

# The Fun they Had

1

— Isaac Asimov

NCERT SOLUTIONS



## What's inside

– Textbook Exercise Q's (solved)

## TEXTBOOK EXERCISE

### Thinking About The Text

#### Activity

Calculate how many years and months ahead from now Margie's diary entry is.

**Ans.** Do it yourself.

**I. Answer these questions in a few words or a couple of sentences each.s**

**1. How old are Margie and Tommy?**

**Ans.** Margie is eleven and Tommy is thirteen years old.

**2. What did Margie write in her diary?**

**Ans.** Margie wrote in her diary, "Today, Tommy found a real book".

**3. Had Margie ever seen a book before?**

**Ans.** No, argie had never seen a book before.

**4. What things about the book did Margie Find strange?**

**Ans.** She found that the pages of the book were yellow and crinkly. The words of the book were stand still. They did not move unlike the words on T.V. screen. The book had the same words on it that she had read earlier.

**5. What do you think a telebook is?**

**Ans.** A telebook is not a real book like a book printed on pages. It can be read on a screen.

**6. Where was Margie's school? Did she have any classmates?**

**Ans.** Margie's school was in her house. It was next to her bedroom and she had no classmates.

**7. What subjects did Margie and Tommy learn?**

**Ans.** Margie studied Geography and Mathematics; and Tommy learned History and Mathematics.

**II. Answer the following with reference to the story :**

**1."I wouldn't throw it away".**

**(i) Who says these words?**

**Ans.** Tommy says these words.

**(ii) What does it refer to?**

**Ans.** 'It' refers to the old book i.e., real book.

**(iii) What is it being compared with by the speaker?**

**Ans.** The speaker compares it with telebooks.

**2. ‘Sure they had a teacher, but it wasn’t a regular teacher. It was a man’.**

**(i) Who does ‘they’ refer to?**

**Ans.** The word ‘they’ refers to the students of the old time.

**(ii) What does ‘regular’ mean here?**

**Ans.** Here ‘regular’ means a mechanical teacher that Margie and Tommy have.

**(iii) What is it contrasted with?**

**Ans.** It is contrasted with the teacher of the earlier times who was a human being.

**III. Answer these questions in a short paragraph (in about 30 words).**

**1. What kind of teachers did Margie and Tommy have?**

**Ans.** Margie and Tommy had mechanical teachers. They appeared daily on T.V. screen and gave their lessons. They gave them homework and monitored their progress in studies.

**2. Why did Margie’s mother send for the County Inspector?**

**Ans.** The mechanical teacher had been giving test after test to Margie in Geography. She had been doing worse and worse. So her mother was very upset about it and send for the country inspector to check the mechanical teacher.

**3. What did he do?**

**Ans.** He took the mechanical teacher apart and checked it. He found that its geography area was working at a fast speed. He adjusted it to an average ten year level student. He reassessed it and now it was working properly.

**4. Why was Margie doing badly in geography? What did the County Inspector do to help her?**

**Ans.** Margie was not doing good in geography because the geography sector of the mechanical teacher had been adjusted at a higher level. In order to help her, the country inspector slowed it upto a ten year level student.

**5. What had once happened to Tommy’s teacher?**

**Ans.** Once the history sector of Tommy’s teacher had blanked out completely. The country inspector came and took the teacher away for nearly a month.

**6. Did Margie have regular days and hours for school? If so, why?**

**Ans.** Yes, Margie had regular days and hours for school because her mother believed that learning at regular hours helped little girls learn better. So, her mechanical teacher always turned on at the fixed time everyday except on Saturday and Sunday.

**7. How does Tommy describe the old kind of school?**

**Ans.** Tommy says that old kind of schools had a special building and all the kids went there to study. They used to shout and laugh in an open yard.

**8. How does he describe the old kind of teachers?**

**Ans.** Tommy describes old kind of teachers as human beings. They were not regular teachers. They taught the students in groups in a special building and gave them homework and asked them questions.

**IV. Answer each of these questions in two or three paragraphs (100 –150 words).**

**1.What are the main features of the mechanical teachers and the schoolrooms that Margie and Tommy have in the story?**

**Ans.** Margie and Tommy have their individual schools. These schools are in their respective home. The mechanical teacher is a computer screen with good audio-video system. It delivers their lecture, asks the questions, gives homework and checks the homework and assignment papers.

Sometimes, the mechanical teacher gets some fault. This may lead to inaccessibility of certain subjects. So it can lead the teacher to throw really difficult test, which may not be fit for the kids. Mechanical knowledge is needed to set them right. This mechanical teacher is adjusted to the level of the students, otherwise they all show poor results and cannot solve the sums properly.

**2. Why did Margie hate school? Why did she think the old kind of school must have been fun?**

**Ans.** Margie always hated school. It was not fun. Her school was in her home. It was in the room next to her bedroom. She was the only student at that school. Her teacher was a mechanical teacher. It used to teach her everyday at a fixed time. The part she hated most was inserting the homework and test papers in the slot. When Margie came to know that the schools in old days were in a special building she was surprised. All the kids from far or near went there and learned the same things. They had a human teacher. They played together and could help one another with the homework. All these aspects made her believe that the old kind of schools must have been fun.

**3. Do you agree with Margie that schools today are more fun than the school in the story? Give reasons for your answer.**

**Ans.** Yes, I agree with Margie that schools today are more fun than the school in the story. In the story, there is no interaction among the students regarding studies. Studying and answering question seems to be a boring idea. Doing homework without anybody's help and writing them in a punch code is also very draining. Today, the schools are situated in a special buildings. All the students go there to learn the same thing. The syllabus for each class is same. Students of all classes

get together at one place and say their prayers to God. They learn values in schools like obedience, respect, sharing, kindness for others, taking part in school sports and other activities. Thus, the schools today are more fun than the schools in the story as they are more interactive. They develop a healthy environment for the students to study and learn. And one does not feel quite dull and boring with this type of schools.

## Thinking about Language

### I. Adverbs

#### Read this sentence taken from the story:

They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

The word **complete** is an adjective. When you add-ly to it, it becomes an adverb.

#### 1. Find the sentences in the lesson which have the adverbs given in the box below:

awfully sorrowfully completely loftily  
carefully differently quickly nonchalantly

**Ans.** The sentences in the lesson which have the adverbs are :

**Awfully** : They turned the pages, which were yellow and crinkly, and it was **awfully** funny to read words that stood still instead of moving the way they were supposed to- on a screen, you know.

**Sorrowfully** : The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head **sorrowfully** and sent for the County Inspector.

**Completely** : They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out **completely**.

**Loftily and Carefully** : He added **loftily**, pronouncing the word **carefully**, "Centuries ago."

**Differently** : "But, my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught **differently**".

**Quickly** : "I didn't say I didn't like it," Margie said **quickly**.

**Nonchalantly** : "May be," he said **nonchalantly**.

#### 2. Now use these adverbs to fill in the blanks in the sentences below :

(i) The report must be read ..... so that performance can be improved.

**Ans.** carefully

(ii) At the interview, Sameer answered our questions ....., shrugging his shoulders.

**Ans.** loftily

(iii) We all behave ..... when we are tired or hungry.

**Ans.** differently

(iv) The teacher shook her head ..... when Ravi lied to her.

**Ans.** sorrowfully

(v) I forgot about it .....

**Ans.** completely

(vi) When I complimented Revathi on her success, she just smiled ..... and turned away.

**Ans.** nonchalantly

(vii) The President of the Company is ..... busy and will not be able to meet you.

**Ans.** awfully

(viii) I finished my work so that I could go out to play .....

**Ans.** quickly

***Remember:***

An adverb **describes action**. You can form adverbs by adding -ly to adjectives.

**Spelling Note:** When an adjective ends in -y, the y changes to i when you add -ly to form an adverb.

**For example :** angr-y → angr-i-ly

### 3. Make adverbs from these adjectives.\

(i) Angry

(ii) Happy

(iii) Merry

(iv) Sleepy

(v) Easy

(vi) Noisy

(vii) Tidy

(viii) Gloomy

**Ans.**(i) Angrily

(ii) Happily

(iii) Merrily

(iv) Sleepily

(v) Easily

(vi) Noisily

(vii) Tidily

(viii) Gloomily

## II. If, Not and Unless

- Imagine that Margie's mother told her, "You'll feel awful if you don't finish your history lesson."
- She could also say: "You'll feel awful unless you finish your history lesson."

*Unless* means if not. Sentences with unless or *if not* are negative conditional sentences.

Notice that these sentences have two parts. The part that begins with *if not* or *unless* tells us

**the condition.** This part has a verb in the present tense (look at the verbs *don't finish, finish* in the sentences above).

The other part of the sentence tells us about a **possible result**. It tells us what **will happen** (if something else doesn't happen). The verb in this part of the sentence is in the future tense (*you'll feel/you will feel*).

Notice these two tenses again in the following examples :

Future Tense		Present Tense
There won't be any books left	<i>unless</i>	we preserve them.
You won't learn your lessons	<i>if</i>	you don't study regularly.
Tommy will have an accident	<i>unless</i>	he drives more slowly.

**Complete the following conditional sentences :**

**Use the correct form of the verb.**

**1.If I don't go to Anu's party tonight, .....**

**Ans.** she will be angry.

**2.If you don't telephone the hotel to order food, .....**

**Ans.** you will miss your dinner.

**3.Unless you promise to write back, I .....**

**Ans.** will not talk to you.

**4.If she doesn't play any games, .....**

**Ans.** she will become lazy.

**5.Unless that little bird flies away quickly, the cat .....**

**Ans.** will catch it.

## Writing

A new revised volume of Issac Asimov's short stories has just been released. Order one set. Write a letter to the publisher, Mindfame Private Limited, 1632 Asaf Ali Road, New Delhi, requesting that a set be sent to you by Value Payable Post (VPP), giving your address. Your letter will have the following parts :

- Addresses of the sender and receiver
- The salutation

- The body of the letter
- The closing phrases and signature

**Your letter might look like this:**

Your address

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Date \_\_\_\_\_ (DD/MM/YY)

The addressee's address

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Dear Sir/Madam,

---

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Yours sincerely,

Your signature

Remember that the language of a formal letter is different from the colloquial style of personal letters. For example, contracted forms such as 'I've' or 'can't' are not used.

**Ans.25 – B Block, Laxmi Nagar**

New Delhi – 110025

15<sup>th</sup> June, 2020.

Mindfame Private Ltd.

1632, Asaf Ali Road

New Delhi – 110002

**Subject :** Order for book set

*Dear Sir/Madam,*

I shall be thankful if you send me a complete set of the newly **revised** volume of Issac Asimov's short stories at my given address through value Payable Post. I request you to send these books urgently.

Your sincerely

Neha Jain

## Speaking

In groups of four discuss the following topic.

### 'The Schools of the Future Will Have No Books and No Teachers!'

Your group can decide to speak for or against the motion. After this, each group will select a speaker to present its views to the entire class.

You may find the following phrases useful to present your argument in the debate.

- In my opinion .....
- I/we fail to understand why .....
- I wholeheartedly support/oppose the view that .....
- At the outset let me say .....
- I'd/we'd like to raise the issue of/argue against .....
- I should like to draw attention to .....
- My/our worthy opponent has submitted that .....
- On the contrary .....
- I firmly reject .....

**Ans.** Do it yourself.

## Do a Project

Nowadays use of digital devices has increased and digital services have made our cash transactions easier and smoother. Government of India has taken initiatives to digitalise cash transactions to buy things and pay bills. Following are some of the digital initiatives to make people use digital services.



Take up a project in groups of four to collect opinions of people on the use of digital services in their daily life. Develop an opinionnaire to collect opinions of about forty people in your neighbourhood. Divide the work among four to collect the opinions, tabulate the ideas and write a report about the use of digital devices. Once the project is completed, each group may present it to the whole class. Charts may be created and displayed on the notice board.

**Ans.** Do it yourself.



# The Sound of Music

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I. Evelyn Glennie Listens to Sound Without Hearing It — Deborah Cowley

II. The Shehnai of Bismillah Khan — Bismillah Khan

## NCERT SOLUTIONS



## What's inside

- Textbook Exercise Q's (solved)

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## **Part-I**

### **Evelyn Glennie Listens to Sound without Hearing it**

#### **TEXTBOOK EXERCISE**

##### **Thinking About The Text**

**I. Answer these questions in a few words or a couple of sentences each.**

**1. How old was Evelyn when she went to the Royal Academy of Music?**

**Ans.** Evelyn was seventeen years old when she went to the Royal Academy of Music.

**2. When was her deafness first noticed? When was it confirmed?**

**Ans.** When she was eight years old her deafness was first noticed and it was confirmed when she was eleven.

**II. Answer each of these questions in a short paragraph (30-40 words).**

**1. Who helped her to continue with music? What did he do and say?**

**Ans.** A percussionist Ron Forbes inspired Evelyn to continue with music. He began by tuning two large drums to different notes and advised her not to listen to them through her ears, but sense them through some other way.

**2. Name the various places and causes for which Evelyn performs.**

**Ans.** Evelyn, with a hectic international schedule, gives solo performances at regular concerts. Apart from these, she gives free concerts in prisons and hospitals. She also gives high priority to classes for young musicians.

**III. Answer the question in two or three paragraphs (100 –150 words).**

**1. How does Evelyn hear music?**

**Ans.** Evelyn heard music by sensing the notes in different parts of her body. When Ron Forbes played two drums to different notes and asked her to sense the sound without using her ears, she realized that she could feel the higher drum from the waist up and the lower drum from the waist down. She learnt how to open her mind and body to sounds and vibrations. It was sheer determination and hard work. When she played the xylophone, she could sense the sound passing up the stick into her fingertips. By leaning against the drums, she could feel the resonances flowing into her body. On a wooden platform, she removed her shoes so that the vibrations could pass through her bare feet and up her legs. She herself said that music poured in through every part of her body. It tingled in the skin, her cheekbones and even in her hairs.

**Part-II**  
**The Shehnai of Bismillah Khan**

**TEXTBOOK EXERCISE**

**Thinking About The Text**

**I. Tick the right answer.**

1. The ..... (shehnai, pungi) was a ‘reeded noisemaker.’

**Ans.** The pungi was a ‘reeded noisemaker.’

2. ..... (Bismillah Khan, A barber, Ali Bux) transformed the pungi into a shehnai.

