterpillar	patience; acceptance.	There is a bright and beautiful future ahead.
3. hibiscus flower	optimism; cheerfulness	However short life may be, we must live it to the fullest.

4. rocks	obedience to nature; adjustment; humility	Obey the commands of nature; adjust to the situation; be humble
5. bits of grass	optimism; perseverance.	However impossible things may look, there is an opening.
6. bare tree	optimism, faith; conviction	However difficult things are in the present, it will not remain so forever. With conviction we should remind ourselves that this too will pass.
7. water	perseverance; determination; humility.	(i) Even colossal problems can be surmounted if we persist. (ii) Learn to adapt to others without any hint of ego.

Alchemy Of Nature Questions And Answers Question 7.

Think and answer in your own words.

(a) How should you deal with difficulties and problems?

Answer:

When coming across problems in life, I turn towards nature for inspiration. I try to understand how the different elements in nature deal with their difficulties and try to solve my own problems in the same way.

(b) 'An oyster turns a grain of sand into a pearl.' What can we learn from this example?

Answer:

We learn that there is a mysterious power or magic in nature that can change things dramatically.

(c) How does nature succeed in its 'Alchemy'? What can it turn a small person into?

Answer:

Nature succeeds in its 'Alchemy' by changing things in a mysterious way. It can turn a small person into anything he/she wishes one touches nature and becomes gold oneself.

(d) Which two aspects of nature teach us to accept change and adjust according to the situation?

Answer:

With gentle humility, water changes its form according to the dictates of the sun and the wind. The bare trees wait patiently during the winter months for the arrival of spring, when they get fresh green leaves. These two aspects of nature teach us to accept change and adjust according to the situation.

(e) Why does the writer begin by quoting the lines from William Blake's poem (Auguries of Innocence)?

Answer:

These lines show that if we pause to reflect, there is much beauty in nature and plenty that we can learn from it. The write-up expands on the same idea, thus reflecting the philosophy of the quoted lines from William Blake.

Question 8.

(A) Pick out from the lesson 10 examples of each.

Concrete Nouns (that you can touch or see)

For example, sand

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)
- (9)
- (10)

Answer:

- (1) bird,
- (2) ant,
- (3) oyster.
- (4) pearl.
- (5) caterpillar,
- (6) butterfly
- (7) flower,
- (8) ocean,
- (9) rock,
- (10) water.

Abstract Nouns (that which you cannot touch or see)

For example, infinity

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)
- (9)
- (10)

Answer:

- (1) majesty.
- (2) conviction.
- (3) perseverance,
- (4) passion
- (5) infinity.
- (6) Imagination,
- (7) joy,
- (8) significance,
- (9) experience,
- (10) difference.

(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.
- (2) It leaves me in complete awe.
- (3) Nature soothes and nurtures.
- (4) It withers completely.
- (5) The flower comes to life only for a day.
- (6) A rainbow colours the entire sky.
- (7) It smiles and dances.

Answer:

- (1) One can witness and experience the beauty of Heaven. (T)
- (2) It leaves me in complete awe. (T)
- (3) Nature soothes and nurtures. (I)
- (4) It withers completely. (I)
- (5) The flower comes to life only for a day. (I)
- (6) A rainbow colours the entire sky. (T)
- (7) It smiles and dances. (I)

Question 9.

(A) Compose about 8 to 10 sets of imaginary dialogues between a bird, a tree and its fruit regarding the effects of environmental changes. Write it in your notebook.

Answer:

Conversation between a bird, a tree and its fruit:

Conversation 1:

Bird: Hi there, tree! How are you doing?

Tree: Not too well. I can't breathe. There's too much of dust and smoke here.

Bird: What, here too? I've come here to escape just that!

Fruit: Wrong place, birdie. Look at me do I look healthy? I'm not growing. Too many insecticides have been sprayed on me.

Bird: Oh, oh. Maybe I should leave this place too.

Conversation 2:

Tree: Oh, no! Something is happening! My roots are getting loose!

Bird: That's called erosion. Soil erosion.

Tree: What happens next?

Bird: The next time it rains heavily-boom! Down you will go! And away I will fly.

Tree: Can't someone help me?

Fruit: What about me?

(B) Prepare a Fact file of any of the following plants/trees, using the points given.

[coconut / neem / basil / cactus / apple]

- Name of Plant/Tree

- Scientific name
- Region and climate
- Features
- Growth
- Size, shape and colour
- Uses
- Any special feature

Answer:

Profile of the Coconut Tree and Fruit

(1) Names: English name – Coconut Sanskrit name – Narikela Hindi name – Nariyal.

