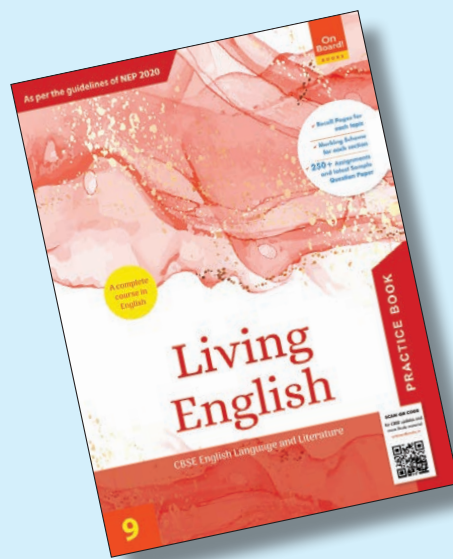


Living English

COMPANION

a complete resource for teachers

PRACTICE BOOK ♦ CLASS 9



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Section A: READING

Factual Passages

Assignment 1

- | | | | |
|--------------------|---------|--------|---------|
| 1.1 a. iii. | b. iv. | c. iv. | d. i. |
| e. i. | f. iii. | g. i. | h. iii. |
| i. ii. | j. ii. | k. i. | l. ii. |

Assignment 2

- | | | | |
|-------------------|---------|---------|--------|
| 2.1 a. ii. | b. iii. | c. iv. | d. i. |
| e. i. | f. iv. | g. iii. | h. i. |
| i. iv. | j. ii. | k. iii. | l. iv. |

Assignment 3

- | | | | |
|------------------|---------|--------|--------|
| 3.1 a. i. | b. iv. | c. iv. | d. iv. |
| e. i. | f. iii. | g. ii. | h. ii. |
| i. iv. | j. i. | k. ii. | l. iv. |

Assignment 4

- | | | | |
|--------------------|---------|---------|---------|
| 4.1 a. iii. | b. ii. | c. iii. | d. i. |
| e. ii. | f. iii. | g. iv. | h. iii. |
| i. iii. | j. i. | k. ii. | l. iv. |

Assignment 5

- | | | | |
|------------------|---------|---------|--------|
| 5.1 a. i. | b. iii. | c. iii. | d. iv. |
| e. ii. | f. ii. | g. iii. | h. i. |
| i. i. | j. ii. | k. iii. | l. iv. |

Assignment 6

- | | | | |
|-------------------|---------|---------|---------|
| 6.1 a. ii. | b. iv. | c. iii. | d. i. |
| e. ii. | f. iv. | g. ii. | h. iii. |
| i. i. | j. iii. | k. i. | l. iv. |

Assignment 7

- | | | | |
|-------------------|---------|--------|---------|
| 7.1 a. ii. | b. iv. | c. iv. | d. iii. |
| e. i. | f. iii. | g. i. | h. ii. |
| i. ii. | j. iv. | k. ii. | l. ii. |

Assignment 8

- | | | | |
|--------------------|---------|---------|---------|
| 8.1 a. iii. | b. iii. | c. i. | d. iv. |
| e. ii. | f. ii. | g. iii. | h. iii. |
| i. i. | j. ii. | k. iv. | l. iii. |

Assignment 9

- 9.1** a. i. b. iii. c. iii. d. ii.
e. i. f. ii. g. i. h. ii.
i. iii. j. iii. k. iv. l. iii.

Assignment 10

- 10.1** a. ii. b. iii. c. iii. d. iii.
e. ii. f. iv. g. i. h. iii.
i. iii. j. iv. k. ii. l. iii.

Assignment 11

- 11.1** a. iii. b. iv. c. iv. d. iv.
e. iii. f. i. g. iii. h. iii.
i. ii. j. iii. k. iii. l. i.

Assignment 12

- 12.1** a. iii. b. ii. c. iv. d. iv.
e. iii. f. ii. g. iv. h. iii.
i. i. j. iii. k. ii. l. iv.

Assignment 13

- 13.1** a. ii. b. iv. c. ii. d. ii.
e. i. f. iii. g. iv. h. iv.
i. iii. j. iv. k. iii. l. iv.

Assignment 14

- 14.1** a. iii. b. ii. c. ii. d. iv.
e. iii. f. iii. g. iii. h. iii.
i. i. j. iv. k. i. l. iii.

Assignment 15

- 15.1** a. ii. b. iv. c. iii. d. ii.
e. iv. f. ii. g. i. h. i.
i. iii. j. i. k. iv. l. ii.

Discursive Passages

Assignment 1

- 1.1** a. ii. b. iii. c. iii. d. i.
e. ii. f. iv. g. iii. h. i.
i. iv. j. ii. k. iii. l. i.

Assignment 2

- | | | | |
|------------------|---------|---------|---------|
| 2.1 a. i. | b. iii. | c. iv. | d. ii. |
| e. iii. | f. iv. | g. iii. | h. ii. |
| i. iii. | j. iv. | k. ii. | l. iii. |

Assignment 3

- | | | | |
|-------------------|---------|--------|---------|
| 3.1 a. ii. | b. iii. | c. iv. | d. i. |
| e. ii. | f. ii. | g. iv. | h. ii. |
| i. iii. | j. iii. | k. ii. | l. iii. |

Assignment 4

- | | | | |
|--------------------|---------|---------|---------|
| 4.1 a. iii. | b. iv. | c. ii. | d. ii. |
| e. i. | f. iv. | g. iii. | h. ii. |
| i. i. | j. iii. | k. iii. | l. iii. |

Assignment 5

- | | | | |
|-------------------|---------|---------|---------|
| 5.1 a. iv. | b. i. | c. ii. | d. iii. |
| e. iv. | f. i. | g. iii. | h. iii. |
| i. ii. | j. iii. | k. i. | l. iv. |

Assignment 6

- | | | | |
|------------------|--------|---------|---------|
| 6.1 a. i. | b. ii. | c. iv. | d. iii. |
| e. ii. | f. iv. | g. iv. | h. iv. |
| i. iii. | j. ii. | k. iii. | l. iv. |

Assignment 7

- | | | | |
|------------------|---------|---------|--------|
| 7.1 a. i. | b. iv. | c. iii. | d. iv. |
| e. iii. | f. iii. | g. ii. | h. i. |
| i. iii. | j. iv. | k. iii. | l. ii. |

Assignment 8

- | | | | |
|--------------------|--------|--------|--------|
| 8.1 a. iii. | b. i. | c. iv. | d. ii. |
| e. i. | f. ii. | g. iv. | h. ii. |
| i. i. | j. i. | k. ii. | l. ii. |

Assignment 9

- | | | | |
|-------------------|--------|---------|--------|
| 9.1 a. iv. | b. i. | c. iii. | d. ii. |
| e. ii. | f. iv. | g. ii. | h. ii. |
| i. i. | j. iv. | k. i. | l. iv. |

Assignment 10

- | | | | |
|--------------------|--------|--------|--------|
| 10.1 a. iv. | b. iv. | c. ii. | d. i. |
| e. iii. | f. i. | g. iv. | h. ii. |
| i. ii. | j. iv. | k. i. | l. iv. |

Assignment 11

- | | | | |
|--------------------|---------|--------|--------|
| 11.1 a. ii. | b. i. | c. iv. | d. ii. |
| e. iii. | f. iv. | g. i. | h. iv. |
| i. i. | j. iii. | k. ii. | l. i. |

Assignment 12

- | | | | |
|--------------------|---------|--------|---------|
| 12.1 a. ii. | b. iii. | c. iv. | d. i. |
| e. iv. | f. iii. | g. ii. | h. i. |
| i. iii. | j. i. | k. iv. | l. iii. |

Assignment 13

- | | | | |
|--------------------|--------|--------|---------|
| 13.1 a. ii. | b. iv. | c. i. | d. ii. |
| e. iii. | f. i. | g. ii. | h. iii. |
| i. i. | j. ii. | k. iv. | l. ii. |

Assignment 14

- | | | | |
|-------------------|--------|---------|--------|
| 14.1 a. i. | b. iv. | c. ii. | d. iv. |
| e. i. | f. ii. | g. iii. | h. ii. |
| i. iii. | j. iv. | k. i. | l. iv. |

Assignment 15

- | | | | |
|--------------------|--------|---------|---------|
| 15.1 a. iv. | b. iv. | c. ii. | d. iii. |
| e. iii. | f. i. | g. iii. | h. iv. |
| i. iii. | j. ii. | k. iii. | l. ii. |

Section B: GRAMMAR

Tenses

Assignment 1 – Simple Present

Fill in the blanks with the Simple Present Tense form of the verbs given in brackets.

1. My cousin works in the sales department of the store. (work)
2. I listen to popular songs while working. (listens)
3. Does Mitu go to the gym every day? (do, go)
4. It snows in January and February here. (snow)
5. I try to wake up at six in the morning. (try)
6. The school does not begin before 8 in the morning. (not begin)
7. Does she always wear a saree to work? (do, wear)
8. How many times a day does he quarrel with his friend? (do, quarrels)
9. She does not like to drink iced tea. (not, drinks)
10. He regularly contributes to the relief fund. (contribute)
11. This device switches off on its own. (switch)
12. Begin your speech as soon as the bell rings. (ring)
13. The brothers stay with their cousins each summer. (stay)
14. She believes that truth will always prevail. (believe)
15. Ramesh does a lot of work. (do)
16. My grandmother cooks very well. (cook)
17. This eye drop brings a sparkle to my eyes. (bring)

Assignment 2 – Present Continuous

Put the verbs in brackets in the Present Continuous Tense.

1. Ram is sitting next to Renu on the bench. (sit)
2. Gopal is not studying hard at all. (not study)
3. Time is flying by fast. (fly)
4. Where is she staying tonight? (she stay)
5. My brother is returning from work in an hour. (return)
6. What are they doing this weekend? (they do)
7. They are arriving in an hour's time. (arrive)
8. Mary is playing with her lamb. (play)

9. I am going to bed early these days. (go)
10. The snake is slithering down the path. (slither)
11. Sheena is running for a cause. (run)
12. They are gossiping right now. (gossip)
13. The fan is whirring at great speed. (whir)
14. Tina is managing her team very well. (manage)
15. Why are you chewing on your pencil? (you chew)
16. The aeroplane is landing at six in the morning. (land)
17. Turn on the radio. They are announcing something important. (announce)

Assignment 3 – Present Perfect

Fill in the blanks with the Present Perfect Tense form of the words in brackets.

1. We have bought a new house. (buy)
2. They have not planned their trip yet. (not plan)
3. Have you been to Maldives? (you be)
4. Wordsworth has written many poems. (write)
5. We have not seen any of Ray's films. (not see)
6. Have you seen your friend at the bus stop today? (you see)
7. The match has not started yet because of the rain. (not start)
8. Has he spoken to his mother about lunch? (he speak)
9. The dentists have gone on strike. (go)
10. She has not yet taken any medicine. (not yet take)
11. My laptop has stopped working. (stop)
12. Seema has not seen Rakhi for a long time. (not see)
13. She has sent only two mails to me. (send)
14. They have bought a new bed for their bedroom. (buy)
15. "Somebody has picked my pocket," the man shouted. (pick)
16. I have read five manuscripts in the last six months. (read)
17. They have never been to Shimla before. (never be)

Assignment 4 – Present Perfect Continuous

Fill in the blanks with the Present Perfect Continuous Tense form of the verbs in brackets.

1. Sahil's music has been gaining popularity now. (gaining)
2. He has been sleeping since noon. (sleep)
3. They have been travelling for a month now. (travel)

4. You have been listening to music for one hour. (listen)
5. She is exhausted as she has been walking for a long time. (walk)
6. She has been training for the Olympics for two years. (train)
7. My mother has not been keeping good health lately. (not keep)
8. The moon has been hiding behind the clouds. (hide)
9. The pianist has been playing continuously for twelve hours. (play)
10. You have not been submitting your homework for the last two weeks. (not submit)
11. Rupam has been playing chess for the school team for a year now. (play)
12. We have been walking in the rain for two hours. (walk)
13. My dog has been chasing its tail for half an hour. (chase)
14. Their team has been winning the trophy for seven years in a row. (win)
15. The cadets have been following a tight schedule. (follow)
16. She has been practising for her tournament since last month. (practise)

Assignment 5 – Simple Past

Rewrite the following sentences in the Simple Past Tense.

1. He relates an amusing anecdote.
He related an amusing anecdote.
2. We take sweets every time we visit them.
We took sweets every time we visited them.
3. She doesn't submit her homework.
She didn't submit her homework.
4. He sells food from his cart.
He sold food from his cart.
5. Does he visit the temple often?
Did he visit the temple often?..
6. Rina misses her cousin.
Rina missed her cousin.
7. He catches the flu every year.
He caught the flu every year.
8. They walk to the station because they are late.
They walked to the station because they were late.

Assignment 6 – Past Continuous

Based on the information given above, fill in the blanks with the Past Continuous form of the verbs.

1. On Monday between 5.30 and 6.30 p.m., Sheetal was painting a picture.
2. On Tuesday between 6 and 7 p.m., she was reading a book.
3. On Wednesday at 7 p.m., she was completing her homework.
4. On Thursday at 9 p.m., she was having dinner.
5. On Friday from 5 to 7 p.m., Sheetal was playing with friends.
6. On Saturday between 10 and 11 a.m., she was attending a dance class.
7. On Sunday between 3 and 5 p.m., she was watching a movie with friends.

Assignment 7 – Past Perfect

Fill in the blanks with the Past Perfect Tense form of the verbs in brackets.

1. The wells were drying because it had not rained all summer. (no rain)
2. His telephone connection was cut off because there had been a storm. (be)
3. The students had done their assignment well, so the teacher was happy. (do)
4. He had not eaten since morning, so he quickly prepared something. (no eat)
5. She couldn't enter the concert hall as she had lost her ticket. (lose)
6. They had not climbed this mountain before. (no climb)
7. He had arranged the files by the time I reached office. (arrange)
8. We had not learnt Spanish before, so she taught us how to speak the language. (no learn)
9. Tim had prepared well for the interview, so he was hired. (prepare)
10. He had seen the thieves running away from the shop. (see)
11. The audience had grown restless so he improvised on his act. (grow)
12. The flowers had bloomed in the springtime but have wilted now. (bloom)
13. Mrs Khanna had invited us for lunch so that we could meet her niece. (invite)
14. The kitchen had smelled bad till I cleaned it. (smell)
15. My ears hurt badly as I had caught a cold. (catch)

Assignment 8 – Past Perfect Continuous

Fill in the blanks with the Past Perfect Continuous Tense form of the verbs in brackets.

1. Renu was sad because her brother had been missing for a long time. (miss)
2. He had been watching the film for an hour when his friend arrived. (watch)
3. Tony had been training for five years before he became a professional singer. (train)
4. The team was confident as they had been practising regularly before the match. (practise)
5. For how long had they been waiting before the inauguration? (they wait)

6. The doctor prescribed an injection as he had been suffering from pain all night. (suffer)
7. She had been heading this company for five years before she changed jobs. (head)
8. It had been snowing since morning and the houses were covered in snow. (snow)
9. He had been thinking of leaving the office when the cab arrived. (think)
10. The composer had been working on his music for twelve years. (work)
11. She said that she had been writing the novel for the last six months. (write)
12. They had been listening to a ghost story before the lights suddenly went off. (listen)
13. The ground water level had been depleting slowly for several years before it became a matter of concern. (deplete)

Assignment 9 – Simple Future

Fill in the blanks with the Simple Future Tense form of the verbs from the given options.

1. When I go to college, I will choose subjects that I like.
2. He will go abroad to study.
3. You will regret not listening to me.
4. She will never know why she was attacked.
5. If you win, the school will be proud of you.
6. That will be all for now.
7. Toby will give away the secret.
8. This artefact will cost us lakhs of rupees.
9. I will never understand your sentiments.
10. You will do well in your exams.
11. I will not spend much money on clothes.
12. Leaving the job will not relieve you of your responsibilities.
13. I will take you to the fair.
14. They will cross the river at this point.
15. Mita will treat you to an ice cream today.

Assignment 10 – Future Continuous

Rewrite the following sentences in the Future Continuous Tense.

1. Our guest will leave this time tomorrow.
Our guest will be leaving this time tomorrow.
2. The doctor will see you now.
The doctor will be seeing you now.

3. Where will he go after he graduates?
Where will he be going after he graduates?
4. Your training will start on October 1.
Your training will be starting on October 1.
5. He will not go with us.
He will not be going with us.
6. The bus will leave at 6 in the evening.
The bus will be leaving at 6 in the evening.
7. I will go down to the beach on Sunday.
I will be going down to the beach on Sunday.
8. We will go for a movie tonight.
We will be going for a movie tonight.
9. They will play together as a team.
They will be playing together as a team.
10. The crowd will cheer when they see the champion.
The crowd will be cheering when they see the champion.

Assignment 11 – Future Perfect

Fill in the blanks with the Future Perfect Tense form of the verbs in brackets.

1. Uncle Tom will have sold his car by next week. (sell)
2. The tigers will have found a new habitat by next summer. (find)
3. The minister will have delivered his sermon before the congregation. (deliver)
4. I will have cooked dinner by 7 o'clock. (cook)
5. The participants will have arrived by morning. (arrive)
6. We will have planned the trip by tonight. (plan)
7. The police will have caught the thief by tomorrow. (catch)
8. The committee will have submitted its report by next week. (submit)
9. The manager will have spoken to his team before the tournament. (speak)
10. She will have left school in March. (leave)
11. I will have completed writing this novel by June. (complete)
12. By the time you read this letter, I will have left for Goa. (leave)
13. They will have finished their project by this time next week. (finish)
14. Will you have eaten by seven in the evening? (eat)
15. Will they have returned from their holiday by the time school reopens? (return)

Assignment 12 – Future Perfect Continuous

Fill in the blanks with the Future Perfect Continuous Tense form of the verbs in brackets.

1. He will have been running the whole morning, so he'll be tired. (run)
2. They will have been travelling for twenty-four hours before they reach Gurugram. (travel)
3. We will have been touring the city all day, and so will be exhausted. (tour)
4. He will have been swimming underwater for three minutes, so he will be breathless. (swim)
5. I will have been studying all day, so I will want to go to bed early. (study)
6. He will have been teaching for twenty years when he retires. (teach)
7. They will have been courting each other for three years before they get married. (court)
8. My aunt will have been living with us for ten years next month. (live)
9. He will have been studying German for two years when he gets the degree. (study)
10. In another five minutes, they will have been praying for you for an hour. (pray)
11. By end of next week, they will have been seeing each other for two years. (see)
12. How long will they have been working on their project come October? (work)
13. I will have been managing my uncle's store for six years. (manage)
14. She will have been singing songs on the radio for a couple of years now. (sing)
15. She will have been baking bread for an hour before you arrive. (bake)

Modals

Assignment 1

Fill in the blanks with modals from the box.

should, can, can't, could, couldn't, have to, didn't have to, must, mustn't, needn't

1. They are very well prepared for the exam. They shouldn't panic.
2. The doorbell is ringing. It must/could be the postman.
3. Can/Could I have that pen, please?
4. I couldn't have made this vase without your help.
5. He can't be so old! He looks only thirty.
6. I have to/should/must switch on the AC. It is very hot today.
7. I have an errand to run. I mustn't forget it.
8. Rini didn't have to go to the gymnasium today as her coach had given her the day off.
9. The boy is so good at chess! He must have been playing since he was very young.
10. You can start writing – the time starts now.
11. He can't be a good person. He has no principles.

12. I feel so weak that I can't do much exercise now.
13. Teachers tell us that we should/must be sincere in our effort to do any work.
14. You can/could/have to park the car in its allotted space.
15. I could eat four bananas at one go when I was young but now I can eat only one.

Assignment 2

Fill in the blanks with modals from the box.

would, can, can't, could, couldn't, have to, didn't have to, must, mustn't, needn't

1. Could/Can you show me your pass, please?
2. I have to wear braces all the time as my teeth are quite crooked.
3. You can take my car as I am not using it now.
4. They have a large business. They must be very well off.
5. They would play well as a team. They had good team spirit.
6. I needn't complete the task now. I can do it tomorrow.
7. He can't find his book. He must have left it at the library.
8. You didn't have to bring these flowers. I have got some from my garden.
9. She can't behave so rudely!
10. My parents always tell me that I mustn't lie.
11. They couldn't stop the chatter as the bus was full of children.
12. You couldn't have solved the problem yourself. You must have taken someone's help.
13. You needn't/didn't have to go to the shop. The refrigerator is full of provisions.
14. Every summer, we would go to my uncle's place in Ooty.
15. You can't blame him for your failure.
16. I would certainly do it if I could.
17. I can't talk now; I am late for office.

Assignment 3

Rewrite the sentences with **can, may, must, have to or has to**.

1. Bring your book to school tomorrow.
You have to bring your book to school tomorrow.
2. Perhaps she will agree to help you out.
She may agree to help you out.
3. Her father told her to visit her grandmother.
She has to visit her grandmother.
4. I need you to help me make the bed.

You must help me make the bed.

5. Look at those beautiful flowers.

Can you see those beautiful flowers?

6. Practise hard for your forthcoming tournament.

You have to practise hard for your forthcoming tournament.

7. Your guidance is necessary for the children's success.

You must guide the children for their success.

8. You are welcome to leave if you wish.

You may leave if you wish.

Determiners

Assignment 1 - Articles

Fill in the blanks with a, an or the.

1. Harry had a magic pen.
2. I will have to walk up the stairs.
3. Aunt Jane likes to have a hot cup of tea.
4. She is the epitome of grace.
5. Peter will be travelling to the Netherlands next week.
6. The child was sitting in the first row.
7. Please buy me an antiseptic cream.
8. This was truly a heroic deed!
9. I want to eat an omelette for breakfast.
10. He found a one-rupee note in his grandfather's old wooden box.
11. There is a union of two great minds.
12. I went to a university of great repute.
13. Ram is the heir to his father's successful business.
14. The king went looking for an heir to his throne as he did not have a child of his own.
15. The answer is incorrect.
16. Be careful when breaking an egg.
17. Reading that book gave me the greatest pleasure.

Assignment 2 - Articles

Fill in the blanks with the correct articles. Put X where no article is required.

1. The football match was seen by X thousands of people.

2. Mary had ~~X~~ ten little lambs.
3. Their victory made ~~X~~ history.
4. The weather was so good that they went for a picnic.
5. Strawberries and cream are the perfect combination.
6. Make hay while the sun shines.
7. The students were all quiet during the class.
8. An honest person is often laughed at by others.
9. Queen Elizabeth of England had been on the throne for many years.
10. They kept him ~~X~~ prisoner for forty days.
11. Shiela is still in ~~X~~ bed.
12. The gorgeous Helen created history.
13. Both ~~X~~ cricket and football are played in India.
14. He is a better singer than a lyricist.
15. She wields the pen with great pride.
16. One must never skip ~~X~~ breakfast.
17. The/An omelette is ~~X~~ delicious to eat.

Assignment 3 – Demonstrative Adjectives

Fill in the blanks with appropriate demonstratives.

1. This cake is delicious.
2. These dresses are cheaper than those over there.
3. Please pick up my books from that table over there.
4. May I take that/this flower?
5. Would you like to sit on this chair or that one by the door?
6. Sheena has that shivering fit again!
7. These mangoes are sweeter than those which I bought from the market.
8. This is all the flour I have to make bread.
9. This/that is good news, indeed!
10. Do I have to complete this task before I move on to the next one?
11. That bird sitting on the tree there is singing a sweet song.
12. Those that are brave never fear the unknown.
13. I would like to stack these books here.
14. Go ahead and open these/those gifts.
15. This/that horse is a little temperamental.
16. These/those nuts have been imported from Iran.

Assignment 4 – Possessive Adjectives

Fill in the blanks using **my, our, your, his, her, its** and **their**.

1. This is my car as the papers are in my name.
2. The dog was happily playing with its toy.
3. This chair is my/our/your/his/her/their father's.
4. Could we have our seats, please?
5. I would like to borrow your book, if you don't mind.
6. They sold off their house in a hurry.
7. We would be happy if you visited our home.
8. Her hair has a lovely shine as she oils it every day.
9. This is my uncle – my mother's brother.
10. The goose is poking its beak in the mud.
11. My/Our/Your/His/Her/Their party was a big success.
12. I take back my words.
13. Her shirt is whiter than her sister's.
14. The boy played his best at the concert.
15. The board meeting was cancelled as all its members were not present.
16. Write your name clearly on your answer script.
17. They must not spoil their chances of winning the match.

Assignment 5 – Adjectives of Quantity

Complete the following sentences with appropriate adjectives of quantity.

1. She doesn't show any interest in cricket.
2. Pratik rarely has any opinion on anything.
3. I have some leftover food so I don't need to cook.
4. No lie can be pardoned.
5. The whole mess was cleaned up in no time.
6. He got only some/half of the property.
7. There was a lot of mirth and laughter at the party.
8. Would you like to have some chutney?
9. Many/Some/A few/Several people were seen protesting the price hike.
10. A little/Some water will clear this blemish.
11. There is little/some hope of his returning.
12. Do you have any advice to give?

13. We cleared all the garbage from our rooms.
14. There have been a few/some/many cases of dengue.
15. He showed much kindness to his fellow beings.
16. May I have some water, please?
17. None of the/Some/A few witnesses dared to speak the truth.

Assignment 6 – Distributive Adjectives

Fill in the blanks with **either, neither, each or every**.

1. Either complete your work or stay back after school.
2. Neither of the girls was informed about the event.
3. Either of the two ways will lead you home.
4. Each pupil was provided with a set of pencils.
5. That year every parent-teacher meeting was unpleasant for Sue.
6. The students participate in the Annual Science Fair every year.
7. Neither this nor that is the correct answer.
8. Pray that neither of you catches a cold.
9. Either of you can take the responsibility to deliver the goods.
10. You are neither brave nor wise.
11. She can do either of two things.
12. He is either innocent or too clever.
13. Mary is the favourite of every teacher.
14. I like to walk to school every day.
15. It rains every afternoon here.
16. Each and every member of the club was welcomed to the seminar.
17. Each group was given a puzzle to work on.

Passive Voice

Assignment 1

Change the sentences into passive voice.

1. The Egyptians built pyramids thousands of years back.
Pyramids were built by the Egyptians thousands of years back.
2. The squirrel nibbled at the acorn.
The acorn was nibbled at by the squirrel.

3. They must have cleared up the path.
The path must have been cleared up by them.
4. The sudden appearance of the bear frightened them.
They were frightened by the sudden appearance of the bear.
5. The coach will tell us the rules of the game.
The rules of the game will be told to us by the coach.
6. The hostess prepared a room for the guest.
A room was prepared for the guest by the hostess.
7. She opened up the hosepipe.
The hosepipe was opened up by her.
8. The travellers broke their journey just before nightfall.
The journey was broken just before nightfall by the travellers.
9. He will close the deal tonight.
The deal will be closed tonight by him.
10. They closed the concert hall at nine.
The concert hall was closed at nine.

Assignment 2

Change the sentences into passive voice.

1. The witness spoke the truth.
The truth was spoken by the witness.
2. The lady wove a beautiful tapestry.
A beautiful tapestry was woven by the lady.
3. The doctor is examining the patient.
The patient is being examined by the doctor.
4. Tina wrote an interesting essay.
An interesting essay was written by Tina.
5. We designed a new landscape for our garden.
A new landscape for our garden was designed by us.
6. Ravi dropped the glass jar.
The glass jar was dropped by Ravi.
7. Rashmi sings old Bollywood songs.
Old Bollywood songs are sung by Rashmi.
8. Rita makes tea for the family every morning.
Tea is made for the family every morning by Rita.

9. The teachers have not checked the answer scripts yet.
The answer scripts have not been checked by the teachers yet.
10. They conducted studies on the side-effects of the medicine.
Studies on the side-effects of the medicine were conducted by them.

Assignment 3

Complete the sentences with the Simple Present or Simple Past passive form of the verbs in brackets.

1. Do you know how many cars are made in India every year? (make)
2. This song was written by a famous poet in the nineteenth century. (write)
3. Folklores are told in all cultures. (tell)
4. The tournament is/was watched by people all over the world. (watch)
5. Many goods are imported from China these days. (import)
6. *To Kill a Mocking Bird* was written by Harper Lee. (write)
7. How much sugar is produced in India annually? (produce)
8. Votes are not cast by people under eighteen years of age. (not cast)
9. The pavilion was set up by the students. (set up)
10. The house is/was cleaned on weekends. (clean)
11. The Alps is climbed by many mountaineers every year. (climb)
12. A contract was signed after peace was declared by the two warring sides. (sign)
13. Essential provisions was given for the flood victims by the relief society. (give)
14. Special duty is/was assigned to the leader of the Guard of Honour. (assign)
15. The garden is/was tended by a team of gardeners. (tend)
16. All table bookings are/were made online. (make)

Assignment 4

Choose the correct options.

1. He has read the book./ The book has been read by him.
a. has read b. has been read c. had been read
2. The cat has caught the pigeon./ The pigeon has been caught by the cat.
a. has caught b. has been caught c. had been caught
3. Father is cooking dinner./ Dinner is being cooked by Father.
a. are cooked b. is being cooked c. are being cooked
4. I was observing a butterfly. / A butterfly was being observed by me.
a. were being observed b. is being observed c. was being observed
5. James has broken another record./ Another record has been broken by James.
a. has broken b. has been broken c. had been broken

Assignment 5

Choose the correct options.