**Ans.** A barber transformed the pungi into a shehnai.

3. Bismillah Khan’s paternal ancestors were ..... (barbers, professional musicians).

**Ans.** Bismillah Khan’s paternal ancestors were professional musicians.

4. Bismillah Khan learnt to play the shehnai from ..... (Ali Bux, Paigambar Bux, Ustad Faiyaaz Khan).

**Ans.** Bismillah Khan learnt to play the shehnai from Ali Bux.

5. Bismillah Khan’s first trip abroad was to .....(Afghanistan, U.S.A., Canada).

**Ans.** Bismillah Khan’s first trip abroad was to Afghanistan.

**II. Find the words in the text which show Ustad Bismillah Khan’s feelings about the items listed below. Then mark a tick (✓) in the correct column. Discuss your answers in class.**

Bismillah Khan’s feelings about	Positive	Negative	Neutral
1. Teaching children music			
2. The film world			
3. Migrating to the U.S.A.			
4. Playing at temples			
5. Getting the Bharat Ratna			
6. The banks of the Ganga			
7. Leaving Benaras and Dumraon			

**Ans.**

Bismillah Khan's feelings about	Positive	Negative	Neutral
1. Teaching children music	✓		
2. The film world		✓	
3. Migrating to the U.S.A.		✓	
4. Playing at temples	✓		
5. Getting the Bharat Ratna	✓		
6. The banks of the Ganga	✓		
7. Leaving Benaras and Dumraon		✓	

**III. Answer these questions in 30–40 words.**

**1. Why did Aurangzeb ban the playing of the pungi?**

**Ans.** Aurangzeb banned the playing of pungi because it had a shrill, unpleasant sound.

**2. How is a shehnai different from a pungi?**

**Ans.** The pungi was a reeded noisemaker. Shehnai has a better tonal quality than pungi.

It is a natural hollow stem pipe with seven holes on its body and is longer and broader than the pungi. Shehnai is, in a way, an improvement upon the pungi.

**3. Where was the shehnai played traditionally? How did Bismillah Khan change this?**

**Ans.** The shehnai was traditionally played in royal courts, temples and weddings. The credit for bringing this instruments onto the classical stage goes to Ustad Bismillah Khan.

**4. When and how did Bismillah Khan get his big break?**

**Ans.** Bismillah Khan got his big break in 1938. The All India Radio opened in Lucknow and Bismillah Khan played shehnai on radio. He soon became an often heard player on radio.

**5. Where did Bismillah Khan play the shehnai on 15 August 1947? Why was the event historic?**

**Ans.** When India gained independence on 15 August 1947, Bismillah Khan played the Raag Kaafi on his shehnai from the Red Fort. The event was historical because it was on the occasion of India's independence from British Rule.

**6. Why did Bismillah Khan refuse to start a shehnai school in the U.S.A.?**

**Ans.** Ustad Bismillah Khan refused one of his student's request to start a shehnai school

in the U.S.A. because he would not live away from his country, especially, from Benaras, the River Ganga and Dumraon.

**7. Find at least two instances in the text which tell you that Bismillah Khan loves India and Benaras.**

**Ans.** The first instance is when he refused his student's request to start a shehnai school in U.S.A. The second instance is when he was asked by Shekhar Gupta about moving to Pakistan during the partition, he said that he would never leave Benaras.

### **Thinking about Language**

**I. Look at these sentences.**

- Evelyn was determined *to live a normal life*.
- Evelyn managed *to conceal her growing deafness from friends and teachers*.

The italicised parts answer the questions: "What was Evelyn determined to do?" and "What did Evelyn manage to do?" They begin with a to-verb (*to live*, *to conceal*).

**Complete the following sentences. Beginning with a to-verb, try to answer the questions in brackets.**

**1. The school sports team hopes ..... (What does it hope to do?)**

**Ans.** The school sports team hopes *to win the match*.

**2. We all want ..... (What do we all want to do?)**

**Ans.** We all want *to get success in our life*.

**3. They advised the hearing-impaired child's mother ..... (What did they advise her to do?)**

**Ans.** They advised the hearing-impaired child's mother *to visit a doctor*.

**4. The authorities permitted us to ..... (What did the authorities permit us to do?)**

**Ans.** The authorities permitted us *to construct the building*.

**5. A musician decided to ..... (What did the musician decide to do?)**

**Ans.** A musician decided to ..... (What did the musician decide to do?)

**II. From the text on Bismillah Khan, find the words and phrases that match these definitions and write them down. The number of the paragraph where you will find the words/phrases has been given for you in brackets.**

**1. The home of royal people (1) .....**

**Ans.** The royal residence

**2. The state of being alone (5) .....**

**Ans.** solitude

**3. A part which is absolutely necessary (2) .....**

**Ans.**indispensable

**4. To do something not done before (5) .....**

**Ans.**improvise

**5. Without much effort (13) .....**

**Ans.**effortlessly

**6. Quickly and in large quantities (9) ..... and .....**

**Ans.**thick and fast

### **III. Tick the right answer.**

**1. When something is revived, it (remains dead/lives again).**

**Ans.**When something is revived, it wants it **lives again**.

**2. When a government bans something, it wants it (stopped/started).**

**Ans.**When a government bans something, it wants it **stopped**.

**3. When something is considered auspicious, (welcome it/avoid it).**

**Ans.**When something is considered auspicious, **welcome it**.

**4. When we take to something, we find it (boring/interesting).**

**Ans.**When we take to something, we find it **interesting**.

**5. When you appreciate something, you (find it good and useful/find it of no use).**

**Ans.**When you appreciate something, you find it **good and useful**.

**6. When you replicate something, you do it (for the first time/for the second time).**

**Ans.**When you replicate something, you do it for the **second time**.

**7. When we come to terms with something, it is (still upsetting/no longer upsetting).**

**Ans.**When we come to terms with something, it is **no longer upsetting**.

### **IV. Dictionary work**

● The sound of the shehnai is *auspicious*.

● The *auspicious* sound of the shehnai is usually heard at marriages.

The adjective *auspicious* can occur after the verb *be* as in the first sentence, or before a noun as in the second. But there are some adjectives which can be used after the verb *be* and not before a noun. For example :

● Ustad Faiyaz Khan was *overjoyed*.

We cannot say : the *overjoyed man*.

Look at these entries from the Oxford Advanced Learner's Dictionary (2005).

<b>elder adj., noun</b>	<b>awake adj., verb</b>
adjective 1 [only before noun] (of people, especially two members of the same family) older: my elder brother 1 his elder sister 2 (the elder) used without a noun immediately after it to show who is the older of two people: the elder of their two sons 3 (the elder) (formal) used before or after sb's name to show that they are the older of two people who have the same name : the elder Pitt. Pitt, the elder.	adjective [not before noun] not asleep (especially immediately before or after sleeping): to be half/fully awake; to be wide awake. I was still awake when he came to bed.

Consult your dictionary and complete the following table. The first one has been done for you.

adjective	only before noun	not before noun	both before and after the verb be
indispensable		✓	✓
impressed			
afraid			
outdoor			
paternal			
countless			
priceless			

Use these words in phrases or sentences of your own.

**Ans.1.** He is *indispensable* for the successful completion of the plan.

2. Ram was *impressed* by my dancing.
3. He is *afraid* of the teacher.
4. Football and cricket are *outdoor* games.
5. She enjoys the company of her *paternal* uncle.
6. Neha was showered with *countless* gifts.
7. My teacher gave me a *priceless* piece of advice.

adjective	only before noun	not before noun	both before and after the verb be
indispensable		✓	✓
impressed		✓	✓
afraid			✓
outdoor	✓		

paternal	✓		
countless	✓		
priceless	✓		

## Speaking

- I. Imagine the famous singer Kishori Amonkar is going to visit your school. You have been asked to introduce her to the audience before her performance. How would you introduce her?**

Here is some information about Kishori Amonkar you can find on the Internet.

Read the passage and make notes of the main points about :

- her parentage
- the school of music she belongs to
- her achievements
- her inspiration
- awards

Padma Bhushan Kishori Amonkar, widely considered the finest female vocalist of her generation, was born in 1931, daughter of another great artist, Smt. Mogubai Kurdikar. In her early years she absorbed the approach and repertoire of her distinguished mother's teacher Ustad Alladiya Khan. As her own style developed, however, she moved away from Alladiya Khan's 'Jaipur- Atrauli gharana' style in some respects, and as a mature artist her approach is usually regarded as an individual, if not unique, variant of the Jaipur model.

Kishori Amonkar is a thinker, besotted by what she calls the mysterious world of her raagas. She dissects them with the precision of a perfectionist, almost like a scientist, until the most subtle of shades and emotions emerge and re-emerge.

She is very much inspired by the teachings of the ancient Vedic sages, written at a time when vocal music was highly devotional in character. This soul searching quality of her music, coupled with a very intellectual approach to raaga performance has gained her quite a following in India and has helped to revive the study of *khayal*.

Significant awards bestowed on this artist include the Sangeet Natak Akademi Award (1985), the Padma Bhushan (1987), and the highly coveted Sangeet Samradhini Award (considered one of the most prestigious awards in Indian Classical Music) in 1997.

**Ans.** Do it yourself.

- II. Use your notes on Kishori Amonkar to introduce her to an imaginary audience.**

**You may use one of the following phrases to introduce a guest : I am honoured to introduce.../I feel privileged to introduce.../We welcome you..**

## Writing

“If you work hard and know where you’re going, you’ll get there,” says Evelyn Glennie. You have now read about two musicians, Evelyn Glennie and Ustad Bismillah Khan. Do you think that they both worked hard? Where did they want to ‘go’?

Answer these questions in two paragraphs, one on each of the two musicians.

*Whenever you see darkness, there is extraordinary opportunity for the light to burn brighter.*  
—Bono

**Ans.** Both Evelyn Glennie and Ustad Bismillah Khan had worked hard to achieve their goals. It is a fact that dedication and determination help one in attaining one’s long cherished goals. Evelyn Glennie was totally deaf but she was not ready to give up her courage. She was determined to lead a normal life and pursue interest in music. She worked hard and got Royal Philharmonic Society’s prestigious Soloist of the Year Award in 1991. She accomplished more than most people twice her age.

Ustad Bismillah Khan is another example of determination and hard work. He belongs to a well known family of musicians from Bihar. He took to music early in life. He gave many memorable performances not only in India but abroad also. He practised hard and reached his destination in 2001 when he was awarded India’s highest civilian award, the Bharat Ratna. The other National Awards like the Padmashri, the Padma Bhushan and the Padma Vibhushan were also conferred on him. His life has been a perfect example of the rich, cultural heritage of India.

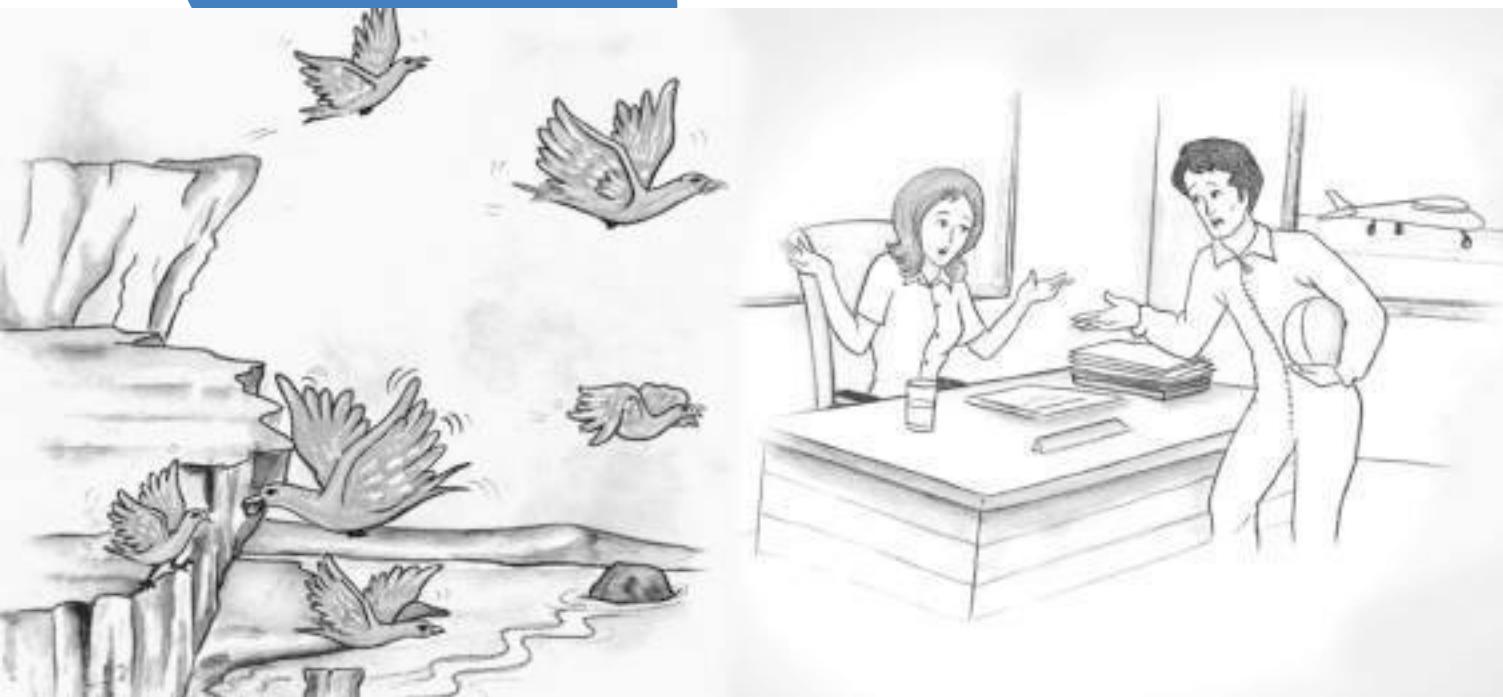


# The Little Girl

3

— Katherine Mansfield

NCERT SOLUTIONS



## What's inside

- Textbook Exercise Q's (solved)

## TEXTBOOK EXERCISE

### Thinking About The Text

I. Given below are some emotions that Kezia felt. Match the emotions in Column A with the items in Column B.

A	B
1. fear or terror	(i) Father comes into her room to give her a goodbye kiss
2. glad sense of relief	(ii) noise of the carriage grows fainter
3. a “funny” feeling, perhaps of understanding	(iii) father comes home (iv) speaking to father (v) going to bed when alone at home. (vi) father comforts her and falls asleep (vii) father stretched out on the sofa, snoring

Ans.

A	B
1. fear or terror	(iii) father comes home (iv) speaking to father (v) going to bed when alone at home (vii) father stretched out on the sofa, snoring
2. glad sense of relief	(i) father comes into her room to give her a goodbye kiss (ii) noise of the carriage grows fainter
3. a “funny” feeling, perhaps of understanding	(vi) father comforts her and falls asleep

II. Answer the following questions in one or two sentences :

1. Why was Kezia afraid of her father?

**Ans.** Kezia was afraid of her father because he was very strict and always used to give commands to everybody else in the house. He never played with her. He had big hands and heavy face, especially his mouth when he yawned was big and she was terrified of the manner in which he looked at her over his spectacles.

2. Who were the people in Kezia’s family?

**Ans.** There were four people in Kezia’s family—Kezia herself, her father, mother and her grandmother.

### **3. What was Kezia's father's routine?**

#### **(i) before going to his office.**

**Ans.** Before going to his office, Kezia's father usually went into her room to give her a good bye kiss.

#### **(ii) after coming back from his office.**

**Ans.** After coming back from his office, he ordered for tea to be brought into the drawing room. He also asked his mother to bring him the newspaper and his slippers, and Kezia to pull off his boots and leave them outside.

#### **(iii) on Sundays.**

**Ans** On Sunday, Kezia's father would stretch out on the sofa. He would cover his face with his handkerchief, put his feet on one of the cushions and sleep soundly.

### **4. In what ways did Kezia's grandmother encourage her to get to know her father better?**

**Ans.** Kezia's grandmother encouraged her to get to know her father better by sending her to the drawing room to talk to her parents on Sunday afternoons. She also suggested Kezia to make a pin cushion out of a beautiful piece of yellow silk as a gift for her father's birthday.