(2) Scientific name: *cocos nucifera* belongs to the family 'Palmae' or the palm family (also known as Arecaceae).

(3) Region and Climate: Tropical and sub-tropical coastal regions, especially near sea beaches.

(4) Features:

- Fruit: has a thick fibrous coir over the hard shell inside the kernel colourless liquid;
- leaves: feather-shaped and split into lots of leaflets.

(5) Growth – Size and shape: Coconut trees can: grow from 15 to 30 metres in height in plantations. Coconut fruits are oval in shape. The trunk of the coconut tree is ringed with scars where old leaves have fallen. The top of the trunk is crowned with a rosette of leaves. The leaves can grow up to 7 feet long and can have 250 leaflets.

(6) Uses:

- Coir and leaves: matting, thatching and weaving.
- Hard outer shell about 10 to 15 inches in length used to make articles such as spoons, eating utensils, charcoal, etc.
- Inside of the shell: lined with a white edible layer called the meat used for cooking, or extraction of oil which is used in making soaps or cosmetics also to make chemical, industrial and medicinal products contains coconut water which is very nutritious.
- Husk and leaves: used as material to make a variety of products for furnishing and decorating,

(7) Any special feature: Known in India as 'kalpavriksha' or the 'tree of heaven' because of its many uses the term coconut is derived from the 16th century Portuguese and Spanish, meaning 'grinning face', from the three small holes on the coconut shell that resemble human facial features.

Question 10.

'Impossible' itself says 'I M possible'. Do you agree? Justify your answer by citing something that you have experienced or heard from someone.

Answer:

Yes, I agree. It is possible to do the most , difficult of things providing we have the will and conviction to do so. The example that comes to my mind as justification is that of Sudha Chandran, the j dancer. Though her leg was amputated below the knee, with great grit and determination she restarted dancing, and went on to become a famous dancer ! and actress. This shows that one can do things which seem to be impossible.

Question 11.

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. Frame suitable Interview Questions.

Answer:

Jai interviews Mr. Ali, an environmentalist:

Jai: Good morning, Sir. Welcome to our school. I would like to ask you a few questions for a write-up in our school magazine. My first question: What is your opinion about the concept of having an 'environment protection week' celebration?

Mr. Ali: I think it's a wonderful idea, though I would not call it a 'celebration'.

Jai: Why is that, sir?

Mr. Ali: Well, you have a celebration when you are happy about something. In our town, the protection of the environment is so poor that I, as an environmentalist, am not at all happy about it.

Jai: Can you give us some tips to protect the environment?

Mr. Ali: Certainly, my boy. First of all, we should grow more trees wherever possible. It should be made mandatory for every factory, office, residential building, etc. to plant trees before starting construction.

Jai: What about the menace of plastic, sir?

Mr. Ali: We cannot eliminate plastic completely however, the thickness of plastic bags and the methods of disposal should be made clear to all. Air, water and noise pollution must be dealt with too.

Jai: Please expand on that, sir.

Mr. Ali: Well, industrial and vehicular pollution must be controlled water bodies must be kept clean. Those who break rules must be penalized. Loudspeakers must be banned during the night hours. Oh, there are lots of things to be done, lots of things.

Jai: Thank you sir, for giving some of your precious time for this interview.

Question 12.

Write a News Report on the 'Environment Day' celebrated in your school.

Answer:

Environment Day Celebrations

Nagpur, June 7: 'World Environment Day' was celebrated in New Era School with great fanfare on June 5. The main purpose of the celebration was to spread awareness about the need to protect the environment and the ways to do it.

The day was flagged off by a tree plantation drive in the locality. Three hundred quick-growing trees, which do not need much water on a daily basis, were planted near the school wall and in the surrounding area. An eminent environmentalist, Mr. A.T. Ali, spoke on the ways to protect the environment. He also judged the 'Posters and Photographs' exhibition and gave away prizes for the best entries. Environmentally- friendly articles, like disposable plates and cups made from bamboo and banana stem, bags made from leaf waste, etc. were on sale. Students gave power-point presentations on the threats to the environment. Last but not least, was the spirited debate on the topic 'Man: The worst enemy of the Environment'.

All in all, the day was a great success, and has certainly made a difference to the way we view our environment.

– Josh Matthew

New Era School.

Question 13.

Just For Laughs! Enjoy!

Divide the class into two groups. On 12 to 15 slips of paper, Group A writes 12 to 15 conditional clauses beginning with 'If'.

(For example, If I work very hard,)

Group B writes 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!

Question 14.

Pick out the statements that are false and write them correctly:

(1) On the beach. the author found rocks carved and sculpted by the wind.