1. Neha wrote many letters to her friend. / Many letters were written by Neha to her friend.
a. was written b. have been written c. were written
2. Do you collect pencils? / Are pencils collected by you?
a. Is, collected b. Are, collected c. Were, collected
3. Had they attended the seminar? / Had the seminar been attended by them?
a. being attended b. attended c. been attended
4. The mechanic is repairing the stove./ The stove is being repaired by the mechanic.
a. is been repaired b. is being repaired c. is repaired
5. Our group had won the medal./ The medal had been won by our group.
a. had been won b. had won c. have been won

Subject-Verb Agreement

Assignment 1

Fill in the blanks with the correct verbs.

1. He is one of those boys who always has a ready answer.
a. has b. have
2. The house, as well as the garden, needs to be looked after.
a. need b. needs
3. None of the cows is showing symptoms of the disease.
a. are b. is
4. Most of the tea has turned bitter.
a. have b. has
5. Each and every child needs to be cared for.
a. need b. needs
6. The teachers and parents expect better results.
a. expect b. expects
7. Honour and glory is my motto.
a. is b. are
8. A large number of bees still swarms around the hive.
a. swarms b. swarm
9. Ten years apart was enough to make them grow distant from each other.
a. were b. was

10. Their daily wages amount to a meagre sum.
a. amount b. amounts
11. The Committee has announced its decision.
a. has b. have
12. The managers are divided over a crucial point.
a. is b. are
13. Ten minutes is allowed to read your question paper.
a. is b. are
14. Two-thirds of the town has burned down.
a. has b. have
15. Happiness or sorrow depends on ourselves.
a. depend b. depends
16. Neither stick nor carrot seems to have an effect on him.
a. seems b. seem
17. The number of thefts in the neighbourhood has increased over the years.
a. has b. have
18. The two sisters sing at the church choir.
a. sing b. sings
19. Economics was my favourite subject in college.
a. were b. was
20. This pair of trousers costs five hundred rupees.
a. costs b. cost

Assignment 2

Read the sentences and decide whether the verbs should be singular or plural.

1. The tags on these clothes are torn. (is/are)
2. John and Jack or their friend George is expected to direct the play. (is/are)
3. The boy who saved the deer is my cousin. (is/are)
4. Rice and lentils is part of her regular diet. (is/are)
5. Practising dance steps is one of her hobbies. (is/are)
6. Neither his parents nor his grandparents are coming for the concert. (is/are)
7. Many a joker has frightened small children. (has/have)
8. Frankincense, as well as myrrh, was given as gifts. (was/were)
9. A hundred kilos is a heavy load to carry. (is/are)
10. One of the students is missing. (is/are)
11. For many, mathematics is a difficult subject to master. (is/are)

12. This pair of spectacles is a perfect fit. (is/are)
13. Sixty per cent of the land has become arid. (has/have).
14. Each of the bags was carried out by the bell boy. (was/were)
15. None is so irresponsible as to neglect their duty. (is/are)
16. The union has decided to withhold its decision. (has/have).

Reported Speech

Assignment 1

Change the direct speech into reported speech.

1. "John is at the theatre."
He said that John was at the theatre.
2. "The thieves climbed in through the window."
Hari said that the thieves had climbed in through the window.
3. "I can't eat this food!"
She said that she couldn't eat that food.
4. "I was working on the accounts sheet when the lights went off."
The accountant said that he had been working on the accounts sheet when the lights went off.
5. "I was not on duty that day."
The guard told me that he had not been on duty that day.
6. "It will snow tonight."
He said that it would snow that night.
7. "He will be arriving by the 10 o'clock train tomorrow."
Rina informed us that he would be arriving by the 10 o'clock train the next day.
8. "The cat was mewling all night."
My neighbour said that the cat had been mewling all night.
9. "The flight will take off at 7:00 p.m."
The captain said that the flight would take off at 7:00 p.m.
10. "My shoe laces are torn so I can't go out."
The boy told his mother that his shoe laces were torn so he couldn't go out.

Assignment 2

Change the direct speech into reported speech. Add subjects and reporting verbs of your choice.

1. "Please wait for me at the gate."

She requested me to wait for her at the gate.

2. "Don't be such a coward!"

He told me not to be such a coward.

3. "Can I help you sew the tear?"

She asked me if she could help me sew the tear.

4. "Will you take the dog out for a walk?"

Ram asked me if I would take the dog out for a walk.

Ram requested me to take the dog out for a walk.

5. "Would he mind working with me?"

My colleague asked if he would mind working with him.

6. "Don't walk in that manner!"

My father told me not to walk in that manner.

7. "Bring me that jug, please."

Rina requested me to bring that jug.

8. "I can't find my sweater!"

Hari exclaimed that he couldn't find his sweater.

9. "Jane is coming tonight to the soirée."

Tim informed us that Jane was coming that night to the soirée.

10. "My eyes are watering because of the smoke!"

My mother said that her eyes were watering because of the smoke.

Assignment 3

Change the following dialogues into reported speech. Add words, if required.

Little boy: Mother can I go out to play?

Mother: No, you can't as it is still raining.

Little boy: Then can I go out once it stops raining?

Mother: Yes, you can.

Little boy: Thank you, Mother.

Mother: But be careful that you don't play in the slush.

Little boy: I will be careful, Mother.

Mother: Have fun!

The little boy asked his mother if he could go out to play. Mother said he couldn't as it was still raining. The boy asked if he could go out once it stopped raining to which Mother said that he could. The boy thanked his mother. Mother asked him to be careful not to play in the slush. The boy replied that he would be careful. Mother asked him to have fun.

Prepositions

Assignment 1

Fill in the blanks with correct prepositions. There can be more than one correct preposition.

1. They will travel to Mumbai today.
2. She has just been discharged from hospital.
3. They were waiting for him at the venue.
4. I have never been to Hyderabad.
5. He got into the wagon and rode off in a hurry.
6. The tiger fell into the trap laid by the poachers.
7. The bus took the tourists around the city.
8. The brick-layer laid the bricks in a straight line.
9. Besides books, the shop also sold souvenirs.
10. She arrived at noon sharp.
11. We are going to the beach over/during the weekend.
12. They have been preparing for the contest since last year.
13. Sheena took dancing lessons for a year.
14. The gardener prunes the bushes on Mondays.
15. The peach flowers blossom in spring.
16. My grandfather was born in 1932.
17. Put the purse underneath the mattress.

Assignment 2

Fill in the blanks with correct prepositions. There can be more than one correct preposition.

1. She said she would call me at half past five.
2. I must complete the assignment by next week.
3. Wisdom comes with experience.
4. The tunnel runs right underneath this room.
5. Share the candies with your friends.
6. The children ran excitedly towards the balloon-seller.
7. Draw a line across the page.
8. The guests left after dinner.
9. The people looked for gold in the river beds.
10. There is no doubt that he is the greatest of writers.
11. Dip the cookie into the chocolate sauce.

12. There are other pretty dresses like this one.
13. I dug a pit in the garden with a spade.
14. I always travel by train to Kanpur.
15. The dog waited for his master's command before eating its food.
16. The avalanche was recorded on his camera.
17. Keep all the cleaning agents in the cupboard behind the door.

Assignment 3

Tick the correct sentences.

1. The ceremony will be held in 75/A Mitra Road.
The ceremony will be held at 75/A Mitra Road. ✓
2. She has been blogging for four years. ✓
She has been blogging since four years.
3. Her teeth sank into the soft cake. ✓
Her teeth sank in the soft cake.
4. We mopped the floor by detergent and water.
We mopped the floor with detergent and water. ✓
5. The paper is under that pile of books.
The paper is underneath that pile of books. ✓
6. Divide these sweets among all your colleagues. ✓
Divide these sweets between all your colleagues.
7. There were cakes and sandwiches besides scones to eat. ✓
There were cakes and sandwiches beside scones to eat.
8. Holi is celebrated in Mathura for many days. ✓
Holi is celebrated at Mathura for many days.

Clauses

Assignment 1

Fill in the blanks with appropriate noun clauses.

1. My parents hope that I will do well in my exams.
2. Have you heard that Minu has left the school?
3. Any negligence on his part should be brought to my notice.
4. Please tell me how to solve this problem.
5. I cannot understand why she is so stubborn.

6. I dreamt that I hit the jackpot at the lottery.
7. The teacher was pleased that we had won the quiz.
8. That he intends to retire early is quite unexpected.
9. Everybody saw how well he handled the case.
10. I wonder when we will receive our refund.
11. What is going to be the outcome of this decision is difficult to say.
12. Alan's brother asked which flight he should take.
13. You must decide what you want to do once you leave college.
14. There is no doubt that he wanted to help us.
15. Can you imagine what she could have done?
16. We know where we parked our car.
17. It is not clear why he gave up his job.

Assignment 2

Combine each set of simple sentences into one complex sentence containing an adjective clause.

1. John had a pet squirrel. He loved animals.
John, who had a pet squirrel, loved animals.
2. The children went to the fair. They loved the merry-go-round.
The children who went to the fair loved the merry-go-round.
3. My father is an excellent cook. He made a delicious pie yesterday.
My father, who is an excellent cook, made a delicious pie yesterday.
4. The snowman looked ridiculous. It had a carrot for its nose.
The snowman, which had a carrot for its nose, looked ridiculous.
5. The thunderstorm broke all records. It raged for ten hours.
The thunderstorm, which raged for ten hours, broke all records.
6. The food was ordered online. We ate it yesterday.
The food, which we ate yesterday, was ordered online.
7. The boat has a leak. It is floundering in the lake.
The boat, which is floundering in the lake, has a leak.
8. The boy's bicycle was stolen. There is the boy.
The boy, whose bicycle was stolen, is there.
9. Manjula has a grown-up son. She looks quite young.
Manjula, who has a grown-up son, looks quite young.

Assignment 3

Combine each set of simple sentences into one complex sentence containing an adjective clause.

1. Tina can be very rude. Tina is polite now.
Tina, who can be very rude, is polite now.
2. Father wondered what to do next. He had read the newspaper.
Father, who had read the newspaper, wondered what to do next.
3. Sarita climbed the mountain. Her leg was injured.
Sarita, whose leg was injured, climbed the mountain.
4. Cinderella lost a glass shoe. She had been to the prince's ball.
Cinderella, who had been to the prince's ball, lost a glass shoe.
5. The pirate had a wooden leg. He jumped in through the window.
The pirate, who had a wooden leg, jumped in through the window.
6. The feather floated down. It was very light.
The feather, which was very light, floated down.
7. Mohan played a melodious tune. He loved the flute.
Mohan, who loved the flute, played a melodious tune.
8. The parrot screeched out his name. It was an excellent mimic.
The parrot, which was an excellent mimic, screeched out his name.
9. You borrowed his car. He is my cousin.
He, whose car you borrowed, is my cousin.

Assignment 4

Underline the adverb clauses in the following sentences.

1. The girl has been ailing since she returned from her hometown.
2. As the king was just he ruled the country fairly.
3. The children ran away as soon as they saw the joker.
4. You will not succeed unless you work hard.
5. I could not buy the coat as I had no money.
6. The lemonade is so sour that it cannot be drunk.
7. The boy escaped before anybody could catch him.
8. I read books because I love to.
9. You must stay where you are.
10. Every day I wake up before dawn.
11. The man ducked so that he could avoid the ball.

12. He was so badly hurt that he could barely stand up.
13. As you have not completed your project you will not get any marks.
14. Since you refused my help you had better do it on your own.
15. The coach will declare the team when he thinks the time is right.
16. The stranger knocked on the door after everyone had gone to bed.
17. The sea was so rough that the ships did not venture to sail out.

Assignment 5

Combine each set of simple sentences into one complex sentence containing an adverb clause.

1. Don't drink chilled water. You may fall ill.
Don't drink chilled water as you may fall ill.
2. I will escort you home. Your father does not come.
I will escort you home if your father does not come.
3. The children sang. They sang till it was time to eat.
The children sang till it was time to eat.
4. The bird was frightened. It could barely fly.
The bird was so frightened that it could barely fly.
5. The child stayed up late at night. His parents were not at home.
The child stayed up late at night because his parents were not at home.
6. The police arrested him. He was innocent.
The police arrested him although he was innocent.
7. He sketched with his hands. The man painted with his feet.
The man painted with his feet as ably as he could sketch with his hands.
8. One must avoid junk food. One can remain healthy.
One must avoid junk food if one wants to remain healthy.

Assignment 6

Combine each set of simple sentences into one complex sentence containing an adverb clause.

1. The boy's mother was ill. He was born.
The boy's mother was ill after he was born.
2. I hear the same story. I travel everywhere.
I hear the same story everywhere I travel.
3. She wrote the letter. She went to bed.
She went to bed after she wrote the letter.

4. My dog is old. It cannot run fast.
My dog cannot run fast as he is old.
5. The kettle was black. The pot was black.
The kettle was as black as the pot.
6. Pink is my favourite colour. I like to wear dresses of that shade.
I like to wear pink dresses as pink is my favourite colour.
7. Lakshmi stood at the door. She loved watching the children play.
Lakshmi stood at the door because she loved watching the children play.
8. The old woman fell asleep. She was sitting in her chair.
The old woman was sitting in her chair when she fell asleep.
9. You did not pay the fine. You will not be allowed to enter the club.
As you did not pay the fine, you will not be allowed to enter the club.

Integrated Grammar Exercises

Assignment 1 – Gap Filling

Complete the following passages by filling the blanks with suitable words.

1. The ingenuity of Shakespeare as a writer lay in the fact that rather (a) (ii) than creating two-dimensional stereotypes, he developed realistic, layered, and fascinating characters who would later come to be perceived (b) (i) as prototypes. For instance, when people talk of ‘star-crossed lovers’, they liken them (c) (iii) to Romeo and Juliet. Benedick and Beatrice (*Much Ado About Nothing*), on the other hand, are the forerunners (d) (iv) of all romantic pairs who engage in a war of wits and profess mutual dislike before coming together in the end.
2. Subramania Bharati (1882–1921) was (a) (iii) the foremost 20th century Tamil poet, writer and journalist. Bharati showed (b) (ii) a flair (c) (iv) for poetry very early in life. During a short span (d) (ii) of only 39 years, Bharati made (e) (iv) a mark as a patriot and social reformer. Bharati gave a spiritual dimension (f) (iii) to the Indian yearning (g) (i) for freedom. Besides his patriotic poems, he also composed devotional songs and translated the Vedic hymns and the Gita (h) (ii) into Tamil.
3. Published in 1900, L Frank Baum’s *The Wonderful Wizard of Oz* provided a welcome relief (a) (ii) to the American readers, who were still recovering (b) (iii) from the economic depression of 1890. Dorothy Gale, (c) (iv) an orphan (d) (ii) from Kansas, and her dog, Toto, are swept off (e) (iv) in a tornado and deposited in the world of Oz. There, they encounter flying monkeys, china princesses, and witches, both good (f) (i) and bad, and together (g) (iv) with new friends, fight evil forces and go on quests, till Dorothy can find a way (h) (ii) back home.
4. The railways in India began its first operation on 16 April 1853 (a) (ii) with a passenger train from Bombay to Thane, 34 km (b) (iii) apart. The British government had started the railways (c) (iv) as a commercial enterprise to transport their goods to markets (d) (iii) across the country. However, it led to the social and economic transformation (e) (ii) of India. Transport became easier, factories came up in (f) (iv) the countryside, offering employment to millions. People began to move to newer areas in search (g) (i) of work. Trains also helped (h) (iii) in uniting people as they lost their fear of travelling.
5. El Nino is (a) (ii) a freakish weather pattern. Meaning ‘the little boy’ (b) (iii) in Spanish, El Nino hits the earth (c) (iii) at unpredictable times. Despite (d) (iv) its gentle name, it devastates developing nations (e) (iv) that are dependent (f) (i) on agriculture and fishing (g) (iii) for food supply, employment (h) (iv) and exports.

Assignment 2 – Gap Filling

Complete the following paragraphs by filling in the blanks with the help of the given options.

1. Gauri was only eight years old, but (a) (i) a mountain of family responsibilities had already (b) (iii) descended (c) (ii) on her head, as both her parents (d) (iv) were dead.
2. Later, (a) (ii) when asked about his decision, he said. “(b) (iii) The first rule of sailing is, when you see (c) (iii) someone in trouble, you help (d) (iv) him.”
3. Education is defined as (a) (i) the ability of a person to read (b) (i) and write. (c) (iii) But sadly, millions of children (d) (ii) are uneducated in India.
4. The leaders of free India were mindful (a) (iii) of the historical injustices that had been done to the repressed classes. Constitutional remedies (b) (iv) in the form of reservations were put in place to uplift them. While this measure (c) (iii) may have had its faults, it has certainly helped deprived

communities to join the mainstream and prosper. However, discrimination and age-old prejudices (d) (ii) against certain communities continue to exist in many forms.

5. A river means many things (a) (i) to many people. To a farmer, it is a source of water (b) (iii) for his crops, to a fisherman a source of livelihood, to adventure lovers a perfect arena for swimming and rafting, and for the work-weary a getaway (c) (ii) from the humdrum routine of life. What (d) (ii) does a river mean to you?

Assignment 3 – Gap Filling

Complete the following paragraphs by filling in the blanks with the help of the given options.

1. Norman Gortsby sat on a bench in the Park, (a) (ii) with his back to a strip of bush-planted sward, fenced (b) (i) by railings, and facing a wide stretch (c) (iv) of carriage drive. Hyde Park Corner, with its rattle and hoot of traffic, lay immediately (d) (iv) to his right.
2. So now Della's beautiful hair fell (a) (iii) about her, rippling and shining like a cascade of brown waters. It reached (b) (i) below her knee and almost covered her like a garment. And then she did it up again, nervously and quickly. She hesitated for a minute and stood still (c) (ii) while a tear or (d) (iv) two splashed on the worn red carpet.
3. A game of Kho-Kho is played (a) (iii) between two teams of twelve players each. (b) (iv) However, only nine players take the field at a time for a game. A rectangular field is divided by a central line. A wooden pole is erected at (c) (ii) each end of the field. A match consists (d) (i) of two innings of seven minutes each.
4. The significance of Indian theatre in depicting the changing social realities of the country cannot be (a) (ii) overstated. Its narratives often (b) (iii) raise important questions about the world we live in. (c) (iv) Playwrights such as Girish Karnad, Ratan Thiyam, and Vijay Tendulkar have used mythological and historical (d) (ii) motifs to reflect the politics of the day, while others like Badal Sircar have used folk theatre to promote their message of cultural and political resistance.
5. The concepts of 'liberty, equality and fraternity' enshrined in the Preamble, (a) (ii) though inspired by the French Constitution, were ideals that the founding fathers had sought (b) (i) when they set out to draft the Indian Constitution. The Preamble spells out clearly that our (c) (iv) vision is to establish a secular, socialist and democratic India in which the citizens enjoy social, economic, and political justice, and are equal (d) (ii) in the eyes of the law.

Assignment 1 – Editing (Correction)

The following passages have not been edited. There is an error in each line. Write the error along with its correction in the space provided.

- | 1. | Error | Correction |
|----|---------|------------|
| a. | the | a |
| b. | or | and |
| c. | for | to |
| d. | was | were |
| e. | it | its |
| f. | inherit | inherited |
| g. | a | an |
| h. | a | the |

2.	Error	Correction
a.	on	in
b.	the	a
c.	remain	remained
d.	become	became
e.	governance	government
f.	assimilate	assimilated
g.	inside	into
h.	enrich	enriched

3.	Error	Correction
a.	Indian	Indians
b.	for	to
c.	A	The
d.	quick	quickly
e.	On	In
f.	with	in
g.	prime	primary
h.	on	in

4.	Error	Correction
a.	of	for
b.	Himalaya	Himalayas
c.	Hill	Hills
d.	in	at
e.	see	sees
f.	request	requests
g.	have	has
h.	depict	depicts

5.	Error	Correction
a.	Greece	Greek
b.	by	for
c.	a	the
d.	among	between

Assignment 2 – Editing (Correction)

The following passages have not been edited. There is an error in each line. Write the error along with its correction in the space provided.

1.	Error	Correction
a.	in	on
b.	add	adds

- | | |
|---------------|--------------|
| c. continuous | continuously |
| d. possible | possibly |
| e. build | builds |
| f. update | updates |
| g. not | no |
| h. there | their |

2. Error

- | | |
|---------------------|-----------------|
| a. the | a |
| b. plants | plant |
| c. flower | flowers |
| d. or | and |
| e. daughters-in-law | daughter-in-law |
| f. on | in |
| g. buy | buys |
| h. the | a |

Correction

3. Error

- | | |
|-------------|------------|
| a. practise | practice |
| b. became | become |
| c. themself | themselves |
| d. are | is |

Correction

4. Error

- | | |
|-----------|----------|
| a. reach | reached |
| b. them | it |
| c. was | were |
| d. mother | mother's |

Correction

5. Error

- | | |
|--------------|----------|
| a. mean | means |
| b. by | from |
| c. accept | accepted |
| d. are | is |
| e. Jew | Jewish |
| f. peoples | people |
| g. genders | gender |
| h. accepting | accept |

Correction

Assignment 3 – Editing (Correction)

The following passages have not been edited. There is an error in each line. Write the error along with its correction in the space provided.

- | | | |
|-----------|------------------|-------------------|
| 1. | Error | Correction |
| | a. made | make |
| | b. value | values |
| | c. Interesting | Interestingly |
| | d. say | says |
| 2. | Error | Correction |
| | a. heard | hear |
| | b. politic | politics |
| | c. conflict | conflicts |
| | d. ourself | ourselves |
| 3. | Error | Correction |
| | a. with | in |
| | b. announces | announced |
| | c. looks | looked |
| | d. confirmations | confirmation |
| 4. | Error | Correction |
| | a. in | of |
| | b. decide | decided |
| | c. been | being |
| | d. you | her |
| 5. | Error | Correction |
| | a. me | us |
| | b. enjoy | enjoyed |
| | c. who | how |
| | d. animated | animation |
| 6. | Error | Correction |
| | a. in | to |
| | b. he | I |
| | c. about | for |
| | d. and | but |

Assignment 1 – Editing (Tenses)

Fill in the blanks by choosing the correct options.

1. Nandu and his friends (d) play tennis once a week.

2. The students (a) are running to their class.
3. She (c) has begun writing a diary.
4. He (b) has been playing cricket all day.
5. For how long (c) have you been doing yoga?
6. The car (b) stopped at the signal.
7. They (d) Options a. and b. football yesterday afternoon.
8. If she (b) had moved away in time, she would not have been hurt.

Assignment 2 – Editing (Tenses)

Fill in the blanks by choosing the correct options.

1. Ms Bina (c) had been teaching English for twenty years before she retired.
2. I don't think I (a) will attend the seminar.
3. They (d) will stop on their way and pick up some food.
4. They (d) All of the above my team in the finals.
5. My grandparents (c) will be staying with us for a month.
6. I (b) will have cooked dinner by the time you return home.
7. By next year, you (c) will have been studying French for two years.

Assignment 1 – Editing (Modals)

Select the correct option.

1. a. Tina must be excellent at badminton. She has won many prizes!
2. d. Grandmother should go for a walk every morning. Her health seems to be deteriorating.
3. a. Every winter, they would gather at their cousin's place to celebrate Christmas.
4. a. If Shobha were here, she would tease us about it.

Assignment 2 – Editing (Modals)

Select the correct option.

1. d. All of the above
2. c. They are well prepared for the exam. They shouldn't panic.
3. d. He can't be so old! He looks only thirty.
4. a. Could I have that pen, please?
5. a. You can't buy flowers. I have got some from my garden.
6. d. All of the above

Assignment 3 – Editing (Modals)

Select the correct option.

1. a. Can you see those beautiful flowers?
2. d. All of the above
3. d. All of the above

4. a. When shall we leave for the party?
5. d. Both options (a) and (b).

Assignment 1 – Editing (Determiners)

Choose the correct options to fill in the blanks.

1. (b) The thief who broke into the house has been arrested.
2. A charitable person always helps (b) the poor.
3. I had to face (d) a lot of difficulty while climbing the mountain.
4. There is (a) plenty of firewood for the bonfire.
5. She gave me (a) some beautiful flowers.
6. They felicitated (d) every member of the troupe.
7. (b) Neither girl was informed about the event.
8. (d) Those who are brave never fear the unknown.

Assignment 2 – Editing (Determiners)

Select the correct option.

1. a. The students were quiet during the class.
2. d. All of the above
3. d. One must never skip breakfast.
4. c. A few witnesses dared to speak the truth.
5. d. All of the above
6. d. Options a. and c.

Assignment 1 – Editing (Subject–Verb Agreement)

Choose the correct options to fill in the blanks.

1. Either Ram or Shyam (c) is the culprit.
2. Ram, along with Shyam, (b) carries heavy boxes every day.
3. This news (a) is interesting.
4. The house, with its numerous locks, (d) Options a. and b. secure.
5. Most of the tea (c) has turned bitter.

Assignment 2 – Editing (Subject–Verb Agreement)

Select the correct option.

1. b. Honour and glory is my motto.
2. c. None of the cows shows symptoms of the disease.
3. a. The two sisters sing at the church choir.
4. a. Economics was my favourite subject in college.
5. b. Sixty percent of the land has become arid.
6. c. A hundred kilos is a heavy load to carry.

Assignment 3 – Editing (Subject–Verb Agreement)

Select the correct option.

1. d. The renowned scientist and author is here.
2. a. The spectacles are clean.
3. a. John and Jack or their friend George is expected to direct the play.
4. d. Both Options (a) and (b).
5. b. Everything is burning in the cow shed.

Assignment 1 – Editing (Reported Speech)

Choose the option that correctly reports the given sentences.

1. “I am quite good at playing the piano.”
a. He said that he is quite good at playing the piano.
2. “I wrote a letter to my sister.”
b. She said that she had written a letter to her sister.
3. “Bring me a glass of juice, please.”
a. Piyu requested me to bring her a glass of juice.
4. “Please don’t go out – it’s very hot.”
c. Laila requested me not to go out as it was very hot.
5. “Look where you are going.”
a. Tia warned me to look where I was going.

Assignment 2 – Editing (Reported Speech)

Choose the option that correctly reports the given sentences.

1. “Would you like to drink something?”
a. Mona asked me if I would like to drink something.
2. “John is at the theatre.”
d. She informed me that John was at the theatre.
3. “He will shift to Chicago next year.”
c. Tina said that her brother would shift to Chicago the following year.
4. “I was doing my homework when I heard the noise.”
c. Sanjay said that he had been doing his homework when he had heard the noise.

Assignment 3 – Editing (Reported Speech)

Choose the option that correctly reports the given sentences.

1. “I have been living in Delhi for twenty years.”
b. Sheela said that she had been living in Delhi for twenty years.
2. “I will take your call tomorrow.”
a. Jia said that she would take my call the next day.
3. “Where are you going today?”
b. Suhail asked me where I was going that day.

4. "I will have completed this work by tomorrow morning."
 - a. He said that he would have completed that work by the following morning.

Assignment 1 – Editing (Prepositions)

Choose the correct options to fill in the blanks.

1. The mall is adjacent (b) to the railway station.
2. Sudha was the last to alight (c) from the plane.
3. We all should be aware (d) of our responsibilities.
4. She complimented me (a) on my new dress.
5. I don't care (c) about his attitude.
6. There is no definite cure (d) for cancer yet.
7. Kavish was born and brought (b) up in Delhi.
8. I was amazed (a) at her song rendition performance.

Assignment 2 – Editing (Prepositions)

Choose the correct options to fill in the blanks.

1. The robbers broke (c) into the bank and looted it.
2. Sajal and Aayush compete (d) with each other in sports.
3. Don't cry (a) over the spilt milk.
4. The two hockey teams competed (b) against each other to secure the trophy.
5. I look (b) up to my father for guidance.
6. Once (d) upon a time, India was called the golden bird.
7. He has great regards (a) for his teachers.
8. Nitish got (c) off the moving bus.

Assignment 3 – Editing (Prepositions)

Choose the correct options to fill in the blanks.

1. We must take care (b) of our health.
2. I came (a) across a beautiful bird while taking morning walk.
3. The medicine shop closed (c) down at 9.00 pm.
4. The school brought (d) about many sweeping changes in its curriculum.
5. Our victory calls (c) for a celebration.
6. I will visit Singapore (a) in the middle of September.
7. We will party after our exams get (b) over.
8. There will be a dance performance (d) at the end of his speech.

Assignment 4 – Editing (Prepositions)

Choose the correct options to fill in the blanks.

1. The function started (a) on time.
2. He was very excited (c) to start his college.
3. She came running (a) down the stairs.

4. Smita and Atishi divided the sweets (d) between them.
5. He was worried (c) about the consequence of his actions.
6. Five-year-old Ritesh was excited to see a plane flying (b) above the clouds.
7. I bought gifts for everyone (d) during my stay in Rome.
8. There is a garden (c) behind my house.

Assignment 1 – Dialogue Writing (Dialogue Conversion)

Read the following dialogues and then report what was said by filling in the blanks to complete the passage.