### **III. Discuss these questions in class with your teacher and then write down your answers in two or three paragraphs each.**

#### **1. Kezia's efforts to please her father resulted in displeasing him very much. How did this happen?**

**Ans.** Kezia's efforts to please her father resulted in displeasing him. On every Sunday, her grandmother sent her down to the drawing room to have a nice talk with father and mother. But her presence always irritated her father. He used to call her 'little brown owl'. One day her grandmother told her that her father's birthday would be next week and suggested that she should make him a pin-cushion for beautiful gift. After stitching three-sides of the cushion with double cotton with great care and effort, Kezia was stuck as to what to fill the cushion with. Since her grandmother was busy in the garden, she searched her Mother's bedroom for scraps. Finally, she discovered sheets of paper on the bed table. She gathered those, tore them into pieces and filled the cushion with them. Unfortunately, her efforts to please her father not only went in vain but also had an unanticipated consequence. This was because the sheets she had torn, were her father's speech for the Port Authority. Her father scolded her for touching things that did not belong to her and punished her by hitting her palm with a ruler.

**2. Kezia decides that there are “different kinds of fathers”. What kind of father was Mr. Macdonald, and how was he different from Kezia’s father?**

**Ans.** Mr. Macdonald was Kezia’s next door neighbour. He had five children. He was a loving, gentle and forgiving father. He was always smiling and playing with his children. He treated his children in a friendly manner.

One day when Kezia saw Mr. Macdonald playing with his children in the garden, she decided that there are ‘different kinds of fathers’.

Mr. Macdonald was different from Kezia’s father. He often laughed and played with his children. He mixed with his children well. His children were not afraid of him. But Kezia’s father was hard-hearted and dry. He did not treat her kindly. But Mr. Macdonald was kind and cheerful. He was just opposite to Kezia’s father.

**3. How does Kezia begin to see her father as a human being who needs her sympathy?**

**Ans.** Kezia used to sleep with her grandmother. One day her mother became ill and the grandmother was in the hospital with the mother. She had to sleep alone.

At night she had a frightening nightmare. She cried loudly for her grandmother but to her surprise she found her father standing near her bed. He took her in his arms and made her sleep next to him in his bed.

The father was tired. He slept before the little girl. The girl thought that there was no one to look after him. She thought that he works so hard all day for the family. So he does not get any time to play with her. Thus, she begins to see her father as a human being who needs her sympathy.

### **Thinking about Language**

**I. Look at the following sentence :**

There was a *glad* sense of relief when she heard the noise of the carriage growing fainter...

Here, *glad* means happy about something.

*Glad, happy, pleased, delighted, thrilled and overjoyed* are synonyms (words or expressions that have the same or nearly the same meaning). However, they express happiness in certain ways.

**Read the sentences below :**

- She was *glad* when the meeting was over.
- The chief guest was *pleased* to announce the name of the winner.

**1. Use an appropriate word from the synonyms given above in the following sentences. Clues are given in brackets.**

- (i) She was ..... by the news of her brother’s wedding. (very pleased)

(ii) I was ..... to be invited to the party.  
(extremely pleased and excited about)

(iii) She was ..... at the birth of her granddaughter.  
(extremely happy)

(iv) The coach was ..... with his performance.  
(satisfied about)

(v) She was very ..... with her results.  
(happy about something that has happened)

## **2. Study the use of the word *big* in the following sentence :**

**He was so *big* ..... his hands and his neck, especially his mouth....**

Here, *big* means *large in size*.

**Now, consult a dictionary and find out the meaning of *big* in the following sentences. The first one has been done for you.**

- (i) You are a big girl now. (older)
  - (ii) Today you are going to take the biggest decision of your career.
  - (iii) Their project is full of big ideas.
  - (iv) Cricket is a big game in our country.
  - (v) I am a big fan of Lata Mangeshkar.
  - (vi) You have to cook a bit more as my friend is a big eater.
  - (vii) What a big heart you've got, Father dear.

## II Verbs of Reporting

**Study the following sentences :**

- “What!” screamed Mother.
  - “N-n-no”, she whispered.
  - “Sit up,” he ordered.

The italicised words are verbs of reporting. We quote or report what someone has said or thought by using a reporting verb. Every reporting clause contains a reporting verb. For example :

- He *promised* to help in my project.

- “How are you doing?” Seema *asked*.

We use verbs of reporting to advise, order, report statements, thoughts, intentions, questions, requests, apologies, manner of speaking and so on.

**1. Underline the verbs of reporting in the following sentences :**

- (i) He says he will enjoy the ride.
  - (ii) Father mentioned that he was going on a holiday.
  - (iii) No one told us that the shop was closed.
  - (iv) He answered that the price would go up.
  - (v) I wondered why he was screaming.
  - (vi) Ben told her to wake him up.
  - (vii) Ratan apologised for coming late to the party.

**2. Some verbs of reporting are given in the box. Choose the appropriate verbs and fill in the blanks in the following sentences :**

were complaining shouted replied  
remarked ordered suggested

- (i) "I am not afraid," ..... the woman.
  - (ii) "Leave me alone," my mother .....
  - (iii) The children ..... that the roads were crowded and noisy.
  - (iv) "Perhaps he isn't a bad sort of a chap after all, ..... the master.
  - (v) "Let's go and look at the school ground, ..... the sports teacher.
  - (vi) The traffic police ..... all the passers-by to keep off the road.

# Speaking

Form pairs or groups and discuss the following questions :

**1. This story is not an Indian story. But do you think there are fathers, mothers and grandmothers like the ones portrayed in the story in our own country?**

**Ans.** Though the story does not have Indian background, it can be compared to an Indian story. Indian families also have fathers, mothers and grandmothers like that of Kezia portrayed in the lesson. In this story, the happenings took place just because

of the gap of communication among the family members. The girl felt afraid of her father as she did not have enough chances of mixing-up with her father because of his business in work. As we see a lot of such children even in our society where both the father and the mother do their jobs and children become upset. So, their children have to spend the time with grandparents. Such children feel that their parents don't love them. And in some cases, if parents are hard, the children avoid making their appearance before them.

- 2. Was Kezia's father right to punish her? What kind of a person was he? You might find some of these words useful in describing him:**

undemonstrative loving strict hard-working  
responsible unkind disciplinarian short-tempered  
affectionate caring indifferent

**Ans.** Kezia's father was a very busy man. He loved his daughter Kezia but he could not show it. Every morning before going to work he used to come into her room and gave her a goodbye kiss. He never talked to her kindly. He often found fault with her speech. He was hard working and strict too. He was so tired that he could not play with his daughter. One day he had to punish Kezia because of a mistake of hers. Kezia's father had written a speech on some papers. Kezia had made a pin-cushion for her father on his birthday. She needed paper to stuff the pin-cushion. She tore those papers and put them into the cushion. So, her father punished her. But it was not right to beat her. He could have made Kezia realise her mistake with love.

## Writing

- 1. Has your life been different from or similar to that of Kezia when you were a child? Has your perception about your parents changed now? Do you find any change in your parents' behaviour vis-à-vis yours? Who has become more understanding? What steps would you like to take to build a relationship based on understanding? Write three or four paragraphs (150–200 words) discussing these issues from your own experience.**

**Ans.** My childhood was totally different from that of Kezia. I am the only child of my parents. My parents loved me and showed it too. My father used to take me to playground for walking, to the Zoo for seeing the birds and animals and he the market. They always gave me what I wanted. My parents behaviour was very affectionate. I used to sleep with my father. I found both my parents very loving.

When I grew older, I find some changes in their behaviour. My father has become

a little bit strict for me. If he finds any fault in my school work and home work, he scolds me. He advises me time to time regarding my behaviour and activities.

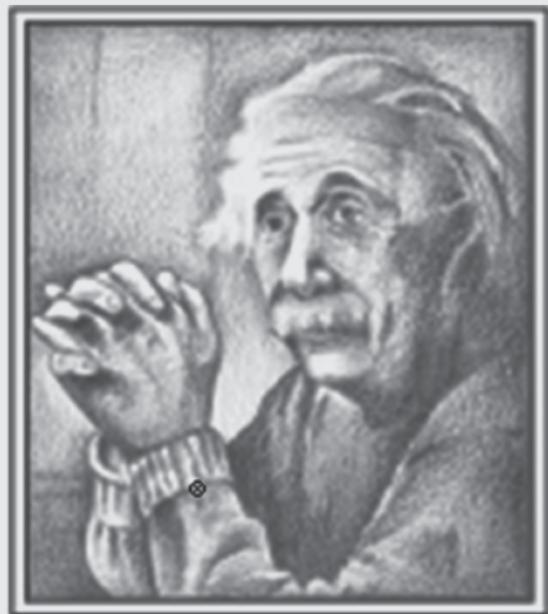
But I think that this relationship should be based on trust, love and understanding. If the child has made some mistakes and he/she admits it, the parents should not be too strict. Rather they should forgive their children and tell them not to repeat it again.



# A Truly Beautiful Mind

4

NCERT SOLUTIONS



## What's inside

- Textbook Exercise Q's (solved)

# TEXTBOOK EXERCISE

# **Thinking About The Text**

**1. Here are some headings for paragraphs in the text. Write the number(s) of the paragraph(s) for each title against the heading. The first one is done for you.**

(i)	Einstein's equation	9
(ii)	Einstein meets his future wife	
(iii)	The making of a violinist	
(iv)	Mileva and Einstein's mother	
(v)	A letter that launched the arms race	
(vi)	A desk drawer full of ideas	
(vii)	Marriage and divorce	

**Ans.(i)9** (ii) 7  
(iii)3 (iv)10  
(v) 15 (vi)8  
(vii)11

## **2. Who had these opinions about Einstein?**

(i) He was boring.

**Ans.** Einstein's playmates thought that he was boring.

(ii) He was stupid and would never succeed in life.

**Ans.** Einstein's headmaster thought that he was stupid and would never succeed at anything in life.

(iii) He was a freak.

**Ans.** Einstein's mother thought that he was a freak.

**3. Explain what the reasons for the following are :**

(i) Einstein leaving the school in Munich for good.

**Ans.** Einstein left the school in Munich for good because he hated the school's regimentation and also clashed with his teachers.

(ii) Einstein wanting to study in Switzerland rather than in Munich.

**Ans.** Einstein wanted to study in Switzerland rather than in Munich because it was a more liberal city.

### (iii) Einstein seeing in Mileva an ally.

**Ans.** Einstein found an ally in Mileva because she, like him, disapproved of the “philistines” or the people who, did not like art, literature or music.

**(iv) What do these tell you about Einstein?**

**Ans.** These tell that Einstein loved freedom. He was a liberal and cultured person.

#### **4. What did Einstein call his desk drawer at the patent office? Why?**

**Ans.**Einstein called his desk drawer at the patent office the “Bureau of theoretical physics”. This was because the drawer was where he used to store his secretly developed ideas.

#### **5. Why did Einstein write a letter to Franklin Roosevelt?**

**Ans.**Einstein wrote a letter to Franklin Roosevelt to warn about the effect of atomic bomb and prepare for defense.

#### **6. How did Einstein react to the bombing of Hiroshima and Nagasaki?**

**Ans.**Einstein was deeply shaken by the disaster in Hiroshima and Nagasaki. He wrote a public missive to the United Nations. He proposed the formation of a world government to stop the nuclear weapons.

#### **7. Why does the world remember Einstein as a “world citizen”?**

**Ans.**Einstein is remembered as a “world citizen” as much as a genius scientist because of his efforts towards world peace and democracy, and for his crusade against the use of arms.

#### **8. Here are some facts from Einstein’s life. Arrange them in chronological order.**

- [ ] Einstein publishes his special theory of relativity.
- [ ] He is awarded the Nobel Prize in Physics.
- [ ] Einstein writes a letter to U.S. President, Franklin D. Roosevelt, and warns against Germany’s building of an atomic bomb.
- [ ] Einstein attends a high school in Munich.
- [ ] Einstein’s family moves to Milan.
- [ ] Einstein is born in the German city of Ulm.
- [ ] Einstein joins a university in Zurich, where he meets Mileva.
- [ ] Einstein dies.
- [ ] He provides a new interpretation of gravity.
- [ ] Tired of the school’s regimentation, Einstein withdraws from school.
- [ ] He works in a patent office as a technical expert.
- [ ] When Hitler comes to power, Einstein leaves Germany for the United States.

**Ans.**[1]Einstein is born in the German city of Ulm.

[2]Einstein attends a high school in Munich.

[3]Einstein’s family moves to Milan.

[4]Tired of the school’s regimentation, Einstein withdraws from school.

[5]Einstein joins a university in Zurich, where he meets Mileva.

[6]He works in a patent office as a technical expert.

[7] Einstein publishes his special theory of relativity.

[8] He provides a new interpretation of gravity.

[9] He is awarded the Nobel Prize in Physics.

[10] When Hitler comes to power, Einstein leaves Germany for the United States.

[11] Einstein writes a letter to U.S. President, Franklin D. Roosevelt and warns against Germany's building of an atomic bomb.

[12] Einstein dies.

### Thinking about Language

I. Here are some sentences from the story. Choose the word from the brackets which can be substituted for the italicised words in the sentences.

1. A few years later, the marriage *faltered*. (failed, broke, became weak).

Ans. became weak

2. Einstein was constantly at *odds* with people at the university. (on bad terms, in disagreement, unhappy)

Ans. In disagreement.

3. The newspapers *proclaimed* his work as "a scientific revolution." (declared, praised, showed)

Ans. declared

4. Einstein got ever more involved in politics, *agitating* for an end to the arms buildup. (campaigning, fighting, supporting)

Ans. campaigning

5. At the age of 15, Einstein felt so stifled that he left the school *for good*. (permanently, for his benefit, for a short time)

Ans. permanently

6. Five years later, the discovery of nuclear fission in Berlin had American physicists in *an uproar*. (in a state of commotion, full of criticism, in a desperate state)

Ans. in a state of commotion

7. Science wasn't the only thing that *appealed* to the dashing young man with the walrus moustache. (interested, challenged, worried)

Ans. interested

II. Study the following sentences :

● Einstein became a gifted amateur violinist, *maintaining this skill throughout his life*.

● Letters survive in which they put their affection into words, *mixing science with*

*tenderness.*

The parts in italics in the above sentences begin with –ing verbs, and are called participial phrases. Participial phrases say something more about the person or thing talked about or the idea expressed by the sentence as a whole.

**For example :**

— Einstein became a gifted amateur violinist. *He maintained this skill throughout his life.*

Complete the sentences below by filling in the blanks with suitable participle clauses. The information that has to be used in the phrases is provided as a sentence in brackets.

1. .... the firefighters finally put out the fire.

(They worked round the clock.)

**Ans.** *Working round the clock*, the fire fighters finally put out the fire.

2. She watched the sunset above the mountain, ..... (She noticed the colours blending softly into one another.)

**Ans.** She watched the sunset above the mountain, *noticing the colours blending softly into one another.*

3. The excited horse pawed the ground rapidly, .....

(While it neighed continually.)

**Ans.** The excited horse pawed the ground rapidly, *neighing continually.*

4. .... I found myself in Bangalore, instead of Benaras.

(I had taken the wrong train.)

