

ON BOARD! COMPANION

a complete resource for teachers

Class
10



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SECTION A READING

FACTUAL PASSAGES

- | | | | | | |
|------------|--------------------------|--------------------------|----------------|----------------|-----------------|
| 1.1 | 1. c.
6. d.
11. d. | 2. c.
7. b.
12. b. | 3. b.
8. d. | 4. c.
9. c. | 5. a.
10. a. |
| 2.1 | 1. c.
6. a.
11. d. | 2. a.
7. b.
12. a. | 3. c.
8. d. | 4. b.
9. c. | 5. d.
10. d. |
| 3.1 | 1. c.
6. a.
11. b. | 2. a.
7. c.
12. d. | 3. d.
8. d. | 4. c.
9. b. | 5. b.
10. a. |
| 4.1 | 1. c.
6. b.
11. c. | 2. b.
7. d.
12. b. | 3. b.
8. d. | 4. d.
9. a. | 5. c.
10. c. |
| 5.1 | 1. b.
6. d.
11. d. | 2. c.
7. a.
12. d. | 3. a.
8. c. | 4. c.
9. b. | 5. c.
10. d. |
| 6.1 | 1. d.
6. a.
11. b. | 2. a.
7. d.
12. d. | 3. b.
8. d. | 4. b.
9. b. | 5. d.
10. c. |
| 7.1 | 1. d.
6. a.
11. b. | 2. c.
7. a.
12. d. | 3. b.
8. b. | 4. a.
9. d. | 5. d.
10. c. |
| 8.1 | 1. a.
6. d.
11. a. | 2. b.
7. c.
12. c. | 3. c.
8. c. | 4. c.
9. d. | 5. d.
10. d. |
| 9.1 | 1. a.
6. b.
11. b. | 2. d.
7. c.
12. c. | 3. c.
8. c. | 4. d.
9. c. | 5. d.
10. d. |

..... **DISCURSIVE PASSAGES**

- | | | | | | |
|------------|--------------------------|--------------------------|----------------|----------------|-----------------|
| 1.1 | 1. b.
6. b.
11. a. | 2. a.
7. d.
12. d. | 3. b.
8. a. | 4. d.
9. d. | 5. a.
10. b. |
| 2.1 | 1. a.
6. b.
11. b. | 2. b.
7. c.
12. b. | 3. d.
8. d. | 4. c.
9. c. | 5. a.
10. d. |
| 3.1 | 1. b.
6. d.
11. d. | 2. c.
7. c.
12. c. | 3. d.
8. b. | 4. a.
9. b. | 5. b.
10. d. |
| 4.1 | 1. c.
6. a.
11. a. | 2. b.
7. b.
12. d. | 3. c.
8. c. | 4. c.
9. b. | 5. d.
10. c. |
| 5.1 | 1. a.
6. d.
11. a. | 2. c.
7. d.
12. b. | 3. b.
8. b. | 4. d.
9. c. | 5. b.
10. d. |
| 6.1 | 1. a.
6. d.
11. d. | 2. b.
7. c.
12. c. | 3. d.
8. a. | 4. a.
9. c. | 5. c.
10. a. |
| 7.1 | 1. d.
6. d.
11. b. | 2. b.
7. c.
12. a. | 3. c.
8. a. | 4. a.
9. b. | 5. b.
10. d. |
| 8.1 | 1. d.
6. c.
11. d. | 2. b.
7. b.
12. d. | 3. a.
8. d. | 4. c.
9. a. | 5. d.
10. b. |
| 9.1 | 1. a.
6. a.
11. b. | 2. c.
7. b.
12. b. | 3. b.
8. d. | 4. a.
9. d. | 5. c.
10. a. |

WORD POWER

WORKSHEET 1

1. The slum-dwellers are living in abject poverty.
2. The hotel manager acquiesced to the angry customer's demand for brand new napkins.
3. Lalit used to disparage his puny classmate everyday because Lalit was stronger and bigger.
4. Suresh had a lot of brawn, but eventually Rajesh's brain was what resolved most conflicts.
5. Her pragmatic approach towards finances was what kept the house running smoothly even though recession had set in.
6. The resilient spirit of Mumbai is apparent when one observes how quickly the city recovers from every attack.
7. Behind that beautiful facade lies a cruel heart.
8. After the frantic wedding arrangements, the weeks that followed were halcyon and peaceful.
9. Omnipotence is not reserved for the gods; each individual is a storehouse of infinite potential.
10. Charlotte Bronte created an endearing protagonist in Jane Eyre.
11. Anita is a rational and level-headed girl.

WORKSHEET 2

1. widespread, raging
2. retreated, withdrew or ebbed
3. hardships, difficulties
4. self-confidence and a charming style
5. doubtful, unconfined
6. ignore, excuse
7. distressed, very upset
8. adventures, antics

WORKSHEET 3

1. Nisha's hair is as unkempt as she is a careless girl.
2. The alert neighbours called the police and thwarted the robbers' plans.
3. Many readers found the book full of blasphemy.
4. He was a very dogmatic boss and did not consider his subordinates' opinions.
5. She had to forfeit dessert since her doctor had advised her to avoid sweets.
6. The impertinent boy was punished for his rude remarks.
7. A mentor is essential for one to succeed and grow in any field.
8. She had her misgivings about whether the dress would fit her sister, but she bought it anyway.
9. Neha outwitted him and won the box of chocolates.

..... **WORKSHEET 4**

1. inclined to
2. sophisticated, charming
3. counterfeit, fake
4. persistent, resolute
5. self-centredness, arrogance
6. unbelievable, far-fetched
7. negative-minded, cynical
8. recoiled, cringed

..... **WORKSHEET 5**

1. The deep sea looked pristine and calm.
2. He raves and rants when dinner is not to his liking.
3. The new tax policy led to an insurrection in some parts of the country.
4. She was crying so much after the fight that her speech was incoherent.
5. The jubilation that followed the victory lasted till the wee hours of the morning.
6. The lake was limpid and undisturbed.
7. 'Honesty is the best policy' is a time-proven maxim.
8. At the party, I was made to sit beside a loquacious man who kept bothering me with his endless talking.

..... **WORKSHEET 6**

1. corrupt, immoral
2. renovated, redecorated
3. tactful, prudent
4. loud, unrestrained laughter
5. full of, sated with
6. thin, sunken
7. doubtful, uncertain
8. lazy, sluggish

..... **WORKSHEET 7**

1. I envisage a very happy married life for my daughter.
2. She was ebullient all throughout the inter-state competitions.
3. Mary Ann Evans wrote under the pseudonym George Eliot.
4. The dog ran across the lawn to retrieve the frisbee.

5. I always turn to Sara for her sagacious advice.
6. Dr Kalam acclaimed her as one of the post promising writers in India.
7. The violent aftermath of the match was witnessed by millions of viewers on television.
8. She shrugged off his attentions brusquely.

..... **WORKSHEET 8**

1. get very angry
2. understand, comprehend
3. became inaudible
4. an exceptionally good work which didn't keep up to its promise
5. the person who is most trusted and closest to the boss
6. being suspected of having committed a crime
7. stop being telecast on television
8. winning an argument, proving a point

SECTION B
WRITING & GRAMMAR

WRITING

..... **FORMAL LETTER**

1. House No 675
Sector 12
Kolkata

8 August 20XX

The Manager
M/s Electronics India
Lake Road
Kolkata

Subject: Complaint against washing machine

Dear Sir/Madam

This is regarding the Z-King washing machine that I bought from your showroom on 25 May 20XX. I paid ₹ 25,000 and the cash memo number is 345. The product lies within the guarantee period and the guarantee card number is 23.

The machine worked well for two months after its installation, but suddenly the spin dry system of the machine stopped functioning properly. The clothes are wet even after the spin dry function is completed according to the machine. I am also alarmed to find that the machine is producing a sharp sound. I am extremely disappointed with the product and it has caused me great inconvenience.

I would request you to replace the machine. I would appreciate a prompt action as I have already been put to great inconvenience.

Thanking you

Yours faithfully
Anand/Akshita

2. 53 Banjara Hills
Hyderabad

18 December 20XX

The General Manager
Clear Vision
Hyderabad

Subject: Complaint against defective television set

Dear Sir/Madam

This is regarding the Videopan colour television that I bought from your showroom on 24 June 20XX. I paid ₹ 35,000 and it carries a warranty period for two years (warranty card no. 237).

The television worked well for six months after its installation. But recently I have observed that the picture gets blurred every now and then. Even the sound has become unclear. I am extremely disappointed with the product and it has caused me great inconvenience.

I would like to request you to replace or repair the television. I would appreciate a prompt action as I have already been put to great inconvenience.

Thanking you

Yours faithfully
Sheeja George

3. ABC
Director
IRT (Institute of Research in Technology)
Mumbai

10 November 20XX

Messrs Golden Pvt. Ltd.
Thane

Subject: Reply to enquiry

Dear Mr X

Thank you for your letter enquiring about our hugely popular summer training courses for Arts graduates. Apparently you seem interested in pursuing the regular course for trainees from the humanities stream.

From your qualifications I gather, the most suitable course for you would be our consolidated package which awards a certificate at the end of 3 months. It is divided into 4 segments of 3 weeks each. Each segment deals with a different branch of technology, for example, mechanical, electrical/electronics, civil, automobile, biotechnology, robotics, IT, etc. and gives you the option of choosing the subjects of your interest. Trainees are taken gradually from the rudiments of the subject until they have acquired a functional knowledge. Training is imparted through cutting edge technology which includes 3D audio visuals and practical on site experience.

The best part is the fee which is refundable in full if the trainee scores above 90 per cent in the term tests. If his/her score is above 80 per cent he/she is refunded 50 per cent of the fee. The fee itself is a nominal ₹ 999.99 but if you enroll within 2 working days of receiving this letter you get a further discount of 20 per cent.

All courses begin from the first working day of January, April, July and October. We have courses to suit every pocket and requirement. For information on other packages kindly see the attachment or visit our nearest office.

Please feel free to get in touch for any other query.

Looking forward to hearing from you soon.

Yours faithfully
ABC
Director IRT

4. ABC
Secretary
Health Club
Shillong

11 November 20XX

Dear Mr Bohra

Subject: Membership information

We are pleased to know that you wish to become a member of our prestigious club.

We currently offer 3 membership schemes – silver, gold and lifetime. You could also experience our services for a day as a guest member which comes absolutely free. All you need to do is furnish a medical statement stating that you are free of any infectious ailment and the name of an existing member who can refer you.

As a high flying businessman who does not frequent the club on a regular basis, I would suggest the gold scheme for you. It is valid for a year and permits you to avail every facility in the club. The main feature of this scheme is that charges are levied only on the basis of the number of visits to the club, which I believe will best suit your lifestyle and be cost effective as well. You may collect the membership form from our office and return duly completed. The registration fee is a mere ₹ 199.00 which is common for all the schemes. Charges per day for the gold scheme are ₹ 70.00 only. Facilities offered are five star rated, which include a heated leisure pool, sauna, steam, yoga, cardio gym, aerobics studio, cycling studio, conference hall, boutique, locker rooms. All workouts are conducted under the expert supervision of professional trainers.

Please feel free to contact us for our other services.

Looking forward to hearing from you soon.

Yours faithfully
ABC

5. House No 123
Sector 12
ABC City

The Manager
Seema Travels
PQR Street
Ambala

12 November 20XX

Dear Sir/Madam

Subject: Enquiry regarding tour to South India

This is in reference to your advertisement in 'The Times of India' dated 3 June 20XX.

I, along with three friends, plan to go to South India for a vacation. Before I plan the trip, I would like you to send me complete information regarding the holiday package that you are offering.

We have scheduled our trip in the last week of June and would like to visit Bengaluru and Mysuru. Your advertisement claims to offer a heavy discount. What is the total amount required to be paid per head for the package you have advertised? Will this amount include board and lodging as well? I would also like to know about the accommodation and local travel arrangements.

I would appreciate a prompt response as it would enable us to take a timely decision.

Thanking you

Yours faithfully
Aditi Goel

6. House No 987
Pink Valley
Agra

The Director
Minerva Training Institute
PQR Street
Delhi

22 November 20XX

Dear Sir/Madam

Subject: Information regarding medical entrance examination

This is in reference to your advertisement in 'The Hindustan Times', dated 13 October 20XX.

Your Institute offers a short-term training course for students preparing for Medical Entrance examination. I would like to gain some information regarding the same.

What is the fee structure? I would like to know the number of batches, the timing and exact duration of the course. Do you offer any discount to students who have excelled in academics? Kindly let me know the exact date of the commencement of this course. Do you have board and lodging facilities for students who wish to avail them?

I would appreciate a prompt response.

Thanking you

Yours faithfully
Hemant Bakshi

7. ABC School
XYZ City

20 July 20XX

The Sales Manager
Trendy Shoes
Friends Road
Lucknow

Subject: Placing an order for shoes

Dear Sir/Madam

I have reliably learnt that your shop supplies sports shoes for students of various schools in the city. I would like to place the following order for the basketball team of our school.

<i>S. No.</i>	<i>Size</i>	<i>Brand</i>	<i>Colour</i>	<i>Quantity</i>
1.	5	Neki	blue	3 pairs
2.	6	Adiman	red	4 pairs
3.	7	Furore	black	4 pairs

A cheque of ₹ 12,000 is enclosed as payment in advance. The rest of the amount will be paid as soon as we receive the order. Kindly give top priority to our order and send the shoes through a reliable courier service, at the earliest.

Thanking you

Yours faithfully
PQR

8. XYZ Sports Club
ABC City

15 July 20XX

Proprietor
Sports Way
Patiala

Subject: Placing an order for sports equipment

Dear Sir

I have reliably learnt that your shop supplies sports equipment for various schools in the city. I would like to place the following order for our school.

<i>S.No.</i>	<i>Item</i>	<i>Brand</i>	<i>Quantity</i>
1.	Cricket bats	Cosmo	10
2.	Cricket balls	Cosmo	9
3.	Cricket wickets	Star	5
4.	Tennis rackets	Diamond	12
5.	Tennis balls	Diamond	15

Kindly despatch the order by a good courier service and the payment will be made on receipt of the goods. We would appreciate a prompt and safe delivery of the equipment.

Thanking you

Yours faithfully

Signature
ABC
Secretary

9. House No. 123
Sarojini Colony,
Sholapur

The Editor
The Sun News
Kamal Nagar,
Sholapur

1 September 20XX

Dear Sir

Subject: Exploitation of children

Recently, I visited a construction site in the hills, where a large number of children below the age of fourteen were being made to work.

The contractors hire the services of these children from nearby slums at low wages. The gruelling heat, hard labour, unhealthy environment and long working hours take a heavy toll on their physical and mental health. In the absence of strict labour laws and the apathetic attitude of the authorities, the problem has assumed alarming proportions.

Citizens should voice their concern in the matter. The government needs to address this problem as top priority by implementing laws against child labour. The media can also play a vital role in highlighting the problem and moulding public opinion.

Thanking you

Yours sincerely
Mitali Banerjee

10. House No. 12, XYZ Street
Sector 19,
Shimla

The Editor
The Times Today
Sector 21,
Shimla

1 September 20XX

Dear Sir

Subject: Increasing problem of global warming

Recently, your newspaper reported that nineteen glaciers in the Satluj, Ravi, Beas and Chenab basins have shrunk, and there is a marked increase in heat and humidity levels in Shimla.

Global warming refers to an increase in average measured temperature of the Earth's surface, air and oceans. It occurs largely due to the increase in anthropogenic (man-made) greenhouse gas concentration. Global warming causes a rise in sea levels, increase in the extremity of natural calamities, changes in agricultural yields, glacier retreats, species extinction, ozone depletion, etc.

Steps like afforestation, control of pollution, decreased use of CFCs and encouraging recycling of resources are required to curb the extent of the problem. Since global warming affects the entire world, countries need to come together and address it.

Thanking you

Yours sincerely
XYZ

11. House No. 20
Sector 14D,
Chandigarh

The Editor
The Tribune
Sector 29,
Chandigarh

24 Oct 20XX

Dear Sir

Subject: Decreasing standard of food hygiene at eating places in the city

Recently, I happened to visit a fast food restaurant and while dining I found a shard of glass in the food I had ordered. In another incident, a friend of mine found an insect in the soup she was having.

All these incidents and the growing cases of stomach infection, typhoid, dysentery and food poisoning point to the decreasing standard of hygiene in eating places in our city.

Stringent measures should be taken by the food and health department to check the negligence and callous attitude of restaurant owners. Food inspectors should conduct regular unannounced inspections and people found guilty should be punished/heavily fined so that a conscious effort is made to improve the food quality in the local hotels and restaurants.

Thanking you

Yours sincerely
ABC

12. House No. 23
Sector 15,
Noida

The Editor
The National News
Sector 3,
Noida

3 October 20XX

Dear Sir

Subject: Growing problem of drug addiction

Newspapers regularly report cases of violence, rape, murder and many other crimes committed under the influence of drugs.

Cases of deaths related to drugs are also on the rise. Drug addicts lose their power of discrimination and start to behave irrationally. It is unfortunate that the government has failed to check the trafficking of drugs. Despite frequent arrests of drug peddlers, drug trade is carried out in a clandestine manner and on a large scale.

Illicit trade in drugs like smack and opium has to be stopped. Citizens must step forward and volunteer at de-addiction centres in order to wean people away from drugs. Awareness programmes and the media could contribute towards this cause.

Thanking you

Yours sincerely
LMN

13. House No. 2356
Venkat Lane, Chennai

The Editor
The News Times
Annapillai Street, Chennai

3 October 20XX

Dear Sir

Subject: Increasing number of road accidents in the city

Two very serious accidents involving school buses on the outskirts of Chennai were recently reported in your newspaper. They resulted in heavy casualties.

Road accidents are becoming quite frequent these days. The accidents caused by buses, trucks and other heavy vehicles are often fatal. One of the main reasons behind this is that these vehicles run in hazardous conditions and are driven by untrained or irresponsible drivers.

The department of public transport should be made more accountable. The obsolete public transport should be duly replaced and only trained and responsible drivers recruited in government jobs. Pedestrians, too, must be cautious while crossing roads and using the pavements.

Thanking you

Yours sincerely
XYZ

14. House No. 237
Sector 9,
Ranchi, Jharkhand

The Editor
The Ranchi Times
Sector 5,
Ranchi, Jharkhand

4 October 20XX

Dear Sir

Subject: Growing rate of illiteracy in Ranchi

Of late, there has been an increase in the rate of illiteracy in Jharkhand. The number of children enrolled in schools has decreased over the years.

Children are easily attracted by the glamour of city life and the work opportunities for unskilled labour. They lack foresight and do not realize the benefits of education. Literacy makes a person independent, conscious of her or his rights and duties, and improves self-esteem, thereby enhancing her or his overall personality.

As enlightened citizens it becomes our duty to spread awareness highlighting the importance of literacy and education. Conscious efforts should be made by the Human Resource Development Ministry to check this trend and spread education at the grassroots. Strict implementation of laws against child labour could also help.

Thanking you

Yours sincerely
Ravi Gupta

15. 43, Mall Road
Mussoorie, Uttarakhand

The Editor
The Times of India
Bahadur Shah Zafar Marg,
New Delhi

5 May 20XX

Dear Sir

Subject: Government efforts to check deforestation successful

The Uttarakhand government recently passed a law banning deforestation in Mussoorie. It also launched a 'Plant a Sapling' drive. It has further ordained that wood can only be obtained from naturally dead trees. As a result of these efforts, the total number of trees in Mussoorie has risen from about ten thousand to two lakhs in the last five years.

Trees, apart from providing wood, also create many chemicals, seeds and fruits. They provide a habitat for various animals, birds and insects. Trees also act as the lungs of the environment and provide refreshing shade. Further, dead trees buried in soil provide fossil fuels.

Therefore, it is imperative to continue these efforts to conserve and plant trees in Mussoorie.

Thanking you

Yours sincerely
Manhar Rawat

16. A/98, Sitaram Colony
Pune, Maharashtra

The Editor
Pune Times
69, German Bakery Market
Pune, Maharashtra

24 February 20XX

Dear Sir

Subject: Changing perception towards reading books

The time when avid readers would huddle together to discuss the plots of books seems to be over. Today, people read books not for pleasure, but because they have to in order to do well academically. Reading books needs to be promoted as a hobby. More public libraries need to be opened, and mobile library vans ought to be introduced. There should be a compulsory reading period in schools at least thrice a week, and the parents' involvement is necessary for the same. More quiz competitions based on fiction or poetry could also help.

Books help discover the undiscovered, explore the unexplored, dream the unheard of. In short, books help us imagine, and the need of the hour is to develop this imagination.

Thanking you

Yours sincerely
ABC

17. B-12, Hudson Lane
Civil Lines,
Delhi

The Editor
The Times of India
Bahadur Shah Zafar Marg,
New Delhi

23 September 20XX

Dear Sir

Subject: The evil of communal disharmony

Religion is meant to encourage spiritualism and faith. Instead, it often creates divisions between people who see themselves as distinct communities that have nothing in common with each other, Such religious intolerance can take drastic forms such as communal riots, vote bank politics, booth capturing, poll rigging and other corrupt practices. In all these cases, it is the innocent citizens who are targeted.

The youth must take action against this evil. Demonstrations and protests can go a long way in making the government aware of public agitation and its intentions. These spirited young men and women can even join politics.

It is time to gradually change the face of India from within, by uprooting one of its persistent problems.

Thanking you

Yours sincerely
PQR

18. A-1115, Pocket B3/D
Seema Street,
Hyderabad

The Editor
Andhra Tribune
Rahim Gali,
Hyderabad

23 May 20XX

Dear Sir

Subject: Need for adventure clubs in the city

Today, the pursuit of academic goals has become of utmost importance and physical exercise has taken a backseat.

But outdoor games provide more than just recreation. They stimulate the senses and help prevent depression. Rigorous exercise assists physical fitness, strengthens the muscles and the cardiovascular system, hones athletic skills and reduces vulnerability to diseases.

The setting up of adventure clubs in the city would counter the growing obesity and depression rates among the public. They ought to have well-maintained fields for playing football and hockey, and courts for lawn tennis and badminton. Pitches for cricket and jogging tracks, along with gymnasiums, basketball courts and swimming pools would be ideal. And of course, veteran coaches must be made available for each sport.

Let's move towards a healthier Hyderabad.

Thanking you

Yours sincerely

DEF

19. C-45, Bandra West

Lower Parel,
Mumbai

The Editor

Hindustan Times

Kasturba Gandhi Marg,

New Delhi

23 June 20XX

Dear Sir

Subject: Initiative of students and NGOs in dealing with social issues

Students and NGOs today play an active role in tackling social and environmental problems. The recent students' campaign against the use of plastic bags is a case in point, as is the work of NGOs like 'Shiksha' and 'Van jagriti' to spread literacy and prevent deforestation, respectively.

There is, however, a lot that still needs to be done. Age-old social customs like stereotyping women's roles, the caste system and condemning the people of a particular religion, and environmental challenges like global warming, rising pollution and overpopulation, continue to plague our generation. They can be faced if students and NGOs come together to participate in rallies and demonstrations to create an awareness about these issues and help the people to take corrective measures. They can form unions and start campaigns.

It is time to make a new beginning.

Thanking you

Yours sincerely

PQR

20. 64, Shyam Lal Lane

Gorakhnagar

The Editor

The Gorakhnagar Times

Ganesh Das Road,

Gorakhnagar

24 October 20XX

Dear Sir

Subject: Ill-effects of proposed urbanization in Gorakhnagar

I read recently in your newspaper about the proposed conversion of outlying fields and forests into concrete skyscrapers for commercial and residential purposes. I wish to protest against the same.

Gorakhnagar is known for its rustic beauty. If the trees are cut down, the green belt would be reduced, leading to losses for the tourism industry. More importantly, forests are home to a variety of animals that would lose their habitat. Also, pollution levels are sure to rise as a result of such large-scale deforestation and construction.

The government needs to ban the sale of such fields for construction. The development authority could use barren land for construction purposes. I hope the authorities become aware of the public disapproval of this plan, and do not go ahead with it.

Thanking you

Yours sincerely
LMN

21. 2233, M Block, Greater Kailash I
New Delhi

The Editor
The Times of India
Bahadur Shah Zafar Marg,
New Delhi

16 November 20XX

Dear Sir

Subject: Usefulness of the Internet

The advent of the Internet age has given people a thirst for knowledge by expanding horizons and increasing their awareness about happenings around the globe while staying put. People can also communicate with relatives, friends and acquaintances via email, chat and social networking sites.

However, one must not turn a blind eye to cyber crime that includes hacking, leading to loss of privacy or losses during online monetary transactions. People need to be more cautious and keep their passwords and other details confidential. They must not reveal these unless it is to someone who can be trusted implicitly.

The arrival of the Internet is symbolic of the beginning of a new era of globalization.

Thanking you

Yours sincerely
Revathi Ram

22. 13 Park Avenue
Salt Lake City,
Kolkata

The Editor
Bangla Jagran
12, Howrah Road,
Kolkata

9 August 20XX

Dear Sir

Subject: Honing the spirit of the country's youth

A recent survey reported in your newspaper has shown that the median age in India will be 29 years by 2020, making it the youngest country in the world. This presents exciting opportunities, but also poses new challenges for our country.

By combining youth participation and development, we can create positive social and environmental change. The spirit of the youth is energetic and motivated. Young people are ambitious and industrious, with a willingness to work. They also have the perseverance to battle against competition and unemployment.

However, genuine youth engagement requires the presence of a combination of factors such as sound education at affordable costs, employment opportunities, and the support of family and friends. Understanding and increasing youth participation is the need of the hour.

Thanking you

Yours sincerely
Akanksha Mitra

23. 22, Kolhapur Road,
Mumbai

The Editor
The Times of India
Bahadur Shah Zafar Marg,
New Delhi

6 June 20XX

Dear Sir

Subject: Role of newspapers

The newspaper is a reliable and authentic source of information. Its biggest advantages are its easy availability, economy and portability. Controversial information is reported with extreme care and sensitivity, and individual opinions that often reflect or mould the public mood find expression on the editorial page.

At the same time, I feel the focus in terms of content needs to change a little. Matters of hardcore politics should be given less importance and those that concern society, or the environment, must be given more weight. Also, the orientation needs to shift from the lives of celebrities to the common masses, eliminating the element of sensationalization.

The newspaper is ideal for spreading awareness, but can become even more informative and engaging.

Thanking you

Yours sincerely
ABC

24. N-96, Sahimbam Road,
Guwahati, Assam

The Editor
The Assam Herald
M G Road,
Guwahati, Assam

24 January 20XX

Dear Sir

Subject: Endangered fauna

Man's insatiable lust and his indirect intervention in the environment, in the form of global warming and acid rain, are destroying animal habitats, ultimately wiping them out.