1. Shivam asked Jaya about her trip to Europe. Jaya told him that (a) (ii) she had a terrible time on her trip to Europe. Shivam asked her what had happened and if (b) (iii) she had an accident. Jaya informed him that (c) (iv) her luggage had gone astray. Upon arriving in Paris, she could not find her suitcase on the baggage carousel. Shivam wanted to know (d) (i) if somebody had collected it by mistake or (e) (ii) stolen it. Jaya clarified that (f) (iii) it had been sent to London by mistake. Shivam asked her whether (g) (iv) she had got back her suitcase. Jaya said she got it back, but only after two whole days. She added that (h) (i) she had been absolutely furious.
2. When Charu went for a walk in the park with her friend Nina, she told Nina that (a) (ii) her sister had started a new hobby a few months ago. Nina was curious and wanted to know more about it. Charu told her that (b) (iii) her sister had been learning to paint with watercolours. Nina thought that was very interesting and asked (c) (iv) what her favourite subjects were. Charu replied that her sister liked painting landscapes best, but she also enjoyed doing still life. Nina said that she envied Charu's sister. She said (d) (iv) that she had tried to paint too, but she had no talent for it.
3. On their way to school, Neeraj asked Philip if (a) (ii) he had seen the Barcelona-Real Madrid match on TV the day before. Philip answered that of course he had, and exclaimed (b) (iii) what an excellent match it had been. Neeraj asked him (c) (i) who he supported. Philip said Real Madrid because (d) (i) he is a Beckham fan. Neeraj opined that (e) (ii) Barcelona should have won the match with that (f) (iii) great shot on goal at the last minute. Philip replied that (g) (iv) they had not because (h) (i) the Real goalie had made a fantastic save.

Assignment 2 – Dialogue Writing (Dialogue Conversion)

Read the following dialogues and then report what was said by filling in the blanks to complete the passage.

1. Neha saw Asha walking slowly towards her. Neha remarked (a) (ii) that she looked a bit tired and asked her (b) (iii) what she had been doing. Asha told her she (c) (iv) had been shopping for some new outfits. Neha asked her if (d) (i) she had got what she wanted. Asha replied that she (e) (ii) had but (f) (i) it had taken her all day. Neha asked (g) (ii) what she wanted to do then. Asha told her that (h) (iii) she just wanted to sit down somewhere and relax as her feet were hurting terribly.
2. One morning, Akash told his colleague Rohit that (a) (ii) there was such a lot of waste paper in the waste bin next to the photocopier. Rohit remarked that (b) (i) it was the same with all photocopiers. Akash wanted to know (c) (iii) what they did with all that waste paper. Rohit said that as far as he knew (d) (i) they just threw it out as trash. Akash remarked (e) (ii) that was really wasteful and that (f) (iii) there was a better way of dealing with it.

Rohit suggested that everyone should (g) (iv) try to recycle all waste paper as that (h) (iii) would save the company a lot of money and help the environment.

3. Mohan looked intently at Manisha and remarked (a) (ii) that she had a suntan. He asked her where (b) (i) she had been. Manisha replied that she (c) (i) had been at the coast with her class for three days. Mohan exclaimed (d) (iv) that she had been vacationing during school time. Manisha told him that she had not gone on vacation but (e) (iii) on a geography field trip. Mohan asked her (f) (ii) what she had done there. Manisha explained that they (g) (i) had been studying coastal erosion as it was a big problem in the area. She further added that (h) (ii) many homes close to the sea had been washed away.

Assignment 3 – Dialogue Writing (Dialogue Conversion)

Read the following dialogues and then report what was said by filling in the blanks to complete the passage.

1. Radhika asked her friend Anushka (a) (ii) if she had got her exam results yet. Anushka replied that she would be getting it the next day. Radhika told Anushka that she had (b) (i) got hers that morning and that (c) (iv) she had been relieved when she had seen her report card. Anushka remarked that the result must have been good. Radhika said that she had cleared all subjects but (d) (ii) she had only scraped through in Biology. Anushka said that it didn't matter. The main thing was that she had cleared the exam.
2. Ankur was looking to rent a flat as he was tired of staying as a paying guest. Fortunately, his friend Aarav called to tell him (a) (ii) that a friend of his wanted to rent out her flat. Ankur was thrilled and asked Aarav to tell him more about it. Aarav informed him that the rent was (b) (ii) dirt-cheap – only 10,000 a month, excluding electricity and water. Ankur asked Aarav (c) (i) when he could see the flat. Aarav told him that he could see it that evening itself, but (d) (i) there was one drawback. The flat (e) (ii) was on the sixth floor and the building (f) (iii) did not have a lift. But Ankur was okay with that. He said (g) (iv) he could just cancel his gym membership for who (h) (ii) needed a gym when he could run up and down stairs.
3. Babita was always borrowing money from her sister, Palak. Today, she asked (a) (iii) if she could borrow 500 rupees from her. Palak wanted to know the reason as she (b) (i) had just got her pocket money the day before. Babita told her that (c) (iii) she had seen a scarf that she wanted to buy. Palak refused to give her the money, saying (d) (iii) that Babita still owed her 200 rupees. Babita said that if Palak did not lend her the money, she (e) (i) would tell Mom and Dad that Palak had bunked class the week before. Palak exclaimed that (f) (ii) was blackmail. Babita replied smartly that (g) (iii) it was information control. If (h) (ii) Palak paid her, she would control what she told Mom and Dad.

Assignment 4 – Dialogue Writing (Dialogue Conversion)

Read the following dialogues and then report what was said by filling in the blanks to complete the passage.

1. Punit called Isha to tell her that (a) (ii) Anuj had been called to the headmaster's office again. Isha found it difficult to believe. But Punit said that it was true. (b) (iv) Anuj had been caught cheating in his exams. Isha wondered why Anuj did not learn from his past mistakes. She remarked that his parents would be so sad. Punit agreed with Isha, and said that (c) (iii) Anuj had been warned before but he didn't seem to change. Isha was concerned for Anuj's parents and said (d) (ii) Anuj should not let his parents down like that.

2. Exams had just got over, and the two cousins were at a loose end. Jia asked Kiran (a) (i) if she would like to go out for dinner or a movie. Kiran was okay with either. Jia asked her what she would prefer. Kiran remarked that (b) (iii) she really didn't care, she just wanted to get out of the house. Jia then suggested that they (c) (iv) could watch a movie and then have dinner. Kiran exclaimed (d) (i) that it was a great idea.
3. Christopher Robin told his friend Winnie the Pooh that (a) (ii) what he liked doing best was Nothing. Pooh asked him (b) (i) how he did Nothing. Christopher replied that it only meant replying 'Nothing' when (c) (iii) people asked him what he was going to do. He explained that after that, you (d) (ii) went and did whatever it was you were going to do.

Assignment 5 – Dialogue Writing (Dialogue Conversion)

Read the dialogues and complete the paragraph that follows each.

1. A child told a salesman (a) (ii) that he wanted to buy a birthday card for his father. The salesman asked him (b) (iii) whether/if he wanted to buy a big card or a small one. The child told him (c) (i) that he wanted any card that would show his father that he loved him a lot. The salesman advised him (d) (ii) to make one himself and write some loving sentences in it.
2. A son asked his father (a) (iv) if he would buy him a motorcycle. The father replied in the negative and added (b) (i) that he would wait till he turned nineteen. The son (c) (ii) protested that his friend had one. The father replied (d) (iii) that was because his friend did not respect the law.
3. Renu told a confectioner (a) (iii) that she wanted to order a big pineapple cake for her birthday. The confectioner asked (b) (i) her when her birthday was. Renu replied (c) (iv) that it was following/next day. The confectioner told her (d) (ii) that she could collect it by noon.
4. The coach asked Rahul (a) (iii) if he was ready for the competition. Rahul replied (b) (iv) that he was ready to beat the best swimmer in that region. The coach told Rahul (c) (iii) that he has been expecting him to qualify for the Nationals. Rahul promised him (d) (iv) that he will put in his best.
5. Hemant told the salesman of a shop (a) (ii) that his music system had stop functioning. The salesman asked him (b) (iv) where he had bought it from. Hemant told him (c) (ii) that he had bought it the previous month from his shop. The salesman asked Hemant (d) (i) to leave the bill and the music system with him. He further added that he would get it checked and repaired.
6. Vishal asked Himani (a) (i) what she would do with all that waste paper. Himani replied that she was going to make paper bags out of that paper. Vishal asked Himani (b) (iv) whether she was planning to sell the bags. Himani replied in the affirmative and added (c) (ii) that she wanted to collect money to buy stationery for underprivileged children. Vishal exclaimed (d) (iii) that she would be working for two good causes simultaneously.

Assignment 1 – Dialogue Writing (Instructions)

Given below are some instructions. Use them to complete the paragraphs that follow.

1. To make a delicious glass of cold coffee, first a decoction of coffee (a) (ii) is prepared by adding boiled water to coffee powder. Next, the coffee decoction and the chilled milk (b) (iv) is added to a blending jar. Vanilla ice cream and ice cubes are also added. Sugar is added to taste. All the ingredients (c) (ii) are blended for a few minutes. The blended mixture (d) (iii) is poured into a glass and garnished with chocolate syrup or melted chocolate. The cold coffee is ready to be served.
2. To do well in exams, not only do you need to study well but also keep yourself physically and mentally fit. Every day, (a) (iii) a fixed number of hours have to be kept for study. Understanding of concepts (b) (i) has to be focussed on rather than simply memorising. Writing answers to difficult questions (c) (ii) has to be practised. Exercise (d) (i) should be done every day for at least 30 minutes. Nutritious food (e) (iii) must be taken. Enough sleep should be had every day and plenty of water should be drunk as well. On the day of the exam, no new topic (f) (iv) should be studied. What you know (g) (iii) should be focussed on rather than what you don't. A few deep breaths (h) (ii) should be taken when you get stuck.

Assignment 2 – Dialogue Writing (Instructions)

Given below are some instructions. Use them to complete the paragraphs that follow.

1. Anger is a completely normal, usually healthy, human emotion. But when it gets out of control and turns destructive, it can lead to problems. When faced with a situation which is likely to anger you, the problem (a) (ii) must be identified first. Then, before responding, the potential solutions should be thought of. The consequence of each solution (b) (i) should be considered. Then a decision (c) (iv) should be made. In order to learn to control your anger, it is important to exercise regularly. Deep breathing or meditation (d) (iii) should be practised.
2. First of all, the frozen corn (a) (iii) is boiled in salted water and (b) (ii) drained and allowed to cool. The tomatoes and onions (c) (iv) are diced. Next, the basil leaves (d) (ii) are chopped finely. Olive oil is taken in a bowl and vinegar, salt and pepper (e) (i) are added. The mixture (f) (iv) is whisked till blended. Then the corn, basil, tomatoes, and onions (g) (iii) are added to the dressing and mixed well. The salad is (h) (i) chilled before serving.

Assignment 3 – Dialogue Writing (Instructions)

Given below are some instructions. Use them to complete the paragraphs that follow.

1. First, the flour, sugar, baking powder and salt (a) (ii) are whisked in a large bowl. Then the milk, butter and egg (b) (iii) are added to the bowl. The mixture is then (c) (iv) stirred till the flour is moistened. Next, a 12-inch non-stick pan (d) (i) is put over medium heat and brushed lightly with oil. Using a ladle, the batter (e) (iv) is poured into the pan, spreading to 3½ inches. This (f) (ii) is cooked for 2-3 minutes or until it is bubbly and the edges are dry. Using a wide spatula, the pancake (g) (ii) is turned and cooked for another two minutes or until it turns golden. The pancake is then (h) (i) transferred to a platter. The process is repeated with the remaining batter.
2. Cinnamon, nutmeg and sugar (a) (iii) are mixed in a bowl and set aside. In a 10- or 12-inch pan, butter (b) (ii) is melted over medium heat. Then the cinnamon mixture, eggs, milk and vanilla (c) (iv) are whisked together and the mixture (d) (iii) is poured into a shallow container. The bread slices (e) (i) are dipped in the egg mixture and (f) (iii) fried until golden brown. The slices (g) (i) are flipped to cook the other side. The French toast is now ready to be (h) (iii) served with honey.

Assignment 4 – Dialogue Writing (Instructions)

Given below are some instructions. Use them to complete the paragraphs that follow.

1. Getting a puppy home is a joyous event. Toilet-training the pup is very important. The puppy (a) (ii) has to be kept on a regular feeding schedule and must not be fed between the meals. The puppy (b) (iv) should be taken out to eliminate first thing in the morning, and then once every 30 minutes to an hour. The puppy should also be taken out after meals or when he wakes after a nap. It (c) (i) must be made sure that he goes out last thing at night and before he is left alone. The pup should be taken to the same spot each time to do his business. When your puppy eliminates outside, he (d) (ii) should be praised or given a treat.

Section C: LITERATURE

Beehive – Prose

1. The Fun They Had

Assignment 1

A. Read the extracts given below and answer the questions that follow.

- | | | | | | |
|----|---------|--------|---------|---------|---------|
| 1. | a. iii. | b. ii. | c. iii. | d. i. | e. iv. |
| 2. | a. i. | b. ii. | c. iii. | d. iii. | e. iii. |
| 3. | a. iii. | b. i. | c. iv. | d. iv. | e. ii. |
| 4. | a. iv. | b. i. | c. i. | d. ii. | e. iii. |

Assignment 2

B. Answer the following questions in 20–30 words each.

1. *Who were Tommy and Margie?*

Ans. Tommy and Margie were neighbours and friends. Tommy was a thirteen-year-old boy, and Margie was an eleven year-old girl.

2. *What did Tommy find and where?*

Ans. Tommy found a very old paper book. Its pages were yellow and crinkly, and the words stood still on the pages instead of moving as they did on a screen. Tommy found the book in the attic of his house.

3. *What was special about the thing that Tommy found?*

Ans. The book that Tommy found was made of paper. It was very old, as was used more than a hundred years back. The words on the paper stood still instead of moving as they did on a screen in their times.

4. *What was Margie's mother like?*

Ans. Margie's mother was strict about Margie's schooling. She believed that children learnt better if they learnt at regular hours. She calls Margie to go to her schoolroom, and does not relent when Margie asks for more time. She also sends Tommy to his school, saying that it must be time for him too to begin his lessons.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. *What impression did Tommy and Margie get about reading from the book? What was the book about?*

Ans. Tommy and Margie found the pages yellow and wrinkled. They found it strange to read words that stood still instead of moving like on the screen. They had to turn the page to read. Tommy thought it was a waste because the book could be thrown after reading whereas the television screen had a million books. The book was about a school.

2. Was the County Inspector happy with Margie's progress? Why had she doing so poorly in the tests?

Ans. The County Inspector was satisfied with Margie's overall performance. He told Margie's mother that it was not Margie's fault that she was doing poorly in Geography tests. It was because of the fault in the Geography sector of the mechanical teacher as it had become too fast.

3. What did Tommy tell Margie about the kind of schools that existed years ago?

Ans. After reading from the book Tommy could tell Margie about the kind of schools they had hundreds of years ago. It was very different from what they knew of schools. The teacher was a man who would tell the children things and then ask questions.

4. What was Margie's school like? What did she think while doing her arithmetic lesson?

Ans. Margie's school was a room next to her bedroom. It had the mechanical teacher with the lesson on the screen. She thought about the old schools where her grandfather had gone as a little boy and all the children played and studied together and the fun they had.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Compare and contrast Margie's school with the ones that existed hundreds of years ago.

Ans. Schools that existed hundreds of years ago were separate buildings where all the children of the neighbourhood went. They all sat together in the classroom and returned home together. As they were taught the same thing, they could help each other with homework. The teachers were humans, who taught the children all that was there to teach. They gave them homework and asked them questions. The schools of the future, however, were at home. Each child was taught in a way they could learn best by a mechanical teacher. Lessons were taught on screen. Homework and test papers had to be written out in a punch code and submitted in a slot in the machine.

2. What do you learn about Margie from the way she feels about her school? Use textual details to support your answer.

Ans. Margie is a curious eleven year-old-girl. She is intrigued by the book that Tommy has found. She hates school, but when she learns that school was very different all those years back, she becomes interested. She likes the way school was in the past – a special building in the neighbourhood where all the children would go, sit together, and go home together at the end of the day. They were taught the same things, and so could talk about homework and help each other out. Their teachers were real people, not mechanical instructors. The way Margie feels shows that she wants company; she does not like the solo learning of her time. She goes to her schoolroom reluctantly and submits her homework with a sigh, all the time thinking what fun the schools of the past must have been.

3. 'Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.' Imagine you are one of the 'they' that Margie was thinking about. Write a short account about the 'fun' that you have in school.

Ans. There is no doubt that school is the best part of one's life. For me, the fun starts right from the time I board the school bus. Till we reach school, my friends and I chat and exchange news of our previous day, discuss movies, study for a test, clear up doubts or just day-dream. I enjoy the school assembly, the prayers and singing the school song, the inspiring skits and the speeches.

Sharing our lunch boxes, helping each other with class and homework, even teasing each other, gives me a sense of happiness. I love our lessons together, reading aloud, debating, competing with each other, interacting with our teachers and most importantly, playing together. The minute the bell rings for physical training, we all run to the field – some to play football or basketball, some to

just sit around in a shady corner to relax and chat. Our teachers complain that we talk too much, laugh too loud, study too little, and have too much fun!

2. The Sound of Music

Part I: Evelyn Glennie Listens to Sound without Hearing It

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Who is Evelyn and what is special about her?

Ans. Evelyn Glennie is a celebrated musician. She lost her power of hearing at the young age of eleven. Yet, by dint of hard work she became a successful musician. Evelyn does not hear music; she feels the different notes of music through different parts of her body.

2. When and how did Evelyn turn deaf?

Ans. Evelyn turned deaf at the age of eleven. The loss of hearing was the result of gradual nerve damage. The problem started at the age of eight. Over time it deteriorated, till at the age of eleven her hearing was diagnosed to be severely impaired.

3. Where did Evelyn study and how did she perform?

Ans. Evelyn studied at the Royal Academy for Music. She scored the highest marks in the history of the academy. Evelyn gradually moved from orchestral to solo performances. At the end of her three-year course, she had received most of the top awards.

4. Which awards did Evelyn win?

Ans. Evelyn received most of the top awards at the Royal Academy for Music. In 1991, she was presented with the Royal Philharmonic Society's prestigious Soloist of the Year Award.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. How did Evelyn react to the doctor's finding? What did she determine to do?

Ans. When the doctor found that Evelyn's hearing had been affected by nerve damage and she would be deaf, she felt her despair and hopelessness. But she soon determined to lead a normal life and follow her interest in music.

2. How did Evelyn's determination and hard work pay off?

Ans. Once Evelyn learnt to sense the sounds and vibrations through her mind and body, she determined to make music her life. She trained at the Academy, scored one of the highest marks and won many awards. She slowly moved from playing in an orchestra to solo performances.

3. Describe how Evelyn could hear music.

Ans. Evelyn said that music poured through every part of her body. Music would make her skin, cheekbones and even her hair tingle. She could sense the sounds of the xylophone passing through the stick into her fingertips. She could feel the vibrations made by the sounds passing through her body and thus hear the music in her mind.

4. What work did Evelyn do apart from regular concerts?

Ans. Apart from regular concerts, Evelyn would perform at hospitals and in prisons for free. She would also conduct classes for young musicians. She enabled the deaf children to realize that they could achieve anything they wanted to do.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Why is Evelyn an inspiration?

Ans. Evelyn is an inspiration because despite being profoundly deaf, she is an extraordinary musician who can play many instruments. The onset of Evelyn's physical disability can be traced to when she was just eight. While waiting for her turn to play the piano, Evelyn could not hear her name being called. From then on, it was a gradual deterioration, till at the age of eleven, she was diagnosed as being profoundly deaf. But Evelyn refused to give up music. Encouraged by the famous percussionist Ron Forbes, Evelyn learnt to feel music rather than listen to it. She learnt to sense different notes in different parts of her body. Thereafter, there was no stopping her. She graduated from the Royal Academy of Music with top honours, and today has become the world's most sought-after multi-percussionist, with mastery over numerous instruments.

2. How did Evelyn overcome her problems?

Ans. Evelyn Glennie completely lost her power of hearing at the age of eleven. But she was passionate about music and did not let her misfortune stop her pursuit of it. When famous percussionist Ron Forbes spotted her potential, he encouraged her to sense music not by hearing but through some other way. Following his advice, Evelyn was able to feel music through different parts of her body. There was no looking back after this point. She toured the United Kingdom with a youth orchestra, and graduated from the Royal Academy of Music with top honours. As Evelyn herself says, music 'pours in' through every part of her body. When she plays the xylophone, she can sense the sound passing up the sticks to her fingertips. She can feel the beats of the drums by leaning against the drums. On a wooden platform, she removes her shoes so that she can feel the vibrations through her bare feet.

Part II: The Shehnai of Bismillah Khan

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. What is a *pungi*?

Ans. A *pungi* is a reed musical instrument which earned the disfavour of Emperor Aurangzeb because of its shrill, unpleasant sound. It was because of this reason too that *pungi* became a generic name for all noisy reed instruments.

2. What is a *shehnai*?

Ans. A *shehnai* is a musical instrument developed from the *pungi*. It has a pipe with a hollow stem that is longer and broader than the *pungi*. It has seven holes on the pipe, closing and opening of which produces soft and melodious sounds.

3. How was the *shehnai* invented?

Ans. When Emperor Aurangzeb banned the playing of *pungi* because of its unpleasant sound, a barber of a family of musicians decided to improve upon it. He made seven holes on a hollow pipe that was longer and broader than the *pungi*. The new instrument produced soft and melodious sounds when played, and was named *shehnai*.

4. How did Bismillah Khan begin to learn how to play the *shehnai*?

Ans. In Benaras, Bismillah Khan would listen to his uncles practising the *shehnai*. He would accompany his uncle, Ali Bux, to the Vishnu temple, where his uncle would play and he would listen fascinated. Later, he was given lessons in *shehnai* and would practice for hours together.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. Why was the *shehnai* played only in the temples or at weddings? Who enabled it to be performed at concerts?

Ans. The soft and melodious sounds of the *shehnai* was so pleasing that it began to be considered auspicious. Hence it was played only in temples and at weddings. Ustad Bismillah Khan was responsible for bringing the instrument onto the stage for classical performances.

2. What inspired Bismillah Khan to invent “ragas”?

Ans. For many years the banks of the Ganga provided the young learner the place where he could peacefully practice playing the *shehnai*. The flowing waters of the Ganga inspired him to try out and invent ragas that were thought to be beyond the range of the *shehnai*.

3. Why did Bismillah Khan’s venture into film music not go further?

Ans. Bismillah Khan successfully composed the music for “Gunj uthi Shenai” and “Sanadhi Apanna”. Despite his success in the world of film music, he did not continue with it as he felt that he was unable to cope with the artificiality and glamour of the film world.

4. Describe Bismillah Khan’s reaction after receiving the Bharat Ratna.

Ans. Ustaad Bismillah Khan received India’s highest award, the Bharat Ratna in 2001. With his eyes shining with happiness he said that people should teach their children music. He felt that music was India’s richest tradition and that the West too was coming to learn Hindustani music.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. What has made Khansaab famous?

Ans. Khansaab brought the shehnai, an instrument played only in temples and at weddings, to the classical stage. In Benaras, where he learnt to play the shehnai, Khansaab improvised and invented ragas that were earlier considered to be beyond the range of the shehnai. With the opening of the All India Radio in Lucknow, Khansaab became a fixture on the radio. In 1947, when India gained independence, Khansaab became the first Indian to greet the nation with Raag Kafi on his shehnai. He composed music for the film *Gunj Uthi Shehnai*, which was a hit. He was awarded the top honours of the country for his music. Despite his fame, Khansaab remained humble and down to earth. Whenever he was travelling out of the country, he missed Benaras and Dumraon, which remained for him the most wonderful towns of the world.

2. How is Khansaab a symbol of tolerance?

Ans. Ustad Bismillah Khan was born in a Muslim family of musicians in Dumraon in Bihar. But he would regularly sing the Bhojpuri Chatta at the Bihariji temple. In Benaras, he accompanied his uncle to the Vishnu temple, where his uncle played the shehnai. In Benaras, the temple of Balaji and Mangala Maiya and the banks of the Ganga were Bismillah Khan's favourite haunts where he would practise his art. The flowing waters of the Ganga inspired him to improvise and invent ragas. Although a devout Muslim, he played the shehnai at the Kashi Vishwanath temple every morning. Despite having travelled all over the world, Benaras and Dumraon remained close to his heart. When a student once promised to recreate the atmosphere of Benaras in the USA to persuade him to head a shehnai school there, Bismillah Khan is said to have asked him if he could transport the holy Ganga there as well.

3. "National mourning was declared by the Indian government. He was given a 21-gun salute by the Indian army and buried under a neem tree at Fatemain burial ground in old Varanasi." The above extract from a news report reflects the high regard that the people of India had for Ustad Bismillah Khan. Do you think it was justified? Support your answer.

Ans. To live a life that inspires millions is a life well lived. Ustad Bismillah Khan was an embodiment of values such as hard work and sincerity. From the time he was a young boy till he breathed his last at the age of 80, Bismillah Khan devoted himself to Indian classical music, inventing and improvising notes which were earlier unimagined.

He carried the legacy of Indian music from the US to Afghanistan to Japan. He was awarded the Bharat Ratna, the Padma Bhushan, the Padma Vibhushan. He was an iconic music maestro and the audiences loved him.

He was a patriot who prided himself in the tradition of Indian music and he spread love for Indian music across the world. On the eve of India's independence, he played the shehnai with intense passion, mesmerizing thousands of people. A legend like him truly deserved a 21-gun salute.

3. The Little Girl

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. *Why was Kezia scared of her father?*
Ans. Kezia thought her father was big like a giant. He would look all over her in a way that terrified her. She stuttered when she spoke to him. Her father was so unlike Mr MacDonald who played with his five children in the evenings and laughed all the while.
2. *Did Kezia's father love her? Give reasons for your answer.*
Ans. Kezia's father loved her. But she was too scared of him to notice it. She would go reluctantly in his presence, and stutter when she spoke to him. When her mother and grandmother were away at the hospital, Kezia had a nightmare. Her father comforted her and put her to sleep in his room. Kezia realized then that her father too loved her after all.
3. *Why did Kezia depend on her grandmother so much?*
Ans. Kezia depended on her grandmother because she often had nightmares at night. Then her grandmother would take her into her bed and comfort her. When Kezia was punished for tearing up her father's speech, it was her grandmother who wrapped her in a shawl and rocked her in the rocking chair.
4. *Why did Kezia's father punish her and how?*
Ans. Kezia's father punished her because she had torn up the speech he had written for the Port Authority, and had used the shreds to stuff the pin-cushion she was making for his birthday. He punished her by beating her on the palms with a ruler.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. *Kezia stuttered only when speaking to her father. Give reasons.*
Ans. To Kezia, her father is a figure to be feared and avoided. She is so afraid of him that she stutters even answering his casual queries. While talking to other people, her speech is normal. She finds his sternness so frightening that she is unable to speak properly in his presence.
2. *Was Kezia's father justified in the punishment he gave Kezia after the incident? Give reasons. What was the result of this?*
Ans. Kezia's father is naturally very angry as she had destroyed the important speech he had to give the next day. But instead of hitting her so hard he could have explained why his things were not to be touched. The result of this was that Kezia became even more scared of her father.
3. *What made Kezia decide that all fathers were not the same?*
Ans. One day Kezia sees their neighbour Mr Macdonald playing with his five children. Kezia sees the love between father and children next door and she observes that Mr Macdonald is playful, jolly,

and tolerant unlike her own father who is extremely strict. This makes her realize that all fathers are not alike.

4. "What a big heart you've got Father dear". Why did Kezia say this and why did Kezia's feelings towards her father change?

Ans. When Kezia's mother and grandmother go to hospital leaving her alone with her father, she has a nightmare and cries at night. Her father picks her up and makes her sleep with him, comforting her. She rests her head on her father's chest and hears his heart beat. She realizes that her father does care for her.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Was Kezia a sensitive child? Give reasons for your answer.

Ans. Kezia was a very sensitive child. She was terrified of her father, so much so that she felt a sense of relief when he went to work in the mornings. In the evenings, when he came back from work, she would go to meet him reluctantly and stutter when she spoke to him. His big hands and neck, and especially his mouth when he yawned, reminded Kezia of a giant. Children often forget the punishment they receive from their parents. But Kezia never forgot the beating she got from her father for tearing up his speech. When she saw him next, she instinctively put both her hands behind her back, for that was where her father had hit her with a ruler. She had recurrent nightmares, which shows that something was bothering her deeply. It was always about a butcher with a knife and a rope, who approached her with a dreadful smile.

2. What kind of a man was Kezia's father?

Ans. Kezia's father was a hard-working man who did not have enough time to spend with his daughter. When he came home, he was usually very tired. On Sunday afternoons, he would doze off on the sofa. He was of large build, and this scared Kezia. He reminded her of a giant. He was strict too. He punished Kezia for tearing up his speech for he believed that Kezia must be taught not to touch things that did not belong to her. He was unknowingly harsh with his words. When Kezia would stutter, he would say that she needed to be taken to the doctor. He would describe her as being on the 'brink of suicide' when he saw her looking wretched with fear. However, he was loving too. When Kezia's mother and grandmother were at the hospital and she had a nightmare, he picked her up lovingly and tucked her in his bed. Kezia realized then that her father was not so scary after all.