**Ans.** *Having taken the wrong train*, I found myself in Bangalore, instead of Benaras.

5. .... I was desperate to get to the bathroom.

(I had not bathed for two days)

**Ans.** *Not having bathed for two days*, I was desperate to get to the bathroom.

6. The stone steps, ..... needed to be replaced.

(They were worn down).

**Ans.** The stone steps, *being worn down*, needed to be replaced.

7. The actor received hundreds of letters from his fans, .....

(They asked him to send them his photograph.)

**Ans.** The actor received hundreds of letters from his fans,

*asking him to send them his photograph.*

## Writing Newspaper Reports

Here are some notes which you could use to write a report.

21 August, 2005 — original handwritten manuscript of Albert Einstein unearthed — by student Rowdy Boeynik in the University of the Netherlands — Boeynik researching papers — papers belonging to an old friend of Einstein — fingerprints of Einstein on these papers — 16-page document dated 1924 — Einstein's work on this last theory — behaviour of atoms at low temperature — now known as the Bose-Einstein condensation — the manuscript to be kept at Leyden University where Einstein got the Nobel Prize.

Write a report which has four paragraphs, one each on :

- What was unearthed.
- Who unearthed it and when.
- What the document contained.
- Where it will be kept.

Your report could begin like this :

### **Student Unearths Einstein's Manuscript**

21 AUGUST, 2005. An original handwritten Albert Einstein manuscript has been unearthed at a University in the Netherlands.

### **Ans.Student unearths Einstein's Manuscript**

21 August 2005. An original handwritten Albert Einstein manuscript has been unearthed at the University of Netherlands.

A student named Rowdy Boeynik was researching on the papers belonging to an old companion of Einstein.

The document contained papers of Einstein's work on his last theory—Behaviour of Atoms at Low Temperature. Nowadays, it is known as the Bose-Einstein Condensation.

The manuscript will be kept at Leyden University where Einstein got the Nobel Prize.

### **Dictation**

Your teacher will dictate these paragraphs to you. Write down the paragraphs with correct punctuation marks.

In 1931 Charlie Chaplin invited Albert Einstein, who was visiting Hollywood, to a private screening of his new film, *City Lights*. As the two men drove into town together, passersby waved and cheered. Chaplin turned to his guest and explained: "The people are applauding you because none of them understands you and applauding me because everybody understands me."

One of Einstein's colleagues asked him for his telephone number one day. Einstein reached for a telephone directory and looked it up. "You don't remember your own number?" the man asked, startled.

“No,” Einstein answered. “Why should I memorize something I can so easily get from a book?” (In fact, Einstein claimed never to memorise anything which could be looked up in less than two minutes.)

**Ans.** In 1931, Charlie Chaplin invited Albert Einstein, who was visiting Hollywood, to a private screening of his new film, “*City Lights*”. As the two men drove into town together, passers-by waved and cheered. Chaplin turned to his guest and explained: “The people are applauding you because none of them understands you and applauding me because everybody understands me.”

One of Einstein’s colleagues asked him for his telephone number one day. Einstein reached for a telephone directory and looked it up. “You don’t remember your own number?” the man asked, startled. “No”, Einstein answered. “Why should I memorise something I can so easily get from a book?” (In fact, Einstein claimed never to memorise anything which could be looked up in less than two minutes.)



# The Snake and the Mirror

5

—Vaikom Muhammad Basheer

NCERT SOLUTIONS



## What's inside

– Textbook Exercise Q's (solved)

## TEXTBOOK EXERCISE

### Thinking About The Text

I. Discuss in pairs and answer each question below in a short paragraph (30–40 words).

1. “The sound was a familiar one.” What sound did the doctor hear? What did he think it was? How many times did he hear it? (Find the places in the text.) When and why did the sound stop?

**Ans.** The doctor heard the familiar sound of the rats. He thought it was the regular traffic of rats to and from the beam. He heard the sound thrice. The sound stopped when the doctor resumed his seat in the chair with many thoughts passing through his mind. The sound stopped because the rats might have seen the snake.

2. What two “important” and “earth-shaking” decisions did the doctor take while he was looking into the mirror?

**Ans.** One of the important decisions the doctor took while he was looking into the mirror was to shave daily and grow a thin moustache upon his face. The other earth shaking decision he took was to always keep an attractive smile on his face to look more handsome.

3. “I looked into the mirror and smiled,” says the doctor. A little later he says, “I forgot my danger and smiled feebly at myself.” What is the doctor’s opinion about himself when : (i) he first smiles, and (ii) he smiles again? In what way do his thoughts change in between, and why?

**Ans.** (i) The doctor’s opinion about himself when he first smiles is that his smile is attractive and he is a handsome bachelor and a doctor too. He has to make his presence felt.

(ii) During the next smile he considers himself poor, foolish and stupid because the snake would have struck him and he had no medicine in his room. At first he seems to be relaxed and was conscious of his handsome appearance because he believed that the sound was of the rats. The second time death lurked near him. The snake had coiled around his left arm. This time he thought that he was a foolish man.

II. This story about a frightening incident is narrated in a humorous way. What makes it humorous? (Think of the contrasts it presents between dreams and reality. Some of them are listed below.)

1. (i) The kind of person the doctor is (money, possessions)
- (ii) The kind of person he wants to be (appearance, ambition)

**Ans.**(i)The reality is that the doctor is not a man of money or possessions. He hardly has any money. He had just set up medical practice and had meagre earnings. He stayed in a small rented room which was not electrified. He possessed a black coat and some shirts and dhotis.

(ii)Actually, the doctor dreamt to be a rich person by marrying a woman doctor who had plenty of money with good medical practice. He wanted to make his presence felt among others and look more handsome.

**2. (i) The person he wants to marry**

**(ii) The person he actually marries**

**Ans.**(i)The doctor had a dream to marry a woman doctor with good medical practice and a lot of money. She had to be fat so that she can not run after him and catch him.

(ii)But in real life, he marries a thin reedy woman who has the gift of a sprinter.

**3. (i) His thoughts when he looks into the mirror**

**(ii) His thoughts when the snake is coiled around his arm**

**Write Short paragraph on each of these to get our answer.**

**Ans.**(i)When he looks into the mirror he thinks, being an unmarried doctor, he has to make his presence felt. He decides to shave daily and grow a thin moustache. Further he decides to always keep his attractive smile on his face to look more handsome.

(ii)He seems to have turned into a stone when the snake coiled around his arm. He felt the presence of the great creator this world and universe God. He thinks that if the snake strikes him he doesn't have any medicines in his room. Thus, he considers himself a poor, foolish and stupid doctor. All these incidents show a contrast in his life which makes this story a humorous one.

## **Thinking about Language**

**I. Here are some sentences from the text. Say which of them tell you, that the author :**

- (a) was afraid of the snake
- (b) was proud of his appearance
- (c) had a sense of humour
- (d) was no longer afraid of the snake

**1. I was turned to stone.**

**2. I was no more image cut in granite.**

**3. The arm was beginning to be drained of strength.**

4. I tried in my imagination to write in bright letters outside my little heart the words, 'O God'.
5. I didn't tremble. I didn't cry out.
6. I looked into the mirror and smiled. It was an attractive smile.
7. I was suddenly a man of flesh and blood.
8. I was after all a bachelor, and a doctor too on top of it!
9. The fellow had such a sense of cleanliness...! The rascal could have taken it and used it after washing it with soap and water.
10. Was it trying to make an important decision about growing a moustache or using eye shadow and mascara or wearing a vermilion spot on its forehead.

**Ans.**(1)a, (2) c, (3) a, (4) a, (5) a, (6) b, (7) d, (8) b, (9) c, (10) c.

## **II. Expressions used to show fear**

**Can you find the expressions in the story that tell you that the author was frightened? Read the story and complete the following sentences :**

1. I was turned .....

**Ans.**to stone.

2. I sat there holding .....

**Ans.**my breath.

3. In the light of the lamp I sat there like .....

**Ans.**a stone image in the flesh.

## **III. In the sentences given below some words and expressions are italicised. They are variously mean that one :**

- is very frightened.
- is too scared to move.
- is frightened by something that happens suddenly.
- makes another feel frightened.

**Match the meanings with the words/expressions in italics, and write the appropriate meaning next to the sentence. The first one has been done for you :**

1. I knew a man was following me, I was *scared out of my wits*. (very frightened)

**Ans.**very frightened

2. I got a *fright* when I realised how close I was to the cliff edge.

**Ans.**frightened by something that happens suddenly

3. He nearly *jumped out of his skin* when he saw the bull coming towards him.

**Ans.**very frightened

**4.** You really gave *me a fright* when you crept up behind me like that.

**Ans.**frightened by something that happens suddenly

**5.** Wait until I tell his story — it will *make your hair stand on end*.

**Ans.**makes another feel frightened

**6.** *Paralysed with fear*, the boy faced his abductors.

**Ans.**too scared to move

**7.** The boy hid behind the door, *not moving a muscle*.

**Ans.**too scared to move

#### **IV. Reported questions**

**Study these sentences:**

● His friend asked, “Did you see the snake the next day, doctor?”

● His friend asked the doctor *whether/if* he had seen the snake the next day.

● The little girl *wondered*, “Will I be home before the TV show begins?”

The little girl *wondered if/whether* she would be home before the TV show began.

● Someone *asked*, “Why has the thief left the vest behind?”

Someone *asked why* the thief had left the vest behind.

The words *if/whether* are used to report questions which begin with: *do, will, can, have, are* etc. These questions can be answered ‘yes’ or ‘no’.

Questions beginning with *why/when/where/how/which/what* are reported using these same words.

The reporting verbs we use in questions with *if/whether/why/when etc.* are: *ask, inquire and wonder*.

**Remember that in reported speech,**

- the present tense changes to past tense
- *here, today, tomorrow, yesterday* etc. change to *there, that day, the next day, the day before*, etc.
- *I/you* change to *me/him/he*, etc., as necessary.

**Example :**

● He said to me, “*I don’t believe you.*”

He said *he* did not believe *me*.

● She said to him, ‘*I don’t believe you.*’

She told him that *she* did not believe *him*.

*Report these questions using if/whether or why/when/where/how/which/what.*

Remember the *italicised* verbs change into the past tense.

**1. Meena asked her friend, “Do you think your teacher will come today?”**

**Ans.**Meena asked her friend if he (she) thought his (her) teacher would come that day.

**2. David asked his colleague, “Where will you go this summer?”**

**Ans.**David asked his colleague where he would go that summer.

**3. He asked the little boy, “Why are you studying English?”**

**Ans.**He asked the little boy why he was studying English.

**4. She asked me, “When are we going to leave?”**

**Ans.**She asked me when they were going to leave.

**5. Pran asked me, “Have you finished reading the newspaper?”**

**Ans.**Pran asked me if I had finished reading the newspaper.

**6. Seema asked her, “How long have you lived here?”**

**Ans.**Seema asked her how long she had lived there.

**7. Sheila asked the children, “Are you ready to do the work?”**

**Ans.**Sheila asked the children if they were ready to do the work.

## **Speaking**

Using some of the expressions given above in exercise III, talk about an incident when you were very scared. You may have a competition to decide whose story was the most frightening.

**Ans.**Student do it yourself.

## **Dictation**

The following paragraph is about the Indian cobra. Read it twice and close your book. Your teacher will then dictate the paragraph to you. Write it down with appropriate punctuation marks.

The Indian cobra is the common name for members of the family of venomous snakes, known for their intimidating looks and deadly bite. Cobras are recognised by the hoods that they flare when angry or disturbed; the hoods are created by the extension of the ribs behind the cobras' heads. Obviously the best prevention is to avoid getting bitten. This is facilitated by the fact that humans are not the natural prey of any venomous snake. We are a bit large for them to swallow whole and they have no means of chopping us up into bite-size pieces. Nearly all snakebites in humans are the result of a snake defending itself when it feels threatened. In general snakes are shy and will simply leave if you give them a chance.

**Ans.**Student do it yourself.

## Writing

1. Try to rewrite the story without its humour, merely as a frightening incident. What details or parts of the story would you leave out?

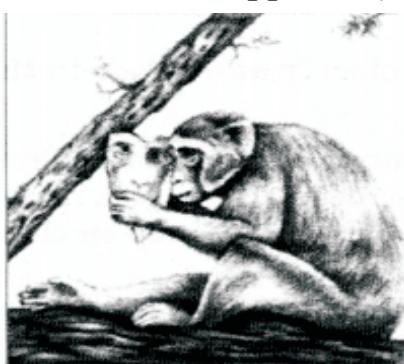
**Ans.** One hot summer night, a doctor returned home late at night. He heard a familiar scuttling sound of rats from above while opening the door. He heard the sound thrice. The doctor was sitting at a table on which stood a lamp and a mirror. When he heard a dull thud as if a rubber tube had fallen, he turned his back to find out the source of the thud, at the same time he found a snake wriggling at the back of his chair. As the snake slowly slid along the arm of the doctor, he found himself paralysed with fear. The doctor sat there without moving a muscle, silently praying to God. The doctor felt helpless and foolish at that time as he did not have any medicine for snakebite. By chance, the snake turned his head to the mirror and it slowly slithered away towards it. Taking the opportunity, the doctor ran till he reached his friend's house, where he took bath and changed into fresh clothes. Next morning, he returned to his house to shift his belongings and found that his belongings had been stolen by a thief.

2. Read the description given alongside this sketch from a photograph in a newspaper (Times of India, 4 September, 1999). Make up a story about what the monkey is thinking, or why it is looking into a mirror. Write a paragraph about it.

### The fairest of them All

A monkey preens itself using a piece of mirror, in the Delhi ridge.

(‘To preen oneself’ means to spend a lot of time making oneself look attractive, and then admiring one’s appearance. The word is used in disapproval.)



**Ans.** The monkey preens itself using a piece of mirror, in the Delhi ridge. It is the first time that the monkey is seeing a reflection of itself, so clear and life-like.

The monkey admires the beautiful brown hair on its head, neatly parted along the centre. It has a nose and a small mouth. The monkey then opens its mouth to inspect its tiny set of teeth. It sticks out its black tongue at the reflection. As the piece of mirror is moved slightly, it sees its shoulder and body in the mirror. It then flicks its long brown tail and brings it into the reflection. But the features on its face are more interesting. It manages to get its face back on the mirror and once again goes back to inspecting its mouth. Suddenly, the bright sunlight is obscured by a dark cloud, or so the monkey thinks. With a heavy swoosh, a thick net, lands over the monkey and tightens around it. The mirror falls from its tiny hand, and all it sees around, are the human faces, out to get him.

## Translation

The text you read is a translation of a story by a well-known Malayalam writer, Vaikom Muhammad Basheer.

In translating a story from one language to another, a translator must keep the content intact. However, the language and the style differ in different translations of the same text. Here are two translations of the opening paragraphs of a novel by the Japanese writer, Haruki Murakami. Read them and answer the questions given below.

Translation A	Translation B
When the phone rang I was in the kitchen, boiling a potful of spaghetti and whistling along with an FM broadcast of the overture to Rossini's <i>The Thieving Magpie</i> , which has to be the perfect music for cooking pasta.	I'm in the kitchen cooking spaghetti when the woman calls. Another moment until the spaghetti is done; there I am, whistling the prelude to Rossini's <i>La Gazza Ladra</i> along with the FM radio: Perfect spaghetti; cooking music!
I wanted to ignore the phone, not only because the spaghetti was nearly done, but because Claudio Abbado was banging the-London Symphony to its musical climax.	I hear the telephone ring but tell myself, ignore it. Let the spaghetti finish cooking. It's almost done, and besides, Claudio Abbado and the London Symphony Orchestra are coming to a crescendo.