Empirical data reveals that at least twenty per cent each of the species which are amphibians, fish, reptiles and mammals are either vulnerable or endangered. Reptiles, in particular, are at risk, because thirty per cent are vulnerable, about fifteen per cent endangered and another fifteen per cent critically endangered.

The World Wildlife Fund, Durrell Wildlife Conservation Trust and International Council for Game and Wildlife Conservation, along with national projects like Save the Tiger, claim to have worked wonders. But a lot clearly remains to be done. We need to protect the habitats of these animals and ensure that poaching does not take place at any cost.

Thanking you

Yours sincerely
Simran / Samar

25. H/34, Gali No. 8, Ganesh Nagar
Cuttack, Odisha

The Editor
Odisha Today
Subhash Bose Marg,
Bhubhaneshwar, Odisha

6 May 20XX

Dear Sir

Subject: Growing violence – an evil

Newspapers report communal riots, brutal killings, violent demonstrations and rapes almost daily.

The growing violence in our society is a very disturbing phenomenon. As citizens we must strongly condemn this and analyse it in a broader perspective. Swept by communal passions and materialism, people are forgetting moral values. Extreme poverty, unemployment, human exploitation, alcoholism and drug abuse, seem to be the breeding grounds of crime and violence.

The youth, filled with a spirit of self-sacrifice, should rise to the occasion to stem the rot. Greater stress should be given to moral values in the curricula of schools and colleges. An intensive campaign should be launched to instil a sense of social responsibility among all sections of society.

Thanking you

Yours sincerely
LMN

26. House No. 678
Meena Lane,
Indore

The Editor
Madhya Samachar
Mall Road,
Indore

14 September 20XX

Dear Sir

Subject: Educational opportunities in India

There is a growing urge among students today to study overseas. They overlook the opportunities offered in India itself.

Some of the best colleges in the world, including St. Stephen's, LSR, Loyola, St. Xavier's, and Presidency, are in India. Further, the job prospects here are quite exciting. In the field of commerce, for instance, chartered accountancy, law, banking and auditing are only some of the careers that one can pursue.

Moreover, the glamour of leading life abroad is very misleading. There is a lack of services that are considered basic in India, such as those provided by house help, cooks and nannies. And then, it is never easy to acclimatize to an entirely new culture, system and country.

India has come a long way in the field of education in the last two decades, and has a lot to offer.

Thanking you

Yours sincerely

PQR

27. 23, Green Meadows Road,
Bengaluru

The Editor
Karnataka Tribune
35, M G Road,
Bengaluru

29 March 20XX

Dear Sir

Subject: Need for public-government collaboration

The democratic process spurs citizens to form opinions on a number of issues. Voters are called upon to choose candidates in elections, consider constitutional amendments, and approve or reject municipal taxes and other legislative proposals. The government needs to realize that it may launch welfare schemes, but ultimately, it is the people themselves who determine its success.

Some projects, for example Save Water, Conserve Electricity or Preserve Wildlife, require public volunteers to initiate drives for these campaigns and spread awareness. On the other hand, there are also programmes that directly impact our lives, for instance poverty alleviation and urban development, which cannot be achieved without citizens' support.

Only with active public participation can governmental schemes be successful.

Thanking you

Yours sincerely

Venkat / Vaishali

28. A-14, Dal Lake Road
Srinagar, J&K

The Editor
Kashmir Herald
Mall Road,
Srinagar, J&K

24 April 20XX

Dear Sir

Subject: Media and its positive impact

The role of the media in shaping our lives is immense. It provides useful information on matters of general knowledge, politics, economic affairs, environmental issues and public health.

The media directs its searchlight on civic problems like poverty, unemployment and inflation, and serves as a forum for discussion of topical events. Sometimes it helps fight social injustice and mould public opinion as in the Jessica Lal case, Arushi murder case and Nirbhaya case. Moreover, the announcement of national, sports and civilian awards by the media provides encouragement to the awardees and the nation.

The media must adopt an honest and unbiased approach in order to fulfil its role as a guardian of people's welfare.

Thanking you

Yours sincerely
ABC

ANALYTICAL PARAGRAPH

To be solved by the students.

GRAMMAR

WORKSHEET 1 – DETERMINERS

- a, much, the, a, the, Most/Some, the, a
- | | | |
|-------------|---------------|--------------|
| a. of – by | b. are – is | c. but – and |
| d. in – of | e. got – get | f. an – a |
| g. is – are | h. get – gets | |
- Thunderclouds, high up in / sky, are filled with electric charges. a. the
The positive charges are towards the upper part of the clouds
and the negative charges towards / lower part. b. the
Now, / ground level builds up electric charges too and the positive c. the
charges concentrate on / tips of mountains, buildings, trees d. the
and even people.

These positive charges connect with / negative charges on lower parts of the cloud and / electric current is formed. Finally, / sparkling electric lightning strikes and can be seen as / large, crackling spark of light.

- e. the
- f. an
- g. a

..... **WORKSHEET 2 – DETERMINERS**

- | | | |
|--|------------|------------|
| 1. 1. b. A | 2. b. the | 3. c. The |
| 4. d. No words required in both blanks | | 5. d. much |
| 6. a. a few | 7. c. each | 8. b. much |
| 9. d. Both options a. and b. | | 10. c. any |

..... **WORKSHEET 3 – CONNECTORS**

1. and, and, and, but, because, Moreover
2. a. When Wilbur was eleven and Orville seven years old, their father gifted them a flying toy.
b. The children thoroughly enjoyed flying the toy.
c. Later, this inspired them to make a machine which would fly.
d. Orville made kites which he sold at school.
e. This helped him to make some money.
3. and, but, but, and, Since, and

..... **WORKSHEET 4 – SUBJECT-VERB AGREEMENT**

1. are, are, are, is, live, like, is
2. have, is, have, is, are, are, is
3. a. is–are b. X c. is–are
d. helps–help e. has–have f. X
g. protects–protect h. sheds–shed

..... **WORKSHEET 5 – SUBJECT-VERB AGREEMENT**

1. 1. a. My bike, along with some tools, was stolen from the garage.
2. d. Options a. and c.
3. b. The committee was unanimous in its decision.
4. d. Options b. and c.
5. a. Snakes shed their skin periodically.
2. 1. b. suggests 2. c. is 3. d. brighten up
4. a. is 5. b. is

..... **WORKSHEET 6 – COMPARISON OF ADJECTIVES**

1. tiny, great, minute, light, enormous, larger, huger, big
2. a. high–highest b. larger–large c. higher–highest
d. X e. X f. superstitious–more superstitious
3. a. active b. most beautiful c. highest d. spectacular e. more popular

..... **WORKSHEET 7 – MODALS AND THEIR USAGE**

1. can, may, could, may / can, may
2. A submarine is a large vessel that / be operated under the water surface. For ensuring safety of the mariners, the hull, under which huge ballast tanks are located, / be a strong one. These tanks / be filled with or emptied of sea water or air. When the submarine is required to travel on the surface, its ballast tanks / be filled with air. This makes the vessel less dense and it floats. When the submarine / to be submerged in water, its ballast tanks / be flooded with seawater. This action makes the submarine sink and it / be moved about underwater. Submarines / be used for military or research purposes.
 - a. that can be
 - b. must be a
 - c. should be filled
 - d. must be filled
 - e. needs to be
 - f. tanks should be
 - g. it can be
 - h. Submarines may be
3. Could, may, should, could, could, couldn't, should

..... **WORKSHEET 8 – MODALS AND THEIR USAGE**

1. 1. a. should 2. c. used to 3. d. Options b. and c.
4. a. will 5. b. can't
2. 1. a. Every September we would have our Annual Day at school.
2. b. You could have asked me before jumping to that conclusion.
3. d. I would like it very much if you accompany me to the wedding.
4. c. I might consider your proposal if you find investors for it.
5. b. They have a flourishing business – they must be very rich.
6. c. It is getting late. I should be going now.
7. a. This lifeboat can carry five people at the most.
8. b. My mother would offer prayers every evening when I was small.
9. c. I have to submit the assignment today or I will be penalised.
10. d. Shall we go boating today? The weather is perfect.

..... **WORKSHEET 9 – VOICE**

1. a. –P b. –A c. –A d. –P e. –A f. –A g. –A h. –P
2. a. In 1913, the world's first airplane with four engines was built by Sikorsky.
b. Planes that carried mails in World War I were designed by Sikorsky.
c. A machine that carried sixteen passengers was made by him.
d. Planes that were used to carry bombs were also made by him.
e. In 1924, the much-awaited aircraft called S-29 was made by Igor.

..... **WORKSHEET 10 – FORMATION OF TENSES**

1. were, were, had been, was, were, was, became, went, was

2. At 11:38 a.m. on 28 January, 1986, the Space Shuttle Challenger launches from the Kennedy Space Center at Cape Canaveral, Florida. Millions of people across the world watch the space vehicle that has their heroes aboard. Among them is also a social studies teacher, the first private person to get the opportunity to go into space. Just 73 seconds after the take off, the Challenger explodes! It is discovered later that the malfunctioning of a part of the rocket booster has caused the disaster.
3. a. was—is b. flew—fly c. having—have
d. experiment—experimenting e. made—makes f. enabled—enables

WORKSHEET 11 – FORMATION OF TENSES

1. 1. a. accelerates 2. d. Options a. and b. 3. c. left
4. d. Options a. and c. 5. a. was repairing 6. c. will have
7. d. Options a. and c. 8. d. Options a. and c. 9. b. will have finished
10. a. will have been writing
2. 1. d. Options a. and c.
2. d. Anita was doing a management course when I last met her.
3. b. By next year, Vivek will have graduated.
4. d. Suman had prepared the papers by the time I arrived.
5. a. All high-rise buildings nowadays have earthquake resistant features.

WORKSHEET 12 – PREPOSITIONS

1. on, in, on, across, within, from
2. In, from, around, at, in, Towards, into
3. In the beginning / the Mesozoic Era, some amphibians developed / gigantic-sized reptiles called dinosaurs. The dinosaurs that were herbivorous fed greedily / the abundant supply / vegetation. It is believed that some species of the plant-eating dinosaurs lived / herds. This helped them to protect themselves / the attacks / the carnivorous dinosaurs. Some carnivorous dinosaurs hunted / packs.
- a. of
b. into
c. on
d. of
e. in
f. from
g. by
h. in

WORKSHEET 13 – SPEECH

1. a. if he knew that the Christmas party scheduled for the following week had been called off.
b. in the positive
c. that it has been called off to pay their respects to the people who had died in the landslide that had occurred
d. could collect enough money to contribute towards the funds that were being collected for the victims
2. commanded, complained, told/reminded, promised (answers may vary)
3. a. reach—reached b. told—asked c. tells – told d. This—That
e. give—gave f. all of us—her g. found—find/have found

WORKSHEET 14 – SPEECH

1. a. Rima said that she had to clean the house that day.
2. b. Sneha said that Raj had proved all his critics wrong.
3. c. Deeksha said that she was working out at the gym.
4. d. My brother asked me what gift I had brought for him.
5. b. Ria asked me to call her when I reached home.
6. a. Varun said that he would visit his aunt the following week.
7. b. He said that the previous day had been his last day at college.
8. c. Tanmay said that he could run faster than I could.
9. d. Mr Kapoor asked me if I had spoken to the plumber.
10. a. The group had been practicing dance moves for the contest.
11. b. Our teacher asked us to prepare well for the exams.
12. c. My uncle informed us that the train had reached New Delhi on time.
13. d. He asked me to take that pen, and said that it had belonged to his grandfather and that now it belonged to me.
14. a. Shreya encouraged me not to waste my talent. She said that I could achieve a lot.

GRAMMAR PRACTICE

GAP FILLING

- | | | | |
|-----------------|-------------------|------------------|---------------------|
| 1. a. (ii) that | b. (i) It | c. (iii) but | d. (iv) your |
| e. (i) you | f. (iii) If | g. (i) which | h. (iv) should |
| 2. a. (ii) the | b. (iii) on | c. (iii) above | d. (iv) was |
| e. (iii) till | f. (ii) was | g. (i) from | h. (iii) discovered |
| 3. a. (ii) who | b. (iii) was | c. (iv) while | d. (i) would |
| e. (iii) from | f. (ii) the | g. (iv) be | h. (iii) the |
| 4. a. (ii) a | b. (iii) at | c. (iv) was | d. (iii) in |
| e. (iii) from | f. (ii) that | g. (i) by | h. (ii) for |
| 5. a. (ii) at | b. (i) in | c. (iv) age | d. (iv) of |
| e. (i) the | f. (iii) his | g. (ii) and | h. (iv) towards |
| 6. a. (ii) who | b. (iii) that | c. (i) of | d. (iii) flew |
| e. (iv) with | f. (ii) when | g. (iii) through | h. (ii) with |
| 7. a. (iii) for | b. (i) is | c. (ii) that | d. (iv) who |
| e. (iii) of | f. (ii) the | g. (iii) most | h. (i) and |
| 8. a. (i) were | b. (ii) was | c. (iv) and | d. (iv) a |
| e. (iii) on | f. (iii) the | g. (ii) with | h. (iv) into |
| 9. a. (i) in | b. (iii) by | c. (iv) their | d. (iii) the |
| e. (ii) was | f. (iv) the river | g. (i) of | h. (iii) they |
| 10. a. (ii) her | b. (i) a | c. (iv) which | d. (iii) had been |

- | | | | | |
|-----|-------------------------------|--------------------------------|-------------------------------|-------------------------------|
| | e. (i) was | f. (ii) and | g. (iii) when | h. (i) fell |
| 11. | a. (ii) of
e. (iii) in | b. (i) from
f. (ii) make | c. (iii) of
g. (iv) to | d. (iv) were
h. (i) became |
| 12. | a. (i) when
e. (iii) in | b. (iii) were
f. (iv) could | c. (iv) of
g. (i) by | d. (ii) that
h. (ii) from |
| 13. | a. (ii) that
e. (iii) to | b. (iii) in
f. (i) for | c. (iv) for
g. (iii) as | d. (ii) is
h. (ii) the |
| 14. | a. (ii) that
e. (ii) in | b. (iv) into
f. (i) is | c. (iv) the
g. (i) in | d. (iii) its
h. (iv) for |
| 15. | a. (ii) over
e. (iii) have | b. (iii) have
f. (i) of | c. (ii) being
g. (ii) that | d. (iv) on
h. (iv) from |
| 16. | a. (i) a
e. (ii) known | b. (iii) are
f. (i) in | c. (ii) that
g. (ii) was | d. (iv) of
h. (iii) did |
| 17. | a. (i) over
e. (ii) on | b. (iv) on
f. (iv) than | c. (iii) to
g. (i) and | d. (iii) in
h. (ii) that |
| 18. | a. (i) who
e. (iii) the | b. (iii) like
f. (iv) and | c. (iv) on
g. (i) in | d. (ii) which
h. (ii) have |
| 19. | a. (i) for
e. (ii) These | b. (iii) who
f. (i) into | c. (iv) and
g. (iv) are | d. (iii) a
h. (iii) this |
| 20. | a. (iv) an
e. (iii) was | b. (i) to
f. (i) of | c. (ii) its
g. (iii) of | d. (ii) as
h. (iv) and |

EDITING

- | | | | |
|----|---|---|--|
| 1. | a. its – a
d. was – is
g. is – are | b. but – and
e. close – closely
h. ones – one | c. to – with
f. with – to |
| 2. | a. Much – Many
d. reasoning – reason
g. advise – advice | b. clear – clearly
e. which – that
h. the – a | c. attending – attend
f. due to – in spite of |
| 3. | a. if – though
d. on – in
g. does – do | b. on – of/behind
e. is – are
h. a – an | c. in – of
f. at – in |
| 4. | a. flew – flows
d. them – they
g. came – come | b. its – the
e. made – make
h. liking – like | c. had – has
f. millions – million |
| 5. | a. are – is
d. causing – caused
g. these – this | b. effect – affects
e. do – does
h. has – have | c. an – a
f. for – of |
| 6. | a. has – have
d. an – the
g. were – was | b. bless – blessed
e. extensive – extended
h. encouraging – encourage | c. Gandhis' – Gandhi's
f. stand – stood |

- | | | |
|-----------------------------|-----------------------|-----------------------------|
| 7. a. has – had | b. much – many | c. great – greatly |
| d. story – stories | e. and – but | f. wishing – wished |
| g. away – out | h. found – find | |
| 8. a. were – was | b. greater – greatest | c. of – to |
| d. working – worked | e. becomes – became | f. where – when |
| g. publishing – published | h. on – in | |
| 9. a. on – in | b. were – was | c. am – was |
| d. but – and | e. has – was | f. with – by |
| g. happier – happiest | h. marry – married | |
| 10. a. theirs – their | b. by – of | c. guarding – guarded |
| d. were – was | e. who – that | f. feel – felt |
| g. them – they | h. but – and | |
| 11. a. becomes – became | b. a – the | c. into – in |
| d. on – at | e. were – was | f. of – for |
| g. much – many | h. a – the | |
| 12. a. at – in | b. who – that/which | c. her – his |
| d. it's – its | e. a – the | f. calculates – calculated |
| g. were – was | h. they – it | |
| 13. a. on – in/into | b. hour – hours | c. these – this |
| d. larger – large | e. much – many | f. work – works |
| g. is – are | h. through – from | |
| 14. a. can to – may | b. to – for | c. what – how |
| d. experienced – experience | e. he – they | f. which – who |
| g. call – called | h. does – do | |
| 15. a. were – was | b. at – in | c. yet – and |
| d. fly – flying | e. an – a | f. a – the |
| g. orbits – orbited | h. those – this | |
| 16. a. women – woman | b. of – in | c. in – at |
| d. begun – began | e. were – was | f. on – in |
| g. a – the | h. cancel – cancelled | |
| 17. a. find – found | b. had – has | c. an – a |
| d. bodies – body | e. knowing – known | f. but – and |
| g. who – which | h. it's – its | |
| 18. a. Much – Many | b. It – They | c. and – or |
| d. does – do | e. made – make | f. tarantula's – tarantulas |
| g. at – in | h. are – is | |
| 19. a. a – an | b. and – but | c. the – a |
| d. find – found | e. a – the | f. were – are |
| g. at – in | h. on – in | |
| 20. a. can – could | b. for – to | c. to – into |
| d. where – when | e. has – had | f. using – used |
| g. or – and | h. engine – engines | |

..... **OMISSION**

- | | |
|---|--|
| <p>1. The American naturalist / author Luther Burbank has / called the wizard / horticulture. He was interested / developing new types of fruits, flowers / vegetables for humankind rather than / science. He bought / farm and experimented. He developed new varieties / berries and flowers like lilies, poppies and roses.</p> | <p>a. and
b. been
c. of
d. in
e. and
f. for
g. a

h. of</p> |
| <p>2. In 1925, Admiral Peary / to Chicago, where he established / training centre for navy pilots. The National Geographic Society wanted / make a scientific study of the Arctic. The US Navy / to supply aircraft, pilots and mechanics. / July 1925, the party sailed on the S S Peary and in August the base / established at Etah. Byrd realized that it / extremely important to study the weather and make all the necessary arrangements before taking / the expedition. By 1926, he was ready for the attempt to reach the North Pole.</p> | <p>a. went
b. a

c. to
d. was / had
e. In
f. was
g. was

h. on</p> |
| <p>3. In 1924, Enid Blyton married / publisher, Hugh Pollock. She ended her teaching career / became a full-fledged writer. She even worked / a teacher's magazine. In 1953, the magazine, Sunny Stories, / replaced by Blyton Magazine. In 1929, the couple moved / Old Thatch in Bourne End. Here their daughters, Gillian and Imogen, / born. When World War II began, her marriage broke up. Then / married Doctor Kenneth Darrell Waters. That is why Enid also came to / called Enid Mary Waters.</p> | <p>a. a/the
b. and
c. on

d. was
e. to
f. were

g. she
h. be</p> |
| <p>4. Till the age of eighteen, Tenzing lived / his family and then he moved to Darjeeling. At / age of twenty-one, he began working / an expedition pouter. He joined an expedition to scale Mount Everest, headed / Eric Shipton. His dream / reaching the peak remained unfulfilled because they / to return after reaching North Col, at a height of 22,000 feet. During / expedition Tenzing gained valuable experience / helped him later in life.</p> | <p>a. with
b. the
c. as
d. by
e. of
f. had
g. the
h. that/which</p> |

5. A cat and a mouse decided / keep house together.
For times of need / bought a pot of fat and put it in
the church where / would be safe. After a little while
the cat yearned / the fat and made up an excuse that her
sister had / kitten and that she had been asked to be the
godmother. But she / to the church and ate the top off
the fat / the pot. When the cat came home, the mouse
asked / name of the kitten. The cat said, "Top-off".
6. A peasant had / faithful horse which had grown old
and could not work anymore, so his master stopped / him
anything / eat and with an excuse chased
him / the open country. The horse was sad and
went to a forest / seek a little protection
there / the weather. A fox met him and asked
him / he looked so miserable.
The horse told him / sad story.
7. Walnuts and almonds are good for health / like
any other food item, they too must not / consumed in
excessive quantities. People / India consume them the
most during the winter / least during the summer.
They / also used generously in Indian desserts.
Children thoroughly enjoy eating handfuls / cashew nuts
and raisins. An overdose / these nuts can be harmful
/ lead to an allergy.
8. The second half / the nineteenth century ushered
in an era of nationalism in India. Though / Revolt of 1857
did not result in victory / the Indians,
the spirit / challenged foreign rule continued.
Political ideas also / taking shape.
The intellectuals / greatly inspired
/ the political principles and methods
/ protest in Europe.
9. The United Nations Organization / formed
/ replace the discredited League of Nations, which
failed / its quest for world peace. The aim of this
body / to preserve peace, remove the causes of
conflict / encourage economic, social, educational
and cultural progress throughout / world.
It hoped / eliminate some of the problems that
had led to / failure of the League.
- a. to
b. they
c. it
d. for
e. a
f. went
g. in
h. the
- a. a
b. giving
c. to
d. into
e. to
f. from
g. why
h. his
- a. but
b. be
c. in
d. and
e. are
f. of
g. of
h. and
- a. of
b. the
c. for
d. that/which
e. started
f. were
g. by
h. of
- a. was
b. to
c. in
d. was
e. and
f. the
g. to
h. the

10. Water bodies / replete with magnificent aquatic creatures. The green swordtail is one of them. The fish / its name from the elongated lower part / the fin that looks like a sword. This 'sword' is present / the male fish / not in the female. The swordtail is green / various coloured stripes and spots. It / commonly found in streams, rivers and canals. It eats plants / small water animals.
11. The Great Lakes are freshwater lakes. They / located in North America, between Canada / the United States. The lakes are connected to each other / straits, short rivers and canals. They include five lakes. Lake Superior / the largest of the Great Lakes. It is also / coldest and the deepest / all five. Lake Michigan is the second largest / Lake Huron is the third largest. Lake Erie is larger / Lake Ontario which is the smallest of the five lakes.
12. Shallow lakes warm up quickly / summer and freeze quickly in winter. In summer, / warmth of the water makes the shallow lakes a good place / plants and animals to live in. The waste products / polluting materials from homes in cities and factories / making the lakes' water polluted and smelly. Besides making / water unhealthy for the aquatic plants and animals, polluted lakes / increase the chances / the spread of diseases among people who live in their vicinity.
13. Noh Mai is / elegant Japanese dance form. The dancers make graceful movements and dance / the music made by flutes and small drums. There are various types / Noh Mai dances. Some dances are slow like the Jo No Mai / very fast like the Kami Mai. A type of Noh Mai that is / fast nor slow is called Chu No Mai. This is usually performed / a woman. Most Noh Mai dancers dress and wear a mask according / the character of the dancer. The masks / made artistically and the dresses are elaborate.
14. Agbekor is a well-known warrior dance performed / Africans. Long ago it was called Atamga. The word Atamga means great oath. Hence, this dance / performed to take an oath before going to war. Presently, Agbekor is performed / a community / Ghana at cultural events or funerals. The dance movements display actions used / a battlefield, like stabbing. The beats / the drum, the alternating slow
- a. are
b. gets
c. of
d. in
e. but
f. with
g. is
h. and
- a. are
b. and
c. by
d. is
e. the
f. of
g. lake.
h. than
- a. in
b. the
c. for
d. and
e. are
f. the
g. also
h. of
- a. an
b. to
c. of
d. or
e. neither
f. by
g. to
h. are
- a. by
b. was
c. by
d. in
e. in
f. of

- and fast movements of the dancers make / dance
a very interesting one not only to perform but / to watch.
15. The species of birds called raptors / a very sharp eyesight.
Their eyes are / large that they cannot move. The bird
has to turn its head / look around. The eyes of a
raptor have three eyelids. The third one closes
laterally and it / slightly transparent. It keeps the eyes moist
and protects / while the bird is fighting against its enemy
or prey. Some raptors have / bony shield above the eyes.
This also helps / protecting the eyes of the
bird from the strong rays of the sun and injury / struggling
with its enemy.
16. Depending / the type of raptor, the birds may make
their nests with sticks / live in nests made by
other birds. They may also live and lay eggs / the
cavities in tree trunks, or burrows that have been
made and left / other animals. Some raptors make nests on
treetops, some on / ground while some make them on the
faces / cliffs. Normally, the female bird makes the nest while
the male bird gathers and brings the material for it.
Different types of raptors lay different types / eggs.
They may be round or oval-shaped and even the colour / vary.
17. The bullet train / invented by a Japanese engineer Hideo Shima.
He wanted to make a train / would make the passengers feel
as comfortable / in an airplane. The speedy and comfortable
bullet train was launched / October 1, 1964. Bullet trains are
powered by electricity. They are getting better / better
by the day and their punctuality / worth appreciating.
Since Japan experiences frequent earthquakes, / train is
fitted / a computer system that can sense an earthquake.
18. Spider monkeys are found / the tropical rainforests of
Central and South America. They / long, thin arms
and strong tails / help them move swiftly from
branch / branch and tree to tree. They can hang upside-down
with all the four limbs and the tail. When the tails / used
for gripping on to branches, the monkeys look / spiders.
Their fur colour can / red, black, brown, golden or tan. They
are mostly noisy / they screech, bark and make other sounds.
19. The Mandrill is / largest and the most colourful of all monkeys.
It is found in the rainforests / Africa. It spends a lot of time
on the ground / it prefers to sleep in trees. This species of
- g. the
h. also
a. has
b. so
c. to
d. is
e. them
f. a
g. in
h. while
a. on
b. or
c. in
d. by
e. the
f. of
g. of
h. may
a. was
b. that/which
c. as
d. on
e. and
f. is
g. the
h. with
a. in
b. have
c. that/which
d. to
e. are
f. like
g. be
h. when
a. the
b. of/in
c. but

monkeys is identified / its rich brown fur, large, muscular body and a short, thick tail. It / long canine teeth and cheek pouches. It enjoys feeding / plants, insects and reptiles including snakes! Mandrills / ferocious animals and they use their teeth / defend themselves.