3. Kezia's grandmother notices that she is mortally afraid of her father. She decided to talk to Kezia about it. What do you think grandmother and Kezia talk about? Write out the possible conversation between the two in the form of dialogues.

Ans. *Grandma:* Kezia dear, today is Sunday and your Papa is at home. Why don't you go down and have a nice talk with him?

Kezia: Nnnn..ooo... noo. No, Grrrandma. I'm so...so scared of him.

Grandma: Scared? But why, child? He is your father and he loves you very much.

Kezia: No, he doesn't, Grandma. Only Mr Macdonald loves his children.

Grandma: That is not a fair thing to say, Kezia. All fathers are not the same. They show their love in different ways.

Kezia: But Papa never plays with me. He never laughs or hugs me. Even just now he is just lying and snoring on the sofa.

Grandma: Child, your father works very, very hard throughout the week. He is a very important man in the government. He comes home so tired and therefore never has time to play with you. That's why he sleeps so much on Sundays. But always remember, in his heart he loves you very much. Never forget that.

4. A Truly Beautiful Mind

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

- Who was Einstein? Where was he born and what is he famous for?
Ans. Albert Einstein was a scientific genius whose ground-breaking work changed forever our understanding of space, time and the entire cosmos. He was born in the German city of Ulm. He is famous for his Theory of Relativity and the formula $E = mc^2$, which describes the relationship between mass and energy.
- Why did people find Einstein strange as a child?
Ans. Einstein did not speak until he was two and a half. When he finally learnt to speak, he uttered everything twice. He did not know how to interact with other children, so his playmates called him 'Brother Boring'. Much of the time Einstein played alone.
- Which subjects interested Einstein? How do you know?
Ans. Physics and mathematics interested Einstein a lot. He was highly gifted in mathematics. His General and Special Theory of Relativity revolutionized the study of physics. He formulated the famous mathematical equation $E = mc^2$, which described the relationship between mass and energy.

Assignment 3

C. Answer the following questions in 40–50 words each.

- Do you think Einstein was like all children? Give reasons. What did his mother think of him?
Ans. Einstein was quite different from other children. He did not speak at all for the first few years of his life. He did not play with other children. His mother thought Einstein was a freak as she felt his head seemed too large.
- The headmaster at Einstein's school said that "he'll never make a success at anything". Was he justified in saying so? Give reasons.
Ans. The headmaster was not justified in saying this. Einstein was different from other children from the beginning. But that was no reason for the headmaster to doubt Einstein's success in later life. Einstein had even begun to play the violin at a young age, which was creditable.

3. Was Einstein's mother right in advising him against marrying Mileva? What were her objections?

Ans. Einstein's mother thought Mileva was not the right girl for him. She thought Mileva was too old for him and too intelligent. Her fears came true as Einstein and Mileva's marriage ended after some years of constant fighting. He did not have a happy marriage with her.

4. Would it be justified to call Einstein a 'world citizen?'. Give reasons.

Ans. Yes, Einstein was truly a world citizen. Not only did the world benefit from his scientific genius, he was also considered a visionary for advocating peace and democracy. He used his influence to agitate for an end to arms buildup by nations.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Why is Einstein considered a genius?

Ans. Einstein was a scientific genius whose discoveries revolutionized the world of science. After graduating from the university, he developed his ideas on theoretical physics. It culminated in the Special Theory of Relativity, which said that time and distance are not absolute. From this followed the world's most famous formula $E = mc^2$, which described the relationship between mass and energy. A decade later, Einstein presented his General Theory of Relativity which provided a new interpretation of gravity. Einstein can also be considered a genius for his ideas for peace. He advocated the formation of a world government. He worked towards putting an end to arms buildup, and used his popularity to campaign for peace and democracy.

2. How do you know that Einstein was not only a great scientist but also a great human being?

Ans. Einstein is perhaps the greatest scientist known to us. His brilliant theories revolutionized our understanding of space, time and the entire universe. He can also be described as a great human being who used his standing and popularity to advocate world peace and order. When he came to know that nuclear fission had been discovered by the Germans, he wrote to the American president warning him about the destruction an atom bomb could cause. He was deeply disturbed, therefore, when America dropped an atom bomb on Hiroshima and Nagasaki. Einstein wrote a public missive to the United Nations proposing the formation of a world government. With time he got more and more involved in politics. He worked for an end to arms buildup, and campaigned for peace and democracy.

3. Einstein and Evelyn ('The Sound of Music') were both blessed with certain qualities that helped them become famous later in life. In what ways were their lives similar?

Ans. Albert had a natural love for Science and Mathematics and he did not let anything deter him from following his passion. He faced many challenges in the form of discouragement from his teachers and friends. One of his teachers gave up on him saying that he would not succeed in anything he did in life! Albert Einstein proved all these fears wrong and he went on to become a renowned scientist. His findings and theories have placed him among the foremost visionaries of the world.

Evelyn too overcame huge obstacles to accomplish her dreams. When her hearing loss was discovered, many of her teachers as well as her own mother gave up hope and thought that she would never be able to pursue her music ambitions. Evelyn, however, proved them wrong and with the encouragement of just one teacher, she achieved the impossible. Today her name is among the top most percussionists in the world of music.

5. The Snake and the Mirror

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following question in 20–30 words.

1. *What tells you that the doctor did not have a well-established practice?*

Ans. The doctor had just begun his medical practice, and his earnings were meagre. He rented a small room in a house that was not electrified. It was a room without a ceiling, and rats ran over the beams overhead. He did not have many possessions – just sixty rupees in his suitcase, some shirts and dhotis, and a black coat.

2. *How did the doctor react when he realized there was a snake on his chair?*

Ans. The doctor did not tremble, jump or cry out. He sat in his chair, holding his breath, as if turned to stone. However, his mind was active. He took stock of his surroundings – the room which was surrounded by darkness and the door that opened to the darkness outside. He wondered what medicines he would take if the snake bit him.

3. *What did the snake do after it landed on the doctor's chair?*

Ans. The snake wriggled over the back of the chair and landed on the doctor's shoulder. It then slithered along his shoulder and coiled around his left arm above the elbow. It spread out its hood and brought its head within three or four inches from his face.

4. *What did the doctor do after he ran from his room?*

Ans. The doctor ran till he reached his friend's house. He smeared oil all over himself, took a bath and changed into fresh clothes. The next morning, he went back to his room with his friend to move his things out.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. *What prompted the doctor to wish to marry a woman doctor with money and a good practice?*

Ans. The doctor lived in a small rat infested room. He was pacing up and down the room unable to sleep as it was hot and there was no breeze. Hence the thought of marrying a rich woman doctor with a good practice came to his mind.

2. *The doctor thought he was poor and stupid. Elaborate.*

Ans. The doctor when faced with the imminent danger of being bitten by the cobra thought that he had no medicine with him to take in case the snake bit him. He had rats in his room. He should have anticipated a snake some day and kept with him some antidote for snake poison.

3. In the story, neither the snake nor the man hurt each other. What do you learn from this?

Ans. It is a known fact that animals do not harm people unless they are provoked and feel threatened. No snake will deliberately bite unless it is threatened. The author is trying to say that man and animal can co-exist in the world.

4. Do you think the snake was “taken by its own beauty?” Discuss.

Ans. When the snake saw its reflection in the mirror, it unwound itself from the doctor’s arm. Then it crept onto the table move towards the mirror. It seemed as though it wanted to admire its reflection closely. It seemed it was quite taken by its own beauty.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Do you agree that the snake seemed to be more interested in itself than the doctor? Give reasons for your answer.

Ans. After spotting the mirror and seeing its reflection in it, the snake did seem to lose interest in the doctor. The snake had dropped from the beam overhead onto the floor. No sooner had the doctor turned to see what had fallen than the snake wriggled over the chair and landed on his shoulder. It slithered down and coiled around his left arm, its flared hood just inches away from his face. Then the snake turned its head and saw the mirror. It kept looking at the mirror as though it liked its reflection. It unwound itself from the doctor’s arm and crept onto the table, close to the mirror. The snake forgot all about the doctor. Instead, it seemed captivated by its image in the mirror.

2. The mirror plays a very important role in the story. Comment.

Ans. It can be said that the mirror saves the doctor’s life in the story. It also reflects more than just the image of the doctor – it reflects his character as well. The doctor is a young bachelor, who has just set up his medical practice. Though his earnings are meagre, he has a lofty notion about his standing in society – he is a doctor, and therefore should make his presence felt. Moreover, he was an admirer of beauty, and believed in making himself look handsome. He looks into the mirror and decides to shave daily and grow a thin moustache to look more handsome. He smiles at the mirror, and decides to keep on that attractive smile on his face always. The mirror therefore gives us the opportunity to be amused by the doctor’s naiveté and self-love. When death seems imminent with the snake’s hood inches away from his face, it is the mirror that distracts the snake. The snake forgets the doctor and turns to the mirror, intrigued by its reflection. Free of the snake, the doctor gets up and escapes.

3. Though the young doctor had ‘turned to stone’ when the snake had coiled around his arm, his mind was very active. From this story, what lessons does one learn about facing danger?

Ans. It is true that when faced with danger, human beings react in different ways in order to survive. The most important lesson that one learns from such hazardous experiences is to try and keep a cool head and think deeply about how to preserve one’s life. Despite being frozen with fear, the doctor’s mind was actively assessing his chances of survival. One also learns to not ignore the signs of looming danger. The doctor lived in an unelectrified shabby room which was infested by rats. Thrice he heard a strange sound, but did not pay much attention, and did not realize it was a snake. Also, when face-to-face with death, one automatically prays to God for help. This helps one to not lose hope under any circumstances. In the story, the doctor felt that it was divine intervention that diverted the snake’s attention away from him.

6. My Childhood

Assignment 1

A. Read the extracts given below and answer the questions that follow.

- | | | | | | |
|----|---------|---------|---------|---------|---------|
| 1. | a. ii. | b. ii. | c. iii. | d. ii. | e. iv. |
| 2. | a. i. | b. iii. | c. iv. | d. iii. | e. iii. |
| 3. | a. iii. | b. i. | c. iv. | d. i. | e. iii. |
| 4. | a. iii. | b. i. | c. iii. | d. ii. | e. ii. |

Assignment 2

B. Answer the following questions in 20–30 words each.

1. What were some of Kalam's unpleasant memories?

Ans. When Kalam was in the fifth standard, he used to sit in the front row with Ramanadha Sastry. A new teacher did not like the fact that a Muslim boy was sitting next to a Hindu priest's son, and asked Kalam to sit in the back row. When his science teacher Sivasubramania Iyer, invited Kalam for a meal at his home, his conservative wife refused to serve him food in her kitchen.

2. Write about some pleasant memories that Kalam shares.

Ans. When Kalam helped his cousin to catch the bundles of newspaper that were thrown out of the moving train on Rameswaram Road, he earned his first wages, something that filled him with pride every time he remembered it. His friendship with Ramanadha Sastry, Aravindan and Sivaprakasan, all boys from orthodox Hindu Brahmin families, the support and encouragement he received from his science teacher Sivasubramania Iyer, are some pleasant memories shared by Kalam.

3. What do you learn about Kalam's religious views?

Ans. Kalam had liberal religious views, which were shaped by his childhood experiences. His closest friends were boys from orthodox Hindu Brahmin families. During the annual Shri Sita Rama Kalyanam ceremony, his family used to arrange boats with a special platform for carrying the idols of the Lord from the temple to the marriage site. Events from the Ramayana and the life of the Prophet were the bedtime stories his mother and grandmother would tell the children of the family.

4. What were Kalam's parents like?

Ans. Kalam's parents were middle-class, wise and generous. His father did not have much formal education or wealth. He avoided all inessential comforts and luxuries but provided adequately for food, medicine and clothes. He gave his children a materially and emotionally secure childhood. Kalam's mother was very kind-hearted. She fed more outsiders every day than all the members of the family put together.

5. What shows you that Kalam was close to his friends?

Ans. Kalam's closest friends were Ramanadha Sastry, Aravindan and Sivaprakasan. All the boys belonged to orthodox Hindu Brahmin families, but none of them ever felt any difference amongst themselves because of their religion and upbringing. When the new teacher in the fifth standard asked Kalam to go and sit in the back row, Ramanadha Sastry wept at being separated from Kalam.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. How did Kalam use the opportunities that the Second World War brought?

Ans. Kalam made use of the demand for tamarind seeds to collect these and sell them. He would earn one anna in a day. Another opportunity came when his cousin enlisted his help in the distribution of newspapers. Kalam considered it as his first job.

2. Did the high priest, Lakshmana Sastry take the correct action by asking the teacher to apologise?

Ans. Lakshmana Sastry did the right thing by asking the teacher to apologise. Through his actions, the teacher was spreading the poison of social inequality and communal intolerance in the minds of innocent children. This is a serious crime which would affect innocent children in the long run. If a teacher indulges in such a damaging act he deserves to be reprimanded.

3. What lesson did the science teacher impart to young Kalam and his wife by his actions?

Ans. When his wife refused to serve Kalam, Sivasubramania Iyer served him with his own hands, and sat down beside him to have his own meal. He again invited Kalam for dinner. This not only changed his wife's attitude, it also had a profound influence on young Kalam. Sivasubramania Iyer taught Kalam to confront the problems plaguing the society if one decides to change the system.

Assignment 4

D. Answer the following questions in 100–120 words.

1. Discuss the role of Abdul Kalam's parents and teachers in shaping his outlook of life.

Ans. Abdul Kalam was fortunate to have parents and teachers who gave him the right values and shaped his progressive outlook of life. His father was wise, while his mother was kind and generous. He had a secure childhood, both emotionally and materially. There were no luxuries, but every necessity was provided for. His science teacher Sivasubramania Iyer encouraged him; it was his wish that Kalam be 'on par with the highly educated people of the big cities'. Both his parents and his teacher were secular and helped shape Kalam's secular views. His family used to arrange boats for the Shri Sita Rama Kalyanam ceremony. His teacher, an orthodox Brahmin, invited Kalam home for meals and reformed his wife who was conservative and closed-minded.

2. Teachers and the elders of society carry the responsibility of imparting the values of tolerance and brotherhood which are the hallmark of a great nation. Write an argument for a debate supporting the statement, with reference to the chapter 'My Childhood.'

Ans. Children learn their first lessons of social behaviour from their family. These lessons are reinforced in school, and lessons learnt in school and at home lay the foundation of how we treat our fellowmen in real life. It is important that we learn to respect each other no matter what their colour, creed or religion.

In the story of APJ Abdul Kalam, we see how his family, despite following Islam, was deeply involved in the service of the local temples. His friends belonged to different faiths but they shared strong bonds of friendship and Kalam was very upset when the teacher made him sit away from Ramanadha Sastry, his close friend. At the same time, the village headmaster and his Science teacher showed how one should rise above the narrow minded barriers created by society.

As such we see that these lessons learnt in childhood shaped Kalam's thinking and he grew up to be a great soul who is loved and respected till date.

7. Packing

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. *Who all were planning to go on a trip?*

Ans. The author Jerome K Jerome and his friends George and Harris were planning to go on a trip.

2. *Who offered to pack and why?*

Ans. The author offered to pack because he prided himself on his packing. He believed that packing was one of the many things he knew more about than any other living person. However, what the author really offered was to supervise the packing, and not do it himself.

3. *What had the person, who offered to pack, hoped his friends would do?*

Ans. When the author offered to pack, he had really meant that he would boss over the packing. He had hoped that he would give instructions on how to pack, and his friends George and Harris would follow them.

4. *How did the others react to the person who was packing?*

Ans. George and Harris sat back and relaxed while the author did the packing. They asked him whether he had packed this thing or that, which irritated the author. Harris pointed out that the boots had not been packed. At this George laughed one of his senseless laughs. He asked the author if the soap had been put in.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. *Why do you think Harris waited till the narrator had closed the bag before telling him about the boots?*

Ans. The narrator had with great difficulty shut and strapped the bag when Harris reminded him about the boots. Harris waited till then to say this because he wanted to irritate the narrator and have fun at his expense.

2. *If you had to advise the narrator on the manner of packing what would you suggest?*

Ans. If I had to advise the narrator on packing, I would suggest that he first make a list of all the things that would be needed. Next I would advise him to lay out all the items and sort out the order in which they would go into the bag.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Comment on the humour in the story 'Packing'.

Ans. The story is a humorous one about three friends packing for a trip. The author believes he knows more than anyone else about packing, but actually he does not. His magnanimous offer to pack is really nothing more than an offer to boss over his friends while they did the packing. He feels irritated, therefore, when they sit back and watch him pack, occasionally asking him if he had packed some thing or the other. The author makes one blunder after another while packing. He forgets to pack the boots, cannot remember if he has packed his toothbrush, and finally realizes that he has packed in his spectacles as well. All this generates much humour. Then his friends George and Harris decide to pack the hamper. They begin spiritedly, trying to show the author how to pack. But soon it becomes like a crazy circus, with tomatoes and pies being crushed, salt being overturned, butter being trod upon, and to add to the mess, Montmorency's interference in everything. All the while, the author sits on the table and watches them bungle, much to their irritation.

2. Describe the incident involving the butter.

Ans. While packing the hamper, George trod on the butter. After getting it off his slipper, he and Harris tried to put it in the kettle. The butter would not go in, and the little that went in would not come out. They finally scraped it out and put it down on a chair. But then Harris sat on the butter, and it stuck to him. They looked all over the room for the butter but could not find it. George was certain he had put it on the chair, and Harris vouched for it. George declared the butter going missing as the most extraordinary thing, and Harris agreed that it was most mysterious. Then George saw the butter sticking to Harris's back and became indignant. Finally, they took it off and packed it in a teapot.

3. How did Montmorency add to the confusion?

Ans. Montmorency was a perfect nuisance. He added to the confusion while George and Harris were packing the hamper. He came and sat down on things just when they were needed to be packed. Whenever Harris or George reached out their hand for anything, he butted in his cold damp nose, as if that was the thing they were reaching out for. He put his leg into the bottle of jam and pawed the teaspoons. He chased the lemons as if they were rats, getting into the hamper and squashing three of them, before Harris finally stopped him by throwing the frying pan at him.

4. The narrator prides himself on his packing skills as also his numerous other talents yet we know that he made a mess of the packing that he took upon himself. With some reference to the extract, write an account of a task that you or someone else was part of but which turned out to be a disaster.

Ans. Last year, our class decided to put up a play for the inter-section competition. Everything had to be organised completely by the students.

Like Jerome, Bina prided herself on her special ability. She announced that since she had got the highest marks in creative writing in the last exam, only she was talented enough to write the play. Like George and Harris, we were more than happy to let her take over this responsibility, while the rest of us tackled other jobs.

The packing for the vacation which the three men were going for was left till the very end and so was our script. Bina too got irritated at us when we criticised her. Needless to say, our end product that evening was very similar to the disastrous evening in the text, wrought with frayed tempers and exhaustion – and the worst production ever. But I'm sure the three friends had more fun on their trip than we did putting up this play!

8. Reach for the Top

Part I. Santosh Yadav

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Who is Santosh Yadav? What do you know about her birth?

Ans. Santosh Yadav is the only woman in the world who has scaled Mt Everest twice. She was born in the village of Joniyawas in the Rewari District of Haryana. She was the sixth child to be born after five sons, and so was welcome in the family.

2. Why did Santosh have to go against the wishes of her parents? When did she have to do so?

Ans. Santosh was not content with her place in a traditional society where girls would be married at the age of sixteen. So she went against the wishes of her parents and took admission in a school in Delhi when she was sixteen. When her parents refused to pay for her education, she said she would work part-time. They then agreed to pay her school fees.

3. Where did Santosh study?

Ans. Santosh went to a high school in Delhi and thereafter attended Maharani College in Jaipur.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. Santosh was not satisfied with the traditional place of girls in her society. How did she manifest this dissatisfaction?

Ans. Unlike other girls of her village, Santosh was not content with the traditional way of life. She used to wear shorts and went on to study further at Delhi. She did not get married at sixteen as most of the girls of her village did instead she went on Jaipur to study in a college.

2. Santosh “decided to fight the system in her own quiet way when the right moment arrived”. Explain how she did that.

Ans. Santosh opposed her parents’ decision to marry her off at the early age of sixteen and got herself enrolled in a school in Delhi. When her parents refused to pay for her education in the city, she told them that she would earn money for her fees by working part-time. Her parents then agreed to pay for her education.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. How did Santosh get interested in mountaineering? Where did she go for her training?

Ans. Kasturba Hostel in Jaipur faced the Aravalli Hills. From her room, Santosh used to see villagers going up the hill and suddenly vanishing from sight. One day she decided to go there and find out what was happening. However, when she reached there, she only saw a few mountaineers. She asked if

she could join them, and they agreed. This got Santosh interested in mountaineering. She wanted to train herself in this sport. So she saved money and enrolled in a course at Uttarkashi's Nehru Institute of Mountaineering.

2. *What is Santosh Yadav famous for?*

Ans. Santosh Yadav is the only woman in the world to have scaled Mt Everest twice. She got interested in climbing during her college years. Santosh enrolled herself for a course at Nehru Institute of Mountaineering in Uttarkashi. Thereafter, she went on an expedition every year. Santosh had a remarkable resistance to cold and high altitudes. With an iron will, great physical endurance and mental toughness, she proved herself to be a mountaineer par excellence. In 1992, at barely twenty years of age, Santosh scaled Mt Everest. With it, she became the youngest woman in the world to achieve the feat. The very next year, Santosh scaled the Everest for the second time – the only woman in the world to have done so. However, it was not just Santosh's climbing skills that impressed the world. Her concern for others and ability to work as a team earned her a special place in the hearts of fellow climbers.

3. *What shows you that Santosh is a kind person?*

Ans. Santosh Yadav proved herself to be excellent mountaineer. Her climbing skills matured rapidly, and just four years after she had met the mountaineers in Aravalli, Santosh scaled Mt Everest, becoming the youngest woman in the world to do so. But if her climbing skills, physical endurance, and iron will impressed her seniors, her concern for others and ability to work as a team earned her a special place in the hearts of fellow climbers. During the 1992 Everest mission, Santosh Yadav provided care to a climber who lay dying at the South Col. Unfortunately, she could not save him. However, she managed to save another climber, Mohan Singh. She shared her oxygen with him, and thereby saved him from death.

4. *'Once you decide to change the system, such problems have to be confronted.'*
(Sivasubramania Iyer - 'My Childhood')

Did the attitudes of the teacher Sivasubramania Iyer ('My Childhood') and sportswoman Santosh Yadav ('Reaching the Top') bear results in changing traditional viewpoints of society? Discuss with reference to the respective texts.

Ans. Quite in keeping with Sivasubramania Iyer's viewpoint, Santosh also said, "From the very beginning I was quite determined that if I chose a correct and a rational path, the others around me had to change, not me."

While Sivasubramania Iyer was determined to rise above the pettiness of narrow minded communal tendencies, Santosh was also convinced about breaking the gender barriers set by society. Even as a young girl, Santosh was not content being a follower of the conservative rules laid down by the village folk. While girls her age wore traditional dresses, she preferred wearing shorts.

Sivasubramania Iyer's conviction changed his wife's attitude towards people of other faiths eating in her kitchen, and Santosh's passion to follow her dream of enrolling in a mountaineering institute opened up new avenues for village girls who too wished to pursue their dreams.

Thus, we see that Sivasubramania Iyer and Santosh succeeded in changing medieval mindsets for the better.

Part II: Maria Sharapova

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Who is Maria Sharapova?

Ans. Maria Sharapova is a tennis player who won the women's singles at Wimbledon in 2004. The next year, in 2005, Maria achieved the world number one spot in women's tennis. Though she trained in Florida in the United States, she has Russian citizenship.

2. Why did Maria leave her country?

Ans. Maria left her country to receive training in tennis in the United States.

3. What set Maria apart from the other tennis pupils?

Ans. Maria was very young and so would go to sleep at 8 pm. The other pupils would practice till 11 pm. They would then come in, wake her up and order her to tidy up the room. Unlike the others, Maria had little support. Rather than being depressed at such treatment, she became gritty and competitive. It made her more determined not to give up.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. Maria was different from other children. Comment.

Ans. Maria was quite different from other children of her age. She also had inner strength that enabled her to make sacrifices – staying away from her mother, getting bullied by senior players in the hostel – that few children could think of making. She faced hardships and challenges with quiet determination.

2. Imagine you are Maria Sharapova. Write a letter to your friend mentioning the kind of hardships you are enduring while training in the US.

Ans. You could begin like this

Dear

I miss my mother very much and hardly get to see my father.

(To be completed by Students)

Assignment 4

D. Answer the following questions in 100–120 words each.

1. How do you know that Maria is a tough person?

Ans. At the young age of nine, Maria had to leave her mother in Siberia and travel to Florida in the US to train for tennis. She was separated from her mother for two years and would miss her terribly. Her father had to work to pay for her training, and so she did not see much of him either. At the hostel, she would be bullied and mistreated by the other pupils. But Maria did not let that depress

her. If anything, it made her more gritty and competitive. She had a dream, and she would have put up with much more humiliation to pursue it. Her grit and determination paid off when in 2004 she bagged the women's singles crown at Wimbledon, and rose to the number one spot the next year. The hardships Maria had to endure as a child and the sacrifices she had to make is ample proof of Maria's toughness.

2. *What does Maria feel about her Russian identity?*

Ans. Maria Sharapova feels strongly about her Russian identity. She had to leave her home in Siberia and live in the US to train for the sport. For the major part of her life, she played in the US, and so speaks with a pronounced American accent. However, she never fails to own her Russian nationality, and she feels proud about it. She says that it is true that the US is a big part of her life, but she is Russian. She has Russian citizenship, and her blood is totally Russian. She also expressed her wish to play for Russia in the Olympics, if her country wants it.

3. *Which dream has kept Maria going?*

Ans. The dream to become world number one kept Maria Sharapova going against all odds. At the tender age of nine, Maria had to travel to the US to train in tennis. She had to live without her mother for two years. Those years were tough as she missed her mother terribly. She saw little of her father too, as he had to work hard to pay for her training. To make things worse, Maria would be humiliated by the other pupils who were older than her. But these tough times only hardened Maria and strengthened her resolve to pursue her dream. As she says, when a person has nothing, it makes them very hungry and determined. She says she would have put up with far greater humiliation and insults to be able to steadfastly pursue her dream.

4. *"I unfurled the Indian tricolour and held it aloft on the roof of the world. The feeling is indescribable. The Indian flag was flying on top of the world. It was truly a spiritual moment. I felt proud as an Indian." – Santosh Yadav*

"I'm Russian. It's true that the US is a big part of my life. But I have Russian citizenship. My blood is totally Russian." – Maria Sharapova

With reference to the quotes by the two sportswomen, discuss their feelings of loyalty towards their respective countries.

Ans. When Santosh Yadav scaled Mt Everest a second time, she set a record as the only woman to have scaled it twice. With her national flag flying on the highest peak of the world, she felt immense pride and awe. Because of her efforts and determination, India had been placed in the annals of mountaineering. In recognition of her achievements, the Indian government bestowed upon her one of the nation's top honours, the Padmashri.

Maria Sharapova had an attitude of never giving up. Despite having lived and trained in the US since she was a child, she never gave up her Russian citizenship. She stayed loyal to her cultural roots and was never tempted to take up American citizenship. Perhaps it was the toughness of the Siberian landscape that influenced her character and made her strong to withstand all the difficulties that came her way.

In their own respective fields, both sportswomen have made their country proud.

9. The Bond of Love

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. *What led to the adoption of Bruno by the author's family?*

Ans. Once the author and his companions were passing through the sugarcane fields near Mysore when they saw a black sloth bear. One of the author's companions shot it. When the bear fell down dead, they realized that it was carrying a baby bear, which howled piteously over his dead mother. The author caught the cub and brought it back with him to Bangalore. Thereafter, the bear stayed with the author's family.

2. *How did the author's wife react to Bruno when she saw him?*

Ans. When the author presented the baby bear to his wife, she was delighted. She tied a coloured ribbon around his neck at once, and when she came to know that the bear was a boy, she named him Bruno.

3. *How do you know that the author's wife loved Bruno?*

Ans. The author's wife was delighted to see Bruno when he was presented to her. She immediately tied a ribbon around his neck and christened him Bruno, and later, Baba. She fed him milk from a bottle till the time he was able to eat everything else. She wept and fretted when Bruno was taken away to the zoo. When she learnt that Bruno was missing her too, she insisted on going to the zoo to meet him. She cried when it was closing time and wanted him back with her. When Bruno came back home, she would spend hours with him on the island that was built specially for him.

4. *What advice did the author and his son give the author's wife and why?*

Ans. The advice that the author and his son gave her was that Baba should be given away to the zoo in Mysore. He had grown too big to be kept in the house. Because of the tenant's children, he had to be kept chained most of the time.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. *Why did Bruno have to be taken to the vet?*

Ans. Bruno once accidentally consumed rat poison kept in the library. The poison affected his nervous and muscular system and left him paralyzed. The author guessed what had happened and rushed him in his car to the vet's residence.