*Compare the two translations on the basis of the following points:*

- (i)the tense of narration (past and present tense)
- (ii)short, incomplete sentences
- (iii)sentence length

**Which of these translations do you like? Give reasons for your choice.**

**Ans.**(i) Translation A is in the past tense while translation B is in the present tense.

(ii) Translation A has complete sentences while translation B has short, incomplete sentences.

(iii) Translation A has long sentences while translation B has short sentences.

I prefer translation B because it is more direct and uses powerful language with a lot of imagery. It uses more personal language which is the way it should be in stories and novels.



# My Childhood

# 6

—A.P.J. Abdul Kalam

NCERT SOLUTIONS



## What's inside

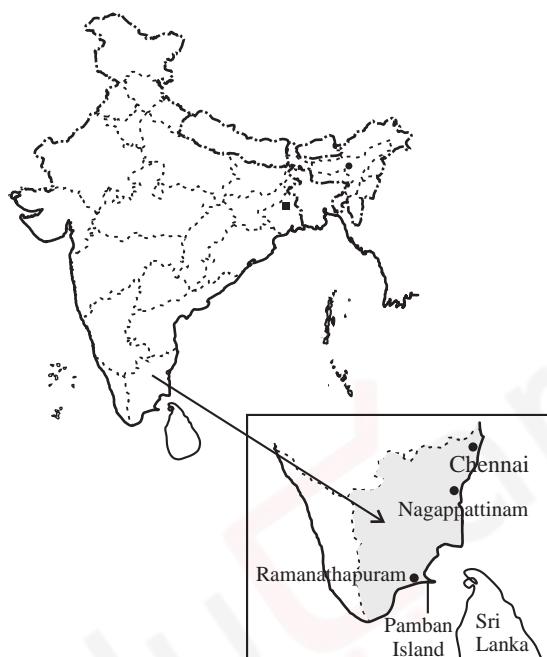
- Textbook Exercise Q's (solved)

## TEXTBOOK EXERCISE

### Thinking About The Text

#### Activity

Find Dhanuskodi and Rameswaram on the map. What language(s) do you think are spoken there? What languages do you think the author, his family, his friends and his teachers spoke with one another?



#### I. Answer these questions in one or two sentences each.

##### 1. Where was Abdul Kalam's house?

**Ans.** Abdul Kalam's house was on the Mosque Street of Rameswaram in Tamilnadu.

##### 2. What do you think Dinamani is the name of? Give a reason for your answer.

**Ans.** Dinamani is the name of a local newspaper because Kalam says that he used to trace the stories of the war in the headlines of Dinamani.

##### 3. Who were Abdul Kalam's school friends? What did they later become?

**Ans.** Ramanadha Sastry, Aravindan and Shivaprakasan were Abdul Kalam's school friends. Ramanadha Shastry became the high priest of the Rameshwaram temple, Aravindan had a business of arranging transport for the pilgrims and Sivaprakasan became a catering contractor in the Southern Railways.

##### 4. How did Abdul Kalam earn his first wages?

**Ans.** When emergency was declared the train halt in Rameswaram station was suspended. The newspapers were bundled and thrown out of the moving train. His cousin, Samuuddin who distributed newspapers wanted a helping hand to

catch these bundles. Abdul Kalam took over the job. This is how he earned his first wages.

### **5. Had he earned any money before that? In what way?**

**Ans.** Yes, he had earned some money before that. When the Second World War broke out, there was a sudden demand for tamarind seeds in the market. He collected the seeds and sold them at a provision shop. This earned him one anna per day.

### **II. Answer each of these questions in a short paragraph (about 30 words)**

#### **1. How does the author describe : (i) his father, (ii) his mother, (iii) himself?**

**Ans.** (i) Kalam says that his father, Jainulabdeen did not have much formal education or much wealth. But he possessed great innate wisdom and a true generosity of spirit.

(ii) His mother was an ideal helpmate of his father. She was a kind and generous lady.

(iii) The author was a small boy with undistinguished or simple appearance.

#### **2. What characteristics does he say he inherited from his parents?**

**Ans.** He says that he inherited honesty and self discipline from his father and faith in goodness and deep kindness from his mother.

### **III. Discuss these questions in class with your teacher and then write down your answers in two or three paragraphs each.**

#### **1. “On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups,” says the author.**

##### **(i) Which social groups does he mention? Were these groups easily identifiable (for example, by the way they dressed)?**

**Ans.** He mentions two social groups of Rameshwaram— Orthodox Brahmins and Muslims. Yes, these groups were easily identifiable. Kalam wore a cap, which marked him as a Muslim. Ramanadha Sastry wore a sacred thread which marked him a Hindu.

##### **(ii) Were they aware only of their differences or did they also naturally share friendships and experiences? (Think of the bedtime stories in Kalam’s house; of who his friends were; and of what used to take place in the pond near his house.)**

**Ans.** No, they were not only aware of their differences but also shared friendships and experiences. The bedtime stories Kalam’s mother and grandmother told were about the events from the Ramayana and from the life of the Prophet. His three close friends were from Orthodox Hindu Brahmin families. During the Shri Sita Rama Kalyanam ceremony, his family used to arrange boats with a special platform for

carrying idols of the Lord from the temple to the marriage site.

**(iii) The author speaks both of people who were very aware of the differences among them and those who tried to bridge these differences. Can you identify such people in the text?**

**Ans.** The people who were very aware of the differences between Hindus and Muslims were the young teacher in the school and the wife of Abdul Kalam's science teacher. The people who tried to bridge these differences were Ramanadha Sastry's father Lakshmana Sastry and Abdul Kalam's science teacher Sivasubramania Iyer.

**(iv) Narrate two incidents that show how differences can be created, and also how they can be resolved. How can people change their attitudes?**

**Ans.** The first incident took place when Abdul Kalam was in the fifth standard. He used to sit in the front row with Ramanadha Sastry. A new teacher came to school. He could not bear a Muslim boy sitting with a Hindu boy. He asked Abdul Kalam to sit in the back row.

The second incident took place when the wife of Abdul Kalam's science teacher refused to serve food to a Muslim boy in her kitchen. The new teacher and the wife of the science teacher changed their attitude when they were dealt severely by the father of Ramanadha Sastry and the science teacher. We can change this systems if we decide to change it.

## **2. (i) Why did Abdul Kalam want to leave Rameswaram?**

**Ans.** Kalam wanted to leave Rameswaram to study at the district headquarters in Ramanathapuram.

## **(ii) What did his father say to this?**

**Ans.** His father told him that he knew he had to go away to grow and he gave the example of young seagulls who leave their parents' nest to learn to fly. So, he gave his permission gladly.

## **(iii) What do you think his words mean? Why do you think he spoke those words?**

**Ans.** His words mean that the parents must not put checks of love and affection on their wards if they want to go out of the station to improve themselves. They are not the children of theirs only but the country also has the full right on them. He spoke those words because Abdul Kalam's mother was hesitant at his idea of leaving Rameswaram.

## **Thinking about Language**

### **I. Find the sentences in the text where these words occur:**

erupt	surge	trace	undistinguished
casualty			

- Ans.1.** A sudden demand for tamarind seeds **erupted** in the market.
2. I can still feel the **surge** of pride in earning my own money for the first time.
  3. I would later attempt to **trace** in the headlines in Dinamani.
  4. A short boy with rather **undistinguished** looks, born to tall and handsome parents.
  5. The first **casualty** came in the form of the suspension of the train halt at Rameswaram Station.

**Look these words up in a dictionary which gives examples of how they are used. Now answer the following questions :**

- 1. What are the things that can erupt? Use examples to explain the various meanings of erupt. Now do the same for the word surge. What things can surge?**

**Ans.** A few things that can **erupt** are anger, volcano, rash, riots, unrest, etc. Erupt has several meanings.

Their explanation, with examples, is given as follows :

- (i) Start unexpectedly Example : Riots erupted in the city.
- (ii) Start to burn or burst into flames Example : The spark soon erupted into flames.
- (iii) Become active and spew forth lava and rocks Example : The molten lava erupted out of the active volcano.
- (iv) Forceful and violent release of something pent up Example : The difference in their views soon erupted in a fight.
- (v) Sudden appearance on the skin. Example : On the day of the party, a pimple erupted on her face.
- (vi) Break out Example : Eruption of the wisdom tooth gives a lot of pain.

Things that can **surge** are pride, anxiety, waves, boats, army, etc. The several meanings it has, can be explained with the following examples :

- (i) Sudden forceful flow Example : The boy drowned in the surging waves.
- (ii) Rise and move forward Example : The army surged towards their enemy.
- (iii) Heave upward under the influence of a natural force. Example : The boat surged in the high tide.
- (iv) See one's performance improve Example : Hard work helped to surge Sandra's scores.
- (v) A sudden or abrupt strong increase Example : The surge in the stock market left people in a shock.
- (vi) Rise rapidly Example : As time passed, her tension surged.

**2. What are the meanings of the word trace and which of the meanings is closest to the word in the text?**

**Ans.**The following are the meanings of the word trace :

- (i) Follow, discover, or ascertain the course of development of something
- (ii) Make a mark or lines on a surface
- (iii) To go back over again
- (iv) Pursue or chase relentlessly
- (v) Find or discover through investigation
- (vi) Make one's course or travel along a path; travel or pass over, around, or along
- (vii) Read with difficulty

The closest meaning of the word ‘trace’ in the text is ‘to find or discover through investigation’

**3. Can you find the word undistinguished in your dictionary? (If not, look for the word distinguished and say what undistinguished mean)**

**Ans.**No, the word undistinguished does not exist in the dictionary. However, its meaning can be derived from the meaning of the word ‘distinguished’, which denotes the ‘special or eminent appearance or behaviour of a person’. Thus, undistinguished symbolises ‘ordinary appearance or behaviour of a person’.

**II.1. Match the phrases in Column A with their meanings in Column B.**

A	B
(i) broke out	(a) an attitude of kindness, a readiness to give freely
(ii) in accordance with	(b) was not able to tolerate
(iii) a helping hand	(c) began suddenly in a violent way
(iv) could not stomach	(d) assistance
(v) generosity of spirit	(e) persons with power to make decisions
(vi) figures of authority	(f) according to a particular rule, principle, or system

**Ans.**(i) c (ii) f (iii) d (iv) b (v) a (vi) e

**2. Study the words in italics in the sentences below. They are formed by prefixing un – or in – to their antonyms (words opposite in meaning).**

- I was a short boy with rather *undistinguished* looks. (un + distinguished)
- My austere father used to avoid all inessential comforts. (in + essential)
- The area was completely *unaffected* by the war. (un + affected)

- He should not spread the poison of social *inequality* and communal *intolerance*.  
(in + equality, in + tolerance)

Now form the opposites of the words below by prefixing un- or in-. It can also have suffixes like the forms il-, ir-, or im- (for example: illiterate-il + literate, impractical -im + practical, irrational -ir + rational). You may consult a dictionary if you wish.

—adequate	—acceptable	—regular	—tolerant
—demanding	—active	—true	—permanent
—patriotic	—disputed	—accessible	—coherent
—logical	—legal	—responsible	—possible

**Ans.**

Inadequate	Unacceptable	Irregular	Intolerant
Undemanding	Inactive	Untrue	Impermanent
Unpatriotic	Undisputed	Inaccessible	Incoherent
Illogical	Illegal	Irresponsible	Impossible

#### IV. Rewrite the sentences below, changing the verbs in brackets into the passive form.

1. In yesterday's competition the prizes (**give away**) by the Principal.

**Ans.** In yesterday's competition the prizes were given away by the Principal.

2. In spite of financial difficulties, the labourers (**pay**) on time.

**Ans.** In spite of financial difficulties, the labourers were paid on time.

3. On Republic Day, vehicles (**not allow**) beyond this point.

**Ans.** On Republic Day, vehicles are not allowed beyond this point.

4. Second-hand books (**buy and sell**) on the pavement every Saturday.

**Ans.** Second-hand books are bought and sold on the pavement every Saturday.

5. Elections to the Lok Sabha (**hold**) every five years.

**Ans.** Elections to the Lok Sabha are held every five years.

6. Our National Anthem (**compose**) Rabindranath Tagore.

**Ans.** Our National Anthem was composed by Rabindranath Tagore.

#### V. Rewrite the paragraphs below, using the correct form of the verb given in brackets.

1. How Helmets Came To Be Used in Cricket

Nari Contractor was the Captain and an opening batsman for India in the 1960s. The Indian cricket team went on a tour to the West Indies in 1962. In a match against Barbados in Bridgetown, Nari Contractor (seriously injure and collapse). In those days helmets (not wear). Contractor (hit) on the head by a bouncer from

Charlie Griffith. Contractor's skull (fracture). The entire team (deeply concern). The West Indies players (worry). Contractor (rush) to hospital. He (accompany) by Frank Worrell, the Captain of the West Indies Team. Blood (donate) by the West Indies players. Thanks to the timely help, Contractor (save). Nowadays helmets (routinely use) against bowlers.

**Ans.** Nari Contractor was the Captain and an opening batsman for India in the 1960s. The Indian cricket team went on a tour to the West Indies in 1962. In a match against Barbados in Bridgetown, Nari Contractor *got seriously injured and collapsed*. In those days helmets *were not worn*. Contractor *was hit* on the head by a bouncer from Charlie Griffith. Contractor's skull *had fractured*. The entire team *was deeply concerned*. The West Indies players *were worried*. Contractor *was rushed* to the hospital. He *was accompanied* by Frank Worrell, the Captain of the West Indies Team. Blood *was donated* by the West Indies players. Thanks to the timely help, Contractor *was saved*. Nowadays helmets *are routinely used* against bowlers.

## 2. Oil from Seeds

Vegetable oils (make) from seeds and fruits of many plants growing all over the world, from tiny sesame seeds to big, juicy coconuts. Oil (produce) from cotton seeds, groundnuts, soya beans and sunflower seeds. Olive oil (use) for cooking, salad dressing etc. Olives (shake) from the trees and (gather) up, usually by hand. The olives (ground) to a thick paste which is spread onto special mats. Then the mats (layer) up on the pressing machine which will gently squeeze them to produce olive oil.

**Ans.** Vegetable oils *are made* from seeds and fruits of many plants growing all over the world, from tiny sesame seeds to big, juicy coconuts. Oil *is produced from* cotton seeds, groundnuts, soya beans and sunflower seeds. Olive oil *is used* for cooking, salad dressing etc. Olives *are shaken* from the trees and *gathered* up, usually by hand. The olives *are ground* to a thick paste which is spread onto special mats. Then the mats *are layered* up on the pressing machine which will gently squeeze them to produce olive oil.

## Dictation

Let the class divide itself into three groups. Let each group take down one passage that the teacher dictates. Then put the passages together in the right order.

### To Sir, with Love

- From Rameswaram to the Rashtrapati Bhavan, it's been a long journey. Talking to Nona Walia on the eve of Teacher's Day, President Dr. A.P.J. Abdul Kalam talks about life's toughest lessons learnt and his mission — being a teacher to the

Indian youth. “A proper education would help nurture a sense of dignity and self-respect among our youth,” says President Kalam.