20. Cumulus clouds are clouds / are heaped up into piles. They / puffy clouds and float slowly. They may be light and white in colour / even grey and heavy. The latter ones are commonly referred to / dark clouds. Stratus clouds give the appearance of a smooth blanket and they hang low. They give way / rain if the day is a warm one and if it / a chilly winter day, you can expect them to give you snow. Cirrus clouds are delicate wisps / clouds that are scattered afloat about high up in the sky. If the sky has these clouds, you / be quite sure that the day will go by without any rain.

- d. by
- e. has
- f. on
- g. are
- h. to
- a. that
- b. are
- c. or
- d. as
- e. to
- f. is
- g. of
- h. can

SENTENCE TRANSFORMATION

- | | |
|--|---|
| 1. a. (ii) onion rings is | b. (iii) is seasoned with |
| c. (iv) is sprinkled over it | d. (i) is poured over the cheese. |
| 2. a. (iv) was mixed into it with a paintbrush. | b. (ii) was sliced across. |
| c. (iii) was dipped into the paint. | d. (i) to make designs |
| 3. a. (i) is mixed with water | b. (ii) added to the |
| c. (iii) and a scoop of vanilla ice cream are put in a | |
| d. (iii) is poured over | |
| 4. a. (ii) are taken | b. (iv) is kneaded into a |
| c. (i) is kept aside | d. (ii) are made and rolled |
| 5. a. (ii) is marked on it. | b. (iii) are tied with a thick thread. |
| c. (ii) is boiled | d. (i) the desired colour is added to it. |
| 6. a. (iii) was put into a | b. (i) milk and sugar were added and the |
| c. (iv) were added | d. (iii) was poured into a glass and |
| 7. a. (ii) should be cut out | b. (iv) should be slit. |
| c. (iii) should be inserted into | d. (ii) should be pushed through |
| 8. a. (ii) dipped in a beaker of boiling water | b. (iv) spirit is poured into the tube |
| c. (i) heated till the leaf loses its colour. | d. (iii) is poured over the leaf. |
| 9. a. (ii) is put into a | b. (iii) are added and the |
| c. (iv) is poured into a tall glass and | d. (i) is poured over it. |
| 10. a. (iii) are soaked in the water for | b. (ii) is taken out and pounded |
| c. (iv) is added to thicken it | d. (i) is pressed out and the |

11. a. (iii) coloured woollen mitten is taken b. (iv) are cut out of glazed paper sheets
 c. (ii) are pasted at appropriate positions d. (i) is left free to work like
12. a. (iii) seeds will be taken. b. (ii) will be drained out.
 c. (i) will be wrapped in d. (iv) will be kept moist by sprinkling

..... SENTENCE COMPLETION

..... REPORTED SPEECH

1. a. (ii) that he wanted to select a bicycle so that his parents could buy it for him.
 b. (iii) which colour and type of bicycle he wanted.
 c. (iv) which bicycle would take him the fastest
 d. (i) were the same and added that the speed would depend upon how fast he would
2. a. (ii) how her first day as a mathematics teacher had been.
 b. (i) it had been good.
 c. (iii) asked her if she had any problem.
 d. (iv) that she had forgotten the multiplication table of thirteen so she had skipped it and gone on
3. a. (iv) if he would buy him a laptop.
 b. (i) that he would not buy it then and added that he would wait for
 c. (ii) said that all his friends had one.
 d. (ii) replied that that was because all his friends had passed their exam the previous year itself.
4. a. (i) how she was.
 b. (iii) that she was on her way to a bookshop and asked him if he would like to go along with her.
 c. (ii) that he had to buy a book for Ashok's birthday.
 d. (iv) thanked Sagar for reminding her and said that she too could find a nice gift for him.
5. a. (ii) that her friend, Neha had called while she had been out.
 b. (iii) if she had left any message for her.
 c. (i) she had said that she would call Avantika after her swimming class.
 d. (iv) said that she would go and meet her at the pool.
6. a. (iv) if the history teacher had given them any homework for that day.
 b. (iii) that she was not aware of any.
 c. (i) if she would like to play a game of tennis after school.
 d. (ii) that she would have liked to but she had already made plans to go shopping with Rani.
7. a. (ii) that she was looking forward to the picnic.
 b. (iii) her where she was going for the picnic.
 c. (iv) that the school was taking them to a riverside.
 d. (i) whether her teacher would allow the students to do some fishing.
8. a. (ii) that why he couldn't stop singing.
 b. (i) that he was practising for a competition.
 c. (iv) him that when the competition was going to be held.
 d. (iii) that it would be held in about six months' time.
9. a. (iii) if he had registered his name for the inter-school debate.
 b. (ii) in the affirmative and further added that he had also started

- c. (iv) that they both were selected.
 - d. (i) if they were selected they would do their best
10. a. (i) that she would like to cancel her travel plans
b. (iv) if she could meet the manager.
c. (iii) that she might not be able to go there again for
d. (ii) requested her to leave all the details of her bookings with him.
11. a. (ii) that she would have to get a new one made.
b. (iv) what the procedure was.
c. (i) instructed her to submit it along with a
d. (iii) thanked the librarian for the
12. a. (iv) that she wanted to donate some money for the underprivileged students of their school.
b. (i) how much she would like to donate.
c. (ii) previous year's pocket money and she wanted to donate all of it.
d. (iii) that she was glad that she could be of some help to somebody.
13. a. (ii) why he was going to school on a Sunday.
b. (ii) if his teacher had asked him to attend
c. (iv) in the negative and added that he wanted to improve his performance
d. (i) that she was very impressed with his dedication
14. a. (i) if he was prepared for the match.
b. (iii) that it would not be easy to beat the team from Holland
c. (ii) that the winners would be taken to Singapore for a holiday.
d. (iv) wished that his team might win
15. a. (iii) that he wanted to meet the secretary of
b. (i) if she could know the purpose of his visit
c. (iv) he had to give a presentation on his company's products.
d. (ii) requested Jeev to wait in the lounge
16. a. (i) exclaimed with joy that they had won the
b. (i) that her team had toiled for that
c. (iv) when the next match would be held.
d. (iii) that it was scheduled for the following

SECTION C – LITERATURE

PROSE

1. A Letter to God

- A. 1. a. (ii) b. (i) c. (iv) d. (iii) e. (i)
2. a. (ii) b. (i) c. (iv) d. (iii) e. (iii)
3. a. (iii) b. (i) c. (ii) d. (i) e. (ii)
4. a. (i) b. (iv) c. (iii) d. (iv) e. (iii)
5. a. (iii) b. (i) c. (ii) d. (iv) e. (iii)
6. a. (i) b. (iii) c. (ii) d. (iv) e. (v)
- B. 1. Lencho was a farmer, who grew corn.
2. He was waiting for it to rain because his corn was ripe with flowers and needed only a downpour or even a shower of rain to yield a good harvest, which would fetch him money.
3. Lencho was disappointed because the heavy downpour of rain was soon accompanied by a hailstorm which totally destroyed the crop.
4. When his crop failed Lencho sought the help of God by writing and addressing a letter to God, and he sent it through the post office.
5. He wrote in his letter that if God did not help him he and his family would remain hungry that year. He requested God to send him a hundred pesos to enable him to sow his field again and to live until the next crop.
6. Lencho received help from the post office staff. The postmaster read the letter, was impressed by the writer's immense faith in God, and did not want it to be shaken. He collected seventy pesos from his staff and friends and some of his own salary, and gave the money to Lencho on his visit to the post office.
7. Lencho became angry and unhappy on receiving only seventy pesos. He thought to himself that God could not have made a mistake, nor could he have denied his request for a hundred pesos. He thought that the post office staff must have stolen the remaining money.
8. Lencho wrote a second letter to complain about the shortfall in the amount he had received. He had asked for a hundred pesos but he had received only seventy.
9. Lencho wrote in his second letter that he had received only seventy pesos out of the money he had asked for. He requested God to send him the rest of it as he needed it very much but God should not send it through the mail because the post office employees were a bunch of crooks.
- C. 1. Lencho's fields were full of ripe corn and dotted with flowers that always promised a good harvest. Lencho hoped for a downpour or at least a shower. He was satisfied to see the field of ripe corn being showered by rain. But suddenly strong wind began to blow, and then large hailstones began to fall. Lencho's fields were white as if covered with salt. The corn was completely destroyed.
2. When Lencho was waiting for the rain, his mood was of anticipation. When it started to fall, he felt pleasure and relief. But when the hailstorm started, it was of disbelief, shock and sadness. That night he was filled with sorrow and fear, but his faith shone through with hope.
3. Lencho lived a solitary existence with his family. He was troubled as there was no one who could help him. But he was instructed that God sees everything, even what is hidden deep in one's

conscience. Though it was a complete loss but no one dies of hunger. Therefore, Lencho turned to God for help.

4. Lencho's corn was completely destroyed and he and his family would go hungry this year. He needed a hundred pesos from God to sow his field again and survive until the new crop could be harvested.
 5. Lencho's blind faith in God did not let him once doubt that God would not fulfill his request. But he had no faith whatsoever in his fellowmen. The Postmaster's action to help a hapless stranger, in fact, makes one have faith in the goodness of humanity.
 6. The ending of the story was definitely unexpected. One felt that Lencho could not be so blind as to not realise that the money had not been sent by God but was the work of God's 'angels' on earth. But Lencho calling the very same people who helped him as 'a bunch of crooks' is not just amusing, but sad and ironic.
- D. 1. Lencho had immense faith in God. When his crop failed he knew that only God could help him. He wrote and mailed a letter to God, requesting Him to send Lencho a hundred pesos so that he could sow his field again and live until the next crop or else he and his family would starve that year. On visiting the post office he was not surprised to see the money because he was confident that God must have granted his request. On receiving less money than he had asked for, he immediately and confidently wrote a second letter to God requesting him to send the rest of the money.
2. Yes, the postmaster was a kind man. He was impressed by Lencho's immense faith on seeing the letter addressed to God. He did not want it to be shaken. He came up with the idea of answering the letter. On seeing Lencho's request for money he began to collect money. He asked for contributions from his staff and friends, and himself gave part of his salary. However, he could collect only seventy pesos out of the hundred requested by Lencho. When Lencho came to the post office to collect the reply from God, the postmaster appeared to be very contented like someone who had performed a good deed.
 3. There is much irony in the statement that the people at the post office are a bunch of crooks. Lencho wrote this in his second letter to God. On receiving thirty pesos less than what he had asked for, his faith in God made him think that God could not have made a mistake nor could he have denied Lencho what he had requested. He thought that the post office employees must have stolen the money and that is why he wrote that the people at the post office are a bunch of crooks. The irony is that he was unaware of the fact that the very people he was calling crooks had collected the seventy pesos which he had received.
 4. Lencho had a deep, abiding faith in the power of God, and believed that he could make even the impossible possible. When the hailstorm destroyed his crops, Lencho's soul was filled with sadness. But his faith was strong, as he believed God would help him.

It was this almost-childlike innocence and unwavering faith in God which makes him write an endearing letter to God asking him for monetary help. It may seem like a foolish thing to do, but it tells of the desperation and simplicity of a poor farmer. Lencho did not receive the complete amount still his prayer was answered.

In the same way, one notices that men of faith rarely lose hope and can, therefore, even when all is lost, like Lencho, say with optimism, "Don't be so upset, even though this seems like a total loss." So whether it is a poor farmer, a struggling student, or an accident victim, what helps one during a crisis is the gift of faith.

5. Lencho had been waiting for rain. As a farmer, it was what he badly needed for his crops. When the rain started, he was filled with joy and saw each raindrop as a promise of good fortune for his family. But then the rain suddenly turned into very large hailstones and within an hour had destroyed his entire field and his soul was filled with sadness and despair.

This is true of life. One never knows how things could change the very next second. Joy and sorrow, pleasure and pain, life and death – all go hand-in-hand. Life is unpredictable and man's well-made plans often turn to dust. Things happen unexpectedly, suddenly. One learns that there are many things that are not under our control. Everything could be going smoothly, and then suddenly, in the blink of an eye, your whole world could come crashing down. Or the opposite may happen, and turn a pauper into a prince.

2. Nelson Mandela: Long Walk to Freedom

- A. 1. a. (ii) b. (iv) c. (ii) d. (iv) e. (iv)
 2. a. (i) b. (iii) c. (ii) d. (iii) e. (ii)
 3. a. (iii) b. (ii) c. (iv) d. (iv) e. (ii)
 4. a. (iii) b. (ii) c. (i) d. (iv) e. (iii)
 5. a. (ii) b. (i) c. (ii) d. (iv) e. (i)
 6. a. (iii) b. (i) c. (iv) d. (ii) e. (iii)
- B. 1. In the ceremonies that took place, the second deputy president, the first deputy president, and finally the president, were sworn in. A spectacular display of aircraft flying in the skies was followed by the singing of two national anthems, and a speech by Mandela.
 2. The ceremonies took place in the lovely amphitheatre formed by the Union Buildings in Pretoria. They took place on May 10, 1994.
 3. Mr. de Klerk was sworn in as second deputy president, Thabo Mbeki as first deputy president and Nelson Mandela as president.
 4. Military force was displayed that day in the form of a spectacular array of South African jets, helicopters and troop carriers roaring in perfect formation over the Union Buildings.
 5. The Whites sang Nkosi Sikelel-iAfrica and the Blacks sang 'Die Stem', the old anthem of the Republic.
 6. Apartheid is a political system that separates people according to their race.
 7. Some people who fought oppression were Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo, Bram Fischer and Robert Sobukwe.
 8. A man has twin obligations – to his family, parents, wife and children; he has an obligation to his people, his community and his country.
 9. In trying to serve his people, Mandela was prevented from fulfilling his obligations as a son, a brother, a father and a husband.
 10. As he grew up, Mandela wanted freedom only for himself, the transitory freedoms of being able to stay out at night, read what he pleased and go where he chose.
- C. 1. This inaugural ceremony, attended by dignitaries and world leaders, was the largest gathering ever on South African soil. They were there to celebrate the oath-taking ceremony of the country's first democratic, non-racial government. After decades, white supremacy and the rule of apartheid had ended in the country.

2. Many African patriots had made unimaginable sacrifices and shown remarkable courage to bring an end to the rule of the whites. Many comrades had risked their lives and even died to achieve freedom for their people. Mandela, too, had been in prison for years and suffered immensely before freedom was won for his people.
 3. In a country like South Africa, where apartheid was practised, it was next to impossible for a man of colour to fulfill his duties for which he could be punished and isolated. He could be ripped from his family and home and be forced to live a life apart in secrecy and rebellion.
 4. As a student, Mandela wanted the freedom to stay out at night, read what he liked and go where he chose. Later as a young man, he yearned for the basic freedoms of achieving his potential, earning his keep, marrying and having a family.
 5. Mandela's desire for the freedom of his people totally transformed him. From a frightened young man he became bold, and from a law-abiding attorney he was transformed into a criminal. Once a man with a family, he became homeless, and was forced to live like a monk despite being a life-loving man.
 6. Mandela saw men and women stand up to attacks and torture without breaking, and showing unbelievable strength and resilience. He realized then that courage was not the absence of fear, but the triumph over it. The brave man is the one who conquers his fear and continues the battle.
- D.
1. In his speech to the guests, Mandela pledged to obey and uphold the Constitution to devote himself to the wellbeing of the Republic. He felt privileged to be host to the nations of the world on his own soil. His country had achieved political emancipation – a common victory for justice, peace, and human dignity. He took a pledge to liberate all his people from the bondage of poverty, deprivation, suffering, gender and other discrimination. He stated emphatically that his beautiful land would never again experience the oppression of one by another.
 2. Mandela was overwhelmed by a sense of history. In the first decade of the twentieth century the white-skinned peoples of the country united together and erected a system of racial domination against the dark-skinned peoples of the land. Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo, Bram Fischer, and Robert Sobukwe fought against apartheid. Mandela was pained as not being able to thank them for their sacrifice. He learnt the meaning of courage from his comrades in their struggle against oppression.
 3. Mandela felt that no one hates another because of the skin colour, or background, or religion. They hate because they have learnt to hate, and if hatred can be taught so love can be taught more easily because love comes to the human heart more naturally than hate.
 4. Mandela's yearning for freedom underwent changes in the different stages of his life. He was born free and had enjoyed basic freedom in childhood. As he grew older, he realized that his freedom was illusory. As a student he wanted freedom only for himself, the freedom to stay out at night, to read what he wished, to go where he liked. As a young man he wished to be free to achieve his potential, to earn his living, to marry and have a family, to lead a lawful life without any hindrance. Soon however, he realized that the Blacks were not free, and then his hunger for his own freedom changed into the greater hunger for the freedom of his countrymen. He felt that the chains on his people were like chains on himself, and that every one must be liberated.
 5. Mandela thought that the oppressor too needs to be liberated as surely as the oppressed. A man who takes away another's freedom is a prisoner of hatred; he is full of prejudice and narrow mindedness, which act as bars of his prison. A man is not truly free if he takes away someone else's freedom, just as surely as the person whose freedom he has taken away. The oppressed and the oppressor alike are robbed of their humanity.

6. 10th May 1994, will remain fresh in my memory for years to come. Sitting in the audience in the amphitheatre of the Union Building in Pretoria, I watched the spectacular inauguration ceremony. I felt privileged to be one among 100,000 jubilant South African men, women, and children who danced and sang for joy on this momentous occasion. History was being written and I was witness to it.

I was swept off my feet with awe watching dignitaries and politicians from over 140 countries who had flown in to grace the occasion. The rainbow gathering was one of a kind and I watched spellbound.

I was overwhelmed listening to the speech made by Mr Nelson Mandela on this occasion. Millions of South Africans and guests must have felt the lump in their throats when Mr Mandela spoke in a voice choked with emotion as he said, 'Never, never again will this beautiful land experience the oppression of one by another.'

The words ring in my mind crystal clear even today.

7. India and South Africa had both been under the dominion of white rule, and the struggle for independence and against apartheid for their respective countries was led by courageous leaders like Gandhiji and Mandela. Both men were outstanding leaders and the present destinies of their respective countries have been shaped by them.

Though they were men of different times, they drew upon similar principles in their quests to help their suffering countrymen. Mandela was inspired by Gandhi's principles of non-violence and Satyagraha. While their causes were distinct to each of their homelands, they inspired similar reverence among followers, eventually standing as inspirational figures worldwide.

Both leaders sacrificed, endured and suffered a lot for their countrymen. They were subjected to imprisonment during the course of their political career, but they steadfastly held on to their vision. Gandhi and Mandela mobilized the masses against oppression, hatred and prejudices, and led their respective nations to freedom and dignity.

3. Two Stories about Flying

Part I - His First Flight

- | | | | | | |
|-------|----------|----------|----------|----------|----------|
| A. 1. | a. (iv) | b. (iii) | c. (iii) | d. (ii) | e. (iii) |
| 2. | a. (iv) | b. (ii) | c. (i) | d. (iii) | e. (iv) |
| 3. | a. (i) | b. (iii) | c. (ii) | d. (ii) | e. (iv) |
| 4. | a. (ii) | b. (i) | c. (iii) | d. (ii) | e. (iv) |
| 5. | a. (iii) | b. (ii) | c. (iv) | d. (iii) | e. (iv) |
- B. 1. The young seagull could not fly because he was afraid. He had tried to take a little run to the edge of the ledge and flap his wings, but he felt afraid. The sea was many miles down and he thought his wings would never support him.
2. His family left him to starve to encourage him to fly. His brothers and sisters had all flown away. His parents kept calling to him shrilly upbraiding him. His parents also threatened him that they would let him starve unless he flew away.
3. His mother helped him to fly. She was the only one looking at him as he sat alone on his ledge. The rest of the family took no notice of him. His siblings were sleeping and his father was preening his feathers.

4. His mother knew that he was very hungry. She flew across to him with a piece of fish. He leaned out eagerly to catch it but she did not let him to have it. She wanted him to try to fly. Maddened with hunger, he dived at the fish.
 5. When the seagull reached for the fish shown to him by his mother he fell outwards and downwards into space. For a minute he was filled with terror, but the next moment his wings spread outwards and he found himself flying.
 6. His family beckoned to him, calling shrilly. They screamed around him, praising him. They began to offer him scraps of dog fish. They were delighted that he had overcome his fright and had learnt how to fly.
- C.
1. Every time the young seagull attempted to flap his wings and fly off from the brink of the edge, he became afraid. The great expanse of the sea seemed a long way down, and he was certain his wings would never support him. He was sure he would fall and drown in the sea.
 2. Initially, his parents called to him shrilly, scolded him, and threatened to starve him unless he flew. When that did not work, his family left him all alone on the ledge to starve and moved to a plateau close by. For a day no one came near him or gave him any attention.
 3. The young seagull watched his parents flying about teaching his siblings the art of flight and how to catch food. He saw them walking about on the opposite plateau taunting him about his cowardice. By now, he was dizzy with the heat and hunger and tried ways to catch their attention.
 4. When scoldings and threats failed, the desperate parents were forced to take drastic measures. They left their child alone to starve in the heat but were close enough to keep an eye on him. The mother had to play a cunning trick to make him fly because as parents they knew that his survival depended on it.
 5. The young seagull was maddened by hunger when he desperately dived at the piece of fish in his mother's beak. But instead, he fell downwards into space with a loud scream. Instinctively, his wings opened upwards and he found himself flying with his mother swooping around him.
- D.
1. The seagull had been afraid to fly. His siblings had flown away earlier. He had tried to run to the edge of the ledge and flap his wings to fly but he felt afraid. The sea was a vast expanse a long way down the ledge, and he was sure that his wings would never support him. Therefore, he would run away back to the little hole under the ledge where he slept at night. He failed to gather the courage to take the plunge from the ledge. He refused to try even when threatened by his parents that they would let him starve on the ledge unless he flew away.
 2. The seagull overcame his fear through the efforts of his mother. His mother knew that he was very hungry. She flew across to him with a piece of fish. He leaned out eagerly to catch it but she did not let him have it. She wanted him to try to fly. Maddened with hunger, he dived at the fish. When the seagull reached for the fish shown to him by his mother he fell outwards and downwards into space. For a minute he was filled with terror, but the next moment his wings spread outwards and he found himself flying. This is how he overcame his fear.
 3. Yes, the seagull's mother loved him very much. Whereas the whole family took no notice of him while he was alone on the ledge, his mother was the only one looking at him and thinking of how she could help him to overcome his fear of flying. She knew he was very hungry. She flew across to him with a piece of fish but did not let him have it. When he dived at the fish he fell outwards and downwards into space. For a minute he was filled with terror, but the next moment his wings spread outwards and he found himself flying. It was his mother's love for him that helped him to overcome his fear of flying.

4. The parent seagulls had the responsibility of teaching their young one to spread his wings and fly into the world. But the young seagull was so afraid that he did not have the courage to take the plunge.

His parents screamed at him and threatened to starve him unless he flew, but the young seagull did not move. For twenty-four hours nobody came near him, and he was left alone starving in the heat. From far away, they taunted him. It was only when his mother cleverly tempted him with his favourite food, that he got tricked into falling off the ledge and in desperation, started to fly!

Yes, the parents were right in displaying such 'tough love'. They did not show any mercy to their child and in a way pushed him off his comfort zone. They knew he would die if he did not learn how to fly. They had to be tough to equip him for life.

5. Sister: Come on, brother. Be brave and do not be scared! Close your eyes and take a deep breath before taking a plunge.

Seagull: The expanse of the sea and the height scares me.

Brother 1: What a coward you are! You are a seagull – flying is in your genes!

Brother 2: Even I was also afraid. It's only natural. Once you start flying, the excitement overcomes the fear.

Seagull: It had been twenty-four hours and I have not eaten anything. I am famished. Please get me some food.

Brother 1: Father has strictly warned me not to give any food to you. No flying means no food.

Brother 2: Brother, please try. We will all help you.

Seagull: I just can't. The height of the cliff and the expanse of the sea below unnerves me. The moment I try to jump off the ledge, a monstrous terror grips me and my heart stops still.

Sister: Remember parents want us to live our own lives. They want us to be independent and bold. Therefore, they are stressing your flying skills. Once you are proficient, they will be happy seeing us soaring in the sky.

Seagull: Please go away. I don't think you'll understand what I'm going through.

Brother 1: Come on, let's go. Mother is calling us for dinner. It's our favourite herring.

All: Bye, bye brother!

Part II - The Black Aeroplane

- | | | | | | |
|-------|----------|----------|---------|----------|----------|
| A. 1. | a. (iii) | b. (i) | c. (ii) | d. (ii) | e. (iii) |
| 2. | a. (iii) | b. (iii) | c. (i) | d. (iv) | e. (iv) |
| 3. | a. (i) | b. (iii) | c. (iv) | d. (ii) | e. (i) |
| 4. | a. (ii) | b. (i) | c. (iv) | d. (iii) | e. (iii) |
| 5. | a. (ii) | b. (i) | c. (ii) | d. (iv) | e. (iv) |
| 6. | a. (i) | b. (iii) | c. (ii) | d. (ii) | e. (ii) |
- B. 1. The narrator was flying an old Dakota aeroplane.
2. He was going from Paris to England.
3. The narrator was looking forward to being with his family on a holiday, and reaching England in time for an English breakfast.