2. *Describe the tricks that the pet bear Bruno, or Baba as he was now called, could do.*

Ans. When Baba was given the command to wrestle, he would vigorously tackle anyone who came forward. When asked to hold the gun, he pointed a stick at the person. On being asked where the baby was, he brought out a stump of wood and cradled it as if it were a baby.

3. Do you think the zoo curator did the right thing by returning Baba to the author's wife? Give reasons.
- Ans. When Baba is sent to the Mysore zoo, he is so pained by the separation from his mistress that he is terribly upset and refuses to eat anything. After visiting Baba in the zoo, the author's wife could not bear to leave him behind. Seeing their distress the curator allows the bear to be taken back.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Why is the story called "The bond of love"?
- Ans. The story is called 'The Bond of Love' because it relates the love that is shared between the author's wife and a sloth bear. The author had brought the bear to his wife when its mother had been killed on the sugarcane fields near Mysore. His wife was delighted to have him, and soon the bear became very attached to her. She christened him Bruno, and later, Baba. As the months passed, however, Baba grew too big to be kept at home, and he was given away to the zoo in Mysore. The author's wife wept and fretted, and could not eat for several days. She could not be stopped any more when she learnt that Baba too fretted, refused food and looked thin and sad. She insisted on meeting him. The author thought that Baba would not recognize her, but as she neared his cage in the zoo, Baba recognized her and howled with happiness. The author's wife cried bitterly when it was closing time and wanted her Baba back. Baba was taken back home, and the author's wife would spend hours with him on his island, a place made especially for him.
2. Is it possible for people to have very special relationships with animals? Comment with reference to the story.
- Ans. It is possible for people to have very special relationships with animals, even sloth bears. In the story 'The Bond of Love', we see the special relationship that the author's wife has with Baba. He was adopted by the family when he is orphaned as a cub. Soon, he became fond of everyone in the family, but he loved the author's wife the most, and she loved him back equally. When Baba became too big to be kept at home, he was sent to the zoo in Mysore. But the author's wife wept and fretted for Baba, and so did Baba in the zoo. At last, she insisted on meeting him. Everyone thought that Baba would not recognize her, but as she neared his cage, Baba recognized her and howled with happiness. She fed him all that he loved to eat, and cried bitterly when it was time to leave. She expressed her wish to have Baba back, and the Superintendent was kind enough to agree. Baba was taken back home, and a special island was made for him to stay in the house compound. Both Baba and the author's wife would spend hours in each other's company on this island.
3. Bruno loses his natural mother, but finds another in the author's wife. With reference to their relationship, show how a mother's love is the purest emotion ever.
- Ans. Bruno's relationship with his human mother was one of deep emotional bonding. To her, he was not a pet but her child, whom she loved with complete devotion. She played with him, spoilt him, enjoyed his every antic, fed him – just as any mother would. He too adored her completely. When Baba was sent to a zoo, the parting was as painful to her as it was to Baba. She wept and fretted and was inconsolable at her 'child' being sent away. He too was so pained and miserable by the separation from his 'mother' that he refused to eat anything. When she went to meet him, it was a joyful reunion, and when it was time for them to be parted, they both cried bitterly. She then decided that Baba had to return home, and appealed to the authorities. Moved by the plight of the two, Baba was then reunited with his loving mother.

10. Kathmandu

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Whom does the author visit Kathmandu with?

Ans. The author visits Kathmandu with Mr Shah's son and nephew.

2. What does the author find interesting about the flute seller?

Ans. The flute seller held a pole at the top of which fifty or sixty flutes protruded in all directions, like the quills of a porcupine. From time to time, he selected a flute and played for a few minutes. He played slowly and meditatively, without excessive display. He did not shout out his wares like the other hawkers did. He made a sale occasionally, but did so in a curiously offhanded way.

3. Why does the author wish to go home?

Ans. The author had been away from home for a long time. He was feeling homesick. His love for travel may have suggested a longer, more exciting route back home, but he was too exhausted, and wanted to go back home as quickly as possible.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. Compare the atmosphere at Baudhnath stupa with that at Pashupatinath.

Ans. Pashupatinath was marked by noise and confusion whereas the Baudhnath stupa was calm and serene. There is a sense of stillness here. There are no crowds even on the road surrounding the stupa only some shops run by the Tibetan immigrants.

2. Why does the author not want to travel via train or bus back to India?

Ans. The author after travelling through China and Tibet is feeling exhausted. He would have liked to go to Patna by train or bus and then sail on the Ganga and then Yamuna to Delhi. But he is feeling homesick and tired so he books a flight back to Delhi.

3. As a reader, would you like to visit the town of Kathmandu after seeing it through the author's eyes? Give reasons.

Ans. From the author's account of his visit to Kathmandu, I find it to be an old city filled with religion and traditions. It seems to be popular with devotees and tourists alike.....
(to be completed by students)

Assignment 4

D. Answer the following questions in 100–120 words each.

1. *Why do flutes fascinate the author?*

Ans. The author finds it very difficult to tear himself away from any place where flute music is being played. He feels that the music of the flute is at once the most universal and the most particular of sounds. There is no culture that does not have its flute – the reed neh, the recorder, the Japanese shakuhachi, the bansuri of Hindustani classical music, the clear or breathy flutes of South America, and the high-pitched flutes of China. Each flute produces its own music. Yet, to hear any flute is to appreciate the commonality of mankind. The notes of the flute are the closest to the human voice. Its driving force too is the living breath – it too needs to pause, breathe and then carry on.

2. *What makes you think that Kathmandu is a vibrant place?*

Ans. The author describes Kathmandu as ‘vivid, mercenary, religious’. It has small shrines and flower-adorned deities along the narrowest and busiest streets. There are fruit sellers, flute sellers and hawkers of postcards. Shops selling western cosmetics, film rolls, chocolate, copper utensils and Nepalese antiques dot the city. There is noise everywhere -- film songs blare from radios, cars honk, bicycles ring, stray cows moo, and vendors shout to attract customers. At Pashupatinath Temple, the main tourist spot in Kathmandu, the author finds the atmosphere one of ‘febrile confusion’. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the precincts. Worshippers jostle as they try to get the priest’s attention. Monkeys fight and jump around the place. On the banks of the holy Bagmati, corpses burn, washerwomen wash clothes and children bathe. In all, the crowds, the noise and the chaos make Kathmandu a truly vibrant place.

3. *Which two very different places does the author see in Kathmandu? Describe them.*

Ans. The author visits Pashupatinath Temple and the Baudhnath Stupa in Kathmandu. They are very different from each other. At Pashupatinath, there is an atmosphere of chaos and confusion. By contrast, at Baudhnath Stupa, a sense of stillness prevails. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds of Pashupatinath. Worshippers jostle and elbow one another to catch the attention of the priest. Saffron-clad Westerners struggle for permission to enter the temple. Monkeys fight and jump all over the place. On the banks of the holy Bagmati, corpses burn, washerwomen wash clothes and children bathe. Baudhnath Stupa is peaceful and quiet. Its immense white dome is ringed by a road. Small shops stand on its outer edge, many of them owned by Tibetan immigrants. There are no crowds here – it is a haven of quiet in the midst of busy streets.

4. *“Travel opens your heart, broadens your mind and fills your life with stories to tell.” – Paula Bendfeldt*
With reference to the above quote, how do you think this visit to Kathmandu would have affected the writer?

Ans. From the story we know that the author, Vikram Seth, enjoyed travelling very much. His visit to Kathmandu was definitely a most extraordinary experience and therefore he wrote a travelogue about it.

After his visit from Kathmandu, he must be filled with awe at the kaleidoscopic sights that he had witnessed outside the Pashupatinath Temple. The deep sense of peace and quiet felt at the Baudhanath stupa must certainly be on the other end of his spectrum of memory. He must have marvelled at the two places of worship with such diametrically opposite environments! The local gourmet experience of feasting on marzipan and corn cobs washed down by coke and an orange drink would most probably stay in his gustatory memory for a long, long time. The flute player’s

spell binding tunes would also be an interesting part of the many tales of travel he shared with his friends from time to time.

11. If I Were You

Assignment 1

A. Read the extracts given below and answer the questions that follow.

- | | | | | | |
|----|---------|---------|--------|---------|--------|
| 1. | a. iii. | b. i. | c. ii. | d. iii. | e. ii. |
| 2. | a. iii. | b. iii. | c. ii. | d. iii. | e. i. |

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Who is Gerrard? What does he do for a living?

Ans. Gerrard is a thirty-two-year-old man who lives in an isolated cottage in the wilds of Essex. He is a theatre personality. He can be an actor or a playwright.

2. Who enters the cottage and why?

Ans. An intruder enters the cottage. He is a criminal who specializes in jewel robbery. He has also killed a cop. He is on the run from the police. So he thinks of a plan of killing Gerrard, who himself leads a rather elusive life, and taking on his identity. This way, he will be able to stay in the isolated cottage, away from the prying eyes of people and will be protected from the police.

3. How does Gerrard react to the intruder?

Ans. Gerrard reacts to the intruder with a lot of calm and composure. He calls his entry melodramatic and not very original. He does not display any fear nor does he raise any alarm. He replies to the questions that the intruder asks with a degree of humour, even nonchalance.

4. How does Gerrard trick the intruder?

Ans. Gerrard made the intruder believe that he too was a crook. That was the reason why he lived in a lonely cottage in the wilds of Essex. He said that he was expecting the police to come and catch him that night. He asked the intruder to escape with him. He opened a door that supposedly led to the garage where the car was. But no sooner did the intruder look inside than Gerrard gave him a shove and locked the door from outside.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. What was the intruder's intention? Explain why.

Ans. The Intruder is a criminal who is running from the police for having murdered a cop. The intruder intends to kill Gerrard and assume his identity and evade arrest by the police. In doing so he would be able to lead a peaceful life without any fear of being arrested.

2. What was the effect of Gerrard's complete composure on the intruder?

Ans. The Intruder thought that Gerrard was being 'smart' or witty and teasing because he did not show any fear at the sight of an armed man enter his house and threaten him. He started to get angry and threatened to hurt Gerrard before killing him.

3. "A mystery I propose to explain." What is the mystery that Gerrard proposes to explain?

Ans. The intruder tells Gerrard that he appears to be a mystery man. Gerrard tries to explain the reason behind his mysterious life, his sudden comings and goings, his irregular routine, and his refusal to see the tradesmen. He tells the intruder that he too is a wanted man.

4. As a reader would you say that the sudden twist in the story surprised you? Were you pleased with the way the author ended the play?

Ans. The way that Gerrard reveals that he himself was a wanted criminal comes as a surprise for both the intruder as well as the reader. Because of this element of surprise, Gerrard was able to outsmart the intruder and save his life. The ending was a pleasant one.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. The intruder was an unscrupulous man. Comment.

Ans. The intruder was a criminal who specialized in jewel robbery. It was evidently on one such robbery in town that he had killed a cop. Ever since he has done nothing but dodge the police. In Aylesbury, the intruder sees Gerrard and finds out that he leads a rather mysterious life – not meeting many people, ordering what he needed over the phone and never meeting tradespeople. This gives him the idea to impersonate him and live in his isolated cottage after killing him. The police would never think of searching for him there, and he would be free to eat well, sleep and do nothing. The intruder has no qualms about killing a person. Even if we think that killing the cop was done in desperation to avoid being caught, his plan to kill Gerrard in cold blood proves just how unscrupulous the intruder was.

2. The intruder was smart but Gerard was smarter. Do you agree? Why?

Ans. The intruder had chanced upon Gerrard and come up with the perfect plan to escape the police. He would kill Gerrard, take on his identity, and live the isolated life that Gerrard led. He considered himself very smart, and at the top of his game. However, Gerrard proved to be the smarter of the two. He tricked the intruder into believing that he too was a crook like him. The police could come to catch him that night, which was why he had his suitcase packed and was ready to leave. He said that he had a man posted on the main road to ring him up if the police was coming. When the call he was expecting came, Gerrard pretended that it was the call to alert him. He hurried the intruder through the door of a cupboard, saying that it led to the garage where his car was waiting. When the intruder looked in to inspect, Gerrard pushed him inside and locked the door.

3. Justify the title of the story 'If I Were You'.

Ans. The title of the story is 'If I Were You'. It is apt because the intruder in the story comes to Gerrard's cottage with the plan to kill him and live the rest of his life as Vincent Charles Gerrard. Gerrard is little known, lives in an isolated cottage in Essex, rarely meets people, goes to and comes back from places that no one knows. This mysterious lifestyle suits the intruder who wishes to escape the net of the police. But Gerrard turns the tables on him. He says that he is no different from the intruder. He is like him. He too is a crook on the run from the police. He is expecting them to come that night to catch him. Even if the intruder is successful in dodging the police, as Vincent Charles Gerrard, he would surely be caught.

4. "Of course, if you put it like that, I'll be glad to assist you..."

Gerrard behaves in a very extraordinary way when faced with the intruder. Which of Gerrard's qualities helped him in saving himself?

Ans. It was Gerrard's presence of mind and self-confidence that saved him from being killed by the intruder. He did not show any fear in the face of danger, instead he engaged the intruder in conversation, all the while planning how to get out of the dangerous situation. He also had a great sense of humour, and his casual manner of conversation with the intruder covered up any hint of what he was planning to do. He handled the adverse situation with a lot of courage and masked his fears very well.

Gerrard was a playwright, blessed with a fertile imagination and intelligence. He built up an imaginary story on-the-spot with his theatre props as evidence and convinced the intruder that he too was a criminal with the police after him. With his smooth talk and convincing acting, he managed to catch the intruder off-guard, and locked him up for the police.

Beehive – Poetry

1. The Road Not Taken

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Why does the poet have to make a choice?

Ans. The poet has to make a choice because he cannot travel two roads at once. The roads symbolize the options we are faced with in life. In such cases, we have to decide which one to choose. We cannot choose both options.

2. What does the poet choose?

Ans. The poet chooses the road that has been less travelled. In other words, he makes a choice that few people make.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. How does the poet describe the roads?

Ans. The roads are in a yellow wood. They were divergent, that is, after a point they never met. So the traveller could only travel on one of them. One of the roads was more travelled than the other. The other was grassy, which showed that not many had travelled on that path.

2. What influences the poet's choice?

Ans. The poet decides to take the road that is less travelled. It is not clear what influences the poet's choice. But he says that the road had a 'better claim' to being chosen because it was still grassy and not worn out by the trudge of travellers. For the poet, the road and its destination could have held attraction because not many had dared to explore it.

3. What does the poem symbolize in terms of real life?

Ans. The poem is about actual and figurative roads. One that we actually walk on and the roads we take through life. The poem discusses that for every road taken, there is one that is not taken. The road taken affects our future life and we will always wonder about the road not taken.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. The title 'The Road Not Taken' is an appropriate title for the poem. Comment.

Ans. The poem is about a road that diverged into two at a point in the forest, which made the poet choose one over the other. The roads stand for life choices that we make. It is often difficult, and we do not

have many signs to tell us whether what we have chosen is right. The same dilemma presents itself before the poet as he travels through the forest. He is unsure which road to take. Then he decides to take the one that has been less travelled. He understands that once taken, he will never be able to retrace his steps. He will have to keep to that path, and go wherever it takes him. But he hopes that many years hence, he will be able to say that once a road diverged into two, and he took the one less travelled, and that made all the difference to his life. This has a positive ring to it, and so makes us wonder whether 'The Road Taken' would have been a more appropriate title. However, it is never made clear whether that 'difference' will be a welcome one or an unwelcome one. Would the road that was not taken have led the poet to a happier place? The significance accorded to the road not taken in the title keeps that question open.

2. What is the theme of the poem 'The Road Not Taken'?

Ans. The theme of the poem 'The Road Not Taken' is about the choices that one has to make in life and the acceptance of what these choices lead us to. When faced with two diverging paths in the forest, the poet chooses the one that few travellers have taken. He wants to keep the other path for another day, but knows that he may never come back to take it. The path he has chosen will branch out into many more paths, which will take him further and further away from the other road. The same is with life. Once we make a decision and carry it out, it is not possible to reverse it. Life rarely gives us a second chance. But the poet is hopeful. He believes that many years later, he will be able to tell others that he was faced with a choice once. He chose the one that had few takers, but it is that choice that made all the difference in his life.

2. Wind

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. What does the poet say to the wind?

Ans. The poet asks the wind to blow softly. He asks it not to break shutters, scatter the papers, throw books from the shelf, tear the pages of the books and bring the rain. He says that the wind is very clever at poking fun at the weak. So it crushes weak houses, doors, rafters and people.

2. How does the wind treat the weak?

Ans. The wind pokes fun at the weak. He crushes them. Crumbling houses and doors, frail people and lives are winnowed by the wind and blown away. Only those that are strong remain behind. He does not listen to the weak; he does not want to be their friend. He wreaks havoc in their lives.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. What does the wind do?

Ans. The wind breaks shutters, scatters the papers, throws books from the shelf, tears the pages of the books and brings the rain. It pokes fun at the weak, but helps the strong. So it crushes crumbling

houses and those faint of heart. But strong fires roar and flourish in the wind as do those with a steadfast heart.

2. *What does the poet ask people to do?*

Ans. The poet asks the people to become strong. He asks them to make strong homes, joint the doors firmly, make bodies fit and hearts steadfast. For, just as weak fires are extinguished by the wind, so will weak people be destroyed by misfortune. As strong fires roar in the wind, so do strong people flourish in life.

3. *The poem is a metaphor for life itself. Justify.*

Ans. The poet has used the wind as a metaphor for problems we face in life. When the problems are really challenging they can be compared to the wind which has the potential to destroy everything in its path. It is only the strong who can boldly face problems and succeed.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. *What is the wind symbolic of? How does the poet use the symbol in the poem?*

Ans. The wind is symbolic of all the adversities that life buffets us with. The poet uses the symbol to make the point that only the strong can beat misfortune; the weak fall prey. The wind does not listen to anybody. It come in uncalled into the room, breaks the window shutters, throws down books from the shelves, scatters the papers and brings the rain. So do adversities come and create havoc in our lives. The weaker we are, the harder are our afflictions. But if we become strong, we can change our afflictions into blessings. The poet says that the wind is a friend of the strong. It aids them to become stronger, just as the wind aids strong fires to roar and burn more lustily.

2. *Does the poet convey a message through the poem 'Wind'? What is the message?*

Ans. The message that the poet conveys through the poem can be summarized in the adage: Fortune favours the bold. The wind god in the poem stands for fate or fortune, which can be good or bad. It can lash us with its fury or bless us with abundance. It is up to us how we weather it. One cannot stop the wind from blowing – it will come unannounced, blow away things, break doors and windows and topple buildings. In other words, there will be times in our lives when misfortune will seek to destroy everything. It will try to crush us under the weight of difficulties. It will not listen if we ask it to spare us our problems. The only thing that will help us is our resolve to make ourselves stronger. Once we are able to do that, we shall find that fortune is on our side. It will be our friend for we have been strong.

3. Rain on the Roof

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. *Why does the poet like the rain?*

Ans. The poet likes the rain because of all the thoughts and remembrances that its sound brings to his mind. He likes to lie in his bed, with his head pressed to the pillow, listening to the pitter-patter of the rain on the roof of the cottage. The sound of rain on the shingle roof sets in motion a thousand fancies and brings a thousand memories to his mind.

2. *How does the poet describe his mother?*

Ans. The poet describes a side of his mother which the sound of the rain brings to his mind. His mother was a caring figure. She would look at her children lovingly after putting them to sleep before leaving them for the night. On such nights when it rains, the author feels her gazing fondly at him.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. *What all does the poet do when it rains?*

Ans. The author lies on his cottage chamber bed, and listens to the pitter-patter of the rain as it falls on the roof. He thinks about a thousand fanciful things. He remembers many things from the past. Most of all he remembers his mother, and how she used to look lovingly at her children when they were sleeping.

2. *Imagine it has been a really hot summer and the humidity making it more uncomfortable. Describe your feelings when the rains come bringing relief.*

Ans. Just when I thought that I could no longer bear the heat and humidity I heard the low rumble of thunder and saw the brightness of the day dim as the clouds came racing. I rushed out and began to dance in the rain singing with joy.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. *Comment on the different moods of the poet as expressed in the poem.*

Ans. In the poem, the author describes how he feels when it rains at night and he lies in his bed listening to it fall on the shingle roof of his cottage. Many thoughts cross his mind and memories rush in. He feels blissful listening to the rain with his head pressed against the pillow. The sound of the rain touches his heart and gives rise to a thousand fancies. His mood becomes dreamy and fanciful. The poet also becomes nostalgic. Memories come thick and fast. He remembers his mother, and how she used to look at her children lovingly after they had slept. He becomes wistful as he feels her tender gaze on him even after all these years.

2. *How does the rain affect the poet?*

Ans. The rain has a deep effect on the poet. When it rains at night, the poet feels happy listening to it fall on the shingle roof of his cottage. He feels warm, cozy and content lying on his bed with the gentle sound of rain lulling him to sleep. A thousand wishes and desires arise in his heart – wishes and desires that perhaps had remained unheeded. Listening to the rain brings them to the fore. With them come fond memories, especially of his mother. The image of her looking lovingly at her sleeping children comes to his mind. As he listens to the rain, he feels her loving gaze on him. The sound of the rain, therefore, also comforts the poet.

4. The Lake Isle of Innisfree

Assignment 1

A. Read the extracts given below and answer the questions that follow.

1. a. i. b. iv. c. i. d. i. e. i.
2. a. ii. b. i. c. iv. d. ii. e. i.

Assignment 2

B. Answer the following questions in 20–30 words each.

1. *What sounds does the poet hear in Innisfree?*
Ans. The poet hears the buzzing of bees all day and the song of the cricket at night. In the evenings, he hears the flapping of wings of flying linnets.
2. *Describe the sights the poet sees in Innisfree.*
Ans. In Innisfree, the mornings are covered in mist. The afternoons have a reddish glow, and the nights are full of stars that glimmer. In the evenings, the poet sees linnets flying around in the sky.
3. *Why does the poet like Innisfree?*
Ans. The poet likes Innisfree because of the peace and tranquility of the place. It is an island surrounded by a lake, and is far from the madding crowd. In such a place as Innisfree, the poet can live the kind of life he loves – close to nature, in a small cottage made of clay and wattles.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. *Why does the poet wish to go to Innisfree?*
Ans. The poet wishes to go to Innisfree because he longs for the peace and quiet of the place. He is sick of the dreariness of city life. Night or day, whether he is on the road or on the pavement, he hears the soft sounds of the lake water lapping the shore. It makes him want to wait no more, but arise and go to Innisfree.
2. *The poem evokes a sense of peace and tranquility. Justify.*
Ans. The poet paints a picture of peace with the images of natural beauty he will enjoy once he goes to live there. The misty mornings, shining stars and natural glow of heather in the sunlight along with the sounds of the lake waters, the birds and the bees contribute to the sense of peace which come to mind.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. *The poet thinks of Innisfree as an escape. Comment.*
Ans. In the poem, the poet wishes to escape his wearisome life in the city by going to Innisfree. He repeats the line 'I will arise and go now', which suggests some kind of deep need and compulsion. He imagines the little cottage he will build there, the rows of bean he will plant, and the hive for honeybees that will keep the place alive with their buzzing. That the place has a strong pull on him is clear when he says that night or day, wherever he is, he can hear the lapping of the lake water

in his deep heart's core. The poet is dissatisfied with his life in the city. He says that in Innisfree, 'I shall have some peace'. This implies that the city lacks the quality of peace that the poet seeks.

2. Do you agree with the idea that Innisfree is a beautiful place? Give reasons for your answer.

Ans. Innisfree is certainly a beautiful place. It is a lake island, far away from the hustle and bustle of the city. Peace pervades the atmosphere of Innisfree – it drops gently from the misty veils of the morning. The sounds that are heard there are the sounds of nature – the singing of crickets, the buzzing of bees, the flapping of the linnet's wings, and the gentle sound of water lapping the shore. The mornings are misty, the afternoons warm and aglow with light, and the nights glimmer with the light of stars. The beauty of Innisfree is the beauty of nature that is as yet untouched by human hands. The island, the glade, the lake, the birds and insects, all combine to create a picture of untarnished beauty that is Innisfree.

5. A Legend of the Northland

Assignment 1

A. Read the extracts given below and answer the questions that follow.

- | | | | | |
|-----------|--------|---------|---------|--------|
| 1. a. ii. | b. ii. | c. iii. | d. iii. | e. ii. |
| 2. a. i. | b. ii. | c. ii. | d. ii. | e. ii. |

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Where had Saint Peter gone? Whom did he visit?

Ans. Saint Peter had gone to the Northland. He visited the cottage of a little woman.

2. What did Saint Peter see in the house?

Ans. Saint Peter saw that a little woman was baking cakes in the hearth.

3. What state was Saint Peter in when he reached the woman's house?

Ans. Saint Peter was faint with fasting. He had been walking all day preaching. When he reached the woman's house, he was feeling tired and hungry.

4. Describe the cakes the woman baked.

Ans. The woman baked three cakes for Saint Peter, each smaller than the previous one. The last cake that she baked was wafer thin. Still, she could not part with it.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. What does the beginning of the poem tell you about the kind of place it was?

Ans. 'A Legend of the Northland' portrays how the Northland looked like. It was far away from where normally people lived. Here, the daytime was short in comparison to wintry nights. The nights of Northland were so cold and so long that it was hard for the people to sleep through the night.

2. *Even though the poet doesn't believe the story to be true, she still feels there is a lesson to be learnt from it. Explain.*

Ans. The story brings out an important moral lesson. Greed is an evil characteristic of humans. It is punished in the end. The greedy little woman who didn't want to give even a small piece of cake to hungry Saint Peter was cursed to become a woodpecker.

3. *How would you characterize the behaviour of the old woman in the poem? Explain.*

Ans. The old woman exhibits the traits of selfishness and greed. When the tired and hungry Saint comes to her house asking for some cake that she had baked, the old woman could not bring herself to give him even the tiniest cake.

4. *If greed and selfishness brings us suffering, what would being generous and caring bring?*

Ans. Just as the old woman was cursed for being selfish there are legends about poor people becoming rich and happy after giving away all they had to a needy person. When we share with others what we have, not only do we feel good but are rewarded with benefits in our life.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. *How do you know that the woman was selfish?*

Ans. When Saint Peter came to the woman's door, he saw that she was baking cakes on the hearth. Saint Peter was faint with hunger. He had been walking all day and fasting. So he asked the woman if she could give him just one cake from her store of cakes. The woman agreed but baked him a very small cake. Yet, as it lay on the hearth baking, the woman thought it was too large to give away. So she made the dough for a smaller cake. But when she turned it over, it looked as large as the first cake. Finally, she took a tiny scrap of dough, and rolled it till it was flat. She baked a wafer thin cake out of it. But she did not want to part with it as well, and put it on her shelf. Her inability to give away the tiniest of cakes to a hungry person shows her selfishness.

2. *How did Saint Peter teach the woman a lesson?*

Ans. The woman's selfish behaviour was enough to anger even a saint. Saint Peter was enraged at the woman's lack of sympathy. He decided that she was far too selfish to dwell in the human form and enjoy all the comforts of food, shelter and fire. He cursed her that henceforth she would live the difficult life of a bird. She would have to bore all day into hard, dry wood to get her meagre food. And just as he had said, the woman went up through the chimney, but came out as a bird. She had a scarlet head and a black body, and she lived on trees and bored for food all day.

6. No Men are Foreign

Assignment 1

A. Read the extracts given below and answer the questions that follow.

- | | | | | | |
|----|--------|-------|--------|--------|-------|
| 1. | a. i. | b. i. | c. iv. | d. i. | e. i. |
| 2. | a. iv. | b. i. | c. iv. | d. iv. | e. i. |

Assignment 2

B. Answer the following questions in 20–30 words each.

1. *Why does the poet say that no men are foreign?*

Ans. The poet says so because men all over the world are the same. All men breathe the same air and are buried in the same earth. The sun, air and water are shared alike by all; all men prosper during peaceful harvests but starve during wars. They wake and sleep and labour in the same way. Love can conquer them all.

2. *In what way are people all over the world similar?*

Ans. Men all over the world are the same as all men breathe and die. All men share the sun, air and water alike. All men are fed on harvests during peace and starve during war. All men's eyes wake and sleep. The lines of labour in the hands are similar. All men possess a strength that can be conquered by love.

3. *How do people hurt each other?*

Ans. People hurt each other by taking up arms against each other and waging wars. But to hate others is to dispossess ourselves of mercy, to betray and condemn our own selves. When we seek to hurt others, we hurt ourselves.

4. *What does the poet want us to remember? Why?*

Ans. The poet wants us to remember that when we are told to hate others, it is to ourselves that we do harm. We dispossess ourselves of grace and mercy; we betray and condemn ourselves to a life of violence and hatred. When we take up arms against one another, we defile the earth and air that belongs to us as much as those whom we seek to destroy.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. *The poet talks about the equality of mankind. Do you agree? Give reasons.*

Ans. 'No Men Are Foreign' re-establishes the fact that all men are the same, despite the man-made differences of caste, religion, nationality and language. He says that all humans breathe the same way, eat and feel the impact of peace and war in the same manner. Life is common to all beings in every land.