(2) The hibiscus flower smiles with the sun and dances with the wind.

(3) Rocks take the shape that the water commands.

(4) Our problems are big and so are we.

Answer:

Statements (1) and (4) are false. The corrected statements are:

(1) On the beach, the author found rocks carved and sculpted by the water.

(4) Our problems are very big, and we are very small.

Question 15.

Explain how the hibiscus flower makes the most of its short life span.

Answer:

The hibiscus flower smiles with the sun and dances with the wind. The flower comes to life only for a day yet it makes the most of the day by living its short life in full splendour, with big, bright and tender blooms.

Question 16.

Complete the flowchart that highlights the life of a hibiscus flower:

Answer:

The life of a hibiscus flower

Question 17.

Guess the meaning of the 'splendour'.

Answer:

Splendour – great beauty which attracts admiration and attention.

Question 18.

Choose the correct 'not only ... but also ' form of the sentence:

Nature soothes and nurtures.

(a) Not only nature soothes but nurtures also.

(b) Nature soothes not only but also nurtures.

(c) Nature soothes but also nurtures not only.

(d) Nature not only soothes but also nurtures.

Answer:

(d) Nature not only soothes but also nurtures.

Question 19.

By evening It falls and becomes one with the earth again. (Rewrite using the '-tng form of the underlined word.)

Answer:

By evening it falls, becoming one with the earth again.

Question 20.

Who Is stronger – water or rocks? Justify your answer.

Answer:

I think water is stronger. It wears down the hard rock by its gentle patience, persistence and perseverance

Question 21.

State whether the following statements are True or False: (The answers are given directly and underlined.)

Answer:

(i) The spider's webs are delicate as well as weak. ' False

(ii) The teamwork and perseverance of ants were Impressive. True

Question 22.

What teaches us that hard times do not last forever? How?

Answer:

The following things teach us that hard times do not last forever:

(i) bits of grass peeping through small cracks in a concrete pavement and

(ii) the green leaves on a tree In spring The grass had been nearly destroyed by the concrete but had come to life again. The tree had been bare all through the cold winter months, before regaining Its former green majesty.

Question 23.

Choose the sentence In the Past Perfect Tense from the sentences given below:

(a) The ants had organised themselves around the fly.

(b) The ants organized themselves around the fly.

(c) The ants have organized themselves around the fly.

Answer:

(a) The ants had organised themselves around the fly.

Question 24.

A rainbow colours the entire sky. (Begin the sentence with The entire sky ...')

Answer:

The entire sky is coloured by a rainbow.

Question 25.

However Impossible things may look, there Is always an opening. (Rewrite beginning with 'Even if..')

Answer:

Even if things, look Impossible. there is always an opening.

Question 26.

Spider webs are delicate, yet very strong. (Rewrite beginning with 'Although')

Answer:

Although spider webs are delicate, they are very strong.

Question 27.

(1) Pick out an Infinitive from the lesson and use It In your own sentence.

(2) Punctuate what If we too had lived our lives however short to its fullest

(3) Find out two hidden words from the given word: approaches

(4) Make a meaningful sentence by using the given phrase: set In

(5) Spot the error and rewrite the correct sentence: When I do. It leave me In complete awe.

(6) Identify the type of sentence: However difficult things are right now, it will not remain so forever.

(7) Write the following words In alphabetical order: perseverance, withers, majesty, 'oysters.

(8) Pick out the verb from the following that can form both the present and past participle by doubling the last letter, and write the forms: hit. admit. turn, feed

Answer:

(1) I went to the beach because I wanted to see the ship.

(2) What if we too had lived our lives, however short, to Its fullest?

(3) approaches — approach, perch (cheap, peach, preach)

(4) Many people try to avoid being In Mumbai when the summer sets in.

(5) When I do, It leaves me In complete awe,

(6) Assertive sentence (negative)

(7) majesty, oysters, perseverance, withers

(8) admit — admitting, admitted

Question 28.

Write 4 words related to things in nature.

Answer:

- (1) (i) We must plant more trees to attract rain.
- (ii) The new plant started production last year.
- (2) We had gone to a rocky beach.
- (3) We are soothed and nurtured by nature.
- (4) Nature: sand, flower, tree, sun, ocean, rock. water, grass

Question 29.

- (1) Use the following word as a verb and a noun in two separate sentences: touch
- (2) Analyse the sentence: We saw small bits of grass peeping through the small cracks in a concrete pavement.

Answer:

- (1) (i) "Can you touch the sky. Papa7 asked the little girl. (verb)
- (ii) The old lady would wake Ul) at the slightest touch. (noun)
- (2) Simple Sentence.

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