4. The narrator was caught in a storm. He realized that he was caught because he could not fly up and over the huge clouds, and he did not have enough fuel to fly around them to the north or south. The radio and compass were not functioning.
 5. The narrator was helped by the pilot of a black plane. The pilot told the narrator to follow him. He brought his plane in front of the Dakota so that the narrator would find it easier to follow him, and then he guided the narrator out of the storm.
 6. The narrator followed the black plane as he was lost in the storm. The black plane's pilot asked the narrator to follow him. The narrator followed him because he thought the pilot of the black plane would help him get out of the storm.
- C.
1. The pilot was happy to be alone in the beautiful night sky high above the sleeping countryside. He was dreaming of his holiday and looking forward to being with his family. He was also excited about the good big English breakfast he would have once he reached home.
 2. The storm clouds were like huge black mountains in his way. He knew he could not fly up and over them, and he did not have enough fuel to fly around them. He had to decide whether to return to Paris or take a risk and continue to England.
 3. Inside the clouds, everything was suddenly black. The old aeroplane jumped and twisted in the air, and much to the pilot's horror, the compass was turning round and round. Besides the compass, the other instruments had died too. When the pilot tried to contact ground control, he realized the radio had died too.
 4. When the narrator was lost in the storm, a black aeroplane appeared and signalled the author to follow him. The mysterious pilot guided the frightened narrator safely through the storm, to a runaway where he could land. If the mysterious pilot had not appeared, the narrator would have certainly died.
- D.
1. Before the approach of the storm, the narrator was feeling very happy flying alone high up above the sleepy countryside. There was not a cloud in sight, stars shone in the clear sky, and the moon was coming up in the east behind his plane. He was flying his old Dakota from Paris to England. He was dreaming of his holiday and looking forward to being with his family. He was happy to think that he would be reaching England in time for an English breakfast. Everything was going well and he thought it was an easy flight.
 2. The narrator's flight turned into a nightmare with the approach of storm. Huge clouds like black mountains appeared before him. He could not fly up and over them, and he did not have enough fuel fly around them to the north or south. He wondered if he ought to return to Paris but the thought of the English breakfast made him take the risk of continuing with his flight. Soon he was engulfed within the black clouds, the plane jumped and twisted, the compass and radio stopped functioning, and then he realized that he was lost.
 3. The black plane had no lights on its wings when the narrator first saw it. On landing at the airport the narrator looked for it so that he could thank the pilot for his help, but neither the plane nor the pilot could be seen. The narrator asked the woman at the airport control centre about the other plane, but she looked at him very strangely and said that his was the only plane flying in the storm. This led the narrator to wonder who the pilot was, where he had come from and where he had suddenly disappeared.
 4. I was a test pilot and was made to fly different planes to test their air worthiness and reliability. Some of the planes were developed to withstand zero visibility and turbulent weather. On one of these missions, I was flying a stealth plane. These planes were being developed

by Lockheed Martin. The plane had no lights on its wing but through its cockpit, I can see the surroundings very well.

Ten years ago, I was flying from Paris to London after a brief training programme. I was excited and looking forward to meeting my wife and son. It was a clear night, like tonight – and I was impatient and happy. Suddenly I saw dark clouds ahead. To test the reliability of various apparatus installed in the plane, I flew directly inside the clouds. Lo! I saw another plane lost in the clouds. The plane was old Dakota. I then raised my hand and waved to the other pilot. I flew in front of the Dakota plane and guided him safely to land at the airport.

Since my flight was unannounced and a secret, I flew my plane overboard leaving no trace of the flight. The stealth technology ensure that the plane would not be detected by any radar.

4. From the Diary of Anne Frank

- A. 1. a. (iv) b. (i) c. (iii) d. (iii) e. (ii)
2. a. (iii) b. (i) c. (iv) d. (iii) e. (iii)
3. a. (iv) b. (i) c. (iii) d. (iii) e. (iv)
4. a. (iv) b. (i) c. (iv) d. (iii) e. (iii)
5. a. (ii) b. (i) c. (iii) d. (iii) e. (i)
6. a. (i) b. (iii) c. (iv) d. (iii) e. (iv)
- B. 1. Anne and her family lived in hiding due to the increase in persecutions against the Jewish population by the Nazis when German occupation extended into the Netherlands.
2. Anne had one sister, named Margot, who was three years older than her.
3. Anne thought that no one would read her diary because nobody would be interested in reading the musings of a thirteen-year-old schoolgirl.
4. Anne started writing a diary because she did not have a friend in whom she could confide her innermost and personal thoughts. She wanted to talk about them, or get them off her chest.
5. Anne's closest friend was her diary. She named it Kitty, and she planned to tell her new friend all about herself, her feelings and experiences.
6. Anne was lonely not because she was alone in the world. She had family and about thirty people she could call her friends; but she had no friend in the real sense of the word, nobody in whom she confided.
7. Mr Keesing was an old fogey who taught the children maths. Mr Keesing was upset with Anne because she talked too much in class.
- C. 1. Although Anne had a loving family and many friends to talk to, she missed having one true friend with whom she could share her musings with or confide in. Therefore she made the decision to keep a diary because she wanted to write, and has even greater need to get things off her chest.
2. Kitty would be an excellent friend to Anne. She would keep all of Anne's secrets and not react like people, or judge her for her opinions. Kitty would never argue or be angry with Anne. Anne would have the freedom to share with her whatever she wanted.
3. Mr Keesing was a strict teacher, the 'old fogey' who taught maths to Anne's class. He expected silence in the class and had been annoyed with Anne for ages because she talked too much and disturbed everyone. Anne was also not very good in Maths. Mr Keesing wanted her to be more attentive.

4. Anne had a wonderful relationship with her teacher of her sixth form and headmistress, and when Anne was leaving Holland, they both cried while saying a heart-breaking farewell. She was a good student who believed teachers were the most unpredictable creatures on earth, but got along well with all of them.
 5. The entire class was nervous because of a forthcoming meeting in which the teachers were going to decide which students would be moved to the next grade and which ones would be kept back. Half the class was making bets, and some students had even staked their entire holiday savings.
 6. The subject of the essay was 'A Chatterbox' and Anne argued that talking was a student's trait, and though she would try to keep it under control, she knew she would never be able to cure it completely. This, she assigned to the trait she had inherited from her talkative mother.
- D. 1. It is true that "Anne and her family led a tough life". They had to be constantly on the run due to the Nazis' rise to power and their policy of persecution of Jews. Anne was a German-born Jew. Her family had moved to Amsterdam after the Nazis gained power in Germany. However, when the Nazi occupation extended into the Netherlands, and their persecution of the Jewish population increased, Anne and her family had to go into hiding in the secret rooms of her father's office building. After two years in hiding, they were caught and transported to a concentration camp, where Anne died of typhus.
2. Mr Keesing punished Anne by assigning her extra homework to write an essay on "A Chatterbox". Anne wrote three pages in which she argued humorously that talking is a student's trait, which she would try to keep under control. She did not think she would succeed because she had inherited the habit from her mother who was almost as talkative as Anne herself. Mr Keesing next assigned her another essay on "An Incurable Chatterbox". Anne submitted it. Finally he gave her an essay to write on " 'Quack, Quack, Quack' Said Mistress Chatterbox". Anne wrote a humorous poem which Mr Keesing appreciated so much that since then she was allowed to talk and no further punishment was given to her.
 3. Anne's family had to face several challenges during World War II. They were German-born Jews. When the Nazis rose to power in Germany, the family had to move to Amsterdam. They, however, felt trapped when the Nazi occupation extended into the Netherlands. In July 1942, they were forced to go into hiding with four friends in the secret rooms in Anne's father Otto Frank's office building in Amsterdam. They remained there for two years after which they were betrayed and sent to a concentration camp. There, in Bergen-Belsen, Anne died of Typhus. Her sister, Margot, had died a few days earlier. Otto, the sole survivor of the group returned to Amsterdam when the war was over.
 4. Anne: Hello Grandma! We missed you so much. Hope you are feeling better now?
 Grandma: You came to my thoughts often. I missed you too. I am feeling better and will recover soon. We will again have story-telling sessions soon.
 Anne: Haha, that's good Grandma because then I can go riding on your back like I did when I was 5 years old!
 Grandma: Now you are 12, my dear! I hear this birthday went by with little celebration because I was sick and in the hospital. We will have great celebration next year when you will turn thirteen.
 Anne: I am also looking forward to it. The offer of grand celebration makes me excited.
 Grandma: We will try it a grand celebration with all your favourite items.

5. Prinsengracht 263

12th June 1943

It's been a year since we moved into this attic. Life is tough for all of us. Living in secrecy like this is suffocating and all the adults are so driven by anxiety that they are often curt and crabby. I am glad to have Peter as my friend here but I do hope the War ends soon and we can get back to living a normal life again. I miss my school and friends so much.

Imagine spending the lovely spring and summer holed up in this attic. I dream of being out under the blue skies, walking with my best friend in the lovely garden across the street. I hope the day comes soon when we can all get out of here and live fearlessly. The news on the radio tells me that the Allies are inching closer and the word going around is that the Reichstag will be overtaken and the Nazi rule will end soon. I pray it happens soon.

5. The Hundred Dresses - I

- A. 1. a. (ii) b. (iv) c. (ii) d. (iv) e. (iv)
2. a. (iv) b. (iii) c. (i) d. (iii) e. (ii)
3. a. (iii) b. (i) c. (iv) d. (ii) e. (ii)
4. a. (ii) b. (i) c. (iv) d. (iii) e. (ii)
5. a. (iv) b. (i) c. (ii) d. (ii) e. (iii)
6. a. (i) b. (iii) c. (ii) d. (i) e. (iii)
- B. 1. Wanda was a quiet Polish girl who lived at Boggins Heights. She had no friends, and sat alone in class in a corner in the last row. She rarely ever smiled.
2. Wanda was different from the others in her school because of her name which was considered funny, and also because she appeared to be poor. She wore a faded blue dress.
3. Peggy and her friends teased Wanda by asking her sarcastically the number of dresses and shoes she had. They even asked if the dresses were of all colours and made of silk and velvet.
4. Wanda reacted by answering the questions in the positive, and with dull eyes and closed mouth, finished the walk to school all by herself.
5. The contest was a drawing and colouring one. For girls, the contest consisted of designing dresses, and for boys of designing motorboats.
6. Among boys Jack Beggles was the winner. Among girls, Wanda won the contest by submitting one hundred entries, each worthy of the prize, whereas only one entry was required.
7. Maddie felt sorry for Wanda when she imagined herself in Wanda's place. She was horrified to think that Peggy and the others might begin teasing herself next. She too was poor.
- C. 1. Wanda was very quiet and rarely spoke to anyone in class. Nobody had ever heard her laugh out loud either. Yet she sat in the corner of the room with the rough boys, who scuffed their feet and roared with laughter whenever anything funny was said.
2. Wanda's shoes were always caked with dry mud. Besides this, she always wore an ill-fitting faded blue dress. It was clean but looked like it had never been ironed properly. Her appearance is what made her look very different from the other girls.
3. Peggy was not considered to be cruel. She protected small children from bullies and cried for

hours if she saw an animal being ill-treated. Yet she showed great insensitivity and cruelty in her bullying of Wanda, and got great enjoyment in having 'fun' in it.

4. Wanda's unfamiliar, unpronounceable Polish surname was a source of mirth to the other students. Besides this, she came to school shabbily dressed in the same ill-fitting blue dress every day, and spoke of the hundred dresses and sixty pairs of shoes at home, which made her the target of some cruel teasing.
 5. Peggy's teasing of Wanda made Maddie embarrassed. It bothered her because she was poor herself, and hence could empathise with what Wanda would have felt. Maddie too wore hand-me-down clothes, and so felt sorry for the taunting Wanda was subjected to. She wished Peggy would stop teasing Wanda Petronski.
 6. Although Maddie was also poor and felt sorry for Wanda, she was glad that she did not live up on Boggins Heights or have a funny name. By herself she may have never paid any attention to Wanda. She thought Wanda did not show much sense in lying about owning a hundred dresses.
 7. Everybody was astounded to see Wanda's brilliant and colourful designs, and Miss Mason considered each one of her hundred entries worthy of winning the award. She said that the class should be proud of Wanda. The children burst into applause and even Peggy, the acclaimed artist of the class, was most impressed.
- D. 1. Peggy and Maddie along with some other girls deliberately waited for her on the way to school to tease her. Peggy would ask her very courteously, but sarcastically, about the number of dresses she owned. Wanda would say she had a hundred dresses. Then Peggy would ask if they were all silk and velvet, and in many colours; Wanda would agree with all the statements. Next Peggy asked how many shoes Wanda possessed. Wanda would answer that she had sixty pairs. Again Peggy asked with exaggerated politeness if all were of different styles and colours. Wanda would again reply in the affirmative. Then the girls would let Wanda go, and before she had gone very far they would burst into shrieks and peals of laughter.
2. Wanda moved to the city because she and her family had been hurt by the rude behavior of the school children. In a big city they would not stand out for being Polish with different-sounding names. Wanda sent Miss Mason a letter from there. She offered the girls the prize-winning sketches, specially one each to Peggy and Maddie. She wrote that she had a hundred new dresses all lined up in her closet. She appeared to have forgiven them for their rude and insulting behavior. She did not show any anger or resentment. She sent the letter as a reply to the teasing done to her by Peggy, Maddie and the other children.

6. The Hundred Dresses - II

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|----------------|----------|----------|----------|----------|
| A. 1. a. (iii) | b. (ii) | c. (iii) | d. (iii) | e. (iv) |
| 2. a. (ii) | b. (ii) | c. (iii) | d. (iii) | e. (iii) |
| 3. a. (iv) | b. (iii) | c. (ii) | d. (i) | e. (iii) |
| 4. a. (i) | b. (iii) | c. (iv) | d. (i) | e. (ii) |
| 5. a. (i) | b. (iii) | c. (iv) | d. (ii) | e. (ii) |
| 6. a. (iv) | b. (iii) | c. (iv) | d. (ii) | e. (ii) |

- B.
1. Miss Mason read out a letter from Jan Petronski. He had written that Wanda and Jake would not be attending school any more as they were moving to the big city. There nobody would make fun of her name or appearance.
 2. The class became silently thoughtful. Miss Mason had given them food for thought. They began to wonder if they had been deliberately mean to Wanda or not. They felt guilty at having ill-treated Wanda. They had not imagined that she would have felt so hurt as to leave both school and town.
 3. After reading the letter, Miss Mason told the class that she was sure they had ill-treated Wanda unintentionally, and that they too would consider the incident as an unfortunate and sad one. She wanted them to think about it.
 4. Wanda left her school because she was hurt at the unkind teasing behaviour of the children. They made fun of her because her name was long and strange, and because she was poor and wore an old faded dress every day.
 5. Peggy wanted to find out if Wanda had left town, whereas Maddie wanted to tell her that she had not meant to hurt her feelings. Maddie also wanted that she and Peggy would tell Wanda that she had won the contest and that they thought she was smart and the hundred dresses were beautiful.
 6. Peggy and Maddie wrote in their letter to Wanda that she had won the contest and how pretty her drawings were. They asked her if she liked where she was living and if she liked her new teacher. It was a friendly letter which they signed with lots of X's for love.
 7. For Christmas, Wanda wrote a letter to the class. She enquired about her former classmates. She gifted the sketches to the girls, and one each to Peggy and Maddie. She already had a hundred dresses in her new house. She missed the school and thought her new teacher was not as good as Miss Mason.
- C.
1. The Polenski family were Polish immigrants and Wanda and her brother faced ridicule due to their unusual 'funny' name. The children also made fun of Wanda's faded blue dress. They lived in the poorest section of the town and had to walk a long way to school.
 2. Miss Mason was deeply hurt by what Mr Petronski had written. She had not been aware of Wanda being bullied by the other children. She was overcome by emotion but made a conscious effort to calm herself and deal with the situation in a responsible manner.
 3. Maddie felt she had been a coward as she had never stopped Peggy from asking Wanda how many dresses she had in her closet. Though she had not enjoyed it, she had done nothing about it either. She was a mute spectator, which was as bad, if not worse, than what Peggy had done. Moreover, Peggy hadn't realized that they were being mean but she had. Yet, she had never protested.
 4. Maddie wanted to tell Wanda that she hadn't meant to hurt her feelings. She was smart and a wonderful artist. She also wanted Wanda to know that they were sorry they had picked on her, not to move away, and that everyone thought she was wonderful and would be nice from now on.
 5. Maddie decided that she would never stand by and say nothing if she say anyone being picked on because they were different in any way. She would rather lose a friend than be part of such bullying. She decided that she would never make anyone that unhappy ever again.
- D.
1. Miss Mason was indeed a good teacher. Her reaction to Petronski's letter was that of a mature, sensitive person. She was deeply affected by the letter's contents but she handled the situation with understanding. Instead of scolding the children she told them that they must have acted thoughtlessly and unintentionally. She hoped the children too thought the incident was both unfortunate and sad, and she wanted them to think about it. It appears that she had a good

knowledge of child psychology. It is not surprising that the students loved her. Wanda too wrote from the city that her new teacher was not as good as Miss Mason.

2. The letter from Wanda's father to Miss Mason shows that Wanda's and her family were hurt by the rude behaviour of the school children. He wrote that Wanda and Jake would not be attending school any longer as they were moving to the big city. There nobody would make fun of her name or appearance. There would be plenty of funny names in the city, and his children would not be singled out.
3. Peggy was not really sorry for what she had done to Wanda because unlike Maddie she did not think she had done any wrong. Perhaps the only time she did feel sorry was when she and Maddie sat down to write a letter to Wanda and meant to apologise for their bad behaviour. Ultimately they wrote just a friendly letter without the apology. When Peggy and Maddie went to Wanda's house, whereas Maddie wanted to say she was sorry, Peggy wanted to know if Wanda had left town. In the end, however, it seems that Peggy had indeed felt somewhat guilty even if she did not express it; she felt relieved to think that Wanda really must have liked them and that she was not offended.
4. Maddie was more sensitive than Peggy. When Peggy teased Wanda Maddie felt they were doing wrong. Maddie felt guilty because she had said nothing. After Wanda had left town, Maddie wanted to look for Wanda to apologise to her. She hoped that Peggy too would agree but on stealing a glance at Peggy in class, she saw Peggy studying hard. When both of them went to Wanda's house, Maddie wanted to apologise to Wanda, but Peggy wished to find out if she had left town. Maddie was so upset at what had happened that she decided she would never remain silent if anybody picked on someone for being funny looking or having strange names, even if it meant losing Peggy's friendship.
5. Wanda was stronger than Peggy and Maddie. They had treated her very badly and had made fun of her name and appearance. Wanda would answer all their questions very calmly and then she would coolly walk away, without showing any anger or resentment. At Christmas, Wanda sent the class a very friendly letter. She asked about her former classmates, gifted her sketches to the girls, and gave one each specially to Peggy and Maddie. She said she missed the school and she wished everyone a Merry Christmas.
6. Both Wanda and Anne Frank were young girls, but did not escape being victims of prejudices that adults had poisoned the social, economic and political landscapes with.

Wanda Petronski wore the same faded dress and shabby shoes every day, lived in a poorer section of the town, and had a strange name. Despite being just school children, the pretty and rich girls were aware of class and social status, and bullied her because she was 'different.' Due to the discrimination that she suffered in school, she was lonely and unhappy, and her family finally decided to withdraw her from that school and move to another place.

Anne Frank was a young girl who was subjected to the horrors of the Holocaust because of her religion. She was a German-Jew, and under Hitler's rule, the Jews were considered to be inferior. Death squads killed millions of Jews in numerous massacres, and Anne too died in one of the concentration camps at the young age of 15 years, a victim of hatred and prejudice.

7. Glimpses of India

Part I: A Baker fro Goa

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|----------------|---------|---------|----------|---------|
| A. 1. a. (iii) | b. (ii) | c. (iv) | d. (i) | e. (ii) |
| 2. a. (i) | b. (iv) | c. (ii) | d. (iii) | e. (iv) |

- | | | | | |
|-------------|----------|----------|----------|----------|
| 3. a. (iii) | b. (iii) | c. (i) | d. (iii) | e. (iv) |
| 4. a. (i) | b. (iv) | c. (iii) | d. (ii) | e. (iii) |
| 5. a. (iii) | b. (iii) | c. (iv) | d. (iv) | e. (iii) |

- B. 1. The Goan bakers were called *paders*.
2. A bakery was considered very important in Goa because *Bol* has to be made for a marriage, bread for a feast or party, sandwiches for an engagement, and cakes and *bolinhas* for Christmas and other festivals.
3. Three breads are *bol*, sandwich bread and *bolinhas*. *Bol* is made for a marriage, sandwich bread for an engagement and *bolinhas* and cakes for Christmas and other festivals. A party or a feast loses its charm without bread.
4. The *pader* would let people know about his arrival with a musical entry on the scene with the 'jhang, jhang' sound of his specially made bamboo staff. One hand supported the basket on his head and the other banged the bamboo on the ground.
5. A typical *pader* in olden times had a peculiar dress known as the *kabai*, a single-piece long frock reaching down to the knees. In his childhood, the narrator had seen bakers wearing a shirt and trousers which were shorter than full length ones and longer than half pants.
6. The children did not bother to brush their teeth because they were tempted by the fragrance of the bread bangles and wished to eat them immediately after they were delivered. Plucking the mango-leaf for the toothbrush was a bother, and hot tea would wash and clean up everything nicely!
7. *Bol*, a sweet bread, is used during weddings in Goa.
- C. 1. When the baker made his musical entry, the children would run to greet him without even caring to brush their teeth. Though they would be pushed aside with a mild rebuke by an adult, they would try to peep into his basket for the bread-bangles they would later choose for themselves.
2. The writer writes with nostalgia about his childhood days in Goa, and one of the characters he remembers with affection is the baker, whom he termed as his 'friend, companion and guide.' The baker was an integral part of the village society, and through his writing, the author pays a loving tribute to him.
3. Baking was a family profession, and was an extremely profitable business in those days. The baker, wearing his special dress, visited the houses to deliver fresh breads for the households, and collected his bills at the end of the month. His furnace was absolutely essential to the social life of the village.
- D. 1. The bakers played a very significant role in the narrator's life. In his childhood, the baker was the children's friend, companion and guide. He used to visit them twice daily, in the morning on starting his selling round and in the evening after emptying his basket. The jingling thud of his basket would wake them and they would run to meet and greet him, and try to peep into his basket. They longed for the bread bangles. They did not bother even to brush their teeth or wash their mouths properly to be able to begin eating them.
2. The baker played a huge role in Goan society at the time. The presence of a baker's furnace was absolutely essential in the village. Marriage gifts were meaningless without the *bol*, and no party or feast was complete without bread. Sandwiches had to be prepared by the lady of the house for her daughter's engagement. Cakes and *bolinhas* were a must for Christmas and other festivals. A baker's wares were so much in demand that people did not mind spending money on buying his

goods. As a result, he enjoyed a good, steady income and never starved. He, his family, and even his servants looked happy and prosperous.

3. The baker made different kinds of breads. There were loaves of bread for the elders and bread bangles for the children, and sometimes a sweet bread of a special make. No party or feast was complete without bread. The baker made *bol*, a sweet bread, for marriages, sandwich bread for engagements, cake and *bolinhas* for Christmas and other festivals.

Part-II Coorg

- A. 1. a. (iv) b. (i) c. (ii) d. (iii) e. (iv)
2. a. (ii) b. (iii) c. (i) d. (ii) e. (iii)
3. a. (iii) b. (iv) c. (ii) d. (iii) e. (iii)
4. a. (ii) b. (iii) c. (iv) d. (i) e. (iii)
5. a. (ii) b. (ii) c. (i) d. (iv) e. (i)
- B. 1. Coorg is midway between Mysore and the coastal town of Mangalore. It is the smallest district of Karnataka.
2. In Coorg, the weather is perfect from September and continues till March. The region also gets a few showers which makes the weather even better.
3. The men from Coorg wear a long black coat with an embroidered waist-belt. It is known as the *kuppia* and it resembles the *kuffia* worn by the Arabs and the Kurds.
4. The river fed by the hills of Coorg is the Kaveri.
5. Some animals found in Coorg are macaques, squirrels, langurs, loris and elephants.
6. The Coorgis are famous for being a proud race of martial men and beautiful women. They are very hospitable and are well-known for their tales of valour.
7. General Cariappa, the first Chief of the Indian Army, was a Coorgi and is well-known for his valour.
- C. 1. There is a theory that the fiercely independent people of Coorg are descendants of a part of Alexander's army which settled here. Their culture is apparent in their martial, marriage and religious traditions. Coorgi men are known for their valour, and the Coorg Regiment is one of the most decorated in the Indian army.
2. The river and its environs teem with animal life. Mahaseer, a large freshwater fish, abounds in the river. Kingfishers dive for their catch in its waters, while squirrels and langurs drop partially eaten fruit into the river to enjoy the splash and ripple effect in the clear water. Elephants enjoy being bathed and scrubbed in the river by their mahouts.
3. The rolling hills and the wonderful weather of Coorg have given rise to spice and coffee plantations. Besides these, the evergreen forests are full of natural flora and fauna and attract visitors throughout the year. An active tourist industry offers high-energy adventures like canoeing, rock climbing, biking and trekking.
4. The Brahmagiri hills in Coorg offer a panoramic view of the misty landscape of Coorg. The sixty-four-acre island of Nisargadhama can be reached by a rope bridge from the mainland of Coorg. Nearby, in Bylakuppe, there is the largest Tibetan settlement in India, where monks in red, yellow and ochre robes can be seen.
- D. 1. We know that the Coorgis are famous for their valour because the Coorg Regiment is one of the most decorated in the Indian Army. The first Chief of the Indian Army was General Cariappa, a

Coorgi. Coorgis are very fond of recounting tales of valour about their sons and fathers. Coorgis are known to be a proud race of martial men. Even now, Kodavus are the only people in India to carry arms without a licence.

2. Coorg is so beautiful that it is described as a piece of heaven. It is home to evergreen rainforests, spices and coffee plantations. The period from September to March has such perfect weather that it is a season of joy. The rolling hills of Coorg feed the river Kaveri in which the fish Mahaseer is found. The bird Kingfisher, and animals such as macaques, squirrels, langurs, loris, and elephants, are aplenty. The invigorating air and the flora and fauna attract tourists who enjoy such high-energy adventures as river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking.
3. The people of Coorg are proud, martial and valorous and fiercely independent. They are known for their hospitality. They are adventure-loving.
4. We know that the Coorgis are famous for their valour because the Coorg Regiment is one of the most decorated in the Indian Army. The first Chief of the Indian Army was General Cariappa, a Coorgi. Coorgis are very fond of recounting tales of valour about their sons and fathers. Even now, Kodavus are the only people in India to carry arms without a licence. The Coorgis are adventure-loving and enjoy such activities as river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking.