2. *Comment in detail on the poet's feelings about the earth being defiled.*

Ans. Speaking about war the poet says that when nations fight, they damage the earth upon which humans live and which nurtures all life. The very air they breathe is polluted by the smoke and dust caused by firing of weapons.

3. *The poet trying caution people by warning them when he says "it is ourselves that we shall dispossess." Explain its significance.*

Ans. The fourth stanza of 'No Men Are Foreign' ultimately reveals the central idea of the poem and the poet's desire for peace among nations. By hating "our brothers", the fellow human beings, we deprive, cheat, and condemn our own selves. Further, he adds, when waging war against each other, the loss is common to both the side.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. What message does the poet convey through the poem?

Ans. In the poem 'No Men Are Foreign', the poet is trying to convey that all men are the same even if they live in other countries. We are the same in several ways. We share alike the elements of the earth, the sun, air and water. We all breathe alike, and after death are buried in the same earth. All are fed by harvests during peace and starve in war time. We all labour in the same manner, we use our eyes for the same purpose of waking and sleeping. In every country the common life is the same. When we hate others and fight against them it is ourselves that we harm, because the fire and dust of war destroys the purity of the environment which belongs to us too.

2. Justify the title of the poem 'No Men Are Foreign'.

Ans. The title of the poem 'No Men Are Foreign' is appropriate because the message that the poet conveys through the poem is the commonality of humankind. We may like to differentiate ourselves based on the countries we live in, but we breathe the same air and come to the same end. People whom we consider 'foreign' see the same sun, feel the same air, and drink the same water. They are fed by harvests in times of peace and starved in times of war. Their hands do the labour that is not very different from our own. They wake and sleep like we do. They can be won over by love the way we can be. It is for this reason that any land we go, we can recognize and understand the life there. When we wage war against one another, it is ourselves whom we deprive, betray and condemn. The earth and air that we defile through war is part of our world too.

7. The Duck and the Kangaroo

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Where did the Duck live? Did she like it?

Ans. The Duck lived in a pond. She did not like it. She calls it 'nasty'. Living in the pond made her life boring, and she longed to see the world beyond.

2. What did the Kangaroo do all through the day?

Ans. The Kangaroo hopped over fields and water all through the day.

3. What was the Duck's dream?

Ans. The Duck was bored in the little pond where she lived. She longed to hop like the Kangaroo and go out and see the world. She wished to ride on the back of the Kangaroo and go to the Dee and the Jelly Bo Lee, riding over the land and the sea.

Assignment 3

C. Answer the following questions 40–50 words each.

1. Initially the Duck focuses on her own desire to travel but by the end of the poem she argues that the Kangaroo is a dear true love. What does this suggest?

Ans. At the start, the Duck expresses its desire to ride on the Kangaroo's back, but by the end of the poem it changes her argument saying she simply wants to follow her love. This suggests that friendship is not only about personal gratification but also a genuine appreciation of the other person.

2. Why do you think the Duck wanted to leave “the nasty pond”? Why does the pond seem “nasty” to the Duck?

Ans. The Duck longs to see more of the world and travel. The pond represents the restrictive environment of the Duck. Because the Duck is unable to escape from the pond on her own therefore it becomes nasty in the Duck's view.

3. In what way could the Kangaroo help the Duck?

Ans. The Kangaroo could help the Duck by making him ride on his back while he hopped over lands and seas. He could take the Duck with him to the Dee and the Jelly Bo Lee. It was the Duck's great desire to see the world. She was bored living in the little pond, and wished to venture beyond.

Assignment 4

D. Answer the following questions 100–120 words each.

1. Why did the Duck admire the Kangaroo? What did she want from him?

Ans. The Duck admired the Kangaroo because he could hop all day long and go to different places. He could hop over the fields as well as over water. Unlike the Duck's boring life in the pond, the Kangaroo led an exciting life. He travelled over land and sea, to the Dee and the Jelly Bo Lee, and all those places that the Duck wished to see. The Duck wanted the Kangaroo give her a ride on his back. She wanted to see the world beyond her little pond. Together, they could ride the whole day and visit many places.

2. How did the Kangaroo make the Duck happy?

Ans. The Kangaroo made the Duck happy by taking her on a ride to see the world. When the Duck asked the Kangaroo to take her for a ride, the Kangaroo at first expressed some reservation. He felt that though the Duck could bring him luck, her cold and wet feet might give him rheumatism. But the Duck had thought out everything. She had bought four pairs of worsted socks for her feet so that the Kangaroo would find them warm, and a cloak for herself too. At this, the Kangaroo becomes ready to take the Duck. He asks the Duck to sit steady and right at the end of his tail so that his balance would not be upset. And then they go happily, bounding and hopping, three time around the world.

8. On Killing a Tree

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. What does the poet mean by 'consuming the earth'?

Ans. By 'consuming the earth' the poet means that the tree has grown slowly over the years by absorbing water and nutrients from the earth. It has fed upon the crust of the earth.

2. What consumes the earth and how?

Ans. The tree consumes the earth. With the help of its deep roots, it takes in water and nutrients from the soil. It consumes the earth for years till it finally becomes a tree.

3. What makes the tree bleed?

Ans. Hacking and chopping makes the tree bleed.

4. What happens when the boughs are left unchecked?

Ans. When the boughs are left unchecked, they grow into big branches just as those that were chopped off.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. Do you agree that cutting a tree is different from killing it? Justify your answer with reference to the poem.

Ans. Cutting a tree and killing it are different things. After being cut, the tree endures the pain. The wound inflicted heals over time and tree over a period of time recovers. The bleeding bark will heal over time and new green twigs and miniature bough will come out again and in time the tree will re-grow to its original size.

2. Killing a tree can be compared to the extraction of a tooth. Comment.

Ans. The poet describes in detail how the root of the tree needs to be pulled out entirely from the earth in much the same way as a dentist pulls out a tooth completely from its root. The hidden nerve of a tooth is described as the source of strength of the tree hidden in the earth.

3. The imagery used in the poem is to highlight the fact of the tree as a living being. Discuss.

Ans. The poet treats the tree as a living being and refers to hurting the tree causing it to bleed. He describes the killing of a tree in such graphic detail as to evoke sympathy for trees. According to him, to hurt a tree is akin to hurting a human being.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. What could the tree symbolize in the poem 'On Killing a Tree'? Write a detailed answer.

Ans. The tree can be said to symbolize all of Mother Nature which humans systematically work to defile and destroy. However, the poem is ultimately a very intense and graphic account of how a tree is 'killed'. The matter-of-fact, practical tone of the poet makes the act appear more terrible and cold-blooded. When we talk of cutting a tree, we do not think of it in terms of a living being that is being killed. But this is how the poet wants us to think. His use of words such as 'kill', 'pain' and 'bleeding' achieves this purpose. He describes the process of cutting a tree in human terms, and thereby drives home the reprehensibility of the act. All other gifts of Mother Nature that humans kill for profit or pleasure can be described in much the same way.

2. What do you learn about trees from this poem?

Ans. From the poem, we learn that trees are living beings too, just as we are. It is not easy to kill a tree. It has not grown quickly, but taken years to grow in size and strength. It has consumed food from the earth and has absorbed years of sunlight and air. It is no wonder then that the tree is a symbol of strength. Hacking and chopping will only scar it. Its bleeding will heal, and new shoots and boughs will arise again. If unchecked, they will grow to their former size. It is only when its source of strength – its roots – are pulled out that it is possible to kill the tree. The tree sucks its life force from the earth. Once it is detached from it, its soft and sensitive roots choke under the scorching sun. It browns and hardens, twists and withers. It is then that the tree dies.

9. The Snake Trying

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. Where does the snake live?

Ans. The snake lives among slim water reeds.

2. What kind of threat does the snake face and from whom?

Ans. The snake faces the threat of injury and even death from humans.

3. How does the snake react to people?

Ans. The snake tries to escape from the people who chase him. He twists and turns, curving his thin long body into graceful shapes. He glides through the water away from the sticks of the people, and then vanishes in the ripples among the slim water reeds.

4. What would the poet like people to do with regard to the snake?

Ans. The poet would like people to stop chasing the snake. It is after all a small green snake that is harmless even to children. It is a beautiful creature with graceful movements. He asks the people to let him go over the water and into the reeds to hide unhurt.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. Discuss the theme of the poem.

Ans. The theme of the poem is that all snakes are not venomous and are quite harmless. Even a poisonous snake poses no threat unless it is being attacked or feels threatened. The poem tells us about the right of each creature to life.

2. If you were the person who saw the snake in the water, would you act the same way? Elaborate with reasons.

Ans. I would not try to hit the harmless snake the way the person in the poem is doing. The green garden snakes are not venomous and therefore are considered harmless. I would rather watch its graceful movements as it disappears into the water.

3. What does the poet think of the snake?

Ans. The poet finds the snake beautiful. He sees the snake which is being chased by a stick as harmless even to the children. He feels the snake should not be attacked and should be allowed to escape to safety.

4. When faced with any danger our instinct is to fight or run away. Evaluate the snake's reaction to being chased by a stick.

Ans. When the snake is being chased by the stick, it feels threatened but does not try to attack it or the person. Instead it tries to escape by wriggling its body in the water and hiding among the green grass or reeds growing in the water.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Why does the poet ask people to spare the snake?

Ans. The poet asks the people to spare the snake because it is small and harmless. It is of no danger even to children. Killing it would be a wanton act. The poet wishes for the people to be kind towards animals. A snake is not poisonous always. It could be a harmless variety, or be too young to carry poison. In such instances, the snake is a victim of human aggression. It was lying on the sand, perhaps basking in the sun, and was of no threat to anyone. Yet, the moment it was spotted, it was chased with a stick. The poet, therefore, asks the people to let it go and hide among the water reeds unhurt.

2. What kind of a life does the snake live?

Ans. The snake lives on land as well as in the water. But it uses camouflage – the snake is green and so are the slim water reeds among which it hides. The snake therefore lives under the perpetual danger of being spotted and killed. The snake is well adapted for it in other ways too. Its movements are quick, sudden curves that make it difficult to catch. On the land, it suns itself, lying on the hot and dry sand. In water, it lives unnoticed among the slim green water reeds.

3. How should snakes be treated and why?

Ans. Snakes should be treated as any other animal. One should not give in to the impulse to harm or kill a snake. Not all snakes are poisonous. Very often it is the snakes and not the humans who are the victims. Yet, most people are fearful of snakes. Their first instinct is to kill them. Snakes should be allowed to go, and not chased with a stick.

10. A Slumber Did My Spirit Seal

Assignment 1

A. Read the extracts given below and answer the questions that follow.

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

Assignment 2

B. Answer the following questions in 20–30 words each.

1. What had slumber done to the poet?

Ans. The slumber had made the author oblivious to human fears. He had forgotten that his beloved would die one day. He had thought of her as something that could not feel the effect of passing years. Her youth seemed eternal, and her death never crossed the poet's mind.

2. What had the poet imagined about the person he loved?

Ans. The poet had thought that his beloved would be untouched by the passing of years. She would never age and never die. She would remain youthful forever.

3. What fears do humans have?

Ans. The fears that humans have are of becoming old and dying.

4. How does the poet describe the one he loved?

Ans. When his beloved was alive, the poet never felt any fear concerning her – fears that assail all humans. She seemed untouched by the passing years. She was beautiful and youthful. It seemed as if she would remain that way forever. After her death, she lies motionless. She has no force in her – she can neither see nor hear. But her spirit has become one with nature. Together with the rocks, stones and trees, it now rolls round in earth's diurnal course.

Assignment 3

C. Answer the following questions in 40–50 words each.

1. What does the title of the poem mean?

Ans. The speaker of the poem says that his soul felt at peace, as though asleep and existing in a deep calm where he had nothing to fear. His spirit or soul appeared to be protected which is why he did not feel any fear which humans are normally subjected to.

2. "I had no human fears". Explain

Ans. The poet feels at peace, as though asleep and existing in a deep calm where he has nothing to fear. His love for Lucy was so strong that he feels relieved that she would not grow old and suffer the problems of old age as human beings do.

3. For the poet, the death of his beloved is not a matter of grief. Do you agree? Give reasons.

Ans. In the poem, the poet is not lamenting upon the death of his beloved. He has no fears. Instead he expresses relief that she will not suffer from the ravages of time and is now safely in nature's lap buried in the earth.

Assignment 4

D. Answer the following questions in 100–120 words each.

1. Justify the title of the poem.

Ans. The title of the poem is its first line: A slumber did my spirit seal. The poem talks about the death of a loved one. For the poet, she symbolized eternal beauty and youth. Human fears of old age and death never assailed the poet. Yet when she died, the poet realized, albeit a little late, that he had been in some kind of slumber. It had made him forget that death is inevitable. What had seemed untouched by time was now without any force and motionless. Yet, the poet gains peace and solace

from the understanding that she is one with nature now. She is part of earth, as are the rocks, stones and trees, and is rolling along with earth in its diurnal course.

2. *Comment on the poet's understanding of life and death as seen in the poem 'A Slumber Did My Spirit Seal'.*

Ans. The poem is about the death of the poet's beloved, and the understanding he gains about the nature of life and death. When the poet's beloved was alive, he was so engrossed in her that the thought she would cease to exist one day never troubled him. He compares this state to a slumber. But the inevitable did happen – his beloved died, and could no longer see or hear, move or feel. But her death shook the poet out of his illusion – he came to the realization that though she may be dead, she lives on as part of nature, rolling in the earth's diurnal course together with the rocks, stones and trees. With this realization, the poet achieves the solace and peace of mind that comes with acceptance.

Supplementary Reader – Moments

1. The Lost Child

Assignment 1

A. Answer the following questions in 20–30 words each.

1. *Why did the child not stay on to hear the snake charmer's music?*

Ans. The child did not stay on to hear the snake charmer's music because his parents had forbidden him to listen to the coarse music that was played by the charmer.

2. *How did the child react when he could not find his parents?*

Ans. A cry rose within the child's throat when he realized that his parents were not with him. He ran here and there, crying 'Mother, Father!' Tears rolled down from his eyes, and his face convulsed with fear.

3. *How was the child saved from being trampled?*

Ans. When the child was being knocked to and fro and almost trampled by the thick crowd near the shrine, he cried 'Father, Mother!' as loudly as he could. A man in the crowd heard his cry, and lifted him up in his arms.

4. *Why did the child refuse a ride on the roundabout?*

Ans. The child refused a ride in the roundabout because he was panic-stricken. He had got lost in the crowded fair and wanted to find his parents. He had lost all interest in the things that had tempted him when he was with his parents.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *How did the child almost get trampled?*

Ans. When the child found that his parents were not with him, he ran here and there looking for them. Near the entrance of a temple, there was a thick crowd. The child tried to thrust his way in through the jostling men, but was knocked to and fro brutally and got almost trampled.

2. *Why did the child refuse the offer of a balloon, garland and his favourite sweet?*

Ans. The child refused the balloon, garland and his favourite sweet because he was lost and terrified. These were things that he had wanted when he was with his parents. But when he could not find his parents anywhere, the very same things lost all their charm. He only wanted his mother and father back, and nothing else.

3. *What is the theme or central idea of the story?*

Ans. The theme of the story is the strong bond of love between a child and his parents. When the child goes to a fair with his parents and gets lost, he is beside himself with fear. He cries loudly and runs here and there looking for them. When a stranger tries to calm him down by offering him things that he likes, he refuses. He says he only wants his mother and father. The things that he had been so tempted by does not interest him anymore.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. *What is the turning point in the story?*

Ans. The turning point in the story is the time when the boy realizes that his parents are not with him. Till that time, the child is secure in the company of his parents. He wants many things such as sweets and garlands, but he knows that his parents would never buy him those things. Finally, he gathers enough courage to tell his parents that he wants a ride on the roundabout. But to his dismay, his parents are nowhere near him. Panic-stricken, the boy runs here and there crying for them. He is almost trampled by the crowd near the temple. Fortunately, he is saved by a man who tries to calm him down. To make him stop crying, he offers to buy him sweets and garlands and balloons. But the boy wants nothing else but his parents. All the things that his parents would have refused to buy him, and for which he may have nurtured a small grudge, are meaningless to him now.

2. *How far is the child to be blamed for getting lost?*

Ans. The child cannot be blamed for getting lost. He is a child, and therefore, it is natural for him to get attracted by all the toys, sweets and rides that he sees. He would want to linger and look at them. It is neither the fault of the parents. In such a crowd as can be seen in village fairs, parents can easily lose sight of their children. It is possible to assume that the child is with them when he might have been lagging behind. Similarly for the child. As he stops frequently to look at all the things that attract him, he may not realize that his parents have continued to move ahead thinking that he is with them.

3. *Describe the spring festival.*

Ans. The spring festival was a village fair where the people from adjoining areas came, converging into a 'whirlpool' of noise and confusion. There was a sweetmeat seller who sold sweets of different colours – *gulab jamun*, *burfi*, *rasagulla* and *jalebi*. A balloon seller held a pole with rainbow coloured balloons flying from it. A flower-seller sold garlands of *gulmohur*. A snake charmer lured a snake out of its box. A roundabout was in full swing. Men, women and children shrieked and laughed at its dizzy motion. It was particularly crowded outside a shrine where thickset, heavy men jostled one another in an effort to gain entry into the temple.

4. *How did the man who saved the child try to soothe and comfort him? Were the man's attempts successful? Why/Why not?*

Ans. The man tried to soothe and comfort the child by trying to divert his attention. He took the child to the roundabout and showed him the horse he could ride. He pointed out the snake charmer and his swaying cobra. Next, the man took the boy near the balloons, thinking the bright colours of the balloons would distract the child and quieten him. He asked if the boy would like a garland of flowers around his neck. But nothing could quieten the child. He had lost his parents and wanted them more than anything else. The things that the man wanted to give him were the very things that the boy had wished to buy. But now they held no appeal. What he really wanted were his parents and not toys and sweets.

5. *Give examples to show that the child was happy at the fair even though his parents did not buy him anything.*

Ans. The child was fascinated by the fair. He wanted the many attractive things on display – *burfi*, garlands, balloons, the show put on by the snake charmer and a ride on the roundabout. But he also knew that his parents would refuse his request. Their reasons would be various – either he was being greedy to ask for the *burfi* or too old to play with balloons; the flowers were cheap and the music

of the snake charmer was coarse. Yet, the boy was happy. Though he regarded his father's ways as that of a 'tyrant', he was safe and secure in his company. At every stall that he wished to buy things, he did not wait for his parents' answer. He knew what it would be. Still, he did not grudge their refusal; he simply moved on till something else tempted him and made him stop. When he got lost, his fear and anguish knew no bounds. The offer of the very same things that his parents had refused to buy for him could not quieten him and make him happy.

2. The Adventures of Toto

Assignment 1

A. Answer the following questions in 20–30 words each.

1. Why did Grandfather have to go to Saharanpur and why did he take Toto with him?

Ans. Grandfather had to go to Saharanpur to collect his pension. Toto had been kept in the servants' quarters where a number of Grandfather's pets lived sociably together. His presence was still a secret. But Toto wouldn't allow any of the animals to sleep at night. So Grandfather had to take Toto with him to Saharanpur.

2. What attracted onlookers at Dehra Dun railway station?

Ans. Toto was put in a big black canvas kit-bag for the journey to Saharanpur. Toto could not get his hands through the opening of the bag, and the canvas was too strong for him to bite his way through. His efforts to get out made the bag roll about on the floor or jump into the air. This attracted a curious crowd of onlookers on the Dehra Dun railway station.

3. What tells us that Toto loved good food?

Ans. One day pullao had been cooked for lunch. It was kept on the dining table in a large dish. Toto glibly helped himself to the pullao. When Grandmother screamed, Toto threw a plate at her. One of the author's aunts got a glass of water thrown in her face. When Grandfather arrived, Toto picked up the dish of pullao and ran up the jackfruit tree. He remained there all afternoon, eating the pullao and finishing every grain of it.

4. Why did Toto have to be sold back to the vendor?

Ans. Toto was too troublesome a pet to keep in the house. He troubled Grandmother, the aunts and the other pets. He was always tearing or breaking things to pieces. The frequent loss of dishes, clothes, curtains and wallpaper was not something that the author's middle-class family could afford. So Grandfather found the tonga-driver, and sold Toto back to him.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. Why did the ticket-collector charge three rupees for Toto?

Ans. The ticket-collector charged three rupees for Toto because he mistook him for a dog. Though Grandfather tried his best to explain that Toto was a monkey and that he was not even a quadruplet, the ticket-collector refused to listen. It may well be that he was trying to get his own back for suffering the fright that Toto's wide grin gave him.

2. Who was Nana? Why could Toto and Nana never become friends?

Ans. Nana was the family donkey. When Toto was accepted by Grandmother, he was made to stay in the stable with Nana. However, on the very first night, he bit Nana's long ears with his sharp little teeth. Thereafter, Nana and Toto could never become friends.

3. How was Toto especially troublesome to the women in the family?

Ans. Toto was a troublesome monkey to have in the house. Whenever one of the author's aunts came near him, he would get hold of her dress and tear a hole in it. The day he helped himself to the pullao meant for the family's lunch, he threw a plate at Grandmother when she screamed at him. When one of the aunts rushed forward, he threw a glass of water at her. To spite Grandmother for she had screamed at him, he threw the dish down from the tree when he finished eating the pullao, and chattered with delight when it broke into pieces.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. What entertainment did Toto provide for the family?

Ans. Toto was a most troublesome monkey that Grandfather bought from a tonga-driver. He thought that the monkey would be a good addition to his private zoo. However, Toto spelt trouble right from day one. He tore everything, from wallpaper to dresses, broke plates and dishes, upset the other pet animals. But some of his antics were funny too, and entertained the family. During cold winter evenings, a large bowl of warm water was given to him by Grandmother for his bath. He would cunningly test the temperature with his hand, then gradually step into the bath, first one foot, then the other, as he had seen the author doing. Then he would take the soap and rub himself all over. When the water became cold, he would get out and run as quickly as he could to the kitchen-fire in order to dry himself. If anyone laughed at him, he would sulk and refuse to go on with his bath.

2. Do you think Toto was a menace in the household?

Ans. Toto was too mischievous to be an ideal pet. When he was hid in the closet for his presence was to be a secret, he damaged the wall and tore the author's school blazer to shreds. When he was kept with the other animals, he created enough disturbance not to let them sleep at night. In the stable, with only Nana the donkey as companion, Toto could not be subdued. He bit Nana's long ears with his sharp teeth. Thereafter, there was no love lost between them. Once, he almost boiled himself alive by jumping into a kettle that had water for tea. Another time, he ate up the whole vessel of pullao meant for the family's lunch. When Grandmother screamed, he threw a plate at her. At one of the aunts, he threw a glass of water. His mischief bordered on impudence. He would always bite a hole into the dresses of the aunts. Even Grandfather, for all his love of animals, realized that Toto could not be kept at home, and sold him back to the tonga-driver.

3. Describe how Toto almost boiled himself alive.

Ans. One day, a large kitchen kettle had been left on the fire to boil for tea. Toto removed the lid to see what was inside. When he found that it was water, and just warm enough to take a bath in, he got into the kettle with the intention of taking a bath. This was fine for a while, but then the water began to be uncomfortably hot. Toto then raised himself a little, but, finding it cold outside, sat down in the kettle again. He continued in this manner, hopping up and down for some time, until Grandmother came and hauled him out of the kettle.

4. Describe how Toto took a bath.

Ans. A great treat for Toto during cold winter evenings was the large bowl of warm water given to him by Grandmother for his bath. He would test the temperature with his hand, then gingerly step into the bath, first one foot, then the other as he had seen the author doing. When he was in the water up to his neck and comfortable, he would take the soap in his hands or feet, and rub himself with it all over. When the water became cold, he would get out and run as quickly as he could to the

kitchen-fire to dry himself. If anyone laughed at him during this time, he would be hurt and would refuse to go on with his bath.

5. *Why could Toto not be kept for long?*

Ans. Toto was too mischievous and impudent a pet to be kept at home for long. When he was kept in the closet, he scraped off the wallpaper and tore the author's school blazer. He troubled Grandfather's other pets and would not allow any of them to sleep at night. On the very first day in the stable, he bit Nana the donkey's ears. One day he almost boiled himself alive. He jumped into a kettle that was boiling water for tea, and had to be hauled out before it was too late. He would always tear things to pieces, including the dresses of the author's aunts. One day, he ate up the pullao that had been cooked for lunch. When Grandmother screamed, he threw a plate at her. An aunt got a glass of water thrown in her face when she rushed forward to take the dish from him. Finally, despite being very patient and indulgent, Grandfather too realized that Toto could not be kept as a pet in the house.

6. *How did Toto behave in the stable?*

Ans. When Toto was finally accepted by Grandmother, he was kept in the stable where Nana the family donkey was housed. But there too Toto was a nuisance. When Grandfather went to check if he was comfortable in the stable, he found Nana pulling at her halter and trying to keep her head as far as possible from a bundle of hay. When Grandfather gave Nana a slap across her haunches, she jerked back, dragging Toto with her. Toto had fastened on to her long ears with his sharp little teeth, and all the while the poor donkey was trying to free itself from him.

7. *Was it a good idea to keep Toto in a cage with other animals? Why?*

Ans. It was not a good idea to keep Toto in a cage with other animals. Grandfather wanted to keep Toto a secret from Grandmother. So Toto was placed in a big cage and put in the servants' quarters. There, a number of Grandfather's pets lived very sociably together – a tortoise, a pair of rabbits, a tame squirrel and, for a while, the author's pet goat. But Toto made such noise that none of the animals could sleep at night. So when Grandfather had to go to Saharanpur to collect his pension, he decided to take Toto with him.

8. *Do you think Toto was an ideal pet to keep? Why?*

Ans. Toto was too mischievous to be an ideal pet. When he was hid in the closet for his presence was to be a secret, he damaged the wall and tore the author's school blazer to shreds. When he was kept with the other animals, he created enough disturbance not to let them sleep at night. In the stable, with only Nana the donkey as companion, Toto could not be subdued. He bit Nana's long ears with his sharp teeth. Thereafter, there was no love lost between them. Once, he almost boiled himself alive by jumping into a kettle that had water for tea. Another time, he ate up the whole vessel of pullao meant for the family's lunch. When Grandmother screamed, he threw a plate at her. At one of the aunts, he threw a glass of water. His mischief bordered on impudence. He would always bite a hole into the dresses of the aunts. Even Grandfather, for all his love of animals, realized that Toto could not be kept at home, and sold him back to the tonga-driver.

9. *'Although Toto was troublesome he provided entertainment for the family.' Discuss.*

Ans. Toto was a most troublesome monkey that Grandfather bought from a tonga-driver. He thought that the monkey would be a good addition to his private zoo. However, Toto spelt trouble right from day one. He tore everything, from wallpaper to dresses, broke plates and dishes, upset the other pet animals. But some of his antics were funny too, and entertained the family. During cold winter evenings, a large bowl of warm water was given to him by Grandmother for his bath. He would

cunningly test the temperature with his hand, then gradually step into the bath, first one foot, then the other, as he had seen the author doing. Then he would take the soap and rub himself all over. When the water became cold, he would get out and run as quickly as he could to the kitchen-fire in order to dry himself. If anyone laughed at him, he would sulk and refuse to go on with his bath.

10. *Grandfather was a rather impractical person. Elaborate.*

Ans. Grandfather was very fond of animals, and had his own private zoo where he kept a tortoise, a pair of rabbits, a tame squirrel and, for a while, the author's pet goat. But it was perhaps not without reason that Grandmother made a fuss every time Grandfather brought a new animal home. For, Grandfather was impractical too. Toto was everything that would make any person averse to the addition of new animals in an ever-growing menagerie. The very first day, in the closet, he destroyed the wallpaper and tore the author's school blazer to shreds. Rather than being angry at the monkey's mischief, Grandfather was impressed by what he perceived to be his cleverness. He remarked indulgently, that had Toto had more time, he would have made a rope out of the shreds and made his escape. As Toto's mischief and impudence become too much to be handled, Grandfather conceded that he could be no longer kept at home. He then sold Toto back to the tonga-driver, but for less than the five rupees he had bought Toto for.

11. *Why was it finally decided that Toto could not be kept as a pet for long?*

Ans. Toto was too mischievous and impudent a pet to be kept at home for long. When he was kept in the closet, he scraped off the wallpaper and tore the author's school blazer. He troubled Grandfather's other pets and would not allow any of them to sleep at night. On the very first day in the stable, he bit Nana the donkey's ears. One day he almost boiled himself alive. He jumped into a kettle that was boiling water for tea, and had to be hauled out before it was too late. He would always tear things to pieces, including the dresses of the author's aunts. One day, he ate up the pullao that had been cooked for lunch. When Grandmother screamed, he threw a plate at her. An aunt got a glass of water thrown in her face when she rushed forward to take the dish from him. Finally, despite being very patient and indulgent, Grandfather too realized that Toto could not be kept as a pet in the house.