There’s still a child in him though, and he’s still curious about learning new things. Life’s a mission for President Kalam.

2. Nonetheless, he remembers his first lesson in life and how it changed his destiny. “I was studying in Standard V, and must have been all of 10. My teacher, Sri Sivasubramania Iyer was telling us how birds fly. He drew a diagram of a bird on the blackboard, depicting the wings, tail and the body with the head and then explained how birds soar to the sky. At the end of the class, I said I didn’t understand. Then he asked the other students if they had understood, but nobody had understood how birds fly,” he recalls.
3. “That evening, the entire class was taken to Rameswaram shore,” the President continues. “My teacher showed us sea birds. We saw marvellous formations of them flying and how their wings flapped. Then my teacher asked us, ‘Where is the birds’ engine and how is it powered?’ I knew then that birds are powered by their own life and motivation. I understood all about birds’ dynamics. This was real teaching — a theoretical lesson coupled with a live practical example. Sri Sivasubramania Iyer was a great teacher.”

That day, my future was decided. My destiny was changed. I knew my future had to be about flight and flight systems.

**Ans.** To be attempted at class level. Paragraphs are put together as given below :

To Sir, with Love

From Rameswaram to the Rashtrapati Bhavan, it’s been a long journey. Talking to Nona Walia on the eve of Teacher’s Day, President Dr. A.P.J. Abdul Kalam talks about life’s toughest lessons learnt, and his mission—being a teacher to the Indian Youth. “A proper education would help nurture a sense of dignity and self-respect among our youth”, says President Kalam. There is still a child in him though, he is still curious about learning new things. Life is a mission for President Kalam.

Nonetheless, he remembers his first lesson in life and how it changed his destiny. “I was studying in standard V, and must have been all of 10. My teacher, Sri Sivasubramania Iyer was telling us how birds fly. He drew a diagram of a bird on the blackboard, depicting the wings, tail and the body with the head and then explained how birds soar to the sky. At the end of the class, I said I did not understand. Then he asked the other students if they had understood, but nobody had understood how birds fly”, he recalls. “That evening, the entire class was taken to Rameswaram shore”, the President continues. “My teacher showed us sea

birds. We saw marvellous formations of them flying and how their wings flapped. Then my teacher asked us, “Where is the bird’s engine and how is it powered?” I knew then that birds are powered by their own life and motivation. I understood all about birds’ dynamics. This was real teaching—a theoretical lesson coupled with a live practical example. Sri Sivasubramania Iyer was a great teacher. That day, my future was decided. My destiny was changed. I knew my future had to be about flight and flight systems.

## Speaking

Here is a topic for you to

1. think about;
2. give your opinion on.

Find out what other people think about it. Ask your friends/seniors/parents to give you their opinion.

‘Career Building Is the Only Goal of Education.’

or

‘Getting a Good Job Is More Important than Being a Good Human Being.’

You can use the following phrases :

(i) while giving your opinion:

- I think that ...
- In my opinion ...
- It seems to me that ...
- I am of the view that ...
- As far as I know ...
- If you ask me ...

**Ans.**I think that education is the basic thing of our life. In my opinion, education is a learning experience from which students gain knowledge. It seems to me that education is a big deciding factor in our life. I am of the view that education without providing a better career is not of so worth for us. As far as I know, I can say that the role of education can't be denied at any stage in our career. If you ask me about gaining my education, I would frankly say that I am gaining my education to help me in my career building.

(ii) saying what other people think :

- According to some ...
- Quite a few think ...
- Some others favour ...
- Thirty percent of the people disagree ...

- Fifty percent of them strongly feel ...

**Ans.** When I consulted some other people about their views on education and career building, they gave different answers. Quite a few think that the only goal of education is just providing us jobs. Some other favour that education should provide us big help in our career building. 30% of the people disagree with the point that the main goal of education is career building while 50% of the people were strongly in favour of it.

**(iii) asking for others' opinions :**

- What do you think about ...
- What do you think of ...
- What is your opinion about ...
- Do you agree ...
- Does this make you believe ...

**Ans.** I asked different questions about the role of education in life. The first question was what they thought about moral education. The second question was what they thought of a noble career. The third question was about their opinion about religious education in educational institutions. Different answers were received in response to these questions. They were asked if they agree to the statement that the main goal of education should be career building. The last question asked to them was if they believed that more stress should be put on the career building goal of education.

## Writing

Think and write a short account of what life in Rameswaram in the 1940s must have been like. (Were people rich or poor? Hard working or lazy? Hopeful of change, or resistant to it?).

*Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world.*

—Archbishop Desmond Tutu

**Ans.** Rameswaram is an island town in Tamil Nadu. It is a religious town. In the 1940s the people in Rameswaram were poor. They were very hardworking. They had a great sense of communal understanding. People celebrated the festivals with great enthusiasm. The family of Abdul Kalam used to arrange boats with a special platform for carrying idols of Lord Rama. They were hopeful of change. It is because of this hopefulness, it has been noticed in this chapter that all the three friends of Abdul Kalam are established very well in their life and he himself attained the heights of success in life.



# Reach for the Top

7

NCERT SOLUTIONS



## What's inside

- Textbook Exercise Q's (solved)

**Part-I**  
**Santosh Yadav**

**TEXTBOOK EXERCISE**

**Thinking About The Text**

- I. Answer these questions in one or two sentences each. (The paragraph numbers within brackets provide clues to the answers.)

- 1. Why was the ‘holy man’ who gave Santosh’s mother his blessings surprised? (1)**

**Ans.** The ‘holy man’ was surprised because he had assumed that Santosh’s mother wanted a son. But grandmother of the unborn child told him that they did not want a son. This was totally against the nature a traditional society.

- 2. Give an example to show that even as a young girl Santosh was not ready to accept anything unrea-sonable. (2)**

**Ans.** Santosh was not content with the traditional way of life and was not ready to accept anything unreasonable. Where other girls wore traditional Indian dresses, Santosh preferred wearing shorts.

- 3. Why was Santosh sent to the local school? (3)**

**Ans.** Santosh was sent to the local village school due to the prevailing custom in the family.

- 4. When did she leave home for Delhi, and why? (4)**

**Ans.** When she turned sixteen and was under pressure to get married, Santosh threatened her parents that she would never marry if she did not get a proper education. Therefore, she left home and got herself enrolled in a school in Delhi.

- 5. Why did Santosh’s parents agree to pay for her schooling in Delhi? What mental qualities of Santosh are brought into light by this incident? (4)**

**Ans.** When Santosh’s parents refused to pay for her education, she politely informed them of her plans to earn money by working part-time to pay her school fees. This shows that Santosh was determined to achieve her goal.

- II. Answer each of these questions in a short paragraph (about 30 words).**

- 1. How did Santosh begin to climb mountains?**

**Ans.** From her room in Kasturba Hostel, she used to watch people going up the Aravalli Hills and vanishing after a while. She was curious. She went there and found certain mountaineers. They encouraged her to take up climbing. This was

how she began climbing mountains.

**2. What incidents during the Everest expedition show Santosh's concern for her team-mates?**

**Ans.** During the Everest mission, Santosh showed immense concern for her fellow climbers. Though she was unsuccessful in saving the life of one of them, she did manage to save another climber's life by sharing her oxygen with him. These incidents show her concern for her team-mates.

**3. What shows her concern for the environment?**

**Ans.** Santosh was a fervent environmentalist. Her concern for the environment is evident from the fact that she collected and brought down 500 kilograms of garbage from the Himalayas.

**4. How does she describe her feelings at the summit of the Everest?**

**Ans.** Santosh asserted that her feeling at the summit of the Everest was "indescribable". Unfurling the Indian flag on the top of the world was a spiritual moment for her and she felt proud as an Indian.

**5. Santosh Yadav got into the record books both times she scaled Mt. Everest. What were the reasons for this?**

**Ans.** When Santosh Yadav first scaled Mt. Everest, she became the youngest woman in the world to achieve the feat. When she scaled the Everest the second time, she became the only woman to have conquered it twice.

**III. Complete the following statements :**

**1. From her room in Kasturba Hostel, Santosh used to .....**

**Ans.** From her room in Kasturba Hostel, Santosh used to watch villagers going up the hill and suddenly vanishing after a while.

**2. When she finished college, Santosh had to write a letter of apology to her father because .....**

**Ans.** When she finished college, Santosh had to write a letter of apology to her father because she had got herself enrolled at Uttarkashi's Nehru Institute of Mountaineering without her father's permission.

**3. During the Everest expedition, her seniors in the team admired her ..... while ..... endeared her to fellow climbers.**

**Ans.** During the Everest expedition, her seniors in the team admired her climbing skills, physical fitness and mental strength while her concern for others and desire to work together with them endeared her to fellow climbers.

**IV. Pick out words from the text that mean the same as the following words or expressions. (Look in the paragraphs indicated.)**

**1. took to be true without proof (1): .....**

**Ans.** Assumed

**2. based on reason; sensible; reasonable (2): .....**

**Ans.** Rational

**3. the usual way of doing things (3): .....**

**Ans.** Custom

**4. a strong desire arising from within (5):.....**

**Ans.** Urge

**5. the power to endure, without falling ill (7):.....**

**Ans.** Resistance

## **Part-II**

### **Maria Sharapova**

#### **TEXTBOOK EXERCISE**

#### **Thinking About The Text**

Working in small groups of 4–5 students, go back over the two passages on Santosh Yadav and Maria Sharapova and complete the table given below with relevant phrases or sentences.

<b>Points of Comparison/Contrast</b>	<b>Santosh Yadav</b>	<b>Maria Sharapova</b>
1. Their humble beginning		
2. Their parents' approach		
3. Their will power and strong desire to succeed		
4. Evidence of their mental toughness		
5. Their patriotism		

**Ans.**

<b>Points of Comparison/Contrast</b>	<b>Santosh Yadav</b>	<b>Maria Sharapova</b>

1. Their humble beginning	She was born in the small village of Joniyawas of Rewari District in Haryana, India.	She was born in the frozen plains of Siberia.
2. Their parents' approach	Her parents disapproved of her going to Delhi for a better education,	Her father has worked as much as he could to keep her tennis training going and took her
	finally, they agreed to fulfil her demands.	to the US so that she could get the best training.
3. Their will power and strong desire to succeed	Education was a struggle for her. She enrolled herself in a mountaineering institute and finally due to her will power and strong desire she scaled Mount Everest, not once but twice.	She never thought of quitting even in the most difficult circumstances. Her desire to become number one kept her going.
4. Evidence of their mental toughness	Despite her struggle to get a proper education and scaling the Mount Everest twice, she also saved the life of a fellow mountaineer by sharing her oxygen.	She learnt how to take care of herself. She never thought of quitting because she knew what she wanted.
5. Their patriotism	When she unfurled the Indian tricolor and held it aloft on the roof of the world, her feelings were indescribable. It was truly a spiritual moment. She felt proud as an Indian.	Maria says that though she spent a big part of her life in the US but her blood is totally Russian. She will play the Olympics for Russia if they want her to.

## Thinking about Language

Look at the following sentences. They each have two clauses, or two parts each with their own subject and verb or verb phrase. Often, one part (italicised) tells us when or why something happened.

- I reached the market *when most of the shops had closed.* (Tells us *when I reached.*)
- *When Rahul Dravid walked back towards the pavilion*, everyone stood up. (Tells us *when everyone stood up.*)
- The telephone rang and *Ganga picked it up.* (Tells us *what happened next.*)
- Gunjan has been with us *ever since the school began.* (Tells us for *how long he has been with us.*)

**I. Identify the two parts in the sentences below by underlining the part that gives us the information in brackets, as shown above.**

1. Where other girls wore traditional Indian dresses, Santosh preferred shorts. (Contrasts her dress with that of others)

**Ans.** Where other girls wore traditional Indian dresses, Santosh preferred shorts.

- 2. She left home and got herself enrolled in a school in Delhi. (Tells us what happened after the first action.)**

**Ans.** She left home and got herself enrolled in a school in Delhi.

- 3. She decided to fight the system when the right moment arrived. (Tells us when she was going to fight the system.)**

**Ans.** She decided to fight the system when the right moment arrived.

- 4. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States. (Tells us when Maria was sent to the U.S.)**

**Ans.** Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States.

## **II. Now rewrite the pairs of sentences given below as one sentence.**

- 1. Grandfather told me about the old days. All books were printed on paper then.**

**Ans.** Grandfather told me about the old days when all books were printed on paper.

- 2. What do you do after you finish the book? Perhaps you just throw it away.**

**Ans.** After finishing the book, perhaps you just throw it away.

- 3. He gave the little girl an apple. He took the computer apart.**

**Ans.** He gave the little girl an apple and took the computer apart.

- 4. You have nothing. That makes you very determined.**

**Ans.** Having nothing makes you very determined.

- 5. I never thought of quitting. I knew what I wanted.**

**Ans.** I never thought of quitting as I knew what I wanted.

## **Dictation**

Read the passage once. Then close your books. Your teacher will dictate the story to you. Write it down with the correct punctuation and paragraphing.

### **The Raincoat**

After four years of drought in a small town in the Northeast, the Vicar gathered everyone together for a pilgrimage to the mountain, where they would pray together and ask for the rain to return.

The priest noticed a boy in the group wearing a raincoat.

“Have you gone mad?” he asked. “It hasn’t rained in this region for five years, the heat will kill you climbing the mountain.”

“I have a cold, father. If we are going to ask God for rain, can you imagine the way back from the mountain? It’s going to be such a downpour that I need to be prepared.”

At that moment a great crash was heard in the sky and the first drops began to fall. A boy's faith was enough to bring about a miracle that not even those most prepared truly believed in.

**Ans.** The passage is correctly punctuated. Look at it carefully.

### **Speaking**

Imagine that you are Santosh Yadav, or Maria Sharapova. You have been invited to speak at an All India Girls' Athletic Meet, as chief guest. Prepare a short speech to motivate the girls to think and dream big and make an effort to fulfil their dreams, not allowing difficulties or defeat to discourage them. The following words and phrases may help you :

- self confident/confidence/sure of yourself
- self assured/assurance/belief in yourself
- morale/boost morale/raise morale
- giving somebody a boost/fillip/lift
- demoralising/unsure of yourself/insecure/lack confidence

**Ans.** Madam President and dear young friends,

I thank you very much for giving me this opportunity to be with you all. I have always desired to meet young and energetic girls like you.

The future is looking at you. It is bright and it will be bright only if you try to make it so. I am sure that every one of you has a dream. To have dream is good as it tells you where you want to go. But only dreaming will not help. For dream to come true, you have to work hard to achieve your object. If you know where you want to go, and go in the right direction, you are sure to reach there. You must know that there are hurdles on every road. There will be people to discourage you. But have faith in yourself and be confident. If you are confident then people will help you. So think what your dream is. Then work hard in the right direction. You can be number one in the world and can reach the top.

### **Writing**

Working in pairs, go through the table below that gives you information about the top women tennis players since 1975. Write a short article for your school magazine comparing and contrasting the players in terms of their duration at the top. Mention some qualities that you think may be responsible for their brief or long stay at the top spot.