Part-III Tea from Assam

- A. 1. a. (ii) b. (iv) c. (iii) d. (i) e. (iii)
2. a. (ii) b. (i) c. (iv) d. (iv) e. (ii)
3. a. (iv) b. (iv) c. (iv) d. (iii) e. (ii)
4. a. (iv) b. (iii) c. (iii) d. (iv) e. (iii)
5. a. (iv) b. (iii) c. (iii) d. (i) e. (ii)
- B. 1. Pranjol and Rajvir were classmates in a Delhi school. They were going to visit a tea-garden in Assam where Pranjol's father was the manager.
2. Pranjol had been born and brought up in Assam.
3. The largest concentration of tea plantations in the world are found in Assam.
4. When water was being boiled for a Chinese emperor a few leaves of the twigs burning under the pot fell into the water giving it a delicious flavor. It is believed that they were tea leaves.
5. Bodhidharma cut off his eyelids because he felt sleepy during meditations. He thought that cutting off the eyelids would prevent him from falling asleep.
6. Tea was drunk for the first time in China as far back as 2700 B.C. The words *chai* and *chini* have Chinese origin.
7. In the sixteenth century tea was drunk in Europe more as a medicine than as a beverage.
8. Tea-pluckers carry baskets on their backs and they wear plastic aprons.
9. The second flush is considered special because it yields the best tea.
10. Mr Barua was impressed by Rajvir's knowledge about tea-growing. He appreciated the fact that Rajvir had taken the trouble of acquiring this knowledge before coming to the tea-garden.
- C. 1. Rajvir knew the number of cups of tea drunk every day in the world. He also proceeded to tell Pranjol about the legends of the Chinese emperor as well as the Indian ascetic who are credited with discovering tea. He knew when tea was first drunk as well as the etymology of the word 'chai.'

2. In order to enjoy his first experience to Assam, Rajvir had read extensively about its tea industry. He had also picked up various bits of information about tea cultivation and so could relate to the sights he saw on the way. Even Pranjol's father was very impressed by Rajvir having done his 'homework.'
 3. When they entered the Dhekiabari Tea Estate, Rajvir saw acre upon acre of tea bushes on either side of the gravel road. The bushes were all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs and wearing plastic aprons, were plucking the newly sprouted leaves. Rajvir also saw a tractor pulling a trailer-load of tea leaves.
- D.
1. The landscape that Rajvir saw in Assam was full of scenic beauty. It was green everywhere. He had never seen so much greenery before. Soon the soft green paddy fields gave way to tea bushes. The view was magnificent. Against the backdrop of densely wooded hills a sea of tea bushes stretched as far as the eye could see. Dwarfing the tiny tea plants were tall sturdy shade-trees and amidst the orderly rows of bushes busily moved doll-like figures. The only ugly object in sight was a building in the distance with smoke billowing out of tall chimneys.
 2. There are two legends associated with tea. The first is about the Chinese emperor who always boiled water before drinking it. One day a few leaves of the twigs burning under the pot fell into the water giving it a delicious flavor. It is said they were tea leaves. The second is an Indian legend that Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.
 3. From vivid glimpses of bread-making in coastal Goa to the coffee plantations in the Coorg mountain to tea estates in the undulating plains of Assam, the lesson takes the reader on a virtual tour across India. Apart from the commonality of reference to food as in bread and beverage, the three places share a foreign heritage, namely the Portuguese in Goa to Arabs and Greeks in Coorg and the unmistakable British colonial presence in Assam.

All three places have much to tell about the folklore which is intricately woven with the prevalent culture of the place. When in Goa, one can experience warm Goan hospitality, and a trip to picturesque Coorg promises endearing interactions with chivalrous Coorgi men and beautiful women. The tea tales of Assam are quite an imaginative 'brew' and together these places afford a mini view of Incredible India.

8. Mijbil the Otter

- A.
- | | | | | |
|-------------|----------|----------|----------|----------|
| 1. a. (iii) | b. (i) | c. (iv) | d. (iii) | e. (ii) |
| 2. a. (iii) | b. (ii) | c. (iv) | d. (iv) | e. (iv) |
| 3. a. (iii) | b. (iii) | c. (ii) | d. (iv) | e. (iv) |
| 4. a. (iii) | b. (i) | c. (ii) | d. (iv) | e. (iii) |
| 5. a. (iv) | b. (ii) | c. (iv) | d. (i) | e. (iii) |
| 6. a. (iv) | b. (ii) | c. (iii) | d. (iv) | e. (i) |
- B.
1. The author wished to adopt an otter, instead of a dog, as a pet.
 2. The author thought of keeping an otter for a pet as an experiment. He wanted to try out the experiment in Camusfearna which was ringed by water a stone's throw away from his house.
 3. The author went to Basra to the Consulate-General to collect and answer his mail from Europe. He waited there for eight days because his mail had not arrived.

4. The author got the otter after his friend casually told him where they could be found. Apparently his friend arranged for the otter to be delivered to the author, because he received it with a note from his friend saying that his otter had arrived.
 5. The otter was like a small medievally-conceived dragon. From the head to the tip of his tail he was coated with symmetrical pointed scales of mud armour, between whose tips was visible a soft velvet fur like that of a chocolate-brown mole.
 6. The otter moved towards the bathroom because he loved to be in the water, and he knew from his earlier experience that he would find water there. Once there, he was able to open the tap in the bathtub as well.
 7. Mijbil's favourite toy was marbles. He would lie on his back rolling two or more of them up and down his wide, flat belly without ever dropping one to the floor.
 8. Transporting Mijbil to England was difficult because the British airline to London would not fly animals. The author had to take a flight via Paris. Mij had to be packed into a box not more than eighteen inches square, to be carried at the author's feet.
- C.
1. When the narrator first saw the otter, he loved it right away. He thought it resembled a very small medieval dragon. This is because it was covered with pointed scales of hard mud, as it had been captured from a marsh. In between, a soft velvet fur like that of a mole's was visible.
 2. When Mij saw the water in the bathroom, he went wild with joy. Water was part of his natural surroundings and he was thrilled to have access to it. He plunged, rolled, jumped and played in it. He sloshed and splashed in it, a typical characteristic of otters.
 3. The narrator reached the airport in a very harried condition. Mij had injured himself and Maxwell unhappily had had to force him into the damaged box. Because they were very late, the driver had to speed to get them to the airport. There they were rushed to the waiting aircraft by angry officials.
 4. In many ways Mij showed characteristics of a dog. He answered to his name and was most attached to his owner, whose face he muzzled with love. He was even taken for walks on a leash. Mij was friendly and playful, loved to play in water and invented games with his ball.
 5. To the Londoners, Mijbil seemed a strange animal. Since he was not a local species familiar in that part of the world, people found it difficult to identify him. The narrator often faced a barrage of questions about Mij, and was vastly amused at the random guesses regarding Mij's lineage.
- D.
1. On reaching the author, for the first twenty-four hours, Mijbil was neither hostile nor friendly, but simply aloof and indifferent, sleeping on the floor as far away from the author's bed as possible. The second night, however, he came on to the author's bed in the small hours and remained asleep in the crook of his knees until the servant brought tea in the morning. During the day he began to lose his apathy and take a keen, much too keen, interest in his surroundings.
 2. The statement 'The otter looked for a lot of attention,' appears to be true because he skilfully devised different antics to entertain himself as well as those who were present there. He spent hours shuffling a rubber ball round the room like a four-footed soccer player using all four feet to dribble the ball, and he could also throw it, with a powerful flick of the neck, to a surprising height and distance. But the real attention-catching play was when he lay on his back and juggled with small objects between his paws. His favourite pastime was to roll two or more marbles up and down his wide, flat belly without ever dropping a single one.
 3. We know that the otter is an intelligent animal because after being in the bathroom on one occasion he became aware of the presence of water there. Two days later he escaped from the bedroom and darted through the corridor which led to the bathroom. By the time the author

reached there, Mij was up on the end of the bathtub fumbling at the taps with his paws. In less than a minute he had tuned the tap far enough to produce a trickle of water, and after a moment or two, achieved the full flow. He had learnt not only where the water was but also how to open the taps.

4. On escaping from the box in the aircraft, Mij disappeared at high speed down the aircraft. There were squawks and shrieks, and a woman stood up on her seat screaming out that it was a rat. On seeing Mij disappearing beneath the legs of a portly white-turbaned Indian, the author dived to catch him but missed, and found his face covered in curry. He returned to his seat on the advice of the air hostess. As he began craning his neck to follow the hunt he suddenly heard from his feet a distressed chitter of recognition and welcome followed by Mij bounding on his knee, and nuzzling his face and neck.

5. Camusfearna

West Highlands

Scotland

18th April 1956

Dear Johnson

I write to you to regale you with all the news about my new pet, an otter, named Mijbil.

I got him as a gift from my friend when I visited Southern Iraq.

Little Mijbil is full of energy and is very playful. Initially he was aloof and remained distant but soon he warmed up to me. You should see him in the water tub! It is his natural habitat and get lost while playing in water. How he splashes and sloshes in the water – one would think there is a hippo in the tub. Smart fellow that he is, he got into the tub on his own the other day and guess what commotion he created? Using his little paws, the little devil managed to turn on the tap knobs and he jumped under the flowing tap only to begin his rowdy game of water splashing! I was impressed and amused in equal measure.

More about Mijbil in my next letter.

Hope you can meet him soon.

Your loving friend

Gavin

9. Madam Rides the Bus

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|---------------|----------|----------|----------|----------|
| A. 1. a. (ii) | b. (i) | c. (ii) | d. (ii) | e. (iii) |
| 2. a. (iv) | b. (iii) | c. (iii) | d. (i) | e. (i) |
| 3. a. (i) | b. (iv) | c. (iii) | d. (iii) | e. (iv) |
| 4. a. (iii) | b. (iv) | c. (iv) | d. (i) | e. (iii) |
| 5. a. (i) | b. (iii) | c. (iii) | d. (iv) | e. (ii) |
| 6. a. (i) | b. (iii) | c. (iii) | d. (i) | e. (iv) |
- B. 1. Valli was an eight-year-old girl whose full name was Valliammai. She was very curious about things. She had no playmates.

2. Valli's favourite pastime was standing in the front doorway of her house and watching what was happening outside on the street. Her greatest wish was to ride on the bus that passed on the street in front of her house.
 3. Valli saved money for the fare, slipped out of the house when her mother was taking her afternoon nap, and reached the spot from where the bus would be leaving the village and turning into the main highway. Valli stopped the bus and got on to it.
 4. Valli saw, on one side, a canal and beyond it, palm trees, grassland, distant mountains and the blue sky. On the other side was a deep ditch and then acres of green fields. Later the landscape turned bare as the bus passed through tiny hamlets, or past a wayside shop.
 5. The people in the bus treated her as a child which annoyed her. An elderly man asked her to sit down instead of standing on her seat. Next an elderly woman asked her if she was travelling alone and said that it was improper for her to do so.
 6. The bus conductor, a jolly person, treated her very courteously and addressed her repeatedly as "Madam". On the bus reaching its destination, the conductor asked her if she would get off, or look at the sights, or have a drink as a treat. He was very kind and friendly towards Valli.
 7. After a young cow, tail high in the air came running very fast, right in the middle of the road in front of the bus, the bus slowed to a crawl and the driver honked the horn loudly; but the more he honked, the more frightened the animal became, and galloped even faster right in front of the bus.
- C.
1. Valli was most fascinated by the bus that travelled between her village and the nearest town. To a simple eight-year old, the bus was a symbol of freedom, adventure and excitement. It led to her planning a journey on the bus all by herself, leading to some interesting learning experiences.
 2. Valli showed cleverness far advanced for her eight years in trying to collect information about the bus. Her strategy involved listening carefully to conversations between people who used the bus, and showing discretion in her questioning. This showed that Valli was very intelligent and had an aptitude for planning.
 3. Even though Valli laughed with the other passengers at the conductor's teasing, she wanted to be left alone to enjoy the marvellous sights. She was annoyed when an elderly man called her a child and asked her to sit down. She disliked the elderly woman who sat beside her.
 4. Valli was a child of mere eight years. For a child of that age, it is not safe to travel alone. Nobody at home even knew she was missing. There were chances of getting lost or the bus could have broken down or met with an accident. In such an eventuality, it would have been very difficult to trace her as nobody at home was aware of her plans.
 5. When Valli saw a young cow galloping in front of the bus, she laughed and laughed. But on the return journey, she saw the young, lovable, beautiful cow lying dead by the roadside. It looked so frightening and horrible. Death seemed so unexpected, and ugly and frightening to her.
- D.
1. The bus ride proved to be a great learning experience for Valli. She saw nature's beauty from the bus window. On one side she saw a canal and beyond it, palm trees, grassland, distant mountains and the blue sky. On the other side was a deep ditch and then acres of green fields. Later the landscape turned bare as the bus passed through tiny hamlets, or past a wayside shop. Valli also learnt the meaning of death when she saw the young cow, which had earlier been running in front of the bus, lying dead on the roadside after being struck by some fast-moving vehicle.
 2. The title of the story is very apt because the word "madam" appears several times in the text. The bus conductor repeatedly addresses Valli as "madam". Throughout the journey, from the time Valli gets on the bus, and during her conversations with the other passengers, the conductor jokes and

laughingly refers to Valli as “madam”. When Valli protests that she is not a child, the conductor comments that she is a grown-up madam. Valli herself, however, says that she is not a madam. At the end of the journey too, when Valli says she hopes to see him again, the conductor smilingly agrees and says “Okay, madam.”

3. The conversation that takes place between the Aunt and Valli’s mother is indeed ironical. The mother said that of the many things in their midst and in the world around them it was not possible to know about everything, and that even when one knows about something one cannot understand it. When Valli, with a smile, says “Oh, yes!” she is thinking of her ride on the bus; the conversation becomes ironical. The women are unaware of Valli’s adventure, or the bus-ride, and Valli smiles because her secret outing too, becomes one of the things they do not know or understand, as stated earlier by her mother.
4. Valli felt very important and grown-up riding the bus all by herself. The conductor joked about it and the adults in the bus too found her attitude amusing. But Valli, who had taken so much trouble in calculating and planning for this trip was offended by their mocking.

Very often, I too have been in a similar situation. I too sometimes feel irritated when elderly people treat me like a child. I understand their concern.

Every child wants liberty and freedom to do things as they like. I am no exception to this. I also feel irritated and annoyed when I am told to do certain things in the manner my parents like it to be done.

While travelling with my parents, there is a list of Dos and Don’ts. This often irritates me. I feel myself as a grown-up child and feel some liberty should be given. I like to have ice-cream and sweets.

Even going out with my friends, I have to seek permission from my parents and also provide them the complete itinerary. This often irks me. I also have strict deadlines as to when to be home, and no cajoling or pleading helps. I do understand that like other parents, they too are overly protective of me out of concern for my safety.

10. The Sermon at Benares

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|-------|----------|---------|----------|----------|----------|
| A. 1. | a. (iii) | b. (iv) | c. (ii) | d. (iv) | e. (iii) |
| 2. | a. (iii) | b. (iv) | c. (i) | d. (ii) | e. (i) |
| 3. | a. (iv) | b. (ii) | c. (iii) | d. (i) | e. (iv) |
| 4. | a. (iv) | b. (i) | c. (iv) | d. (iii) | e. (i) |
| 5. | a. (iii) | b. (i) | c. (ii) | d. (iv) | e. (iii) |
- B. 1. Siddhartha Gautama was a prince and he lived in northern India.
 2. At twelve Siddhartha was sent away for schooling in the Hindu scriptures and four years later he returned home to marry a princess. They had a son and for ten years he lived a life as befitted royalty. Till the age of twenty-five he had not known the sufferings of the world.
 3. While out hunting Siddhartha saw a sick man, an aged man, a funeral procession and finally a monk begging for alms.
 4. These sights so moved him that he at once went out into the world to seek enlightenment concerning the sorrows he had witnessed. He wandered for seven years and finally sat under a peepal tree, where he vowed to stay until enlightenment came.

5. Kisa Gautami was a woman who had only one son. This son had died and this is why she was miserable.
 6. Kisa went around asking people if they could give any medicine for her dead child. Finally she met a man who sent her to Gautama Buddha because he could help her with what she wanted.
 7. Buddha told Kisa to get him a handful of mustard-seed which must be taken from a household where no one had lost a child, husband, parent or friend.
 8. Kisa did not find what she was looking for because there was no household where a beloved one had not died.
 9. When Kisa failed to get the mustard-seed, she sat down weary and hopeless by the wayside watching the city lights which flickered up and were extinguished again; she understood that the lives of men too, flicker up and are extinguished in a while. Thus, Buddha helped Kisa to realize that death is common to all.
- C.
1. The Prince was married with a son, and lived a royal life. However, the four sights that he saw transformed him completely. Overnight he became a beggar and gave up his family and royal trappings. He went out into the world to seek enlightenment concerning the sorrows he had witnessed.
 2. When Kisa Gotami's only son died, she lost her senses in grief. She carried her dead child to all her neighbours, asking them for medicine that would cure her son. When the Buddha asks her to do an improbable task in return for the miracle medicine, she is full of joy and hope.
 3. In her hopelessness, Kisa Gotami considered the fate of men, that their lives light up and are then extinguished. She learnt that death and sorrow came to everyone, not just to her, but there was a path which led man to immortality after he had surrendered all selfishness.
 4. Just as all ripe fruits are in danger of falling, Buddha said that all mortals are in danger of death the minute they are born. He also said that the way all earthen vessels made by the potter end up being broken, the life of man also ends the same way.
 5. The Buddha said that every mortal, whether young or old, fools or wise ones, was subject to death, and no one could save another. Death and decay has afflicted the world. Knowing the terms of the world, therefore the wise did not grieve or lament the death of anyone.
 6. No person obtains peace of mind by weeping and grieving. On the contrary, his pain becomes greater and his body suffers by becoming sick. Instead, the person should seek peace of mind by becoming composed, and not lament, complain or grieve. By overcoming sorrow, a person becomes free of sorrow.
- D.
1. Buddha was Siddhartha Gautama a prince who he lived in northern India. At twelve, Siddhartha began to study the Hindu scriptures and at sixteen, he married a princess. They had a son, for ten years he lived a life as befitted royalty and was shielded from the sufferings of the world. Around the age of twenty-five, while out hunting Siddhartha saw a sick man, an aged man, a funeral procession and finally a monk begging for alms. These sights so moved him that he at once went out into the world to seek enlightenment concerning the sorrows he had witnessed. He wandered for seven years and finally sat under a peepal tree, where he vowed to stay until enlightenment came. Enlightenment came after seven days. The tree was renamed the Bodhi Tree or the Tree of Wisdom.
 2. Kisa Gautami was a woman who had only one son. This son had died and this is why she was miserable. Kisa went around asking people if they could give any medicine for her dead child. Finally, she met a man who sent her to Gautama Buddha because he could help her with what

she wanted. Buddha told Kisa to get him a handful of mustard-seed which must be taken from a household where no one had lost a child, husband, parent or friend. Kisa went from house to house but there was no household where a beloved one had not died. Thus, Buddha helped Kisa realize that death is common to all.

3. Through his sermon at Benares, the Buddha taught certain truths of life and suggested how one may reach a state of blessedness. The life of mortals is brief and combined with pain and sorrow. They are always in danger of death; young and adults, wise and foolish, all are subject to death. The world is afflicted with death and decay; the wise accept this fact and do not grieve for the dead. One who desires peace should draw out the arrow of lamentation, complaint and grief. One who overcomes sorrow, obtains peace of mind and reaches a blessed state.

4. River Ganga

Benaras

Today has been a great day – a day of awakening for me and entire humanity. I have finally understood the ultimate truth of life.

Death is universal and as true and inevitable as falling off ripe fruit from the tree or the breaking of earthen vessels.

Our life is brief and troubled and we all have to encounter pain and suffering. Therefore, the wise do not grieve nor lament the loss. This only increases the pain of loss.

This has opened my eyes.

It is better to lead life as it comes. Stop grieving and complaining. The wants are unlimited. One has to be at peace with himself. Accept all the pains and sufferings and try to overcome it. This will naturally lead to peace of mind. Peace of mind will help one to overcome all sorrow. We all will be free from sorrow.

Finally, we have to accept the fact that humans are not immortal and all are equal. No one can escape death. This fact has made me a wiser person.

11. The Proposal

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|-------|----------|----------|----------|----------|----------|
| A. 1. | a. (iii) | b. (i) | c. (ii) | d. (ii) | e. (i) |
| 2. | a. (iii) | b. (ii) | c. (ii) | d. (i) | e. (ii) |
| 3. | a. (ii) | b. (i) | c. (iv) | d. (iii) | e. (iii) |
| 4. | a. (i) | b. (ii) | c. (iii) | d. (iv) | e. (iii) |
| 5. | a. (iii) | b. (i) | c. (iv) | d. (iii) | e. (ii) |
| 6. | a. (iv) | b. (iii) | c. (i) | d. (iii) | e. (iii) |
- B. 1. Lomov was a landowner who had inherited property from his aunt. He was thirty-five years old, in good health but a hypochondriac. Due to nervousness he suffered from palpitations and insomnia. He was Chubukov's neighbour and wanted to marry Chubukov's daughter, Natalya.
2. Chubukov too, was a wealthy landowner. He was worried about finding a suitable match for his twenty-five year-old daughter Natalya. He was relieved to receive Lomov's marriage proposal for Natalya, and welcomed it warmly.
3. Lomov wished to get married because he had reached the mature age of thirty-five. He found Natalya attractive as well as wealthy. Marrying her would increase his estates.

4. There was an argument over Oxen Meadows because both parties claimed its ownership. Lomov's ancestors had given the land for temporary use to Chubukov's family; the latter thought it was his. Lomov, however, said it belonged to him.
 5. The argument over dogs took place because Natalya claimed her dog Squeezer was better than Lomov's dog Guess, and Lomov stated the reverse, that is, Guess was superior to Squeezer. Each tried to run down the other's dog, and praised their own pet.
 6. Natalya was good-looking and unmarried. She wanted to get married for love. She was attracted to Lomov and became hysterical when her father did not tell her about Lomov's proposal. She promptly entered into arguments when provoked.
 7. Chubukov shouted for champagne in the end because he had heard enough of the argument between Natalya and her prospective bridegroom, Lomov. He thought the idea of drinking champagne might put a stop to it.
- C.
1. When Lomov comes to his neighbour's house, he is attired in formal evening clothes and therefore Chubukov suspects he was going somewhere. But when Lomov mentions that he had come to trouble Chubukov with a request for help, he immediately thinks Lomov wanted to borrow money.
 2. Lomov was not in love with Natalya but wanted to marry her for practical reasons. He was thirty-five years old, not in good health and wanted to lead a quiet and regular life. Natalya belonged to a wealthy family, was an excellent housekeeper, educated and not bad-looking, and so would be a suitable wife.
 3. The two quarrelled over the ownership of Oxen Meadows and about whose dog was better. Throughout the play, both argue continuously over petty issues, hurl abuses at each other, their family members, and their morals. Lomov even threatens her with a law-suit. They both come across as immature, quarrelsome, spiteful and hot-tempered people.
 4. Both characters were hot-tempered, abusive and quarrelsome, so one can predict a tumultuous marriage for the couple. Despite the increase in wealth and social prestige, they would have no peace. Chubukov's habit of siding with his daughter, and the lack of physical distance between the two estates would make matters worse.
- D.
1. Lomov and Chubukov were neighbours and wealthy landowners. Lomov was half the age of Chubukov. Lomov considered himself as fairly good-looking and educated enough to want to marry Chubukov's daughter, Natalya, and visited his neighbour with this intention. He, however, being a hypochondriac, became nervous and began beating about the bush. He was a man of principles because he wanted a clear decision regarding the Oxen Meadows property, even if it remained in Chubukov's possession. He was quarrelsome, argumentative and short-tempered. Chubukov was usually polite, but if provoked, became angry and abusive, and always took his daughter's side in an argument. His only worry was to get his daughter married, and he warmly welcomed Lomov's proposal.
 2. Natalya appeared to be very keen to get married. She was attracted to Lomov; Chubukov described her to Lomov as being in love, like a love-sick cat; she became very unhappy and began wailing on hearing that Lomov had come with a proposal for marriage, that her father had not told her about it and that due to the argument with Lomov, the proposal was not made. She blamed her father, and eager to give Lomov another chance, told her father to call back Lomov whom he had earlier thrown out of the house. She understood that Lomov too, liked her and that is why he had come dressed formally to propose marriage to her. So keen was her desire to marry Lomov that she apologized to him for claiming ownership of Oxen Meadows. She did not mind that she and Lomov might spend their whole lives arguing and quarrelling over silly matters.

3. There is plenty of humour in the story. Chubukov's polite manner of treating Lomov changed into rude and abusive after the dispute over Oxen Meadows, and this contrast provides humour. Lomov's hypochondriac behaviour creates humorous situations: his nervousness before he asks Chubukov for Natalya's hand in marriage, his various complaints about his foot being numb, the weather being cold, him seeing stars, and his heart palpitating and bursting, all make us smile. The fierce arguments between Lomov and Natalya over petty matters are also amusing. Both eventually do not mind giving up the ownership of Oxen Meadows, but Lomov fights for the principle of being its legitimate owner, and Natalya against Lomov's "unfairness". The quarrel over the superiority of dogs owned by each even after they are betrothed is even more funny.
4. 15th July 1889

Chubukov Estates

What a burden it is to be the father of a grown-up daughter! Today has been such a difficult day but I know I have made the right decision in accepting our neighbour's proposal for my only child.

Natalya has many admirable qualities. But like her mother, she is very quarrelsome. Because of this, till date no suitor has come asking for her hand, despite all our wealth. This burden of having an unmarried twenty-five-year old daughter is too difficult for my aging shoulders.

That is why I almost fainted with joy when Lomov came today to ask for her hand. I have always found him quite annoying, but today I have happily accepted his proposal. That silly girl fought with him over the most trivial of things, as is her nature, but that foolish man too continued to behave in a stubborn manner. It is quite clear that these two are totally incompatible, and will have a rocky marriage, but it is the perfect alliance for both our families to increase our wealth.

POETRY

1. Dust and Snow

- | | | | | | |
|-------|----------|----------|----------|----------|----------|
| A. 1. | a. (ii) | b. (iii) | c. (ii) | d. (iii) | e. (iv) |
| 2. | a. (iii) | b. (iv) | c. (i) | d. (iii) | e. (ii) |
| 3. | a. (iii) | b. (i) | c. (iv) | d. (ii) | e. (iii) |
| 4. | a. (iii) | b. (i) | c. (iii) | d. (iv) | e. (iii) |
- B. 1. The narrator was under a hemlock tree.
 2. A crow sitting on a branch of the hemlock tree shook the snow.
 3. The snow was on the branches of a hemlock tree.
 4. The snow helped to change the narrator's mood.
 5. The narrator felt somewhat less unhappy after the dust of snow fell on him.
 6. The rhyme scheme of the poem is abab, cdcd or alternate rhyme.
- C. 1. The poet mentions that he had 'rued' the day. Before the incident, the poet had negative thoughts before. He has been sad and regretful. The use of crow and hemlock as metaphors might also suggest that the poet has been suicidal.
2. The poet presents nature in all its wintry beauty. The snow on the hemlock tree and the act of

the crow help the poet come out of his misery. The poem, therefore, points to the ultimately rejuvenating and healing aspect of nature.