12. *Give a character sketch of Grandfather.*

Ans. The narrator's Grandfather was very fond of keeping pets and he had a private zoo of his own. Grandfather and the author shared a close bond, and when he impulsively bought a little red monkey – Toto – from a tonga-driver, the author was the only person privy to it. As Grandmother always fussed whenever he brought home some new bird or animal, he was smart enough to wait till she was in a good mood before telling her about the monkey. Grandfather is somewhat impractical too. Even after seeing the havoc created by Toto when he hid him in the closet, he looked pleased with Toto's performance and declared that Toto was a clever monkey. Grandfather was very patient, almost indulgent, towards Toto and tolerated his mischief till it was clear that he could not be kept in the house anymore. Then he found the tonga-driver and sold Toto back to him – for three rupees, suffering a clear loss of two rupees, not to mention the many dishes, curtains and clothes that Toto had destroyed.

3. Iswaran the Storyteller

Assignment 1

A. Answer the following questions in 20–30 words each.

1. *What happened when the escaped elephant entered the school premises?*

Ans. The elephant entered a school premises by breaking through the brick wall. All the boys who were playing in the playground ran into the classrooms and shut the doors fast. The elephant grunted and wandered about, pulling out the football goal-post, tearing down the volleyball net, kicking and flattening the water drum, and uprooting the shrubs.

2. *Why did Iswaran leave a story halfway to do some other work?*

Ans. Iswaran would leave a story halfway to do some other work to build up the suspense and the interest of the listener. It was part of his art of storytelling to leave the listener at the point of a cliffhanger. The listener, who all the while would be listening with rapt attention, would be left wanting more, and that was the key to Iswaran's success as a storyteller.

3. *What shocking fact about the factory area did Iswaran tell Mahendra?*

Ans. The shocking fact about the factory area that Iswaran told Mahendra was that the entire area had once been a burial ground. He said he knew on the first day itself when he saw a human skull lying on the path. Even now he comes across a number of skulls and bones. Moreover, he also saw ghosts at night.

4. *Describe the ghost that Iswaran saw.*

Ans. Iswaran described a horrible ghost of a woman which appeared sometimes at midnight during the full moon. It was an ugly creature with matted hair and a shrivelled face, and looked like a skeleton holding a foetus in its arms.

5. *How did Mahendra respond to Iswaran's claim of seeing a ghost?*

Ans. Mahendra shivered at Iswaran's description of the ghost, and interrupted him rather sharply. He said that Iswaran was crazy to think that he saw ghosts, and that there were no such things as ghosts or spirits. It was all a figment of his imagination. He asked Iswaran to have his digestive system as well as his head examined for he was talking nonsense.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *What havoc did the escaped elephant cause in the outskirts of the town?*

Ans. In the outskirts of the town, the elephant broke down fences like matchsticks. On the main road it smashed all the stalls selling fruits, mud pots and clothes. People ran helter-skelter in panic. Next, it broke through a brick wall and entered a school ground. All the boys who were playing on the ground ran into the classrooms and shut the doors. The elephant grunted and wandered about, pulling out the football goal-post, tearing down the volleyball net, kicking and flattening the water drum, and uprooting the shrubs.

2. *How did Iswaran control the elephant?*

Ans. Iswaran grabbed a cane from the hands of one of the teachers and ran down the stairs and into the open where the elephant was grunting menacingly. The elephant looked at him with red eyes, and seemed ready to rush towards him. It lifted its trunk and trumpeted loudly. At that moment,

Iswaran moved forward and, mustering all his force, whacked on the quick of the third toenail of the elephant. The elephant looked stunned for a moment; then it shivered from head to foot and collapsed.

3. *Why didn't Mahendra need a TV in the house?*

Ans. Mahendra did not need a TV in the house because of his cook Iswaran's capacity to tell stories and anecdotes on various subjects. Iswaran was influenced by the popular Tamil thrillers that he read, and he wove into his own stories the same imaginative descriptions and narrative flourishes. Every day he would recount some story of adventure, horror or suspense, which Mahendra enjoyed greatly because of the inimitable way in which they were told.

4. *How was Mahendra affected by Iswaran's claim of seeing a ghost?*

Ans. When Iswaran told Mahendra how he sometimes saw ghosts at night, of which the ghost of a woman was particularly horrifying, Mahendra scolded him for talking nonsense. But the graphic description of the ghost seemed to affect Mahendra. The ghost of a woman appeared off and on at midnight during the full moon. It was an ugly creature with matted hair and a shrivelled face, like a skeleton holding a foetus in its arms. Mahendra shivered at the description and interrupted Iswaran rather sharply. He rebuked him for talking nonsense. But from that day on, Mahendra, for all his brave talk, went to bed with a certain unease.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. *What kind of a person was Mahendra?*

Ans. Mahendra was a junior supervisor in a firm which offered on hire supervisors at various construction sites. He was a bachelor and his needs were simple. He was able to adjust himself to all kinds of odd conditions. He did not mind staying in an ill-equipped circuit house or even a canvas tent. He had an asset in his cook, Iswaran, who also washed his clothes, cleaned the house, and regaled him with endless stories and anecdotes on various subjects. Mahendra was credulous. Even though some of the stories told by Iswaran were far-fetched and hard to believe, he never questioned them. He shivered in fear when Iswaran gave a detailed description of a female ghost he had seen – a woman holding a foetus that haunted the place on moonlit nights. The story of the ghost instilled fear and unease in Mahendra. He spent nights looking out of his window to check if there was a ghost. Ultimately, one night he was woken up by moaning sounds, and when he looked out, he imagined he saw the ghost. When Iswaran confirmed the next morning that the ghost had come, Mahendra went straight to his office to hand in his papers, resolving to leave the haunted place the very next day.

2. *Who was more scared of ghosts, Iswaran or Mahendra? Elaborate.*

Ans. It is evident that Mahendra was more scared of ghosts than Iswaran. Iswaran was a master storyteller. Mahendra was easily entrapped in the fantastical web of monsters, animals and ghosts that Iswaran wove. Such was his art of storytelling that Mahendra listened to his stories with utmost credulity. The day Iswaran told him about the ghost of a woman carrying a foetus, Mahendra chided him for talking nonsense. But the story instilled the fear of ghosts in Mahendra. He would go to bed with a certain unease. Every night he would peer into the darkness outside through the window, trying to make sure there were no ghosts in the vicinity. Then one night, he heard a moaning sound, and looking out of the window, saw a dark cloudy form clutching a bundle. He broke into a cold sweat and fell back on his pillow, paralyzed with fear. Clearly, the figure was none other than Iswaran, who played the trick to get even with Mahendra for the rebuke he had got.

3. *How did Iswaran's account of seeing ghosts affect Mahendra?*

Ans. When Iswaran told Mahendra how he sometimes saw ghosts at night, of which the ghost of a woman was particularly horrifying, Mahendra scolded him for talking nonsense. But the graphic description of the ghost seemed to affect Mahendra. The ghost of a woman appeared off and on at midnight during the full moon. It was an ugly creature with matted hair and a shrivelled face, like a skeleton holding a foetus in its arms. Mahendra shivered at the description and interrupted Iswaran rather sharply. He rebuked him for talking nonsense. But from that day on, Mahendra, for all his brave talk, went to bed with a certain unease. Every night he peered into the darkness outside through the window next to his bed, trying to make sure that there was no movement of dark shapes in the vicinity. He had always liked to admire the milk-white landscape on full-moon nights. But after hearing Iswaran's story of the female ghost, he avoided looking out of his window altogether when the moon was full.

4. *Give a detailed account of how Mahendra got the fright of his life one night.*

Ans. Ever since Iswaran had told Mahendra about the ghost of a woman holding a foetus in her hands, Mahendra had been going to bed with a certain unease. He had always liked to admire the milk-white landscape on full-moon nights. But after hearing Iswaran's story, he avoided looking out of his window when the moon was full. One night, Mahendra was woken up from his sleep by a low moan close to his window. At first he thought it was a cat prowling around for mice. But the sound was too guttural for a cat. He resisted the impulse to look out in case he should see something that would give him the fright of his life. But the wailing became louder and less feline. He could not resist his curiosity any more. Lowering himself to the level of the windowsill he looked out at the moonlit night outside. Not too far away stood a dark cloudy form clutching a bundle. Mahendra broke into a cold sweat and fell back on the pillow, paralyzed with fear.

5. *What was Iswaran's role in Mahendra handing in his papers?*

Ans. Iswaran was the reason that Mahendra had to hand in his papers. It may be argued though that Mahendra was faint of heart. Had he not panicked on seeing what he believed to be a ghost, things would not have come to such a pass. But to argue that would be to undermine Iswaran's mastery in storytelling. In his story about the ghost of a woman, Iswaran went a step further. He impersonated the ghost so that Mahendra would have no doubt that he had indeed seen the ghost. Ever since Mahendra heard the story from Iswaran, he had been on the edge. He would go to sleep with a sense of unease and avoid looking out of his window on full-moon nights. So Iswaran had managed to sow the seeds of fear in Mahendra. When Mahendra sees the dark cloudy form clutching the bundle, he thinks it is the ghost of the woman and becomes terrified. By the time he gets up the next morning and takes his bath, the horror of the previous night had faded from his memory. But Iswaran reminded him of it, confirming that the figure was indeed that of the ghost. Mahendra does not wait for Iswaran to complete whatever he was saying. He hurries to his office and hands in his papers, deciding to leave the haunted place the very next day.

4. In the Kingdom of Fools

Assignment 1

A. Answer the following questions in 20–30 words each.

1. *What did the king say to the dancing girl?*

Ans. The king accused her of distracting the bricklayer when he was building the wall for the merchant. He said that she was young and wore anklets that jingled when she walked up and down the street, thus disturbing the bricklayer.

2. *What reason did the minister give the king for not executing the merchant?*

Ans. The minister told the king that the rich merchant was too thin to be properly executed on the stake.

3. *Why did the king's servants carry the disciple for execution?*

Ans. The king's servants carried the disciple for execution because they needed a fat man on the stakes for the execution to take place properly. The rich merchant was too thin. The disciple had fattened himself for months on a diet of ghee, rice, bananas and wheat, and so was considered fit for the execution.

4. *What request did the guru make of the king?*

Ans. The guru requested the king to put him to death on the stake first.

5. *What did the king tell the executioners?*

Ans. The king told the executioners that he would send the criminals that night. When the first man comes to them, they should put him to death first, and then do the same to the second man. The king reiterated that those were his orders, so they would not make any mistake.

6. *How was the king executed?*

Ans. To save his disciple from being executed the guru made up a story about the stake being the stake of the god of justice. Whoever was killed on the stake first would become the king of that kingdom in his next life, and the second person to be killed would become the king's minister. Unwilling to let go of his kingdom, the king disguised himself as the criminal and got himself executed.

7. *On what condition did the guru agree to become king?*

Ans. The condition on which the guru agreed to become king and rule the kingdom of fools was that all the old laws would be changed. So night would be night again, and day would be day, and nothing could be got for a duddu.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *Why did the king blame the merchant for killing the thief? How did the merchant defend himself?*

Ans. The king blamed the merchant for killing the thief because it was the wall of his house that had collapsed and killed the burglar. In the kingdom of fools, that amounted to murder, and the owner of the house guilty of the crime. In his defence, the merchant said that he did not build the wall. The person who built the wall should be punished as obviously he had not built a strong wall. It was during his father's time that the wall had been built, and he knew the bricklayer who had built it.

2. *Why did the king accuse the goldsmith? How did the goldsmith defend himself?*

Ans. When the rich merchant blamed the bricklayer for building a weak wall which caused the death of the burglar, the bricklayer blamed a dancer who walked up and down the street all day and distracted him in his work. When the dancer was charged with murder, she in turn blamed the goldsmith who made her come to him many times for he would never finish her work. Therefore the king accused the goldsmith. When the goldsmith was produced in the court, he admitted that he delayed making the dancer's jewellery for which she had to come many times to his door. But the reason for the delay was a rich merchant's order that he had to complete first. The merchant had a wedding in the family and was impatient because of it. It was then judged that the merchant was guilty, and so the goldsmith was spared.

3. *Why did the disciple pray to his guru? What happened after he prayed?*

Ans. The disciple had been sentenced to death unjustly for a crime he had no connection with. He remembered his guru's advice not to stay in such a kingdom for long – an advice which he had not heeded because of his love for food. So he prayed to his guru to come and save him. The guru saw and understood everything in a vision, and arrived at once to save his disciple.

4. *What explanation did the guru give to the king for wanting to be executed?*

Ans. The guru told the king that he and his disciple had been all over the world but they had never found a city like that or a king like him. The stake was the stake of the god of justice. It was new and never had a criminal on it. Whoever died on it first would be reborn as the king of that country. The guru said that he was sick of his life as an ascetic, and it would be nice to enjoy life as king for a while.

5. *Why did the king want to be executed?*

Ans. The king wanted to be executed because he believed the story that the guru had made up to save his disciple. The guru had said that the stake was the stake of the god of justice. Whoever would be impaled on it first would become the king in his next life. The king did not want to give away his kingdom to others, so he wanted to be executed himself.

6. *How did guru and his disciple become the king and his minister?*

Ans. In their greed to become the king and minister in their next lives, the foolish king and his silly minister disguised themselves as criminals and got themselves impaled on the stake. When the people realized that it was their king and minister who had been executed, they mourned and worried over the future of their kingdom. It was then that they remembered the guru and his disciple, and implored them to become their king and minister.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. *Why did the king decide to punish the merchant and what was the merchant's defence?*

Ans. The king decided to punish the merchant because it was the wall of his house that had collapsed and killed the burglar. In a kingdom of fools, that amounted to murder, and the owner of the house guilty of the crime. In his defence, the merchant said that he did not build the wall. The person who built the wall should be punished as obviously he had not built a strong wall. It was during his father's time that the wall had been built, and he knew the bricklayer who had built it.

2. *Why did the bricklayer blame the dancing girl and what was the girl's defence?*

Ans. The bricklayer admitted that he had built a weak wall, but said that he could not pay attention to his work because of a dancing girl who kept going up and down the street all day. Her anklets jingled

as she walked, and he could not keep his eyes or his mind on the wall he was building. When the dancer heard the charge levelled against her, she said that it was not her fault that she had to walk up and down the street several times in the day. She had given gold to the goldsmith to make some jewellery. He was lazy and made many excuses for not being able to give her the jewellery on time. He would keep postponing the time of the delivery, and so she had to walk up to his house a dozen times.

3. *How did the king decide that the goldsmith was the real culprit? How did the goldsmith escape punishment?*

Ans. When the rich merchant blamed the bricklayer for building a weak wall which caused the death of the burglar, the bricklayer blamed a dancer who walked up and down the street all day and distracted him in his work. When the dancer was charged with murder, she in turn blamed the goldsmith who made her come to him many times for he would never finish her work. When the goldsmith was produced in the court, he admitted that he delayed making the dancer's jewellery for which she had to come many times to his door. But the reason for the delay was a rich merchant's order that he had to complete first. The merchant had a wedding in the family and was impatient because of it. It was then judged that the merchant was guilty, and so the goldsmith was spared.

4. *What led to the disciple getting punishment?*

Ans. The event that led to the disciple getting punishment was the wall of an old house falling on a thief and killing him. The brother of the thief went to the king and blamed the owner of the house, a rich merchant, for building a weak wall that led to the death of his brother. He demanded that the merchant be punished and the family compensated for the loss of his brother. When the merchant was summoned, he blamed the bricklayer who had built the wall. The bricklayer in turn blamed a dancer. The blame game continued till it came full circle back to the rich merchant. However, when the stakes were made, it occurred to the minister that the merchant was too thin to be properly executed on them. The king then ordered a fat man to be executed. That is how the disciple, who had fattened himself for months, was found and brought before the king to be punished.

5. *How did the guru convince the king to send him to the stake?*

Ans. The guru told the king that he and his disciple had been all over the world but they had never found a city like this or a king like him. He said that the stake was the stake of the god of justice. It was new as it never had a criminal on it. Whoever died on it first would be reborn as the king of that country. And whoever died next would be the future minister of the country. The guru added that he and his disciple were sick of their ascetic life. It would be nice to enjoy themselves as king and minister for a while. If he went to the stake, he could be the king in his next life.

5. The Happy Prince

Assignment 1

A. **Answer the following questions in 20–30 words each.**

1. *What did the swallow see when he reached the seamstress's home?*

Ans. When the swallow reached the seamstress's home, he saw that the little boy was tossing feverishly on his bed, and his mother, the seamstress, had fallen asleep because she was very tired.

2. *Why did the swallow decide to stay forever with the Happy Prince?*
Ans. The swallow decided to stay with the Happy Prince forever because he had given away the two sapphires of his eyes and was now blind.
3. *How did the swallow try to keep himself warm?*
Ans. The swallow tried to keep himself warm by flapping his wings.
4. *What happened to the statue when the swallow died?*
Ans. When the swallow died, the leaden heart of the statue cracked into two.
5. *Why did the mayor call the Prince a beggar?*
Ans. The mayor called the Prince a beggar because he looked shabby. He no longer had precious stones in his eyes and on his sword hilt, and all the gold had been taken off his body.
6. *What was the Art Professor's opinion of the statue?*
Ans. The Art Professor's opinion of the statue was that as the statue of the Happy Prince was no longer beautiful, it was no longer useful.
7. *What did the Mayor and the Town Councillors do to the statue?*
Ans. The Mayor and the Town Councillors pulled down the statue and gave it to a foundry to be melted.
8. *What did the factory overseer do to the statue and why?*
Ans. The factory overseer melted the statue. He threw away the broken lead heart as it would not melt in the furnace.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *What did the bird see when he reached the playwright's home?*
Ans. When the bird reached the playwright's garret, he saw the young man sitting at his desk with his head buried in his hands. When he looked up and found the beautiful sapphire lying on the withered violets, he looked happy.
2. *What did the Prince ask the swallow to do on the third night and why?*
Ans. On the third night, the Prince asked the swallow to give the second sapphire of his eyes to a little matchgirl. He asked this favour of the swallow because the matchgirl had dropped all her matches in the gutter and spoiled them. She was crying because her father would beat her if she did not bring home some money. She was cold – she had no shoes or stockings, and her head was bare.
3. *How did the Prince lose all his gold leaves?*
Ans. When the Prince had given away his ruby and two sapphires, he asked the swallow to fly over the city and tell him what he saw there. The swallow told the Prince of all the misery and poverty that he had seen. The Prince then asked him to take the gold leaves off his statue and give them to the poor. This way the Prince lost all his gold leaves.
4. *Do you think that the swallow turned out to be a true friend of the Happy Prince? Give reasons.*
Ans. The swallow turned out to be a true friend of the Happy Prince. The swallow had wanted to migrate to Egypt which was a warm place, but he had stayed back, at first unwillingly, to help the poor people by doing what the Prince asked. Later, once the Prince became blind, he decided to stay on. In the process, he succumbed to the cold weather and gave up his life.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. *What made the Happy Prince cry?*

Ans. When the Prince was alive and had a human heart, he did not know what tears were, for he was a Prince and lived in the palace where sorrow was unheard of. His courtiers called him the Happy Prince, for he was truly happy. So he lived happily, and was happy till he breathed his last. After he died, a beautiful statue of him was made and put up on a high pedestal in the city square. From that height, he could see all the ugliness and misery of his city of which he was unaware when he was alive. Now, though his heart was made of lead, he could not help but weep.

2. *Give examples from the story to show that the Happy Prince had a generous heart.*

Ans. When the Happy Prince saw the suffering and misery of his city, he was moved to tears despite having a leaden heart. He beseeched the swallow to take the ruby from the hilt of his sword and give it to the poor seamstress whose little boy was running a high fever. The boy was thirsty and wanted to eat oranges but the poor woman could not give him anything but river water. For the young man working in the garret, he sends one of his eyes – a sapphire – that would buy him food to quell his hunger and fire to keep him warm. The Prince's heart also beats for the little matchgirl who had dropped her matchsticks in the gutter and fears a beating from her father if she does not bring some money home. He asks the swallow to take out the other sapphire of his eyes and give it to the matchgirl. Leaf by leaf, the Happy Prince gives away all the gold that covered his body to those who were needy and suffering.

3. *Compare how the rich and the poor live in the city.*

Ans. The poor live a life of misery and squalor while the rich live a life of plenty and want for nothing. The life of the seamstress who is overworked and too poor to afford oranges for her son can be contrasted with the queen's maid of honour whose dress she embroiders. The woman in the palace is beautiful and enjoys herself at a party. She hopes the seamstress will complete her dress in time for the state ball as seamstresses are so lazy. The rich make merry in their beautiful houses, while the beggars sit at the gates. Starving children look out listlessly at the streets. They are denied the shelter of even the archway of a bridge, and are thrown out into the rain.

4. *How did the Happy Prince use his ruby, sapphires and gold?*

Ans. When the Happy Prince saw the suffering and misery of his city from atop his high pedestal in the city square, he was moved to tears. He begged the swallow to take the ruby from the hilt of his sword and give it to the poor seamstress whose little boy was running a high fever. The boy was thirsty and wanted some oranges to quench his thirst, but the poor woman could only give him river water. For the cold and hungry young man trying to finish his play in the garret, the Prince sends one of his eyes – a sapphire – that would buy him food and fire. The Prince's heart also bleeds for the little matchgirl who had dropped her matchsticks in the gutter and fears a beating from her father if she does not bring some money home. He asks the swallow to take out the other sapphire of his eyes and give it to the matchgirl. Likewise, the Happy Prince gives away all the gold that covers his body to those in the city who are needy and suffering.

6. Weathering the Storm in Ersama

Assignment 1

A. Answer the following questions in 20–30 words each.

1. *What was the condition of Prashant's village after the storm?*

Ans. After the storm, Kalikuda was submerged in water. Only the remnants of the roofs could be seen. Some belongings were caught, mangled and twisted in the branches of trees just visible above the dark waters. The people had taken shelter at the Red Cross. Eighty-six lives had been lost, and all the ninety-six houses had been washed away.

2. *How did Prashant ensure sanitation in the shelter?*

Ans. Prashant organized a team of youth volunteers to clean the shelter of filth, urine, vomit and floating carcasses, and to tend to the wounds and fractures of the villagers who had been injured.

3. *How did Prashant take care of the orphaned children?*

Ans. When Prashant found that a large number of children had been orphaned, he brought them together and set up a shelter for them with polythene sheets. He mobilized the women to look after them, and the men to secure food and materials for the shelter.

4. *Why was the initial government plan to set up institutions for orphans and widows rejected?*

Ans. The initial government plan to set up institutions for orphans and widows was rejected as it was felt that in such institutions, children would grow up without love, and widows would suffer from stigma and loneliness.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *Describe the scene that Prashant saw the morning after the cyclone struck. Why was he shocked?*

Ans. The next morning Prashant saw a sheet of brown water covering everything. He was shocked to see the devastation caused by the storm. Human and animal corpses were floating in every direction. Houses and trees had all fallen and only a few cement houses stood.

2. *What sight met Prashant when he reached his village?*

Ans. When Prashant reached his village his heart sank on seeing the extent of damage that his village had suffered. He saw only the remains of the roof of his house in place of the house. Some of the family belongings were caught in the nearby branches of trees. His family was nowhere to be seen.

3. *Adversities can make a person stronger. Comment on the way that Prashant handled the situation at the shelter.*

Ans. Prashant realized that the people at the shelter were being overcome by a deathly grief and there wasn't enough food for the survivors. He decided to step in as a leader of his village and arranged for rice to be cooked for the people at the shelter.

4. *Helping others in their hour of grief also helps in healing ourselves. How true was this in the case of Prashant?*

Ans. Prashant was so devastated by all the destruction he had witnessed that his spirit was completely wounded. But because he was able to engage himself in the humanitarian task of helping the villagers and especially the orphaned children and widows that slowly he found himself also recovering from the shock.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. *What did Prashant see from the roof of his friend's house?*

Ans. A raging, deadly, brown body of water covered everything as far as the eye could see. Only fractured cement houses still stood in a few places. Bloated animal carcasses and human corpses floated in every direction. All round even huge old trees had fallen. Two coconut trees had fallen on the roof of their house. This was a blessing in disguise, because the tender coconuts from the trees kept the trapped family from starving.

2. *How did Prashant meet the most urgent requirements of the survivors?*

Ans. Prashant organized a group of youths and elders to pressurize the merchant to give rice to the survivors. For the first time, the survivors were able to eat their fill. Next, he organized a team of youth volunteers to clean the shelter of filth, urine, vomit and floating carcasses, and to tend to the wounds and fractures of the injured. When the military helicopter did not return with food parcels, the youth task force asked children to lie down with empty utensils on their stomachs, to communicate to the passing helicopters that they were hungry. The signal was successful, and thereafter the helicopter made regular rounds of the shelter, airdropping food and other basic necessities. Prashant brought the orphaned children together and put up a shelter for them. Women were mobilized to look after them, while men secured food and other requirements for the shelter.

3. *What shows Prashant's sensitivity towards the women and children in the camp?*

Ans. As the weeks passed, Prashant was quick to recognize that the women and children in their grief were sinking into depression. He persuaded the women to start working for the food-for-work programme started by an NGO. For children, he organized sports events. As he loved to play cricket himself, he organized cricket matches for the children. With the help of other volunteers, Prashant encouraged the widows and children to start their lives afresh. The initial government plan was to set up institutions for orphans and widows. However, Prashant resisted this step, as he felt that in such institutions children would grow up without love, and widows would suffer from stigma and loneliness.

4. *What actions of Prashant prove his leadership?*

Ans. Nineteen-year-old Prashant stepped in as leader of his village when no one else did. He organized a group of youths and elders to persuade the merchant to give rice to the survivors. He next organized a team of youth volunteers to clean the shelter of filth, urine, vomit and floating carcasses, and to tend to the injured. When the military helicopter did not return with food parcels, the youth task force asked children to lie down with empty utensils on their stomachs, to communicate to passing helicopters that they were hungry. The message was a success, for thereafter the helicopter made regular rounds of the shelter. Prashant brought the orphaned children together and put up a shelter for them. Women were mobilized to look after them, while men secured food and other requirements for the shelter. To help women and children restart their lives, Prashant persuaded the women to start working for the food-for-work programme started by an NGO. For children, he organized sports events.

7. The Last Leaf

Assignment 1

A. Answer the following questions in 20–30 words each.

1. *Why did Sue need Behrman for her painting?*

Ans. Sue wanted to paint a picture of an old miner. She needed Behrman to be the model for her painting.

2. *Why does Johnsy call herself a 'bad girl'?*

Ans. The tenacity of the last leaf in the face of rains and strong winds made Johnsy realize that she had indulged herself too much. She had been depressed and uncooperative to her friend who had taken such pains to look after her. She realized that it is a sin to want to die. So she called herself a 'bad girl'.

3. *How did Behrman die?*

Ans. Behrman painted an ivy leaf that would not fall off the creeper in the storm. He did so to alleviate Johnsy's depression. When the leaf he painted would not fall, he hoped that Johnsy would regain her will to live and recover. But to paint the leaf, Behrman had to work in the icy cold and rainy night. He caught pneumonia and died two days later.

4. *What detail about the last leaf did Johnsy miss?*

Ans. Johnsy missed the fact that the last leaf did not flutter when the wind blew. Had she looked closer she would have found that the leaf was clinging to the creeper, and looked quite green and healthy, unlike the other leaves that had fallen off.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *What restored Johnsy's spirits and ensured her recovery?*

Ans. When Johnsy saw that the last leaf was clinging to the creeper and had not fallen despite strong winds and rain, she recovered her spirits. The leaf made her realize how ungrateful she had been to Sue who had looked after her so well. She had been depressed and had not cooperated. This realization ensured her recovery.

2. *Why was Behrman out on a stormy night?*

Ans. When Behrman came to know that Johnsy had the strange notion that she would die when the last leaf of the ivy creeper fell, Behrman went out in the stormy night with a lantern and ladder and painted an ivy leaf. Being artificial, it did not fall off, and thereby revived Johnsy's spirits and her will to live.

3. *What was Behrman's last painting and why was it called a masterpiece?*

Ans. Behrman's last painting was a leaf of the ivy creeper that grew outside Sue and Johnsy's window. It was called his masterpiece because Behrman painted it to help revive Johnsy's spirits and make her recover from her illness. She was suffering from pneumonia and had lost all will to live. She believed that when the last leaf would fall off the creeper, she too would die. So Behrman painted an artificial leaf that would never fall in spite of rains and strong winds. His leaf succeeded in making Johnsy realize her selfishness and the fallacy of her belief.

4. What is the theme of the story, 'The last Leaf'?

Ans. There are many themes in the story 'The Last Leaf' – love, friendship, sacrifice, and the power of art to transform our lives. Johnsy's friend Sue takes good care of her despite Johnsy proving to be a difficult patient. The selflessness of old Behrman is evident in his effort to help Johnsy. He steps out in the cold and rainy night to paint a leaf that would not fall, and therefore instill in Johnsy the will to fight her illness and live. By the end of the story, we are also made aware of the power of art. The last leaf is indeed Behrman's masterpiece. The lifelike painting cheats even death that was sure to come to Johnsy who had lost all her will to live.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. Give a character sketch of Behrman.