### **Top-Ranked Women Players**

**I. The roll of honour of women who enjoyed life at the summit since everybody's favourite player, Chris Evert, took her place in 1975.**

Name	Ranked on	Weeks as No. 1
Maria Sharapova (Russia)	22 August, 2005	1
Lindsay Davenport (U.S.)	October, 2004	82
Amelie Mauresmo (France)	13 Sept., 2004	5
Justine Henin-Hardenne (Belgium)	20 October, 2003	45
Kim Clijsters (Belgium)	11 August, 2003	12
Serena Williams (U.S.)	8 July, 2002	57
Venus Williams (U.S.)	25 February, 2002	11
Jennifer Capriati (U.S.)	15 October, 2001	17
Lindsay Davenport (U.S.)	12 October, 1998	82
Martina Hingis (Switzerland)	31 March, 1997	209
Arantxa Sanchez-Vicario (Spain)	6 February, 1995	12
Monica Seles (U.S.)	11 March, 1991	178
Steffi Graf (Germany)	17 August, 1987	377
Tracy Austin (U.S.)	7 April, 1980	22
Martina Navratilova (U.S.)	10 July, 1978	331
Chris Evert (U.S.)	3 November, 1975	362

**Ans.** Tennis is an interesting game today. The top women tennis player obtain a great fame. Money, glory and fame come in abundance. There are many women player in the tennis who have got the position. At present, the top star in tennis is Maria Sharapova. Then comes the name of Amelie Mauresmo of France whose rank was fifth in 2004. There are a few more such names like William Sisters of US, Maritna Hingis of Switzerlands, Monica Seles and Steffi Graff. All these woman had a grit and an inner urge to soar high which made them reach very high.

**II. Which of these words would you use to describe Santosh Yadav? Find reasons in the text to support your choices, and write a couple of paragraphs describing Santosh's character.**

contented	determined	resourceful	polite
adventurous	considerate	weak-willed	fearful
independent	pessimistic	patient	persevering

**Ans.** Padmashri Santosh Yadav was born in a village named Joniyawas of Rewari district in Haryana. From the very beginning she was determined to choose the right path. She was not contended with customary life of the village. She was

determined and wanted to get proper education, that is why she went to Delhi and enrolled herself in a school. She was ready to work part time to pay for her schooling.

She was resourceful as she saved money and joined a climbing course at Uttarkashi. When she left Rajasthan for Uttarkashi; without informing her parents she wrote her father for apology. She got the opportunity of climbing Mt. Everest twice at early age. Her concern for fellow mountaineers is praiseworthy. She collected garbage and brought down it to keep the Himalayas pollution free.



# Kathmandu

8

—Vikram Seth

NCERT SOLUTIONS



## What's inside

- Textbook Exercise Q's (solved)

## TEXTBOOK EXERCISE

### Thinking About The Text

#### Activity

- On the following map mark out the route, which the author thought of but did not take, to Delhi.



**Ans.1.** Kathmandu to Patna by bus and train

- Patna to Allahabad by boat/Ganges
- Allahabad to Delhi by boat/Yamuna

- Find out the possible routes (by rail, road or air) from Kathmandu to New Delhi/Mumbai/Kolkata/Chennai.

**Ans.** Do it yourself. Students may take the Atlas of the country and see the air, road routes from Kathmandu to New Delhi/Mumbai/Kolkata/Chennai.

#### I. Answer these questions in one or two words or in short phrases.

- Name the two temples the author visited in Kathmandu.

**Ans.** Pashupatinath and Baudhnath Stupa.

- The writer says, "All this I wash down with Coca Cola." What does 'all this' refer to?

**Ans.** A bar of marzipan and a corn-on-the-cob.

- What does Vikram Seth compare to the quills of a porcupine?

**Ans.** The author Vikram Seth compares the quills of a porcupine with the bansuri's protruding in all directions from the top of the pole attachment.

- Name five kinds of flutes.

**Ans.** The reed neh, the recorder, the Japanese shakuhachi, the deep bansuri, the breathy flutes of South America, the high pitched Chinese flutes.

#### II. Answer each question in a short paragraph.

- What difference does the author note between the flute seller and the other hawkers?

**Ans.** The author noticed that the flute seller was calm and quiet. He did not scream to sell his wares like other hawkers did.

**2. What is the belief at Pashupatinath about the end of Kaliyug?**

**Ans.** The belief at the Pashupatinath temple about the end of Kaliyug is that when the small shrine will protrude completely, then the goddess will emerge out of it. The goddess will bring an end to the evil period of Kaliyug.

**3. The author has drawn powerful images and pictures. Pick out three examples each of :**

**(i) the atmosphere of ‘febrile confusion’ outside the temple of Pashupatinath (for example : some people trying to get the priest’s attention are elbowed aside...)**

**Ans.** (i) The atmosphere of ‘febrile confusion’ outside the temple of Pashupatinath (for example : some people trying to get the priest’s attention are elbowed aside...)

(a) There are so many worshippers that some people trying to get the priest’s attention are elbowed aside by others.

(b) By the main gate, a party of saffron-clad Westerners struggle for permission to enter.

(c) A fight breaks out between two monkeys.

**(ii) the things he sees**

**Ans.** The author sees :

(a) A sign proclaiming ‘Entrance for the Hindus Only’.

(b) A group of westerners struggling for enter.

(c) A fight breaks out between two monkeys.

(d) He sees felt bags, Tibetan prints and silver jewellery. He looks at flute seller, hawkers of postcards, shops selling western cosmetics, etc.

**(iii) the sounds he hears**

**Ans.** The author hears film songs from the radios, car horns, bicycle bells, stray cows low and vendors shout out their wares. He also listens to the various flutes played by the flute seller.

**III. Answer the following questions in not more than 100–150 words each :**

**1. Compare and contrast the atmosphere in and around the Baudhnath shrine with the Pashupatinath temple.**

**Ans.** The atmosphere around the Baudhnath temple is calm and quiet. The temple has a huge white dome with an outer ring road. The place is relaxing as there are no noises or crowd around.

On the contrary, the atmosphere at the Pashupatinath temple is chaotic. There is a

lot of confusion and noise as tourists, pilgrims, priests and animals roam around. As the Pashupatinath temple is restricted to Hindus only, foreigners dressed as saints can be seen arguing with the guards to get entry. A rush of people can be seen elbowing each other to gain entry. One can see monkeys fighting and climbing on the shivalinga in the temple. There is a lot of activity going on near the holy river Bagmati that flows near the temple.

## 2. How does the author describe Kathmandu's busiest streets?

**Ans.** The author has described Kathmandu vividly. There is complete chaos in the streets of Kathmandu. There are fruit sellers, flute sellers, hawkers of postcards, shops selling western cosmetics, film rolls and chocolate or copper utensils and Nepalese antiques. There is complete hue and cry in those streets. Film songs blow out from the radios, car horns sound, bicycle bells ring, stray cows' crying, vendors are seen selling their goods loudly. Thus, the streets of Kathmandu are busy.

## 3. "To hear any flute is to be drawn into the commonality of all mankind." Why does the author say this?

**Ans.** The author was visiting the Kathmandu market. He heard the melodious sound of flute. A flute-seller was playing the flute. For the author or for anybody flute music is the most universal. It is also the most particular of sounds. Every culture has its own flute. They are different from each other. The flute seller does not shout out his wares. He simply plays different tunes on his flute. When he plays, the sound affects each and everyone. It touches everyone's heart. So, the author says that to hear any flute is to be drawn into the commonality of all mankind.

### Thinking about Language

I. Read the following sentences carefully to understand the meaning of the italicised phrases. Then match the phrasal verbs in Column A with their meanings in Column B.

1. A communal war *broke out* when the princess was abducted by the neighbouring prince.
2. The cockpit *broke off* from the plane during the plane crash.
3. The car *broke down* on the way and we were left stranded in the jungle.
4. The dacoit *broke away* from the police as they took him to court.
5. The brothers *broke up* after the death of the father.
6. The thief *broke into* our house when we were away.

A

B

(i) break out	(a) to come apart due to force
(ii) break off	(b) end a relationship
(iii) break down	(c) break and enter illegally; unlawful trespassing
(iv) break away (from someone)	(d) to start suddenly, (usually a fight, a war or a disease)
(v) break up	(e) to escape from someone's grip
(vi) break into	(f) stop working

**Ans.**(i) - (d), (ii) - (a), (iii) - (f), (iv) - (e), (v) - (b), (vi) - (c).

## **II.1. Use the suffixes -ion or -tion to form nouns from the following verbs. Make the necessary changes in the spellings of the words.**

**Example :** proclaim – proclamation

cremate.....act.....exhaust.....

invent.....tempt.....immigrate .....

direct.....meditate.....imagine .....

dislocate.....associate.....dedicate .....

**Ans.**cremate : cremation,      act : action,  
 exhaust : exhaustion      invent : invention,  
 immigrate : immigration direct : direction,  
 meditate : meditation,      imagine : imagination  
 dislocate : dislocation,      associate : association,  
 dedicate : dedication

## **2. Now fill in the blanks with suitable words from the ones that you have formed.**

- (i) Mass literacy was possible only after the ..... of the printing machine.
- (ii) Ramesh is unable to tackle the situation as he lacks .....
- (iii) I could not resist the ..... to open the letter.
- (iv) Hardwork and ..... are the main keys to success.
- (v) The children were almost fainting with ..... after being made to stand in the sun.

**Ans.**(i) invention, (ii) imagination, (iii) temptation, (iv) dedication (v) exhaustion.

## **III. Punctuation**

**Use capital letters, full stops, question marks, commas and inverted commas wherever necessary in the following paragraph :**

an arrogant lion was wandering through the jungle one day he asked the tiger who is stronger than you you O lion replied the tiger who is more fierce than a leopard

asked the lion you sir replied the leopard he marched upto an elephant and asked the same question the elephant picked him up in his trunk swung him in the air and threw him down look said the lion there is no need to get mad just because you don't know the answer.

**Ans.** An arrogant lion was wandering through the jungle one day. He asked the tiger, "Who is stronger than you?". "You, O Lion!", replied the tiger. "Who is more fierce than a leopard?" asked the lion. "You, sir" replied the leopard. He marched up to an elephant and asked the same question. The elephant picked him up in his trunk, swung him in the air and threw him down. "Look", said the lion, "there is no need to get mad just because you don't know the answer."

#### IV. Simple Present Tense

Study these sentences from the lesson.

- A fight *breaks out* between two monkeys.
- Film songs *blare* out from the radios.
- I *wash* it down with Coca-Cola.

The italicised verbs are in the simple present tense. The writer here is describing what he saw and heard but he uses the present tense instead of the past tense. A narration or a story can be made more dramatic or immediate by using the present tense in this way.

Now look at the following sentences :

- A small shrine half *protrudes* from the stone platform on the river bank.
- Small shops *stand* on the outer edge of the Stupa.

We use the simple present tense to speak about what is usually or generally true. The sentences above describe facts. We also use the simple present tense in sentences depicting 'universal truths'.

**For example :**

- The sun *rises* in the east.
- The earth *revolves* around the sun.

We can also refer to habitual actions using the simple present tense.

- He usually *takes* a train instead of a bus to work.
- We often *get* fine drizzles in winter.

In these sentences words like *everyday*, *often*, *seldom*, *never*, *every month*, *generally*, *usually*, etc. may be used.

1. Fill in the blanks with the correct form of the verb in brackets.

- (i) The heart is a pump that ..... (send) the blood circulating through our body.  
The pumping action ..... (take place) when the left ventricle of the heart

..... (contract). This ..... (force) the blood out into the arteries, which ..... (expand) to receive the oncoming blood.

**Ans.** The heart is a pump that **sends** the blood circulating through our body. The pumping action **takes place** when the left ventricle of the heart **contracts**. This **forces** the blood out into the arteries, which **expand** to receive the oncoming blood.

(ii) The African lungfish can live without water for upto four years. During a drought it ..... (dig) a pit and ..... (enclose) itself in a capsule of slime and earth, leaving a tiny opening for air. The capsule ..... (dry) and ..... (harden), but when rain ..... (come), the mud ..... (dissolve) and the lungfish ..... (swim) away.

**Ans.** The African lungfish can live without water for upto four years. During a drought it **digs** a pit and **encloses** itself in a capsule of slime and earth, leaving a tiny opening for air. The capsule **dries** and **harden**, but when rain **comes**, the mud dissolves and the lungfish **swims** away.

(iii) MAHESH : We have to organise a class party for our teacher.....(Do) anyone play an instrument?

VIPUL : Rohit ..... (play) the flute.

MAHESH : .....(Do) he also act?

VIPUL : No, he .....(compose) music.

MAHESH : That's wonderful!

**Ans.** MAHESH : We have to organise a class party for our teacher. **Does** anyone play an instrument?

VIPUL : Rohit **plays** the flute.

MAHESH : **Does** he also act?

VIPUL : No, he **composes** music.

MAHESH : That's wonderful!

## Speaking

1. Discuss in class the shrines you have visited or know about. Speak about one of them.

**Ans.** Last month, I had a chance to visit the holy shrine of Vaishno Devi Mata. I went there with my parents. We reached Katra by bus. From Katra to holy shrine of Mata Vaishno Devi we went on foot. The path to the shrine was very tiring but the devotees were full of enthusiasm and they were chanting 'Jai Mata Di' loudly. When we reached the holy shrine, I found that there was an atmosphere of divine beauty and calmness. Everything was beautiful and in proper order. Shrine was

crowded but everybody felt far away from this materialistic world. We went inside the holy shrine, offered our prayer and found ourselves blessed by Mata Vaishno Devi. We were very happy and were considering ourselves very lucky to have that chance in our life.

**2. Imagine you are giving an eyewitness account or a running commentary of one of the following :**

- (i) a game of football, cricket or hockey, or some sports event
- (ii) a parade (e.g. Republic Day) or some other national event

Speak a few sentences narrating what you see and hear. Use the simple present and the present continuous tenses. For example :

- He passes the ball but Ben gets in the way...
- These brave soldiers guard our frontiers. They display their skills here...

**Ans.(i) Running commentary on cricket match**

Virat Kohli prepares himself to face the first ball of the match. Murlidharan is ready to bowl. He starts from the Pavilion End and bowls a full toss ball. Virat Kohli hits the ball hard and it crosses the boundary line. Umpire Simon signals four in a very special way. It makes all the viewers break into laughter.

**(ii) A Republic Day Parade**

Today India is celebrating the 73rd anniversary of her Independence. This day makes all the Indian's full of pride. Our soldiers are standing in the parade ground to salute the National Flag. These soldiers guard our frontiers. They display their skills here, how they perform their duties on the snowy lands and deserts. These soldiers salute the National Flag and the nation salutes them.

## Writing

**Diary entry for a travelogue**

- I.** The text you read is a travelogue where the author, Vikram Seth, talks about his visit to two sacred places in Kathmandu. Imagine that you were with Vikram Seth on his visit to Pashupatinath temple, and you were noting down all that you saw and did there, so that you could write a travelogue later.

Record in point form

- what you see when you reach the Pashupatinath temple
- what you see happening inside the temple
- what you do when inside the temple
- what you see outside the temple
- what your impressions are about the place.