3. The hemlock is a poisonous tree and is hence associated with death, depression, sorrow, and the dark side of nature. Frost uses this tree in the poem to symbolise his feelings of sorrow and regret while standing and contemplating under its branches.
 4. The poet uses a winter landscape as the setting of the poem. The stark-cold whiteness symbolises the dead period of nature, and resembles a shroud covering the life-giving earth. But it is this very snow which falls on the poet as dust and reawakens joy and hope in him.
- D.
1. The narrator indeed likes nature. The experience of being out in the cold is a delightful one for him. He does not feel annoyed at the crow's behaviour, which causes the snow to fall on him. On the contrary, he undergoes a change of mood for the better. Earlier he had been unhappy, but the dust of snow falling on him made him less unhappy.
 2. The moment described by the narrator is significant because until that moment his day had been an unhappy one filled with bitter regret. However, the falling of the powdery snow on him due to the crow's behaviour, changed his mood and he felt that he had experienced some joy or happiness at the end of a day which had otherwise been a sorrowful one.

2. Fire and Ice

- A.
- | | | | | |
|------------|----------|----------|---------|----------|
| 1. a. (ii) | b. (i) | c. (iii) | d. (iv) | e. (iii) |
| 2. a. (iv) | b. (iii) | c. (ii) | d. (iv) | e. (i) |
| 3. a. (ii) | b. (iv) | c. (ii) | d. (ii) | e. (iv) |
- B.
1. Some people believe that the world will end due to desire whereas some believe that it will perish due to hatred.
 2. Desire implies the passion to want or covet something.
 3. Ice implies hatred or intolerance.
 4. The narrator favours the belief that fire or desire will bring about the end of the world.
 5. The rhyme scheme of the poem is abaa, bcbcb.
- C.
1. The poem present two ideas about how the world will end, either by fire or ice. To him, human emotions were the cause of destruction. Fire, which symbolized passion and desire, and ice, which symbolized hatred, both were destructive and would one day bring an end to the human race.
 2. In the poem, fire symbolizes desire and ice symbolizes hatred. Both these emotions are enough to destroy relationships. Too much desire kills love, and cold hatred shrivels up life. Both these emotions are capable of destroying the world. In fact, the two are not mutually exclusive and have contradictory traits – they co-exist and are two extremes of the same emotion. Both these have capability to destroy all life on the world.
 3. The poet adopts a rather casual conversational tone throughout the poem. He adds an emotional dimension to the scientific debate taking place during his time regarding two possible ways in which the world will end. The poet is more philosophical in his tone suggesting that fire and ice, both of which represent extreme emotions are capable of destroying all life on earth.
- D.
1. The poet says that opinion is divided as to how the earth will be destroyed. Some people believe that the destruction will be caused by fire, that is, passion or desire to covet or want something.

Others think that the world will come to an end due to ice, that is, hatred, intolerance or anger. Based on his own experience, his opinion is that fire or desire will cause the destruction. If, however, the destruction were to take place a second time, the narrator thinks it could be brought about by even ice or hatred.

2. Fire is symbolic of desire, or the passionate wish to possess or covet something. This desire is so strong that it is like a raging fire which destroys everything in its way. Ice, on the other hand, is symbolic of hatred, coldness, intolerance and frigidity which might lead to quarrels or wars ending in destruction; ice will destroy the world with as great a certainty as will fire or desire.

3. A Tiger in the Zoo

- A. 1. a. (iii) b. (ii) c. (iv) d. (ii) e. (iv)
2. a. (ii) b. (i) c. (i) d. (iv) e. (ii)
3. a. (iii) b. (ii) c. (iv) d. (i) e. (iii)
4. a. (iii) b. (iii) c. (iv) d. (iii) e. (i)
5. a. (i) b. (iii) c. (iv) d. (iii) e. (ii)
- B. 1. The tiger has been described as having vivid black stripes on his body. His paws are soft and smooth like velvet pads. He paces across the cage soundlessly but angrily.
2. The tiger is angry because he is unhappy at being caged. He wants to be free.
3. The tiger is kept in a cage in a zoo.
4. The tiger should be in the open, where he can be free.
5. The tiger ignores visitors because they do not interest him; he does not like being treated as an exhibit in a confined space; he is only interested in becoming free.
6. The tiger stares at the stars because the sky is symbolic of freedom, and the tiger wants to be free. He looks wistfully at the stars hoping that he might be free some day.
- C. 1. A tiger is an animal of the wild. When locked up in a cage which restricted his movements, he showed his frustration at his situation by stalking the length of his cage. He does not snarl any more, but lives in quiet rage.
2. The tiger was captured to be an attraction for visitors to the zoo. When trapped by humans in the jungle, the tiger must have fought with all his strength to avoid capture. His fear must have made him even more ferocious, and his snarls must have filled the jungle air.
3. The tiger, restricted in his cage, is consumed by his quiet rage and frustration and completely ignores the visitors who come to see him. The visitors are fascinated to see this wild beast in captivity, and stand and watch him with enjoyment and no fear.
4. The poet, Leslie Norris, sympathizes with the condition of a wild majestic animal trapped behind bars. His tone shows censure and rebuke at the humans who have captured him as a trophy for a zoo. There is also a tinge of sadness when the poet mentions the trapped animal staring at the brilliant stars.
- D. 1. The tiger feels very unhappy in captivity. He is fiercely angry but is helpless. He can only pace up and down angrily, yet soundlessly, across the limited space of the cage. In his anger, he shows indifference to visitors and ignores them.
2. The poet loves tigers is apparent because he wants freedom for the beast. He sympathises with the tiger. He imagines all the activities of the tiger if the tiger were set free. He thinks we are selfish to

put an animal in a cage in a zoo for the pleasure of visitors. So keen is the poet to grant freedom to the animal that it does not matter if the tiger in a free state might terrorise the people of villages.

3. If the tiger were free he would be hiding behind shadows, sliding through the long grass and hunting the deer near the water hole. He would snarl around houses, and terrorise the people of the village by baring his fangs and showing his claws.

4. How to Tell Wild Animals

- A. 1. a. (i) b. (iii) c. (ii) d. (ii) e. (iv)
2. a. (iv) b. (iii) c. (iv) d. (ii) e. (iv)
3. a. (ii) b. (iv) c. (i) d. (iii) e. (ii)
4. a. (iii) b. (ii) c. (iv) d. (iii) e. (i)
5. a. (i) b. (iv) c. (i) d. (ii) e. (iv)
6. a. (ii) b. (iii) c. (iv) d. (iii) e. (i)
- B. 1. The Asian Lion is described as a large and tawny beast.
2. A Bengal Tiger can be identified by the black stripes on its yellow body.
3. A Leopard can be identified by the spots on his hide.
4. If you cried in pain, the leopard would leap again and again at you.
5. A bear would greet you by hugging you close to his body.
6. The difference between a hyena and a crocodile is that the hyena laughs whereas the crocodile weeps.
7. The poet describes a chameleon as a small lizard-like creature, without ears or wings, and capable of sitting unnoticed on a tree.
- C. 1. What is common between the three big cats is the fact that they all are dangerous man-eaters. But they can be differentiated by their skin. A lion is tawny, whereas a tiger has black stripes on yellow skin, and a leopard has spotted skin.
2. The poet tells us that ferocious beasts like lion, tiger and leopard are the most dangerous animals to encounter in a jungle. They are blood-thirsty man-eaters, and show no remorse while attacking a human for food. Death to the victims of these vicious animals is extremely painful.
3. The hyenas are people who wait for opportunities to destroy others, and get pleasure while doing so. Crocodiles are people who hypocritically shed 'crocodile' or fake tears and show an insincere display of emotions when they hear of any misfortune which may have befallen on others.
4. The chameleon is known for its ability to camouflage itself in order to avoid predators. Often one can barely make it out as it stays hidden amidst the foliage. People who hide their true nature and keep changing according to the prevalent situation are called chameleons.
- D. 1. The poem is full of humour because after describing the appearance of each wild animal, the poet suggests how you could be attacked and killed by them. The Asian Lion, the Bengal Tiger, the Leopard, and the Bear will use different ways to attack and kill you, and the writer humorously states that, then you will be able to distinguish each. The sound made by the hyena is usually described as "laughing", and the phrase "crocodile tears" is used to describe hypocritical or insincere behaviour; the hyena and the crocodile may use these peculiar traits to come close to you and attack you. Both laughter and weeping are opposites; the writer says humorously that it

is easy to distinguish between the two creatures because of these traits. A chameleon is known to change colour according to its background; the poet says wittily that it is a creature without ears or wings but it may be sitting on a tree unseen by the viewer.

2. The Asian Lion is described as a large and tawny beast. A Bengal Tiger can be identified by the black stripes on its yellow body. A Leopard can be identified by the spots on his hide. A bear is described as a creature who would greet you by hugging you close to his body. The hyena laughs whereas the crocodile weeps. A chameleon is a small lizard-like creature, without ears or wings, and capable of sitting unnoticed on a tree.
3. Most of the animals are beasts of prey; they are big, beautiful and strong, and might attack and kill you cunningly. The Asian Lion roars before the attack, the Bengal Tiger simply eats you without any warning, the Leopard leaps repeatedly before eating you, and the bear hugs you close to his body and crushes or suffocates you to death; the crocodile weeps and the hyena laughs in order to hide their real intention to attack you. The chameleon, the only creature of small size, is also not without cunning; it changes colour to remain unnoticed and to hide its presence.

5. The Ball Poem

- A. 1. a. (ii) b. (i) c. (iii) d. (ii) e. (iv)
2. a. (i) b. (iii) c. (iv) d. (iii) e. (ii)
3. a. (ii) b. (i) c. (iv) d. (iii) e. (iv)
4. a. (iii) b. (i) c. (ii) d. (iv) e. (iii)
5. a. (ii) b. (ii) c. (iii) d. (iv) e. (ii)
- B. 1. The boy was playing with a ball.
2. The boy lost his ball.
3. The lost object went into the harbour water.
4. The boy trembles because of deep grief; he stares because he is trying to locate the ball's whereabouts.
5. Another ball would be worthless because the lost ball held his childhood memories which the new ball would not.
6. The boy learns through this experience that money cannot buy everything, that one often loses possessions, and that one has to learn to cope with the loss.
- C. 1. When the boy saw his ball fall into the harbour, he went into a state of shock. He stood rigid, but trembling with ultimate shaking grief. The troubled boy stared down with desperate eyes into the water where his ball had fallen.
2. By losing the ball, the boy learns the first lesson that is a sense of responsibility. No other ball can replace the lost ball. The other lesson that the boy learns is the sense of loss. The sense of responsibility teaches us to take care of our possessions, for possessions will always be lost or taken, and money cannot buy them back.
3. Buying another ball would negate the importance of the sense of responsibility and sense of loss. The sense of responsibility teaches one to take care of their possessions. The boy learns that loss is universal and one must get up and move on even after suffering the pain of loss.
4. The poet is an experienced adult and understands that the young boy needs to grieve by himself over the loss of his precious ball. The young boy learns how to bear the loss. The ball cannot be

got back, just as many things we hold dear cannot be recovered once they are lost. All this was the personal experience of the young boy and nobody could share the loss.

- D. 1. The poet uses the image of the ball very cleverly to comment on a significant truth of life. When the boy loses the ball which holds many precious memories of his childhood, he realizes that he cannot get it back and that another new ball would not have the same value. Thus, through losing the ball, he learns the significant truth that we often lose our possessions and that we must learn to cope with the loss by remaining strong and courageous.
2. The ball symbolizes our possessions in this world. The first time one loses something precious, one realizes the meaning of loss and is filled with great grief and sorrow. One realizes that certain possessions are lost and cannot be replaced or bought in the market. One also realizes that a person has to face the loss with courage and inner strength.
3. When the boy loses the ball, he is greatly saddened and feels helpless; he stands rooted to the spot, begins trembling and is incapable of any movement for some time; he stares down at the harbour trying to trace the ball's whereabouts. He is filled with boundless grief because the lost ball held memories of his childhood; he knows that a new ball can be bought easily and cheaply in the market, but it cannot take the place of the lost one. Therefore, on losing the ball, he becomes desperate.

6. Amanda!

- A. 1. a. (ii) b. (iv) c. (iii) d. (i) e. (iii)
2. a. (iv) b. (i) c. (iv) d. (ii) e. (iv)
3. a. (iv) b. (i) c. (iv) d. (iii) e. (ii)
4. a. (ii) b. (iii) c. (iv) d. (iii) e. (i)
5. a. (iv) b. (i) c. (iii) d. (ii) e. (ii)
- B. 1. Amanda is a little girl who has to suffer constant nagging by her guardian about what she must or must not do.
2. Amanda is told to sit up straight, to finish her homework, to tidy her room, to clean her shoes, and finally, to look at the speaker when being spoken to.
3. Amanda is forbidden from biting her nails, hunching her shoulders, eating chocolate, sulking and being moody.
4. The mermaid would drift blissfully wherever the flow in the sea would take her.
5. The orphan would roam the street freely. She would walk gently through the dust without wearing any shoes and trace any design in the dust with her feet which she likes.
6. Rapunzel was held captive in a tower by a wicked witch. There were no stairs in the tower. When the witch wanted to go up she would command Rapunzel to let down her thick and long, golden hair, which she would use like a rope to climb up.
7. Amanda imagines herself to be other people so that at least in her thoughts she could be free from the constant nagging done by her guardian regarding what she must or must not do.
- C. 1. Amanda's mother was annoyed by Amanda's habit of biting her nails and her bad posture. She was also scolded for not finishing her homework, for not tidying her room and cleaning her shoes. She was told not to eat chocolate, and to look up when spoken to. Her moody behaviour was also considered annoying.
2. Amanda's parents thought her to have bad habits like biting her nails, and lack of confidence by her bad posture. Not finishing her homework and her untidiness made her lazy, and her greed in

eating chocolates showed lack of self-control. They felt her moody behaviour was inconsiderate of their image.

3. To the innocent Amanda, an orphan's life was of complete freedom. She imagined herself free of her parents, free to roam the streets instead of doing homework and tidying rooms, and free to walk in the soft dust without the shoes she was being scolded for not cleaning.
 4. Amanda's mother tells her to stop sulking and not be moody because she is nervous that others would think that she nagged Amanda. This is ironic because she is actually speaking the truth without realising it. It is her constant criticism of Amanda that had made her into a dreamy, lost child.
- D.
1. The little girl Amanda rightly wishes to escape her world in which there is constant nagging. All day, her parent or guardian keeps scolding her about what she may or may not do. Amanda is clearly unhappy in her world. She perhaps cannot change her circumstances in the real world; therefore, she imagines herself to be other people to try to escape from reality.
 2. Amanda is nagged about several things. She is told to sit up straight, to finish her homework, to tidy her room, to clean her shoes, and finally, to look at the speaker when being spoken to. She is forbidden from biting her nails, hunching her shoulders, eating chocolate, sulking and being moody. She imagines for herself first the life of a mermaid in solitude, drifting blissfully on the calm emerald sea; next she imagines she is an orphan roaming freely on the street, in golden silence, creating patterns in the dust with her bare feet; lastly she imagines she is Rapunzel, leading a peaceful life without any care in a tower, but unlike Rapunzel, she decides never to let her hair down.
 3. Mermaids and orphans are free because nobody nags them. A mermaid is free because she spends her life floating aimlessly on the open sea in solitude without any one telling her what to do. An orphan has no parents or guardian scolding or nagging her/him regarding what she/he may or may not do. Amanda is nagged about several things. She is told to sit up straight, to finish her homework, to tidy her room, to clean her shoes, and finally, to look at the speaker when being spoken to. She is forbidden from biting her nails, hunching her shoulders, eating chocolate, sulking and being moody. A mermaid or an orphan, on the other hand, leads a life of freedom.

7. Animals

- A.
- | | | | | |
|-------------|----------|----------|----------|---------|
| 1. a. (ii) | b. (iii) | c. (iii) | d. (iv) | e. (i) |
| 2. a. (iii) | b. (ii) | c. (iii) | d. (iv) | e. (ii) |
| 3. a. (iii) | b. (ii) | c. (ii) | d. (iii) | e. (i) |
| 4. a. (i) | b. (ii) | c. (i) | d. (iv) | e. (iv) |
| 5. a. (i) | b. (iii) | c. (iii) | d. (ii) | e. (ii) |
- B.
1. The narrator wishes to live with animals.
 2. Animals are placid because they are not dissatisfied with what they have.
 3. Human beings weep for their sins.
 4. The writer feels sick about discussions of duty to God because they lead to conflicts and intolerance.
 5. The narrator feels that in their desire to own things people become obsessed or desperate.
 6. The narrator feels that the animals bring to him certain tokens or indications of civilized behaviour which human beings have left behind.

- C. 1. Man shows hypocrisy in his relationship with God. He commits all kinds of sins and then loses sleep and cries for forgiveness. The poet feels disgusted how man does all kinds of wrong doings and yet discusses about his duty to God.
2. According to Walt Whitman, desire in man leads to discontentment and unhappiness, and turns him into a grumbler. It makes him do wrong things, over which he loses sleep. Desire also makes man demented with the mania of possessing material things.
3. Man kneels to his gods as well as to other men who are more important to him in terms of wealth or power. He also kneels in front of his ancestors who lived thousands of years ago and worships them for the qualities they possessed.
4. The poet says that he sees in the animals the true values of human nature that man once possessed, and has now dropped over time. Here he is referring to the qualities of innocence, kindness and simplicity – values which have degenerated in today’s modern world.
- D. 1. The narrator likes animals and could live with them because they are unruffled and self-sufficient; they do not complain about their condition, they do not suffer from pangs of guilt, they do not sicken the listener with talks of religious intolerance, they are not desperate to increase their possessions, and they lead a life of freedom where no creature bows before another animal. They reveal to the writer some aspects of himself which he has forgotten. Animals appear to be more civilized than human beings, who have perhaps forgotten certain values over the centuries.
2. Animals are better than human beings in many ways. Unlike human beings they are unruffled and self-sufficient; they do not complain about their condition, they do not suffer from pangs of guilt, they do not sicken the listener with talks of religious intolerance, they are not desperate to increase their possessions, they lead a life of freedom where no creature bows before another.
3. Animals remind the narrator about certain things he had forgotten. They revealed some signs or tokens of a life which at some time had been left behind negligently. Perhaps human beings had forgotten certain values, such as contentment, freedom, tolerance, detachment from materialism which could be seen in animal behaviour. Animals remind the narrator about these forgotten values.
4. Perhaps the writer, symbolic of the human race, had negligently forgotten certain values, such as contentment, freedom, tolerance, detachment from materialism which could be seen in animal behaviour. Animals remind the narrator about these forgotten values.
5. The narrator’s attitude towards animals is one of admiration. He wishes to turn away from the human world and live with animals. Animals are better than human beings in many ways. Unlike human beings they are unruffled and self-sufficient; they do not complain about their condition, they do not suffer from pangs of guilt, they do not sicken the listener with talks of religious intolerance, they are not desperate to increase their possessions, they lead a life of freedom where no creature bows before another.

8. The Trees

- | | | | | |
|----------------|----------|----------|---------|----------|
| A. 1. a. (iii) | b. (i) | c. (iv) | d. (ii) | e. (iii) |
| 2. a. (ii) | b. (iii) | c. (i) | d. (i) | e. (iv) |
| 3. a. (i) | b. (iii) | c. (iii) | d. (iv) | e. (iv) |
| 4. a. (ii) | b. (i) | c. (iii) | d. (ii) | e. (iii) |
| 5. a. (i) | b. (ii) | c. (iii) | d. (ii) | e. (i) |
| 6. a. (iv) | b. (i) | c. (iii) | d. (iv) | e. (ii) |

- B. 1. The trees are going to the forest.
2. All this time, the forest was empty. There was no place for the birds to sit, for the insects to hide, and for the sun to cast its shadow.
3. By the morning the forest would be full of trees.
4. The trees struggle very hard to get out. The roots try to uproot themselves from the veranda floor, the leaves and twigs strain themselves to move towards the window, the branches move slowly like newly-discharged, half-dazed patients.
5. While the trees move, the narrator sits inside with doors open to the veranda, writing long letters in which she scarcely mentions the departure of the trees from the house.
6. In a forest that does not have any trees there can be no birds for they have no place to sit, there would be no insects because they would not know where to hide, and the sun would not be able to cast any shadows.
7. In the beginning the trees are confined indoors. They go to the forest.
8. The roots of the tree are beneath the floor of the veranda. They try to extricate themselves from the floor so that they may go out.
9. At night, the narrator relaxes inside the house writing long letters. She sees the moon shining in the open sky, and can smell the leaves and lichen; she hears certain soft whisper-like sounds, which will not be heard the next day. The trees rush out. Soon the moonlight is partly obstructed by the tallest oak tree.
- C. 1. The forest was unusual because it had no trees. The trees from the forest had moved into the houses. In the absence of trees, the forest was bereft of any kind of life. There were no birds making their homes on branches and no insects hiding in the foliage. There were even no shadows to provide shade.
2. The trees, which were trapped inside the houses, worked all night to free themselves in order to return to the forest. The deep roots strained to disengage themselves from the cracks in the floors, and the stiff branches strained to move towards the open doors.
3. The poet, with the vivid use of imagery, uses this metaphor to compare the movement of the trees struggling to leave the house with patients who have just been discharged after a long stay in a clinic. Both move 'half-dazed,' 'stiff' and 'shuffling' towards the freedom of the doors to rebegin their lives.
4. One can hear the noise of floor cracking as roots disengage themselves, the shuffling of the trees as they move towards the doors, the sound of glass breaking as the trees stumble forward, and the sound of the wind as it rushes forward. The poet too feels her head is full of whispers.
5. Forests have been depleted of trees due to the relentless cutting by man for his own comforts. Man has trapped nature inside his homes in the form of furniture. This poem shows how the trees rebel at being imprisoned instead of growing free in their natural environment, the forests.
- D. 1. The trees symbolize nature. We have cut down forests for industrial and housing projects; we use plants and trees for interior decoration; the environment gets disturbed. Trees are trapped or imprisoned and need to break out or be free. Thus, there is a conflict between man and nature. The trees could also symbolize human beings who are trapped in urban living, in buildings of glass and concrete, and have moved away from natural surroundings. We do not have the time or inclination to be with nature. Perhaps man needs to go back to nature and break out of artificial surroundings.

2. At first, while the trees are still indoors, the poet describes the moon as shining brightly in the open sky. Later after the glass breaks and the trees have rushed out, the light of the moon is partly obstructed by the tallest oak tree.
3. The theme of the poem is the conflict between man and nature. The trees symbolize nature. We have cut down forests for industrial and housing projects; we use plants and trees for interior decoration; the environment gets disturbed. Trees are trapped or imprisoned and need to break out or be free. Another aspect of the theme, closely related to the first, is that man needs to go back to nature and try to restore the disturbed ecological balance. There is a great need to plant more trees, avoid deforestation, and save natural resources.
4. Some literary devices used by the poet are the simile and personification. The simile is used in “boughs shuffling under the roof, like newly discharged patients”, “the smell of leaves and lichen still reaches like a voice”, and “the moon is broken like a mirror”. In a simile a comparison is made between two things which are unlike in nature. Personification is to give the characteristics of a person to animals, to inanimate objects or to abstract ideas, for example, “winds rush to meet them”. Other examples of this device are “trees...moving out”, “sun bury its feet”, “roots work to disengage themselves”, “leaves strain toward the glass”, and “twigs stiff with exertion shuffling”.

9. Fog

- A. 1. a. (iii) b. (iv) c. (iv) d. (i) e. (iv)
 2. a. (i) b. (ii) c. (iv) d. (iii) e. (ii)
- B. 1. The term ‘cat feet’ shows that the fog comes silently. Cats are known to walk about soundlessly and stealthily on their padded paws.
 2. The fog settles over the harbour and the city, completely covering both.
 3. The fog looks at the harbour and the city.
 4. The fog sits like a cat sits on its haunches.
 5. After the fog has settled for a while, it leaves the harbour and the city and moves on.
- C. 1. The poet has referred to the silent way a cat moves on its padded feet. Its quality of stillness is seen in how it sits calmly on its haunches looking around at its surroundings. Then, once its curiosity has been satiated, it moves on as silently as it came.
 2. On a winter morning, the harbour and the city must be stirring to the hustle-bustle of the coming day. But with the fog slowly creeping in, everything must be getting shrouded in a white blanket and noises getting diffused. Slowly, everything would be quiet and gloomy.
 3. One is often overcome by problems which roll into one’s life like fog, bringing depression and gloom and fogging up one’s thought-processes. But like the fog in the poem, this ‘fog’ too does not stay forever, and slowly moves away, bringing back sunshine and joy.
- D. 1. The poet compares the fog to a cat in a detailed manner. The fog arrives stealthily and soundlessly like a cat. The fog is described as sitting over the harbour and the city just like a cat sits on its haunches. Just like a cat the fog even looks at the harbour and the city. Like a cat which moves away after a while, the fog too moves on after being over the harbour and the city for some time.
 2. The poet finds beauty in nature by appreciating several aspects of the fog. He compares it metaphorically to a cat, which also is a creature of nature. The poet appreciates the cat-like movements of the fog right from its quiet arrival till its departure. The fog creeps over the city and harbour stealthily like a cat moves on its little padded paws. The poet observes the graceful

posture of the fog sitting silently like a cat on its haunches, looking at the city and the harbour for a while before moving on.