Ans. Behrman is a sixty-year-old painter who lives on the ground floor of an old house. He sometimes works as a model for the two young artists, Sue and Johnsy, who live in the same building. Behrman's lifelong dream is to paint a masterpiece, but that has till now eluded him. Although he speaks roughly, he is kind-hearted. When Sue tells him about Johnsy and her strange belief, Behrman says, 'Is she stupid?' and 'How can she be so foolish?' His gruff response is belied by what he does later. He goes up to see Johnsy, and understanding the situation, goes back quietly to his room. In the cold and stormy night, he props a ladder against the wall and arduously paints the last leaf on the vine, which would never fall off. In the process, he exposes himself to the cold wind and rain, and catches pneumonia. But the leaf he paints is perfect – Johnsy thinks it to be a real leaf, and its tenacity to hold on to the vine makes her realize her own mistake in giving up the fight against her illness. It is indeed a masterpiece. Behrman does not survive his illness, but he saves a life through the nobleness of his spirit and his art.

2. What is sacrifice? Can a poor old man or a beggar be capable of sacrifice? Elaborate with reference to the story.

Ans. To sacrifice is to give or do something for others even at the cost of one's own comfort, profit, and sometimes, even life. It is a quality that is not limited only to people who are materially endowed. Even poor people can sacrifice what little they have, which in some cases can be the highest sacrifice any person can make. In the story 'The Last Leaf', Behrman is a poor old painter who lives in the hope of making a masterpiece that would fulfil his aspiration as a painter. And he gets the opportunity to do so in the most unexpected way. He paints an ivy leaf to revive Johnsy's spirits and make her recover from her illness. However, what makes the painting of the leaf a masterpiece is not the skilful use of colour and brush, but the thought behind it. Behrman does not care for himself, but goes out into the icy cold and wet night to paint the leaf by the light of a lantern – all to help a young woman get back her will to live. In the process, Behrman himself falls ill and dies. It is this ultimate sacrifice that makes the painting of the leaf a masterpiece.

3. Give a character sketch of Johnsy.

Ans. Johnsy was a young artist who lived with her friend Sue in a small flat on the third storey of an old house. In the cold winter month of November, she fell seriously ill with pneumonia. She felt dejected to the point that she did not want to live. According to the doctor, medicines would not help Johnsy if she had no wish to live. From her bedroom window, Johnsy gazed at an ivy creeper and saw its leaves fall in the wind and rain. She equated her own ill health to the frail leaves, and began to believe that with the last leaf that fell, she too would die. This fatalistic thinking prevented her from recovering. She was so convinced of her death that she sullenly refused the food and care

given by Sue. The idea of death became an obsession with her. However, Behrman's efforts did bring about a change in Johnsy. She realized that she had been selfish and unappreciative of the loving care provided by her friend Sue. With it she came out of her gloominess and got back her will to live.

4. *Positive thinking is the key to good health. Elaborate with reference to the story.*

Ans. The story 'The Last Leaf' centres on Johnsy, a young painter who falls ill with pneumonia. She lives with her friend Sue who tries her best to keep her in happy spirits and take care of her. But Johnsy seems to have given up hope of surviving the illness. She waits for death to come to her, and finds an analogy in the falling leaves of the ivy creeper that she sees outside her bedroom window. She is certain that when the last leaf falls, she too will breathe her last. Such depressive thoughts nullifies the effect of the medicines. The doctor understands her condition correctly – Johnsy does not seem to want to live. If she is to recover, she has to first regain her will to live. This is what Behrman too understands. He knows that given Johnsy's morbid thoughts, she may well and truly die along with the last leaf. So he paints a leaf that does not fall. Looking at it, Johnsy realizes her mistake in despairing. The tenacity of the leaf in the face of rains and fierce winds inspires in her the wish to live. Once she overcomes her despair, medicines do the rest. Johnsy's ill health and later recovery amply demonstrates the effect of positive thinking on health. Johnsy's recovery is fast once she gives up the belief that she is going to die.

5. *'This is Behrman's masterpiece'. Do you agree with this statement? Give reasons.*

Ans. Sue says this to Johnsy as she points to the last leaf on the ivy vine – it is not the real last leaf. The real leaf fell to the ground the night this leaf was painted. The painted leaf took the place of the last leaf, but not its significance. It did not foretell death; it affirmed life. In this sense, it is more than a work of art. It is a symbol of life, a positive force that can pull one out of the abyss of depression and self-denial. Johnsy had given up all hope of surviving, so much so that she did not show any wish to live. Medicines could do little for such a patient. She equated her condition with the pale autumnal ivy whose falling leaves pressed home the belief that she too was dying slowly, and would breathe her last with the last leaf that fell off the ivy. When Behrman hears of it, he knows what he has to do. Braving the icy cold November night, he paints a leaf of the ivy vine in place of the last leaf that fell. The next morning, Johnsy is surprised to see that the leaf has not fallen. It remains all through the day and withstands another storm at night. It makes her understand how weak-spirited and selfish she has been. The resilient last leaf brings back to her the will to live. Johnsy recovers though we know that the painter of the masterpiece does not live to see the effect his art has had on the young woman.

6. *Why did Sue confide her problems to old Behrman?*

Ans. Sue was worried about Johnsy's morbid obsession with death. Johnsy had pneumonia. She would lie in her bed without moving, and gaze out of the window. Sue sent for the doctor. Although he came every day, there was no change in Johnsy's condition. This was because Johnsy believed that she was not going to live. According to the doctor, so long as she was resolute in that belief, there was little that medicines could do. Johnsy ran a high temperature and refused to eat or drink. Sue could not understand how she could help Johnsy. So she confided in Behrman.

7. *Who plays a greater role in Johnsy's recovery, Sue or Behrman? Give reasons.*

Ans. Behrman plays a greater role in Johnsy's recovery. Sue is Johnsy's friend who takes good care of her during her illness. Despite Johnsy being difficult, Sue's efforts to bring comfort to her friend do not flag. She is worried about Johnsy's obsession with the idea that her life would end with the falling of the last ivy leaf. When she confides in Behrman about Johnsy, his initial reaction seems

insensitive – ‘Is she stupid?’ he asks. But later, he quietly goes back to his room. That night, in the freezing cold and rain, he takes a ladder and lantern and draws his masterpiece – an ivy leaf so realistic that Johnsy marvels it does not fall despite rains and fierce winds. Seeing the resilience of the leaf, Johnsy realizes that she has overindulged her gloom. She has paid little attention to all the care that Sue lovingly gave her. She regains her spirits and recovers from her illness. So though Sue does all she can as a friend, it is Behrman’s thoughtfulness and art that revives Johnsy.

8. *How and why did Johnsy find the will to live?*

Ans. In November Johnsy fell seriously ill with pneumonia. No medicine seemed to work, and the doctor felt that Johnsy had lost her will to live. Sue saw Johnsy counting the falling leaves of the old ivy vine on the wall opposite their window, and linking her frail health with the falling leaves. Johnsy told Sue that she would die when the last leaf falls. Sue then turned to Behrman for help. She told him how worried she was that Johnsy was refusing food, and was convinced that she would die when the last leaf fell. Behrman came upstairs to look at Johnsy. He did not say anything, but he knew what he had to do. That night, braving the icy cold wind and rain, he went outside and painted a leaf that seemed to cling to the ivy creeper. It looked so real that Johnsy thought it was the last leaf. She was surprised that it was still on the vine despite the fierce winds and rain. This fact immediately revived her. She checked every hour to see if it had fallen off. But it stayed the whole day and withstood another storm in the evening. The sight of the leaf clinging on to the vine made Johnsy realize she had been wrong to want to die. She admitted her mistake and expressed her gratitude to Sue for taking care of her. She had now got back her will to live.

9. *What part of the story inspires you the most?*

Ans. There are many things that are inspiring about the story. The love and friendship that Sue and Johnsy share, the selfless act of Behrman, the work of art – a masterpiece in the true sense of the word – that revives the morale and health of a young woman, and the supreme sacrifice of an old artist who gives up his life to do so. Sue cares for Johnsy through her illness as few friends would do. She had the challenge not only of treating her illness but also uplifting her spirits. Johnsy is difficult – she is despairing and believes she will die soon. She is obsessed with the leaves of the ivy creeper that fall off one by one, and sees in it the metaphor of her own life. But Sue perseveres. When nothing she does revives Johnsy’s spirits, she confides in Behrman, the old painter. He has yet to make his masterpiece, and little does he know that in trying to help Johnsy recover, he succeeds in making a masterpiece of art – the last leaf. He thinks little of himself in the icy cold and wet night as he steps out to paint a leaf of ivy. His leaf does not fall and endures the storm. The sight of it makes Johnsy realize how wrong she has been to give up on life. The clinging leaf makes her value her life – she understands now that life is not something to be given up, but something to be fought for and treasured. But having painted his life-giving and life-affirming masterpiece, Behrman succumbs to the cold himself and dies soon after. It is inspiring that not only does the love of friends save one in their hour of need, but a work of art and the simulation of nature has the power to affirm life as well.

8. A House Is Not a Home

Assignment 1

A. Answer the following questions in 20–30 words each.

1. *Why did the narrator's mother run back to the house?*

Ans. The narrator's mother ran back to the house the first time to bring back with her a metal box full of important documents. She ran back a second time to get her husband's pictures and letters.

2. *How did the narrator react when his mother ran back into the burning house?*

Ans. The narrator screamed at her asking her not to go into the burning house. He was about to run after her when he was stopped by a fireman.

3. *Where did the family spend the night and why?*

Ans. The family spent the night at the author's grandparents' house because their house had been destroyed by a fire.

4. *Why didn't the author want to go back to school?*

Ans. The author did not want to go back to school because he was suffering from an acute sense of loss. Moreover, he had no books or homework. He had lost his clothes and his backpack. He had to wear his aunt's tennis shoes and clothes that looked weird on him.

5. *Why did the narrator say that there was no time to grieve?*

Ans. The narrator said this because their house had been completely destroyed by the fire and they had to find a place to stay. The author would also have to buy some clothes for school. They had to make arrangements for money too, as all cash, credit cards and bank documents had got burnt in the fire.

6. *Why does the narrator say that people at school were acting strangely?*

Ans. The author says that people at school were acting strangely because when he was at his locker, getting ready for the gym class, they milled around him and asked him to hurry up. It was as if they wanted to shove him into the gym.

7. *How did the narrator find his life changed a month after the fire?*

Ans. A month later, the author's house was being rebuilt. He would watch the workers rebuilding the house. But things were vastly different now. The feeling of loss and loneliness was no longer there. He had two of his new friends with him. Feelings of insecurity were no longer foremost on his mind; rather, his mind had opened up to all the wonderful people around him. As he sat with his friends, looking at his house being rebuilt, he realized that his life was being rebuilt from the scratch as well.

8. *Where had the cat disappeared and why?*

Ans. The author's cat had been so frightened by the fire that she had run over a mile away. Her collar had the author's phone number on it, but the phone had been destroyed in the fire. The cat was taken in by a kind woman. She worked hard to find out whose cat it was, because she knew that the cat was loved and sorely missed.

9. *What was the narrator's reaction when he saw his cat?*

Ans. When the narrator saw his cat, at first he couldn't believe his eyes. Then he leapt up and grabbed the cat out of the woman's arms. He held it close to him and cried into its beautiful orange fur.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *What was the condition of his home after the fire?*

Ans. The author's home was destroyed by the fire. Whatever hadn't burnt was damaged by the water and chemicals that the firemen had used to put out the fire. The only things that were not destroyed were the photo albums, documents and some other personal items that his mother had heroically rescued.

2. *What surprise awaited the narrator at the gym?*

Ans. At the gym, a big table with all kinds of things on it had been set up for the narrator. The students had collected money and bought him school supplies, notebooks, and different kinds of clothes – jeans, tops and sweatsuits. It seemed like Christmas to the narrator. The children invited him to their houses, and the narrator made a lot of friends that day.

3. *What was the most wonderful surprise the narrator received one day?*

Ans. The most wonderful surprise that the narrator received one day was the return of his cat, which he believed he had lost to the fire. As the author and two of his friends sat on the curb, watching his house being rebuilt and planning his new bedroom, he heard someone walk up to him from behind and say, 'Does this belong to you?' When he turned around to see who it was, he found a woman standing there holding his cat.

4. *Why does the narrator feel gratitude for his life?*

or

How did the feeling of loss and tragedy diminish for the narrator?

Ans. At his new school, the author had felt lonely and out of place. He missed his old school, his teachers and friends. The destruction of his house in a fire and the loss of his beloved cat heightened the feeling of loss and tragedy. Yet, he was surprised by the concern and love shown to him by the students and teachers of his new school. They collected money and bought for him all the things that he might need – books, notebooks, clothes and stationery. He made friends and was invited by many to their houses. Not just that, he got back his dear cat, thanks to the kindness of a lady who took it in and tried to find its owner. With these positive developments, all the overwhelming feelings of loss and tragedy seemed to diminish for the author. He felt gratitude for his life and his new friends.

5. *Comment on the title of the story.*

Ans. The title of the story is 'A House Is Not a Home'. It points to the fact that it is not the building that constitutes a home, but the things and people we treasure that makes what we call a home. When the author's house is burnt down, he experiences a profound sense of loss. But the loss is really the loss of his beloved cat, his backpack which he says had his whole life, his clothes and his books, over and above the loss of his old school and old friends. This feeling of loss is overcome when he makes new friends and gets back his cat. All the author can feel then is gratitude towards his new life and the new people in them. He can watch his house being rebuilt dispassionately for he has now the company of his friends. When he gets back his cat, he cannot be grateful enough. It is these things that had made up the author's life and constituted his 'home', and when he gets them all back, he feels he too has returned to his former life.

6. *Do you think the title is suitable? Give reasons.*

Ans. The title of the story 'A House Is Not a Home' is a suitable one.

The title of the story is 'A House Is Not a Home'. It points to the fact that it is not the building that constitutes a home, but the things and people we treasure that makes what we call a home. When the author's house is burnt down, he experiences a profound sense of loss. But the loss is really the loss of his beloved cat, his backpack which he says had his whole life, his clothes and his books, over and above the loss of his old school and old friends. This feeling of loss is overcome when he makes new friends and gets back his cat. All the author can feel then is gratitude towards his new life and the new people in them. He can watch his house being rebuilt dispassionately for he has now the company of his friends. When he gets back his cat, he cannot be grateful enough. It is these things that had made up the author's life and constituted his 'home', and when he gets them all back, he feels he too has returned to his former life.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. Why did the narrator find it hard to adjust in his new school? Where did he seek comfort and how did his old teachers encourage him?

Ans. The narrator's first year at the new school felt awkward. After leaving junior high school at the top of his class with all the seniority the upper grade levels gave him, the narrator felt strange starting all over again as a freshman in high school. The school was twice as big as his old school, and to make matters worse, his closest friends had been sent to a different high school. The narrator felt very isolated. He missed his old teachers a lot and would go back to visit them. They would encourage him to get involved in activities in the new school so that he could meet new people. They told him that in time he would adjust and probably end up loving the new school more than the old one. They also made the narrator promise that when that happened he would still come by and visit them from time to time.

2. What tells us that the narrator missed his pet cat immensely?

Ans. After a fire destroyed the narrator's house, they rented an apartment nearby and lived there. Yet, he would often come to the site of the old house and watch the rubble being cleared, hoping that his cat would be found somewhere in the debris. The narrator kept thinking about his cat as the vulnerable little kitten that he had rescued. He would remember how early in the mornings when he would get out of bed and disturb the cat, it would tag along after him, climb up his robe and crawl into his pocket to fall asleep. All this shows that the narrator missed his pet cat immensely.

3. Why did the narrator feel depressed when he went to school the day after the fire?

Ans. The narrator felt depressed when he went to school the day after the fire because it seemed that he would never fit in with the new school and the new people. He felt embarrassed by everything – his aunt's tennis shoes that he had to wear for he had lost his in the fire; the clothes he wore which looked weird; no books or homework or his backpack, which contained his most important things. It seemed as if the more he tried to fit in, the worse it got. He wondered whether he was destined to be an outcast and a geek all his life. He felt that he did not want to grow up, change or handle life if it was going to be this way. He walked around school like a zombie. Everything felt surreal. All the security he had known – his old school, friends, house and cat – had been ripped away. All this made the narrator feel depressed.

4. How did the narrator make new friends?

Ans. One day, the students at the narrator's new school were acting stranger than usual. As he stood by his locker, getting ready for the gym class, they milled around him and asked him to hurry up. When the narrator entered the gym, he got a big surprise. There was a big table full of gifts for

him. The students and teachers had collected money and bought him school supplies, notebooks, and different kinds of clothes – jeans, tops and sweatsuits. It seemed like Christmas to the narrator. People who had never spoken to him before were coming up to him to introduce themselves. He got invitations to their houses. Their genuine concern touched the narrator. At that moment, he felt for the first time that things were going to be okay. That day the narrator made many friends.

5. *Comment on the attitude of the school towards the boy who lost his home in the fire.*

Ans. Everyone at school, including the teachers, was aware of the author's plight. But this was not the kind of attention that the author wanted in his new school. One day, the people at school were acting stranger than usual. They started milling around the author as he was getting ready for the gym class. It almost seemed as if they were trying to push him into the gym. But when the author entered the gym, he understood why. There was a big table set up with all kinds of gifts. The teachers and students had collected money and bought for the author school supplies, notebooks, different kinds of clothes – jeans, tops, sweatsuits. The author felt as if it was Christmas. He was overcome by emotion. People who had never spoken to him before were coming up to him to introduce themselves. The author got invitations to their houses. Their genuine concern moved the author. At that moment, he felt for the first time that things were going to be okay. That day, the author made many new friends.

9. The Accidental Tourist

Assignment 1

A. **Answer the following questions in 20–30 words each.**

1. *How do we know that the narrator gets easily confused?*

Ans. We know that the narrator is easily confused by the silly things he keeps doing while travelling. For example, he may forget the number of his hotel room or lock himself out in an alley while searching for the lavatory in a cinema. What most people do without any difficulty, the narrator finds quite beyond his capability.

2. *Why does the narrator keep coming to hotel desks?*

Ans. The narrator keeps coming to hotel desks two or three times a day to ask what his room number is. This is so because he often forgets the number of the room he is putting up in.

3. *How does he get lost in a cinema?*

Ans. In a cinema, the narrator often goes looking for the lavatory and ends up standing in an alley on the wrong side of a self-locking door.

4. *What often happens when Bryson enters a car?*

Ans. Bryson often gets in a car and closes the door leaving fourteen inches of his coat hanging outside.

5. *How do his kids help Bryson with his meals on flights?*

Ans. When meals are served on planes, Bryson's kids help him by taking the lids off the food for him.

6. *What advice does his wife give to the kids when Bryson is having his meal?*

Ans. When Bryson is having his meal on a flight, his wife advises the kids to take the lids off the food for their father, and pull their hoods up when he is about to cut the meat.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *How is the narrator different from other tourists?*

Ans. The narrator is clumsy and keeps forgetting things or dropping them when he travels. He becomes confused and embarrasses himself by forgetting his room number or locking himself out. He causes himself or other passengers to be upset by his actions, for example, dropping drinks on a co-passenger or staining his mouth with blue ink.

2. *Why does Bryson sometimes sit on his hands on a flight?*

Ans. On a flight, Bryson sits very quietly, sometimes on his hands, to keep them from moving unexpectedly and causing drinks or any other thing to be dropped. Although it is not comfortable sitting like that, it cuts down on the laundry bills that Bryson has to pay for spoiled clothes.

3. *Why was his frequent flyer's card rejected when he was going to Australia?*

Ans. The author's frequent flyer's card was rejected when he was going to Australia because his ticket was in the name of B. Bryson and the card was in the name of W. Bryson. The author tried to explain that Bill was the short form for William, but the check-in clerk could not be convinced.

4. *Why is he glad that he is not flying to Bali?*

Ans. The author is glad that he is not flying to Bali because he could never go on such a long flight without eating, and if he ate on the flight, he would be sure to make a mess of his meal and upset his co-passengers.

Assignment 3

C. Answer the following questions in 100–120 words each.

1. *Describe Bryson's clumsiness with a soft drink on a flight.*

Ans. Once on a flight the author knocked a soft drink onto the lap of a lady sitting beside him. The flight attendant came and cleaned her up, and replaced the author's drink, which he knocked onto the lap of the lady again. The author cannot recall how he did such a thing. He just remembers reaching out for the new drink and watching helplessly as his arm, like some prop in a 1950s horror movie, toppled the drink from the tray and onto the lady's lap. The lady looked at him stupefied. She uttered an oath that had some words that are usually not uttered in public, which is to say that she used some very nasty swear words.

2. *What was Bryson's worst experience on a flight?*

Ans. The author's worst experience on a flight was when he was writing important thoughts in a notebook, such as 'buy socks' and 'clutch drinks carefully', sucking thoughtfully on the end of his pen like everyone else. While doing it, he fell into conversation with an attractive young lady in the adjacent seat. He amused her for some time with jokes and witticisms, and then went to the lavatory. There he discovered that the pen had leaked and that his mouth, chin, tongue, teeth and gums were stained a bright navy blue that could not be scrubbed clean, and would colour his mouth for the next several days.

3. *How does Bryson's wife react to her husband's clumsiness?*

Ans. Bryson's wife usually expressed anger or exasperation at her husband's clumsiness. But at times she was surprised by it as well. She wondered how her husband managed to be so clumsy always, making it seem as if he did nothing else but act clumsy for a living. She looked at him with an expression of

wonder. Now when the food is served on planes, Bryson's wife says to her kids, 'Take the lids off the food for Daddy' or 'Put your hoods up, children. Daddy's about to cut his meat'. She has reconciled herself to the fact that showing anger will have no effect on her husband. The best option in the circumstances is to prevent the mess from being made or be prepared for it beforehand.

10. The Beggar

Assignment 1

A. Answer the following questions in 20–30 words each.

1. *What happened when the beggar tried to chop wood?*

Ans. When the beggar tried to chop wood, the billet of wood wavered and fell down. The beggar pulled it towards him again and blew on his freezing hands to warm them. He tapped the billet with his axe cautiously, but the wood fell to the ground again.

2. *Why did Sergei begin to feel ashamed?*

Ans. When Sergei saw the slow and painful efforts of the beggar to chop the wood, he began to feel a little ashamed because he had set a poor, perhaps sick man, to hard menial labour in the severe cold.

3. *What sort of jobs did the beggar start doing for Sergei?*

Ans. The beggar would come at the beginning of every month to chop wood for Sergei. Other work was also found for him – he would shovel snow, put the woodshed in order, or beat the dust out of rugs and mattresses.

4. *What was the last task that Sergei gave the beggar?*

Ans. The last task that Sergei gave the beggar was to take a letter to his friend the next day. It was a letter of recommendation on the basis of which the beggar would be given some copying work to do.

5. *What respectable job did Lushkoff have and how much did it pay him?*

Ans. Lushkoff worked as a notary and was paid thirty-five roubles a month.

Assignment 2

B. Answer the following questions in 40–50 words each.

1. *Who was Olga and how did she behave with the beggar?*

Ans. Olga was the advocate Sergei's cook. She behaved in a wrathful manner with the beggar. She glared at him and shoved him aside with her elbow on the way to the woodshed. Inside the shed, she flung the axe at his feet, spat angrily and scolded him. However, we later come to know that it was Olga who chopped all the wood for the beggar as he was too weak to do so.

2. *Why was the beggar gloomy when Sergei moved into another house?*

Ans. The beggar was gloomy when Sergei moved to another house because he knew that he could not get work at Sergei's house anymore. By what is revealed at the end of the story, we might also surmise that the beggar was gloomy because he would perhaps never get to see the kind-hearted Olga again.

3. *Where did Sergei and the beggar meet after two years? How had the beggar changed?*

Ans. Sergei and the beggar met at the ticket window of a theatre after two years. The beggar had changed from the frail and lazy woodchopper to a well-dressed man who paid for his gallery seat in copper

coins. He was successful and prosperous now. He worked as a notary and was paid thirty-five roubles a month.

4. *In what way was Lushkoff indebted to Sergei?*

Ans. It was Sergei who had exhorted the beggar Lushkoff to work for a living. He would pay him to chop wood, and give him other work such as shovelling the snow or beating the dust out of rugs and mattresses. When Sergei moved house, he recommended the beggar to a friend of his who gave him copying work. From then on, the beggar worked his way up to become a well-paid notary.

5. *Who, according to Lushkoff, really saved him and how?*

Ans. According to Lushkoff, it was really Olga who saved him. When he used to come to Sergei's house to chop wood, Olga would scold him, but weep for him at the same time. She would feel miserable at his poor state, and taking pity on his frailness, would chop all the wood for him. Her kindness changed Lushkoff. It was owing to her words and noble deeds that he was able to set himself on the right path.

Assignment 3

C. Answer the following questions in 100–120 words.

1. *How was the beggar persuaded to cut wood for Sergei?*

Ans. The beggar told Sergei that he was a school teacher who had been offered a position in Kaluga, but did not have the money to go there. A couple of days back in Sadovya Street, the same beggar had said that he was a student who had been expelled from school. His dishonesty angered Sergei who said he would call the police. When the beggar admitted to lying and asked what he could possibly do, Sergei said that he could work. He suggested if the beggar would like to chop wood for him. The beggar agreed. But it was obvious from his demeanour that the work did not really have his consent. He had agreed to it because of his pride and shame, and because he had been trapped by his own words. Moreover, it was clear that he was not fit for the work physically, and therefore, did not feel much inclined to do it.

2. *How were both Sergei and Olga responsible for reforming the beggar? Whose contribution was more and why?*

Ans. It was Sergei who had exhorted the beggar Lushkoff to work for a living. He would pay him to chop wood, and give him other work such as shovelling the snow or beating the dust out of rugs and mattresses. When Sergei moved house, he recommended the beggar to a friend of his who gave him copying work. From then on, the beggar worked his way up to become a well-paid notary. However, by the admission of Lushkoff himself, it was Olga who really reformed him. When he used to come to Sergei's house to chop wood, Olga would scold him but weep for him at the same time. She would feel miserable at his poor state, and taking pity on his frailness, would chop all the wood for him. Her kindness changed Lushkoff. It was owing to her words and noble deeds that he was able to stop drinking and set himself on the right path.

3. *Comment on the surprise ending in the story 'The Beggar'.*

Ans. As is the hallmark of Chekov's short stories, 'The Beggar' too surprises us at the end. Lushkoff the beggar lies to beg, but is caught out by Sergei. He urges Lushkoff to give up the dishonest trade and do honest work for a living. He gives him odd jobs at his house, such as chopping wood or shovelling the snow. Lushkoff agrees and does the work for which he is paid well by Sergei. Olga, his cook, on the other hand, seems irritated at having such a beggar on her hands. She glares at him and scolds him. When Sergei moves to another place, he recommends Lushkoff to his friend

for some copying work. So when we see Lushkoff again after two years as a well-dressed notary, we assume quite naturally that the transformation has been the result of Sergei's well-meaning efforts and sound advice. But the surprise comes when Lushkoff, while gratefully acknowledging Sergei's contribution, says that his change has really been because of the kind deeds of Olga. We come to know then how Olga would weep for him and suffer greatly at his misery. Taking pity on his weak health, she would chop all the wood for him. It was this heartfelt concern and selfless act of hers that brought about the change in Lushkoff. He gave up drinking, and worked towards becoming a respectable man of means.

4. *Who has a nobler character, Sergei or Olga? Give reasons for your answer.*

Ans. Although it was Sergei who pushed Lushkoff into doing work rather than begging, and gave him various odd jobs at his home, it was really Olga who saved the beggar from the pit that he was in. As Lushkoff tells Sergei when he meets him two years later, whenever he used to come to his house to chop wood, Olga would scold him for being a drunk and a miserable creature. Then she would look at him, grow sad and weep. She would say that he was an unlucky man who had no pleasure in this life, and nor would he have any pleasure in the next. She would feel sorry for his unhappy self, and after she had done with scolding, would chop all the wood for him. Lushkoff confessed that he had never chopped even one log of wood for Sergei. Olga's kindness and genuine pity for him, her noble act of doing his work, changed Lushkoff. He stopped drinking and worked hard to become a notary, earning a princely sum of thirty-five roubles a month. So though Sergei showed Lushkoff the way to improve his condition, it was Olga's selfless act that actually changed him for good.

5. *Actions speak louder than words. How do the events in the story prove the truth of this statement?*

Ans. In the story, Lushkoff is a beggar who has been thrown out of a Russian choir because of drunkenness. He begs for a living, making up stories about his condition to arouse pity in others. However, Sergei, an advocate, sees through his lies and threatens to call the police. He urges him to work, beginning with doing small odd jobs at his house. The beggar agrees, not because he willingly consents to it, but because he is trapped into agreeing by his own arguments. Before moving house, Sergei sends him to his friend with a letter of recommendation, and with the advice to work hard, give up drinking and remember all the counsel he has given him. When Sergei meets Lushkoff two years later at a theatre, Lushkoff is a wholly changed person – he is now a notary who earns well and leads a respectable life. Sergei is delighted, and assumes that it was his exhortation that pushed Lushkoff onto the right path. Lushkoff expresses his gratitude, but confesses that while Sergei gave fine words of advice, it was really his cook Olga who brought about a change in him. She would scold him for his drunkenness, but at the same time weep for his pitiable state. Knowing that he was too frail to chop wood, she would do the work herself. It was because of this act of kindness that Lushkoff underwent a change. He gave up drinking and worked hard to improve his condition. The story proves the adage that actions speak louder than words. It was Olga's act of chopping the wood for Lushkoff that, more than anything else, had a profound, life-altering effect on Lushkoff.