**Ans.** 21st March, 20XX

Dear Diary,

Today I feel pleasure to note down my experience of the visit to Pashupatinath Temple in Kathmandu with Vikram Seth. The visit was indeed exciting for me, though there was an atmosphere of ‘febrile confusion’ at Pashupatinath Temple. I saw crowds of priests, hawkers, devotees, tourists at the temple. We offered some flowers to God. Inside the temple, I saw a large number of worshippers trying to get the priest’s attention and some of them were elbowed aside by others who were pushing their way to the front.

Outside the temple, I saw a party of saffron-clad westerners struggle for permission to enter the temple. The policeman did not allow them to enter the temple because they were not Hindus.

There is no doubt that the place is worth visiting. We feel aesthetic satisfaction by visiting such religious place.

Priyanshu

- II.** Here is your diary entry when you visited Agra. Read the points and try to write a travelogue describing your visit to Agra and the Taj Mahal. You may add more details.

January 2003 — rise before dawn — take the Shatabdi Express at 6.15 a.m. from Delhi — meet a newly-married couple on train — talk about Himachal Pradesh — get off the train — enter the once-grand city, Agra — twisted alleys — traffic dense — rickshaws, cars, people — vendors selling religious artefacts, plastic toys, spices and sweets — go to the Taj Mahal — constructed entirely of white marble — magical quality — colour changes with varying of light and shadow — marble with gemstones inside — reflection of the Taj Mahal in the pond — school-children, tourists — tourist guides following people.

#### **Ans. Visit to Agra**

It was December 2019. I woke up before dawn and took the Shatabdi Express at 6.15 a. m. from Delhi. I met a newly married couple on the train, who belonged to Chandigarh. We talked with one another about Himachal Pradesh and got off the train. I entered the once grand city, Agra. I saw the dense traffic, numerous rickshaw pullers, cars, people and vendors selling religious artefacts, plastic toys, spices and sweets. I went to the Taj Mahal which is one of the seven wonders of the world. It is built of white marble and had a magical quality of changing colour with varying of light and shadow. The white marble of Taj Mahal has gemstones of multi coloured engraved in it. The reflection of the Taj Mahal could be seen in the pond. There were many tourists, school children and tourist guides.



# If I Were You

9

—*Douglas James*

NCERT SOLUTIONS



## What's inside

- Textbook Exercise Q's (solved)

## TEXTBOOK EXERCISE

### Thinking About The Text

I. Answer these questions.

1. "At last a sympathetic audience."

- (i) Who says this?
- (ii) Why does he say it?
- (iii) Is he sarcastic or serious?

Ans.(i) Gerrard says this.

(ii) When the intruder asks him to sit and have a nice little talk about himself, Gerrard pretends that the intruder has a sympathetic feeling towards him. So, he says these lines.

(iii) He is sarcastic here as the intruder has a threatening behaviour.

2. Why does the intruder choose Gerrard as the man whose identity he wants to take on?

Ans. The intruder chooses Gerrard because he feels that they are similar to each other. Both of them are mysterious and similar in physical appearance. As he has committed a murder, so he plans to steal Gerrard's identity and live peacefully.

3. "I said it with bullets."

- (i) Who says this?
- (ii) What does it mean?
- (iii) Is it the truth? What is the speaker's reason for saying this?

Ans.(i) Gerrard says this.

(ii) It means that when things went wrong, Gerrard used his gun to shoot someone and escaped from there.

(iii) No, it is not the truth. The speaker wants to save himself from getting shot by the intruder.

4. What is Gerrard's profession? Quote the parts of the play that support your answer.

Ans. Gerrard is a playwright by profession. In the end of the play he tells his friend on the telephone, "Sorry," I can't let you have the props in time for rehearsal... I think I'll put it in my next play."

5. "You'll soon stop being smart."

- (i) Who says this?
- (ii) Why does the speaker say it?
- (iii) What according to the speaker will stop Gerrard from being smart?

**Ans.(i)**The intruder says this.

(ii) The speaker says this because Gerrard seemed to be relaxed though he had threatened Gerrard with a revolver.

(iii)The intruder thinks that Gerrard will stop being smart when he shoots him with his gun.

**6. “They can’t hang me twice.”**

**(i) Who says this?**

**(ii) Why does the speaker say it?**

**Ans.(i)**The intruder says this line.

(ii) The intruder has already killed a cop. He is likely to be hanged for it. But if he kills Gerrard too, he can’t be hanged twice.

**7. “A mystery I propose to explain.” What is the mystery the speaker proposes to explain?**

**Ans.**Gerrard proposes that his lifestyle was mysterious as he did not meet many people and did not have any visitors. He proposed to explain the reason for his mysteriousness.

**8. “This is your big surprise.”**

**(i) Where has this been said in the play?**

**(ii) What is the surprise?**

**Ans.(i)**This has been said twice in the play. *Firstly*, when the intruder reveals his plan to kill Gerrard. *Secondly*, by Gerrard when he reveals his false identity to the intruder.

(ii)The intruder’s surprise is his intention of killing Gerrard. Gerrard’s surprise is his false identity.

## **Thinking About Language**

**I. Consult your dictionary and choose the correct word from the pairs given in brackets.**

**1. The (site, cite) of the accident was (ghastly/ghostly).**

**Ans.**The site of the accident was ghastly.

**2. Our college (principle/principal) is very strict.**

**Ans.**Our college principal is very strict.

**3. I studied (continuously/continually) for eight hours.**

**Ans.**I studied continuously for eight hours.

**4. The fog had an adverse (affect/effect) on the traffic.**

**Ans.**The fog had an adverse effect on the traffic.

**5. Cezanne, the famous French painter, was a brilliant (artist/artiste).**

**Ans.**Cezanne, the famous French painter, was a brilliant **artist**.

**6. The book that you gave me yesterday is an extraordinary (collage/college) of science fiction and mystery.**

**Ans.**The book that you gave me yesterday is an extraordinary **collage** of science fiction and mystery.

**7. Our school will (host/hoist) an exhibition on cruelty to animals and wildlife conservation.**

**Ans.**Our school will **host** an exhibition on cruelty to animals and wildlife conservation.

**8. Screw the lid tightly onto the top of the bottle and (shake/shape) well before using the contents.**

**Ans.**Screw the lid tightly onto the top of the bottle and **shake** well before using the contents

**II Irony is when we say one thing but mean another, usually the opposite of what we say. When someone makes a mistake and you say, “Oh! that was clever!”, that is irony. You’re saying ‘clever’ to mean ‘not clever’.**

Expressions we often use in an ironic fashion are :

- Oh, wasn't that clever!/Oh that was clever!
- You have been a great help, I must say!
- You've got yourself into a lovely mess, haven't you?
- Oh, very funny!/ How funny!

We use a slightly different tone of voice when we use these words ironically.

Read the play carefully and find the words and expressions Gerrard uses in an ironic way. Then say what these expressions really mean. Two examples have been given below. Write down three more such expressions along with what they really mean.

What the author says	What he means
Why, this is a surprise, Mr—er—	He pretends that the intruder is a social visitor whom he is welcoming. In this way he hides his fear.
At last a sympathetic audience!	He pretends that the intruder wants to listen to him, whereas actually the intruder wants to find out information for his own use.

**Ans.**

What the author says	What he means
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You won't kill me for a very good reason.	Gerrard is just pretending to have a 'very good reason' even though there is no such reason.
Sorry I can't let you have the props in time for rehearsal. I've had a spot of bother - quite amusing.	The 'spot of bother' that Gerrard calls 'quite amusing' is actually a life-threatening situation, where a criminal actually threatens to kill him.
You have been so modest.	Here, Gerrard means that it is immodest on the part of the intruder to know so much about him without disclosing his own identity.

## Dictionary Use

A word can mean different things in different contexts. Look at these three sentences :

- The students are taught to respect different cultures.
- The school is organising a cultural show.
- His voice is cultured.

In the first sentence, 'culture' (noun) means way of life; in the second, 'cultural' (adjective) means connected with art, literature and music; and in the third, 'cultured' (verb) means sophisticated, well mannered. Usually a dictionary helps you identify the right meaning by giving you signposts.

Look at the dictionary entry on 'culture' from Oxford Advanced Learner's Dictionary, 2005.

<b>Cultural</b>  /'kʌltʃərəl/ <b>adj.</b> [usually before noun] <p>1. Connected with the culture of a particular society or group, its customs, beliefs, etc.: <i>cultural differences between the two communities</i> ◇ <i>economic, social and cultural factors</i>.          2 connected with art, literature, music, etc.: <i>a cultural event</i> ◇ <i>Europe's cultural heritage</i> ◇ <i>The orchestra is very important for the cultural life of the city.</i> ► <b>culturally</b> /'rəli/ <b>adv.</b></p> <p><b>Cultural</b>  /'kʌltʃərəl/ <b>noun, verb</b></p> <ul style="list-style-type: none"> <li>▪ <b>noun</b></li> <li>▶ <b>WAY OF LIFE</b> 1 [U] the customs and beliefs, art, way of life and social organization of a particular country or group: <i>European/Islamic/African/American, etc. culture</i> ◇ <i>working-class culture</i> 2 [C] a country, group, etc. with its own beliefs, etc.: <i>The children are taught to respect different cultures</i>.        ◇ <i>the effect of technology on traditional cultures</i></li> <li>▶ <b>ART/MUSIC/LITERATURE</b> 3 [U] art, music, literature, etc., thought of as a group: <i>Venice is a beautiful city full of culture and history</i>, ◇ <b>popular culture</b> (= that is enjoyed by a lot of people) ◇ <i>the Minister for Culture</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>BELIEFS/ATTITUDES</b> 4 [C, U] the beliefs and attitudes about sth that people in a particular group or organization share: <i>The political cultures of the United States and Europe are very different</i>, ◇ <i>A culture of failure exists in some schools</i>. ◇ <b>company culture</b> ◇ <i>We are living in a consumer culture</i>.</li> <li>▶ <b>GROWING/BREEDING</b> 5 [U] (technical) the growing of plants or breeding of particular animals in order to get a particular substance or crop from them: <i>the culture of silk-worms</i> (= for silk)</li> <li>▶ <b>CELLS/BACTERIA</b> 6 [C] (biology, medical) a group of cells or bacteria, especially one taken from a person or an animal and grown for medical or scientific study, or to produce food; the process of obtaining and growing these cells: <i>a culture of cells from the tumour</i> ◇ <i>Yogurt is made from active cultures</i>. ◇ <i>to do/take a throat culture</i></li> <li>▪ <b>verb</b> [VN] (biology, medical) to grow a group of cells or bacteria for medical or scientific study</li> </ul> <p><b>cultured</b> /'kʌltʃərd; NAmE -tʃərd/ <b>adj.</b> 1 (of people) well educated and able to understand and enjoy art, literature, etc.  <b>SYN CULTIVATED</b> 2 (of cells or bacteria) grown for medical or scientific study 3 (OF PEARLS) grown artificially</p>
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(Noun, verb, adjective, adverb, synonyms, etc. are signposts which help you locate the right meaning and usage, and give information about the part of speech that the word is.)

Look up the dictionary entries for the words sympathy, familiarity, comfort, care, and surprise. Use the information given in the dictionary and complete the table.

Noun	Adjective	Adverb	Verb	Meaning
sympathy				
familiarity				
comfort				
care				
surprise				

**Ans.**

Noun	Adjective	Adverb	Verb	Meaning
sympathy	sympathetic	s y m p a t h e - tically	sympathize	feeling pity for others
familiarity	familiar	familiarly	familiarize	to know/ to have knowledge about things
comfort	comfortable	comforta-bly	comfort	state being free from suffering
care	caring	carefully	care	concerned
surprise	surprising	surprisin-gly	surprise	amaze

## Speaking

- Imagine you are Gerrard. Tell your friend what happened when the Intruder broke into your house.

[Clues : Describe (i) the intruder — his appearance, the way he spoke, his plan, his movements, etc., (ii) how you outwitted him.]

**Ans.** Yesterday when I was packing my bag to leave the house, an intruder broke into my house. He resembled me in build and appearance except for specs and his flashy clothes. He pointed a gun at me and started talking. He told me that he wanted to kill me and then impersonate me. He did not kill me immediately for he wanted to know more about me. That gave me time to fabricate a story. I told him that there was no use to kill and copy me as I, myself, was a murderer trying to run away from the police. That is why I was leaving the house. I added that one of my men had been arrested and he told the police everything about me. To convince him I showed him my bag. It had a disguise suit that I was taking for the rehearsal. He believed me partially. I offered to help him to escape with me in my car. He still doubted me. I asked him to look out and check himself if the man posted by me to inform me about the

arrival of police was there or not. I opened the door of the cupboard. As he looked in it, I pushed him in the cupboard. His revolver fell off his hand. I locked him in the cupboard and called the police to arrest him. That's how I outwitted him.

- 2. Enact the play in the class. Pay special attention to words given in italics before a dialogue. These words will tell you whether the dialogue has to be said in a happy, sarcastic or ironic tone and how the characters move and what they do as they speak. Read these carefully before you enact the play.**

**Ans.** Do it yourself.

## Writing

- I. Which of the words below describe Gerrard and which describe the Intruder?**

smart	humorous	clever
beautiful	cool	confident
flashy	witty	nonchalant

**Write a paragraph each about Gerrard and the Intruder to show what qualities they have. (You can use some of the words given above.)**

**Ans.**

### Character Sketch of Gerrard

Gerrard resides in his cottage all alone. It is situated in a lonely place. He is a young man of cool and confident nature. He is a playwright. He doesn't meet many people. By nature he is a witty and humorous person. He takes things humorously and handles them with a cool attitude. He is not easy to be outwitted. He doesn't get nervous easily. He remains confident till the end. That's why, he outsmarts the Intruder with success.

### Intruder

The Intruder is a smart and handsome young man. He wears flashy clothes. In his dress, he looks like a detective. He is very clever and confident. He has the ability to pretend what he is not. He is smart to create fear in Gerrard by his gun. He understands things. He tries to put them to his advantage. But he is helpless before Gerrard. Gerrard outsmarts him with his false story of himself being a murderer. Gerrard at last puts him in a cupboard. Then he gets him arrested.

- II. Convert the play into a story (150–200 words). Your story should be as exciting and as witty as the play. Provide a suitable title to it.**

**Ans.** Gerrard is a playwright. He lives alone in a small cottage. He does not meet many people. He is to go out soon. But before he does so, an intruder enters his cottage. He has a gun in his hand. He bumps accidentally against the table. Gerrard welcomes

him with confidence. He asks Gerrard many questions. These are about his life, his cottage, how many people come there etc. Gerrard is cool and confident. He understands the intruder's objective. He answers questions with humour, wit and irony. He says that the intruder didn't 'require a great brain' to break into his little cottage. He even asked him about his 'speciality'.

At last Gerrard understood. The intruder wanted to kill him and live as Gerrard as he looked like him. Gerrard at once understood everything. He told the intruder that he was also a killer. Therefore, the police were after him. Gerrard explained that unfortunately one of his men had been caught. He was expecting trouble that night because of that. He was to be off that night. He then made the Intruder understand that it would be good for him if he went with him. He also told him that if it was a frame, he could shoot him in the car. The Intruder agreed. But when he was about to cross the door, Gerrard pushed him into the nearby cupboard in a split second, then slammed it. Thereafter, he telephoned the police to arrest the intruder.