10. The Tale of Custard the Dragon

- A. 1. a. (iii) b. (ii) c. (iv) d. (ii) e. (i)
2. a. (ii) b. (ii) c. (iii) d. (iii) e. (i)
3. a. (iv) b. (ii) c. (iv) d. (i) e. (iv)
4. a. (iii) b. (iv) c. (i) d. (ii) e. (iii)
5. a. (i) b. (iii) c. (iv) d. (iii) e. (iii)
- B. 1. Belinda had four pets.
2. Belinda's pets were named Ink, Blink, Mustard and Custard.
3. Belinda and her pets made fun of Custard by tickling him, and the three pets calling him Percival.
4. Custard used to act in a cowardly manner by crying constantly for a nice safe cage.
5. A pirate intruded into Belinda's house. He was bearded with a wooden leg, and had a knife and a gun.
6. Everyone reacted differently to the pirate. Belinda became pale and cried for help, Mustard yelped in terror, Ink disappeared to the bottom of the household, and Blink rushed to hide in his hole. Only Custard prepared himself to attack the pirate.
7. Custard jumped and snorted like an engine. He clashed his tail loudly like irons in a dungeon, and with a clatter, clang and jangle attacked the pirate like a robin attacks a worm. Then he gobbled him up.
- C. 1. A ballad is a song or a poem which recounts tales of bravery and valour. This poem is a humorous ballad as it tells the story of an unlikely hero – a dragon who was actually a coward. The title of the poem is also a tribute to the bravery of Custard.
2. Custard was a coward and showed no signs of bravery like the other inhabitants of the house. Therefore, he felt safe in a cage away from dangers. The others laughed at him and called him Percival, and Belinda teased him by tickling him unmercifully.
3. When the dangerous pirate entered the house, the 'brave' pets fled away terrified, leaving Belinda to her fate. When she cried out for help, without any hesitation, Custard jumped up. Showing no fear but only determined focus, he attacked the pirate with no mercy and gobbled him up completely.
4. No, Custard remains his usual timid self, still crying for a 'nice safe cage.' He even agrees with the others and says that everyone was braver than him. He does not boast or show any kind of arrogance, and is most humble about what he has done.
- D. 1. The poem abounds in humour both in content and in style. The names of the pets are funny and sound more interesting because they rhyme in pairs, Ink with Blink and Mustard with Custard. It is amusing that the three smaller household pets are brave and that the dragon is cowardly. The idea of Belinda and the three pets making fun of the dragon's cowardice is also amusing. On the entry of the pirate, Belinda and the three brave pets react by showing fear, and it is the cowardly dragon that attacks, defeats and eats up the enemy. The poet's use of literary devices such as simile, alliteration, iteration, irony and onomatopoeia enhance the humorous effect.

2. There are several literary devices used in the poem. Similes or a comparison between two things of an unlike nature can be seen in 'dog was sharp as Mustard', 'mouth like a fireplace', 'as brave as a barrel full of bears', 'as brave as a tiger', 'snorting like an engine', 'clashed his tails like irons', and 'went...like a robin at a worm'. Alliteration, or the repetition of a letter or sound at the beginning of a succession of words, can be seen in 'brave as a barrel full of bears', 'clatter and clank', and 'gulped some grog'. There is iteration or repetition for greater emphasis in the use of the words 'little', 'realio', 'trulio', and the phrase 'for a nice safe cage'. There is onomatopoeia, or the use of sounds that suggest the meaning of the word, in the words 'meowch!', 'weeck!', 'clashed', 'clatter', 'clang', and 'jangling'. Irony lies in an event that is contrary to what the reader expects or what is the truth. Irony has been used in the climax when the cowardly dragon proves to be the bravest and defeats and eats up the pirate whereas the brave Belinda and the supposedly brave other pets run away in fear.
3. Irony lies in an event that is contrary to what the reader expects or what is the truth. There is irony in the poem towards the conclusion. Belinda and the other three pets consider themselves to be brave and constantly make fun of the dragon calling him cowardly. Belinda tickles him unmercifully and the others sarcastically call him Percival who was a brave knight. However, when an armed pirate enters the house, the cowardly dragon proves to be the bravest, and defeats and eats up the pirate, whereas the brave Belinda and the supposedly brave other pets run away in fear.

11. For Anne Gregory

- | | | | | |
|---------------|----------|---------|----------|----------|
| A. 1. a. (ii) | b. (ii) | c. (ii) | d. (iv) | e. (iii) |
| 2. a. (i) | b. (iv) | c. (iv) | d. (ii) | e. (iii) |
| 3. a. (iii) | b. (iii) | c. (iv) | d. (iii) | e. (iii) |

- B. 1. Anne Gregory's friend is speaking to Anne.
2. The speaker tells Anne Gregory that it is Anne's hair and not Anne herself which young men find attractive.
3. The colour of Anne Gregory's hair is yellow.
4. Anne thinks of colouring her hair brown, black or carrot.
5. She thinks of colouring her hair so that young men may love her for herself and not for her yellow hair.
6. The speaker tells Anne that only God loves people for themselves and not for their physical appearance.
- C. 1. Anne's beautiful 'honey-coloured' hair attracts young men to her. Her hair is long and thick, like the ramparts of a fort guarding her beautiful face. In other words, young men love Anne for her physical beauty.
2. Anne's beautiful hair acts like a wall and stops young men from knowing her further. No man can ignore her external beauty but no one man makes an effort to know her as a real person. So in a way, her beauty is a handicap to her finding true love.
3. The poet tells Anne that young men who despair for her love only admires her solely for the hair. They do not love her for the person she is. But on the other hand God is capable of loving someone for themselves and not their outer beauty.
4. By mentioning the old man, the poet adds weight to his argument. The old man and his text

represent age-old wisdom. According to the text, only God, who is the Creator of all, can look beyond external beauty and love anyone for their soul, unlike mortals.

- D. 1. Anne Gregory does appear to be somewhat vain. She is not prepared to accept as true what her friend has told her. The friend had said that young men love her not for herself but only for her yellow hair. She argues that she would like to change the colour of her hair by dyeing it brown, black or carrot. She can then be sure that young men fall in love with her for herself and not for her yellow hair. This shows that she believes she is a person worthy of love not only for her physical appearance, but for herself. She thinks highly of herself.
2. Anne Gregory's friend's belief about God's love was that God alone loves people for themselves and not for their physical appearance. The friend conveys this belief to Anne Gregory by telling her what an old religious man had said the day before. The old man had quoted a text which said that only God could love a person for her/himself, and he was not concerned with any one's outward appearance.

Supplementary Reader

FOOTPRINTS WITHOUT FEET

1. A Triumph of Surgery

- A.
1. Mrs Pumphrey was a wealthy woman and Tricki's mistress. She was spoiling Tricki by overfeeding him and not giving him enough exercise.
 2. Mrs Pumphrey approached Mr Herriot for Tricki's treatment. She thought Tricki was suffering from malnutrition. Tricki had become fat like a bloated sausage, his eyes were rheumy and bloodshot, and he was acting listless. Mr Herriot recommended proper diet and exercise for Tricki.
 3. When Mrs Pumphrey failed to follow Mr Herriot's advice, Tricki became very ill, he would eat nothing, suffered from bouts of vomiting, and spent all his time lying on the rug panting.
 4. Mr Herriot took away Tricki from Mrs Pumphrey to treat him. Tricki was not getting the right kind of food or exercise while living in Mrs Pumphrey's house. She had failed to follow Mr Herriot's advice about diet and exercise.
 5. Mr Herriot did not give Tricki any food but plenty of water for two days; Tricki became better, began to eat, and started interacting with the other dogs. Tricki discovered the joys of being bowled over, tramped on and squashed by them. With proper diet and exercise, he recovered without any treatment.
 6. Mr Herriot did not perform any surgery because there was no need. With proper diet and exercise, and fun time with other dogs, Tricki was able to recover completely after some days.
- B.
1. Mr Herriot was worried about Tricki because Tricki looked positively ill to him. Tricki had put on too much weight, his eyes lacked lustre and his tongue lolled out of his mouth in sheer fatigue. This tells us that Mr Herriot was a compassionate vet who genuinely cared for his 'patients.'
 2. Mr Herriot had planned to treat Tricki in a unique way mainly by keeping him out of Mrs Pumphrey's care. He devised a strict diet for Tricki in which he was given plenty of water but no food for two days. He also ensured that Tricki got his much needed exercise.
 3. The whole household was in tears when Tricki was being taken away. Mrs Pumphrey swooned and wailed inconsolably. The maids hurriedly tried to put in as many of Tricki's toys, rubber rings, numerous feeding bowls and blankets as possible. There was a great deal of panic and commotion.
 4. Mrs Pumphrey was so worried about her dog, and to keep him well-nourished, she sent across two dozen eggs for his breakfast everyday which the vet and his assistants enjoyed eating. Besides this, they all also happily consumed the wine sent across to enrich the dog's blood and the fine brandy sent for his constitution.
 5. Mrs Pumphrey was a wealthy, soft-hearted lady who loved her pet Tricki like her child. She was ignorant about how to take care of her pet and foolishly overindulged him. She seemed like a lonely woman, was simple enough to believe whatever the vet told her, and was immensely grateful for his help.

- C. 1. Mrs Pumphrey loved Tricki in her own way. She did not realize that she was spoiling him by overfeeding him and not giving him enough exercise. Even after she approached Mr Herriot the first time for advice, and was told by him not to overfeed him and to walk him regularly, she failed to follow his suggestion. As a result Tricki became very ill. Tricki fell ill because Mrs Pumphrey, out of love for him, continued to give him harmful food. She loved him because when he was not well she approached Mr Herriot on two occasions to get him treated. During Tricki's convalescence at Mr Herriot's house, out of love for him she kept sending eggs, wine and brandy to help him gain strength.
2. Mr Herriot made up a bed for Tricki in a warm loose box in a room next to the one where the other dogs slept. For two days, he gave Tricki no food but plenty of water. From the third day, Tricki began to eat. On coming out of the room, he soon became friend with the other dogs. He began to enjoy being bowled over tramped on and squashed by the other dogs. He began to recover rapidly although no formal treatment or medicine was given to him. Then followed a fortnight of convalescence during which period Mrs Pumphrey sent eggs, wine and brandy for Tricki to gain his strength, but Mr Herriot did not give any of these to Tricki. Thus, Tricki was completely cured.
3. We know that Mr Herriot was a good doctor because he immediately diagnosed Tricki's problem on both the occasions that he was consulted by Mrs Pumphrey. When he realized that she was not following his advice he knew that soon there would be trouble and that Tricki would become very ill. On the second occasion on seeing Tricki's condition, he firmly took him away for hospitalization ignoring Mrs Pumphrey's wailings. He knew exactly what Tricki needed, that is proper diet and exercise, and he cured him accordingly. He was very strict in this regard and did not let Tricki have any eggs, wine or brandy that Mrs Pumphrey had sent for Tricki during his convalescence.
4. The statement "This is a triumph of surgery" is indeed full of irony. Tricki was cured without surgery. Mr Herriot cured him with proper diet and exercise and without any medication. Mrs Pumphrey, however, was unaware of this. She could never have imagined that Tricki was only suffering from the harmful effects of a faulty diet and lack of proper exercise. She thought that hospitalization had been required for surgery, and accordingly she thanked the doctor for it, and said "This is a triumph of surgery", when she came to fetch Tricki.

2. The Thief's Story

- A. 1. Anil was a young struggling writer who wrote for magazines. He hired Hari Singh as domestic help to cook for him.
2. Hari was fifteen years old and a thief. He was quite experienced at committing thefts. He took a new name every month and stayed ahead of his former employees and the police to avoid being caught.
3. Hari sought employment with Anil with the intention of getting into the young man's confidence.
4. Anil could not pay Hari because he did not have sufficient income to be able to pay a salary.
5. Hari made tea in the morning for Anil, bought the day's supplies, and cooked for him.
6. Anil treated Hari with great kindness. When Hari prepared terrible food, Anil gave it to a stray dog and without scolding him assured him that he would teach him how to cook. Anil guessed that Hari was making money while buying the day's supplies, but he did not comment on it. Anil also made efforts to teach Hari to read and write.
7. Hari stole some money from Anil every day while buying the day's supplies. After he had worked for Anil for a month, he stole six hundred rupees from Anil.

- B.
1. The narrator, Hari Singh, introduced himself as a 15-year-old boy who was an experienced and successful thief on the lookout for a prey whom he can rob. He was a glib talker and befriended vulnerable – looking people like Anil so he could win their confidence.
 2. Hari Singh was a thief and always on the lookout for a person who was gullible enough to be fooled. Anil seemed to be just that kind of person who would be easy to trick into accepting Hari's friendship and then fall prey to his evil designs.
 3. Hari Singh had chosen Anil as his next prey because he seemed to be an easy-going kind whom he could rob. However, when Hari asked him for work, Anil promptly told him that he would not be able to pay him. Hearing this, the narrator felt he had misjudged Anil.
 4. Seeing Hari's appealing smile, Anil indulgently remarked that he would not only teach him to cook but also read and write. This shows that Anil was a kind-hearted, good-natured man. He had a generous nature and was eager to help a young stranger better his life by making him literate.
 5. Hari was grateful when Anil offered to make him literate because he was intelligent enough to understand the fact that being educated would ensure that he would achieve all that he wanted to quite easily. He realised that this is what would bring him respect.
- C.
1. Anil was a very kind-hearted employer. He guessed that Anil was making some profit daily while buying the day's supplies, but he did not comment on it. Hari made terrible food which Anil gave to a stray dog, and without scolding him, patted him on the head and said that he would teach Hari how to cook. Anil also taught Hari how to write his name, and assured him that he would teach him addition of numbers and writing whole sentences as well. He had given Hari a key to the door of the room, and Hari could come and go as he pleased. When Hari put the stolen notes back under the mattress, Anil took out one in the morning; it was wet from the previous night's rain. Anil must have guessed that the notes were wet because Hari might have stolen them, but he did not give any indication of it; in his usual kindly manner he said that he would teach Anil how to write sentences that very day.
 2. Hari, for some inexplicable reason, failed to jump on the Lucknow Express which had already started moving out. As a thief Hari had studied men's faces when they lost their goods; the greedy man showed fear, the rich man showed anger and the poor man showed acceptance; but a person like Anil would regard it as a betrayal of trust. Hari sat in the open air in the chilly cold weather and a drizzle which soon turned into heavy rainfall. In no time he became absolutely wet and realized he had nowhere to go. He thought of all the things he would not be doing for Anil; he remembered that he would not be learning to write whole sentences either. He would remain a thief and not become a big, clever and respected man. He decided to return to Anil if only to learn to read and write. Therefore, he gave back Anil's money.
 3. Anil's kindness and generosity helped Hari change his ways. Hari had taken employment with Anil because the latter appeared to be easy-going and simple enough for his purpose. He was right because he was able to make profit every day while buying the day's supplies. He also successfully stole six hundred rupees from Anil. But when Hari imagined Anil's sad face on discovering the theft and Hari's betrayal, he decided to go back to Anil and return the money. Hari also recalled Anil's efforts to teach him reading and writing, which would help him to give up the life of a thief and to become a big, clever and respected man. Anil had always shown kindness to Hari, and had not scolded him for cooking terrible food or for making money on the sly. Therefore, Hari changed his ways.
 4. Hari was crook to begin with. He tried to get into Anil's confidence by seeking employment with him. He made some profit daily while buying the day's supplies. Finally after working for Anil for

a month he stole six hundred rupees from Anil and planned to run away to Lucknow. He himself confessed that while giving his name as "Hari Singh" to Anil, he had lied; he took a new name every month to keep ahead of the police and his former employers. But towards the conclusion of the story Hari's character underwent a change due to Anil's kind and considerate behaviour. Hari imagined how sad Anil would feel on discovering Hari's betrayal of trust. He decided to return to Anil's room and learn from him to read and write and become a big, clever and respected man. When he put the stolen money back he ceased to be the crook he once was.

3. The Midnight Visitor

- A.
1. Ausable was a secret agent although he did not look like one. He was very fat. He could speak French and German passably, but he had not lost altogether the American accent acquired in Boston where he had lived twenty years ago.
 2. Max was another secret agent. He was slender, a little less than tall, with features that suggested slightly the crafty, pointed countenance of a fox. He had a small automatic pistol in his hand, the only object which made him appear menacing.
 3. Fowler was a young, romantic writer. He had gone to meet Ausable in search of a romantic adventure. Instead he was disappointed to meet Ausable who did not look at all like a secret agent.
 4. Ausable was waiting for a very important report concerning some new missiles. It was important because several men and women had risked their lives for it. Some day that paper might affect the course of history.
 5. The intruder was another secret agent named Max. He wanted the important report which would be delivered to Ausable.
 6. Ausable complained about the balcony to fool Max. He told a false tale about the entry of some unauthorized person into his room through the balcony. He said so to convince Max that there was a balcony outside the window through which one could come and go unobserved.
 7. Fowler was greatly impressed by Ausable's alertness and presence of mind. He had saved both the report and himself from Max's evil intentions.
- B.
1. Suddenly encountering a wily stranger wielding a semi-automatic pistol upon entering the room of a secret agent was Fowler's first authentic thrill of the day. He had, after all, been quite disheartened by his initial encounters with Ausable, the secret agent who had failed to impress Fowler.
 2. Sensing Fowler's disappointment and frustration about a dull, unexciting evening spent with him, Ausable offers him consolation with the prospect that soon Fowler would witness a historic moment. This would be when an important report for which many had risked their lives would be in front of them. That thought, he hoped, would thrill Fowler.
 3. Max was a slender man, who despite his fox-like countenance did not look menacing at all. He lacked the sharp acumen of a spy and was quite gullible. We know this because he walked into Ausable's trap pretty unsuspectingly, and in fact fell to his death believing Ausable's balcony story.
 4. Ausable was a quick thinking, shrewd man. His sharp mind visualised the arrival of the waiter and the story he would cook up about it being the police. He makes this comment to misguide Max about the room layout, knowing fully well that Max would easily walk into his trap.
 5. Fowler must have learnt that the general impression one has of a secret agent was completely incorrect. They were not dashing mysterious glamorous figures but regular-looking mundane

people. Much of their job involved boredom and patience. But behind the facade a spy had a highly intelligent mind and other commendable unique abilities.

- C. 1. Ausable was indeed smarter than Max. Max had entered the room in Ausable's absence with the help of a passkey, and armed with a pistol, he had been waiting for Ausable to catch him unawares. Ausable, gauged the situation at once. He invented a story about how earlier, too, some intruder had entered the room through the balcony outside the window, and that Ausable had complained to the management about the lapse. When the hotel waiter knocked at the door to bring some drinks, Ausable pretended it was the police, whom he had told to check on him for extra protection. Max believed the story, and to avoid being caught, moved to the window. He jumped over the sill to reach the balcony, but as there was no balcony, he fell down into space, never to return. Thus, Max was gullible and less smart than Ausable.
2. Ausable was able to outwit Max very skilfully and with great presence of mind. He invented a story about there being a balcony outside the window through which one could come and go unobserved; he said that earlier some intruder had entered his room through the window and that Ausable had complained to the management about it. He also pretended that the paper being very important he had asked for extra protection and that the police would be checking on him to ensure that everything was all right. When a knock was heard on the door, it was the waiter with some drinks whom Ausable had asked to come, but Max thought it was the police and felt afraid that he might be caught, and he quickly moved to the window to escape into the balcony. As the knocking became louder, Max swung over the window sill and jumped into empty space screaming shrilly as in reality there was no balcony. Ausable was thus successful in outwitting Max.
3. Fowler had formed a poor impression of Ausable as a detective. Ausable was fat with an American accent. He did not fit any description of a secret agent Fowler had ever read. Fowler had come to Ausable in search of a romantic adventure, but he was disappointed to meet Ausable and to see the small room, the venue of the supposed adventure. By the end of the day, however, Fowler was very pleasantly surprised at the turn of events, and at Ausable's remarkable role in it. Most unexpectedly Ausable outwitted Max by convincing him of the existence of a balcony outside the window; when the waiter with the drinks knocked on the door, Max thought it to be the police and jumped out of the window to his death, because the balcony did not exist.
4. "Looks can be deceptive" is an apt statement with reference to the story. Ausable's looks were very deceptive. He was most unlike a secret agent. Fowler felt let down on meeting him as he had expected some exciting adventure would take place. Eventually with the entry of another secret agent, Max, who wielded a pistol, Fowler witnessed both danger and excitement. Ausable, with great presence of mind outwitted Max who jumped to death out of the window on a non-existent balcony. Ausable had fooled Max into thinking there was a balcony outside the window. To avoid being caught by the police, Max had tried to escape through the window. Ausable's looks were indeed deceptive.

4. A Question of Trust

- A. 1. Horace Danby was fifty years old and considered to be a good, honest citizen. He was unmarried and lived with his housekeeper. He was healthy enough except for hay fever attacks in summer. He made locks, was good and respectable but not completely honest.
2. Horace robbed a safe every year and with the newly-acquired money he bought books through an agent. He loved rare and expensive books.
3. For over two weeks he studied the house at Shotover Grange. He studied its rooms, its electrical

wiring, its paths and its garden. He knew the number of servants working there, when they would be away, the name of the dog, and the approximate cost of the jewels in the safe and safe's location.

4. Sherry, the dog stirred and made a noise as soon as Horace passed him in the kitchen. Horace's nose began to tickle due to the smell of the flowers in a bowl. They were hindering him in his work. As he buried his face in his handkerchief after sneezing twice, he heard a woman's voice asking whether he was suffering from hay fever or a cold.
 5. Horace met a pretty young woman dressed in red. She had a quiet and kindly, yet firm, voice. She pretended to be the owner's wife.
 6. The woman told Horace that she had forgotten the combination which would open the safe, she wanted to take out some jewellery from the safe for a party that night. She requested Horace to open the safe for her, and she promised that she would not inform the police about him.
 7. Horace got tricked into believing what the woman had said. He left the house after opening the safe for her. After two days, however, he was arrested on the charge of robbery as his fingerprints were all over the scene of crime. Nobody believed his story about the owner's wife. The real owner's wife said his story was nonsense.
- B.
1. Horace had a respectable image and everyone thought he was a good, honest citizen. He made his livelihood from a successful locks business. He was unmarried and in good physical health. He lived with his housekeeper who fussed over his health. No one could suspect he was not altogether honest.
 2. Horace had spent two weeks studying the detailed layout of the rooms of the house along with the electric wiring. He knew the exact place of the safe and also knew that it held jewels worth fifteen thousand pounds. In addition to this, he kept a track of the servants' whereabouts and movement.
 3. Horace called them foolish because the entire information of the house along with the detailed map had been published in a magazine a few days back. The article, along with the map, also mentioned that the safe was concealed behind a painting. All this information made Horace's job quite simple.
 4. Horace felt mortified at the thought that the person whom he believed he had helped was just another thief. Thieves are known to help each other but here Horace was completely outwitted by another thief. Worst of all he had to go to prison while she got away scot free.
 5. The owner of the house informed the police upon discovering that she had been robbed. While investigating, the police found Horace's fingerprints. It was then easy for the police to match the fingerprints as Horace had served a prison sentence earlier too and his name was on the police records.
- C.
1. The title of the story is most appropriate. The pretty young woman in the red dress was actually a thief, and she used Horace to open the safe so that she could steal the jewellery kept inside. Horace trusted her blindly as he believed her to be the owner's wife. He helped her by opening the safe and trusted her when she promised not to complain to the police about him. He left soon after opening the safe, feeling secure in the knowledge that she would keep her word. But after two days, he was arrested on the charge of robbery. The woman had betrayed his trust, and therefore, the title "A question of trust" is justified.
 2. The lady in the house fooled Horace by pretending to be the owner's wife. She said that she had forgotten the combination of the safe and wanted to take out some jewellery from the safe to wear at a party that night. She understood that Horace did not want to go to prison and used this fear

to blackmail him into opening the safe for her. She assured him that she would not tell the police about him if he opened the safe for her. Horace accepted her word, opened the safe and left the house. The woman, however, did not keep her word beyond two days. On the third day, Horace was arrested on the charge of robbery as his finger prints were all over the crime scene. Nobody believed his version that the owner's wife herself had asked him to open the safe for her. The wife of the owner said that his story was nonsense. In this way, Horace was completely fooled by the lady in the house.

3. One foolish action on Horace's part was that he sneezed so loudly that the woman heard it from the top of the house and came down to investigate. His second foolish action was to think that the woman was a member of the owner's family. The third foolish action was to believe she was the owner's wife and that she was in genuine distress. The fourth foolish action was to tell her that he hated the thought of going to prison. This led to her threatening him that she would call the police if he did not open the safe for her. Lastly, he took her word that she would not report the burglary, and he left without taking any further precautions to ensure his own safety.

5. FOOTPRINTS WITHOUT FEET

- A.
1. The boys were surprised at the fresh muddy imprints of a pair of bare feet on the steps of a house in the middle of London.
 2. Griffin was a brilliant scientist who had carried out experiment after experiment to prove that the human body could become invisible. He was rather a lawless person.
 3. Griffin swallowed certain rare drugs and his body became as transparent as a sheet of glass – though it also remained as solid as glass.
 4. At times Griffin wore nothing if he wanted to elude his pursuers. On one occasion his attire consisted of warm clothes, shoes, overcoat and a wide-brimmed hat. In Drury Lane he wore bandages round his forehead, dark glasses, false nose, big bushy side whiskers, and a large hat.
 5. Mrs. Hall was the owner of an inn in Iping. She was happy having Griffin as a customer because he had paid her rent in advance. She was prepared to excuse his strange habits and irritable temper.
 6. Mrs Hall considered Griffin to be strange because he came to the inn in winter which was not a usual time for a stranger to arrive. He told her that he had come to Iping to enjoy solitude, that he did not wish to be disturbed in his work, and that his face had been affected by an accident.
 7. The clergyman and his wife were awakened one night by noises in the study. Creeping downstairs, they heard the chink of money being taken from the clergyman's desk.
 8. Griffin had thrown off the bandages, whiskers, spectacles and even nose which been covering his face and he had become headless. As Griffin threw off one garment after another he became completely invisible. The constable struggled with him without being able to see him. Finally he became unconscious in trying to hold on to Griffin.
- B.
1. Griffin was a brilliant scientist but he was also a rather lawless person. He lived in a rented house. His landlord detested him and wanted to oust him from the house. In revenge, Griffin set fire to the landlord's house. In order to escape he had remove his clothes. Thus, he ended up homeless in London.
 2. In order to escape after setting the house on fire, Griffin removed his clothes and escaped to the streets. But the timing was not correct. It was mid-winter in London. The air was extremely cold and it was difficult to withstand cold without clothes.

3. When Griffin saw the shop assistants giving him a chase, he panicked and ran fast but he knew they would catch him soon enough. So in order to escape without being seen, he resorted to his old technique of removing his clothes and becoming invisible.
 4. Receiving a guest at an inn in cold winter was an unusual event. Griffin's replies made Mrs Hall to conclude that her guest was an eccentric scientist. But Griffin had paid in advance, therefore Mrs Hall was prepared to excuse the strange ways of her guest.
 5. Griffin was a brilliant scientist, but unethical and lawless. He was vengeful as he burnt down his landlord's house, and unscrupulous in robbing people. He had a nasty and vicious temper, did not like to be questioned, and was quick to pick up quarrels or use violence even when at fault.
- C.
1. The invisible man was indeed a lawless person. His landlord tried to eject him because he did not like him. In revenge Griffin set fire to the house. In London he sneaked into a big store and helped himself to food and clothing without paying anything. Next he entered a shop in Drury Lane to get himself suitable attire and to disguise his invisible state. To escape being seen he attacked the shopkeeper from behind and stole whatever money he could find. In Iping he stole money from a clergyman's house. On being surrounded by some people and Jaffers, the constable, Griffin took advantage of his invisibility and rained blows upon anyone who came close, not caring whom he might be injuring and to what extent.
 2. Griffin committed many thefts. He had no clothes and it was mid-winter in London. He slipped into a store for warmth and enjoyed food and clothing of his choice without paying for them. On being caught and chased from there, and finding himself invisible but naked in the January chill, he committed a theft in a costume shop in Drury Lane. He stole bandages, dark glasses, false nose, big bushy side whiskers and a large hat. In Iping soon he found himself short of cash when the stolen money had all been exhausted. He then committed a theft in a clergyman's house by stealing money from his desk in the study.
 3. Mrs Hall and her husband peeped into Griffin's room on seeing the door wide open. As they thought the room was empty out of curiosity they decided to investigate. Suddenly Mrs Hall heard a sniff close to her ear. The next moment the hat on the bedpost leapt up and dashed against her face. Then the bedroom chair came to life and springing into the air it charged straight at her, legs foremost. As they tried to escape from the room in terror the extraordinary chair pushed them both out of the room, and then appeared to slam and lock the door after them. Mrs Hall thought the room was haunted and that Griffin was somehow responsible for the state of affairs. It was this strange behaviour of the furniture which made Mrs. Hall believe that there were spirits in her inn.
 4. Jaffers was the village constable who had secretly been sent for. But before he could arrive, Mrs Hall confronted Griffin, enquiring from him as to what he had done to her chair, how he came out of an empty room and how he entered a locked room. In great fury, Griffin threw off his disguise, and became headless. Jaffers had to arrest a headless man, a task which he found surprising. Next while trying to escape Griffin threw off all his clothes one by one. Jaffers then tried hard to get hold of a man who was soon becoming invisible. He next found himself struggling with someone he could not see all. Some people tried to help him, but found themselves hit by blows that seemed to come from nowhere. In the end Jaffers was knocked unconscious as he made a last attempt to hold on to the unseen scientist.

6. The Making of a Scientist

- A.
1. Richard Ebright was a world renowned scientist. He completed pioneering research on cell life. He grew up in north of Reading in Pennsylvania.

2. As a child in kindergarten he collected butterflies, rocks, fossils and coins.
 3. He could not play football where he lived because he was an only child, and he could not play such a game with a team of one.
 4. A children's book called *The Travels of Monarch X* opened up the world of science for him.
 5. He kept thousands of female monarch butterflies in his basement to raise a flock of them. He did this for research work on butterfly migrations.
 6. Ebright helped the butterflies to multiply by catching a female monarch, taking her eggs, and raising them in his basement through their life cycle, from egg to caterpillar to pupa to adult butterfly. For several years his basement was home to thousands of monarchs in different stages of development.
 7. Ebright's eighth grade project was on finding the cause of a viral disease that kills nearly all monarch caterpillars every few years.
- B.
1. Ebright was a passionate and eager learner from his very childhood. He had tremendous curiosity and he showed exceptional determination. He was bright and had a keen interest in learning. He had a competitive, driving spirit and he liked to research and experiment. All these qualities helped him to become a scientist.
 2. Ebright's mother was his constant companion during childhood and the driving factor behind all his learning. She encouraged his learning by taking him on trips, buying him microscopes, telescopes, and any other equipment which helped him to learn. The book named 'The Travels of Monarch X' which opened the world of science to him was bought by his mother.
 3. Monarch butterflies do not taste good to birds therefore birds tend to avoid them. Viceroy butterflies, on the other hand, make tasty food for the birds and are therefore hunted down by them. So in order to avoid falling prey to birds, the viceroy butterflies copy the monarch butterflies.
 4. Besides having a passion for science, Ebright had many other interests. He was a champion debater and public speaker, and good at outdoor activities like canoeing. He was also an expert photographer, particularly of nature and scientific exhibits. In school he was a straight A student, and turned a lot of his energy towards school clubs.
- C.
1. Ebright, an only child, grew up north of Reading in Pennsylvania. He could not do much there. He could not play football or baseball with a team of one. He developed an interest in collecting things, and he began collecting butterflies, rocks, fossils and coins. He became an eager astronomer, too, sometimes star-gazing all night. He had a driving curiosity and a bright mind. He also had a mother who encouraged his interest in learning. She took him on trips, bought him telescopes, microscopes, cameras, mounting materials, and other equipment and helped him in other ways. He earned top grades in school. In the second grade Ebright had collected all twenty-five species of butterflies present around his town.
 2. In his seventh grade he entered a county science fair with a project displaying slides of frog tissues. For his eighth grade project, Ebright tried to find the cause of a viral disease that kills nearly all monarch caterpillars every few years. Another science fair project of his was testing the theory that viceroy butterflies copy monarchs, and he won a prize for it. This project led to his theory on the life of cells. In his second year in high school, he started a project that led to the discovery of an unknown hormone in insects; he then built a device which showed that the twelve tiny gold spots on a monarch pupa were producing a hormone necessary for the butterfly's full development. In his senior year, he grew cells from a monarch's wing in a culture and proved that the cells would divide and develop into normal butterfly wing scales only if they were fed the

hormone from the gold spots. He won the first place for zoology at the International Fair for this project.

3. Ebright made a very valuable contribution to science. Through his research projects on the monarch butterfly and the gold spots on its wings, he was able to discover not only the hormone necessary for the full development of the butterfly, but also the hormone's chemical structure. This discovery led to his theory about cell life, and gave the answer to one of biology's puzzles: how the cell can 'read' the blueprint of its DNA. DNA being the substance in the nucleus of a cell that controls heredity, determines the form and function of the cell, and thus becomes the blueprint for life. He and his room-mate's wrote a paper explaining the theory. Later Ebright did experiments to test this theory. If the theory proves correct it will be a big step towards understanding the processes of life. It might also lead to new ideas for preventing some types of cancer and other diseases.
4. In his childhood Ebright's mother had presented him a children's book called *The Travels of Monarch X*, which was about how monarch butterflies migrate to Central America. Developing an interest in monarch butterflies, for several years Ebright kept thousands of these in his basement, raising them through their life cycle, from egg to caterpillar to pupa to adult butterfly. Later he worked on a project trying to find the cause of a viral disease that killed nearly all monarch caterpillars every few years. Next he tested his discovery that viceroy butterflies copy monarchs. Then he started a research that led to the discovery of an unknown hormone in insects. With another student he built a device which showed that the twelve gold spots on a monarch pupa were producing a hormone necessary for the butterfly's full development. This led to his new theory about the life of cells.

7. The Necklace

- A. 1. Matilda was a pretty young lady born into a family of clerks. As she had no dowry she could not marry anyone rich or distinguished, but allowed herself to marry a petty clerk. She was simple but she was unhappy. She had a rich friend whom she did not like to visit out of jealousy.
2. Matilda was unhappy because she felt herself born for all delicacies and luxuries. She suffered from the poverty of her apartment, the shabby walls and the worn chairs. She would think of elegant dinners and shining silver. She had neither frocks nor jewels and she loved only these things.
3. Matilda's husband brought home one day an invitation for the two of them from the Minister of Public Instruction and Madame George Ramponneau to attend a party at their residence.
4. Matilda was not happy with the invitation because she had nothing appropriate to wear.
5. Her husband at first suggested that she wear the dress she wore to the theatre, but when she started weeping at the suggestion, he offered to buy her a dress with the money he had saved to buy a gun.
6. Her husband at first suggested she wear natural flowers which would look very chic in that season. But Matilda objected because she did not want to appear shabby in the midst of rich women. He then suggested that borrow some jewels from her rich friend Mme Forestier.
7. The necklace got lost. On reaching home, as Matilda began to undress she was horrified to see that the necklace was no longer around her neck. Both husband and wife searched for it everywhere but did not find it. They informed the police, the cab office, offered a reward but failed to find it.

8. The result of borrowing the necklace caused Matilda a lot of suffering. She replaced it for a huge amount after spending all her husband's savings and taking a loan. The couple had to reduce their lifestyle to a much lower level in order to repay the loan. In the ten-year process Matilda aged before her time.
- B.
1. Matilda was an extremely pretty girl born in a poor family. She grew up believing that because she was so pretty she deserved to live a rich and elegant life. However, she married a poor clerk and so her dreams remained unfulfilled. That is why she was always unhappy.
 2. M. Loisel was content with whatever he had. At the dinner table he would express great excitement even though the meal was a frugal potpie. He selflessly parted with four hundred francs, which he had saved for a gun for himself, for Matilda's dress just to make her happy.
 3. Matilda's reaction reveals her complaining, ungrateful nature even when her husband tried his best to make her happy. It also reveals her self-centred outlook as she is only concerned about how she would appear at a party in her ordinary clothes. She does not value the thoughtful kindness of her husband.
 4. After the initial euphoria of the party, Matilda plunged into a life of toil and misery in an effort to repay their loans. She washed utensils and clothes, mopped the floors and went out to buy vegetables and groceries. She now did all that she had never done before.
 5. Matilda would have felt shocked and angry at herself for not telling Mme Forestier the truth earlier. She would also be guilty and remorseful at her own false vanity due to which she had brought ruin upon herself and her husband, and perhaps cursed the irony of life.
- C.
1. Matilda was a pretty young lady born into a family of clerks. As she had no dowry she could not marry anyone rich or distinguished, but allowed herself to marry a petty clerk. She was simple but she was unhappy. Matilda was unhappy because she felt herself born for all delicacies and luxuries. She suffered incessantly from the poverty of her apartment, the shabby walls and the worn chairs. All these things tortured and angered her. She would think of elegant dinners and shining silver, exquisite food served in marvellous dishes. She had neither frocks nor jewels, nothing; and she loved only these things. She had a rich friend, a schoolmate at the convent who she did not like to visit out of jealousy, because after these visits she wept for whole days from despair and disappointment.
 2. There is much irony in the story *The necklace*. Matilda borrowed a diamond necklace from her rich friend. On losing it, Matilda bought a similar one for a huge amount to replace it. Her friend put it away without even looking at it. Matilda's husband had to spend all his life's savings and take a loan to cover the cost of the new necklace. In order to repay the loan the couple lowered their lifestyle; they dismissed their maid, changed their lodgings and rented some rooms in an attic. Matilda did all the household chores, bought the daily supplies, took down the garbage, and carried up water. Her husband, too, did extra work in the evenings and at night to earn more money. It took them ten years to repay the loan. One day Matilda, looking much older than her actual age, met Mme Forestier who was still young and pretty as before. Her friend did not recognise Matilda, and when Matilda told her about the loan and its repayment, she revealed the ironical truth that the lost necklace was artificial.
 3. In trying to keep up appearances, Matilda borrowed a diamond necklace from her rich friend Mme Forestier to wear to a party. The necklace got lost. Matilda never imagined the diamonds could be anything but real. She bought an expensive lookalike and returned it to her friend who put it away without even looking at it. Matilda's husband spent all his savings and took a loan to buy it. It took the couple ten years of hard work to repay the loan. They lowered the level of their lifestyle;

Matilda did all the household chores and her husband worked extra hours in the evenings and at night. Matilda began to look old due to the hard life she was forced to lead. Finally one day on meeting Mme Forestier the latter commented on Matilda's changed appearance. Matilda told her about the necklace being lost, its replacement, and the loan repayment. Her friend then revealed the shocking truth that the lost necklace was an artificial one. Matilda had wasted ten years of her life in an effort to keep up appearances.

8. THE HACK DRIVER

- A.
1. The narrator was a junior assistant clerk in a law firm. His work was not to prepare legal briefs but to serve summons, like a cheap private detective.
 2. The narrator was sent out forty miles in the country, to a town called New Mullions. He was sent there to serve summons on a man called Oliver Lutkins. He was needed by the firm as a witness in a law case, and he had ignored all the letters sent to him.
 3. The narrator was offered help by the delivery man at the station; he was a red-faced, cheerful-looking man, thick about the middle, and around forty years of age. He said that his name was Bill (he really was Lutkins himself but the writer did not know it).
 4. The narrator was disappointed with what he saw in the country village because he had been eagerly expecting a sweet and simple place. Instead he found its streets were rivers of mud, with rows of wooden shops, either painted a sour brown, or bare of any paint at all.
 5. The hack driver agreed to help the narrator find Lutkins for two dollars an hour. He also said that it would be difficult to locate him. He took the narrator to Fritz's shop, then to Gustaff's, Gray's barber shop and finally to the farm where Lutkins' mother lived.
 6. Lutkins' mother denied any knowledge of his whereabouts. On being told that the narrator was a representative of the court, and had the right to search the premises for Oliver, she went into the kitchen and seizing an iron from the stove marched on them shouting that they shouldn't mind getting burnt first. She pretended to be angry with the visitors.
 7. At the end of the story the writer was surprised to know that Bill, who helped him look for Lutkins all over the village, was Oliver Lutkins himself.
- B.
1. The narrator found his training period extremely unpleasant as even though he was working for a reputable law firm, his actual job was that of a cheap private detective. He was sent to dirty, shadowy corners of the city to seek out his victims and he often got beaten up by some of them.
 2. The narrator was sent to New Mullions to find one Lutkins who was wanted as prime witness for an important case. He found the place dull, dirty and dusty far from his expectations of a pretty countryside place. The only pleasing sight was that of the pleasant delivery man.
 3. The delivery man was the only agreeable sight in an otherwise unpleasant place. He was red-faced and cheerful and a little plump around his waist. His clothes were well-worn and dirty, but he had an overall friendly manner and was the kind people instinctively liked.
 4. The village folk were quite fond of Lutkins and wanted to help him to keep his identity unknown. It also reflects the closeness of the rural community and its general distrust of city-dwellers. They all enjoyed making a fool of the narrator while safe-guarding their own member.
 5. After his initial unsuccessful attempt at locating Lutkins, the narrator was sent back to New Mullions along with a colleague who had worked with Lutkins earlier. At the station, when the narrator suggested that they take the help of the delivery man, his colleague revealed that the delivery man was Lutkins himself.

- C. 1. Lutkins fools the narrator by taking him to different places in the village. He also tells him that Lutkins owes him fifty cents on a poker game and is not likely to pay him the debt. Obviously the owners of the various shops they visit are familiar with his behaviour and do not reveal his identity. At Fritz's shop on enquiring about Lutkins, they are told that he was there a little while ago and might have gone to Gustaff's to get a shave. At Gustaff's shop, the owner says angrily that he had not seen Lutkins and that if Bill were to meet him he should collect the dollar thirty-five he owed him. Then Bill takes him to Gray's barber shop, where they are told that they have missed him by just five minutes. Next Bill makes the narrator pay heavily for six hours including the lunch hour. Finally Bill takes the narrator to the farm where Lutkins' mother lives. She denies having seen him and angrily threatens to burn them with a hot iron if they persist in their search.
2. The narrator appears to be easygoing and good-natured. He gets impressed easily and is ready to trust others. In no time Bill wins him over with his wide smile and cheerful face. The narrator feels glad that that his fare money would go to the good fellow. The narrator found his company and talk so enjoyable that he did not care whether he found Lutkins or not. The narrator is simple at heart and gets completely carried away by Bill's comments on various topics and his convincing efforts to locate Lutkins. He does not think for a moment about the reaction of his superiors when he would see them with the information that he had failed to meet Lutkins. Thus, he wants to live in the present and enjoy every moment, and is not sufficiently far-sighted to imagine any serious consequences of his actions.
3. The narrator certainly had a lot to learn about people. He took everything at its face value and believed every word uttered by Bill. The narrator had come to New Mullions to locate Lutkins in order to serve the summons on him. The irony was that Bill, (Lutkins himself), met him at the station and tricked him into believing that he would help him find Lutkins. Bill took the narrator to various places looking for Lutkins. Everywhere, for obvious reasons, they did not meet Lutkins; they were told by those present that either Lutkins had just left or that he had not been there. The last visit was to Lutkin's mother's farm. The mother too, equally skilled in putting on an act, denied any knowledge of her son's whereabouts, and pretended to be very angry. The narrator had to return to the city without completing his work because he trusted Bill blindly. He, therefore, had to learn to be careful when talking to complete strangers.

9. BHOLI

- A. 1. Sulekha, whose name was changed to Bholi, the simpleton, was the fourth daughter and youngest child of Numberdar Ramlal.
2. Sulekha's name was changed because at the age of ten months, she had fallen off the cot on her head and perhaps it had damaged some part of her brain. That is why she remained a backward child and came to be known as Bholi, the simpleton.
3. At birth, Bholi was very fair and pretty. But when she was two years old, she had an attack of small-pox. Only the eyes were saved, but the entire body was permanently disfigured by deep black pockmarks. Sulekha learnt to speak only at five, and then too, she stammered.
4. Ramlal was a *Numberdar*, the father of three sons and four daughters. He was a prosperous farmer and there was plenty to eat and drink. All his children except Bholi were strong and healthy.
5. Ramlal was worried about Bholi. Among his daughters, Radha was already married, the second one's marriage was settled, and soon he would consider finding a match for the third daughter, it was Bholi's settlement that was a source of worry. She had neither good looks nor intelligence.
6. Ramlal sent Bholi to school because being a government official he needed to set an example

and send his daughters to school. Ramlal's wife told him that if girls went to school nobody would marry them and that he should send Bholi to school as there was little chance of finding a husband for her anyway.

7. Girls were not sent to school in Ramlal's village because the villagers were conservative and did not think it was important to educate girls. Ramlal himself was educating his three sons in the city, but had only marriage in mind for his girls.
 8. Bholi did not marry the groom because she said that he was a mean, heartless, greedy and contemptible coward. She said so because just before the garland ceremony, after seeing Bholi's face, the groom had demanded five thousand rupees as dowry without which there would be no wedding.
- B.
1. When she was ten months old, Bholi had fallen off the cot, hurting herself on the head. This, perhaps, had injured her brain. As a result, she remained comparatively backward in learning and so she was nicknamed Bholi which means a simpleton.
 2. In earlier times, education was looked upon as a disqualification for girls seeking matrimony. Bholi was anyway not considered eligible for matrimony due to her lack of intelligence and because her face and body had been disfigured due to smallpox. Thus, her mother suggested that she, and not her sisters, should attend school.
 3. Bholi was extremely nervous and felt lost on her first day at school. She had no idea about what to do and did not know how to read. She felt lonely and frightened, and cried helplessly when she stammered. The only comfort she drew was from her kind, gentle teacher.
 4. The teacher treated Bholi very politely. In very soft and soothing voice she asked Bholi her name. She encouraged her and asked Bholi to conquer fear and as a result she was able to speak coherently. She encouraged Bholi and gave her a book full of nice pictures. She even assured her that she would soon be able to speak like everyone else.
 5. At her wedding, when Bishamber Nath demands money, Bholi spurns him outright. She cares little for the hypocritical opinion of the assembled guests who do not protest Bishamber's greed but Bholi's righteous anger. Due to education received in the school, the frightened little girl became a confident woman who can take decision on her own.
- C.
1. Ramlal was a prosperous farmer and the father of seven children. There was plenty to eat and drink. The sons were studying in the city, but for the daughters marriage was the only option. Radha the eldest was already married, the second daughter Mangla's marriage had been settled, and after it was done Ramlal would find a match for Champa the third daughter. But Bholi's settlement was a source of worry; all Ramlal's children except Bholi were strong and healthy; she was neither good-looking nor intelligent; at ten months she had fallen off her cot on the head, and at two years she had an attack of small pox after which her whole body except her eyes was disfigured with black pockmarks. Perhaps due to some damage to her brain she started speaking only at five years and then too she would stammer. She was considered to be a simpleton and this is why her name was changed from Sulekha to Bholi.
 2. Bholi's action at the wedding surprised everyone because she was supposed to be a simpleton, a dumb cow and a stammering fool. When Bholi spoke in a clear loud voice that her father should take back his money as she would not marry the groom, her parents, siblings, relations and neighbours were startled to hear her speak without even the slightest stammer. Her father was thunderstruck, the guests began to whisper that she was so ugly and so shameless. Ramlal asked her shouting whether she was crazy to speak out the way she did, disgracing the family,

and he pleaded with her to have some regard for their *izzat*. An old woman present called her a shameless girl who she thought was a harmless dumb cow.

3. The teacher considered Bholi as her masterpiece, because she had been solely responsible for transforming the stammering, dumb cow that was Bholi into a confident young woman who knew what she wanted to do in life and how to achieve her goal. On her first day in school, Bholi was very confused as she did not know what a school was like and what happened there. The teacher asked her what her name was and Bholi only stammered, after which she began to cry helplessly. The teacher handled her very affectionately and with great kindness. Gradually over the years Bholi lost her fear and became confident. On the cancellation of the marriage her father said that nobody would marry her and wondered what would happen to her. Bholi replied confidently that he should not worry, that she would serve her parents in their old age, and that she would become a teacher in the same school where she had learnt so much. The teacher too had been there watching the drama, and was thoroughly pleased and satisfied at Bholi's behaviour and the way she had turned out under her guidance.

10. The Book that Saved the World

- A. 1. Think-Tank is considered to be the most intelligent and brilliant of all Martians. He is also their Commander-in-Chief. He has a huge egg-shaped head, and he wears a long robe decorated with stars and circles. He is very arrogant and demands excessive flattery from his people.
2. Sergeant Oop, Captain Omega and Lieutenant Iota are officers of the crew on board Space Probe One. Noodle is an apprentice working under Think-Tank at the Mars Space Control, and eagerly tries to please and obey Think-Tank.
3. The historian tells the audience a story set in the 20th century, often called the Era of the Book. There were books about everything; they taught people how to, when to, where to and why to. The strangest thing a book ever did was to save the earth from a Martian invasion.
4. Think-Tank orders his crew to contact the space probe, because he wanted to invade that primitive ball of mud called earth before lunch.
5. On first contacting the crew on earth Noodle finds out their location, which is square-shaped room full of two thousand peculiar items that they have never seen before.
6. Think-Tank comes across as an arrogant person in his speech and behaviour. He constantly demands flattery from his people. He thinks he is the most fantastically intellectually gifted being in the land. He gives his opinion authoritatively when the earth crew finds books; he suggests the purpose for which they might be used. He says he can never be wrong, and is annoyed if anybody even suggests it.
7. Noodle seems to be smarter than Think-Tank because he is better informed than his master. He cleverly handles Think-Tank's eccentric behaviour. He gives useful information regarding books and their use. He tells the others that books are neither for eating nor for listening, but for eye communication. He also reminds Think-Tank about the vitamins for the crew to increase their intelligence.
8. The crew reads the book Mother Goose. Nursery Rhymes are written in the book. The crew reads out "Mistress Mary, quite contrary", "Hey diddle diddle!" and "Humpty Dumpty".
- B. 1. The Historian has to describe books because the twenty-fifth century people had no idea what books were. He describes the curiosities of the twentieth century which was called the Era of the Books. There were books about everything and taught people how to, when to, where to, and why to.

2. Think-Tank has a huge, egg-shaped head. He wore a long rope decorated with stars and circles. He is obsessed with himself. He makes Apprentice Noodle repeat his salutation because Noodle missed a part of it. Think-Tank is narcissist. He admires himself in the mirror, and thinks his balloon head is a mark of handsomeness.
 3. The Martians are perplexed at the sight of the books and they make many guesses as to what they might be. They first assume that they are hats, then Think-Tank suggests they are sandwiches. They also imagine them to be some sort of communication devices or coded documents.
 4. Sceptical about eating the book sandwich, Iota suggests that Omega should have it as he had not eaten anything for a while. Omega declines the offer and says that he possibly could not eat it without first offering it to the Sergeant, and so poor Oop is pushed into eating the book 'sandwich'.
 5. The Martians are not able to comprehend the nursery rhymes of a large volume of Mother Goose. They interpret the rhyme Humpty Dumpty... as plan to capture Mars. The Martians feel that they are underprepared to face the Earthlings superior warfare and hence they drop the idea of invading Earth.
 6. Books are man's best companion and they are very important for us. Books are important sources of knowledge and learning. They provide not only information but also stimulate our imagination and emotions. Books provide knowledge of the outside world and help in broadening our horizons. They also serve as survival kits.
- C.
1. Think-Tank does come across as a comical character. He thinks that he is handsome, highly intelligent and all powerful. His arrogant behaviour makes him appear comical. He demands flattery from his subordinates. He complains when Noodle leaves out part of his flattering salutation and asks him to go over it again. He consults his mirror to confirm that he is the most fantastically intellectually gifted being in the land, and tells Noodle that if he keeps exercising his mind his brain would become a large balloon like his own. He thinks he can make no mistake and comically takes offence at even its suggestion. His interpretation of the nursery rhymes, and the cowardly reaction too, make him appear comical.
 2. Yes, the Martians completely misunderstood the Earthlings. They think that since Earthlings are always eating, the strange objects or books must be sandwiches and meant to be eaten; after tasting them and not finding them delicious they decide that books are communication devices for listening; they however, cannot hear anything and then conclude that books are meant for eye communication. They read "Mistress Mary" and "Hey diddle, diddle" nursery rhymes from the book Mother Goose and completely misinterpret the meaning. They think that the Earthlings had reached a high level of civilization. Finally on reading "Humpty Dumpty" who had a large head just like Think-Tank and "had a great fall", Think-Tank feels afraid that the earthlings are out to capture him and he cancels the plan to invade the earth.
 3. Think-Tank interprets each nursery rhyme in a wrong way. On hearing "Mistress Mary, quite contrary", he imagines that Earthlings had discovered how to combine agriculture and mining and could grow crops of rare metals such as silver; cockle shells indicated that they could grow high explosives too. The second nursery rhyme "Hey diddle, diddle" led him to believe that Earthlings had reached a high level of civilization and had taught musical culture and space techniques to their domestic animals; even their dogs had a sense of humour. The last rhyme "Humpty Dumpty" caused Think-Tank great alarm. After seeing Humpty Dumpty's picture, whose head was as large as his own, he thought the Earthlings had seen him, and that "had a great fall" meant that they were after him. He is terrorized and decides to abandon the plan of invading the earth.

4. The play contains plenty of humour. Think-Tank's arrogant behaviour is very amusing. He asks Noodle to repeat his salutation in its complete form including all the suitable terms of flattery. He questions a mirror to confirm that he is the most fantastically intellectually gifted being in the land. He is unhappy at the slow response of the mirror and demands a quicker one the next time. He tells Noodle that if he keeps exercising his mind his brain would become a large balloon like his own. He thinks he can make no mistake and humorously takes offence at even a suggestion of it. The Martians' understanding of books as sandwiches, and their attempt to taste them are amusing. Their view that books might be listening devices, and finally objects used for visual communication also produces humour. Think-Tank's interpretation of the three nursery rhymes, and his cowardly panicky reaction, which is in direct contrast to his boastful image of being all-powerful, is humorous too.